

Summary of ICCTM CLAS QI Action Plans

Focus	Action Plan	CLAS Standards Addressed	CLAS Alignment Rationale
Community Outreach	Mental Health Education	Standard 3 Standard 4 Standard 13	<ul style="list-style-type: none"> ✓ This action plan aims to train faith leaders on mental health promotion to help support mental health of their constituents from diverse backgrounds (3) ✓ This action plan highlights ways to bridge culture and mental health (4) ✓ This action plan also aims to partner with faith-based organization communities to design, implement, and evaluate workshops for youth and trainings for faith leaders (13)
	TRUe Care Promoter: Roadmap	Standard 6 Standard 8	<ul style="list-style-type: none"> ✓ This action plan component will provide information for consumers about the availability of services in their preferred language (6) ✓ This action plan’s Roadmap component will utilize easy-to-understand print and signage in Spanish, Tagalog and English as well as a web-based Roadmap (8)
	TRUe Care Promoter: Navigator	Standard 3 Standard 4 Standard 5 Standard 13	<ul style="list-style-type: none"> ✓ This action plan’s Navigator component aims to recruit people from diverse communities to become navigators (3) ✓ This action plan component hopes to train these navigators on CLAS services available for diverse consumers (4) ✓ This action plan component hopes the navigators will be bilingual (5) ✓ This action plan component aims to partner with community organizations to design, implement, and evaluate the potential for these navigators to be co-located throughout CBOs in Solano County (13)
	LGBTQ+ Ethnic Visibility	Standard 8	<ul style="list-style-type: none"> ✓ This action plan will provide easy-to-understand outreach and linguistically appropriate signage to LGBTQ+, Filipino Americans, and LGBTQ+ Latinos (8)
	Bridging the Gap	Standard 8	<ul style="list-style-type: none"> ✓ This action plan provides easy-to-understand outreach and linguistically appropriate materials to use for tabling at non-health events (8)
	Takin’ CLAS to the Schools	Potentially: 1–15	<ul style="list-style-type: none"> ✓ This action plan aims to open culturally responsive school-based wellness centers/rooms on K-12 and adult education sites across Solano County <p>This action plan has the opportunity to embed all 15 CLAS standards into the development of wellness centers/rooms</p>
Focus	Action Plan	CLAS Standards Addressed	CLAS Alignment Rationale
Workforce	Cultural Game Changers: HR	Standard 2 Standard 3	<ul style="list-style-type: none"> ✓ This action plan aims to advance policies and practices that recruit, sustain, and promote a diverse workforce (2) ✓ This action plan also aims to change the county’s position description to provide better outreach to diverse communities with regard to job postings (3)

	Cultural Game Changers: Pipeline	Standard 3 Standard 8	<ul style="list-style-type: none"> ✓ This action plan focuses on mental health workforce recruitment from diverse communities (3) through outreach at career fairs ✓ This action plan provides easy-to-understand outreach and linguistically appropriate materials at mental health career fair events (8)
	CLAS Gap Finders	Standard 10 Standard 11	<ul style="list-style-type: none"> ✓ This action plan aims to establish a position or SCBH internal process that will maintain ongoing CLAS-related and demographic assessments (10, 11), to inform and guide quality improvement. A strategy involves supporting our vendors to develop their own agency Cultural Responsivity Plans by both requiring this contractually but also providing technical assistance for agencies in the development of plans.
Training	Culturally Responsive Supervision	Standard 2 Standard 3 Standard 4	<ul style="list-style-type: none"> ✓ This action plan aims to advance and sustain leadership that promotes CLAS through policy changes (2) by making changes to the current supervisory log guidelines ✓ This project aims to train mid-level leadership and workforce personnel on improving CLAS practices through supervision (4) ✓ This project also includes components of how supervisors can support a diverse clinical staff (3)
	ISeeU	Standard 4 Standard 6 Standard 8	<ul style="list-style-type: none"> ✓ This action plan aims to train frontline reception staff on CLAS policies and practices that are most relevant (4) ✓ This action plan also includes developing easy-to-understand print media or imagery to welcome diverse consumers (8) ✓ This action plan aims to inform individuals of availability of language assistance (6) through their comprehensive staff trainings and written materials.
	Cultural Humility Champions	Standard 4 Standard 6	<ul style="list-style-type: none"> ✓ This action plan aims to train staff about consumers from diverse backgrounds which will include the development of unique trainings (4) ✓ This action plan aims to inform individuals of availability of language assistance (6) by incorporating language assistance instruction into their proposed trainings