

**West Vancouver Substance Abuse
Prevention Coalition**

Prevention Redesign Initiative

**Key Leader and Community
Board Orientation**

January 7, 2012 * 8:30 AM – 4:40 PM
Discovery Middle School, Vancouver, WA

**Community Key Leader and Coalition Orientation
Content Pre-Evaluation (Side 2)**

Please answer all these questions prior to the start of today's workshop. Thank you.

1. The PRI Planning Framework is based on the Strategic Prevention Framework?

True _____ False _____ I don't know _____

2. Which of the following are task categories for the PRI framework? (select all that apply)

Report to DBHR Capacity Collect data Planning

3. The PRI project is designed to fund only school-based projects?

True _____ False _____ I don't know _____

4. It is important for the community coalition to develop a vision of what they want to have happen?

True _____ False _____ I don't know _____

5. In the PRI organization, the community coordinator – the staff person – is in charge of the direction of the project?

True _____ False _____ I don't know _____

6. There are prevention programs, practices, and policies available that can directly impact specific community problems if they are implemented correctly?

True _____ False _____ I don't know _____

7. For the PRI project to work a coalition must be formed of persons interested in improving the community and must that coalition must stay active to guide the local implementation of the project.

True _____ False _____ I don't know _____

8. Which of the following are types of "coalition readiness"? (select all that apply)

Individual Attitudinal Institutional Structural/
Organizational

9. The PRI project requires communities to ensure that their planning and projects identify barriers to participation and work to address those barriers?

True _____ False _____ I don't know _____

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Let's get to know each other and have some fun!

11.5 Things About Me...

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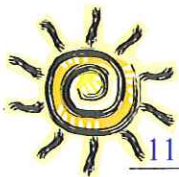
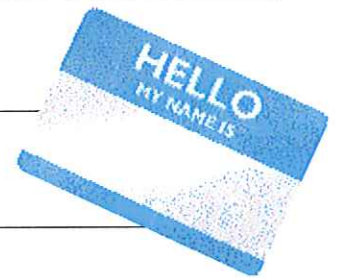
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11.5

Prevention Redesign Initiative

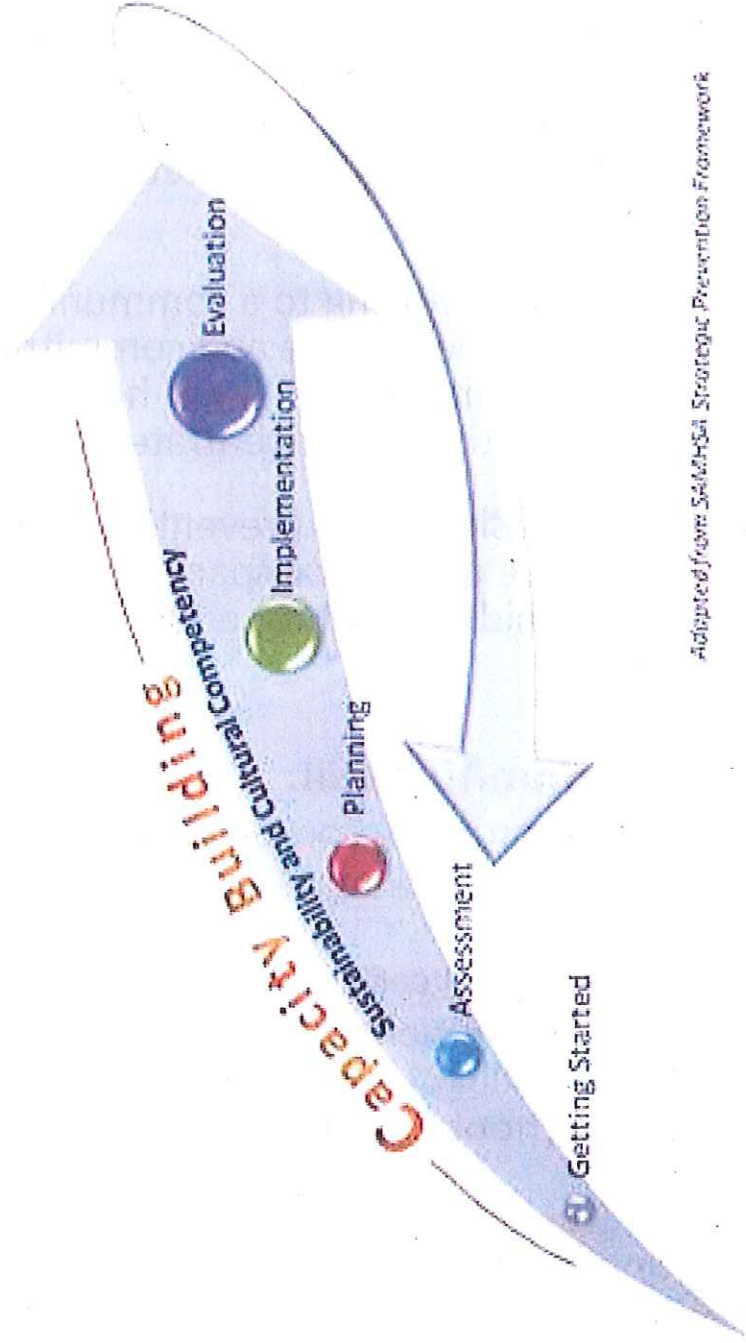
- The DSHS Division of Behavioral Health and Recovery (DBHR) is committed to contracting with county governments and OSPI to provide effective prevention services to reduce alcohol, tobacco and other drug use by our state's youth, and the related negative consequences.
- We anticipate that moving to a community-focused approach, with the expertise and commitment of our state and community partners, will help us leverage resources and focus and concentrate our efforts.
- This will help Washington's prevention field build on what works, have a deeper impact, better measure those impacts, and build support for additional investments in prevention.

Selected communities will:

- Designate a community coordinator.
- Implement proven strategies through a prevention coalition.
- Use evidence-based capacity building.
- Implement environmental and targeted direct services, programs and policies.
- Partner with school-based prevention/intervention specialists.
- Evaluate chosen programs, policies and community-level change, and participate in statewide evaluation.
- Receive technical assistance from DBHR.
- Support state efforts to reduce youth access to tobacco and comply with federal Synar regulations.

Strategic Framework for PRI

DBHR PREVENTION REDESIGN INITIATIVE PLANNING FRAMEWORK



Adapted from SAMHSA Strategic Prevention Framework

Research-based Risk Factors

SA = Substance Abuse

D = Delinquency

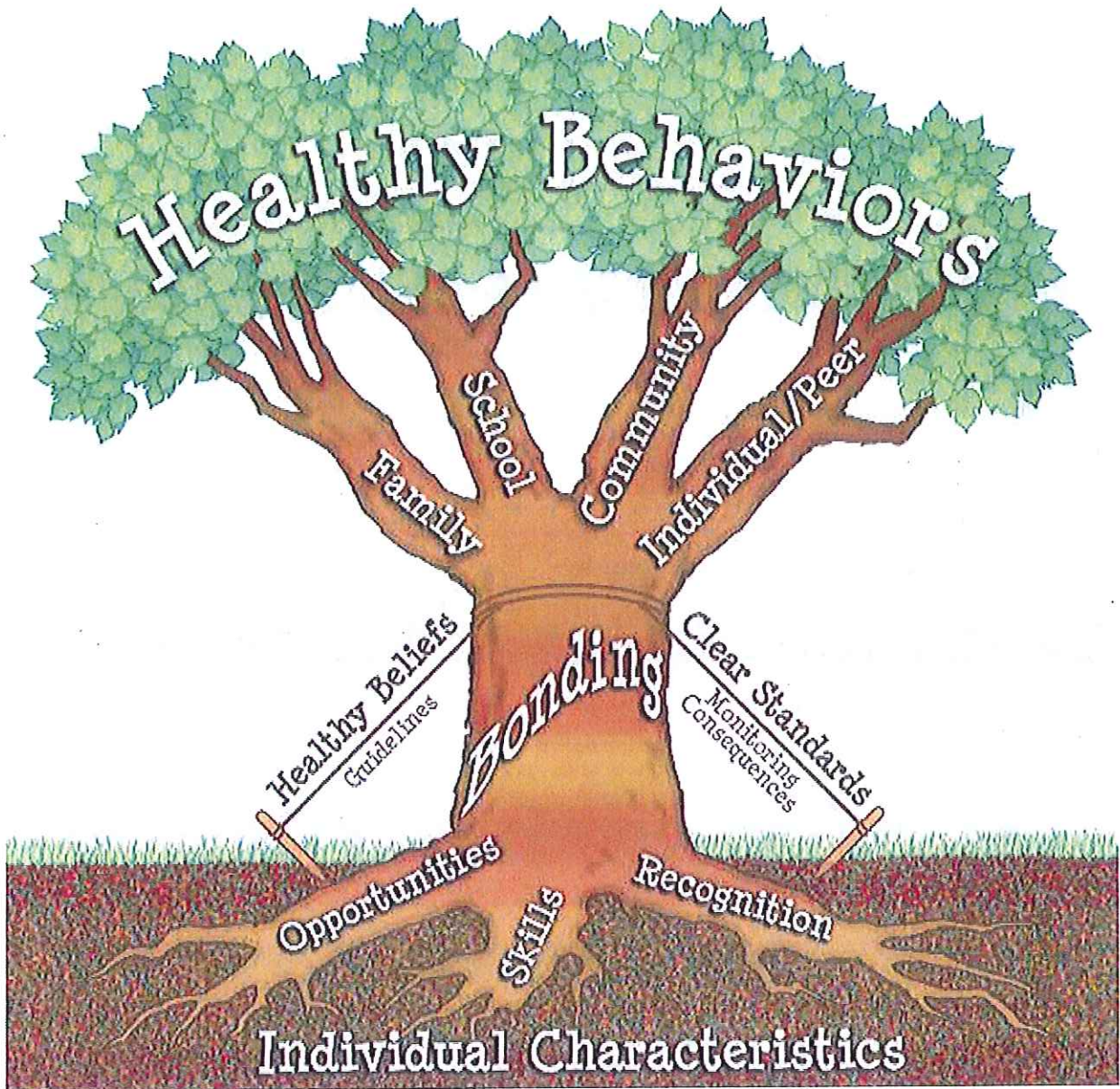
TP = Teen Pregnancy

SDO = School Drop-out

V = Violence

D&A = Depression and Anxiety

Community Risk Factors	SA	D	TP	SDO	V	D&A
Availability of Drugs	x				x	
Availability of Firearms		x			x	
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	x	x			x	
Media Portrayals of Violence					x	
Transitions and Mobility	x	x		x	x	x
Low Neighborhood Attachment and Community Disorganization	x	x			x	
Extreme Economic Deprivation	x	x	x	x	x	
Family Risk Factors						
Family History of the Problem Behavior	x	x	x	x	x	x
Family Management Problems	x	x	x	x	x	x
Family Conflict	x	x	x	x	x	x
Favorable Parental Attitudes and Involvement in the Problem Behavior	x	x			x	
School Factors						
Academic Failure Beginning in Late Elementary School	x	x	x	x	x	x
Lack of Commitment to School	x	x	x	x	x	
Peer/Individual Factors						
Early and Persistent Antisocial Behavior	x	x	x	x	x	
Rebelliousness	x	x		x	x	
Friends Who Engage in the Problem Behavior	x	x	x	x	x	
Favorable Attitudes Toward the Problem Behavior	x	x	x	x	x	
Early Initiation of the Problem Behavior	x	x	x	x	x	
Constitutional Factors	x	x			x	x



Community Coalition Member Skills Profile (side 1)

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 (side 1)

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			

Identifying Readiness Challenges

ATTITUDINAL

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

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

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

STRUCTURAL/ORGANIZATIONAL

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"?

2. 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?

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

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

Assessing membership and identifying new members

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.

Type	Members <i>(new or current)</i>	Benefits of Involvement	Level of Involvement: <i>(Key Leader/ Active Member/ Champion)</i>	Contact
Youth				
Parent				
Law Enforcement				
Civic/Volunteer Groups				
Business				
Healthcare Professionals				
Media				
Education /School				
Youth-Serving Organizations				
Religious/Fraternal Organizations				
State/Local/Tribal Government				

Type	Members <i>(new or current)</i>	Benefits of Involvement	Level of Involvement: <i>(Key Leader/ Active Member/ Champion)</i>	Contact
Other Substance Abuse Organizations				
Chemical Dependency treatment*				
Mental Health services representative*				
Cultural/ Diversity				
Neighborhood/ Citizens/Seniors				
Others???				

Bringing it all together

- **Vision/Mission Statement...**

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

- **Coalition Management (Structure and Leadership....)**

- **Work Groups...**

- **Coalition/Work Groups Skills Assessment... (What we have. What we need)**

- **Key elements of Membership and Recruitment Plan**

- **Key element of Community Outreach and Sustainability Plan**

▪ **Key Readiness Challenges....**

▪ **Next Leaps...**

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

▪ **Follow up to do list...**

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