Being an Effective Coalition using the Strategic Prevention Framework

Note Taking Guide
# Being an Effective Coalition using the Strategic Prevention Framework

**A CADCA Training**

<table>
<thead>
<tr>
<th>Time Block</th>
<th>Day 1</th>
<th>Day 2</th>
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<tbody>
<tr>
<td>10:30 AM</td>
<td>11:30 AM Orientation/Session I</td>
<td>1:00 PM 2:00 PM Review/Session IV</td>
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<tr>
<td>11:30 AM</td>
<td>Lunch</td>
<td>2:00 PM 3:00 PM Team Breakouts</td>
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<tr>
<td>1:00 PM</td>
<td>1:30 PM Team Breakouts</td>
<td>3:00 PM 4:30 PM Session V</td>
</tr>
<tr>
<td>1:30 PM</td>
<td>Session III</td>
<td>4:30 PM Wrap-up</td>
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<tr>
<td>2:30 PM</td>
<td>3:30 PM Session III</td>
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**11/29/2005**

**11/30/2005**

**Session I** The Strategic Prevention Framework - "What you need to know, what your team needs to do."

**Session II** Analyzing problems and goals / Identifying root causes

**Session III** Logic Models - "The picture on top of the puzzle box."

**Session IV** Creating and Selecting Interventions - "The real difference between coalitions and programs."

**Session V** Evaluation Basics - "When to fire your evaluator" / Creating and Evaluation Plan

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The Substance Abuse and Mental Health Service Administration’s (SAMHSA)

Strategic Prevention Framework

A. Assessment
B. Capacity
C. Planning
D. Implementation
E. Evaluation
Skills Required to Implement the Strategic Prevention Framework

The relationship between SAMHSA’s Strategic Prevention Framework and the core competencies.

A. Assessment
1. Create and maintain coalitions and partnerships
2. Assess community needs and resources
3. Analyze problems and goals
4. Develop a framework or model of change
5. Increase participation and membership
6. Build leadership
7. Enhance cultural competence
8. Improve organizational management and development
9. Develop strategic and action plans
10. Develop interventions
11. Advocate for change
12. Influencing policy development
13. Write grant applications for funding
14. Evaluate initiatives
15. Sustain projects and initiatives

B. Capacity

C. Planning

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The Tolstoy Principle:

Best Processes\(^1\) for Implementing the Strategic Prevention Framework

\(^1\)Best processes identified through a literature review conducted by Dr. Renee Boothroyd, University of Kansas – used with permission.
<table>
<thead>
<tr>
<th>Review Papers</th>
<th>Reporting Processes</th>
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</thead>
</table>
## Essential Process: Community Assessment

### Key Elements:

1. ___________________________________________________________
   A. ________________________________________________________
   B. ________________________________________________________
   C. ________________________________________________________

2. ___________________________________________________________

3. ___________________________________________________________
   A. ________________________________________________________
   B. ________________________________________________________
   C. Requirement to do both:
      (1.) _____________________________________________
      (2.) _____________________________________________
      (3.) _____________________________________________
      (4.) _____________________________________________

4. ___________________________________________________________

5. ___________________________________________________________
   A. ________________________________________________________
   B. ________________________________________________________
   C. ________________________________________________________
   D. ________________________________________________________
   E. ________________________________________________________
   F. ________________________________________________________
**Problem Statement Worksheet:**

(1) Create an effective problem statement.

The problem is . . .

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Effective or Functional Problem Statements:

A) Identify one issue or problem at a time.

B) Avoid blame.
   (e.g. the problem is “young people in our neighborhood do not have enough positive activities” rather than “the kids in Belmont have nothing to do and are trouble makers.”)

C) Avoid naming specific solutions.
   (e.g. the problem is not “we don’t have a youth center” – the problem may be “young people in our neighborhood are getting into trouble during after-school hours” for which a new youth center may be one element of an overall solution.)

D) Define the problem by the behaviors and conditions that affect it. Good problem statements frame the issue as either not enough good conditions / behaviors or too many bad conditions / behaviors.

E) Are specific enough to be measurable.

F) Reflect community concerns as heard during the assessment process.

(2) Chose the best framing.

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Reframed Problems Often:

(a) Identify the lack of / too little of a POSITIVE condition or behavior.
   (e.g. “Not all of our young people are graduating from high school.”)

(b) Identify presence of / too much of a NEGATIVE condition or behavior.
   (e.g. “Too many of our young people are dropping out of high school.”)

(c) As both, if different constituencies seem to respond to different framings of the issue.
   (e.g. “More families should have food security and no child should go hungry.”)

(3) Return to the community the “answer you heard.”
But Why?

The Problem Is....
But Why?

The Problem Is....

Why Here?...

Why Here?...

Why Here?...

Why Here?...
Essential Process: Develop a Framework or Model of Change

Why?

KEY LEARNINGS:

A **framework** is a structure used to give shape to something.
Like the frame of a house, a framework for a program supports and connects the parts.

A **model** is the example of how things will work.
Like an architect’s model of a building, a model of change depicts visually how what is done produces the intended effects.

What does the term **logic** mean in this context?
For these purposes, “logic” is a sense of how things will work. It describes systems and relationships among inputs and outputs intended to affect behavior.

What is a **logic model**?
A logic model presents a picture of how the effort or initiative is supposed to work. It explains why the strategy is a good solution to the problem at hand and makes an explicit, often visual, statement of activities and results. It keeps participants moving in the same direction through common language and points of reference. Finally, as an element of the work itself, the logic model can energize and rally support by declaring what will be accomplished, and how.
Example Exercise Result:

The Problem is . . .

Underage Drinking.

But why?

Marketing

But why here?

Windows of convenience stores are covered with alcohol ads.

But why here?

Alcohol industry sponsorship of community events.

But why here?

Local bars/clubs sponsor “teen night”.

But why here?

High school-aged youth attend social events with college students.

But why?

Copying Adult Behaviors.

The Problem is . . .
Example Exercise Result:

```
But why here?

But why here?

But why here?

But why here?

But why?

The Problem is . . .
```
Essential Process: Create or Select Interventions

KEY LEARNINGS:

*What is an intervention?*

To “intervene” literally means “come between.” An intervention comes between what exists (our assessment) and where we hope things will be (our goals). Intervention refers to what is done to prevent or alter a result—the means by which we change behavior and environmental conditions related to a group’s goals.

*What is a comprehensive intervention?*

Comprehensive interventions combine multiple components and elements to produce changes and outcomes valued by the group. It is a “complete package”: a multi-component effort (of programs, policies and practices) intended to achieve an overall result.

*What is a best practice?*

Promising or best practices are those that have the potential to effectively address the issues of concern in your community. They include programs, practices and policies that have worked elsewhere, as judged by standards of effectiveness, feasibility, and appropriateness to the situation. A practice is a particular way of doing things, or the activities that interventions use to get the job done.

*What is an evidence-based approach?*

An evidence-based approach has research information to suggest that it “works” (i.e., the intervention, and not something else, brought about the observed improvements in related behavior and outcome). A caution: the “evidence” may be limited or the effects too small to solve the problem or achieve the goal. Although it may work in one situation, there may be little evidence that it will work in your situation.
For each personal or environmental factor, ensure that you are using all of the available strategies listed. Review your logic model and check to see if your coalition relies too heavily on just one strategy. Use the table below to brainstorm additional strategies that might strengthen your coalition’s response to problems in your community.

<table>
<thead>
<tr>
<th>Intervention Components</th>
<th>How can we do this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide Information</td>
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<td>2. Enhance Skills</td>
<td></td>
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<td>3. Provide Support</td>
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<td>4. Change Incentives or Disincentives (Consequences)</td>
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<td>5. Reduce Barriers or Enhance Access</td>
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<td>6. Change the Physical Design of the Environment</td>
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<tr>
<td>7. Modifying Policies and Broader Systems</td>
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</tbody>
</table>
Example Exercise Result:

The Problem is . . .
Underage Drinking.

But why here?
Windows of convenience stores are covered with alcohol ads.

But why here?
Alcohol industry sponsorship of community events.

But why here?
Local bars/clubs sponsor "teen night".

But why here?
High school-aged youth attend social events with college students.

Marketing

Intervention / Action:

Copying Adult Behaviors.
Example Exercise Result:

The Problem is . . .

But why?

But why here?

But why here?

But why here?

But why here?

Intervention / Action:

Intervention / Action:

Intervention / Action:

Intervention / Action:
<table>
<thead>
<tr>
<th>Essential Process: Evaluate the Initiative</th>
</tr>
</thead>
</table>

**Five functions of evaluation:**

1. 
2. 
3. 
4. 
5. 

**Five guiding questions for creating and evaluation plan:**

1. 
2. 
3. 
4. 
5.
<table>
<thead>
<tr>
<th>Who Cares?</th>
<th>What do they care about?</th>
<th>Where is the information?</th>
<th>How will I get it?</th>
<th>How will I share it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Audiences:</td>
<td>Improving Program/Effort Accountability Clear Communication Better project coordination How you can help them . . . Individual Interests/Stories Short/Long-Term Results</td>
<td>Process: How we do it</td>
<td>Existing Data = Protocol</td>
<td>Keep in mind:</td>
</tr>
<tr>
<td>Funders</td>
<td></td>
<td>Intermediate: What we did</td>
<td>Created Data = Instruments</td>
<td>Decision-making cycles (when)</td>
</tr>
<tr>
<td>Supporters</td>
<td></td>
<td>Short-Term Outcomes:</td>
<td></td>
<td>You audience’s interests (what)</td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td>Results</td>
<td></td>
<td>You audience’s language (how)</td>
</tr>
<tr>
<td>Internal Audiences:</td>
<td></td>
<td>Long-Term Outcomes:</td>
<td></td>
<td>Balance visual/written</td>
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<tr>
<td>Staff</td>
<td></td>
<td>Impact</td>
<td></td>
<td>presentation</td>
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<td>Volunteers</td>
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<td>K.I.S.S.</td>
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<td>Managers</td>
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<td>Seek feedback – “warmer/colder”</td>
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<td>Boards</td>
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<td>Key Partners</td>
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<thead>
<tr>
<th>AUDIENCE</th>
<th>QUESTION</th>
<th>DATA</th>
<th>METHOD</th>
<th>REPORT</th>
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CREATE A DETAILED REPORT FOR EACH AUDIENCE SEGMENT.
Example Exercise Result:

- **DFC GRPA Core Measures for Alcohol, Tobacco & Marijuana:**
  - Average age of onset
  - Use in past 30 days
  - Perception of risk
  - Perception of parental disapproval

- The Problem is...

<table>
<thead>
<tr>
<th>Intervention / Action:</th>
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</thead>
<tbody>
<tr>
<td>But why here?</td>
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<td>But why here?</td>
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