Communities That Care Community Planning Workshop

Participant Handouts

Session 1

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Community Planning Workshop
Session 1

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Community Planning Workshop Objectives

Session 1

During Session 1, participants will:

- Identify the priority risk and protective factors in the community
- Set community goals
- Review existing resources that address the goals

Session 2

During Session 2, participants will:

- Select programs and policies for the action plan
- Write program-level outcomes (including participant outcomes and implementation goals)
- Organize to write the Community Action Plan

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Community Planning Workshop
5 Phases of CTC

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Video Summary: CTC Phase 4

In Phase 4 of CTC, the community board

- decides on needed policies & programs
- sets goals for community-wide change
- plans to measure progress
- completes a community action plan

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Video Summary: Creating a Community Action Plan

To create the Community Action Plan, community board members

- review priority risk & protective factors
- set community goals
- review existing resources
- identify resources to fill gaps
- develop community action plan

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Activity: Test Your Knowledge

Prevention Science

1. Finish this sentence: "To prevent a problem before it happens you must change…"
    a) the problem.
    b) the predictors of the problem.
    c) the laws that affect the problem.

2. Prevention science has proven effective in preventing which of these adolescent health and behavior problems? (check all that apply)
    a) Depression & anxiety
    b) Teen pregnancy
    c) Violence
    d) Illegal music downloading
    e) Substance use
    f) Delinquency

3. Which phrase below best describes how CTC prevents delinquency and drug use community wide?
    a) CTC instructs communities to choose an effective parenting program and an effective middle school prevention curriculum in order to prevent adolescent health and behavior problems.
    b) CTC helps communities find and implement tested programs and policies to impact their community's priority risk factors.
    c) CTC encourages communities to adopt new prevention programs regardless of existing resources currently operating in the community.

Risk Factors

4. How can a community reliably measure risk and protective factors?
    a) By observing how children interact with each other.
    b) By using the CTC youth survey.
    c) By mapping graffiti and other types of vandalism.

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5. How can addressing risk factors give you more bang for your buck?
    a) They can help a community identify the young people at highest risk and focus prevention efforts specifically on them.
    b) They are cheaper to address than problems.
    c) Many risk factors predict multiple problems, so reducing one risk factor can impact not just one but several health and behavior problems.

6. Why is it important to know about the risk factors in your community?
    a) Knowing the risks that are active in your community is the key to effective prevention – to get ahead of the problems affecting the youth in your community.
    b) Knowing about risk factors helps you target prevention programs to the individual children who already in trouble and need them most.
    c) Knowing about risk factors helps you understand your community's unique situation so you can focus your community's treatment programs for young people with health and behavior problems.

The Social Development Strategy

7. The Social Development Strategy
    a) Organizes the knowledge about protective factors.
    b) Maintains that development is a social thing.
    c) Is about treating children's problems once they've been diagnosed.

8. When are young people more likely to follow your community's clear standards for behavior?
    a) When they know they'll be punished if they don't.
    b) When they feel a sense of bonding or attachment to the people providing the standards.
    c) When different adults explain the standards in different ways.

9. Finish this sentence: "Using the Social Development Strategy with children during the elementary grades has been shown to…"
    a) promote academic success in high school.
    b) promote economic well-being in early adulthood.
    c) reduce heavy alcohol use, violence, teen pregnancy and mental health problems in early adulthood.
    d) All of the above.

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Video Summary: Prevention Science Review

Prevention Science

- addresses predictors
- identifies & reduces risk factors
- enhances protective factors
- uses tested & effective programs

The Science of Risk Factors

Risk factors:

- exist in every domain of child's life
- are present across development
- predict multiple problems
- operate similarly across racial groups & regions
- vary across communities
- are buffered by protective factors
- can be measured

The Social Development Strategy

- works in families, schools, & communities
- provides opportunities for involvement
- teaches skills
- offers recognition
- builds bonding
- motivates kids to follow healthy standards

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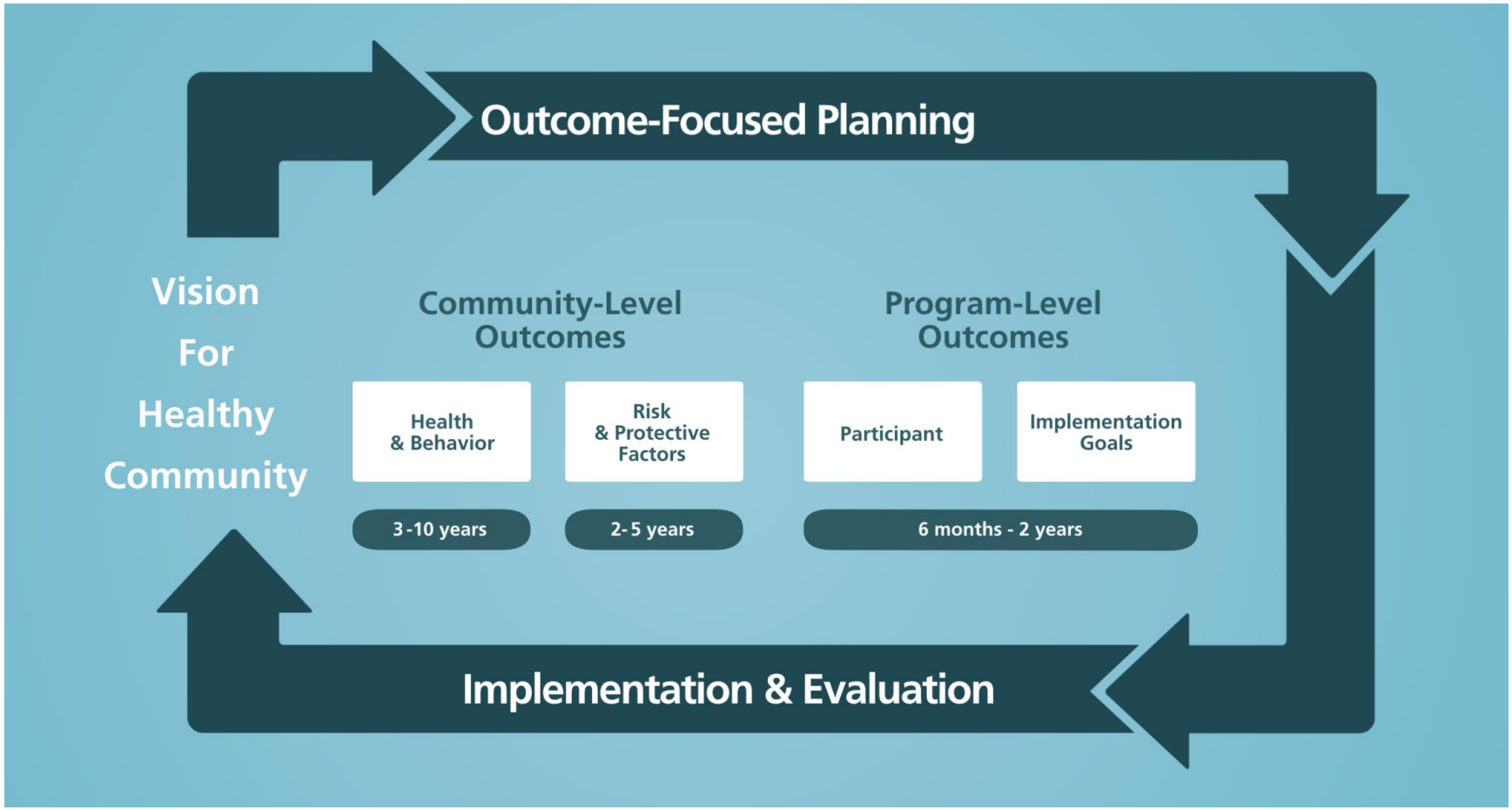
Community Planning Workshop
Outcome-Focused Planning



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Community Planning Workshop
Risk Factors for Health & Behavior Problems

Risk Factors for Health & Behavior Problems	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence	Depression & Anxiety
Community						
Availability of Drugs	•				•	
Availability of Firearms		•			•	
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	•	•			•	
Media Portrayals of the Behavior	•				•	
Transitions and Mobility	•	•		•		•
Low Neighborhood Attachment and Community Disorganization	•	•			•	
Extreme Economic Deprivation	•	•	•	•	•	
Family						
Family History of the Problem Behavior	•	•	•	•	•	•
Family Management Problems	•	•	•	•	•	•
Family Conflict	•	•	•	•	•	•
Favorable Parental Attitudes and Involvement in the Problem Behavior	•	•			•	
School						
Academic Failure Beginning in Late Elementary School	•	•	•	•	•	•
Lack of Commitment to School	•	•	•	•	•	
Individual/Peer						
Early and Persistent Antisocial Behavior	•	•	•	•	•	•
Rebelliousness	•	•		•	•	
Gang Involvement	•	•			•	
Friends Who Engage in the Problem Behavior	•	•	•	•	•	
Favorable Attitudes Toward the Problem Behavior	•	•	•	•	•	
Early Initiation of the Problem Behavior	•	•	•	•	•	
Constitutional Factors	•	•			•	•

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Outcome-Focused Planning Worksheet

Note taking guide to record community board decisions about community-level outcomes, and the programs recommended to achieve them.

Community-level Outcomes

Priority health & behavior problem	Behavior outcome statement

Priority risk factor	Risk factor outcome statement

Priority protective factor	Protective factor outcome statement

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Community Resources Assessment

Priority risk factor	Existing resources that address this risk factor

Risk and protective factors that need new tested, effective resources

Potential programs, policies, and practices for our Action Plan

Existing programs & policies to support	New programs & policies to bring to the community

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Video Summary: Outcome Statements

Sample outcome statement

"To decrease current alcohol use in the past 30 days by 8th graders, as measured by the Communities That Care Youth Survey, from the baseline of 22% in 2014 to 15% by the spring of 2020."

Outcome statements describe

- a change in what?
- as measured by…
- baseline or starting point
- how much change?
- by when?

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Behavior Outcomes Worksheet

Behavior to be addressed: _____

Indicator used to measure the behavior (from your community assessment):

_____

Baseline (from your community assessment):

_____

How much change?

From: _____ to: _____
percent/rate percent/rate

By when? _____
(4-5 years suggested)

Desired behavior outcome statement:

_____

_____

_____

_____

_____

_____

_____

_____

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Risk & Protective Factor Outcomes Worksheet

Assigned priority risk factor:

Indicator to measure this risk factor (from your community assessment):

Baseline (from your community assessment):

How much change?

By when?

Desired priority risk-factor-outcome statement:

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Goal-setting Considerations

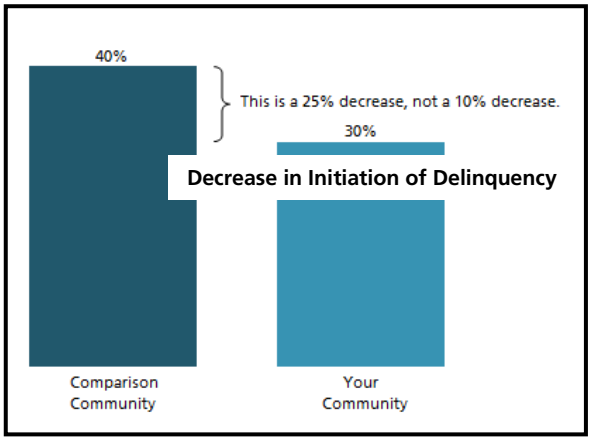
These considerations will help you set reasonable goals for your priorities.

Community-Level Change

- The immediate aim of Communities That Care is to produce community-level change: improvement in collective outcomes.
- Communities That Care (CTC) and PROSPER are the only two frameworks that have been able to measure collective impact outcomes. Some example outcome results for CTC participants:
  - 33% reduction in initiation of alcohol use
  - 32% reduction in initiation of smoking
  - 25% reduction in initiation of delinquency

How to Interpret These Numbers

- A 25% reduction in initiation of delinquency does not mean that 25 more youth out of every 100 are now avoiding delinquency. Instead, it means that, of the number of youth who would be starting delinquent behaviors previously, 25% fewer are now starting. For example, suppose 40 youth out of every 100 in the comparison community are falling into delinquency. If you bring that number down to 30 out of 100 in your community, it's a 25% reduction, not a 10% reduction.



- These outcome improvements are for people who went through the programs. We don't have data to show the community-level effect when not everyone does through the programs. So you need to use your own best judgment about how big a change to propose when you set your goals. What will it take to move the dial and create community momentum for positive change?

Some Sample Ranges of Outcome Improvements for Participants in Proven Programs

- **Violence:** Big Brothers Big Sisters of America has reduced the likelihood of hitting someone by 30%
- **Behavior:** Strengthening Families (on which Strong African American Families is based) has reduced conduct problems (hyperactivity, aggression, and destructive behaviors) by 32% to 77%
- **Delinquency:** LifeSkills Training (LST) has reduced delinquency by 32%
- **Delinquency:** Functional Family Therapy (FFT) has reduced recidivism by 6% to 56%

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Criteria Used in the Resource Assessment

Criteria we used in the resources assessment

- rigorous evaluations – "compared to what?"
- demonstrated impact on our priorities
- target population is clear
- already in use

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Video Summary: Why Use Blueprints?

- rigorous evaluations
- demonstrated impact
- target population is clear
- ready to use
- covers multiple problem behaviors

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Video Summary: Three Types of Prevention

Universal prevention: for everyone, focused on reducing a known risk factor; applied to everyone in the population without regard to their degree of risk

- Example: school district provides the Life Skills Training program in all health classes in all middle schools in the district, to prevent kids from starting to smoke
- Example: remove cigarette vending machines from public places to reduce the risk factor of availability of drugs & alcohol

Selective prevention: for those at elevated risk; select people receive preventive services based on their elevated risk

- Example: reduce the academic failure risk factor by selectively providing an effective prevention practice, tutoring, to those who need it

Indicated prevention: for those with early signs of problems; provided to individuals or groups who are already showing early symptoms of behavior problems

- Example: a school offers the Strengthening Families program only to parents of kids in the school who have been sent out of class for misbehavior within the past year

Combine all three types of prevention for greater effects!

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Pluses or Minuses

How well do the critical components of the program fit with our community?

- Addresses priority risk/protective factors?
- Outcomes match our vision?
- Population in program evaluation comparable to our target population?
- Costs reasonable?
- Appropriate organization/experienced staff people available to implement program in our community?
- Time frame for implementation doable?
- Social, political, or recent public issues in our community that could affect program implementation?

  Positively:

  Negatively:
- People/organizations who would support this program's implementation?
- People/organizations who might oppose this program?

Notes

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Interesting

What does this program make us think more deeply about?

- Any interesting connections to other networks or organizations in our community?
- Others doing work that could support or enhance this program in some way?
- Any additional "bang for the buck" found in this program?
- Questions we hadn't thought about before reading the program summary?

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Program Research Worksheet

Name of program: _____

Community implementing: _____

Contact person: _____ Contact info: _____

Program area: individual/peer family school community

Risk/protective factors addressed: _____

Problem behavior reduced: _____

Target audience: _____

Outcome expected: _____

By when: _____

Type of prevention: universal selected indicated

Advice from site contact currently or formerly implementing program:

Recruitment: _____

_____

Training: _____

_____

(continued)

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Program Research Worksheet

Staffing: _____

_____

Implementation: _____

_____

Retention: _____

_____

Funding: _____

_____

Getting outcomes: _____

_____

Evaluation: _____

_____

Facilities: _____

_____

Sustainability: _____

_____

Politics involved: _____

_____

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Program Research Worksheet

Other questions from Community Planning Workshop discussions

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Participant 3-2-1 Feedback Form

3 things I will do with today's information:

2 things that worked well today:

1 thing I would change about today's workshop:

What questions/concerns do you still have about CTC?

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