Prevention
Training
Technical
Assistance
Service
Center

12 Sector Collaboration Series

Engaging Schools

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 School Sector within the SPF Model
- Gain knowledge of the different levels of sector involvement
- Learn from a shared experience though 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 School Sector 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

School Sector

- Representatives of public and private school systems with influence in school policies and procedures, including local universities and colleges.

- Access to the Coalition Target Population.

Examples include:
  - Superintendent, School Administrators
  - School Counselors, Psychologists
  - Health and other teachers
  - School district administrators, including health curriculum coordinators and school-based health centers
  - School nurses and nursing supervisors
  - Advisors to student prevention groups
  - PTO representatives

Needs Assessment

School, community, and student data are collected though various means. Examples of school data include student surveys, discipline data related to substance misuse, focus groups 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 in schools:

School Discipline Data

School Climate Reports

Student Survey Reports

Parent Survey Reports

Focus Groups and Youth Groups

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 the coalition and strengths the community's readiness to implement prevention work.

Examples of how the school sector can build capacity include:

- Superintendent or designee serve in a leadership capacity of the coalition advocate for the coalition's work with the Board of Education and ensure support for prevention activities at the school level.

- Relevant school personnel attend coalition meetings; report back to their peers, inventory existing prevention activities and collaborate on filling gaps i.e. Pupil Services, Health Coordinator, Level Administrator

- PTA representatives serve on the coalition and bring messaging and events back to broader network, identify volunteers, and support building prevention activities.

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 additional sectors to collaborate on the planning phase and how they will collaborate in the coalitions plans.

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.

- Ensure all sectors and members are aware of your events. There has been communication though various tools; email, social media accounts, school e-blasts, town distribution. Ask additional sectors to promote events and initiatives through their channels.

- Keep track of your attendance and demographics for reporting purposes.

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 school 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 schools and universities 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 | 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 the schools and universities 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 B: How the SPF Contributes to Sustainability Chart

Coalition Shared Experience & Speakers

Assets Building Classrooms; Implementing Classroom and School Based Developmental Assets initiative in Southington
Steve Nyerick, retired school counselor and Southington STEPS Advisory Board
Kelly Leppard, Southington STEPS Coalition Coordinator

Botvin's Life Skills Training curriculum implementation in northwest CT schools
Shalyn Sheldon, McCall Center for Behavioral Health

- Moderator Introduction of Coalition and Sector Representative.
- Provide an overview of the school sector role within the coalition.

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

- What data and strategies has the school sector played a part in within the coalition and broader community?
- Were there any particular areas of the SPF that you found the school sector particularly impactful? Program implementation access to target population for surveys, substance prevention youth groups at school, health curriculum, etc.?
- 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 being a part of the coalition benefitted the school community?

What are some success stories you can share of the collaboration between the coalition and the school sector? Feel free to share successes over the duration of your partnership, as well as how your collaboration has evolved more recently during the time of COVID-19.

Others lived experiences with the sector discussion.

SECTOR LEVELS OF INVOLVEMENT

No Involvement → Networking → Cooperation → Coordination → Collaboration
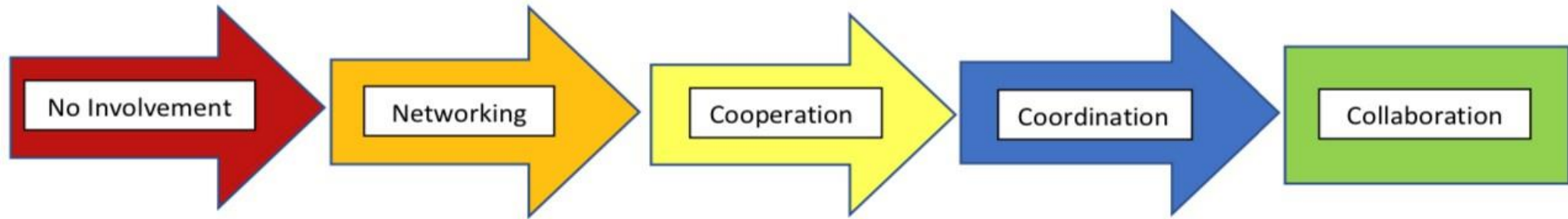
Potential community partners will have varying levels of interest and/or availability to participate in prevention efforts. Some may be willing to help out with specific tasks, while others may be willing to take on leadership roles. Some participation options for prevention stakeholders are included 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.**

Appendix A; Levels of Engagement Tool provided at the end of this presentation.

Poll #1: What level of involvement would you place the school sector in your prevention work?

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10/13/20

Barriers To Engagement

Poll Question #2:

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

- Competition or turf issues
- Challenged history between local agencies or with the community
- Dominance by professionals within the coalition
- Availability of members of the sector to actively participate
- Poor links to the school sector
- Minimal organizational capacity to engage the sector
- Funding (too much or too little)
- Creating and sustaining leadership within the group

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:

- Call known contacts, particularly those with overlapping interests

- Attend and speak at community meetings and events

- Ask partners to contact their network to connect, promote and invite people to events

- Keep potential partners well informed about prevention activities and progress made

- Meet with key players, including public opinion leaders and local decision-makers

- Anticipate and overcome roadblocks (e.g., address the concerns of those who might oppose or hinder prevention efforts)

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

- Extend invitations to attend future prevention events and activities

- Maintain relationships by keeping stakeholders informed of prevention activities and progress made

- Meet face-to-face or virtually to discuss overlapping goals and agendas

- Extend an invitation to attend a prevention team or task force meeting

Poll Question #3: **Identify at least 2 ways in which you think your coalition could further engage this sector in your community coalition work? Post Poll sharing of experiences discussion.**
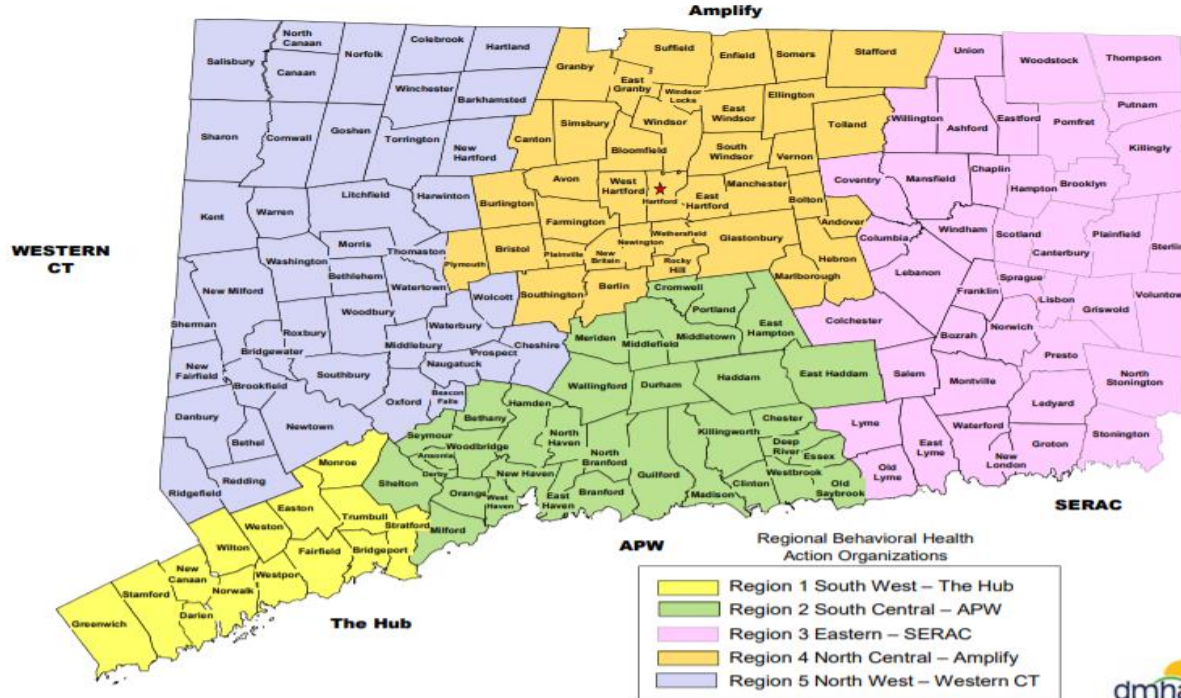
Regional Behavioral Health Action Organizations

https://www.thehubct.org/   https://www.apw-ct.org/   https://www.seracct.org/   https://amplifyct.org/   https://www.wctcoalition.org/

Regional Behavioral Health Action Organizations

- Region 1 South West – The Hub
- Region 2 South Central – APW
- Region 3 Eastern – SERAC
- Region 4 North Central – Amplify
- Region 5 North West – Western CT

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				
	Networking 1	**Cooperation** 2	**Coordination** 3	**Coalition** 4	**Collaboration** 5
Relationship Characteristics	-Aware of organization -Loosely defined roles -Little communication -All decisions are made independently	-Provide information to each other - Somewhat defined roles -Formal communication -All decisions are made independently	-Share information and resources -Defined roles -Frequent communication -Some shared decision making	-Share ideas -Share resources -Frequent and prioritized communication -All members have a vote in decision making	-Members belong to one system -Frequent communication is characterized by mutual trust -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
	0	1	2	3	4	5
	0	1	2	3	4	5
	0	1	2	3	4	5

Appendix B:

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

SPF Step	Opportunities to Integrate Cultural Competence
Assessment	• Take steps to identify those sub-populations who are vulnerable to behavioral health disparities and the disparities that they experience. • Identify data gaps and take efforts to fill them. • 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.
Capacity	• 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. • Make sure that practitioners understand the role of cultural competence in their work, overall, and the unique needs of those sub-populations experiencing disparities. • Develop new partnerships that will help engage members of these groups in prevention planning efforts.
Planning	• Make community representation in the planning process a priority. • Involve members of the focus population as active participants and decision-makers. • Identify and prioritize factors associated with disparities. • Develop logic models that include a reduction in health disparities as a long-term outcome. • Incorporate effective prevention programs and practices that have been developed for and evaluated with an audience similar to the focus population. • If and when misunderstandings arise, be persistent in keeping communication lines open.
Implementation	• Implement prevention programs that target populations experiencing behavioral health disparities. • Involve members of these groups in the design and delivery of those programs. • Understand that people may choose to participate in different ways and that they may also have different learning styles. • Adopt 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.
Evaluation	• Conduct process and outcome evaluations to demonstrate whether selected programs and practices are having the intended impact on identified disparities. • Track all adaptations. • 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. • Conduct follow-up interviews with program participants to better understand program evaluation findings.
Sustainability (Guiding Principle)	• Engage partners who represent and work with sub-populations experiencing behavioral health disparities in your sustainability planning efforts. • Sustain processes that have successfully engaged members of these populations. • Sustain programs that produce positive outcomes for these populations.

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.

A GUIDE TO SAMHSA'S STRATEGIC PREVENTION FRAMEWORK

Integrating the School Sector Across Evidenced Based Strategies

Poll #4: Which of these EBS does your coalition engage schools in? Any others?

	12 Sectors in Evidenced Based Strategies			
	Youth Engagement	**Enforcement**	**Social Norms Campaigns**	**Coalition Capacity Build**
Schools	Partner with local coalition in programming Use coalition data to guide decision making Provide health curriculum content that is relevant to community substance prevention/use Elevate coalition campaigns within the school sector Provide substance free activities for youth Allow school personnel to attend coalition meetings Conduct student surveys Share survey results with the parents Implement evidenced based drug prevention curricula and asset based classrooms	Partner with schools on education programs within schools (DARE, SHAPE) Provide expertise on substance laws and enforcement provisions to school personnel Partner with schools on non-substance use events to build community rapport Ensure a safe learning environment for students and staff Elevate school messaging and events through social media and email blasts	Utilize the social norms campaign in numerous ways: Seek out incorporating the campaign into the health classes. Use images from the campaign for certain permission slips; i.e. for prom or freshman dance. Incorporate the campaign into athlete trainings or information prior to each season. Share the campaign with parents in e-blasts. Ensure a point person lends their voice to the school data that is being incorporated into the campaign for accuracy.	A large segment of any community is strongly connected to the school system. This in turn means that schools play a key role in your partnerships to meet goals and share collaborative messaging around behavior expectations and enforcement. School leadership should welcome school personnel attending coalition meetings, in particular where information is relevant to the school settings. To be a good partner with schools ensure you are sharing your data with them, which in turn can help them identify programmatic needs and address emerging trends. Schools have large message distribution capability, which can afford coalitions a wider net to spread their events and messaging. Schools also play a key role in allowing for periodic student surveys to be approved and implemented, allowing for robust data on community substance use and youth assets.

Discussion Q&A

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

Feedback on this session: Link

Next Sector Community Learning Date: November 10. Youth Sector

Save the Dates

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