COALITION LEADERSHIP INSTITUTE
Crafting a Community-Owned Strategic Plan
adapted from Communities that Care Materials

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Crafting a Community-Owned Strategic Plan

PARTICIPANT AGENDA

Wednesday, August 21, 2024
Olympia
8:30am – 4:30pm

Objectives: Participants will be able to:

1. Explain the WHYs of planning and program selection:
   a. State the reason for basing program/strategy selection on the community's data priorities (risk & protective factors and outcomes)
   b. Explain the value of ensuring that programs/strategies a) fill gaps in resources, and are both b) evidence-based AND c) feasible/appropriate for the community
2. Do the HOWs:
   a. Explain where to go to find evidence-based programs, policies and strategies that address the community's data priorities and resource gaps
   b. Create a list of evidence-based programs, policies and strategies that could address their community's data priorities and resource gaps
   c. Work with coalition members to develop a list of questions about these options to pursue in the community in order to determine which of the programs on the list are feasible and appropriate to actually implement in the community
3. ENGAGE the coalition:
   a. Craft options for enhancing the culture of participation in the coalition by actively involving members in each step of this planning process

Time	Topic
8:30	Welcome!
8:45	What is the Strategic Prevention Plan and how are we gonna get there? *Lecture and small group work*
	Filling gaps with services that will work to impact the community's data priorities *Lecture and paired activity*
	The Lists: Using them to find services to fill the gaps *Lecture, small group activity, full group discussion*
10:30	Break (10 minutes)
10:40	Other forms of evidence and moving the dial toward EBPPP *Lecture, small group activity, individual reflection time*
	How to discern which service option(s) will best 'fit' our community? *Lecture, individual reflection time, small group activities*

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Time	Topic
11:45	Message from DBHR Director
12:00	LUNCH (1 hour)
1:00	Questions, solutions and next steps for determining 'fit'
	Engaging coalition members: Materials to adequately inform their decisions *Lecture, paired activity, individual reflection time*
	Engaging coalition members: In the room activities *Lecture, individual activity*
2:35	Break (10 minutes)
2:45	Inclusive decision making Lecture, individual reflection, small group activity, full group share out
3:45	Reflect on the day
3:55	Final check-in/aha's Evaluation link

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FILLING THE GAPS

ACROSS

3. Key leader held kegger for graduating seniors and took away their car keys

4. No parent programs for middle school aged children

6. Low perceived risk of harm

7. Chamber of commerce enthusiastic about prevention

DOWN

1. YMCA afterschool program is on the list!

2. Feel disconnected from school

5. Substance misuse
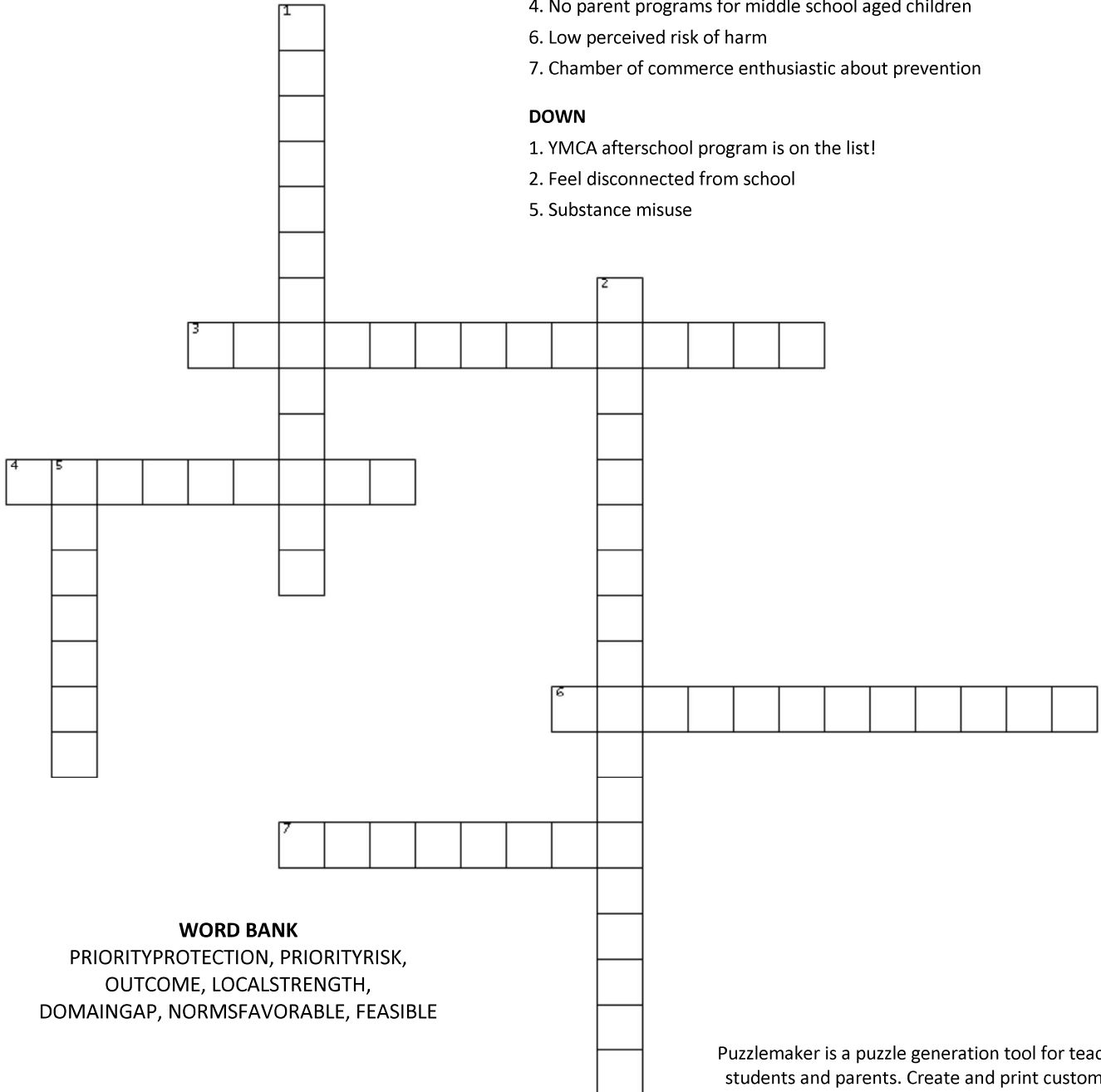
WORD BANK
PRIORITYPROTECTION, PRIORITYRISK,
OUTCOME, LOCALSTRENGTH,
DOMAINGAP, NORMSFAVORABLE, FEASIBLE

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PROGRAM/STRATEGY WALK

With your partner, walk around the poster gallery, taking time to read about each program/strategy being considered. Answer the questions below as you go.

1. What does <SDS> stand for?

2. Which is more expensive, Good Behavior Game or Big Brothers/Big Sisters?

3. Which programs/strategies focus on high school aged youth?

4. Which programs/strategies are based in community settings>?

5. Of the recommended programs/strategies, how many are universal?

6. Which programs/strategies are proven to impact the outcome of substance use?

7. Which program/strategy involves training 'secret shoppers'?

8. How many programs/strategies address the protective factor **of community opportunities for prosocial involvement?**

9. Which programs/strategies address the risk factor **of low commitment to school?**

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SUMMARY OF RECOMMENDATIONS

1. The tested, effective programs, policies & practices currently responding to our community priorities are:

2. They address the following priority risk & protective factors:

3. We need to implement new tested, effective programs, policies & practices for the following risk & protective factors:

4. We need to modify the following programs, policies & practices for the following risk & protective factors:

5. We need to expand the following programs, policies & practices for the following risk & protective factors:

6. Resources that currently overlap or duplicate services include:

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EXAMPLE SUMMARY OF RECOMMENDATIONS

1. The tested, effective programs, policies & practices currently responding to our community priorities are:
   - *Strengthening Families 10-14*
   - *Life Skills Training*

2. They address the following priority risk & protective factors:
   - *Perceived Access to Substances – family domain and peer/individual domain*
   - *Low Commitment to School – middle school age group*

3. We need to implement **new** tested, effective programs, policies & practices for the following risk & protective factors:
   (see short list of recommended programs/strategies to fill these gaps in the Program and Strategy Summary Grid).

   Low commitment to school – elementary aged children; high school aged children
   - *Good Behavior Game – elementary*
   - *Other?*
   Community laws and norms favorable to substances – universally with environmental strategies
   - *Reward and Reminder – environmental*
   - *Other?*
   Perceived access to substances – universally with environmental strategies
   - *Reward and Reminder – environmental*
   - *Other?*
   Community opportunities for pro-social involvement*
   - *Help organize community-wide afterschool offerings & train providers in SDS*

4. We need to **modify** the following programs, policies & practices for the following risk & protective factors:
   N/A

5. We need to **expand** the following programs, policies & practices for the following risk & protective factors:
   - *Strengthening Families 10-14: only serving parents in one of our middle schools; need to increase participation and include other middle school population*
   - *Life Skills Training: only serving students in one of our middle schools; need to include other middle school in our community*

6. Resources that currently **overlap or duplicate** services include:
   Many groups are providing after school activities for our young people.
   We could help these groups work together, build protection, and be more effective by:
   - *providing training for all after school providers in the Social Development Strategy and skills-based reinforcement.*
   - *sponsoring a single registration process across each age group, offering transportation for students as needed.*

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EXAMPLE PROGRAM STRATEGY SUMMARY GRID

Program/ Strategy	Priority Risk/Protective Factor			Priority Protective Factor	Priority Health Outcomes		Type of Prevention Approach			
	Community laws/norms	Perceived access to substances	Low commitment to school	Community opportunities	Substance Use	Mental Health	Setting (e.g. School; Community)	Population Focus (e.g. Middle School) (Estimated # to be Served)	Population Reach (e.g. Universal, Selective, Indicated)	Strategy Prevention Approach (e.g. Policy)
Good Behavior Game			X		X	X	School	Elementary (ages 5-11) (567 in 3 schools)	Universal – all elementary schools	
Big Brothers/Big Sisters			X				Community	High school aged youth	Selective	
{Recommended Program #3}										
Reward and Reminder	X	X			X				Universal – entire community	Environmental
SDS Training for After School Program Providers & Collaborative Registration & Transportatio				X			Community	Need to determine focus. Perhaps start with middle school then add age groups as	Universal	Can involve policy changes (e.g. school afterschool transportation)
{Recommended Strategy #3}										

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Program/ Strategy		Current Implementation in Community		Financial Considerations	
	Description	Strengths (Resources)	Needs (Gaps)	Costs	Current Funding
Good Behavior Game	Classroom-based behavior management strategy (game format) that can be integrated into regular curriculum.	1 school is already implementing Integrating into regular curriculum may be easier for teachers to implement	Quality will depend on teacher buy-in; fidelity will be crucial. Current school implementation varies by teacher	$176/student (Blueprints estimate)	School district interested; will provide teacher time.
Big Brothers/Big Sisters	A community mentoring program which matches a volunteer adult mentor to a child or adolescent	BB/BS already operates in the community and is enthusiastic about expanding into this age group	Lack of volunteers willing to mentor older youth Would only reach a handful of youth	$1,765/youth (Blueprints estimate)	Need to research options
{Recommended Program #3}					
Reward and Reminder	By using rapid and public rewards and recognition for clerks and retailers/outlets that do not sell alcohol or tobacco to minors, Reward & Reminder aims to reduce illegal sales of alcohol/tobacco, perceived access to alcohol/tobacco, and alcohol/tobacco use prevalence rates	Some City councils support the idea, need more information about County-level decision makers. Law enforcement supportive but also want to be involved in training.	Need to recruit and train adult supervisors and young adult 'mystery shoppers' Determine appropriate & feasible 'rewards' Unclear where to go to obtain training and access to 'web-based tracking' tools	Stipends needed for adult supervisors and youth 'mystery shoppers.' Part-time project coordinator salary needed. <$XXXXX>	Coalition infrastructure currently supported by CPWI grant CPWI grant can pay for program expenses; not yet clear on details
SDS Training for After School Program Providers & Collaborative Registration & Transportatio	Train after school program providers in the SDS and skills-based recognition	Schools have already agreed to work on providing afterschool transport, within some limits. Need to work out details	Staff to manage registration Staff to do the SDS training Training for these people	Staff time – who and how much time needed? Where to get training?	
{Recommended Strategy #3}					

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CONSIDERING PROGRAMS AND STRATEGIES

Program/Strategy being considered: _____

Pluses or Minuses

How well do the critical components of the program/strategy fit with our community?

- Addresses priority risk/protective factors?

- Outcomes match our vision?

- Population in evaluation comparable to our target population?

- Costs reasonable?

- Appropriate organization/experienced staff people available to implement program/strategy in our community?

- Time frame for implementation doable?

- Social, political, or recent public issues in our community that could affect program/strategy implementation?

  Positively:

  Negatively:

- People/organizations who would support implementation of this program/strategy?

- People/organizations who might oppose this program/strategy?

NOTES

_____

_____

_____

_____

(Continued)

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Considering Programs and Strategies, p.2

Program/Strategy being considered: _____

Interesting

What does this program make us think more deeply about?

- Any interesting connections to other networks or organizations in our community?

- Others doing work that could support or enhance this program/strategy in some way?

- Any additional "bang for the buck" found in this program/strategy?

- Questions we hadn't thought about before reading the program/strategy summary?

NOTES

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PROGRAM RESEARCH WORKSHEET

Name of program: _____

Community implementing:_____

Contact person: _____ Contact info: _____

Program area: individual/peer   family   school   community

Risk/protective factors addressed: _____

Problem behavior reduced: _____

Target audience: _____

Outcome expected: _____

By when: _____

Type of prevention: universal   selected   indicated

Advice from site contact currently or formerly implementing program:

Recruitment: _____

_____

Training: _____

_____

Staffing: _____

_____

Implementation: _____

_____

(continued)

Retention: _____

_____

Funding: _____

_____

Getting outcomes: _____

_____

Evaluation: _____

_____

Facilities: _____

_____

Sustainability: _____

_____

Politics involved: _____

_____

Other questions from Community Planning Workshop discussions: _____

_____

_____

_____

_____

DECISION-MAKING MODELS PROS & CONS

Autocracy:
One leader makes all the decisions

Pros	Cons
• Fast • Efficient • Clear	• Leader has full control over decisions • Some needs and ideas may not be considered • There may be trust issues

Designated Decision-Maker:
One person is designated to make decision after hearing all options

Pros	Cons
• Faster but less so than autocratic • More people feel they have a voice • More ideas are presented • Only the decision maker has full responsibility	• Not all voices are equal • Ideas may not be considered • Decision maker can pursue ideas that may not matter to the group • Group is less engaged and has less responsibility for the decision

Voting-based Methods:
Everyone votes; the majority decides

Pros	Cons
• Faster but less than the autocracy • More voices are heard • Most people are happy with the decision	• Perceived equality may not exist • Voices of those in the minority may not be heard; ideas may be lost • Those in the minority may be less engaged or may lose interest

Consent:
A decision is made when none of the members has a reasonable objection (But all might not be in agreement)

Pros	Cons
• Allows for reasonable objections to be heard • Everyone's voice is heard • Decisions are only made after there is no objection • Faster and more efficient than consensus	• Stakeholders must trust one another to speak out • Some may have to give in to others ideas • A shared mission must be in place • Slower than other options • Requires careful facilitation

Consensus:
Everyone accepts & supports the decision & understands the reason for making it

Pros	Cons
• The good of the group is placed over individual voices • Works best with shared values and goals • Everyone's perspective is heard and honored • Those who object can present an alternative option • Collaboration is encouraged when there is potential for a group decision to be blocked	• Slowest form of decision making • Promise of most inclusive decision • Potential for blocking power • Can end up in compromise or even a staredown rather than consensus • Can generate high emotions • Requires careful facilitation

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EXAMPLE DECISION-MAKING PROCESS WITH IDEAS FOR EACH STEP

0. **Advance work** so group feels safe, informed and ready to find a mutually beneficial decision. E.g.:
   - ✓ Creative re-frame!
   - ✓ Race equity questions; implicit bias training
   - ✓ Reinforce ground rules
   - ✓ High quality relationships, individually, w members
   - ✓ Etc.

1. **Get all ideas out**

   What are some activities to do this in an inclusive way? e.g.:
   - ✓ See "Participation Formats" section of Facilitator's Guide to Participatory Decision-Making
   - ✓ Individual writing, listing ideas, 'fishbowl', etc….
   - ✓ Round robin
   - ✓ Stickies & sort
   - ✓ Small group work (lots of ways to do this)
   - ✓ Think-Pair-Share

2. **Allow adequate processing time**

   What are some ideas on how to build this into the decision-making process? E.g.:
   - ✓ do gallery tour at beginning of session, allow time for small group conversations, break and come back later for decisions
   - ✓ send info in advance so folks can process

3. **Take the temperature before moving to decision**

   What are some methods for this? E.g.:
   - ✓ Thumbs
   - ✓ 5 fingers
   - ✓ Solo cups
   - ✓ Poll everywhere
   - ✓ Value line

4. **Discuss concerns/ideas raised in temperature check activity**

   What are facilitator tools for good discussion here?
   - ✓ Again, use formats that allow for different learning styles, etc. See #1 above

5. **Decide!**

   What are some methods for making the decision? E.g.:
   - ✓ Vote (many ways to structure this)
   - ✓ Call for consensus
   - ✓ Secret ballot

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SELF-REFLECTION GUIDE

	Head	**What stood out about this training?**
		What are you thinking about concerning what you experienced today?
	Heart	**How are you feeling about it from the perspective of the coalition you work with?**
	Feet	**What specific action steps will you take to bring your learnings from today back to your coalition?**
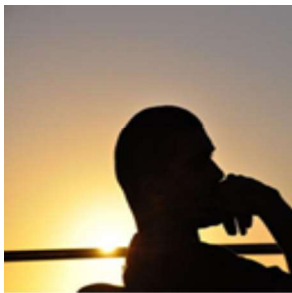
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