



MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Mental Health Technology Transfer Center (MHTTC) Network and Project AWARE Technical Assistance Partnership: Needs Assessment Findings and TA Response Plan

Prepared by:

Jessica Gonzalez, MSW

Heather Gotham, PhD

Mental Health Technology Transfer Center (MHTTC)

Network Coordinating Office

Stanford University | School of Medicine

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Introduction

Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), the Mental Health Technology Transfer Center (MHTTC) Network includes 10 Regional Centers, a National American Indian and Alaska Native Center, a National Hispanic and Latino Center, and a Network Coordinating Office (see map attached). In addition to our core funding, we receive a School Mental Health Supplement. SAMHSA requested that the MHTTC Network provide technical assistance (TA) during our Year 4 (August 15, 2021 - August 14, 2022) to the Project AWARE grantees from the 2018-2021 cohorts.

Needs Assessments and TA Response Plans

The MHTTC Network conducted needs assessments with Project AWARE grantees to identify TA needs and develop a plan to respond to those needs. Needs assessments were conducted via questionnaire, virtual meetings, and/or interviews. MHTTCs then each developed a TA Response Plan that includes a summary of their needs assessments and summary of planned TA (see attached).

This document summarizes the needs assessments and how the MHTTC Network plans to address identified needs. Opportunities for national programming/cross-Center collaboration and next steps are also outlined.

Project AWARE grantees school mental health related needs and MHTTC Planned TA in response

Overall, 67 need statements were identified and coded based on themes. Across the MHTTCs' plans for Project AWARE focused-TA, 103 school mental health priority topics were identified and coded. Below are the most frequently mentioned themes with examples of specific needs, followed by examples of how MHTTCs are planning to provide TA to help meet those needs.

Theme 1: Working with diverse populations to provide culturally responsive and inclusive practices (11 mentions)

Needs

- Cultural responsiveness, inclusivity, and implicit bias
- Native youth and suicide (increase since COVID)
- Determining unique needs for Hispanic/Latino students and families

Planned TA

- Continue to develop training and products that address needs and topics requested including impact of COVID-19 on mental health of American Indian and Alaska Native youth and LGBTQ/2S Native youth, and Native-specific IEP training
- Participate in Network-wide meetings with AWARE grantees to ensure broader availability of resources targeting mental health promotion and mental health disorder identification, prevention, referral, and treatment for Hispanic and Latino students and their families
- Develop a series on creating supportive environments for LGBTQI2+ students and staff in Schools
- Provide 4 monthly collaboration meetings focused on specific topics and themes found in the needs assessment utilizing regional experts to facilitate the conversation and provide consultation, including the CLAS standards

Theme 2: Mental health literacy, awareness, and stigma (8 mentions)

Needs

- Communicating about school mental health to those who do not have mental health training
- Addressing mental health stigma by educating community members about mental health needs of youth and reducing stigmatization
- Mental health stigma discouraging student engagement in in-school supports and outside referrals

Planned TA

- Facilitate grantee learning/collaboration meetings focused on destigmatizing & addressing misconceptions about mental health
- Develop products to support mental health awareness for students, families, and school staff
- Decrease stigma associated with receiving mental health/behavioral health supports
- Classroom WISE training and support to increase local and general staff mental health literacy

Theme 3: Funding and sustainability (8 mentions)

Needs

- Funding streams and availability are difficult to access, utilize, and braid together
- Support in sustainable hiring and infrastructure
- Identify essential pieces needed to continue [the work of the project], next steps, as well as how to implement and leverage resources and funding to support sustainability

Planned TA

- Virtual learning and coaching on sustainability, including sustainability of telehealth initiatives
- Webinars and resources to address sustainability
- Facilitate up to four targeted T/TA sessions for Project AWARE Grantees to increase skills, knowledge and capacity to develop and sustain a collaborative relationship with their respective behavioral health systems

Theme 4: Implementation of specific EBPs (7 mentions)

Needs

- Trauma-informed and culturally responsive practices and programs
- Tier 3 individualized instructional delivery consistent with individualized education programs (IEPs)
- Peer support specialist training

Planned TA

- Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Supporting Students Exposed to Trauma (SSET) trainings will launch in early 2022, which include ongoing coaching, consultation and collaboration
- Provide Trauma and Grief Component Therapy for Adolescents training and learning collaborative which includes ongoing coaching, consultation and collaboration
- Development or adaptation of EBPs to best meet the needs of CNMI school communities

Theme 5: Collaboration and communication (7 mentions)

Needs

- Collaboration and communication with local and state behavioral systems to integrate services and resources
- Grant leadership & facilitation soft skills (how to bring multiple large state agencies to the table and facilitate dialogue)
- Support network (of peer grantees) to consult about difficulties, discuss ideas for implementation/fidelity, and share resources

Planned TA

- Facilitate up to four targeted T/TA sessions for Project AWARE Grantees to increase skills, knowledge and capacity to develop and sustain a collaborative relationship with their respective behavioral health systems.
- Regular (quarterly) meetings with Project AWARE leadership at the State Department to discuss upcoming trainings and needs
- Product and resources on effective communication strategies for SMH

Theme 6: School mental health workforce recruitment and retention (7 mentions)

Needs

- Staff shortages (recruitment and retention) have resulted in lack of/reduced delivery of services. There's high turnover due to COVID-related stress/illness, as well as difficulty hiring and/or retaining in rural areas
- Shortages in community referrals as increased turnover and waitlists have accompanied onset of COVID-19 pandemic
- Workforce development and sustainability

Planned TA

- Webinars and resources to address workforce development
- Facilitate grantee learning/collaboration meetings, using a problem of practice protocol, focused on diverse hiring, recruitment and retention
- Young Professionals Learning Community

Theme 7: Educator and staff wellness and resilience (6 mentions)

Needs

- Educator and provider well-being is a key issue that needs to be addressed consistently
- Social-emotional supports for educators (due to high educator turnover)
- Staff is overwhelmed and overburdened

Planned TA

- Facilitate grantee learning/collaboration meetings focused on educator trauma & well-being
- Virtual learning, products and resources on staff wellness
- Address educator wellness with several training opportunities including Stress Management and Resiliency Training (SMART)

Theme 8: School mental health infrastructure (6 mentions)

Needs

- Systems and policy leadership (ongoing COVID-19 response and recovery; responding to widespread grief and loss and changes in suicide risk; school mental health referral pathways)
- Training in National School Mental Health Best Practices: Implementation Guidance Modules and the School Health Assessment and Performance Evaluation (SHAPE) System
- Managing multi-system complexity

Planned TA

- Utilize the *National School Mental Health Best Practices: Implementation Guidance Modules* and our process improvement trainers to develop an intensive TA project on building and sustaining effective multidisciplinary teams
- Technical assistance with Project AWARE Grantee/State Department teams around state-wide implementation of comprehensive systems of school mental health
- Facilitate up to 8 peer-to-peer sessions for Project AWARE Grantees to learn from each other about evidence-based mental health practices that have been successfully implemented and sustained in local school districts.
- SHAPE Assessment Tool training

Project AWARE grantees reports of TA/Implementation strategies that have worked in the past and MHTTC planned TA/Implementation strategies in response

Project AWARE grantees expressed that the following technical assistance/implementation strategies have worked for their teams in the past. These are all strategies that MHTTCS have also proposed using:

- Targeted services and real time supports, including one-on-one coaching
- Peer learning and linkage to resources
- Pre-recorded trainings or online courses
- EBP specific training sessions
- Implementation guidance and ongoing TA support
- Tip sheets
- Train the trainer programs
- District and local level support
- Data collection and evaluation support
- Brief virtual trainings
- Face-to-face interactions

In addition, across the MHTTCs' plans for TA, the following other TA/implementation strategies were identified:

- Learning collaboratives, learning communities, and communities of practice
- Resource development / linkage
- Electronic collaboration space
- Book club
- Practice lab

Cross-center Collaboration Plans

Across the MHTTCs' planned TA/implementation activities, the following collaboration plans were identified:

- The National Hispanic and Latino MHTTC will collaborate/partner with Regional Centers to provide:
 - Support in addressing the specific needs of school-aged Hispanic/Latino youth and their families by region, as requested
 - Training on cultural elements of the Hispanic/Latino population and how it impacts the mental health of school-aged Hispanic/Latino youth by region, as requested
 - Technical assistance on the importance of connecting school-aged Hispanic/Latino youth and their families to culturally and linguistically sensitive school mental health services by region as requested
- The National American Indian and Alaska Native MHTTC will collaborate/partner with Regional Centers to provide:
 - Training/technical assistance in addressing the specific needs of school-aged American Indian and Alaska Native youth and their families by region, as requested
- Collaborate/partner with Regional Centers to provide training in specific school mental health topics, including stigma and trauma-informed and culturally responsive practices by region, as requested
- Trauma and Grief Component Therapy for Adolescents Learning Collaborative (Pacific Southwest MHTTC and South Southwest MHTTC)
- West Coast Interconnected Systems Framework Practice Lab (Pacific Southwest MHTTC and Northwest MHTTC)

Opportunities for National Programming

Across the needs assessments and TA plans, the following topics for potential national programming opportunities were identified:

- National SMH Best Practices: Implementation Guidance Modules
- Classroom WISE (Well-Being and Information Strategies for Educators)
- School Health Assessment and Performance Evaluation System (SHAPE)

Next Steps

The 10 Regional Centers and 2 National Focus Area Centers will continue communicating with their Project AWARE Grantees as they move forward with providing training and TA to address identified school mental health needs. In addition, Project AWARE Grantees are encouraged to access already scheduled in-person and virtual MHTTC training and TA opportunities ([MHTTC Training and Events Calendar](#)), participate in MHTTC online courses ([here](#)), and utilize free, publicly available MHTTC resources ([MHTTC Products and Resources Catalog](#)). The [Navigating MHTTC TA](#) resource provides further guidance on the MHTTC-Project AWARE TA partnership and should be referenced by Project AWARE teams as needed.

At an upcoming Project AWARE Office Hour Session or other meeting, the MHTTC National Focus Area Centers will provide an overview of their K-12 School Mental Health Programs to all grantees. Moreover, the National Hispanic and Latino MHTTC will provide all grantees an opportunity to identify additional TA supports that may be needed for Hispanic and Latino students across the country.

The MHTTC Network Coordinating Office will support the MHTTCs and Project AWARE grantees as follows:

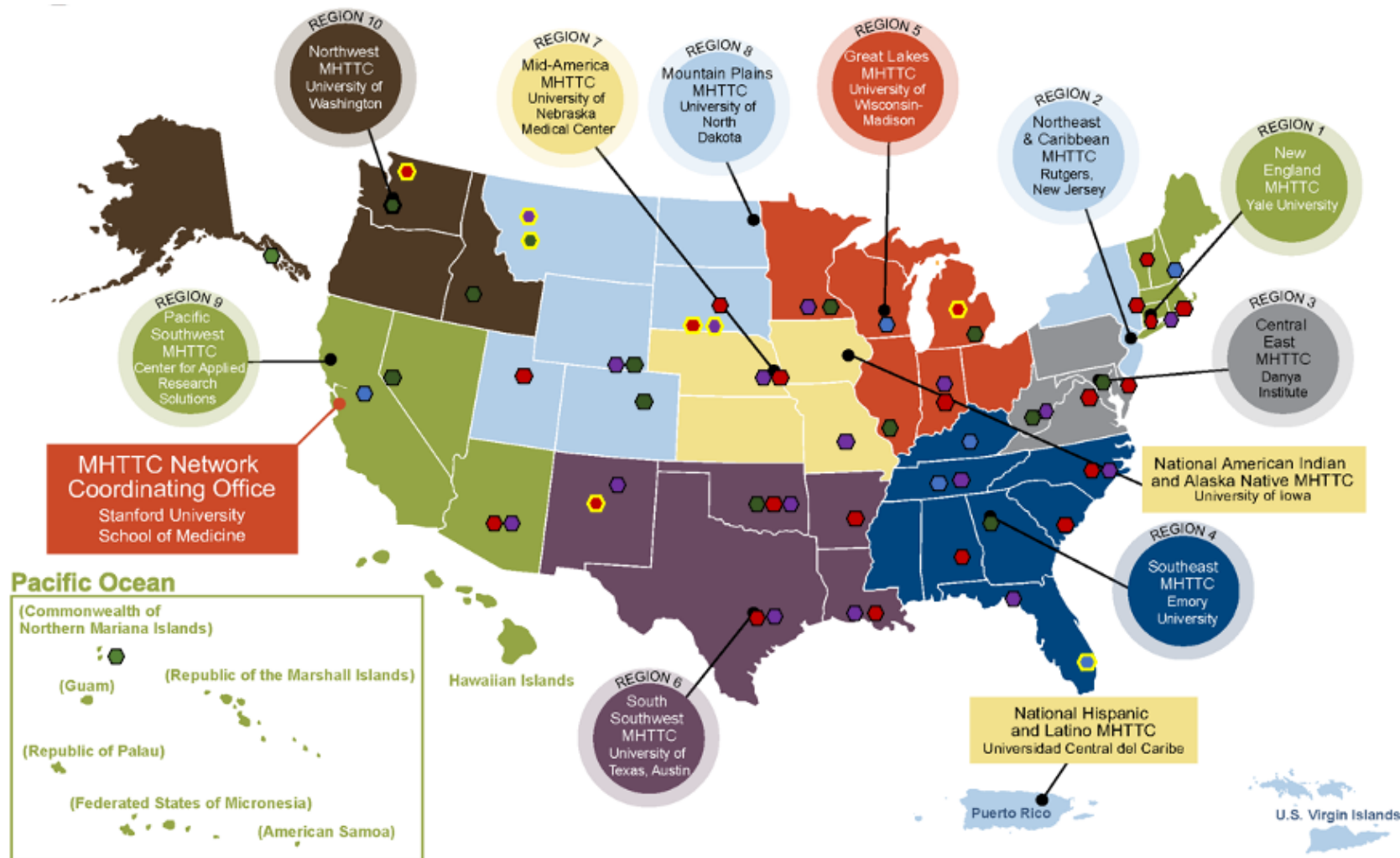
- Serve as the liaison between Project AWARE GPOs and MHTTC school mental health staff supporting this work.

- Participate in Project AWARE office hours and other meetings with Project AWARE Grantees and Project AWARE GPOs to support ongoing communication.
- Provide dissemination and implementation activities related to Classroom WISE, including developing guidance on dissemination mechanisms to states and school districts (school boards, LEAs, district wellness teams) and how to communicate with state departments of education (align Classroom WISE content and objectives to state policies); and conducting a small implementation demonstration project with school districts across the US to develop an effective model for successful implementation of Classroom WISE, as well as a set of stories about adoption/implementation, that MHTTCs can then use in their work with the grantees.
- Provide dissemination and implementation activities related to the *National SMH Implementation Guidance Modules* (including an internal Community of Practice for the MHTTC School Mental Health and a coaching/consultation guide based on lessons learned through the Community of Practice) to support MHTTC Project AWARE Liaisons' work around school mental health best practices.
- Launch a monthly bulletin that will include a listing of upcoming school mental health related trainings and published resources that are open and available to all Project AWARE Grantees. Specific MHTTC/Project AWARE technical assistance highlights and population-focused programming opportunities will also be included.

For questions or concerns regarding the information provided in this document, or related to the MHTTC-Project AWARE TA Partnership for the 2021-2022 grant year, please contact Jessica Gonzalez, School Mental Health Coordinator at the MHTTC Network Coordinating Office (jgonzalez@stanford.edu).

MHTTC Network and Project AWARE Grantees Map

MHTTC Network and Project AWARE Grantees



MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



SAMHSA

Substance Abuse and Mental Health
Services Administration

Region	MHTTC	Cohort	Institution	City	State	Tribal
Region 1	New England	AWARE-18	CONNECTICUT STATE DEPT OF EDUCATION	HARTFORD	CT	
Region 1	New England	AWARE-19	NEW HAMPSHIRE STATE DEPT OF EDUCATION	CONCORD	NH	
Region 1	New England	AWARE-18	RI STATE DEPT/ELEMENTARY/SECONDARY EDU	PROVIDENCE	RI	
Region 1	New England	AWARE-21	RI STATE DEPT/ELEMENTARY/SECONDARY EDU	PROVIDENCE	RI	
Region 1	New England	AWARE-18	VERMONT STATE AGENCY OF EDUCATION	MONTPELIER	VT	
Region 2	Northeast & Caribbean	AWARE-18	NEW YORK STATE DEPARTMENT OF EDUCATION	ALBANY	NY	
Region 3	Central East	AWARE-18	DELAWARE STATE DEPARTMENT OF EDUCATION	DOVER	DE	
Region 3	Central East	AWARE-20	MARYLAND STATE DEPARTMENT OF EDUCATION	BALTIMORE	MD	
Region 3	Central East	AWARE-18	WASHINGTON DC, OSSE	WASHINGTON	DC	
Region 3	Central East	AWARE-20	WEST VIRGINIA STATE DEPARTMENT/EDUCATION	CHARLESTON	WV	
Region 3	Central East	AWARE-21	WEST VIRGINIA STATE DEPARTMENT/EDUCATION	CHARLESTON	WV	
Region 4	Southeast	AWARE-18	ALABAMA DEPT OF EDUCATION	MONTGOMERY	AL	
Region 4	Southeast	AWARE-21	FLORIDA STATE DEPARTMENT OF EDUCATION	TALLAHASSEE	FL	
Region 4	Southeast	AWARE-20	GEORGIA STATE DEPARTMENT OF EDUCATION	ATLANTA	GA	
Region 4	Southeast	AWARE-19	KENTUCKY STATE DEPARTMENT OF EDUCATION	FRANKFORT	KY	
Region 4	Southeast	AWARE-18	NORTH CAROLINA STATE DEPT OF PUBLIC INST	RALEIGH	NC	
Region 4	Southeast	AWARE-21	NORTH CAROLINA STATE DEPT OF PUBLIC INST	RALEIGH	NC	
Region 4	Southeast	AWARE-18	SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION	COLUMBIA	SC	
Region 4	Southeast	AWARE-19	TENNESSEE STATE DEPARTMENT OF EDUCATION	NASHVILLE	TN	
Region 4	Southeast	AWARE-21	TENNESSEE STATE DEPARTMENT OF EDUCATION	NASHVILLE	TN	
Region 5	Great Lakes	AWARE-20	ILLINOIS STATE BOARD OF EDUCATION	SPRINGFIELD	IL	
Region 5	Great Lakes	AWARE-18	INDIANA STATE DEPARTMENT OF EDUCATION	INDIANAPOLIS	IN	
Region 5	Great Lakes	AWARE-21	INDIANA STATE DEPARTMENT OF EDUCATION	INDIANAPOLIS	IN	
Region 5	Great Lakes	AWARE-20	MICHIGAN STATE DEPARTMENT OF EDUCATION	LANSING	MI	
Region 5	Great Lakes	AWARE-20	MINNESOTA STATE DEPARTMENT OF EDUCATION	ROSEVILLE	MN	
Region 5	Great Lakes	AWARE-21	MINNESOTA STATE DEPARTMENT OF EDUCATION	ROSEVILLE	MN	
Region 5	Great Lakes	AWARE-19	WISCONSIN STATE DEPT PUBLIC INSTRUCTION	MADISON	WI	
Region 6	South Southwest	AWARE-18	ARKANSAS STATE DEPARTMENT OF EDUCATION	LITTLE ROCK	AR	
Region 6	South Southwest	AWARE-18	LOUISIANA STATE DEPARTMENT OF EDUCATION	BATON ROUGE	LA	
Region 6	South Southwest	AWARE-21	LOUISIANA STATE DEPARTMENT OF EDUCATION	BATON ROUGE	LA	
Region 6	South Southwest	AWARE-21	NEW MEXICO PUBLIC EDUCATION DEPARTMENT	SANTA FE	NM	

Region 6	South Southwest	AWARE-18	OKLAHOMA DEPARTMENT OF EDUCATION	OKLAHOMA CITY	OK	
Region 6	South Southwest	AWARE-20	OKLAHOMA DEPARTMENT OF EDUCATION	OKLAHOMA CITY	OK	
Region 6	South Southwest	AWARE-21	OKLAHOMA DEPARTMENT OF EDUCATION	OKLAHOMA CITY	OK	
Region 6	South Southwest	AWARE-18	TEXAS STATE EDUCATION AGENCY	AUSTIN	TX	
Region 6	South Southwest	AWARE-21	TEXAS STATE EDUCATION AGENCY	AUSTIN	TX	
Region 7	Mid-America	AWARE-18	NEBRASKA STATE DEPARTMENT OF EDUCATION	LINCOLN	NE	
Region 7	Mid-America	AWARE-21	NEBRASKA STATE DEPARTMENT OF EDUCATION	LINCOLN	NE	
Region 7	Mid-America	AWARE-21	MISSOURI ST/DEPT/ELEMENTARY/SECNDRY EDU	JEFFERSON CITY	MO	
Region 8	Mountain Plains	AWARE-20	COLORADO STATE DEPT OF EDUCATION	DENVER	CO	
Region 8	Mountain Plains & National American Indian & Alaska Native	AWARE-20	MONTANA STATE OFFICE/PUBLIC INSTRUCTION	HELENA	MT	Y (Partial)
Region 8	Mountain Plains	AWARE-18	SOUTH DAKOTA DEPARTMENT OF EDUCATION	PIERRE	SD	
Region 8	Mountain Plains	AWARE-18	STATE OFFICE OF EDUCATION, UTAH	SALT LAKE CITY	UT	
Region 8	Mountain Plains	AWARE-20	WYOMING STATE DEPARTMENT OF EDUCATION	CHEYENNE	WY	
Region 8	Mountain Plains	AWARE-21	WYOMING STATE DEPARTMENT OF EDUCATION	CHEYENNE	WY	
Region 9	Pacific Southwest	AWARE-18	ARIZONA STATE DEPARTMENT OF EDUCATION	PHOENIX	AZ	
Region 9	Pacific Southwest	AWARE-21	ARIZONA STATE DEPARTMENT OF EDUCATION	PHOENIX	AZ	
Region 9	Pacific Southwest	AWARE-19	CALIFORNIA STATE DEPARTMENT OF EDUCATION	SACRAMENTO	CA	
Region 9	Pacific Southwest	AWARE-20	CNMI PUBLIC SCHOOL SYSTEM	SAIPAN	MP	
Region 9	Pacific Southwest	AWARE-20	NEVADA STATE DEPARTMENT OF EDUCATION	CARSON CITY	NV	
Region 10	Northwest	AWARE-20	ALASKA STATE DEPARTMENT OF EDUCATION	JUNEAU	AK	
Region 10	Northwest	AWARE-20	IDAHO STATE DEPARTMENT OF EDUCATION	BOISE	ID	
Region 10	Northwest	AWARE-20	WA/ST/OFF/SUPERINTENDENT/PUBLIC INSTRUCT	OLYMPIA	WA	
	National American Indian & Alaska Native	AWARE-19	SEMINOLE TRIBE OF FLORIDA	HOLLYWOOD	FL	Y
	National American Indian & Alaska Native	AWARE-18	SAGINAW CHIPPEWA INDIAN TRIBE	MOUNT PLEASANT	MI	Y
	National American Indian & Alaska Native	AWARE-21	CONFEDERATED SALISH AND KOOTENAI TRIBES	PABLO	MT	Y
	National American Indian & Alaska Native	AWARE-18	PUEBLO OF SAN FELIPE	SAN FELIPE PUEBLO	NM	Y
	National American Indian & Alaska Native	AWARE-18	LITTLE WOUND SCHOOL BOARD, INC.	KYLE	SD	Y
	National American Indian & Alaska Native	AWARE-21	LITTLE WOUND SCHOOL BOARD, INC.	KYLE	SD	Y
	National American Indian & Alaska Native	AWARE-18	LUMMI INDIAN BUSINESS COUNCIL	BELLINGHAM	WA	Y

MHTTC TA Response Plans



National American Indian and Alaska Native MHTTC

***Summary of Needs and Technical Assistance Plan for American Indian
and Alaska Native (AI/AN) Students***

As of December 1st, tribal grantees have not responded to the National American Indian and Alaska Native Center's request to participate in a needs assessment to identify needs of American Indian and Alaska Native youth in their states.

Based on needs identified in the field by our school mental health Center staff and expert consultants, we plan to facilitate ongoing series of trainings on School Mental Health during our 2021-2022 grant year focused on topics such as Balance (self-care), Care (parents & caregivers), Connection (culture), and Strength (resiliency). See details below:

- ***Mental Health Self-Care for Faculty & Staff***
 - Teacher & staff turnover and retention
 - Relieving teacher and staff stress
 - Showing teachers & staff they are valued / appreciated
- ***Mental Health for Parents & Caregivers***
 - Reconnecting parents into the school system & resources
 - Socialization for our children, especially focusing on youth that have not been exposed to a daily classroom setting or removed due to Covid
 - Empathizing with students
 - Discussing the importance of finding support systems & resources
 - Four Ps screen tool (Parents, Partners, Past & Present)
 - Positive Indian Parenting
- ***Mental Health and Our Culture***
 - Honoring traditions and grounding ourselves
 - Imparting Indigenous Ways of Knowing
 - The Power of Culture
- ***Mental Health and Our Strength***
 - Positive Psychology
 - Overcoming obstacles/trauma
 - Seeing the Good in Others & Ourselves

Other Needs Identified:

- Mental Health First Aid training
- Screening, Brief Intervention and Referral to Treatment (SBIRT)
- Native Youth and Suicide (increase since COVID)
- Social Emotional Supports for Educators (due to high educator turnover)
- Peer Specialist training
- Drug Prevention and Intervention training
- Social-Emotional Learning (SEL) and yoga
- Mental Health/Suicide Assessments
- Trauma Informed and AI/AN Culturally Adapted Trainings
- How to Engage Parents
- How to Reduce MH Stigma in Native Communities

Technical Assistance Plan:

- Introduce the National American Indian and Alaska Native MHTTC to Project AWARE grantees through scheduled office hours or other meeting and disseminate the Center's K-12 program guide
- Participate in Network-wide meetings with AWARE grantees to ensure broader availability of resources targeting mental health of AI/AN youth
- Collaborate/partner with Regional Centers to provide training/technical assistance in addressing the specific needs of school-aged AI/AN youth and their families by region, as requested
- Continue to develop training and products that address needs and topics requested including impact of COVID-19 on mental health of AI/AN youth and LGBTQ/2S Native youth, and Native-specific IEP training
- Develop and disseminate a quarterly newsletter targeting trends and issues in the following areas of mental health: Balance (self-care), Care (parents & caregivers), Connection (culture), and Strength (resiliency)



National Hispanic and Latino MHTTC

Project AWARE Grantees' Needs Assessment

Summary of Findings and Technical Assistance Plan for Hispanic and Latino Students

The National Hispanic and Latino MHTTC School Mental Supplement's purpose is to build and expand the capacity of school-based services to improve the implementation of mental health services to deploy appropriate safety responses and needed services for Hispanic and Latino students. We also aim to provide technical assistance to AWARE grantees to implement culturally and linguistically responsive school mental health (SMH) services directed to Hispanic and Latino students and families.

Summary of findings to address needs and challenges of Hispanic and Latino Students (based on results from four MHTTC Regional Centers):

Supports in place for schools serving Hispanic/Latino students

1. **Region 1:** Interest in finding supports and local knowledge to address the needs of Hispanic and Latino students, including wellness centers with culturally specific supports and materials
2. **Region 9:** Hiring more diverse mental health professionals; Migrant Nurse; Restorative Practices; Culturally Responsive Discipline; Family Adelante Community Training

Challenges and needs for addressing MH in Hispanic/Latino students

1. **Region 9:** Determining unique needs for Hispanic/Latino needs of students and their families
2. **Region 9:** Addressing stigma; need for trauma-informed and culturally responsive practices
3. **Region 10:** Grantees reported a gap in need, resources, and understanding for supporting Hispanic and Latino populations

Technical Assistance Plan:

- Introduce the National Hispanic and Latino MHTTC to Project AWARE grantees through scheduled office hours or other meeting, including an effort to more broadly understand how we can assist them by asking grantees to complete a brief online [Needs Assessment](#)
- Participate in Network-wide meetings with AWARE grantees to ensure broader availability of resources targeting mental health promotion and mental health disorder identification, prevention, referral, and treatment for Hispanic and Latino students and their families
- Collaborate/partner with Regional Centers to provide support in addressing the specific needs of school-aged Hispanic/Latino youth and their families by region, as requested
- Collaborate/partner with Regional Centers to provide training on cultural elements of the Hispanic/Latino population and how it impacts the mental health of school-aged Hispanic/Latino youth by region, as requested
- Collaborate/partner with Regional Centers to provide training in specific school mental health topics identified above, including stigma and trauma-informed and culturally responsive practices by region, as requested
- Collaborate/partner with Regional Centers to provide technical assistance on the importance of connecting school-aged Hispanic/Latino youth and their families to culturally and linguistically sensitive school mental health services by region as requested



The School Mental Health team from the New England MHTTC convened separate meetings with each state Project AWARE Grantee (PAG) team to review the needs assessment questionnaire and determine the training and technical assistance (TTA) needs for each state. Our team held these meetings in October and November of 2021 and provided the needs assessment questions to the PAGs to prepare for these conversations. We had separate meetings with the PAGs from Rhode Island, Connecticut, Vermont, and New Hampshire. Grantees provided documents related to the Project AWARE goals, deliverables, and partners/collaborations before these meetings and then provided verbal responses during these meetings to the remaining needs assessment questions.

Regional TTA Needs

There were several areas of overlap for TTA needs within Region 1, which varied depending on the stage of each project. While none of the grantees had a plan for equity or culturally-conscious project activities and interventions, they were interested in developing additional culturally-specific resources. All PAGs expressed that they needed additional TTA related to the following areas:

- **Workforce development and sustainability:** It has been challenging to recruit and retain sufficient clinical and paraprofessional staff. This has been due to the complexity in accessing available funding for staff positions; the shortage of qualified candidates, particularly in rural areas; and the low pay offered for these positions. Additional challenges include recruiting and retaining clinical staff that is culturally/linguistically reflective of the school and community populations, the lack of available, high-quality training for current staff, and the rapid staff turnover once they have been trained. These workforce-related issues have made it challenging to develop consistent and sustainable staffing structures to implement project activities.
- **Information sharing and communication:** Siloing of information and oversight was mentioned as a significant area of challenge, particularly given that New England states are particularly subject to local control over schools. This has resulted in difficulty in implementing consistent, evidence-based practices across the state. It has also been challenging for grantees to receive accurate information from their project school districts about the needs, challenges, and resources, which vary widely between schools and districts. PAGs have also experienced pushback within local areas about school-based mental health and whether schools are appropriate for such services. Further, grantees are concerned about using the data they have collected to best effect to evaluate project activities and report to local districts.
- **Multi-system complexity:** PAGs noted the difficulty in coordinating the goals and activities of their projects when they were governed and overseen by multiple state agencies, such as departments of mental health, child and family services, and education. This complexity extends to the difficulty in coordinating numerous funding and reimbursement systems, particularly when project mental health activities are implemented in varying ways that reflect limited local mental health resources and limited capacity for services.
- **Mental health literacy in the larger systems:** Many of the school districts within the region are struggling with the lack of general mental health literacy in leadership and school staff. Lack of awareness and knowledge about the importance of Project AWARE and other mental health activities has contributed to the resistance PAGs are regularly encountering.

Initial Training and Technical Assistance Plan Summary:



New England (HHS Region 1)

MHTTC

Mental Health Technology Transfer Center Network

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The New England MHTTC School Mental Health team is developing a TTA plan for each state, based on the information received during these discussions, but all four plans will include a plan for:

- Classroom WISE training and support to increase local and general staff mental health literacy
- Access to a curated library of recommended trainings that have been developed by the New England team related to more advanced or Project AWARE activities via our Video Library.
- Access to a Community of Practice based on our recent HealtheKnowledge (HEK) course: *Cultivating Compassionate School Communities that Respond to Trauma Effectively*
- State-specific invitations to join/access our HEART Collective resources and products (in development), which will support community mental health and school-community collaborations
- Project AWARE webinars and resources to address: workforce development and sustainability, equity and culturally-conscious and culturally relevant materials and interventions, data and evaluation for grantees, and persuasively communicating with school leadership about the needs and benefits of Project AWARE activities

All grantees expressed that they and their project schools are experiencing implementation fatigue and overwhelm with the volume of diverse resources. Further, they reported that staff is “burned-out” on webinars and other virtual training experiences that were not adequately oriented to local needs. As part of our implementation plan, we will be developing other modalities for support and training that include, but are not limited to, didactic pre-scheduled webinars offered during the school year. These resources may consist of tip sheets, on-demand videos, our HEK course, and short, subject-specific mini-lessons.



Project AWARE Grantees' Needs Assessment Summary of Findings and Technical Assistance Plan

Process

Prior to the development of a coordinated needs assessment, the Northeast and Caribbean MHTTC had been working closely with participating New York State Project AWARE schools to build upon prior collaborations and identify goals and technical assistance supports for the 2021-2022 school year. The needs assessment proposed by the Network Coordinating Office provided an additional opportunity to more thoroughly understand the Multi-Tiered System of Support (MTSS) structures and programming in place, as well as evolving needs, successes, and challenges. In November, our MHTTC school mental health team met with New York State Project AWARE co-coordinator, Laura Ficarra, and representatives from the Rensselaer City School District, the Buffalo City School District, and District 16, located in Bedford-Stuyvesant, Brooklyn to complete our assessment. Below is a summary of our findings and current technical assistance plan.

Summary of Findings

Challenges to School Based Mental Health

- Mental health stigma discouraging engagement in in-school supports and outside referrals
- Disruptions in Tier 1 programming following onset of COVID-19 pandemic and return to in-person learning
- Shortages in community referrals as increased turn-over and waitlists have accompanied onset of COVID-19 pandemic
- Increased mental health needs of both students and staff
- Sustainability of programming

Successes in Addressing Challenges

- Increased district-level support for comprehensive school mental health
- Increased student engagement in counseling, development and utilization of wellness centers and mindfulness rooms
- Progress in expansion and bolstering of Tier 1 resources and universal screening
- Success of train-the-trainer programs to support sustainability of programming

Technical Assistance Plan

- Provide TA support for general development of MTSS framework
- Provide TA sessions to support implementation of Tier 1 and Tier 2 evidence-based classroom interventions
- Provide TA sessions to support needs assessment and universal screening
- Provide webinars to educate parents and families about mental health
- Develop products to support mental health awareness for students, families, and school staff
- Provide TA support for implementation of Classroom WISE
- Share resources offered through the MHTTC school mental health initiative



Central East MHTTC | Region 3

Project AWARE Grantees' Needs Assessment

Summary of Findings and Technical Assistance Plan

Background

Project AWARE's is funded by the Substance Abuse Mental Health Services Administration. Its purpose is to increase awareness of the mental health issues throughout the state by training school personnel and other adults who interact with school-aged youth on how to detect, respond and connect children and families who may have mental health issues with the appropriate services.

The Project AWARE Grantees in HHS Region 3 are:

State/Jurisdiction	Grantee	School Districts
District of Columbia	Office of State Superintendent of Education	District-wide
Delaware	State Department of Education	Capital; Colonial; and Indian River
Maryland	State Department of Education	Baltimore City; Caroline; and Talbot
West Virginia	State Department of Education	Cabel; Harrison; Clay; Fayette; Logan; Wirt; Conecuh; Homewood City; and Jackson

Technical Assistance and Training Needs:

The Project AWARE Grantees in HHS Region 3 collectively and individually expressed a need to receive technical assistance and training in the following areas:

- Cultural responsiveness, inclusivity and implicit bias
- Collaboration and communication with local and state behavioral systems to integrate services and resources
- Tier 3 individualized instructional delivery consistent with individualized education programs (IEPs)

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(240) 645-1145



- Identification from peers on behavioral practices being utilized and lessons learned
- Interactive and collaborative association with the behavioral health system
- Financial sustainability

Technical Assistance and Training (T/TA) to be provided by the Central East MHTTC:

- Facilitate a monthly learning collaborative (January 2022-June 2022) on implicit bias, implementation and sustainability of cultural responsiveness/inclusivity and strategies.
- Facilitate up to four targeted T/TA sessions for Project AWARE Grantees to increase skills, knowledge and capacity to develop and sustain a collaborative relationship with their respective behavioral health systems.
- Facilitate eight trainings to Project AWARE Grantees in prevention strategies consistent with Tier 3 objectives consistent with individualized education programs (IEPs).
- Facilitate up to 8 peer-to-peer sessions for Project AWARE Grantees to learn from each other about evidence-based mental health practices that have been successfully implemented and sustained in local school districts.
- Provide targeted T/TA to Project AWARE Grantees on sustainability of school mental health systems.
- Continue to assess needs of Project AWARE Grantees throughout the 2021-2022 grant year and develop and implement T/TA accordingly.
- Project AWARE Grantees are invited to participate in all Central East MHTTC-sponsored T/TA opportunities; and will receive weekly announcements of the T/TA available in the region.

For more information please contact:

Dave Brown, Senior Associate: School-based Training and Behavioral Health Equities
Central East Mental Health Technology Transfer Center
Email: dbrown@danyainstitute.org



Southeast MHTTC | Region 4

Project AWARE Grantees' Needs Assessment

Summary of Findings and Training/Technical Assistance Plan

Process:

The Southeast MHTTC adapted its needs assessment survey from last year (and shared those items with the NCO for reference), and it hosted the annual AWARE grantee planning call on September 30, 2021. This approach provided consistency for our grantees, all of whom are familiar with the Southeast MHTTC staff, outreach methods, and have had previous opportunities to participate in training and technical assistance (TTA) planning.

The Southeast MHTTC used results from this process to identify collectively valuable supports and it continues to reach out to assess individual grantee team needs. Communication to individual SEA project coordinators occurs consistently and coaching is available using outcome and value-driven models for capacity development. The Southeast MHTTC is also planning to convene quarterly meetings with AWARE grantees in the region to facilitate peer learning, with the next quarterly meeting virtually happening on January 12, 2022.

Summary of Findings:

Input from the needs assessment was organized according to the survey and meeting agenda structure. Of the priority areas identified in 2020, all continue to be a priority for multiple grantees. These areas of continued priority are:

1. Sustainability of school mental health programs,
2. Student equity and inclusion in schools,
3. Communicating about school mental health to those who do not have mental health training, and
4. Staff wellness/cultures of care.

Training & Technical Assistance Plan:

The input from grantees is informing a robust offering of responsive TTA, and the TTA plan will continue to evolve. It includes an emphasis on providing collective and intensive TTA supports for topics related to sustainability, student experience of equity and inclusion through the SMH lens, and staff wellness as a culture of care system standard. There will be concerted effort to make TTA easy to access and readily actionable. The Southeast MHTTC will provide a variety of learning formats to meet grantee preferences, including live and recorded virtual learning sessions, quarterly grantee meetings with a focus on concrete tools and peer learning, concise products to inform specific strategies, and linkages to relevant resources. Additional TTA services are in development based on emerging needs and SAMHSA priorities.

Confirmed SEMHTTC SMH FY21/22 AWARE-specific TTA services

	Virtual Learning	Coaching	Products	Resources
Effective communication strategies for SMH			☑	☑
Equity and inclusion	☑			☑
Staff wellness	☑		☑	☑
Sustainability, including sustainability of telehealth initiatives	☑	☑		☑
Regional peer learning (quarterly)	☑			



Project AWARE Grantees' Needs Assessment
Summary of Findings and Technical Assistance Plan

Process:

The Great Lakes MHTTC convened with grantees in September 2021 for a regional meet and greet during the MHTTC Network and Project Aware Orientation meeting. During this time, we introduced the needs assessment, its purpose, process, participation expectation, and what to expect from the Great Lakes MHTTC for the remainder of the 2021-2022 grant year.

Grantees were sent an email again summarizing the needs assessment purpose and process and asked to either complete the Qualtrics survey or schedule a Zoom interview for the questions to be asked and answered orally. Grantees were given the questions ahead of time and encouraged to complete the assessment as a team. 5 of 7 grantees participated during the months of September and October. Multiple outreach attempts were sent the two other grantees without success. Outreach will continue to these grantees and the Great Lakes MHTTC will assess their needs and respond accordingly.

Once the assessments were complete, the Great Lakes MHTTC analyzed and summarized the findings. This data was used to develop the following plan of technical assistance that will be shared with Project AWARE grantees to develop concrete training and technical assistance plans.

Summary of Findings:

Upon reviewing each grantee's Needs Assessment, we found several common themes emerge:

1. Building, supporting, and sustaining multidisciplinary teams to effectively coordinate services is an ongoing challenge.
2. Funding streams and availability are difficult to access, utilize, and braid together.
 - a. Data collection and stigma education are needed to adjust funding priorities at state and district levels.
3. Cross-grantee/state collaboration and sharing opportunities are an effective and desired tool.
4. Educator and provider well-being is a key issue that needs to be addressed consistently.
5. Mental health provider shortages are a barrier in every state surveyed.

Technical Assistance Plan:

Our technical assistance plan is as follows:

1. Provide 4 monthly collaboration meetings focused on specific topics and themes found in the needs assessment utilizing regional experts to facilitate the conversation and provide consultation.
2. Utilize the National School Mental Health Best Practices: Implementation Guidance Modules and our process improvement trainers to develop an intensive TA project on building and sustaining effective multidisciplinary teams.
3. Maintain an updated resource library and training calendar on our Center website.
4. Provide additional training, upon request, to individual grantees and/or states.
5. Great Lakes MHTTC Liaison will attend MHTTC SMH Leads Check-In meetings and disseminate information to grantees as necessary.
6. Invite all grantees to participate in all Great Lakes MHTTC-sponsored School Mental Health learning opportunities throughout the year and alert all grantees of new available resources.



South Southwest (HHS Region 6)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

South Southwest MHTTC | Region 6

Project AWARE Grantees' Needs Assessment

Summary of Findings and Technical Assistance Plan

The South Southwest MHTTC has a long-standing relationship with the Project AWARE grantees in four of the five states in our region. One state has not had an AWARE grant previously, but has received one in 2021. In previous years, we have conducted interviews and developed landscape reports on the state's school mental health systems. We have also met regularly as an AWARE cohort to provide an opportunity for shared learning and peer-to-peer discussions. Our engagement with each state varies, but we have provided support for trainings, developed products and resources, and meet regularly with some teams to support planned activities.

After conducting a virtual listening tour with each of the Project AWARE award recipients for the current year, a plan was developed to support their unique needs. Individualized technical assistance is determined based on specific state needs, which included best practices for trauma-informed programs, the integration of social and emotional learning, staff wellness and resilience, and the creation of model school mental health policies.

At the systems level, the South Southwest MHTTC will be a part of the strategic planning process for grant planning and be responsive to emerging technical assistance needs. AWARE Leadership teams will continue to meet quarterly to share best practices, learnings and network with one another. The MHTTC hopes to bring AWARE state and local leaders together for an in-person leadership retreat, if travel becomes feasible.

The South Southwest MHTTC is working in partnership with two states to personalize the NCSMH Implementation Best Practice modules to address the specific legislative requirements of their states. In one state, the South Southwest MHTTC is assisting with the creation of the Safe and Supportive Schools Program (SSSP) modules and strategic playbooks that school mental health teams will utilize to develop strategic plans for school mental health system. The online modules will be enhanced through the support of regional coaches in best practice implementation, who will be trained through a School Mental Health Coaching Academy, conducted in partnership with the National Center for School Mental Health (NCSMH). Many of the Project AWARE states are utilizing the SHAPE assessment and, in order to assist, the South Southwest MHTTC is creating a SHAPE online training to support districts and schools in navigating the system.

To address the unique needs identified by several AWARE LEAs, a series entitled "Creating Supportive Environments for LGBTQIA2+ Students and Staff in Schools" was created. This four-part webinar series brings professionals from the school mental health field to share knowledge, lived experiences, affirming practices, and resources to create supportive spaces for the LGBTQIA2+ community in schools in our region. Additionally, many schools have reported increases in students at risk for suicide, and a training in suicide screening and safety planning is being designed to train school staff in best practices in prevention, intervention and postvention of suicidal ideation. To continue to strive to address educator wellness, several training opportunities will be provided for Stress Management and Resiliency Training (SMART); an evidence-based training to increase overall well-being.

To address adversities experienced by students in schools, the South Southwest MHTTC is offering three opportunities for licensed clinicians and school staff to receive evidence-based training. The Trauma and Grief Component Therapy for Adolescents training and learning collaborative begins in December 2021. This two-day

training includes ongoing coaching, consultation and collaboration through August 2022. The Cognitive Behavioral Intervention for Trauma in Schools (CBITS) will launch in January 2022 and the Supporting Students Exposed to Trauma (SSET) will launch in February 2022. Both CBITS and SSET are two-day trainings that include ongoing coaching, consultation and collaboration through June 2022. The Trauma Sensitive Schools Collaborative led by the South Southwest MHTTC continues to meet quarterly. The South Southwest MHTTC looks forward to continuing to support all five states in the region to meet the goals of their Project AWARE grants.



Mid-America MHTTC | Region 7
Project AWARE Grantees' Needs Assessment
Summary of Findings and Technical Assistance Plan

Process:

Mid-America MHTTC began meeting with Project AWARE leads in the region (one grantee) beginning in August 2019. The purpose of these meetings was to discuss needs from Project AWARE sites, review trainings available to Project AWARE grantees from the Mid-America MHTTC and the MHTTC Network, and align initiatives, such as implementation of comprehensive school mental health best practices and multi-tiered systems. Since then, Mid-America MHTTC and the Project AWARE leads have met twice per year, for a total of 4 leadership meetings. Given our previous relationship with the Project AWARE Grantee leadership teams and site leaders, needs were collected at the leadership meeting held in August 2021. Of note, one Project AWARE grantee (of three total) in our region was unresponsive to our communication attempts via email, including an attempt from the MHTTC NCO to the GPO.

Summary of Needs:

- Alignment of state-wide and national initiatives around comprehensive, multi-tiered, and evidence-based school mental health implementation
- Training of Project AWARE grantee sites in:
 - National School Mental Health Best Practices: Implementation Guidance Modules
 - The School Health Assessment and Performance Evaluation System (SHAPE)
- Sustainability planning and preparation
- Coordination of free training opportunities

Technical Assistance Plan:

- Co-host inaugural Nebraska School Mental Health Institute with State Department of Education/Project AWARE leads: State-wide training around National School Mental Health Best Practices: Implementation Guidance Modules
 - Include all Project AWARE Grantee sites
 - Include both training and training-of-trainers components
 - Include SHAPE Assessment Tool training
- Technical assistance with Project AWARE Grantee leads/State Department around state-wide implementation of comprehensive systems of school mental health
- Regular (quarterly) meetings with Project AWARE leadership at the State Department to discuss upcoming trainings and needs
- Promotion of training opportunities provided by Mid-America MHTTC and other MHTTCs, as well as trainings/opportunities from agencies within our four-state region
- Dissemination of monthly newsletter, including calendar of events, to Project AWARE leaders and sites via our listserv



Mountain Plains MHTTC | Region 8

Summary of Project AWARE Needs Assessment Findings and Technical Assistance Plan

The MP MHTTC initially met with Grantees during a national orientation that took place in September 2021. The intent of the needs assessment was explained as were general expectations of technical assistance. The needs assessment was administered to each state lead in individual virtual interviews in October. The MP MHTTC then analyzed and summarized findings and used that information to develop a plan of technical assistance which was shared with Grantees in November.

Summary of Findings/Themes:

1. COVID-related anxiety related to uncertainties, additional expectations put on staff, inconsistencies, political turmoil (e.g., masks, vaccines), etc. Staff is overwhelmed and overburdened.
2. Stigma. Perception of mental/behavioral health needs is lacking in some areas, and particularly in rural areas
3. Staff shortages (hiring and retention) have resulted in lack/reduced delivery of services. There's a high turnover due to COVID-related stress/illness as well as difficulty hiring and/or retaining in rural areas.
4. Data:
 - a. Difficulty collecting data due to staff shortages. Some of this has been mitigated by hiring outside sources.
 - b. Concerns that some measures (e.g., NOMS) are not appropriate for school-based services. Perception that NOMS is a therapeutic interview and meant more for clinical intervention.
 - c. Need for data measurements that are efficient, meaningful, and not time consuming
5. Clarity of supports:
 - a. Request for more guidance to understand current/future expectations to implement the program effectively
 - b. Need for clarity as to the technical assistance MP MHTTC is expected to provide
 - c. Request for PA specific calendar with quarterly/annual deadlines, training opportunities, etc.
6. Sustainability:
 - a. Identify essential pieces that need to continue, next steps, as well as knowing how to implement
 - b. How to leverage resources and funding to support sustainability
7. Request of support network to consult for difficulties, ideas for implementation/ fidelity, and to share resources
8. Trainings needed:
 - a. Working with diverse populations needed for some regional areas
 - b. How to educate community members about mental health needs of youth and reduce stigmatization
 - c. Some schools require foundational SEL trainings as well as more advanced trainings related to MTSS

Technical Assistance Plan:

1. Facilitate monthly virtual learning/collaboration meetings focused on current needs as well as providing resources and supports for areas of concern identified during the needs assessment, such as:
 - a. Sustainability
 - b. MTSS and foundational SEL supports
 - c. Working with diverse populations
 - d. Decreasing stigma associated with receiving mental health/behavioral health supports
 - e. Staff wellness
2. Develop and maintain an electronic collaboration space (Google Group)
3. Develop and maintain an electronic resource collection (Google Drive)
4. Provide intensive training, upon request, to individual grantees to enhance existing training efforts
5. MP MHTTC Liaison will continue to attend MHTTC SMH Leads Check-In meetings and disseminate information to grantees as necessary
6. All grantees will be invited to participate in all (and other) Mountain Plains MHTTC-sponsored School Mental Health opportunities throughout the year and will be alerted of new resources

Who are our regional AWARE Grantees?

In Year 4, our Center will provide the four Region 9 AWARE grantees (Arizona, Commonwealth of the Northern Mariana Islands, Nevada, and California) targeted technical assistance for systems change leadership.

- Arizona: AWARE 2018 and AWARE 2021, housed at the the Arizona Department of Education (ADE) and Arizona Health Care Cost Containment System (AHCCCS)
- [California](#): 2019 - called Project Cal-Well (note Project Cal-Well was also a AWARE 2014 grantee)
- [Nevada](#): AWARE 2020 (note Nevada was also an AWARE 2014 grantee but with different leadership)
- [CNMI](#): AWARE 2020 - called HALIGI AWARE- Affirming Locally-Inclusive Grant Initiative for Advancing Awareness and Resilience in Education; Under the Office of Student & Support Services

Note that Hawaii was an AWARE 2014 grantee and is in our region, but not included in the MHTTC AWARE intensive TA provision of services.

How was data collected?

From August-November 2021, all Pacific Southwest MHTTC Project AWARE grantees provided feedback in one or more of these three approaches we took to listening and learning from our region's leaders:

- **Region 9 AWARE Communities of Practice (CoP)**: Our Pacific Southwest MHTTC provides a monthly AWARE Region 9 community of practice in Year 4 (August 2021- August 2022). The monthly community of practice allows for state education agency leads, local education agency leads, and evaluators to build and share implementation resources and advice by role and across teams and access peer support, collaboration, and mutuality. The CoP was formerly facilitated through the [National Training and Technical Assistance Center for Child, Youth, & Family Mental Health](#) (NTTAC) in FY2020. Through discussions, questions, and asks surfaced in the CoP, we were able to hear themes of needs and TA services to help them lead their AWARE work.
- **One-on-one Meetings**: Some grantees sent in feedback directly via email or met with a TA specialist in response to our invitation for needs assessment dialogue.
- **Online Survey**: State leadership teams were provided with a link to a Google Form and invited to disseminate it to any partners.

Summary of Needs and Our Center's Support Plan

The following is a summary of needs and resources; the supports listed are a sample of our menu of programming and are subject to change.

Top Theme	Specific Needs of Region 9 AWARE grantees	How Region 9 will Support / TA Plan
Addressing Critical Workforce Shortage &	<ul style="list-style-type: none"> • Need innovative partnerships and pathways for workforce recruitment and retention • Licensure and onboarding navigation 	<ul style="list-style-type: none"> • A Conversation with Survivors and COVID-19 Long-Haulers: Implications for School and Mental Health

Retention:	<ul style="list-style-type: none"> for cross-over professionals Resources are not meeting the real time lack of resources and workforce Acute staff burnout and compassion fatigue at all levels of leadership 	<ul style="list-style-type: none"> Trauma and Grief Component Therapy for Adolescents Learning Collaborative (co-sponsoring with Region 6 MHTTC) Peace from Anxiety Learning Series, Book Club, and individual coaching (coming January - August 2022)
Grant Leadership & Facilitation Soft Skills:	<ul style="list-style-type: none"> Creating opportunities for cross sector dialogue Understanding internal state and district stakeholders and change makers How to bring multiple large state agencies to the table and facilitate dialogue 	<ul style="list-style-type: none"> Organizational Grief Readiness: School & Mental Health Grief Readiness Adaptive Leadership for Mental Health Professionals Project AWARE Pacific Southwest Community of Practice August 2021-August 2022 Young Professionals Learning Community (PLC) Adaptive Leadership trainings Bold Conversations Series
Systems & Policy Leadership:	<ul style="list-style-type: none"> Ongoing COVID-19 response and recovery Responding to widespread grief and loss, changes in suicide risk School mental health referral pathways How to demonstrate progress toward policy change Prioritization and collaboration with other agency initiatives 	<ul style="list-style-type: none"> Grief Sensitivity Virtual Learning Series (in collaboration with the MHTTC Network) West Coast Interconnected Systems Framework Practice Lab (in collaboration with the Northwest MHTTC) - forthcoming Comprehensive School Mental Health Champion Learning Collaborative (including a focus on the School Mental Health modules & Classroom WISE)
Focused Population Needs:	<ul style="list-style-type: none"> Rural and remote areas lack access to virtual training options Native American and Pacific Islanders do not have a repository of evidence-based resources for school mental health and have additional challenge of rebuilding resources to be culturally attuned. 	<ul style="list-style-type: none"> Follow-up programming related to the American Indian/Alaska Native talking circles (June 2021) Intensive TA for the Commonwealth of the Northern Mariana Islands. See TA plan here. This includes adopting CLAS standards for Pacific Islands education and mental health systems

Our region's TA specialty focuses on the skills, knowledge, and approaches essential to leading complex systems towards equitable outcomes. In addition to the aforementioned programs, we will: collaborate within the MHTTC Network to design responsive trainings, provide AWARE grantees individualized technical assistance (coaching, consulting, resource identification, peer-connecting), continue to update [our region's school mental health webpage](#) to provide AWARE-responsive resources, and continue to create programming that meets not only AWARE grantees' needs, but that of our broader region.



NW MHTTC | Region 10

Project AWARE Grantees' Needs Assessment

Summary of Findings and Technical Assistance Plan

Process:

The Northwest MHTTC convened grantees in September 2021 for a launch meeting that aimed to contextualize the learning during the National Orientations. During this time, we introduced the needs assessments, its purpose, process, participation expectation, and what to expect from their technical assistance providers after the data were summarized.

Due to scheduling conflicts, we utilized a Google Form as our means to data collection. Grantees were encouraged to complete the assessment as a team; however, only the state lead was required. All grantees participated during the months of September and October.

Once all assessments were complete, the NW MHTTC analyzed and summarized the findings. These data were used to develop a proposed plan of technical assistance and measurable objectives.

Grantees convened at the end of October to review the [summary of findings](#) as well as the plan for technical assistance. Grantees reported accuracy in the summarized findings and believe the proposed technical assistance plan will enhance their work while not duplicating existing efforts. After grantees expressed their approval and support of the plan, the NW MHTTC submitted their findings and technical assistance in the Needs Assessment Shared Template provided by the NCO.

Summary of Findings:

Upon reviewing each grantee's Needs Assessment, we found several common themes emerge:

1. Effects of COVID are exacerbated and affecting systems, adults, and students alike.
2. There is a need for support in sustainable hiring and infrastructure.
3. There is a lack of clarity for the role of the NW MHTTC as a technical assistance provider.
4. Grantees desire targeted, not generalized, resources and meetings.
5. Grantees report that cross-grantee collaboration and problems solving opportunities are the most effective means to support their goals.
6. Data and Measurement lacks clarity, capacity and confidence across grantees.
7. Grantees reported a gap in need, resources, and understanding for supporting Hispanic and Latino and American Indian/Alaskan Native populations.

Technical Assistance Plan:

Our technical assistance plan is as follows:

1. Facilitate 6 grantee learning/collaboration meetings, using a problem of practice protocol, focused on the themes found in their needs assessment:
 - a. Diverse Hiring Recruitment & Retention and Infrastructure Sustainability
 - b. Educator Trauma & Well-Being
 - c. Data
 - d. Destigmatizing & Addressing Misconceptions about Mental Health
 - e. Screening
 - f. State Level ISF/MTSS
2. Develop targeted monthly newsletters aligned to themes in needs assessment.
3. Maintain an organized electronic collaboration space.

4. Provide intensive training, upon request, to individual grantees and/or to enhance existing training efforts (e.g. conference and PLCs).
5. Continue to attend NCO Leads Check-In meetings and disseminate information as necessary.
6. All grantees will be invited to participate in all (and other) Northwest MHTTC-sponsored School Mental Health opportunities throughout the year and alerted of new resources.