



CONNecting Children and Families to Care Behavioral Health Equity Model

CONNECTing Children and Families to Care initiative, funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), in conjunction with Connecticut's Children's Behavioral Health Plan

https://www.chdi.org/index.php/download_file/view/1831/1248/





Phase 1: Initiation and Engagement

This section of the toolkit describes the first of the four stages of the change process to develop a Health Equity Plan and provides resources to ensure health equity is addressed throughout the change process.

Purpose and Goals:

The purpose of the Initiation and Engagement phase is to establish institutional/organizational commitment and internal capacity to engage in CLAS, health equity, racial justice, and health disparities work within organizations, services, and communities and in Connecticut.

- Convene an **equity committee** comprised of diverse and inclusive leaders, staff, parents/caregivers, youth, and community leaders to guide equity assessment, implementation, and evaluation.
- Administer a **racial equity climate assessment** to gauge perceptions, beliefs, and next steps in creating an anti-racist, affirming, and multicultural organization. The racial equity assessment will provide insights on leaders' and staff's racial equity perceptions, beliefs, knowledge, and training/supports needed to create an affirming workspace. The assessment focuses the racial equity work and creates organizational accountability. The assessment may also include focus groups and interviews.
- Prioritize **professional learning sessions** about relevant topics related to cultural humility, cultural competence, racial trauma, cross-cultural communication, microaggressions, ethnic identity development, racial socialization, systematic racism, the National CLAS Standards; and other topics identified by the survey.
<https://thinkculturalhealth.hhs.gov/clas>

<https://kirwaninstitute.osu.edu/implicit-bias-training>

<https://thinkculturalhealth.hhs.gov/resources/presentations/1/fundamentals-of-the-national-standards-for-culturally-and-linguistical>

Phase 2: Assessment

- Conduct an **in-depth organizational assessment** of policies, processes, and structures using an organizational equity assessment tool. The assessment tool may consist of both qualitative and quantitative components with a web-based survey and focus groups and/or interviews with leaders, staff, governance, parents/caregivers, youth, and community members. i.e. Listening circles, forums, town hall meetings etc.
- Use **assessment results** to guide and prioritize organizational equity strategies.

Phase 3: Implementation

- Facilitate **professional learning sessions** with organizational leaders, governance, and staff. Family and youth educational sessions should be considered as well.
- Plan and implement **organizational equity changes and strategies**.

Phase 4: Evaluation

- To sustain equity and anti-racism work, create an **equity plan** to be integrated in organization's overall strategic plan based on the National Culturally and Linguistically Appropriate Service (CLAS) Standards and other domains.

