

A man with dark hair, wearing a bright green ribbed sweater, is holding a young child with curly hair up in the air. The child is wearing a blue corduroy jacket and denim shorts. They are both smiling and looking at each other. The background is a bright, out-of-focus outdoor setting, possibly a beach or park.

# CPWI Community Coalition Coordinator Orientation

January 7<sup>th</sup>, 2021

# Introductions

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- ▶ Alicia Hughes, MA, CPP | CBO and Grant Development Supervisor
  - ▶ Angie Funaiole, MS | Prevention System Manager
  - ▶ Isaac Wulff, BA, RT | Prevention System Manager
  - ▶ Stephanie Atherton | CPWI Technical Assistance Consultant
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- ▶ Share with your group:
    - ▶ Name of CPWI community and Coalition
    - ▶ How long you have been in your role
    - ▶ A brief bit about your background in prevention

# We are here today...

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- ▶ To introduce prevention science theories and CPWI framework
- ▶ To increase knowledge of purpose and process of Community Prevention & Wellness Initiative (CPWI)
- ▶ To review the Community Coalition Guide and CPWI tasks
- ▶ To foster communication and collaboration among Coordinators
- ▶ To understand the Strategic Planning process
- ▶ To understand available training and resources
- ▶ To help YOU conduct a Coalition Orientation

# Agenda for today

Topic	Time	Running clock	Trainer
Overview/Introduction	20 minutes	9:00 AM – 9:20 AM	Alicia
Prevention Science	60 minutes	9:20 AM – 10:20 AM	Angie
Break	10 minutes	10:20 AM – 10:30 AM	
Getting Started + Capacity Building	30 minutes	10:30 AM – 11:00 AM	Alicia
Assessment	45 minutes	11:00 AM - 11:45 AM	Stephanie + Alicia
Lunch	30 minutes	11:45 AM – 12:15 PM	N/A
Planning	60 Minutes	12:15 PM – 1:15 PM	Stephanie
Implementation	45 minutes	1:15 PM – 2:00 PM	Isaac
Break	15 minutes	2:00 PM - 2:15 PM	
Evaluation	30 minutes	2:15 PM - 2:45 PM	Isaac
Sustainability + Strategic Planning	60 minutes	2:45 PM – 3:45 PM	Alicia
Wrap Up	15 minutes	3:45 PM – 4:00 PM	Alicia

# Introduction to prevention science

science, theory, risk + protective factors

# Coordinators need to know prevention theory

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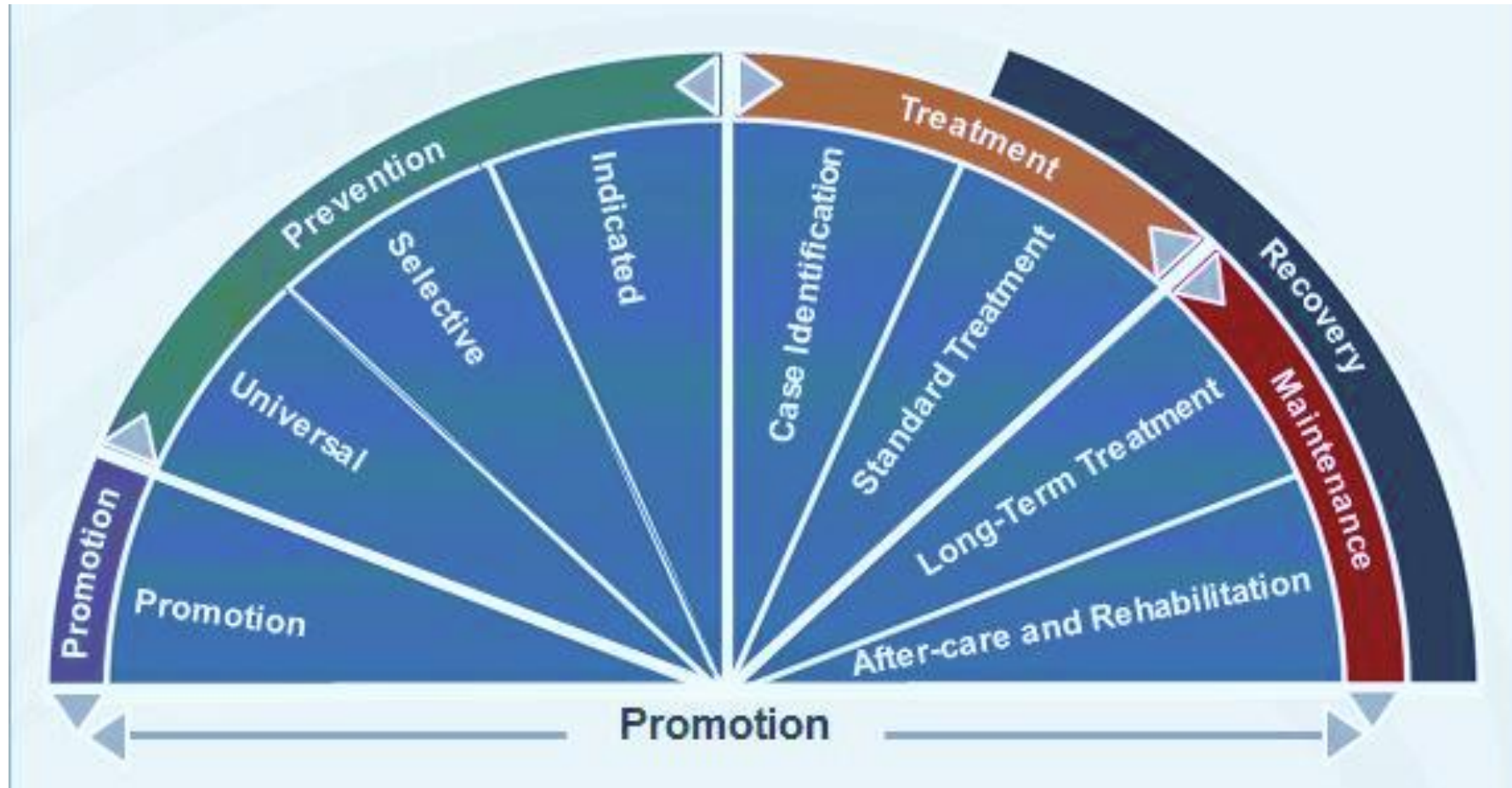
- ▶ This will allow you to guide your coalition through the tasks associated with reviewing, analyzing and prioritizing problems in your community.
- ▶ It will also help you to explain to the community as a whole why the coalition is supporting one strategy and not another.
- ▶ It is NOT necessary for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

# What is prevention?

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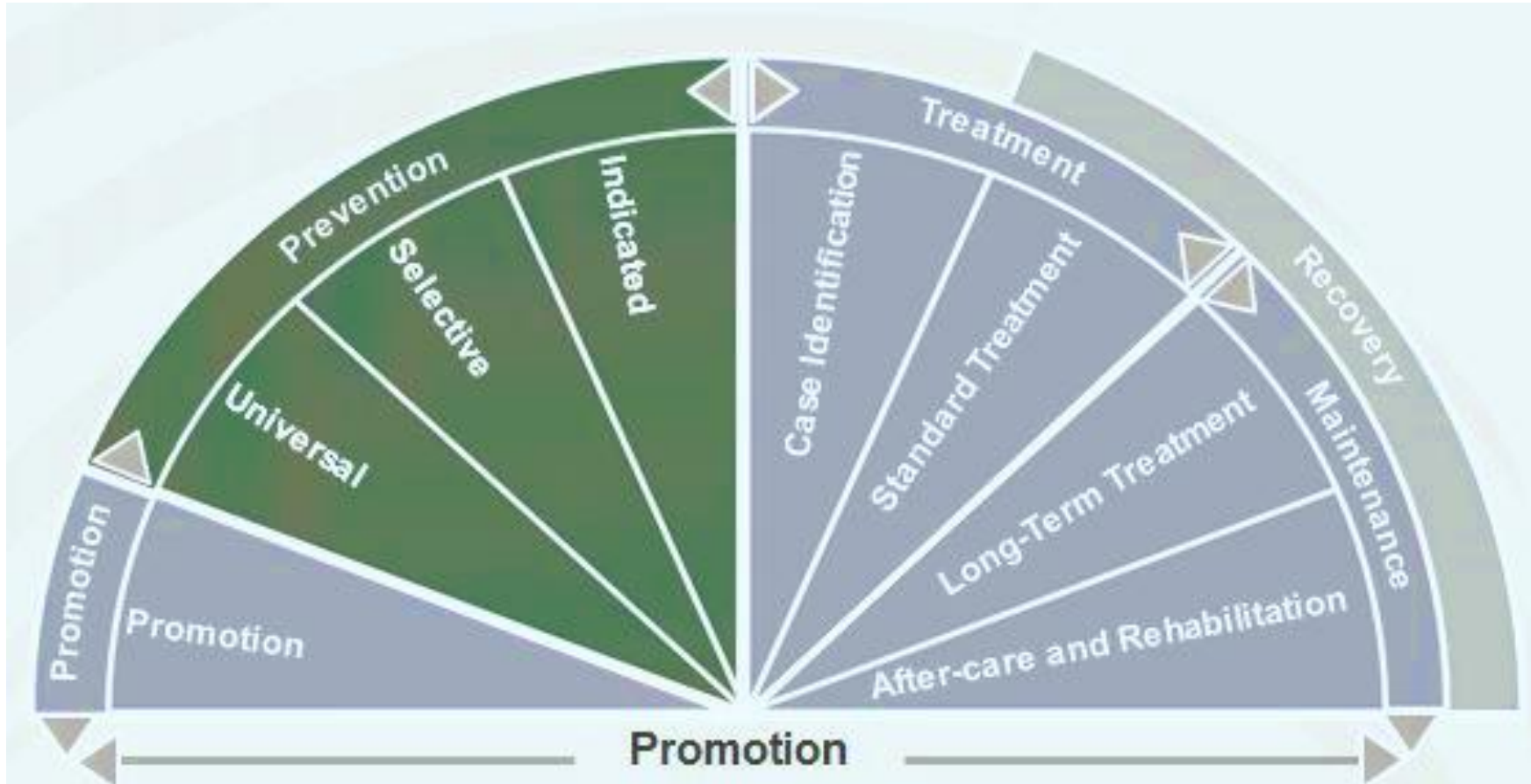
- ▶ The Prevention Story – told by you!
- ▶ In prevention, we go upstream to look for the cause and try to prevent that from occurring.
- ▶ The coalition makes sure that happens.

# Continuum of care





# Promotion & Prevention



# IOM: Universal, selective, indicated examples

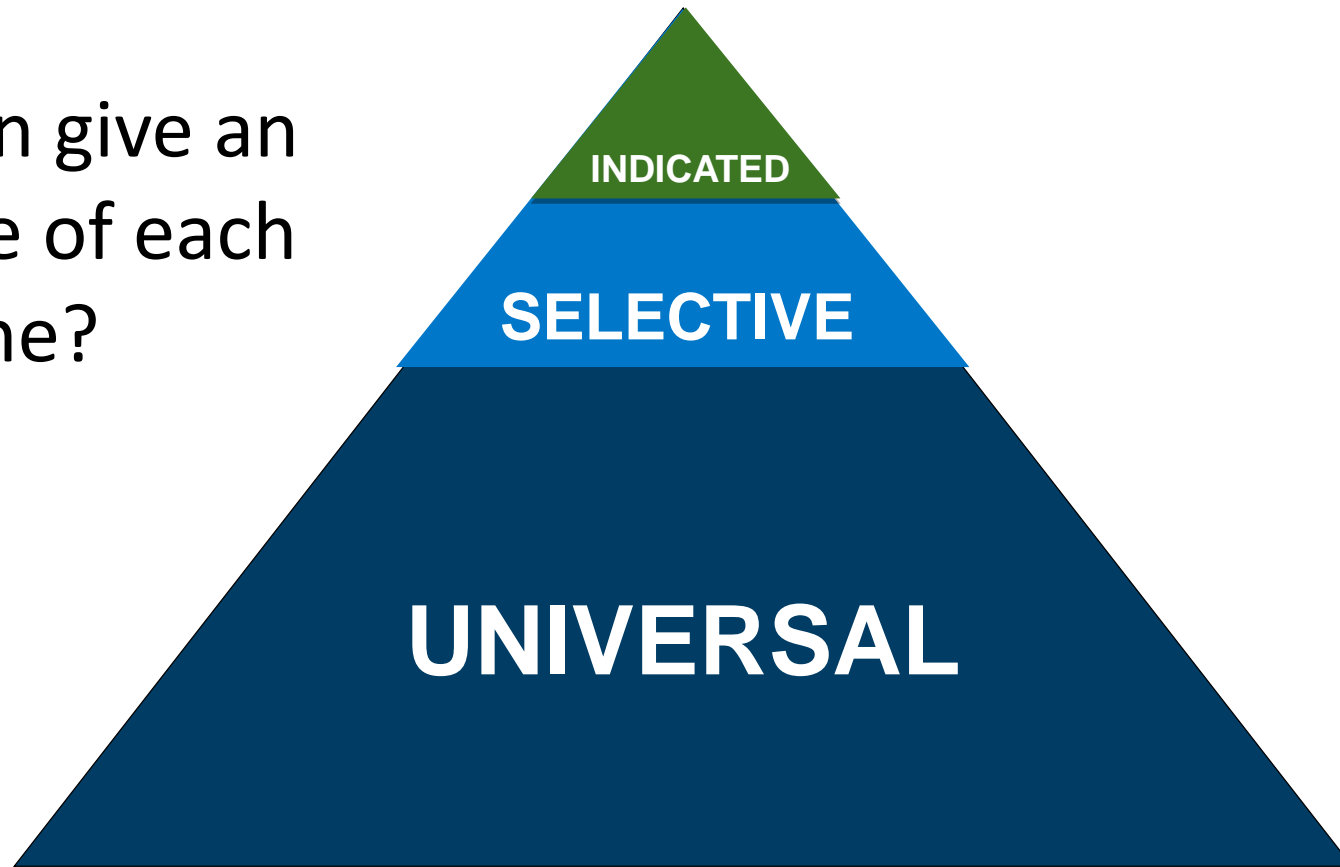
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- ▶ Universal programs reach the general population such as all students in a school or all parents in a community.
- ▶ Selective programs target groups such as children of substance users or those who display problems at school and have an above-average risk of developing substance use issues.
- ▶ Indicated programs are for those whose actions— for example, antisocial or other risky behaviors such as truancy, academic failure, or hanging out with peers who misuse substances—put them at high risk for substance use issues.

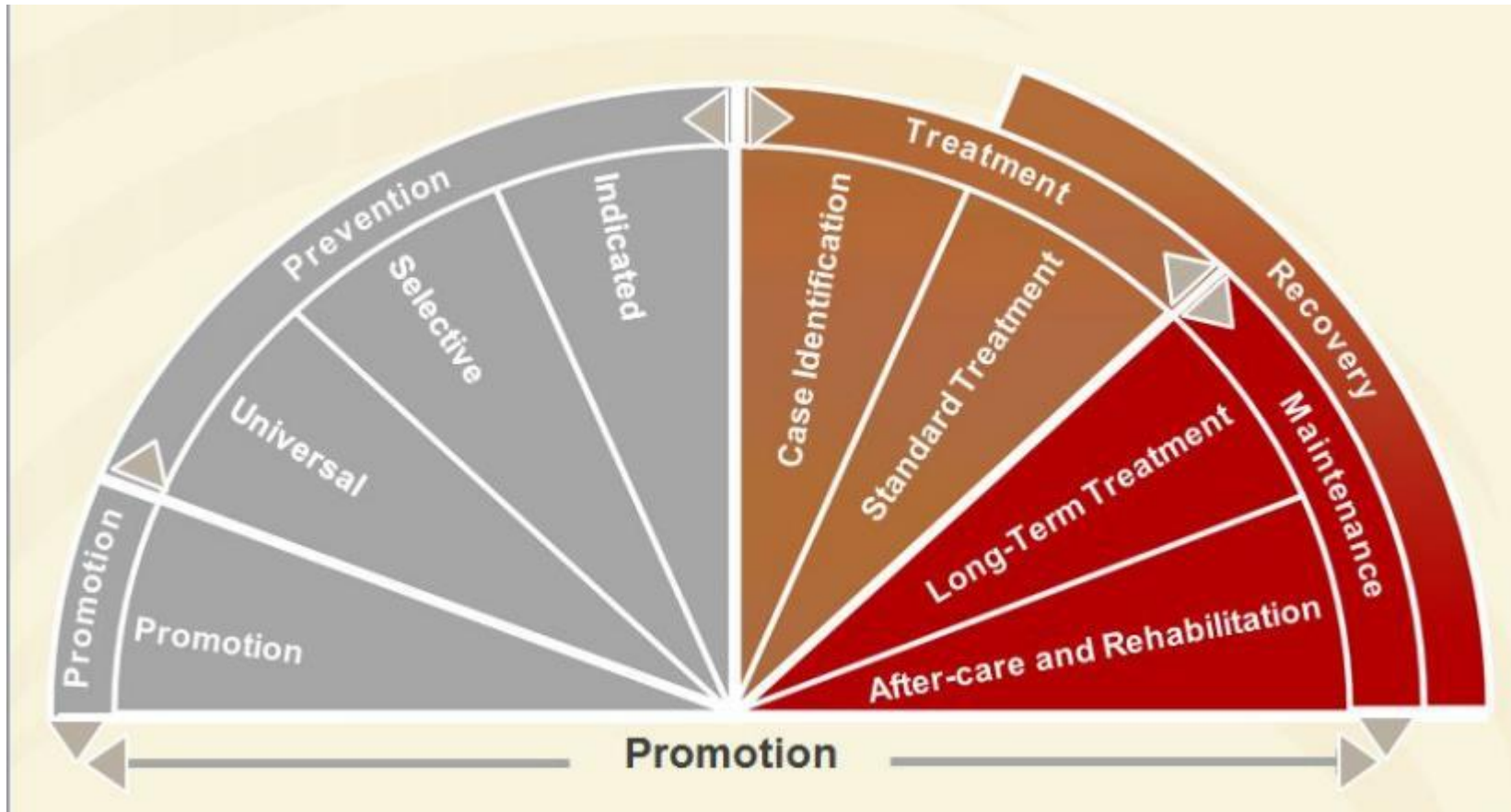
# Universal, selective, indicated programs

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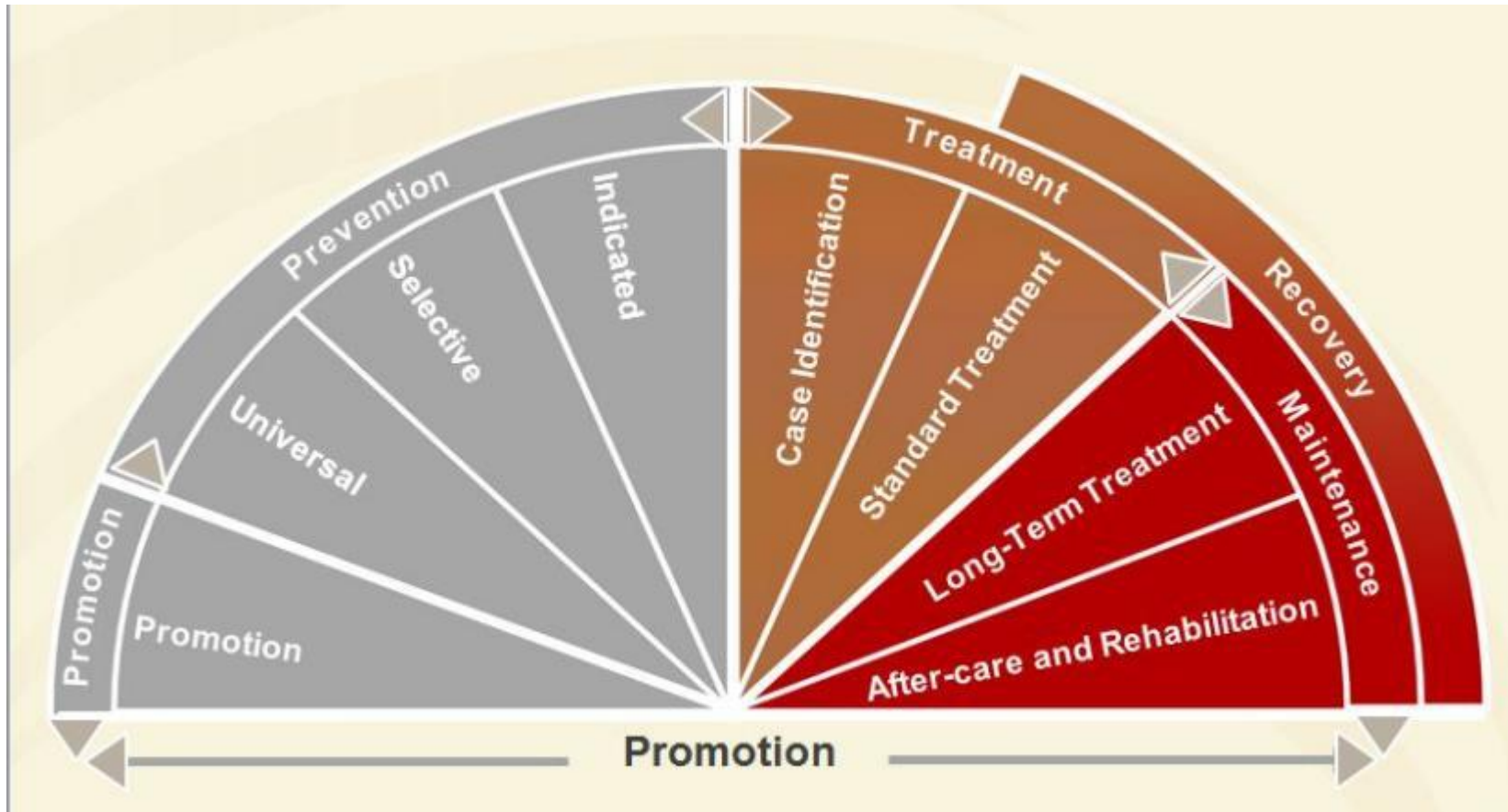
Who can give an example of each one?



# Treatment and Maintenance



# Discussion: Continuum of Care

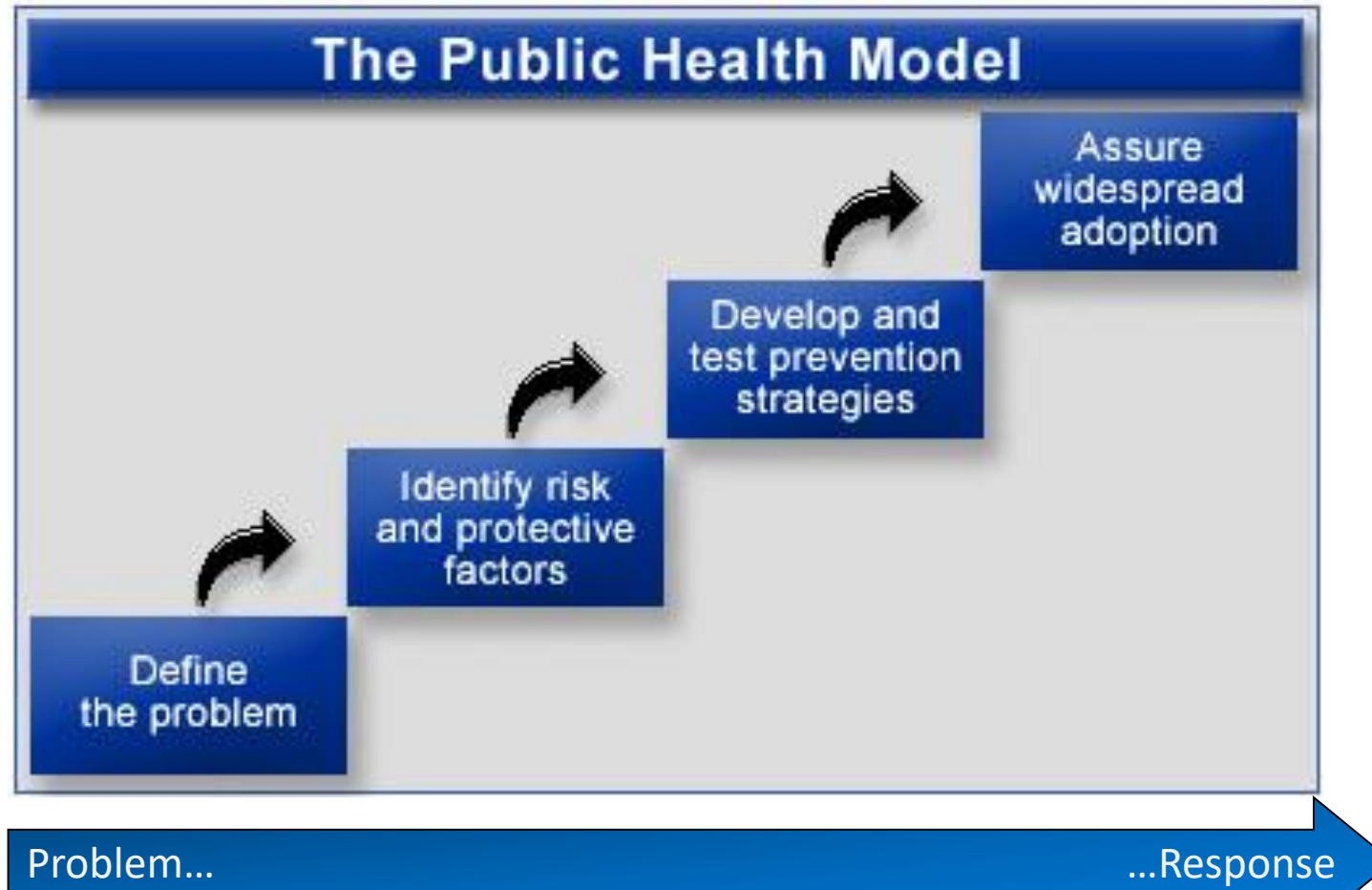


# The prevention framework is based off...

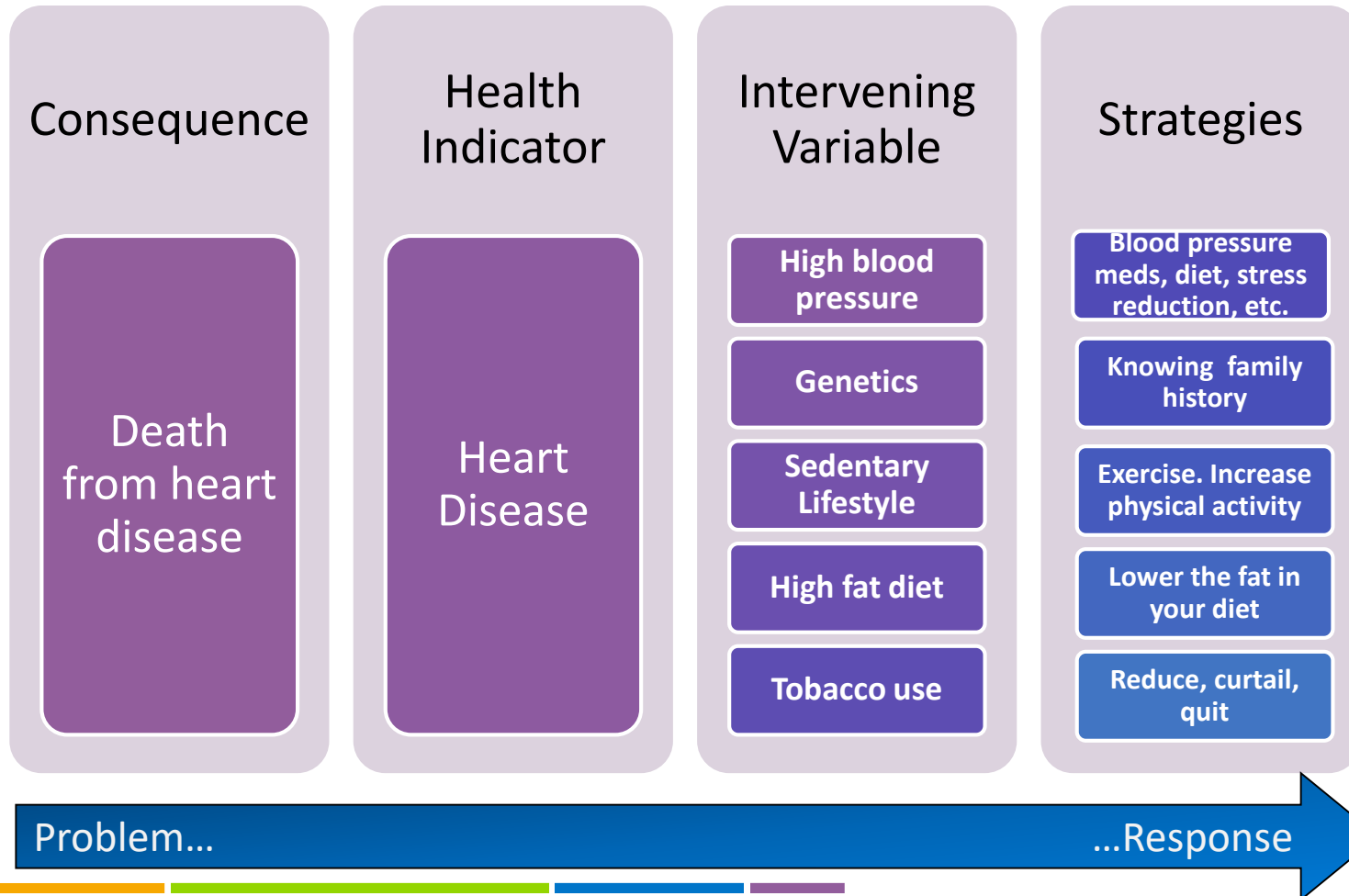
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- ▶ The Public Health Approach.
- ▶ Intervening Variables, Risk and Protective Factors, and the Social Development Strategy.
- ▶ Contributing Factors and selection of Evidence-based Prevention Strategies.

# The Public Health Approach



# Health Promotion Framework





# Intervening variables

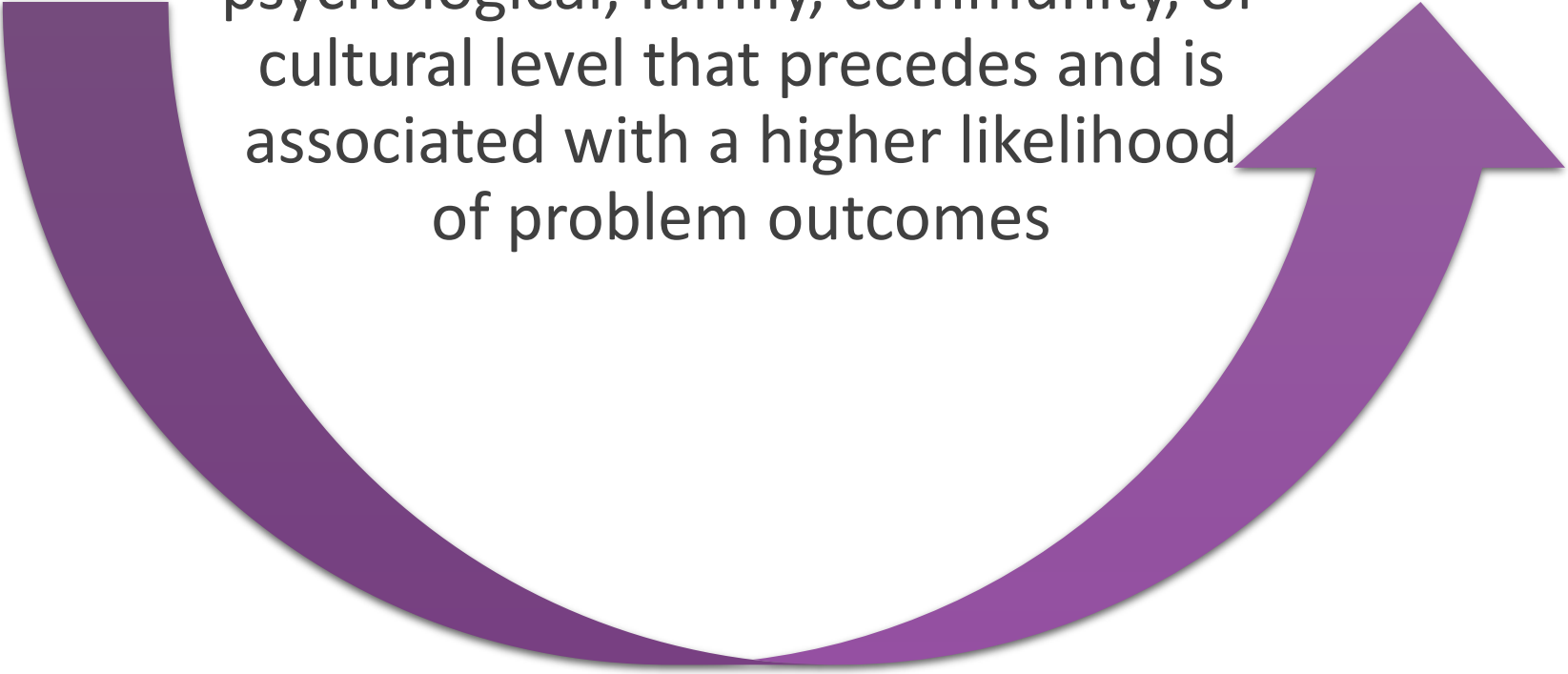
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- ▶ **Intervening Variables:** Characteristics that are strongly predictive of underage drinking and substance abuse. They are characteristics of the community that are likely to influence youth substance use and abuse.
- ▶ **Examples:**
  - ▶ Alcohol 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

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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

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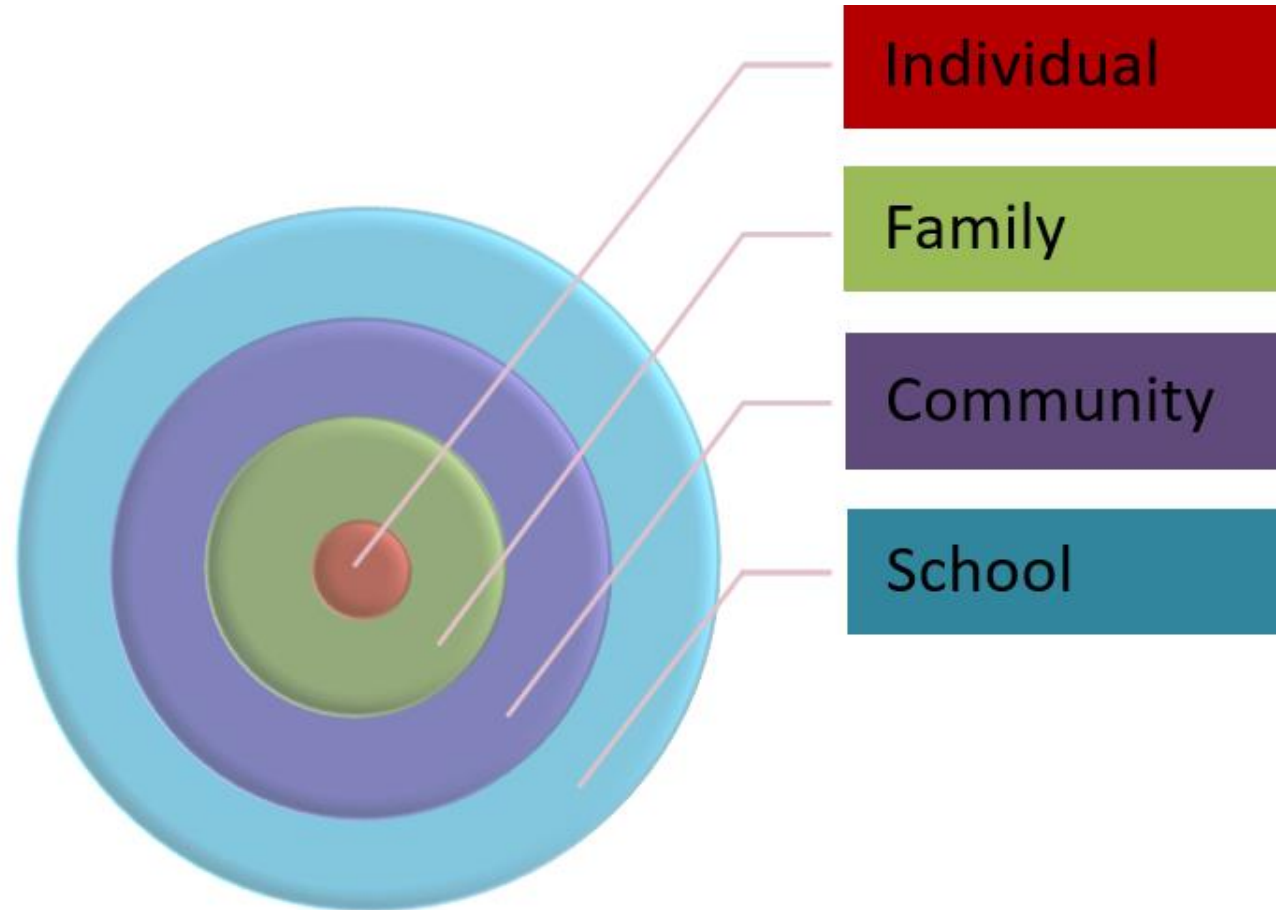
- ▶ Are predictors of problem behaviors
- ▶ Risk Factors exist in four domains:
  1. Community
  2. Family
  3. School
  4. Peer/Individual
- ▶ For example: Risk Factors are predictive of higher levels of adolescent substance abuse, delinquency, teen pregnancy, school drop-out, violence, and depression and anxiety.

## Risk Factors for Health & Behavior Problems

Risk Factors for Health & Behavior Problems	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence	Depression & Anxiety
<b>Community</b>						
Availability of Drugs	•				•	
Availability of Firearms		•			•	
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	•	•			•	
Media Portrayals of the Behavior	•				•	
Transitions and Mobility	•	•		•		•
Low Neighborhood Attachment and Community Disorganization	•	•			•	
Extreme Economic Deprivation	•	•	•	•	•	
<b>Family</b>						
Family History of the Problem Behavior	•	•	•	•	•	•
Family Management Problems	•	•	•	•	•	•
Family Conflict	•	•	•	•	•	•
Favorable Parental Attitudes and Involvement in the Problem Behavior	•	•			•	
<b>School</b>						
Academic Failure Beginning in Late Elementary School	•	•	•	•	•	•
Lack of Commitment to School	•	•	•	•	•	
<b>Individual/Peer</b>						
Early and Persistent Antisocial Behavior	•	•	•	•	•	•
Rebelliousness	•	•		•	•	
Gang Involvement	•	•			•	
Friends Who Engage in the Problem Behavior	•	•	•	•	•	
Favorable Attitudes Toward the Problem Behavior	•	•	•	•	•	
Early Initiation of the Problem Behavior	•	•	•	•	•	
Constitutional Factors	•	•			•	•

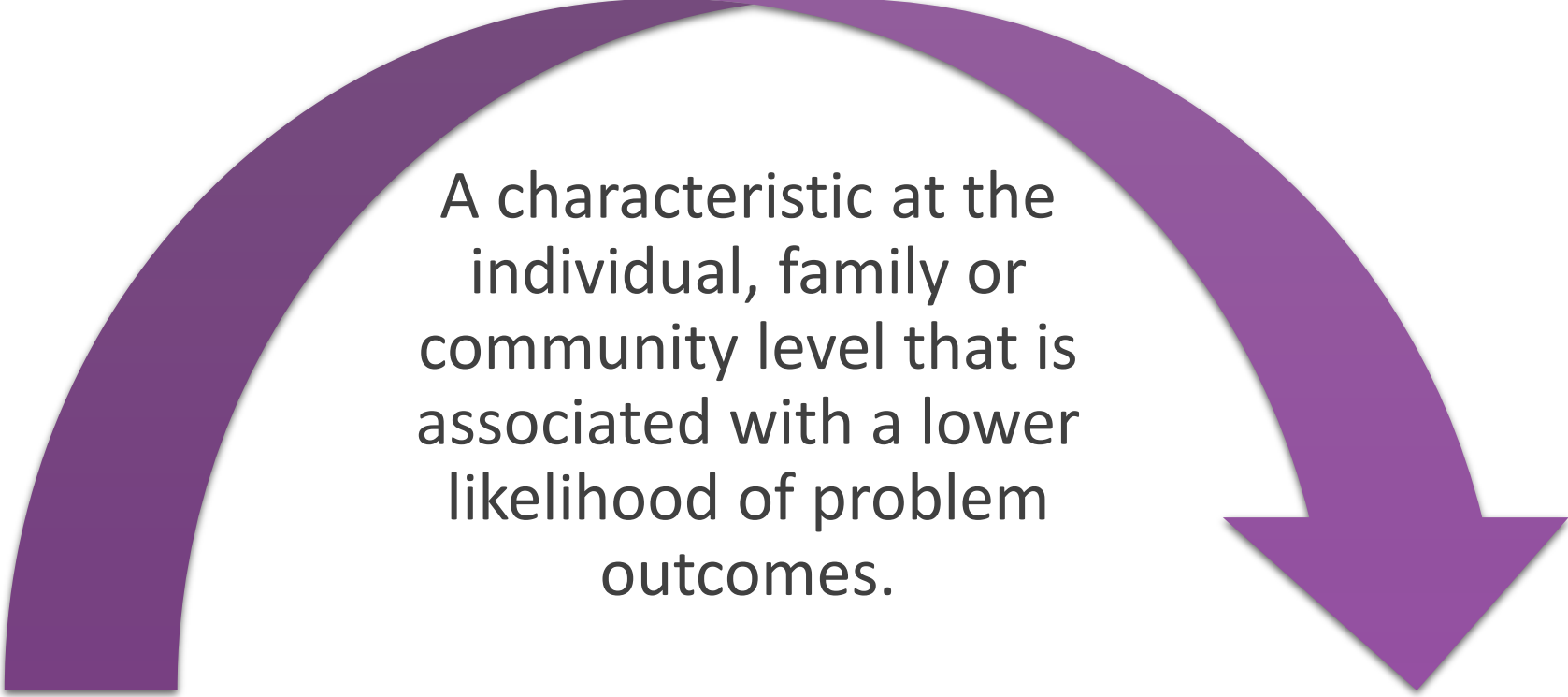
# Multiple contexts

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# Protective factor

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

# Risk and protective factors

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## Research has shown:

- ▶ Common risk 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.

# Building Protection: Social Development Strategy



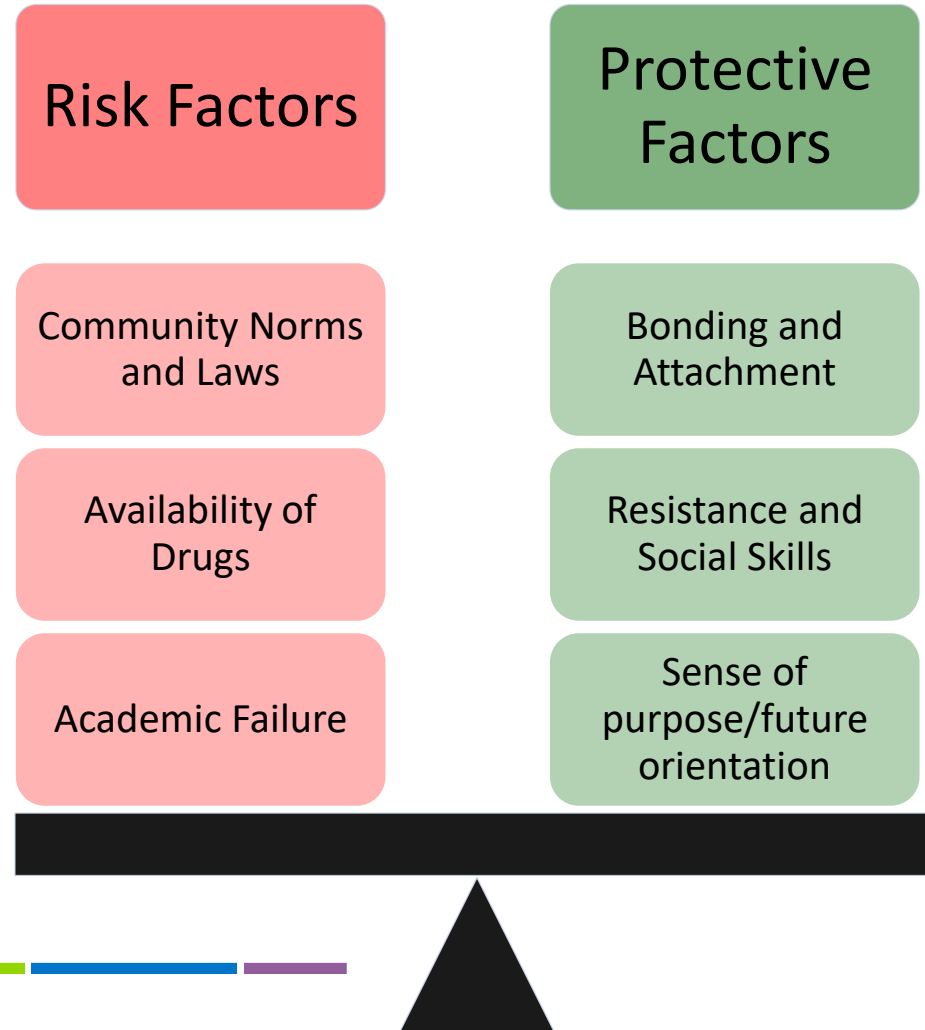
Social Development Strategy



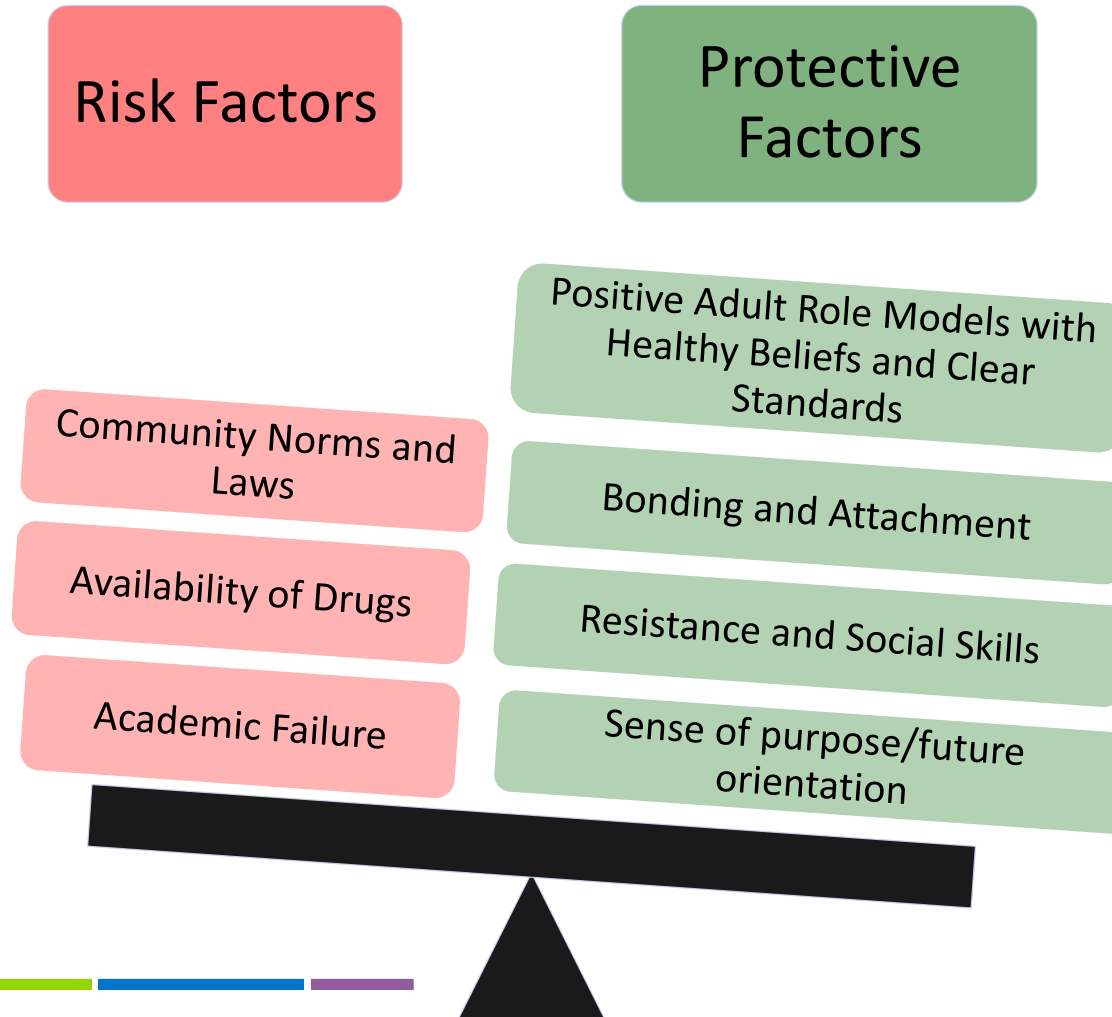


# Balance of risk & protection

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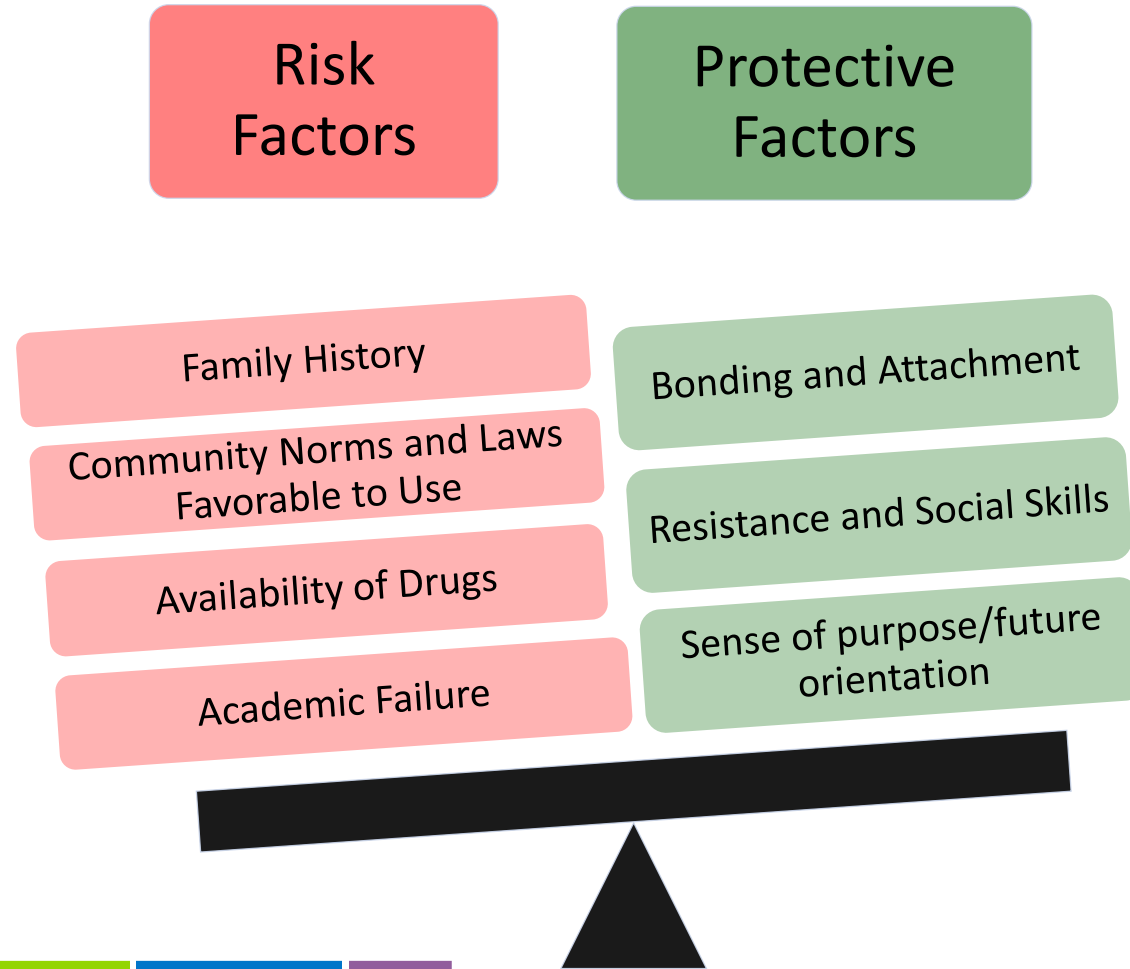


# More protection than risk



# More risk than protection

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# Contributing factors

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# Why does this matter?

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**10% less memory in the alcohol dependent youth compared to the healthy youth.**

Source: Brown et al., 2000

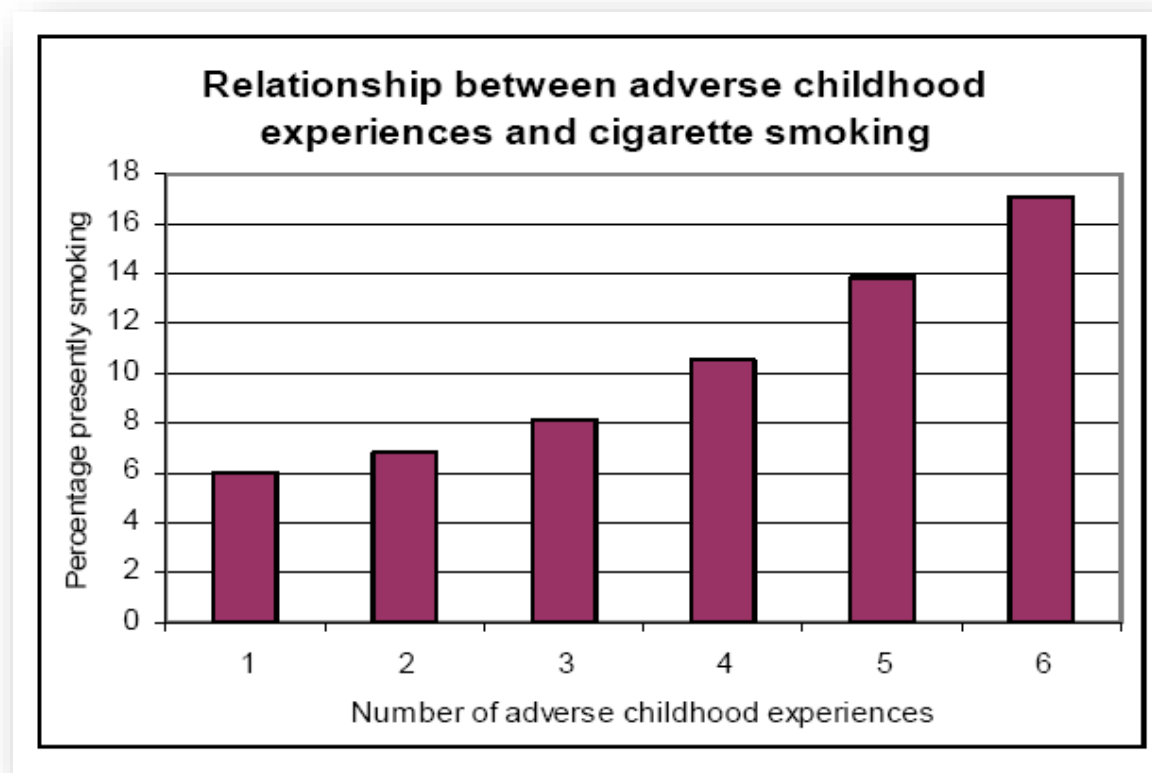


**These brain images show the impact of alcohol on the brain and specifically illustrating memory function.**

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 (ACEs) & connection to substance misuse and abuse



# 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 Members 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.

# Group Discussion

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- ▶ Why is it important to discuss the science of prevention with a new coalition, or with new coalition members?
- ▶ What are some examples for how prevention science concepts could be integrated into a coalition meeting?
- ▶ Are there particular concepts/models that may resonate with sector representatives and/or key leaders?





# Introduction to the Community Prevention & Wellness Initiative (CPWI)

# What is CPWI?

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- ▶ DBHR launched the Prevention Redesign Initiative (PRI), later named CPWI, in 2011.
- ▶ The main goal of CPWI is to achieve positive outcomes on preventing and reducing youth substance use and abuse.
- ▶ It is a community and school-based model focused on:
  - ▶ Building healthy and safe community environments.
  - ▶ Expanding quality prevention services in community and school settings.
  - ▶ Empowering people to make healthy choices.
  - ▶ Eliminating health disparities.

# CPWI purpose

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## ▶ Community Prevention and Wellness Initiative

- ▶ Partnership of state agencies, counties, schools, and prevention coalitions
- ▶ Empower communities to make sustainable changes
- ▶ Focus on high needs communities and priority populations
- ▶ Ensure effective prevention services
- ▶ Provide funding, training, and technical assistance
- ▶ Better target and leverage limited public resources

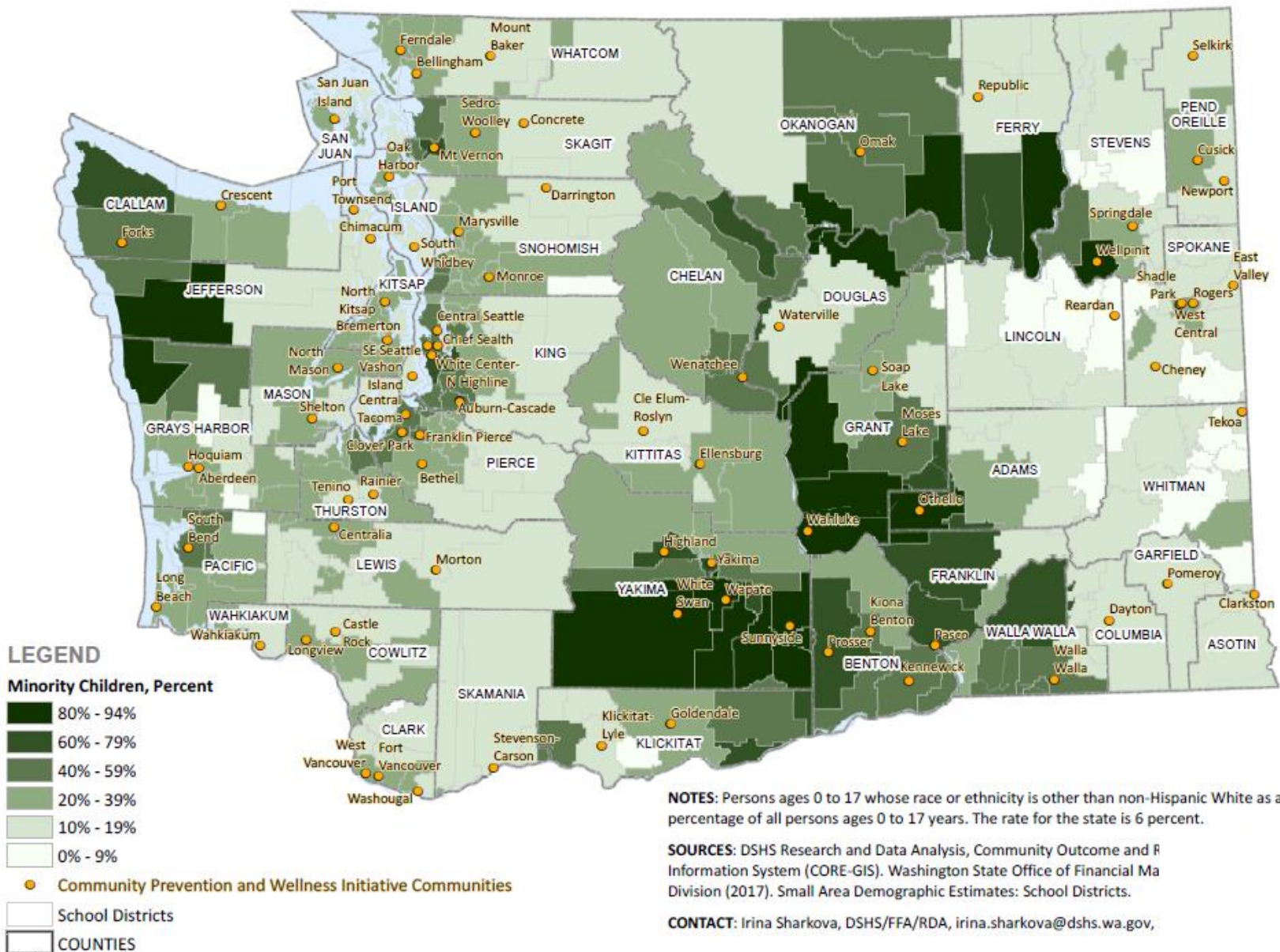
# Because of this, CPWI will...

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- ▶ Have a deeper impact;
- ▶ Better measure those impacts; and
- ▶ Build support for additional investments in prevention.

# Racial or Ethnic Minority Children

as a Percentage of All Children Ages 0 to 17 by School District, 2017

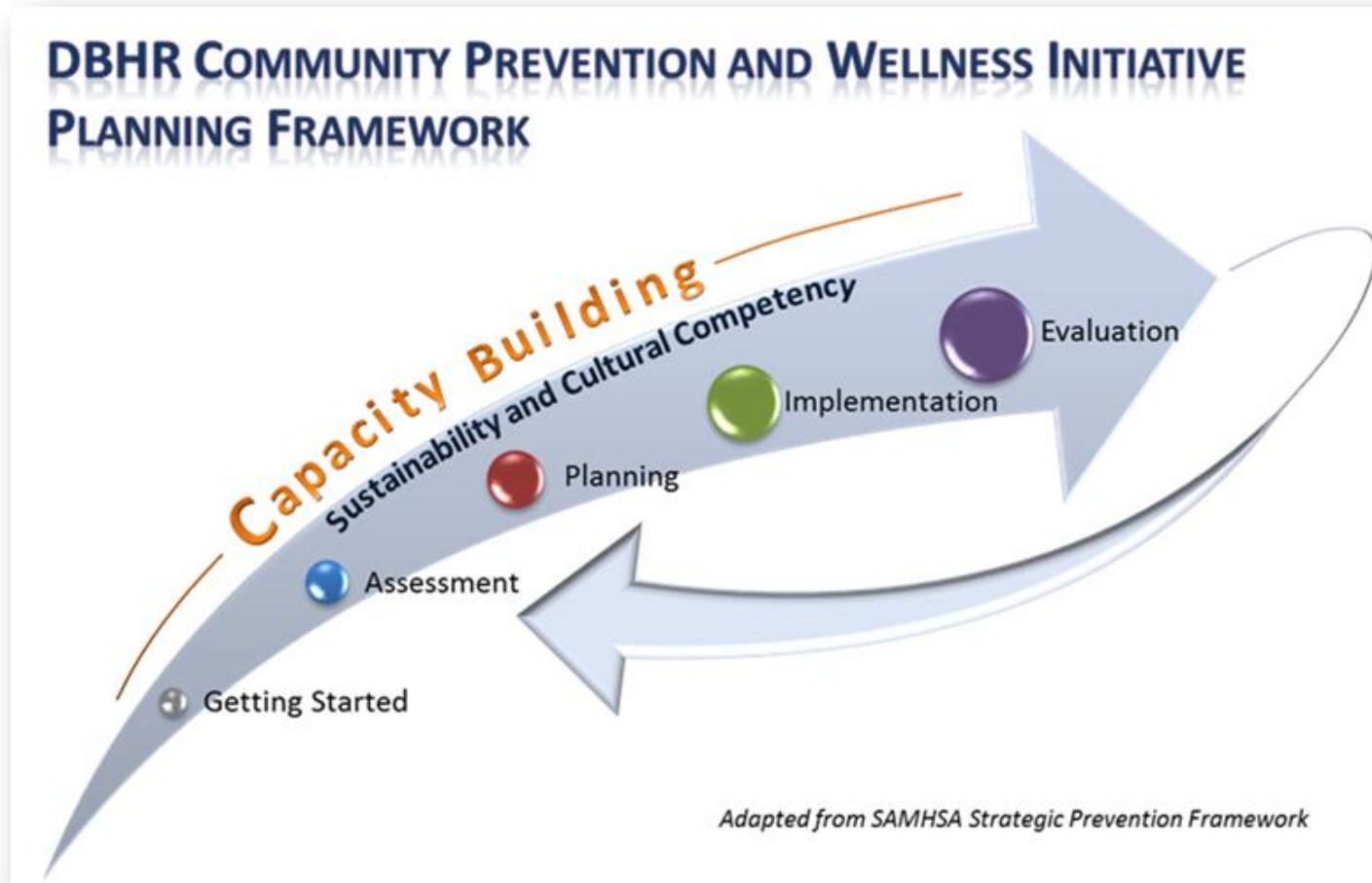


# A CPWI community will...

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- ▶ 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 Student Assistance Professional who implements prevention/intervention services.
- ▶ 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.

# Strategic Framework for CPWI





# The CPWI model

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- ▶ CPWI works collaboratively with other state agencies, counties, communities, and schools.
- ▶ Service implementation incorporates:
  - ▶ evidence-based programming
  - ▶ environmental strategies
  - ▶ public awareness/social media campaigns
  - ▶ school-based Prevention/Intervention (P/I) Specialist placement into the community school(s)

# What CPWI communities do

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- ▶ Facilitate local decision making.
- ▶ Implement proven strategies through a prevention coalition.
- ▶ Use evidence-based capacity building.
- ▶ Implement community-wide and targeted direct services, programs and policies.
- ▶ Partner with school-based prevention/intervention specialists.
- ▶ Evaluate chosen programs, policies and community-level change, and participate in statewide evaluation.



# Cultural competency in the CPWI model

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- ▶ Getting Started and Capacity Building
- ▶ Assessment
- ▶ Planning
- ▶ Implementation
- ▶ Evaluation

# Group discussion: Cultural competency

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- ▶ In what ways can we address health disparities and health inequities in our prevention work? What has worked well or not?

# Getting Started

Purpose: Initiate the CPWI process in your community.

# CPWI Guide

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- ▶ Chapter 1: General Info
- ▶ Chapter 2: Key Objectives
- ▶ Chapter 3: Implementing CPWI in your community

**<https://www.theathenaforum.org/cpwi-community-coalition-guide>**

# Getting started

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## CPWI tasks

- ✓ Register and participate in The Athena Forum
- ✓ Select CPWI community
  - ▶ Issue media release (p. 59)
- ✓ Community Coalition Coordinator (.5 FTE minimum) 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 SAP (Student Assistance Professional) services



# Capacity building

Guide p. 24-26

## **Mobilizing your coalition and community**

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

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

# Capacity building

Guide p. 24-26

## CPWI tasks:

- Recruit and retain membership
  - ▶ 8 of 12 sectors
  - ▶ Develop Membership section in Strategic Plan
  - ▶ Conduct 'Coalition Assessment Tool' (CAT)
  - ▶ Complete 'Community Profile' (p. 59)
- Sector representation at monthly meetings (8 sectors for at least 9 months)
- Provide community coalition orientation
- Establish and maintain coalition structure
- Engage key leaders in coalition's CPWI efforts. E.g., Key Leader Event
- Gather community information and feedback
- Participate in training and technical assistance

# Building an effective coalition

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- ▶ 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.

# High-performing coalitions have...

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- ▶ Shared mission and vision
- ▶ Key values
- ▶ Strong bonds
- ▶ Effective structure
- ▶ Engaged members/partners
- ▶ Written roles of members and partners
- ▶ Operating principles (by-laws)
- ▶ Decision making process

# Identify roles

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# Coalition membership

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- ▶ Effective recruitment takes place
- ▶ Members are active and engaged
- ▶ Diversity of coalition represents diversity of community
- ▶ Clearly defined roles and responsibilities, including:
  - ▶ Chair/Facilitator
  - ▶ Vice Chair
  - ▶ Recorder/Secretary
  - ▶ Coordinator/Staff
  - ▶ Coalition member

# 12 Sectors of CPWI

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1. Youth
2. Parent
3. Law Enforcement
4. Civic/Volunteer Groups
5. Business
6. Healthcare Professionals
7. Media
8. School
9. Youth-serving Organizations
10. Religious/Fraternal Organizations
11. State/Local/Tribal Governments
12. Other Substance Abuse Organization

# Role of coordinator

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- ▶ 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.
- ▶ Document CPWI efforts.
- ▶ Prepare reports as needed.
- ▶ Serve as a resource for the coalition.



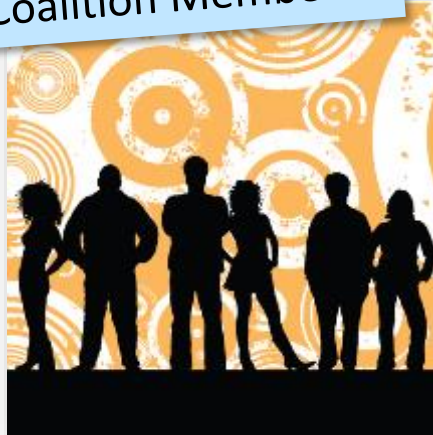
# Roles and responsibilities

Guide p. 6-9

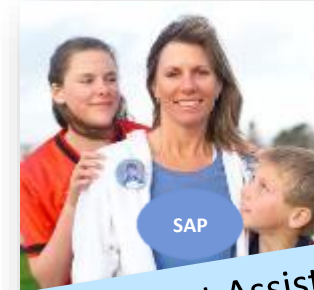
Community Coalition  
Coordinator



Coalition Members



ESD & Fiscal  
Agent  
Organization



Student Assistance  
Professional

DBHR



Prevention System  
Manager

OSPI



## Role of Community Coalition Coordinator

- Serving as staff for the coalition to plan, implement, and report;
- Coordinating regular meetings of the coalition.
- Helping recruit and retain membership on coalition and support from local key leaders;
- Providing and/or coordinating training for coalition members.
- Coordinating the regular review of coalition budget by coalition members;
- Working with individual member organizations to help align and integrate their work.
- Serving as a liaison between coalition and DBHR; and
- Participating in Prevention Provider Learning Community meetings, monthly check-in meetings with DBHR manager, and trainings.

## Community Coalition Coordinator



## Tasks of Community Coalition Coordinator

- Recruitment assistance for new coalition membership.
- Efforts to increase community awareness of coalition and strategies.
- Being a resource to the coalition as they develop their strategic plan.
- Supporting the executive leadership of the coalition to be effective and complete tasks.
- Assistance to the coalition to implement environmental strategies.
- Liaison between coalition and other partners.

## Community Coalition Coordinator Information

- **Insert information here**

For additional information and resources: [New CPWI community coalition coordinators](#) | [The Athena Forum](#)

## Role of Coalition Members

- Members attend trainings.
- Facilitate the development of a community vision.
- Learn prevention science and SPF.
- Serve as community ambassadors and liaison between coalition and sector they represent.
- Coordinate work-group activities.
- Participate in decision-making processes.
- Develop community Strategic Plan including evaluation plan.

## Coalition Members



## Role of Coalition Leadership

- Supported by the Coordinator.
- Set an agenda.
- Provide oversight and accountability.
- Keep group focused and moving forward.

## Tasks of Coalition Members

- Participate in coalition workgroups and meetings.
- Participate in Community Coalition Orientation.
- Organize and participate in an annual Key Leader Orientation.
- Recruit and retain membership.
- Confirm partnerships to get the work done.
- Create/update and submit the coalition's Strategic Plan which includes the coalition's process, decisions, and plan for each of the following steps:
  - Conduct needs and resource assessments.
  - Set goals, objectives, and strategies.
  - Establish implementation steps and timelines.
  - Plan for reporting and evaluating progress on outcomes.
- Lead and oversee the implementation of direct services, environmental strategies, and Washington State media campaigns.
- Report coalition outputs and outcomes to DBHR.
- Implement and support evaluation designed by DBHR. This includes:
  - Support the Healthy Youth Survey (HYS).
  - Minerva reporting.
  - Participate in the annual Coalition Assessment Tool survey.
  - Conduct the annual 'Community Survey'.

## Role of Fiscal Agent

- Work with the Educational Service District (ESD) to review the 'County Risk Profile' provided by DBHR.
- Jointly agree on the community selected.
- Submit community selection packet (or in the case of new STR sites, to submit the application) to DBHR.
- Establish or identify coalition.
- Continue working with the community coalition while allowing the local community coalition to make decisions and fulfill CPWI requirements.

## Tasks of Fiscal Agent

- Ensure that all provisions of CPWI are met in a timely manner.
- Participate in monthly CPWI Learning Community Meetings.
- Work with their ESD partner on the community selection process.

*Note: Other roles and responsibilities may be negotiated with DBHR.*

## ESD & Fiscal Agent Organization



## Fiscal Agent and ESD Information

- **Insert information here**

## Role of ESD

- Work with the fiscal agent organization to review the 'County Risk Profile' provided by DBHR.
- Jointly agree on the community selected
- Provide community selection paperwork to county (or support the application for communities that applied for STR funding).
- Establish and/or identify the school contacts and their roles with the coalition.

## Tasks of ESD

- Supervise Prevention and Intervention Specialist;
- Participate in monthly CPWI Learning Community Meetings.
- Work with their county partner in the community selection process.

*Note: Other roles and responsibilities may be negotiated with DBHR.*

## Role of Student Assistance Professional

- Work in partnership with the coalition to implement the school-based strategy and activity of the Student Assistance Prevention-Intervention Service Program (SAPISP).

Who to contact to find my SAP?

Based on your ESD find this information at this link: [ESD Contact](#)

## Student Assistance Professional



## Student Assistance Professional Information

- **Insert information here**

## Tasks of Student Assistance Professional

- Provide screening and referral information to students (parents) involved in the SAPISP.
- Conduct early intervention educational support groups for selected and indicated students.
- Attend and participate in local community coalition.
- Provide Prevention Education Series to one grade level per year.
- Provide information and increase awareness of available prevention, intervention, and treatment services to school staff, parents, and students.
- Participate as integral member of the multi-disciplinary team at assigned school(s).
- Implement Project SUCCESS (Schools Using Coordinated Community Efforts to Strengthen Students)
- Assist in developing alcohol, tobacco and other drug related policies at school(s) when needed.
- Implement and maintain methods of program evaluation.

## Who is OSPI?

- Office of Superintendent of Public Instruction.
- The primary agency charged with overseeing K-12 public education in Washington state.
- OSPI works with the state's 295 school districts to administer basic education programs and implement education reform on behalf of more than one million public school students.

## Role of OSPI

- DBHR contracts with OSPI who then subcontracts with each of the 9 ESDs to provide a 1.0 Student Assistance Program Specialist in each CPWI site.
- Oversee the Student Assistance Prevention and Intervention Services Program.
- Collaborate with other agencies in regard to the Healthy Youth Survey.

OSPI



## What is SAPISP?

- Student Assistance-Intervention Services Program.
- A comprehensive, integrated model of services that fosters safe school environments, promotes healthy childhood development and prevents alcohol, tobacco, and other drug abuse.

For additional information and resources: [About OSPI](#), [Prevention/Intervention](#)

## Role of DBHR

- Continuing to provide guidance, resources, and support within contract guidelines.
- Access to training and technical assistance.
- Monitoring progress and contract compliance.
- Collaborate with other agencies in regard to the Healthy Youth Survey.

## Minerva Assistance

- For technical problems submit help desk ticket in Minerva.
- For data entry email [prevmis@hca.wa.gov](mailto:prevmis@hca.wa.gov) or contact PSM.
- For additional information and resources: [Minerva | The Athena Forum](#)

DBHR

Prevention System Manager



Prevention System Manager Contact

- **Insert information here**

## Role of Prevention System Manager

- Monthly check ins;
  - Supports ongoing coalition activities.
- Technical Assistance;
  - Minerva.
  - Coalition Problem Solving.
- Contract Management (includes but not limited to);
  - Review and approve;
    - Strategic plan.
    - Action Plan.
    - Budgets.
    - A-19s.
    - Media release.

## Where to find your Prevention System Manager?

- Contact [prevention@hca.wa.gov](mailto:prevention@hca.wa.gov)

# Community coalition roles

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- ▶ Members attend trainings.
- ▶ Facilitate the development of a community vision.
- ▶ Learn prevention science and SPF.
- ▶ Serve as community ambassadors and liaison between coalition and sector they represent.
- ▶ Coordinate work-group activities.
- ▶ Participate in decision-making processes.
- ▶ Develop community Strategic Plan including evaluation plan.



# Coalition leadership roles

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- ▶ Supported by the Coordinator.
- ▶ Set an agenda.
- ▶ Provide oversight and accountability.
- ▶ Keep group focused and moving forward.

# Involving youth

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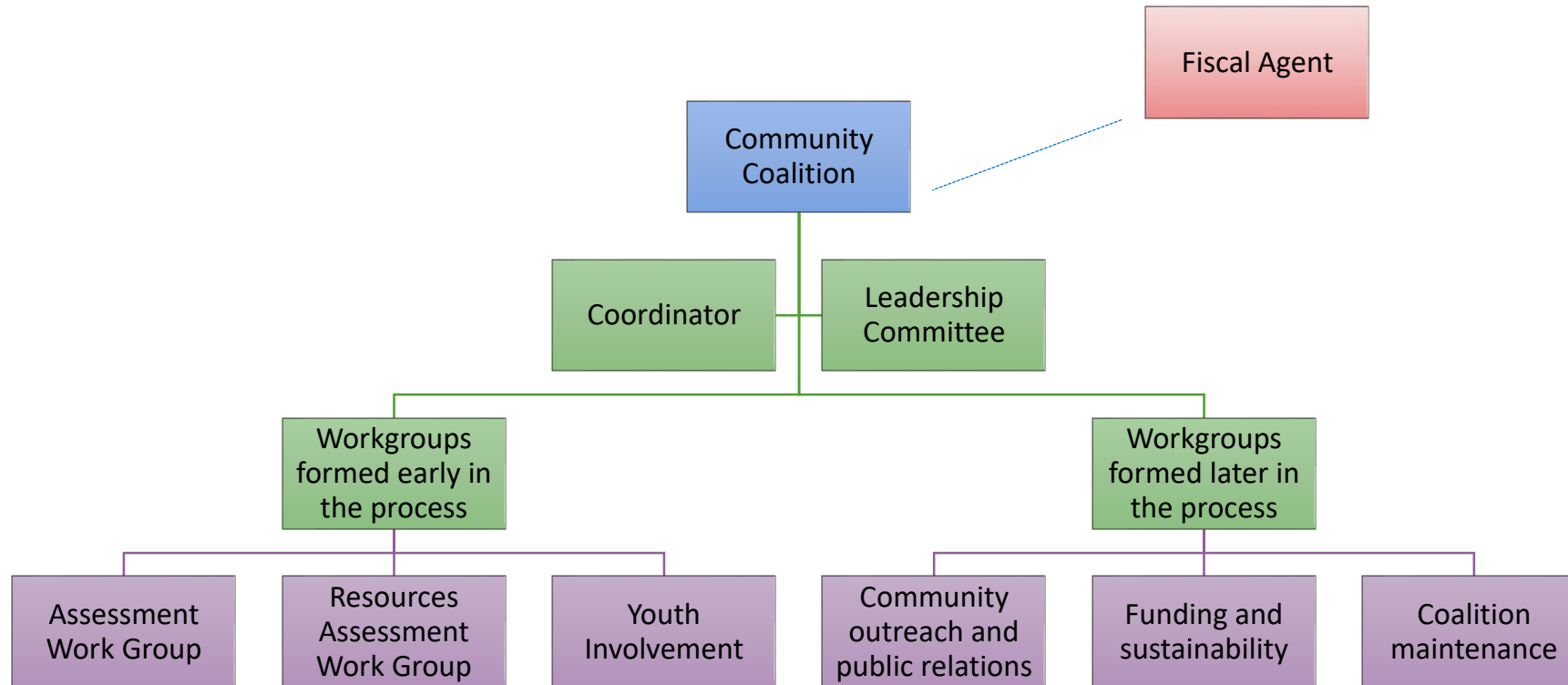
- ▶ Youth coalition members serve vital roles and are a critical link to the community being served.
- ▶ A few of the responsibilities they often fulfill:
  - ▶ Outreach to other potential youth members.
  - ▶ Data collection/interpretation.
  - ▶ Public relations and social media.
  - ▶ Program planning and development.

# Steps to successful participation

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- ▶ 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

# Sample local organization



# Coordinator discussion: Breakouts of 2-3

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- ▶ 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?

# Assessment

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

# Assessment

---

- ▶ **Purpose:** to develop and update the "picture of your community".
  - ▶ Identify and review data that demonstrates the needs of the community (Needs Assessment).
  - ▶ Identify people, community readiness, and resources (Resource Assessment).
  - ▶ Identify gaps of services for community needs (Gap Analysis).

# Assessment

Guide p. 27-28

## Profiling your community's needs, resources, readiness, & gaps

### 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



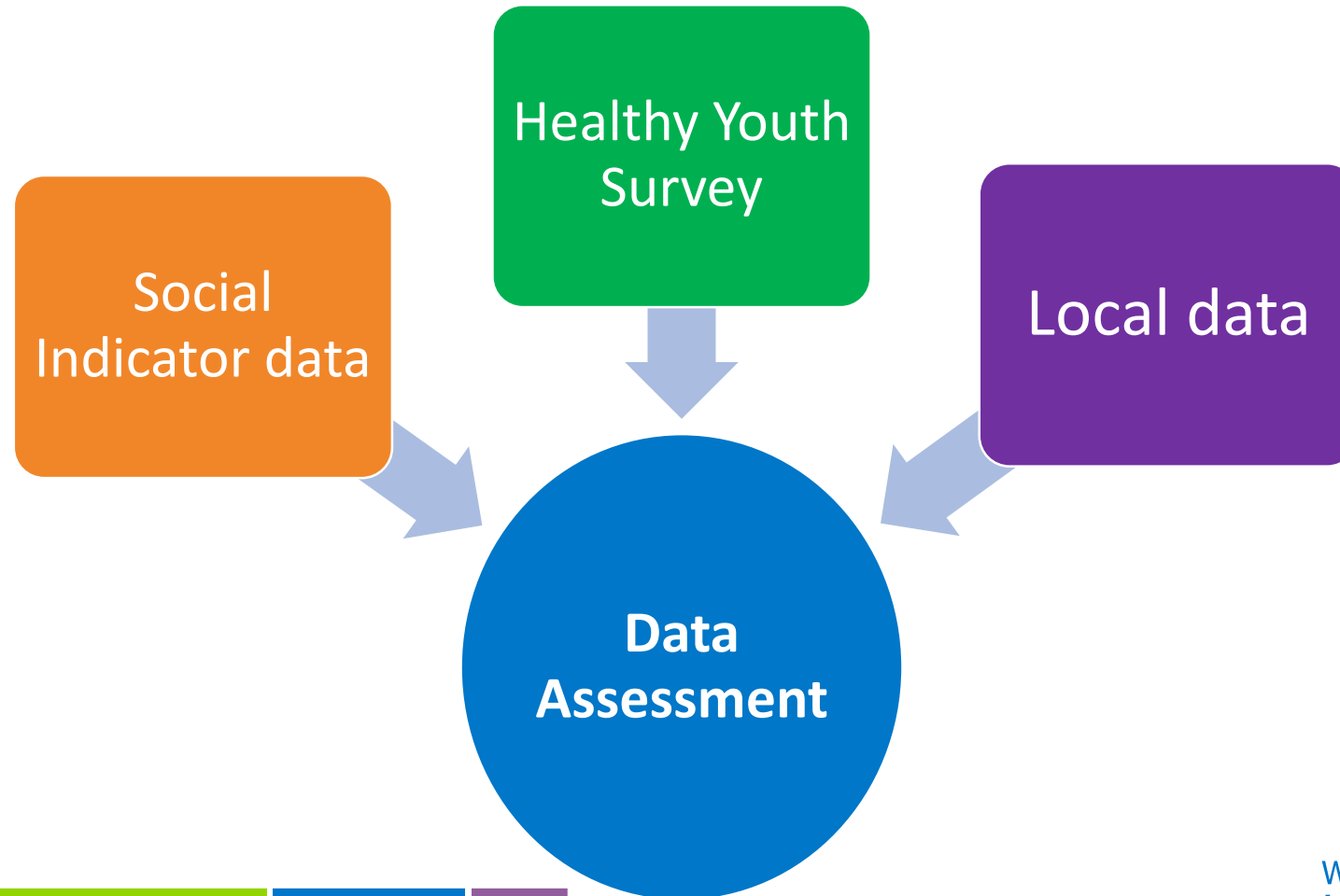
# Assessment – workgroup support

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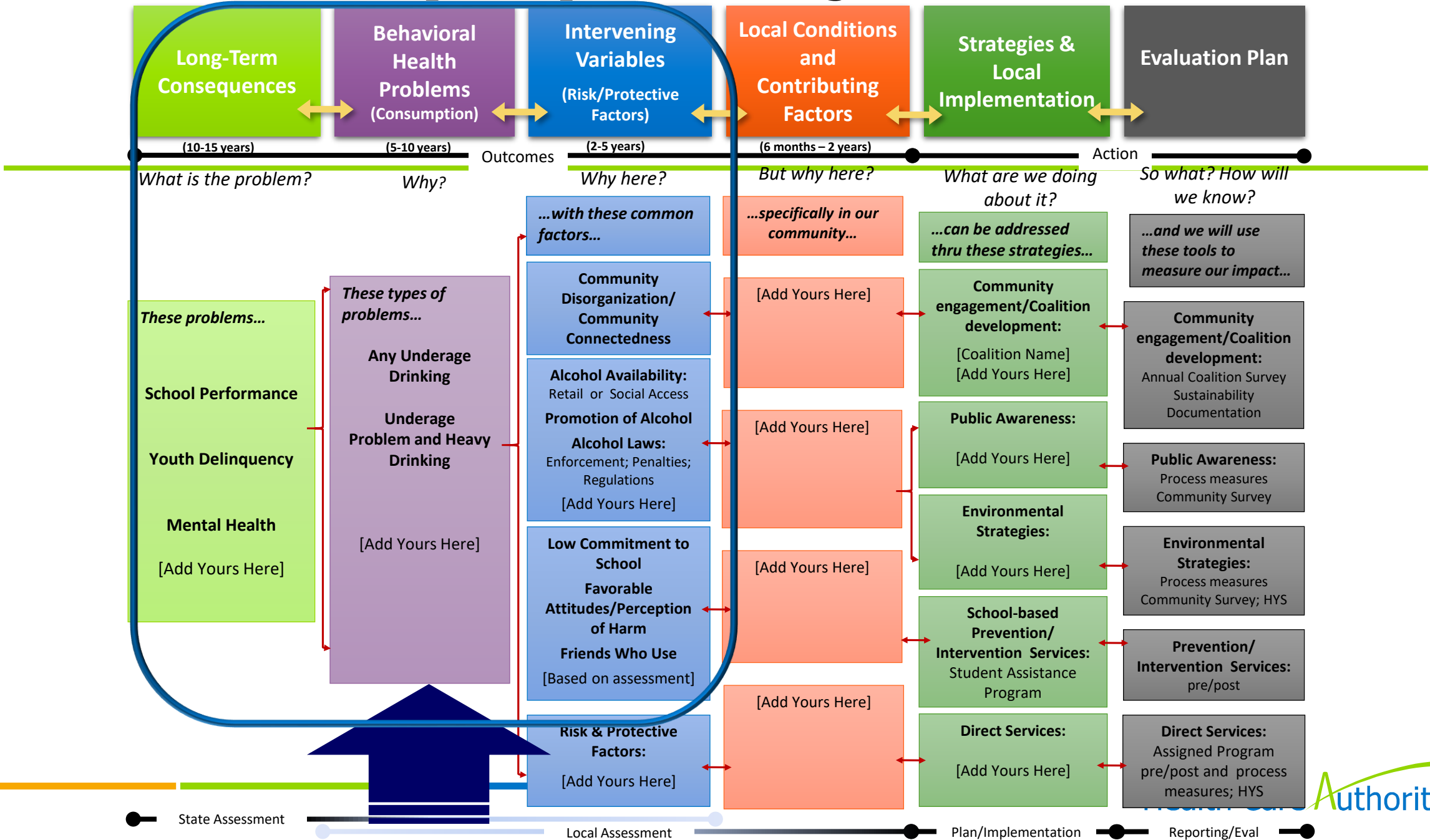
- ▶ The coalition may choose to use a workgroup for this part of the needs assessment.
- ▶ It is recommended to have 3-5 people for the workgroup.
- ▶ Invite people in the community who have expertise and/or interest in data relating to youth risk and protective factors, substance use, and related community indicators of problem behaviors to join workgroups.

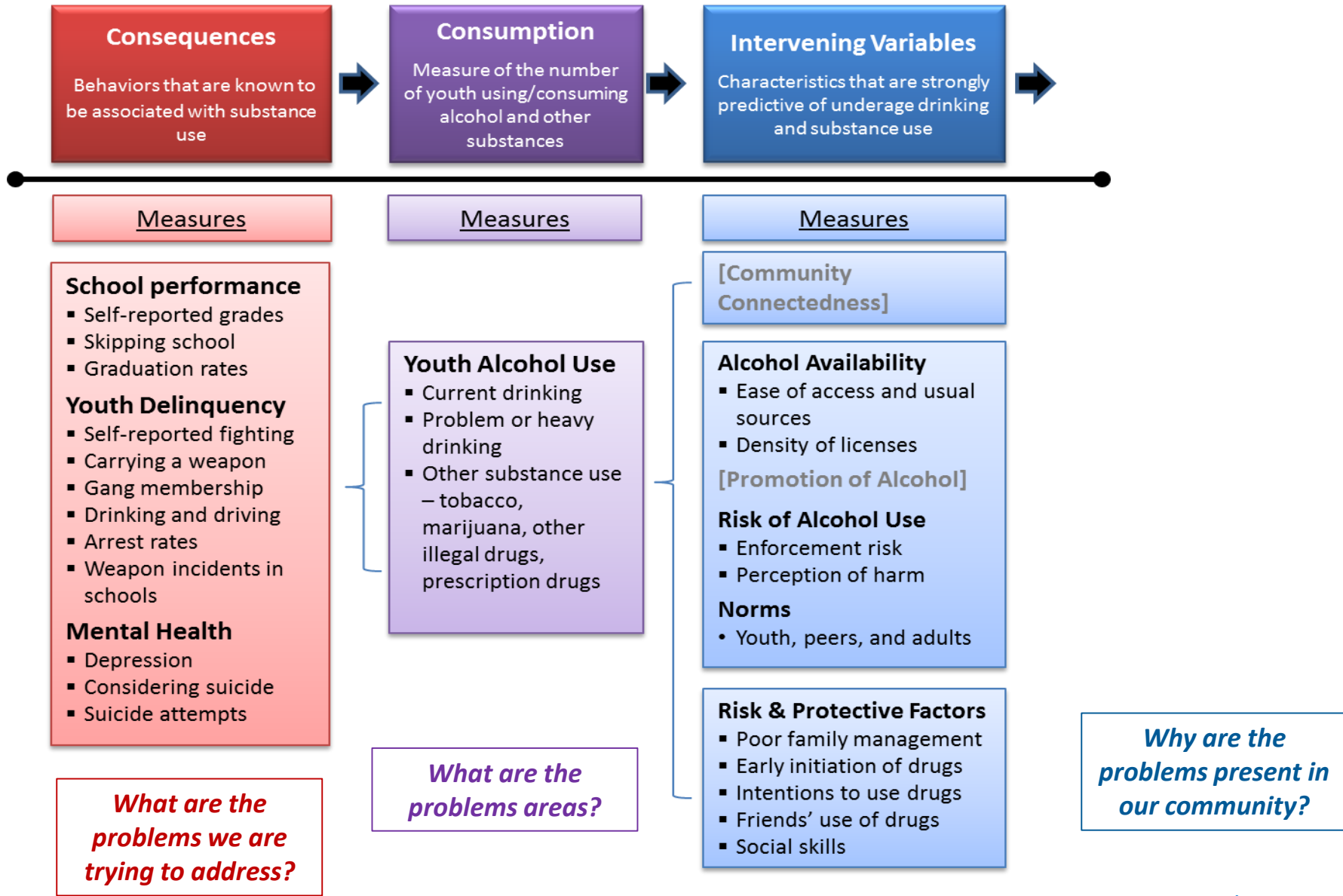
# Sources of data

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# [Name] Coalition Logic Model





# Data Book Contents

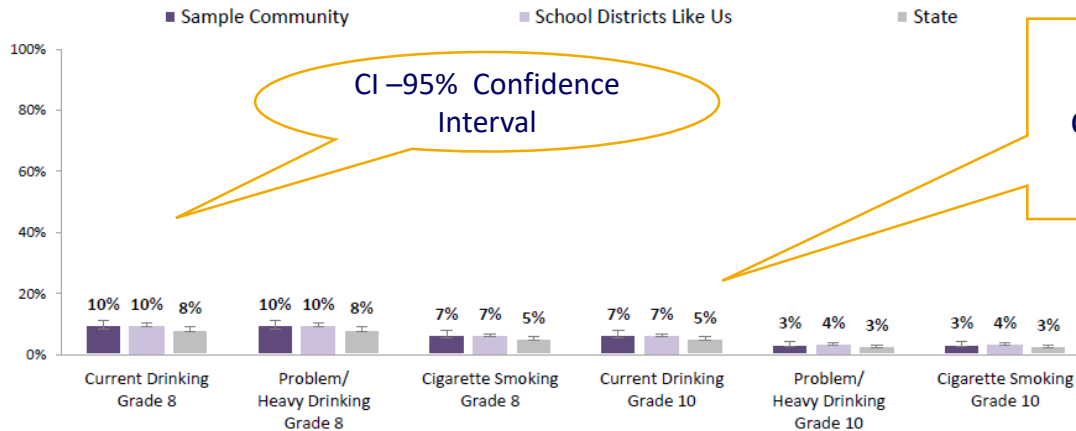
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1. MEASURES AVAILABLE FOR THE COMMUNITY NEEDS ASSESSMENT
  2. HOW TO READ THE CHARTS AND TABLES
  3. Consequences
  4. Consumption
  5. Intervening Variables
  6. Additional HYS Data
  7. Additional CORE Data
  8. Demographic Profile
  9. Poverty map
  10. DEFINITIONS
- Core logic model domains
- Data over time, Risk & protective factor summaries
-



# Most Recent Data: 2018 HYS Regular Data Book

HYS Measures of Youth Substance Use (2018, Percent)



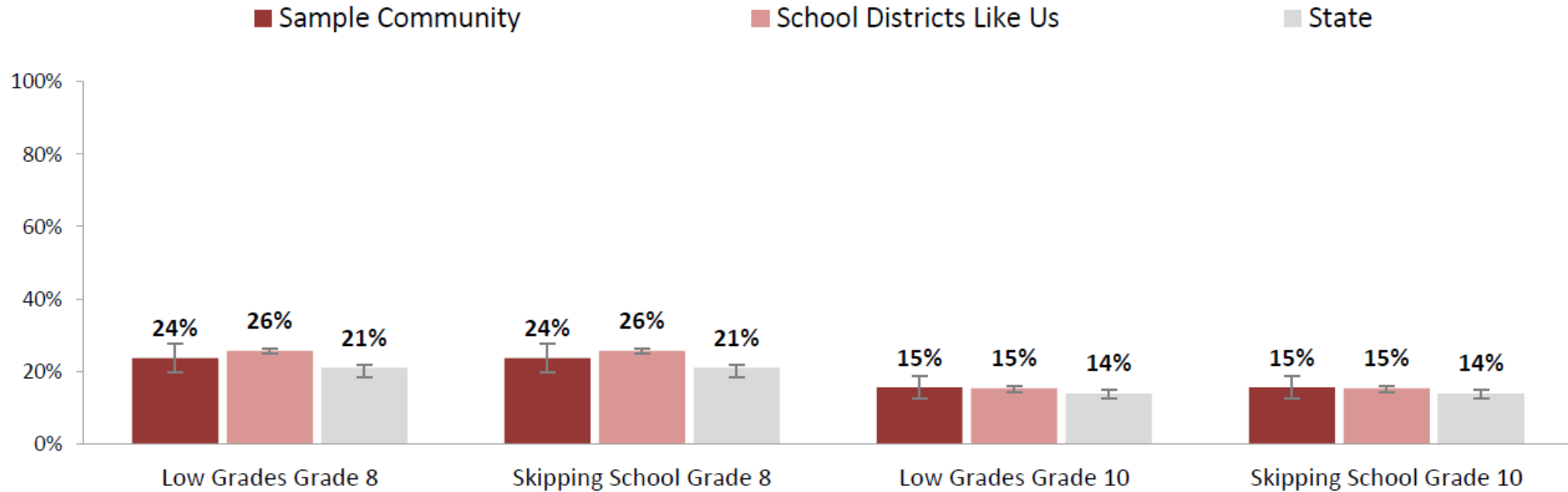
Charts compare 2016 community, SDLU, and state results

Tables present community and state rates, by grade and year

HYS Measures of Youth Substance Use	GRADE	Sample Community		School Districts Like Us		State	
		2016	2018	2016	2018	2016	2018
<b>Current Drinking.</b> During the past 30 days, on how many days did you: Drink a glass, can or bottle of beer? (District results: Drink any days)	8	20%	10%	20%	10%	18%	8%
	10	14%	7%	13%	7%	11%	5%
<b>Problem/Heavy Drinking.</b> (District results: 3-5 days drinking in the past 30 days and/or 1 binge past 2 weeks, or 6+ days drinking in the past 30 days and/or 2+ binge past 2 weeks)	8	20%	10%	20%	10%	18%	8%
	10	7%	3%	7%	4%	5%	3%
<b>Current Cigarette Smoking.</b> During the past 30 days, on how many days did you: Smoke cigarettes? (District results: Smoke any days)	8	14%	7%	13%	7%	11%	5%
	10	7%	3%	7%	4%	5%	3%

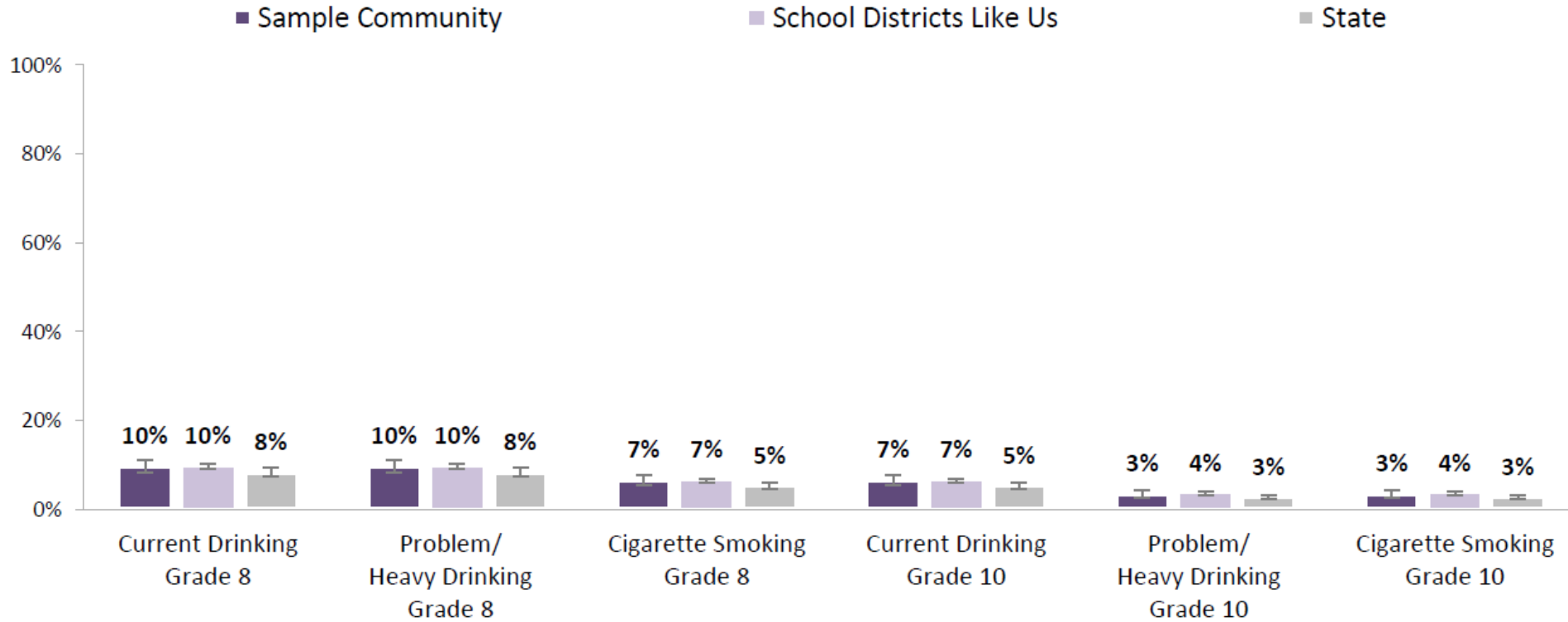
# Consequence Data

HYS Measures of School Performance (2018, Percent)



# Consumption Data

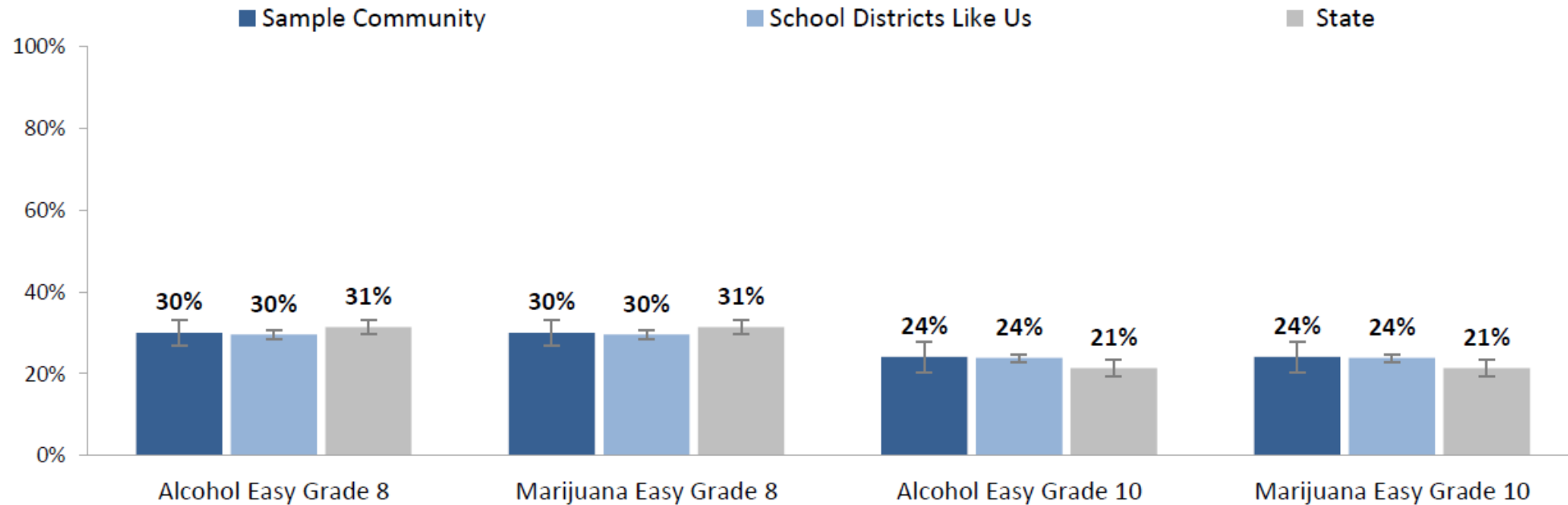
HYS Measures of Youth Substance Use (2018, Percent)





# Intervening Variables

HYS Measures of Alcohol or Marijuana Availability (2018, Percent)



# Assessment resources

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- ▶ Needs Assessment Clinic
  - ▶ Resources Assessment Clinic
  - ▶ Gaps Analysis Resources
- ▶ All found on The Athena Forum

# Talking About Data

---

## ▶ Simplify!

- ▶ Round decimal places.
- ▶ Include CI carefully where appropriate.

## ▶ Think about ways of stating the same result.

- ▶ About 75% of 8<sup>th</sup> graders.
- ▶ About 3/4 of 8<sup>th</sup> graders.
- ▶ About three out of four 8<sup>th</sup> graders.
- ▶ Turn percentage into number of people.

# Talking About Data

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- ▶ Key considerations

- ▶ Audience.
- ▶ Aims.

- ▶ Be ready to back up your talk

- ▶ Know where the data came from, where to point people to additional resources.

# Communications Objective

---

- ▶ Develop a communications objective
  - ▶ The “so what” or “big picture”.
  - ▶ Main ideas you want people to take away.
    - ▶ Generally no more than 3 or 4 related ideas.
- ▶ Support your message with data.

# Message Map

## Example from tobacco prevention program

Our program has been successful in reducing youth smoking, but there are still challenges ahead

<b>Detail 1</b> Washington has a comprehensive youth tobacco prevention program	<b>Detail 2</b> Fewer youth are smoking than prior to the program in WA	<b>Detail 3</b> Youth are still at risk for using tobacco. Continued work is necessary to keep rates low
<b>Fact 1</b> The program reaches youth at home, in their community and at school in all areas of the state	<b>Fact 1</b> Overall, current youth smoking rates have dropped by 50%	<b>Fact 1</b> 45 kids start smoking every day in WA
<b>Fact 2</b> The program is based on CDC best practices	<b>Fact 2</b> Declines have not been as strong in the past few years among younger youth	<b>Fact 2</b> The use of alternative tobacco products such as cigars, flavored cigarettes, and cloves has been increasing

# Annual community survey

---

- ▶ Completed annually, from mid-August to mid-December
- ▶ Purpose:
  - ▶ Assessment – where are we at?
    - ▶ Contribute to the development of coalition strategic plans
  - ▶ Monitoring & trends – what has changed?
    - ▶ Evaluation
    - ▶ Contribute to biennial strategic plan updates
    - ▶ Early indicator of change
  - ▶ To develop a statewide convenience sample profile
    - ▶ Inform planning, campaigns, outreach

# Cultural competency: Assessment

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Collecting a wide range of information for needs and resources assessments from:

- ▶ Coalition members
- ▶ Directories
- ▶ City halls
- ▶ One-stop centers
- ▶ Medical providers
- ▶ Key informants
- ▶ Surveys
- ▶ Ethnic workgroups
- ▶ Faith-based program
- ▶ Informally recognized community leaders/key informants
- ▶ Cultural resources



# Coordinator Discussion

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- ▶ Describe the strategies and tools that the coalition will use to ensure that the outreach-efforts to gain community-wide input into decisions making are inclusive of all populations receiving services.



# Planning

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

# Planning

---

- ▶ Selection of programs, policies and practices to fill needs and gaps.
- ▶ Create implementation plans with measurable objectives.
- ▶ Create evaluation plans with measurable outcomes.

# Planning

Guide p. 29

## Develop a strategic prevention plan

### 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

# Benefits of strategic and action plans

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## 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.

# Coordinator Discussion

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- ▶ How can I assess what is currently going on in my community?
- ▶ How can I assess what is missing from my community?
- ▶ What is your plan for going through this process with your coalition?

# Comprehensive approach

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## CSAP Categories

- ▶ Alternative (Community Based Mentoring/Summer Youth Programs)
- ▶ Community-Based Process (Community Coalition)
- ▶ Education (Life Skills, Guiding Good Choices)
- ▶ Environmental (Policy Change)
- ▶ Information Dissemination (Public Awareness)
- ▶ Problem ID and Referral (Project Success & the Student Assistance Professional)
- ▶ Other (only used for training & conferences) (includes program training)



# Goal development

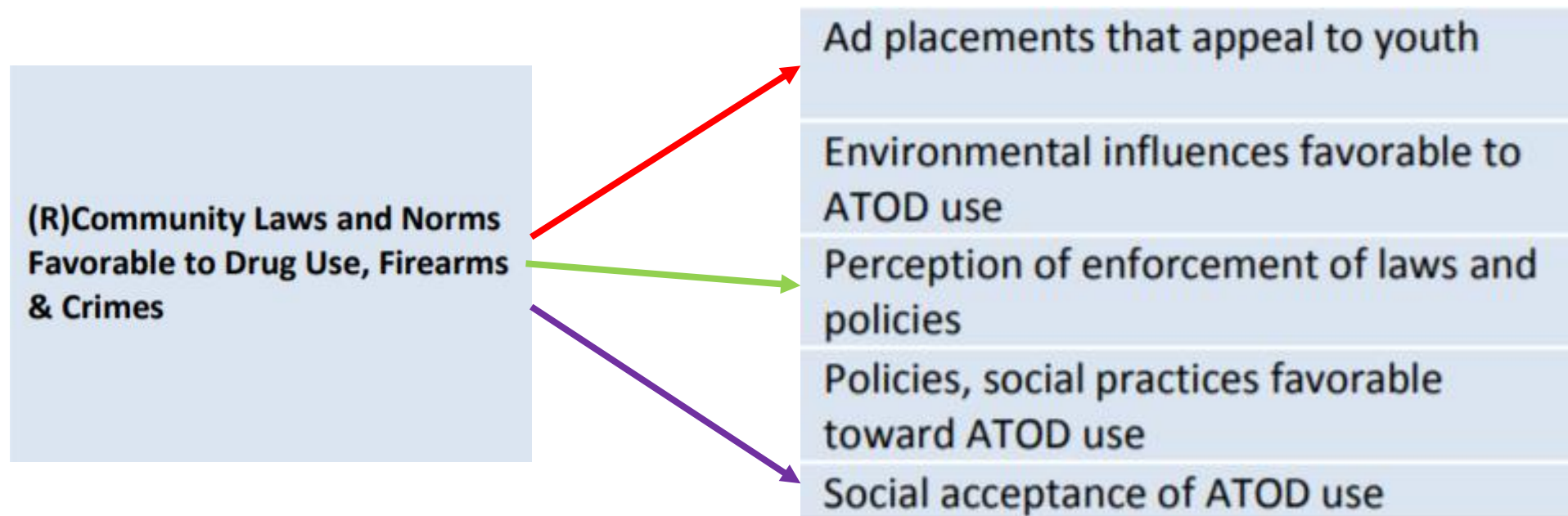
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- ▶ A statement that explains what the community wishes to accomplish or change in an intervening variable. (2-5 years to achieve)



# Selecting objectives

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# Building objectives

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- ▶ Objective will address the local condition (based on risk/protective factor).
- ▶ Breaks down goal into smaller parts.
- ▶ Provides specific, measurable actions in which the goal can be achieved.
- ▶ Ask: what can the coalition achieve that will impact overall goal?

# Building objectives

---

## Good objectives are SMART

- S**pecific - “What is to be done?” “How will you know it is done?” and describes the results (end product) of the work to be done.
- M**easurable - 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.
- A**chievable - “Can we accomplish this within reasonable timelines with our current capacity as a coalition?” “Do we have the necessary partnerships in place?”
- R**elevant - “What will the impact of this be on reaching the goal?”
- T**ime-oriented - “When will it be done?”

# Review objectives

**Goal 2:** Decrease Community Laws and Norms Favorable to Drug Use (Minerva #11)

**Objective 2.1:** Decrease social acceptance of ATOD use by 10% as measured by the Community Survey between 2019 and 2022 (Minerva #12, #13)

**CSAP Strategy:** Information Dissemination Minerva #15

Name of Program	Funding Source	Brief Description	How	Who & IOM Category	Lead and Responsible Party(ies)	Surveys
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Answer the following questions (Is this objective SMART?)

- A change in what?
- As measured by?
- Baseline or starting point?
- How much to change?
- By when?

# Strategy selection

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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.

# Risk/Protective Factors, Local Condition, SMART Objectives

Risk and/or Protective Factors	Local Condition	SMART Objective
Community laws and norms favorable to drug use	Social acceptance of ATOD	Decrease social acceptance of ATOD use by 5% as measured by the Community Survey between 2020 and 2021.
Family management problems	Knowledge and skills to facilitate family communication	Increase knowledge and skills to facilitate family communication by 15% for each cycle of parenting workshops offered in 2020-21, as measured by Managing and Monitoring for Parents survey.
Availability of drugs	Youth access to ATOD	Decrease youth access to alcohol, from 8% to 5%, as measured by the number of youth that report they obtain alcohol from a store, from a 2018 HYS baseline to the 2021 HYS.

# Risk/Protective Factors, Local Condition, SMART Objectives

Goal Risk and/or Protective Factors	Local Condition	SMART Objective
Community laws and norms favorable to drug use <b>Decrease</b>	Social acceptance of ATOD	<b>Decrease</b> social acceptance of ATOD use by 5% as measured by the Community Survey between 2020 and 2021.
Family management problems <b>Decrease</b>	Knowledge and skills to facilitate family communication	<b>Increase</b> knowledge and skills to facilitate family communication by 15% for each cycle of parenting workshops offered in 2020-21, as measured by Managing and Monitoring for Parents survey.
Availability of Drugs <b>Decrease</b>	Youth access to ATOD	<b>Decrease</b> youth access to alcohol, from 8% to 5%, as measured by the number of youth that report they obtain alcohol from a store, from a 2018 HYS baseline to the 2021 HYS.



# When looking at programs

---

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

# Example: Guiding Good Choices on EIP List

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## 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)

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## 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

**Goal 1:** Low Neighborhood Attachment and Community Disorganization (Minerva #11)

**Objective 1.1:** Increase Community capacity to address ATOD issues (Minerva #12, #13)

**CSAP Strategy:** **Community Based Process** Minerva #15



Name of Program	Funding Source	Brief Description	How	Who & IOM Category	Lead and Responsible Party(ies)	Surveys
<i>Name of program(s)</i>	<i>See below for list</i>	<i>Briefly state the main purpose of activity</i>	<i>How much? How often? During which months?</i>	<i>Who is this service for? How many people reached? Is it Universal-Indirect, Universal-Direct, Selective, or Indicated?</i>	<i>Organization delivering program? Who from the Coalition is making sure this gets done?</i>	<i>What survey will you be using? Frequency?</i>
Minerva #3	#7	#4	#18, #19	#16, #21, #22, #23	N/A	#24, #25
<b>Happy Town Coalition</b>	<b>PFS</b>	<b>Develop community partnerships to provide resources and opportunities prevent substance use and promote a healthy and safe environment for youth.</b>	<b>Full coalition meetings once/month.  Workgroups meet as needed.</b>	<b>15 active members of the coalition  Universal-Direct</b>	<b>Happy Town United  Coalition Coordinator &amp; Coalition Leadership Team</b>	<b>Coalition Assessment Tool  Annual/</b>

# Action Planning

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- ▶ Break down each program into several steps for coalition members to take ownership and manage of steps in the process
- ▶ Use existing workgroups/committees or create new ones to better manage action plan strategies
- ▶ Coalition coordinator: follow up with workgroup members to provide support, education, encourage accountability
- ▶ When action plan workgroups encounter challenges, bring those to the monthly coalition meetings for problem-solving and decision making

# Coordinator Discussion

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- ▶ How will you ensure that your entire Coalition is involved in making decisions on the Action Plan?
- ▶ What are some of the challenges you foresee in preparing your Action Plan?
- ▶ How will you overcome those challenges?

# Cultural competency: Planning

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- ▶ CPWI Coalitions should implement cultural competency strategies and activities on an ongoing basis.
- ▶ Efforts, strategies, and approaches should be included in approved Coalition Strategic Plan
  - ▶ Coalition should also adopt and implement policies to address health disparities
  - ▶ Follow National Culturally and Linguistically Appropriate Services (CLAS) Standards as they apply to coalition development and function
- ▶ Additional information:
  - ▶ National CLAS Standards, U.S. Department of Health and Human Services, Office of Minority Health.

# Coordinator Discussion

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- ▶ Describe how the coalition ensures that membership and decision makers include diverse and under-served populations in order to best inform policy and programmatic decisions for participant recruitment and retention.



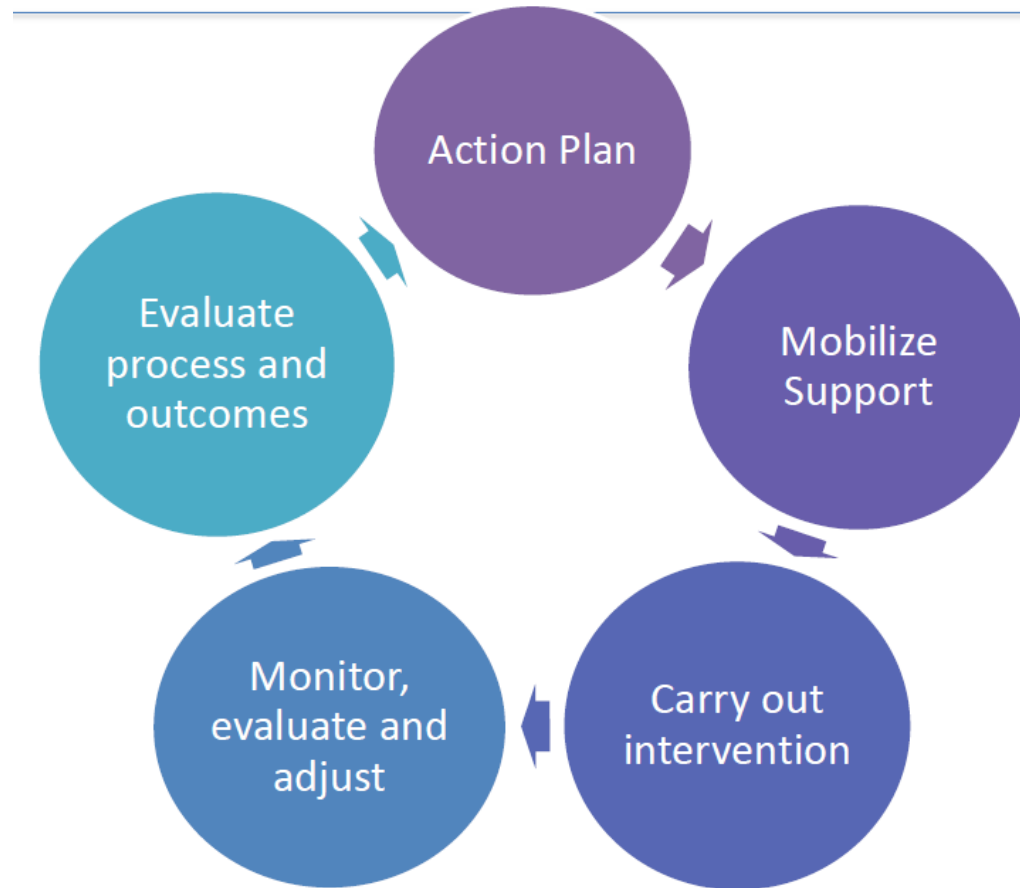
# Implementation

Purpose: Implement the plan



# Implementation cycle

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# Coordinator discussion: Implementation

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Discuss:

- ▶ Explain the coalition's process for recruiting and confirming the partnerships needed to carry out these strategies and activities/programs.

# Implementation

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- ▶ Service implementation incorporates:
  - ▶ evidence-based programming
  - ▶ direct-services
  - ▶ environmental strategies
  - ▶ public awareness/social media campaigns
  - ▶ school-based prevention and intervention services into the community's school(s)

# Coordinator discussion: Implementation

---

Discuss:

- ▶ Pick a program that the coalition is interested or is currently implementing. What research needs to be completed to obtain a good estimation of the program costs?

# Implementation

Guide p. 30-31

## Implement evidence-based prevention strategies

### CPWI Tasks:

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

# Implementation

Guide p. 30-31

## Implement evidence-based prevention strategies

### CPWI Tasks: *(continued)*

- Implement statewide media campaigns
- 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(ies)
  - ▶ Direct prevention strategy(ies)

# Implementing with fidelity

---

- ▶ Adhering to components of a program and the procedures for implementing.
- ▶ Components of the program include:
  - ▶ Number of sessions.
  - ▶ Min and max of participants.
  - ▶ Duration of the time spend with participants.



# Cultural competency: Implementation

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- ▶ Target population/reach
- ▶ Language and communication accommodations
- ▶ CLAS standards
- ▶ Cultural relevancy
- ▶ Meal preparation and cultural and dietary considerations
- ▶ Recruitment of focused population

# Coordinator discussion: Implementation

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Discuss:

- ▶ How will the coalition actively engage media in the coalition's efforts to promote a program?



# Evaluation

Purpose: Evaluate the plan, and refine as needed



# Evaluation & reporting

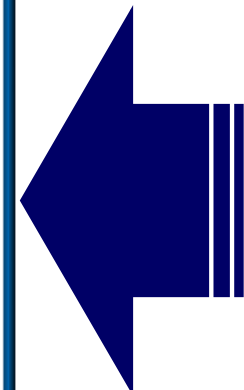
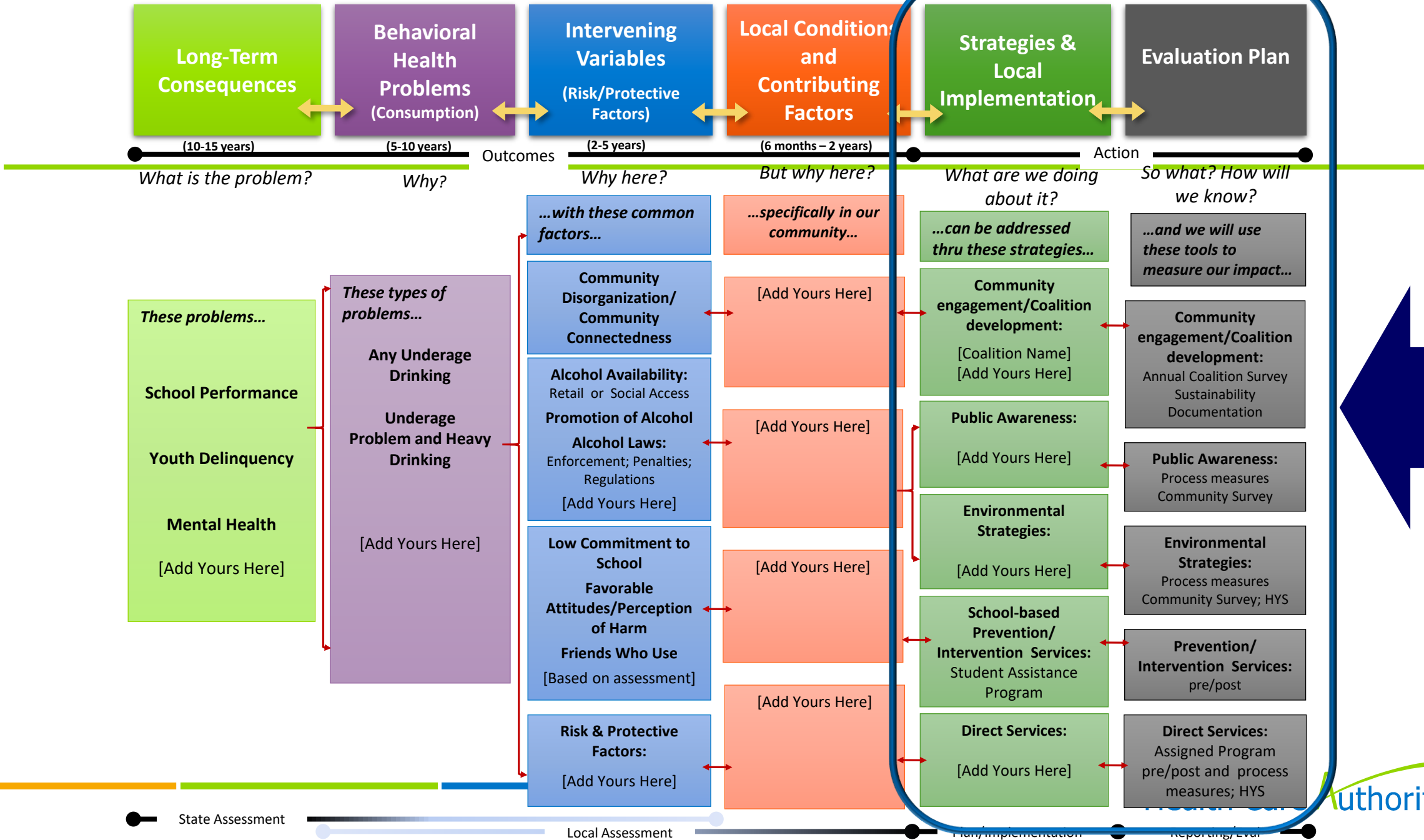
Guide p. 32-33

## **Evaluate and monitor results, change as necessary**

**Purpose:** Evaluate the plan, and refine as needed

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

# [Name] Coalition Logic Model



# Evaluation & reporting

Guide p. 32-33

**Evaluate and monitor results, change as necessary**

## **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 "Minerva"
  - ▶ Coalition & community organization functioning
  - ▶ 'Coalition Assessment Tool' (survey)
  - ▶ Report public awareness & environmental strategy(s)
  - ▶ Report direct prevention strategy(s)

# Evaluation & reporting

Guide p. 32-33

## Evaluate and monitor results, change as necessary

### 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 Minerva 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'



# Cultural competency: Evaluation

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- ▶ Is the design appropriate to the evaluation questions as well as the cultural context and values of the community?
- ▶ Do surveys reflect the sensitivity and needs of community members?
- ▶ Are diverse community members able to understand and respond to surveys?

# Sustainability

What is it, and how do you get there?



# What is sustainability?

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What are  
you  
sustaining?

What do  
you need to  
sustain it?

How will  
you get it?

# Sustainability

---

## Question 1: What are you sustaining?

- ▶ Direct Services
- ▶ Partnerships
- ▶ Coalition
  
- ▶ Overall, you are striving to maintain **outcomes**



# Sustainability

---

## Question 2: What do you need to sustain it?

- ▶ Policies
- ▶ Resources
- ▶ People
- ▶ Funding
- ▶ Outcomes



# Sustainability

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## Question 3: How will you get it?

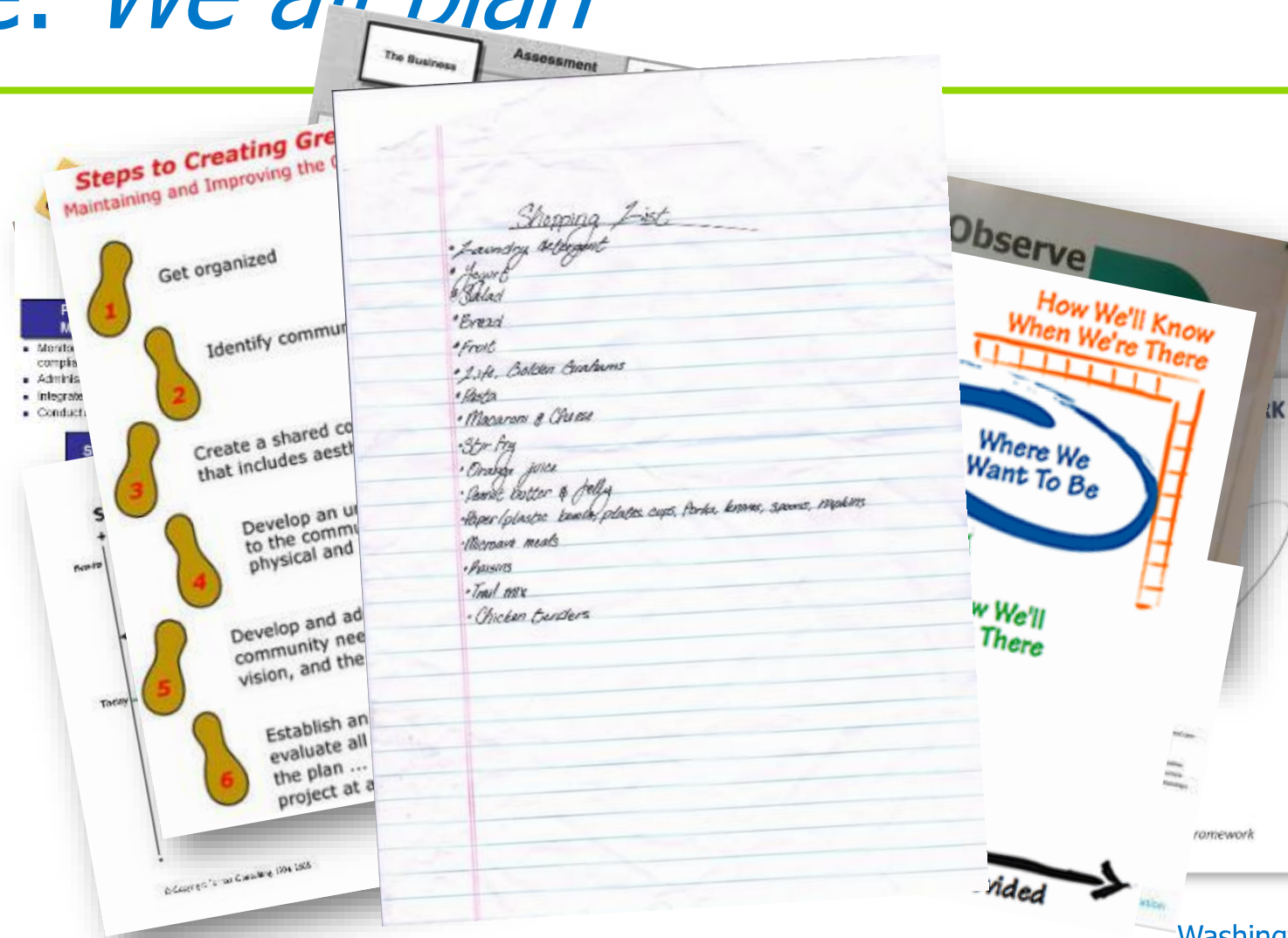
- ▶ Partnerships
- ▶ Policy Changes
- ▶ Securing other funding



# Strategic Planning

How is it done?

# Side note: *We all plan*





# What is a Strategic Plan?

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- ▶ The process, findings, decisions, and **plans for the future**.
- ▶ Creates, confirms and provides documentation of **the intended vision and goals of a coalition**.
- ▶ **Sets 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 and related changes.

# What is 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 locally relevant 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 -

- ▶ 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 -

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

# Strategic Plan Guidance

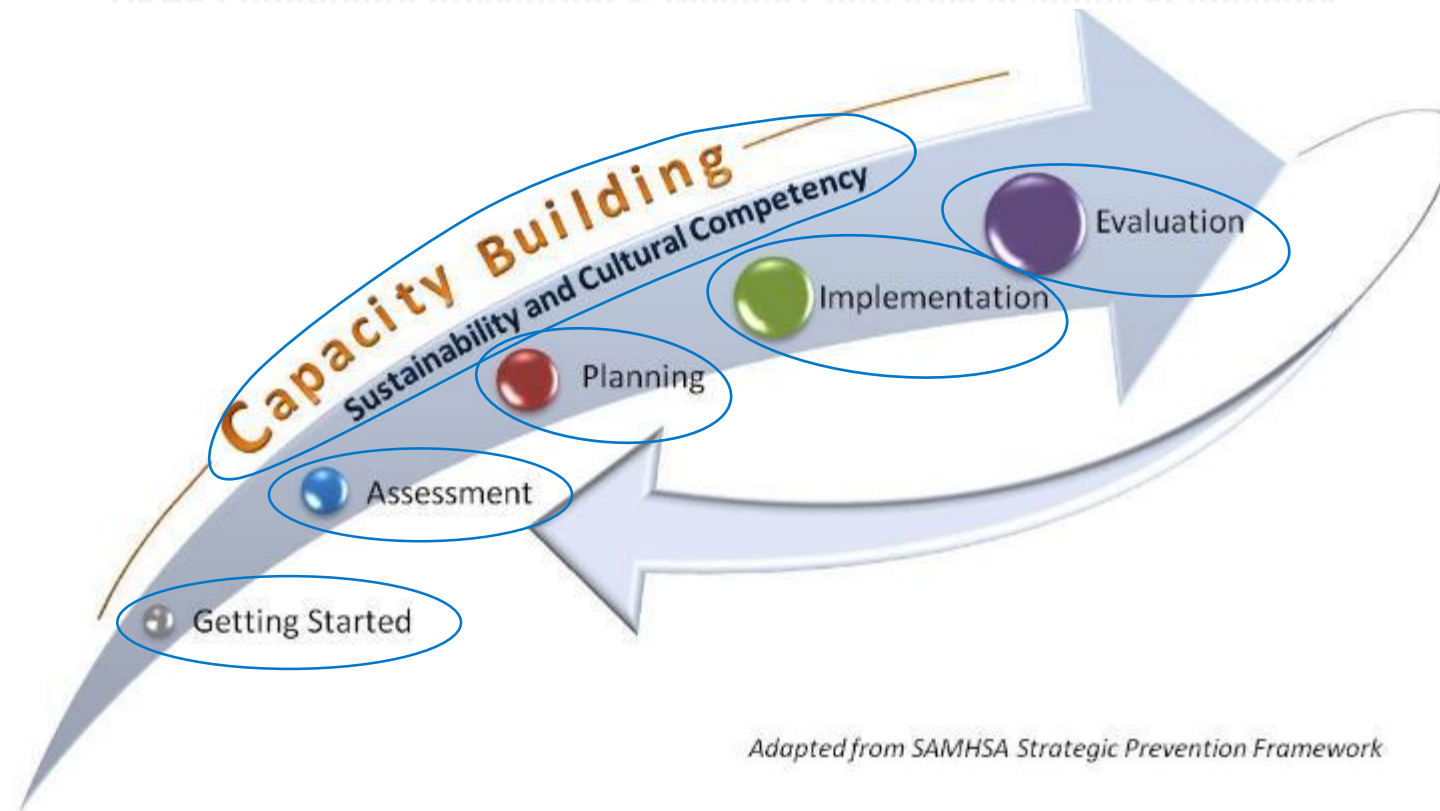
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- ▶ Executive Summary
- ▶ Organizational Development (Getting Started)
- ▶ Capacity Building
- ▶ Assessment
- ▶ Needs Assessment
- ▶ Resources Assessment
- ▶ Plan
- ▶ Implementation
- ▶ Reporting and Evaluation

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

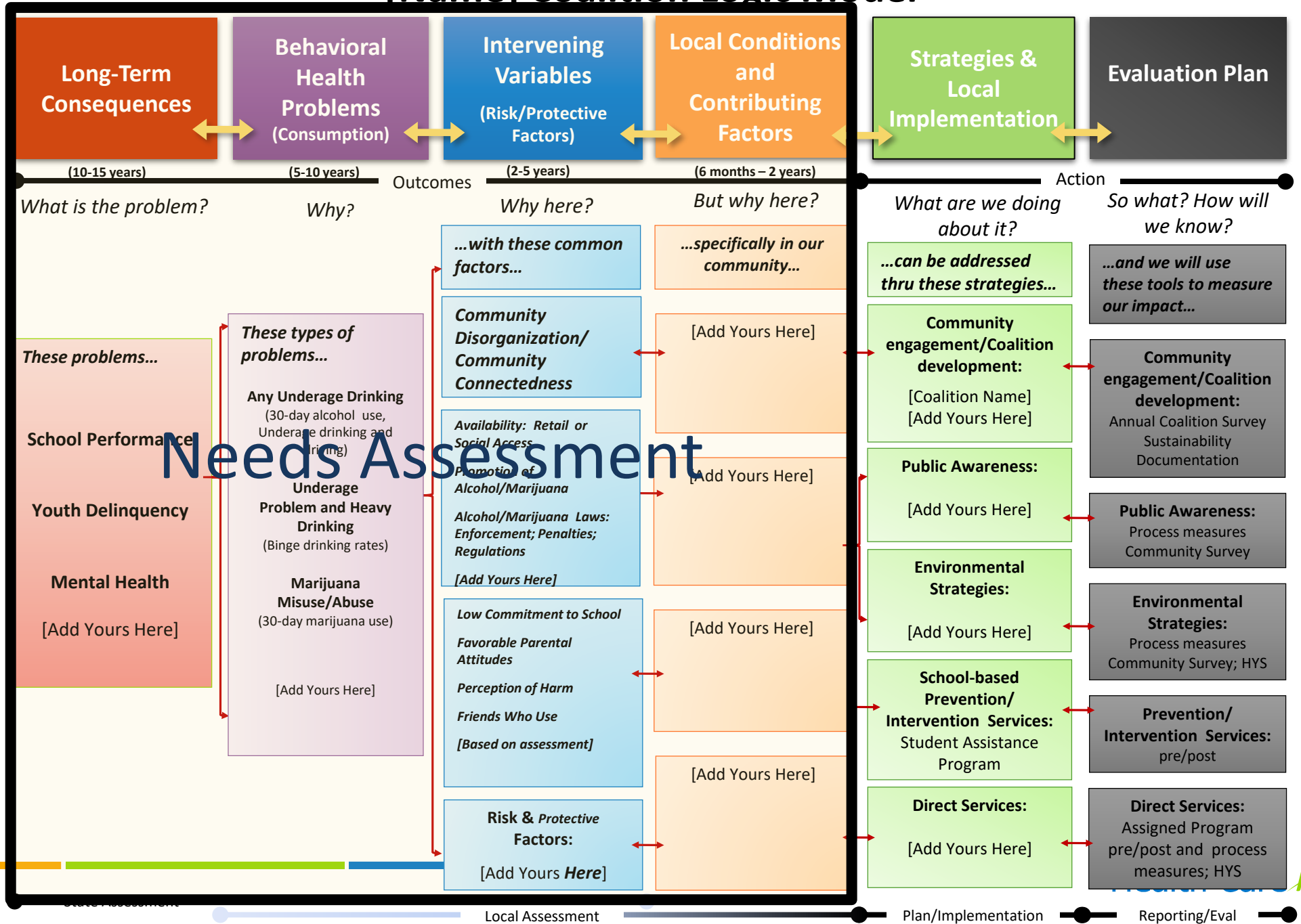
# CPWI Planning Framework

## DBHR Community Prevention & Wellness Initiative Planning Framework

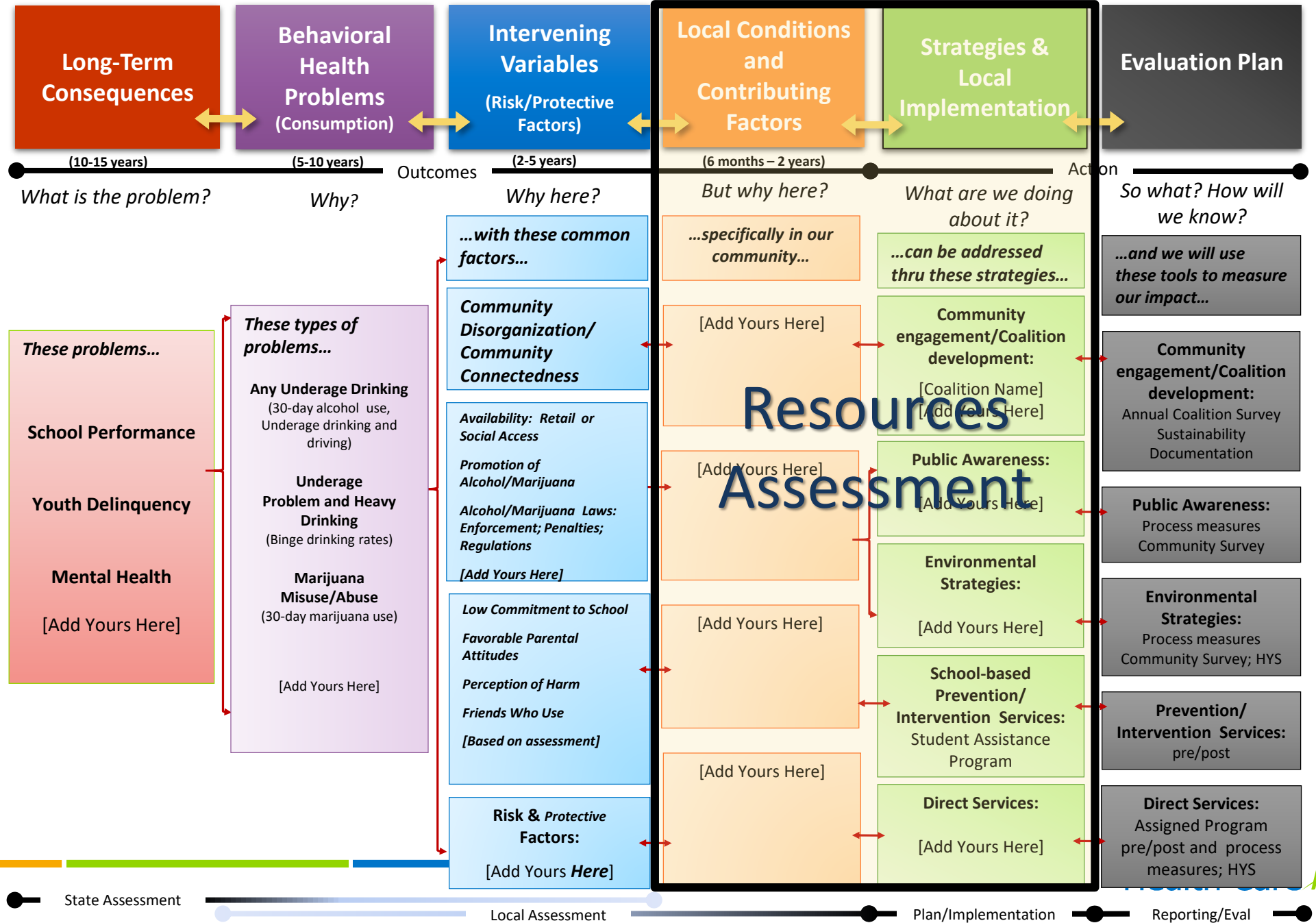


*Adapted from SAMHSA Strategic Prevention Framework*

# [Name] Coalition Logic Model

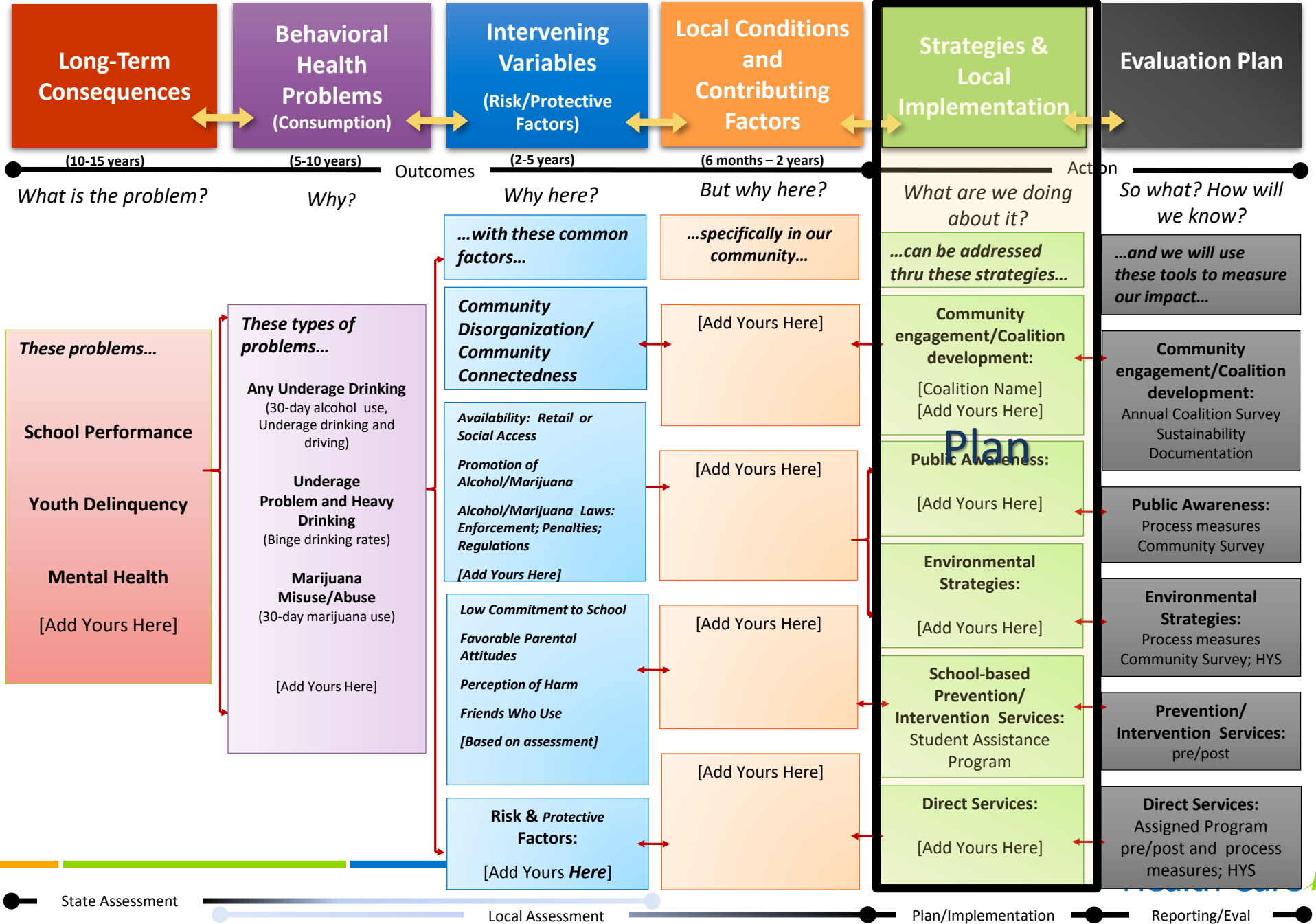


# [Name] Coalition Logic Model

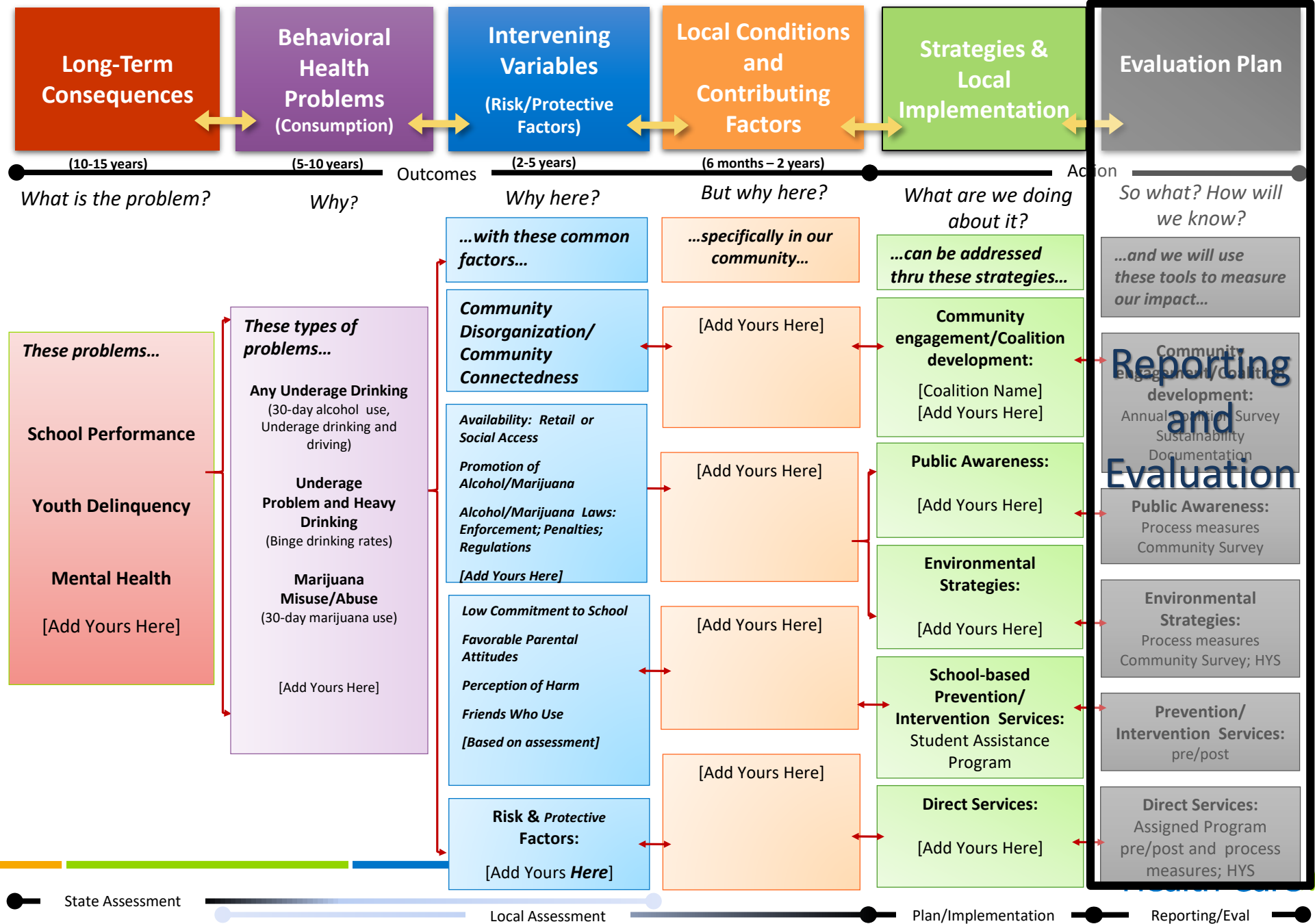




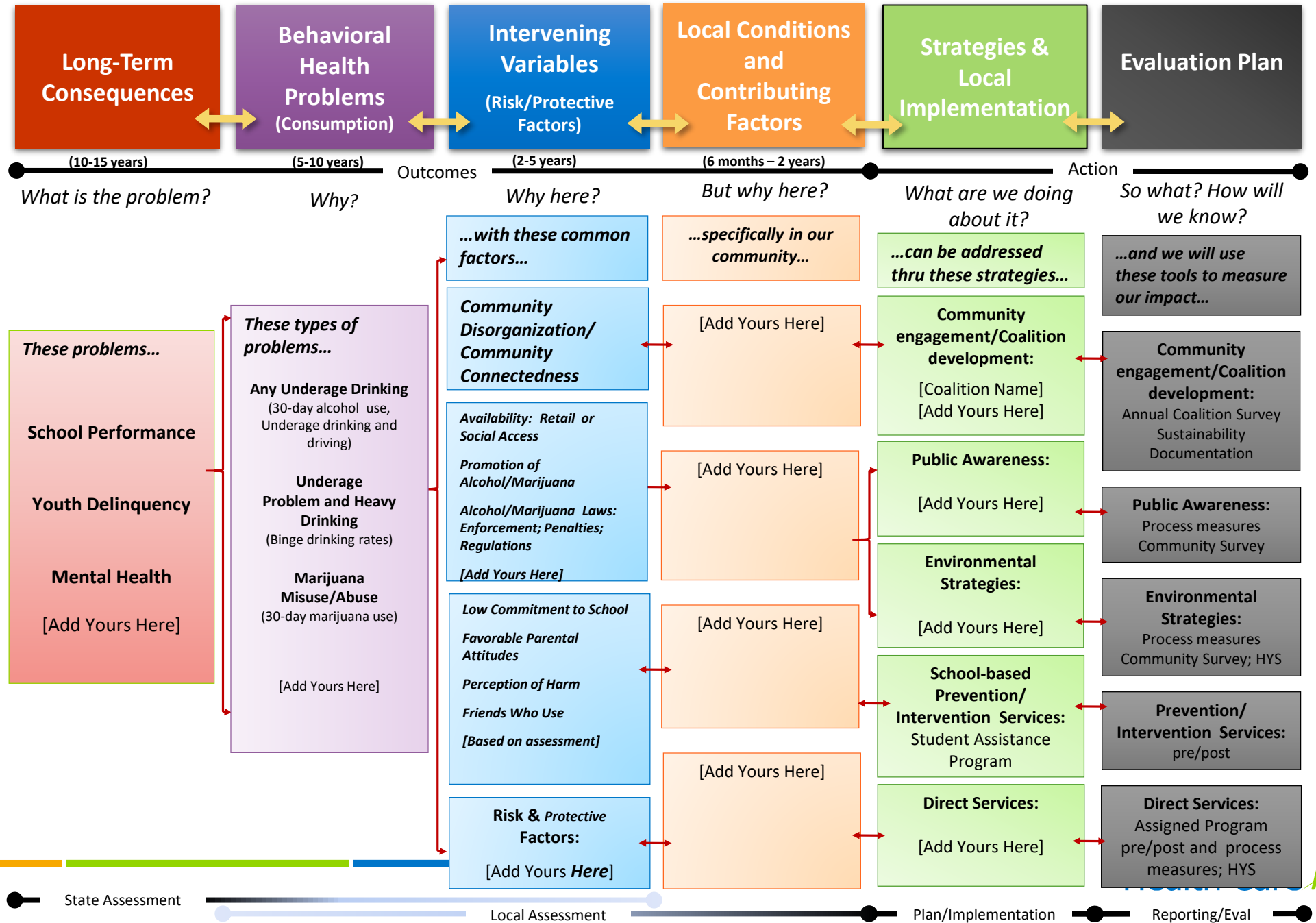
# [Name] Coalition Logic Model



# [Name] Coalition Logic Model



# [Name] Coalition Logic Model



Must include all below. Can add additional consequences.

Must include all below. Can add additional problems.

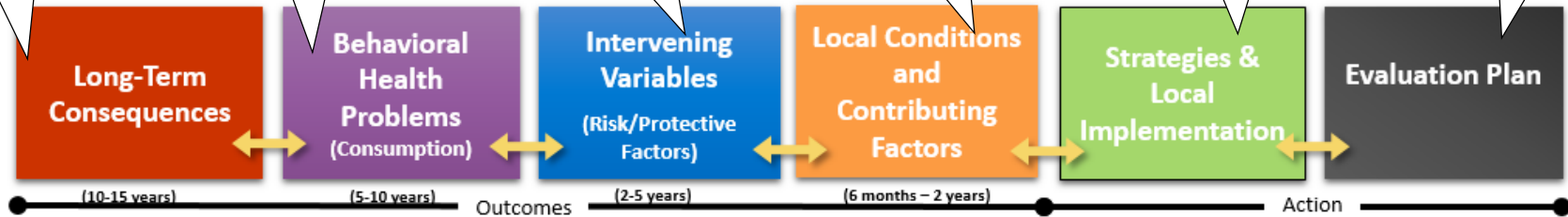
Must include a least one from each box below. Can add additional factors.

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

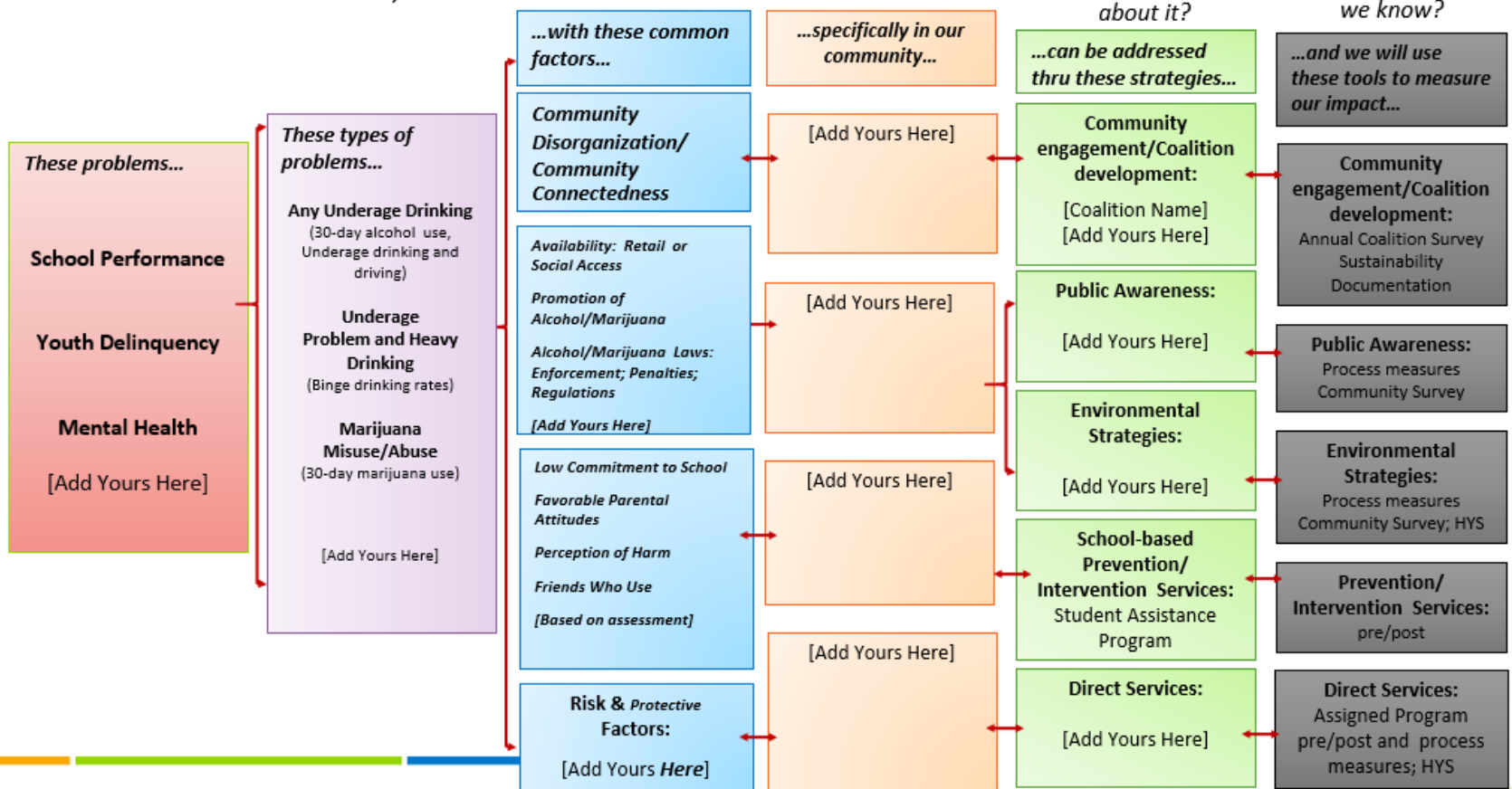
Must include a least one for each box below. Can add additional activities.

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

# [Name] Coalition Log. Model



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



# Training and Resources

# CPWI Guide: Appendix

Guide p. 48

- ▶ Appendix 1: SAMPLE County Risk Profile
- ▶ Appendix 2: SAMPLE Timeline for Writing a New Strategic Plan
- ▶ Appendix 3: Strategic Plan Outline TEMPLATE
- ▶ Appendix 4: Cover Letter SAMPLE
- ▶ Appendix 5: SAMPLE Data Book
- ▶ Appendix 6: Logic Model
- ▶ Appendix 7: List of Coalition Members TEMPLATE
- ▶ Appendix 8: Community Survey Results
- ▶ Appendix 9: Action Plan
- ▶ Appendix 10: Budget TEMPLATE
- ▶ Appendix 11: Plan-on-a-Page TEMPLATE
- ▶ Appendix 12: News/Media Release TEMPLATE
- ▶ Appendix 13: Community Profile Brochure TEMPLATE
- ▶ Appendix 14: Community Coalition Coordinator Hours Categories
- ▶ Appendix 15: Understanding Community Survey Selection
- ▶ Appendix 16: CPWI Coalition Coordinator New Hire Qualifications Checklist
- ▶ Appendix 17: Community Survey Requirements for CPWI
- ▶ Appendix 18: Self-Guided Training List
- ▶ Appendix 19: Commonly Used Prevention Resources

# Coalition member orientation

Guide p. 26

- C. **Community Coalition member orientation.** Coalition will ensure that Coalition members have clear understanding of CPWI goals and objectives, CPWI/Strategic Prevention Framework planning model, and Coalition structure and capacity building plan. This can be done annually as an established Coalition and/or individually when new members join.
- **(Required – New and As needed)** Coalition will conduct a training/meeting to meet the following goals:
    - Review CPWI goals.
    - To increase the understanding for the Coalition members in the CPWI/Strategic Prevention Framework planning model, related local data, goals, and activities of Coalition.
    - Develop Coalition membership’s understanding of their role.
    - Develop Coalition structure.
    - Develop capacity building plan.
    - Further engage members in implementing Action Plan.

# The Athena Forum | [www.TheAthenaForum.org](http://www.TheAthenaForum.org)

Sign In | Join Now

Enter your search terms

**ATHENA**

*The site for substance abuse prevention and mental health promotion professionals and volunteers.*

Headlines   Prevention priorities   Training   Resources for providers   Prevention 101   Who's who

### News from DBHR

- Annual Synar Report Available For Review (12/10/18)
- Help provide your feedback! Complete the media campaign toolkit survey. (11/15/18)
- Prevention Summit registration deadline extended to October 15! (10/09/18)

more DBHR announcements

### All providers

- Minerva - online reporting system
- Prevention Provider Learning Community - current meeting information
- Prevention Provider Learning Community - past meetings

### Announcements

- 2018 Monitoring the Future Survey findings released - (12/27/18)
- CDC releases Morbidity and Mortality Weekly Report on drug and opioid-involved overdose deaths - (12/21/18)
- U.S. Surgeon General officially declares e-cigarette use among youth an epidemic - (12/19/18)

more announcements

### Community library

- Opioid prevention social media toolkit overview - December 28, 2018
- CPWI Cohort 6 program and strategies guidance - December 18, 2018
- CPWI evaluation one pager - program providers (2018-11-05) - December 4, 2018

more shared documents

### Upcoming events



# Available Training PPTs

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## Specific CPWI Trainings on the Athena Forum:

### ▶ 2017 Webinar Series:

- ▶ Organizational Development, Governance, Mission Statements
  - ▶ Needs Assessment, Data Resources, and Resources Assessment
  - ▶ Data Books
  - ▶ Needs Prioritization and Developing a Comprehensive Prevention Approach - Planning
  - ▶ Action Plan and Program Implementation and Community Partnerships
- ▶ CADCA Boot Camp - CPWI Coordinator Training
- ▶ Enhancing Environmental Prevention Efforts
  - ▶ Capacity Building Workshop
  - ▶ CPWI Coalition Orientation Slides - these will be online soon!
  - ▶ Enhancing Community Building and Measuring Coalition Success with Paul Evensen
  - ▶ June 2019 Coalition Leadership Institute
  - ▶ Logic Model: Fine Tuning Your Logic Model Webinar
  - ▶ Key Leader Orientation

# Owl E-Learning

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- ▶ 20 online courses
- ▶ 23.75 CEHs available plus additional viewing content
- ▶ Minerva Online Reporting Trainings
- ▶ FREE!

# Resources

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- ▶ [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 You Media Campaign
- ▶ [Communities that Care \(CTC\)](#)
  - ▶ Training and Research
- ▶ [Prevention Specialist Certification Board of Washington \(PSCBW\)](#)
  - ▶ SAPST Training
- ▶ [Kansas University Community Tool Box Resources](#)
- ▶ **DBHR Prevention Team – Prevention System Manager**
- ▶ **Each other!**

# Ongoing 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
- ▶ 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](http://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.

# Final thoughts

Comments, questions, next steps

# Coordinator discussion

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Based on what you learned today, write down 2-3 things you need to do right away with your coalition. Share one of these in the chat box!



# THANK YOU!

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