

YIT PROGRAM PROGRESS REPORT

1. Grant Number: 03150-5225
2. Grantee Name and Address:
Howard Center, 208 Flynn Avenue, Suite 3J, Burlington, VT 05401
3. Telephone Number: (802) 488-6600
4. Project Title:
Culturally-Competent Planning and Leadership for Vermont's Youth in Transition Grant
5. Period of Performance from January 1, 2012 through June 30, 2012
6. Approved Project Period from January 1, 2012 through June 30, 2012
7. Author's Name and Telephone number: Mercedes Avila, (802) 999-4985
8. Date of report: January 31st, 2012
9. Comments (if any): None

The federal Government Performance and Results Act (GPRA) primarily focuses on demonstrating accountability and achieving meaningful outcomes for all federally funded programs. Please make sure to include information on the outcomes of your project activities and the impact of your project on improving the lives of Youth in Transition and their families in the Program Progress Reports submitted.

Two Program Progress Reports must be submitted for this sub-grant:

1. one for the time period from July 1 – December 31, 2011 (due by January 31, 2012), and
2. one for the period from January 1 – June 30, 2012 (due by July 30, 2012).

Report Contents

1. Major Activities and Accomplishments During this Period

Report both quantifiable and non-quantifiable accomplishments for the General Expectations and Regional Goals listed in Attachment A (see page 3 of the grant award):

- Quantifiable accomplishments include numbers of youth/families served, people trained, support groups established, etc.
- Non-quantifiable accomplishments should be listed in chronological order. Describe any draft/final products in this section.

Please report major activities and accomplishments for the following goal and indicators as relevant for the sub-grant. [This section of the report may be entered directly into the table below.]

<p>Goal for strengthening the systems of care</p>	<p>4: System of Care partners gain cultural & linguistic competence (CLC)....</p>
<p>System of Care Infrastructure Indicators (for federal TRAC):</p>	<p><u>Workforce Development</u>: Organizations or communities implementing mental health-related training programs as a result of the grant. Please enter the number of organizations or communities and briefly describe the training programs....</p> <ul style="list-style-type: none"> ○ Organizations hosted Cultural and Linguistic Competence (CLC) Trainings for staff and community members at the following locations: <ul style="list-style-type: none"> ◆ Addison (region 6) February 2012 → 19 participants ◆ Northeastern Area Health Education Center (AHEC) - Barre, Vermont April 2012 → 14 participants ◆ Working with Youth Conference May 2012 → 19 participants http://www.workingwithyouthconference.com/html/workshops.shtml ◆ Washington County (region 7)→ 11 participants <p>From January 1st to June 30th 2012, a total of 63 participants at 4 trainings were trained in CLC in this time period; for a cumulative total of 405 participants in the grant time period. Pre and post surveys continue to be administered immediately before and after each training (pre- and post-test data were not collected at two of the events above).</p> <p>Data analyses continue to show improvement in participants' attitude and knowledge change as they relate to cultural competency and disparities. Further, data analysis of newly collected data will be conducted in the upcoming months and included in a journal article that will be featured at the International Conference on Science in Society next November via a paper presentation. The journal article is entitled "<i>Addressing Health Disparities through Cultural and Linguistic Competence Training</i>".</p> <ul style="list-style-type: none"> ○ The CLC Coordinator additionally developed a ten-hour Cultural and Linguistic Competence training for College Quest, a six-week summer residential program for 11th grade students interested in health careers. The training that will be offered in July 2012 will cover topics such as: <ul style="list-style-type: none"> ◆ The Social Construction of Race ◆ Implications of Systems of Oppression, Racism and Racial Discrimination

- ◆ Socioeconomic (SES) Status and Racial and Ethnic Health Affects
- ◆ Cultural and Linguistic Competence & Culturally Responsive Care

Organizational Change: Organizational changes made to support improvement of mental health-related practices/activities that are consistent with the goals of the grant. Please enter the number of changes and briefly describe them....

- One of the Vermont mental health agencies/regions, that has extensively hosted cultural and linguistic competence trainings, is in the process of recruiting a Diversity Coordinator who will help support and sustain the work within the agency. The agency is furthermore considering incorporating CLC related trainings as part of the required professional development trainings for newly-hired staff as well as current employees.
- The CLC training developed under the Vermont YIT grant is now “*Racism and Health Disparities in the US*”; a 3-credit course at UVM in the College of Nursing and Health Sciences (CNHS). With this course the Cultural and Linguistic Competency training will be institutionalized and offered to future health professionals beyond the YIT grant and to the larger community.

Partnership/Collaboration: Organizations that entered into formal written inter/intra-organizational agreements (e.g., MOUs/MOAs) to improve mental health-related practices/activities that are consistent with the goals of the grant. Please enter the number of organizations and briefly describe the agreements....

- The CLC coordinator collaborated with the Vermont Coalition of Runaway and Homeless Youth Programs (VCRHYP) and conducted research on GLBT homeless youth (please see appendix A research and resources) Additionally, the CLC coordinator signed an MOU with VCRHYP to provide Cultural and Linguistic Competence trainings to their sites once funding is secured.
- The CLC Coordinator partnered with Dr. Andrea Green, Director of Fletcher Allen’s Immigrant Clinic and professor at UVM’s College of Medicine (COM). This partnership is to support the stipends for two medical students who are working on developing CLC related content for the COM’s students, faculty and staff, Fletcher Allen, and other health/mental health organizations in the state. The results of the students’ research (more than 100 hours of research each) will be uploaded and available to the public in the COM website.

- The CLC coordinator partnered with the Center for Health and Learning (CHL) to support the development of a webinar entitled “*Cultural Considerations in Suicide Prevention*”. The CLC coordinator conducted research and prepared a presentation that was offered as part of the webinar (please see appendix B for research results and resources). The webinar was offered to providers in the state and will soon be available to the public on the organization’s website: www.healthandlearning.org
- The Vermont Youth In Transition Project and the Vermont Federation of Families for Children’s Mental Health continues partnering with the Vermont Department of Health (VDH) Office of Minority Health to provide funding for:
 - ◆ (via mini grants) for health/mental health related programs developed by youth; and
 - ◆ supporting the Young Adult Voice Movement (YAVM) Conference.
- The Vermont Youth In Transition grant continues partnering with the Champlain Valley Area Health Education (CVAHEC) to support a Mental Health Interpreters training that will take place in the near future.
- The CLC coordinator provided support and consultation to CVAHEC to update their “*Cultural Competency for Health Care Providers Manual*” revised in the fall of 2011. The newest version of the manual is now available on their website at the following link: <http://www.cvahec.org/documents/FinalDraft6.0.pdf>
The manual furthermore features the cultural and linguistic competency training developed under the YIT grant under “Tools for self-assessment and improvement “ (p. 18)

Types/Targets of Practice: Programs/organizations/communities that implemented evidence-based mental health-related practices/activities as a result of the grant. Please enter the number of programs/ organizations/ communities and briefly describe the evidence-based practices....

- As part of the Health Careers Opportunity Pipeline (HCOP) grant, a project of the Northeastern AHEC, the CLC coordinator conducted research on k-5 cultural competency curricula. The results of the research will be used to inform the development of curricula to be implemented in several Vermont schools. The recommended materials included peer reviewed articles, books, and curricula such as:
 - ◆ Arlington Public Schools Cultural Competence Curriculum – 2009-2010

	<ul style="list-style-type: none"> ◆ PATHS® Curriculum http://www.pathstraining.com/pages/curriculum.html ◆ Pelo, Ann & Davidson, Fran (2002) <i>That's Not Fair! A Teacher's Guide to Activism with Young Children</i> Redleaf Press ◆ Derman-Sparks, Louise (1989) <i>Anti-Bias Curriculum: Tools for Empowering Young Children</i> (NAEYC, No. 242) ◆ Derman-Sparks, Louise, Edwards, Julie Olsen & Ramsey, Patricia (2011) <i>What If All the Kids Are White?</i> (Early Childhood Education Series) ◆ Derman-Sparks, Louise & Edwards, Julie Olsen (2010) <i>Anti-Bias Education for Young Children and Ourselves</i>. National Association for the Education of Young Children <p>○ The CLC coordinator conducted research on best practices for serving children and young adults from diverse backgrounds with developmental concerns. The results of the research (please see appendix C) were distributed to 175 participants who attended the “Considering Culture in the Screening and Assessment of Children with Developmental Concerns” conference in May 2012.</p>
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2. Problems

Describe any deviations or departures from the original project plan including actual/anticipated slippage in task completion dates, and special problems encountered or expected. Use this section to describe barriers to accomplishment, actions taken to overcome difficulties, and to advise DMH of any needs for assistance.

While visiting different regions in the state, the CLC coordinator became aware of the implementation of Ruby Payne’s Bridges out of Poverty work. While researching this work, the CLC coordinator has encountered several journal articles discrediting this author’s work. Consequently, the CLC coordinator would like to encourage organizations that offer and/or mandate these trainings to their employees to review the materials below to ensure service providers are receiving the best and most appropriate type of training. Please review the following materials:

- ◆ Gorski, P. "The Classist Underpinnings of Ruby Payne's Framework," *Teachers College Record*, Feb. 9, 2006. www.tcrecord.org.
- ◆ Ng, J. and Rury, J. "Poverty and Education: A Critical Analysis of the Ruby Payne Phenomenon," *Teachers College Record*, July 18, 2006. www.tcrecord.org.
- ◆ Osei-Kofi, N. "Pathologizing the Poor: A Framework for Understanding Ruby Payne's Work," *Equity and Excellence in Education* 38(4), pp. 367-375.

- ◆ A Framework for Understanding Ruby Payne - Volume 21 No. 2 - Winter 2006 - Rethinking Schools Online.pdf. (n.d.). Retrieved from <http://www.dlackey.org/weblog/docs/A%20Framework%20for%20Understanding%20Ruby%20Payne%20-%20Volume%2021%20No.%202%20-%20Winter%202006%20-%20Rethinking%20Schools%20Online.pdf>
- ◆ Gorski, P. C. (2008). Peddling Poverty for Profit: Elements of Oppression in Ruby Payne's Framework. *Equity & Excellence in Education*, 41(1), 130–148. doi:10.1080/10665680701761854
- ◆ k0901sat.pdf. (n.d.). Retrieved from http://www.pdkmembers.org/members_online/publications/Archive/pdf/k0901sat.pdf
- ◆ ResearchonRubyPayne.pdf. (n.d.). Retrieved from <http://www.tehamaschools.org/files/iss50/ResearchonRubyPayne.pdf>
- ◆ Stinnett, M. (2008). Reporting on “ Miseducating Teachers About the Poor: A Critical Analysis of Ruby Payne’ s Claims About Poverty. *Illinois Reading Council Journal*, 36(2), 62–68.
- ◆ Book à Malewski, E. (2009). *Curriculum Studies Handbook--the Next Moment*. Taylor & Francis.

3. Significant Findings and Events

For special notice to Principal Investigator, State Outreach Team for Youth in Transition, Federal Project Officer, etc. This should include any changes in staffing, including of persons, time spent, and/or responsibilities. Attach resumes and qualifications of new staff.

- The CLC Coordinator was selected by the TA Partnership’s Cultural Competence Action Team (CCAT) to help plan the activities in the CLC Community of Practice (COP) reunion at the 2012 Training Institutes. Additionally, the CLC coordinator shared the findings of the CLC trainings conducted in Vermont at the COP meeting.
- The CLC coordinator conducted research on CLC policies in departments of mental health around the country. She gathered all researched information and put together a CLC policy for Vermont that she will present to the Vermont Department of Mental Health in the upcoming months.

The purpose of this policy is to ensure consumers receive culturally appropriate care, and staff receive ongoing cultural competency education and training as part of the Cultural Competence Plan developed under the YIT grant.

4. Dissemination activities

Briefly describe project related inquiries and information dissemination activities carried out over the reporting period. Itemize and include a copy of any newspaper, newsletter, and magazine articles or other published materials considered relevant to project activities, or used for project information or public relations purposes.

- The CLC coordinator submitted two cultural competency related posters to the Association of University Centers on Disability (AUCD):
 - ◆ CLC organizational self-assessment in leadership training programs

- ◆ Considering Culture in the Screening and Assessment of Children with Developmental Concerns

- The CLC Coordinator submitted a paper presentation for the International Conference on Science in Society that was accepted in the spring 2012. The CLC Coordinator will be presenting the manuscript entitled “*Addressing Health Disparities through Cultural and Linguistic Competence Training*” next November at the University of California, Berkeley.

5. Other Activities

Briefly describe other activities undertaken during the reporting period.

The CLC Coordinator was part of a Vermont team that met with the Massachusetts Act Early Team to discuss the possibility of having a tri-state (VT-MA-ME) document (based on the one already created by MA: Culturally Sensitive Kit for Practitioners to Screen for Autism) about refugee/immigrant stories of families with children with developmental concerns. The document additionally addresses cultural limitations of screening and assessment tools, cultural reciprocity, and understanding cultural group’s views on disability, mental health, and special needs. Vermont is looking at conducting qualitative interviews with refugee families, cultural liaisons, and interpreters to put together refugee specific stories that will be added to this exiting document. The current document is available in the following link:

http://www.maactearly.org/uploads/9/2/2/3/9223642/mass_act_early_cultural_competent_screening_kit_whole.pdf at the Massachusetts Act Early website:
<http://www.maactearly.org/culturally-competent-screening-kit.html>

6. Activities Planned for Next Reporting Period

Briefly describe the project activities planned for the next reporting period.

- CLC trainings and/or related presentations will continue to be offered at different regions and venues:
 - ◆ Lamoille (**YIT Region 8**), August 2012
 - ◆ Bennington, two additional trainings will be offered in August at United Counseling Services (UCS)
 - ◆ Newport (**YIT Region 9**), in process of scheduling date of training for the fall 2012.
 - ◆ As part of CSD 311 graduate course at UVM.
- Continue supporting medical students on CLC work/research.
- Continue supporting the Interpreters’ Medical/Mental Health trainings.

- Continue partnering with the Vermont Department of Health Office of Minority Health to support activities as they relate to Diversity and Cultural and Linguistic Competence issues.
- Continue working on developing an interactive CLC training that can be easily accessible online.
- Continue supporting YIT regions in Cultural and Linguistic Competency related topics.

DMH only:

Date received: _____

Approved by: _____

Date approved: _____

Approved by: _____

Date approved: _____