



Clare Neary:

Hello, welcome to Strategies for Prevention Sustainability: Advancing Sustainability through Strategic Partnerships. My name is Clare Neary and I'm the project coordinator for the Northeast & Caribbean PPTC. And welcome. We have a really nice program today, and we're very thrilled that you are spending time with us.

Clare Neary:

Today, we are using a little different platform, if you usually are with us. When you come in, I'd like to ask you to do two things. The first is, along the bottom, you'll see a chat. If you would go into the chat and let us know your name, and your organization that's helpful to us both so we know who's in the room, as well as later when we send out our certificates of attendance, it helps me there. And after you do that, would you please take a look at our lobby poll? So, our topic today is sustainability. And sustainability means different things to different people. So, we're interested in what it means to you. So, if you would look at our questions, "Sustainability is...?" And tell us of those, pick as many as you like, let us know what do you think of when you think sustainability?

Clare Neary:

And we're going to have some more folks coming in. Let's see. People are coming in, that's wonderful. So, if you're just coming in, if you would take a look at our poll, and add your name and your organization to the chat box that would be ideal. Thank you so much. Oh, I see you all coming in. Welcome, welcome. We have an amazing variety of people in our session today. I looked at the registration list and people are from all over. We have from Florida to Maine, to Washington, to Guam. So, welcome everyone. It's really nice to talk to all of you.

Clare Neary:

Let me take a look here. All right. Welcome, welcome, welcome. We have a lot of folks from Oklahoma, which is very nice. During the course of our session, of course, if you have questions, as we go through our session we won't be able to unmute because of the number of people that are on the session, but please feel free to put your questions, or your comments into the chat box. And we will incorporate those things into our discussion to the very best of our abilities. And, of course, if you have things that you'd like to follow up with us afterwards, you can let us know that too. All right, we still have a lot of folks coming in. So, I just want to give folks another moment to sign into the chat box and to answer the lobby poll, if you would. What is sustainability to you? All right, I think we are going to start.

Clare Neary:

So if we could ask the wizard to make the lobby poll turn into results, we're going to take a look at that. All right so, when we think about sustainability most folks think two things primarily. Finding ways to make all of our prevention outcomes last that's super, and the material that we have today, and the ideas and the approaches I think will really speak very much to that. Making sure folks keep their job, I mean, that's definitely a component. Securing a grant before the funding ends. That's what a lot of people are always concerned about, but it isn't just about money. So, I guess it's sort of, how do you make the money last? Sustainability is something we can and should work on now. And all of the above, well, that is a great answer. All of the above and most of the above, well, that's almost everyone. So, 63% of you said either all of the above or most of the above. And so, I think that we will have a good



session today and has some important and helpful information for you to further your prevention efforts.

Clare Neary:

So, we're going to get started.

Clare Neary:

And so, some housekeeping, our session is Strategies for Prevention Sustainability: Advancing Sustainability through Strategic Partnerships. And it's being brought to you by the Northeast & Caribbean Prevention Technology Transfer Center. And we are funded through SAMHSA.

Clare Neary:

So, many of you, because you are from so many places, we're now going to take a look at a map. You may be from Oklahoma, Michigan, Florida. We happen to be HHS region two, which is New York, New Jersey, the United States Virgin Islands and Puerto Rico. And while that is our main focus in certain areas of our work, much of our material is also going to be very applicable to all of you as you do your prevention efforts. And we just want to acknowledge or wonderful funding from SAMHSA and this beautiful network. And encourage all of you to visit all of these sites, and see the materials and the resources that prevention experts have developed, hopefully, to advance the work that you are trying to do there in your agencies and on the ground.

Clare Neary:

And I'm going to give you a little bit of technical information, which is that the webinar is going to be recorded. So, when the session is over, we'll be recording it and we will be posting it onto our website and it will be mailed out to all of you who are registered. So, if you have any questions, again, you can feel free to contact any of us. One last housekeeping, which is please use the chat. Feel free to put your questions in there, if we can't answer it now, we'll answer it later.

Clare Neary:

All right, thank you. And I'm going to tell you just a little tiny bit about the people that are presenting and bringing this effort to you today. So Jess Goldberg is a certified prevention specialist. Her areas of expertise include preventing youth substance use, addressing health disparities, supporting needs assessment, logic model development and, as you might imagine, sustainability planning. Ivy Jones-Turner is also a certified prevention specialist. And for over 20 years, she has provided organizational capacity assistance in a host of areas, including health promotion and substance misuse prevention efforts.

Clare Neary:

Also, behind the scenes, not on the slide we have with us today, Clara McCurdy-Kirlis. And Clara is an experience health and prevention education project manager in her own right. Today, however, as evidence of her very various skills, she's going to be providing us with technical support. So, thanks Clara. And lastly, I'm the person in the middle on the project coordinator for the Northeast & Caribbean PTTC.



Clare Neary:

Okay, and now we're going to start our real programs. We're going to talk just a little bit. Here's our learning objectives for the session. We're going to describe a sustainability model, a comprehensive sustainability model that will work in large part with the role of partnerships and how developing and building partnerships will help all of you as you work to make your organizations and your prevention efforts more sustainable, both in depth and length and breadth. We're also going to take a look at identifying opportunities and challenges that are specific to the conditions that we're currently living in during the COVID-19 pandemic. And all of its limitations and the economic constraints that are coming along with that.

Clare Neary:

All right so, our first question that we'll be looking at is, "What is sustainability?" And to explore and talk some more about it, I'm going to bring in my colleague, Jess Goldberg. And there she is.

Jess Goldberg:

Thanks so much, Clare. Hi everyone. Thanks Clare. So we're going to, like Clare said, dive into our exploration of sustainability. But first, we want to ask you before sharing definitions and different components of sustainability, how you would define it? And so, I think on our next slide, we have a poll question for you. And we know that prevention is local. And because of this, that we have to define our problems and our successes in terms of what is true for and what resonates with our own unique experiences working where we work in different contexts and environments. And so, I would argue that the same is actually true for sustainability. And so, we want to ask you to share how you would describe sustainability? And we'll put that question into the chat box and ask you to put any thoughts that you have about sustainability into the chat as well. There's no wrong answers. So, we're just trying to get a sense of your interpretation of what it means to be working towards sustainability, to see if there are any themes that we could identify, or similarities that will emerge from our collective experience.

Jess Goldberg:

So, we'll give you a minute to just share your thoughts around what sustainability means to you working where you work in the context and with the groups that you're serving in your community. We'll look for some of those answers to come in through the chat. I already see some starting to come in, so enough resources to get the job done now and down the road. So, it's not just about the future, but we can and should be thinking about sustainability right now. I think that did come out from the poll that Clare, you just led us through when we were in our lobby discussion. So, this is wonderful. Thank you for this.

Jess Goldberg:

So, efforts will be sustained after you are gone. We've often heard that idea of trying to work ourselves out of business. And so, making sure that the outcomes, your efforts that have been successful are sustained regardless of whether or not you're in the role that you're in, or your organization is playing the role that it's been playing in your community. So, outcomes and activities continue regardless of funding, or paid staff, exactly. You've done all the legwork to make sure that prevention can continue without you or your funding. So, there are some themes I think that are emerging, that we're looking at sustainability through the same lens regardless of the many different places that I know we're all calling in from today. So, you have the buy-in from your community for them to care.



Jess Goldberg:

And so, will then be really invested and take ownership of continuing those efforts, regardless of what changes you might experience in your organization or beyond. So, making sure that those efforts are carried on rather financially or just continued efforts. So, again, not only about money, although I think we'd be remiss if we tried to downplay the role of funding in sustainability. It's certainly an important component of sustainability. But what we'll show today is actually one of many components of sustainability that we'll want to be talking through with you. So, getting the participation to keep up groups and outreach events. And sometimes we're going to talk about this today as well, sustainability is really about scaling back to what's essential. Certainly, I think in the past year, this has been true for many of the communities that I'm familiar with and have been working with.

Jess Goldberg:

So, kind of making sure that we're getting out there, keeping in touch with our partners in such a way that we can continue those essential activities that we're implementing to get us through what may be challenging times. So, having a deliberate plan to move forward your mission, continuing your efforts, getting the buy-in from the community. So, I think everyone on the line is totally on board it seems like with the idea of strategic partnership and the role that it can play in sustainability. Making sure that we maintain something for the future and have that same or more capacity to achieve it. So, sometimes maybe sustainability isn't about scaling back, it's actually about having enough resources available that we can continue to scale up what we're doing and maybe even more of those positive outcomes that we want to achieve.

Jess Goldberg:

So, the ability to offer prevention resources in the long-term, of course, staying power and the ability to attend and adapt to current times, needs and trends. I think you're anticipating some of what we'll talk about today in terms of sustainability being really, at times, an exercise and adaptation. So, being able to continue to generate new resources and outlets, especially when the availability, or your access to the existing ones to change and having the community be aware of your organization's values, your accomplishments, touting those more broadly, so they can see the value in continuing to do that work. They can see the value that you're bringing at this point in time and at any point in time. And I think these are really, really valuable insights into how we, as a region, are defining sustainability and also how sustainability is being defined beyond our region. So, thank you so much for sharing your thoughts.

Jess Goldberg:

And so, now we'll look at how sustainability has been defined by others, now that we've come up with our own shared definition. And so, in our work, sustainability is really about a community's ability to produce and maintain those positive prevention outcomes after initial funding ends and over time. And so, those outcomes are really the most valuable aspect of our work. I know I don't need to tell you that. And so, we know that it's not something that we ever have to do alone. And that it depends on the participation, the resolve, the dedication of diverse community partners to develop capacity and to work together, to establish, advance and maintain our effective strategies that can continuously improve the health and quality of life for all in our communities. So, it sounds like a tall order, but I've never heard it said that it's easy to sustain something valuable.



Jess Goldberg:

And in addition to all the hard work and commitment of the many players involved, it also can require a lot of careful planning. And so, we want to be able to sustain positive outcomes, or the positive changes and the risk and protective factors that influence the prevention problems we've identified in the short-term. And then, ultimately, make a change and make positive change in the problems themselves in the long-term.

Jess Goldberg:

We often will say that we can't change our priority problems directly, and that's why we work to address the intervening risk and protective factors. And we do that by selecting and implementing that evidence-based policies, practices, and programs that address those factors. So, those changes to the factors are our short-term outcomes, which over time we know will lead to the behavioral changes, or the long-term outcomes that we ultimately want to see and to sustain in our community. And so, to maintain those outcomes, we have to sustain both an effective strategic planning process for identifying local prevention priorities and determining how to best address them, and also the interventions that work to address those priorities.

Jess Goldberg:

And so, our outcomes that we're looking to reach might be the reduction in binge drinking among high school students. And that might be achieved by implementing an effective needs assessment process that helps us to identify the intervening variables, the risk factors like reducing social access to alcohol and the need to change community norms around under age drinking as two of those most important factors driving that issue. And so, that would be a process that we could use to help us identify our problems, ultimately, to be able to reach those outcomes we've identified. And then, to go through a process of selecting and implementing effective interventions that will also, ultimately, lead to those outcomes.

Jess Goldberg:

And so it's really easy. I know for organizations, or task forces, or communities to become attached to activities and strategies that they're implementing. So, we really want to drive home the point that if those interventions aren't achieving the outcomes that we want to reach, then sustaining them really won't get you what you want. And so, in that example, I just shared, if the community was really set on implementing a bunch of strategies related to reducing retail access, but it was social access to alcohol that was driving the outcome, then their sustainability efforts aren't really going to have any positive impact.

Jess Goldberg:

And so, it's important to sustain positive outcomes for lots of reasons. But, in large part, because it provides this really clear evidence-based link between the work that we do and the actual reductions in substance misuse behaviors. And that, in turn, makes the case that prevention is an important public health issue that can improve wellness at the community level. So, the more that we can link our outcomes at community health and well-being more broadly beyond just substance misuse prevention, how we can show the coalition's work led to those outcomes, and then phase out any components of



our work that aren't effective or essential to achieving those positive outcomes, then the more effective we can be and the more sustainable our efforts will be.

Jess Goldberg:

And so, on the next slide, we're going to narrow in on what we need to sustain to be effective. And you can see from the graphic on the screen, it's the pinnacle of the triangle, those outcomes that are sustained by the base of effective strategies and processes. And we're going to look at both in detail. One primary goal of an effective strategic planning process is to identify that right combination of prevention interventions. And a really well established strategic planning process is what allows our community to recognize and respond to important substance misuse changes over time. And so, we're going to look at what goes into sustaining both processes and strategies.

Jess Goldberg:

But underpinning all of our sustainability efforts has to be this commitment to advancing health equity in our work. And we're going to talk through why this will help us to be even more effective in reaching and sustaining outcomes later in the presentation. And to also ensure that we're pursuing and nurturing, and maintaining strategic partnerships along the way because, as we'll show, almost every possible Avenue to sustaining our outcomes is along the path to one of our partner's doors. Because it's our partners and our partnerships that makes sustainability feasible. And I think it would be fair to say that virtually nothing we can do, or nothing we can do, or do can be sustained in isolation.

Jess Goldberg:

And so, on the next slide, why sustain effective processes? First, we want to unpack what we mean when we say process because it's really important that we have this solid understanding of the difference between process and strategy, and also between different types of processes. And so, there are two distinct types of processes that we're going to look at today and we'll bring them up on the next slide. The first is represented by these graphics that you see. So, most of us do work within an overarching strategic planning process, like the strategic prevention framework, or a similar model, whether we realize it and do it intentionally or not. There are definitely other models. Some communities I know, use the communities that care planning model. I've worked with groups that use plan, do, check and act or PDCA. There's this theory of change model and many others.

Jess Goldberg:

So, if you're using one of these on the slide, or something different to guide your efforts, I'll just ask you to pop in the chat box and let us know which model you're using. And just let us know if it's the SPIFF, or if it's one of these other models, or something different that's not mentioned on the slide. Just love to see if most of us are SPIFF communities. Looks like, so far, we've got a fair few SPIFFers on the line. Some SPIFFy folks. We have a colleague that likes to say that she can SPIFF anything, not just her prevention efforts. But anything you can think of she could apply the SPIFF to. So, lots of folks working within the SPIFF model, but there are others.

Jess Goldberg:

In case you are working within them, I know that many communities do you CTC, and some of the others that I mentioned. So, there's no wrong model. And I'm sure you know that many of these sort of have



something in common. So, if you're using one of these or different models to guide your efforts, there's some combination of the same steps involved in most of these. And these can be really useful tools, not only for us in our field, but these same steps sort of apply outside of our field and not just work for substance misuse prevention. And are recognized by many different public health funders and practitioners as useful commanding tools.

Jess Goldberg:

So, in one of these tools, we typically will assess for needs, or problems, or will set goals, or develop a vision for our activities. We then, implement an approach that we've designed or we've identified, and then monitor and evaluate the results. And if we can help our overarching planning process to live beyond our current grant or funding cycle, then we're much more likely to have this kind of significant and lasting impact on new substance misuse problems arising that we can't even maybe anticipate right now. And if we do have that well-established process in place, if we're able to recognize, and respond more quickly and effectively to these types of important changes over time.

Jess Goldberg:

And so, our hard work in implementing the SPIFF isn't lost, or won't be lost as other substance abuse or misuse issues arise. So, we want to make the case that sustaining a best process is just as important as sustaining best practices. And so, by implementing one of these models, as designed, we're actually promoting the strategic use of prevention strategies to influence these reductions in factors that we know are influencing the prevention problems we've identified. And will then, help us in achieving that measurable, meaningful change in substance use over time. And we can also use this to kind of promote the flexibility that's necessary to change the strategies that we're implementing with the understanding that a given prevention strategy should and can be...

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Jess Goldberg:

... that a given prevention strategy should, and can be, considered a temporary tactic or tool to accomplish specific changes or outcomes. But it's really the overarching guiding framework or process that's really guiding all of these efforts over time, and so that's what we mean by big key process.

Jess Goldberg:

On the next slide, what are the little key processes? And these are really everything that we do within the steps of our guiding framework that allows you to complete all of the tasks associated with the step. And so if you look at this slide, you'll see a lot of items that look like activities. In fact, one of our colleagues who saw this slide asked me to explain why these were processes and not activities. And it makes sense, isn't building a team an activity that we do in prevention?

Jess Goldberg:

I'll share the same explanation that I shared with her. So obtaining data, building teams, evaluating our efforts are all things that we can name quickly that sound like activities, but each one involves a series of steps or a process to be executed appropriately. So this morning I got dressed before going to my virtual



office, but I didn't snap my fingers and magically go from my jammies to work appropriate attire in a split second, it was a process that happened one step at a time.

Jess Goldberg:

It's the same thing here. We obtain data by determining the types of data or information that we need, researching where we can find existing data, or making a plan for collecting our own primary data, we then execute that plan, whether it involves serving a particular group of people in our community or conducting key informant interviews or focus groups to get at that qualitative data or completing an environmental scan or a photo voice project. The data comes from somewhere and has to be gotten.

Jess Goldberg:

Yes, once we complete that task, we can check off that box, at least at this point in our cycle, even though we know it's an iterative process in the SPIFF and that we are conducting needs assessment activities throughout the entire SPIFF cycle, we can say, yes, we did obtain the data that we need to inform our planning process, but it doesn't just happen, it happens as a result of an effective process, and when that process isn't effective, we don't get the data that we need to develop the data informed plan and that's going to adversely impact our prevention planning process from the very outset and throughout every other step of our guiding framework.

Jess Goldberg:

You can see some examples of processes within each step of the SPIFF on the slide, and it's by implementing these processes effectively that we complete each task in our overarching process and ultimately implement that with fidelity. And research tells us that communities that execute their strategic planning processes with fidelity have better outcomes overall, as compared to communities that do not.

Jess Goldberg:

On our next slide, hopefully that makes sense in terms of what we mean by process. And so with the examples on the slide here to get you thinking in this direction, we want to ask you to share any processes you're currently implementing that you feel is working particularly well for you. So we're going to ask you to put your thoughts into the chat box, see what comes up for you as you think about the processes you implement as you walk through the steps of your planning process.

Jess Goldberg:

We'll just give you a minute to think on that and see as the information is coming in. So when to start to get the money on day one and then plan for sustaining on day number two, our thinking approach. So that process of how you're getting the dollars coming in, and then thinking about sustaining almost at the same time that you do get your new resource or your new funding. Sounds great. This is a great example.

Jess Goldberg:

Other examples of other types of processes that you feel like are really serving you and your group well at the present moment. All of the above. Very nice. I love it. Identifying new partners, particularly if an agency has become disengaged or stopped attending your meetings. That's a great observation. It's a





really important process for how you identify and then engage partners. Assessment and data evaluation is working really well, it looks like for some. Collecting data. Having a detailed timeline to help guide your efforts. So just the act of putting what you hope to accomplish on paper with timeframes is a process, and that can be really useful to understand when you want to be hitting milestones that you're hoping to achieve and backing into maybe a starting place for doing the work that you're doing based on when you know you need to have certain things accomplished.

Jess Goldberg:

Other responses coming in. So your assessment and prioritization process working well. The assessments that you're doing and having a detailed work plan that you update and share with your membership regularly because it holds them accountable. You'll see on that slide that we just shared, there was quite a bit around sharing results, sharing feedback, asking for feedback from key stakeholders about the data that you've collected through your assessment, through your evaluation process, and making sure that there's a lot of community voice involved along the process, or involved along the way, and all of those things are processes for getting to those community members to be sure that their voices are included in the processes that you're implementing.

Jess Goldberg:

I see all of the above coming up as well. Data, both data collection and evaluation, are most important here to Barbara. And collecting anecdotal and identifying correlating quality quantitative data from that. So some really strong processes it looks like. It seems like in terms of themes, there's definitely an emphasis here on data collection on assessment, that seems to be working relatively well for folks. But also in the planning process, we've seen a few people mentioning having a detailed work plan as being something that's really effective, and also some of that work in building your team and engaging and recruiting new partners.

Jess Goldberg:

Also super important to have these strong processes in each step of the SPIFF certainly, and within implementation too. There are processes that support a strong implementation process in terms of how you're monitoring fidelity to the original design of your programs or your strategies, how you treat adaptation, if there's a need to make adaptations, and then also how you're monitoring your implementation process from the get-go and throughout implementing the different strategies that you are currently undertaking.

Jess Goldberg:

This is wonderful. Thank you very much for participating in the poll and we'll just move on. We have lots to get to as far as not only sustaining process, but also interventions as well or strategies as well. And so ideally you'll come away from this session convinced of the importance of sustaining process, both the meta guiding process, the guiding frameworks that we use, and then all of the sub-processes that make it up.

Jess Goldberg:

When you think about sustainability and when we are talking about sustainability and sustaining interventions or funding, it's the processes that you have in place that are going to carry those through



and sustaining those, particularly when you have fewer resources to draw from, is what is going to position you to receive additional funding or resources in the future.

Jess Goldberg:

Many of you have probably experienced how much easier it is to write a statement of need for a grant proposal when you have lots of different types of data to draw from, compared to when you do not. If you were to lose one or more of your streams of current funding and found that you weren't able to sustain your community youth survey or other data collection activities, how would you get the data that would allow you to write a compelling narrative?

Jess Goldberg:

In some ways sustainability begets more sustainability and making sure that you have access to the data you need to make the case for additional resources coming your way is one really important way to enhance the likelihood of achieving your sustainability goals. And so if you have certain processes that are working well for you, and we know you do, now's a great time because there's no wrong time to think about sustainability and starting earlier is always better.

Jess Goldberg:

It's a great time to be thinking about how you could sustain those processes if circumstances changed or changed again, so that you can be positioned to weather those challenges and make sure that those challenges are relatively short term by preparing to sustain processes that we'll see you through until more resources become available.

Jess Goldberg:

On the next slide, how do you know which processes to sustain? So guidelines can really help your team identify those processes that support the effective strategic planning process, and then also who should take the lead and keeping them going. And so the guidelines on the slide are a starting place for reviewing processes more broadly. We just did a quick review right now, but you can feel free to take these and adapt them as needed.

Jess Goldberg:

You want to be looking for those past processes that really helped your community to complete different key tasks of your planning model and documenting what worked well. You want to look for processes that did not help you complete those tasks and document here, again, what didn't work well, so you can help your community to improve or discard any unsuccessful processes. And you also want to be brainstorming any new processes that will help your community complete those tasks moving forward.

Jess Goldberg:

To be really successful over time, we can't just look toward the past. Your community is always changing and so your processes need to change along with it. And you might want to spend some time thinking about what your role, your agency or coalition's role, is and your level of responsibility in sustaining these processes. Your group may not be the right group to sustain them. In some cases, there might be



others in the community that are better positioned to sustain those processes over time, and this is where building our strategic partnerships will come into play.

Jess Goldberg:

On the next slide, we're going to follow an example here of Anytown Prevention Coalition, and we can just bring up everything Anytown is working on right now. We're going to walk through this example for the rest of today's session to get to know a little bit more about how this community, which is based on a real community actually, has worked with and approached sustainability.

Jess Goldberg:

This coalition has done a comprehensive needs assessment. It involves participation in data sharing from lots of partners and it allowed the coalition to get the data about different priority problems and the risk and protective factors that were driving them.

Jess Goldberg:

The coalition members then reviewed the data over a couple of meetings and determined that youth alcohol and vapor product use were the priorities that they wanted to prioritize or address, and that they also found that it was easy retail access to those substances that was driving the increasing youth use rates over time, and so they decided by consensus to implement responsible beverage server trainings and compliance checks for both alcohol and tobacco retailers in order to address those issues.

Jess Goldberg:

I'll just ask folks to just throw in the chat any processes that you just heard me share as far as Anytown Prevention Coalitions work, anything that you heard coming up from your own example, from your own experience. I'll look to the chat for that, but I am going to bring them along. So for folks who are ready to just see the answers revealed, I'll bring them up on the slide.

Jess Goldberg:

You can see first off that the coalition did conduct their comprehensive needs assessment, so they are getting the data that they need to make decisions. And so the data collection processes seem to be relatively effective. And they also went through a planning process where they prioritized factors here in the narrative and they were able to hone in on which of those risk factors, and retail access was the most important to address.

Jess Goldberg:

Then they did another process here to help them select strategies, and so they picked RBST and compliance checks because they felt like those aligned most closely with their priority problems and the factors they identified.

Jess Goldberg:

From what we know so far from this, it seems like those processes were working for the coalition and they may have been effective in helping that coalition move through the tasks that they've set out to accomplish. But we don't know what comes down the pike next for the coalition, so we're going to



revisit that after our next session, where we're going to be talking a little bit about what it means to sustain effective interventions.

Jess Goldberg:

I think with that, Ivy, I'm going to hand it over to you now.

Ivy:

Great. Thanks, Jess. And let me just turn on my camera. Hi, everyone. So one of the things that Jess has noted is there are those three key areas that we want to be attentive to in terms of thinking about sustainability. And, as several of you have noted in the chat as we've been reviewing that, that there are questions that you might have about when and how to begin some of these steps.

Ivy:

Well, we're going to talk a little bit more about where and how you might begin thinking about sustainability during this section. In particular thinking about sustaining the most effective strategies.

Clare Neary:

When we talk about prevention strategies in this context, we're referring to, as just noted, six key strategies that serve as our interventions. They're going to be very familiar to you as I state them. It's information dissemination, thinking about those PSA messages, brochures, or that one way information sharing strategy that we might use. Positive alternative activities, the recreational and mentoring programs that are designed to engage youth and really discourage or limit their participation in substance use.

Ivy:

Of course, we know that both of these two strategies, information dissemination and positive alternative activities, are most effective when they're offered in combination with some of the other prevention strategies. Those other prevention strategies include prevention education. Many of you, I believe, are implementing the education and skill building programs that you're providing to youth, to families, as well as to parents and other adults.

Ivy:

Then of course, recognizing that there are environmental strategies, those communication strategies, policy enforcement, all of those interventions that are designed to change the social norms and the behavior, the attitudes, and the beliefs of a community or the society as a whole.

Ivy:

We also have community-based processes. That's the process of organizing and planning and partnering with others within your community. And then of course, the problem identification and referral, thinking about those interventions that include assessment and education, but not treatment, that are provided to individuals who we know either have experimented or have a current substance use or misuse issue.

Ivy:



Many of you may be familiar with these as student assistance programs or maybe even some of the teen court's programs. But as experienced prevention professionals, these are all familiar strategies to you and I anticipate that there are a number of these that you're already quite expert with delivering. You're probably actually implementing a number of these right now and implementing several of them simultaneously.

Ivy:

But as you think about building the capacity of your local community to continue the positive outcomes that have already been achieved, you want to consider which of these strategies you're implementing that you want to continue.

Ivy:

As we go to the next slide, we're going to ask you to jump right back there in the chat and to share which of the prevention strategies that you're currently implementing do you find is most effective, and how do you know? Look forward to seeing some of the responses of both the strategies that you're implementing and the way that you know that those strategies are effective.

Ivy:

As we wait for a couple more responses to come in, I see we have someone who's noting contingency management is one of the strategies that you're using that you're implementing. And in particular, Marietta Broadhurst, I'm anticipating that that's part of building in your community-based processes, because you're thinking about what are the contingencies that you are including, of how you're going to continue the interventions after maybe a particular funding cycle ends. So, thanks for saying that. Thanks for sharing that.

Ivy:

We have other folks who are noting information sharing and education strategies. Skill building. And you know some of that because you're seeing not only the increase in participation and in the level of engagement, which is very interesting to see, but also you're using pre and post surveys or some other kinds of evaluation data collection method.

Ivy:

Then we also see that folks are talking about skill building. Again, that's a very popular or a very common and often use strategy within the prevention field, because we know that information and skill building are so important to promoting substance misuse the prevention side.

Ivy:

But we also see that Charlene has noted that in the pandemic, you've seen lots of engagement through social media and so you're using not only information dissemination, but Charlene, I anticipate that you're also using that as an environmental strategy to change the idea, as Rob has noted, to change the social norms of a community, change the beliefs and the attitudes and the behaviors.

Ivy:



It looks like we've got some great examples that folks are noting. And in particular, again, you're using evaluation and data collection. Maybe it's observations and maybe it's actual surveys, as well as interviews. I see someone who's noted focus groups and key informant interviews as key ways of collecting this data.

Ivy:

Well, these are great to hear, great to see, and one of the things that I'll just note that's really interesting about this is that you've noted a number of evaluation measures. So as we go to our next slide, we know that given that your goal is to sustain these outcomes that you've achieved over time, we're going to review three keys to ensuring that your intervention strategies have been effective. These are all important part of your strategic planning process, so for those of you who are using the SPIFF, or maybe it's getting to outcomes, whatever strategy you're using, you're addressing all three of these keys in your planning process, so we expect that these will really sound familiar to you. They've actually been a critical part of your preparation for implementing.

Ivy:

One of the things that we want to encourage you to do, just as a question came in earlier, when do we start thinking about sustainability, starting with day two, thinking about how to use these particular strategies, these keys, to address and to really build on how you're going to sustain your outcomes from the very beginning. Let's dig into them a little bit deeper and how attention to these keys early in the SPIFF, and as well as in your planning process for sustainability, are key from the start.

Ivy:

The first key here that we're going to note is ensuring the intervention will be effective. So ensuring the effectiveness of the intervention. That's following the SPIFF process and really starting with the needs assessment to identify both what are the issues and the community concerns, assessing community readiness, assessing and identifying community resources, developing that comprehensive plan that you'll implement and evaluate. All of these are part of ensuring the effectiveness and Jess has covered a number of these a few seconds ago.

Ivy:

The second key is really building community support for the intervention. What are you doing to ensure that the community accepts and embraces the prevention efforts and the outcomes? It's this key that really is part of the work to cultivate and develop that community support, making sure that there's community buy-in and so on.

Ivy:

Then third, I just want to note that it's developing organizational capacity, which is more internal to your own organization. It's really thinking about, what's the training that your staff, and maybe some of the partners that you're working with, need in order to successfully implement the intervention? What education or training on prevention or the intervention model itself, what's the coaching support that they're going to need throughout?

Ivy:



Each of these steps in the SPIFF, as well as each of these steps as you implement them, will help to ensure that you're identifying what are the necessary and key elements to sustain your intervention.

Ivy:

As we go to the next slide, we're going to explore ensuring effectiveness just a little bit more. You'll note here that there are several steps that we want to highlight or several aspects of the process for ensuring effectiveness. Again, as we just noted, it's starting with the fact that your strategies are aligned with risk and protective factors, it's looking at how the strategies are a good fit for your community...

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Ivy:

... are a good fit for your community, and that they're evidence-based. That you're also paying attention to high quality implementation, and then also that you're looking at your evaluation plan in a way that supports ongoing monitoring. So that's part of the observations that a few of you have noted as part of your strategies, and then of course using not only maybe pre and post surveys, but also even data that's collected throughout, maybe it's on a quarterly or even a monthly basis. As we go to our next slide, and we look at the second key, building community support, just one note here, they're going to be four key phases or four key aspects that are going to be an important part of building that community support. Highlighted those at a very broad level, just a few seconds ago, really thinking about how are you encouraging community ownership, thinking about the readiness, both assessing the readiness and the interest and commitment of the community to addressing the substance misuse problem.

Ivy:

Are you working with community members to develop their capacity by identifying and connecting with key leaders and champions? Developing that capacity, making sure that you're able to identify both who are some of the key groups and populations with whom you may want to connect, as well as being able to reach some of those key audiences. You also want to connect with other prevention efforts locally, as well as maybe on a broader level. And this is really part of your assessment, your capacity, and your planning process.

Ivy:

Again, thinking about how connecting the information that you're collecting through the assessment builds into your plans for building capacity of community members and partners. And then of course, we often talk about the importance of celebrating accomplishments, whether they be at meetings, whether they be in a very frequent format, such as at your meetings or on a regular timely basis. One of the things that you'll want to think about is how you can really celebrate some aspects of that.

Ivy:

And so as we go to our next slide, just want to highlight a couple of key points with enhancing organizational capacity. This is where you really are going to focus on identifying and assessing both the resources and the expertise that's present within your community, within your organization, and ensuring that you are building on both the skills and the capacities of both those within your agency who can move the efforts forward, move them forward in an effective and an efficient way, but also



thinking about what are some of the formal linkages with your key partners? Thinking about how you solidify that through maybe MOUs, memorandums of understanding, memorandums of agreement. Making sure that your opportunity for developing those formal linkages really embeds how the capacity will be and the implementation will be continued.

Ivy:

And then of course thinking about with regards to your access to resources, how are both your leadership of your organization, as well as the work with your partners allows you to access both the time of individual staff, maybe it's the capacity and the knowledge of others. It might even be resources such as not only the financial resources, but many of you I think we've heard have been using incentives to engage young people, and that's another key area.

Ivy:

So as we go to our next slide, I know we're moving through this rather quickly, but we want to make sure that we get to a couple of key discussion points. We're going to revisit Anytown again. And at this point we have seen that Anytown has moved into beginning to plan for implementation. As you'll see they, the coalition itself took a break over the summer, but the coordinator, while they tried to find an appropriate training model for responsible beverage server training intervention, they were having some troubles. So they decided to develop that training themselves.

Ivy:

What we find is that the training didn't include some of the best practices that have been outlined in RBST best practices and interventions. And so what we find is that the gap was seen and the coordinator eventually remembered to bring in evaluation surveys to the trainings, finding that the participants reported and highlighted some of the dissatisfaction with the training experience, their inability, or their confusion, and some questions that they had in terms of how to apply the information. Recognizing that the initial training didn't quite achieve the goals that were anticipated, there were some modifications that were made. And so we're going to switch to looking at what are some of the processes that were actually implemented at this point in this case study and you'll see that those processes include, one more click of the slide, please, an adaptation of the strategy.

Ivy:

In this case, we want to come back and think about how successful was that adaptation. We also see that a second step that was taken with this was that the process data was collected by using surveys. And then finally we see that we have some mid-course corrections that are being made. And we'll ask for several of you to just jot in the chat, what do you think was the level of effectiveness with this particular intervention and this strategy that was used by the Anytown prevention coalition? It looks like we've got a, Coleen has noted very much, so this is a process that didn't work.

Ivy:

So as we go to moving into sustaining the third aspect of our triangle, sustaining those positive outcomes, this is where we really want to think strategically about how we identify those outcomes and what those outcomes are. So as we go to the next slide and we can go into our next slide, thanks. Why is it important to sustain these outcomes?





Ivy:

Well, we know that fortunately, it's not all about sustaining just the strategies. This is where we really want to move into and think strategically about how sustaining outcomes is so key. By focusing on our outcomes, we draw attention to the strategies and the processes that have been implemented that have moved us towards this point and gotten us to be effective. We want to be able to review just as we did with any town in the case study just a second ago, what are those key strategies that ensured success as well as what are some of those key strategies that were not effective? And as well by paying attention to what the outcomes are and how the processes and the strategies support our outcomes. We're also ensuring that the limited prevention resources, whether it be staff time, whether it be the time of our participants, whether it be even the financial or other physical resources that they're all put to good use and that we are being effective and efficient.

Ivy:

So as we go to our next slide, let's talk a little bit more about some of the strategies you might want to think about. In particular, to determine what strategies are producing those positive outcomes, this is an opportunity for you to think about four key aspects of identifying what those shared definitions of success and the evidence of effectiveness are. Looking at both, what are the process and outcome data determining both where you are at implementation and recognizing that while we might not be able to share a longterm outcomes just yet, you can look at the process data just as Anytown coordinator did in terms of using the evaluation surveys to give feedback in the process. That allowed her to then document and think about what the internal capacity is recognizing that the internal capacity that needed to be addressed was to build additional training capacity and to build training that focused on best practices.

Ivy:

But this is also where you want to examine the strategies of looking at how community support comes in. This is really an important criteria, but we want to recognize that as we look at community support, we're not just looking for what the community loves and enjoys doing, but really what are those strategies that we know are best practices that the community not only buys into, but also is willing to engage and provide tangible support to. And then finally, you want to think about how your coalition is being involved. For some strategies, you might find that your coalition has been involved and has been the lead for initiating that particular strategy. But as you do sustainability planning, as just noted earlier, you may begin to think and consider whether that strategy is best continued by your coalition, or maybe it might be another partner that can begin leading that.

Ivy:

Perfect example of that might be for many of you, you've transitioned to teachers being program facilitators for your in school or other after-school or out-of-school time programs, rather than your coalition staff being the facilitators. Promoting social media campaigns through some of your partners might be another example of that strategy that's picked up by a partner agency.

Ivy:

So as we go to our next slide, want to highlight here some part of considering the evidence of effectiveness is known by the word fidelity. It's looking at, what are those strategies and what is the



process data that lets us know that we were implementing the intervention as it was designed or developed by the developer. We recognize that we're looking at how the evaluation results from our process data, as well as our outcome data, help us to know whether the strategy has been effective.

Ivy:

Again, we've seen that in terms of the example with Anytown they used in particular surveys as a process method of data collection, and we're going to be looking a little bit later at some of their outcome data and what that means. In our example, here again, you might not have all of the results to rate if underage drinking, in this case with compliance checks is going down, or maybe even with the prescriber education, whether some of the changes in prescribing habits has happened within the first several months or even the first year. However, you'll be able to look at that over time and you'll be able to look at that and assess that through some of your process data.

Ivy:

So let's go for another visit to Anytown and see how they've applied reviewing their outcomes. So as we go to this next slide, you'll see that in the initial experience, the initial training with the responsible beverage server training did not really result in any positive changes. However, with modifications to the training, as well as offering that training again and continuing implementation, continuing to collect your process data, as well as continuing to document your outcomes data, Anytown has been able to see some significant changes. In fact, seeing success with reducing the number of youth who've been able to purchase alcohol from the fall to the spring from 25% down to 15%.

Ivy:

So if we look at on our next slide, what those strategies were, we'll see that those strategies include analyzing evaluation data. So continuing to analyze that evaluation data, and we'll note that also that in that last paragraph, you probably noted that the focus groups had provided information confirming that you've had more difficulties accessing alcohol and therefore that is one of the conclusions that can be drawn from our experience. And so with this, I think we've covered pretty in depth thinking about sustainability. I want to turn it over to Jess. Who will talk a little bit more about considering sustainability in the midst COVID.

Jess Goldberg:

Thanks so much Ivy, and thanks everyone for playing along with all of these thought experiments. So now we're going to talk about what sustainability means and looks like in the age of the COVID-19 pandemic, that we're all still in the midst of. This experience is very much ongoing as I know, I don't have to tell any of you. And so we'll be talking through some perspectives that we've heard from the field you want to add from your experiences as well to our collective understanding, but this is very much an evolving situation and how it impacts our efforts towards sustainability moving forward remains to be seen.

Jess Goldberg:

And so on the next slide, to that end, we want to ask how the pandemic has impacted your sustainability efforts. I know many, if not most communities have had to completely rethink or rework their action plans as a result of how the pandemic has limited their ability to carry out processes and strategies and



so from not being able to get into schools to conduct surveys, to having to table certain programs or interventions because of the need to scale back efforts this year. So we want to invite you to share your perspectives on how the pandemic has impacted your efforts with sustainability in mind.

Jess Goldberg:

So we ask you to just pop your thoughts right into the chat box so we can see some of the ways specifically that working in prevention during this time period has really looked different for you in the field, trying to implement your strategies, trying to conduct your processes and maybe having some challenges with regard to doing those things.

Jess Goldberg:

So virtual school presentations, right? So moving our school-based programming and collaborations online, losing connection with regulars because of disruptions, absolutely. It's been difficult to maintain partnerships and relationships because of this, at least in person, certainly we know how effective in person relationship building and maintenance can be. So moving from in-person to virtual spaces and having almost everything gone virtual, and while it was successful at first, it can become challenging over time, right? We hear those terms Zoom fatigue, and just this disengagement that people feel with being on technology all the time.

Jess Goldberg:

So grants that were used to matches support TFC, so loss of funding, fewer funding sources, and resources. It's hard to know what to do in that case of that especially when sustainability comes to mind, and then we have fewer accomplishments this year, right? Because of that needs to scale back. So we have to think about what we're considering sustaining and making sure to be as successful as we can given the current challenges and then physically working with others outside of our agencies, being able to adapt in some areas, but having more of a focus on media and using different types of media to reach people lately.

Jess Goldberg:

So I see a lot of these themes coming up of social media, Zoom, virtual spaces, different platforms, and then some of the new emerging themes in prevention, the uptick in relapse with different support services not available, having to do trainings virtually. So lots of themes coming here. I want to keep inviting you to share your thoughts here, but I'm going to move us on just to look at some of what we have seen as the impacts of COVID-19 on substance misuse prevention that we're aware of. And so the obvious need to move from in-person to virtual service delivery, working remotely between our staff members and our partners, how that affects our efforts, how they operate having limited access to students or clients or other program participants with locations physically closed in that, and then the need to adapt or change our long standing programs and offer them virtually and to use strategies that we haven't necessarily used before to engage participants and particularly youth. So that might be meeting in smaller groups or conducting more frequent outreaches.

Jess Goldberg:

We also know about some of those emerging issues in the substance misuse prevention landscape. Just a couple of examples from the relaxation of alcohol policy regulations with home delivery and takeout



access and how that relates to reported higher rates of use among specific populations. Also the challenges to people in maintaining their recovery without access to some of the support services that can be so vital to success, and also have changes to how we approach our capacity building efforts with a greater emphasis put on building organizational staff capacity. Like Ivy just talked us through, through those workforce development and partnership building efforts, particularly with groups that might have stronger ties with different populations in our communities. And also some of the challenges that our partners might be facing with staff focus and resources being pulled toward COVID related needs.

Jess Goldberg:

So one of the groups that I worked with before the pandemic was one meeting away from finalizing a logic model that was months in the making when COVID hit, and then everything just stopped because the partners involved just have not had a moment to revisit it. And I know that story is one of many as far as how our efforts have been impacted. And then finally the need for us to have become, and been really creative around our implementation efforts. You've already shared many examples of how you've done just that in your work.

Jess Goldberg:

And so on the next side with all of that said, we're wondering whether or not there might have been any unexpected, positive impacts of COVID-19 or your prevention efforts. So we know that this year has been incredibly difficult, and so this question is not meant to force exploration of silver linings if there haven't been any, but we have heard from some communities, feelings of gratitude for some of their newly developed technological capacity that was necessitated by working remotely in the pandemic.

Jess Goldberg:

We also heard one community that there was this recognition of the strain that this experience has put on all of us collectively in our social and emotional health. And so that's opened up conversations about substance misuse as a chronic disease with stakeholders in the community that wouldn't necessarily have been amenable to that kind of discussion in the past. So we just want to put it out there to see if you have any of your own examples of potential positive effects of this experience on our prevention efforts.

Jess Goldberg:

So, the transition of agency partners to beneficiaries of the program, more folks turning out for meeting, but it's hard to maintain that and sustain that motivation. And then moving some meetings and services online has allowed some community members to engage in services without transportation. So some of those challenges or obstacles to participation might have been lessened or alleviated for some groups in the community. A slight re engagement with membership because of virtual availability and working from home, not having to travel, easy access for attending meetings or multiple meetings in a day.

Jess Goldberg:

It looks like some themes here around just being able to engage virtually for better or worse with the pros and cons that come along with that are some of the more positive aspects. Meeting member's pets and kids, I do think that that's a real positive where I think some of those social standards, maybe around professionalism are relaxed in a positive way. Hosting outdoor events, which have been really



successful when the weather allows. I look forward to being able to do more of that, where I am here in the Northeast as well, and learning lots of different ways to deliver programs, to be more creative.

Jess Goldberg:

So I think it's, it's worthwhile to pause and just acknowledge that there may have been positive impacts on our work. So we're really grateful to you for sharing your own examples in this area. And so on the next slide, we did want to offer our own thoughts around those silver linings and how this context can serve as an opportunity to advance sustainability and engaging our partners, focusing on our own capacity-

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Jess Goldberg:

Engaging our partners, focusing on our own capacity in partner capacity and then thinking about available and required resources. But hey, one thing is for sure, we're all in the same storm in our different boats, trying to figure all of this out and how to implement and sustain our efforts. And we do see maybe our stakeholders and the public at large becoming more aware of COVID related substances use or other behavioral health issues, and that, again, could open up opportunities for discussion and cross collaboration.

Jess Goldberg:

Some of our partners may have a greater appreciation now for the need to maximize resources, so they may be willing to participate in sustainability planning efforts, and particularly those that stand to benefit from them as an organization as well. And then the experience has really pushed that envelope into using our virtual platforms to communicate and do our work, to adapt our efforts to meet this moment. And these are all transferable skills that we'll be able to bring with us when we're on the other side of this pandemic and returning to some kind of hopefully pre-COVID way of doing business.

Jess Goldberg:

So on the next slide to frame this conversation moving forward, we just want to acknowledge that usually when we're training or about or talking about sustainability, we're doing it from this place of preparation. We have the time to turn our attention to sustainability prospectively, and we're able to think about doing things that are future oriented or might need to be implemented over a longer timeframe. So in that situation, sustainability planning is about building capacity and educating decision makers and laying the groundwork for the longterm in case something happens to threaten or compromise our efforts and our ability to sustain them.

Jess Goldberg:

In the case of 2020 and early 2021, much of our sustainability focus is by necessity reactive. It's about responding to the unexpected changes that happened over a very short period of time with a focus on scaling back existing services in order to survive. So since this is where we are, we aren't going to introduce this longterm sustainability planning process right now, but instead walk through a few tips to enhance the likelihood of sustaining your positive outcomes, your effective processes, and the



interventions and strategies that are working for you during challenging times, so that you can take a more preparatory stance on the other side of this.

Jess Goldberg:

And on the next slide, anyone who thinks they haven't done any work on sustainability in the past year, we want to put into perspective for you that in extreme times like these, every action that you've taken to adapt your efforts to continue, to be able to implement them, has been you focusing on sustainability, whether it was an intentional or conscious decision or not. This is not our usual way of conceptualizing sustainability, but it's just as valid, and in some ways, even more noble than traditional sustainability related efforts, just because of how challenging it has been to execute this year and how tempting it may have been at times, I know for myself, to throw in the towel. Every effort made to adapt to these changing conditions is a step toward sustaining the good work and positive outcomes that you've all contributed to and that's so many people depend upon. So with that, I'm going to turn this back over to you, Ivy, to share some tips for sustainability in difficult times.

Ivy:

Thanks, Jess. So as we go to our next slide, I think one of the things that we want to highlight for you with sustaining your efforts in such a challenging situation is really... Simply said is doubling down on what's effective and what's doable. We've included on this slide, a logic model, just so that you can be reminded that the focus here is recognizing that there are best practices that you've already identified, strategies that you've already identified, and you've come up with a theoretical progression from what is the problem that you're trying to address to what are the steps that you'll take, what are the strategies you'll use, and what are those outcomes that you're looking to see achieved? Well of course throughout that process you want to focus on what are those specific strategies, just as Jess and I noted earlier, what are those specific strategies that really lead to effectiveness?

Ivy:

And again, this is not only assessing what is the feasibility of the intervention in your local community, whether it will be sustained because it has buy-in, whether it will be sustained because the resources are available, but also the feasibility in terms of being able to actually implement that intervention. This is when you want to make sure that if the intervention requires someone with 35 hours of training in order to implement, well maybe you want to think about is that the most effective intervention? Is that a feasible intervention to be able to sustain? And then of course thinking about the effectiveness, the long-term effectiveness. You want to make sure that as you're looking at your data and collecting that data, you're thinking about how you are using either your surveys, and we've heard people mention key informant interviews, focus groups, whatever it is you're trying to learn that will give you the process as well as the outcome data to let you know that the implementation of that intervention is following fidelity and it is therefore going to be effective and doable in your local community.

Ivy:

And as we go to our next slide, we want to also talk about some of the aspects of increasing sustainability when you've had to deal with adaptations. We recognize, again, nothing is the same as it was before, so there's some require changes that you've had to make. With physical distancing, maybe limited numbers of participants in groups, limited access to students in schools. You've made



adaptations such as turning to the virtual environment in order to deliver a curriculum or to deliver interventions. Want to encourage you to revisit and review some of those changes, making sure that those adaptations are in line with what the developer has identified. We want to also encourage you to review those adaptations, to make sure that you've had an opportunity to build the capacity of your partners, as well as your staff, as you either began those adaptations, or at least using this as an opportunity to review what were those key best practices that are in those core elements that the developer has incorporated and making sure that those are very clear, and that they are consistently implemented in the intervention as you've adopted it.

Ivy:

And then, of course, making sure that your adaptations might even need to have some coaching or a review of training as an opportunity to both revisit and ensure that you're adhering to those evidence-based principles. We also want to encourage you that if you do choose, or as you have chosen to adapt, making sure that you're following the research and the evidence-based principles, looking at what and how to review a program of prevention strategies with underage drinking. Are you following the research based on brain science and maybe even ensuring that you are not revisiting some strategies that we've used in the past that we know are not effective? Are you enhancing feasibility and effectiveness of the intervention by making sure that the key elements in the behavior... Excuse me, key elements in the intervention, such as behavioral practices or behavioral rehearsals are included in the virtual environment or in small groups?

Ivy:

One of the organizations that I've worked with has actually ensured that they are having the curriculum delivered by a single person so that they can ensure that the feasibility is there, that that one person not only is able to deliver the curricula lesson, but also that they are making sure that the positive outcomes and those behavioral rehearsals are included not only in that recording, that prerecorded session, but also that there are additional opportunities for teachers to reinforce those behavioral rehearsals. And then, of course, being aware that you are monitoring the impact of those course corrections. So doing the observations, doing the surveys, collecting data through focus groups, or maybe even some key informant interviews. And in particular, in one organization I've seen that schools have often done more key informant surveys, or the principal has done more key informant surveys along with the coordinator with teachers to find out what specifically are they seeing in terms of both social emotional learning, as well as practicing of some of those strategies.

Ivy:

So as we go to our next slide, just want to highlight here, there's an old quote that as we think about increasing sustainability in these challenging times, that we're also paying attention to some of those strategic partnerships. We often have heard the phrase about building in teams and engaging others. So one of the key things is just to remember, develop that team approach. We know that no one can implement any intervention all by themselves, and we want to also encourage you to think about enhancing not only your focus on capacity building with your partners, but also engaging them as part of the team in more of a collaborative way. Very often we have unfortunately use some of our transactional ways of interacting. Tit for tat. Come, I'll do. I do, you come. We want to move from that kind of strategy, because that is unfortunately not developing the level of team engagement, as well as the buy-in and the level of, I think, strategic partnering that we want to see in these situations.



Ivy:

So while we focus on enhancing the capacity of our partners, as well as our own staff, we also want to incorporate principles of the SPF, and thinking about how you may want to really think about building the opportunity for additional training, developing both communications and messaging tools. What are some of those strategies that you can use in order to, again, identify and address some of the challenges that maybe your partners have had in the past. Really being much more direct and communicative in some of your engagement of... Excuse me, of your partners. Thinking about how you're processing or how your processes coordinate or facilitate and how... Excuse me, how your coordination and facilitation of your processes. Also thinking about maybe how you are taking notes and sharing information that might be happening during your meetings.

Ivy:

Are there barriers that might happen because of scheduling or maybe where meetings are hosted? Looking at how to address and modify those so that you can increase participation of your partners. And then of course thinking about how you might leverage the assets and the resources and the perspectives of your key stakeholders. One of the strategies that I've heard recently has been thinking about how to engage your key stakeholders earlier in the process and being much more clear and direct about what strategy or what approach and role you're asking them to take. Maybe you're asking them to be an advocate or a networker, but really making sure that you're clear about some of those requests.

Ivy:

And then as we go to our next slide, we want to talk a little bit more about a strategy that I've been introduced to recently from Jess that I have fallen in love with, which is this model of PPEARS. We often think about sustainability as really focusing on the money. It's not all about the money. And what I love about this particular model is that it allows us to think of multiple ways that we can engage and we can find to sustain our efforts. So I'll just kind of quickly go through what these examples are. As you think about this, it will, I think, in many ways make total sense to you, and I think you'll find that there are a number of these strategies that you've already been implementing. We want to encourage you to think about being even more intentional about including these as part of your sustainability planning.

Clare Neary:

Passing off is passing off or transitioning the initiative to another organization, or it might even be institutionalizing it by creating a policy that will ensure that the initiative happens on a regular basis. You might think of your annual or biannual school surveys. Initially, years ago, those may have been done by your coalition. That is now managed by, very often, the school district, maybe even the school district at a regional or a state level. Thinking about policy, again, it's another strategy for institutionalizing the efforts and the intervention. Looking at earning and how there might be a way to earn money from the initiative. It might be that there's a small fee that's charged.

Ivy:

In the next example we have ask. This does refer to our usual, our traditional way of fundraising by simply looking at our funding opportunities through grant writing, through donation appeals, et cetera, but then also thinking about reconfiguring our efforts and how reconfiguring might mean just shifting how the intervention or the initiative is done in such a way that facilitates sustaining it. Again, you might





think of it rather than having coalition staff deliver curriculum or any kind of other training, you may train community organization staff to deliver that same curriculum and facilitate that program with their participants. And then finally sharing. An opportunity to share the initiative with another organization. Maybe you split costs in terms of... Your agency funds the actual process of conducting a survey and another agency provides a person who will do the analysis of that data. Or maybe it's the PTA that provides... Excuse me, the PTA provides incentives for participation for youth in your programs. So just, I think, a really great example of a framework that you can use and incorporate as part of your strategic process.

Ivy:

As we go to our next slide, just want to highlight as well the importance of advancing health equity as you look at sustaining your efforts in these challenging times. We anticipate that our focus on equity today mirrors one that you might've been exploring as well. Our goal with recognizing this is that the need to focus on equity is not only to address some of the historical practices and systems, but really that it's an opportunity to be more collaborative, to be more informed, and to be more effective. As you see on the quote on your screen, it probably mirrors the experience that many of you have had that as you've engaged more diverse members of your community in your coalition, you've seen, whether they be law enforcement or business, faith members, the media, or even youth and parents, you've seen that by including and involving these additional voices, you've learned not only much more in terms of their interpretation of the data that's been collected, but you've also been more effective with your outreach to the populations that you want it to be involved.

Ivy:

There's maybe even a stronger and more commitment to buy-in and ownership of the initiative by members of the community. So what might you consider as you're seeking to include or increase your health equity focus? As we go to our final slide here, I'll just note that there are a couple of key strategies. Some of these sample action steps many of you we hope have already been doing, and if you'd like to hear a little bit more about some of these strategies, we'll also encourage you to take a look at a webinar that we hosted it in August of this year, specifically focusing on incorporating and taking a health equity approach to both developing as well as building and expanding your partnerships. Thinking about how you're working with your partners, thinking about how your coalition might be ready to engage new partners as part of your process. So with that, I want to turn it over to Clare, who's going to take us into our next section and close out today's webinar.

Clare:

So Ivy, that was wonderful. That was really wonderful. Great ideas. We are running out of time, everyone, so this is what we call an inelegant exit. So I want to say this. Thank you so much for all your time. It was wonderful being here with you. If you have questions, we had planned out a little question piece, but if you have questions, we will go through them on the chat. Please feel free to reach out to us via email. Anyone who has the flyer should have my email. And we will do our very best to get those questions answered.

Clare:



Next Thursday at this time we will have a follow-up session to this, which is a peer learning session, so you might also be interested in that. This is our GPRA evaluation. For those of you who are not familiar with SAMHSA and how SAMHSA collect information on the value and efficacy of the programs that they fund, it's through GPRA. So if you would please take some time, it's very, very brief, and do our GPRA evaluation, we would very much appreciate it. All feedback is good feedback. That's absolutely true. All feedback is good feedback. So if you could find the time to do that, we'd appreciate it. I think it's exactly 4:00. Well, 4:00 Eastern time and 3:00, 2:00, 1:00, 12:00 wherever you guys are. Thank you again and have a good rest of your day.

PART 4 OF 4 ENDS [01:30:19]