

CPWI Coalition Coordinator Orientation

June 26, 2017

South Sound Community College
Lacey, WA

Introductions





Objectives

- Overview and purpose of the Community Prevention and Wellness Initiative
- Introduce prevention science theories and CPWI theoretical framework
- Review the Community Coalition Guide and CPWI tasks
 - Getting Started
 - Capacity Building
 - Assessment
 - Planning
 - Implementation
 - Evaluation
- Understand Strategic Plan processes
- Provide Training and Resources



Section 1

INTRODUCTION TO COMMUNITY PREVENTION AND WELLNESS INITIATIVE



CPWI Purpose

- The DSHS Division of Behavioral Health and Recovery (DBHR) is committed to its partnerships.
- DBHR is committed to provide effective prevention services.
- Help leverage resources and focus and concentrate its efforts.
- CPWI will
 - have a deeper impact,
 - better measure those impacts, and
 - build support for additional investments in prevention.

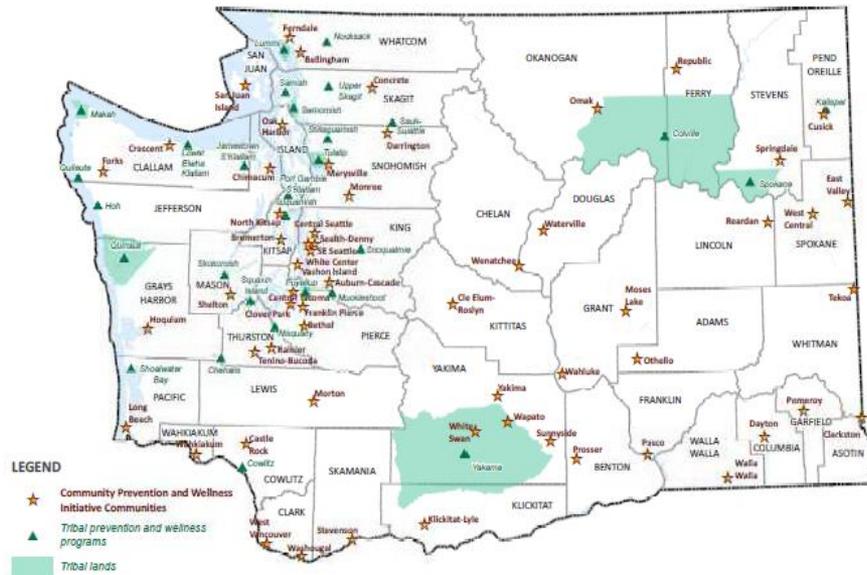


Partners for Healthy Communities

Community Prevention and Wellness Initiative

PREVENTION SERVICES ARE FOCUSED IN COMMUNITIES THROUGHOUT WASHINGTON

Prevention services are focused in communities and Tribes throughout Washington



SOURCE: DSHS Research and Data Analysis, Community Outcome and Risk Evaluation Information System (CORE).

CONTACT: Irina Sharkova, DSHS/RDA/PRES, irina.sharkova@dshs.wa.gov, 360-902-0743



DSHS | Research and Data Analysis Division | Olympia, WA • OCTOBER 2016

COMMUNITY PREVENTION AND WELLNESS

Washington State Department of Social and Health Services



Washington State Department of Social & Health Services
 Behavioral Health and Service Integration Administration
 DSHS 22-1-464 (Rev. 2/14)



What is CPWI?

CPWI concentrates prevention resources in a high-risk community.

The main goal is to create change in the community through a combination of coalition work, direct services, environmental strategies and prevention/intervention work.



Community Selection Process

“High need and some readiness for change”

- High need areas identified through County data risk profiles
- County and ESD review and selection
 - Review of local data and information
 - Readiness for change
 - Secure OSPI match requirement

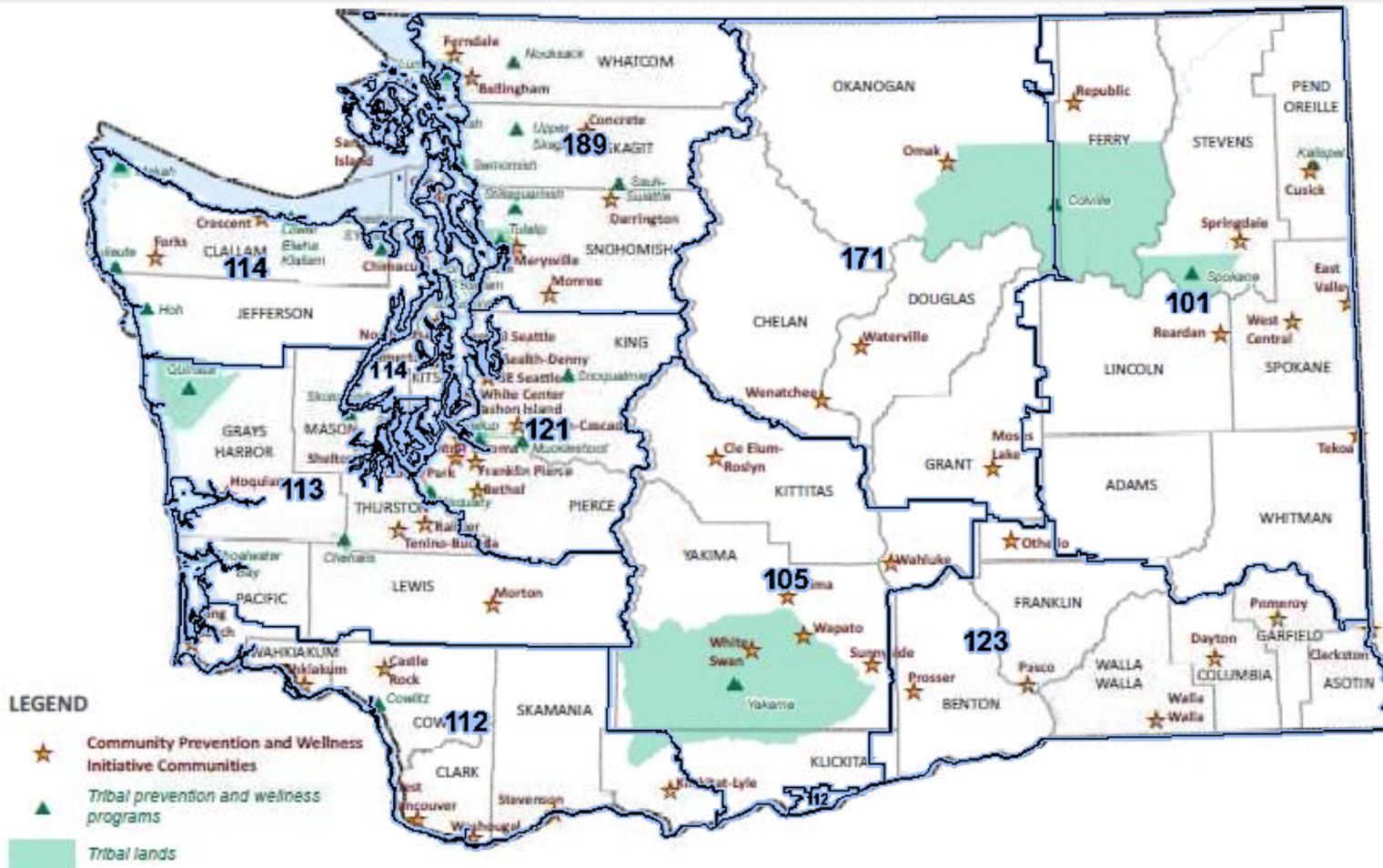
What is a CPWI Community?



Selected communities will (Key Objectives):

- 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.
- Receive technical assistance from DBHR.
- Partner with school-based prevention/intervention specialists.
- Evaluate chosen programs, policies and community-level change, and participate in statewide evaluation.
- Support state efforts to reduce youth access to tobacco and comply with federal Synar regulations.

Map of CPWI Communities





So ...What's my Job then?

SPF CPWI Logic model
assessment
implementation
build capacity
sustainability
DBHR evaluation R/P factors
data planning
cultural competency



So ...What's my Job then?





Resources

Guide p. 5

- Community Coalition Guide including Strategic Plan Requirements and related templates
- Prevention System Managers, Training Manager and other DBHR Staff
- PowerPoint templates and trainings
- Athena Forum
- Community Selection Packet
- CPWI News/Media Release Template
- Coalition Assessment Tool
- Community Survey
- Community Profile Brochure
- County Risk Profile

These documents and more resources can be found at www.theAthenaForum.org.

Primary sources of information used in developing Task Categories: Communities That Care, CADCA, [Coalitions and Partnerships in Community Health](#) (Frances Dunn Butterfoss), DBHR, preliminary evaluation information from Washington and national SPF-SIG project, SAMSHA/CSA.



Resources

The image shows a screenshot of the ATHENA website, which is the portal for the Community Prevention and Wellness Initiative (CPWI). The website header features the ATHENA logo with an owl and the tagline "known for wisdom, strategy and skill". Navigation tabs include Home, Prevention Headlines, Training, Learning Community, Learning Library, and Who's Who in Prevention. A sidebar on the left lists "Upcoming Trainings" with categories for CPWI Trainings, CTC Study Guides, OWL E-Learning, and PBPS Training. The main content area is titled "CPWI Trainings" and includes a description of the trainings, a list of "General CPWI Trainings" such as "2012 Healthy Youth Survey Presentation" and "Accessing Your HYS Reports", and sections for "Planning and Implementation" and "Enhancing C...".

Overlaid on the website screenshot is the cover of the "COMMUNITY COALITION GUIDE". The cover features the title "COMMUNITY PREVENTION AND WELLNESS INITIATIVE CPWI COMMUNITY COALITION GUIDE" and the subtitle "Building a Culturally Competent and Sustainable Substance Abuse Prevention Coalition in Your Community". The central image on the cover is the same illustration of people sitting around a table. At the bottom of the cover, it reads "Division of Behavioral Health & Recovery (DBHR) Updated August 2015".



Section 2

INTRODUCTION TO PREVENTION SCIENCE

Coordinators need to know as much as possible about prevention theory



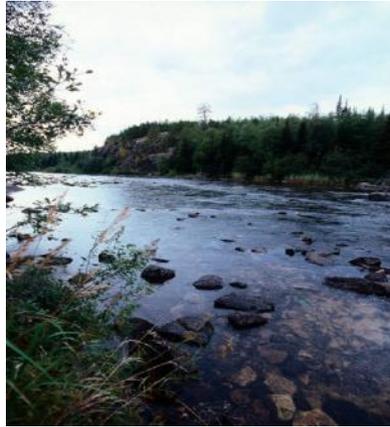
- This will allow you to guide your coalition through the tasks associated with reviewing, analyzing and prioritizing problems in your community.
- It will also help you to explain to the community as a whole why the coalition is supporting one strategy and not another.
- * It is NOT necessary for all of your coalition members to know as much as you know.



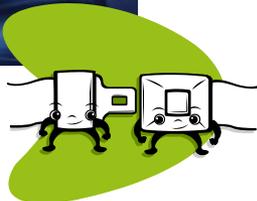
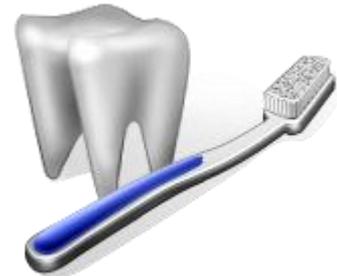
WHAT IS PREVENTION?



Why are we here today?



What is prevention?





Why are we here today?

How does this apply to health?





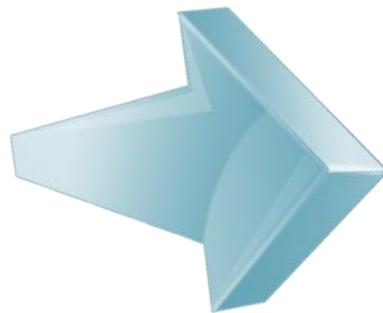
In prevention, we go upstream to look for the cause and try to prevent that from occurring.

The coalition makes sure that happens.



If you look only at people in the water...

Treatment and intervention providers work with individuals and then...



...they use those experiences to project need for services

Going Upstream is harder...

You look at the whole community and its groups and individuals...



Community as a whole
(environmental prevention)

Groups based on risk

Individuals based on risk



...and then prioritize which services best fit the identified needs

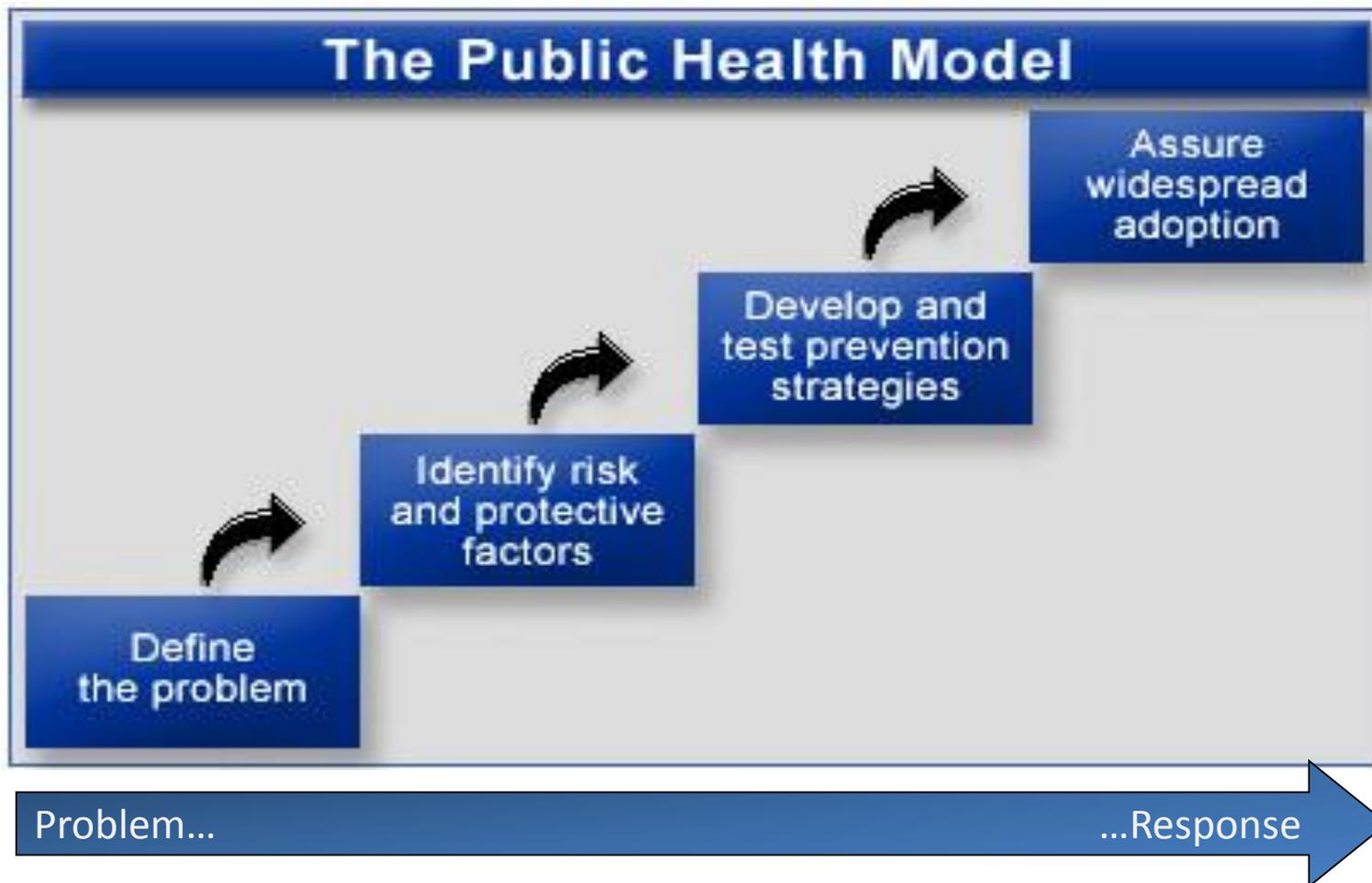


Prevention Framework

- The Public Health Approach.
- Intervening Variables,
Risk & Protective Factors, and
The Social Development Strategy.
- Contributing Factors.

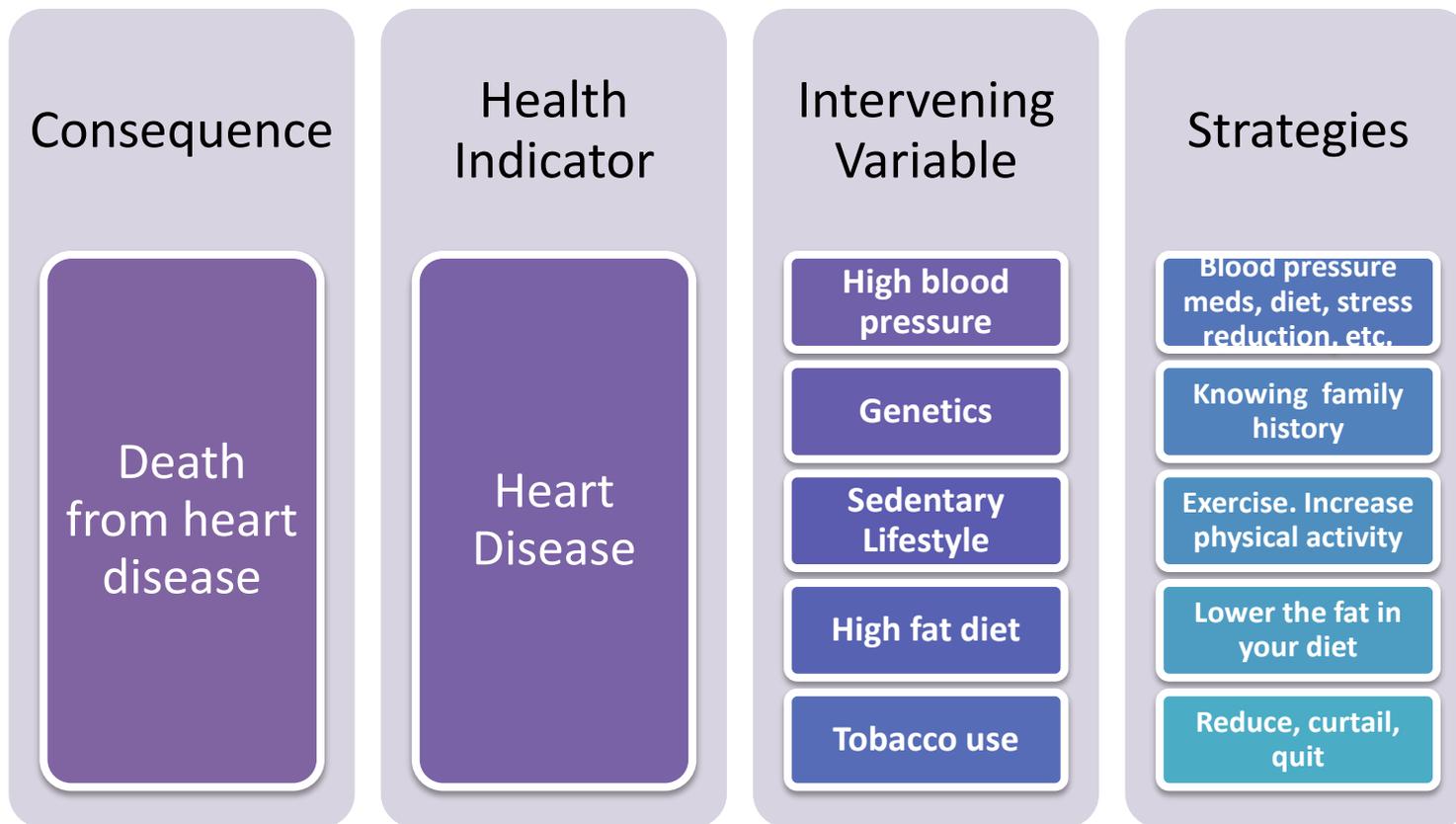


The Public Health Approach





Health Promotion Framework



Problem...

...Response



Intervening Variables

- **Intervening Variables:** Characteristics that are strongly predictive of underage drinking and substance abuse. They are characteristics of the community that are likely to influence youth use of alcohol, marijuana, or other drugs.
- **Examples:**
 - Alcohol Availability (Ease of access; usual sources; retailers)
 - Promotion of alcohol
 - Alcohol laws (enforcement; penalties)
 - Community norms (acceptability among peer and community)
 - Risk and protective factors



Risk Factor

A characteristic at the biological, psychological, family, community, or cultural level that precedes and is associated with a higher likelihood of problem outcomes



Risk Factors

- Predictors of Problem Behaviors and Positive Youth Outcomes
- Risk Factors exist in four domains:
 1. Community
 2. Family
 3. School
 4. Peer/Individual
- For example: Risk Factors are predictive of higher levels of adolescent substance abuse, delinquency, teen pregnancy, school drop-out and violence.

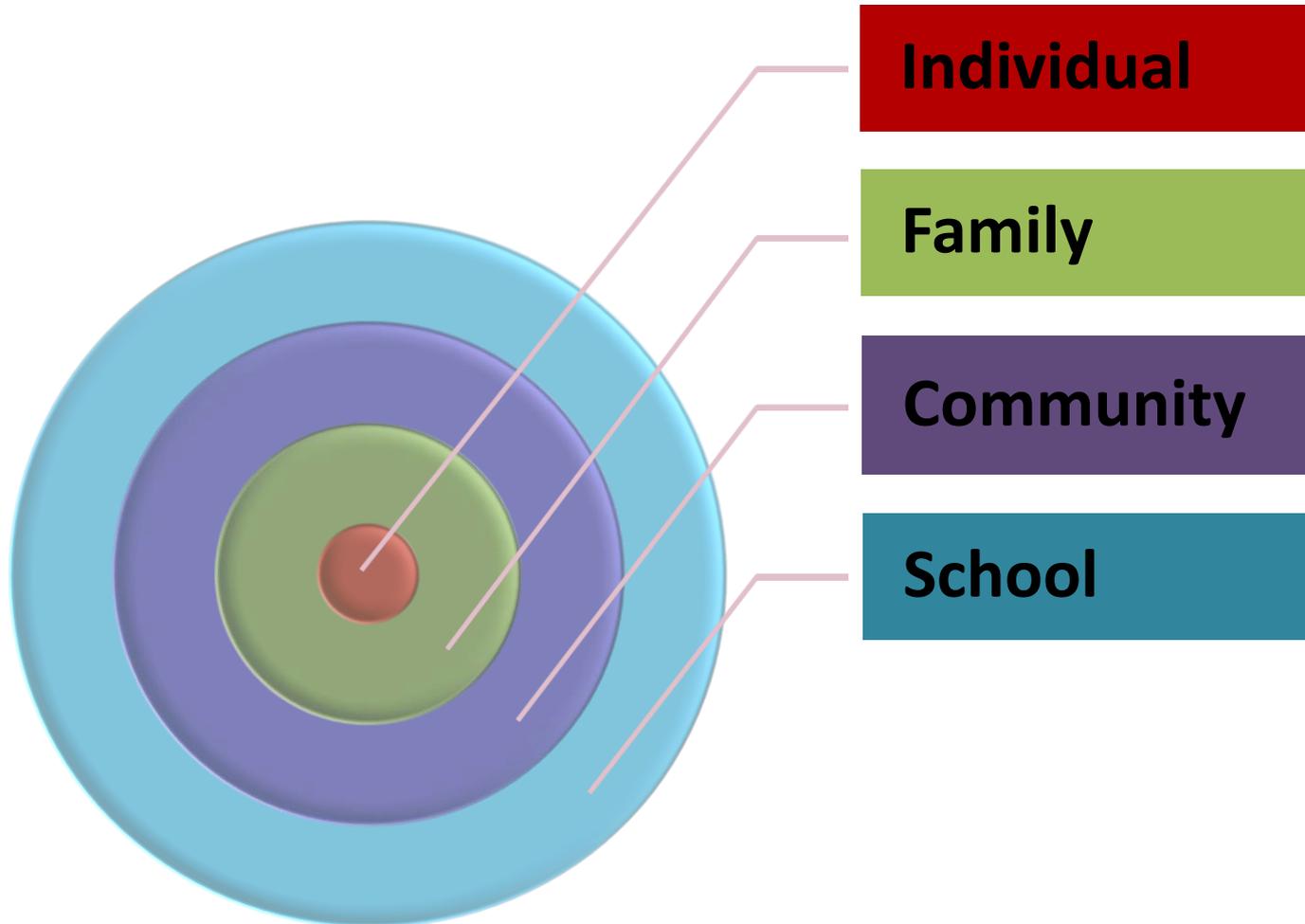
Each "X" is a research-based linkage to problem behavior

Risk Factors

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

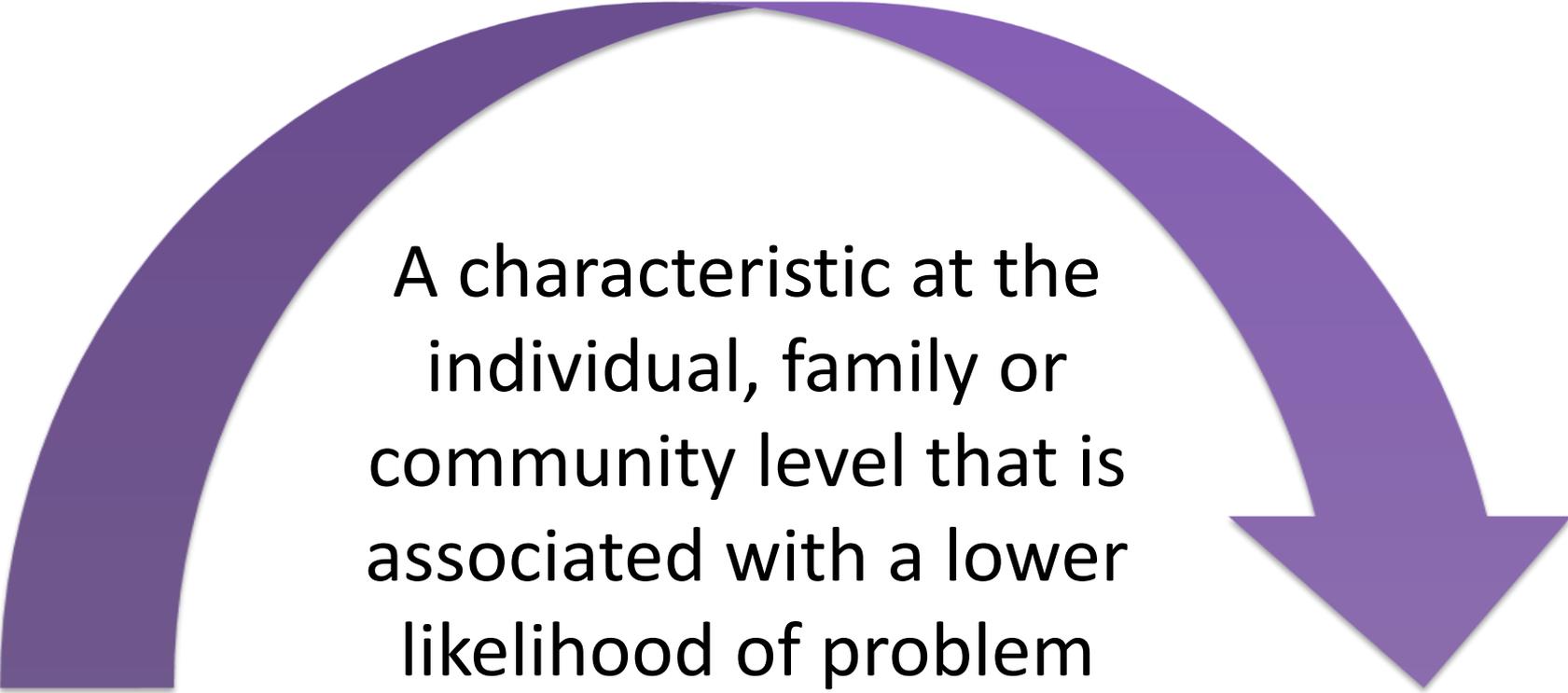


Multiple Contexts





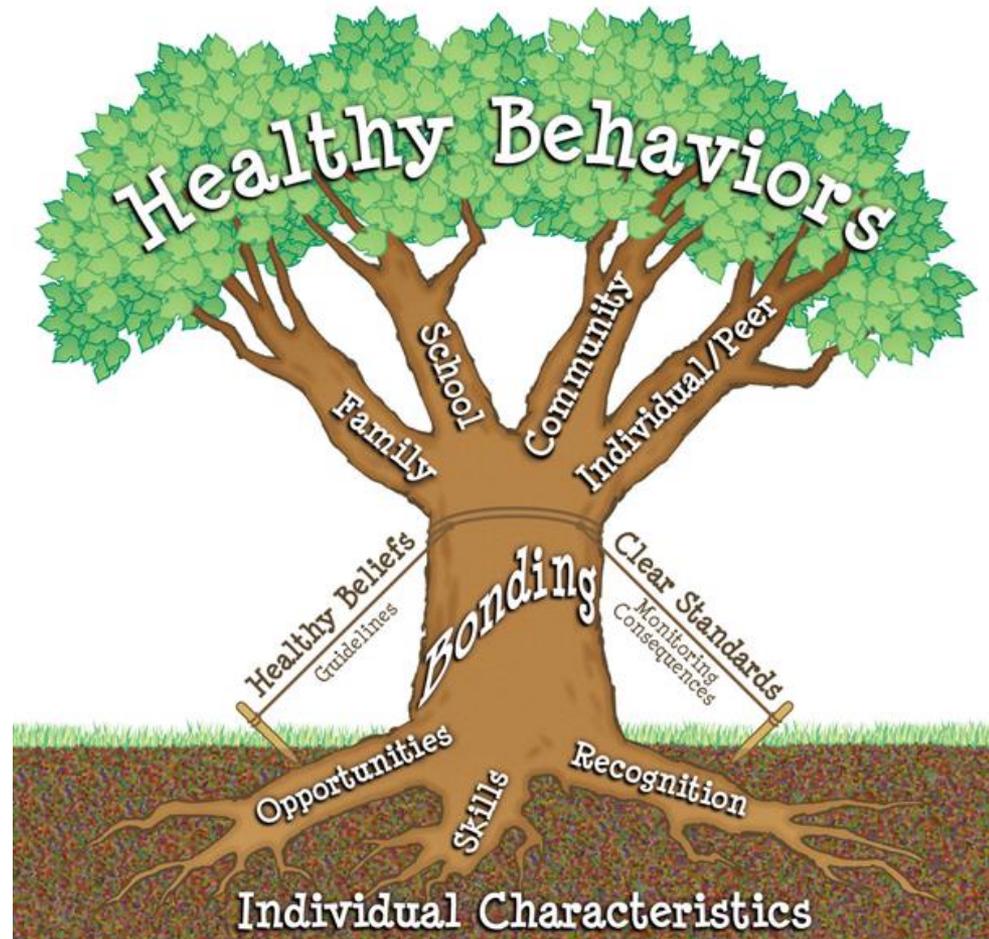
Protective Factor



A characteristic at the individual, family or community level that is associated with a lower likelihood of problem outcomes



Building Protection: Social Development Strategy





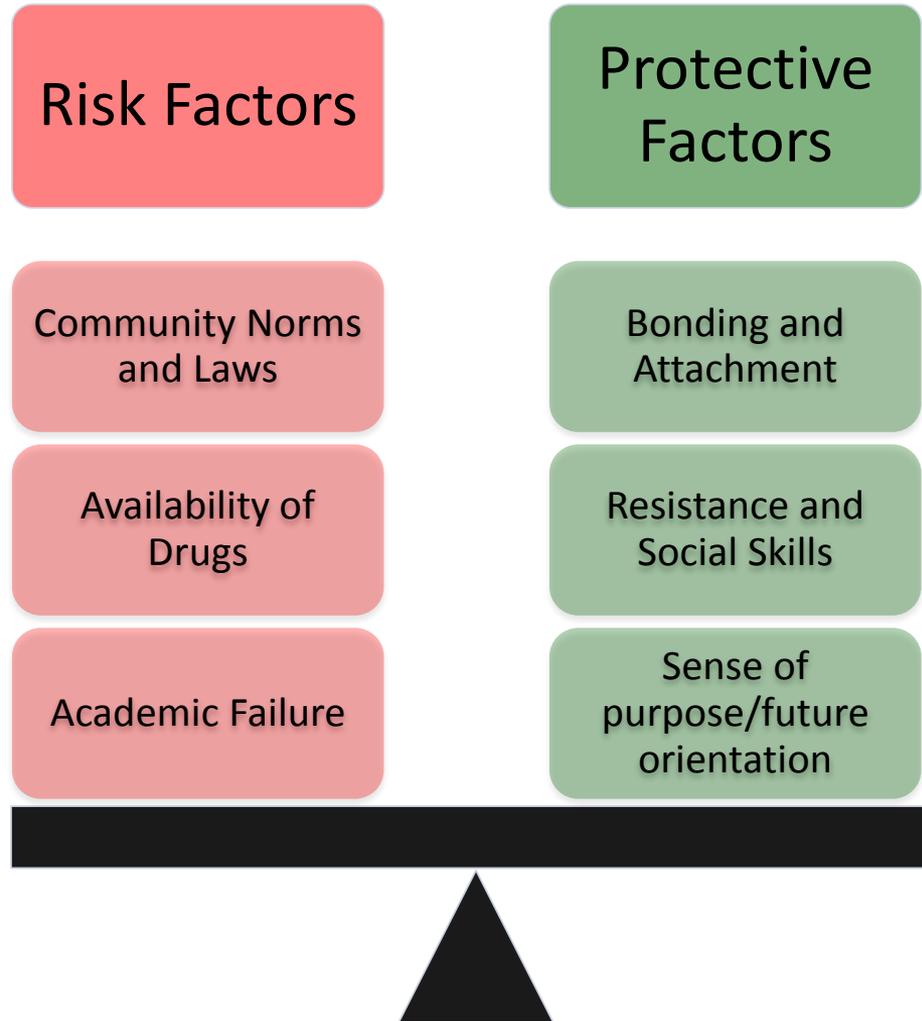
Risk & Protective Factors

Research has shown:

- Common risk and protective factors predict diverse behavior problems.
- Risk and protective factors work similarly across racial lines.
- Both risk and protective factors should be used in prevention efforts.

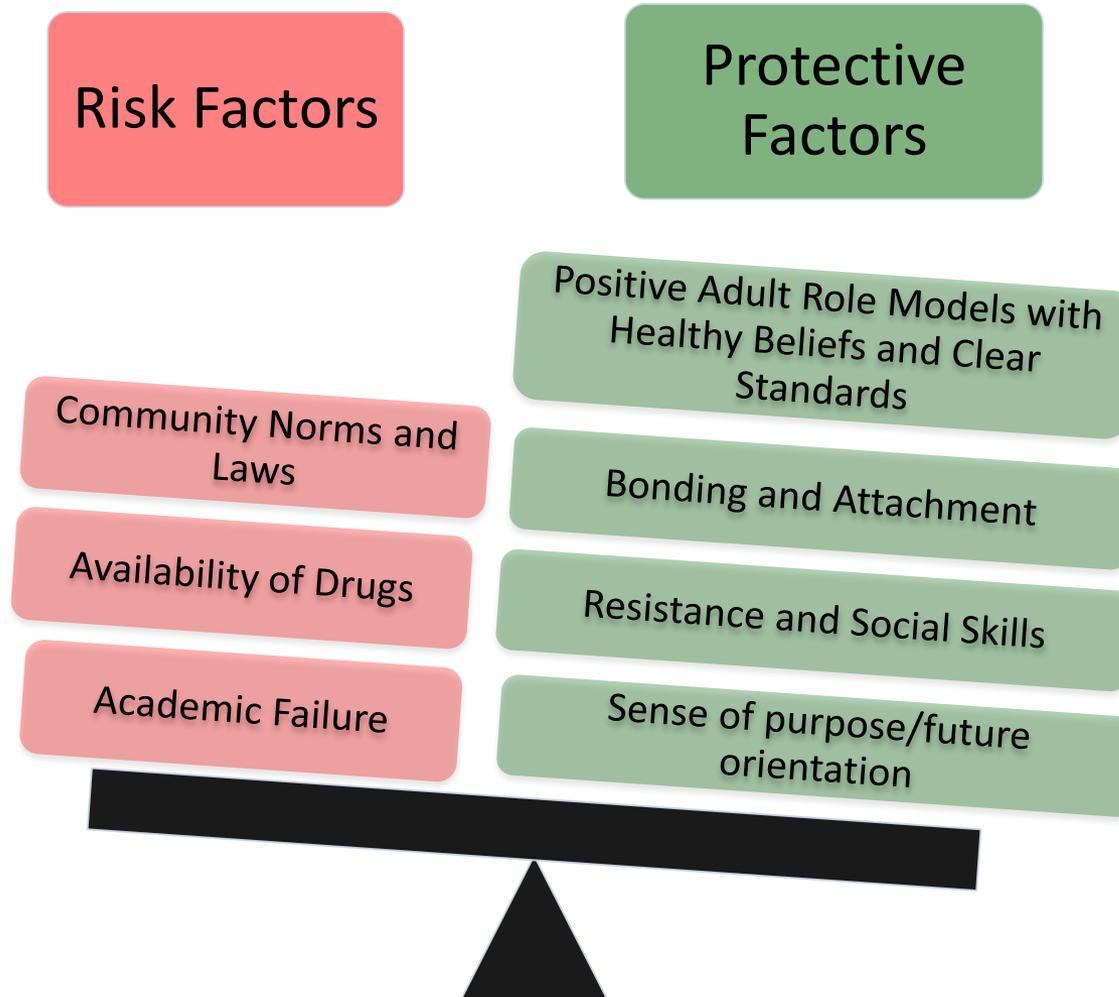


Balance Risk & Protection



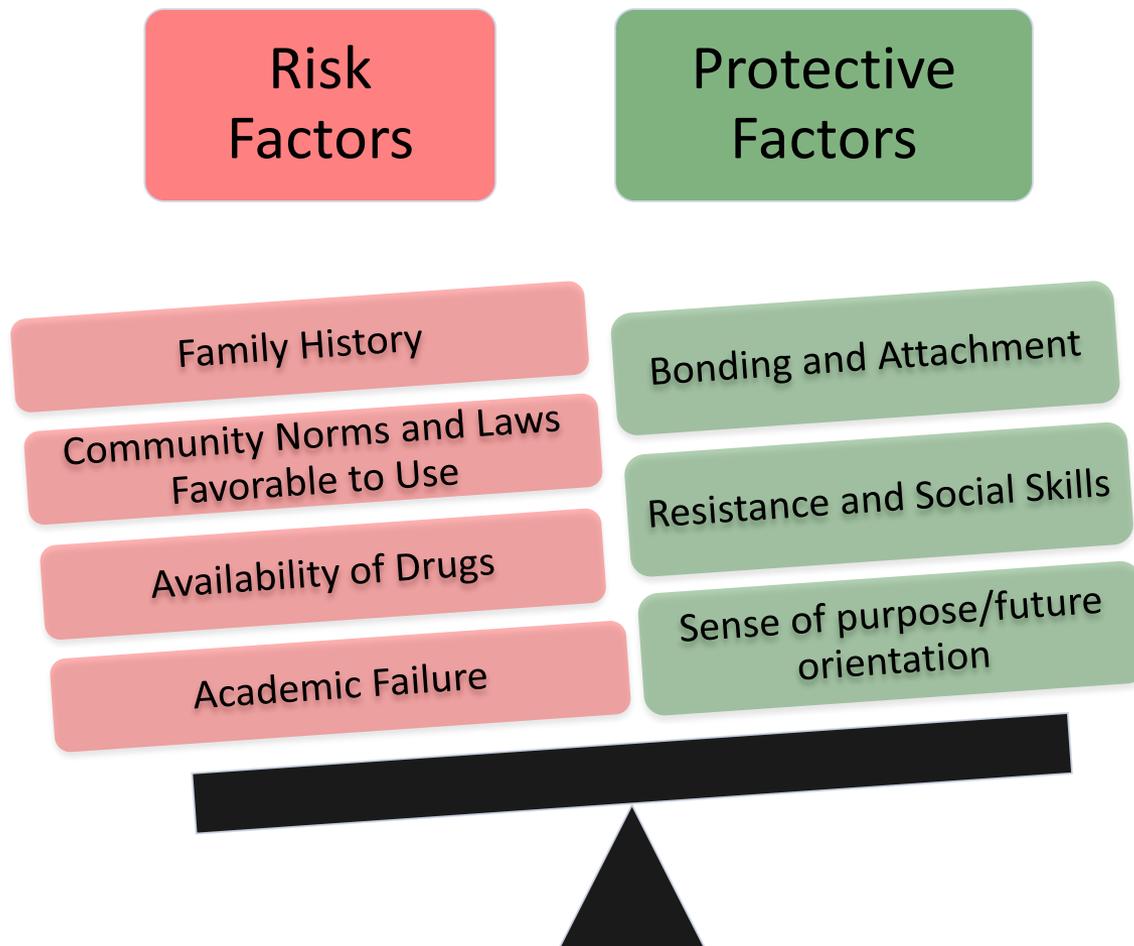


More Than Risk





More Than Protection



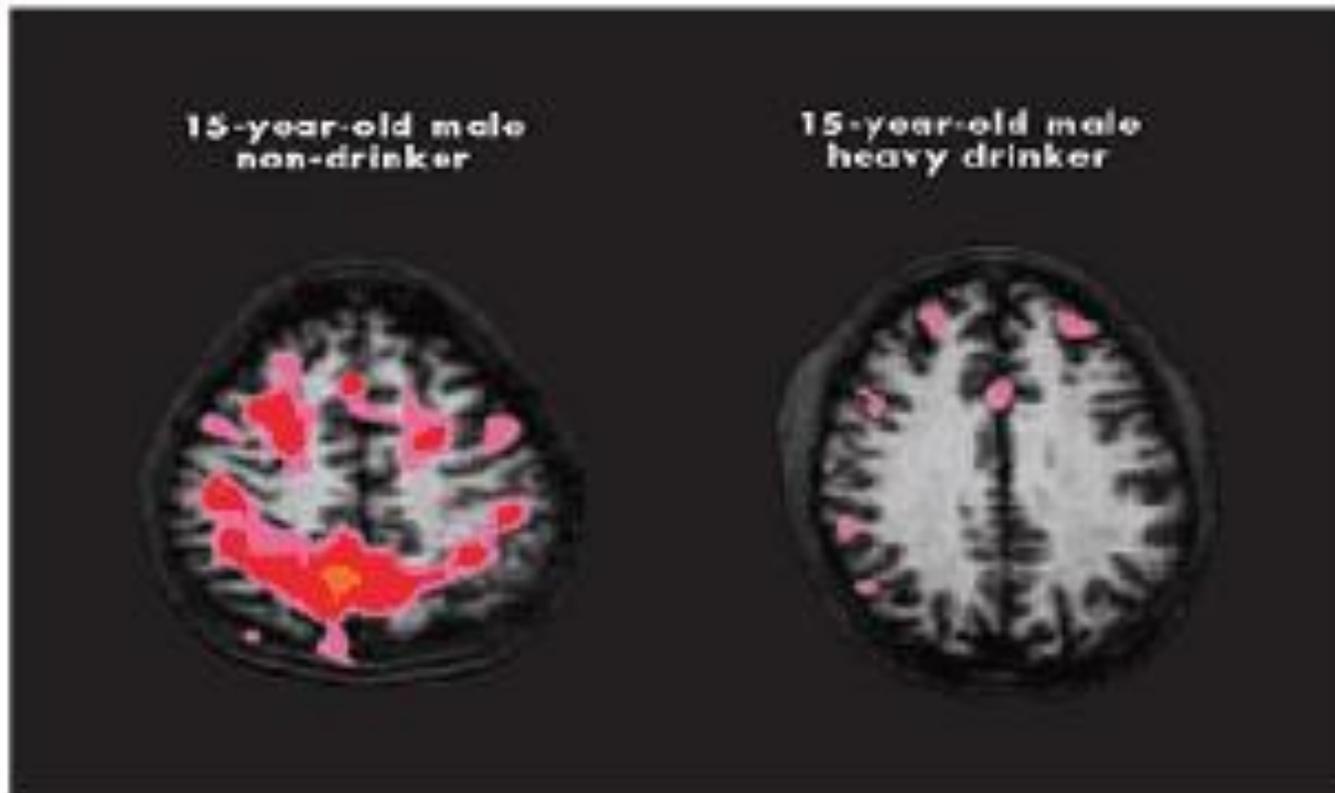
Contributing Factors: Why Here?





Why does this matter?

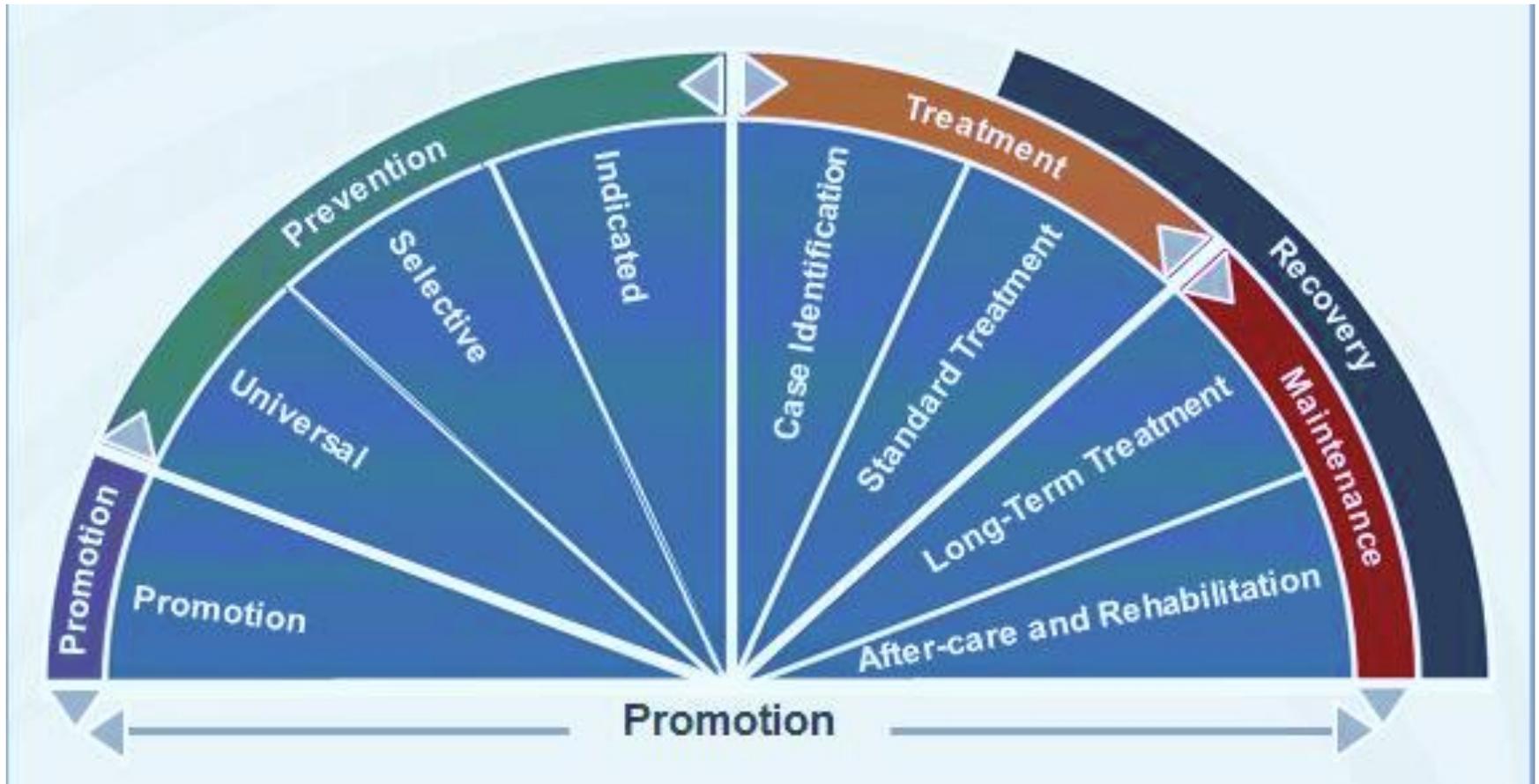
10% less memory in the alcohol dependent youth compared to the healthy youth. Source: Brown et al., 2000



These brain images show the impact of alcohol on the brain & specifically illustrating memory function.

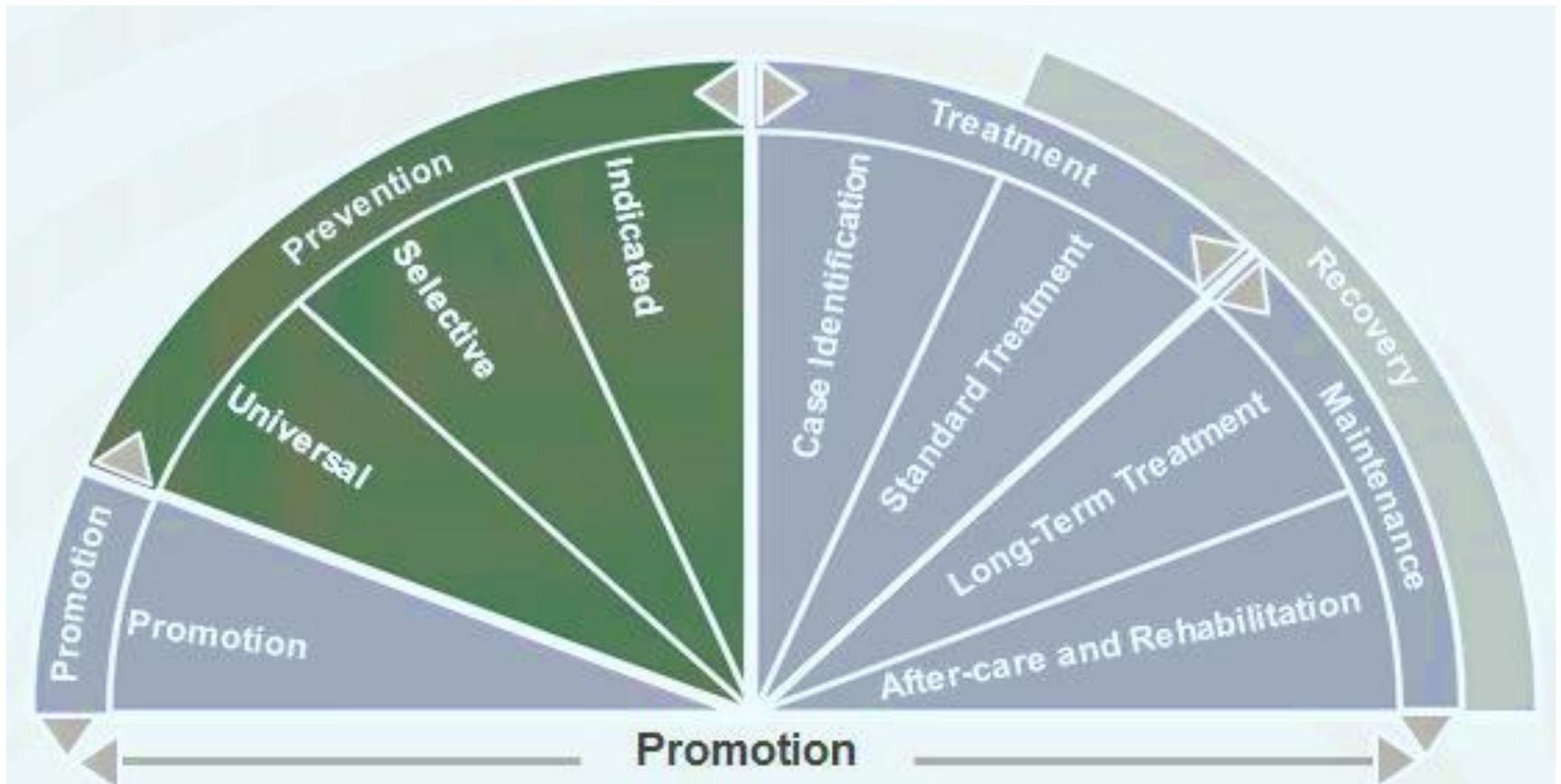


Continuum of Care



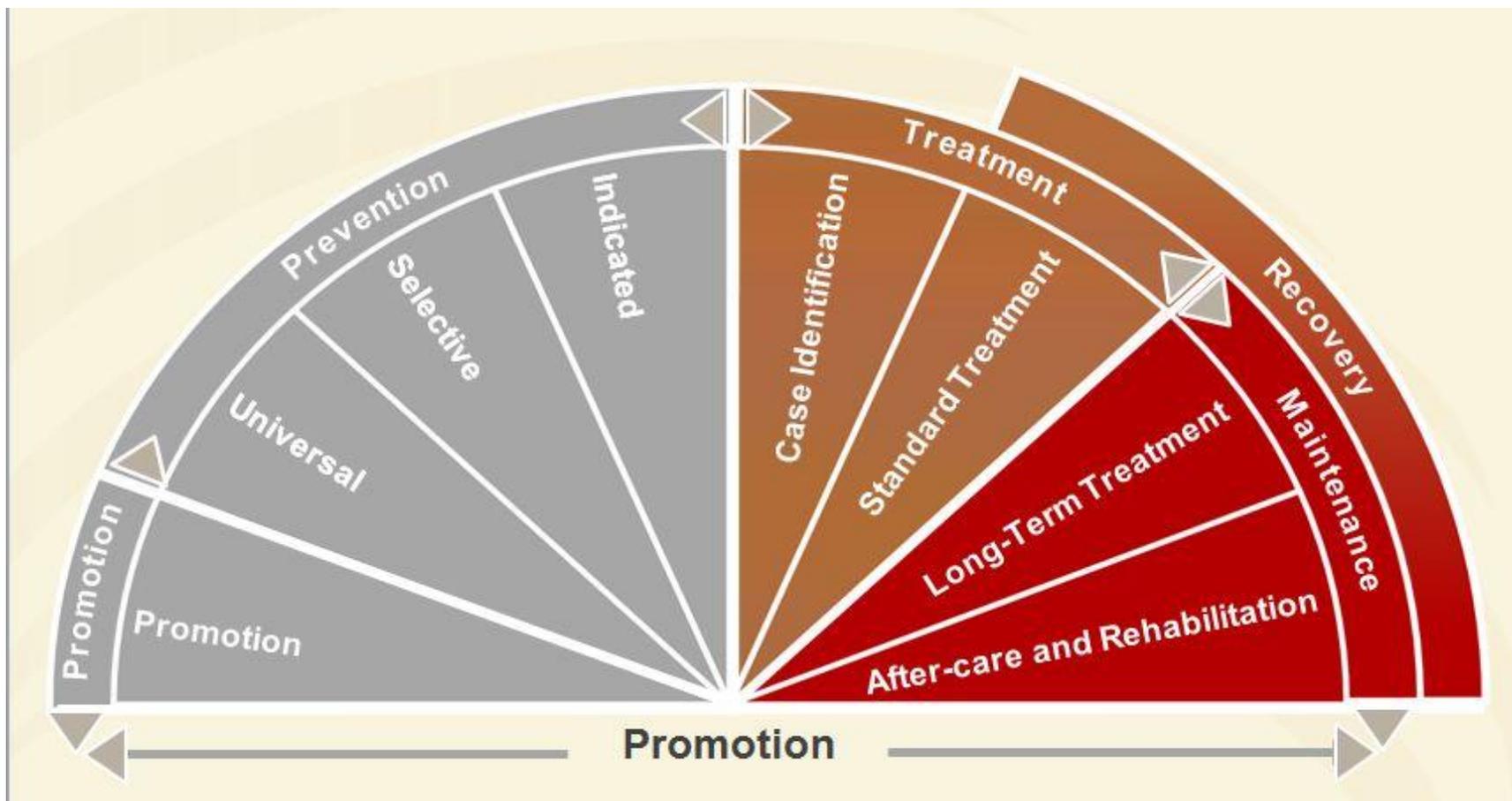


Prevention





Treatment and Maintenance



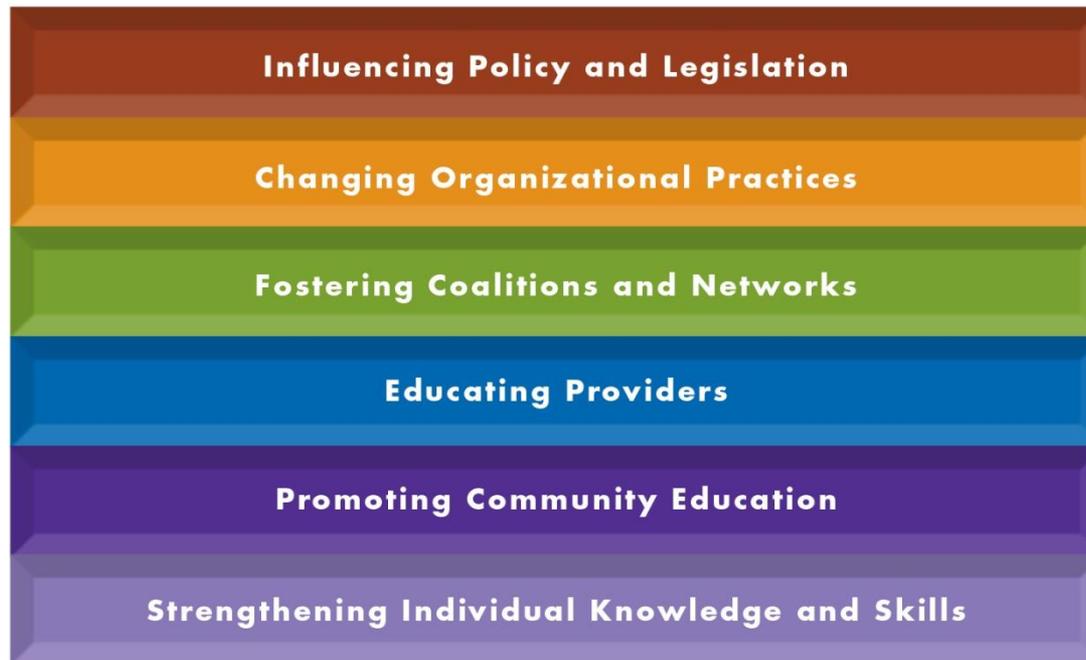
The Frog or the Pond?





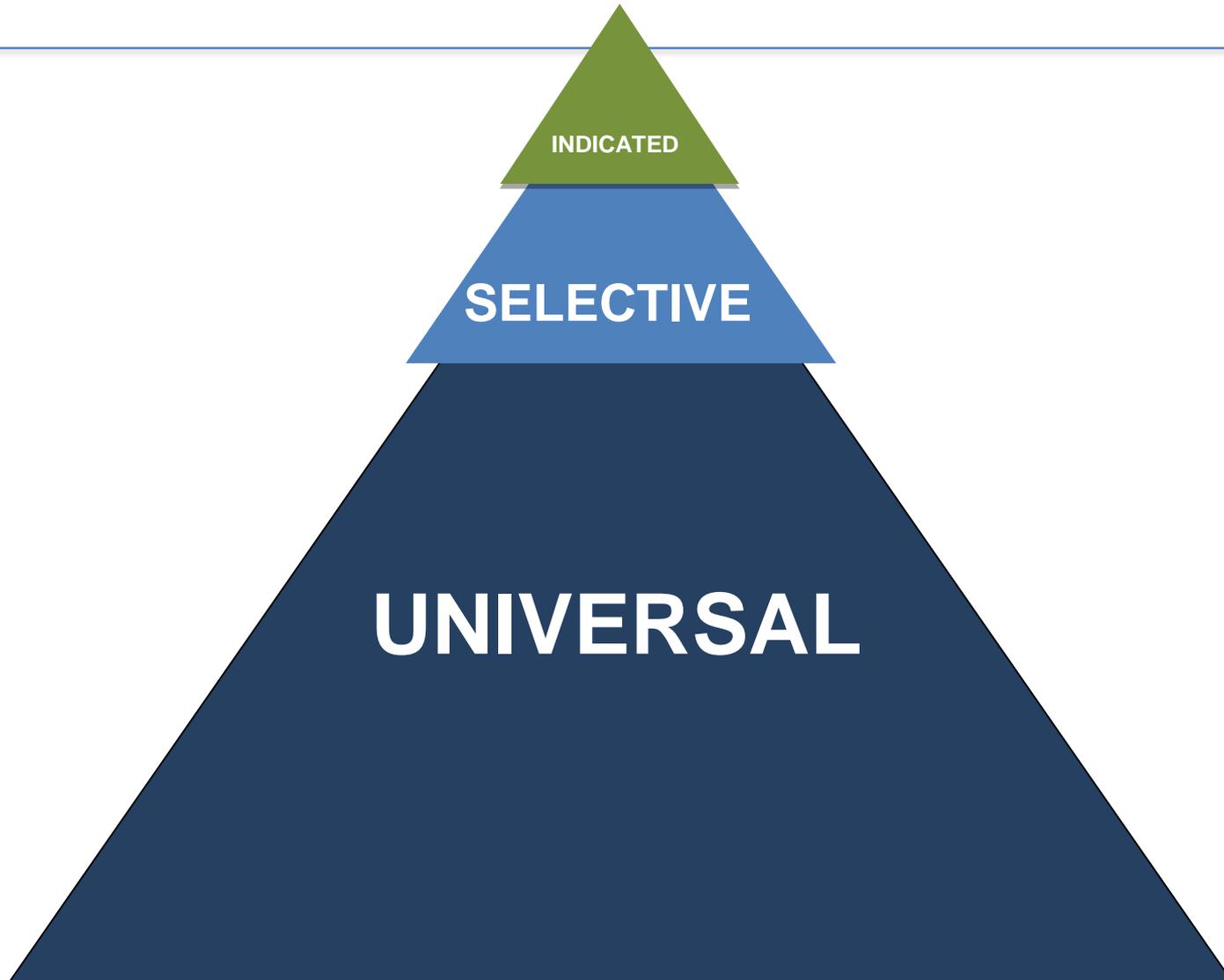
Spectrum of Prevention

THE SPECTRUM OF PREVENTION



<http://www.preventioninstitute.org/component/jlibrary/article/id-105/127.html>

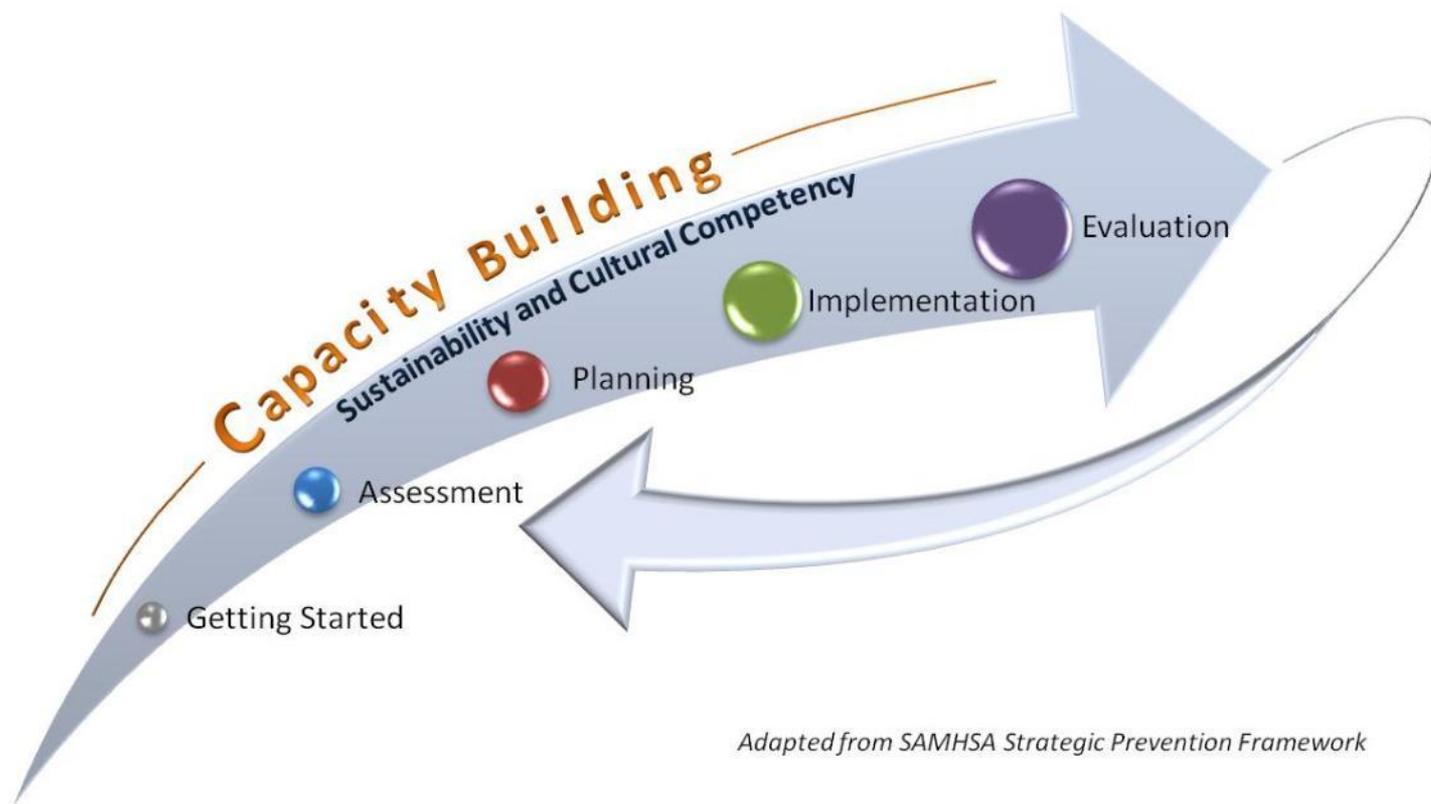
Universal, Selective, Indicated



Strategic Framework for CPWI



DBHR PREVENTION REDESIGN INITIATIVE PLANNING FRAMEWORK



Adapted from SAMHSA Strategic Prevention Framework



Cultural Competency

“Cultural competency is not the tenth thing on the list in getting things done; it’s the way we manage the other nine.”

-Dr. Robert Hayles



Sustainability

What is sustainability?

What are
you
sustaining?

What do
you need to
sustain it?

How will
you get it?



Sustainability

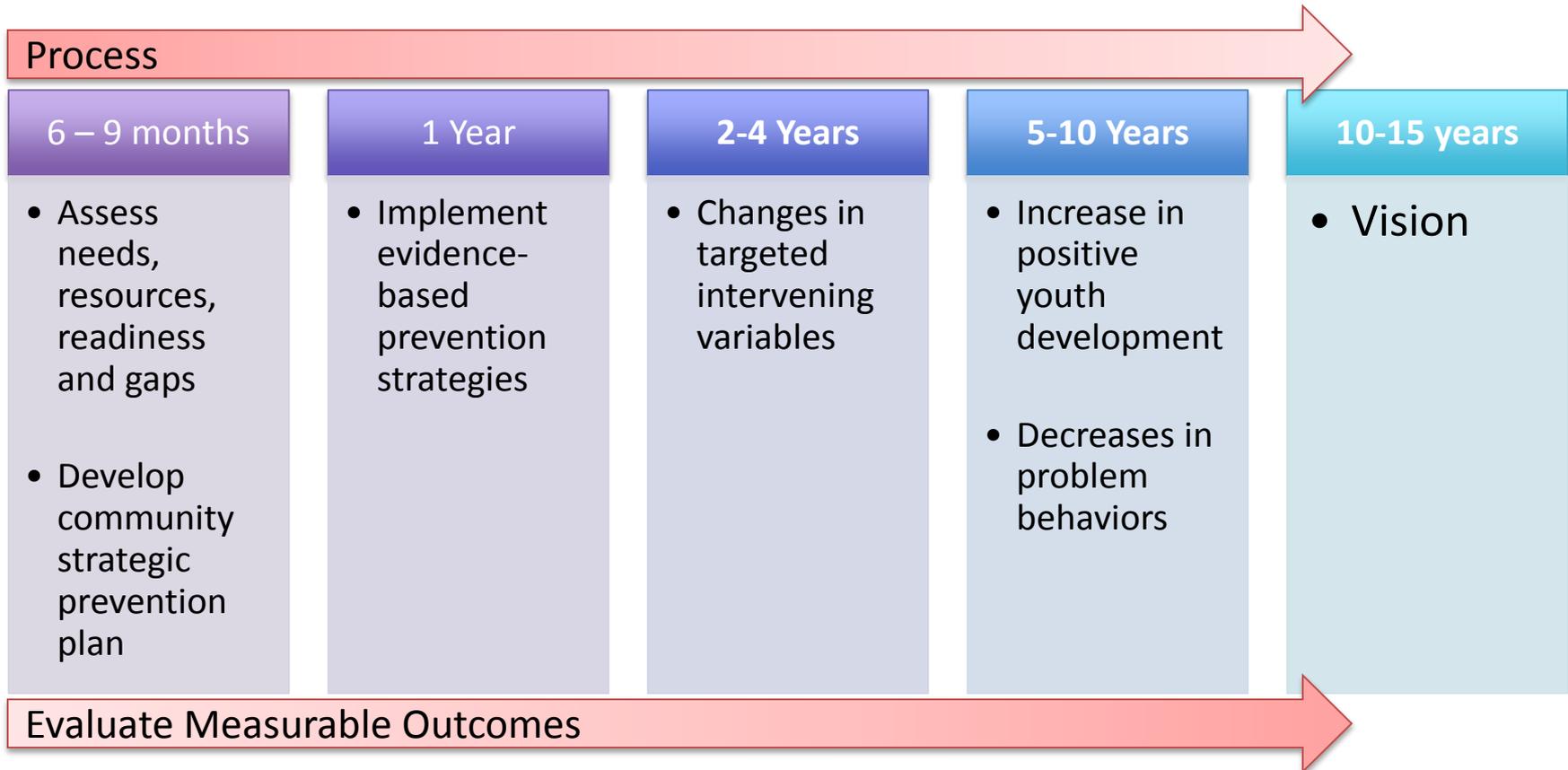
Question 2: What do you need to sustain it?

- Policies
- Resources
- People
- Funding
- Outcomes





Process and Timeline



Bring out the mixer!





Lets get up and move...

1. Find a partner.
 2. Find a space you two can talk.
 3. Prepare your presentation on a prevention theory
 4. Present and debrief.
 5. Switch and other partner present and debrief.
- You can use the resources we brought in or your own.
 - Everyone should be involved.



Debrief

- I loved it when you did!
- I think when you didit would really work well fortype of community.
- If I were doing it I might change...
- Other things that could be added to it are....
- I would like to do....in my community, thanks for the idea😊



Section 3

COMMUNITY COALITION GUIDE OVERVIEW

Community Coalition Guide



- **Chapter 1: General Information** – provides general information about the CPWI planning framework.
- **Chapter 2: Key Objectives** – provides an overview of the intent of CPWI and the established milestones and benchmarks.
- **Chapter 3: Implementing CPWI** – identifies the required tasks and provides guidance, definition, and clarification on each task category grouped by the CPWI Planning Framework steps.
- **Chapter 4: Strategic Plan Requirements** - provides the CPWI requirements for completing the coalition's Strategic Plan.
- **Appendix** – provides templates and samples for use in writing your Strategic Plan and implementing CPWI.



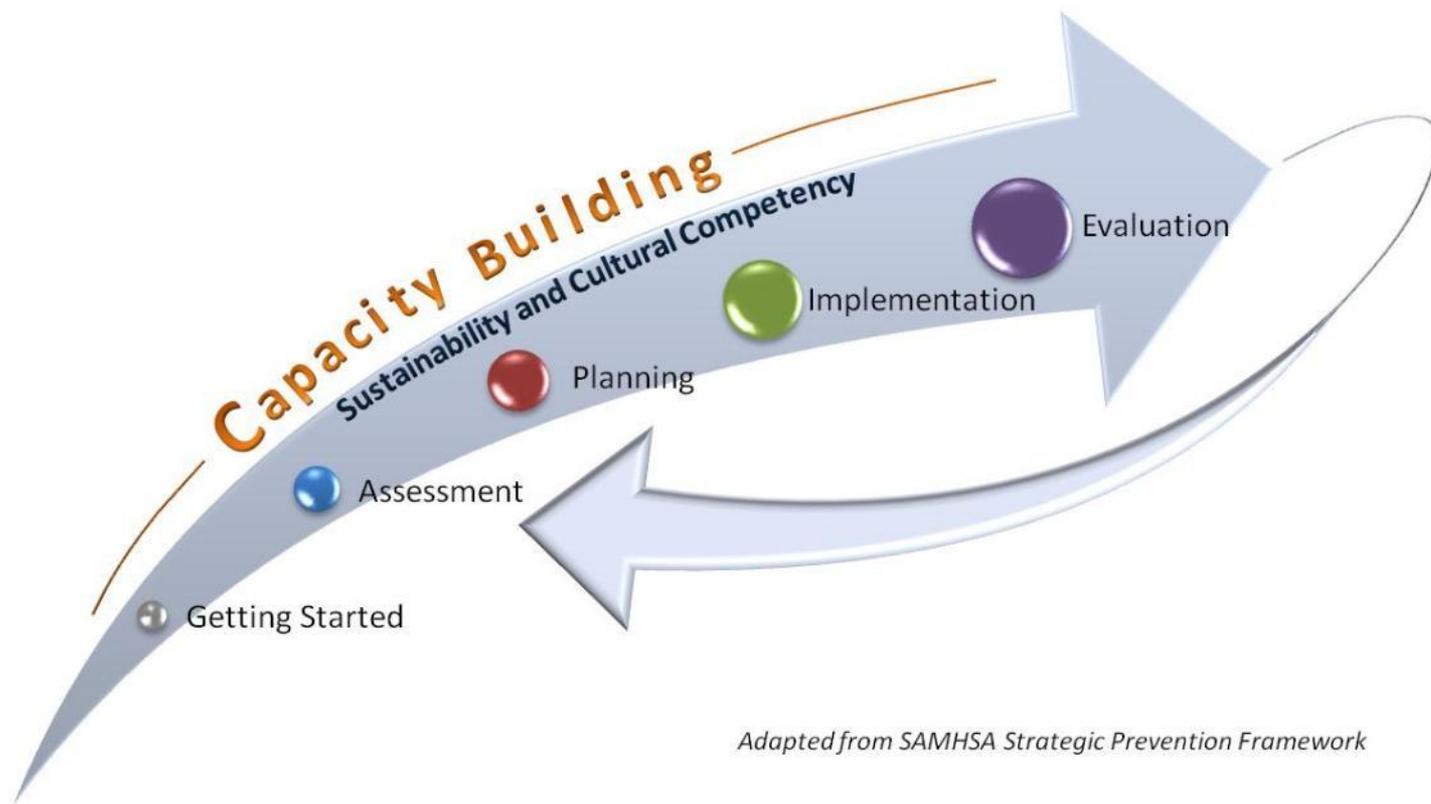
CPWI Framework based on...

- The **Strategic Prevention Framework (SPF)** was developed by the federal SAMHSA based on '**Communities That Care**'[®] (**CTC**) .
- **CTC** is a proven effective prevention planning system that helps communities develop an integrated approach to promoting the positive development of children and youth and to preventing problem behaviors.
- Lessons we learned from implementing the Strategic Prevention Framework-State Incentive Grant (SPF-SIG).

Strategic Framework for CPWI



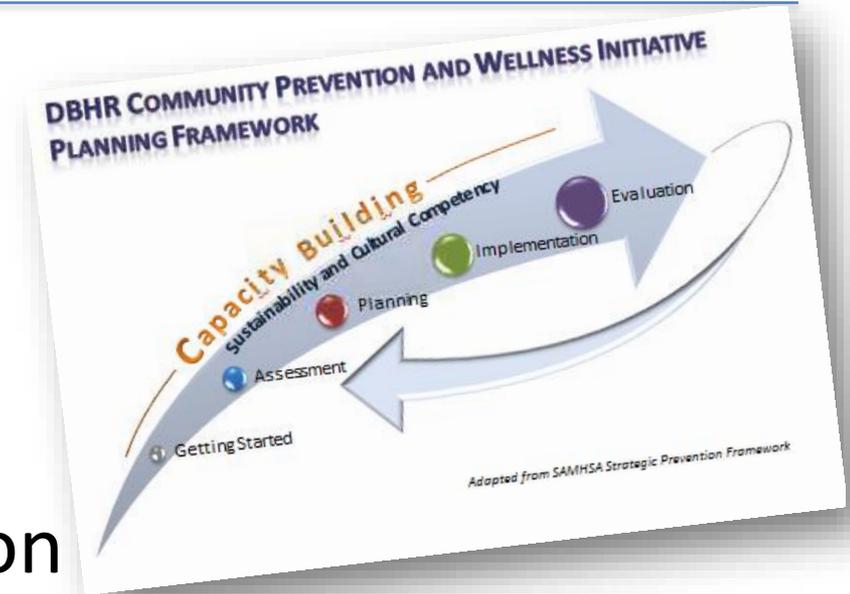
DBHR Community Prevention & Wellness Initiative Planning Framework





Building a Plan

1. Getting Started
2. Assessment
3. Planning
4. Implementation
5. Reporting and Evaluation
 - Building Capacity at Every Level
 - Ensure Cultural Competency at every level
 - Build elements of sustainability into each level

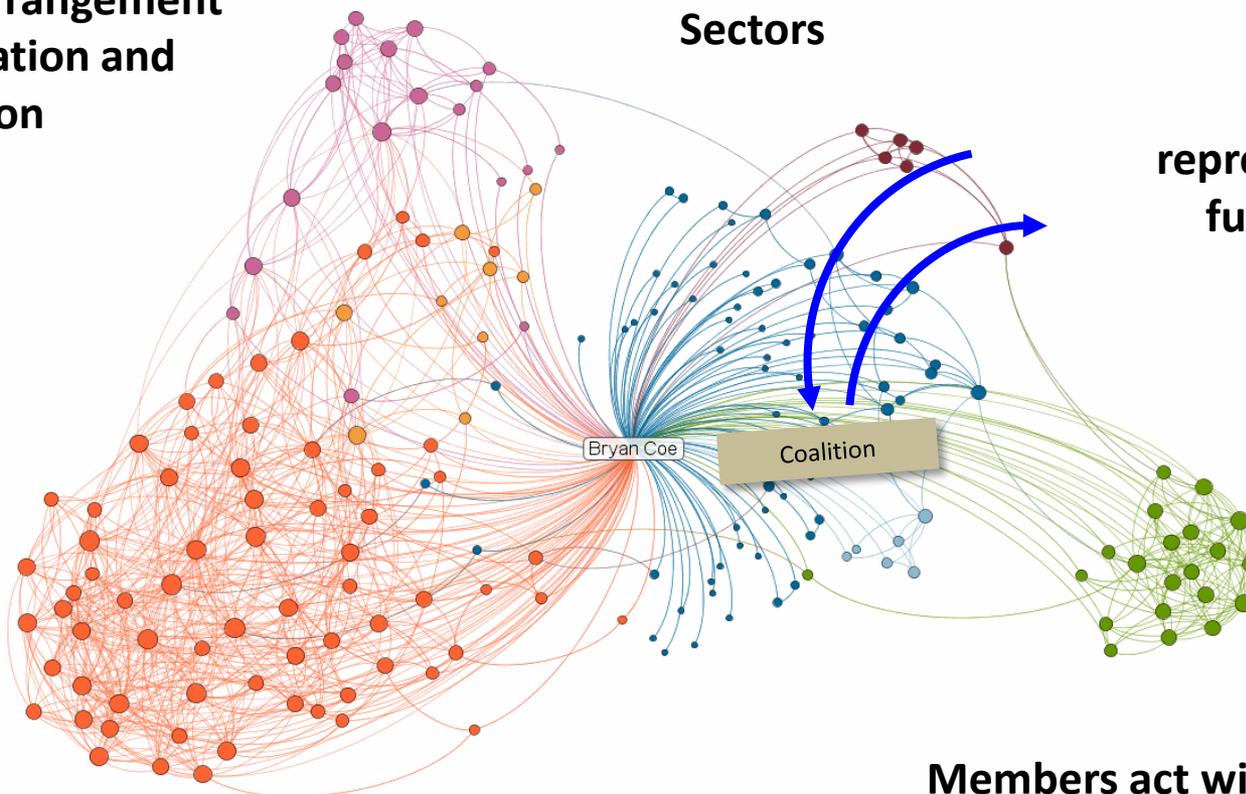




What is a Coalition?

Guide p. 6 [Community Coalition Guide](#)

A formal arrangement for cooperation and collaboration



Members represent and function on behalf of

Members act within their own sphere of influence

New members are invited



Roles and Responsibilities

Guide p. 6

Community Coalition Coordinator



ESD & Counties



Coalition Members



Prevention-Intervention Specialists



DBHR



OSPI





Community Coalition

- Attend Trainings.
- Facilitate the development of a community vision.
- Learn prevention science and SPF.
- Serve as community ambassadors.
- Coordinate work-group activities.
- Participate in decision-making processes.
- Develop Community Strategic Plan including evaluation plan.



Coalition Leadership

(supported by coordinator)

- Set an agenda.
- Provide oversight and accountability.
- Keep group focused and moving forward.

Community Coalition Guide



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- **Appendix** – provides templates and samples for use in writing your Strategic Plan and implementing CPWI.

Chapter 2: Key Objectives

Guide p. 10



- Establishment of a community coalition
- Identification of a community coordinator
- Define and select communities
- Implementation of environmental, public awareness, direct service, and capacity building strategies
- Establishment of School-based prevention specialist
- Ensure participating communities are distributed statewide
- Resources match outcomes
- DBHR to provide technical assistance/support
- Development of plan to evaluate program and community-level change
- Increase workforce development
- 66 • Ensure compliance with Synar

Community Coalition Guide



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Implementing CPWI

Guide p. 14



Community Prevention & Wellness Initiative



Getting Started (pg. 20-22)

- ✓ Register and participate in The Athena Forum
- ✓ Select CPWI Community
- ✓ Community Coalition Coordinator (.5 FTE) for each CPWI community
- ❑ Confirm SAPISP and P-I services

Capacity (pg. 23-24)

- ❑ Recruit and retain membership*
- ❑ Community coalition orientation
- ❑ Establish and maintain coalition structure*
- ❑ Engage key leaders in coalition's CPWI efforts
- ❑ Gather community information and feedback
- ❑ Participate in training and technical assistance

Assessment (pg. 25-26)

- ❑ Conduct Needs Assessment*
- ❑ Conduct Resources Assessment*

Planning (pg. 27)

- ❑ Select goals, objectives, strategies, and programs/activities*
- ❑ Develop Prevention Strategic Plan*
- ❑ Confirm partnerships for implementation of strategies and programs/ activities

Implementation (pg. 28-29)

- ❑ Maintain active community coalition
- ❑ Participate in monthly meetings with DBHR
- ❑ Implement media strategies
- ❑ Implement strategies and programs/activities according to Strategic Plan

Reporting and Evaluation (pg. 30-31)

- ❑ Develop reporting and evaluation strategies*
- ❑ Complete PBPS reporting
- ❑ Review and analyze output and outcome information with coalition according to Strategic Plan.
- ❑ Participate in statewide evaluation



Timeline Overview

Guide p. 16

DBHR Community Prevention & Wellness Initiative (CPWI) Community Coalition Guide Quick Reference Timeline Overview

Tasks	Frequency	Due Date
Start date: July 1, 2017 Community Name: <input type="text"/>		Negotiate complete timeline with DBHR based on individual coalition readiness.
Getting Started		
1. Register and participate in The Athena Forum website	Ongoing	Within 2 weeks of start
2. Select CPWI Community	---	---
a. Submit selection packet	First Year only	Due date TBD for new communities
b. Issue media release	First Year only	Within 60 days from DBHR approval
3. Community Coalition Coordinator (.5 FTE) for each CPWI community	---	---
a. Review Coordinator job description with DBHR	First Year & As needed	Prior to posting
b. Ensure new hire Coordinator has office space in CPWI community	First Year & As needed	Upon new hire
c. Review new hire Coordinator qualifications with DBHR	First Year & As needed	Upon new hire
d. Submit new Coordinator training plan if necessary	First Year & As needed	Upon new hire
e. Ensure Coordinator is working with coalition	Ongoing	Starting July 1 [Start date TBD for new communities]
f. Ensure Coordinator spends at least 80 hours per month on community	Ongoing	Starting July 1 [Start date TBD for new communities]
g. Ensure Coordinator is Certified Prevention Professional (CPP)	Ongoing	According to current status
4. Confirm SAPISP and P-I services	Annually	Within 30 days prior to start of school
Capacity		
1. Recruit and retain membership	---	---
a. 8 of 12 sectors participating	Ongoing	Starting July 1 [Start date TBD for new communities]
b. Membership section in Strategic Plan	Ongoing & Update 2019	[enter date]
c. Conduct 'Coalition Assessment Tool' (CAT) Coalition member	Annually	October

Getting Started

Guide p. 20-22



Purpose: Initiate the process in your community.

- Identify the community.
- Establish internal and external supports.

Getting Started

Guide p. 20-22



CPWI tasks

- ✓ Register and participate in The Athena Forum
- ✓ Select CPWI Community
 - Submit selection packet (p. 43)
 - Issue media release (p. 59)
- ✓ Community Coalition Coordinator (.5 FTE) for each CPWI community (80 hours per month)
 - Review job description with DBHR
 - Ensure Coordinator is working in the location of the coalition
- ☐ Confirm SAPISP and P-I services

Capacity Building:

Mobilizing your coalition and community

Guide p. 23-24



Purpose: Developing and increasing coalition and community ability to address the problem locally.

- Build effective coalition.
- Establish your working coalition structure.
- Increasing involvement from members.
- Increasing involvement from community members in strategies and activities.

Capacity Building:

Mobilizing your coalition and community

Guide p. 23-24



CPWI tasks:

- Recruit and retain membership
 - 8 of 12 sectors
 - Membership section in Strategic Plan
 - Conduct ‘Coalition Assessment Tool’ (CAT)
 - Complete ‘Community Profile’ (p. 59)
- Sector Representation at Monthly Meetings (8 sector for at least 9 months)
- Community coalition orientation
- Establish and maintain coalition structure
- Engage key leaders in coalition’s CPWI efforts
- Gather community information and feedback
- Participate in training and technical assistance

Building a Successful Coalition



- Shared mission
- Key values
- Strong bonds
- Effective structure
- Engaged members/partners
- Written roles of members and partners
- Operating Principles (bylaws)
- Decision making



Coalition Membership

- Recruitment
- Membership engagement
- Diversity of your community coalition
- Specific community segments to involve
- Clearly defined roles and responsibilities, including:
 - Chair/Facilitator
 - Vice Chair
 - Recorder/Secretary
 - Coordinator/Staff
 - Coalition member





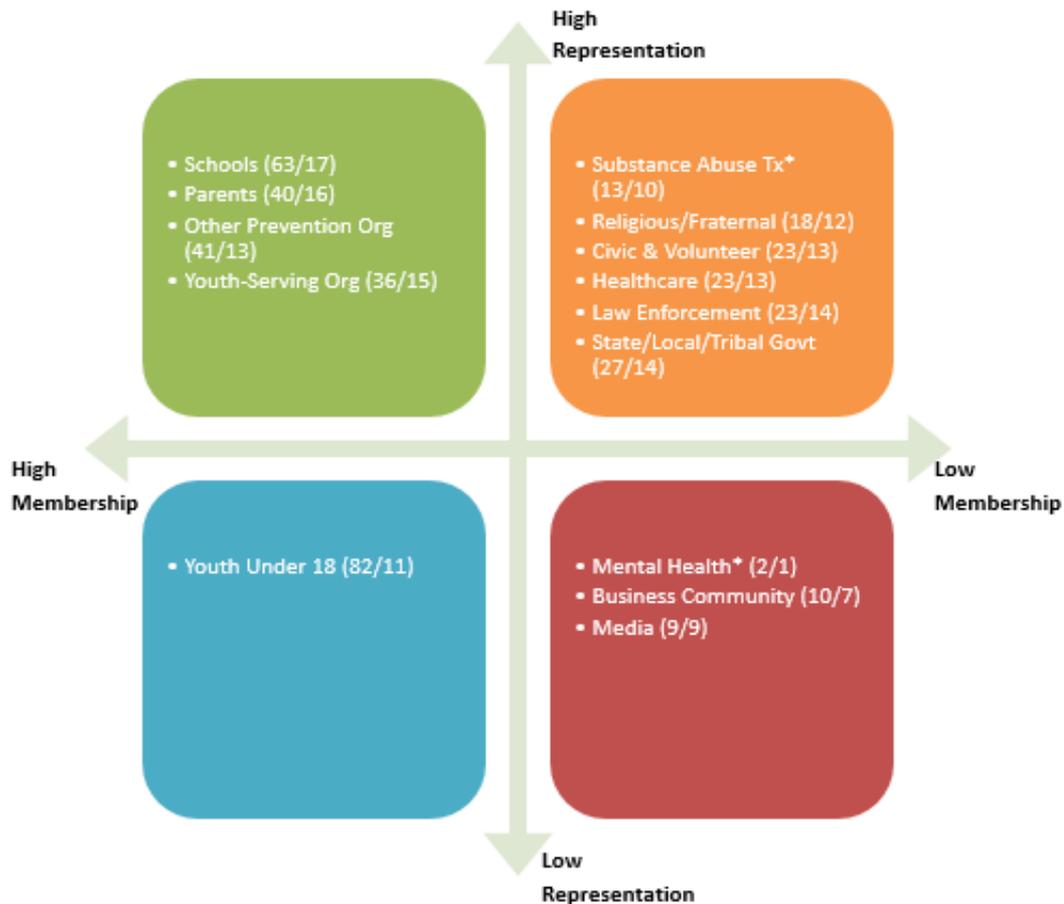
Involving Youth

- Community coalition membership.
- Data collection/interpretation.
- Public relations.
- Program planning and development.

Levels of Coalition Engagement



A. CPWI Sector Representation and Membership



Assessing Membership Activity



Assessing membership and identifying new members

For CPWI 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.

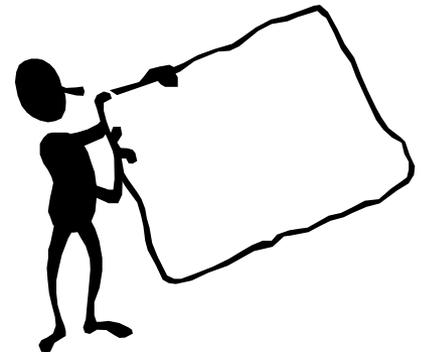
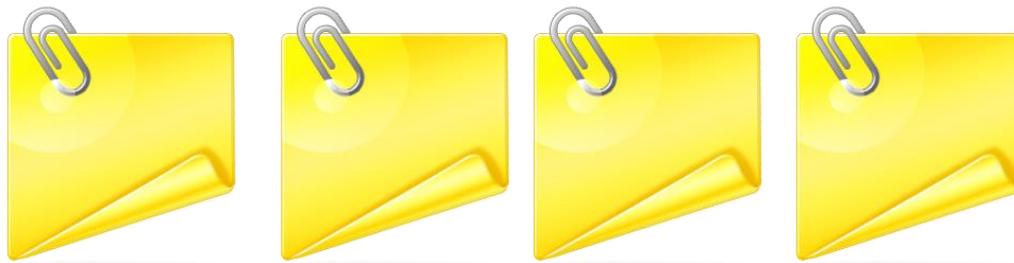
Type	Members (new or current)	Benefits of Involvement	Level of Involvement: (Key Leader/ Active Member/ Champion)	Contact
Youth				
Parent				
Law Enforcement				
Civic/Volunteer Groups				
Business				
Healthcare Professionals				



Coalition Skills Assessment



- Review the worksheet. Assess the membership of your community coalition.





Consider for Involvement...

- Consider the individuals and groups that work with you currently, what is their engagement profile?
- If you wanted to sustain their involvement, what do you need to do?
- If you wanted to strengthen their engagement with you, what do you need to do?
- What might a new member need from a group in order to feel involved and engaged as opposed to someone who has been involved for a while?
- What might someone from another culture or someone who is not familiar with group problem-solving and decision-making need from a group in order to feel involved and engaged as opposed to someone who is very familiar with those processes?



Successful Participation

- Develop an organizational chart and emphasize with coalition membership
- Identify clear roles and responsibilities
- Create written “job descriptions”
- Get members to agree upon expectations regarding “active membership”
- Establish objective of each workgroup
- Create By-Laws and decision making process

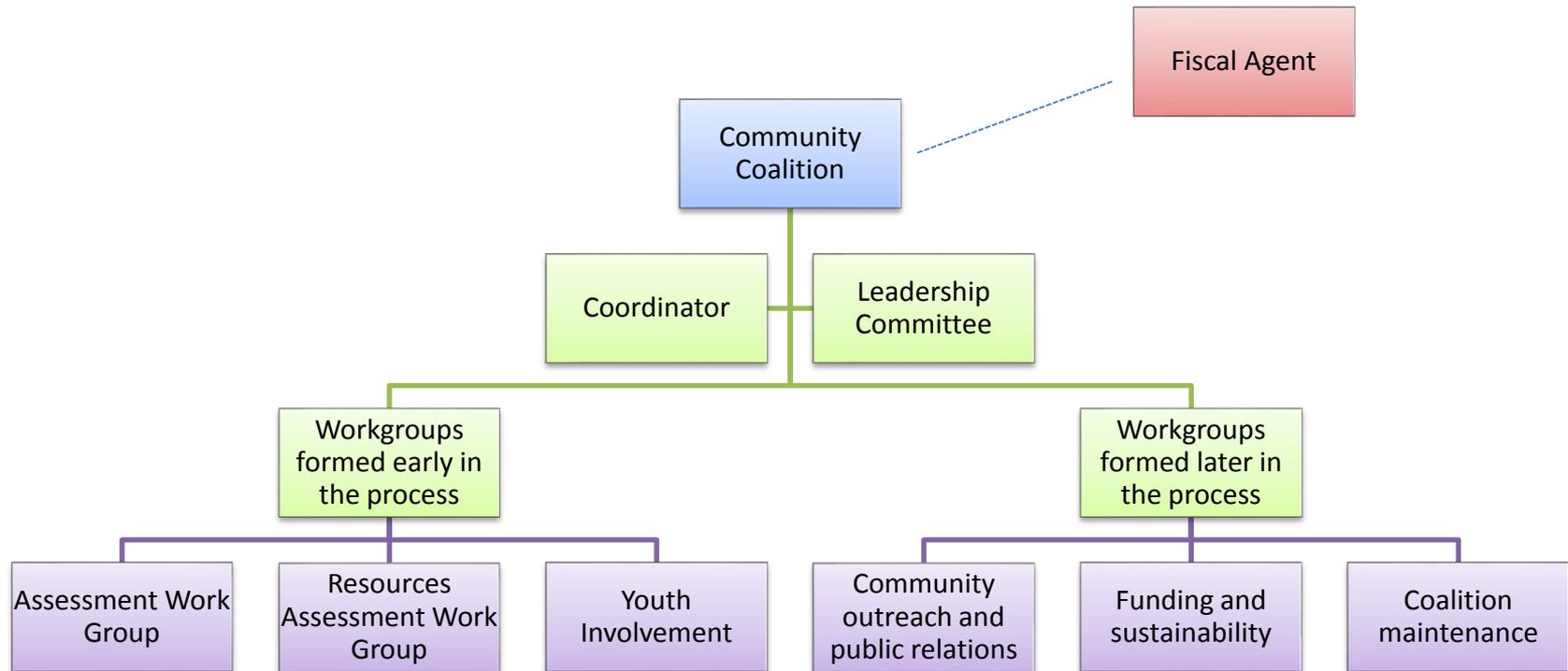


Identify Roles





Sample Local Organization



Let's Chat...



Questions???

Ideas???



Assessment:

Profiling your community's needs, resources, readiness, and gaps Guide p. 25-26



Purpose: Develop and update the ‘picture of your community’.

- Identify and review data that demonstrates the needs of the community.
- Identify people, community readiness and resources.
- Identify gaps of services for community needs.

Assessment:

Profiling your community's needs, resources, readiness, and gaps Guide p. 25-26



CPWI Tasks:

Conduct Needs Assessment

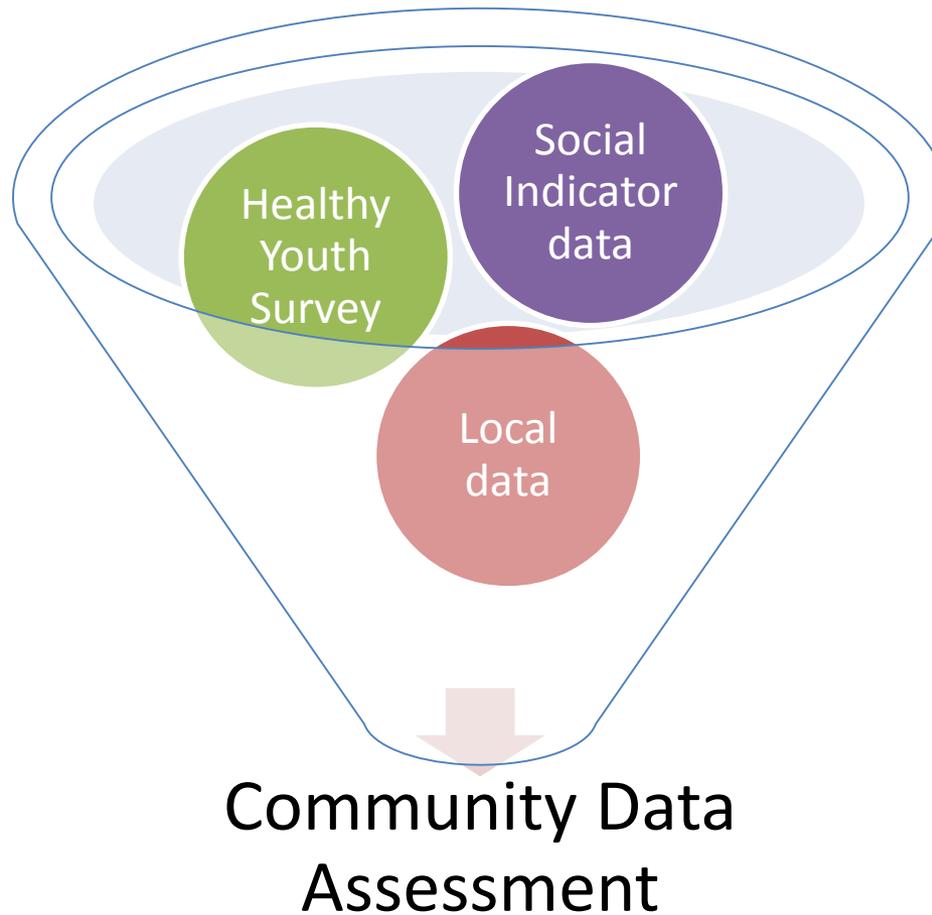
- Establish process for assessment
- Conduct Assessment
- Conduct 'Community Survey'
- Prioritize outcomes and write into Strategic Plan

Conduct Resources Assessment

- Establish process for assessment
- Conduct Assessment
- Prioritize outcomes and write into Strategic Plan



Sources of Data

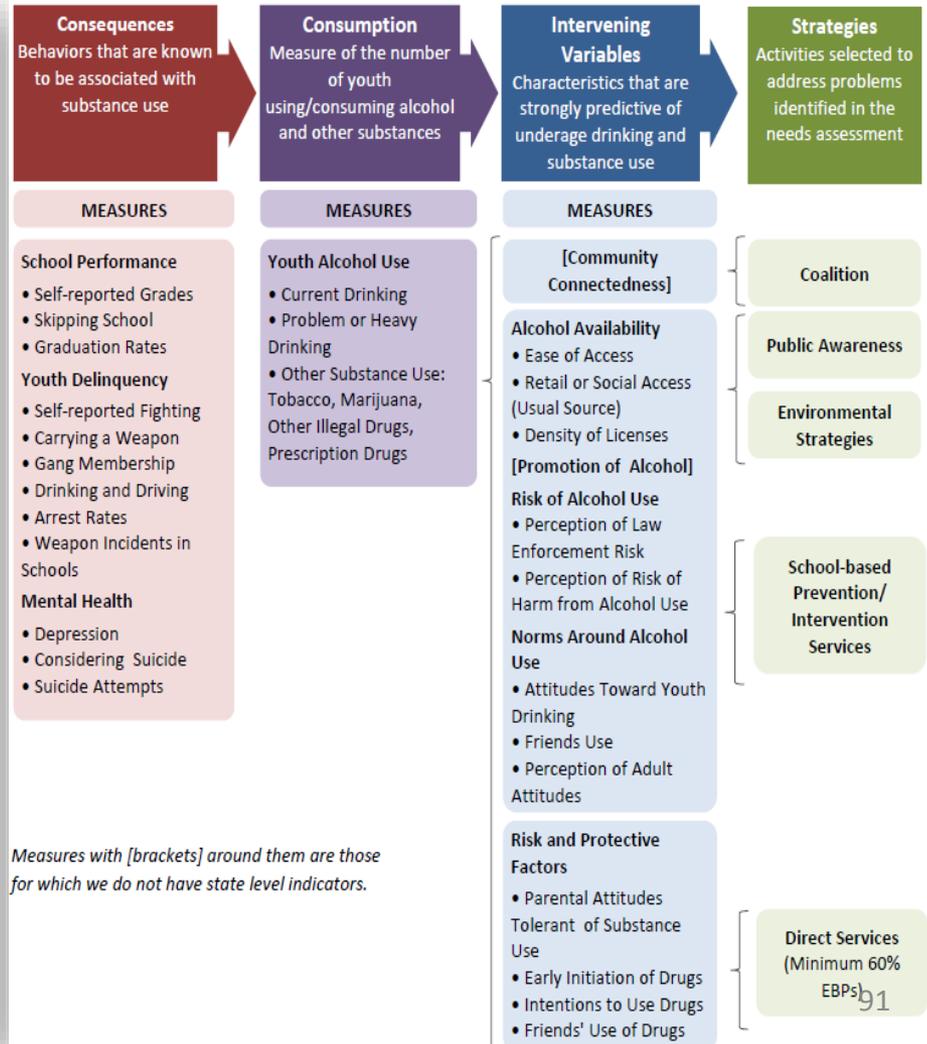




Data Driven Decision Making

What's Happening in SampleVille?

A Community Needs Assessment Data Book



Measures with [brackets] around them are those for which we do not have state level indicators.

HYS Participation Rate – Regular Data Book Example



	Grade 8	Grade 10
Students Participating in the 2014 Survey	661	418
Survey Participation Rate	81%	60%

- 70% + probably representative of students
- 40- 69% Results may be representative
- 40% or less probably not representative of students - data are not reported (SUPPRESSED)



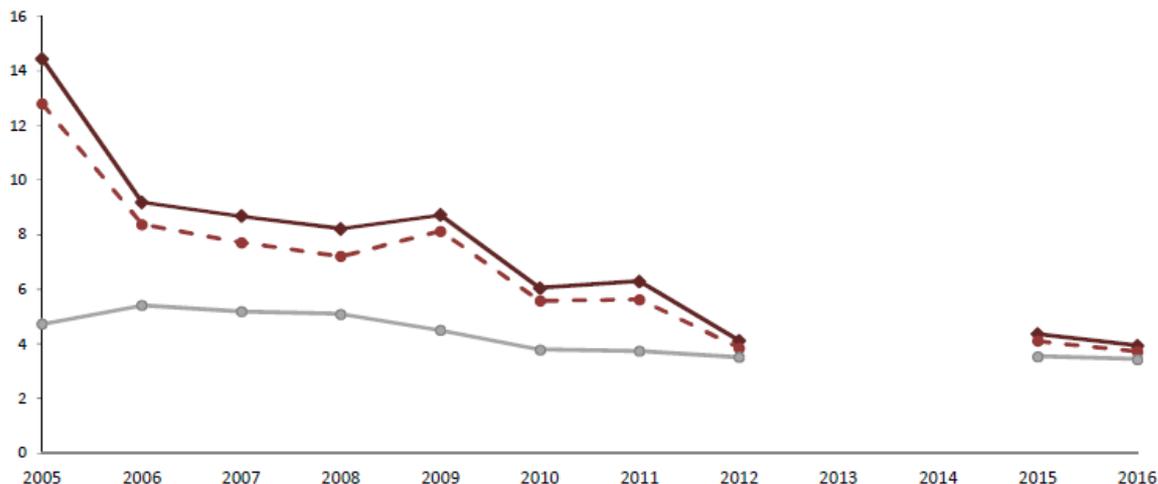
Consequence Data

CONSEQUENCES | Behaviors that are known to be associated with substance abuse

School Performance

Annual (Event) Dropouts (Percent)

The Annual Dropout rate measures the proportion of students enrolled in grades 9-12 who drop out in a single year without completing high school as a percentage of all students in grades 9 through 12. This indicator answers the question "How many high-school students left school without graduating this year?" When districts try new policies or projects to keep students in school the impact of those actions will be more immediately visible in this rate.



	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Your Community	14	9	9	8	9	6	6	4			4	4
Your County	13	8	8	7	8	6	6	4			4	4
State	5	5	5	5	5	4	4	4			4	3

SOURCE: Office of Superintendent of Public Instruction, Graduation and Dropout Statistics for Washington.

Consumption Data



CONSUMPTION | Measures of the number of youth using/consuming alcohol and other substances

Consumption measures refer to the number of people who use a particular substance, whether alcohol, tobacco, marijuana, prescription drugs, or an illicit substance.

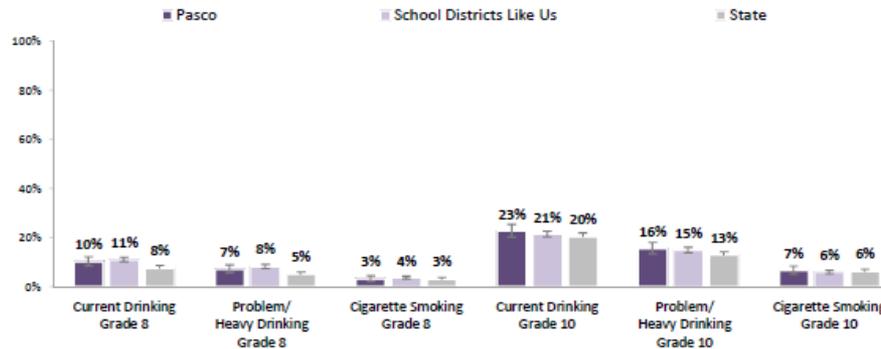
Youth Substance Use

- Current Drinking
- Problem or Heavy Drinking
- Other Substance Use — Tobacco, Marijuana, Other Illegal Drugs, Prescription Drugs

Youth Substance Use

Alcohol is the most widely used substance in our state, and is associated with the most harm. Consumption measures are also available for tobacco, marijuana, prescription drugs, and other illegal drugs.

HYS Measures of Youth Substance Use (2016, Percent)



HYS Measures of Youth Substance Use	GRADE	Pasco		School Districts Like Us		State	
		2014	2016	2014	2016	2014	2016
Current Drinking. During the past 30 days, on how many days did you: Drink a glass, can or bottle of beer? (District results: Drink any days)	8	13%	10%	13%	11%	8% ^c	8% ^c
	10	23%	23%	23%	21%	21%	20%
Problem/Heavy Drinking. (District results: 3-5 days drinking in the past 30 days and/or 1 binge past 2 weeks, or 6+ days drinking in the past 30 days and/or 2+ binge past 2 weeks)	8	10%	7% ^a	11%	8%	5% ^c	5% ^c
	10	16%	16%	18%	15%	13% ^c	13% ^c



Intervening Variables

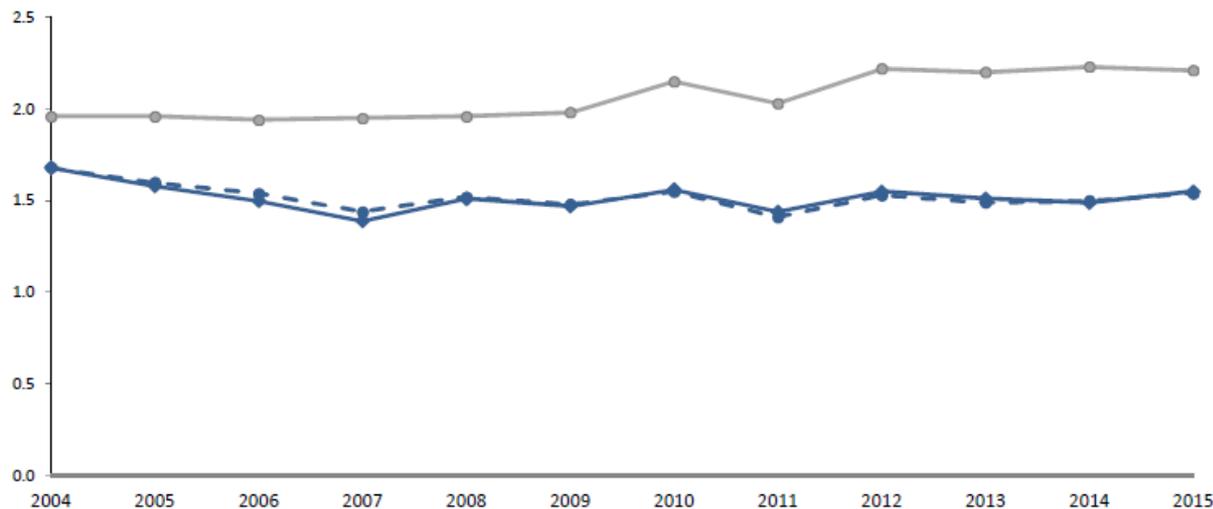
INTERVENING VARIABLES | Characteristics that are strongly predictive of underage drinking and substance abuse

There are two aspects of alcohol availability that are important in determining prevention priorities. First, there is the actual physical availability—places where youth can get alcohol. Second is the perception of availability—the belief that alcohol is, or would be, available to them. Both of these have to change in order for there to be a significant impact on drinking rates.

Alcohol Availability

Alcohol Retail Licenses (Rate per 1,000)

The alcohol retail licenses active during the year, per 1,000 persons (all ages). Retail licenses include restaurants, grocery stores, and wine shops but do not include state liquor stores and agencies. Retail alcohol facilities on military bases and reservations are not licensed by the state and therefore are not included in these data.





Demographic Profile – Race/Ethnicity

Race/Ethnicity (count/percent) Age Composition (count/percent)

Community Demographics

The racial/ethnic and age composition below can help prevention planners better understand the community's diversity.

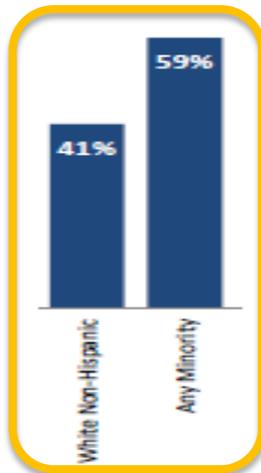
Race and Ethnicity (Count, Percent)

Persons whose race or ethnicity is: (1) "American Native" – American Indian or Alaska Native, one race only; (2) "Asian" – Asian, one race only; (3) "Black" – African American, one race only; (4) "Hawaiian/PI" – Native Hawaiian/Other Pacific Islander, one race only; (5) "White" – White, one race only; (6) "Multi-Racial" – Two or more races; (7) "Hispanic" – Persons whose ethnicity is Hispanic or Latino, of any race; (8) "Any Minority" – Persons of any race or ethnicity except for non-Hispanic White, one race only; calculated as a percentage of all persons. The race categories 1 through 6 may include persons of Hispanic or Latino origin.

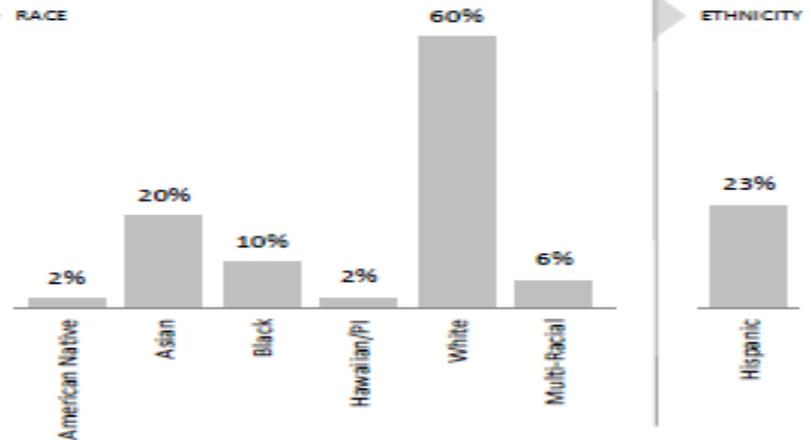
White Center_N Highline

RACE/ETHNICITY	NUMBER	%
White Non-Hispanic	12,678	41%
Any Minority	18,580	59%
RACE		
American Native	625	2%
Asian	6,331	20%
Black	3,126	10%
Hawaiian/PI	678	2%
White	18,653	60%
Multi-Racial	1,845	6%
ETHNICITY		
Hispanic	7,069	23%
TOTAL	31,258	100%

NOTE: Percentages of Any Minority and White Non-Hispanic will sum to 100%. Percentages in Race will sum to 100%.



Racial and Ethnic Distribution



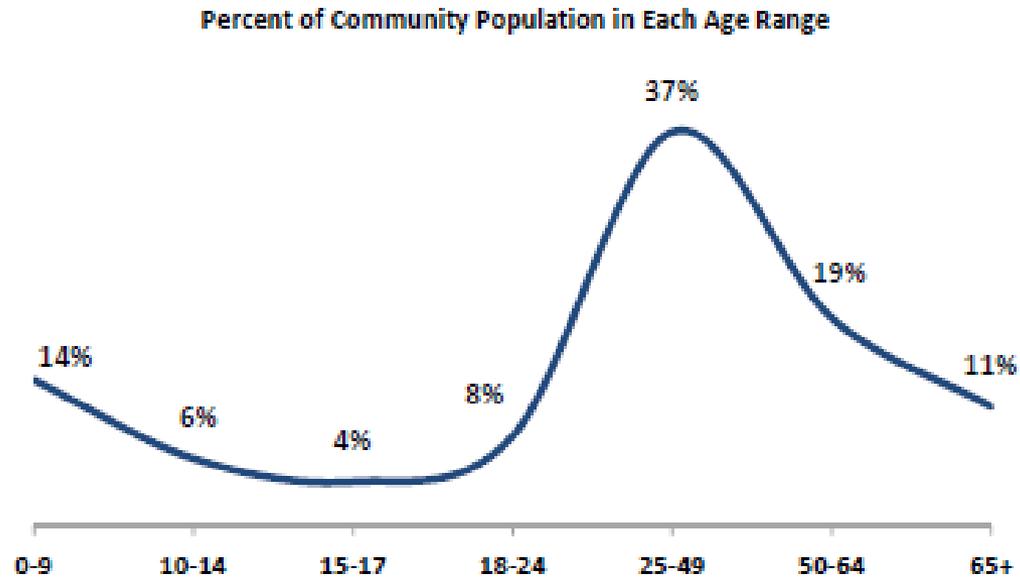


Demographic Profile - Age Composition (count/percent)

Age Composition (Count, Percent)

Children (ages 0-9, 10-14, 15-17 years), adults (ages 18-24, 25-49, 50-64 years) and seniors (ages 65+) as a percentage of all persons.

AGE RANGE	NUMBER	%
0-9	4,267	14%
10-14	1,969	6%
15-17	1,287	4%
18-24	2,626	8%
25-49	11,536	37%
50-64	6,085	19%
65+	3,488	11%
TOTAL	31,258	100%

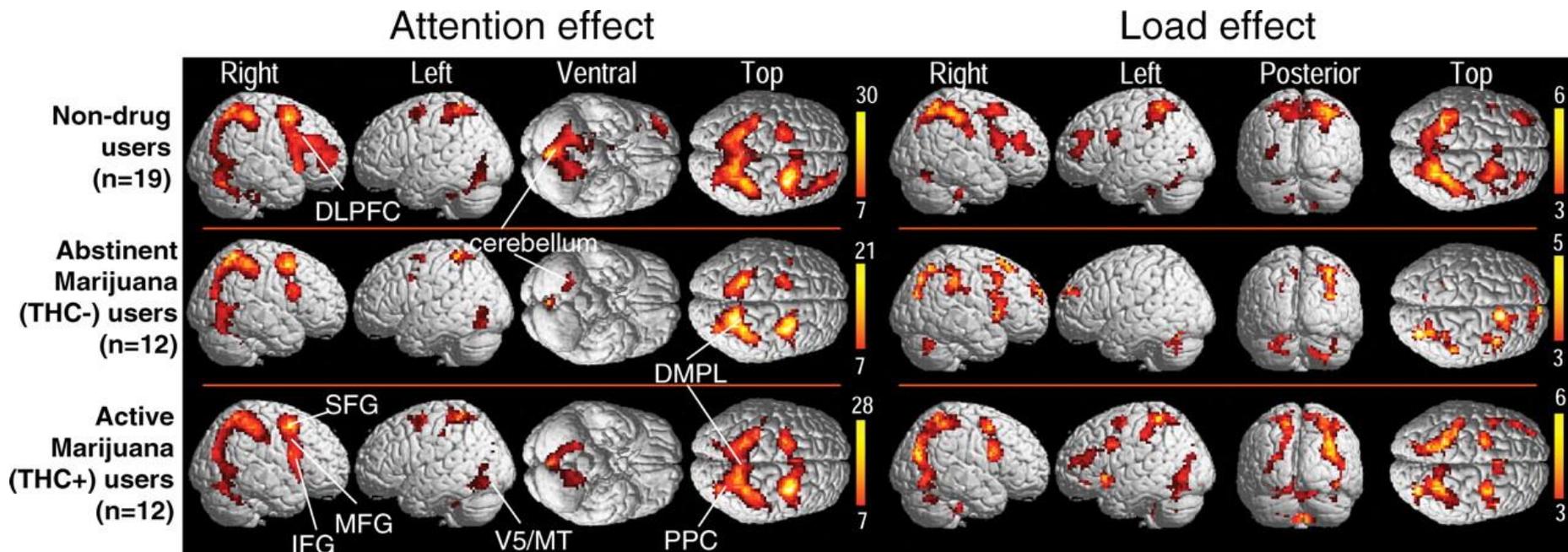


SOURCE: Washington State Office of Financial Management, Forecasting Division (2015). 2014 Estimates of Age, Sex, Race and Hispanic Origin.



Why does this matter?

Statistical parametric maps of BOLD signals in abstinent marijuana users (THC-), active marijuana users (THC+) and non-drug user comparison subjects.



Chang L et al. Brain 2006;129:1096-1112

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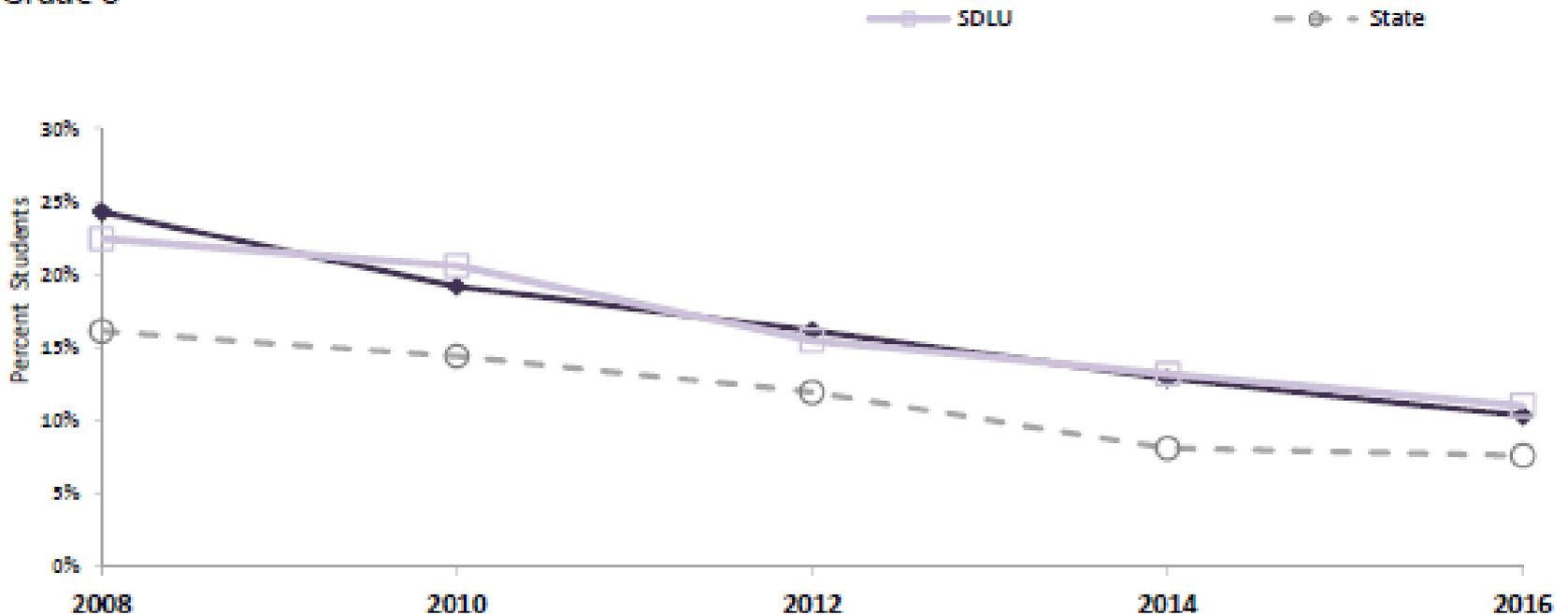
8th and 10th graders in this community drink more than others in the state



Replace with image of your local data here...

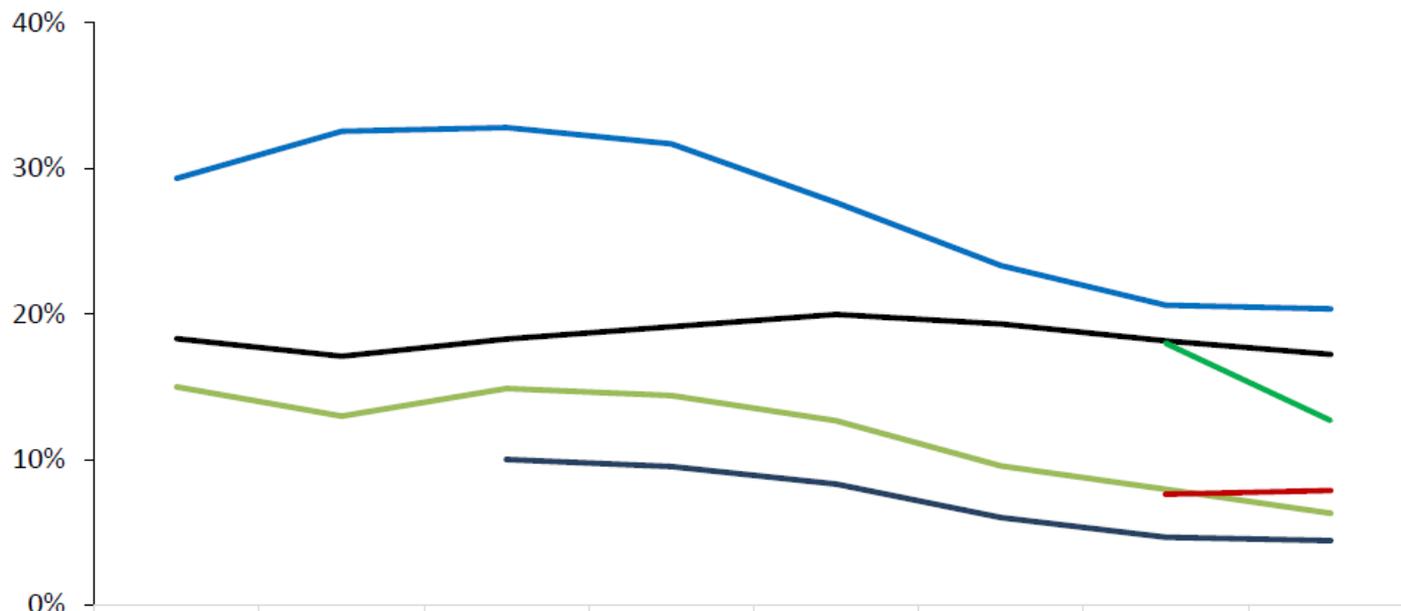
Current Drinking

Grade 8





Summary 30-Day Substance Use 10th Graders, 2002-2016

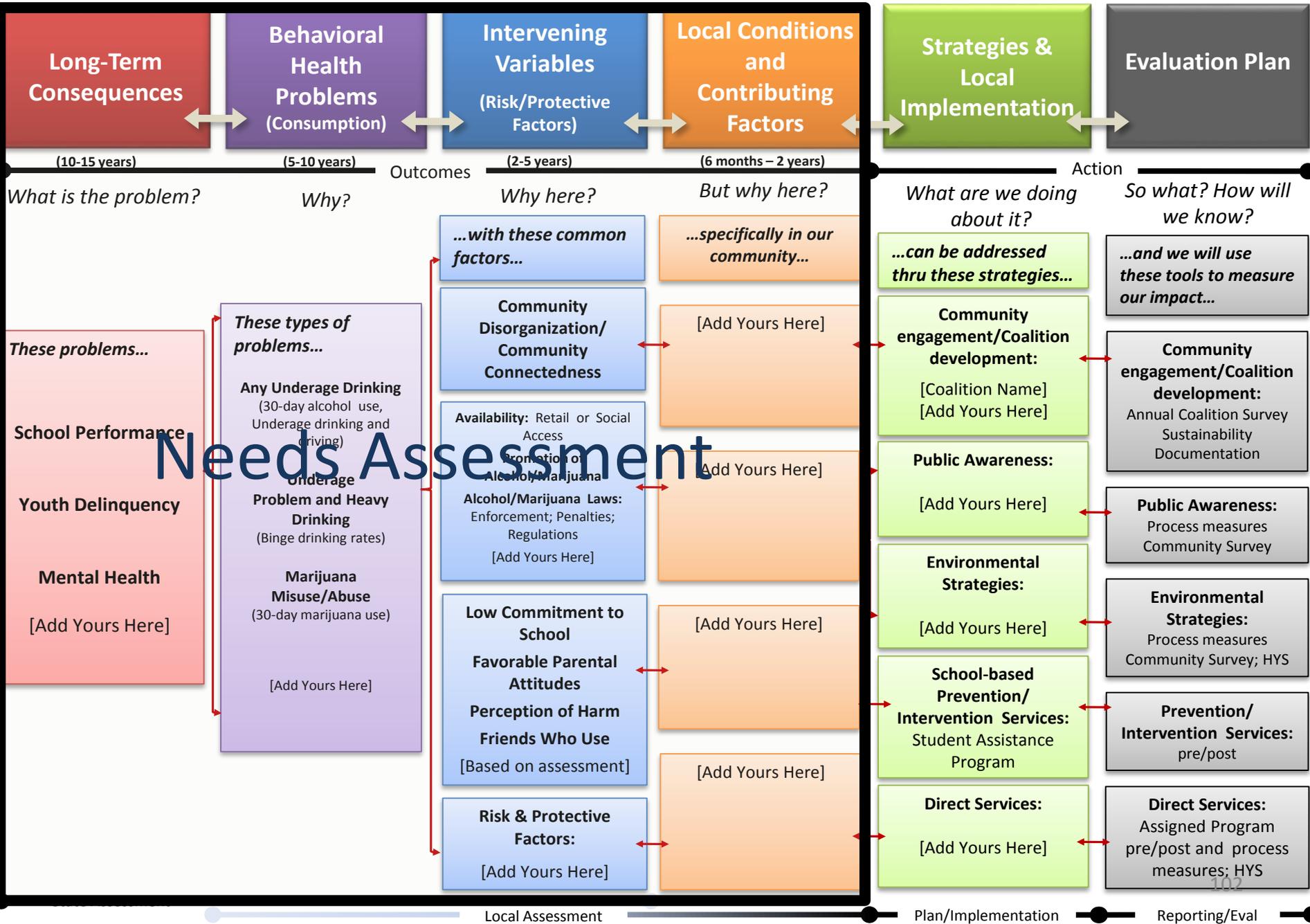


	2002	2004	2006	2008	2010	2012	2014	2016
Alcohol	29%	33%	33%	32%	28%	23%	21%	20%
Marijuana	18%	17%	18%	19%	20%	19%	18%	17%
Cigarettes	15%	13%	15%	14%	13%	10%	8%	6%
Pain Killer Use			10%	10%	8%	6%	5%	4%
E-Cigarettes							18%	13%
Rx Drug Misuse							8%	8%

Note: Includes responses where using marijuana regularly has "great risk." * In 2014 the question about marijuana changed from "smoke" to "use."

Source: WSSAHB 1998 (spring), 2000 (fall); Washington Healthy Youth Survey (HYS)- 2002, 2004, 2006, 2008, 2010, 2012, 2014; Monitoring the Future (MTF) - 2002-2014.

[Name] Coalition Logic Model





Assessment Resources

- Needs Assessment Clinic
- Resources Assessment Clinic
- Gaps Analysis Resources
- Data Book Webinar
 - All found on The Athena Forum

Planning:

Develop a strategic prevention plan Guide p. 27



Purpose: Create a plan for implementing and evaluating tested, effective programs, policies and practices.

- Selection of programs, policies and practices to fill gaps
- Implementation and evaluation plans
- Set measurable outcomes

Planning:

Develop a strategic prevention plan Guide p. 27



CPWI Tasks:

- Select goals, objectives, strategies, and programs/activities
 - Coalition determines goals and objectives
 - Coalition determines strategies, and programs/activities
- Develop Prevention Strategic Plan
- Confirm partnerships for implementation of strategies and programs/ activities



Comprehensive Approach:

CSAP Strategies

- **Alternative** (i.e., Community-based Mentoring/Summer Youth Programs)
- **Community-Based Process** (Community Coalition)
- **Education** (i.e., Life Skills, Guiding Good Choices)
- **Environmental** (i.e., Social Norms Marketing)
- **Information Dissemination** (i.e., Public Awareness)
- **Problem ID and Referral** (P/I Specialist)



Goal development

- A statement that explains what the community wishes to accomplish or change in an intervening variable. (2-5 years to achieve)



Building Objectives

- Objective should address the local condition (based on risk/protective factor) (e.g. Family Conflict in XYZ community).
- Break down goal into smaller parts.
- Provide specific, measurable actions in which the goal can be achieved.
- What can the coalition achieve that will impact overall goal?



Building Objectives

Good objectives are SMART

Specific - "what is to be done?" "how will you know it is done?" and describes the results (end product) of the work to be done.

Measurable - defines the objective using assessable terms (quantity, quality, frequency, costs, deadlines, etc. *Excellent* objectives describe the change from a baseline condition to a preferred condition.

Achievable - "can the person do it?" "Can the measurable objective be achieved by the person?" "Does he/she have the experience, knowledge or capability of fulfilling the expectation?"

Relevant - "should it be done?", "why?" and "what will be the impact?"

Time-oriented - "when will it be done?"



Review objectives

Goal 1: Increase Community Connectedness, Collaboration and Cooperation

Objective 1A: Increase number of coalition members by 5 new members (35% increase) by June 30, 2017.

Strategy 1A1: Ensure that the coalition is broadly & evenly represented among the 12 sectors of the community by June 30, 2017.



Activity/Program	Brief Description	Why? (How will this help reduce underage drinking/drug use for 8 th -10 th graders)	When (Timeframe for activity)	How (How much? How often?)	Who (Who is this service for? How many people impacted?)	Lead Organization (Who is conducting?)	Responsible Party(ies) (Who from the coalition is making sure this gets done?)	Funding Source
------------------	-------------------	--	----------------------------------	-------------------------------	---	---	---	----------------

- Answer the following questions (Is this objective SMART?)
 - A change in what?
 - As measured by?
 - Baseline or starting point? (*Excellent objectives*)
 - How much to change?
 - By when?



Linking Local Conditions to: Goals, Objectives & Strategies

Risk and/or Protective Factors	Goal	Objective
Community laws and norms favorable toward alcohol and drug use	Increase Community Connectedness and Cooperation	Increase number of active coalition members by 5 new members (35% increase) by June 30, 2019.
Poor Family Management (data from the HYS & high DV reports)	Increase positive family management practices	Increase positive family management practices by 10% from the baseline established by the pretest by June 30, 2018.
Retail Access to Alcohol	Reduce youth access to alcohol by way of retail outlets	Decrease the number of youth that report they obtain alcohol from a store from 7% to 6% by baseline established by the 2016 HYS by 2019.



Strategy Selection

Strategies that...

- ...address your prioritized risk and protective factors.
- ...will allow you to go “upstream” to make an impact.

Individuals with problems now need intervention and/or treatment. If you’re seeing a problem in your 8th grade data, you go back two years to provide services to 6th graders. By the time they’re 8th graders hopefully their view of substance abuse is different.

- ...appropriate for your community.
Examples include: cultural and language considerations, literacy and education considerations.



When looking at programs

- Does strategy address priority risk/protective factors?
- Do the outcomes match the coalition vision?
- Is the cost reasonable?
- Is there folks in the community to implement the program?
- Have those potential staff been notified? Have they agreed?
- Is the time frame doable?
- Who are the people/organizations who support this programs implementation? Any oppose?



Excellence in Prevention Strategies List

[Intro to the Field of Prevention](#)[Definitions and Foundations](#)[Planning Frameworks](#)[Prevention Redesign Initiative \(PRI\)](#)[Statewide Projects](#)[SHARE](#)

Quick Links

[Site Map](#)[Calendar](#)[Shared Documents](#)[Prevention Redesign Initiative \(PRI\)](#)[State Projects](#)

[Home](#) » [Learning Library](#) » Excellence in Prevention Strategies List

Excellence in Prevention Strategy List

Welcome to the Excellence in Prevention strategies list and search page. This page provides detailed information about direct service and environmental prevention strategies. Programs and strategies in this list must be shown in at least two studies to produce intended results.

The strategies described in this list come from three primary resources, the National Registry of Effective Prevention Programs (NREPP), a separate list of programs identified as evidence-based by the State of Oregon, and "Scientific Evidence for Developing a Logic Model on Underage Drinking: A Reference Guide for Community Environmental Prevention."

Use the questions below to help you narrow your search.

▼ In which types of geography do you plan to implement the program?

- Rural
- Suburban
- Tribal
- Urban

– ▶ Where will you implement the program? _____

– ▶ What problems do you wish to address? _____

– ▶ What is the age of your intended audience? (Select all that apply) _____

– ▶ What is the ethnicity of your intended audience? (Select all that apply) _____



Prevention Programs and Practices for Youth Marijuana Use Prevention (For DMA Prevention Expansion (Cohort-4) Services)

Note: No less than 85% of DMA funds can be used to support **Evidence-based** and **Research-based** Programs and no more than 15% of DMA funds can be used to support **Promising Programs** from the list below.

Evidence-based & Research-based Programs

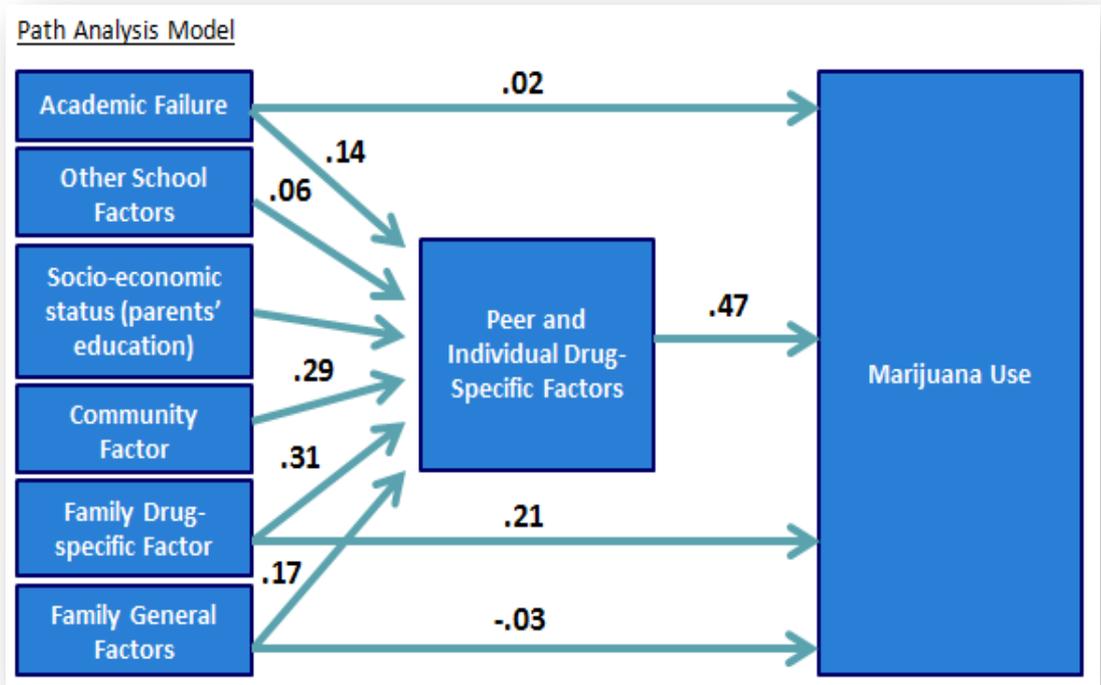
- **Communities That Care (CTC)**
- Good Behavior Game (GBG)*
- Guiding Good Choices*
- Incredible Years*
- LifeSkills Training - Middle School (Botvin Version; Grades 6, 7, and 8)
- Lions Quest Skills for Adolescence*
- **Community-based Mentoring*** (Across Ages, Big Brothers Big Sisters, The Buddy System, Career Beginnings, Sponsor-a-Scholar, and Mentoring Works Washington.) Locally developed programs may be considered but require DBHR approval and consultation with Mentoring Works WA.¹
- Nurse Family Partnership (NFP)*
- **Positive Action***
- Project Northland (*Class Action may be done as booster*)
- Project STAR
- SPORT Prevention Plus Wellness
- Strengthening Families Program: For Parents and Youth 10-14 (*Iowa Version*) *
[t%20Revised%20May%202016%20final.pdf](#)



Risk Factor Path Analysis - MJ

Dr. Grace Hong, PhD and Lyz Speaker, MS conducted a literature review and thorough path analysis to identify the most salient risk factors that contribute to youth marijuana use.

- Individual/peer favorable attitudes toward drug use
- Individual/peer perceived risks for drug use
- Individual/peer intentions to use drugs
- Peer use of drugs
- Parental favorable attitudes toward drug use
- Family management





Overview & Introduction to the Programs

Kevin Haggerty, Ph.D., University of Washington
Brittany Rhoades Cooper, Ph.D., Washington State University

<http://www.theathenaforum.org/sites/default/files/Final%20Slides%20for%20Athena%20Youth%20Marijuana%20Prevention%20Program%20Overview%20Nov%202016.pdf>



Guiding Good Choices

1. Overview and description

Guiding Good Choices (GGC) is a drug use prevention program that provides parents of children in grades 4 through 8 (9 to 14 years old) with the knowledge and skills needed to guide their children through early adolescence. It seeks to strengthen and clarify family expectations for behavior, enhance the conditions that promote bonding within the family, and teach skills that allow children to resist drug use successfully. GGC is based on research that shows that consistent, positive parental involvement is important to helping children resist substance use and other antisocial behaviors. Formerly known as Preparing for the Drug Free Years, this program was revised in 2003 with more family activities and exercises. The current intervention is a five-session curriculum that addresses preventing substance abuse in the family, setting clear family expectations regarding drugs and alcohol, avoiding trouble, managing family conflict, and strengthening family bonds. Sessions are interactive and skill based, with opportunities for parents to practice new skills and receive feedback, and use video-based vignettes to demonstrate parenting skills. Families also receive a Family Guide containing family activities, discussion topics, skill-building exercises, and information on positive parenting.



Strengthening Families Program: For Parents and Youth 10-14 (Iowa Version)

1. Overview and description

The Strengthening Families Program: For Parents and Youth 10-14 (SFP 10-14) is a family skills training intervention designed to enhance school success and reduce youth substance use and aggression among 10- to 14-year-olds. It is theoretically based on several etiological and intervention models including the bio-psychosocial vulnerability, resiliency, and family process models. The program includes seven 2-hour sessions and four optional booster sessions in which parents and youth meet separately for instruction during the first hour and together for family activities during the second hour. The sessions provide instruction for parents on understanding the risk factors for substance use, enhancing parent-child bonding, monitoring compliance with parental guidelines and imposing appropriate consequences, managing anger and family conflict, and fostering positive child involvement in family tasks. Children receive instruction on resisting peer influences to use substances. Sessions, which are typically held once a week, can be taught effectively by a wide variety of staff.



Action Plan

Happy People Coalition Action Plan

July 1, 2015- June 30, 2016

For assistance using this template please contact the CPWI Training Team at PRtraining@dshs.wa.gov. For technical assistance questions regarding goals, objectives, strategies, or activity/program elements please contact your DBHR Prevention System Manager.

If the Coalition has more than one objective for a goal please list them separately and list appropriate activities according to objective. If needed, contact the Training Team for assistance.

Note: A Coalition may submit the Coalition's 2015-2016 Action Plan using the Coalition's current 2014-15 Action Plan template if it looks similar to this and columns are added to mirror what this template contains. (For example, if there aren't major changes needed in your update you may not wish to transfer the content into this template. If this is the case, please add the columns that the 14-15 plan does not contain and submit with the updated planning information.)

Goal 1: Reduce family management problems
Objective 1.1: Improve family management skills in at least half of the middle school parents
Strategy: Education

Activity/Program	Funding Source	Brief Description	How	When	Who	Lead	Responsible Party (ies)
<i>Name of activity/program</i>	<i>See legend below for list</i>	<i>Briefly state the main purpose of activity</i>	<i>How much? How often?</i>	<i>List the implementation months of the activity.</i>	<i>Who is this service for? How many people reached?</i>	<i>Organization delivering program?</i>	<i>Who from the Coalition is making sure this gets done?</i>
<u>Strengthening Families Program</u>	<u>PFS</u>	<u>This class will teach family management skills</u>	<u>3 groups - 2 hour sessions @ 1 per week for 7 weeks</u>	<u>September 10– October 15, 2014 January 20-March 15, 2015 April-June 2015</u>	<u>25 local middle school parents. (Minimum of 10 immigrant families)</u>	<u>Family Support Center</u>	<u>Jane Smith, Program Manager</u>
<u>Parent Tools Program</u>	<u>SABG</u>	<u>Distribution of interactive parenting tool kits at doctor's office with 1-1 education provided</u>	<u>Minimum of 3 kits per day for 5 months</u>	<u>September 2014– March 2015</u>	<u>540 Families in Happy Town</u>	<u>Better Health Clinic</u>	<u>Dr. Jones</u>



Community Action Plan

Key Elements:

- Broad community involvement & ownership
- Data-driven assessment of risk, protection, behavior and resources
- Mutually agreed-upon focus and priorities
- Research-based programs, policies and practices, building on existing resources
- Outcome-based plan and evaluation strategy



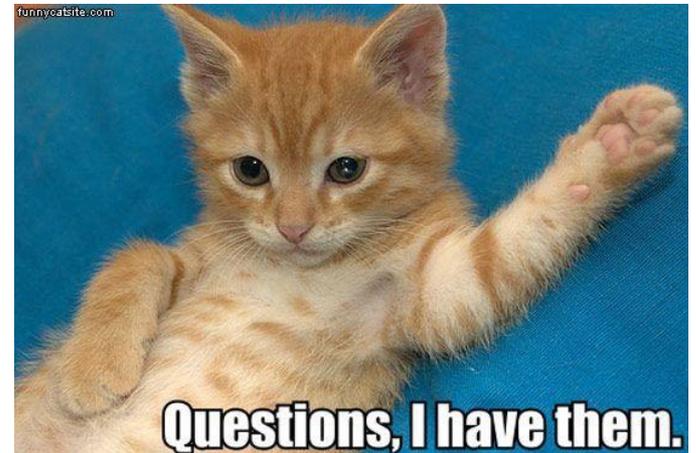
Action Planning

- Big A Little a
- http://www.theathenaforum.org/training/cpwi_trainings

Let's Chat...



Questions???



Implementation:

Implement evidence-based prevention strategies Guide p. 28-29



Purpose: Implement the plan.

- Maintain an active coalition leading the efforts
- Implement selected programs, policies and practices
- Implement CPWI

Implementation:

Implement evidence-based prevention strategies Guide p. 28-29



CPWI Tasks:

- Maintain active community coalition
 - Coordinator support Coalition
 - Monthly full Coalition meetings
 - Review and revised as needed Coalition structure
 - Complete task in Community Coalition Guide
- Participate in meetings with DBHR
 - Learning community meetings (Monthly)
 - Check-in meetings (Monthly)
 - Attend the Washington Prevention Provider Meeting (Annually)
 - Attend the Summer Institute (Annually)

Implementation:

Implement evidence-based prevention strategies Guide p. 28-29



CPWI Tasks: *(continued)*

- Implement media strategies
- Implement strategies and programs/activities according to Strategic Plan
 - Organize and implement P-I services
 - Capacity building strategies & activities
 - Cultural competency strategies & activities
 - Sustainability strategies & activities
 - Public awareness campaign(s)
 - Environmental strategy(s)
 - Direct prevention strategy(s)



Implementation Activity

- Get into groups of 3 – 4.
- Pick an program from one of the CPWI Community Action Plans.
- List out Big A and Little a activities.
- Discuss
 - *What things need to be in place in order for the program to be successful?*
 - *How will you recruit participants?*
 - *How will you ensure that you will obtain proper reporting elements?*

Evaluation and Reporting:

Evaluate and monitor results, change as necessary Guide p. 30-31



Purpose: Evaluate the plan, and refine as needed.

- Evaluate the process and outcomes
- Review and adjust the plan and implementation as needed
- Coalition uses to monitor success

Evaluation and Reporting:

Evaluate and monitor results, change as necessary Guide p. 30-31



CPWI Tasks:

- Develop reporting and evaluation strategies
 - Determine coalition’s intended major outcomes & impacts
 - Determine how evaluation information will be shared
- Complete reporting in the MIS
 - Coalition & community organization functioning
 - ‘Coalition Assessment Tool’ (survey)
 - Report public awareness & environmental strategy(s)
 - Report direct prevention strategy(s)

Evaluation and Reporting:

Evaluate and monitor results, change as necessary Guide p. 30-31



CPWI Tasks: *(continued)*

- Review and analyze output and outcome information with coalition according to Strategic Plan.
 - Use the ‘Coalition Assessment Tool’ report to evaluate coalition capacity building efforts.
 - Review effectiveness of message dissemination
 - Will use the MIS reports, state data, & other local reports to monitor & evaluate progress
- Participate in statewide evaluation
 - Ensure participation in the Healthy Youth Survey
 - Annual ‘Coalition Assessment Tool’ (survey)
 - Response rates for the ‘Community Survey’



MIS Entry for Coalition

- Full Coalition Meetings
- Leadership Committee Meetings
- Standing Committee Meetings
- Ad-hoc Workgroup Meetings
- All program services
- Trainings
- Coalition Coordinator Hours

Bring out the mixer!





Let's get up and move...

What would you like to talk about?

- Capacity Building
- Assessment
- Implementation
- Reporting and Evaluation



Community Coalition Guide



- **Chapter 1: General Information** – provides general information about the CPWI planning framework.
- **Chapter 2: Key Objectives** – provides an overview of the intent of CPWI and the established milestones and benchmarks.
- **Chapter 3: Implementing CPWI** – identifies the required tasks and provides guidance, definition, and clarification on each task category grouped by the CPWI Planning Framework steps.
- **Chapter 4: Strategic Plan Requirements** - provides the CPWI requirements for completing the coalition’s Strategic Plan.
- **Appendix** – provides templates and samples for use in writing your Strategic Plan and implementing CPWI.



Side note: We all plan

Steps to Creating Great
Maintaining and Improving the

- 1 Get organized
- 2 Identify community
- 3 Create a shared vision that includes aesthetic
- 4 Develop an understanding of the community's physical and
- 5 Develop and adopt a community needs vision, and the
- 6 Establish an evaluation process to evaluate all the plan ... project at a

© Copyright 2004 by our Consulting, 1994, 2005

The Business Assessment

Shopping List

- Laundry detergent
- Yogurt
- Salad
- Bread
- Fruit
- Life, Golden Braham's
- Pasta
- Macaroni & Cheese
- Fry
- Orange juice
- Peanut butter & jelly
- Paper/plastic bowls, plates, cups, forks, knives, spoons, napkins
- Microwave meals
- Raisins
- Trail mix
- Chicken tenders

Observe

How We'll Know When We're There

Where We Want To Be

How We'll Know When We're There

framework

vided



What's a Strategic Plan?

- The process, findings, decisions, and plans for the future.
- Create, confirm and provide documentation of the intended vision and goals of a coalition.
- Set the course for the work of the coalition with a long-term focus while also maintaining the immediate work that needs to be completed.
- 'Living documents' that provide direction but also are updated regularly to account for assessment and evaluation information.



What's a Strategic Plan?

Each section of the Plan should present a clear picture of:

- The coalition's process for completing the step.
- The results of the work.
- The plan for the future based on the results of the work.
- Each section should be developed based on the information presented in the previous section and provide a logical link to the next section.



Strategic Planning

Where are we going?

- Agree on Goals and Strategies that address substance abuse.
- Demonstrate each partner's role in supporting those goals and strategies.
- Plan collaborative projects that support goals and objectives.



Roles in Strategic Planning

Coalitions -

The role of the Coalition is to -

- Engage in the planning process by:
 - Participating in workgroups to review data;
 - Review drafts of the plan; and
 - Develop strategies.
- Make decisions regarding:
 - Functioning of the coalition;
 - Priority problems based on assessment;
 - Goals and objectives, strategies and activities; and
 - Evaluation measures and reporting.

Coordinators -

The role of the Community Coalition Coordinator is to –

- Manage the strategic planning and implementation processes.
- The Coordinator needs to work in the community and preferably live there.
- The job of the Coordinator is to:
 - Understand the framework, process, and requirements;
 - Keep track of the overall process in order to guide the coalition through the process and ensure the coalition is moving forward; and
 - Keep records of the work and decisions of the coalition.



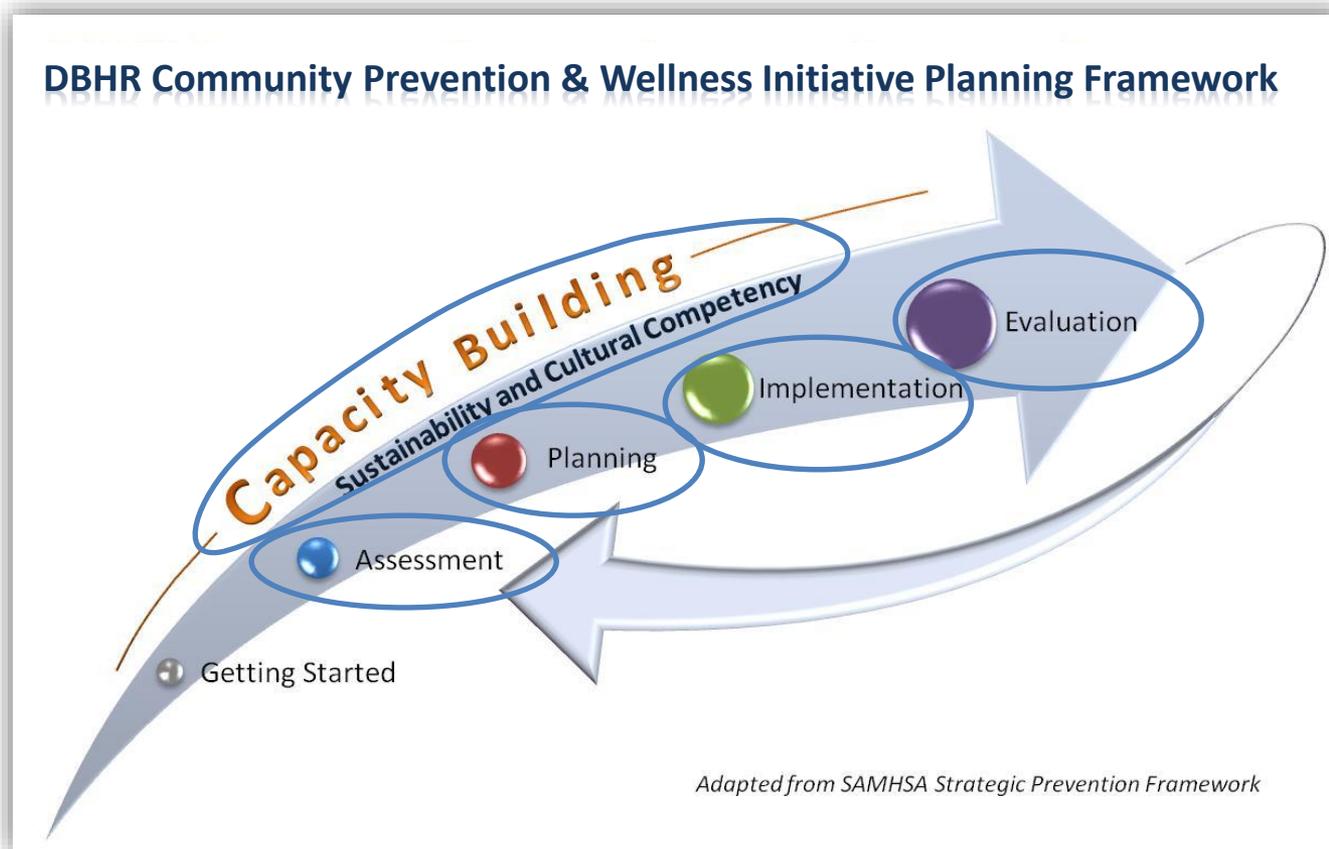
Strategic Plan Components

- Executive Summary
- Organizational Development (*Getting Started*)
- Capacity Building
- Assessment
 - Needs Assessment
 - Resources Assessment
- Plan
- Implementation
- Reporting and Evaluation

Remember to address and include Sustainability, Cultural Competency and Capacity in each step



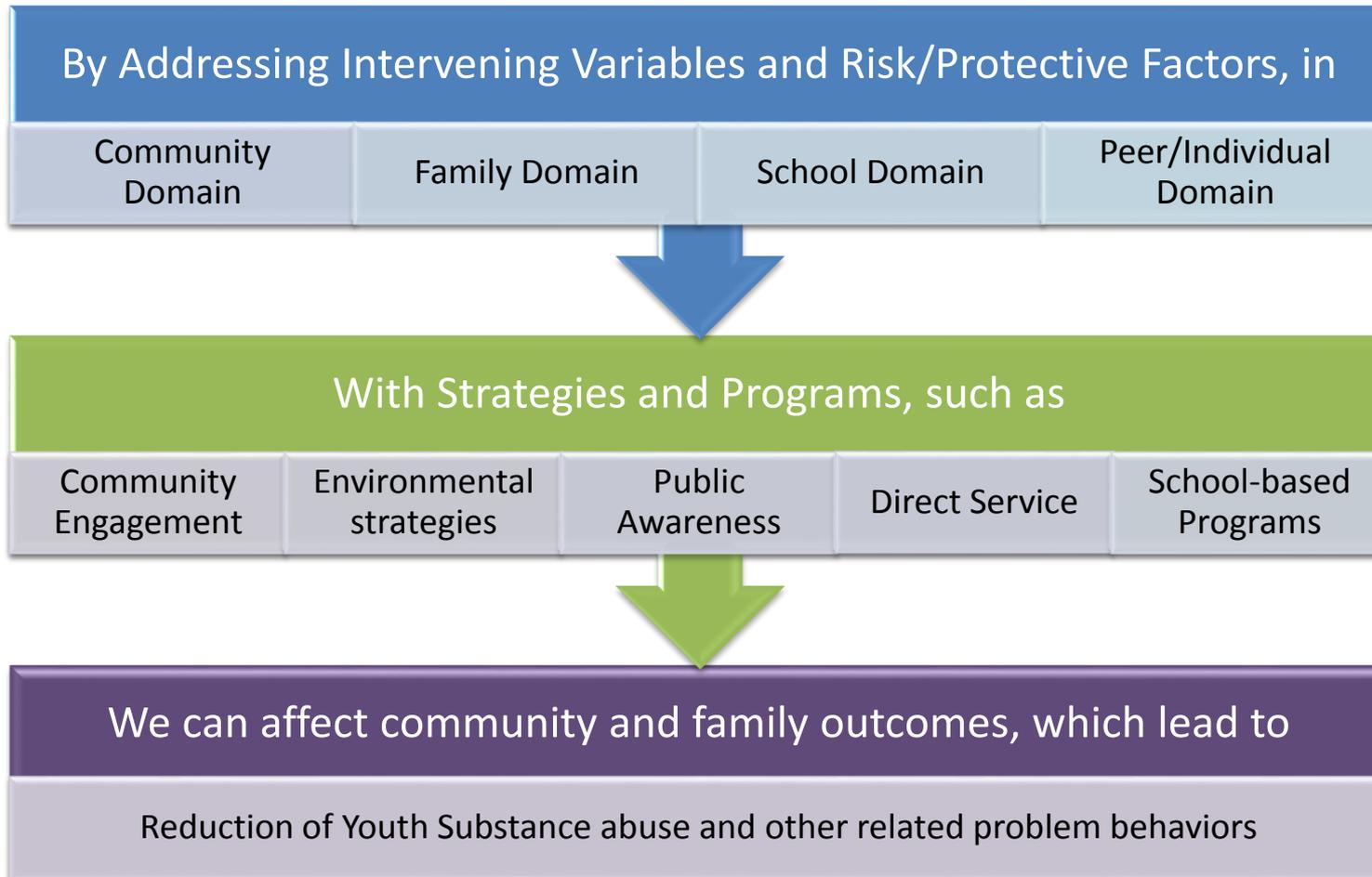
CPWI Planning Framework





The 'elevator speech'...

We will be able to say...

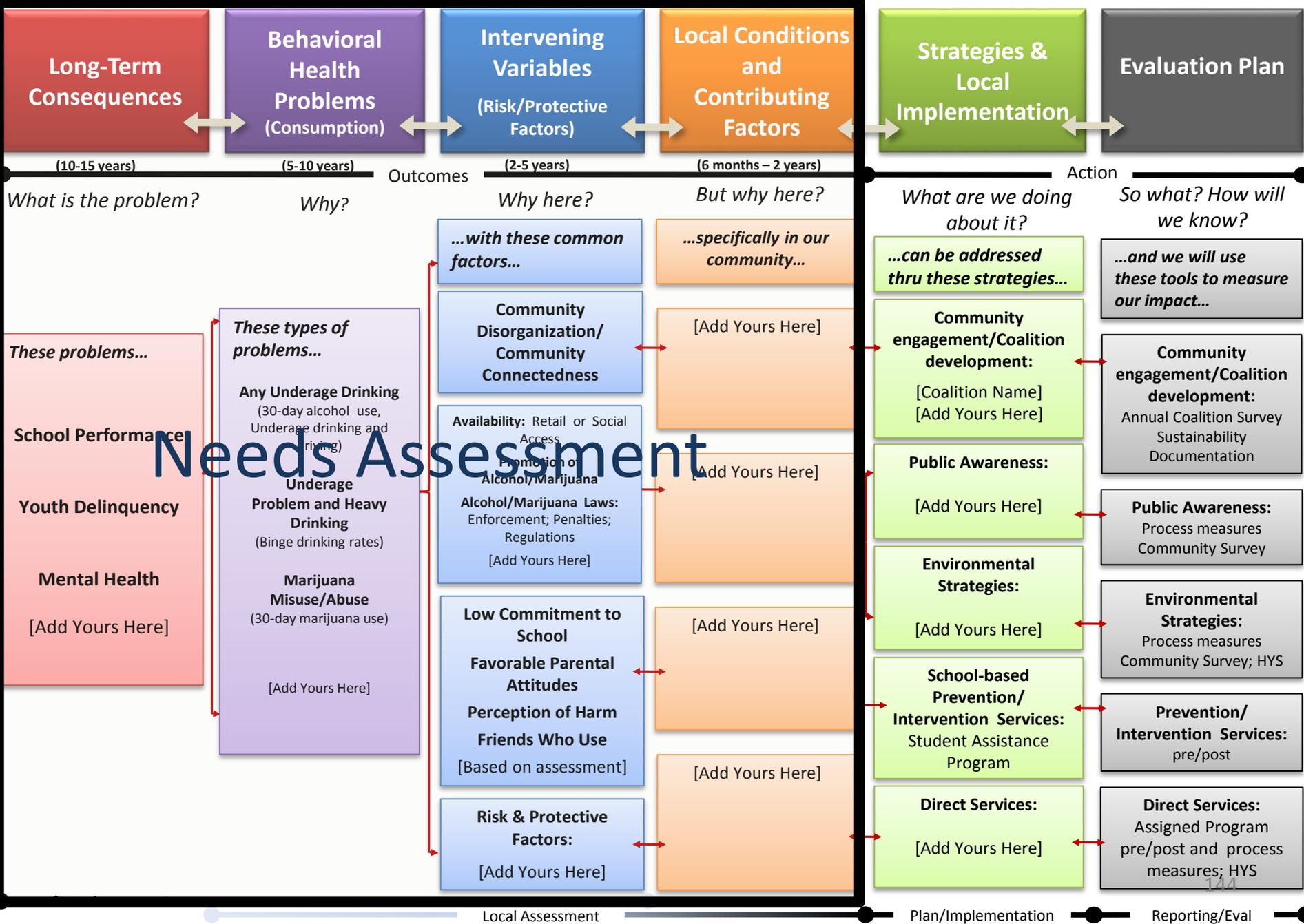




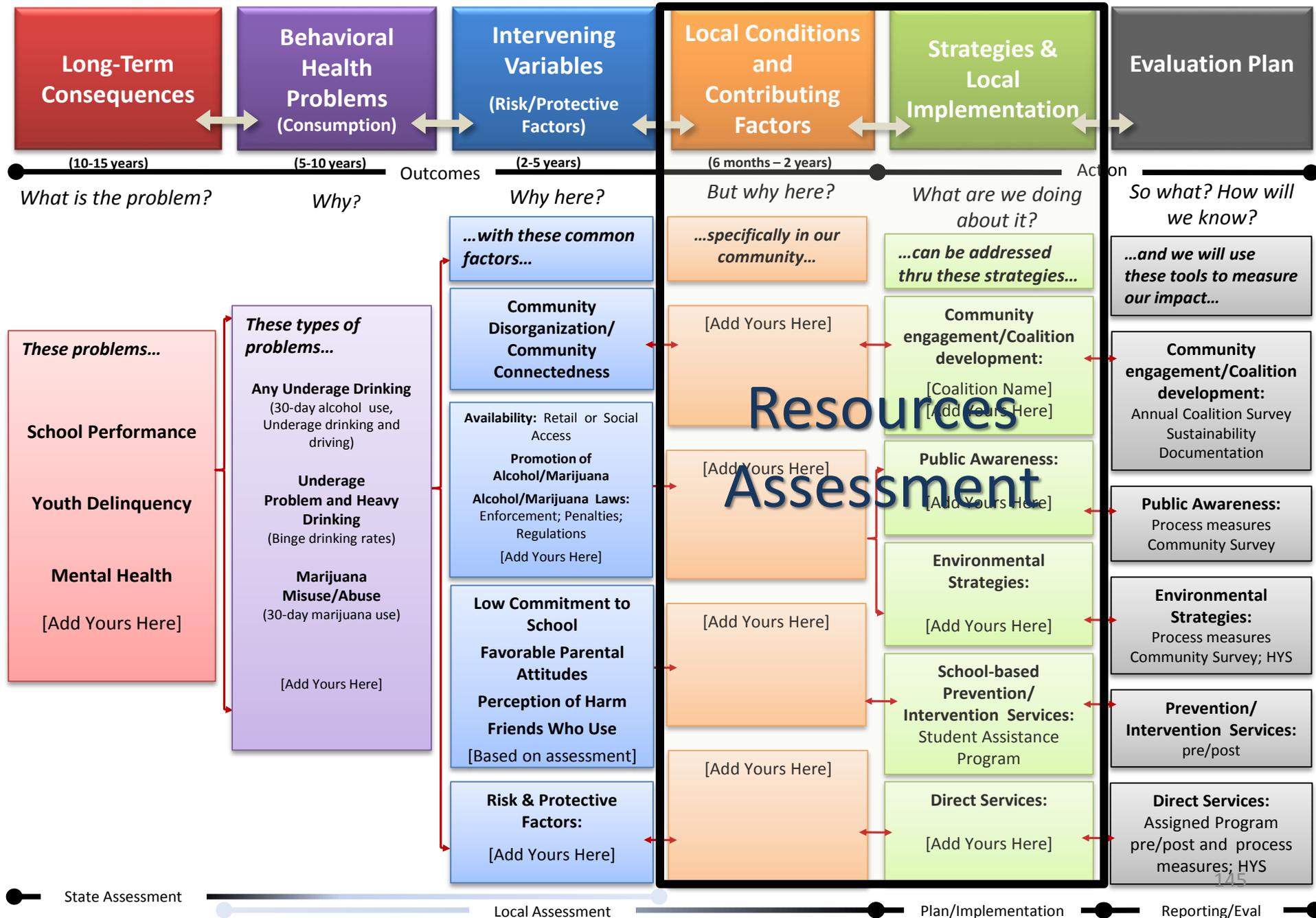
How we can demonstrate

LOGIC MODEL

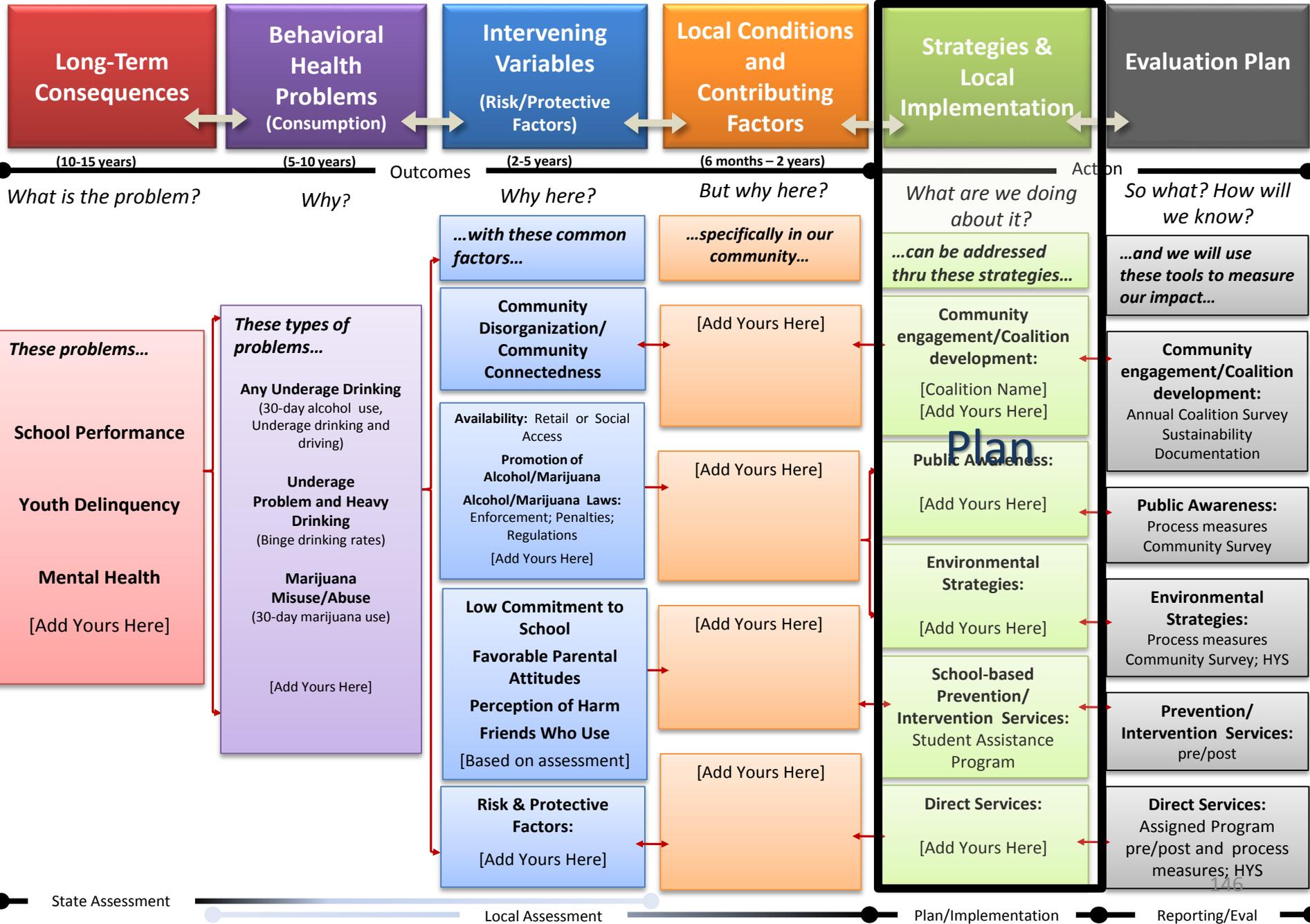
[Name] Coalition Logic Model



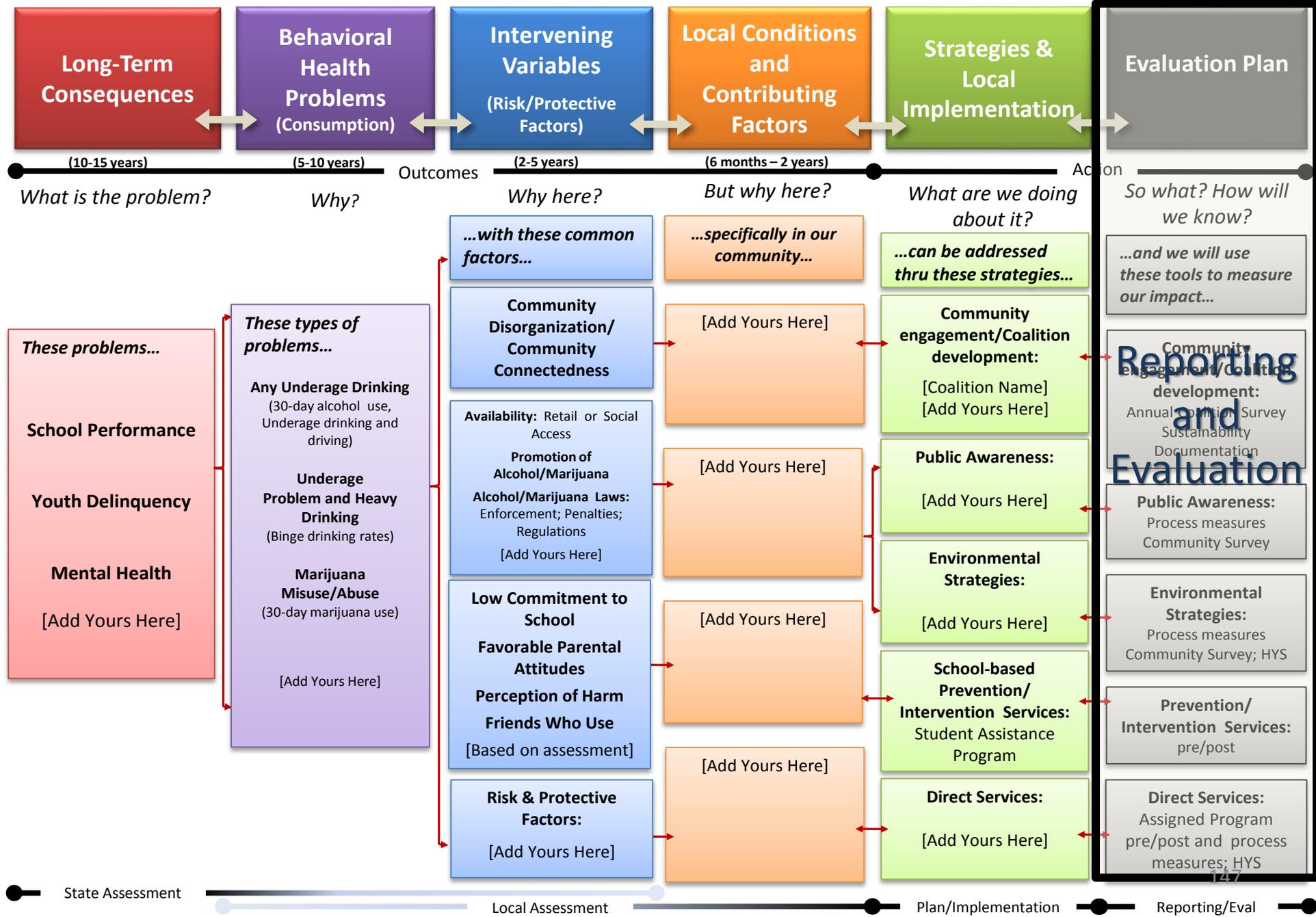
[Name] Coalition Logic Model



[Name] Coalition Logic Model



[Name] Coalition Logic Model



Must include all below.
Can add additional consequences.

Must include all below.
Can add additional problems.

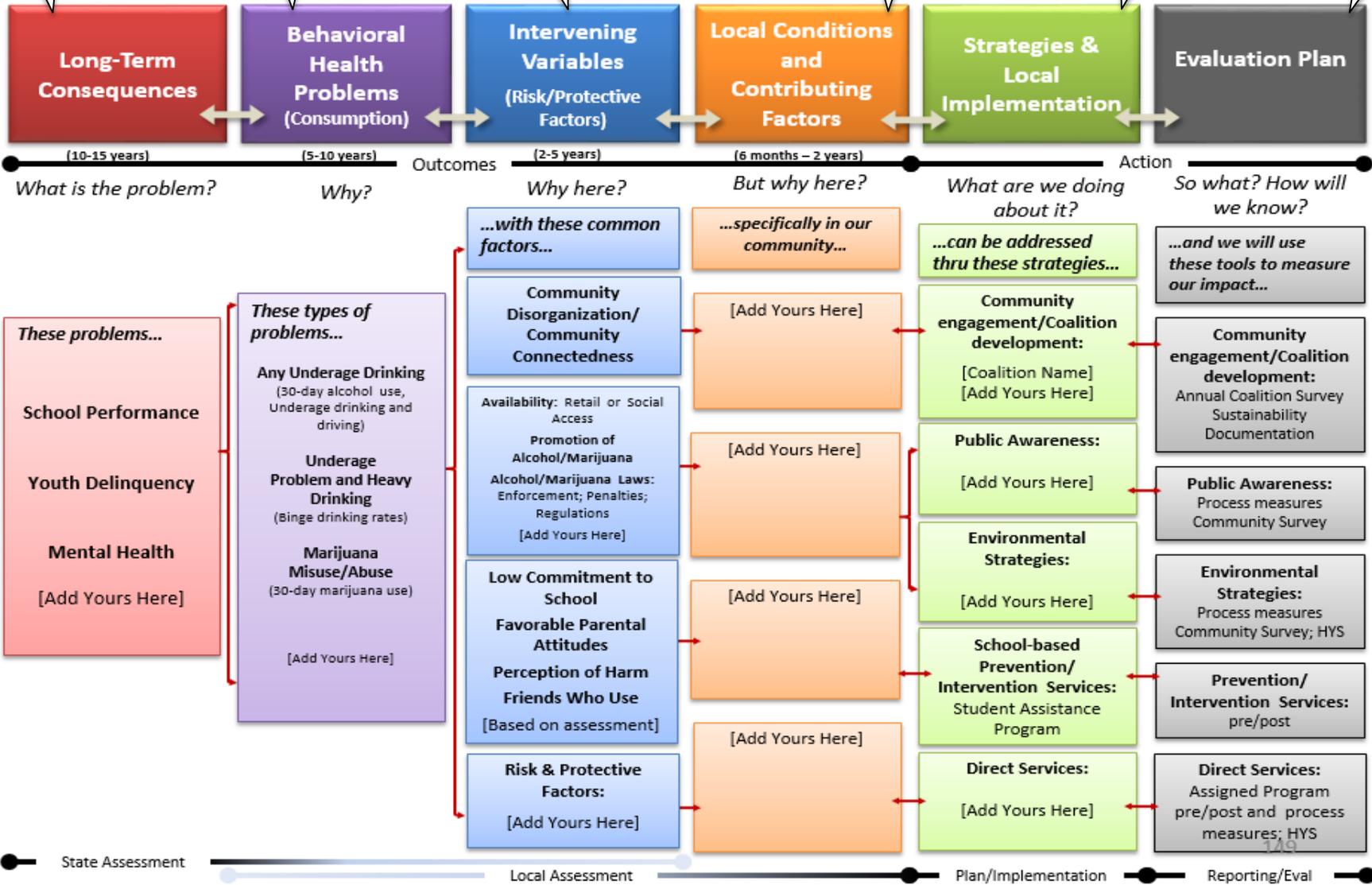
Must include a least one from each box below.
Can add additional factors.

Must include a least one from each box below.
Can add additional factors.

Must include a least one from each box below.
Can add additional activities.

Must include at least one from each box below.
Can add additional indicators.

[Name] Coalition Logic Model



In Summary... for example

We will build the health and wellness of individuals, families, schools and communities where people can be as healthy as possible in a safe and nurturing environment...



By addressing these factors in our community...

Family Communication

School Bonding

Enforcement

Parent and Youth Engagement



Using these programs...

Happy People Coalition

Media Advocacy for Improved Enforcement

Enforcement Roundtable

Middle School Student Assistance Program

Guiding Good Choices

Life Skills Training



We effect community and family outcomes, which lead to reduction of...

Underage drinking

Marijuana misuse/ abuse

Prescription drug misuse/ abuse

Tobacco misuse/ abuse



TRAINING & RESOURCES



Appendix: 1-21

Guide p. 46

- Appendix 1: SAMPLE County Risk Profile
- Appendix 2: SAMPLE Community Selection Packet
- Appendix 3: SAMPLE Timeline for Writing your Strategic Plan
- Appendix 4: SAMPLE Timeline Comprehensive Strategic Plan Update 2017
- Appendix 5: Strategic Plan Outline TEMPLATE
- Appendix 6: Cover Letter SAMPLE
- Appendix 7: SAMPLE Data Book
- Appendix 8: Logic Model
- Appendix 9: List of Coalition Members TEMPLATE
- Appendix 10: Community Survey Results
- Appendix 11: Action Plan
- Appendix 12: Budget Template
- Appendix 13: Plan on a Page Template
- Appendix 14: Plan on a Page Sample
- Appendix 15: New/Media Release Template
- Appendix 16: Community Profile Brochure Template
- Appendix 17: PBPS Coalition Program Entry Instructions
- Appendix 18: Community Coalition Coordinator Hours Reported in PBPS
- Appendix 19: CPWI Coalition Coordinator New Hire Qualifications Checklist
- Appendix 20: Community Survey Requirement for CPWI Communities
- Appendix 21: Commonly Used Prevention Resources



Past Training PPTs

Specific CPWI Trainings on the Athena Forum:

- Capacity Building Workshop
- Planning and Implementation with Rhonda Ramsey Molina
- Enhancing Community Building and Measuring Coalition Success with Paul Evensen
- Community Surveys webinar series with Dr. Marc Bolan
- Building your Coalition Toolkit – June 2013 CADCA Training
- Youth Marijuana Prevention Symposium
- 2015 Summer Coalition Leadership Institute
- Logic Model: Fine Tuning Your Logic Model Webinar
- 2015 Webinar Series
 - Needs Assessment 101
 - Using your Data Book
 - Gap Analysis/Strategy Selection
 - Community Survey and Local Evaluation
 - Balancing Adaptations and Fidelity Presentation, Brittney Rhoades-Cooper, Ph.D.
 - Environmental Prevention Strategies
- Key Leader Orientation
- Needs Assessment Clinic
- Healthy Youth Survey 2012 Webinar Series
- www.theathenaforum.org/training/cpwi_trainings



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Resources

[The Athena Forum](#)

[Community Anti-Drug Coalitions of America \(CADCA\)](#)

- CADCA Primers
- CADCA Webinars/Resources/Trainings/TA

[Substance Abuse Mental Health Services Administration \(SAMHSA\)](#)

- Center for the Application of Prevention Technologies (CAPT)
- Talk. They Hear You. Media Campaign

[Communities that Care \(CTC\)](#)

- Training and Research

[Prevention Specialist Certification Board of Washington \(PCBWS\)](#)

- SAPST Training

[Kansas University Community Tool Box Resources](#)

DBHR Prevention Team – Prevention System Manager

Each other!

Training



What else would help you to complete this process?

What else would you like?



Wrap up

- *Based on what you learned today, write down 2-3 things you need to do right away when you get back to office with your coalition.*

Questions?