

WHY COALITIONS MATTER

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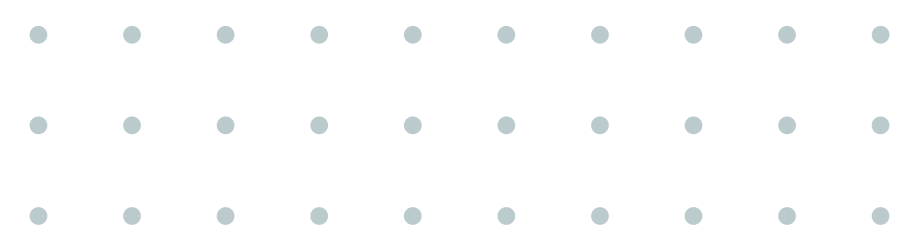


01. IMPLEMENTING SPF

02. NEEDS ASSESSMENTS

03. LOGIC MODELS

04. EVALUATION & SUSTAINABILITY



**LEARNING
OBJECTIVES**

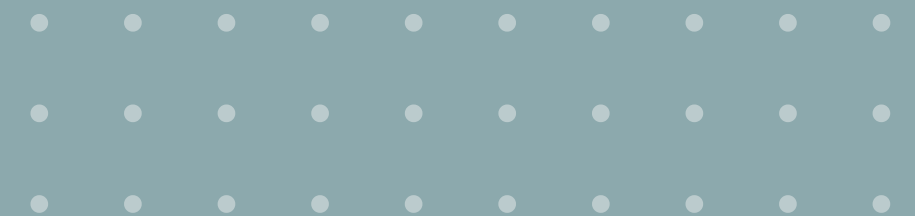


THREE SIMPLE QUESTIONS

What is a coalition?

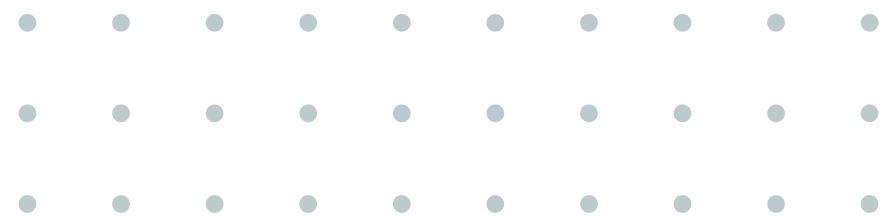
What do I need to know?

What does my team need to do?



WHAT IS A COALITION?

A voluntary, strategic alliance to enhance our ability to achieve a common purpose by sharing risks, responsibilities, resources and rewards.



THINGS TO REMEMBER

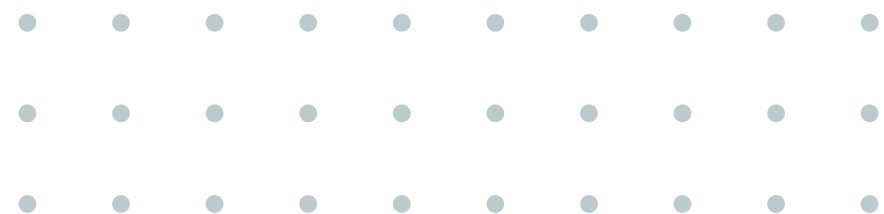
- It's not who's in the room that makes a coalition. It is what they do there that makes a coalition.
- Many people have mistaken the form for the function.
- Coalitions are a form of community problem solving.



CORE COMPETENCIES

A core competency is a group of knowledge and skills that, taken together, make you more effective in community problem solving.

1. Everyone has some skill level in each competency area.
2. Everyone can improve their skill in each competency area.



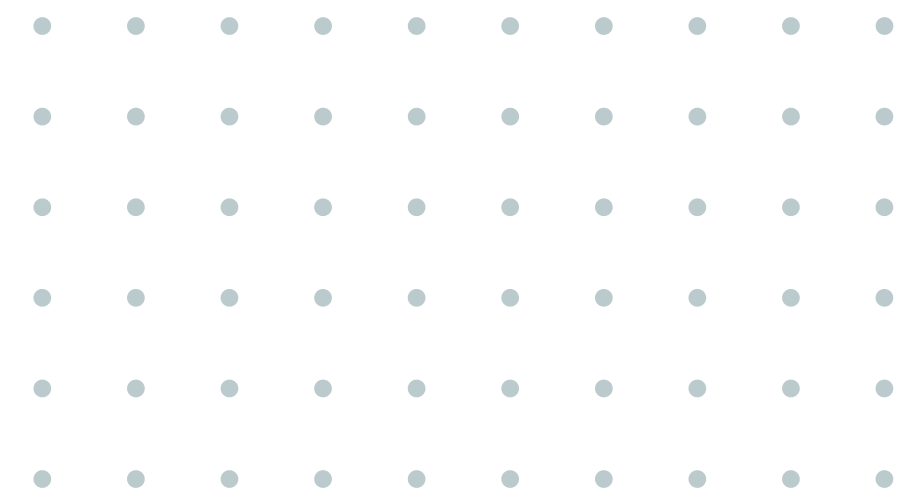
STRATEGIC PREVENTION FRAMEWORK





MODEL IMPLEMENTATION

1. They insure clarity on precisely how the group intends to make a difference.
2. They establish a common language for how things will improve.
3. They keep the focus on outcomes.
4. They integrate planning, implementation and evaluation.



**Step 1:
Assessment**

Assess
problems and
related
behaviors

Prioritize
problems
*(criteria:
magnitude,
time trend,
severity,
comparison)*

Assess risk
and protective
factors

**Step 2:
Capacity**

Assess
capacity:
Resources
and readiness

Build capacity:
Increase
resources and
improve
readiness

**Step 3:
Planning**

Prioritize risk
and protective
factors
*(criteria:
importance,
changeability)*

Select
interventions
*(criteria:
effectiveness,
conceptual fit,
practical fit)*

Develop a
comprehensiv
e plan that
aligns with the
Logic Model

**Step 4:
Implementa-
tion**

Build capacity
and mobilize
support

Carry out
interventions

Balance fidelity
with necessary
adaptations

Monitor,
evaluate, and
adjust

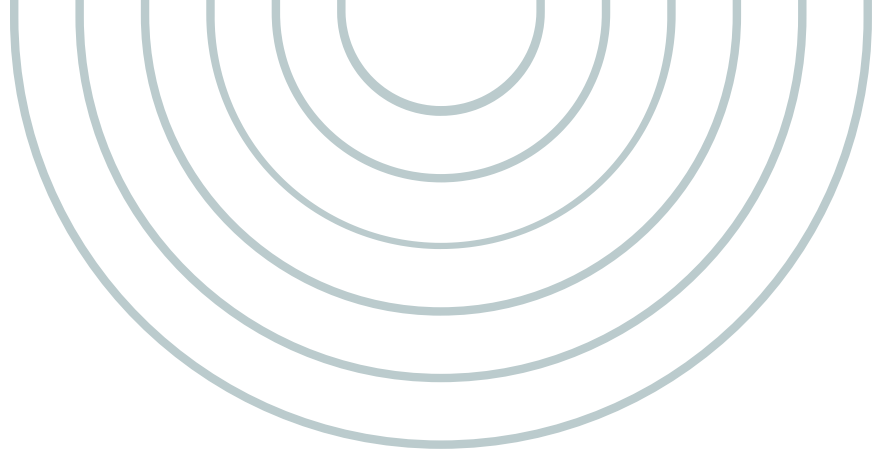
**Step 5:
Evaluation**

Conduct
process
evaluation

Conduct
outcome
evaluation

Recommend
improvements
and make
mid-course
corrections

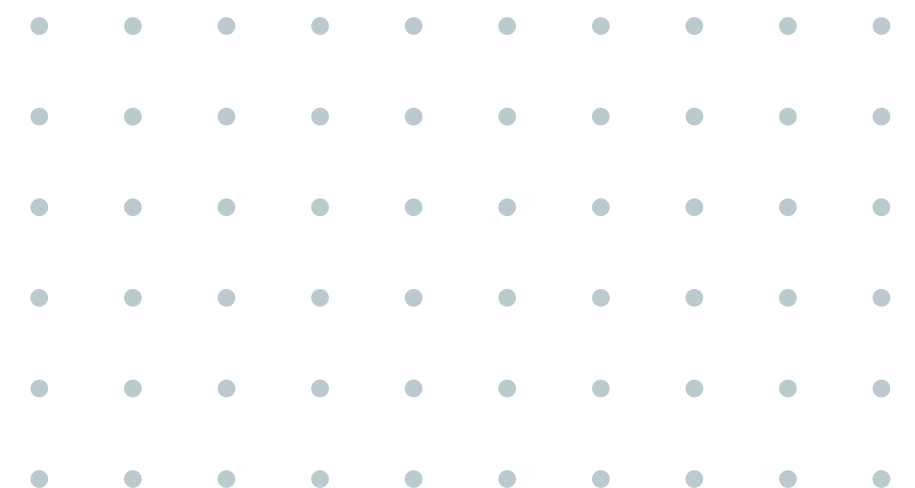
Report
evaluation
results



SELF-ASSESSMENT

Using the Core Competencies as the basis for a personal learning plan:

1. Set learning priorities for the coming year.
2. Search for training on specific topics rather than just taking whatever comes along.
3. As a justification when applying for scholarships to cover the costs of more expensive training.

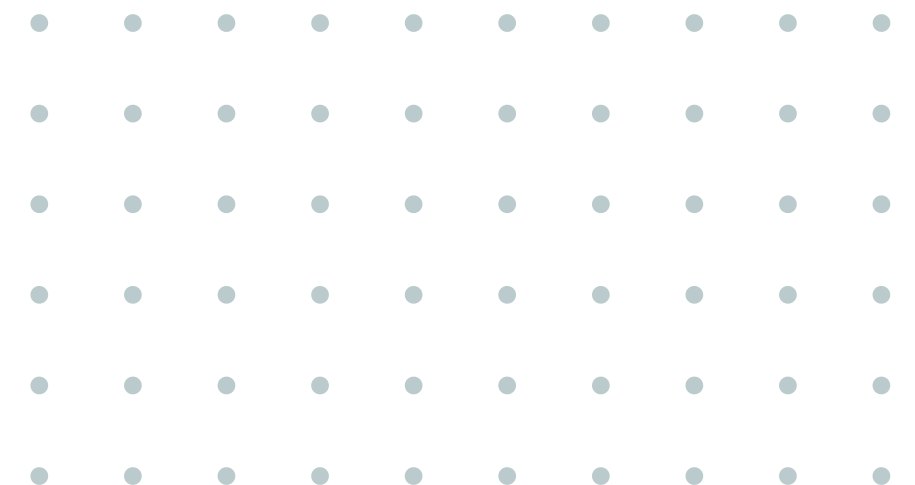




COMMUNITY-ASSESSMENT

There are five parts to a community assessment:

- Community description
- Assessment of community needs
- Assessment of community resources
- Community history
- Problem statement(s)

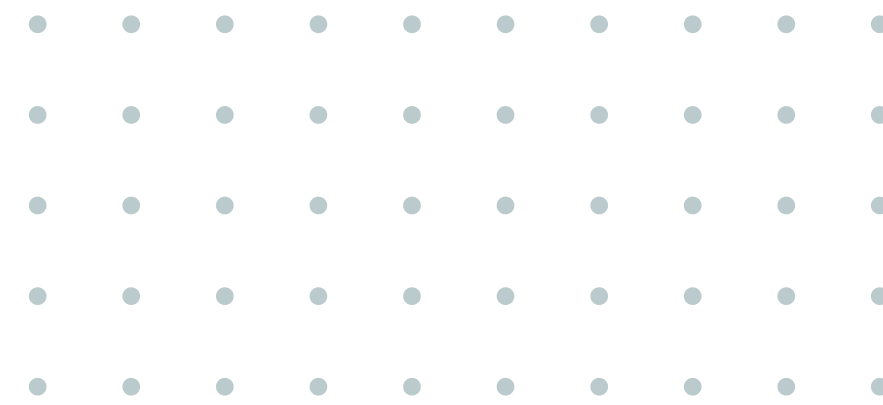


ASSESSMENT STEPS

- Step 1: Set time limits (when you'll use the data and how far back will you go).
- Step 2: Create questions / determine what you want to know.
- Step 3: ID possible sources for the information.
- Step 4: Determine who will find the information.
- Step 5: Set limits on what you'll collect.
- Step 6: Get the information
- Step 7: ID gaps in your knowledge and fill.
- Step 8: Craft data driven answers to your questions.



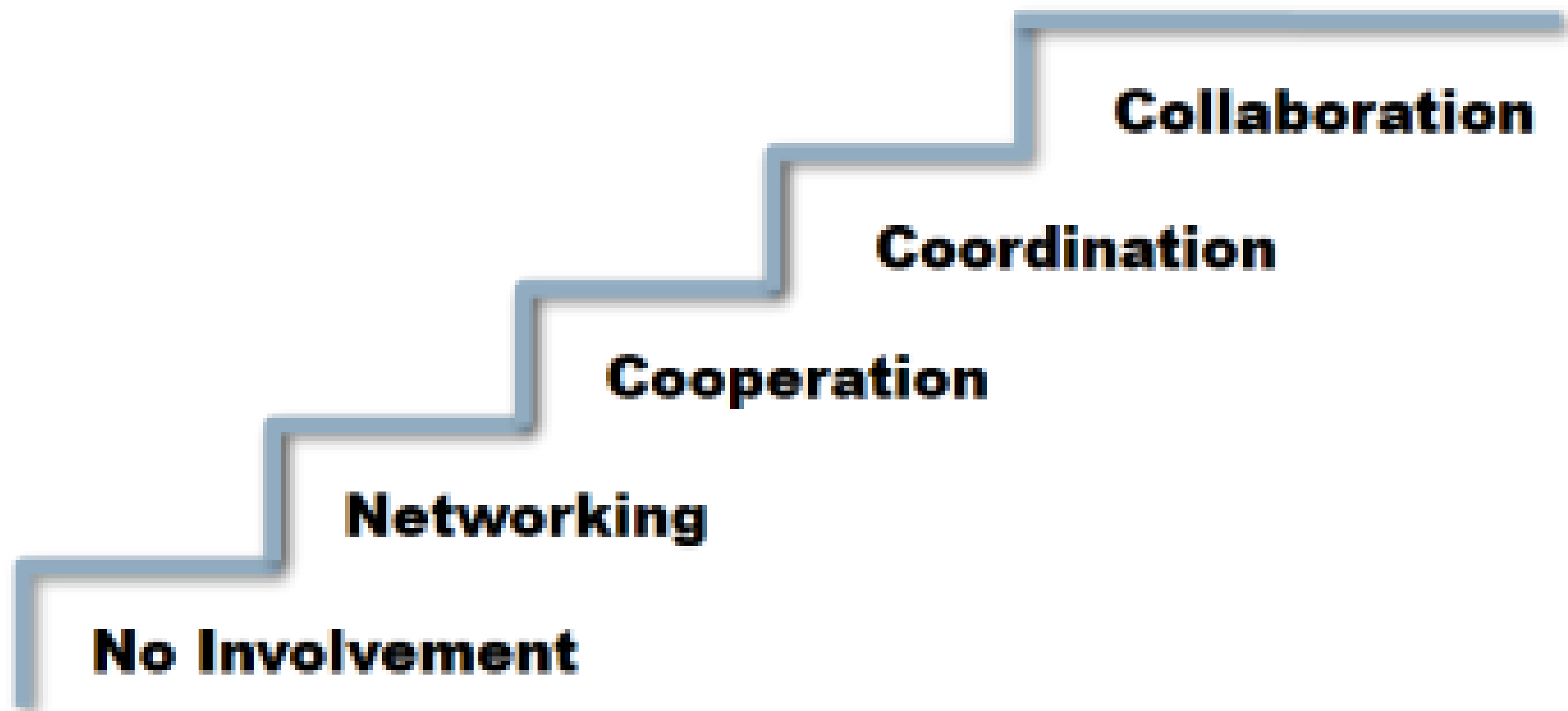
NEEDS & RESOURCE ASSESSMENT



Reasons to conduct both types of assessments:

1. Functionality: To prevent digression
2. Efficiency: To save time and money
3. Accuracy: For a complete portrayal of the community
4. Ethical Obligations: To provide a balanced view of the community

Levels of Involvement



PROBLEM STATEMENTS

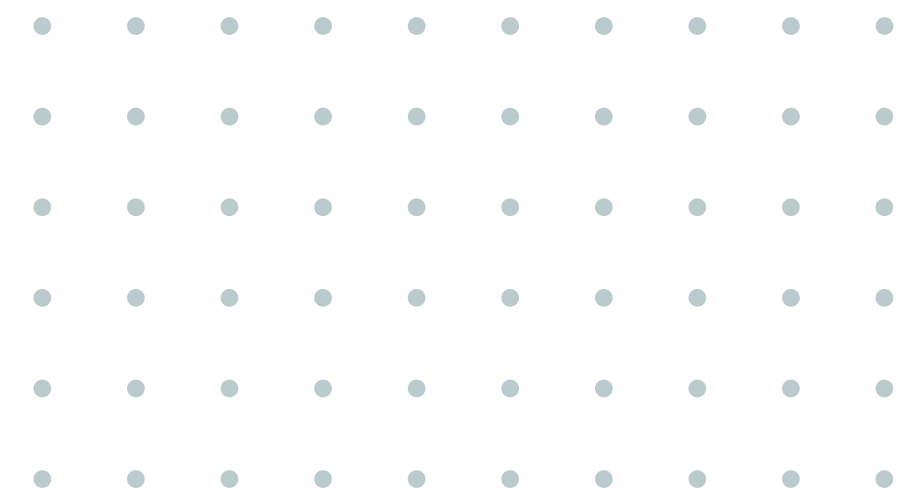


- All of the listening and data collection is supposed to help you draw conclusions about the state of affairs in your community.
- This process should surface what the community sees as pressing issues related to substance use, to include risk and protective factors.



EFFECTIVE STATEMENTS

1. Name one problem at a time
2. Avoid blame
3. Avoid naming specific solutions
4. Define the problem in terms of behaviors or conditions
5. Are measurable
6. Reflect community concerns





STATEMENT EXAMPLES

- The problem is that not all of our students graduate from high school.
- The problem is that senior citizens vote against our school budget and so our schools don't have enough money.
- The problem is that there are too many kids dropping out of high school.
- The problem is we don't have enough after-school programs to help kids succeed academically.



Time trend –
Is it getting
worse over
time?

Severity –
How severe is
it?

Magnitude –
Is it the
largest one?

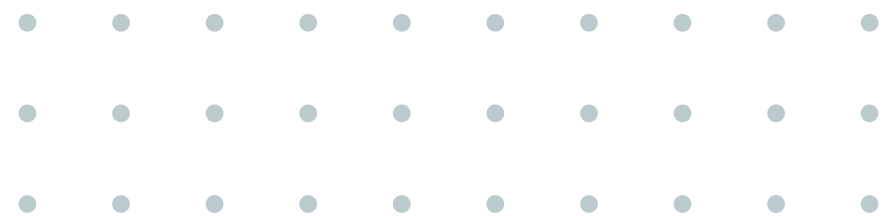
Comparison –
How does
it compare?

PROBLEM

```
graph TD; A[Time trend – Is it getting worse over time?] --> C((PROBLEM)); B[Severity – How severe is it?] --> C; D[Magnitude – Is it the largest one?] --> C; E[Comparison – How does it compare?] --> C;
```

Problem Analysis

- Your community is perfectly engineered to get the results you are currently getting.
- Think comprehensively even if you cannot act comprehensively.





BUT WHY?





**BUT WHY
1?**

**BUT WHY
2?**

PROBLEM

**BUT WHY
3?**

**BUT WHY
4?**





**BUT WHY
1?**

PROBLEM

**BUT WHY
2?**

**But Why
Here 1?**

**But Why
Here 2?**


**BUT WHY
3?**

**BUT WHY
4?**



LOGIC MODELS



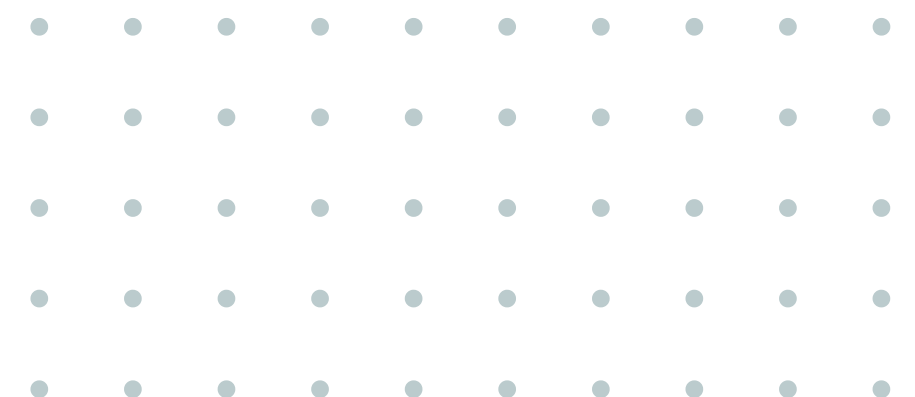
1. Clearly states the problem
 2. Confirms the root causes
 3. Identifies why root causes exist in the community
- 



ROOT CAUSES

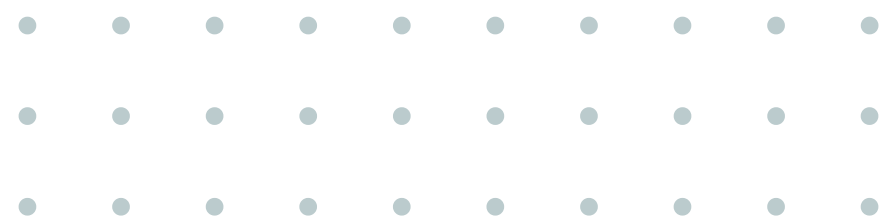
Root causes should be included in logic models when:

- There is data from your community
- Causes are supported by prevention science
- There are current events or political opportunities
- There are community expectations or demands

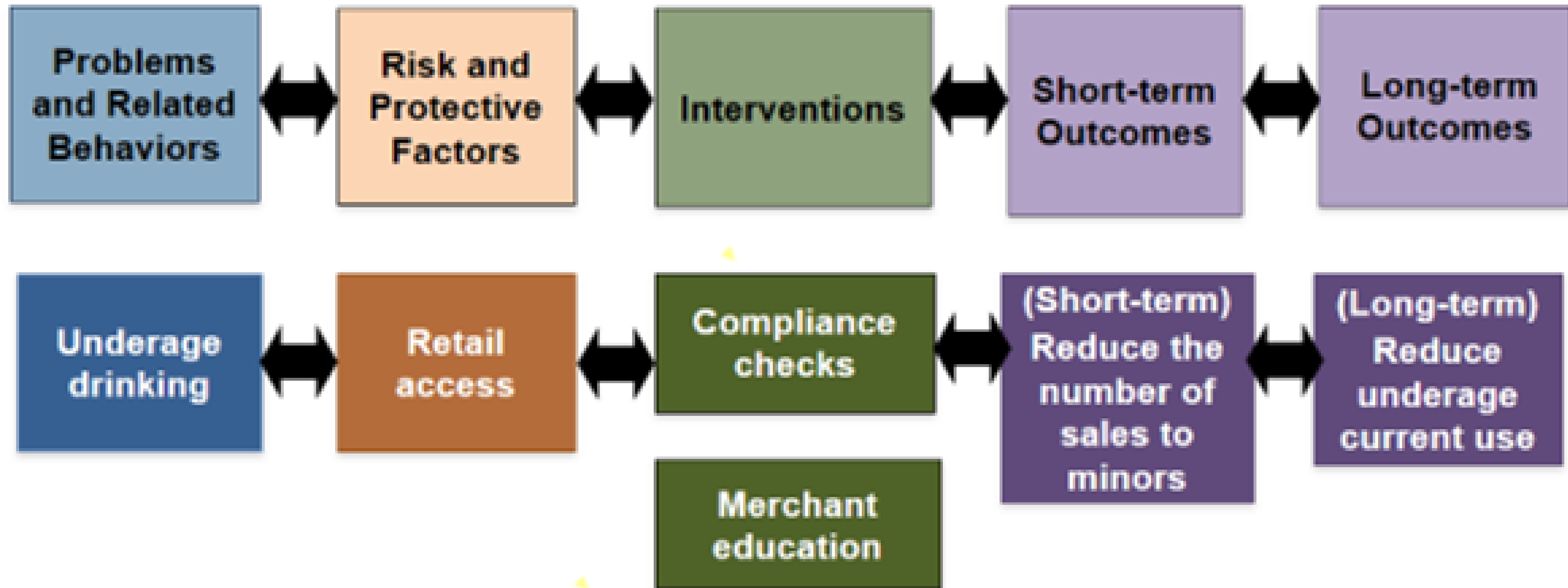


Behavior Change Strategies

1. Provide Information
2. Build Skills
3. Provide Support
4. Enhance Access / Reduce Barriers
5. Change Incentives / Disincentives
6. Change Policies or Regulations
7. Change the Physical Design of the Environment



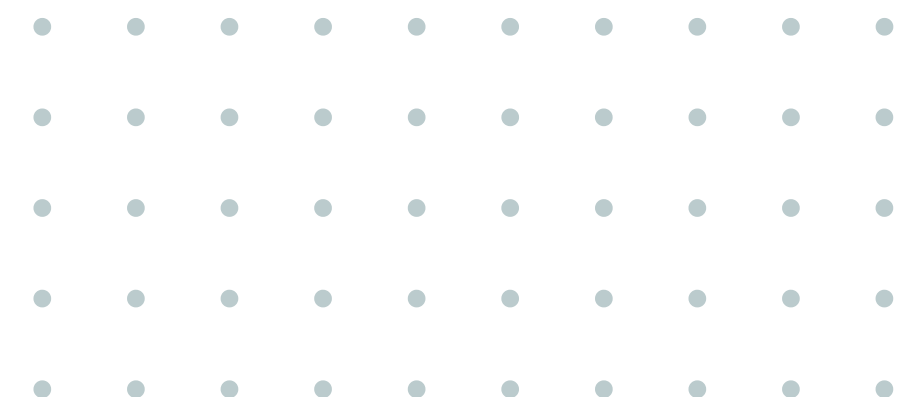
Example: Underage Drinking

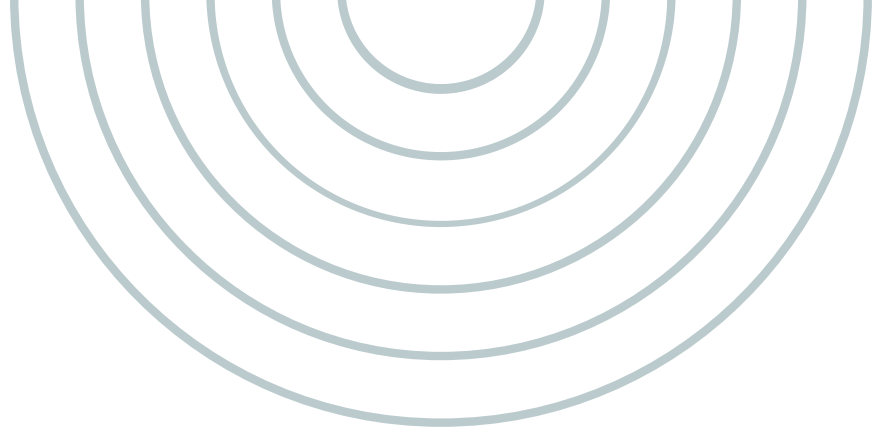




ACTION PLANNING

- Ensures that you don't overlook important details.
- Helps understand the feasibility of actions.
- Creates shared responsibility for needed action.
- Provides accountability.

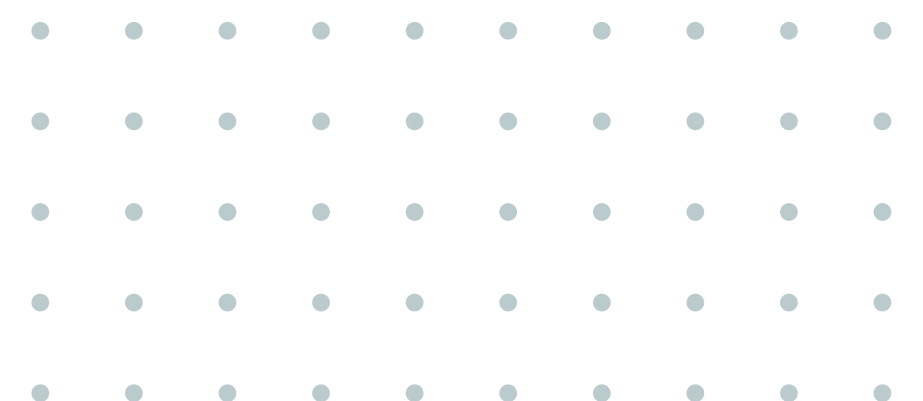




PLANNING STEPS

Convene an inclusive planning group and describe:

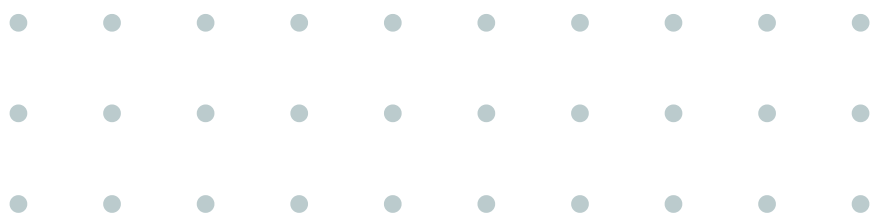
1. The action.
2. Who will carry it out.
3. When it will be completed or its duration.
4. Resources needed (money, information, etc.)
5. Communication – who should know about it.
 - *Review monthly to insure progress.*

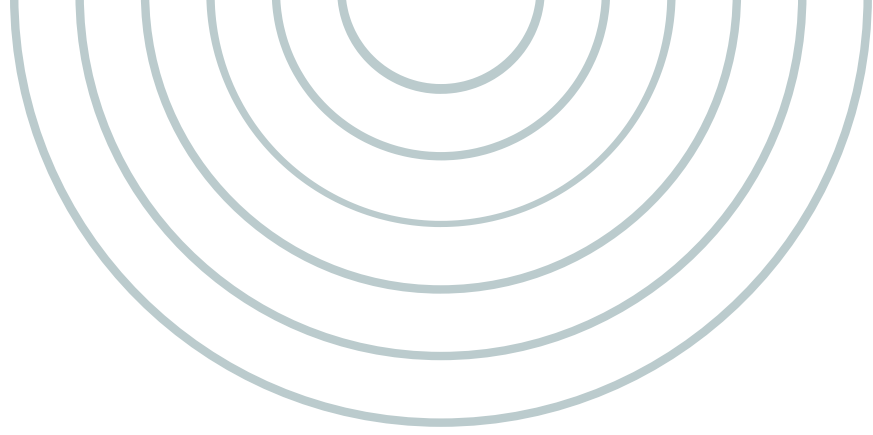


EVALUATION

Five Functions of Evaluation:

- 1. Improvement
- 2. Coordination
- 3. Accountability
- 4. Celebration
- 5. Sustainability



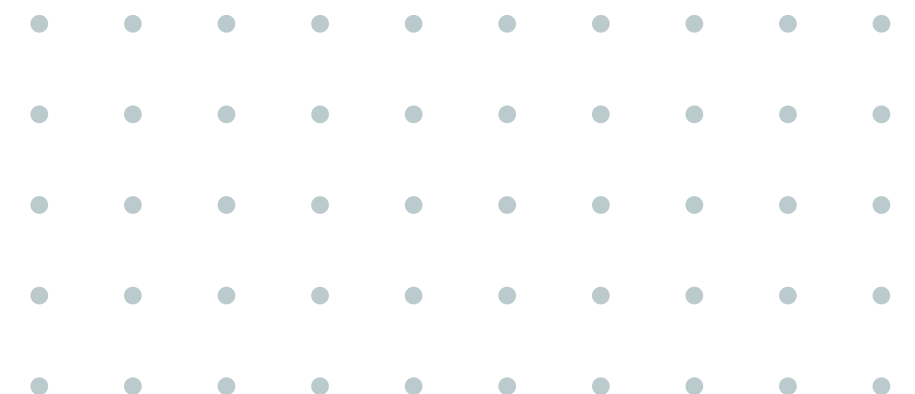


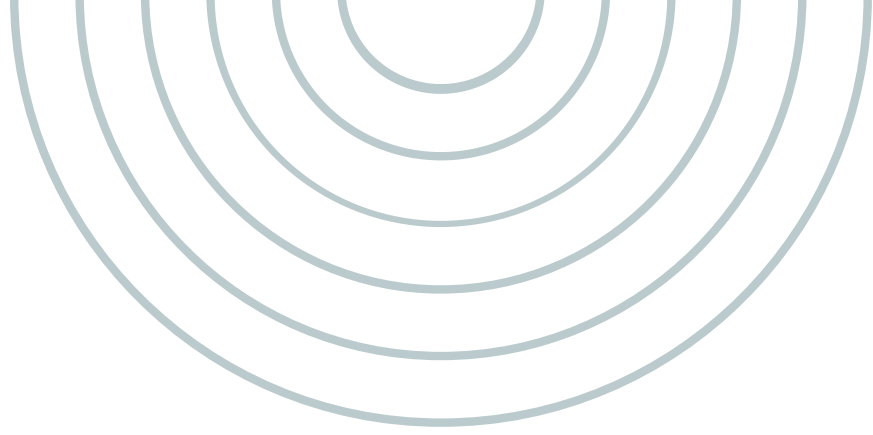
EVALUATION STEPS

Create measures for each step of your logic model.

Quality measures:

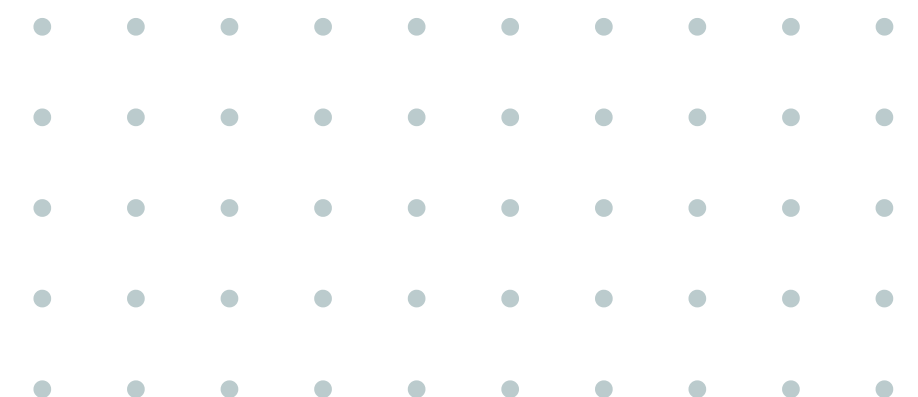
- a. Are sensitive (valid)
- b. Are proximate (close / same level)
- c. Can be collected multiple times (feasible)





COMMUNICATE OUTCOMES

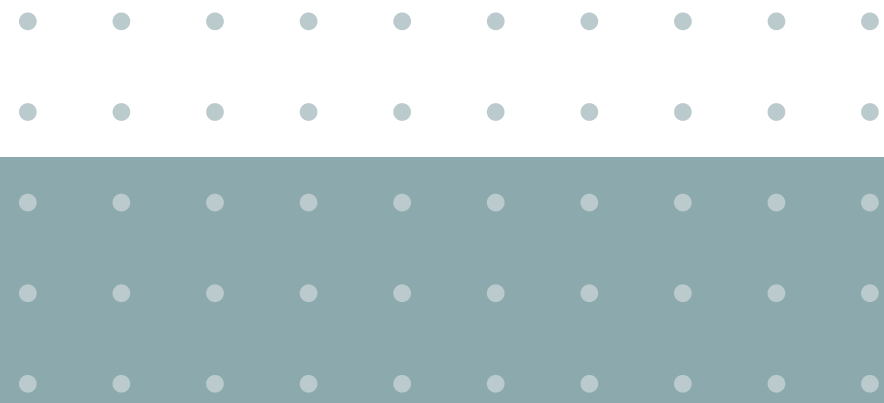
1. Who cares? (AUDIENCE)
2. What do they care about? (QUESTION)
3. Where is the information? (DATA)
4. How will I get it? (METHOD)
5. How will I share it? (REPORT)



Six Steps of Sustainability

1. Identify specifically what must be sustained.
2. Identify what resources are required.
3. Create case statements.
4. Determine funding strategies.
5. Identify potential partners.
6. Action plan to contact and present to potential partners.





QUESTIONS?

