

CPWI Coalition Coordinator Orientation Workshop



Transforming lives

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
- Writing your CPWI strategic plan
- Training and Resources



Section 1

INTRODUCTION TO COMMUNITY PREVENTION AND WELLNESS INITIATIVE

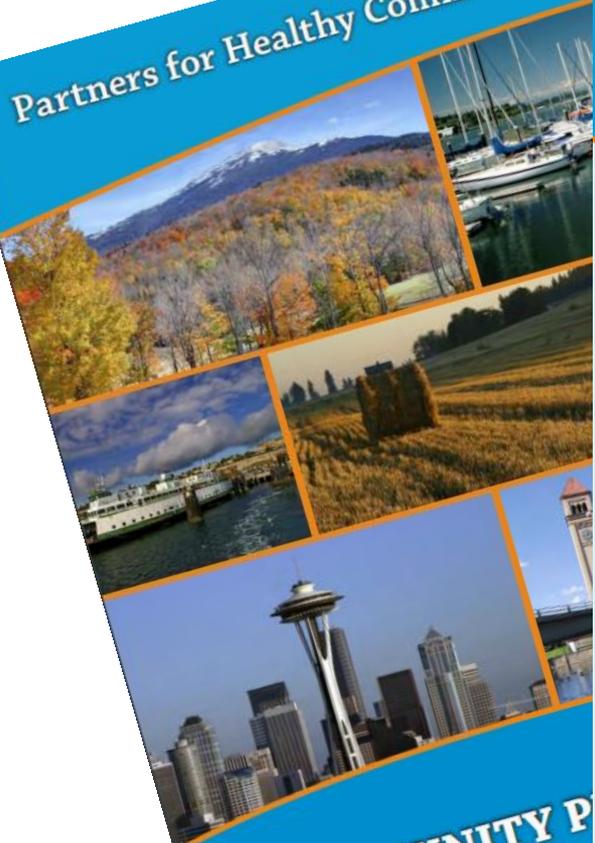


CPWI Purpose

- The DSHS Division of Behavioral Health and Recovery (DBHR) is committed to its partnerships.
- DBHR is committed to provide effective prevention services.
- DBHR anticipate CPWI will 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 & WELLNESS INITIATIVE

Washington State Department of Social and Health Services

Community Prevention and Wellness Initiative

PREVENTION SERVICES ARE FOCUSED IN COMMUNITIES THROUGHOUT WASHINGTON





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:

- 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.



So ...What's my Job then?

SPF CPWI Logic model
assessment
implementation
build capacity
sustainability
R/P factors
DBHR evaluation
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 screenshot shows the ATHENA website interface. At the top, there is a navigation bar with 'Home', 'Prevention Headlines', 'Training', 'Learning Community', 'Learning Library', and 'Who's Who in Prevention'. Below this is a sidebar with 'Upcoming Trainings' and 'CPWI Trainings' highlighted. The main content area is titled 'CPWI Trainings' and includes a description: 'These trainings are specifically designed and developed for CPWI coalitions...'. It lists 'General CPWI Trainings' such as '2012 Healthy Youth Survey Presentation', 'Accessing Your HYS Reports Presentation', 'HYS 101 What your HYS Results Say about You?', and 'HYS 201: Dipping Deeper into Your HYS'. Other sections include 'Planning and Implementation', 'Enhancing Coalitions', and 'Building your Coalition Toolkit'.

The cover of the 'COMMUNITY PREVENTION AND WELLNESS INITIATIVE CPWI COMMUNITY COALITION GUIDE' features a central illustration of colorful 3D figures sitting around a table with puzzle pieces. The title is prominently displayed in large, blue, serif font. Below the title, the subtitle reads 'Building a Culturally Competent and Sustainable Substance Abuse Prevention Coalition in Your Community'. At the bottom, it identifies the publisher as the 'Division of Behavioral Health & Recovery (DBHR)' and states it was 'Updated August 2015'.



Section 2

INTRODUCTION TO PREVENTION SCIENCE

Section 1 Prevention Science



- Introduce Prevention Science
- Prevention Theory
- Strategic Prevention Framework
- Understanding Coalitions

Coordinators need to know as much as possible about prevention theory



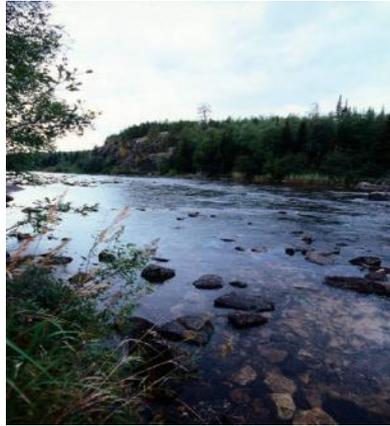
- This will allow you to guide your coalition through the tasks associated with reviewing, analyzing and prioritizing problems in your community.
- It will also help you to explain to the community as a whole why the coalition is supporting one strategy and not another.
- * It is NOT necessary for all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



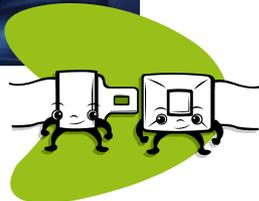
What is Prevention?



Why are we here today?



What is prevention?



Why are we here today?



How does this apply to health?



A photograph of a broken chain-link fence on a grassy hillside. The fence is made of metal mesh supported by wooden posts, many of which are leaning or broken. In the foreground, there are large, light-colored rocks. A white sign with black text and a red prohibition symbol is attached to the fence. The sign reads "NO SWIMMING BEYOND THIS POINT". The background shows a cloudy sky and some green vegetation.

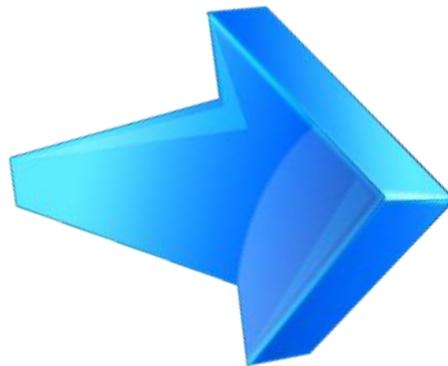
In prevention, we go upstream to look for the cause and try to prevent that from occurring.

The coalition makes sure that happens.



If you look only at the 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

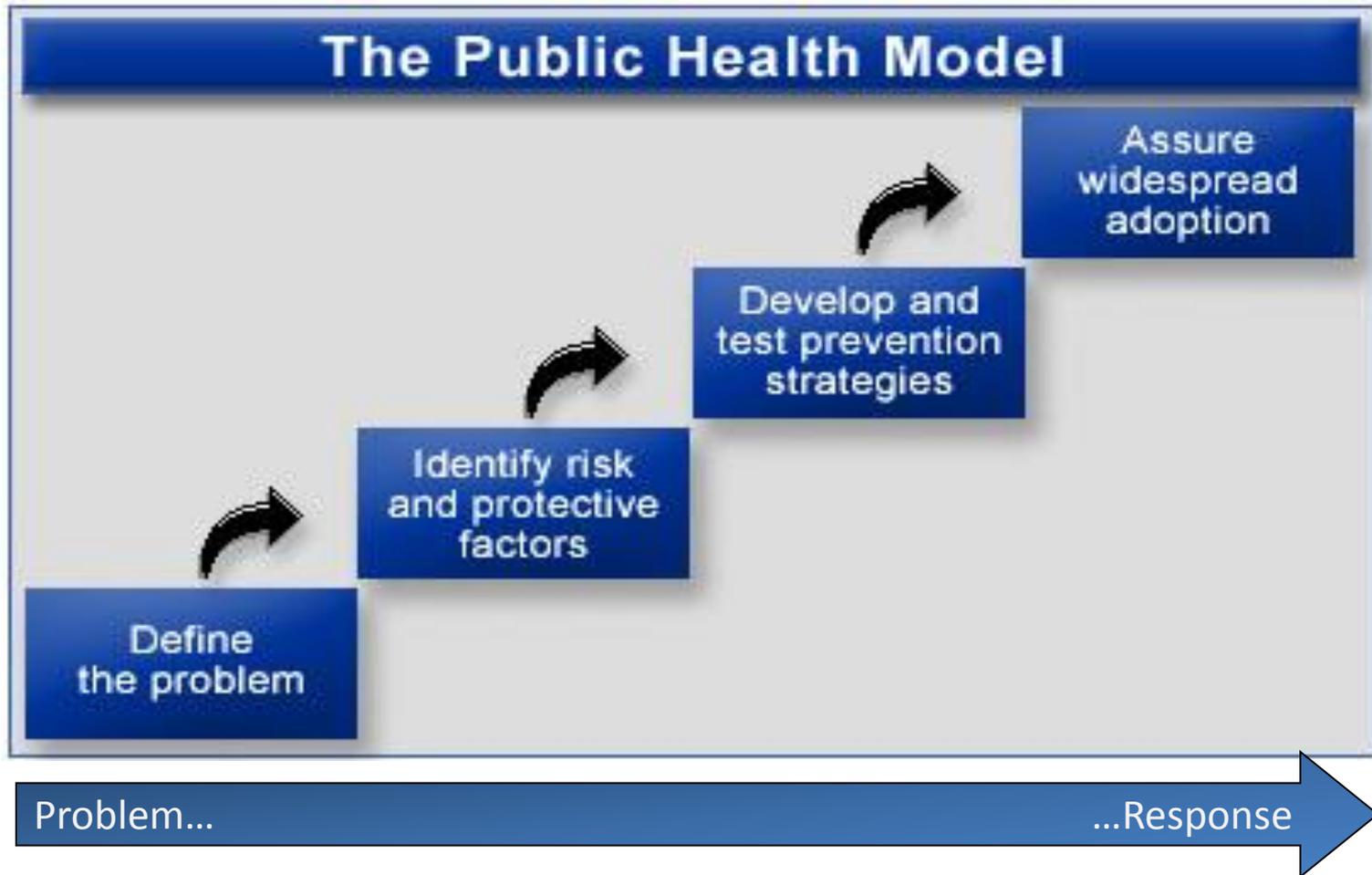


Prevention Framework

- The Public Health Approach.
- Intervening Variables, Risk and Protective Factors, and The Social Development Strategy.
- Contributing Factors and selection of Evidence-based prevention strategies.

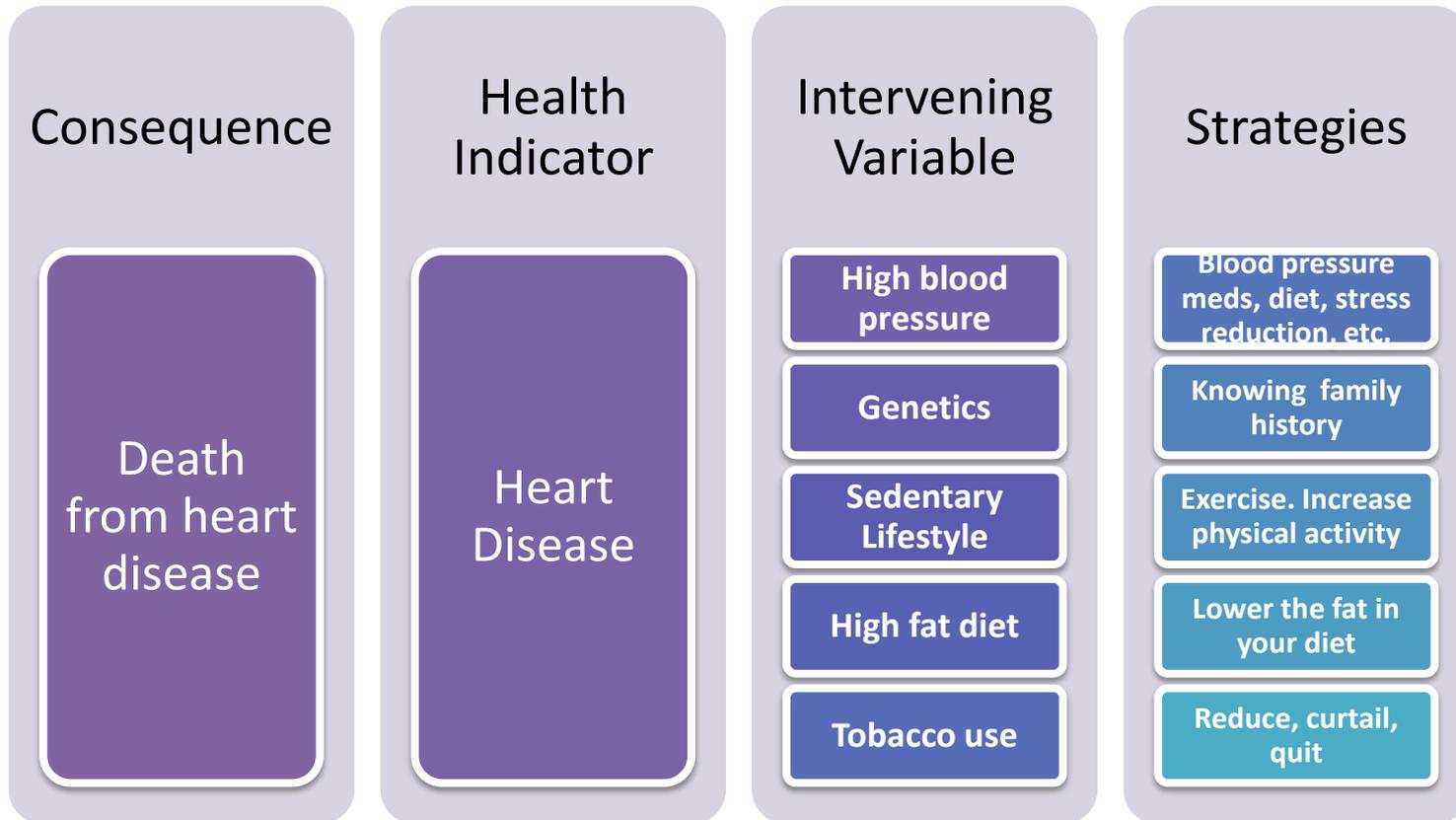


The Public Health Approach





Health Promotion Framework





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 alcohol use.
- **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.

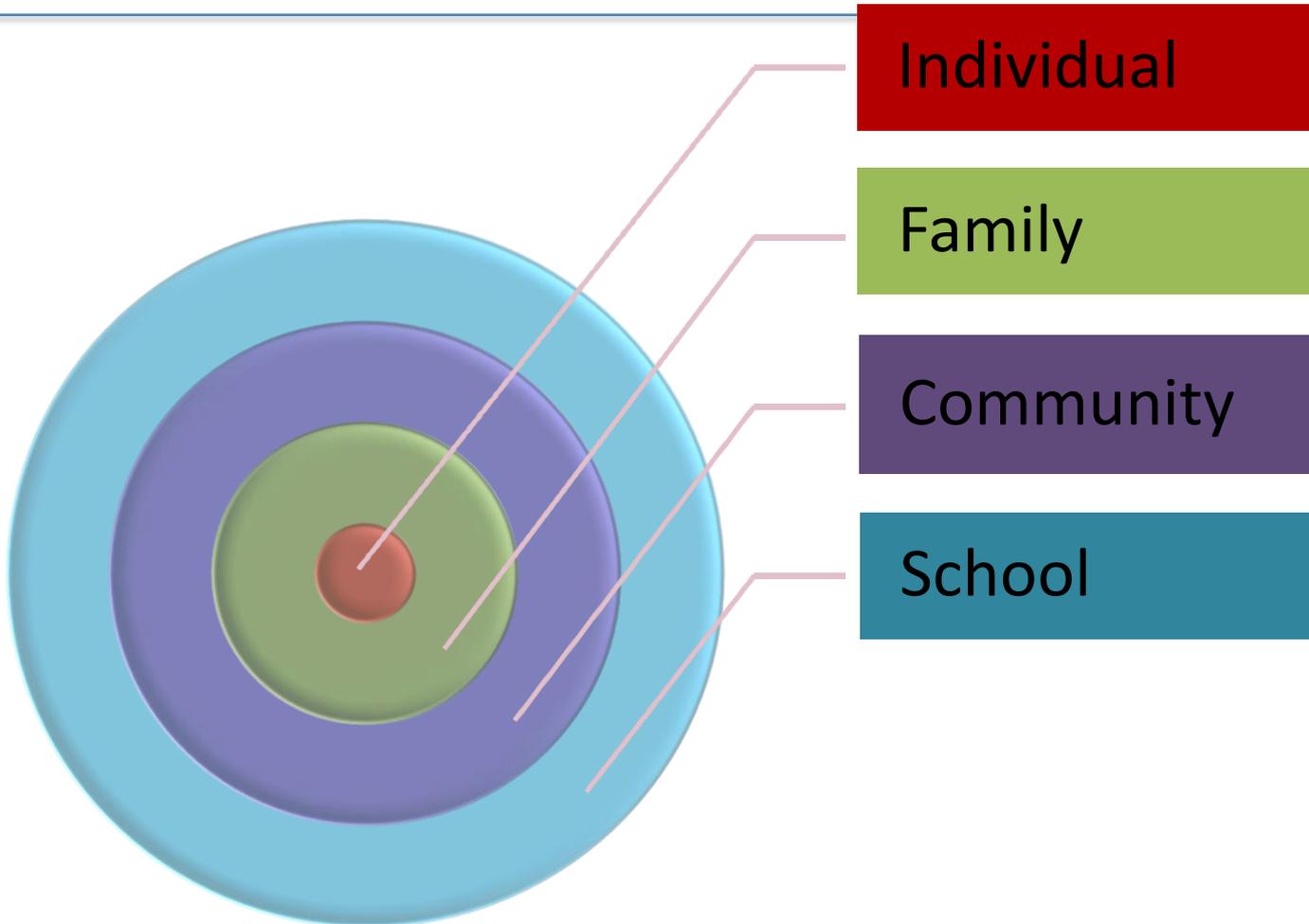
Each "X" is a research-based linkage to problem behavior

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



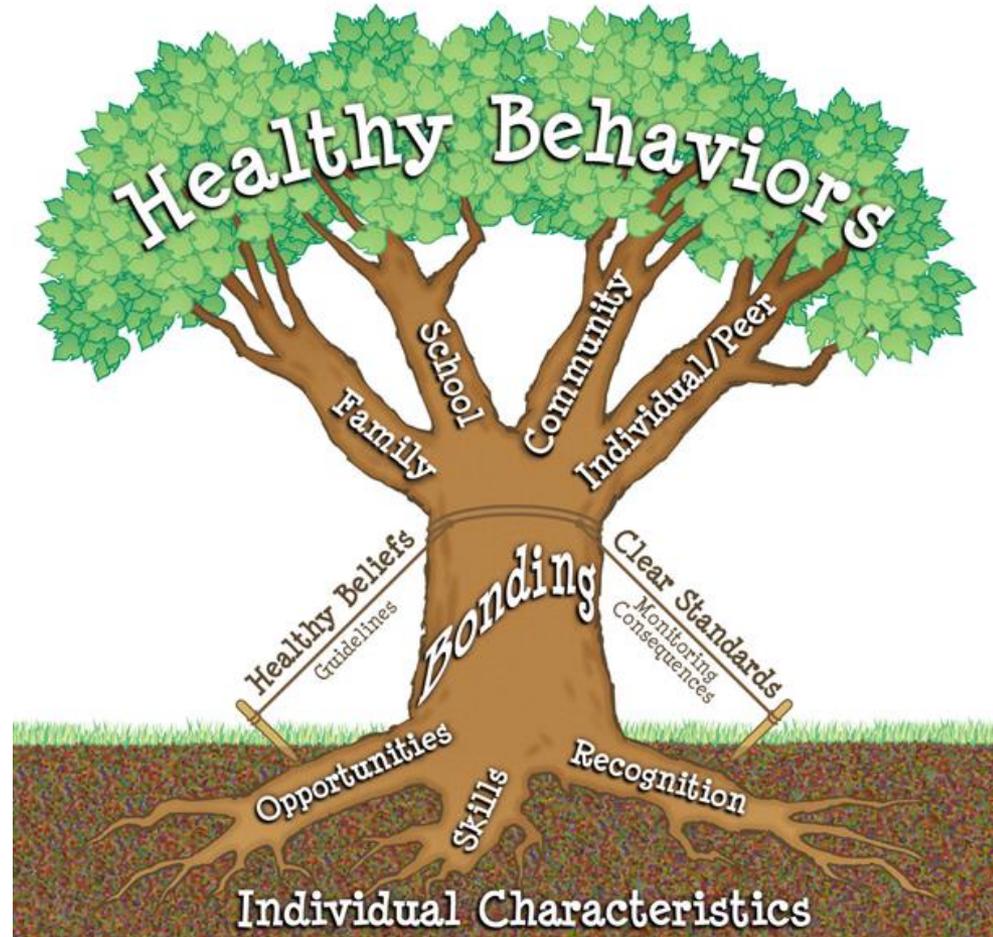


Protective Factor

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



Building Protection: Social Development Strategy



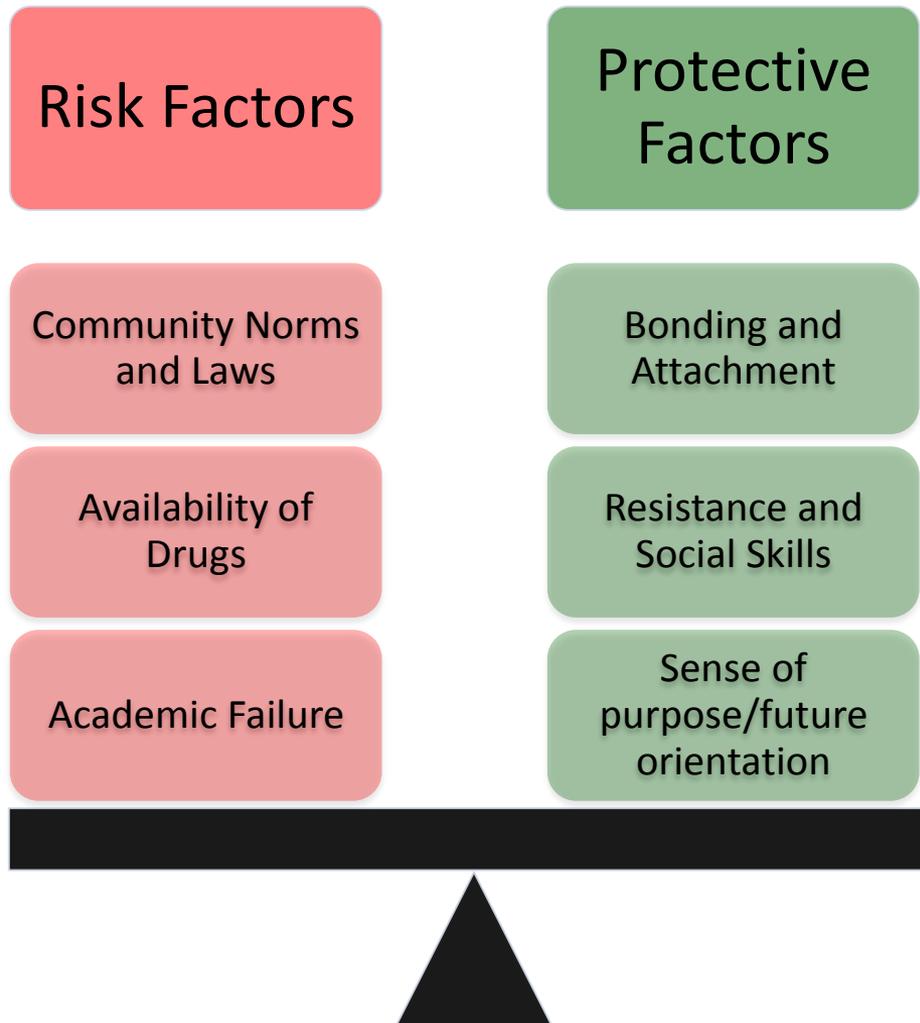


Risk and Protective Factors

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 Between Risk and Protection





More Protection Than Risk

Risk Factors

Protective Factors

Community Norms and Laws

Availability of Drugs

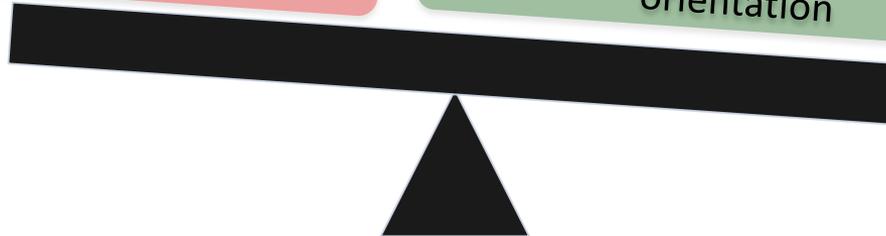
Academic Failure

Positive Adult Role Models with Healthy Beliefs and Clear Standards

Bonding and Attachment

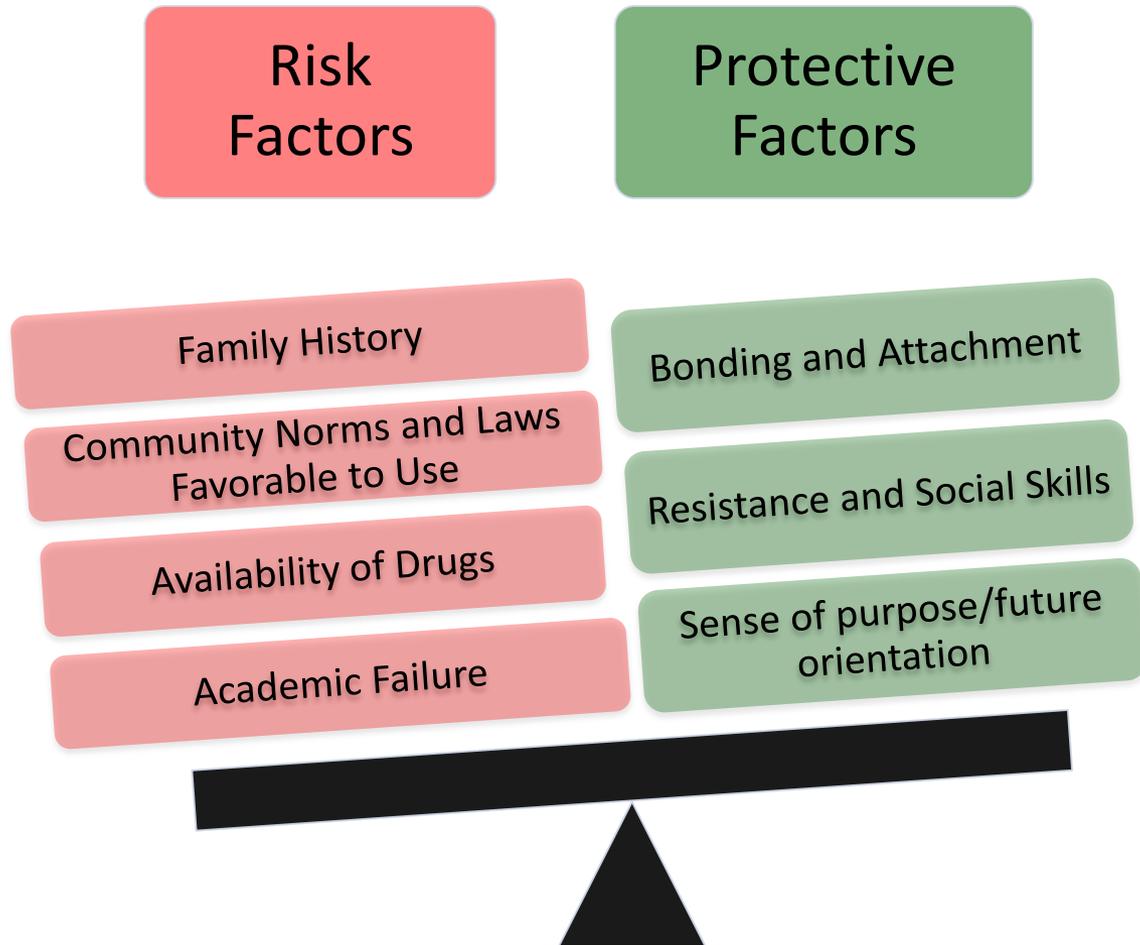
Resistance and Social Skills

Sense of purpose/future orientation





More Risk 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



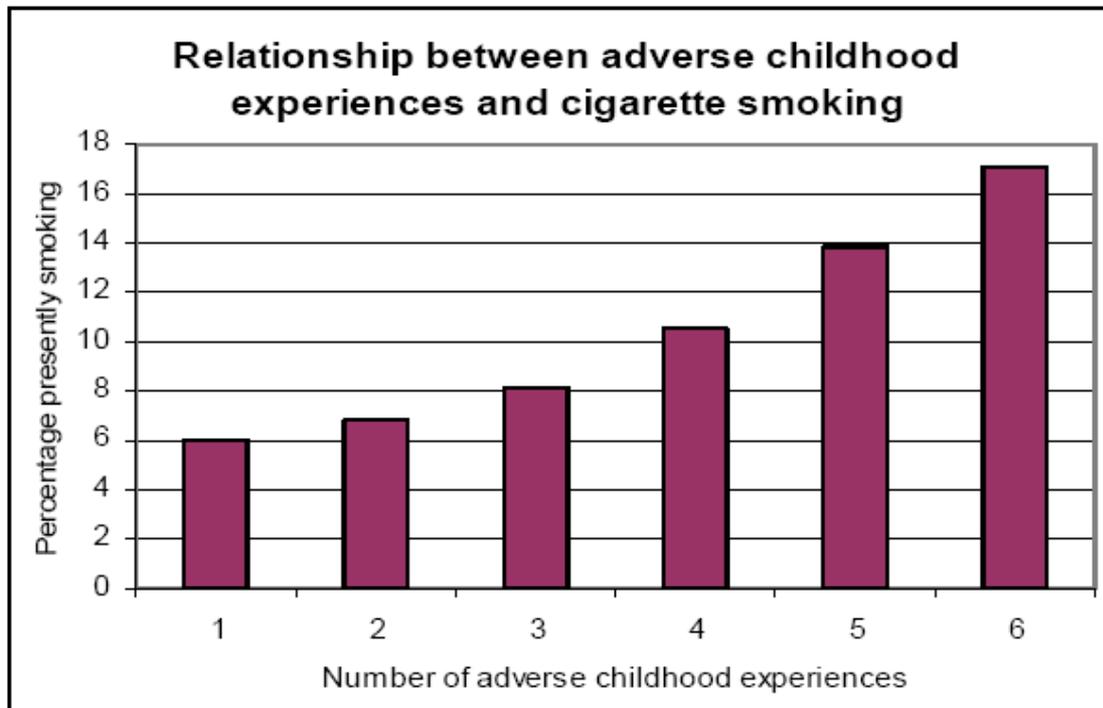
These brain images show the impact of alcohol on the brain and specifically illustrating memory function.

Image from Susan Tapert, PhD, University of California San Diego. *Courtesy of Parents Matter Presentation by Robin Erz,*

Why does this matter?



...Adverse Childhood Experience, includes...



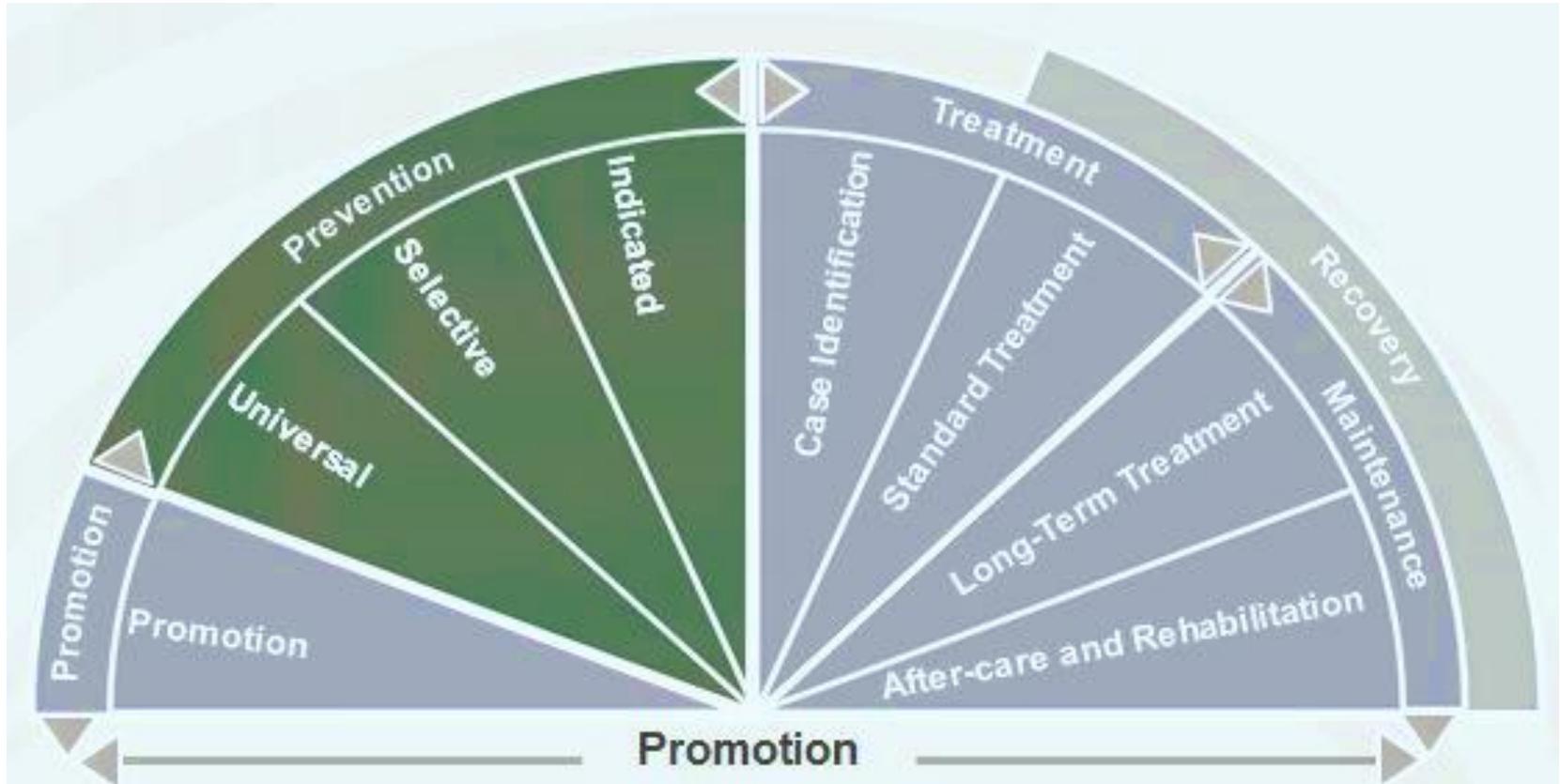


Continuum of Care

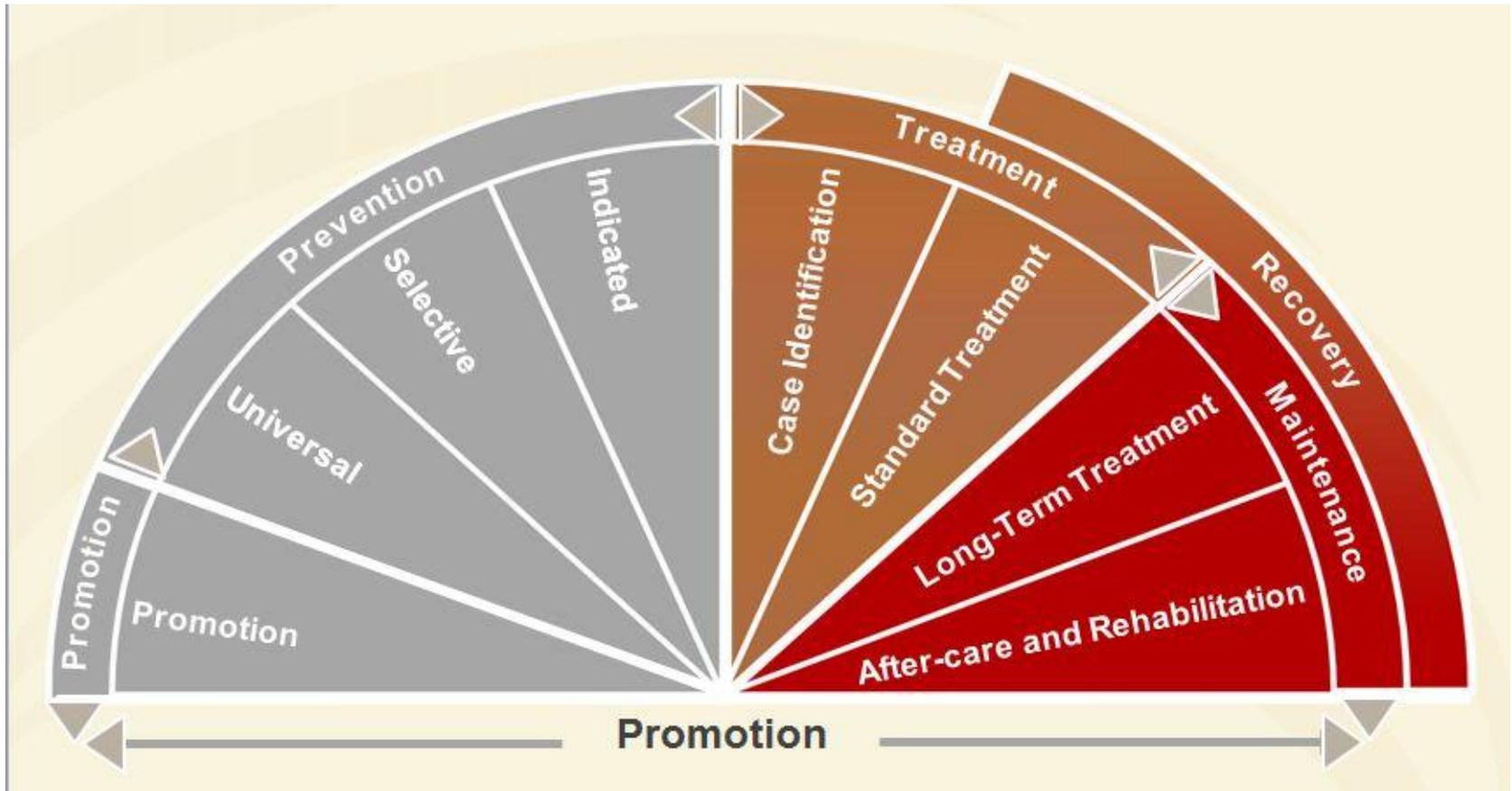




Prevention



Treatment and Maintenance



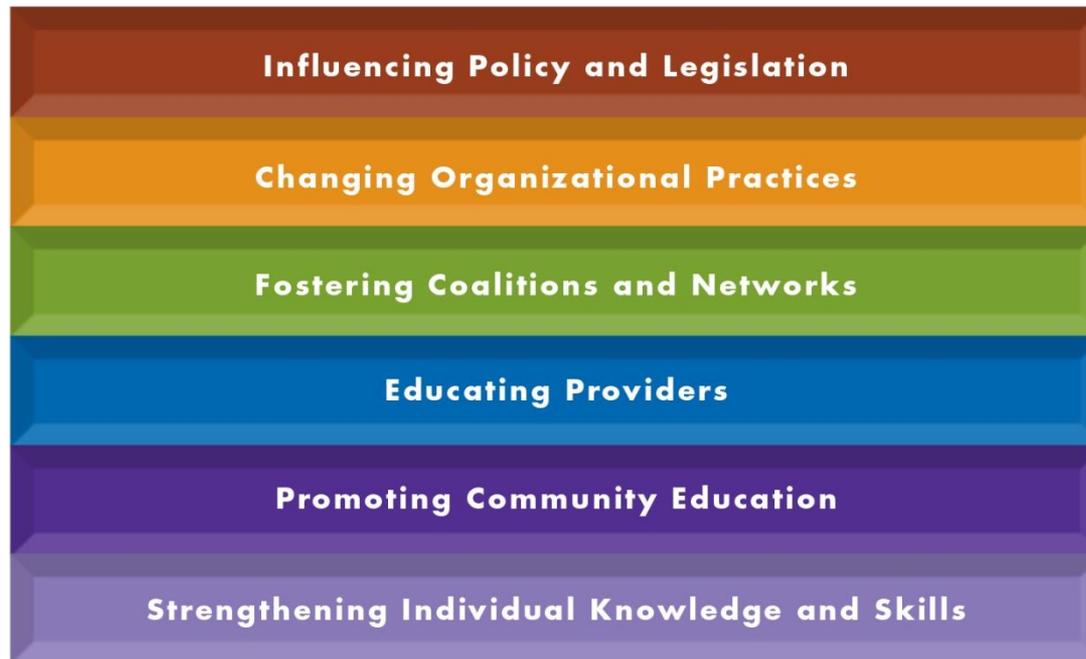
The Frog or the Pond?





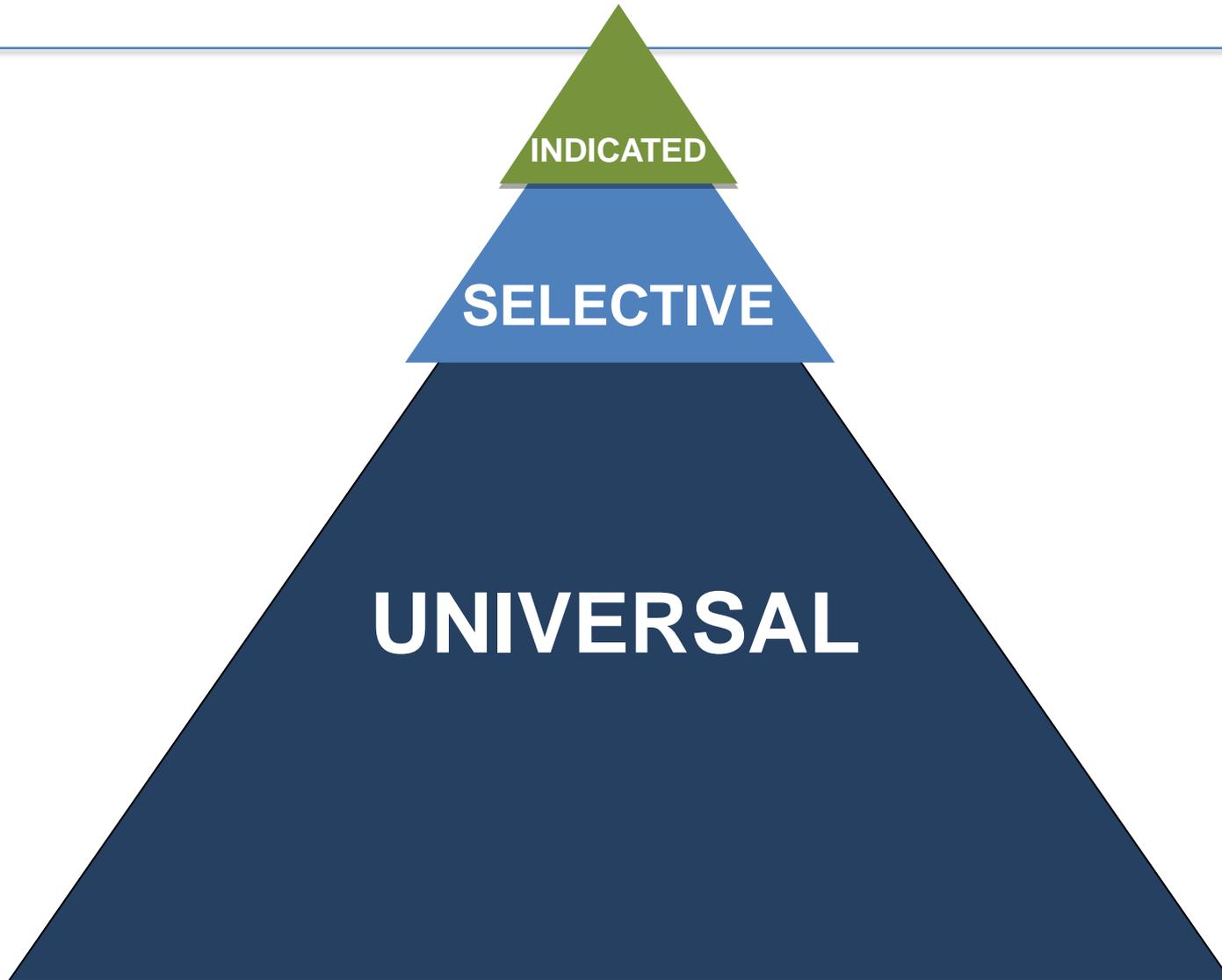
Spectrum of Prevention

THE SPECTRUM OF PREVENTION



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

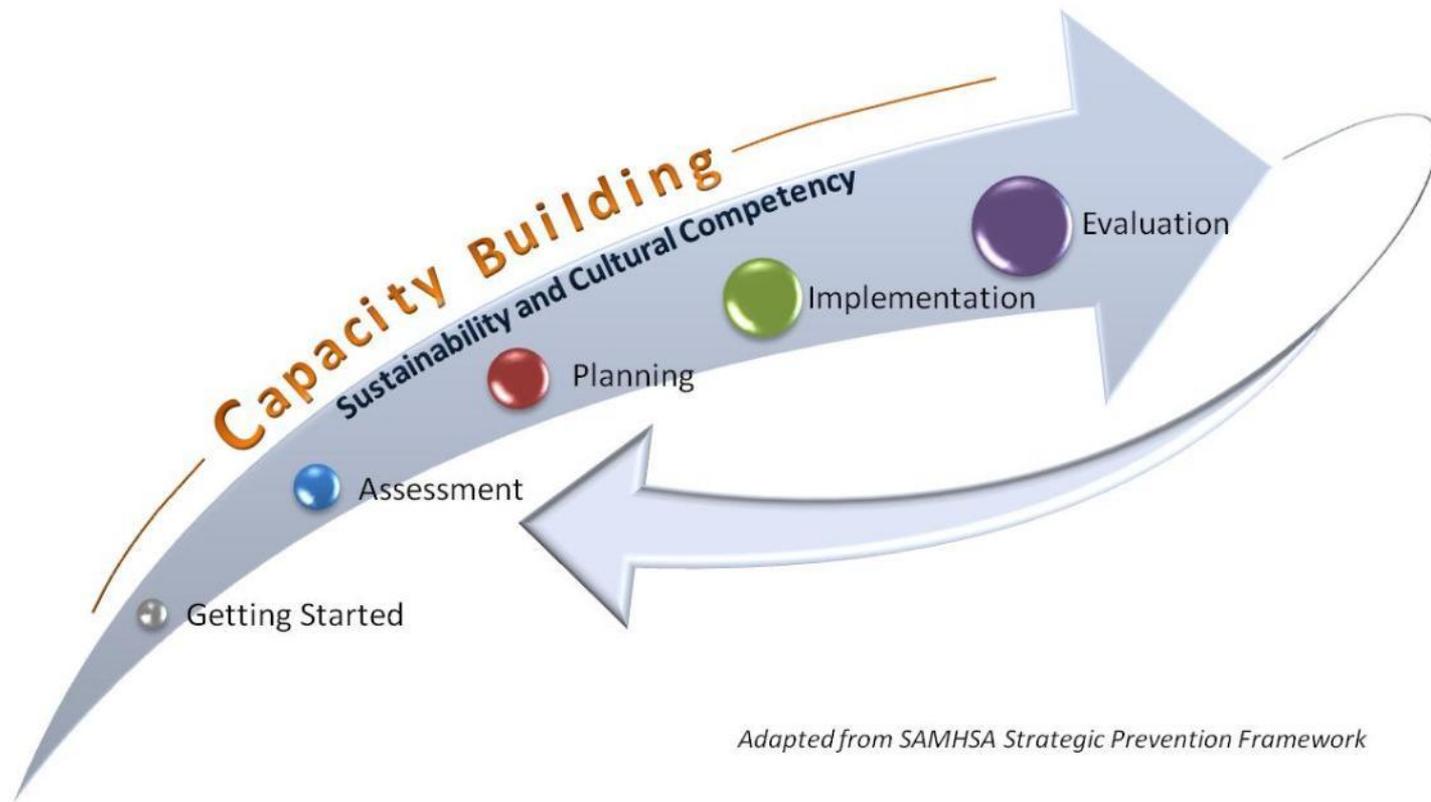
Universal, Selective, Indicated





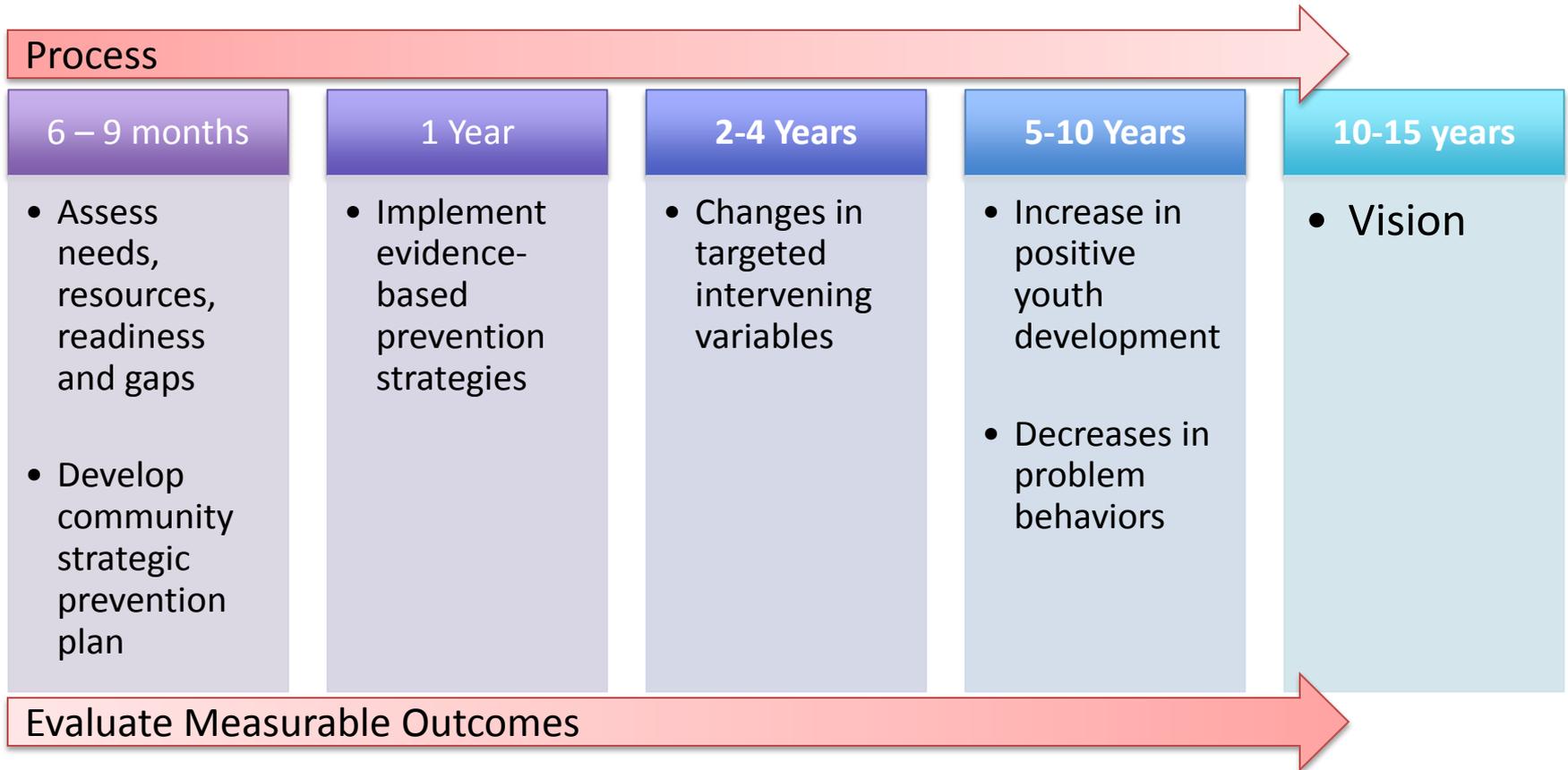
Strategic Framework for CPWI

DBHR Community Prevention & Wellness Initiative Planning Framework





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 from *(slides 18-46)*
 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

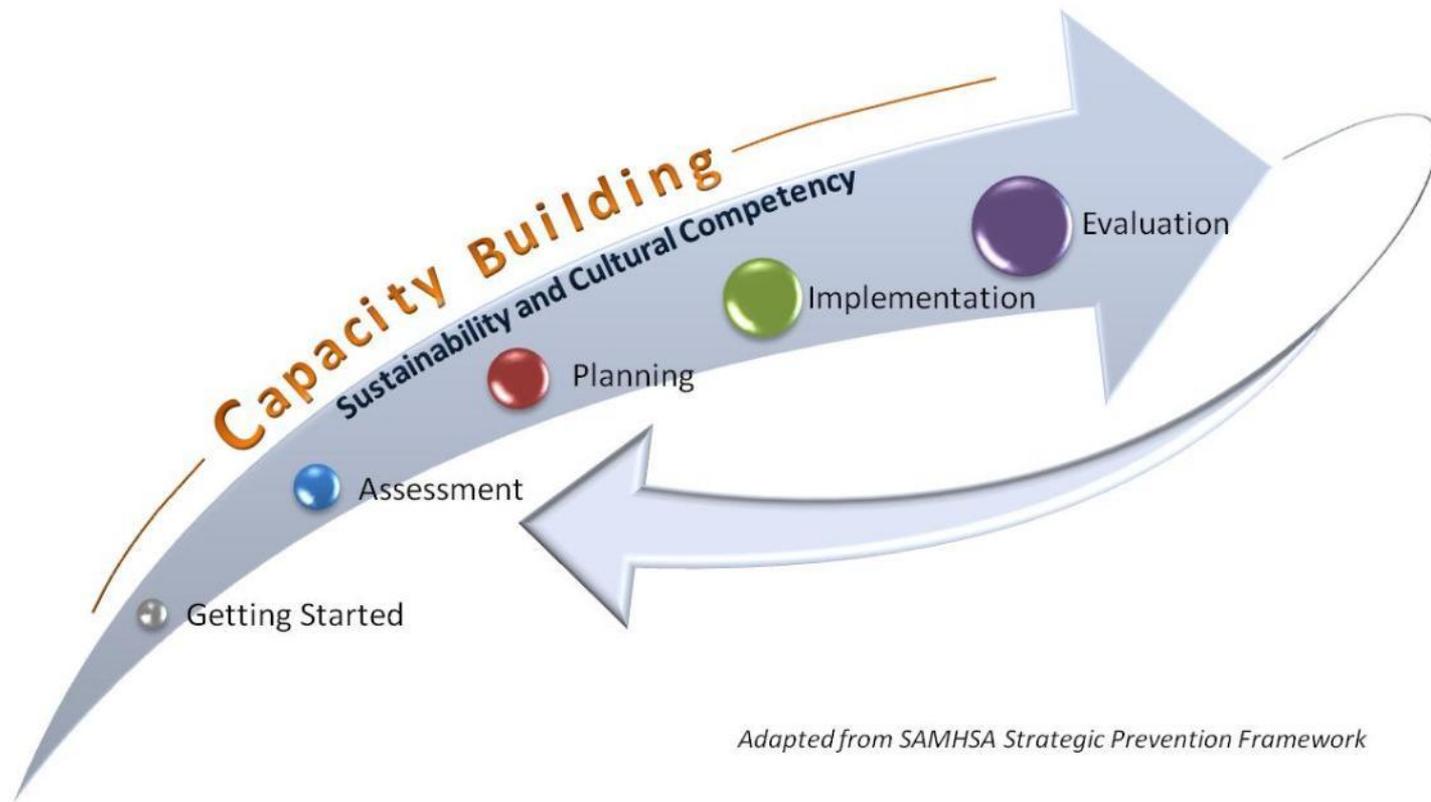


- **Chapter 1: General Information** – provides general information about the CPWI planning framework.
- **Chapter 2: Key Objectives** – provides an overview of the intent of CPWI and the established milestones and benchmarks.
- **Chapter 3: Implementing CPWI** – identifies the required tasks and provides 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.

Strategic Framework for CPWI



DBHR Community Prevention & Wellness Initiative Planning Framework





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).



Note:
You can
key lea
Howeve
get the

Building a Plan for our Community

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

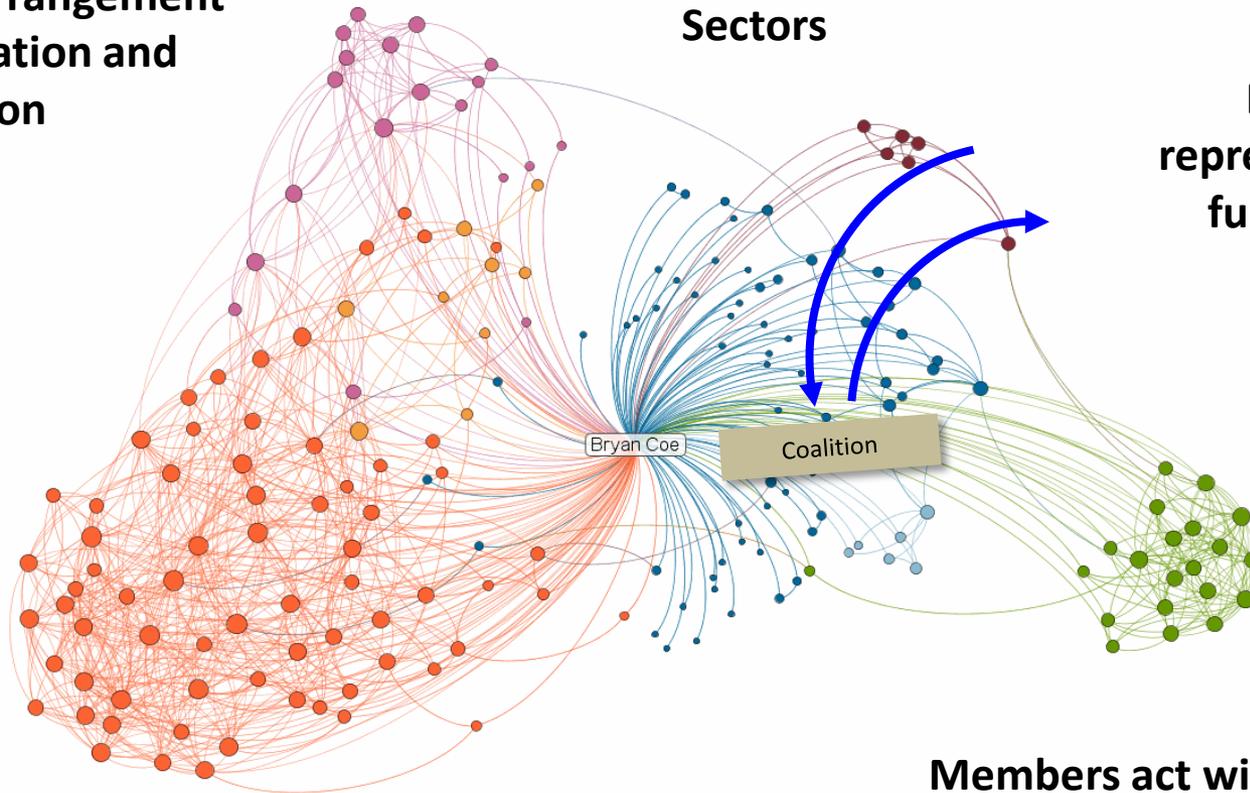




What is a Coalition?

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



What is a Coalition?

Who is a Coalition?

- Members (Sector Representatives) are local key players who represent and can function on behalf of their respective sector constituents to contribute to carrying out planning and strategies for the local community. PRI Coalitions need to have at least 8 of the 12 representative sectors actively participating on the Coalition and in the Coalition efforts.
- Members act within their own sphere of influence thus enlarging the coalition's ability to create needed change and implement multiple strategies.
- New members are invited to join in an effort to enlarge the coalition's sphere of influence and to gain needed capacity to address additional root causes.
- Coalition staff assists with support for planning, problem solving and information management (evaluation, reporting, etc.).



Roles and Responsibilities

Guide p. 6

Community Coalition
Coordinator



ESD & Counties



Coalition Members



Prevention-Intervention
Specialists



DBHR





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.

Community Coalition Leadership

(supported by coordinator)



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



Role of Coordinator

- Provide staff support.
(Note: Staff are not members of the coalition.)
- Coordinate meeting preparation and follow up.
- Coordinate training and technical assistance.
- Coordinate implementation of strategies.
- Documentation of CPWI efforts.
- Prepare reports, as needed.
- Be a resource for the coalition.

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.

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
- Ensure compliance with Synar

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.

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

Tasks	Frequency	Due Date
Start date: July 1, 2013		
Complete timeline will be negotiated with DBHR based on individual coalition readiness.		
Registration		
1. Register and participate in the Athena Forum	Ongoing	within 2 weeks of start
2. Select PR Community	First Year only	by March 31
a. Submit selection packet	First Year only	within 60 days from DBHR approval
b. Issue media release	Ongoing	Prior to posting
3. Community Coalition Coordinator (0.5 FTE) for each PR community	First Year & As needed	Starting July 1
a. Review job description with DBHR	Ongoing	Within 30 days prior to start of school
b. Ensure Coordinator is working with coalition	Annually	
4. Confirm S&P and P-I services		Starting July 1
Capacity		
1. Recruit and retain membership	Ongoing	[enter date]
a. 8 of 12 sectors	Ongoing & Update 2015	October
b. Membership section in Strategic Plan	Annually	Within 45 days from approval of Plan
c. Conduct 'Coalition Assessment Tool' (CAT)	First Year & As needed	[enter date]
d. Complete 'Community Profile'	First Year & Update 2015	[enter date]
2. Community coalition identification	Annually	[enter date]
3. Establish and maintain coalition structure	Ongoing	
4. Engage key leaders in coalition's PR efforts	Ongoing	
5. Gather community information and feedback		[enter date]
6. Participate in training and technical assistance		[enter date]
Assessment		
1. Conduct Needs Assessment	First Year & Update 2015	[enter date]
a. Establish process for assessment	First Year & Update 2015	October-December
b. Conduct Assessment	First Year & Update 2015	[enter date]
c. Conduct 'Community Survey'	First Year & Update 2015	[enter date]
d. Prioritize outcomes and write into Strategic Plan	First Year & Update 2015	[enter date]
2. Conduct Resources Assessment	First Year & Update 2015	[enter date]
a. Establish process for assessment	First Year & Update 2015	[enter date]
b. Conduct Assessment	First Year & Update 2015	[enter date]
c. Prioritize outcomes and write into strategic plan	First Year & Update 2015	[enter date]
Planning		
1. Select goals, objectives, strategies, and programs/activities	First Year & Update 2015	C3 only - March 31, 2014 Update June 15, 2015
a. Coalition determines goals and objectives	First Year & Update 2015	June 15
b. Coalition determines strategies, and programs/activities	First Year & Update 2015	C3 only - March 31, 2014 Update June 15, 2015
2. Develop Prevention Strategic Plan	First Year & Annually	[enter date]
3. Confirm partnerships for implementation of strategies and programs/activities	First Year & Annually	[enter date]
Implementation		
1. Maintain active community coalition	Ongoing	Starting July 1
a. Coordinator support Coalition	Ongoing	Starting July 1
b. Monthly Full Coalition meetings	Ongoing	[enter date]
c. Review and revised as needed Coalition structure	Ongoing	Starting July 1
d. Complete task in Community Coalition Guide	Ongoing	[enter date]
2. Participate in monthly meetings with DBHR	Ongoing	Starting July 1
a. Participate in monthly Learning community Meetings	Ongoing	Within 30 days
b. Participate in monthly site site-on-meetings	Ongoing	[enter date]
3. Implement media strategies	Ongoing	September - June
4. Implement strategies and programs/activities according to Strategic Plan	Ongoing	[enter date]
a. Organize and implement P-I services	Ongoing	[enter date]
b. Implement capacity building strategies & activities	Ongoing	[enter date]
c. Implement cultural competency strategies & activities	Ongoing	[enter date]
d. Implement sustainability strategies & activities	Ongoing	[enter date]
e. Implement public awareness campaigns(s)	Ongoing	[enter date]
f. Implement environmental strategy(ies)	Ongoing	[enter date]
g. Implement state lead direct prevention strategy(ies)	Ongoing	[enter date]
Reporting and Evaluation		
1. Develop reporting and evaluation strategies	First Year & Updated 2015	[enter date]
a. Determine coalition's intended major outcomes, impacts	First Year & Updated 2015	[enter date]
b. Determine how evaluation information will be shared	Ongoing	October
2. Complete PBPS reporting	Annually	[enter date]
a. Coalition & community organization functioning	Ongoing	[enter date]
b. Coalition Assessment Tool (survey)	Ongoing	[enter date]
c. Report public awareness & environmental strategy(ies)	Ongoing	[enter date]
d. Report direct prevention strategy(ies)	Ongoing	[enter date]
3. Review and analyze output and outcome information with coalition	Annually	October
according to Strategic Plan		
a. Use the 'Coalition Assessment Tool' report to evaluate coalition capacity building efforts	Annually	[enter date]
b. Review effectiveness of message dissemination	Annually	[enter date]
c. Will use the PBPS reports, state data, & other local reports to monitor & evaluate progress	Annually	[enter date]
4. Participate in statewide evaluation	Every 2 years	in even years (2014, 2016, etc.)
a. Ensure participation in the 'Healthy Youth Survey'	Annually	October
b. Annual 'Coalition Assessment Tool' (survey)	Annually	October-December
c. Response rates for the 'Community Survey'	Annually	October-December

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 an Effective Coalition

- Goal: Understanding keys to effective community coalition and roles of members and key leaders.
- Objectives:
 - Define a coalition and roles.
 - Identify ways to involve community members, youth, key political, social, and cultural leaders from the community to recruit for involvement and support of the CPWI effort.



A High-Performing Community Coalition has...

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

Community 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.





Level of Engagement of Coalition Members

CONTINUUM OF ENGAGEMENT

Low COMMITMENT
To vision & mission

High COMMITMENT
To vision & mission

Low KNOWLEDGE
of big and little picture

High KNOWLEDGE
of big and little picture

Low INVOLVEMENT
In core activities

High INVOLVEMENT
in core activities

Low POWER
And decision-making

High POWER
And decision-making

Low CONNECTION
To people & culture

High CONNECTION
to people & culture

Low PERCEPTION
As critical force

High PERCEPTION
As critical force

Assessing Membership Activity



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.

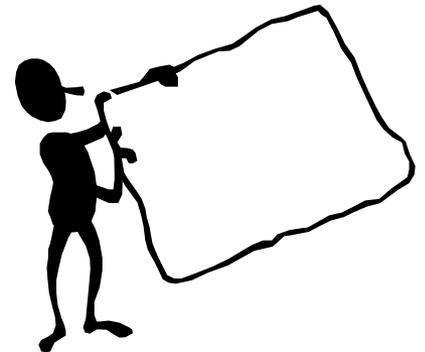
Type	Members (new or current)	Benefits of Involvement	Level of Involvement: (Key Leader/ Active Member/ Champion)	Contact
Youth				
Parent				
Law Enforcement				
Civic/Volunteer Groups				
Business				
Healthcare Professionals				



Coalition Skills Assessment



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



Questions to 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?

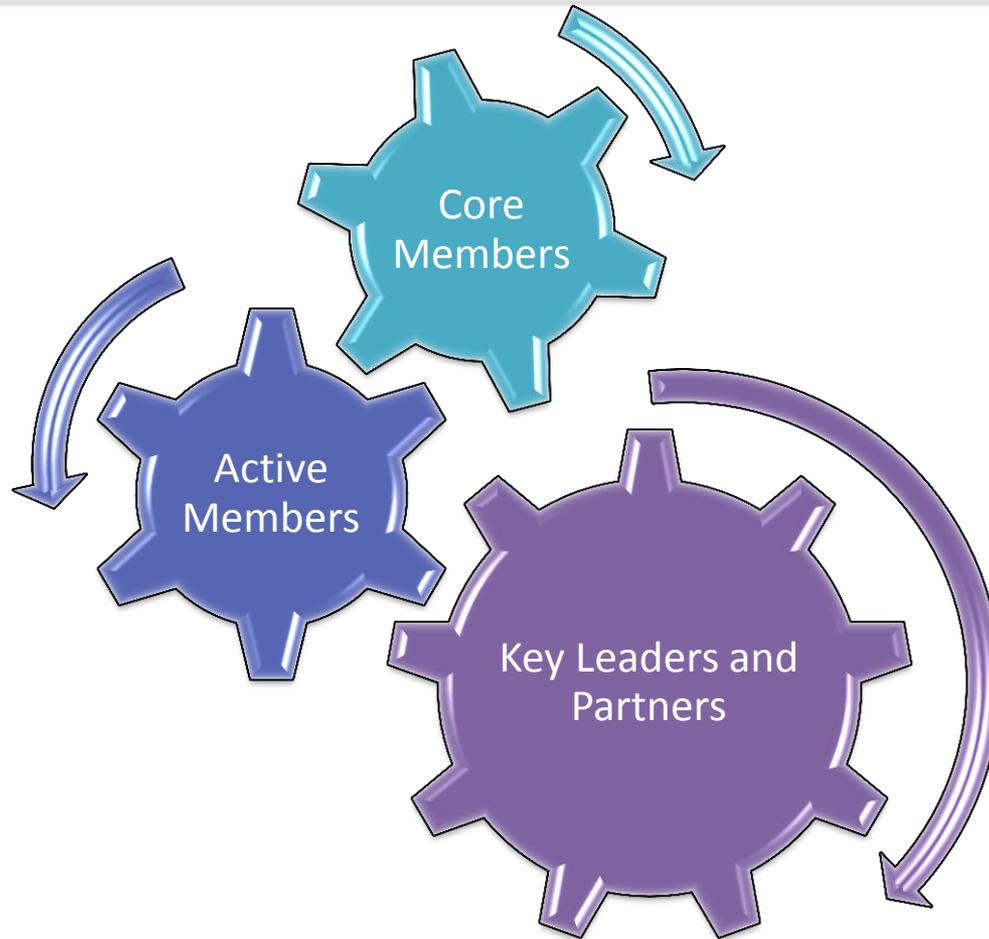


Steps to organize successful membership participation

- 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

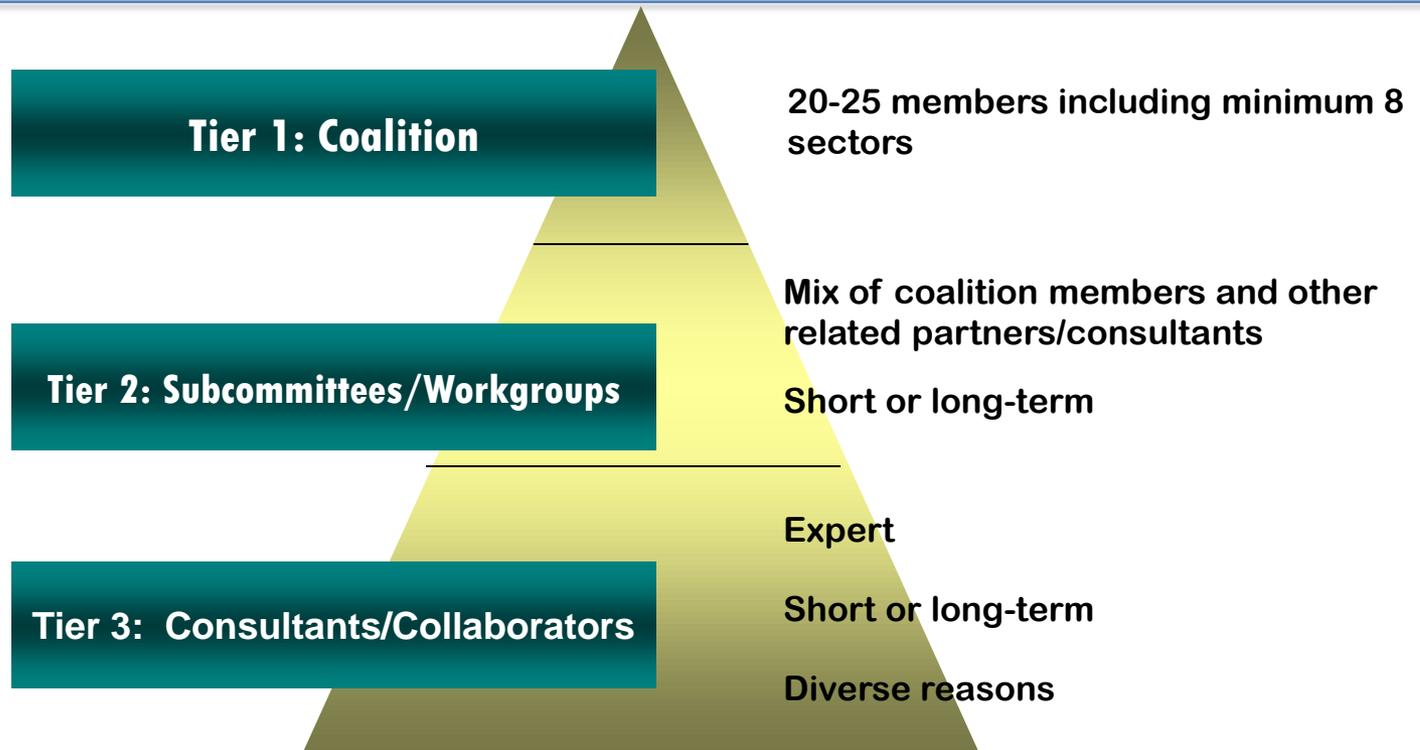


What are the Roles in this Effort for..





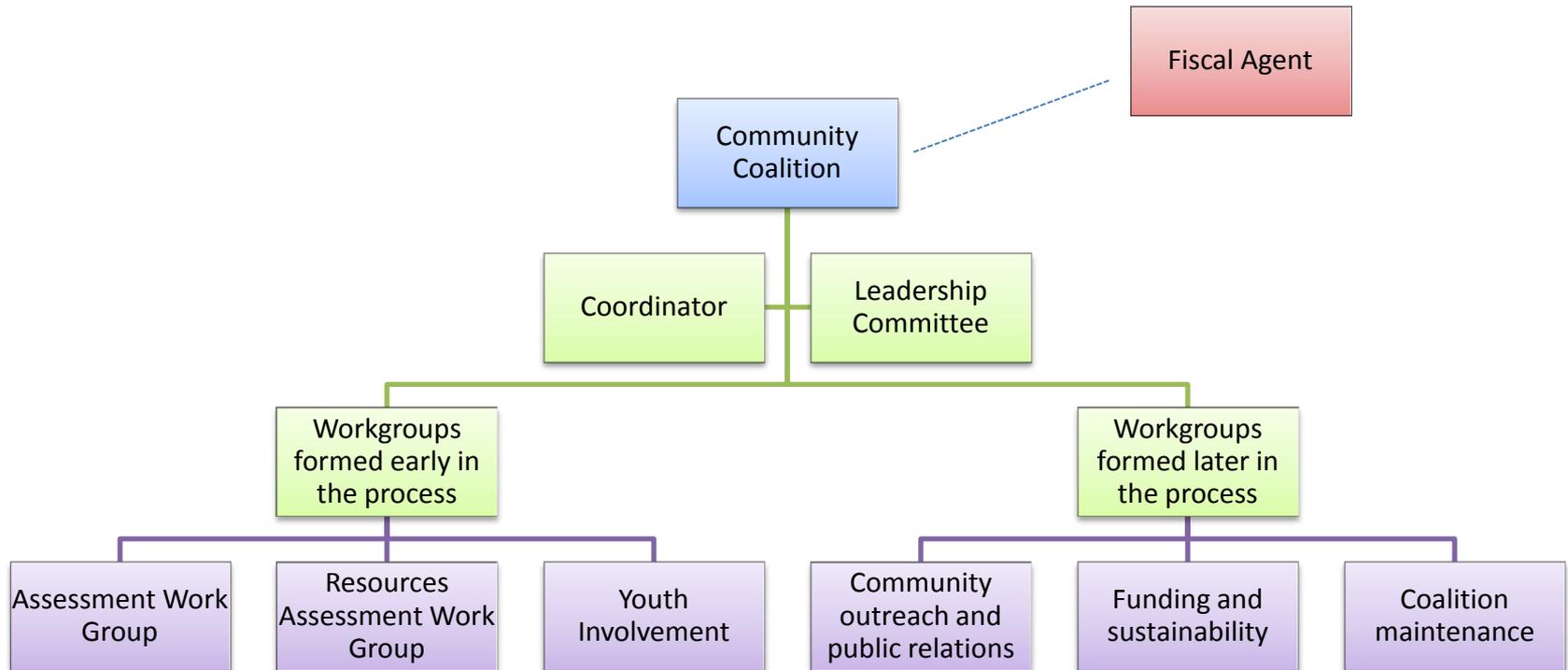
What are the Roles in this Effort for..



Example adapted from Okanogan County Community Coalition.



Sample Local Organization





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

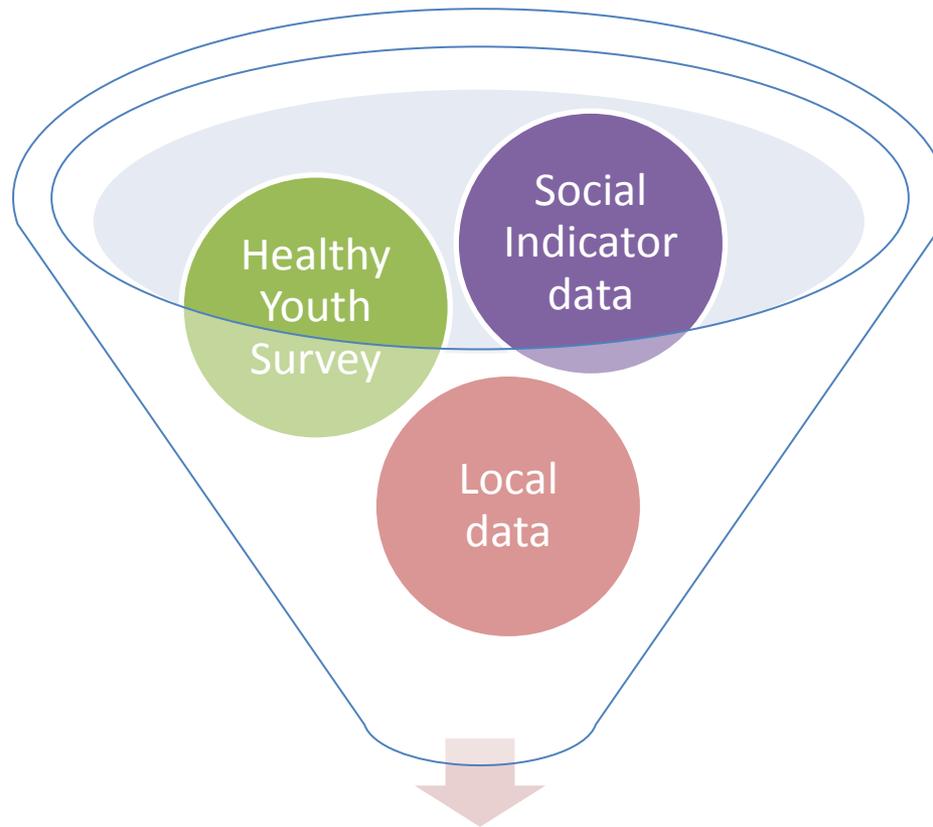
- Establish process for assessment
- Conduct Assessment
- Conduct 'Community Survey'
- Prioritize outcomes and write into Strategic Plan

Conduct Resources Assessment

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



Sources of Data We Use in Assessing Communities



Data Assessment



Data Driven Decision Making

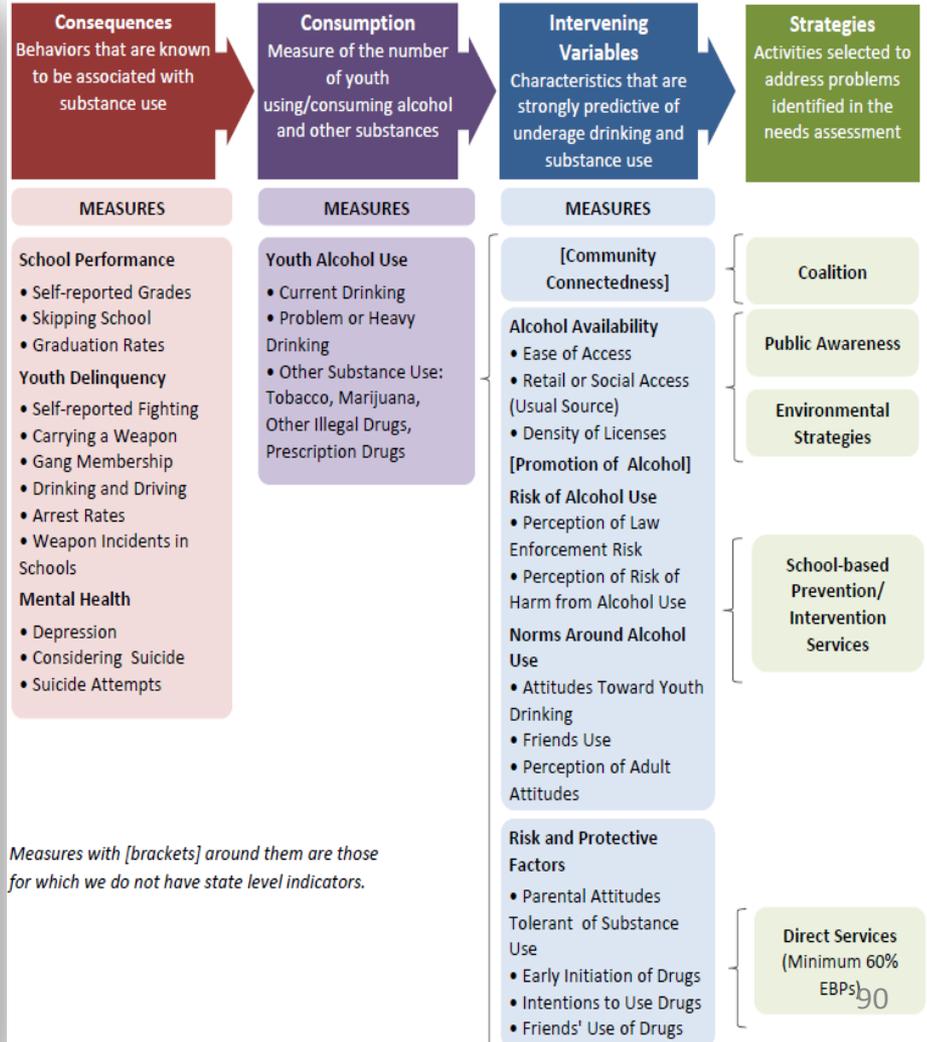
What's Happening in SampleVille?

A Community Needs Assessment Data Book



Pierce County

March 2015



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

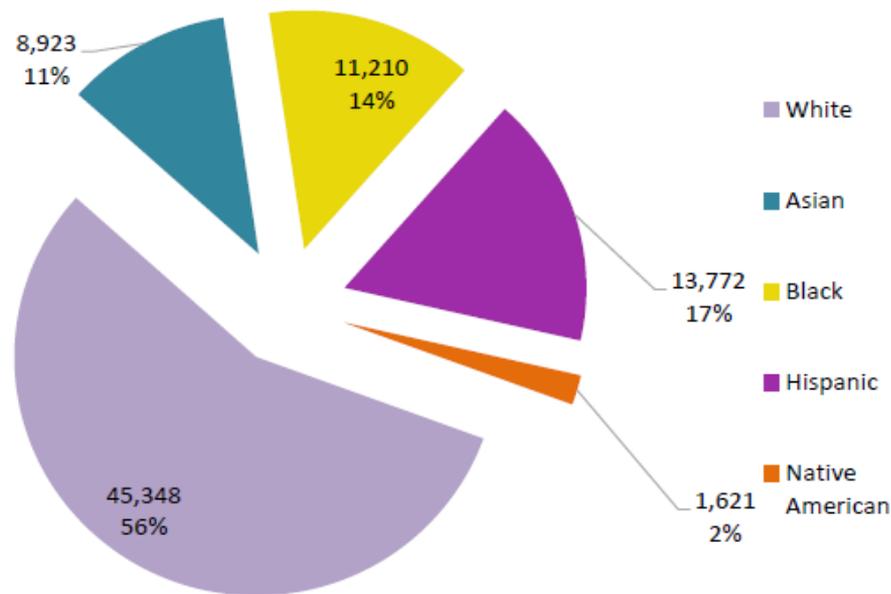


Community Demographics

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

Race or Ethnicity (Count, Percent)

Persons whose race or ethnicity is: (1) "White" - non-Hispanic White; (2) "Asian" - non-Hispanic Asian or Pacific Islander; (3) "Black" - non-Hispanic Black/African American; (4) "Hispanic" - Hispanic or Latino of any race except American Indian/Alaska Native; (5) "Native American" - any American Indian/Alaska Native, whether Hispanic or non-Hispanic; as a percentage of all persons.



Age Composition (Count, Percent)

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



What's in the Data Books?

Grade 8	CONTENTS		Overview: Needs Assessment		Grade 10		Grade 10	
	Grade 8		Grade 10		Grade 10		Grade 10	
		Cascadia		School Districts Like Us		State		
HYS Measures of Youth Delinquency		GRADE	2012	2014	2012	2014	2012	2014
Drinking and Driving. During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol? <i>(District results: Any times)</i>		8	0%	0%	0%	0%	4%	3%
		10	0%	10%	0%	10%	5%	5%

Marijuana and Driving During how many times did you drive vehicle within three hours after marijuana? *(District results: Ar*

- The bar chart includes 2014 HYS res
- a The 2014 rate is significantly differe
- b The "school districts like us" rate is district area rate.

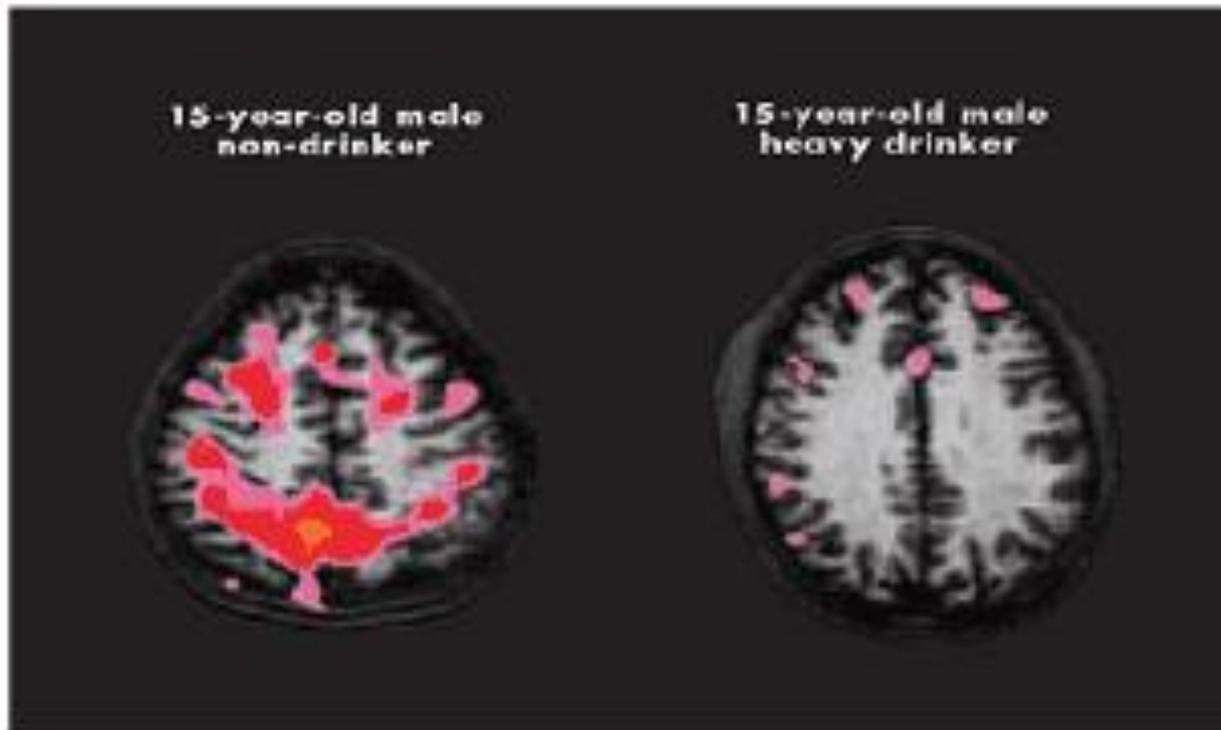
	Grade 8	Grade 10
Students Participating in the 2014 Survey	850	773
Survey Participation Rate	71%	66%

Intervening variables	40
All Risk and Protective Factor Measures	51
Additional CORE Data	79
Consequence Measures	79
Intervening Variable Measures	88
Demographic Profile	91
Poverty map	92
Definitions	93
CPWI Logic Model	95



Why does this matter?

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



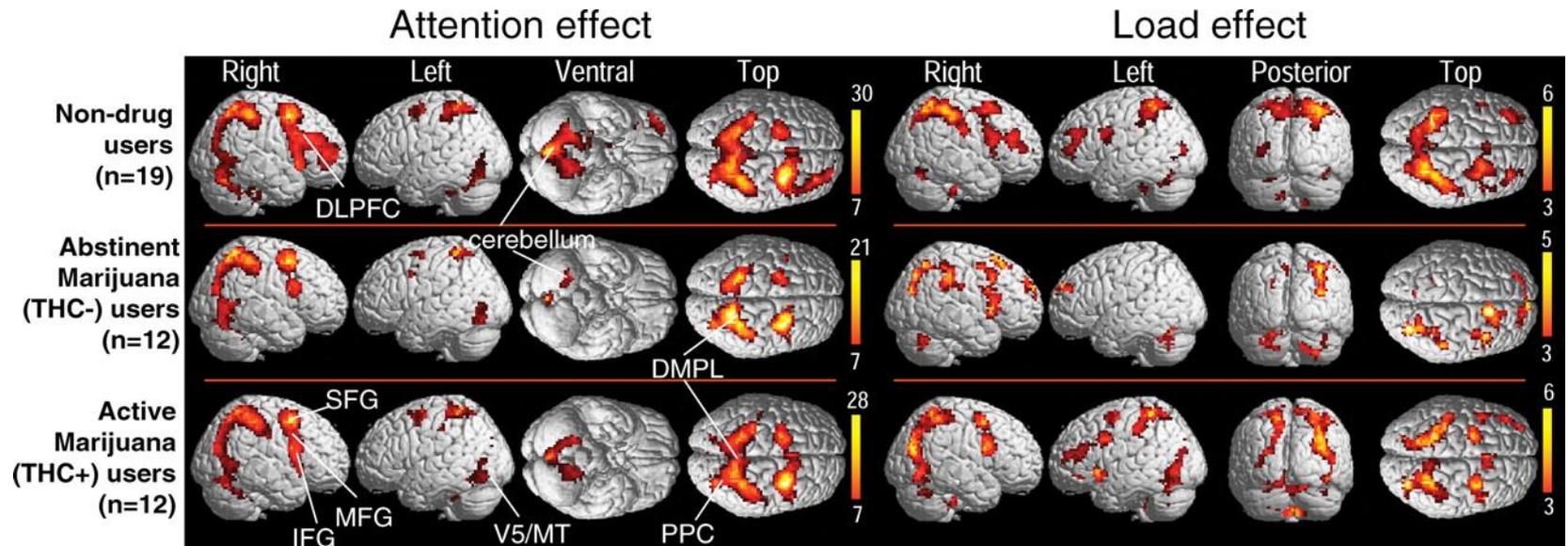
The brain images left show the impact of alcohol on the brain and specifically illustrating memory function.

Image from Susan Tapert, PhD, University of California San Diego. Courtesy of Parents Matter Presentation by Robin Erz,



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



Why does this matter?

Correlations between adverse childhood experiences and substance use (odds ratios)

	Drinking Alcohol	Binge Drinking	Smoking Cigarettes	Using Marijuana	Using Pain Killers to Get High
Family Drinking	1.05	1.54	2.46	2.28	2.92
Family Drug Use	1.01	2.47	3.36	4.15	5.18
Family Mental Illness	1.15	1.51	1.77	2.28	1.96
Household Memembers Incarcerated	0.81	1.93	3.90	4.31	6.92
Parents Divorced or Separated	1.01	1.43	2.39	1.95	1.49
Family Adult Physical Fight	0.84	1.12	1.96	1.66	1.08
Physical Abuse	0.85	1.22	2.39	2.06	2.40
Emotional Abuse	1.00	1.48	1.97	2.43	2.66
Sexual Abuse	0.91	0.94	2.05	1.33	2.26

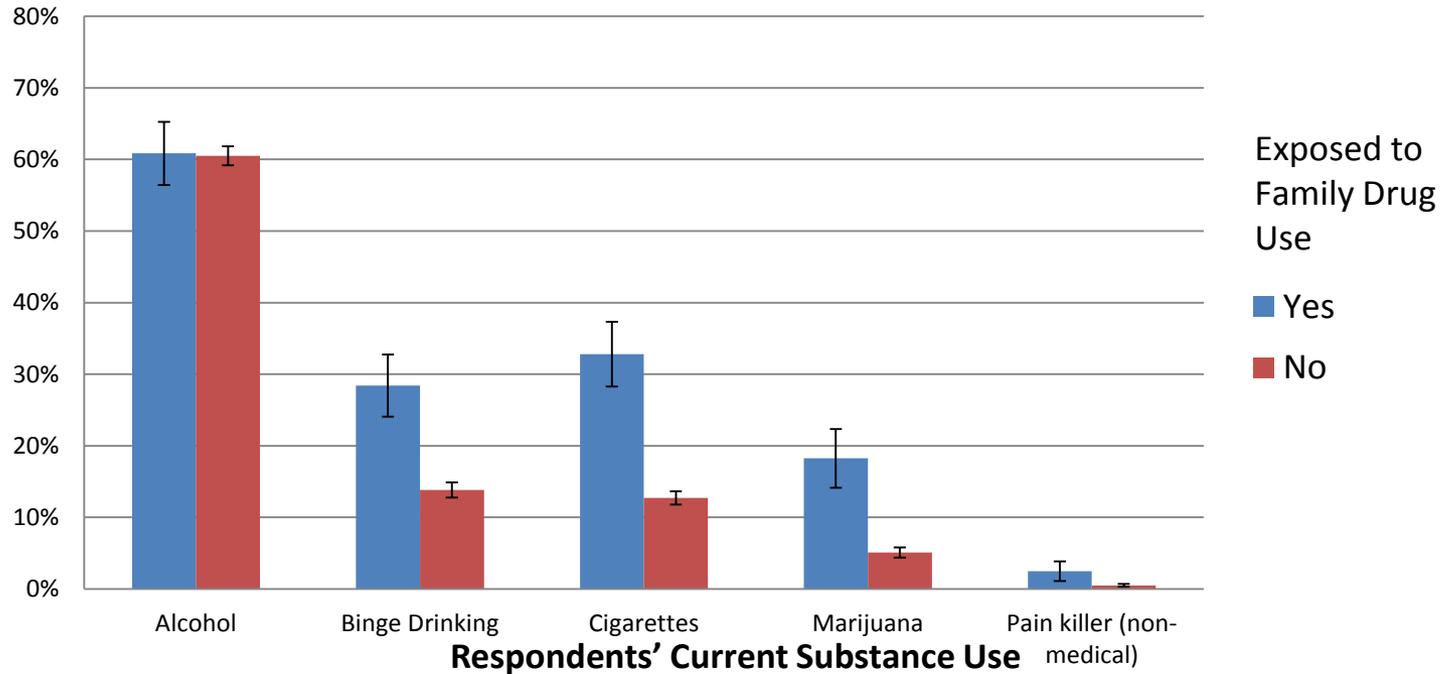
Source: Behavioral Risk Factors Surveillance System (BRFSS), 2010. Shaded odds ratios are statistically significant at the .05 level.



Why does this matter?

Family Drug Use

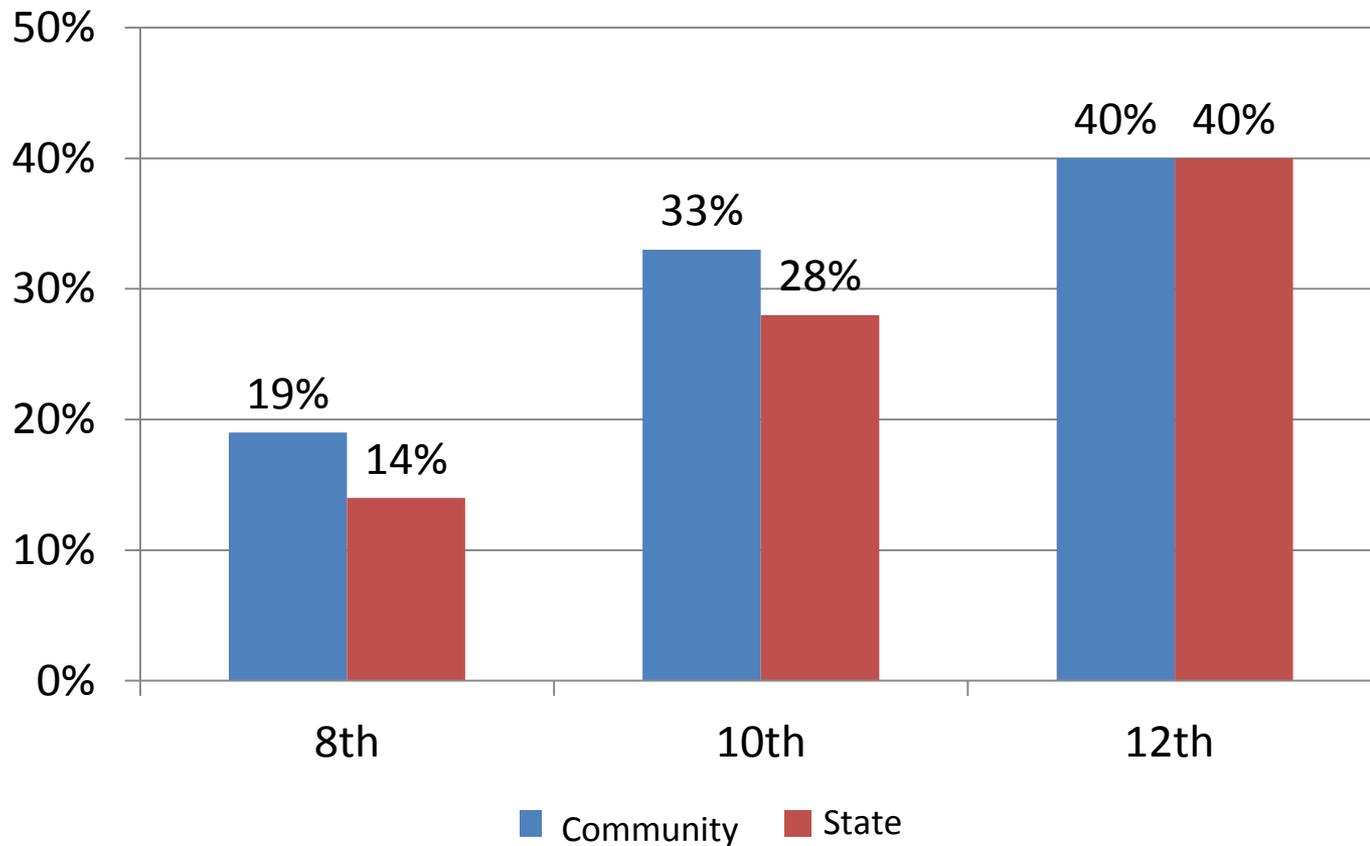
Did you live with anyone who used illegal street drugs or who abused prescription medications





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

Current (30-day) Alcohol Use (HYS)



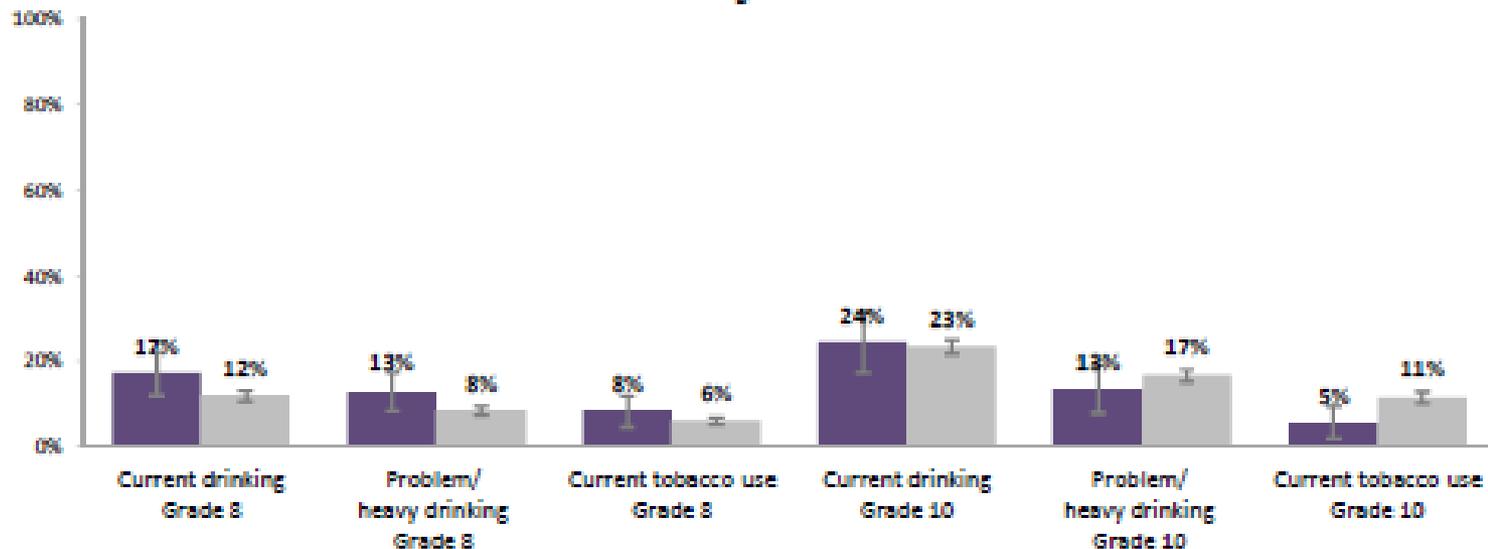
Why does this matter?



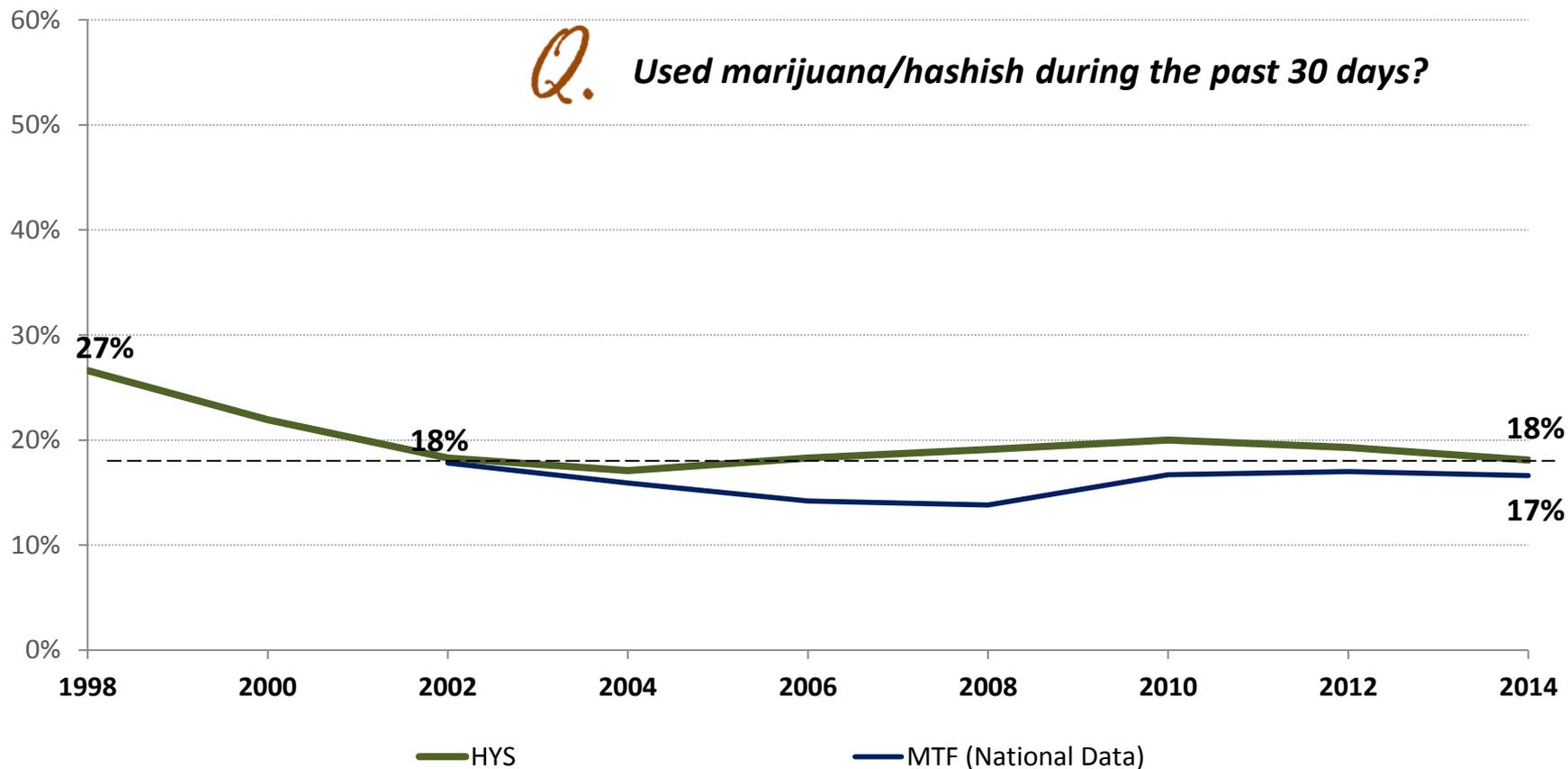
Our youth use too much alcohol.

And our prevention efforts need to reduce that consumption.

Replace with image of your local data here...



Marijuana Use, 10th Graders, Past 30 Days



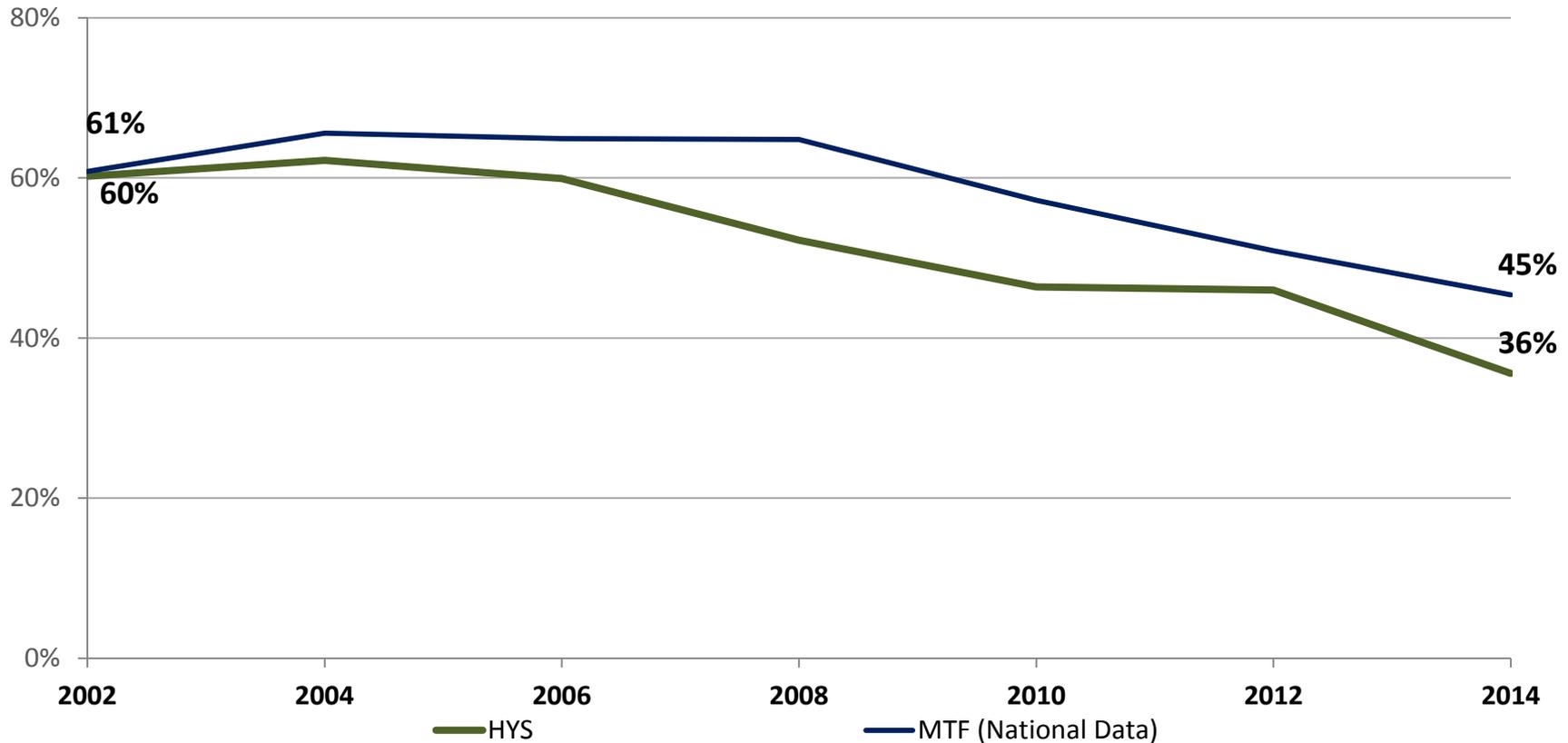
Target for 10th grade: 18%

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



Risk of Harm from Marijuana Use

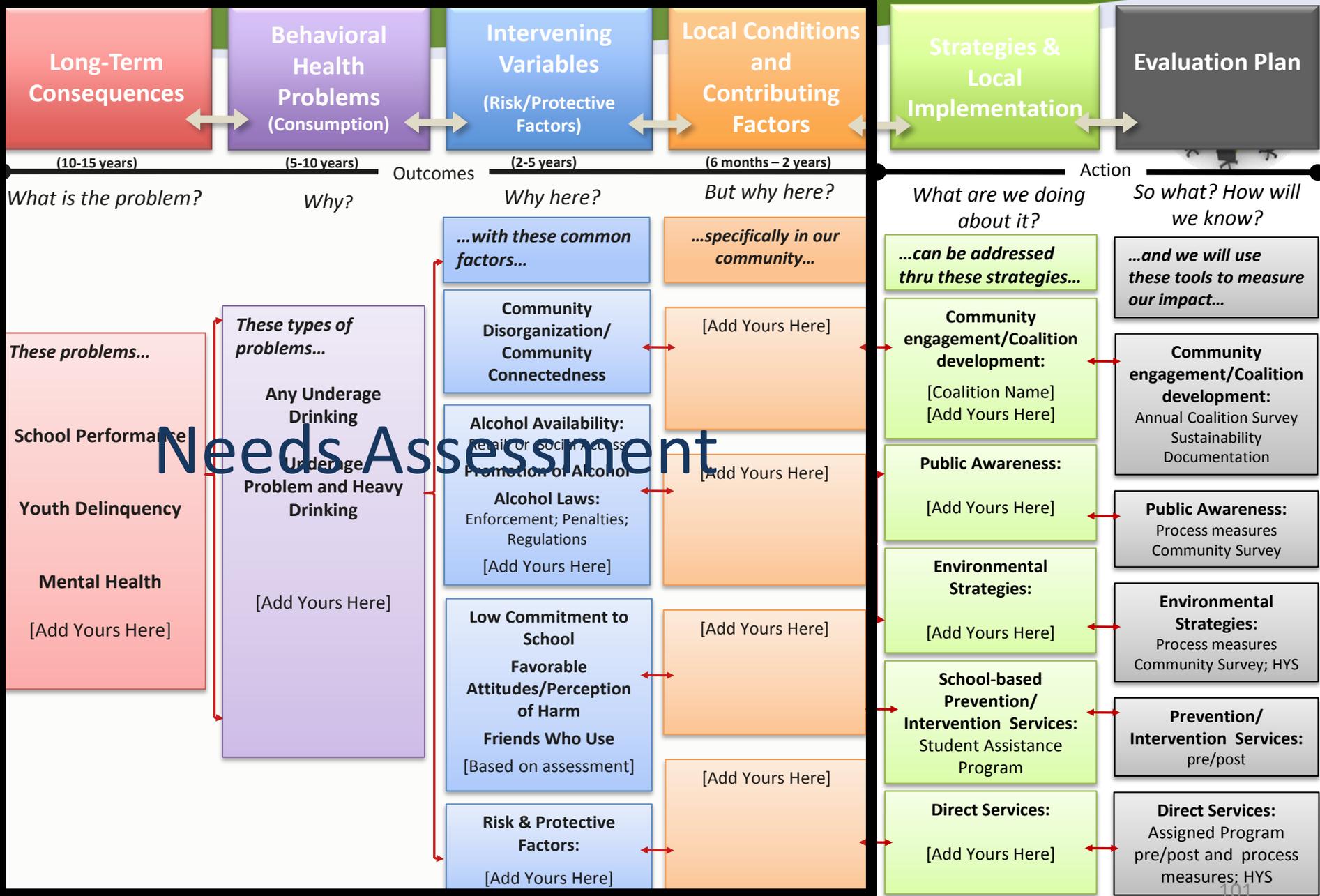
***Regular use has “great risk”.**



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.

Washington State Department of Social and Health Services [Name] Coalition Logic Model





Assessment Resources

- Needs Assessment Clinic
 - Resources Assessment Clinic
 - Gaps Analysis Resources
- 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 (Community Based Mentoring/Summer Youth Programs)
- Community-Based Process (Community Coalition)
- Education (Life Skills, Guiding Good Choices)
- Environmental (Social Norms Marketing)
- Information Dissemination (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) (eg 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?"



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.

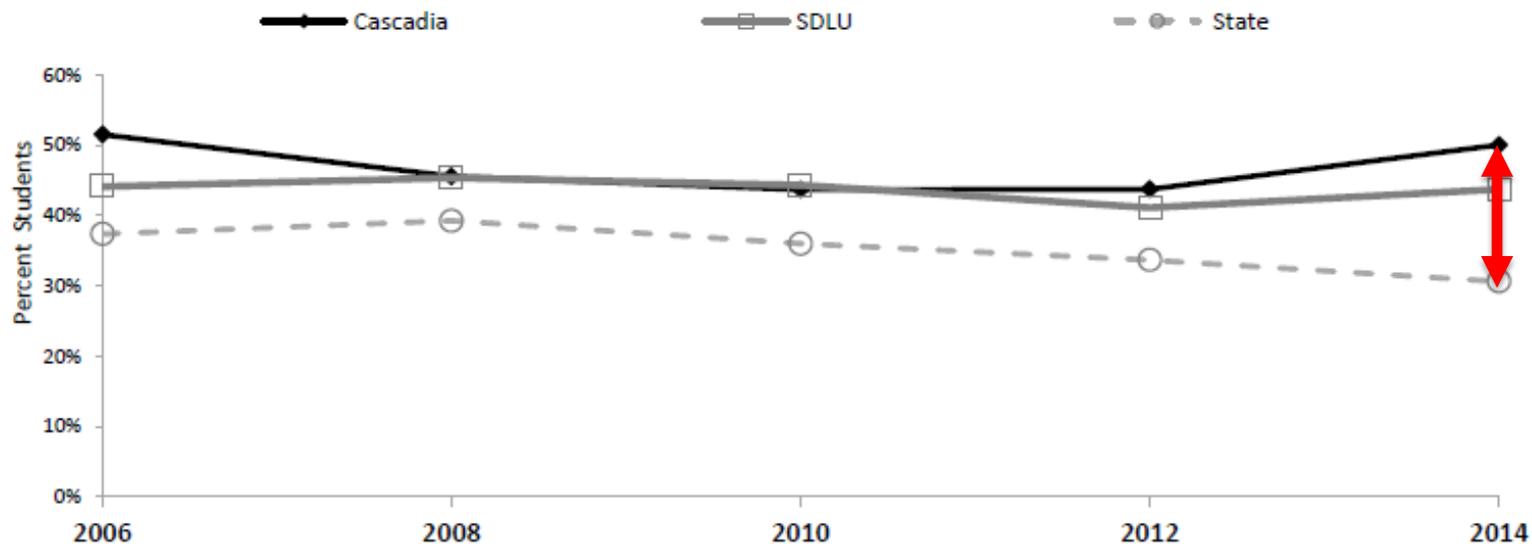
Family Risk Factors

Poor Family Management

SCALE QUESTIONS

- My parents ask if I've gotten my homework done.
- Would your parents know if you did not come home on time?
- When I am not at home, one of my parents knows where I am and who I am with.
- The rules in my family are clear.
- My family has clear rules about alcohol and drug use.
- If you drank some beer, wine, or liquor without your parent's permission, would you be caught by them?
- If you carried a handgun without your parent's permission, would you be caught by them?
- If you skipped school, would you be caught by your parents?

Grade 8



	2006	2008	2010	2012	2014
State	37%	39%	36%	34%	31%
SDLU	44%	45%	44%	41%	44%
Cascadia	51%	46%	44%	44%	50%





Linking Local Conditions to: Goals, Objectives & Strategies

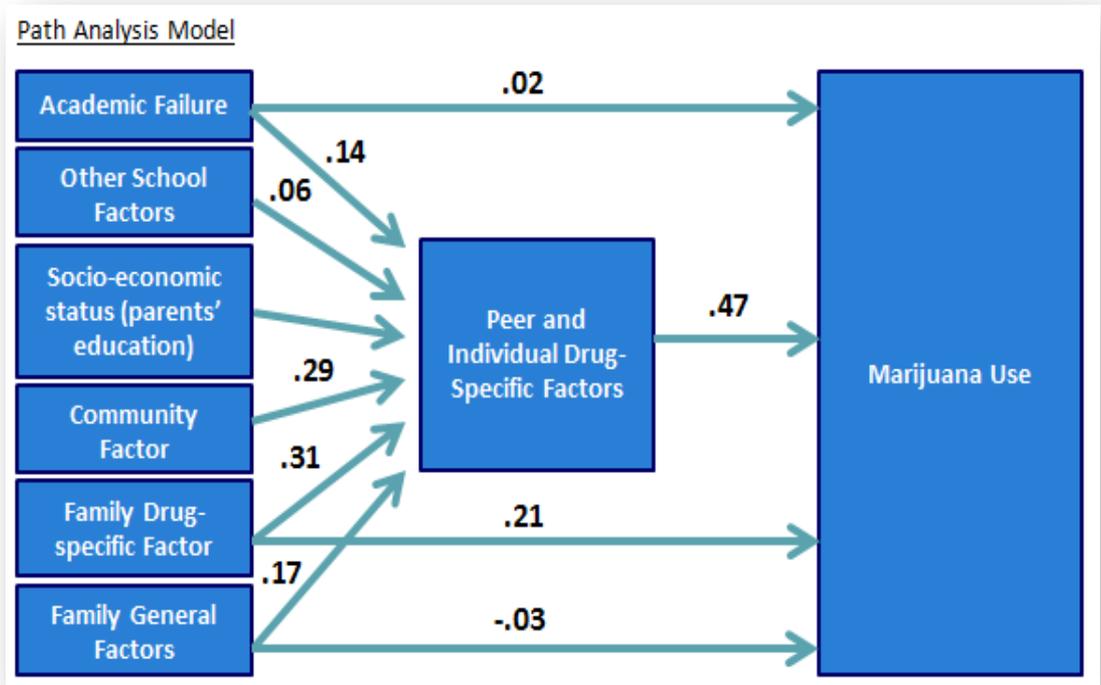
Risk and/or Protective Factors	Goal	Objective
Community laws and norms favorable toward alcohol and drug use	Increase Community Connectedness and Cooperation	Increase number of coalition members by 5 new members (35% increase) by June 30, 2017
Poor Family Management (data from the HYS & high DV reports)	Increase positive family management practices	Increase positive family management practices by 10% from the baseline established by the October 2014 Healthy Youth Survey by June 30, 2017.



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





The site for substance abuse prevention professionals and volunteers who want to become better at what they do.

Marijuana Abuse Prevention

I-502 Prevention Plan Implementation

Marijuana Prevention Toolkit

Marijuana Symposium

Mental Health Promotion

Prescription Drug Abuse Prevention

Prevention Efforts Related to Alcohol Privatization

Tobacco Abuse Prevention

Underage Drinking Prevention

[Home](#) » [Prevention Priorities](#) » [Marijuana Abuse Prevention](#)

Marijuana Abuse Prevention

In August 2012 the [Washington State Substance Abuse Prevention and Mental Health Promotion Five-Year Strategic Plan](#) was completed, and was updated in March 2013. Marijuana misuse and abuse is identified as one of the [state priorities](#) to address. Prevention the risk and harms associated with cannabis use and misuse is critical in the emerging commercial marijuana marketplace in Washington. The information below is to support and inform prevention professionals working on the individual or environmental level to improve effectiveness of marijuana prevention efforts.

[DSHS Division of Behavioral Health and Recovery Implementation Plan for I-502](#)

Initiative 502 (I-502) establishes a system, overseen by the Washington State Liquor Control Board, to license, regulate, and tax the production, processing, and wholesale retail sales of marijuana. It creates a dedicated marijuana fund, consisting of excise taxes, license fees, penalties, and forfeitures and specifies the disbursement of this money for a variety of health, education, and research purposes with the remainder distributed to the state general fund. DBHR is responsible to develop a plan for implementing provisions stated in Section 28 of I-502.

The [DBHR Implementation Plan for I-502](#) was completed in December 2013.

[I-502 DSHS DBHR Prevention Plan Implementation Page](#)

Announcements:

- [Just Published Research on the Adverse Effects of Marijuana Use on Academic Achievement](#) 01/06/16
- [Opportunity for Input: Marijuana Scheduling](#) 12/04/15
- [CESAR FAX: Marijuana Use Patterns in Adults](#) 12/04/15



ATHENA
known for wisdom, strategy and skill

Sign In

Join Now

Search...



The site for substance abuse prevention professionals and volunteers who want to become better at what they do.

Community Prevention & Wellness Initiative



- Home
- Prevention Headlines
- Training
- Learning Community
- Learning Library
- Who's Who in Prevention
- Prevention Priorities

Marijuana Abuse Prevention

I-502 Prevention Plan Implementation

Marijuana Prevention Toolkit

Marijuana Symposium

Mental Health Promotion

Prescription Drug Abuse Prevention

Prevention Efforts Related to Alcohol Privatization

Tobacco Abuse Prevention

Underage Drinking Prevention

SHARE

Quick Links

- Site Map
- Calendar
- Shared Documents
- Community Prevention and Wellness Initiative (CPWI)
- State Projects

[Home](#) » [Prevention Priorities](#) » [Marijuana Abuse Prevention](#) » I-502 Prevention Plan Implementation

I-502 Dedicated Marijuana Account DSHS/DBHR Prevention Plan Implementation

Welcome to the I-502 Dedicated Marijuana Account DSHS/ Division of Behavioral Health and Recovery (DBHR) Prevention Implementation Page. We will utilize this page to post Requests for Applications, project packets, supporting documents, and information about the work that we are doing related to I-502 implementation in accordance with RCW 69.50.530.

Note: Originally called the Dedicated Marijuana Fund (DMF), these funds are now referred to as Dedicated Marijuana Account (DMA).

[Click here to download DBHRs I-502 Implementation Overview.](#)

[\(Last updated March 15, 2016.\)](#)

Check back often for updates to this page.

[Click here for the most recent version of the Questions and Answers document. \(Last updated on December 18, 2015.\)](#)

Programs and Practices for Youth Marijuana Use Prevention List

[Click here to download the Report.](#)

- [Click here to download the Nov 16th Program Overview Presentation Slides.](#)
- [Click here to download the slides from Nov 16, 2015 WA Prevention Meeting.](#)

[Click here to download the DMA CPWI Enhancement program list.](#)
(This list is for the existing 52 CPWI Communities that now receive DMA funds.)

[Click here to download the DMA CPWI Expansion and Community-based Prevention Services program list.](#)

CPWI Training Project Funding Request



ATHENA

known for wisdom, strategy and skill

Sign In

Join Now

Search...



The site for substance abuse prevention professionals and volunteers who want to become better at what they do

Community Prevention & Wellness Initiative



Home Prevention Headlines Training Learning Community Learning Library Who's Who in Prevention Prevention Priorities

Welcome to the Athena Forum

The Athena website is created for prevention professionals to develop, update, and sustain their substance abuse prevention work.

You can find general information about substance abuse prevention on this site or get specific documents and tools like sample agendas and surveys. You can also access prevention discussions and online training opportunities.

Current Blog

[» Read all blog posts](#)

[Offers of funding and/or help from the marijuana industry???](#)

2 weeks 6 days ago

There have been recent discussions in the prevention community regarding how to respond to the marijuana industry's offers to provide us with funding and/or help. As an example of a funding offer, Neighborhood House, the fiscal agent for the Southeast Seattle PEACE Coalition, was approached by an ad firm representing the legal cannabis industry, who said: "I am the president of an advertising agency that specializes in promoting social programs, and I represent several...

[Read more...](#)

Shared Documents



- [Example - CPWI Community Databook](#) 7 hours 10 min ago
- [Facebook for Public Outreach \(Derek Belt\) Slides](#) 4 days 21 hours ago
- [2016 Social Media Campaign Packet](#) 6 days 22 hours ago
- [Governor's Proclamation - Talk to Your Kids About NOT Using Marijuana Day](#) 6 days 23 hours ago



News and Announcements

- [4.20 Parent Call to Action](#) 1 day 3 hours ago
- [Teen Safe Videos for Parents](#) 2 weeks 1 hour ago
- [New Online Resource for Higher Education Alcohol and Drug Prevention and Recovery](#) 3 weeks 3 days ago
- [Study Uses Fake Convenience Store to Demonstrate Real Impact of Tobacco Placement on Youth Smoking](#) 3 weeks 3 days ago

Pause Previous Next

1 2 3 4

Community Prevention and Wellness Initiative (CPWI)

Get all of your information about the DBHR Community Prevention and Wellness Initiative (CPWI) here:

- [Download CPWI documents and quick links:](#)
 - [CPWI Brochure](#)
 - [CPWI Guides](#)
 - [CPWI Trainings](#)
 - [CPWI Community Coalitions](#)
 - [CPWI Current Meeting Information](#)



Excellence in Prevention Strategies List

[Intro to the Field of Prevention](#)

[Definitions and Foundations](#)

[Planning Frameworks](#)

[Community Prevention and Wellness Initiative \(CPWI\)](#)

[Statewide Projects](#)

[State Prevention Enhancement \(SPE\) Project](#)



Quick Links

[Site Map](#)

[Calendar](#)

[Shared Documents](#)

[Community Prevention and Wellness Initiative \(CPWI\)](#)

[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. All programs listed include substance abuse prevention as an area of interest.



The strategies described in this list come from three primary resources, the National Registry for Evidence-based Programs and Practices (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 search box or the questions below to help you narrow your search.

Search Titles and Tags

- [In which types of geography do you plan to implement the program?](#) _____
- [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? \(Select all that apply\)](#) _____

Apply

Incredible Years

Incredible Years is a set of comprehensive, multifaceted, and developmentally based curricula targeting 2- to 12-year-old children and their parents and teachers. The parent, child, and teacher training interventions that compose Incredible Years are guided by developmental theory on the role of multiple interacting risk and protective factors in the development of conduct problems. The three program components are designed to work jointly to promote emotional and social competence and to prevent, reduce, and treat behavioral and emotional problems in young children. The parent training intervention focuses on strengthening parenting competencies and fostering parents' involvement in children's school experiences to promote children's academic and social skills and reduce delinquent behaviors. The



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>



Benefits of 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

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)

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



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



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 Change
Maintaining and Improving the Community

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

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 We're There

framework

vided



What is 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.



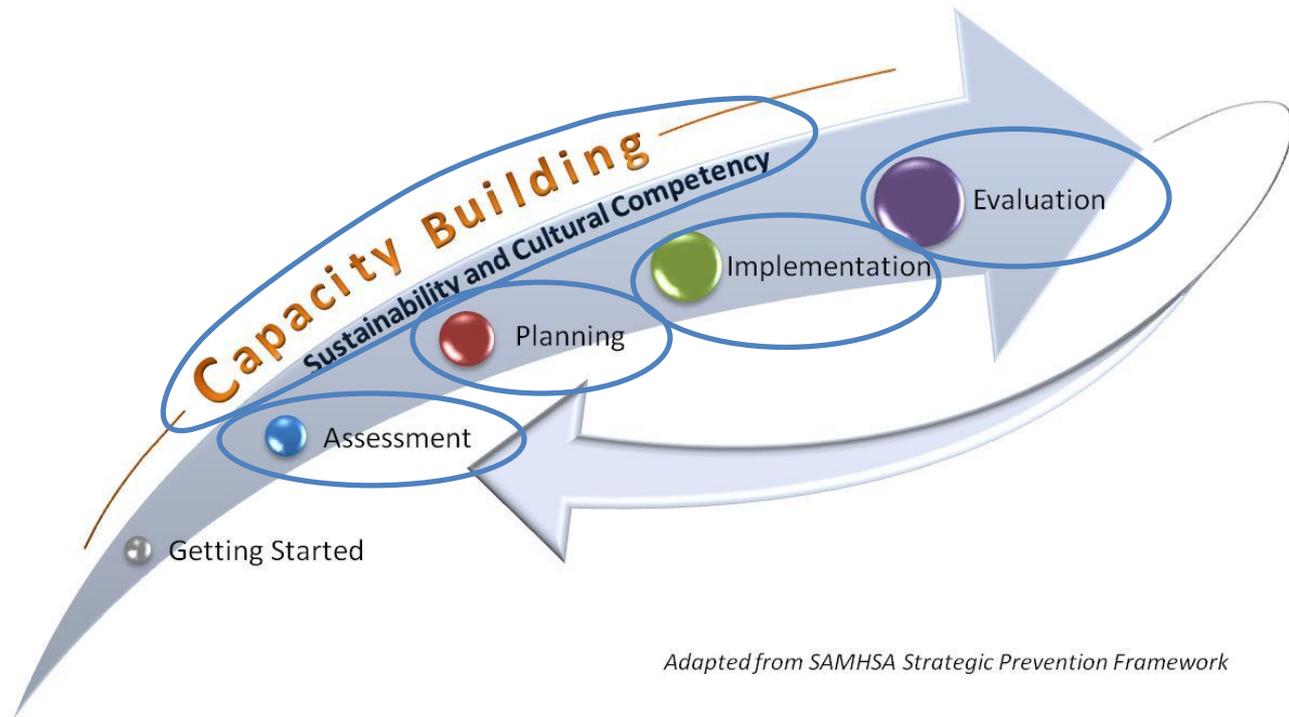
Guide to Writing Your Strategic Plan

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



CPWI Planning Framework

DBHR Community Prevention & Wellness Initiative Planning Framework

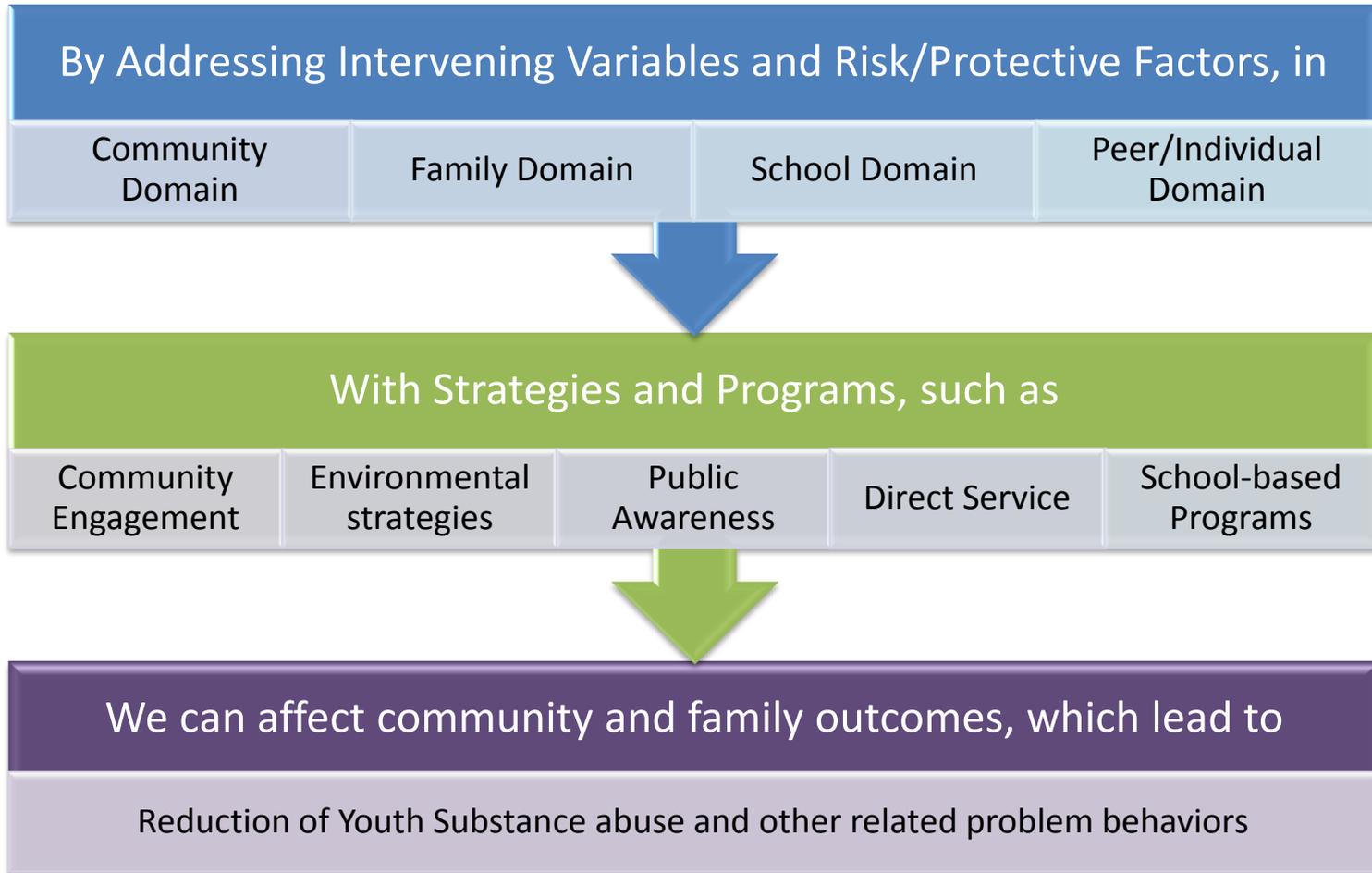


Adapted from SAMHSA Strategic Prevention Framework



The 'elevator speech'...

We will be able to say...

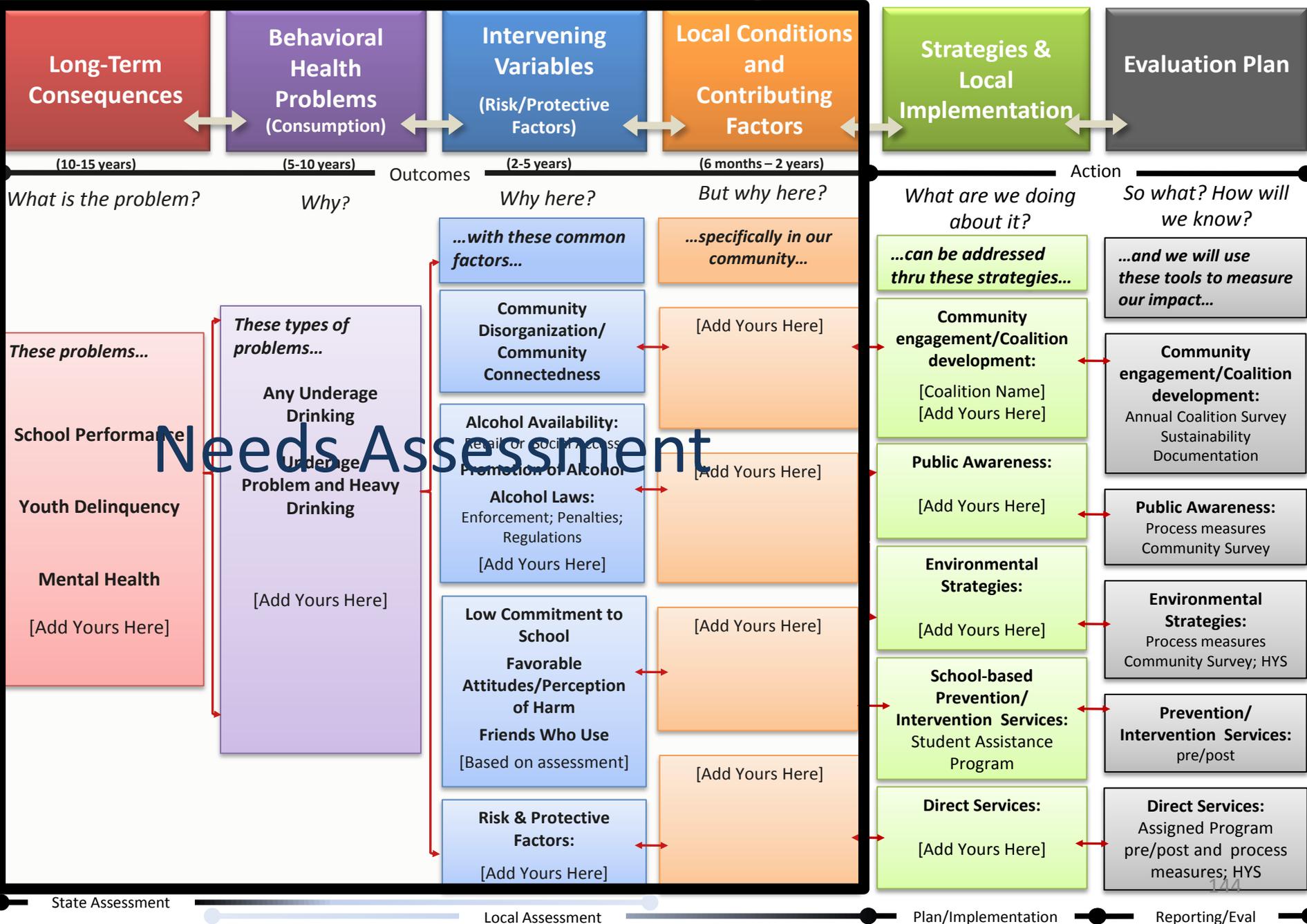




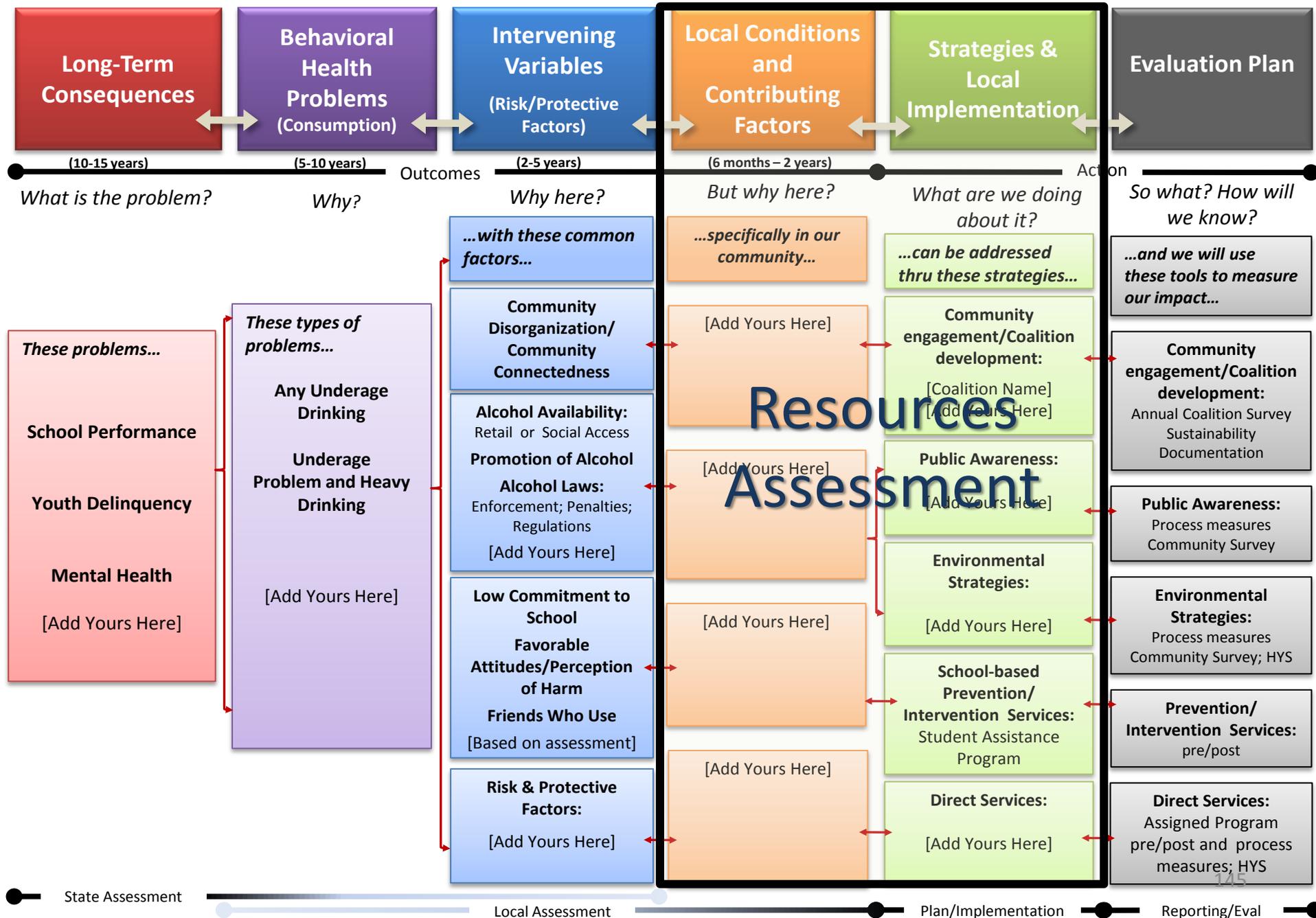
How we can demonstrate

LOGIC MODEL

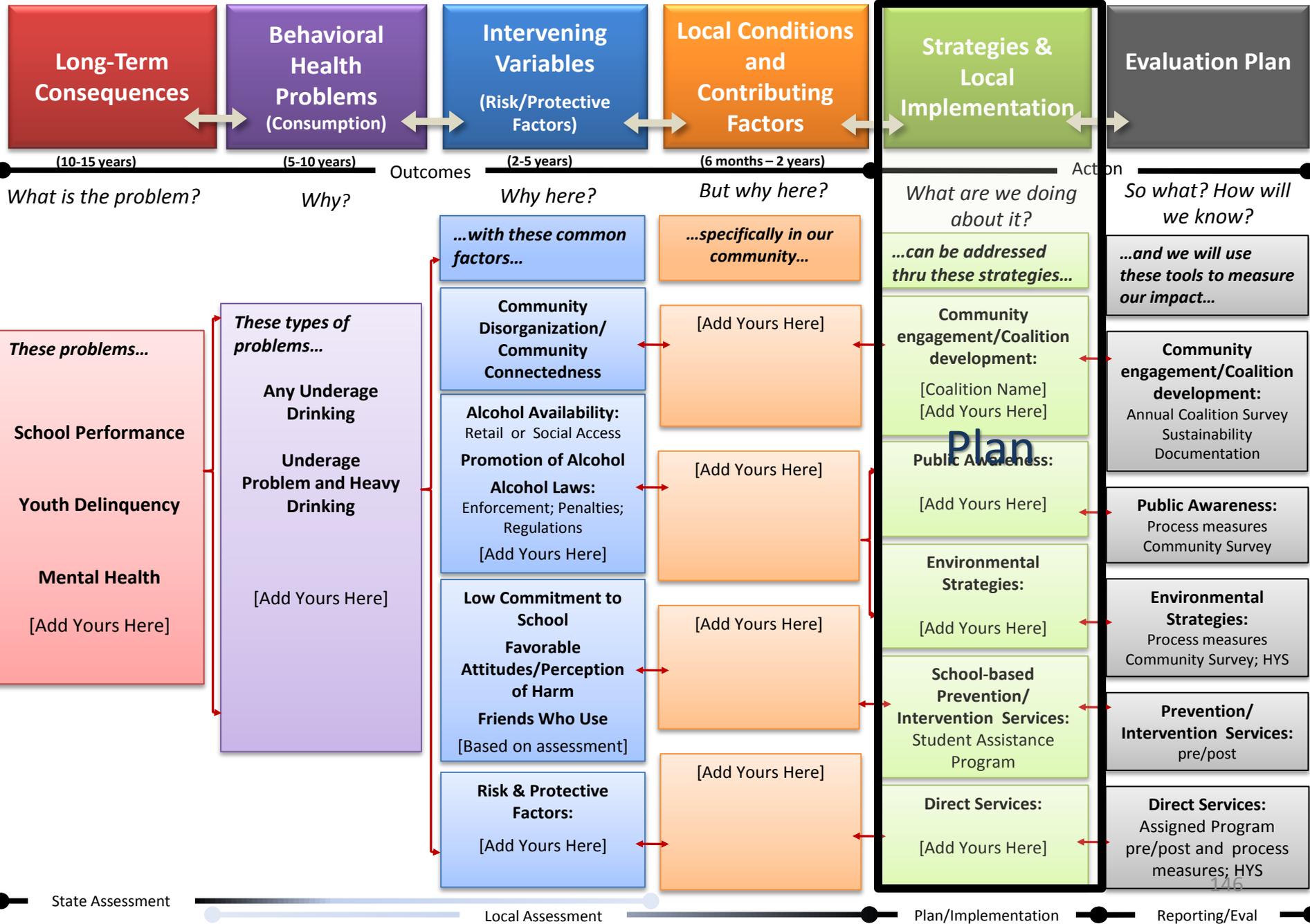
[Name] Coalition Logic Model



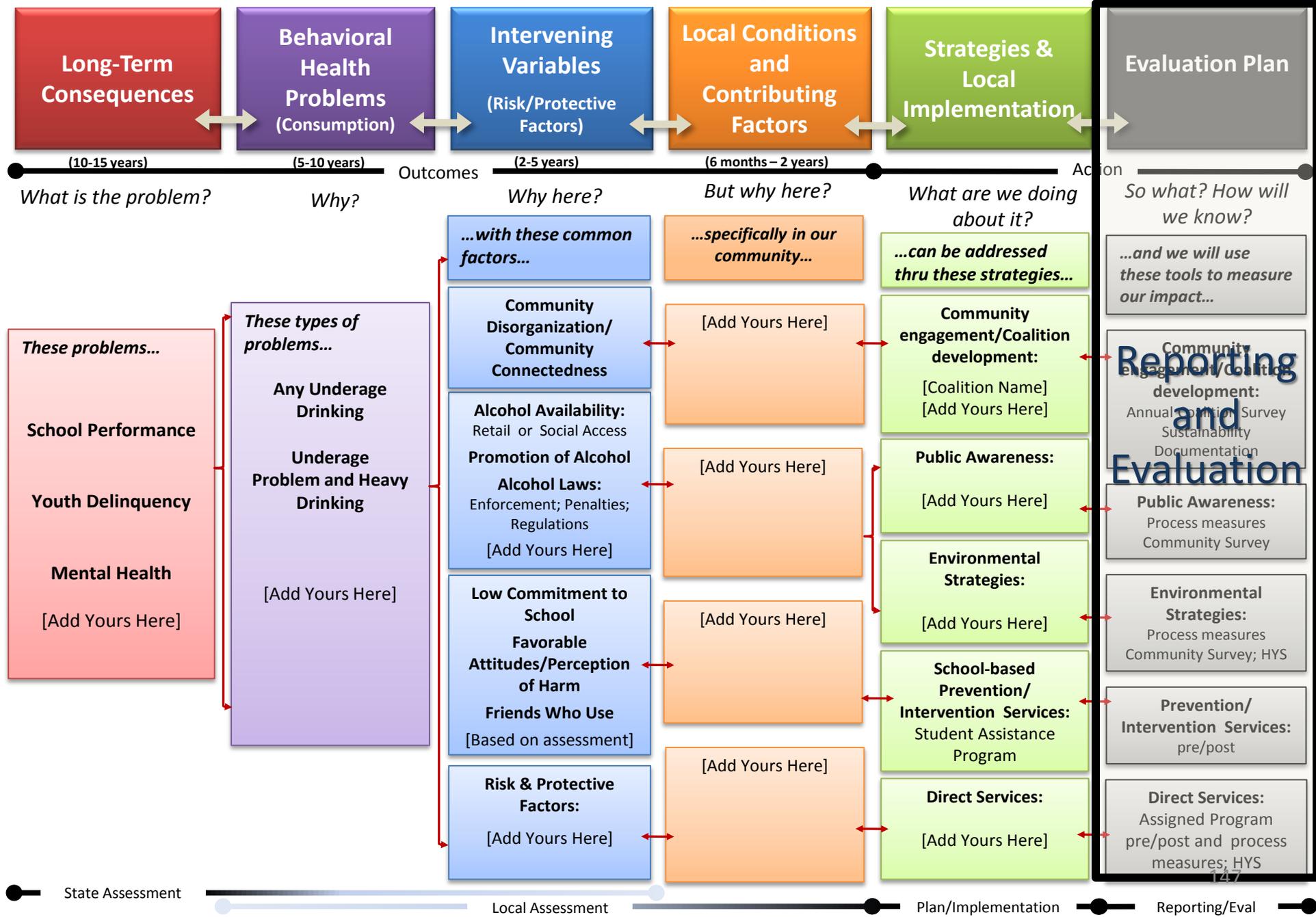
[Name] Coalition Logic Model



[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 for each box below. Can add additional factors.

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

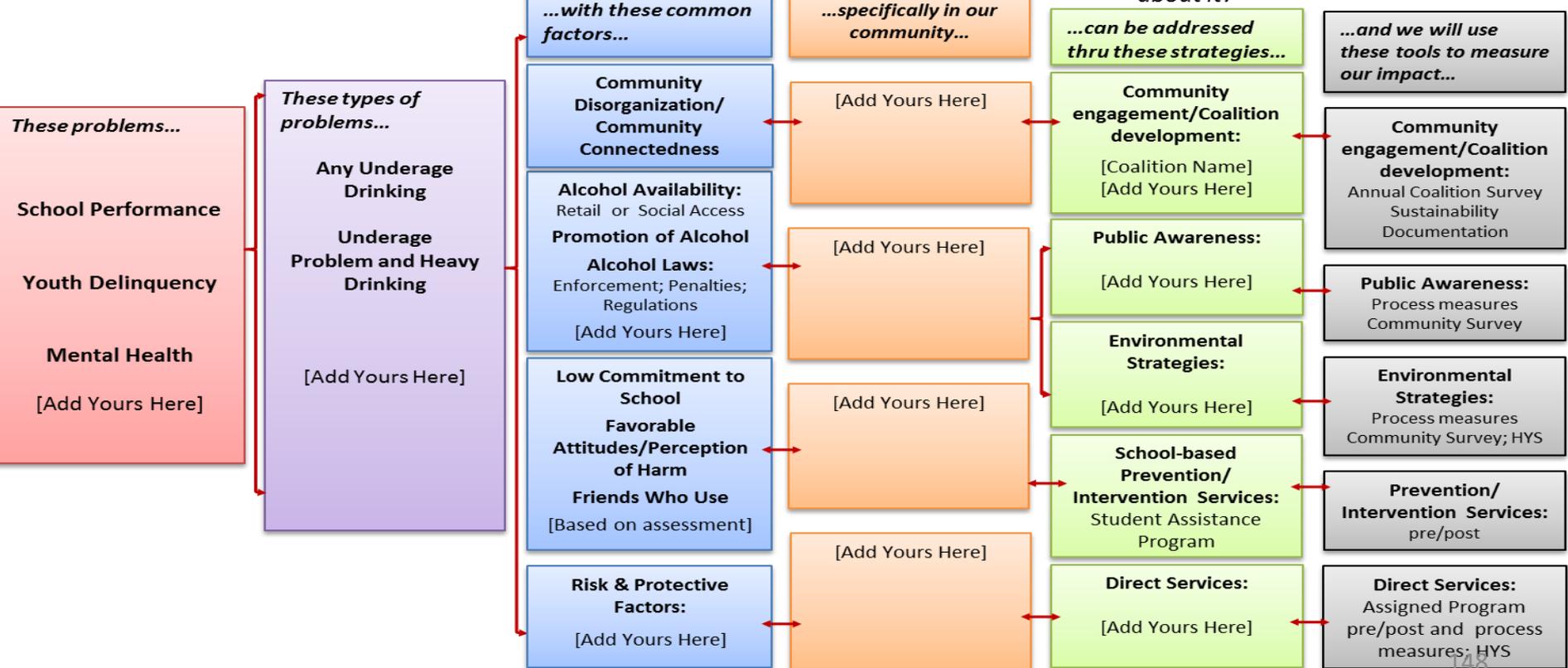
Must include at least one for each box below. Can add additional indicators.

[Name] Coalition Logic Model



Outcomes

What is the problem? Why? Why here? But why here? What are we doing about it? So what? How will we know?



State Assessment Local Assessment Plan/Implementation Reporting/Eval

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

Bring out the mixer!





Let's Practice

- Write your strategic plan
- Each participant go to a group
 - Capacity Building
 - Assessment
 - Planning
 - Implementation
 - Evaluation





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
- CPWI Coalition Orientation Slides Oct 20, 2015
- Healthy Youth Survey 2012 Webinar Series
- 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 Strategy
- Key Leader Orientation
- Needs Assessment Clinic
- http://www.theathenaforum.org/training/cpwi_trainings



Owl E-Learning

- 20 online courses
- 23.75 CEHs available plus additional viewing content
- PBPS Narrated Trainings
- FREE



Resources

[The Athena Forum](#)

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

- CADCA Primer
- CADCA Webinars/Resources/Trainings/TA

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

- Center for the Application of Prevention Technologies (CAPT)
- Talk They Hear Your 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???

Thank You!

