CPWI Community Coalition Coordinator Orientation

January 7th, 2021
Introductions

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Stephanie Atherton | CPWI Technical Assistance Consultant

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...

- 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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
<th>Running clock</th>
<th>Trainer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview/Introduction</td>
<td>20 minutes</td>
<td>9:00 AM – 9:20 AM</td>
<td>Alicia</td>
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<tr>
<td>Prevention Science</td>
<td>60 minutes</td>
<td>9:20 AM – 10:20 AM</td>
<td>Angie</td>
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<tr>
<td>Break</td>
<td>10 minutes</td>
<td>10:20 AM – 10:30 AM</td>
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<tr>
<td>Getting Started + Capacity Building</td>
<td>30 minutes</td>
<td>10:30 AM – 11:00 AM</td>
<td>Alicia</td>
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<tr>
<td>Assessment</td>
<td>45 minutes</td>
<td>11:00 AM - 11:45 AM</td>
<td>Stephanie + Alicia</td>
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<td>Lunch</td>
<td>30 minutes</td>
<td>11:45 AM – 12:15 PM</td>
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<td>Planning</td>
<td>60 Minutes</td>
<td>12:15 PM – 1:15 PM</td>
<td>Stephanie</td>
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<tr>
<td>Implementation</td>
<td>45 minutes</td>
<td>1:15 PM – 2:00 PM</td>
<td>Isaac</td>
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<td>Break</td>
<td>15 minutes</td>
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<tr>
<td>Evaluation</td>
<td>30 minutes</td>
<td>2:15 PM - 2:45 PM</td>
<td>Isaac</td>
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<tr>
<td>Sustainability + Strategic Planning</td>
<td>60 minutes</td>
<td>2:45 PM – 3:45 PM</td>
<td>Alicia</td>
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<tr>
<td>Wrap Up</td>
<td>15 minutes</td>
<td>3:45 PM – 4:00 PM</td>
<td>Alicia</td>
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Introduction to prevention science

science, theory, risk + protective factors
Coordinators need to know prevention theory

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

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

- **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

Who can give an example of each one?
Treatment and Maintenance
Discussion: Continuum of Care
The prevention framework is based off...

- The Public Health Approach.


- Contributing Factors and selection of Evidence-based Prevention Strategies.
The Public Health Approach
Death from heart disease

Heart Disease

Intervening Variable
- High blood pressure
- Genetics
- Sedentary Lifestyle
- High fat diet
- Tobacco use

Strategies
- Blood pressure meds, diet, stress reduction, etc.
- Knowing family history
- Exercise. Increase physical activity
- Lower the fat in your diet
- Reduce, curtail, quit

Health Promotion Framework

Problem... ...Response
Intervening variables

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

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

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

- Individual
- Family
- Community
- School
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.
- 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

SOCIAL DEVELOPMENT STRATEGY
- Opportunities
- Skills
- Recognition

HEALTHY BEHAVIORS
- Clear Standards
- Bonding
- Individual Characteristics
Balance of risk & protection

Risk Factors
- Community Norms and Laws
- Availability of Drugs
- Academic Failure

Protective Factors
- Bonding and Attachment
- Resistance and Social Skills
- Sense of purpose/future orientation
More protection than risk

Risk Factors
- Community Norms and Laws
- Availability of Drugs
- Academic Failure

Protective Factors
- Positive Adult Role Models with Healthy Beliefs and Clear Standards
- Bonding and Attachment
- Resistance and Social Skills
- Sense of purpose/future orientation
More risk than protection

- Risk Factors:
  - Family History
  - Community Norms and Laws Favorable to Use
  - Availability of Drugs
  - Academic Failure

- Protective Factors:
  - Bonding and Attachment
  - Resistance and Social Skills
  - Sense of purpose/future orientation
Contributing factors

- Lack of adult/parents’ support for enforcement
- Lack of justice system’s vigorous prosecution of underage drinking violators
- Adult/parents’ belief that underage drinking is a “rite of passage”
- Lack of facilities to hold juveniles under the influence
- Lack of enforcement of underage drinking laws
Why does this matter?

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

Source: Brown et al., 2000

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

Image from Susan Tapert, PhD, University of California San Diego. Courtesy of Parents Matter Presentation by Robin Erz.
Why does this matter?

Adverse Childhood Experience (ACES) & connection to substance misuse and abuse
Why does this matter?

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

<table>
<thead>
<tr>
<th>Experience</th>
<th>Drinking Alcohol</th>
<th>Binge Drinking</th>
<th>Smoking Cigarettes</th>
<th>Using Marijuana</th>
<th>Using Pain Killers to Get High</th>
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<tr>
<td>Family Drinking</td>
<td>1.05</td>
<td>1.54</td>
<td>2.46</td>
<td>2.28</td>
<td>2.92</td>
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<td>Family Drug Use</td>
<td>1.01</td>
<td>2.47</td>
<td>3.36</td>
<td>4.15</td>
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<td>1.51</td>
<td>1.77</td>
<td>2.28</td>
<td>1.96</td>
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<td>Household Members Incarcerated</td>
<td>0.81</td>
<td>1.93</td>
<td>3.90</td>
<td>4.31</td>
<td>6.92</td>
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<td>Parents Divorced or Separated</td>
<td>1.01</td>
<td>1.43</td>
<td>2.39</td>
<td>1.95</td>
<td>1.49</td>
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<td>Family Adult Physical Fight</td>
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<td>1.12</td>
<td>1.96</td>
<td>1.66</td>
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<td>Physical Abuse</td>
<td>0.85</td>
<td>1.22</td>
<td>2.39</td>
<td>2.06</td>
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<td>Emotional Abuse</td>
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<td>1.48</td>
<td>1.97</td>
<td>2.43</td>
<td>2.66</td>
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<td>Sexual Abuse</td>
<td>0.91</td>
<td>0.94</td>
<td>2.05</td>
<td>1.33</td>
<td>2.26</td>
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</table>

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

- 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?

☀ 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

- 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...

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

DBHR Community Prevention and Wellness Initiative Planning Framework

- Getting Started
- Assessment
- Planning
- Implementation
- Sustainability and Cultural Competency
- Evaluation
- Capacity Building

Adapted from SAMHSA Strategic Prevention Framework
The CPWI model

- 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

- 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 is not the tenth thing on the list in getting things done; it’s the way we manage the other nine.”

-Dr. Robert Hayles
Cultural competency in the CPWI model

- Getting Started and Capacity Building
- Assessment
- Planning
- Implementation
- Evaluation
Group discussion: Cultural competency

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

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

Getting started

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

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

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

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...

- 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
Coalition membership

- 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

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/Fraterna Organizations
11. State/Local/Tribal Governments
12. Other Substance Abuse Organization
Role of coordinator

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

Community Coalition Coordinator

ESD & Fiscal Agent Organization

Coalition Members

Student Assistance Professional

OSPI

DBHR

Prevention System Manager
• 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.

For additional information and resources: New CPWI community coalition coordinators | The Athena Forum

• 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.

• Insert information here
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 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.

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
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.

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 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.

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

Task 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.

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 or contact PSM.
• For additional information and resources: Minerva | The Athena Forum

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

Prevention System Manager Contact

• Insert information here
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.
Coalition leadership roles

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

- 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

- 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

Communities formed early in the process:
- Assessment Work Group
- Resources Assessment Work Group
- Youth Involvement
- Community outreach and public relations

Communities formed later in the process:
- Funding and sustainability
- Coalition maintenance

Fiscal Agent

Leadership Committee

Coordinator
Coordinator discussion: Breakouts of 2-3

- 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’
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

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

- 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

- Healthy Youth Survey
- Social Indicator data
- Local data

Data Assessment
[Name] Coalition Logic Model

Long-Term Consequences
School Performance
Youth Delinquency
Mental Health

Behavioral Health Problems (Consumption)
(10-15 years)
(5-10 years)
(2-5 years)
(6 months – 2 years)

Intervening Variables
(Risk/Protective Factors)

These types of problems...
These types of problems...

Any Underage Drinking
Underage Problem and Heavy Drinking

Community Disorganization/Community Connectedness
[Add Yours Here]

Community Disorganization/Community Connectedness
[Add Yours Here]

Alcohol Availability:
Retail or Social Access
Promotion of Alcohol
Alcohol Laws:
Enforcement; Penalties; Regulations

[Add Yours Here]

Alcohol Availability:
Retail or Social Access
Promotion of Alcohol
Alcohol Laws:
Enforcement; Penalties; Regulations

[Add Yours Here]

Low Commitment to School
Favorable Attitudes/Perception of Harm
Friends Who Use
[Based on assessment]

Low Commitment to School
Favorable Attitudes/Perception of Harm
Friends Who Use
[Based on assessment]

Risk & Protective Factors:
[Add Yours Here]

Risk & Protective Factors:
[Add Yours Here]

Local Conditions and Contributing Factors

But why here?

[Add Yours Here]

But why here?

[Add Yours Here]

Community engagement/Coalition development:
[Coalition Name]
[Add Yours Here]

Community engagement/Coalition development:
[Coalition Name]
[Add Yours Here]

Public Awareness:
[Add Yours Here]

Public Awareness:
[Add Yours Here]

Environmental Strategies:
[Add Yours Here]

Environmental Strategies:
[Add Yours Here]

School-based Prevention/Intervention Services:
Student Assistance Program

School-based Prevention/Intervention Services:
Student Assistance Program

Direct Services:
[Add Yours Here]

Direct Services:
[Add Yours Here]

What are we doing about it?

What are we doing about it?

So what? How will we know?

So what? How will we know?

...can be addressed thru these strategies...

...can be addressed thru these strategies...

...and we will use these tools to measure our impact...

...and we will use these tools to measure our impact...

Community engagement/Coalition development:
Annual Coalition Survey Sustainability Documentation

Community engagement/Coalition development:
Annual Coalition Survey Sustainability Documentation

Public Awareness:
Process measures Community Survey

Public Awareness:
Process measures Community Survey

Environmental Strategies:
Process measures Community Survey, HYS

Environmental Strategies:
Process measures Community Survey, HYS

Prevention/Intervention Services: pre/post

Prevention/Intervention Services: pre/post

Direct Services: Assigned Program pre/post and process measures; HYS

Direct Services: Assigned Program pre/post and process measures; HYS

Evaluation Plan

Outcomes

What is the problem?

Why?

[Add Yours Here]

Community Disorganization/Community Connectedness
[Add Yours Here]

Community Disorganization/Community Connectedness
[Add Yours Here]

Alcohol Availability:
Retail or Social Access
Promotion of Alcohol
Alcohol Laws:
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[Add Yours Here]

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[Add Yours Here]

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[Add Yours Here]

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[Add Yours Here]

Risk & Protective Factors:
[Add Yours Here]

Community engagement/Coalition development:
[Coalition Name]
[Add Yours Here]

Community engagement/Coalition development:
[Coalition Name]
[Add Yours Here]

Public Awareness:
[Add Yours Here]

Public Awareness:
[Add Yours Here]

Environmental Strategies:
[Add Yours Here]

Environmental Strategies:
[Add Yours Here]

School-based Prevention/Intervention Services:
Student Assistance Program

School-based Prevention/Intervention Services:
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Direct Services:
[Add Yours Here]

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Annual Coalition Survey Sustainability Documentation

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Annual Coalition Survey Sustainability Documentation

Public Awareness:
Process measures Community Survey

Public Awareness:
Process measures Community Survey

Environmental Strategies:
Process measures Community Survey, HYS

Environmental Strategies:
Process measures Community Survey, HYS

Prevention/Intervention Services: pre/post

Prevention/Intervention Services: pre/post

Direct Services: Assigned Program pre/post and process measures; HYS

Direct Services: Assigned Program pre/post and process measures; HYS

Evaluation Plan

Outcomes

What is the problem?

Why?
What are the problems we are trying to address?

Consequences
- Behaviors that are known to be associated with substance use

Consumption
- Measure of the number of youth using/consuming alcohol and other substances

Intervening Variables
- Characteristics that are strongly predictive of underage drinking and substance use

What are the problems areas?

School performance
- Self-reported grades
- Skipping school
- Graduation rates

Youth Delinquency
- Self-reported fighting
- Carrying a weapon
- Gang membership
- Drinking and driving
- Arrest rates
- Weapon incidents in schools

Mental Health
- Depression
- Considering suicide
- Suicide attempts

Youth Alcohol Use
- Current drinking
- Problem or heavy drinking
- Other substance use – tobacco, marijuana, other illegal drugs, prescription drugs

Alcohol Availability
- Ease of access and usual sources
- Density of licenses

Risk of Alcohol Use
- Enforcement risk
- Perception of harm

Norms
- Youth, peers, and adults

Risk & Protective Factors
- Poor family management
- Early initiation of drugs
- Intentions to use drugs
- Friends’ use of drugs
- Social skills

Why are the problems present in our community?
Data Book Contents

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**
Most Recent Data: 2018 HYS Regular Data Book

Charts compare 2016 community, SDLU, and state results

Tables present community and state rates, by grade and year

CI –95% Confidence Interval
Consequence Data

HYS Measures of School Performance (2018, Percent)

- **Sample Community**
  - Low Grades Grade 8: 24%
  - Skipping School Grade 8: 24%
  - Low Grades Grade 10: 15%
  - Skipping School Grade 10: 15%

- **School Districts Like Us**
  - Low Grades Grade 8: 26%
  - Skipping School Grade 8: 26%
  - Low Grades Grade 10: 15%
  - Skipping School Grade 10: 15%

- **State**
  - Low Grades Grade 8: 21%
  - Skipping School Grade 8: 21%
  - Low Grades Grade 10: 14%
  - Skipping School Grade 10: 14%
Consumption Data

HYS Measures of Youth Substance Use (2018, Percent)

- Current Drinking Grade 8: 10% Sample Community, 10% School Districts Like Us, 8% State
- Problem/Heavy Drinking Grade 8: 10% Sample Community, 10% School Districts Like Us, 8% State
- Cigarette Smoking Grade 8: 7% Sample Community, 7% School Districts Like Us, 5% State
- Current Drinking Grade 10: 7% Sample Community, 7% School Districts Like Us, 5% State
- Problem/Heavy Drinking Grade 10: 3% Sample Community, 4% School Districts Like Us, 3% State
- Cigarette Smoking Grade 10: 3% Sample Community, 4% School Districts Like Us, 3% State
Intervening Variables

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

- Sample Community
- School Districts Like Us
- State

<table>
<thead>
<tr>
<th>Item</th>
<th>Sample Community</th>
<th>School Districts Like Us</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol Easy Grade 8</td>
<td>30%</td>
<td>30%</td>
<td>31%</td>
</tr>
<tr>
<td>Marijuana Easy Grade 8</td>
<td>30%</td>
<td>30%</td>
<td>31%</td>
</tr>
<tr>
<td>Alcohol Easy Grade 10</td>
<td>24%</td>
<td>24%</td>
<td>21%</td>
</tr>
<tr>
<td>Marijuana Easy Grade 10</td>
<td>24%</td>
<td>24%</td>
<td>21%</td>
</tr>
</tbody>
</table>
Assessment resources

- 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 8th graders.
  - About 3/4 of 8th graders.
  - About three out of four 8th graders.
  - Turn percentage into number of people.
Talking About Data

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.
### Example from tobacco prevention program

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

<table>
<thead>
<tr>
<th>Detail 1</th>
<th>Detail 2</th>
<th>Detail 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington has a comprehensive youth tobacco prevention program</td>
<td>Fewer youth are smoking than prior to the program in WA</td>
<td>Youth are still at risk for using tobacco. Continued work is necessary to keep rates low</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fact 1</th>
<th>Fact 2</th>
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</thead>
<tbody>
<tr>
<td>The program reaches youth at home, in their community and at school in all areas of the state</td>
<td>Overall, current youth smoking rates have dropped by 50%</td>
<td>The use of alternative tobacco products such as cigars, flavored cigarettes, and cloves has been increasing</td>
</tr>
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</table>

<table>
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<th>Fact 1</th>
<th>Fact 2</th>
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</thead>
<tbody>
<tr>
<td>Overall, current youth smoking rates have dropped by 50%</td>
<td>Declines have not been as strong in the past few years among younger youth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fact 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 kids start smoking every day in WA</td>
</tr>
</tbody>
</table>

Our program has been successful in reducing youth smoking, but there are still challenges ahead. Washington has a comprehensive youth tobacco prevention program. Fewer youth are smoking than prior to the program in WA. Youth are still at risk for using tobacco. Continued work is necessary to keep rates low. The program reaches youth at home, in their community and at school in all areas of the state. The program is based on CDC best practices. Overall, current youth smoking rates have dropped by 50%. 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

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

- 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.
QUESTION

IS IT LUNCH TIME YET?
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

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

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

- 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

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

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

- Ad placements that appeal to youth
- Environmental influences favorable to ATOD use
- Perception of enforcement of laws and policies
- Policies, social practices favorable toward ATOD use
- Social acceptance of ATOD use
Building objectives

- 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

**Specific** - “What is to be done?” “How will you know it is done?” and describes the results (end product) of the work to be done.

**Measurable** - Defines the objective using assessable terms (quantity, quality, frequency, costs, deadlines, etc.). *Excellent* objectives describe the change from a baseline condition to a preferred condition.

**Achievable** - “Can we accomplish this within reasonable timelines with our current capacity as a coalition?” “Do we have the necessary partnerships in place?”

**Relevant** - “What will the impact of this be on reaching the goal?”

**Time-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

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Funding Source</th>
<th>Brief Description</th>
<th>How</th>
<th>Who &amp; IOM Category</th>
<th>Lead and Responsible Party(ies)</th>
<th>Surveys</th>
</tr>
</thead>
</table>

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

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.

Washington State Health Care Authority
### Risk/Protective Factors, Local Condition, SMART Objectives

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<th>Risk and/or Protective Factors</th>
<th>Local Condition</th>
<th>SMART Objective</th>
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<tr>
<td>Community laws and norms favorable to drug use</td>
<td>Social acceptance of ATOD</td>
<td>Decrease social acceptance of ATOD use by 5% as measured by the Community Survey between 2020 and 2021.</td>
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<td>Family management problems</td>
<td>Knowledge and skills to facilitate family communication</td>
<td>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.</td>
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<td>Availability of drugs</td>
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Risk/Protective Factors, Local Condition, SMART Objectives

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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

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.
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  
**Objective 1.1:** Increase Community capacity to address ATOD issues  
**CSAP Strategy:** Community Based Process  
(Minerva #11, #12, #13, #15)

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<tbody>
<tr>
<td><strong>Minerva #3</strong></td>
<td>#7</td>
<td>Briefly state the main purpose of activity</td>
<td>#18, #19</td>
<td>Who is this service for? How many people reached? Is it Universal-Indirect, Universal-Direct, Selective, or Indicated?</td>
<td>Organization delivering program? Who from the Coalition is making sure this gets done?</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Happy Town Coalition</strong></td>
<td>PFS</td>
<td>Develop community partnerships to provide resources and opportunities prevent substance use and promote a healthy and safe environment for youth.</td>
<td>#16, #21, #22, #23</td>
<td>Full coalition meetings  once/month. Workgroups meet as needed. 15 active members of the coalition</td>
<td>Happy Town United</td>
<td>#24, #25</td>
</tr>
</tbody>
</table>
### Action Planning

- 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

- 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

- 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:
Coordinator Discussion

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

- Action Plan
- Mobilize Support
- Evaluate process and outcomes
- Monitor, evaluate and adjust
- Carry out intervention
Discuss:

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

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)
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

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

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

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

How will the coalition actively engage media in the coalition’s efforts to promote a program?
BREAK TIME
Evaluation

Purpose: Evaluate the plan, and refine as needed
Evaluation & reporting

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
These problems...

School Performance
Youth Delinquency
Mental Health
[Add Yours Here]

[Name] Coalition Logic Model

Long-Term Consequences
Behavioral Health Problems (Consumption)
Intervening Variables (Risk/Protective Factors)
Local Conditions and Contributing Factors
Strategies & Local Implementation
Evaluation Plan

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

...with these common factors...
Community Disorganization/Community Connectedness
Alcohol Availability: Retail or Social Access
Promotion of Alcohol
Alcohol Laws: Enforcement; Penalties; Regulations
Low Commitment to School Favorable Attitudes/Perception of Harm
Friends Who Use [Based on assessment]
Risk & Protective Factors: [Add Yours Here]

...specifically in our community...
Community engagement/Coalition development: [Coalition Name] [Add Yours Here]
Public Awareness: [Add Yours Here]
Environmental Strategies: [Add Yours Here]
School-based Prevention/Intervention Services: Student Assistance Program
Direct Services: [Add Yours Here]

...can be addressed thru these strategies...
Community engagement/Coalition development: Annual Coalition Survey Sustainability Documentation
Public Awareness: Process measures Community Survey
Environmental Strategies: Process measures Community Survey; HYS
Prevention/Intervention Services: pre/post
Direct Services: Assigned Program pre/post and process measures; HYS

...and we will use these tools to measure our impact...
Community engagement/Coalition development: Annual Coalition Survey Sustainability Documentation
Public Awareness: Process measures Community Survey
Environmental Strategies: Process measures Community Survey; HYS
Prevention/Intervention Services: pre/post
Direct Services: Assigned Program pre/post and process measures; HYS

State Assessment
Local Assessment

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Evaluation & reporting

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)
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

- 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?

- 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

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?

- 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

- 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
These problems…

School Performance
Youth Delinquency
Mental Health

These types of problems…
Any Underage Drinking (30-day alcohol use, Underage drinking and driving)
Underage Problem and Heavy Drinking (Binge drinking rates)
Marijuana Misuse/Abuse (30-day marijuana use)

Needs Assessment

Long-Term Consequences
Behavioral Health Problems (Consumption)
Intervening Variables (Risk/Protective Factors)
Local Conditions and Contributing Factors

Strategies & Local Implementation

Evaluation Plan

What is the problem?

Why?

But why here?

Community Disorganization/Community Connectedness
Availability: Retail or Social Access
Promotion of Alcohol/Marijuana
Alcohol/Marijuana Laws: Enforcement; Penalties; Regulations
Low Commitment to School Favorable Parental Attitudes
Perception of Harm Friends Who Use [Based on assessment]
Risk & Protective Factors: [Add Yours Here]

…with these common factors...

...specifically in our community...

Community engagement/Coalition development: [Add Yours Here]
Public Awareness: [Add Yours Here]
Environmental Strategies: [Add Yours Here]
School-based Prevention/Intervention Services: Student Assistance Program
Direct Services: [Add Yours Here]

What are we doing about it?

...can be addressed thru these strategies...

Community engagement/Coalition development: Annual Coalition Survey Sustainability Documentation
Public Awareness: Process measures Community Survey
Environmental Strategies: Process measures Community Survey, HYS
Prevention/Intervention Services: pre/post
Direct Services: Assigned Program pre/post and process measures; HYS

Action

So what? How will we know?

What are we doing about it?

...and we will use these tools to measure our impact...

Community engagement/Coalition development: Annual Coalition Survey Sustainability Documentation
Public Awareness: Process measures Community Survey
Environmental Strategies: Process measures Community Survey, HYS
Prevention/Intervention Services: pre/post
Direct Services: Assigned Program pre/post and process measures; HYS

Direct Services:

Needs Assessment

Long-Term Consequences
(10-15 years)

Behavioral Health Problems
(5-10 years)

Intervening Variables
(2-5 years)

Local Conditions and Contributing Factors
(6 months – 2 years)

Outcomes

What are we doing about it?

…can be addressed thru these strategies...

Community engagement/Coalition development: [Add Yours Here]
Public Awareness: [Add Yours Here]
Environmental Strategies: [Add Yours Here]
School-based Prevention/Intervention Services: Student Assistance Program
Direct Services: [Add Yours Here]

What are we doing about it?

...can be addressed thru these strategies...

Community engagement/Coalition development: [Add Yours Here]
Public Awareness: [Add Yours Here]
Environmental Strategies: [Add Yours Here]
School-based Prevention/Intervention Services: Student Assistance Program
Direct Services: [Add Yours Here]
These problems...

School Performance
Youth Delinquency
Mental Health
[Add Yours Here]

These types of problems...

Any Underage Drinking
(30-day alcohol use, Underage drinking and driving)

Underage Problem and Heavy Drinking
(Binge drinking rates)

Marijuana Misuse/Abuse
(30-day marijuana use)
[Add Yours Here]

Risk & Protective Factors:
[Add Yours Here]

Community Disorganization/ Community Connectedness

Availability: Retail or Social Access
Promotion of Alcohol/Marijuana
Alcohol/Marijuana Laws: Enforcement, Penalties; Regulations
[Add Yours Here]

Low Commitment to School Favorable Parental Attitudes
Perception of Harm
Friends Who Use
[Based on assessment]

Community engagement/Coalition development:
[Coalition Name]
[Add Yours Here]

Public Awareness:
[Add Yours Here]

Environmental Strategies:
[Add Yours Here]

School-based Prevention/ Intervention Services:
Student Assistance Program

Direct Services:
[Add Yours Here]

...can be addressed thru these strategies...

...specifically in our community...

...with these common factors...

Resource Assessment

Evaluation Plan

Long-Term Consequences
(10-15 years)

Behavioral Health Problems
(Consumption)
(5-10 years)

Intervening Variables
(Risk/Protective Factors)
(2-5 years)

Local Conditions and Contributing Factors
(6 months – 2 years)

Strategies & Local Implementation

What is the problem?

Outcomes

Why?

Why here?

But why here?

What are we doing about it?

So what? How will we know?

...and we will use these tools to measure our impact...

Community engagement/Coalition development:
Annual Coalition Survey Sustainability Documentation

Public Awareness:
Process measures Community Survey

Environmental Strategies:
Process measures Community Survey; HYS

Prevention/ Intervention Services:
pre/post

Direct Services:
Assigned Program pre/post and process measures; HYS

Behavioral Health Problems
(Consumption)

Consequences

Intervening Variables
(Risk/Protective Factors)

Long-Term Consequences
(10-15 years)

Behavioral Health Problems
(Consumption)
(5-10 years)

Intervening Variables
(Risk/Protective Factors)
(2-5 years)

Local Conditions and Contributing Factors
(6 months – 2 years)

Strategies & Local Implementation

What is the problem?

Outcomes

Why?

Why here?

But why here?

What are we doing about it?

So what? How will we know?

...and we will use these tools to measure our impact...

Community engagement/Coalition development:
Annual Coalition Survey Sustainability Documentation

Public Awareness:
Process measures Community Survey

Environmental Strategies:
Process measures Community Survey; HYS

Prevention/ Intervention Services:
pre/post

Direct Services:
Assigned Program pre/post and process measures; HYS

Behavioral Health Problems
(Consumption)

Consequences

Intervening Variables
(Risk/Protective Factors)

School-based Prevention/ Intervention Services:
Student Assistance Program

Direct Services:
[Add Yours Here]
These problems…

School Performance

Youth Delinquency

Mental Health

[Add Yours Here]

These types of problems…

Any Underage Drinking
(30-day alcohol use, Underage drinking and driving)

Underage Problem and Heavy Drinking
(Binge drinking rates)

Marijuana Misuse/Abuse
(30-day marijuana use)

[Add Yours Here]

Risk & Protective Factors:

[Add Yours Here]

Community Disorganization/Community Connectedness

Availability: Retail or Social Access
Promotion of Alcohol/Marijuana
Alcohol/Marijuana Laws: Enforcement; Penalties; Regulations

[Add Yours Here]

Low Commitment to School
Favorable Parental Attitudes
Perception of Harm
Friends Who Use
[Based on assessment]

[Add Yours Here]

Factored into these strategies…

Community engagement/Coalition development:
[Coalition Name]
[Add Yours Here]

Public Awareness:
[Add Yours Here]

Environmental Strategies:
[Add Yours Here]

School-based Prevention/Intervention Services:
Student Assistance Program

Direct Services:
[Add Yours Here]

…and we will use these tools to measure our impact…

State Assessment

Local Assessment

Plan/Implementation

Reporting/Eval
These problems...

School Performance
- Any Underage Drinking (30-day alcohol use, underage drinking and driving)
- Underage Problem and Heavy Drinking (Binge drinking rates)
- Marijuana Misuse/Abuse (30-day marijuana use)

Youth Delinquency
- [Add Yours Here]

Mental Health
- [Add Yours Here]

These types of problems... with these common factors...

Community Disorganization/Community Connectedness
- Availability: Retail or Social Access
- Promotion of Alcohol/Marijuana
- Alcohol/Marijuana Laws: Enforcement, Penalties, Regulations
- Low Commitment to School
- Favorable Parental Attitudes
- Perception of Harm
- Friends Who Use (Based on assessment)

Risk & Protective Factors: [Add Yours Here]

Community engagement/Coalition development: (Add Yours Here)
- Public Awareness: (Add Yours Here)
- Environmental Strategies: (Add Yours Here)

School-based Prevention/ Intervention Services: Student Assistance Program

Direct Services: (Add Yours Here)

Reporting and Evaluation

State Assessment
- Plan/Implementation
- Reporting/Evaluation

Local Assessment
- Long-Term Consequences (10-15 years)
- Behavioral Health Problems (Consumption) (5-10 years)
- Intervening Variables (Risk/Protective Factors) (2-5 years)
- Local Conditions and Contributing Factors (6 months – 2 years)

Action
- What are we doing about it?
- So what? How will we know?

...can be addressed thru these strategies...

...specifically in our community...

...and we will use these tools to measure our impact...
[Name] Coalition Logic Model

**Long-Term Consequences**
(10-15 years)

- **School Performance**
- **Youth Delinquency**
- **Mental Health**

**Behavioral Health Problems (Consumption)**
(5-10 years)

- **These problems...**
  - Any Underage Drinking (30-day alcohol use, Underage drinking and driving)
  - Underage Problem and Heavy Drinking (Binge drinking rates)
  - Marijuana Misuse/Abuse (30-day marijuana use)

**Intervening Variables (Risk/Protective Factors)**
(2-5 years)

- **Community Disorganization/Community Connectedness**
- Availability: Retail or Social Access
- Promotion of Alcohol/Marijuana
- Alcohol/Marijuana Laws: Enforcement, Penalties, Regulations
- Low Commitment to School Favorable Parental Attitudes
- Perception of Harm
- Friends Who Use (Based on assessment)

**Local Conditions and Contributing Factors**
(6 months – 2 years)

- Risk & Protective Factors:
  - [Add Yours Here]

**Strategies & Local Implementation**

- Community engagement/Coalition development:
  - [Coalition Name]
  - [Add Yours Here]
- Public Awareness:
  - [Add Yours Here]
- Environmental Strategies:
  - [Add Yours Here]
- School-based Prevention/Intervention Services:
  - Student Assistance Program
- Direct Services:
  - [Add Yours Here]

**Evaluation Plan**

- [Add Yours Here]

**Action**
So what? How will we know?

...and we will use these tools to measure our impact...

- Community engagement/Coalition development: Annual Coalition Survey Sustainability Documentation
- Public Awareness: Process measures Community Survey
- Environmental Strategies: Process measures Community Survey; HYS
- Prevention/Intervention Services: pre/post
- Direct Services: Assigned Program pre/post and process measures; HYS

**Outcomes**

- Why?
- But why here?
- ...specifically in our community...
- ...can be addressed thru these strategies...
- [Add Yours Here]

**What are we doing about it?**

- Community engagement/Coalition development: [Coalition Name] [Add Yours Here]
- Public Awareness: [Add Yours Here]
- Environmental Strategies: [Add Yours Here]
- School-based Prevention/Intervention Services: Student Assistance Program
- Direct Services: [Add Yours Here]

**State Assessment**

- Local Assessment

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

Must include all below. Can add additional problems.

Must include all below. Can add additional indicators.

Must include all below. Can add additional activities.

Must include all below. Can add additional consequences.

Must include all below. Can add additional problems.

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

Must include all below. Can add additional factors.

Must include all below. Can add additional factors.
Training and Resources
CPWI Guide: Appendix

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
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.
Available Training PPTs

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

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

- The Athena Forum
- Community Anti-Drug Coalitions of America (CADCA)
  - CADCA Primer
  - CADCA Webinars/Resources/Trainings/TA
- Substance Abuse Mental Health Services Administration (SAMHSA)
  - Center for the Application of Prevention Technologies (CAPT)
  - Talk They Hear 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

- 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.

*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

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!