



**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 8 major SAMHSA priorities: African Americans; American Indian/ Alaska Natives; Hispanic/Latinos; methamphetamines; the National Standards for Culturally and Linguistically Appropriate Services (CLAS); opioids; transitional age youth; and women.

**Methodology:**

The goals, objectives and activities for each US-based ATTC as listed in their year three work plans were consolidated into one spreadsheet. First, the frequency, range and average number of goals, objectives and activities were determined (Tables 2, 3). Next, search terms were identified through a consensus process across three reviewers (ATTC Co-Directors, ATTC Project Manager) for each of SAMHSA’s priorities (Table 1). The goals, objectives and activities were examined for each search term to create a tally per priority area. The frequency, range and average number of times the search terms for each priority area were included in the goals, objectives and activities was then determined (Tables 4, 5, 6).

| <b>Table 1: Search Terms Used for Each Priority Area</b>                         |  |
|--|--|
| <b>Priority Area</b>   | <b>Search Terms</b>  |
| African Americans  | African American, AA, Black, Caribbean, African descent  |
| American Indians/Alaska Natives  | American Indian, Alaska Native, Tribal Communities, Native Americans, Urban Indian, IHS, tribe(s)    |
| Hispanics/Latinos  | Hispanic, Latino(s), Latinx, Latina, Spanish   |
| Methamphetamines   | Methamphetamine(s), stimulant(s); meth, cocaine, amphetamine, crack                                  |
| National Standards for Culturally and Linguistically Appropriate Services (CLAS) | CLAS Standards, cultural humility, cultural competency, think cultural health, cultural intelligence |
| Opioids  | Opioids, harm reduction, overdose, Naloxone, Medicated Assisted Treatment (MAT), buprenorphine       |
| Transitional Age Youth   | Transitional age youth, adolescent, adolescence, teen(s), teenager(s), young adult(s), youth         |
| Women  | Women, woman, family, families, neonatal, perinatal, pregnancy, pregnant                             |

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

| <b>With NCO</b> | <b>Total</b> | <b>Range</b>           | <b>Average</b> |
|-----------------|--------------|------------------------|----------------|
| Goals           | 88           | 3 minimum – 14 maximum | 6.7            |



|            |     |                         |      |
|------------|-----|-------------------------|------|
| Objectives | 263 | 7 minimum – 33 maximum  | 20.2 |
| Activities | 517 | 12 minimum – 82 maximum | 39.8 |

**Table 3: Total Number, Range, and Average Number of Goals, Objectives and Activities per ATTC, excluding the ATTC Network Coordinating Office (NCO)**

| Without NCO | Total | Range                   | Average |
|-------------|-------|-------------------------|---------|
| Goals       | 74    | 3 minimum – 12 maximum  | 6.2     |
| Objectives  | 233   | 7 minimum – 33 maximum  | 19.4    |
| Activities  | 453   | 12 minimum – 82 maximum | 37.75   |

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

| 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) | AI/AN  | 1                                    | 4                                  |
| Hispanic, Latino or Latinx Hispanic, Latino(s), Latinx, Latina, Spanish                           | Hispanic/Latino  | 1                                    | 4                                  |
| Methamphetamine(s), stimulant(s)  | N/A  | 0                                    | 0                                  |
| National CLAS Standards, CLAS Standards, cultural humility, cultural competency, think            | NCO, Northeast and Caribbean, Mid America, Mountain Plains | 4                                    | 5                                  |



|  |   |           |           |
|--|---|-----------|-----------|
| cultural health, cultural intelligence   |   |           |           |
| Opioids, harm reduction, overdose, Naloxone, Medicated Assisted Treatment (MAT), buprenorphine | Northeast and Caribbean, Pacific Southwest, Northwest     | 3         | 3         |
| Transitional age youth, adolescent, adolescence, teens, teenagers, young adults, youth         | N/A   | 0         | 0         |
| Women, woman, family, families, neonatal, perinatal, pregnancy                                 | Central East, Great Lakes, Mid America, Pacific Southwest | 5         | 5         |
| <b>Totals</b>  |   | <b>15</b> | <b>22</b> |

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

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

| <b>Key Term</b>   | <b>ATTCs Mentioning in Objectives</b>  | <b>Total ATTCs that Mentioned the Topic</b> | <b>Total Objectives that Include the Topic</b> |
|---|--|---|--|
| African American, AA, Black, Caribbean, African descent   | Southeast, South Southwest   | 2   | 2  |
| American Indian, Alaska Native, Tribal Communities, Native Americans, Urban Indian, IHS, tribe(s) | AI/AN  | 1   | 16   |
| Hispanic, Latino or Latinx Hispanic, Latino(s), Latinx, Latina, Spanish                           | Mid America, Hispanic/Latino   | 2   | 5  |
| Methamphetamine(s), stimulant(s)  | Great Lakes, South Southwest, Mid America, Mountain Plains                             | 4   | 5  |
| National CLAS Standards, CLAS Standards, cultural humility, cultural competency, think            | NCO, Northeast and Caribbean, Central East, Great Lakes, South Southwest, Mid America, | 9   | 21   |



|  |  |    |    |
|--|--|----|----|
| cultural health, cultural intelligence   | Pacific Southwest, Hispanic/Latino, AI/AN  |    |    |
| Opioids, harm reduction, overdose, Naloxone, Medicated Assisted Treatment (MAT), buprenorphine | New England, Northeast and Caribbean, Great Lakes, Mid America, Mountain Plains, Pacific Southwest, Northwest, AI/AN | 8  | 13 |
| Transitional age youth, adolescent, adolescence, teens, teenagers, young adults, youth         | N/A  | 0  | 0  |
| Women, woman, family, families, neonatal, perinatal, pregnancy                                 | New England, Central East, Great Lakes, South Southwest, Mid America, Pacific Southwest, Hispanic/Latino             | 7  | 11 |
| Totals   |  | 33 | 73 |

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

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

| 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                                    | 4                                       |
| American Indian, Alaska Native, Tribal Communities, Native Americans, Urban Indian, IHS, tribe(s) | NCO, AI/AN  | 2                                    | 5                                       |
| Hispanic, Latino or Latinx Hispanic, Latino(s), Latinx, Latina, Spanish                           | NCO, New England, Northeast and Caribbean, South Southwest, Mid America, Hispanic/Latino        | 6                                    | 32                                      |
| Methamphetamine(s), stimulant(s)  | NCO, New England, Great Lakes, South Southwest, Mid America, Mountain Plains, Pacific Southwest | 7                                    | 12                                      |
| National CLAS Standards, CLAS   | NCO, New England, Northeast and Caribbean,  | 9                                    | 31                                      |



|   |  |    |     |
|---|--|----|-----|
| Standards, cultural humility, cultural competency, think cultural health, cultural intelligence | Central East, Great Lakes, Mid America, Pacific Southwest, Hispanic Latino, AI/AN  |    |     |
| Opioids, harm reduction, overdose, Naloxone, Medicated Assisted Treatment (MAT), buprenorphine  | New England, Northeast and Caribbean, Great Lakes, Mountain Plains, Pacific Southwest, Northwest, AI/AN                              | 7  | 28  |
| Transitional age youth, adolescent, adolescence, teens, teenagers, young adults, youth          | New England  | 1  | 1   |
| Women, woman, family, families, neonatal, perinatal, pregnancy                                  | New England, Central East, Great Lakes, South Southwest, Mid America, Mountain Plains, Pacific Southwest, Northwest, Hispanic/Latino | 9  | 18  |
| Totals  |  | 45 | 131 |

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



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

- Priority Area: African Americans

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

- Priority Area: American Indian, Alaska Native

| ATTC                              | Goal  |
|-----------------------------------|---|
| American Indian/<br>Alaska Native | Identify Workforce needs  |
| American Indian/<br>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 AI/AN with SU and/or co-occurring MHD |
| American Indian/<br>Alaska Native | Strengthen Tribal data collection systems to improve quality of systems and programs  |
| American Indian/<br>Alaska Native | Improve national awareness/visibility of BH issues faced by tribal communities to increase collaboration in systems change  |

- Priority Area: Hispanic, Latino(s)

| ATTC            | Goal  |
|-----------------|---|
| Hispanic/Latino | Improve Quality of Services and Interventions - 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 Systems of Care with EBPs - 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 | Increase SUD Workforce - 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 | Meet Identified Needs Through Training and TA - 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. |
|--|--|

- Priority Area: Methamphetamines

| ATTC                | Goal |
|---------------------|------|
| No Goals Identified |      |

- Priority Area: National Standards for Culturally and Linguistically Appropriate Services (CLAS)

| ATTC                        | Goal   |
|-----------------------------|--|
| Network Coordinating Office | Disseminate & apply knowledge regarding culturally & linguistically competent SUD treatment services in accordance with the National CLAS Standards.   |
| Northeast and Caribbean     | Enhance Cultural Competencies of SUD Treatment Workforce - The NeC-ATTC consistently delivers training and technical assistance to support providers in enhancing cultural competencies, particularly with regard to the LGBT and Hispanic/Latino communities. Y3 will include a number of deliverables to further these efforts.  |
| Mid America                 | Enhance Clinical and Cultural Competencies - Enhance the clinical and cultural competencies of SUD treatment practitioners, including delivering services in accordance with National CLAS Standards.  |
| Mid America                 | Develop Web-based Resources - 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. |

- Priority Area: Opioids

| ATTC                    | Goal   |
|-------------------------|--|
| Northeast and Caribbean | Improve Access to and Quality of OUD Treatment Services - The NeC-ATTC will implement training and TA activities that focus on best practices for addressing the opioid crisis. This includes a focus on MAT, Narcan, and psychosocial treatment for individuals with OUD. |
| Pacific Southwest       | Addressing the Widespread Opioid Epidemic - Address the widespread opioid epidemic by providing T/TA for FQHCs, OTPs, and medical and behavioral health workforces serving individuals with OUDs   |
| Northwest               | Medication assisted treatment capacity building - Increase workforce capacity to provide effective prevention and treatment of opioid use disorders, emphasizing use of Medication-Assisted Treatments (MATs).   |



- Transitional Age Youth

| ATTC                | Goal |
|---------------------|------|
| No Goals Identified |      |

- Priority Area: Women

| ATTC              | Goal  |
|-------------------|---|
| Central East      | Serve as a resource for a variety of community based organizations - Serve as a resource for a variety of community based organizations on SUD treatment, recovery oriented systems of care, new research, and new tools for patients and families  |
| Great Lakes       | Provide TA / Training - Provide TA and training using innovative technology to develop QI infrastructures for organizations, patients, and families to assess program quality.  |
| Mid America       | Serve as a Resource - Serve as a resource to provider organizations by preparing tools needed to improve the quality of service delivery, and for patients and families.  |
| Mid America       | Marginalized Population Resources and Training - Serve as a resource for organizations (recovery community, consumers and family, Native American and tribal, racial/ethnic, and LGBTQIA-specific organizations) on SUD treatment.  |
| Pacific Southwest | Expansion of PSATTC Website - 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 |





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

- Priority Area: African Americans

| ATTC            | Objective   |
|-----------------|---|
| Southeast       | Develop resources to engage providers in working with African Americans |
| South Southwest | Cultural Elements Curriculum Development for African Americans          |

- Priority Area: American Indian, Alaska Native

| ATTC                              | Objective   |
|-----------------------------------|---|
| American Indian/<br>Alaska Native | Continue our ongoing workforce development studies  |
| American Indian/<br>Alaska Native | Expand capacity to provide trainings regionally through offering TOTs   |
| American Indian/<br>Alaska Native | Support the development of SUD and BH programming in one tribal college and support implementation of new practicum sites                                   |
| American Indian/<br>Alaska Native | Use of multimedia methods to alert tribal communities about the Opiate epidemic and the STR in their states. Continue to work with ORN collaboratively      |
| American Indian/<br>Alaska Native | Initiate intensive TA upon request  |
| American Indian/<br>Alaska Native | Conduct a follow-up series for the updated curriculum The Spirit of Communication: Motivational Interviewing and Traditional Teachings                      |
| American Indian/<br>Alaska Native | Continue to provide intensive technical assistance to support system change to implement culturally appropriate EBPs wisdom based/knowledge based practices |
| American Indian/<br>Alaska Native | Continue to develop culturally informed technology transfer and technical assistance methods  |
| American Indian/<br>Alaska Native | Culturally informed practices   |
| American Indian/<br>Alaska Native | Build capacity in use of data in urban Indian and tribal programs   |
| American Indian/<br>Alaska Native | Use community-based participatory programming and research (CBPP/R) to engage and get buy-in from communities   |
| American Indian/<br>Alaska Native | Create consumer guides for quality improvement of BH service assessment tools appropriate for Native populations  |
| American Indian/<br>Alaska Native | Culturally informed NIATx Model of Process Improvement  |
| American Indian/<br>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/<br>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/<br>Alaska Native | Adapt the Recovery High School model to the needs of native communities   |



- Priority Area: Hispanic, Latino(s)

| ATTC            | Objective   |
|-----------------|---|
| 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   |
| Hispanic/Latino | By the end of year 2, the ATTC will develop and begin to facilitate 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 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 the end of year 2, the ATTC will 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 | During the week of September 14th 2020, the ATTC will team up with the National Hispanic and Latino PTTC to deliver a 2.5 day National Latino Behavioral Health Conference in Los Angeles, CA. This conference will provide multiple training tracks, each with various training options.   |

- Priority Area: Methamphetamines

| ATTC            | Objective   |
|-----------------|---|
| Great Lakes     | By June 1, 2020 the GLATTC will provide TA to specialized behavioral healthcare and primary healthcare providers on psychosocial interventions with/out pharmacotherapies (Methamphetamine/MI training)   |
| South Southwest | By September 30, 2020, SSW ATTC will participate in development of ATTC Network Stimulants 101 Training Curriculum and Supplemental Modules with other workgroup members  |
| South Southwest | By December 31, 2019, SSW ATTC will co-host and implement a five session Project ECHO on Women and Stimulant Use with Mid American and Mountain Plains ATTC   |
| Mid America     | Host a Stimulant Use Disorder Project ECHO (child welfare emphasis, collaboration with South Southwest and Mountain Plains ATTCs)   |
| Mountain Plains | 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. |
|--|---|

- Priority Area: National Standards for Culturally and Linguistically Appropriate Services (CLAS)

| ATTC                        | Objective  |
|-----------------------------|--|
| Network Coordinating Office | Convene, provide leadership, staffing support and coordination for the "ATTC National CLAS Standards Working Group" AKA "Building Equity and Inclusion Working Group"  |
| Network Coordinating Office | To ensure NCO products & resources are culturally & linguistically appropriate, the NCO will utilize a CLAS checklist developed by the National Center for Cultural Competence.  |
| Network Coordinating Office | To build the capacity of ATTCs to develop culturally & linguistically appropriate product & resources, the NCO will offer ongoing TA and translation services.   |
| Northeast and Caribbean     | Provide technical assistance to support implementation of culturally appropriate practices   |
| Northeast and Caribbean     | ITA Project #1: Promoting LGBT Culturally Affirming Care   |
| Northeast and Caribbean     | Provide training for SUD workforce in cultural competence  |
| Central East                | Provide quarterly webinars on topics of interest to regional partners (e.g., CLAS, TTC Resources, BH in vulnerable populations, current policy updates) by September 30, 2020  |
| Central East                | Provide quarterly webinar series on the application of CLAS standards in BH settings   |
| Great Lakes                 | Hold 3 NIATx CLAs to identify and undertake organizational change projects   |
| Great Lakes                 | Integrate cross-cultural competency training into all activities   |
| South Southwest             | By September 30, 2020, 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, 2020, SSW ATTC will conduct workforce trainings in Culturally and Linguistically Appropriate Services   |
| 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  |
| Mid America                 | Ensure website, online courses, online tools, etc., meet National CLAS Standards   |
| Pacific Southwest           | Enhance clinical and cultural competencies of SUD providers/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                        |
| Hispanic/Latino             | By the end of year 2, the ATTC will 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 September 30, 2020, increase our network of bilingual, bi-cultural consultants and trainers (cultural brokers) to deliver the services that the ATTCs, states, providers or researchers need; based on the Training Needs Query.             |
| American Indian/<br>Alaska Native | Culturally informed practices   |
| American Indian/<br>Alaska Native | Culturally informed NIATx Model of Process Improvement  |
| American Indian/<br>Alaska Native | Continue to provide intensive technical assistance to support system change to implement culturally appropriate EBPs wisdom based/knowledge based practices   |
| American Indian/<br>Alaska Native | Continue to develop culturally informed technology transfer and technical assistance methods  |

- Priority Area: Opioids

| ATTC                    | Objective  |
|-------------------------|--|
| New England             | By September 29, 2020, the New England ATTC will provide targeted technical assistance to approximately 1,800 providers in evidence-based behavioral treatment and medication-assisted treatment in response to the priorities of the six SSA offices.   |
| Northeast and Caribbean | ITA Project #3: The Essential Elements of Opioid Court   |
| Great Lakes             | Increase the number of MAT providers in Region 5 (w/Opioid Focus)  |
| Great Lakes             | By April 1, 2020 the GLATTC will provide engagement, training, and technical support for healthcare professionals and organizations on SBIRT and safer opioid prescribing  |
| Mid America             | Provide Hepatitis C onsite training for opioid treatment provider organizations  |
| 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       | Participate in ATTC OTP Work Group   |
| Pacific Southwest       | Conduct Stigma Reduction and OUD Intervention Strategy T/TA  |
| Northwest               | By Oct 1, 2020, NWATTC will continue its involvement in the ongoing national ORN initiative with an ORN project-dedicated technology transfer specialists (TTS) coordinating responses to requests for ORN-related technical assistance in a designated three-state area. Notably, NWATTC will continue to support this work via initiative promotion and networking with Region 10 stakeholders, supervision of the project-dedicated TTS to enhance potential responses and avoid duplication, and participation of NWATTC leadership in the national ORN 'community of practice.' |
| Northwest               | Promotion of Medication Assisted Treatment- By Oct 1, 2020, NWATTC will continue to respond to regional requests for training and technical  |



|                                   |  |
|-----------------------------------|--|
|                                   | assistance concerning medication assisted treatment for opioid use disorders (where not otherwise addressed by ORN project).   |
| American Indian/<br>Alaska Native | By September 30, 2020, the ATTC will provide training to approximately 1,600 providers in evidence-based behavioral treatment and medication-assisted treatment in response to the priorities of the region's SSA offices. |
| American Indian/<br>Alaska Native | Use of multimedia methods to alert tribal communities about the Opiate epidemic and the STR in their states. Continue to work with ORN collaboratively   |
| American Indian/<br>Alaska Native | Screening, Brief Intervention, and Referral to Treatment (SBIRT), and Pain Management and referral to MAT (including Buprenorphine Waiver training)  |

- Priority Area: Transitional Age Youth

| ATTC                     | Objective |
|--------------------------|-----------|
| No Objectives Identified |           |

- Priority Area: Women

| ATTC              | Objective   |
|-------------------|---|
| New England       | The New England ATTC will support a regional initiative focused on enhancing the quality of care of substance exposed infants and pregnant and postpartum women.  |
| Central East      | Provide intensive T/TA for the Implementation of SBIRT in Maryland Department of Health's Family Planning Providers by September 30, 2020.  |
| Great Lakes       | By September 1, 2020 the GLATTC will support non-traditional SUD providers  |
| South Southwest   | By December 31, 2019, SSW ATTC will co-host and implement a five session Project ECHO on Women and Stimulant Use with Mid American and Mountain Plains ATTC   |
| Mid America       | Expand capacity to serve pregnant and parenting women with SUD in Kansas City metro area by facilitating the Kansas City Perinatal Recovery Collaborative   |
| Mid America       | Maintain and update website, Tools for Treatment: Family-Centered Behavioral Health Support for Pregnant and Postpartum Women ( <a href="http://www.atteppwtools.org">www.atteppwtools.org</a> )  |
| Mid America       | Host a Stimulant Use Disorder Project ECHO (child welfare emphasis, collaboration with South Southwest and Mountain Plains ATTCs)   |
| Mountain Plains   | 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. |
| Pacific Southwest | Collaborate with other federally funded Training Centers to offer joint trainings in integrating substance use services into care for HIV/AIDS, STIs, family planning, prevention, etc.)  |
| Pacific Southwest | Provide Training for Peer/Family Support Specialists  |



|                 |  |
|-----------------|--|
| Hispanic/Latino | By the end of year 2, the ATTC will 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. |
|-----------------|--|



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

- Priority Area: African American

| ATTC            | Activity  |
|-----------------|---|
| Southeast       | To develop a cohort of professionals to research, write articles, collect data and develop additional resources for providers working with African Americans with SUD's. Additional activities will continue through 9/2020 |
| South Southwest | Conduct environmental scan and literature review regarding culturally appropriate evidence-based strategies for behavioral health education and services for African American populations                                   |
| South Southwest | Identify existing assessment and evaluation tools that address cultural appropriateness for African Americans   |
| South Southwest | Define the vision statement, goals, objectives and audience for the project   |

- Priority Area: American Indian, Alaska Native

| ATTC                           | Activity  |
|--------------------------------|---|
| Network Coordinating Office    | An ATTC NCO staff person will continue to be the primary point-of-contact for the 2 national focus area ATTCs (National American Indian and Alaska Native and National Hispanic and Latino). An NCO staff person will continue to be the key point-of-contact for the regional ATTCs, holding up to 4 calls with each ATTC RC in year 3 to discuss progress and challenges. |
| American Indian/ Alaska Native | Publish and distribute 2 additional newsletters for AI/AN behavioral health professionals   |
| American Indian/ Alaska Native | Continue to 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 | Maintain 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.  |

- Priority Area: Hispanic, Latino(s)

| ATTC                        | Activity  |
|-----------------------------|---|
| Network Coordinating Office | An ATTC NCO staff person will continue to be the primary point-of-contact for the 2 national focus area ATTCs (National American Indian and Alaska Native and National Hispanic and Latino). An NCO staff person will continue to be the key point-of-contact for the regional ATTCs, holding up to 4 calls with each ATTC RC in year 3 to discuss progress and challenges.   |
| New England                 | Regional: Deliver short-term training events on cultural competence on Cultural Humility/Intelligence, and Cultural Intelligence: Understanding and Incorporating CLAS Standards into Practice, and Cultural Elements in Treating Hispanic and Latino Populations. Will also work to expand offerings to meet the needs of tribal communities throughout the region, ideally in partnership with the Special Focus Area TTCs. |



|                         |   |
|-------------------------|---|
| New England             | Connecticut: The New England ATTC will roll out a quarterly trainings series system-wide within Department of Corrections as a means of increasing the quality of care for incarcerated individuals. Topic areas will be those identified as high priority by the Department of Corrections such as Trauma Integrated Care and Cultural Elements in Treating Hispanic and Latino Populations. |
| Northeast and Caribbean | Provide multi-linguistic resources, including bi-lingual and bicultural products  |
| Northeast and Caribbean | Recruit provider organizations to participate in LITA   |
| Northeast and Caribbean | Conduct baseline training for knowledge and skill building  |
| Northeast and Caribbean | Develop Organizational Implementation Plans   |
| Northeast and Caribbean | Training workshops on racial/ethnic cultural competence   |
| Northeast and Caribbean | Training workshops on LGBT cultural competence including racial/ethnic MSM  |
| Northeast and Caribbean | Provide multi-linguistic resources, including bi-lingual and bicultural products  |
| Northeast and Caribbean | Conduct Needs assessment among providers  |
| Northeast and Caribbean | Deliver LGBT ITA project  |
| Northeast and Caribbean | Participate in CLAS standard workgroup  |
| South Southwest         | Offer Cultural Elements for Hispanic/Latinos Trainings  |
| Mid America             | Provide clinical/cultural topic breakout sessions and trainings.  |
| Mid America             | Encourage staff to attend university-sponsored cultural competency trainings and reflect staff attendance in performance appraisals.  |
| Mid America             | Conduct regular assessments of Region 7 assets and needs and use results to plan training and new product development that respond to the cultural and linguistic diversity of the regional populations.  |
| Mid America             | Reflect target audience genders, ages, and ethnicities in program materials, online courses, websites.  |
| Hispanic/Latino         | The ATTC will continue to personally reach out to association groups to build collaboration   |
| Hispanic/Latino         | By the end of YR 2 we will have met with our Advisory Council at least 5 times via a virtual platform and 1 time in person to continue collaboration, invite feedback and guidance and to strengthen our relationship with the Council. Ultimately, this will serve to improve the implementation and execution of our workplace.   |
| Hispanic/Latino         | Work with NLBHA Evaluation Committee and the ATTC Advisory Council to develop assessment process.   |
| Hispanic/Latino         | Evaluate a selection of EBPs using the process outlined by evaluation group.  |
| Hispanic/Latino         | Report on evaluation findings and disseminate to our networks.  |
| Hispanic/Latino         | By October, 2019 we will select the conference venue and begin contract negotiations.   |





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| Hispanic/Latino | Our ATTC will inform the community of the upcoming conference, will invite people to register and attend, invite proposals for training workshops, and invite exhibitors for the 2.5 day conference.   |
| Hispanic/Latino | In collaboration with our PTTC we will prepare a conference budget and event program for approval by ATTC AC and NLBHA Board of Directors.   |
| Hispanic/Latino | Based on results from our Training Needs Query, specific requests and relevant conference opportunities our ATTC will deliver 6 in-person training events. Topics will include SUD, treatment, recovery and other adjacent topics relevant and prevalent in the Hispanic/Latino communities. |
| Hispanic/Latino | Based on specific requests from providers, community based organizations, agencies, etc we will deliver 8 technical assistance events focused on improving service delivery for those serving Hispanic/Latino communities.   |
| Hispanic/Latino | Develop a Curriculum to be used during the 9-12 month Leadership Academy   |
| Hispanic/Latino | Participant Application and Selection Process will be created and implemented. Recruitment and selection of participants will intentionally represent a diversity in heritage, geographical representation, gender, experience, age, etc.  |
| Hispanic/Latino | ATTC will deliver a 9-12 month Leadership Academy with the goal of preparing new individuals for leadership opportunities.   |
| Hispanic/Latino | We will make all of our virtual events (webinars) available on our website in an on-demand version in English, Spanish and Portuguese.   |

- Priority Area: Methamphetamines

| ATTC                        | Activity  |
|-----------------------------|---|
| Network Coordinating Office | Convene, provide leadership, staffing support and coordination for the ATTC Stimulants Working Group  |
| New England                 | Rhode Island: The New England ATTC will continue to partner in the development and delivery of an annual state-wide forum on substance-exposed newborns. In addition, the New England ATTC will provide training on implicit and explicit bias as well as on the effects of maternal methamphetamine and stimulant use disorder on infants. Targeted TA will consist of both the face-to-face state forum and ongoing virtual consultation. |
| New England                 | Regional: Development and delivery of a webinar on "Stimulant Use Disorders: Epidemiology, Clinical Challenges, and Review of Treatments." Development and delivery of a half day face-to-face workshop entitled "Implementation of Evidence-based Treatments for Methamphetamine Dependence." Materials will emphasize risk of stimulant misuse among patients on medication for opioid use disorders.                                     |
| Great Lakes                 | Participate in the Stimulants Workgroup<br>Continue with MATRIX coaching<br>Introduce Contingency Management Collaborative  |
| South Southwest             | Provide curriculum content in support of implementation of evidence based practices for treatment and recovery of individuals with stimulant use challenges   |



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| South Southwest   | Provide training and case consultation in support implementation of evidence based practices for treatment and recovery of individuals with stimulant use challenges   |
| Mid America       | Host ECHO sessions with didactic presentation and case consultation  |
| Mountain Plains   | Topic & activity change: 3.4.a Conduct a cross-regional conference on methamphetamine/child welfare issues & Pregnant and Parenting Women; 3.4.b Sponsor (4 participants per state = 24 participants) to attend the conference |
| Pacific Southwest | Develop at least two CIPs (Methamphetamine, Compassion Fatigue, Strategies to Treat Chronic Pain)  |
| Pacific Southwest | Designate staff and participate in (and chair) multiple ATTC work groups (e.g., CLAS Standards, TTC Website Advisory Group, Stimulant Work Group, NIDA Research Work Group [and Intensive TA Committee])                       |
| Pacific Southwest | Participate in and Co-Chair Stimulant Work Group and lead the development of at least one national product   |
| Pacific Southwest | Develop and deliver one 2-day national TOT workshop on the Stimulant 101 Training Curriculum   |

- Priority Area: National Standards for Culturally and Linguistically Appropriate Services (CLAS)

| ATTC                        | Activity  |
|-----------------------------|---|
| Network Coordinating Office | Prior to finalizing new print & online NCO products, compare to the CLAS checklist developed by the National Center for Cultural Competence.  |
| Network Coordinating Office | Hire consultants to critically review TTC Style Guide for appropriateness with AI/AN audiences  |
| Network Coordinating Office | Provide TA regarding accessibility guidelines to ATTC staff as needed   |
| New England                 | Connecticut: New England ATTC will roll out a quarterly training series system-wide on high priority topics for licensure for state of Connecticut employees. Topics will include Working with Men in the Criminal Justice System, Stigma, HIV/AIDS, Trauma Integrated Care, Medication Assisted Treatment, Hepatitis C, Cultural Intelligence and CLAS Standards.                            |
| New England                 | Connecticut: The New England ATTC will roll out a quarterly trainings series system-wide within Department of Corrections as a means of increasing the quality of care for incarcerated individuals. Topic areas will be those identified as high priority by the Department of Corrections such as Trauma Integrated Care and Cultural Elements in Treating Hispanic and Latino Populations. |
| New England                 | Vermont: The New England ATTC will partner with the state Division of Alcohol and Drug Abuse Programs to provide a series of short-term events in high priority topic areas including Trauma-Informed Care, Contingency Management, Culturally Competent Practice, and Clinical Supervision.  |
| New England                 | Rhode Island: Offering a series of short term trainings in high priority topic areas including the ASAM training on "Pain Management and Opioids: Balancing Risks and Benefits," Medication Assisted Treatment Beginner and Intermediate Series, Advanced Motivational Interviewing, Cultural Competency and a Train the Trainer series of the Hepatitis C curriculum.                        |



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| New England             | Maine: The New England ATTC will partner with the state SSA office and the state-funded training entity (Adcare Educational Institute) to roll out a series of high priority topics for licensure and continuing education including Criminogenic Thinking, Adolescent Substance Use Treatment, Cultural Intelligence, and Stigma. As a follow-up to last year's visit to the Native American tribal communities, will also work with the SSA office to ensure training topics are responsive to needs of tribal communities throughout the state. |
| New England             | Regional: Deliver short-term training events on cultural competence on Cultural Humility/Intelligence, and Cultural Intelligence: Understanding and Incorporating CLAS Standards into Practice, and Cultural Elements in Treating Hispanic and Latino Populations. Will also work to expand offerings to meet the needs of tribal communities throughout the region, ideally in partnership with the Special Focus Area TTCs.  |
| New England             | Regional: Support two regional, flagship educational programs to develop the next generation of frontline providers: School of Best Practices and the Summer School. Coordinate 10 focused short-term courses in high priority topic areas including opioid overdose and CLAS standards.   |
| New England             | National/regional: Organize and host the annual Addiction Health Services Research national conference to develop knowledge and apply research through targeted workshops, panel discussions, engagement with expert speakers and networking opportunities. Leading clinicians, scholars, stakeholders and community partners in the field of addiction will be in attendance sharing most recent research on a national level. Priority topic areas will include opioid overdose and health disparities/cultural competence.                      |
| Northeast and Caribbean | Serve as representative for National CLAS Standards  |
| Northeast and Caribbean | Participate in CLAS standard workgroup   |
| Central East            | Provide quarterly webinar series on the application of CLAS standards in BH settings by September 30, 2020.  |
| Great Lakes             | Develop & deliver quarterly cultural competence webinars using subject matter experts  |
| Great Lakes             | Continue with CLAS standards workgroup   |
| Great Lakes             | Provide TA to addresses disparities in access, use, and quality of services for individual agencies and community healthcare leaders.  |
| Great Lakes             | Provide Cross Cultural Health Care Program Cultural Competency Training  |
| Mid America             | Provide clinical/cultural topic breakout sessions and trainings.   |
| Mid America             | Encourage staff to attend university-sponsored cultural competency trainings and reflect staff attendance in performance appraisals.   |
| Mid America             | Conduct regular assessments of Region 7 assets and needs and use results to plan training and new product development that respond to the cultural and linguistic diversity of the regional populations.   |
| Mid America             | Reflect target audience genders, ages, and ethnicities in program materials, online courses, websites.   |
| Pacific Southwest       | Ensure all T/TA services are responsive to issues of culture   |



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| Pacific Southwest                 | Designate staff and participate in (and chair) multiple ATTC work groups (e.g., CLAS Standards, TTC Website Advisory Group, Stimulant Work Group, NIDA Research Work Group [and Intensive TA Committee]) |
| Hispanic/Latino                   | We will continue to search for, engage, and contract with bi-lingual/bi-cultural subject matter experts to deliver our training and technical assistance events.   |
| American Indian/<br>Alaska Native | Continue to collaborate with the Healing to Wellness Courts to adapt the cultural sensitivity curriculum to Montana tribal communities   |
| American Indian/<br>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/<br>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/<br>Alaska Native | Collaborate with Great Lakes ATTC on culturally adapting the NIATx System of Process Improvement   |
| American Indian/<br>Alaska Native | Provide recommendations on culturally adapting the model for Recovery High Schools to native communities   |
| American Indian/<br>Alaska Native | Continue to 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                |

- Opioids

| ATTC        | Activity  |
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| New England | Rhode Island: Offering a series of short term trainings in high priority topic areas including the ASAM training on "Pain Management and Opioids: Balancing Risks and Benefits," Medication Assisted Treatment Beginner and Intermediate Series, Advanced Motivational Interviewing, Cultural Competency and a Train the Trainer series of the Hepatitis C curriculum.  |
| New England | New Hampshire: The New England ATTC will partner with the state funded training entity (NHADACA/NHTIAD) to provide a series of short-term events in high priority topic areas including buprenorphine waiver training, Harm Reduction training, Fetal Alcohol Spectrum Disorders (FASD), Dialectical Behavioral Therapy/Cognitive Behavioral Therapy, and ASAM training on "Pain Management and Opioids: Balancing Risks and Benefits". |
| New England | Regional: Support two regional, flagship educational programs to develop the next generation of frontline providers: School of Best Practices and the Summer School. Coordinate 10 focused short-term courses in high priority topic areas including opioid overdose and CLAS standards.  |
| New England | Massachusetts: The New England ATTC is an active partner with The New England Association of Drug Court Professionals collaborating on a 6-part webinar series (focused on effective treatment of opioid use disorder and other high priority topics) and an annual regional conference for criminal justice professionals.   |
| New England | Regional: Development and delivery of a webinar on "Stimulant Use Disorders: Epidemiology, Clinical Challenges, and Review of Treatments." Development and delivery of a half day face-to-face workshop entitled "Implementation of Evidence-based Treatments for Methamphetamine   |



|                         |   |
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|                         | Dependence." Materials will emphasize risk of stimulant misuse among patients on medication for opioid use disorders.   |
| New England             | National/regional: Organize and host the annual Addiction Health Services Research national conference to develop knowledge and apply research through targeted workshops, panel discussions, engagement with expert speakers and networking opportunities. Leading clinicians, scholars, stakeholders and community partners in the field of addiction will be in attendance sharing most recent research on a national level. Priority topic areas will include opioid overdose and health disparities/cultural competence.   |
| New England             | Regional: The New England ATTC will partner on the Project MIMIC (Maximizing Implementation of Motivational Incentives in Clinics) initiative and provide intensive TA to opioid treatment programs throughout the New England Region. This intensive TA initiative focuses on helping the opioid treatment programs to learn contingency management and includes a didactic CM workshop, monthly virtual coaching calls, and performance feedback on audio recordings.   |
| New England             | Regional: The New England ATTC will offer the Implementing Alcohol Misuse Screening, Brief Intervention, and Referral to Treatment Initiative (IAMSBI) to pediatric trauma centers in the New England Region. This intensive TA initiative focuses on promoting SBIRT and opioid education. It has separate tracks for nurses, social workers, and leaders. It includes orientation online workshops, face-to-face training, online monthly webinars, an on-site implementation planning visit with center leadership, submission of audio recorded role plays, provision of performance feedback, monthly external leadership coaching calls, and development of a sustainment plan. |
| New England             | Regional: Support two regional, flagship educational programs to develop the next generation of frontline providers: School of Best Practices and the Summer School. Coordinate 10 focused short-term courses in high priority topic areas including opioid overdose and CLAS standards.  |
| Northeast and Caribbean | Engage Opioid Courts  |
| Northeast and Caribbean | Conduct Needs Assessment with Participating Opioid Courts   |
| Northeast and Caribbean | Deliver training on opioid overdose prevention (Narcan)   |
| Great Lakes             | Collect data on opioid prevention and treatment practices; identify gaps in prevention and treatment  |
| Great Lakes             | Engage & collaborate with experts to identify and address current SBIRT issues & appropriate opioid prescribing   |
| Great Lakes             | Promote NIATx Opioid MAT Toolkit  |
| Great Lakes             | Develop protocols and provide training for clinical care for those with opioid disorders  |
| Great Lakes             | Develop/promote pre- and post SBIRT training technical support  |
| 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   |



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| Pacific Southwest                 | Participate in ATTC OTP Work Group   |
| Pacific Southwest                 | Develop and conduct T/TA activities on stigma reduction and OUD intervention strategies to be delivered in remote and face-to-face formats   |
| Pacific Southwest                 | Develop & implement communications plan to promote tools & training curriculum for medical staff   |
| Northwest                         | Continued NWATTC support of national ORN initiative and supervisory monitoring to avoid duplication of effort with NWATTC activities.  |
| Northwest                         | Training and technical assistance for MAT according to requests.   |
| Northwest                         | Mariamn Health Tribal Organization Community MAT training to promote awareness and increase readiness to accept MAT  |
| American Indian/<br>Alaska Native | Offer one workshop on Medication-Assisted Treatment (MAT) followed by teleconference or video conference learning collaboration  |
| American Indian/<br>Alaska Native | Host video conferences over Adobe Connect to spread awareness of the opiate epidemic and other state resources   |
| American Indian/<br>Alaska Native | Review 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 related to Pain Management and Waiver training. |

- Priority Area: Transitional Age Youth

| ATTC        | Activity   |
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| New England | Maine: The New England ATTC will partner with the state SSA office and the state-funded training entity (Adcare Educational Institute) to roll out a series of high priority topics for licensure and continuing education including Criminogenic Thinking, Adolescent Substance Use Treatment, Cultural Intelligence, and Stigma. As a follow-up to last year's visit to the Native American tribal communities, will also work with the SSA office to ensure training topics are responsive to needs of tribal communities throughout the state. |

- Priority Area: Women

| ATTC            | Activity  |
|-----------------|---|
| New England     | Rhode Island: The New England ATTC will continue to partner in the development and delivery of an annual state-wide forum on substance-exposed newborns. In addition, the New England ATTC will provide training on implicit and explicit bias as well as on the effects of maternal methamphetamine and stimulant use disorder on infants. Targeted TA will consist of both the face-to-face state forum and ongoing virtual consultation. |
| Central East    | Provide intensive T/TA for the Implementation of SBIRT in Maryland Department of Health's Family Planning Providers by September 30, 2020.  |
| Great Lakes     | Promote the use of current evidence-based practices for recovery-oriented system of care to workers in non-traditional community SUD settings such as family courts, schools, work settings   |
| South Southwest | Provide training and case consultation in support implementation of evidence based practices for treatment and recovery of individuals with stimulant use challenges  |



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| Mid America       | Convene KCMO PRC monthly meetings  |
| Mid America       | Facilitate meetings and process improvement between organizations in KCK   |
| Mid America       | Continuously monitor and update regional website (attnetwork.org/midamerica) to include regional resources and training opportunities.   |
| Mid America       | Continuously monitor and update content for the technical assistance "Tools for Treatment" website (atcpcpwtools.org)  |
| Mid America       | Host ECHO sessions with didactic presentation and case consultation  |
| Mountain Plains   | Topic & activity change: 3.4.a Conduct a cross-regional conference on methamphetamine/child welfare issues & Pregnant and Parenting Women; 3.4.b Sponsor (4 participants per state = 24 participants) to attend the conference |
| Pacific Southwest | Develop two new curricula in partnership with PAETC  |
| 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 | Collaborate with Region 9 MHTTC and PTTC through quarterly coordination meetings   |
| Pacific Southwest | Promote UNR CASAT Peer Support Specialist online certification course  |
| Northwest         | Serve as resource to community and faith-based organizations, recovery groups, consumers and family members, AI/AN tribal communities, racial/ethnic/sexual minority organizations.  |
| Hispanic/Latino   | Work with NLBHA Evaluation Committee and the ATTC Advisory Council to develop assessment process.  |
| Hispanic/Latino   | Evaluate a selection of EBPs using the process outlined by evaluation group.   |
| Hispanic/Latino   | Report on evaluation findings and disseminate to our networks.   |