

North Dakota SPF-PFS

Strategic Prevention Framework

Partnership for Success

Training #2



February 21-23, 2017

Powerpoint Slides

ND SPF PFS Training #2

North Dakota SPF-PFS

Strategic Prevention Framework Partnership for Success




February 21-23, 2017

Building Safe, Healthy, and Drug Free Communities 

Training Objectives

The Coalition will be able to:

- Share the results of their Assessments and Logic Models
- Develop Strategic Plans that include evidence-based strategies to address local conditions
- Build Coalition Capacity to “do the work”
- Identify the specific action steps necessary to complete the Planning and Capacity Workbooks
- Network with other North Dakota Coalitions
- Obtain additional technical assistance

Building Safe, Healthy, and Drug Free Communities 

Training Agenda

Day 1: Tuesday, February 21, 2017
10:00 – Noon Introductions and Sharing
1:00 – 5:00 Strategic Planning

Day 2: Wednesday, February 22, 2017
8:30 – 4:30 Strategic Planning
Evidence-based Strategies


Day 3: Thursday, February 23, 2017
8:30 – 3:00 Capacity Building
Evaluation Discussion & Planning
Next Steps

Building Safe, Healthy, and Drug Free Communities 

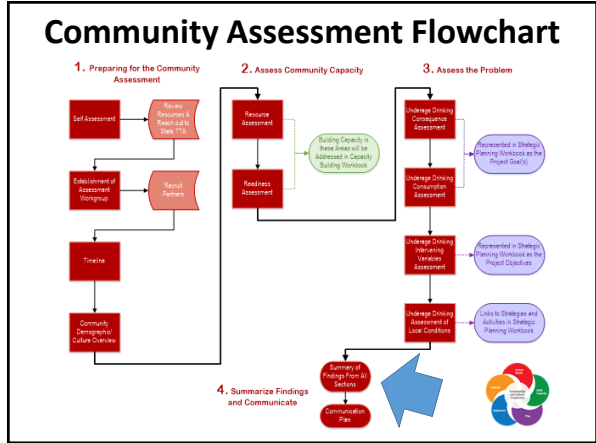
Individual Sharing – Community Assessment

Meet in Groups of 3 people from different coalitions:

1. What is your role on the coalition?
2. What was your role in the Community Assessment?
3. What was your personal biggest **accomplishment**?
4. What was your personal biggest **challenge**?



Building Safe, Healthy, and Drug Free Communities **CADCA**




Logic Model

PROBLEM STATEMENT (of Step 1)			STRATEGIES (of Step 2)	ACTIVITIES (of Step 3)	OUTCOMES (of Step 4)		
Problem	But Why? (Interpreting outcomes)	But Why Have? (Local conditions)			Short-term (Interim): Prior self service conditions (change?)	Intermediate (Interim): Interim outcomes (change?)	Long-term (Final): Prior self service outcomes (change?)

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PFS Logic Model - Example


PROBLEM STATEMENT SPF Step 1			Strategies SPF Step 3
Problem	But Why? (Intervening Variable)	But Why Here? (Local Condition)	
Underage Drinking	Social Availability	Parents provide alcohol at Prom and Graduation Parties	[Blank]
		High school aged youth get alcohol at college parties in local apartments	
	Community Norms	Alcohol is promoted and consumed in excess at community events (e.g. Jubilee Days, Cinco de Mayo)	
		Parents bring alcohol to little league games on Saturdays at Fischer Park	

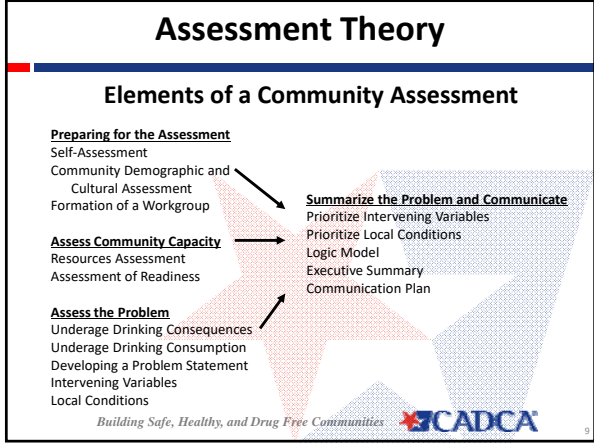
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Prioritization

Prioritize Intervening Variables and Local Conditions based on its **"importance"** to the community:

	Retail Availability	Social Availability	Enforcement	Community Norms
IMPORTANCE				
HIGH				
LOW				

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Coalition Sharing – Community Assessment

Each coalition presents **5 minutes**:

1. What underage drinking concerns are of greatest importance to the community?
2. How do the community's current policies, environmental attributes, and social norms encourage/hinder efforts related to these key areas?
3. What are the communities strengths and challenges that will need to be addressed?
4. Which local conditions were listed as "high importance"?


INTERVENING VARIABLES			
Retail Availability	Social Availability	Enforcement	Community Norms
HIGH			

Coalition Sharing – Community Assessment


Chart Paper:

1. Coalition Name
2. Your Names:
3. Prioritized Problem:
4. High Importance:

Intervening Variable	Local Condition

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Feedback



North Dakota
PARTNERSHIP FOR SUCCESS (PFS)

COMMUNITY ASSESSMENT

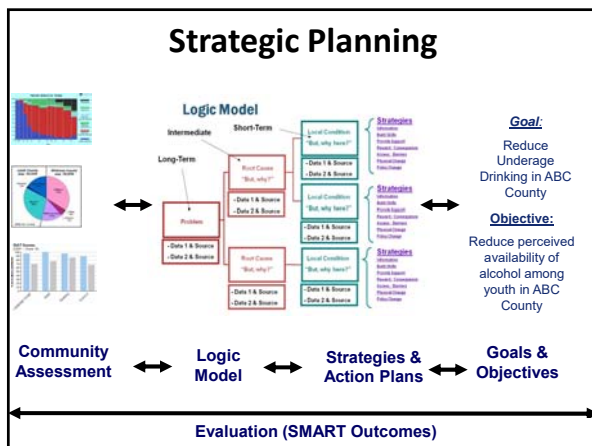
Community Grantees:

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Strategic Planning – Logic Model

PROBLEM STATEMENT SP Step 1		STRATEGIES SP Step 2		ACTIVITIES SP Steps 3-4	OUTCOMES SP Step 5	
Problem	But Why? Intervening variable?	But Why Here? Local condition		Short-term Process will occur condition (change?)	Intermediate Process will intervening variable (change?)	Long-term* Process will the problem change?


← Week 1

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Strategic Planning – Logic Model


PROBLEM STATEMENT SP Step 1		STRATEGIES SP Step 2		ACTIVITIES SP Steps 3-4	OUTCOMES SP Step 5	
Problem	But Why? Intervening variable?	But Why Here? Local condition		Short-term Process will occur condition (change?)	Intermediate Process will intervening variable (change?)	Long-term* Process will the problem change?

← Week 2

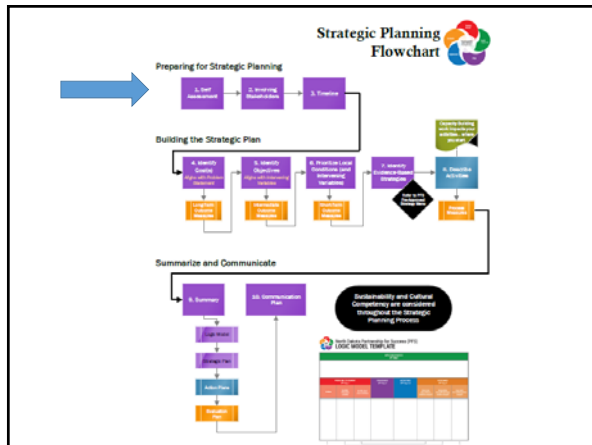
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Strategic Planning - Concepts

Logic Model	Strategic Plan	Action Plan	Evaluation Plan
- Problem Statement	✓ - Goal		
- Intervening Variable	✓ - Objective		
- Local Condition	✓		
- Strategy	- Strategy		
- Activities		- Action Plans	- Process measures
- Short-term outcome			- Short-term outcome
- Intermediate-term outcome			- Intermediate-term outcome
- Long-term outcome			- Long-term outcome

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1. Preparing for Strategic Planning

Form a Core Team

- Consisting of 5 – 10 people
- May include existing Core Team Members
- Coalition members & key community stakeholders
- Meet for up to 4 months – one meeting per month
- Role is to conduct the planning effort and engage the coalition and community members as appropriate

Preparing for Strategic Planning

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1. Preparing for Strategic Planning

Self Assessment:

Assess yourself and Core Team Members

	1 = Not very knowledgeable	2 = A little knowledgeable	3 = Somewhat knowledgeable	4 = Very knowledgeable
The Strategic Prevention Framework				
Substance abuse prevention				
Ensuring cultural competence in implementation				
Evidence-based prevention strategies				
Adaptation of strategies				
Action planning for implementation				
Ensuring sustainability in implementation				
Logic models				
Identification of indicators for evaluation				
Identification of data sources for evaluation				
Data collection for evaluation				
Data analysis				
Reporting evaluation data				
Planning process facilitation				
Structure of a comprehensive strategic plan				
Writing goals, objectives, and outcomes				
Prioritizing strategy selection				

1. Self Assessment → 2. Involving Stakeholders → 3. Timeline

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1. Preparing for Strategic Planning

Involving Stakeholders

Identify who is involved:

- Core Team Members
- Others

Community Group/Individual	Involve in Planning? (Yes or No)	# pers. provide contact information
Law Enforcement Community		
Judicial Community (judges, probation, attorneys, etc.)		
Government (mayor, elected officials)		
Public schools		
Local businesses		
Local organizations		
Media (newspaper, radio stations, etc.)		
Child care providers		
Education (general, superintendents, middle, high school, etc.)		
Health care providers (physicians, etc.)		
Businesses (auto repair, etc.)		
Government (state, federal, tribal, local)		
Additional organizations		
Health and Human Services (SAGE, Boys and Girls Club, etc.)		
Other		

1. Self Assessment → 2. Involving Stakeholders → 3. Timeline

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1. Preparing for Strategic Planning

Timeline

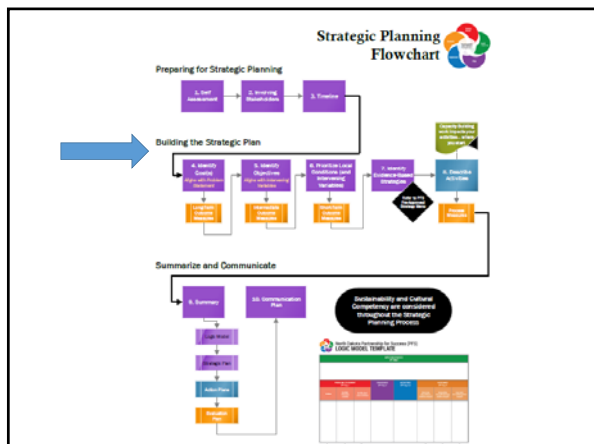
3.1 Complete the table below with the Planning Stakeholders identified in Tables 2.1 and 2.2.

Planning Section	Action Step	Responsible Person	Deadline	Resources Needed	Costs/Commitment

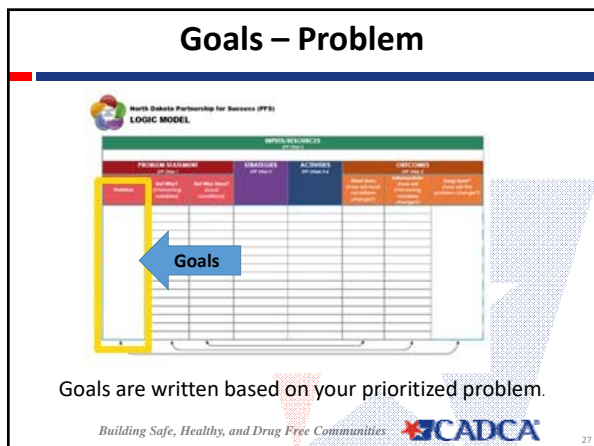
1. Self Assessment → 2. Involving Stakeholders → 3. Timeline

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Goals

A Goal Statement:

- Based on the prioritized Problem
- Frames the Problem in an understandable way
- Builds agreement and motivation in the community

Problem: Youth are drinking alcohol
Goal: Reduce alcohol use among youth

Problem: High non-medical use of prescription drugs among youth and young adults.
Goal: Reduce non-medical use of prescription drugs among youth and young adults.

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Goals - Practice

A Goal Statement:


- Based on the prioritized Problem
- Frames the Problem in an understandable way
- Builds agreement and motivation in the community

Problem:
Goal:


Write a Goal for the problem statement on your logic model.

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Writing Outcomes




PROBLEM STATEMENT <small>SP Step 1</small>		STRATEGIES <small>SP Step 2</small>	ACTIVITIES <small>SP Steps 3,4</small>	OUTCOMES <small>SP Step 5</small>
Problem	But Why? <small>(Relationships, resources)</small>	But Why Here? <small>(Local conditions)</small>		Short-term <small>(How will local conditions or relationships change?)</small>
				Intermediate <small>(How will relationships, resources, conditions change?)</small>
				Long-term <small>(How will the problem change?)</small>

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Evaluation: Writing Outcomes

Outcomes:


- Based on *data* from the community assessment and the logic model
- Spell out the specific, measurable results the coalition intends to achieve.
- Timeframe:
 - Long-term (Problem) = 3 – 10 Years
 - Intermediate (I. V.) = 1 – 4 Years
 - Short-term (Local Conditions) = 6 – 24 Months

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Writing Outcomes

“SMART +C” Outcomes


Specific	S
Measurable	M
Achievable	A
Relevant	R
Timed	T
Community Level	+C

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Writing Outcomes

SMART Outcomes should address:

- **What** will be changed?
- **By how much?**
- **How** will it be measured?
- **By when?**
- **What** is the Baseline (starting point)?

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Writing Outcomes

- What will be changed?
- By how much?
- How will it be measured?
- By when?
- Baseline?

Example: Long-Term Outcome:

Decrease underage drinking by 10% from 45% of 8-12 graders report "use of alcohol in the last 30-days" in 2016 to 35% in 2023 as measured by the ABC Youth Survey.


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Writing Outcomes

- What will be changed?
- By how much?
- How will it be measured?
- By when?
- Baseline?

Example: Intermediate Outcome (Intervening Variable)

Increase "youth perception of harm from alcohol use" by 25% from 50% of 8-12 graders report use of alcohol is "harmful or very harmful" to 75% of 8-12 graders as measured by the ABC Youth survey by 2020.


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Writing Outcomes

- What will be changed?
- By how much?
- How will it be measured?
- By when?
- Baseline?

Example: Short-Term Outcome (Local Condition)


Decrease retail outlets selling alcohol to minors as measured by compliance check results by 20% from 25% of alcohol retailers failing compliance checks in 2016 to 5% in 2018.

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Writing Outcomes

Version 1:
Increase “youth perception of harm from alcohol use” by 25% as measured by the ABC Youth survey by 2017.
Baseline 2016: 50% of 8-12 graders report “harmful”
Target 2020: 75% of 8-12 graders report “harmful”



Version 2:
Increase “youth perception of harm from alcohol use” by 25% **from 50% in 2016 to 75% in 2020** as measured by 8-12 graders reporting “harmful” on the ABC Youth survey

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Writing Outcomes

Considerations in writing SMART Objectives:

- How “easy” or “challenging” will it be to change the local conditions? Implement the proposed strategies?
- Does the coalition have the capacity?
- Are the baseline data “high” or “low”? How likely are the #'s to change?
- What is the social or political impacts of the proposed changes?

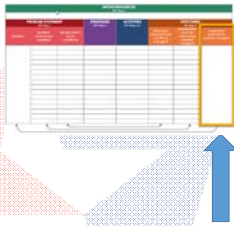

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Long-Term Outcomes

Long Term Outcome Measure

Long term outcomes:

- Are the ultimate effects of your strategies at some point after they are completed
- Depend on the short term and intermediate and short-term outcomes
- Are connected to the ultimate behaviors and related problems that you are trying to change.

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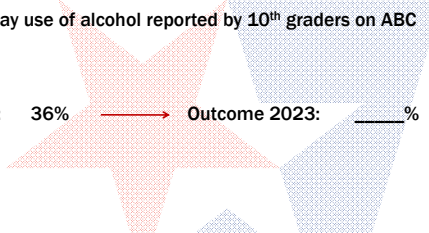
Long-Term Outcomes - Example


Problem Statement: Underage Drinking

Goal: Reduce Underage Drinking

Measure: 30-day use of alcohol reported by 10th graders on ABC Youth Survey

Baseline 2016: 36% → Outcome 2023: _____%



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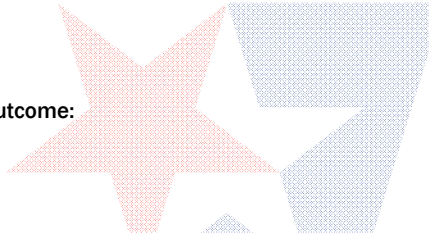
Long-Term Outcomes – Practice


Problem Statement:

Goal:

Data:

Long-term Outcome:



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2. Building the Strategic Plan



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Objectives – Intervening Variables

Objectives are written based on your Intervening Variables.

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Objectives

An Objective:

- Based on the Intervening Variables
- Frames the I.V.s in an understandable way
- Builds agreement and motivation in the community

I.V.: *Retail Availability*
Objective: *Reduce perceived availability of alcohol among youth*

I.V.: *Community Norms*
Objective: *Creates Community Norms that do not promote alcohol use among youth*

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Objective - Practice

An Objective:

- Based on the Intervening Variables
- Frames the I.V.s in an understandable way
- Builds agreement and motivation in the community

Goal:
Intervening Variable:
Objective:

Write an Objective for one of the Intervening Variables on your logic model.

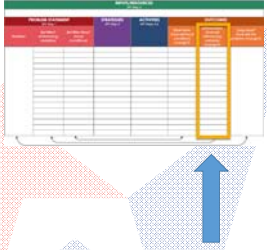
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Intermediate Outcomes

Intermediate outcomes:

- Are the effects of your strategies at some point after they are completed
- Depend on the short term outcomes
- Are connected to the **Intervening variables** that you are trying to change.



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Intermediate Outcomes - Example

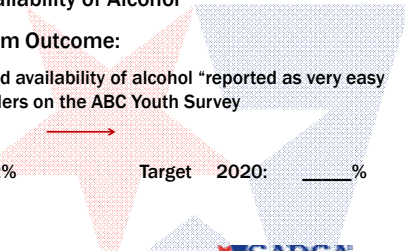
Goal: Decrease underage drinking.


Root Cause: Availability of Alcohol

Intermediate-term Outcome:

Measure: Perceived availability of alcohol "reported as very easy to get" by 10th graders on the ABC Youth Survey

Baseline 2016: 52% Target 2020: _____%



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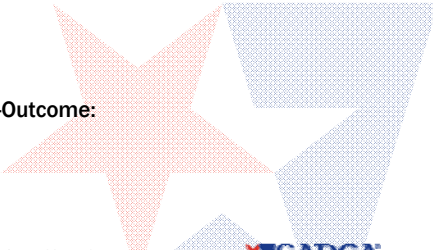
Intermediate Outcomes - Practice


Goal:

Objective:

Data:

Intermediate-Outcome:



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Strategic Planning - Concepts

Logic Model	Strategic Plan	Action Plan	Evaluation Plan
- Problem Statement ✓	- Goal ✓		
- Intervening Variable ✓	- Objective ✓		
- Local Condition ✓			
- Strategy	- Strategy		
- Activities		- Action Plans	- Process measures
- Short-term outcome			- Short-term outcome
- Intermediate-term outcome ✓			- Intermediate-term outcome ✓
- Long-term outcome ✓			- Long-term outcome ✓

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Training Agenda

Day 1: Tuesday, February 21, 2017
 10:00 – Noon Introductions and Sharing
 1:00 – 5:00 Strategic Planning

Day 2: Wednesday, February 22, 2017 ←
 8:30 – 4:30 Strategic Planning
 Evidence-based Strategies

Day 3: Thursday, February 23, 2017
 8:30 – 3:00 Capacity Building
 Evaluation Discussion & Planning
 Next Steps

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Individual Sharing – Logic Models

Meet in Groups of 3 people from different coalitions:


1. Share why you love working with logic models?
2. What have you learned about your community?
3. What do you think happened to Tom Brady's Jersey?

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Strategic Planning - Concepts

Logic Model	Strategic Plan	Action Plan	Evaluation Plan
- Problem Statement	- Goal		
- Intervening Variable	- Objective		
- Local Condition			
- Strategy	- Strategy		
- Activities		- Action Plans	- Process measures
- Short-term outcome			- Short-term outcome
- Intermediate-term outcome			- Intermediate-term outcome
- Long-term outcome			- Long-term outcome

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2. Building the Strategic Plan



The flowchart illustrates the process of building a strategic plan through six sequential steps:

- 4. Identify Goals:** Align with the problem statement. Output: Long-term Outcome Measures.
- 5. Identify Objectives:** Align with the strategic plan. Output: Intermediate Outcome Measures.
- 6. Prioritize Local Conditions (and Intervening Variables):** Align with the strategic plan. Output: Short-term Outcome Measures.
- 7. Identify Evidence-Based Strategies:** Align with the PFS and appropriate local conditions. Output: Strategic Measures.
- 8. Develop Activities:** Output: Process Measures.


Additional notes: A green box indicates 'Capacity Building with resources and training, where available' and a black diamond indicates 'Align with PFS and appropriate local conditions'.

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PFS Logic Model

Prioritizing Intervening Variables and Local Conditions

INPUT/RESOURCES			
PROBLEM STATEMENT	STRATEGIES	ACTIVITIES	OUTCOMES
21 (Step 1)	22 (Step 2)	23 (Step 3)	24 (Step 4)
Problem Statement	Strategies	Activities	Outcomes
Local condition	Intervening variable	Process measure	Short-term outcome
			Intermediate-term outcome
			Long-term outcome

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Local Conditions


What do the intervening variables “look like” in your community.

Local conditions must be:

- Specific
- Identifiable
- Actionable

Local Conditions
= But Why Here?
= Contributing Factors

Local conditions describe behaviors:
“where” “when” “what occasions” “how often”


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Week 1: Prioritization - Importance

Prioritize **Intervening Variables and Local Conditions** based on its “**importance**” to the community:

Importance = “how much an intervening variable impacts the substance abuse problem/priority in a community”.


- Will the intervening variable impact other behavioral health issues?
- Does the intervening variable directly impact the specific developmental stage of the population group that is experiencing the problem?

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Week 1: Prioritization - Importance

Prioritize Intervening Variables and Local Conditions based on its “**importance**” to the community:

	Retail Availability	Social Availability	Enforcement	Community Norms
IMPORTANCE				
HIGH				
LOW				

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Week 2: Prioritization - Changeability

Prioritize **Intervening Variables and Local Conditions** based on its "**changeability**" to the community:

Changeability = "a community's capacity to influence a specific intervening variable and local condition":

- Do we have the **resources** and readiness to address this factor?
- Does a **suitable intervention** exist to address this factor?
- Can we **produce outcomes** within a reasonable timeframe?

Week 2: Prioritization - Changeability

Prioritize Intervening Variables and Local Conditions based on its "**changeability**" to the community:

		INTERVENING VARIABLES			
		Retail Availability	Social Availability	Enforcement	Community Norms
CHANGEABILITY	HIGH				
	LOW				

Prioritization

Steps to prioritize Intervening Variables and Local Conditions:

1. Ensure local conditions are
 - a. Based on data
 - b. Specific, Identifiable and Actionable
2. Consider **Importance** and **Changeability**
3. Engage coalition in the discussion
4. Select priorities


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Prioritization - Practice

Review your practice Goal and Objective.
Prioritize 1 Local Condition.
Prepare a Newsprint:

- Goal
- Objective
- Priority Local Condition
- Data for the Local Condition
- Rationale for prioritizing

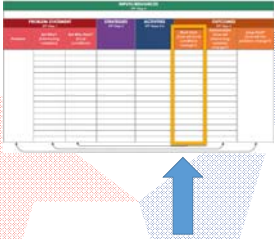
Coalition Name
Goal
Objective
Priority Local Condition
Data


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Short-term Outcomes

Short-term Outcomes directly drive the Comprehensive Strategies you will implement.

Short-term Outcomes are written based on your Local Conditions using the data from your logic model.



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Short-term Outcomes - Example


Local condition: Retailers selling alcohol to minors

Short-term Objective:

Measure: Failed compliance checks by retailers reported by Alcohol Beverage Control.

Baseline 2016: 35% of retailers failed their compliance checks


Target 2018: _____% of retailers failed their compliance checks

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Short-term Outcomes - Practice

Goal:
Objective:
Local condition:
Data:
Short-term Objective:


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Evidence-Based Strategies

INPUT/RESOURCES		PROBLEM STATEMENT	STRATEGIES	ACTIVITIES	OUTCOMES	
Problem	Why? (intervening variables)	Why does local condition exist?		Short term: How will local conditions change?	Intermediate: How will intervening variables change?	Long term: How will the problem change?

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Evidence-Based Strategies

Definition: **Evidence-based strategies have been tested & proven successful at making change.**

- Strategies on the Pre-Approved menu consist of those strategies designed to impact specific intervening variables: retail access, social access, social norms and enforcement.
- If a strategy is not pre-approved it will need to go through an approval process.

1) Pre-Approved Evidence-Based Strategies Targeting Underage Drinking
North Dakota Partnership For Success (PFS)

Example Local Conditions	Strategy	Description	Core Components for Implementation
• High number of liquor stores in the community.	Limit and Monitor the Location and Density	Restrict the number of liquor stores, and the volume of alcohol inventory sold through out-of-state, interstate and in-state.	1. Review local ordinances and zoning regulations to ensure no additional liquor stores are permitted. 2. Review local ordinances and zoning regulations to ensure no additional liquor stores are permitted.

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Evidence-Based Strategies

Considerations in selecting Evidence-based Strategies:

- Addresses the local condition
- Coalition and Community Readiness
- Coalition and Community Capacity
- Cultural Relevance
- Sustainability

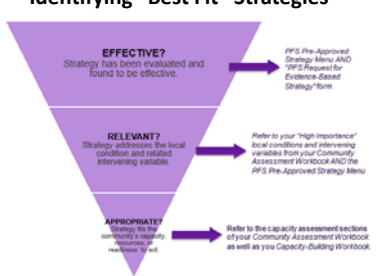


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Evidence-Based Strategies


Identifying “Best Fit” Strategies



EFFECTIVE?
Strategy has been evaluated and found to be effective. → PFS Pre-Approved Strategy Menu AND PFS Request for Evidence-Based Strategy Form

RELEVANT?
Strategy addresses the local condition and related intervening variable. → Refer to your “high importance” local conditions and intervening variables from your Community Assessment Workbook AND the PFS Pre-Approved Strategy Menu

APPROPRIATE?
Strategy fits the community’s capacity, resources, or readiness, if not. → Refer to the capacity assessment sections of your Community Assessment Workbook as well as your Capacity-Building Workbook

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Evidence-Based Strategies

Underage Drinking

Retail Access

1. Limit, Restrict Location & Density and/or Hours & Days of Sale of Alcohol Outlets
2. Special Events Permits and Conditions
3. Checking ID for Alcohol Sales
4. On-Sale Walk-Throughs
5. "Cops in Shops" Enforcement Program
6. Compliance Checks of Alcohol Retailers
7. Responsible Beverage Service (RBS) Training

Community Norms

14. School/College/ Worksite Policies
15. Banning alcohol advertising, restrict sales & consumption to specific area
16. Local Media Campaign, Media Advocacy, or Positive Community Norm Campaign

Social Access

8. Limit and Restrict the Location and Social Host Liability Law
9. Restrict and monitor teen parties at motels/ hotels/ apartments
10. Alcohol Restrictions at Community Events
11. Texting Tipline
12. Restrict age of alcohol servers and sellers
13. Shoulder Tap Enforcement Programs

Enforcement


17. Impose appropriate penalties for alcohol law violations, strengthen the prosecution, adjudication, and sanctioning of alcohol laws within the court system
18. Teen Party Ordinance/Loud Party

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Limit and Restrict the *Location and Density and/or Hours and Days of Sale of Alcohol Retail Outlets*

Description:


- Regulations can reduce alcohol beverage outlet density, limit the increase of alcohol beverage outlet density in an area, or establish controls over location.
- Other approaches may include maintaining existing limits in response to efforts to expand hours of sale or expanding current limits on hours of sale.

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Limit and Restrict the *Location and Density and/or Hours and Days of Sale of Alcohol Retail Outlets*

Core Implementation Components:

1. Survey and map retail outlets within service area
2. Review local ordinances and zoning
3. Publicize information to support effort
4. Draft sample policy and regulations
5. Work with council/commission to implement regulations
6. If limiting hours of sale, studies that examined increasing hours of sale by 2 or more hours found increases in vehicle crash injuries, emergency room admissions, and alcohol-related assault and injury

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Special Events Permits and Conditions

Description:


- A special events permit allows a retailer to host an event outside the boundaries of their liquor license (street dance, concert in the park, etc.).
- This strategy can limit the amount of permits provided, can impose controls over the event, or provide restrictions.

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Special Events Permits and Conditions

Core Implementation Components:


1. Review current ordinances and processes for approving special events permits
2. Assess community events
3. Determine where enhancements can be made
4. Draft sample policy and restrictions
5. Gain community support for changes
6. Work with stakeholders or planners of the events to pass policies

Building Safe, Healthy, and Drug Free Communities  74

Checking ID for Alcohol Sales

Description:

- This strategy relates to any efforts to enhance the checking of IDs. It could be a local carding policy within a retail establishment or an ordinance/law requiring retailers to card customers.
- This could be the use of electronic ID scanners and training on how to identify false IDs.

Building Safe, Healthy, and Drug Free Communities  75

ND SPF PFS Training #2

Checking ID for Alcohol Sales

Core Implementation Components:

1. Assess retail outlets and carding practices
2. Obtain information on local ordinances re: mandatory carding
3. Determine what will work in your community
4. Build support for enhancing carding practices
5. Work with retailers, council, commission, etc. to pass policies/ordinances





Building Safe, Healthy, and Drug Free Communities 

On-Sale Walk-Throughs

Description:

- Law enforcement make unannounced visit to retail establishments to monitor and look for alcohol law violations.





Building Safe, Healthy, and Drug Free Communities 

On-Sale Walk-Throughs

Core Implementation Components:

- Provide training to law enforcement on how to conduct Walk-Throughs
- Build support with community and retailers
- Provide information on importance for Walk-Throughs




Building Safe, Healthy, and Drug Free Communities 


ND SPF PFS Training #2

“Cops in Shops” Enforcement Program

Description:

- Undercover law enforcement officers work in off-sale locations looking for youth purchasing alcohol, adults purchasing alcohol for youth, and other alcohol law violations.



Building Safe, Healthy, and Drug Free Communities  79

“Cops in Shops” Enforcement Program

Core Implementation Components:

1. Build relationships with local/county/state law enforcement and off-sale license holders
2. Educate/Train on “Cops in Shops” program
3. Build support for “Cops in Shops” program
4. Work with retailers, council, commission, etc. to pass policy requiring program
5. Should occur during high use times (4th of July, New Years, graduation, etc.)



Building Safe, Healthy, and Drug Free Communities  80

Compliance Checks of Alcohol Retailers

Description:

- A standardized procedure used to identify alcohol establishments that sell to underage youth and to increase retailer compliance with prohibitions on alcohol sales to minors.



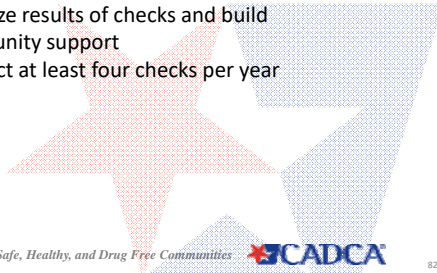
Building Safe, Healthy, and Drug Free Communities  81

ND SPF PFS Training #2

Compliance Checks of Alcohol Retailers

Core Implementation Components:

- Educate/train police department on how to conduct compliance checks
- Publicize results of checks and build community support
- Conduct at least four checks per year

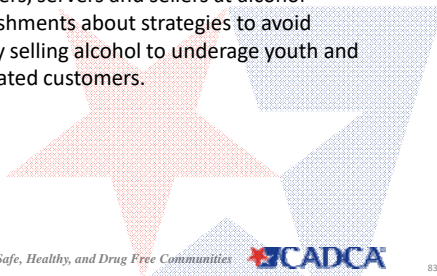



Building Safe, Healthy, and Drug Free Communities  82

Responsible Beverage Service (RBS) Training

Description:

- RBS is a training designed to educate owners, managers, servers and sellers at alcohol establishments about strategies to avoid illegally selling alcohol to underage youth and intoxicated customers.



Building Safe, Healthy, and Drug Free Communities  83

Responsible Beverage Service (RBS) Training

Core Implementation Components:

- Survey retailers we see which are providing staff with training
- Train trainers to host/teach class
- Work with retailers, council, commission, etc. to gain support for Server Training
- Draft policy and work to pass ordinance requiring training



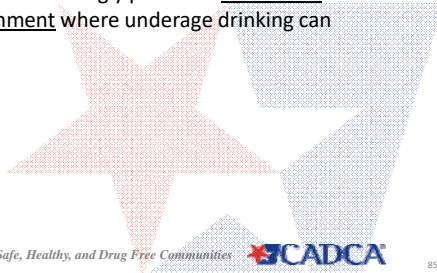
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ND SPF PFS Training #2

Social Host Liability Law

Description:

- This is a law/ordinance makes it illegal for people to knowingly provide a location or environment where underage drinking can occur.



Building Safe, Healthy, and Drug Free Communities  85

Social Host Liability Law

Core Implementation Components:

1. Review current state and local laws
2. Understand and be able to communicate how this is different from what is currently in place (Dram Shop) and how Social Host laws could prevent underage drinking
3. Provide information and build support
4. Work with policy makers

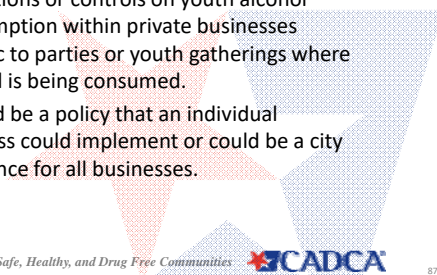



Building Safe, Healthy, and Drug Free Communities  86

Restrict and monitor teen parties at motels/ hotels/ apartments

Description:

- This strategy is enhancing or creating restrictions or controls on youth alcohol consumption within private businesses specific to parties or youth gatherings where alcohol is being consumed.
- It could be a policy that an individual business could implement or could be a city ordinance for all businesses.



Building Safe, Healthy, and Drug Free Communities  87

ND SPF PFS Training #2

Restrict and monitor teen parties at motels/ hotels/ apartments

Core Implementation Components:

1. Review current city, county, and business policies
2. Determine where enhancements could be made
3. Work with policy makers and businesses to pass restrictions or controls on youth alcohol consumption
4. Could be implemented on a case by case basis if there is little to no support for a Teen Party Ordinance

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Alcohol Restrictions at Community Events

Description:

- Includes policies that control the availability and use of alcohol at public venues (*concerts, street fairs, and sporting events*). Such restrictions can be implemented voluntarily by event organizers or through local legislation and can range from a total ban on alcohol consumption to the posting of warning posters.

Building Safe, Healthy, and Drug Free Communities  89

Alcohol Restrictions at Community Events

Core Implementation Components:

1. Assess current community events to determine where enhancements can be made
2. Work with event organizers and policy makers to gain support for changes

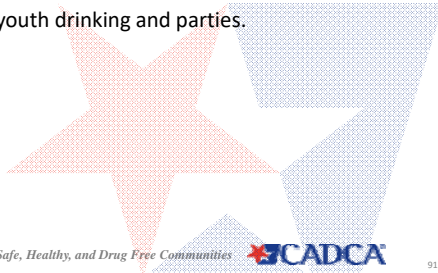
Building Safe, Healthy, and Drug Free Communities  90


ND SPF PFS Training #2

Texting Tipline

Description:

- An anonymous method for individuals to provide information to law enforcement about youth drinking and parties.

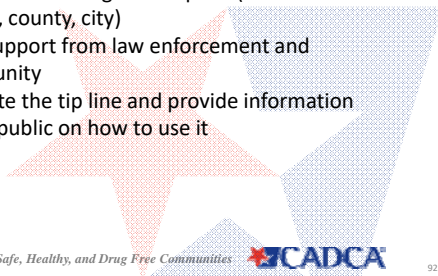



Building Safe, Healthy, and Drug Free Communities  91

Texting Tipline

Core Implementation Components:

1. Determine who will monitor the tipline
2. Determine coverage of a Tipline (multi-county, county, city)
3. Gain support from law enforcement and community
4. Promote the tip line and provide information to the public on how to use it





Building Safe, Healthy, and Drug Free Communities  92

Restrict age of alcohol servers and sellers

Description:

- This could be an establishment policy or a city/county ordinance requiring servers to be 21 years old to sell alcohol in order to reduce the peer pressure to sell alcohol to youth peers.




Building Safe, Healthy, and Drug Free Communities  93

ND SPF PFS Training #2

Restrict age of alcohol servers and sellers

Core Implementation Components:


- Determine how many establishments use youth sellers/servers of alcohol
- Understand and be able to communicate how peer pressure to sell alcohol can contribute to youth drinking
- Gain retailer and community support for change

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Shoulder Tap Enforcement Programs

Description:


- This strategy enlists a minor decoy, under the direct supervision of law enforcement officers, to solicit adults outside of liquor stores to buy the minor decoy alcohol.

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Shoulder Tap Enforcement Programs

Core Implementation Components:

1. Build support for Shoulder Tap program
2. Educate/Train on Shoulder Tap program
3. Work with retailers, council, commission, etc. to pass policy requiring program


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ND SPF PFS Training #2

School/College/ Worksite Policies

Description:


- **School/College/ Worksite Policies** (ban sponsorships, prohibit beer kegs, ban alcohol on campus/school property or events, tailgating)
- This strategy counters the appearance of alcohol consumption being the norm by implementing controls within the school, college, and workplaces.

Building Safe, Healthy, and Drug Free Communities  97

School/College/ Worksite Policies

Core Implementation Components:

1. Assess current policies and determine where enhancements can be made
2. Start with small steps and work towards a larger goal
3. Provide information and build support for change

Building Safe, Healthy, and Drug Free Communities  98

Banning alcohol advertising, restrict sales and consumption to certain areas (sports stadiums, arenas and event centers)

Description:

- This strategy counters the appearance of alcohol consumption being the norm at community events by implementing controls within commercial and city buildings.

Building Safe, Healthy, and Drug Free Communities  99

ND SPF PFS Training #2

Banning alcohol advertising, restrict sales and consumption to certain areas (sports stadiums, arenas and event centers)

Core Implementation Components:

1. Assess current city and building policies and determine where enhancements can be made
2. Work with event organizers, city leaders, etc.
3. Start with small steps and work towards a larger goal
4. Provide information and build support for change

Building Safe, Healthy, and Drug Free Communities 

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Local Media Campaign, Media Advocacy, or Positive Community Norm Campaign

Description:

- This strategy uses multifaceted, targeted media efforts to dispel misperceptions, gain community support, and enhance prevention efforts.

Building Safe, Healthy, and Drug Free Communities 

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Local Media Campaign, Media Advocacy, or Positive Community Norm Campaign

Core Implementation Components:

- Media can be expensive and difficult to sustain
- These efforts need to be very specific and targeted to key data points
- There should be a call to action within the media efforts
- This should only be done as part of a multifaceted approach to community change

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Impose appropriate penalties for alcohol law violations, strengthen the prosecution, adjudication, and sanctioning of alcohol laws within the court system

Description:

- The foundation for deterring individuals from breaking alcohol laws depends on their perception of the likelihood of being caught, and on their perception of what will happen to them if they are apprehended.
- Penalties can range from confiscation of the product to fixed or graduated monetary fines, participation in alcohol education programs or community service, suspension of driving privileges and/or imprisonment.

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Impose appropriate penalties for alcohol law violations, strengthen the prosecution, adjudication, and sanctioning of alcohol laws within the court system

Core Implementation Components:

1. Assess the current process within the court system to determine where enhancements can be made
2. Build capacity and provide trainings on best practices
3. Build relationships with judges, prosecutors, clerks, law enforcement, policy makers, etc.

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Teen Party Ordinance/Loud Party

Description:

- The purpose of a teen party ordinance is to discourage underage drinking parties by creating legal means to sanction the host and party attendees, reducing the incidence and likelihood of underage drinking and off-premise alcohol-sales.

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ND SPF PFS Training #2

Teen Party Ordinance/Loud Party

Core Implementation Components:


1. Review current city, county, and business polies and determine where enhancements can be made.
2. Provide information and build support


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Selecting an EBS 

Answer these questions when selecting an EBS:


1. How will the EBS change the local condition for the whole community?
2. Does the coalition and community's have the capacity to implement the EBS?
3. Does the Coalition and Community agree that the local condition and EBS should be addressed?
4. How will you ensure the EBS is culturally relevant?
5. How will the community support the EBS after the PFS?

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Selecting an EBS 

Technical Assistance and Additional Resources are available:

- ND Behavioral Health Division Staff
- WYSAC Evaluation Team
- CADCA Technical Assistance: 1-800-54-CADCA x240
training@cadca.org
- Dorothy and Dave

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Selecting an EBS - Example


Goal: *Reduce Underage Drinking in ABC County*

Objective: *Reduce retail availability of alcohol to youth*

Priority Local Condition: *Retail stores are selling alcohol products to youth – not checking ID's.*

Identify one or more Evidence-based Strategy (EBS):



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Selecting an EBS - Practice


Goal:

Objective:

Priority Local Condition

Identify one or more Evidence-based Strategy:





Building Safe, Healthy, and Drug Free Communities  110

Selecting EBS - Practice

Answer these questions for the proposed EBS:

1. How will the EBS change the local condition for the whole community?
2. Describe the coalition and community's capacity to implement the EBS?
3. Does the Coalition and Community agree that the local condition and EBS should be addressed?
4. How will you ensure the EBS is culturally relevant?
5. How will the community support the EBS after the PFS?



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Prioritizing and Selecting Strategies

Identify All "Best Fit" Strategies
Table 7.1

NOW – Strategies to implement
August 2017 – August 2018
Table 7.2

LATER – Strategies to implement
September 2018 – August 2020
Table 7.3

Building Safe, Healthy, and Drug Free Communities **CADCA** 112

2. Building the Strategic Plan

Building the Strategic Plan

4. Identify Goals
High-level problem statement

5. Identify Objectives
High-level measurable outcomes

6. Prioritize Local Conditions (and Intervening Variables)
Local-level measurable outcomes

7. Identify Evidence-Based Strategies

8. Develop Activities
Specific, measurable outcomes

Check for PFS Alignment

Community Ranking with respect to other initiatives - where applicable

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Activities


INPUTS/RESOURCES				
PROBLEM STATEMENT		STRATEGIES	ACTIVITIES	OUTCOMES
Problem	But Why? Intervening variable	But Why does it have this condition?	How does this fit local conditions/intervening?	How does this fit with the problem/intervening?

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Activities

Before develop your action plans, consider:

1. **What is the strategy?** What do you and the coalition know about the strategy?
2. **What is my starting point?** What resources currently exist to support implementation?
3. **What am I going to do?** What set of comprehensive Action Plans will impact the local condition

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Activities


Comprehensive Action Planning to Implement your Evidence-based Strategy

1. **Provide information**
2. **Build skills**
3. **Provide support**
4. **Change barriers/access**
5. **Change consequences/incentives**
6. **Change the physical design**
7. **Change policies, practices and rules**

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Activities

1. **Provide Information:** Presentations, workshops, brochures, billboards, social norms campaigns, town hall meetings, Web-based communications, etc.
2. **Enhance Skills:** Workshops/seminars designed to teach skills needed to achieve population-level outcomes.
3. **Providing Support:** Assisting others to conduct training, obtaining funding for equipment, training, reach specific target audiences.

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ND SPF PFS Training #2

Activities


4. Changing Access/Barriers

Access:

- Provide instructions/training in multiple languages
- Give scholarships to training programs
- Provide training at vendor locations

Barriers:

- Enhance law enforcement operations for dealing with MIP
- Remove tobacco machines from public venues
- Place pseudoephedrine behind the counter

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Activities


5. Changing Consequences (Incentives/ Disincentives)

Incentives:

- Provide awards to businesses/organizations who pass Compliance Checks
- Public Recognition (as part of a overall effort)

Disincentives:


- Increase Citations/Fines
- Increase Excise Taxes
- Use/Lose Laws

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Activities

6. Physical Design

- Lighting in parks
- Signage
- Alcohol Outlet Density/Proximity
- Advertising (Restrictions)
- Product Placement
- Packaging

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ND SPF PFS Training #2

Activities

7. Modify/Change Laws, Policies, Procedures, By-Laws

- **Laws:** Social Host Liability, Keg Registration
- **Policies:** 24/7 Zero Tolerance policy in a school district, Drug Free Workplace Policies, Mandatory Merchant Education with License Re-Application
- **Procedures:** MIP Arrest Processing by Law Enforcement,
- **By-Laws:** Civic organization use of alcohol, collaboration & networking

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Activities – Example A

Goal: Reduce Underage Drinking in ABC County
Objective: Reduce retail availability of alcohol to youth
Priority Local Condition: Retail stores are selling alcohol products to youth – not checking ID's.
EBS: Compliance checks

Category	Activities
Provide information	
Build skills	
Provide support	
Change Access / Barriers	
Change Consequences	
Change Physical Environment	
Policy Change	

Activities – Example B


Goal: Reduce Underage Drinking in ABC County
Objective: Reduce retail availability of alcohol to youth
Priority Local Condition: Retail stores are selling alcohol products to youth – not checking ID's.
EBS: Responsible Beverage Server Training

Category	Activities
Provide information	
Build skills	
Provide support	
Change Access / Barriers	
Change Consequences	
Change Physical Environment	
Policy Change	

Activities - Practice

Goal:
Objective:
Priority Local Condition
Evidence-based Strategy:
Activities:


- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

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Process Measures Process Measures

Process evaluation:


- Documents all aspects of the implementation of an intervention.
- Describes how the intervention was implemented—that is, if the same material was presented in the same number of sessions over the same timeframe using the same methods.
- Answers the question: “Did we do what we said we would do?”

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Process Measures

Process evaluation data includes answers to:

- Were the interventions implemented as planned?
- Who participated and for how long?
- How is the strategy received by the community and stakeholders?
- What adaptations were made?
- Were the resources sufficient?
- What barriers were encountered?

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Process Measures

Examples of process measures includes:

- Number of ads created or disseminated (radio, newspaper, online, etc.)
- Number of website/Facebook hits
- Number of trainings / sessions provided
- Number of program participants / attendees
- Number of compliance checks implemented
- Number of compliance check failures
- Number of meetings held with stakeholders

(Actual measures depend on the specific Strategy)

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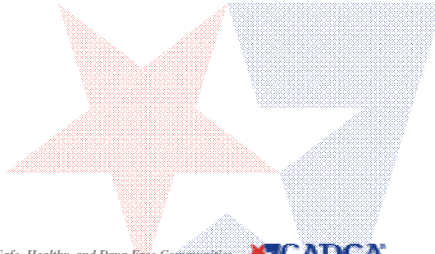
Process Measures – Example


Goal: Reduce Underage Drinking in ABC County
Objective: Reduce retail availability of alcohol to youth
Local Condition: Retail stores selling alcohol products to youth.
EBS: Compliance Checks

1. Provide Information—Provide retailers with info on fines
2. Build Skills—Provide Training for law enforcement / decoys
3. Provide Support—Support law enforcement compliance checks
4. Access/Barriers—Translate merchant education materials
5. Incentives/Disincentives—Recognize sellers / Increase fines
6. Physical Design—Provide counter “mats” and signs: “We ID”
7. Policies or Regulations—Increase compliance checks & fines

Process Measures - Example

What data could we collect to measure whether the strategies are implemented effectively:



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Process Measures - Practice

Goal:
Objective:
Priority Local Condition
Evidence-based Strategy(s):
Activities:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

What process measures could be collected to ensure the Activities were implemented effectively?

Building Safe, Healthy, and Drug Free Communities 130

2. Building the Strategic Plan

The flowchart illustrates the process of building a strategic plan. It starts with 'Identify Goal(s) Align with Problem Statement', which leads to 'Long-Term Outcome Measures'. This step also leads to 'Identify Objectives Align with Intervention Variables', which leads to 'Intermediate Outcome Measures'. From there, it goes to 'Prioritize Local Conditions (and Intervening Variables)', leading to 'Short-Term Outcome Measures'. This step then leads to 'Identify Evidence-Based Strategies', which leads to 'Describe Activities'. A decision diamond asks 'Order to Pre-Plan? Evidence-Based Strategy Map?'. A green box notes 'Capacity determines your activities, where you start'. Finally, 'Describe Activities' leads to 'Pilot Measures'.

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3. Summarize and Communicate

The Comprehensive Strategic Plan Includes:

- Strategic Plan
- Logic Model
- Action Plans
- Evaluation Plan

The flowchart shows the 'Summarize and Communicate' process. It starts with '9. Summary', which leads to '10. Communication Plan'. Below this, a vertical flow shows 'Logic Model', 'Strategic Plan', 'Action Plans', and 'Evaluation Plan'. Arrows indicate that the Logic Model, Strategic Plan, and Action Plans all contribute to the Summary, and the Summary and Evaluation Plan both contribute to the Communication Plan.

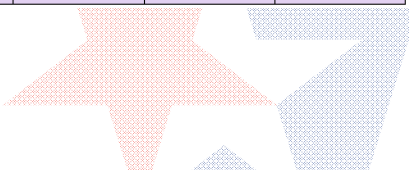
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3. Summarize and Communicate

Strategic Plan

Problem Statement	Priority Goal or Expected Outcome	Objectives	Strategies



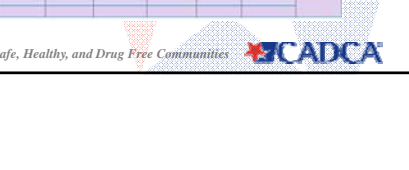
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3. Summarize and Communicate

Logic Model

PROBLEM STATEMENT <small>(PFS 1)</small>	STRATEGIES <small>(PFS 2)</small>	ACTIVITIES <small>(PFS 3)</small>	OUTCOMES <small>(PFS 4)</small>
Problem <small>But why? Intervening variable?</small> <small>But why here? Joint modeling</small>			Short term (How will local community change?) Intermediate (How will community variables change?) Long term (How will the problem change?)



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3. Summarize and Communicate

Action Plans

PFS Project Action Plan
August 2017 - August 2018

Strategy <small>(Strategy from Table 7-2)</small>	What	Who	When	Process Measure(s)



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3. Summarize and Communicate

Evaluation Plan

COMPLETING YOUR EVALUATION PLAN

Together, these four documents (strategic plan, logic model, action plan, and evaluation plan) all have a meaningful purpose for your project. Your strategic plan outline and/or logic model are the front-end documents that can be shared with stakeholders and used to broadly guide prevention efforts. The action plan and evaluation plan are the back-end documents used to monitor detailed and ongoing implementation, ensure necessary adjustments are made, and measure effectiveness/outcomes.

Evaluation Plan (pulling in all the evaluation information together)

What	Who	When

Strategic Planning - Concepts

Logic Model	Strategic Plan	Action Plan	Evaluation Plan
- Problem Statement ✓	- Goal ✓		
- Intervening Variable ✓	- Objective ✓		
- Local Conditions ✓			
- Strategy ✓	- Strategy ✓		
- Activities ✓		- Action Plans ✓	- Process measures ✓
- Short-term outcome ✓			- Short-term outcome ✓
- Intermediate-term outcome ✓			- Intermediate-term outcome ✓
- Long-term outcome ✓			- Long-term outcome ✓

YEAH!

Training Agenda

Day 1: Tuesday, February 21, 2017

10:00 – Noon Introductions and Sharing

1:00 – 5:00 Strategic Planning

Day 2: Wednesday, February 22, 2017

8:30 – 4:30 Strategic Planning

Evidence-based Strategies

Day 3: Thursday, February 23, 2017

8:30 – 3:00 Capacity Building

Evaluation Discussion & Planning

Next Steps

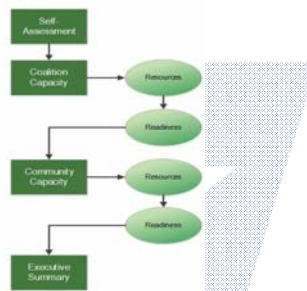
Individual Sharing – Capacity

- Meet in Groups of 3 people from different coalitions:
1. How have you engaged community members in the work?
 2. What are the strengths and challenges of your Coalition?
 3. What does your coalition do for fun?



Capacity Building

Capacity-Building Plan Flowchart



Overview

Building Coalition & Community Capacity



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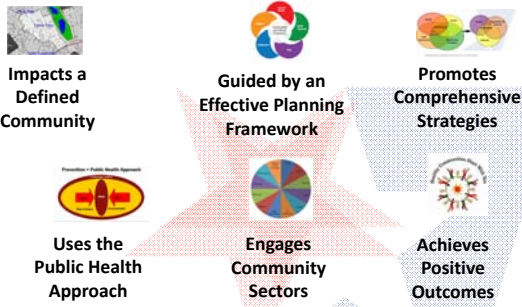
Coalitions

- Coalition building is a smart strategy that promotes coordination and collaboration and makes efficient use of limited community resources.
- By connecting multiple sectors of the community in a comprehensive approach, community coalitions are achieving real outcomes.
- As part of the ND PFS, you are required to establish, enhance, or maintain a coalition

Capacity Building Plan Workbook page 11

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Role of the Coalition



Impacts a Defined Community


Guided by an Effective Planning Framework

Promotes Comprehensive Strategies

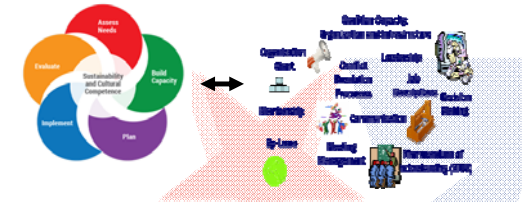
Uses the Public Health Approach

Engages Community Sectors


Achieves Positive Outcomes

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Build Capacity to do the "Work"




Structure **Processes** **Leadership** **Members** **Skills** **Resources** **Readiness**

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Community Sectors

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Membership

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Targeted Recruitment:

- Recruit members to achieve specific tasks (work) to be accomplished.
- Considerations for recruitment include: sectors, geography, skills, culture.
- Volunteers stay involved when they play a valuable role in the effort.



Getting the right person to the right meeting at the right time!

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Leadership

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Community and Coalition leaders provide the **Vision, Mission** and **inspiration** to move forward.



Community and Coalition leaders must set the tone to promote community action

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Organization and Infrastructure

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Community Stakeholders

Find out what other coalitions and initiatives address ATOD, health, safety family and youth issues:

- What other efforts address substance abuse and related issues?
- What other organizations have similar goals, objectives and/or strategies?
- Who would partner / oppose the effort?

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Readiness

- Readiness is the degree to which an organization or community is ready to take action on underage drinking... ranging from none at all to having successful programs and showing outcomes.
- Understanding readiness allows you to tailor strategies to what the coalition and/or community is willing to accept and get involved in.
- Just because a community is at a lower level of **readiness to address the problem, doesn't mean the problem can't still be addressed.**

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Resources

A community needs both human and structural resources to establish and maintain a prevention system that can respond effectively to local problems:

- Building **human resources** involves identifying, engaging and recruiting individuals and organizations to participate in the coalition and prevention related efforts.
- **Structural resources** are the programs, facilities, supplies, systems, laws, policies, relationships, etc. that support and promote healthy behaviors.

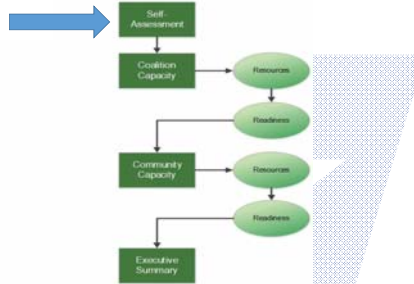


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Capacity Building

Capacity-Building Plan Flowchart



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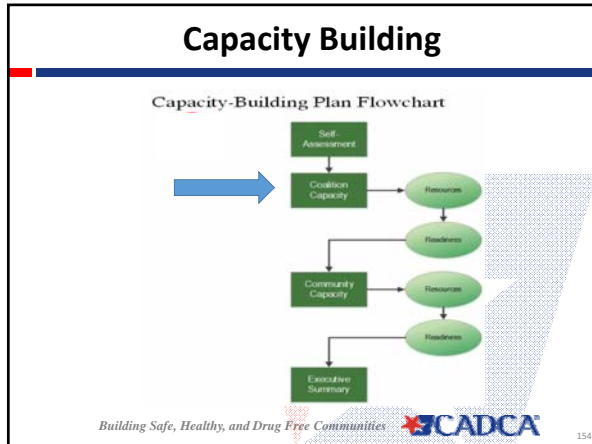
Self-Assessment

- Take a few moments to complete the self-assessment
 - What has changed since you did the assessment in the Assessment Workbook?
 - What steps have you taken to increase your capacity?
- Share at your table
- Report to the group



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Coalition Capacity

Coalition Resources

In your Community Assessment Workbook, you assessed Coalition Resources. Review this information as you determine steps to build coalition membership (Table 2.1)

- Which sectors have you successfully engaged in the work?
- Which sectors have you had challenges recruiting?
- Share at your tables.
- As a group – discuss ways to recruit the sectors

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Coalition Capacity

Coalition Resources





- Complete Table 2.2
 - Coalition Structure
 - Coalition Processes
 - Coalition Participants – Leaders & Members
 - Coalition Skills
 - Coalition Resources
- Complete Table 2.3
 - What are the top three items that you identified?

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Coalition Capacity

Coalition Readiness

Complete the tables on page 16.
How *ready* is your coalition?
What steps did you identify in table 3.3?

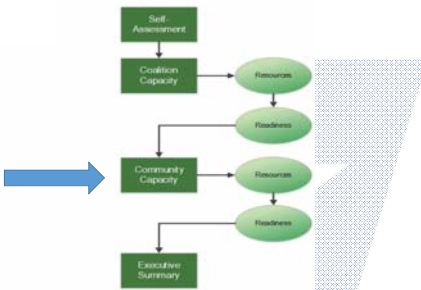





SPF Data Collection & Analysis Logic Model Evaluation

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Capacity Building

Capacity-Building Plan Flowchart



```

    graph TD
      SA[Self Assessment] --> CC[Coalition Capacity]
      CC --> R1((Resources))
      R1 --> RD1((Readiness))
      RD1 --> CC2[Community Capacity]
      CC2 --> R2((Resources))
      R2 --> RD2((Readiness))
      RD2 --> ES[Executive Summary]
      SA --> CC2
      CC2 --> ES
  
```

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Community Capacity

Community Resources

- Complete Table 4.1
- When directed, go to a different table
- Taking turns, share who you identified as your stakeholders.
 - What are their shared interests?


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Coalition Capacity

Community Readiness

Community Readiness....


- Gauges the awareness and acceptance of the problem
- Indicates willingness to take action

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Coalition Capacity

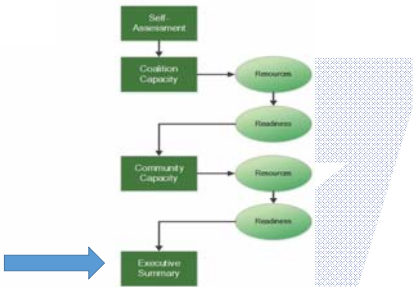
Community Readiness

- Using the work that you completed in the Assessment Workbook, complete Table 5.1
- How many of you think that your community is Stage 1-2?
- How many of you think that your community is Stage 3-5?
- How many of you think that your community is 6 or higher?


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Capacity Building

Capacity-Building Plan Flowchart



```
graph TD; SA[Self Assessment] --> CC[Coalition Capacity]; CC --> R1((Resources)); CC --> R2((Readiness)); CC --> CC2[Community Capacity]; CC2 --> R3((Resources)); CC2 --> R4((Readiness)); CC2 --> ES[Executive Summary]; ES --> ES; style ES stroke:#0070C0,stroke-width:2px
```

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Capacity Building

Comprehensive Capacity Building Action Plan

Each action step should:

- What actions or changes will occur
- Who will carry out these changes
- By when they will take place, and for how long
- What resources (i.e., money, staff) are needed
- What communication is needed? Who should know what?

What do you want to do?	Who will do it?	When will it be done?	Other notes

Building Safe, Healthy, and Drug Free Communities 

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Capacity Building

Comprehensive Capacity Building Action Plan

- Putting it all together
- Review the work that you completed so far, and complete table 6.1
- Share with the group the top three items that you identified that are your top priority when you get back to your community

What do you want to do?	Who will do it?	When will it be done?	Other notes

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Discussion

Evaluation:

1. PFS Youth Survey
2. Community Capacity Assessment
3. CLI


WYSAG


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ND SPF PFS Training #2

Capacity Building

Capacity Building Plan – Due by April 15, 2017



The slide features the North Dakota Partnership for Success (PFS) logo at the top, which includes a circular icon with three colored segments. Below the logo, the text reads "North Dakota PARTNERSHIP FOR SUCCESS (PFS)". The main title "CAPACITY-BUILDING PLAN" is centered in a large, serif font. At the bottom of the slide, there is a green rectangular box with the text "Community Grants:".

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Strategic Planning

Strategic Plan – Due by June 15, 2017




The slide features the North Dakota Partnership for Success (PFS) logo at the top, which includes a circular icon with three colored segments. Below the logo, the text reads "North Dakota PARTNERSHIP FOR SUCCESS (PFS)". The main title "STRATEGIC PLANNING" is centered in a large, serif font. At the bottom of the slide, there is a purple rectangular box with the text "Community Grants:".

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Planning Time

Action Plan – what you will do next week when you return to your community?

Long-term Timeline – create a timeline for how you will complete the work in the next 4 months.



The slide features a large, stylized clock icon in the center, with a red star behind it. The clock face is black with white numbers and hands.

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ND SPF PFS Training #2

Report Out

Describe 3 key steps you will take to:

- Create / build your core team
- Plan for the Capacity Building and Strategic Plans



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Webinar #2


Date: Wednesday, April 12, 2017

Time: 10:00 AM – 11:30 AM CT

Topics:

- Check-in with Grantees
- Discuss Capacity
- Discuss Strategic and Action Planning
- Evaluation Discussion
- Prepare for Training #3
- Update from the State



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Training #3


Dates: July 11 - 12, 2017

Location: Bismarck, ND

Topics:

- Check-in with Grantees
- Capacity Building
- Strategic Planning and Implementation
- Evaluation
- Updates from the State
- Topics TBD



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ND SPF PFS Training #2

Resources

CADCA – Community Anti-Drug Coalitions
of America
www.cadca.org

Help & Technical Assistance – Contact:
1-800-54CADCA x240
training@cadca.org

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Celebration



Thank You!

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Community Anti-Drug Coalitions of America (CADCA) is a nonprofit organization that is dedicated to strengthening the capacity of community coalitions to create and maintain safe, healthy and drug-free communities. The National Community Anti-Drug Coalition Institute works to increase the knowledge, capacity and accountability of community anti-drug coalitions throughout the United States. CADCA's publications do not necessarily reflect the opinions of its clients and sponsors.

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