

THE INSTITUTE FOR INNOVATION & IMPLEMENTATION

Integrating Systems • Improving Outcomes

IDEAS



@ The Institute

is a dynamic and interactive online learning
hub for individuals working in children's
services, including youth and families.

CATALOGUE



UNIVERSITY *of* MARYLAND
SCHOOL OF SOCIAL WORK
THE INSTITUTE FOR INNOVATION
AND IMPLEMENTATION



The Technical Assistance Network, in its current role operating the National Training and Technical Assistance Center for Child, Youth, and Family Mental Health, coordinates learning communities to address the most pressing needs of providers working in children’s behavioral health. The webinars and workshops developed by the learning communities are highlighted here for on-demand learning.

Instructions for Accessing Courses in Ideas@theInstitute:

1. Navigate to Ideas@theInstitute: <https://theinstitute.myabsorb.com/#/public-dashboard>
2. Use the purple LOGIN button in the upper right of the screen to either login to your existing account OR create a new account.
3. Once you are in Ideas@theInstitute, return to this catalogue and click on the title of the course you are interested in accessing.
4. You will be taken directly to your course. Use the ENROLL button in the upper right corner to enroll in this learning community and receive further updates.
5. Stuck? Use our video guide to navigate Ideas@theInstitute: <https://youtu.be/00iFy89T3d0>

Course Levels

| | |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
|  Foundational |  Advanced |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|

TABLE OF CONTENTS

[Click on the content to go to each section.](#)

| | |
|--------------------------------------------------------------------------|-----------|
| Early Childhood Learning Community..... | 4 |
| Rural Mental Health Learning Community | 8 |
| System of Care Leadership Learning Community..... | 11 |
| Young Adult Services & Supports Learning Community | 18 |
| Youth with Co-Occurring Disorders Learning Community | 21 |
| Youth Leadership Learning Community | 22 |
| Early Psychosis/Clinical High Risk for Psychosis Learning Community..... | 24 |
| Cultural & Linguistic Competency Learning Community | 27 |
| Family Leadership Learning Community | 33 |

Early Childhood Learning Community

The Early Childhood Learning Community is an opportunity for professionals working to support the needs of young children and families to dialogue with peers and experts on a range of topics and models to support the development, growth, and sustainability of integrated, comprehensive, and collaborative infant and early childhood mental health systems.



LEAD CONTACTS:

Kate Sweeney Wasserman: kate.wasserman@ssw.umaryland.edu

Lauren Rabinovitz: lar99@georgetown.edu

| Course | Lesson | Lesson Description | Level |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Welcome and Introduction | Welcome to the Early Childhood Learning Community! | Meet our learning community leaders and learn more about the TA Network's Early Childhood Learning Community. | F |
| Assessments and Diagnosis | Making Appropriate Diagnoses and Establishing Eligibility for IECMH Services: DC:0-5™ | This session explores resources on the unique considerations needed in understanding behavioral challenges in young children and the specific tools available to help in the highly complex process of assessing and diagnosing the early childhood population. | F |
| Components of an Early Childhood System | Designing and Implementing Early Childhood SOC's | This session focuses on specific considerations for designing, implementing, and sustaining early childhood systems of care that serve young children with behavioral health concerns and their families. | F |
| Designing and Implementing Early Childhood SOC's | Applying Trauma-Informed Approaches to Early Childhood Systems and Interventions Part 1 | In Part 1 of this session, Amy Hunter from Georgetown University discusses Head Start's approach to trauma-informed early childhood interventions, and Caroline Roben and Amanda Costello from the University of Delaware share specifics about their Attachment Biobehavioral Catchup model. | F |
| Designing and Implementing Early Childhood SOC's | Applying Trauma-Informed Approaches to Early Childhood Systems and Interventions Part 2 | In Part 2 of this session, participants engage in a "flipped webinar" where they converse directly with the expert presenters to discuss applications and adaptations of trauma-informed approaches within their own communities and settings. | F |

| | | | |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>Designing and Implementing Early Childhood SOC's</p> | <p>Improving Policy, Systems, and Services</p> | <p>This session explores issues related to the special considerations of integrated systems of care in addressing the social, emotional, and mental health needs of infants, toddlers, and young children. Topics include the importance of understanding caregiver stresses, mental health status, and corresponding referral opportunities; engaging a range of community-based providers in the disciplines of child welfare, health, mental health, home visiting, and education; and services that span promotion, prevention, intervention, and recovery.</p> | <p>F</p> |
| <p>Early Childhood Service Array</p> | <p>Home Visiting and Systems of Care</p> | <p>This session is designed to inform early childhood professionals about the various complementary services and systems that promote growth and development for children and caregivers.</p> | <p>F</p> |
| <p>Early Childhood Service Array</p> | <p>Implementing Mental Health Consultation into Home Visiting</p> | <p>This month's Early Childhood SOC Learning Community topic was innovative approaches to integrating home visiting into early childhood systems of care. Linda Delimata from Illinois Children's Mental Health Partnership provided an overview of the model of home visiting in her state. This was followed by open discussion and an opportunity for other states and communities to share successes, challenges, and ideas on home visiting and early childhood systems of care.</p> | <p>F</p> |
| <p>Evaluation and Performance Monitoring</p> | <p>Introduction to the CMHI National Evaluation Early Childhood Tools</p> | <p>This session introduces new tools from the National Evaluation of the federal Children's Mental Health Initiative, explains why the National Evaluation is collecting early childhood data, and reviews how the tools can be used by systems of care serving early childhood populations.</p> | <p>F</p> |
| <p>Evaluation and Performance Monitoring</p> | <p>University of Minnesota – Assessment and Progress Monitoring in Early Childhood</p> | <p>This session introduces the role of progress monitoring as a part of the "Minnesota Model" for early childhood education.</p> | <p>F</p> |
| <p>Family Voice</p> | <p>Engaging Family Voices: ZERO TO THREE's Think Babies™ Campaign</p> | <p>The power of family stories goes far in communicating the specific needs and contexts of early childhood systems and services. In this session, Amanda Perez and Lindsay Usry from ZERO to THREE presented on their national THINK BABIES Campaign and shared opportunities to learn from this approach to engage families in community education events and provide opportunities to elevate the voice of early childhood work.</p> | <p>F</p> |
| <p>Family Voice</p> | <p>A Grand Plan: ZERO TO THREE'S National Survey of Grandparents Who</p> | <p>This session addresses the importance of responding to and supporting grandparent-led families in early childhood systems. Rebecca Parlakian and Kathy Kinsner from ZERO to THREE will present on their recent survey of grandparents</p> | <p>F</p> |

| | | | |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| | Care For Grandchildren | caring for their grandchildren, and participants will learn about how organizations serving infants and young children can better support and engage multi-generational families. | |
| Family Voice | National Early Childhood Family Network - 2018 LAUNCH Family Leadership Summit | Project LAUNCH supported the development of a national family-led network for family participation focused on strengthening early childhood services and supports. | F |
| Family Voice | Parent Peer Support | Family voice and family peer navigation is a key principle within system of care. This session covers how to engage family perspective and experiences to inform decisions about service provisions, program design and how to utilize peer navigation for caregivers to sustain engagement in services. | F |
| Financing Strategies and Sustainability | Exploring State Strategies for Financing Infant and Early Childhood Mental Health Assessment, Diagnosis, and Treatment | In this session, policy and finance staff from ZERO to THREE share their national work focusing on efforts to understand sustainable financing across the continuum of promotion, prevention, diagnosis, and treatment for early childhood settings and systems. Specific topics include a recent Financing Policy Project and the Healthy Steps model. | F |
| Financing Strategies and Sustainability | Sustainable Financing Strategies for Infant and Early Childhood | This session explores how to leverage diverse financing and sustainability opportunities within the disciplines of education, health, mental health, early intervention, and child welfare to support clinical work. | F |
| Reflective Practice | Using the “Facilitating Attuned Interactions” FAN approach as a Tool for Strengthening Early Childhood SOC’s | This session introduces participants to the exercise of reflective practice and its uses within early childhood systems of care. The FAN approach includes listening to and learning from others; thinking deeply about an interest, issue, event, or practice from different perspectives; being honest about all aspects of practice including elements that are positive and those that are of concern; and monitoring pedagogy as part of a cycle of continuous improvement. | F |
| Service Models and Delivery | Implementing Mental Health Consultation into Home Visiting | This session explores innovative approaches to integrating home visiting into early childhood systems of care. Linda Delimata from the Illinois Children’s Mental Health Partnership provides an overview of the model of home visiting in her state and participants from other states/communities discuss successes, challenges, and ideas on home visiting and early childhood systems of care. | F |

| | | | |
|------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Service Models and Delivery | Improving Policy, Systems, and Services | This session focuses on how to design an evaluation and use data to improve early childhood systems of care, and how to translate evaluation findings to effectively describe positive impacts and return on investment to policy makers and other partners. | F |
| Service Models and Delivery | Infant and Early Childhood Mental Health Consultation | This session highlights a few notable evidence-based services and approaches to mental health consultation that are designed to serve the child in the family and community context. | F |
| Workforce Development | Workforce Development: A Key to Spreading and Sustaining Systems of Care | This session covers the importance of a highly qualified workforce to early childhood systems, the range of workforce development efforts, and the challenges and opportunities in coordinating workforce development among professionals from diverse disciplines. | F |

Rural Mental Health Learning Community

The Rural Mental Health Learning Community focuses on challenges and innovations in developing systems of care for children, youth, and young adults with significant needs and their families in rural areas. This Learning Community welcomes family members, youth, service providers, and all system of care stakeholders and partners working to build sustainable systems of care with high quality services and supports, improve access to care, and promote cultural responsiveness.



LEAD CONTACTS:

Shannon Robshaw: srobshaw@ssw.umaryland.edu

Christina Paternoster: christinamariep@pm.me

Matt Buckman: dmattbuckman@gmail.com

| Course | Lesson | Lesson Description | Level |
|---------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Building Service Capacity | Adapting Oregon's CSC program, the EASA to Rural and Frontier Settings | This session examines Oregon's early psychosis model, EASA, and adaptations and lessons learned from rural and frontier site development and implementation. | F |
| Building Service Capacity | Implementation Resources and Support Available through HRSA's Federal Office of Rural Health Policy | This session educates participants about telehealth resources available through HRSA's Federal Office of Rural Health Policy and highlights three sites that have implemented innovative telehealth strategies with HRSA's support. | F |
| Building Service Capacity | MRSS Implementation | This session focuses on implementation strategies for Mobile Response and Stabilization Services (MRSS) in rural areas and features presentations from Liz Manley, who is part of the faculty for the TA Network's MRSS Peer Curriculum, and leaders from Utah's system of care. | F |
| Building Service Capacity | Strategies for Network Development | This session highlights communities' experiences in implementing Mobile Response and Stabilization Services, evidence-based practices, and the use of telebehavioral health. | F |
| Building Service Capacity | Strategies for Workforce Development | This session explores innovative strategies for addressing workforce strategies in rural communities and includes presentations by Ginger Meyer, SIU School of Medicine, and Matt Buckman, Clinical Director, Trauma Based Behavioral Health, regarding services and supports. | F |

| | | | |
|--------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Creating a Culturally Welcoming System | Creating a More Equitable System for Stakeholders with Diverse SOGIE | This session focuses on the importance of developing strategies for working with children, youth, and young adults with diverse sexual orientation, gender identities, and gender expression and provides guidance to communities beginning this work. | F |
| Creating a Culturally Welcoming System | Partnering with Faith based Organizations | This session focuses on developing partnerships with faith-based organizations and presents guidance for engagement methods and shares experiences of local communities from Texas, Florida, and Virginia. | F |
| Creating a Culturally Welcoming System | Rural Grandfamilies: Tailoring Services for Their Unique Challenges | Rural grandparents face unique social, financial, physical and mental health challenges when they accept the challenge of raising their grandchildren with behavioral health needs . This recorded session of the System of Care (SOC) Rural Learning Community shared lessons learned in designing and providing services from both a provider and family point of view. | F |
| Partnering with Families and Youth | Building Capacity for Peer Support | This session shares strategies for building capacity of peer support providers, including recruitment mechanisms and training and certification approaches. Karla Bennetts from Families CARE in Nebraska and Sayre Savage with Youth MOVE Maine are featured presenters. | F |
| Partnering with Families and Youth | Building Effective Partnerships with Schools | School systems present a range of potential opportunities and challenges for families dealing with behavioral health needs. This session presents strategies and lessons learned from three organizations actively partnering with local school systems to better serve and support children and youth with behavioral health disorders and their families. | F |
| Partnering with Families and Youth | Building Family Leadership and Voice | This session shares strategies that provider agencies and system of care leaders can use to increase genuine family engagement and strengthen partnerships with family-run organizations. Presenters highlight examples of how family-run organizations work successfully in rural and frontier areas. | F |
| Partnering with Families and Youth | Family and Youth Engagement | This session highlights common challenges to engaging families and youth in rural and frontier communities and shares the perspectives on family and youth leaders on strategies and tips shown to be effective. | F |

| | | | |
|-------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>Responding to the Opioid Epidemic</p> | <p>Opiate Impact on Families</p> | <p>This session focuses on strategies for working with families who are struggling with the impacts of opiate addiction, including sharing resources and lived experiences.</p> | <p>F</p> |
| <p>Responding to the Opioid Epidemic</p> | <p>Understanding the Opioid Crisis & Community Strategies</p> | <p>This session addresses the impact of the current opioid epidemic on the development of systems of care for children, youth, and young adults with significant behavioral health needs and their families in rural areas.</p> | <p>F</p> |
| <p>Wraparound Implementation</p> | <p>Implementing Wraparound in Rural Communities</p> | <p>This session explores strategies for serving rural communities with the same high quality, high fidelity Wraparound as provider saturated urban centers.</p> | <p>F</p> |
| <p>Wraparound Implementation</p> | <p>Wraparound and System of Care Implementation</p> | <p>This session focuses on strategies for implementing fidelity Wraparound and systems of care in rural areas. Partner presenters from Louisiana and Texas share their experiences from both state-level initiatives and local implementation efforts.</p> | <p>F</p> |

System of Care Leadership Learning Community

The System of Care (SOC) Leadership Learning Community is designed to support leaders in their efforts to develop, expand, and sustain the SOC approach. The Learning Community meets monthly and addresses topics of importance to leaders in states, communities, tribes, and territories, including those with and without federal grants. The Learning Community welcomes participants in any leadership role, such as directors, coordinators, family and youth leaders, and leads in content areas including social marketing and strategic communications, cultural and linguistic competence, evaluation, partner youth- and family-serving systems, early childhood, transition age youth and young adults, and others.



LEAD CONTACTS:

Denise Sulzbach: dsulzbach@ssw.umaryland.edu

Beth Stroul: bethstroul@gmail.com

| Course | Lesson | Lesson Description | Level |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Child Welfare | Improving Outcomes for Youth Dually Involved in Juvenile Justice and Child Welfare Systems: Spreading Lessons Learned from Implementation of the Crossover Youth Practice Model | This session provides an overview of the Crossover Youth Practice Model (CYPM) developed by Georgetown University's Center for Juvenile Justice Reform as an evidenced-based system reform model to impact this population. The session highlights jurisdiction-based examples from communities across the county that have addressed the needs of this population in various ways, including implementation of the CYPM, and the changes in process and outcome measures as a result of implementation. | F |
| Child Welfare | Strategies for Preventing Custody Relinquishment for Mental Health Services | This session focuses on the issue of parents relinquishing custody of their children solely to obtain mental health services that they could not access otherwise. Presenters review the extent to which this practice continues, the progress that has been achieved in reducing its occurrence, and the approaches used by states to prevent it. The presenters also highlight the strategies of two states and their impact, along with recommendations for how other states and communities can implement similar approaches. | A |
| Cultural and Linguistic Competence and Behavioral Health Disparities | Systems of Care Leadership: Beyond Impact Statements: Addressing Behavioral Health Disparities | This session focuses on addressing behavioral health disparities in system of care expansion. SAMHSA requires grantees to submit Behavioral Health Disparity Impact Statements (BHDIS) within 60 days of new awards. This session reviews the BHDIS, including its importance, how to gather data, and statement components. Beyond the | F |

| | | | |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| | | BHDIS, presenters discuss utilizing data and BHDIS for addressing disparities on an ongoing basis. This session is helpful for new system of care expansion grantees, as well as any jurisdictions interested in strengthening their strategies to eliminate disparities. | |
| Early Childhood Systems of Care | Considerations for System of Care Leaders for Serving Young Children and their Families | This session focuses on serving young children and their families with the system of care approach and addresses areas that should be considered at both the system and service delivery levels to effectively meet the needs of this population. Two leaders of early childhood system development efforts discuss what it takes for system of care leaders to affect change and build early childhood services and supports and also present an overview of considerations in expanding early childhood systems of care. | F |
| Family and Youth Leadership | Current Issues and Opportunities for Working with Family and Youth-Run Organizations in Systems of Care | This session focuses on the importance of strong relationships with family- and youth-run organizations at state and local levels in systems of care for children, youth, and young adults and their families. Topics include: the need to grow involvement from one family and one youth to many families and youth, the benefits of working with family and youth organizations, the roles of family and youth organizations in systems of care, the roles of family leads and youth specialists, and the inclusion of family and youth organizations in system of care governance. | F |
| Family and Youth Leadership | Operationalizing Family and Youth Leadership in Systems of Care | This session focuses on how to operationalize family and youth leadership in all phases of system of care development and expansion. Presenters share a framework with specific questions and strategies that can be used to guide the implementation of family- and youth-driven approaches. | F |
| Family and Youth Leadership | Strategies for Operationalizing Youth Voice and Leadership in Systems of Care | This session focuses on approaches for incorporating youth voice and leadership in all aspects of system of care implementation and expansion. Presenters identify best practices for operationalizing youth engagement at multiple levels of systems of care and share a tool with specific indicators that can be used to assess progress. Presenters also help leaders reflect on strengths and opportunities for implementation in their sites and access resources to support their efforts. | F |
| Financing | Match Requirements for System of Care Grants | This session focuses on requirements for matching funds for SAMHSA System of Care Grants and strategies for fulfilling these requirements. Federal representatives address questions about match requirements and other relevant topics. | F |

| | | | |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>Financing</p> | <p>SOAR for Children (SSI/SSDI Outreach, Access, and Recovery)</p> | <p>This session introduces the new SOAR Child Curriculum, an online course designed by the SAMHSA SOAR TA Center to increase access to Supplemental Security Income (SSI) for children and youth under the age of 18 with disabling conditions who experience or are at risk of homelessness. It also reviews how system of care providers can integrate this content into programming and referral processes to ensure that children and youth receive the right combination of services to best suit their current and future needs.</p> | <p>F</p> |
| <p>Financing</p> | <p>Developments and Opportunities in Financing</p> | <p>This session provides information on changes and opportunities in the financing landscape for children’s behavioral health to advance system of care reforms, particularly within Medicaid and child welfare delivery systems. Topics include the Center for Medicare and Medicaid Innovation’s Integrated Care for Kids (InCK) model, the Family First Prevention Services Act (FFPSA), and the Social Impact Partnerships to Pay for Results Act (the "Results Act").</p> | <p>A</p> |
| <p>Financing</p> | <p>Preparing to Develop a Financing Plan</p> | <p>This session focuses on creating a financing plan to expand the system of care approach. SAMHSA grantees are required to develop financing plans in year two of expansion and sustainability grants and to implement these plans by year three. This session includes information on what should be included in financing plans, how to prepare, and how to conduct the initial steps of financial planning. It also includes a dialogue about financing that is important to system of care grantees and to states, communities, territories, and tribes without grants.</p> | <p>A</p> |
| <p>Juvenile Justice</p> | <p>Improving Outcomes for Youth Dually Involved in Juvenile Justice and Child Welfare Systems: Spreading Lessons Learned from Implementation of the Crossover Youth Practice Model</p> | <p>This session provides an overview of the Crossover Youth Practice Model (CYPM) developed by Georgetown University’s Center for Juvenile Justice Reform as an evidenced-based system reform model to impact this population. The session highlights jurisdiction-based examples from communities across the county that have addressed the needs of this population in various ways, including implementation of the CYPM, and the changes in process and outcome measures as a result of implementation.</p> | <p>F</p> |
| <p>Juvenile Justice</p> | <p>Operationalizing Partnerships Between SOC and Juvenile Justice</p> | <p>This session focuses on strategies for developing partnerships between systems of care and the juvenile justice system to better meet the needs of justice-involved youth with mental health conditions. Presenters discuss the importance of collaboration and the problems it addresses, as well as the benefits and challenges in operationalizing partnerships with juvenile justice and</p> | <p>F</p> |

| | | | |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| | | probation systems. The strategies, benefits, and challenges are also discussed from the perspective of a judge. | |
| Services and Supports | Comprehensive School Mental Health Systems and Systems of Care | This session focuses on comprehensive school mental health systems and strategies for integrating school mental health services with systems of care. Presenters discuss specific strategies for fostering the wide scale adoption of comprehensive school mental health systems and for effectively linking them with systems of care. | F |
| Services and Supports | Considerations for System of Care Leaders for Implementing a Continuum of Crisis Response Services | Mobile Response and Stabilization Services (MRSS) play an important role in preventing emergency room use, psychiatric hospitalization, residential treatment, and placement disruptions among children, youth, and young adults experiencing a behavioral health crisis. This session discusses the value of MRSS within systems of care and highlights two best practice programs – New Jersey and Connecticut. | F |
| Services and Supports | Considerations for System of Care Leaders in Developing Trauma-Informed Systems of Care | This session focuses on implementing systems of care that are trauma-informed in the context of trauma as a public health priority. It highlights examples of trauma-informed system of care efforts that carry out policy and practice change from San Francisco County, the Behavioral Health Alliance of Rural Pennsylvania, and New Jersey. | F |
| Services and Supports | Leading Adaptively in the Time of COVID-19 and Beyond | In this webinar, Ellen Kagen discusses the considerations, skills, and strategies needed by leaders in an environment of anxiety and chaos that necessitates being “present focused” and adapting to change. Also the need to maintain a focus on major strategic objectives, and the adaptive work of leaders both during and after this crisis, are discussed, along with strategies for accomplishing this. Participants were provided with a framework for identifying opportunities for the future and actionable items that they can take from this session to apply in their states and communities. | F |
| Social Marketing and Strategic Communications | Increasing Impact by Engaging Your Audience: A Guide to Social Marketing for Systems of Care | This session focuses on how to increase the impact of social marketing in systems of care. It includes a comprehensive definition of social marketing and its potential impact, highlights recent social marketing campaigns in the U.S. and abroad, and outlines the major steps involved in social marketing—from understanding your audience to evaluating your success. | F |
| Social Marketing and Strategic Communications | Involving Families and Youth in Social Marketing | This session outlines how to use social marketing as a systems of care tool to work with families and youth and | F |

| | | | |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| | | how to use feedback from families and youth to develop an effective communications plan. | |
| Social Marketing and Strategic Communications | Operationalizing Social Marketing, Strategic Communications, and National Children's Mental Health Awareness Day | This session focuses on how to use social marketing strategically to achieve systems of care expansion goals. The TA Network provides an overview of technical assistance and resources on social marketing that are available this year, and provides examples highlighting effective approaches in states, communities, and tribes to use National Children's Mental Health Awareness Day activities and materials to engage stakeholders and generate support for children's behavioral health and systems of care. | F |
| Social Marketing and Strategic Communications | Shine the Media Spotlight on Your Awareness Day Activities! | This session includes a wide range of tips and strategies for engaging in local media outreach. It covers topics such as garnering attention for your National Children's Mental Health Awareness Day activities, raising awareness about the unique challenges and issues faced by systems of care in local communities, and amplifying the conversation about the importance of children's mental health. | F |
| Social Marketing and Strategic Communications | Telling Stories That Work: Evidence-based Strategies for Better Communication | <p>This session highlights how social science research can tell us which messaging choices lead to which responses. Participants learn about strategic framing: what it is, how it works, and why it matters; and will gain new tools for communication that can be used right away.</p> <p>This webinar is part one of the four-part System of Care Communication Series, Telling Stories That Work, provided by the FrameWorks Institute.</p> | F |
| Social Marketing and Strategic Communications | Telling Stories That Work: Framing Child Well Being and Systems of Care | <p>This session focuses on how to use framing strategies to explain systems of care. Presenter Jennifer Nichols from the FrameWorks Institute shares evidence-based strategies for communicating more effectively about systems of care for children's mental health and wellbeing and demonstrates how to explain the complex system of care model using easily digestible metaphors and examples.</p> <p>This webinar is part four of the four-part System of Care Communication Series, Telling Stories That Work, provided by the FrameWorks Institute.</p> | F |
| Social Marketing and Strategic Communications | Telling Stories That Work: Strategies for Bringing More of 'the System' Into View | This session introduces mental health advocates and practitioners to the framing of social issues through individualism. It explores the need to use certain communications tactics to counteract the negative impacts of an individualistic perspective among the public | F |

| | | | |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| | | <p>and instead promote an understanding of environmental factors that play a role in these issues.</p> <p>This webinar is part three of the four-part System of Care Communication Series, Telling Stories That Work, provided by the FrameWorks Institute.</p> | |
| Social Marketing and Strategic Communications | Telling Stories That Work: Talking about Children Mental Health | <p>This session focuses on strategies for framing issues related to children's mental health.</p> <p>This webinar is part two of the four-part System of Care Communication Series, Telling Stories That Work, provided by the FrameWorks Institute.</p> | F |
| Social Marketing and Strategic Communications | Using Social Marketing for System Change | <p>This session focuses on how effective marketing and communications strategies can be used to create lasting transformation. Presenters from SAMHSA describe the social marketing approach, outline the social marketing planning process, and provide specific examples of how social marketing has been used to help change child-serving systems.</p> | F |
| Social Marketing and Strategic Communications | How to Make Your Website #1 on Google & Achieve Your Social Marketing Goals | <p>You've carefully crafted great content for your website and social media. But how do you make sure your audience will see it? This session offers practical tips and actionable strategies to improve your search engine optimization and search engine marketing.</p> | A |
| System of Care Expansion | Approaches to Evaluating Systems of Care | <p>This session focuses on approaches that states, communities, tribes, and territories can use to evaluate the systems of care within their own jurisdictions. Presenters provide an overview of the types of site-specific evaluations that were conducted, along with instruments and tools that are available for this purpose. Presenters also provide examples from evaluations in two states, including their methods, measures, instruments, reporting strategies, and use of evaluation results for quality improvement purposes.</p> | F |
| System of Care Expansion | Considerations for System of Care Leaders in Implementing a Continuum of Crisis Services | <p>This session focuses on the implementation of a comprehensive continuum of crisis services for children, youth, and young adults in systems of care, with a particular emphasis on mobile response and stabilization services (MRSS). Presenters define the goals of a crisis continuum, the components, financing strategies, workforce strategies, and the outcomes achieved by states and communities. The value and elements of MRSS are described, and an example of a statewide MRSS system is provided.</p> | F |
| System of Care Expansion | Developing Leadership and | <p>This learning community session explores the various roles leaders play in supporting system of care development,</p> | F |

| | | | |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| | Change Management Skills | implementation, expansion, and sustainability. The presenter distinguishes leaders' roles between management and leadership, advocacy and leadership, and authority and leadership, and explores issues of authority and power. | |
| System of Care Expansion | Operationalizing Family Voice and Leadership in Systems of Care | This session focuses on how to operationalize family voice and leadership in all aspects of system of care development and expansion. Presenters share a framework with specific questions and strategies that can be used to guide the implementation of family-driven approaches and foster collaborations with family-run organizations, regardless of the developmental stage of your community and system efforts. | F |
| System of Care Expansion | Operationalizing Leadership in Systems of Care (SOCs) | This session focuses on the skills needed to become effective leaders within systems of care. Based on the concept of "leadership with intention," the presenter offers a framework for leadership derived from neuroscience and discusses leadership styles and their impact, the role of strategic alliances and relationship building in leadership, and the "coach approach" to leadership. | F |
| System of Care Expansion | Operationalizing State-Community Partnerships for SOC Expansion | This session focuses on strategies for states and communities to create effective partnerships to expand the system of care approach to improve services and outcomes for children, youth, and young adults with behavioral health challenges and their families. Presenters introduce a framework that outlines the roles of states and communities in system of care expansion and sustainability, along with guidance for partnerships that emerged from an exploration of effective approaches. | F |
| System of Care Expansion | State-Community Partnerships for System of Care Expansion | This session focuses on strategies for states and communities to create effective partnerships to expand the system of care approach. Presenters discuss a partnership framework with specific strategies, and state-local teams from two states (New Hampshire and Virginia) describe their state-community partnership strategies and how they can be applied in other jurisdictions. | F |
| Transition Age Youth and Young Adults | Considerations for System of Care Leaders for Serving Youth and Young Adults of Transition Age | This session focuses on special considerations for state and local leaders in planning and implementing services and supports for youth and young adults of transition age. Presenters describe policy and systemic issues that leaders must address, strategies for key decision makers, and system of care initiatives that have successfully implemented policy change to facilitate peer learning. | F |

Young Adult Services & Supports Learning Community

This Learning Community brings together individuals who share a concern and passion for age appropriate and appealing systems and supports for young adults. It provides a forum to discuss and learn together about important and emerging trends to create better outcomes during the transition into adulthood. The Learning Community convenes all stakeholders in partnership with young adults, learning together as we interact regularly. Our goal is that individuals and communities experience support and success while working towards sustainable positive change.



LEAD CONTACTS

Gwendolyn White: gwendolyn.white@ssw.umaryland.edu

Johanna Bergan: jbergan@youthmovenational.org

| Course | Lesson | Lesson Description | Level |
|--------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Considerations Across Systems | Housing Options for Transitioning Youth with Disabilities | This session provides an introduction to the particular housing challenges of youth with disabilities as they transition to adulthood from foster care. Participants will learn about a range of housing options, strategies to create a continuum of housing options through partnerships with community housing providers, and methods for best preparing youth for housing stability in adulthood. | A |
| Engagement and Outreach | Crisis Text Lines: The Local Experience | The National Crisis Text line has been a successful tool to support young adults. This session features two local communities that have adapted the use of crisis text lines as part of their service array. | F |
| Engagement and Outreach | Promoting Engagement (Recording from 2017 Transitions Learning Community Series) | This session focuses on what is needed to promote young adult engagement in services, community supports, and grantee efforts. Presenters also review and discuss key factors that can contribute to disengagement of this population, and grantees share highlighting effective approaches and resources. | F |
| Engagement and Outreach | Promoting Engagement Through Technology (Recording from 2017 Transitions Learning Community Series) | This session focuses on young adult engagement through technology, including the use of technology to gather youth input, to support the delivery of services, and to build long-term relationships with youth. | A |

| | | | |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| The Foundation: Transformative Systems Design for Young Adults | Transformative Systems Design for Young Adults 101 | This session discusses the reality facing young adults of transition age today, the multiple forces at play affecting transition, lessons learned by communities to date, and policy implications and actions needed to support effective transition. | F |
| The Foundation: Transformative Systems Design for Young Adults | Transformative Systems Design for Young Adults 102 | In this session, we discuss the key policy tenets needed for effective transition; policy questions and considerations to support local change; the required culture shift for systems, communities, and individuals; and necessary partnerships between key stakeholders and system partners. | F |
| The Foundation: Transformative Systems Design for Young Adults | Collaboration with Non-Mental Health Adult Systems (Recording from 2017 Transitions Learning Community Series) | This session focuses on the interface between children and adult systems, with a specific emphasis on how to approach partnership with adult systems. Maryann Davis of the Transitions RTC at the University of Massachusetts presents and leads a discussion on partnership opportunities with employment services, criminal justice, and post-secondary education and training. | A |
| Policy Change | Cross-Systems Collaboration Efforts to Improve Policy and Services for Young Adults (Recording from 2017 Transitions Learning Community Series) | Young adults of transition age often face siloed systems and fragmented services when seeking much-needed supports. This session discusses how cross-systems collaboration is critical to policy change and how improved access to services and supports leads to better outcomes for youth, families, and the overall systems. Experts share key considerations when establishing a cross-systems partnership and provide examples of local community efforts to promote meaningful collaboration to better meet the needs of young adults of transition age. | A |
| Policy Change | Moving up the Ladder: Authentic Youth Engagement for Policy and Systems Change (Recorded Webinar) | Centering the experiences and voices of youth and young adults is critical to transforming systems, dismantling harmful policies, and designing new ones that more effectively address their needs. This session shares examples of youth engagement at different points on the continuum from consultation with youth to true partnership and shared decision making and pushes system leaders to move their organizations up the engagement ladder to achieve lasting system transformation. | A |
| Policy Change | Policy for Transformed Lives: A Framework for Policy and Systems Change to Support Young Adult Mental Health Recording | Systemic change in young adult mental health that centers youth and young adults requires bold action. CLASP has developed a guiding framework for system leaders to shift their approach to youth and young adult mental health away from a service-oriented model and toward a transformational model. This session introduces CLASP's policy and systems change framework and lays the foundation for future conversations about how to identify and pursue transformational policy changes. | A |

| | | | |
|----------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <p>Policy Change</p> | <p>Reframe the Age: Enhancing Practice to Support the Success of Young Adults in Massachusetts</p> | <p>The Massachusetts Department of Mental Health implemented a regulation change last year that enables youth/young adults to become authorized for services with a “child” diagnosis up until their 22nd birthday (previous age was 19). This session focuses on the relationship between policy and practice change and explores the role of this change (which we’ve named “Reframe the Age”) in providing flexibility to meet the service needs of young adults as they transition into adulthood.</p> |  |
| <p>Youth Peer Support</p> | <p>Financing for Youth and Young Adult Peer Support</p> | <p>Young adults have identified peer support as a critical service in enhancing their wellness and resiliency. This session explores the importance and complexities of financing peer support services as part of the available service array.</p> |  |

Youth with Co-Occurring Disorders Learning Community

The Youth with Co-Occurring Substance Use and Mental Health Disorders Learning Community strives to weave together multiple threads related to youth with co-occurring substance use and mental health disorders, resulting in a more comprehensive perspective of youth with complex needs and risks and their families. Some of the threads are more obvious, such as substance use and mental health issues, complex-developmental trauma, and traumatic experiences. Others are, perhaps, more subtle, such as peers, school, and community. All considerations are framed within the dynamics of family and adolescent development.



LEAD CONTACTS:

Rick Shepler: richard.shepler@case.edu

Mike Fox: michael.fox2@case.edu

| Course | Lesson | Lesson Description | Level |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Past Youth with Co-Occurring Substance Use and Mental Health Disorders learning community webinars. | Adolescent Intersections: ADHD, Developmental Trauma and Substance Use | Adolescence is a unique period of development full of physical, social, and cognitive changes. This session explores the potentially confusing overlap of symptoms and expressions of ADHD, developmental trauma, and substance use within the framework of this developmental understanding. The session also considers psychiatric and medication implications within the integrated constructs. | F |
| Past Youth with Co-Occurring Substance Use and Mental Health Disorders learning community webinars. | Adolescent Intersections: Anxiety Disorders, Developmental Trauma, and Psychoactive Substances | This session covers the provision of clinical services to youth with co-occurring mental and substance use disorders, with careful attention paid to the high prevalence of interwoven trauma and developmental trauma experiences. The session includes useful information for those interested in designing specialized programs for youth and families and is particularly designed for clinicians who provide direct services to youth and families and those supervising these clinical staff. | F |
| Past Youth with Co-Occurring Substance Use and Mental Health Disorders learning community webinars. | Adolescent Intersections: Depressive Disorders, Developmental Trauma, and Psychoactive Substances | Understanding teenage behaviors is challenging enough without the extra complications of co-occurring mental health and substance use disorders. Built on research-supported information blended with practice-learned lessons, this session examines the overlapping symptoms/presentations of depressive symptoms, drug and alcohol use, and developmental trauma experiences while considering differential diagnoses and integrated care. The session includes useful information for those interested in designing specialized programs for youth and families and is particularly designed for clinicians who provide direct services to youth and families and those supervising these clinical staff. | F |

Youth Leadership Learning Community

The Youth Leadership Learning Community features tools, techniques, resources, training, and opportunities to enhance the knowledge and skills needed to bring positive change to the field of youth work. Connect through resource sharing and chats to learn from others doing similar work throughout the country.



LEAD CONTACTS:

Jasmine Boatwright: jboatwright@youthmovenational.org

Madeline Zielinski: mzielinski@youthmovenational.org

| Course | Lesson | Lesson Description | Level |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Career Pathways for the Young Adult Workforce | Understanding Career Pathways for the Young Adult Workforce | This session reviews national data and provides insight into how to best support an emerging young adult workforce. | A |
| Sustainability Toolkit | Direct Connect: National Learning Community for Young Leaders - Logic Models | This session focused on the purpose and use of logic models in youth programs. | A |
| What is Community Violence? | Educate Young Leaders on Dating Violence and Engage Their Voices (Recorded 6/26/2019) | This session focuses on Light to Life's trauma-informed approach to recognizing, understanding, and responding to all types of dating abuse. The objective of this session is to increase knowledge about dating violence prevention education and to expand strategies on how to engage young adults in violence prevention education. | F |
| What is Trauma? | Understanding Trauma | This short video presents an introduction to understanding brain-based interventions for at-risk youth. | F |
| Youth Engagement | Youth Engagement Foundations | This session establishes the foundational language, approach, and philosophy of youth engagement. Topics include youth voice in governance structures, the inclusion of youth peer positions in organizations, and best practices, with an emphasis on examples of youth engagement in action. The content is valuable for both those new to the world of youth engagement and those looking for a refresher course on new strategies. | F |

| | | | |
|-------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Youth Engagement | You're Not Alone: Embracing Struggles in Youth Engagement | This session, presented by Youth MOVE National Board Vice President David McClung, focuses on lessons learned while supporting youth engagement and employment in systems work. |  |
|-------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|

Early Psychosis/Clinical High Risk for Psychosis Learning Community

The Early Psychosis/Clinical High Risk for Psychosis Learning Community focuses on the creation of a robust system of care and clinical infrastructure for early identification of psychosis. Facilitated by the Oregon Health & Science University-Portland State University EASA Center for Excellence and Stanford University's Department of Psychiatry and Behavioral Sciences, the Learning Community focuses on supporting sites that are working to better integrate best practices around Clinical High Risk for Psychosis. This community will include a specific focus on understanding how these practices align with and differ from First Episode services. The Learning Community introduces participants to national and international resources and provides opportunities for networking with others working in this important emerging field.



LEAD CONTACTS:

Steve Adelsheim: sadelshe@stanford.edu

Ryan Melton: meltonry@ohsu.edu

Tamara Sale: salet@ohsu.edu

Kate Hardy: khardy@stanford.edu

| Course | Lesson | Lesson Description | Level |
|---------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Assessment | Assessment of Psychosis Risk Syndrome in the Real World | This session includes an overview of the Structured Interview for Psychosis-Risk Syndrome tool and syndromes, why use of a structured tool is important, how it relates to DSM diagnosis, and how it can be used effectively to support community-based treatment. Presenters Barbara Walsh from the PRIME Clinic at Yale and Jennifer Newfield from the First Hope Program in Contra Costa County, California, describe the process of assessing individuals for Psychosis-Risk Syndrome (also known as Clinical High Risk for Psychosis) in the community. | F |
| Developing CHRp Services | Cognitive Behavioral Therapy for Clinical High Risk of Psychosis | Cognitive Behavioral Therapy (CBT) is the primary psychotherapy treatment approach that is recommended for those identified as being at Clinical High Risk for Psychosis. This webinar recording provided an overview of CBT for CHR-P, recent research and clinical outcomes of this model, the need to consider addressing co-morbidities, and considerations for training and implementation. | F |
| Developing CHRp Services | Early Psychosis and Clinical High Risk: Connecting the Dots | This session reviews the work currently being done in the U.S. and internationally on developing and implementing seamless community-based care for Clinical High Risk for Psychosis, common challenges and opportunities across these programs, and opportunities for synergy and learning. | F |

| | | | |
|----------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>Developing CHRp Services</p> | <p>Early Psychosis and Clinical High Risk: Key Components and Decisions</p> | <p>This session builds on the prior two in the series to focus on key decisions in program design and the engagement of youth and families in decision making. The overview includes how Clinical High Risk for Psychosis relates to First Episode and system of care efforts, eligibility, and variations in stepped care Frameworks, youth and family engagement, service components, and long-term transitions.</p> | <p>F</p> |
| <p>Developing CHRp Services</p> | <p>Early Psychosis and Clinical High Risk: State of the Science</p> | <p>This session kicks off the TA Network’s Early Psychosis Clinical High Risk Learning Community. Robert Heinssen, PhD, Director of the Division of Services and Intervention Research at the National Institute of Mental Health, presented the “state of the science” regarding early psychosis.</p> | <p>F</p> |
| <p>Developing CHRp Services</p> | <p>Offering Peer Support Services with Young People at Clinical High Risk for Psychosis</p> | <p>This framework creates mutuality in relationships that emphasize being with others through their experiences, utilizing the strategies of curiosity and empathy. During this webinar recording, there will be a discussion about Peer Support as an effective model for training all systems of support, and how to modify this essential recovery component for working with the CHRp populations.</p> | <p>F</p> |
| <p>Developing CHRp Services</p> | <p>Partnering with Families in Clinical High Risk for Psychosis Programs</p> | <p>Incorporating family in the assessment and treatment of individuals at Clinical High Risk for Psychosis is an integral component of CHR-P services. This session provides an overview of family interventions, recent research and clinical outcomes, the need to consider addressing family needs, and considerations for training and implementation.</p> | <p>F</p> |
| <p>Intervention</p> | <p>Prescribing Psychotropic Medication for Patients at Clinical High Risk</p> | <p>Psychotherapies such as cognitive behavior therapy and family approaches are the treatments for CHR-P with the best-established efficacy; psychotropic medication is also sometimes used as an adjunct to support these interventions. This session discusses the evidence base for patient selection for and use of antipsychotics, antidepressants, and other psychotropic medication. It also covers issues relating to continuation versus discontinuation of previously prescribed medication.</p> | <p>F</p> |
| <p>Outreach</p> | <p>Engaging Young People & Promoting Mental Health Education on Social Media</p> | <p>In this webinar recording, presenters discuss youth-friendly social media platforms as tools to grow awareness about mental health, best practices to engage youth online, how social media platforms can be leveraged to help youth connect with the support that they need, as well as examples from across the country.</p> | <p>F</p> |
| <p>Outreach</p> | <p>Engaging Youth and Family Voice in Early Psychosis and</p> | <p>This session shares ideas and resources focused on why and how to engage youth and families in decision making from program entry to system redesign.</p> | <p>F</p> |

| | | | |
|-----------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| | Clinical High Risk Programs | | |
| Outreach | Finding Help Early: Community Education Strategies for Clinical High Risk and Early Psychosis | One of the core elements of all early psychosis and Clinical High Risk for Psychosis programs is outreach to and education for key professionals and organizations to promote rapid and accurate identification, referral, and effective engagement. Presenters Dr. William McFarlane and Rebecca Jaynes from the PIER program in Maine share the knowledge they've developed for the last two decades doing this work. This session includes research findings, practical tips, resources, and lessons learned. | F |
| Outreach | Learning from the Strive for Wellness Program: Using Modular Approaches to CHR Outreach and Service Delivery | This session focuses on the Strive for Wellness (SFW) CHR-P clinic in Maryland, a state/university partnership embedded within the Maryland Early Intervention Program. Presenter Dr. Schiffman describes SFW's strength-based methods and its research, recruitment strategies, staffing model, and modular treatment approach. The session also provides resources that may be useful for CHR-P and First Episode programs and discusses opportunities for collaboration among CHR-P sites. | F |

Cultural & Linguistic Competency Learning Community

The Cultural and Linguistic Competency Learning Community provides a space for professionals to dialogue with peers and experts on a range of topics designed to promote behavioral health equity, reduce disparities, increase engagement of diverse and vulnerable populations, and implement culturally and linguistically appropriate service delivery as a means of improving behavioral health for children, youth, young adults, families, and communities.



LEAD CONTACTS:

Linda Callejas: callejas@usf.edu

Catalina Booth: csbooth@cfclinc.org

Selena Webster-Bass: selena@voicesinst.org

| Course | Lesson | Lesson Description | Level |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Assessing CLC - Organizational Self Assessments | Assessing CLC - Organizational Self Assessments | Cultural and linguistic competency must be incorporated across various domains such as organizational values, continuous quality improvement, linguistics, training/workforce development, service delivery, and family/youth participation. This session discusses the benefits of an organizational cultural and linguistic competency assessment, common domains, the assessment process, and resources, in alignment with the National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care. | F |
| Behavioral Health Disparity Impact Statements | Beyond Impact Statements – Addressing Behavioral Health Disparities | This session provides an overview of the purpose and methodology for disparity impact statements for system of care grantees. | F |
| Behavioral Health Equity - Engagement and Implementation: Child Welfare and Juvenile Justice | Crossover Youth: Understanding the Pathways, Characteristics, and Opportunities for Youth that Fluctuate between Child Welfare and Juvenile Justice | <p>This webinar addresses the behavioral health challenges faced by children and youth who fluctuate between the child welfare system and the juvenile justice system. Under discussion are the pathways these youth follow in their involvement with both the child welfare and juvenile justice systems, and the implications of their experiences for systemic change.</p> <p>This webinar also provides an overview of the Crossover Youth Practice Model developed by Georgetown University's Center for Juvenile Justice Reform as an evidence-based system reform model to impact this population.</p> | A |

| | | | |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Behavioral Health Equity - Engagement & Implementation: Introduction | Building Health Equity in Systems of Care by Engaging Diverse Families and Youth in Culturally and Linguistically Appropriate Ways | This is the first in a multi-part course that offers practical ways that organizations can improve behavioral health equity by engaging diverse communities and implementing services and programs that are responsive to diverse needs and beliefs. This introductory session focuses on practical strategies for engaging diverse families and youth in culturally and linguistically appropriate ways. Topics covered include opening doors through language assistance, outreach and relationship building, establishing trust, and creating a welcoming environment that attracts culturally diverse people, and more. | F |
| Behavioral Health Equity - Engagement & Implementation: Lessons from the Field | Lessons from the Field: Implementing Behavioral Health Equity Programs | This second session of the Behavioral Health Equity course shares lessons learned from implementing various behavioral health equity programs, including the National Standards for Culturally and Linguistically Appropriate Services. | F |
| Behavioral Health Equity - Engagement and Implementation: LGBTQIA+ People and Communities | Inclusive Policy Resources for Transgender Populations | This session provides an overview of how to revise service delivery policies in various settings to ensure that they are inclusive of transgender people. Topics include crisis stabilization settings, residential/inpatient facilities, outpatient environments, and other relevant policies and procedures. | A |
| Behavioral Health Equity - Engagement and Implementation: LGBTQIA+ People and Communities | Meeting the Needs of Children, Youth, Young Adults and their Families Who Are LGBTQI2-S | This session is a recording of a virtual forum for system of care partners to develop a deeper understanding of the strengths, challenges, and issues facing our youth and young adults with diverse sexual orientation or gender identity, and to share and gather new resources with other advocates and professionals from across the country with a goal of providing more effective services and supports. | A |
| Behavioral Health Equity - Engagement and Implementation: Urban Mental Health | Addressing Racism as a Social Determinant of Health & Well-Being | In this webinar recording, presenters hold an in-depth discussion and presentation for professionals working in behavioral health and health care settings, including family and youth engagement professionals. The webinar objectives were to: define racism as a social determinant of health and the importance of addressing racism in advancing health equity; share childhood experiences of racism and their impact on the health and well-being of children, adolescents, emerging adults, and their families; and identify strategies to mitigate the effects of racism on children and adolescents through clinical practice, workforce development, policies, community-level interventions, and systems transformation. | F |
| Behavioral Health Equity - Engagement and Implementation: Urban Mental Health | Addressing Trauma in Children of Incarcerated Parents within | This session addresses the epidemiology of children of incarcerated parents nationally and the ways that parental incarceration impacts children, youth, and their families. Presenters describe trauma-informed interventions, policies, structures, and processes to reduce trauma in children of | F |

| | | | |
|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| | Urban Communities | incarcerated parents within systems and emphasize the importance of fatherhood involvement in maintaining positive connections within families. | |
| Behavioral Health Equity - Engagement and Implementation: Urban Mental Health | Faith-Based Engagement and Behavioral Health in Urban Communities Modern Programs and Strategies | This webinar provides concrete strategies for building engagement of diverse communities with mental health needs using faith-based organizations and communities. | F |
| Behavioral Health Equity - Engagement and Implementation: Urban Mental Health | The Intersection of Cultural Competence, Trauma-Informed Care and Behavioral Health: Addressing Adverse Childhood Experiences in Urban Communities | This session addresses Adverse Childhood Experiences (ACEs) and the impact of social determinants and cultural influences in urban communities. Emphasizing clinical and community-based models, the session highlights practical culturally responsive strategies that may be used to address ACEs and trauma in children, youth, and families while advancing health equity in urban communities. | F |
| Behavioral Health Equity - Engagement and Implementation: Urban Mental Health | An Invisible Population: Trauma and Children of Incarcerated Parents | This session addresses trauma and children of incarcerated parents across systems: behavioral health, primary care, law enforcement and community-based programs. Presenters discuss behavioral health and primary care coordination for this population, bonding visits, advocacy, cross-cultural communication, and law enforcement policies and protocols. | F |
| Behavioral Health Equity - Engagement and Implementation: Urban Mental Health | The AAKOMA Project: Engaging African American Youth of Color | In this session, Alfié Breland-Noble, PhD, MHSc, project director for AAKOMA (African American Knowledge Optimized for Mindfully Healthy Adolescents) presents on engaging African-American youth and youth of color in addressing depression and other mental health needs. | A |
| Behavioral Health Equity - Engagement and Implementation: Urban Mental Health | Juvenile Justice Diversion Programs and Disparities Reduction Strategies in Systems of Care | This webinar presents an example of cross-system partnership between Jacksonville system of care and juvenile justice partners working together to reduce disparities in arrests of African American youth for non-violent infractions. | A |
| Behavioral Health Equity - Engagement and Implementation: Urban Mental Health | Kujichaguli (Swahili for Self-Determination): Effective Strategies for Addressing Trauma African | The session describes and discusses behavioral health disparities/disproportionalities and associated root causes in African American children, youth, and families; the intersection of historical trauma, racial/ethnic identity development, and behavioral health help-seeking behaviors; the integration of faith, spirituality, and behavioral health in promoting health and well-being in African American families | A |

| | | | |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| | American Children, Youth, and Families | using the SAFE (Spirituality, and Faith Empowers) curriculum; and trauma-informed, culturally-appropriate, community-based and clinical strategies to address resilience and the behavioral health needs of African American children, youth, and families. | |
| Behavioral Health Equity - Engagement and Implementation: Urban Mental Health | Youth Racial Stress and Trauma: Conceptual Framing and Applied Clinical Strategies in Youth of Color | In this webinar recording, presenters discuss the impact of racial stress and trauma (RST) on youth of color across developmental periods. This webinar recording also introduces the Developmental and Ecological Model of Youth Racial Trauma (DEMYth-RT) Model, an approach to understanding how racial trauma impacts the child, family and community and identify clinical recommendations to assist youth of color in coping with RST. | A |
| Cultural and Structural Considerations for Addressing Psychosis in Young Adults | Cultural and Structural Considerations for Addressing Psychosis in Young Adults | This session presents findings from research on the ways that culture and structural conditions, including poverty and stigma, affect the experiences of psychosis in young people, their access to services, and their outcomes. | A |
| Getting Started - First Steps in Implementing CLC Programs and Policies | Behavioral Health Disparity Impact Statements - Addressing Behavioral Health Disparities | This course is designed to equip participants with practical tools to get started in implementing culturally and linguistically competent programs and policies. It consists of four sessions. The first session focuses on drafting behavioral health disparity impact statements. | F |
| Getting Started - First Steps in Implementing CLC Programs and Policies | Building Health Equity in SOCs by Engaging Diverse Families and Youth | This course is designed to equip participants with practical tools to get started in implementing culturally and linguistically competent programs and policies. It consists of four sessions. This fourth session focuses on practical strategies for engaging diverse families and youth in culturally and linguistically appropriate ways. Topics include opening doors through language assistance, outreach and relationship building, establishing trust and creating a welcoming environment that attracts culturally diverse people, and more. | F |
| Getting Started - First Steps in Implementing CLC Programs and Policies | Introduction to CLAS Standards | This course is designed to equip participants with practical tools to get started in implementing culturally and linguistically competent programs and policies. It consists of four sessions. The second session focuses on the National Standards for Culturally and Linguistically Appropriate Services (CLAS Standards). It provides basic information regarding the purpose and content of the CLAS Standards and implementation examples for each of the CLAS Standard Themes. | F |

| | | | |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Getting Started - First Steps in Implementing CLC Programs and Policies | Plan Your Work and Work Your Plan Using the CLAS Standards- Strategic Planning Using the CLAS Standards | This course is designed to equip participants with practical tools to get started in implementing culturally and linguistically competent programs and policies. It consists of four sessions. This third session focuses on utilizing a strategic planning process that aligns with the National Standards for Culturally and Linguistically Appropriate Services (CLAS Standards). Participants will learn how to structure Cultural and Linguistic Competence Plans to effectively implement the CLAS Standards. | F |
| Understanding and Implementing the CLAS Standards | Implementing the CLAS Standards – Language Assistance Part 1 | Part one of this two-part series focuses on Language Assistance Plans for system of care grantees. Topics include requirements under the CLAS Standards and examples of effective Language Assistance Plans. | F |
| Understanding and Implementing the CLAS Standards | Implementing the CLAS Standards – Language Assistance Part 2 | Part two of this two-part series focuses on working with interpreters and translators. The session gives administrators, service providers, and peer support workers in the system of care tips on how to work effectively with translators and interpreters. | F |
| Understanding and Implementing the CLAS Standards | Introduction to National Standards for Culturally and Linguistically Appropriate Services | The National Standards for Culturally and Linguistically Appropriate Services (CLAS Standards) are a set of 15 action steps intended to advance health equity, improve quality, and help eliminate health care disparities by providing a blueprint for individuals and health and health care organizations to implement culturally and linguistically appropriate services. This session provides basic information regarding the purpose and content of the CLAS Standards and implementation examples for each of the CLAS Standard Themes. | F |
| Understanding and Implementing the CLAS Standards | Implementing the CLAS Standards: Recruiting and Hiring a Diverse Workforce | This session is designed to help administrators, service providers, and peer supporters in system of care implement the National Standards for Culturally and Linguistically Appropriate Services with respect to recruiting and hiring a diverse workforce. | A |
| Understanding and Implementing the CLAS Standards | Moving Forward: Using the National CLAS Standards to Address Social Justice and Health Equity | This session covers the history of the National Standards for Culturally and Linguistically Appropriate Services (CLAS Standards), their relationship to the Civil Rights Act, how the CLAS Standards can be used to advance health equity and social justice, and practical ways to address disparities and improve health equity and social justice. | A |

| | | | |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <p>Understanding and Implementing the CLAS Standards</p> | <p>Round Table and Office Hour for Moving Forward: Using the National CLAS Standards to Address Social Justice and Health Equity</p> | <p>This session presents a follow-up discussion to the session “Moving Forward: Using the National CLAS Standards to Address Social Justice and Health Equity”.</p> |  |
| <p>Understanding and Implementing the CLAS Standards</p> | <p>Tools to Help You Implement Culturally and Linguistically Competent Services</p> | <p>This session provides an overview of practical tools to help systems of care implement culturally and linguistically competent service delivery for children, youth, and families.</p> |  |

Family Leadership Learning Community

Whether you are connected to a family-run organization, implementing a system of care, or working in a state or local child-serving agency, family leaders both offer and require a wide range of resources and supports to be effective. Their lived experience informs family leaders as they prepare and support families to participate in local, state, and national opportunities. Their collective experience and wisdom shapes best practices, influences policies, and promotes positive outcomes.



LEAD CONTACTS:

Millie Sweeney: msweeney@fredla.org

Malisa Pearson: mpearson@fredla.org

Pat Hunt: phunt@fredla.org

| Course | Lesson | Lesson Description | Level |
|--------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Continuous Quality Improvement | Importance of Assessment in Family Organizations | There is an alphabet soup of screening and assessment tools that family-run organization use—FANS, CANS, EPSDT, CAFAS, and more. This session explores different screening and assessment tools currently being used by family-run organizations and tools in development that will help programs assess the outcomes being achieved through family support. | A |
| Continuous Quality Improvement | Mining for Gold: Using CMHI Data to Strengthen Collaborations w/ Youth and Family-Run Organizations | This session explores survey findings regarding collaboration between systems of care and family and youth-run organizations. Presenters from FREDLA and Youth MOVE National review the many roles and responsibilities of family- and youth-run organizations in strengthening collaborations between systems of care and families and youth, and discuss potential assessment tools that can be integrated into local evaluation efforts to measure the level of involvement and influence family and youth have within agencies and on councils and committees. | A |
| Continuous Quality Improvement | Standards of Excellence for Family-Run Organizations | Family-run organizations are unique organizations established by parents caring for children or youth with mental/behavioral health needs. But they are also non-profit businesses that must adhere to sound business practices and act with integrity. The Family-Run Executive Director Leadership Association (FREDLA) has developed Standards of Excellence for Family-Run Organizations to set a high bar for family-run organizations as a means of promoting stable and sustainable organizations that positively impact the lives of children, youth, and families. This session explores the categories of standards and the recommended steps to meet the Standards of Excellence. | A |

| | | | |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>Family-Run Organizations: Funding/Financing</p> | <p>Mental Health Block Grant</p> | <p>This session is designed for family leaders looking to learn more about Mental Health Block Grants, opportunities for family voice, and potential funding opportunities for family supports.</p> | <p>F</p> |
| <p>Family-Run Organizations: Funding/Financing</p> | <p>Basics of Rate Setting for Family-Run Organizations</p> | <p>As family-run organizations move into the world of becoming Medicaid providers, it is important to understand rates and reimbursement in a fee-for-service or other type of Medicaid reimbursement environment. This session describes how fee-for-service and population case rates are set, what costs go into a rate, allowable activities within the rate, and the relationship between the service description and the rate. The presenters will also explore limits on billing and reimbursable services.</p> | <p>A</p> |
| <p>Family-Run Organizations: Multi-System Collaboration Opportunities</p> | <p>Maximizing Youth and Family Leadership in System of Care</p> | <p>Grounded in system of care principles, system of care expansion grantees are required to include families and youth as integral partners in the planning, governance, implementation, evaluation, and oversight of grant activities and in system planning efforts. This session focuses on effective strategies for maximizing youth and family leadership and provides examples of how these partnerships have been successful in expanding and sustaining systems of care.</p> | <p>F</p> |
| <p>Family-Run Organizations: Multi-System Collaboration Opportunities</p> | <p>The Role of Family-Run Organizations Across Systems</p> | <p>Family-run organizations play a critical role in child-serving systems at the local, state, and national levels. This session focuses on how these organizations contribute to system improvement, build collaborative relationships, and strategically advocate across systems. Presenters from family-run organizations across the nation with a strong presence in specific systems and extensive experience working within systems of care share effective strategies that have led to changes across systems.</p> | <p>F</p> |
| <p>Family-Run Organizations: Multi-System Collaboration Opportunities</p> | <p>Building Bridges Initiatives and How Family-Run Organizations Can Get Involved</p> | <p>Family-run organizations often work with families making a difficult decision about whether to have a child served in a place other than home, such as a small group home or a program in a larger residential facility. In this session, Beth Caldwell from the Building Bridges Initiative provides an overview of BBI and discusses creative ways that family-run organizations can partner with residential and community providers to support the use of best practices that correlate to sustained positive outcomes after residential discharge. This session has a special emphasis on successfully engaging families and implementing family-driven care practices.</p> | <p>A</p> |

| | | | |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <p>Family-Run Organizations: Multi-System Collaboration Opportunities</p> | <p>Family-Run Organizations Partnering with Juvenile Justice</p> | <p>The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has prioritized family engagement where families are considered partners in their child’s treatment and the policies, programs, and practices of the juvenile justice system itself. Implementation of this strategy at the local level presents an opportunity for family-run organizations to partner with their state or community Juvenile Justice agency. This session highlights two family-run organizations, the Family Involvement Center (FIC) in Arizona and the Parent Professional Advocacy League (PPAL) in Massachusetts, along with their state Juvenile Justice partners, that describe how they are working together to support and engage families at all levels of the Juvenile Justice system.</p> |  |
| <p>Family-Run Organizations: Multi-System Collaboration Opportunities</p> | <p>On the Front Lines: Families and Family-Run Organizations Responding to the Opioid Epidemic</p> | <p>Opioid addiction among Americans under the age of 25 has skyrocketed nearly six-fold between 2001 and 2014, yet only one in four youth and young adults with SUD receive recommended treatment medication despite having good health insurance. This session highlights the work of two family-run organizations addressing the opioid crisis: the Maryland Coalition of Families and the National Family Dialogue for Youth with Substance Use Disorders. Presenters from these organizations share the peer support programs they use to meet the growing epidemic of youth, young adults, and families affected by substance use disorders.</p> |  |
| <p>Family-Run Organizations: Multi-System Collaboration Opportunities</p> | <p>What Family-Run Organizations Need to Know About Early Onset Psychosis</p> | <p>Because the symptoms of early onset psychosis can be subtle in children and adolescents, family-run organizations need to understand early onset psychosis and how to help families access intervention programs in their communities. This session introduces executive directors, program directors, and parent peer support providers to important topics related to early psychosis, including how early psychosis intervention fits into systems of care and how family-run organizations can help with early psychosis system development.</p> |  |
| <p>Family-Run Organizations: Organizational/Operations</p> | <p>Confidentiality and SAMHSA Participant Protection Guidelines for Family-Run Organizations</p> | <p>This session addresses the Confidentiality and SAMHSA Participant Protection/Human Service Guidelines required when applying for a SAMHSA grant. Because of the confidential nature of the work in which many SAMHSA grantees are involved, it is important to have safeguards protecting individuals from risks associated with their participation in SAMHSA projects. The content in this session will help family-run organizations consider how to safeguard families' confidentiality and develop protections against risks that could occur.</p> |  |
| <p>Family-Run Organizations:</p> | <p>Family Organizations Becoming</p> | <p>The most rapidly growing source of funds for peer support services is Medicaid, which means family-run organizations that provide parent peer support must know the steps involved</p> |  |

| | | | |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Organizational/Operations | Medicaid Providers | <p>in becoming Medicaid providers, including what to ask in advance and how to prepare their organizations and staff.</p> <p>This session reviews nine steps for family-run organizations to undertake as they navigate the process of becoming Medicaid providers. Presenters emphasize three areas—determining financing and rates, building an administrative infrastructure, and developing staff—and leaders from Tennessee Voices for Children and the Family Involvement Center in Arizona share their first-hand experiences in becoming Medicaid providers.</p> | |
| Family-Run Organizations: Organizational/Operations | What is Accreditation & Do Family Organizations Need It? Part 1 | <p>Accreditation is an external, independent review of a health care delivery organization and its policies, procedures, processes, and outcomes against nationally-accepted standards. Many states require that Medicaid providers are accredited by a national accrediting body, which is a new process for family-run organizations. Part one of this two-part session helps family-run organizations become familiar with accreditation organizations, understand the accreditation process, and obtain information about costs.</p> | A |
| Family-Run Organizations: Organizational/Operations | What is Accreditation & Do Family Organizations Need It? Part 2 | <p>Accreditation is an external, independent review of a health care delivery organization and its policies, procedures, processes, and outcomes against nationally-accepted standards. Many states require that Medicaid providers are accredited by a national accrediting body, which is a new process for family-run organizations. Part two of this two-part session helps family-run organizations become familiar with accreditation organizations, understand the accreditation process, and obtain information about costs.</p> | A |
| Family-Run Organizations: Strategic Communications | Amplify Your Family-Run Organization's Voice: Social Marketing for Family-Run Organizations Part 1 | <p>This session addresses common challenges that family-run organizations have related to social marketing, such as limited marketing budgets, a small staff with multiple roles, and lack of familiarity with social marketing tools. Marketing experts Erin Cech and Cameron MacDonald will introduce the Social Marketing Cycle, and participants will learn how to plan, implement, and evaluate their marketing efforts.</p> | F |
| Family-Run Organizations: Strategic Communications | Amplify Your Family-Run Organization's Voice: Social Marketing for Family-Run Organizations Part 2 | <p>This session features experienced marketing professionals sharing practical examples how family-run organizations and awareness campaigns can adapt their messaging for maximum impact within community settings.</p> | F |

| | | | |
|----------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Supporting Families | How Does Your Organization Engage Families? | Family-run organizations are very creative when it comes to engaging families in programs. This session features an "Idea Exchange" where participants share their best ideas and activities to initially engage families and keep them coming back. Topics include creating a feeling of welcoming, maintaining engagement, engaging families from diverse cultures, and using activities and incentives. | F |
| Supporting Families | The Importance of Understanding and Recognizing Trauma in Young Children: A Family Perspective | Understanding and recognizing trauma in young children is challenging. Signs and symptoms are easily confused or missed due to the complexity of young children's development. Please watch an interactive webinar recording on identification of early childhood trauma from a family perspective. We will spend time examining what the signs and symptoms look like; some common ways to support children and families experiencing or recovering from trauma; and have a family member and advocate share her story. We will have lots of time for questions and discussion. | F |
| Supporting Families | Peer Parent Support in Wraparound: Evolution, Promises and Challenges | This webinar recording provides an overview of high quality and purposeful peer support for parents, as well as a brief history of how Peer Parent Support has been integrated into Wraparound projects. Presenters provided an evolution of peer parent support and the various ways it has been implemented within a Wraparound structure. Presenters discussed the history of implementation strategies that have been tried over the past twenty-five years, reviewing challenges and lessons learned. | F |
| Supporting Families | The Power of Telling Your Story | The stories of family members with lived experience are a powerful tool that can change people's hearts and minds. But both family stories and youth stories can be useful for advocacy, raising public awareness, and supporting others so they do not feel alone. This session explores topics such as how to involve youth in storytelling, how families can effectively tell their story while respecting their child's story, social media "do's and don'ts", and developing a story bank for your organization. | F |
| Supporting Families | Supporting Fathers | While the majority of parent peer support is provided to mothers, who are often the primary person in the family to navigate systems of care for their children, fathers also play a critical role in behavioral health. This session considers the needs of fathers within systems of care and unique outreach programs to support them. It highlights two exemplary programs: Washington State's DadsMOVE "Dadvocates" and Allegheny Family Network's program Fathers Involved Now (FIN). | F |
| Supporting Families | Supporting Grandparents | In 2015 the U.S. Census Bureau recorded 2.9 million households headed by grandparents raising their grandchildren. This session focuses on the unique needs of | F |

| | | | |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| | | these “grandfamilies”, including managing legal issues (e.g., custody and guardianship), navigating child-serving systems, accessing and maintaining health services for themselves and their grandchildren, and building a social support network. This session is especially useful for family-run organizations seeking to develop programming and supports to meet the needs of these families. | |
| Supporting Families | Toward an Understanding of Youth Who SOGIE or LGBTQI2-S | This session prepares family organization leaders to respond to issues facing youth with diverse sexual orientation/gender identity/expression (SOGIE) and lesbian, gay, bisexual, transgender, questioning, intersex, two-spirit (LGBTQI2-S) youth and their families. It focuses on terminology and the diversity within and among LGBTQI2-S communities, as well as information about when children and teens may begin to express questions about gender identity. | F |
| Supporting Families | Adolescent Health: Think, Act, Grow | In 2016, the Lancet Commission on Adolescent Health described the “triple dividend,” in which investments in adolescent health result in benefits to young people now, into adult life, and for future generations. This session shares information and resources available from the Office of Adolescent Health to support families in realizing this “triple dividend”. | A |
| Supporting Families | Family Engagement and Leadership: Strengthening Systems, Services, and Communities | Family engagement requires a top-down, bottom-up approach where family input permeates the culture of systems, organizations, and programs. Positive outcomes are more likely to be achieved when family engagement is systemic, integrated, and comprehensive. This session explores how being strategic in interactions with families can improve the effectiveness of service delivery in the mental health system. | A |
| Supporting Families | The National Family Support Network's Standards of Quality for Family Strengthening and Support (modified title) | System of care communities are challenged with developing and implementing a family-driven array of services and supports. This session provides an overview of the National Family Support Network and its Standards of Quality for Family Strengthening & Support and explores how family leaders and family-run organizations can use the Standards with various stakeholders to bring communities together for implementation of quality family support practices. | A |
| Supporting Families | Transition Planning: The Important Role of Families of Youth with Behavioral Health Needs | All youth will experience transitions. However, youth and young adults with behavioral health challenges and their families need individualized transition approaches as they face unique situations around treatment, medication, formal services, programming, and education. This session outlines key principles when working with family members/caregivers of youth and young adults with behavioral health care challenges, and unique transition scenarios and strategies that family | A |

| | | | |
|------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| | | leaders and family members have found helpful for navigating the transitioning process. | |
| Supporting Families | Understanding Trauma and Promoting Resilience in Vulnerable Children | The science of resiliency tells us that children are not born with resiliency, but that it develops over time through strong relationships with the important adults in their family and community. This session discusses how resilience can be developed and nurtured, examines what parents can do to build resilient children, and provides resources on resilience. | A |
| Workforce Development | Core Competencies for Parent Peer Support Providers | Employing a set of core competencies is critical to ensuring that Parent Peer Support Providers deliver quality parent peer support to families. But determining how to train and assess core competencies and then support parent peer support providers to maintain and grow in the identified core competency areas as services, systems, and policies change can be challenging. In this session, leaders from family-run organizations share examples of models used to train and assess core competencies in their states. Participants discuss how to implement core competencies to further the development of the parent peer support provider workforce. | F |
| Workforce Development | Parent Support Services: Models of Service Delivery | Family-run organizations across the country have developed different models of Parent Peer Support Services. This webinar explores finance mechanisms, diverse referral sources, and cross-agency collaborations that make it possible for family-run organizations to offer this important resource to families of children with emotional, behavioral, and mental health care challenges. Presenters include representatives from family-run organizations and programs that have successfully used different approaches to service delivery. | F |
| Workforce Development | Workforce Development: Readiness for Becoming A Parent Peer Support Provider | Parent Peer Support Providers are a critical component of the behavioral health workforce but assessing the readiness of a family member to become a peer support provider can be complicated. This session engages family organization leaders with experience implementing parent peer support programs to share their lessons learned and strategies for assessing the readiness of family members to become parent peer support providers. | F |

| | | | |
|-------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <p>Workforce Development</p> | <p>Effective Supervision Strategies for Parent Peer Support Providers</p> | <p>Supervision of Parent Peer Support Providers is critical to delivering a consistent, high quality service for families. This session explores different models of supervision being utilized by family-run organizations and key strategies for supervising family member staff. Presenters include supervisors of Parent Peer Support staff and the developer of a new supervision curriculum.</p> |  |
| <p>Workforce Development</p> | <p>Ethics for Parent Peer Support Providers</p> | <p>Ethics is a core competency for Parent Peer Support Providers (PPSP), but guidance in this area is limited and is often not applicable to the unique role of a PPS provider. In response to a need for guidance in ethics from the field, FREDLA convened a group of family leaders to develop an Ethics Workbook for Parent Peer Support Providers that provides a framework for addressing ethical dilemmas. This session introduces the workbook and covers the three main areas in which PPSPs experience challenging ethical situations: working with families, interactions in the workplace, and behavior in the community and with partners.</p> |  |