



# **Boldly Leading Anti-racist work within DCF**

Monica Rams, MS, Director of Multicultural Affairs/Office of Diversity and Equity

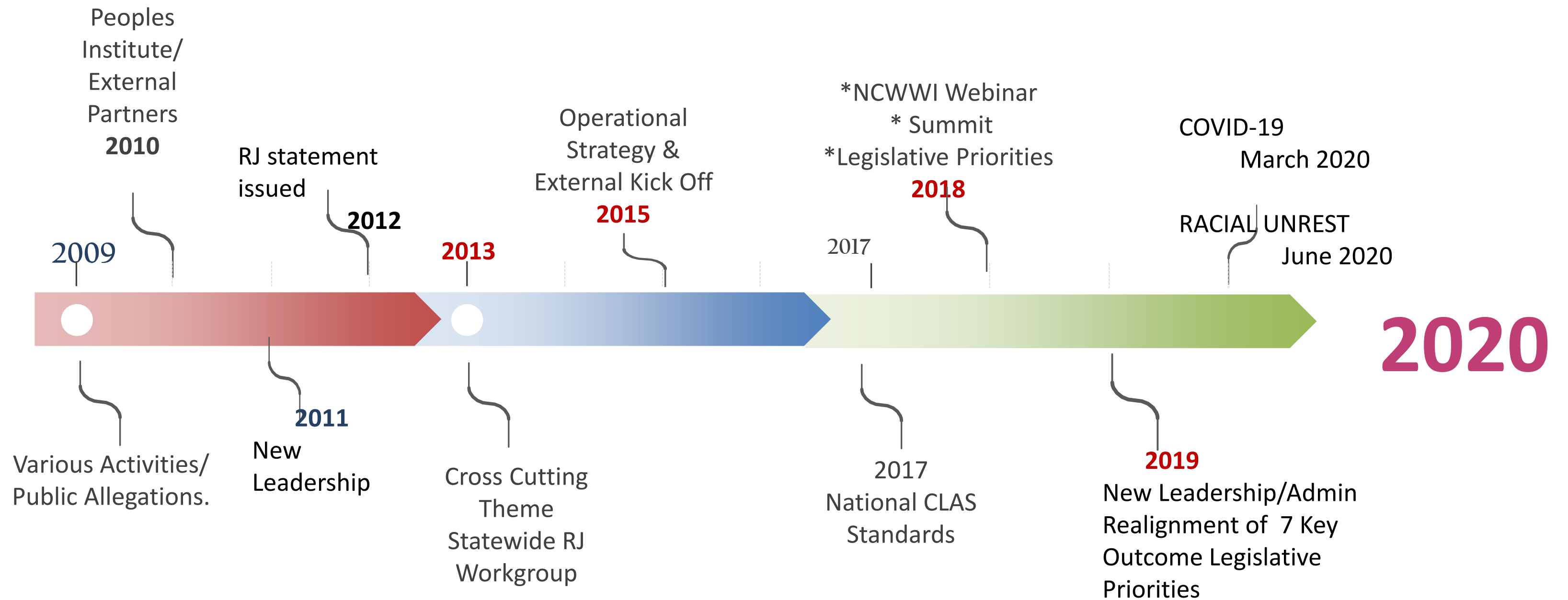


# Explicitly Included as One of Our Strategic Goals





# Our Journey (so far)





# The Guiding Principles, Values, and Foundations for Our Work at CT DCF

Nurturing a Safe and Sound Culture

Becoming an Anti-Racist Organization

Who We Are

Moving Beyond Equity to Justice

Striving for Institutional Transformation



# Our Work at DCF Is Grounded in Our Safe and Sound Culture

## ♥ Regulate

We are mindful of our physical and psychological well-being and the well-being of others as the foundation for our just and safe work environment.

## 🗨️ Relate

We build and sustain relationships and community with respect, trust, and candor.

## ✊ Rise

We are brave and bold with our actions. We understand our purpose and rise above challenges and barriers in order to promote equity and bring out the best in our work.

## 🏗️ Reason

We make sound decisions based on consultation, teamwork, and knowledge.

## 👍 Respond

We plan forward and reflect back with competence, confidence, and compassion by utilizing a systemic approach to problem solving.



## Equality



The assumption is that everyone benefits from the same supports. This is equal treatment.

## Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

## Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed.** The systemic barrier has been removed.



# Statewide Racial Justice Workgroup Charter

*“In 2020 and beyond, the goal of all Racial Justice work must surpass challenging conversations and activities. The ultimate goal is to move the needle on outcomes for children, youth, families, and staff.”*



# No one gets a pass

Everyone – at every level – has a place in and expectation for this work

- All Staff/All Levels
  - Unions
  - Providers
- Area Offices & Facilities
- Central Office & All Divisions



Not enough  
to learn and  
know...

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3 mins ·



You can't just read a book on racism and think that you are actually doing something. You have to learn and do at the same time.

Imagine waking up and realizing that every other house on your block has been on fire and you hadn't noticed until now. You don't look at the fire and say "Geez. I need to go study the history of fire."

You go to the people frantically trying to put the fire out, and you ask, "how can I help?"

You listen to the people who know what they are doing, then you get to work. You learn as you go.

# DCF Contract Language

## 1. Cultural Competence.

- a. The Contractor shall administer, manage and deliver a culturally responsive and competent program. This shall, at a minimum, be evidenced by equity and parity in access to services, consumer satisfaction, and outcomes for clients served, regardless of race, ethnicity, language, religion, gender, sexual orientation, economic status and/or disability. Policies, practices and quality improvement activities shall be informed by the needs and demographics of the community served or to be served by the program. The Contractor shall include access, consumer satisfaction and outcomes as elements of its program review and monitoring.
- b. The Contractor shall recruit, hire and retain a professional and paraprofessional staff that is culturally and linguistically diverse. Staff development to support cross-cultural competency shall occur both pre- and in-service. Furthermore, as a means to facilitate culturally competent service delivery, issues of diversity and multiculturalism shall be included in treatment/service planning, discharge planning, case reviews, grand rounds, analysis and review of program data, and staff supervision.
- c. To further the Department's commitment to reducing health disparities across all behavioral health continuums, the Department strongly encourages and will support the Contractor's efforts towards adherence and compliance with national Culturally and Linguistically Appropriate Services (CLAS) standards

# National CLAS Standards

The National CLAS Standards are intended to advance health equity, improve quality, and help eliminate health care disparities by establishing a blueprint for health and health care organizations.

- **Principal Standard - 1**
- **Governance Leadership and Workforce – 2, 3, 4**
- **Communication and Language Assistance – 5, 6, 7,**
- **Engagement, Continuous Improvement, and Accountability – 8, 9, 10, 11, 12, 13, 14 & 15**

1. Provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.

# Governance, Leadership, and Workforce

2. Advance and sustain organizational governance and leadership that promotes CLAS and health equity through policy, practices, and allocated resources.
3. Recruit, promote, and support a culturally and linguistically diverse governance, leadership, and workforce that are responsive to the population in the service area.
4. Educate and train governance, leadership, and workforce in culturally and linguistically appropriate policies and practices on an ongoing basis.

# Communication and Language Assistance

5. Offer language assistance to individuals who have limited English proficiency and/or other communication needs, at no cost to them, to facilitate timely access to all health care and services.
6. Inform all individuals of the availability of language assistance services clearly and in their preferred language, verbally and in writing.
7. Ensure the competence of individuals providing language assistance, recognizing that the use of untrained individuals and/or minors as interpreters should be avoided.
8. Provide easy-to-understand print and multimedia materials and signage in the languages commonly used by the populations in the service area.



# Engagement, Continuous Improvement, and Accountability

9. Establish culturally and linguistically appropriate goals, policies, and management accountability, and infuse them throughout the organization's planning and operations.
10. Conduct ongoing assessments of the organization's CLAS-related activities and integrate CLAS-related measures into measurement and continuous quality improvement activities.
11. Collect and maintain accurate and reliable demographic data to monitor and evaluate the impact of CLAS on health equity and outcomes and to inform service delivery.
12. Conduct regular assessments of community health assets and needs and use the results to plan and implement services that respond to the cultural and linguistic diversity of populations in the service area.
13. Partner with the community to design, implement, and evaluate policies, practices, and services to ensure cultural and linguistic appropriateness.
14. Create conflict and grievance resolution processes that are culturally and linguistically appropriate to identify, prevent, and resolve conflicts or complaints.
15. Communicate the organization's progress in implementing and sustaining CLAS to all stakeholders, constituents, and the general public.

# Training Technical Assistance and Workshops

❖ Health Equity Planning & Technical Assistance Introductory Course

❖ Health Equity Toolkit Training

❖ Assess, Plan, & Improve: An Equity Workshop

❖ Assess, Plan, & Improve: An Equity Workshop Train the Trainer

❖ Accelerated CLAS Cohort

For further information regarding CLAS and/or to be included in one of the cohorts please contact:

TIM MARSHALL, LCSW

Director of Community Mental Health

[Tim.Marshall@ct.gov](mailto:Tim.Marshall@ct.gov)



THANK YOU!

[monica.rams@ct.gov](mailto:monica.rams@ct.gov)