CPWI Coalition Coordinator Orientation Workshop
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
• Writing your CPWI strategic plan
• 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.
• DBHR anticipate CPWI will 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.
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:

• 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
SPF
logic model
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.
Resources
Section 2

INTRODUCTION TO PREVENTION SCIENCE
Section 1 Prevention Science

• Introduce Prevention Science
• Prevention Theory
• Strategic Prevention Framework
• Understanding Coalitions
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 the people in the water...

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

...they use those experiences to project need for services
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 and Protective Factors, and The Social Development Strategy.
• Contributing Factors and selection of Evidence-based prevention strategies.
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 alcohol use.

• **Examples:**
  – Alcohol Availability (Ease of access; usual sources; retailers)
  – Promotion of alcohol
  – Alcohol laws (enforcement; penalties)
  – Community norms (acceptability among peer and community)
  – Risk and protective factors
Risk 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>
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<th>SDO</th>
<th>V</th>
<th>D&amp;A</th>
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<tr>
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<tr>
<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 Violence</td>
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<td>X</td>
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<td>Transitions and Mobility</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 Risk Factors</strong></td>
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<td>Family History of the Problem Behavior</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>Peer/Individual Factors</strong></td>
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<td>Early and Persistent Antisocial Behavior</td>
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<td>Rebelliousness</td>
<td>X</td>
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<td>Friends Who Engage in the Problem Behavior</td>
<td>X</td>
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<td>Favorable Attitudes Toward the Problem Behavior</td>
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</tbody>
</table>
Multiple Contexts

- Individual
- Family
- Community
- School
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

Community

School

Family

Individual/Peer

Healthy Beliefs

Clear Standards

Monitoring

Consequences

Opportunities

Skills

Recognition

Individual Characteristics

Communities That Care
Risk and Protective Factors

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 Between Risk and 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: 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 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, includes...
Continuum of Care
Prevention
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

DBHR Community Prevention & Wellness Initiative Planning Framework

Adapted from SAMHSA Strategic Prevention Framework
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!
Let's get up and move...

1. Find a partner.
2. Find a space you two can talk.
3. Prepare your presentation on a prevention theory from (slides 18-46)
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.
Strategic Framework for CPWI

DBHR Community Prevention & Wellness Initiative Planning Framework

Adapted from SAMHSA Strategic Prevention Framework
CPWI Framework based on...

• 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).
Building a Plan for our Community

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

Note: You can go into more depth with your key leaders or just provide this overview. However, it is important that coalition members get the in-depth information.
What is a Coalition?

A formal arrangement for cooperation and collaboration

New members are invited

Members represent and function on behalf of

Members act within their own sphere of influence

Guide p. 6 Community Coalition Guide
What is a Coalition?

Who is a Coalition?

- Members (Sector Representatives) are local key players who represent and can function on behalf of their respective sector constituents to contribute to carrying out planning and strategies for the local community. PRI Coalitions need to have at least 8 of the 12 representative sectors actively participating on the Coalition and in the Coalition efforts.

- Members act within their own sphere of influence thus enlarging the coalition’s ability to create needed change and implement multiple strategies.

- New members are invited to join in an effort to enlarge the coalition's sphere of influence and to gain needed capacity to address additional root causes.

- Coalition staff assists with support for planning, problem solving and information management (evaluation, reporting, etc.).
Roles and Responsibilities

Guide p. 6

Community Coalition Coordinator

ESD & Counties

How can we help?

Coalition Members

Prevention-Intervention Specialists

DBHR
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.
Community Coalition Leadership
(supported by coordinator)

• Set an agenda.
• Provide oversight and accountability.
• Keep group focused and moving forward.
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.
• Documentation of CPWI efforts.
• Prepare reports, as needed.
• Be a resource for the coalition.
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.
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

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

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• **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.
Implementing CPWI

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

<table>
<thead>
<tr>
<th>Target</th>
<th>Frequency</th>
<th>Due Date</th>
<th>Example measured or reported by</th>
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<tbody>
<tr>
<td>Healthy behaviors &amp; outcomes in the State's Youth</td>
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<tr>
<td>Healthy economic conditions</td>
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<td>Healthy birth outcomes</td>
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<td>Healthy access to care</td>
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<td>Healthy eating and nutrition</td>
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<td>Healthy housing conditions</td>
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<td>Healthy mental health conditions</td>
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<td>Healthy physical activity</td>
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<td>Healthy safety and security conditions</td>
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<td>Healthy work and employment</td>
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</table>

**Total:** 16 targets

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**Community Prevention & Wellness Initiative**
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

Guide p. 23-24
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.
A High-Performing Community Coalition has...

• Shared mission
• Key values
• Strong bonds
• Effective structure
• Engaged members/partners
• Written roles of members and partners
• Operating Principles (bylaws)
• Decision making
Community 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.
Level of Engagement of Coalition Members

CONTINUUM OF ENGAGEMENT

Low COMMITMENT  High COMMITMENT
To vision & mission

Low KNOWLEDGE  High KNOWLEDGE
of big and little picture

Low INVOLVEMENT  High INVOLVEMENT
In core activities in core activities

Low POWER  High POWER
And decision-making

Low CONNECTION  High CONNECTION
To people & culture to people & culture

Low PERCEPTION  High PERCEPTION
As critical force As critical force
Assessing membership and identifying new members

For PRI 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>
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<td>Healthcare Professionals</td>
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</table>
Coalition Skills Assessment

• Review the worksheet. Assess the membership of your community coalition.
Questions to Consider for Involvement...

- 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?
Steps to organize successful membership 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
What are the Roles in this Effort for...

Key Leaders and Partners

Core Members

Active Members

Notes:
The next few slides are a variety of ways to make the same point. It is recommended that you choose the one that works best for you and do not use all three.
What are the Roles in this Effort for...

- **Tier 1: Coalition**
  - 20-25 members including minimum 8 sectors
  - Mix of coalition members and other related partners/consultants
  - Short or long-term
  - Expert
  - Short or long-term
  - Diverse reasons

Example adapted from Okanogan County Community Coalition.
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

Note: The next slides is a different way to make the same point. It is recommended that you choose the one that works best for you and do not use both.
Sample Local Organization

Coalition

- Needs (data) Assessment Ad-hoc Workgroup
- Resources Assessment Ad-hoc Workgroup
- Executive Leadership Committee
- Youth Involvement Workgroup
- Coalition maintenance
- Funding and sustainability
- Community Outreach and public relations

Youth Involvement Workgroup

Coalition maintenance

Executive Leadership Committee

Needs (data) Assessment Ad-hoc Workgroup

Resources Assessment Ad-hoc Workgroup

Funding and sustainability

Community Outreach and public relations
Let’s Chat...

Questions???

Ideas???
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 We Use in Assessing Communities

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**

### 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

### Consumption

- **Youth Alcohol Use**
  - Current Drinking
  - Problem or Heavy Drinking
  - Other Substance Use: Tobacco, Marijuana, Other Illegal Drugs, Prescription Drugs

### Intervening Variables

- **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

### Strategies

- **Coalition**
- **Public Awareness**
- **Environmental Strategies**
- **School-based Prevention/Intervention Services**
- **Direct Services (Minimum 80% EBP)**

*Measures with [brackets] around them are those for which we do not have state level indicators.*
Community Demographics

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

Race or Ethnicity (Count, Percent)
Persons whose race or ethnicity is: (1) "White" - non-Hispanic White; (2) "Asian" - non-Hispanic Asian or Pacific Islander; (3) "Black" - non-Hispanic Black/African American; (4) "Hispanic" - Hispanic or Latino of any race except American Indian/Alaska Native; (5) "Native American" - any American Indian/Alaska Native, whether Hispanic or non-Hispanic; as a percentage of all persons.

- White: 45,348 (56%)
- Asian: 11,210 (14%)
- Black: 13,772 (17%)
- Hispanic: 8,923 (11%)
- Native American: 1,621 (2%)

Age Composition (Count, Percent)
Children (ages 0 to 9, 10 to 14, and 15 to 17 years), adults (ages 18 to 24, 25 to 49, and 50 to 64 years) and seniors (ages 65 years or more) as a percentage of all persons.
## What’s in the Data Books?

### CONTENTS

**Overview: Needs Assessment**

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Grade 10</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cascadia</strong></td>
<td><strong>School Districts Like Us</strong></td>
<td><strong>State</strong></td>
</tr>
<tr>
<td><strong>HYS Measures of Youth Delinquency</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Drinking and Driving</strong> During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol? (District results: Any times)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grade</strong></td>
<td><strong>2012</strong></td>
<td><strong>2014</strong></td>
</tr>
<tr>
<td>8</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>10</td>
<td>0%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Marijuana and Driving</strong> During the past 30 days, how many times did you drive a car or other vehicle within three hours after smoking marijuana? (District results: Any times)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- The bar chart includes 2014 HYS results.
- The 2014 rate is significantly different from the 2012 rate.
- The "school districts like us" rate is not the district area rate.

**Students Participating in the 2014 Survey**

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Participation Rate</td>
<td>71%</td>
</tr>
</tbody>
</table>

- All Risk and Protective Factor Measures
- Additional CORE Data
- Consequence Measures
- Intervening Variable Measures
- Demographic Profile
- Poverty map
- Definitions
- CPWI Logic Model
Why does this matter?

10% less memory in the alcohol dependent youth compared to the healthy youth. Source: Brown et al., 2000

The brain images left 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?

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
### Why does this matter?

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

<table>
<thead>
<tr>
<th></th>
<th>Drinking Alcohol</th>
<th>Binge Drinking</th>
<th>Smoking Cigaretes</th>
<th>Using Marijuana</th>
<th>Using Pain Killers to Get High</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td>Family Drug Use</td>
<td>1.01</td>
<td>2.47</td>
<td>3.36</td>
<td>4.15</td>
<td>5.18</td>
</tr>
<tr>
<td>Family Mental Illness</td>
<td>1.15</td>
<td>1.51</td>
<td>1.77</td>
<td>2.28</td>
<td>1.96</td>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<td>Family Adult Physical Fight</td>
<td>0.84</td>
<td>1.12</td>
<td>1.96</td>
<td>1.66</td>
<td>1.08</td>
</tr>
<tr>
<td>Physical Abuse</td>
<td>0.85</td>
<td>1.22</td>
<td>2.39</td>
<td>2.06</td>
<td>2.40</td>
</tr>
<tr>
<td>Emotional Abuse</td>
<td>1.00</td>
<td>1.48</td>
<td>1.97</td>
<td>2.43</td>
<td>2.66</td>
</tr>
<tr>
<td>Sexual Abuse</td>
<td>0.91</td>
<td>0.94</td>
<td>2.05</td>
<td>1.33</td>
<td>2.26</td>
</tr>
</tbody>
</table>

Source: Behavioral Risk Factors Surveillance System (BRFSS), 2010. Shaded odds ratios are statistically significant at the .05 level.
Why does this matter?

**Family Drug Use**

Did you live with anyone who used illegal street drugs or who abused prescription medications?

Source: Behavioral Risk Factors Surveillance System (BRFSS), 2010
8th and 10th graders in this community drink more than others in the state.
Why does this matter?

Our youth use too much alcohol. And our prevention efforts need to reduce that consumption.

Replace with image of your local data here...
Marijuana Use, 10th Graders, Past 30 Days

Q. Used marijuana/hashish during the past 30 days?

Target for 10th grade: 18%

Risk of Harm from Marijuana Use
*Regular use has “great risk”.

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]

What is the problem?  

Why?  

Why here?  

But why here?  

...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  
Risk & Protective Factors:  

...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]  

...specifically in our community...  

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

State Assessment  
Local Assessment  
Plan/Implementation  
Reporting/Eval  

[Name] Coalition Logic Model  

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)  

Evaluation Plan  
Action  

Needs Assessment  

Long-Term Consequences  
(10-15 years)  

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

Intervening Variables (Risk/Protective Factors)  
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(10-15 years)  

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(5-10 years)  

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

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

Evaluation Plan  
Action  

Needs Assessment
Assessment Resources

• Needs Assessment Clinic
• Resources Assessment Clinic
• Gaps Analysis Resources

— 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
Comprehensive Approach: CSAP Strategies

- Alternative (Community Based Mentoring/Summer Youth Programs)
- Community-Based Process (Community Coalition)
- Education (Life Skills, Guiding Good Choices)
- Environmental (Social Norms Marketing)
- Information Dissemination (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) (eg 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

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 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?"

Relevant - "should it be done?", "why?" and "what will be the impact?"

Time-oriented - "when will it be done?"
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.
Family Risk Factors

Poor Family Management

SCALE QUESTIONS
- My parents ask if I’ve gotten my homework done.
- Would your parents know if you did not come home on time?
- When I am not at home, one of my parents knows where I am and who I am with.
- The rules in my family are clear.
- My family has clear rules about alcohol and drug use.
- If you drank some beer, wine, or liquor without your parent’s permission, would you be caught by them?
- If you carried a handgun without your parent’s permission, would you be caught by them?
- If you skipped school, would you be caught by your parents?

Grade 8

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>37%</td>
<td>39%</td>
<td>36%</td>
<td>34%</td>
<td>31%</td>
</tr>
<tr>
<td>SDLU</td>
<td>44%</td>
<td>45%</td>
<td>44%</td>
<td>41%</td>
<td>44%</td>
</tr>
<tr>
<td>Cascadia</td>
<td>51%</td>
<td>46%</td>
<td>44%</td>
<td>44%</td>
<td>50%</td>
</tr>
</tbody>
</table>
## 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 coalition members by 5 new members (35% increase) by June 30, 2017</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 October 2014 Healthy Youth Survey by June 30, 2017.</td>
</tr>
</tbody>
</table>
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
Marijuana Abuse Prevention

In August 2012 the Washington State Substance Abuse Prevention and Mental Health Promotion Five-Year Strategic Plan was completed, and was updated in March 2013. Marijuana misuse and abuse is identified as one of the state priorities to address. Prevention the risk and harms associated with cannabis use and misuse is critical in the emerging commercial marijuana marketplace in Washington. The information below is to support and inform prevention professionals working on the individual or environmental level to improve effectiveness of marijuana prevention efforts.

DSHS Division of Behavioral Health and Recovery Implementation Plan for I-502

Initiative 502 (I-502) establishes a system, overseen by the Washington State Liquor Control Board, to license, regulate, and tax the production, processing, and wholesale retail sales of marijuana. It creates a dedicated marijuana fund, consisting of excise taxes, license fees, penalties, and forfeitures and specifies the disbursement of this money for a variety of health, education, and research purposes with the remainder distributed to the state general fund. DBHR is responsible to develop a plan for implementing provisions stated in Section 28 of I-502.

The DBHR Implementation Plan for I-502 was completed in December 2013.

I-502 DSHS DBHR Prevention Plan Implementation Page
Welcome to the I-502 Dedicated Marijuana Account DSHS/Division of Behavioral Health and Recovery (DBHR) Prevention Implementation Page. We will utilize this page to post Requests for Applications, project packets, supporting documents, and information about the work that we are doing related to I-502 implementation in accordance with RCW 69.50.530.

Note: Originally called the Dedicated Marijuana Fund (DMF), these funds are now referred to as Dedicated Marijuana Account (DMA).

Click here to download DBHRs I-502 Implementation Overview.

(Last updated March 15, 2016)

Check back often for updates to this page.

Click here for the most recent version of the Questions and Answers document. (Last updated on December 18, 2015)

Programs and Practices for Youth Marijuana Use Prevention List

Click here to download the Report.

Click here to download the Nov 16th Program Overview Presentation Slides.

Click here to download the Slides from Nov 16, 2015 WA Prevention Meeting.

Click here to download the DMA CPWI Enhancement program list.
(This list is for the existing 52 CPWI Communities that now receive DMA funds.)

Click here to download the DMA CPWI Expansion and Community-based Prevention Services program list.

CPWI Training Project Funding Request
Welcome to the Athena Forum

The Athena website is created for prevention professionals to develop, update, and sustain their substance abuse prevention work.

You can find general information about substance abuse prevention on this site or get specific documents and tools like sample agendas and surveys. You can also access prevention discussions and online training opportunities.

Current Blog

Offers of funding and/or help from the marijuana industry???

2 weeks 6 days ago

There have been recent discussions in the prevention community regarding how to respond to the marijuana industry’s offers to provide us with funding and/or help. As an example of a funding offer, Neighborhood House, the fiscal agent for the Southeast Seattle PEACE Coalition, was approached by an ad firm representing the legal cannabis industry, who said: “I am the president of an advertising agency that specializes in promoting social programs, and I represent several...

Read more...

Shared Documents

- Example - CPWI Community Databook 7 hours 10 min ago
- Facebook for Public Outreach (Derek Bell) Slides 4 days 21 hours ago
- 2016 Social Media Campaign Packet 6 days 22 hours ago
- Governor’s Proclamation - Talk to Your Kids About NOT Using Marijuana Day 6 days 23 hours ago
- Download CPWI documents and quick links:
  - CPWI Brochure
  - CPWI Guides
  - CPWI Trainings
  - CPWI Community Coalitions
  - CPWI Current Meeting Information
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. All programs listed include substance abuse prevention as an area of interest.

The strategies described in this list come from three primary resources, the National Registry for Evidence-based Programs and Practices (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 search box or the questions below to help you narrow your search.

Search Titles and Tags

Search:

incredible

- ▶ In which types of geography do you plan to implement the program?
- ▶ 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)

Apply

Incredible Years

Incredible Years is a set of comprehensive, multifaceted, and developmentally based curricula targeting 2- to 12-year-old children and their parents and teachers. The parent, child, and teacher training interventions that compose Incredible Years are guided by developmental theory on the role of multiple interacting risk and protective factors in the development of conduct problems. The three program components are designed to work jointly to promote emotional and social competence and to prevent, reduce, and treat behavioral and emotional problems in young children.

The parent training intervention focuses on strengthening parenting competencies and fostering parents’ involvement in children’s school experiences to promote children’s academic and social skills and reduce delinquent behaviors. The child training components focus on building children’s confidence, social skills, and self-regulation skills.

The Incredible Years model includes a range of resources to support the implementation of the programs, including manuals, DVDs, and website resources. The model is designed to be adaptable to different settings and populations, and it has been implemented in a variety of settings, including schools, clinics, and community settings.
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.
### Action Plan

**Happy People Coalition Action Plan**

*July 1, 2015 - June 30, 2016*

For assistance using this template please contact the CPWI Training Team at PR@training@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 much?</th>
<th>How often?</th>
<th>When</th>
<th>Who</th>
<th>Lead</th>
<th>Responsible Party (ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthening Families</td>
<td>PFS</td>
<td>This class will teach family management skills</td>
<td>3 groups</td>
<td>- 2 hour sessions @ 1 per week for 7 weeks</td>
<td>September 15 - October 15, 2014 January 20 - March 15, 2015</td>
<td>25 local middle school parents. (Minimum of 10 immigrant families)</td>
<td>Organization delivering program?</td>
<td>JaneSmith, 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></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>
Benefits of 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
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)
**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
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
Cultural Competency

“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
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 is 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.
Guide to Writing Your Strategic Plan

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

DBHR Community Prevention & Wellness Initiative Planning Framework

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

We will be able to say...

By Addressing Intervening Variables and Risk/Protective Factors, in

<table>
<thead>
<tr>
<th>Community Domain</th>
<th>Family Domain</th>
<th>School Domain</th>
<th>Peer/Individual Domain</th>
</tr>
</thead>
</table>

With Strategies and Programs, such as

<table>
<thead>
<tr>
<th>Community Engagement</th>
<th>Environmental strategies</th>
<th>Public Awareness</th>
<th>Direct Service</th>
<th>School-based Programs</th>
</tr>
</thead>
</table>

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
[Name] Coalition Logic Model

**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**

**Action**

**What are we doing about it?**

...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
  - [Add Yours Here]

- Direct Services:
  - [Add Yours Here]

**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

**Needs Assessment**

- These problems...
  - School Performance
  - Youth Delinquency
  - Mental Health

- Any Underage Drinking
- Underage Problem and Heavy Drinking

- Community Disorganization/Community Connectedness
- Alcohol Availability: Legal or social access
- Promotion/Reduction 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]
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?
But why here?
What are we doing about it?
So what? How will we know?

These types of problems...

Any Underage Drinking
Underage Problem and Heavy Drinking

[Add Yours Here]

Community Disorganization/ Community Connectedness
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]

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]

[Add Yours Here]

…with these common factors...

...specifically in our community...

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

…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

Resources Assessment

(10-15 years)
(5-10 years)
(2-5 years)
(6 months – 2 years)
These problems…

School Performance
Youth Delinquency
Mental Health

These types of problems…

Any Underage Drinking
Underage Problem and Heavy Drinking

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

What is the problem?
Why?
Why here?
But why here?

...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
Risk & Protective Factors:

[Add Yours Here]
[Add Yours Here]
[Add Yours Here]
[Add Yours Here]
[Add Yours Here]
[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:
[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

State Assessment
Local Assessment
Plan/Implementation
Reporting/Eval
Must include a least one from each box below. Can add additional factors.

Must include all below. Can add additional consequences.

Must include all below. Can add additional problems.

Must include all below. Can add additional factors.

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

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

Must include all below. Can add additional problems.

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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
Bring out the mixer!
Let’s Practice

• Write your strategic plan
• Each participant go to a group
  – Capacity Building
  – Assessment
  – Planning
  – Implementation
  – Evaluation
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
• CPWI Coalition Orientation Slides Oct 20, 2015
• Healthy Youth Survey 2012 Webinar Series
• 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 Strategy
• Key Leader Orientation
• Needs Assessment Clinic
• http://www.theathenaforum.org/training/cpwi_trainings
Owl E-Learning

• 20 online courses
• 23.75 CEHs available plus additional viewing content
• PBPS Narrated 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 Your 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???
Thank You!