

Preventing Adolescent Substance Abuse: *An Action Planning Guide for Community-Based Initiatives*

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"In dreams begins responsibility"

-William Butler Yeats

Preface

Introduction

Many communities are plagued with problems of substance abuse among youth. Some children start smoking or chewing tobacco at an early age, aided by easy access to tobacco products. Many of our youth, with limited supervision or few positive alternatives, drink too much beer and liquor. Other youth, influenced by their peers, use other illegal drugs.

Our youth suffer from substance abuse in familiar ways: diminished health, compromised school performance, and reduced opportunities for development. Our communities also bear a heavy burden for adolescent substance abuse. Widespread use and abuse of tobacco, alcohol, and illegal drugs by teens can result in increased accidents, health costs, violence, crime, and an erosion of their future potential as workers and citizens.

Risk and Protective Factors

There are an array of factors that put adolescents at risk for, or protect them against, using tobacco, alcohol, and other drugs. Risk factors are personal and environmental factors that increase the likelihood that a person may experience adverse outcomes. Personal risk factors include experience and competence such as knowledge, skills, values, beliefs, and physical health. Environmental risk factors include stressors and barriers, such as family/peer conflict, lack of opportunity, and economic deprivation. Identifying and reducing risk factors for a particular problem in living increases the chances of preventing problems associated with such risks. Further, reducing risk factors that are common to a number of problems will likely reduce multiple problem behaviors and the environmental conditions which support them.

Protective factors are personal and environmental factors that decrease the likelihood that a person may experience a particular problem. Protective factors act as buffers against risk factors and are frequently the inverse of risk factors. For example, a personal risk factor such as poor skills in refusing offers to use alcohol or other drugs can be reversed to become a protective factor of strong refusal skills. Further, an environmental factor of tobacco and alcohol products that are easily accessible to underage youth can be modified to become a protective factor of tobacco and alcohol products that are inaccessible to youth. Attention to both reducing risk factors and enhancing protective factors, as well as local issues and contexts, is necessary to build a strong and thorough understanding of the problem of substance abuse in your community.

Personal risk factors for substance abuse include: poor school grades, low expectations for education, school drop out, poor parent communication, low self-esteem, strong negative peer influences, peer use, lack of perceived life options, low religiosity, lack of belief about risk, and involvement in other high-risk behaviors (Dryfoos, 1990; Hawkins & Catalano, 1993). Environmental risk factors include: lack of parental support, parental practice of high-risk behaviors, lack of resources in the home, living in an urban area, poor school quality, availability of substances, community norms favorable to substance use, extreme economic deprivation, and family conflict (Dryfoos, 1990; Hawkins & Catalano, 1993).

Protective factors may include peer tutoring to improve school grades, mentoring and scholarship programs to increase educational opportunities, programs to build strong communication and refusal

skills, information to increase understanding about risk, and the enforcement of local laws prohibiting the illegal sale of tobacco and alcohol products to youth.

Taken together, risk and protective factors can inform decisions about the types of preventive interventions that may be most effective, as well as, decisions about the people whose behavior needs to change and the people who can contribute to solutions.

This planning guide is designed to assist in the development of a community-based initiative that facilitates and supports the implementation of a wide variety of preventive interventions (changes in programs, policies, and practices) to prevent adolescent substance abuse. A strong understanding of risk and protective factors associated with substance use can help advise the initiative on the comprehensiveness and sufficiency of its action plan to reduce substance use among youth.

Communities Take Action

Some communities have responded to the challenge of preventing substance abuse among adolescents with broad-based groups involving many different sectors of the community. Often referred to as **community coalitions**, these groups involve key community leaders and representatives of grassroots organizations. They bring together representatives from schools, law enforcement agencies, religious organizations, businesses, and other sectors of the community that share a concern about the problem or have a stake in its solution.

The group's **action plan** is its **vision** for a healthy community made concrete. How could schools be changed to help prevent substance abuse? What changes in religious organizations would help fulfill this mission? How can the business community do its part? How about government? The youths themselves? Taken together, the proposed changes in all relevant sectors of the community provide a **blueprint for action**.

The purpose of this Action Planning Guide is to enhance your community's efforts to plan for the prevention of substance abuse among adolescents, that is, youth aged 12-17. Chapter I provides background information on key issues and concepts in planning. Chapter II offers an overview of the planning process, with particular emphasis on clarifying mission, objectives, and strategies. Chapter III provides help in considering which sectors of the community should be involved in the initiative. Chapter IV, the heart of this guide, assists in identifying particular changes that will be sought in each relevant sector of the community. Chapter V outlines a process for building consensus on changes to be sought. Chapter VI offers guidance in listing action steps to finalize the action plan. Finally, Chapter VII outlines a strategy for monitoring progress on goal attainment and promoting renewal in the organization.

Throughout the guide, we draw on the experience of a particular group, a substance abuse coalition known as Project Freedom. This coalition is highly active in Wichita, Kansas (pop. 301,000), and the authors were involved with Project Freedom as leaders or consultants. Sponsored by the Kansas Health Foundation, based in Wichita, this model is being replicated in communities throughout the state of Kansas.

Best wishes for your own community's successful planning.

***"If you know what you think
and what you want,
you have a very real advantage."***

-Warren Bennis, On Becoming a Leader

Table of Contents

	<i>Page</i>
Preface	iii
Acknowledgments	vii
Chapter I	
Key Issues and Concepts in Planning	1
<i>Planning Pages: Getting Grounded in the Issues and Context</i>	6
<i>Planning Page: Documenting the Problem</i>	8
<i>Planning Page: Becoming Aware of Local Resources and Efforts</i>	9
<i>Planning Page: Involving Key Leaders and Grassroots Groups</i>	10
<i>Planning Pages: Creating a Supportive Context for Planning</i>	11
Chapter II	
Planning Overview: Mission, Objectives, Strategies, and Action Plans	13
<i>Planning Pages: Refining Your Group's Mission, Objectives, and Strategies</i>	16
<i>Planning Page: Refining Your Group's Choice of Targets and Agents of Change</i>	18
Chapter III	
Involving Key Sectors of the Community	19
<i>Key Community Sectors: An Example Substance Abuse Coalition</i>	20
<i>Planning Page: Choosing Community Sectors to be Involved in Your Group</i>	21
Chapter IV	
Preparing Your Action Plan: Identifying Community Changes to be Sought	23
Part A	
<i>Changes in the Schools</i>	25
<i>Changes in the Schools (An Example)</i>	25
<i>Inventory of Potential Changes in the Schools</i>	26
<i>Planning Page: Changes in the Schools</i>	30
Part B	
<i>Changes in Religious Organizations</i>	33
<i>Changes in Religious Organizations (An Example)</i>	33
<i>Inventory of Potential Changes in Religious Organizations</i>	34
<i>Planning Page: Changes in Religious Organizations</i>	37
Part C	
<i>Changes in the Business Community</i>	39
<i>Changes in the Business Community (An Example)</i>	39
<i>Inventory of Potential Changes in the Business Community</i>	40
<i>Planning Page: Changes in the Business Community</i>	43
Part D	
<i>Changes in Law Enforcement</i>	45
<i>Changes in Law Enforcement (An Example)</i>	45
<i>Inventory of Potential Changes in Law Enforcement</i>	46
<i>Planning Page: Changes in Law Enforcement</i>	49
Part E	
<i>Changes in the Media</i>	51
<i>Changes in the Media (An Example)</i>	51
<i>Inventory of Potential Changes in the Media</i>	52
<i>Planning Page: Changes in the Media</i>	55
Part F	
<i>Changes in Health Organizations</i>	57
<i>Changes in Health Organizations (An Example)</i>	57
<i>Inventory of Potential Changes in Health Organizations</i>	58
<i>Planning Page: Changes in Health Organizations</i>	61
Part G	
<i>Changes in Youth Organizations</i>	63
<i>Changes in Youth Organizations (An Example)</i>	63
<i>Inventory of Potential Changes in Youth Organizations</i>	64
<i>Planning Page: Changes in Youth Organizations</i>	67
Part H	
<i>Changes in Social Service, Government, and Community Organizations</i>	69
<i>Changes in Social Service, Government, and Community Organizations (An Example)</i>	69
<i>Inventory of Potential Changes in Social Service, Government, and Community Organizations</i>	70
<i>Planning Page: Changes in Social Service, Government, and Community Organizations</i>	73
Chapter V	
Refining Your Action Plan: Building Consensus on Proposed Changes	75
Chapter VI	
Finalizing Your Action Plan: Listing Action Steps for Proposed Changes	77
<i>Action Steps for Identified Changes (An Example)</i>	78
<i>Planning Page: Action Steps for Identified Changes</i>	79
Chapter VII	
Monitoring Progress and Promoting Renewal	81
Epilogue	83
About the Authors	85

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***"I am not an optimist.
I am simply persistent...
I can wait a long time
for the right moment."***

-Jean Monnet, French Designer of the European Common Market

CHAPTER I

Key Issues and Concepts in Planning

With clarity of purpose, it is possible to address the array of substance abuse issues faced by communities. This guide uses a process of action planning. The primary aim is to help clarify the specific ways in which the community can take action to reduce substance abuse, particularly among youth aged 12-17.

This chapter explores key background issues and concepts of the planning process. At the end of this chapter, we provide planning pages that your group can use to get grounded in the issues and context, document the problem, become aware of local resources and efforts, involve key leaders and grassroots groups, and create a supportive context for planning and action.

Getting Grounded in the Issues and Context

Perhaps the most important preliminary step in action planning is to become familiar with the issues and context of the community. Group leaders begin by talking with key leaders in the community and people affected by substance abuse and related concerns. This contributes to a better understanding of what the issues are and what needs to be done.

As any community organizer will attest, it is critical to listen before taking action. Talk with a variety of people, including those who abuse drugs, those at risk, and those interested in doing something about the problem of adolescent substance abuse.

In addition to talking one-on-one, group leaders can use public forums or focus groups, in which people can express their views about the issues and what can be done about them. Such public meetings should be convened with people from different neighborhoods, socioeconomic groups, and ethnic and cultural groups. This will expand available perspectives on issues and options.

Social Reconnaissance

One method of becoming familiar with the issues is referred to as "social reconnaissance." The method of "social reconnaissance" is a straightforward and effective tool for gaining knowledge about the issues and context. It uses public forums to learn about the community's perspectives on local issues and options.

The social reconnaissance method records information on four aspects:

- the problem or issue
- barriers and resistance to addressing the concern
- resources for change
- recommended alternatives and solutions

Discussion leaders set a limited time for brainstorming each aspect, using newsprint to record the product of discussions. Brief reports based on the findings can be used to publicize the issue in the media, thereby enhancing the credibility of the early developing initiative.

Documenting the Problem

In addition to hearing the community's perspective on substance abuse, it is important to document the problem using existing information sources. Many school systems have data from youth surveys that can be used to document the level of substance abuse in your community. Data may be available on the percentage of middle and high school age youth who have ever used tobacco, alcohol, and illegal drugs or who have used it on a regular basis. Similarly, public records can be used to create a scorecard for community health outcomes such as alcohol-related car accidents, emergency transports, or other community-level indicators of substance use. Such information can be used to help document the level of the problem and to consider whether further action is necessary. Later, these data can be used to determine how effective your group was in addressing the problem.

Becoming Aware of Local Resources and Efforts

It is also important to be aware of existing programs and resources to deal with the problem of substance abuse. What programs with similar purposes already exist in the community? Talk with service providers and clients. Gather evidence about the scope of existing services and their effectiveness. How many people (and whom) are they serving? Are the services and programs effective?

Are there task forces or coalitions currently involved in preventing substance abuse? How many people are actively involved? Is the group effective? Knowing the issues and the environment are critical to successful planning. Were there *past* initiatives with a similar mission? Why and how did its efforts end?

Involving Key Leaders and Grassroots Groups

The planning process should be *inclusive*. We recommend that the leaders of the prevention initiative arrange opportunities for participation by all those interested in changing a particular sector of the community, such as schools or businesses. Key leaders of each sector can be recruited, such as influential pastors of churches (for the Religious Organizations Sector) or the police chief (for the Law Enforcement Sector). Similarly, leaders of grassroots community organizations should be recruited, such as those from informal neighborhood or minority organizations.

Participants should reflect the diversity of the local community. Coalition leaders can ensure that the planning group extends beyond service providers of relevant agencies. Are youth involved? Parents and guardians? People of different socioeconomic backgrounds? If the community is culturally diverse, are African Americans, Hispanics, or other People of Color involved in planning?

Creating a Supportive Context for Planning and Action

Successful initiatives create a supportive context for planning and action. Several aspects of the group are particularly important, including its leadership, size, structure, organization, diversity, and integration.

Leadership refers to the process by which leaders and constituents work together to bring valued change by setting priorities and taking needed action. Successful groups have a person or small group that have accepted responsibility for their success. Leaders should have a clear vision of a healthy, drug-free community and the ability to attract others to the vision. They also have the capacity for listening and other qualities that enable them to relate to others within the group. Good leaders have the courage, perseverance, and other attributes to help the group transform the community to better fulfill the vision. Although a single person often accepts overall responsibility, effective organizations usually have a number of leaders who work with constituents to fulfill the group's mission.

The planning group must have a manageable **size** and **structure**. Most groups operate best with a maximum of 15 people. If many people are interested in working on the issues, the group can be structured into smaller executive or steering committees which will report back to the group.

Some groups use a "planning retreat" in which members get away from the office to reflect on the goals and means of the initiative. This can be accomplished in half or full-day sessions that involve key members of the planning group.

The **organization** of the planning group is also important. In larger groups or communities, action planning might initially be done in subcommittees or task groups that are organized around each sector of the community to be involved. For example, separate task forces might be set up for businesses, schools, or law enforcement. In smaller groups or communities, action planning might be accomplished by the entire group.

The planning groups should be **diverse** and **integrated**. They should include influential people from important sectors, such as the school superintendent or principals from the school sector. They also include people concerned about what is going on in the sector, such as youth and parents, who are affected by and interested in bringing about change in schools. The group must consider how the continuing participation of powerful players can be maintained while preserving the involvement of the ordinary citizen.

Planning sessions must be well publicized and open to members. Final review and approval of the coalition's action plan, as well as its mission, objectives, and strategies, will be provided by the entire group.

Some Tips on the Planning Process

Several aspects of the planning process are worth noting. These tips on planning are described below.

- ◆ ***Be Inclusive***

Good planning is active and inclusive. Seek out key players with diverse viewpoints on the problem or issue. Once a diverse group of important players is at the table, it is important to get them to communicate with each other. Effective leaders often call on silent members during pauses in the discussion. They convey the value of each person's voice on the issues. Occasionally, it may be necessary to modify an overly enthusiastic response from those who attempt to dominate meetings. Leaders may do so by thanking them for their comments and indicating the importance of hearing from other members of the group.

- ◆ ***Manage Conflict***

If the group is effective in attracting diverse views, conflict among members may result. Group facilitators can recognize differences, perhaps noting the diverse experiences that give rise to divergent views. To resolve conflicts, leaders may attempt to elevate the discussion to a higher level on which there may be a basis for agreement. By reminding the group that we are all about the shared mission of preventing substance abuse, for example, leaders can help members find common ground.

- ◆ ***Use Brainstorming Rules***

Group facilitators must avoid making judgments about ideas and suggestions. Brainstorming rules apply. All ideas must be heard and noted without criticism.

- ◆ ***Be Efficient***

Planning meetings must be efficient, starting and ending on time. It may be helpful to have an agenda or to build a consensus at the beginning of the meeting about what will be accomplished and in what time frame.

- ◆ ***Communicate Products of Planning***

Planning will result in a useful product. Try to structure every planning session so that it results in a product, such as a list of issues or ideas. Show off the product at the end of planning meetings, distributing copies of the products of planning to all members.

- ◆ ***Provide Support and Encouragement***

Finally, it is important to provide support and encouragement throughout the process of planning. Good planning takes time; it usually requires months to produce a detailed plan of action. Acknowledge the contributions of all participants, especially key leaders. Let the group know when it is doing a good job.

Summary

This chapter provided a background in the key issues and concepts of planning. The next chapter provides an overview of the process of planning for actions, with particular emphasis on reviewing the group's mission, objectives, and strategies for preventing substance abuse.

Planning Pages
Getting Grounded in the Issues and Context

Please review the ideas in this chapter. Use these planning pages to refine your group's understanding of the problem or issue, barriers and resistance to addressing the concern, resources for change, and recommended alternatives and solutions.

Your group might arrange town meetings or focus groups in which to consider these issues. Be sure to include a variety of people, including those who use drugs, those at risk, and those interested in doing something about the problem of adolescent substance abuse.

THE PROBLEM OR ISSUE

Is adolescent substance abuse a problem in this community? What are the consequences? Who is affected? How are they affected? Are there related issues of concern (e.g. gang violence)? Are these issues of widespread concern?

BARRIERS AND RESISTANCE

What key individuals or groups might oppose efforts to prevent adolescent substance abuse? Can they be involved effectively? What other barriers might limit the effectiveness of the prevention initiative? How can the barriers and resistance be overcome?

RESOURCES FOR CHANGE

What resources and capacities are needed to address the mission? What local individuals or groups could contribute? What financial resources and materials are needed? Where might the money and materials be obtained?

SOLUTIONS AND ALTERNATIVES

What are some alternatives for addressing the issue or problem in light of the anticipated barriers and resources? These ideas may provide an initial indication of what solutions might be acceptable to the community. (The group will refine these ideas in its action plan that is described in later chapters of this guide.)

Planning Page ***Documenting the Problem***

Please review the ideas in this chapter. Use this planning page to focus your group's efforts to document adolescent substance abuse as a problem in your community.

Your group might collaborate with officials of local school districts and health departments to obtain existing data that could be used to document the problem.

SUBSTANCE ABUSE BEHAVIOR

Many school systems have data from youth surveys on the use of tobacco products, alcohol, and illegal drugs. What percentage of middle and high school age youth have *ever* used tobacco, alcohol, or illegal drugs? What percentage use these substances on a *regular* basis? What are the trends in use over time? How do the levels and trends compare with those of similar communities?

COMMUNITY OUTCOMES

Public records provide information on community outcomes associated with substance abuse. What is the level of alcohol-related accidents, single nighttime vehicle accidents, or other indicators? What are the trends on these or other indicators over time? How do the levels and trends compare with those of similar communities?

Planning Page
Becoming Aware of Local Resources and Efforts

Please review the ideas in this chapter. Use this planning page to refine your group's understanding of *existing* programs and resources as well as *current* and *past* efforts of groups with a similar mission.

Your group might use interviews with key informants to help with these questions. Informants might be drawn from well-connected people in health and human services, and the business and government sectors, as well as grassroots leaders in neighborhoods particularly affected by the concern.

EXISTING PROGRAMS AND RESOURCES

Are there existing programs and resources for preventing substance abuse among adolescents (aged 12-17)? How many people (and whom) are they serving? Are these services and programs effective?

CURRENT AND PAST INITIATIVES

Are there task forces or coalitions *currently* involved in preventing substance abuse? If so, how many? How many people are actively involved? Are these groups effective? Were there *past* initiatives with a similar mission? Why and how did their efforts end?

Planning Page
Involving Key Leaders and Grassroots Groups

Please review the ideas in this chapter. Use this planning page to refine your group's understanding of which key leaders and grassroots groups should be involved in the initiatives.

Your group might use interviews with key informants to help with these questions. Informants might be drawn from people of influence in health and human services, and the business and government sectors, as well as leaders in neighborhoods particularly affected by the concern.

KEY LEADERS

Who can make things happen on this issue? What individuals are in a position to create (or block) change? What representatives of the group would be most successful in getting these key leaders to become involved in the initiative?

GRASSROOTS GROUPS

Who makes things happen in neighborhoods affected by this concern? What individuals are particularly influential with members of ethnic and cultural communities? What representatives of the group would be most successful in involving members of minority communities?

Planning Pages
Creating a Supportive Context for Planning

Please review the ideas in this chapter. Use these planning pages to consider how your group will position itself for success. In particular, note the leadership of the planning group and its preferred size and structure, organization, and plans for integration of key leaders and people affected by the concern.

LEADERSHIP

Consider whether a person or small group has accepted responsibility for the project's success. Do the leaders have a clear vision of a healthy community for adolescents? Do the leaders have the ability to attract others to the vision? Do they have the skills to relate to others within the group? Do they have the courage, perseverance, and other attributes to help the group transform the community?

GROUP SIZE AND STRUCTURE

What is a manageable size for the planning group? If more people wish to be involved, what structure will be used to include them? Perhaps the planning group might be composed of a smaller executive or steering committees which would report to the group.

GROUP ORGANIZATION

How will the planning group be organized? In larger groups or communities, planning might initially be done in subcommittees or task groups organized around community sectors, such as schools or religious organizations. In smaller groups or communities, this might be done by the entire group.

GROUP DIVERSITY AND INTEGRATION

How will diversity and integration of differing perspectives be assured? How will influential people be involved? How will citizens affected by the concern be involved? How can the continuing participation of powerful players be maintained while preserving the involvement of ordinary citizens?

CHAPTER II

Planning Overview: Mission, Objectives, Strategies, and Action Plans

When groups develop a plan for action, they decide what they are about, what they hope to accomplish, and how they are going to get there. These decisions may be reached in strategic planning, the process by which a group defines mission, objectives, strategies, and action plans. This chapter provides an overview of these broader planning considerations and explains what is involved in determining mission, objectives, and strategies. It also helps clarify considerations of where the group will direct its efforts: who is at risk and who is in a position to help with the problem. At the conclusion of the chapter, we provide planning pages in which your organization may refine its mission, objectives, strategies, and targets and agents of change. The remainder of the guide will be devoted to preparing detailed action plans consistent with the identified mission, objectives, and strategies.

An Overview of Strategic Planning

A complete strategic plan consists of four elements: mission, objectives, strategies, and action plan. Each is described below.

A **mission statement** describes *what* the group is going to do and *why*. The mission might refer to implementing a community-based prevention program to reduce the incidence of a negative condition, such as use of tobacco, alcohol, or illegal drugs by youth, or increasing the level of a positive condition, such as abstinence from these substances. The mission statement must be: a) concise, b) outcome-oriented, such as the outcome of reducing substance abuse or adolescent pregnancy, and c) inclusive, not limiting in the strategies or sectors of the community to be involved.

Objectives refer to *specific measurable results* of the initiative. They include: a) key behavioral outcomes, such as change in the level of tobacco, alcohol, or illegal drug use, b) related community-level outcomes, such as the incidence of alcohol-related motor vehicle accidents, and c) key aspects of the process, such as establishing a comprehensive plan for the substance abuse coalition. Objectives set specified levels of change and dates by when change will occur. Example objectives include: a) By the year 2000, decrease by 20% the regular use of alcohol by high school youth, b) By 1998, decrease by 15% the number of single nighttime vehicle accidents related to alcohol or substance abuse, and c) By 1994, establish a comprehensive action plan for all sectors of the community that will contribute to the prevention of substance abuse. The objectives must be measurable, challenging, important to the mission, and feasible to accomplish.

Strategies refer to *how* the initiative will be conducted. Types of strategies include building coalitions among community groups and organizations, involving leaders in creating a plan of action, organizing grassroots efforts at the neighborhood level, conducting existing services, and creating new programs, policies, and practices related to the mission. A group may use a variety

of strategies to meet its objectives and fulfill its mission. The proposed strategies should be consistent with what is known about planned change with communities, organizations, and individual behavior.

Action plans describe how strategies will be implemented to attain the objectives. They refer to *specific action steps* to be taken or changes to be brought about in all relevant sectors of the community. Action steps indicate what actions or change will occur (what), in what amounts (how much), the responsible agents (by whom), the timing (by when), and if applicable, the requirements for money or other resources (costs). Example action steps are provided in later chapters.

The mission, objectives, and strategies of substance abuse coalitions are often largely defined by the granting agency that supported the initiative. The **mission statement** mandated by a funding initiative to prevent substance abuse may look something like this:

"To reduce use and abuse of illegal drugs, tobacco, and alcohol among adolescents (12-17 year-olds) in _____ (community) through a major emphasis on prevention."

A group's **objectives** for preventing substance abuse will likely refer to the substances of particular concern, including tobacco products, alcohol, marijuana, cocaine, heroin, inhalants, and prescription and nonprescription drugs. The objectives may appear as follows:

- By the year _____, the use of tobacco among 12-17 year olds will be reduced by _____ percent.
- By the year _____, the use of alcohol among 12-17 year olds will be reduced by _____ percent.
- By the year _____, the use of marijuana among 12-17 year olds will be reduced by _____ percent.
- By the year _____, the use of cocaine among 12-17 year olds will be reduced by _____ percent.

Similarly, the prevention initiative's **strategies** may also be largely defined by the funding source or by the usual meaning of "coalition": collaboration between multiple sectors of the community on a common mission. A coalition's strategies might be summarized as follows:

- Help communities recognize the consequences of substance use and abuse and help establish prevention as a major community focus
- Clarify and provide the process necessary to build a successful community coalition
- Enhance grassroots involvement in prevention efforts
- Promote coordination and use of existing prevention services
- Fill existing gaps in services identified by the coalition

Although your group's mission, objectives, and strategies may be mandated, its action plan will reflect your community's unique goals, concerns, and experience.

Identifying Targets and Agents of Change

When the group has determined where it is going and how it is going to get there, it will focus on key actors whose behaviors need to be changed and people who are in a position to make the changes. Clarifying whose behavior must change to address the problem will help in later planning for action.

Potential **targets of change** include all adolescents as well as those adolescents who are at particular risk to substance abuse. They also include those whose actions contribute to the problem, such as peers, adults, parents, caregivers, service providers, teachers, merchants who sell tobacco and alcohol, drug dealers, and elected or appointed officials.

Potential **agents of change** include all those in a position to contribute to the solution, such as peers, parents and caregivers, and the business community. They also include those who have a responsibility to contribute to the solution, including peers, parents, caregivers, service providers, teachers, business people, religious leaders, and elected and appointed officials.

Summary

This chapter outlined key ideas in strategic planning that may be used to review (and perhaps revise) the broad strategic plan. The planning pages that follow provide an opportunity to apply these ideas to your own prevention initiative.

Planning Pages

Refining Your Group's Mission, Objectives, and Strategies

Please review the ideas in this chapter. Use these planning pages to refine your group's mission, objectives, and strategies. Please note that if you are applying for grant funds, the mission, objectives, and/or strategies may be largely or fully predetermined by the funder.

MISSION

The mission statement describes the special task or purpose of the group. It describes *what* the group intends to do and *why*. It must be, concise, outcome-oriented, and inclusive. An example mission statement is: "To reduce the use and abuse of illegal drugs, tobacco, and alcohol among adolescents aged 12-17 through a comprehensive approach to prevention." Please state the mission of your group.

OBJECTIVES

Objectives state the goals toward which project activities are directed. Objectives will describe how much will be accomplished in *specific measurable results*, and state the time frame for accomplishments. Objectives must be challenging, important, potentially measurable, and feasible to accomplish. Please list the objectives of your group, inserting the appropriate dates and target percentages:

- By the year ____, the use of tobacco products among 12-17 year olds will be reduced by ____ percent.
- By the year ____, the use of alcohol among 12-17 year olds will be reduced by ____ percent
- By the year ____, the use of marijuana among 12-17 year olds will be reduced by ____ percent.
- By the year ____, the use of cocaine among 12-17 year olds will be reduced by ____ percent.

STRATEGIES

Strategies describe *how* the objectives are going to be met. Strategies for the prevention of substance abuse include: enhancing personal experience and competence, decreasing environmental stressors and barriers, and enhancing environmental support and resources.

More specific strategies related to changing behavior include: a) providing information, b) modeling, c) skill training, d) incentives or disincentives, e) reducing time and effort for the desired behaviors, f) changing the environmental design to remove barriers or enhance accessibility, g) changing policy (e.g., creation, modification, or termination), h) providing support, i) arranging mentors, j) enhancing resources, and k) providing feedback on progress.

Specific strategies related to organizational and community development include: a) community-based initiatives, b) prevention approaches, c) systems that integrate and coordinate local agencies and resources, d) initiatives that are comprehensive and involve many different sectors of the community, and e) initiatives that develop opportunities and capacities for citizen involvement and leadership.

Please list the strategies to be used by your group.

Planning Page
Refining Your Group's Choice of Targets and Agents of Change

Please review the ideas in this chapter. Use this planning page to refine your group's choice of targets and agents of change.

TARGETS OF CHANGE

Targets of change include all adolescents as well as those adolescents at particular risk to substance abuse. (Targets of change are those who by their actions or inaction contribute to the problem). Possible targets of change include: children and adolescents, peers, adults, parents and caregivers, service providers, teachers, merchants who sell tobacco and alcohol, drug dealers, and elected and appointed officials.

Please list the targets of change for your group.

AGENTS OF CHANGE

Agents of change are those who are in the best position to contribute to the solution, such as peers or parents and caregivers. They may also include those who have a responsibility to contribute to the solution, such as teachers or religious leaders. Possible agents of change include: peers, parents and caregivers, service providers, teachers, business people, religious leaders, and elected and appointed officials.

Please list the agents of change for your group.

CHAPTER III

Involving Key Sectors of the Community

The purpose of this chapter is to guide your group's choice of community sectors, such as schools or law enforcement agencies, which will be involved in the group. Community sectors are those groups which will help the group fulfill its mission. Some sectors will be selected since they provide access to youth who are at particularly high risk for substance abuse. Other sectors will be included since they involve community members who have an interest or responsibility for preventing substance abuse.

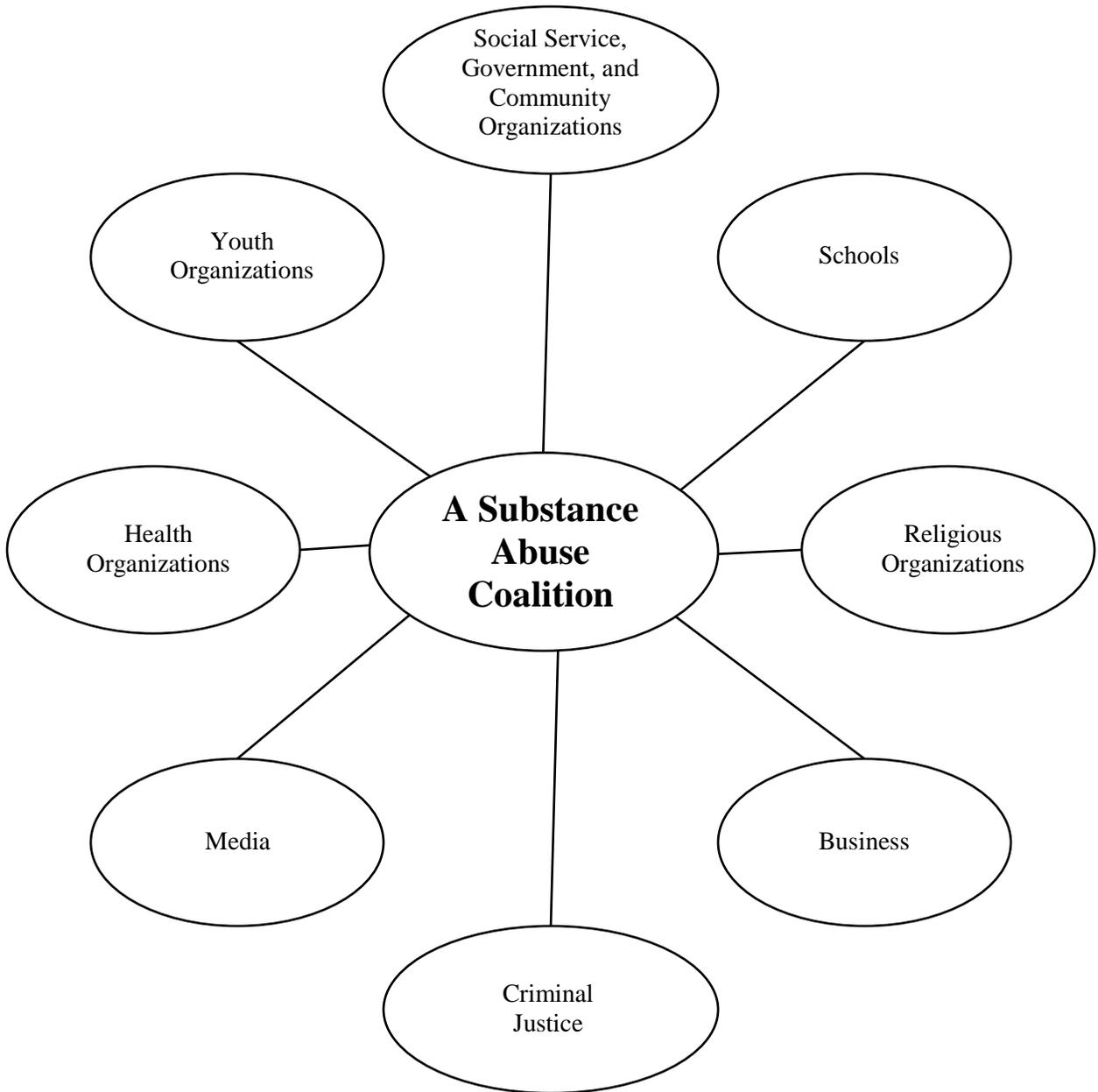
Please:

1. Review the targets and agents of change identified in the previous chapter. These are the people whom your group hopes to influence and involve in its efforts.
2. Review the diagram on the next page of the community sectors involved in an example substance abuse coalition. Consider which of these sectors of the community might be most useful in preventing substance abuse. Modify the chosen sectors and delete or add new ones to fit your community's needs, resources, barriers, and experiences.
3. Use the Planning Page at the end of this chapter to identify the sectors that your group will use. Each sector should help reach your group's targets of change and/or involve your selected agents of change. Your organization's own particular sectors will reflect the overall mission, objectives, and strategies, as well as local resources, opportunities, and choices.

***Key Community Sectors
An Example Substance Abuse Coalition***

Here is a diagram of community sectors that were involved in an actual substance abuse prevention initiative, the original Project Freedom coalition that operated in Wichita, Kansas. These are the community sectors or groups through which that organization intended to fulfill its mission.

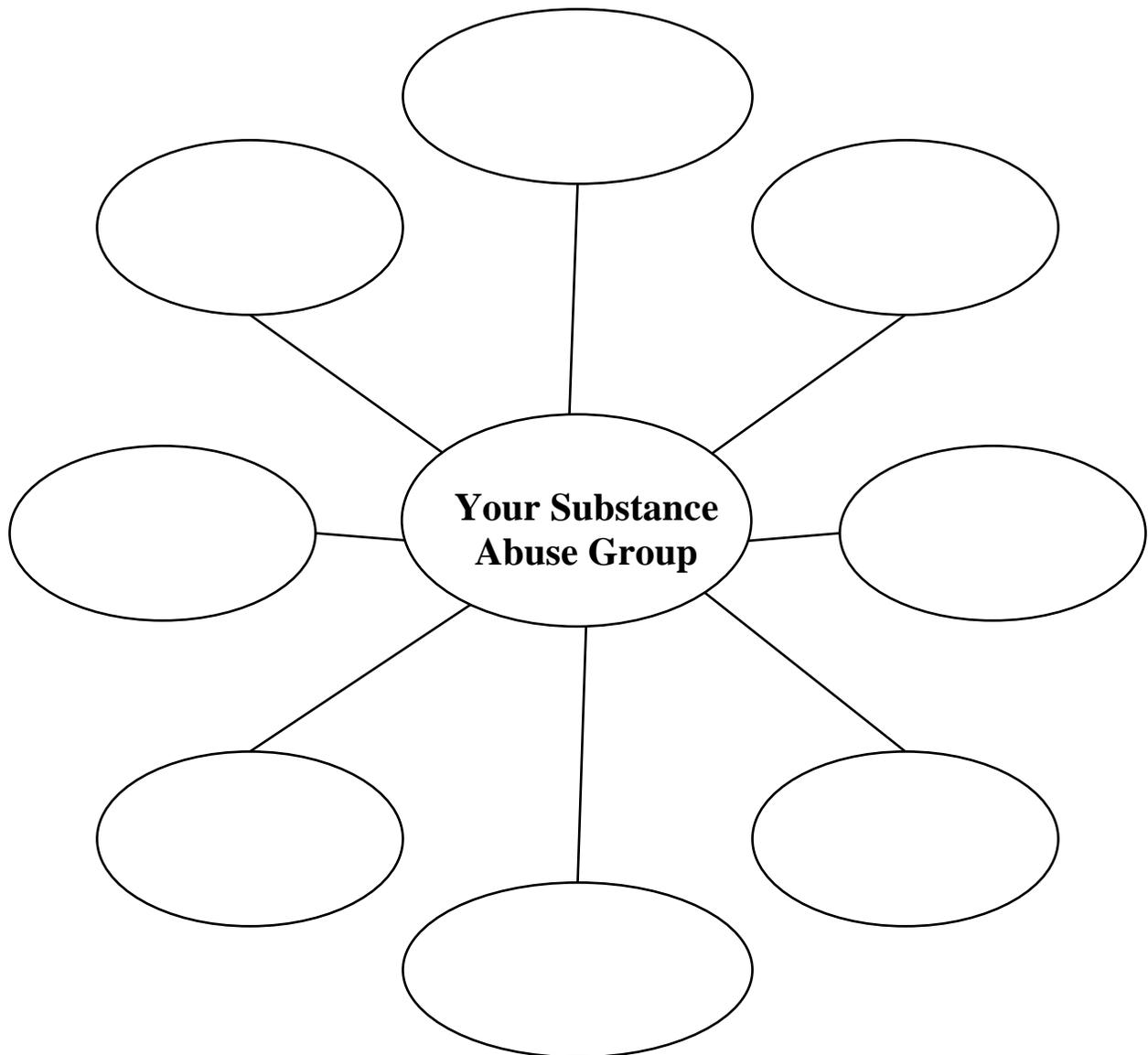
Which community sectors should be used to address your group's mission? Which of these offer good prospects for changing youth behaviors and involving community members with a concern about the problem of substance abuse?



Planning Page
Choosing Community Sectors to be Involved in Your Group

Please review the diagram for the organization on the previous page. Use this page to list proposed sectors of the community in which *your* group can and will have influence. Potential sectors include schools, religious organizations, and other contexts for reaching youth or involving those willing to help.

Review the targets and agents of change identified in the previous chapter. Consider what community sectors will best enable the group to reach the targets of change and to involve potential agents of change. Consider the following questions: Does the sector provide access to large numbers of youth or youth at risk to substance abuse? Does it provide access to community members who have an interest or responsibility for preventing substance abuse? Is this part of the community important to the mission of reducing substance use and abuse? Is it feasible to involve the sector in the group's efforts? What other sectors could or should be involved?



*"I am tempted to believe that what we call
necessary institutions
are no more than institutions
to which we have become accustomed.
In matters of social constitution,
the field of possibilities
is much more extensive than men (sic)
living in their various societies
are ready to imagine."*

-Alexis de Tocqueville, Democracy in America

CHAPTER IV

Preparing Your Action Plan: Identifying Community Changes to be Sought

The purpose of this chapter is to help guide the choice of community changes that your group will seek in each relevant sector of the community. To address the mission, your group may seek to change programs, policies, and practices within schools, religious organizations, and a variety of other possible community sectors.

This chapter provides an inventory of possible changes that your group might seek in each sector. Ultimate decisions about what changes or improvements to seek rest with your community group.

Please:

1. For each sector of the community to be involved, such as schools or religious organizations, refer to the following examples of possible changes that might be sought by your group. Each example provides an illustration of a possible product of the planning process for that sector of the community.
2. Review the Inventory of Potential Changes that might be sought for each sector. Consider which changes in schools or other sectors of the community might be useful in your group's efforts to prevent substance use and abuse. Modify these potential changes and delete or add new ones to fit your community's needs, resources, and barriers.
3. Use the Planning Page at the end of each section to list a tentative set of changes to be sought in each sector. An extra copy of the Planning Page is provided for your convenience.

Note that the potential changes in the inventories are directed at many different levels of the community. Some address the behaviors of adolescents, while others seek to change the behaviors of influential people, such as teachers or clergy. Some changes are directed at the environment by altering the programs, policies, and practices of important institutions or organizations.

Substance abuse is a complex problem that is fostered by many levels of common practice in our communities. Your group should attempt to make changes in a variety of different sectors and levels in your community. Such changes may bring about a more meaningful and lasting solution.

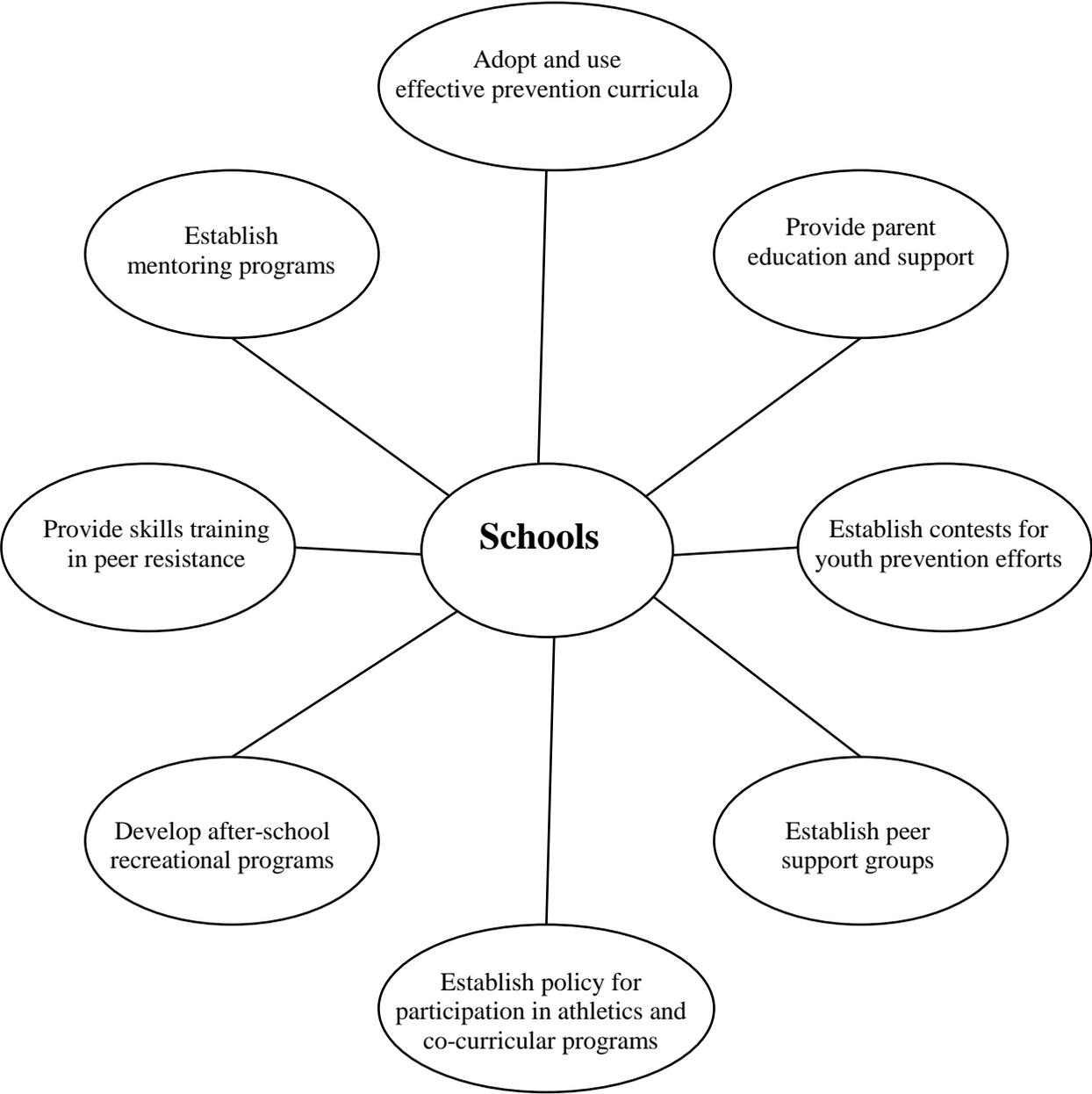
***"Failure is not the crime.
Low aim is."***

-John Wooden, former UCLA basketball coach

Part A
Changes in the Schools

(An Example)

There are a number of potential changes in elementary, middle, and high schools that might contribute to the mission of reducing substance abuse. Here is an example of the product of planning--a list of changes that might be sought in your community's schools.



Inventory of Potential Changes in the Schools

Please review this list of potential changes in a community's schools. The list notes how particular programs, policies, and practices of schools might be changed to contribute to the mission of reducing substance use and abuse. These changes that might be considered are organized under several categories of changes, such as providing information or modifying school policies.

Identify those changes in the schools that may be most helpful to the mission of reducing substance use and abuse in your community. Modify these possible changes, and delete or add new ones, to fit your community's needs, resources, and experiences.

Use the Planning Page at the end of this section to record your group's tentative choices for changes to be sought in the schools. An extra copy of the Planning Page is provided for your convenience.

A. Providing information

- ___ 1. By _____, promote adoption and use of effective curricula to prevent preadolescents and adolescents from using and abusing tobacco, alcohol, and illegal drugs.
- ___ 2. By _____, all athletic directors and/or coaches will be required to present a program to student athletes at the beginning of each sports season regarding the use and consequences of steroids, alcohol, illicit drugs, and tobacco products. This program will include healthy alternative methods by which to enhance body muscle development, etc.
- ___ 3. By _____, inform parents and teachers on symptoms of substance use and ways to monitor the substance abuse-related behaviors of their youth.
- ___ 4. By _____, distribute brochures to inform parents or guardians about methods of talking to their children about drugs.
- ___ 5. By _____, conduct community forums on the state of adolescent substance abuse and what can be done about it.
- ___ 6. By _____, school principles, administrators, and school board members will be encouraged to collaborate on the design and review of school-based initiatives to prevent substance abuse.
- ___ 7. By _____, develop and implement culturally-specific prevention curricula in the traditions of African American, Hispanic, Native American, and other local cultures.
- ___ 8. By _____, _____ (other)

B. Enhancing skills

- ___ 1. By _____, in collaboration with local Parent Teacher Organizations (PTAs and PTOs), establish and implement prevention strategies for use by parents or guardians at home.
- ___ 2. By _____, provide training in prevention of substance use and abuse for each Students Against Drunk Driving (SADD) chapter in the area and other local student organizations.
- ___ 3. By _____, provide teacher inservices for using substance use and abuse prevention curricula in the classroom.
- ___ 4. By _____, provide skills training for parents and guardians that emphasizes adult-child communication and information about substance use and abuse in your community.
- ___ 5. By _____, provide skill training to youth in methods of refusing peer pressure to use
- ___ 6. By _____, provide skills training to youth in recruiting peer support for the choice to avoid substance use and abuse.
- ___ 7. By _____, establish youth community service programs to enhance life skills and social responsibility.
- ___ 8. By _____, provide cultural sensitivity training for all school staff.
- ___ 9. By _____, _____ (other)

C. Providing incentives and disincentives

- ___ 1. By _____, establish incentive programs to reward peers who encourage each other to avoid tobacco, alcohol, and other drugs.
- ___ 2. By _____, establish an incentive program in which employment and secondary education options are created for at-risk youth who stay drug and alcohol free.
- ___ 3. By _____, establish contests for youth efforts and success in avoiding substances.
- ___ 4. By _____, provide incentives for school teachers and administrators to implement effective prevention initiatives.
- ___ 5. By _____, provide incentives for youth-in-recovery to remain drug-free.
- ___ 6. By _____, _____ (other)

D. Facilitating support from influential others

- ___ 1. By _____, establish SADD chapters and other student organizations against substance abuse in high school and middle schools.
- ___ 2. By _____, establish programs by which adolescents at-risk who remain drug free can gain access to potential employers and other influential adults.

- ___ 3. By _____, establish peer support groups for teens to explore ways to resist pressure to use and abuse substances.
- ___ 4. By _____, organize support groups and networks for parents and guardians.
- ___ 5. By _____, establish peer support groups for youth-in-recovery.
- ___ 6. By _____, establish peer counseling programs in which peers who have used drugs can provide information about the consequences.
- ___ 7. By _____, establish attendant care as an option for at-risk youth.
- ___ 8. By _____, establish intergenerational programs that link children and adolescents with elders.
- ___ 9. By _____, _____ (other)

E. Changing the physical design of the environment

- ___ 1. By _____, eliminate access to unsupervised areas on school grounds.
- ___ 2. By _____, provide adequate night lighting and security on school grounds open to youth.
- ___ 3. By _____, provide space in school facilities for weekend and vacation use by teen groups.
- ___ 4. By _____, _____ (other)

F. Improving services

- ___ 1. By _____, develop and implement programs to help youth set personal goals and objectives.
- ___ 2. By _____, develop after-school employment and recreational programs for youth.
- ___ 3. By _____, develop summer school alternative programs for youth.
- ___ 4. By _____, develop and provide adolescent health services in the schools.
- ___ 5. By _____, establish a center in the schools in cooperation with the local health or mental health department.
- ___ 6. By _____, establish and maintain a network among local schools for improving coordination of local prevention initiatives.
- ___ 7. By _____, _____ (other)

G. Modifying policies of schools

- ___ 1. By _____, the school will require all students and their parents or guardians to sign contracts regarding student drug-free behavior as a prerequisite to participation in school athletics and other co-curricular activities such as debate, biology club, or band.

- ___ 2. By _____, the school will establish a policy of mandatory expulsion from athletic and other co-curricular programs for any student who violates codes of drug-free behavior.
- ___ 3. By _____, _____ (other)

H. Providing public feedback on goal attainment

- ___ 1. By _____, provide a yearly surveillance of substance abuse behavior among middle school and high school youth, such as the related component of the Youth Behavior Risk Survey (Centers for Disease Control, Atlanta).
- ___ 2. By _____, provide a community scorecard, publicly reporting on monthly/yearly levels of drug and alcohol-related offenses in the neighborhood or community, reporting increases or decreases from previous time periods.
- ___ 3. By _____, publicly post annual levels of reported substance use among adolescents in the school.
- ___ 4. By _____, provide public displays (similar to the "wanted" posters in post offices) of convicted drug dealers who sold drugs to teens.
- ___ 5. By _____, modify school board (and state) policies to permit mandatory drug testing in the schools.
- ___ 6. By _____, _____ (other)

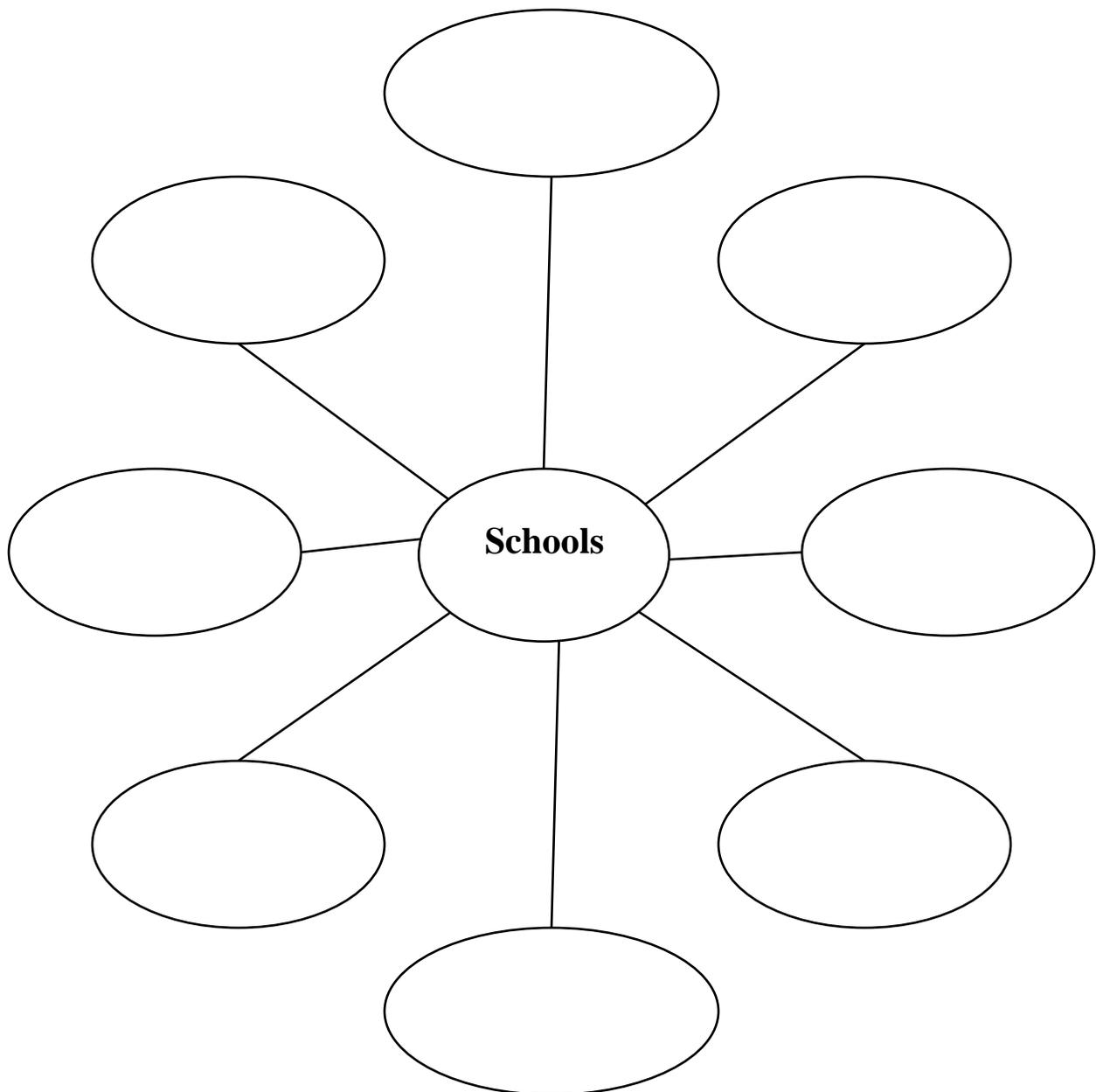
I. Modifying broader policies affecting schools

- ___ 1. By _____, change the state Educational Neglect Statute to require twice yearly reporting of truants.
- ___ 2. By _____, change reporting laws to facilitate public exposure of adult and teen drug dealers.
- ___ 3. By _____, _____ (other)

Planning Page *Changes in the Schools*

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's schools. Consider changes that can occur at the elementary, middle and high school levels.

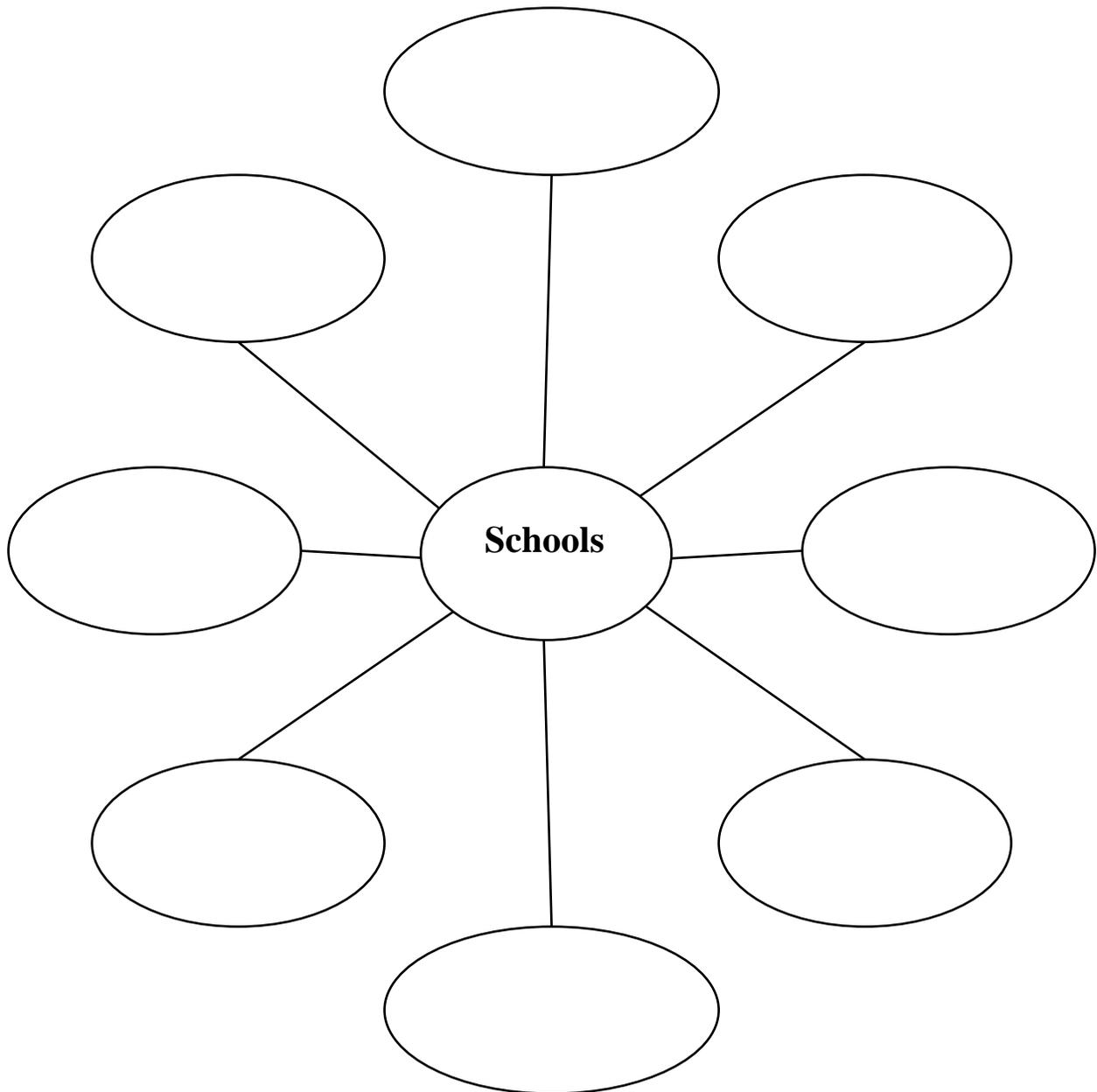
When reviewing the proposed changes, ask the questions: Are these proposed changes important to the mission of reducing substance use and abuse? Are the proposed changes feasible? What more could or should the schools do?



Planning Page *Changes in the Schools*

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's schools. Consider changes that can occur at the elementary, middle and high school levels.

When reviewing the proposed changes, ask the questions: Are these proposed changes important to the mission of reducing substance use and abuse? Are the proposed changes feasible? What more could or should the schools do?

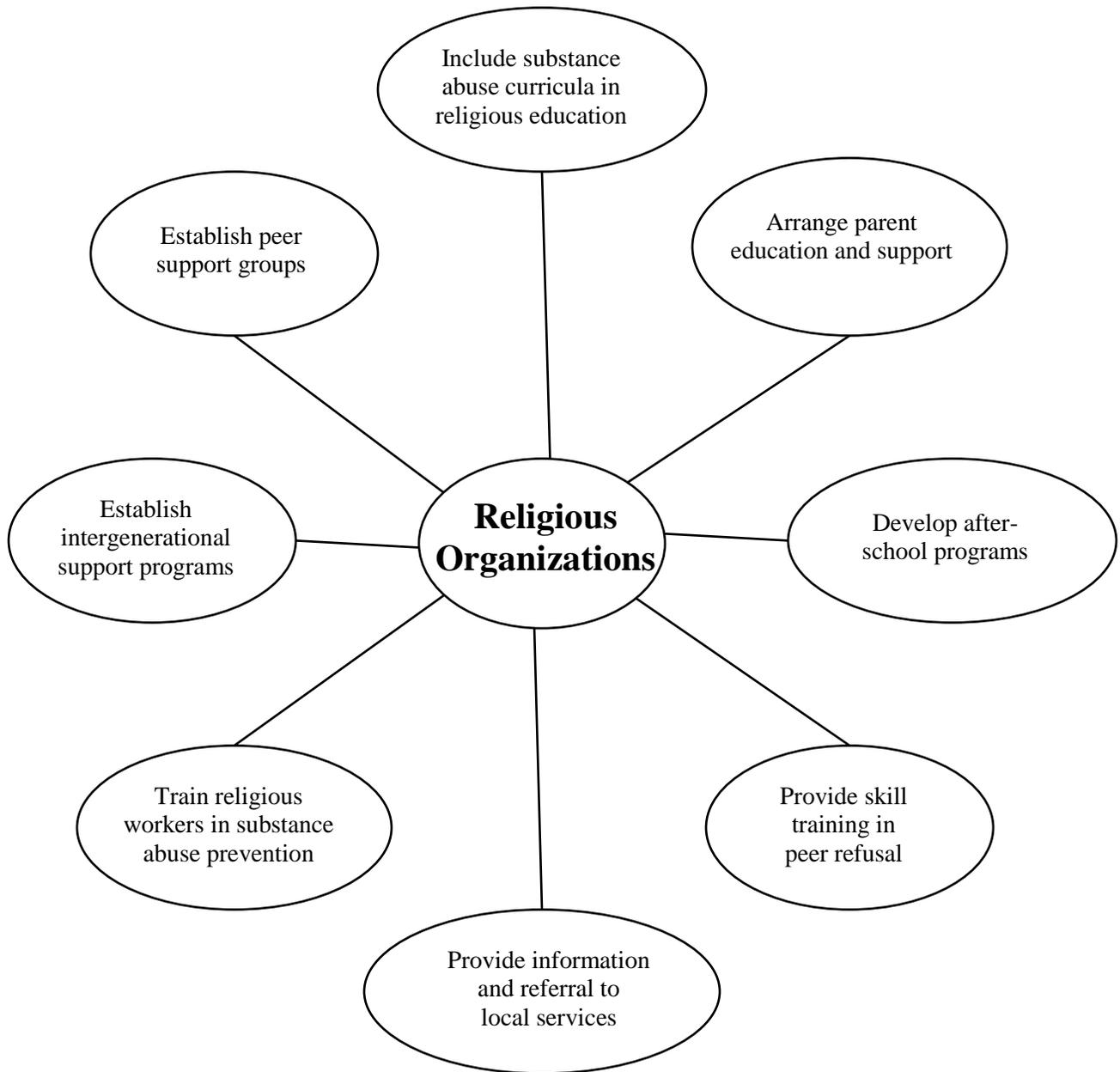


***"To make progress,
the turtle sticks its neck out."***
-JoAnne Barboza, Community Organizer

Part B
Changes In Religious Organizations

(An Example)

There are a number of potential changes in religious organizations that might contribute to the mission of reducing substance abuse. Here is an example of the product of planning--a list of changes that might be sought in churches, synagogues, and other religious organizations.



Inventory of Potential Changes in Religious Organizations

Please review this list of potential changes in a community's religious organizations. The list notes how particular programs, policies, and practices of religious organizations might be changed to contribute to the mission of reducing substance use and abuse. These changes that might be considered are organized under several categories of changes, such as providing information or modifying policies of religious organizations.

Identify those changes in religious organizations that may be most helpful to the mission of reducing substance use and abuse in your community. Modify these possible changes, and delete or add new ones, to fit your community's needs, resources, and experiences.

Use the Planning Page at the end of this section to record your group's tentative choices for changes to be sought in religious organizations. An extra copy of the Planning Page is provided for your convenience.

A. Providing information

- ___ 1. By _____, each denominational central office within XXX County will create an ongoing substance abuse prevention program.
- ___ 2. By _____, promote adoption and use of effective curricula to prevent preadolescents and adolescents from using and abusing tobacco, alcohol, and illegal drugs.
- ___ 3. By _____, inform parents or guardians about the symptoms of substance use, ways to monitor the substance abuse-related behavior of youth, and ways to talk with children about drugs.
- ___ 4. By _____, develop and maintain a resource directory listing local support services for at-risk youth.
- ___ 5. By _____, develop and implement culturally-specific prevention curricula in the traditions of African American, Hispanic, Native American, and other local cultures.
- ___ 6. By _____, conduct parent/guardian-child seminars on religion and substance abuse.
- ___ 7. By _____, develop and distribute inserts for church bulletins and bulletin boards on adolescent substance abuse and its prevention.
- ___ 8. By _____, _____ (other)

B. Enhancing skills

- ___ 1. Annually, XXX will provide inservice training to area clergy and religious workers on how to use community resources for drug and alcohol services and facilitate more effective referrals to local agencies.

- ___ 2. By _____, provide skills training for parents and guardians that emphasizes adult-child communication and information about substance use and abuse in your community.
- ___ 3. By _____, provide skills training to youth to resist peer pressure to use substances.
- ___ 4. By _____, provide skills training to youth in how to provide and recruit peer support for choosing to avoid substances.
- ___ 5. By _____, provide training for clergy in conducting substance abuse prevention efforts.
- ___ 6. By _____, _____ (other)

C. Providing incentives and disincentives

- ___ 1. By _____, establish incentive programs to reward peers who encourage each other to avoid tobacco, alcohol, and other drugs.
- ___ 2. By _____, establish an incentive program in which employment and secondary education options are created for at-risk youth who stay drug and alcohol free.
- ___ 3. By _____, involve religious leaders in establishing achievement scholarships for youth who remain drug-free.
- ___ 4. By _____, _____ (other)

D. Facilitating support from influential others

- ___ 1. By _____, establish intergenerational support programs, such as Rites of Passage that link children and adolescents from diverse ethnic and cultural backgrounds with their elders.
- ___ 2. By _____, establish mentoring programs by which at-risk youth who remain drug free can gain access to potential employers and other influential adults.
- ___ 3. By _____, establish peer support groups for teens to resist pressure to use and abuse substances.
- ___ 4. By _____, organize support groups and networks for parents and guardians.
- ___ 5. By _____, establish peer support groups for youth-in-recovery.
- ___ 6. By _____, establish adult volunteer support programs for youth-in-recovery.
- ___ 7. By _____, establish peer counseling programs in which peers who have used drugs can provide information about the consequences.
- ___ 8. By _____, _____ (other)

E. Changing the physical design of the environment

- ___ 1. By _____, use the environment near churches and synagogues to create well lit and supervised recreational areas.

- ___ 2. By _____, use religious facilities for evening and weekend teen groups and retreats.
- ___ 3. By _____, _____ (other)

F. Improving services

- ___ 1. By _____, develop after-school employment and recreational programs for youth.
- ___ 2. By _____, develop summer school alternative programs for youth.
- ___ 3. By _____, establish or enhance training programs for clergy in the prevention of substance use and abuse.
- ___ 4. By _____, develop and implement programs to help youth set personal goals.
- ___ 5. By _____, develop an informational exchange and ecumenical support network for community clergy, religious workers, and active laity.
- ___ 6. By _____, develop after school peer tutoring programs as alternative activities for youth.
- ___ 7. By _____, _____ (other)

G. Modifying policies of religious organizations

- ___ 1. By _____, involve local counsel of chambers in mandating the use of effective substance abuse curricula in Sunday school and other religious programs.
- ___ 2. By _____, _____ (other)

H. Providing public feedback on goal attainment

- ___ 1. By _____, provide a community scorecard to area congregations, publicly reporting information on the level of reported adolescent substance abuse and other community level indicators such as alcohol-related accidents.
- ___ 2. By _____, _____ (other)

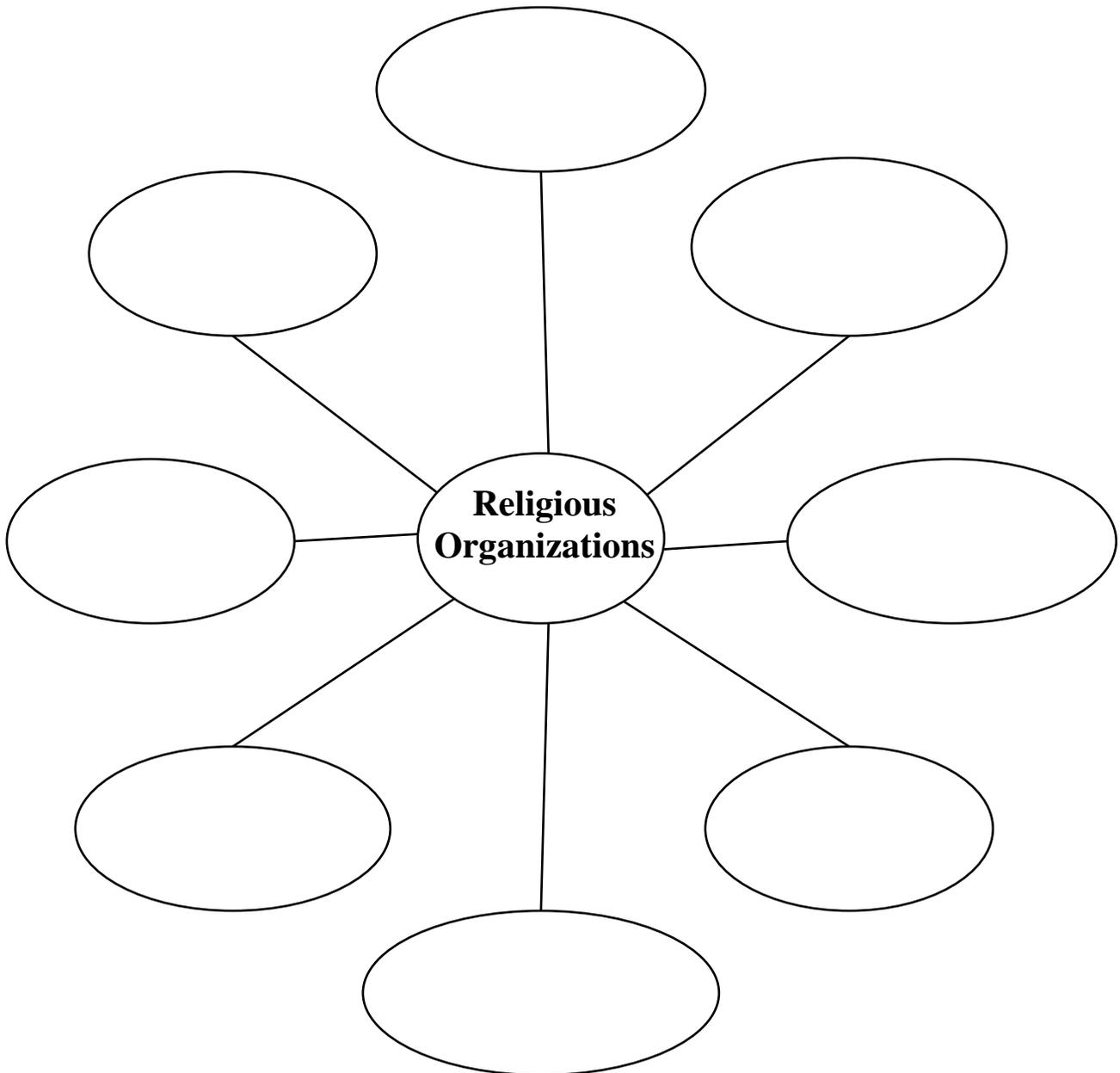
I. Modifying broader policies affecting religious organizations

- ___ 1. By _____, _____ (other)

Planning Page
Changes in Religious Organizations

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's religious organizations. In particular, consider those religious organizations, such as African American or Hispanic churches, which can help the group reach culturally-diverse groups.

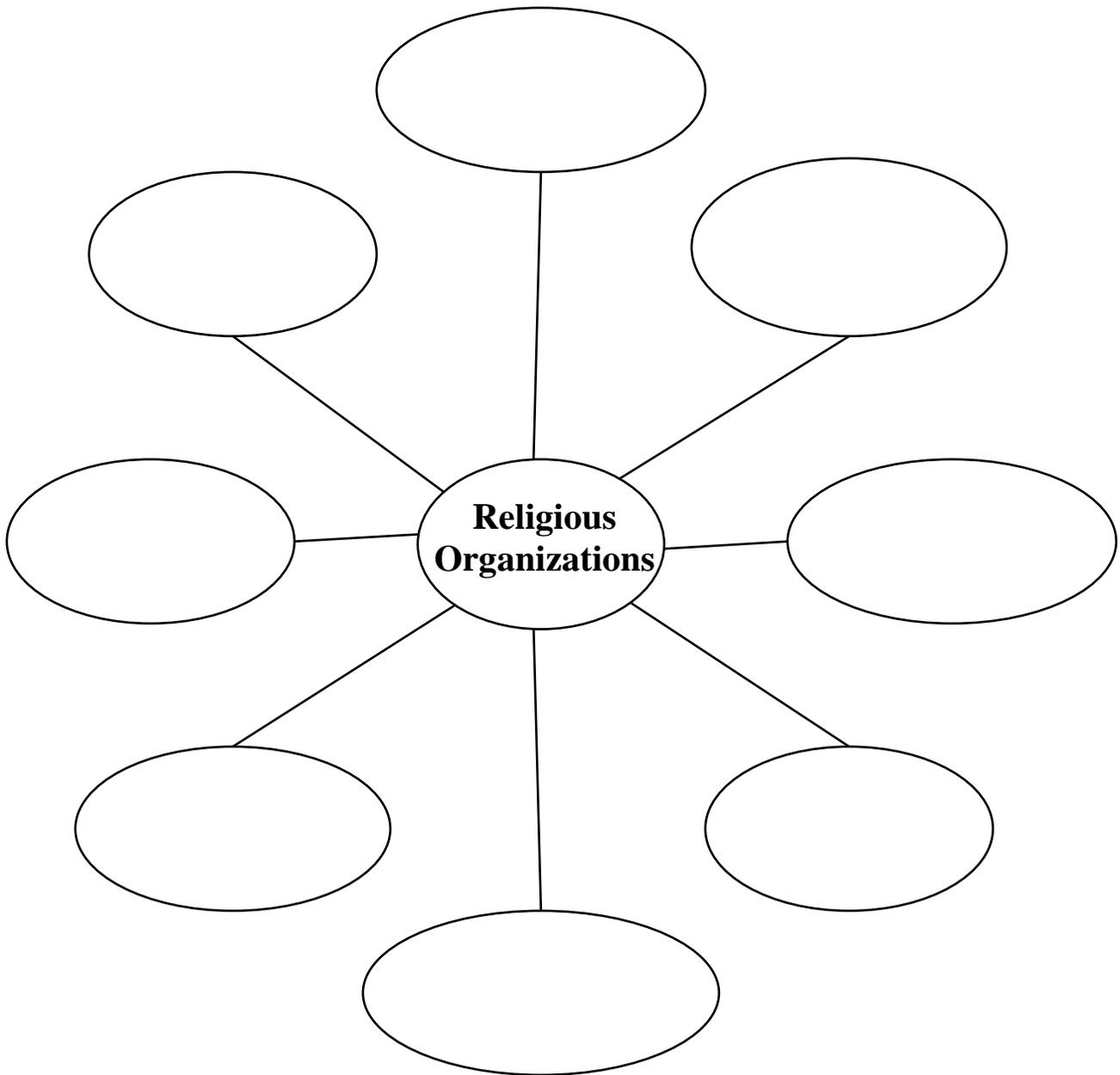
When reviewing the proposed changes, ask the questions: Are these proposed changes important to the mission of reducing substance use and abuse? Are the proposed changes feasible? What more could or should religious organizations do?



Planning Page
Changes in Religious Organizations

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's religious organizations. In particular, consider those religious organizations, such as African American or Hispanic churches, which can help the group reach culturally-diverse groups.

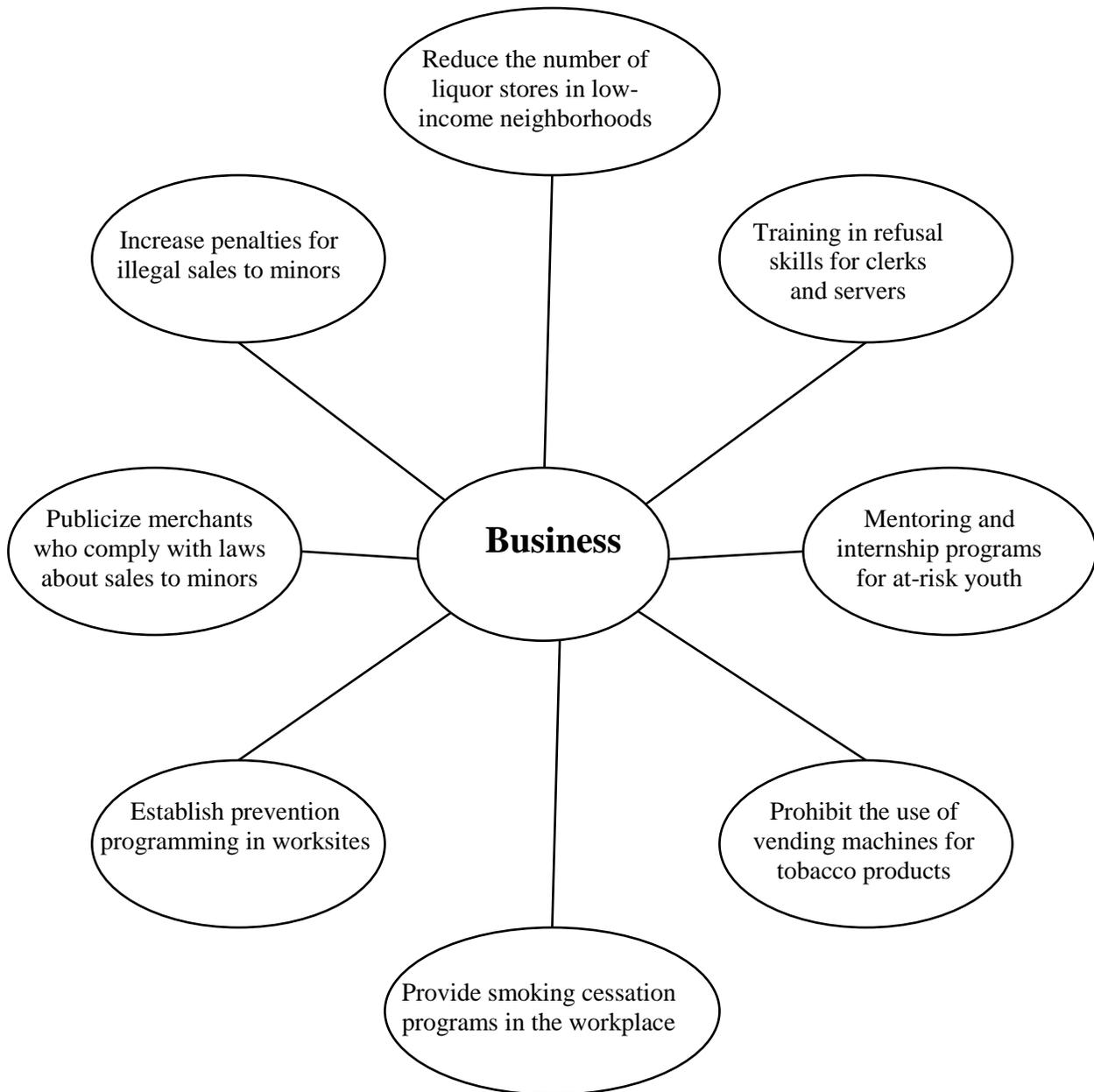
When reviewing the proposed changes, ask the questions: Are these proposed changes important to the mission of reducing substance use and abuse? Are the proposed changes feasible? What more could or should religious organizations do?



Part C
Changes in the Business Community

(An Example)

There are a number of potential changes in the business community that will contribute to the mission of reducing substance abuse. Here is an example of the product of planning--a list of changes that might be sought in the local business community.



Inventory of Potential Changes in the Business Community

Please review this list of potential changes in the local business community. The list notes how particular programs, policies, and practices of the business community might be changed to contribute to the mission of reducing substance use and abuse. These changes that might be considered are organized under several categories of changes, such as providing information or modifying business policies.

Identify those changes in the business community that may be most helpful to the mission of reducing substance use and abuse in your community. Modify these possible changes, and delete or add new ones, to fit your community's needs, resources, and experiences.

Use the Planning Page at the end of this section to record your group's tentative choices for changes to be sought in the business community. An extra copy of the Planning Page is provided for your convenience.

A. Providing information

- ___ 1. By _____, promote adoption and use of effective prevention programming in all major businesses, industries, and worksites.
- ___ 2. By _____, provide information for employers regarding the costs to business related to drug and alcohol-related illness and injury.
- ___ 3. By _____, provide information annually for retailers, store clerks, and servers on the laws for supplying and serving minors along with information regarding the consequences of breaking those laws.
- ___ 4. By _____, provide information about prevention of substance abuse for members of local business organizations (e.g., Rotary).
- ___ 5. By _____, _____ (other)

B. Enhancing skills

- ___ 1. By _____, provide training in communication and refusal skills for retailers, store clerks and servers in restaurants, bars and stores that sell beer or liquor.
- ___ 2. By _____, establish corporate funded and supported job skills training, placement, and hiring practices for adolescents at risk to unemployment and underemployment.
- ___ 3. By _____, provide workshops for employers and employees in adult-child communication including how to talk to children and youth about drugs.
- ___ 4. By _____, _____ (other)

C. Providing incentives and disincentives

- ___ 1. By _____, support increased fines and more frequent crackdowns on merchants who illegally sell tobacco and alcohol to minors.

- ___ 2. By _____, provide incentives for youth who report illegal sales of tobacco and alcohol products.
- ___ 3. By _____, provide publicity to merchants who comply with laws prohibiting the sale of tobacco and alcohol to underage youth.
- ___ 4. By _____, provide internship opportunities in local businesses for youth who remain drug and alcohol free.
- ___ 5. By _____, _____ (other)

D. Facilitating support from influential others

- ___ 1. By _____, establish peer support programs to assist people trying to avoid the use of alcohol and illegal drugs.
- ___ 2. By _____, establish or sponsor support groups and networks among employees who are parents or guardians.
- ___ 3. By _____, establish mentoring programs by which at-risk youth who remain drug-free can gain access to potential employers and job opportunities.
- ___ 4. By _____, _____ (other)

E. Changing the physical design of the environment

- ___ 1. By _____, support efforts to reduce the number of liquor stores in all residential neighborhoods, especially low-income neighborhoods.
- ___ 2. By _____, support efforts to eliminate the sale of alcohol from gas stations, convenience stores, and grocery stores.
- ___ 3. By _____, support efforts to eliminate cigarette vending machines.
- ___ 4. By _____, support efforts to reduce or eliminate the sale of alcohol at public events such as concerts, festivals, or sporting events.
- ___ 5. By _____, _____ (other)

F. Improving services

- ___ 1. By _____, establish a speakers' bureau featuring well-known business people talking about substance use and abuse issues.
- ___ 2. By _____, provide smoking cessation programs in the workplace.
- ___ 3. By _____, create programs to develop entrepreneurial skills for at-risk youth.
- ___ 4. By _____, increase donated money and services to at-risk families, such as food and clothes, shelter for the homeless, holiday gifts, and tutoring services.
- ___ 5. By _____, increase donated money and services for the prevention initiative, including refreshments for meetings, incentives for the youth, and equipment and supplies for the facility.

- ___ 6. By _____, establish and maintain a funding drive to coordinate the collection of funds and other resources for prevention initiatives with adolescent substance abuse.
- ___ 7. By _____, _____ (other)

G. Modifying policies of business organizations

- ___ 1. By _____, the number of businesses prohibiting on-premises smoking will increase by X%.
- ___ 2. By _____, the percentage of floor area in all area restaurants required to be dedicated to nonsmokers will increase by X%.
- ___ 3. By _____, policies regarding drug testing, referral to treatment, and enforcement of drug laws relating to employees will be adopted by all major businesses in the area.
- ___ 4. By _____, adopt policies to support vocational training in the schools.
- ___ 5. By _____, adopt policies to encourage hiring of youth at risk, including ethnic and cultural minorities.
- ___ 6. By _____, _____ (other)

H. Providing public feedback on goal attainment

- ___ 1. By _____, support annual "stings" to assess illegal sales of tobacco and alcohol to minors and publicize the levels of illegal sales by local merchants.
- ___ 2. By _____, publicize the levels and trends of community indicators of substance abuse, such as alcohol-related accidents, drug-affected babies, and crime related to substance abuse.
- ___ 3. By _____, _____ (other)

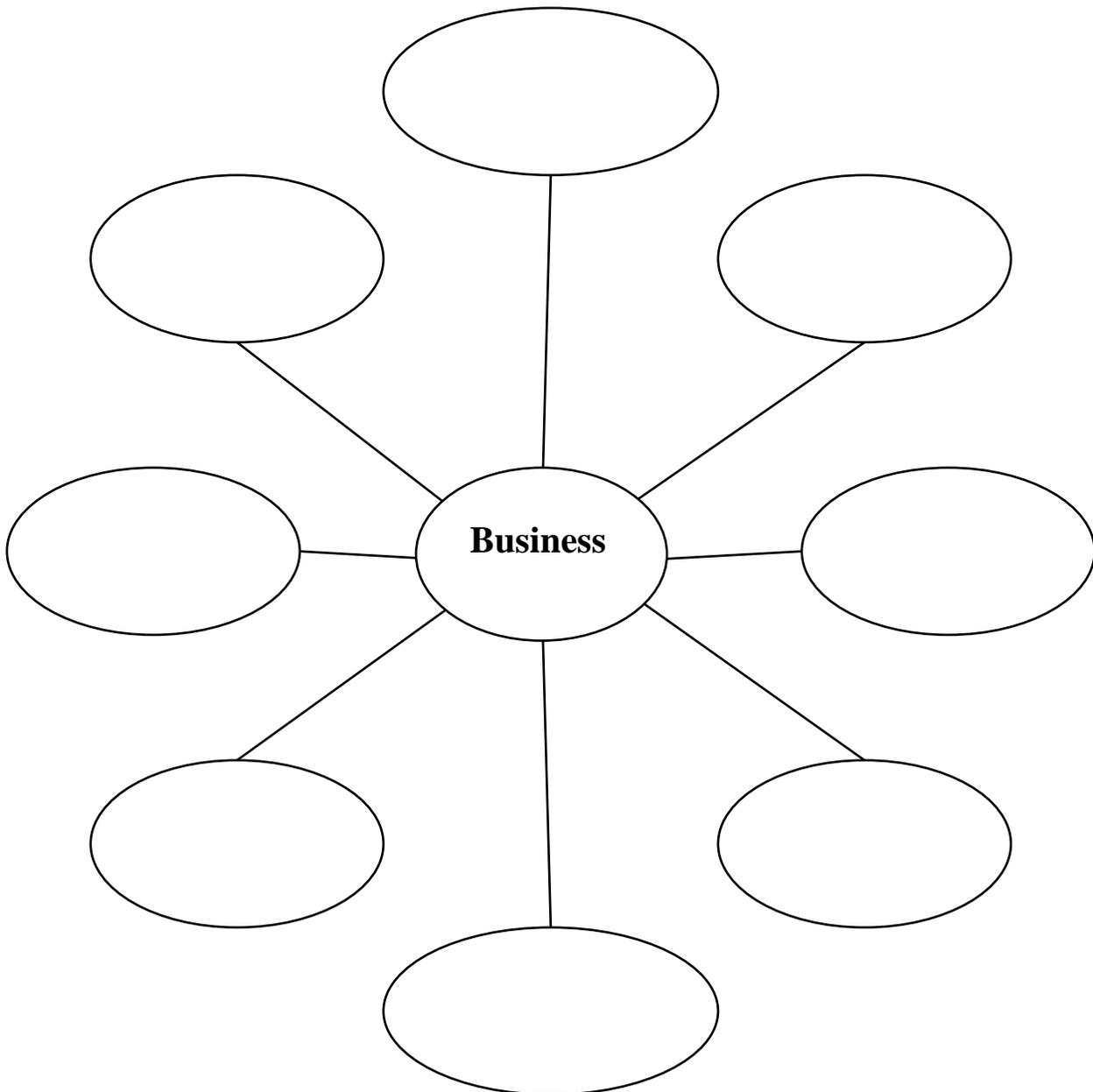
I. Modifying broader policies affecting business organizations

- ___ 1. By _____, support increases in fines for illegal sales of tobacco and alcohol to minors.
- ___ 2. By _____, support passage of an ordinance to prohibit the use of vending machines for tobacco in places that are accessible to youth.
- ___ 3. By _____, _____ (other)

Planning Page
Changes in the Business Community

Please review the inventory provided earlier in this section and list tentative changes to be sought in the local business community. Consider changes that can occur in businesses that sell tobacco and alcohol products to youth, including grocery and convenience stores, gas stations, and liquor stores.

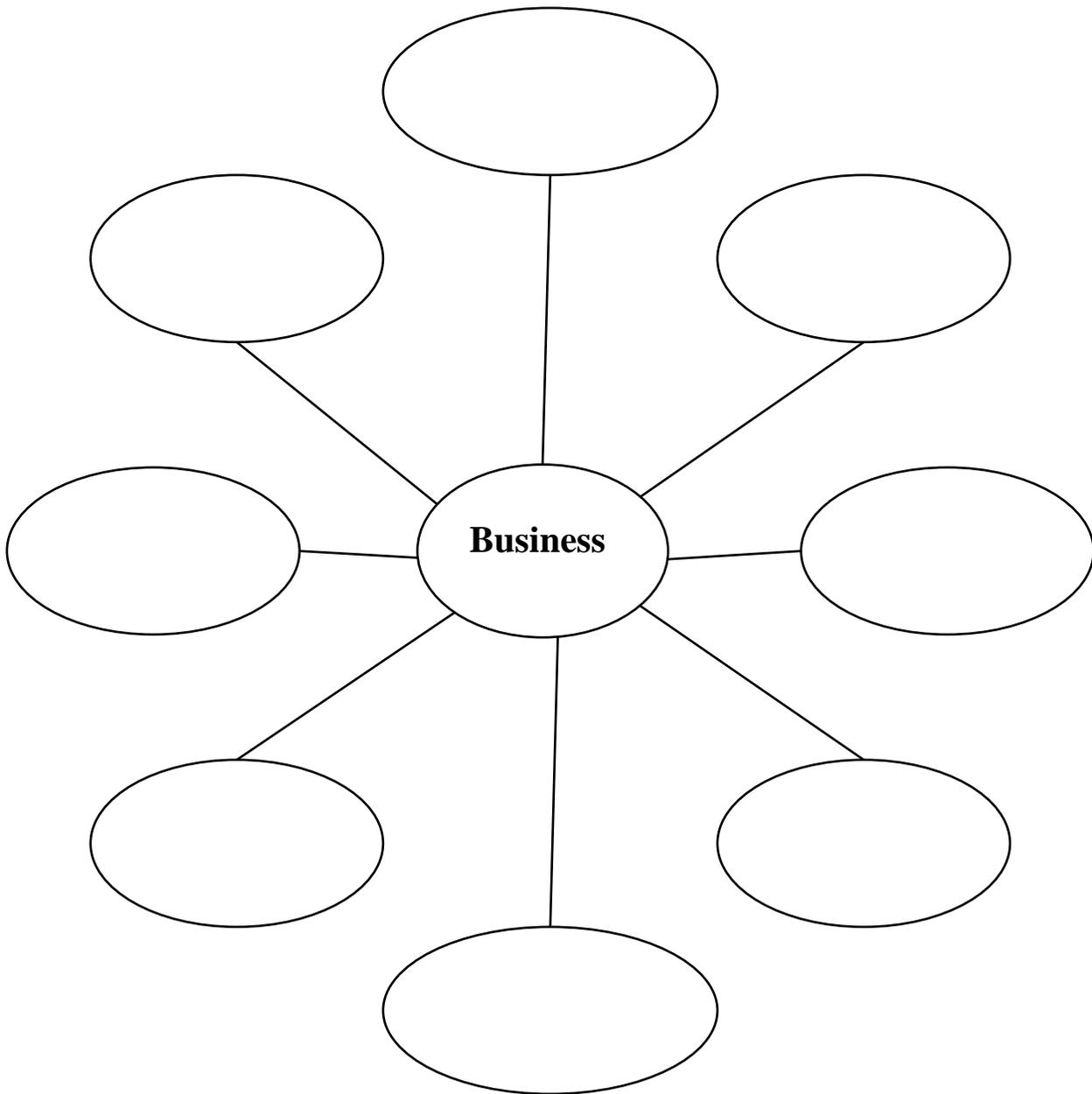
When reviewing the proposed changes, ask the questions: Are these proposed changes important to the mission of reducing substance use and abuse? Are the proposed changes feasible? What more could or should the business community do?



Planning Page
Changes in the Business Community

Please review the inventory provided earlier in this section and list tentative changes to be sought in the local business community. Consider changes that can occur in businesses that sell tobacco and alcohol products to youth, including grocery and convenience stores, gas stations, and liquor stores.

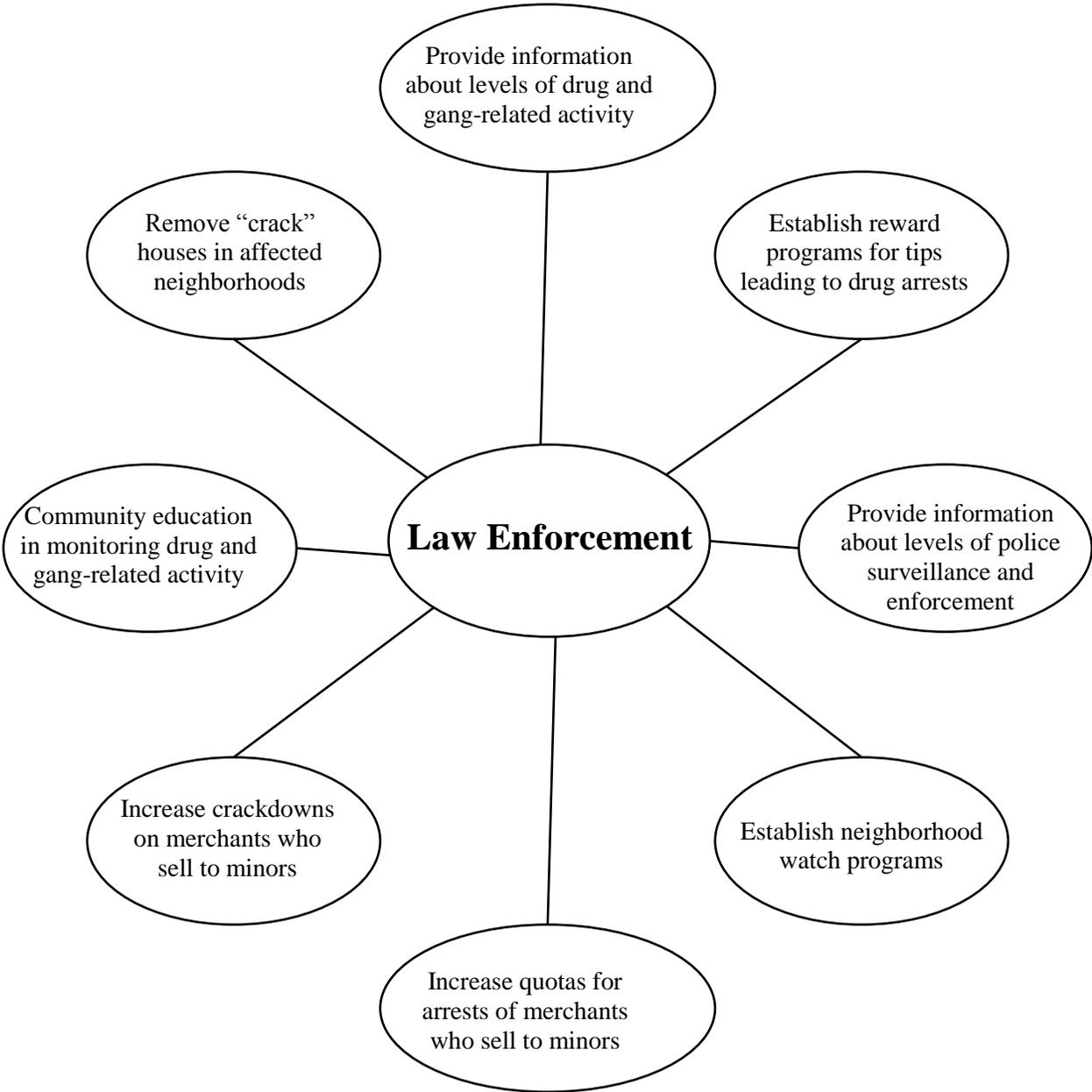
When reviewing the proposed changes, ask the questions: Are these proposed changes important to the mission of reducing substance use and abuse? Are the proposed changes feasible? What more could or should the business community do?



Part D
Changes in Law Enforcement

(An Example)

There are a number of potential changes in law enforcement that might contribute to the mission of reducing substance abuse. Here is an example of the product of planning--a list of changes that might be sought in law enforcement organizations.



Inventory of Potential Changes in Law Enforcement

Please review this list of potential changes in a community's law enforcement organizations. The list notes how particular programs, policies, and practices of law enforcement might be changed to contribute to the mission of reducing substance use and abuse. These changes that might be considered are organized under several categories of changes, such as providing information or modifying law enforcement policies.

Identify those changes in law enforcement that may be most helpful to the mission of reducing substance use and abuse in your community. Modify these possible changes, and delete or add new ones, to fit your community's needs, resources, and experiences.

Use the Planning Page at the end of this section to record your group's tentative choices for changes to be sought in law enforcement. An extra copy of the Planning Page is provided for your convenience.

A. Providing information

- ___ 1. By _____, establish or enhance programs in which police officers provide information about substance use and abuse and its consequences in the schools.
- ___ 2. By _____, provide information to neighborhood organizations about local levels of drug activity and prevention efforts.
- ___ 3. By _____, _____ (other)

B. Enhancing skills

- ___ 1. By _____, train community leaders in awareness of drug and gang-related activity.
- ___ 2. By _____, train volunteers to monitor drug and gang-related activity as part of Neighborhood Watch programs.
- ___ 3. By _____, _____ (other)

C. Providing incentives and disincentives

- ___ 1. By _____, establish a reward program for tips leading to drug and gang-related arrests.
- ___ 2. By _____, mandate a quota for arrests of those supplying illegal drugs to youth.
- ___ 3. By _____, increase penalties for parents or guardians who serve as accessories to drug-related activities.
- ___ 4. By _____, _____ (other)

D. Facilitating support from influential others

- ___ 1. By _____, establish peer support programs for police officers who are trying to avoid the use of alcohol and illegal drugs.

___ 2. By _____, _____ (other)

E. Changing the physical design of the environment

___ 1. By _____, in collaboration with the police department, develop and implement a plan for the systematic removal of "Crack" houses in affected neighborhoods.

___ 2. By _____, develop and implement a citywide plan to remove graffiti associated with gang activity.

___ 3. By _____, develop and implement a plan to restrict access to abandoned buildings, vacant lots, and other gathering places of illegal activity.

___ 4. By _____, _____ (other)

F. Improving services

___ 1. By _____, the Drug Abuse Resistance Education (DARE) program will be offered to all area schools by the Sheriff's Department.

___ 2. By _____, collaborate with the school district to implement a plan for increased security on and around school campuses.

___ 3. By _____, establish a "hotline" for youth reporting substance abuse by parents, guardians, or peers.

___ 4. By _____, establish a partnership with school teachers and students in the reporting of drug and gang-related activity.

___ 5. By _____, _____ (other)

G. Modifying policies of law enforcement organizations

___ 1. By _____, increase the frequency of crackdowns on merchants who illegally sell tobacco and alcohol to minors.

___ 2. By _____, increase quotas for arrests of merchants and youth by police and Alcohol and Beverage Control (ABC) agents for illegal sales and purchase of tobacco and alcohol products.

___ 3. By _____, introduce an award system for police and ABC agents who exceed quotas for arrests of merchants and youth involved in illegal sales.

___ 4. By _____, _____ (other)

H. Providing public feedback on goal attainment

___ 1. By _____, publicize the levels of police and citizen surveillance for drug and gang-related activity.

___ 2. By _____, publicize the levels of police arrests and prosecutions for drug and gang-related activity.

___ 3. By _____, _____ (other)

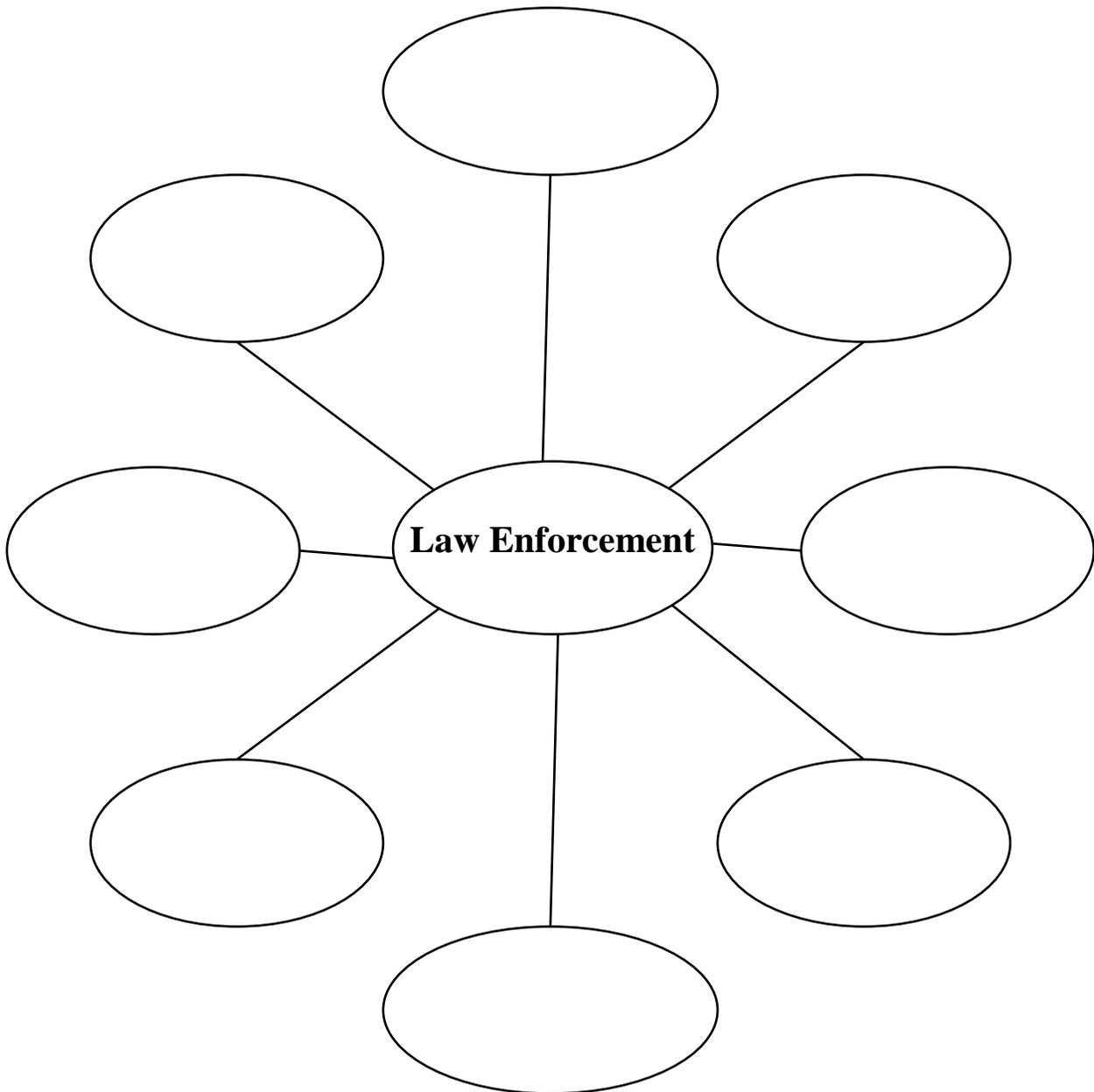
I. Modifying broader policies affecting law enforcement

- ___ 1. By _____, drive-by shootings will be elevated to a felony offense.
- ___ 2. By _____, vagrancy and open container (alcohol) laws will be restricted.
- ___ 3. By _____, the age of arrests for violations of drug-free school zones will be reduced from 18 to 12 years.
- ___ 4. By _____, a statewide witness protection plan will be adopted to mandate reports of drug and gang-related activity.
- ___ 5. By _____, _____ (other)

Planning Page
Changes in Law Enforcement

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's law enforcement organizations. Consider changes for police, Alcohol and Beverage Control (ABC) agents, district attorneys, and judges.

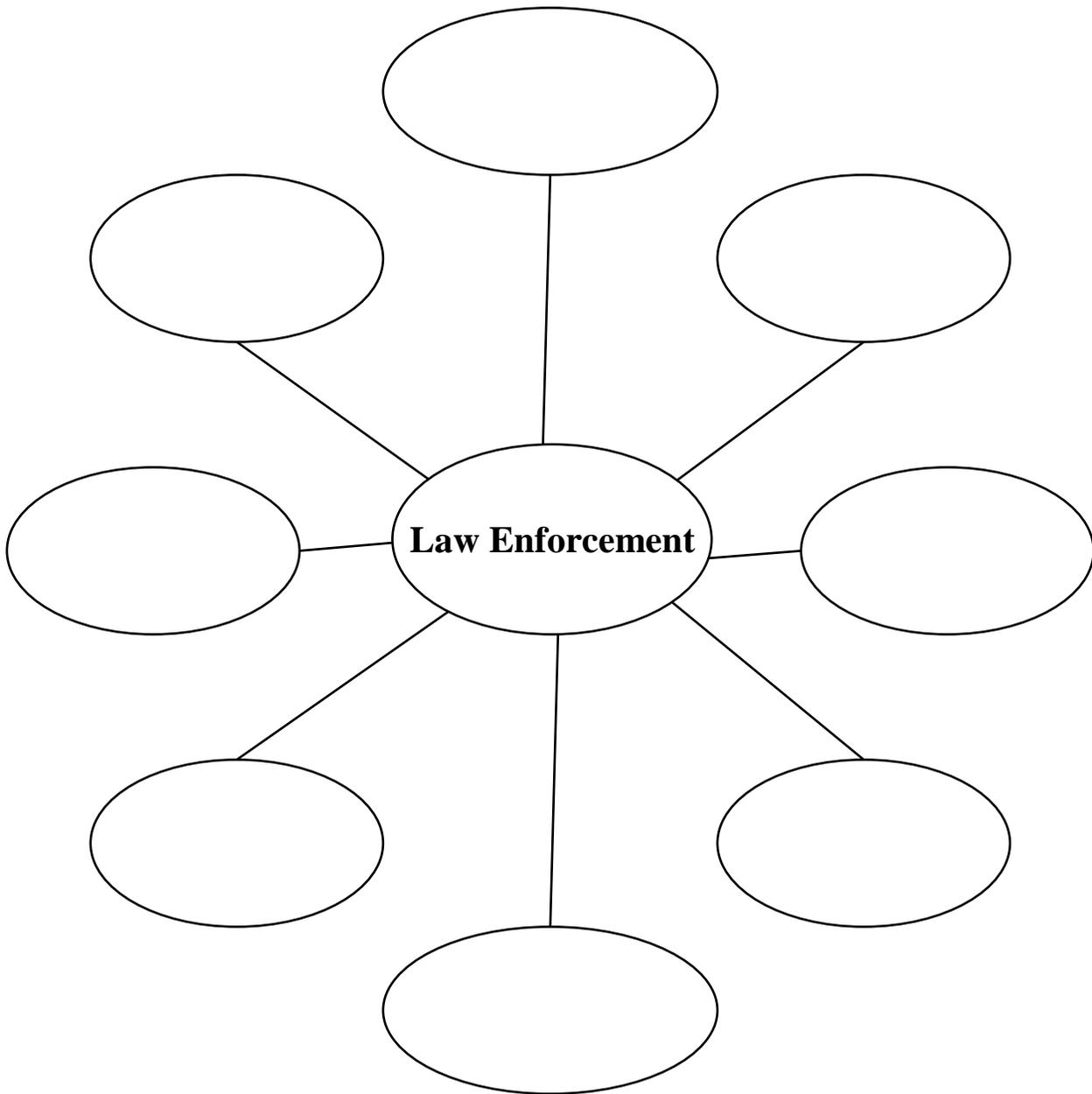
When reviewing the proposed changes, ask the questions: Are these proposed changes important to the mission of reducing substance use and abuse? Are the proposed changes feasible? What more could or should law enforcement do?



Planning Page
Changes in Law Enforcement

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's law enforcement organizations. Consider changes for police, Alcohol and Beverage Control (ABC) agents, district attorneys, and judges.

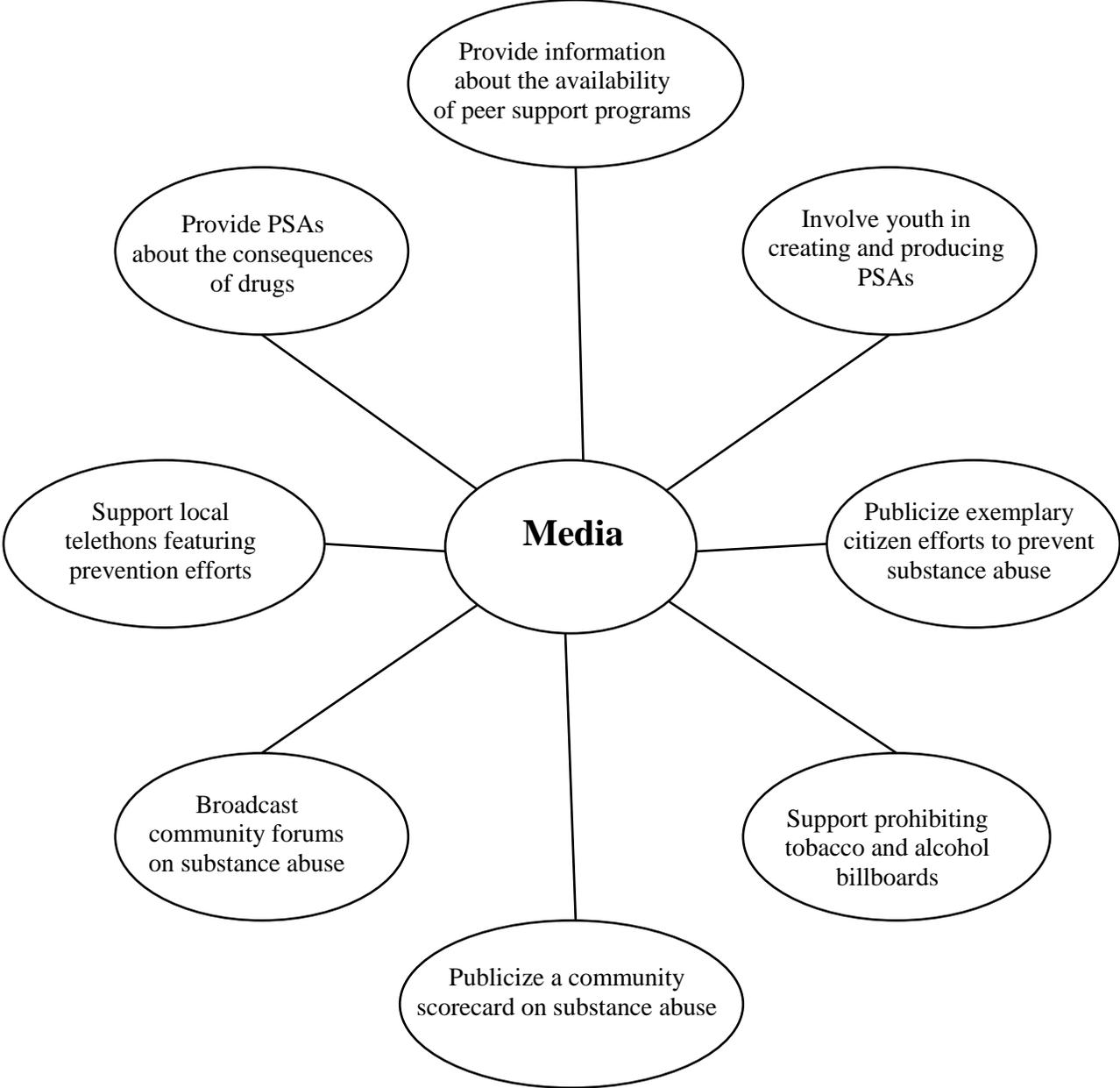
When reviewing the proposed changes, ask the questions: Are these proposed changes important to the mission of reducing substance use and abuse? Are the proposed changes feasible? What more could or should law enforcement do?



Part E
Changes in the Media

(An Example)

There are a number of potential changes in newspapers, radio, and television that might contribute to the mission of reducing substance abuse. Here is an example of the product of planning--a list of changes that might be sought in the media.



Inventory of Potential Changes in the Media

Please review this list of potential changes in a community's newspapers, radio, and television. The list notes how particular programs, policies, and practices of the media might be changed to contribute to the mission of reducing substance use and abuse. These changes that might be considered are organized under several categories of changes, such as providing information or modifying media policies.

Check off those changes in the media that may be most helpful to the mission of reducing substance use and abuse in your community. Modify these possible changes, and delete or add new ones, to fit your community's needs, resources, and experiences.

Use the Planning Page at the end of this section to record your group's tentative choices for changes to be sought in the media. An extra copy of the Planning Page is provided for your convenience.

A. Providing information

- 1. By _____, provide through radio, television, and newspaper public service announcements (PSAs) appropriate for a variety of audiences (children, adolescents, adults) about the negative consequences of the use and abuse of substances. The PSAs will be culturally-specific and ethnically-appropriate and will feature local and national celebrities and personalities.
- 2. Annually, arrange a public awareness march, rally, or forum to accompany use of prevention curricula for all middle school students.
- 3. By _____, provide information to parents and guardians about how to talk with children and adolescents about drugs.
- 4. By _____, provide PSAs which "deglamorize" gangs by describing the consequences of gang involvement.
- 5. By _____, disseminate information about alternatives to drug abuse to school dropouts and other hard-to-reach and at-risk youth.
- 6. By _____, provide television programs that describe the consequences of conviction for drug-related offenses.
- 7. By _____, local radio will sponsor twice yearly live debates on substance abuse prevention.
- 8. By _____, produce and help distribute a brochure that describes local community services and programs involved in preventing substance abuse.
- 9. By _____, keep the media and public informed about the group's prevention activities through regular press conferences and public relations efforts.
- 10. By _____, _____ (other)

B. Enhancing skills

- ___ 1. By _____, provide PSAs which display skills that kids can use to avoid drug use.
- ___ 2. By _____, the local newspaper will provide a weekly profile of youth in action against substance abuse.
- ___ 3. By _____, _____ (other)

C. Providing incentives and disincentives

- ___ 1. By _____, provide contests to involve youth in creating and producing commercials/PSAs and other art forms on the negative effects of drug use.
- ___ 2. By _____, arrange incentives for high school dropouts and other hard-to-reach and at-risk youth to be involved in media efforts to prevent substance abuse.
- ___ 3. By _____, _____ (other)

D. Facilitating support from influential others

- ___ 1. By _____, provide information about the availability of support and mentoring programs for youth at-risk to substance abuse.
- ___ 2. By _____, _____ (other)

E. Changing the physical design of the environment

- ___ 1. By _____, provide editorials and PSAs outlining what citizens and elected officials can do in their neighborhoods to reduce the availability and use of drugs.
- ___ 2. By _____, _____ (other)

F. Improving services

- ___ 1. By _____, broadcast community forums on the problem of substance abuse and how to prevent it.
- ___ 2. By _____, publicize exemplary efforts by citizens to prevent substance abuse.
- ___ 3. By _____, sponsor local telethons to support and publicize efforts to prevent substance abuse and gang-related violence.
- ___ 4. By _____, _____ (other)

G. Modifying policies of the media

- ___ 1. By _____, radio stations in the area will adopt policies to refrain from referring to alcohol and illicit drug use as acceptable and glamorous.
- ___ 2. By _____, prohibit the use of billboards in inner-city areas that advertise tobacco or alcohol products.
- ___ 3. By _____, _____ (other)

H. Providing public feedback on goal attainment

- ___ 1. By _____, obtain and disseminate information on the need for prevention efforts using focus or discussion groups with youth and parents or guardians and surveys that assess substance use among youth.
- ___ 2. By _____, obtain and disseminate information on support for controversial prevention activities using telephone surveys of adults to assess their concern for the problem of substance abuse and willingness to support specific prevention efforts.
- ___ 3. By _____, publicize weekly the level of drug-related arrests and convictions.
- ___ 4. By _____, publicize a community score card reporting information on the level of substance abuse and other community-level indicators such as alcohol-related accidents.
- ___ 5. By _____, _____ (other)

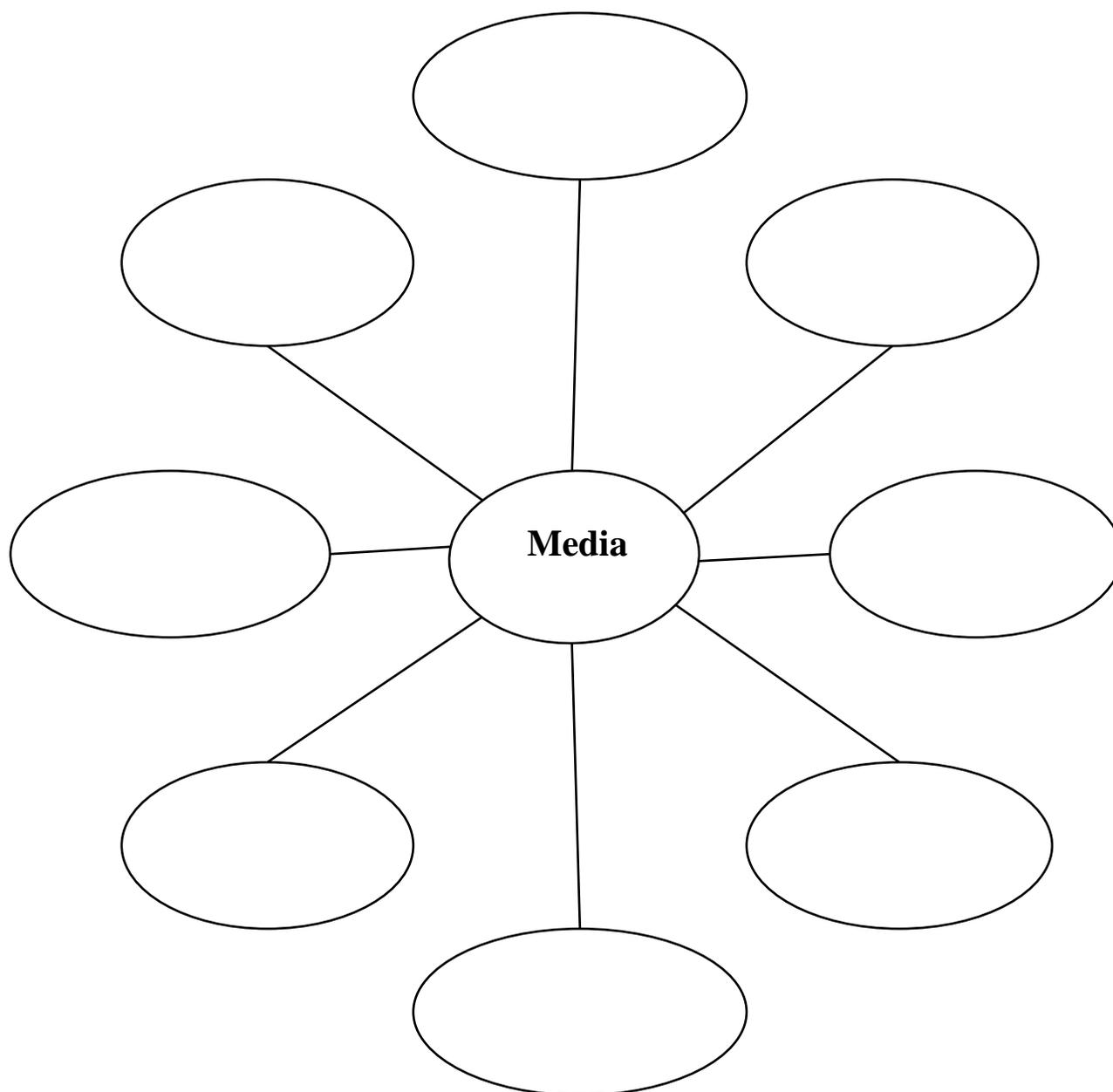
I. Modifying broader policies affecting the media

- ___ 1. By _____, reduce the amount of air time given to shows that glorify drug use and gang-related violence.
- ___ 2. By _____, _____ (other)

Planning Page *Changes in the Media*

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's media. Consider all forms of local print and broadcast media, including newspapers, radio, and cable and other television.

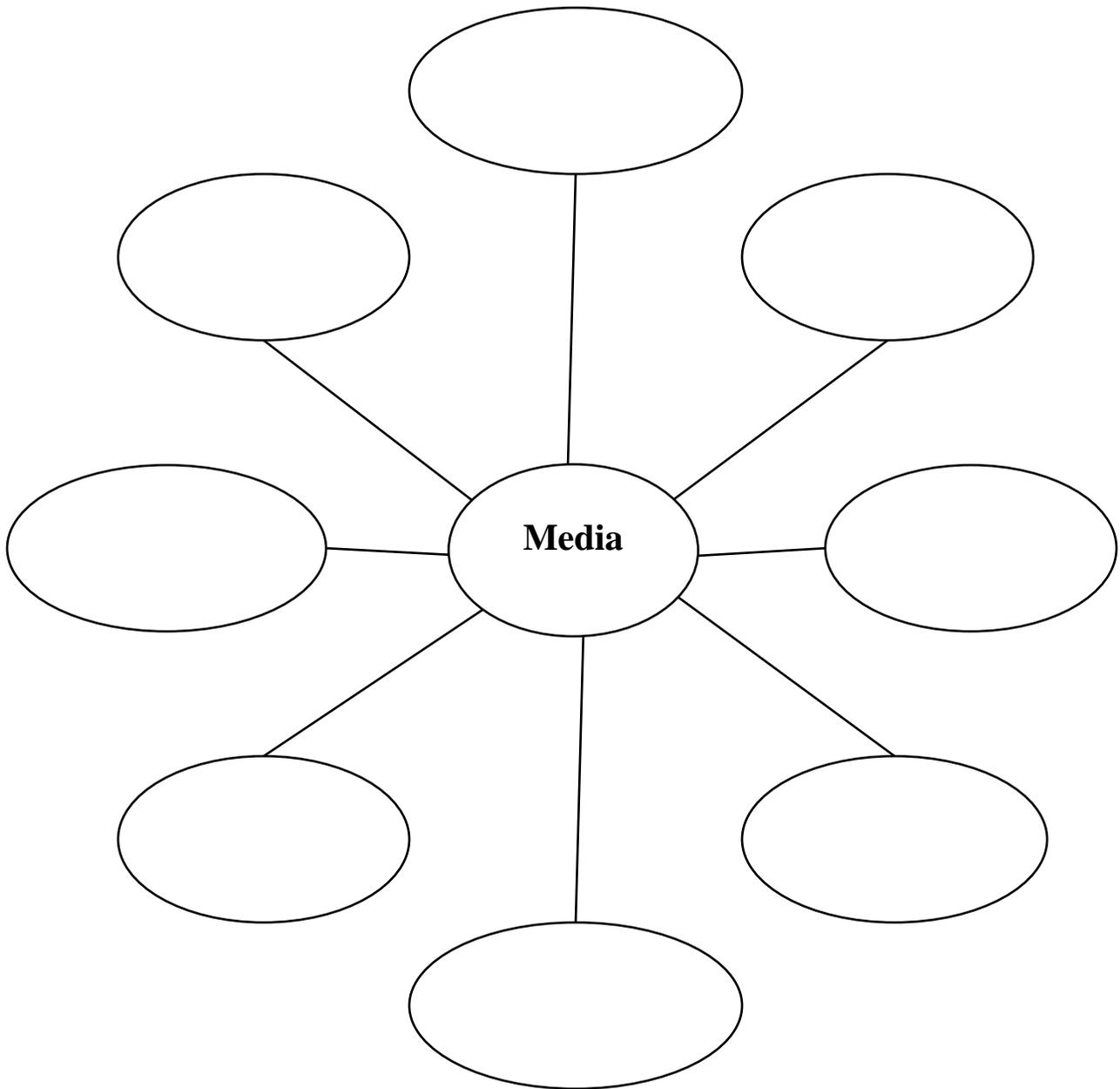
When reviewing the proposed changes, ask the questions: Are these proposed changes important to the mission of reducing substance use and abuse? Are the proposed changes feasible? What more could or should the media do?



***Planning Page
Changes in the Media***

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's media. Consider all forms of local print and broadcast media, including newspapers, radio, and cable and other television.

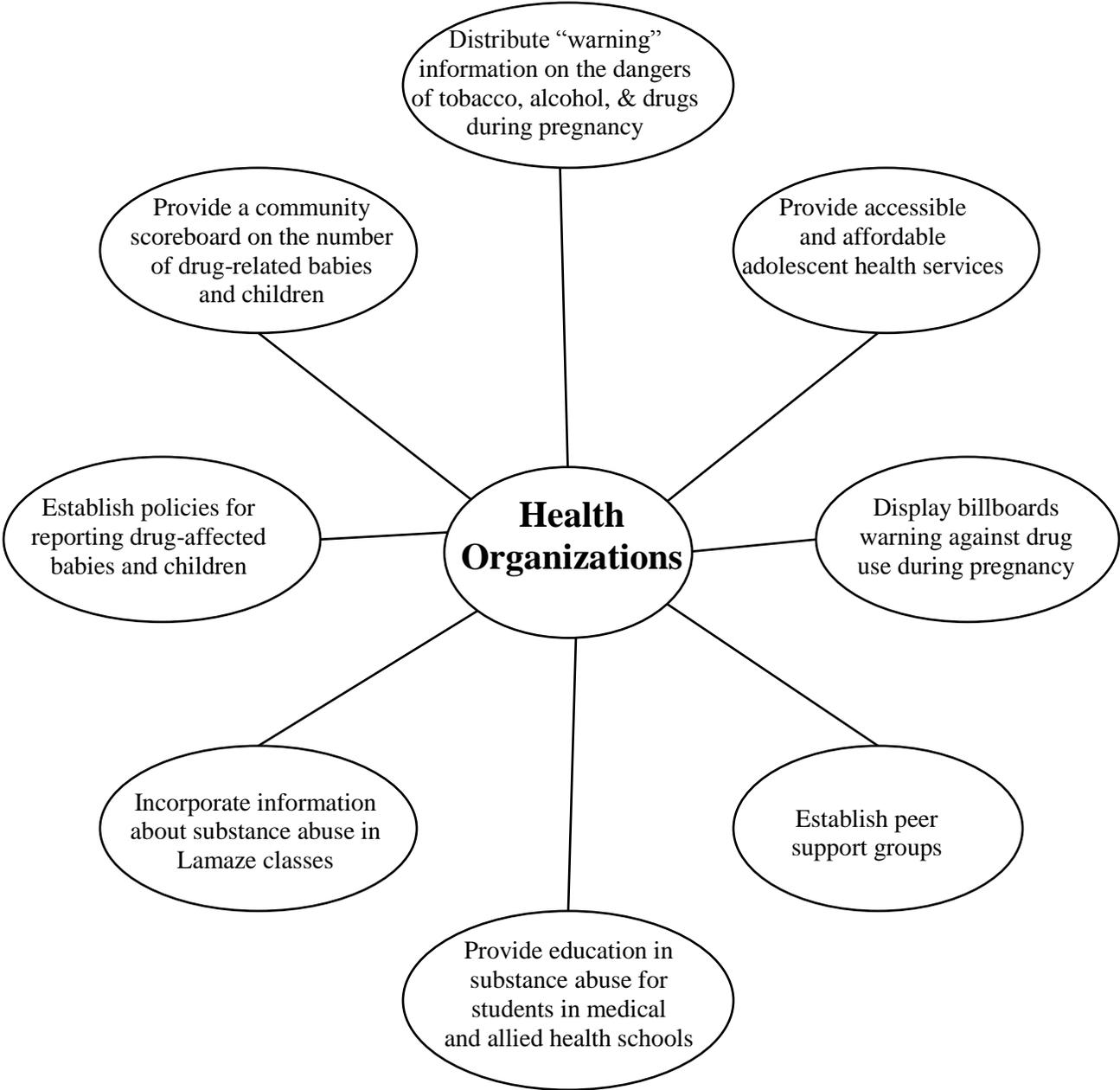
When reviewing the proposed changes, ask the questions: Are these proposed changes important to the mission of reducing substance use and abuse? Are the proposed changes feasible? What more could or should the media do?



Part F
Changes in Health Organizations

(An Example)

There are a number of potential changes in health organizations that might contribute to the mission of reducing substance abuse. Here is an example of the product of planning--a list of changes that might be sought in hospitals, clinics, public health organizations, health education programs, physicians' offices, and other places where health care is provided.



Inventory of Potential Changes in Health Organizations

Please review this list of potential changes in a community's health organizations. The list notes how particular programs, policies, and practices of health organizations might be changed to contribute to the mission of reducing substance use and abuse. These changes that might be considered are organized under several categories of changes, such as providing information or modifying health organization policies.

Identify those changes in health organizations that may be most helpful to the mission of reducing substance use and abuse in your community. Modify these possible changes, and delete or add new ones, to fit your community's needs, resources, and experiences.

Use the Planning Page at the end of this section to record your group's tentative choices for changes to be sought in health organizations. An extra copy of the Planning Page is provided for your convenience.

A. Providing information

- ___ 1. By _____, develop and make available appropriate information for dissemination to the community related to the use and abuse of substances.
- ___ 2. By _____, develop and distribute an information sheet informing patients in health departments, public clinics, and obstetric offices of the dangers of alcohol, tobacco, and drug use during pregnancy.
- ___ 3. By _____, increase the number of private obstetric/gynecologic officers in the area that display literature regarding the dangers of controlled substance use.
- ___ 4. By _____, education in substance use and abuse will be required of all medical students.
- ___ 5. By _____, standard education regarding the effects of alcohol and drug use during pregnancy will take place in all local Lamaze classes.
- ___ 6. Annually, display billboards advocating abstinence from controlled substances while pregnant.
- ___ 7. By _____, warnings will appear on breast pump equipment warning of the dangers of alcohol and other drug use while breast feeding.
- ___ 8. By _____, establish and maintain an interagency council to share information and enhance coordination of efforts to prevent adolescent substance abuse.
- ___ 9. By _____, _____ (other)

B. Enhancing skills

- ___ 1. By _____, provide workshops for youth and parents to enhance decision making skills, peer refusal skills, and parent-child communication.
- ___ 2. By _____, provide cross-cultural training for health professionals to enhance the cultural appropriateness of preventive services.

- ___ 3. By _____, provide inservice training for school personnel in planning, implementing, and evaluating school-based programs for preventing adolescent substance abuse.
- ___ 4. By _____, _____ (other)

C. Providing incentives and disincentives

- ___ 1. By _____, establish an incentive program for lower income women to take advantage of prenatal care at local clinics, health departments, and hospitals.
- ___ 2. By _____, establish an incentive program for hospitals, clinics, and physician's offices to conduct broad-based testing of all newborns.
- ___ 3. By _____, increase and enforce penalties for pharmacies dispensing non-prescribed, habit-forming drugs.
- ___ 4. By _____, _____ (other)

D. Facilitating support from influential others

- ___ 1. By _____, establish peer support groups.
- ___ 2. By _____, establish support groups and networks for parents and guardians.
- ___ 3. By _____, _____ (other)

E. Changing the physical design of the environment

- ___ 1. By _____, improve the accessibility of adolescent health services.
- ___ 2. By _____, _____ (other)

F. Improving services

- ___ 1. By _____, provide adolescent health services in the schools.
- ___ 2. By _____, discontinue the practice of "repeating" prescriptions for all habit-forming drugs.
- ___ 3. By _____, establish an interagency network to coordinate efforts to prevent adolescent substance abuse.
- ___ 4. By _____, conduct annual school-based health fairs with an emphasis on youth health issues, including substance abuse.
- ___ 5. By _____, _____ (other)

G. Modifying policies of health organizations

- ___ 1. By _____, all establishments in the area that sell alcohol and tobacco products will be required to post a warning such as: "Danger! The use of alcohol and or tobacco during pregnancy may result in mental retardation and other birth defects."

- ___ 2. By _____, an inter-hospital network for reporting alcohol and drug-related emergency room admissions will be established.
- ___ 3. By _____, information of the number of drug-affected babies in the area will be collected and reported to the media and relevant interest groups.
- ___ 4. By _____, hospitals will institute mandatory testing for all newborns.
- ___ 5. By _____, _____ (other)

H. Providing public feedback on goal attainment

- ___ 1. By _____, provide a community score card reporting information on the level of substance abuse and other community-level indicators, such as alcohol-related accidents.
- ___ 2. By _____, provide a community score card reporting information on the number of drug-affected babies born in the community.
- ___ 3. By _____, _____ (other)

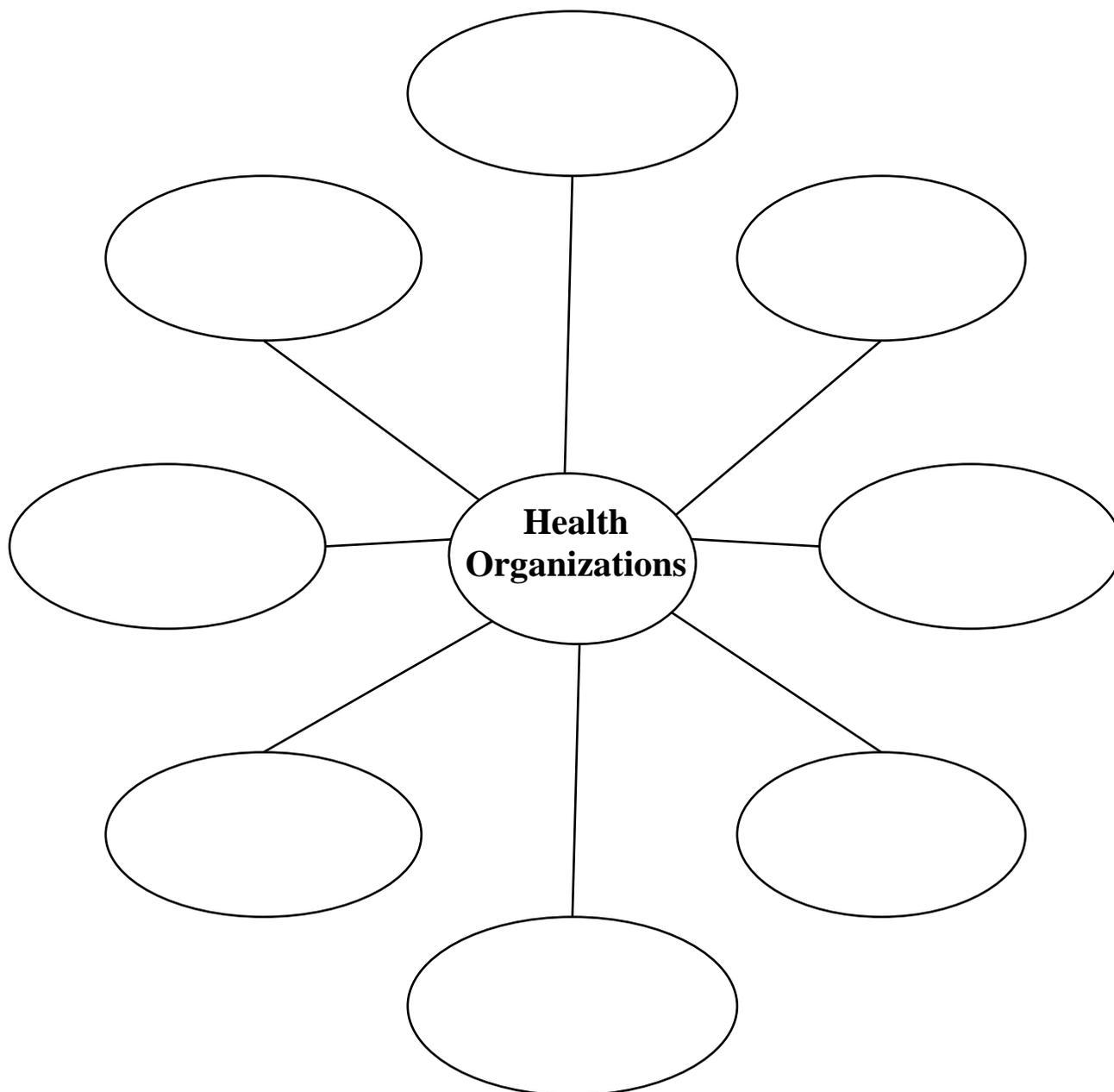
I. Modifying broader policies affecting health organizations

- ___ 1. By _____, modify school board (and state) policies to permit mandatory drug testing in the schools.
- ___ 2. By _____, _____ (other)

Planning Page
Changes in Health Organizations

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's health organizations. Consider all the contexts in which people receive health services including hospitals, clinics, public health organizations, health education programs, physicians' offices, and other places where health care is provided.

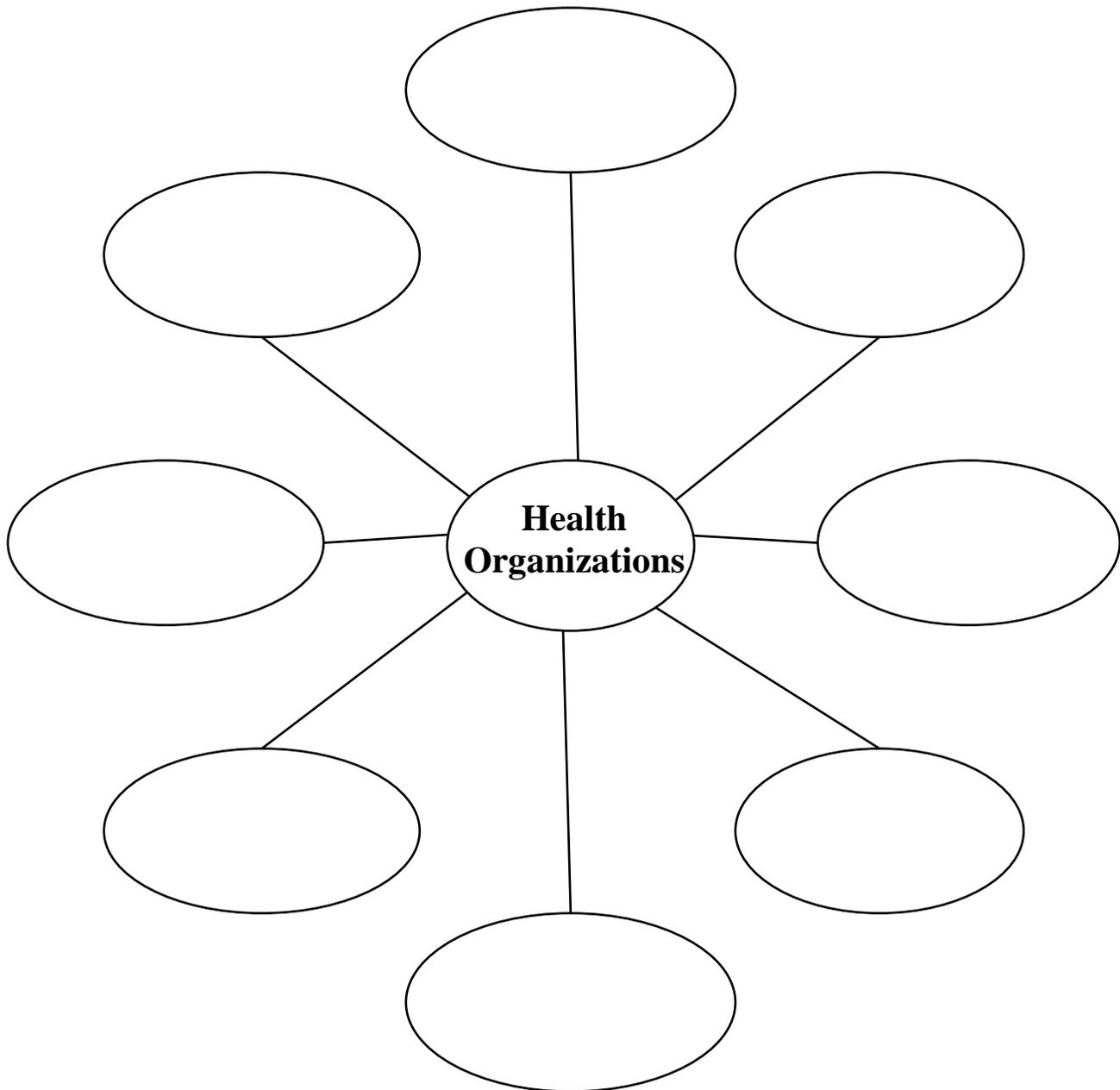
When reviewing the proposed changes, ask the questions: Are these proposed changes important to the mission of reducing substance use and abuse? Are the proposed changes feasible? What more could or should health organizations do?



Planning Page
Changes in Health Organizations

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's health organizations. Consider all the contexts in which people receive health services including hospitals, clinics, public health organizations, health education programs, physicians' offices, and other places where health care is provided.

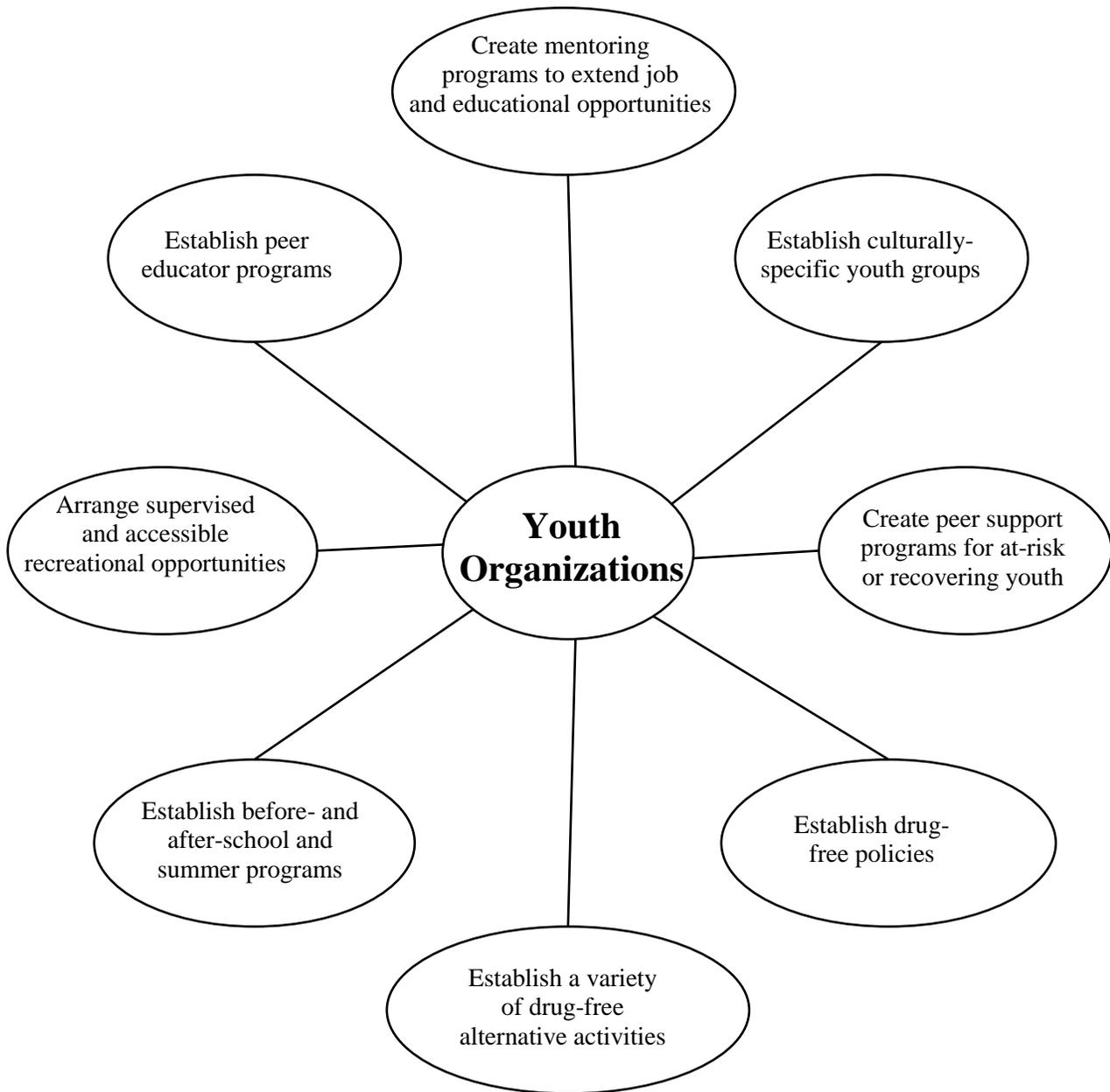
When reviewing the proposed changes, ask the questions: Are these proposed changes important to the mission of reducing substance use and abuse? Are the proposed changes feasible? What more could or should health organizations do?



Part G
Changes in Youth Organizations

(An Example)

There are a number of potential changes in youth organizations that will contribute to the mission of reducing substance abuse. Here is an example of the product of planning--a list of changes that can be sought in after-school recreational programs, such as Boys and Girls Clubs or the YMCA, Scouting organizations, 4-H, recreational programs, and cultural organizations.



Inventory of Potential Changes in Youth Organizations

Please review this list of potential changes in a community's youth organizations. The list notes how particular programs, policies, and practices of youth organizations might be changed to contribute to the mission of reducing substance use and abuse. These changes that might be considered are organized under several categories of changes, such as providing information or modifying policies of youth organizations.

Identify those changes in youth organizations that may be most helpful to the mission of reducing substance use and abuse in your community. Modify these possible changes, and delete or add new ones, to fit your community's needs, resources, and experiences.

Use the Planning Page at the end of this section to record your group's tentative choices for changes to be sought in youth organizations. An extra copy of the Planning Page is provided for your convenience.

A. Providing information

- ___ 1. By _____, create a peer educator group to provide information to youth about the harmful consequences of the use and abuse of tobacco, alcohol, and other drugs.
- ___ 2. By _____, coordinate youth speakouts on substance abuse and its prevention.
- ___ 3. By _____, _____ (other)

B. Enhancing skills

- ___ 1. By _____, create a peer educator group to provide skills training in resisting pressure to use tobacco, alcohol, and other drugs.
- ___ 2. By _____, _____ (other)

C. Providing incentives and disincentives

- ___ 1. By _____, establish a contest for youth to develop messages to discourage other youth from using tobacco, alcohol, and other drugs.
- ___ 2. By _____, _____ (other)

D. Facilitating support from influential others

- ___ 1. By _____, create mentoring programs to enhance job and secondary education opportunities.
- ___ 2. By _____, establish a peer support program for at-risk and/or recovering youth.
- ___ 3. By _____, establish culturally-specific youth groups for ethnic minorities and people of color.
- ___ 4. By _____, establish regional support networks among leaders and members of youth organizations working on preventing substance abuse.

___ 5. By _____, _____ (other)

E. Changing the physical design of the environment

___ 1. By _____, arrange supervised recreational areas near where at-risk children and adolescents live.

___ 2. By _____, provide safe and affordable transportation to supervised recreational opportunities.

___ 3. By _____, _____ (other)

F. Improving services

___ 1. By _____, establish and market a "crimestoppers" type hotline for use by youth for reports of drug-related crime.

___ 2. By _____, the school district, parents or guardians, and the recreation department will establish before and after school and summer activities for youth.

___ 3. By _____, a youth drama troupe will be established to tour shopping malls and schools to address teen issues and decision making.

___ 4. By _____, establish or reinstate middle school sports leagues and activities.

___ 5. By _____, establish a central clearinghouse to conduct widespread job skills training and placement for at-risk youth.

___ 6. By _____, establish a variety of drug-free alternative activities.

___ 7. By _____, establish and support peer educator programs in youth organizations, middle schools, and high schools.

___ 8. By _____, coordinate youth volunteer efforts to prevent substance abuse.

___ 9. By _____, _____ (other)

G. Modifying policies of youth organizations

___ 1. By _____, establish Board policies by which youth can have influence on the policies and practices of youth organizations.

___ 2. By _____, local youth organizations will adopt written drug-free policies regarding the consequences for youth who use drugs.

___ 3. By _____, _____ (other)

H. Providing Public Feedback on Goal Attainment

___ 1. By _____, provide a community score card reporting information on level of substance abuse and related community-level indicators, such as school drop outs and alcohol and drug related motor vehicle crashes.

___ 2. By _____, _____ (other)

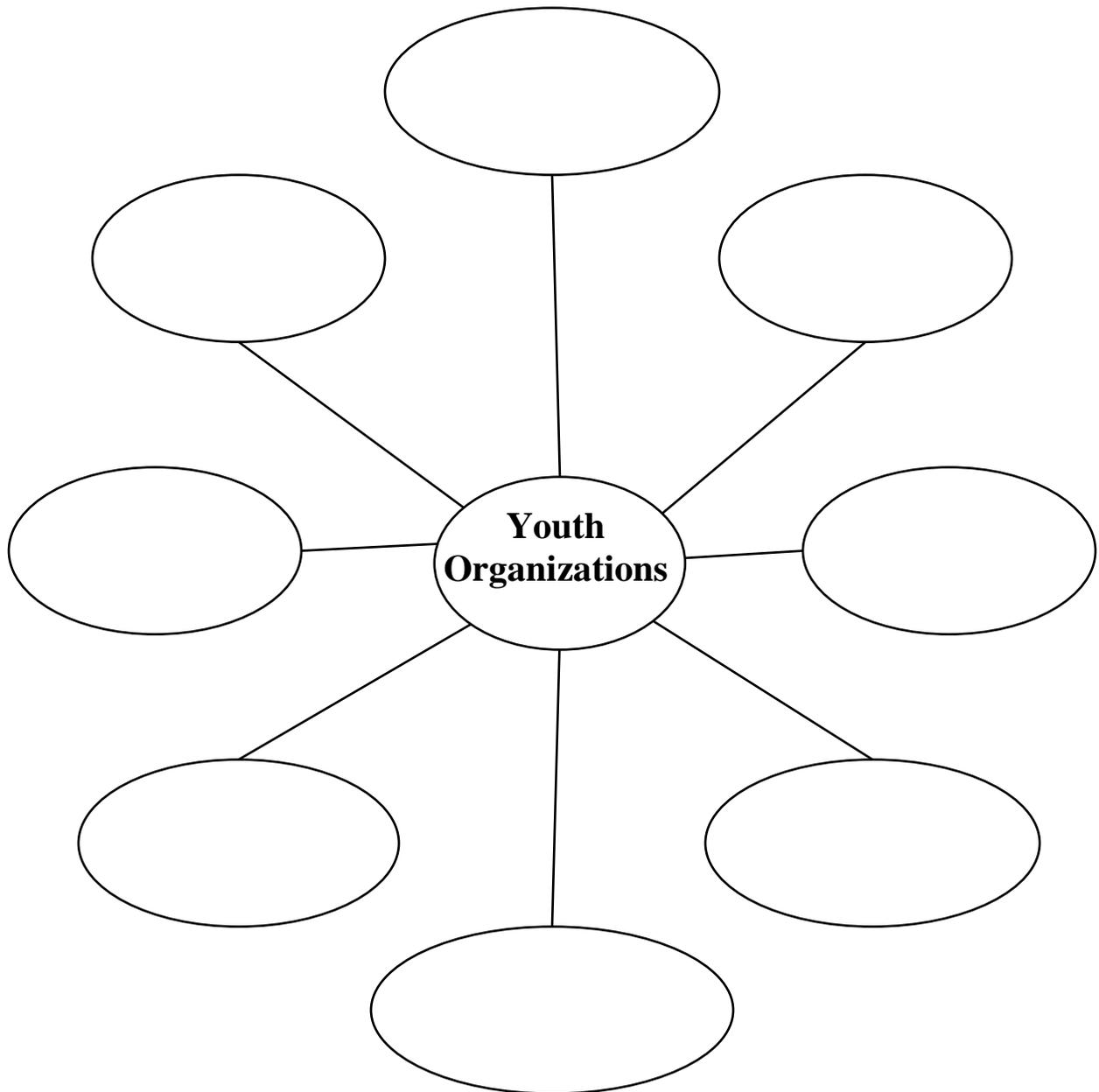
I. Modifying broader policies affecting youth

- ___ 1. By _____, establish national and state programs to promote community service.
- ___ 2. By _____, increase youth involvement in advisory councils and other forums for advocating for policies that affect them.
- ___ 3. By _____, _____ (other)

Planning Page
Changes in Youth Organizations

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's youth organizations. Consider the different types of organizations serving youth, including after-school recreational programs, such as Boys and Girls Clubs or the YMCA, Scouting organizations, 4-H, recreational programs, and cultural organizations.

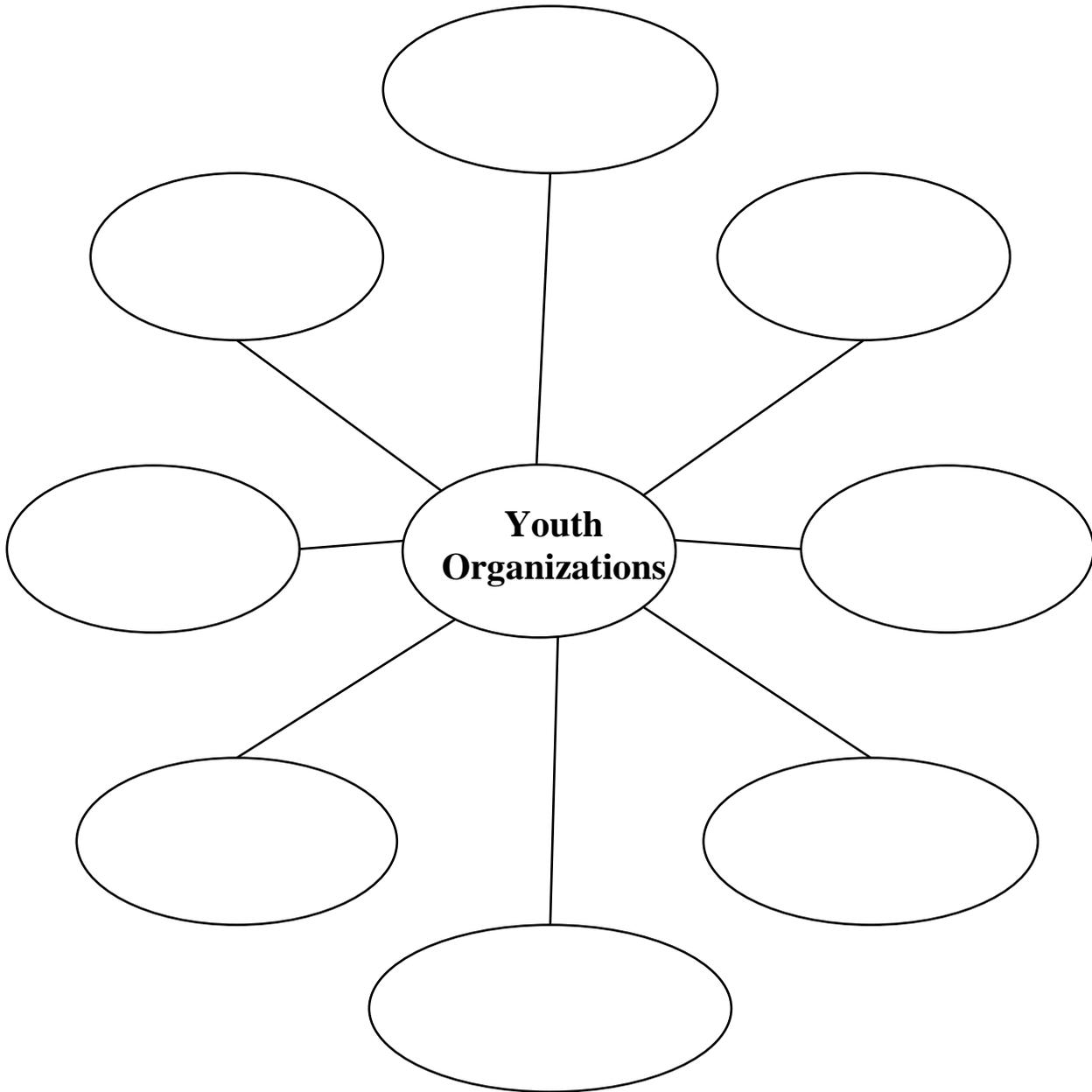
When reviewing the proposed changes, ask the questions: Are these proposed changes important to the mission of reducing substance use and abuse? Are the proposed changes feasible? What more could or should youth organizations do?



Planning Page
Changes in Youth Organizations

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's youth organizations. Consider the different types of organizations serving youth, including after-school recreational programs, such as Boys and Girls Clubs or the YMCA, Scouting organizations, 4-H, recreational programs, and cultural organizations.

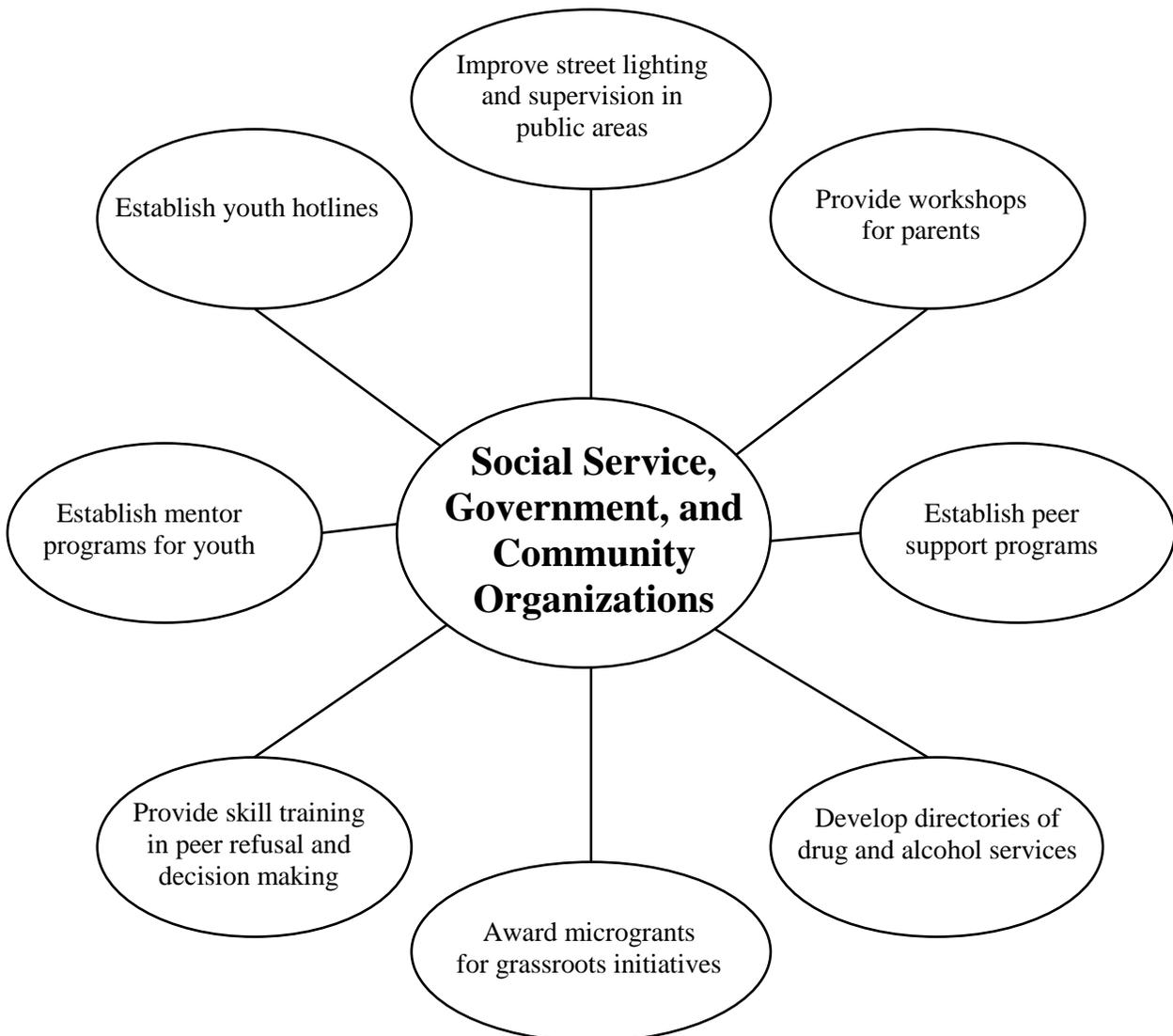
When reviewing the proposed changes, ask the questions: Are these proposed changes important to the mission of reducing substance use and abuse? Are the proposed changes feasible? What more could or should youth organizations do?



Part H
**Changes in Social Service, Government,
and Community Organizations**

(An Example)

There are a number of potential changes in social service, government, and community organizations that might contribute to the mission of reducing substance abuse. Here is an example of the product of planning--a list of changes that might be sought in service organizations, including those providing welfare and vocational services as well as drug treatment and aftercare; government agencies, including executive and legislative bodies at local, county, and state levels; and community organizations, including related coalitions, advocacy organizations, self-help groups, neighborhood improvement associations, and neighborhood task forces.



Inventory of Potential Changes in Social Service, Government, and Community Organizations

Please review this list of potential changes in a community's social service, government, and community organizations. The list notes how particular programs, policies, and practices of social service, government, and community organizations might be changed to contribute to the mission of reducing substance use and abuse. These changes that might be considered are organized under several categories of changes, such as providing information or modifying social service, government, and community organization policies.

Identify those changes in social service, government, and community organizations that may be most helpful to the mission of reducing substance use and abuse in your community. Modify these possible changes, and delete or add new ones, to fit your community's needs, resources, and experiences.

Use the Planning Page at the end of this section to record your group's tentative choices for changes to be sought in social service, government, and community organizations. An extra copy of the Planning Page is provided for your convenience.

A. Providing information

- ___ 1. By _____, increase the availability of locally-relevant and culturally-specific information about substance abuse in appropriate forms (e.g., pamphlets, audio and video tapes, posters, PSAs).
- ___ 2. By _____, disseminate appropriate information to the community related to the use and abuse of substances.
- ___ 3. By _____, establish and increase use of youth hotlines and other crisis hotlines.
- ___ 4. By _____, _____ (other)

B. Enhancing skills

- ___ 1. By _____, provide skills training in decision making, peer refusal, and communication to youth.
- ___ 2. By _____, provide workshops for parents and guardians on how to talk with youth about drugs.
- ___ 3. By _____, establish youth community service programs to enhance life skills and social responsibility.
- ___ 4. By _____, _____ (other)

C. Providing incentives and disincentives

- ___ 1. By _____, provide access to job and secondary education opportunities for at-risk youth who remain drug free.
- ___ 2. By _____, _____ (other)

D. Facilitating support from influential others

- ___ 1. By _____, establish peer support programs within community organizations.
- ___ 2. By _____, establish parent and guardian support programs.
- ___ 3. By _____, establish scholarship programs for low-income youth to advance their education and training.
- ___ 4. By _____, _____ (other)

E. Changing the physical design of the environment

- ___ 1. By _____, improve street lighting and supervision in public parks and recreational areas.
- ___ 2. By _____, _____ (other)

F. Improving services

- ___ 1. By _____, increase the number of alcohol and drug treatment beds for underserved populations by XX%.
- ___ 2. Annually, award microgrants to grassroots organizations or individuals to establish programs to prevent or reduce substance use and abuse among youth.
- ___ 3. By _____, increase allocations for the development of aftercare services for juvenile offenders by XX%.
- ___ 4. By _____, establish a centralized center for educating and supporting parents and guardians.
- ___ 5. By _____, increase the number of agencies or organizations that conduct free parenting classes with culturally-appropriate content.
- ___ 6. Annually, XXX will develop an updated Resource Directory on Drug and Alcohol Services and disseminate it to area clergy, businesses, schools, and other relevant organizations.
- ___ 7. By _____, establish mentor programs for youth to facilitate employment and educational opportunities.
- ___ 8. By _____, provide help in obtaining public assistance (e.g., AFDC, food stamps) for those families that need it.
- ___ 9. By _____, provide transportation for youth to get access to support and prevention programs.
- ___ 10. By _____, _____ (other)

G. Modifying policies of social service, government, and community organizations

- ___ 1. By _____, establish policies whereby all agencies serving youth will be smoke free.

- ___ 2. By _____, mandate that the office of social and rehabilitative services will report all drug-involved families.
- ___ 3. By _____, establish mandatory drug screening for all youth-in-custody.
- ___ 4. By _____, sever parental rights and discontinue entitlements for families known to consistently abuse drugs.
- ___ 5. By _____, establish a policy of providing matching funds for grants for prevention activities.
- ___ 6. By _____, _____ (other)

H. Providing public feedback on goal attainment

- ___ 1. By _____, provide a community score card reporting the level of substance abuse and related indicators, such as alcohol-related accidents.
- ___ 2. By _____, _____ (other)

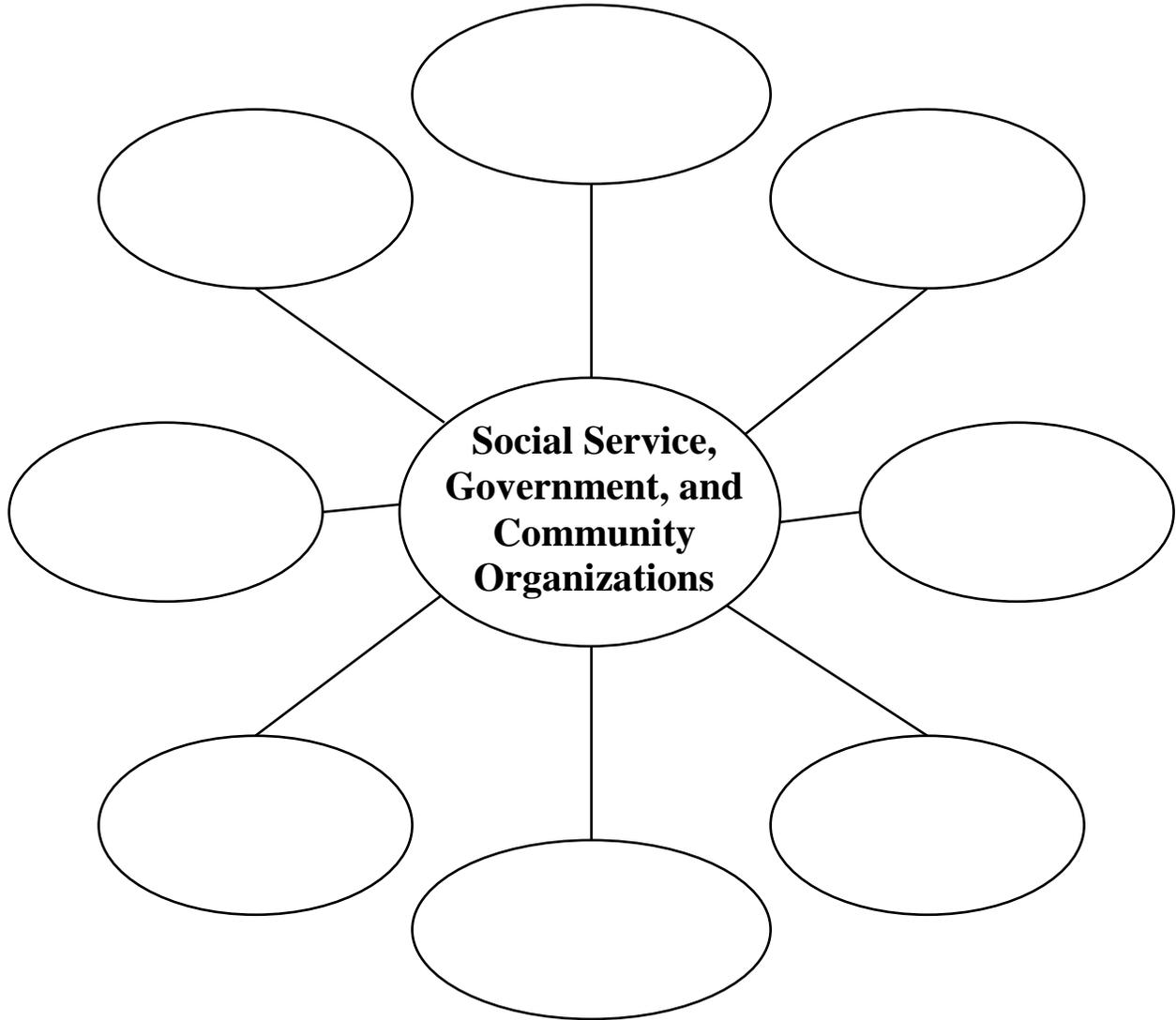
I. Modifying broader policies affecting social service, government, and community organizations

- ___ 1. By _____, establish national and state programs to promote community service.
- ___ 2. By _____, modify school board (and state) policies to mandate drug testing in the schools.
- ___ 3. By _____, establish cooperative agreements among relevant state and local agencies regarding joint initiatives to prevent adolescent substance abuse.
- ___ 4. By _____, _____ (other)

Planning Page
Changes in Social Service, Government, and Community Organizations

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's social service, government, and community organizations. Consider the variety of service organizations, including those providing welfare and vocational services as well as drug treatment and aftercare. Consider relevant government agencies, including executive and legislative bodies at local, county, and state levels. Consider relevant community organizations, including related coalitions, advocacy organizations, self-help groups, neighborhood improvement associations, and neighborhood task forces.

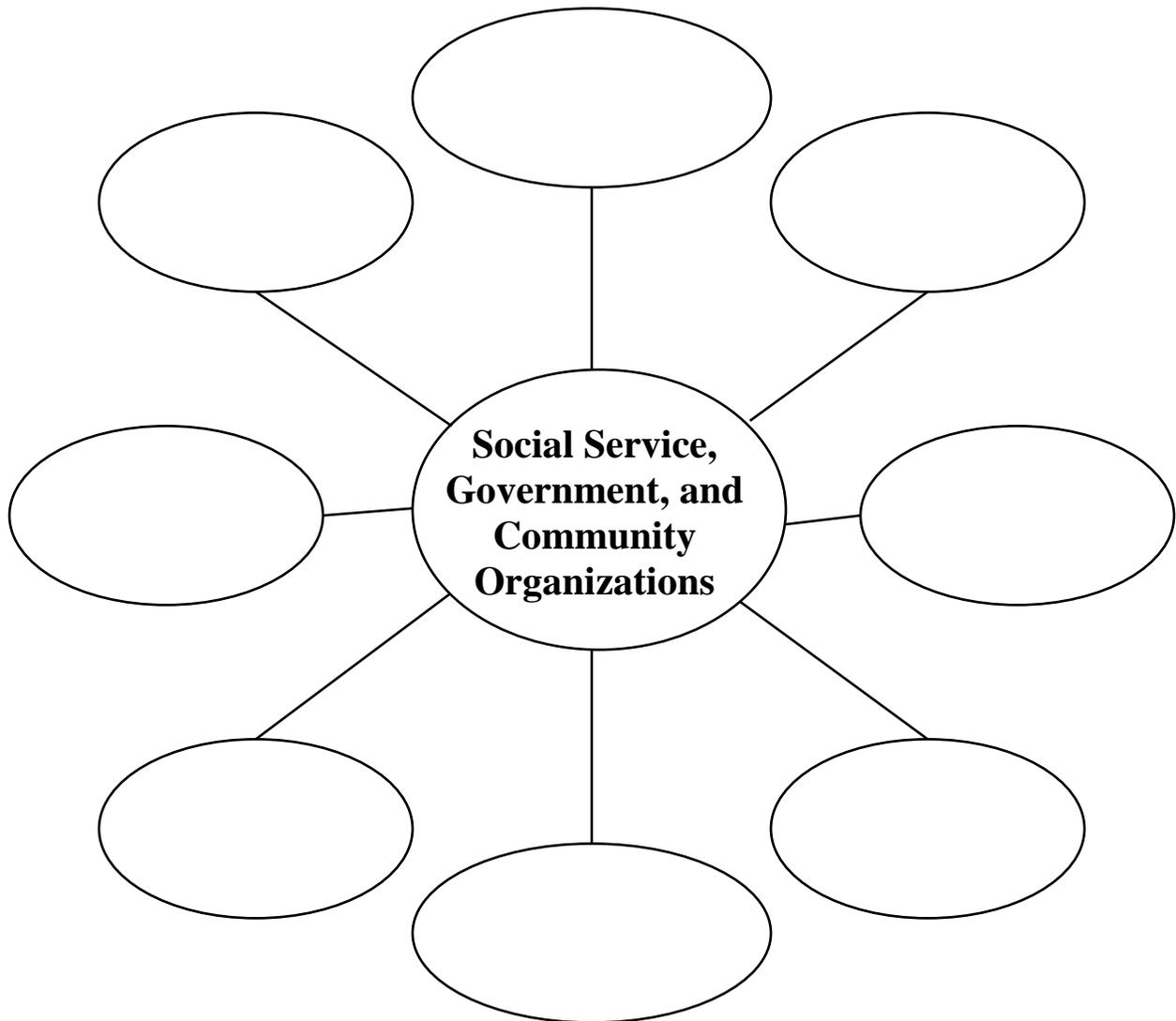
When reviewing the proposed changes, ask the questions: Are these proposed changes important to the mission of reducing substance use and abuse? Are the proposed changes feasible? What more could or should social service, government, and community organizations do?



Planning Page
Changes in Social Service, Government, and Community Organizations

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's social service, government, and community organizations. Consider the variety of service organizations, including those providing welfare and vocational services as well as drug treatment and aftercare. Consider relevant government agencies, including executive and legislative bodies at local, county, and state levels. Consider relevant community organizations, including related coalitions, advocacy organizations, self-help groups, neighborhood improvement associations, and neighborhood task forces.

When reviewing the proposed changes, ask the questions: Are these proposed changes important to the mission of reducing substance use and abuse? Are the proposed changes feasible? What more could or should social service, government, and community organizations do?



CHAPTER V

Refining Your Action Plan: Building Consensus on Proposed Changes

The purpose of this chapter is to help guide final choices of changes to be sought by your group. We outline a process for building consensus among group members about proposed changes. The process consists of checking the proposed changes for completeness, using a survey to build consensus, and securing a formal decision from the entire group.

Checking the Proposed Changes for Completeness

The group should review proposed changes for each sector, and for all sectors taken together. To review the proposed changes in each community sector, we recommend asking two questions:

- Taken together, do these proposed changes maximize this sector's contribution to the mission of reducing substance abuse?
- What other changes in programs, policies, or practices could or should be made in this sector?

To review the entire set of proposed changes for all sectors, we suggest asking:

- Would all the changes, taken together, be sufficient to reduce substance abuse to desired levels?
- What other changes in programs, policies, or practices could or should be made in the community?

Answers to the questions will contribute to a more complete set of proposed changes.

Using a Survey to Build Consensus

Formulating the proposed changes on a survey is very helpful in building consensus. We recommend listing all the proposed changes, organized by community sector, along with questions about their importance and feasibility.

For each change to be sought, we recommend asking:

Is this proposed change *important* to the mission of reducing substance abuse among adolescents?

Is the proposed change *feasible*?

A format that you could use in your own survey appears on the following page. The circles show sample responses to the survey items.

Proposed Changes in the Schools	<i>How important is it to...</i>					<i>How feasible is it to...</i>				
	not important			very important		not feasible			very feasible	
1. Provide skills training in peer resistance	1	2	3	4	5	1	2	3	4	5
2. Establish mentoring programs	1	2	3	4	5	1	2	3	4	5

Surveys should be distributed to all key audiences for the group, including its members, representatives of funding sources, and experts in the prevention of substance abuse. Collect completed surveys and compute an average rating for importance and feasibility for each proposed change.

The results can be used to guide final choices. Proposed changes with high importance and feasibility ratings should be given higher priority for action; those with lower importance or feasibility, a lower priority. It may be helpful to set a cutpoint for choosing priorities. For example, perhaps only those proposed changes with an average rating of 4.5 or higher on importance, and 3.75 or higher on feasibility might be included on the final action plan.

Securing a Formal Decision from the Entire Group

Seek formal approval of the proposed changes by the membership of the group. The *entire* membership should have the opportunity to make a decision on proposed changes for all sectors. Seek consensus, using a formal vote to resolve disputes about specific changes. Arrange for a vote of the entire membership on the complete action plan, recording the votes for and against.

Summary

This chapter described a process for helping build consensus on the complete list of proposed changes for the community sectors to be involved in the initiative. The next chapter describes how to convert these proposed changes into a final action plan.

CHAPTER VI

Finalizing Your Actions Plan: Listing Action Steps for Proposed Changes

The purpose of this chapter is to help prepare action steps for each community change sought by your group. We recommend defining only the *major* action steps needed to attain each proposed change. It is not necessary to list all the action steps--list only the most critical steps required to create the desired change.

The action steps detail what will occur, in what amount, by whom, and by when. To prepare action steps for your action plan, define the following for each proposed change:

- what actions will be taken (what)
- the responsible agents (by whom)
- the timing (by when)
- resources and support needed and available
- potential barriers and resistance
- with whom communication about the plan should occur

A comprehensive action plan--proposed changes and related action steps--helps communicate to important audiences that the group is clearly organized. It helps demonstrate that the group understands what is needed to be effective in bringing about change.

The complete action plan includes action steps for each change to be sought. Organize the changes by community sector, listing each proposed change, and related action steps, in the order in which they are supposed to occur.

The example that follows illustrates how to list action steps for a specific change to be sought in the business sector.

Action Steps for Identified Changes (An Example)

Use this page to outline action steps for each identified change to be sought in each community sector.

Community Sector: Business
 Community Change to be sought: By 1995, establish a mentoring program by which adolescents at risk can gain access to potential employers and job opportunities

ACTIONS	BY WHOM	BY WHEN	RESOURCES & SUPPORT NEEDED/AVAILABLE	POTENTIAL BARRIERS OR RESISTANCE	COMMUNICATION
What needs to be done?	Who will take action?	By what date will the action be done?	What financial, human, political and other resources are needed? What resources are available?	What individuals and organizations might resist? How?	What individuals and organizations should be informed about these actions?
Contact local businesses to secure a list of interested employers and possible jobs.	Staff	February 1994	Staff time, employer/mentor time, and job opportunities are needed. Time and opportunities are available.	Some employers may not want to participate.	Schools, Other Businesses, Religious Organizations, Youth Groups.
Meet with group of interested employers/mentors and youth to establish program guidelines.	Staff, Employers, And Youth	March 1994	Staff and employer time and youth time.	Some employers and youth may choose not to participate.	Schools, Other Businesses, Religious Organizations, Youth Groups.
Pilot program with a few interested youth and employers.	Employers and Youth	April 1994	Time and jobs.	Businesses and youth.	Schools, Other Businesses, Religious Organizations, Youth Groups.

Planning Page
Action Steps for Identified Changes

Use this page to outline action steps for each identified change to be sought in each community sector.

Community Sector: _____
 Community Change to be sought: _____

ACTIONS	BY WHOM	BY WHEN	RESOURCES & SUPPORT NEEDED/AVAILABLE	POTENTIAL BARRIERS OR RESISTANCE	COMMUNICATION
What needs to be done?	Who will take action?	By what date will the action be done?	What financial, human, political and other resources are needed? What resources are available?	What individuals and organizations might resist? How?	What individuals and organizations should be informed about these actions?

Planning Page
Action Steps for Identified Changes

Use this page to outline action steps for each identified change to be sought in each community sector.

Community Sector: _____
 Community Change to be sought: _____

ACTIONS	BY WHOM	BY WHEN	RESOURCES & SUPPORT NEEDED/AVAILABLE	POTENTIAL BARRIERS OR RESISTANCE	COMMUNICATION
What needs to be done?	Who will take action?	By what date will the action be done?	What financial, human, political and other resources are needed? What resources are available?	What individuals and organizations might resist? How?	What individuals and organizations should be informed about these actions?

CHAPTER VII

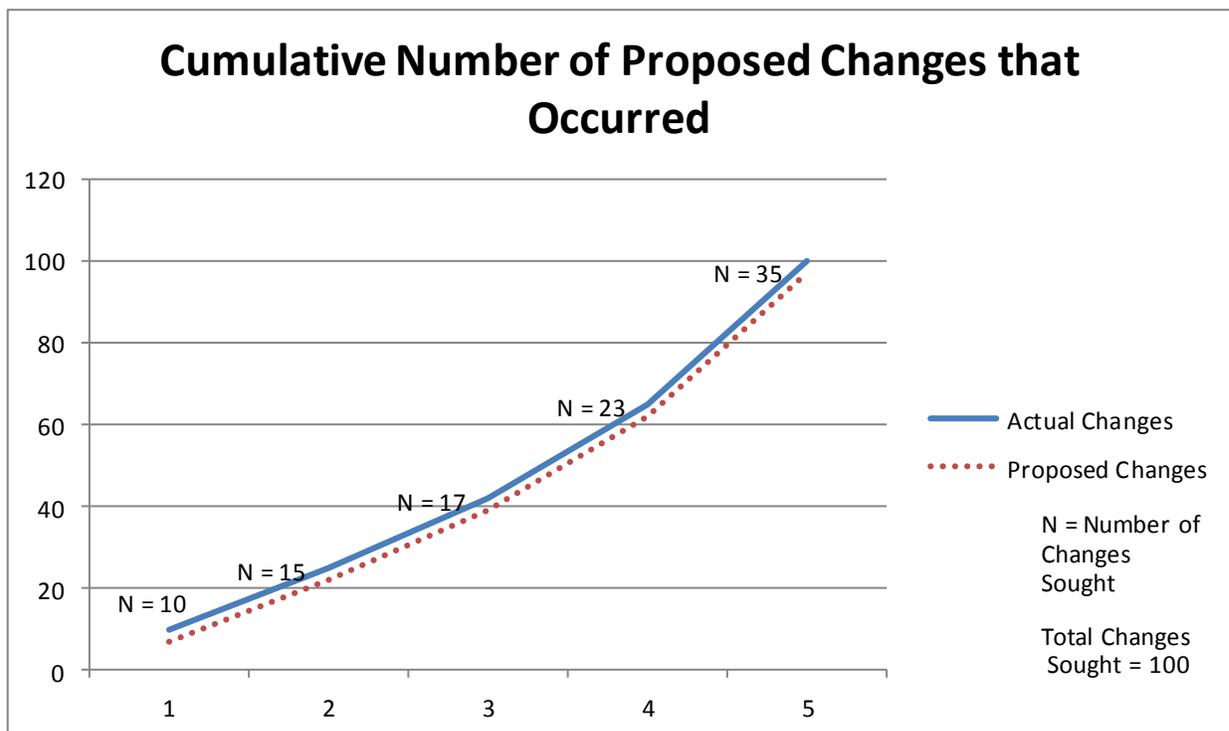
Monitoring Progress and Promoting Renewal

The purpose of this chapter is to suggest how the group might monitor progress toward goal attainment and promote renewal in the group as necessary. It is important to *evaluate* the success of the group. Review the proposed changes periodically to monitor their attainment and revise your proposed changes and action plan accordingly.

Monitoring Progress

Consider creating a scorecard for your group that shows the cumulative number of proposed changes in a given year that actually occurred. You might use a graph to show how the group is doing with its action plan.

A sample graph follows. The "N" refers to the number of changes sought each year. This example group sought a total of 100 changes over five years. The solid line shows actual changes, the dotted line shows the proposed level of change.



Similar graphs might be prepared for each community sector to give insight into how progress on changes in schools compares with that in the business community, for example. The results should be reported annually to the membership and to funding sources.

Promoting Renewal

Even the most effective organizations require renewal periodically. Arrange ongoing review and discussion of group progress on the proposed changes. The review should involve all relevant audiences for the group, including group members, funding partners, and experts in substance abuse. Invite consideration of the importance of changes that have occurred to the mission. Communicate to all relevant audiences how their feedback was used to modify the action plan--or even the broader mission, objectives, and strategies--of the group.

Revise the list of proposed changes periodically to correspond to new opportunities and challenges. When situations or opportunities change in the schools, for example, consider how the action plan might be modified. Use the inventories found in this guide to help identify new challenges that can *renew* your organization's efforts.

Summary

This final chapter outlined a strategy for monitoring attainment of community changes over time and providing feedback on goal attainment to the membership and funding sources. It also highlighted the importance of renewal, suggesting that groups must modify their action plans periodically to respond to new challenges and opportunities.

Epilogue

This guide has posted markers on the winding road of action planning. The process of action planning consists of several major sets of activities, including:

- ◆ Convening a planning group in your community that consists of:
 - Key leaders
 - Grassroots organizations
 - Representatives of key sectors
 - Representatives of ethnic and cultural groups
- ◆ Documenting and analyzing the problem
- ◆ Determining what community sectors should be involved in the solution
- ◆ Developing tentative lists of changes to be sought in each sector
- ◆ Building consensus on proposed changes
- ◆ Outlining action steps for proposed changes
- ◆ Monitoring progress on goal attainment
- ◆ Renewing your group's efforts as needed

When you complete these activities, *celebrate* (for now) the completion of the challenging process of action planning! You now have a **blueprint for action**.

May the winds blow favorably on your group's efforts to change your community.

May our children and youth develop fully in communities less burdened with the pain of substance abuse.

*"If the sage would guide the people,
he must serve with humility.
If he would lead them,
he must follow behind..."*

-Lao Tsu, Tao Te Ching

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***"Do all your work
as if you had a thousand years to live
and as if you knew you must die tomorrow."
-Mother Ann Lee, Shaker founder***