Cohort 4 Training 3
Coalition Development
June 3, 2016
Department of Social and Health Services
Division of Behavioral Health and Recovery
Introductions
Objectives & Agenda

• Welcome and Introductions
• Building the Capacity of Your Coalition
• Resources Assessment
• Gaps Analysis
• Prioritization of Intervening Variables
• Writing Your Strategic Plan
• Check in on Timelines
• Coalition Sharing
Strategic Framework for CPWI

DBHR Community Prevention & Wellness Initiative Planning Framework

Adapted from SAMHSA Strategic Prevention Framework
INTRODUCTION TO COALITION DEVELOPMENT
Capacity Building: Mobilizing your coalition and community

CPWI tasks:

- Recruit and retain membership
  - 8 of 12 sectors
  - Membership section in Strategic Plan
  - Conduct ‘Coalition Assessment Tool’ (CAT)
  - Complete ‘Community Profile’ (p. 65)

- Community coalition orientation

- Establish and maintain coalition structure

- Engage key leaders in coalition’s CPWI efforts

- Gather community information and feedback

- Participate in training and technical assistance
Principles in building a Successful Coalition

• Community Membership
• Organizational Competence
• Action and Advocacy
• Hope and Celebration
• Time and Persistence
• Monitoring and Assessment
• Shared mission and goals
Building Coalition Capacity

- Organization and Infrastructure
- Organizational Chart
- Membership
- Recruitment Plan
- Meeting Management
- Leadership
- Job Descriptions
- Coalition Membership Roles

- Decision making Processes
- Communication Plans
- By-Laws
- Memorandum of Understanding (MOU)
- Conflict Resolution Processes
A High-Performing Community Coalition

• Shared vision
• Strong bonds
• Engaged members/partners
A Community Vision Statement

• Expresses what we want our future to be. (Is future-focused.)

• Impacts decisions, choices and actions. (Organizes and unites up around a common purpose.)

• Provides direction.
Mission Statement Activity

• Share your process for developing a mission statement

• Please share you mission statement
Elements of Coalition Structure

- Governance
- Rules by which the coalition operates
- A clear distribution of work

- This is not an agency coalition it is a “community coalition”
  - A coalition of the community.
Sample Workgroups

- Executive Committee
- Recruitment Workgroup
- Needs Assessment Workgroup
- Resources Assessment Workgroup
- Sustainability Workgroup
Sample Local Organization

- **Assessment Work Group**
- **Resources Assessment Work Group**
- **Youth Involvement**
- **Community outreach and public relations**
- **Funding and sustainability**
- **Coalition maintenance**

**Leadership Committee**

**Coordinator**

**Community Coalition**

**Fiscal Agent**

**Workgroups formed early in the process**

**Workgroups formed later in the process**
Sample Local Organization

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

• Clearly defined roles and responsibilities, including:
  – Chair/Facilitator
  – Vice Chair
  – Recorder/Secretary
  – Coordinator/Staff
  – Coalition member
Steps to organize successful membership participation

• Develop an organizational chart and emphasize with coalition membership
• Identify clear roles and responsibilities
• Create written “job descriptions”
• Get members to agree upon expectations regarding “active membership”
• Establish objective of each workgroup
• Create By-Laws and decision making process
For PRI the coalition is required to have 8 of the 12 DFC sectors represented. *Sector is recommended for participation in PRI, but is not a required sector for Drug Free Communities grantees.

<table>
<thead>
<tr>
<th>Type</th>
<th>Members (new or current)</th>
<th>Benefits of involvement</th>
<th>Level of Involvement: (Key Leader/Active Member/Champion)</th>
<th>Contact</th>
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<td>Youth</td>
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<td>Law Enforcement</td>
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<td>Civic/ Volunteer Groups</td>
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<td>Business</td>
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<td>Healthcare Professionals</td>
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</table>
Level of Engagement of Coalition Members

CONTINUUM OF ENGAGEMENT

Low COMMITMENT
To vision & mission

High COMMITMENT
To vision & mission

Low KNOWLEDGE
of big and little picture

High KNOWLEDGE
of big and little picture

Low INVOLVEMENT
In core activities

High INVOLVEMENT
in core activities

Low POWER
And decision-making

High POWER
And decision-making

Low CONNECTION
To people & culture

High CONNECTION
to people & culture

Low PERCEPTION
As critical force

High PERCEPTION
As critical force
Questions to Consider for Involvement…

• Consider the individuals and groups that work with you currently, what is their engagement profile?
• If you wanted to sustain their involvement, what do you need to do?
• If you wanted to strengthen their engagement with you, what do you need to do?
• What might a new member need from a group in order to feel involved and engaged as opposed to someone who has been involved for a while?
• What might someone from another culture or someone who is not familiar with group problem-solving and decision-making need from a group in order to feel involved and engaged as opposed to someone who is very familiar with those processes?
What are the Roles in this Effort for...

• ...community coalition members?
• ...school administration and Prevention/Intervention Specialists?
• ...formal community leaders?
• ...community champions?
• ...community members?
Coalition Members Expectations

• Attend Meetings and Workshops
• Attend Coalition Orientation
• Learn about Prevention Science
• Participate in decision making
Engaging Coalition Members through Action

• Breaking projects into short steps
• Identifying skills and interests of coalition members
Practice Recruiting New Members

- Who is your potential new member?
- What can you say about your coalition to engage that new member?
- What would this member benefit from in participating on the coalition?
- Who can contact the person of interest?
Effective Meeting

• Building an Action Oriented Meeting Agenda
• Consider Meeting Timeliness
• Start and End on Time
• Follow Agenda – table items that need further discussion
• Develop ground rules
• Establish an environment where everyone is encouraged to share and participate
So ... What's my Job then?
So ... What’s my Job then?
**Process and Timeline**

**Process**

- **6 – 9 months**
  - Assess needs, resources, readiness and gaps
  - Develop community strategic prevention plan

- **1 Year**
  - Implement evidence-based prevention strategies

- **2-4 Years**
  - Changes in targeted intervening variables

- **5-10 Years**
  - Increase in positive youth development
  - Decreases in problem behaviors

- **10-15 years**
  - Vision

**Evaluate Measurable Outcomes**
Needs Assessment Continued

RESOURCES ASSESSMENT GAPS ANALYSIS AND PRIORITIZATION
RESOURCES ASSESSMENT
Resources Assessment Webinar Series

- PRI - Resources Assessment Webinar Series - all docs
- PRI - Resources Assessment Webinar Series - handout #1 - sample questions
- PRI - Resources Assessment Webinar Series - handout #2 - sample res. list
- PRI - Resources Assessment Webinar Series - handout #3 - Gap identification
- PRI - Resources Assessment Webinar Series - handout #4 - building action plans
- PRI - Resources Assessment Webinar Series - handout #5 - sample community partner survey
- PRI - Resources Assessment Webinar Series - wksps #1 presentation
- PRI - Resources Assessment Webinar Series - wksps #1 presentation - PDF
- PRI - Resources Assessment Webinar Series - wksps #2 presentation
- PRI - Resources Assessment Webinar Series - wksps #2 presentation - PDF
What is a Resource?

• Funding, program, policy, initiative, people and/or service that:
  – Can be activated to reduce the likelihood of substance use/abuse.
  – Promote health communities.
  – Address local conditions.
Resources Assessment

- Systematic process for examining current resources
- What is going on in my community?
- What is currently reducing risks factors and increasing protective factors?
  - Identify gaps where new services should be implemented
  - Avoid duplication of services
  - Building collaboration among service providers
  - Identifying existing resources to sponsor new programs
  - Ensure you are creating a comprehensive prevention strategy for your community
  - Ensure you are impacting your identified risk and protective factor priorities
Considerations for a data workgroup

• Recruit members with experience conducting a community need assessments.
• Begin the recruitment process with an existing coalition or advisory board if applicable.
Completed a Resources and Gaps Assessment

• Establish your process

• Identify, collect, and compile information on each existing resources which addresses the priority risk and protective factors.

• Determine gaps in resources.

• Determine key findings

• Integrate information into strategic plan.
Types of information to collect

• Resource/provider contact information
• Funding sources and duration
• Program/Activity – description, location, when service is offered, type of service participant cost
• What risk/protective factors and local conditions are addressed.
• Target populations – populations served, numbers served
• Type of prevention strategy – CSAP strategies, domain, sector
• Evaluation results
Collecting Information

Interviewing a community resource provider:

1. Deliver the 1 minute opening comments.
   - ✓ Introduce yourself
   - ✓ Coalition you are representing
   - ✓ Prevention Redesign Initiative Planning Process
   - ✓ Resource and Gaps Assessment
   - ✓ Information being collected about resources
   - ✓ Importance/relevance of the information

2. Ask if they would like to participate in the effort.

3. Ask questions to gather information on their resource(s).

4. Thanks!
Examples from Cohort 1

- Well Spring Community Network –
  - Human Capital
  - Community Collaboration and small town political ties
  - Agency support and other service providers
  - Alternatives
  - Funding and in-kind donations
  - Training and Technical Assistance
  - Partnerships
Compiling your Information

• What do you want to know in the end?

• How will you display information in a way that helps you make decisions?
  – Information listing (Directory)
  – Charts and graphs
  – Maps
Information Listing
Mapping

http://batchgeo.com/
Mapping
Charts and Graphs

Resources: Strategies for Addressing SA/MH

[Bar graph showing data]

Resources based on Priority Problem

[Bar graph showing data]

Funding Type Received

[Pie chart showing data]

Washington State Department of Social and Health Services

Community Prevention & Wellness Initiative
Chat

Please type your answer into the chat box.

• What methods have you used or will likely use to display your information?
Examples from Cohort 1

Darrington Prevention Intervention Community Coalition –

- **The Darrington Family Support and Resource Center** - The Resource Center is the “go to” social services agency in town, tackling everything from mentoring, youth coalition coordination, and parenting classes to hosting family dinners open to the public and arranging for afterschool and summer activities.

- **The Darrington Clinic** - Darrington’s only Primary Care facility is also a regional trauma center managed by a Prevention-minded Physician licensed to administer Nalproxone. Dr. Gary Schillhammer and his staff are key partners in a Primary Care Integration Demonstration project awarded to the community.

- **The Sauk-Suiattle Indian Tribe Health and Human Services Department** - The Tribe provides a full complement of Human Services to Sauk-Suiattle Tribal members.

- **Snohomish County Sheriff’s Department** - Current staff is reversing public perception of resistance to enforcing underage drinking laws.

(See p. 19-20 and Appendix I)
Examples from Cohort 1

Ferndale Prevention Redesign Initiative
GAP ANALYSIS
Benefits of a Review of Resource Gaps

A community review of gaps will assist you to:

• Identify gaps in services.
• Avoid duplication in services.
• Build collaboration among service providers.
• Ensure you are putting your time and money where it will have the greatest impact.
• Ensure you are creating a comprehensive prevention strategy for your community.
• Ensuring you are effectively impacting your priority intervening variables and contributing factors.
Poll

• Have you completed your review of resource gaps yet?
  – Just starting.
  – In the middle.
  – Mostly finished, still finalizing it.
  – All done.
  – Already put in our plan.

Do you want to share a success?
Step 3: What is a “Gap”? 

In prevention, program and service gaps exist in a variety of forms. 

Most common gaps include: 

• Evidence-based programs, polices & practices 
• Geographic restrictions 
• Population (demographic) limitations such as whether there are language-specific curriculum materials available 

cont.
Step 3:

What is a “Gap”? cont.

• Developmental gaps in the continuum of services
• Implementation fidelity issues
• Saturation concerns
• Funding limitations

Source: Cady & Associates Prevention Science Consulting & Training, 2006
Step 3:
Determine Gaps In Resources

Types of gaps in resources:

- **Developmental gaps** – are services available at the appropriate developmental age?
- **Geographic gaps** – are services available throughout the community?
- **Population/Demographic gaps** – are services reaching all potential participants appropriately?
- **Intervening variable/contributing factor gaps** – is the intervening variable and/or contributing factors being adequately addressed?
Determine Gaps In Resources – Sample

Priority intervening variable:

*Family Management*

Resource gaps:

- No parenting classes for parents of 12 – 14 year olds.
- No parenting classes provided in Spanish.
- Existing parenting classes are not evaluated for effectiveness
- Existing parenting classes are not filled to capacity – not reaching “hard to reach parents”
- No family crisis counseling provided 24/7
- Lack of skilled parenting instructors in the community
- No existing parenting classes teach appropriate skills to promote attachment with newborns
Step 3:

How do you find Gaps?

### Developmental Gap Identification Worksheet

Instructions: Write the name of the programs you have in the corresponding boxes on the grid. For example: Options Through Awareness, an afterschool youth leadership program, is placed in the row “pre-adolescent” and the column “school-based”.

<table>
<thead>
<tr>
<th>Priority Intersecting Factor</th>
<th>Priority Contributing Factor(s)</th>
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<table>
<thead>
<tr>
<th>Developmental Period</th>
<th>Family-based services</th>
<th>School-based services</th>
<th>Individual/facility-based services</th>
<th>Community-based services</th>
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<tbody>
<tr>
<td>Specific Population Age</td>
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<tr>
<td>Infancy and early childhood (0-4 yrs)</td>
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<td>Middle Childhood (5-11 yrs)</td>
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<td>Pre-Adolescence (12-14 yrs)</td>
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<td>Adolescence (15-17 yrs)</td>
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<tr>
<td>Young Adulthood (18-24 yrs)</td>
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<td>Adulthood (25-44 yrs)</td>
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<td>Older Adulthood (45-64 yrs)</td>
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<td>Other groups</td>
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<tr>
<td>General Public</td>
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Table it...
Step 3:

How do you find Gaps?

Map it...
Step 3:

**How do you find Gaps?**

- What do we see in our community that help youth?
- What neighborhoods aren’t getting any services?
- Are there services in multiple languages for our families?
- What do you think is missing here to support families?
- What is happening on weekend for youth?
- Are we doing enough of that to make a difference?
- What evidence-based programs do we have in the school?

**Discuss it...**
Review of Resource Gaps—Challenges

Challenges which may arise during the review of resource gaps assessment process include:

- Lack of information.
- Too much information.
- Lack of diverse representation in the decision making process.
- Lack of detail in identifying the gap.
- Lack of enough resources to address all of the gaps.
Summarizing Key Findings

• At a coalition meeting:
  – Review information
  – Coalition discussion ...
    • What are some critical resources that are having positive outcomes on our local conditions that we have that we want to collaborate with and include in our plan?
    • What key resources are missing from our community that we need in order to impact the local conditions we want to change?
Summarizing Key Findings

What does your Resources Assessment information tell you?

What we have...
- Ages served
- Times offered
- Locations
- Evidence-based
- Addressing local conditions
- Culturally appropriate

What we need...
- Ages served
- Times offered
- Locations
- Evidence-based
- Addressing local conditions
- Culturally appropriate
Summarizing Key Findings

• Example 1:

“After reviewing information collected from our resources assessment we determined that we have significant and effective resources available for children ages 5-12, however there are limited programs for youth ages 13-15...”
Summarizing Key Findings

• Example 2:

    “After reviewing information collected from our resources assessment we understand that the Go Kids Youth Center provides valuable programs for youth (10-18) in our community however these services are underutilized and we need to reach out to more diverse populations such as providing information and communication in multiple languages...”
Step 4: Summarizing Key Findings

• Example 3:

“Needs assessment shows elevated social availability of alcohol with a low youth perception of Law Enforcement impacting underage drinking. Community is ready to act to reduce underage drinking. Resource Assessment information shows that policies are in place and prosecuting attorney is engaged and ready to move forward however, law enforcement lacks officer training for party patrol and controlled party dispersal strategy…”
Summarizing Key Findings

• Include in Strategic Plan:
  – What are the significant community partnerships in-place or that need to be developed?
  – Identify important and/or significant information that demonstrates areas to focus substance abuse efforts (for example, lack of fidelity of programs being implemented to address a specific local condition; lack of services being provided for a local condition).
  – Provide summary of the key data and information findings that led to the selection of the Coalition priorities. Include the detailed data and information reviewed in the appendix of the Plan.
PRIORITIZATION OF INTERVENING VARIABLES
Integrate information in Strategic Plan – Phase 1 Developing Strategies

• Core questions:
  – What resources do we have, that we want to include in our plan? have,
  – What resources (strategies, programs, activities) do we need in order to impact the local conditions we want to change? need
  – How does the information from Resources Assessment inform the strategies we need to address our local conditions? inform the strategies
Integrate information in Strategic Plan – Phase 1 Developing Strategies

• Example 1:

“After reviewing information collected from our needs and resources assessment we determined that we have significant and effective resources available for children ages 5-12 to address youth that think they would be ‘viewed as cool if they drink’; however there are limited programs for youth ages 13-15 ...
Integrate information in Strategic Plan –
Phase 1 Developing Strategies

• Example 1:

“After reviewing information collected from our needs and resources assessment we determined that we have significant and effective resources available for children ages 5-12 to address youth that think they would be ‘viewed as cool if they drink’; however there are limited programs for youth ages 13-15 ...
A Suggested Process for Prioritization
Example 2: Inform the strategy selection

Priority intervening variable: Family Management

Local condition: Parents state that they lack communication skills to use with their children.

Resources and Gaps:

- No parenting classes for parents of 12 – 14 year olds.
- No parenting classes provided in Spanish.
- Existing parenting classes are not evaluated for effectiveness
- Existing parenting classes are not filled to capacity – not reaching “hard to reach parents”
- Lack of skilled parenting instructors in the community
What does your Resources Assessment information tell you?

Example 2:

What we have...

• Family Center that offers parenting
• Facilities in two target neighborhoods
• Grant to support EBP
• Coalition to help recruit families

What we need...

• Parents to learn communication skills
• EBP for parents with children ages 12-14
• Translation services
• Skilled facilitators

How does this inform, what we are going to do...
Integrate information in Strategic Plan – Phase 1 Developing Strategies

Example 2: Inform the strategy selection

Priority intervening variable: Family Management

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Resources and Gaps:
- No parenting classes for parents of 12 – 14 year olds.
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- Lack of skilled parenting instructors in the community

Strategy: Parenting Education
Integrate information in Strategic Plan – Phase 2 Building Toward Your Action Plan

• Core questions;
  – Is someone already doing this?
  – If so...
  – If not...
  – Which of our partners can help us with this strategy?
WRITING YOU STRATEGIC PLAN
CPWI Deliverables

- PBPS
- Developing Strategic Plan
Chapter 4: Strategic Plan Requirements

• General Information
• Executive Summary
• Organizational Development
• Capacity Building
• Assessment
• Plan
• Implementation
• Reporting and Evaluation
Side note: We all plan
What is a Strategic Plan?

• The process, findings, decisions, and plans for the future.
• Create, confirm and provide documentation of the intended vision and goals of a coalition.
• Set the course for the work of the coalition with a long-term focus while also maintaining the immediate work that needs to be completed.
• ‘Living documents’ that provide direction but also are updated regularly to account for assessment and evaluation information.
What’s a Strategic Plan?

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

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

• Where are we going?
  – Agree on Goals and Strategies that address substance abuse.
  – Demonstrate each partner’s role in supporting those goals and strategies.
  – Plan collaborative projects that support goals and objectives.
Organizational Development
Coalition Structure and Organization

Guide p. 38

• Explain the coalition’s organizational structure and how it supports coalition members as they accomplish the work of the coalition, including workgroups, subcommittees, and fiscal agency relationships.

• Describe the coalition’s decision-making processes including financial decisions.

• Describe the procedures in place to ensure effective communication and coordination among coalition members, workgroups, staff, and administration.

• Describe the procedures in place to ensure effective communication and coordination among partners, the media, policymakers, and others.

• Include an organizational chart illustrating the relationship between the coalition, workgroups, fiscal agent, and staff. In the organizational chart, identify the individuals associated with the coalition’s leadership, workgroups and subcommittees.
Organizational Development
Coalition Structure and Organization

Concentrate on the section on *Coalition Structure and Organization* (Page 38).

**Discussion:**

- How will you facilitate a discussion happening with your coalition to answer these questions?
- What tools will you use?
Capacity Building

- Outreach
- Training/Technical Assistance (TA)
- Cultural Competency in Capacity Building
- Sustainability in Capacity Building
Please read the entire Capacity section of the Strategic Plan Requirements Guide (Page 39).

**Discussion:**

- How many of you have ever worked with a community coalition before? What was that like?
- How did you reach out to the community?
- ...specifically to the under-served populations?
Assessment

Guide p. 40

• Needs Assessment
• Resources Assessment
• Logic Model
• Sustainability in Assessment
• Cultural Competency in Assessment
Assessment

Needs Assessment

Concentrate on the section on Needs Assessment (Page 40)

Discussion:

- What are some action steps you need to take to begin this process?
- What are some roles for the coordinator in needs assessment?
- What are some roles for the coalition in needs assessment?
Assessment

Resources Assessment

Concentrate on the section on Resources Assessment (Page 41)

Discussion:

- How will your coalition collect resources information?
- How will you identify gaps?
- How will this information inform your strategy selection?
- What information is important to include in the Plan? What is just for the coalition?
CHECK IN ON CPWI TIMELINES
C4 Timelines June

• Establish Process for Assessment
  – Needs & Resources
C4 Timelines July

- Conduct Needs Assessment
- Resources Assessment
- Prioritize Outcomes
C4 Timelines August

• Planning: Select goals, objectives, strategies & program/activities
  – Coalition determines goals and objectives
  – Coalitions determines strategies and programs/activities
C4 Timeline September

- Determine coalition's intended major outcomes and impacts
- Determine how evaluation will be shared
- Submit strategic plan by September 30, 2016
Resources

• Community Coalition Coordinator Orientation
• Key Leader Event slides
• Community Coalition Orientation slides
• University of Kansas Community Tool Box for Prevention
• CADCA trainings
• Each other
• DBHR staff
One of the required steps is conducting a Key Leader Orientation and there is a training on The Athena Forum that you can use for that purpose.
2015 Webinar Series:

**2015 Strategic Plan Update Overview Webinar Feb 19, 2015**
- [2015 CPWI Strategic plan update instructions](#)

**Needs Assessment 101 - Webinar Slides Feb 23, 2015**
- Using your 2015 Data Book (PDF version) - March 17, 2015
- Using your 2015 Data Book (PPT version) - March 17, 2015

**Gap Analysis/ Strategy Selection - April 8, 2015**
- Community Survey and Local Evaluation

**Balancing Adaptations and Fidelity Presentation, Brittany Rhoades-Cooper, Ph D - April 30, 2015**
- [Handout](#)
- Environmental Prevention Strategies Overview Presentation, Scott Waller, DBHR - April 30, 2015

**Key Leader Orientation – Oct 2015**

**KLO Samples from communities**
- [Pasco KLO slides](#)

**Coordinator Orientation Training**
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Thank You!