



Universal Behavioral Health Equity Licensing Tool

The requirements below are adapted from the National Standards for Culturally and Linguistically Appropriate Services (CLAS) and aims to ensure that all mental health programs are delivering services that best meet the needs of marginalized and underserved populations. Reviewers are to award points that accurately reflect the status of the program’s relevant activities (partial points are allowed). Any questions or concerns regarding the utilization of this tool should be directed to NYS Office of Mental Health’s Office of Diversity and Inclusion at matthew.canuteson@omh.ny.gov.

Performance Domains:

90-100 = Exemplary

70-90 = Adequate

0-70 = Needs improvement *please consult with NYS OMH’s Office of Diversity and Inclusion

Requirements	Full Score	Points Awarded
Section - 1. Entity’s Commitment to Equity and the Reduction of Disparities in Access, Quality and Treatment Outcomes for Marginalized Populations		
Program/Organization has a mission statement that includes information about the intent to serve individuals from marginalized/underserved populations.	5	
Program/Organization has an identified executive/management level person responsible for coordinating/leading efforts to reduce disparities in access, quality, and treatment outcomes for marginalized populations (i.e., activities related to diversity, inclusion, equity, cultural/linguistic competence). Reviewer Guidance: Review documentation that illustrates the position, title and organizational positioning of this individual (i.e., organizational chart).	5	
Program/Organization has an updated diversity, inclusion, equity, or cultural/linguistic competence plan as outlined in the National CLAS Standards for this program. Note - plan format should use the SMART framework (Specific, Measurable, Achievable, Realistic, and Time-Based). Plan should include information in the following domains: workforce diversity (data informed recruitment), workforce inclusion, reducing disparities in access, quality, and treatment outcomes in patient population, soliciting input from diverse community stakeholders and organizations. Program/Organization also illustrates the process in which the Plan is reviewed/updated. Reviewer Guidance: It is adequate if the Plan is for the entire organization/entity, an individual Plan does not have to be created for specific programs or licenses.	20	

<p>Program/Organization illustrates how the diversity, inclusion, equity, cultural/linguistic competence plan was created using stakeholder input from service users and individuals from marginalized/underserved populations. Reviewer Guidance: This is illustrated through a descriptive narrative highlighting the specific stakeholder groups/individuals consulted.</p>	10	
<p>Program demonstrates an understanding about the demographic makeup of the population in the catchment area using available data (race/ethnicity/gender/sexual orientation/language). Reviewer Guidance: Organizations/programs illustrate this by providing documentation that describes the demographic makeup of the clients/patients they serve.</p>	10	
Section - 2. Organizational Equity Structure		
<p>Program/Organization has at least one organizational body (committees/workgroups) that focuses on efforts to reduce disparities in access, quality, and treatment outcomes for marginalized populations (diversity, inclusion, equity, cultural/linguistic competence). Program/organization illustrates the following:</p> <ul style="list-style-type: none"> • how committees/workgroups review services/programs with attention to diversity, inclusion, cultural competence • how this group corresponds and collaborates with the quality assurance/quality improvement/compliance parts of the entity • how committees/workgroups participate in planning and implementation of services within the entity • how committees/workgroups transmit recommendations to executive level of entity • how membership is representative of the most prevalent cultural groups served in this project <p>Reviewer Guidance: It is adequate if the organizational body exists for the entire organization, as opposed to just within the individual program.</p>	10	
Section - 3. Equity Training Activities		
<p>Program/Organization has a documented training strategy for topics related to diversity, inclusion, cultural competence, and the reduction of disparities in access, quality, and treatment outcomes for marginalized/underserved populations. These include trainings about implicit bias, diversity recruitment, creating inclusive work environments and providing languages access services. Reviewer Guidance: The strategy should clearly outline the training topics provided to staff around diversity and inclusion and showcase the organization’s efforts to ensuring the trainings meet the needs of the prevalent cultural and ethnic groups being served.</p>	10	
Section - 4. Workforce Diversity and Inclusion		

<p>Program/Organization has documented efforts to recruit, hire and retain staff from the most prevalent cultural group of service users. This includes a description of:</p> <ul style="list-style-type: none"> • the use of data to drive recruiting, hire and retaining direct service/clinical, supervisory and administrative level staff who are from or have had experience working with the most prevalent cultural groups of its service users. • current staffing levels of direct service/clinical staff members who are from or have experience working with the most prevalent cultural groups of its service users. • current staffing levels of supervisors who are from or have experience working with the most prevalent cultural groups of its service users. • current staffing levels of administrative staff members who are from or have experience working with the most prevalent cultural groups of its service users. <p>This also includes information about posting employment opportunities in places specifically focused on hiring diverse staff; the use of language in employment postings that illustrate the program’s efforts to seek and recruit diverse candidates; efforts to retain diverse employees; use of best practice approaches to mitigated bias in the interview/hiring processes.</p> <p>Reviewer Guidance: This is illustrated by the program/organization providing specific examples of diversity recruitment efforts (i.e., making employment postings available on diversity focused platforms) as well as specific language used within the postings to encourage diverse candidates to apply.</p>	15	
Section - 5. Language Access		
<p>Program/Organization has described efforts to meet the language access needs of the client’s served by this project (limited English proficient, Deaf/ASL). This information includes the use of data to identify the most prevalent language access needs, availability of direct care staff who speak the most prevalent languages and the provision of best practice approaches to provide language access services (i.e., phone, video interpretation). Information about the program’s efforts to ensure all staff with direct contact with clients are knowledgeable about using these resources is also included. Additionally, information is provided about the organization’s process for having key documents and forms translated in the languages of the most prevalent cultural groups of its service users (consent forms, releases of information, medication information, rights, and grievances procedures).</p> <p>The program/organization also described its efforts to:</p> <ul style="list-style-type: none"> • address other language accessibility needs (Braille, limited reading skills). • Provide service descriptions and promotional material <p>Reviewer Guidance: This is illustrated by the program/organization providing documentation showcasing the prevalent languages spoken in the service area. Additionally, the program/organization should provide the specific interpretation and translation vendors being utilized for services.</p>	15	
Total Points	100	