

## **Principles of Community Engagement for Systems of Care: Identifying CLC Committee Members**

Cultural and linguistic competency committees are an aggregate of community stakeholders that are invested in advancing cultural and linguistic competency transformation within communities. Selection of committee members should be an intentional and collaborative process to ensure rich perspectives. Committee members should be diverse and inclusive of various dimensions of diversity. There are several types of diversity:

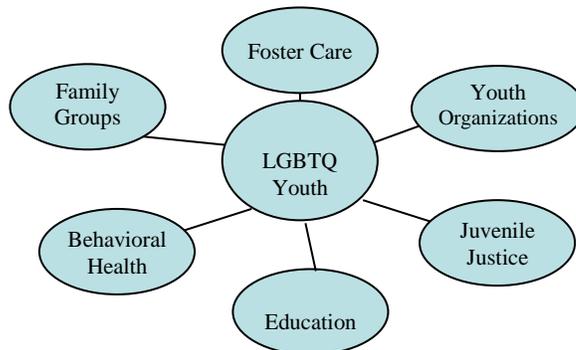
- a) **Multicultural Groups:** Multicultural groups include people that have been historically marginalized in our society i.e. African Americans, Hispanic/Latinx Americans, American Indian, Asian Pacific Islanders, LGBTQ populations, people living with ability differences, geographical (rural/urban), refugee/immigrant, religion/faith leaders etc. This group may also include people that have experiences working with specific populations, cultural brokers or advocates. CLC Committee representation should include multicultural representatives from behavioral health organizations, professional organizations, cultural brokers, faith leaders and children/youth/families with diverse backgrounds. Note: CLC Committees should not suggest “code” for a minorities-only group, but should foster collaborations across all groups of people including majority culture populations.
- b) **Systems Diversity:** Often children, youth and families living with behavioral health challenges may have multiple systems involvement. CLC Committee representation should include representatives from various systems such as the behavioral health, foster care, juvenile justice, law enforcement, primary care, health department, homeless, academic, health insurance military and education systems.
- c) **Organizational Diversity (Multiple Levels):** When operationalizing the National Culturally and Linguistically Appropriate Services (CLAS) Standards for Health and Healthcare, it is helpful to include representatives from various levels of the organization. The CLAS Standards require a 360’ perspective from end system users (children, youth and families), direct service professionals to the executive suite. Including CLC committee representatives that understand processes, policies and structures at various levels is helpful in adapting service delivery.
- d) **Youth and Family Diversity:** Cultivating family-driven and youth-guided services is core to System of Care core values. Inclusion of Federation of Families, Youth MOVE and other youth/family organizational representatives is critical to meaningful transformation. It is important to make sure that non-family/youth committee members are familiar with System of Care core values and are trained in respecting the youth/family voice. Some professionals may not be aware of System of Care core values and the importance of the youth/family experience. In addition, pre-work should be done with youth and family members prior to meetings (particularly youth); defining acronyms and clarifying policies, processes so that meaningful contributions may be made in meetings.

- e) **Geographical Diversity:** CLC Committee representation should include people from various areas of the community, across socioeconomic levels. Committee members may also include city council members, neighborhood leaders, block captains and grassroots leaders.

Critically thinking about the various types of diversity that you will engage with will assist in creating a “collective intelligence” to explore CLC and develop creative solutions in addressing behavioral health disparities and health equity. Recommended committee size is 20 – 25 people, there may be some attrition. Also, committee leaders may want to create sub-committees for specific activities. Keep CLC committee members engaged by emphasizing the vision, mission and benefits early on. It is important for members to become invested early. Example: Working on the CLC Plan while also planning professional learning sessions for invested organizations may be helpful.

**Identifying Committee Members - Creating the “Collective Intelligence”**

Begin by drawing a web diagram. Include a circle in the middle that identifies your community’s populations of focus. Draw extensions to various organizations or support networks that interface with population(s) of focus. Identify individuals that may be possibilities to represent a specific group, system, organization, and/or geographical area etc. Reach out to individuals through face-to-face meetings, emails and phone calls. Present the overall vision for the group and think about ways that the individual may contribute. Share the benefits of participation; social justice advocacy, catalyzing, professional learning, assessments, information sharing and networking. Select convenient meeting locations and offer the option to call in. An example for



### **Examples of CLC Committee Action Steps**

1. Establish committee structure and process for cohesion
2. Review demographics, disparities and disproportionalities data, needs assessments, utilization data and other data sources
3. Develop a Behavioral Health Disparities Impact Statement
4. Offer CLC 101 Training/CLAS Standards
5. Use CLAS Standards general categories to discuss current systems and organizational activities to assist in developing a CLC Plan
6. Develop a CLC Plan
7. Administer CLC Organizational Self-Assessments