

## YIT PROGRAM PROGRESS REPORT

1. Grant Number: C-YIT-FY12-HCCLC
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 July 1, 2011 through December 31, 2011
6. Approved Project Period from July 1, 2011 through June 30, 2012
7. Author's Name and Telephone number: Mercedes Avila, (802) 999-4985
8. Date of report: January 18<sup>th</sup>, 2012
9. Comments (if any): None

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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><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> <p>Organizations hosted Cultural and Linguistic Competence (CLC) Trainings for staff and community members at the following locations:</p> <ul style="list-style-type: none"> <li>○ Youth Services Inc., Brattleboro, July 2011 → 17 participants <b>(YIT region 3)</b></li> <li>○ As part of UVM's CSD311 → 10 participants</li> <li>○ Success Beyond Six Behavior Interventionist and Clinician Conference, Montpelier, August 2011 → 55 participants</li> <li>○ New England Survivors of Torture and Trauma (NESTT) Conference, Burlington, September 2011 → 80 participants</li> <li>○ NEK Youth Services, St. Johnsbury, October 2011 → 10 participants <b>(YIT region 4)</b></li> <li>○ As part of Champlain Valley Area Health Education Center (CVAHEC) 1st Statewide Medical/Mental Health Interpreters Training, October 2011 → 10 interpreters</li> <li>○ United Counseling Services (UCS), Bennington, November and December 2011 <b>(YIT region 5)</b> → 4 trainings, 62 participants</li> </ul> <p>A total of 227 participants were trained in CLC in this time period; for a cumulative total of 363 participants in the grant time period. Pre and post surveys were 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 of 195 pre and 189 post surveys were conducted by the Vermont Child Health Improvement Program (VCHIP). These pre and post surveys include a core set of identical items, and questions assessed specific knowledge and attitudes about race, class, health disparities, and related cultural competency topics. Pre versus post comparisons of proportion of correctly answered items used <math>X^2</math> tests (2-tailed, alpha = .05). Key findings included:</p>

Statement	% Correct Pre	% Correct Post	P value
Most human genetic variation can be found within any local population	24.9	92.6	<.001
Social reforms are the most important factor behind the 30 year increase in U.S. life expectancy in the 20th century	32.8	94.2	<.001
On average, whether or not you are wealthy, is the strongest predictor of your health	31.6	95.2	<.001

Please see Attachment A (poster presented at the 22<sup>nd</sup> Annual National Federation of Families for Children’s Mental Health Conference) for complete analyses of pre and post test data.

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 mental health agencies/regions are 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 Youth In Transition Grant is now “Racism and Health Disparities”, session offered as part of the University of Vermont Communication Sciences and Disorders Interdisciplinary Seminar in Neurodevelopmental Disabilities (CSD311) graduate course.
- CLC Coordinator is working with one of the YIT regions to conduct organizational CLC self-assessments that will lead to future professional development plans and initiatives.

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 Vermont Youth In Transition Project and the Vermont Federation of Families for Children’s Mental Health partnered with the Vermont Department of Health (VDH) Office of Minority Health to provide funding (via mini grants) for health/mental health related programs developed by youth.
- The Vermont Youth In Transition grant continued partnering with the Champlain Valley Area Health Education (CVAHEC) to offer the 1<sup>st</sup> statewide Medical/Mental Health Interpreters’ training. This 60-hour training took place in the fall of 2011 attended by 10 interpreters representing 5 languages.
- Additionally, 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 will soon be available on their website: [www.cvahec.org](http://www.cvahec.org)

*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 CLC activities, the Vermont Youth In Transition Grant continues to offer a CD with 100+ evidence based CLC related resources/materials. To date, more than 500 CDs have been distributed to the 12 AHS Vermont regions.

In addition, a second resource with local, state, and national CLC related websites is distributed at CLC trainings and has been accessed by 227 newly trained participants.

Both resources: the CLC CD index and the CLC related websites document are available on the Vermont Youth In Transition website in the following links:

[http://youth-in-transition-grant.com/uploads/CLC\\_Related\\_Websites.pdf](http://youth-in-transition-grant.com/uploads/CLC_Related_Websites.pdf)

[http://youth-in-transition-grant.com/uploads/CLC\\_Resources\\_CD\\_Index.pdf](http://youth-in-transition-grant.com/uploads/CLC_Resources_CD_Index.pdf)

Furthermore, training participants receive the Culture Card, a Guide to Build Cultural Awareness (American Indian and Alaska Native), product developed by SAMHSA and available free of charge on their website:

<http://store.samhsa.gov/product/American-Indian-and-Alaska-Native-Culture-Card/SMA08-4354>

Additional Lambda Legal materials distributed at trainings include:

- *Toolkit: Getting Down to Basics:* Lesbian, gay, bisexual, transgender and questioning ("LGBTQ") young people are in America's child welfare and juvenile justice systems in disproportionate numbers. Like all young people in care, they have the right to be safe and protected. All too often, however, they are misunderstood and mistreated, leading to an increased risk of negative outcomes. This tool kit offers practical tips and information to ensure that LGBTQ young people in care receive the support and services they deserve. Developed in partnership by the Child Welfare League of America (CWLA) and Lambda Legal, the tool kit gives guidance on an array of issues affecting LGBTQ youth and the adults and organizations who provide them with out-of-home care.
- *Toolkit: Out of the margins:* A Report on Regional Listening Forums Highlighting the Experiences of Lesbian, Gay, Bisexual, Transgender, and Questioning Youth in Care 06/29/2006
- *Toolkit: Out, Safe, and Respected:* Your rights at school 10/11/2008 This kit is designed to help you know your rights at school and make sure they're respected, and to give you concrete ideas about how you can make a difference in your school and community. You have the right to be who you are. You have the right to be out, safe and respected at school.
- *Toolkit: Bending the Mold:* An Action Kit for Transgender Students 06/11/2009

All Lambda Legal publications can be accessed/ordered free of charge from

their website: <http://www.lambdalegal.org/publications/toolkits>

## 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.

None for this reporting time period.

## 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.

Analyses of pre and post training data showed that prior to attending the CLC trainings, almost 34% of the 200 participants who completed the pre and post training surveys indicated that they had had none to little exposure to any type of Diversity, Cultural Competency or Multicultural Training.

Additionally, and prior to attending the trainings, 76.1% of the participants believed that race identification was based on blood, skin, ancestry, genes, or all of these characteristics together. After attending the trainings, 93.7% of the participants now understand that none of these characteristics are the basis for racial identification and consequently *“Race has no genetic basis. Not one characteristic, trait or even gene distinguishes all the members of one so-called race from all the members of another so-called race”. “Skin color really is only skin deep. The genes for skin color have nothing to do with genes for hair form, eye shape, blood type, musical talent, athletic ability or forms of intelligence. Knowing someone’s skin color doesn’t necessarily tell you anything else about them” (Ten Things You Should Know About Race, Race the Power of and Illusion).*

For complete analyses of these data please see attachment A.

## 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 presented the findings of the pre and post training data findings via poster session at the 22<sup>nd</sup> Annual National Federation of Families for Children’s Mental Health Conference (<http://ffcmh.org/events/annual-conference/poster-session/>) (Attachment A)

## 5. Other Activities

Briefly describe other activities undertaken during the reporting period. Please see chart above.

- The CLC Coordinator attended the Connecting Circles of Care Historical Trauma and Native Americans Training of Trainers in July 2011 and is working on developing a training based on this curriculum
- The CLC Coordinator was selected to attend the Georgetown University Leadership Academy to Address Disparities in Mental Health Care in New Mexico in August 2011
- Jeetan Khadka (young adult leader), Guylaine Daoust (community trainer), and the CLC Coordinator attended the CLC TA Partnership sponsored training in the fall. This evidence based training featured the California Brief Multicultural Competencies Scale (CBMCS) and was presented by Dr. Gloria Morrow in Atlanta (<http://www.gloriamorrow.com/>)
- The CLC Coordinator provides consultation in designing and implementing grade appropriate cultural and linguistic competency modules related to the new Health Careers Opportunities Pipeline (HCOP) grant. This Maternal Child Health (MCH) grant seeks to achieve the following goals:
  - Goal #1: Increase the numbers of students from rural or underserved communities, who are economically or educationally disadvantaged, exploring a career in health care.
  - Goal #2: Increase the opportunities for economically or educationally disadvantaged Vermont students to follow a pathway to the successful completion of a post-secondary certification or degree in a health career.
  - Goal #3: Improve quality of care by helping to ensure a culturally competent and diverse health care workforce for Vermont.
- The CLC Coordinator conducted literature review/research of resources available to work with English Language Learners (ELL) with Autism Spectrum Disorders (ASD) or other Developmental Disabilities (DD). The results of these research activities will be shared at an event that will take place in the summer of 2012. Research findings will also be available to service providers electronically and/or via CD.

## 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 6**), January 2012
  - Middlebury (**YIT Region 7**), February 2012
  - Newport (**YIT Region 8**), in process of scheduling date of training
  - Washington (**YIT Region 9**), in process of scheduling date of training
- ✓ 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:* \_\_\_\_\_