CPWI Coalition Coordinator Orientation

June 26, 2017
South Sound Community College
Lacey, WA
Introductions
Objectives

• Overview and purpose of the Community Prevention and Wellness Initiative
• Introduce prevention science theories and CPWI theoretical framework
• Review the Community Coalition Guide and CPWI tasks
  – Getting Started
  – Capacity Building
  – Assessment
  – Planning
  – Implementation
  – Evaluation
• Understand Strategic Plan processes
• Provide Training and Resources
Section 1

INTRODUCTION TO COMMUNITY PREVENTION AND WELLNESS INITIATIVE
CPWI Purpose

- The DSHS Division of Behavioral Health and Recovery (DBHR) is committed to its partnerships.
- DBHR is committed to provide effective prevention services.
- Help leverage resources and focus and concentrate its efforts.
- CPWI will
  - have a deeper impact,
  - better measure those impacts, and
  - build support for additional investments in prevention.
Partners for Healthy Communities

Community Prevention and Wellness Initiative
PREVENTION SERVICES ARE FOCUSED IN COMMUNITIES THROUGHOUT WASHINGTON

Prevention services are focused in communities and Tribes throughout Washington

LEGEND

COMUNITY PREVENTION AND WELLNESS INITIATIVE COMMUNITIES

Tribal prevention and wellness programs

SOURCE: DBHS Research and Data Analysis, Community Outcome and Risk Evaluation Information System (CORE). Eagle. WA • OCTOBER 2018

CONTACT: Irene Shartona, DBHS/RDA/APRIS, Irene.shartona@dshs.wa.gov 965-9043-2914
What is CPWI?

**CPWI** concentrates prevention resources in a high-risk community.

The **main goal** is to create change in the community through a combination of coalition work, direct services, environmental strategies and prevention/intervention work.
Community Selection Process

“High need and some readiness for change”

- High need areas identified through County data risk profiles
- County and ESD review and selection
  - Review of local data and information
  - Readiness for change
  - Secure OSPI match requirement
What is a CPWI Community?

Selected communities will (Key Objectives):

- 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 prevention/intervention specialists.
- 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.
So ... What's my Job then?

CPWI  Logic model
SPF  assessment
implementation
build capacity
sustainability
evaluation
R/P factors
planning
data
cultural competency
DBHR
So ... What’s my Job then?
Resources

Guide p. 5

- Community Coalition Guide including Strategic Plan Requirements and related templates
- Prevention System Managers, Training Manager and other DBHR Staff
- PowerPoint templates and trainings
- Athena Forum

- Community Selection Packet
- 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.
Section 2

INTRODUCTION TO PREVENTION SCIENCE
Coordinators need to know as much as possible about 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?
Why are we here today?

What is prevention?
Why are we here today?

How does this apply to health?
In prevention, we go upstream to look for the cause and try to prevent that from occurring.

The coalition makes sure that happens.
If you look only at people in the water...

Treatment and intervention providers work with individuals and then...

...they use those experiences to project need for services
Going Upstream is harder...

You look at the whole community and its groups and individuals...

- Community as a whole (environmental prevention)
- Groups based on risk
- Individuals based on risk

...and then prioritize which services best fit the identified needs
Prevention Framework

• The Public Health Approach.

• Intervening Variables, Risk & Protective Factors, and The Social Development Strategy.

• Contributing Factors.
The Public Health Approach

The Public Health Model

Define the problem

Identify risk and protective factors

Develop and test prevention strategies

Assure widespread adoption

Problem... ...Response
Health Promotion Framework

Consequence
- Death from heart disease

Health Indicator
- 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

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 use of alcohol, marijuana, or other drugs.

• **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

• Predictors of Problem Behaviors and Positive Youth Outcomes

• 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 and violence.
Each "X" is a research-based linkage to problem behavior

### Risk Factors

<table>
<thead>
<tr>
<th>Community Risk Factors</th>
<th>SA</th>
<th>D</th>
<th>TP</th>
<th>SDO</th>
<th>V</th>
<th>D&amp;A</th>
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<tbody>
<tr>
<td>Availability of Drugs</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Availability of Firearms</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime</td>
<td>X</td>
<td></td>
<td>X</td>
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<td></td>
<td></td>
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<tr>
<td>Media Portrayals of Violence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Transitions and Mobility</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Low Neighborhood Attachment and Community Disorganization</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extreme Economic Deprivation</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
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### Family Risk Factors

<table>
<thead>
<tr>
<th>Family Risk Factors</th>
<th>SA</th>
<th>D</th>
<th>TP</th>
<th>SDO</th>
<th>V</th>
<th>D&amp;A</th>
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<tbody>
<tr>
<td>Family History of the Problem Behavior</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>Family Management Problems</td>
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<td>X</td>
<td>X</td>
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<td>Family Conflict</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Favorable Parental Attitudes and Involvement in the Problem Behavior</td>
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### School Factors

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<td>Academic Failure Beginning in Late Elementary School</td>
<td>X</td>
<td>X</td>
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<td>Lack of Commitment to School</td>
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### Peer/Individual Factors

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<th>V</th>
<th>D&amp;A</th>
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<tbody>
<tr>
<td>Early and Persistent Antisocial Behavior</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Rebelliousness</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Friends Who Engage in the Problem Behavior</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Favorable Attitudes Toward the Problem Behavior</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Early Initiation of the Problem Behavior</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Constitutional Factors</td>
<td>X</td>
<td>X</td>
<td></td>
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<td>X</td>
<td>X</td>
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</tbody>
</table>
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.
Building Protection: Social Development Strategy

The goal...
Healthy behaviors for all children and youth

Start with...
Healthy beliefs & clear standards
...in families, schools, communities, and peer groups

Build...
Bonding
- Attachment
- Commitment
...to families, schools, communities, and peer groups

By providing...
Opportunities
...in families, schools, communities, and peer groups

By providing...
Skills

By providing...
Recognition

And by nurturing...
Individual characteristics

Healthy Behaviors

Family
School
Community
Individual/Peer

Healthy Beliefs

Close friends
Monitoring
Consistencies

Opportunities

School
Community

Individual Characteristic

Recognition

Skills

Bonding

Washington State Department of Social and Health Services

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Research has shown:

- Common risk and protective 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.
Balance 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

Balance Risk & Protection
More 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 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: Why Here?

- 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 & specifically illustrating memory function.

Image from Susan Tapert, PhD, University of California San Diego. Courtesy of Parents Matter Presentation by Robin Erz.
Continuum of Care
Prevention

- Universal
- Selective
- Indicated

- Case Identification
- Standard Treatment
- Long-Term Treatment
- After-care and Rehabilitation

Promotion
Treatment and Maintenance
The Frog or the Pond?
Spectrum of Prevention

THE SPECTRUM OF PREVENTION

- Influencing Policy and Legislation
- Changing Organizational Practices
- Fostering Coalitions and Networks
- Educating Providers
- Promoting Community Education
- Strengthening Individual Knowledge and Skills

http://www.preventioninstitute.org/component/jlibrary/article/id-105/127.html
Universal, Selective, Indicated

- Universal
- Selective
- Indicated
Strategic Framework for CPWI

Adapted from SAMHSA Strategic Prevention Framework
“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
Sustainability

What is sustainability?

What are you sustaining?
What do you need to sustain it?
How will you get it?
Sustainability

Question 2: What do you need to sustain it?

- Policies
- Resources
- People
- Funding
- Outcomes
Process and Timeline

**Process**

- **6 – 9 months**
  - Assess needs, resources, readiness and gaps
  - Develop community strategic prevention plan

- **1 Year**
  - Implement evidence-based prevention strategies

- **2-4 Years**
  - Changes in targeted intervening variables

- **5-10 Years**
  - Increase in positive youth development
  - Decreases in problem behaviors

- **10-15 years**
  - Vision

Evaluate Measurable Outcomes
Bring out the mixer!
Lets get up and move...

1. Find a partner.
2. Find a space you two can talk.
3. Prepare your presentation on a prevention theory
4. Present and debrief.
5. Switch and other partner present and debrief.

• You can use the resources we brought in or your own.
• Everyone should be involved.
Debrief

- I loved it when you did ....!
- I think when you did ....it would really work well for ....type of community.
- If I were doing it I might change...
- Other things that could be added to it are....
- I would like to do....in my community, thanks for the idea😊
Section 3

COMMUNITY COALITION GUIDE
OVERVIEW
Community Coalition Guide

- **Chapter 1: General Information** – provides general information about the CPWI planning framework.

- **Chapter 2: Key Objectives** – provides an overview of the intent of CPWI and the established milestones and benchmarks.

- **Chapter 3: Implementing CPWI** – identifies the required tasks and provides guidance, definition, and clarification on each task category grouped by the CPWI Planning Framework steps.

- **Chapter 4: Strategic Plan Requirements** - provides the CPWI requirements for completing the coalition’s Strategic Plan.

- **Appendix** – provides templates and samples for use in writing your Strategic Plan and implementing CPWI.
The Strategic Prevention Framework (SPF) was developed by the federal SAMHSA based on ‘Communities That Care’® (CTC).

CTC is a proven effective prevention planning system that helps communities develop an integrated approach to promoting the positive development of children and youth and to preventing problem behaviors.

Lessons we learned from implementing the Strategic Prevention Framework-State Incentive Grant (SPF-SIG).
Strategic Framework for CPWI

DBHR Community Prevention & Wellness Initiative Planning Framework

Adapted from SAMHSA Strategic Prevention Framework
Building a Plan

1. Getting Started
2. Assessment
3. Planning
4. Implementation
5. Reporting and Evaluation
   - Building Capacity at Every Level
   - Ensure Cultural Competency at every level
   - Build elements of sustainability into each level
What is a Coalition?

A formal arrangement for cooperation and collaboration

Members represent and function on behalf of

Members act within their own sphere of influence

New members are invited

Guide p. 6 Community Coalition Guide
Roles and Responsibilities

Guide p. 6
Community Coalition

- Attend Trainings.
- Facilitate the development of a community vision.
- Learn prevention science and SPF.
- Serve as community ambassadors.
- Coordinate work-group activities.
- Participate in decision-making processes.
- Develop Community Strategic Plan including evaluation plan.
Coalition Leadership

(supported by coordinator)

• Set an agenda.
• Provide oversight and accountability.
• Keep group focused and moving forward.
Community Coalition Guide

- **Chapter 1: General Information** – provides general information about the CPWI planning framework.

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- **Appendix** – provides templates and samples for use in writing your Strategic Plan and implementing CPWI.
Chapter 2: Key Objectives

- Establishment of a community coalition
- Identification of a community coordinator
- Define and select communities
- Implementation of environmental, public awareness, direct service, and capacity building strategies
- Establishment of School-based prevention specialist
- Ensure participating communities are distributed statewide
- Resources match outcomes
- DBHR to provide technical assistance/support
- Development of plan to evaluate program and community-level change
- Increase workforce development
- Ensure compliance with Synar
Community Coalition Guide

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- **Appendix** – provides templates and samples for use in writing your Strategic Plan and implementing CPWI.
Implementing CPWI

Guide p. 14

**Getting Started** (pg. 20-22)
- Register and participate in The Athena Forum
- Select CPWI Community
- Community Coalition Coordinator (.5 FTE) for each CPWI community
  - Confirm SAPISP and P-I services

**Capacity** (pg. 23-24)
- Recruit and retain membership*
- Community coalition orientation
- Establish and maintain coalition structure*
- Engage key leaders in coalition’s CPWI efforts
- Gather community information and feedback
- Participate in training and technical assistance

**Assessment** (pg. 25-26)
- Conduct Needs Assessment*
- Conduct Resources Assessment*

**Planning** (pg. 27)
- Select goals, objectives, strategies, and programs/activities*
- Develop Prevention Strategic Plan*
- Confirm partnerships for implementation of strategies and programs/activities

**Implementation** (pg. 28-29)
- Maintain active community coalition
- Participate in monthly meetings with DBHR
- Implement media strategies
- Implement strategies and programs/activities according to Strategic Plan

**Reporting and Evaluation** (pg. 30-31)
- Develop reporting and evaluation strategies*
- Complete PBPS reporting
- Review and analyze output and outcome information with coalition according to Strategic Plan.
- Participate in statewide evaluation
# Timeline Overview

**Guide p. 16**

## DBHR Community Prevention & Wellness Initiative (CPWI) Community Coalition Guide

### Quick Reference Timeline Overview

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Frequency</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Getting Started</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Register and participate in The Athena Forum website</td>
<td>Ongoing</td>
<td>Within 2 weeks of start</td>
</tr>
<tr>
<td>2. Select CPWI Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Submit selection packet</td>
<td>First Year only</td>
<td>Due date TBD for new communities</td>
</tr>
<tr>
<td>b. Issue media release</td>
<td>First Year only</td>
<td>Within 60 days from DBHR approval</td>
</tr>
<tr>
<td>3. Community Coalition Coordinator (.5 FTE) for each CPWI community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Review Coordinator job description with DBHR</td>
<td>First Year &amp; As needed</td>
<td>Prior to posting</td>
</tr>
<tr>
<td>b. Ensure new hire Coordinator has office space in CPWI community</td>
<td>First Year &amp; As needed</td>
<td>Upon new hire</td>
</tr>
<tr>
<td>c. Review new hire Coordinator qualifications with DBHR</td>
<td>First Year &amp; As needed</td>
<td>Upon new hire</td>
</tr>
<tr>
<td>d. Submit new Coordinator training plan if necessary</td>
<td>First Year &amp; As needed</td>
<td>Upon new hire</td>
</tr>
<tr>
<td>e. Ensure Coordinator is working with coalition</td>
<td>Ongoing</td>
<td>Starting July 1 [Start date TBD for new communities]</td>
</tr>
<tr>
<td>f. Ensure Coordinator spends at least 80 hours per month on</td>
<td>Ongoing</td>
<td>Starting July 1 [Start date TBD for new communities]</td>
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<tr>
<td>community</td>
<td></td>
<td></td>
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<tr>
<td>g. Ensure Coordinator is Certified Prevention Professional (CPP)</td>
<td>Ongoing</td>
<td>According to current status</td>
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<td>4. Confirm SAPISP and P-I services</td>
<td>Annually</td>
<td>Within 30 days prior to start of school</td>
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### Capacity

<table>
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<tr>
<th>Tasks</th>
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<tbody>
<tr>
<td>1. Recruit and retain membership</td>
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<tr>
<td>a. 8 of 12 sectors participating</td>
<td>Ongoing</td>
<td>Starting July 1 [Start date TBD for new communities]</td>
</tr>
<tr>
<td>b. Membership section in Strategic Plan</td>
<td>Ongoing &amp; Update 2019</td>
<td>[enter date]</td>
</tr>
<tr>
<td>c. Conduct ‘Coalition Assessment Tool’ (CAT) Coalition member</td>
<td>Annually</td>
<td>October</td>
</tr>
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</table>
Purpose: Initiate the process in your community.

- Identify the community.
- Establish internal and external supports.
Getting Started

CPWI tasks

✓ Register and participate in The Athena Forum

✓ Select CPWI Community
  – Submit selection packet (p. 43)
  – Issue media release (p. 59)

✓ Community Coalition Coordinator (.5 FTE) 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 P-I 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.
- Increasing involvement from members.
- Increasing involvement from community members in strategies and activities.
Capacity Building:
Mobilizing your coalition and community

CPWI tasks:

- Recruit and retain membership
  - 8 of 12 sectors
  - Membership section in Strategic Plan
  - Conduct ‘Coalition Assessment Tool’ (CAT)
  - Complete ‘Community Profile’ (p. 59)

- Sector Representation at Monthly Meetings (8 sector for at least 9 months)

- Community coalition orientation

- Establish and maintain coalition structure

- Engage key leaders in coalition’s CPWI efforts

- Gather community information and feedback

- Participate in training and technical assistance
Building a Successful Coalition

- Shared mission
- Key values
- Strong bonds
- Effective structure
- Engaged members/partners
- Written roles of members and partners
- Operating Principles (bylaws)
- Decision making
Coalition Membership

• Recruitment
• Membership engagement
• Diversity of your community coalition
• Specific community segments to involve
• Clearly defined roles and responsibilities, including:
  – Chair/Facilitator
  – Vice Chair
  – Recorder/Secretary
  – Coordinator/Staff
  – Coalition member
Involving Youth

- Community coalition membership.
- Data collection/interpretation.
- Public relations.
- Program planning and development.
Levels of Coalition Engagement

A. CPWI Sector Representation and Membership

- High Representation
  - Schools (63/17)
  - Parents (40/16)
  - Other Prevention Org (41/13)
  - Youth-Serving Org (36/15)
  - Substance Abuse Tx* (13/10)
  - Religious/Fraternal (18/12)
  - Civic & Volunteer (23/13)
  - Healthcare (23/13)
  - Law Enforcement (23/14)
  - State/Local/Tribal Govt (27/14)

- Low Representation
  - Youth Under 18 (82/11)
  - Mental Health* (2/1)
  - Business Community (10/7)
  - Media (9/9)
**Assessing Membership Activity**

Assessing membership and identifying new members

For CPWI the coalition is required to have 8 of the 12 DFC sectors represented. *Sector is recommended for participation in PRI, but is not a required sector for Drug Free Communities grantees.

<table>
<thead>
<tr>
<th>Type</th>
<th>Members (new or current)</th>
<th>Benefits of Involvement</th>
<th>Level of Involvement: (Key Leader/Active Member/Champion)</th>
<th>Contact</th>
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</thead>
<tbody>
<tr>
<td>Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law Enforcement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civic/Volunteer Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Healthcare Professionals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Coalition Skills Assessment

• Review the worksheet. Assess the membership of your community coalition.
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?
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
Identify Roles

Key Leaders and Partners

Active Members

Core Members

Key Leaders and Partners
Sample Local Organization

- Community Coalition
  - Coordinator
  - Leadership Committee
    - Workgroups formed early in the process
      - Assessment Work Group
      - Resources Assessment Work Group
      - Youth Involvement
    - Workgroups formed later in the process
      - Community outreach and public relations
      - Funding and sustainability
      - Coalition maintenance
  - Fiscal Agent
Assessment:
Profiling your community’s needs, resources, readiness, and gaps

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

- Identify and review data that demonstrates the needs of the community.
- Identify people, community readiness and resources.
- Identify gaps of services for community needs.
Assessment:
Profiling your community’s needs, resources, readiness, and 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
Sources of Data

Community Data Assessment

- Healthy Youth Survey
- Social Indicator data
- Local data
Data Driven Decision Making

What’s Happening in SampleVille?

A Community Needs Assessment Data Book

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

MEASURES

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

[Community Connectedness]
- Alcohol Availability
  - Ease of Access
  - Retail or Social Access (Usual Source)
  - Density of Licenses
- [Promotion of Alcohol]
  - Risk of Alcohol Use
    - Perception of Law Enforcement Risk
    - Perception of Risk of Harm from Alcohol Use
- Norms Around Alcohol Use
  - Attitudes Toward Youth Drinking
  - Friends Use
  - Perception of Adult Attitudes

Risk and Protective Factors
- Parental Attitudes Tolerant of Substance Use
- Early Initiation of Drugs
- Intentions to Use Drugs
- Friends’ Use of Drugs

Coalition
- Public Awareness
- Environmental Strategies

School-based Prevention/Intervention Services

Direct Services (Minimum 80% EBP)
HYS Participation Rate – Regular Data Book

Example

- 70% + probably representative of students
- 40-69% Results may be representative
- 40% or less probably not representative of students - data are not reported (SUPPRESSED)
Consequence Data

School Performance

Annual (Event) Dropouts (Percent)

The Annual Dropout rate measures the proportion of students enrolled in grades 9-12 who drop out in a single year without completing high school as a percentage of all students in grades 9 through 12. This indicator answers the question "How many high-school students left school without graduating this year?" When districts try new policies or projects to keep students in school the impact of those actions will be more immediately visible in this rate.

![Graph showing annual dropout rates from 2005 to 2016 for Your Community, Your County, and State.]

<table>
<thead>
<tr>
<th>Year</th>
<th>Your Community</th>
<th>Your County</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>14</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>2006</td>
<td>9</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>2007</td>
<td>9</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>2008</td>
<td>8</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>2009</td>
<td>9</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>2010</td>
<td>6</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>2011</td>
<td>6</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>2012</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2013</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2014</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2015</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2016</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Consumption Data

CONSUMPTION | Measures of the number of youth using/consuming alcohol and other substances

Consumption measures refer to the number of people who use a particular substance, whether alcohol, tobacco, marijuana, prescription drugs, or an illicit substance.

Youth Substance Use

- Current Drinking
- Problem/Heavy Drinking
- Other Substance Use — Tobacco, Marijuana, Other Illegal Drugs, Prescription Drugs

Youth Substance Use

Alcohol is the most widely used substance in our state, and is associated with the most harm. Consumption measures are also available for tobacco, marijuana, prescription drugs, and other illegal drugs.

HYS Measures of Youth Substance Use (2016, Percent)

![Graph showing consumption data for different measures and grades.]

HYS Measures of Youth Substance Use

<table>
<thead>
<tr>
<th>Measure</th>
<th>Grade 2014</th>
<th>Grade 2015</th>
<th>Grade 2014</th>
<th>Grade 2015</th>
<th>Grade 2014</th>
<th>Grade 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Drinking</td>
<td>10%</td>
<td>11%</td>
<td>8%</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Problem/Heavy Drinking</td>
<td>7%</td>
<td>8%</td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Cigarette Smoking</td>
<td>23%</td>
<td>21%</td>
<td>20%</td>
<td>18%</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>Current Drinking</td>
<td>10%</td>
<td>13%</td>
<td>10%</td>
<td>12%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Problem/Heavy Drinking</td>
<td>23%</td>
<td>21%</td>
<td>22%</td>
<td>16%</td>
<td>13%</td>
<td>12%</td>
</tr>
<tr>
<td>Cigarette Smoking</td>
<td>16%</td>
<td>18%</td>
<td>15%</td>
<td>13%</td>
<td>12%</td>
<td>12%</td>
</tr>
</tbody>
</table>

95
Intervening Variables

INTERVENING VARIABLES | Characteristics that are strongly predictive of underage drinking and substance abuse

There are two aspects of alcohol availability that are important in determining prevention priorities. First, there is the actual physical availability—places where youth can get alcohol. Second is the perception of availability—the belief that alcohol is, or would be, available to them. Both of these have to change in order for there to be a significant impact on drinking rates.

Alcohol Availability

Alcohol Retail Licenses (Rate per 1,000)

The alcohol retail licenses active during the year, per 1,000 persons (all ages). Retail licenses include restaurants, grocery stores, and wine shops but do not include state liquor stores and agencies. Retail alcohol facilities on military bases and reservations are not licensed by the state and therefore are not included in these data.
Demographic Profile – Race/Ethnicity

Race/Ethnicity (count/percent)  Age Composition (count/percent)

Community Demographics

The racial/ethnic and age composition below can help prevention planners better understand the community’s diversity.

Race and Ethnicity (Count, Percent)
Persons whose race or ethnicity is: (1) “American Native” – American Indian or Alaska Native, one race only; (2) "Asian" – Asian, one race only; (3) “Black” – African American, one race only; (4) “Hawaiian/PI” – Native Hawaiian/Other Pacific Islander, one race only; (5) “White” – White, one race only; (6) “Multi-Racial” – Two or more races; (7) “Hispanic” – Persons whose ethnicity is Hispanic or Latino, of any race; (8) “Any Minority” – Persons of any race or ethnicity except for non-Hispanic White, one race only; calculated as a percentage of all persons. The race categories 1 through 6 may include persons of Hispanic or Latino origin.

White Center _N Highline

<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>NUMBER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Non-Hispanic</td>
<td>12,678</td>
<td>41%</td>
</tr>
<tr>
<td>Any Minority</td>
<td>18,580</td>
<td>59%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RACE</th>
<th>NUMBER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Native</td>
<td>625</td>
<td>2%</td>
</tr>
<tr>
<td>Asian</td>
<td>6,331</td>
<td>20%</td>
</tr>
<tr>
<td>Black</td>
<td>3,126</td>
<td>10%</td>
</tr>
<tr>
<td>Hawaiian/PI</td>
<td>678</td>
<td>2%</td>
</tr>
<tr>
<td>White</td>
<td>18,653</td>
<td>60%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>1,845</td>
<td>6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>NUMBER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>7,069</td>
<td>23%</td>
</tr>
</tbody>
</table>

TOTAL 31,258 100%

NOTE: Percentages of Any Minority and White Non-Hispanic will sum to 100%. Percentages in Race will sum to 100%.
Demographic Profile - Age Composition (count/percent)

Age Composition (Count, Percent)
Children (ages 0-9, 10-14, 15-17 years), adults (ages 18-24, 25-49, 50-64 years) and seniors (ages 65+) as a percentage of all persons.

<table>
<thead>
<tr>
<th>AGE RANGE</th>
<th>NUMBER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9</td>
<td>4,267</td>
<td>14%</td>
</tr>
<tr>
<td>10-14</td>
<td>1,969</td>
<td>6%</td>
</tr>
<tr>
<td>15-17</td>
<td>1,287</td>
<td>4%</td>
</tr>
<tr>
<td>18-24</td>
<td>2,626</td>
<td>8%</td>
</tr>
<tr>
<td>25-49</td>
<td>11,536</td>
<td>37%</td>
</tr>
<tr>
<td>50-64</td>
<td>6,085</td>
<td>19%</td>
</tr>
<tr>
<td>65+</td>
<td>3,488</td>
<td>11%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>31,258</td>
<td>100%</td>
</tr>
</tbody>
</table>

Percent of Community Population in Each Age Range

Why does this matter?

Statistical parametric maps of BOLD signals in abstinent marijuana users (THC−), active marijuana users (THC+) and non-drug user comparison subjects.

Chang L et al. Brain 2006;129:1096-1112
© The Author (2006). Published by Oxford University Press on behalf of the Guarantors of Brain. All rights reserved. For Permissions, please email: journals.permissions@oxfordjournals.org
8th and 10th graders in this community drink more than others in the state

Replace with image of your local data here...
Summary 30-Day Substance Use
10th Graders, 2002-2016

<table>
<thead>
<tr>
<th>Year</th>
<th>Alcohol</th>
<th>Marijuana</th>
<th>Cigarettes</th>
<th>Pain Killer Use</th>
<th>E-Cigarettes</th>
<th>Rx Drug Misuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>29%</td>
<td>18%</td>
<td>15%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>33%</td>
<td>17%</td>
<td>13%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>33%</td>
<td>18%</td>
<td>15%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>32%</td>
<td>19%</td>
<td>14%</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>28%</td>
<td>20%</td>
<td>13%</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>23%</td>
<td>19%</td>
<td>10%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>21%</td>
<td>18%</td>
<td>8%</td>
<td>4%</td>
<td>18%</td>
<td>8%</td>
</tr>
<tr>
<td>2016</td>
<td>20%</td>
<td>17%</td>
<td>6%</td>
<td>4%</td>
<td>13%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Note: Includes responses where using marijuana regularly has “great risk.” * In 2014 the question about marijuana changed from "smoke" to "use."

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]

Community Disorganization/Community Connectedness

Availability: Retail or Social Access

Promotion of 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]

Risk & Protective Factors:
[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

...specifically in our community...

...can be addressed thru 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...

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

Needs Assessment

Evaluation Plan
Assessment Resources

- Needs Assessment Clinic
- Resources Assessment Clinic
- Gaps Analysis Resources
- Data Book Webinar

– All found on The Athena Forum
Planning:
Develop a strategic prevention plan

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

• Selection of programs, policies and practices to fill gaps
• Implementation and evaluation plans
• Set 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

Guide p. 27
Comprehensive Approach: CSAP Strategies

- **Alternative** (i.e., Community-based Mentoring/Summer Youth Programs)
- **Community-Based Process** (Community Coalition)
- **Education** (i.e., Life Skills, Guiding Good Choices)
- **Environmental** (i.e., Social Norms Marketing)
- **Information Dissemination** (i.e., Public Awareness)
- **Problem ID and Referral** (P/I Specialist)
Goal development

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

• Objective should address the local condition (based on risk/protective factor) (e.g. Family Conflict in XYZ community).

• Break down goal into smaller parts.

• Provide specific, measurable actions in which the goal can be achieved.

• What can the coalition achieve that will impact overall goal?
Building Objectives

Good objectives are SMART

**S**pecific - "what is to be done?" "how will you know it is done?" and describes the results (end product) of the work to be done.

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

**A**chievable - "can the person do it?" "Can the measurable objective be achieved by the person?" "Does he/she have the experience, knowledge or capability of fulfilling the expectation?"

**R**elevant - "should it be done?", "why?" and "what will be the impact?"

**T**ime-oriented - "when will it be done?"
Review objectives

Goal 1: Increase Community Connectedness, Collaboration and Cooperation

Objective 1A: Increase number of coalition members by 5 new members (35% increase) by June 30, 2017.

Strategy 1A1: Ensure that the coalition is broadly & evenly represented among the 12 sectors of the community by June 30, 2017.

Activity/Program Brief Description Why? (How will this help reduce underage drinking/drug use for 8th-10th graders) When (Timeframe for activity) How (How much? How often?) Who (Who is doing this? Who is conducting? How many people impacted?) Lead Organization (Who is conducting?) Responsible Party(ies) (Who from the coalition is making sure this gets done?) Funding Source

• Answer the following questions (Is this objective SMART?)
  – A change in what?
  – As measured by?
  – Baseline or starting point? *Excellent objectives*
  – How much to change?
  – By when?
## Linking Local Conditions to: Goals, Objectives & Strategies

<table>
<thead>
<tr>
<th>Risk and/or Protective Factors</th>
<th>Goal</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community laws and norms favorable toward alcohol and drug use</td>
<td>Increase Community Connectedness and Cooperation</td>
<td>Increase number of active coalition members by 5 new members (35% increase) by June 30, 2019.</td>
</tr>
<tr>
<td>Poor Family Management (data from the HYS &amp; high DV reports)</td>
<td>Increase positive family management practices</td>
<td>Increase positive family management practices by 10% from the baseline established by the pretest by June 30, 2018.</td>
</tr>
<tr>
<td>Retail Access to Alcohol</td>
<td>Reduce youth access to alcohol by way of retail outlets</td>
<td>Decrease the number of youth that report they obtain alcohol from a store from 7% to 6% by baseline established by the 2016 HYS by 2019.</td>
</tr>
</tbody>
</table>
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.
When looking at programs

• Does strategy address priority risk/protective factors?
• Do the outcomes match the coalition vision?
• Is the cost reasonable?
• Is there folks in the community to implement the program?
• Have those potential staff been notified? Have they agreed?
• Is the time frame doable?
• Who are the people/organizations who support this programs implementation? Any oppose?
Excellence in Prevention Strategy List

Welcome to the Excellence in Prevention strategies list and search page. This page provides detailed information about direct service and environmental prevention strategies. Programs and strategies in this list must be shown in at least two studies to produce intended results.

The strategies described in this list come from three primary resources, the National Registry of Effective Prevention Programs (NREPP), a separate list of programs identified as evidence-based by the State of Oregon, and “Scientific Evidence for Developing a Logic Model on Underage Drinking: A Reference Guide for Community Environmental Prevention.”

Use the questions below to help you narrow your search.

- In which types of geography do you plan to implement the program?
  - Rural
  - Suburban
  - Tribal
  - Urban

- Where will you implement the program?
- What problems do you wish to address?
- What is the age of your intended audience? (Select all that apply)
- What is the ethnicity of your intended audience? (Select all that apply)
Prevention Programs and Practices for Youth Marijuana Use Prevention
(For DMA Prevention Expansion (Cohort-4) Services)

**Note:** No less than 85% of DMA funds can be used to support Evidence-based and Research-based Programs and no more than 15% of DMA funds can be used to support Promising Programs from the list below.

### Evidence-based & Research-based Programs

- **Communities That Care (CTC)**
- **Good Behavior Game (GBG)**
- **Guiding Good Choices**
- **Incredible Years**
- **LifeSkills Training - Middle School** (Botvin Version; Grades 6, 7, and 8)
- **Lions Quest Skills for Adolescence**
- **Community-based Mentoring** (Across Ages, Big Brothers Big Sisters, The Buddy System, Career Beginnings, Sponsor-a-Scholar, and Mentoring Works Washington.) Locally developed programs may be considered but require DBHR approval and consultation with Mentoring Works WA.
- **Nurse Family Partnership (NFP)**
- **Positive Action**
- **Project Northland** *(Class Action may be done as booster)*
- **Project STAR**
- **SPORT Prevention Plus Wellness**
- **Strengthening Families Program: For Parents and Youth 10-14 (Iowa Version)**

Risk Factor Path Analysis - MJ

Dr. Grace Hong, PhD and Lyz Speaker, MS conducted a literature review and thorough path analysis to identify the most salient risk factors that contribute to youth marijuana use.

- Individual/peer favorable attitudes toward drug use
- Individual/peer perceived risks for drug use
- Individual/peer intentions to use drugs
- Peer use of drugs
- Parental favorable attitudes toward drug use
- Family management

Path Analysis Model:
- Academic Failure
- Other School Factors
- Socio-economic status (parents’ education)
- Community Factor
- Family Drug-specific Factor
- Family General Factors
- Peer and Individual Drug-Specific Factors
- Marijuana Use
Overview & Introduction to the Programs

Kevin Haggerty, Ph.D., University of Washington
Brittany Rhoades Cooper, Ph.D., Washington State University

Guiding Good Choices

1. Overview and description

Guiding Good Choices (GGC) is a drug use prevention program that provides parents of children in grades 4 through 8 (9 to 14 years old) with the knowledge and skills needed to guide their children through early adolescence. It seeks to strengthen and clarify family expectations for behavior, enhance the conditions that promote bonding within the family, and teach skills that allow children to resist drug use successfully. GGC is based on research that shows that consistent, positive parental involvement is important to helping children resist substance use and other antisocial behaviors. Formerly known as Preparing for the Drug Free Years, this program was revised in 2003 with more family activities and exercises. The current intervention is a five-session curriculum that addresses preventing substance abuse in the family, setting clear family expectations regarding drugs and alcohol, avoiding trouble, managing family conflict, and strengthening family bonds. Sessions are interactive and skill based, with opportunities for parents to practice new skills and receive feedback, and use video-based vignettes to demonstrate parenting skills. Families also receive a Family Guide containing family activities, discussion topics, skill-building exercises, and information on positive parenting.
Strengthening Families Program: For Parents and Youth 10-14 (Iowa Version)

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.
Let's focus on the Action Plan section in the provided document.

**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?

### Happy People Coalition Action Plan

**July 1, 2015 - June 30, 2016**

For assistance using this template please contact the CPWI Training Team at PR1training@dshs.wa.gov. For technical assistance questions regarding goals, objectives, strategies, or activity/program elements please contact your DBHR Prevention System Manager.

If the Coalition has more than one objective for a goal please list them separately and list appropriate activities according to objective. If needed, contact the Training Team for assistance.

Note: A Coalition may submit the Coalition’s 2015-2016 Action Plan using the Coalition’s current 2014-15 Action Plan template if it looks similar to this and columns are added to mirror what this template contains. *(For example, if there aren’t major changes needed in your update you may not wish to transfer the content into this template. If this is the case, please add the columns that the 14-15 plan does not contain and submit with the updated planning information.)*

**Goal 1:** Reduce family management problems

**Objective 1.1:** Improve family management skills in at least half of the middle school parents

**Strategy:** Education

<table>
<thead>
<tr>
<th>Activity/Program</th>
<th>Funding Source</th>
<th>Brief Description</th>
<th>How</th>
<th>When</th>
<th>Who</th>
<th>Lead</th>
<th>Responsible Party (ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthening Families Program</td>
<td>PFS</td>
<td>This class will teach family management skills</td>
<td>3 groups - 2 hour sessions @ 1 per week for 7 weeks</td>
<td>September 10 - October 18, 2014 January 20 - March 13, 2015 April 20 - June 2015</td>
<td>25 local middle school parents (Minimum of 10 immigrant families)</td>
<td>Family Support Center</td>
<td>Jane Smith, Program Manager</td>
</tr>
<tr>
<td>Parent Tools Program</td>
<td>SABG</td>
<td>Distribution of interactive parenting tool kits at doctor’s office with 1-1 education provided</td>
<td>Minimum of 3 kits per day for 5 months</td>
<td>September 2014 - March 2015</td>
<td>540 Families in Happy Town</td>
<td>Better Health Clinic</td>
<td>Dr. Jones</td>
</tr>
</tbody>
</table>
Community Action Plan

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
Action Planning

• Big A Little a

• http://www.theathenaforum.org/training/cpw_i_trainings
Let’s Chat...

Questions???
Implementation:
Implement evidence-based prevention strategies

Purpose: Implement the plan.

- Maintain an active coalition leading the efforts
- Implement selected programs, policies and practices
- Implement CPWI
Implementation:
Implement evidence-based prevention strategies

CPWI Tasks:

- Maintain active community coalition
  - Coordinator support Coalition
  - Monthly full Coalition meetings
  - Review and revised as needed Coalition structure
  - Complete task in Community Coalition Guide

- Participate in meetings with DBHR
  - Learning community meetings (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 media strategies
- 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(s)
  - Direct prevention strategy(s)
Implementation Activity

• Get into groups of 3 – 4.
• Pick an program from one of the CPWI Community Action Plans.
• List out Big A and Little a activities.
• Discuss
  – What things need to be in place in order for the program to be successful?
  – How will you recruit participants?
  – How will you ensure that you will obtain proper reporting elements?
Evaluation and 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 to monitor success

Guide p. 30-31
Evaluation and 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
  - Coalition & community organization functioning
  - ‘Coalition Assessment Tool’ (survey)
  - Report public awareness & environmental strategy(s)
  - Report direct prevention strategy(s)
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 MIS 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’
MIS Entry for Coalition

• Full Coalition Meetings
• Leadership Committee Meetings
• Standing Committee Meetings
• Ad-hoc Workgroup Meetings
• All program services
• Trainings
• Coalition Coordinator Hours
Bring out the mixer!
Let’s get up and move...

What would you like to talk about?

- Capacity Building
- Assessment
- Implementation
- Reporting and Evaluation
Community Coalition Guide

- **Chapter 1: General Information** – provides general information about the CPWI planning framework.

- **Chapter 2: Key Objectives** – provides an overview of the intent of CPWI and the established milestones and benchmarks.

- **Chapter 3: Implementing CPWI** – identifies the required tasks and provides guidance, definition, and clarification on each task category grouped by the CPWI Planning Framework steps.

- **Chapter 4: Strategic Plan Requirements** - provides the CPWI requirements for completing the coalition’s Strategic Plan.

- **Appendix** – provides templates and samples for use in writing your Strategic Plan and implementing CPWI.
Side note: We all plan
What’s a Strategic Plan?

• The process, findings, decisions, and plans for the future.

• Create, confirm and provide documentation of the intended vision and goals of a coalition.

• Set the course for the work of the coalition with a long-term focus while also maintaining the immediate work that needs to be completed.

• ‘Living documents’ that provide direction but also are updated regularly to account for assessment and evaluation information.
What’s a Strategic Plan?

Each section of the Plan should present a clear picture of:

• The coalition’s process for completing the step.
• The results of the work.
• The plan for the future based on the results of the work.
• Each section should be developed based on the information presented in the previous section and provide a logical link to the next section.
Strategic Planning

Where are we going?

• Agree on Goals and Strategies that address substance abuse.
• Demonstrate each partner’s role in supporting those goals and strategies.
• Plan collaborative projects that support goals and objectives.
Roles in Strategic Planning

**Coalitions -**

The role of the Coalition is to -

• 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 -**

The role of the Community Coalition Coordinator is to –

• Manage the strategic planning and implementation processes.

• The Coordinator needs to work in the community and preferably live there.

• 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 Components

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

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

DBHR Community Prevention & Wellness Initiative Planning Framework

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

Adapted from SAMHSA Strategic Prevention Framework
The 'elevator speech'...

We will be able to say...

<table>
<thead>
<tr>
<th>By Addressing Intervening Variables and Risk/Protective Factors, in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Domain</td>
</tr>
</tbody>
</table>

With Strategies and Programs, such as

| Community Engagement | Environmental strategies | Public Awareness | Direct Service | School-based Programs |

We can affect community and family outcomes, which lead to

Reduction of Youth Substance abuse and other related problem behaviors
How we can demonstrate

LOGIC MODEL
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]

Low Commitment to School

Favorable Parental Attitudes

Perception of Harm

Friends Who Use

[Based on assessment]

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]

School-based Prevention/ Intervention Services:

Student Assistance Program

[Add Yours Here]

Direct Services:

[Add Yours Here]

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

[Add Yours Here]

Direct Services:

[Add Yours Here]

...with these common factors...

...specifically in our community...

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

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

Community engagement/Coalition development:

[Coalition Name] [Add Yours Here]

Public Awareness:

Process measures Community Survey

Environmental Strategies:

Process measures Community Survey

Prevention/ Intervention Services:

pre/post

Direct Services:

Assigned Program

pre/post and process measures; HYS

Reporting/Eval

Plan/Implementation

Local Assessment

Evaluation Plan

Action

So what? How will we know?

What are we doing about it?

What is the problem?

Why?

Why here?

But why here?

Long-Term Consequences

Behavioral Health Problems (Consumption)

Intervening Variables (Risk/Protective Factors)

Local Conditions and Contributing Factors

Strategies & Local Implementation

Needs Assessment
These problems...

School Performance
Youth Delinquency
Mental Health

[Add Yours Here]

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?
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
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

Risk & Protective Factors:

[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

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

Public Awareness:
[Add Yours Here]

Environmental Strategies:

School-based Prevention/Intervention Services: Student Assistance Program

Direct Services:

[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

...specifically in our community...

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

...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
Plan/Implementation
Reporting/Eval

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]
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]

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]

Risk & Protective Factors:
[Add Yours Here]

...with these common factors...
...specifically in our community...

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]

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

[Add Yours Here]

Plan/Implementation
Reporting/Evaluation

Local Assessment
State Assessment
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
- Low Commitment to School
- Favorable Parental Attitudes
- Perception of Harm
- Friends Who Use

[Add Yours Here]

These types of problems...

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

Evaluation Plan

Outcomes

What is the problem?

Why here?

But why here?

What are we doing about it?

...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

[Add Yours Here]

Risk & Protective Factors: [Add Yours Here]

[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

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]

Community Disorganization/Community Connectedness

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]

[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

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]

...with these common factors...

...specifically in our community...

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

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]

[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

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]

...with these common factors...

...specifically in our community...

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

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]

[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

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]

...with these common factors...

...specifically in our community...

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

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]

[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

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]

...with these common factors...

...specifically in our community...

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

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]

[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

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]
[Name] Coalition Logic Model

**Long-Term Consequences**
- Must include all below. Can add additional consequences.

**Behavioral Health Problems (Consumption)**
- Must include all below. Can add additional problems.

**Intervening Variables (Risk/Protective Factors)**
- Must include at least one from each box below. Can add additional factors.

**Local Conditions and Contributing Factors**
- Must include at least one for each box below. Can add additional activities.

**Strategies & Local Implementation**
- Must include at least one for each box below. Can add additional indicators.

**Evaluation Plan**
- Must include all below. Can add additional problems.

---

**What is the problem?**
- (10-15 years)

**Why?**
- (5-10 years)

**Outcomes**
- (2-5 years)

**Why here?**
- (6 months – 2 years)

---

**These types of problems...**
- School Performance
  - Any Underage Drinking (30-day alcohol use, underage drinking and driving)
  - Underage Problem and Heavy Drinking (Rings drinking rates)
  - Marijuana Misuse/Abuse (30-day marijuana use)
- Youth Delinquency
- Mental Health
- [Add Yours Here]

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**These common factors...**
- Community Disorganization/Community Connectedness

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**Specifically in our community...**
- Low Commitment to School
  - Favorable Parental Attitudes
  - Perception of Harm
  - Friends Who Use
  - [Based on assessment]

**Can be addressed thru these strategies...**
- Risk & Protective Factors:
  - [Add Yours Here]

---

**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
  - [Add Yours Here]

**Direct Services:**
- [Add Yours Here]

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**State Assessment**
- [Add Yours Here]

**Plan/Implementation**
- [Add yours Here]

**Reporting/Eval**
- [Add yours Here]
In Summary... for example

We will build the health and wellness of individuals, families, schools and communities where people can be as healthy as possible in a safe and nurturing environment...

By addressing these factors in our community...

- Family Communication
- School Bonding
- Enforcement
- Parent and Youth Engagement

Using these programs...

- Happy People Coalition
- Media Advocacy for Improved Enforcement
- Enforcement Roundtable
- Middle School Student Assistance Program
- Guiding Good Choices
- Life Skills Training

We effect community and family outcomes, which lead to reduction of...

- Underage drinking
- Marijuana misuse/abuse
- Prescription drug misuse/abuse
- Tobacco misuse/abuse
TRAINING & RESOURCES
Appendix: 1-21

Appendix 1: SAMPLE County Risk Profile
Appendix 2: SAMPLE Community Selection Packet
Appendix 3: SAMPLE Timeline for Writing your Strategic Plan
Appendix 4: SAMPLE Timeline Comprehensive Strategic Plan Update 2017
Appendix 5: Strategic Plan Outline TEMPLATE
Appendix 6: Cover Letter SAMPLE
Appendix 7: SAMPLE Data Book
Appendix 8: Logic Model
Appendix 9: List of Coalition Members TEMPLATE
Appendix 10: Community Survey Results
Appendix 11: Action Plan
Appendix 12: Budget Template
Appendix 13: Plan on a Page Template
Appendix 14: Plan on a Page Sample
Appendix 15: New/Media Release Template
Appendix 16: Community Profile Brochure Template
Appendix 17: PBPS Coalition Program Entry Instructions
Appendix 18: Community Coalition Coordinator Hours Reported in PBPS
Appendix 19: CPWI Coalition Coordinator New Hire Qualifications Checklist
Appendix 20: Community Survey Requirement for CPWI Communities
Appendix 21: Commonly Used Prevention Resources
Past Training PPTs

Specific CPWI Trainings on the Athena Forum:

- Capacity Building Workshop
- Planning and Implementation with Rhonda Ramsey Molina
- Enhancing Community Building and Measuring Coalition Success with Paul Evensen
- Community Surveys webinar series with Dr. Marc Bolan
- Building your Coalition Toolkit – June 2013 CADCA Training
- Youth Marijuana Prevention Symposium
- 2015 Summer Coalition Leadership Institute
- Logic Model: Fine Tuning Your Logic Model Webinar
- 2015 Webinar Series
  - Needs Assessment 101
  - Using your Data Book
  - Gap Analysis/Strategy Selection
  - Community Survey and Local Evaluation
  - Balancing Adaptations and Fidelity Presentation, Brittney Rhoades-Cooper, Ph.D.
  - Environmental Prevention Strategies
- Key Leader Orientation
- Needs Assessment Clinic
- Healthy Youth Survey 2012 Webinar Series
- www.theathenaforum.org/training/cpwi_trainings
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 Primers
• 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 (PCBWS)
• SAPST Training

Kansas University Community Tool Box Resources
DBHR Prevention Team – Prevention System Manager
Each other!
Training

What else would help you to complete this process?

What else would you like?
Wrap up

• Based on what you learned today, write down 2-3 things you need to do right away when you get back to office with your coalition.

Questions?