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Goal
The goal of the Assessing Community Resources workshop is to build the community board’s capacity to assess existing resources, identify gaps, and prepare to select tested, effective programs, policies, and practices to address the priorities chosen by your community. The workshop is delivered in a series of three workshops and follows the community board’s selection of 2-5 priority risk and protective factors.

Objectives for Session 1
During Session 1, participants will:
1. Understand the priority risk and protective factors targeted for action
2. Identify a pool of resource providers to be surveyed
3. Finalize a short phone survey to determine providers for face-to-face interviews
4. Plan for the completion of the phone surveys
5. Schedule their next workshop session

Audience
The participants of this workshop are the members of the Resources Assessment & Evaluation workgroup. You should also recruit any community leaders or individuals who have expert knowledge of the community’s services and resources, if those people are not already part of this workgroup. There are generally 5-10 participants in these sessions.

Agenda Session 1
Total time including breaks is approximately 3 hours.

Module 1 – Overview/Review 15-45 minutes*
Module 2 – Identify Resources 75 minutes
Module 3 – Plan Community Inventory 30 minutes

* 15 minutes if people know the material
Milestones & Benchmarks Addressed in This Session

Milestone 3.5: Conduct a resources assessment and gaps analysis.

- Create a Resources Assessment & Evaluation workgroup to conduct the resources assessment and gaps analysis.
- Involve service providers and other youth service agencies in the resources assessment.
- Hold the Assessing Community Resources workshop.
- Identify and assess existing policies, programs and practices that address the priority risk and protective factors.

In Advance of Session 1

- If you haven’t already done so, read the Introduction document for this workshop, especially the sections on preparing for the workshop and preparing for potential pitfalls.

- Module 1 is designed to include a brief report by a key leader on the CTC progress to date. Once you have recruited a key leader for this task, be sure to provide in advance any information they might need. Also be sure to provide the details of where and for how long they will be needed.

- Module 1 includes a review of two video clips that participants watch before attending the session. You will need to include instructions on how to access the videos and encourage participants to watch them before the workshop session.

- Module 1 includes a report from the Risk & Protective Factor Assessment workgroup regarding the prioritized risk and protective factors. Be sure the representative(s) of the Risk & Protective Factor Assessment workgroup are prepared to provide an update on the risk and protective factors chosen, and to answer questions the Resource Assessment & Evaluation workgroup members might have about those prioritized factors. Allow 15 minutes for the presentation.

- Module 2 includes an activity using resource directories and service guides. Have several copies of any such directories available for the workgroup to use during Module 2. Participants will also want to search internet directories for relevant resources. You will need to have internet access and several devices capable of browsing the web in order to complete this activity.

- Prepare a chart paper with the headline “Parking Lot” (or Bike Rack”). Divide the space below into two columns; label one column “Questions” and the other “Issues”.

- Prepare a chart paper with the ground rules for display.
Assessing Community Resources
Pre-training Preparation

- List the community’s prioritized risk and protective factors on a chart paper for use at the beginning of Module 2.

- Prepare chart paper with several columns. The title for the first column is “Agency Name.” Then make one column for each of the community’s priority risk and protective factors.

- In Module 3, you model conducting a phone survey with a volunteer in the room. Practice this in advance with your CTC coach!

- Some worksheets are available to you in electronic format. For the small group work you may choose to provide electronic copies to one member at each table for groups to complete the worksheets electronically on a laptop or tablet.

Materials Preparation for Each Module

- Be sure to consult the advance preparations required for each of the modules in the workshop found under the Materials & Advanced Preparation section of the Facilitator Guide Introduction, pp. viii-xvi, or at the beginning of each module.

- Make sure that participant materials are complete and available for each participant. Arrange for printing, copying or delivery in advance to ensure all materials are available.

- Read the Tech Tips located in the right-hand side bar of the “For Facilitators” page on the eCTC website.

- Check to ensure that the technology you will use to present the workshop is in good working order, and that you have sufficient bandwidth and signal strength for internet access at the workshop location prior to the day of the workshop. Test the web presentation and the Blueprints website in the workshop location in advance of this workshop, to uncover any potential technology glitches that might necessitate moving the workshop or the need for alternative devices in the presentation.

General Tips for Group Activities

Use a pre-determined signal to get folks together after individual or small group work. Circulate to listen in when small groups are doing their work. Help them stay focused on the tasks.
Generic Materials for Session 1

- Agenda
- Computer, projector and screen
- Internet connection
- Sign in sheet & name tags
- Flipcharts, easel, markers, and tape for hanging flipchart paper on wall
- Sticky notes
- Local phone directories
- Printed local resource directories OR several devices capable of searching on the internet for such directories

Room Setup

- Provide multiple desktop computers with Internet access, or wireless service that can handle several devices accessing the Internet at once.
- Tables should be large enough for 5 to 10 participants and their materials. Be sure the space is configured so that participants can see and easily read information you are presenting.
- Provide a table at the side or back for coffee, water, refreshments.
- Provide a table at the entrance for name tags and participant materials.
- Place the computer and projector on a table at the front of the room.
- If you have power cords across walking spaces, tape them down or cover with a rug to minimize potential for tripping.

Before participants arrive:

- Place the name tags and participant materials at the entrance table.
- Check the computer and internet connection to make sure all are working properly.
- Have the Welcome screen displayed on the overhead projector.
- Have all preparations finished at least 15 minutes prior to the session start time so you can be fully present to greet participants as they arrive.
Overview

45 minutes
(15 minutes if people know the material)
Module 1: Overview

<table>
<thead>
<tr>
<th>Videos (length)</th>
<th>Participant Handouts (pg.#)</th>
<th>Advance prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CTC Phase 3 (2:30)</td>
<td>1. Summary: CTC Phase 3 (pg.1)</td>
<td>Download agenda template and prepare an agenda for this workshop. Include the goal &amp; objectives of the workshop on the agenda.</td>
</tr>
<tr>
<td>2. Prevention Science (optional) (5:14)</td>
<td>2. 5 CTC Phases (pg.2)</td>
<td></td>
</tr>
<tr>
<td>4. Tested &amp; Effective Programs (optional) (4:41)</td>
<td>4. Workshop Objectives (pg.4)</td>
<td>Ensure participants have watched pre-workshop videos.</td>
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<tr>
<td></td>
<td>5. Activity: Test your Knowledge (pg.5)</td>
<td>Meet with key leader to prepare for their overview of the process to date.</td>
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<td></td>
<td>6. Summary: Prevention Science (pg.7)</td>
<td>Meet with Risk &amp; Protective Factor workgroup representatives to prepare for their presentation at the workshop. Make sure they prepare a handout of the executive summary for participants.</td>
</tr>
<tr>
<td></td>
<td>7. Social Development Strategy Graphic (pg.8)</td>
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<td></td>
<td>8. Summary: Social Development Strategy (pg.9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Summary: Tested &amp; Effective Programs (pg.10)</td>
<td>Post Ground Rules</td>
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<td></td>
<td></td>
<td>Post Parking Lot</td>
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</tbody>
</table>

Download agenda template and prepare an agenda for this workshop. Include the goal & objectives of the workshop on the agenda. Print out the sign-in sheet. Ensure participants have watched pre-workshop videos. Meet with key leader to prepare for their overview of the process to date. Meet with Risk & Protective Factor workgroup representatives to prepare for their presentation at the workshop. Make sure they prepare a handout of the executive summary for participants.
As participants arrive, greet them, ask them to sign the attendance sheet and fill out a name tag. Refer them to the screen for the welcome activity:

*Please find two people in the room and discuss the programs in our community you may know as some of the “best kept secrets” - those doing quality work with children, youth and families - that others may not know about.*

After everyone has arrived and participants have had time to engage in the welcome activity, ask all to take a seat.
Assessing Community Resources
Session 1: Module 1

ASSESSING COMMUNITY RESOURCES

Session One
Module 1 – Overview

Introduce yourself, your affiliation, your role in CTC, and why you are involved in CTC. Go around the room and have participants introduce themselves, and give one hope they have for children in the community.

When all have finished, emphasize that CTC is a way the community can come together to help ensure those hopes are realized.

GOAL

To assess current services that address our community priorities.

Thank you all for coming. We are here today for the first in a three-part series of workshops designed for our team.

This session will help us develop a plan to assess the resources our community already has in place that target our CTC board’s current risk and protective factor priorities. As we just learned in our conversations during the welcome activity, we have many valuable resources in our community.
But, before we get started with the details of our resource assessment, let’s take a look at where we are in the phases of Communities That Care.

Refer to pg.1 in your handout packet for your notes page and a summary.

Run the video: CTC Phase 3
Phase 3 is all about creating a detailed profile of our community.

We gathered and analyzed information to create a risk and protective factor profile of our community and used that information to choose priorities for action.

The next step, the one we begin today, is to assess the current resources at work in the community that address those priorities.

Once we have finished that work, we will identify any gaps in our existing resources and bring that information back to the Community Board.
This graphic is a way for us to track where we are in the phases of CTC, and serves as a visual reminder that CTC uses a cyclical process. A copy can be found in your handouts on pg.2 (5 Phases of CTC).

Do a quick check for understanding to be sure that participants know which phase (Phase 3, Developing a Community Profile) the community board is in.

Refer participants to this graphic in their materials when you do a more formal check for understanding after the key leader update.

Now, let’s hear about the work that has brought us to this point in our journey as a CTC community.
Introduce the key leader who has volunteered to provide the update.

Make sure that the key leader includes the following points in his/her brief remarks:

- Welcome and thank you to participants
- A brief overview of the CTC work completed to date
- What the community hopes to accomplish through CTC
- Have the key leader finish with a personal motivational message to the team.

Thank the key leader for his/her remarks.
What questions do you have about the Phases of CTC or where we are in the process?

Facilitate a discussion of any questions participants may have about the phases of CTC and where your Community Board is in the process.

As a check for understanding, use examples from the Key leader update and ask participants under what phase the example fits. Be sure to refer them to the graphic from the last screen (in their materials).

If there are questions that cannot be answered at this time, introduce the concept of the Parking Lot (see below) and write them on the chart.

[NOTE: Keep the focus on questions about the process of CTC and information needed to accomplish the tasks for this workshop.]

Thank the key leader for coming and excuse him/her at this time if appropriate.
As a reminder, one of the tools our CTC board is using to become a high functioning team is to utilize a set of ground rules which we all agreed to for our work together.

You can find the Ground Rules in your handout packet on pg.3. Here they are:

Show slide and refer to flipchart with ground rules from Session 1 listed. Post flipchart on wall for reference during the workshop.

What questions do you have about the ground rules? If there are questions, refer to the notes below to help clarify (if no questions, remind participants to silence cell phones):

1. **Stay present** means your thinking is focused on the work of the group. Cell phones are silenced, other work is put away. If it helps – make a “to do” list of the other things you need to get done today and put it in your pocket to address after the workshop.

2. **Everyone gets a chance to speak** means that no one monopolizes air time. I will watch to make sure this doesn’t happen. Please raise your hand when you have something to contribute to the group.
3. **Everyone listens** means you are actively listening when someone else is speaking. This is not an easy skill – many times people are thinking about their response rather than concentrating on the speaker’s message. Try mentally picturing an outline of what the speaker is saying to keep yourself in active listening mode.

4. **One person talks at a time without interruption.** I will make sure to call on individuals who raise their hands when we are working in the large group. While you are working in small groups, it’s helpful for one person in the group to monitor this.

5. **Respect all perspectives and ideas.** There is no such thing as a dumb question or answer. Everyone in the room should feel others value their contribution to the work.

6. **Start and end on time.** I will be watching the clock to make sure this ground rule is followed.
The people here today, the Resource Assessment & Evaluation workgroup, have a large role to play in Phase 3.

In this phase, our team will conduct a thorough assessment of the community’s tested, effective programs, policies, and practices that target the CTC board’s current priorities.

We will look for gaps in what is currently available, and then present our findings to the rest of the CTC board for use in planning our prevention activities.

We will be building on the community assessment work of the Risk and Protective Factor workgroup and the decisions made by the community board regarding priorities for action.
This is the first of three workshop sessions to help us complete our work. The **Session Objectives** can be found on pg.4. By the end of today’s session we will:

- understand our prioritized risk and protective factors;
- identify what is meant by “resources” in the CTC system;
- finalize a simple phone survey to determine which agencies and groups we need to interview in order to complete our resource assessment;
- make a plan to complete our phone survey;
- pick a date for our next workshop session.
As we begin our work today, we need to have a solid understanding of the science behind this part of the CTC process.

Before coming to today’s session, I asked you to view three video clips. Let’s check to see how confident we are in our knowledge.

Hand out Pair & Share Quiz.

Jot down your answers to each of the questions on the handout on pg.5 (Activity: Test Your Knowledge). Don’t spend too much time writing out detailed responses, just make some quick notes.

Allow a few minutes for writing time, then call the group back to order.

Now, please find a partner at your table and discuss the questions, writing down responses on which you both agree. Be sure to take turns providing the initial answer to the questions!

When partner work is finished, review the answers with the group by asking volunteers to share their answers.
Assessing Community Resources
Session 1: Module 1

Answers:

Prevention Science
1. b
2. all except d
3. b

The Social Development Strategy
1. a
2. b
3. all are correct!

Tested & Effective Programs
1. d
2. all are correct!
3. b

Why?
A program is tested and effective only if it has produced better outcomes in an adequately controlled trial. Some well-known and widely used programs have not been tested to prove effectiveness.

As a check for understanding at the end of the review, ask participants how many questions they missed.

If a significant number of the group missed more than a third of the questions, review the relevant videos and direct participants to take notes as the videos play.

If the group was able to correctly fill out the quiz, forward past the optional video clips to “Risk & Protective Factor Assessment Workgroup Presentation” on page 1-22.
Because we still have some questions about the material we just reviewed, let’s take a moment to watch some video clips about the key concepts of CTC.

First, let’s hear one of the creators of CTC explain what prevention science is, and why it is so important to our work.

You can take notes on the video summary page in your packets on pg.7.

Run the video: Prevention Science
As you heard from Dr. Hawkins, prevention science addresses the predictors of behaviors in order to keep problems from ever starting.

We will be trying to get “upstream” of troubling behaviors, rather than waiting until bigger problems emerge.

Prevention science identifies and reduces risk factors... those things that increase the likelihood of youth engaging in problem behaviors.

It also identifies and enhances protective factors... those things that increase the likelihood of positive outcomes.

Finally, we will tackle those predictors through the use of tested, effective programs, policies and practices. We will use what we KNOW can make a difference, because it has been well tested.

- Which questions on the review sheet asked about this content?
- How you would modify your response now that you have reviewed this video clip?
Another important component of the CTC system is the Social Development Strategy. Let's listen as Dr. Hawkins explains the SDS.

Turn to pg.9 (Video Summary: Social Development Strategy) in your handouts, and take notes as you follow along.

Run the video: Social Development Strategy
As you heard, the Social Development Strategy can be used in all domains in the community. What are those domains? (Families, schools, communities, and peer groups).

There is a role for everyone to play. A copy of the Social Development Strategy graphic is on pg. 8.

Using the Social Development Strategy helps communities, families, and schools think about how to provide abundant and age-appropriate opportunities for positive involvement by young people.

Can you think of an example of an age-appropriate opportunity that you have seen in our community?

Ask volunteers to share.
(OPTIONAL)

Using the Social Development Strategy brings more community-wide involvement in teaching young people skills and in offering them meaningful recognition for their efforts and accomplishments.

Have you seen an example of recognition of a young person that you believe was especially meaningful?

Ask volunteers to share.

Using the Social Development Strategy will build bonds between the young people in the community and prosocial adults and peers.

This bonding increases the likelihood that young people will adopt the standards for healthy behavior being modeled.

Let’s take another look at the questions about the Social Development Strategy in the Test Your Knowledge Activity on pg. 5.

- Which questions asked about the Social Development Strategy?
- How you would modify your response now that you reviewed this video clip?

If there are no additional questions, move on to the next video.
An important foundational component of the CTC system is tested and effective prevention programs and practices. This group will focus extensively on this concept.

What exactly does tested/effective mean? Let’s review this video to find out.

[NOTE: If the group scored 100% on the questions concerning this video, you don’t need to run the video here. However, it’s important to ask the follow-up questions. If the group can’t answer them, run the video. It’s essential that this workgroup become expert in this topic].

Turn to pg.10 (Video Summary: Tested & Effective Programs) in your handouts, and take notes as you follow along.

Run the video: Tested & Effective Programs
We use the term “tested, effective” often in the CTC System. What specifically do we mean by that term?

It also means that the program, policy, or practice has been shown to impact child and youth health and behavior problems in a positive way.

What impacts on health and behavior problems might we be looking for?

(Revision of substance abuse, violence, teen pregnancy, school drop-out, depression/ anxiety, delinquency.)
The materials available with the program, policy, or practice must specify HOW it works to impact behaviors.

Does someone have an example of this to share?

(e.g., Guiding Good Choices provides parents with effective tools to manage conflict and express anger that they can use to reduce conflict in their homes.)

And finally, the program must be ready to use (workshop, tools, and materials available for implementation).

Knowing whether a program is tested and effective – or not – is very important for this workgroup’s work. If it is, we can be assured that bringing that resource into our community (as long as we deliver it in the same way it was tested) will create the kind of change we want.

We need to use due diligence to make sure that once we’ve determined our community’s goals for developing healthy youth, we choose the right programs, policies, and practices to get us there.

******

This is the end of the optional review materials. If your workgroup knows all the information on the quiz, START FROM HERE.
Now that we have reviewed some of the foundational elements of the CTC system, let’s hear what the Risk & Protective Factor workgroup has accomplished in the first part of Phase 3.

Introduce the Risk & Protective Factor workgroup members who volunteered to provide the update.

Make sure that the presentation includes the following points and a handout of the executive summary of their report:

- Summary of the process the workgroup used for their analysis of data.
- The process used by the community board to choose priorities.
- The prioritized health behaviors, risk factors, and protective factors.
- Definitions of each prioritized risk or protective factor, and a summary of the data that led it to be selected as a priority.

What questions do you have about the priorities chosen by our community board? What other questions do you have for the Risk & Protective Factor workgroup?
Facilitate discussion around any questions that come up. If any questions remain unanswered, and they are not immediately relevant to the work today, ask permission to place them in the Parking Lot.

Thank the workgroup members for their report and excuse them from the rest of the workshop if appropriate.

*Let’s take a short break before we dive into Module 2.*

*<Break is optional depending on length of review>*

Point out locations of restrooms and refreshments (if available). Allow about ten minutes for a break.
Identify Resources

75 minutes
Module 2: Identify Resources

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<thead>
<tr>
<th>Videos (length)</th>
<th>Participant Handouts (pg.#)</th>
<th>Advance prep</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3. Risk Factor Definitions (pg.15)</td>
<td>Provide extra blank Resource Inventory Worksheets to be used as a master sheet for each table group.</td>
</tr>
</tbody>
</table>

Prepare chart paper with prioritized risk and protective factors with definitions for display.

Provide copies of resource directories & service guides for table group activity.

Provide extra blank Resource Inventory Worksheets to be used as a master sheet for each table group.

Have electronic spreadsheet “Agency Master List” on computer and ready for entry of data. If you prefer not to use an electronic spreadsheet, create a chart paper to record the resource inventory summary for the group. Create two columns: one for Agency Name, the other for Priority Risk/Protective Factors.
Reconvene participants.

*Welcome back from break. This workgroup’s role in Phase 3 is to assess what local resources are already in place and working on the priorities for our community. As a reminder, here are our community’s priority risk and protective factors.*

Hang up chart paper with priority risk and protective factors listed and read them to the group.
The Resource Assessment is an important part of the work of a CTC Board. Let’s watch as Dr. Kevin Haggerty explains more about this work.

Turn to pg.11 (Process for Assessing Community Resources) in your handouts, for your reference as you follow along.

Run the video: Community Resource Assessment
As we just heard, taking stock of what the community is already doing well is an important part of the process.

Let’s review the process please. Turn to pg.11 (Process for Assessing Community Resources).

Review handout with the group.

With this information in hand, we will make recommendations to the community board.
Let’s hear what a couple of CTC communities have to say about the value and process for this work. Feel free to jot down any comments or questions as you listen.

Run the video: Using the Community Resource Assessment Report
What questions do you have about this work group’s role in the process?

If questions arise, lead a discussion and/or review information and materials so that all participants are clear on what the workgroup is tasked with doing in Phase 3.

Be sure to focus discussion on this particular work group’s role in the process. Participants need to understand that they are being asked to use a three-step process to:

1) Identify what tested, effective resources are already in the community for the selected priority risk and protective factors.
2) Interview the agencies delivering those resources to determine how sustainable the programs and practices are, and if they are being delivered with fidelity and sufficient reach.
3) Identify the gaps that exist, and present that information to the rest of the coalition.

Today’s workshop is to develop a plan to identify which agencies are delivering tested, effective resources addressing our priority risk and protective factors, so that the work group can follow up to gather more details about program delivery.
The first step in completing our inventory is to identify the agencies and organizations that serve our community’s children, youth, and their families.

Remember we need to focus on services that are targeting the risk and protective factors that we have prioritized, not just create an inventory of every program in the community that serves youth, children, or families.

(Point out priority list again.)

Each of you can probably think of several community resources that may be targeting these priorities off of the top of your head. What are some examples?

Take one or two responses.

Rather than relying solely on our collective memories, we can turn to service guides or directories that list resources available in our community. There are many such publications in most communities.

Can you think of some directories or publications that we should consult in order to generate a complete list of organizations and groups that may be delivering services and focusing on our priorities?

On chart paper, list the different guides, directories, and publications that the group suggests.

I have copies of some of the directories you mentioned. We will want to get copies of each of the other guides in order to complete our inventory.
Now, let’s generate a list of agencies and organizations to contact about their services.

Please find the worksheet in your participant workbook that is titled “Resource Inventory Worksheet” (pg.13)

Rather than working as a large group on this task, let’s divide and conquer by creating small groups.

Ask participants to form one team for each priority risk or protective factor.

Near the top of the Resource Inventory Worksheet (pg.13) you’ll see a place to name the risk and protective factor your group has (indicate where this is on a worksheet for all to see). Please write your factor in the space provided.

If you have questions about what your factor means, look it up in the Risk Factor Definitions handout on pg.15.

For the next ten minutes or so, use the directories to find agencies and organizations that likely run programs or have policies and practices that directly target the risk or protective factor your team was assigned.

List each program or resource on a separate line on the worksheet, adding the organization or agency that controls delivery of the resource in the first column.

Finally, add contact information for each one (phone numbers preferred, email addresses can also be useful).

[NOTE: You can set up computer stations or tablets for each group to record their lists in an electronic version of the worksheet. This may help with later compilations].

Circulate among groups. Ensure they are focusing on their assigned priority risk or protective factor and are collecting the contact information as they list resources.

Also make sure they are not ruling agencies out based on what they believe that already know about the agency’s programs if you believe that agency would be a logical choice for programs that target the priority.

If Laws and Norms Favorable to drug use, or Availability of Drugs or Firearms was chosen as a priority, be sure to prompt the group to think about law enforcement or state agencies that may have information about the laws and policies that would affect these risk factors.
Assessing Community Resources Workshop
Session 1: Module 2

Be sure to fill out one copy of the worksheet that compiles all of your team member’s information to use in our next steps. If you need another copy of the worksheet, let me know.

After 10 minutes, call the group back to order. Ask each group to report the agencies they think offer services to address the risk factor on which they were working.

Capture the names of the agencies in Agency Master List spreadsheet, or on the chart paper you’ve prepared in advance.

Add Agency/Organization Name and check off (or write on the chart paper) the risk/protective factor that agency may address.

If you’re using the spreadsheet, project it as you add the information so everyone can see.

1. What other groups also listed this agency? Why?
   Check off more risk/protective factors for that agency on your chart paper.
2. Any surprises?
3. Obstacles?

So, this is the initial list of agencies and organizations that we need to contact to find out what may already be happening to address our priorities!

Ask teams to turn in their completed lists and thank them for their work.

Now, we’ll learn how to make those contacts.
Plan Community Inventory

30 minutes
## Module 3: Plan Community Inventory

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<tr>
<th>Videos (length)</th>
<th>Participant Handouts (pg.#)</th>
<th>Advance prep</th>
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<tbody>
<tr>
<td>1. Identifying Effective Programs in your Community (3:20)</td>
<td>1. Summary: Identifying Effective Programs (pg.18)</td>
<td>Bring copies of the Sample Community Resources Phone Survey for all participants</td>
</tr>
<tr>
<td>2. Phone Survey Tips (3:06)</td>
<td>2. Summary: Phone Survey Tips (pg.19)</td>
<td>Log on to Blueprints website and reacquaint yourself with how to use the site.</td>
</tr>
<tr>
<td>4. How Blueprints Helps (testimonial) (2:06)</td>
<td>4. Standards for Promising and Model Programs (pg.21)</td>
<td>If desired, bring electronic copy of the Sample Community Resources Phone Survey to project and edit with the group.</td>
</tr>
<tr>
<td></td>
<td>5. Blueprints Programs that Address Our Priority Risk &amp; Protective Factors (blank worksheet) (pg.23)</td>
<td>Computers or tablets with internet access – one for every 2 participants.</td>
</tr>
<tr>
<td></td>
<td>6. Instructions for Searching Blueprints Website (pg.24)</td>
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<td></td>
<td>7. Phone Survey Checklist (pg.25)</td>
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<td></td>
<td>8. Session 1: Participant Feedback Form (pg.29)</td>
<td></td>
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<tr>
<td><strong>Additional Handout:</strong></td>
<td></td>
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<tr>
<td>• Sample Community Resources Phone Survey</td>
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</tbody>
</table>
Now that we have identified WHO we will contact, we need to finalize HOW we will get information about their programs, policies, and practices related to our priorities.

The first step in the resource gathering process is a short phone survey to identify the agencies that have the same priorities as ours, and those who are using tested, effective prevention strategies to get results.

Once we have uncovered those groups, we will follow up with a more detailed face-to-face interview.
How many of you have gotten a phone call from a group - right at dinner time - asking you to take just a few moments of your time to answer a few questions? How did you react to it?

(Take a few responses.)

If you agreed to answer the questions, did you perhaps wonder what the answers were going to be used for?

This video clip has some tips for us to keep in mind as we prepare to make our own phone calls.

Turn to pg.18 (Video Summary: Identifying Effective Programs in Your Community) in your handouts, and take notes as you follow along.

Run the video: Identifying Effective Programs in Your Community
As we heard in the video we need to be prepared for some resistance from the people we are calling. We can overcome this by being well prepared with a script or talking points to use.

It will also help if we are prepared to provide easy to understand definitions of our priority risk and protective factors.

Remember, we need to focus ONLY on the programs targeting the factors we have prioritized.

Having clear definitions of what we are looking for will help us to maintain a focus on our priorities throughout this process.

We need to be flexible to accommodate people who are in the middle of something when we call. Offer to call back and set a time to do so.

And finally, we need to capitalize on the tremendous PR opportunity this can be for our CTC Board.

Think about it...we will be talking to the staff at many agencies. What a great way to let professionals know about our work!
With this advice in mind, let's create a short phone survey that will work for our community.

In your materials you will find a sample phone survey. Please take a few minutes to look it over.

When participants are ready, continue.

The first part of the sample contains some very basic information about who’s making the phone call and when (the date). Next is an introductory script to let people know why they were contacted.

Let's spend about five minutes developing our own introductory script so it is relevant to our community work.

Please work in groups at your tables to revise the short script that will help those we are calling understand why we have reached out to them. When you are finished, write your paragraph on a piece of chart paper.

Provide a piece of chart paper and a marker for each table.

When the groups are ready, ask each one to share their scripts. Facilitate a discussion about the best points of each version, and then help the participants create one short paragraph that all agree upon.

Write the script on a fresh piece of chart paper and post so all can see.

[NOTE: There is an electronic template that includes the sample that is in the participant materials, you can use this to capture changes during the workshop if so desired.]
Now that we have our introduction, let’s look at the definitions we are going to use for our prioritized risk and protective factors.

Refer to the priority risk and protective factors with definitions posted on chart paper and the Risk Factor Definitions in the handouts on pg.17.

Let’s read each definition and discuss whether we need to change the wording to make it easier to understand.

Read each definition and record changes (if any) that the group agrees upon.

Great work! Now we are almost finished with the phone survey!

Let’s take a look at the part of the questionnaire that asks about the curriculum being used. Why do you think the question is worded that way?

(Take a couple of responses.)

Remember what we are trying to do in this part of our work is to efficiently uncover which agencies and groups 1) have the same priorities, and/or 2) are using tested, effective programs, policies, and practices that align with our priorities.

Asking about the curriculum and materials will allow us to quickly determine if the program has been proven to work for our priorities, or if it has not.

We will follow up with an in-person interview for programs that are tested and effective (a much more manageable number of agencies to interview).

What questions do you have about the phone survey?

Take questions.
Dalene Dutton, a CTC trainer and director of her community’s CTC effort, has trained several groups in conducting phone surveys. Let’s hear her tips on phone survey techniques. *Turn to pg. 19 (Video Summary: Phone Survey Tips) in your handouts, and take notes as you follow along.*

Run the video: Phone Survey Tips

**SUMMARY: PHONE SURVEY TIPS**

- give personal & coalition introduction
- if needed, get good call back time and name of correct person
- ask for programs addressing priority risk factors
- provide short definition of priority risk factors
Assessing Community Resources
Session 1: Module 3

SUMMARY: PHONE SURVEY TIPS

- ask if program based on national curriculum
- if not, ask if an evaluation is available
- use non-confrontational words and tone of voice
- get accurate contact information for person most knowledgeable about the program

What questions do you have about these tips? Take comments.

Are you ready to give it a try?

Ask for a volunteer to model the activity with you. Sit back to back in two chairs at the front of the room. Ask the volunteer to respond to your call and questions as the program provider.

You then model calling this person, introduce yourself using the script the group has just drafted, and ask the questions on the form.

When you finish, ask the group for feedback: What worked about this phone call? What should I do differently next time?

Thank the volunteer!

Now, let’s practice doing a few of these phone surveys.

Pair up with someone you haven’t worked with today and sit back to back so that one person can easily see the posted risk and protective factor definitions and our intro script. That person will be the interviewer and the other will be the program provider.

Interviewers need the sample phone survey template and a pencil to record your partner’s answers.

Once the pairs are settled, continue with instructions.
Program providers: Take a moment to think of a program (it can be made up). You are going to practice what you think are realistic reactions to the survey questions, but don’t be TOO difficult!

Interviewers, when the program provider is ready to go, practice calling them and asking the questions on the form. You are back to back to simulate a phone call so you can’t see the other person.

What questions do you have about this practice activity?

Clarify instructions if needed.

As they work through the exercise, monitor the exchanges and keep participants on task.

When the pairs are finished, debrief the activity. Ask participants for reactions, what they liked about what they did and what they might do differently next time.

Have the pairs switch roles and repeat the activity. Remind them of any ideas about successful phone surveys discussed in the debrief.

When pairs are finished, thank them for their efforts. Ask: Was that helpful? What else do you feel is needed to be prepared to make these calls?

Handle any questions or comments that come up.

Let’s take a short break before we continue. Please return in 10 minutes.

<BREAK>
Welcome back from break!

You may recall that we are making phone calls to determine two things.

First, we are looking for organizations and groups that are prioritizing the same things as our Community Board. We will want to invite them to be part of the CTC process if they are not already.

Second, and even more importantly, we are looking for tested, effective programs serving our community that address the priorities we set as a Community Board.

What are the criteria we use in the CTC system to determine if a program or practice is “tested, effective?”

Take a few responses. If the group can’t remember, direct them to look back at their materials for the summary of tested, effective programs on pg.10 where the criteria are listed (rigorous evaluations, demonstrated impact, ready to use, specifies how it works.)

Figuring out if a program, policy, or practice meets these criteria can be difficult if you are not a prevention science researcher and familiar with the methods and standards for research.

Wouldn’t it be nice if there was a list of programs that definitively meet our standards?

The good news is that there is a website that does just that! It is called Blueprints for Healthy Youth Development.
Let’s watch a video about the Blueprints website.

Turn to pg.20 (Video Summary: Why Use Blueprints?) in your handouts, and take notes as you follow along.

Run the video: Why Use Blueprints?

As we just saw, in addition to being backed by **rigorous science**, Blueprints allows us to search for programs by **demonstrated impact** and by **risk & protective factors**.

The information clearly defines the **targeted population** for each intervention.
All programs listed on Blueprints are ready to use - there are materials available, as well as training and technical assistance.

The site covers a wide range of problem behaviors...there is no need to search one site for substance abuse prevention and another for violence prevention.

There's a helpful summary about the standards for model and promising Blueprints programs in your handouts on pg.21-22 (Standards for Promising and Model Programs).

So, if we are trying to uncover tested, effective programs that are operating in our community, we can prepare ourselves by researching what those might be.

We can search Blueprints to see what programs they recommend for our priorities, and listen carefully for references to them during our phone calls.
In just a few minutes we will explore the Blueprints site to see what tested, effective programs we need to be listening for when we do our phone calls, but first let's hear from two communities that used Blueprints in their work.

Run the video: How Blueprints Helps
ACTIVITY

Use Blueprints to identify programs that address priority risk & protective factors.

Now let’s try using Blueprints to identify tested, effective programs that address OUR priorities!

Please pair up again, working with someone you haven’t spent much time with today.

Each pair will need to have a computer or tablet to access the internet, the handout with the Instructions for Searching Blueprints Website (pg.24), and the Blueprints Programs that Address Our Priority Risk & Protective Factors worksheet found on pg.23.

Find a new partner now.

After pairs are identified, assign each pair a risk or protective factor to research.

Before you get started, let’s do a quick test run.

Open Blueprints on your screen and project it for everyone to see. Choose one of your priority risk factors, and walk through the steps of finding programs that address that risk factor. Ask for questions along the way.

First, let’s make sure that everyone can get to the site. The URL is listed on the handout, or you can try searching for “Blueprints for Healthy Youth Development.” Go ahead and give it a try.

Monitor groups to ensure that all pairs have successfully made it to the home page of the site. When all are ready, proceed.
Now let’s click on PROGRAM SELECTOR. Scroll down to find the section on Risk and Protective Factors. Everyone there?

When all are ready, proceed.

Now choose the domain for your risk factor.

Go around and ensure that all pairs selected the appropriate domain for their risk factor.

Remind the teams that Blueprints separates individual and peer risk factors, so that if any of the priorities are in CTC's Individual / Peer domain, they will need to select BOTH Peer and Individual.

Click on “Display Results.” You should see a list of programs.

Assist any groups that have not been able to get to this point.

Now look through the list for programs that list health and behavior outcomes that we are addressing in CTC (substance abuse, violence, delinquency, school drop-out, teen pregnancy, and depression / anxiety).

Record the list of programs that address our outcomes and then spend some time exploring the information.

You don’t need to write down the details of the programs, just spend some time exploring the amount of detail that the site provides about a program.

Allow teams 10-15 minutes to explore the site.

Let’s record a list of the programs you discovered on chart paper. What programs did you find?

Go around the room and list the program names.

(If more than one group found a particular program, do not list it again.)
We will need to be listening for these tested, effective programs when we do the calls.

I will type up this list so you each can have it for reference.

It is important to note that sometimes an agency or organization will change the name of a tested program.

The name of the tested program may not surface until we ask about the curriculum they are using.

Also, some non-tested programs have names that are very similar to those of tested programs (e.g. Life Skills Workshop).

If they report that a program is not based on a published model, but bears the same name, you may want to ask for clarification to ensure that it is indeed a different program.
Now let’s figure out what we still need to do in order to complete our brief phone surveys. We can use the **Phone Survey Checklist** on pg.25 to help us.

Work through the worksheet with the full group to assign task completion and timelines.

Record on chart paper (or in an electronic version of the worksheet projected so all can see your edits).

*When we come back together, we’ll review our findings and decide which agencies will require a more in-depth follow-up.*

*Let’s choose the date for our next session.*

Choose date for Session 2.
Thank you for your great work today! We have a solid plan for getting the phone surveys done! Before we close, let’s check the parking lot.

If questions are in the Parking Lot, answer queries now or make plans to follow up later.

Please make sure to fill out the participant feedback form on pg.29 before you leave today. Thanks again!

NOTE: There are some tasks that must be completed before you can successfully hold Session 2 of this workshop.

1. Review feedback form results with your CTC coach.
2. Read the “In Advance of Session 2” section of the Session 2 Facilitator’s Guide, and discuss issues with your CTC coach.