



Mobilizing for Action

*Strategic Prevention Framework –
Assessment, Planning,
Implementation and Evaluation*



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Marshfield Clinic Center for Community Outreach

Marshfield Clinic recognized that improving the health of an entire community goes beyond doctor-patient visits when it created the Center for Community Outreach in 1998. The Center partners with coalitions and others to promote quality of life and reduce the incidence of lifestyle related disease.

Northwoods Coalition

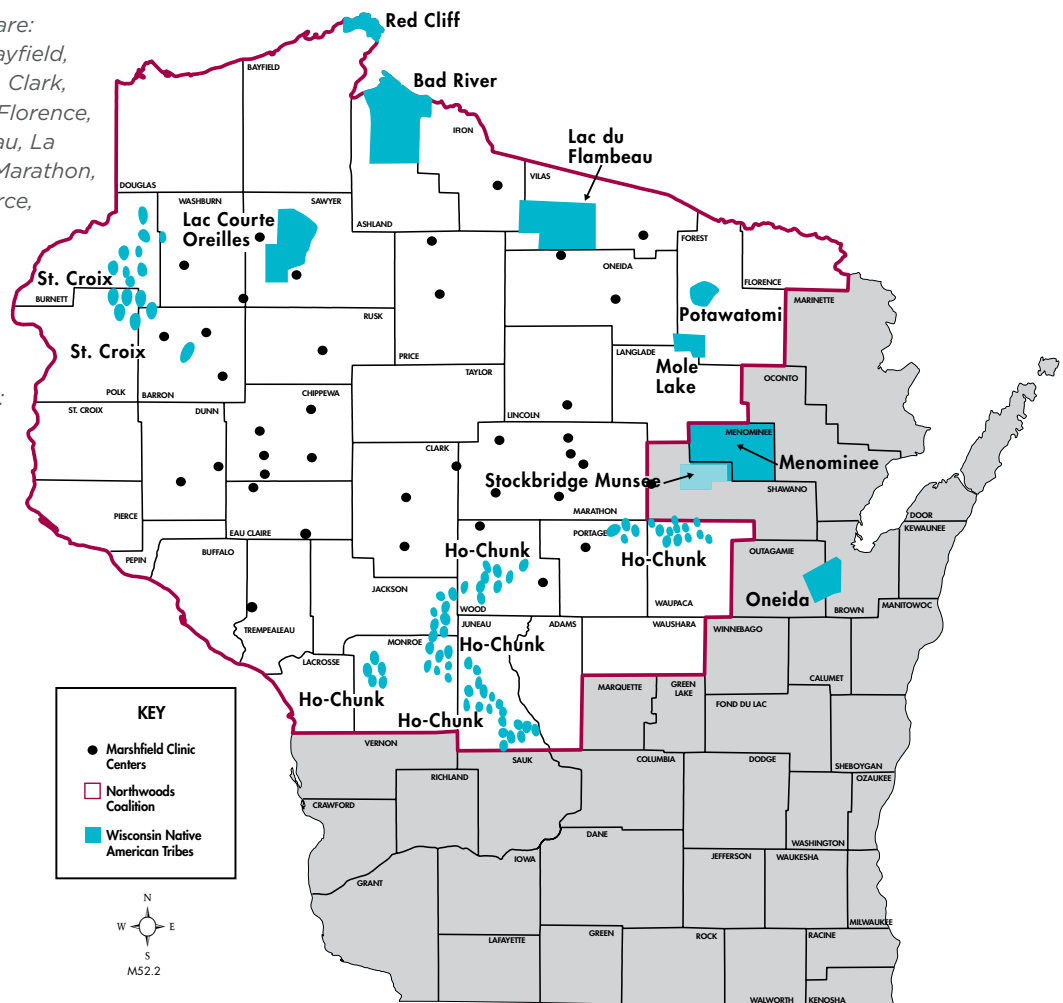
In 1995, Marshfield Clinic partnered with several community coalitions in northwestern Wisconsin to form the Northwoods Coalition (NWC), now the largest and oldest coalition dedicated to substance abuse prevention in Wisconsin. Representatives from coalitions in a 37-county region serve on a non-governing advisory board to help shape policies, practices and programs that address public health issues arising from use of alcohol, tobacco or other drugs. Community coalitions participating in the Northwoods Coalition are eligible to receive education, training, technical assistance, consultation and other resources which are provided by the staff of Marshfield Clinic Center for Community Outreach. Through a cooperative agreement with the Wisconsin Department of Health Services, Northwoods Coalition also functions as the Northwestern Regional Alliance of the Alliance for Wisconsin Youth.

Counties included in NWC are:

Adams, Ashland, Barron, Bayfield, Buffalo, Burnett, Chippewa, Clark, Douglas, Dunn, Eau Claire, Florence, Forest, Iron, Jackson, Juneau, La Crosse, Langlade, Lincoln, Marathon, Monroe, Oneida, Pepin, Pierce, Polk, Portage, Price, Rusk, Sawyer, St. Croix, Taylor, Trempealeau, Vilas, Washburn, Waupaca, Waushara and Wood.

Tribes included in NWC are:

Bad River Band of Lake Superior Chippewa Indians, Forest County Potawatomi Community, Ho-Chunk Nation, Lac Courte Oreilles Band of Lake Superior Chippewa Indians, Lac du Flambeau Band of Lake Superior Chippewa Indians, Menominee Indian Tribe of Wisconsin, Oneida Tribe of Indians of Wisconsin, Red Cliff Band of Lake Superior Chippewa Indians, Sokaogon Chippewa Community, St. Croix Indians of Wisconsin and Stockbridge-Munsee Community.



Acknowledgements

Research suggests the best way to successfully reduce any health related problem is to bring together the key stakeholders in a community to work together. Coalitions consist of local people solving local problems. In terms of reducing and preventing substance abuse, coalitions have a proven track record of achieving and sustaining population level reductions in rates of substance use.

In 2008, Marshfield Clinic Center for Community Outreach staff developed a series of learning events and corresponding tools to assist coalitions in the implementation of the Strategic Prevention Framework (SPF) within local communities. A cohort of coalitions from throughout the Northwoods Coalition region were invited to attend learning events, submit action plans and subsequently receive cash incentives for each step in which they were engaged. Throughout the process, Marshfield Clinic professional staff provided technical assistance and resources to assist coalitions in the work.

The key concepts in this workbook and the companion tools on the accompanying CD are designed to assist coalitions in their efforts to implement the Strategic Prevention Framework and secondarily to assist coalitions in being prepared to obtain funding through a variety of funding sources including the Drug Free Community (DFC) Support program.

Although Capacity is the second step in the SPF process, it forms the very foundation upon which a solid community plan is built and is the key to a community's success in combating substance abuse. For that reason, Marshfield Clinic staff developed a multi-chapter Capacity Building workbook. *Mobilizing For Action: Building Capacity in Your Coalition* provides tools to assist coalitions in this important step and is designed to accompany this workbook.

This workbook could not have been accomplished without leadership of the following Marshfield Clinic Center for Community Outreach staff:

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(continued)

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Chippewa County Prevention Council
Clark County Prevention Partnership Council
Compass II - LaCrosse County
Dunn County Partnership for Youth
Eau Claire County Consortium for Substance Abuse Prevention
Inner Wisconsin Coalition for Youth - Wood County
Lac du Flambeau Minobimaadiziwin Coalition
Lakeland Area Community Meeting - Vilas County
Marathon County Alcohol and Other Drugs Partnership Council
Marshfield Area Coalition for Youth
Northwoods Tobacco Free Coalition
Oneida County AODA Coalition
Oshki Bimaadiziwin
Portage County Coalition for Alcohol and Drug Abuse Prevention
Positive Alternatives Coalition
River Falls Partnership for Youth
Rusk County Youth Development Partnership Council
Safe Actions for Everyone (S.A.F.E.) Grant County
Together for Jackson County Kids
Tribal State Collaborative for Positive Change
Wisconsin Native American Prevention Council
Waushara County Prevention Council

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Strategic Prevention Framework Overview



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Strategic Prevention Framework

The Strategic Prevention Framework (SPF), developed by the Substance Abuse Mental Health Services Administration (SAMHSA), asserts that to be effective, communities must move away from the traditional approaches that are designed to affect individuals or families to focus on impacting the larger community through the implementation of comprehensive strategies to achieve population level change.

SPF is a systemic community-based approach, that works to ensure that substance abuse prevention programs can and do produce results. SPF involves five steps: assessment, capacity, planning, implementation and evaluation; and two key elements: sustainability and cultural competence which are designed to be incorporated into every step. The five steps and two overarching elements are designed to lead coalitions through the process of developing an effective coalition infrastructure, conducting a comprehensive assessment of local conditions that are leading to the issues related to substance abuse, developing and implementing a comprehensive plan, and evaluating the process and the outcomes. A brief overview of each of the SPF steps and elements is provided below.



Assessment: Coalitions undertake a process to gather both qualitative and quantitative data related to substance abuse in the community. To accomplish this, a coalition identifies the geographical boundary they want to work within, decides what substance or issue they want to assess, gathers enough data to determine the root causes, local conditions, and the level of community readiness to address the issue.

Capacity: This refers to the ongoing process of identifying the key community decision-makers and stakeholders who need to be involved in the efforts, mobilizing them to take action, and taking steps to ensure that everyone is on the same page and that the coalition is well structured and running efficiently.

Planning: Upon completion of a comprehensive assessment, coalitions develop a logical, thoughtful plan that is designed to address the root causes and local conditions that are causing the substance abuse problems. Plans include a logic model, a strategic plan that identifies short and long-term objectives, and a work plan that details tasks, responsible persons and required resources.

Implementation: Following the development of a well designed plan, the coalition puts the plan to work making sure to involve every member of the coalition, leveraging the unique skills that each member brings to the table.

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Evaluation: Evaluation helps a coalition plan programs and strategies, monitor their implementation, and ultimately, provide information that will enable the coalition to make adjustments where necessary to improve results. Evaluation is taken into account in every step of the SPF process. In this workbook, several short evaluation questions are included at the end of each step.

Sustainability: Sustainability goes beyond funding to include human and social resources. It involves focusing attention on organizational structures and relationships that need to be maintained in order to provide effective prevention policies, practices and programs. Sustainability also means maintaining outcomes over time. Sustainability is taken into account in every step of the SPF process. In this workbook, a short sustainability checklist is included at the end of each step.

Cultural Competence: Communities include many different cultures. Even specific cultures may have important intergroup differences. Therefore, to be successful, coalitions need to identify, learn about and include members of the different cultures that exist in their communities. In this way, a coalition's vision can better reflect the diverse perspectives of how the coalition would like the community to look in the future. Cultural competence is taken into account in every step of the SPF process. In this workbook, a short cultural competence checklist is included at the end of each step. To learn more about how to create a coalition that is culturally competent, please refer to the chapter on "Embracing Diversity" in *Mobilizing for Action: Building Capacity in Your Coalition*, the companion workbook to this publication.

Cultural Competence

What are the essential elements in being able to effectively and honestly embrace diversity? The issue of “cultural competence” may be one of the biggest challenges faced by a coalition.

- The Strategic Prevention Framework (SPF) requires coalitions to address Cultural Competence in each of the five steps (assessment, capacity, planning, implementation and evaluation), yet this is not always easy to do. One reason is that it is difficult to define the term “Cultural Competence.”

The Wisconsin State Council on Alcohol and Other Drug Abuse defines cultural competence as: *“A process by which individuals, programs, agencies and systems which serve people, integrate and transform awareness of assumptions, values, biases and knowledge about themselves and others to respond respectively and effectively to provide people across diverse cultures, languages, classes, races, ethnic backgrounds, religions, genders, sexual orientations, and abilities in a manner that recognizes, affirms, fosters and values the strengths of individuals, families and communities and protects and preserves the worth and dignity of each.”*

Becoming Culturally Competent

The following is offered as a way to begin to reach out to people from other cultures, inviting them to become actively involved in the coalition efforts.

- Build personal relationships.
 - Find someone who knows the culture and is willing to become a mentor.
 - Realize that relationship building is a long-term lifelong commitment. It goes beyond the day-to-day business of running a coalition.
- Make sure invitations to participate are not perceived as tokenism.
 - Be patient; developing trust between communities with historic tensions may take years.
- Become active in activities or coalitions in the community the coalition wants to work with.
- Become knowledgeable about issues in that community; collaborate on helping to solve them.
- Be a true ally. Use experience and political knowledge of community systems to compliment and strengthen the possibility of change for all communities.
- Use words and terms that communicate while not offending. Words can be highly divisive. One key responsibility of a successful coalition coordinator is to know the community. “Prevention lingo” can turn others off especially if they are historically marginalized or disenfranchised.
- Truly share power and control in all aspects of the coalition decision-making process. The key is to do “with” not “for.” Have faith that it can be done in a way that may not have been thought of or which the coalition is familiar with.

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- Deliberately seek out community leaders or elders who understand the issues. Be inclusive.
- Ask representatives from the cultures the coalition works with to help the coalition identify a word from their language that addresses the coalition vision and mission.
- Assess data, build logic models, implement strategies and evaluate efforts using culturally appropriate or adaptable methodologies.

Critical Elements in Embracing Diversity

The following provides several critical elements that contribute to a coalition's ability to embrace diversity.

- Understand the dynamics of historical cultural interactions in the community.
- Develop individual and coalition mechanisms that identify and respond to differences in cultural behaviors or learning styles.
- Accept and respect differences.
- Integrate cultural dynamics into every aspect of coalition work.
- Adapt strategies, programs and best practices to fit local cultural norms and traditions. These should be deliberately reflected in the member representation, policies, programs and all deliverables of the coalition.

Sustainability

Like Cultural Competency, the Strategic Prevention Framework (SPF) requires coalitions to address sustainability in each of the five steps (assessment, capacity, planning, implementation and evaluation). In order to achieve community change, sustainability must be present in all aspects of coalition work.

Keys to Sustainability

Communities in crisis often rush to address an issue without taking stock of its resources or capacity to ensure long-term, lasting outcomes. A sustainability plan is the key element to understanding what is currently available and what resources and commitments are needed to get things done, in order for the coalition to make a lasting impact. Capacity building at the early stage of the coalition's development lays the foundation for sustainable efforts:

- Signed Memorandums of Understandings or a Coalition Membership Agreement establish working relationships.
- Key stakeholders that are representative of the community (and SAMHSA's 12 Sectors) meet regularly and are actively engaged and valued.
- Power is shared and collaboration is coordinated.
- Committees are developed to gather data and develop and implement plans.
- Committees are developed to leverage existing resources and find new ones.

Steps to a Sustainability Plan:

- Identify the coalition activities that need to be sustained.
- Identify the individuals and/or organizations who will address the activities the coalition is trying to sustain.
- Describe what is needed to accomplish each activity.
- Describe the resources the coalition has in place to accomplish each activity.
- Develop a local, state and national fundraising or fund-seeking plan if needed.
- Set a target date for completion or implementation of each element in the plan.



Mobilizing for Action: Assessing Your Community



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Assessment

Completing an assessment is the first step in creating a work plan that will achieve positive and lasting change. Assessment is both a product and a process. Through an assessment, a coalition will learn the story of the substance abuse issue in the community – and to learn the story, there needs to be a balance of qualitative and quantitative data. Once all those elements are gathered, the information will be analyzed in the planning phase.

Quantitative Data

Quantitative data provides breadth of knowledge and is counted or measured. It answers the question, “How many?”

Examples

- The number of alcohol-related fatal crashes occurring in a community during a year.
- The number of 18-year old males in a community who report binge drinking during the past month.

Qualitative Data

Qualitative data provides depth of understanding. It helps answer the question, “What does it mean?” Qualitative data reflects attitudes, opinions, or beliefs.

Examples

- Comments made by a police chief during an interview regarding strategies used to combat youth access to alcohol.
- Information provided by teens during a focus group outlining the reasons teens drink and how and where they obtain alcohol.

Key Points to Consider

Set up a data committee (also known as Epidemiology Committee) - Seek individuals who have the background, motivation and experience to help in collecting and analyzing the data. There is no particular number of members the committee should have. However, more members can lighten the data collection load.

Involve the entire coalition - Some members of the coalition, such as a member of law enforcement or the courts, will obviously be involved in gathering data. However, a comprehensive assessment needs a variety of members to help with distributing surveys, conducting focus groups or community forums, performing “community scans” of billboards, newspapers and businesses, locating and reviewing past assessments, and compiling and presenting assessment results.

Set up a data gathering process - Setting up a process and a procedure will insure that the data gathering process will be consistent and reliable. Consider the following:

- a) Identify which data one must gather to complete the project
- b) Identify the sources (people, places, files) that will provide the data
- c) Prepare a list of the information necessary to complete the project before contacting the data sources.

Data Collection Methods

To get a complete view of what people's attitudes, behaviors and beliefs are toward substance abuse as well as to quantify the cultural norms and adjudication of crimes related to substances, a variety of interviews, scans and surveys should be conducted. A brief description of several key assessment elements are outlined below. Tools to assist coalitions in collection of data are included on the CD that accompanies this workbook, and are outlined at the end of the section.

Community Forums

A community forum invites community members to gather and discuss their opinions on a given topic or problem. When effectively facilitated, community forums provide dynamic information not only about what people feel, but also about why people feel the way they do.

Focus Groups

Focus groups are a method of data collection that is similar to community forums but smaller. They usually consist of 8-12 participants and sessions are conducted by a trained moderator. Focus groups are an effective means through which to gather qualitative data about participants' attitudes or perceptions about a particular topic.

Community Perception Survey

Community perception surveys gauge the prevailing community attitudes toward the issue being addressed. Different sectors will have differing views on the issue, so it is vital to get a good cross section of the community to complete surveys. For example, law enforcement may have a different view on the reasons and severity of underage drinking than parents.

Community Norms Survey

Community norms refer to the ways things are in the community. Is alcohol commonly served at high school graduation parties? Do most people have beer refrigerators in their garage? Is alcohol served at sporting events? Do most people not even think about the location and types of medications on hand and easily accessible in their homes?

Community Scan (also referred to as Environmental Scan)

Coalitions will conduct a scan of the local environment in the assessment process. For example, if the coalition is looking to address alcohol related issues, a scan that looks at the number of outlets in the community where alcohol is sold is an important piece of data; if the coalition is looking at prescription drug issues, the number of outlets that dispense prescription drugs and that sell over the counter medications is something that the coalition needs to measure.

Resource Gap Analysis

Information on the resources that exist in the community as well as the areas where there is a lack of services and programs will provide insight into the programs, practices and policies that the coalition may need to incorporate into their plan of action. For example, when working to address substance abuse issues, a resource gap analysis will inventory the substance abuse programs available in the schools and in the community, including the support programs such as Al Anon, treatment programs for youth and adults, policies in the work place, and gaps in resources and services.

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Key Informant Interviews

Interviews with members of local law enforcement, medical providers, school counselors and others in the community provide depth and richness to the data. Speaking with the key people in the community that have an in-depth knowledge of the issues is a critically important part of conducting a comprehensive community assessment. When a coalition starts an initial assessment, there may not be working relationships with all of the key people in the community and therefore, it may take some time to develop relationships and to conduct the interviews. There is great capacity-building value in these interviews, for many coalitions actually recruit involvement of the people they interview.

Surveys

Surveys allow a coalition to collect specific information on individuals' attitudes, beliefs and behaviors. Although they are a popular method for collecting data, developing and conducting surveys requires technical knowledge of survey design and administration, a significant time commitment and can be costly to administer. In addition, parental permission may be necessary when surveying students and can be difficult to obtain. For these reasons, coalitions usually investigate whether existing survey data can provide the required information. Local schools or youth serving organizations might have survey results they would be willing to share. If a coalition feels the need to collect its own survey data, it is recommended that they seek assistance from a local epidemiologist.

Community Readiness

Community readiness is a very important concept, and is an essential component of a comprehensive needs assessment. In general terms community readiness refers to a community's recognition of a problem and subsequently, their level of willingness to address it. There are a number of ways to conduct a community readiness analysis. If a coalition has financial resources, a number of organizations will conduct the analysis for a fee. There are also credible free resources available to coalitions. Whatever means the coalition chooses, it is important to gauge a community's level of readiness to recognize and address the issue being addressed by the coalition, as it will inform the coalition how to plan appropriate strategies.

Further information on community readiness:

- Minnesota Institute of Public Health will administer and analyze a community readiness survey for a fee:
<http://www.miph.org/services/crs>
- Tri-Ethnic Center for Prevention Research:
http://triethniccenter.colostate.edu/communityReadiness_home.htm

Youth Risk Behavior Survey

The Wisconsin Youth Risk Behavior Survey (YRBS) is a very effective way to provide sustainable, reliable and comparable data for community coalitions to use not only to leverage substance abuse prevention funding, but also to standardize approaches.

In Wisconsin, the YRBS is a recommended tool for the following reasons:

- With uncertainty in federal and state funding, local schools need to consider partnering with community coalitions to fill gaps in prevention services.
- YRBS surveys are implemented and data analysis is returned at no cost to school districts. Schools can add questions to the survey if they choose.
- Schools have complete control over who can access their individual school data.
- Under the guidelines of the Strategic Prevention Framework, community coalitions have representation from 12 community domains at their tables: youth (an individual 18 or under); parents; business community; media; school; youth-serving organizations; law enforcement agencies; religious or fraternal organizations; civic and volunteer groups; healthcare professionals; state, local, or tribal governmental agencies with expertise in the field of substance abuse (if applicable, the State authority with primary authority for substance abuse); and other organizations involved in reducing substance abuse. Many of these agencies/organizations use local data to leverage additional funding and also to help make decisions on how to allocate their funds.
- Community coalitions have resources. For example, a federal Drug Free Community (DFC) Support Program grantee receives \$125,000/year for up to 10 years. Implementing a survey that coalitions can access (aggregate data) will improve their chances as they compete for additional dollars.
- Utilizing one survey is cost effective and useful. Aggregate data can be compared and used in multiple ways: i.e. updating County Health Improvement Plans, prevention initiatives and law enforcement strategic planning, etc.

Over 300 school districts in Wisconsin have successfully used the YRBS to gather data about their middle school and high school students.

In Wisconsin, the YRBS is offered by the Wisconsin Department of Public Instruction through a web based system. **Further information:** <http://dpi.wi.gov/sspw/oyrbsindex.html>

Resources & Data Weblinks

Weblinks		
State	Resource	Web Address
	All Wisconsin Alcohol Risk Education (AWARE)	http://www.uhealth.org/aware/aware-all-wisconsin-slc-hol-risk-education/1395
	Alliance for Wisconsin Youth	http://www.allwisoyouth.org
	Cooperative Educational Service Agency	http://www.dpi.state.wi.us/cesa.html
	Wisconsin Department of Public Instruction	http://www.dpi.wi.gov
	Healthy Wisconsin Leadership Institute	http://www.hwli.org/index.asp
	Project Extra Mile	http://www.projectextramile.org/
	Wisconsin Department of Health Services	http://www.dhs.wisconsin.gov/
	Tap the Power	http://www.legis.wisconsin.gov/lrb/pubs/tapthepower.htm
	UW-Extension	http://www.uwex.edu/
	University of Wisconsin School of Medicine and Public Health	http://www.med.wisc.edu/
	Wisconsin Clearinghouse for Prevention Resources	http://wch.uhs.wisc.edu/
	Wisconsin Council on Children and Families	http://www.wccf.org
	Wisconsin Department of Transportation	http://www.dot.wisconsin.gov/
	Wisconsin Health Statistics – Alcohol and Other Drug Use	http://dhs.wisconsin.gov/stats/aoda.htm
	Wisconsin Initiative to Promote Healthy Lifestyles (WIPHL)	http://www.wiphl.com/
	Wisconsin Prevention Network	http://www.wisprevnet.org/
	Wisconsin Youth Risk Behavior Survey (YRBS)	http://www.dpi.state.wi.us/sspw/yrbsindx.html

Resources & Data Weblinks

Weblinks		
National	Resource	Web Address
	Alcohol Epidemiology Program	http://www.epi.umn.edu/alcohol/index.shtm
	Centers for Disease Control and Prevention	http://www.cdc.gov/
	Center for the Application of Prevention Technologies (CAPT)	http://captus.samhsa.gov/home.cfm
	CESAR Fax	http://www.cesar.umd.edu/cesar/cesarfax.asp
	Community Anti-Drug Coalitions of America (CADCA)	http://www.cadca.org/
	Community Toolbox	http://ctb.ku.edu/en/default.aspx
	Drug Free Action Alliance	http://www.drugfreeactionalliance.org/
	Drug Free Communities Support Program	http://www.ondcp.gov/dfc/potentialgrantees.html
	FedStats	http://www.fedstats.gov/
	Find Youth Info	http://fyi-iwgyp.airprojects.org/ProgramSearch.aspx
	Join Together	http://www.jointogether.org/
	Leadership Institute	http://www.udetc.org/leadershipinstitute.htm
	Minnesota Institute of Public Health	http://www.miph.org/
	Mothers Against Drunk Driving (MADD)	http://www.madd.org/
	Office of Juvenile Justice and Delinquency Prevention (OJJDP)	http://www.ojjdp.gov/
	Office of National Drug Control Policy (ONDCP)	http://www.whitehousedrugpolicy.gov/index.html
	Pacific Institute for Research and Evaluation (PIRE)	http://www.pire.org/
	Prevention Institute	http://preventioninstitute.org/index.php
	Prevention Management Reporting and Training System	https://www.pmrts.samhsa.gov/pmrts/Default.aspx

Root Causes and Local Conditions

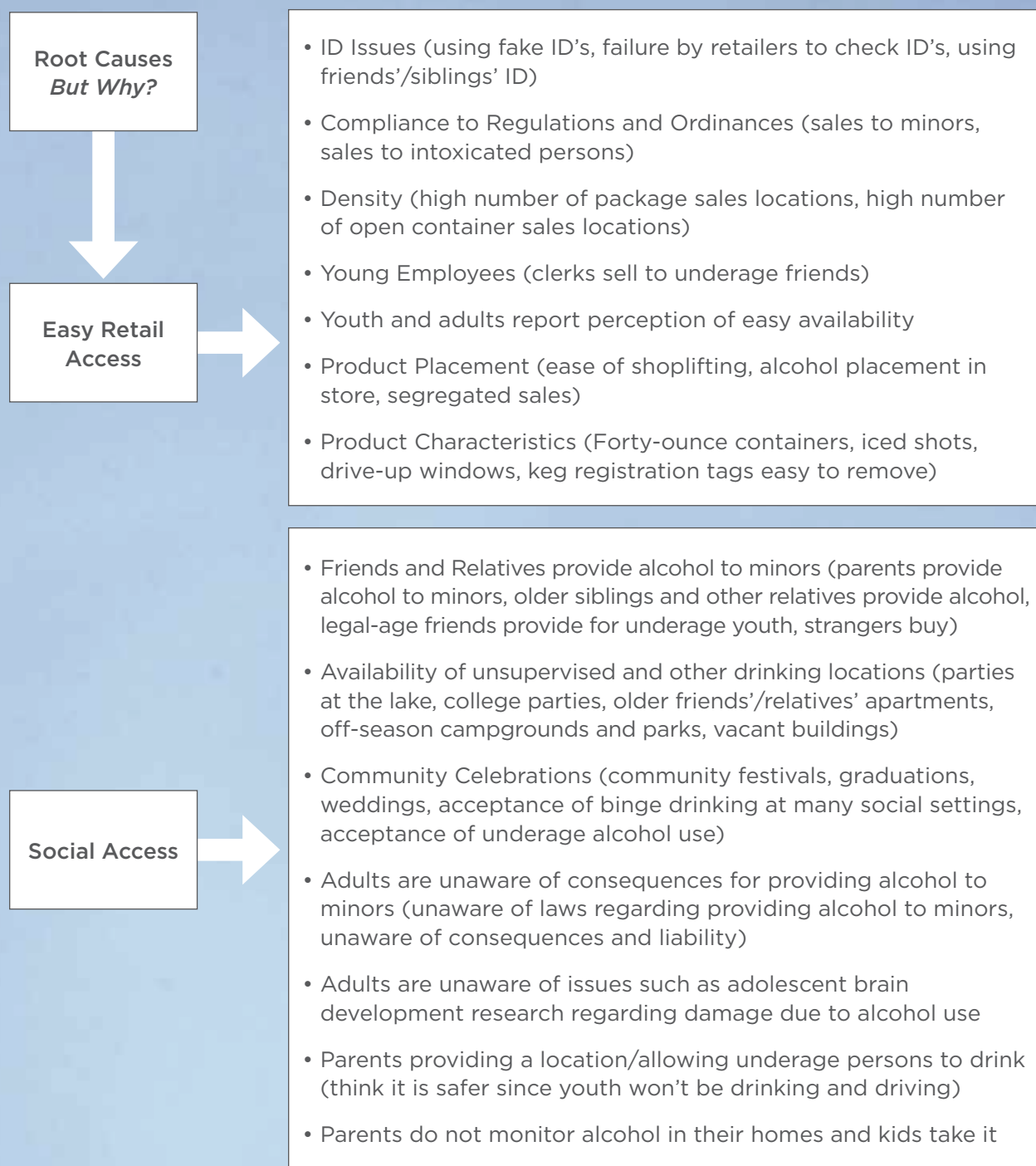
The purpose of an assessment is to explore the relationship between the substance abuse problems and the community. This is done through examining the root causes, also known as intervening variables and/or risk and protective factors.

Root causes are generic and answer the question “But why?”

Once the root causes are documented, it is important to investigate the local conditions, which are specific, identifiable and actionable.

The local conditions identify why the problem is happening in the community and answer the question “But why here?”

Examples of Local Conditions (But why here?) – Underage Drinking



Risk and Protective Factors

Risk Factors, which have been identified through research, are characteristics of individuals, their families, schools and community environments that are associated with increases in alcohol and other drug use, delinquency, teen pregnancy, school dropout and violence.

Protective Factors are family, social, psychological, behavioral and environmental characteristics that provide a buffer for youth, reducing the potential for drug abuse.

Risk and Protective Factors present themselves across the course of human development and make individuals and groups either more or less prone to substance abuse and its consequences.

Resources for Risk and Protective Factors

National and Wisconsin data sources

A matrix, co-developed by The Wisconsin Clearinghouse for Prevention Resources and Central CAPT (Center for Application of Prevention Technology) provides archival indicators, validated through research, to assist coalitions in determining the level of risk in their communities:

<http://wch.uhs.wisc.edu/13-Eval/Tools/Resources/Matrix/Risk%20Factor%20Data%20Sources%20Matrix.pdf>

Risk Factors	Protective Factors
Early initiation of problem behavior	Interested & Caring Adults
Friends who engage in problem behavior	Neighborhood Resources
Lack of commitment to school	School and Club Involvement
Academic failure beginning in late elementary	High Control Against Deviant Behavior
Family management problems	Models for Conventional Behavior
Family conflict	Positive Attitudes toward the Future
Family history of problem behavior	Value on Achievement
Extreme economic deprivation	Ability to Work with Others
Transitions and mobility	Ability to Work Out Conflicts
Community laws/norms	Sense of Acceptance
Availability	Quality Schools
Favorable parental attitudes and involvement	Cohesive Family

Problem Statements

A problem statement is the starting point in the development of a comprehensive action plan. Problem statements will lay the groundwork for a community logic model and are the result of a comprehensive problem analysis. This is the bridge between assessment and planning.

The Community Anti-Drug Coalitions of America (CADCA) 2005 Assessment Primer provides suggestions for developing clear and concise problem statements.

A clear and concise problem statement:

1. Identifies one problem at a time.
2. Objectively describes the situation and avoids blame.
3. Focuses on the problem and avoids naming solutions.
4. Defines the problem by the behaviors and conditions that affect it.
5. Is specific.
6. Accurately reflects community concerns (that are considered “pressing.”)

A case study: Marshfield Area Coalition for Youth (MACY)

The examples of problem statements listed below are actual problem statements developed by the Marshfield Area Coalition for Youth (MACY). MACY is a well established coalition that is a Drug Free Community grantee. Throughout this workbook, MACY will be used as an example to illustrate how these concepts translate into local community action.

Problem Statement – Underage Drinking (Marshfield Area Coalition for Youth)

Youth ages 12-17 in Marshfield are using alcohol.

Problem Statement– Prescription Drugs (Marshfield Area Coalition for Youth)

Youth ages 12-17 in Marshfield are abusing prescription drugs.

Assessment Checklist

During the Assessment process, coalitions should consider the following points in relation to the overarching elements of the Strategic Prevention Framework:

Sustainability

Coalitions should consider Sustainability during the Assessment process through the following:

- ☐ Identify and engage key individuals who will provide information for the project.
- ☐ Set a system in place to ensure ongoing and consistent data gathering.
- ☐ The coalition has a data committee identified and understands the task of data gathering.
- ☐ Assessment is a coalition activity and the coalition does not rely upon one or two members to collect and analyze the data.
- ☐ Coalition is actively discussing ways to continue meaningful work in a community.

Evaluation

The coalition should evaluate the Assessment process through considering the following:

- ☐ The Coalition has a plan in place to collect, review and analyze data on an ongoing basis.
- ☐ Baseline data is constantly reviewed and compared to ongoing evaluation.
- ☐ The process of collecting data is documented for reporting to key stakeholders as prescribed.

Cultural Competence

Cultural Competence should be considered in the Assessment process through considering the following:

- ☐ The coalition has been inclusive in conducting the assessment, being sure to examine the issue from the perspective of all cultures, ethnicities, and age groups.
- ☐ Assessment tools and surveys were translated or offered in different languages.
- ☐ Assessment tools and surveys were modified to accommodate individuals with unique or special needs.
- ☐ As many community sectors as possible were given a voice in the assessment process.

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Assessment tools and resources on the CD that accompanies this workbook are as follows:

Focus Groups – Youth AODA Survey

Analyzing Focus Group Information

Community Perception Survey (Focus- High Risk Drinking)

Community Perception Survey (Focus- Underage Drinking)

Community Perception Survey (Focus- Binge Drinking)

Community Perception Survey Summary Form

Community Norms Survey- Availability (Alcohol)

Community Scan (Focus – Alcohol)

Community Scan (Focus – Prescription Drugs and OTC Drugs)

Community Scan – Environmental Scan (Focus – Alcohol)

Community Scan – Environmental Scan (Focus – Prescription Drugs)

Resource Gap Analysis - Assessing Community ATOD Resources for Youth

Key Informant Interview – Law Enforcement Interview (Focus – Alcohol)

Key Informant Interview – Law Enforcement Interview (Focus – Prescription Drugs)

Key Informant Interview – Pharmacist Interview (Focus – Prescription Drugs)

Key Informant Interview – Prosecution Interview (Focus – Alcohol)

Key Informant Interview – Prosecution Interview (Focus – Prescription Drugs)

Assessing Prosecution Data

Surveys – Sample ATOD YRBS questions

Assessment Planning Sheet – Alcohol

Assessment Planning Sheet – Prescription Drugs and OTC Drugs

Assessment Summary Form – Alcohol

Assessment Summary Form – Prescription Drugs and OTC Drugs



Mobilizing for Action: Data-driven Planning



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Planning

Once a coalition has established a solid foundation through capacity building and conducted a comprehensive assessment, the next step is to conduct a planning process to create several key plans that will lead to a reduction in substance abuse. Planning will assist a coalition to identify strategic goals, objectives, short, medium, and long-term outcomes all of which are reflected in a logic model, a strategic plan and an action plan. Logic model diagrams provide a clear and concise method to link root causes and local conditions to appropriate strategies. A strategic plan identifies the priority areas for the coalition including policies, practices and programs that will address the problems identified through the needs assessment, and provides the coalition with a road map to guide them in the work. No strategic plan is complete without a corresponding work plan which ensures that all coalition members are involved in carrying out the work of the coalition with sufficient support and appropriate accountability.

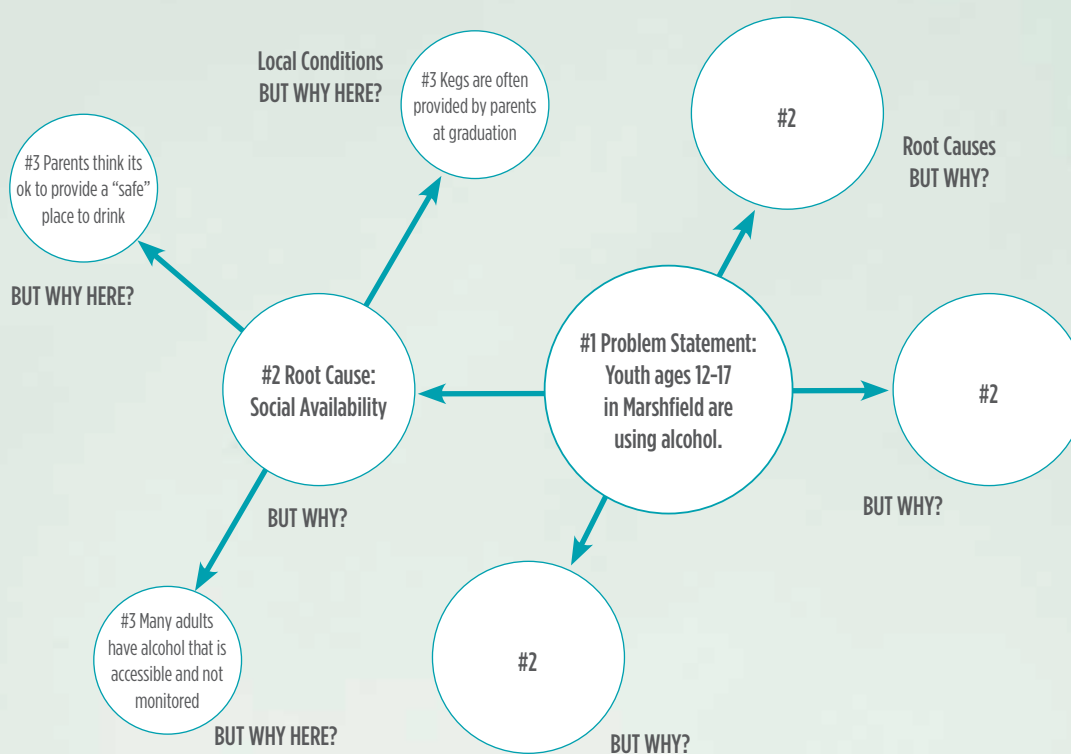
This section contains a number of key concepts, definitions and samples designed to analyze the data gathered during the assessment phase and to develop a comprehensive plan that is going to lead the work of the coalition to achieve results. The key concepts covered in Planning are as follows:

- Conducting a problem analysis
- The public health model of prevention
- Comprehensive planning: environmental and individual strategies
- CADCA's Eight Strategies for Effective Community Change
- Logic models
- Goals and objectives

Conducting a Problem Analysis

During the assessment phase, the coalition gathered a variety of data designed to provide a full and broad view of the issue in the coalition's defined geography. In the planning phase, the coalition must conduct a problem analysis. The outcome will be the crafting of a problem statement that will form the basis for the community logic model. During this very important phase it is critical to be inclusive and engage the full spectrum of community stakeholders and also to be thoughtful and deliberate in making sure that the coalition's membership is broad and solid enough to ensure that the plan is able to be successfully implemented.

Example Problem Analysis – Underage Drinking Marshfield Area Coalition for Youth

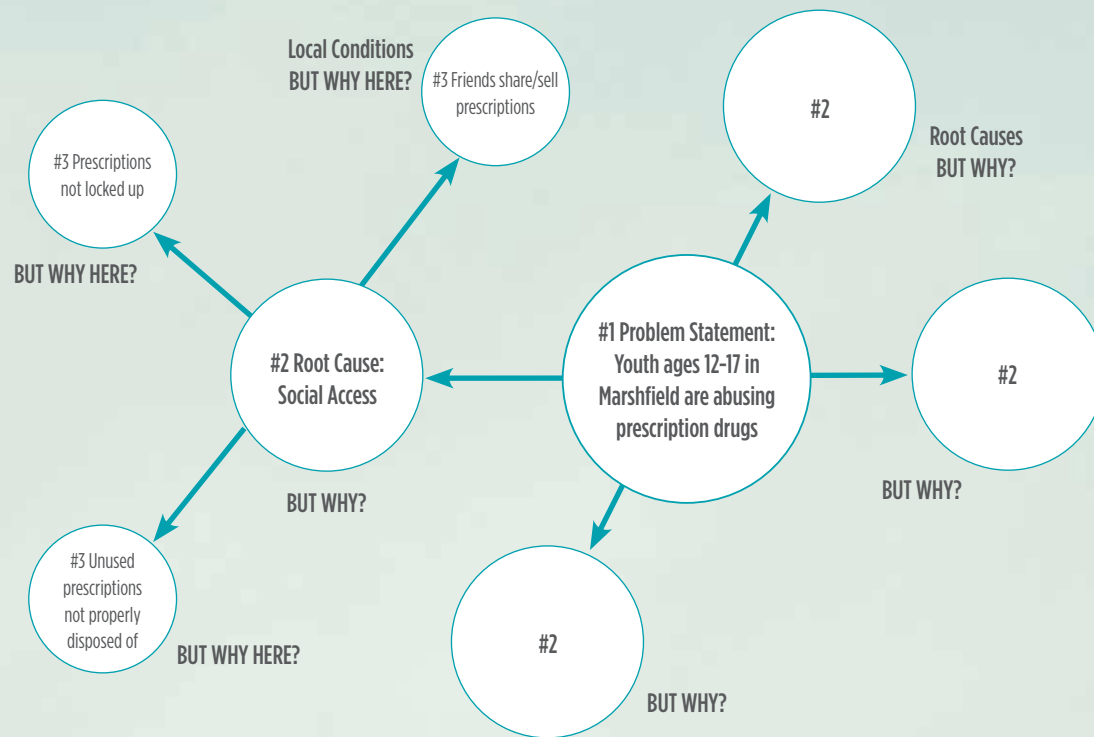


Key Components:

1. Problem Statement
2. Root Causes (But Why?)
3. Local Conditions (But Why Here?):
 - Specific
 - Identifiable
 - Actionable

(continued)

Example Problem Analysis – Prescription Drugs Marshfield Area Coalition for Youth



Key Components:

1. Problem Statement
2. Root Causes (But Why?)
3. Local Conditions (But Why Here?):
 - Specific
 - Identifiable
 - Actionable

Public Health Model of Prevention

In 1988, the Institute of Medicine provided a landmark study of Public Health in the United States. The report characterized the mission of public health as “fulfilling society’s interest in assuring conditions in which people can be healthy.” This “assertion that improving the health status of others provides benefits to all” is a core value of public health.

(Source - *Public Health - What it is How it works*, by Bernard J. Turuock, 3rd Edition, 2004.)

The Public Health Model grew from this study, embracing a comprehensive approach to community change. Before coalitions begin to identify strategies on the logic model that will reduce the problems identified through the assessment, it is important to understand that the Strategic Prevention Framework is founded in the public health model. This model challenges coalitions to look beyond traditional programs designed to change behaviors one individual at a time, to develop a plan that will actually achieve and ultimately sustain population level reductions in substance use.

The public health model of prevention recognizes that problems arise through relationships among an **agent**, a **host** and the **environment**.

These more complex relationships compel us to think in a more comprehensive way. Instead of focusing efforts solely on individuals, this model asserts that effective prevention efforts focus on both the individual and the environment.

Individual strategies target the knowledge, attitudes and skills of individuals. An example of an individual strategy is a tobacco prevention program for youth.

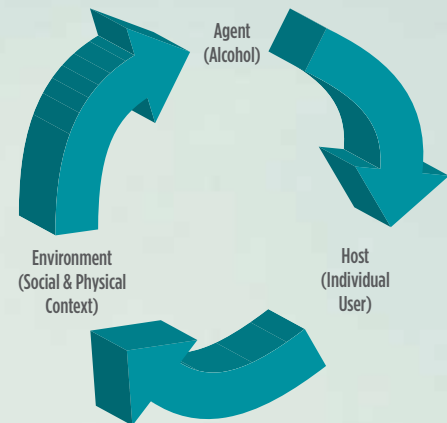
Environmental strategies target the broader physical, social, cultural and institutional forces that contribute to problem behaviors. Environmental strategies seek to change the community through the formation or the implementation of policies, which may be formal or informal. Several examples are listed below:

Informal Policy Example – An example of an informal policy is the establishment of family norms or rules that prohibit the consumption of alcohol by youth.

Formal Policy Example – A coalition may seek to establish a new policy to address a problem in the community, such as the establishment of a keg registration to limit or reduce the number of parties where adults purchase or provide a keg of beer to underage youth.

Environmental Strategies Popular in Wisconsin

1. **Compliance Checks** - An enforcement operation in which an undercover, underage buyer works with law enforcement to test the compliance of a tobacco or alcohol retailer with local and state laws. This strategy is effective in reducing retail access to alcohol and is most effective when checks are conducted at least twice per year.



(continued)

2. **Tip Lines** - Phone number anyone can call to report underage alcohol or drug use. People can receive a monetary reward for the tip and can remain anonymous. Some communities have recently implemented a texting option, which has increased the number of tips not only to report activity around drugs and alcohol, but for any number of criminal activities.
3. **Media Advocacy** - Strategic use of any form of media to help advance goals. Examples: public service announcements, billboards and articles in the newspaper. Media advocacy strategies form the foundation of CADCA's 8 Strategies for Effective Community Change (i.e. Providing Information) and should be integrated into every initiative of the coalition.
4. **Keg registration** - Requires adults purchasing kegs to provide their name and contact information. Purchasers could face criminal charges related to providing alcohol to youth if the keg is found in an underage drinking situation.
5. **Parent Networks** - A group of parents committed to the health and safety of children in the community, to protect them from underage alcohol use and other illegal substances. Parents sign contracts to not allow risky behaviors such as alcohol use. Many communities have worked to engage parents by offering dinner meetings, Facebook pages and other venues to promote communication.
6. **Parents Who Host Lose the Most** - Provides parents with accurate information about the health risks of underage drinking and the legal consequences of providing alcohol to youth. The campaign encourages parents and the community to send a unified message that underage alcohol consumption is not acceptable. It is unsafe, illegal, and unhealthy for anyone under the age of 21. The campaign is combined with party patrols conducted by law enforcement to seek out and safely disperse underage drinking parties.
7. **Party Patrols** - Designated enforcement to respond specifically to reports of underage drinking parties and to employ controlled party dispersal techniques.
8. **Shoulder Tap Surveys** - An enforcement operation where an underage youth, undercover and under the surveillance of law enforcement officers, approaches individuals near an alcohol retail outlet, states his/her real age, and asks if the individual will purchase alcohol and provide it to him or her.
9. **Sticker Shock** - Coalition members meet with local retailers that sell alcohol and ask permission to place warning stickers on the packaging of alcohol products. Bold stickers, designed to remind adults that they can be arrested for purchasing alcohol for minors, warn of the consequences of purchasing alcohol for people under the age of 21.

Comprehensive Community Plans

There is no silver bullet that will eliminate substance abuse. No single strategy will solve the problem that the coalition is working to address. The challenge is to create a plan that incorporates multiple strategies that build upon and relate to each other, and that directly address the root causes (But Why?) and local conditions (But Why Here?). A comprehensive plan includes both individual and environmental strategies.

To assist coalitions in the development of such a plan, CADCA (Community Anti-Drug Coalitions of America) has developed the Eight Strategies for Effective Community Change.

These strategies require action and are designed to change behavior by reducing harm or increasing positive behavior. The top three strategies tend to affect individuals; the remaining strategies tend to affect the entire population (otherwise known as environmental change strategies). A comprehensive community plan incorporates both types of strategies.

Eight Strategies for Effective Community Change

Adapted from http://coalitioninstitute.org/SPF_Elements/Implementation/SevenStrategies4CommunityChange.pdf

1. **Providing Information** – Educational workshops or dissemination of information via other sources and other venues. This can also include a public awareness or education campaign.
2. **Enhancing Skills** – Workshops, programs or other activities designed to develop skills and competencies among youth, parents, teachers, and/or families to prevent substance abuse.
3. **Providing Support** – Creating opportunities to support people to participate in activities that reduce risk, enhance protection, and prevent substance abuse.
4. **Enhancing Access/Reducing Barriers** – Improving systems and processes to increase the ease, ability and opportunity to utilize those systems and services.

NOTE- This strategy also can be reversed to Reducing Access/Enhancing Barriers. Prevention science tells us that when more resources (money, time, etc.) are required to obtain a substance, use declines. So, when community coalitions establish barriers to underage drinking or other illegal drug use, they decrease its accessibility and so reduce use.

5. **Changing Consequences** – Increasing or decreasing the probability of a specific behavior that reduces risk or enhances protection by altering the consequences for performing that behavior.
6. **Physical Design** – Changing the physical design or structure of the environment (e.g., parks, landscapes, signage, lighting, outlet density) to reduce risk or enhance protection.
7. **Modifying/Changing Policies** – Formal change in written procedures, by-laws, proclamations, rules or laws with written documentation and/or voting procedures, public policy actions, systems change within government, communities and organizations.
8. **Strengthening Coalitions** – How the coalition manages and mobilizes its relations and other resources in order to collaboratively conduct the strategies needed to prevent substance abuse in their communities.

Developing a Comprehensive Plan using the Eight Strategies Worksheet

Problem Statement: _____

Root Causes (But Why?): _____

Local Conditions (But Why Here?): _____

Goal: _____

Eight Strategies for Creating Change	Objectives (actions) to enhance the selected Strategy
1. Providing Information	
2. Enhancing Skills	
3. Providing Support	
4. Enhancing Access/Reducing Barriers Or Reducing Access/ Enhancing Barriers	
5. Changing Consequences (incentives/disincentives)	
6. Changing Physical Designs	
7. Modify/Change Policy	
8. Strengthening Coalitions	

Example Developing a Comprehensive Plan using the Eight Strategies

Marshfield Area Coalition for Youth

Problem Statement: Youth ages 12-17 in Marshfield are using alcohol

Root Causes (But Why?): Youth get alcohol from home (Social Access)

Local Conditions (But Why Here?): Parents do not monitor alcohol and/or provide to youth

Goal: By (date), decrease incidence of teens consuming alcohol in homes with no parent supervision by 5% as measured by student focus groups and parent surveys

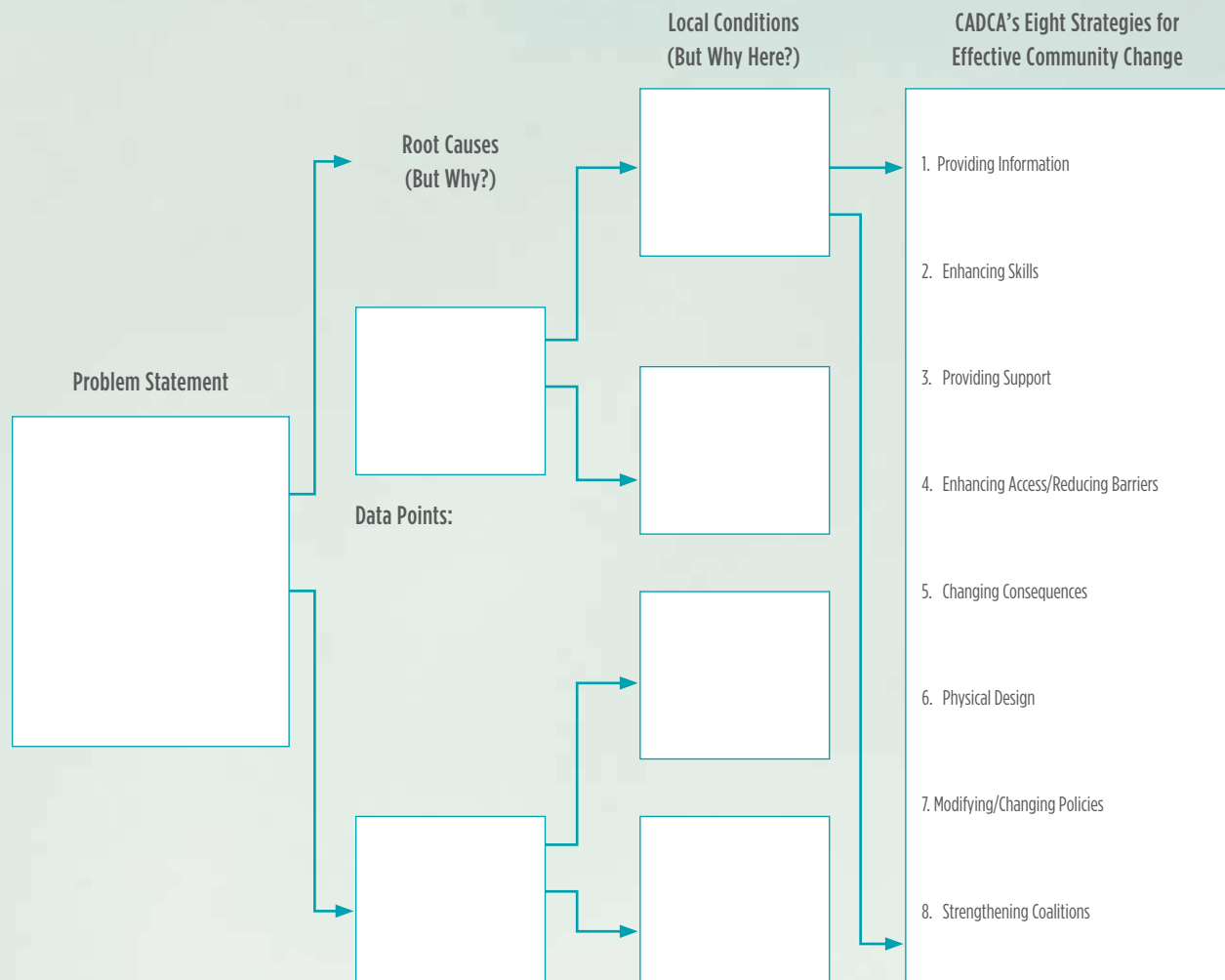
Eight Strategies for Creating Change	Objectives (actions) to enhance the selected Strategy
1. Providing Information	Design, publish and implement Parents Who Host Lose the Most public awareness campaign. Develop, publish and distribute parent network brochures for parent recruitment campaign.
2. Enhancing Skills	Educate parents and provide opportunity to discuss/practice setting and enforcing family rules, talking with teens about expectations.
3. Providing Support	Establish a network for parents/adult family members to communicate/link with other parents who hold similar beliefs regarding homes that are free from alcohol abuse or availability.
4. Enhancing Access/Reducing Barriers Or Reducing Access/ Enhancing Barriers	Provide members of a local Parent Network access to a secure database directory of parents who are in the network with their contact information. This will provide the opportunity to connect with each other to be assured that their children will be visiting homes in which they will not have access to alcohol.
5. Changing consequences (incentives/disincentives)	Laws will be enforced to discourage underage alcohol use through regular party patrols and by encouraging the use of a tip line to report underage drinking.
6. Changing Physical Designs	Encourage parents (especially those who are members of the Parent Network) to restrict youth access to alcohol by locking up or closely monitor alcohol supply, especially alcohol stored in fridges in garages and other locations that provide easy access to youth.
7. Modify/Change Policy	Participating Parent Network members sign a pledge to provide and support places for teens to socialize away from the presence of and pressure to use alcohol, tobacco and other illegal substances.
8. Strengthening Coalitions	Coalition continues to identify potential Parent Network partners, be culturally inclusive, evaluate and monitor program impacts and outcomes.

Logic Model

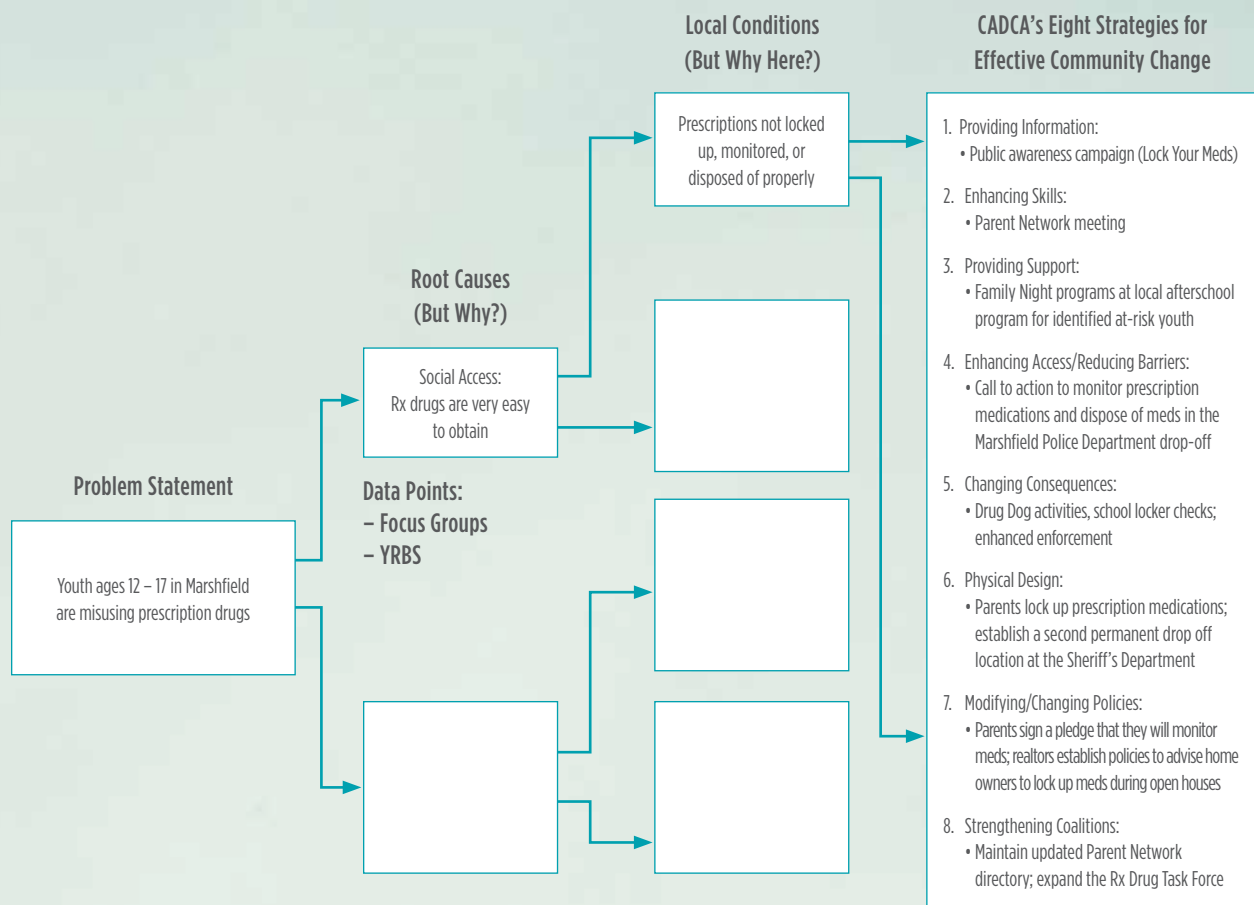
Once a problem statement has been developed, the root causes and local conditions (why and why here) have been identified, the coalition is ready to develop a Logic Model. Simply put, a logic model is a road map that documents where the coalition is going and how they plan to get there. Drawing upon the root causes and local conditions, a coalition's logic model will identify the best route to take to achieve the desired results. The logic model has a variety of benefits. Logic models help coalition members and the community come to an understanding of what the coalition will be doing and why. Additionally, the logic model can serve as a way to measure progress and changes in the community over time, which is the foundation of the coalition's evaluation. There are many styles and formats for logic models. This workbook uses a logic model format that is adapted from CADCA. The coalition membership may have a preferred format, or if the coalition receives funding to support the work, the funder may have a specific format. The style and layout of a logic model, however, is not as important as the contents.

Logic Model Template

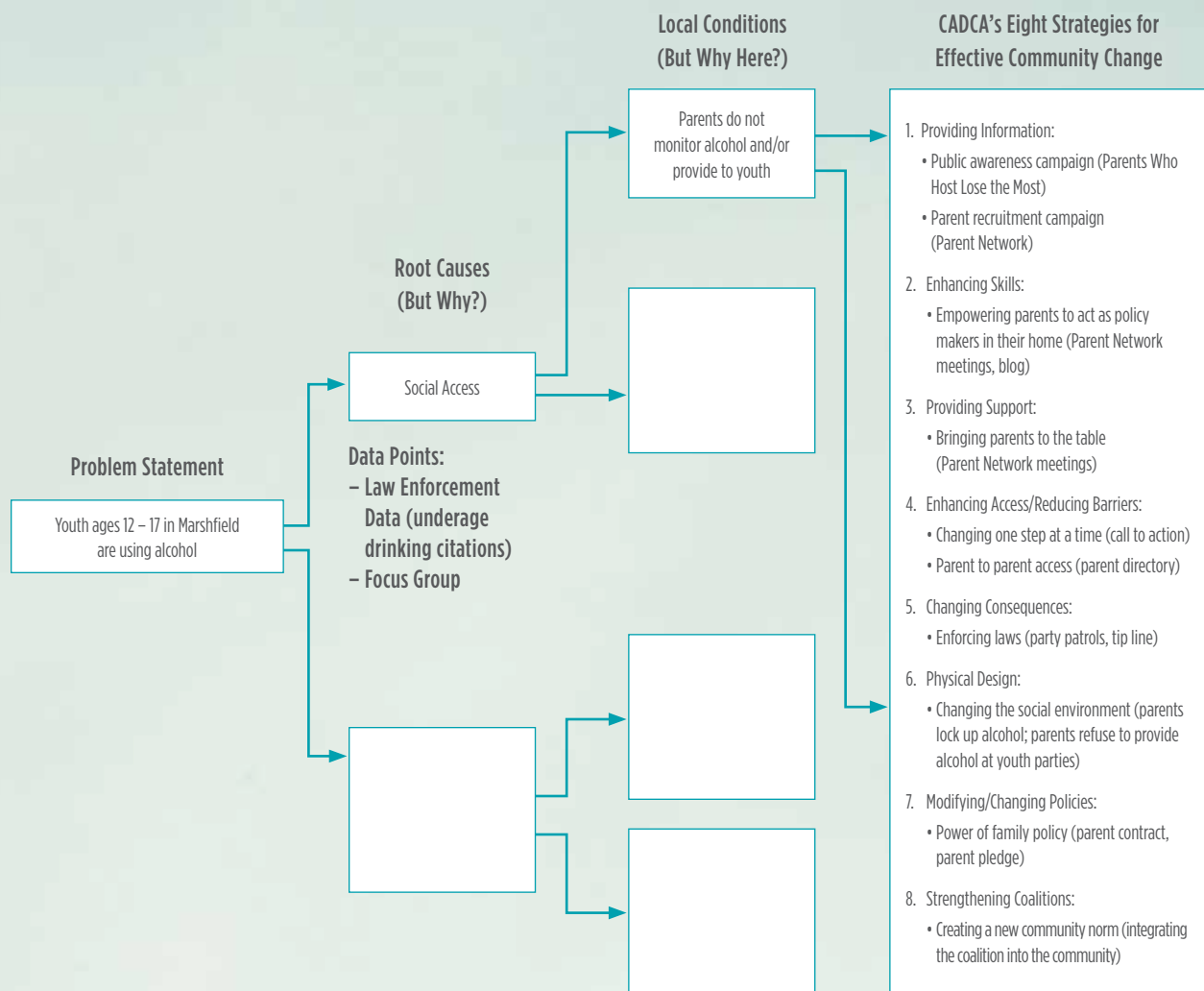
Goal: _____



Example Logic Model – Prescription Drugs Marshfield Area Coalition for Youth



Example Logic Model – Underage Drinking Marshfield Area Coalition for Youth



Goals and Objectives

There are many definitions for goals and objectives, and the coalition may have a framework that they are most comfortable to work with. At times, the terms may feel like they intersect and even overlap. Often these terms are determined by a particular funding source. For the purposes of this workbook, terms for objectives have been adapted from CADCA. There is no right or wrong ways to define goals and objectives. What is important is that there are measures and that the coalition has the end in mind when developing its logic model and work plan. It is also critical that what the coalition wants to achieve is linked to the data collected through the assessment process.

Goals

A goal can be thought of as the “finish line.” When the coalition’s work is complete, what will be accomplished? Start with the end in mind.

The Drug Free Community Support Program (DFC) identifies two goals that form the framework for grantees working to reduce local substance abuse issues:

- Reduce substance abuse among youth and, over time, among adults by addressing the risk factors in a community that increase the risk of substance abuse and promoting factors that minimize the risk of substance abuse.
- Establish and strengthen collaboration among communities, private nonprofit agencies, and federal, state, local and tribal governments to support the efforts of community coalitions to prevent and reduce substance abuse among youth.

These two goals are virtually universal in that they identify the two key elements that need to be accomplished in order to achieve and sustain population level reductions in substance abuse use.

Objectives

Objectives are the measureable results that your coalition is working to achieve. There are 3 types of objectives: short term, intermediate and long term. Objectives should be clearly identified on the logic model.

Short Term Objectives: 6-24 months

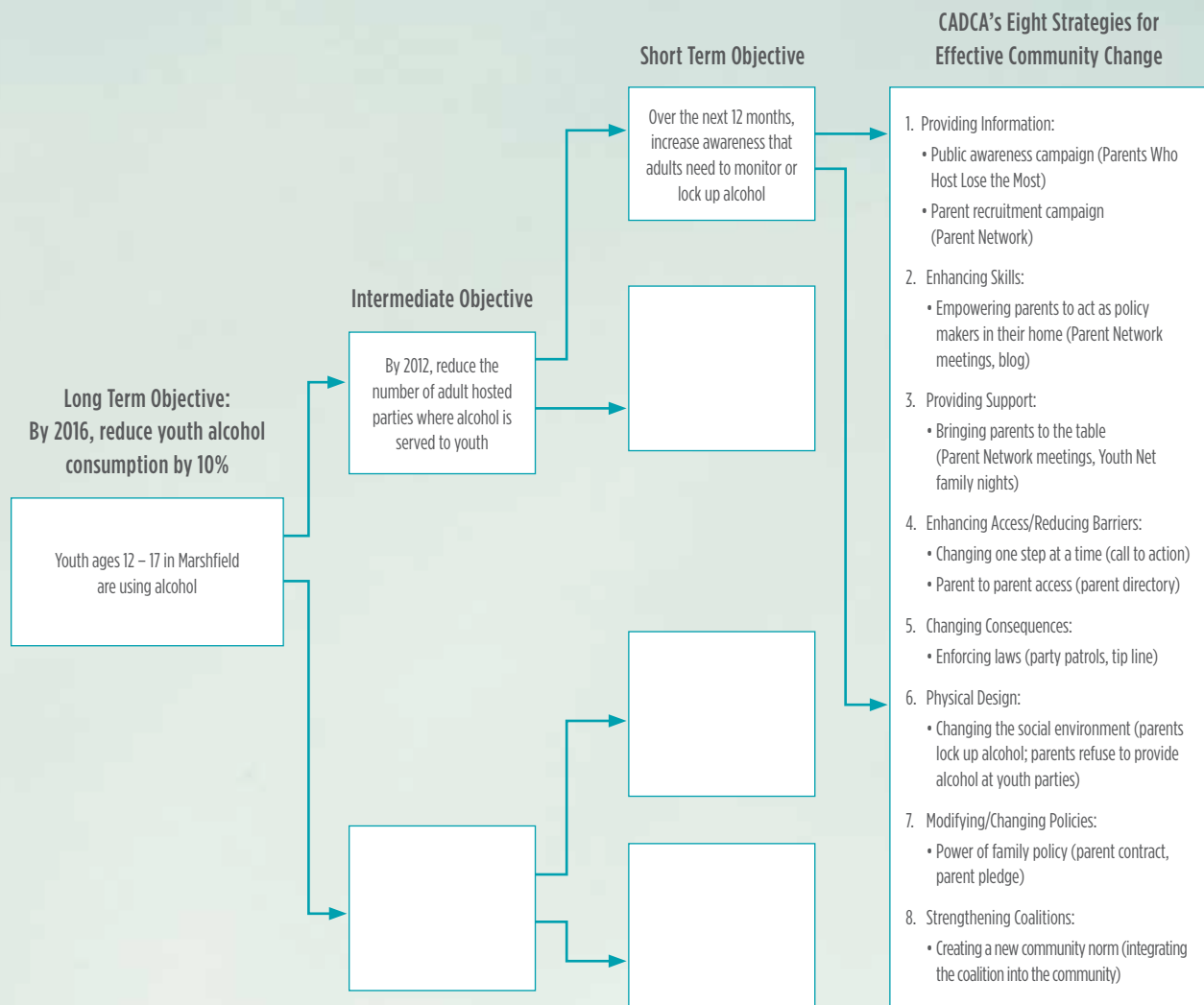
Intermediate Objectives: 1-4 Years

Long Term Objectives: > 3 Years (population level changes)

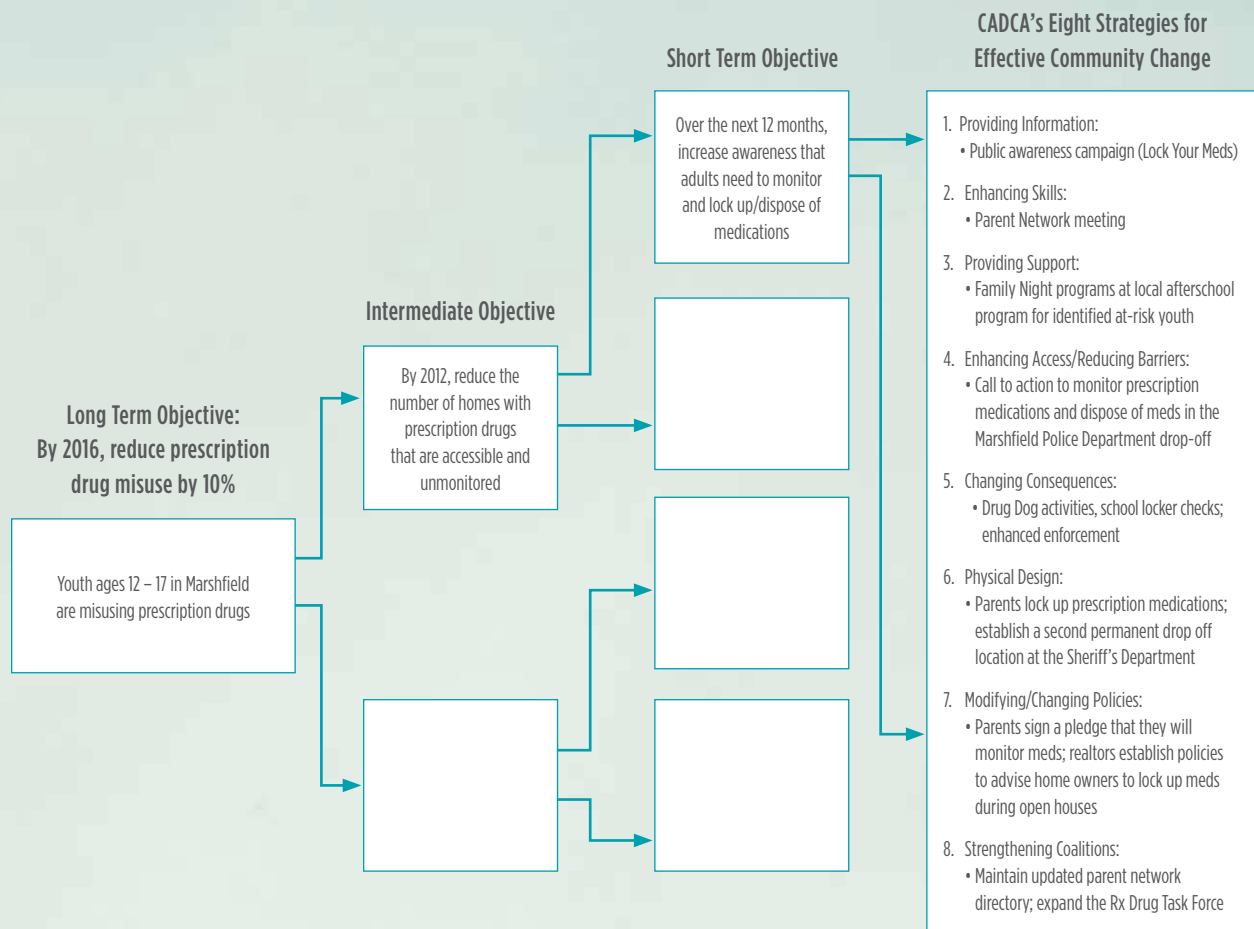
Objectives should be **SMART**

1. Specific
2. Measurable
3. Achievable
4. Relevant
5. Timed

Example Logic Model – Underage Drinking Marshfield Area Coalition for Youth



Example Logic Model – Prescription Drugs Marshfield Area Coalition for Youth



Evaluating Strategies For Inclusion In The Plan

Complete one worksheet for each strategy being considered for inclusion in your plan.

Coalition name _____

Strategy being considered _____

Is this strategy:

	Yes	No	Unsure
1. Compatible with your coalition's current focus (problem statement)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. In line with resources available to the coalition (funding, staff, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Compatible with an existing strategy/activity in the community (enhances or reinforces)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Culturally relevant for your community and target group? If no, does your coalition have the resources available (people, funding, etc.) to make any necessary adaptations to meet local cultural needs (language, access, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Able to impact the underlying causes and contributing factors in a community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does your coalition:

	Yes	No	Unsure
6. Support the implementation of this strategy (have the majority of members "bought in")?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Have the support of key stakeholders to help increase chances of success in implementing this strategy (police, political leaders, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Have the capacity to implement this strategy with fidelity (i.e. in the manner that it was designed)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Have the capacity to sustain this strategy over time (even after funding is no longer available)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is your community at the appropriate stage of readiness to accept/support this strategy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

If a strategy the coalition is considering does not meet these components of a "good fit", carefully consider what is missing and how you might overcome these barriers and/or limitations. Or, select a different strategy.

Planning Checklist

During the Planning process, coalitions should consider the following points in relation to the overarching elements of the Strategic Prevention Framework:

Sustainability

Coalitions should consider Sustainability during the Planning through the following:

- ☐ Coalition has begun to consider and write a sustainability plan to continue the purpose of the organization.
- ☐ Coalition understands and has developed a comprehensive plan using the eight strategies to community change in the logic model.
- ☐ Coalition has developed an implementation plan including a work plan and activities for coalition members.
- ☐ Coalition conducts member recruitment on an ongoing basis.

Evaluation

The coalition should evaluate the Planning process through considering the following:

- ☐ Coalition has created a logic model and identified intended short term and long term outcomes.
- ☐ Coalition identified the root causes of the problem.
- ☐ Coalition has developed objectives that are Specific, Measurable, Attainable, Relevant, and Timed- SMART relating to the root causes of the problem.
- ☐ Coalition uses the Eight Strategies for Effective Community Change in the work plan.

Cultural Competence

Cultural Competence should be considered in the Planning process through consideration of the following:

- ☐ Coalition implements a mechanism for providing continuing training and education to promote cultural competence, readiness, leadership and evaluation.
- ☐ Coalition creates materials, curricula, and promotional materials reflecting the cultural composition of the community (e.g., gender, age, language, disability).
- ☐ The coalition regularly conducts a community mapping exercise to ensure the coalition truly reflects the community it is serving.

Planning tools and resources on the CD that accompanies this workbook are as follows:

Problem Analysis Worksheet

Logic Model Template

Developing a Comprehensive Plan using the Eight Strategies Worksheet

Evaluating Strategies for Inclusion in the Plan

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Mobilizing for Action: Implementing a Comprehensive Community Plan



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Implementation

Following the development of a well-designed plan, the coalition must put the action plan to work making sure to involve every member of the coalition, leveraging the unique skills that each member brings to the table.

There are several key concepts to keep in mind during the implementation phase of the coalition's work, which will ensure a successful implementation, which are:

- Work plans
- Media advocacy
- Coalition documentation
- Community climate
- Fidelity

Work Plan

After completing a Logic Model, a coalition is ready to develop a work plan.

A work plan includes the following:

- The order in which strategies will be implemented.
- The specific tasks and steps that are needed to implement each strategy.
- The responsible party for completing the tasks.
- The timeline for completing the tasks.
- The resources required.

Work Plan Example – Underage Drinking Marshfield Area Coalition for Youth

Long Term Objective: By 2016, reduce youth alcohol consumption by 10%

Intermediate Objective: By 2012, reduce the number of adult hosted parties where alcohol is served to youth

Short Term Objective: Over the next 12 months, increase awareness that adults need to monitor or lock up alcohol

Strategy	Action Steps	Responsible Person	Timeline	Resources Required	Notes
Providing Information	Media Advocacy Campaign 2 editorial board visits, 10 local stories, 2 in-kind radio PSA's, track media activities weekly, Parents Who Host Lost the Most Campaign (PWHLTM), Marshfield Community Alcohol Resources for Establishments and Servers (C.A.R.E.S.) campaign, Marshfield Area Parent Network (MAPN) story in newspaper	Coalition Chairperson, AmeriCorps Volunteers, Youth Engagement Committee, Coalition Coordinator	By September 29, 2011	Funding, Staff, AmeriCorps members, Media expertise, Printing	Parents Who Host Lose The Most runs April through June
Enhancing Skills	Youth Engagement Committee Activities: 10 youth involved in Youth Initiatives Program, Youth Engagement Plan Published Responsible Beverage Service Training Program	Youth Engagement Committee, United Way, Staff Wood County Sheriff's Department, Marshfield Police Department	By September 29, 2011	Funding, Staff, AmeriCorps members, Volunteers, Equipment, Supplies, Printing	
Providing Support	MAPN Meeting Quarterly dinner meetings Monthly e-mail updates sent to 700 members	MAPN Committee, Coalition Staff	By September 29, 2011	Funding, Staff, AmeriCorps members, Volunteers, Facility, Equipment/Supplies, Liability Coverage	

(continued)

Strategy	Action Steps	Responsible Person	Timeline	Resources Required	Notes
Enhancing Access/ Reducing Barriers	Summer programming for 20 teens: Increase alternative activities in the summer - track attendance, change in attitudes through pre/post surveys	Afterschool Program Committee, Coalition Staff	By July 30, 2011	Funding, Staff, AmeriCorps members, Volunteers, Facility, Liability coverage	
Changing Consequences	Alcohol Compliance Checks: 100% retailers checked twice annually, citations and warnings logged annually, Alcohol Compliance rate 70% Party Patrols: 12 party patrols, track underage drinking violations quarterly	Marshfield Police Department Wood County Sheriff's Department, Marshfield Police Department	By September 29, 2011 By September 29, 2011	Funding, Staff, AmeriCorps members, Volunteers, Equipment, Supplies	
Physical Design/ Modifying/Changing Policies	Marshfield C.A.R.E.S (Community Alcohol Resources for Establishments and Servers) Adoption of voluntary policies - 25% of licensed establishments in Marshfield participate Program results in changes to product placement and reduces youth exposure to alcohol signage	MACY Steering Committee, Marshfield C.A.R.E.S. Committee, Coalition Staff	By September 29, 2011	Funding, Staff, AmeriCorps members, Volunteers, Equipment, Supplies, Printing	
Strengthening Coalitions	Capacity Building at least 40 Meetings of MACY annually, Community Mapping annually	Coalition Staff and Steering Committee	By May 30, 2011	Funding, Staff, AmeriCorps members, Volunteers, facility, Liability Coverage, Equipment/Supplies	

Work Plan Worksheet

Long Term Objective: _____

Intermediate Objective: _____

Short Term Objective: _____

Strategy	Action Steps	Responsible Person	Timeline	Resources Required	Notes
Providing Information					
Enhancing Skills					
Providing Support					
Enhancing Access/ Reducing Barriers					
Changing Consequences					
Changing Physical Design					
Modify/Change Policy					
Strengthening Coalitions					

Key Implementation Concepts

Media advocacy

Media advocacy is the process of disseminating information through various communication channels to bring about action, change policy or influence the public's view. A comprehensive media advocacy strategy should underscore all of the coalition's activities. As opposed to paid media, media advocacy strategies result in earned media; the issue or topic actually is highlighted as news in the community.

Media advocacy efforts lay the foundation for a comprehensive environmental approach to substance abuse reduction and prevention. The media advocacy plan is embedded in the logic model in Strategy 1: Providing Information in the 8 Strategies for Effective Community Change.

Media advocacy in prevention

- Counters strong messages that promote risky behaviors such as underage drinking
- Challenges community norms
- Highlights the public health issues
- Lays the foundation for policy

Sell your plan to the community – communicate

A well implemented media advocacy plan will raise public awareness of the issues surrounding substance abuse in the community as well as what the coalition is doing to address the problem. It is particularly important to keep key stakeholders informed and updated regularly about work being done. For example, if the coalition is working directly with youth, make sure that the key sectors that work with youth are informed and updated regularly such as schools and youth serving organizations. The logic model will serve as a very effective tool in communicating the plan as well as why the problem needs to be addressed.

Document coalition activities

Make sure there is a process to document all of the events, meetings, activities and initiatives that are implemented by the coalition. This will serve to track the progress of the coalition and will be required in order to successfully evaluate the work plan.

Understand the “political” climate

The sad reality is that despite the best planning process, a coalition is only able to successfully implement what the community is ready to accept. This is where the concept of Community Readiness is going to drive the work of the coalition. Think of the logic model, with well thought out strategies reflecting the 8 Strategies for Effective Community Change as the road map, which outlines all of the stepping stones that lead to a long term solution to the substance abuse issues. If the community in which the coalition works has a low level of community readiness, it may only be the first two or three strategies that can be successfully addressed. Don't be discouraged. With each successful strategy that is implemented, the level of community readiness will increase, and over time, the objectives of the coalition will be achieved.

Fidelity

The concept of fidelity is critical during the implementation phase. If the coalition is supporting the implementation of an evidence-based program, fidelity to the model is the only way to ensure that the program can and will achieve positive outcomes.

When considering environmental strategies, it is also important to be aware of fidelity. In this case, coalitions must strictly adhere to the plan that was developed. There must be fidelity to the logic model and the work plan that outlines the timelines, activities, and projected outcomes. There is value in exercising fidelity to the comprehensive planning process.

Implementation Checklist

During the Implementation process, coalitions should consider the following points in relation to the overarching elements of the Strategic Prevention Framework:

Sustainability - Implementation

Coalitions should consider Sustainability during Implementation through the following:

- ☐ Coalition has a written sustainability plan.
- ☐ Coalition has developed a long-term budget.
- ☐ Coalition uses local fundraising.
- ☐ Coalition receives in-kind contributions from community partners and professionals.

Evaluation - Implementation

The coalition should evaluate the Implementation process through considering the following questions:

- ☐ Coalition has a system to collect data and a plan to present the data to the community in a meaningful way.
- ☐ Coalition has used Environmental Strategies.
- ☐ Coalition has developed evaluation questions that link back to the logic model.
- ☐ Coalition adapts to changes in the community
- ☐ Coalition adapts to needs reflected in data gathering.

Cultural Competence - Implementation

Cultural Competence should be considered in the Implementation process though consideration of the following:

- ☐ The language/terms Coalition is using reflects the community's level of understanding of the problem/issue you are working to address
- ☐ Coalition assembles culturally competent groups of experts and stakeholders to analyze and interpret data.
- ☐ Coalition leaders share the power and the work equally.

Implementation tool on the CD that accompanies this workbook is as follows:

Work Plan worksheet

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Mobilizing for Action: Evaluating Your Coalition's Success

Evaluation



Marshfield Clinic®

.....Don't just live. **Shine.**

Evaluation

Evaluation is a fundamental element in the Strategic Prevention Framework, and needs to be considered during each phase of the coalition's work.

CADCA defines evaluation as "...the functional flow of information among the partners and supporters of a community problem-solving effort to reduce substance abuse." It is important to note that there are two types of evaluations that your coalition conducts; evaluation of programs that your coalition may be involved in, but just as importantly, evaluation of the coalition itself.

Evaluation helps a coalition plan programs and strategies, monitor their implementation, and ultimately, provide information that will enable the coalition to make adjustments where necessary to improve results.

Evaluation is crucial in prevention because it tells the coalition:

- What works
- What doesn't work
- What to improve
- How to improve it

There are two types of evaluation

Process evaluation strengthens or improves the program or policy being evaluated and is conducted to gauge whether or not the coalition is well structured, has appropriate capacity to get the work done, functions efficiently and that coalition members are able to contribute their skills and resources in a way that makes them feel valued. During the process evaluation, the following questions will be answered:

- Did the community develop a local strategic prevention plan?
- Did the community identify one or more causal factors on which to focus?
- Did the community identify additional stakeholders and create new partnerships to advance the plan?
- Did the community select and implement effective strategies linked to impacting causal factors?

Outcome evaluation examines the effects or outcomes of the initiative at the community level. During the assessment phase, community level data are collected. Anti-drug coalitions should collect outcomes data on local conditions, root causes, behaviors and consequences.

Community-level outcomes

Community-level outcomes are data measured to evaluate the impact of the coalition's work. Information gathered should match the demographic for which coalition activities are directed, such as school district, city, or county; depending upon the geography the coalition serves.

To illustrate, if a coalition's work is focused upon a city, then the evaluation should be targeted at the city level. If a coalition focuses upon reducing underage drinking within a specific school district, then the evaluation should be focused upon the student population.

It is important to note that when a coalition conducts an evaluation, they are looking to see community level changes as opposed to measure results of a particular program. In the example of the school district, an alcohol diversion program may reach 100 students, while the coalition is working to impact the entire student population.

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Five Functions of Evaluation

(Source – CADCA, *Evaluation Primer: Setting the Context for a Community Anti-drug Coalition Evaluation*)

A high-quality evaluation ensures that people have the right information. What do coalition supporters, volunteers and leaders need to know? How do they use evaluation results? Five functions for information gathered through evaluation identified by CADCA are as follows:

1. Improvement: The first, and most important, function of information gathered by a coalition evaluation is improvement. Volunteers, leaders and supporters should get better at the work of community problem solving because of what they learn.

2. Coordination: Coalitions are made up of many partners working on different parts of an overall response to community drug problems. Keeping these partners and activities pointing in the same direction can be difficult unless the coalition's evaluation fosters coordination. The information should help members know what others are doing, how this work fits with their own actions and goals and what opportunities exist for working together in the future.

3. Accountability: Volunteers want to know if their time and creativity make a difference. Funders want to learn how their money factors in community improvements. Everyone involved in coalition work wants to see outcomes. A good evaluation allows the coalition to describe its contribution to important population-level change.

4. Celebration: A stated aim of any evaluation process should be to collect information that allows the coalition to celebrate genuine accomplishments. The path to reducing drug use at the community level is not easy. You need regular celebration of progress to keep everyone motivated and encouraged in the face of difficult work.

5. Sustainability: The path to reduced drug use can be long, often requiring years of hard work to see movement in population-level indicators of substance abuse. Likewise, new community problems emerge, requiring renewed response. Evaluation should help a coalition stay “in the game” long enough to make a difference by sharing information with key stakeholders and actively reinforcing their continued support. Often, coalitions start their evaluations in response to a grant or funding requirement. As a result, reporting may be structured only to address the grant requirements rather than to provide a functional flow of information among partners and supporters. Coalition success depends on moving from an accountability or funder-driven evaluation into a well-rounded process that fosters improvement, coordination, accountability, celebration and sustainability.

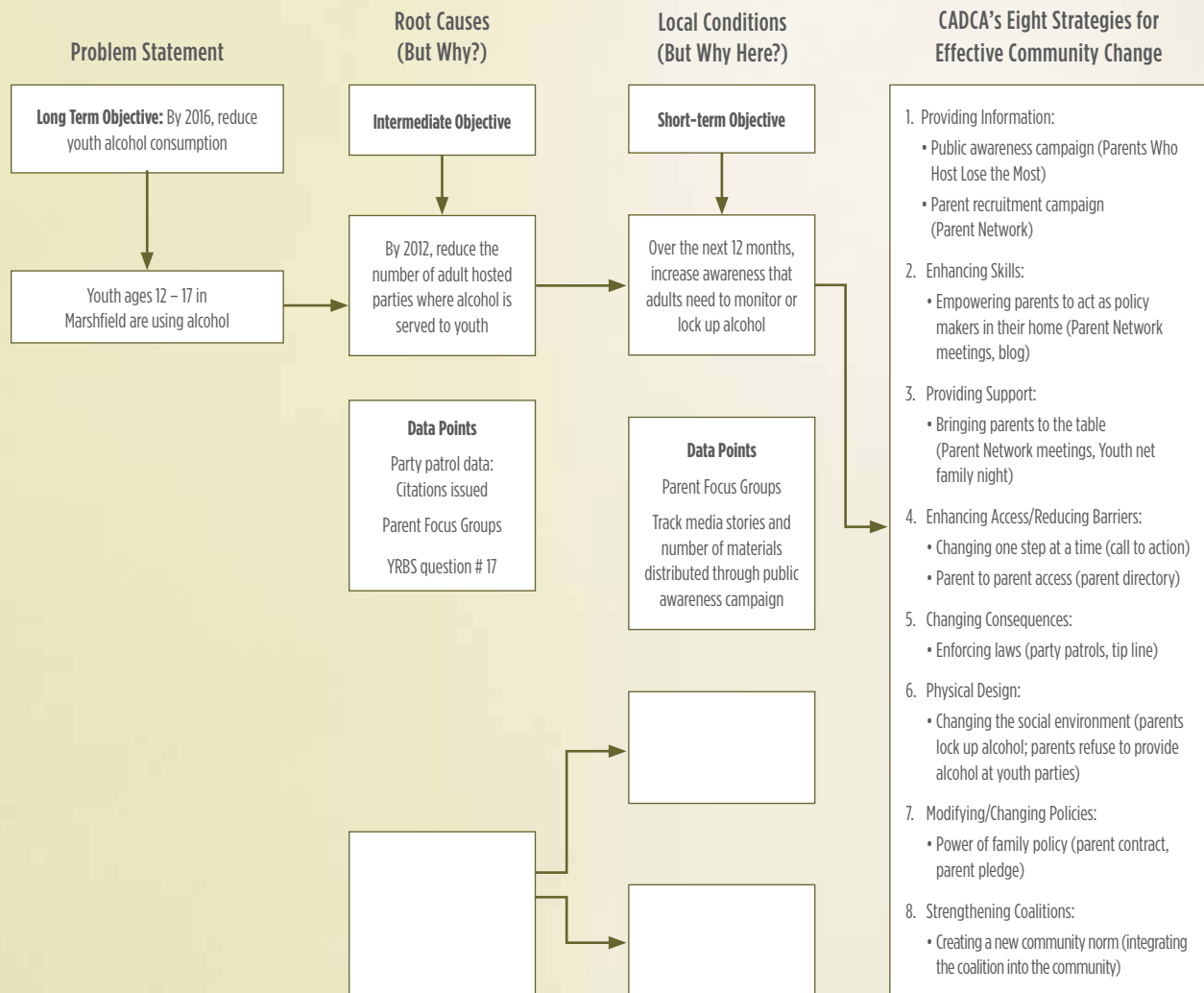
Identifying Measures on the Logic Model

In order to successfully evaluate the outcomes of the coalition's plan, there must be clearly identified measures that correlate to each of the elements on the logic model.

To ensure accuracy, there should be a minimum of 2 data points for each box on the logic model. When the data points are identified, they should be as specific as possible.

For example, if the coalition is monitoring the rates of youth alcohol consumption on a student survey, the actual questions on the survey should be identified, not just the student survey.

Example Logic Model with Objectives – Underage Drinking Marshfield Area Coalition for Youth



Developing an Evaluation Plan Worksheet

An evaluation plan has to be developed for each strategy the coalition implements. This worksheet enables coalitions to develop evaluation questions for each strategy identified on the logic model.

Problem Statement: _____

Root Causes (But Why?): _____

Local Conditions (But Why Here?): _____

Goal: _____

Strategy	Evaluation Plan
1. Providing Information	How will you measure? Where will you get the data? Who is responsible?
2. Enhancing Skills	How will you measure? Where will you get the data? Who is responsible?
3. Providing Support	How will you measure? Where will you get the data? Who is responsible?
4. Enhancing Access/Reducing Barriers Or Reducing Access/ Enhancing Barriers	How will you measure? Where will you get the data? Who is responsible?
5. Changing consequences (incentives/disincentives)	How will you measure? Where will you get the data? Who is responsible?
6. Changing Physical Design	How will you measure? Where will you get the data? Who is responsible?
7. Modify/Change Policy	How will you measure? Where will you get the data? Who is responsible?
8. Strengthening Coalitions	How will you measure? Where will you get the data? Who is responsible?

Example Evaluation Plan – Underage Drinking Marshfield Area Coalition for Youth

Problem Statement: Youth ages 12-17 in Marshfield are using alcohol regularly

Why: Teens get alcohol from home (Social Availability)

But Why Here: Parents believe that it is safe to provide alcohol in supervised locations

Goal: By 2016, reduce youth alcohol consumption by 10%

Strategy	Evaluation Plan
<p>1. Providing Information</p> <ul style="list-style-type: none"> • Public awareness campaign (Parents Who Host Lose the Most) • Parent recruitment campaign (Parent Network) 	<p>How will you measure?</p> <ul style="list-style-type: none"> • Changes in parental attitude and behavior • Media stories run in local paper on underage drinking issues • Track material distribution <p>Where will you get the data?</p> <ul style="list-style-type: none"> • Parent focus groups • Track local stories • Develop tracking system for material distribution <p>Who is responsible?</p> <ul style="list-style-type: none"> • Marshfield Area Parent Network • Media Advocacy Committee • Coalition staff
<p>2. Enhancing Skills</p> <ul style="list-style-type: none"> • Empowering parents to act as policy makers in their home (Parent Network meetings, blog) 	<p>How will you measure?</p> <ul style="list-style-type: none"> • Number of parent attendees at meetings • Changes in parental attitude and behavior • Blog activity • Number of signed contracts <p>Where will you get the data?</p> <ul style="list-style-type: none"> • Have attendees sign in at each meeting • Parent focus groups • Monitor blog • Database of contracts <p>Who is responsible?</p> <ul style="list-style-type: none"> • Coalition staff • Marshfield Area Parent Network Committee

(continued)

Strategy	Evaluation Plan
<p>3. Providing Support</p> <ul style="list-style-type: none"> • Bringing parents to the table (Parent Network meetings, Youth Net family nights) 	<p>How will you measure?</p> <ul style="list-style-type: none"> • Number of parent attendees at meetings and events • Changes in parental attitude and behavior <p>Where will you get the data?</p> <ul style="list-style-type: none"> • Have attendees sign in • Parent focus groups <p>Who is responsible?</p> <ul style="list-style-type: none"> • Youth Net Staff • Marshfield Area Parent Network Committee • Coalition Staff
<p>4. Enhancing Access/Reducing Barriers Or Reducing Access/ Enhancing Barriers</p> <ul style="list-style-type: none"> • Changing one step at a time (call to action) • Parent to parent access (parent directory) 	<p>How will you measure?</p> <ul style="list-style-type: none"> • Number of contracts distributed • Number of contracts signed • Number of parent directories distributed <p>Where will you get the data?</p> <ul style="list-style-type: none"> • Develop tracking system for contract distribution • Database of contracts <p>Who is responsible?</p> <ul style="list-style-type: none"> • Coalition staff • Marshfield Area Parent Network Committee
<p>5. Changing consequences (incentives/disincentives)</p> <ul style="list-style-type: none"> • Enforcing the laws (party patrols, tip line) 	<p>How will you measure?</p> <ul style="list-style-type: none"> • Social host violations • Party patrols • Changes in parental attitudes and behavior <p>Where will you get the data?</p> <ul style="list-style-type: none"> • Marshfield Police Department • Parental focus groups <p>Who is responsible?</p> <ul style="list-style-type: none"> • Marshfield Police Department • Coalition staff

(continued)

Strategy	Evaluation Plan
<p>6. Changing Physical Designs</p> <ul style="list-style-type: none"> • Changing the social environment (parents lock up alcohol; parents refuse to provide alcohol at youth parties) 	<p>How will you measure?</p> <ul style="list-style-type: none"> • Social host violations • Party patrols • Changes in parental attitudes and behavior <p>Where will you get the data?</p> <ul style="list-style-type: none"> • Marshfield Police Department • Parental focus groups <p>Who is responsible?</p> <ul style="list-style-type: none"> • Marshfield Police Department • Coalition staff
<p>7. Modify/Change Policy</p> <ul style="list-style-type: none"> • Power of family policy (parent contract, parent pledge). 	<p>How will you measure?</p> <ul style="list-style-type: none"> • Social host violations • Party patrols • Changes in parental attitudes and behavior <p>Where will you get the data?</p> <ul style="list-style-type: none"> • Marshfield Police Department • Parental focus groups <p>Who is responsible?</p> <ul style="list-style-type: none"> • Marshfield Police Department • Coalition staff • Marshfield Area Parent Network Committee
<p>8. Strengthening Coalitions</p> <ul style="list-style-type: none"> • Creating a new community norm (integrating the coalition into the community) 	<p>How will you measure?</p> <ul style="list-style-type: none"> • Media articles on related topics • Law enforcement data related to social host laws, number of underage drinking parties dispersed • Track sectors that attend coalition meetings <p>Where will you get the data?</p> <ul style="list-style-type: none"> • Track newspaper articles • Marshfield Police Department • Monitor coalition membership <p>Who is responsible?</p> <ul style="list-style-type: none"> • Marshfield Police Department • Coalition staff

Four Core Measures of DFC

The Four Core Measures, also known as the National Outcome Measures (NOMS), were developed for grantees of the Drug Free Community Support Program to identify changes in youth substance abuse and to assess the extent to which the DFC Support Program accomplishes its goal of reducing substance abuse among youth. DFC grantees are expected to report this data a minimum of every two years.

The four core measures (updated in 2011) are the indicators of community-level substance use that are required by the Government Performance and Results Act (GPRA) for the DFC Support Program. The core measures are defined as:

- **Past 30-day use**

The percentage of respondents who report using alcohol, tobacco, marijuana or misusing prescription drugs at least ONCE in the past 30 days.

- **Perception of risk**

The percentage of respondents who report that **regular use** of alcohol, tobacco, marijuana or misusing prescription drugs not prescribed to them has *moderate risk* or *great risk*.

Regular use is defined for *alcohol* as one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day.

Regular use is defined for *tobacco* as one or more packs of cigarettes a day.

Regular use is defined for *marijuana* as once or twice a week.

- **Perception of parental disapproval**

The percentage of respondents who report their parents feel **regular use** of *alcohol, cigarettes or marijuana* is **wrong** or **very wrong**.

The percentage of respondents who report their parents feel *using prescription drugs not prescribed to you* is **wrong** or **very wrong**.

- **Peer disapproval**

The percentage of respondents who report their peers feel **regular use** of *alcohol, cigarettes or marijuana* is **wrong** or **very wrong**.

The percentage of respondents who report their peers feel *using prescription drugs not prescribed to you* is **wrong** or **very wrong**.

Student Surveys

Whether or not a coalition is a Drug Free Community grantee, there is tremendous value in tracking the four core measures. First, if at any point a coalition intends to apply for grant funds, the four core measures provide valuable data that will serve as an asset to the coalition. Secondly, since the four core measures are standardized and measured in communities throughout the nation, it will serve as a great means to measure drug and alcohol use in relation to national trends.

There are a number of surveys that can be used to collect the four core measures. Further information for coalitions can be found at:

<http://www.cadca.org/files/CoreMeasuresPub-01-2008.pdf>

Communicating to the community

To be effective, a coalition must communicate with the community and key stakeholders on an ongoing basis. If a coalition has funding, progress reports may be required. Formal reports will have reporting forms and prescribed formats to present the data. Informal reports, media stories, news reports, interviews and stories of success of a coalition's work can also be used in reporting evaluation results to the community.

Reporting evaluation results is an opportunity to educate the community about the problem and what has been happening to solve it. It is also a way to be responsible and accountable regarding the use of time, energy and funds from a variety of sources. Finally, it is an opportunity to tell the story of how the coalition worked to solve a community problem. It is important to realize that reporting of evaluation results will be different for external audiences (funders, supporters and community) and internal funders (staff, volunteers, managers, key partners).

There are a variety of ways to report evaluation results. This includes abstracts, briefings, annual reports, fact sheets, brochures, posters, exhibits, press conferences, town meetings and informal conversations. Additionally, one can utilize a variety of communication techniques to share the information. It is important to present the information to the audience in a meaningful, appealing and understandable way.

Finally, evaluation is an ongoing process of collecting interesting and valuable data to plot progress and to identify what happened on the way to arrive at the goal. For this reason, one should gather information on an ongoing basis, (i.e. photos, maps, promotional materials, handouts, programs, announcements that can be used in evaluation reporting to various groups).

Sharing Your Results – Action Plan

Coalition Name:

Strategy:

1. Who Cares? (audience)

2. What do they care about? (question)

3. Where is the information? (data)

4. How will we get it? (method)

5. How will we share it (report)?

Evaluation Checklist

During the Evaluation process, coalitions should consider the following points in relation to the overarching elements of the Strategic Prevention Framework:

Sustainability

- ☐ The programs and curricula are administered by competent providers and with fidelity. Activities, plans and projects responded to the data:
- ☐ Participation levels met the expected goals.
- ☐ The community's readiness to address the issue.
- ☐ There is community support for the program.
- ☐ Resources are available to sustain the program.

Evaluation

- ☐ Does the problem for which the program was designed still exist? If so, is there reason to modify or restructure the project?
- ☐ The coalition utilizes evidence-based activities and environmental strategies.
- ☐ Adjustments of activities and programming have been identified and implemented.
- ☐ The activities, plans and projects responded to the data.
- ☐ Experts, consumers and community members involved in the implementation process.

Cultural Competence

- ☐ The coalition's strategies show respect for differences such as language, ethnicity and race.
- ☐ Assessment and evaluation procedures are culturally relevant.
- ☐ Different modes of gathering information are utilized.
- ☐ The programs/activities serve/involve community member for which they were designed.
- ☐ Representatives from all sectors of the community are involved at each stage of the SPF process?

Evaluation tools and resources on the CD that accompanies this workbook are as follows:

Logic Model template with Objectives and Data Points

Evaluation Plan worksheet

Sharing Your Results – Action Plan



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