Strategic Prevention Framework
Acknowledgments

The New Mexico Strategic Prevention Framework Planning Training was designed and developed by Paula Feathers (prifeathers@yahoo.com) of the Center for Substance Abuse Prevention’s Southwest Center for Applied Prevention Technologies in collaboration with Michael Coop (michaelcoop@newmexico.com) of Coop Consulting who also serves as New Mexico’s Strategic Prevention Framework Coordinator and State Epidemiology Workgroup Coordinator.

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The training was originally developed for the Strategic Prevention Framework State Incentive Grant in January of 2006. This version was revised February 2007.

PowerPoint and participant manuals can be found at:

http://captus.samhsa.gov/southwest/SWCAPTNew.cfm

Listed as: “Planning Training-Block Grant”

*Agenda

<table>
<thead>
<tr>
<th>Welcome, Introductions, and House Keeping</th>
<th>9:00</th>
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<tbody>
<tr>
<td>Group Work Agreement</td>
<td>9:10</td>
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<tr>
<td>Review Objectives</td>
<td>9:20</td>
</tr>
<tr>
<td>Review Strategic Prevention Framework, Assessment and Capacity phases</td>
<td>9:30-10:30</td>
</tr>
<tr>
<td>Prioritizing Intervening Variables</td>
<td>10:30-11:30</td>
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<tr>
<td>Lunch (On Your Own)</td>
<td>12:00-1:00</td>
</tr>
<tr>
<td>Planning Process (Developing Goals, Objectives, strategy selection and benchmarks)</td>
<td>1:00-4:15</td>
</tr>
<tr>
<td>Closure</td>
<td>4:15-4:25</td>
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<tr>
<td>Training evaluation</td>
<td>4:25</td>
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</tbody>
</table>

*Times are approximate*
Developing a Data Driven Strategic Plan
Table of Contents

I. Course Overview ................................................. 4-5
II. Strategic Prevention Framework Review ....................... 6-10
   • Goals
   • Principles
   • Public Health Model
   • Consequence Logic Model
   • Capacity Check In
III. Introduction to the Planning Process .......................... 11
IV. 5 Step Planning Process ........................................ 12
V. Step 1: Prioritizing Intervening Variables ...................... 12-15
VI. Step 2: Goal Statements for Intervening Variables .......... 16
VII. Step 3: Developing Objectives for Contributing Factors .... 17-18
VIII. Step 4: Selecting Strategies for Contributing Factors ...... 19-21
IX. Step 5: Identifying Benchmarks for Strategies ............... 22-23
X. Resources .......................................................... 25-38
   • Selecting Strategies
   • Environmental Strategy Resources
   • CSAP National Registry of Effective Prevention Practices
   • Cultural Competency Issues
   • Sustainability Issues
   • Strategic Plan Template
   • Sample Community Strategic Plan
Developing a Data Driven Strategic Plan
Course Overview

**Course description**
This workshop is designed to provide participants with descriptions and information needed to develop a data driven Strategic Plan after the completion of a community assessment, including readiness and resources. By the end of the workshop, participants will be able to produce a Strategic Plan that is data-driven and that identifies evidence-based strategies that address contributing factors identified in the local needs assessment.

**Course objectives**
By the end of this workshop, participants will be able to:

1. Prioritize Intervening Variables according to severity and existing capacity.
2. Develop goals for each Intervening Variable the community will address.
3. Explain how to select evidence-based strategies for each contributing factor.
4. Consider cultural competence and sustainability throughout the strategic planning process.
5. Explain what strategy benchmarks are.
6. Develop measurable objectives for each contributing factor.
7. Identify a process to review progress towards benchmarks and action steps included in the strategic plan.
Develop a Comprehensive Strategic Plan

Communities must develop a strategic plan that articulates not only a vision for the prevention activities, but also strategies for organizing and implementing prevention efforts. The strategic plan must be based on the reduction of the data identified substance abuse related problem/consequence. Goal statements for each prioritized Intervening Variable will be developed followed by objectives for each contributing factor of that Intervening Variable. Developing benchmarks will assist in setting measurable performance measures which progress will be monitored. Plans must be adjusted as the result of ongoing assessment and monitoring activities. The issue of sustainability should be constant throughout each step of planning and implementation and should lead to the creation of a long-term strategy to sustain policies, programs, and practices.

- By clearly documenting your program’s strategies for achieving outcomes, the completed Strategic Plan will be a useful accountability and management tool.

- Programs are required to ensure that their Strategic Plans are actively monitored and regularly reviewed.

- For Office of Substance Abuse Prevention Grant recipients, strategic plans will be submitted for review and approval by program managers.

Two key points to remember:
1) The planning process is at least as important as the planning document itself.
2) The planning process is never "done" -- the planning process is a continuous cycles that's part of the management process itself.
Developing a Data Driven Strategic Plan
Strategic Prevention Framework Review

Strategic Prevention Framework

Goals
- **Prevent** the onset and reduce the progression of substance abuse.
- **Reduce** substance abuse related problems
- **Build** capacity and infrastructure
- **Infuse** data across all planning steps

Key Principles of the SPF
- Core Values:
  - Cultural Competency
  - Sustainability
- Public health model
- Outcomes-based prevention
Public Health Model

Definitions

**PUBLIC HEALTH:** The science and practice of protecting and improving the health of a community, as by preventive medicine, health education, control of communicable diseases, application of sanitary measures, and monitoring of environmental hazards.


**EPIDEMIOLOGIC TRIAD:** The traditional model of infectious disease causation, which has three components: an external agent, a susceptible host agent, and an environment that brings the host and agent together so that disease occurs.

**HOST:** A person or other living organism that is susceptible to an infectious agent under natural conditions.

**AGENT:** A factor that is essential for a disease. Examples of agents include microorganisms, chemical substances, forms of radiation, and, in the case of injury, physical force. Agents can cause a health problem by either by being introduced, being present in excess, or being present at deficient levels.

**ENVIRONMENT:** An extrinsic factor, such as geology, climate, insects, sanitation, or health services, that affects an agent and the opportunity for exposure.

Source: University of Minnesota: Epidemiology Terminology: [http://www.umncphp.umn.edu/Surveillance/epief.htm](http://www.umncphp.umn.edu/Surveillance/epief.htm)
Developing a Data Driven Strategic Plan
Strategic Prevention Framework Review

Consequence Logic Model

Social, economic, and health problems associated with the use of alcohol, tobacco, and illicit drugs.

The way in which people drink, smoke and use drugs is linked to particular substance related consequences.

Links factors that influence substance use patterns to substance related consequences.

Programs, practices or policies that address factors strongly related to and influencing the occurrence and magnitude of substance use and related risk behaviors and their consequences.

Terms in the Logic Model

Substance Related Consequences: The social, economic, and health problems associated with the use of alcohol, tobacco and illicit drugs. Any social, economic, or health problem can be defined as substance use problem if the use of alcohol, tobacco, or drugs increases the likelihood of the problem occurring.

Substance Use: The way in which people drink, smoke, and use drugs is linked to particular substance-related consequences.

Intervening Variables: Factors that have been identified as being strongly related to and influence the occurrence and magnitude of substance use and related risk behaviors and their consequences.

Contributing Factors: The specific issues in a community that comprise an Intervening Variable. They are identified through focus groups, surveys, observation, and other data gathering processes and are the key link to the identification of programs policies and practices prevention programs will address.

Strategy: Program, practice, or policy that addresses factors strongly related to and influencing the occurrence and magnitude of substance use and related risk behaviors and their consequences.

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Substance-Related Consequences

Substance Use

Intervening Variables

Strategies (Examples)

- Lack of Sobriety Check Points
- Low Enforcement
- Sales to Intoxicated People
- DWI convictions result in Minimum consequence
Assessment

- Identified substance abuse related consequence(s) based on data.
- Identified substance uses that are linked to the consequence(s).
- Identified intervening variables that have been linked to substance use.
- Identified contributing factors based on data that create the intervening variable in your community.

SPF Community Logic Model

- Intervening Variable
- Strategies
- Retail Availability
- Social Access
- Social Norms
- Low Enforcement
- Perceived Risk
- Individual Level

Substance Use

Consequence
Developing a Data Driven Strategic Plan
Strategic Prevention Framework Review

**Capacity Check In**
In your communities, answer the following questions:

1. What good things have you learned about your community as a result of your capacity efforts?
2. What has been challenging?

**Community Activity Directions:**

1. For each of your Intervening Variables, list all contributing factors your data has identified.

2. Record your answers on flipchart paper.

**Intervening Variables Review**

Example:

- Easy Retail Access
  - No ID checks
  - 18 to enter
  - 21 to drink
  - Open 7 days a week
  - 24 hour sale in convenience stores
Developing a Data Driven Strategic Plan

Introduction

Strategic Planning and the SPF

• Our Logic Model and process is data driven.

• Capacity is built around Intervening Variable contributing factors identified in assessment.

• The Strategic Plan will take everything we have learned from our data and turn that into a prevention implementation guide.

Notes:

Strategic Planning

• Strategic Planning involves the development of a strategic plan that includes programs, practices, and policies that create a logical, data driven plan to address the contributing factors identified during assessment.

• Strategic planning includes: developing goals, objectives, strategies, and benchmarks.

Other considerations:

• Community Readiness

• Cultural Competence

• Sustainability

Notes:
Developing a Data Driven Strategic Plan
5 Step Strategic Planning Process

Introduction: This training suggests developing your community’s strategic plan by using a 5 step process. Steps 1 and 2 must occur sequentially, but steps 3-5 may occur interchangeably. For example, you may not be sure of your objective without knowing the strategy you will use. For the purposes of this training, they will be discussed in a linear order.

<table>
<thead>
<tr>
<th>Strategic Planning Process</th>
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</thead>
<tbody>
<tr>
<td>1. Prioritize Intervening Variables.</td>
</tr>
<tr>
<td>2. Develop goal statements for Intervening Variables.</td>
</tr>
<tr>
<td>3. Develop objectives for each contributing factor.</td>
</tr>
<tr>
<td>4. Select strategies for each contributing factor.</td>
</tr>
<tr>
<td>5. Identify benchmarks for each selected strategy.</td>
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</table>

Notes:

<table>
<thead>
<tr>
<th>Step 1: Prioritizing Intervening Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Before the strategic plan can be developed, Intervening Variables must be prioritized.</td>
</tr>
<tr>
<td>• Prioritization will be based on:</td>
</tr>
<tr>
<td>– Severity</td>
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<tr>
<td>– Capacity</td>
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<tr>
<td>– Community Readiness</td>
</tr>
</tbody>
</table>

Notes:
Developing a Data Driven Strategic Plan

Prioritization

Prioritizing Intervening Variables

4 questions to answer to determine severity:
1. How do you weigh your data?
2. How will you judge how good your sources are?
3. How will you balance your findings from quantitative data vs. qualitative data?
4. How will you address polarized findings?

Source: Ann Del Vecchio, Ph.D

Notes:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Weighing your data”</td>
<td>Judging how “good” your data is. Judging would include where you got it and how good you think the source and method are.</td>
</tr>
<tr>
<td>Qualitative Data</td>
<td>Information that is difficult to measure, count, or express in numerical terms. For example, how safe a resident feels in his or her apartment is qualitative data.</td>
</tr>
<tr>
<td>Quantitative Data</td>
<td>Information that can be expressed in numerical terms, counted, or compared on a scale. FOR EXAMPLE, the number of 911 calls received in a month.</td>
</tr>
<tr>
<td>“Rule of 3” (triangulation)</td>
<td>The combination of methodologies in the study of the same phenomenon or construct; a method of establishing the accuracy of information by comparing three or more types of independent points of view on data sources (for example, interviews, observation, and documentation; different times) bearing on the same findings.</td>
</tr>
<tr>
<td>Polarized Findings</td>
<td>Data that contradicts each other. For example, one data source may identify stores as a source youth obtain alcohol from and another source says they do not obtain it from stores.</td>
</tr>
</tbody>
</table>

Developing a Data Driven Strategic Plan

Prioritization

Prioritizing Intervening Variables

Severity:
• Which Intervening Variable/contributing factors have the greatest community impact on the selected consequence?
• *According to research the following Intervening Variables will have the most impact on alcohol related issues:
  1. Enforcement
  2. Perceived Risk of Getting Caught
  3. Retail Access/Retail Availability


Notes:

Prioritizing Intervening Variables

Community Readiness:
• What is the readiness of your community? Does ground work need to be laid?
• Political will: Does work need to be done in the political arena before a strategy can be implemented?
• Initiatives that can experience quick success may be needed first to assist with community mobilization.

Notes:

Prioritizing Intervening Variables

Capacity:
• Based on your capacity assessment, which Intervening Variables have enough capacity to begin implementing strategies?
• If there is a severe need, but a lack of capacity, capacity needs to be built before efforts begin.

Notes:
Developing a Data Driven Strategic Plan
Prioritization

Group Activity: Prioritizing Intervening Variables

Directions:
1. Based on the assessment data you have for each Intervening Variable, prioritize them based on:
   - Severity
   - Capacity
   - Community readiness

2. Record your response on flip chart paper.

3. Group discussion.

Example:

- Underage Drinking Seen as Right of Passage
- Intergenerational Use
- Social Norms
- Drink to get drunk
- Alcohol present at Community wide events
- Will changing this impact change more than other contributing factors?
- Are there enough resources to impact community level change?
- Do you have policy makers on board?
- Is the community ready to change this?

Notes:
Developing a Data Driven Strategic Plan
Goal Statements for Intervening Variables

**Step 2: Developing Goals for Each Intervening Variable**

Goals:
- Provide general purpose and direction.
- The end result of ultimate accomplishment toward which an effort is directed.
- Should reflect perceived present and future need.
- Capable of being effectively pursued.

Source: http://www.for.gov.bc.ca/hfd/library/documents/glossary/G.htm

**Step 2: Developing Goals for Each Intervening Variable**

Example:
Alcohol is not illegally or inappropriately available to adolescents and young adults in social settings.
- Provides general purpose and direction
- Ultimate accomplishment
- Reflect current and future need
- Capable of being pursued

Notes:

**Group Activity: Developing Goal Statements for Intervening Variables**

**Directions:**
1. Write a goal statement for your top prioritized Intervening Variable.
2. Record your answer on flip chart paper.
### Step 3: Developing Objectives for Contributing Factors

**Objectives:**
- A concrete statement describing what the project is trying to achieve.
- The objective should be written so that it can be evaluated at the conclusion of a project to see whether it was achieved or not.
- A well-worded objective will be SMART.


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**Step 3: Developing Objectives for Contributing Factors**

- The SPF strategic plan’s objectives will be directly tied to data identified contributing factors.
- This assists in making them measurable.
- Directly ties to your community’s issues.

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**Step 3: Developing Objectives for Contributing Factors**

Example:

**Intervening Variable:** Social Access

**Goal:** Alcohol is not illegally or inappropriately available to adolescents and young adults in social settings.

**Contributing Factor:** Parents provide alcohol to youth and their friends

**Objective:** Reduce the percentage of parents reported to provide alcohol to their minor children by 5% by May 30, 2008.
**Step 3: Developing Objectives for Contributing Factors**

Example:
**Objective:** Reduce the percentage of parents reported who provide alcohol to their minor children by 5% by May 30, 2008.

- **Specific**
- **Measurable**
- **Attainable**
- **Realistic**
- **Time bound**

**Group Activity:** Developing Goal Statements for Intervening Variables

**Directions:**
1. Write a goal statement for your top prioritized Intervening Variable.
2. Write an objective based on one of the contributing factors for the Intervening Variable chosen above.
3. Record on flip chart paper.
4. Share goals and objectives with others.
Step 4: Selecting Strategies for Each Contributing Factor

1. Identify contributing factor.
2. Perform a research or literature review on evidence-based practices, policies, or programs that have been successfully used to address contributing factor.
3. Consider cultural appropriateness and sustainability of outcomes of strategy.
4. Ensure there is a logical connection between selected strategy and contributing factor.
5. Identify benchmarks needed to successfully implement strategy.

Step 4: Selecting Strategies for Each Contributing Factor

What is evidence-based?
- Included on Federal Lists or Registries of evidence-based interventions
- Reported (with positive effects) in peer-reviewed journals
- Documented evidence of effectiveness


Step 4: Selecting Strategies for Each Contributing Factor

Goal: Alcohol is not illegally or inappropriately available to adolescents and young adults in social settings.

Objective: Reduce the percentage of parents reported to provide alcohol to their minor children by 5% by May 30, 2008.

Strategy: Disseminate “Parents Who Host Lose the Most” information cards to 4,000 APS High School Parents.
Developing a Data Driven Strategic Plan
Selecting Strategies for Contributing Factors

Group Activity: Selecting Strategies for Contributing Factors

Directions:
1. Review the contributing factors and strategies
2. Determine if there is a logical connection between the contributing factor and the strategy. Be prepared to defend your answer
3. Record your answers
4. Group discussion

<table>
<thead>
<tr>
<th>Contributing Factor</th>
<th>Strategy</th>
<th>Logical Connection?</th>
</tr>
</thead>
<tbody>
<tr>
<td>High density alcohol outlets</td>
<td>Merchant Education</td>
<td></td>
</tr>
<tr>
<td>Low enforcement of sales to intoxicated patrons</td>
<td>In school curriculum regarding dangers of underage drinking</td>
<td></td>
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<tr>
<td>High number of alcohol house parties</td>
<td>Party Patrols</td>
<td></td>
</tr>
<tr>
<td>Underage parties in rural areas</td>
<td>Merchant Compliance checks</td>
<td></td>
</tr>
<tr>
<td>Parents allow or are uninvolved in their children’s use of alcohol</td>
<td>Family program that assists in creating protective factors</td>
<td></td>
</tr>
<tr>
<td>Low retailer compliance to ordinances</td>
<td>Educate retailers on the harmful effects of alcohol on youth</td>
<td></td>
</tr>
<tr>
<td>Youth express fear of losing friends if they don’t drink</td>
<td>In school and after school program that enhances refusal skills</td>
<td></td>
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</tbody>
</table>
Developing a Data Driven Strategic Plan
Selecting Strategies for Contributing Factors

Group Activity: Selecting Strategies for Contributing Factors-Cultural Competence

Directions:
1. Answer: How can you ensure cultural competence in strategy selection in your community?
2. Record your answers on flip chart paper.
3. Large group discussion.

Recommendation: Develop a logic model for each strategy to ensure outcomes align with activity.

Example:

Intervening Variable: Social Access
Contributing Factor: Parents providing alcohol to their children and their friends in their home.

<table>
<thead>
<tr>
<th>Long Term Outcome</th>
<th>Medium Term Outcome</th>
<th>Short Term Outcome</th>
<th>Strategy</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Reduction in parents providing alcohol at their homes for their children and children’s friends</td>
<td>Parents become aware of 4th degree felony law</td>
<td>“Parents who host lose the most” campaign</td>
<td>Parents no longer allow parties at their residence</td>
<td>Schools, R&amp;R printing shop, local business (specifically listed), PTA, Youth group</td>
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<tr>
<td>Parents learn harmful effects of alcohol on developing brain</td>
<td></td>
<td></td>
<td></td>
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21
Step 5: Identify Benchmarks for Each strategy

- Each strategy will be made of benchmarks.
- Benchmarks are the details of the strategy that have to be accomplished.
- Benchmarks should not be listed as a strategy in the strategic plan.

Notes:

Step 5: Identify Benchmarks for Each strategy

Strategy: “Parents Who Host Lose the Most” Parental Media Campaign

Benchmarks:
- MOA with schools to gain access to parents
- Identify best markets to distribute info sheets to parents.
- Develop information sheets
- Distribute to 4,000 APS High School Parents

Notes:
### Group Activity: Identifying Benchmarks for Strategies

**Directions:**
1. Choose a strategy.
2. Identify benchmarks of that strategy based on your community’s readiness.
3. Record your answers on flip chart paper.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Benchmarks</th>
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<tbody>
<tr>
<td>Life Skills in grades 3-5</td>
<td></td>
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<tr>
<td>Media coverage of enforcement activities</td>
<td></td>
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<tr>
<td>Banning alcohol at community events</td>
<td></td>
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<tr>
<td>Employers establish work policies that discourage drug use.</td>
<td></td>
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<tr>
<td>After school leadership &amp; mentoring for selected students grades 9-12</td>
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</table>
**Strategic Plan Review Process**

- Plans will continuously need to be monitored and reviewed.

Why?
- Evaluate progress
- Accountability
- Make necessary changes
- Account for new data
- Management
Selecting Strategies

Many different considerations enter into such a selection. Some of the key local considerations include:

- The nature of the most serious and/or prevalent problems to be addressed;
- The strategies that will be most appropriate for and acceptable to the target populations;
- The political, cultural, and social priorities and sensitivities of the locale; and
- The resources available.

In addition there are two extremely important considerations that apply to every locale and that should definitely be included in the decision making process. These are assessments of the potential strength and the potential reach of strategies.

Strength

In this context, we define strength as the magnitude of the effects of a strategy. Many prevention strategies have demonstrated effects that are called “statistically significant.” It is important not to confuse statistical significance with practical significance.

When considering questions related to the strength of a strategy’s effect, it is important to examine effects on the actual outcomes of concern to prevention—substance use and related problems.

Unfortunately, to date, many strategies only demonstrate effects on intervening variables, or what are assumed to be risk factors for substance use or problems. In some cases, the intervening variables selected for intervention have not proved to be causally related to substance use. Programs designed to increase self-esteem, for example, were effective in changing this intervening variable but did not decrease substance use.
Selecting Strategies, Continued

<table>
<thead>
<tr>
<th>Considerations in selecting strategies, (continued)</th>
<th>Reach</th>
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</table>

Reach is defined as the number of people affected by a prevention strategy. Some strategies, by their very nature, affect only a small number of people. As an example, the sort of parenting program discussed above is likely to be made available to a limited number of families. Fewer still are likely to participate in or to complete the program. By contrast, an increase in the excise tax on tobacco affects every smoker and every person who is contemplating smoking.

Sometimes strategies that have a broad reach have only small effects on any one person. A tobacco tax may be just one consideration among many that affects whether and how much people smoke. But because a tax affects so many people, small individual effects with broad reach can have very powerful effects on public health.

Sometimes strategies with broad reach also have strong effects—and the strongest effects on the very people most at risk. For example, thousands of people may hear about a widely publicized sobriety checkpoint. Most people, including those who do not drink or who never drink and drive, will ignore it. The ones most likely to pay attention to the existence of the checkpoint and to change their behavior are the people most likely to drink and drive. Whether they actually see the checkpoint or are stopped by it may not matter at all.

Obviously, strength and reach have different weights in different situations. Some organizations and agencies have a mission to make a meaningful impact on a small group of people. Others must demonstrate a public health impact that implies a measurable effect on whole populations. Most prevention planners and decision makers have an obligation to demonstrate efficient use of public resources. This requires awareness of the strength and reach of the prevention strategies under consideration and a critical assessment of their efficacy and efficiency.

Environmental strategies - RAN

Strategy can include policies, programs, practices

All environmental strategies should fit within a theoretical model developed through the research of Michael Klitzner and presented at numerous national conferences and in particular in the paper, *Integrating Environmental Change Theory in Prevention Theory*. There are three factors that shape both positive and negative behavior in the shared environment:

**Regulations**  Formalized laws, rules, and policies that serve to control availability and codify norms and that specify sanctions for violations.

**Availability**  This can be defined in terms of how much time, energy, and money must be expended to obtain a commodity (alcohol, marijuana, cigarettes). The more resources required, the lower the availability.

**Norms**  These are the basic orientation concerning the rightness or wrongness, the acceptability or unacceptability, and/or deviance of specific behaviors for a specific group of individuals.
Developing a Data Driven Strategic Plan

Resources for Programs, Practices, and Policies

Alcohol Policies Project

In 1981, the Center for Science in the Public Interest (CSPI) launched the Alcohol Policies Project to help focus public and policy maker attention on high-leverage policy reforms to reduce the devastating health and social consequences of drinking. Since then, the project has worked with thousands of organizations and individuals to promote a comprehensive, prevention-oriented policy strategy to change the role of alcohol in society.

The site provides information on their current project initiatives and issues which include:

- Advertising
- Alcopops
- College & Binge Drinking
- Labeling
- Taxes
- Youth and Alcohol
- Grassroots Alcohol Advocacy
- Changes in Label Warnings and Point-of-Sale Health Warnings

Alcohol Policy Information System (APIS)

The Alcohol Policy Information System (APIS) is an online resource that provides detailed information on a wide variety of alcohol-related policies in the United States at both State and Federal levels. The site provides policy descriptions, comparison tables, and other detailed information about policy topics such as those listed below:

- Taxation and pricing
- Blood Alcohol Concentration (BAC) Limits
- Underage Drinking: Underage Possession; Underage Consumption of Alcohol; Underage Purchase of Alcohol; Minimum Ages for Sellers; False Identification; Use/Lose; Loss of Driving Privileges; Hosting Underage Drinking Parties

Website: www.cspinet.org/booze

Website: www.alcoholpolicy.niaaa.nih.gov

28
### Resources for Programs, Practices, and Policies

**AlcoholPolicy MD.com**

This site is for health professionals and others who want to fight alcohol problems, especially underage drinking, by changing clinical practice and the social environment. An alcohol policy overview includes resources covering:

- AMA Alcohol Policies
- Other alcohol policies
- Policy papers
- Environmental Prevention

**Website:**

www.alcoholpolicysolutions.net

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**FACE**

FACE is a national non-profit organization that supports sensible alcohol policies and practices through the development of messages, strategies and training designed to create public awareness and action on alcohol issues. FACE has made available a wide variety of informational downloads including:

- Community Alcohol Personality Survey (CAPS)
- College Community Alcohol Personality Survey
- Alcohol & Billboards
- Alcohol Sales & Community Events
- Compliance Checks
- Billboard Tips
- Enforcing Minimum Drinking Age
- Keg Registration
- Outlet Density
- Social Host Liability Laws

**Website:**

www.thefaceproject.org

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**The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention**

The Higher Education Center's purpose is to help college and community leaders develop, implement, and evaluate programs and policies to reduce student problems related to alcohol and other drug use and interpersonal violence. Central to this approach is a mix of environmental management strategies to address the institutional, community, and public policy factors that contribute to these problems.

**Website:**

www.edc.org/hec
The Community Guide is being developed by the nonfederal Task Force on Community Preventive Services (Task Force), appointed by the Director of the Centers for Disease Control and Prevention (CDC). This group was convened in 1996 by the Department of Health and Human Services to provide leadership in the evaluation of community, population, and healthcare system strategies to address a variety of public health and health promotion topics such as physical activity.

This site provided recommendations that address specific health conditions including Motor Vehicle Occupant Injury. Specific Reducing Alcohol-Impaired Driving “interventions” or strategies are looked at and rated as Recommended (Strong Evidence), Recommended (Sufficient Evidence) and Insufficient Evidence to Determine Effectiveness. Strategies listed include:

- .08 Blood Alcohol Content (BAC) Laws
- Intervention Training Programs for Servers
- Lower BAC laws for Inexperienced Drivers
- Minimum Legal Drinking Age Laws
- Sobriety Checkpoints
- Mass media campaigns
- School-based programs
- Designated Driver Programs

Reducing Underage Drinking: A Collective Responsibility is a report to Congress, released by the National Academies’ Institute of Medicine (IOM) and National Research Council, on September 9, 2003. This IOM Report reviews existing prevention programs and approaches and developing a strategy to reduce underage drinking. Emphasis is placed on adopting an inclusive strategy to address this issue, one that invites everyone to take responsibility for combating the problem.
Developing a Data Driven Strategic Plan

Resources

Resources for Programs, Practices, and Policies

The Marin Institute is an alcohol industry watchdog and resource for solutions to community alcohol problems. The institute focuses on environmental prevention, media advocacy, and alcohol policy.

Some examples of looking at factors in the community that shape alcohol-related problems and corresponding policies are provided:

<table>
<thead>
<tr>
<th>Influence on Drinking Choices</th>
<th>Sample Prevention Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Factors</strong></td>
<td></td>
</tr>
<tr>
<td>Hospitals, schools and churches highlight alcohol in promotions for events and fundraisers (e.g. wine tasting and beer fests)</td>
<td>Adopt an institutional policy to feature food and entertainment rather than alcohol in event promotions</td>
</tr>
<tr>
<td>Community customs encourage alcohol use at celebrations</td>
<td>Public venues require responsible beverage service (RBS)</td>
</tr>
<tr>
<td>Promotions for alcohol appear on bus shelters and benches</td>
<td>Transit Authority eliminates alcohol ads from public transit</td>
</tr>
<tr>
<td>Unlimited beer sales at professional sporting events</td>
<td>Sport stadiums limit quantity served cutting off beer sales at least an hour before games end</td>
</tr>
</tbody>
</table>

Underage Drinking Enforcement Training Center (UDETC)

The Center’s mission is to provide science-based, practical, and effective training and technical assistance services to States and communities working to combat underage drinking through law enforcement and environmental strategies. The following resources can be downloaded:

- Environmental Strategies to Prevent Alcohol Problems on College Campuses
- Guide to Zero Tolerance and Graduated Licensing: Two Strategies that Work
- Regulatory Strategies for Preventing Youth Access to Alcohol: Best Practices
- Strategies to Reduce Underage Alcohol Use: Typology and Brief Overview

Website: www.udetc.org

Website:
www.marininstitute.org
Developing a Data Driven Strategic Plan

Resources

Resources for Programs, Practices, and Policies

OJJDP Model Programs Guide

Office of Juvenile Justice and Delinquency Prevention's Model Programs Guide (MPG) is designed to assist practitioners and communities in implementing evidence-based prevention and intervention programs that can make a difference in the lives of children and communities. The demonstrated effectiveness rating is based on two criteria: 1) the quality of design and 2) the scientific evidence suggesting a deterrent effect. OJJDP categorizes their programs as exemplary, effective, and promising.

Website:
dsgonline.com/mpg_non_flash/mpg_index.htm

CSAP Model Programs

Model Programs are well-implemented, well-evaluated programs, meaning they have been reviewed by the National Registry of Evidence-based Programs and Practices (NREPP). Developers, whose programs have the capacity to become Model Programs, have coordinated and agreed with SAMHSA to provide quality materials, training, and technical assistance for nationwide implementation. SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP) is a voluntary rating and classification system for mental health and substance abuse prevention and treatment interventions. The system is designed to categorize and disseminate information about programs and practices that meet established evidence rating criteria.

Website:
modelprograms.samhsa.gov
## Resources for Programs, Practices, and Policies, Continued

### CSAP Evidence-Based Programs addressing alcohol use

<table>
<thead>
<tr>
<th>Program</th>
<th>AGE</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Target Setting</th>
<th>Key Outcomes</th>
<th>Strategies</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| Border Binge-Drinking Reduction Program      | Universal| Male and Female | Multiple Ethnic Groups                        | Rural and Urban communities            | • Reduced number of young Americans returning to the U.S. with illegal BACs after night of drinking in Mexico  
• Reduced number of alcohol-related injury crashes among underage drinkers  
• Reduced number of arrests for violence and other problems  
• Increased awareness of new enforcement program                                           | • Community involvement   | • Information sharing                      |
| Communities Mobilizing for Change on Alcohol (CMCA) | Universal| Male and Female | Multiple Ethnic Groups                        | Rural, Suburban, and Urban communities | • Reduction in sales to minors  
• Reduction in sales to minors  
• Increased identification checks by vendors  
• Increased identification checks by vendors  
• Community mobilization                                                                 | • Environmental strategy | • Limit minors access to alcohol through community mobilization |
| Challenging College Alcohol Abuse            | Universal| Male and Female | African American  
Native American  
Asian American  
Native Hawaiian and Other Pacific Islander (NHOPI), White | Rural, Suburban, and Urban college and university campuses and communities | • Reduced negative consequences of alcohol and illegal drug use  
• Decreased positive perceptions of alcohol use  
• Reduction in alcohol and illegal drug-related crimes  
• More accurate perception of students alcohol and illegal drug use  
• More accurate perception of negative consequences | • Social norms media marketing campaign | • Environmental management  
• Moderation skills training  
• Alcohol-specific prevention program |

33
## Developing a Data Driven Strategic Plan

### Resources

Resources for Programs, Practices, and Policies, Continued

CSAP Evidence-Based Programs addressing alcohol use

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<th>Strategies</th>
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</thead>
<tbody>
<tr>
<td><strong>Class Action</strong></td>
<td>High school students (grades 9 - 12)</td>
<td>Male and Female</td>
<td>American Indian/Alaska Native White</td>
<td>Rural settings, schools with seven American Indian reservations and urban and suburban settings</td>
<td>• 33% reduction in the usual increase in alcohol use and intentions to use alcohol in high school, through the 12th grade&lt;br&gt;• 50% reduction in the usual increase in binge drinking during high school through 12th grade&lt;br&gt;• 80% reduction in underage alcohol purchases from alcohol package sale outlets (i.e., liquor and convenience stores)</td>
<td>• 8- to 10-classroom weekly sessions&lt;br&gt;• Students divided into six “legal” teams to prepare and present hypothetical civil cases in which someone has been harmed as a result of underage drinking&lt;br&gt;• Students build legal cases and present them to a jury of their peers&lt;br&gt;• Class Action encourages community involvement through the use of outside speakers within classroom sessions&lt;br&gt;• Student research on alcohol-use in their own community, and student involvement in community events</td>
</tr>
<tr>
<td><strong>Universal</strong></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>Community Trials</strong></td>
<td>All age groups within a community</td>
<td>Male and Female</td>
<td>Multiple Ethnic Groups</td>
<td>Rural, Suburban, and Urban communities</td>
<td>• Reduced driving when over the legal limit&lt;br&gt;• Reduced amount consumed per drinking occasion&lt;br&gt;• Reduced traffic crashes in which driver had been drinking&lt;br&gt;• Reduced assault injuries</td>
<td>• Community mobilization to support prevention interventions&lt;br&gt;• Facilitating responsive beverage service&lt;br&gt;• Training local retailers and increasing enforcement to reduce underage access&lt;br&gt;• Increase enforcement and sobriety checkpoints to increase actual and perceived risk of arrest&lt;br&gt;• Develop local restrictions on access via zoning and other controls</td>
</tr>
<tr>
<td><strong>Intervention to Reduce High-Risk Drinking</strong> (RHRD)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Universal</strong></td>
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## Developing a Data Driven Strategic Plan
### Resources

#### Resources for Programs, Practices, and Policies

CSAP Evidence-Based Programs addressing alcohol use

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</thead>
</table>
| Protecting You/Protecting Me® Universal | 6-11      | Male and Female| African American/Asian American American Indian/Alaska Native/Other Pacific Islander (NHOPI) White | Rural, Suburban, and Urban elementary schools | • Students less likely to ride with impaired driver  
• Students gained critical life-saving skills to protect themselves when they have no option but to ride with an impaired driver  
• Students become more strongly opposed to drinking and driving and to underage drinking  
• Students increased their media literacy and gained knowledge about their brains and becoming grown-up  
• High school students teaching PY/PM also demonstrated significant increases in their attitudes toward the risks of underage alcohol and other drug use and declines in their own personal use of alcohol | • Importance of protecting the brains of persons under age 21 years of age from the biological effects of alcohol  
• Ways to help children avoid the risks associated with riding with drivers who are alcohol impaired |
| Start Taking Alcohol Risks Seriously (STARS) for Families Universal | 11-14 and parents | Male and Female | African American/White | Rural, Suburban, and Urban middle schools | • Avoidance of and reductions in alcohol use among youth | • Health care consultations  
• Key Facts Postcards  
• Parent/Guardian take-home lessons |
Developing a Data Driven Strategic Plan

Resources

Cultural competency issues

- Formal cultural competence-related policies exist regarding:
  - Personnel recruitment/retention
  - Training/staff development
  - Language access/communication
  - Community input
- Mission/goal statement addresses cultural competence
- Cultural competence training
- Formal and informal alliances/links with community and other partners to address cultural competence issues
- Obtains community input in the development of all plans
- Diverse cultural and linguistic communities are meaningfully involved in all components of the system of care - planning, administration, care coordination, service provision, and evaluation, etc.
- Reports to stakeholders on cultural competence activities/issues
- Ongoing monitoring and use of information/data relevant to cultural competence
- Strategic plan addresses cultural competence, including a cultural competence plan
- Conducts regular organizational self-assessments regarding cultural competence
- Cultural competence is a focus of system wide collaboration

Sustainability Issues

- Ongoing mechanisms for using data and evaluation to support planning, development and implementation efforts have been created.
- Ongoing mechanisms for assessing community needs are being implemented.
- Ongoing mechanisms for assessing capacity/coalition development are being implemented.
- Ongoing mechanisms for assessing cultural competency are being implemented.
- Ongoing mechanisms for assessing sustainability are being implemented.
- Ongoing mechanisms for assessing evaluation activities and results are being implemented.
- Strategies have whose outcomes can be sustained over long periods of time are selected.
- Apply and receive funding from multiple sources including but not limited to: grants, donations, and fundraising.
- The needs of the community partners and stakeholders are integrated into the goals and strategies.
- A definition for sustainability has been developed and disseminated.
- Ongoing education and training on needs, strategies and goals is being provided.
- Inter-organizational networks and collaboration
- Ongoing mechanisms for interagency planning and coordination at the State/Tribal and local policy and system level are in place.
Developing a Data Driven Strategic Plan

**Strategic Plan Template:** When developing the strategic plan the following are required:

1. Goal statement for each prioritized Intervening Variable
2. Objective for each contributing factor of that Intervening Variable
3. Strategy/ies for each listed contributing factor
4. Benchmarks for each selected strategy
5. Other helpful information that may be included are:
   - Data sources for contributing factors
   - Assessment methods
   - Individuals responsible for activities

<table>
<thead>
<tr>
<th>Intervening Variable:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contributing Factor</strong></td>
<td><strong>Objective and Strategy</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Developing a Data Driven Strategic Plan

Resources

*Below is an example of a strategic plan developed by San Juan County Partnership as part of their SPF SIG initiative. This example demonstrates how San Juan County Partnership planned prevention efforts around Low Enforcement.

**INTERVENING VARIABLE: LOW ENFORCEMENT OF ALCOHOL AND/OR DWI LAWS**

**Goal:** Increase enforcement of underage drinking laws in San Juan County.

<table>
<thead>
<tr>
<th>Contributing Factor</th>
<th>Objectives and Strategies</th>
<th>Benchmarks/Projected Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Objective 1:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increase awareness by 5% of alcohol use, prevention and legal consequences in law enforcement and retailers by January 2007.</td>
<td>1. Work w/ PD’s to design training for officers by August 2006.</td>
</tr>
<tr>
<td></td>
<td><strong>Selected Strategies:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>①Provide training to law enforcement officers (including NN PD).</td>
<td>2. Work w/ PD’s to design training for retail clerks by Sept. 2006.</td>
</tr>
<tr>
<td></td>
<td>②Provide training to retailers.</td>
<td>3. Provide 1 training /mo to PD’s &amp; retail clerks beginning October, 2006-June, 2007.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Revise work plan as necessary March, 2007.</td>
</tr>
<tr>
<td></td>
<td><strong>Objective 2:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increase number of compliance checks by 5% by July 2007.</td>
<td>1. Design work plan for conducting compliance checks by Sept. 06.</td>
</tr>
<tr>
<td></td>
<td><strong>Selected Strategies:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>①Work wi PD’s to determine resources available to conduct compliance checks</td>
<td>2. Implement compliance checks by June, 2007</td>
</tr>
<tr>
<td></td>
<td>②Conduct additional compliance checks, as resources are available.</td>
<td>3. Publicize results often each check</td>
</tr>
<tr>
<td></td>
<td>③Publicize results of compliance checks - esp. noting compliant retail outlets.</td>
<td></td>
</tr>
</tbody>
</table>

*This plan has been slightly altered from original document submitted by San Juan County Partnership*