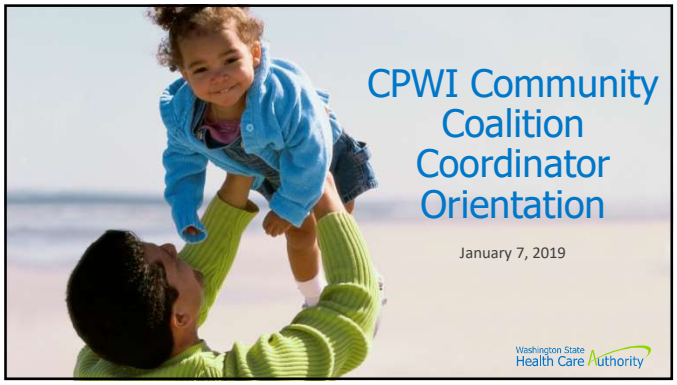

CPWI Community Coalition Coordinator Orientation

January 7, 2019

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Introductions

- Sarah Mariani | Supervisor, SUD Prevention and MH Promotion
- Alicia Hughes, MA | Strategic Development and Policy Supervisor
- Kasey Kates, MSW | Policy and Program Supervisor
- SUD Prevention and MH Promotion Section

- Share with your group:
  - Name of CPWI community and Coalition (if chosen)
  - How long you have been in your role
  - A brief bit about your background in prevention

2

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Why we are here today

(And other expectations)

3

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We are here today…

- To introduce prevention science theories and CPWI framework
- To increase knowledge of purpose and process of Community Prevention & Wellness Initiative (CPWI)
- To review the Community Coalition Guide and CPWI tasks
- To foster communication and collaboration among Coordinators
- To understand the Strategic Planning process
- To understand available training and resources

4

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Training expectations

- What do you need for this training to be successful?
- How will we communicate in this training?
- How can you feel ownership over this process?

5

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Walk through of binder

- Handouts
- CPWI Guide
  - Review chapters
- Training documents

6

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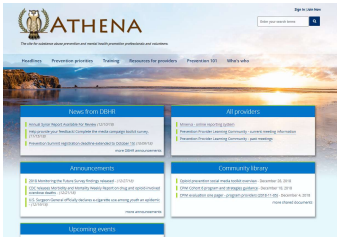
The Athena Forum | www.TheAthenaForum.org



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Introduction to prevention science

Science, theory, risk + protective factors

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Coordinators need to know prevention theory

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

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What is prevention?

- The Prevention Story – told by you!
- In prevention, we go upstream to look for the cause and try to prevent that from occurring.
- The coalition makes sure that happens.

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Continuum of care

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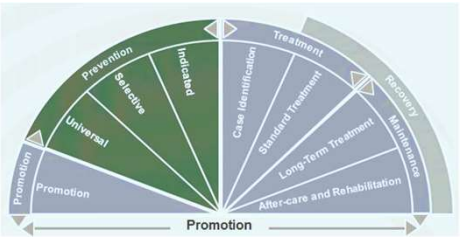
Promotion & Prevention



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IOM: Universal, selective, indicated examples

- Universal programs reach the general population such as all students in a school or all parents in a community.
- Selective programs target groups such as children of substance users or those who display problems at school and have an above-average risk of developing substance use issues.
- Indicated programs are for those whose actions— for example, antisocial or other risky behaviors such as truancy, academic failure, or hanging out with peers who misuse substances—put them at high risk for substance use issues.

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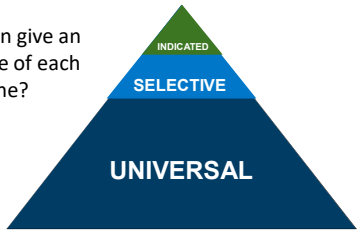
Universal, selective, indicated programs

Who can give an example of each one?



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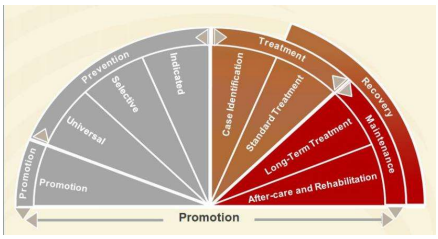
Treatment and Maintenance



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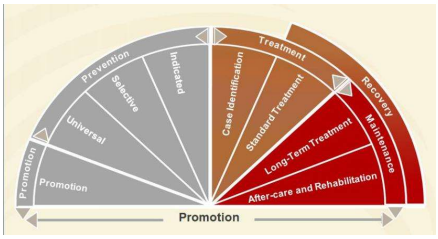
Discussion: Continuum of Care



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The prevention framework is based off…

- The Public Health Approach.
- Intervening Variables, Risk and Protective Factors, and the Social Development Strategy.
- Contributing Factors and selection of Evidence-based Prevention Strategies.

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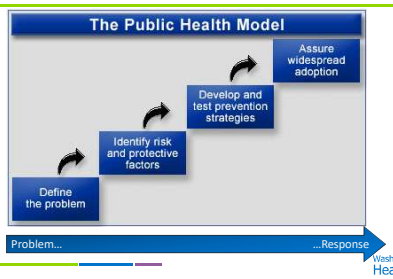
The Public Health Approach



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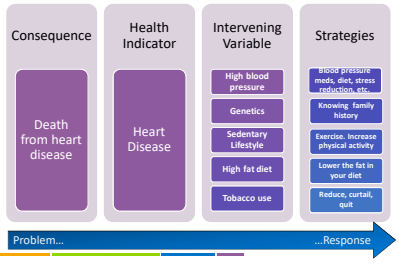
Health Promotion Framework



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Intervening variables

- **Intervening Variables:** Characteristics that are strongly predictive of underage drinking and substance abuse. They are characteristics of the community that are likely to influence youth substance use and abuse.
- **Examples:**
  - Alcohol availability (ease of access; usual sources; retailers)
  - Promotion of alcohol
  - Alcohol laws (enforcement; penalties)
  - Community norms (acceptability among peer and community)
  - Risk and protective factors

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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

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Risk factors

- Are predictors of problem behaviors
- Risk Factors exist in four domains:
  1. Community
  2. Family
  3. School
  4. Peer/Individual
- For example: Risk Factors are predictive of higher levels of adolescent substance abuse, delinquency, teen pregnancy, school drop-out, violence, and depression and anxiety.

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communities that care PLUS

Risk Factors for Health & Behavior Problems

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

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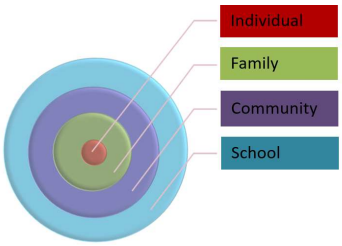
Hawkins, Catalano-Miller, 1992; Hawkins, Arthur, Catalano, 1995

Multiple contexts



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Protective factor

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

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Risk and protective factors

Research has shown:

- Common risk factors predict diverse behavior problems.
- Risk and protective factors work similarly across racial lines.
- Both risk and protective factors should be used in prevention efforts.

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Building Protection: Social Development Strategy

communities in our care

Social Development Strategy

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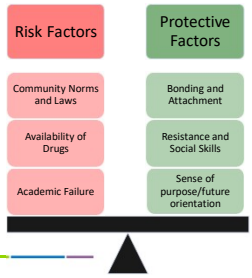
Balance of risk & protection



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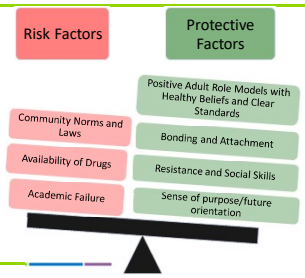
More protection than risk



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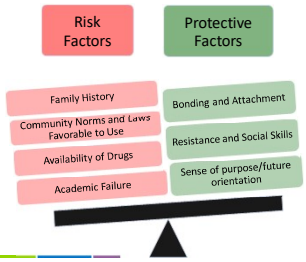
More risk than protection



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Contributing factors

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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.*

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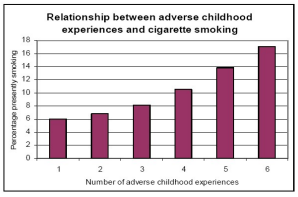
Why does this matter?

Adverse Childhood Experience (ACES) & connection to substance misuse and abuse



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Why does this matter?

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

	Drinking Alcohol	Binge Drinking	Smoking Cigarettes	Using Marijuana	Using Pain Killers to Get High
Family Drinking	1.05	1.54	2.46	2.28	2.92
Family Drug Use	1.01	2.47	3.36	4.15	5.18
Family Mental Illness	1.15	1.51	1.77	2.28	1.96
Household Members Incarcerated	0.81	1.93	3.90	4.31	6.92
Parents Divorced or Separated	1.01	1.43	2.39	1.95	1.49
Family Adult Physical Fight	0.84	1.12	1.96	1.66	1.08
Physical Abuse	0.85	1.22	2.39	2.06	2.40
Emotional Abuse	1.00	1.48	1.97	2.43	2.66
Sexual Abuse	0.91	0.94	2.05	1.33	2.26

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

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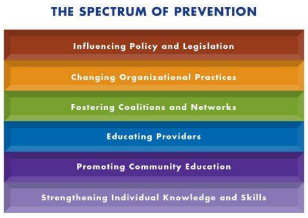
Spectrum of prevention



http://www.preventioninstitute.org/component/jlibrary/article/id-105/127.html

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Coordinator Application

1. Find a partner.
2. Find a space where you two can talk.
3. Present a brief explanation of prevention science in 3-5 sentences.
4. Your partner will provide feedback. Switch.

Feedback statements:

- 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.

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Process evaluation

What is one new thing you learned?	What is one thing you would like to learn more about?

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Coordinator application: Discussion

- Why is it important to discuss the science of prevention with your new coalition, or with new coalition members?
- Provide an example of how you may do this at an upcoming coalition meeting.

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Introduction to the Community Prevention & Wellness Initiative (CPWI)

Goals of CPWI

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What is CPWI?

- DBHR launched the Prevention Redesign Initiative (PRI), later named CPWI, in 2011.
- The main goal of CPWI is to achieve positive outcomes on preventing and reducing youth substance use and abuse.
- It is a community and school-based model focused on:
  - Building healthy and safe community environments.
  - Expanding quality prevention services in community and school settings.
  - Empowering people to make healthy choices.
  - Eliminating health disparities.

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CPWI purpose

- Community Prevention and Wellness Initiative
  - Partnership of state agencies, counties, schools, and prevention coalitions
  - Empower communities to make sustainable changes
  - Focus on high needs communities and priority populations
  - Ensure effective prevention services
  - Provide funding, training, and technical assistance
  - Better target and leverage limited public resources

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Because of this, CPWI will…

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

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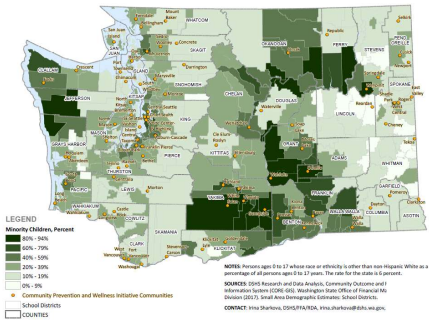
Racial or Ethnic Minority Children

as a Percentage of All Children Ages 0 to 17 by School District, 2017



NOTES: Persons ages 0 to 17 whose race or ethnicity is other than non-Hispanic White as a percentage of all persons ages 0 to 17 years. The rate for the state is 6 percent.

SOURCES: DSHS Research and Data Analysis, Community Outcome and I nformation System (CORE GIS). Washington State Office of Financial Ma Division (2017). Small Area Demographic Estimates: School Districts.

CONTACT: Irina Sharkova, DSHS/PTA/RDA, irina.sharkova@dshs.wa.gov,

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A CPWI community will…

- Designate a community coordinator.
- Implement proven strategies through a prevention coalition.
- Use evidence-based capacity building.
- Implement environmental and targeted direct services, programs and policies.
- Receive technical assistance from DBHR.
- Partner with school-based Student Assistance Professional who implements prevention/intervention services.
- Evaluate chosen programs, policies and community-level change, and participate in statewide evaluation.
- Support state efforts to reduce youth access to tobacco and comply with federal Synar regulations.

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Strategic Framework for CPWI

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Overview of CPWI model

- Getting started - Initiate the process in your community.
- Capacity Building - Developing and increasing coalition and community ability to address the problem locally.
- Assessment - Begin the Strategic Prevention Framework process.
- Planning - Create a plan for implementing and evaluating tested, effective programs, policies and practices.
- Implementation - Implement the plan.
- Evaluation and Reporting - Evaluate the plan, and refine as needed.

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The CPWI model

- CPWI works collaboratively with other state agencies, counties, communities, and schools.
- Service implementation incorporates:
  - evidence-based programming
  - environmental strategies
  - public awareness/social media campaigns
  - school-based Prevention/Intervention (P/I) Specialist placement into the community school(s)

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What CPWI communities do

- Facilitate local decision making.
- Implement proven strategies through a prevention coalition.
- Use evidence-based capacity building.
- Implement community-wide and targeted direct services, programs and policies.
- Partner with school-based prevention/intervention specialists.
- Evaluate chosen programs, policies and community-level change, and participate in statewide evaluation.

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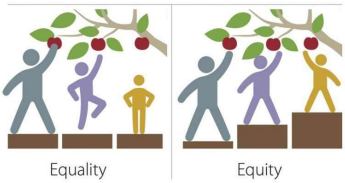
Cultural competency



"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

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Cultural competency in the CPWI model

- Getting Started
- Assessment
- Planning
- Implementation
- Evaluation

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Coordinator application: Cultural competency

- What are health disparities?
- How do we achieve health equity?

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Getting Started

Purpose: Initiate the CPWI process in your community.

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CPWI Guide

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

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Getting started

CPWI tasks

- ✓ Register and participate in The Athena Forum
- ✓ Select CPWI community
  - Issue media release (p. 59)
- ✓ Community Coalition Coordinator (.5 FTE minimum) for each CPWI community (80 hours per month)
  - Review job description with DBHR
  - Ensure Coordinator is working in the location of the coalition
- ❑ Confirm SAPISP and SAP (Student Assistance Professional) services

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Capacity building

Guide p. 24-26

Mobilizing your coalition and community

Purpose: Developing and increasing coalition and community ability to address the problem locally.

- Build effective coalition.
- Establish your working coalition structure.
- Increase involvement from members.
- Increase involvement from community members in strategies and activities.

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Capacity building

Guide p. 24-26

CPWI tasks:

- ❑ Recruit and retain membership
  - 8 of 12 sectors
  - Develop Membership section in Strategic Plan
  - Conduct 'Coalition Assessment Tool' (CAT)
  - Complete 'Community Profile' (p. 59)
- ❑ Sector representation at monthly meetings (8 sectors for at least 9 months)
- ❑ Provide community coalition orientation
- ❑ Establish and maintain coalition structure
- ❑ Engage key leaders in coalition's CPWI efforts. E.g., Key Leader Event
- ❑ Gather community information and feedback
- ❑ Participate in training and technical assistance

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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.

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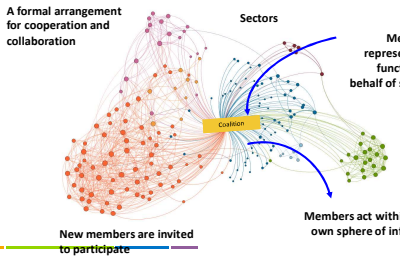
What is a coalition?

Guide p. 6



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High-performing coalitions have…

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

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Identify roles

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Coalition membership

- Effective recruitment takes place
- Members are active and engaged
- Diversity of coalition represents diversity of community
- Clearly defined roles and responsibilities, including:
  - Chair/Facilitator
  - Vice Chair
  - Recorder/Secretary
  - Coordinator/Staff
  - Coalition member
- www.TheAthenaForum.org/training/cpwi_trainings

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Role of coordinator

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

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Roles and responsibilities

Guide p. 6-9

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Community coalition roles

- Members attend trainings.
- Facilitate the development of a community vision.
- Learn prevention science and SPF.
- Serve as community ambassadors and liaison between coalition and sector they represent.
- Coordinate work-group activities.
- Participate in decision-making processes.
- Develop community Strategic Plan including evaluation plan.

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Coalition leadership roles

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

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Involving youth

- Youth coalition members serve vital roles and are a critical link to the community being served.
- A few of the responsibilities they often fulfill:
  - Outreach to other potential youth members.
  - Data collection/interpretation.
  - Public relations and social media.
  - Program planning and development.

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Coordinator application: Assessing membership

- Review the Assessing Membership Handout.
- Discuss with your groups how you might use this with your new coalition members.
- Are there other questions that you would want to add?
- Share out.

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Steps to successful participation

- Develop an organizational chart and emphasize with coalition membership
- Identify clear roles and responsibilities
- Create written "job descriptions"
- Get members to agree upon expectations regarding "active membership"
- Establish objective of each workgroup
- Create by-laws and decision making process

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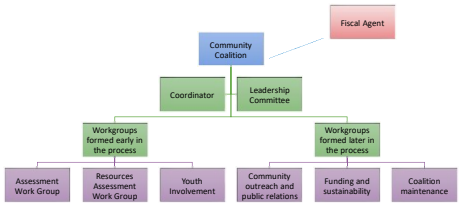
Sample local organization



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Cultural competency: Getting Started

Questions to consider for coalition involvement:

- 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?

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Coordinator application: Key Leader Event

- How can you develop 'buy-in' for coalition by key leaders?
- How can (or will) you provide opportunities to hear perspectives of key leaders on the goals, activities, and coalition efforts?
- What was something you learned from your key leader event that you will or will not do next year?

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Training and Resources

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CPWI Guide: Appendix

Guide p. 48

- Appendix 1: SAMPLE County Risk Profile
- Appendix 2: SAMPLE Timeline for Writing a New Strategic Plan
- Appendix 3: Strategic Plan Outline TEMPLATE
- Appendix 4: Cover Letter SAMPLE
- Appendix 5: SAMPLE Data Book
- Appendix 6: Logic Model
- Appendix 7: List of Coalition Members TEMPLATE
- Appendix 8: Community Survey Results
- Appendix 9: Action Plan
- Appendix 10: Budget TEMPLATE
- Appendix 11: Plan-on-a-Page TEMPLATE
- Appendix 12: News/Media Release TEMPLATE
- Appendix 13: Community Profile Brochure TEMPLATE
- Appendix 14: Community Coalition Coordinator Hours Categories
- Appendix 15: Understanding Community Survey Selection
- Appendix 16: CPWI Coalition Coordinator New Hire Qualifications Checklist
- Appendix 17: Communities Community Survey Requirements for CPWI
- Appendix 18: Self-Guided Training List
- Appendix 19: Commonly Used Prevention Resources

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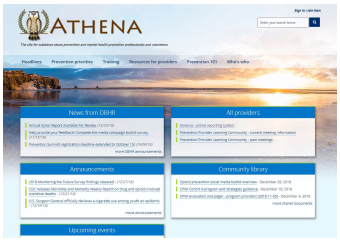

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Available Training PPTs

Specific CPWI Trainings on the Athena Forum:

- 2017 Webinar Series:
  - Organizational Development, Governance, Mission Statements
  - Needs Assessment, Data Resources, and Resources Assessment
  - Data Books
  - Needs Prioritization and Developing a Comprehensive Prevention Approach - Planning
  - Action Plan and Program Implementation and Community Partnerships
- CADCA Boot Camp - CPWI Coordinator Training
- Enhancing Environmental Prevention Efforts
- Capacity Building Workshop
- CPWI Coalition Orientation Slides - these will be online soon!
- Enhancing Community Building and Measuring Coalition Success with Paul Evensen
- June 2019 Coalition Leadership Institute
- Logic Model: Fine Tuning Your Logic Model Webinar
- Key Leader Orientation

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Owl E-Learning

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

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Resources

- The Athena Forum
- Community Anti-Drug Coalitions of America (CADCA)
  - CADCA Primer
  - CADCA Webinars/Resources/Trainings/TA
- Substance Abuse Mental Health Services Administration (SAMHSA)
  - Center for the Application of Prevention Technologies (CAPT)
  - Talk They Hear You Media Campaign
- Communities that Care (CTC)
  - Training and Research
- Prevention Specialist Certification Board of Washington (PSCBW)
  - SAPST Training
- Kansas University Community Tool Box Resources
- **DBHR Prevention Team – Prevention System Manager**
- **Each other!**

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Ongoing 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
- 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.*

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Training

What else would help you?

What else would you like?

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Assessment

Purpose: Develop and update the 'picture of your community'

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Assessment

- Identify and review data that demonstrates the needs of the community.
- Identify people, community readiness and resources.
- Identify gaps of services for community needs.

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Assessment

Guide p. 27-28

Profiling your community's needs, resources, readiness, & gaps

CPWI Tasks:

- ❑Conduct Needs Assessment
  - Establish process for assessment
  - Conduct Assessment
  - Conduct 'Community Survey'
  - Prioritize outcomes and write into Strategic Plan
- ❑Conduct Resources Assessment
  - Establish process for assessment
  - Conduct Assessment
  - Prioritize outcomes and write into Strategic Plan

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Assessment – workgroup support

- The coalition may choose to use a workgroup for this part of the needs assessment.
- It is recommended to have 3-5 people for the workgroup.
- Invite people in the community who have expertise and/or interest in data relating to youth risk and protective factors, substance use, and related community indicators of problem behaviors to join workgroups.

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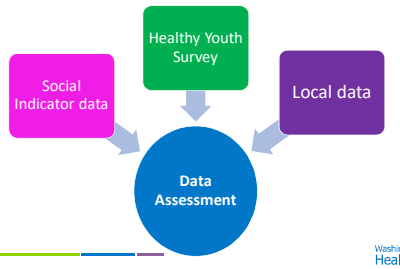
Sources of data



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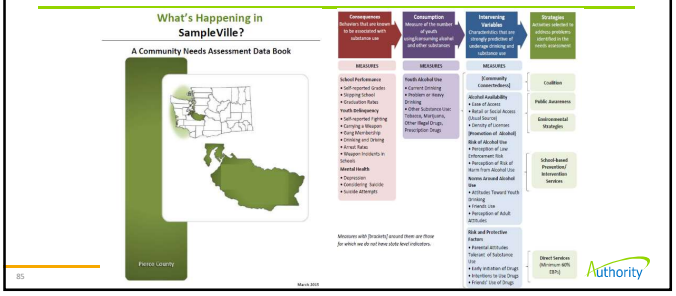
Data driven decision making



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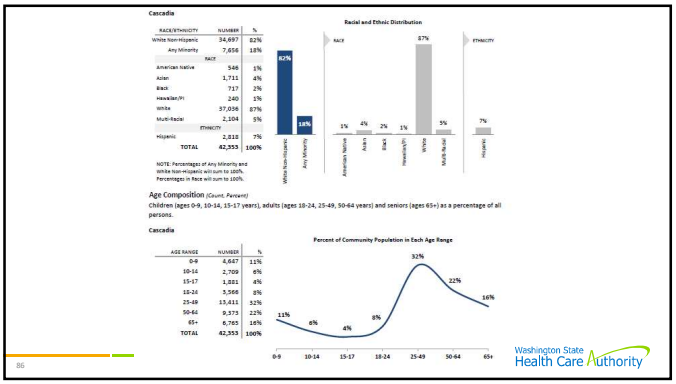

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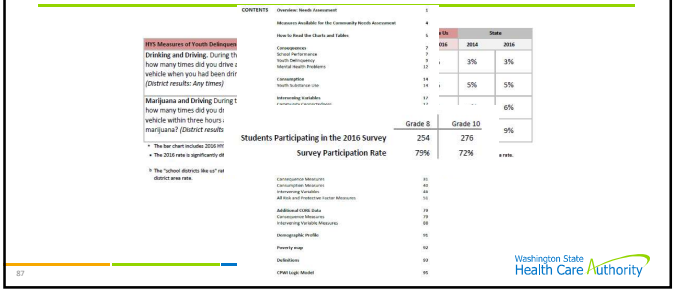
What's in the data books?



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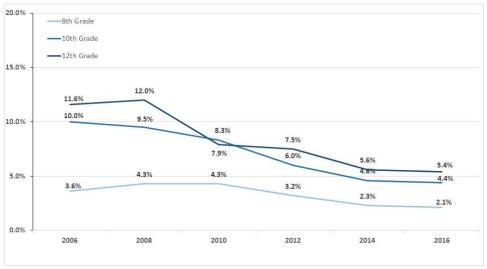
Pain Killer Use: Youth, Past 30 Days

Use a pain killer to get high, like Vicodin, OxyContin (sometimes called Oxy or OC) or Percocet (sometimes called Percs)?



Sources: Washington Healthy Youth Survey (WHYS) 2006, 2008, 2010, 2012, 2014, and 2016

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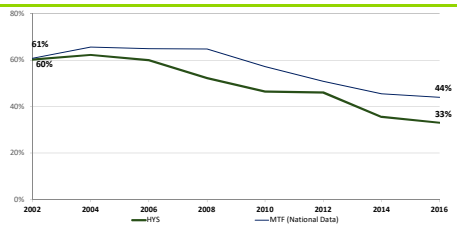
Risk of Harm from Marijuana Use

*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."

Source: WSAHB 1998 (spring), 2000 (fall); Washington Healthy Youth Survey (HYS) - 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016; Monitoring the Future (MTF) - 2002-2016.

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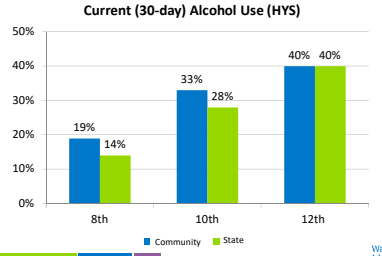
8th and 10th graders in this community drink more than others in the state



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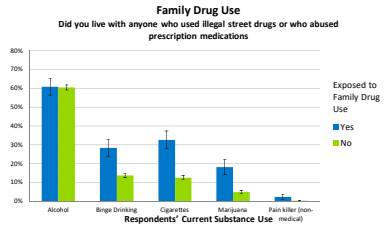
Why does this matter?



Source: Behavioral Risk Factors Surveillance System (BRFSS), 2010

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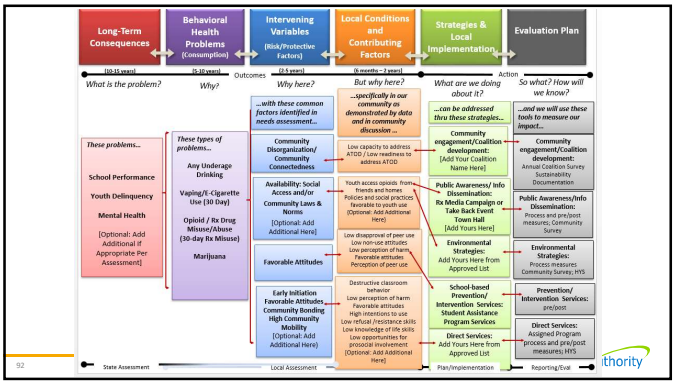

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Assessment resources

- Needs Assessment Clinic
- Resources Assessment Clinic
- Gaps Analysis Resources
  - All found on The Athena Forum

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Annual community survey

- Completed annually, from mid-August to mid-December
- Purpose:
  - Assessment – where are we at?
    - Contribute to the development of coalition strategic plans
  - Monitoring & trends – what has changed?
    - Evaluation
    - Contribute to biennial strategic plan updates
    - Early indicator of change
  - To develop a statewide convenience sample profile
    - Inform planning, campaigns, outreach

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Cultural competency: Assessment

Collecting a wide range of information for needs and resources assessments from:

- Coalition members
- Directories
- City halls
- One-stop centers
- Medical providers
- Key informants
- Surveys
- Ethnic workgroups
- Faith-based program
- Human Capital
- Cultural resources

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Coordinator application: Discussion

- How can I assess what is currently going on in my community?
- How can I assess what is missing from my community?
- What is your plan for going through this process with your coalition?

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Planning

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

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Planning

- Selection of programs, policies and practices to fill needs and gaps.
- Create implementation plans with measurable objectives.
- Create evaluation plans with measurable outcomes.

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Planning

Guide p. 29

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

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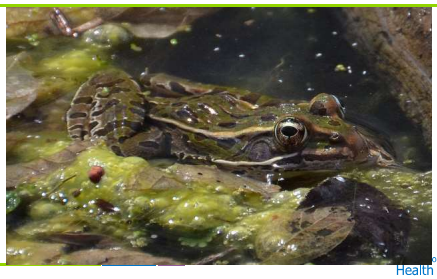
The frog or the pond?



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Benefits of 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.

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Comprehensive approach

CSAP Categories

- Alternative (Community Based Mentoring/Summer Youth Programs)
- Community-Based Process (Community Coalition)
- Education (Life Skills, Guiding Good Choices)
- Environmental (Policy Change)
- Information Dissemination (Public Awareness)
- Problem ID and Referral (Project Success & the Student Assistance Professional)
- Other (only used for training & conferences) (includes program training)

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Goal development

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

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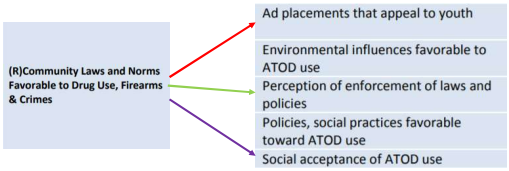
Selecting objectives



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Building objectives

- Objective should address the local condition (based on risk/protective factor).
- 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?

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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?"

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Review objectives

Goal 2: *Decrease Community Laws and Norms Favorable to Drug Use* *(Minerva #11)*
Objective 2.1: *Decrease social acceptance of ATOD use by 10% as measured by the Community Survey between 2019 and 2022 (Minerva #12, #13)*
CSAP Strategy: **Information Dissemination** *Minerva #15*

Name of Program	Funding Source	Brief Description	How	Who & IOM Category	Lead and Responsible Party(ies)	Surveys

Answer the following questions (Is this objective SMART?)

- A change in what?
- As measured by?
- Baseline or starting point?
- How much to change?
- By when?

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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.

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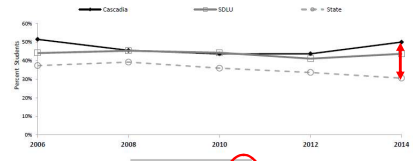
Family Risk Factors

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



	2006	2008	2010	2012	2014
State	37%	39%	36%	34%	31%
SDLU	44%	45%	44%	41%	44%
Cascadia	51%	46%	44%	44%	50%

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Risk/Protective Factors, Local Condition, SMART Objectives

Risk and/or Protective Factors	Local Condition	SMART Objective
Community laws and norms favorable to drug use	Social acceptance of ATOD	Decrease social acceptance of ATOD use by 10% as measured by the Community Survey between 2019 and 2022.
Family management problems	Knowledge and skills to facilitate family communication	Increase knowledge and skills to facilitate family communication by 15% for each cycle of parenting workshops offered in 2019-20, as measured by Managing and Monitoring for Parents survey.
Availability of Drugs	Youth access to ATOD	Decrease youth access to alcohol, from 8% to 5%, as measured by the number of youth that report they obtain alcohol from a store, from a 2018 HYS baseline to the 2020 HYS.

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Risk/Protective Factors, Local Condition, SMART Objectives

Goal Risk and/or Protective Factors	Local Condition	SMART Objective
Community laws and norms favorable to drug use Decrease	Social acceptance of ATOD	Decrease social acceptance of ATOD use by 10% as measured by the Community Survey between 2019 and 2022.
Family management problems Decrease	Knowledge and skills to facilitate family communication	Increase knowledge and skills to facilitate family communication by 15% for each cycle of parenting workshops offered in 2019-20, as measured by Managing and Monitoring for Parents survey.
Availability of Drugs Decrease	Youth access to ATOD	Decrease youth access to alcohol, from 8% to 5%, as measured by the number of youth that report they obtain alcohol from a store, from a 2018 HYS baseline to the 2020 HYS.

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When looking at programs

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

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Example: Guiding Good Choices on EIP List

1. Overview and description

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

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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.

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Action plan

Goal 1: Low Neighborhood Attachment and Community Disorganization (Minerva #11)
Objective 1.1: Increase Community capacity to address ATOD issues (Minerva #12, #13)
CSAP Strategy: Community Based Process Minerva #15

Name of Program	Funding Source	Brief Description	How	Who & IOM Category	Lead and Responsible Party(ies)	Surveys
Name of program(s)	*See below for list*	*Briefly state the main purpose of activity*	*How much? How often? During which months?*	*Who is this service for? How many people reached? Is it Universal-Indirect, Universal-Direct, Selective, or Indicated?*	*Organization delivering program? Who from the Coalition is making sure this gets done?*	*What survey will you be using? Frequency?*
Minerva #3	#7	#4	#18, #19	#16, #21, #22, #23	N/A	#24, #25
Happy Town Coalition	PFS	Develop community partnerships to provide resources and opportunities prevent substance use and promote a healthy and safe environment for youth.	Full coalition meetings once/month. Workgroups meet as needed.	15 active members of the coalition Universal-Direct	Happy Town United Coalition Coordinator & Coalition Leadership Team	Coalition Assessment Tool Annual

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Cultural competency: Planning

- CPWI Coalitions should implement cultural competency strategies and activities on an ongoing basis.
- Efforts, strategies, and approaches should be included in approved Coalition Strategic Plan
  - Coalition should also adopt and implement policies to address health disparities
  - Follow National Culturally and Linguistically Appropriate Services (CLAS) Standards as they apply to coalition development and function
- Additional information:
  - National CLAS Standards, U.S. Department of Health and Human Services, Office of Minority Health.

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Action Planning -- Big A, little a

- Break down each program into several steps for coalition members to take ownership and manage.
- Ask coalition members to handle smaller tasks
- Take good notes to solidify *little a* tasks
- Follow up with volunteers for *little a* tasks

www.theathenaforum.org/training/cpwi_trainings

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Coordinator application: 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?

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Implementation

Purpose: Implement the plan

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Implementation cycle

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Implementation

- Service implementation incorporates:
  - evidence-based programming
  - direct-services
  - environmental strategies
  - public awareness/social media campaigns
  - school-based prevention and intervention services into the community's school(s)

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Implementation

Guide p. 30-31

Implement evidence-based prevention strategies

CPWI Tasks:

- ❑ Maintain active community coalition
  - Coordinator supports coalition
  - Monthly full coalition meetings
  - Review and revised coalition structure as needed
  - Complete tasks in Community Coalition Guide
- ❑ Participate in meetings with DBHR
  - Learning community meetings (Bi-monthly)
  - Check-in meetings (Monthly)
  - Attend the Washington Prevention Provider Meeting (Annually)
  - Attend the Summer Institute (Annually)

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Implementation

Guide p. 30-31

Implement evidence-based prevention strategies

CPWI Tasks: *(continued)*

- ❑ Implement statewide media campaigns
- ❑ Implement strategies and programs/activities according to Strategic Plan
  - Organize and implement P-I services
  - Capacity building strategies & activities
  - Cultural competency strategies & activities
  - Sustainability strategies & activities
  - Public awareness campaign(s)
  - Environmental strategy(ies)
  - Direct prevention strategy(ies)

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Implementing with fidelity

- Adhering to components of a program and the procedures for implementing.
- Components of the program include:
  - Number of sessions.
  - Min and max of participants.
  - Duration of the time spend with participants.

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Cultural competency: Implementation

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

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Coordinator application: Implementation

- Get into groups of 3 – 4.
- Pick a program from the EIP List.
- 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?*

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Evaluation

Purpose: Evaluate the plan, and refine as needed

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Evaluation

- Evaluate the process and outcomes
- Review and adjust the plan and implementation as needed
- Coalition uses evaluation plan to monitor success

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Evaluation & reporting

Guide p. 32-33

Evaluate and monitor results, change as necessary

Purpose: Evaluate the plan, and refine as needed

- Evaluate the process and outcomes
- Review and adjust the plan and implementation as needed
- Coalition uses evaluation plan to monitor success

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Evaluation & reporting

Guide p. 32-33

Evaluate and monitor results, change as necessary

CPWI Tasks:

- ❑ Develop reporting and evaluation strategies
  - Determine coalition's intended major outcomes & impacts
  - Determine how evaluation information will be shared
- ❑ Complete reporting in the MIS "Minerva"
  - Coalition & community organization functioning
  - 'Coalition Assessment Tool' (survey)
  - Report public awareness & environmental strategy(s)
  - Report direct prevention strategy(s)

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Evaluation & reporting

Guide p. 32-33

Evaluate and monitor results, change as necessary

CPWI Tasks: *(continued)*

- ❑ Review and analyze output and outcome information with coalition according to Strategic Plan.
  - Use the 'Coalition Assessment Tool' report to evaluate coalition capacity building efforts.
  - Review effectiveness of message dissemination
  - Will use the Minerva reports, state data, & other local reports to monitor & evaluate progress
- ❑ Participate in statewide evaluation
  - Ensure participation in the Healthy Youth Survey
  - Annual 'Coalition Assessment Tool' (survey)
  - Response rates for the 'Community Survey'

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Cultural competency: Evaluation

- Is the design appropriate to the evaluation questions as well as the cultural context and values of the community?
- Do surveys reflect the sensitivity and needs of community members?
- Are diverse community members able to understand and respond to surveys?

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Sustainability

What is it, and how do you get there?

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What is sustainability?

What are you sustaining?

What do you need to sustain it?

How will you get it?

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Sustainability

Question 1: What are you sustaining?

- Direct Services
- Partnerships
- Coalition

- Overall, you are striving to maintain **outcomes**

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Sustainability

Question 2: What do you need to sustain it?

- Policies
- Resources
- People
- Funding
- Outcomes

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Sustainability

Question 3: How will you get it?

- Partnerships
- Policy Changes
- Securing other funding

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Process evaluation

What is one new thing you learned?	What is one thing you would like to learn more about?

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Strategic Planning

How is it done?

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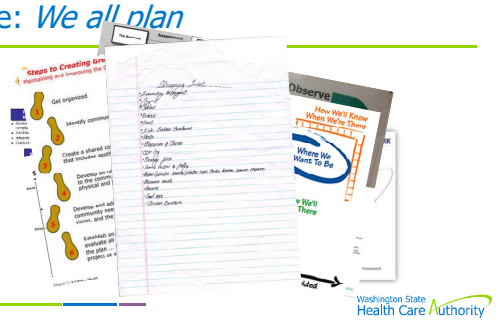
Side note: *We all plan*



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What is a Strategic Plan?

- The process, findings, decisions, and plans for the future.
- Creates, confirms and provides documentation of the intended vision and goals of a coalition.
- Sets the course for the work of the coalition with a long-term focus while also maintaining the immediate work that needs to be completed.
- 'Living documents' that provide direction but also are updated regularly to account for assessment and evaluation information and related changes.

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What is a Strategic Plan?

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

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

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Strategic Planning

- Where are we going?
  - Agree on goals and strategies that address locally relevant substance abuse.
  - Demonstrate each partner's role in supporting those goals and strategies.
  - Plan collaborative projects that support goals and objectives.

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Roles in Strategic Planning

Coalitions -

- Engage in the planning process by:
  - Participating in workgroups to review data;
  - Review drafts of the plan; and
  - Develop strategies.
- Make decisions regarding:
  - Functioning of the coalition;
  - Priority problems based on assessment;
  - Goals and objectives, strategies and activities; and
  - Evaluation measures and reporting.

Coordinators -

- Manage the strategic planning and implementation processes.
- The job of the coordinator is to:
  - Understand the framework, process, and requirements;
  - Keep track of the overall process in order to guide the coalition through the process and ensure the coalition is moving forward; and
  - Keep records of the work and decisions of the coalition.

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Strategic Plan Guidance

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

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

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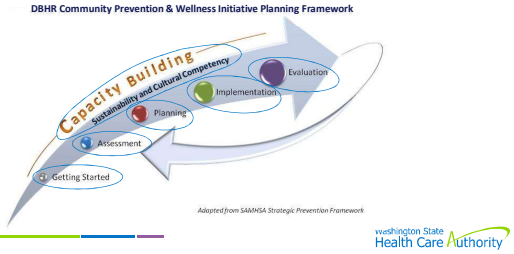
CPWI Planning Framework



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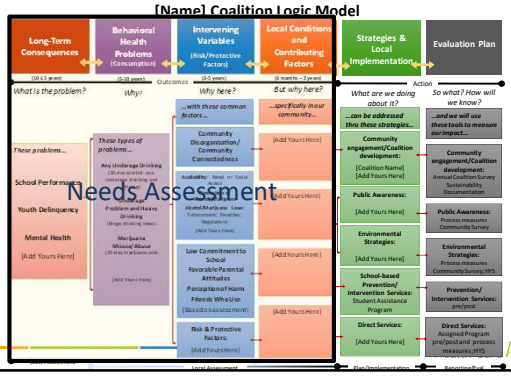
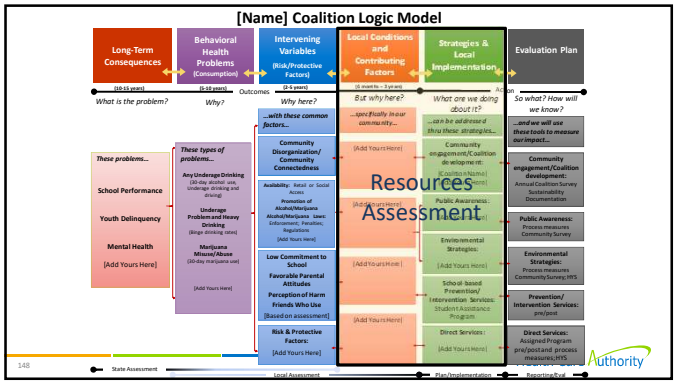
[Name] Coalition Logic Model



Authority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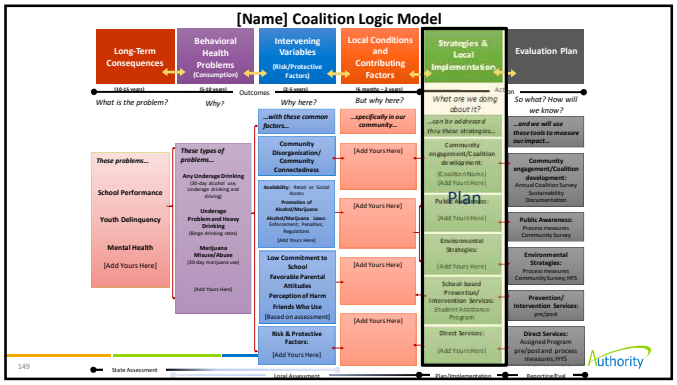
Long-Term Consequences
Behavioral Health Problems (Consumption)
Intervening Variables (Risk/Protective Factors)
Local Conditions and Contributing Factors
Strategies & Local Implementation
Evaluation Plan
Outcomes
Action
What is the problem?
Why?
Why here?
But why here?
What are we doing about it?
So what? How will we know?
These problems...
School Performance
Youth Delinquency
Mental Health
[Add Yours Here]
These types of problems...
Resources Assessment
Authority
148
State Assessment
Local Assessment
Plan/Implementation
Reporting/Eval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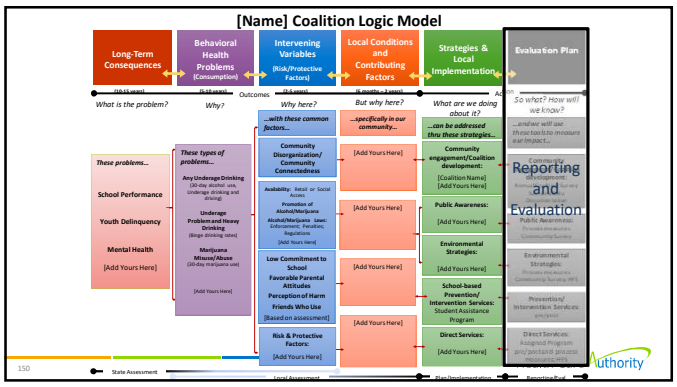
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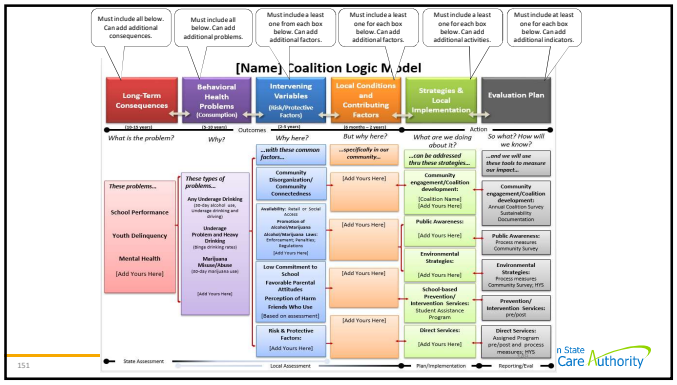

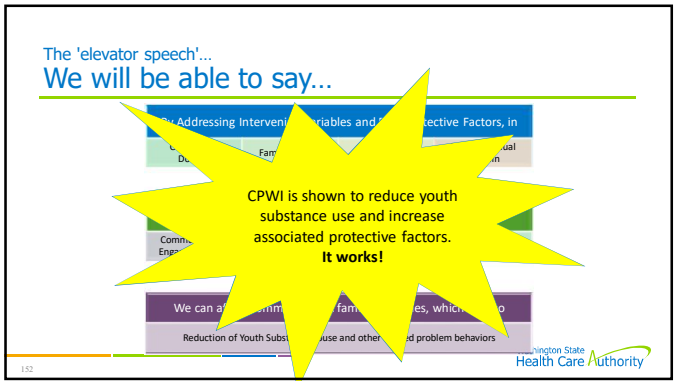

Coordinator application: practice your elevator speech!

Common talking points:

- Reasons community members join the coalition
- Substance abuse concerns
- Issues surrounding youth substance use
- Believe in the power of prevention
- Relates to their work
- Concerned parent, community member, youth
- Interested in civic work
- Their current job aligns with coalition mission/vision

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Final thoughts

Comments, questions, next steps

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Coordinator application

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

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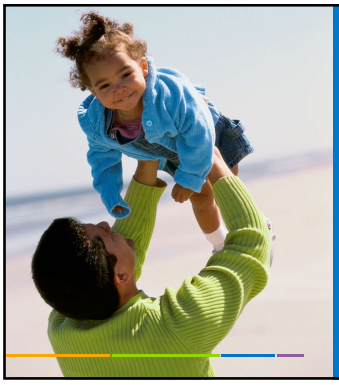

THANK YOU!

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