



**Prevention**

Training

Technical

Assistance

Service

**Center**

# 12 Sector Collaboration Series

## Youth Serving Organizations



# Overview

Often, community substance prevention issues are too large and complex for any one agency or organization to tackle. In these circumstances, putting together a coalition of groups and individuals can be an effective strategy for impacting programs and policies - in schools, business, government, and other relevant sectors - that are needed to solve an identified set of objectives or achieve shared goals.

This learning event places the Strategic Prevention Framework into the context of the 12 Stakeholders Sectors within coalition prevention work.

This Presentation will

- Walk you through the Youth Serving Organizations Sector within the SPF Model
- Gain knowledge of the different levels of sector involvement
- Learn from a shared experience though coalition speakers representing that sector
- Identify ways to engage with the sector
- Identify barriers to deeper levels of participation of the sector and how to overcome them
- Provide you several tools around the 12 Sectors as used within commonly used Evidenced Based Strategies
- Time for Q and A



# Strategic Prevention Framework (SPF)

The five steps and two guiding principles of the SPF offer prevention planners a comprehensive approach to understanding and addressing the substance misuse and related behavioral health problems facing their states and communities.

The SPF includes these five steps:

- 1 . **Assessment:** Identify local prevention needs based on data. What is the problem?
- 2 . **Capacity:** Build local resources and readiness to address prevention needs. What do you have to work with?
- 3 . **Planning:** Find out what works to address prevention needs and how to do it well. What should you do and how should you do it?
- 4 . **Implementation:** Deliver evidence-based programs and practices as intended. How can you put your plan into action?
- 5 . **Evaluation:** Examine the process and outcomes of programs and practices Is your plan succeeding?

The SPF is also guided by two cross-cutting principles that should be integrated into each of the steps:

**Cultural Competence.** The ability of an individual or organization to understand and interact effectively with people who have different values, lifestyles, and traditions based on their distinctive heritage and social relationships.

**Sustainability.** The process of building an adaptive and effective system that achieves and maintains desired long-term results

# Youth Serving Org: Representatives of organizations that provide services to youth

Examples include:

- Scouts
- YMCA
- Boys and Girls Clubs
- Faith Based Youth Groups
- Libraries
- Big Brother/Big Sister Programs
- Mentor Programs
- Parks and Rec.
- Juvenile Review Boards
- Youth Service Bureaus
- Athletic groups (PAL);
- Workforce Development Boards
- Area Health Education Centers
- Community Colleges
- Other

**Poll #1: Which youth serving organizations does your coalition or organization collaborate with?**

- Provide Voice to the Youth Perspective around Prevention
- Engage youth participation in the coalition and train youth leaders
- Host and Participate in Prevention and Alternative Events
- Play key role in youth development, social emotional development, and resiliency
- Raising awareness about the needs of youth involved in the juvenile justice system
- Partner in Community Presentations
- Elevate Social Norms Campaigns Messaging
- Share knowledge of issues confronting youth in the community

**Poll #2: Which of the following activities do youth serving organizations in your community participate in?**

# Needs Assessment

Youth Serving Organizations data are collected through various means. Examples of YSO data include:

# Youth/Families Served

Nature of Services

Juvenile Review Board Referrals

Population Demographics (race, income, age)

Focus Groups

Program Types (leadership, skills, sports, resiliency, coping, court diversion, community service, clinical service)



Data is used to identify priority substance(s), populations and associate risk factors. Data determine the evidenced strategies to prevent and reduce substance misuse.



Programs and activities are planned to address the risk factors and strengthen the coalition work in prevention.

# Capacity

Building capacity focuses on resources and readiness. Identifying existing and new resources helps strengthen the coalition and community's readiness to implement prevention work. Examples of how youth serving organizations sector can build capacity include:

- Provide meetings and event times where youth serving organizations can participate in coalition activities.
- Seek out youth serving organizations input on policies of the coalition.
- Look to partner on community events with youth serving organizations.
- Youth serving organizations can use coalition and community data to improve/enhance their programming.
- Youth serving organizations can use technology platforms or social media sources to promote coalition messaging.
- They can also inform non-coalition members of what they learn and are doing to support coalition activity and prevention efforts.
- Youth serving organizations can leverage their connections to youth to recruit youth membership and/or input on coalition activities.
- Elevate the youth serving organizations through recognition of prevention efforts.
- Align program content and professional development with evidence-based strategies for prevention and health promotion.

# Planning

Once the needs assessment phase is complete and the coalition has identified its priority prevention areas and risk factors, a plan is created to identify strategies and activities that address those needs. Prevention strategic plans include:

- Evidence based strategies that are effective in reducing substance use amongst youth and increase awareness of the issues. These strategies are “best fit” – they address the substance and risk factors and will work in this specific community.
- Measurable goals and objectives, several strategies that are ongoing and reinforce each other. An evaluation plan measures effectiveness of the strategies and whether goals were met.
- Engage the youth serving organization sector and additional sectors to collaborate on the planning phase and how they will collaborate to implement the coalitions plans.
- Be sure to consult with various youth serving organizations in your community in your planning phase. Each will have valuable input and may be conducting their own prevention efforts. They have insight on the youth groups they serve and how the coalitions goals and activities can contribute to other prevention efforts in the community.
- Be mindful of cultural competency in your inclusion:

Planning may lead to the identification of specific youth subpopulations, such as:

- LGBTQ
- POC
- Athletes
- Faith based youth groups
- Special Education
- Court diversion and truancy cases

# Implementation

Once the priority areas are determined, a plan has been created, and all sectors have been engaged the coalition will determine its timeline to implement the strategies.

Youth serving organizations engage in health promotion and prevention work each day. In partnering with them coalitions elevate, scale and sustain those strategies.

Some tips on Implementation:

- Alternating day, night and weekend events will allow for broad community attendance at your events. Ask sectors for their input and to check their calendars to avoid duplicate events on the same day.
- Ensure all sectors and members are aware of your events. Communicate through various tools; email, social media accounts, school e-blasts, town distribution. Ask sectors to promote events and initiatives through their channels.
- Keep track of your attendance and demographics for reporting purposes.

Discussion: What lessons can be learned in how community youth serving organizations responded to support/protect youth since COVID-19 in the coalition/ community? (adjust programming, fill a community need such as remote learning space, follow state COVID guidelines).

# Evaluation

## Collect data on your impact to share your success.

- **Process** data ensures the program was implemented as intended.
- **Outcome** data helps identify if selected strategies contributed to changes in risk factors and substance misuse.

Examine the youth serving organization data sources utilized in your needs assessment and record changes to the data.

Create a presentation that displays your change over time on the goals and strategies you set during your needs assessment and planning phases.

Identify the areas where you were successful and the areas that are still in need of further focus and intervention.

**Cultural Competency:** *The ability of an individual or organization to understand and interact effectively with people who have different values, lifestyles, and traditions based on their distinctive heritage and social relationships .*

By considering culture at each step, planners can help to ensure that members of diverse population groups can actively participate in and benefit from prevention practices .



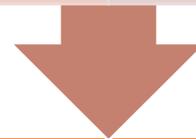
Describe how youth serving organizations contribute to the role of cultural competency within your organization.

Dive deeper into your data to look for hidden or underserved populations.

Are there demographic changes happening in your community?

Hold focus groups with different organization groups  
JRB's, Recreation, Community Service

Are materials available in multiple languages?



Appendix B: Opportunities to Integrate Cultural Competency Across the SPF steps Chart

**Sustainability:** *The process of building an adaptive and effective system that achieves and maintains desired long-term results.*



Sustainability is the capacity of a community to produce and maintain positive prevention outcomes over time. To maintain positive outcomes, communities will want to sustain an effective strategic planning process as well as those programs and practices that produced positive prevention results.



Describe how youth serving organizations contribute to the sustainability of your organization.

Work toward partners owning prevention initiatives.

What training, technical assistance and resources do they need?

Identify sector champions to lead and generate enthusiasm.



Appendix C: How the SPF Contributes to Sustainability Chart

# Coalition Shared Experience & Speakers

## Windsor Locks Wellness Coalition

Tyshaunda Wiley, Community Health Resources and WLWC Coordinator

Wendy Knowles, Windsor Locks Youth Services Bureau

## Vernon R.O.C.K.S. Coalition

Cassie Schend, Village for Children and Families and Vernon R.O.C.K.S Coalition Coordinator

Describe how the youth serving organization sector plays across the SPF model within the coalition.

- What data and strategies has the youth serving organization sector played a part in within the coalition and broader community?
- Were there any particular areas of the SPF that you found the youth serving organization sector particularly impactful?
- What have been the results or outcomes of the sector in the coalition? Share some of your goals and achievements in those areas.

How has youth serving organizations engagement in the coalition benefitted the coalition and/or community? ? How has the youth serving organization benefitted from being in the coalition?

What are some success stories you can share of the collaboration between the coalition and the youth serving organization sector?



# Other Coalition Examples

## **Newtown Partners with Recreation Department**

- o Co-host family events and distribute prevention education
- o Post tobacco/vaping free signage.
- o Rec. Dept director was former assistant coalition chair and regularly attends coalition meetings

## **Harwinton Burlington Partners with Recreation Department**

- o Co-hosts youth alternative activities.
- o Rec. Dept attends coalition meetings

## **Southington Partners with YMCA.**

- o Former YMCA director was a coalition chair and strong champion with town leaders.
- o Current Y director is current coalition chair and was past committee chair.
- o YMCA partners with coalition and schools on transition days for 5<sup>th</sup> graders going into 6<sup>th</sup> grade and 8<sup>th</sup> graders going into 9<sup>th</sup> grade.

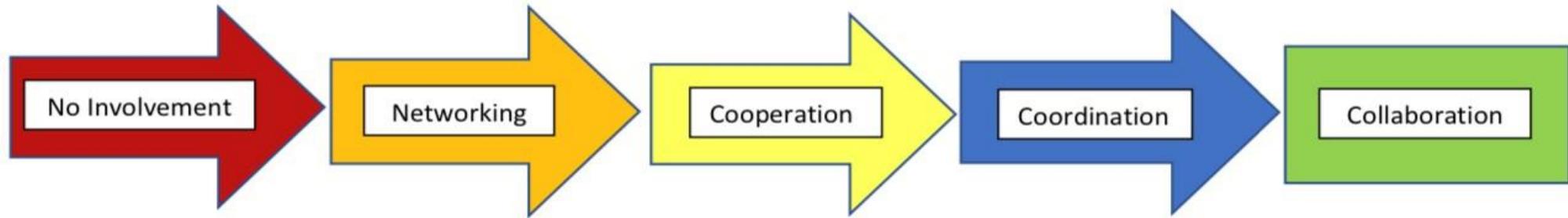
## **Westbrook LPC** is housed at Rec. Department and serves as coalition coordinator.

- o Hosts fun nights for middle school kids
- o Collaborates with school on annual prevention awareness day (speakers)
- o Included social marketing in its rec. dept newsletter

## **West Hartford** – The Bridge, Youth Services

- o Support opportunities provided to The Bridge – promoting the youth center and creating PSAs

# SECTOR LEVELS OF INVOLVEMENT



Potential community partners will have varying levels of interest and/or availability to participate in prevention efforts. Some may be willing to help out with specific tasks, while others may be willing to take on leadership roles. Some participation options for prevention stakeholders are included below.

- **No involvement:** Stakeholders engage in separate activities, strategies, and policies. For example, “You do your thing, we’ll do ours.”
  - **Networking:** Stakeholders share what they are doing during interagency meetings. They talk about community issues in which they all have a stake or communicate about existing programs, activities, or services. For example, “Let’s talk and share information.”
  - **Cooperation:** Stakeholders publicize one another’s programs in agency newsletters, write letters in support of one another’s grant applications, co-sponsor trainings or professional development activities, and/or exchange such resources as technology expertise or meeting space. For example, “I’ll support your program, and you’ll support mine.”
  - **Coordination:** Stakeholders serve together on event planning committees and community boards or implement programs and services together. For example, “Let’s partner on an event.”
  - **Collaboration:** Stakeholders create formal agreements (e.g., memoranda of understanding or contracts). They develop common data collection systems; partner on joint fundraising efforts; pool fiscal or human resources; and create common workforce training systems. For example, “Let’s work together on a comprehensive plan to address the issue. After all, our missions overlap.”
- **Discuss how the youth serving organization sector can be engaged in each of these levels of involvement.**

Levels of Engagement Tool provided at the end of this presentation.

**Poll # 3 What level of involvement would you place the youth serving organization sector in your prevention work?**

# Barriers To Engagement

Some common barriers include:

- Competition or turf issues
- YSO does not perceive its mission to match coalition's goals.
- Challenged history between local agencies or with the community
- Availability of members of the youth serving organization sector to actively participate
- Poor connections to the community or coalition
- Minimal organizational capacity to engage the sector
- Funding. Multiple prevention funding streams can result in duplicate planning groups or strategies.
- Recruiting and sustaining youth serving organization participation over time
- Other

Poll Question #4:

What are some of the common barriers to engagement with the youth serving organization sector that you have experienced?

# Engaging the Sector

The following list includes some of the ways to approach people and organizations in the community with information about, and invitations to participate in, prevention efforts:

- Invite youth serving organization representatives to attend and speak at community meetings and events
- Leverage youth serving organizations capacity of programming for coalition events and activities
- Keep youth serving organizations abreast of coalition data, focus areas, and emerging trends
- Ask for their insight on policy provisions
- Ask for coalition messaging to be shared by youth serving organizations through their communication channels and in turn share their events and messages
- Anticipate and overcome roadblocks
- Offer to sponsor youth serving organization events

- Extend invitations to attend and speak at future prevention events and activities
- Maintain relationships by keeping stakeholders informed of prevention activities and progress made
- Use youth serving organizations data in each step of the SPF
- Work with YSO's to promote and scale the healthy development activities they are engaged in with youth
- Offer professional development to staff of YSO's on prevention topics so there is common language across settings and programs
- Ensure other sectors are aware of youth serving organizations activities, events, and acknowledge their prevention efforts

**Poll Question #5: Identify at least 2 ways in which you think your coalition could further engage this sector in your community coalition work?**

# Regional Behavioral Health Action Organizations



<https://www.thehubct.org/>



<https://www.apw-ct.org/>



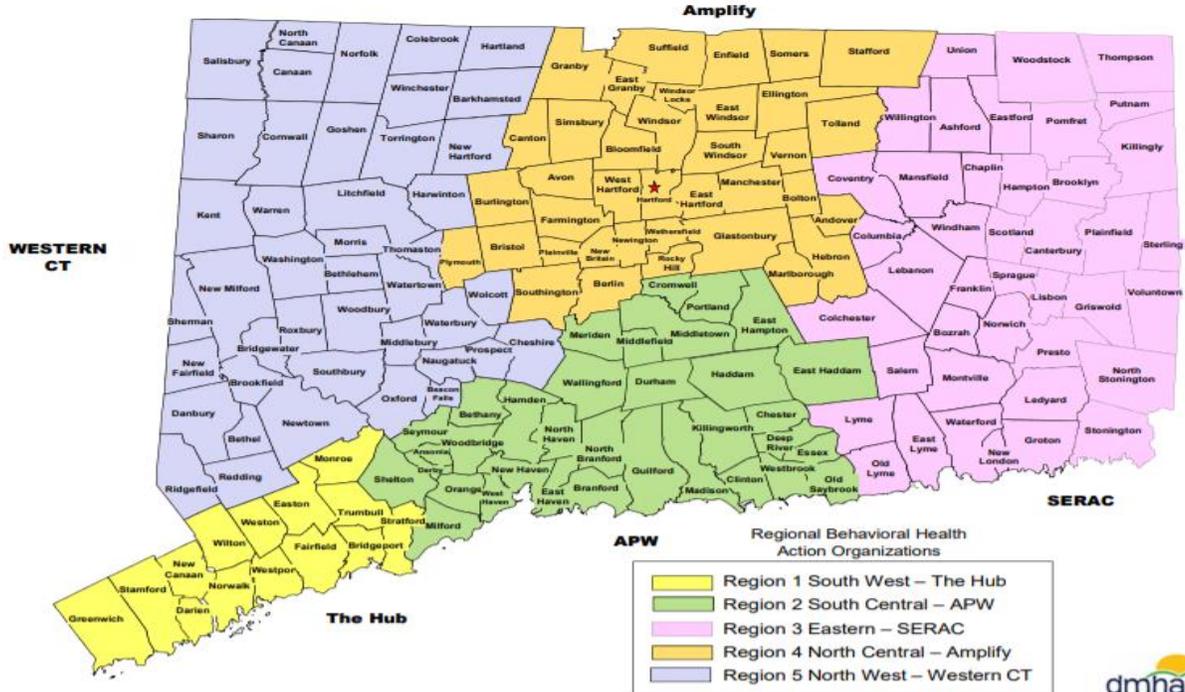
<https://www.seracct.org/>



<https://amplifyct.org/>



<https://www.wctcoalition.org/>





**SPF Step**      **Opportunities to Integrate Cultural Competence**

<b>Assessment</b>	<ul style="list-style-type: none"> <li>◆ Take steps to identify those sub-populations who are vulnerable to behavioral health disparities and the disparities that they experience.</li> <li>◆ Identify data gaps and take efforts to fill them.</li> <li>◆ Develop plans to share and solicit input about assessment findings with members of these sub-populations, and describe these findings using terms and phrases that are devoid of jargon.</li> </ul>
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<b>Capacity</b>	<ul style="list-style-type: none"> <li>◆ Build the knowledge, resources, and readiness of prevention practitioners and community members to address disparities, as well as to provide culturally and linguistically appropriate services.</li> <li>◆ Make sure that practitioners understand the role of cultural competence in their work, overall, and the unique needs of those sub-populations experiencing disparities.</li> <li>◆ Develop new partnerships that will help engage members of these groups in prevention planning efforts.</li> </ul>
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<b>Planning</b>	<ul style="list-style-type: none"> <li>◆ Make community representation in the planning process a priority.</li> <li>◆ Involve members of the focus population as active participants and decision-makers.</li> <li>◆ Identify and prioritize factors associated with disparities.</li> <li>◆ Develop logic models that include a reduction in health disparities as a long-term outcome.</li> <li>◆ Incorporate effective prevention programs and practices that have been developed for and evaluated with an audience similar to the focus population.</li> <li>◆ If and when misunderstandings arise, be persistent in keeping communication lines open.</li> </ul>
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<b>Implementation</b>	<ul style="list-style-type: none"> <li>◆ Implement prevention programs that target populations experiencing behavioral health disparities.</li> <li>◆ Involve members of these groups in the design and delivery of those programs.</li> <li>◆ Understand that people may choose to participate in different ways and that they may also have different learning styles.</li> <li>◆ Adapt and/or tailor evidence-based practices to be more culturally relevant. For example, create an in-person version of a training that was originally designed to be delivered virtually so that it is accessible to audiences with limited online access.</li> </ul>
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## Appendix B

# Opportunities to Integrate Cultural Competence across Steps of the Strategic Prevention Framework

<b>Evaluation</b>	<ul style="list-style-type: none"> <li>◆ Conduct process and outcome evaluations to demonstrate whether selected programs and practices are having the intended impact on identified disparities.</li> <li>◆ Track all adaptations.</li> <li>◆ Allocate the evaluation resources needed to learn whether the interventions you selected are having the intended impact on the behavioral health disparities you are hoping to reduce.</li> <li>◆ Conduct follow-up interviews with program participants to better understand program evaluation findings.</li> </ul>
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<b>Sustainability (Guiding Principle)</b>	<ul style="list-style-type: none"> <li>◆ Engage partners who represent and work with sub-populations experiencing behavioral health disparities in your sustainability planning efforts.</li> <li>◆ Sustain processes that have successfully engaged members of these populations.</li> <li>◆ Sustain programs that produce positive outcomes for these populations.</li> </ul>
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**SPF Step**      **How the SPF Contributes to Sustainability**

**Assessment**

- ◆ During assessment, practitioners begin making decisions based on a clear understanding of local prevention needs. They also begin building relationships with data keepers and stakeholders who can play important roles in supporting and sustaining local prevention efforts over time.

**Capacity**

- ◆ Intentional capacity building at all levels helps to ensure that successful programs are sustained within a larger community context, and therefore less vulnerable to local budgetary and political fluctuations.
- ◆ Effective capacity building increases an organization's or community's ability to respond to changing issues with innovative solutions.
- ◆ Building capacity also involves promoting public awareness and support for evidence-based prevention, and engaging partners and cultivating champions who will be vital to the success—and sustainability—of local prevention efforts.

**Planning**

- ◆ When developing a comprehensive approach to preventing substance misuse, communities should consider the degree to which prevention interventions fit with local needs, capacity, and culture: the better the fit, the more likely interventions are to be both successful and sustainable.

**Implementation**

- ◆ By working closely with community partners to deliver evidence-based programs and practices as intended, closely monitoring and improving their delivery, and celebrating "small wins" along the way, planners help to ensure their effectiveness and begin to weave prevention into the fabric of the community.

**Evaluation**

- ◆ Through process and outcome evaluation, communities can make important mid-course corrections to prevention efforts, identify which practices are worth expanding and/or sustaining, and examine ongoing plans for—and progress toward—sustaining those practices that work.
- ◆ By sharing evaluation findings, planners can also help build the support needed to expand and sustain effective interventions.

**Cultural Competence (Guiding Principle)**

- ◆ To ensure that prevention practices produce positive outcomes for members of diverse population groups, communities must engage in an inclusive and culturally appropriate approach to identifying and addressing their substance misuse problems.
- ◆ Culturally competent prevention is the only type of prevention worth doing—and sustaining.

## Appendix C

### How the SPF Contributes to Sustainability

# Discussion Q&A

How to access tools on the TTASC Website:  
<https://preventiontrainingcenter.org/>

Feedback on this session:  
<https://www.surveymonkey.com/r/TTASC12SectorYSOFeedback>

Save the Dates:  
March 23: SPF 101  
Cultural Competency: April 7  
Ethics II: April 30

You Tube Link to 12 Sector Collaboration Series:  
<https://www.youtube.com/channel/UCHROCgAU6PaUmofYI3yx2uA>

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