

The Vermont Strategic Prevention Framework (SPF)
Learning Community Training Series

Implementing the Strategic Prevention Framework in Vermont: Overview and Primer

December 11-12, 2007
Vermont College Campus
Montpelier, Vermont

This Training Series is presented by:

The Center for Health and Learning

Brattleboro, Vermont
under funding from

**The Vermont Department of Health Office of
Alcohol and Drug Abuse Programs**

Presenters:

Katy Cahill, Ph.D.: Pacific Institute for Research and Evaluation (PIRE)

Matt Myers: Northeast Center for the Application of Technology
(NECAPT) Associate

Carol Oliver: NECAPT Associate

Dodi Swope: NECAPT Associate

JoEllen Tarallo-Falk, Ed.D.: Executive Director, CHL, NECAPT Associate

Spirit of the Day

- Maximum interaction and learning opportunities for participants
- The opportunity to learn in the context of your own prevention experience
- The chance to build upon what participants have been already doing in the field

Learning Objectives

Participants will be able to:

- Articulate the key principles of the SPF model
- Articulate one action a coalition can take to ensure culture competence is woven in
- List two distinct differences between prevention planning in the past and the SPF prevention planning model
- Distinguish between the state and community roles within the SPF process
- Articulate the Vermont priorities and the decision-making process that went into their selection
- Define the components of the CSAP generic logic model and will be able to apply them to Vermont's priorities

Learning Objectives, continued

- Practice process for assessing Vermont's selected priorities locally
- Consider risk and protective factors and underlying conditions related to Vermont's priority problem
- Define capacity building as it relates to the SPF
- Examine the community capacity resources and readiness tools to be used locally



Pair share: (Handout 1) (New Instructions Below)

Look over the learning objectives with a neighbor

Identify one that you feel you have not yet achieved but hope to before leaving today

Day 2 Agenda

- Inside the Racetrack: Cultural Competence and Sustainability
 - Cultural Competence and the SPF
 - The Three Keys to Sustainability
- Assessing Capacity: Resources and Readiness
 - Stages of Community Readiness
 - Tools for Community Assessment
- Using Capacity Assessment to Mobilize Communities
 - Partnership Development
 - Cultural Competence Revisited

SAMHSA's Strategic Prevention Framework Steps



Cultural Competence

Definition

Respect for differences among cultural groups, continuous self-assessment, expansion of cultural knowledge and attention to the dynamics of difference.

Operationally

- Individual level
- Organizational level

Sample Elements of Culture

- Ceremony
- Communication forms
- Ethics
- Formality versus informality
- Gender roles
- Generational interrelationships and kinship patterns
- Health and medicine
- Individual orientation versus group orientation
- Language and linguistics
- Relationship focus versus goal focus
- Individual orientation versus group orientation

Culture Activity

- **Draw** a picture, diagram, or symbol representing you, ethno-culturally, in relation to health and wellness
- **List** what causes illness in your culture(s)
- **Describe** how people stay healthy
- **List** who are considered the healers or health care providers in your culture(s)
- **Share** with your table



Table Activity (Handout 13)

Cultural Competence

- Understand your own cultural background.
- Learn about the cultures represented in your community
- Experience other cultures
- Culturally tailor prevention process, methods, materials, programs, practices
- Deliver substance abuse prevention services within a cultural framework

Cultural competence is about attitude, knowledge, and skills

Cultural Competence Principles of the SPF

- Ensure community involvement in all areas.
- Use population-based definition of community (let community define itself).
- Stress the importance of relevant, culturally appropriate approaches.
- Support the development of culturally specific services.
- Employ culturally competent evaluators.
- Promote organizational cultural competence staff and ensure that they reflect the community they serve.
- Include the target population in each step of the SPF process.

Sustainability

The ability of states and communities to continually apply the SPF process over time to reduce alcohol and other drug-related problems and their associated consumption patterns.

Keys to Sustainability

- **Ensure Effectiveness**
 - **Strategies are aligned with problem and have sufficient reach. Logic Model Development, Quality of Implementation**
- **Develop Community Support Continually**
 - **Encourage community ownership through positive relationship building. Develop system and community leaders and champions**
- **Develop Organizational Capacity**
 - **Support strong administrative structure. Formalize linkages with key partners. Think about access to resources and expertise**

Strategies for Promoting Sustainability

- Think about sustainability from the beginning
- Build ownership among stakeholders
- Track and tout outcomes
- Identify program champions
- Invest in capacity
- Identify diverse resources

What is Capacity?

What is Capacity?

- Various types and levels of resources within the community and within an organization, such as a coalition
- The community's level of readiness to engage in and support prevention efforts.

Capacity = Resource + Readiness

Community Resources

- Community efforts
- Community knowledge of those efforts
- Knowledge about the issues
- Knowledge about prevention research, theory and practice
- People, financial resources, organizational structures
- Knowledge of and practical experience working with sub-populations
- Cultural Resources
 - Non-institutional support systems
 - Key politics



Triad Activity

What is Community Readiness?

The community's awareness of, interest in, and ability and willingness to support substance abuse prevention initiatives

Source: Achieving Outcomes, August 2002 SAMHSA

Stages of Community Readiness

1. Community Tolerance
2. Denial
3. Vague Awareness
4. Pre-planning
5. Preparation
6. Initiation
7. Institutionalization
8. Confirmation & Expansion
9. Professionalization

—*Edwards et al (2000)* (Handout 14 reference)

Resources and Readiness Case Study

In your Learning Community Groups:

- Pick Hilltown or Dexter to use as your case study
- Read the case study and work together to fill in the resources and readiness matrix
- Discuss how you would rate the capacity of your community to engage in prevention planning?



Learning Community Task
(Handout 15)

Assessing Capacity: Evaluators Presentation

Using the Tools

- In your Learning Community Groups, ask:
 - How will you use these tools to assess capacity?
 - What challenges do you anticipate?
 - How might we work together to support our efforts?



Learning Community Task

(Handout 16: A future reference for building an assessment team)

Lunch Break

Participants Write Down Their
Questions To-Date



Stop the Music!



Why Assess Capacities?

- To help make a realistic match between the needs identified and the resources necessary to address them.
- To reveal strengths and shortfalls in key resource categories such as people, funding, people working together.
- To provide an opportunity to address any shortfalls in advance.
- To provide an understanding of the key elements of culture that will influence planning, program selection and program adaptation.

The Spectrum of Organizational Readiness to Engage in the SPF Planning Process

Forming new coalition or planning group

Early stage coalition

Identified mission

Membership

Coalition with experience

Membership

Outcomes

Structure

Advanced Coalition

Multiple funding sources

Leadership

Multiple strategies

Diverse membership

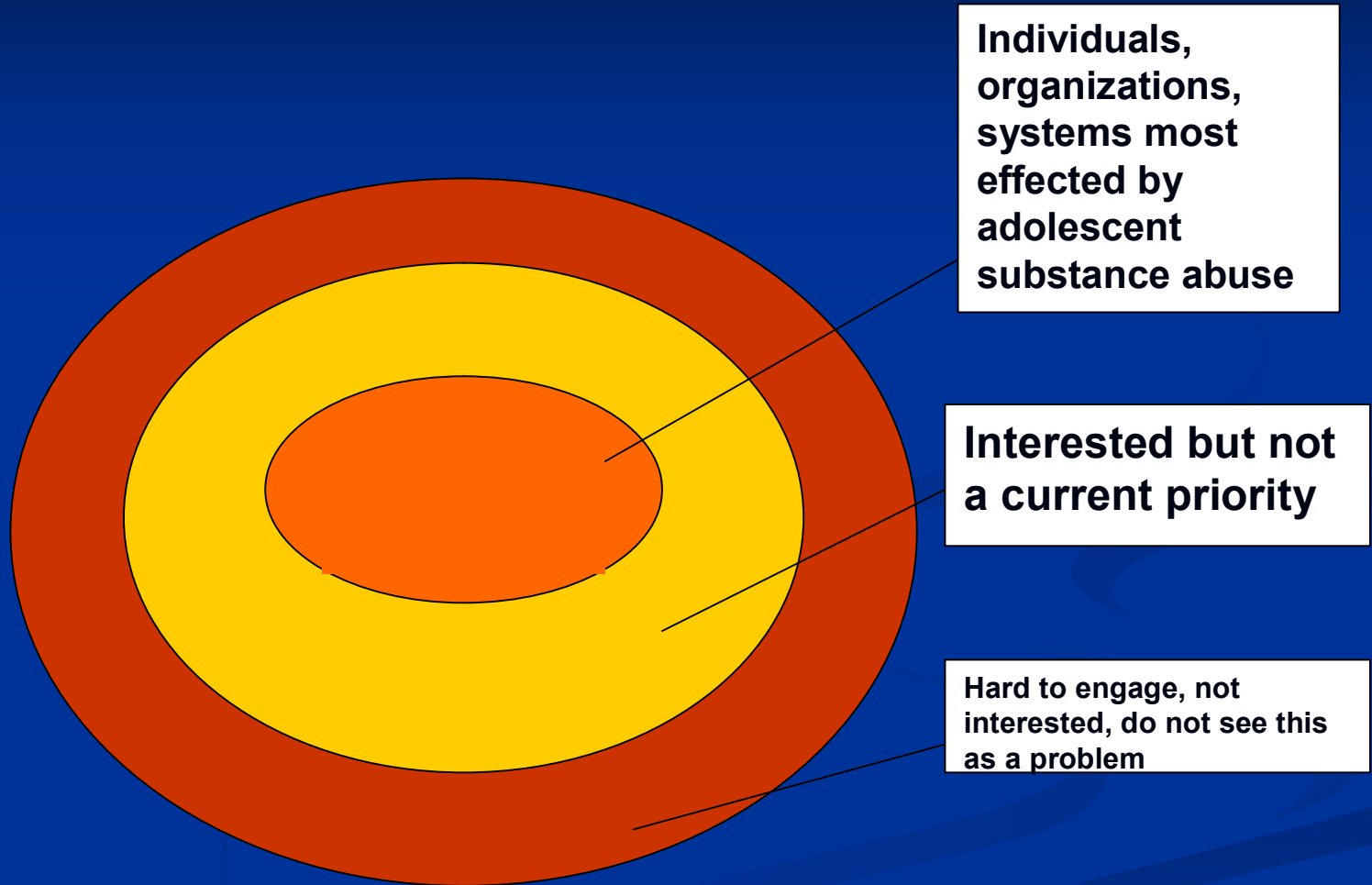
New and Advanced Coalition Focus

- **Forming new coalition or planning group**
 - Membership development
 - Buy-in to project
 - Initial coalition development i.e. mission, vision, group roles, structure
 - Emphasis on community buy-in and organizational development
- **Advanced coalition**
 - Aligning project to groups mission
 - Harnessing resources of the group
 - Identifying key stakeholders that are missing
 - Placing emphasis on needs assessment process and planning

Community and Stakeholder Buy-in

- Start by identifying who will be most interested and most effected by the project
- Create project material that is easy to understand
 - What is the problem of substance abuse in our community?
 - Why a community planning process?
 - Why a five steps process (why can't we just select strategies)?
 - What's in it for me?
- Plan strategic outreach to your stakeholders. Include targeting their interests, needs and hidden agendas

Targeting Outreach



Mobilizing and Building Capacity Involves...

Short Term

- External and Internal Partnership Development
- Community Awareness

Long Term

- Organizational Capacity
- Workforce Development

The Role of Partnership Development in the SPF Process

- Looking at partnerships and partnership gaps to assist with selecting strategies
- Building partnerships to reduce gaps before implementing strategies

Partnership Development

- In your Learning Communities:
 - Review the Partnership Activity Handout
 - Think about initiating the SPF at the local level
 - Ask what partnerships are already in place
 - Ask how ready your coalition is to begin assessment
 - Discuss whom you would seek to engage
 - Share strategies for outreach and engagement



Learning Community Task
(Handout 17)

Cultural Competence Revisited

- Think back to the components of culture you discussed at your tables this morning.
- How does culture impact the way you do your assessment?
- What are some considerations you might have?



Table Activity

Living Case Study

- In your Learning Community Groups
 - Identify a key challenge you face in coalition development (recruitment, retention, cultural representation).
 - Follow the process outlined in Handout 18: Living Case Studies



Learning Community Task
(Handout 18)

Reflect and Review

- At your tables:
 - Share key learnings from the past two days
 - Share one thing you'll use upon returning to your home community
 - Read Handout 19 and Share any questions in large group



Table Activity (Handout 19)

Wrap-Up



Please fill out evaluation forms