

# Need Assessment Prioritization, Developing a Comprehensive Prevention Approach – SPF Planning

April 6, 2017

Presented by:

Gabby Richard, Prevention System Manager

Julia Havens, Prevention System Implementation Manager

Lizzie Miller, Prevention System Manager

Lucilla Mendoza, Prevention System Development Manager

# Introductions





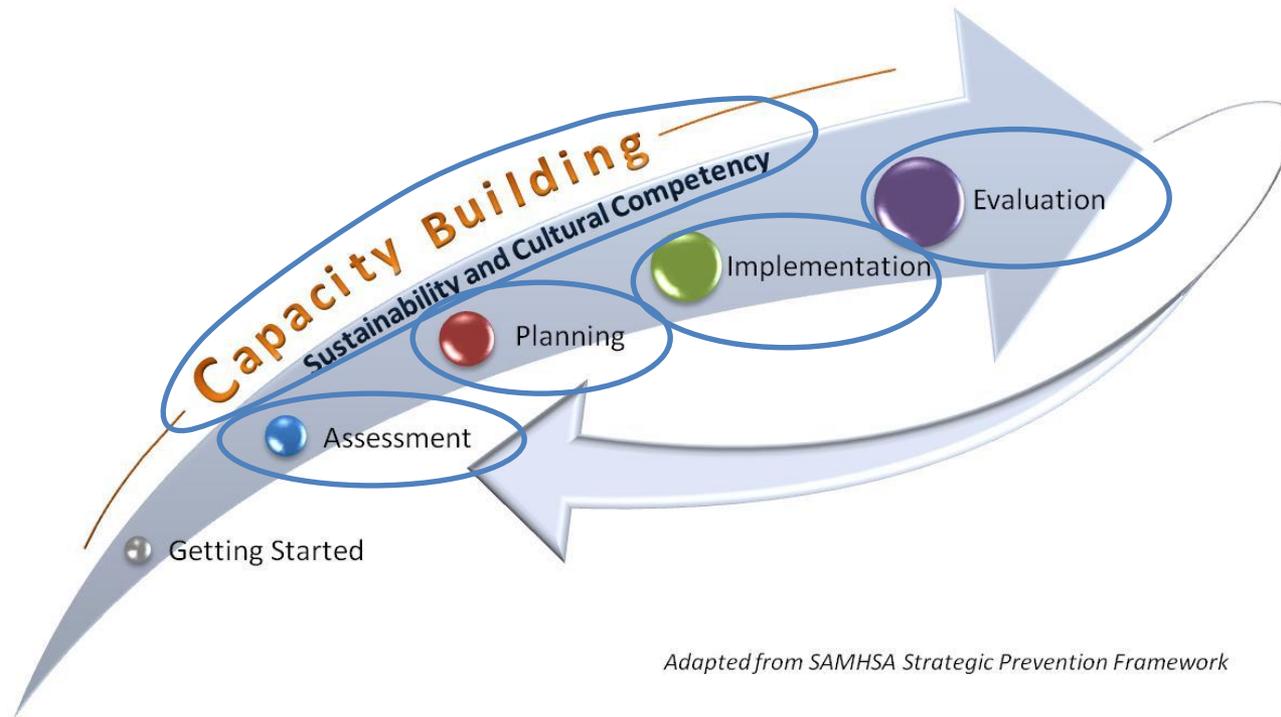
# Objectives

- Discuss how to determine priorities based on assessment phase.
- Discuss how to write goals and objectives based on priorities and align risk and protective factors.
- Discuss and determine how to identify programs to address priorities.
- Review and practice writing your logic model.
- Practice writing your action plan.
- Practice writing a budget.
- Incorporating cultural competency into your plan.
- Confirming partnerships to implement the action plan.



# CPWI Planning Framework

## DBHR Community Prevention & Wellness Initiative Planning Framework



*Adapted from SAMHSA Strategic Prevention Framework*



# **QUICK REVIEW OF NEEDS ASSESSMENT**



# Assessment Steps

---

- Conduct needs assessment (review data)
- Conduct resources assessment (review data)
- Conducts a gaps analysis
- Determine priorities



# Needs Assessment Poll

- Has your coalition discussed and developed a process for your needs assessment and reviewing your data book?
- Has you coalition discussed and developed a process for completing your resources assessment?
- Has coalition team discussed and developed a process for prioritizing your data?



# Prioritizing Intervening Variable

- Set criteria for prioritization
  - “What are the considerations for choosing prevention programs?”
  - Create a list as a group and identify most important criterion
  - Vote on criterion (Thumb Voting)
- Review variables and prioritize based on set criterion



# Sample Criterion

---

- Availability of data (measurable)
- Biggest "bang" for the buck
- Community ready to address
- High number of people impacted
- Impact on community
- The problem can be impacted with our funding
- Trends
- EPB vs Innovative Programs



# Discussion

---

- What criterion has your coalition prioritized in the past?



# Prioritization Criteria

## List of prioritization criteria

Priority #	Priority Criterion Name
#1 Priority	_____
#2 Priority	_____
#3 Priority	_____
#4 Priority	_____
#5 Priority	_____
#6 Priority	_____
#7 Priority	_____
#8 Priority	_____
#9 Priority	_____
#10 Priority	_____

# Application of priorities to data



	Prioritization Criteria (Assign a point total based on the number of indicators, e.g., with 10 criteria, the #1 criterion is worth 10 points and the #10 criterion is worth one point. )										
Data Points	#1 (10 points)	#2 (9 points)	#3 (8 points)	#4 (7 points)	#5 (6 points)	#6 (5 points)	#7 (4 points)	#8 (3 points)	#9 (2 points)	#10 (1 point)	Total
Sample: 30-day alcohol use by 8 <sup>th</sup> graders	X	X	X		X	X			X	X	41



# Why Plan?

- Strategic plans are logical and data driven.
- Ensure that the coalition members are involved in building those policies, programs and strategies.
- Help the community to reach goals that are data driven and have clear expectations of what the coalition will implement for their strategies.
- Plan should include all policies, programs, and strategies to address problems that your coalition identified during the needs assessment.



# Why plan?

---

- Strategic effort
- Save money
- Save time
- Involvement of coalition and community members in the process
- Outline clear goals and understanding of who will implement the projects



Planning Section

# **DELIVERABLES/REQUIREMENTS**



# Develop a Strategic Prevention Plan

CPWI Community Coalition Guide: page 27

## Purpose:

- Create a plan for implementing and evaluating tested and effective prevention programs, policies and practices.
  - Selection of programs, policies and practices to fill identified community gaps.
  - Preparation for implementation and evaluation of finalized plans.
  - Set measurable and realistic outcomes.



# Planning: Step 1

- Select and update goals, objectives, strategies, and programs/activities
  - Include goals and objectives in Coalition Strategic Plan
    - **Deliverable**: Applicable for all new CPWI Communities and must be updated *every two years* for existing communities
- Coalition selects strategies, programs, and actives – this includes the identification of who will receive services and what services they will receive
  - Include goals and objectives in Coalition Action Plan and Strategic Plan
    - **Deliverable**: Applicable for all new CPWI Communities and must be updated *every year* for existing communities



# Planning: Step 2

- Develop and update Prevention Strategic Plan
  - Coalition must develop, write, and submit their Coalition Strategic Plan (*inclusive of a Logic Model*) to DBHR
  - Must use and follow the Strategic Plan Requirements, as outlined by the CPWI Community Coalition Guide (page 42)
  - Coalition will regularly update their Strategic Plan to make necessary adjustments based on progress towards meeting established goals and objectives, as well as meeting the needs of their community



# Logic Model – Template Introduction

- Use data to draw conclusions and set priorities for Action
  - Consequences (Academic Failure, Juvenile Delinquency)
  - Consumption (Youth Substance Use)
  - Intervening Variables (Risk and Protection Factors)
  - Contributing Factors (local conditions)
- Plan to address those contributing factors

Must include all below.  
Can add additional consequences.

Must include all below. Can add additional problems.

Must include a least one from each box below. Can add additional factors.

Must include a least one for each box below. Can add additional factors.

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

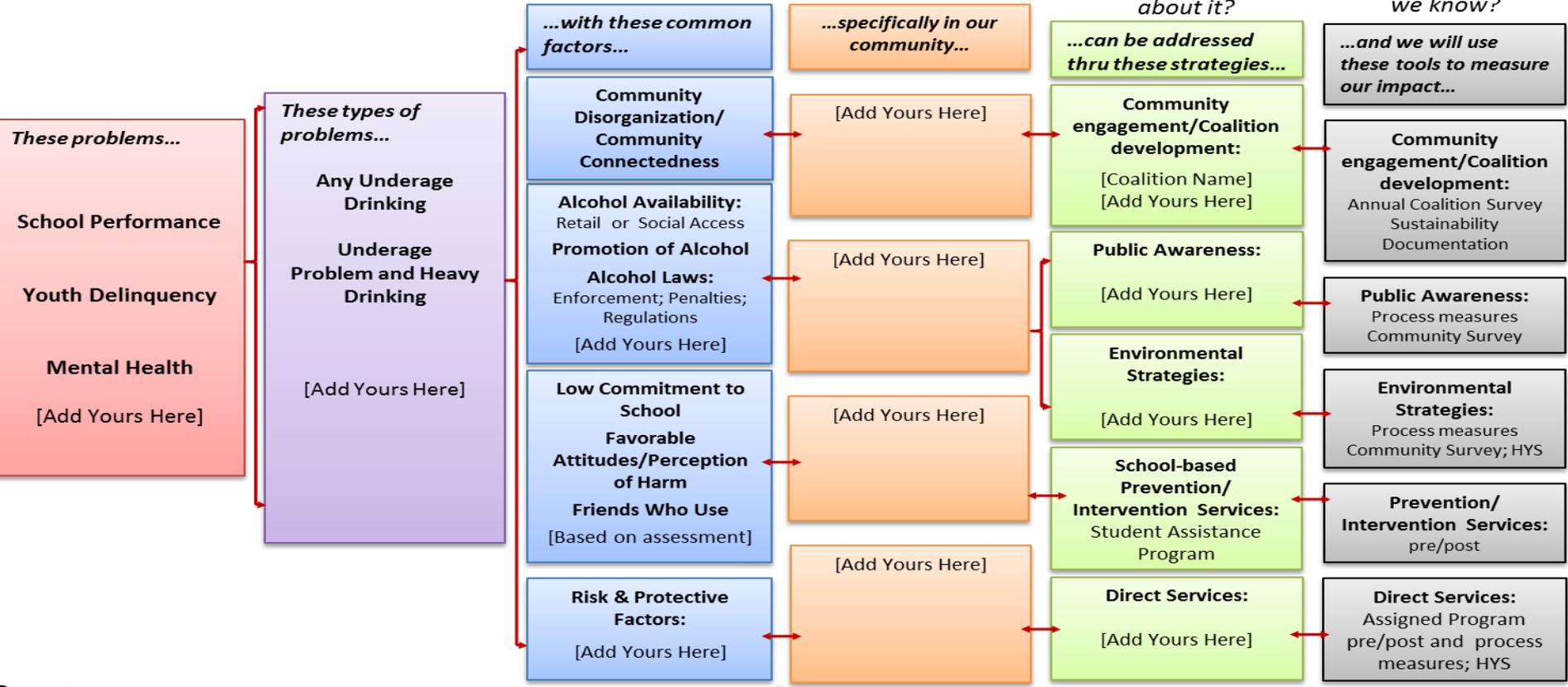
Must include at least one for each box below. Can add additional indicators.

# [Name] Coalition Logic Model



**(10-15 years)**      **(5-10 years)**      **(2-5 years)**      **(6 months – 2 years)**      **Action**

*What is the problem?*      *Why?*      *Why here?*      *But why here?*      *What are we doing about it?*      *So what? How will we know?*



State Assessment      Local Assessment      Plan/Implementation      Reporting/Eval



# Planning: Step 2, continued

- The Strategic Plan includes the coalition's process, decisions, and plans for each of the following steps:
  - Organization development and building capacity
  - Conduct needs and resource assessments
  - Set goals, objectives and strategies
  - Establish implementation steps and timelines
  - Plan for reporting and evaluation progress on outcomes



# Guide to Writing Your Strategic Plan

- Coalition Guide Task Section (CPWI Guide page 27)
- Coalition Guide Writing Section (CPWI Guide page 42)
- Coalition Guide Appendix Section (beginning CPWI Guide Page 46)
  - Information regarding timeline for Strategic Planning (including template, building CPWI Coalition Logic Model, Action Plan, and Budget, etc.
- The Athena Forum
  - <http://www.theathenaforum.org/>

## **Deliverable:**

- Updated Action Plans and Budgets must be submitted to DBHR Prevention System Manager annually by June 15<sup>th</sup>
- Comprehensive Strategic Plan updates are due June 15, 2017 (inclusive of updated Strategic Plan, Logic Model, Action Plan, and Budget)



# Required Program Deliverables

- **Establishment of CPWI Coalition**
  - Specific substance abuse prevention focus
  - Minimum of 8 of 12 sectors represented
  - Inclusion of Community Coordinator
    - **Additional deliverable information:** CPWI Community Coalition Guide, page 11
- **CPWI Community Coalition Coordinator**
  - Community Coordinator (minimum 0.5 FTE and CPP credential status)
  - Must work within the identified CPWI Community
  - Supports Coalition in organizing/maintaining substance abuse prevention goals and objectives, provides necessary Coalition TA, helps guide the continuous development and implementation of Coalition Strategic Plan
    - **Additional deliverable information:** CPWI Community Coalition Guide, page 11 and pages 20-22



# Required Program Deliverables, cont.

- **Public Awareness Campaigns**
  - Let the community know and learn about your Coalition through available media outlets
  - Approach should relate to priority drug issue that has been identified by the community
    - **Additional deliverable information:** CPWI Community Coalition Guide, page 12 and page 29
- **Environmental Strategies**
  - Each CPWI Community must have some level of capacity building with an environmental strategy
    - **Additional deliverable information:** CPWI Community Coalition Guide, page 12 and page 29



# Required Program Deliverables, cont.

- **School Based Prevention Services**
  - Prevention and early intervention work in school(s)  
Minimum of 1.0 FTE school-based Prevention-Intervention (P-I) Specialist per 1,000 students within identified CPWI community
    - **Additional deliverable information:** CPWI Community Coalition Guide, page 12
- **Direct Services**
  - Implementation of direct services, with a focus on Evidence-Based approaches, within the CPWI Community
    - Excellence in Prevention List
    - DMA Listed Programs
    - Innovative Direct Service Programs
    - **Additional deliverable information:** CPWI Community Coalition Guide, page 12



# **COMPREHENSIVE PREVENTION APPROACH**

# Risk Factors for Adolescent Problem Behavior

ntion  
tive

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



# CSAP Strategies

---

- Alternative (Community Based Mentoring)
- Community Based (Community Coalition)
- Education (Life Skills)
- Environmental (Social Norms Marketing)
- Information Dissemination (Public Awareness)
- Problem ID and Referral (Brief Intervention & Referral)



# Theory of Change

---

- Implementing strategies that will eliminate the contributing factor...
- Which will reduce the risk...
- Which will decrease problem behavior

# In Summary... for example

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

By addressing these factors in our community...

Family Communication

School Bonding

Enforcement

Parent and Youth Engagement

Using these programs...

Happy People Coalition

Media Advocacy for Improved Enforcement

Enforcement Roundtable

Middle School Student Assistance Program

Guiding Good Choices

Life Skills Training

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

Underage drinking

Marijuana misuse/ abuse

Prescription drug misuse/ abuse

Tobacco misuse/ abuse



# IOM Domains

---

- Universal
- Selective
- Indicative



# DEVELOP GOALS AND OBJECTIVES



# Goal development

---

- A statement that explains what the community wishes to accomplish or change in an intervening variable. 2-5 years to achieve.
- Goal should address the intervening variable (local condition) that was prioritized during the assessment phase.



# Goal development

## Examples:

**Goal 1: Increase Community Connectedness, Collaboration and Cooperation**



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

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

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

**Goal 3: Increase positive family management practices.**



**Objective 3A: Increase positive family management practices by 10% from the baseline established by the October 2014 Healthy Youth Survey by June 30, 2017.**

**Strategy 3A1: Promote parent education classes, positive family activities and support groups.**

Activity/Program	Brief Description	Why	When	How	Who	Lead Organization	Responsible Party(ies)	Funding Source
------------------	-------------------	-----	------	-----	-----	-------------------	------------------------	----------------



# Identifying Goals

- Activity
  - Each CPWI Coordinator – Write their prioritized Risk and Protective Factors on a sheet of paper (in chat box).
  - Identify a local condition for each of the risk and protective factors.
  - Help one another write goals that are focused on reducing the identified local conditions.



# **BUILDING OBJECTIVES**



# Building Objectives

- Objective should address the local condition (risk/protective factor) (e.g. Family Management Problems in XYZ community).
- Break down goal into smaller parts.
- Provide specific, measurable actions in which the goal can be achieved.
- What can the coalition achieve that will impact overall goal?



# Building Objectives

## Good objectives are SMART

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

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

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

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

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



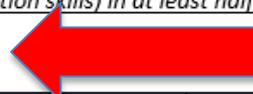
# Check out these objectives

- Answer the following questions
  - A change in what? (*This determines what programs are selected*)
  - As measured by? (*This determines what instrument is used*)
  - Baseline or starting point?
  - How much to change?
  - By when?



# Review objectives

Goal 1: Decrease family management problems  
 Objective 1.1: Increase family management skills (communication skills) in at least half of the parents with children in grades 4-8  
 Strategy: Education



Activity/Program	Funding Source	Brief Description	How	When	Who	Lead Organization	Responsible Party (ies)
------------------	----------------	-------------------	-----	------	-----	-------------------	-------------------------

- Answer the following questions (Is this objective SMART?)
  - A change in what?
  - As measured by?
  - Baseline or starting point? (*Excellent objectives*)
  - How much to change?
  - By when?



# Linking Local Conditions to Goals Objective Strategies

Risk and/or Protective Factors	Goal	Objective
Community Connectedness/Community Disorganization	Increase Community Connectedness and Cooperation	Increase number of coalition members by 5 new members (35% increase) by June 30, 2017
Poor Family Management (data from the HYS & high DV reports) Parents do not communicate with youth about ATOD	Increase positive family management skills	Increase family communication skills by half
<b><u>Let's Practice:</u></b> Retail Access Youth are getting alcohol from stores	GOAL:	Objective:



# Identifying Objectives

- Activity
  - Each CPWI Coordinator – Select one of the identified goals.
  - Write at least one objective for that goal. Make sure that it addresses the element of SMART objectives. Strive to make it an *excellent* objective.
  - From the objective, identify the specific change that you would want to get from program implementation.

# Linking Local Conditions to Objectives



- Be sure risk and protective factor align to your local condition
- Be sure local conditional aligns to goal
- Be sure goal aligns to objective

**UNDERSTANDING SURVEY SELECTION IN MINERVA**

December 2016

The table below has been created using the Washington Department of Social and Health Services (DSHS) Division of Behavioral Health and Recovery (DBHR) system logic for measuring change in local conditions. It has been developed to assist users in the MINERVA system when selecting the appropriate survey question banks based upon the risk and protective factors and objectives identified for program selection and implementation. With many objectives, there are multiple survey instrument options. Some options involve pre- vs. post-tests, Spanish versions, or other options. Multiple surveys may be selected if a program or strategy is attempting to change more than one objective. If you are unsure about which survey option is most appropriate, please contact your Prevention System Manager.

RISK/PROTECTIVE FACTOR	MEASURABLE OBJECTIVE	SURVEY OPTIONS
<i>If you selected a program or strategy to address this R/P factor....</i>	<i>And you selected this objective to be your measure of change...</i>	<i>Then these are your survey options in MINERVA:</i>
<b>(P)Community: Bonding</b> (opportunity, skills, and recognition)	Acquisition of culturally defined values using a cultural and social context	No survey available in Minerva
	Opportunities, skills and recognition for prosocial involvement in the community	Survey Community Connections VOICE [Org129_1] Youth Participation - Opportunities for Prosocial Involvement [C006]
<b>(P)Community: Healthy Beliefs and Clear Standards</b>	Opportunities, skills and recognition to promote bonding to community role models who exhibit healthy beliefs and clear standards	AM Bonding/Attachment [Y1]
	Understanding of influence of community norms on children's lives	No survey available in MINERVA
	Understanding of the importance of the Tribe's culture, traditions, and heritage	Participant Survey Snoqualmie Canoe Family
<b>(P)Engagement and connections in one or more of the following contexts: school, peers, family, employment or culture</b>	Opportunities for increasing sense of connectedness to community, self-esteem and sense of wellbeing	Self-Esteem [IP008]
		VOICE [Org129_1]
<b>(P)Family: Bonding</b> (opportunity, skills, and recognition)	Knowledge of nurturing parenting techniques  Opportunities, skills and recognition to contribute to family bonding	Learning Coalition Parent Skills Index (revised) [Org131007_2]
		AM Bonding/Attachment [Y1]
		Mentee Quality of Match
		Mentee Teacher Survey
		Mentor Support Tracking
		Positive Family Management [APMF03]
		Sembrando Salud 10-12 [Org127_2]
		Strengthening Families For Parents of Youth 10-14 (Parent) [SFWSU_AX]
		Strengthening Families WSU (Parent Post) (Spanish) [SFWSU_A2s]
		Strengthening Families WSU (Parent Pre) (Spanish) [SFWSU_A1s]

Favorable attitudes toward alcohol	Healthy Decisions Survey - Elementary School [APMY02]
	Drug Attitudes - Life Skills Scale [LSTQ_DA]
	Favorable Attitudes [Y2]
Knowledge of life skills	Life Skills Training Questionnaire - Elementary School Version 2009 [LST_ES]
	Media Ready participant survey [Media Ready]
	Sembrando Salud 10-12 [Org127_2]
	Healthy Decisions Survey - Elementary School [APMY02]
	Keep a Clear Mind - Grays Harbor [Org114_1]
Perception of harm	Life Skills Elementary Survey [Org127_3]
	Life Skills Scale [LST_KN]
	Life Skills Training Questionnaire - Elementary School Version 2009 [LST_ES]
	Pierce County - Project SUCCESS [Org127_5]
	Healthy Decisions Survey - Middle School (Spanish) [APMY01s]
Refusal and resistance skills	Healthy Decisions Survey - Middle School [APMY01]
	Perceived Harm/Risk - Perceived Risk of Drug Use [IP007]
	Pierce County - Project SUCCESS [Org127_5]
	RM Individual /Peer [PPG03B]
	AM refusal skills Y4i
Youth's intentions to use ATOD	Healthy Decisions Survey - Middle School (Spanish) [APMY01s]
	Healthy Decisions Survey - Middle School [APMY01]
	Mentee Pre-test, Mentee Post-test and Mentee Follow Up
	Mentee Quality of Match
	Mentee Teacher Survey
	Mentor Support Tracking
	Sembrando Salud 10-12 [Org127_2]
SPORT: Intentions to Use [SPORT]	



# IDENTIFY PROGRAMS/STRATEGIES

# Institute of Medicine Types of Prevention

---



- Universal Prevention
- Selective Prevention
- Indicated Prevention



# When looking at programs

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

# DMA Funding Considerations



- Direct Service Programs
  - EBP/RBP (85%)
  - Promising Practice (15%)



## ATHENA

known for wisdom, strategy and skill

[Sign In](#)[Join Now](#)

The site for substance abuse prevention professionals and volunteers who want to become better at what they do

Community Prevention & Wellness Initiative



- Home
- Prevention Headlines
- Training
- Learning Communities
- Learning Library
- Who's Who in Prevention
- Prevention Priorities



## Welcome to the Athena Forum

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

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

## Current Blog

[» Read all blog posts](#)

### [Offers of funding and/or help from the marijuana industry???](#)

2 weeks 6 days ago

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

[Read more...](#)

## Shared Documents



- Example - CPWI Community Databook 7 hours 10 min ago
- Facebook for Public Outreach (Derek Belt) Slides 4 days 21 hours ago
- 2016 Social Media Campaign Packet 6 days 22 hours ago
- Governor's Proclamation - Talk to Your Kids About NOT Using Marijuana Day 6 days 23 hours ago



## News and Announcements

- 4.20 Parent Call to Action 1 day 3 hours ago
- Teen Safe Videos for Parents 2 weeks 1 hour ago
- New Online Resource for Higher Education Alcohol and Drug Prevention and Recovery 3 weeks 3 days ago
- Study Uses Fake Convenience Store to Demonstrate Real Impact of Tobacco Placement on Youth Smoking 3 weeks 3 days ago

Pause Previous Next

1 2 3 4

## Community Prevention and Wellness Initiative (CPWI)

Get all of your information about the DBHR Community Prevention and Wellness Initiative (CPWI) here:

- Download CPWI documents and quick links:
  - CPWI Brochure
  - CPWI Guides
  - CPWI Trainings
  - CPWI Community Coalitions
  - CPWI Current Meeting Information



ATHENA  
known for wisdom, strategy and skill

Sign In

Join Now

Search...



The site for substance abuse prevention professionals and volunteers who want to become better at what they do.

Home Prevention Headlines Training Learning Community Learning Library Who's Who in Prevention **Prevention Priorities**

**Marijuana Abuse Prevention**

I-502 Prevention Plan Implementation

Marijuana Prevention Toolkit

Marijuana Symposium

Mental Health Promotion

Prescription Drug Abuse Prevention

Prevention Efforts Related to Alcohol Privatization

Tobacco Abuse Prevention

Underage Drinking Prevention

[Home](#) » [Prevention Priorities](#) » [Marijuana Abuse Prevention](#)

## Marijuana Abuse Prevention

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

### [DSHS Division of Behavioral Health and Recovery Implementation Plan for I-502](#)

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

The DBHR [Implementation Plan for I-502](#) was completed in December 2013.

## [I-502 DSHS DBHR Prevention Plan Implementation Page](#)

### Announcements:

- [Just Published Research on the Adverse Effects of Marijuana Use on Academic Achievement](#) 01/06/16
- [Opportunity for Input: Marijuana Scheduling](#) 12/04/15
- [CESAR FAX: Marijuana Use Patterns in Adults](#) 12/04/15

SHARE



**ATHENA**  
known for wisdom, strategy and skill

Sign In

Join Now

Search...



The site for substance abuse prevention professionals and volunteers who want to become better at what they do.

Community Prevention & Wellness Initiative



- Home
- Prevention Headlines
- Training
- Learning Community
- Learning Library
- Who's Who in Prevention
- Prevention Priorities

## Marijuana Abuse Prevention

I-502 Prevention Plan Implementation

Marijuana Prevention Toolkit

Marijuana Symposium

Mental Health Promotion

Prescription Drug Abuse Prevention

Prevention Efforts Related to Alcohol Privatization

Tobacco Abuse Prevention

Underage Drinking Prevention

[Home](#) » [Prevention Priorities](#) » [Marijuana Abuse Prevention](#) » I-502 Prevention Plan Implementation

## I-502 Dedicated Marijuana Account DSHS/DBHR Prevention Plan Implementation

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

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

[Click here to download DBHRs I-502 Implementation Overview.](#)

**[\(Last updated March 15, 2016.\)](#)**

Check back often for updates to this page.

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

### Programs and Practices for Youth Marijuana Use Prevention List

[Click here to download the Report.](#)

[Click here to download the Nov 16th Program Overview Presentation Slides.](#)

[Click here to download the slides from Nov 16, 2015 WA Prevention Meeting.](#)

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

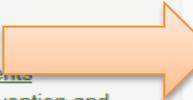
[Click here to download the DMA CPWI Expansion and Community-based Prevention Services program list.](#)

### CPWI Training Project Funding Request

SHARE

### Quick Links

- [Site Map](#)
- [Calendar](#)
- [Shared Documents](#)
- [Community Prevention and Wellness Initiative \(CPWI\)](#)
- [State Projects](#)





## Prevention Programs and Practices for Youth Marijuana Use Prevention (For DMA Prevention Expansion (Cohort-4) Services)

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

### Evidence-based & Research-based Programs

- Communities That Care (CTC)
- Good Behavior Game (GBG)\*
- Guiding Good Choices\*
- Incredible Years\*
- LifeSkills Training - Middle School (Botvin Version; Grades 6, 7, and 8)
- Lions Quest Skills for Adolescence\*
- Community-based Mentoring\* (Across Ages, Big Brothers Big Sisters, The Buddy System, Career Beginnings, Sponsor-a-Scholar, and Mentoring Works Washington.) Locally developed programs may be considered but require DBHR approval and consultation with Mentoring Works WA.<sup>1</sup>
- Nurse Family Partnership (NFP)\*
- Positive Action\*
- Project Northland (Class Action may be done as booster)
- Project STAR
- SPORT Prevention Plus Wellness
- Strengthening Families Program: For Parents and Youth 10-14 (Iowa Version) \*

<http://www.theathenaforum.org/sites/default/files/DMA%20Prevention%20Services%20Expansion%20List%20Revised%20May%202016%20final.pdf>



## Promising Programs

- Alcohol Literacy Challenge (ALC)
- Athletes Training & Learning to Avoid Steroids
- Community Trials Intervention to Reduce High-Risk Drinking (adapted for marijuana)
- Coping Power
- Curriculum-Based Support Group (CBSG) Program\*
- Familias Unidas
- Family Matters
- **Keepin' it REAL\***
- Project Toward No Drug Abuse
- Project Towards No Tobacco Use
- PROSPER
- Protecting You/Protecting Me
- Raising Healthy Children (using SSDP model)
- Start Taking Alcohol Risks Seriously (STARS) for Families
- Strong African American Families
- Teen Intervene

## Environmental Strategies (Promising Programs)

- Policy Review and Development
- Purchase Surveys coupled with Reward and Reminder
- Restrictions at Community Events
- Social Norms Marketing

### Notes:

- (\*)These programs are also programs with Mental Health Promotion areas of interest and outcomes as found on [NREPP](#).
- **Bold font** denotes a change in program designation from SFY 2016 list.
  - **Keepin' it REAL (KIR)**: KIR is designated as a "Promising Program" for all newly implemented programs. Contractors whom implemented in SFY 2016 may continue to count KIR as a "Research-based Program."
  - **Parent Management Training** was removed due to their clinical scope of services.



## Excellence in Prevention Strategies List

[Intro to the Field of Prevention](#)[Definitions and Foundations](#)[Planning Frameworks](#)[Prevention Redesign Initiative \(PRI\)](#)[Statewide Projects](#)

SHARE ...

### Quick Links

[Site Map](#)[Calendar](#)[Shared Documents](#)[Prevention Redesign Initiative \(PRI\)](#)[State Projects](#)

[Home](#) » [Learning Library](#) » Excellence in Prevention Strategies List

## Excellence in Prevention Strategy List

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

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

Use the questions below to help you narrow your search.

▼ [In which types of geography do you plan to implement the program?](#)

- Rural
- Suburban
- Tribal
- Urban

– ▶ [Where will you implement the program?](#) \_\_\_\_\_

– ▶ [What problems do you wish to address?](#) \_\_\_\_\_

– ▶ [What is the age of your intended audience? \(Select all that apply\)](#) \_\_\_\_\_

– ▶ [What is the ethnicity of your intended audience? \(Select all that apply\)](#) \_\_\_\_\_



## Guiding Good Choices

### 1. Overview and description

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



# GGC – Outcomes

<b>Areas of Interest</b>	Mental health promotion Substance abuse prevention
<b>Outcomes</b>	1: Substance use 2: Parenting behaviors and family interactions 3: Delinquency 4: Symptoms of depression (adolescents)
<b>Outcome Categories</b>	Alcohol Crime/delinquency Drugs Family/relationships Mental health Social functioning Tobacco
<b>Ages</b>	6-12 (Childhood) 13-17 (Adolescent)



# Strengthening Families Program: For Parents and Youth 10-14 (*Iowa Version*)

## 1. Overview and description

The Strengthening Families Program: For Parents and Youth 10-14 (SFP 10-14) is a family skills training intervention designed to enhance school success and reduce youth substance use and aggression among 10- to 14-year-olds. It is theoretically based on several etiological and intervention models including the bio-psychosocial vulnerability, resiliency, and family process models. The program includes seven 2- hour sessions and four optional booster sessions in which parents and youth meet separately for instruction during the first hour and together for family activities during the second hour. The sessions provide instruction for parents on understanding the risk factors for substance use, enhancing parent-child bonding, monitoring compliance with parental guidelines and imposing appropriate consequences, managing anger and family conflict, and fostering positive child involvement in family tasks. Children receive instruction on resisting peer influences to use substances. Sessions, which are typically held once a week, can be taught effectively by a wide variety of staff.



# The Incredible Years

## 1. Overview and description

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

The parent training intervention focuses on strengthening parenting competencies and fostering parents' involvement in children's school experiences to promote children's academic and social skills and reduce delinquent behaviors. The Dinosaur child training curriculum aims to strengthen children's social and emotional competencies, such as understanding and communicating feelings, using effective problem-solving strategies, managing anger, practicing friendship and conversational skills, and behaving appropriately in the classroom. The teacher training intervention focuses on strengthening teachers' classroom management strategies, promoting children's pro-social behavior and school readiness, and reducing children's classroom aggression and noncooperation with peers and teachers. The intervention also helps teachers work with parents to support their school involvement and promote consistency between home and school. In all three training interventions,



# Overview & Introduction to the Programs

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

<http://www.theathenaforum.org/sites/default/files/Final%20Slides%20for%20Athena%20Youth%20Marijuana%20Prevention%20Program%20Overview%20Nov%202016.pdf>



# Environmental Strategies

Search Titles and Tags

- ▶ [In which types of geography do you plan to implement the program?](#)
- ▶ [Where will you implement the program?](#)
- ▼ [What problems do you wish to address?](#)

- Alcohol
- Crime
- Delinquency
- Drugs
- Environmental
- Family
- Mental Health Promotion
- Social Functioning
- Suicide
- Teen Pregnancy
- Tobacco
- Violence

## Compliance Checks (Environmental)

The systematic checking by law enforcement of whether a licensed establishment actually sells alcohol to underage persons or "underage looking persons".

*Tags: Alcohol, American Indian or Alaska Native, Asian, Black or African American, Community, Environmental, Hispanic or Latino, Rural, Suburban, Tribal, Unspecified, Urban, White*

## Densities or Concentrations of Retail Outlets—Changing Conditions of Availability

The number of outlets grows in response to population, and outlets are usually established along roadway systems. Outlet counts are either in terms of population densities (numbers of outlets per person) or geographic densities (numbers of outlets per kilometer of roadway). In developed societies, people may easily drive or use public transport to obtain alcohol. The number of outlets may be restricted directly or indirectly through policies that make licenses more difficult to obtain (e.g., by increasing the cost of a license). Several states limit the number of alcohol outlets and control the price of alcohol by maintaining state-run (rather than privately owned) outlets.

*Tags: Alcohol, American Indian or Alaska Native, Asian, Black or African American, Community, Environmental, Hispanic or Latino, Rural, Suburban, Tribal, Unspecified, Urban, White*

## Drinking Locations and Possession of Alcohol—Changing Conditions of Availability

Specifying locations where drinking cannot occur is a policy that has been implemented with laws about public drinking and/or public intoxication, as well as those prohibiting drinking in parks or recreational locations, or at the workplace. These restrictions have real potential for affecting the drinking of youth since youth often prefer recreational venues for drinking, e.g., public parks, beaches, lakes, etc. and limiting drinking in such locations also holds the potential for reducing social access of alcohol provided by others.

*Tags: Alcohol, American Indian or Alaska Native, Asian, Black or African American, Community, Environmental, Hispanic or Latino, Rural, Suburban, Tribal, Unspecified, Urban, White*



# Fidelity Rubric

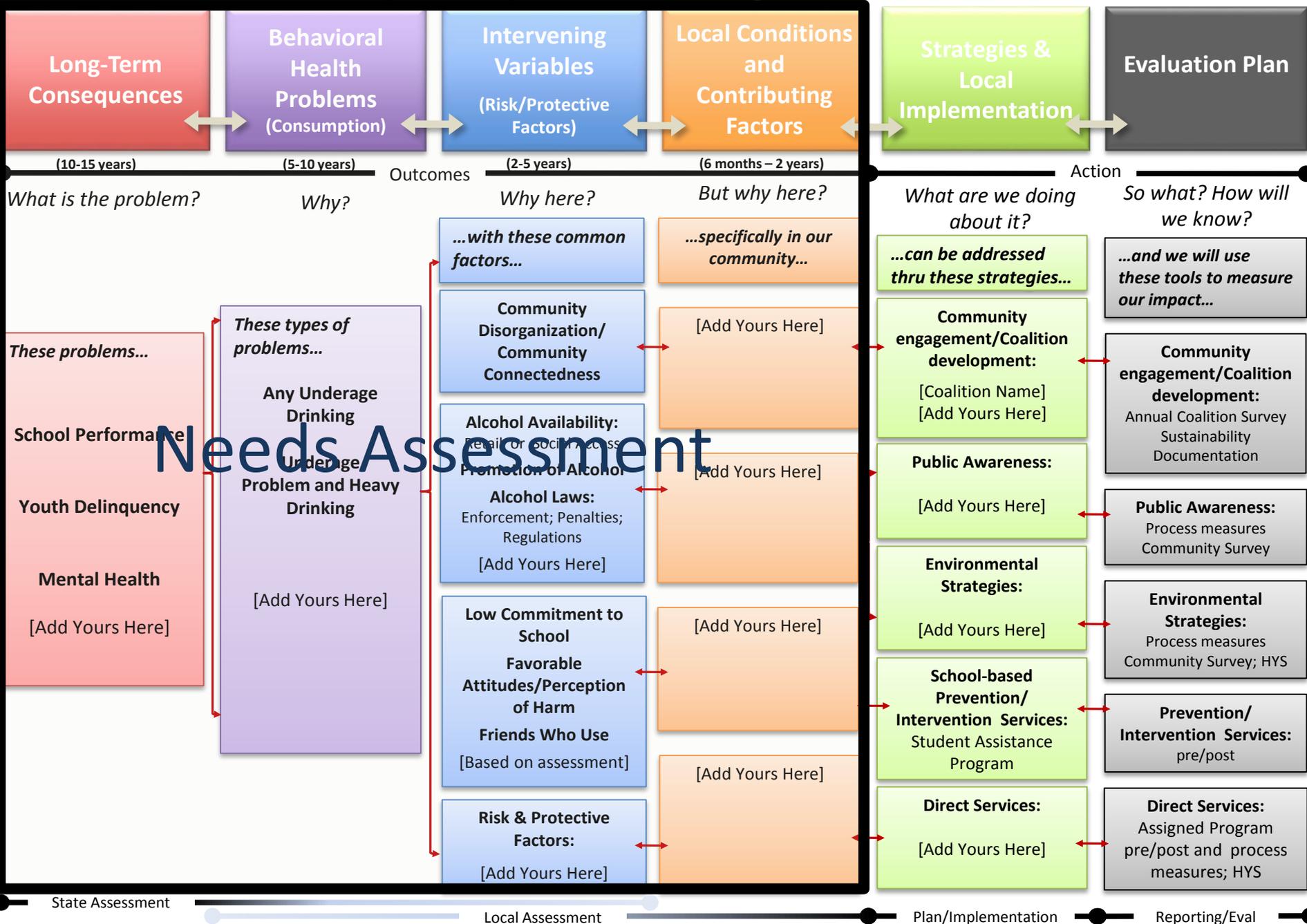
## Fidelity Rubric for Social Norms Marketing Campaign

Preparation					
Core Activity	Missing 0	Weak Fidelity 1	Moderate Fidelity 2	Strong Fidelity 3	Rating Score
Baseline survey data that describe the attitudes and behaviors of the target population was collected.	No baseline data collected	Some data were used, but did not reflect the attitudes and behaviors of the target population	Survey data mostly reflected recent attitudes and behaviors of the target population, but quality could be improved	A recent survey collected high quality, up-to-date data on attitudes and behaviors of the target population	
Positive messages that point out and attempt to correct misperceptions around substance use within the targeted population were developed in an attempt to change the social norm.	No messages developed	Positive messages were created, but they may not be believable, fully address the target population, or describe social norm data	Positive and believable messages that address the target population and data were created	Clever, engaging, believable, messages that correct misperceptions and speak to the target population using accurate data were created	
A comprehensive marketing plan that involved a variety of media strategies was created.	No marketing plan developed	A media plan using only one or two messages and media types was created	A media plan using more than one message and two or three types of media was created	A plan that used multiple messages with multiple media types that	

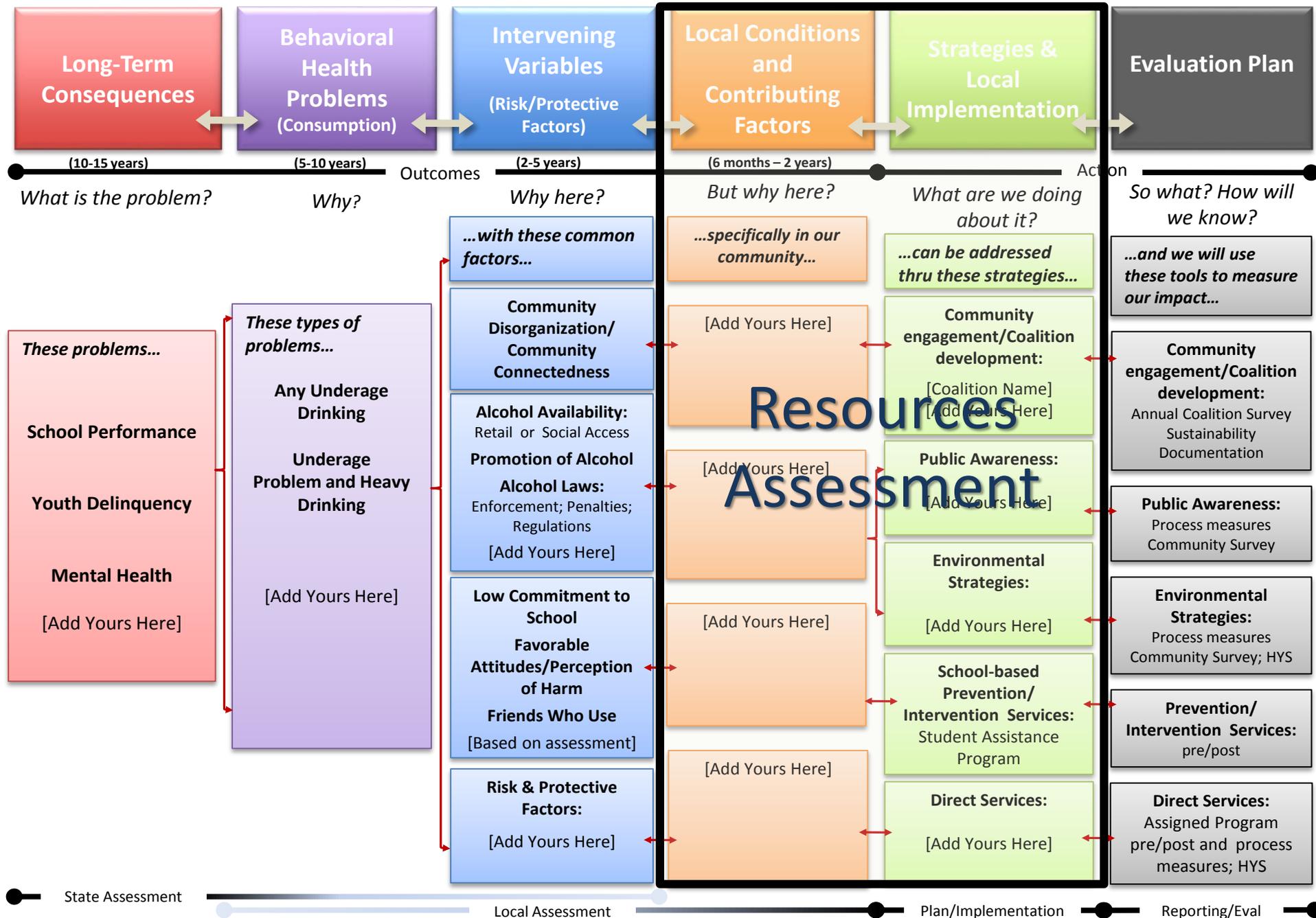


# LOGIC MODEL

# [Name] Coalition Logic Model



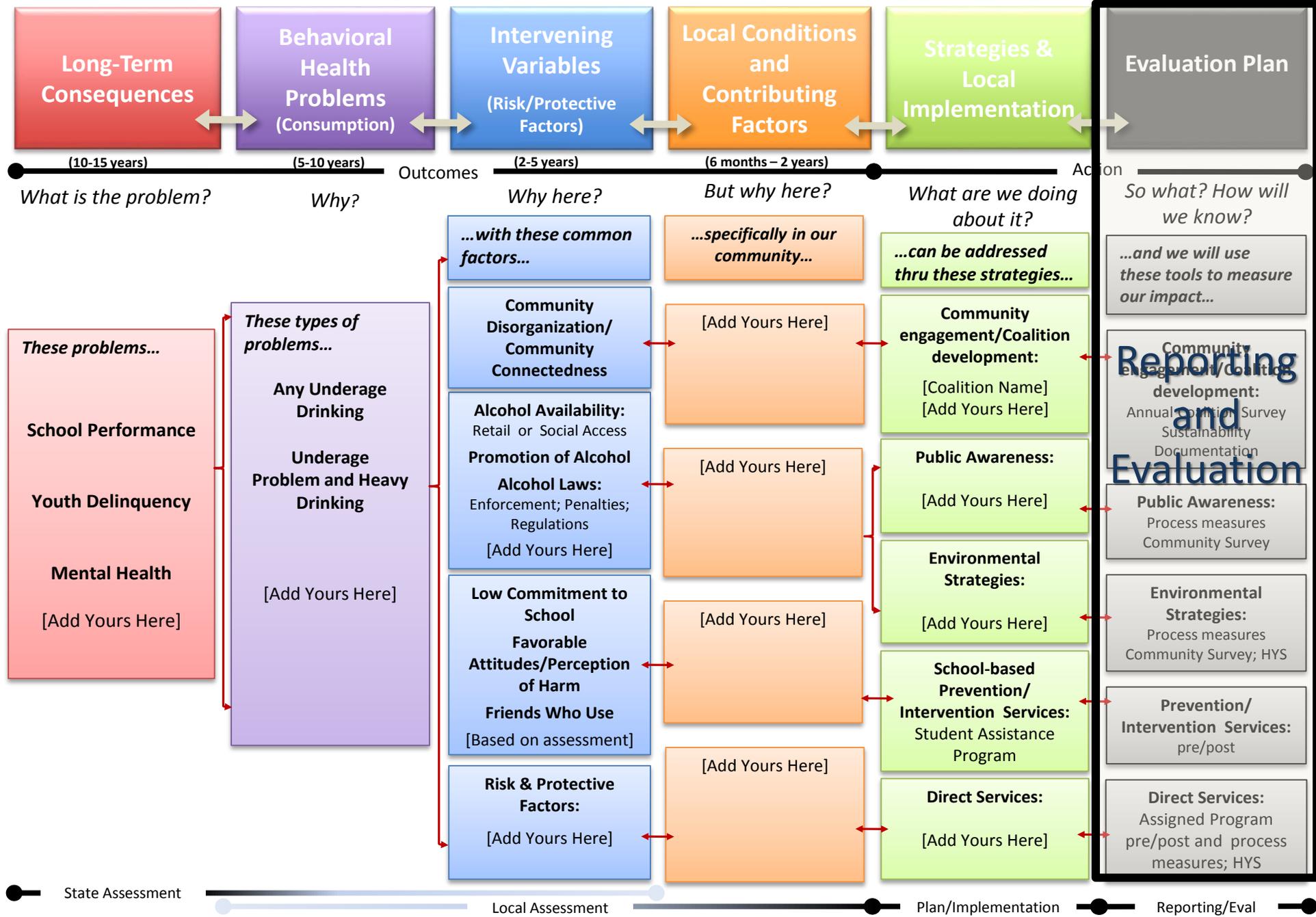
# [Name] Coalition Logic Model



# [Name] Coalition Logic Model



# [Name] Coalition Logic Model



Must include all below.  
Can add additional consequences.

Must include all below.  
Can add additional problems.

Must include a least one from each box below.  
Can add additional factors.

Must include a least one from each box below.  
Can add additional factors.

Must include a least one from each box below.  
Can add additional activities.

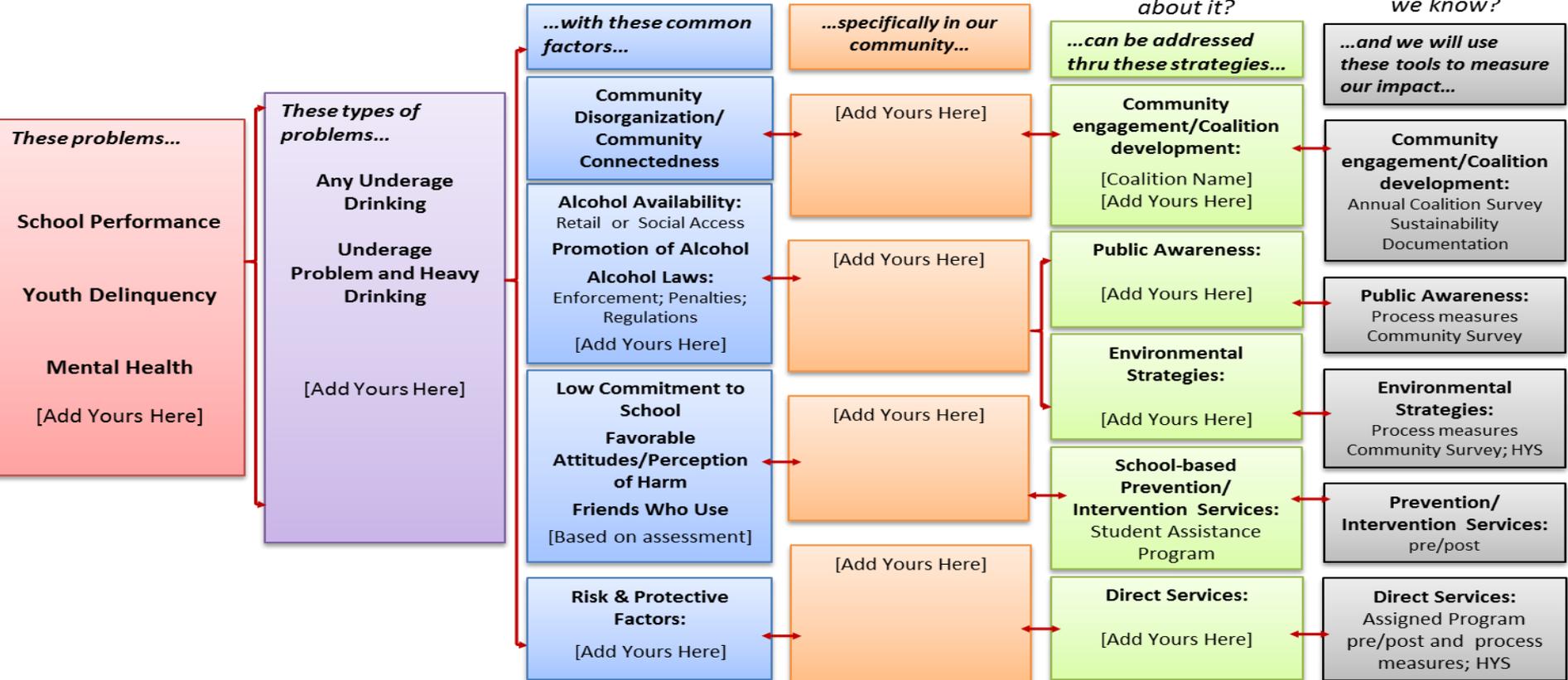
Must include a least one from each box below.  
Can add additional indicators.

# [Name] Coalition Logic Model



Outcomes — Action

*What is the problem?*      *Why?*      *Why here?*      *But why here?*      *What are we doing about it?*      *So what? How will we know?*



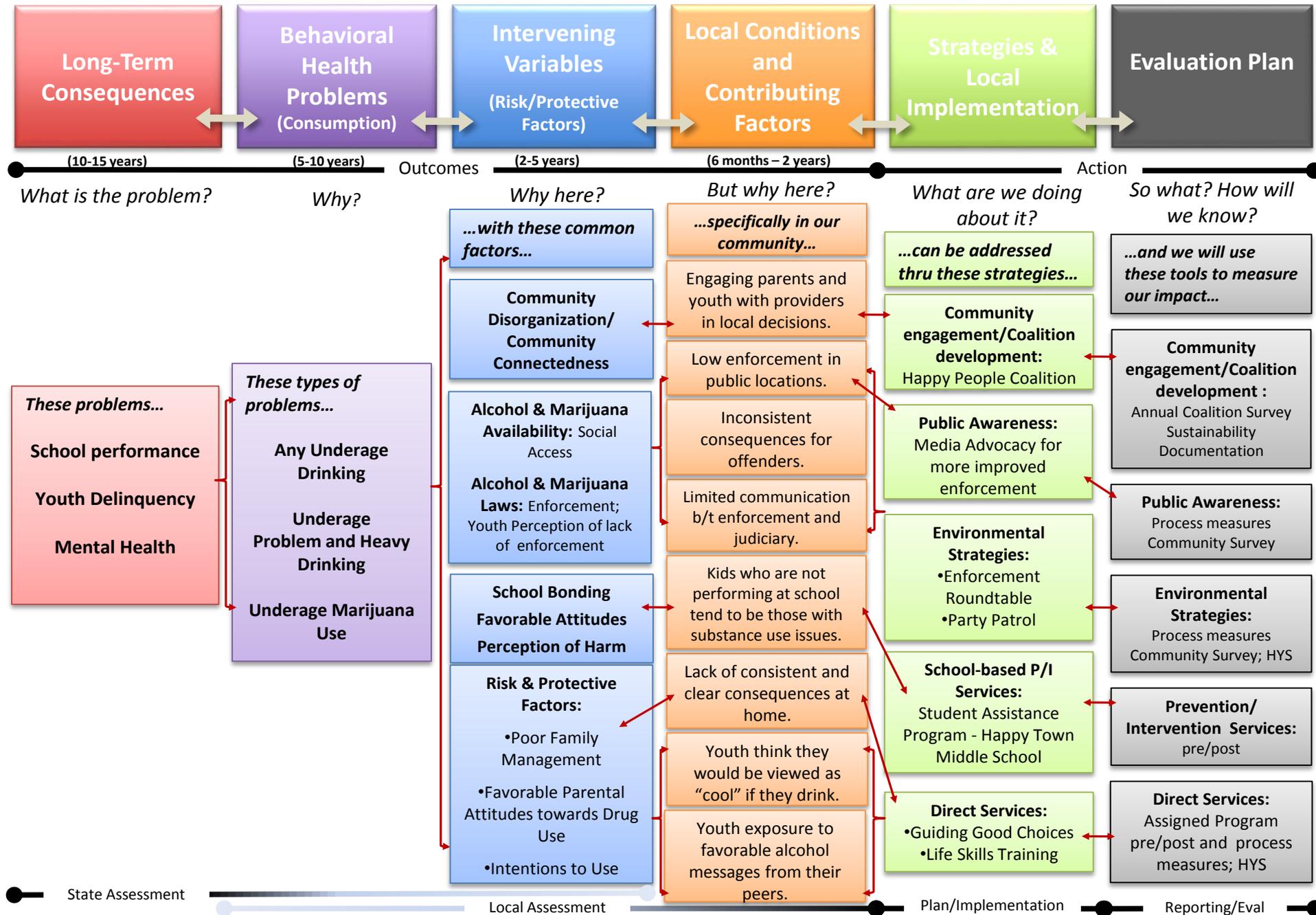
State Assessment

Local Assessment

Plan/Implementation

Reporting/Eval

# Happy People Coalition Logic Model





Details of the action plan

# **USING YOUR ACTION PLAN TEMPLATE**



# Action Planning

---

- Big A, Little a
- [http://www.theathenaforum.org/training/cpwi\\_trainings](http://www.theathenaforum.org/training/cpwi_trainings)



# Action Planning

Let's focus on the Action Plan section (page 52).

## Discussion:

- *How will you ensure that your entire Coalition is involved in making decisions on the Action Plan?*
- *What are some of the challenges you foresee in preparing your Action Plan?*
- *How will you overcome those challenges?*



# Action Plan

## Coalition Action Plan

July 1, 2016- June 30, 2017

Date Submitted: [Redacted]

For assistance using this template please contact the DBHR Prevention Training Team at [PRtraining@dshs.wa.gov](mailto:PRtraining@dshs.wa.gov). This form is locked for filling in form functions, but is not password protected. If you need to add rows, feel free to un-restrict the editing protection and make your edits.

**Goal 1:**

**Objective 1.1:** [Redacted]  
**Strategy:** [Redacted]

Activity/Program	Funding Source	Brief Description	How	When	Who	Lead	Responsible Party (ies)
<i>Name of activity/program</i>	<i>See legend below for list</i>	<i>Briefly state the main purpose of activity</i>	<i>How much? How often?</i>	<i>List the implementation months of the activity.</i>	<i>Who is this service for? How many people reached?</i>	<i>Organization delivering program?</i>	<i>Who from the Coalition is making sure this gets done?</i>
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

**Goal 2:**

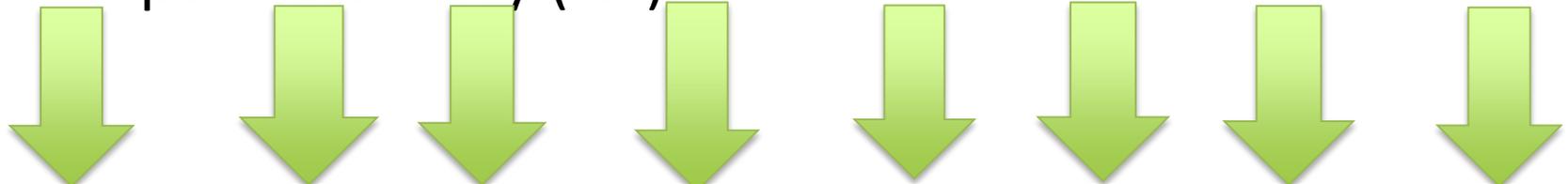
**Objective 2.1:** [Redacted]  
**Strategy:** [Redacted]

Activity/Program	Funding Source	Brief Description	How	When	Who	Lead	Responsible Party (ies)
------------------	----------------	-------------------	-----	------	-----	------	-------------------------



# Activity/Program Details

- Funding Sources
- Brief Description of the program
- How? (How much? How often?)
- When?
- Who?
- Lead
- Responsible Party (ies)



Activity/Program	Funding Source	Brief Description	How	When	Who	Lead	Responsible Party (ies)
<i>Name of activity/program</i>	<i>See legend below for list</i>	<i>Briefly state the main purpose of activity</i>	<i>How much? How often?</i>	<i>List the implementation months of the activity.</i>	<i>Who is this service for? How many people reached?</i>	<i>Organization delivering program?</i>	<i>Who from the Coalition is making sure this gets done?</i>

# Action Plan

---



- Demonstration



# BUDGET



# Budget – Using the Budget Template

		[Type in name of Coalition here]									
		ONE YEAR BUDGET for July 1, 2017-June 30, 2018*									
		Date Budget Last Revised: [Date]									
		DBHR Funding Sources								Optional Additional Funding Sources	
Priority	Line Item	CSAP Strategy	General Fund State (Admin only) (Jul 1-Jun 30)	Substance Abuse Block Grant Prevention (SABG) (Jul 1 Jun 30)	Partnerships for Success (PFS) * If applicable (Jul 1-Sept 29)	Partnerships for Success (PFS) * If applicable (Sept 30-Jun 30)	Dedicated Marijuana Account (DMA) EBP/RBP (85%) *If applicable (Jul 1-Jun 30)	Dedicated Marijuana Account (DMA) PP (up to 15%) *If applicable (Jul 1-Jun 30)	SUBTOTAL Possible DBHR Funding Sources	Drug Free Communities (DFC)	Local Funds
	<b>Subtotal</b>			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Environmental Strategy: (name of strategy/program) (ICM Type)	<b>6. Environmental</b>									
	Salary (name)							\$ -			
	Benefits							\$ -			
	Travel							\$ -			
	Professional Services (name)							\$ -			
	Strategy Supplies							\$ -			
	Strategy Printing							\$ -			
	<b>Subtotal</b>			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Coalition/Community Training</b>										
	Coalition / Community Training:	<b>7. "Other" Training</b>									
	Professional Services							\$ -			
	Registration Fees							\$ -			
	Supplies (if applicable)							\$ -			
	Printing (if applicable)							\$ -			
	Travel Costs							\$ -			

Instructions

**Budget Template**

Summary for Printing

Do not edit -Tab for lists



# CONFIRMING PARTNERSHIPS



# Confirming Partnerships

- Coalition needs to ensure that necessary relationships are established and permissions obtained so that strategies can be implemented effectively
  - Identify partnership gaps then plan outreach and recruitment strategies to fulfill needs
- Coalition will confirm lead organization/responsible party for implementation of activities/programs in the Strategic Plan and date(s) services will begin
  - Should be included in Action Plan and Strategic Plan
  - If necessary, an Memorandum of Understanding (MOU) should be signed to ensure partnerships for implementation of services



# Confirming Partnerships, cont.

- Confirming partnerships includes looking at the program(s) that the Coalition has selected to support and ensuring that the program(s) are realistic to implement during the upcoming year
  - Is this school on board to accept a curriculum within the school environment and daily routine?
  - Does the school need to approve the curriculum? Does it need to be approved by the school board?
  - Can you establish contact with the program developers to assist with potential training needs, resources, curriculum guidance?



# **CULTURAL COMPETENCY CONSIDERATIONS**



# Cultural Competency

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



# Cultural Competency

---

*“Cultural competency is not the tenth thing on the list in getting things done; it’s the way we manage the other nine.”*

*-Dr. Robert Hayles*



# Resources

- **Linking Strategies to Objectives:**  
[http://www.theathenaforum.org/training/cpwi\\_trainings](http://www.theathenaforum.org/training/cpwi_trainings)
- **Policy Review and Development Doc:**  
<http://www.theathenaforum.org/sites/default/files/Handouts%20for%20Policy%20Workshop%20-%20WSU%20Metropolitan%20Center%20-%20May%202016.pdf>
- **Community Took Box:** <http://ctb.dept.ku.edu/en/table-of-contents/analyze/choose-and-adapt-community-interventions/criteria-for-selectinng/main>
- **CADCA Primers Planning:**  
<http://www.cadca.org/resources/planning-primer-developing-theory-change-logic-models-and-strategic-and-action-plans>



# Training

---

- What else would help you to complete this process?
- What else would you like?

# Wrap up

---



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



## Who to contact for more information?

- If you would like additional technical assistance please contact your Prevention System Manager or email [PRtraining@dshs.wa.gov](mailto:PRtraining@dshs.wa.gov).
- Evaluation – Please take a few moments to take our evaluation for this training.  
<https://www.surveymonkey.com/r/5STLGXM>

# Thank You!

