What's School Got To Do With It: Schools Working With PRI Coalitions

CADCA
NATIONAL
COMMUNITY
ANTI-DRUG
COALITION
INSTITUTE

Lacey, WA
May 15, 2012

National Coalition Institute Staff

Jane Callahan
Director
1-800-54-CADCA, ext. 229
E-mail: jcallahan@cadca.org

Anne FitzGerald
Senior Operations Manager
1-800-54-CADCA, ext. 268
E-mail: afitzgerald@cadca.org

Eduardo Hernández-Alarcón
Vice President, International Programs and Deputy Director
Dissemination & Coalition Relations
1-800-54-CADCA, ext. 222
E-mail: ehernandez@cadca.org

Tanya A. Hills
Manager
Dissemination & Coalition Relations
1-800-54-CADCA, ext. 238
E-mail: thills@cadca.org

Marshella C. Toldson
Manager
Dissemination & Coalition Relations
1-800-54-CADCA, ext. 233
E-mail:mtoldson@cadca.org

Evelyn Yang
Deputy Director
Evaluation & Research
1-800-54-CADCA, ext. 243
E-mail: eyang@cadca.org

Andrea de la Flor
Manager
Evaluation & Research
1-800-54-CADCA, ext. 245
E-mail: adelaflor@cadca.org

Allison Jacobs
CSAP Fellow
Evaluation & Research
1-800-54-CADCA, ext. 262
E-mail: ajacobs@cadca.org

Kaitlyn A. McAuliffe
Associate
Evaluation & Research
1-800-54-CADCA, ext. 264
E-mail: kmcauliffe@cadca.org

Charlie C. Carroll Jr.
Associate
Dissemination & Coalition Relations
1-800-54-CADCA, ext. 263
E-mail: ccarroll@cadca.org

Carlton Hall
Deputy Director
Training & Technical Assistance
1-800-54-CADCA, ext. 227
E-mail: chall@cadca.org

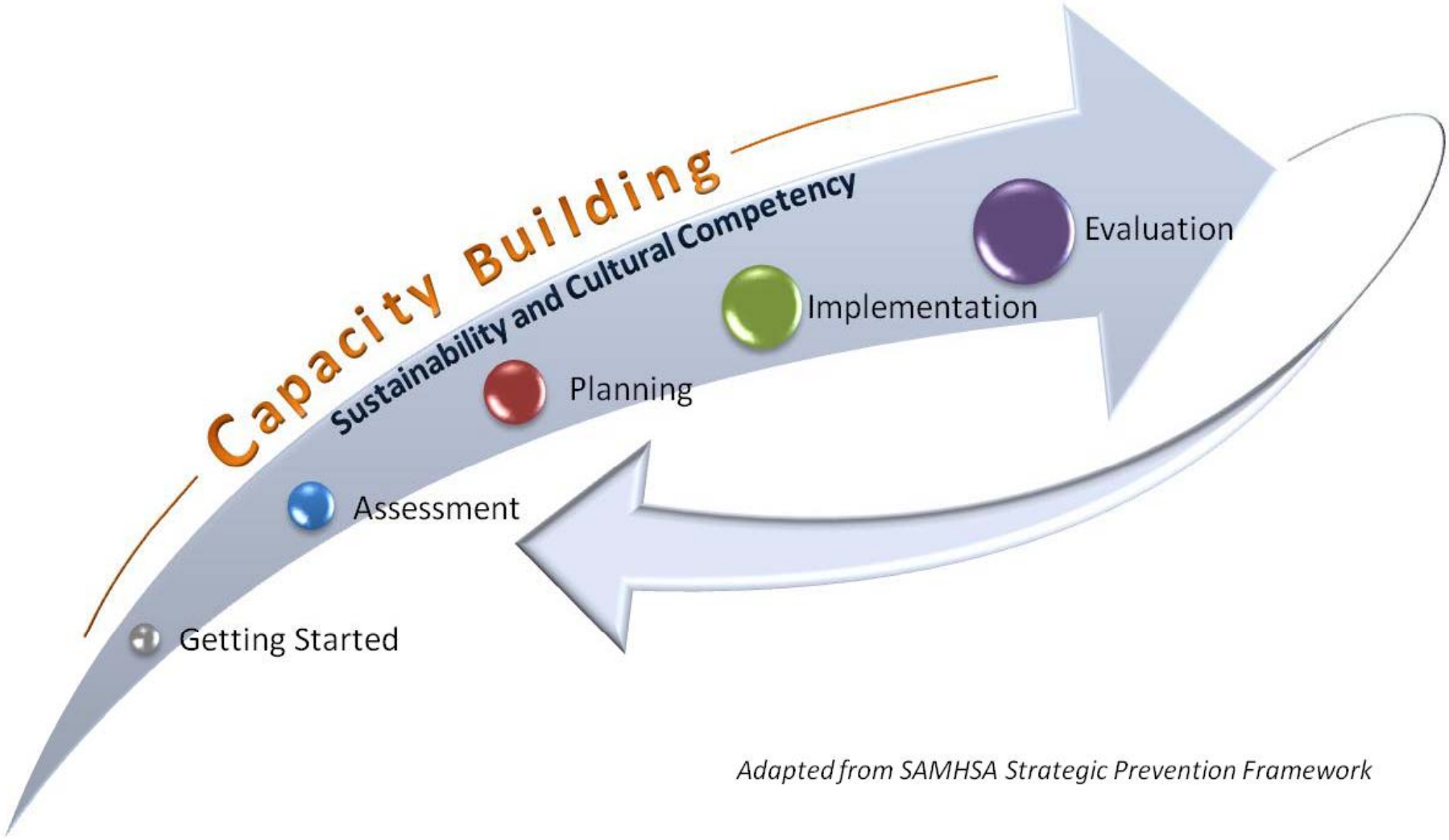
Kristy Miller
Manager, Training
Training & Technical Assistance
1-800-54-CADCA, ext. 271
E-mail: kmiller@cadca.org

Nancy N. Roy
Manager, Training Support
Training & Technical Assistance
1-800-54-CADCA, ext. 225
E-mail: nroy@cadca.org

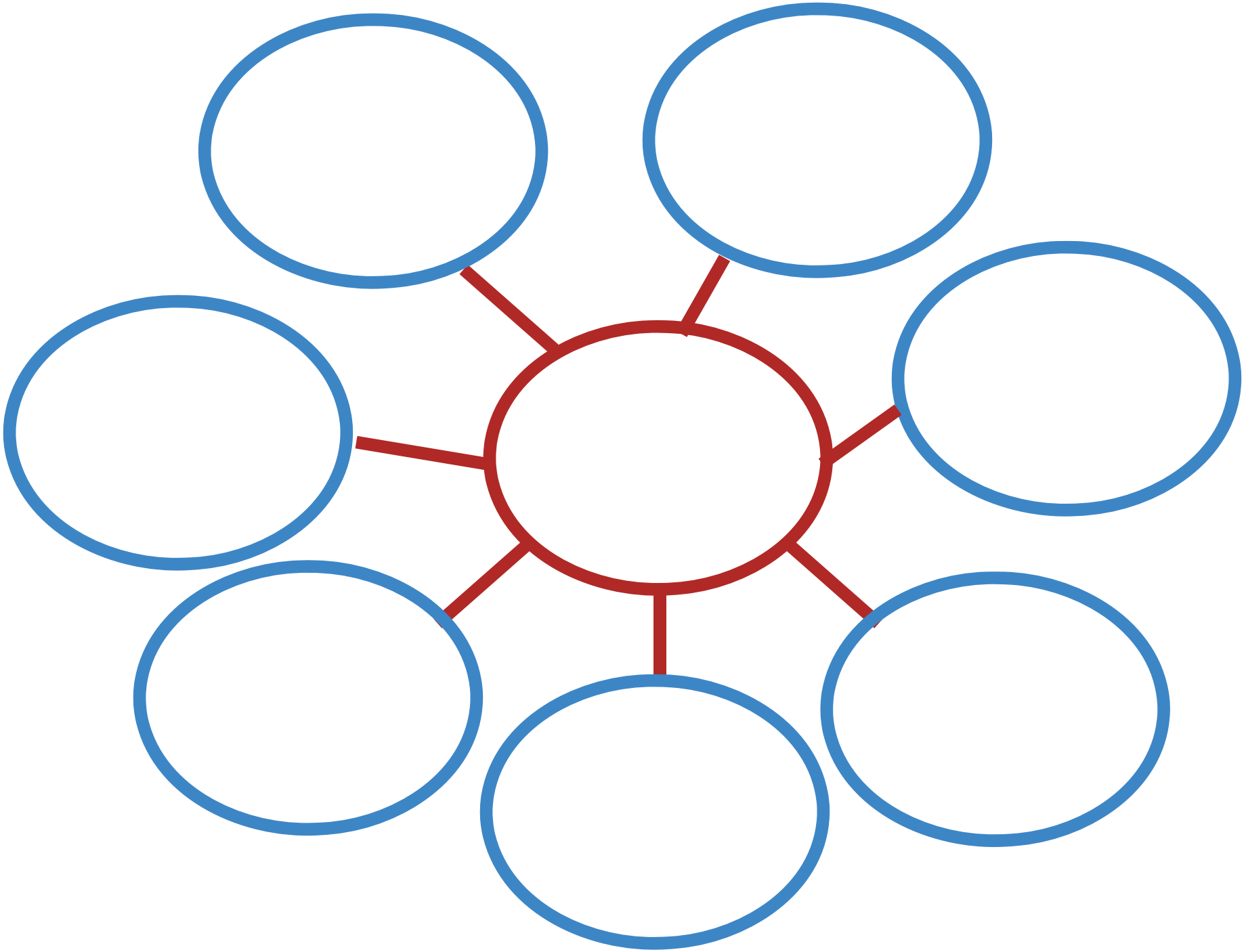
Bill Geary
Manager, Technical Assistance
Training & Technical Assistance
1-800-54-CADCA, ext. 240
E-mail: wgeary@cadca.org

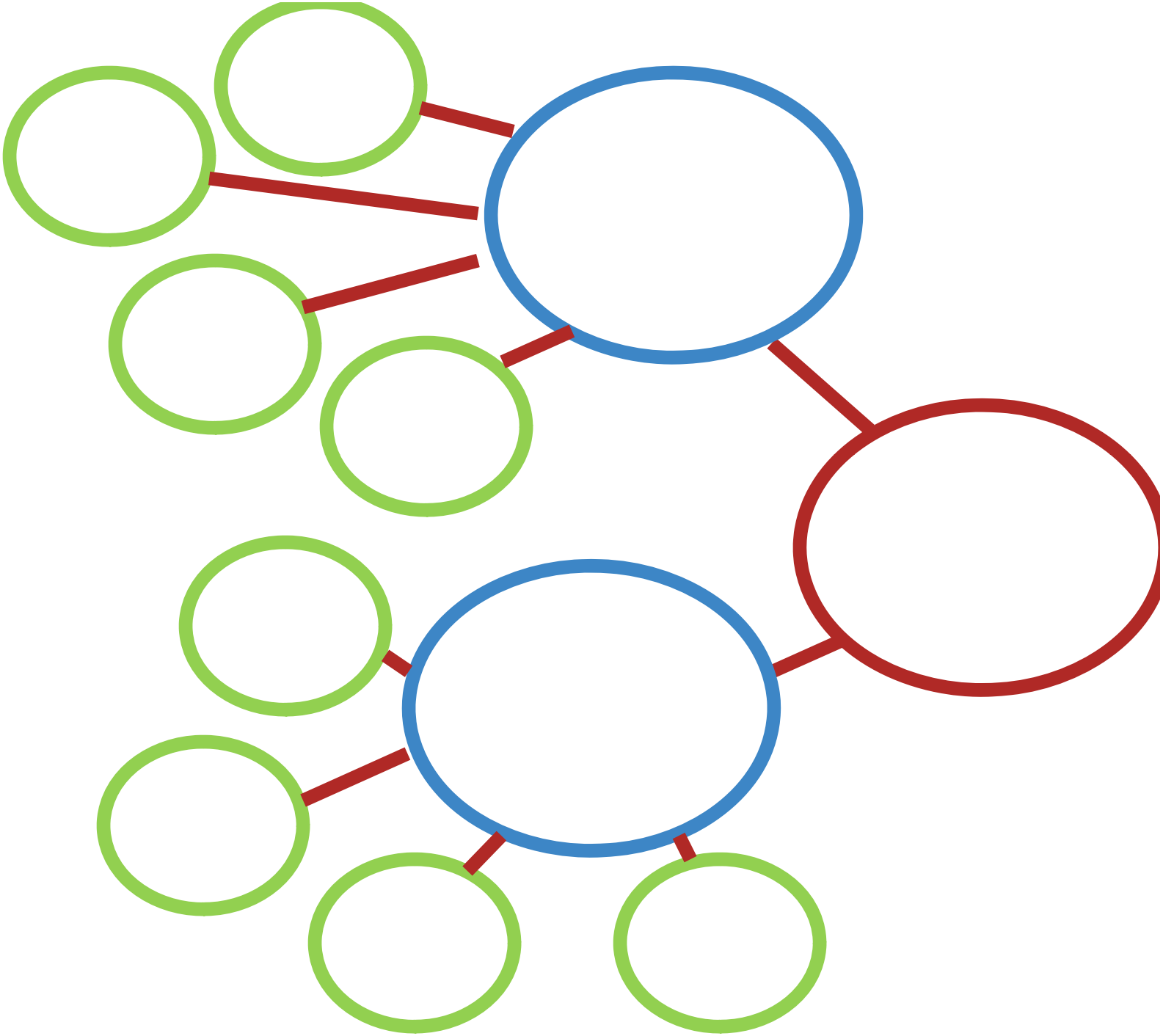
Strategic Prevention Framework

DBHR Prevention Redesign Initiative Planning Framework

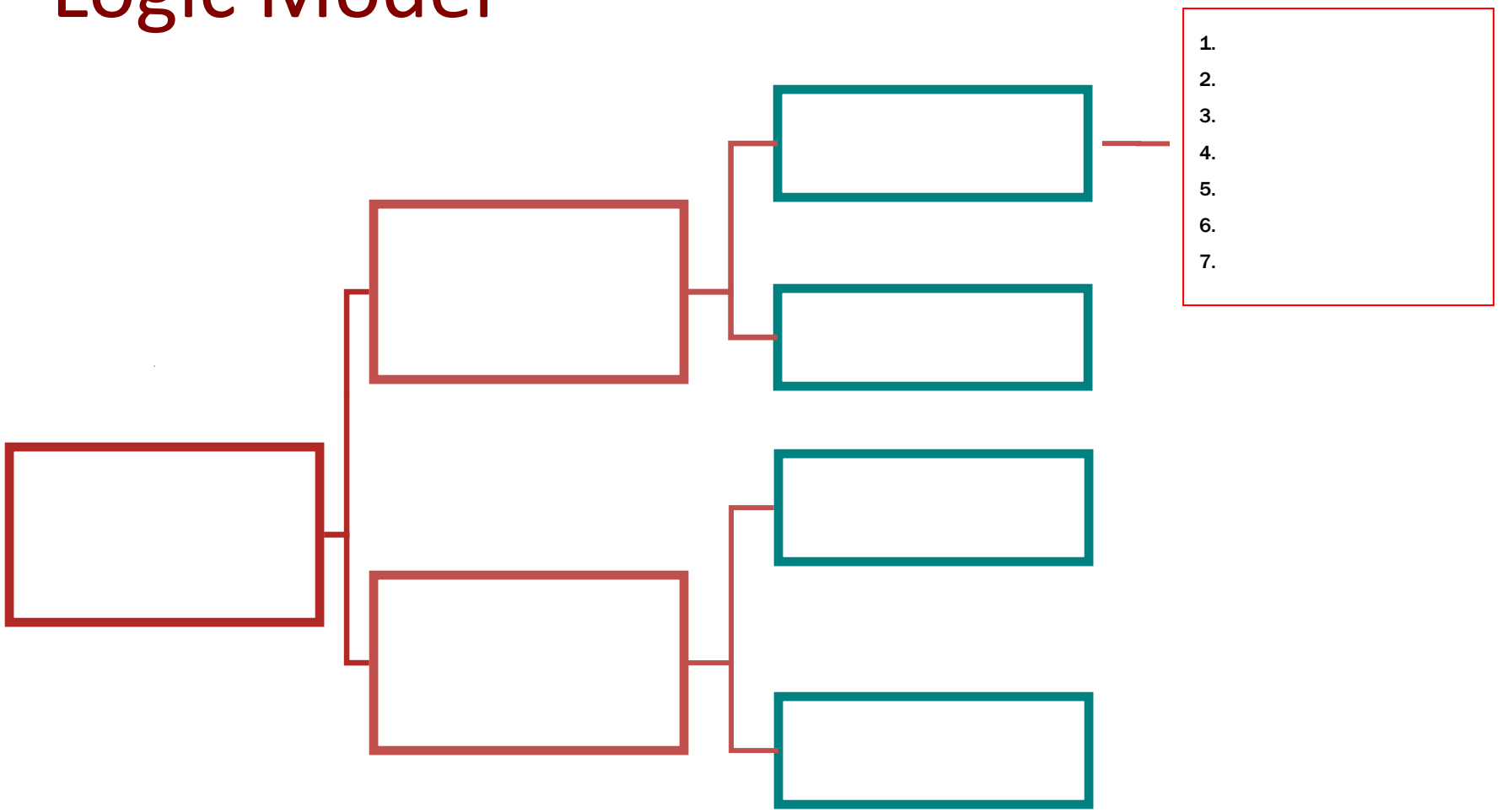


Adapted from SAMHSA Strategic Prevention Framework





Logic Model



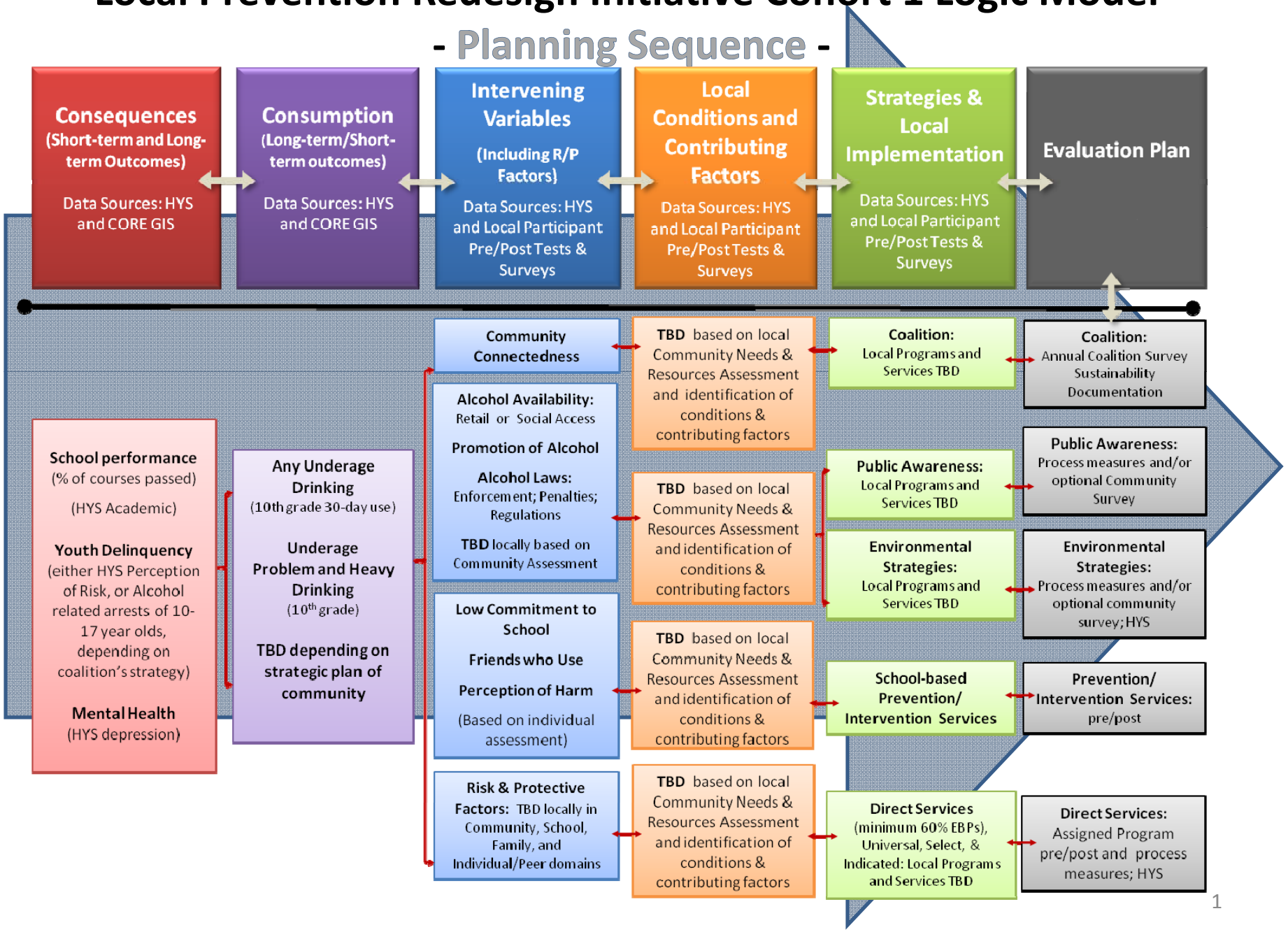
Problem Statement

But Why? (Root Cause)

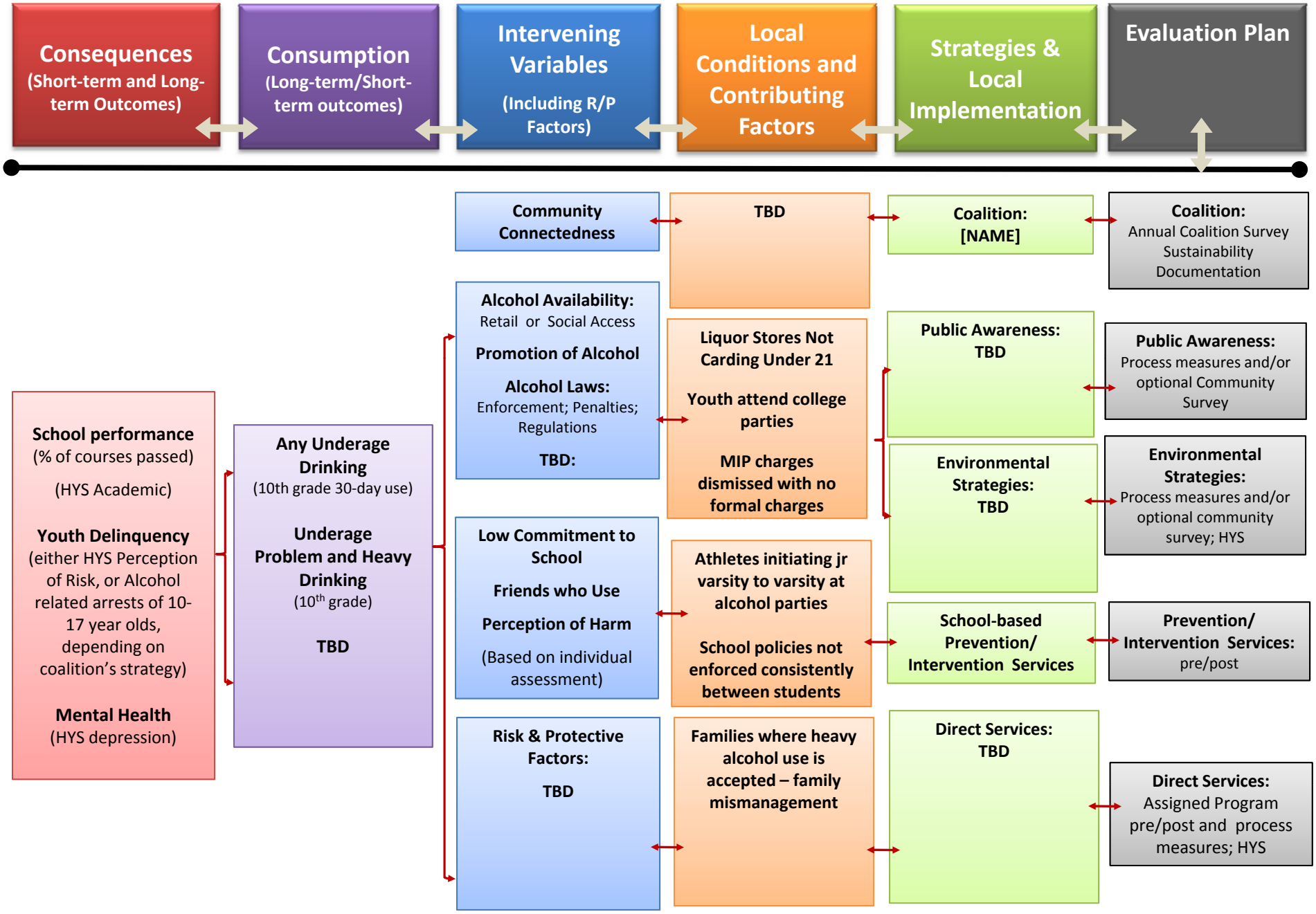
But Why Here? (Local Conditions)

Local Prevention Redesign Initiative Cohort 1 Logic Model

- Planning Sequence -



[Name] Coalition Logic Model



CADCA National Coalition Academy

Defining the Seven Strategies for Community Change

1. Providing Information – Educational presentations, workshops or seminars or other presentations of data (e.g., public announcements, brochures, dissemination, billboards, community meetings, forums, web-based communication).

2. Enhancing Skills – Workshops, seminars or other activities designed to increase the skills of participants, members and staff needed to achieve population level outcomes (e.g., training, technical assistance, distance learning, strategic planning retreats, curricula development).

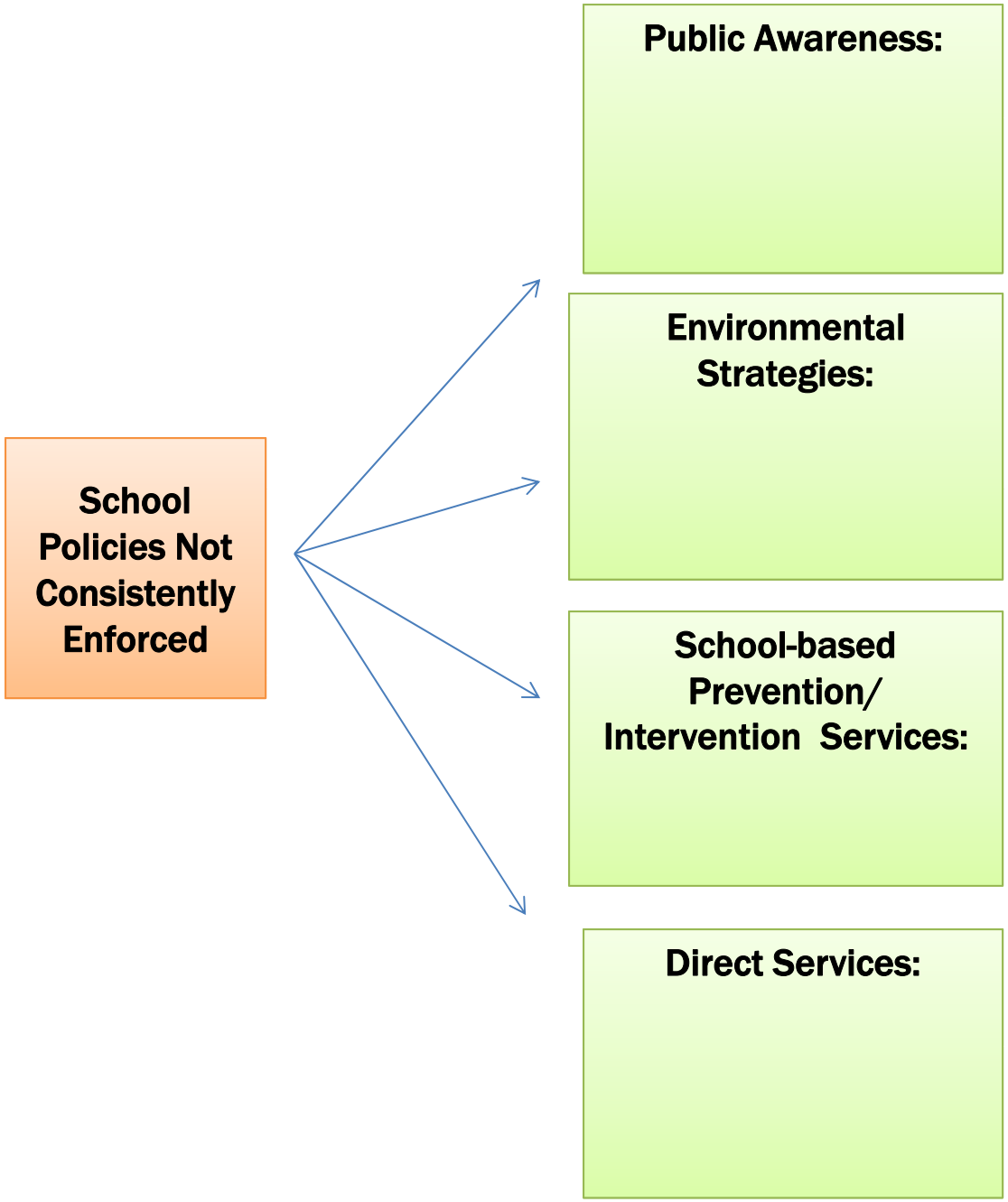
3. Providing Support – Creating opportunities to support people to participate in activities that reduce risk or enhance protection (e.g., providing alternative activities, mentoring, referrals, support groups or clubs).

4. Enhancing Access/Reducing Barriers- Improving systems and processes to increase the ease, ability and opportunity to utilize those systems and services (e.g., assuring healthcare, childcare, transportation, housing, justice, education, safety, special needs, cultural and language sensitivity).

5. Changing Consequences (Incentives/Disincentives) – Increasing or decreasing the probability of a specific behavior that reduces risk or enhances protection by altering the consequences for performing that behavior (e.g., increasing public recognition for deserved behavior, individual and business rewards, taxes, citations, fines, revocations/loss of privileges).

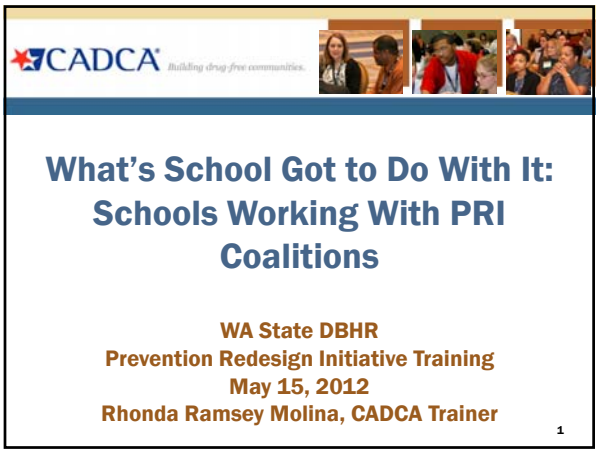
6. Physical Design – Changing the physical design or structure of the environment to reduce risk or enhance protection (e.g., parks, landscapes, signage, lighting, outlet density).

7. Modifying/Changing Policies – Formal change in written procedures, by-laws, proclamations, rules or laws with written documentation and/or voting procedures (e.g., workplace initiatives, law enforcement procedures and practices, public policy actions, systems change within government, communities and organizations).


School Policies Not Consistently Enforced
Public Awareness:
Environmental Strategies:
School-based Prevention/ Intervention Services:
Direct Services:

POWERPOINT HANDOUTS

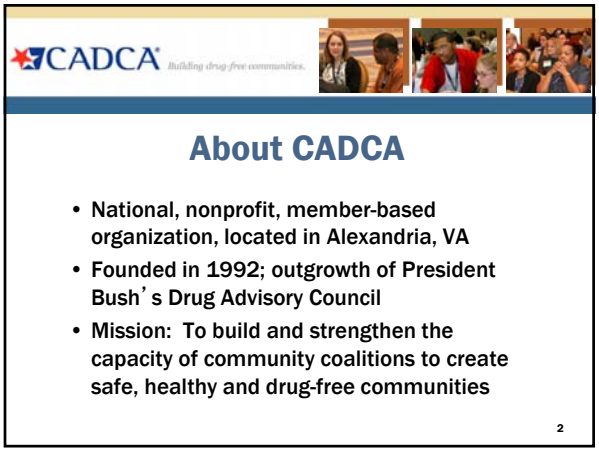
What's School Got To Do With It?: Schools Working with PRI Coalitions



What's School Got to Do With It: Schools Working With PRI Coalitions

WA State DBHR
Prevention Redesign Initiative Training
May 15, 2012
Rhonda Ramsey Molina, CADCA Trainer

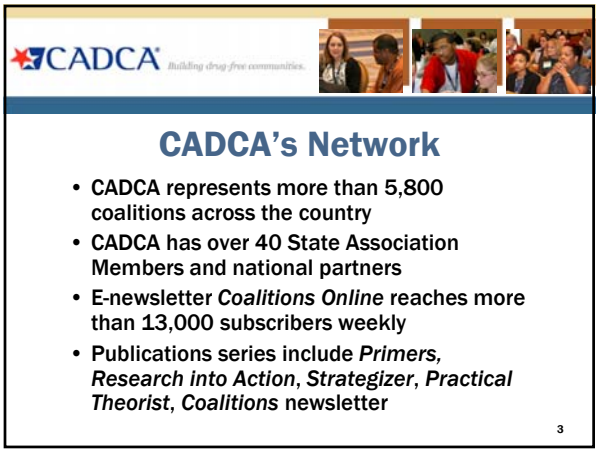
1



About CADCA

- National, nonprofit, member-based organization, located in Alexandria, VA
- Founded in 1992; outgrowth of President Bush's Drug Advisory Council
- Mission: To build and strengthen the capacity of community coalitions to create safe, healthy and drug-free communities

2



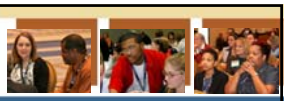
CADCA's Network

- CADCA represents more than 5,800 coalitions across the country
- CADCA has over 40 State Association Members and national partners
- E-newsletter *Coalitions Online* reaches more than 13,000 subscribers weekly
- Publications series include *Primers, Research into Action*, *Strategizer*, *Practical Theorist*, *Coalitions* newsletter

3

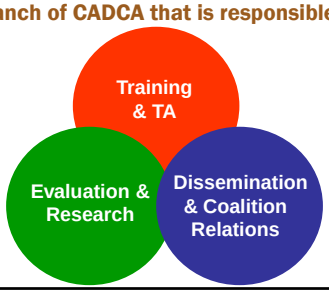
What's School Got To Do With It?:
Schools Working with PRI Coalitions

CADCA Building drug-free communities.



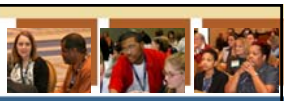
What is the National Coalition Institute?

The branch of CADCA that is responsible for:



4

CADCA Building drug-free communities.



How Does NCI Operate?

The Institute helps coalitions "get smarter faster"

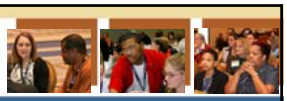
All trainings built around the Strategic Prevention Framework

5

DBHR Prevention Redesign Initiative Planning Framework

What's School Got To Do With It?: Schools Working with PRI Coalitions

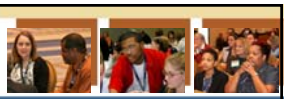
CADCA Building drug-free communities.



What is a coalition and how do they operate?

7

CADCA Building drug-free communities.



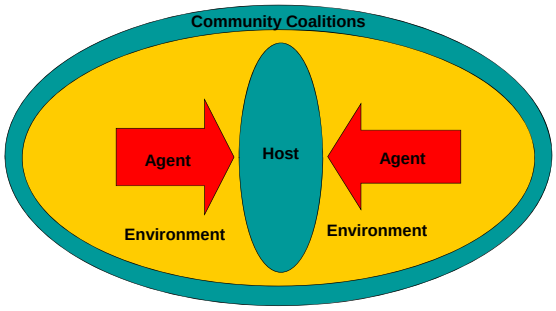
co • a • li • tion (kō´ə lish´ən) *v*

"A voluntary, strategic alliance . . . to enhance [our ability] to achieve a common purpose by sharing risks, responsibilities, resources and rewards."

Himmelman

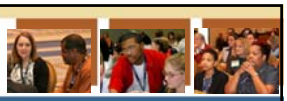
8

Coalitions: A public health strategy to build capable, competent communities.



What's School Got To Do With It?: Schools Working with PRI Coalitions

CADCA Building drug-free communities.



Differences Between Coalitions and Programs

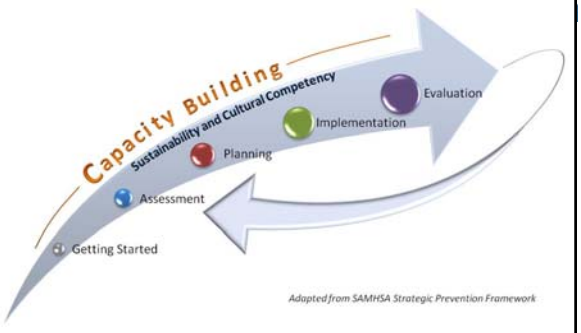
Coalitions	Programs
Scale Coalitions measure success by examining community-level indicators. This applies to all coalition outcomes (short & long- term).	Programs measure change in individuals who have been directly affected by the intervention(s).
Addresses multiple causes Coalitions seek to ensure that all causes of identified problems are addressed	Programs are more focused on single strategies, e.g., parenting classes or peer mentoring.
Actors Coalition activities are diffused and taken by all members with staff playing a coordinating or supporting role.	Program staff lead the process and are responsible for implementing interventions.

10

Differences Between Coalitions and Boards

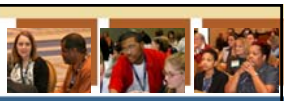
Coalitions	Non-Profit Agency Boards
Target Audience Multiple and fluid based on ongoing community assessment	Based on the mission and expertise of the agency
Scope Plan for dynamic interaction between organizations to provide multi-tiered strategies to address multiple community conditions	Plan for programs and services provided by single agency to serve clients
Membership Members represent 12 (or more) community sectors committed to acting on behalf of the community	Members represent individuals and organizations committed to acting on behalf of the agency
Fiscal Allocation Assigns costs to strategies based on priority and need identified through the community assessment	Assigns cost to support specific programs and services
Implementation Community driven – programs and strategies implemented by the membership	Board and staff driven – programs and strategies implemented by the staff

DBHR Prevention Redesign Initiative Planning Framework



What's School Got To Do With It?: Schools Working with PRI Coalitions

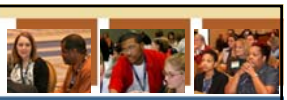
Products Your Community Needs to Create



Coalition Membership

- Stakeholders can function on behalf of their respective constituents to contribute to carrying out strategies for the local community.
- At least 8 of 12 Drug Free Communities sectors actively engaged (Goal being 12 of 12)
- Act within their own sphere of influence thus enlarging the coalition's ability to create needed change and implement multiple strategies.
- Are invited to join in an effort to enlarge the coalition's sphere of influence and to gain capacity to address additional root causes.

14



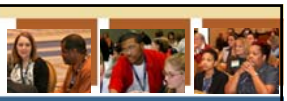
Who are the members?

- Youth
- Parent
- Law Enforcement
- Civic/Volunteer Groups
- Business
- Healthcare Professionals
- Media
- School
- Youth-Serving Organizations
- Religious/Fraternal Organizations
- State/Local/Tribal Government
- Other Substance Abuse Organizations
- Chemical Dependency treatment*
- Mental Health services representative*

15

What's School Got To Do With It?: Schools Working with PRI Coalitions

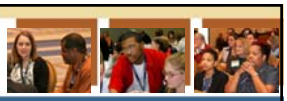
CADCA Building drug-free communities.



What is the school's role and do coalitions benefit students?

16

CADCA Building drug-free communities.

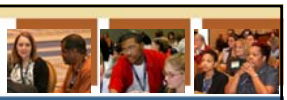


Essential Elements of a Community Assessment:

1. Definition & Description
2. Needs Assessment
3. Resource Assessment
4. Community History
5. Problem / Goal Statements

17

CADCA Building drug-free communities.



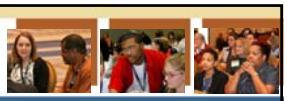
What Shapes Alcohol Problems in Your Community?

Underage Drinking in your community is shaped by:

- Community norms
- Access and availability
- Policy and enforcement
- Media Messages

What's School Got To Do With It?:
Schools Working with PRI Coalitions

CADCA Building drug-free communities.



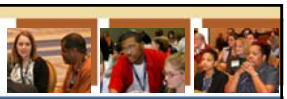
Root Cause (But Why? But Why Here?)

Components:

1. **Problem Statement**
   - Based on community assessment
   - Meets 6 criteria for a "good" problem statement

19

CADCA Building drug-free communities.

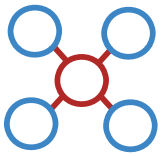


Root Cause (But Why? But Why Here?)

Components:

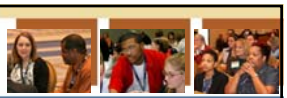
1. **Problem**
2. **Intervening Variable**

   BUT WHY?
   - Based on community assessment
   - Supported by prevention science



20

CADCA Building drug-free communities.

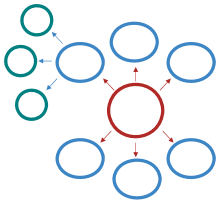


Root Cause (But Why? But Why Here?)

Components:

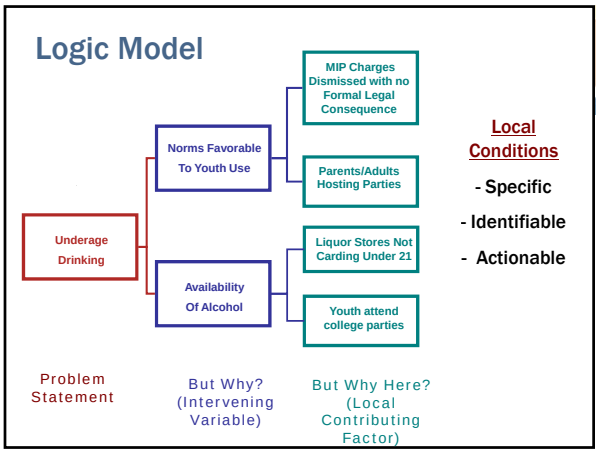
1. **Problem**
2. **Intervening Variable**
3. **Local Contributing Factor**

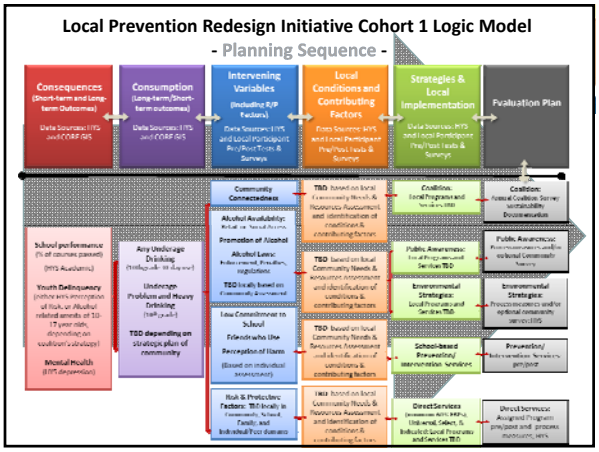
   BUT WHY HERE?
   - Specific
   - Identifiable
   - Actionable

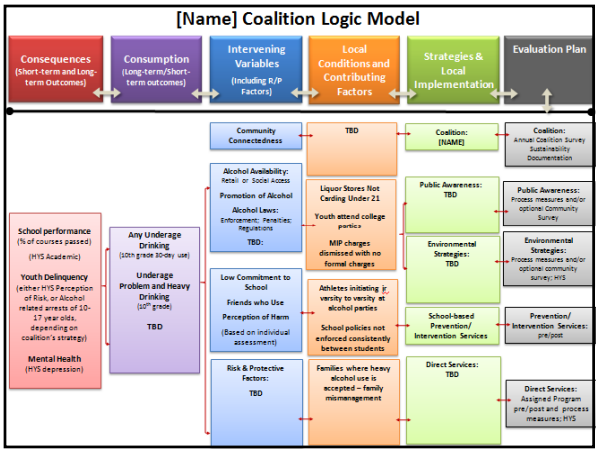


21

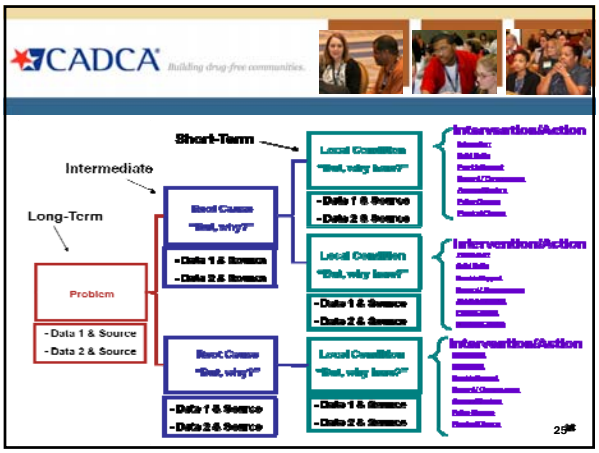
What's School Got To Do With It?: Schools Working with PRI Coalitions

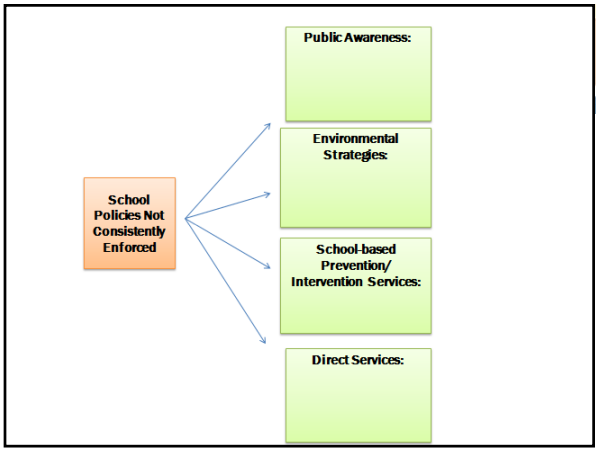


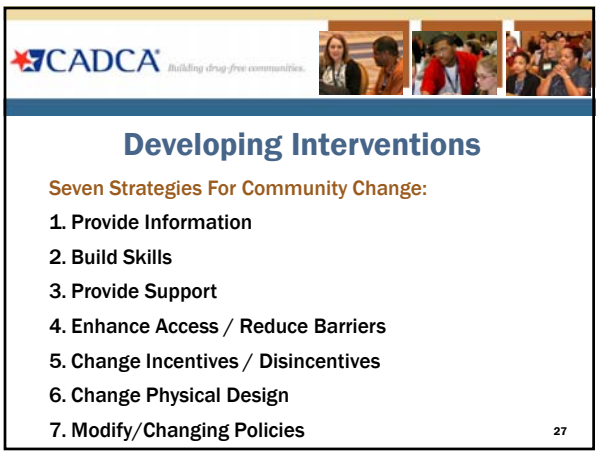




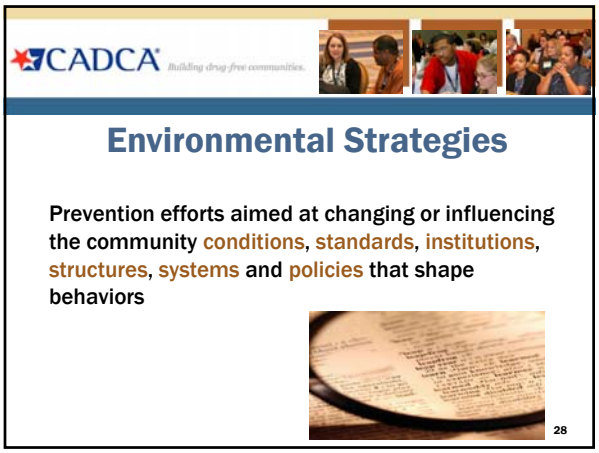
What's School Got To Do With It?:
Schools Working with PRI Coalitions

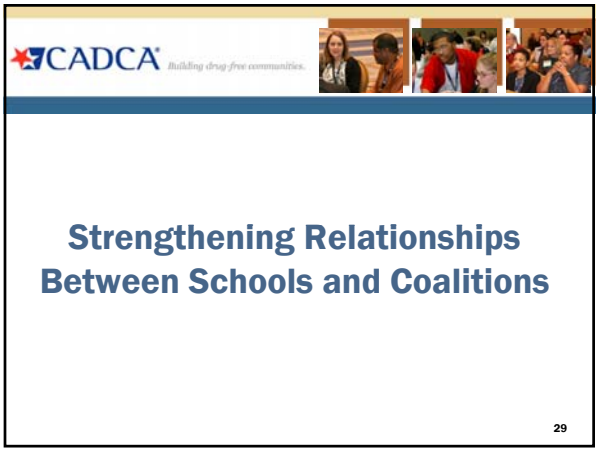


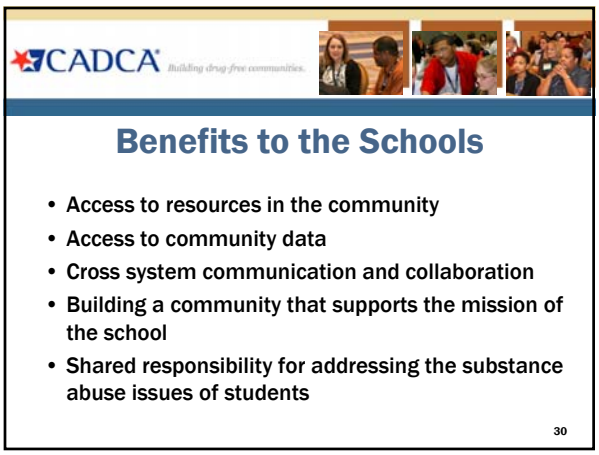




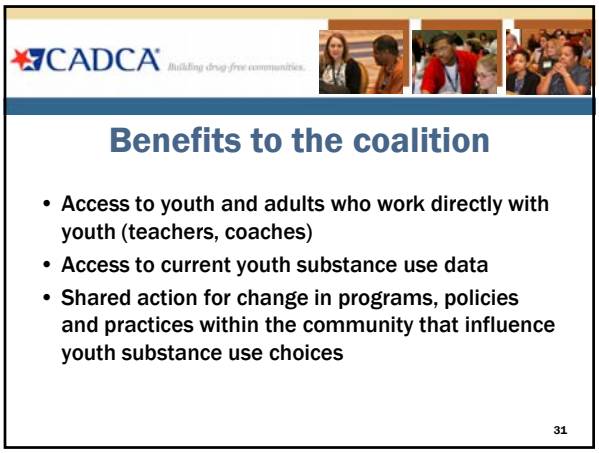
What's School Got To Do With It?: Schools Working with PRI Coalitions







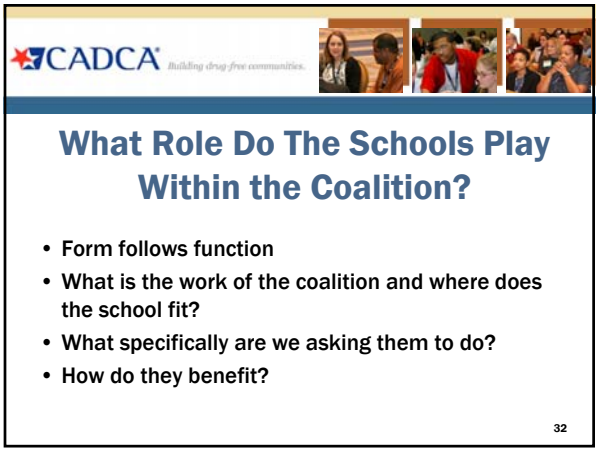
What's School Got To Do With It?: Schools Working with PRI Coalitions



Benefits to the coalition

- Access to youth and adults who work directly with youth (teachers, coaches)
- Access to current youth substance use data
- Shared action for change in programs, policies and practices within the community that influence youth substance use choices

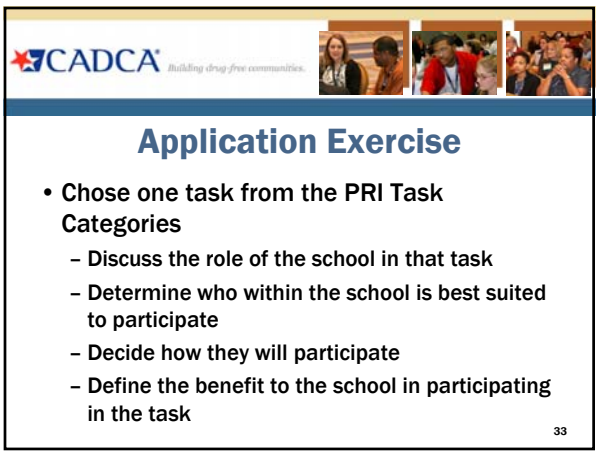
31



What Role Do The Schools Play Within the Coalition?

- Form follows function
- What is the work of the coalition and where does the school fit?
- What specifically are we asking them to do?
- How do they benefit?

32

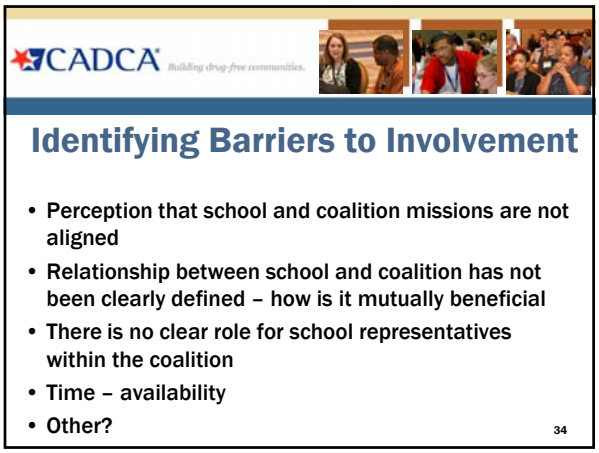


Application Exercise

- Chose one task from the PRI Task Categories
  - Discuss the role of the school in that task
  - Determine who within the school is best suited to participate
  - Decide how they will participate
  - Define the benefit to the school in participating in the task

33

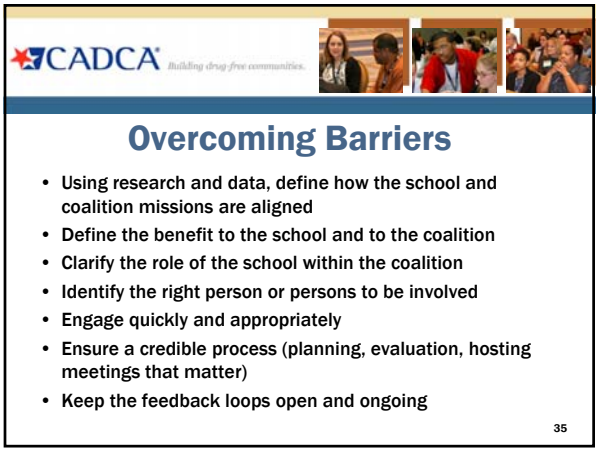
What's School Got To Do With It?: Schools Working with PRI Coalitions



Identifying Barriers to Involvement

- Perception that school and coalition missions are not aligned
- Relationship between school and coalition has not been clearly defined – how is it mutually beneficial
- There is no clear role for school representatives within the coalition
- Time – availability
- Other?

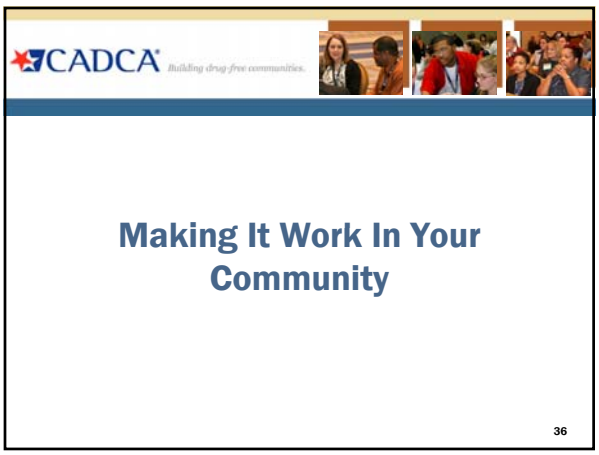
34



Overcoming Barriers

- Using research and data, define how the school and coalition missions are aligned
- Define the benefit to the school and to the coalition
- Clarify the role of the school within the coalition
- Identify the right person or persons to be involved
- Engage quickly and appropriately
- Ensure a credible process (planning, evaluation, hosting meetings that matter)
- Keep the feedback loops open and ongoing

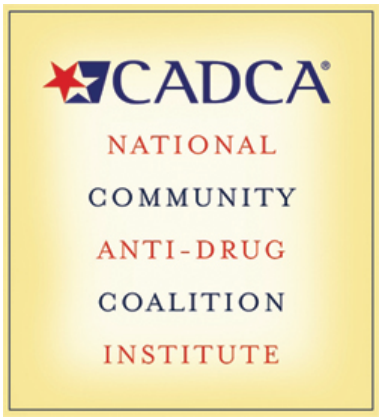
35



Making It Work In Your Community

36

What's School Got To Do With It?:
Schools Working with PRI Coalitions



© Copyright 2012 Community Anti-Drug Coalitions of America

Community Anti-Drug Coalitions of America (CADCA) is a nonprofit organization that is dedicated to strengthening the capacity of community coalitions to create and maintain safe, healthy and drug-free communities. The National Community Anti-Drug Coalition Institute works to increase the knowledge, capacity and accountability of community anti-drug coalitions throughout the United States. CADCA's publications do not necessarily reflect the opinions of its clients and sponsors.

CADCA® is a registered trademark.

All rights reserved. This publication, in whole or in part, may not be reproduced in any form by any electronic or mechanical means (including photocopying, recording or information storage and retrieval) without written permission. Please cite CADCA's National Coalition Institute in references. Reproduction in any form for financial gain or profit is prohibited.

Published 2012
CADCA National Coalition Institute
625 Slaters Lane, Suite 300, Alexandria VA 22314
Web site: *www.cadca.org*
Social network: *http://connectedcommunities.ning.com*
Telephone: 703-706-0560, ext. 240
Fax: 703-706-0579
E-mail: *training@cadca.org*

CADCA's National Coalition Institute is operated by funds administered by the Executive Office of the President, Office of National Drug Control Policy in partnership with SAMHSA's Center for Substance Abuse Prevention.