



**Prevention**

Training

Technical

Assistance

Service

**Center**

# 12 Sector Collaboration Series

## Youth



# 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 Sector within the SPF Model
- Gain knowledge of the different levels of sector involvement
- Learn from a shared experience through a coalition speaker 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

Persons under 18 years of age

Examples include:

- Youth Serving Organizations
- School based Youth Groups
- Coalition Youth Committees
- Faith Based Youth Groups
- Other

Poll #1: Which organizations that include youth does your coalition or organization collaborate with?

- Provide Voice to the Youth Perspective around Prevention
- Advocate on Policy
- Host and Participate in Events
- Assist in Community Presentations
- Participate and Lead in hosting alternative events
- Create Social Norms Campaigns
- Leverage the coalition's use of social media
- Other

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

# Needs Assessment

Youth data are collected through various means. Examples of school data include student surveys, discipline data related to substance misuse, focus groups, hospitalization data or informational interviews with students or staff including those to enhance understanding of student survey data.



Data is used to identify priority substances and associate risk factors and determine the evidenced strategies to prevent and reduce substance misuse.

Various tools exist for this purpose:

- School Discipline Data
- School Climate Reports
- Student Survey Reports
- Parent Survey Reports
- Focus Groups and Youth Groups
- Juvenile Review Boards



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

# 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 the youth sector can build capacity include:

- Youth lend invaluable insight into the day to day operations of community organizations and understand substance issues on the ground.
- Provide meetings and event times where youth can participate in coalition activities.
- Seek out youth input on policies of the coalition.
- Evaluation is a key area where youth can lend insight on use of data to improve programming.
- School health curriculum reviews are another area youth can provide feedback.
- Youth can identify missing technology platforms or social media sources for the coalition to share their messaging.
- They can also inform parents, siblings, and peers of what they learn and are doing to support coalition activity and prevention efforts.
- Elevate the Youth voice through recognition of prevention efforts

# 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, and an evaluation plan to measure effectiveness of the strategies and whether goals were met.
- Engage the youth sector and additional sectors to collaborate on the planning phase and how they will collaborate in the coalitions plans.
- Discussion: How has youth development or youth assets guided your planning?
- Be aware of cultural competency with different populations and inclusion

Some examples include:

- LGBTQ
- POC
- Athletes
- Faith based youth groups
- Special Education

# 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.

- Alternating day, night and weekend events will allow for broad community attendance at your events. Ask sectors for their input. For Youth, be aware of the school calendar or major youth events.
- Ensure all sectors and members are aware of your events. There has been communication 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 the community responded to support/protect youth since COVID-19 in the coalition/ community and how have youth responded? (universal screeners, virtual connection, SEL school programs)



# 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.

Refer to the youth data sources utilized in your needs assessment.

Once you have the results from your data sources, 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.

# Sustainability and Cultural Competency

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

- **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.

# Cultural Competency

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 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 student groups  
Clubs, Teen Centers, Athletes, Youth Leadership

Are materials available in multiple languages?



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

# Sustainability



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 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 & Speaker

Best Practices and Featured Topics from Youth Sector Partnerships: Shared Experiences of Successful Youth Prevention Initiatives and Strategies for Youth Engagement

Terry Budlong, Stand Together Danbury

Dena Miccinello, Durham Middlefield Wellness Coalition Coordinator

Cassie Schend, Vernon ROCKS Coordinator

## Moderator NOTES:

- Introduction of Coalition and Sector Representative.
- Both provide an overview of the youth sector role within the coalition.

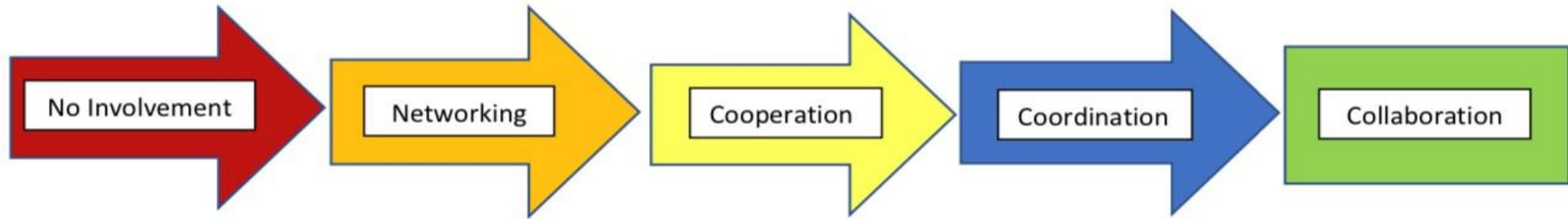
Describe how the youth sector plays across the SPF model within the coalition.

- What data and strategies has the youth sector played a part in within the coalition and broader community?
- Were there any particular areas of the SPF that you found the youth 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 being a part of the coalition benefitted the coalition and/or community? Discussion: Share experiences where Youth energizes the adults in the coalition.

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

# 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 school 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 sector in your prevention work?**

# Barriers To Engagement

Some common barriers include:

- Competition or turf issues
- Challenged history between local agencies or with the community
- Availability of members of the youth sector to actively participate
- Dominance by adults within the coalition and in relationships with the community
- Poor links to the community
- Minimal organizational capacity
- Funding (too much or too little)
- Recruiting and sustaining youth participation over time
- Other
- Discussion: Has COVID-19 served as a barrier to engagement or have you found ways in which youth resiliency /capacity has increased?

**Poll Question #4:**

What are some of the common barriers to engagement with the youth 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:**

- Create a youth recruitment flyer and interest form
- Invite youth to attend and speak at community meetings and events
- Leverage youth knowledge of technology and social media for event promotion and messaging
- Host youth based focus groups on substance use prevention initiatives and for their insight on current trends
- Ask for their insight on policy provisions
- Seek to set schedule for youth that contemplates their school calendar and other time commitments
- Share ideas of youth with the coalition and other sectors to interconnect them
- Anticipate and overcome roadblocks
- Other

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

**Included below are different ways to encourage youth who are already engaged to get more involved in prevention efforts:**

- Extend invitations to attend and speak at future prevention events and activities
- Maintain relationships by keeping stakeholders informed of prevention activities and progress made
- Plan on a consistent schedule for meetings and activities
- Extend an invitation to attend a prevention team or task force meeting
- Utilize existing Youth Mentors –those young people who work with other youth
- Support Youth created and led prevention activities (surveys, PSA's, social media campaigns, peer to peer education)
- Other



# Regional Behavioral Health Action Organizations



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



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



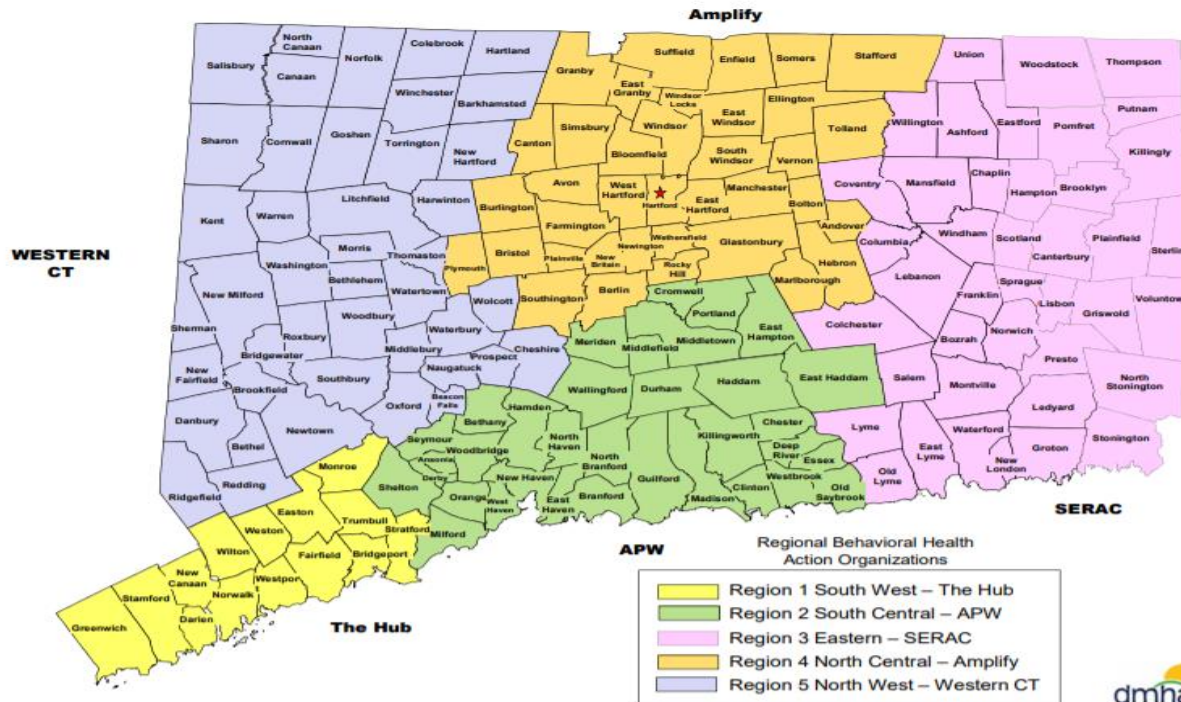
<https://www.seracct.org/>



<https://amplifyct.org/>



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



## Appendix A:

# Levels of Collaboration Tool

### Levels of Collaboration Scale

(From Frey, B.B., Lohmeier, J.H., Lee, S.W., & Tollefson, N. (2006). Measuring collaboration among grant partners. *American Journal of Evaluation*, 27, 3, 383-392.)

This form is designed for those who work in one of the organizations or programs that are partners in the \_\_\_\_\_. Please review these descriptions of different levels of collaboration.

- On the response section at the bottom of the page, please circle the name of the organization or group with which you are associated.
- Using the scale provided, please indicate the extent to which you **currently** interact with each other partner. (Skip your own row.)

| Five Levels of Collaboration and Their Characteristics |  |  |   |  |   |               |
|--|--|--|---|--|---|---------------|
| Relationship Characteristics                           | Networking<br>1  | Cooperation<br>2   | Coordination<br>3   | Coalition<br>4   | Collaboration<br>5  |               |
|  | -Aware of organization<br>-Loosely defined roles<br>-Little communication<br>-All decisions are made independently | -Provide information to each other<br>- Somewhat defined roles<br>-Formal communication<br>-All decisions are made independently | -Share information and resources<br>-Defined roles<br>-Frequent communication<br>-Some shared decision making | -Share ideas<br>-Share resources<br>-Frequent and prioritized communication<br>-All members have a vote in decision making | -Members belong to one system<br>-Frequent communication is characterized by mutual trust<br>-Consensus is reached on all decisions |               |
| Partners   | No Interaction at All  | Networking   | Cooperation   | Coordination   | Coalition   | Collaboration |
|  | 0  | 1  | 2   | 3  | 4   | 5             |
|  | 0  | 1  | 2   | 3  | 4   | 5             |
|  | 0  | 1  | 2   | 3  | 4   | 5             |
|  | 0  | 1  | 2   | 3  | 4   | 5             |
|  | 0  | 1  | 2   | 3  | 4   | 5             |
|  | 0  | 1  | 2   | 3  | 4   | 5             |
|  | 0  | 1  | 2   | 3  | 4   | 5             |
|  | 0  | 1  | 2   | 3  | 4   | 5             |
|  | 0  | 1  | 2   | 3  | 4   | 5             |
|  | 0  | 1  | 2   | 3  | 4   | 5             |
|  | 0  | 1  | 2   | 3  | 4   | 5             |
|  | 0  | 1  | 2   | 3  | 4   | 5             |
|  | 0  | 1  | 2   | 3  | 4   | 5             |

|                   |   |
|-------------------|---|
| <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> |
|-------------------|---|

|                 |  |
|-----------------|--|
| <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> |
|-----------------|--|

|                 |  |
|-----------------|--|
| <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> |
|-----------------|--|

|                       |   |
|-----------------------|---|
| <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> |
|-----------------------|---|

## 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> |
|-------------------|--|

|   |   |
|---|---|
| <b>Sustainability<br/>(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> |
|---|---|

| SPF Step                                       | How the SPF Contributes to Sustainability   |
|--|---|
| <b>Assessment</b>                              | <ul style="list-style-type: none"> <li>◆ 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.</li> </ul>   |
| <b>Capacity</b>                                | <ul style="list-style-type: none"> <li>◆ 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.</li> <li>◆ Effective capacity building increases an organization's or community's ability to respond to changing issues with innovative solutions.</li> <li>◆ 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.</li> </ul> |
| <b>Planning</b>                                | <ul style="list-style-type: none"> <li>◆ 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.</li> </ul>   |
| <b>Implementation</b>                          | <ul style="list-style-type: none"> <li>◆ 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.</li> </ul>   |
| <b>Evaluation</b>                              | <ul style="list-style-type: none"> <li>◆ 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.</li> <li>◆ By sharing evaluation findings, planners can also help build the support needed to expand and sustain effective interventions.</li> </ul>  |
| <b>Cultural Competence (Guiding Principle)</b> | <ul style="list-style-type: none"> <li>◆ 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.</li> <li>◆ Culturally competent prevention is the only type of prevention worth doing—and sustaining.</li> </ul>  |

## Appendix C

### How the SPF Contributes to Sustainability

## Appendix D:

### Integrating the Youth Sector Across Evidenced Based Strategies

#### 12 Sectors Across Evidenced Based Strategies

| Sector | Youth Engagement   | Enforcement  | Social Norms Campaigns  | Coalition Capacity Build  |
|--------|--|--|---|---|
| Youth  | <p>Join Youth Committees/Groups</p> <p>Participate/Host Community Events</p> <p>Build knowledge of prevention Network between coalition and school space</p> <p>Use social media to extend messaging</p> <p>Provide Youth Leadership Activities Youth can drive evidenced based "peer support models".</p> | <p>Engage in community or school based education programs (DARE, SHAPE)</p> <p>Attend Coalition Meetings</p> <p>Co-Sponsor Coalition/Youth Events</p> <p>Build trusting relationships with community youth:</p> <ul style="list-style-type: none"> <li>• PAL</li> <li>• Explorers</li> <li>• Community Events</li> </ul> <p>Educate youth on laws on substances and social host</p> <p>Train Youth for Compliance Checks</p> | <p>Youth Can provide insight into social norms Provide ample opportunity for youth to be familiar with local youth substance use data</p> <p>Ensure whoever is creating the campaign interact regularly with youth on messaging, photos, copy text, and over all feel to the campaign</p> <p>Invite youth members to assist in the development of the campaign in every stage</p> <p>Invite youth members to be present at the launch and any press releases or meetings Provide the opportunity for youth to assist in the presentation of events around the campaign</p> <p>Ask youth to share messaging amongst peers through social media</p> <p>Take youth to visit local merchants to share the campaign message and invite their participation</p> | <p>Youth play an important role in capacity building of a coalition. They lend invaluable insight into the day to day operations of community organizations and understand substance issues on the ground.</p> <p>Provide meetings and event times where youth can participate in coalition activities.</p> <p>Seek out youth input on policies of the coalition. Evaluation is a key area where youth can lend insight on use of data to guide programming.</p> <p>School health curriculum reviews are another area youth can provide feedback.</p> <p>Youth can assist identify missing technology platforms or social media sources for the coalition to share their messaging. They can also inform parents and siblings of what they learn and are doing to support coalition activity and prevention efforts.</p> <p>Youth keep adults current in the times; language, emerging trends</p> |

# Discussion Q&A

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

Feedback on this session:  
<https://www.surveymonkey.com/r/TTASC12SectorYOUTH>

Next Sector Community Learning Date:  
December: Business Sector  
Other Save the Dates

You Tube Link to 12 Sector Collaboration: School Sector from 10/13/20  
<https://www.youtube.com/watch?v=RoTYZNzfHnl>

Jennifer Jacobsen: [Jacobsen@xsector.com](mailto:Jacobsen@xsector.com)