

The Community Prevention and Wellness Initiative (CPWI): An overview

Billy Reamer, Prevention System Manager

April 29, 2024



Welcome! We will begin around 9:00 A.M.

- ▶ It is always a good idea to close other windows.
- ▶ If participating via phone:
 - ▶ Don't forget to mute your computer speakers.
 - ▶ Be sure to enter in your **Unique Participant ID**, if you haven't already.



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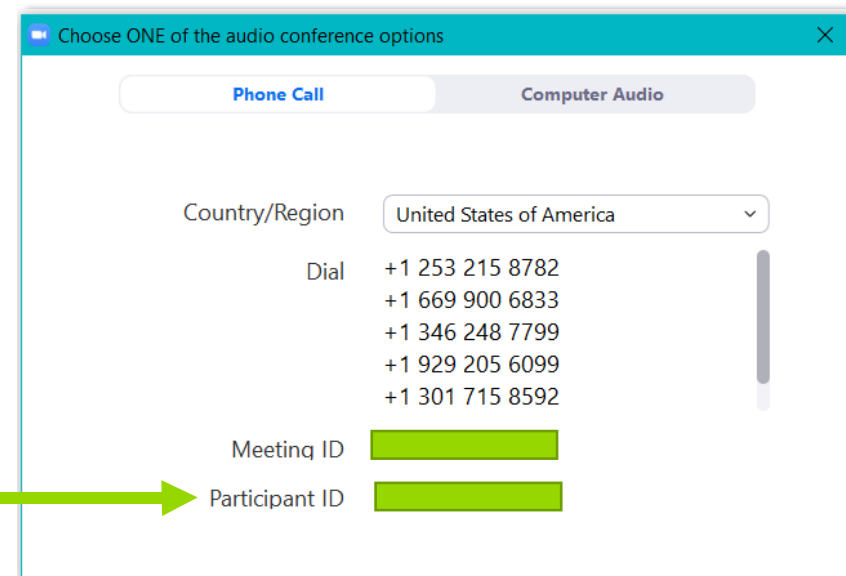
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Also available via Zoom chat



Choose ONE of the audio conference options

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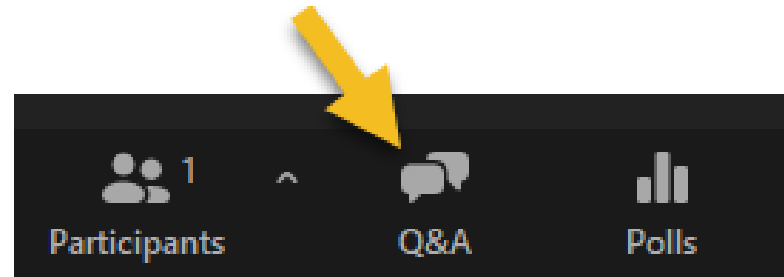
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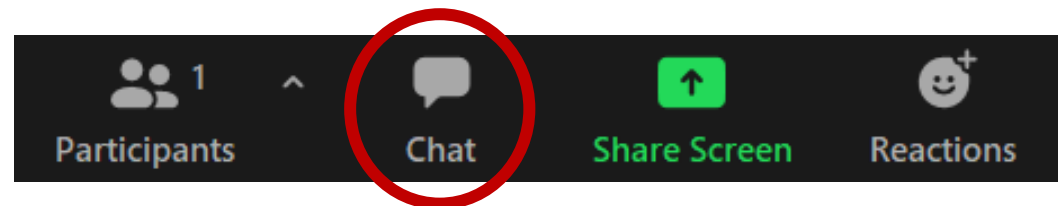
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Questions? Please use the Q&A feature!



Comments? Add them into the chat!



Please note, the chat is public.

Before we get started...

- ▶ Let's get to know each other a bit!
- ▶ Type into chat:
 - ▶ Name, current role, and the community/coalition you work with.
 - ▶ How long have been in this role and/or working with CPWI?
 - ▶ Pick one:
 - What is one component of CPWI you are hoping to learn more about today?
 - What is one component of CPWI that you learned in the past that has helped you be successful in your role?



Agenda for our time together today

- ▶ Introduction to prevention science
- ▶ Introduction to the Community Prevention and Wellness Initiative (CPWI)
- ▶ Introduction to strategic planning
- ▶ Other training opportunities and resources

Ground rules

- ▶ Participate and engage how you are able—and how you feel the most comfortable.
- ▶ Give grace as everyone is at different stages in their learning journey.
- ▶ Discussion and questions are encouraged!
- ▶ Take a quick break if you need one.
- ▶ Start your own personal parking lot of questions, comments, or items to follow-up on with your prevention manager.
- ▶ Others?



Reminder, there's a lot of resources out there!

▶ HCA DBHR Resources:

- ▶ Your Prevention System Manager
- ▶ CPWI Guide
- ▶ Your Umbrella Contract
- ▶ Monthly Athena Newsletter
- ▶ And more all available at TheAthenaForum.org.



▶ Prevention Technology Transfer Center (PTTC)

- ▶ NW PTTC: [Northwest PTTC - Prevention Technology Transfer Center \(PTTC\) Network \(pttcnetwork.org\)](http://pttcnetwork.org).

▶ Substance Abuse and Mental Health Services Administration (SAMHSA): [Prevention Resources | SAMHSA](#).

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

▶ Each of YOU!

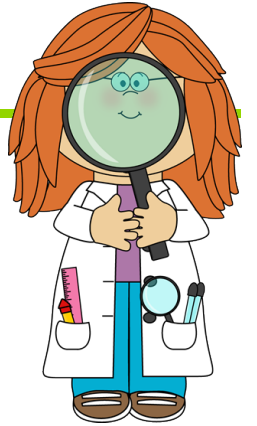
- ▶ At the end of today, we will save time for you all to share resources you have found valuable.

Introduction to prevention science

Science, theory, risk and protective factors

Why is understanding prevention science and theory important?

- ▶ It is the foundation for the community's prevention work.
- ▶ Outlines the Coalition through the process.
- ▶ Process for informing for the Coalition's programs and strategies.
- ▶ Remember: Coalition members and staff may have different depths of understanding of prevention. But they all need some knowledge!
- ▶ As the Coalition Coordinator, **your role is to have a deeper understanding and to facilitate the prevention science process.**



Primary prevention



- ▶ According to the **Code of Federal Regulation (CFR)**, primary prevention is:

“...directed at *individuals not identified to be in need of treatment.*”

- ▶ The **CFR** also states:

“The comprehensive primary prevention program shall include activities and services provided in a variety of settings for both the *general population*, as well as targeting *sub-groups who are at high risk* for substance abuse.”

- ▶ **Pro-Tip!** Save this link: <https://www.ecfr.gov/current/title-45/subtitle-A/subchapter-A/part-96/subpart-L/section-96.125>.

Center for Substance Abuse Prevention (CSAP)

- ▶ The CFR further defines the six (6) CSAP strategies:
 - ▶ Information Dissemination
 - ▶ Education
 - ▶ Alternatives
 - ▶ Problem Identification and Referral
 - ▶ Community-Based Process
 - ▶ Environmental
- ▶ We will dive into these more later!
- ▶ **Pro-Tip!** These are defined in a variety of places outside of the CFR including in your Umbrella Contract.

The Institute of Medicine (IOM)

- ▶ Explains prevention as:

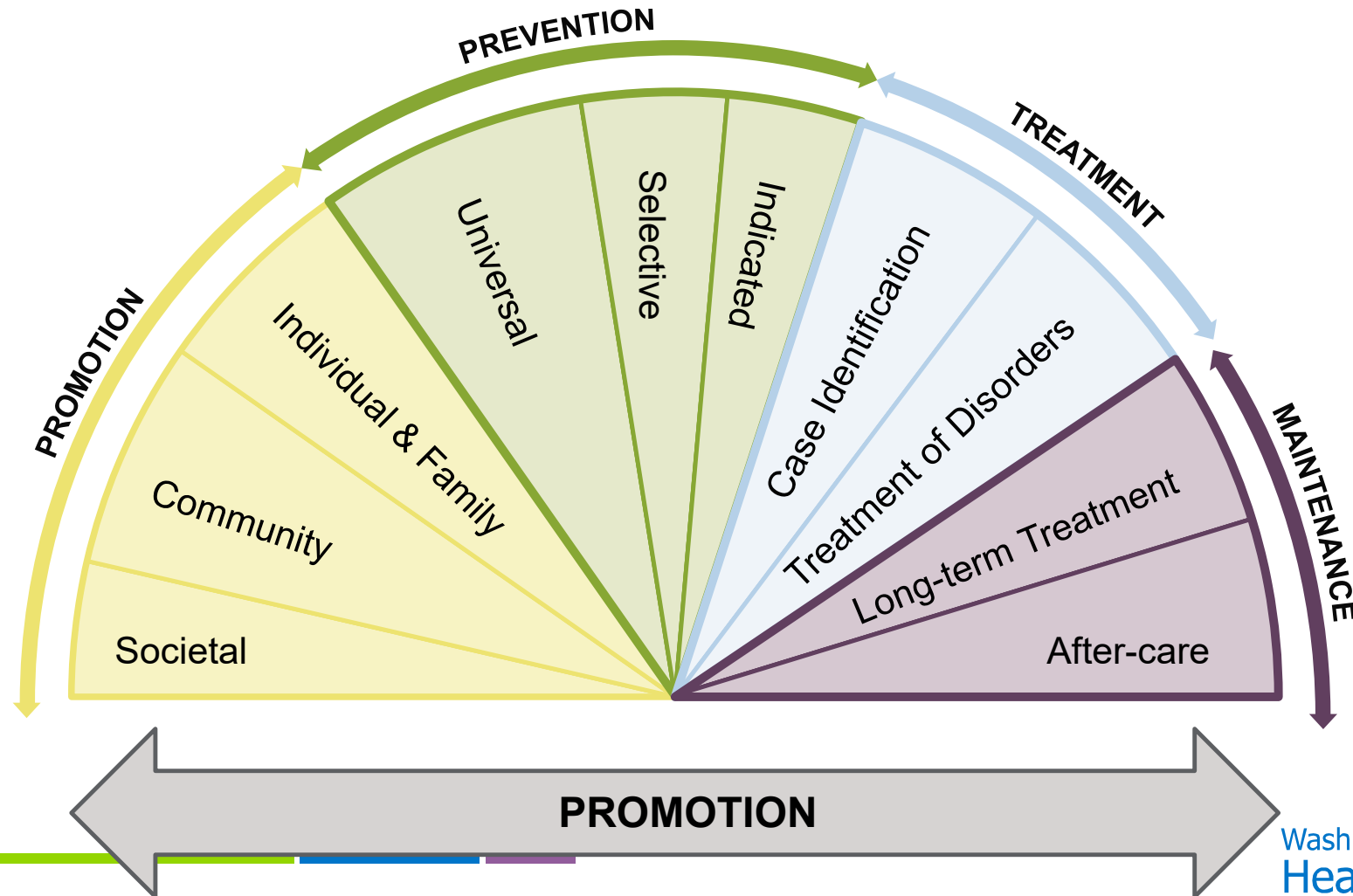
“Interventions that occur prior to the onset of a disorder and are intended to prevent or reduce risk for the disorder.”

- ▶ Further defines:

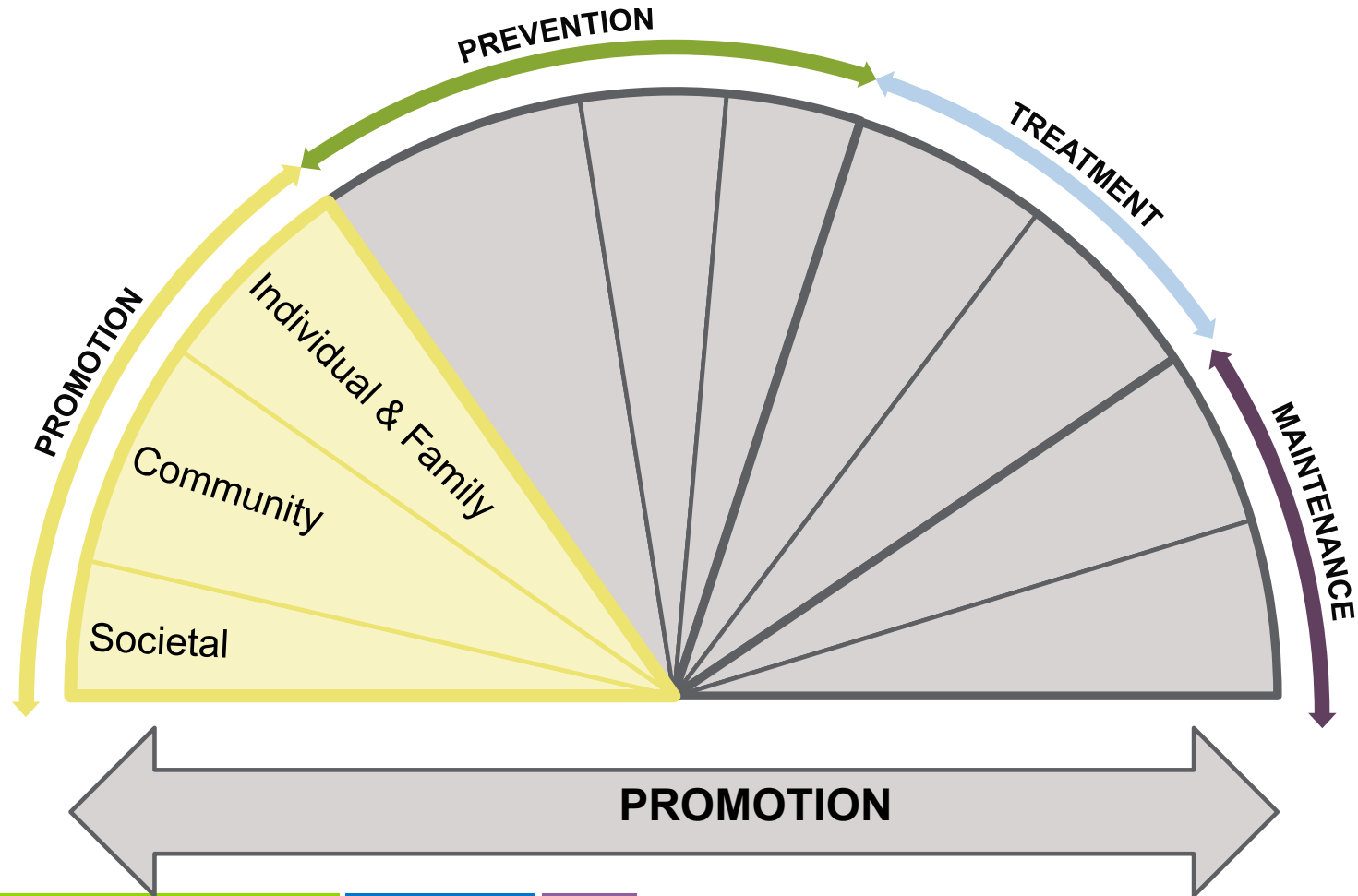
- ▶ Universal prevention
- ▶ Selective prevention
- ▶ Indicated prevention

- ▶ For more information visit: [Introduction - Fostering Healthy Mental, Emotional, and Behavioral Development in Children and Youth - NCBI Bookshelf \(nih.gov\)](#).

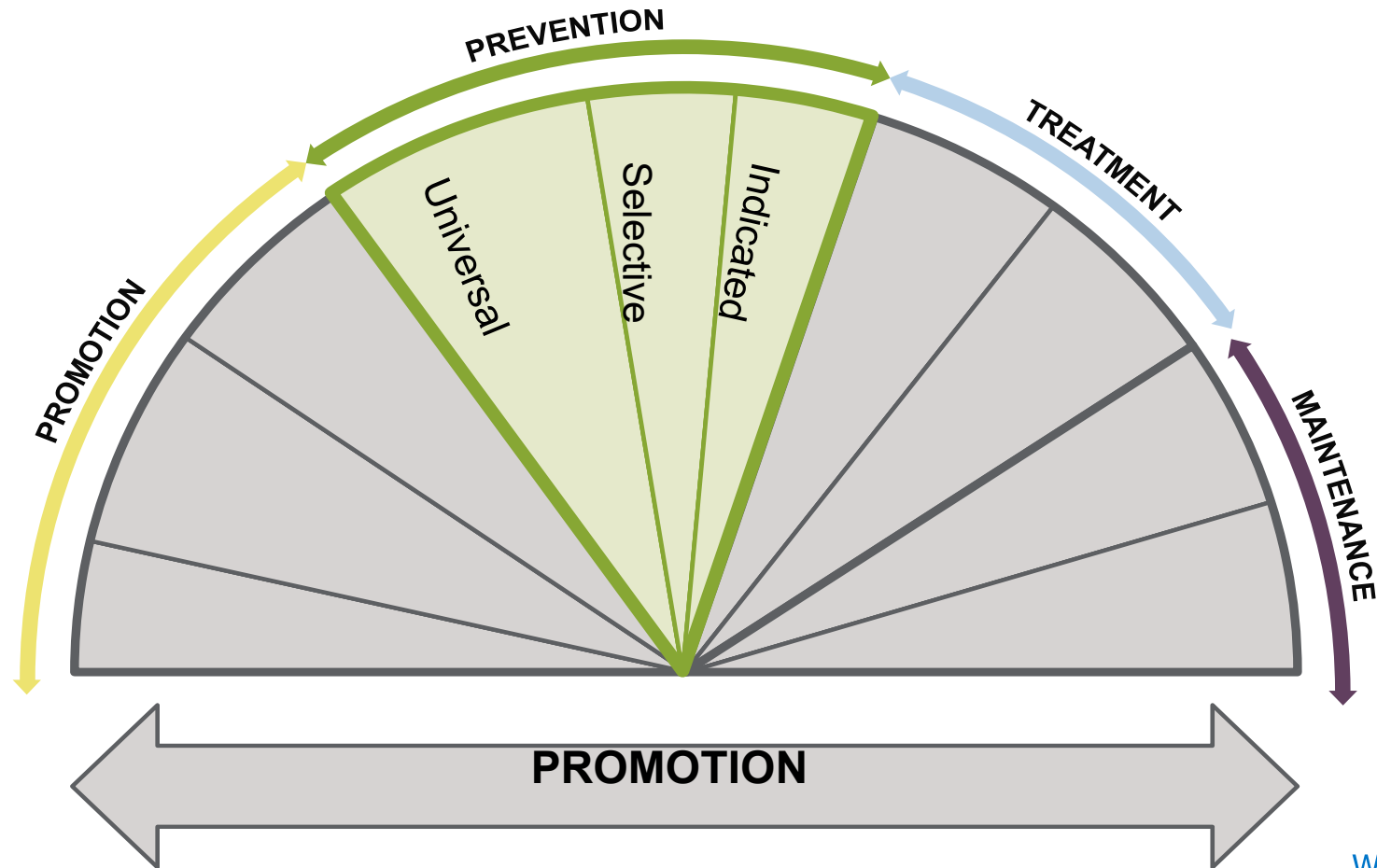
Spectrum of Mental, Emotional, and Behavioral (MEB) Interventions



Promotion



Prevention



Before we move to the next section...

▶ Questions?



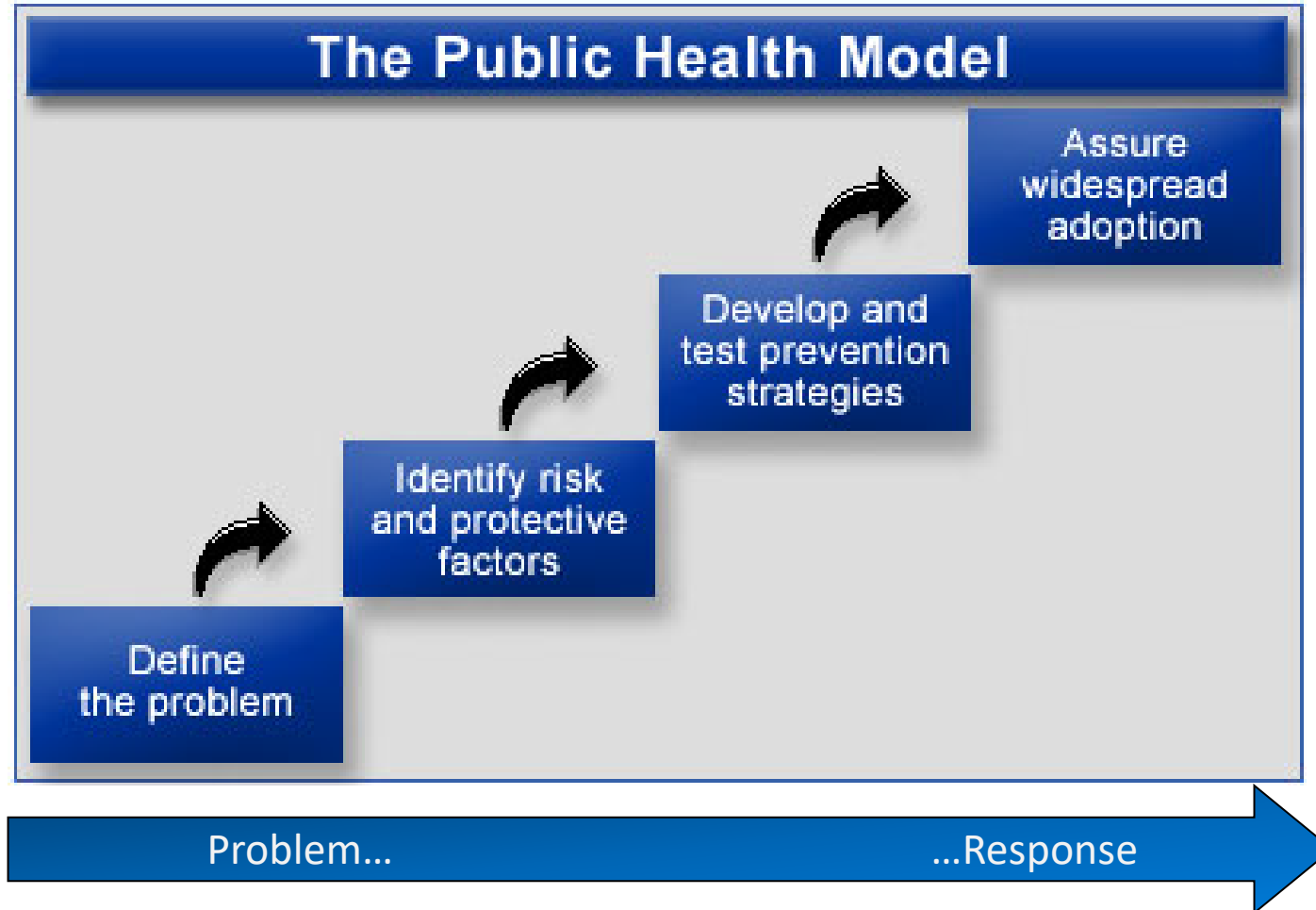
▶ In the chat or come off mute to answer, **How do you define primary prevention?**



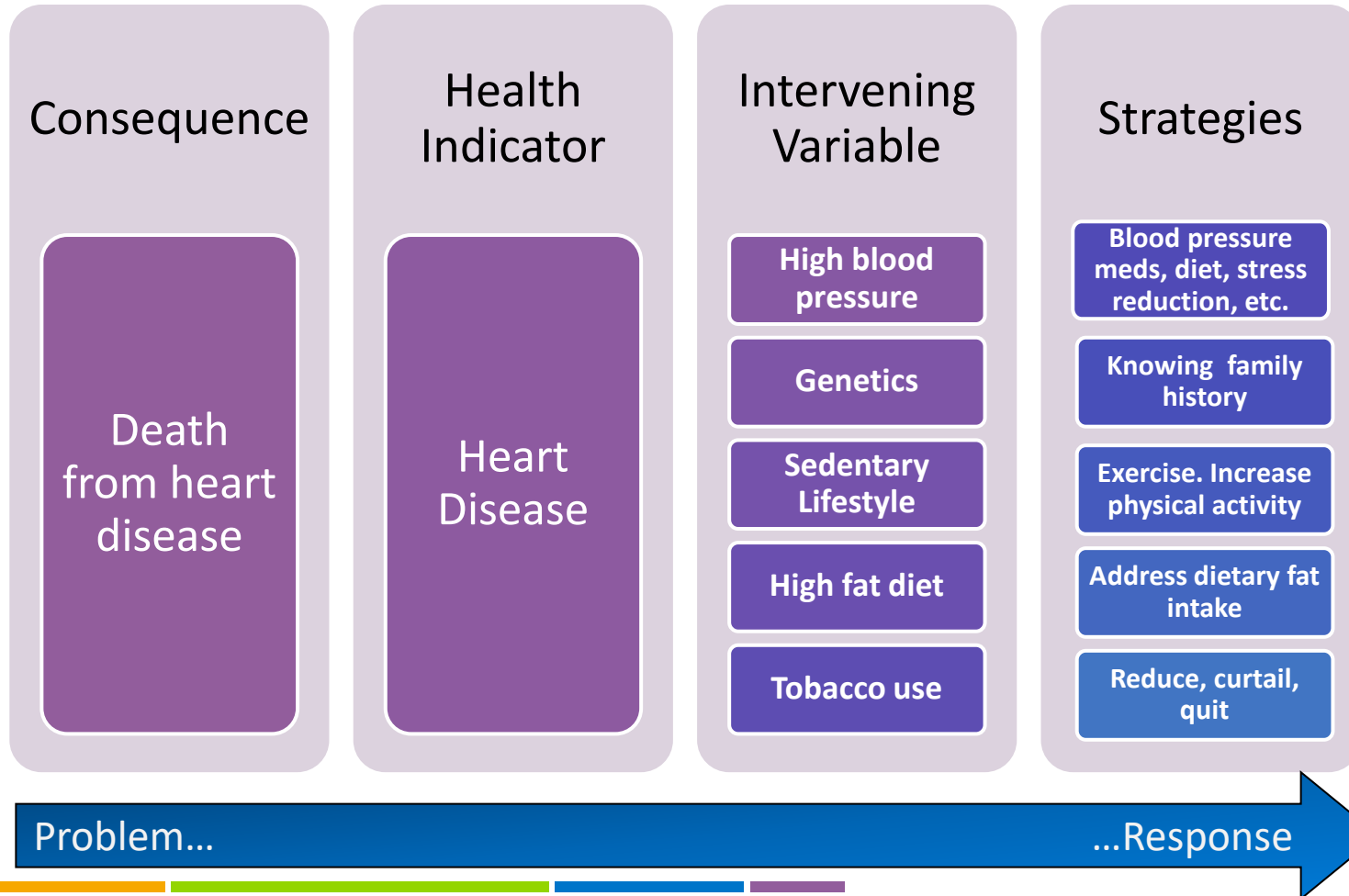
The prevention framework is based on...

- ▶ The Public Health Approach and the Health Promotion Framework
- ▶ Intervening Variables including Risk and Protective Factors
- ▶ The Social Development Strategy
- ▶ Contributing Factors
- ▶ Selection of Evidence-based Prevention Strategies

The Public Health Approach



Health Promotion Framework



A little bit more about intervening variables

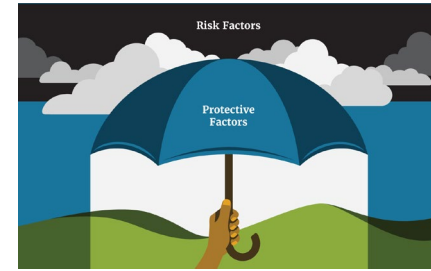
▶ Intervening Variables:

- ▶ Characteristics that are strongly predictive of use.
- ▶ They are characteristics of the community that are likely to influence use.

▶ Examples:

- ▶ Alcohol availability (ease of access; usual sources; retailers).
- ▶ Promotion of alcohol.
- ▶ Alcohol laws (enforcement; penalties).
- ▶ Community norms (acceptability among peer and community).
- ▶ Risk and protective factors.

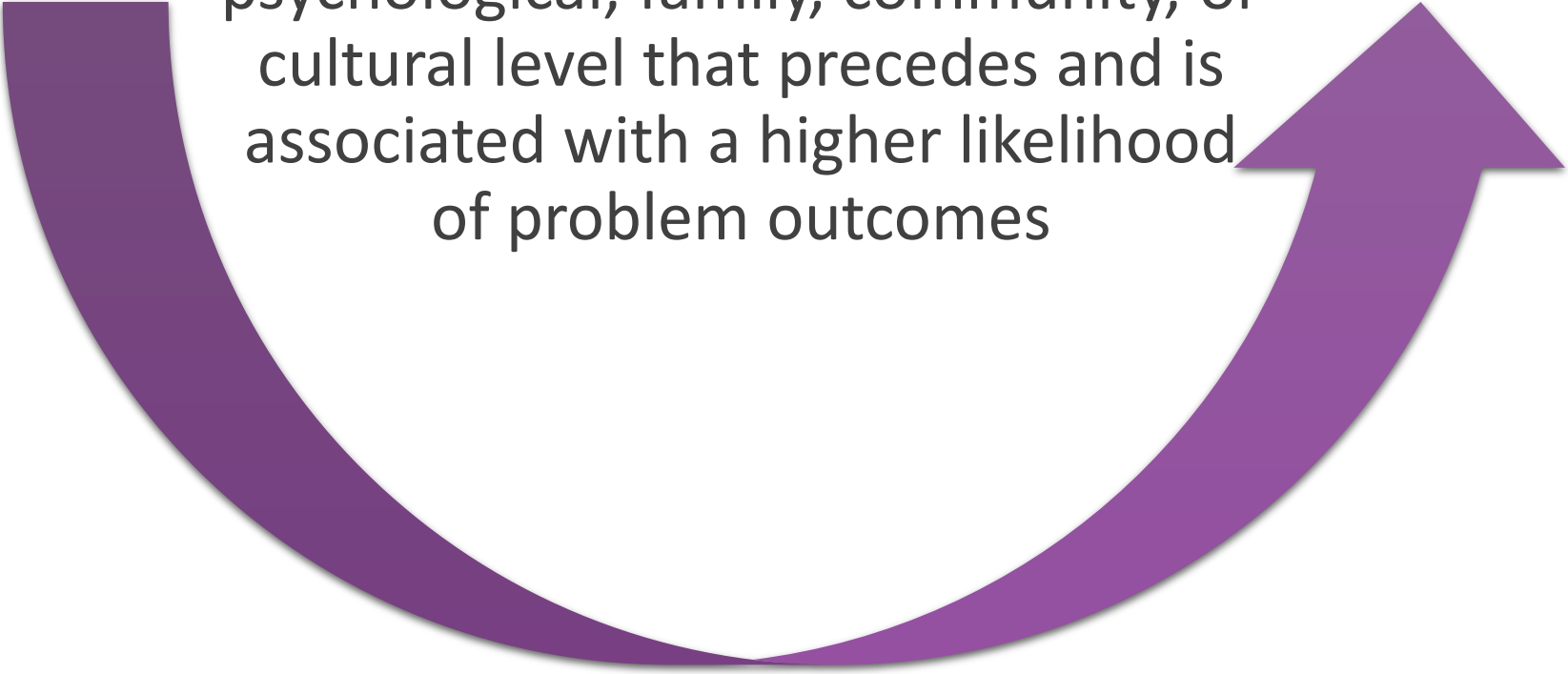
Risk and protective factors



- ▶ Assessing risk and protective factors allow prevention professionals select the appropriate programs and strategies.
- ▶ While many factors may influence a person's chance for developing a behavioral health disorder, effective prevention focuses on reducing risk factors while also strengthening protective factors.
- ▶ Risk factors tend to be positively correlated with one another and negatively correlated to protective factors.
- ▶ They also tend to have a cumulative effect on the development (or reduced development) of behavioral health issues.
- ▶ This helps underscore the importance of early intervention and interventions that target multiple factors.

Risk factor

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



More on risk factors

- ▶ 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.

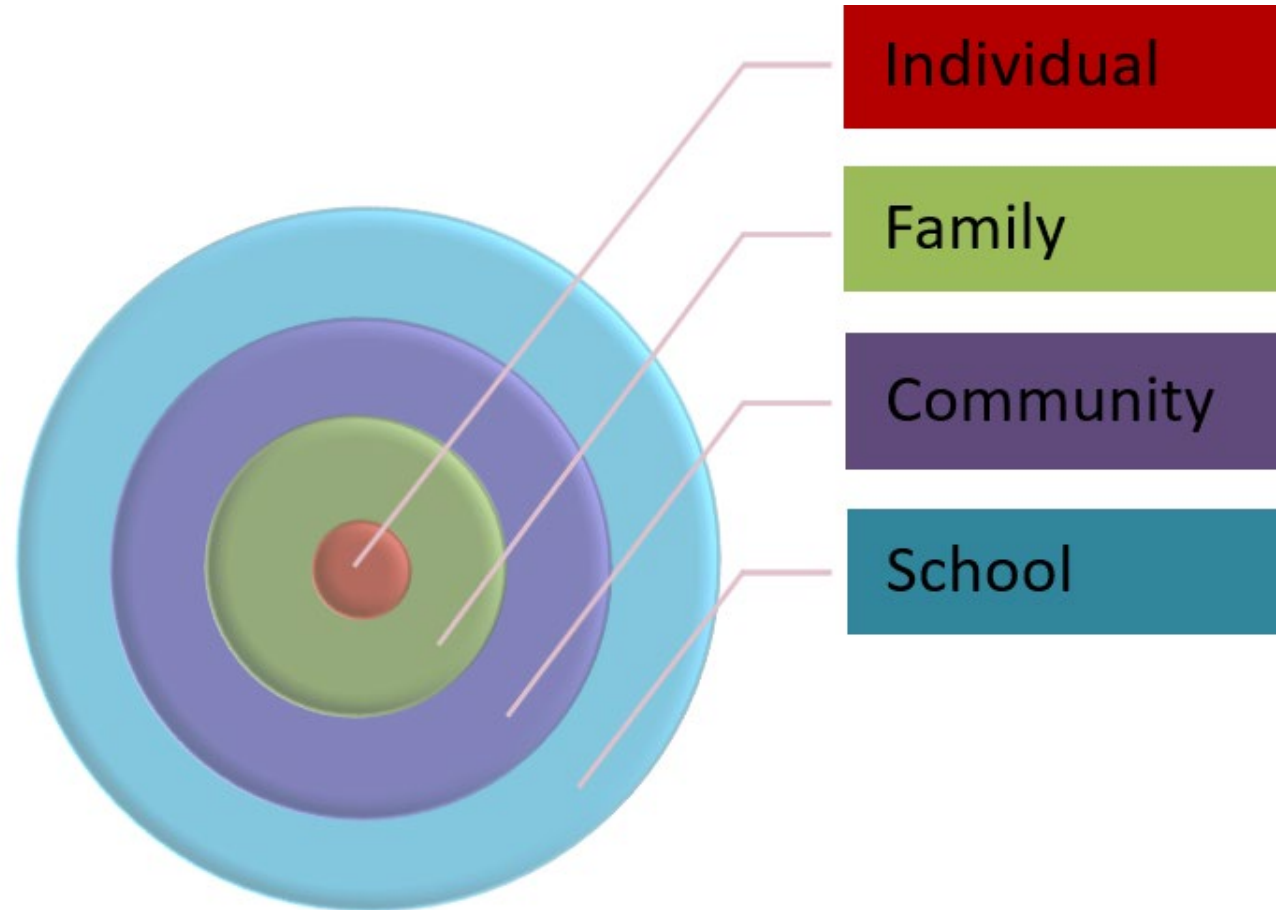
Risk Factors for Adolescent Problem Behavior	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence	Depression & Anxiety
Community						
Availability of Drugs	•				•	
Availability of Firearms		•			•	
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	•	•			•	
Media Portrayals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

Come off mute or type into chat...

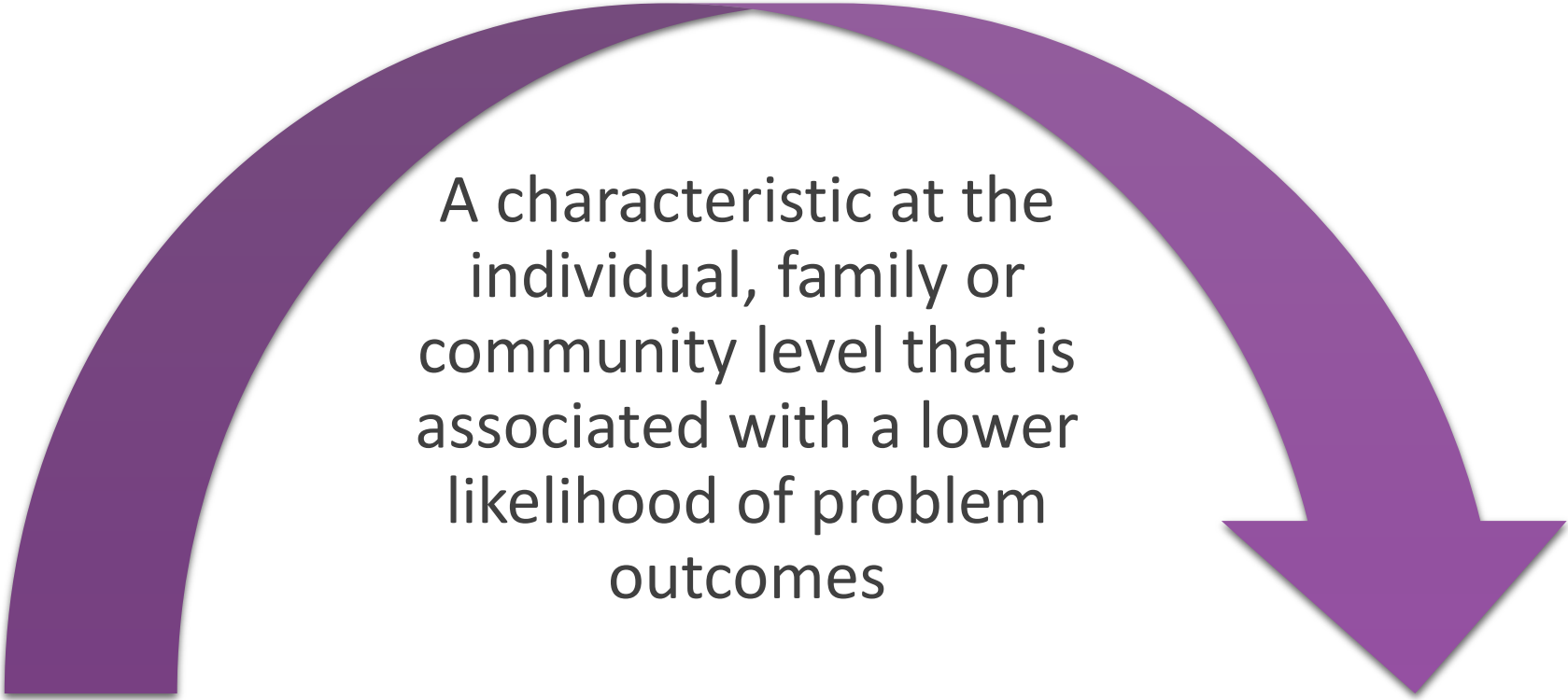
- ▶ Which of the risk factors are you most familiar with?
- ▶ Which are you least familiar with?



Multiple contexts



Protective factor



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

Risk and protective factors

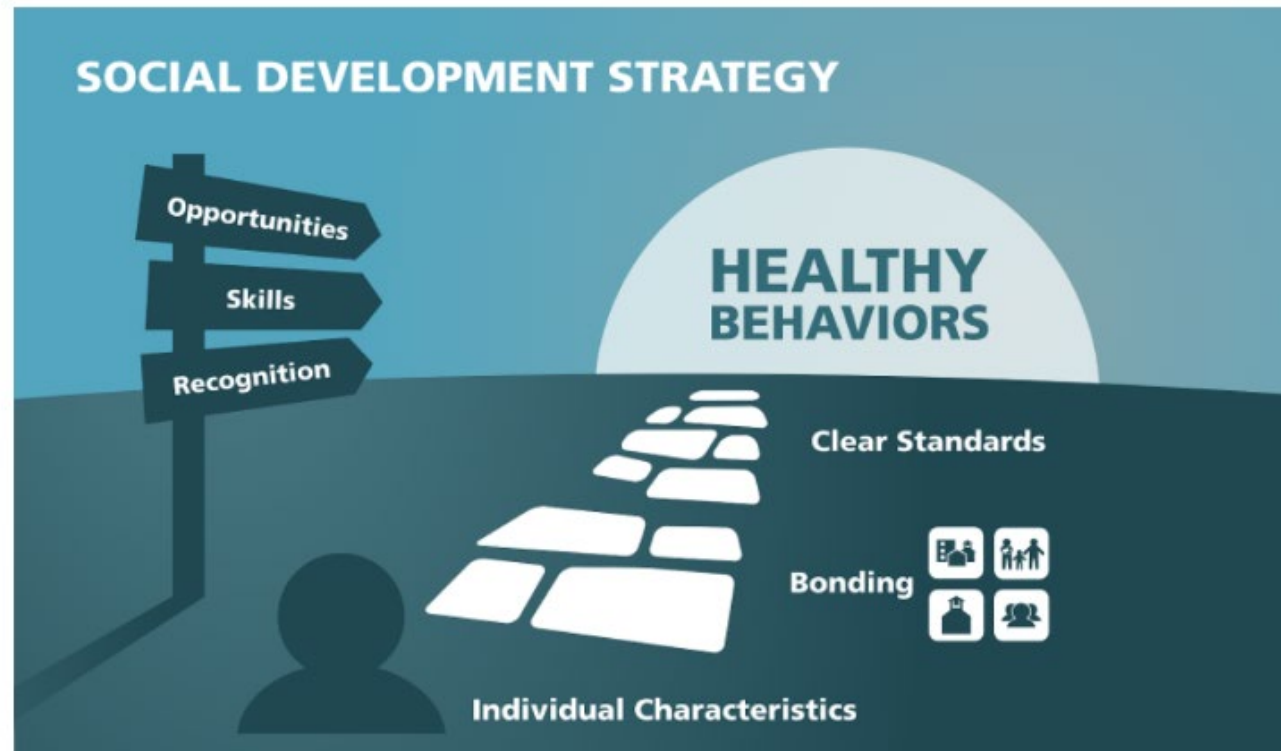
Research has shown:

- ▶ Common risk factors predict diverse behavior problems.
- ▶ Both risk and protective factors should be used in prevention efforts.

Building protection: the social development strategy

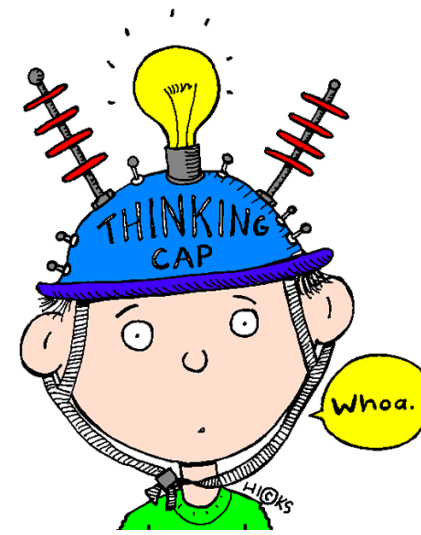


Social Development Strategy

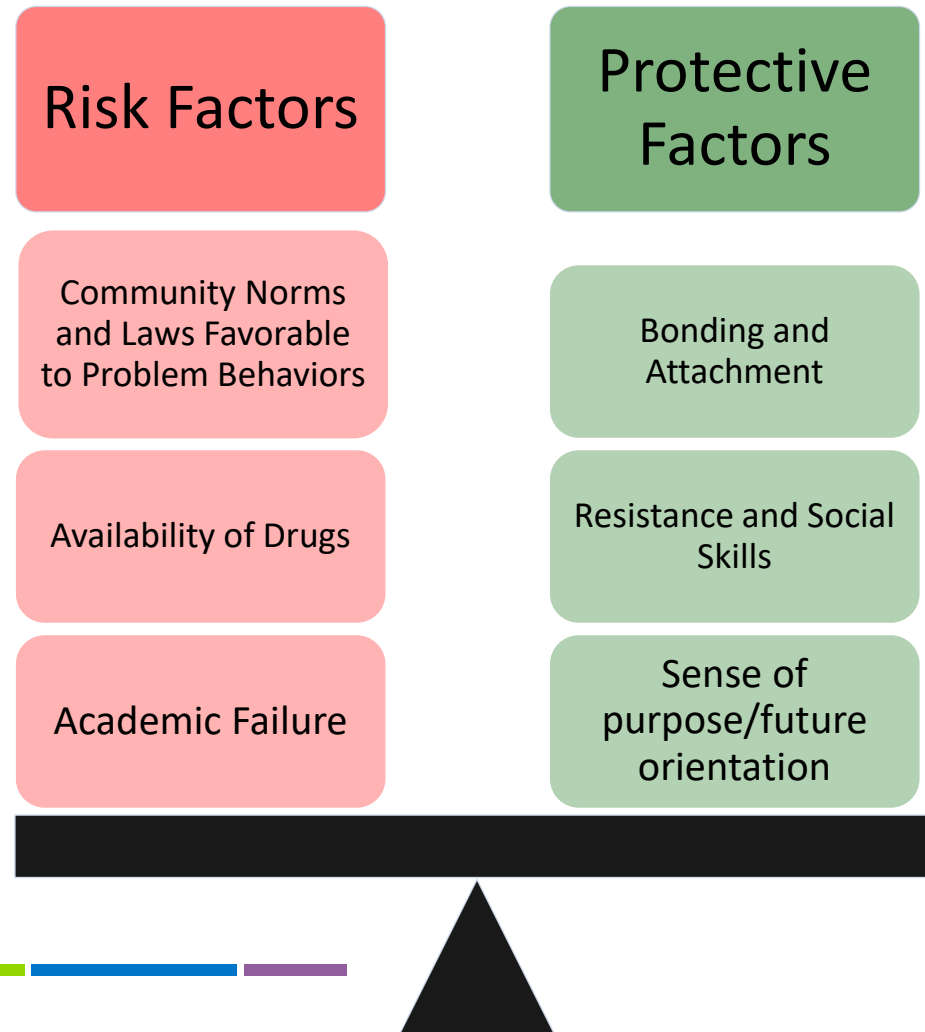


Before we go any further...

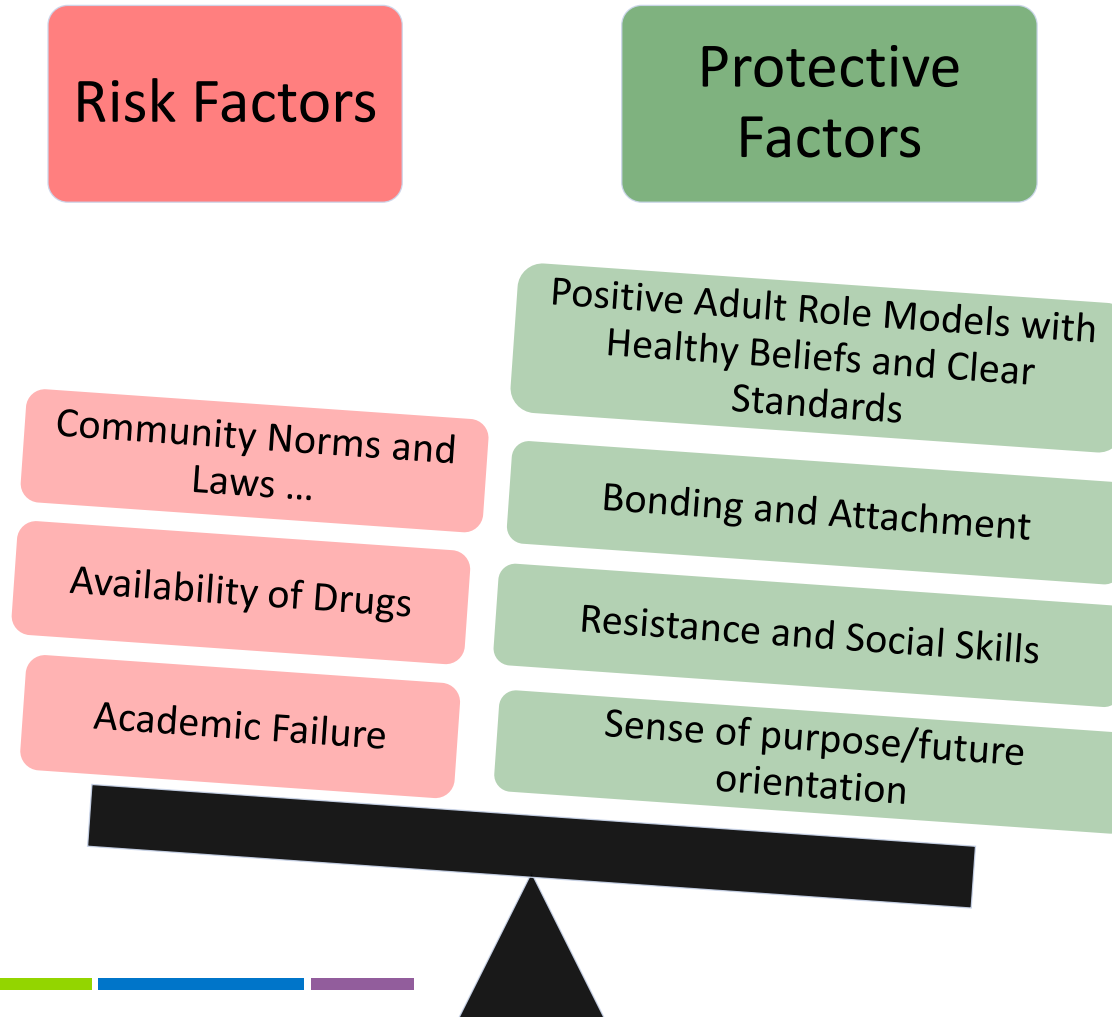
- ▶ Let's get into breakout rooms!
- ▶ Think back to when you were a pre-teen:
 - ▶ What expectations and standards did the adults in your life communicate to you? Were they healthy?
 - ▶ For the youth in your community, what expectations and standards do you see communicated to them by adults?
 - ▶ Are the expectations and standards consistent across the different areas of their lives—in their families, schools, communities, and peer groups?



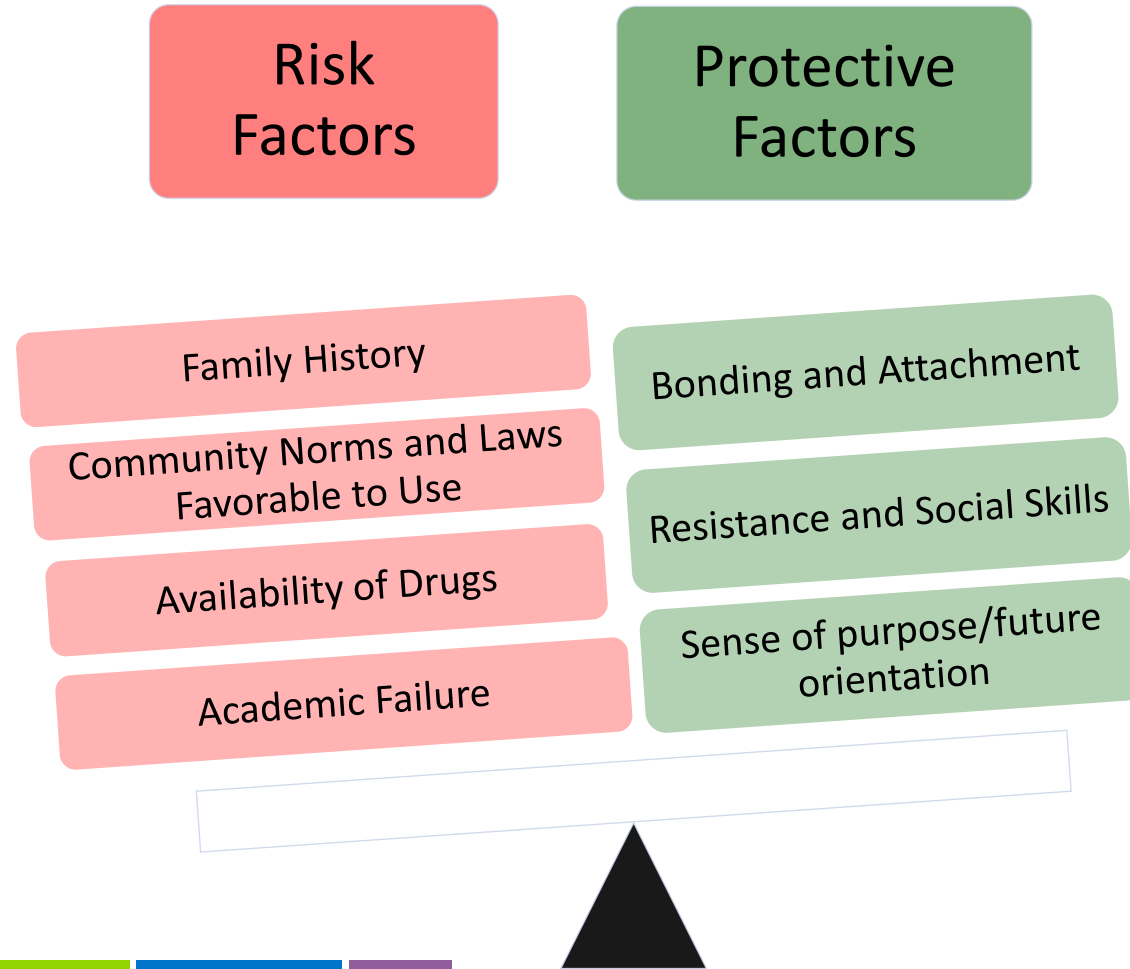
Balance of risk & protection



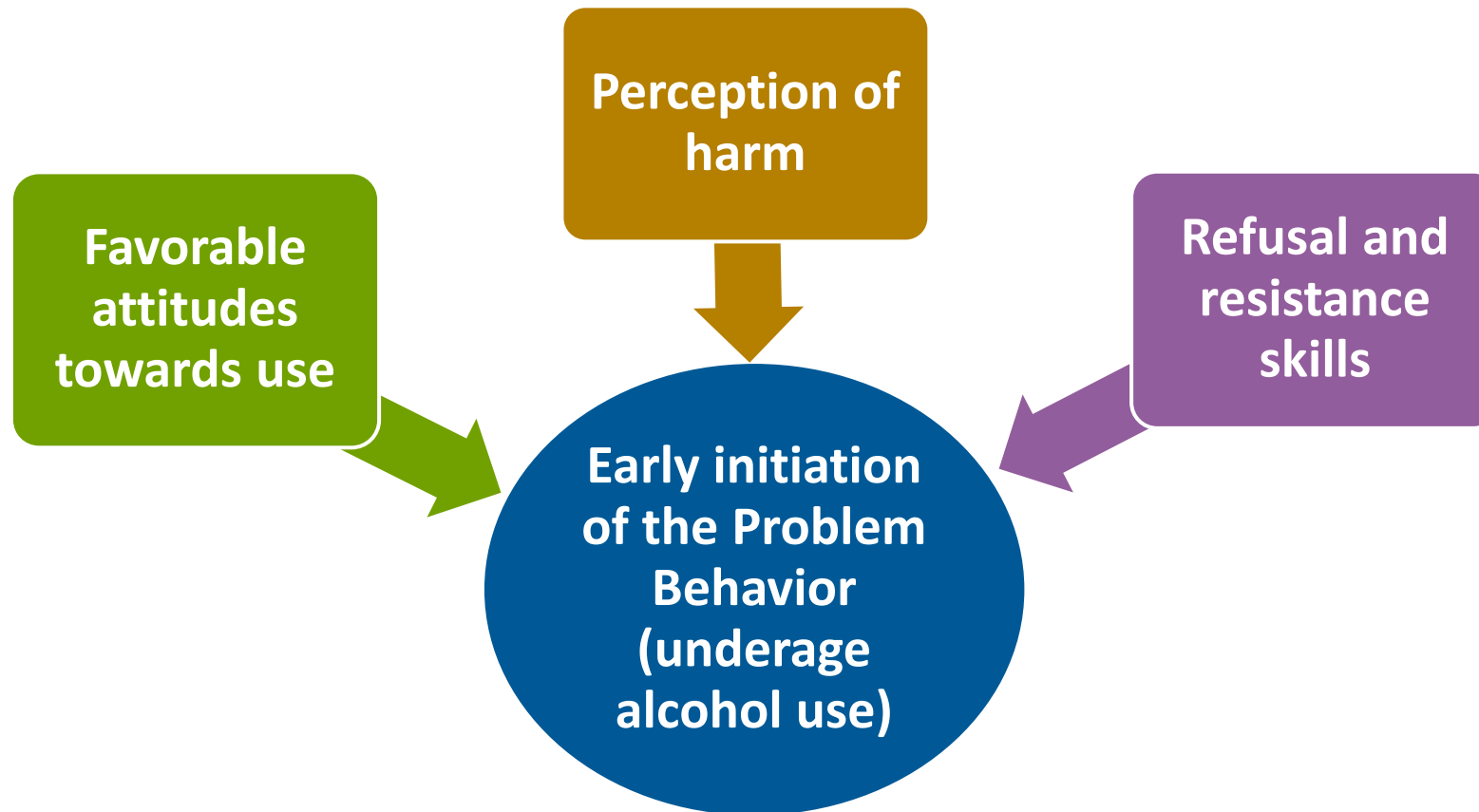
More protection than risk



More risk than protection

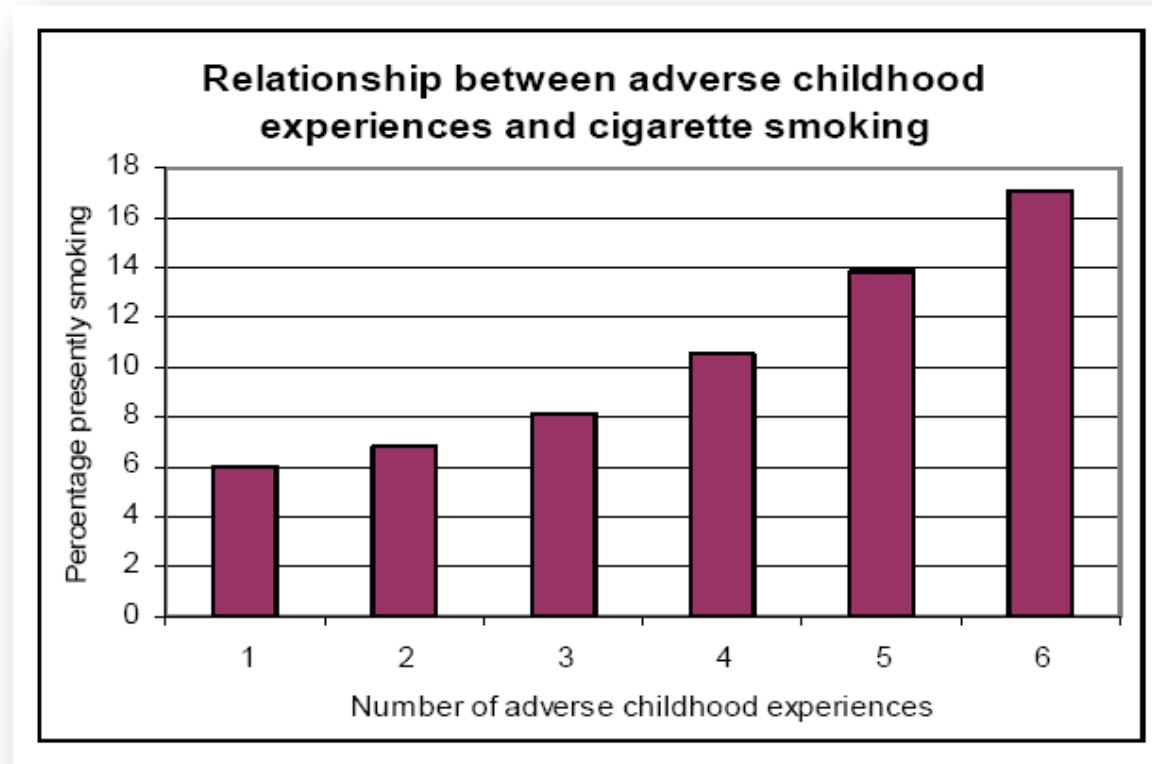


Contributing factors



Why does this matter?

Adverse Childhood Experience (ACEs) & connection to substance use disorders



How does this inform prevention work?

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.

Before we take a break...

▶ Questions?



▶ In the chat or come off mute to answer, **Why is it important to discuss the science of prevention with new coalition members and how might you do this?**





Introduction to the Community Prevention & Wellness Initiative (CPWI)

What is CPWI?

- ▶ 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

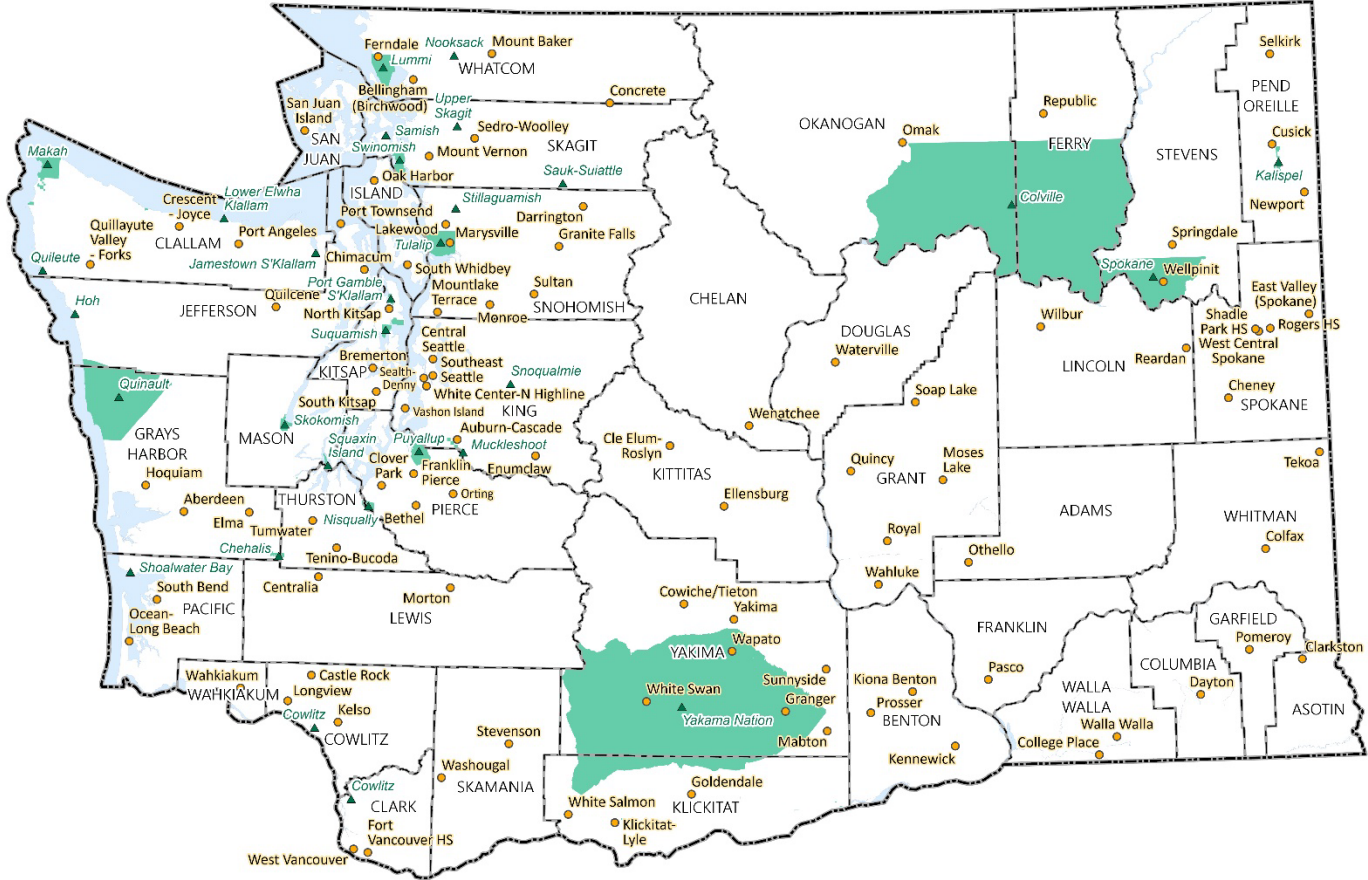
- ▶ CPWI is a partnership between state agencies, counties, Educational Service Districts (ESDs), schools, and prevention coalitions
- ▶ CPWI will:
 - ▶ Empower communities to make sustainable changes
 - ▶ Focus on communities with higher need and priority populations
 - ▶ Ensure effective prevention services
 - ▶ Provide funding, training, and technical assistance
 - ▶ Better target and leverage limited public resources

Because of this, CPWI will...

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



Prevention services are focused in communities and Tribes throughout Washington

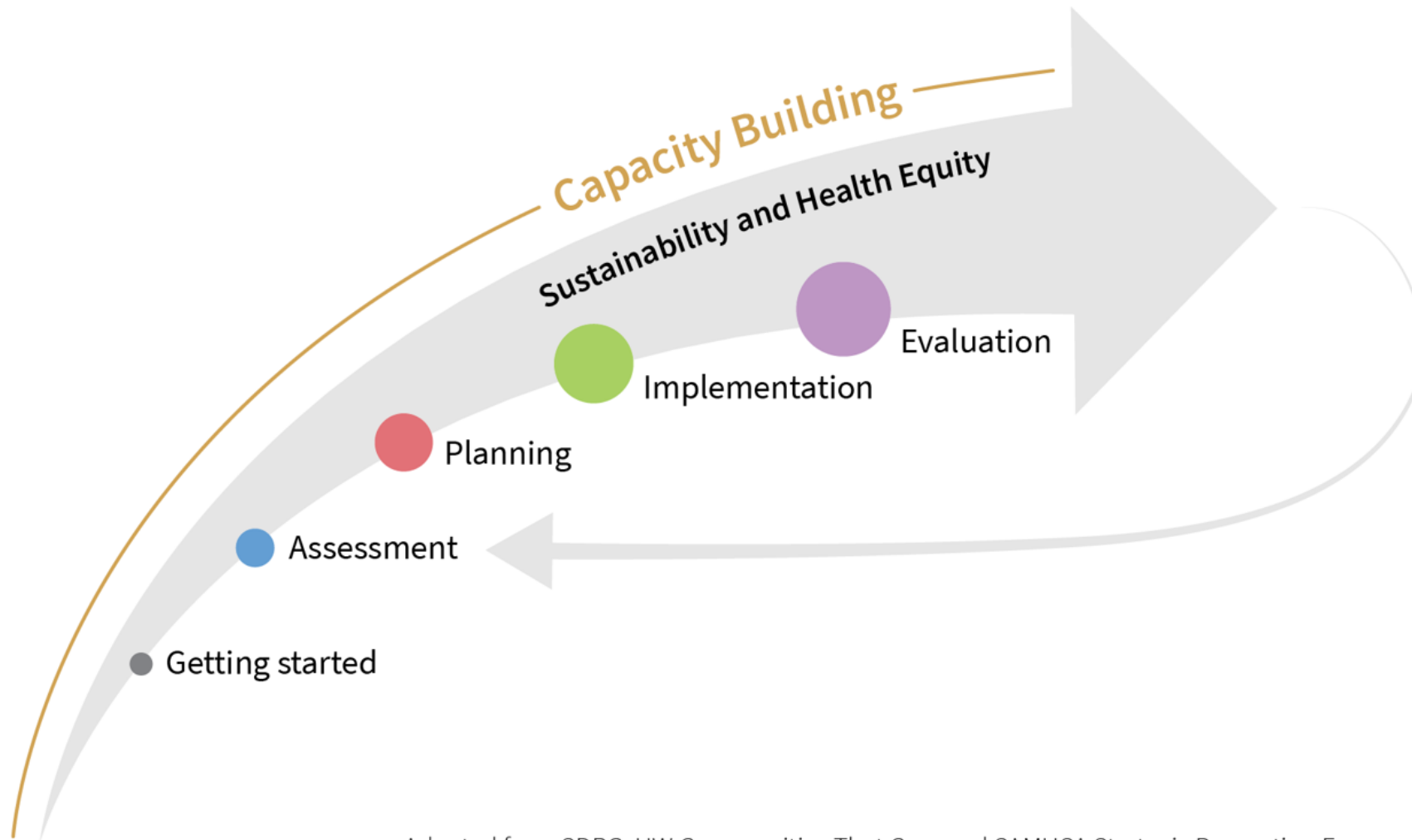


- LEGEND**
- Community Prevention and Wellness Initiative Communities
 - ▲ Tribal Prevention and Wellness Programs
 - ▭ Tribal Lands
 - ▭ Counties

SOURCES: DSHS Research and Data Analysis, Community Outcome and Risk Evaluation Geographic Information System (CORE).
CONTACT: Irina Sharkova, DSHS/FFA/RDA, irina.sharkova@dshs.wa.gov, 360-902-0743.

September 14th, 2021

Washington State Prevention Planning Framework



Adapted from SDRG, UW Communities That Care and SAMHSA Strategic Prevention Framework

A CPWI community will...

- ▶ Designate a community coordinator.
- ▶ Implement proven strategies through a prevention coalition.
- ▶ Use evidence-based capacity building.
- ▶ Implement environmental and targeted direct services, programs and policies.
- ▶ Receive technical assistance from DBHR.
- ▶ Partner with school-based 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.

Before we go any further...

- ▶ Let's get into breakout rooms!
- ▶ When you think about describing CPWI in 3-4 sentences, how do you describe CPWI at a high-level to someone who has never heard of this work?



Overview of CPWI model

- **Getting Started** - Initiate the coalition development.
- **Capacity Building** - Develop and increase ability to address the problem.
- **Assessment** - Analyze local data, identify local needs and resources, and determine gaps.
- **Planning** - Plan of evidence-based and effective programs, policies, and practices.
- **Implementation** - How the plan will be implemented.
- **Evaluation and Reporting** - Evaluate the plan and refine as needed.
- **Health Equity** - Identify disparities using a data-informed approach, ensure the coalition is representative of the community, and ensure programs and strategies improve access, retention, and meet needs of all racial/ethnic minority and other diverse as well as underserved populations within the community.
- **Sustainability** - Plan for ongoing continuation of services.

Translating the SPF into strategic planning

- **Getting started** - Provide documentation of organizational development, the coalition's identified operational processes and operational practices.
- **Capacity Building** - Develop, increase, and document coalition and community ability to address the problem locally through outreach, engagement, and training.
- **Assessment** - Gather and analyze data, identify existing related resources and gaps while documenting prioritized problems, intervening variables, and local conditions within community.
- **Planning** - Develop and document a plan that aligns most relevant and effective, programs, practices and strategies with prioritized needs of community.
- **Implementation** - Describe the detailed implementation of plan in narrative and action plan.
- **Evaluation and Reporting** - Define measures and outcomes for plan and outline the ways processes and outcomes will be monitored, reported, and evaluated.

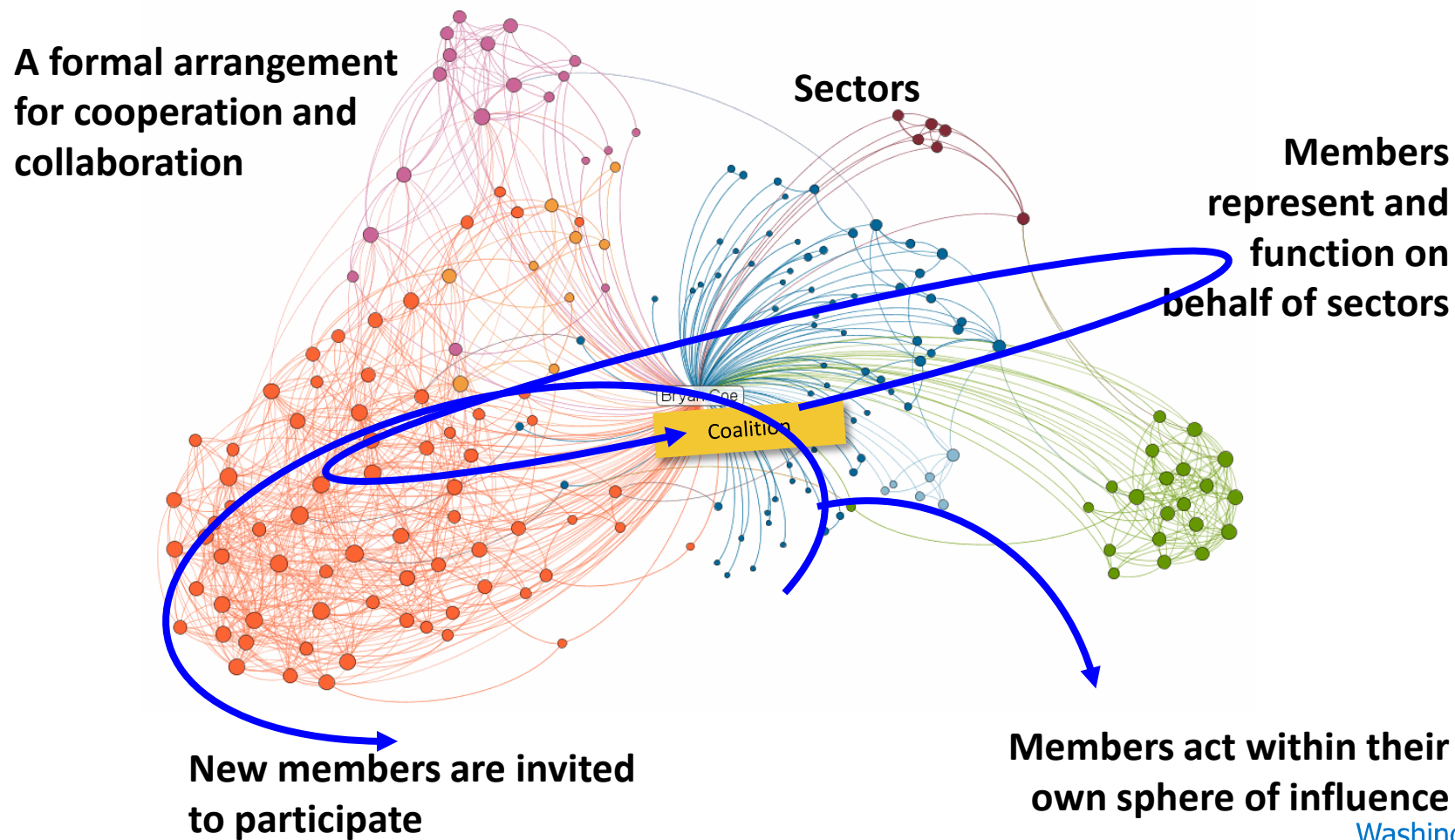
Diversity, Equity, Inclusion, & Belonging (DEIB)

- ▶ Coalitions that embrace diversity and emphasize inclusion recognize that what works well for the dominant cultural group may not work for members of other cultural groups.
- ▶ Culture is ever-present. Acknowledge culture as a predominant force in shaping behaviors, values, and institutions.
- ▶ Cultural competence is not limited to ethnicity, but includes age, gender, sexual identity, ways of thinking and communicating, socio-economic, educational, and vocational status, many other variables.

Sustainability

- ▶ Sustainability requires creating a strong coalition that brings together a community to develop and carry out a comprehensive plan to effectively address a relevant problem.
- ▶ Sustainability depends on much more than maintaining sufficient fiscal resources, policymakers, the public, and other key stakeholders.
- ▶ Necessary resources to create sustainability include:
 - ▶ Leadership from management and board members
 - ▶ Access to technical expertise inside and outside the organization
 - ▶ Strong administrative and financial management systems
 - ▶ Support from policymakers, the public, and other key stakeholders
 - ▶ Engagement of community-based organizations and other community members

WHAT is a coalition?



WHO is a coalition?

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 Use Disorder Treatment Organization

High-performing coalitions have...

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

Identify roles



Coalition membership

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

Initial engagement

- ▶ Learn something about individual's interest in prevention, potential contributions before you approach.
- ▶ Recruit for action, not membership.
- ▶ If you recruit for membership...you get advisors: "let me share my perspective." If you recruit for action, people will understand they are being asked to make a difference and contribute.
- ▶ Begin with very specific requests for action.
- ▶ For example: "Could you spend one hour a month for the next two months to identify ways a group can move forward to make this a healthier, safer community for kids?"
- ▶ Follow up with "This is why I am asking you, based on your knowledge of what it is like to raise kids here." (or other interest, ability, or relevant contribution)
- ▶ Make sure to acknowledge specifically why that individual is needed and what is in it for them!

Consider making a referral form!

- ▶ Potential new member name and contact info if available.
- ▶ Referred by whom? Is the person making the referral able and willing to make the first contact?
- ▶ What role might this recruit play in the coalition?
- ▶ How does CPWI fit with this person's role/position in the community – good alignment with a specific sector or additional sector?
- ▶ What personal/professional value might the recruit find in local CPWI coalition work?

Purpose of CPWI Outreach Events

Town Hall Purpose

- Provided to broad audience to share important information about local issues related to youth health and substance abuse misuse and abuse
- To gain feedback from the community
- To increase awareness of coalition's existence and create support for local initiatives

Key Leader Event

- Targeted to community influencers in the community, per the CPWI guide
- May have a much more structured agenda with goal to find out how key leaders can be supportive of the local CPWI

Type into chat!

- ▶ What sectors are represented on your coalition?
- ▶ What sector(s) are seeking to engage in your coalition this year?
- ▶ What sector has been the hardest to engage and why do you think that is?



Roles and responsibilities

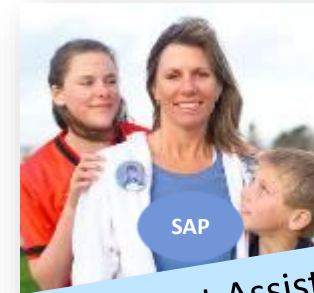
Community Coalition
Coordinator



ESD & Coalition
Fiscal Agent



Coalition Members



Student Assistance
Professional

DBHR

Prevention System
Manager



Role of DBHR

- Provide guidance, resources, and support within contract guidelines.
- Access to training and technical assistance.
- Monitoring progress and contract compliance to include issuing a request for a Performance Improvement Plan (PIP) or Corrective Action Plan (CAP) when needed.
- Collaborate with other agencies in regards to the Healthy Youth Survey.

DBHR

Prevention System
Manager



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
 - New Hire Checklist/Training Plan

Minerva Assistance

- For data entry questions email prevmis@hca.wa.gov or contact PSM.
- For Minerva 2.0 system questions, from outside the system, email support@collaborateandgrow.com.
- For Minerva 2.0 system questions, from inside the system, click the help tab, click open new support tickets, fill in the form and submit.
- For additional information and resources: [Minerva | The Athena Forum](#).

Role of Community Coalition Coordinator

- Serve as staff for the coalition to plan, implement, and report;
- Coordinate and follow up regular meetings of the coalition;
- Help recruit and retain membership on coalition and support from local key leaders;
- Provide and/or coordinate training for coalition members and community;
- Coordinate implementation of strategies and programs;
- Coordinate the regular review of coalition budget by coalition members;
- Work with individual member organizations to help align and integrate their work.
- Serve as a liaison between coalition and DBHR; and
- Participate in prevention provider learning community meetings, monthly check-in meetings with DBHR manager, and trainings.

Community Coalition Coordinator



Tasks of Community Coalition Coordinator

- Assist in recruiting new coalition members;
- Ongoing communication to increase community awareness of coalition and strategies;
- Serve as primary resource to the coalition to develop strategic plan;
- Document and report on CPWI efforts;
- Support the coalition executive leadership to be effective and complete tasks;
- Assistance to the coalition to implement environmental strategies.
- Liaison between coalition and other partners.

Role of Fiscal Agent

- Work with the Educational Service District (ESD) to review data and needs of eligible communities.
- Jointly agree on the community selected.
- Submit Request for Application (RFA) for community selection.
- 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 RFA.

Note: Other roles and responsibilities may be negotiated with DBHR

ESD & Fiscal Agent Organization



Role of ESD

- Work with the fiscal agent organization to review data and needs of eligible communities.
- Jointly agree on the community selected.
- Assist with RFA submission as needed.
- Establish and/or identify the school contacts and their roles with the coalition.

Tasks of ESD

- Supervise Student Assistance Professional.
- Participate in CPWI Learning Community Meetings.
- Work with their county/other fiscal agent partner.

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).

Student Assistance Professional



What is SAPISP?

- A comprehensive, integrated model of services that fosters safe school environments, promotes healthy childhood development and prevents substance use/misuse.
- DBHR contracts with each of the 9 ESDs to provide a 1.0 Student Assistance Program Specialist in each CPWI site.
- ESDs oversee the Student Assistance Prevention and Intervention Services Program.

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.

Community coalition roles

- ▶ 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.

A word about youth engagement

- ▶ Youth coalition members serve vital roles and are a critical link to the community being served

- ▶ A few of the responsibilities youth often fulfill:
 - ▶ Outreach to other potential youth members
 - ▶ Data collection/interpretation
 - ▶ Public relations and social media
 - ▶ Program planning and development



Let's practice!

- ▶ In a minute we will get into breakout rooms.
- ▶ When thinking about your role as the coalition coordinator, or if you are joining from the lens of a different role, how do you describe your role to others in 30 seconds or less?
- ▶ Think about it.
- ▶ Write something down.
- ▶ Now let's go!



Where to look for key deliverables?

- ▶ Remember what we said about resources at the start? **These two are essential:**
 - ▶ CPWI Guide
 - ▶ Your Umbrella Contract
- ▶ **Raise your hand** if you've reviewed the Umbrella Contract!
 - ▶ Important to understand the deliverables you are performing and the expectations to be met on behalf of the fiscal agent / Coalition.
 - ▶ Ensure you have a copy from your fiscal agent and take some time reading through this especially the Statement of Work.
 - ▶ Don't understand all the terms? That's okay! Some terms are specific to the role of the fiscal agent.
 - ▶ If needed, schedule time with your fiscal agent and/or prevention manager.
 - ▶ Your job description probably looks similar to some of these terms!

* Please note this list is not exhaustive and only provided for training purposes.

Key deliverables

- ▶ Monthly check-in and other meeting attendance (LCM, Annual Contractor Meeting, Coalition Leadership Institute, and Prevention Summit).
- ▶ Minerva data entry for program and strategies due on the 15th of each month for the services provided the month prior to include:
 - ▶ CPWI Coordinator Hours and CPWI Quarterly Report.
 - ▶ Coalition Assessment Tool (CAT).
 - ▶ Coalition Meetings including minimum sector representation.
 - ▶ Programs and strategies.
 - ▶ Participant information including pre/post surveys.
- ▶ A-19 invoices due within 45 calendar days after services are provided.
- ▶ Community Survey implemented every other year.
- ▶ Another key deliverable is the Strategic Plan (inclusive of any Action Plan/Budget updates) that outlines a regular, annual schedule of direct services that also meets EBP requirements.



Introduction to the Strategic Plan

What is a strategic plan?



A strategic plan is:

- ▶ The process outlining findings, decisions, and direction 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 outlining the immediate work that needs to be maintained and completed.
 - ▶ Serves as a living document that provides direction, while also being updated regularly to account for assessment and evaluation information and to make related changes.

How is a strategic plan documented?

Each section of the plan presents a clear picture of:

- ▶ The coalition's process for completing that step.
- ▶ The results of the work.
- ▶ A plan for the future based on the results of the work.
- ▶ Each section is developed based on the information presented in the previous section and provides a logical link to the next section.
- ▶ The plan also includes health equity and sustainability topics throughout each section.

Roles in strategic planning

Coalitions

- ▶ Engage in the planning process by:
 - ▶ Participating in workgroups including to review data;
 - ▶ Create and review drafts of the plan; and
 - ▶ Select programs and 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

Before we take a tour of each section...

- ▶ Type into chat or come off mute!
- ▶ When you think about your role in this process, what are you most excited about? What are you most concerned about?
- ▶ For those of you with prior experience, what is a word of advice you can share?



The sections

- ▶ Executive summary
- ▶ Organizational development (Getting Started)
- ▶ Capacity building
- ▶ Assessment
 - ▶ Needs assessment
 - ▶ Resources assessment
 - ▶ Gap analysis
- ▶ Plan including action plan
- ▶ Implementation
- ▶ Reporting and Evaluation

Note: In the next portion we will review the sections at a high-level to include tasks that can be found in the CPWI Guide. However, please note the CPWI Guide is under updates and the tasks provided are NOT exhaustive but provided as core elements to aid this training.

Getting started/organizational development

Purpose: Initiate the CPWI process in the community and **continue to develop** infrastructure and effective coalition practices and processes over time.

Getting started/organizational development

Purpose: Initiate the process in the community and continue to develop practices and processes over time which is why this step is pertinent to everyone even if you already have an active and engaged Coalition!

- ▶ Identify the community
- ▶ Engage and recruit members
- ▶ Establish and improve internal and external supports

CPWI getting started tasks for new coalitions

CPWI tasks:

- ✓ Register and participate in The Athena Forum.
- ✓ Issue media release to announce community and recruit new members.
- ✓ Ensure Community Coalition Coordinator is working in each CPWI community at a minimum of 0.5 FTE.
 - ▶ Review job description/posting with DBHR prior to recruitment.
 - ▶ Ensure Coordinator is working in the community.
- ✓ Confirm SAP (Student Assistance Professional) services with the ESD.

Capacity building (ongoing)

- ▶ The goal is to mobilize the coalition and community by developing and increasing their ability to address the problem locally.
- ▶ How do you do this?
 - ▶ Build an effective coalition
 - ▶ Refine the coalition structure
 - ▶ Increase involvement from members
 - ▶ Increase involvement from community members in strategies and activities

Capacity building tasks for CPWI

CPWI tasks:

- Recruit and retain membership
 - ▶ 8 of 12 sectors
 - ▶ Develop membership criteria
 - ▶ Conduct 'Coalition Assessment Tool' annually (CAT)
- 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., annual Key Leader Event
- Gather community information and feedback in an ongoing process
- Participate in training and technical assistance

Capacity building: a note about training & TA



In addition to the required trainings from DBHR, identify additional training/technical assistance needs for Coalition staff and Coalition members to understand prevention science and be successful in this initiative



Identify the training or technical assistance the Coalition staff and members will participate in and/or conduct to learn about health disparities and ensure cultural competence



Identify the trainings the broader community may need to understand and support the Coalition's process and plans

Through the lens of DEI

- ▶ Diversity: recruiting, supporting, and celebrating coalition members from a variety of backgrounds, including differing ethnicity, race, gender, socioeconomic class, sexual orientation, age, and nationalities.
- ▶ Equity: ensuring that everyone has equal access to resources within the coalition (e.g., leadership roles, training and travel opportunities, and mentors) as well as in receiving services in the community.
- ▶ Inclusivity: each member, from any background, feels welcomed and valued within the group. Inclusivity extends to each individual, and coalition members don't feel like they must leave part of their identities at home when they participate in coalition activities.

Before we move into the next section...

- ▶ Type into chat or come off mute!
- ▶ When you think about how you are building capacity in your community to implement successful prevention strategies, what is one thing that has worked well for you or that you have learned was successful for your coalition in the past?



Assessment

Purpose: Develop and update the “picture of the community.”

Assessment

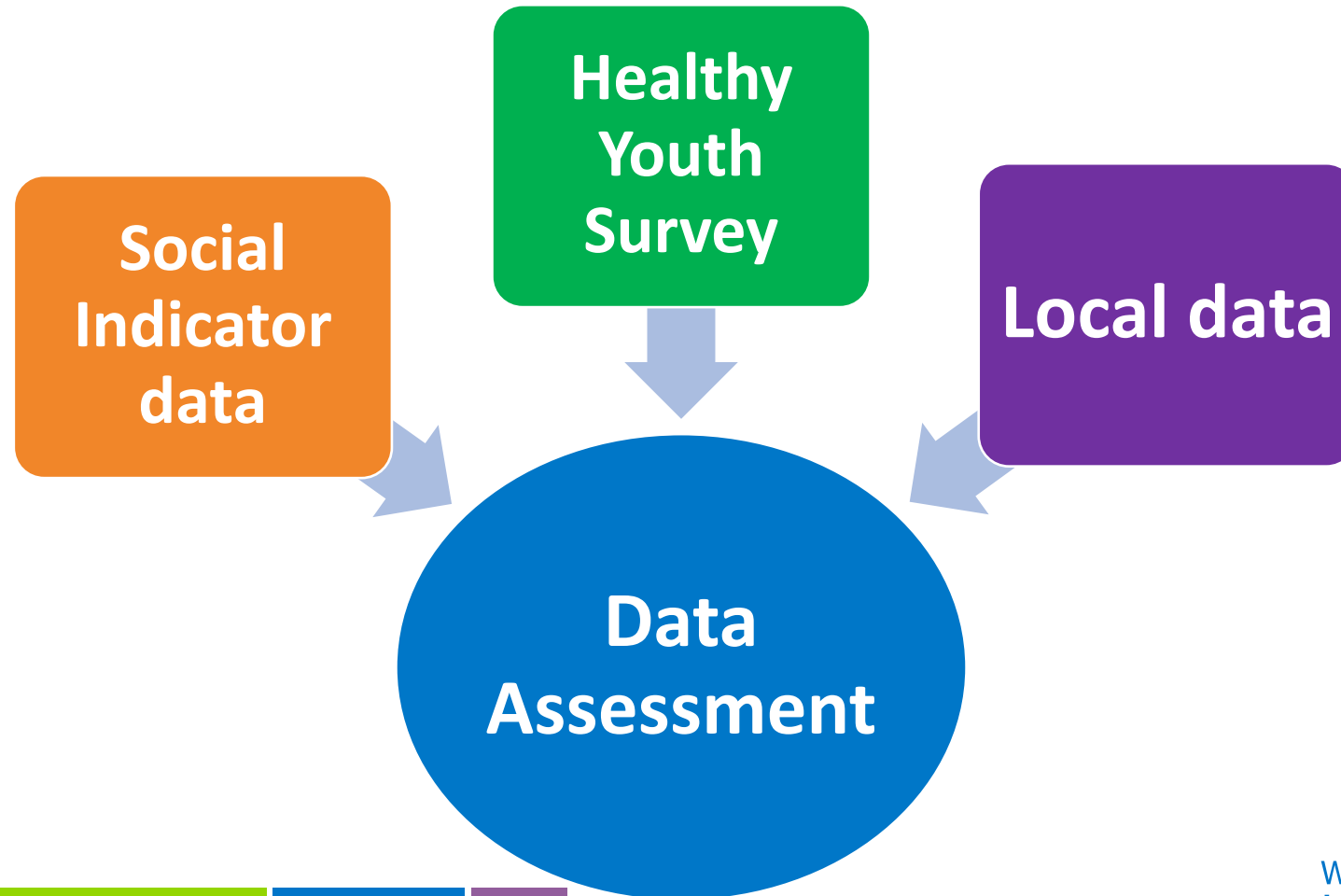
▶ Diving deeper into the purpose/process.

- ▶ Gather, identify, and review data that demonstrates the needs of the community (needs assessment).
- ▶ Identify relevant stakeholders and partners, community readiness, and resources (resource assessment).
- ▶ Identify gaps in services to address prioritized community problems and needs (gap analysis).

Assessment: defining the process

1. **Create a workgroup that will review data.**
2. **Determine who and how decisions will be made.**
3. **Present data to the entire coalition.** *Reminder, Data Books will be available late June.*
4. **Ask for community input on identified priorities before finalizing.**

Sources of data



Through the lens of DEI

- ▶ Begin with ensuring coalition members/decision makers are representative of community including the data workgroup.
- ▶ Ask all coalition members to reach out within their sphere of influence for input.

Before we take a break...

▶ Questions?



- ▶ In the chat or come off mute to answer, **What are other data sources/data collection methods you have used?**





The map of community prevention: Logic Models

Logic Models: the what and why

▶ What is a logic model?

- ▶ Depiction of how an initiative/program/coalition works.
- ▶ Representation of the association between outcomes, activities, processes and the theoretical assumptions that underpin the model.

▶ Why use a logic model?

- ▶ Operationalize theory of change—how can you make change if you don't know the process by which change will occur?
- ▶ Creates a shared understanding of (and focus on) goals, strategies, activities, and outcomes.
- ▶ Assists with planning, implementation, and evaluation.
- ▶ Prioritizes activities/strategies for funding.

Lots of logic models!



Example Format for a Logic Model

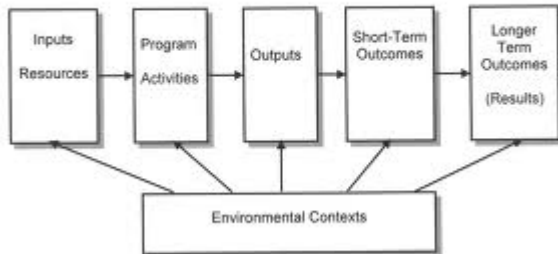
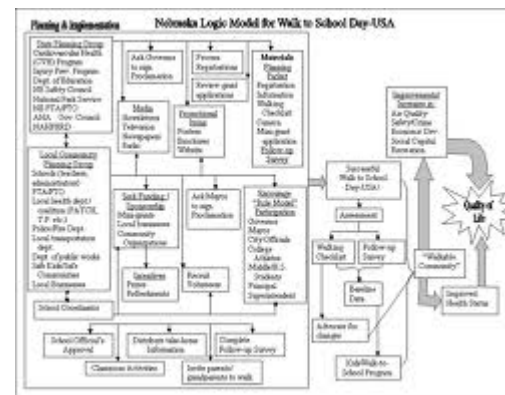
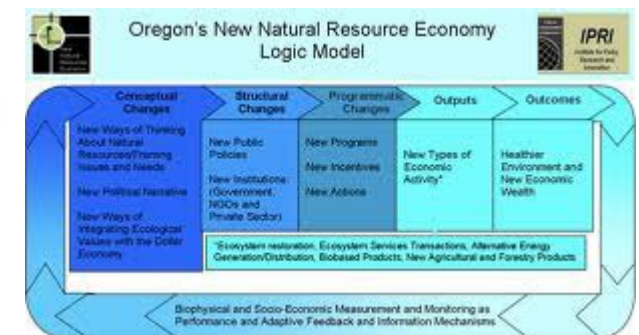
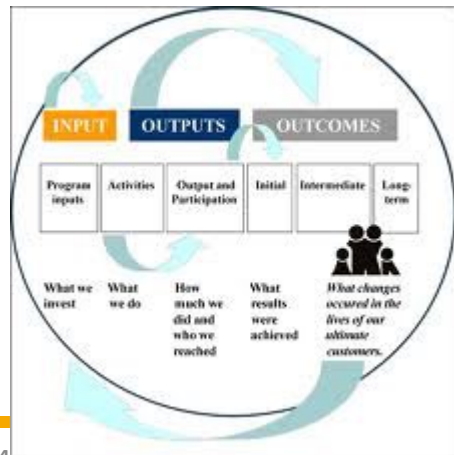
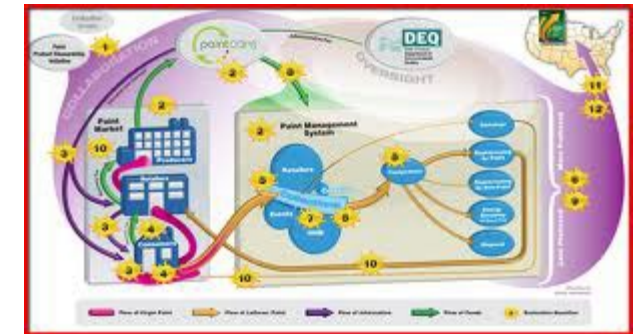
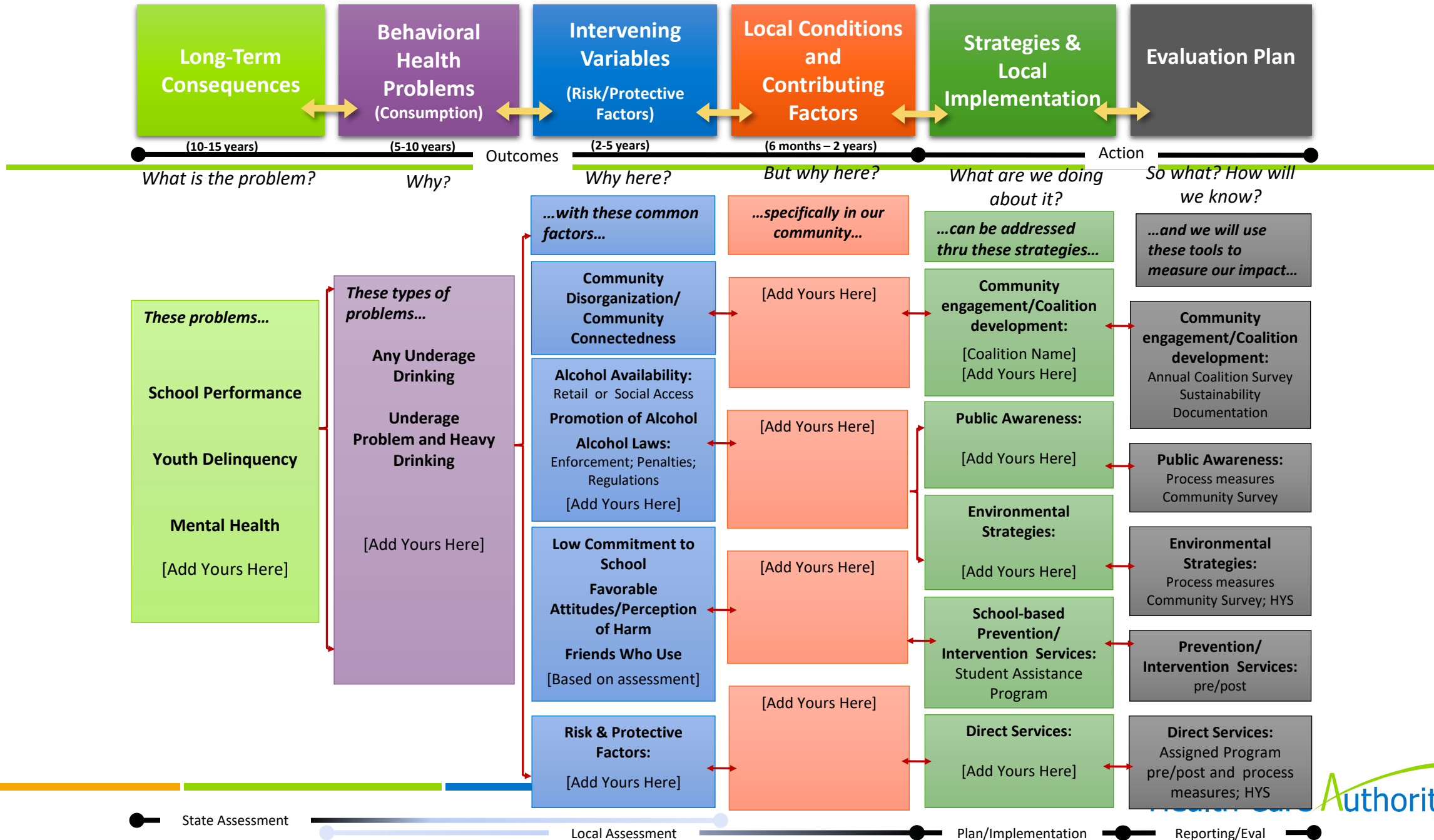


Figure 3. Logic Model
 Oregon FY1 and FY2 Child Welfare Technical Assistance Implementation Center
 Planning - Implementation - Evaluation



[Name] Coalition Logic Model



Planning

Purpose: Create a plan to implement and evaluate effective programs, policies, and strategies.

Planning tasks for CPWI

- ▶ This is where you really develop your strategic plan!

CPWI Tasks:

- ▶ Select goals, objectives, strategies, and programs/activities.
 - ▶ Coalition determines goals and objectives.
 - ▶ Coalition determines strategies, and programs/activities.
- ▶ Confirm partnerships for implementation of strategies and programs/ activities.

Through the lens of DEI

- ▶ CPWI coalitions plan to implement strategies and activities that meet diverse needs of various groups within the community.
- ▶ Continue to involve members representative of the community and those who may be in receipt of services in program and strategy selection.
- ▶ Consider cultural adaptations and other accommodations when planning for program and strategy implementation.
- ▶ Follow National Culturally and Linguistically Appropriate Services (CLAS) Standards as they apply to coalition development and function

Implementation

Purpose: To put the plan into action!

Implementation cycle



Implementation tasks for CPWI

CPWI Tasks:

- ❑ Implement statewide media campaigns
- ❑ Implement strategies and programs/activities according to Strategic Plan
 - ▶ School-based prevention and intervention services/Student Assistance Professional services
 - ▶ Capacity building strategies & activities
 - ▶ Cultural competency strategies & activities
 - ▶ Sustainability strategies & activities
 - ▶ Public awareness campaign(s), social media campaigns
 - ▶ Environmental strategy(ies)
 - ▶ Evidence-based programming/direct prevention strategy(ies)

Through the lens of DEI

- ▶ Becoming familiar with CLAS standards.
- ▶ Ensuring consistency between the people being served and the cultural relevance of identified strategies.
- ▶ Recruitment of focused populations.
- ▶ Consistently making language, ability, and communication accommodations.
- ▶ Cultural relevancy includes meal preparation and cultural and dietary considerations.

Evaluation

Purpose: Assess the effectiveness of the plan and revise as needed.

Evaluation tasks for CPWI

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

Evaluation tasks for CPWI

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'

Through the lens of DEI

- ▶ Ensure the design of the evaluation questions are aligned with the cultural context and values of the community.
- ▶ Ask yourself, are community members with different backgrounds, abilities, and experiences able to understand and respond to surveys?

Training and resources

Q&A

- ▶ **Will this training be recorded?** Yes, we provided a disclaimer at the start that this training was being recorded and it will be posted in 2-3 weeks following the training.
- ▶ **Will the PPT be posted?** Yes, we continue to be able to make the PPT from these trainings available on The Athena Forum and we will share the link once it is live.
- ▶ **Are information dissemination and alternative activities paired together (i.e. providing information dissemination at an alternative activity) shown to work?** We are investigating this questions as we are not aware of research related to this and will provide updates/more information as we have it.
- ▶ **If a Coordinator is not able to attend a required meeting (i.e. Prevention Summit), can another unpaid individual in the Coalition attend instead?** It depends. With discussion and written approval from your contract manager this may be permissible. Please check-in with them regarding your circumstances.
- ▶ **When will the Strategic Planning document (i.e. Template, CPWI Guide, etc.) be made available?** As we continue to provide these trainings and gather feedback, we anticipate the end of May/early June.

Q&A

- ▶ **Must the Coordinator have an office within the CPWI Community?** Yes, per your Umbrella Contract terms however your exact circumstances may depend on a variety of factors. Please discuss and check-in with your contract manager to confirm you are meeting Contract obligations and community needs.
- ▶ **Is the Youth Coalition the purview of the SAP?** There is no requirement that the SAP have a Youth Coalition or Youth Club. Youth engagement varies from community to community.
- ▶ **How can a Coalition assist in the development of youth engagement in the schools?** Connect with your SAP and your ESD as a starting place!
- ▶ **Any suggestions for what to say to folks who are reluctant/mistrustful of completing the demographic info on surveys/assessments including the Community Survey?** This is absolutely a concern of many for valid reasons and can be challenging to navigate. What often helps is pointing back to the protection we do have on what is collected and how it is used in a way that does NOT tie back to the individual in particular for the Community Survey--and sharing the Community Survey report you receive might help so they can see how their information is visualized. Another example is, when we collect prevention participant information we have protocols to make sure all the demographic information is stored safely and only visible by staff members who have login access; and we are required not to report out demographics in a way that will identify individuals in small communities. Overall, the goal in collecting demographic information is to try to ensure we are recruiting a diverse and representative group of people to our coalition, and to showcase these efforts to our funders so we can keep these efforts going.

Resources shared during training

- ▶ The behavioral health outcome lists on The Athena Forum EBP page (blue bar of this linked EIP page), programs with an asterisk (*) were found to target shared risk and protective factors across SUD and MH.
 - ▶ [Excellence in Prevention Strategy List | The Athena Forum.](#)
- ▶ Social norming campaigns work if you follow these best practice steps. Reminder, these are also a requirement if using DBHR funding to support social norms campaigns.
 - ▶ [CPWI social norms marketing guidance | The Athena Forum.](#)
 - ▶ Note, this guidance document is being updated to include some extra tips and tricks around navigating HYS data in particular!

Resources shared during training

- ▶ Bar Lab Experiment: <https://notamomentwasted.org/alcohol/bar-lab-experiment>.
- ▶ CPWI Guide: [CPWI Community Coalition Guide | The Athena Forum](#).
 - ▶ Note, this is being updated however is still a great resource!
- ▶ Youth Engagement Guide: [2023 youth engagement resource guide interactive.pdf \(theathenaforum.org\)](#).
- ▶ “The Blue Book” National Research Council and Institute of Medicine. 2009. Preventing Mental, Emotional, and Behavioral Disorders Among Young People: Progress and Possibilities. Washington, DC: The National Academies Press: <https://nap.nationalacademies.org/catalog/12480/preventing-mental-emotional-and-behavioral-disorders-among-young-people-progress>

Resources shared during training

▶ Focus group best practices:

- ▶ [Characteristics \(eiu.edu\)](http://eiu.edu).
- ▶ [Conducting Successful Virtual Focus Groups - Child Trends – ChildTrends](#).
- ▶ [Best Practices for Conducting Virtual Focus Groups \(sheridancollege.ca\)](http://sheridancollege.ca).
- ▶ [Layout 1 \(georgetown.edu\)](http://georgetown.edu).
- ▶ [Conducting Web-Based Focus Groups With Adolescents and Young Adults - Courtney A. Brown, Anna C. Revette, Sarah D. de Ferranti, Holly B. Fontenot, Holly C. Gooding, 2021 \(sagepub.com\)](#).
- ▶ [Interactive Performance and Focus Groups with Adolescents: The Power of Play - PMC \(nih.gov\)](http://nih.gov).
- ▶ [projectrise.eu/sites/default/files/documentation/2018-12/Journal of Research in Nursing-2007-Gibson-473-83_1.pdf](http://projectrise.eu/sites/default/files/documentation/2018-12/Journal%20of%20Research%20in%20Nursing-2007-Gibson-473-83_1.pdf).
- ▶ [Focus Group Interviews in Child, Youth, and Parent Research: An Integrative Literature Review - Kristin Adler, Sanna Salanterä, Maya Zumstein-Shaha, 2019 \(sagepub.com\)](#).

The best resource is...

▶ Drumroll please....



EACH OTHER!

Reminder, there's a lot of resources out there!

▶ HCA DBHR Resources:

- ▶ CPWI Guide
- ▶ Your Umbrella Contract
- ▶ Monthly Athena Newsletter
- ▶ And more all available at TheAthenaForum.org.



▶ Prevention Technology Transfer Center (PTTC)

- ▶ NW PTTC: [Northwest PTTC - Prevention Technology Transfer Center \(PTTC\) Network \(pttcnetwork.org\)](http://pttcnetwork.org).

▶ Substance Abuse and Mental Health Services Administration (SAMHSA): [Prevention Resources | SAMHSA](#).

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

▶ Each of YOU!

- ▶ At the end of today, we will save time for you all to share resources you have found valuable.

“I define connection as the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship.”

Brene Brown





Thank You!

William (Billy) Reamer MS, CPP

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