# Play That Song Again! Knowing and Sustaining Strategies That Work

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**CADCA**®
Building Drug-Free Communities

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# Overview and Objectives:

➢ Overview the Strategic Prevention Framework;

➢ Understand the fundamentals of sustainability planning;

➢ Explore the six steps to creating a sustainability plan; and

➢ Expand your knowledge of the variety of funding strategies available to meet your agencies resource needs.
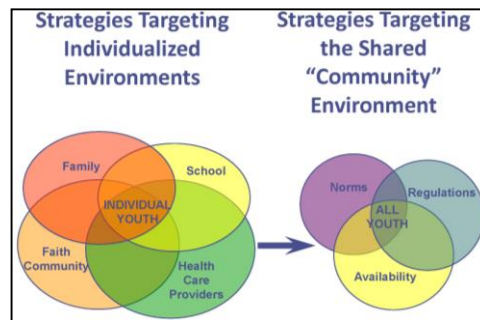
# Prevention Today
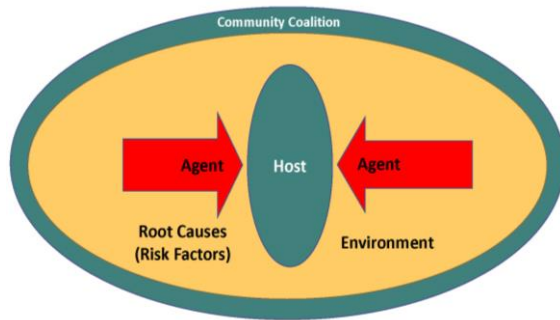

Public Health Approach
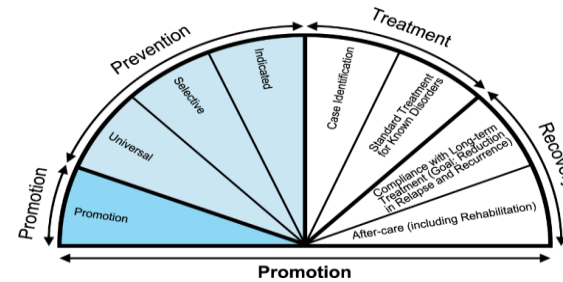

Continuum of Care


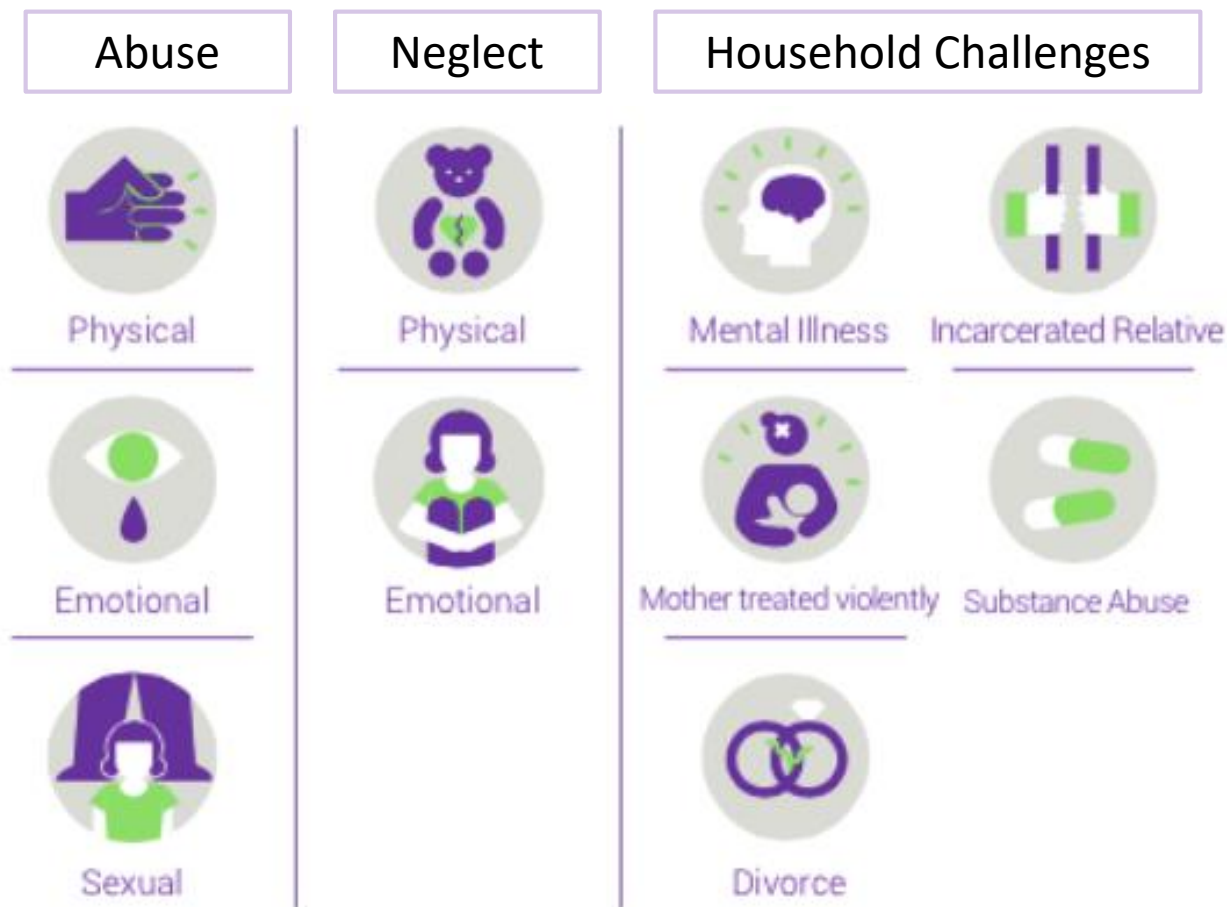Strategic Prevention Framework (SPF)


Environmental- and Individual-focused strategies


Community Coalitions

# Adverse Childhood Experiences (ACEs) Risk Factors

ACEs are experiences that may be traumatic to children and youth during the first 18 years of life such as experiencing violence or other types of emotionally disturbing exposures in their homes and communities.

| Abuse | Neglect | Household Challenges | |
|-------|---------|----------------------|--|
| Physical | Physical | Mental Illness | Incarcerated Relative |
| Emotional | Emotional | Mother treated violently | Substance Abuse |
| Sexual | | Divorce | |

**ACEs not included in the traditional measure:**

Bullying

Teen dating violence
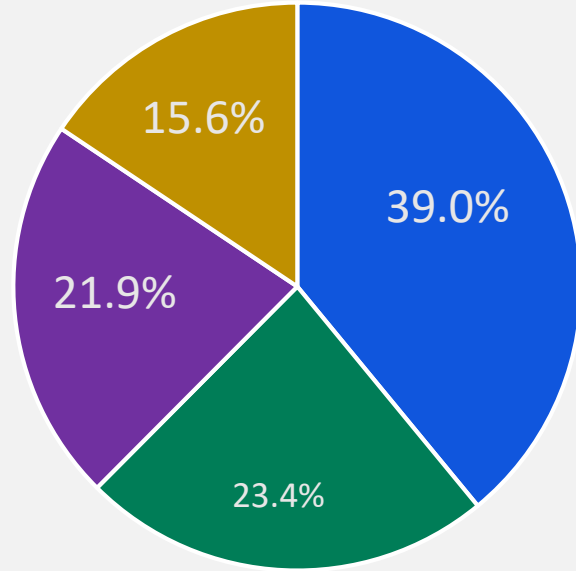
Peer to peer violence

Witness violence in community or school

Homelessness

Death of a parent

**ACE Score Prevalence 2015-2017 BRFSS**

- 39.0%
- 23.4%
- 21.9%
- 15.6%

# of ACEs: ■ 0 ■ 1 ■ 2-3 ■ 4 or more

## ACEs are Common in the U.S.

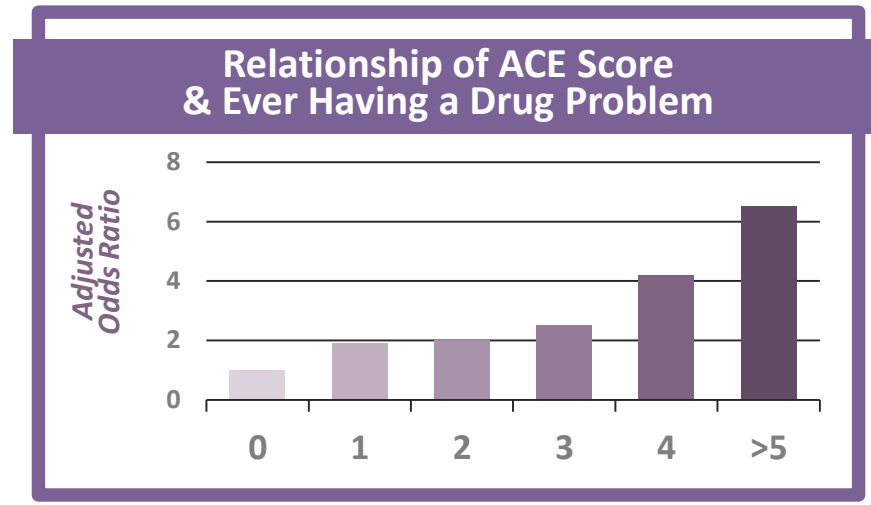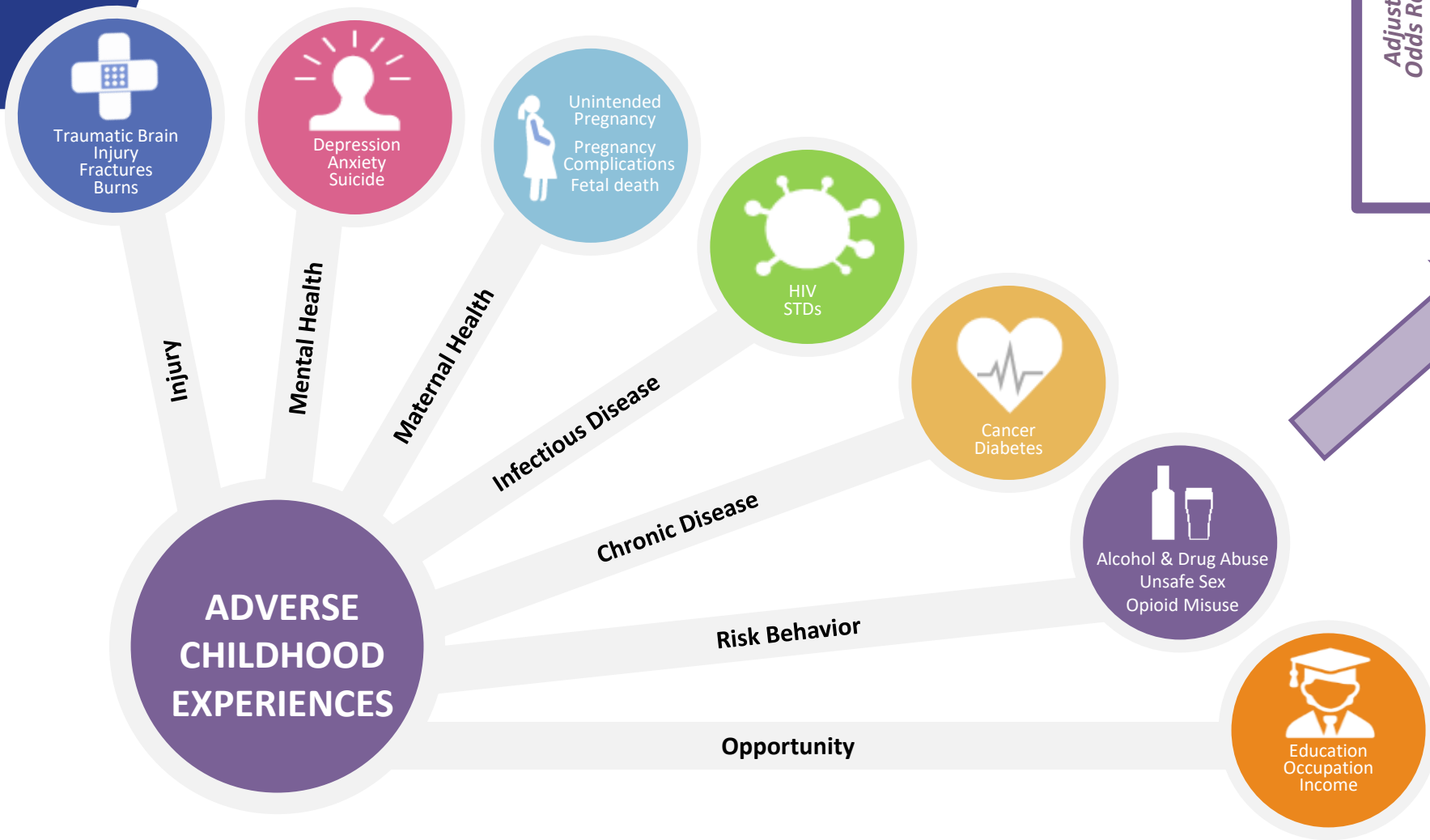**1 in 6** — 1 in 6 adults experienced four or more types of ACEs.

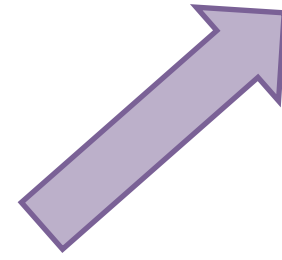**5 of 10** — At least 5 of the top 10 leading causes of death are associated with ACEs.

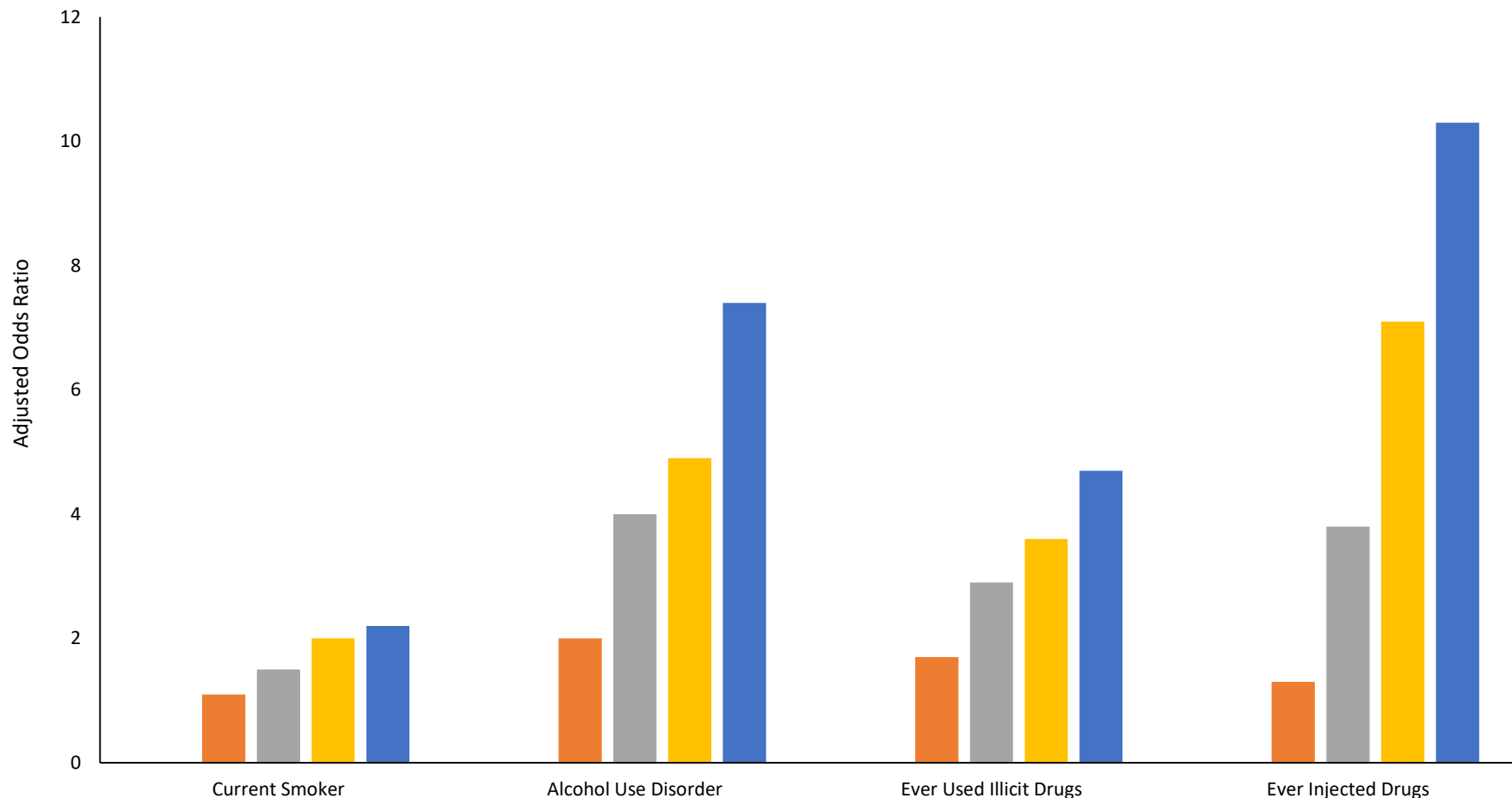**44%** — Preventing ACEs could reduce the number of adults with depression by as much as 44%.

Source: CDC Vital Signs 2019 https://www.cdc.gov/vitalsigns/aces/index.html

# Lasting Impact



Relationship of ACE Score & Ever Having a Drug Problem

Adjusted Odds Ratio (y-axis: 0, 2, 4, 6, 8)

ACE Score (x-axis: 0, 1, 2, 3, 4, >5)

SOURCE: Dube et al. 2003 - Pediatrics

ADVERSE CHILDHOOD EXPERIENCES

- Injury — Traumatic Brain Injury, Fractures, Burns
- Mental Health — Depression, Anxiety, Suicide
- Maternal Health — Unintended Pregnancy, Pregnancy Complications, Fetal death
- Infectious Disease — HIV, STDs
- Chronic Disease — Cancer, Diabetes
- Risk Behavior — Alcohol & Drug Abuse, Unsafe Sex, Opioid Misuse
- Opportunity — Education, Occupation, Income

SOURCE: Hughes et al., The effect of multiple adverse childhood experiences on health: a systematic review and meta-analysis. Lancet Public Health  2017

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# ACEs and Substance Use From Original ACEs Study



## Number of Categories of ACEs

Legend: ■ 0  ■ 1  ■ 2  ■ 3  ■ ≥4

Felitti, Vincent J., et al. "
." *American journal of preventive medicine* 14.4 (1998): 245-258.

# Substance Use Risk Factors

- Genetic factors
- Initiating substance use early
- Low risk perception of use
- Peers who use substances
- Emotional distress or aggressiveness that starts early and is persistent
- Psychiatric disorders

- Substance use in the family
- Family conflict, abuse, or neglect
- Parents who favorably view or approve of substance use
- Lack of family connectedness

- Poor academic performance
- Student does not view school as rewarding or meaningful and lack commitment to school
- Perception that use of drugs among classmates is high
- Poor control over school drug consumption

- Lower socioeconomic status, economic stressors
- Availability and costs of drugs and alcohol
- Community norms favorable toward alcohol and drugs
- Lack of community connectedness and supports

Source: Adapted from Volkow et al., 2018, Prevention and Treatment of Opioid Misuse and Addiction. A Review. JAMA Psychiatry
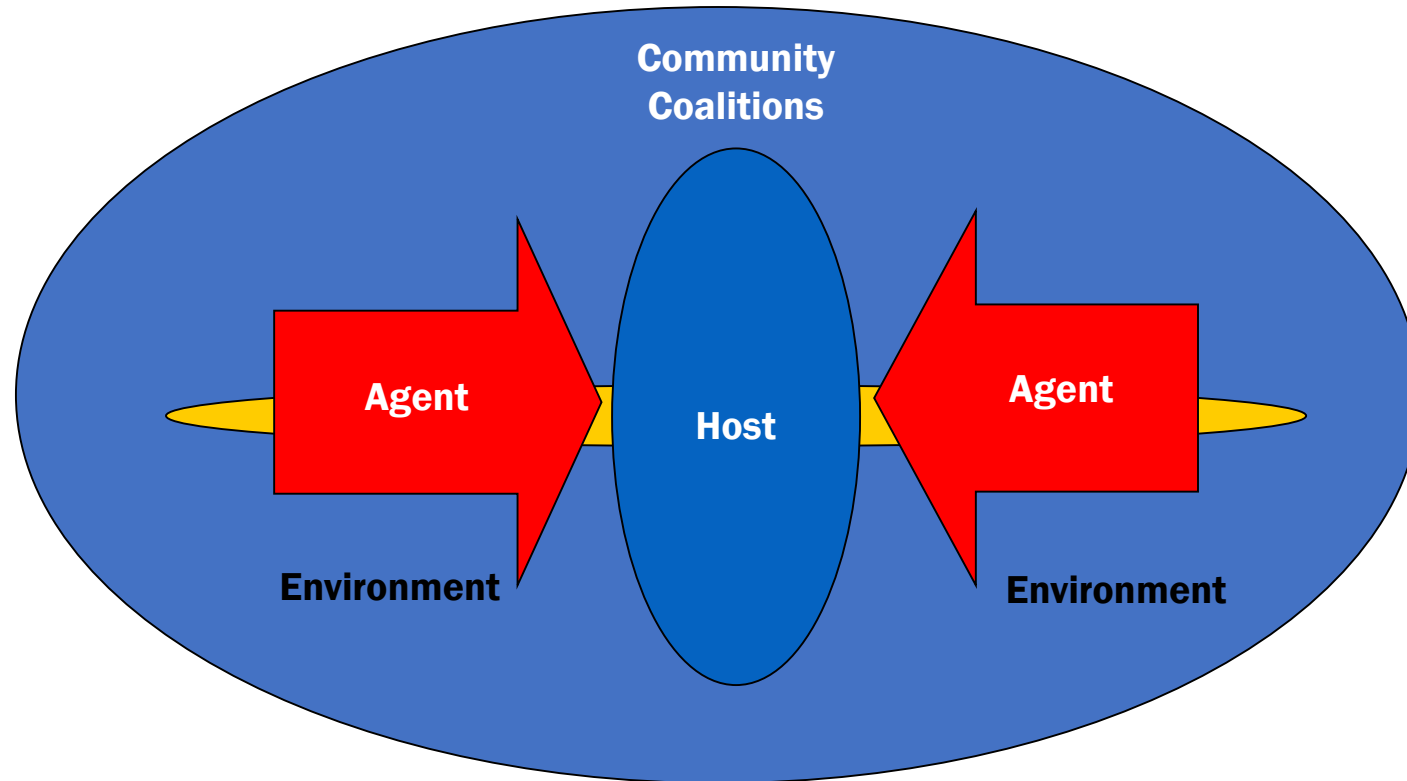
# Shared Protective Factors



- Resiliency

- Self-efficacy

- Spirituality

- Interpersonal skills, including social, emotional, and cognitive skills

- Treatment of underlying psychiatric disorders



- Attachment to family, school, and community

- Meaningful involvement in family, school, or community

- Safe, stable, nurturing relationships

- Positive behavior is recognized

- Norms in the family, school, and community that drug use, violence are not acceptable; help seeking is acceptable

- Opportunity for fulfilling extracurricular activities

Source: Adapted from Volkow et al., 2018, Prevention and Treatment of Opioid Misuse and Addiction. A Review. JAMA Psychiatry
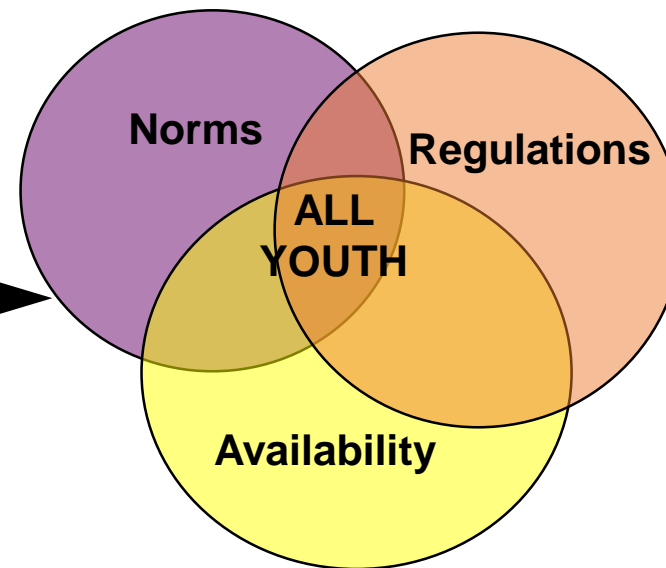
# Public Health Approach to Prevention

# Individual & Environmental Strategies

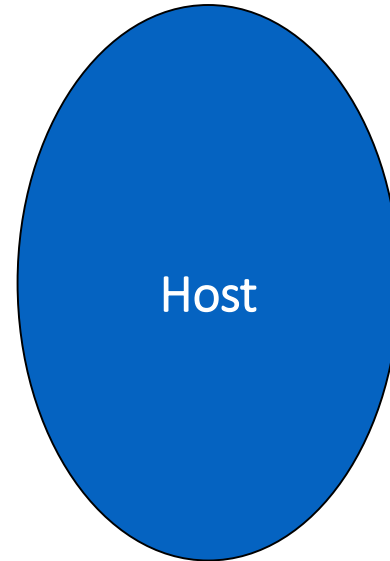**Strategies Targeting Individualized Environments**
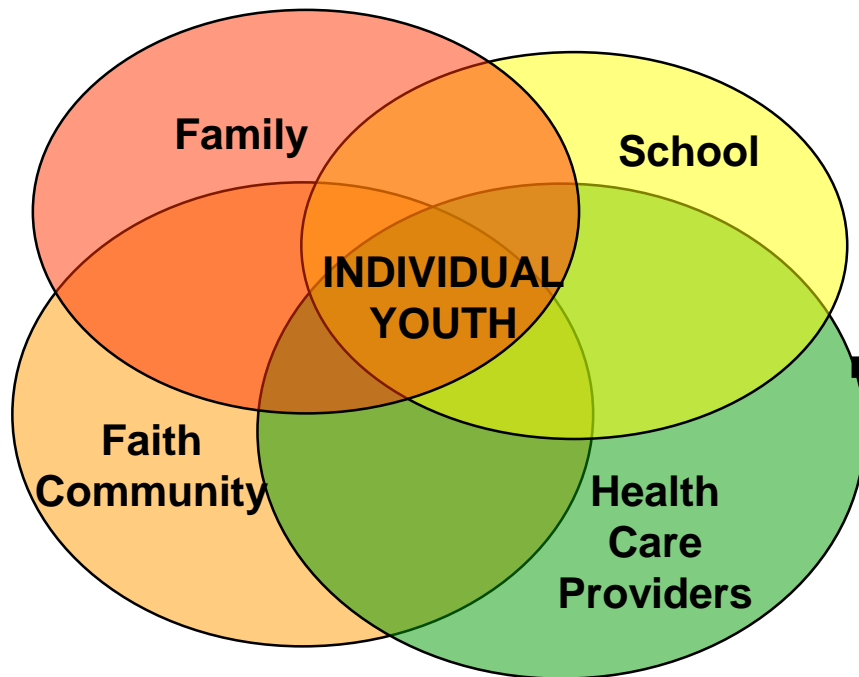
**Strategies Targeting the Shared "Community" Environment**
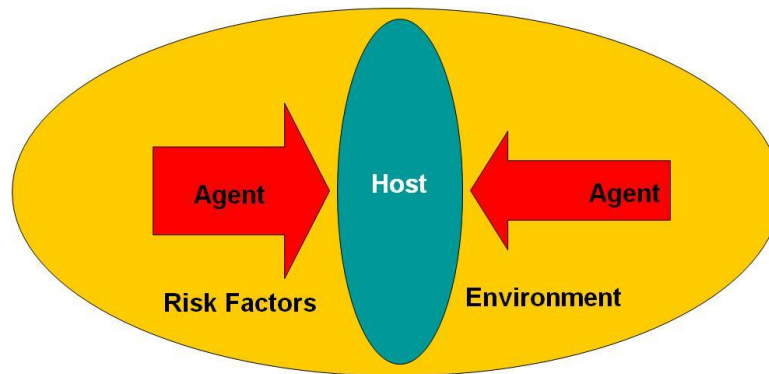
# Individual-Focused Strategies

Typically focus on changing **behavior of the Host** usually through affecting individual decision-making.

Host

Agent

# Environmental Approaches

Address the *context* of host/agent interactions

"Context" means places, settings, occasions and circumstances in which behaviors occur.

# Individual-focused Strategies

Prevention efforts aimed at **providing information, building skills or supporting** individuals or targeted groups of individuals.

- Afterschool programs
- School curricula
- Life skills training
- Employment programs
- School assemblies
- Media campaigns
- Parenting classes
- Tutoring programs

- Assessment/Referral/ Counseling
- Media Literacy
- Health Fairs
- Awareness Days/Weeks
- Youth Councils
- Mentoring Programs

# Environmental Strategies

Prevention efforts aimed at changing or influencing community **conditions, standards, institutions, structures, systems and policies** that shape behaviors.

- Hours/Days of Sale
- Clean air laws
- Advertising Ordinance/Law
- Social host ordinances
- Prescribing Guidelines
- Outlet Density Reduction
- Open Container Ordinance
- Happy hour Ordinance/Laws

- Festivals—Beer Gardens
- Third Party Transaction—shoulder tap
- Compliance Checks
- Prescription Drug Monitoring System
- Party Patrol
- Controlled Party Dispersal
- Restriction on MJ Dispensary locations
- Recovery Courts

# Basic Premise

Strategies that address both individualized environments and the shared environment are important components of a comprehensive approach to prevention.

# Differences Between Coalitions and Programs

| Coalitions | Programs |
|---|---|
| **Scale** <br> Coalitions measure success by examining community-level indicators. This applies to all coalition outcomes (short & long- term). | Programs measure change in individuals who have been directly affected by the intervention(s). |
| **Addresses multiple causes** <br> Coalitions seek to ensure that all causes of identified problems are addressed | Programs are more focused on single strategies, e.g., parenting classes or peer mentoring. |
| **Actors** <br> Coalition activities are diffused and taken by all members with staff playing a coordinating or supporting role. | Program staff lead the process and are responsible for implementing interventions. |

# Community-Level Change

Change the entire community environment
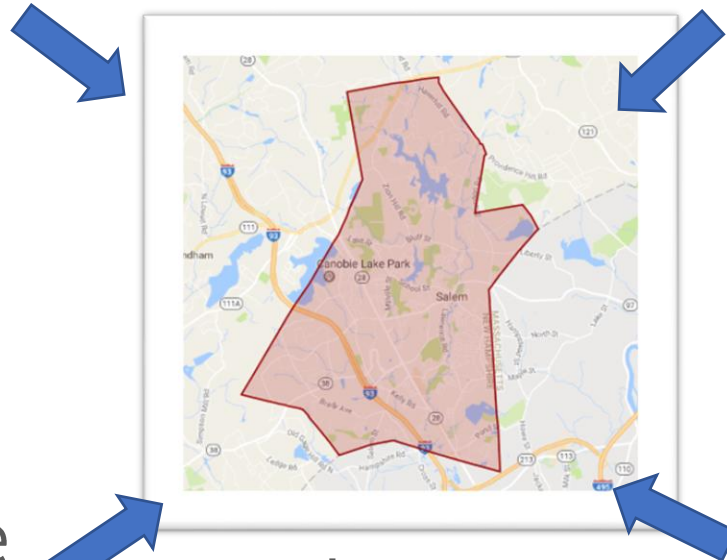
*ABC City*

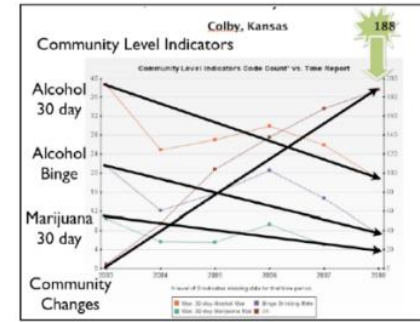Implement environmental strategies to change policies



Engage the entire community

Population 2020: 29,335

Use community-wide data to measure change

Also called ***Population-level Change***

# Role of Coalition in Achieving Community Change



**Impact a Defined Community**

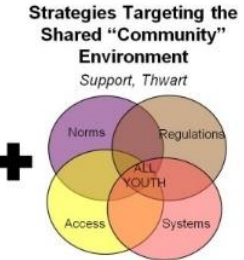**Address Conditions & Settings in the Community**

**Achieve Positive Community Outcomes**

**Engage Community Sectors**

**Promote Comprehensive Strategies**

# CADCA's Skills and Processes for the
# Strategic Prevention Framework

**Cultural Competence**
1. Commit to Cultural Competence
2. Identify Culture & Diversity in the Community
3. Build Cultural Competence Throughout the SPF
4. Recruit members to represent the culture and diversity in the community

**Community Assessment**
1. Define & Describe the Community
2. Collect Needs & Resource Data
3. Conduct a Problem Analysis for each substance
4. Create a Logic Model for each substance
5. Update community assessment as needed

**Sustainability**
1. Engage Volunteers and Partners
2. Build a Credible Process
3. Ensure Relevancy
4. Create a Sustainability Plan

**Build Coalition Capacity**
1. Build Coalition Membership
2. Develop Coalition Structure
3. Cultivate Leadership
4. Identify training opportunities

**Evaluation**
1. Map Data to the Logic Model
2. Document Your Coalition's Work
3. Tell Your Coalition's Story
4. Develop data collection plan (e.g., every 2 years)

**Strategic and Action Planning**
1. Create a Vision & Mission
2. Write "SMART" Objectives
3. Plan Comprehensive Strategies for prioritized local condition(s)
4. Develop Action Plans for each substance's prioritized local conditions and strategies

**Implementation**
1. Prioritize Strategies and Action Plans
2. Obtain Resources
3. Implement Action Plans
4. Ensure Implementation Fidelity

# Goals for Conducting A Problem Analysis

1. Understand the relationship between community issues.

2. Identify root causes.

3. Validate assumptions with community data.

4. Achieve consensus among coalition members.

5. Establish criteria for selecting interventions.

6. Create a picture of problem and its causes (aka a logic model).

# Root Cause (But Why?  But Why Here?)

Components:

1. Problem Statement

   - Based on community assessment

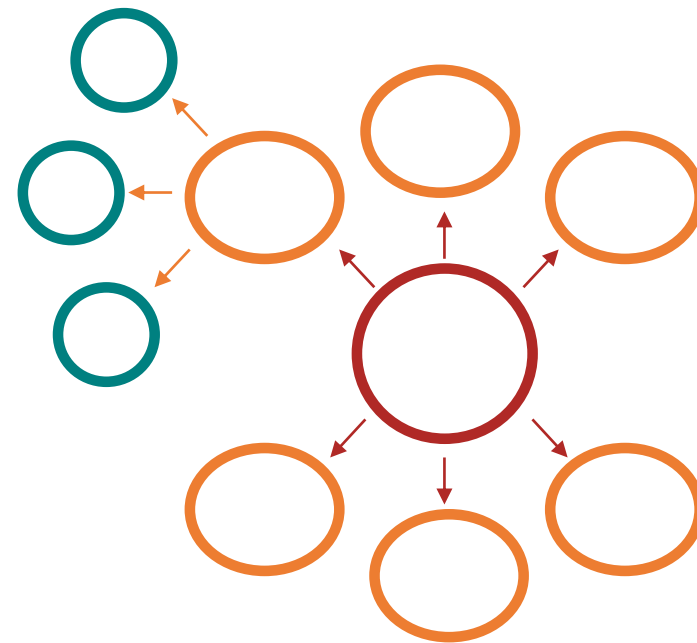   - Meets 6 criteria for a "good" problem statement

Problem

# Root Cause (But Why?  But Why Here?)
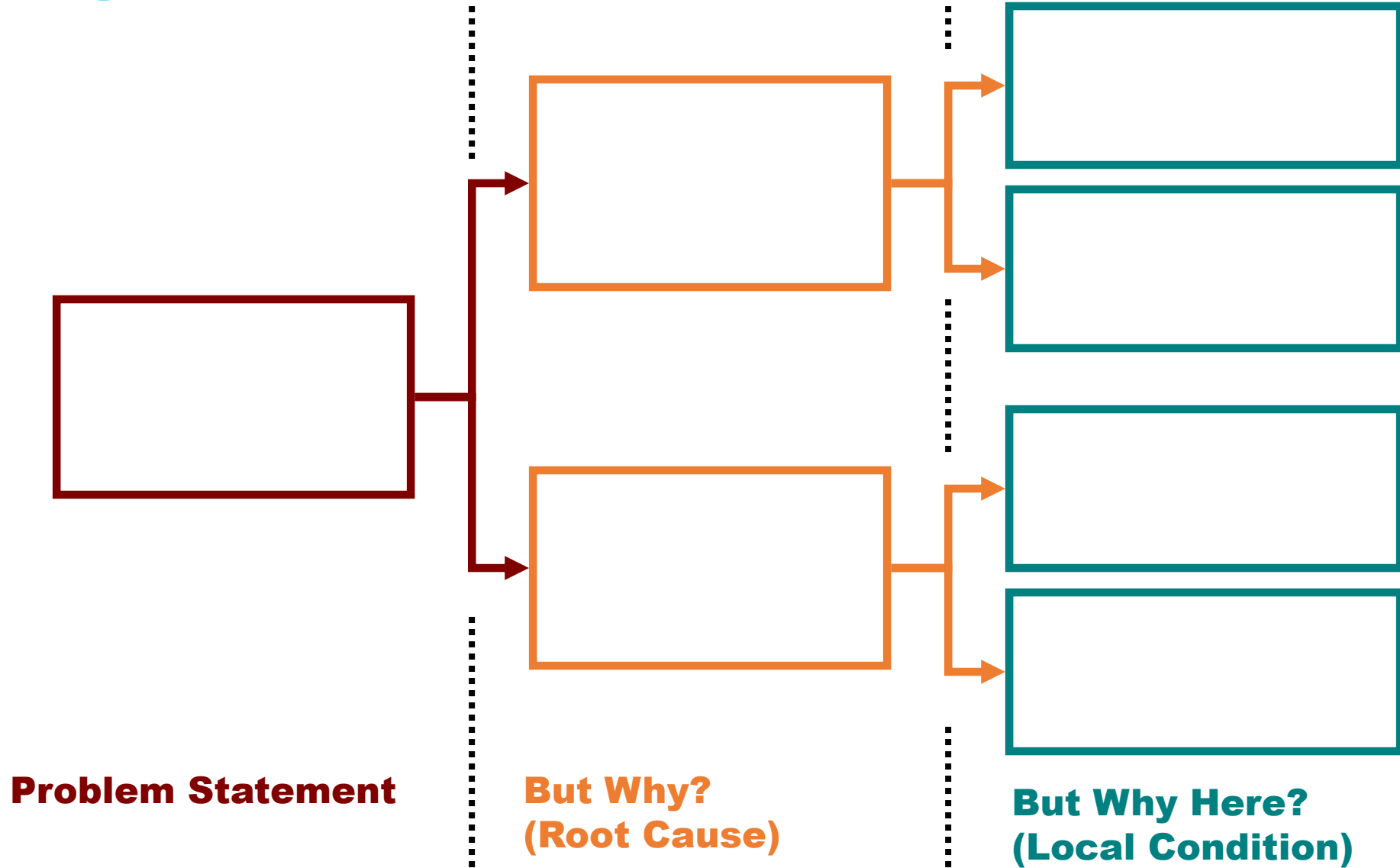
Components:

1. Problem

2. Root Causes / Risk Factors

3. Local Conditions

   BUT WHY HERE?

   - Specific

   - Identifiable

   - Actionable

# Logic Model

**Problem Statement**

**But Why?
(Root Cause)**

**But Why Here?
(Local Condition)**

# Logic Model

```
Underage
Drinking ─┬── Favorable Parental ──┬── Parents Don't Think Alcohol is Harmful
          │    Attitudes           │
          │                        └── Parents Hosting Parties
          │
          └── Availability ────────┬── Merchants Not Checking IDs
                                   │
                                   └── Youth Attend College Parties
```
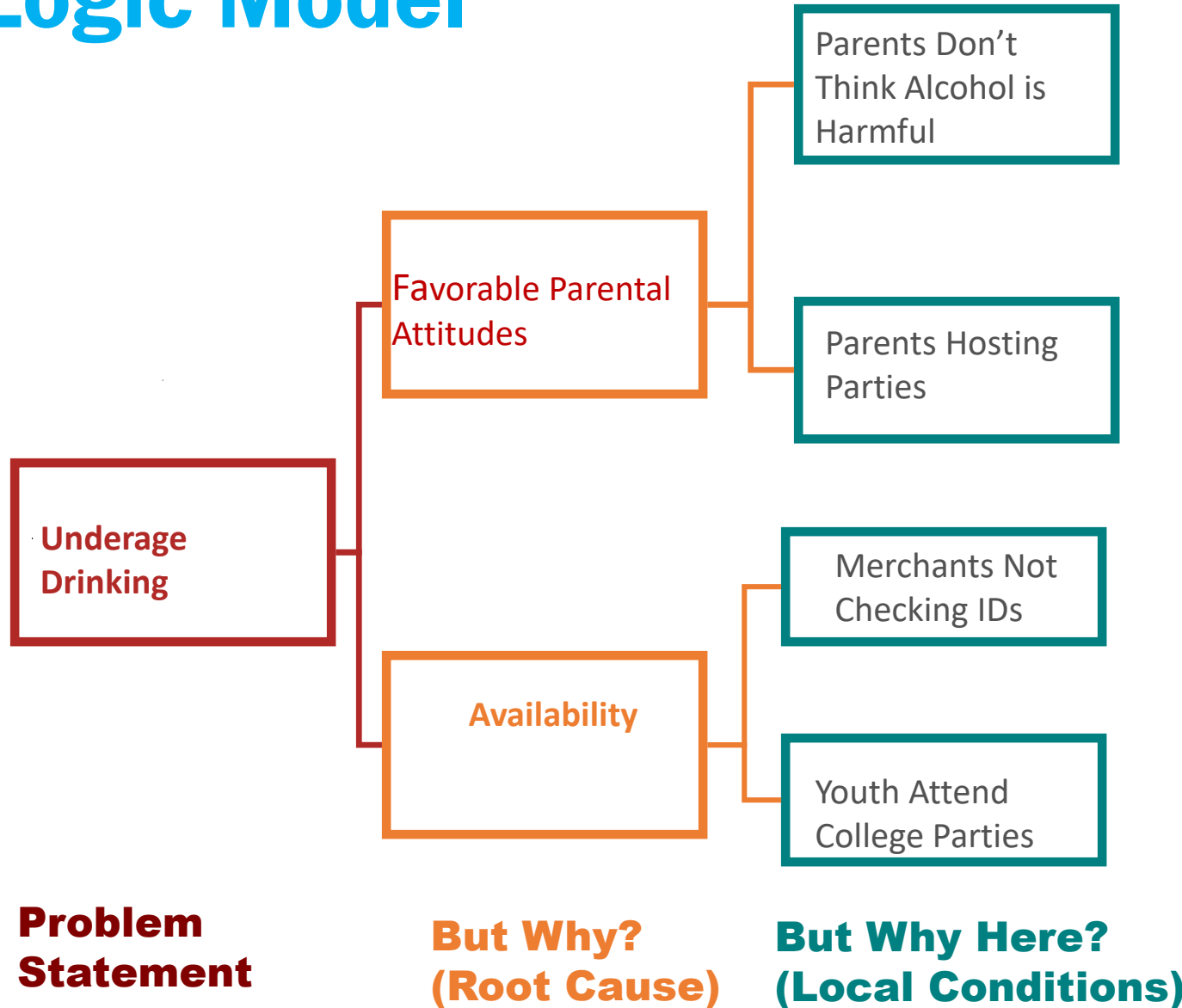
**Local Conditions**
- Specific
- Identifiable
- Actionable

**Problem Statement**

**But Why? (Root Cause)**

**But Why Here? (Local Conditions)**

# CADCA's Seven Strategies for Community Change

1. Provide information

2. Build skills

3. Provide social support

4. Reduce barriers / enhance access

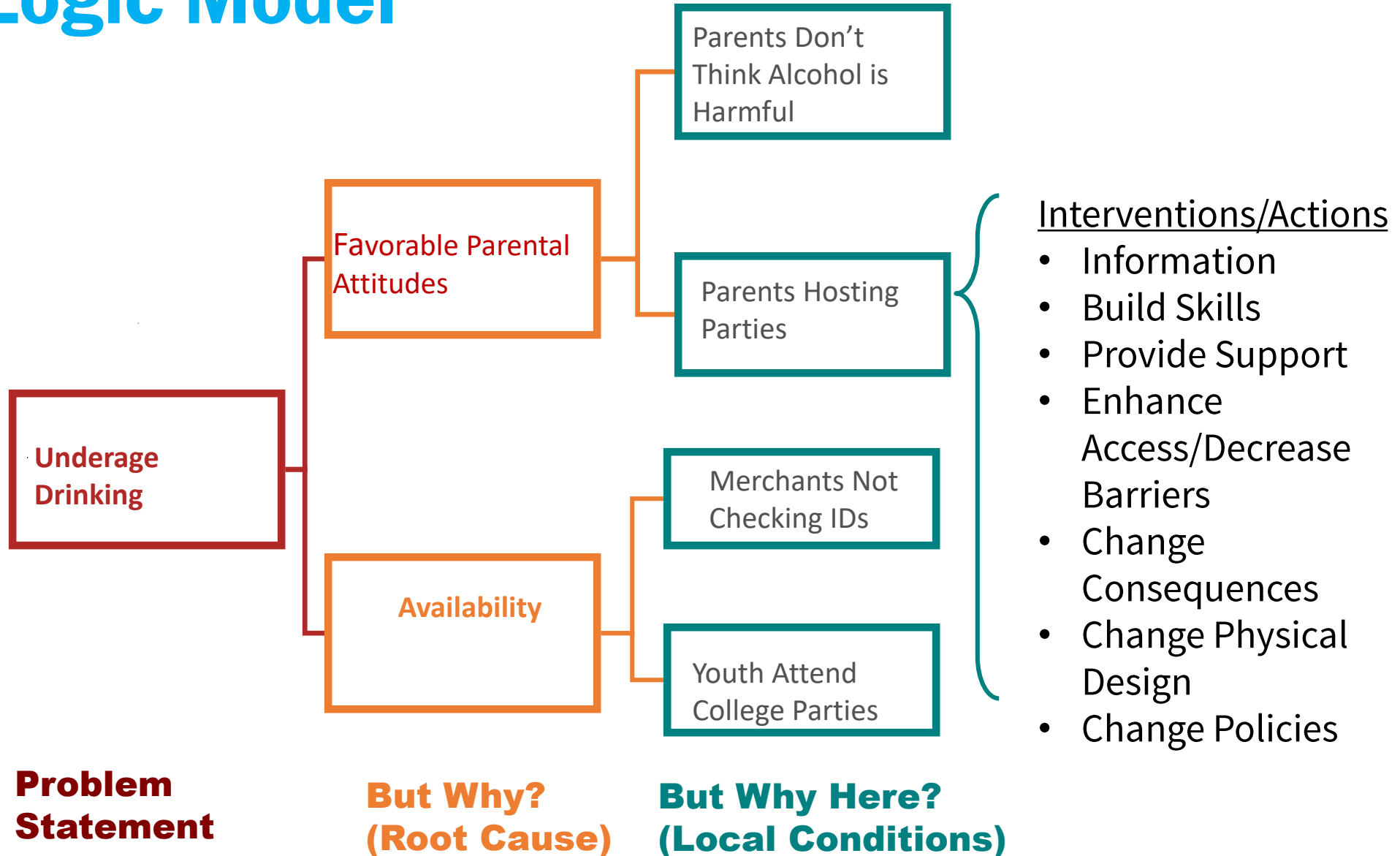5. Change consequences / incentives

6. Alter the physical design of the environment

7. Change policy and rules

Individually-focused

Environmentally-focused

# Logic Model

Underage Drinking

Favorable Parental Attitudes

Parents Don't Think Alcohol is Harmful

Parents Hosting Parties

Availability

Merchants Not Checking IDs

Youth Attend College Parties

Interventions/Actions
- Information
- Build Skills
- Provide Support
- Enhance Access/Decrease Barriers
- Change Consequences
- Change Physical Design
- Change Policies

**Problem Statement**

**But Why? (Root Cause)**

**But Why Here? (Local Conditions)**

# Comprehensive Strategies

## Seven Strategies for Behavior Change

1. **Provide Information:** Presentations, workshops, brochures, billboards, social norms campaigns, town hall meetings, web-based information, etc.

2. **Build Skills:** Workshops/seminars designed to teach skills needed to achieve population-level outcomes (training, TA, strategic planning retreats)

3. **Provide Support:** Assisting others to conduct training, obtaining funding for equipment, training, reach specific target audiences (providing alternative activities, mentoring, support groups or clubs)

# Comprehensive Strategies

## Seven Strategies for Behavior Change

4. **Change** Access/Barriers

Improving systems and processes to increase the ease, ability and opportunity to utilize those systems and services (make it easier to do the right thing and harder to participate in a behavior):

**Access:**
Provide instructions/training in multiple languages
Give scholarships to training programs
Provide training **at** vendor locations
Provide transportation or childcare

**Barriers:**
Remove tobacco machines from public venues
Place pseudoephedrine behind the counter

# Comprehensive Strategies

## Seven Strategies for Behavior Change

5. **Change Consequences / Incentives**

Increasing or decreasing the probability of a behavior by altering the consequences for performing that behavior

**Incentives:**
Provide awards to businesses/organizations who pass Compliance Checks
Individual rewards or incentives
Public Recognition (as part of a overall effort)
**Disincentives:**
Increase Citations/Fines
Increase Excise Taxes
Use/Lose Laws

# Comprehensive Strategies

## Seven Strategies for Behavior Change

**6. Alter the Physical Design**
Change the physical environment to reduce risk or enhance protection:

Lighting in parks
Signage
Alcohol Outlet Density/Proximity
Advertising (Restrictions)
Product Placement
Packaging

# Comprehensive Strategies

## Seven Strategies for Behavior Change

7. **Modify Laws, Policies, Procedures, By-Laws:**

**Laws:** Social Host Liability, School ATOD Policy, Mandatory IDs

**Policies:** 24/7 Zero Tolerance policy in a school district, Drug Free Workplace Policies, Mandatory Merchant Education with License Re-Application

**Procedures:** law enforcement practices & procedures, County process for alcohol permits

**By-Laws:** Chamber of Commerce alcohol use policy, HS Booster Club Family Friendly policy

# Comprehensive Strategies

**When developing comprehensive strategies:**

- Consider all 7 behavior change strategies

- Policy change can be "Big P" or "little p"

- Plan for multiple, complementary strategies

- Identify multiple "target audiences" for each strategy

- Plan to implement the strategies over time

- Focus on changing the local condition

# Comprehensive Strategies

## Example

**Local Condition:  Retail stores are selling alcohol to minors.**

1. <u>Provide Information</u>— Provide information to retailers on current laws
2. <u>Build Skills</u>—Train merchants to check ID's and look for fake ID's
3. <u>Provide Support</u>— Assistance to store owners in posting signs and training clerks; provide age verification materials
4. <u>Access/Barriers</u>—Translate merchant education materials to Spanish
5. <u>Consequences</u> —Increase fines for failed checks /Recognize merchants/sellers for passing compliance checks
6. <u>Physical Design</u>—Post signs:  "We don't sell to minors..."
7. <u>Policies or Regulations</u>— Increase compliance checks/fines; standardize fines and revocations

# Substance Use Is Less Likely To Occur If:

➢ There are regulations that discourage use of the substance

➢ Community norms disapprove of use

➢ Substance is not easily available in the community

# Social Determinants of Health

Social determinants of health are the conditions in which people are born, grow, live, work and age that shape health.

| Economic Stability | Neighborhood and Physical Environment | Education | Food | Community and Social Context | Health Care System |
|---|---|---|---|---|---|
| Employment | Housing | Literacy | Hunger | Social integration | Health coverage |
| Income | Transportation | Language | Access to healthy options | Support systems | Provider availability |
| Expenses | Safety | Early childhood education | | Community engagement | Provider linguistic and cultural competency |
| Debt | Parks | Vocational training | | Discrimination | Quality of care |
| Medical bills | Playgrounds | Higher education | | Stress | |
| Support | Walkability | | | | |
| | Zip code / geography | | | | |

**Health Outcomes**
Mortality, Morbidity, Life Expectancy, Health Care Expenditures, Health Status, Functional Limitations
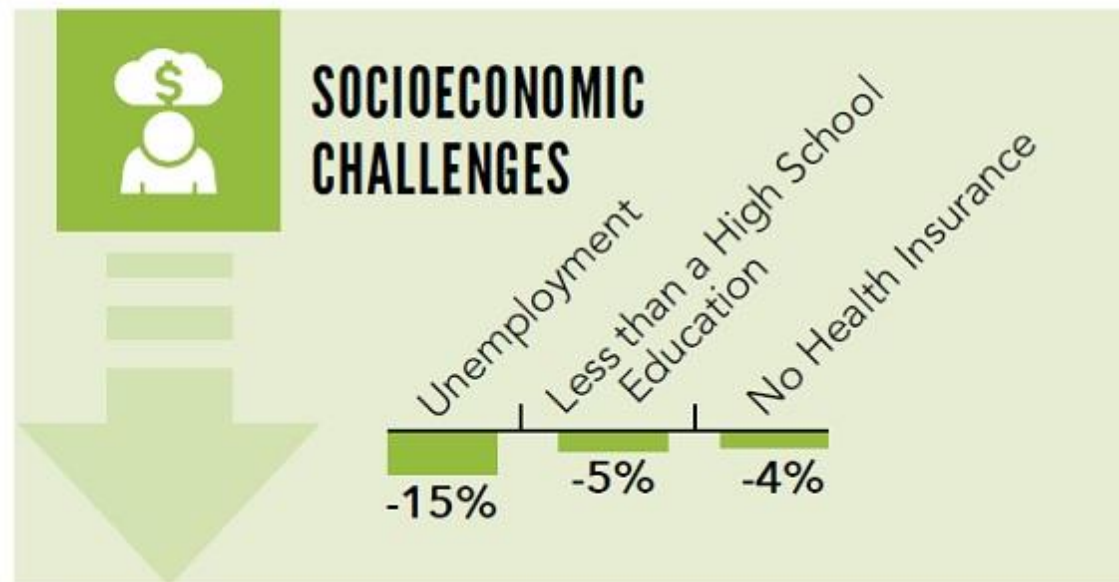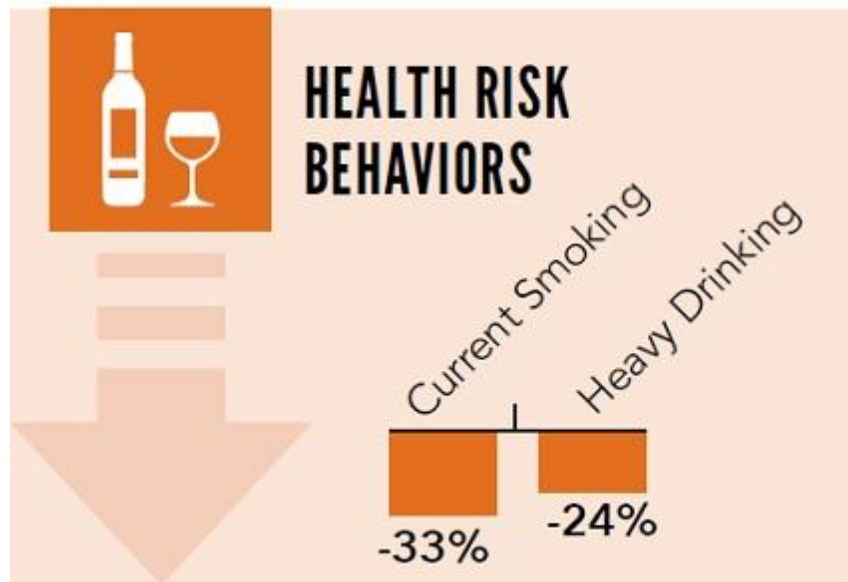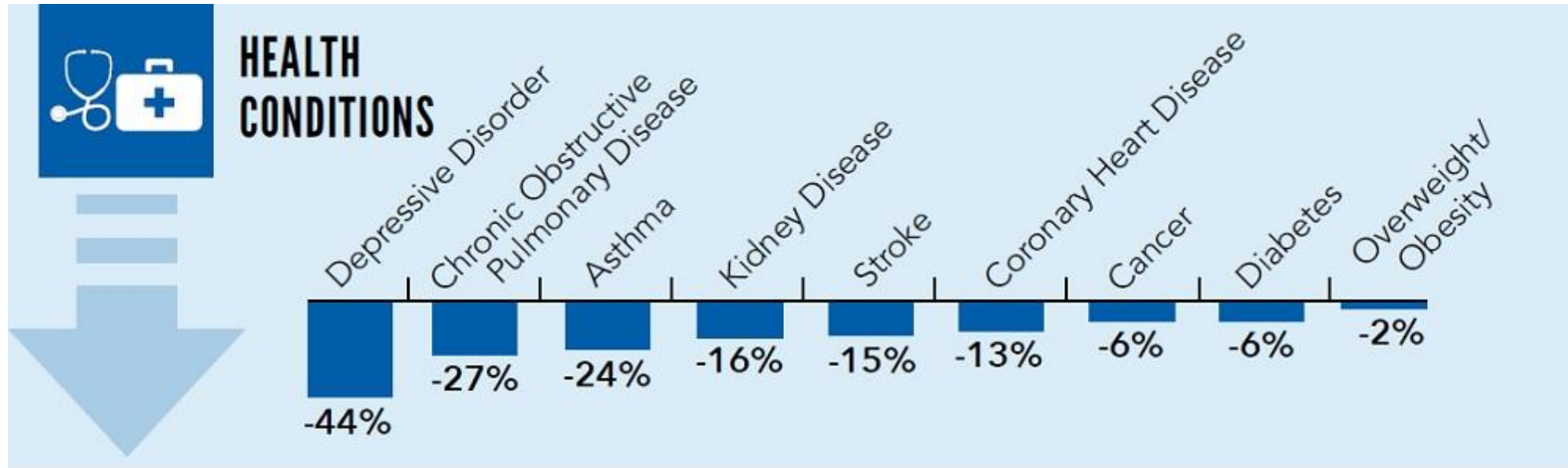
Source: Kaiser Family Foundation

# What do Social Determinants of Health have to do with substance misuse?

- Stress is a well-known risk factor in the development of addiction and in addiction relapse vulnerability

- Early life stress has harmful effects on the brain

- The changes to these pathways show underlying association with stress-related risk of addiction

- Impact
  - Stress regulation
  - Impulse control
  - Perpetuation of compulsive drug-seeking and relapse susceptibility

Source: Ann N Y Acad Sci. 2008 Oct: 1141: 105-130.

# Cross-walking CDC's ACEs Prevention Strategies and CADCA's Seven Strategies for Coalitions
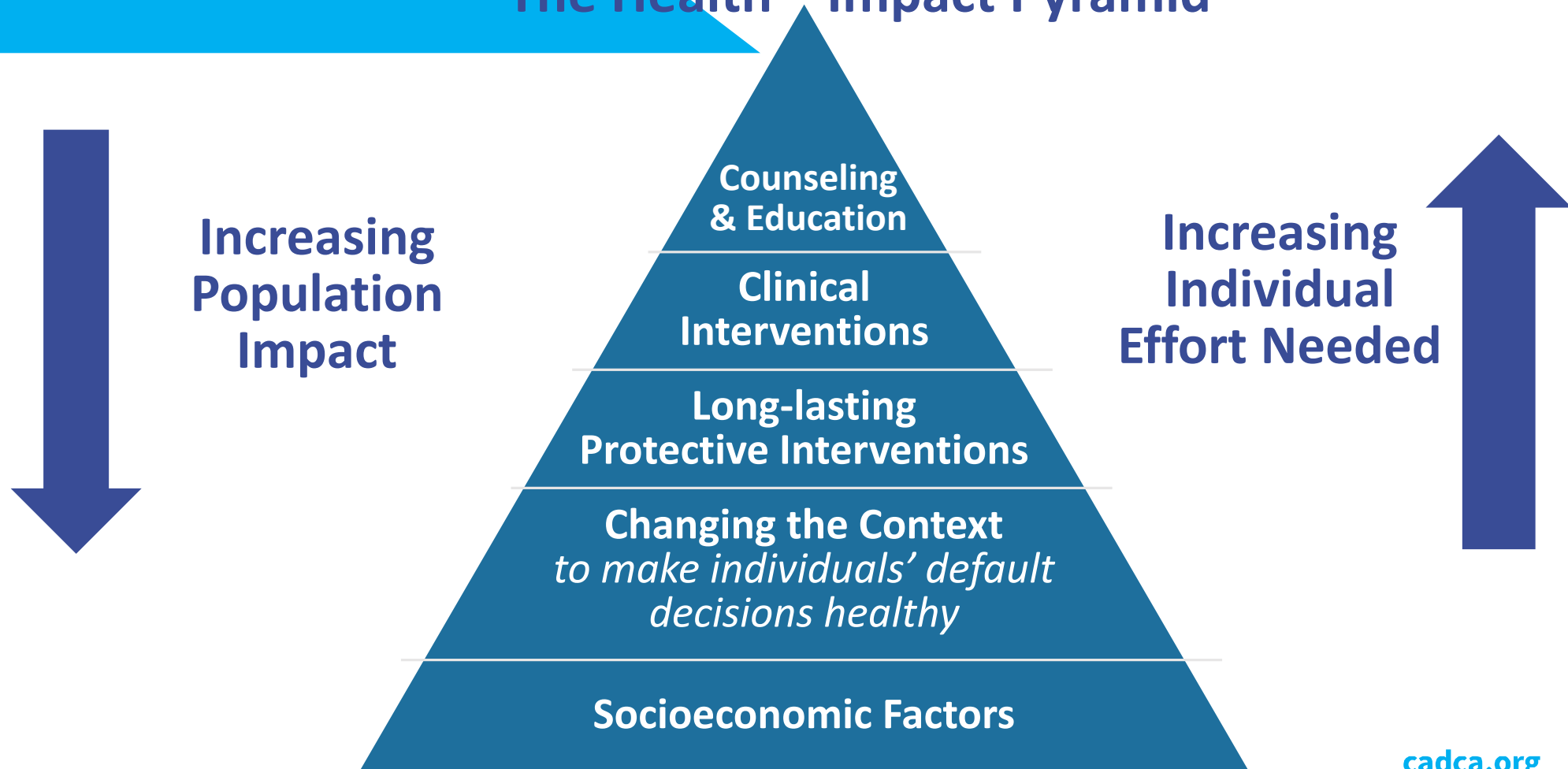
| ACEs Prevention Strategies | CADCA Seven Strategies |
|---|---|
| Use Data to Inform Prevention Action | Providing Information |
| Teach Skills to help parents and youth handle stress, manage emotions, and tackle everyday challenges | Enhancing Skills |
| Promote Social Norms that Protect Against Violence, Drug Use and Adversity | Providing Support |
| Ensure youth are connected to caring adults and activities (provide transportation, waive fees) | Enhancing Access/Reducing Barriers |
| Strengthen Economic Supports for Families to provide incentives for desired participation/action | Changing Consequences (Incentives/Disincentives) |
| Lessen Harms and Prevent Future Risk by decreasing the availability of substances (alcohol outlet density, medication lockboxes, community garden) | Changing Physical Design/Making Environmental Changes |
| Ensure a strong start for children and paving the way for them to reach their full potential by altering the cost and | Modifying/Changing/Developing Policies |

# The power of prevention



**HEALTH CONDITIONS**

| Depressive Disorder | Chronic Obstructive Pulmonary Disease | Asthma | Kidney Disease | Stroke | Coronary Heart Disease | Cancer | Diabetes | Overweight/Obesity |
|---|---|---|---|---|---|---|---|---|
| -44% | -27% | -24% | -16% | -15% | -13% | -6% | -6% | -2% |

**HEALTH RISK BEHAVIORS**

| Current Smoking | Heavy Drinking |
|---|---|
| -33% | -24% |

**SOCIOECONOMIC CHALLENGES**

| Unemployment | Less than a High School Education | No Health Insurance |
|---|---|---|
| -15% | -5% | -4% |

Source: CDC Vital Signs 2019

# Prioritize Environmental Change

## The Health Impact Pyramid

**Increasing Population Impact**

**Increasing Individual Effort Needed**

Counseling & Education

Clinical Interventions

Long-lasting Protective Interventions

Changing the Context *to make individuals' default decisions healthy*

Socioeconomic Factors

Frieden TR. A framework for public health action: The Health Impact Pyramid. AJPH 2010;100:590-595.

# Sustainability

## Definition of Coalition Sustainability

A sustainable coalition has enough resources to intervene at the community-level and can maintain these resources long enough to see community-level outcomes.

# Why take the time to create a written sustainability plan?

It takes time to change outcomes – we need to "stay in the game long enough to make a difference."

Left to chance it is rare for needed resources to appear.

Like most processes – sustainability planning is more likely to be successful if more members participate.

# Fundamentals of Sustainability Planning:

1. Clearly identifies what must be sustained.
2. Clearly identifies what resources are required.
3. Matches the need with appropriate source and strategy.
4. Does not rely on one source or strategy.

# Key Elements of Sustainability

1. Engage Volunteers and Partners
2. Build a Credible Process (SPF)
3. Ensure Relevance
4. The financial and other resources required to do the work.

# 1. Strong Volunteer and Membership Base

*Recruiting* members involves:

- Identifying roles & tasks on the coalition
- Inviting existing/new members to "do the work"
- Providing opportunities for involvement
- Orienting new members to the coalition
- Meeting their WIFM

# 1. Strong Volunteer and Membership Base

*Retaining* coalition members involves building long-term relationships with individuals and organizations through the **6 R's**:

- **R**elationships
- **R**ole
- **R**espect
- **R**ecognition
- **R**ewards
- **R**esults

# Coalition Sustainability

Four Things Coalitions Must Sustain**:**

1. Strong volunteer & membership base
2. Build a credible process—the SPF

# 2. A Credible Process

**Coalition Products**

Community Assessment

Logic Model

Strategic and Action Plan

Evaluation Plan

Evaluation Communication Plan

Sustainability Plan

# Volunteer Base and Credible Process Breakout #1

1. Strong volunteer & membership base

2. A credible process

In your groups discuss how your coalitions:
- Engage and sustain members
- Involve coalition members in "owning" the SPF process

# Coalition Sustainability

Four Things Coalitions Must Sustain:

1. Engage Volunteers & Partners
2. Build a credible process
3. **Ensure Relevance to Current Community Concerns**

# 3. Relevance to Community Concerns



Public Safety · Substance Use and Misuse · Education · Jobs and Employment · Healthcare & Insurance · Housing and Homelessness · **Community** · COVID-19 · Potholes · Sports and Entertainment · Economy
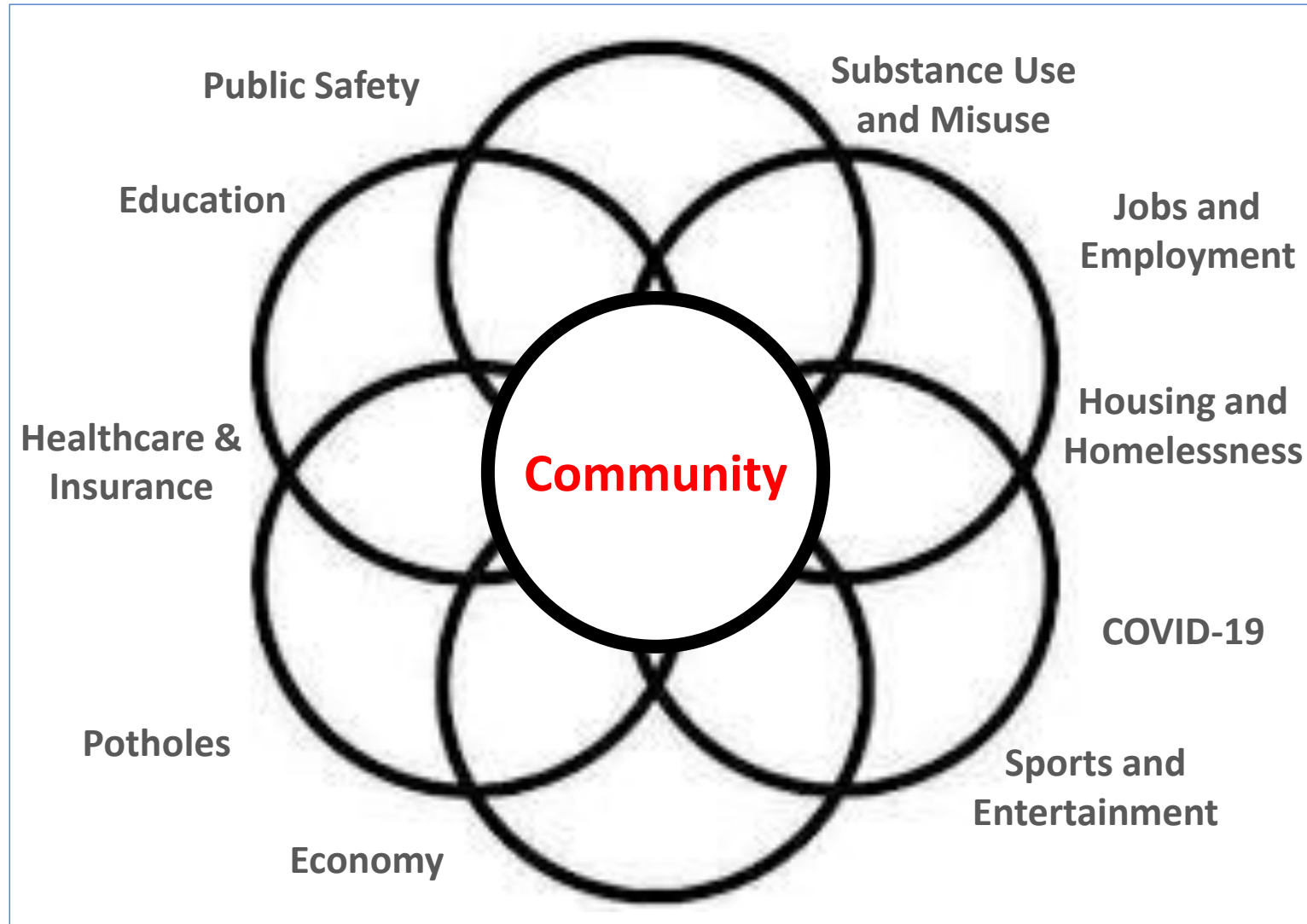
# Relevance to Community Concerns
## Breakout

**Activity – Identify:**

- What other problems exist in your community? What are your "hot button" issues?
- How do these problems relate to substance use?
- What organizations/ initiatives are in place to address these problems?

# 3. Relevance to Community Concerns

To build the community's awareness of the coalition:

- Clarify the Coalition's Vision, Mission, Strategies and Accomplishments

- Implement a comprehensive mix of ***branding*** and ***marketing*** strategies
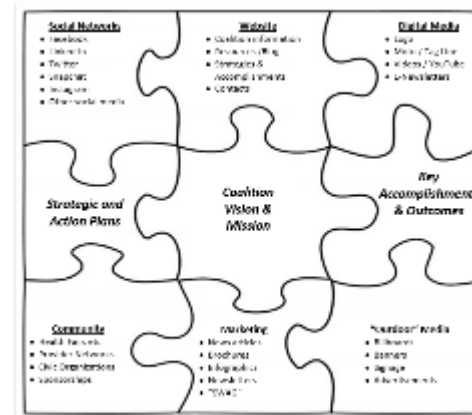
# 3. Relevance to Community Concerns

A comprehensive mix of *branding* and *marketing* strategies can include:



**Social Networks**
- Facebook
- Linked-In
- Twitter
- Snapchat
- Instagram
- Other social media

**Website**
- Coalition information
- Resources /Blog
- Strategies & Accomplishments
- Contacts

**Digital Media**
- Logo
- Moto / Tag Line
- Videos / YouTube
- E-Newsletters

**Strategic and Action Plans**

**Coalition Vision & Mission**

**Key Accomplishments & Outcomes**

**Community**
- Health Fairs etc.
- Provider Networks
- Civic Organizations
- Sponsorships

**Marketing**
- News articles
- Brochures
- Infographics
- Newsletters
- "SWAG"

**"Outdoor" Media**
- Billboards
- Banners
- Signage
- Advertisements

# 3. Relevance to Community Concerns

*POLL:* How do your coalitions:

- Ensure that community members, partners and other organizations are aware of… and VALUE the work of the coalition?

- What marketing and branding tools does your coalition use to share information about the work of the coalition?

# Coalition Sustainability

Four Things Coalitions Must Sustain:

1. Engage Volunteers and Partners

2. Build a credible process

3. Ensure Relevance to current community concerns

**4. The financial and other resources required to do the work.**

# Six-Step Sustainability Planning Process

**The financial and other resources required to do the work**

1. Create a Case Statement
2. Identify what must be sustained
3. Identify future resource needs
4. Select funding strategies
5. Identify potential sources and donors
6. Action plan for contacts and requests

# 1. Create a Case Statement

**Create a Case Statement**

A written answer to key questions held by potential supporters

- **Why** is the strategy / coalition needed?
- **How** will the it make a difference?
- **Who** is involved and supporting?
- **Is** the strategy/coalition cost effective?

# 1. Create a Case Statement Example

## Case Statement:

The Acme County CARE Coalition has been instrumental in reducing marijuana and alcohol use and misuse by youth in our community. The coalition makes a difference by utilizing strategies that have been proven successful and are driven by scientific research. The work of the Acme County CARE Coalition has proven to be an essential component to reducing substance use and use and misuse in our community through prevention efforts such as community and family education, coalition partner trainings, student programs, special events and advocacy. It is imperative to sustain our work that has produced a verified decrease in substance usage and made significant strides in building stronger families for Acme County.

One of the things that sets us apart, is that the coalition is composed of concerned and committed citizens representing 12 different sectors who have been trained to utilize strategic planning to achieve its goals. By using volunteers and in-kind contributions we have been able to keep costs to a minimum, however it's essential to diversify our sources of funding to ensure the stability and longevity of the coalition and its contribution to the community. So, to ensure the continuation of this important work, we need your help in sustaining our qualified and dedicated staff, suitable office facilities, and updated communication tools and applications. When we work together as a community – we can make a difference and create a safe and healthy place for our youth and families.

# Document Your Coalition's Work

What are all the ways in which your coalition contributes to changes in your community?



How do you record the work of your coalition?

# Part 3: Tell Your Coalition Story

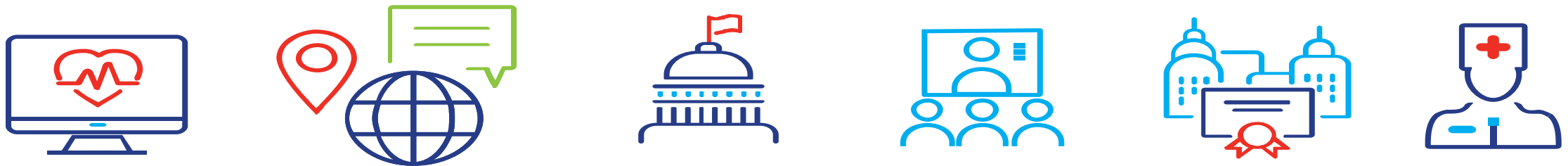**Communicate your coalition's story through:**

- Annual Report Card or Updates

- Create "1-Pagers" for sharing

- 1-on-1 Meetings

- Presentations to the community

- Partner recognition events

- Press releases

- Town Hall Meetings

# 2. Identify what must be sustained

**Identify what must be sustained:**

- The coalition

- Specific strategies

# 2. What Must Be Sustained?

**Inventory Existing Resources:**

Agency operations (salaries, office space)

Strategies/Interventions (compliance checks, prenatal care)

Programs (early childhood development, parenting classes)

# 2. Identify what must be sustained

## Inventory Existing Resources - Example

**Existing Resources/Termination Dates:**

| | | | |
|---|---|---|---|
| $125,000 | DFC | Expires 9/30/2021 | Funds 2 Staff, Office Space, Utilities |
| $3,000 | OVUC Donations | Expires 12/31/20 | Funds Mentor Program Staff & Supplies |
| $7,500 | Champions Foundation | Expires 6/30/21 | Funds Youth Programs Staff & Supplies |
| $27,000 | Fund Raising Event | Annual | Funds Policy Board Staff and Supplies |

# 2. Identify what must be sustained

**Inventory Existing Resources (existing resources/termination dates):**

Identify the total $ amount of cash resources currently available to the coalition—in the current year.



Sustainability Plan Template

Case Statement:

Existing Resources/Termination Dates:

What needs to be sustained?

What resources are required?

Key Strategies and Sources to Meet the Areas of Need:

| Strategies | Potential Sources - Actions |
| --- | --- |
| 1. | |
| 2. | |
| 3. | |

Action Plan to Implement Strategies:

| Task | By Who? | By When? | Resources Required | Who needs to know? |
| --- | --- | --- | --- | --- |
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |

Contact Information:
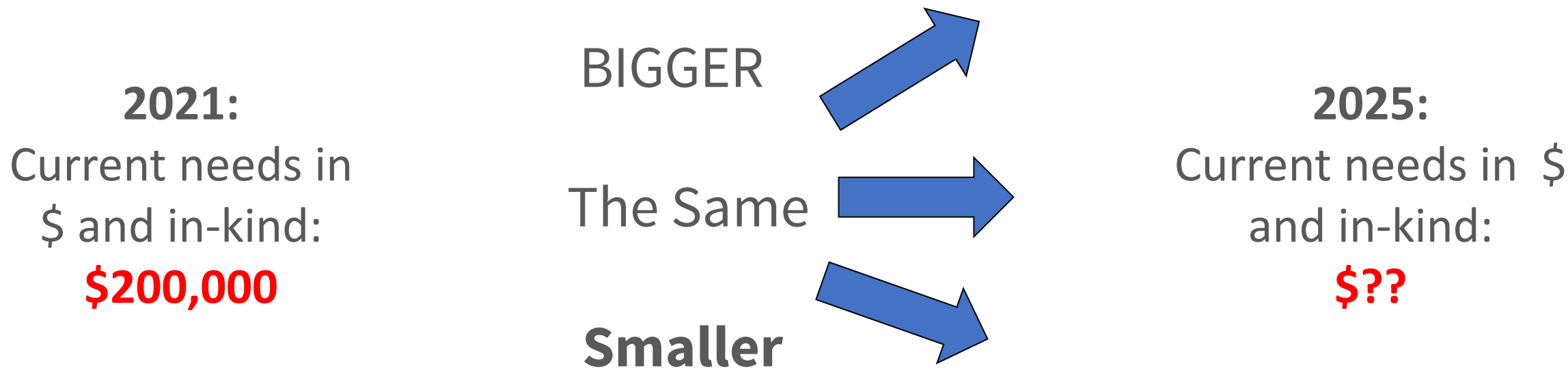
# 3. Identify Future Resource Needs

Consider what your organization will "look like" in the next 2 – 4 years.

# 3. Identify future resource needs

**Identify future resource needs.**

Determine what your coalition's future resource needs will be:

**2021:**
Current needs in $ and in-kind:
**$200,000**

BIGGER

The Same

**Smaller**

**2025:**
Current needs in $ and in-kind:
**$??**

# 3. Identify future resource needs

**Identify future resource needs.**

Determine what your coalition's future resource needs will be:

---

**What future resources are required?**

The following resources are required to sustain this collaborative community effort:

- Two full time staff with combined salaries and benefit costs of $150,000
- A periodic Student Health Survey, professional comprehensive analysis $11,000 per year.
- Programmatic costs such as office supplies, computers, phones, copies, food for meetings, and rental costs for offices and meeting spaces. $20,000
- Training for coalition members $10,000
- Professional consultants for various trainings such as alcohol retailer trainings & law enforcement training: $9,000

       Total Costs per year: $200,000

---

# 3. Identify future resource needs

**Identify future resource needs.**

1. Describe what needs to be sustained in the future.
2. Describe the specific resources required to sustain that level of effort.

# DIVERSIFICATION!



Nonprofit Revenue

- Fees for Services & Goods from Government 23.1%
- Private Contributions 12.9%
- Government Grants 9.2%
- Investment Income 3.6%
- Other Income 1.2%
- Fees for Services & Goods from Private Sources 50.0%

Source: *Nonprofit Sector in Brief 2014* National Center for Charitable Statistics, the Urban Institute

# Six-Step Sustainability Planning Process

**The financial and other resources required to do the work**

1. Create a Case Statement
2. Identify what must be sustained
3. Identify future resource needs
4. **Select funding strategies**
5. Identify potential sources and donors
6. Action plan for contacts and requests

# 4. Select Funding Strategies

Leverage shared positions and resources
Become a line item in an existing budget
Create a sustainability committee
Collaborate with groups with similar missions
Pray for grants (and write them too!)
Solicit donations and in-kind support
Pursue third party funding (direct giving)
Develop a fee-for-services structure
Acquire tax revenues (fines/licensing)
Establish memberships fees or dues

# Strategies to Consider

Foundations – local, family, business, health, insurance, etc.

Civic organizations

Asset forfeiture dollars

Shared advertising/Cause marketing

Hold a fundraiser!

# Institutionalization: Embedding Strategies & Programs

Connections with agencies, organizations, sectors or groups with shared interest or concern

Fund initially until it becomes routine & valued

Training on strategies so others can implement

 Work Groups-work continues

# Fundraising Initiatives

Gala and Parties

Carnivals and Festivals

Games and Contests

Sporting Events

Volunteer recognition luncheon/event

Awards and Recognition Events

Celebration Events (Milestones)

Celebrity event with live/silent auction

On-line auction

Youth led:

    Restaurant 10% nights

    Pancake breakfast

    $1 initiatives

# 5. Identify potential sources & donors

➢ What resources/sources of funding exist?

➢ Who are some potential contributors?

# 5. Identify potential sources & donors

Family/private Foundations

Large or issue-oriented foundations

Government agencies (local/state/federal)

Corporations / Businesses

INDIVIDUALS!!!

# Philanthropy

Corporations 5%

Foundations 13%

Individuals 82%!!!

Remember:  Funding follows priorities:

Know the priorities, and you will make a better match of your plan to them.

Discussion: How can you find out a funder's priorities?

# Identify Funding Partners

For each focus area, needed resource and matching strategy, there are a specific set of potential partners

Narrowing the process this way allows your group to:

1. Speak to the specific interest of the funding partner
2. To ask for resources within the means of the partner
3. In a way best suited for the partner to give

# Breakout

**Brainstorm actions you could do to build relationships with your supporters?**

# Activity: Anticipating the Funders' View

Your group is the Board of the South Carolina Regional Foundation and you have $50,000 to distribute.

You have been approached by the Raleigh Food Pantry to request funding.

1. What do you want to know about the Agency?

2. What do you as the Foundation want as a "return" for your investment.

# Understanding the Types of Funders

## Family/private Foundations

- Usually all-volunteer
- Usually don't issue grant notices
- Smaller gifts
- Usually select the organizations they give to themselves

## Strategies

- Research their 990's
- Deduce their interests from their giving
- Find a connection
- Send them information first, not a grant request

# Understanding the Types of Funders

## Large or issue-oriented Foundations

- Well-established and staffed
- Established giving history
- Gifts range in size
- Usually give through competitive RFP process

## Strategies

- Review all you can: website, annual reports, publications
- Find your fit
- Check with previously funded programs (especially out-of-state)
- Ask for help
- Partner

# Understanding the Types of Funders

### Government Agencies (Local, State, Federal)

- Priorities follow politics

- Usually reactive, not proactive

- Grant awards are usually large

- Give through competitive RFP process

- Often require collaboration

### Strategies

- Know local, state, and federal issues

- Keep informed through contacts and issue groups

- Know RFP schedules; check the web often

- Build real partnerships

# Understanding the Types of Funders

## Corporations

- Usually only fund areas where they have a corporate presence *but*, sometimes policies require local funding

- Self-promotion

- Often give goods in place of money

- Often value collaboration

## Strategies

- Check your area; check with community officer for giving priorities and requirements

- Connect your service with theirs

- Promote their giving

# 6. Action Plan for Contacts and Requests

Identify who

Will do what

By when

IMPORTANT TO CLEARLY IDENTIFY THE BENEFIT TO THE POTENTIAL PROSPECT

*We want the Right prospect to be asked by the Right person in the Right way at the Right time for the Right request in the Right amount*

# Researching Individuals Strategic Solicitations

Family History:

- Family ties to your mission
- Relatives with connections to board/supporters

Friends & Associates:

- Social connections to board/supporters
- Social connections with people in similar missions
- Experience on nonprofit boards
- Potential for involvement with your board

# Reasons People Give

Someone asked them!
Civic/religious responsibility
Relationships
Guilt
Tax savings
Obligation
Recognition
Pressure

Source: Megagifts by Jerold Panis
The Art of Asking by Paul H. Shneiter

# Reasons People Don't Give

No one asked them!

No relationship established

Not asked a specific amount or with gift range

Not aware of different commitment options

Inappropriate solicitor (asker)

Insufficient follow-up

Source: Take the Fear Out of Asking for Major Gifts by James Donovan

# The Stages of an Ask

Preparation

Request

Opening

Relationships

Case Statements

ASK!!!

Pause/Listen

Overcome Obstacles

ASK again!

Summary & Closing

Follow-up

# Keys to making the connection

Identify "who" should make the contact.

Become genuinely interested in the individual.

Remember that person's name.

Be a good listener. Encourage them to talk about themselves.

**Talk in terms of their interests.**

Make the other person feel important – and do it sincerely.

SMILE!

# Lesson's Learned

Accentuate the positive

Emphasize your organization's accomplishments

Check your facts

Present what you want in a manner they will be receptive to

Keep your message as simple as possible

**Clearly identify the benefits for them**

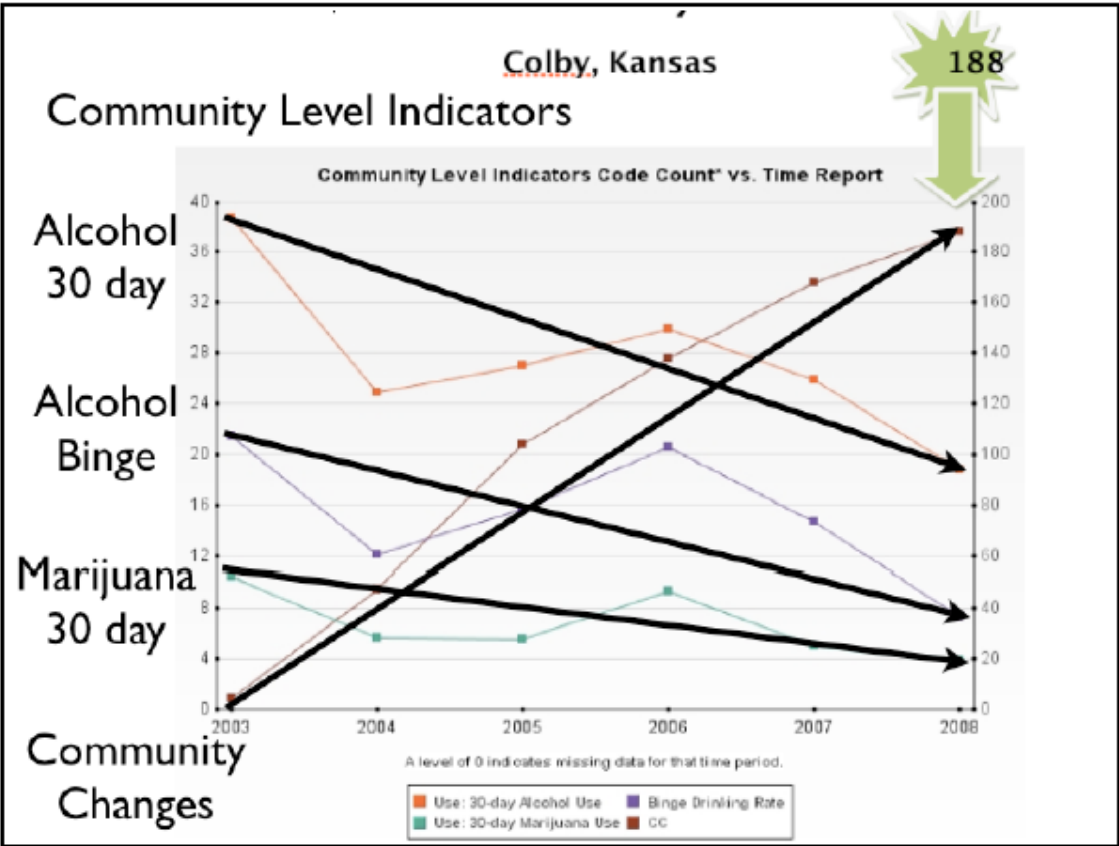Listen to their concerns and address them

ASK for a commitment!

Follow-up!

# Elevator Speech

So, what does your coalition do?

Why should I donate $1,000 to your coalition?

# Make a case for why you need to be sustained



Demonstrate why the community can't live without your agency!

# Where Do We Go From Here?

Select key people to serve on a fund development committee.

Develop procedures for the committee

Assign tasks.

Set a funding goal. Develop an income and expense budget. Be realistic.

Identify strengths and weaknesses of your organization to engage in fund development.
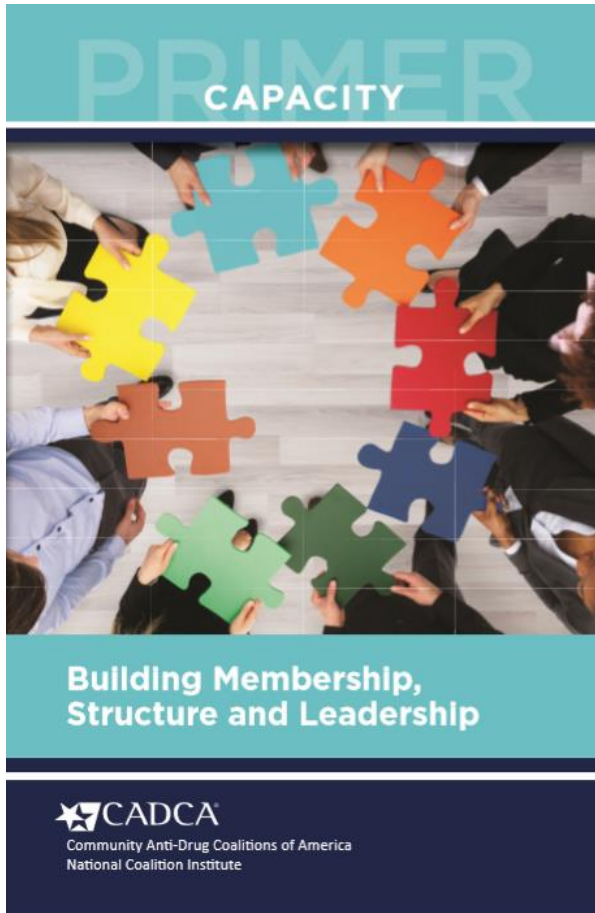
Develop a strategic funding plan. Include realistic funding resources and strategies.

Outline action steps and timelines to implement the strategies.

Implement the fund development strategies.

# CADCA's Primer Series



CADCA Sustainability Primer:
https://www.cadca.org/sites/default/files/resource/files/sustainability.pdf

# Stay Connected!

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*Building Drug-Free Communities*

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