

## 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, 2013 through June 30, 2013
6. Approved Project Period from January 1, 2013 through June 30, 2013
7. Author's Name and Telephone number: Mercedes Avila, (802) 999-4985
8. Date of report: July 31<sup>st</sup>, 2013
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, 2012 (due by January 31, 2013), and
2. one for the period from January 1 – June 30, 2013 (due by July 30, 2013).

### **Report Contents**

<b>1. Major Activities and Accomplishments During this Period</b>
---

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><b>Goal for strengthening the systems of care</b></p>	<p>4: System of Care partners gain cultural &amp; linguistic competence (CLC)....</p>
<p><b>System of Care Infrastructure Indicators</b> (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"> <li>○ Organizations continue hosting Cultural and Linguistic Competence (CLC) Trainings for staff and community members. This grant period's trainings took place at the following locations: <ul style="list-style-type: none"> <li>● Vermont Coalition of Runaway Homeless Youth Programs (VCRHYP) Bi-Annual Meeting April 2013 → 11 participants</li> <li>● Through the Mental Health Transformation Grant → two trainings: Randolph → 12 participants; Montpelier → 14 participants</li> <li>● Center for Health and Wellbeing at University of Vermont → trained all their staff for a total of → 53 participants</li> <li>● Area Health Education Center (AHEC) College Quest Summer residential program → 24 young adults</li> <li>● Middlebury (2<sup>nd</sup> training in the region) → 14 participants</li> </ul> </li> </ul> <p>From January 1<sup>st</sup> to June 30<sup>th</sup> 2013, a total of 128 participants at 7 trainings were trained in CLC in this time period; for a cumulative total of 596 participants in the grant time period. Pre and post surveys continue to be administered immediately before and after each training 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 analyses of newly collected data were included in a journal article that was featured at the 26th Annual Children's Mental Health Research and Policy (Tampa) Conference as a poster presentation. The journal article is entitled "<i>Addressing Health Disparities through Cultural and Linguistic Competence Training</i>" was submitted for publication to the Journal of Cultural Diversity.</p> <ul style="list-style-type: none"> <li>○ The CLC Coordinator additionally developed a five-hour Cultural and Linguistic Competence training for AHEC College Quest staff. The training covered topics such as: <ul style="list-style-type: none"> <li>● Health Disparities: Definitions, data, implications</li> </ul> </li> </ul>

- Social Construction of Race, Racism, and Implications of Systems of Oppression and Privilege – Using the documentary Race the Power of an Illusion & True Colors
- Culture & Cultural and Linguistic Competence
- Patient Diversity: Beyond the Vital Signs, activities and how to use the video
- SES, Racial and Ethnic Health Affects, Specific Populations – Using the documentary Unnatural causes: Is Inequality Making Us Sick?
- Diversity Opening Activities and Ice Breakers
- Questions, Comments, & other resources

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....

- Two additional Vermont mental health agencies/regions, that hosted their second cultural and linguistic competence trainings, are in the process of 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 continues to be offered as “D1: *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 continues to be institutionalized and offered to future health professionals beyond the YIT grant and to the larger community. This course is now a permanent course with two offerings every semester; and will be offered online starting summer 2014.

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 trained their members at the Center Program Bi-Annual Meeting.
- The CLC coordinator partnered with the Center for Health and Learning (CHL) to support the content on diversity and suicide prevention. The CLC coordinator conducted research and prepared slides submitted to CHL (please see Attachment A for research results and slides).

- 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 supporting the Young Adult Voice Movement (YAVM) Conference. The YAVM conference participation included: 99 participants from Chittenden County as well as almost 60% overall conference participants from racially and/or ethnically diverse backgrounds. The CLC coordinator, Jeetan Khadka, Jeanine Bunzigiye, and Umesh Acharya were integral in ensuring such a large participation from the refugee and immigrant young adult community. They recruited, registered and/or provided transportation for many of the refugee and immigrant young adults enabling them to attend the conference.
  
- The CLC coordinator participated in a Mental Health Interpreting Training workgroup with the goal of organizing Mental Health Interpreting trainings in Vermont. The workgroup met several times in the spring with participation from HowardCenter, VRRP, and Connecting Cultures. Within this workgroup YIT CLC was able to support Connecting Cultures’ Cathleen Kelley’s participation at the Healing Voices training in San Francisco, CA. The training, specifically geared to train trauma and torture practitioners, focused on the following content:
  - MODULE 1: Torture and War Trauma
    - An overview of the field, with a focus on refugee and asylees trauma, developed by national and international specialists in torture treatment services.
  - MODULE 2: Mental Health Assessment and Treatment
    - What interpreters need to know about mental health services to interpret for survivors of major trauma.
  - MODULE 3: Interpreter Job Stress and Secondary Trauma
    - The impact on interpreters when interpreting for survivors of extreme trauma: how to prevent it, how to cope and steps to develop an effective wellness plan.
  - MODULE 4: Ethics and Standards of Practice
    - How to apply national ethics and standards of practice for community/medical and legal interpreting to interpreting for survivors of major trauma.
  - MODULE 5: Intervention and Mediation
    - How to address communication barriers between survivors of extreme trauma and their providers without overstepping boundaries. Strategies to help interpreters address expectations to “help out” the client outside the session.
  - MODULE 6: Communication Across Cultures
    - Effective strategies for ensuring clear communication across cultures and addressing cultural misunderstandings.
  - MODULE 7: Legal Interpreting: Attorney-Client Interviews, Asylum Hearings and

	<ul style="list-style-type: none"> <li>▪ Non-Courtroom Legal Interpreting for survivors</li> <li>▪ Specific guidance on interpreting for survivors in non-courtroom legal settings, developed by attorneys and legal interpreting experts.</li> <li>○ MODULE 8: Sexual and Domestic Violence <ul style="list-style-type: none"> <li>▪ How to interpret for survivors of extreme trauma who are also addressing current or past domestic violence. Cultural and therapeutic considerations when interpreting for survivors of sexual violence.</li> </ul> </li> <li>○ MODULE 9: Global Skills and Self Care <ul style="list-style-type: none"> <li>▪ A review of key points, additional practice and a focus on wellness strategies for interpreters in the field.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>○ The CLC coordinator regularly meets with Theresa Lay-Sleeper (Juvenile Justice) and Pat Nelson (Office of Minority Health) to discuss strategies for addressing Disproportionate Minority Contact (DMC) in Juvenile Justice. At these meetings we have looked at ways the three can bring our expertise together for data collection, diversity training needs, among other related issues.</li>   <li>○ The CLC coordinator was asked, by Hal Colston (Program Director), to be part of the Partnership for Change Graduate Expectation Team. “After several months of shared learning, engaged conversation, and deep thought on the part of students, educators, parents, business leaders, and community partners, the Partnership for Change is excited to share the Graduate Expectations for Winooski Middle/High School and Burlington High School. Graduate Expectations are the habits, skills, and knowledge that our community decides are most important to the success of all students in college, careers, and civic engagement. These are proficiency-based Graduate Expectations, meaning students must demonstrate that they have learned each one in order to graduate.” Graduate expectations are available on the following site: <a href="http://partnershipvt.org/progress/graduate-expectations/">http://partnershipvt.org/progress/graduate-expectations/</a></li> </ul>
	<p><u>Types/Targets of Practice:</u> 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....</p> <ul style="list-style-type: none"> <li>○ As part of the Health Careers Opportunity Pipeline (HCOP) grant, a project of the Northeastern AHEC, the CLC coordinator trained 24 young adults in Best Practices for working with racially and ethnically diverse populations.</li>   <li>○ The CLC coordinator took another group of 25 young people to the Echo Leahy Center “<b>Race: Are We so Different?</b>” exhibit. These young adults are all interested in health or mental health careers. The</li> </ul>

	<p>exhibit (<a href="http://www.echovermont.org/exhibits/race/index.html">http://www.echovermont.org/exhibits/race/index.html</a> )</p> <p>“Developed by the American Anthropological Association in collaboration with the Science Museum of Minnesota, <b>RACE: Are We So Different?</b> is the first nationally traveling exhibition to tell the stories of race from the biological, cultural, and historical points of view. Combining these perspectives offers an unprecedented look at race and racism in the United States. The exhibition brings together the everyday experience of living with race, its history as an idea, the role of science in that history, and the findings of contemporary science that are challenging its foundations.” A total of 50 young people attended this exhibit through the YIT grant.</p> <ul style="list-style-type: none"> <li>○ The CLC coordinator continues to provide training participants and agencies with evidence-based CLC resources via CDs and list of resources available electronically on the YIT website. To this date more than 700 CDs have been distributed in Vermont to health and mental health agencies’ service providers and young adults.</li> </ul>
--	--

## 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.

- Recruiting the last regions to host CLC trainings continues to be a problem. In spite of efforts from different members of the YIT grant, including the Project Director, two of the remaining regions in Vermont have not yet hosted a CLC training. The CLC Coordinator now plans to conduct regional trainings open to the community and has been in contact with superintendents, chiefs of police and other community organization leaders to attend these trainings that will take place in the fall 2013. YIT regions will be invited as part of these efforts and hope to have the regions attend.
- The CLC Coordinator continued spending a large amount of time in the spring working with Chittenden county addressing funding issues for Diversity Works! (DR!) Several meetings took place with young adults, providers, community members, and agency staff. The proposal was submitted in April and approved shortly after (please see **Attachment B for Scope of Work of the grant**). After this process, other issues arose including the lack of understanding of what true youth leadership is, issues of oppression experienced by DR! members, and other complex problems. The CLC coordinator recommended trainings on racism, white privilege, understanding oppression, working with young people, youth leadership and empowerment strategies, among other needed trainings. To date many changes have taken place and the group has moved towards a true youth lead approach with four young adult leaders and eleven councilors all of whom meet regularly to address these issues and to frame the big picture for the group.

### 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.

- DR! has moved into a true youth-led approach with very committed young people who are eager to work towards youth leadership and empowerment. This confirms the idea that when activities are fully planned and implemented by young people, the level of commitment of young people increases. This summer young adult advisors and councilors have met dozens of times to plan activities and frame the future of the group. This would have not been possible without the right supports and funding from YIT. Further, when young people have a supportive environment they thrive and they experience the following benefits<sup>1</sup>; most of which are now happening within the group for the first time:
  - Understand the community in a different way
  - Make friends
  - Have a support group of people who “get them”
  - Create a positive change in their community
  - Develop new skills and knowledge
  - Reframe their personal identities as leaders and change agents
  - See themselves reflected from peers and family members in a positive light
  - Develop confidence and strengthen their sense of pride, identity, and self-esteem
  - Create a better system that will help themselves and others
  - Have their voice heard and utilized.
- The CLC Coordinator completed all the requirements for the PhD in Educational Leadership and Policy Studies program at the University of Vermont and will be defending the dissertation in the fall to complete both the PhD and a Certificate of Graduate Studies (C.G.S.) in Interdisciplinary Studies of Disability.

### 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.

- Brewer, B., Tarallo-Falk, J., Avila, M. & Miller, N. (2013) “*Panel: Getting the Most Out of Your Training Programs*” Substance Abuse and Mental Health Services Administration (SAMHSA) Garrett Lee Smith (GLS) Grantee Meeting – The Evolving Paradigm: New Directions for Suicide Prevention, Washington D.C.
- Beatson, J. & Avila, M. (2013) “*Poster: Improving Healthcare Access & Quality through Cultural and Linguistic Competency (CALC) Training in Vermont LEND*”

---

<sup>1</sup> Matarese, M., McGinnis, L., & Mora, M. (2006). Youth involvement in systems of care: A guide to empowerment. Retrieved from [http://www.tapartnership.org/docs/Youth\\_Involvement.pdf](http://www.tapartnership.org/docs/Youth_Involvement.pdf)

Health Disparities Research at the Intersection of Race, Ethnicity, and Disability: A National Conference, Washington D.C.

- Avila, M., Beatson, J. & Kamon, J. (2013) *“Poster: Addressing Health Disparities through Cultural and Linguistic Competence Training”* The 26<sup>th</sup> Annual Children’s Mental Health Research and Policy Conference, Tampa, Florida
- Avila, M., Beatson, J., Kamon, J. (submitted) *Addressing Health Disparities through Cultural and Linguistic Competency Training*
- The CLC coordinator submitted a paper presentation and supported a panel presentation proposal for the Association of University Centers on Disability (AUCD) Annual Conference:
  - *“Providers’ Cultural and Linguistic Competency Knowledge and Skills in Assessing and Screening Young Children with Developmental Concerns: Evaluation Results from a Statewide Conference”* paper proposal
  - *“Including New Americans in LEND Programs: CALC, Advocacy & Systems Change”* panel proposal
- The CLC Coordinator submitted a workshop proposal presentation for the National Federation of Families for Children’s Mental Health Annual Conference. The workshop entitled *“Cultural and Linguistic Competency: Understanding the Importance of Stories in Serving Refugee and Immigrant Populations”*, if accepted, will take place next November in Washington, D.C.
- The CLC Coordinator supported 4 young adults to submit a youth track workshop proposal presentation for the National Federation of Families for Children’s Mental Health Annual Conference. The workshop entitled *“Great Pride and Determination Running Through New Americans’ Souls: Issues of Inclusion and English Language Learners in Predominantly White States”*, if accepted, will take place next November in Washington, D.C.

## 5. Other Activities

Briefly describe other activities undertaken during the reporting period.

- The CLC Coordinator recruited a young adult from the Bhutanese community to be a summer intern at the University of Vermont College of Medicine’s Vermont Child Health Improvement Program. This young adult’s goal is to study neuroscience at UVM and become an MD or Psychiatrist.
- The CLC Coordinator recruited five young adults from the refugee community to attend the State Youth Suicide Prevention Symposium in Killington, Vermont. Two of these young adults from the Bhutanese community are now interested in becoming Suicide Prevention trainers so they can help their communities in efforts to prevent suicides.
- The CLC Coordinator invited 6 refugee and immigrant young adults from different countries (Somalia, Congo, Bhutan and Vietnam) to be panelists in a day long CLC in-service training for health and mental health faculty at UVM. Additionally, the CLC

Coordinator invited a Somali-Bantu mom to share her experiences of raising a child with language delay in a foreign country. Furthermore, the CLC coordinator went to Boston to get the final speaker for this professional development activity, Sefakor Grateful-Miranda Komabu-Pomeyie, a Development Practitioner, Policy Analyst and Advocate from Ghana to share her views of disability and culture in Ghana as well as in the U.S. The goals of this training included:

- Deeper understanding of refugee and “new American” experiences, generally and in the greater Burlington area
- Increase knowledge & skill level in cross-cultural communication
- Learn strategies to foster a safe, caring, & empowered learning community
- Understand appropriate program modifications
- Understand cross-cultural mentorship

This training was featured in the AUCD website and is available in the following link:  
[https://www.aucd.org/template/news.cfm?news\\_id=8940&id=17](https://www.aucd.org/template/news.cfm?news_id=8940&id=17)

- The CLC Coordinator has been advocating for “New American” students to enter health and mental health careers at the University of Vermont. She participated in several meetings with Admissions, College of Nursing and Health Sciences, among other departments. One Bhutanese female will now be part of the Nursing Program starting this coming fall as a result of this advocacy.
- The CLC Coordinator supported two young boys to attend the Farms and Wilderness camp in Plymouth, Vermont. These two boys spent 7 weeks at camp learning a variety of skills, among which they have done extensive community service and received school credit they can then bring back to their High Schools.
- The CLC Coordinator helped College Quest participants with forms and applications to attend the program that they recently graduated from.
- The CLC Coordinator nominated Jacques Okuka for the Young Adult Leadership Award. Jacques is a remarkable young adult from Congo whose commitment to social justice, his community and peers are exemplary. The CLC Coordinator, together with the state team, gave Jacques his plaque at the Young Adult Voice Movement Conference. Jacques led the protest at Burlington High School against racism and against standardized testing that are not culturally appropriate for every student. Burlington Free Press shared the letter Jacques wrote and read at the protest. The following links include the stories that were shared on the news:  
<http://www.burlingtonfreepress.com/article/20120419/NEWS02/120419010/Students-from-Africa-speak-out-Burlington-High-School>  
<http://www.wptz.com/news/vermont-new-york/burlington/Students-walk-out-of-school-in-protest/-/8869880/11208314/-/13yitdi/-/index.html>
- The CLC Coordinator supported transportation for two other young adult boys from the refugee community who worked at Camp Abnaki this summer for 6 weeks.
- The CLC Coordinator assisted AHEC staff to recruit health and mental health professionals for the College Quest health professional panel that took place this summer during the 6-week residential program.

- YIT CLC supported two DR! young adults to attend the “Results Conference – The Power to End Poverty”. These Somali and Bhutanese young people embarked in an amazing experience on policy, advocacy and empowerment. They have brought back what they learnt and will share it with other young people in their communities. To learn more about this event and outcomes of the conference please visit the following link: [http://www.results.org/about/mission\\_and\\_structure/](http://www.results.org/about/mission_and_structure/)
- YIT CLC supported two DR! young adult advisors to attend the Social Justice Training Institute “The Student Experience” at the University of Massachusetts. “Since December of 1998, the Social Justice Training Institute has been providing an opportunity for individuals committed to issues of inclusion to develop their skills in the areas of dialogue and connectedness. Over 500 professional colleagues have participated in this experience to date. We have now expanded the experience to include an opportunity for students to gather and do some "personal work" related to social justice issues. This advanced experience is for students who have done a fairly significant amount of work on social justice issues.” Further, the CLC coordinator will be the coach for these two young adult advisors who will implement their plans in Vermont and in their local communities. To learn more about the Social Justice Training Institute please visit: [http://www.sjti.org/home\\_student.html](http://www.sjti.org/home_student.html)
- The CLC Coordinator disseminated two newly released resources with health and mental health professionals in the state. These include:
  - Community Health Workers as Patient Navigators: <http://www.nwrpca.org/health-center-news/253-community-health-workers-as-patient-navigators.html>
  - “*Raising Children in a New Country: Supporting Early Learning and Healthy Development*” (please see Attachment C for PDF of this resource)
- The CLC Coordinator supported the recruitment of “New American” family and community fellows to be part of the Interdisciplinary Leadership Education for Health Professionals Program (ILEHP) at the University of Vermont College of Medicine. The program now has 20% of its trainees/fellows from racially/ethnically diverse backgrounds for academic year 2013-2014. The goal is to be at over 30% for academic year 2014-2015. This activity will help diversify the healthcare workforce as well as empower families and give them the necessary tools for policy advocacy so they can continue their work at state and national levels.

## 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:
  - Springfield (YIT Region 9), July 2013
  - Peace and Justice Center, August 2013
  - Saint Albans (3<sup>rd</sup> training), August 2013

- Newport (**YIT Region 11**), September/October 2013
  - Rutland (**YIT Region 10**), October 2013
  - As part of CSD 311 graduate course at UVM
  - Other community trainings in the fall
- 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 with other local and state partners on issues related to CLC.
  - 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.
  - Continue supporting DR! in their youth leadership and empowerment efforts.
  - Continue supporting young adults from diverse backgrounds to enter health and mental health careers. This will help diversify the workforce and increase CLC as well as improve service providing and accessibility of services for children, youth and families from diverse backgrounds.

***DMH only:***

*Date received:* \_\_\_\_\_

*Approved by:* \_\_\_\_\_

*Date approved:* \_\_\_\_\_

*Approved by:* \_\_\_\_\_

*Date approved:* \_\_\_\_\_