

A System of Care Team Guide to Implementing Cultural and Linguistic Competence

**TECHNICAL ASSISTANCE PARTNERSHIP
for Child and Family Mental Health**



Cultural Competence Action Team

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Introduction

Cultural and linguistic competence (CLC) is a core value of system of care (SOC) communities. It is defined as: “a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or amongst professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations.”¹ Cultural and linguistic competence is the responsibility of every SOC team member, the governance structure and community partners. All should be champions of promoting, infusing and implementing CLC within their system and broader community. This guide informs how the CLC Coordinator and all SOC individuals and agencies can partner to infuse CLC throughout their child- and youth-serving systems.

The CLC Coordinator has a critical role in SOC communities. However, often CLC is viewed as an “overlay,” as an “afterthought” or one person’s total responsibility. In contrast, in a well-functioning SOC, the CLC Coordinator is the CLC lead and always partners with other SOC team members and the community in all efforts. The work of the CLC Coordinator is integrated into all system functions (e.g., governance, service delivery, evaluation). To successfully infuse CLC into an SOC, everyone must share ownership and promote it through their respective SOC roles. Most importantly, the SOC leadership must be committed through policy and action to prioritize CLC in all aspects of the system, with the goal to transform how your community serves children, youth and families.

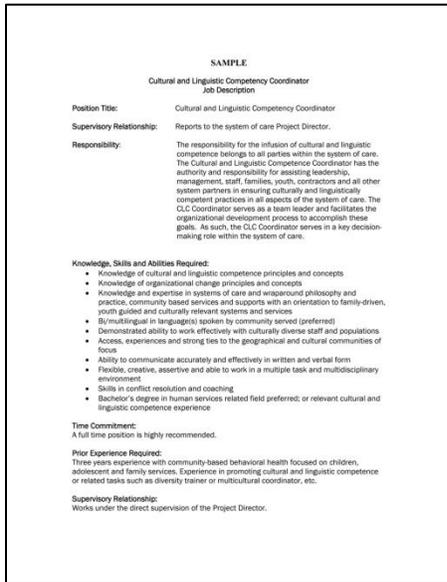
The Cultural Competence Action Team (CCAT) of the Technical Assistance Partnership for Child and Family Mental Health (TA Partnership) has developed a number of tools to facilitate CLC implementation in SOC initiatives. This guide is intended to be an additional resource that to help communities operationalize CLC through partnerships among CLC Coordinators and other SOC team members. It also integrates some of the tools the CCAT has developed. This guide’s suggestions are meant to be general guidelines. Every SOC is unique and will require flexible interpretation and individualized implementation of this guide’s recommendations.

This document includes six sections and an appendix. It begins with a focus on recruiting the CLC Coordinator (sample interview questions are in Appendix A), followed by the CLC budget (Section II), CLC committee (Section III) and CLC plan (Section IV). Section V shares practical examples for how SOC team members can partner with CLC Coordinators to infuse CLC into their work. Finally, Section VI identifies additional CCAT CLC resources.

¹ Cross, T., Bazron, B., Dennis, K., & Isaacs, M. (1989). *Towards A Culturally Competent System of Care, Volume I*. Washington, DC: Georgetown University Child Development Center, CASSP Technical Assistance Center.

I. Recruiting a Cultural and Linguistic Competence Coordinator

As an SOC begins its journey of transformation, it benefits greatly from recruiting a qualified, capable, committed and passionate individual to serve as its CLC Coordinator. While the Child, Adolescent and Family Branch of the Center for Mental Health Services requires a 0.5 full-time



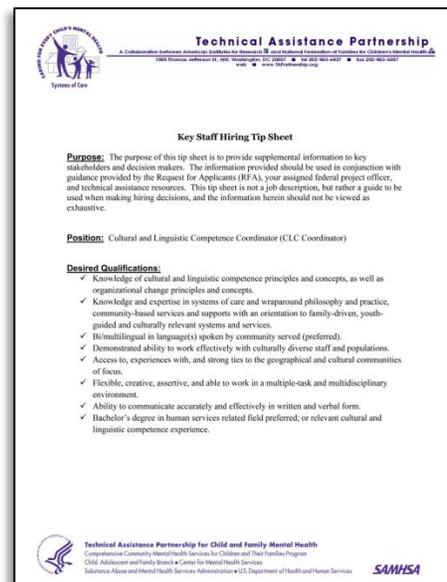
equivalent (FTE) CLC Coordinator, the TA Partnership highly recommends a 1.0 FTE position. This will enable the CLC Coordinator to carry out all their duties in a professional, thorough, competent and successful manner. Appendix A of this guide provides a list of potential interview questions for CLC Coordinator candidates and candidates for other SOC positions. The TA Partnership has also developed a [CLC Coordinator Sample Job Description](#) and [CLC Coordinator Hiring Tip Sheet](#).

- The CLC Coordinator Sample Job Description is available online at: http://www.tapartnership.org/docs/clcCoordinatorSampleJobDesc_20081030.pdf
- The CLC Coordinator Hiring Tip Sheet is available online at: <http://www.tapartnership.org/docs/TipSheetCLC%20Coordinator.pdf>

If a CLC Coordinator is a contractor, the contractual language will need to carefully outline the responsibilities and the authority that the CLC Coordinator will need to have to fulfill his or her job responsibilities. CLC Coordinators who are contractors encounter challenges if they do not have the authority to make certain decisions or fulfill job expectations, such as the authorization to expend monies that the CLC budget outlines. Being an employee may mitigate this challenge.

Decisions about CLC Coordinator compensation should be informed by the skills and experience the person brings to the position. For example, a CLC Coordinator who is multilingual/multicultural and reflects the population(s) being served, and (or) possesses skills that are specialized, usually warrants differential compensation because this person will apply these skills in the performance of his or her duties. The differential compensation may be reflected in salary, benefits or other types of compensation.

Since the CLC Coordinator plays a critical role in an SOC, and in many instances will be considered the “face” of an SOC by the communities receiving services, it is important to recruit and hire a person who represents the community. The CLC Coordinator must be able to engender credibility from the beginning of their role and demonstrate a true cultural understanding of, and empathy with, the communities



served. If this is the case, the short- and long-term benefits will be great.

The CLC Coordinator hiring process, as with the other critical roles in an SOC, should be an inclusive and transparent process. It should involve members of the SOC community, including youth, family members, cultural leaders or community “gatekeepers.” Sometimes the hiring process is as important as the outcome. For example, hiring a CLC Coordinator should be a community collaboration that lends credibility to this role through community buy-in from the onset of the CLC Coordinator’s hire.

Finally, the SOC vision, mission and organizational/management structure must reflect leadership’s commitment to, and support of, CLC. The Principal Investigator and Project Director can accomplish this by including the CLC Coordinator in the administrative/ management structure as an integral team member, who contributes to decision-making related to planning, implementing and evaluating an SOC. In particular, the Project Director and CLC Coordinator should collaboratively develop a CLC specific budget. The CLC Coordinator then needs the appropriate authority to implement this budget.

II. Budgeting for Cultural and Linguistic Competence

As the previous section emphasizes, it is important for CLC Coordinators to have a collaboratively developed, distinct budget for implementing CLC activities. Without allocation of funds, the CLC Coordinator’s efforts to carry out activities and infuse CLC in an SOC will be constrained and subject to failure. The TA Partnership has developed a [CLC Sample Budget Template](#) that SOC initiatives can use to plan for these activities. The template provides a recommended budget for

SOC initiatives to use in planning and implementing CLC, along with a [CLC Budget Spreadsheet](#) in Microsoft Excel. This spreadsheet provides a place to enter estimated costs for anticipated CLC activities, including labor and other direct costs such as printing costs or travel expenses.

Activity	Percent
1. Community development fund	20% \$30,000
Community seed funds can be used to provide additional supports to community-based organizations. Often times, there are ethnic, faith-based and other community groups/organizations that have the commitment and ability to provide support to families and youth, but do not have the infrastructure or capacity. These funds may be used as “mini” grants for infrastructure/capacity building. Examples might include purchasing software for a community-based provider to bill the system of care for work provided or purchasing a curriculum for YMCA mentors.	
2. Workforce development, cultural and linguistic competence training, curriculum, travel	18% \$27,000
These funds are specifically dedicated to providing and/or engaging in cultural and linguistic competence training of staff, families, youth, partners and the larger community. These funds can also be used to purchase or develop curricula tailored to your community’s needs.	
3. Service delivery enhancement: unique, individualized supports, engagement of informal and natural supports	18% \$27,000
Natural and informal supports are a critical component in Child and Family Teams and the overall service delivery model. These funds are allocated to engage informal/natural supports or to create tailored services and supports that do not naturally exist in the community such as mental health education for refugee women or peer support for a parent/caregiver who is deaf.	
4. Co-sponsoring community events/activities, refreshments, facility rental, transportation	10% \$15,000
These funds are designed to assist in planning and implementing community events and activities that are directly related to infusing cultural and linguistic competence in the system of care or the larger community. Examples might include supporting a poetry night at the YMCA, featuring local youth, or a tribal Pow-Wow.	
5. Cultural Linguistic Competence Community Mentor/Advisor/Coach	6% \$9,000
We have learned that the Cultural and Linguistic Competence Coordinator role can be a challenging one and enhanced support is needed to sustain the individual and the function of the position. The Cultural and Linguistic Competence mentor/advisor/coach is most likely a consultant who has expertise in Cultural and Linguistic Competence, but who also has expertise in coaching and conflict resolution and possibly enhancing	

- The CLC Sample Budget Template is available online at:
<http://www.tapartnership.org/docs/clcBudgetSampleTemplate.pdf>
- The CLC Budget Spreadsheet is available online at:
<http://www.tapartnership.org/docs/clcBudgetSpreadsheet.xls>
- The CLC Budget Spreadsheet User’s Guide is available online at:
<http://www.tapartnership.org/docs/clcBudgetSpreadsheetExplanation.pdf>

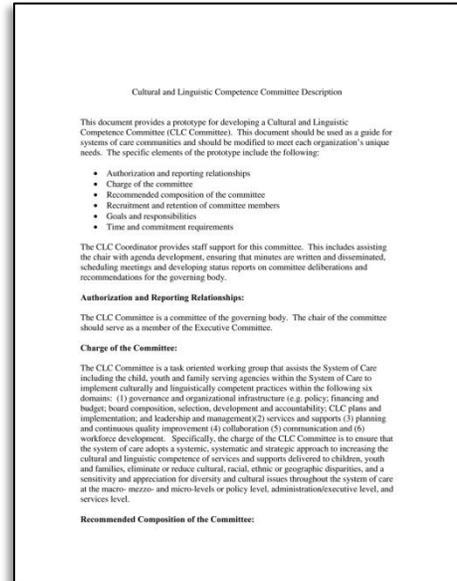
III. Cultural and Linguistic Competence Committee

The CLC Committee is comprised of representatives from communities to be served (including youth, family and providers) and key system partners. It is a required committee of the governance structure. Its purpose is to inform the SOC in planning, development and implementation of culturally and linguistically competent practices. Thus, it is important to establish formal communication links between the CLC Committee and all SOC components. For example, it is recommended that the CLC Committee chair serve as a member of the governing structure/body.

Specifically, the CLC Committee should:

1. Ensure that the SOC adopts a systemic, systematic and strategic approach to increasing the CLC of processes, services and supports delivered to children, youth and families;
2. Promote sensitivity and appreciation for diverse cultural and linguistic issues throughout the SOC at all administrative, policy and service delivery levels; and
3. Eliminate or reduce disparities based on cultural, racial, ethnic, linguistic, geographic or other characteristics.

- A sample CLC Committee description is available online at: http://www.tapartnership.org/docs/clcCommitteeDescription_200705.pdf



IV. Cultural and Linguistic Competence Plan

The TA Partnership's [Sample CLC Plan](#) provides many examples of elements to include in a CLC plan for SOC communities. It is not meant to be an exhaustive list of all needs of communities at different stages of their CLC development. Rather, it is intended to guide communities in identifying "action steps" according to their level of CLC readiness and development. Infusing and implementing CLC is a developmental process. The sample plan provides examples of specific tasks and responsibilities to address across system components. It reflects the importance of a team approach and shared responsibilities in working towards the development of a culturally and linguistically competent SOC.

An SOC begins with a logic model that provides a theory-based framework for developing and implementing services/supports. It describes what children, youth and families need and the strategies that will enable them to meet those needs. The strategic plan is the blueprint used to implement this framework. The CLC plan should be part of, and align with the overall goals and objectives of, an SOC's strategic plan and its logic model.

POLICY AND GOVERNANCE LEVEL

Role/Responsibility: Develop a governance structure, leadership and infrastructure supports required to deliver or facilitate the delivery of culturally and linguistically competent care.

Action Steps	Time Frame	Person(s) Responsible	Benchmarks
1.1 Identify, recruit and select members of the governing body and CLC Committee that are reflective of the population of focus (including informal and formal cultural leaders, faith-based communities, youth representatives and family members)			
1.2 Create and/or revise the mission statement to affirm support of a CLC perspective to governance, management and service delivery			
1.3 Develop criteria for reviewing existing policies to ensure that they support the development and implementation of culturally and linguistically competent system of care			
1.4 Develop, review and update the Cultural and Linguistic Competence Plan			
1.5 Conduct an annual organizational CLC self-assessment			
1.6 Allocate adequate specific funds to support activities related to cultural and linguistic competence, including funding the CLC coordinator position			
1.7 Develop employment criteria for the project director which includes requirements for demonstrated skills in working with the population of focus and diverse populations			
1.8 Develop a communications policy that will ensure an effective, consistent, and bimodal flow of information between the system of care and community stakeholders (inclusive of those stakeholders representing the diversity of the community) including family members and youth			

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The CLC plan’s overarching goal is to ensure that the SOC adopts not only a systemic, systematic and strategic approach to increasing the cultural responsiveness of services and supports delivered to children, youth and families, but also a sensitivity and appreciation for diversity and cultural issues throughout the SOC.

- The Sample CLC Plan is available online at: <http://www.tapartnership.org/COP/CLC/publications.php?id=topic1#content1>

V. Practical Examples of How the System of Care Team Can Collaborate to Infuse Cultural and Linguistic Competence into Their System of Care

The following are specific examples that illustrate how SOC team members and CLC Coordinators can work together to infuse CLC into their SOC. This section’s suggestions are meant to be general guidelines—they are not an exhaustive list. Every SOC team is unique and will require individualized implementation. This section begins with the (a) Project Director, followed by (b) governing structure/body; (c) Lead Family Contact and Youth Coordinator/Youth Engagement Specialist; (d) Clinical Director; (e) Social Marketing Coordinator; (f) TA Coordinator; (g) Evaluator; (h) system partners/provider network; (i) local chapters of national family, advocacy, cultural, civic, civil rights organizations/associations; and (j) children, youth and families your SOC serves. For each role, we include categories (e.g., coordination/collaboration) to organize the examples and identify related commonalities across SOC roles.

A. Project Director and the CLC Coordinator:

Appropriate Representation

- Support ethnically/culturally/linguistically proportionate representation on the governance board.

Communication/Addressing Linguistic Needs

- Ensure that the SOC consistently communicates with community members in ways appropriate to their diverse linguistic characteristics including their primary language, literacy skills and disability status.
- Assist with access to federally required interpreter services.

Coordination/Collaboration

- Build relationships and partnerships with leaders from communities to be served and identify, assess and address unmet, underserved and not-yet-known needs.

Data Gathering/Analysis

- Coordinate the implementation of the community and SOC team's CLC organizational self-assessment.
- Provide information and consultation about the community's CLC strengths, challenges and opportunities; include information about the community's linguistic diversity.

Disparities/Disproportionalities

- Address the disparities and disproportionalities identified in the community needs assessment, along with other team members, through a comprehensive continuous quality improvement process.
- Assess local disparities and disproportionalities in the community where the population of focus resides through a community needs assessment in collaboration with the evaluator and other team members.

Policies/Management Procedures

- Collaborate on developing policies and procedures that are culturally and linguistically competent.
- Develop the CLC budget.
- Participate in the SOC's hiring process by developing interview questions and participating in interviews to ensure proportionate representation that reflects the population to be served on the SOC team, both culturally and linguistically.
- Participate in the writing/editing of contracts/subcontracts/memoranda of understanding to ensure that CLC is addressed, especially in expectations and performance indicators/measures.
- Design performance appraisals and the performance appraisal process for SOC staff by incorporating CLC-related performance indicators/measures.
- Support the development of a culturally and linguistically competent workplace including processes, policies, procedures, practices and evaluation.

Training/Technical Assistance

- Engage administrative team in CLC self-assessment process, as a professional development tool, to assess strengths and needs and address the needs through coaching, training, information and resource sharing and technical assistance (TA).
- Develop a plan to follow up on the results of the SOC team's CLC self- and organizational assessment and community needs assessment.
- Develop CLC professional development goals and performance measures for SOC team staff.

B. Governing structure/body and the CLC Coordinator:

Appropriate Representation

- Orient and mentor culturally and linguistically diverse governance members on the roles, goals, procedures and outcomes of the governance structure.

- Recruit/retain culturally and linguistically diverse governance members to ensure proportionate representation that reflects the population served.

Communication/Addressing Linguistic Needs

- Provide regular updates on key CLC initiatives, including data on the reduction of disparities and disproportionalities.
- Ensure that all governance activities have interpretation services available for those who need assistance.

Disparities/Disproportionalities and Data Gathering/Analysis

- Interpret disparities/disproportionalities data and suggest interventions to address them.

Outreach/Engagement

- Authentically engage culturally and linguistically diverse voices in the decision-making process.

Policies/Management Procedures

- Assist with agenda development so that CLC is addressed at every meeting.
- Assist with drafting policy as it pertains to CLC for governing structure/body action.

Product Development

- Support governance structure/body members involved in the CLC plan development.

Training/Technical Assistance

- Orient the governance members to CLC and the CLC Coordinator's role.
- Create opportunities for governance members to learn about and interact with culturally and linguistically diverse community populations.
- Develop learning opportunities for governance members to learn about CLC and its link to eliminating mental health disparities, disproportionalities in systems, and their impact on life outcomes for children, youth, family and communities.
- Provide training and TA to ensure a basic and thorough understanding of how CLC pertains to governance and the leadership role the governing structure/body has in addressing CLC at all levels.

C. Lead Family Contact, Youth Coordinator/Youth Engagement Specialist and the CLC Coordinator:

Appropriate Representation

- Assure proportionate representation of culturally and linguistically diverse, un-served, underserved youth and families on the governing structure/board, all committees, planning groups and decision-making bodies.

Communication/Addressing Linguistic Needs

- Ensure that family and youth outreach and engagement strategies are linguistically appropriate (e.g., they meet the language needs of families and youth, including their disability status and literacy skills).

Disparities/Disproportionalities

- Address disparities in access, availability, utilization, quality and outcomes regarding service delivery and supports to all children, youth and families especially those underserved, underserved and mono-lingual in a language other than English.

Effective Strategies

- Learn about strategies and practices that have been effective with the population(s) of focus by joining CLC affinity calls, peer networking opportunities and special CLC training events as well as connecting with national TA providers.

Outreach/Engagement

- Reach out to culturally and linguistically diverse families and ensure these efforts reflect their cultural diversity.
- Coordinate community events and activities so that the broad spectrum of the community served is represented and active in planning and implementing them.
- Engage the population(s) of focus in the SOC's development, implementation and sustainability through proportionate representation of culturally and linguistically diverse families at all levels.

Services/Supports

- Ensure that needed and appropriate supports (transportation, child care, interpretation, orientation, education and training, appropriately translated material, etc.) are available to increase the likelihood of meaningful participation.

Training/Technical Assistance

- For SOC team and system partners, provide training and (or) TA on recruiting and retaining culturally and linguistically diverse families and youth.

D. Clinical Director/Clinical Lead and the CLC Coordinator:

Appropriate Representation

- Identify the “invisible populations” that always exist in communities, such as homeless youth, LGBTQI2-S youth, Asian, Native Hawaiian, other Pacific Islander and urban American Indian populations.
- Ensure that the process for selecting evidence-based practices, practice-based evidence and community-defined evidence has included provider, family and youth representatives from population(s) to be served to determine their appropriateness, as well as to monitor implementation, adaptation and evaluation of the practices.

Communication/Addressing Linguistic Needs

- Build a bridge between clinical language/concepts and the language/concepts of the culturally and linguistically diverse communities so that they are meaningful and relevant to their needs.
- Provide linguistically appropriate materials to meet the diverse needs of families, including those family members with low literacy skills and those who may be blind, deaf, or hard of hearing.

- Ensure access to interpreter services.

Coordination/Collaboration

- Collaborate with the communities to be served to identify clinical services and supports that are culturally and linguistically appropriate to meet the needs of diverse communities.

Outreach/Engagement

- Engage community-based providers that have historically served diverse populations of focus in clinical and support service planning and service delivery activities.
- Reach out to community and cultural leaders to engage them as partners in informing and planning appropriate referral and intake processes as well as clinical services and supports to meet the community's cultural and linguistic needs.

Policies/Management Procedures

- Design performance appraisals and the performance appraisal process for all staff by incorporating CLC-related performance indicators/measures.

Services/Supports

- Ensure informal and natural supports are integral components of the service delivery system.
- Participate in supervision/coaching/training of care coordinator staff and provider network by providing concrete strategies for engaging and working with culturally and linguistically diverse populations.
- Plan and develop a culturally responsive intake and referral process that eliminates access barriers and improves availability of services and supports that include the availability of appropriate interpretation services.

E. Social Marketing Coordinator and the CLC Coordinator:

Communication/Addressing Linguistic Needs

- Based on the goal and key audiences identified by the SOC's social marketing plan, develop culturally and linguistically appropriate messages and identify key channels to reach the key audiences.
- Ensure that social marketing materials and products meet the literacy levels and language of key audiences.

Coordination/Collaboration

- Help develop partnership strategies to reach key audiences identified in the SOC's social marketing plan.

Outreach/Engagement

- Work together on the social marketing committee to help develop the SOC's social marketing plan (the social marketing plan is based upon the system of care strategic plan), which guides all social marketing outreach, activities and materials.

Product Development

- Help develop social marketing materials and products identified in the SOC's social marketing plan.
- Participate in testing materials and products identified in the SOC's social marketing plan to ensure they will further the social marketing plan goals.

F. Technical Assistance Coordinator and the CLC Coordinator:

Appropriate Representation

- Include culturally and linguistically diverse voices in the SOC's TA plan and ensure it reflects the needs of the population(s) of focus.

Communication/Addressing Linguistic Needs

- Secure linguistically appropriate local translation of all materials and ensure they meet other language needs of community members, such as their disability status and literacy skills.

Effective Strategies and Peer-to-Peer Learning

- Seek examples of innovative and effective CLC strategies that other SOC communities use and cultivate peer-to-peer learning opportunities.

Outreach/Engagement

- Engage diverse families, youth and cultural and community leaders in developing trainings and TA strategies, methods and materials and in co-facilitating and training roles.

Product Development

- Develop training and TA strategies and materials together and partner in facilitating and training opportunities.

Training/Technical Assistance

- Assure that all training opportunities (materials, format, time, location, etc.) are culturally and linguistically responsive and respectful of diverse participants.
- Identify and support a culturally and linguistically diverse cadre of training and TA providers that match the needs of the population of focus.
- Infuse CLC into planning and delivery of training and TA by jointly assessing needs, as well as developing curricula that address the needs of un-served/underserved and "invisible" populations.
- Review proposed training and TA materials and curricula to ensure that CLC is addressed appropriately.

G. Evaluator and the CLC Coordinator:

Appropriate Representation

- Identify strategies to facilitate culturally and linguistically diverse family/youth/community participation in the evaluation process.

Data Gathering/Analysis

- Plan and develop a community needs assessment.
- Analyze data, focusing on identifying disparities and disproportionalities that a CQI process can address
- Develop national and local evaluation briefs that report data stratified by demographics, service outcomes and other key indicators.

Disparities/Disproportionalities

- Research disparities and disproportionalities impacting the populations of focus within the child-serving systems in the local community.
- Identify key data elements for inclusion in the management information system that address disparities and disproportionalities and that will be useful to track over time to improve access, availability, utilization, quality and outcomes.
- Establish baselines and focus the evaluation on the reduction of disparities and disproportionalities in access, availability, utilization, quality and outcomes.
- Develop continuous quality improvement (CQI) processes to improve access, availability, utilization, quality and outcomes for all populations, especially the community's culturally and linguistically diverse populations.

Outreach/Engagement and Addressing Linguistic Needs

- Engage populations of focus to identify SOC initiative indicators and desired outcomes that are most relevant to them.
- Inform the community, in a culturally and linguistically appropriate manner, about evaluation efforts, processes, outcomes and ways in which it can become involved; be sure to address the diverse linguistic needs of the community, including those who are mono-lingual in a language other than English, those who have low literacy skills and those who may be blind, deaf, or hard of hearing.

H. System partners/provider network and the CLC Coordinator:

Appropriate Representation

- Jointly define the demographic composition, including linguistics, of the population to ensure that all have a common understanding of the SOC initiative's focus.

Coordination/Collaboration

- Define the "cultural context" of each system to ensure that language, practices and programs are clearly understood and navigated by multiple system partners, families and youth.

Product Development

- Jointly develop common resources for shared use and implementation.

Training/Technical Assistance

- Plan, develop and provide CLC training and resources that are inclusive of all system partners.

- I. Local chapters of national advocacy, civic, civil rights, cultural, family and professional organizations/associations** [such as the Association of Black Psychologists; Association of Gay and Lesbian Psychiatrists; Federation of Families for Children’s Mental Health (FFCMH); Gay, Lesbian and Straight Education Network (GLSEN); Kiwanas; League of United Latin American Citizens (LULAC); Lions Clubs; National Alliance on Mental Illness (NAMI); National Association for the Advancement of Colored People (NAACP); National Council of La Raza (NCLR); National Latino/a Psychological Association; Optimists; Parents, Families and Friends of Lesbians and Gays (PFLAG); Rotary Clubs; and others], other team members and the CLC Coordinator:

Coordination/Collaboration

- Coordinate and collaborate on common goals and activities after respectful outreach to, and engagement with, these partners.
- Partner in grant writing to increase the likelihood of the SOC’s sustainability.
- Partner on events/celebrations/initiatives that benefit the community and increase the visibility of the SOC.

Outreach/Engagement

- Engage to bring awareness of the behavioral health issues in the community to a wider audience through speaking engagements, trainings, etc. in the preferred language of the participants.

- J. Children, youth and families, other team members and the CLC Coordinator:**

Appropriate Representation

- Ensure that youth and families of color as well as diverse linguistic backgrounds are represented on the governing structure/body and the SOC team, including management positions, the CLC Committee and other SOC committees.
- Partner on all SOC activities and initiatives to ensure youth and family voice and choice.

Communication/Addressing Linguistic Needs

- Establish communication to ensure that information about SOC initiatives, opportunities for SOC involvement and participation, events and other relevant CLC information is shared on an ongoing basis—and in the primary language of community members.

Coordination/Collaboration

- Establish communication, collaboration and coordination opportunities to address needs, challenges and questions, and utilize the strengths of children, youth and families to improve the CLC of the SOC.

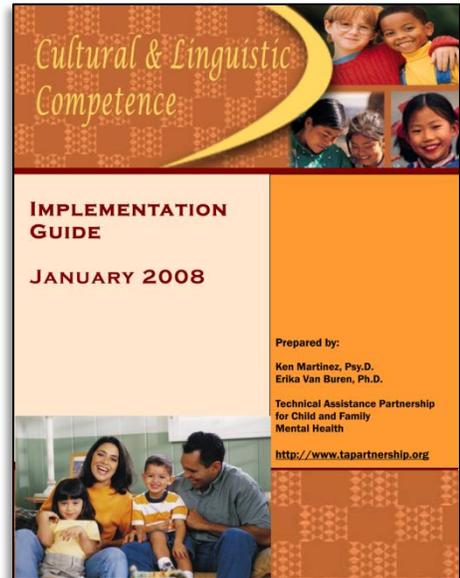
VI. Other Cultural and Linguistic Competence Resources

Cultural and Linguistic Competence Implementation Guide

This guide provides community examples, best practices and information on specific tools and resources that can help SOC initiatives, partnering agencies and other organizations build and promote CLC.

Available online at:

<http://www.tapartnership.org/COP/CLC/implementationGuide.php>



Cultural and Linguistic Competence Checklist for Communities

This checklist is designed for communities to use while developing their CLC strategies. It is meant to be used along with the *Cultural and Linguistic Competence Implementation Guide*.

Technical Assistance Partnership for Child and Family Mental Health
Cultural and Linguistic Competence Priority Checklist

From the *Cultural and Linguistic Competence Implementation Guide*
(<http://www.tapartnership.org/COP/CLC/implementationGuide.php>)

Revised: January 2009

Domain	Strategic Question	Answer	Cultural and Linguistic Competence Implementation Guide Reference Page
Services and Supports	Have cultural communities been engaged in discussion, planning, and implementation?		Domain 1, Focus Area 3, Strategy 5 (page 14) Domain 1, Focus Area 4, Strategy 1 (page 16) Domain 2, Focus Area 2, Strategy 2 (page 37) Domain 2, Focus Area 4, Strategy 2 (page 45) Domain 2, Focus Area 4, Strategy 5 (page 46)
	Is the population of focus driving the creation of the service delivery model?		Domain 2, Focus Area 1, Strategy 4 (page 32) Domain 2, Focus Area 3, Strategy 2 (page 40) Domain 2, Focus Area 4, Strategy 3 (page 46) Domain 2, Focus Area 5, Strategies 7 and 8 (page 62) Domain 2, Focus Area 5, Strategy 18 (page 60)
	Does the service delivery model include the use of natural and informal supports?		Domain 2, Focus Area 6, Strategy 4 (page 59) Domain 2, Focus Area 2, Strategy 2 (page 37) Domain 2, Focus Area 3, Strategy 5 (page 42)
	Are cultural/racial/ethnic factors and language needs being considered? Are cultural brokers, "spokespersons" or "trusted messengers" engaged in relationship building?		Domain 2 (pages 31-58) Domain 2, Focus Area 4, Strategy 5 (page 46)
Assessments	Are tools linguistically and culturally competent, reliable and validated for your population of focus?		Domain 2, Focus Area 3, Strategy 3 (page 40)
	Has a community needs assessment been conducted to provide advice about interventions and community strengths?		Domain 2, Focus Area 4, Strategy 10 (page 46) Domain 2, Focus Area 5, Strategy 7 (page 62)

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Available online at:

<http://www.tapartnership.org/docs/CLCChecklist.pdf>

Appendix A

Potential Interview Questions for Cultural and Linguistic Competence Coordinator Candidates and Candidates for other SOC Positions

1. Please explain your definition of cultural and linguistic competence.
2. Please describe your initial ideas about what you would do as a Cultural and Linguistic Competence Coordinator.
3. Please describe whom you see as the ethnic/racial, un-served and underserved groups in our community that could benefit from this system of care initiative.
 - a. Please pick two of these groups and highlight potential strengths and needs.
 - b. Please explain which groups you believe experience disparities in receiving behavioral health services or are under-represented in children's mental health services and other public systems. Why do you believe this is so?
4. Please describe your experience with outreach efforts to diverse communities.
 - a. How about outreach to individuals who speak a different language than you?
 - b. How about outreach to individuals from various racial/ethnic backgrounds?
 - c. How about outreach to individuals who are lesbian, gay, bisexual, or transgender?
5. Please describe your experience with conflict resolution.
6. Please describe your leadership style.
7. Race/ethnicity is undoubtedly a component of culture and can create discomfort in discussions. How might you begin this conversation with a community group?
8. Please describe your experience working with the faith community.
9. Please describe relationships that you might have with our community and its leaders that will help you with your role as Cultural and Linguistic Competence Coordinator and the system.
10. Please describe a challenging professional situation. How did you try to resolve it?