

# THE STRATEGIC PREVENTION FRAMEWORK



## STEP 1: NEEDS ASSESSMENT

A needs assessment helps you prioritize substance abuse problems, base planning on actual needs and resources, and identify gaps for implementing solutions to address the needs.

The assessment should give the coalition concrete information about the community that will help form a comprehensive picture or profile to guide the rest of the planning process.

In addition to increasing understanding of substance abuse in the community, completing the needs assessment will allow the community to target its resources and maximize its impact on substance abuse.

The assessment process will function as a tool in a larger effort to strengthen the prevention infrastructure.

It is designed to be a community-wide effort and not the sole responsibility of the designated lead agency staff.

### Section 1: Data Collection about Community Problems

The data collection portion of the needs assessment will be like a choose-your-own-adventure book.

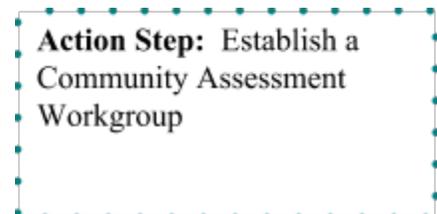
To answer more questions, or gain a depth of understanding, the coalition may need to collect additional information – e.g., hold focus groups, interview local leaders, or re-examine existing data to identify patterns or to understand the reasons the data appear as they do.

A clear plan for collecting the information critical to the assessment in as efficient a way as possible is needed, and a plan to periodically review the needs assessment to identify new needs that may arise.

### Establish an Assessment Committee or Workgroup

Before beginning to collect or analyze data, establish a Community Assessment Committee to oversee and conduct the needs and capacity assessment for the community.

Representatives from the coalition's collaborating organizations should be included on this committee.



The key is to ensure that there is geographic coverage, members who can speak to the substance abuse issues across the full life span of the community, and members who have an array of experiences so the work can be conducted in a culturally competent way.

### Gather Existing Data and Assessments

**Action Step:** Gather and review assessments previously conducted in your community.

The SPF requires data-guided decision making. To do this, gather and review any previous needs assessments that have been conducted over the last five years that are relevant to substance abuse issues.

To help organize, it is recommended that the coalition divides information into indicators of *consequences* of substance abuse and indicators of *consumption*.

★ As a reminder, *consequences* are defined as the social, economic and health problems associated with the use of alcohol, tobacco, and illicit drugs. Examples are things such as alcohol-related car crashes and deaths, cirrhosis of the liver, fetal alcohol syndrome, tobacco-related cancers and respiratory diseases, and drug overdose, and *consumption* includes overall consumption, acute or heavy consumption, consumption in risky situations (e.g., drinking and driving) and consumption by high-risk groups (e.g., youth, young adults, and pregnant women).

Once you have organized your ideas about substance abuse and its consequences, you will need to identify sources of data.

You may need to look for other sources of data. You will likely rely on *archival* data. Archival data are data that already exist. Examples include rates of DUI arrests, unemployment rates, emergency room (ER) admittances, and juvenile drug arrest rates. Many sources can be accessed using the Internet.

You may want to ask around about gaining access to local sources of information. These can include (but are not limited to):

- Police reports
- School incident and discipline reports
- Court records
- Medical examiner data
- Hospital discharge data
- Emergency department data

## **Section 2: Prioritizing Your Community Problems**

For the next stage, you will need to carefully review the data you have collected and use those data to prioritize the issues that are most important for your community to address.

There are many criteria you can consider when prioritizing the indicators, including the following:

**Action Step:** Prioritize your community's problems.

**Prevalence** is a measure of the extent to which an indicator occurs in your community. To help compare prevalence across different indicators, you can standardize them by converting them to rates. A rate is simply the number of events divided by (per) a standard population number. This is most useful when comparing substance use and other events that occur relatively frequently.

**Severity** is a measure of how serious a problem is per event. In many cases, you will need to make this determination based on a subjective assessment of what you consider serious. It is important to gather different perspectives from your community members about how serious a given issue is. In some cases, objective data (e.g., monetary costs to society; years of life lost) may exist to help you determine the severity of an event; this can make your task easier and possibly less controversial.

**State ranking** is a way of seeing whether your community is experiencing a problem as much as other communities. A very low or very high ranking in comparison with New York communities could indicate whether you have a problem that is in particular need of greater attention or, on the other hand, a problem that is being addressed relatively effectively already.

**Trend** is a way of taking into account whether the problem appears to be increasing over time. A problem that appears to be increasing may warrant more immediate attention than a problem that is decreasing or remaining stable.

It is recommend considering three additional criteria to help you make a final decision about the one or two problems to which you will devote your resources:

Changeability

Evaluability

Capacity

**Changeability** refers to the likelihood that an outcome can change (improve) within a given time frame. Some outcomes may be more difficult to change than others over a short period of time. (This should not dissuade communities from choosing big, long-term problems to address. It just means those communities will need to be patient when it comes to documenting results.)

**Evaluability** refers to how easy it is to measure or evaluate a change in an outcome. Some initiatives, however, may have strict time frames for collecting evaluation data (e.g., some may require you to collect your outcome data annually). In such cases, you will need to consider

more heavily the evaluability of your indicators before making a decision about your final priorities.

**Capacity** refers to your community's ability to address the problem. As with changeability and evaluability, a key issue when thinking of capacity at this stage is the time frame of your initiative.

Once you assess your handful of problem issues against the criteria of changeability, evaluability and capacity, you will be able to choose the one or two problem areas to which you will devote your resources.

### Section 3: Data Collection about the Identified Priorities

Now that you've chosen your community problem(s), it is time to dig deeper. You know what the problem is, but how much do you actually know about the problem in your community? You can start asking the following questions:

*Who* is involved in the problem (e.g., age, gender, income, and race/ethnicity)?

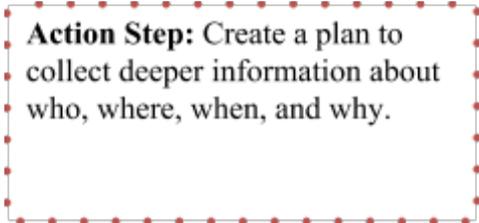
*Where* does the problem occur (e.g., area/town)?

*When* does the problem occur (e.g., time of day, season)?

*Why* is the problem occurring?

To answer the first three questions (who, where, when), we recommend that you rely on as much objective information as possible.

The more you know about who, where, and when, the better you will be prepared when you develop your strategy to address the issue.

A rectangular box with a dashed red border containing the text: **Action Step:** Create a plan to collect deeper information about who, where, when, and why.

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Answering the fourth question (why) will probably be the most challenging part of this stage of the needs assessment. Why people engage in risky behaviors is difficult to explain and understand.

Nevertheless, there is information about factors that contribute to substance abuse. These factors – or **intervening variables** – will be the focus of this part of the needs assessment.

Remember, intervening variables represent a group of factors that social scientists have identified as influencing the occurrence and magnitude of substance abuse and its consequences.

The SPF is built on the idea that making changes to these variables at the community level will contribute to changes in substance abuse and related problems.

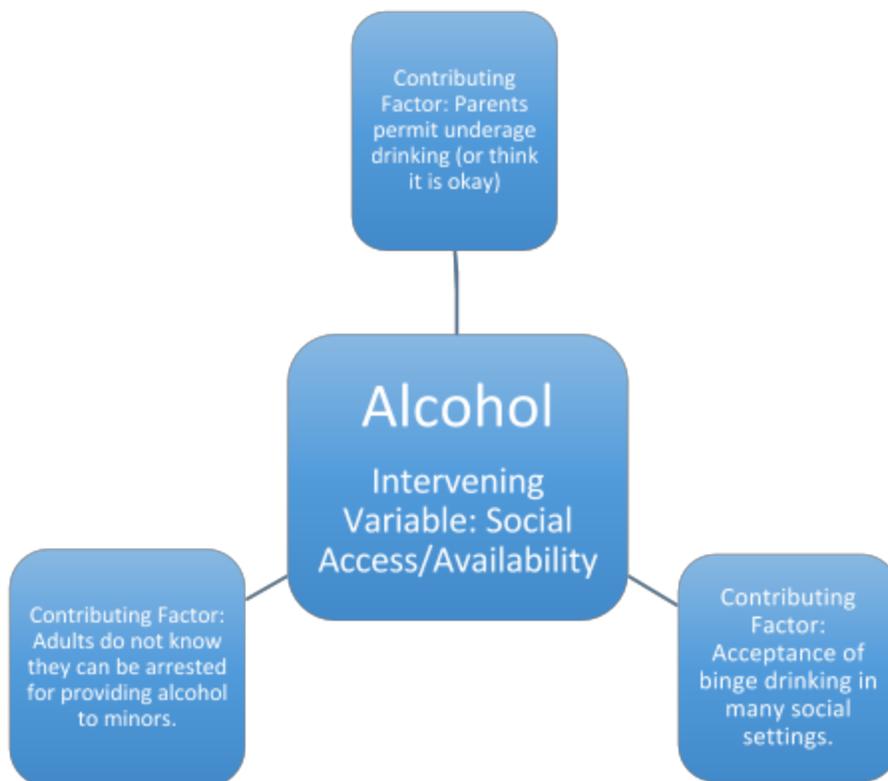
Some important intervening variables for substance abuse prevention are:

- Enforcement of laws and policies
- Retail access/availability
- Social access/availability
- Price and promotion of substances
- Perceptions of risk and harm
- Social Norms (Community & Family)

**Action Step:** Identify the broad categories of intervening variables that are related to your community's priority issue, and then identify the specific contributing factors that contribute most to the priority.

The intervening variables listed above are broad categories of factors known to be associated with substance abuse. The details are in the *contributing factors*. It is your job to first identify the intervening variables that broadly affect the problems in your community, and second to identify the particular contributing factors that contribute most to the community problems.

### Sample Contributing Factors for Intervening Variable Social Access/Availability



Just as you collected data to identify the priority problem and to understand the “who, where and when” of the problem, you will need to collect data to understand the “why.” You will

likely need to use methods that tap into community perceptions and expertise, including the following:

- Focus groups
- Interviews with community experts
- A scan of businesses, public areas, local media or other environments
- Surveys

Selecting which methods to use, and how you choose to use them, will be determined in large part by what knowledge gaps you identify after your review of existing data and your preliminary exploration of intervening variables and contributing factors.

<b>Summary of Data Collection Methods</b>		
<b>Type</b>	<b>Pros</b>	<b>Cons</b>
<b>Focus Groups</b>	Supplement quantitative data findings with personal experiences and perspectives. Can provide the story behind consequence/consumption data.	Time consuming to develop questions, arrange groups and analyze results. It can be difficult to recruit participants.
<b>Expert Interviews</b>	Collect on-the-ground knowledge of policies and practices.	Data reflects interviewee's perceptions/biases.
<b>Environmental Scans</b> 	Efficient way to measure availability and promotion.	Difficult to conduct for a large geographic area.
<b>Surveys</b>	Collect the information you want; allows for results such as "20% of residents responded that...", can be compared to other data.	Requires technical knowledge to design. Can be very time consuming and too few responses can make results invalid. Can be costly.

**Focus Groups** Focus groups can be used to gather qualitative information from your community about issues and attitudes. They are typically led by a facilitator who presents a small number of targeted questions and facilitates the discussion.

Participants share ideas and observations that can clarify issues for you or present new perspectives. Compared with surveys and other methods, focus groups allow you to delve more deeply into a topic area or to probe for more information.

Your focus groups may be targeted to different age groups (see box for tips on holding youth groups) or you may wish to bring people from certain geographic areas or community sectors together.

Think about concentrating on demographic groups in your community for which you have little data. More specifically, you can use focus groups to explore each of the intervening variables and identify critical contributing factors in your community.

## Interviews with Community Experts

### **Tip: Conducting Interviews**

*Expert interviews allow you to ask the interviewee specific questions that may address a specific knowledge gap.*

*Open-ended questions provide general themes for discussion, but allow community experts to introduce their own ideas and issues.*

Community expert interviews can provide you with the perspectives of people who observe and monitor community functioning.

Examine your gaps in knowledge about why your priority issue occurs in your community and then contact experts who can help fill those gaps.

One risk is that you may get a slanted or one-sided perspective on a problem. For this reason it is important to consider multiple perspectives and what your other data tell you.

## **Environmental Scans**

Environmental scanning is a technique often employed in a planning process.

For example, if your priority issue is underage drinking, you could examine the practices that businesses use to promote and sell alcohol products to minors. You could also examine the extent to which alcohol ads are aimed at minors by reviewing local media coverage, advertising, and public service announcements in print, radio, and television throughout your community.

## **Surveys**

Surveys are a collection of questions that are asked of many people in the same manner, and each one of those questions usually has a fixed set of possible responses from which to choose.

There are several benefits of surveys.

1. Respondents answer the same questions, so their answers can be easily compared.
2. Surveys also may allow you to make comparisons to national or state data.
3. Surveys are an excellent way of gathering and analyzing information from lots of people.

There are also disadvantages of collecting survey data. For instance, conducting a survey requires technical knowledge of survey design and administration and can be costly to administer. Moreover, it can be difficult to get enough people to respond to a survey, and often requires significant follow-up activity because too few responses can make your results invalid.

*It is often advantageous to use existing surveys because they have many of the kinks worked out already. However, if there is not a relevant survey available, you may want to create one yourself.*

#### **Section 4: Prioritizing Your Contributing Factors**

Just as you once had many of problem issues from which to choose, you may now have many contributing factors that demand your attention

And just as you needed to prioritize your problem issues, you now need to prioritize your contributing factors.

**Action Step:** Select contributing factors that have a strong relationship to the priority issue, are prevalent in your community, and for which there is community will to change.

So your task now is to select the few contributing factors that have the best chance of leading to change in your priority issue. When prioritizing your contributing factors, we suggest you consider many factors, including the following:

**Prevalence of the Contributing Factor.** As with the priority problem, you may have “hard” data about the prevalence of the contributing factor. Use quantitative data whenever possible to assess the extent to which the contributing factor exists in your community. Those that exist to a high degree should probably be given priority.

**Relationship Between the Contributing Factor and Priority Issue.** Some contributing factors will be more closely linked to the priority problem than others. Review your contributing factors carefully and choose the few that seem most strongly linked to the priority issue.

**Capacity to change the Contributing Factor.** As with the priority issue, your ability to address the contributing factors is determined in large part by the extent of your community’s resources, capacity, and community readiness. Assessing your capacity at this stage will allow you to determine if you can address the contributing factor with your current capacity or if you need to build capacity as part of your strategic plan.

**Political will to change the Contributing Factor.** In some cases, you may identify a contributing factor that is directly connected to the priority problem, but you don’t think there will be the community or political will to change it.

#### **STEP 2: BUILDING CAPACITY**

Step 2 of the SPF is community mobilization and capacity building.

It is generally understood that capacity building and mobilization actually can occur *anywhere* throughout the five SPF steps.

Capacity includes the human, technical, organizational and financial resources necessary to monitor affected populations and to implement substance abuse prevention in a culturally and socially sensitive way.

It also includes being ready, willing and able to identify and successfully utilize information from, and also network with, external organizations and resources at the local, state, and national levels.

### **Assessing Your Capacity to Conduct the SPF Steps**

A critical element of having the capacity to conduct the five SPF steps successfully is knowing your current capacity.

You may have conducted a capacity assessment during Step 1 when you were choosing your priority issue(s) and your contributing factors.

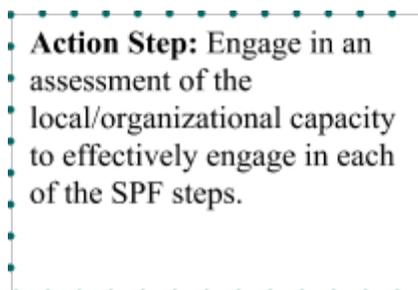
Now that you have identified your priority issue(s) and your contributing factors, you may need to conduct a more formal capacity assessment to determine whether your community has all the capacity you need to move forward or whether you need to take steps to build capacity.

Similarly, you may need to conduct a formal or informal capacity assessment to help decide which strategies you will use to address your contributing factors.

And, again, once your strategies are chosen, you may need more capacity assessment to determine precisely which skills and resources are necessary to successfully implement them.

The bottom line is that you will always be concerned with capacity throughout the SPF process – concerned about whether you have it, and concerned about building it where it may be lacking.

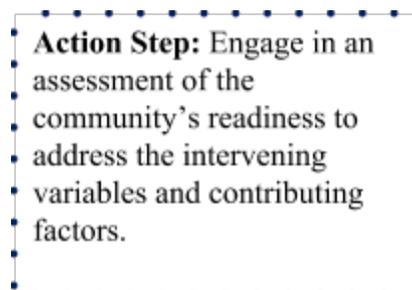
Below are some capacity-related questions we suggest you ask yourself and your community members as you go through each step:

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**Action Step:** Engage in an assessment of the local/organizational capacity to effectively engage in each of the SPF steps.

### **Assessing Community Readiness**

Another aspect of capacity building is knowing whether your community is ready to take the necessary steps to implement a population-based prevention initiative.

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**Action Step:** Engage in an assessment of the community's readiness to address the intervening variables and contributing factors.

Knowing your community's readiness to act may be an important step towards creating an effective and lasting prevention initiative.

Community readiness is a way of measuring a community's ability and willingness to tackle issues around substance abuse or other social problems.

Dimensions of community readiness include knowledge of the issue, knowledge of existing efforts, leadership (formal and informal), norms, climate, resources and organization.

Attempts at implementing change often fail because community readiness has not been gauged nor have strategies been developed to prepare a community for these interventions.

Community readiness can be assessed through formal surveys, informal or formal focus groups, key informant interviews, conversations with members of the community, environmental scans, or by other means.

There are many instruments available to measure community readiness, and all of them have common stages. One tool to assess community readiness was developed by the Triethnic Center for Prevention Research at Colorado State University. This link, [http://triethniccenter.colostate.edu/docs/CR\\_Handbook\\_2014.pdf](http://triethniccenter.colostate.edu/docs/CR_Handbook_2014.pdf), leads to the handbook on how to conduct the community readiness assessment.

### **STEP 3: STRATEGIC PLANNING**

Strategic planning makes it possible to execute an organization's mission and vision in an effective, orderly way.

It keeps the group on track, helps people develop and implement a prevention plan that is meaningful to their community, and outlines what everyone should be doing to move toward the goals.

A good strategic plan will also provide a means of evaluating progress. Moreover, the strategic plan will provide the tools for successfully recruiting the funding that will be needed to carry out future work.

The strategic plan should serve as a path for you to follow, so it needs to be as clear and concise as possible, with the understanding that complications will arise and alterations will have to take place as a result. To do that, there are a lot of questions to consider, including:

- What strategies are likely to have the most impact on the contributing factors in your community?
- Do you have the capacity to implement a particular strategy?
- What capacity do you need to build and how will you build it?
- Who will implement the strategies and what steps do you need to take to implement them well?
- Are your strategies culturally appropriate and can they be sustained over time?

Strategic planning activities may include the following:

- Assemble a planning team
- Review your needs and capacity assessment
- Create a logic model
- Review evidence-based strategies
- Select evidence-based strategies
- Consider your capacity to implement the strategies
- Develop an action plan to implement your strategies
- Create a funding plan
- Write your plan

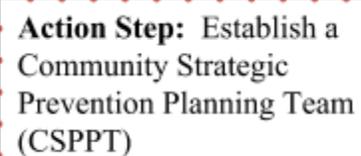
### **Getting Started – Forming a Collaborative Team**

Just as you convened an assessment committee for the needs and resources assessment, you will need to pull together a planning team.

As you assemble the team, be sure that its members represent the various sub-populations of particular interest to your community.

The over-arching SPF goal is to foster population-level change for long-term community betterment.

This is to be accomplished by substance abuse prevention efforts that cut across economic, gender, ethnic, age, family



**Action Step:** Establish a  
Community Strategic  
Prevention Planning Team  
(CSPPT)

and professional populations and mobilize citizens around common concerns.

Your team should be made up of members who are:

**Knowledgeable** about your community.

**Representative** of all segments of your community, including racial and ethnic groups.

**Influential** within your community. Consider including parents, teachers, students, administrators, clergy, etc. on your team.

**Equipped** with the technical skills and other talents needed to accomplish tasks.

**Respected** by the community they represent.

### Review Your Needs and Capacity Assessments

At one of your first planning meetings, you will want to review the purpose of the strategic plan and review the findings of your needs and capacity assessment.

During your needs assessment process, your community stakeholders examined data on consequences of substance abuse and substance use patterns. You identified target subpopulations and geographic areas on which to focus your project and collected data on intervening variables/contributing factors associated with your priority issues. You then prioritized the contributing factors and selected those that appear most strongly linked to your priority issues. That brings you to the first major task in strategic planning: creating a logic model.

### Create a Logic Model

To help you visualize how the primary outcome, target populations, geographic areas, intervening variables, and contributing factors are all related, you will first create a logic model that connects all these pieces.

**Action Step:** Create a preliminary logic model that connects the primary outcome (your priority issue), the target populations and geographic areas, intervening variables, and contributing factors.

### Why Create a Logic Model?

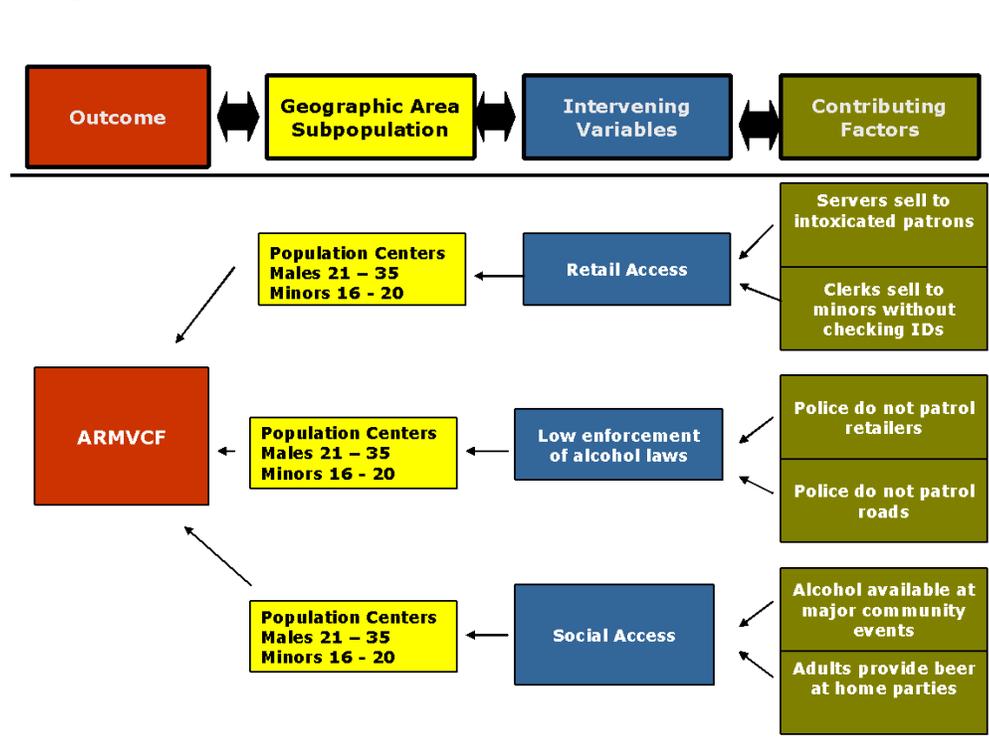
Logic model development offers the following benefits:

- Clearly identifying problems, program goals, objectives, activities, and desired results
- Clarifies assumptions and relationships between program efforts and expected outcomes
- Communicates key elements of the program
- Helps specify what to measure in an evaluation
- Guides assessment of underlying project assumptions and promotes self-correction

This figure provides an example of outcome-oriented logic model. The figure shows that the primary outcome (in this case, alcohol-related motor vehicle crashes and fatalities, or ARMVCF) is being targeted for reduction in the county's population centers among young adult males and minors of both sexes. The figure then shows that the top three intervening variables are retail access, law enforcement, and social access. Finally, the figure shows that, in this county, retail

access refers specifically to on-site retailers (e.g., bars, restaurants) selling alcohol to intoxicated patrons and off-site retailers (e.g., convenience stores, supermarkets) selling alcohol to minors; law enforcement refers to police not patrolling retailers and not patrolling roads; and social access refers to alcohol availability at community events and adults providing alcohol to minors at house parties.

### Example of a Logic Model



An outcome-based logic model for substance abuse prevention maps a strategic approach for addressing priorities typically consists of the following components:

- A clear definition of the problem (s) to be addressed (consequences and behaviors)
- Intervening variables (also known as risk and protective factors) which have scientific evidence of contributing to the problem
- Contributing (also known as causal) factors specific to the local area
- Prevention strategies (programs, policies, practices) with evidence of effectiveness to impact one or more intervening variable/risk and protective factor and contributing/causal factors and/ or the targeted problems.

**Tip:** Begin now to think about available data to measure the change in your contributing factors. You may need to develop your capacity to gather data. Don't wait until you get to the evaluation step!

If you've conducted your needs assessment well and created your logic model based on it, you should have a good understanding of the important intervening variables and contributing factors that are potentially causing the high rates of your priority issue in your community.

Now that you've answered the question of why this is happening, you now have to struggle with the question of what to do about it.

Therefore, you next have to immerse yourself in learning about the strategies that currently exist that may be useful to your community.

### **Reviewing and Identifying Evidence-Based Strategies**

Reviewing strategies is a very important stage in the SPF. You need to know what your options are to make the best decisions.

You'll want to review a wide array of environmental strategies that are associated with your priority issue.

We suggest you look at websites from different federal agencies (e.g., Substance Abuse and Mental Health Services Administration [SAMHSA], Centers for Disease Control and Prevention [CDC], Department of Education, Office of Juvenile Justice and Delinquency Prevention) to help identify evidence-based strategies that may fit your needs.

**Action Step:** Identify and review evidence-based interventions (EBIs) that address selected IV's and CFs

A good source of information for substance abuse prevention, in particular, is SAMHSA's National Registry of Evidence-based Programs and Practices at NREPP <http://www.nrepp.samhsa.gov>. **Although please be cautioned that not all programs listed on NREPP are evidence-based.**

You will need to learn about the strengths and weaknesses of the different strategies and you will need to learn what's involved in actually implementing the strategies.

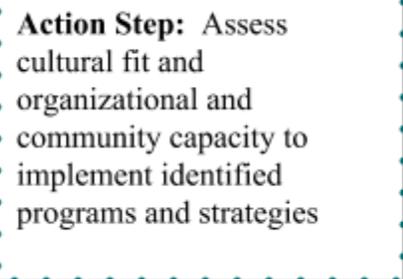
You should seek out other experts in the field who can help you determine what's involved in implementing the strategies. This may include law enforcement at the state or local level, advertising and media experts, local newspaper reporters, lawyers, judges, prevention specialists, and health care providers.

## Selecting Evidence-Based Strategies

Once you have carefully reviewed strategies that will target your contributing factors and you feel knowledgeable about what would be involved in implementing the strategies, you then have to make some decisions about what you're going to actually do. Obviously you can't do everything (or mostly likely you can't). So it becomes necessary to weed out those strategies that are less likely to work at this time.

Questions to consider when choosing your strategies include:

- Are they associated with your contributing factors? Remember, *the path to changing your priority issue must go through the contributing factors*; each strategy must be likely to influence at least one of your contributing factors.
- Are they likely to change your priority issue, or at least the contributing factors, within the amount of time you have allotted for your project? If you have grants, or plan to apply for future grants, your funding agency may be expecting measurable results by the end of the project.
- Do you have the capacity and resources, and is your community ready (culturally, socially and politically), to implement the strategies? Remember, any strategy is only as good as the ability of the community to implement it.
- Is there a good cultural "fit" between the strategy and your community? If not, the strategy may not be appropriate or may need modification. Culture may include, but is not limited to race, ethnicity, age, rural/urban setting, class, religion, and sexual orientation.



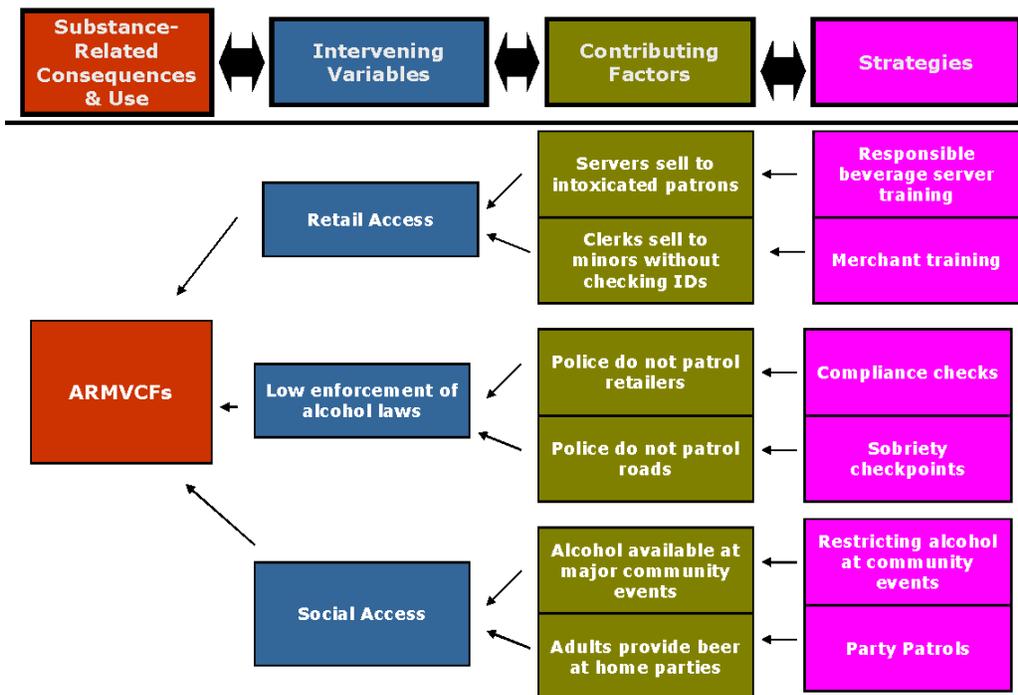
**Action Step:** Assess cultural fit and organizational and community capacity to implement identified programs and strategies

If you answer "no" to any of these questions, you should consider a different strategy.

Congratulations! Now that you have selected the strategies you will implement, you can return to the logic model that you started earlier and complete the column under "strategies."

The figure below provides an example of a logic model that includes strategies.

## Example of a Logic Model That Includes Strategies



## Back to Capacity

You may need to build some capacity to implement your strategies well. It may require developing some relationships, getting some training, or hiring some people.

Do not expect that one person can do it all. Think about building capacity for both the short term and the long term. Build relationships that will last and that will allow you to continue to do this prevention work even after the grant is over (sustainability).

## Develop Action Steps

Once you know what evidence-based strategies and capacity-building activities you need to address your priority issues and contributing factors, you should create a plan to implement your strategies and activities.

**Action Step:** Complete a plan and timeline for implementation of overall plan and chosen EBIs.

A common format for an action plan is:

Contributing Factors	Evidence-based intervention	Who is responsible	By when?	Outcome	Supporting Data

### Write Your Plan

At this point, you should have all the information needed to write it.

**Action Step:** Write your strategic plan.

Congratulations! Working through the assessment and planning process is a huge undertaking and hopefully one that you have found helpful in moving your community forward in its efforts to tackle substance abuse problems.

The idea is not that you will have a perfect assessment and strategic plan at the end of this process. Both should be considered “living documents” and part of your agreement with your partners might include setting timelines for revisiting and revising the assessment and plan on a regular basis.

But, at this point, you should be ready to implement some effective strategies and see an impact on the problem in your community. Your efforts will be appreciated by the communities, as they will enjoy a better quality of life as a result of your work.

## STEP 4: IMPLEMENTATION

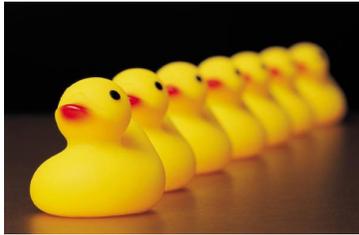
Step 4 of the SPF is implementation of your evidence-based strategies.

This is the step in which all your careful data collection, capacity building, and strategic planning come to fruition in the form of actual strategies to address your community's priority issue.

Strategies are so varied and so specific to the problem issue that it is impossible to provide detailed guidance on particular strategies.

However, there are several elements of implementation that are critical for success, regardless of the strategies. These elements are planning for implementation, cultural competence, implementation management, preparing for implementation fidelity, and monitoring fidelity. Each is discussed below.

### Planning for Implementation



One of the keys to successful implementation is planning **prior** to implementation (“getting your ducks in a row”).

- Do you know all the components that are recommended for your particular program or strategy?
- Do you have all the partners in place to successfully carry out the strategy?
- Have you scheduled adequate training for key players?
- Do the key players all know what tasks they are responsible for implementing?

These are some of the questions that must be answered *prior* to implementation.

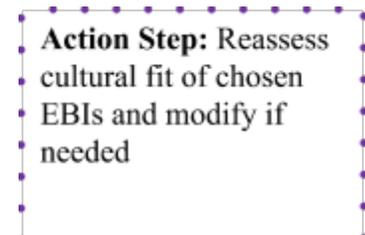
### Cultural Competence

Another important consideration as you move into the implementation phase is cultural competence – i.e., implementing strategies in an appropriate manner to meet the needs of a culturally diverse population.

Cultural diversity can refer to race, ethnicity, age, rural/urban setting, class, religion, sexual orientation, and more.

Even if you think everyone in your community is similar, there may be differences about which you are unaware. If you want your intervention to reach your whole community, rather than just a few segments of it, you have to know information about all of the populations who live there.

Consider how best to get input about implementation from the population you have chosen to work with and target.



If you are targeting teens, you might consider a youth advisory group.

Getting input ahead of time from more than a token few is very important. Individuals are usually much more agreeable to participation in an effort and/or receptive to a message if it is clear their voices have been heard in the process.

### **Implementation Management Tools**

There are many useful tools available for managing implementation. The [Community Toolbox](#) is hosted by the University of Kansas and is a good place to start.

The Community Toolbox also has a wealth of information on each of the steps in the SPF process – assessment, capacity building, strategic planning, implementation and evaluation. There is also basic information on facilitating meetings, setting agendas, conflict resolution, etc. These tools will not guarantee success, but they will help you have the best chance of being successful.

Implementation can get complicated, especially if your coalition is implementing multiple strategies.

If the details of implementation in the planning phase appear to be overwhelming, you may have taken on too much. Don't be afraid to pull back if you are trying to launch multiple strategies or programs.

It is better to take on fewer projects and to do them well. If the SPF process and the implementation of evidence-based interventions are new to you, it is probably better to start off slowly. Implement one strategy, learn from the experience and then add another intervention.

### **Preparing for Fidelity**

**Tip:** Don't forget to budget funds for training on your strategies. To help save training costs, consider collaborating with other coalitions.

Evidence-based strategies have been shown to be effective under specific conditions and with specific populations. It is important to review those guidelines and to make sure that you understand fully what is involved in implementation.

Step-by-step guidelines or components are typically spelled out in greater detail for curriculum-based programs than is true for environmental strategies.

There is a fidelity form available from the Community Toolbox. Although fidelity assessment is typically considered to be part of the evaluation process, completing the form prior to implementation can serve as a planning checklist. To fill out the form, you will need to research guidelines for each of the strategies you plan to implement.

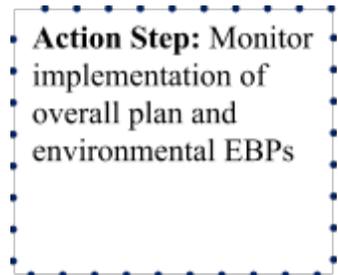
## Monitoring Implementation

Don't wait until your implementation is over to begin monitoring and evaluating your programs and/or strategies!

You might get to the end of a yearlong implementation only to discover that it didn't work, **but** that there were things you could have done differently to make it work.

Maybe there were some obstacles that had not been considered in your planning, but that could have been addressed as they arose.

Think about getting feedback from your target audience as you progress through implementation. It might help you to be more effective.



There are simple ways to get feedback—for example, satisfaction surveys or talking with a few key stakeholders. If a patient has a fever and has been given medication for three weeks, you don't wait until the end of the three weeks to do a temperature check!

## Sustainability

As you do your implementation planning and monitoring, keep in mind ways in which you might sustain your efforts as well as share your resources and experiences with other coalitions.

For example, if you create an information packet for retailers regarding liquor license laws and compliance checks, make them available on your website. If you conduct a training for local law enforcement and youth decoys, consider taping it and making it available via a website or DVD.

Future prevention funding may be uncertain. Plan and document activities as if there will not be funding and as if the coordinator won't be around for the next phase of implementation to explain. If there is funding, the documentation will assist with applications to current and future funders and with future implementation efforts.

## Conclusion

Creating an overall strategic plan is important. It is equally important to make sure you have done adequate planning for effective implementation of specific programs and strategies. In addition, remember that there are probably individuals in the community who have valuable experience with planning and managing the implementation of strategies that are similar to

those in your current project. Seek assistance from your partners because the most effective individuals and groups are those who are able to utilize the skills and resources of others.

## **STEP 5: EVALUATION**

Step 5 of the SPF is evaluation of the initiative.

### **Why Evaluate?**

Evaluation is a systematic way of assessing the initiative. It helps the coalition to understand where there has been positive impact on the community's priority issue(s), as well as the associated contributing factors.

Given how long it takes to bring about behavioral change, especially at the community level, it is much more common to see short-term change in contributing factors than in consequences or consumption.

The results of evaluation may be used to refine program implementation, concretely illustrate progress toward program goals, and even solicit funding for additional evidence-based programming. The goal of the SPF is to implement evidence-based strategies that "fit" with your population's needs, as identified during the assessment phase. Evaluating your progress can help you to determine whether the strategies do, in fact, address your community's needs and whether they have been effective.

In addition to monitoring the effectiveness of the current substance abuse prevention efforts in your community, evaluation can also provide information on how to proceed with prevention programming in the future.

### **Designing the Evaluation**

There are six key steps that you should consider taking when designing your evaluation:

- Creating an Evaluation Workgroup
- Determining Your Evaluation Question(s)
- Developing/Reviewing an Evaluation Logic Model
- Deciding on Your Outcome Data Collection Design and Methods
- Identifying Your Evaluation Measures
- Writing Down your Evaluation Plan

### **Create an Evaluation Workgroup**

**Tip:** Include internal and external stakeholders in your evaluation planning.

The first step in designing an evaluation is to pull together a group of people who will oversee the evaluation process. These may or may not be the same people who are responsible for implementing the evaluation activities.

A good place to start might be the group that did the initial assessment, Steering Committee or Community Board. It is also helpful to have someone on the workgroup who is knowledgeable about research practices and someone who is familiar with the initial assessment data.

These members can be invaluable throughout the evaluation process by providing insight into the feasibility of data collection methods, key contacts needed to get access to data, buy-in for the evaluation process, interpretation of results and the dissemination of findings.

### **Determine Your Evaluation Question(s)**

To determine evaluation questions, the evaluation workgroup should discuss what areas to evaluate. The group should consider *process and outcome questions* – that is, evaluation questions that address what was done (processes) and whether it had an effect on the contributing factors and priority issue(s) (outcomes). *Remember, all evaluation questions should relate directly to the project's goals.*

**Action Step:**  
Determine evaluation outcome and process questions

The overarching questions for *process* evaluation should be “*How well was the overall plan implemented?*” and “*How well were the particular strategies implemented?*”

The overarching question for the *outcome* evaluation should be “*What effect did the initiative have on the community's priority issue and contributing factors?*” Some specific outcome questions to consider include:

- Did the priority issue or contributing factors change over time, in the desired direction?
- If so, were the changes statistically significant?
- Were other possible reasons for the changes ruled out (or at least acknowledged)?
- Were changes similar across all groups within the targeted population or were the changes different among subgroups?

Determining your evaluation question(s) can be intimidating at first. However, you should be able to stay on track if you focus on making sure that your evaluation plan is directly related to your initiative's actions (e.g., coalition building, mobilizing communities, and implementing several strategies to influence some key contributing factors).

### **Develop/Review an Evaluation Logic Model**

Once evaluation questions have been selected, determine what data is needed to answer those questions. It helps to create an evaluation logic model to identify the data needed and the data that are available.

The evaluation logic model displays the connections between the priority issue, intervening variables, contributing factors, and strategies, and includes the data needed to assess changes over time. In most cases, the data gathered *will be the same data (but updated) gathered to identify the priority problem and contributing factors during the needs assessment step.*

The logic model can also include process data collected to track the implementation of strategies. The table below is an example of an evaluation logic model.

<b>Priority Problem</b>	<b>Intervening Variable</b>	<b>Contributing Factor</b>	<b>Strategy</b>
Alcohol-related traffic crashes and fatalities  Data: (1) Percent of crashes and deaths that are alcohol-related; (2) Rate of crashes and deaths that are alcohol-related, per population	Retail Access	Servers sell to intoxicated patrons  Data: (1) Interviews with law enforcement; (2) Observations; (3) Arrests from patrons after leaving particular establishments	Responsible beverage server training  Data: Number of people trained, number of establishments trained
		Clerks sell to minors without checking ID  Data: (1) Interviews with law enforcement; (2) Purchase surveys (using decoys to buy alcohol)	Merchant training  Data: Number of people trained, number of retailers trained
	Law Enforcement	Police do not patrol retailers  Data: (1) Interviews with law enforcement; (2) Records of compliance checks	Compliance checks  Data: Number of compliance checks, number of retailers visited
		Police do not patrol roads  Data: (1) Interviews with law enforcement; (2) Records of enforcement activity	High Visibility Enforcement  Data: Number of police patrolling roads, number of areas targeted for enforcement, number of media outlets informed of efforts
Social Access	Alcohol is available at community events	Restricting alcohol at community events	

		Data: (1) Focus groups with community members; (2) Environmental scan of community events	Data: Number of community events that sell alcohol, number of events that have alcohol sponsors, number of policies in place to restrict alcohol availability
		Adults provide beer at home  Data: (1) Focus groups with youth; (2) Interviews with law enforcement; (3) Youth surveys	Party Patrols  Number of parents participating, number of parties found serving alcohol to minors

### Identify Your Outcome Evaluation Design and Methods

There are many different approaches for assessing the success of the project in achieving the desired outcomes. The most straight-forward approach in the SPF model is to evaluate progress based upon comparing baseline community data to similar data that is collected after beginning implementation. Remember, the SPF model is depicted as a circular set of steps with ongoing evaluation and ongoing needs assessment inter-related and mutually supportive.

Because there are other factors that will influence outcomes in the community, such as other prevention efforts, it is difficult to directly link the results to specific interventions. Including data from a control group (e.g., comparable communities outside of the project), or having other comparison data in the evaluation design for comparative purposes can help.

### Identify Evaluation Measures

**Tip:** Don't rely on a single process or outcome measure, because no individual measure is perfect. Use a variety of measures to build a stronger case for the effectiveness of your initiative.

Evaluation measures refer to the *specific* information used to answer evaluation questions. Evaluation measures are a more precise way of expressing what data will be collected.

But, there are many different measures from which to choose. For example, measures of tobacco use, include survey data on cigarette use during the past 30 days, survey data on daily cigarette use, or tobacco sales tax revenue information.

Moreover, there are many different surveys, including the Youth Risk Behavior Survey, Monitoring the Future, National Household Survey on Drug Use and Health, the Behavioral Risk Factor Surveillance Survey, the Communities That Care Survey, or the Youth Development Survey (YDS). So, measure means which exact pieces of information and their sources, will answer the evaluation questions.

**Process Evaluation Measures:** Process evaluation measures describe the actual activities themselves. Process measures may include the number of project meetings held and the key activities or results of those meetings; the kinds of stakeholders involved in your initiative; the number and type of strategies implemented.

Sources for this and other process evaluation information can include the coalition’s records, such as meeting notes and attendance sheets; fidelity assessment forms; and interviews with key informants or stakeholders.

**Outcome Evaluation Measures:** Outcome evaluation measures should focus on the priority issue and the contributing factors. If the measures used during the needs assessment were appropriate and useful (i.e., valid and reliable), then plan on using them as the outcome evaluation measures.

If, however, the needs assessment measures were not adequate, were too difficult to obtain, or were obtained from a source that is no longer available, then other outcome measures that are relevant will need to be identified.

### Write Down the Evaluation Plan

Once the evaluation workgroup has completed the preceding evaluation steps, it is important to write the decisions into an evaluation plan that is approved by the group.

**Action Step:** Develop a timeline and work plan for evaluation activities

This plan should include the specific activities to be completed, who is responsible for completing them, and a target date for completing those activities. It should also relay how the evaluation measures relate to the evaluation questions and to the coalition’s overarching objectives. This can be done graphically or through a written description.

A simple matrix like the sample one below can help guide analysis.

Strategy	Anticipated Key Activities	Actual Key Activity	Change from Plan	Reason for Change
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3.1.a Work with police departments (PDs) to enhance enforcement of underage drinking, furnishing, zero tolerance, and hosting laws	Meet with PDs in Towns A, B and C Review Policy Suggest Policy Changes	Met with PDs in Towns B and C Reviewed policies and suggested changes In Town B, provided officer training	Unable to have meeting with Town A  Provided officer training on importance of underage drinking in Town B.	Chief in Town A is not on board with implementing model policy.  Policy was already in place in Town B, but officers did not support it.
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The above example illustrates how process evaluation can help define the coalition’s approach. It also can help to explain why outcomes, such as violations/citations or perceptions of enforcement, may have remain unchanged in that area or are lower than the established target.

### Analyzing Quantitative Outcome Data

There are four key ways to analyze outcomes data.<sup>1</sup> They are as follows:

***Trends over Time.*** Trend data allow a coalition to compare itself to itself over time. Because data are often tracked at regular intervals, trend analysis is a useful and easy way to gauge performance.

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<sup>1</sup> According to Poister (2003).

### Analyzing Data:

#### Key Questions to Consider

- Are the data reliable and valid?
- Is sample size large enough to represent the target group?
- Is there a difference between the demographic groups (e.g., age, grade, gender, race, location)?
- Are there substantial differences between current results and the initial data?
- How can unusual or unexpected findings be explained?
- Can the information be generalized to other populations or strategies?

This method works well with a consistent source of data, such as YDS or other local youth survey. A marked decline after work has finished will provide support that the strategies worked.

**Comparisons Against Standards.** Many strategies or model programs have indicators or best practice standards (for examples, see the National Registry of Evidence-Based Programs and Practices) or benchmarks that a project can use to analyze its performance, or determine whether it is meeting expectations.

**External Benchmarking.** External benchmarking allows for comparison of outcomes with a similar community project on a set of common measures. External benchmarks can also be set by looking at national standards, state rates, or even sub-state trends.

**Comparisons Among Groups.** This type of analysis would allow comparison of findings among different units (e.g., schools, towns, retailers) on a set of common measures to identify strengths and areas needing improvement.

### Using the Evaluation Results

With all the data in hand, the coalition needs to consider how to use it. Both process evaluation results and outcome evaluation results have implications for how the coalition should proceed with its prevention work in the future.

#### Process Evaluation Results

Process evaluation results should help determine the success of the overall initiative and the strategies. The challenge now is to use those findings to determine how best to move forward. If the findings suggest that implementation went smoothly, then efforts should be continued.

If, on the other hand, some parts of the implementation did not go smoothly, then changes need to be considered.

**Tip:** Approach evaluation and monitoring as an active and ongoing process.

The key is how to use this information. Consider keeping the planned timeline intact and take advantage of the new knowledge to avoid future delays. Or, change future plans to reflect the activities actually completed and are likely to try again next time around.

If there were several strengths in a slower-paced implementation, change the timeline to include a longer implementation phase in the future. There is no right or wrong answer, but finding meaning within the results should reflect what the data reveals.

### **Outcome Evaluation Results**

**Tip:** Don't only report or focus on the successes. A great deal can be learned by understanding challenges, failure, dropouts, and barriers to implementation.

The results of outcome evaluation also have implications for future prevention efforts. Through outcome evaluation, changes in the priority issue and the contributing factors will be determined.

If the outcomes did not change as hoped, draw on information from the process evaluation to consider which aspects of the strategies and project implementation could have contributed to this finding and make appropriate changes to help contribute to better outcomes in the future.

On the other hand, if the outcomes are heading in the desired direction, consider the magnitude of the change to determine next steps. Small changes in outcomes may suggest that changes to the initiative can help improve its impact. It is critical to make sure that evaluation and monitoring are an ongoing process to maximize the impact of prevention efforts.

Questions to consider in improving strategies and implementation include:

- What changes are necessary and why?
- How will the changes affect the program or strategy goals/coalition partnerships/staff/resources for implementation?
- When will changes be implemented?
- Who will be responsible for monitoring the changes?

### **Sharing Evaluation Results**

Community partners want to know about the progress of the coalition's work. Sharing your evaluation results with your community partners can help them to feel engaged and invested in the prevention work.

When possible, use evaluation results to inform local policy- and decision-makers. If they see that the coalition's strategies had a positive influence on substance abuse consequences, consumption, and contributing factors, they may become future allies.

The general public also has an interest in substance abuse and prevention. Lay people are interested in knowing what is going on in their community and want to hear what the coalition is doing to reduce substance abuse. Use evaluation results to increase positive relationships with the community and generate publicity for the good work of the coalition.

#### **Dissemination of Results:**

##### **Key Questions to Consider**

- Who is the intended audience?
- What is the most effective way to communicate the information (e.g., written summary, formal report, publication, presentation)?
- What, if any, requirements are there for the report (e.g., formatting and/or timeline)?
- Can the information gathered be used for public relations purposes or to seek increased funding?
- Are reports going to be released incrementally over time, as a "snapshot" at a particular time, or as a final result?
- Who needs to approve the report before it is made public?

More broadly, experts in the field of prevention, both here in New York and nationally, have an interest in evidence-based programs and strategies. Sharing findings and results through organizational websites, professional email list serves, conferences and even professional journals is a good way to increase knowledge and understanding in the prevention community, while generating publicity and recognition for the coalition's project.

**Tip:** Including evaluation results in press releases can help increase positive publicity for your organization and your initiative.

The evaluation report format should depend on the intended audience. A report can be as brief as an executive summary of the evaluation process and findings or as elaborate as a comprehensive research paper with a literature review, organizational overview, evaluation design, evaluation instruments, evaluation findings including data tables and charts, data analysis, conclusions, and recommendations.

The key in determining a report format is to ensure that it is clear, understandable, and meaningful to the intended audience. A full evaluation report should include enough information so that the evaluation process can be replicated either by the organization or by a similar organization seeking similar information.

## **STRATEGIC PREVENTION FRAMEWORK RESOURCES**

"A General Causal Model to Guide Alcohol, Tobacco and Illicit Drug Prevention: Assessing the Research Evidence." Multi-State Technical Assistance Workshop. Washington, DC. March 16, 2006.

[www.ok.gov/odmhsas/documents/A%20General%20Causal](http://www.ok.gov/odmhsas/documents/A%20General%20Causal)

"Building Drug Free Communities: A Planning Guide". Alexandria, VA: Community Anti-Drug Coalitions (CADCA), 2001. [www.cadca.org](http://www.cadca.org)

Center for Substance Abuse Prevention, "SPF SIG Overview and Expectations" New Grantee Workshop.

[Captus.samhsa.gov/news-and-events/cohort-v-spf-sig-new-grantees-meeting-washington-dc](http://Captus.samhsa.gov/news-and-events/cohort-v-spf-sig-new-grantees-meeting-washington-dc)

Chinman, Matthew, Pamela Imm, and Abraham Wandersman. Getting to Outcomes 2004. Santa Monica, CA: RAND Corporation, 2004. [www.ncbi.nlm.nih.gov](http://www.ncbi.nlm.nih.gov)

"Community Tool Box", University of Kansas. 29 Aug 2006 <<http://ctb.ku.edu/>>

"Data Collection Methods: Getting Down to Basics." June 12, 2006. Center for Application of Prevention Technology. [www.Captus.samhsa.gov](http://www.Captus.samhsa.gov)

Feathers, Paula and Michelle Fry. "Capacity Training: New Mexico Strategic Prevention Framework State Incentive Grant." Southwest Center for Applied Prevention Technologies, January 25, 2006. [www.nmprevention.org/project\\_docs/spf%20sig%20](http://www.nmprevention.org/project_docs/spf%20sig%20)

Feathers, Paula. "Strategic Planning Training: New Mexico Strategic Prevention Framework State Incentive Grant", Southwest Center for Applied Prevention Technologies, February 22, 2006. [www.nmprevention.org/project\\_docs/spf%20sig%20](http://www.nmprevention.org/project_docs/spf%20sig%20)

How Do We Know We Are Making A Difference? A Community Alcohol, Tobacco, and Drug Indicators Handbook, Boston, MA: Join Together, 2005.  
<<http://www.indicatorshandbook.org/>>

Karraker, David, and Hornby, Helaine. "A Planning Journey: Roadmap for Conducting Community Assessments." (1994). [www.muskie.usm.maine.edu/helpkids/rcpdfs/journey](http://www.muskie.usm.maine.edu/helpkids/rcpdfs/journey)

Lowther, Mike and Johanna D. Birckmayer, "Outcomes-Based Prevention". Multi-State Technical Assistance Workshop, Washington, DC. March 16, 2006.  
[www.ncweb.pire.org/scdocuments/documents/casNeedsAssessmentGuideWithAppendices](http://www.ncweb.pire.org/scdocuments/documents/casNeedsAssessmentGuideWithAppendices)

Needs Assessment & Strategic Planning – Community How to Guide on Underage Drinking Prevention, National Highway Traffic Safety Administration, March 2001.  
[www.mcs.nhtsa.gov/index.cfm/product/391/community-how-to-guides-on-underage](http://www.mcs.nhtsa.gov/index.cfm/product/391/community-how-to-guides-on-underage)

Outcomes-Based Prevention: Using Data to Drive Prevention Planning, Implementation, Monitoring and Improvement. Strategic Prevention Framework State Incentive Grant State Epidemiological Workgroup Workshop, Washington, DC: March 16-17, 2006.  
[www.dsf.health.state.pa.us/health/lib/health/bdap/webpages-spf](http://www.dsf.health.state.pa.us/health/lib/health/bdap/webpages-spf)

"Reducing Underage Drinking: A Collective Responsibility", Ed. Richard J. Bonnie and Mary Ellen O'Connell, Washington, DC: National Academies Press, 2004.  
[www.ncbi.nlm.nih.gov](http://www.ncbi.nlm.nih.gov)

State of Maine Department of Health and Human Services. Office of Substance Abuse. Guide to Assessing Needs and Resources and Selecting Science-Based Programs. Portland, ME: Hornby Zeller Associates, Inc., 2003.  
<<http://www.maine.gov/dhhs/osa/prevention/community/spfsig/index.htm>>

State of Maine Department of Health and Human Services. Office of Substance Abuse. Draft Maine Substance Abuse Prevention Strategic Prevention Framework Plan 2006-2010. Augusta, ME: 2006.

[www.maine.gov/dhhs/samhs/osa/prevention/community/spfsig/documents](http://www.maine.gov/dhhs/samhs/osa/prevention/community/spfsig/documents)

US Department of Health and Human Services. Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention. Prevention Works! A Practitioner's Guide to Achieving Outcomes. Rockville, MD: CADCA, 2001.

[www.files.eric.ed.gov/fulltext/ed469593](http://www.files.eric.ed.gov/fulltext/ed469593)

US Department of Health and Human Services. Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention. SPF SIG Overview and Expectations: New Grantee Workshop.

[www.michigan.gov/documents/mdch/mi\\_guidance\\_doc\\_-\\_attachmentA\\_-\\_A\\_-\\_rev040407\\_192773\\_7](http://www.michigan.gov/documents/mdch/mi_guidance_doc_-_attachmentA_-_A_-_rev040407_192773_7)

Welcome to the New Mexico Strategic Prevention Framework State Incentive Grant: Assessment Training. Strategic Prevention Framework State Incentive Grant State Epidemiological Workgroup Workshop. Washington, DC: March 16-17, 2006.

[www.nmprevention.org/nm\\_spfsig\\_home](http://www.nmprevention.org/nm_spfsig_home).

### **Additional Implementation Tools**

Community Anti-Drug Coalitions of America. (2008). *Implementation Primer: Putting your plan into action* at <http://www.cadca.org/resources/detail/implementation-primer>

The Community Toolbox provided by the University of Kansas at <http://ctb.ku.edu/en/>

### **Additional Evaluation Resources**

Community Anti-Drug Coalitions of America. (2008). *Evaluation Primer: Setting the Context for a Community Anti-Drug Coalition Evaluation* at

<http://www.cadca.org/resources/detail/evaluation-primer>.

Free Resources for Program Evaluation and Social Research Methods website:

<http://gsociology.icaap.org/methods/>

Chinman, Matthew; Imm, Pamela; Wandersman, Abraham (2004) *Getting to Outcomes 2004: Promoting Accountability through Methods and Tools for Planning,*

*Implementation, and Evaluation*. [http://www.rand.org/pubs/technical\\_reports/TR101/](http://www.rand.org/pubs/technical_reports/TR101/)

Click on [report](#) for document (see chapters 6-9 for evaluation) and [Appendices](#) for surveys, tools, etc. there are also fillable forms.

Imm, Pamela; Chinman, Matthew; Wandersman, Abraham; Rosenbloom, David; Guckenburg, Sarah; Leis, Roberta. (2007). *Preventing Underage Drinking: Using Getting to Outcomes™ with the SAMHSA Strategic Prevention Framework to Achieve Results*. RAND Corporation at

[http://www.rand.org/pubs/technical\\_reports/2007/RAND\\_TR403.pdf](http://www.rand.org/pubs/technical_reports/2007/RAND_TR403.pdf).

McNamara, Carter. (1997-2007). Pitfalls to Avoid, Adapted from the *Field Guide to Nonprofit Program Design, Marketing and Evaluation*. Retrieved May 28, 2007 at [www.managementhelp.org/evaluatn/fnl\\_eval.htm](http://www.managementhelp.org/evaluatn/fnl_eval.htm)

United Way. (1996). *Measuring Program Outcomes: A practical approach*. <http://www.liveunited.org/outcomes/resources/>

Urban Institute. (2003). *Key Steps in Outcome Management*. <http://www.urban.org/publications/310776.html>

W. K. Kellogg Foundation. (January, 1998). *Evaluation Handbook and Logic Model Development Guide*. <http://www.wkkf.org/knowledge-center/Resources-Page.aspx>

## Additional Resources

Additional information about the Strategic Prevention Framework, data driven planning, effective policies, programs, and practices, and other useful information is noted below.

### **SAMHSA Center for Substance Abuse Prevention (CSAP)**

[www.samhsa.gov/prevention](http://www.samhsa.gov/prevention)

### **Evidence-based Programs and Practices**

- **Center for Substance Abuse Prevention *Identifying and Selecting Evidence-Based Interventions Revised Guidance Document for the Strategic Prevention Framework State Incentive Grant Program***. HHS Pub. No. (SMA) 09-4205. Rockville, MD: Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration, 2009. [www.samhsa.gov/shin](http://www.samhsa.gov/shin) or SAMHSA's Health Information Network at

1-877-SAMSHA-7

(1-877-726-4727)

### **Environmental Strategies**

- **CSAP's Prevention Pathways Online Courses *Environmental Strategies for Prevention A Guide to Helping Prevention Professionals Work Effectively in the Community***  
[www.nsvrc.org/elearning/2351](http://www.nsvrc.org/elearning/2351)
- **Maya Tech Environmental Strategies: Selection Guide, Reference List, and Examples of Implementation Guidelines**  
[http://www.ncspfsig.org/Project\\_Docs/Environmental%20Strategies%20Binder.pdf](http://www.ncspfsig.org/Project_Docs/Environmental%20Strategies%20Binder.pdf)

- **Preventing Underage Drinking**  
**Using Getting To Outcomes™ with the SAMHSA Strategic Prevention Framework to Achieve Results** By: Pamela Imm, Matthew Chinman, Abraham Wandersman, David Rosenbloom, Sarah Guckenbug, Roberta Leis  
[http://www.rand.org/pubs/technical\\_reports/TR403/](http://www.rand.org/pubs/technical_reports/TR403/)

## **Strategic Prevention Framework Guidance**

- **Community Anti-Drug Coalitions of America (CADCA)**

**CADCA Primers** - This series of CADCA primers consists of seven publications, each covering one element of the Substance Abuse and Mental Health Services Administration's Strategic Prevention Framework. Each of the primers provides a basic understanding of the element and provides examples of how to implement the themes into your coalition work. <http://www.cadca.org/resources/series/Primers>

## **Needs Assessment and Planning**

- **CSAP Prevention Pathways** <http://pathwayscourses.samhsa.gov>

## **Cultural Competency**

- [The National Center for Cultural Competence](#) increase the capacity of health and mental health programs to design implement, and evaluate culturally and linguistically competent service delivery systems [Spanish language portal](#)

## **New York State Office of Alcoholism and Substance Abuse Services (NYS OASAS)**

- **Prevention Home Page** <http://cps.oasas.state.ny.us/prevention/index.cfm>
- **Underage Drinking Webpage** [www.oasas.ny.gov/index.cfm](http://www.oasas.ny.gov/index.cfm)
- **Internet Resources/Links** [www.oasas.ny.gov](http://www.oasas.ny.gov)
- **NYS OASAS Prevention Resources**  
<http://www.oasas.ny.gov/prevention/resources.cfm>
- **New York State OASAS Prevention Strategic Plan**  
[www.oasas.ny.gov/pio/commissioner/documents/5yplntReport2011.pdf](http://www.oasas.ny.gov/pio/commissioner/documents/5yplntReport2011.pdf)

- **New York State Youth Development Survey 2008 Report**  
<http://www.oasas.ny.gov/prevention/documents/UDAdVounviiST2009.pdf>

- **NYS Agency Web Sites and Publications**  
[www.nysl.nysed.gov/ils/nyserver.html](http://www.nysl.nysed.gov/ils/nyserver.html)

- **New York State Archival Data Resources**

Kids' Well-Being Indicators Clearinghouse [www.nyskwic.org](http://www.nyskwic.org)

NYS School Report Card <https://www.nystart.gov/publicweb/Splash.do>

NYS Department of Health Statistics <http://www.health.state.ny.us/statistics/>

NYS Liquor Authority [www.abc.state.ny.us/](http://www.abc.state.ny.us/)

NYS Touchstones/KIDS COUNT 2006 Data Book

[www.ccf.ny.gov/council-initiatives/kids-count-nys](http://www.ccf.ny.gov/council-initiatives/kids-count-nys)

NYS Dept of Criminal Justice <http://www.criminaljustice.ny.gov>

Drug and Alcohol Warning Network (DAWN) <http://www.samhsa.gov/data/>