

**Prevention Redesign Initiative**

**Community Coalition Coordinator Orientation**

July 29, 2013

Burien, WA

**Community Coalition Coordinator Orientation**

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**Agenda**

8:00 Check-in and getting settled

8:30 Introductions and Why Are We Here?

9:15 Chapter 1: General Prevention Information

10:30 Chapter 2: Key Objectives and Chapter 3: Implementing PRI

12:00 Lunch

1:00 Chapter 3: Implementing PRI

1:30 Chapter 4: Strategic Plan Requirements

4:00 Appendix and Wrap up

5:00 The End!

We will work in a few breaks throughout the day as needed.

**Risk Factors for Adolescent Problem Behavior**

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| **Risk Factors** | **Substance Abuse** | **Delinquency** | **Teen Pregnancy** | **School Drop- Out** | **Violence** | **Depression & Anxiety** |
| **Community** |  |  |  |  |  |  |
| Availability of Drugs | 🗴 |  |  |  | 🗴 |  |
| Availability of Firearms |  | 🗴 |  |  | 🗴 |  |
| Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime | 🗴 | 🗴 |  |  | 🗴 |  |
| Media Portrayals of Violence |  |  |  |  | 🗴 |  |
| Transitions and Mobility | 🗴 | 🗴 |  | 🗴 | 🗴 | 🗴 |
| Low Neighborhood Attachment and Community Disorganization | 🗴 | 🗴 |  |  | 🗴 |  |
| Extreme Economic Deprivation | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |
| **Family** |  |  |  |  |  |  |
| Family History of the Problem Behavior | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |
| Family Management Problems | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |
| Family Conflict | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |
| Favorable Parental Attitudes and Involvement in the Problem Behavior | 🗴 | 🗴 |  |  | 🗴 |  |
| **School** |  |  |  |  |  |  |
| Academic Failure Beginning in Late Elementary School | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |
| Lack of Commitment to School | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |
| **Individual/Peer** |  |  |  |  |  |  |
| Early and Persistent Antisocial Behavior | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |
| Rebelliousness | 🗴 | 🗴 |  | 🗴 | 🗴 |  |
| Friends Who Engage in the Problem Behavior | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |
| Favorable Attitudes Toward the Problem Behavior | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |
| Early Initiation of the Problem Behavior | 🗴 | 🗴 | 🗴 | 🗴 | 🗴 |  |
| Constitutional Factors | 🗴 | 🗴 |  |  | 🗴 | 🗴 |

Adapted with permission from Social Development Research Group and Channing Bete Compnay, Inc.



For PRI the coalition is required to have 8 of the 12 DFC sectors represented. \*Sector is recommended for participation in PRI, but is not a required sector for Drug Free Communities grantees.

**Assessing membership and identifying new members**

| **Type** | **Members**  *(new or current)* | **Benefits of Involvement** | **Level of Involvement:**  *(Key Leader/*  *Active Member/*  *Champion)* | **Contact** |
| --- | --- | --- | --- | --- |
| Youth |  |  |  |  |
| Parent |  |  |  |  |
| Law Enforcement |  |  |  |  |
| Civic/Volunteer Groups |  |  |  |  |
| Business |  |  |  |  |
| Healthcare Professionals |  |  |  |  |
| Media |  |  |  |  |
| Education /School |  |  |  |  |
| Youth-Serving Organizations |  |  |  |  |
| Religious/Fraternal Organizations |  |  |  |  |
| State/Local/Tribal Government |  |  |  |  |
| Other Substance Abuse Organizations |  |  |  |  |
| Chemical Dependency treatment\* |  |  |  |  |
| Mental Health services representative\* |  |  |  |  |
| Cultural/  Diversity |  |  |  |  |
| Neighborhood/ Citizens/Seniors |  |  |  |  |
| Others??? |  |  |  |  |
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**Community Coalition Member Skills Profile**

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| --- | --- | --- | --- |
| **You** | **Your Organization** | **Expertise/Skill** | **Notes** |
|  |  | Administration |  |
|  |  | Advertising/marketing |  |
|  |  | Analyzing/evaluating data |  |
|  |  | Board development |  |
|  |  | Collaboration building |  |
|  |  | Community outreach/involvement |  |
|  |  | Cultural competence/context |  |
|  |  | Database/graphing (MIS/GIS) |  |
|  |  | Data collection |  |
|  |  | Data analysis |  |
|  |  | Fiscal management/budgeting |  |
|  |  | Evaluation |  |
|  |  | Grant writing/fund-raising |  |
|  |  | Group facilitation |  |
|  |  | Implementation/follow up |  |
|  |  | Interviewing/surveying |  |
|  |  | Legislation/codes/policy |  |
|  |  | Media relations |  |
|  |  | Mediation/negotiation |  |
|  |  | Policy analysis |  |
|  |  | Presentations/speaking (one-on-one/ groups) |  |
|  |  | Prevention strategies |  |
|  |  | Public relations |  |
|  |  | Research |  |
|  |  | Strategic planning |  |
|  |  | Systems reform |  |
|  |  | Teaching/training/orientation |  |
|  |  | Translation |  |
|  |  | Word processing |  |
|  |  | Working with city/county/state government |  |
|  |  | Youth involvement |  |

**Community Coalition Member Skills Profile**

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| --- | --- | --- | --- |
| **Expertise/Skill** | **Board Member(s)**  **with skill** | **Who to recruit** | **Who will recruit** |
| Administration |  |  |  |
| Advertising/marketing |  |  |  |
| Analyzing/evaluating data |  |  |  |
| Board development |  |  |  |
| Collaboration building |  |  |  |
| Community outreach/involvement |  |  |  |
| Cultural competence/context |  |  |  |
| Database/graphing (MIS/GIS) |  |  |  |
| Data collection |  |  |  |
| Data analysis |  |  |  |
| Fiscal management/budgeting |  |  |  |
| Evaluation |  |  |  |
| Grant writing/fund-raising |  |  |  |
| Group facilitation |  |  |  |
| Implementation/follow up |  |  |  |
| Interviewing/surveying |  |  |  |
| Legislation/codes/policy |  |  |  |
| Media relations |  |  |  |
| Mediation/negotiation |  |  |  |
| Policy analysis |  |  |  |
| Presentations/speaking |  |  |  |
| Prevention strategies |  |  |  |
| Public relations |  |  |  |
| Research |  |  |  |
| Strategic planning |  |  |  |
| Systems reform |  |  |  |
| Teaching/training/orientation |  |  |  |
| Translation |  |  |  |
| Word processing |  |  |  |
| Working with government |  |  |  |
| Youth involvement |  |  |  |

**Structural/Organizational**

**Identifying Readiness Challenges**

1. What could stand in our way of getting a high level of engagement from all coalition members? Which of those issues are “show-stoppers?”

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1. Is there a history of successful collaboration in this community? If not, what can we do to build a new history that features successful collaboration?

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1. Are there populations or cultures within the community that are not represented currently in the coalition? How can they be recruited to join?

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1. Does coordination exist amount current initiatives and planning efforts in this community? If not, how can we build that coordination?

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**Attitudinal**

1. What attitudinal readiness issues might impact our success in this community? Which of those are “show-stoppers”?

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1. Are there groups or stakeholders (school district; other groups; individuals) who oppose the work we are trying to do?

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1. Who may oppose this focus? Our vision? Anyone who may be a barrier to implementation? (i.e sharing Healthy Youth Survey data)

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**Involving Youth in Your Coalition**

1. Describe your idea for involving youth:

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1. What healthy behaviors and outcomes would this involvement produce?

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1. What healthy beliefs and clear standards would you have for youth involvement?

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1. What are opportunities for youth to be involved in meaningful ways?

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1. What skills will be needed by youth and adults?

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1. How could youth and adults be recognized for their participation?

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1. How can youth with a variety of individual characteristics be encouraged to participate?

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**Bringing it all together**

* **Why am I here?**

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* **Key Elements to Prevention Redesign Initiative...**

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* **Key Elements to Research Framework...**

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* **My role is to…**

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* **Resources not to forget...**

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* **Most important thing I want to remember from today….**

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* **Follow up to do list…**
  + **a**
  + **A**