



pennsylvania
SYSTEM OF CARE PARTNERSHIP

Cultural & Linguistic Competence County Pilot Project Report

June 2015

Kelsey Leonard, Cultural & Linguistic Competence Coordinator

Pennsylvania System of Care Partnership

www.pasocpartnership.org

I. Introduction

This report details the pilot project that was conducted as part of the Pennsylvania System of Care Partnership (PA SOC) Cultural and Linguistic Competence (CLC) programming. The pilot project was commissioned by the PA SOC done in collaboration with the following Pennsylvania Counties: York, Northumberland, and Montgomery. The PA SOC Partnership is a statewide cooperative agreement is one of many System of Care communities throughout the country working to bring youth leaders, family leaders and system leaders together in equal partnership to integrate the child-serving systems, so that desired outcomes are achieved cost effectively through evidenced based practice and natural supports. The PA SOC Partnership recognizes Cultural and Linguistic Competence as one of its eight standards for improving the delivery of care to youth and families across the Commonwealth.

The objectives of the pilot project were to:

- Understand demographics and diversity in the pilot county
- Develop culturally relevant and culturally specific trainings for youth, family, system partners, and community partners
- Build relationships with Cultural Brokers and Community partners
- Evaluate translation and interpretation services for those with limited English proficiency
- Perform Organizational Assessments (ensuring community reflective representation at all levels of county leadership and among staff)
- Develop culturally and linguistically appropriate materials that match the health literacy of youth and families served
- Understand Disparity Data for county youth and families served

This project is unique, representing the first time that a group of counties in the Commonwealth has embarked jointly on a pilot to improve Cultural and Linguistic Competency for youth, family, and system partners in their community. The participating pilot counties exceeded the original goals and expectations of the project at almost every level. Through their experience in this project, the pilot counties made great leaps forward, not only in the quality of data and programming they produced, but their progression through the pilot came hand in hand with an evolution in thinking about Cultural and Linguistic Competency.

This report presents principal elements of the pilot project, the results obtained, and their significance. It describes the experience of six months of work among three counties in urban, rural, and suburban settings. These counties that participated and successfully carried out the CLC pilot have, by doing so, further strengthened their internal data infrastructure, built lasting collaborative relationships with a variety of culture brokers, organizations and entities, and launched themselves into a realm of system of care work that has more profound implications for Cultural and Linguistic Competence than previously existed in their counties.

II. Background

The overarching goal of the Cultural and Linguistic Competency Pilot Project was to incorporate culturally and linguistically competent methods into the Pennsylvania System of Care County process using the expertise of the county leadership team, PA SOC State implementation team, youth, family, system partners and community members.

The project was guided by the following definition of cultural competence used in the CLAS Standards Report (U.S. Department of Health and Human Services Office of the Secretary, 2000).

Cultural and linguistic competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations. 'Culture' refers to integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. 'Competence' implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and their communities.

Under the Pennsylvania System of Care Partnership Standards cultural and linguistic competence is defined in Standard VI as “the integration and transformation of knowledge, behaviors, and attitudes from and about individuals or groups that enable policy makers, administrators, youth, families, service providers, and system partners to work effectively in cross-cultural situations.” Cultural competence is a developmental process that evolves over an extended period of time.

In 2010, the Office of Minority Health (OMH) published the enhanced National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care (the National CLAS Standards). These standards have become the clearest, most thorough statement of policy regarding CLAS and they can guide PA SOC Counties in addressing cultural and language needs of the youth and families they serve.

PA SOC Counties are at different stages of familiarity and comfort with cultural competency in their work, and many counties are new to the notion of developing programs to address equity issues affecting the youth and families they serve. The CLC Pilot Project was created to address this need for streamlined CLC programming that could be adopted by counties of varying competency levels to fit where they were in their program development process.

III. Methods

The CLC Pilot Project was centered methodologically on knowledge building activities fell generally within eight (8) CLAS domains:

- Organizational Governance;
- CLC Plans and Policies;
- Culturally Inclusive System of Care Environment and Practices;
- Quality Monitoring and Improvement (QMI);
- Management Information Systems (MIS);
- Staffing Patterns;
- Staff Training and Development; and
- Communication Support.

The CLC Coordinator worked with the pilot counties to improve methods for delivery of culturally and linguistically appropriate services in three phases. Each phase of the project aimed to: (1) heighten awareness, (2) influence attitudes toward practice and (3) motivate the development of knowledge and skills to incorporate cultural and linguistic competence into the county's system of care. The pilot project phases included:

1. Conducting a CLC Assessment
2. Developing a CLC Plan
3. Implementing an Action Item from the County CLC Plan

Phase 1: The CLC Assessment

The first phase of the pilot project addressed three aspects of the assessment process:

- Preparing the CLC Assessment and CLC Advisory committee/team.
- Assessing the Diversity of youth and families served and county demographics.
- Identifying Gaps, Determining Priorities, and Briefing County Leadership Team.

Planning for culturally and linguistically appropriate services begins with an awareness of the increasing diversity within a County. Because the pursuit of CLC may be a brand new concept for some counties, Phase 1 of the project provided information on preparing the CLC assessment and advisory committee/team. Pilot counties gave careful thought to:

- Selecting the CLC advisory committee/team.
- Educating the committee/staff about CLC.
- Including the youth and family perspective. This will help ensure that the critical information needed is collected and that staff member/committee has the background to make appropriate decisions as the CLC plan is developed.

Phase 2: Cultural and Linguistic Competence Plan (CLCP)

Once the assessment of the county population was complete, priority areas to improve CLC were selected and a plan was developed for addressing the identified areas of need. The PA SOC CLC Coordinator provided guidance for identifying gaps and issues to consider for the pilot counties when they were determining priorities.

The Cultural and Linguistic Competence Plan (CLCP) is intended to ensure that all of the services and strategies are designed and implemented within the cultural and linguistic context of the county youth and families to be served. The overarching goal of the CLCP is to ensure that the System of Care County adopts a systemic, systematic and strategic approach to increasing the cultural responsiveness of services and supports delivered to youth and families, and a sensitivity and appreciation for diversity and cultural issues throughout the Pennsylvania System of Care.

The CLCPs developed by selected pilot counties contain examples of specific tasks and responsibilities within six critical CLC domains:

- governance and organizational infrastructure
- services and supports
- planning and continuous quality improvement
- collaboration
- communication and
- workforce development.

Phase 3: Implementation of CLCP Action Item

Phase 3 of the project supported the implementation of one of the listed CLCP Action Items developed by each of the pilot counties. Generally, these action items fell within three areas of concentration for improving CLC:

- Providing Linguistic Services (oral and written).
- Improving Cultural Competence.
- Developing a Diverse Workforce.

Within these potential areas of concentration or others as identified by the pilot counties the CLC Coordinator helped each county to implement the selected action item by working with them to identify the following parameters: (1) participant organizations; (2) Roles; (3) Action Steps; (4) Time Frame; (5) Person(s) responsible; and (6) benchmarks.

Ultimately pilot counties conducted a CLC Assessment, developed a corresponding CLC Plan; and started implementing a listed action item from their CLCPs.

Timeframe

The pilot project term length ran from December 10, 2014 – June 1, 2015. Activities among participating pilot counties included bimonthly meetings with the PA SOC CLC Coordinator and other PA SOC staff as needed. The webinar meeting series was designed to provide support to county CLC plans and build knowledge around cultural and linguistic competence methods in further promotion of the Pennsylvania SOC Standard VI and National CLAS standards.

Timeline:

- Introductory Meeting (December 22, 2014)
- Phase 1 – Meeting 1 (Tuesday, February 3, 2015 at 3PM)
- Phase 1 – Meeting 2 (Tuesday, February 24, 2015 at 3PM)
- Phase 2 – Meeting 1 (Tuesday, March 10, 2015 at 3PM)
- Phase 2 – Meeting 2 (Monday, March 23, 2015 at 3PM)
- Phase 3 – Meeting 1 (Tuesday, April 7, 2015 at 3PM))
- County Collaborative Meeting – Presentation on Pilot Project (April 21, 2015)
- Phase 3 – Meeting 2 (Tuesday, April 28, 2015 at 3PM)
- Phase 3 – Meeting 3 (Thursday, May 14, 2015 at 3PM)
- Final Report on Best Practices (Due May 25, 2015)
- Learning Institute Presentation (June 2015)

Participants:

The following counties participated in this pilot project on a voluntary basis. They were specifically selected as they represent a unique cross section of Pennsylvania System of Care Partnership counties with varying experience and knowledge of cultural and linguistic competency.

- **York County**
- **Montgomery County**
- **Northumberland County**

Tools:

The following tools were developed to support the work of the pilot counties.

Sample CLC Plan (Appendix A)

A CLC Plan template developed by the Technical Assistance Partnership for Child and Family Mental Health was given to each of the participating counties to develop a plan with action items tailored to the CLC needs of their county.

Sample CLC Questionnaire (Appendix B)

A questionnaire was developed which consisted of 12 closed questions with scaled responses, assessing various aspects of the county's CLC programming.

Funding Proposal Template (Appendix C)

A funding proposal template was developed for the implementation of an action item from the participant county developed CLC plans.

Budget Template (Appendix D)

A budget proposal template was developed for the funding of an action item from the participant county developed CLC plans.

Final Report Questionnaire (Appendix E)

A final report questionnaire was created for the participant counties to submit information on best practices and lessons learned from their participation in the pilot.

IV. Timeline

The following timeline was used throughout the pilot project to facilitate the planning process.

Meeting Date	Objective	Assignment
Introductory Meeting (December 22, 2014)	Introductions, Overview, and Orientation	<ul style="list-style-type: none"> Establish CLC Advisory Committee, Point of Contact, Workgroup, or other interested individuals in assisting with project. Notify CLT and Staff of Opportunity to Engage
Phase 1 – Meeting 1 (Tuesday, February 3, 2015 at 3PM)	<ul style="list-style-type: none"> Preparing the CLC Assessment and CLC Advisory committee/team. Assessing the Diversity of youth and families served and county demographics. 	<ul style="list-style-type: none"> Determine type of Assessment to be conducted Determine Assessment audience Notify PA SOC CLC Coordinator of chosen Assessment project by 5PM on Friday, February 13, 2015.
Phase 1 – Meeting 2 (Tuesday, February 24, 2015 at 3PM)	Identifying Gaps, Determining Priorities, and Briefing County Leadership Team.	<ul style="list-style-type: none"> Carryout Assessment Project Please Complete Assessment Project by Friday, March 6, 2015.
Phase 2 – Meeting 1 (Tuesday, March 10, 2015 at 9AM)	Using CLC Assessment to determine priority areas for inclusion in CLC Plan	<ul style="list-style-type: none"> Engage Youth and Family members through focus groups, community cafes, etc. in conversation on priority areas for CLC improvement based on Assessment Draft CLC Plan using template for sharing and discussion at next meeting. Due by 5PM Friday March 20, 2015.
Phase 2 – Meeting 2 (Monday, March 23, 2015 at 3PM)	Engage other counties for feedback on CLC priority action items and draft CLC plans.	<ul style="list-style-type: none"> Make Revisions to CLT plans based on discussion. Share CLC Plan with CLT. Receive CLT approval of CLC Plan by Friday, April 3, 2015.
Phase 3 – Meeting 1 (Tuesday, April 7, 2015 at 3PM))	Engage in discussion with other pilot counties on selecting an action item for implementation.	<ul style="list-style-type: none"> Select action item from CLC Plan for implementation.
County Collaborative Meeting – Presentation on Pilot Project (April 21, 2015)	CLC County Collaborative Presentation	<ul style="list-style-type: none"> Discuss participation in pilot project. Share successes/challenges with other SOC counties
Phase 3 – Meeting 2 (Tuesday, April 28, 2015 at 3PM)	Discuss chosen action item for implementation. Share date/time/location	<ul style="list-style-type: none"> If action item has been implemented share outcome(s). All action items must be implemented by Friday, May 8, 2015.
Phase 3 – Meeting 3 (Thursday, May 14, 2015 at 3pm)	Discuss Budget for Action Item Implementation	<ul style="list-style-type: none"> Budget Templates Must be Submitted by May 19, 2015
Final Report on Best Practices (Due May 25, 2015)	Final Report	Pilot counties send final summary of work to PA SOC CLC Coordinator by 5PM May 25, 2015.
Learning Institute Presentation (June 2015)	Presentation on Pilot Project	None.

V. Pilot County CLC Advisory Groups

York County

CLC Advisory Group/Planning Committee Members

Name	Role (Family, Youth, System Partner)	Responsibilities
Colleen Igo	System Partner	Coordinator
Lisa Kennedy	Family	Family member
Maria DeFelice	Family	Family member
Rachael Miller	CYF Partner	System partner
Michelle Breen	JPO Partner	System partner
Melissa Plotkin	Jewish Community Center	System partner
Del Franz	Human Services Partner	System partner
Michelle Hovis	Executive Director of Human Services	System partner
Leo Bauz	Youth Partner	Youth member
Scarlet Rosa	Joint Planning Team	System partner

Montgomery County

CLC Advisory Group/Planning Committee Members

Name	Role (Family, Youth, System Partner)	Responsibilities
Alyssa Snyder	System Partner	Coordinator
Steve Custer	System Partner	System Partner
Laurie O'Connor	System Partner	System Partner
Barbara Hand	System Partner	System Partner
James Leonard	System Partner	System Partner
Eileen Lafferty	System Partner	System Partner
Joanna Muth	System Partner	System Partner
Lisa Radcliffe	Family Member	Family Member
Jenn Vardy	Family Member	Family Member
Kizmeect Meade	Family Member	Family Member
Kathy Laws	Family Member	Family Member
Brooke Cutler	Youth Member	Youth Member
Serena DeJesus	Youth Member	Youth Member
Felicia Dellaquila	Youth Member	Youth Member
Cole McCullough	Youth Member	Youth Member
Daryl Mackeverican	Family Member	Family Member
Byron Luke	System Partner	System Partner
Carol Caruso	Family Member	Family Member
Kathy Sullivan	Youth Member	Youth Member
Troy Wilde		

Northumberland County

CLC Advisory Group/Planning Committee Members

Name	Role (Family, Youth, System Partner)	Responsibilities
Chris Minnich	System Partner	Facilitator
Lisa Caruso	System Partner/Youth Partner	Representing Northumberland County Youth Leadership Team
Pam Schlegel	System Partner	Representing Education
Jenifer Willard-Miller	System Partner	Representing CYS
Carolyn Richardson	Family Partner	Representing Families
Manny Giorgini	System Partner	Representing Behavioral Health

VI. Pilot County CLC Projects

York County

Project Successes

Name	Description
Piloted an Audit and Assessment of a System Partner	The SOC worked in collaboration with the JCC to audit and assess the cultural and linguistic competency of the internal and external interactions with youth, family, staff and other system partners.

Summary Project Description

The York County System of Care, in collaboration with the York Jewish Community Center (JCC), designed and implemented a Cultural and Linguistic Competence Assessment for the York County Youth Development Center (YDC). The YDC is a SOC partner. The purpose of this plan was to determine the needs and gaps YDC had as it related to cultural and linguistic competency. Based on the findings, the CLC committee plans to provide support in helping to address the needs and gaps that were identified.

Project Details

The items that guided the assessments, interviews and audits were A Guide for Using the Cultural and Linguistic Competence Family Organizational Assessment Instrument. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development. (Goode, T. D. (2010). The Pennsylvania Cultural and Linguistic Competence Partnership Standards and the National Culturally and Linguistically Appropriate Services (CLAS) Standards were also used as a guide.

Building Audits

If the messages within a building are not consistent or favor only certain groups of people, then an organization isn't truly embracing all the people, interests and cultures it serves. The audit assessed how welcoming the reception, displays, photos, bulletin boards, signage, decorations, hallways, and common spaces were to all people. The entire experience from the moment the JCC representative entered the property until they left was photographed and documented.

Self-Assessments

It is important to evaluate staff perceptions of the agency they work for, its values and their colleagues' roles in the agency. Their perspective is valuable from within the "system" because they see what many children, youth and families don't see. All staff, outside of those interviewed, were provided a written self-assessment to evaluate their perceptions of diversity professionally and personally. The families of youth currently residing at YDC were also provided a written self-assessment.

Interviews

Having a pulse on the atmosphere with staff and other system partners and relationships with staff and those utilizing County services provides both quantitative and qualitative data that may reveal information, especially subtle information that stands in the way of a business or organization achieving its goals and objectives.

The JCC staff interviewed a small sample of the YDC direct care personnel (10). Those interviewed also evaluated the competence of other County system partners (Children, Youth and Families, Mental Health/Intellectual and Developmental Disabilities and Juvenile Probation).

In addition, youth and families were interviewed about their perception of YDC's cultural sensitivity and competency.

Evaluation

The JCC compiled the data from the building audit, self-assessments and interviews and provided a statement of findings and recommendations for action.

Montgomery County

Project Successes

Name	Description
Development of CLC Community Stakeholder Survey	Excellent tool to engage stakeholders, assess resources/ needs, and share information
CLC Community Forum	Great platform for communication, recruitment, and development of recommendations
CLC training	Continued education and awareness of CLC

Montgomery County was pleased to be selected as county partner in the Pennsylvania System of Care Partnership (SOC) Cultural and Linguistic Competency (CLC) Pilot in October of 2014. The opportunity aligned with county priority on cultural and linguistic competency and sustainability goals identified through SOC County Leadership Team (CLT). SOC Coordinator prepared a press release that was publicized on October 29th of 2014. The press release highlighted the timeline and goals of the project as well as emphasized the value of partnership of community partners and county in creating awareness and understanding of the cultural and language needs of youth and families in Montgomery County.

There had been recent transition with membership and leadership on Montgomery County SOC CLT and this shared project was equally valued by youth, family, and system partners and the technical assistance from SOC and other CLC pilot counties provided incentive to take on this important and overwhelming project. The initial strategy identified was to quickly assess the linguistic capacity and needs of service providers in support staff to consider in planning to upcoming contract changes and regarding procurement of core community based behavioral health centers. In November 2014, the Montgomery County Department of Behavioral Health and Developmental Disabilities distributed a short survey to assess language needs/ resources with core community based behavioral health providers. The survey results were compiled and shared with the System of Care County Leadership Team. The results of this survey informed the development of core community based provider request for proposals (RFP) that was released by Montgomery County in November 2014. The RFP included mapping in partnership with planning commission to ensure that demographics were considered unique to each region county and that services would be geographically accessible to the population. The scope of the RFP included community-based outpatient and case management services for all regions of the County. The scoring tool and criteria for RFP included cultural and linguistic competency indicators and families and youth participated on the review committees for RFP proposal for all regions of the County.

In November of 2014 the SOC CLT then began a strategic planning process utilizing the planning model of Hifidelity Wraparound. The group worked with SOC Coordinator and a seasoned Hifidelity facilitator and identified several goals related to cultural competency. The first goal was to create a stipend policy to aid recruitment and add incentives for family and youth involvement. Next was a need to ensure equal voice and choice in decision making and on the leadership team and the CLT adopted a trichair model (youth, family and systems partner) to work closely with SOC Coordinator

in December of 2014 to review and develop policies and support implementation of standards that promote a culturally and linguistically competent system of care. The CLT also recognized it is imperative to recruit SOC CLT member that reflect the diversity represented in community/ county and therefore the CLT created a new member application to incorporate promote cultural and linguistic consciousness. The CLT benefited from the development of the new member application as a tool to support new members and ensure that candidates were able to commit to expectations of the CLT and SOC values and standards. Some of the questions on the new member application are also a tool for existing members to share why SOC involvement is meaningful to them and what they hope to learn, change, and/ or contribute. Each SOC CLT meeting now starts with one or two members sharing by responding to the application questions to enhance the community within SOC CLT.

With the trichair model in place for SOC CLT, Montgomery County recognized that the local polices and guidelines developed for System of Care should be reviewed and updated to better reflect the SOC values and principles and cultural and linguistic standards. The SOC CLT revised policies and guidelines now include an overview of PA SOC and the Montgomery County SOC Initiative.

The CLT expanded the existing polices to create sustainable plan to answer the following questions:

1. What is the process for youth, family, and system partners to join the County Leadership Team?
2. What are the expectations for members of the County Leadership Team?
3. How are members trained, oriented, and supported on the CLT?
4. How members of CLT get training directly to related to PA SOC Standards?
5. How are youth and family partners compensated for their lived experience, expertise, and time on the County Leadership Team?
6. How and where are County Leadership Team meetings held?

These newly expanded SOC policies and guidelines also serve as a communication tool for members and community that help market and educate stakeholders about SOC. The new member application and the and revised policies and guidelines were approved in the CLT meeting on April 2015 with all new and standing members of SOC CLT signing them.

Youth Partners from the SOC CLT are also working on a new logo for Montgomery County SOC that will depict inclusiveness and diversity to help promote communication and community connections.

The SOC CLT began identifying cultural brokers in December of 2015 and recognized that many of these organizations serve the region. Because Delaware County also identified cultural and linguistic competency as a priority need in System of Care, a joint meeting was held in January 2015 with Delaware and Montgomery County Leadership Teams. This meeting was held on January 15, was led by two seasoned facilitators from Hifdelity Wraparound programs and SOC Coordinators with goal of identifying any shared training opportunities and developing strategies in building CLC alliances.

In February 2015, Montgomery County's SOC CLT met and reviewed the CLC pilot materials and timeline. A draft CLC plan was developed including that all SOC CLT members to take the Standard 6 abbreviated CLC survey. The data collected from this survey will available for analysis in future SOC CLT meeting. The CLT adapted the SOC CLC survey for distribution to broader group of County and community stakeholders as tool for needs assessment. The SOC CLT worked with a local agency

to convert CLC survey tool to a survey monkey and considered local needs around translation and literacy. The CLT will launch this stakeholder survey in May/ June 2015 and use the survey results to inform planning of community cultural forum in September 2015. The goal of the community cultural forum is to review the results of the CLC survey with youth, families, cultural brokers, and county leadership team to create awareness, share what resources are available, and identify gaps/ needs.

The community cultural forum will also provide an opportunity to orient more stakeholders to SOC for recruitment of members for County Leadership Team and a CLC Advisory Committee. Montgomery County hopes to have an active CLC Advisory Committee formed for 2016.

An additional CLC goal was to attend and offer annual training focused on CLC education. The Youth Partners on the Montgomery County System of Care County Leadership Team identified a training need to create a supportive environment for the LGBTQ Community. The SOC CLT approved this need with planning goal to identify cultural brokers in region that are resources who encourage awareness, support, education, and community involvement. The CLT scheduled a training with an LGBTQ cultural broker for the July CLT meeting to assist with CLT role of developing recommendations for community and County to inform policy, planning, and practice

The Montgomery County System of Care Initiative was able to launch a project to promote community engagement and awareness of mental health and services in 2014. This was a train the trainer and learning collaborative using Youth Mental Health First Aid. As a result of the project, Montgomery County has 30 trained trainers that have each committed to offering three trainings this year with two of those focused on audience of parents, youth, and community. Most all trainers have delivered their trainings and offering additional trainings to school staff and faith groups. This project was featured in the CASSP newsletter and the trainers meet quarterly in learning collaborative. In June 2015, two of the trained trainers will train the SOC CLT since several new members have joined since last year.

In summary, Montgomery County looks forward to the completion of the CLC stakeholder survey and analysis of results. The upcoming CLC Community Forum and annual CLC trainings are additional next steps that will further the efforts of the CLC Pilot. The CLC pilot provided the environment to learn and reflect on needs and strategies with scale scope to fit Montgomery County. The experience allowed for learning and sharing within the SOC CLT along with other counties and SOC leadership. Most importantly it opened up communication on this important topic that is often overlooked and promoted collaborative planning that can be continued through the development of a CLC Advisory Committee. Montgomery County is grateful to have been included in the pilot and to access resources to support implement of project plan. Lastly, the Montgomery County CLT is pleased to share project experience at SOC webinars and workshops.

Northumberland County

Project Successes

Name	Description
Stakeholder development	Educational system, family and youth representation on the CLC subcommittee
Resource Development	Grab and go resources for staff related to varying cultures within the county
Training	Basic Spanish training for front line staff

In December 2014, the PA SOC Partnership contacted Northumberland County SOC leadership to discuss the possibility of engaging in the Cultural Linguistic Competency (CLC) pilot. Given the evolving demographics in the county and recent focus on training related to CLC, the Northumberland County Leadership Team (CLT) recommended participation in the project. A CLC subcommittee of the CLT was already in place, having supported training on LGBTQI and prioritized training on basic Spanish skills for front line staff. The Northumberland County CLC subcommittee developed the following document to provide direction in proceeding with the pilot following an analysis of the PA SOC Partnership, CLC survey and discussion with the CLT:

Related CLC Survey Question	Assessment/Analysis Activity	Proposed Action Plan	Comment
#3: "Is your county able to identify the culturally diverse communities in your service area/community?"	Analyze data collected by the human services child serving system related to cultural ethnic backgrounds/preferences (CYS, BH/IDS, JCS)	Gather data from each child serving system; identify gaps in data collection; create processes to capture data identified as missing including staff training on how to collect data, asking questions in a culturally sensitive manner.	Talk with Jenifer Willard-Miller, CYS Admin.; William Rossnock, Chief JPO; Judy Davis, BH/IDS Administrator to facilitate access to depersonalized data. Access independent source of demographic data ("City-data")
#4: "Is your county able to describe the languages and dialects used by culturally diverse group in your service area?"	Analyze data collected by the human services child serving system related to cultural ethnic backgrounds/preferences (CYS, BH/IDS, JCS)	Gather data from each child serving system; identify gaps in data collection; create processes to capture data identified as missing; include staff training on how to collect data.	Talk with Jenifer Willard-Miller, CYS Admin.; William Rossnock, Chief JPO; Judy Davis, BH/IDS Administrator to facilitate access to depersonalized data. Access independent source of demographic data ("City-data")
#9: This question and choices relate to forms translation and adaptation for cultural diversity.	Analyze forms used by agencies to gather information	Engage translators to adapt forms to support at least the Spanish speaking community.	Access pertinent forms from agencies and provide to translators for adaptation
#11: "Does you County reach out to and engage the following individuals, groups, or entities in health and mental health promotion and disease prevention initiatives?"	Identify various stakeholders/groups and engage them through outreach.	Develop a strategic plan to outreach to various stakeholders related to cultures represented in the county to be identified based on the data gathered by other pilot activities.	CLC subcommittee will brainstorm & recommend groups to engage

As the project evolved, the plan was modified to include a focus on providing additional resources and training for human services staff with a strong emphasis on cross systems data analysis. Representatives from the education system and other family/youth/system partners were very active in the process, bringing issues and resources to the table.

Project Background Overview

The goals and objectives of the program were originally articulated in the chart above, but were considered to be fluid and changing based on the information/data gained during the pilot and the rich discussion at each CLC subcommittee meeting.

Phase 1 of the project included an analysis of the CLC survey provided by the PA SOC project. This survey highlighted areas of significant need, referenced in the chart by question number from the survey. Since the survey was administered uniformly to the CLT with representation from various stakeholders, the CLC subcommittee chose to use it as the initial data source for the project. Given the scope of the project, portions of each of the goal areas were accomplished, but they are a work in progress.

Phase 2 of the project, the CLC plan is included in Attachment A. The plan suggests an ongoing process, always working toward CLC compliance with the appreciation that CLC compliance is not something to achieve but to work toward.

Phase 3 included the overarching focus on developing and utilizing resources to improve human services staff and stakeholders' CLC awareness and practice. This included several core activities. First, the technology department leadership from behavioral health, child welfare, and juvenile justice were asked to join the CLC subcommittee and bring with them CLC data collected in each of the respective department's management information systems (MIS). Each system gathers similar data, though much of it is not captured with MIS but by paper only. Secondly, each of the CLC subcommittee members were charged with gathering CLC printed resources to assist in creating "grab and go" CLC information for staff for the purposes of improving their responsiveness to families/individuals cultural and linguistic preferences. Third, the CLC subcommittee designed a short survey to be given to staff on an ongoing basis simply asking what is or could be most helpful in addressing the needs of the people they serve and support considering their culture and language. Lastly, the CLC subcommittee in conjunction with the CLT sponsored basic Spanish training specifically targeting improving the confidence and approach of front line staff as they receive calls and visit with individuals whose primary spoken language is Spanish. All of these activities are intended to be repeated and fluid in hopes of creating an organizational culture of responsiveness specifically pertaining to CLC.

VII. Obstacles Encountered

Some of the principle obstacles encountered over the course of the program were:

- Access to data varies across counties and different system partners
- Some counties found it difficult to follow the fast-paced timeline
- Availability of templates for easy access and training pertaining to CLC
- Limited Resources including staff and funding

Unexpected Events

Some unexpected events as noted by the pilot counties both positive and negative included:

Description	Impact	Actions Taken
Development of SOC Trichair Model, Stipend Policy and New Member Application	Enhanced trust, respect, and accountability in culture of CLT.	All adopted and currently utilized
Revised SOC Policies and Guidelines	New marketing/ education tool and source of support for CLT members in understanding their role on CLT	Review annually
CLT member left the group in part as result of focus on CLC and personal beliefs	Increased value of having updated policies and member application and interrupted CLC planning efforts	Application and Polices adopted to be reviewed annually
State mandated MIS requirements for each child serving system are not congruent	Difficult to merge data from various systems to allow analysis	MIS staff attempting to create a central repository for common data
Implementation schedule challenging	Some of the implementation action items will be achieved after the pilot has ended	Adjusted implementation schedule and goals as needed

VIII. Conclusions

The CLC Pilot Project has demonstrated that by applying the phased methodology of assessment, planning, and implementation adjusted to the conditions and unique demographics of each county, it is possible to begin creating sustainable CLC programming in System of Care counties across Pennsylvania. Specific lessons learned include:

CLC Advisory Group

Pilot counties found it imperative to pull together the right team of people to help plan and implement the determined CLC goals.

Assessment

Assessment is a central emphasis to CLC programming. It is clearly easier to target areas for improvement armed with an understanding of the diversity of race, ethnicity, religion, socio-economics, and language in the population served and an evaluation of the existing level of cultural competence of the county system of care. A comprehensive assessment alone may well be an excellent first choice for a quality improvement project for many counties just beginning the CLC journey.

Cultural and Linguistic Competence Plans

The pursuit of cultural and linguistic competence is a developmental process. We recognize that counties are at different stages of cultural and linguistic competence development and will cater the CLCPs to meet their current implementation initiatives. The CLCPs are intended to help counties by providing a template or model for creating actionable steps at diverse levels of staffing that are designed by each county and a cultural match for the county youth and families served.

Additional Lessons Learned

Description	Recommendation
Individual values and experiences of CLT members can influence CLC progress/ planning	Enhance ground rules and accountability to them in CLC planning/ discussion both in meetings and all forms of communication
CLC is complicated and requires time for discussion and exploration	Reflect and review existing policies and group culture as first step. Consider planning with experienced facilitator to guide and focus CLC planning/ discussion.
Create accomplishable goals	Structure a CLC plan with reasonable goals that can be accomplished within the timeframe to build momentum and awareness. Be action focused.
It is important to allow individuals a safe place to explore their experiences with varying cultures and shape their views related to culture.	Provide interactive training that allows for an exchange of knowledge and a forum to explore interpersonal issues related to CLC.
Focus on data	Develop and utilize common data elements and sources to ensure that CLC efforts are based on data that supports anecdotal information provided from field work.

IX. Appendix

- Sample CLC Plan (Appendix A)
- Sample CLC Questionnaire (Appendix B)
- Funding Proposal Template (Appendix C)
- Budget Template (Appendix D)
- Final Report Questionnaire (Appendix E)
- York County CLC Plan (Appendix F)
- Montgomery County CLC Plan (Appendix G)
- Northumberland County CLC Plan (Appendix H)