



## Compendium of Cultural and Linguistic Competent Products

The Now Is The Time (NITT) Technical Assistance (TA) Center was the national training and technical assistance (T/TA) center for states, tribes, municipalities, communities, and local education agencies funded under the Project Advancing Wellness and Resilience Education (AWARE) and Healthy Transitions (HT) grant programs.

- HT - Healthy Transitions grants improved support services for adolescents and young adults with, or at risk of, serious mental health conditions. The Now Is The Time Healthy Transitions grant program facilitated access to treatment and support services for 16- to 25-year-olds who have, or are at risk of developing, a serious mental health condition.
- AWARE - Project AWARE grants promoted youth mental health awareness among schools and communities and improved connections to services for school-age youth, including promotion, prevention, and early intervention, as well as referral to treatment.

AWARE and HT grants were used to develop and expand access to behavioral health services that are culturally, linguistically, and developmentally appropriate.<sup>1</sup> These strategies included collaborating with schools and communities to increase mental health literacy (e.g., Mental Health First Aid); training providers and community groups on CLC; and connecting non-English speaking youth and families with mental health services in their preferred language. But beyond the individual level, HT and PA grantees were tasked with addressing

broader cultural differences. HT and PA strategies involved conducting cross-system training to increase understanding, improve communication, and expand cross system capacity to address unmet mental health needs.

From 2014-2018, the NITT-TA Center provided direct TA services to grantees and developed numerous TA products on a range of topics, including CLC. These TA products have been compiled into this document—a **Compendium of CLC Products**. The following information is included for each product included in the compendium: a description; URL; the population of focus; and the relevant cultural competence domain(s) defined as:

- Organizational values – How to demonstrate the value that your organization places on cultural competence.

### Defining Cultural Competence

Cultural competence requires examining one's own beliefs and biases and respecting differences between individuals. Difference may be rooted in culture and based on a broad range of characteristics that can include age, gender, sexual orientation, race/ethnicity, religion, geographic location, profession, income, or education. Cultural differences often express themselves through language and communication styles. Linguistic competence requires us to be responsive to an individual's linguistic and literacy needs, and able to convey information in a way that is easily understood.<sup>1</sup> CLC also considers an individual's health literacy as well as knowledge of mental health.

<sup>1</sup> Cross TL, Bazron BJ, Dennis KW, Isaacs MR (1989) Towards a Culturally Competent System of Care Vol. 1. Georgetown University Child Development Centre, Washington DC.

- Governance – How to embed cultural competence in your organization’s advisory bodies, policies, standards and goals.
- Planning, monitoring and evaluation – How to ensure that programmatic and operational plans address cultural competence issues, and how to track and assess your organization’s progress.
- Communication – how to support the effective and culturally appropriate exchange of information between your organization and its clients, and between staff members.
- Staff development – How to equip staff and service providers with the attitudes, knowledge and skills needed to deliver culturally competent services.
- Organizational infrastructure – How to identify and allocate the resources needed to plan, deliver and evaluate culturally competent services.
- Services and interventions – How to deliver or facilitate clinical, public health or health-related services in a culturally competent manner.<sup>2</sup>

Users are able to search the compendium by any of the organizing elements—format, population of focus, cultural competence domain. While listed separately, these domains are connected and interrelated and for some products, more than one domain is applicable. In summary, the compendium includes the following documents:

- Several **fact sheets** sharing research on unique youth populations, such as those that are homeless and part of military families, the connection between basic needs and mental health, and strategies for serving these groups of students;
- An **issue brief** promoting mental health equity;

- An **inventory** of evidence-based and promising programs that can be implemented in schools to support resilience and healing from trauma;
- A **guide** on community-defined evidence;
- A **set of tipsheets** integrating CLC into sustainability efforts with a focus on adaptive leadership and fostering collaboration;
- A **toolkit** on the continuity of care and transition from child- to adult-serving systems with examples from communities across the country;
- A **toolkit** including strategies to improve coordination and collaboration both within schools and between schools and other youth-serving agencies;

Several **videos** presenting best practice considerations for young people in foster care and American Indian and Alaskan Native populations;

- A **webinar** on marketing mental health trainings;
- Several **webinars** on implicit bias and structural racism;
- Several population-specific **webinars** including homeless youth and racial/ethnic minority populations; and
- A **series of webinars** on integrating the national culturally and Linguistically Appropriate Services (CLAS) standards.

Although these products were developed for specific NITT grantees, they have broader application and can be useful for local and state agencies that are interested in developing culturally and linguistically appropriate services, policies, and mental health promotion strategies.

<sup>2</sup> A Framework for Cultural Competence (March 2012) [https://www.keh.org.au/wp-content/uploads/2015/12/CC1\\_A-framework-for-cultural-competence.pdf](https://www.keh.org.au/wp-content/uploads/2015/12/CC1_A-framework-for-cultural-competence.pdf)

| Date Developed      | Name  | Short Description  | Product Format | URL   | Populations of Focus  | Cultural Competence Domains        |
|---------------------|---|--|----------------|---|---|------------------------------------|
| Submitted 8/29/2017 | Beyond the Stigma: Reflections from the Other Side of Youth Homelessness                          | Jamila Bradley and Lauren Leonardis both experienced homelessness as young adults. They now have stable housing and work to support young adults currently experiencing homelessness. In this interview, they reflect on their experiences and some of the lesser-discussed aspects of experiencing homelessness as a young adult. The presenters discuss the ways in which service organizations can better support homeless youth and young adults, as well as how some practices can inadvertently re-traumatize. | Audiocast      | <a href="https://youtu.be/IPwlsrBYHEo">https://youtu.be/IPwlsrBYHEo</a>   | Homeless Youth and Young Adults; Youth and Young Adults who have Experienced Trauma | Staff Development, Communication   |
| Submitted 7/31/2018 | ReCAST Supporting Project Evaluation Guide  | All ReCAST Grantees are required to develop an Evaluation Plan that contains several evaluation components. This suite of evaluation tools is intended to serve as a guide for ReCAST grantees as they develop their Evaluation Plans. It includes a Community Defined Evidence Tip Sheet to support grantees in documenting innovative and best practices used successfully in diverse communities.   | Tool/ Tipsheet | <a href="http://files.constantcontact.com/bde05f96001/451faab3-b579-4bfb-87e0-1d8d669fb680.pdf">http://files.constantcontact.com/bde05f96001/451faab3-b579-4bfb-87e0-1d8d669fb680.pdf</a>   | Grantees/ Organizations; Racially and Ethnically Diverse Communities                | Planning, Monitoring, & Evaluation |
| 7/3/2018            | CLC Tool 1: Leveraging Cultural Competence to Support Sustainability - A Checklist                | Cultural competence can enhance the sustainability of systems transformation initiatives. This document introduces effective strategies for leveraging cultural competence to achieve systems change and enhance sustainability efforts. It includes a Guidance Checklist for easy referral and implementation of effective sustainability efforts.  | Tool/ Tipsheet | <a href="http://files.constantcontact.com/bde05f96001/4e22e7e1-8605-43d3-b56e-09d09022e89a.docx">http://files.constantcontact.com/bde05f96001/4e22e7e1-8605-43d3-b56e-09d09022e89a.docx</a> | Grantees/ Organizations; Racially and Ethnically Diverse Communities                | Organizational Values, Governance  |
| 7/3/2018            | CLC Tool 2: CLC Considerations in Sustainability - What Leaders Can Do to Support Adaptive Shifts | This document is intended to introduce the concept of adaptive leadership and explain the early stages of embarking in adaptive change. Adaptive leaders must attend to development of both who they are and what they do. We call this “to be” and “to do” work. This document includes tools for identifying adaptive challenges and developing personal skills necessary for engaging in adaptive work.   | Tool/ Tipsheet | <a href="http://files.constantcontact.com/bde05f96001/be51d3f5-5b22-4276-9b46-7eacc6f5353b.docx">http://files.constantcontact.com/bde05f96001/be51d3f5-5b22-4276-9b46-7eacc6f5353b.docx</a> | Grantees/ Organizations; Racially and Ethnically Diverse Communities                | Governance                         |

| Date Developed | Name  | Short Description   | Product Format | URL   | Populations of Focus  | Cultural Competence Domains        |
|----------------|---|---|----------------|---|---|------------------------------------|
| 7/3/2018       | CLC Tool 3: Building and Sustaining Collaborative Groups That Are Culturally Inclusive and Representative | Building and sustaining collaborative groups that authentically engage diverse partners and organizations gets everyone to the table and can result in broader shared understanding of community needs, desires, and culturally appropriate responses. To support this level of collaboration, this document includes information and several tools to guide both local and state education agencies in thinking through collaboration. The document first describes different levels of collaboration and a set of principles that can guide collaborative work. | Tool/ Tipsheet | <a href="http://files.constantcontact.com/bde05f96001/d88192a4-bb33-4de8-9dbd-5359f5934cd6.docx">http://files.constantcontact.com/bde05f96001/d88192a4-bb33-4de8-9dbd-5359f5934cd6.docx</a> | Grantees/ Organizations; Racially and Ethnically Diverse Communities                        | Planning, Monitoring, & Evaluation |
| 3/12/2018      | Using Data to Reduce Mental Health Disparities  | Using disaggregated data is vital for ensuring that services and supports promote mental health equity. This Issue Brief provides support for grantees to identify populations, leverage existing data sources, and analyze and share results of data. This Issue Brief is designed to support health equity, a key AWARE goal.   | Issue Brief    | <a href="http://files.constantcontact.com/bde05f96001/ddbc40c3-01fd-4a61-a33b-0cfdc5c2ac76.pdf">http://files.constantcontact.com/bde05f96001/ddbc40c3-01fd-4a61-a33b-0cfdc5c2ac76.pdf</a>   | School-aged Youth; Racially and Ethnically Diverse Youth                                    | Planning, Monitoring, & Evaluation |
| 9/8/2017       | Trauma-Informed Practice in Schools   | This resource is a non-exhaustive inventory of evidence-based and promising programs that can be implemented in schools to support resilience and healing from trauma. In addition, this document includes a brief introduction to resilience, trauma-informed practices, and cultural considerations for selecting a program to implement.   | Product        | <a href="http://files.constantcontact.com/bde05f96001/02627c2a-c826-4272-a69a-4facd99fee3c.pdf">http://files.constantcontact.com/bde05f96001/02627c2a-c826-4272-a69a-4facd99fee3c.pdf</a>   | School-aged Youth; Youth who have Experienced Trauma; Racially and Ethnically Diverse Youth | Planning, Monitoring, & Evaluation |
| 6/15/2017      | Implicit Bias as it Impacts Interventions in Schools (PA) and Transition Services for Youth (HT)          | There is growing evidence that structural racism and implicit bias continue to influence social life. Facilitators explore the creation of inclusive, respectful, and supportive environments for youth.  | Webinar        | <a href="https://youtu.be/rlllOWz2JIE">https://youtu.be/rlllOWz2JIE</a>   | School-aged Youth; Racially and Ethnically Diverse Youth                                    | Communication                      |

| Date Developed | Name   | Short Description  | Product Format | URL   | Populations of Focus   | Cultural Competence Domains      |
|----------------|--|--|----------------|---|--|----------------------------------|
| 6/14/2017      | Supporting Mental Health and Wellness for Young Adults Experiencing Homelessness | Many of the behavioral and mental health issues faced by youth who are homeless are similar to those faced by anyone experiencing homelessness. However, youth who are homeless are still developing psychologically, cognitively, and physically. Before becoming homeless, these youth may have endured a chaotic and often violent home life and they may be distrustful of authority and adults. In offering supports and services it is important to acknowledge and respond to the context and the experience of young adults who experience homelessness. In this webinar, staff of the Boston Youth Advisory Board and the Center for Social Innovation discuss these issues and how to provide effective, sensitive supports. | Webinar        | <a href="https://youtu.be/rbwzfeoOdLA">https://youtu.be/rbwzfeoOdLA</a>   | Homeless Youth and Young Adults; Youth and Young Adults who have Experienced Trauma; | Staff Development, Communication |
| 2/14/2017      | Homelessness and Mental Health   | This Fact Sheet provide information about the connection between basic needs and mental health along with highlights from the HT grantees who are doing innovative work with homeless youth and young adults in their communities.   | Fact Sheet     | <a href="http://files.constantcontact.com/bde05f96001/d97ba6e6-86d5-4f28-ba1b-5340534cea2a.pdf">http://files.constantcontact.com/bde05f96001/d97ba6e6-86d5-4f28-ba1b-5340534cea2a.pdf</a> | Homeless Youth and Young Adults  | Staff Development, Communication |
| 1/23/2017      | Project AWARE and Homelessness Strategies  | Project AWARE grantees are using a variety of strategies to support the mental health of homeless youth and help to meet their basic needs. Strategies include building awareness of student needs, training school and community staff to respond to these needs, and providing individualized supports to students.  | Fact Sheet     | <a href="https://cars.bitrix24.com/~jyqyp">https://cars.bitrix24.com/~jyqyp</a>   | School-aged Youth; Homeless Youth  | Staff Development                |
| 9/7/2016       | CLAS Standards in Practice: Ensuring Language Access                             | Students, youth, young adults and their families who have limited English proficiency, low language literacy, or communication difficulties due to physical challenges need to be able to communicate adequately with school professionals (teachers/school administrators) and health care providers if access to education and health care is to improve among the U.S. population. This webinar   | Webinar        | <a href="https://youtu.be/jvANJNXULCo">https://youtu.be/jvANJNXULCo</a>   | Youth and Families with Limited English Proficiency (LEP)                            | Staff Development, Communication |

| Date Developed | Name  | Short Description  | Product Format       | URL   | Populations of Focus   | Cultural Competence Domains           |
|----------------|---|--|----------------------|---|--|---------------------------------------|
|                |   | will explore ways in which organizations can ensure language access.   |                      |   |  |                                       |
| 8/17/2016      | Outreach and Engagement: American Indian and Alaska Native Youth                  | This multimedia presentation will introduce grantees to best practice considerations (i.e., individual/family, organizational and systems-focused race, ethnic, cultural and language) for school mental health services for American Indian or Alaskan Native populations. Practical guidance for policies, programs, and services will be presented.   | Video/<br>Multimedia | <a href="https://youtu.be/Z9jOHmsFvIM">https://youtu.be/Z9jOHmsFvIM</a> .             | Native American Youth  | Communication , Organizational Values |
| 8/6/2016       | Communication and Referral Pathways: Seamless Transition Across Systems (Toolkit) | A key guiding principle of Healthy Transitions is to promote continuity of care and opportunities for seamless transition from child- to adult-serving systems and to adult roles and responsibilities through service development and initiative model implementation. This topic will dive into key considerations for seamless transition across systems, including strategies and methods employed by states, tribes, and/or communities across the country.   | Toolkit              | <a href="http://tinyurl.com/NITT-CRP-Toolkit">http://tinyurl.com/NITT-CRP-Toolkit</a> | Youth and Young Adults; Racially and Ethnically Diverse Young Adults | Governance                            |
| 7/13/2016      | CLAS Standards in Practice: Reflecting and Respecting Diversity                   | As organizations increase their ability to meet the needs of diverse populations and address health disparities, reflecting and respecting diversity in your efforts is an integral part of every organization and essential to culturally responsive care. Benefits to grantees include improved understanding of the adaptive challenges of recruiting and retaining a diverse workforce, and attracting diverse program participants. Grantees will have the opportunity to engage in shared dialogue on various challenges and strategies, including: reflecting, recruiting, retaining and promoting diversity at all levels; and resolving cross cultural conflicts. | Webinar              | <a href="https://youtu.be/LPwaLOsljkM">https://youtu.be/LPwaLOsljkM</a>               | Grantees/ Organizations; Racially and Ethnically Diverse Communities | Organizational Values, Governance     |

| Date Developed | Name  | Short Description   | Product Format       | URL   | Populations of Focus  | Cultural Competence Domains |
|----------------|---|---|----------------------|---|---|-----------------------------|
| 6/21/2016      | Mental Health: A Key to Positive Futures for Youth in Foster Care   | This multimedia presentation will introduce grantees to best practice considerations (i.e., individual/family, organizational and systems-focused race, ethnic, cultural and language) for school mental health services for young people who are in foster care. Practical guidance for policies, programs, and services will be presented.  | Video/<br>Multimedia | <a href="https://youtu.be/OOzyFJ-Nae0">https://youtu.be/OOzyFJ-Nae0</a> | Youth in Foster Care  | Governance                  |
| 5/18/2016      | CLAS Standards in Practice: Benchmarking your Progress              | As organizations increase their ability to meet the needs of diverse populations and address health disparities, benchmarking allows us to see and understand the big picture of our CLAS implementation efforts. Whether is it through your Health Disparities Impact Statements (Healthy Transitions grantees) or your Coordination and Implementation Plan (Project AWARE grantees), it is important to examine how services are provided to people of different cultures, evaluate performance and effectiveness, monitor progress over time, and make changes as needed. | Webinar              | <a href="https://youtu.be/-GjHTDA7UeM">https://youtu.be/-GjHTDA7UeM</a> | Grantees/<br>Organizations;<br>Racially and<br>Ethnically<br>Diverse<br>Communities | Communication               |
| 4/20/2016      | CLAS Standards in Practice: Collecting and Sharing Diversity Data   | Understanding our communities involves gathering data about diversity. This data helps agencies and organization better understand and serve their program participants. Examining this data also provides the opportunity to reflect on progress and identify areas for improvement.   | Webinar              | <a href="https://youtu.be/EEb61hQYpl4">https://youtu.be/EEb61hQYpl4</a> | Grantees/<br>Organizations;<br>Racially and<br>Ethnically<br>Diverse<br>Communities | Communication               |
| 3/2/2016       | CLAS Standards in Practice: Building Diverse Community Partnerships | As organizations increase their ability to meet the needs of diverse populations and address health disparities, it makes sense that community partners should be involved every step of the way. Building diverse community partnerships can require changes in values, beliefs, roles, relationship, and approaches to the work.  | Webinar              | <a href="https://youtu.be/evZ1cBFcCdk">https://youtu.be/evZ1cBFcCdk</a> | Grantees/<br>Organizations;<br>Racially and<br>Ethnically<br>Diverse<br>Communities | Communication               |

| Date Developed | Name   | Short Description   | Product Format       | URL   | Populations of Focus   | Cultural Competence Domains            |
|----------------|--|---|----------------------|---|--|--|
| 1/27/2016      | YMHFA Recruiting Roadmap: "Out of the Box Strategies" for Marketing Your YMHFA Trainings | This session will help attendees identify the ideal recruits then thinking out of the box to create strategies to not only find but grab the interest and commitment of that target audience. Grantees will learn how to use social media, traditional media, and "unusual" partners to help engage potential recruits.   | Webinar              | <a href="https://youtu.be/SMpd7HbZ5mM">https://youtu.be/SMpd7HbZ5mM</a>   | Grantees/<br>Organizations   | Services &<br>Interventions            |
| 1/20/2016      | CLAS Standards in Practice: Fostering Cultural Competence                                | Fostering cultural competence is the foundation of implementing CLAS standards into your organization. It involves promoting diversity throughout your organization within leadership, policy, and staffing. Cultural competence also involves offering trainings to all levels of employees; creating a welcoming environment for children, young adults, and their families; and offering understandable and respectable services by meeting diverse communication needs. | Webinar              | <a href="https://youtu.be/JITERYc8MU">https://youtu.be/JITERYc8MU</a>   | Grantees/<br>Organizations;<br>Racially and<br>Ethnically<br>Diverse Youth<br>and Families | Organizational<br>Values               |
| 11/19/2015     | School Mental Health Referral Pathways Toolkit   | The SMHRP Toolkit provides best-practice guidance and practical tools and strategies to improve coordination and collaboration both within schools and between schools and other youth-serving agencies.  | Toolkit              | <a href="http://tinyurl.com/SMHRPtoolkit">http://tinyurl.com/SMHRPtoolkit</a>   | School-aged<br>Youth   | Organizational<br>Infrastructure       |
| 10/2/2015      | Special Mental Health Supports and Considerations for LGBTQ Youth                        | This presentation uses the ten-minute "TED talk"-style format, accompanied by graphics to illustrate the key points.  | Video/<br>Multimedia | <a href="https://www.dropbox.com/s/t0fxzvuidpa6mkk/Safe-and-Supportive-Schools-LGBTQ.mov?dl=0">https://www.dropbox.com/s/t0fxzvuidpa6mkk/Safe-and-Supportive-Schools-LGBTQ.mov?dl=0</a> | LGBTQ Youth  | Communication                          |
| 8/31/2015      | Project AWARE: Students of Military Families and Mental Health Cultural Competency       | Research indicates that military families are highly resilient, and often able to adequately cope even with the extreme stresses of military life. However, students of military parents do face unique challenges and require additional support. This fact sheet discusses those needs and provides   | Fact Sheet           | <a href="https://cars.bitrix24.com/~kxNv5">https://cars.bitrix24.com/~kxNv5</a>   | Military<br>Families   | Staff<br>Development,<br>Communication |



| Date Developed | Name   | Short Description   | Product Format | URL   | Populations of Focus                                     | Cultural Competence Domains      |
|----------------|--|---|----------------|---|--|----------------------------------|
|                |  | suggestions for compassionate, evidence-based approaches to assisting those students.   |                |   |  |                                  |
| 8/25/2015      | Project AWARE: Homeless Students and Mental Health Cultural Competency   | Whether they are with their families or on their own ("unaccompanied"), children and youth experiencing homelessness face serious mental, emotional, and physical challenges. Schools often struggle to assist these students, in part because it is very difficult for agencies to assess who is and how many people are homeless. This fact sheet addresses common challenges and effective approaches for supporting these students, and provides resources.   | Fact Sheet     | <a href="https://cars.bitrix24.com/~ThgZp">https://cars.bitrix24.com/~ThgZp</a> | School-aged Youth; Homeless Youth                        | Staff Development, Communication |
| 7/31/2015      | Understanding Disparities in Access, Appropriate Services, and Outcomes for Students in Need of MH Supports in Schools | Minority populations have remained in relatively poor health compared to the majority population and continue to be underserved by the health care system. It is well known that the academic success of diverse students is tied to physical and mental health. Students of diverse backgrounds who experience mental health issues are less likely to access mental health services, receive poorer treatment, and have worse outcomes. This webinar highlights how school environments and climates are impacted when there is lack of social and economic equity, what health disparities are, and how Project AWARE grantees can address them. | Webinar        | <a href="https://youtu.be/xhZrQZzsh3s">https://youtu.be/xhZrQZzsh3s</a>         | Racially and Ethnically Diverse Youth; School-aged Youth | Staff Development, Communication |
| 6/15/2015      | Leadership Shifts to Integrate Cultural and Linguistic Competence at all Levels of State Government                    | Integrating cultural and linguistic competence into service delivery is a complex issue and requires us to provide effective leadership. Many believe that leaders are "born to lead." In reality, leadership is developed by each of us. Learning to become a leader requires an environment in which leadership can be understood and practiced as an on-going process of learning. In this webinar, we will explore the leadership shifts required to successfully integrate cultural and linguistic competence, and we  | Webinar        | <a href="https://youtu.be/snLDTd5EAiQ">https://youtu.be/snLDTd5EAiQ</a>         | Grantees/ Organizations                                  | Organizational Values            |

| Date Developed | Name           | Short Description   | Product Format | URL   | Populations of Focus                                     | Cultural Competence Domains |
|----------------|----------------|---|----------------|---|--|-----------------------------|
|                |                | will examine the leadership tasks and functions necessary to lead CLC efforts.  |                |   |  |                             |
| 5/28/2015      | Financing Plan | A comprehensive financing plan involves understanding current spending practices, available funding streams, possible realignment strategies, and the appropriate services and supports needed for your population. This webinar reviews these core elements and discuss additional finance considerations for Healthy Transitions grantees, including: financing to support youth and young adult partnerships, cultural and linguistic competence, and workforce development. | Webinar        | <a href="https://youtu.be/baR-c47Vq_Y">https://youtu.be/baR-c47Vq_Y</a> | Grantees/<br>Organizations;<br>Youth and<br>Young Adults | Services &<br>Interventions |