

Cohort 4 Training 3 Coalition Development

June 3, 2016

Department of Social and Health Services
Division of Behavioral Health and Recovery

Introductions





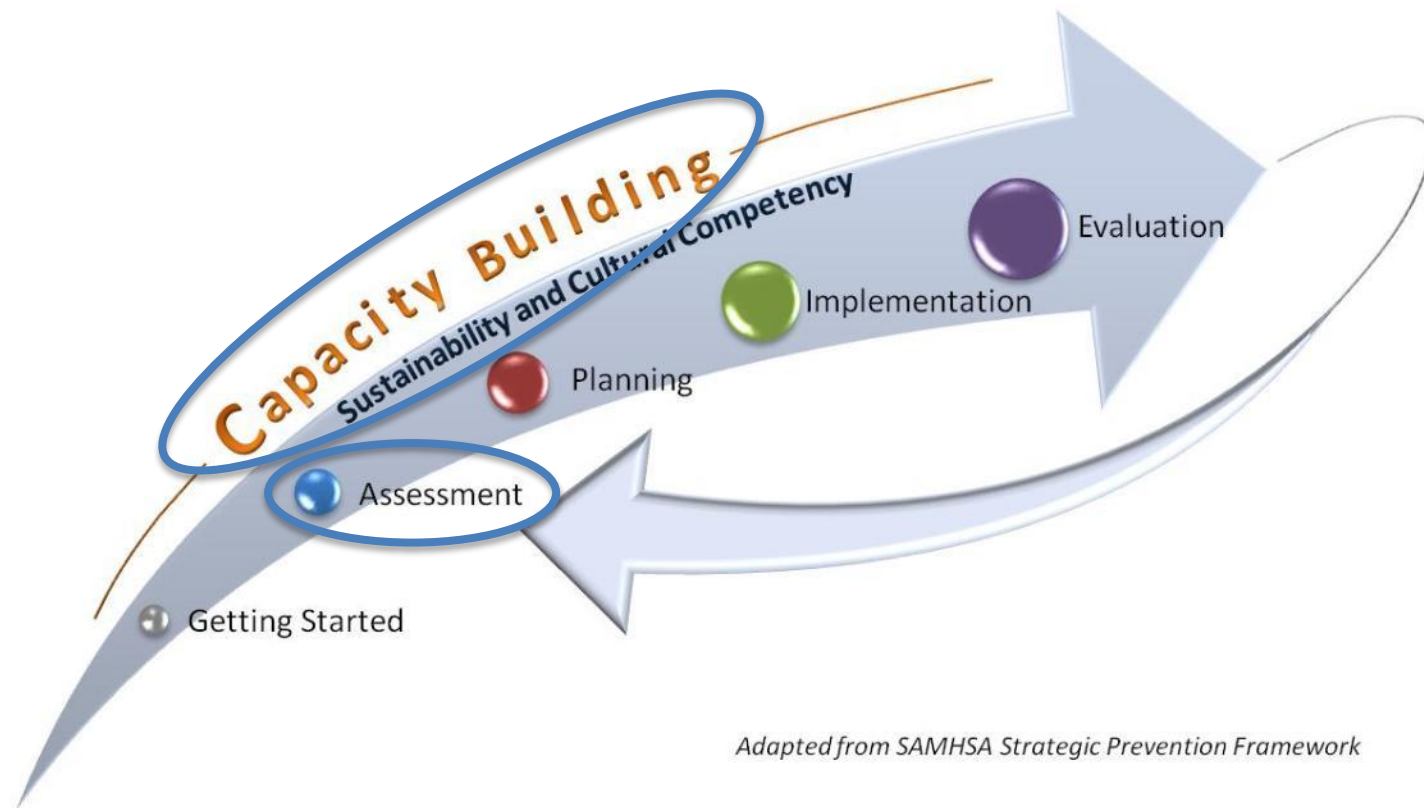
Objectives & Agenda

- Welcome and Introductions
- Building the Capacity of Your Coalition
- Resources Assessment
- Gaps Analysis
- Prioritization of Intervening Variables
- Writing Your Strategic Plan
- Check in on Timelines
- Coalition Sharing

Strategic Framework for CPWI



DBHR Community Prevention & Wellness Initiative Planning Framework





INTRODUCTION TO COALITION DEVELOPMENT

Capacity Building:

Mobilizing your coalition and community



CPWI tasks:

- ☐ Recruit and retain membership
 - 8 of 12 sectors
 - Membership section in Strategic Plan
 - Conduct ‘Coalition Assessment Tool’ (CAT)
 - Complete ‘Community Profile’ (p. 65)
- ☐ 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



Principles in building a Successful Coalition

- Community Membership
- Organizational Competence
- Action and Advocacy
- Hope and Celebration
- Time and Persistence
- Monitoring and Assessment
- Shared mission and goals



Building Coalition Capacity

- Organization and Infrastructure
- Organizational Chart
- Membership
- Recruitment Plan
- Meeting Management
- Leadership
- Job Descriptions
- Coalition Membership Roles
- Decision making Processes
- Communication Plans
- By-Laws
- Memorandum of Understanding (MOU)
- Conflict Resolution Processes



A High-Performing Community Coalition

- Shared vision
- Strong bonds
- Engaged members/partners

A Community Vision Statement



- Expresses what we want our future to be. (Is future-focused.)
- Impacts decisions, choices and actions. (Organizes and unites up around a common purpose.)
- Provides direction.



Mission Statement Activity

- Share your process for developing a mission statement
- Please share you mission statement





Elements of Coalition Structure

- Governance
- Rules by which the coalition operates
- A clear distribution of work
- This is not an agency coalition it is a “community coalition”
 - A coalition of the community.

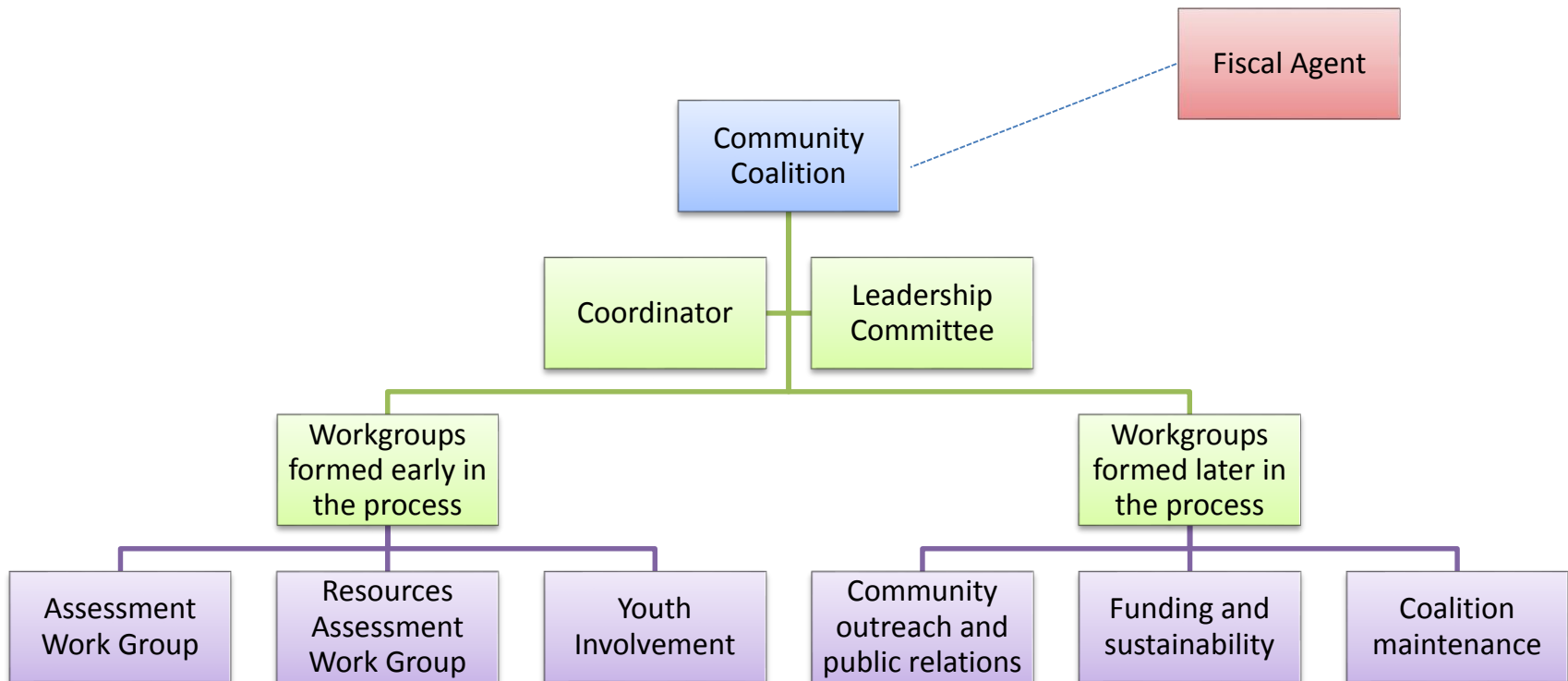


Sample Workgroups

- Executive Committee
- Recruitment Workgroup
- Needs Assessment Workgroup
- Resources Assessment Workgroup
- Sustainability Workgroup



Sample Local Organization





Sample Local Organization






A High-Performing Community Coalition

- Clearly defined roles and responsibilities, including:
 - Chair/Facilitator
 - Vice Chair
 - Recorder/Secretary
 - Coordinator/Staff
 - Coalition member



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

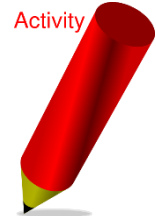
Assessing Membership Activity



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				



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

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?



What are the Roles in this Effort for...

- ...community coalition members?
- ...school administration and Prevention/Intervention Specialists?
- ...formal community leaders?
- ...community champions?
- ...community members?



Coalition Members Expectations

- Attend Meetings and Workshops
- Attend Coalition Orientation
- Learn about Prevention Science
- Participate in decision making



Engaging Coalition Members through Action

- Breaking projects into short steps
- Identifying skills and interests of coalition members



Practice Recruiting New Members

- Who is your potential new member?
- What can you say about your coalition to engage that new member?
- What would this member benefit from in participating on the coalition?
- Who can contact the person of interest?





Effective Meeting

- Building an Action Oriented Meeting Agenda
- Consider Meeting Timeliness
- Start and End on Time
- Follow Agenda – table items that need further discussion
- Develop ground rules
- Establish an environment where everyone is encouraged to share and participate

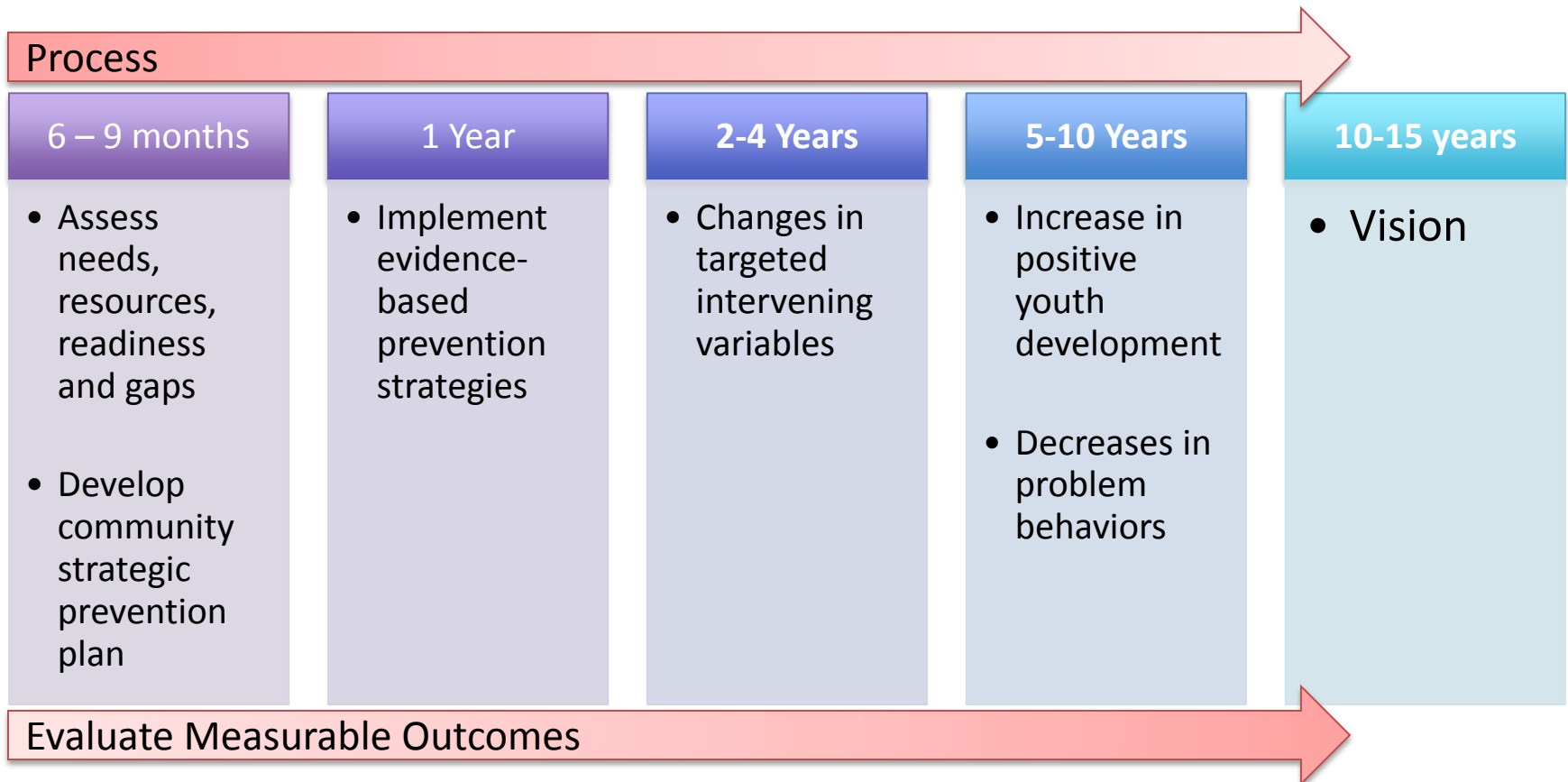


So ...What's my Job then?

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



Process and Timeline






Needs Assessment Continued

RESOURCES ASSESSMENT GAPS ANALYSIS AND PRIORITIZATION



RESOURCES ASSESSMENT





ATHENA

known for wisdom, strategy and skill

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

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PRI Trainings

[Home](#) » [Training](#) » PRI Trainings

PRI Trainings

The Following are trainings specifically designed and developed for PRI coalition staff and members:

Resources Assessment Webinar Series +

- [PRI - Resources Assessment Webinar Series - all docs](#)
- [PRI - Resources Assessment Webinar Series - handout #1 - sample questions](#)
- [PRI - Resources Assessment Webinar Series - handout #2 - sample res. list](#)
- [PRI - Resources Assessment Webinar Series - handout #3 - Gap identification](#)
- [PRI - Resources Assessment Webinar Series - handout #4 - building action plans](#)
- [PRI - Resources Assessment Webinar Series - handout #5 - sample community partner survey](#)
- [PRI - Resources Assessment Webinar Series - wksp #1 presentation](#)
- [PRI - Resources Assessment Webinar Series - wksp #1 presentation - PDF](#)
- [PRI - Resources Assessment Webinar Series - wksp #2 presentation](#)
- [PRI - Resources Assessment Webinar Series - wksp #2 presentation - PDF](#)

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Quick Links

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



What is a Resource?

- Funding, program, policy, initiative, people and/or service that:
 - Can be activated to reduce the likelihood of substance use/abuse.
 - Promote health communities.
 - Address local conditions.



Resources Assessment

- Systematic process for examining current resources
- What is going on in my community?
- What is currently reducing risks factors and increasing protective factors?
 - Identify gaps where new services should be implemented
 - Avoid duplication of services
 - Building collaboration among service providers
 - Identifying existing resources to sponsor new programs
 - Ensure you are creating a comprehensive prevention strategy for your community
 - Ensure you are impacting your identified risk and protective factor priorities

Considerations for a data workgroup



- Recruit members with experience conducting a community need assessments.
- Begin the recruitment process with an existing coalition or advisory board if applicable.



Completed a Resources and Gaps Assessment

- Establish your process
- Identify, collect, and compile information on each existing resources which addresses the priority risk and protective factors.
- Determine gaps in resources.
- Determine key findings
- Integrate information into strategic plan.



Types of information to collect

- Resource/provider contact information
- Funding sources and duration
- Program/Activity – description, location, when service is offered, type of service participant cost
- What risk/protective factors and local conditions are addressed.
- Target populations – populations served, numbers served
- Type of prevention strategy – CSAP strategies, domain, sector
- Evaluation results





Collecting Information

Interviewing a community resource provider:

1. Deliver the 1 minute opening comments.
 - ✓ Introduce yourself
 - ✓ Coalition you are representing
 - ✓ Prevention Redesign Initiative Planning Process
 - ✓ Resource and Gaps Assessment
 - ✓ Information being collected about resources
 - ✓ Importance/relevance of the information
2. Ask if they would like to participate in the effort.
3. Ask questions to gather information on their resource(s).
4. Thanks!





Examples from Cohort 1

- Well Spring Community Network –
 - Human Capital
 - Community Collaboration and small town political ties
 - Agency support and other service providers
 - Alternatives
 - Funding and in-kind donations
 - Training and Technical Assistance
 - Partnerships



Compiling your Information

- What do you want to know in the end?
- How will you display information in a way that helps you make decisions?
 - Information listing (Directory)
 - Charts and graphs
 - Maps

Information Listing



SPE Resource Directory
DRAFT 7.20.12

Department of Health

PO Box 47855
Olympia, WA 98504-7855
www.doh.wa.gov

SPE Contact:
Sue Grinnell
360-236-3687
sue.grinnell@doh.wa.gov

Tobacco Program

Lead contact:
Paul Davis
paul.davis@doh.wa.gov
360-236-3642

Coordinated School Health Manager
Washington State Department of Health
Healthy Communities Office
Community Based Prevention Program
111 Israel Rd SE
PO Box 47848

Resource addresses these areas that are prioritized based on our review of data:

- ✓ Underage drinking
- ✓ Marijuana abuse
- ✓ Tobacco prevention

Below is a list of other related issues.

- ✓ Tobacco Cessation

Resource using these strategies for addressing these issues

- ✓ Other Educational programs
- ✓ Law enforcement
- ✓ Community engagement/coalition development

Specific data indicators your agency/organization used in planning/determining and monitoring for the need to support this "resource"

There are dozens of BRFSS and HYS questions that we track. The most important are: 10th grade 30 day use of tobacco, Adult smoking rate, Low income smoking rate, and Exposure to secondhand smoke by youth and adults.

Which population(s) does this "resource" primarily target? (check all that apply)

- ✓ Minority or other underserved populations
- ✓ Low income, public housing

Estimated number of people served/reached with this "resource" state fiscal year 2011 (Jul 2010 - Jun 2011)?
We believe that we serve the entire state's population with our services since we do primary prevention and law enforcement, so that would be about 6.5 million people.

8 | Page



Mapping



batchgeo

make maps features pro pricing mobile support blog

Copy and then paste your location data below:

Example Address	Name
1 Crossgates Mall Road, Albany, NY 12203	Cross Gates
Duke Rd & Walden Ave, Buffalo, NY 14225	Walden Galleria
630 Old Country Rd., Garden City, NY 11530	Roosevelt Field
160 Walt Whitman Rd., Huntington Station, NY 11746	Walt Whitman

(Don't forget to include some header columns - You can also try our [Spreadsheet](#))

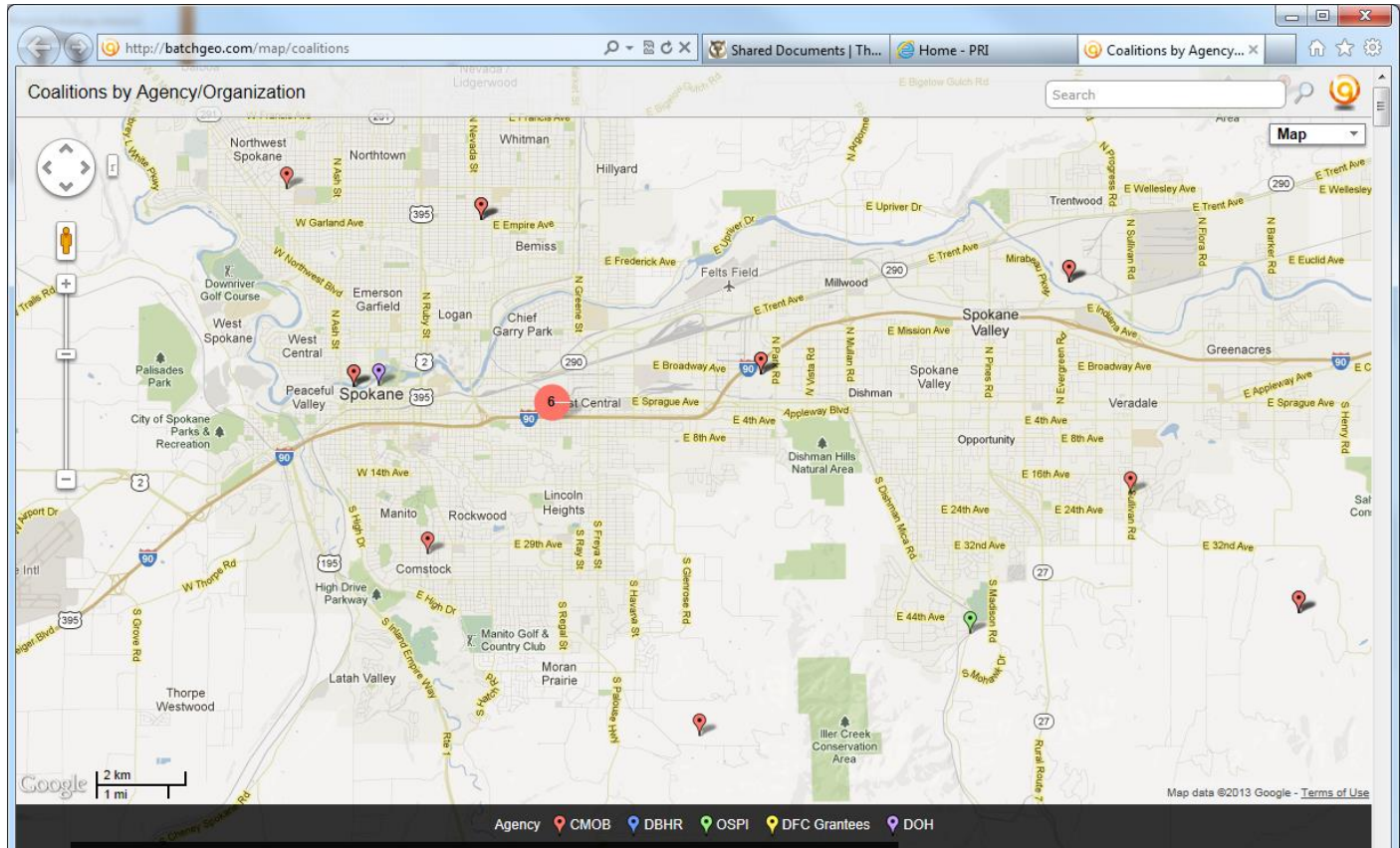
Validate & Set Options

<http://batchgeo.com/>

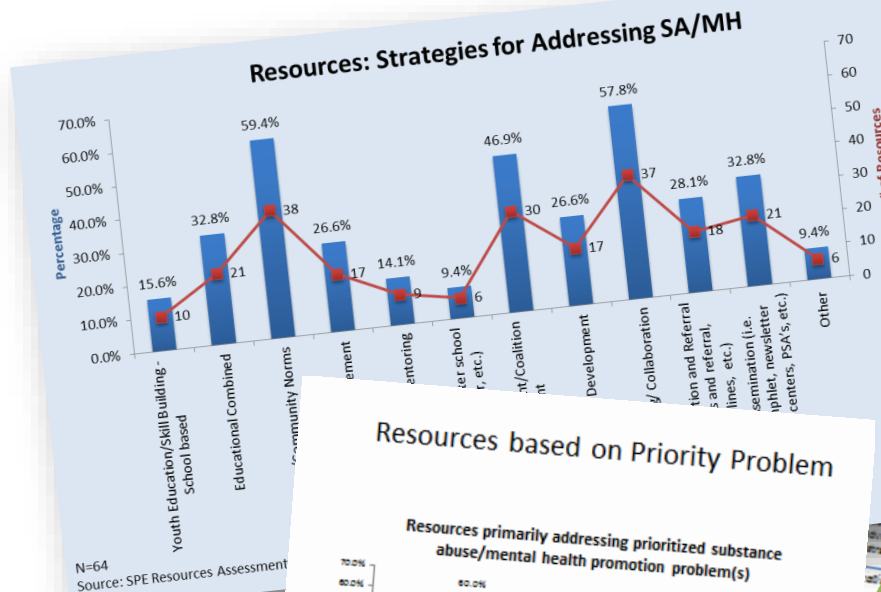
SPE_Maps_data - Microsoft Excel

State	County	City	Program	Agency	Zip Code
WA	Benton	Pasco	Coalitions in @ \$6,600 CM Funding; ma	CMOB	99301
WA	Benton	Kennewick	Coalitions in @ \$6,600 CM Funding; ma	CMOB	99337
WA	Benton	Richland	Coalitions in @ \$6,600 CM Funding; ma	CMOB	99352
WA	Chelan	Wenatchee	Coalition in @ \$9,690 CM Funding; ma	CMOB	98801
WA	Clark	West Vancouver	Coalition in @ \$2,900 CM Funding; ma	CMOB	98660
WA	Cowlitz	Kelso	Coalitions in @ \$3,526 CM Funding; ma	CMOB	98626
WA	Cowlitz	Castle Rock	Coalitions in @ \$3,526 CM Funding; ma	CMOB	95611
WA	Cowlitz	Kalama	Coalitions in @ \$3,526 CM Funding; ma	CMOB	98625
WA	Grays Harbor	Aberdeen	Coalitions in @ \$2,432 CM Funding; ma	CMOB	98520
WA	Jefferson	Port Townsend	Coalition @ \$2,000 CM Funding; match	CMOB	98368
WA	Snohomish	Monroe	Coalitions in @ \$2,276 CM Funding; ma	CMOB	98272
WA	King	Skykomish	Coalitions in @ \$2,276 CM Funding; ma	CMOB	98288
WA	King	Seattle	Coalitions in @ \$2,276 CM Funding; ma	CMOB	98168
WA	King	Shoreline	Coalitions in @ \$2,276 CM Funding; ma	CMOB	98155
WA	King	Bothell	Coalitions in @ \$2,276 CM Funding; ma	CMOB	98021
WA	Lewis	Adna	Coalitions at and @ \$1,000 CM Funding; CMOB		98522
WA	Lewis	Centralia	Coalitions at and @ \$1,000 CM Funding; CMOB		98531
WA	Okanogan	Omak	Coalition in @ 5,000 CM Funding; match	CMOB	98841
WA	Okanogan	Omak	Coalition in Omak Middle School @ \$2,000 CM	CMOB	98841
WA	Pierce	Tacoma and Rural Pierce Count	Coalitions in blocks and neighborhoods	CMOB	98444
WA	Skamania	Stevenson	Youth Coalitions in @ \$9,546 CM Fundir	CMOB	98648
WA	Skamania	Carson	Youth Coalitions in @ \$9,546 CM Fundir	CMOB	98610
WA	Snohomish	Mukilteo School District	Coalitions in @ \$2,000 CM Funding; ma	CMOB	98275
WA	Snohomish	Marysville	Coalitions in @ \$2,000 CM Funding; ma	CMOB	98270
WA	Spokane	Spokane, Spokane Valley, Deer	Washington Drug-Free Youth Coalitions	CMOB	99202
WA	Spokane	Spokane, Spokane Valley, Deer	Washington Drug-Free Youth Coalitions	CMOB	99202
WA	Spokane	Spokane, Spokane Valley, Deer	Washington Drug-Free Youth Coalitions	CMOB	99202
WA	Spokane	Spokane, Spokane Valley, Deer	Washington Drug-Free Youth Coalitions	CMOB	99207
WA	Spokane	Spokane, Spokane Valley, Deer	Washington Drug-Free Youth Coalitions	CMOB	99205
WA	Spokane	Spokane, Spokane Valley, Deer	Washington Drug-Free Youth Coalitions	CMOB	99201
WA	Spokane	Spokane, Spokane Valley, Deer	Washington Drug-Free Youth Coalitions	CMOB	99207
WA	Spokane	Spokane, Spokane Valley, Deer	Washington Drug-Free Youth Coalitions	CMOB	99203
WA	Spokane	Spokane, Spokane Valley, Deer	Washington Drug-Free Youth Coalitions	CMOB	99223
WA	Spokane	Spokane, Spokane Valley, Deer	Washington Drug-Free Youth Coalitions	CMOB	99203

Mapping

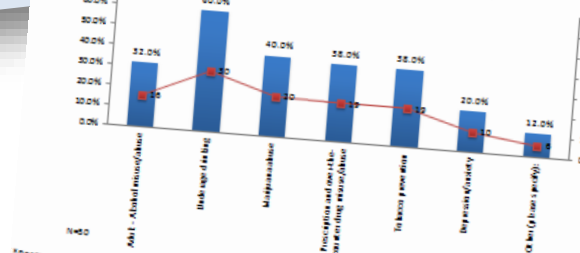


Charts and Graphs



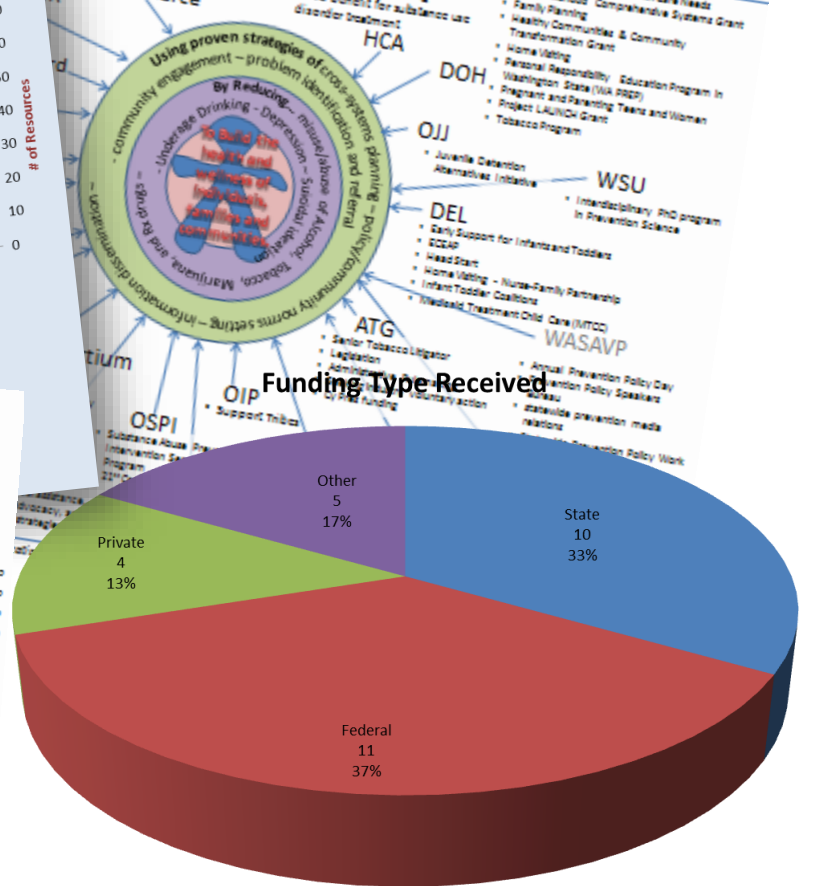
Resources based on Priority Problem

Resources primarily addressing prioritized substance abuse/mental health problem(s)



*Resources may be duplicated as agencies were allowed to select more than one priority problem.

WORKING TOGETHER; EACH DOING OUR PART



Chat



Please type your answer into the chat box.

- What methods have you used or will likely use to display your information?



Examples from Cohort 1

Darrington Prevention Intervention Community Coalition–

- The Darrington Family Support and Resource Center is the “go to” social resource center for the community. It provides a variety of support services, including mentoring, family counseling, and activities for children and adults.
- The Darrington Community Center is a regional administrative center that provides a primary care and health services for the community.
- The Sauk-Suiattle Tribal Health Center is a tribal health center that provides a variety of health services for the community.
- Snohomish County is a county government that provides a variety of public services for the community.

Appendix I: resources

Resource Assessment	Programs & Services (in, or easily accessed by, the community)
Forrest Service Volunteer Program	Darrington Junior Athletic Association
Church Youth Groups	Church Sunday Schools
Darrington Area Business Association	Hampton Lumber Mill Hardship Fund/ Adopt a Family
Historical Society	Friends of the Library
Darrington Community Center	Town Council
Clinic Guild	Sauk-Suiattle Recreation
Student Intervention/ Assistance Team	School Solutions Network
Free & Reduced Lunch Program	School-based Prevention/Intervention Services
4-H Club	PSE
Parenting Classes	Family Night
Community Carnivals	Finance & Budgeting Classes
Gas Vouchers	Alumni Association
Kids' Place	Skill Center
Job Corp.	McKinney Vento Services
HS Leadership Class	Youth Coalition
	Darrington Family Support and Resource Center
	Glad Tidings Home Economics Program
	Darrington Senior Center Services
	Scouting Groups
	SFA Cooperative Learning
	Darrington Recreation & Education Foundation
	RAD – Recognizing Achievement in Darrington
	Whitehorse Community Club
	Rotary Club
	Fun Night
	DSHS
	Sauk-Suiattle Preschool & Childcare
	Running Start
	Operation School Bell
	Mentoring
Local Institutions (stores, hospitals, restaurants, businesses, etc.)	
Trap/Shoot Club	Blue Grass Association
Darrington School District	City Hall
Recovery Community (including AA and Alanon)	Darrington Junior Athletic Association
Darrington Family Support and	Darrington Archery Association
	Snohomish County Government

Categories:

- Programs & Services
- Local Institutions
- Natural wonders
- Individuals
- Cultural resources

(See p. 19-20 and Appendix I)



Ferndale Prevention Redesign Initiative





GAP ANALYSIS



Benefits of a Review of Resource Gaps

A community review of gaps will assist you to:

- Identify gaps in services.
- Avoid duplication in services.
- Build collaboration among service providers.
- Ensure you are putting your time and money where it will have the greatest impact.
- Ensure you are creating a comprehensive prevention strategy for your community.
- Ensuring you are effectively impacting your priority intervening variables and contributing factors.



Poll

- Have you completed your review of resource gaps yet?
 - Just starting.
 - In the middle.
 - Mostly finished, still finalizing it.
 - All done.
 - Already put in our plan.

Do you want to
share a success?

Step 3:

What is a “Gap”?



In prevention, program and service gaps exist in a variety of forms.

Most common gaps include:

- Evidence-based programs, policies & practices
- Geographic restrictions
- Population (demographic) limitations such as whether there are language-specific curriculum materials available

cont.

Step 3:

What is a “Gap”?



cont.

- Developmental gaps in the continuum of services
- Implementation fidelity issues
- Saturation concerns
- Funding limitations

What else???

Source: Cady & Associates Prevention Science Consulting & Training,
2006

Step 3:

Determine Gaps In Resources



Types of gaps in resources:

- **Developmental gaps** – are services available at the appropriate developmental age?
- **Geographic gaps** – are services available throughout the community?
- **Population/Demographic gaps** – are services reaching all potential participants appropriately?
- **Intervening variable/contributing factor gaps** – is the intervening variable and/or contributing factors being adequately addressed?



Determine Gaps In Resources – Sample

Priority intervening variable:

Family Management

Resource gaps:

- No parenting classes for parents of 12 – 14 year olds.
- No parenting classes provided in Spanish.
- Existing parenting classes are not evaluated for effectiveness
- Existing parenting classes are not filled to capacity – not reaching “hard to reach parents”
- No family crisis counseling provided 24/7
- Lack of skilled parenting instructors in the community
- No existing parenting classes teach appropriate skills to promote attachment with newborns



Step 3:

How do you find Gaps?

Developmental Gap Identification Worksheet

Instructions: Write the name of the programs you have in the corresponding boxes on the grid. For example: Options Through Awareness, an afterschool youth leadership program, is placed in the row "pre-adolescent" and the column "school based".

Priority Intervening Factor: _____

Priority Contributing Factor(s): _____

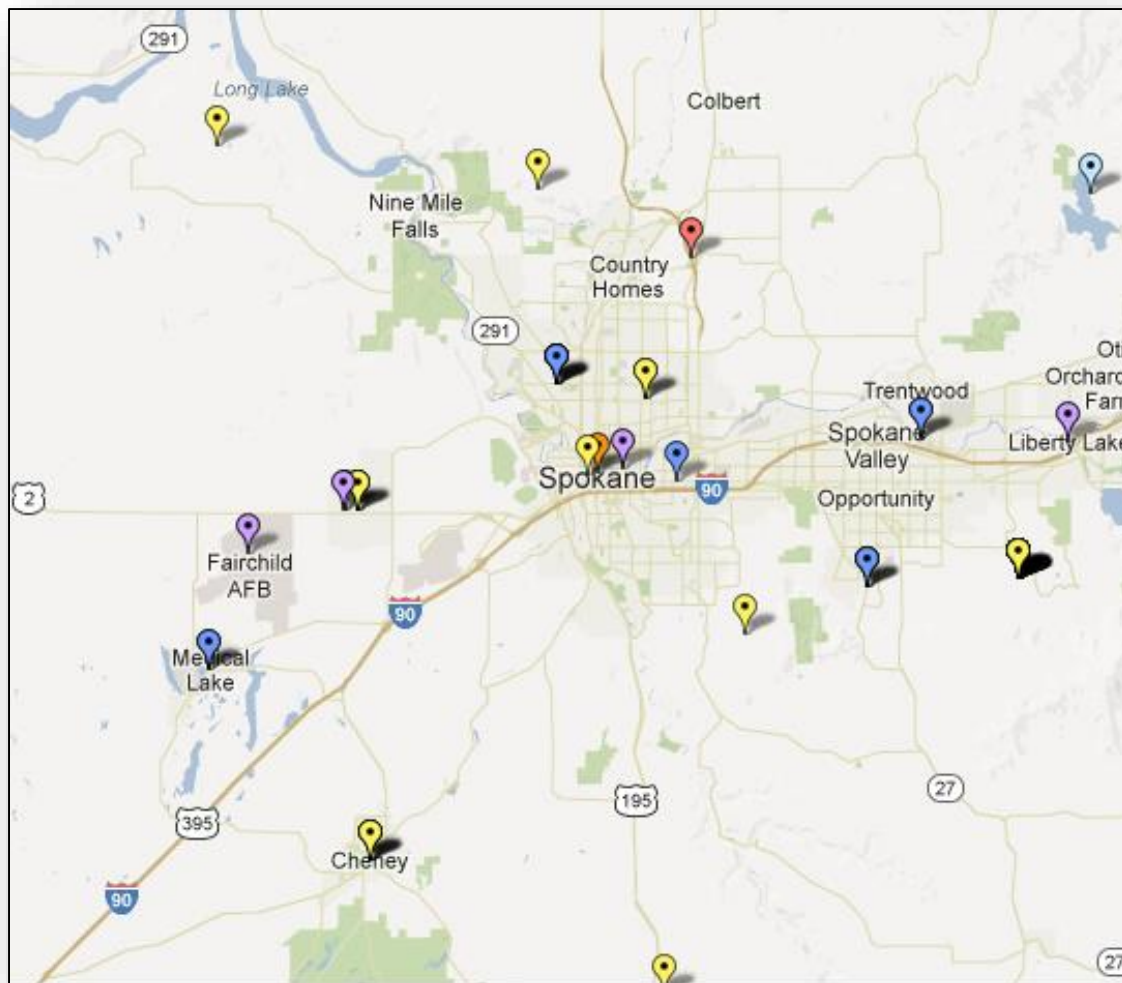
Developmental Period	Family-based services	School-based services	Individual/peer-based services	Community-based services
Specific Population Age:				
Infancy and early childhood (0-4yrs)				
Middle Childhood (5-11yrs)				
Pre-Adolescence (12-14yrs)				
Adolescence (15-17yrs)				
Young Adulthood (18-24yrs)				
Adulthood (25-44yrs)				
Older Adulthood (45-64yrs)				
Other groups:				
Families				
General Public				

Table it...



Step 3:

How do you find Gaps?



Map it...

Step 3:

How do you find Gaps?



Are there services
in multiple
languages for our
families?

What do we see in our
community that help youth?

What
neighborhoods
aren't getting
any services?

What do you think
is missing here to
support families?

What is happening
on weekend for
youth?

Are we doing
enough of that to
make a difference?

What evidence-
based programs
do we have in
the school?

Discuss it...



Review of Resource Gaps– Challenges

Challenges which may arise during the review of resource gaps assessment process include:

- Lack of information.
- Too much information.
- Lack of diverse representation in the decision making process.
- Lack of detail in identifying the gaps.
- Lack of enough resources to address all of the gaps.

What else???
So how do you get past these???



Summarizing Key Findings

- At a coalition meeting:
 - Review information
 - Coalition discussion ...
 - What are some critical resources that are having positive outcomes on our local conditions that we have that we want to collaborate with and include in our plan?
 - What key resources are missing from our community that we need in order to impact the local conditions we want to change?



Summarizing Key Findings

What does your Resources Assessment information tell you?

What we have...

- Ages served
- Times offered
- Locations
- Evidence-based
- Addressing local conditions
- Culturally appropriate

What we need...

- Ages served
- Times offered
- Locations
- Evidence-based
- Addressing local conditions
- Culturally appropriate



Summarizing Key Findings

- Example 1:

“After reviewing information collected from our resources assessment we determined that we have significant and effective resources available for children ages 5-12, however there are limited programs for youth ages 13-15...”

HAVE

NEED



Summarizing Key Findings

- Example 2:

“After reviewing information collected from our resources assessment we understand that the Go Kids Youth Center provides valuable programs for youth (10-18) in our community however these services are underutilized and we need to reach out to more diverse populations such as providing information and communication in multiple languages...”

HAVE

NEED



Step 4:

Summarizing Key Findings

- Example 3:

“Needs assessment shows elevated social availability of alcohol with a low youth perception of Law Enforcement impacting underage drinking. Community is ready to act to reduce underage drinking. Resource Assessment information shows that policies are in place and prosecuting attorney is engaged and ready to move forward however, law enforcement lacks officer training for party patrol and controlled party dispersal strategy...”

HAVE

NEED



Summarizing Key Findings

- Include in Strategic Plan:
 - What are the significant community partnerships in-place or that need to be developed?
 - Identify important and/or significant information that demonstrates areas to focus substance abuse efforts (for example, lack of fidelity of programs being implemented to address a specific local condition; lack of services being provided for a local condition).
 - Provide summary of the key data and information findings that led to the selection of the Coalition priorities. Include the detailed data and information reviewed in the appendix of the Plan.



PRIORITIZATION OF INTERVENING VARIABLES



Integrate information in Strategic Plan – Phase 1 Developing Strategies

- Core questions:
 - *What resources do we have, that we want to include in our plan? have,*
 - *What resources (strategies, programs, activities) do we need in order to impact the local conditions we want to change? need*
 - *How does the information from Resources Assessment inform the strategies we need to address our local conditions?*
inform the strategies



Integrate information in Strategic Plan – Phase 1 Developing Strategies

- Example 1:

“After reviewing information collected from our needs and resources assessment we determined that we have significant and effective resources available for children ages 5-12 to address youth that think they would be ‘viewed as cool if they drink’; however there are limited programs for youth ages 13-15 ...”

Resources

Gaps

Local
Condition



Integrate information in Strategic Plan – Phase 1 Developing Strategies

- Example 1:

“After reviewing information collected from our needs and resources assessment we determined that we have significant and effective resources available for children ages 5-12 to address youth that think they would be ‘viewed as cool if they drink’; however there are limited programs for youth ages 13-15 ...

Strategy

→ **So what’s our strategy?**



A Suggested Process for Prioritization

Consensus Prioritizing Form

Completed By: _____ Date: _____

Objective/Gap: _____

Criteria: _____

Instructions:

1. Identify the criteria on line above.
2. List items to be prioritized in the spaces provided on the right side of this page.
3. On the left side of the page are a series of boxes. Each box features a pair of numbers. The numbers correspond to the items you've listed on the lines of the right side of the page. With each pair of numbers, circle the one that best addresses the prioritizing criteria.
4. Count the times each number was circled and record that to the right of the corresponding item to prioritize.

1	2
1	3
1	4
1	5
1	6
1	7
1	8
2	3
2	4
2	5
2	6
2	7
2	8
3	4
3	5
3	6
3	7
3	8
4	5
4	6
4	7
4	8
5	6
5	7
5	8
6	7
6	8
7	8

Items to Prioritize

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



Integrate information in Strategic Plan – Phase 1 Developing Strategies

Example 2: Inform the strategy selection

Needs Assessment { Priority intervening variable: Family Management
Local condition: Parents state that they lack communication skills to use with their children.

Resources and Gaps:

- Resources Assessment Phase 1 {
- No parenting classes for parents of 12 – 14 year olds.
 - No parenting classes provided in Spanish.
 - Existing parenting classes are not evaluated for effectiveness
 - Existing parenting classes are not filled to capacity – not reaching “hard to reach parents”
 - Lack of skilled parenting instructors in the community



What does your Resources Assessment information tell you?

Example 2:

What we have...

- Family Center that offers parenting
- Facilities in two target neighborhoods
- Grant to support EBP
- Coalition to help recruit families

What we need...

- Parents to learn communication skills
- EBP for parents with children ages 12-14
- Translation services
- Skilled facilitators

How does this inform, what we are going to do...



Integrate information in Strategic Plan – Phase 1 Developing Strategies

Example 2: Inform the strategy selection

Needs
Assessment

Priority intervening variable: Family Management

Local condition: Parents state that they lack communication skills to use with their children.

Resources
Assessment
Phase 1

Resources and Gaps:

- No parenting classes for parents of 12 – 14 year olds.
- No parenting classes provided in Spanish.
- Existing parenting classes are not evaluated for effectiveness
- Existing parenting classes are not filled to capacity – not reaching “hard to reach parents”
- Lack of skilled parenting instructors in the community

Strategy: Parenting Education



Integrate information in Strategic Plan – Phase 2 Building Toward Your Action Plan

- Core questions;
 - Is someone already doing this?
 - If so...
 - If not...
- Which of our partners can help us with this strategy?



WRITING YOUR STRATEGIC PLAN



CPWI Deliverables

- PBPS
- Developing Strategic Plan



Chapter 4: Strategic Plan Requirements

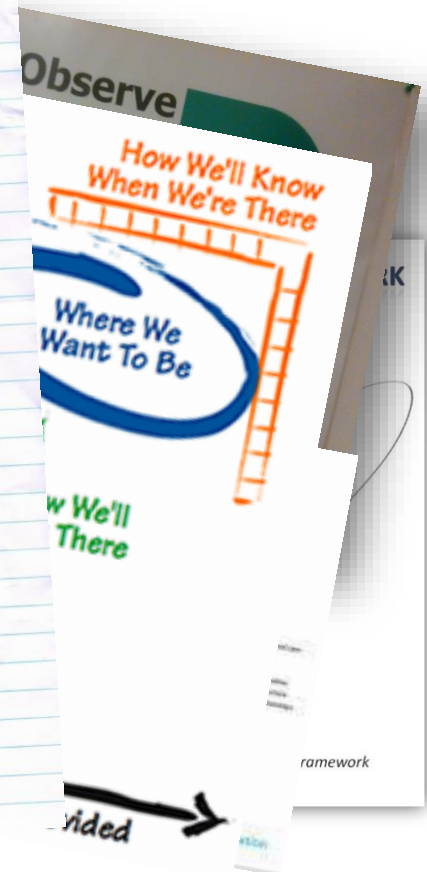
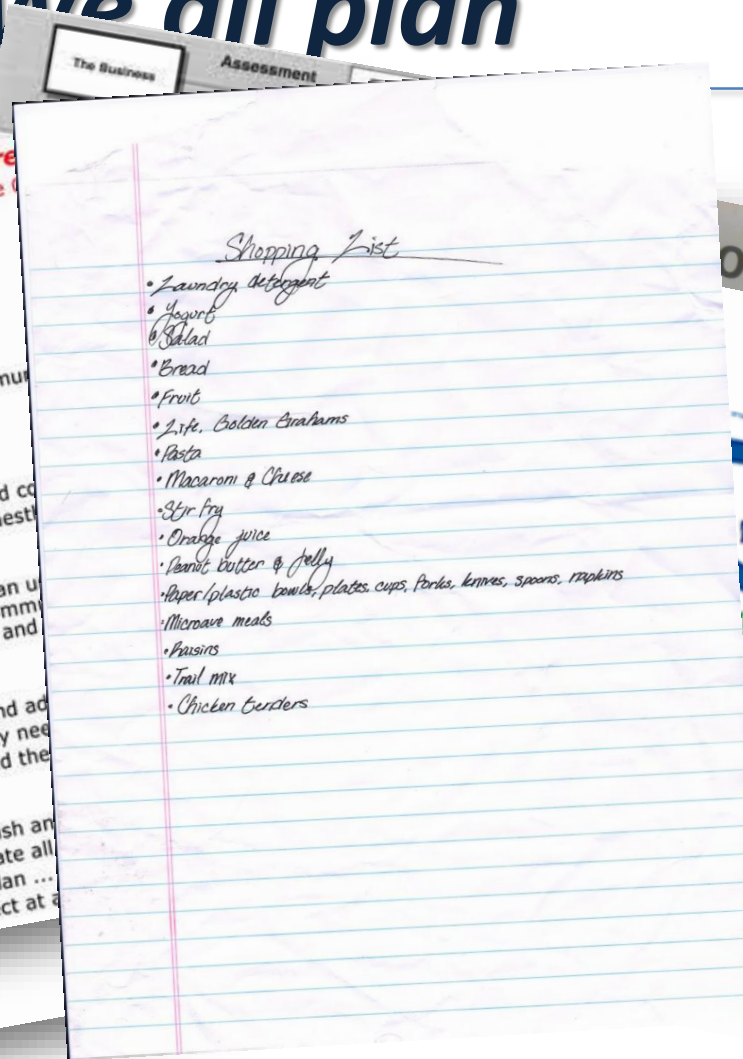
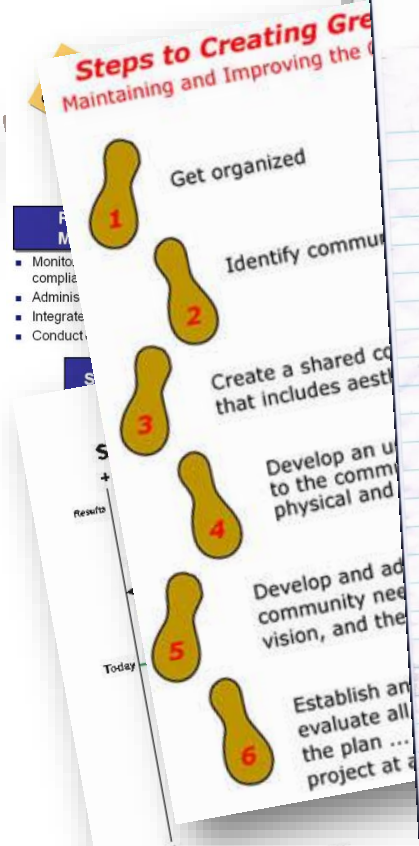
Guide p. 32

- General Information
- Executive Summary
- Organizational Development
- Capacity Building
- Assessment
- Plan
- Implementation
- Reporting and Evaluation





Side note: *We all plan*





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.

Organizational Development Coalition Structure and Organization



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Guide p. 38

- Explain the coalition's organizational structure and how it supports coalition members as they accomplish the work of the coalition, including workgroups, subcommittees, and fiscal agency relationships.
- Describe the coalition's decision-making processes including financial decisions.
- Describe the procedures in place to ensure effective communication and coordination among coalition members, workgroups, staff, and administration.
- Describe the procedures in place to ensure effective communication and coordination among partners, the media, policymakers, and others.
- Include an organizational chart illustrating the relationship between the coalition, workgroups, fiscal agent, and staff. In the organizational chart, identify the individuals associated with the coalition's leadership, workgroups and subcommittees.



Organizational Development

Coalition Structure and Organization

Concentrate on the section on *Coalition Structure and Organization* (Page 38).

Discussion:

- *How will you facilitate a discussion happening with your coalition to answer these questions?*
- *What tools will you use?*



Capacity Building



Guide p. 39

- Outreach
- Training/Technical Assistance (TA)
- Cultural Competency in Capacity Building
- Sustainability in Capacity Building

Capacity Building

Community Outreach



Please read the entire Capacity section of the Strategic Plan Requirements Guide (Page 39).

Discussion:

- *How many of you have ever worked with a community coalition before? What was that like?*
- *How did you reach out to the community?*
- *...specifically to the under-served populations?*



Assessment

Guide p. 40

- Needs Assessment
- Resources Assessment
- Logic Model
- Sustainability in Assessment
- Cultural Competency in Assessment

Assessment

Needs Assessment

Concentrate on the section on Needs Assessment (Page 40)

Discussion:

- *What are some actions steps you need to take to begin this process?*
- *What are some roles for the coordinator in needs assessment?*
- *What are some roles for the coalition in needs assessment?*



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Assessment

Resources Assessment



Concentrate on the section on Resources Assessment
(Page 41)

Discussion:

- *How will your coalition collect resources information?*
- *How will you identify gaps?*
- *How will this information inform your strategy selection?*
- *What information is important to include in the Plan? What is just for the coalition?*



CHECK IN ON CPWI TIMELINES



C4 Timelines June

- Establish Process for Assessment
 - Needs & Resources



C4 Timelines July

- Conduct Needs Assessment
- Resources Assessment
- Prioritize Outcomes



C4 Timelines August

- Planning: Select goals, objectives, strategies & program/activities
 - Coalition determines goals and objectives
 - Coalitions determines strategies and programs/activities



C4 Timeline September

- Determine coalition's intended major outcomes and impacts
- Determine how evaluation will be shared
- Submit strategic plan by September 30, 2016



Resources

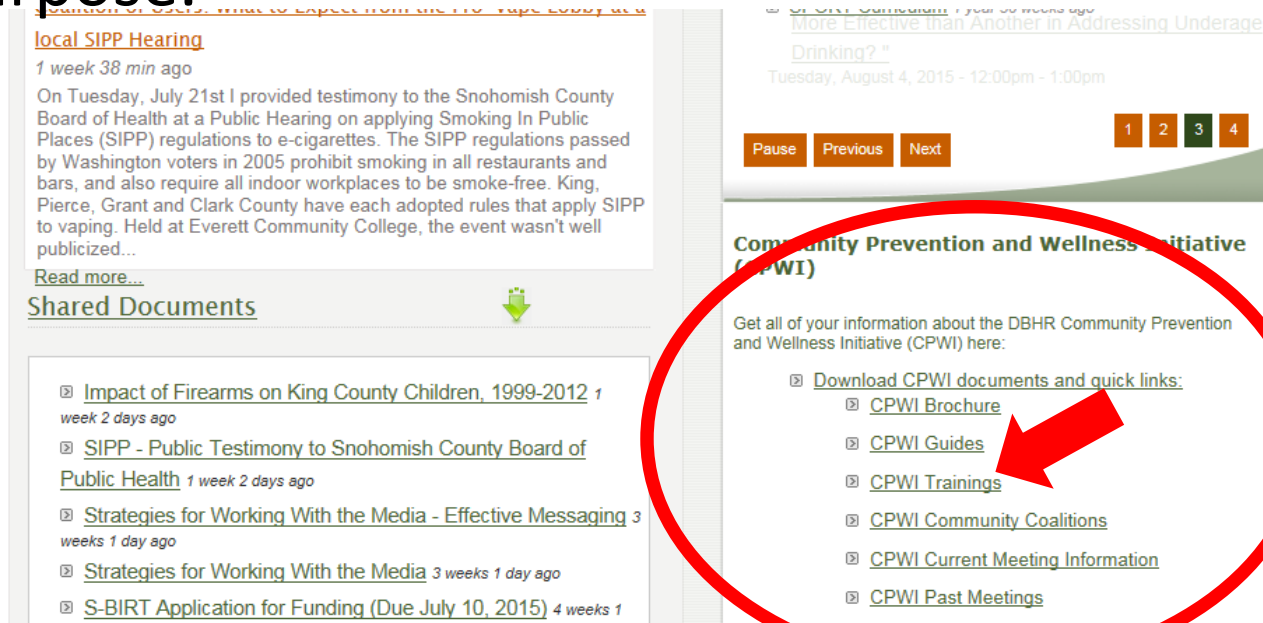
- Community Coalition Coordinator Orientation
- Key Leader Event slides
- Community Coalition Orientation slides
- University of Kansas Community Tool Box for Prevention
 - <http://ctb.dept.ku.edu/en/table-of-contents>
- CADCA trainings
- Each other
- DBHR staff

We are here to help...

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One of the required steps is conducting a Key Leader Orientation and there is a training on The Athena Forum that you can use for that purpose.





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2015 Webinar Series:

[2015 Strategic Plan Update Overview Webinar Feb 19, 2015](#)

[2015 CPWI Strategic plan update instructions](#)

[Needs Assessment 101 - Webinar Slides Feb 23, 2015](#)

[Using your 2015 Data Book \(PDF version\) - March 17, 2015](#)

[Using your 2015 Data Book \(PPT version\) - March 17, 2015](#)

[Gap Analysis/ Strategy Selection- April 8, 2015](#)

[Community Survey and Local Evaluation](#)

[Balancing Adaptations and Fidelity Presentation, Brittany Rhoades-Cooper, Ph.D- April 30, 2015](#)

[Handout](#)

[Environmental Prevention Strategies Overview Presentation, Scott Waller, DBHR - April 30, 2015](#)

Key Leader Orientation – Oct 2015+

KLO Samples from communities

[Pasco KLO slides](#)

Coordinator Orientation Training

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Transforming lives

Thank You!

