North Dakota SPF-PFS

Strategic Prevention Framework

Partnership for Success

November 8 - 9, 2016

Building Safe, Healthy, and Drug Free Communities CADCA

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Training Objectives

The Coalition will be able to:

- Complete the required elements of the Community Assessment:
  - Community Assessment Workbook
  - Executive Summary
  - Communications Plan
- Establish a Community Assessment Work Group
- Identify the specific action steps necessary to complete the Community Assessment
- Obtain additional technical assistance

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Training Agenda

Day 1: Tuesday, November 8, 2016

1:00 – 3:00 Capacity/Coalition Building

3:00 – 5:00 Assessment Theory

Day 2: Wednesday, November 9, 2016

8:30 – 4:30 Community Assessment Workbook
- Culture, Readiness, Coalition
- Data to be collected
- Data Collection Methods
- Problem Analysis and Logic Model
- Next Steps

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Capacity / Coalition Building

Capacity/Coalition Building

- Role of a Coalition
- Building Capacity to Conduct a Community Assessment
  - Membership
  - Leadership
  - Organization and Infrastructure
  - Cultural Competence
- Grantee Self-Assessment of Current Capacity
- Networking: Identifying Strategies to Build Coalition Capacity

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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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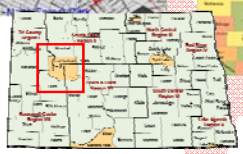
Impact a Defined Community



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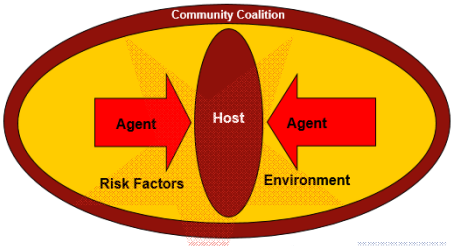
Use the Public Health Approach

Prevention = Public Health Approach



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An Effective Planning Framework

SAMHSA: Strategic Prevention Framework

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Engage Community Sectors

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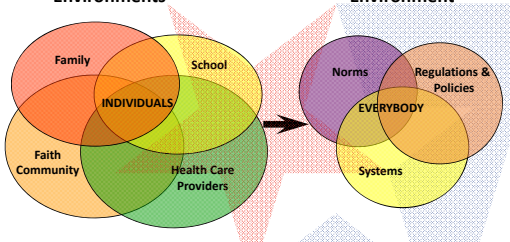
Comprehensive Strategies

Strategies Targeting Individualized Environments

Strategies Targeting the Shared "Community" Environment



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Individual-focused Strategies

Prevention efforts aimed at providing information, building skills or supporting individuals or targeted groups of individuals.

- Afterschool Programs
- School Curricula
- Life Skills Training
- Employment Programs
- Health Fairs
- School Assemblies
- Media Campaigns
- Parenting Classes
- Tutoring Programs
- Assessment/Referral/Counseling
- Media Literacy
- Awareness Days/Weeks
- Youth Councils
- Mentoring Programs

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Environmental Strategies

Prevention efforts aimed at changing or influencing community conditions, standards, institutions, structures, systems and policies that shape behaviors.

- Hours/Days of Sale
- Clean Air Laws
- Happy Hour Ordinance/Laws
- Advertising Ordinance/Laws
- Social Host Ordinances
- Compliance Checks
- Party Patrol
- Outlet Density Reduction
- Open Container Ordinance
- Festivals – Beer Gardens
- Third Party Transaction – Shoulder Tap
- Responsible Beverage Server Training
- Fake ID Enforcement
- Controlled Party Dispersal

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Achieve Positive Outcomes

- Improved Substance Abuse Outcomes
- Substance Abuse Prevention Goals and Strategies
- Community Building
- Overall Health Improvement

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Elevator Speech

So…..

You work with a coalition….

What does your coalition do?

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Build Capacity to do the "Work"

Strategic Prevention Framework **Capacity Primer**

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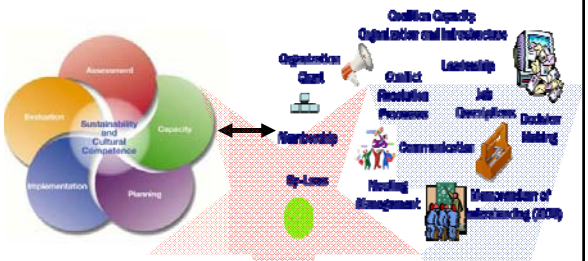
Coalition Capacity Building: Form Follows Function



Vision & Mission *Membership* *Leadership*
Organization *Cultural Competence*

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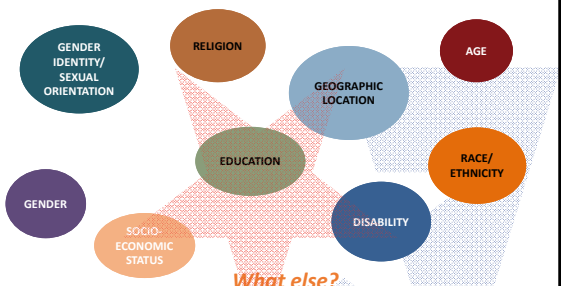
Many Ways To Define Culture



What else?

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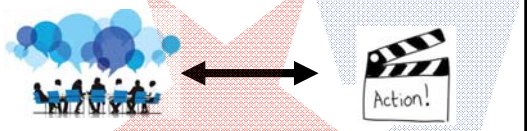
Establish a Core Group of Committed Leaders

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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Vision

Vision is what the coalition seeks to accomplish.

Based on the community assessment it is the difference between "what is" and "what ought to be."

Example:

Our Vision of Impact is to engage PARTNERS across the state to promote optimal oral health for all…

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Mission

Mission describes the organization's role in making the vision a reality.

Explains the unique role the coalition plays in facilitating a robust community problem solving process.

Example:

The coalition, consisting of diverse public and private partnerships, works to create meaningful change to improve oral health and access to care in our community...

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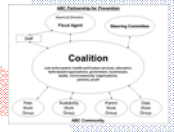
Roles on a Coalition

Roles on a coalition include:

- Leadership
- Coalition Members
- Stakeholders
- Sector Representatives
- Staff



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Job Descriptions

Job Descriptions
Coalition Chair
Coalition Vice Chair
Secretary / Treasurer
Steering Committee
Subcommittee Chair
Subcommittee Member
Coalition Member
Coalition Coordinator (Staff)

Job Descriptions

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Coalition Staff

Coalition Staff ***SHOULD***:

- Support coalition members in "doing the work"
- Involve members in everything they do
- Match members skills to tasks

Coalition Staff ***SHOULD NOT***:

- Do it themselves because "it needs to get done"
- View members as "advisors" not "doers"
- Become the coalition "expert"

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Organizing for Success

Organization Chart

By - Laws

Conflict Resolution Processes

Meeting Management

Job Descriptions

Decision Making Procedures

Timelines

Memorandum of Understanding (MOU)

Tools for Organization Infrastructure

"You need em' when you need em'"

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Organizational Structure

Organizational structure helps to define:

- Roles for organization leaders and members
- Relationships among organization members and staff
- Responsibilities and duration of work groups
- Reporting channels
- Meeting content and frequency
- Legal and fiscal lines of authority

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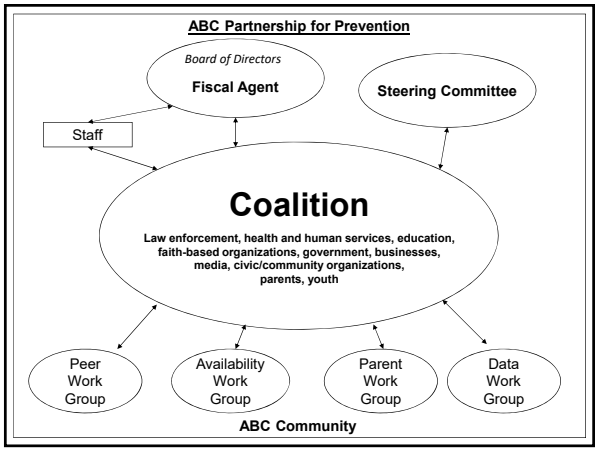

Decision Making & Responsibilities

Content	Organizational	Operational (Day to Day)
• Vision/Mission • Strategic Planning • Logic Models • Prioritization of strategies • Schedule / Timelines • Implementation of specific initiatives • Member recruiting	• Staffing • Budget / Fiscal Mgt. • Office location • Board elections • Member recruiting • Leadership recruitment & development • Organization Structure	• Meetings • Correspondence • Coordination among workgroups • Grant reporting • Logistics / Supplies • Website / social media

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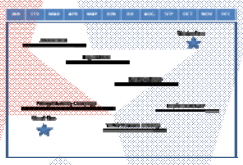
Timelines

Planning and timelines help to clarify:

- Scheduling and timing of efforts
- Distribution of the work
- Allocation of resources
- Prioritization of efforts
- Accountability



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Action Orientation

Develop a coalition culture of action by developing "action oriented":

- Meetings
- Agenda and minutes
- Planning

Coalition leadership must commit to supporting a culture of action.

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Cultural Competence

" A set of behaviors, attitudes and policies that come together in a system, agency or program or among individuals, enabling them to function effectively in diverse cultural interactions within, among and between groups."

U.S. Dept. of Health and Human Services

CADCA Cultural Competence Primer - Summary

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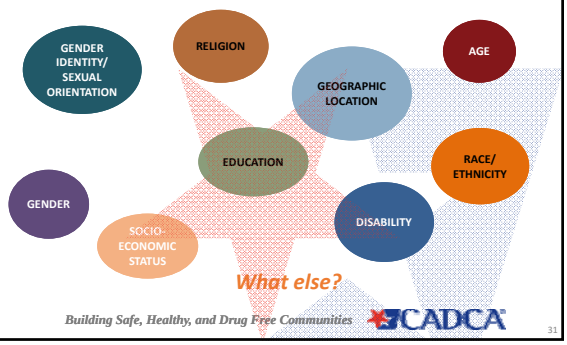
Many Ways To Define Culture



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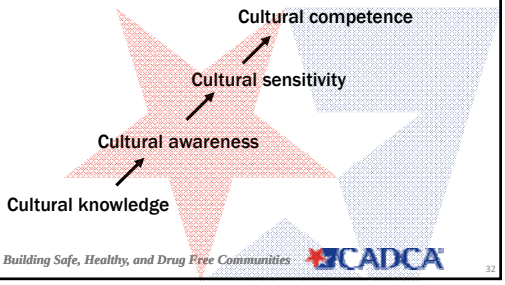
Fostering Cultural Competence

Cultural Competence is a process:



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Cultural Competence Throughout the Planning Process

Assessment	Capacity	Planning	Implementation	Evaluation
• Accurately assess the influence of their own values, perceptions, opinions, knowledge, and social position on their interactions with others. • Provide and promote an atmosphere in which similarities and differences can be explored, and understand that this process is not only cognitive but attitudinal and affective, as well.	• Learn to be an ally to groups that experience prejudice and discrimination in the community. Help others learn to be an ally to their own cultural groups. • Help expand other people's knowledge of their culture, and affirm and legitimize other people's cultural perspectives.	• Learn to embrace new, ambiguous, and unpredictable situations, and be persistent in keeping communication lines open when misunderstandings arise. • Encourage community members to see themselves in a multicultural perspective, and encourage skills-building in cross-cultural interactions and communication.	• Encourage and accommodate a variety of learning and participation styles, building on community members' strengths. • Draw upon the experiences of participants or collaborators to include diverse perspectives in any given intervention.	• Be skeptical about the validity of diagnostic tools applied to people who are culturally different from those upon whom the norms were based. • Understand, believe, and convey that there are no culturally deprived or culturally neutral individuals or groups, and that all cultures have their own integrity, validity, and coherence, and deserve respect.

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Coalition Self Assessment

Use the ***Coalition Capacity Assessment Checklist***

- What elements of capacity are present? Absent?
- Which elements should be prioritized to address immediately?
- Who should be involved in building capacity?
- What additional training, T/A and information is needed?

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Coalition Capacity

Networking

Refer to the ***Coalition Capacity Assessment Checklist…***

- How have you successfully built coalition capacity?
- What are specific areas that can be improved?
- What are strategies to improve your capacity?

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Assessment Theory

Community Assessment Overview

- How a Community Assessment fits into the SPF
- Elements of a Community Assessment
- Data Collection Overview
- Products and Uses of a Community Assessment

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Community Assessment

Networking

What aspects of a community assessment:

…has your organization engaged in?

… have you engaged in?

… do you enjoy doing? … would rather delegate?

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Timeline

Nov **Dec** **Jan** **Feb**

Nov. 8 - 9

Preparing for the Assessment

Assess Community Capacity

Assess the Problem

Summarize Findings & Communicate

Feb. 15

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An Effective Planning Framework

SAMHSA: Strategic Prevention Framework

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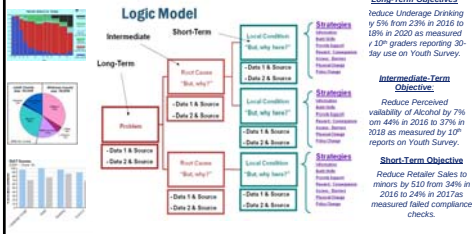
Strategic Planning



Improved Substance Abuse Outcomes

Community Assessment ↔ **Logic Model** ↔ **Comprehensive Strategies** ↔ **Goals and Objectives** ↔ **Overall Goal**

Evaluation

Assessment Theory

Elements of a Community Assessment

1. Preparing for the Assessment
Self-Assessment
Community Demographic and Cultural Assessment
Formation of a Workgroup

2. Assess Community Capacity
Resources Assessment
Assessment of Readiness

3. Assess the Problem
Underage Drinking Consequences
Underage Drinking Consumption
Developing a Problem Statement
Intervening Variables
Local Conditions

4. Summarize the Problem and Communicate
Prioritize Intervening Variables
Prioritize Local Conditions
Logic Model
Executive Summary
Communication Plan

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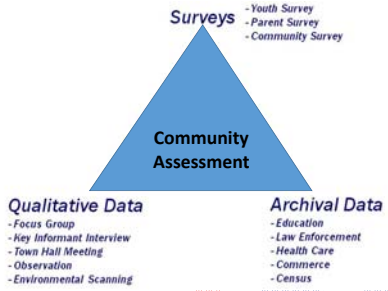
Assessment Theory

Data Collection Methods



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Assessment Theory

Uses of a Community Assessment

- Create community consensus around the problem
- Identify underlying factors that contribute to those problems
- Identify and analyze environmental, social, and individual factors that contribute to the problems
- Select policies and practices that will reduce underage drinking problems in the community
- Establish baseline information to track the coalition's progress

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Assessment Theory

Engaging Community Members

- The Community Assessment Process
- Developing a Community Assessment Workgroup
- Recruiting Coalition and Community Members
- Big Picture Timeline for Completing the Community Assessment by Feb. 15, 2017

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Engage Community Members

Engage community members to **"do the work"**

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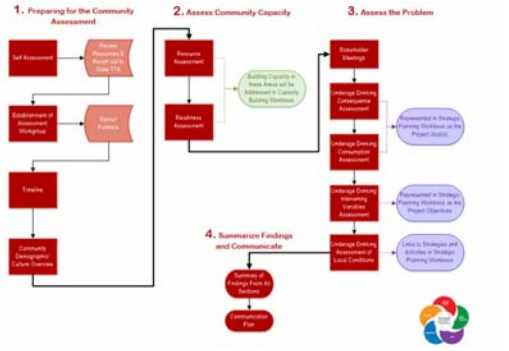
Community Assessment Flowchart



Engage Community Members

What is the work to be completed?

1. **Preparing for the Assessment**
2. **Assess Community Capacity**
3. **Assess the Problem**
4. **Summarize Findings and Communicate**

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Recruit Members to "Do the Work!"

Targeted Recruitment entails identifying:

- The work to be completed
- Sectors needed to do the work
- Resources needed
- Individuals and organization to be recruited

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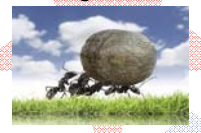
Community Assessment Workgroup

Forming a ***Community Assessment Workgroup*** includes identifying:

- The work to be completed
- Sectors needed to do the work
- Resources needed
- Individuals and organization to be recruited



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Identify the Specific Tasks (Work)

Targeted recruiting involves ensuring that potential volunteers have a role to play on the coalition.

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Community Sectors

Determine what sectors are needed. Sectors include:

- Youth
- Parent
- Business
- Media
- Schools
- Government
- Youth Serving Organizations
- Religious / Fraternal Orgs.
- Civic / Volunteer Groups
- Healthcare Professionals
- Law Enforcement
- Insurance Providers

Community Sector Worksheet

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Identify Resources Needed

- Identify the skills, knowledge and resources the organization needs to work effectively.
- Identify which are needed for your organization's efforts.
- Determine which are not currently possessed by your organization.

Community Resources Worksheet

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Recruit Individuals & Organizations to "Do the Work!" (Targeted Recruitment)

1. Prioritize individuals and organizations to be recruited. Which individuals and organizations best meet your organization's needs?
2. For each potential member, identify
   - How they can contribute?
   - Identify their WIFM – How they will benefit from joining?

Membership Recruitment Worksheet

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Workgroup Job Description

A Community Assessment Workgroup Job Description includes:

- Workgroup description
- Time commitment
- Specific responsibilities
- Personal qualities
- WIFM – Benefits of being involved
- Contact information

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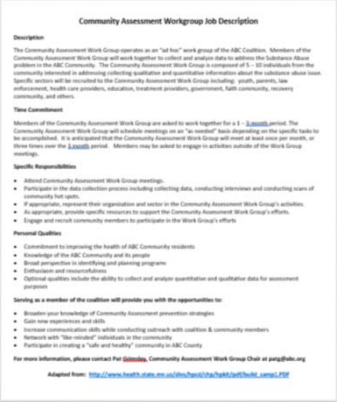

Community Assessment Workgroup Job Description

Description

The Community Assessment Work Group operates as an "ad hoc" work group of the ABC Coalition. Members of the Community Assessment Work Group will work together to collect and analyze data to address the Substance Abuse problem in the ABC Community. The Community Assessment Work Group is composed of 5 - 10 individuals from the community interested in addressing collecting qualitative and quantitative information about the substance abuse issue. Specific sectors will be recruited to the Community Assessment Work Group including: youth, parents, law enforcement, health care providers, education, treatment providers, government, faith community, recovery community, and others.

Time Commitment

Members of the Community Assessment Work Group are asked to work together for a 3 - 3 month period. The Community Assessment Work Group will schedule meetings on an "as needed" basis depending on the specific tasks to be accomplished. It is anticipated that the Community Assessment Work Group will meet at least once per month, or three times over the 3 month period. Members may be asked to engage in activities outside of the Work Group meetings.

Specific Responsibilities

- Attend Community Assessment Work Group meetings.
- Participate in the data collection process including collecting data, conducting interviews and conducting scans of community hot spots.
- If appropriate, represent their organization and sector in the Community Assessment Work Group's activities.
- As appropriate, provide specific resources to support the Community Assessment Work Group's efforts.
- Engage and recruit community members to participate in the Work Group's efforts

Personal Qualities

- Commitment to improving the health of ABC Community residents
- Knowledge of the ABC Community and its people
- Broad perspective in identifying and planning programs
- Enthusiasm and resourcefulness
- Optional qualities include the ability to collect and analyze quantitative and qualitative data for assessment purposes

Serving as a member of the coalition will provide you with the opportunities to:

- Broaden your knowledge of Community Assessment prevention strategies
- Gain new experiences and skills
- Increase communication skills while conducting outreach with coalition & community members
- Network with "like-minded" individuals in the community
- Participate in creating a "safe and healthy" community in ABC County

For more information, please contact Pat Gainsley, Community Assessment Work Group Chair at patg@abc.org

Adapted from: http://www.health.state.mn.us/divs/hpci/chp/hpkit/pdf/build_camp1.PDF

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Role Play

Recruiting New Members

When preparing to ask an individual to join the organization:

- Prepare talking points
- Identify an "influencer" to go with you
- If possible - ask their boss first
- Clarify expectations & provide options for their involvement
- Describe the WIFM
- Anticipate their objections

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Recruiting and Retaining Members

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Clarify Roles

Share Goals & Successes

Fulfill their WIFM

Celebrate their Contributions

Engage Immediately

New Member Orientation Packet
Coalition Membership Worksheet

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Timeline

Nov | Dec | Jan | Feb

Nov. 8 - 9

Preparing for the Assessment

Assess Community Capacity

Assess the Problem

Summarize Findings & Communicate

Feb. 15

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Session Agenda

Day 2: Wednesday, November 9, 2016

8:30 – 4:30 Community Assessment Overview
Community Assessment Workbook
- Culture, Readiness, Coalition
- Data to be collected
- Data Collection Methods
- Problem Analysis and Logic Model
- Next Steps

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Community Assessment

Networking

What aspects of a community assessment:

…has your organization engaged in?

… have you engaged in?

… do you enjoy doing? … would rather delegate?

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An Effective Planning Framework

SAMHSA: Strategic Prevention Framework

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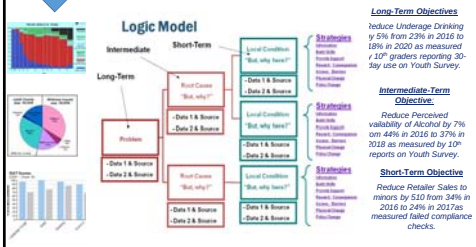
Strategic Planning



Improved Substance Abuse Outcomes

Community Assessment ↔ **Logic Model** ↔ **Comprehensive Strategies** ↔ **Goals and Objectives** ↔ **Overall Goal**

Evaluation

Community Assessment

Uses of a Community Assessment

- Create community consensus around the problem
- Identify underlying factors that contribute to those problems
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- Select policies and practices that will reduce underage drinking problems in the community
- Establish baseline information to track the coalition's progress

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Community Assessment Workbook

Assessment of Community Readiness, Culture and Coalition

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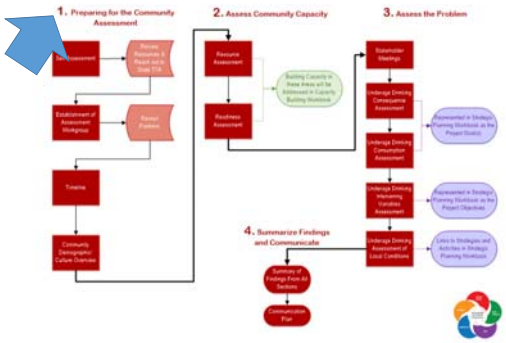
Community Assessment Flowchart



Define Your Community

- Define the community area you will be providing services to through the PFS.
- Provide context for reviewing the other data in this workbook.
- Provide information on community organizations, and culture, which must be considered when selecting and implementing evidence-based strategies.

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Preparing for the Community Assessment

1. Self Assessment 10-11
2. Involving Stakeholders in Assessment 12
3. Timeline for Completing the Community Assessment 13
4. Community Description and Culture Assessment 14-15

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1. Self Assessment

1 = Not very knowledgeable *2 = A little knowledgeable* *3 = Somewhat knowledgeable* *4 = Very knowledgeable*

	1	2	3	4
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				

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2. Involving Stakeholders in Assessment

2.1. Complete the table below, identifying individuals/groups to involve in the assessment process.

Community Group/Individual	Involve in Assessment? (Yes or No)	If yes, provide contact information
Law Enforcement Community		
Judicial Community (judges, probation, attorneys, etc.)		
Government (mayor, elected officials)		
Alcohol industry		
Local businesses		
Civic organizations		
Media (newspaper, radio stations, etc.)		
Faith organizations		
Education (principal, superintendent, teacher, counselor, coach, etc.)		
Healthcare (physician, nurse, etc.)		
Behavioral Health treatment (counselors, social workers, Licensed addiction counselors)		
Youth and Youth Organizations (SADD, Boys and Girls Club, 4-H, etc.)		
Other:		

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3. Timeline for Completing Assessment

2. Timeline for Completing Assessment

Involving members of your coalition as well as the various community groups you identified in *Section 1: Assessment of Community Groups* in the community assessment process increases the likelihood of overall success. This encourages both trust in the process and community buy-in and support, not only of the assessment, but of whatever actions are taken as a result of it. Full community participation in planning and carrying out an assessment also promotes leadership from within the community and gives voice to those who may feel they have none.

2.1. Complete the table below to develop a plan for involving others in the completion of this community assessment.

Assessment Section	Action Step	Responsible Person	Deadline	Resources Needed	Date Completed

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4. Community Demographic and Culture Assessment

4.1 Define your service area
4.2 Human Service Center Region
4.3 Regional Education Associations
4.4 Population of Service Area
4.5 Describe the various cultural backgrounds
4.6 Describe the average educational level and occupations
4.7 Describe the household demographics
4.8 Describe your community history
4.9 Summary

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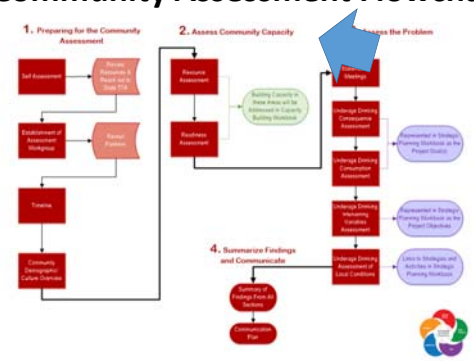
Community Assessment Flowchart



Assessing Community Capacity

5. Resource Assessment (17-21)

5.1 Community Resources 17-18

5.2 Coalition Resources 18-21

6. Assessment of Readiness (21-26)

6.1 Community Readiness 21-25

6.2 Coalition Resources 25-26

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5. Resources Assessment

What Are Resources?

- People
- Specialized community knowledge
- Community Connections
- Supplies
- Existing Efforts to meet those needs

5.1 Assessing Community Resources 17-18

5.2 Assessing Coalition Resources 18-21

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6. Assessment of Readiness

Questions 6.1 – 6.2 relate to ***ND CRS 2015 (page 22)***

6.1.1 – 6.1.5 Support for Prevention (22)

6.1.6 – 6.1.13 Community Prevention Efforts (23-34)

6.1.14 Community Readiness (25)

6.2.1 – 6.2.2 Assessing Coalition Readiness (26)

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6. Assessment of Readiness

- Readiness is the degree to which a community is willing and prepared to address prevention needs.
- Readiness includes:
  - Knowledge of substance use
  - Existing efforts
  - Availability of resources
  - Local support
  - Attitudes toward the problem

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Community Readiness

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6. Community Readiness

Discussion

- Why is it important to assess "Support for Prevention", "Perception of Community Perception" and "Community Readiness"?
- What can you do to change your community's "Support for Prevention", "Perception of Community Perception" and "Community Readiness"?

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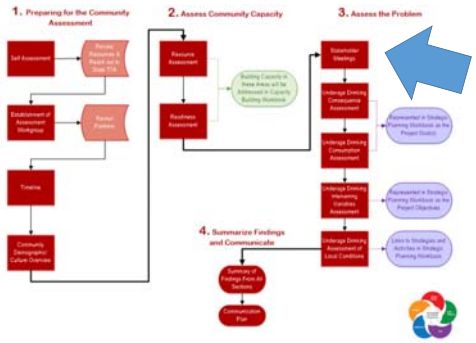
Community Assessment Flowchart



Assess the Problem

7. Stakeholder Meetings

What is the extent of the problem to address:

8. Underage Drinking Consequences
9. Underage Drinking Consumption
10. Developing a Problem Statement

What are the underlying causes of the problem:

11. Intervening variables

What do the intervening variables "look like" in your community:

11. Local conditions

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7. Stakeholder Meetings (28-31)

Meet with Key Stakeholders:

1. **Law enforcement**
2. **Governmental Leader**
3. **School or Educational Representative**
4. **Youth**

Ask Questions about: Problems, Consequences, Intervening Variables and Local Conditions

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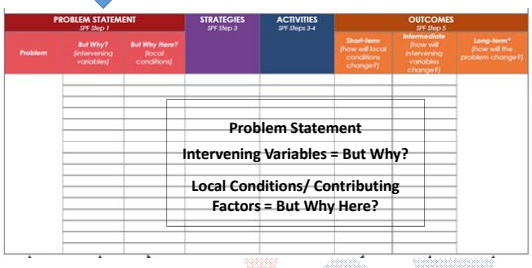
What do we want to know?

PFS Logic Model



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Problem Statement

What is the extent of the problem to address:

- Underage Drinking Consequences - the social, economic and health problems associated with the use of alcohol and illicit drugs
- Underage Drinking Consumption - the type of alcohol, amount and frequency at which a person consumes alcohol;

Develop a Problem Statement based on this data.

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Problem Statement

Criteria for a Problem Statement:

- Identify one issue or problem at a time.
- Avoid blame
- Avoid naming specific solutions.
- Define the problem by the behaviors and conditions that affect it.
- Are specific enough to be measurable.
- Reflect community concerns as heard during the assessment process.

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Intervening Variables

What are the underlying causes of the problem:

- Intervening variables

Intervening variables include:

- Retail Availability
- Social Availability
- Community Norms
- Enforcement

Intervening Variables
= But Why?
= Root Causes
= Risk Factors

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Intervening Variables

Retail Availability

Alcohol is a product that requires a retail market. The easier it is to obtain alcohol through that market, the greater the consumption.

Research shows that access restrictions are related to lower consumption rates and decreases in associated problems.

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Intervening Variables

Social Availability

This refers to obtaining alcohol from unlicensed sources such as friends, family, or at a party without the exchange of money.

Research indicates that underage youth primarily receive their alcohol through these sources, rather than purchasing it directly from retail outlets.

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Intervening Variables

Enforcement

Alcohol consumption is influenced by enforcement in two ways; actual enforcement, and the perception that the laws are being enforced.

At first, the ***perception of enforcement*** is enough to make an impact in reducing problems associated with alcohol. With time, ***actual enforcement*** becomes essential because people must experience consequences in order to make an impactful difference.

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Intervening Variables

Community Norms

This represents the general attitudes that govern the acceptability of a behavior within the community. Norms are often reflected in public policy, laws, and regulations, but not all norms coincide with legal restrictions.

More permissive alcohol consumption norms are associated with the greater alcohol consumption and higher rates of associated problems.

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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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Intervening Variable = Retail Availability

Local conditions describe behaviors in your community:
"where" "when" "what occasions" "how often"

Intervening Variable = Social Availability

Local conditions describe behaviors in your community:
"where" "when" "what occasions" "how often"

Intervening Variable = Enforcement

Local conditions describe behaviors in your community:
"where" "when" "what occasions" "how often"

Intervening Variable = Community Norms

Local conditions describe behaviors in your community:
"where" "when" "what occasions" "how often"

Local Conditions

Local conditions describe behaviors or conditions.

Not Good	Good
Describing a perception or attitude: "parents don't think alcohol is harmful"	**Describing a behavior:** "parents get drunk in front of their children at family events"
Describing a general behavior: "drinking alcohol is a rite of passage"	**Describing a specific behavior:** "youth party after winning a game"
Describing a lack of a resource: "there is no education on the dangers of underage drinking"	**Describing the behavior resulting from the lack of a resource:** "Youth share their alcohol at school"

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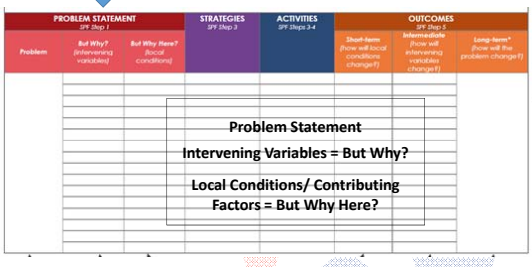
What do we want to know?

PFS Logic Model



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Community Assessment Workbook

Assess the Problem

Topic	Pages
7. Stakeholder Meeting	28-31
8. Consequences	32-35
9 Consumption	36-38
10. Problem Statement	39
11. Intervening Variables (40-54)	
- Retail Availability	40-44
- Social Availability	45-48
- Enforcement	49-50
- Community Norms	50-54

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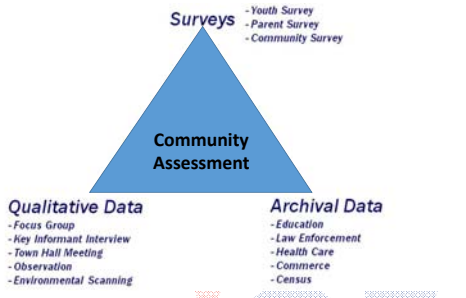
Data Collection

Data Collection Methods



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Data Collection Methods

Data Collection Toolkit

Data Collection Toolkit
Table of Contents

Introduction	2
Sample Surveys	7
Examples of Local Survey and Secondary Data	11
Alcohol Availability Scanning Tool	13
Scanning / Mapping Tool	14
Sample Interview Questions	15
Youth Focus Group Discussion Guide	16
Photo-Voice Instructions	20

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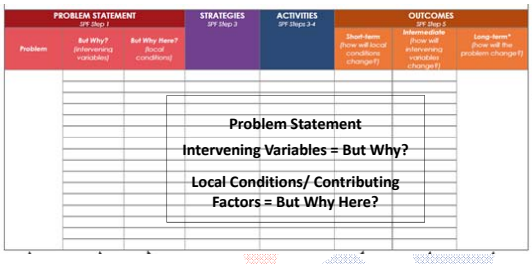
Prioritization

Develop Your PFS Logic Model



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Prioritization

Do A Problem Analysis

<u>Before</u>

Developing A Logic Model

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Prioritization

Problem Analysis

Problem Analysis allows coalitions to analyze their community assessment data before they prioritize specific intervening variables and local conditions on their logic models.

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Prioritization

Problem Analysis

Root Cause (But Why? Why Here?)

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Prioritization

Problem Statement:

- Based on community assessment
- Meets 6 criteria for a "good" problem statement

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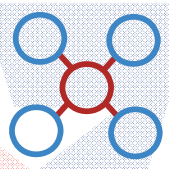
Prioritization

Intervening Variables (But Why?):

- Based on community assessment
- Supported by prevention science
- Include:
  - Retail Availability
  - Social Availability
  - Enforcement
  - Community Norms



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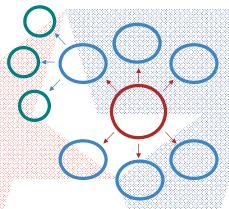
Prioritization

Local Conditions (BUT WHY HERE?)

- Specific
- Identifiable
- Actionable



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Prioritization

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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Prioritization

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

IMPORTANCE	Retail Availability	Social Availability	Enforcement	Community Norms
HIGH				
LOW				

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PFS Logic Model

Develop Your PFS Logic Model

PROBLEM STATEMENT SPF Step 1			STRATEGIES SPF Step 3	ACTIVITIES SPF Steps 3-4	OUTCOMES SPF Step 5		
Problem	But Why? (Intervening variables)	But Why Here? (local conditions)			Short-term (how will local conditions change?)	Intermediate (how will intervening variables change?)	Long-term* (how will the problem 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	
		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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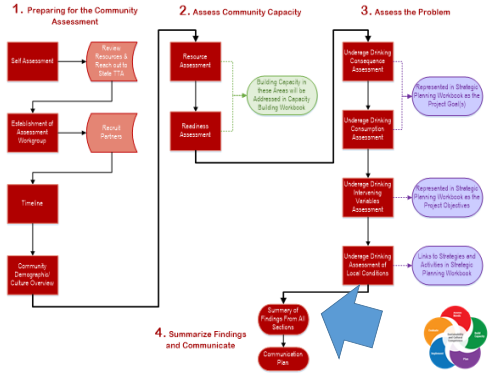
Community Assessment Flowchart



Next Steps

Next Steps: Planning To Complete Your Community Assessment by February 15, 2017

- Form a Community Assessment Workgroup
- Completing the Community Assessment Worksheets
- Creating an Executive Summary
- Developing a Communication Plan
- Identify Specific Steps to Complete the Assessment

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Next Steps

Form a Community Assessment Workgroup

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Next Steps

Complete the ***Community Assessment Worksheets***

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Timeline

Nov Dec Jan Feb

Nov. 8 - 9

Preparing for the Assessment

Assess Community Capacity

Assess the Problem

Summarize Findings & Communicate

Feb. 15

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Next Steps

Create an ***Executive Summary***

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Next Steps

Develop a ***Communication Plan***

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Next Steps

Identify ***Specific Steps*** to Complete the Assessment

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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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