OMHE-MCAC/ 2016-2018 Strategic Planning Goals

Goal: #1

Enhance the DMHAS data collection system to include key demographic and cultural variables (i.e., transgender, sexual orientation, hearing impairment, visual impairment) and analyze health disparities in DMHAS system.

I. **Ensure data elements for SAMHSA identified disparity populations (e.g., race, ethnicity, transgender, LGBT, DHOH, blind) are collected by DMHAS so disparities analyses can be conducted**

II. **Ensure creation, dissemination, and discussion of provider reports and other EQMI/CSD/OMHE/AA reports by disparity groups (i.e., race, ethnicity, sexual orientation, hearing loss, visual impairment, disability, language capabilities)**

III. **Ensure contracts of DMHAS funded agencies have cultural competence plans, using CLAS standards, include collecting and analyzing disparities data**

IV. **Conduct and synthesize disparities analyses on CT and US variables documenting access, treatment, and outcomes**

Goal: #2

Ensure the implementation of CLAS standards focusing on language access to be in compliance with federal law and to eliminate health disparities.

I. **Assuring Language Access in DMHAS System to improve and enhance service.**

II. **Education and training of 30% of DMHAS workforce on CLAS standards over the 2016 -2018 Plan period, an average of 300 people per year.**

III. **Develop plans to educate 100% of executives, managers and supervisors; promote their accountability (annually through their PARS).**

IV. **Increase the hiring of diverse and bi-lingual staff members in positions where appropriate, including upper management staff members.**

V. **Review the status of medical interpreter training for facilities**

Goal:# 3

Continue the infusion of cultural competency within the DMHAS service system through training and technical assistance in implementing CLAS standards and to eliminate health disparities.

   I.   **Continue MCAC cohort training (with cohort classes comprised of 75% DMHAS staff and 25% external staff - Judicial, Education and other agencies)**
  II.   **Disseminate the CLAS Standards to agencies statewide and then require that they are using them in their agencies. Evaluate and identify how they are being used**

 III.   **Inquire how cultural competency training and the CLAS Standards are incorporated in the trainings for CCAR's Recovery Coach and in the Recovery Support Specialist training through the Recovery University.**
  IV.   **Expand Cultural Competency Cohort   and PACCT trainings to include more on Asian, Native American and Middle Eastern cultures. Develop potential training modules for other cultural groups in CT.**

Goal: #4

Ensure that the diversity of representation of MCAC membership and in succession planning reflects the stakeholder groups and the continuity of MCAC work.

   I.   **To review MCAC application process; to revitalize the MCAC regional committees.**
  II.   **To do marketing and to broadcast accomplishments of MCAC and get buy-in of other stakeholders.**
 III.   **Cultivate future leaders and members through succession planning.**
  IV.   **Increase participation statewide by clearly defining each regions roles and responsibility.**