COALITION CHECK-UP

GUIDEBOOK

[JANUARY 25, 2022]

EPIS
Evidence-based Prevention and Intervention Support

PennState College of Health and Human Development | EDNA BENNETT PIERCE PREVENTION RESEARCH CENTER

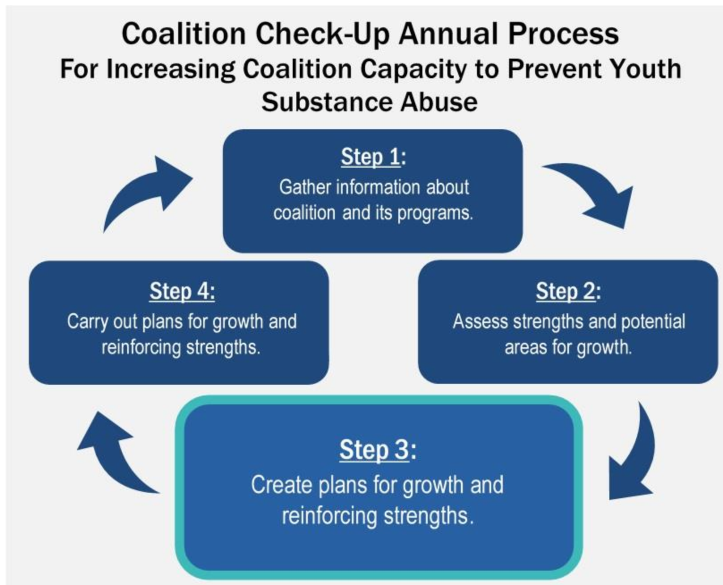
UTHealth
The University of Texas
Health Science Center at Houston
School of Public Health

Table of Contents

INTRODUCTION

Congratulations! You are now in ***Step 3, Action Planning***, of the Coalition Check-Up. This Guidebook is a tool for your coalition to use during this step and maps onto the Coalition Check-Up Logic Model and your Coalition's Feedback Summary. Accordingly, it describes the resources, characteristics of coalition functioning, and characteristics of community improvement activities that can influence your coalition's capacity to prevent youth substance use and promote positive youth and family development. It brings together current research and years of practical experience to serve as a comprehensive resource for all kinds of community prevention and health promotion coalitions doing this work.

What is the purpose of this Guidebook?



This Guidebook is designed to quickly inform decision-making and action plans to address possible areas of growth and support areas of strength identified in your coalition's Feedback Summary and prioritized by your coalition. Please remember, the ideas listed in this Guidebook are suggestions, not mandates or judgments. The Coalition Check-Up supports coalition-driven decision-making with high quality information. ***You are the experts on your coalition***. You are in charge of creating your action plan and will decide the best way to use this information.

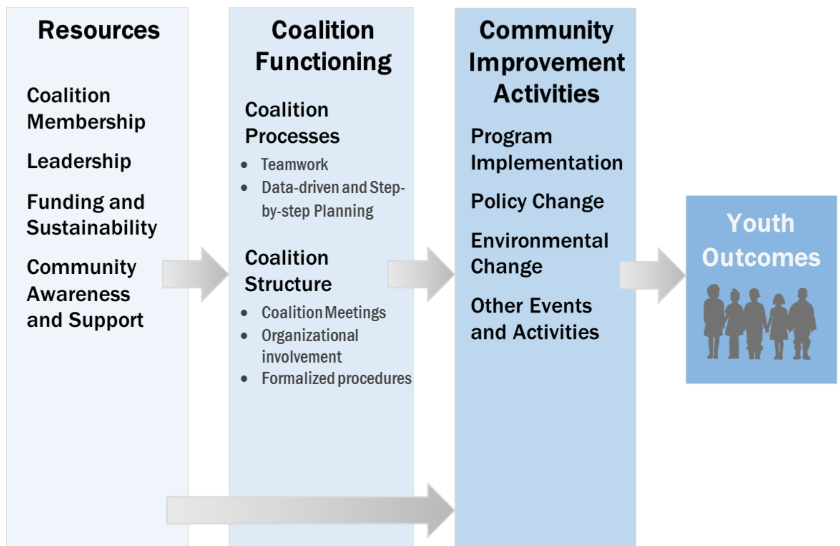
How is the Guidebook organized?

The organization of this Guidebook follows the Coalition Check-Up Logic Model and Feedback Summary. The Guidebook has three main sections: Resources, Coalition Functioning, and Community Improvement Activities. Every entry contains three categories of information to assist the user: a definition, a description of why the characteristic is important, and a list of strategies that could help improve the coalition's experience of that characteristic.

Together, the information is designed to help coalitions use their Feedback Summary in action planning to create plans that fit the unique needs of their coalitions and support success.

Collaboration is challenging, and your coalition's efforts are admirable. Do not worry about whether the results in the Feedback Summary show many areas of strength or many possible areas for improvement. It is what you do with the information that matters. This process facilitates your coalition's ability to use the feedback to inform future action. You are the experts on your coalition and will know the best path forward after reviewing the Feedback Summary and the recommendations.

The Coalition Check-Up Logic Model



The Logic Model is a road map, of sorts; you must have a beginning in order to have an end. The resources that coalitions have access to, bring into, or develop in their coalitions can affect how the coalition operates—in other words, how the coalition functions. The term ***Resources*** refers to what has to be put into the project to make it go. The resources work together to create, support, and inform the coalition and its functioning. ***Coalition Functioning*** describes how the coalition functions—in terms of coalition processes and structure—likely affects the quality of the activities and programs that it brings to the community. The more well-constructed and efficient the coalition is, the more likely it is that implementation in the community will be of high quality. The processes and structure complement one another and have correlating strength. If one is weaker, it will undoubtedly hold the other back.

Community Improvement Activities come as a result of the coalition functioning and of the resources. Activities are the programs or other changes, such as policies, environmental changes, or other activities, that are actively being completed to help impact youth and families in the community.

And then, of course, the *quality* of those activities and programs will have a direct impact on youth and family health and development.

Youth Outcomes are the positive results that you are striving for and are the product of the implementations and changes made in the community. This is the destination you are trying to reach.

Coalition Membership

Resources

This section describes the resources that coalitions build, create, or have access to when conducting coalition or community improvement activities. The quality of those resources impacts your coalition's ability to plan and execute goals. It is helpful to consider how these characteristics can inform your prevention efforts. Improving certain characteristics of resources may lead to higher quality coalition and community change activities, thereby supporting positive outcomes for youth and families.

Number of Coalition Members

Definition

The number of coalition members is the count of how many individuals are members of the coalition. It may also be helpful to consider the number of active members, which is the count of how many people total attended at least two coalition meetings in the last 12 months.

Why is it important?

- Having enough coalition members helps maintain the connections necessary to support effective community improvement activities. Having more members can also prevent burnout.

What can we do to strengthen it?

- See the sections on ***Membership Recruitment*** and ***Member Involvement*** for suggestions on how to get new members to join and stay engaged.

Coalition Membership

Exit Rate

Definition

Exit rate describes the percentage of members who became inactive, or stopped attending, etc., over the past 12 months [(number of members that left over last 12 months) / (number of current members + number of members that left over last 12 months)].

Why is it important?

- Membership retention helps ensure there are enough people to carry the work of a coalition, which reduces stress and burnout. A high percentage of members leaving can indicate that participation in the coalition has become difficult or burdensome, their roles/responsibilities have not been clearly defined, they feel their voice is not being heard, or they lack a sense of ownership.

What can we do to strengthen it?

- Routinely surveying member satisfaction can identify specific areas of the organizational climate that should be addressed to retain members.
- Review ***Coalition Roles***, ***Role Clarity***, and the sections on Teamwork within ***Coalition Processes*** for recommendations on engaging members.

Resources

New Member Rate

Definition

New member rate describes the percentage of members who joined the coalition in the past 12 months (number of new members / number of coalition members).

Why is it important?

- Members are a key resource for achieving coalition goals. Besides sharing responsibilities, coalition members can broaden the knowledge and understanding of the community (more so if they represent different sectors), grow the network that supports efforts, and advocate for the coalition's goals.
- The rate of new members that have joined can be an indicator of growing momentum or interest. If membership has remained stagnant, this may indicate the need for renewed recruitment efforts.
- A high percentage of new members could also be an indicator that additional training or orientation may be needed to ensure all members have adequate knowledge of coalition operations and related issues.

What can we do to strengthen it?

- Clearly define what it means to be a member of the coalition. Formalize participation with a written agreement outlining clear responsibilities and expectations for all members.
- Maintain a current roster of members and contact information. Include details regarding whether members participate on their own time or if they represent an organization.
- For challenges related to member recruitment and commitment, see recommendations in corresponding sections.
- Make sure to involve new members immediately in committees or projects, if possible, during the first meeting.
- Offer a New Member Orientation or social event to introduce new members to the coalition and allow them an opportunity to socialize with other members.
- Provide mentorship to new members.

Time Spent in Coalition Activities

Definition

Time spent in coalition activities describes the average hours each coalition member has given to the coalition during a typical month over the past year, including time spent in full coalition, subcommittee, or workgroup meetings, and time spent outside of these meetings.

Why is it important?

- Consider the amount of time members invest for coalition activities and to complete work, as keeping demands manageable may increase members' willingness to participate.
- Ideally, coalition members leave meetings with assigned tasks that further the mission of the coalition. You want coalition members spending some time working outside meetings, but not enough to foster burnout and dropout. For the average coalition member, a minimum of 2 hours or more of coalition work outside of meetings per month is a meaningful commitment.

What can we do to strengthen it?

- The time costs of attending meetings are a major barrier that cannot be eliminated. However, full meetings can be shortened by delegating responsibility to smaller workgroups, who then report back to the larger group with recommendations.
- Consider members' schedules and transportation needs when scheduling meetings and activities to help reduce participation barriers [1].
- Think strategically about your meeting agenda items and how you can shape them to engage volunteers and delegate responsibility. Ask whether meeting attendees are willing to take on specific tasks discussed.
- Know the strengths of coalition members and ask for their help when coalition needs match their capacity.

Table of Contents

Resources

Coalition Roles

Definition	Why is it important?
Coalition roles describes the average number of duties or responsibilities each coalition member has. This includes things like whether members have contributed ideas at meetings, served as a member of a committee, or led a committee, among other items, in the past 12 months.	• By engaging members in multiple roles within the coalition, coalitions can have a broader diversity of member contributions. Through richer member engagement, coalitions can better mobilize community resources and achieve goals that no individual member or organization could achieve alone. • The more coalitions engage members in contributing to their goals, the more successful the coalition can be in achieving goals. Members who do not provide input at meetings are likely to stop attending.

What can we do to strengthen it?

- It may help to break the group into smaller workgroups or subcommittees; appoint a chair, co-chair, and recorder so that a larger portion of members have a leadership position [2]. High involvement in a workgroup provides people opportunities to develop skills.
- Encourage members to serve on a subcommittee or workgroup to help members get more deeply involved in a small but critical part of the larger effort.

Table of Contents

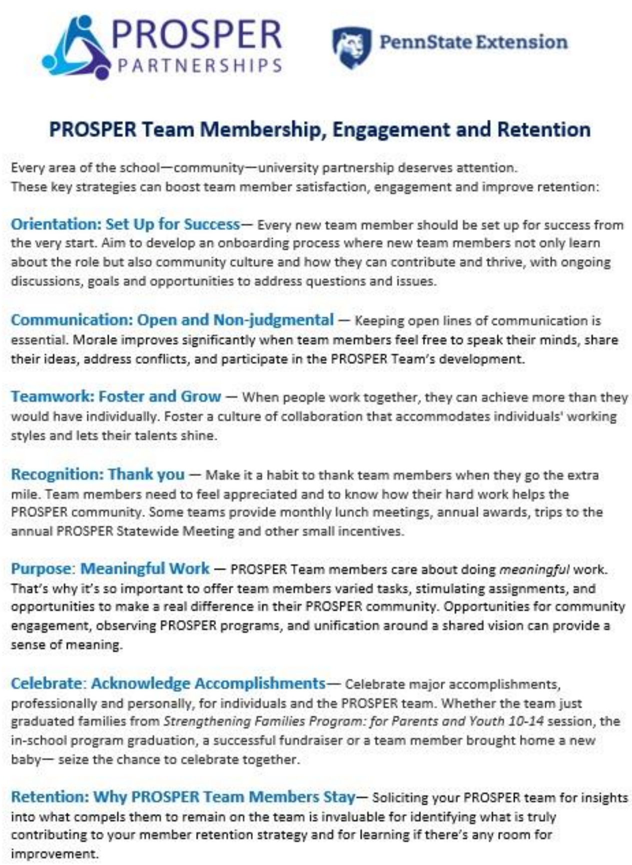
Coalition Membership

Role Clarity

Definition	Why is it important?
Role clarity describes how well coalition responsibilities for members are defined. This includes how well roles and responsibilities are defined, and how well expectations are communicated.	• When coalition roles are clear, members know what is expected of them and why they are involved, thereby knowing how to contribute effectively. • Lack of direction, if not resolved quickly, leads members to disengage from the coalition. • Clearly articulated roles can increase motivation and involvement.

What can we do to strengthen it?

- Roles and responsibilities can be clearly outlined when a member joins the coalition. Consider a formalized member agreement or New Member Orientation to clearly communicate expectations. See example at right for a new member handout developed by PROSPER partnerships; see Appendix. for PROSPER's ***Team Member Orientation Guide*** [3]. http://helpingkidsprosper.org/



PROSPER PARTNERSHIPS PennState Extension

PROSPER Team Membership, Engagement and Retention

Every area of the school—community—university partnership deserves attention.
These key strategies can boost team member satisfaction, engagement and improve retention:

Orientation: Set Up for Success— Every new team member should be set up for success from the very start. Aim to develop an onboarding process where new team members not only learn about the role but also community culture and how they can contribute and thrive, with ongoing discussions, goals and opportunities to address questions and issues.

Communication: Open and Non-judgmental — Keeping open lines of communication is essential. Morale improves significantly when team members feel free to speak their minds, share their ideas, address conflicts, and participate in the PROSPER Team's development.

Teamwork: Foster and Grow — When people work together, they can achieve more than they would have individually. Foster a culture of collaboration that accommodates individuals' working styles and lets their talents shine.

Recognition: Thank you — Make it a habit to thank team members when they go the extra mile. Team members need to feel appreciated and to know how their hard work helps the PROSPER community. Some teams provide monthly lunch meetings, annual awards, trips to the annual PROSPER Statewide Meeting and other small incentives.

Purpose: Meaningful Work — PROSPER Team members care about doing *meaningful* work. That's why it's so important to offer team members varied tasks, stimulating assignments, and opportunities to make a real difference in their PROSPER community. Opportunities for community engagement, observing PROSPER programs, and unification around a shared vision can provide a sense of meaning.

Celebrate: Acknowledge Accomplishments— Celebrate major accomplishments, professionally and personally, for individuals and the PROSPER team. Whether the team just graduated families from *Strengthening Families Program: for Parents and Youth 10-14* session, the in-school program graduation, a successful fundraiser or a team member brought home a new baby— seize the chance to celebrate together.

Retention: Why PROSPER Team Members Stay— Soliciting your PROSPER team for insights into what compels them to remain on the team is invaluable for identifying what is truly contributing to your member retention strategy and for learning if there's any room for improvement.

- Dividing members into smaller subcommittees with specific tasks often helps to give everyone more direction and purpose in their coalition involvement.
- Some people do not enjoy large group discussions. It is important to help members find roles that do not require spending substantial time in large group discussions.
- Inventory member skills when new members join and at regular intervals to strategically select members for special projects that utilize their skill set and interests.

Inclusion of Community Residents

Definition

Inclusion of community residents describes how well the coalition considers the perspective of those affected by the coalition's decisions. This includes seeking out and facilitating participation and including viewpoints of those affected by decisions.

Why is it important?

- If the work of the coalition resonates with the focal population, it is more likely that the coalition's efforts will be successful in preventing substance use.
- Including representatives from your focal population helps ensure that selected programs and activities resonate with them and that recruitment messages are successful in reaching the focus population, and it promotes buy-in.

What can we do to strengthen it?

- Go door-to-door to invite community residents to join the coalition.
- Get to know the community and build support within the community by talking with focal community residents when knocking on doors or attending community events.
- Invite members of the focal population in groups of at least two to participate in your coalition as full and equal members.
- Create a mentorship structure so that members of the focal population create personal relationships with at least one longtime coalition member, making that member someone of whom they can ask questions if they are uncomfortable speaking up in the larger group.
- Specify a minimum number of "seats" for the coalition's focal population within the coalition.
- Professionals in the coalition's topical area can also be members of the focal population and can supplement the focal population representation.
- Provide stipends for members of the focal population who are not otherwise being paid for the time they devote to the coalition.
- With permission from focal community residents, ask their employers if they can participate in the community coalition without having to take vacation time.
- If meeting invitations are not working, the coalition may want to consider alternative time-limited formats to gain input from the community, such as topic-specific community meetings or forums.
- Offering a meal during meetings can be a helpful incentive and can help make residents more comfortable during the discussion.

Membership Recruitment

Definition	Why is it important?
Membership recruitment describes the difficulties in getting the "right" people with skills, talents, and needed connections to join the coalition.	• With the right mix of talents and perspectives, coalitions can create collaborative synergy and achieve goals that could not otherwise be achieved. • Having coalition members with a variety of talents, experiences, skills, perspectives, and connections helps a coalition create collaborative synergy and better reach the focal population and meet its goals.

What can we do to strengthen it?

- Providing food during meetings can make it easier for people to give their time.
- People are more likely to join a coalition that has a reputation for success. Positive evaluation findings can provide coalitions with the credibility needed to attract new members.
- Many people initially attend coalition meetings because they want to network with others who hold similar interests. Periodically hosting speed-networking sessions, where coalition members can briefly talk one-on-one with many other coalition members, can motivate new attendees to become more engaged. This activity is also a great way to introduce new members to the coalition.
- Members from focal populations are frequently difficult to engage but tremendously valuable. Modest payments for their time can help motivate coalition involvement. The payments also put focal population members on equal footing with professionals who are involved in the coalition as part of their job.
- Strategize outreach to potential new members; delegate outreach efforts aimed at potential new members to individuals who are most familiar with the potential members or more likely to be influential and successful in their recruitment.
- Ensure that the time of day and the location of meetings are convenient and accessible.
- Explain why their participation is valuable and necessary, what role they play in achieving the coalition's goals.
- Ensure meetings accomplish more than just "updates" on the work (see later characteristics about meeting quality).

Table of Contents

Member Involvement

Definition	Why is it important?
Member involvement describes the difficulties in getting members to commit to and work hard on coalition goals.	• Coalitions rely on committed members willing to invest time and energy to achieve coalition goals. • Coalitions with actively involved members are more likely to create the collaborative synergy that helps the coalition achieve bigger goals than any one organization or person could achieve on their own.

What can we do to strengthen it?

- Find members who are passionate about the coalition vision, mission, and values.
- Find members who believe coalition goals are achievable, plans are feasible, and strategies are effective.
- Involve members in decisions about coalition direction; follow recommendations in the ***Inclusive Decision-Making*** section.

- Regularly recognize member contributions with such awards as "Leader of the Month" or "Leader of the Year."
- Provide opportunities for members to learn from their work or experience with the coalition.
- Build self-efficacy by providing constructive feedback accompanied by positive recognition.
- Share evaluation findings about how members' efforts impact youth substance use.
- Use meetings to plan and delegate work tasks.

Resources

Formal Leadership Positions

Definition	Why is it important?
Formal leadership positions describe how many formal leadership positions there are on the coalition.	• Formal leadership positions carry out multiple functions that are vital to coalition operations and planning. Responsibilities of coalition leaders vary for each coalition, and each contribution fits into overall coalition operations. Distinct and clear leadership positions help ensure that responsibilities are distributed to maximize coalition capacity.

What can we do to strengthen it?

- Clearly state responsibilities, expectations, and terms for each leadership position.
- Develop a plan so that a co-chair or vice-chair can take over chair responsibilities if the chair is absent or leaves the position.
- Look for ways to expand the number of distinct leadership roles, such as through the formation of workgroups or subcommittees, which can each have a chair. This can extend leadership capacity.

Leadership Transitions

Definition

Leadership transitions describes how many leadership positions have changed hands from one member to another in the last 12 months.

Why is it important?

- Leadership transitions are inevitable and are best managed proactively.
- Turnover in coalition membership, coalition leadership, or community leadership positions can disrupt normal operations or operations that have become routine. Historical knowledge may be lost if these transitions not proactively managed.
- Stable involvement can support building momentum and sustaining forward progress.

What can we do to strengthen it?

- Be proactive in creating, building, and maintaining relationships with key leaders.
- Schedule a regular meeting or check-in with the principal or superintendent, or other key leaders, and, if possible, get information about transitions in key positions before they happen.
- Schedule meetings with the outgoing leader as soon as a transition is known.
  - Ask the leader what they can do to facilitate continuing support in the transition; this may include supporting your coalition during the interview and decision-making process and sharing information about your coalition with potential new leaders [4].
- Schedule meetings with the incoming leader as soon as this person is named.
  - Learn as much as you can about this person, their background, and priorities, before the meeting.
  - Prepare materials about your coalition that map onto the new leader's priorities, values, training, and experiences.
  - Communicate support for integration of your coalition's activities as part of normal operations within the school/community/district.
  - Bring handouts that communicate coalition history, community support, and outcome data, including:
    - Program outcomes

        - Specific local data
        - A mix of testimonials and numbers
    - Communicate how supporting your coalition will help the new leader be successful.
- Help orient the new leader to what you know about the organization and the job. Share your insight about how the organization has worked in the past [5].
- If a transition occurs in a time of crisis, make sure to communicate how members' efforts support success. Messages about promoting health, wellness, and development are generally more favorably received than messages about prevention, especially relevant in times of crisis.
- Create coalition membership and leadership agreements that specify the expected length of each term and responsibilities during each term. Outline a transition plan that describes a process to rotate responsibilities to the next leader when the existing leader's term is over.

Leadership

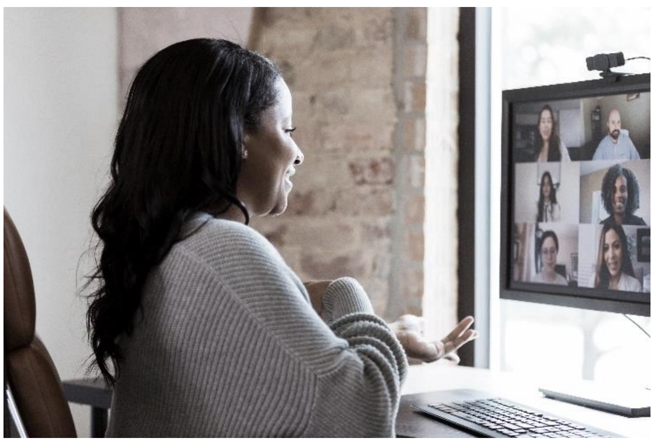
Staff Stability

Definition

Staff stability describes the difficulties of hiring or retaining coalition staff, such as the community mobilizer or program directors.

Why is it important?

- Paid staff that are connected to coalition activities are often critical to coalition success because they can commit substantial energy to coalition goals, and provide continuity, management, and oversight to ensure delegated responsibilities are fulfilled and efforts are coordinated.
- Substantial financial resources are required to pay staff salaries, and it is important that coalitions receive a high return on investment.



What can we do to strengthen it?

- Form a search committee to identify and interview strong candidates.
- If retention is a problem, it is important to understand why high-quality staff are leaving and work to minimize identified causes.

Resource Availability

Definition	Why is it important?
Resource availability describes how easily the coalition accesses needed money and supplies. This includes coalition access to resources such as money and meeting space.	• Coalitions need resources to achieve their goals and must identify strategies to acquire needed resources.

What can we do to strengthen it?

- First, **make a list** of all resources that are needed to support the coalition's activities, programs, and infrastructure (e.g., coordinator time, evaluation support, etc.). This list can include both tangible resources such as supplies and financial resources, or staff/facilitator time.

  Estimate dollar amount equivalents for all resources listed. Then creatively brainstorm as many strategies as possible to acquire a particular resource that is highly needed. Having all members silently jot down their ideas on paper for five minutes and then share all ideas with the group will generate many options. To narrow down the list of possibilities, group members can vote on the ideas they like best. Popular strategies can be discussed further and new ideas that combine strategies may emerge.

- Money is often the highest priority resource need and grant writing the most feasible strategy for obtaining funding. Grant-writing capacity is often in short supply. Sending coalition members to grant-writing trainings can help to build coalition grant-writing capacity and lessen the burden on individuals with substantial grant-writing expertise. The more the work of grant writing can be distributed, the more grants the coalition will be able to apply for, thus increasing the chances of obtaining funding.

Consider your resources:

What resources do you need to support coalition activities, programs and infrastructure?

What strategies will help acquire what's needed?

How much funding is required?

How can grant writing be distributed among members to lighten the load?

Table of Contents

Resources

Future Continuation

Definition

Future continuation describes how likely coalition members think it is that the coalition will continue for the next 3 years.

Why is it important?

- A sustained coalition achieves a more long-term positive impact on youth and families and maximizes long-term benefits to the community.
- Confidence in the future continuation of the coalition and its activities gives coalition members a better idea of what they will be doing in the coming years and supports good decision-making.
- Sustainability is not just the continuation of the coalition's work but is an active process of developing relationships, practices, and procedures that become a lasting part of the community.

What can we do to strengthen it?

- Review and update sustainability plans annually.
- Share sustainability plans with coalition members to build awareness regarding long-term plans.

Table of Contents

Sustainability Planning

Definition

Sustainability planning describes how detailed the plans are to keep coalition activities and programs going. This includes the exploration of funding strategies and the development and implementation of a realistic, concrete plan for how to continue offering programs and engaging volunteers.

Why is it important?

- Intentional planning for the ongoing challenge of sustainability can contribute to coalition success when started in the early stages of coalition formation and continued throughout the life of the coalition [6].
- The development of a sustainability plan is often a requirement of grant funding. By having a plan already developed, you are a step ahead of funding guidelines.

What can we do to strengthen it?

- Sustainability planning involves both planning for continuing any existing funding and procuring additional funding and concrete plans for continuation of programs and policies.
- Positive evaluation findings help justify the continuation of coalition efforts. Thus, developing evaluation plans for current projects is important for sustainability planning.
    - Behaviors such as silence while others are talking during meetings, and regular attendance should be expected and upheld throughout meetings so that new members follow the norm.
    - Use of projectors, whiteboards, and other visual aids can help to promote member attentiveness and understanding.

Funding:

- Financial planning is an important part of sustainability planning. See the sections on ***Financing Plan*** and ***Resource Availability*** for additional guidance on this topic.
- For grant-writing guidance, see the ***Implementation Barriers*** section, ***"Lack of or limited resources".***
- Funding sources include grants, donations, fundraisers, and organizational membership dues. Seek to build diverse funding to ensure stability.
- Though standard funding periods are time limited, when possible, request funding without a time frame to help to sustain opportunities and promote long-term commitment [7, 8].

> Building a *diverse funding portfolio* can help promote stability within a coalition.

Infrastructure:

- Having local community members serve as coalition leaders can help to build sustainable infrastructure. Their local insight helps to ensure programs are adapted to specific community needs, which in turn helps to sustain functioning.
- Ongoing commitment from a host agency can make it possible to offer a fixed meeting location.
- Outlining a long-term vision for the partnership can guide the team with future project endeavors, thereby facilitating the sustainment of a cohesive direction despite changes in projects over time.

Table of Contents

Funding & Sustainability

Financing Plan

Definition	Why is it important?
Financing plan describes to what degree the coalition developed a financing plan that considers the costs of the program and other needs, such as staff time and office space [9].	• A financing plan is a tool used to help the coalition achieve its goals, thrive, and continue to do so long-term. Communicating a financing plan to coalition members helps make the responsibility for coalition finances more shared and secure, allowing your coalition to focus on achieving goals and easing organizational transitions [9].

What can we do to strengthen it?

- If your coalition does not have a financing plan, review the section on ***Resource Availability*** to start developing a plan.
- Even if your organization has been in operation for many years, periodically review your financing plan and make sure it is still viable. Consider an annual review.

Coalition Funding for Operations & Activities

Definition	Why is it important?
Coalition funding for operations & activities describes the funding sources, funding start and end dates, and the total amount of funds to support coalition operations and activities from federal, state, and local governments, foundations, businesses, and other sources.	• The amount of funding directly affects the ability to operate and achieve coalition goals.

What can we do to strengthen it?

- Maintain a comprehensive, up-to-date list of funding sources to enable you to quickly identify how much funding is available.
- Review ***Sustainability Planning*** for recommendations on securing funding.

Resources

Support for Prevention

Definition

Support for prevention describes how much the community supports preventing or addressing substance use. This includes whether a problem exists, how widely a prevention vision is shared, and that leaders are willing to commit resources to reducing substance use.

Why is it important?

- Communities that embrace prevention as an effective strategy to reduce substance use long-term are likely more willing to find the needed resources to support coalition strategies and find the volunteers to continue the work long-term.
- If the community does not embrace substance use prevention, it will be difficult for the coalition to achieve its goals.

What can we do to strengthen it?

- It may be helpful to develop a presentation for the community about the value and effectiveness of substance use prevention. The presentation could be delivered at various community meetings to build support for the value of prevention and the coalition's efforts. Such presentations can also help coalitions recruit new members.

Table of Contents

Resources

Knowledge of Coalition's Work

Definition	Why is it important?
Knowledge of coalition's work describes the degree to which people who live and work in the community are knowledgeable about the coalition's work [10].	• Achieving coalition goals is enhanced through community support and mobilizing the entire community—parents, teachers, youth, police, healthcare providers, faith communities, among others—but this can only be accomplished if the community fully understands the coalition's work, why it is important, and what makes it necessary [10]. • Increased community knowledge is a steppingstone for the coalition to build community support.

What can we do to strengthen it?

- Paint a picture of the problem in the community and frame the coalition as a key part of the solution.
  - Provide information in easy-to-understand formats, such as infographics or a brief presentation.
  - Include locally relevant data surrounding the problem, e.g., the number of youths initiating substance use and current users, ages most affected, risk and protective factors, dangers, and the most used substances.
  - Emphasize the coalition's work to address the problem, including success stories.
  - Outline future plans.
  - Delegate these presentations for different organizations and stakeholders to different coalition members.
- Keep in mind that as community members gain knowledge of the coalition's efforts, they are more likely to provide support and get involved.
- Create a regular newsletter or news brief and send it to key stakeholders.
- Approach community members and organizations with information about the prevention efforts and invite them to participate; create different levels of involvement and engagement.
  - Call known contacts and ask partners to contact their partners.
  - Speak at community meetings and events.
  - Keep potential partners well informed of the coalition's work.
  - Meet with key community members.
  - Host community events to share information and discuss the problem.

Table of Contents

- Be ready to overcome hurdles along the way, such as addressing concerns of community members who might oppose or disrupt prevention efforts.

Community Support for Coalition

Definition

Community support for the coalition describes how involved community leaders are with the coalition. This includes how well community leaders understand the coalition and how involved they are, among other items.

Why is it important?

- Strong community relations are important because they help the coalition mobilize resources and obtain the necessary support for effective program implementation [11-13].
- Acquiring the support of all community sectors that will be involved is critical to ensuring cooperation during program implementation [12, 14].
- Community support can aid coalition sustainability by providing the coalition with needed in-kind support and human capital [15].

What can we do to strengthen it?

- To foster community support, coalitions can recruit well-connected members who represent diverse sectors of the community [14, 16-22]. Setting up meetings with well-connected individuals may be a helpful first step in this regard.
- It may be helpful to develop a presentation about your coalition and the value of its efforts to deliver at various community meetings. Such presentations can also help coalitions recruit new members.
- Increasing direct interactions with the community can improve awareness and support [7, 23, 24].
- Advertising the coalition's purpose, programs, and activities can raise awareness. Low-cost options include media interviews; public service announcements on local radio stations and billboards; and the distribution of flyers through venues such as grocery stores, libraries, and the bulletins of faith organizations.
- Publicize coalition successes and outcomes through local news outlets and social media.

Table of Contents

School Support for Coalition

Definition

School support for the coalition describes how involved school personnel are with the coalition. This includes how well school leaders understand the coalition and if a champion for the coalition exists within the school system, among other items [25, 26].

Why is it important?

- Working with schools is an excellent way to reach youth. Many evidence-based health promotion strategies require collaboration with school personnel.
- If schools and school personnel do not embrace substance use prevention for their students, it will be difficult for your coalition to achieve community-wide impact [26].

What can we do to strengthen it?

- Prepare a presentation of the problem and what the coalition is doing to address the issue. Keep the presentation simple and brief and tailor it to the audience.
- At a professional development day for teachers and staff, or at a meeting for school district principals, present on coalition activities and the importance of evidence-based programs.
- Speak at school, school board, and School Health Advisory Council (SHAC) meetings.
- Invite students, parents, teachers, and administrative staff to join the coalition.
- Cultivating good relationships with a small number of respected school personnel can serve as the foundation for developing good relationships with additional personnel who may be harder to engage initially.
- Hold focus groups with students, schools, parents, and SHACs to get input on prevention programs and strategies.
- Get students involved, e.g., as coalition ambassadors, or have students design flyers, handouts, or videos on the problem and the coalition's prevention efforts.
- Have coalition members become familiar faces on school campuses through after-school activities or volunteering.
- Ask the school if the coalition can hold some type of event, such as an after-school social, to get students, teachers, and parents involved. It might be necessary to hold separate events for students.

- Work with schools to identify problem behaviors and with parents to build support for prevention efforts.
- Ask teachers and administrators for help anticipating and addressing implementation roadblocks.
- Clarify the priorities of school administrators, faculty, and staff.
- Use this understanding to align coalition interests with those of all key groups within the school.

T e a m w o r k

Coalition Functioning

COALITION PROCESSES

Coalition functioning describes how things are working. It is further understood in terms of coalition processes and coalition structure.

This section covers coalition processes. It is comprised of two categories of internal characteristics, or ways of operating, that can greatly impact how a coalition functions.

Efficient Meetings

Definition

Efficient meetings describes the work ethic and output of the coalition. This includes how focused members are on getting their work done, and how efficient and work-oriented coalition members are at meetings.

Why is it important?

- Efficiency is important for coalition success, as resources are limited, and efficiency helps volunteers feel that their time is valued.
- Inefficiency can lead to a loss of coalition members if they feel their time is not being used effectively [11, 27, 28].

What can we do to strengthen it?

- Leadership
  - Coalition leadership that is organized and skilled at facilitating meetings will be better able to create a diligent and efficient coalition culture [2].
  - Designate a strong but not overbearing facilitator who can track progress on the agenda items compared to the length of time that has passed; empower that person to direct the coalition's forward movement through the agenda items.
- Structuring meetings in advance
  - Delegation of responsibility and the use of subcommittees may be useful in improving efficiency. If everyone does not have a purpose at each meeting, it will not be a good use of their time. Subcommittees can handle smaller decisions, bringing their recommendations to the larger group, which will still have a chance to provide input.
  - Meeting time is best used identifying direction for the group, resolving problems, and working together to move forward and accomplish goals. Meetings should not just be for information sharing, which can be accomplished through email.

Teamwork

  - A clear agenda and purpose, goals, or expected results for each meeting should be established and posted.
  - Establishing bylaws can help to create a consistent structure for meetings and shared expectations for productive behavior.
  - A membership contract outlining expectations that all members sign can help to create shared expectations. The contract can be modified over time as needed [20].
  - Develop member orientation materials that outline current coalition plans, including how goals, objectives, and activities are integrated [29]. Understanding the purpose behind coalition activities can help coalition members stay focused in a more unified direction.
  - Send out reference materials in advance of the meeting.
- Processes during meetings
  - Behaviors such as silence while others are talking during meetings, and regular attendance, should be expected and upheld throughout meetings so that new members follow the norm.
  - Use of projectors, whiteboards, and other visual aids can help to promote member attentiveness and understanding.
  - Set time limits by appointing a meeting timekeeper; time spent on each agenda item can be limited as can the amount of time any one individual is allowed to hold the floor.
  - Coalition meetings longer than two hours are likely to be less efficient because participants tend to grow restless.
  - Sometimes efficiency can be lost if a small number of people dominate a discussion. Use the strategies described in the ***Inclusive Decision-Making*** recommendations to create a more balanced discussion that draws on all members' perspectives.
  - Regularly recapping and clarifying the discussion can help to maintain focus and unanimous understanding.
- It may help to ask the group about some areas where efficiency can improve. Once areas for improvement are identified, the group can brainstorm and discuss ideas about how to address the identified areas.

Teamwork

Cohesion

Definition	Why is it important?
Cohesion describes how connected coalition members feel to each other. This includes how much members feel unity and cohesion, trust, and close to each other.	• A foundation of trust is necessary for members to work together successfully. Cohesion influences satisfaction with the coalition, outcome efficacy, and members' organizational commitment [30, 31]. • Cohesive groups tend to have less turnover and more stable memberships, which can help support building positive success and momentum over time.

What can we do to strengthen it?

- Clear and timely communication between the volunteer coalition members, staff, and leaders helps to build trust.
- Social integration
  - To improve internal relations, coalitions may consider team-building exercises such as developing shared vision and goal statements [32].
  - Encourage coalition members to spend time together collaborating on common goals, which helps to build unity [17].
  - Periodically changing the composition of workgroups can help people get to know a larger percentage of coalition members.
  - Taking time out for social events can enhance group spirit.
- Meeting processes
  - Fostering equitable involvement by acknowledging and using members' resources, particularly their knowledge and expertise, is valuable in building trust and a sense of partnership [33].
  - Techniques to elicit input from less outspoken members, as described in the ***Inclusive Decision-Making*** recommendations section, can help create a more equitable environment.

Teamwork

Communication

Definition

Communication describes the quality of communications among coalition members and leaders. This includes the frequency, clarity, accuracy, and timeliness of communication between coalition leaders and members.

Why is it important?

- Clear, frequent communication between the volunteer coalition members, staff, and leaders helps to build trust, and trust is the foundation of any cooperative work [34].

What can we do to strengthen it?

- To enhance communication, it may help to ask the coalition members how they want communication to change. Perhaps there are particular topics on which the group wants more or less communication, such as finances, planning, implementation, or problem solving.

Teamwork

Meeting Focus

Definition

Meeting focus describes how smoothly the coalition moves through and accomplishes meeting agenda items. This includes having clear meeting goals and well-managed discussions that stay focused on high-priority issues.

Why is it important?

- Productive meetings allow coalitions to adequately plan, make decisions, solve problems, promote inclusion, accomplish goals in a timely fashion, and avoid stress.

What can we do to strengthen it?

- Review ***Inclusive Decision-Making*** for many meeting facilitation ideas that help keep meetings productive.
- When developing a meeting agenda, identify meeting topics, the desired outcome for each topic, and the process that will be used to achieve that outcome. Include these items in the written agenda. For example, "We will review all evidence-based programs we are considering implementing and identify our top 2 or 3 options. Partners will first summarize key information on each program, followed by a vote to identify top priorities warranting further discussion."
- Select a single achievable goal for a particular meeting topic that is a meaningful step forward, not necessarily the ultimate goal in addressing the topic. Common types of meeting goals include: 1) sharing information; 2) obtaining input; 3) advancing the thinking; 4) making decisions; 5) assigning tasks; 6) building community; and 7) building capacity.
- Utilize various meeting procedures apart from open discussion. Individual writing, structured go-arounds, and small group breakout discussions help to encourage participation from everyone; open discussion can lead to some members dominating conversations, while others who are less comfortable in groups contribute less.
- Clarify in your mind how meeting goals relate to the larger coalition goals.

Teamwork

Shared Understanding

Definition

Shared understanding describes how well coalition members take time to come to a common understanding. This includes taking time to understand diverse perspectives and consider the needs, values, and interests of coalition members.

Why is it important?

- Developing a shared understanding is a critical first step in making a decision that everyone will support. With shared understanding in place, coalitions can identify creative solutions to difficult problems that take into consideration the needs of all members.
- Without shared understanding, discussions may break down into arguments; coalitions are more likely to adopt solutions that some but not all members support; and all members may not support or implement decisions made.

What can we do to strengthen it?

- If consensus does not exist on an important issue, take time as a group to understand each person's perspective. By understanding the needs, values, and interests of each member, the group can begin to brainstorm solutions that meet the needs of all partners.

- Use open-ended questions to elicit the sharing and understanding of differing perspectives.

Table of Contents

T e a m w o r k

Inclusive Decision-Making

Definition	Why is it important?
Inclusive decision-making describes how involved coalition members are in making decisions. This includes all members having a voice in the decision-making process and support of major decisions.	• Inclusive decision-making helps to ensure all coalition members feel valued, which leads to greater engagement, effort, and long-term participation. • A strong consensus helps to ensure high-quality implementation by eliciting everyone's support and avoiding resistance from persons who do not support the decision. • When diverse perspectives inform decisions, these decisions are likely to be better-informed and thus higher quality.

What can we do to strengthen it?

- Some members may not feel comfortable contributing to large group discussions. Several strategies listed here can be employed to engage less outspoken and involved members of the group.
- It is easier to have full participation in small workgroups rather than large meetings. Delegation of tasks to workgroups, with all coalition members involved in one or more workgroups, can help ensure all members have the opportunity for meaningful contribution to decision-making in at least a small part of the larger coalition effort [2].
- Nominal group technique is one strategy that gives relatively equal voice to all participants [35]. The process involves several steps:
    1. Arrange participants in groups of approximately six to allow for interaction and pose a single question to the group based on meeting objectives.
    2. Have participants silently brainstorm ideas on paper for a few minutes.
    3. Share ideas in a round-robin fashion until all are listed, without discussion or critique.
    4. Allow participants time to briefly discuss the meaning of each response and the logic behind it until all responses are clear.
    5. Conduct a preliminary vote to prioritize ideas. If several groups exist, high-priority ideas can be shared with everyone.
    6. Note that subsequent discussion of high-priority ideas is necessary to develop them sufficiently and fully consider their pros and cons before the group can reach a consensus to adopt a particular idea.
- In general, the use of "round robins" during discussions, where all members have a brief opportunity to voice their opinions in turn, can help to prevent domination by the most vocal coalition members.

- Early in the meeting, ask each person to address a question to ensure some initial participation from everyone [2, 36].
- To elicit more helpful ideas, leaders can avoid general questions, such as, "What do you think of this plan?" and instead use more specific questions, such as, "What strengths of the plan would you not want to lose?" or "What weaknesses of the plan cause you concern?" [36].
- If there tend to be dominant members taking over the meeting, recap what the dominator said, then explicitly invite alternative views [36].
- Voting to make final, binding decisions should be used only as a last resort. Consensus-driven decision-making is preferable because it gives all members power in the decision-making process, whereas "majority rules" undermines the voice of the minority.
- Use an explicit consensus-building process, such as a Gradients of Agreement scale. This scale can help to speed decision-making, especially when enthusiastic support is not necessary. An example scale could range from 1 to 6: 1) Whole-hearted endorsement, 2) Support with reservations, 3) Abstain, 4) More discussion needed, 5) Don't like but will support, 6) Serious disagreement. The scale can of course be modified to fit the needs of the group. Once a group is familiar with the gradients of agreement, someone can quickly poll the room on a particular proposal to gauge support.
- Agree on the mechanics of reaching closure as a group. For example:
    1. End discussion.
    2. Write proposal on a flip chart.
    3. Poll the group to assess level of support for the proposal.
    4. A key person (perhaps the coalition coordinator) decides whether she will now make the decision or the group should discuss further.

Table of Contents

Science-based Approach to Prevention

Definition

Science-based approach to prevention describes how much the coalition uses information from previous research and ongoing evaluation to make decisions about youth and family programs. This includes whether the coalition collects youth survey or already existing public health data, how that data is used in deciding about programs, and if program evaluation data is reviewed, whether decisions are made after its review, among other items [10].

Why is it important?

- A science-based approach increases effectiveness, efficiency, and accountability by guiding coalitions toward evidence-informed strategies, while also providing space for developing and evaluating new strategies based on the specific needs of the local population and on community experience [10, 37, 38].
- Greater adoption of a science-based approach to prevention may be an important mechanism to supporting sustained improvements in youth outcomes.

What can we do to strengthen it?

- Determine the steps the coalition will follow, such as compiling data on youth problem behaviors and reviewing the science-based evidence registries, and who will be responsible for each task.
- Consider following the Communities That Care or PROSPER models, both of which use a science-based approach to prevention and have a strong evidence base for impacting youth outcomes.
    - https://www.communitiesthatcare.net/
    - http://helpingkidsprosper.org/
- Engage technical assistance providers to proactively address implementation challenges related to the coalition model while maintaining model fidelity [39, 40].
- Review science-based evidence registries to determine which strategies and programs will have the highest impact based on your coalition's objectives. The amount of available evidence can be overwhelming. Consider using systematic reviews that summarize guidelines and prevention program effectiveness [41].
    - Level of effectiveness and strength of the scientific evidence
        - Level of effectiveness: how well the strategy achieved the desired outcome [38].
        - Strength of the scientific evidence: how rigorously a program has been evaluated and how strong the evidence is that it achieved the desired outcomes with diverse populations and multiple repetitions by different researchers. The strength of the evidence

Table of Contents

will fall in a range from weak to strong, but note that strength of evidence is different from the estimated size of the beneficial impact on the targeted population [38].

- Learn more in *A Guide to the Continuum of Evidence and Effectiveness*. https://www.preventioninstitute.org

- Credible sources of evidence and programs include:
  - *Guide to Community Preventive Services* (the *Community Guide*) https://www.thecommunityguide.org/
  - *What Works for Health* https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health
  - *Blueprints for Healthy Youth Development* https://www.blueprintsprograms.org/
- In addition to scientific evidence, it is important to consider:
  - Cultural appropriateness.
  - Community fit.
  - Availability and commitment of resources.

- Compile and review data on youth problem behaviors.
  - School-based youth surveys are often the best source of information. For guidance on acquiring this data, see sections on ***Availability of Pennsylvania Youth Survey Data*** or ***Availability of Missouri Student Survey Data***.
  - Find out if additional reports exist by checking national, state, and county-level data online or by contacting your state or local health department [38]. Some websites with substate data are:
    - National Survey on Drug Use and Health (NSDUH) https://www.samhsa.gov/data/report/2016-2018-nsduh-national-maps-prevalence-estimates-substate-region
    - County health rankings: https://www.countyhealthrankings.org/
  - Once data is collected, compile data and prepare a report of the findings that can be used to prioritize the needs to focus on for the prevention program or strategy. Make sure the report is easily understood by persons both inside and outside your coalition.

  - Share the findings with key community partners.
  - Use the findings to create a logic model or road map that outlines strategies used to achieve desired goals and objectives.
- Maintain a local resource library that can be consulted when planning action and addressing barriers.

Table of Contents

Data-driven & Step-by-Step Planning

Availability of Pennsylvania Youth Survey Data

Definition

Pennsylvania Student Survey Data (PAYS) data, also known as the Safe and Drug-Free Schools survey, provides essential information on local youth behaviors, attitudes, experiences, and knowledge about the use of alcohol, tobacco, and other harmful substances, and the risk and protective factors in different areas of their life, such as community, school, family, and peer [42].

- The anonymous, voluntary, and confidential survey is administered in even-numbered years to students in grades 6–12.
- The survey is administered online at no cost to school districts; participating districts are responsible for registering for the survey and administering it to students.
- Results are released to the public at the county and state level and are available to school districts down to the building level.

Why is it important?

- Efficiency PAYS data is a useful tool for getting a clear snapshot of the risk and protective factors that influence substance use.
- PAYS data facilitates data-driven decision-making to improve prevention efforts [42].

What can we do to strengthen it?

- Use PAYS data to identify strengths and challenges, determine your coalition's priorities, direct resources where needed most, and develop a risk-focused strategic plan [43].
- Use the workbooks and guides provided by the EPIS Center (http://episcenter.psu.edu/pays/paysguide) to become familiar with interpreting and using PAYS data, and to explore existing programs, practices, and strategies for your coalition.
- Analyze county- or state-level data from the PAYS survey data set, available at www.bach-harrison.com/PAYSWebTool.
- Use PAYS data for grant applications to demonstrate need for specific prevention programs [42].
- Encourage school districts to participate in PAYS by explaining that [44]:
  - PAYS is the only survey offered in Pennsylvania that collects detailed data on risk and protective factors used to identify individual community needs.
  - PAYS is a primary tool in Pennsylvania's prevention approach that looks at the rates of problem behaviors as well as the root causes.
  - PAYS is offered to all school districts in Pennsylvania at no charge.

- Student participation is anonymous, and all data is completely confidential.
- School districts can use the data to identify risk factors for problematic behaviors; guide safety and prevention efforts; select and implement appropriate interventions or strategies; select services to support students in achieving their academic and personal goals; and promote positive youth development.
- PAYS gives youth input into the decisions being made for them.
- School districts can use PAYS data to inform local funding decisions and prepare grant applications.

Table of Contents

Data-driven & Step-by-Step Planning

Availability of Missouri Student Survey Data

Definition

Missouri Student Survey (MSS) data, also known as the Safe and Drug-Free Schools survey, provides essential information on local youth behaviors, attitudes, experiences, and knowledge about the use of alcohol, tobacco, and other harmful substances, and the risk and protective factors in different areas of their life such as community, school, family, and peers [45].

- The anonymous, voluntary, and confidential survey is administered in even-numbered years to students in grades 6–12.
- The survey is administered online at no cost to school districts; participating districts are responsible for registering for the survey and administering it to students.
- Results are released to the public at the county and state levels and are available to school districts down to the building level.

Why is it important?

- MSS data is a useful tool for coalitions to get a clear snapshot of the risk and protective factors that are the root causes of substance use and make data-driven decisions to focus prevention efforts more effectively [45].

What can we do to strengthen it?

Youths' Perception of Risk of Harm from Using Substances

	No Risk at All	Slight Risk	Moderate Risk	Great Risk
Any alcohol use	10.6%	35.9%	29.2%	24.3%
Marijuana	18.5%	20.7%	19.8%	41.0%
One or two drinks nearly every day	11.2%	23.9%	32.5%	32.4%
E-Cigarettes	10.7%	22.5%	28.1%	38.7%
Five or more drinks once or twice a week	8.4%	15.7%	29.5%	46.4%
Over the Counter Drugs	8.7%	14.7%	27.7%	48.9%
Cigarettes, 1+ packs per day	7.2%	11.7%	20.3%	60.8%
Prescription Drugs	5.9%	8.3%	20.1%	65.7%
Synthetic Drugs	6.9%	6.3%	16.9%	69.9%
Other Illegal Drugs	5.3%	4.3%	12.5%	78.0%

- Use MSS data, see example at right, to identify strengths and challenges, determine your coalition's priorities, direct resources where needed most, and develop a risk-focused strategic plan [45].
- Some information is presented here: https://dmh.mo.gov/alcohol-drug/missouri-student-survey. Review to become familiar with analyzing and using MSS data and to explore existing programs, practices, and strategies for your coalition.
- Analyze county- or state-level data from the MSS survey data set, available at: https://seow.dmh.mo.gov.
- Use MSS data for grant applications to demonstrate need for specific prevention programs [46].
- Encourage school districts to participate in MSS by explaining that [45]:
  - MSS is an important source of detailed data on risk and protective factors in Missouri used to identify individual community needs.
  - MSS is a primary tool in Missouri's prevention approach that looks at the rates of problem behaviors as well as the root causes.

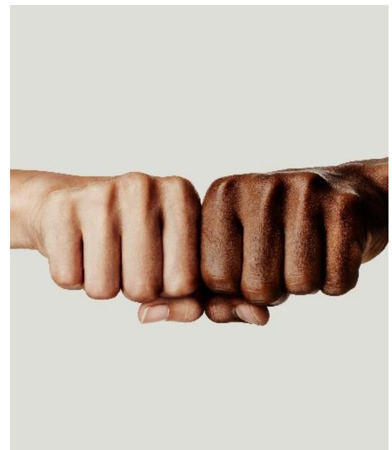
- MSS is offered to all school districts in Missouri at no charge.
- Student participation is anonymous, and all data is completely confidential.
- School districts can use the data to identify areas and risk factors for problematic behaviors; guide safety and prevention efforts; select and implement appropriate interventions or strategies; select services to support students in achieving their academic and personal goals; and promote positive youth development.
- MSS gives youth input into the decisions being made for them.
- School districts can use MSS data to inform local funding decisions and prepare grant applications.

Table of Contents

Defined Scope of Efforts

Definition	Why is it important?
Defined scope of efforts describes the degree to which the coalition has defined the area selected for intervention and how they will interface with other community initiatives.	• A well-defined scope of prevention efforts builds a vision and helps develop practical ways to enact change. A clear scope helps set and achieve short-term goals while keeping site of long-term goals. It also helps build a consensus among coalition members so that everyone is aware of the coalition's efforts.

What can we do to strengthen it?



- Clearly define the focal community in a way that is meaningful to the people you are trying to reach.
- The scope of a coalition's efforts should align with the coalition's vision, mission, objectives, strategies, and action plans.
- Ensure the coalition goals reflect community concerns [47].
- Ensure all coalition members understand, agree on, and support the coalition's goals and scope of efforts.

Data-driven & Step-by-Step Planning

Identified Risk and Protective Factors

Definition

Identified risk and protective factors describes the degree to which the coalition has reviewed data and then identified which risk and protective factors, and outcomes, to prioritize for programming.

- **Risk factors** increase youth vulnerability and include poverty, problems at home or at school, rebelliousness, academic failure, negative social influences, and favorable parental or peer attitudes toward antisocial behavior or substance use [10, 43].
- **Protective factors** reduce vulnerability to problem behaviors and include strong family relationships, a good support system, problem-solving skills, and involvement at home, at school, and in the community [10, 42].
- **Outcomes** reflect what the coalition hopes to accomplish through its prevention programs, strategies, or practices. There are two types: short-term and long-term outcomes.
  - *Short-term outcomes:* changes in risk and protective factors through the immediate effects of the prevention program or practice, such as changes in knowledge, skills, and/or access to substances.
  - *Long-term outcomes:* changes in substance use behaviors and related problems through the ultimate effects of programs and practices that have been in place for a while.

Why is it important?

- Prioritizing risk and protective factors and outcomes keeps the coalition focused and will better inform the selection of programs, practices, and strategies to move in that direction. For example: The best way to accomplish XX expected outcome is by reducing XX priority risk factors and strengthening XX priority protective factors.

A coalition can identify a combination of **short- and long-term outcomes** to express what it hopes to accomplish.

What can we do to strengthen it?

- Collect and/or analyze school-based youth survey data and other sources to get reliable and valid population-level estimates of the preventable problem [38] on:
  - Incidence and prevalence of problem behaviors.
  - Risk and protective factors.

- Prioritize the risk and protective factors according to your coalition's desired outcomes [48]. Consider:
  - Your coalition's capacity to influence a specific risk or protective factor.
  - Changeability and importance. Look for factors with high changeability and high importance.
- Keep in mind that underlying factors that drive a substance use problem in one community may differ from the factors in another community [48].

Data-driven & Step-by-Step Planning

Documented Plans

Definition

Documented plans describes the degree to which the coalition has documented its planning process, decisions, and implementation plan.

Why is it important?

- Documenting planning processes, decisions, and implementation plans creates a set of materials that is easy to refer to when there are leadership transitions and new members. The documentation can help to promote follow-through and prevent backtracking on decisions made. It also promotes transparency and trust in the process and within the coalition. Documentation that community stakeholders (i.e., constituents) support the plan and planning process helps with sustainability by building trust with the broader community.

What can we do to strengthen it?

- Decisions should be properly documented and shared with all members.
- Identifying a secretary or scribe, or using another system to record meeting minutes, can help to ensure decisions are documented and makes it possible for members who were not able to attend a meeting to review a summary of what they missed.
- The process of documenting implementation plans is an opportunity to ensure responsibilities are clear and important issues are not overlooked.

Data-driven & Step-by-Step Planning

Created Program Implementation Plans

Definition

Created program implementation plans describes the degree to which the coalition has specified the personal, financial, and technical resources needed to implement each drug prevention strategy.

Why is it important?

- Prevention efforts are more likely to succeed when they are guided by clear implementation plans [48].

What can we do to strengthen it?

- Develop or strengthen workgroups to plan for each strategy, which should include representatives from the community sectors that are most vital to the success of the prevention effort.
- Create a logic model for each strategy—clear and not overcomplicated—that links community needs and resources to strategies and activities that address the issues and the expected outcome goals [47].
- For each prevention strategy, consider the resources available and the community readiness to address issues.
- In preparing implementation plans, consider fidelity and adaptation. The greater the fidelity to the original evidence-based program, the more likely it is that the program will have a positive impact. See the Program Implementation Section for recommendations on implementation and fidelity components.
- The plan should be complete, clear, and current, and it should answer the questions of what action will be taken, by whom, when and for how long, what resources are needed, and what communication channels are necessary [49, 50].
- Plan to track implementation progress by developing **SMART** objectives, see box, right.
- Keep coalition members and partners informed about implementation progress and how their input was incorporated [49].

Make SMART Objectives

Specific:

What is the coalition going to do, how, and for whom?

Measurable:

How can the coalition count or otherwise quantify the activity or its results?

Attainable/Achievable:

Can the coalition complete the proposed objective in the established time frame and with available resources?

Relevant:

Will completion of the objective signify meaningful implementation progress?

Time-bound:

By when will this objective be accomplished?

Annual Review

Definition

Annual review describes the degree to which coalition efforts to prevent substance use are evaluated at least annually, including discussing results and deciding next steps [47]. Types of evaluations:

- A process evaluation measures and monitors how the prevention effort (program, strategy, policy) is being implemented.
- An outcome evaluation measures the extent to which the goals and objectives were achieved, including improvements in youth outcomes.

Why is it important?

- Evaluation helps the coalition continuously improve the prevention program or practice, validate its impact to build community credibility and support, and identify elements that are working well or that need modifications [48, 51].

What can we do to strengthen it?

- Create an annual review process as part of the regular procedures of the coalition and the programs it supports.
- Determine what components will be evaluated. Make sure the evaluation meets the needs of all community partners involved.
- Involve diverse members of the community in the evaluation, including:
  - Focal population—participants, family members, neighborhood organizations, schools, residents—to demonstrate respect, ensure cultural relevance, and increase the credibility of the prevention program and the evaluation findings [51].
  - Organizations or individuals involved in program delivery.
  - Decision makers who can alter implementation and promote sustainability based on the results.
- Define the criteria for success and what evidence will indicate successful program performance or changes that resulted from the program, such as number of participants, percent of the community that is aware of the program and its goals, or reduction in problem prevalence [52].
- Address any obstacles that come up and make note of these obstacles so they can be avoided in the future.
- Document and share the findings and accomplishments with community leaders and those who were involved in the assessment [48]. Identify several strategies for communicating the results.

Coalition Functioning

COALITION STRUCTURE

Coalition functioning describes how things are working. It is further understood in terms of coalition processes and coalition structure.

This section covers coalition structure. It is comprised of various parts of a coalition – including the people and organizations comprising it - that work together so that a coalition may operate. A strong coalition structure is key to the coalition operating well.

Attendance

Definition	Why is it important?
Attendance describes, on average, how many people attend each coalition meeting.	• Members who attend meetings typically become more active and involved, able to contribute more productively in pursuit of coalition goals. Bolstering meeting attendance can be a mechanism by which the coalition extends its reach and impact on the community.

What can we do to strengthen it?

- Maximize participation benefits and minimize participation difficulties.
  - Participation benefits include learning new skills, developing valuable relationships, experiencing a sense of personal fulfillment from working to improve the community, and developing a sense of agency from helping and leading.
    - Review the participation strategies described under the ***Inclusive Decision-Making*** section to engage all participants. Engaging all participants in meetings can help people feel needed, thereby enhancing participation benefits and member dedication [17, 53, 54].
    - Create opportunities for members to receive constructive feedback on their efforts, which facilitates skill development. Encourage people to share praise for what was done well before describing areas for improvement [55].
    - Periodically host speed-networking sessions as part of a meeting, where members can briefly talk one-on-one with other members. This activity helps people develop valuable relationships and enhances cohesion.

Coalition Meetings

- Participation difficulties include not only interference with work, family life, and personal free time but also the stress associated with making a contribution and the challenges of fulfilling certain responsibilities. Members experiencing substantial participation difficulties are more likely to drop out [54]. The following are several actions coalitions can take to minimize participation difficulties:
  - Ensure the coalition mission, vision, values, and logic model are fully understood and supported by members. This can help reduce participation barriers related to a lack of confidence in the direction of the coalition [11, 17, 53].
  - Ensure agenda items gather input from meeting attendees. Updates should be brief and can be listed in meeting agendas or other meeting-related communications.
  - Ensure agenda topics are presented and discussed in such a way that everyone can understand the content. Technical discussions should be reserved for subcommittees.
  - Extended off-topic discussions can make meetings inefficient and unpleasant. It is important that the meeting facilitator redirect conversations toward meeting goals.
  - Providing food during a meeting can make it easier for people to give up their time to attend meetings.

Coalition Meetings

Number of Meetings

Definition	Why is it important?
Number of meetings describes how many coalition meetings occurred in the past 12 months.	• Full coalition meetings are an opportunity to build consensus on important issues and move forward as a group. However, they also require substantial time to plan and attend. With many full coalition meetings, the size of your coalition will likely shrink because of the time demands, whereas too few coalition meetings will slow coalition progress.

What can we do to strengthen it?

- Most successful coalitions have 6 to 12 full coalition meetings a year.
- To make sure each meeting is a good use of everyone's time, decide in advance the goal of the meeting and who needs to be there. If all members are invited to a meeting that should have been delegated to a specific committee or workgroup, members potentially lose interest, and future attendance is affected.
- Be respectful of members' time, schedule meetings regularly (consistent day/time), and start/end on time.
- Use subcommittees and workgroups to make progress between full coalition meetings. Subgroups can craft and share proposals at full coalition meetings to obtain feedback and build consensus within the larger coalition.
- For information on running effective meetings, see ***Efficient Meetings***, ***Meeting Focus***, and ***Inclusive Decision-Making***.

Coalition Meetings

Committee Meetings

Definition	Why is it important?
Committee meetings describes how many coalition committees, subcommittees, or workgroups have held meetings in the past 12 months.	• Committees, subcommittees, and workgroups are action-oriented groups that make it possible to focus in on specific issues rather than being pulled in multiple directions with a larger group. Smaller subgroups can operate more efficiently, and this can allow members to concentrate on their area of interest, thus providing more effective contributions [56].

What can we do to strengthen it?

- Define how the subgroup will function within the coalition. A common model is for the group to operate fairly independently and report back to the larger group on a regular basis [56].
- Assign a committee member to communicate with other coalition members and committees who are working in related areas to ensure there are not conflicting or duplicative efforts under way.
- Define the purpose of the subgroup. When the purpose or goals is achieved, transition the group to a new task or disband the group.

Challenges with Transportation

Definition

Challenges with transportation describes how much of a problem it was getting to and from meetings in the last year.

Why is it important?

- Transportation can be a major barrier to participation. Given that broad participation is central to coalition success, it is important to minimize transportation barriers.

What can we do to strengthen it?

- Select a meeting venue that is centrally located, with convenient parking and easily accessible via public transportation.

- Coalition members who have cars may be willing to carpool with individuals facing transportation barriers.
- If resources are available, the coalition can reimburse meeting participants for their transportation costs.
- Consider integrating web- or video-based technology to increase the likelihood of attendance by those who cannot afford the travel time during their workday.

Coalition Meetings

Organizational Involvement

Agency Diversity

Definition

Agency diversity describes how many different agencies and institutions are involved in the coalition compared to how many members there are. Sectors often represented include healthcare, education, business, religious, volunteer clubs, law enforcement, adult and youth residents from the community, and various state and local governmental agencies [57]. Coalition members may be official representatives of the agencies or be considered part of the sector based on life experience.

Why is it important?

- Diversity improves performance through enhanced information access and better decision-making when groups are able to synthesize differing perspectives [58].
- Despite its positive potential, agency or sectoral diversity can also make it more difficult to develop common understanding and consensus because participants from different sectors may have diverging knowledge, priorities, and constraints [59].

What can we do to strengthen it?

- Approach organizations in the community with information about the coalition's prevention work and invitations to participate. Attend and speak up at community meeting and events.
- Call known contacts, especially individuals/organizations with overlapping interests. Ask members to contact their partners and keep potential partners well informed with regular check-ins about coalition and prevention activities, and progress [48].

Cross-Agency Communication

Definition

Cross-agency communication describes how much communication occurs between coalition members from different community agencies or sectors.

Why is it important?

- Cross-agency communication may help community coalitions overcome the challenges that diversity presents.
- Information sharing may be particularly important when expertise is distributed, as in coalitions [60].
- More contact between individuals from different sectors should overcome initial unfamiliarity, lack of trust, and hesitancy to exchange information [61], thus helping coalitions to create synergy that capitalizes on their diverse strengths.

What can we do to strengthen it?

- Often coalition members feel a sense of urgency to quickly implement programs addressing pressing needs. However, coalition leaders may need more time to build a collective identity and to create and solidify communication practices. See recommendations under ***Cohesion***.
- Coalition leaders may be particularly well positioned to encourage members of different sectors to cooperate for two reasons. First, coalition leaders are likely to be knowledgeable about member capabilities and thus able to share information about how members from different sectors might help each other. Second, other coalition members are likely to have collaborated with the lead agencies and coordinating staff, developing trust with them [62]. Hence, lead agencies should be generally well positioned to facilitate new and deepening ties between other members.
- Another strategy is to intentionally distribute decision-making across different sectors, which may build shared trust [63, 64].
- Put functionally diverse sectors into a committee and ensure participatory decision-making is used. See the ***Inclusive Decision-Making*** section for recommendations.
- In general, participatory decision-making may build coalitions' capacity for intersectoral cooperation [61]. See the ***Inclusive Decision-Making*** recommendations.
- Incorporate a "get to know us" portion of each meeting where one partner highlights their organization, its priorities, and its constraints.

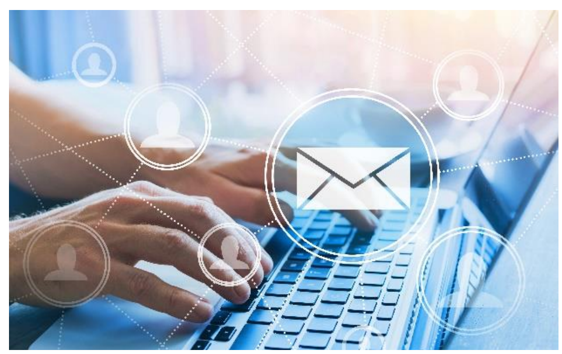
Organizational Involvement

Distribution of Information

Definition	Why is it important?
Distribution of information describes how much information, expertise, and influence is distributed across coalition members rather than controlled by a small number.	• Centralized coalitions risk excluding key stakeholders and diminishing their ability to achieve coalition goals. • Coalition capacity increases if diverse community members can influence the coalition with unique assets. The diverse contributions enhance the effectiveness of coalition plans and service delivery [17, 19].

What can we do to strengthen it?

- Seek to distribute responsibility within the coalition. Assigning tasks a bit less frequently to central members can extend coalition capacity and help to diffuse power and influence.
- Conducting one-to-one conversations where more central coalition members seek to engage more peripheral members in leadership responsibilities can help to distribute coalition influence.
- See ***Inclusive Decision-Making*** section for additional recommendations.



Cooperation with Different Organizations

Definition

Cooperation with different organizations describes how much each coalition member collaborates with other types of community agencies. This includes sharing information, sharing monetary resources, sharing personnel, and other sharing.

Why is it important?

- Moving the needle on youth substance use requires extensive collaboration across the community. Coalitions are well-suited to promoting such cooperation and building synergy, but it requires substantial skill and effort on the part of all members.

What can we do to strengthen it?

- If your coalition's collaboration with a particular community sector is lacking or minimal, encouraging communication and increasing outreach can help. Rather than just inviting them to one of your meetings, it may help to come to them and obtain their input on your coalition's efforts. The organization of interest may be willing to let you speak briefly at one of their meetings. You will want to communicate how their involvement can be beneficial to their own goals.
- Sharing information is a good way to start cooperation. However, it is important to work toward more extensive cooperation where diverse community sectors are contributing their time and unique capacities to carry out events and activities.
- Consider how specific organizations may be able to contribute to a specific need in a one-time, occasional, or periodic fashion. Cooperation does not have to be extensive to be helpful.

Organizational Involvement

Organizations to Engage

Definition	Why is it important?
Organizations to engage lists the organizations coalition members would like to be more actively supportive of, or engaged with, the coalition.	• Connecting with new, additional organizations may help the coalition access key resources or expertise to benefit the coalition.

What can we do to strengthen it?

- Identify who has ties with the organizations your coalition wants to engage, or who is willing to work on developing stronger ties. Work with these individuals to develop an outreach plan.
- Think about how involvement can be beneficial to the organizations you want to engage. Keep those points in mind when trying to engage the organization. Also consider barriers and how those may be addressed. See the section on Attendance for ideas on how to create conditions that maximize benefits and minimize barriers.
- Develop a list of opportunities to present to desired partners, allowing them choice but not burden. Invite organizational members to add to the list, as they might have ideas and interests on how to engage that differ from what the coalition has in mind.

Cooperation with Other Groups

Definition	Why is it important?
Cooperation with other groups describes how much of a problem it was in the last year to obtain needed cooperation from other groups and agencies.	• Program and policy implementation typically require cooperation from several groups and agencies; thus, it is important for coalitions to obtain buy-in from all organizations that play a role in the implementation process.

What can we do to strengthen it?

- When experiencing resistance, it is important to first identify the concerns held by resistant organizations. Once concerns are identified and the organization's perspective is fully understood, it is possible to start brainstorming win-win strategies with the resistant organization that can address their concerns while still achieving coalition goals.
- Rather than overcome resistance, it is often easier to identify other individuals and organizations that can contribute to the topic of need.
- To avoid future resistance from stakeholder organizations, engage them in coalition planning and decision-making processes.
- Keep lines of communication open between your coalition and organizations you would like to partner with more. Try to identify people in the organization who are supportive of your coalition's efforts.

Table of Contents

Formalized Procedures

Coalition Structure

Definition	Why is it important?
Coalition structure describes the degree to which the coalition has formalized its structure, considering how consistently its policies and procedures were implemented.	• Structure gives members guidelines on how to proceed, maintain order, and resolve disagreements [56]. A formalized structure binds members together by giving meaning and identity to individual members as well as the coalition itself and ensures the coalition will function smoothly [56]. • Structure also promotes transparency and trust.

What can we do to strengthen it?

- Consider the following elements in your coalition structure [56]:
  - Governance: a leadership group responsible for making sure decisions within the coalition get made.
  - Operational rules or bylaws: guidelines by which the coalition will operate. These may include a conflict-of-interest policy, procedures for distributing meeting announcements and minutes, and many other issues. One example of coalition bylaws is available here: https://drugfreeclermont.org/about/bylaws/.
  - Distribution of work: a formal or informal process for the division of labor.
- Provide members with copies of approved and proposed bylaws, policies, and procedures. Meet to discuss, vote on, or approve any changes.
- Use the policies and procedures that are put in place. Review and amend them every 2 years (or more often, if needed) to make sure they accurately reflect the direction of the coalition.
- Review policies and procedures with all new members, giving them a copy to keep for themselves. Periodic onboarding may be less burdensome, allowing the coalition to invest in a creative and engaging onboarding process.
- Review important policies and procedures at key points throughout coalition operations.

Formalized Procedures

Members Oriented

Definition	Why is it important?
Members oriented describes the degree to which the coalition oriented its current members to its selected implementation model.	• By ensuring all members are oriented to the coalition's goals and processes, coalitions are better able to follow outlined processes and meet the model requirements. This, in turn, makes coalitions more likely to succeed at implementing tested, effective programs and improving youth outcomes community-wide [40].

What can we do to strengthen it?

- Provide training to members on the implementation model and selected strategies. Consider scheduling periodic booster trainings.
- Ensure there is an onboarding process for new members. Develop brief documents that cover key highlights members need to understand in order to effectively contribute.

Developed Mission & Communications Plan

Definition

Developed mission & communications plan describes the degree to which the coalition has finalized a vision and mission statement, and tools and strategies to communicate with outside groups.

Why is it important?

- Vision and mission statements explain the coalition's goals in a concise manner, helps your coalition focus on what is most important, and provides a basis for developing strategic plans for prevention strategies [56].
- Vision and mission statements promote buy-in and motivation and can help a coalition coalesce and build cohesion.

What can we do to strengthen it?

- Create vision and mission statements to capture what is important to the coalition. Decide on the general focus and develop statements so they are broad and enduring.
    - A vision statement should be easily understood by members of the community, broad enough to be responsive to diverse perspectives, inspiring, and easy to communicate [49].
    - A mission statement should be concise, outcome-oriented, and inclusive. It should describe what your organization will do and why.
    - For more information on developing vision and mission statements, visit the Community Toolbox: https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/vision-mission-statements/main.
- Make sure coalition members understand and support vision and mission statements and utilize them in communicating efforts to other organizations and the community.
    - Include them in messaging, use them on your website, give away promotional items printed with them, and employ other creative ways to spread the coalition's vision and message.
    - With each new opportunity or need, have an open discussion on how it might fit with mission and vision statement.
    - Include these statements on every agenda.
    - Review them annually.

Formalized Procedures

Well-defined Partner Roles

Definition

Well-defined partner roles describe the degree to which your coalition has clarified the roles of coalition members, provider/contracted agencies, and other volunteers in implementing and evaluating programs and activities.

Why is it important?

- Role clarity for stakeholders is crucial to the coalition's overall performance and to the effectiveness of each stakeholder contributing to the effort.

What can we do to strengthen it?

- Stakeholders and their interests should be identified early and can be involved in every phase of the planning and implementation process.
- Roles and responsibilities should be clearly outlined when a stakeholder agrees to participate in any capacity. As you collaborate or hire other organizations to provide services, consider whether the agreement requires a contract or memorandum of agreement.
- Clearly understand each stakeholder's interest and ability to influence efforts.
- See ***Role Clarity*** recommendations.

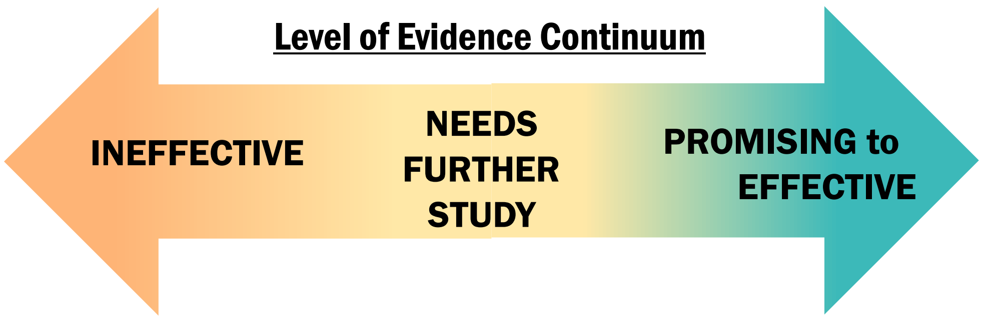
Involve stakeholders early and at every stage of planning and implementation.

Community Improvement Activities

Community Improvement Activities include programs or other changes (e.g., policies or environmental changes) actively used to help impact the community's youth and families.

Level of evidence describes how strongly evaluation research suggests that a community improvement activity will improve youth and family health and development. It is based on *how much* research has been conducted that supports the activity as well as the *quality* and *currency* of the research.

Level of evidence is expressed as a confidence rating for an activity's effectiveness in meeting or moving towards intended outcomes.



Ineffective:

Activity has been evaluated and shown to have no positive or negative

Needs further study:

Activity is similar to other programs but has not been

Promising to Effective:

Activity may be similar to other effective activities; may be based on sound theory informed by research; to rigorously evaluated and shown to work.

Level of Evidence Continuum

Definition

The level of evidence continuum represents a range of effectiveness ratings used to describe activities. *Promising to Effective* indicates a high level of confidence in effectiveness as shown by research; activities with this rating are recommended. *Needs further research* indicates that research thus far has

Why is it important?

- Knowing where an activity falls on the continuum informs expectations for measurable success. The most straightforward way to promote healthy youth development is by using effective programs.
- An activity backed by rigorous evaluation allows a community to choose with confidence. Well-designed studies use effective experimental design (e.g., randomized control trial), tests before and after the intervention, appropriate analysis of the data, whether effects were sustained over time, and whether results were replicated in multiple studies.

Table of Contents

been inconclusive about effect. The *Ineffective* rating indicates conclusively that the activity will not positively or negatively produce effect; activities with this rating are not recommended.

- Conducting rigorous evaluation is a laborious and costly process, but it is relatively easy to learn about effective activities and pick one that meets your community's needs.
- Sometimes activities that sound good and are well liked don't actually impact youth outcomes. Using the continuum gives coalitions a research-based tool as another independent point of reference for making decisions about how it will invest resources.

Level of Evidence

What can we do to strengthen it?

- Commit to reviewing the level of evidence of activities under consideration by the Coalition.
- EPIS Center of Penn State provides **EBP 101: Essential Training Videos** on selecting, implementing, evaluating, and sustaining evidence-based programs. Selecting an Evidence-based Program has particular relevance here.
- Make sure to use continuously updated web-resources to check where activities lie on the continuum.
- Engage members in conversations about "tried and true" or "homegrown" activities whose evidence is unknown or has not yet been explored.
- If the activity your coalition is implementing has weak evidence, consider replacing it with a similar activity that has better research behind it. We strongly recommend you replace activities that previous research suggests are ineffective.
- Prioritize consideration and selection of activities with the *Promising to Effective* rating. This will lend confidence in the potential for positive outcomes for youth and families and can help coalitions use scarce resources efficiently.
- Search recommended, user-friendly lists of effective activities for guidance in activity selection among different domains. See **Number of Effective and Promising Programs** and **Number of Effective and Promising Policies and Environmental Strategies** for listings of these recommended websites.
    - Ratings among recommended resources do not overlap perfectly; each one uses slightly different rating criteria. See the table below for the *Ratings across registries*, a list of recommended resources and how level of evidence language compares across sources and across the continuum. See the Appendix for the methodology behind comparing ratings, based on the article *Public Health Effects* [65].
    - Recommended resources may focus on different outcomes (e.g., crime prevention vs. educational outcomes vs. social-emotional learning). You can search by outcome, target population, program setting, or risk or protective factor.

Level of Evidence

- Consider all activities the coalition is involved in *as a whole*.
    - Coalitions with many responsibilities consistently need to decide how to prioritize their time, resources, and energy. In such cases, it may be worthwhile to consider dropping a program or activity in which the benefits may not outweigh the costs of implementation (e.g., person-power and other costs).
    - Ask: *What are the inputs, such as person-power and financial resources, that are needed to be successful? Does our coalition have enough of these inputs to achieve success?*

Ratings across registries: A Comparison of Coalition Check-up level of evidence codes to those used in resources for Effective Programs (based on Public Health Effects, Appendix Table S3)[65]

Coalition Check-up	INEFFECTIVE	NEEDS FURTHER STUDY	PROMISING to EFFECTIVE
Blueprints	--	--	Model Plus, Model, Promising
Military Clearinghouse	Ineffective	Unclear – plus, Unclear – minus, Unclear – null	Effective, Promising
CA Evidence-based Clearinghouse	--	Evidence Fails to Demonstrate Effect, Concerning Practice, NR – Not able to be Rated	Well-supported, Supported, Promising
Office of Juvenile Justice and Delinquency Prevention (OJJDP)	No effects	Screened out, Inconclusive evidence	Effective, Promising
Collaborative for Academic, Social, and Emotional Learning (CASEL)	--	SEL Supportive, Promising	SELect
Social Programs that Work	--	Suggestive Tier	Top Tier, Near Top Tier
Results First	No effects, Negative effects	Mixed effects	Highest rated, Second-highest rated
Found with Search Engines	--	At least one evaluation, weak design; No research studies found	2 high quality research studies, 1 high quality research study

Level of Evidence

Number of Effective and Promising Programs

Definition

The number of *Effective* and *Promising* programs is a count of how many programs implemented by the coalition have a sufficient level of evidence to be classified as either effective or promising.

Why is it important?

- Choosing an evidence-based program avoids taking on programs that are not effective. With untested programs, there is a risk of harming the people the program is intended to help, eroding public trust in the services or programs, and wasting resources.
- Harmful or ineffective programs often include those that rely on fear, concentrate at-risk youth into groups and time limited events like school assemblies or contests for raising awareness.
- Funders often consider the proven effectiveness of programs in grant applications. Assuring that your program choices meet the promising or effective standard can support your request.

What can we do to strengthen it?

- To increase the number of effective and promising programs, start by identifying programs that target the risk and protective factors that best match your community.
    - Risk and protective factors drive the current environment in the community of interest so they should drive program selection.
    - Briefly explore multiple registries before conducting a detailed search using the registries that best match the risk and protective factors you are interested in.
    - If you cannot find the risk and protective factors you are looking for, try searching for similar risk factors instead.
    - ResultsFirst Clearinghouse is a good starting place once you have the name of a program to investigate to compare the same program across multiple registries.
    - After finding a potential program review the details more closely to evaluate the available evidence and fit for your community.
    - For more information, see EPIS' EBP 101 for a training video on assessing community needs.
- Identify potential programs using program registries:

Level of Evidence

Web-based Resources for *Effective* Programs:

- **Blueprints for Healthy Youth Development,** Program Search
- **Clearinghouse for Military Family Readiness at Penn State**
- **National Institute of Justice,** Crime Solutions – Rated Programs
- **Office of Juvenile Justice and Delinquency Prevention (OJJDP),** Model Programs Guide
- **California Evidence-Based Clearinghouse for Child Welfare,** Program Registry
- **Collaborative for Academic, Social, and Emotional Learning,** Program Guide
- **Results First Clearinghouse Database**
- **Institute of Education Sciences What Works Clearinghouse,** Find What Works
- **Social Programs that Work,** Full list of Programs

Registries usually focus on a specific population or type of program.

- **Blueprints for Healthy Youth Development** Program Search:
  - Targets positive youth development, substance use, violence, and delinquency.
  - Rankings: Promising, Model, and Model Plus.
  - Pros: High standards of evidence; search by risk and protective factors, levels of development, and delivery context.
  - Limitations: Programs found to be ineffective or harmful are not included.
- **Clearinghouse for Military Family Readiness at Penn State:**
  - Focus is on military families but is more generally applicable
- **National Institute of Justice,** Crime Solutions – Rated Programs
  - Assesses strength of the evidence about whether programs achieve criminal justice, juvenile justice, and crime victim services outcomes to inform practitioners and policy makers about what works, what doesn't, and what's promising.
  - Shares a common database of juvenile-related programs with OJJDP's Model Programs Guide.
- **Office of Juvenile Justice and Delinquency Prevention (OJJDP)** Model Programs Guide (MPG):
  - Targets juvenile justice, reentry victimization, and delinquency prevention.
  - MPG uses expert study reviewers and CrimeSolutions.ojp.gov's program review process, scoring instrument, and evidence ratings. The two sites share a common database of juvenile-related programs.
  - Pros: Includes ineffective and harmful programs, can search by risk and protective factors.
  - Limitations: Primary focus is on justice issues.

Table of Contents

Level of Evidence

- **California Evidence-Based Clearinghouse for Child Welfare**, Program Registry:
  - Targets child/family wellbeing, permanency, safety.
  - Pros: Includes ratings of screening and assessments used in child welfare
  - Limitations: Unable to search by risk and protective factors.
- **Collaborative for Academic, Social, and Emotional Learning**, Program Guide**:**
  - Focus is school-family-community partnerships.
- **Results First Clearinghouse Database:**
  - This database of databases includes ratings from nine national clearinghouses.
  - Uses color coding to create common rankings across other program registries.
- **Institute of Education Sciences What Works Clearinghouse**, Find What Works
  - Focus on education programs, products, practices, and policies in answer to question: "what works in education?"
  - Reviews the research, determines which studies meet rigorous standards, and summarizes findings.
- **Social Programs that Work**, Full list of Programs
  - Identifies those social programs shown in rigorous studies to produce sizable, sustained benefits to participants and/or society, so that they can be deployed to help solve social problems. Focus areas include poverty, K-12 programs, and well-being for low- to moderate-income Americans.
  - Formerly the Coalition of Evidence-based Policy, the non-profit's leadership reorganized in 2015, joining the Arnold Ventures' Evidence-based Policy team.

- If a program you are considering is not on registries or does not have any existing research it is important to compare the program to successful programs and try to obtain additional information about the program.
  - Contact the program developer or purveyor to learn more about the intervention.
    - Learn more about program's theory of change.
    - Determine if any evaluation exists, even if it unpublished, in progress, or part of grant reporting.
    - Try to observe the program in action and talk with people who are running the program.
    - Identify if the program is similar to other evaluated programs.
    - Discuss your findings with other prevention and evidence-based program experts.

    - Commit to evaluating the program to help you ensure you are providing an effective service and to help build the evidence base for the intervention.
- Consider the communities' ability to sustain programs using EPIS readiness tools or logic models.
    - Evaluate the program's fit with community according to the following factors:
        - Risk and protective factors.
        - Developmental stage targeted.
        - Population targeted.
        - Culture and values of the community.
    - Evaluate the community's capacity to run the program (feasibility) in accordance with its ability to:
        - Deliver the program with sufficient quality.
        - Sustain the program through funding, volunteers, building space, etc.
        - Assess the programs' delivery and impact.

Level of Evidence

Number of Effective and Promising Policies and Environmental Strategies

Definition

The number of effective and promising policies and environmental strategies is a count of how many of these activities implemented by the coalition have a sufficient level of evidence to be classified as either effective or promising.

Why is it important?

- Policies and environmental strategies are notoriously difficult to evaluate, but many researchers still work in this area. Consulting previous research helps choose policies and strategies that are more likely to be effective and avoid those that have a track record of poor results.

What can we do to strengthen it?

- Consult the ***Policy Evidence Table*** to find a summary of academic research on a range of alcohol, tobacco, and other drug prevention policies.
- Consult the Wyoming Prevention Depot website for findings on environmental strategies.

- Search "policy" or "environmental strategy" in the Results First Clearinghouse Database for evidence-based ratings of related to many categories of policies and several strategies.
- Use the "sort & filter" and choose "organizational" for Program Approach on the CASEL website.
- Partner with a researcher to find and evaluate additional evidence, as needed.
- Consider the strength of the evidence, how well the population in the study fits the population you are trying to affect, as well as the notes about implementation when available.
- If no evidence is available on the policy or environmental strategy you select:
  - Be extra careful in developing a logic model that describes the flow from the resources and actions required to the short- and long-term goals.
  - Ground your approach in established theory to help ensure the logic model is consistent with established research.

Web-based Resources for *Effective* Policies & Environmental Strategies:

- **National Institute of Justice: Crime Solutions**, Rated Practices
- **Wyoming Prevention Depot**, Strategies
- **What Works in Social Policy**, Related Resources
- Results First Clearinghouse Database, enter search terms, e.g., "policy," "environmental strategy"
- **CASEL**, sort and filter for Program approach, check "Organizational"

Community Improvement Activities

PROGRAM IMPLEMENTATION

Program implementation refers to how a program is delivered and includes the who, what, where, and how a program is set up and operated. How well an organization implements a program as it was designed is a critical determinant of program outcomes [66, 67].

This section covers several facets of program implementation that impact the program's ability to promote healthy youth development throughout the community.

Table of Contents

Implementation Context

Staff Training

Definition	Why is it important?
Staff training describes how much training program staff have received. This includes staff participation in initial and ongoing trainings, and other professional development about the program.	• Training is critical for high-quality program implementation and fidelity. A strong training program strengthens skills and brings staff members to a similar level of skills and knowledge. • Training using the program developer's materials helps to ensure the program is implemented as designed. • An ongoing training program also helps maintain the organization's commitment to the program, provides a supportive environment for staff, boosts confidence, and ensures all are knowledgeable of current trends and strategies.

What can we do to strengthen it?

- Provide ongoing feedback and additional training to refine skills using the program developer's implementation and training materials.
- Consider a social learning training strategy where new skills are defined and modeled and trainees receive systematic feedback as they practice [68].
- Feedback should be clear, concrete, and directed toward mastering skills (rather than criticizing the person) [66, 69].
- Encourage peer collaboration and problem-solving, since staff who are implementing the program are aware of what will work in their own settings and can help solve implementation problems [68].
- Observe staff who are implementing the program to identify areas of improvement or implementation challenges. Address weaknesses with additional training or strategies to avoid recurring issues and improve overall program fidelity [70, 71].
- Program developers or representatives may be able to provide training support or implementation strategies.

Feedback should be clear, concrete and directed toward mastering skills.

Implementation Context

Staff Motivation and Skills

Definition

Staff motivation and skills describes the level of staff engagement with the program. This includes the energy, excitement, commitment, skill, and knowledge of program staff.

Why is it important?

- Together, motivation and skills are important indicators of readiness and implementation capacity [72]. Staff who are more motivated and skilled will be more likely to implement programs with high quality, leading to better participant outcomes [67, 73].

What can we do to strengthen it?

- Set goals that are measurable to recognize and celebrate success and help keep staff motivated and engaged.
- Define competencies in your organization, including definitions and key behaviors. Using competencies helps provide a common language of capabilities, clarifies expectations, supports staff learning by identifying needs, and improves conversations about performance [74].
- Work culture may also affect motivation and is significantly associated with program implementation and maintenance [73]. Examine cohesion among staff, supervisor support, work demand, and other organizational characteristics.
- Increasing staff participation in decision-making processes can increase motivation to accept change [73]. Provide opportunities for program facilitators to voice their opinions and ideas, increasing their sense of ownership in the program.

Coalition Connection

Definition	Why is it important?
Coalition connection describes how connected program facilitators or coordinators are to the coalition. This includes how often program staff attend coalition meetings, report progress to coalition members, and seek advice from the coalition.	• A strong coalition connection to the program fosters success by providing support, resources, marketing, expertise, and training.

What can we do to strengthen it?

- Share relevant information with program staff while looking for ways the coalition can be helpful without being intrusive.
- Highlight the benefits of coalition involvement.
- Ensure program representatives' time is used effectively during coalition meetings. Engage program representatives in different participatory techniques to collect their input.
- Hold meetings at a convenient time that does not interfere with program implementation.
- Communication does not always have to be project-related; strong working relationships can be forged when you also send positive messages such as holiday wishes or personal check-ins to program representatives.

Coalition Implementation Support

Definition

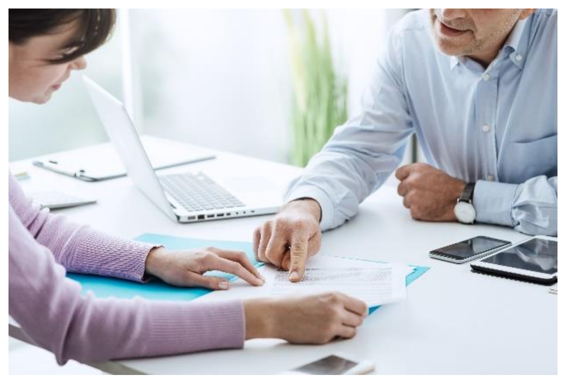
Coalition implementation support describes how much logistical support the coalition provides the program. This includes how the coalition has assisted with the implementation of this program by giving advice, assisting with data needs, and helping with recruitment and marketing, among other activities.

Why is it important?

- Coalitions can support program sustainability and bridge leadership transitions, which often threaten sustainability [75]. Community coalitions can also help troubleshoot program implementation challenges, forging new partnerships as needed [76].

What can we do to strengthen it?

- Carefully consider how your coalition can be more helpful to the program. Some core areas where coalitions help programs are:
    - Fidelity monitoring
    - Evaluation
    - Grant writing for sustainability funding
    - Training and technical assistance to support high-quality program implementation
    - Help with participant recruitment
    - Assistance in building new partnerships to extend program reach
    - Practical, logistical help, such as coordinating materials or arranging for meeting spaces



Implementation Context

Coalition Financial Support

Definition

Coalition financial support describes how much financial support the coalition provides the program. This includes how much financial assistance, grant support, and resources the coalition provides to the program organizers.

Why is it important?

- Continued financial support helps ensure program implementation and sustainability.

What can we do to strengthen it?

- Include program financial support in the coalition's budget. If resources are limited, pursue grant opportunities. See ***Implementation Barriers*** section for recommendations on grant applications.

Implementation Context

Implementation Barriers

Definition

Implementation barriers describes challenges that negatively impact successful program delivery. This includes recent historical events, lack of support from key individuals or groups, and difficulty engaging participants, among other things [77, 78].

Why is it important?

- The real-world setting and context where a program is delivered can lead to various types of barriers limiting successful program implementation and outcomes [79].

What can we do to strengthen it?

- The following is a list of strategies your coalition can take to overcome specific barriers:

Barrier	Recommended Strategy
Coronavirus pandemic	See the appendix, *Operations During COVID-19*.
Resistance or lack of support from principals / administrators	Understand the school administration structure to identify key contacts, identify the highest level of permission required, and initiate collaboration far in advance. Do not underestimate the time you will need to establish a relationship and obtain appropriate approvals.
	Tailor your messaging as much as necessary to address any concerns while maintaining integrity to the program.
	If the program, or similar, has been previously implemented, share outcome reports, narratives, impact stories, graphs, return on investment, fidelity reports, and other information, as different data may appeal to different stakeholders.
	Align the program objectives with the goal and mission of the school/district and indicate that the program will enhance mandated instructional time. Focus on building a supportive community.
	Highlight the indirect benefits of participation, such as improved academic performance or attendance. Additionally, if there are limited resources in the area, a school-based intervention increases access to education or treatment services that would otherwise be lacking [80].
	Consider the school infrastructure and capacity to implement and sustain the program. Your coalition may have to provide more logistical support or technical assistance to alleviate the burden of planning, facilitating, evaluating, or sustaining the program.
	Minimize the use of school resources as much as possible by providing printed program material and other supplies necessary for program implementation.

Resistance from implementing staff / teachers	To resolve concerns, learn about teachers' perspectives regarding program feasibility, acceptability, intervention techniques, amount of time required, and compatibility of the program with practitioner beliefs [79].
	To increase buy-in and motivation, address staff/teachers' feedback and recognize their efforts [81]. Develop a supportive relationship with implementing staff/teachers by communicating often, acknowledging their effort, and incentivizing their participation if possible.
	Explain the benefits of evidence-based programming; use open-ended questions to understand perspectives and experience.
	Routinely share program data or impact stories to acknowledge their efforts.
Lack of time or competing demands	Take time to understand daily operations, mandated activities, and programs already in place to help manage planning logistics. Obtain the calendar of events (sports events, training days, testing, etc.) to avoid major conflicts [80]. Staff who are adequately trained and supported and who do not have multiple competing priorities have less burnout and are more likely to effectively implement programs [82].
	Consider these barriers in adapting the program so that it can be offered at another time during the year or sectioned into more manageable sessions. Again, be mindful of the core content and delivery that are most important to maintain program fidelity as much as possible.
	If the program overlaps with mandated curriculum, highlight the overlap to avoid redundant lesson planning and possibly use part of the program to fill certain mandated lessons.
	Align programming with organizational priorities. It may help to focus some effort on increasing prioritization of prevention programming.
	Advocate for building a culture of prevention within the organization so that facilitators feel less burdened and prevention messaging is reinforced by others.
Lack of or limited resources	Partner with different types of agencies that may be able to provide services or staff that are already trained in facilitating the program. Other agencies may also be able to offer in-kind contributions in lieu of funding or technical assistance.
	Before selecting a grant sponsor or program, lay the groundwork in understanding community needs and building the necessary relationships with facilitators and target population to help ensure program success and long-term sustainment.
	To ensure your coalition is aware of funding opportunities, sign up for email updates from different sources of funding, including local, state, and federal government, private businesses, and foundations. See the following page for a list of potential funding opportunities.

Implementation Context

Lack of or limited resources, continued	**Potential Funding Opportunities** Pennsylvania Commission on Crime and Delinquency: https://www.pccdegrants.pa.gov/Egrants/Public/Subscribe.aspx Center for Safe Schools: https://www.safeschools.info/ Substance Abuse Education Demand Reduction (SAEDR) Local foundations and United Way Department of Drug and Alcohol Programs: https://www.ddap.pa.gov/DDAPFunding/Pages/Funding-Opportunities.aspx	Substance Abuse and Mental Health Services Administration: https://www.samhsa.gov/grants/grant-announcements-2020 Rural Information Hub: https://www.ruralhealthinfo.org/states/pennsylvania/funding Needs-Based Plans & Budget: http://ocfcpacourts.us/judges-legal-professionals/needs-based-plans-budget/ * If you are planning on county funding to sustain your program, be aware that the plan and budget are developed two years in advance.
	Identify a coalition member or other partner with strong grant-writing skills who can dedicate time and effort to leading the application. Faculty at your local university can be a good source of grant-writing expertise. Form a workgroup of people who can support and gather data, provide input, and review the application.	
	For more information on grant writing, we recommend the following resources: • https://ctb.ku.edu/en/table-of-contents/finances/grants-and-financial-resources • https://ctb.ku.edu/en/applying-for-grants	
Difficulty finding staff	For school-based programs, cultivate positive relationships with school staff members by keeping an open and honest line of communication and sharing potential benefits to their students, access to curriculum, free training, or other benefits	
	Talk about the program early and often (before training or implementation) so staff can feel prepared to learn about and adopt the program.	
	Identify a “champion” or liaison who can encourage other staff to participate and serve as a link between staff, administration, and the coalition.	
	If school administrators have expressed support for your program, invite them to assist in your recruitment efforts by encouraging their staff to participate [81].	

Difficulty retaining or engaging participants	If resources permit, provide refreshments or other incentives when possible and appropriate.
	Maintain flexibility and understanding in the delivery of programming to prevent attrition.
	Prioritize developing and maintaining good relationships with existing participants who can also help spread the word about the program to other youth or parents.
	Keep updated contact information and follow-up monthly with short phone-calls or emails to maintain regular communication and engagement.
	Make sure facilitators are attentive to participant engagement, making phone calls or sending text reminders, and following up if participants miss a session.
	Ensure the facilitators are people the participants can relate to, and that they represent or reflect the focal community.
Difficulty recruiting participants	During recruitment, explain benefits of participation, and address questions or concerns. Use recruitment materials to help facilitate conversations about participation [80].
	To reach high risk youth and parents, talk with school administration and staff to understand the best method and manner of communication.
	During outreach events or meetings, provide refreshments, promotional items or other messaging that are both appealing and can serve to reinforce your program's objectives
	If resources permit, consider innovative digital messaging that could be easily shared to promote the program. Other platforms include direct mailers with program-specific or general prevention messaging, radio or television ads, social media campaigns, and other outreach at school events. Research which platform is most likely to reach the target population.
	Consider conducting interviews or focus groups with the target population to identify the most effective and culturally appropriate recruitment strategies [80].
	If your budget permits and the funding sponsor allows, include some form of participant incentive as a line-item in program budget [80].
	Use several strategies to create multiple touchpoints (10 or more) so that potential participants hear about the program from different people and in varied contexts, and several times [80].

Table of Contents

Fidelity Monitoring

Rigor of Fidelity Monitoring

Definition

Rigor of fidelity monitoring describes the quality and strength of fidelity monitoring activities. This includes the use of reliable and valid fidelity monitoring techniques, such as the use of trained observers and structured fidelity rating sheets.

Why is it important?

- Fidelity monitoring helps determine if outcomes (successful or not) were a result of the program model or due to implementation challenges [83, 84].
- Data can also be used in real time to identify challenges in content or delivery, which can then be quickly addressed with technical assistance or other support [71]. High-fidelity implementation is possible through monitoring, feedback, and training [84].

What can we do to strengthen it?

- Fidelity can be measured by project documentation, site observations, and surveys or interviews completed by individuals delivering or receiving services [71, 83].
- Real-time data can be collected using implementation and/or observation logs to quickly identify and address threats to fidelity [71]. Share common challenges and strategies to avoid reoccurring issues.
- If cost permits, hire a program representative to conduct a site visit to observe and monitor program implementation. Some grant sponsors may require a program representative to conduct a site visit.

Use data in real time to quickly find and fix issues as you go.

Breadth of Monitoring

Definition

Breadth of monitoring describes the number of implementation factors monitored. This includes attendance, quality of lesson delivery, and participant engagement, among other items.

Why is it important?

- Because of the complexity of program implementation, there are many facets that are critical to success. Monitoring a broad variety of implementation facets helps to ensure programs work as intended. For many programs to work, all aspects of implementation must be completed in a high-quality manner.

What can we do to strengthen it?

- Look at the appendix to see which aspects of program implementation are and are not being implemented.
- For those aspects of implementation that are not being monitored, consider how you could monitor them. Refer to program materials to see if developers have established relevant monitoring protocols and forms.
- Consider the resources required to monitor each aspect of implementation. It may be that some are easier than others. If so, start with the low-hanging fruit, which might be the number of sessions held or attendance.
- Plan for how you will use the data collected to inform improvements in program delivery.
- Include reporting on implementation quality as part of the facilitator's job.
- Budget to pay for trained observers or use coalition members and implementation teams for observations.

Fidelity Monitoring

Amount of Content Delivered (i.e., Adherence)

Definition	Why is it important?
Amount of context delivered (i.e., adherence) describes generally how much of the prescribed program content (for parents and/or youth) from each program lesson was delivered as intended.	• By delivering program content as prescribed, we can increase confidence that participants will benefit as others did when the evidence of program effectiveness was established. • If key content is not delivered as intended, program outcomes can be compromised substantially.

What can we do to strengthen it?

- Monitor which content is delivered as intended and which is being changed. Data in the ***Coalition Check-Up Feedback Summary*** on adaptation may help in this regard.

> Look to the logic model to guide the work towards desired outcomes.

- Find out why some content is not being delivered as prescribed and try to address the barriers identified.
- If it is not feasible to deliver all content as intended, consider the logic model of the program. It may be that some content is less central to the success of the program and can be modified without affecting the desired outcomes.
- If core content cannot be delivered as intended, it may be worth considering alternative programs that pose fewer barriers. Consider guidance in the ***Level of Evidence*** section for selecting alternative programs.

Fidelity Monitoring

Program Time per Participant (i.e., Dosage)

Definition

Program time per participant (i.e., dosage) describes the number of hours participants engage in the program. This includes how many lessons a parent or youth typically participates in and the length of a typical lesson [85]. Conceptually, dose can be considered both in absolute terms (i.e., amount of time) and proportionally (i.e., the number of program sessions delivered relative to what was intended) [85].

Why is it important?

- Dosage is a key element of program fidelity and reflects how much of the program participants actually received. Barriers often interfere with delivery of the optimal dosage. Program participants must receive a sufficient dose of a program to benefit. Monitoring dosage is an easy way to assure that this is happening.

What can we do to strengthen it?

- Determine how dosage will be defined before program implementation and determine what level of dosage is considered optimal and acceptable. Dose delivered can be measured as the number of sessions delivered, length of each session, and number of program components per session. Determine how dose will relate to overall evaluation goals.
- If dose delivered fails to meet target performance measures, consider and address implementation barriers such as competing priorities, lack of time, and difficulty recruiting or retaining participants.

Dosage Considerations:

How will dosage be defined?

What level is acceptable? What level is optimal?

What dose (number of sessions) will be delivered?

How will dosage relate to evaluation goals?

Adaptation

Definition

Adaptation describes changes in the program from the original design to better fit participant needs, cultural sensitivity, or for other reasons. This includes whether there were changes, and the type of change[66, 76, 86].

Why is it important?

- Although program fidelity is important, adapting programs to better match organizational capacity and the target population may have some positive effect on program outcomes [76]. Cultural adaptations especially can increase community ownership, enhance participation and engagement, and increase cultural relevance [76]. However, adaptations due to implementation barriers often compromise program efficacy [66]. It is important to track adaptations and consider the extent to which they may influence program outcomes.

What can we do to strengthen it?

- Extensive staff training on program developer's materials or EPIS program implementation materials can help to ensure adaptations are made in a thoughtful manner consistent with the program logic model to avoid compromising program outcomes.
- Plan adaptations proactively rather than reactively. More complex interventions have more room for variation compared to simpler programs. If you are adapting a complex program, identify the key content and delivery components that should not be altered. Requesting guidance from the program developer will help ensure adaptations are appropriate [71, 86]. If a program developer is unable to guide adaptation decisions, use the program objectives or lesson plans to guide decisions about changes to the curriculum.
- Find a balance between fidelity and adaptation, as 100 percent fidelity to the program may not be realistic for your community [71]. Consider an adaptation process or framework to help guide decisions and keep an accurate account of program changes. The Interactive Systems Framework outlines "planned adaptation" in four steps: 1) examine theory of change or core components; 2) identify differences between original and target population; 3) adapt content for target population; and 4) adapt the evaluation strategy [70, 76].
- Document all adaptations, such as changes to content, setting, delivery, target population, etc., as this is an important part of evaluating program effectiveness and future implementation.

Reach

Definition	Why is it important?
Reach describes the extent to which a program attracts its intended audience. This includes the number of youth or parent participants and what proportion served had many risk factors.	• Program reach is central to improving youth outcomes at the community level. Rates of substance use and delinquency in your community cannot decline without reaching youth and families in significant numbers, and also reaching those at highest risk. Measures of program reach provide your coalition with a concise indicator of success and probable community impact [87].

What can we do to strengthen it?

- To increase reach, consider multiple levels (person versus organization), geographic areas, excluded individuals, and a variety of sources to collect information.
- Incentives may help to improve reach, especially among higher-risk youth.
- Forming partnerships with organizations that currently reach your focal population is an excellent strategy for increasing reach.
- Collect different types of reach indicators (i.e., new persons enrolled, number of pamphlets distributed, social media hits) [88].
- Since schools are a natural setting to reach youth, consider tailored school-based outreach. To tailor outreach, become familiar with the school's resources, identify a champion who can introduce you to key stakeholders, engage leaders, and send information outlining the benefits of participating in your program.

E v a l u a t i o n

Outcome Evaluation Rigor

Definition

Outcome evaluation rigor describes the quality and strength of outcome evaluation activities. This includes using pre- and post-tests and comparison groups, as well as tracking long-term outcomes. An evaluation can help understand if program goals and objectives were achieved, if resources were efficiently used, if benefits exceeded costs, and if the program is contributing to participant outcomes [89].

Why is it important?

- A comprehensive evaluation provides stakeholders with the information necessary to make program improvements and the evidence needed to sustain programs within a community.

What can we do to strengthen it?

- Qualitative data from observations, interviews with participants, and focus groups can be extraordinarily helpful in making program adjustments to improve implementation quality. In addition, this type of data can serve as impact stories to support program sustainment and help with future recruitment.
- Collect data of interest at multiple points to follow changes, consider before and after participation, as well as a long-term follow-up (i.e., more than 3 months after participation, if possible).
- Try to match the outcomes of program participants to a comparable group of individuals who did not participate in the program. One low-cost way of establishing a comparison group is to copy questions from an ongoing assessment, such as the Pennsylvania Youth Survey. You can then compare participant data trends over time.
- Use the informational videos provided by the EPIS Center (https://www.episcenter.psu.edu/EBP101) for more on creating an evaluation plan.

Coalitions can use **qualitative data** to tell the story of the impact the work.

These "stories" can be useful in **recruitment efforts**,

and when seeking resources to **sustain programs**.

Evaluation

Evaluation Report Use

Definition	Why is it important?
Evaluation report use describes how evaluation results are shared. This includes which organizations have received reports or presentations, such as a funder or the school board, among others.	• Maximum benefit of collecting evaluation data comes when the evaluation data is used in an ongoing, continuous quality improvement process. Regularly reviewing evaluation data and using it to guide implementation decisions can improve performance and increase morale and motivation.

What can we do to strengthen it?

- Train facilitators and other program staff on the data collection tools and help them to understand the value of the data. This will ensure evaluation data is complete and will help maintain buy-in discussed earlier. When staff and teachers who are implementing the program understand what the data means, it builds their confidence in the program.

- Do not let your evaluation report sit on a shelf. Make sure you have a clear plan in place to share evaluation findings with stakeholders. Discuss findings at coalition meetings and with program staff and administrators. The goal of these discussions is continuous program improvement. Make a point to share findings with key decision-makers in the community, such as the school board members, which can help to sustain the program.
- Create a template or draw from preexisting materials to plug in evaluation data for reporting purposes. Integrate this report-creation protocol into the routine duties of the implementation teams.

Sustainability

Fiscal Planning

Definition

Fiscal planning describes the planning that has occurred to secure financial resources needed to support future implementation of the program.

Why is it important?

- It is important to think strategically about the resources needed to sustain a program and the various strategies that can be employed to obtain needed resources.
- Ongoing grant-writing efforts are often necessary to sustain programs. Monitoring grant application progress, and investing additional energy when progress is needed, can help to maintain steady program funding.

What can we do to strengthen it?

- Develop a fiscal plan outlining the funds needed to sustain the program. Review the ***Resource Availability*** section for additional guidance on fiscal planning.
- Review the ***Implementation Barriers, "Lack of or limited resources"*** section for ideas on finding grant opportunities and writing grants.
- Consider strategies to secure funds beyond external grants, such as via institutional commitments or fundraisers.
- Consider the availability of in-kind resources, such as donations of food, incentives, program materials, staff time, free use of space, and equipment (i.e., computer access, transportation for participants, etc.).
- Plan to make the program a line item in the budget of your organization, school, or community (most sustainable option).
- Use the informational videos provided by the EPIS Center (https://www.episcenter.psu.edu/EBP101) for more on sustaining an evidence-based program for your community.

Program Promotion

Definition

Program promotion describes the efforts taken to share information about the program with key stakeholders that could help sustain the program. This includes presenting program information to local leaders and others who could support the program and aligning program goals with other organizations' missions.

Why is it important?

- Long-term sustainability depends on diverse partnerships and broad political support [90].

What can we do to strengthen it?

- Identify and cultivate key stakeholders who might support the program.
- Determine how the program aligns with the mission and goals of potential future stakeholders.
- Discuss with local leaders how the program relates to the community's overall prevention needs.
- Present outcome data to potential stakeholders to build support.

Sustainability

Organizational Integration

Definition

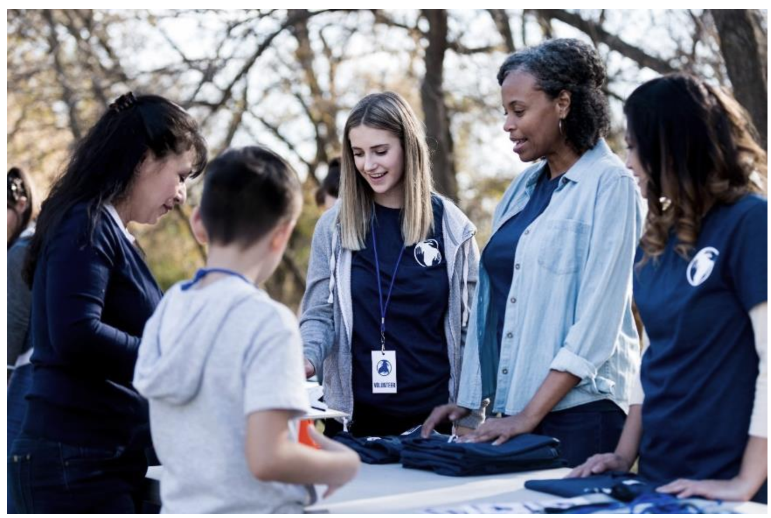
Organizational integration describes the progress toward integrating the program into the everyday operations and budget of existing organizations. This includes how much discussion and planning have occurred regarding integrating the program as a line-item in existing budgets, among other things.

Why is it important?

- Long-term sustainability typically requires integrating a program into the everyday operations and budgets of existing organizations.

What can we do to strengthen it?

- Start with program promotion as previously described. Alignment of program goals with the implementing agency significantly predicts program sustainability [91, 92].
- Develop concrete plans to integrate the program into existing organizations, agencies, schools, and/or communities. When undertaking program promotion efforts with key stakeholders, look for opportunities to discuss integration.
- Plan to turn over ownership of the program to schools or other organizations implementing the program.



Sustainability

Funding

Definition

Funding describes the monetary funds provided by different sources over certain time periods. This includes the name of funding sources, the start and end dates, and the total amount of awarded funds.

Why is it important?

- The amount of funding committed to a program directly affects the ability to provide services or implement programs in the area.

What can we do to strengthen it?

- Maintain a comprehensive and current list of funding sources to quickly identify how much funding is available.
- Review recommendations in the ***Implementation Barriers*** section, specifically for applying for grant funds.
- Use the informational videos provided by the EPIS Center for more on sustaining an evidence-based program for your community (https://www.episcenter.psu.edu/EBP101).

Policy

Community Improvement Activities

CHANGE ACTIVITIES

Change activities can be focused on policy change, environmental change, or other events or activities pursued by the coalition to improve their community.

This section covers **policy change**, one of two subgroups. Each section covers several facets of activity implementation that impact the promotion of healthy youth development throughout the community.

A policy is any sort of regulation, law, procedure, or rule implemented by a government or other institution [93]. Policies can be implemented at municipal, county, state, and federal levels, either through a legislative process or by an administrative decision. Policies are also enacted and practiced by private companies, nonprofits, and public systems.

Policy change can be a powerful way to influence transforming population-level health behaviors as they impact entire communities rather than program participants only. Choosing the right policy change activities that fit community needs can be effective for achieving sustained community-wide impacts.

Please refer to the accompanying ***Evidence-based Policy Guide*** to review policies that have been recorded in the literature regarding their effects on substance abuse prevention.

Policy Reach

Definition	Why is it important?
Reach describes the individuals, groups, or populations intended to be affected by the policy. This includes the number of people impacted, and the age of people impacted by the policy.	• Policy change can impact systems and environmental structures, and policy can only make a change for the people it reaches. A previously validated "effective" policy change needs to reach the intended population in your community to expect previous positive outcomes to occur.

P o l i c y

What can we do to strengthen it?

- Consider the level of the policy, the difficulty of making the change, and the challenges with enforcing the policy change when deciding on which policy to adopt. For example:
  - The larger the level of the policy (organization, city, county, state), the more people will be reached.
  - However, the difficulty of making the change often increases as the population reached increases, though this is not always true.
  - Coalitions must often strike a balance between reach and impact per person reached to ensure initiatives are feasible.
  - Enforcement of policies can also have a big effect on reach. If a policy is not enforced, its effective reach will be severely reduced.
  - See the ***Supporting Policy Enforcement*** section for more information on concerns related to enforcement.
  - Think about system(s) or structure(s) that will be implementing the policy, or how the policy will be executed. Different systems and structures can vary in how policies are rolled out, maintained, and resourced.
  - The length of time between implementing a policy and observing and measuring its impact can vary. Policy change impacts often do not occur in the same time frame as program impacts, and depending on the policy focus, this might look different from measuring programmatic activities and outcomes.

> Policies can have a far-reaching impact on youth.
>
> Advocating for a law prohibiting the sale of tobacco to youth under 18 years of age.
>
> Promoting a school board policy that evidence-based programs must be used within the health curriculum for substance abuse prevention.

Policy

Coalition Involvement in Policy Change

Definition

Coalition involvement describes the ways that the coalition is or was involved in trying to change the policy.

Questions ask if the coalition was involved in building public support, education legislators, or crafting policy language, among other items.

Why is it important?

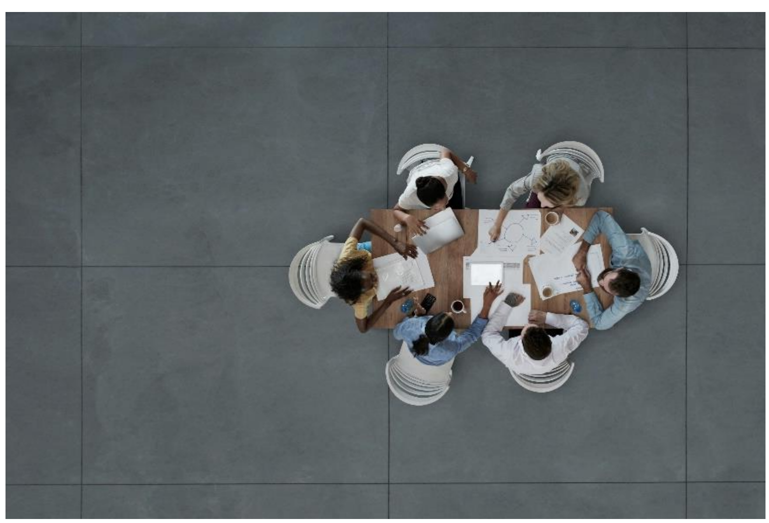
- Strategic thinking and coordination in supporting a policy change will promote an efficient and effective use of coalition resources. To be effective, coalitions must be strategic about how they get involved in policy, drawing from their strengths as a diverse coalition focused on a single mission.

Involvement includes:

See below for more detail on each.

What can we do to strengthen it?

- Consider the strengths of coalition members and partner organizations.
- Consider which systems are represented with the coalition, and those that are not.
- Select policy change support activities that take advantage of the experience, skills, and connections of coalition members.
- Each of the above listed ways a coalition can get involved in supporting a policy is discussed in more detail in the following subsections.



P o l i c y

1) Identifying a policy to support

This is the most foundational decision when pursuing policy change. It can involve newly adopted policy, or redesigning, modifying, or dismantling existing policy.

An **evidence-informed** decision-making process helps increase the likelihood that the policy will be effective by choosing a policy that has worked elsewhere in the past.

The success of future policy adoption relies on the coalition's **first reaching a consensus** on a general policy focus.

Recommendations for identifying a policy to support:

- State why a policy needs to be developed or modified.
- Research how similar issues have been resolved through policy decisions in other places or organizations.
- Consult the ***Policy Evidence Table*** to find a summary of academic research on a range of alcohol, tobacco, and other drug prevention policies. Consider the strength of the evidence, how well the population in the study fits the population you are trying to affect, as well as the notes about implementation when available.
- Based on knowledge about the issue or problem and who it affects, indicate the type and context of policies your coalition may pursue, including public laws and ordinances (at city/county, state/province/tribal, or national levels), regulatory policies (at school district, city/county, state/province/tribal, or national levels), executive orders from elected officials, business policies, and organizational rules and bylaws [94].

Policies that coalitions can support will vary due to the currently existing policies regarding tobacco, alcohol, and other drug use at the state level.

	Pennsylvania	Missouri
Be aware of how home rule affects your community. Home rule allows municipalities greater ability to make ordinances and restrictions that go beyond state law, particularly on issues related to public safety and public health. This contrasts with systems such as Dillon's rule, in which states must specify that municipalities have the power to make stricter rules for them to be able to do so.	Some municipalities have home rule, and some do not, depending on the charter of the local government [95].	Home rule available to many, but not all, cities, depending on population and charter type [96].
Consider state-level laws that preempt municipalities from creating stricter ordinances than state law.	Alcohol: Only counties with a population of 800,000 to 1,499,999 (only Allegheny County), and cities with > 1 million population (only Philadelphia), can tax alcohol; taxes limited to 10%; proceeds restricted for public transportation.	While local governments can create more stringent tobacco-free ordinances or rules [100], additional local taxes on alcohol are preempted [95]. Limits the amount of local fees that alcohol distributors can be subject to [96].

Policy

	Tobacco: Only Philadelphia can make stronger clean indoor air laws than the PA Clean Indoor Air Act of 2008 (not restaurants and bars [97, 98]. As of 2013, all municipalities preempted from stronger regulations on youth access to tobacco than 2002's Act 112 [99].	
Zoning laws can have an impact and vary.	**Pennsylvania** Municipalities have relatively broad control over zoning laws in Pennsylvania compared to other states, which may make it easier to regulate the geographic density and location of alcohol and tobacco distributors [101].	**Missouri** Information not provided.
Check other sources for existing state laws.	○ National Association of Local Boards of Health's "Legal Authority of Tobacco Control in the United States" [100]. ○ Alcohol Policy Information System's "State Profiles of Underage Drinking Laws" [102]. ○ American Lung Association's "State Legislated Actions on Tobacco Issues" [103].	

Policy

2) Crafting policy language

Crafting policy language is the process of writing the specific policy the coalition will advocate for. Drafting policy language is not always necessary, and the specific language often changes throughout the policy change process, but you will want to continue to advocate for strong policy language that **matches your policy goals [104]**. Policy language helps to **clarify the specific goals** for the coalition to work toward. Having policy language written makes it much easier for policy makers to **implement** the policy.	**Recommendations for crafting policy language:** Use language from successful policies in other municipalities, states, or organizations. Use terminology aligned to the context where it will be implemented. Think about the level—state, county, etc.—and the systems or sectors implementing the policy. Using terms and phrases that are accepted and understood by your audience may help garner support for the policy. Use model policy language from organizations like the Public Health Law Center or other relevant advocacy organizations. Consult with a lawyer, legislator, or other professional.

P o l i c y

3) Building public support

Building public support means increasing awareness of the policy, positive opinion toward the policy, and willingness to act in support of the policy among members of the general population.

While the public usually does not directly vote on policy, other than in the case of ballot initiatives, **public opinion can have a strong influence on decision makers** who want to win re-election or maintain a positive public image for their organization.

Recommendations for building public support:

First build your case.

- Study the issue (e.g., research how tobacco use affects children's health outcomes).
- Gather data on public opinion (e.g., survey local households about levels of youth alcohol use in their neighborhood).
- Request accountability (e.g., determine what factors and persons maintain the current policy regarding when alcohol is permitted to be sold).
- Demonstrate commercial benefits (e.g., show how higher cigarette unit prices can generate revenue for the city).
- Document complaints of those affected (e.g., ask residents about impacts of youth alcohol use).
- Act as a watchdog (e.g., speak up about how an issue affects you or your community).

Identify resources and assets to be used for advocacy, including:

- The number and kind of people who are available and committed to working on the problem or issue
- The financial resources anticipated and currently available
- The communication technologies, facilities, and other material resources available
- Additional information and support
- Other assets that can be used to support the effort (e.g., relationships with influential policy makers and those who have spearheaded similar efforts)

Bring the issue to the attention of the public and decision makers, framing the issue and the policy solution.

Engage the media (e.g., conduct a press conference to bring attention to your cause).

Engage the broader community, including those who will be impacted by the policy implementation (e.g., youth, parents, teachers, parishioners, etc.).

(See next page for more)

P o l i c y

3) Building public support, continued

Know the tactics your opposition may employ.

Use this knowledge to develop counter strategies to towards policy support.

Indicate potential allies and opponents of policy development efforts.

- **Outline tactics that may be used by the opposition**, including the **D's**:
  - *Deflect* (e.g., not our responsibility),
  - *Delay* (e.g., long wait for additional review),
  - *Deny* (e.g., no real problem),
  - *Discount* (e.g., problem not as bad as portrayed),
  - *Deceive* (e.g., claim no data available on the problem),
  - *Divide* (e.g., try to get some group members to oppose others),
  - *Dulcify or appease* (e.g., offer a less effective alternative),
  - *Discredit* (e.g., label advocates as "soft-headed liberals"),
  - *Destroy* (e.g., effort to harm those who support change),
  - *Deal* (e.g., encourage acceptance of an alternative).
- **Indicate how the opposition can be countered**, including:
  - Understanding your opponent and their perspective/goal,
  - Turning negatives into positives (e.g., turning the opponent's discrediting tactics into an issue),
  - Setting the agenda or reframing the issue (e.g., not the smoker's rights, but the right to breathe clean air; not freedom from government, but freedom from want),
  - Publicly stating your opponent's strategy (e.g., they are trying to deny the problem and pass responsibility off to others),
  - Keeping opponents off balance (e.g., raising new charges),
  - Learning from the past (e.g., understanding the response to the proposed change elsewhere),
  - Being willing to compromise (e.g., accepting the best possible alternative).

Create an action plan to carry out your policy efforts (who is going to do what by when), describing:

- What specific action will occur (e.g., conduct a letter-writing campaign).
- Who will execute that action.
- When the plan will be completed or for how long it will be maintained.
- Resources (money and staff) needed.
- Who needs to know this and what they need to know (e.g., local media will be informed of your efforts in order to increase your visibility) [94].

Policy

3) Building public support, continued	

See the “Organizing for Effective Change” section of the Community Toolbox (https://ctb.ku.edu/en/table-of-contents) for more information on this complex topic.

Policy

4) Building support among key stakeholders

Building support among key stakeholders includes those individuals and organizations that would be **personally & professionally** affected by the policy, as well as those who have influence over relevant decision makers.

It puts political pressure on elected officials and helps reduce resistance and make the implementation process go smoothly.

It can influence **public opinion**:

Stakeholders can help personalize the issue for the public and help create the impression that the policy change is popular.

Identify the individuals or groups that the policy is intended to benefit; reach out to those individuals or groups, and to other key stakeholders that care about those individuals or groups, to share the benefits of the policy change.

Identify and describe the policy makers or other individuals who would adopt or implement policies and how they may influence the policy change. State their interests. Relevant individuals might include elected and appointed officials and business leaders who can affect the distribution of resources and the regulation of commerce, the environment, and other public goods.

Know:

- What issues have been important to them in the past (e.g., family, health or safety, local businesses, quality-of-life issues).
- To whom they answer or from whom they need support to maintain their position. For example, are they elected with support from a particular segment of the community, or are they appointed by particular officials?

For both policy makers and influential advocates, prepare answers to anticipated questions about [94]:

- Why they should support your proposed policy or position.
- How they benefit from such involvement. For example, it might help with voter popularity or support from an influential organization.
- How the issue affects them or those they care about.
- How this stance could potentially cost them.

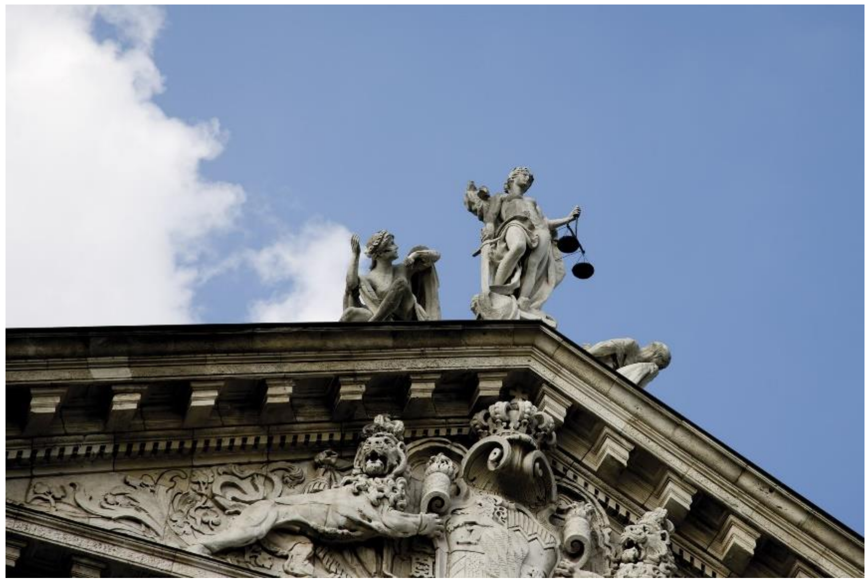
Mobilize public support to reach key stakeholders.

- Sponsor a public hearing or public forum.
- Conduct a letter-writing campaign.
- Conduct a petition drive.
- Conduct a ballot drive.

Pressure opposition as needed.

- Criticize unfavorable actions. For example, call in to a local talk show about legislation you disagree with.
- Express opposition publicly. For example, write a guest editorial in the local newspaper stating why you and your organization are calling for change.
- Remind those responsible. For example, contact those who have voted for a policy and inform them of the resultant negative consequences.
- Organize public demonstrations. For example, picket outside of city hall.

	• Arrange a media exposé. For example, convince a local newspaper reporter to attend a public forum where you ask policy makers questions about their voting records. • Initiate legal action [94].



Policy

P o l i c y

5) Educating legislators

Inform legislators or other decision makers about the importance of the issue you are seeking to address, why the policy you are proposing is the best solution to that problem, and why they should support the policy change, as well as rebutting any counterarguments to your position.

To move a law or regulation from an initial idea through to approval, you will need **strong government sponsors** to champion its passage during each step of the policy-making process.

Your campaign leadership group **should seek out influential and respected decision makers** who hold key positions or sit on relevant committees that you can trust to serve as committed champions and partners **[105]**.

Establish contact and request participation. For example, call policy makers and volunteer your organization's knowledge and analysis of the issue.

Identify and reach out to those individuals who are already supportive of your effort and are potentially persuadable to support your effort.

Develop or refine policy options and proposals for implementation. For example, arrange a meeting to present feedback from residents about a proposed policy change.

Prepare fact sheets for legislators and their staff to read.

Offer public education. For example, make brief presentations at local forums to increase the visibility of your issue to the public.

Provide constructive feedback, perhaps by proposing alternative policies.

Meet with decision makers and their staff to present arguments in favor of your policy (e.g., fact sheets and local survey results) [94].

- Do research to learn if the decision maker is supportive and what issues matter to them.
- Prepare for the meeting by considering your most persuasive arguments tailored to the person you are meeting, boiling the meeting down to two or three main points, and practicing what you want to say [104].
- Ask if you can count on their support. If a decision maker is not able to commit, ask what it would take to gain their support.
- Avoid confrontation and remain positive, even when interacting with decision makers supporting the opposition. Follow up with authoritative information to correct misperceptions. If you come up against truly committed opponents, you should consider whether it is worth the effort to try to persuade them to your point of view.
- Ask decision makers who are friendly to your issue if they can suggest other potential supporters.
- Ask how you can be helpful to them in the future and ensure you know how to remain in contact.
- Thank decision makers for their time and consideration.
- Leave a handout at the meeting and send a follow-up letter summarizing the meeting that includes any relevant materials to address outstanding concerns.

Consider designating a liaison or two from your organization who can commit to building trust by communicating regularly with your target sponsor's office [105].

Policy

Policy

6) Supporting legislators who support the policy

This typically involves **providing some form of assistance** to their election campaigns.

Supporting legislators not only helps win the goodwill of legislators; it also helps **elect and reelect legislators** who support the policy so that a greater number of supportive legislators gain and keep power.

When the current members of a legislature do not seem likely to be supportive of the policy, it may be necessary to **change the composition** of the legislature.

First it is necessary to make sure the candidate will be supportive of the policy. Public statements of commitment to the policy are the strongest indicator; however, when they are not available, it may be necessary to seek a private or public meeting with the candidate or a representative of the candidate. Organizing a public meeting and inviting the candidate, or several candidates, to answer questions about their positions can be an effective way to get the candidate on record as a supporter.

Publicly endorsing candidates sends a clear signal to supporters of the coalition that a candidate shares their interests. This can be an efficient way to demonstrate your support to the candidate and the public. Nonprofits must be careful about their level of involvement with campaigns but can still publicize their views on issues.

Conduct or assist in voter registration drives.

Volunteer time or money to the election campaign efforts organized by the candidate. Again, nonprofits must consider the legal restrictions regarding donations to political campaigns, but members of nonprofits are free to spend their own time and money however they wish to support a candidate.

Organize or support a separate issue advocacy campaign preceding an election to indirectly support candidates who support your policy. Nonprofits have much more flexibility to run issue-related mass media campaigns as long as they do not directly call for voting for any specific candidate.

- Write position statements of specific issues or legislation.
- Speak to the media about your positions on legislation in the run up to elections.

Give public support (e.g., write a letter to the editor in the local newspaper applauding council members' efforts).

Arrange celebrations (e.g., have a party in the park to celebrate a newly passed initiative).

For more information on what nonprofits can and cannot do when it comes to elections, consult the following resources listed at left.

Where to go for Info: Election-related Rules for Non-profits

- https://www.councilofnonprofits.org/tools-resources/political-campaign-activities-risks-tax-exempt-status
- https://votingissocialwork.org/know-the-nonpartisan-facts/
- A trusted legal advisor

7) Supporting policy enforcement

Enforcement of the policy includes **ensuring that the actions** the policy calls for are carried out after the policy is passed.	**Counter any actions** to repeal or amend the policy to lessen its impact.
	Encourage the agency responsible for implementation to both educate stakeholders about the new policy and provide training to those who will carry it out or enforce it.
Many laws that are passed are not enforced, whether due to **lack of political will or lack of resources**.	**Monitor implementation** of the law and the reporting of violations.
	Document any industry or opposition attempts to circumvent the policy.
It is important to **continue working** after your policy has passed to prevent this.	**Work with the media** to publicize implementation activity, or lack thereof.
	File complaints or bring legal action, if necessary, when the government fails to enforce the law [105].

Policy

Evaluation

Definition	Why is it important?
Evaluation describes how the effect of the policy change is being documented.	• As efforts unfold, it is essential to assess progress at regular intervals to identify both the strengths of the effort and any areas where it can be improved. Evaluating progress will also help you reach conclusions about the effectiveness of your initiative and prioritize your next steps [104].

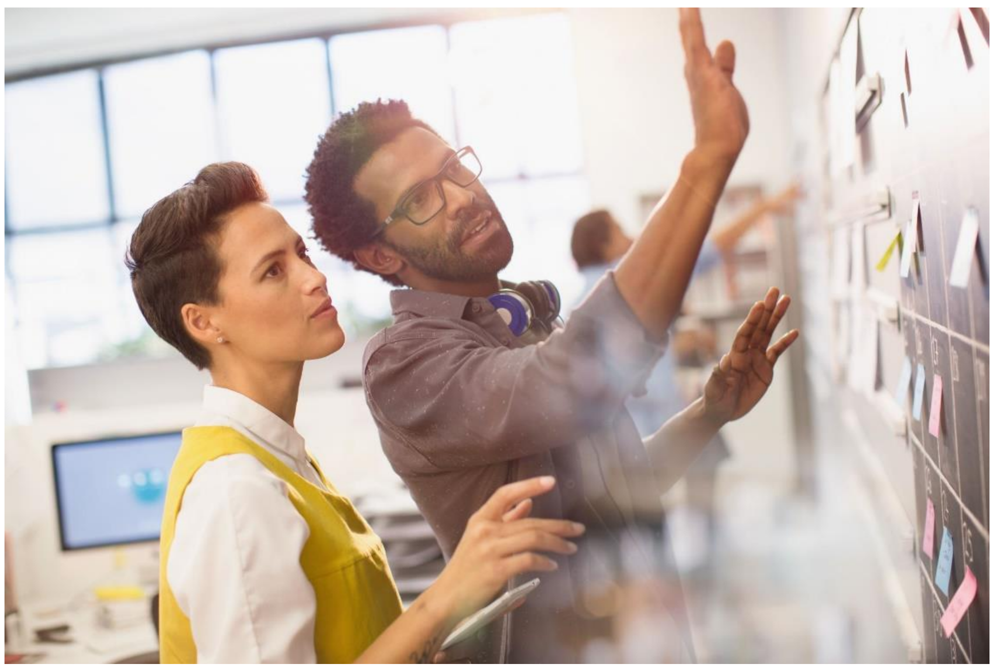
What can we do to strengthen it?

- Consult with a policy or systems analyst or evaluator. Identify if there are coalition members who have experience with or exposure to implementing and/or evaluating policy.
- Clearly state what success looks like. For example, the adoption of desired policy options, more faithful policy implementation, or long-term outcomes.
- The length of time between implementing a policy and observing and measuring its impact can vary. Policy change impacts often do not occur in the same time frame as program impacts, and depending on the policy focus, this might look different from measuring programmatic activities and outcomes.
- Describe how measures of success will be obtained. For example, you could review police records to see how often a new law is enforced, or interview implementers and those affected by the policy.
- Indicate how the group will make sense of the results. For example, it is important to decide how the data will be analyzed, and how those affected will be involved in understanding the results.
- Make plans regarding how the evaluation results will be used to improve the initiative. For example, you could provide elected officials and other key stakeholders with an evaluation report describing outcomes. You could also plan a meeting or retreat for key implementers or coalition members to review progress and make adjustments on implementation or set new goals [94].
- Use evaluation to monitor implementation progress, embedding evaluation activities into regular procedures.
    - Collect information regularly to measure progress of the policy change process.
    - Compare evaluation results with your action plan.

> Data collected at regular intervals helps the coalition measure progress.
>
> Make sure to include those affected by as part of the process of making sense of the evaluation results.

Policy

  - Debrief after big events to discuss what went well, what should be improved, and any important outcomes.
  - Conduct regular check-ins to make sure your activities are progressing according to plan and resulting in the desired outcome [105].
- Analyze impacts of strategies on key segments/sectors of the community, such as businesses, local government, residents, etc.
- Analyze impacts across variety of areas, such as socioeconomic, behavioral, civic engagement, health, or others.
- Use the videos provided by the EPIS Center (https://www.episcenter.psu.edu/ebp101/ebp101-s4) to become more familiar with creating an evaluation plan.



Environmental Change & Other Events/Activities

Community Improvement Activities

CHANGE ACTIVITIES

Change activities can be focused on policy change, environmental change, or other events or activities pursued by the coalition to improve their community.

This section covers coalition involvement for **environmental change and other events and activities.** Like the section on policy, this section covers several facets of activity implementation that impact the promotion of healthy youth development throughout the community.

Coalition Involvement

Definition

Coalition involvement describes the ways that the coalition is or was involved in supporting the change or activity. Some common ways for coalitions to be involved include:

- Helping to raise funds
- Supporting coordination between key stakeholders
- Building community engagement
- Helping with evaluation
- Marketing and raising public awareness
- Recruiting participants for activities

Why is it important?

- Though coalition efforts to change the environment can be slow, the impact may be more widespread and longer-lasting than programs focused on individuals and smaller groups.

What can we do to strengthen it?

- Helping to raise funds:
  - Review section on ***Lack of or limited resources*** within ***Implementation Barriers*** in the ***Program Implementation*** section of the Guidebook.
- Supporting coordination between key stakeholders:
  - Review the section on ***Role Clarity***.
  - Review section on ***Inclusive Decision-Making***.

- Building community engagement:
    - Review the section on ***Inclusion of Community Residents***.
- Helping with evaluation:
    - Review the section on ***Evaluation*** under the ***Policy Change*** section.
- Marketing and raising public awareness:
    - Review the section on ***Knowledge of Coalition's Work***.
- Recruiting participants for activities:
    - Review the section on ***Reach***.

Evaluation

- See *Evaluation* under the *Policy Change* section.

ACKNOWLEDGEMENTS

This project is supported by the National Institute on Drug Abuse under award number R01DA045815 and by the National Center for Advancing Translational Sciences, National Institutes of Health, through Grant UL1 TR002014, Grant UL1 TR00045, and Grant UL1 TR000127. The content is solely the responsibility of the authors and does not necessarily represent the official views of the NIH.

We extend special thanks to Coalition Check-Up Guidebook contributors:

Elaine Berrena
Meghan Blevins
Geoff Blackwell
Geneen Burris
Mark Feinberg
Yvonne Gaddy
Megan Galinsky
Jochebed Gayles
Eric Jones
Phyllis Law
Sylvia Lin
Diane Lopez
Aaron Luneke
Mary Lisa Penilla
Daniel Schmidt
Rebecca Wells
Janet Welsh

We gratefully acknowledge the many **coalition members, coalition leaders, program coordinators** that we have interacted with and learned from over the years. Your insights and shared experiences have helped us create this resource.

Systems Change Specialists

Meghan Blevins
mlb71@psu.edu
(717) 309-9807

Melissa Fausey
mbf5520@psu.edu
(717) 994-6584

Jeffery Hogan
jah6989@psu.edu
(724) 602-5325

Dan Schmidt
drs72@psu.edu
(618) 830-2264

For more information or to use this resource, please contact the authors:

Louis D. Brown, PhD
(915) 975-8516
louis.d.brown@uth.tmc.edu
The University of Texas Health Science Center at Houston (UTHealth)
School of Public Health in El Paso
5130 Gateway East Blvd., Rm 316
El Paso, Texas 79905

Sarah Chilenski, PhD
(314) 599-3737
sem268@psu.edu
Pennsylvania State University
Edna Bennett Pierce Prevention Research Center
314 BioBehavioral Health Building
University Park, PA 16802

APPENDIX

Team Member Orientation Guide

PROSPER PARTNERSHIPS

Table of Contents
Role Clarity

Table of Contents

Fall 2013 Edition

Welcome To the PROSPER Team!

PROSPER stands for **PRO**moting **S**chool-community-university **P**artnerships to **E**nhance **R**esilience. Your concern for the welfare of young people and your willingness to share your talents and skills with your community is what makes a project like PROSPER work and enhances the quality of life for all community residents. We welcome your participation on the PROSPER Team.

In this handbook you will find:

- General information about the PROSPER effort in your community
- Information about prevention science and best practices
- Information about programs on the PROSPER menu
- Information about your local team

This handbook is designed to be used as part of a team orientation meeting with your PROSPER Team Leader and Prevention Coordinator, who will have additional resources they can share with you.

Welcome aboard and thanks for your involvement!

The PROSPER Partnership Model

The PROSPER Partnership Model is based on years of research and has evolved into a one-of-a-kind system for delivering high quality programs to youth and their families.

There are many programs that aim to reduce risky teen behavior or strengthen families, but most lack scientific evidence to show they work. Some programs fail because of ineffective program design. Others fail because they are poorly implemented or because they are difficult to sustain. Based on more than 20 years of research, the PROSPER Partnership Model has been proven effective in delivering high quality programs that make a difference for youth and families. This Model also helps sustain these programs thereby making an even bigger difference in a community over time.

The PROSPER Partnership Model is an *evidence-based delivery system.* "Evidence-based" means that this Model has been scientifically evaluated and proven to be effective. In this case, the Model has been proven to be effective for supporting and sustaining programs (which are also evidence-based) that improve family relationships, promote positive youth behaviors and reduce negative or risky behaviors. These risky behaviors include the use of alcohol, tobacco, marijuana and other illicit substances.

PROSPER is short for PROmoting School-community-university Partnerships to Enhance Resilience. It is a partnership Model that links university-based prevention scientists with two existing local program delivery systems:

- The Land Grant university Cooperative Extension System (experts in disseminating programs and information to the community), and
- The public school system (the single point of contact to most youth in the community).

These partnerships help to coordinate resources and build the partnerships needed to identify, select, implement, evaluate, and sustain the evidence-based programs.

Table of Contents Role Clarity

The Model was originally tested in rural areas where services to youth and families are not as accessible, and where communities tend to embrace and support youth and family programming. It can, however, be implemented in more densely populated areas when teams focus on building community partnerships rather than trying to compete with existing programs and services.

Why PROSPER?

Using the PROSPER Partnership Model helps to ensure that programs delivered to youth and their parents are implemented properly, supported by the community, and can be sustained over time. Just as the programs on the PROSPER menu are evidence-based, the PROSPER Partnership Model is also evidence-based, meaning that it has been evaluated scientifically and shown to be an effective system for delivering these programs. Studies of the model by scientists at Iowa State University and Penn State University indicate that PROSPER community teams have achieved:

- Consistently high implementation quality
- High participant recruitment and retention rates for family programs
- Generated money and resources to support sustained programs
- Long-term positive effects on school engagement and academic success
- Positive youth protective factors and skill-building outcomes
- Long-term reduction of conduct/behavior problems, and
- Long-term reductions in youth substance use and abuse

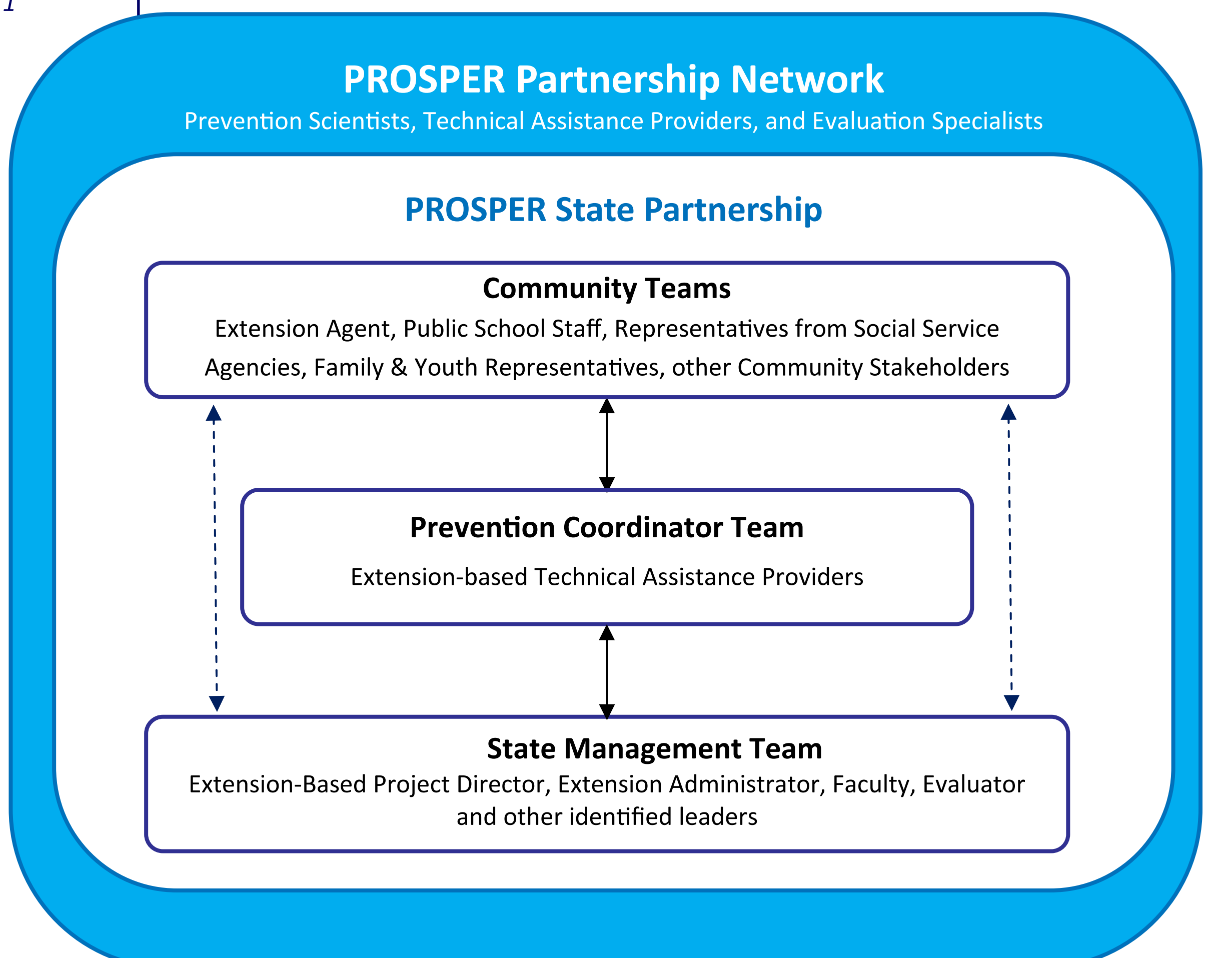
A key premise of PROSPER partnerships is that better decisions are made when leaders work together to create and sustain PROSPER programs.

PROSPER Teams

Key to the Model is the PROSPER community team. While PROSPER community teams focus on prevention programs for youth, they are different from traditional community coalitions in that teams are relatively small and tend to function as a working group rather than an advisory group. Teams are lead by locally-based Extension personnel and co-lead by a school district staff member. Other school staff (e.g., superintendents, principals, curriculum directors, and educators) perform supportive roles. Other team members include social- and health-service providers as well as youth and family members who have participated in PROSPER programs.

PROSPER teams start with between eight to ten members. As they develop, teams engage a range of community stakeholders including representatives from faith-based institutions, parent groups, businesses, law enforcement, juvenile justice, or the media.

Figure 1



The PROSPER State Partnership

The PROSPER State Partnership (the area in white in *Figure 1*) is made up of three levels or tiers that include specific groups of people doing specialized activities.

The **top tier** in the PROSPER State Partnership represents the ***Community Team*** level where evidence-based programs are implemented and managed by local teams. Teams engage their community in prevention awareness issues and work to sustain their programs and activities through local financial support. Key to this community team is the relationship built between Extension and the school.

The **middle tier** in *Figure 1* represents the ***Prevention Coordinator Team*** that provides technical assistance to the community teams and connects them to university staff. Prevention Coordinators work closely with community teams to maximize the team's ability to recruit participants for the family program, assure quality implementation for both school and family evidence-based programs, and plan for sustainability.

The **bottom tier** represents the ***State Management Team,*** comprised of university based faculty, Extension administrators and staff who devote time to coordinate and support PROSPER efforts across the state. The State Management Team provides administrative oversight, evaluation support, and support for this effort within the Extension System. Members of the team have extensive experience in the areas of community partnerships and youth and family oriented prevention programming.

The **fourth tier** (the area in blue that surrounds the State Partnership) represents the PROSPER Network that links all state teams to one another and to the PROSPER Network Team.

Five Core Components

The PROSPER Partnership Model has five components that are fundamental and must be present for a community site to call themselves a "PROSPER Community." Each site must:

- Have a team led by Extension with the recommended stakeholders;
- Be part of the State Partnership (See *Figure 1*);
- Implement evidence-based programs from the PROSPER menu (one school program and one family program);
- Develop the team's ability to focus more and more on sustainability of programs and having an effective team; and
- Participate in on-going evaluation to ensure that programs are working.

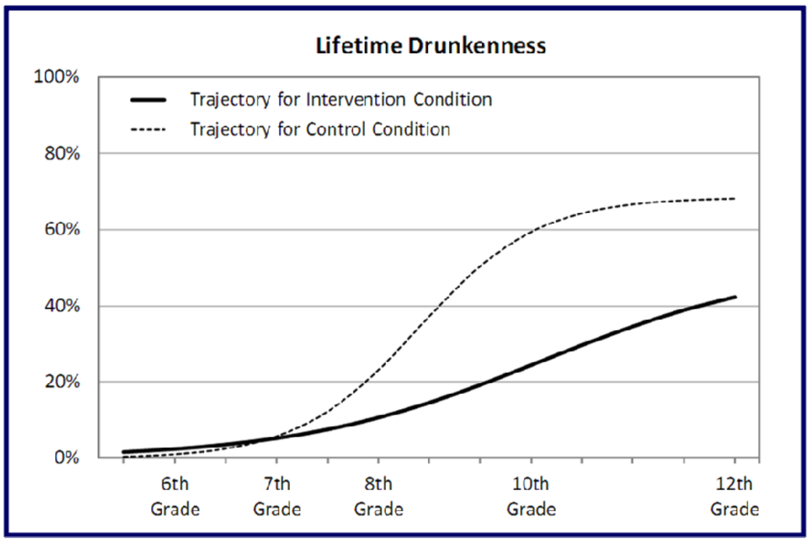
Benefits for Families and Youth

Programs delivered using the PROSPER Partnership Model have been proven to help youth and their parents achieve many positive outcomes, including:

- Improved parenting skills;
- Improved social competencies;
- Ability to resist negative peer pressure;
- Improved school engagement and better grades;
- Decreased aggressive/destructive behaviors, conduct problems;
- Positive effects on school engagement and academic success; and
- Decreased mental health problems.

Table of Contents Role Clarity

Programs on the PROSPER menu have been rigorously studied and have all been shown to delay or prevent substance use or other problem behaviors. The graph below is from a study of one program on the PROSPER menu. It illustrates growth over time in the percent of youth who reported that they had ever been drunk during the period from 6th to 12th grade. Comparing the two lines in the graph shows that the percent of youth who were ever drunk grew more slowly in Intervention Condition schools than in Control (non-intervention) Condition schools, indicating that the program reduced the number of youth who had ever been drunk during the study period.



When the programs on PROSPER's menu are delivered using the PROSPER Partnership Model, it is likely that these positive outcomes will be replicated in your community. In addition to the program benefits for youth and families, PROSPER teams help communities better coordinate services.

Prevention Science

PROSPER programs address ***risk and protective factors*** to help youth and families develop stronger ties to family, school and community, improve family-youth communication, make positive life decisions, and avoid harmful activities. These programs have been shown to reduce risk factors and increase protective factors for young people, thus minimizing the likelihood that they will engage in substance use experimentation and other problem behaviors.

What is a risk factor?

Risk factors can include environmental concerns, family circumstances, and peer relationships.

A ***risk factor*** is a circumstance that increases the likelihood that a young person will become involved in one or more problem behaviors during adolescence. An example of a risk factor might be poor peer relationships for youth where a young person hangs out with other youth who engage in problem behaviors.

What is a protective factor?

A ***protective factor*** is a circumstance that buffers or protects children and youth from the negative results of exposure to risk, by either reducing the impact of the risk or changing the way the young person responds to the risk. An example of a protective factor is appropriate parental monitoring of an adolescent's activities and friends.

Protective factors can also include:

- Healthy beliefs and well-established, clear standards for behavior;
- Bonding, attachment and commitment to family, school, peers, and community; and
- Individual characteristics such as a resilient temperament, positive social orientation, and good decision-making skills

Seven Principles of Prevention Science

The programs on the PROSPER menu adhere to these seven principles to increase the likelihood of positive outcomes for youth and families:

- Focus on reducing known risk factors
- Focus on increasing protective factors
- Address risk factors at appropriate developmental stages
- Intervene early – before problem behavior stabilizes
- Include those at greatest risk
- Address multiple risks with multiple strategies
- Address the racial, economic, and cultural diversity of your community

Protective factors are good for everyone—even youth that have few risk factors.

PROSPER's Menu of Programs

Family-Focused Programs

A family program is typically implemented first followed by a school program.

PROSPER teams choose between two evidence-based programs designed for families of middle school students. These programs are offered each year to 6th grade families.

Strengthening Families Program: for Parents and Youth 10-14

This program has seven weekly meetings that last for two hours each. A maximum of twelve families attend the meetings, which are led by trained facilitators. During the first hour of the program, parents and youth meet separately. Facilitators lead the young people in discussions of goal-setting, resisting peer pressure, coping with stress, getting along with parents, following rules, and reaching out to others. Facilitators for the parent sessions lead discussions about communicating with teens, effective limit setting, using consequences, and ways to help youth with responsible decision-making. During the second hour, parents and youth meet together to discuss the ideas they've learned and to do fun activities together. The program was developed at Iowa State University and has been shown in a number of previous studies to be effective at helping young people develop positive skills and avoid problem behaviors such as substance use.

Guiding Good Choices

Five two-hour sessions are included in this program. Parents attend the first four sessions and bring youth with them to the fifth meeting. Session topics include development of healthy beliefs and standards, youth refusal skills, management of family conflict, and how to strengthen family bonds. *Guiding Good Choices* was developed by scientists at the University of Washington and has been shown in several studies to reduce youth problem behaviors and increase positive skills.

School-Based Programs

PROSPER teams also offer a school-based program that is taught as part of the regular curriculum in 7th grade. All three programs on the PROSPER menu have been shown to build student competencies and provide youth with the skills and confidence needed to avoid problem behaviors in adolescence. Middle school teachers from participating PROSPER school districts attend training sessions for these programs in order to learn about the curriculum as well as successful techniques for delivery of these programs.

The PROSPER team recommends a program to the school district. In turn, the school implements the program with support from the team. The team's Co-Leader maintains a solid connection between the team and school.

All Stars

This is a 14-session curriculum that emphasizes character education. Topics of the lessons include planning for the future, learning to prioritize, clarifying goals, ideas, and opinions, understanding commitment, and recognizing social norms. There are nine booster sessions which are meant to be implemented as part of the 8th grade agenda.

LifeSkills Training

LifeSkills has 15-sessions that target a variety of skills, including myths and realities associated with substance use, violence and the media, communication skills, anger and anxiety management, social skills, and assertiveness training. *LifeSkills Training* has ten booster sessions for 8th grade and five for 9th grade.

Lions Quest Skills for Adolescence

Lions Quest is a comprehensive youth development and prevention program that cultivates capable and healthy young people of strong character through life skills training, character education, social/emotional learning, civic values, drug prevention, and service-learning education. There are 103 sessions in the middle school program that can be taught over a couple of years with booster sessions available.

Structure and Functions of the PROSPER Community Team

At the heart of PROSPER Partnership Model is the community team. PROSPER team members volunteer their time to attend regular team meetings and to assist with project-related tasks (e.g., family- school connections, recruiting families to programs, marketing, fundraising for the programs).

Each team is led by a Team Leader, who works for the Extension system. Each team also has a Co-Leader who is an employee of the local school district. As mentioned earlier, other team members often include representatives from local mental health and substance abuse agencies, or the juvenile justice system. Organizations or individuals concerned about healthy youth development that are on the team might include faith-based groups, YMCA's, police officers, physicians, and sports groups. The team also includes youth and parents as members.

PROSPER teams are unlike others in that their focus is to sustain the team and the evidence-based programs indefinitely.

Each team receives regular technical assistance from a Prevention Coordinator who works for a land-grant university and has expertise in Extension youth and family programming or in prevention science. The Prevention Coordinators work closely with the Team Leader and attends team meetings and program trainings.

Team responsibilities are different depending on the time of year or focus of the team. Early on, teams select evidence-based programs that are appropriate for their community and arrange for their implementation. Once programs are in place , teams spend time mobilizing the community to sustain these programs, plan for other prevention needs of youth, and build collaborations among agencies, schools, and organizations. Typically, it takes two or three years for a community team to organize themselves and implement both a family and school program. After that time, the team's focus is on maintaining those programs and implementing new ones as the need arises.

Table of Contents Role Clarity

Roles and Responsibilities

Team Leaders

- Identify and recruit team members
- Organize and facilitate monthly team meetings
- Communicate regularly with Prevention Coordinator
- Participate in annual state-wide retreats
- Assist in recruitment of families for programming
- Lead hiring of group leaders for family-focused programs
- Provide overall coordination for PROSPER programming
- Participate in evaluation efforts

PROSPER teams may look like other groups or coalitions in the community but differ in one major way. PROSPER teams focus on implementing universal (for all) evidence-based programs for middle school youth and their families. The focus of a coalition is usually more broad.

Prevention Coordinators

- Interact regularly with PROSPER Team Leaders
- Attend PROSPER Team meetings
- Liaison with school staff and administration regarding PROSPER
- Coordinate with PROSPER evaluation efforts
- Provide technical assistance for team development and program implementation

School Co-Leader

- Regularly attends team meetings and works with the Team Leader as needed
- Supports active participation of other school representatives on the team
- Promotes participation in PROSPER programs
- Accesses student information as needed for family program recruitment
- Supports the implementation of the 7th grade school-based program
- Attends regional or statewide training workshops
- Assumes roles in PROSPER team activities as necessary and possible
- Advocates actively for PROSPER efforts/awareness in the community

The PROSPER team functions as an active work group rather than a community advisory team.

Team Members

- Participate actively in regular team meetings
- Attend regional or statewide training workshops
- Assume roles in PROSPER team activities as necessary and possible
- Participate in an annual web-based survey to provide feedback on your team's progress and input on future directions
- Where appropriate, act as a liaison between the team and an individual team member's home organization or business
- Actively advocate for PROSPER programs in the community
- Participate in team activities such as recruitment efforts for the family program or fundraising efforts needed to sustain programming

Table of Contents Role Clarity

What can you expect as a team member?

- Adequate notice from the Team Leader about meeting dates, times, and locations
- A meeting agenda to guide the discussion
- Notes from the previous meeting to remind team members of decisions made and planned activities and responsibilities
- An answer to your questions from the Team Leader or the Prevention Coordinator
- That your opinions and expertise will be valued
- An invitation to an annual PROSPER statewide meeting. All team members from all PROSPER teams in the state are invited to come together to learn more about PROSPER results and what to expect in the coming year.

How can you be most effective as a team member?

- Ask questions when you don't understand the discussion.
- Participate in the discussion and present your ideas.
- Read and study information that may be distributed.
- Volunteer to participate in team activities, such as recruiting families to come to the family-focused program.
- Volunteer to promote PROSPER programs through presentations to local community groups. The Team Leader and the Prevention Coordinator have many resources available and will help prepare a presentation.
- Check out the PROSPER website at www.prosper.iastate.edu

Table of Contents
Role Clarity

PROSPER Community Team Contact Information

Name	Address or Email	Phone
Team Leader		
Co-Leader		

As a member of the PROSPER Team, you're now part of a national network of community teams focused on implementing youth and family programs. Scientists have proven that these programs work, and that they work even more effectively and efficiently when using the PROSPER Partnership Model. Knowing this, your commitment to quality programming and active participation on the team *will make a difference* for the youth and families in your community.

We've got prevention down to a science!

PROSPER PARTNERSHIPS

NOTE from Coalition Check-up authors: The methodology used to assign the level of evidence categories to programs implemented by coalitions is based on the methodology used in *Public Health Benefits 16 Years After a Statewide Policy Change: Communities That Care in Pennsylvania* [Chilenski, Frank, Summers, & Lew (2019)] [65].

For ease of reference, the coding level of evidence methodology used in that research project is listed here below. Some differences in the Coalition Check-Up project exist: NREPP is no longer available, no inter-rater reliability measures were carried out, and new programs that did not clearly match a category on any registry were discussed among the Coalition Check-Up Co-Principal Investigators – Dr. Louis Brown and Dr. Sarah Chilenski – to determine the level of evidence to assign.

Table S2: List of evidence-based program registries used to search for programs

Evidence-based Program Registry	Location
Blueprints for Healthy Youth Development	http://www.blueprintsprograms.com/ http://www.blueprintsprograms.com/programs
Clearinghouse for Military Family Readiness	https://lion.militaryfamilies.psu.edu/programs/find-programs
National Registry of Evidence-based Programs and Practices	https://nrepp.samhsa.gov/AdvancedSearch.aspx
Coalition of Evidence-based Policy	http://coalition4evidence.org/ http://toptierevidence.org/
California Evidence-based Clearinghouse	http://www.cebc4cw.org/ http://www.cebc4cw.org/search/
CASEL	https://casel.org/ https://casel.org/guide/
OJJDP's Crime Solution	https://www.crimesolutions.gov/about_mpg.aspx https://www.ojjdp.gov/mpg/Program

Coding Level of Evidence

Due to prior research that demonstrated the importance of coalitions using evidence-based programs as part of their program/activity portfolio, two PhD-level prevention researchers rated all submitted programs, policies, events, and activities for level of evidence. This process followed several steps. First, a research assistant searched the most rigorous, respected, and commonly used program registries for each program, in the following order (See Table B, supplementary material). Once a program was found on a registry, the registry on which it was found and its rating was noted. Second, google search engine searches were then conducted for programs that could not be found on any of the mentioned registries. Once a program was found, the web address of the program was recorded and any information regarding evidence of effectiveness was also recorded. Third, a rubric was created through research and discussion. This rubric determined how each registry mapped onto a common definition of "evidence-based" (see Table C, supplementary material). Programs that could not be found through any of these processes were marked as "unknown" and "not evidence-based."

Fourth, the prevention researchers reviewed 10 programs together that were not listed on a registry, and inter-rater reliability (i.e., 100% agreement) was obtained. Fifth, the two prevention researchers divided the program list and coded each program as evidence-based (1) versus not-evidence-based (0). To ensure high levels of inter-rater reliability continued, 20% percent of the programs that were found on one of the above listed registries were double rated and the two researchers double coded 93/231 (40.3%) of the programs that could not be found on a registry. Overall, 124/330 Programs were double coded (37.6%). Only 9 disagreements occurred (9/124), which equates to a 92.7% rate of agreement (115/124). Sixth, disagreements were resolved through discussion. Though two ratings of evidence were created through this process, the first rating, evidence-based = 1; not evidence-based = 0, is the variable has been used in all analyses for this paper.

Table S3: Rubric developed to code levels of evidence for each nominated program

Rating 1	Rating 2	Blueprints	NREPP	Military Clearinghouse	CA Evidence-based Clearinghouse	OJJDP	CASEL	Coalition of Evidence-based Policy	Found with Search Engines
Evidence-based (1)	Effective (5)	Model	4	Effective	Well-supported (1)	Effective	Select	Top Tier	2 high quality research studies
Evidence-based (1)	Effective (5)	--	Min = 3	--	Supported (2)	--	--	--	
Evidence-based (1)	Promising (4)	Promising	2	Promising	Promising (3)	Promising	Complimentary	Near Top Tier	1 high quality research study
Not Evidence-based (0)	Insufficient evidence (3)	--	1	Unclear – plus	Evidence fails to demonstrate effect (4)	Insufficient (excel lists)	Promising	--	At least one evaluation, weak design
Not Evidence-based (0)	Ineffective (2)	--	0	Unclear – minus	Concerning Practice (5)	No Effect	--	--	
Not Evidence-based (0)	Ineffective (2)	--	--	Ineffective	--	Override (excel lists)	--	--	
Not Evidence-based (0)	Unknown (1)	--	--	Unclear – null	NR – Not able to be rated	--	--	--	No research studies found

Table S4: Final district-level variables used to create the propensity weights

1. Percent of families that have 5 or more individuals
2. Percent of renter occupied housing units
3. Percent of female-headed households
4. Stability rate; percent of families that have not moved in the last 5 years
5. Percent of families with income below the poverty level in the past 12 months
6. Total population within the school district boundaries
7. Percent of individuals who speak only English
8. Percent of individuals living with related children under 18 years of age
9. Percent of individuals with multiple specified ancestries
10. Percent of individuals age 18 that are in the armed forces
11. Percent of individuals who commute alone in a car
12. Percent of individuals age 16 and over who are employed
13. Percent of families that have grandparents living with their grandchildren
14. Percent of individuals enrolled in college or graduate school
15. Percent of individuals who are currently married
16. Percent of individuals who are widowed
17. Percent of individuals who are divorced
18. Percent of individuals who are foreign-born
19. Percent of individuals identifying as Black
20. Percent of individuals identifying as Asian
21. Percent of individuals identifying as two or more races
22. Percent of individuals identifying a Hispanic or Latino origin
23. Percent of individuals reporting an “other” race
24. Percent of the population that is male
25. Percent of households that have one available vehicle
26. Percent of households with two or more available vehicles
27. Percent of individuals age 18 and older who are veterans

OPERATIONS DURING COVID-19

OPERATIONS DURING COVID-19

Continuing to engage coalition members and operate programs through this time is critical, as research suggests there are increased levels of substance misuse and mental health problems during the pandemic [106]. Here we provide guidance on how to keep coalition stakeholders engaged and coalition activities operational when in-person meetings and other in-person activities are not an option.

Identifying and Addressing Program Implementation Barriers During COVID-19

Why is it important?

By identifying individual, specific, measurable barriers, the process of finding solutions to address COVID-19 barriers becomes manageable. Common barriers include inability to meet in-person, ineffective communication, and loss of focus.

A few suggestions are listed below:

- Sometimes in-person programming can be replaced with online sessions. If this is not possible, consider adopting new programming that is online or available via cell phone.
- You can also think about ways your coalition can communicate key messages from their programming to a wider audience, by using social media or newsletters.
- Brainstorm ways to use the PA Start and PA Stop public messaging campaign materials.
- Brainstorm other activities that can be done to communicate caring and concern of others that can be done in a socially distanced way, such as random acts of kindness or other doorstop surprises.

> Look for online options.
>
> SAMHSA has an app, "Talk. They Hear You," which has a promising evidence base.

Suggestions for Engaging Coalition Members During COVID-19

How have some coalitions utilized this time to engage or re-engage their members?

A few suggestions are listed below:

- Networking/Check-in
  - Make sure that as the coalition leader you are keeping lines of communication open with coalition members and with families of program participants.
  - Host a "difference-maker" Zoom training/chat with someone in your community making positive changes (bonus points if they're on the coalition!).
  - Ask members of the community and/or vulnerable population if they need assistance with any tasks.
- Educational Opportunities
  - Share and encourage sharing of educational opportunities. This is a great time to refresh and refine skills around specific coalition models, strategic planning, social change, public health, etc.
  - Coalition model-specific videos can be reviewed on YouTube, and their official page.
  - Sign up for mailing lists. Many organizations are hosting free/reduced-cost webinar series and advertising through mass e-mailings.
- Data Review
  - Take the time to review community data relevant to the coalition's outcome goals.
    - What is your main source of data to make decisions about your community? Take time to review the data and think of other local data resources to enrich your primary data.
    - Starting thinking as a group how COVID-19 will affect overall community data.

> There is wisdom in the experience of your group.
> Together, how can you consider how COVID-19 will affect the overall community data?

- Recruitment
  - Who's missing from our table? Review your membership and sector representation.
  - Ask that each current coalition member bring a friend to a virtual coalition meeting.
  - Make a list of each community sector and specific coalition members associated with that sector. What sector has low representation? Identify

either individuals or organizations to recruit from and designate current coalition members to do recruiting.

- Useful Resources
    - Penn State University Edna Bennett Pierce Research Center EPIS: COVID-19 Resources: http://www.episcenter.psu.edu/news/COVID19_info

One-Stop Action Planning Resources

Coalition Check-Up

1. Resources

ACT Missouri is a private not-for-profit corporation promoting drug and alcohol awareness throughout Missouri. They work with community coalitions and national organization to spread the message about making healthy choices. https://actmissouri.org/

They keep state facts, policies, and trends about drug use, and serve as a communication hub for community coalitions with a goal of producing healthy, drug-free communities.

Access their annual reports:
https://actmissouri.org/about/

List of resources:
https://actmissouri.org/training-and-resources/

List of coalitions:
https://actmissouri.org/prevention-resource-centers/community-coalitions/

Mini Grants

MO-Specific

ACT offers "mini grant" opportunities "intended for registered, community coalitions that collaborate with other health and human service providers, schools, faith-based organizations and others who work to strengthen children, families and communities as a part of a comprehensive and long-lasting approach to prevent alcohol use, drug use and risky behaviors in youth ages 10-24."

See a list of the awards, strategic planning guide, and a list of FAQs: https://actmissouri.org/mini-grants/

Red Ribbon Week

MO-Specific

ACT supports Red Ribbon Week which is the longest running drug prevention campaign in the country. It is a way communities can unite in a visible way against substance misuse. Red Ribbon Week takes place October 23 – 31.

For guides and other resources checkout:
https://actmissouri.org/events/annual-events/red-ribbon-week/

Substance Use Prevention Conference

MO-Specific

ACT Missouri hosts an annual Substance Use Prevention Conference to bolster prevention efforts, motivate volunteers, network within the field, collaborate, and get the latest resources to preventionists. Community coalition members, counselors, law enforcement officers, educators, school nurses, and all those that work with or care for youth are invited to attend. https://actmissouri.org/events/annual-events/prevention-conference/

Trainings

MO-Specific

ACT Missouri offers their own trainings and webinars, as well as links to other recommended additional trainings. https://actmissouri.org/trainings-and-webinars/

See a list of their archived webinars, including ones on funding, alcohol awareness, drug trends, action planning, avoiding burnout and compassion fatigue, and more: https://actmissouri.org/trainings-and-webinars/archived-webinars/

Resources

MO-Specific

The Mid-America Addiction Technology Transfer Center (Mid-America ATTC) supports practitioners, agencies, and communities, in implementing evidence-based treatment and recovery practices for all people accessing SUD services in Iowa, Kansas, Missouri, and Nebraska. https://attcnetwork.org/centers/mid-america-attc/home

Resources about Opioid Misuse (things like: educational packages, courses, toolkits, recorded webinars, and more!): https://attcnetwork.org/centers/global-attc/taking-action-address-opioid-misuse

Addiction Science Made Easy (Research Briefs): https://attcnetwork.org/asme

Action Planning Resources

Trainings

MO-Specific

ACT Missouri offers their own trainings and webinars, as well as links to other recommended trainings. https://actmissouri.org/trainings-and-webinars/

See a list of their archived webinars, including ones on funding, alcohol awareness, drug trends, action planning, avoiding burnout and compassion fatigue, and more: https://actmissouri.org/trainings-and-webinars/archived-webinars/

CADCA Building drug-free communities.

Community Anti-Drug Coalitions of America (CADCA)
Leading the way in advocacy, training, and providing resources nationally and internationally for coalitions working against substance use.

Learn more: https://www.cadca.org/about-us

Subscribe to their newsletter:
https://www.cadca.org/subscribe-cadca-updates

Resources

CADCA offers a variety of resources and tools to help coalitions working to prevent alcohol, tobacco, and other drug use. **Their resources range from publications, to webinars, podcasts, and shows.**

See the resources page:
https://www.cadca.org/resources

They also have toolkits, two of which are highlighted here:

Prevent Impaired Driving:
https://www.cadca.org/resources/prevent-impaired-driving-toolkit

Prevent Rx Use:
https://www.cadca.org/resources/prevent-rx-abuse

Training and Events

CADCA supports a variety of training opportunities that apply to many different coalition roles. Some of the opportunities listed include: the **MId-Year Training Institute, National Coalition Academy (NCA), E-learning, and Coalition Development Support, etc.**

See the full list of training opportunities here:
https://www.cadca.org/events

Resources

The Community Toolbox, developed by University of Kansas Center for Community Health and Development, offers free online resources for building healthy communities. https://ctb.ku.edu/en

Learn community-building skills and access toolkits:
https://ctb.ku.edu/en/table-of-contents

A quick overview of guidance:
https://ctb.ku.edu/en/help-taking-action

Training and Services overview:
https://ctb.ku.edu/en/services

CPA Conference

PA-Specific

The Commonwealth Prevention Alliance hosts an **annual conference** for prevention professionals across Pennsylvania. The three-day conference includes a diverse panel of speakers, workshops, and networking sessions.

To see more details of this year's speakers and register for the conference, visit:
https://commonwealthpreventionalliance.org/

The Pennsylvania Commission on Crime and Delinquency (PCCD) and Evidence-Based Prevention and Intervention Support (EPIS) as a project of the Edna-Bennett Pierce Prevention Research Center in the College of Health and Human Development at Penn State, offer **scholarships** for this conference.

more information and to apply, scroll to the bottom of the conference page.

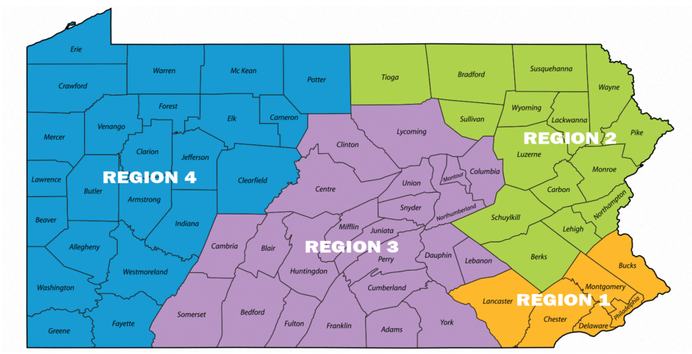
Action Planning Resources

Regional Meetings

PA-Specific

The CPA regional meetings, in coordination with Penn State EPIS, will provide prevention training and **networking opportunities** to peers and professionals across the state. Anyone with an interest in Prevention is welcome to attend.

Checkout the website for regional meeting information: https://commonwealthpreventionalliance.org/about/regional-news/



Prevention Resources

PA-Specific

DDAP develops, oversees, and manages substance misuse intervention and prevention strategies across the commonwealth.

Checkout their prevention resources, including the **Prevention Staff Handbook, SAP Liaison Handbook, and prevention resources for parents, schools, and communities!** https://www.ddap.pa.gov/Prevention/Pages/Prevention.aspx

Drug Free Workplaces

Resources about the dangers of substance use for communities and families, and also provides online courses and training opportunities.

Checkout **SAMHSAs Drug-Free Workplace Toolkit:** https://www.samhsa.gov/workplace/toolkit

Conference

MO-Specific

Meeting of the Minds is an annual conference in April that includes topics such as: alcohol, tobacco, and other drug prevention, mental health, violence prevention and well-being. This is a peer-education opportunity. Check back for more information: https://www.mopiptraining.org/mom/

Conference Schedule: https://www.mopiptraining.org/mom/schedule.html

Campaigns and Resources

MO-Specific

The Missouri Department of Mental Health has provided a list of Prevention resources, which includes **Public Education Campaigns, Reports, and more.** https://dmh.mo.gov/alcohol-drug/prevention

The Division of Behavioral Health (DBH) within the Department of Mental Health is responsible for assuring the availability of substance use prevention, treatment, and recovery support services for the State of Missouri. They have provided a list of resources including: **fact sheets, PDFs, helpful links, etc.** https://dmh.mo.gov/behavioral-health/resources

Resources

MO-Specific

The Missouri Institute of Mental Health offers innovative research, program evaluation, professional training, and community outreach.

Professional Training: https://mimh.configio.com/content/mimh

Upcoming Events: https://mimhtraining.com/events

Subscribe to live-online behavioral health trainings with MIMH CE Circle https://mimh.configio.com/pd/2337/mimh-ce-circle

Resources

The NIH or National Institutes of Health is the largest biomedical research agency in the world and is comprised of about 28 institutes. https://www.nih.gov/

NIH has a list of resources for communities, students and educators.

See a list of their resources: https://www.nih.gov/research-training/science-education

Action Planning Resources

Health Information

The National Institute on Minority Health and Health Disparities, an institute of NIH, offers **health information resources in multiple languages.** This includes information on mental health, and substance abuse.

Checkout the resources here:
https://www.nimhd.nih.gov/programs/edu-training/language-access/health-information/

Technical Assistance

The Opioid Response Network (ORN) is a national Technical Assistance network with local consultants in all 50 states and 9 territories, to help communities meet their opioid response needs using evidence-based practices, and offering educational resources and training. https://opioidresponsenetwork.org/

To receive TA, individuals can submit a TA request form, and the designated technology transfer specialist for your state will respond within 24 business hours.

Diversity, Equity, and Inclusion Training:
https://opioidresponsenetwork.org/Education/DiversityEquityandInclusion.aspx

Upcoming Events:
https://opioidresponsenetwork.org/Events.aspx

Alcohol Education Conference

PA-Specific

The Pennsylvania Liquor Control Board (PLCB) hosts an annual Alcohol Education Conference. This conference is free to attend and hosts alcohol education experts who share the same mission to reduce underage drinking and promote responsible drinking to those of legal age.

Information about the conference can be found here:
https://www.lcb.pa.gov/Education/Programs/Pages/Conference.aspx

Public Meetings

PA-Specific

PLCB holds public meetings with access to meeting minutes online as well. The meetings discuss any motions or changes the board agrees on. Although these are not being held in-person at the present time, they are still available to the public via telephone.

Access the meeting information here:
https://www.lcb.pa.gov/About-Us/Board/Pages/Public-Meetings.aspx

Prevent Prescription Drug Misuse

MO-Specific

Missouri Partners in Prevention have published a website dedicated to preventing prescription drug misuse. Here you can find informative resources on prescription drug misuse, educational materials, training available to anyone, information about Missouri law, infographics, and more.
https://www.mopip.org/RX/index.html

Campaign

PA-Specific

PAStart is a marketing campaign about building healthy capable children. Their website has resource links, materials, suggestions for positive action, and downloadable materials for evidence-based program promotion.
https://pastart.org/about/

Campaign

PA-Specific

PAStop is a CPA campaign funded by PCCD, to prevent opiate abuse in Pennsylvania, The campaign includes free materials about opiate addiction and information and other resources for individuals looking for help.
https://pastop.org/

Grants and Funding Announcements

PA-Specific

The Pennsylvania Commission on Crime and Delinquency offers a wide range of grants and funding opportunities.

Resources to guide the grant application process:
https://www.pccd.pa.gov/Funding/Pages/default.aspx

Grant Announcements: https://egrants.pccd.pa.gov/

Prevention Week

PA-Specific

CPA observes and hosts a week-long celebration of prevention efforts in Pennsylvania. This celebration is held during the same week as SAMHSA's National Prevention Week Celebration. These campaigns look to promote and encourage prevention year-round. Pennsylvania specifically looks to increase the prevention of substance use and to promote positive mental health.

In order to engage everyone who touches prevention, CPA hosts speakers on prevention topics, highlights the importance of using PAYS data, and provides fun activities to take part in during the week.

Learn more about prevention week here: https://commonwealthpreventionalliance.org/

Follow CPA's Facebook Page to stay connected to Prevention Week activities: https://www.facebook.com/commonwealthpreventionalliance

Resources

MO-Specific

The Mid-America Prevention Technology Transfer Center (Mid-America PTTC) promotes healthy drug-free communities across Missouri, Iowa, Nebraska and Kansas. With culturally competent and locally focused services, they work to improve implementation and delivery of effective interventions, and provide training and technical assistance to professionals, within the substance abuse prevention field.

Learn more: https://pttcnetwork.org/centers/mid-america-pttc/home

Missouri-specific resources:
https://pttcnetwork.org/centers/mid-america-pttc/missouri?destination=/group/27/nodes

Training and Events calendar:
https://pttcnetwork.org/centers/global-pttc/training-and-events-calendar

Evidence-Based resources:
https://pttcnetwork.org/centers/global-pttc/evidence-based-resources

Vaping and Tobacco resources:
https://pttcnetwork.org/centers/global-pttc/vaping-resources

Marijuana Prevention and Education Toolkit:
https://pttcnetwork.org/centers/global-pttc/news/pttc-network-launches-new-marijuana-prevention-and-education-toolkit

SAMHSA-highlighted resources:
https://pttcnetwork.org/centers/global-pttc/samhsa-resources

Grants

"The Substance Abuse and Mental Health Services Administration (SAMHSA) is the agency within the U.S. Department of Health and Human Services that leads public health efforts to advance the behavioral health of the nation. SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities." https://www.samhsa.gov/

For information on grants opportunities and how to apply, visit: https://www.samhsa.gov/grants/applying

Tribal Affairs

SAMHSA is committed to ensuring that tribal communities have access to and receive, prevention, treatment, and recovery services. They have provided resources to help communities work towards these needs, including providing Tribal Technical Assistance, and funding opportunities.

To learn more: https://www.samhsa.gov/tribal-affairs

Resource Links

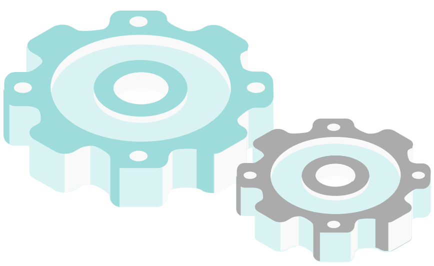
MO-Specific

The goal of Time2Act Missouri is to provide support, treatment, and resources to those impacted by the opioid crisis. https://time2actmissouri.com/

The resource links include trainings, access to treatment, data, information on drug take back locations, initiatives, programs, and more.

Resource Links:
https://time2actmissouri.com/resource-links

Information about Naloxone:
https://time2actmissouri.com/naloxone



YouTube Channels

For more visual and auditory learners, these YouTube Channels offer training, overviews, tools, and tips.

Coalition Check-Up:
https://www.youtube.com/channel/UCOfuJqABtlg0-qaJ182UJVw

EPIS:
https://www.youtube.com/channel/UCsALuB4x5ilBY7u-YNftKLw/featured

The Community Toolbox:
https://www.youtube.com/channel/UCbVCwAugo8lhkVJoZfZHMug

2.Coalition Functioning

PCAC White Papers

The Prevention Coalition Advisory Council of PA (PCAC) has created a series of three papers on effective prevention coalitions and the importance of primary prevention.

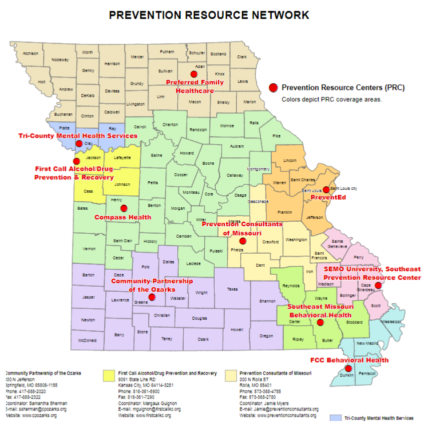
See the White Papers here: https://commonwealthpreventionalliance.org/prevention-resources/coalition-resources/

Prevention Resource Centers

MO-Specific

Community coalitions can look to their local TA provider or prevention specialist for resources and funding. The PRC are the primary source of technical assistance support for community coalitions. Each PRC has a prevention specialist who works to develop teams and task forces in communities to make changes in substance use patterns in their community.

Prevention Resource Network Map: https://dmh.mo.gov/media/pdf/prevention-resource-network-map



Communities That Care

Both EPIS and PCCD support the Communities That Care (CTC) model, which is a coalition "operating system" that takes CTC communities through a process of using data to set priorities and select evidence-based programs for action.

About: http://epis.psu.edu/ctc
The Five Phases: http://epis.psu.edu/ctc/phases
CTC Trainings: http://epis.psu.edu/ctc/trainings
Implementation Tools: http://epis.psu.edu/ctc/tools

EPIS Learning Communities

EPIS hosts monthly learning communities for all community coalitions. These networking meetings discuss various topics relevant to coalition functions and strategies.

To get involved and attend these learning community meetings please contact a Systems Change Specialist at EPIS. http://epis.psu.edu/epis-staff

Technical Assistance (TA) Resources

PA-Specific

"The Systems Change team provides training and technical assistance to systems-change efforts that are focused on healthy youth development in communities throughout the Commonwealth; most notably, with coalitions that focus on the Communities That Care Plus model a proven approach to preventing youth violence, delinquency and drug use, and promoting positive youth development and strong families.

Training and Technical Assistance is provided to individual and group audiences through in-person and/or virtual site meetings."

Checkout the **TA Resources** page: http://epis.psu.edu/ta-resources

Contact a Systems Change Specialist for more information regarding TA: http://epis.psu.edu/epis-staff

Action Planning Resources

PTTC Resources

MO-Specific

Building Health Equity and Inclusion:
https://pttcnetwork.org/centers/global-pttc/cultural-responsiveness

For Community Coalitions and Collaborators:
https://pttcnetwork.org/centers/global-pttc/community-coalitions-and-collaborators-priority-area

Resources for Data-Informed Decisions:
https://pttcnetwork.org/centers/global-pttc/data-informed-decisions-priority-area

SAMHSA Strategic Prevention Framework

The Strategic Prevention Framework or SFP is a planning model to support coordinated, comprehensive, data-driven planning and accountability. The SFP is made up of five steps of which organize prevention strategies and objectives for change:

For **SAMHSA's flyer on the SFP,** checkout:
http://dpbh.nv.gov/uploadedFiles/dpbhnvgov/content/Programs/ClinicalSAPTA/Docs/Appendix%201%20SPF%20Guidance.pdf

More resources on the SFP can be found by a simple google search

UMSL Community Innovation and Action Center

MO-Specific

"The Community Innovation and Action Center at UMSL conducts applied research, builds skills, and convenes partners to create whole communities."

They are committed to strengthening community partnerships and coalitions, understanding that these have an undeniable impact on individual and neighborhood outcomes.
https://ciac.umsl.edu/partnerships.html

Staff Contact Info: https://ciac.umsl.edu/staff.html

3. Community Improvement Activities

Advocacy

MO-Specific

"Advocacy is educating your community, leaders, and decision makers on a topic so that they can make informed decisions."

ACT encourages advocacy and provides resources on locating your legislator, advocacy tips, etc.
https://actmissouri.org/advocacy/

Clearinghouse for Military Family Readiness

"The Clearinghouse is an applied research center created to help professionals identify, implement, evaluate, and improve programs that strengthen military service members, veterans, and their families."

Find a program using their continuum of evidence:
https://www.continuum.militaryfamilies.psu.edu/search

Checkout their **Program Implementation Toolkit:**
https://militaryfamilies.psu.edu/resources/program-implementation-toolkit/

EBP (Evidence-Based Programs) 101 Video Series

"This series of informational videos will guide you through selecting, implementing, evaluating, and sustaining an evidence-based program that's a perfect fit for the needs of your community. Tips on relevant grant writing issues supplement each section."

View the video series here:
http://epis.psu.edu/EBP101

Consider: **"Assessing Community Needs" and "Planning for Sustainability".**

Resources for Program Providers

EPIS has compiled a list of resources for program providers in response the the Opioid Epidemic in Pennsylvania. **A toolkit for faith-based communities, prevention programming best practices, look-up drug take-back locations, fact sheets, and more.**
http://epis.psu.edu/opioid/resources/providers

School-Based Primary Prevention - Video Series

"This video series is comprised of 20 videos broken into 5 Learning Modules. While viewing this series, you will receive a comprehensive overview of the opioid epidemic and the role primary prevention plays in combating the opioid epidemic."

Video Series:
http://epis.psu.edu/opioid/resources/school-videos

Questions to ask when selecting EBPs, and EBP Registries

Assess program quality, match, and your organization's readiness for implementation.
Visit the evidence-based program registries to find programs to fit your community needs and purposes.
http://epis-web2.vmhost.psu.edu/sites/default/files/2020-10/M4A-Questions-to-ask-when-selecting-ebp.pdf

NOMODEATHS Training

MO-Specific

NoMODeaths.org PROVIDER EDUCATION AND TRAINING
The efforts of the Missouri Opioid State Targeted Response (STR) and Missouri State Opioid Response (SOR and SOR 2.0) **include provider education and training about evidence-based practices for treating opioid use disorder (OUD).**

"Trainings were delivered by a multidisciplinary group of clinical experts from around Missouri and were tailored to the needs of the staff and patient population. Consultants included physicians, counselors, social workers, peer specialists, and experienced program administrators who could each unpack both the "why" and the "how" of effective OUD care across diverse healthcare settings."

Provider Education and Training:
https://www.nomodeaths.org/provider-education

PA LCB Alcohol Awareness Programs

PA-Specific

"The PLCB partners with community groups, state and local agencies, schools, law enforcement organi zations and concerned parents and citizens. The Bureau of Alcohol Education develops, promotes and uses various tools that have been proven effective in achieving goals."

PLCB funds programs focused on reducing underage and high-risk alcohol consumption and supports related law-enforcement activities.

https://www.lcb.pa.gov/Education/Programs/Pages/default.aspx

Partners in Prevention Trainings

MO-Specific

"Partners in Prevention is Missouri's higher education substance misuse consortium dedicated to creating healthy and safe college campuses."
https://www.mopip.org/

See a list of online training opportunities they offer:
https://www.mopiptraining.org/

PCCD Evidence-Based Programs Highlights

The Pennsylvania Commission on Crime and Delinquency highlights and supports evidence-based Blueprints and Model programs in PA. They highlight a few on their website:
https://www.pccd.pa.gov/Juvenile-Justice/Pages/Juvenile-Justice-and-Delinquency-Prevention-Preventing-Delinquency.aspx

PCCD also supports EPIS' list of evidence-based programs found here: http://epis.psu.edu/programs

PTTC Resources

PTTC Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

MO-Specific

The Evidenced-Based Working Group (WG) promotes the selection and implementation of evidence-based interventions. They have provided products for prevention professionals and stakeholders, like webinars, slides, and guides available for free.

Resources for Evidence-Based Interventions:
https://pttcnetwork.org/centers/global-pttc/evidence-based-interventions-priority-area

SAMHSA Evidence-Based Practices Resource Center

SAMHSA Substance Abuse and Mental Health Services Administration

"SAMHSA is committed to improving prevention, treatment, and recovery support services for mental and substance use disorders.
The Evidence-Based Practices Resource Center provides communities, clinicians, policy-makers and others with the **information and tools to incorporate evidence-based practices into their communities or clinical settings.**"
https://www.samhsa.gov/resource-search/ebp

Social Development Strategy

The Social Development Strategy (SDS) is the framework or strategy used by The Center for Communities That Care. It provides youth with the skills, opportunities, and recognition which strengthens bonding with healthy adults in their life.
https://www.communitiesthatcare.net/prevention-science/

For information on how to be trained in this strategy, contact a Systems Change Specialist at EPIS, http://epis.psu.edu/epis-staff

4.Youth Outcomes

Youth Risk Behavior Surveillance System (YRBSS)

The YRBSS monitors health behaviors that contribute to the leading causes of death, disability, and social problems among youth and adults in the U.S.

The six categories that the YRBSS surveys are:

- Behaviors contributing to unintentional injuries/violence
- Sexual behaviors related to unintended pregnancy and STDs
- Alcohol/other drug use
- Tobacco use
- Unhealthy dietary behaviors
- Inadequate physical activity

"YRBSS is a system of surveys. It includes 1) a national school-based survey conducted by CDC and state, territorial, tribal, and 2) local surveys conducted by state, territorial, and local education and health agencies and tribal governments."

https://www.cdc.gov/healthyyouth/data/yrbs/index.htm

Youth Risk Behavior Survey (YRBS) Toolkit

The YRBS Toolkit offers **resources, fact sheets, infographics, data analysis tools, etc.** to help educate communities and stakeholders about the youth health risk behaviors.

Checkout the Toolkit here:
https://www.cdc.gov/healthyyouth/data/yrbs/toolkit.htm

Data

MO-Specific

The Missouri Department of Health and Senior Services (DHSS) provides a great list of data sources and reports various community and individual outcomes. https://health.mo.gov/data/

Opioid Crisis Response data:
https://health.mo.gov/data/opioids/

Youth Risk Behavior Surveillance System (YRBSS):
https://health.mo.gov/data/yrbss/index.php

Youth Tobacco Survey (YTS):
https://health.mo.gov/data/yrbss/index.php

Missouri Student Survey (MSS)

MO-Specific

The Missouri Department of Mental Health, Division of Behavioral Health (DBH) and the Missouri Department of Elementary and Secondary Education have jointly conducted the Missouri Student Survey (MSS) since 2004.

The survey is conducted in even-numbered years and tracks risk behaviors of students related to alcohol, tobacco, and drug use in grades 6-12 attending public schools in Missouri. The data collected is analyzed and summarized by the Missouri Institute of Mental Health and is published in MSS reports.

Survey reports and wording comparisons available:
https://dmh.mo.gov/alcohol-drug/missouri-student-survey

PAYS Workbook and How-To Guide

PA-Specific

The PAYS Guide and How-To Workbook is a helpful tool for data-driven decision-making. **It offers planning tools to help analyze data, determine priorities, conduct a resource assessment, explore and select EBPs, develop an action plan, and then share results.**

Checkout the guide here:
http://epis.psu.edu/pays/paysguide

Pennsylvania Youth Survey (PAYS)

PA-Specific

The Pennsylvania Youth Survey or PAYS is a survey administered to students every other year to grades 6, 8, 10 and 12. This survey provides data to school administrators, legislators, state agency directors, and community coalitions on student behaviors, perceptions, attitudes, and knowledge about alcohol, tobacco, marijuana, other drugs, and violence.

State and county profiles are released every other year, opposite the survey administration year, and anonymity is ensured through the use of data-release thresholds.

https://www.pccd.pa.gov/Juvenile-Justice/Pages/Pennsylvania-Youth-Survey-(PAYS).aspx

Project Co-Leads

Louis D. Brown, PhD

Phone: (915) 975 - 8516
Email: louis.d.brown@uth.tmc.edu
The University of Texas Health Science Center at Houston (UTHealth)
School of Public Health in El Paso
5130 Gateway East Blvd., Rm 316
El Paso, Texas 19905

Sarah Chilenski, PhD

Phone: (314) 599 - 3737
Email: sem268@psu.edu
Pennsylvania State University
Edna Bennett Prevention Research Center
314 BioBehavioral Health Building
University Park, PA 16802

TA Support

Melissa Fausey

Phone: (717) 994 - 6584
Email: mbf5520@psu.edu

Jeffery Hogan

Phone: (724) 602 - 5325
Email: jah6989@psu.edu

Daniel Schmidt

Phone: (618) 830-2264
Email: drs72@psu.edu

Special thanks to Sophia Amarillo who pulled together this resources document.

This research was supported by the National Institute on Drug Abuse under award number R01DA045815.
The Project described was supported by the National Center for Advancing Translational Sciences, National Institutes of Health, through Grant UL1 TR002014, Grant UL1 TR00045, and Grant UL1 TR000127.

http://epis.psu.edu/ccu

References

1. Larson, R., K. Walker, and N. Pearce, *A comparison of youth-driven and adult-driven youth programs: Balancing inputs from youth and adults.* Journal of community psychology, 2005. **33**(1): p. 57-74.
2. Butterfoss, F.D., *Coalitions and partnerships in community health*. 2007, San Francisco: Jossey-Bass.
3. Partnerships in Prevention Science, I., *Team Member Orientation Guide.* PROSPER Partnerships, 2013.
4. LeChasseur, K., *Sustaining Community Partnership Across Transition in District Leadership.* Journal of Cases in Educational Leadership, 2017. **20**(3): p. 3-17.
5. Talbot, D.L., *Out With the Old, In With the New: Principal Succession at Liberty High.* Journal of Cases in Educational Leadership, 2000. **3**(1): p. 12-18.
6. Johnson, K., et al., *Building capacity and sustainable prevention innovations: A sustainability planning model.* Evaluation and Program Planning, 2004. **27**: p. 135-149.
7. Crespo, R., et al., *Appalachian regional model for organizing and sustaining county-level diabetes coalitions.* Health Promotion Practice, 2011. **12**(4): p. 544-550.
8. Novotny, T.E. and M.B. Siegel, *California's tobacco control saga.* Health Aff (Millwood), 1996. **15**(1): p. 58-72.
9. Center for Community Health and Development. *Generating, Managing, and Sustaining Financial Resources*. n.d.; Available from: https://ctb.ku.edu/en/generating-managing-and-sustaining-financial-resources.
10. Arthur, M.W. and C. Blitz, *Bridging the gap between science and practice in drug abuse prevention through needs assessment and strategic community planning.* Journal of Community Psychology, 2000. **28**(3): p. 241-255.
11. Butterfoss, F.D., R.M. Goodman, and A. Wandersman, *Community coalitions for prevention and health promotion: Factors predicting satisfaction, participation, and planning.* Health Education Quarterly, 1996. **23**: p. 65-79.
12. Foster-Fishman, P.G., et al., *Building collaborative capacity in community coalitions: A review and integrative framework.* American Journal of Community Psychology, 2001. **29**: p. 241-261.
13. Chutuape, K.S., et al., *Mobilizing communities around HIV prevention for youth: How three coalitions applied key strategies to bring about structural changes.* AIDS Education and Prevention, 2010. **22**(1): p. 15-27.
14. Florin, P., et al., *Predicting intermediate outcomes for prevention coalitions: a developmental perspective.* Evaluation and Program Planning, 2000. **23**(3): p. 341-346.
15. Scheirer, M.A., *Is sustainability possible? A review and commentary on empirical studies of program sustainability.* American Journal of Evaluation, 2005. **26**: p. 320-347.
16. Harachi, T.W., et al., *Empowering communities to prevent adolescent substance abuse: Process evaluation results from a risk- and protection-focused community mobilization effort.* The Journal of Primary Prevention, 1996. **16**(3): p. 233-254.
17. Hays, C.E., et al., *Capacity for effectiveness: The relationship between coalition structure and community impact.* Evaluation and Program Planning, 2000. **23**: p. 373-379.
18. Harper, G.W., et al., *Community narratives: The use of narrative ethnography in participatory community research*, in *Participatory community research: Theories and methods in action.*, L.A. Jason, et al., Editors. 2004, American Psychological Association: Washington, DC US. p. 199-217.
19. Doll, M., et al., *Perspectives of community partners and researchers about factors impacting coalition functioning over time.* Journal of Prevention & Intervention in the Community, 2012. **40**(2): p. 87-102.
20. Drach-Zahavy, A. and O. Baron-Epel, *Health-promotion teams' effectiveness: A structural perspective from Israel.* Health Promotion International, 2006. **21**: p. 181-190.
21. Butterfoss, F.D., R.M. Goodman, and A. Wandersman, *Community coalitions for prevention and health promotion.* Health Education Research, 1993. **8**: p. 315-330.
22. Stokols, D., *Toward a science of transdisciplinary action research.* American Journal of Community Psychology, 2006. **38**(1-2): p. 63-77.

23. Cammarota, J. and M. Fine, *Revolutionizing education: Youth participatory action research in motion*. 2008, New York: Routledge.
24. Meininger, J.C., et al., *A structured, interactive method for youth participation in a school district-university partnership to prevent obesity.* Journal of School Health, 2010. **80**(10): p. 493-500.
25. Schaefer, B., *On Becoming a Leader: Building Relationships and Creating Communities.* EduCause Review, 2015(November/December): p. 75-78.
26. Gottfredson, G.D., *What Can Schools Do to Help Prevent Gang-Joining?*, in *Changing Course: Preventing Gang Membership*, T.R. Simon, N.M. Ritter, and R.R. Mahendra, Editors. 2013, National Institute of Justice and Centers for Disease Control and Prevention,.
27. Kegler, M.C., et al., *Factors that contribute to effective community health promotion coalitions: A study of 10 Project ASSIST coalitions in North Carolina.* Health education & behavior, 1998. **25**(3): p. 338-353.
28. Zakocs, R.C. and E.M. Edwards, *What explains community coalition effectiveness?: A review of the literature.* American journal of preventive medicine, 2006. **30**(4): p. 351-361.
29. Roussos, S.T. and S.B. Fawcett, *A review of collaborative partnerships as a strategy for improving community health.* Annual Review of Public Health, 2000. **21**: p. 369-402.
30. Giamartino, G.A. and A. Wandersman, *Organizational climate correlates of viable urban block organizations.* American Journal of Community Psychology, 1983. **11**: p. 529-541.
31. Rogers, T., et al., *Characteristics and participant perceptions of tobacco control coalitions in California.* Health Education Research, 1993. **8**: p. 345-357.
32. Bryson, J.M., *Strategic planning for profit and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*. 1995, San Francisco: Jossey-Bass.
33. Straub, D.M., et al., *Partnership selection and formation: A case study of developing adolescent health community-researcher partnerships in fifteen U.S. communities.* Journal of Adolescent Health, 2007. **40**(6): p. 489-498.
34. Sofaer, S., *Working together, moving ahead: A manual to support effective community health coalitions*. 2004, New York: Baruch College, City University of New York.
35. Green, L.W. and M.W. Kreuter, *Health promotion planning: An educational and environmental approach*. 1991, Toronto: Mayfield.
36. Kaner, S., *Facilitator's guide to participatory decision-making*. 2007, San Francisco: Jossey-Bass.
37. Gloppen, K.M., et al., *SUSTAINING ADOPTION OF SCIENCE-BASED PREVENTION THROUGH COMMUNITIES THAT CARE.* Journal of Community Psychology, 2016. **44**(1): p. 78-89.
38. Shapiro, V.B., J.D. Hawkins, and S. Oesterle, *Building Local Infrastructure for Community Adoption of Science-Based Prevention: The Role of Coalition Functioning.* Prevention science, 2015. **16**(8): p. 1136-1146.
39. Chilenski, S.M., et al., *The power of a collaborative relationship between technical assistance providers and community prevention teams: A correlational and longitudinal study.* Evaluation and Program Planning, 2016. **54**: p. 19-29.
40. Gomez, B., M. Greenberg, and M. Feinberg, *Sustainability of Community Coalitions: An Evaluation of Communities That Care.* Prevention Science, 2005. **6**(3): p. 199-202.
41. Jacobs, J.A., et al., *Tools for implementing an evidence-based approach in public health practice.* Preventing chronic disease, 2012. **9**: p. E116.
42. Pennsylvania Commission on Crime and Delnquency. *Pennsylvania Youth Survey (PAYS) 2019*. 2015; Available from: https://www.pccd.pa.gov/Juvenile-Justice/Pages/Pennsylvania-Youth-Survey-(PAYS)-2019.aspx.
43. EPIS Center (Evidence-based Prevention and Intervention Support). *The Pennsylvania Youth Survey (PAYS) Workbook & How-To Guide*. 2015; Available from: http://episcenter.psu.edu/paysguide.
44. EPIS, E.-b.P.a.I.S., *Pennsylvania Youth Survey Frequently Asked Questions*. 2015.
45. Missouri Department of Mental Health. *2020 Missouri Student Survey*. 2020 2020; Available from: https://dmh.mo.gov/sites/dmh/files/media/pdf/2020/09/mss2020report.pdf.
46. ACT Missouri. *Mini Grants*. 2016; Available from: https://actmissouri.org/mini-grants/.

47. Community Anti-Drug Coalitions of America, *Community Assessment: Describing Your Community, Collecting Data, Analyzing the Issues and Establishing a Road Map for Change*. 2018, National Coalition Institute.
48. Substance Abuse and Mental Health Services Administration, *A Guide to SAMHSA's Strategic Prevention Framework*, Substance Abuse and Mental Health Services Administration, Editor. 2019, Center for Substance Abuse Prevention: Rockville, MD.
49. Center for Community Health and Development. *Chapter 8: Developing a Strategic Plan*. n.d. [cited 2020 September 1]; Available from: https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning.
50. Butterfoss, F.D. and V.T. Francisco, *Evaluating community partnerships and coalitions with practitioners in mind.* Health Promot Pract, 2004. **5**(2): p. 108-14.
51. Watson-Thompson, J., S.B. Fawcett, and J.A. Schultz, *Differential Effects of Strategic Planning on Community Change in Two Urban Neighborhood Coalitions.* American Journal of Community Psychology, 2008. **42**(1): p. 25-38.
52. Fawcett, S.B., et al., *Evaluating Community Coalitions for Prevention of Substance Abuse: The Case of Project Freedom.* Health Education & Behavior, 1997. **24**(6): p. 812-828.
53. El Ansari, W., R. Oskrochi, and C. Phillips, *Engagement and action for health: The contribution of leaders' collaborative skills to partnership success.* International Journal of Environmental Research and Public Health, 2009. **6**: p. 361-381.
54. Chinman, M.J., et al., *The perceptions of costs and benefits of high active versus low active groups in community coalitions at different stages in coalition development.* Journal of Community Psychology, 1996. **24**: p. 263-274.
55. Covey, S.R., *Principle-centered leadership*. 1990, New York: Simon and Schuster.
56. Center for Community Health and Development. *Chapter 9. Developing an Organizational Structure for the Initiative*. n.d.; Available from: https://ctb.ku.edu/en/table-of-contents/structure/organizational-structure.
57. Kegler, M.C. and D.W. Swan, *An initial attempt at operationalizing and testing the community coalition action theory.* Health Education & Behavior, 2011. **38**(3): p. 261-270.
58. Horwitz, S.K. and I.B. Horwitz, *The effects of team diversity on team outcomes: A meta-analytic review of team demography.* Journal of Management, 2007. **33**: p. 987-1015.
59. Ostrom, E., et al., *Revisiting the commons: Local lessons, global challenges.* Science, 1999. **284**: p. 278-282.
60. Huberman, B.A. and N.S. Glance, *Diversity and collective action*, in *Interdisciplinary approaches to nonlinear complex systems,*, H. Haken and A. Mikhailov, Editors. 1993, Springer: New York. p. 44-64.
61. Johns, S., *Early childhood service development and intersectoral collaboration in rural Australia.* Australian Journal of Primary Health, 2010. **16**: p. 40-46.
62. Luke, D.A., et al., *Systems analysis of collaboration in 5 national tobacco control networks.* American Journal of Public Health, 2010. **100**(7): p. 1290-1297.
63. Jones, E.C., *Wealth-based trust and the development of collective action.* World development, 2004. **32**(4): p. 691-711.
64. Brown, L.D., et al., *Rural Embedded Assistants for Community Health (REACH) Network: First-person accounts in a community–university partnership.* American journal of community psychology, 2013. **51**(1-2): p. 206-216.
65. Chilenski, S.M., et al., *Public Health Benefits 16 Years After a Statewide Policy Change: Communities That Care in Pennsylvania.* Prev Sci, 2019. **20**(6): p. 947-958.
66. Durlak, J.A. and E.P. Dupre, *Implementation Matters: A Review of Research on the Influence of Implementation on Program Outcomes and the Factors Affecting Implementation.* American Journal of Community Psychology, 2008. **41**(3-4): p. 327-350.
67. Pettigrew, J., et al., *Adherence and delivery: Implementation quality and program outcomes for the seventh-grade keepin'it REAL program.* Prevention Science, 2015. **16**(1): p. 90-99.
68. Durlak, J.A., *Why program implementation is important.* Journal of Prevention & Intervention in the community, 1998. **17**(2): p. 5-18.
69. Center for Community Health and Development. *Chapter 10. Hiring and Training Key Staff of Community Organizations*. n.d.; Available from: https://ctb.ku.edu/en/table-of-contents/structure/hiring-and-training.

70. Wandersman, A., et al., *Bridging the Gap Between Prevention Research and Practice: The Interactive Systems Framework for Dissemination and Implementation.* American Journal of Community Psychology, 2008. **41**(3): p. 171-181.
71. Kershner, S., et al., *Using Data to Improve Fidelity When Implementing Evidence-Based Programs.* Journal of Adolescent Health, 2014. **54**(3, Supplement): p. S29-S36.
72. Scaccia, J.P., et al., *A practical implementation science heuristic for organizational readiness: R= MC2.* Journal of community psychology, 2015. **43**(4): p. 484-501.
73. Cooke, M., *The dissemination of a smoking cessation program: Predictors of program awareness, adoption and maintenance.* Health Promotion International, 2000. **15**(2): p. 113-124.
74. National Institute of Health, *Competency Implementation Guide*. Office of Management.
75. Feinberg, M.E., D.E. Bontempo, and M.T. Greenberg, *Predictors and level of sustainability of community prevention coalitions.* American Journal of Preventive Medicine, 2008. **34**(6): p. 495-501.
76. Colby, M., et al., *Adapting School-Based Substance Use Prevention Curriculum Through Cultural Grounding: A Review and Exemplar of Adaptation Processes for Rural Schools.* American Journal of Community Psychology, 2013. **51**(1): p. 190-205.
77. Hayes, C.B., et al., *Barriers and facilitators to adoption, implementation and sustainment of obesity prevention interventions in schoolchildren–a DEDIPAC case study.* BMC Public Health, 2019. **19**(1): p. 1-13.
78. Forman, S.G., et al., *Evidence-based interventions in schools: Developers' views of implementation barriers and facilitators.* School Mental Health, 2009. **1**(1): p. 26.
79. Han, S. and B. Weiss, *Sustainability of Teacher Implementation of School-Based Mental Health Programs.* Journal of Abnormal Child Psychology, 2005. **33**(6): p. 665-679.
80. Bartlett, R., et al., *Schools as Sites for Recruiting Participants and Implementing Research.* Journal of community health nursing, 2017. **34**(2): p. 80-88.
81. Kincaid, D., et al., *Identifying barriers and facilitators in implementing schoolwide positive behavior support.* Journal of Positive Behavior Interventions, 2007. **9**(3): p. 174-184.
82. McGoey, K.E., et al., *A preliminary investigation into teacher perceptions of the barriers to behavior intervention implementation.* Journal of Applied School Psychology, 2014. **30**(4): p. 375-390.
83. Mowbray, C.T., et al., *Fidelity Criteria: Development, Measurement, and Validation.* American Journal of Evaluation, 2003. **24**(3): p. 315-340.
84. Carroll, C., et al., *A conceptual framework for implementation fidelity.* Implementation Science, 2007. **2**(1): p. 40.
85. Rowbotham, S., K. Conte, and P. Hawe, *Variation in the operationalisation of dose in implementation of health promotion interventions: insights and recommendations from a scoping review.* Implementation Science, 2019. **14**(1): p. 1-12.
86. Escoffery, C., et al., *A systematic review of adaptations of evidence-based public health interventions globally.* Implementation science : IS, 2018. **13**(1): p. 125-125.
87. Centers for Disease Control and Prevention, *Program Evaluation Tip Sheet: Reach and Impact*. 2011.
88. Shaw, R.B., et al., *Operationalizing the reach, effectiveness, adoption, implementation, maintenance (RE-AIM) framework to evaluate the collective impact of autonomous community programs that promote health and well-being.* BMC public health, 2019. **19**(1): p. 803.
89. Centers for Disease Control and Prevention. *Program Evaluation for Public Health Programs: A Self-Study Guide*. 2012; Available from: https://www.cdc.gov/eval/guide/introduction/index.htm.
90. Schell, S.F., et al., *Public health program capacity for sustainability: a new framework.(Report).* Implementation Science, 2013. **8**(1).
91. Cooper, B.R., B.K. Bumbarger, and J.E. Moore, *Sustaining Evidence-Based Prevention Programs: Correlates in a Large-Scale Dissemination Initiative.* Prevention science, 2013. **16**(1): p. 145-157.
92. Acosta, J., et al., *Sustaining an Evidence-Based Program Over Time: Moderators of Sustainability and the Role of the Getting to Outcomes® Implementation Support Intervention.* Prevention science, 2020. **21**(6): p. 807-819.

93. Centers for Disease Control and Prevention. *Definition of Policy*. 2020; Available from: https://www.cdc.gov/policy/analysis/process/definition.html.
94. Center for Community Health and Development. *Influencing policy development*. 2020; Available from: https://ctb.ku.edu/en/influencing-policy-development.
95. Lao Shaffner, K. *What is home rule?* 2014; Available from: https://whyy.org/articles/what-is-home-rule/.
96. Russell, J.D. and A. Bostrom, *Federalism, Dillon rule and home rule.* Arlington, VA: American City County Exchange, 2016.
97. American Nonsmokers' Rights Foundation, *Pennsylvania: A state without smokefree air, millions remain at risk.* 2019.
98. American Nonsmokers' Rights Foundation. *Public Health Plagued By Preemption*. American Nonsmokers' Rights Foundation 2020; Available from: https://no-smoke.org/public-health-plagued-by-preemption/.
99. &, P.A.t.C.T. and American Lung Associating in Pennsylvania. *Preemption*. 2013; Available from: http://pactonline.org/wp-content/uploads/2013/12/Preemption_09_10_13.pdf.
100. Americans for Nonsmokers' Rights, *History of preemption of smokefree air by state: Protect local control*. 2018.
101. American Medical Association. *The perils of preemption*. 2001; Available from: http://www.alcoholpolicymd.com/pdf/Policy_Perils.pdf.
102. Alcohol Policy Information System, *State profiles of underage drinking laws*. n.d.
103. American Lung Association, *State Legislated Actions on Tobacco Issues (SLATI)*. 2021, American Lung Association.
104. Campaign for Tobacco-Free Kids & Consumers International. *Advocacy action guide: A toolkit for strategic policy advocacy campaigns*. 2019; Available from: https://advocacyincubator.org/wp-content/uploads/2019/01/Final-Advocacy-Action-Guide.pdf.
105. Global Road Safety Partnership. *Elements of a policy advocacy campaign: Guidance for civil society organizations*. n.d.; Available from: https://www.grsproadsafety.org/wp-content/uploads/Elements-of-a-Policy-Advocacy-Campaign_Full-Version.pdf
106. Czeisler, M.É., et al., *Mental health, substance use, and suicidal ideation during the COVID-19 pandemic—United States, June 24–30, 2020.* Morbidity and Mortality Weekly Report, 2020. **69**(32): p. 1049.