

Tools for Practical Workforce Development

National Prevention Network – Annual Conference

August 2024



New England (HHS Region 1)

PTTC

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

Solutions that Matter

Acknowledgement

The New England Prevention Technology Transfer Center (New England PTTC) is supported by SAMHSA of the U.S. Department of Health and Human Services (HHS) as part of a financial assistance award with 100 percent funded by SAMHSA/HHS. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by SAMHSA/HHS, or the U.S. Government.

Cooperative Agreement #
6H79SP081020-05M005



New England (HHS Region 1)

PTTC

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

Land Acknowledgement

The New England PTTC acknowledges that we are all on the traditional lands of native people. In Maine, we work from the ancestral lands of the Abenaki People, part of the Wabanaki Confederacy. We have a responsibility to acknowledge our Indigenous connections and the histories of Indigenous land dispossession. We encourage you to learn more about the stewards of the land you live and work on by working with your native neighbors, and by visiting <https://native-land.ca/>

The use of affirming language inspires hope.

LANGUAGE MATTERS.

Words have power.



PEOPLE FIRST.



The PTTC Network uses affirming language to promote the application of evidence-based and culturally informed practices.

Presenters

Kim Magoon, MS

Evaluation Manager, PCG
New England PTTC Evaluator

kmagoon@pcgus.com



Megan Hawkes, MPH

Evaluation Manager, PCG
New England PTTC Evaluator

mhawkes@pcgus.com



Disclosure:
**Public Consulting
Group presenters
are public health
consultants
working for a
for-profit
company.**

Special Thanks

- Ashley Helle, ATTC National Coordinating Office
- Carina Rivera, Pacific Southwest PTTC
- Milena Stanojlovic, New England MHTTC
- Nicole Schoenborn, South Southwest PTTC
- Olivia Horton, PTTC National Coordinating Office

TTC Evaluators Presentation Partners



Training Objectives

Identify trends in workforce recruitment and retention

Explore innovative opportunities to create sustainable recruitment and retention workforce models

Agenda

TTC Overview

Workforce Development Theory

Workforce Statistics

Recruitment Strategies

Retention Strategies



Who has heard of SAMHSA's Technology Transfer Center or TTC Network?

- **The Mental Health TTC?**
- **The Prevention TTC?**
- **The Addiction TTC?**



ATTC

1 Network Coord. Office
10 Regional Centers

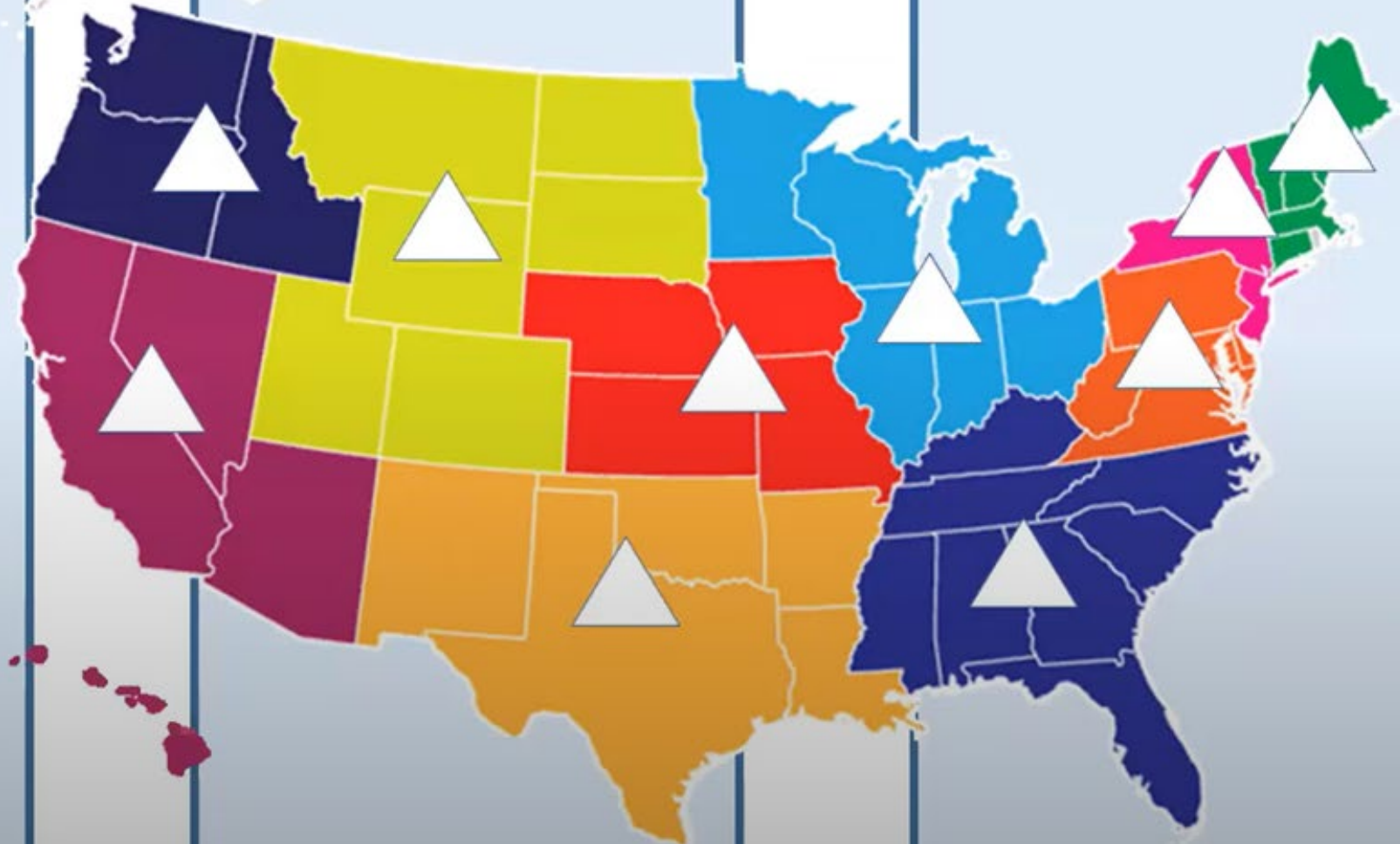


MHTTC

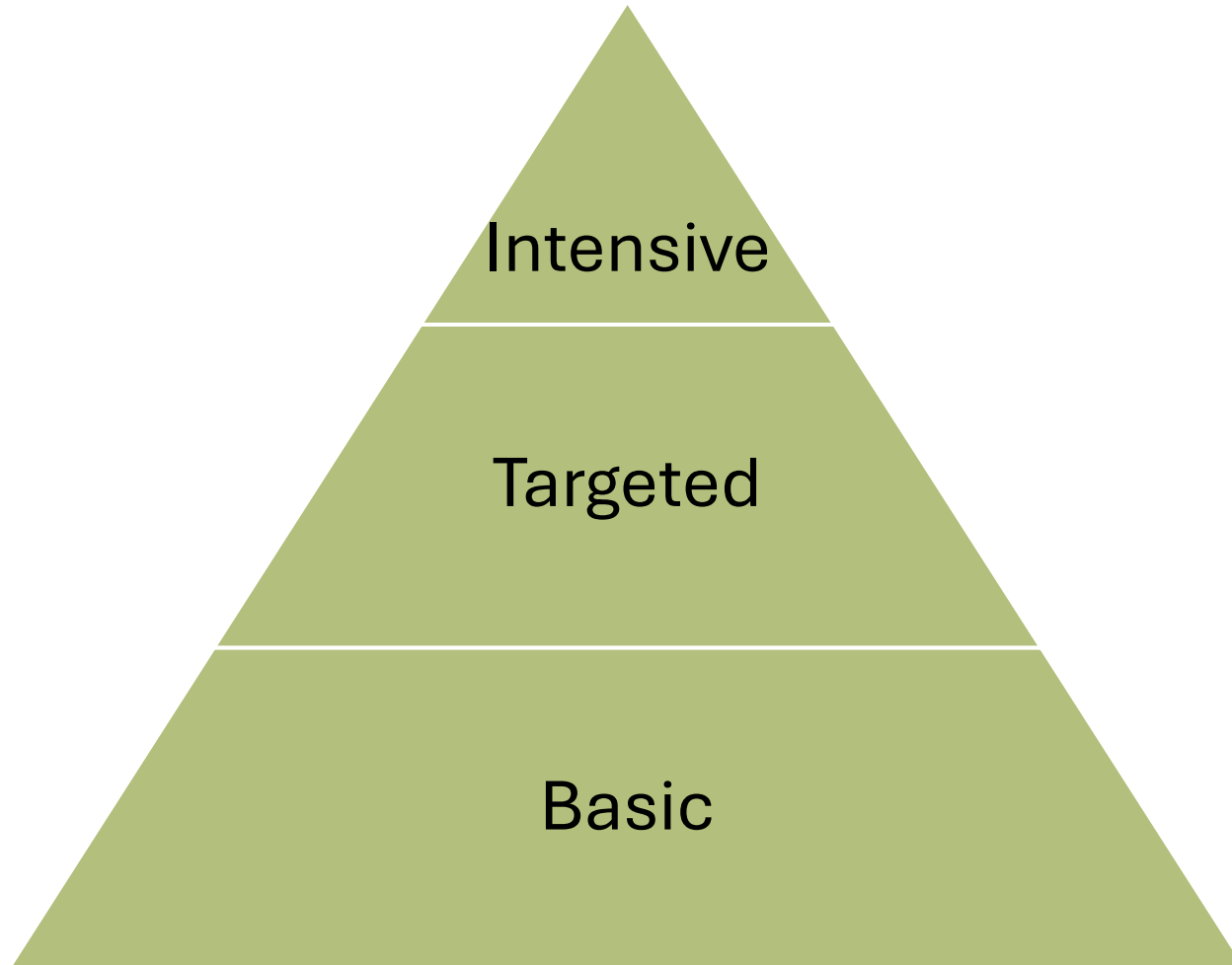
1 Network Coord. Office
10 Regional Centers

PTTC

1 Network Coord. Office
10 Regional Centers



Technology Transfer Offerings



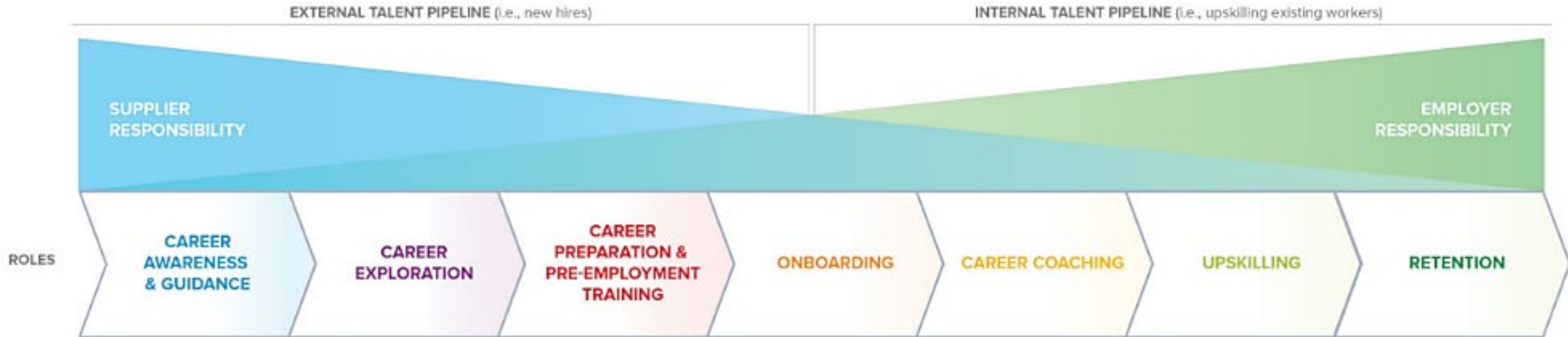
Examples include:

- One-time trainings
- Series trainings
- Training for specific audiences or topics
- Project ECHO, group training
- Domain and core competency training
- Fact sheets or one-pagers
- PowerPoint banks
- Workforce guides and orientation checklists
- Video series
- Resource or network connections
- Follow up discussion/ implementation support

Has anyone attended any TTC trainings or utilized/received technical assistance services?



Workforce Development Theory



(US Chamber of Commerce)

Workforce Statistics

Workforce Gender, Race, & Age

Observations

The majority of the workforce continues to identify as female.
The workforce also predominantly identifies as white.

During 2020-2021, TTC evaluators noticed some turnover in mid-career professionals (people with 5- 9 years of experience).

The largest majority of the workforce are 40 years or older.

So What?

Gender and racial diversity is an issue.

There has been a corresponding influx of new hires without the same organizational expertise.

Long-term workforce development needs young people to be sustainable.

Education & Certification

Observations

Most of the prevention workforce has a bachelor's degree or higher.

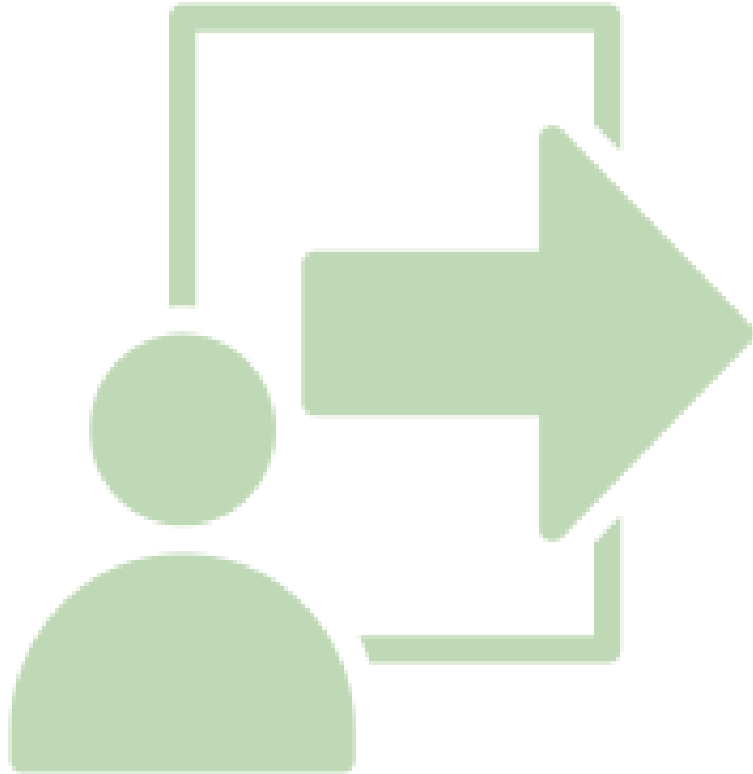
Only about one-third of the workforce is a Certified Prevention Professional.

So What?

An educated workforce is important for quality – as long as it doesn't become a barrier to recruitment.

Certification is important for establishing knowledge standards and legitimization of the profession.

Turnover



Top reasons for leaving prevention:

- a) low pay/ undervalued/ no room for growth
- b) end of grant funding
- c) retirement
- d) having other interests
- e) politics of the job

More than one-quarter of prevention survey respondents have plans to leave the prevention field within the next 3 years.

**What kind of workforce trends
are you seeing in your state
or organization?**



Recruitment

**What are the biggest barriers
that you are seeing for
workforce recruitment?**



Common Barriers to Recruitment

- Need for a college education or graduate degree creates a barrier
- Unpaid internship hours
- Lack of exposure to the work that preventionists do in K-12 results in a lack of awareness about pursuing a career in prevention
- Lack of diversity within the workforce
- Need for professionals increased both in number and in severity in last few years



Recruitment Strategies



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

Strategic Response to Behavioral Workforce Shortages



AREA OF FOCUS

RECRUITMENT OF NEW EMPLOYEES TO THE FIELD

With the high levels of burnout and large case-loads, recruitment of new employees through various pathways is imperative to meet the growing behavioral health needs in the U.S.. In addition, the aging workforce is also a concern. 61% of all mental health professionals are above the age of 40⁶, and 60% of psychiatrists in the U.S. are above the age of 55⁷. Concerns for recruitment in the future lie in the lack of exposure to the mental health profession for students in grades K-12. That in addition to most licenses requiring a graduate degree and unpaid internship hours create barriers for recruitment, particularly in communities of color and those with lower socioeconomic backgrounds. Diversity among mental health professionals does not reflect the racial and ethnic diversity of the communities being served, with 74% identifying as white.⁸

Recommendations

Exposure to Career Pathways in K-12 and Post-Secondary Settings

Career pathways programs partner educators and employers to provide education and training to students from kindergarten through college in fields with worker shortages. Similar programs exist in the healthcare field for entry-level roles with high need. Creation of these programs for the behavioral health field at the state level can address recruitment needs by funding such programs to expose students to mental health professions and offering apprenticeships or paid on-the-job training to enter into the field.⁸



Creating Additional Entry Points through Grants, Fellowships, and Tuition Reimbursement

Expansion of programs such as HRSA's Behavioral Health Workforce Education and Training Program and SAMHSA's Minority Fellowship Programs can create more opportunities for the field to address racial and ethnic diversity in the workforce. Many states have started offering tuition reimbursement to recruit and retain employees in the behavioral health workforce to address shortages.⁹ Investment in such programs lowers the financial barriers often associated with entering the behavioral health field, including obtaining a graduate degree and years of unpaid masters-level internship work.⁹

“
Diversity among mental health professionals does not reflect the racial and ethnic diversity of the communities being served, with 74% identifying as white.
”

Diversity, Equity, and Inclusion Workforce

- Better decisions making allows for more comprehensive, meaningful programming
- Helps employees feel belonging, improves morale
- Enhances creativity and innovation
- Positive company reputation
- Will entice more people to join the industry



CLAS Assessment Tool

EXTERNAL - CLAS Standards Needs Assessment

1. Does your program have written policies and procedures that support recruitment, retention, training and promotion practices? (*CLAS Standard 2*)
 - a. All our staff are aware of / universally trained on them
 - b. Not all our staff are aware of / universally trained on them
 - c. Our program does not currently have written policies and procedures that support these diversity practices
2. Does your program recruit, retain, and promote staff that reflects the cultural diversity of the community you serve? (*CLAS Standard 3*)
 - a. Our staff fully reflects the cultural diversity of our community
 - b. Our staff partially reflects the cultural diversity of our community
 - c. Our program staff does not currently reflect the cultural diversity of our community
3. Do program staff members at all levels and disciplines receive training in culturally-and linguistically-appropriate service delivery? (*CLAS Standard 4*)
 - a. Training is provided to staff as standard part of orientation for new hires at all levels and disciplines
 - b. Training is provided at least once a year to staff at all levels and disciplines
 - c. Training is provided, but not in a standardized / routine manner
 - d. Our program does not currently provide this training
4. Does your program provide timely professional interpreter services, at no cost, to all Limited English Proficiency (LEP) clients, including those clients who use American Sign Language? (*CLAS Standard 5, Federal mandate*)
 - a. Always
 - b. Most of the time
 - c. Sometimes
 - d. Our program does not currently provide timely professional interpreter services
5. Do all LEP or Deaf/Hard of Hearing clients receive verbal and written notices about their right to language assistance services? (*CLAS Standard 6, Federal mandate*) **Check all that apply**
 - a. Verbal notices are provided
 - b. Written notices are provided
 - c. Our program does not currently provide either verbal or written notice about this right



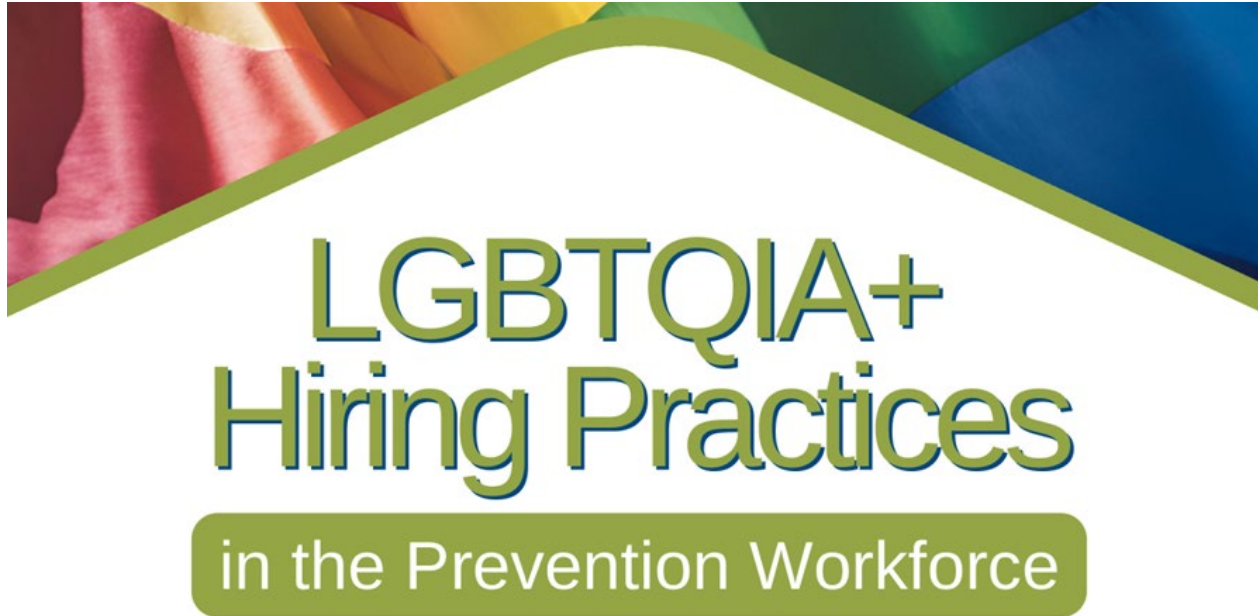
New England (HHS Region 1)

ATTC

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

Culturally and Linguistically Appropriate Services (CLAS) Needs Assessment Tool

Handbook for Equitable Workplace Design



A handbook on equitable, inclusive, and collaborative workplace design for practical use by prevention organizations.

Hispanic and Latino Diversity Guide

A guide for behavioral health leaders and organizations looking to diversify their staff and/or programs by increasing Hispanic and Latino representation in community-based prevention

Centering Cultural & Linguistic Equity in Behavioral Health:

A Guide to Increasing Hispanic and Latino
Representation in Community-Based
Prevention

Prevention Career Map

Video Series: What Do Prevention Specialists Do?



A SEVEN-PART
SERIES

Each video
focuses on a
Prevention
Performance
Domain.

Prevention Domain Video Series

If you are new to the field of prevention, or starting a new role within the field, these videos will help you understand the science and practice of prevention specialists.

Retention

**What are the biggest barriers
that you are seeing for
workforce retainment?**



Common Barriers to Retainment

- Low wages and limited advancement
- Certification barriers
- Inadequate supervision
- Isolation and lack of cohort support
- Lack of peer-specific labor data



Orientation Guide

My First Year in Prevention:

A Guide to Learning the Field



Orientation guide and materials to support early learning/training and connection to organizations and resources for those entering the substance use prevention

Onboarding Guide



New England Prevention Specialist

Onboarding and Orientation
Roadmap

Dialogue Guide

PUTTING THE HUMAN BACK INTO HUMAN SERVICES

**Embracing a More Holistic Approach to
Workforce Development in the Field of
Prevention**

A Dialogue Guide



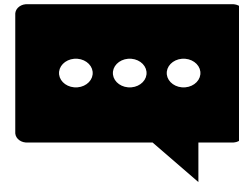
Blueprint for organizational environments that more meaningfully fosters the growth and diversity of our prevention workforce

Card Game for Working Meetings

Players work together to navigate obstacles and challenges of a working meeting to complete a group project. Game play is designed around common elements of equitable and inclusive meetings.



Accessible Training



Certified Recovery Coach Training in Spanish

MULTIMEDIA

[Ley 121 de 1 de agosto de 2019, según enmendada Carta de Derechos y la Política Pública del Gobierno a Favor de los Adultos Mayores en Puerto Rico \(Spanish Language Webinar Training\)](#)

La ley 121 fue creada para establecer política pública y la carta de derechos de los adultos mayores, responsabilidades de la...

Published: August 1, 2022

MULTIMEDIA

[Una Mirada Amplia Al Modelo De Recuperación ROSC \(Recovery Oriented Systems of Care\) - Spanish Language Webinar Training](#)

El modelo ROSC es un sistema de cuidado, el cual está orientado mayormente hacia la recuperación de los trastornos por uso de...

Published: August 1, 2022

MULTIMEDIA

[Ley 408: Ley de Salud Mental de Puerto Rico, servicios y derechos del paciente \(Spanish Language Webinar Training\)](#)

La ley 408 establece un sistema de prevención, tratamiento, recuperación y rehabilitación para quienes padecen de alguna...

Published: August 1, 2022

MULTIMEDIA

[Cannabis Medicinal \(Spanish Language Webinar Training\)](#)

El uso del Cannabis medicinal ha ido en aumento en la población desde la aprobación de ley. Durante este adiestramiento se...

Published: August 1, 2022

PRINT MEDIA

[VAPEO - \(Spanish Language Fact Sheet\)](#)

El uso de cigarrillos electrónicos ha ido en aumento durante los últimos años entre los adolescentes escolares en Puerto Rico; situació...

Published: July 15, 2022

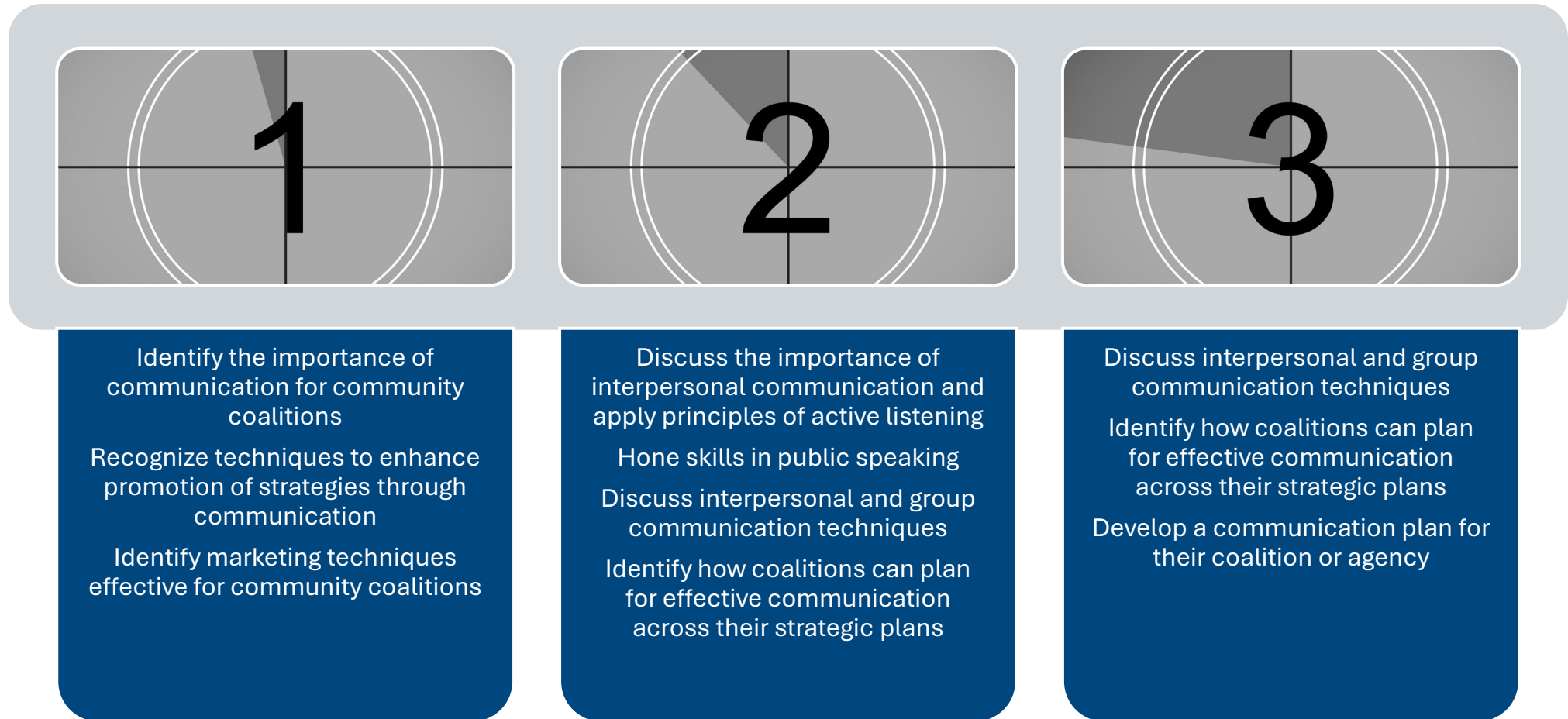
PRESENTATION SLIDES

[Una Mirada Amplia al Trauma Emocional](#)

El módulo 'Una Mirada Amplia al Trauma Emocional' pretende ser un instrumento para los proveedores de salud conductual al momento...

Published: June 22, 2022

Workforce Development Series



Continued Professional Development

Video Series: Building Management Skills for Prevention Professionals



Building *management skills for*
Prevention Professionals

Practical strategies and approaches to address common supervision and management challenges.

VIDEO SERIES

pttcnetwork.org/NewEngland
(HHS Region 1)

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

Micro and Macroaggression Training

MICROINTERVENTIONS

the everyday words or deeds, whether intentional or unintentional, that communicates to targets of microaggressions (a) validation of their experiential reality, (b) value as a person, (c) affirmation of their racial or group identity, (d) support and encouragement, and (e) reassurance that they are not alone (Sue, et al., 2019)

1. MAKE THE “INVISIBLE” VISIBLE

Bring the microaggression to the forefront of the person’s awareness

TACTICS

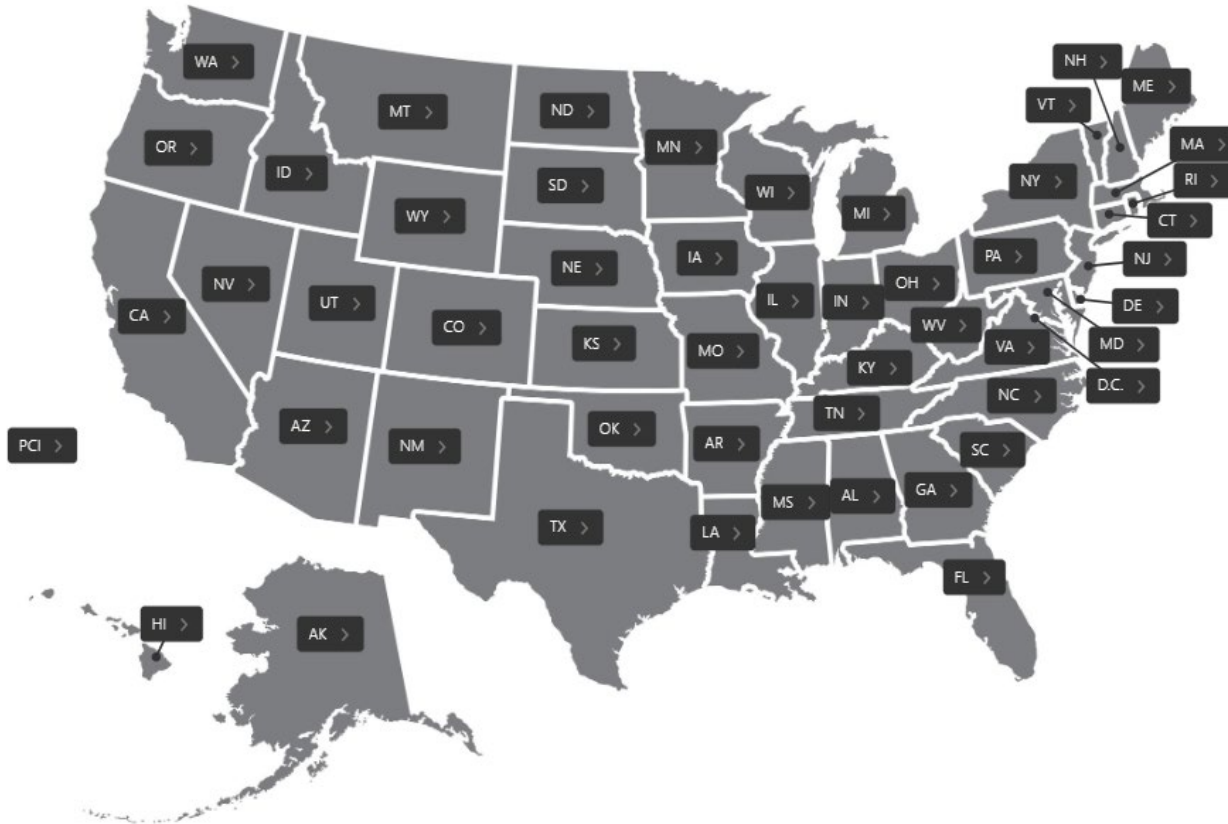
1. Develop perspicacity
2. Disempower the innuendo by naming it
3. Undermine the meta-communication
4. Challenge the stereotype

EXAMPLES

1. “Let’s analyze why John was offended by your ‘compliment.’”
2. “That’s a racist remark.”
3. “I was born and raised here.”
4. “That hasn’t been my experience at all.”

A product that focuses on teaching prevention organizations and coalitions how to identify micro and macroaggressions in the workforce, ways to address implicit bias and improve workforce diversity strategies.

Certification Board Map



For each state:

- Required prevention experience
- Educational and training experience
- Exam requirements
- Certification requirements
- Link to the state's website

Certification Exam Test-Taking Strategies

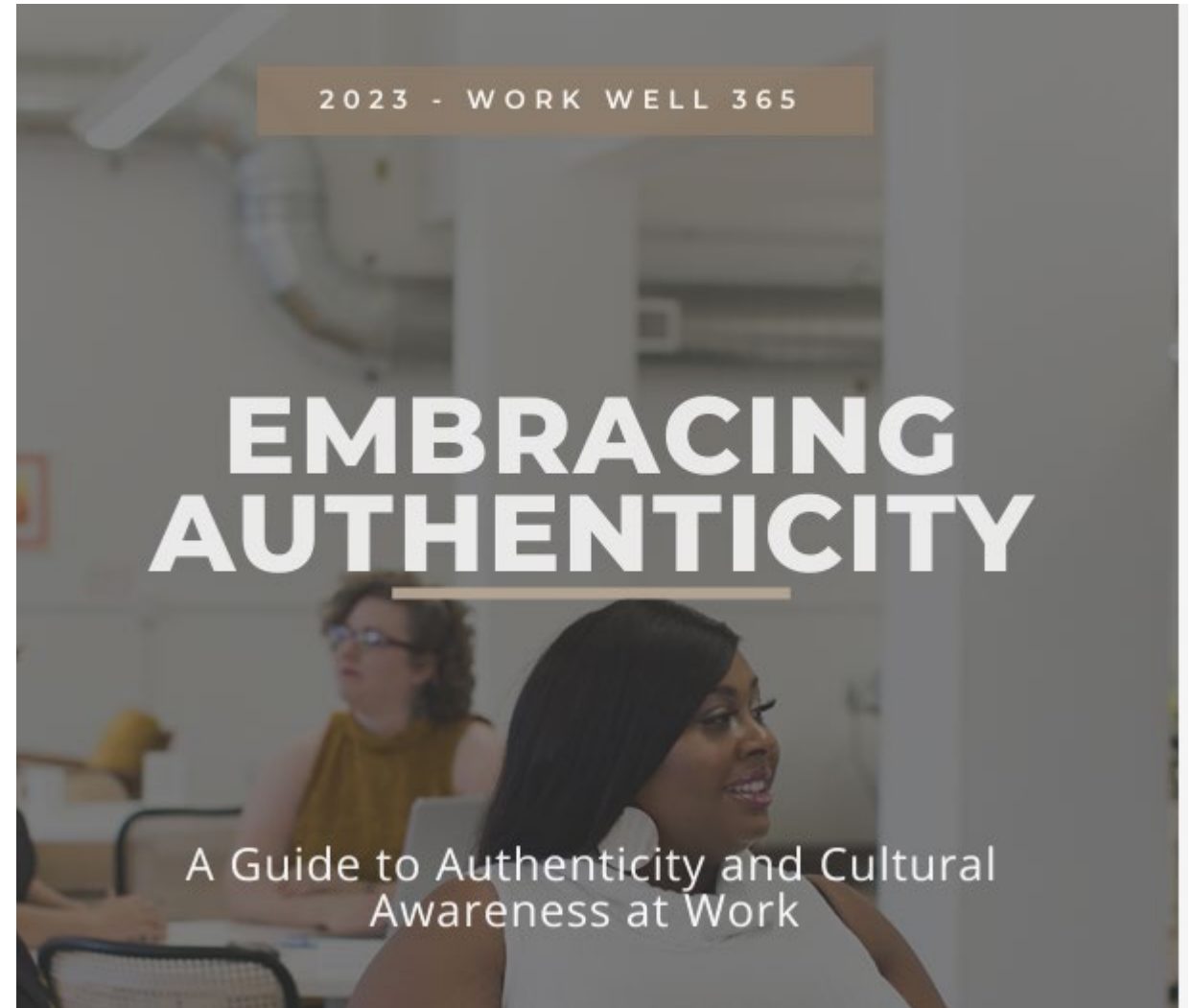


Session 1: Understanding the
IC & RC Prevention Exam Content

Nicole Augustine

Workforce Wellness

- Enhance Self-Awareness: Reflect on your values, biases, and areas for growth, laying the foundation for personal and professional development.
- Cultivate Inclusive Practices: Develop strategies to challenge microaggressions, foster allyship, and contribute to a more equitable workplace culture.
- Prioritize Wellness: Create a personalized wellness plan and adopt strategies that support your holistic well-being.
- Contribute to Organizational Change: Use this guide in tandem with others involved in organizational change efforts to drive meaningful shifts in practices and culture.



(New England MHTTC Embracing Authenticity)

**What resources have you utilized?
What is still needed?**



Other questions?



Resources

Addiction Technology Transfer Center Network. (2024). [Strategic Response to Behavioral Workforce Shortages.](#)

Augustine, Nicole. (2023). [Understanding the IC & RC Prevention Exam Content.](#)

Carvalho, Humberto. (2020). [Introduction to National and Regional Addiction Technology Transfer Centers.](#)

New England Addition Technology Transfer Center. (2021). [Culturally and Linguistically Appropriate Services \(CLAS\) Needs Assessment Tool.](#)

New England Mental Health Technology Transfer Center. (2023). [Embracing Authenticity: A Guide to Authenticity and Cultural Awareness at Work.](#)

New England Prevention Transfer Center Network. (2024). [Building Management Skills for Prevention Professionals.](#)

New England Prevention Transfer Center Network. (2021) [New England Prevention Career Road Map.](#)

Resources

New England Prevention Transfer Center Network. (2021). [New England Prevention Specialist Onboarding and Orientation Roadmap.](#)

New England Prevention Transfer Center Network. (n.d.). [Prevention Domain Video Series.](#)

New England Prevention Transfer Center Network. (2024). [Research and Design \(RAD\) Fellows.](#)

Prevention Technology Transfer Center. (n.d.) [Prevention Specialist Certification States.](#)

Strutner, Stephanie. (2024). [Workforce Development Series: Communications Strategies and Essentials for the Prevention Workforce.](#)

US Chamber of Commerce. (2021). Talent Pipeline Management[®]: Academy Curriculum. Retrieved from [TPM Curriculum.](#)

Wilson, Van. (2020). [Introduction to the Technical Assistance Framework](#)