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Audio recording for this meeting has begun.

Jessica Goldberg:

Hello, everyone, welcome to today's webinar, Building Community Capacity to Implement Prevention Efforts. It's wonderful to be able to welcome you here today and thank you for joining us.

Jessica Goldberg:

My name is Jessica Goldberg and I'm a training and technical assistance provider with the Northeast & Caribbean Prevention Technology Transfer Center, or PTTC, for HHS region two, which is the group that's hosting today's webinar. And we're coordinated out of the Rutgers University School of Social Work Center for Prevention Science.

Jessica Goldberg:

While we're waiting for folks to welcome them into our virtual room, I want to draw your attention to a couple of poll questions on the screen. We'd love to get you thinking about today's topic and ask you to share your thoughts.

Jessica Goldberg:

For our first question, at the upper left of your screen, what is something interesting that you learned from your most recent community needs assessment? And so this would be for those of you who have participated in needs assessment processes in the past, this is to follow up on our last webinar series that we held recently, which was on the process of conducting community level needs assessments. So we're just curious if any one of you had joined us for that webinar series, or not but have been part of community needs assessments in the past. Or maybe you're going through one right now. Just something interesting that you've learned through that process.

Jessica Goldberg:

We're going to do a quick review of some of what we covered on that last series, but would love to get your thoughts about what it looks like for you and your community to be going through an assessment.

Jessica Goldberg:

Then the other poll, which it looks like some folks have already found, on a scale of one to five, with one being not at all and five being very, how ready would you say your community is to address its priority substance misuse problems? So I'll ask you to weigh in there and just think about readiness in terms of a scale. Some communities are earlier in their stages of a prevention process, maybe a little bit towards the left hand side of that scale or the upper part of that scale. And then others maybe having done these efforts or engaged in these efforts for some time, built a lot of readiness and capacity over the years, and may find themselves on the ladder.

Jessica Goldberg:

There's no wrong place, and we know that you can be in a different stage of readiness given different types of priorities or different groups within your community and in their willingness and ability to engage. So curious to see where folks might plot themselves.

Jessica Goldberg:

Looks like so far the responses coming in, we've got a few folks who would say they're right in the middle, not necessarily at a very nascent stage of readiness, but not complete community buy-in or ownership over all of the prevention efforts per se, quite yet. And then an even number of folks kind of further on in that scale, who do feel as though their community is very ready to be addressing priority substance misuse problems. That's great.

Jessica Goldberg:

We'll welcome anyone who's just joining us, thanking those that have already participated. And for those that are newly in the room, welcome and feel free to just weigh in on our poll questions at the top of the screen. Anything interesting that had popped out to you during your recent needs assessment process, maybe a particular piece of data that caught you by surprise or ways in which trends have changed in your community over time, if you're someone who's been steeped in this work for some time. We'll invite you to share any thoughts you have there in the top most left chat box. And then if you want to weigh in on the poll, anyone who hasn't had a chance, to plot your community in terms of how ready it is to address the substance misuse problems, feel free to share your responses there.

Jessica Goldberg:

I see that folks are putting their names and where they're calling in from into the chat box at the bottom left of the screen. That's wonderful. We want to invite anyone who hasn't had a chance to do that, to please do that, that will help us make sure that you receive all of our followup materials and that we can have an accurate count of who's in the room with us.

Jessica Goldberg:

Also, if there's anybody who'll be joining you, listening to this webinar in the same room as you, whose name would not show up on our attendee list, if you could also put their name into the chat box, that would be very helpful as well.

Jessica Goldberg:

I think it's just about time to get started, so I'll just ask if we can bring up our slides and we'll move on for today's conversation. So again, it's my job to welcome you here today for Building Community Capacity to Implement Prevention Efforts.

Jessica Goldberg:

My name is Jessica Goldberg. I'm joined by my colleague, Shai Fuxman, who I'll introduce in just a moment. And I just wanted to let you know that the webinar today is being recorded. We'll be making that recording available to anyone who's registered or participated in today's webinar. We'll also be sharing out our contact information at the end of the presentation, so if you have any concerns or questions after the fact, please feel free to reach out to me. But we're also going to invite you and encourage you to put your questions into the chat box throughout today's conversation. Feel free to put them there and we're going to respond to them in turn, if we can, if possible, during the course of today's webinar, we're going to try to address whatever we can. And if there's anything we need to follow up on after the fact, we'll be sure to do that as well.

Jessica Goldberg:

Just a little bit more about the PTTC Initiative. The Prevention Technology Transfer Center Initiative is a network that's charged with providing training and technical assistance services to the substance abuse prevention field in the hopes of improving implementation and delivery of effective prevention initiatives.

Jessica Goldberg:

We introduced this system as a relatively new system, but what you can expect from us in the future is that we'll be providing trainings, technical assistance services that are tailored to meet the needs of the prevention field, based in prevention science, and use evidence-based and promising practices. And so you can see it's a large coordinated network, and we plan to leverage the expertise and resources available across all of the regions in the network itself.

Jessica Goldberg:

If you can see, the region two PTTC is the light blue area toward the top right screen with New York and New Jersey, and then also encompasses the Us Virgin islands and Puerto.

Jessica Goldberg:

We're going to have many virtual learning opportunities in the coming months, and we want to invite you to keep your eyes out for those. They will be offering quite a few different opportunities coming soon.

Jessica Goldberg:

I'll tell you a little bit more about who you'll be hearing from. And first, I'll introduce my co-presenter Shai Fuxman. So Dr. Fuxman is a Senior Research Scientist here at the Education Development Center, which is collaborating and providing training and technical assistance support to Rutgers on the PTTC Initiative.

Jessica Goldberg:

Shai has served as the Senior Training and Technical Assistance Associate here at UBC for many years, supporting the work of states and communities to prevent substance misuse behaviors and related problems. He's also a researcher with extensive experience in the fields of public health and education.

Jessica Goldberg:

I am Jess Goldberg. I am a Training and Technical Assistance Specialist as well. I've been working in the field for nearly a decade supporting prevention efforts at the national, state, regional, and local levels. First working as a Community Health Specialist with the Massachusetts State Technical Assistance System, supporting communities with needs assessment, strategic planning, creating logic models, and then also building the capacity of their key stakeholders and prevention partners.

Jessica Goldberg:

Then I worked with the Center for the Application of Prevention Technologies, or the CAPT, which some of you may be aware of. And now with the PTTC. So we're both so happy to be here and be part of today's webinar.

Jessica Goldberg:

Our learning objectives so you can know what to expect for the rest of today's call. We're going to look in depth at how a community can build its capacity to address substance misuse problems that were identified during an assessment process. We're going to link back to that webinar series that we did on needs assessments so we can follow the thread along throughout a data-driven prevention planning process into the capacity building step. We're also going to talk about creating effective prevention messages, which I know can be such a struggle, such a challenge, but is so key and so important in engaging stakeholders in our efforts, so we'll spend a little time looking through the process of crafting effective messages. And then also pause to think about and identify opportunities for weaving a focus on cultural competence in through our capacity building efforts. That's what you can expect for the rest of the call.

Jessica Goldberg:

To begin, like I said, we're going to start with a quick review on conducting needs assessment, which for those of you who joined us for that past webinar series may recall involves assessing your community's capacity to engage in prevention efforts.

Jessica Goldberg:

But first we want to hear from you and we want to ask this question to those of you, again, who joined us on our last webinar series, but for folks new to the PTTC webinar world we want your input on this as well. So we'll bring up, I believe... Or maybe we'll just ask you to respond to this in the chat box at the bottom left of your screen. We want to know, why is assessing community capacity an important of a comprehensive needs assessment process? I'll give you a moment to think about that and share your responses with us in the chat box on the bottom left of the screen. Really curious to hear your perspective in having done this work on the ground, why community capacity assessment is such an integral part of a needs assessment process.

Jessica Goldberg:

We see some folks are typing, which is great. We'll give you just a moment to think about it. It's a big question and there's no wrong answer. Just curious from those who've done this work, how you may articulate the connection between these two assessment activities really, but maybe from an outside vantage point look less connected than we feel as though they are.

Jessica Goldberg:

Have some responses coming in. Thank you very much. Appreciate it. I know typing isn't the perfect format sometimes for these types of questions, but would love to hear your responses. Jen saying that you like assessing capacity and how it can show strengths in existing resources along with challenges. Absolutely. I think it's a great insight.

Jessica Goldberg:

When we talk about capacity, it's not only to look at what is existing, but also what may be missing or where gaps may be regarding the resources that are available within a community, the types of challenges that the community is experiencing. And that's an opportunity to identify both areas of strengths and as well as areas for growth. That's a great response. Any other thoughts on this question?

Jessica Goldberg:

We have another response coming in from Anne. Thanks so much. In order to get a good data you need a broad reach of key people. Absolutely. And so another really good plug for the collaboration. I think that's so helpful for us when we're thinking about how important collaboration is to be able to ground that in the specific aspects of our work that it can help us to achieve. And so one of those aspects is to obtain and collect the data that we need to be able to be planful in implementing our prevention initiatives.

Jessica Goldberg:

In order to do that, you have to be able to work collaboratively with other organizations and sectors within a community and ideally share the data you've collected with them and vice versa to be able to get that full and accurate picture of what's really going on within a community. So those are great responses.

Jessica Goldberg:

If anyone has other thoughts, feel free to keep the conversation going in the chat, but I'll just move us along so we can look a little bit more closely at the role of assessment in terms of assessing capacity and then building capacity.

Jessica Goldberg:

We just heard from you that we know that this is an essential part of needs assessment processes when you're conducting a community needs assessment, so you're not only focusing on the first two boxes on the screen, the gray boxes, determining the nature and extent of the substance use problems or related behaviors in your community, or the risk and protective factors that might be influencing or contributing to them. You're also looking at your assessment information to gather information about what your prevention efforts maybe in need of in terms of existing resources and readiness of the community to be able to actually effectively address its problems.

Jessica Goldberg:

Really key, this third element is equally important and involves, again, getting that complete picture of community's ability to intervene on the problems and factors it's identified. And that we look at in terms of those two aspects of resources and readiness of the community itself. And so it's all really the nexus of those two elements, resources and readiness, where you find capacity.

Jessica Goldberg:

In the assessment phase, we focused in on understanding the existed resources, be they human or organizational, technological or financial, which is often the one that folks think about maybe first, but is only one of many types of resources of I'm sure you know, that you'll need as a community to address identified problems. And then also kind of where are those resource gaps that you will need to fill or build when it comes time to begin growing that capacity. And we're going to discuss that in just a moment so that we'll know specifically where to target our energies.

Jessica Goldberg:

The same piece with readiness. Through that assessment you would have determined the overall level of readiness in your community, as well as the readiness levels of specific partners or sectors that you'd need to engage in particular efforts. And all of those could be different, like I said. Just a moment ago. Some partners may be completely bought in and prepared to collaborate on strategies with us, while

others may just be at an earlier stage of readiness, maybe more tolerant or in denial that certain issues are planning out in their communities. But knowing where the readiness lies and needs to be built, again, helps us to be that much more efficient in our capacity building efforts.

Jessica Goldberg:

The key piece is that interventions must be able to fit the appropriate stage of readiness, because change takes time, we know, and we may need to be moving communities through the stages of readiness one at a time, both generally and then specifically within different community sectors or partnership relationships.

Jessica Goldberg:

But it's the sum of these two things that really what we mean when we say capacity. And so we're going to take, again, a closer look at capacity building, take a little time to look through a process of building capacity, which we know is ongoing, but is one of the factors of any data-driven planning process that we need to implement.

Jessica Goldberg:

Many of you may be familiar with the strategic prevention framework process, but for anyone who's joining us who hasn't come across it or used it often, this is a comprehensive prevention planning model. It has five steps that you can see, which begins at the top at the assessment step, in that little red pedal, if you look at the SPIFF graphic as a flower, I always see the little red pedal of assessment. Then it goes into capacity, planning, implementation, and evaluation. It has these two overarching principles focusing on sustainability and cultural competence interwoven throughout the other steps.

Jessica Goldberg:

It's an iterative process. It's a cyclical process. And it's really not intended to be linear. So we may say it starts with assessment, but what we understand is communities may be in multiple steps at one time, may be conducting assessment activities while also implementing and evaluating strategies, or conducting a planning process in concert with building their own and their community's capacity.

Jessica Goldberg:

The key thing to remember is that the capacity step in this particular model is really split between the assessment and the capacity stage. So we focused on the steps of assessing capacity, again, during our needs assessment webinar series, and so today we're moving fully into the capacity step and looking at some steps to take to build that capacity in this section.

Jessica Goldberg:

We think about building capacity in terms of having three steps. We know building resources and readiness often go skin in hand and oftentimes building resource capacity also can contribute to greater community readiness. So for example, when key stakeholders are engaged in solving problems, they often help to mobilize other community members to get involved. This leads to more people recognizing the value of prevention and becoming more ready to take action.

Jessica Goldberg:

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One of the key features, a key feature of capacity building, is collaboration, and you're going to be hearing us talk about that throughout the course of today's conversation. But we're going to be looking at three different ways, really to increase resources, to improve readiness through raising awareness, and that's where we'll be talking about crafting those effective prevention pitches through engaging your stakeholders and forming and strengthening collaborative groups or partnerships with them.

Jessica Goldberg:

This first step we're going to look at kind of combines two. They all really feed into each other. If you think about those three steps we just introduced, the raising awareness will make it more possible to engage stakeholders, and once they're engaged, forming partnerships will seem much more feasible. So we're going to look at this process of engaging stakeholders and forming partnerships together.

Jessica Goldberg:

Who are the stakeholders in your community? I'm sure this won't surprise anyone on the line, but a stakeholder is someone who has a stake in prevention because they care about promoting health and wellbeing. For whatever particular reasons may resonate for them. They may have something to gain or lose by their prevention efforts and they may be more or less inclined to engage, some may be reluctant to get involved in prevention efforts, and so that's a quick plug for identifying what's in it for me, for each of the types of stakeholder groups that you want to engage, so that they may be better able to see the value and the benefit to their own work and interests.

Jessica Goldberg:

Engaging and involving a range of partners though, we know is essential and prevention planning. It's actually not possible to create the type of comprehensive community based approach to prevention and wellness in isolation. We'll talk a lot more about that on our next webinar, which will take place next Tuesday, which we'll cover step three of the strategic prevention framework process, the planning step. But it wouldn't be possible to do our work comprehensively in a planful community-based way without engaging our partners. And so we engage them to share information with us, to share resources with us as possible to make sure that we've reached multiple populations with multiple strategies in multiple settings as a prevention best practice.

Jessica Goldberg:

We want to engage them to provide us with more opportunities to achieve and claim success, and more positive outcomes that can be attributed to our effective prevention interventions. And this is especially important in a time... But what isn't a time of limited funding? But so often we find ourselves in sort of resource scarce situations and partnership and engagement is one particular way in which we can try to address that.

Jessica Goldberg:

We want to just pause here. Have you thinking about who some of the key stakeholders are in your community, and if you have some examples of sectors that you work with particularly maybe some of the non-traditional sectors that we don't typically engage in our work, we want to invite you to put those into the chat, just so we can have folks on the line benefit from your innovation that you're thinking about, how you're engaging stakeholders. So we actually have a poll for you, if you want to anonymously let us know who some of the key stakeholders in your community are.

Jessica Goldberg:

Please feel free to type your answers right into that poll box at the top of your screen. we'd love to hear about the types of sectors that you're exploring or you're currently partnering with as stakeholders. But we want you to think about you're thinking about who you currently engage with, we should be engaging stakeholders from other areas of behavioral health, and this is probably things that are going on on the ground in your community already, particularly given how intertwined mental health is in our work.

Jessica Goldberg:

Engaging folks that are doing mental health promotion or suicide prevention work as partners at a table can really strengthen our efforts and get at some of those root causes or intervening variables that might be driving the problems that we see in our communities. In some communities also efforts can be mobilized around other health issues, maybe HIV prevention, or intimate partner violence prevention, where we can see some synergy between our work and our outcomes that we are hoping to achieve, and the work of other partners looking in different public health issue areas.

Jessica Goldberg:

I often think of our work is under this huge umbrella of public health topics, all of which touch one another and may be related and really benefits us when we take that more healthy communities approach and are able to engage stakeholders broadly, and engage stakeholders that we don't always think about. You know, we often think of the usual suspects and even some of the non-traditional stakeholders I think are becoming more traditional as we partner with them more often and as priorities change and emerge in the field. But just being able to think as expansively as possible about who to engage, I think is something we'd love for you to feel reinvigorated in coming away from today's webinar.

Jessica Goldberg:

Again, important to foster those relationships, traditionally, non-traditionally. Supporters and champions in prevention, we have some tried and true ones, but also have had maybe some innovative partners who you've been able to connect with. If you have some examples of those, please do feel free to put them in the chat.

Jessica Goldberg:

I already see we have some great responses coming in. I see educators, I see law enforcement, religious and faith community leaders, as well as Youth Service Commission and Health Department. I mean, you're already filling out this picture of some of us think about the 12 sectors, who should be named around a table for any fully functioning prevention organization or coalition, you've already hit on quite a few of these here. And then another response listing out quite a few, including educators, again. School adjustment counselors, I believe, is FAC. Although if I'm wrong, feel free to correct me in the chat. Treatment providers, school resource officers, prosecutors, faith leaders, parents, students, people in recovery, here are quite a few more of those sectors. And you can see really filling out that picture of a ...

PART 1 OF 4 ENDS [00:23:04]

Jessica Goldberg:

And you can see really filling out that picture of a comprehensive group to plan and implement our prevention efforts. These are great responses. If anyone hasn't had a chance to respond, feel free to add your thoughts to the mix. But some other groups that I haven't seen here just as like a quick plug, engaging with healthcare providers, primary care, maybe tobacco control. I know tobacco is at the forefront of some of folks mind and in my part of the world, especially with vaping numbers climbing in the way that they are, highway safety, injury prevention, violence prevention and then also thinking about maybe reproductive maternal and child health as partners who may have shared interests in some of our work where there could be some synergies and some collaborative efforts that could align.

Jessica Goldberg:

So just a few thoughts for you here, but your responses are great. And I just want to pose a question, that what would happen if a particular stakeholder is left out or maybe being ignored unintentionally throughout your prevention efforts or a community's prevention efforts. I just wanted to think about a process for identifying when that's happening and addressing it. It's important to then first consider, how might you be able to test whether there are certain stakeholders being left out. And I would just pose that this is really connected to your capacity assessment, that you'll be able to have a fuller picture of who's engaged and who may not be at the table. If you take the time to walk through those steps of capacity assessment in close detail.

Jessica Goldberg:

And then kind of thinking about why they may not be at the table, why they may be left out of prevention efforts. Is it a particular group that's not thinking about that stakeholder group or thinking to invite them? Or is there some type of barrier to their participation? In thinking through, just sort of as a thought experiment, if there is a barrier, what might that be? Or better yet going to that particular stakeholder group or community and trying to understand better, whether there are barriers to engagement or participation and resolve them.

Jessica Goldberg:

I think the first step of the process is realizing that there may be folks that are missing from the table and then going to their tables potentially to have a conversation about what might inhibit or facilitate their participation in our work. And in some of that is very much seeing if there are ways that we can make it easier. Sometimes it can be really challenging to attend a coalition meeting in the evening or to get away from the demands of a busy and hectic work and personal life to participate. But maybe there are ways that we can be creative in facilitating that participation.

Jessica Goldberg:

So we'll talk a little bit more about this a little later on, but another question that I would just pose to the group rhetorically is, does everyone need to be involved equally in our efforts? It's a million dollar question. So I'll bring us back to our slides and then we'll take a look at that one together.

Jessica Goldberg:

So, this may be a graphic you've seen before. It's the Levels of Involvement, but when engaging in a prevention planning process, it's important to remember that the purpose in collaborating and involving others is really for reaching an ultimate goal. Whatever that might be. Could be reducing alcohol used among adults or youth. And for any goal that we articulate different stakeholders and community

centers or sectors will want to and need to frankly, be involved at different levels and to different degrees.

Jessica Goldberg:

And so these are the different levels of collaborative involvement. So, starting with no involvement, networking, cooperation, coordination and collaboration. And to see proceeding of scale is no involvement when really its stakeholders are sort of engaging in separate activities, strategies and policies. So they do their own thing when we do ours. But we'll walk up each step in this model and we can introduce each one at a time.

Jessica Goldberg:

So, in networking either stakeholders are talking maybe sharing information on what they're doing at inter-agency networking meetings maybe, or talking about community issues that they all have a stake in. Or maybe they're communicating with other organizations about their existing activities or services. And so I would say talk is really what would characterize this stage.

Jessica Goldberg:

In cooperation, the next step up, partners support each other's programs. They might publicize each other's programs and newsletters or write letters of support in their grant applications. They could be co-sponsoring trainings or professional development events or exchanging resources like printing and meeting space.

Jessica Goldberg:

So moving up the scale again. In coordination stakeholders serve together on planning committees for events or on community boards. And they may start to partner to implement actual programs or services together, but it's not until you reach full collaboration where organizations often have formal agreements in place like memorandum of understanding or formal contracts. They might develop common data collection systems across organizations or take on joint fundraising efforts. You might find them also pooling their money or their other resources. But the real element here is that they're creating a comprehensive plan to work together.

Jessica Goldberg:

And so something just interesting to point out is that often, I think we think about the levels of involvement as all different types of collaboration. And it's true, we're working together in each of these different steps but what we're offering here, is that a full collaboration has particular qualities of shared planning, shared resources and real synergy in terms of efforts that distinguishes it from the other steps.

Jessica Goldberg:

So we're going to look a little more closely at each step one at a time. So you can really have an understanding of our understanding of how these different levels may interplay with one another. So what does it look like in a little more depth? And it's really actually important before I dive into the deeper look to say that, because understanding these levels can be critical for not only knowing how to approach perspective partners, but also very key concretely when you're thinking about grant proposals, it's often necessary to determine the level of collaboration that you're going to be working at. Right? So being able to distinguish between these levels is key.

Jessica Goldberg:

So again, starting in the networking stage, that's information sharing, talking to each other for that mutual benefit, but then there are also some key features you can see in the table are, loosely defined roles or in informal lines of communication, their relationships are sort of loose and flexible. So there's very little shared decision-making at this step and no risk. So invite you to think about maybe organizations within your community that you're in this networking stage with where there's lots of goodwill, lots of information sharing, but not necessarily as many formal relationships or decision-making processes in place.

Jessica Goldberg:

In cooperation, remember that partners are just supporting one another's activities, but they have no formal agreement in place. So you're going to find vaguely defined roles here and a little more informality in the relationships and a lot of mutual support, but you're likely see people in closer communication than you would see in the networking step, but still they wouldn't really be making too many decisions together or risking too much of their resources or their time.

Jessica Goldberg:

So in coordination, this really involves engaging in multiple projects or some mutual projects and changing your own trajectory for the benefit of the partnership. And so here you're going to see like defined roles, informal linkages, although each partner is going to retain its own autonomous structure. And so there'd be talking regularly making decisions together about their joint work and sharing some resources. And so when you're sharing actual resources, the level of risk rises, because there's an investment happening in this process that both partners would be taking on.

Jessica Goldberg:

And then finally in full collaboration, it's where there is a formal agreement in place partners work towards building their capacity to achieve a type of shared vision. There might be mission overlap, but there definitely would be formalized roles and linkages that have been articulated, equal sharing of ideas and decision-making power and the pooling of resources. So again, the risk is higher, but ultimately so is the reward.

Jessica Goldberg:

So again, we've talked about this in terms of the levels of involvement, but we should also be sure to not assume that full collaboration is the pinnacle of all collaborative relationships we don't need to and probably can't reach full collaboration with everybody. For example, when you're working within the field to deliver prescriber education to reduce availability of prescription drugs, we might want to be at full collaboration with the health care center, right? That would make sense, but you might only need to be at the level of cooperation with law enforcement officials for that particular strategy.

Jessica Goldberg:

The same principle applies here when we're considering collaborating with other behavioral health sectors or even parts of the substance misuse continuum of care. And they're obviously partners with whom that we're not seeking involvement, but those with whom we would network and not need to deepen that relationship further. But would be happy to just continue sharing information and talk with one another for mutual benefit, when needed as is the characteristic of partners in the networking level.

And so the key is to know where you are with each of your partners and where you would want ultimately the relationship to go.

Jessica Goldberg:

And so for now we have a couple more discussion questions for you here that I think we can bring up and we'll ask you to weigh in to apply some of what we were just discussing. And so you'll see two polls at the top of the screen. These are anonymous, so you can share your thoughts and we'd love to get a conversation going here. So, if your goal or your coalition's goal was to reduce underage drinking, who would you want involved at the level of full collaboration? So you're really doing shared planning, shared resources, in it together. Which of your partners would you feel like should be at that level of full collaboration if you were hoping to reduce under age drinking? So that's your first question. We'll put it to you and that you can answer in the top left poll box.

Jessica Goldberg:

And then a second question that we want your thoughts on, generally speaking across different types of priorities different types of types of effort, what level of involvement would you want representatives from your particular population of focus? So just curious it's a broad question, but just thinking about whomever you mean to serve at what level of involvement, what part of that scale or those steps would you like to have representatives from that population that you're hoping to serve?

Jessica Goldberg:

So we've got some answers coming in already to our first question, which is great. So for preventing underage drinking, some of your full collaborators might be stores where alcohol is sold, absolutely your local retailers. Particularly thinking about what your risk factors might be specifically within a community. If retail access to alcohol, we're showing up as one of the more important factors that would be a huge collaborator to have working with you.

Jessica Goldberg:

Parents. Government and law enforcement. Absolutely. So students, right? Absolutely, I think. And this gets to our second question a bit, but if you're trying to prevent underage drinking, having some of your local school students at the table could really help with that effort, really inform those efforts and make them that much more effective. And then, so I see schools coming up again and then again, restaurants, bars, bar owners and managers. So representation across different types of factors for the same shared goal of reducing underage drinking.

Jessica Goldberg:

So this is a great thought and it seems like I'm going to take us back maybe one slide so you can see those levels of collaboration again to the bottom of your screen. And I see one response that's come in, in our left-hand poll again around where we would want our focus population and our efforts? So if anyone wants to hazard a guess or provide a response to that, feel free. I won't hesitate though to say that our thinking is... You'd want to try to have representatives of your focus population as involved in the planning process as we possibly could. And so that would be towards the right hand side of that list of different levels of involvement in coordination or collaboration. It may look different within different communities, within different types of settings, as sectors and then in terms of the types of priorities you're trying to reach, but absolutely.

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Jessica Goldberg:

Full collaboration would be ideal if we can achieve it just because again, nothing about us without us is such a rallying cry and prevention and it's so true. And it only makes our efforts that much more effective and that much more meaningful to have the meaningful involvement of the people that we mean to serve.

Jessica Goldberg:

So I want to thank everyone for your responses here to the polls and thinking through these levels of involvement with us. And now I think I'm going to turn it over to [Shai 00:36:48] , to talk a little bit more about building capacity through raising awareness. So Shai over to you.

Shai:

Thank you, Jess. So yeah, another important step in building your capacity is, getting your community ready to address whatever efforts you're trying to address. And in order to do that, we need to raise awareness. You need to let people know that there is a problem why it's a problem and why they need to be involved. So just to give you an example, Jess mentioned before the issue of vaping. One of the challenges with addressing vaping is that there's still so much information about vaping, where many people still believe that it's harmless. And I've even heard people talking about how there's benefits to vaping even for young people.

Shai:

I heard via someone else's story about a parents saying that vaping helps their high school student relax before exams. And so they actually, I don't know if they were encouraging but they were definitely letting their child vape. And so without understanding why it's a problem, you really not going to get the community involved.

Shai:

So one of the things I wanted to do before we move on, is maybe have people write in your chat. And this will be helpful for the rest of the presentation. If you can just write, what are some of the issues that you're trying to address? What are some of the specific issues in your community or the messages that you're trying to transmit? And we'll try to build those into the conversation today.

Shai:

So feel free to write in your chat, are you trying to raise awareness for example, about the dangers of vaping, are you trying to address underage drinking? Are you trying to address prescription opioids? How to safely use prescription opioids. So feel free to write that in the chat and we'll incorporate that into the rest of the presentation.

Shai:

So what are some of the ways to raise awareness? So a basic common way are through media campaigns. Here are some specific examples. All of them having to do with safe use of prescription opioids. Some of you might actually be familiar with these specific campaigns because they're from your neck of the woods from New York and New Jersey. But what these campaigns are trying to do is really get the entire community to be aware of a particular problem. A couple of things to keep in mind when you're doing a campaign. First of all, you want to make sure that you know your audience. Who is it

you're trying to reach? That's kind of a very common first step of any kind of campaign. With that, how do you reach your audience? What are the ways in which they communicate or you can communicate best with them? Is it through TV and radio? Is it through social media? Or what are some creative ways of communicating with your audience?

Shai:

It also has to be part of a comprehensive approach. And part of what it means to be part of a comprehensive approach is there has to be some sort of action steps, some sort of call to action that you want people to actually be doing. So, for example, is it you're wanting to raise awareness about the importance of keeping your prescription opioids safely in or by locking your medicine cabinet? Or is it about participating in a take-back program? Is it about making sure you have conversations with your prescriber, with your doctor about what exactly you need and how to use it. So what are some of the specific things you want people to do? And how does that translate into other efforts in the community?

Shai:

So the other, very critical aspect of any kind of campaign is knowing the message. What exactly is the message? How do you craft your message? And so we're going to deep dig deeper into that. And before we do that, I want to say the way we're thinking about crafting an effective prevention message, it can be used in one of two ways and really both are really about building a capacity. One is building your capacity by raising awareness in the community in general. So what we were just talking about, and then the other important reason for crafting an effective prevention message, is for those one-on-one relationships to engage specific stakeholders, for example, engaging the business community or the police department in your community. Both kinds of efforts require crafting an effective prevention message.

Shai:

So let's talk about how to think about crafting your ineffective message. So, first of all, again, it's thinking about those questions, the who, the why and the what. And we'll talk a little bit more about that, but in general, it's who are you... Well, sorry, let me step back. The questions that you want included in your message. Who are you? Who are you representing? The why's. Why are you raising the issue? And then what is the action that you're asking people to do.

Shai:

Next is a call to action. What specifically are you asking people to do? Again, if you're talking about potential stakeholders, what is it that you're asking? What kind of level of participation are you asking the stakeholders to engage in?

Shai:

And lastly, you want to be thinking about the benefits and the barriers to collaboration, both for you and your partner. So in terms of the benefits, it's important to identify those benefits in order to incorporate them into your message. So why is it beneficial for the person you're engaging with to be involved in your efforts, but also it's important for you to know why you're engaging them? What is the benefit to you? And in terms of the barriers you want to be thinking about, what are some of the... You want to be able to anticipate barriers as you're engaging with potential collaborators and try to figure how to address them.

Shai:

A couple of other things to think about when developing your prevention pitch, those include, you want to make sure it's tailored to the specific audience. You want to know exactly what are their specific needs, where the value is, where their priorities? What are they trying to accomplish and how can you connect your efforts to their priorities? And in order to that, you really need to craft your message to the specific audience.

Shai:

And also think about, the pictures are not made in a vacuum. So you want to be thinking about what is the general community context, what is the climate or what are the issues that are going on in the community and how can those impact your pitch? Is there a particular urgent issue that just took place in the community, a particular and user event that took place thinking somehow tie it to your pitch in a way that it's helpful? Or is there anything that might make it harder for you to make your pitch? And again anticipating that. And also it's important not to use, to avoid, this is something that we always do at Ross professionals. And we do that in every profession is to avoid jargon, not to use any inside language. So how to make sure that, you don't use acronyms. You don't use any kind of terms that people have a hard time understanding. You really want to make sure that the pitch is as clear as possible.

Shai:

So in terms of the three W's, so these are the elements that you want to make sure you include in your pitch as you're going out to engage with stakeholders. So who are you and who do you represent? What are you doing? Or what is your organization doing? And why are you doing it? And lastly, why is your organization engaged in this specific effort? So just to use Terry, as an example, as you can read, I'll just read out the quote.

Shai:

So Terry is saying, my name is Terry Jones and I'm the coordinator for Everytown Substance Abuse Coalition. Our mission is to reduce growing rates of alcohol use among the young adults in our community. These rates are particularly alarming for young adults who are in the workforce, where problem alcohol use often leads to poor job performance and onsite alcohol-related injuries.

Shai:

So she's introducing herself. She's explaining why young adult substance use is a problem. And then she's talking about specifically how they are planing on addressing it. A couple of things to keep in mind that Terry is doing well, she's talking about...

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Shai:

...that Terry is doing well, she's tying it and she's talking to business leaders. So, she's tying the issue directly to the job performance. That's a priority of the person she's trying to engage with, right? If you're talking to a business committee, they're going to be concerned with workforce performance so just making that direct connection. Another example is if you're talking to schools, to superintendent or other educators, they're thinking about academic achievement. So, can you tie the issue that you're trying to talk about directly to academic achievement? And that's how, as I was saying before, that's

how you think about what is the person's priority or the different stakeholder's priorities, and how do you tie your issue to their priorities? So, how do you tie prevention efforts to academic achievement or to a stronger workforce?

Shai:

And then as I said before, it's really important in your pitch to have a very specific call to action. You don't want to simply go and ask people to engage with you. You don't want to just simply tell them what you're about, or what you're doing. You want to let them know specifically what you're asking them to do. And so, there's also elements to an effective call to action that has to be part of your pitch. First of all, what specifically is your goal? So, in the previous example, the specific goal was to reduce substance use among young adults in the workforce. Why is collaboration important? Why should they be working with you? What's in it for them? And why specifically work with you? Again, that's where you want to think about their perspective. What is it that is important to them, what will grab their attention, if it's a business person, is it their job performance, if it's an educator, is it about academic achievement, how does this relate to them? And also, what do you bring to the table? Why having them be involved in your efforts will be beneficial to them.

Shai:

What other details would they need to know? For example, you may want to talk about the extent their problem. You might want to provide data to show a growing problem in the community, you might want to be able to show how data around the impact of the problem is having in their domain, in their space. So, for example, making the case for how the opiate crisis is impacting the workforce, or how it's impacting productivity is helpful. That's additional context that you can provide as part of the compelling reason. And lastly, what are the very specific actions that they need, that you want them to take? So you want them to be part of your coalition? Do you want them to let you do trainings for their employees? You want to be able to develop a joint curriculum for schools? So you want to be thinking specifically about what is the step that you're asking them to take.

Shai:

So, One thing we were hoping we could do is think about some examples. So what would be helpful if people wanted to put in the chat box, what are some of the specific issues that you would want to, if you were going to reach to a business deal, what are some of the specific, what was the pitch that you would make? What would be the connections you'd make? And if people want to write that in the chat box, it would be helpful, that'd be good. While you do that, I can also provide a specific example of work from Milwaukee, there was a particular CEO of a company and the goal again, was to work with it was a workforce development effort to prevent substance use in their workforce. The pitch was made specifically about how prevention is similar to moving a product forward, how you have to understand what the problem is? What is the solution and what are the specific steps, and ultimately how that will help the organization.

Shai:

And the pitch was so helpful that by the end of the process, the CEO of the company said the promoting health is really the same as moving a product forward. It really understood how that connects to their way of thinking. So I don't see any messages in the chat. So I'll just keep moving on, but feel free to, if you have any ideas or if you have any questions, just to add that. So again, here is an example of how this all comes together. A pitch that Terry is making, she's talking about the importance of working

together, the points people of addressing substance use among young people, prevention efforts are most effective when we work together. So she's making the important call for working together for collaboration, and that is all our responsibility. So she's making the speech about the important responsibility that we all have in keeping children safe. And then the other thing that she's making this pitch, which I mentioned before, is that thinking about what's the benefits and the barriers. So she's already thinking about that barrier of people being busy, a business owner being busy.

Shai:

So she's already mentioned that, I know you have limited time however, here's why this is good for business. This is why you should do it. So she's already anticipating what the barrier would be. And also talking about why the compelling reason, why specifically would it be helpful to the business? So we're just saying staff turnover, these efforts can reduce staff turnover because of the reduction on alcohol related injuries. And then she specifically asked, "Would you be willing to partner with us to host a series of trainings that would offer the young workers in your stores?" So again, very specific call to action.

Shai:

The last thing we want to talk about in terms of recruiting stakeholders is, another thing you want to be thinking, as you're thinking about who are the different stakeholders that you're trying to engage, who are the ones who are easiest to engage? Or who are the ones who were most interested? Who are your low hanging fruit? Who are the ones who are less interested? And who are the ones who are least interested? And the reason why that's helpful to think about is because that will help you in planning your pitch. If someone is very interested you can engage with them right away. You can know exactly that they are, you can work, you move directly into the action steps. If they're less interested, think about how do you get them engaged? How do you get them interested? How do you get when you know, what is the hook? And then what is the action step? And then the ones who are least interested, obviously you have to think even further, you have to really make sure that you're coming with a very strong case.

Shai:

And one of the things that we recommend is, it's always a good idea to always start in the middle, to go with the ones who are most interested, that low-hanging fruit. If you can get those early wins, build momentum, get people involved and start building your coalition or building a collaboration. And with that, then you are able to move to engaging additional stakeholders, knowing that already there is momentum. And even having those who have already joined you help in the process. So for example, if you know, that the superintendent is very engaged in your community, having the superintendent involved first, might then help you to reach out to the chief of police who might have a good relationship with superintendent, or who just feel that having a superintendent by adequate the ability.

Shai:

So that's in terms of recruiting, it had to help how to engage stakeholders and recruit stakeholders into your efforts as a way to build your capacity. I now want to shift gears a little bit and to a different aspect of building capacity. If you remember the spiff image that Jess had at the very beginning, there are two issues that we want to keep in mind throughout the whole process of every step of this piff including this one, the billing capacity one to our cultural competence, which we'll talk about first. And the second one is sustainability. So, let's start with the role of culture. And before we do that well, before we get to

talking about it, we want to hear from you. We have a poll question which I'll put up. So while sorry, two poll questions.

Shai:

The first one is, what comes to mind when you hear the words cultural competence? There's a lot of talk about cultural competence, but what specifically do you think about cultural? What is the definition of cultural competence? How do you define it? How do you define a person who's cultural competent? What are those skills that make someone culturally competent? And the second one as people are typing, if you want to start on the second question is, what are some of the specific cultural groups or identities in your region? What are the different cultures that you would want to engage with? And when you think about different cultural groups, there's obviously the obvious ones the different racial, ethnic, linguistic groups, religious groups, but also are there different cultures by profession, are you trying to engage law enforcement that has a very specific culture as opposed to healthcare industry or the business industry? Rural versus urban, if you're working in a very large area sometimes you have both the urban areas and rural areas.

Shai:

So those obviously have different cultures. So think about that as well. So, right. I'll start, let me read out some of your answers. So, in terms of the first question, what is cultural competence? So cultural humility, and we'll definitely talk about that, open-mindedness so being open to other cultures and different peoples approach to a problem, working together, and I'm assuming that means working together across cultures, however you define culture. Understanding variations in needs and perspectives, so different people bring different perspectives, different people facing different needs, understanding that my perspective might not be your perspective. So that's a great answer, another great answer. I'm learning about my own culture and the cultures of groups I work with and I love that, that's great. It's not just about understanding that, it's hard to understand what the cultures when you're struggling to understand your own.

Shai:

So really being learning about yourself, learning about your own culture, your own heritage and then also seeing how that applies to other people and other people's cultures. So, and so thank you for those answers. And then also thank you for sharing some of the groups that you're working with. So, someone mentioned hospital culture. And so that's what I was saying, that's perfect. When I was talking in terms of the different businesses or different industries, different professions having different cultures. And we know in hospitals, they're very focused on their protocols on their specific ways of doing things, doctors have very particular ways of thinking about their working and their role. And so that's definitely a culture that is somewhat different from some of ours, Others, college students, student athletes, low income veterans, people from different religions, different languages spoken. So there's definitely a lot of different cultures that you're working with.

Shai:

So what does all this have to do with building capacity? So let's go back to our slide. And thank you again for your responsive... So cultural competence. So the definition, and so cultural competence begins with infusing cultural competence into the work that you do. And what does that mean? What does it mean to infuse cultural competence in your work? So, first of all, involving the party population. So again, we talked about starting with understanding who your audience is. You want to be thinking about it,

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particularly in terms of their culture as a way to better be able to engage with them and strengthen collaborative efforts. So the ways that you can in fact infuse cultural competence into the work include providing a safe and supportive environments, full participants. So making sure that not only the environment is physically safe, but also that people feel safe talking about their cultural, their alert difference. Think about for example, what sexual orientation or gender identity, having people be able to speak about who they are, their identity in a way that is feel safe, examining the breadth and depth of cultural competence.

Shai:

Understanding all the different cultures, all different ways of thinking about culture, but also going in depth about how are these different cultures that we all bring to the table, how do they impact the way we experience life, the way we see things that are world view. So really understanding it in depth, not only understanding what are the different cultures, but also how they impact us. Checking cultural representation. So, as you're engaging with different coalitions, if you engage a coalition, if you're engaging different players, how to make sure that you have equal representation again, in all the different ways that are important and all the different cultures and all different definitions of culture that you can think of. Do you have linguistic representation? Do you have the right balance in terms of gen, do you have the right age range, different professions involved? Do you have people who can really speak about the different experiences in the community? I mean, one of the communities that we're working with, we're focusing on the opiate crisis specifically.

Shai:

One of the really important culture representations that we talk about a lot is engaging people with lived experiences, people who are, I'll throw it to you, people with opioid use disorders themselves or family members, family members who have lost loved ones. If we're really trying to engage and address their concerns, we really need to make sure that they have a voice at the table, as Jess mentioned that that motto of, "Nothing For Us Without Us" that's part of the importance of cultural representation. Developing protocols for working in a cultural competent way. So when you think about recruiting participants or retaining participants in different activities, are the activities, are the strategies you're implementing, are they responsive, are they culturally responsive? Is the communication that you're using culturally responsive? Is it in the right language, the right images? How you had to make sure that all the different tools and strategies are using are culture competent and ensuring that even technology is used in a culturally competent way.

Shai:

If you think about using social media, for example, understanding of the cultural differences in the use of social media, including cultural differences by age group, different age groups have different ways of thinking about technology, that's another cultural difference you want to be thinking about. And digging deeper into understanding how culture impacts work. So, this is a very helpful way of thinking about cultural differences. There are the visible cultural competence differences, you walk into a room and you see people look different, they might dress differently. If you go to people's communities, they might eat food differently. They might enjoy different music. These are all the different things that we can easily tell right away. You walk into particular immigrant community, you hear their music, you see the food that they're eating, that are all the visible ways in which we can see cultural differences. And that's important obviously, to be cognizant as well.

Shai:

But the real issue is that in deepening, our cultural competence is really about understanding the invisible differences in culture. So what are the different values of different beliefs, different norms that bring, and I just wanted to give you an example of our work for several years, I worked on a specific project to build a vouching capacity of community based organizations. And we had a specific series of trainings for native american communities, particularly from the central and Southwestern part of the Midwest and Southwest of the country. And I was one of the trainers and so, I read about and became aware and learned about native American culture, different music, different understanding of modern day native African culture. How do they incorporate different aspects from their culture into their lives? Again, it was that 10% of the iceberg, understanding the symbols, the practices, the customs, just that would be ready for it. But the more I worked with different communities and representing different tribes from different parts of the country, the more I realized that the importance of really understanding the values, beliefs, and norms, the specific training was all about program evaluation.

Shai:

You would think it would be pretty straightforward, but I learned different things that were important to keep in mind when we're working with these particular populations. For example, things like importance of storytelling. Storytelling is a very important part of many native American cultures. So understanding how to incorporate that into evaluation, the evaluation really is storytelling, it is about telling a story of a program. So how to make that connection as a way to have people connect to what we're trying to have them think about the valuation, how we should be thought about as part of a cultural tradition that they already have, rather than reinventing something new, the importance of valuing elders and those who came before them, their ancestors, that was a really important part of a lot of the programs that they had.

Shai:

A lot of the prevention efforts. Another really important aspect was about collective trauma. They talked a lot about how they see a lot of the modern day challenges, substance use, suicide even diabetes, as related to the collective trauma, that many of these nations experienced decades ago and how that's still impacting their health and how they really... That prevention is really about many programs. The focus really was on addressing that trauma and particularly the trauma of having being stripped away from their culture, or stripped away from their identity. Many of the programs that worked with youth specifically focused on building native culture. Again with you, bringing back that culture to young people, even teaching their ancient languages, that we're at the brink of disappearing, all of that was seen as a direct connection to promoting health.

Shai:

And in fact, they were right, their evaluation the research show that was exactly what that their efforts infected, bring about positive outcomes. I needed to understand that as an important value and belief, those are important values and beliefs and norms in history in order to help them build their evaluations plans. And also one of the things that really came up a lot is, different ways of knowing. For us researchers, Western train researchers, quantitative data is really important.

Shai:

Everything has to be quantified and everything has to be analyzed in a particular way. And they thought about the way they understood whether their program is having an impact for them was more important to understand it in more again, more storytelling ways, hearing that, and those stories,

understanding, having people tell the story. And so we needed to think about ways together, collaborate together to build evaluation efforts that both met the requirements of funders, particular federal funders, as well as to make sure that the evaluation really felt it was their valuation, that they were learning about the impact of their programs, the way they think through their mindset. So those are all ways in which we had to understand the invisible layer in order to do work effectively.

Shai:

We also think about the process of practicing cultural competence as a continuum, beginning with the worst thing that we can do, which is cultural destructiveness. And that's when you have a situation in which a particular strategy or a particular effort is actually either disrespectful or insulting, and really your efforts are really pushing people away because of the cultural differences rather than bringing people together. And that can be done intentionally, but oftentimes it's unintentional.

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Shai:

And that can be done intentionally, but oftentimes it's unintentional. You're really not thinking about how talking about a particular effort might be insulting. I remember years ago working with a particular program that worked with immigrants from Central America, and the idea was to improve parenting practices so parents can be more engaged with youth life and as a way to prevent risky behaviors. And the program was really based on Western, or American I should say, American ways of parenting in a way that was completely ignoring the native culture, the Central American culture. The way that the American parenting practices were presented were really almost insulting to the immigrant population because there was such a distinction in cultural perspective. And so, there was actually kind of a destructiveness there that was happening.

Shai:

So obviously we want to avoid that and that's the point of that. Cultural incapacity, that's when you might realize that there're cultural differences. So you're moving beyond. You're actually aware that there're different cultures and that it's important, but you really don't have the capacity to address it. So a very easy example, a simple, straight forward example is you're working with an immigrant population that has a specific language where there are not many people who speak your language and yet your staff doesn't speak their language. You don't have anyone on your staff who speaks their language. So that is a very specific cultural barrier, you cannot communicate because you don't speak the same language. But sometimes it goes beyond just language, it's just not having the understanding, not having the training and the cultural competence and cultural humility to know how to work with people in a different culture.

Shai:

Cultural blindness is when you just choose not to acknowledge that there are cultural differences, you just assume that everyone treats people the same. I remember reading an article, just to give you a quick example, reading an article about the crisis that was taking place in Paris, France, in the suburbs of Paris, France, where you had a lot of immigrant populations from Northern Africa coming to France. And yet France, traditionally has this very strong French identity. And so, their approach to immigration was just to say, "If you come to this country, if you live in Paris, you live in France, you are French. There are no differences. There are no such thing as cultural differences. We're just all French." And maybe that

was well-meaning. Maybe that was their way of actually welcoming immigrants to their community. But by doing so, they were really ignoring the importance of letting people have their own culture, their own cultural heritage, their own languages while living side by side.

Shai:

So it's that kind of thing, we're all the same, let's not worry about our differences because we rather just focus on being the same, and that's not helpful either. Moving further into a more effective, more productive way of addressing culture is cultural pre-competence. And with cultural pre-competence, you are aware of the importance of cultural differences. You're aware of the strengths that being culturally responsive is, you know that it's important, but you're just not there yet in terms of knowing how to do it. And so you get it, you're thinking about it and, obviously, the last step is the cultural competence, which is actually saying, "Okay, I'm going to actually think about this. I'm going to get trained. I'm going to use tools that are culturally acceptable and respectful and achieve cultural competence that way."

Shai:

So I mentioned cultural humility, and I told you we were going to talk about it and here I'm delivering on my promise. So what is cultural humility? What is that about? It's about being humble and respectful towards different individuals, different cultures without pushing your own biases, without imposing your own way on other people, without claiming that my culture is a better way of understanding the world, but really allowing different people to see the world through their own cultures and work together to find common understandings. So, that's kind of a definition. I didn't read it word-by-word, you can all read it, but what does it actually mean and what are some of the critical elements for that? So a couple of the things that I always think about when it comes to cultural humility, the very first thing that comes to mind is respect.

Shai:

Just being respectful of other people's experiences, other ways of knowing, understanding that world, just being respectful. The second one is being open and I believe the person who wrote about cultural humility also talked about openness. And that's being open to other ways of knowing, of understanding the world, other perspectives. Just being open to the fact that I see the world a certain way and someone else might see it differently and that's okay. But also beyond that, to me, it's also about being curious, asking questions, asking appropriate questions about other people's cultures, trying to understand how exactly do you see the world. Really trying to understand how other people experience the world. And lastly, related to being curious, also being observant, being a good listener. Really allowing yourself to take in other people's culture, at least to better understand them. You don't have to adapt it. You don't have to adopt it. You can stick with your culture, your way of thinking, but at least being able to learn about how other people experience the world.

Shai:

So we're going to move on to another activity. We have a scenario. So your community coalition has been in existence for many years. In your community, there has been a growing Latino and Asian population in the area and yet, neither of those groups are represented in your coalitions. So you've been doing this work for a long time, these populations are growing and so you come to the realization that you really need to engage representatives from both Latino and Asian populations. You're inviting them and they're just not responding. They're not willing to join. They're not really being responsive. So

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what we would like you to do, do some brainstorming and thinking. What are some specific... Well, first of all, what additional information would you like to know about the situation?

Shai:

What would you need to know? What are the questions you may want to ask to find out more information to better understand what's happening? And the second is, what are some strategies you might use to address the situation? What you can do, again, just type in the chat box on your left. Feel free to type what are specific questions you may have to better understand the situation and what are some of the strategies.

Shai:

And I see Clara is typing. Again, feel free to type, to think about it and type. I'll give you a couple of minutes.

Jessica Goldberg:

That's great, Shai. This is Jess just jumping in and I just wanted to thank you for all of the examples that you just shared. I think that they really helped me in sort of relearning or improving, enhancing my own understanding of cultural competence and humility. It's always really helpful when I get the opportunity, and I'm grateful for the opportunity here today, to be thinking about this and sort of re-emphasizing the importance of it within our work, in my mind. And so, this is a tough one. This is a question where we're asking folks to apply some of what you've heard and what you've done, your work in the field. I'm sure there are folks on the lines who actually encountered a situation like this, where we know there are groups in a community and they're not engaging in our prevention efforts for whatever reason.

Jessica Goldberg:

And it's sort of incumbent upon us to figure out why. So, any thoughts about where you might look for some information about why these groups, or representatives of these groups, might not be participating in our prevention efforts or availing themselves on our prevention services? Where would you look, if it were your community experiencing this, to find some information about what might be going on? You can see Clara just typed our questions into the chat box. So if you have thoughts about it, we'd love to hear from you about where you'd start as you embark on trying to solve, not solve, but address this situation.

Jessica Goldberg:

And while you're thinking, I want to just offer that it can be a real challenge particularly in communities. This community is experiencing a gap in terms of representation from particular ethnic groups, but it could be a homogenous community struggling to find what a full representation of the community looks like within its borders just because it requires a little bit more of an expansive way of thinking around what representation is, what culture is. And so, we put it to you that it can be really challenging, in this particular instance of challenging, but no matter what the community composition is, it can be really challenging to engage a full spectrum of those that should be at the table. So, any thoughts on this? This is a tough one. If you do have thoughts, though, we want to welcome you to put them in the chat.

Jessica Goldberg:

I want to also just point out that we have a handout here that may help if you're struggling, maybe, to think about where you might start or aren't quite sure. Maybe you haven't encountered something

along these lines in the past. We will be sharing a handout at the end of today's conversation with some considerations for you as you're implementing the SPF process or a related data informed planning process. You can refer to that. That will tell you about how you can infuse cultural competence into all of your efforts at each step of that process. So, any final thoughts or anything, Shai, that you might add for this example as folks on the line are thinking?

Shai:

Well, we had a similar situation with a community that we were working with and one of the things that we did that was really helpful is to ask, "Who are the champions in the community?" Maybe we're not reaching the right people. And in fact, one of the answers was the particular community we were trying to reach and we were having a hard time reaching the subgroup, for them, faith based leaders were important and that wasn't something that we had thought about before. So by asking, "Who are the champions," and getting the right answer, we were able to engage with faith based leaders as a way. It was helpful. So that's just one idea of a specific question to ask.

Jessica Goldberg:

That's definitely a good one. Exactly, I think going to members of these communities and talking about maybe are there ways in which that we could be more inclusive or things that we're doing to be unintentionally culturally incompetent or culturally destructive, ideally not and hopefully not, but are there information that they can share with us that can really resolve what barriers might exist? I think we don't know until we ask and the best approach is to go right to the source and get the information from those that may know. But I think champions is a great way to do that as well. So feel free to continue typing if you're thinking about sharing a thought on this question, but I'll move us forward, just in the interest of time, into our sustainability check. So you can see we spent some time today talking about cultural competence and sustainability as this other overarching theme that should be pervading our work.

Jessica Goldberg:

We want to be thinking about how to keep capacity building efforts sustainable. And since sustainability is here again at the core of the SPF, we want to be thinking from the very get-go right in our assessment or capacity building processes about how to be doing those, making these efforts sustainable, I guess. So we want you to kiss consider what you would need while building capacity, engaging your stakeholders, building awareness, forming your partnerships, what can you do at the very outset of that process in order to make it more sustainable? And we sometimes think of sustainability economically, but again, when resources are involved in prevention efforts, they span the gamut of human resources, organizational resources, technological resources, and then also fiscal resources. So be thinking from the very beginning how you can strengthen those capacity building efforts and make them more sustainable. Maybe institutionalizing workforce development activities into coalition meetings or into your action plan is one way to continue building the human capacity within your organization.

Jessica Goldberg:

That's one possible example. Making sure that you're sharing out about your successes in terms of your efforts with these key stakeholders to help bolster engagement, bolster awareness. Having your communication and marketing products really reflect what you heard Shai share today around the components of an effective prevention message. Those are some of just how we do this work can impact whether or not it will be sustainable in the future. A carefully crafted pitch will have a better

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impact than actually landing in that famed elevator speech with someone that you want to engage and not necessarily being prepared to share what it is that you're working on or what you would want to ask of them. So those are just a couple ideas. But we want to just pause here for a moment, have you thinking along the lines of what you're doing to build capacity now and how you can be sustaining that into the future.

Jessica Goldberg:

And we'll just also take a quick pause for any questions that you may have based on what you heard or any comments that you may have that you want to share. We covered a lot of ground today. It's been a great conversation. We're appreciative for everyone participating and sharing your perspective and your work. It makes the conversation so much richer when you do, but I'll just pause just in case there are any questions. Feel free to put them in the chat. We'll get to them. We have some time before we wrap up and want to make sure we're not leaving you with anything lingering on your mind that we can help resolve today.

Jessica Goldberg:

The invitation for questions remains open through the rest of today's call and then actually into the aftermath of the call where we'll be sharing out our contact information in a moment. So you can always feel free to follow up with us if anything does cross your mind that you want to discuss. And I just want to plug again the resources that we'll be sharing out. So the handout that I mentioned a moment ago, again, I think it's just a really useful starting place. I actually have it on my desk, on my little corkboard that I can refer to it whenever I need it. It was pulled from the Substance Abuse Prevention Skills Training or SAPST as some of you may have gone through in the past or be aware of. It's one of these wonderful resources that training holds and we pulled it out here to share just because we think it's really useful given the content of today's presentation.

Jessica Goldberg:

So we'll be sharing that. That's actually in a download link at the bottom of your screen. So we can share it out via email after the fact, but if you are interested in having it now, you can just click on that download pod where it says, "Download today's materials here." And then, you'll be able to select the file and download it by using the buttons at the bottom of that pod. So that's one of our two resources we wanted to share. And the other is on the culturally and linguistically appropriate service standards or CLAS standards, which I'm sure some of you have used or come across, but this is a great blueprint for making sure that we're infusing cultural competence into each aspect of our prevention efforts. These are for health and health care organizations, and so the 15 standards that are discussed in the class standards are applicable to our work and we can certainly see how they align or how they could inform our work.

Jessica Goldberg:

Although they're not written specifically for a prevention audience in mind, it's very applicable and something that I know you've probably used or maybe have come across. It helps you think about how you could be infusing cultural competence in every aspect of our work from our governance structures, our workforce development activities, our evaluation and accountability standards. It's a wonderful tool. And so, the link on the screen will take you to where you can find some more information about the CLAS standards. So we have those to offer for you. And then, we just want to offer some key takeaways. So something that you learned or relearned during today's call, we'd like you to think about, and

hopefully something that you can apply to your work over the next month. So if there is something that you did hear that really resonated for you and you want to share with us, we'd love you to put it in the chat.

Jessica Goldberg:

So something that you heard today that clicked into place or that you relearned that just strengthened your understanding of the topics that we covered today. And then also as a takeaway, we want you to think about someone in your organization with whom you can practice framing an effective prevention message. And this is something we think is so actionable, so key that we want you to not leave here today without thinking, "Oh, maybe it can be your next door neighbor or your office mate, your supervisor, supervisee." It could be a great exercise to go through and figure out what the components of your specific effective message would be. That way, again, you have it in your pocket for when you need to use it. So we just put these forward for you to think about. We'd love your thoughts in the chat, but what we mostly want to make sure you do is have a chance to reflect on them here so you'll be poised to take action once we wrap up the call today.

Jessica Goldberg:

Clara is sharing that the different levels of involvement that you can engage different stakeholders within, something that either you had learned or relearned that resonated for you, which is great. I really like thinking about that actually. And we will be sharing out the slides from today. I refer back to the slide where we sort of list out those key components of each step often just to have a better understanding of what stage I'm really in with each partner that I'm working with. That's a great one. That's great. Thanks for reflecting on that and if anyone else wants to share what's something they learned or relearned that resonated, that's great. Want to invite you to put it into the chat, but just in the interest of time, I will move us on.

Jessica Goldberg:

And then just again, want to share out our contact information. Feel free to touch base with us with any questions or comments after the fact. I want to thank my co-presenter Shai and all the folks on the backend, behind the curtains making the webinar work so beautifully and all of our technology work so well. We have Clara McCurdy-Kirlis and Emily Mankof from Rutgers on the back end. And we want to thank you for all of your participation and all of your engagement today. We're hoping to see you next week. We're having our next webinar on step three of the strategic prevention framework process, creating a comprehensive prevention plan. That'll be same time next Tuesday, May 28th from 1:00 to 2:30. Again, thanks so much for taking part in the webinar and we hope you have a great rest of your day.

<p align="center">PART 4 OF 4 ENDS [01:29:56]</p>