**Addiction Technology Transfer Center Network Coordinating Office**

**Regional and National Center Work Plan Analysis Report**

**Executive Summary:**

The purpose of this analysis was to collect and record all US-based ATTC work plan content that addressed 6 major SAMHSA priorities: African Americans; American Indian/ Alaska Natives; Hispanic/Latinos; methamphetamines; the National Standards for Culturally and Linguistically Appropriate Services (CLAS); and opioids.

**Methodology:**

The goals, objectives and activities for each US-based ATTC as listed in their year two work plans were consolidated into one excel spreadsheet. The goals, objectives and activities were summarized by frequency, range and average. Key terms were examined through a consensus process across three reviewers (ATTC Co-Director, ATTC Project Manager and ATTC Evaluator).Key terms examined were:

1. African American, AA, Black, Caribbean, African descent;
2. American Indian, Alaska Native, Tribal Communities, Native Americans, Urban Indian, IHS, tribe(s);
3. Hispanic, Latino(s), Latinx, Latina, Spanish;
4. Methamphetamine(s), stimulant(s);
5. CLAS Standards, cultural humility, cultural competency, think cultural health, cultural intelligence;
6. Opioids, harm reduction, overdose, Naloxone, Medicated Assisted Treatment (MAT), buprenorphine.

**Table 1: Total Number, Range, and Average Number of Goals, Objectives and Activities per ATTC, including the ATTC Network Coordinating Office (NCO)**

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| **With NCO** | **Total** | **Range** | **Average** |
| Goals | 84 | 3 minimum – 16 maximum | 6.5 |
| Objectives | 276 | 3 minimum – 40 maximum | 21.2 |
| Activities | 389 | 8 minimum – 72 maximum | 30 |

**Table 2: Total Number, Range, and Average Number of Goals, Objectives and Activities per ATTC, excluding the ATTC Network Coordinating Office (NCO)**

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| **Without NCO** | **Total** | **Range** | **Average** |
| Goals | 68 | 3 minimum – 12 maximum | 5.67 |
| Objectives | 244 | 3 minimum – 40 maximum | 20.3 |
| Activities | 317 | 8 minimum – 41 maximum | 26.4 |

**Table 3: Work Plan *Goals* Key Term Analysis Summary**

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| **Key Term** | **ATTCs Mentioning in Goals** | **Total ATTCs that Mentioned the Topic** | **Total Goals that Include the Topic** |
| African American, AA, Black, Caribbean, African descent | Southeast | 1 | 1 |
| American Indian, Alaska Native, Tribal Communities, Native Americans, Urban Indian, IHS, tribe(s) | Mid-America; Mountain Plains; Pacific Southwest; National American Indian and Alaska Native | 4 | 9 |
| Hispanic, Latino or Latinx Hispanic, Latino(s), Latinx, Latina, Spanish | National Hispanic and Latino | 1 | 4 |
| Methamphetamine(s), stimulant(s) | N/A | 0 | 0 |
| National CLAS Standards, CLAS Standards, cultural humility, cultural competency, think cultural health, cultural intelligence | New England; Northeast & Caribbean; Central East; South Southwest; Mid-America; Mountain Plains; Pacific Southwest; Northwest; National American Indian and Alaska Native; Network Office | 10 | 12 |
| Opioids, harm reduction, overdose, Naloxone, Medicated Assisted Treatment (MAT), buprenorphine | Northeast & Caribbean; Mountain Plains; Pacific Southwest; Northwest | 4 | 6 |
| Totals | | 20 | 32 |

See Appendix 1 for a breakdown of the goals including each key term.

**Table 4: Work Plan *Objectives* Key Term Analysis Summary**

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| **Key Term** | **ATTCs Mentioning in Objectives** | **Total ATTCs that Mentioned the Topic** | **Total Objectives that Include the Topic** |
| African American, AA, Black, Caribbean, African descent | Southeast | 1 | 1 |
| American Indian, Alaska Native, Tribal Communities, Native Americans, Urban Indian, IHS, tribe(s) | Central East, Mid-America, Mountain Plains, Northwest, National American Indian/Alaska Native | 6 | 27 |
| Hispanic, Latino or Latinx Hispanic, Latino(s), Latinx, Latina, Spanish | Northeast & Caribbean, Mid-America, National Hispanic/Latino | 3 | 16 |
| Methamphetamine(s), stimulant(s) | Mid-America, Mountain Plains | 2 | 2 |
| National CLAS Standards, CLAS Standards, cultural humility, cultural competency, think cultural health, cultural intelligence | Northeast & Caribbean, Central East, Great Lakes, South Southwest, Mid-America, Pacific Southwest, Northwest, NCO and National American Indian/Alaska Native | 8 | 19 |
| Opioids, harm reduction, overdose, Naloxone, Medicated Assisted Treatment (MAT), buprenorphine | New England, Northeast & Caribbean, Central East, Great Lakes, Mid-America, Mountain Plains, Pacific Southwest, Northwest, National American Indian/Alaska Native | 9 | 17 |
| Totals | | 29 | 82 |

See Appendix 2 for a breakdown of the objectives including each key term.

**Table 5: Work Plan *Activities* Key Term Analysis Summary**

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| **Key Term** | **ATTCs Mentioning in Activities** | **Total ATTCs that Mentioned the Topic** | **Total Activities that Include the Topic** |
| African American, AA, Black, Caribbean, African descent | Southeast, South Southwest | 2 | 3 |
| American Indian, Alaska Native, Tribal Communities, Native Americans, Urban Indian, IHS, tribe(s) | Central East, Mid-America, Northwest, NCO, and National American Indian/Alaska Native | 5 | 33 |
| Hispanic, Latino or Latinx Hispanic, Latino(s), Latinx, Latina, Spanish | Northeast & Caribbean, Great Lakes, South Southwest, Mid-America, NCO, and National Hispanic and Latino | 6 | 19 |
| Methamphetamine(s), stimulant(s) | Great Lakes, Mid-America, Mountain Plains, and Pacific Southwest | 4 | 5 |
| National CLAS Standards, CLAS Standards, cultural humility, cultural competency, think cultural health, cultural intelligence | New England, Northeast & Caribbean, Central East, Southeast, Great Lakes, South Southwest, Mid-America, Northwest, NCO, National Hispanic/Latino, National American Indian/Alaska Native | 11 | 27 |
| Opioids, harm reduction, overdose, Naloxone, Medicated Assisted Treatment (MAT), buprenorphine | New England, Northeast & Caribbean, Central East, Great Lakes, Mid-America, Mountain Plains, Pacific Southwest, Northwest, National American Indian/Alaska Native | 9 | 26 |
| Totals | | 37 | 113 |

See Appendix 3 for a breakdown of the activities including each key term.

**Appendix 1: Breakdown of the goals that included each key term.**

* African American, AA, Black, Caribbean, African descent

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| ATTC | Goal |
| Southeast | Assist providers/organizations in developing and implementing customized interventions to improve retention among self-identified African American individuals. |

* American Indian, Alaska Native, Tribal Communities, Native Americans, Urban Indian, IHS, tribe(s)

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| ATTC | Goal |
| Mid-America | Serve as a resource for organizations (recovery community, consumers and family, Native American and tribal, racial/ethnic, and LGBTQIA-specific organizations) on SUD treatment. |
| Mountain Plains | Accelerate the adoption and implementation of EBPs by providing a spectrum of innovative training/TA events (e.g., web-based sequenced learning/consultation; online/in-person CoPs; group/individual consultations; SMS learning extenders/micro-education events; and onsite consultation) that focus on improving administrative and clinical service delivery with a focus on frontier/rural and tribal providers and OTPs. |
| Mountain Plains | Develop the Mountain Plains workforce by: 1) training new leaders to work in rural, tribal, and recovery organizations through leadership development activities that include a focus on workplace learning and quality improvement strategies; and 2) training students in behavioral health programs at universities and tribal college/universities to be proficient in telehealth technologies, MAT, and delivering prevention, assessment, and treatment services within a recovery-oriented system of care (ROSC) to ensure the pipeline of new leaders and behavioral health professionals is well-prepared. |
| Mountain Plains | Participate in regional/national ATTC Network activities facilitated by the ATTC Coordinating Office to promote the adoption of EBPs, promising practices, ROSC, educational standards, and OTPs/MAT to ensure that the needs/perspectives of Mountain Plains stakeholders (e.g., frontier/rural providers, tribal providers, tribal colleges/universities, etc.) are included in Network products and curricular development. |
| Pacific Southwest | Expand the PSATTC website to provide and maintain culturally and linguistically appropriate information and to serve as a resource for key stakeholders (e.g., community-based and faith-based organizations, recovery community, consumers/family members, tribal communities, etc.) on SUD treatment and recovery |
| American Indian/Alaska Native | Identify Workforce needs |
| American Indian/Alaska Native | Accelerate the adoption and diffusion of culturally-informed, trauma-informed evidence- and experience-based SUD treatment and recovery-oriented practices and services for American Indian/Alaska Native with SU and/or co-occurring MHD |
| American Indian/Alaska Native | Strengthen Tribal data collection systems to improve quality of systems and programs |
| American Indian/Alaska Native | Improve national awareness/visibility of BH issues faced by tribal communities to increase collaboration in systems change |

* Hispanic, Latino(s), Latinx, Latina, Spanish

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| ATTC | Goal |
| Hispanic/Latino | Develop and/or improve the quality of services and interventions available by building a relationship between researchers, substance use disorder treatment providers, clinicians and the recovery community to increase tools needed to improve the quality of service delivery to Hispanic and Latino communities across the continuum of care. |
| Hispanic/Latino | Improve organizations and systems of care by developing practical tools and establishing evidence based-practice for SUDs for training and development needs for the substance use disorder workforce serving Hispanic and Latino communities. |
| Hispanic/Latino | Using a systems-change approach, increase the substance use disorder workforce, including peers (those with lived experience, vicarious experience, certified and not certified), and knowledge of Evidence-Based Practices relevant to H/L communities to improve their skills to better serve this community. |
| Hispanic/Latino | Provide intensive technical assistance to ATTCs, state systems, providers, peers and researchers to improve their processes and practices and to meet the identified needs in the delivery of effective SUD treatment and recovery services for H/L communities by providing ongoing skill development and coaching opportunities related to specific EBPs and implementation strategies. |

* Methamphetamines/Stimulants: No ATTCs directly mentioned Methamphetamines in their goals
* National Standards for Culturally and Linguistically Appropriate Services (CLAS)

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| ATTC | Goal |
| New England | To foster strategic alliances among culturally diverse practitioners, researchers, policy makers, funders, and the recovery community to improve knowledge and collaboration and reduce duplication of efforts. |
| Northeast & Caribbean | Enhance Cultural Competencies in the SUD Workforce |
| Central East | Enhance the cultural and linguistic competencies of SUD treatment practitioners to include other public health practitioners |
| South Southwest | Develop a Diverse and Culturally Competent Workforce |
| Mid-America | Enhance the clinical and cultural competencies of mental health and SUD treatment practitioners, including delivering services in accordance with National CLAS Standards. |
| Mid-America | Provide culturally and linguistically appropriate internet-based resources. |
| Mountain Plains | Prepare webpages, web-based tools (learning self-assessments; plans), resources (podcasts; recorded webinars; videos), and products (slide decks; marketing materials) that are culturally/linguistically appropriate and accessible/easy to use to enhance training/TA activities and provide continuous learning opportunities to behavioral health provider clinical and administrative staff to improve quality of SUD treatment/recovery services delivery. |
| Mountain Plains | Develop the Mountain Plains workforce by: 1) training new leaders to work in rural, tribal, and recovery organizations through leadership development activities that include a focus on workplace learning and quality improvement strategies; and 2) training students in behavioral health programs at universities and tribal college/universities to be proficient in telehealth technologies, MAT, and delivering prevention, assessment, and treatment services within a recovery-oriented system of care (ROSC) to ensure the pipeline of new leaders and behavioral health professionals is well-prepared. |
| Pacific Southwest | Expand the PSATTC website to provide and maintain culturally and linguistically appropriate information and to serve as a resource for key stakeholders (e.g., community-based and faith-based organizations, recovery community, consumers/family members, tribal communities, etc.) on SUD treatment and recovery |
| Northwest | Foster regional and national alliances within ATTC Network--and among culturally diverse practitioners, researchers, policy makers, funders, and the recovery community--in support of SAMHSA's workforce development and quality improvement goals and objectives. |
| NCO | Disseminate & apply knowledge regarding culturally & linguistically competent SUD treatment services in accordance with the National CLAS Standards. |
| American Indian/Alaska Native | Accelerate the adoption and diffusion of culturally-informed, trauma-informed evidence- and experience-based SUD treatment and recovery-oriented practices and services for American Indian/Alaska Native with SU and/or co-occurring MHD |

* Opioids

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| ATTC | Goal |
| Northeast & Caribbean | Increase the number of people trained in Medication Assisted Treatment and Psychosocial services for OUDs. |
| Northeast & Caribbean | Increase the number of people trained in and prepared to dispense Naloxone in the event of an Overdose |
| Mountain Plains | Develop the Mountain Plains workforce by: 1) training new leaders to work in rural, tribal, and recovery organizations through leadership development activities that include a focus on workplace learning and quality improvement strategies; and 2) training students in behavioral health programs at universities and tribal college/universities to be proficient in telehealth technologies, MAT, and delivering prevention, assessment, and treatment services within a recovery-oriented system of care (ROSC) to ensure the pipeline of new leaders and behavioral health professionals is well-prepared. |
| Mountain Plains | Participate in regional/national ATTC Network activities facilitated by the ATTC Coordinating Office to promote the adoption of EBPs, promising practices, ROSC, educational standards, and OTPs/MAT to ensure that the needs/perspectives of Mountain Plains stakeholders (e.g., frontier/rural providers, tribal providers, tribal colleges/universities, etc.) are included in Network products and curricular development. |
| Pacific Southwest | Address the widespread opioid epidemic by providing T/TA for FQHCs, OTPs, and medical and behavioral health workforces serving individuals with OUDs |
| Northwest | Increase workforce capacity to provide effective prevention and treatment of opioid use disorders, emphasizing use of Medication-Assisted Treatments (MATs). |

**Appendix 2: Breakdown of the objectives that included each key term.**

* African American

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| ATTC | Objective |
| Southeast | By September 1, 2019, the Southeast ATTC will assist providers/organizations in developing and implementing customized interventions to improve retention among self-identified African American individuals. |

* American Indian, Alaska Native, Tribal Communities, or Native Americans

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| ATTC | Objective |
| Central East | Engage with HHS region 3 partner federal agencies: HRSA, OPA, SAMHSA, and Indian Health Services by September 30, 2019. |
| Mid-America | Provide trainings to address clinical and cultural topics, such as trauma-informed care approach to working with LGBTQIA, cultural considerations for Hispanic populations, and Native American cultural competency: Provide these Mid-America-developed and adapted trainings, and trainings for other special populations as requested. |
| Mountain Plains | Create 5 regional Workgroups (OTPs; recovery community organizations (RCOs); Frontier/Rural and Tribal Treatment providers; Behavioral Health Treatment Providers and Provider Associations; Health Professions Academic Educators) and sponsor virtual meetings twice per year (50 meetings in 5 years) to promote regional and state collaborations to address significant/emerging SUD treatment/recovery issues impacting the Region. [Yrs 1-5] |
| Mountain Plains | REVISED. Create new products (12 per year) that include webinars, videos, slide decks, and podcasts reflecting regional topics of interest and related to workgroups (OTP; Recovery Support Services, Tribes, Frontier/Rural-Technology-Based Interventions), with registrations and/or downloads increasing by 20% each year. [Yrs 1-5] |
| Mountain Plains | Create/implement one Leadership Institute (LI) in Yr 3 and one LI in Yr 4, recruiting 48 new leaders working in behavioral health, tribal, and RCOs, with a special emphasis on frontier/rural organizations to increase the number of well-trained administrators working in frontier/rural areas, with a 60% completion rate. [Yrs 3 & 4]  Recruit faculty from academic institutions that instruct behavioral health courses in nursing, social work, psychology, public health, and counseling to be Workgroup members to provide feedback regarding their needs for additional training on SUD treatment services delivery using telehealth technologies, MAT, and ROSC. [Yrs 1-5]  Develop Curriculum Infusion Packages (CIPs) with input from Academic Workgroup members to assist faculty infuse new information on telehealth technologies, MAT, and ROSC service delivery into courses. [Yr 4]  Sponsor/conduct an in-person meeting with 24 academic behavioral health faculty to demonstrate the CIP products, with 60% of faculty reporting using the material in the CIP products in their classes. [Yr 5] |
| Mountain Plains | Serve on Network Workgroups related to: development and support of CoPs; technology-based interventions (TBIs); tribal SUD treatment and recovery support providers; frontier/rural issues that impact SUD treatment and recovery support practices; and/or best practices to develop a workplace culture that supports learning. [Yrs 1-5] |
| Northwest | By Oct 1, 2019, NWATTC will facilitate adoption and implementation of an empirically-supported 'Healing of the Canoe' (HOC) life skills curriculum by American Indian/Alaska Native tribal organizations in two Region 10 geographic areas through participation in six-month technical assistance projects. |
| American Indian/Alaska Native | Continue our ongoing workforce development studies |
| American Indian/Alaska Native | Raise awareness and disseminate core competencies (TAP21, TAP21A) |
| American Indian/Alaska Native | Expand capacity to provide trainings regionally through offering TOTs |
| American Indian/Alaska Native | Support the development of a MA program in Native culturally-informed behavioral health practices in one tribal college and support implementation of new practicum sites |
| American Indian/Alaska Native | Recruit participants and begin the 2019 Leadership Academy |
| American Indian/Alaska Native | Facilitate integration of SUD in specialty health care |
| American Indian/Alaska Native | Advisory Council and Executive Committee Meetings |
| American Indian/Alaska Native | Use of multimedia methods to alert tribal communities about the Opiate epidemic and the STR in their states. |
| American Indian/Alaska Native | Initiate intensive TA upon request |
| American Indian/Alaska Native | Provide intensive technical assistance to support system change to implement culturally appropriate EBPs |
| American Indian/Alaska Native | Conduct a pilot for an updated curriculum The Spirit of Communication: Motivational Interviewing and Traditional Teachings |
| American Indian/Alaska Native | Increase the number of Healing to Wellness Courts that can regularly assess substance use disorder |
| American Indian/Alaska Native | Develop culturally informed technology transfer and technical assistance methods |
| American Indian/Alaska Native | Culturally informed practices |
| American Indian/Alaska Native | Build capacity in use of data in urban Indian and tribal programs |
| American Indian/Alaska Native | Use community-based participatory programming and research (CBPP/R) to engage and get buy-in from communities |
| American Indian/Alaska Native | Create consumer guides for quality improvement of BH services assessment tools appropriate for Native populations to ensure quality improved of systems |
| American Indian/Alaska Native | Be a subject matter expert for the Native BH workforce, the ATTC Network and the ATTC Coordinating Office |
| American Indian/Alaska Native | Create a resource center and clearing house of resources and materials important for tribal BH, in collaboration with the One Sky Center |
| American Indian/Alaska Native | Adapt the Recovery High School model to the needs of native communities |

* Hispanic, Latino or Latinx

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| ATTC | Objective |
| Northeast & Caribbean | The NeC-ATTC will translate both modules into Spanish |
| Northeast & Caribbean | Deliver specialized training that addresses cultural elements for Latino/Hispanic populations |
| Mid-America | Provide trainings to address clinical and cultural topics, such as trauma-informed care approach to working with LGBTQIA, cultural considerations for Hispanic populations, and Native American cultural competency: Provide these Mid-America-developed and adapted trainings, and trainings for other special populations as requested. |
| Hispanic/Latino | By February 28, 2019 develop and disseminate a survey to clinicians, persons in recovery and researchers to identify research and training issues to serve the H/L community. |
| Hispanic/Latino | By December 31, 2018 develop a process to disseminate survey findings to researchers, providers, state systems, the ATTC network and SAMHSA. |
| Hispanic/Latino | By January 31, 2019 establish an Advisory Board comprising relevant stakeholders including, at a minimum, H/L behavioral health experts, provider associations, the provider community, the recovery community and at least one member from a peer-run Recovery Community Organization (RCO). |
| Hispanic/Latino | By the end of Year 2, establish a network of H/L health associations including the National Hispanic Medical Association, the National Latina(o) Psychological Association, the National Association of Hispanic Nurses, the Hispanic Science Network, the Latina Researchers Network, the Latino Social Workers Association, the American Society of Hispanic Psychiatry, the Latino Medical Student Association, the Association of Hispanic Mental Health Professionals and the Hispanic Dental Association and others to build a solid collaboration. |
| Hispanic/Latino | By January 31, 2019 develop infrastructure for training the substance use disorder workforce including in person training, online training and other innovative methods that would be available such as webinars, videoconferencing, smartphone applications, TeleECHO, Train of Trainers curriculums, Promotores models and others. By January 31, 2019, develop website for H/L ATTC. |
| Hispanic/Latino | By December 31, 2019 create a H/L consumer network similar to the one NLBHA previously called ‘Tenemos Voz’ (We have a voice) to highlight this important sector of the substance use disorder workforce including peers and Promotores. |
| Hispanic/Latino | By March 30, 2019 develop the process to assess a minimum of five EBPs that claim to be effective for H/L communities including those that have been adapted such as the CBT adaptation done by Family Services of El Paso Center, Motivational Interviewing, Screening, Brief Intervention, Referral & Treatment, Familia Adelante, and other models. NLBHA will build upon the work done by the National H/L ATTC through the aforementioned Making Your Programs Work or the Cultural Elements in Treating Hispanic and Latino Populations document. |
| Hispanic/Latino | By the end of Year 1, develop the technical capabilities to maximize the use of technology for technical assistance including the use of teleconferencing, webinars and the use of social media. NLBHA will proactively engage in strategic partnership development, outreach & marketing of H/L ATTC T/TA & services, engage advisory committee members & new consults through targeted regional networking at four events, conferences, or summits to engage stakeholders in H/L ATTC activities and objectives. |
| Hispanic/Latino | By April 31, 2019 this item is being moved to Year 2 as discussed and approved with Humberto develop a H/L behavioral health leadership training program focused on building the behavioral health workforce to serve Latino populations. |
| Hispanic/Latino | By the end of Year 1 train a minimum of 10 Latino professionals, including persons in recovery, annually for the length of the project. |
| Hispanic/Latino | By January 31, 2019, develop a network of a minimum of 20 bilingual, bi- cultural consultants and trainers (cultural brokers) to deliver the services that the ATTCs states, providers or researchers need. |
| Hispanic/Latino | By January 31, 2019 in collaboration with SAMHSA and the ATTC National Coordinating Office and the Regional ATTCs inform all 50 state authorities and territories about the NLBHA H/L ATTC’s availability for training technical assistance. |
| Hispanic/Latino | By the end of Year 1, conduct a minimum of 3 in person training sessions, 4 webinars and 4 technical assistant calls. |

* Methamphetamines

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| ATTC | Objective |
| Mid-America | Implement a Region 7 Methamphetamine Project ECHO (takes the place of original Opioid Project ECHO) |
| Mountain Plains | REVISED Hold a cross-regional conference (Regions 7 & 8) on methamphetamine and Parenting/Pregnant Women for child welfare workers and SUD treatment providers sponsoring four women treatment providers from each of Region 8’s six states and child welfare workers from South Dakota to build capacity and skills of treatment staff and help workers increase knowledge and decrease stigma with 20% of conference participants requesting additional technical assistance post conference. [Yr 2] |

* National Standards for Culturally and Linguistically Appropriate Services (CLAS)

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| ATTC | Objective |
| Northeast & Caribbean | Deliver training workshops that provide an overview of cultural competency as a modality for practice |
| Northeast & Caribbean | Deliver specialized training that addresses cultural elements for Latino/Hispanic populations |
| Northeast & Caribbean | Deliver specialized training that addresses LGBT cultural competency |
| Northeast & Caribbean | Provide multi-lingual resources including bi-lingual/bi-cultural products |
| Northeast & Caribbean | Serve as Regional Representative on CLAS Standard Workgroup |
| Central East | Provide quarterly webinars on topics of interest to regional partners (e.g., NCLAS, TTC Resources, Current Policy Updates) by September 30, 2019. |
| Central East | Provide training in cultural competence twice a year, in February and August of 2019. |
| Central East | Provide quarterly webinar series on the application of CLAS standards in BH settings by September 30, 2019. |
| Great Lakes | By September 1, 2019 the GLATTC will integrate cross-cultural competency training into all activities |
| South Southwest | By September 30, 2019, SSW ATTC will collaborate with SAMHSA-recognized expert groups to increase workforce knowledge and use of evidence-based practices around telehealth and CLAS/Cultural Elements. |
| South Southwest | By September 30, 2019, SSW ATTC will conduct workforce trainings in Culturally and Linguistically Appropriate Services |
| Mid-America | Serve as member of ATTC NCO National CLAS Standards Committee |
| Mid-America | Provide trainings to address clinical and cultural topics, such as trauma-informed care approach to working with LGBTQIA, cultural considerations for Hispanic populations, and Native American cultural competency: Provide these Mid-America-developed and adapted trainings, and trainings for other special populations as requested. |
| Mid-America | Ensure that our website, online courses, online tools, etc., meet Natl. CLAS Standards: Conduct a cultural analysis to mediate language and cultural differences and meet audience needs, including engaging target audience to review resources; have visual aids reflect target audience, genders, ages, and ethnicities; ensure appropriate readability and terminology with explanation and hyperlinks; and address Natl. CLAS Standards by listing on our website staff contact information to respond to communication needs and refer to SAMHSA's Multi-Language Initiative resources. |
| Pacific Southwest | Enhance clinical and cultural competencies of the SUD provider/service systems in addressing the SUD-related needs of racial/ethnic minorities, LGBT individuals, and other minority populations, including delivering services in accordance with the National CLAS Standards |
| Pacific Southwest | Provide a mechanism for content feedback, including cultural and linguistic appropriateness |
| Northwest | By Oct 1, 2019, NWATTC will continue to improve the EBP awareness, knowledge, and skills of the Region 10 workforce via networking, information dissemination, and provision of training products and workshops. Notably, Yr 2 activities will include the routine implementation of an internal quality assurance checklist for training products and services, inspired by work of the national network CLAS standards workgroup. |
| NCO | To ensure NCO products & resources are culturally & linguistically appropriate, the NCO will utilize a CLAS checklist developed by the National Center for Cultural Competence. |
| NCO | To build the capacity of ATTCs to develop culturally & linguistically appropriate product & resources, the NCO will provide at least one self-paced tutorial related to the Standards & offer ongoing TA. |

* Opioids

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| ATTC | Objective |
| New England | By July 1, 2019, the ATTC will provide targeted technical assistance to approximately 1,600 providers in evidence-based behavioral treatment and medication-assisted treatment in response to the priorities of the six SSA offices. |
| New England | By July 1, 2019, the ATTC will provide intensive technical assistance to approximately 500 providers seeking support in the implementation of evidence-based behavioral treatment and medication-assisted treatment in response to the priorities of the six SSA offices. |
| Northeast & Caribbean | The NeC-ATTC will provide training to approximately 200 providers in evidence-based medication-assisted treatment in response to the needs of the workforce. |
| Northeast & Caribbean | The NeC-ATTC will partner with requesting entities to collaborate on the delivery of Buprenorphine waiver trainings in Region 2; training approximately 50-100 providers. |
| Northeast & Caribbean | The NeC-ATTC will work with 5-7 Opioid Treatment Programs in NY and NJ to help improve the implementation of psychosocial services that will accompany MAT services. |
| Northeast & Caribbean | The NeC-ATTC will complete revisions/updates to two online training modules for First Responders and Bystanders that address how to recognize and respond to an opioid overdose. |
| Central East | Provide annual training and implementation support in the following EBP's: SBIRT, Motivational Interviewing (MI), CBT, Person Centered Treatment Planning, MAT, Chronic Care management/recovery, Clinical Supervision, Smoking/Tobacco Cessation by September 30, 2019. |
| Great Lakes | By September 1, 2019, the GLATTC will increase the number of MAT providers in Region 5 (Opioid Focus) |
| Great Lakes | By April 1, 2019, the GLATTC will provide engagement, training, and technical support for healthcare professionals and organizations on SBIRT and safer opioid prescribing |
| Mid-America | Support SSA MAT initiatives by providing logistical support. |
| Mountain Plains | Create/implement one Leadership Institute (LI) in Yr 3 and one LI in Yr 4, recruiting 48 new leaders working in behavioral health, tribal, and RCOs, with a special emphasis on frontier/rural organizations to increase the number of well-trained administrators working in frontier/rural areas, with a 60% completion rate. [Yrs 3 & 4]  Recruit faculty from academic institutions that instruct behavioral health courses in nursing, social work, psychology, public health, and counseling to be Workgroup members to provide feedback regarding their needs for additional training on SUD treatment services delivery using telehealth technologies, MAT, and ROSC. [Yrs 1-5]  Develop Curriculum Infusion Packages (CIPs) with input from Academic Workgroup members to assist faculty infuse new information on telehealth technologies, MAT, and ROSC service delivery into courses. [Yr 4]  Sponsor/conduct an in-person meeting with 24 academic behavioral health faculty to demonstrate the CIP products, with 60% of faculty reporting using the material in the CIP products in their classes. [Yr 5] |
| Mountain Plains | Serve as the regional representative at all Network OTP Workgroup meetings and assist with developing curricula and products to create effective training/TA strategies for the workforce that provides treatment and recovery support for people with opioid use disorders (OUD). [Yrs 1-5] |
| Pacific Southwest | Conduct Region 9 wide T/TA to reduce stigma and encourage development of effective intervention strategies for opioid use disorders (OUD) in diverse settings |
| Northwest | By Oct 1, 2019, NWATTC will provide 12 additional installments of its monthly webinar series, to include no less than four webinars focused on topics related to medication-assisted treatments for opiate use disorders, for interested Region 10 workforce members. |
| Northwest | By Oct 1, 2019, NWATTC (in collaboration with the UW-based WWAMI Area Health Education Center) will develop a half-day 'Behavioral Strategies for Overcoming Patient Challenges with Opiate Misuse' training curricula and deliver it to student health professionals in UW health service degree programs and to student health professionals at WA community colleges in programs to become Chemical Dependency Professionals. |
| Northwest | By Oct 1, 2019, NWATTC will complete development of an online training course targeted to peer recovery professionals that provides an orientation to MAT for opioid use disorders. Notably, this online course will be made available across the ATTC network via the HealtheKnowledge platform. |
| American Indian/Alaska Native | Use of multimedia methods to alert tribal communities about the Opiate epidemic and the STR in their states. |

**Appendix 3: Breakdown of the activities that included each key term.**

* African American

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| ATTC | Activity |
| Southeast | Develop a 5-10 pamphlet series on African Americans and Substance Use Disorders. |
| Southeast | Facilitate a webinar utilizing the CLAS standards with AA |
| South Southwest | Develop curricula, and assessment instruments for CLAS competence |

* American Indian, Alaska Native, Tribal Communities, or Native Americans

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| ATTC | Activity |
| Central East | The ATTC will engage with HHS region 3 partner federal agencies: HRSA, OPA, SAMHSA, and Indian Health Services via email communications, virtual and in-person meetings to collaborate on regional T/TA projects. |
| Mid-America | The ATTC will, upon request and as applicable, provide trainings to address clinical and cultural topics such as using a trauma-informed care approach when working with the LGBTQIA population, cultural considerations for Hispanic populations, and Native American cultural competency. |
| Northwest | In each of two noted Region 10 geographic areas, NWATTC staff and/or contract trainers will provide a multi-day, in-person HOC training workshop followed by monthly telephone-based technical assistance consultation meetings. |
| Northwest | Service as resource to community- and faith-based organizations, recovery groups, consumers and family members, American Indian/Alaska Native tribal communities, racial/ethnic/sexual minority organizations. |
| NCO | An ATTC NCO staff person will be assigned to be the primary point-of-contact for the 2 new national focus area ATTCs (National American Indian and Alaska Native and National Hispanic and Latino). The NCO Co-Directors will have at least 2 calls with each ATTC RC in year 2 to discuss progress and challenges. |
| American Indian/Alaska Native | Work with Evaluator to conduct a work-force development needs assessment |
| American Indian/Alaska Native | Deliver 12 webinars as part of our Behavioral Health Webinar Series |
| American Indian/Alaska Native | Deliver 12 webinars as part of our Essential Substance Abuse Skills Webinar Series |
| American Indian/Alaska Native | Publish and distribute 2 newsletters for AI AN behavioral health professionals |
| American Indian/Alaska Native | Offer Training of Trainers on the Alcohol and Drug Review Course, the Native Clinical Supervision Curriculum, and on the use of Native American Cultural Sensitivity Training |
| American Indian/Alaska Native | Initiate relationship with new Tribal College, help identify needs and assist in recruitment and implementation. |
| American Indian/Alaska Native | Meet with tribal college and university presidents to identify needs the center can help with. |
| American Indian/Alaska Native | Complete recruitment process for the Leadership Academy |
| American Indian/Alaska Native | Begin implementation of the Leadership Academy |
| American Indian/Alaska Native | Offer one workshop on Medication-Assisted Treatment (MAT) followed by teleconference or video conference learning collaboration |
| American Indian/Alaska Native | Conduct two advisory council meetings per year and video conferences as needed |
| American Indian/Alaska Native | Host video conferences over Adobe Connect to spread awareness of the opiate epidemic and other state resources |
| American Indian/Alaska Native | Continue the TA support for the Suicide Prevention Initiative |
| American Indian/Alaska Native | Provide TA programs upon request |
| American Indian/Alaska Native | Coordinate a webinar in collaboration with the NCO to inform the network on community based participatory programming methods |
| American Indian/Alaska Native | Update our Motivational Interviewing training |
| American Indian/Alaska Native | Work with the Healing to Wellness Courts to adapt the cultural sensitivity curriculum to Montana tribal communities |
| American Indian/Alaska Native | The Advisory Council will participate in a development of specific strategies for using culturally informed TA methods, including a literature review and key stakeholder interviews |
| American Indian/Alaska Native | The CLAS Standards will be applied to all of our curricula, and our curricula will be reviewed to make sure we meet the CLAS standards. |
| American Indian/Alaska Native | Review the different cultural adaptation of the SBIRT model for early intervention of opiate use disorder, and offer a pre-conference workshop at the annual meeting of the Association of American Indian Physicians. |
| American Indian/Alaska Native | We will conduct two events focused on enhancing data collection methods, followed by TA in implementing data collection methodology. |
| American Indian/Alaska Native | Disseminate knowledge about CBPP/R by offering two training events on the topic; promote and enhance data collection methodologies |
| American Indian/Alaska Native | Create a consensus panel to develop tools for use in quality improvement of BH prevention and treatment agencies/practices |
| American Indian/Alaska Native | Collaborate with Great Lakes ATTC on culturally adapting the NIATx System of Process Improvement |
| American Indian/Alaska Native | Our center will continue to be available to providers who have questions about Behavioral Health practices |
| American Indian/Alaska Native | Develop a committee/consensus panel consisting of members of the Advisory Council, with the goal of creating a plan for what to include in the resource center, and how to make decisions on resource inclusion. |
| American Indian/Alaska Native | The National American Indian/Alaska Native ATTC will, in collaboration with Dr. Walker, start merging the One Sky webpage into a resources center and clearing house |
| American Indian/Alaska Native | Provide recommendations on culturally adapting the model for Recovery High Schools to native communities |

* Hispanic, Latino or Latinx

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| ATTC | Activity |
| Northeast & Caribbean | Work with a Spanish translator to translate full content for both modules into Spanish for dissemination to Spanish speaking stakeholders. |
| Northeast & Caribbean | The NeC-ATTC routinely translates materials and products into Spanish for our Spanish speaking region 2 providers and stakeholders |
| Great Lakes | Use social media to promote position vacancies and other opportunities in the field |
| South Southwest | Contract with NFARtec and IRESA, to provide trainings, consultation, and materials appropriate for target groups. |
| Mid-America | The ATTC will, upon request and as applicable, provide trainings to address clinical and cultural topics such as using a trauma-informed care approach when working with the LGBTQIA population, cultural considerations for Hispanic populations, and Native American cultural competency. |
| NCO | An ATTC NCO staff person will be assigned to be the primary point-of-contact for the 2 new national focus area ATTCs (National American Indian and Alaska Native and National Hispanic and Latino). The NCO Co-Directors will have at least 2 calls with each ATTC RC in year 2 to discuss progress and challenges. |
| Hispanic/Latino | The ATTC will create and finalize the T/TA Needs Survey based on aggregate information from existing surveys. Survey will be disseminated to individuals in an electronic format with instructions to return to H/L ATTC by 03.30.2019. |
| Hispanic/Latino | The ATTC will develop a structured process to report aggregate data from completed surveys so results can be provided to researchers, providers, state systems, the ATTC network and SAMHSA. All survey results will be disseminated regardless of participation in survey completion. |
| Hispanic/Latino | The ATTC will develop an Advisory Council Member Job Description, it will post a notice for the creation of the Advisory Council on all of the NLBHA social media outlets (LinkedIn, Website, Constant Contact, etc.). Letters of interest from individuals will be followe dup with a request for a resume and cover letter. Interviews will be held with individuals with resumes that pass the review process. Final selections will be made by ATTC Staff, NLBHA Staff, and NLBHA Board of Directors. |
| Hispanic/Latino | The Hispanic and Latino ATTC Director will personally contact all Regional Administrators and ATTC Directors to inform them of the services and delivery options the HL ATTC will be offering. It will also reach out to community partners, and all potential partners who wrote a letter of commitment for this project to determine current available options for T/TA events. An ATTC website will be created and linked to the NLBHA website and the National ATTC Network. |
| Hispanic/Latino | The ATTC will create a new online network of community partners, collaborators and providers via our NLBHA and ATTC websites. |
| Hispanic/Latino | The ATTC will gather information for all EBPs already available/in use (in either their original or adapted forms) for H/L communities. Each EBP will be evaluated for it's intended outcomes, data on reported outcomes, and adherence to NCLAS Standards. At least 5 will be chosen for focus by the NHL ATTC. |
| Hispanic/Latino | The ATTC will disseminate findings of the above mentioned EBP assessment to the regional ATTC's, the T/TA Survey participants, and our consumer network. |
| Hispanic/Latino | The ATTC will develop a recruitment and engagment procedure to identify and select the participants. Individuals will participate in a structured curriculum during the year that will provide them with leadership skills to represent Latino behavioral health in different sectors and at different levels. Participants will meet at regular intervals during the year at pre-determine times virtually, in person or both. |
| Hispanic/Latino | Recruit, register and provide a leadership training curriculum to 10 Latino professionals in the behavioral health field. Through our various training mediums the ATTC will offer 8-10 sessions per year as part of the curriculum for Latino Leadership in Behavioral Health |
| Hispanic/Latino | The ATTC will reach out to all the potential consultants/trainers who provided a letter of commitment for this project to begin the vetting process. Each consultant/trainer will be vetted for their level of expertise, interviewed and entered into a pool to ensure availability for delivery of requested services. |
| Hispanic/Latino | The ATTC will reach out to each state via a letter to inform all states of specific services offered. |
| Hispanic/Latino | The ATTC will provide a variety of technical/IT options to ensure each request for T/TA is met with the appropriate options to meet the needs of the organizations making the requests. |
| Hispanic/Latino | The ATTC will deliver 3 in-person trainings, 4 webinars and 4 TA calls on the subject of SUD treatment and recovery for H/L communities. |

* Methamphetamines

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| ATTC | Activity |
| Great Lakes | Collaborate with experts to identify current opportunities; develop assistance to address them. |
| Mid-America | The ATTCs from Region 7 & 8 will locate and contract with consultants who are experts in methamphetamine use disorder and treatment to serve as the Hub team in a Regions 7 & 8 Methamphetamine Project ECHO. |
| Mountain Plains | Conduct a cross-regional conference on methamphetamine/child welfare issues & pregnant and parenting women  Sponsor (4 participants per state=24 participants) to attend the conference |
| Pacific Southwest | Provide T/TA to HIV care providers in the Sacramento/Capitol Region on the intersection of methamphetamine use and HIV/AIDS disease prevention and treatment |
| Pacific Southwest | Develop two CIPs (one on Teaching about Opioid Use Disorders and a second on Methamphetamine) |

* National Standards for Culturally and Linguistically Appropriate Services (CLAS)

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| ATTC | Activity |
| New England | Regional: Develop and deliver a suite of courses focused on cultural and linguistic competence in response to identified need at our Advisory Board meeting to have more options for providers to receive training in CLAS standards. |
| Northeast & Caribbean | The NeC-ATTC expects to provide a series of training workshops to providers that introduce cultural competency as a modality/framework for all treatment practices (i.e. not specific to any cultural group). |
| Northeast & Caribbean | The NeC-ATTC expects to provide a a series of training workshops to providers that address critical cultural elements for serving Hispanic and Latino populations, which are quite prevalent in Region 2. |
| Northeast & Caribbean | The NeC-ATTC expects to provide a series of training workshops that address LGBT cultural competency for participating providers |
| Northeast & Caribbean | The NeC-ATTC will be delivering an Intensive TA project with 5-7 select organizations who are seeking to implement an LGBT affirming model of care; ITA will address necessary service enhancements |
| Northeast & Caribbean | Diana Padilla to attend routine meetings of CLAS Standards Workgroup |
| Central East | The ATTC will provide virtual and/or in-person training in cultural competence twice a year |
| Central East | The ATTC will partner with the MHTTC and the PTTC to provide monthly webinar series on the application of CLAS standards in BH settings, offering focus on subpopulation identified through participant survey. |
| Central East | The Central East ATTC will continue to participate in at the CLAS ATTC Network workgroup in FY19. |
| Southeast | Facilitate a webinar utilizing the CLAS standards with AA |
| Great Lakes | Develop & deliver quarterly cultural competence webinars using subject matter experts |
| Great Lakes | Create culturally competent materials and attend career fairs; conduct information sessions with students promoting the field; influence health professionals’ curriculum |
| Great Lakes | Use social media to promote position vacancies and other opportunities in the field |
| South Southwest | Contract with NFARtec and IRESA, to provide trainings, consultation, and materials appropriate for target groups. |
| South Southwest | Offer cultural competence and culturally specific trainings throughout the region. |
| South Southwest | Develop curricula, and assessment instruments for CLAS competence |
| Mid-America | The ATTC will provide a staff person to serve as a member of the ATTC NCO National CLAS Standards Committee. |
| Mid-America | The ATTC will, upon request and as applicable, provide trainings to address clinical and cultural topics such as using a trauma-informed care approach when working with the LGBTQIA population, cultural considerations for Hispanic populations, and Native American cultural competency. |
| Mid-America | The ATTC will ensure that our website, online courses, online tools, etc., meet Natl. CLAS Standards. |
| Northwest | \*Conduct of quarterly virtual meetings.  \*Elicitation of iterative feedback from board members concerning needs assessment survey, CLAS checklist, state-specific work plans, etc. |
| NCO | Convene, provide leadership, staffing support and coordination for the "ATTC National CLAS Standards Working Group |
| NCO | Prior to finalizing new print & online NCO products, compare to the CLAS checklist developed by the National Center for Cultural Competence. |
| Hispanic/Latino | The ATTC will gather information for all EBPs already available/in use (in either their original or adapted forms) for H/L communities. Each EBP will be evaluated for it's intended outcomes, data on reported outcomes, and adherence to NCLAS Standards. At least 5 will be chosen for focus by the NHL ATTC. |
| American Indian/Alaska Native | The Advisory Council will participate in a development of specific strategies for using culturally informed TA methods, including a literature review and key stakeholder interviews |
| American Indian/Alaska Native | The CLAS Standards will be applied to all of our curricula, and our curricula will be reviewed to make sure we meet the CLAS standards. |
| American Indian/Alaska Native | Collaborate with Great Lakes ATTC on culturally adapting the NIATx System of Process Improvement |
| American Indian/Alaska Native | Provide recommendations on culturally adapting the model for Recovery High Schools to native communities |

* Opioids

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| ATTC | Activity |
| New England | New Hampshire: The ATTC will deliver a series of waiver trainings throughout the state to increase MAT capacity |
| New England | Vermont: Department of Corrections - ATTC will provide targeted TA in several high priority topic areas in response to a direct request from DOC (MAT and SBIRT) |
| New England | Regional: Implementing Alcohol Misuse Screening, Brief Intervention, and Referral to Treatment Initiative (IAMSIRT). |
| Northeast & Caribbean | The NeC-ATTC will work with provider organizations to deliver training workshops that raise awareness and knowledge around MAT |
| Northeast & Caribbean | The NeC-ATTC often gets requests from provider organizations/systems of care, and other TTA entities to partner on Buprenorphine waiver training. This may involve f2f workshops or directing requesters to blended online formats offered by AAAP/ASAM, etc. |
| Northeast & Caribbean | The NeC-ATTC is considering an Intensive TA project that will engage 5-7 Opioid Treatment Programs who are looking to enhance their delivery of evidence-based psychosocial services to complement MAT services. |
| Northeast & Caribbean | The NeC-ATTC is completing full revisions to the two online training modules to reflect newer FDA approvals regarding Narcan. The content is also being update for formatting and ease of delivery. |
| Central East | The ATTC will provide annual training and implementation support in the following EBP's: SBIRT, Motivational Interviewing (MI), CBT, Contingency Management, 12 step facilitation, MAT. Chronic Care management/recovery. Clinical Supervision. |
| Great Lakes | Engage & collaborate with experts to identify and address current SBIRT issues & appropriate opioid prescribing |
| Great Lakes | Develop and provide EBP training as needed based on assessment, network resources, and regional needs |
| Great Lakes | Promote NIATx Prescriber Recruitment Bundle |
| Great Lakes | Promote NIATx Opioid MAT Toolkit |
| Great Lakes | Develop protocols and provide training for clinical care for those with opioid disorders |
| Great Lakes | Provide training & support for an SUD treatment & recovery framework in primary care. |
| Mid-America | The ATTC will support MAT initiatives in Region 7 by providing logistical support for projects not handled through the Region 7 STR-TA program. |
| Mountain Plains | Serve as regional representative on the Network OTP workgroup |
| Pacific Southwest | Provide targeted TA to PAETC leadership team on strategies to address opioid use disorders (OUD) and opioid overdose in HIV care settings |
| Pacific Southwest | Develop two CIPs (one on Teaching about Opioid Use Disorders and a second on Methamphetamine) |
| Pacific Southwest | Develop and conduct T/TA sessions on OUD to be delivered in remote and face-to-face formats |
| Northwest | Continued conduct of informal regional needs assessment, to gauge emerging workforce needs/interests specific to effective prevention and treatment efforts for opioid use disorder and utilization of medication-assisted treatment (MAT) |
| Northwest | Offer of trainings in Motivational Interviewing, Healing of the Canoe, Clinical Supervision, Twelve-step facilitation, NIATx, CBT, MAT, trauma-informed care, SBIRT, Medication Assisted Treatment, and systems change throughout Region 10. |
| Northwest | Development and delivery of a skills-focused half-day training curricula for student health professionals entitled "Behavioral Strategies for Managing Patients with Opiate Use Disorder." |
| Northwest | Development of online training curricula offering an orientation to issues related to opiate use disorder, targeted to peer recovery support professionals |
| American Indian/Alaska Native | Offer one workshop on Medication-Assisted Treatment (MAT) followed by teleconference or video conference learning collaboration |
| American Indian/Alaska Native | Host video conferences over Adobe Connect to spread awareness of the opiate epidemic and other state resources |
| American Indian/Alaska Native | Review the different cultural adaptation of the SBIRT model for early intervention of opiate use disorder, and offer a pre-conference workshop at the annual meeting of the Association of American Indian Physicians. |