

Sustainability Plan

Ohio's Strategic Prevention Framework – State Incentive Grant (SPF SIG)

WOOD COUNTY

Ohio's Strategic Prevention Framework – State Incentive Grant is funded by the Substance Abuse and Mental Health Services Administration's (SAMHSA) Center for Substance Abuse Prevention (CSAP) and administered by the Ohio Department of Mental Health and Addiction Services (OhioMHAS).

Strategic Prevention Framework – State Incentive Grant (SPF SIG): Sustainability Module

Introduction

“The key element of sustainability is providing continued benefits, regardless of particular activities delivered or the format in which they are delivered.” –Mancini & Marek (2002)

There are four clarifying questions that need to be answered in order for sustainability planning to move forward:

1. *What* are you trying to sustain? (or, *What* needs to be sustained?)
2. **Public Value:** What *evidence* do you have that what you are doing is *worth sustaining*? (or, *Why* does this initiative *deserve* to be sustained?)
3. **Authorizing Environment:** What *institutional supports, structures, and/or policies* need to be in place to achieve sustainability?
4. **Operational Capacity:** What *capacity* is necessary to sustain this effort and *where* will that capacity come from?

A. Building the Sustainability Team

Before these questions can be answered, it is essential that you *identify the key players*. It is very important to consider your authorizing environment (Moore, 1995).

Who are the individuals in your coalition or community that need to be involved in conversations about sustainability? Please do not list your entire coalition roster. Be purposeful and intentional about the individuals who need to be at the table to discuss sustainability. This group must be big enough to be inclusive but small enough to move forward quickly. Please also consider individuals from outside your coalition that could play a role in sustaining the work of the SPF in your community.

- Office of the Dean of Students
- Counseling Center
- Wellness Connection
- Vice President for Student Affairs Office
- Orientation and First Year Programs
- IT
- Wood County Prevention Coalition
- Drug, Alcohol and Sexual Offenses Coalition
- ADAMHS Board
- Marketing and Communication

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B. Sustainability Question #1: What are you *trying to sustain*? (or, What *needs to be sustained*?)

Weiss, Coffman, Bohan-Baker (2002) identified four categories related to “initiative sustainability.” These categories are very broad and are very applicable to SPF initiatives. These categories may be helpful for your team as you plan for sustainability. If your team has already clearly articulated what you are trying to sustain, you may want to categorize your objectives. Please feel free to create your own category if you need to.

Please remember that you do NOT need a sustainability objective/goal for each category. We are providing these categories as conversation catalysts, not as requirements.

1. *Organizations and/or Projects*: securing additional funding for projects begun or supported under the initiative
2. *Ideas*: maintaining the initiative’s core principals, values, beliefs, and commitment
3. *Relationships*: maintaining connections among people and institutions
4. *Outcomes*: maintaining initiative results

Please choose the question that most appropriately applies to your project: What are you *trying to sustain*? (or, What *needs to be sustained*?) Please state your sustainability objectives/goals as bullet-point statements. Each objective/goal must be specific, measurable, and observable.

See Appendix A and B.

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C. Sustainability Question #2: Public Value - What *evidence* do you have that what you are doing is *worth sustaining*? (or, Why does this initiative *deserve* to be sustained?)

We discussed the idea of *public value* (Moore, 1995). It may be helpful to frame this conversation among your planning team as such. For example, it may be useful to have your planning team respond to these questions (You do not need to write responses to these questions, these are just provided as conversation catalysts.):

- How is this SPF initiative positively impacting the community?
- What results from this SPF initiative are valued by the community?
- What results from this SPF initiative are valued by the leadership team?

Once you have answered these questions, please respond to the overarching question (whichever form is most applicable to your situation): What evidence do you have that what you are doing is worth sustaining? (or, Why does this initiative deserve to be sustained?)

The evidence that what we are doing is worth sustaining is that we continue to see the binge drinking rate decline each time we administer the NCHA survey. The average decline when the survey is administered every two years is around 2%. The NCHA will in fact be utilized to collect the NOMs as we move forward with our NCHA data collection in the fall and beyond. The NCHA is done every 2 years on the BGSU campus. The NCHA allows us to add on questions specific to our institution, thus the NOMs in our case.

The attendance at our late night alternative programs continues to increase each year. This year attendance increased by 200 students. Also, we have evidence that social norm campaigns have worked in the past around alcohol, so a new campaign would be advantageous.

We have started to see the evidence that the online alcohol assessment is becoming part of the culture. Students have now started to “expect” to take the assessment and Orientation Leaders have now incorporated the explanation of the assessment into their “talk” to incoming students. Orientation and First Year Programs have incorporated the explanation into their marketing materials so there is evidence that it is becoming a part of the educational process. It is too early to tell if any differences have been made with only two years of data; however, with a 5 year contract ahead with Campus Clarity and a more comprehensive topic-base, we are confident we will see some change over time.

According to the data we do have from AlcoholEdu we have not seen any significant changes over time which is very promising. We have also seen a dramatic increase in incoming students taking the initial survey from year one to year two. Additionally, we have seen more parents engaged from year one to year two, letting us know that not only do students value this prevention initiative, but so do their parents.

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D. Sustainability Question #3: Authorizing Environment - What *institutional supports, structures, and/or policies* need to be in place to achieve sustainability?

We discussed the idea of *authorizing environment* (Moore, 1995). It is important to determine who holds the ability to make key decisions regarding the sustainability of the project.

What *institutional supports, structures, and/or policies* need to be in place to achieve sustainability of your SPF initiative? It may be helpful to frame your answer to this question using the following sub-questions:

- What current *institutional supports, structures, and/or policies* support your SPF initiative?
 - Of these structures, which could be strengthened to ensure sustainability of your SPF initiative?
 - What structures are blocking or obstructing your SPF initiative?
 - Which structures are still needed to ensure sustaining your SPF initiative?
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- Currently, the Student Handbook, which includes the Student Code of Conduct, outlines the student alcohol policy. The Office of the Dean of Students oversees this process. The policy is one of an educational philosophy. The AlcoholEdu initiative is one of an implied mandate so all incoming students are encouraged to take it. Currently, about 2/3 of students take part. Students who are sanctioned, also participate in the Sanctions component of the product. There is a 3 strike policy to the sanction process. The Office of the Dean of Students and Counseling Center work hand in hand. There is no alcohol prevention education done during the orientation process. Alcohol Prevention is done through the Wellness Connection programming including the peer educators, presentations, late night events, and various other outreach efforts.
 - There are several aspects of these structures that could be strengthened. Making AlcoholEdu mandatory instead of an implied mandate would be helpful. Also, incorporating alcohol prevention education into the orientation process would be quite beneficial. The barrier to this has been politics and a philosophical belief system that has been around for a while. Until those individuals in power with these beliefs move on or change, it remains a difficult situation.
 - We are excited for a new online alcohol assessment that will be all encompassing. It will not only include alcohol but will also include drugs, relationships, and sexual assault issues. We are awaiting this software.
 - The NCHA will be utilized to collect the NOMs as we move forward with our NCHA data collection in the fall and beyond. The NCHA is done every 2 years on the BGSU campus. The NCHA allows us to add on questions specific to our institution, thus the NOMs in our case.
 - Late night programs are already a part of our signature programs for Recreation and Wellness; however, institutionalizing the late night program best practice manual would provide sustainability for alternative alcohol programming across the campus. Having departments and student organizations adopt these practices would be a huge step toward sustainability.
 - In relation to the Falcons Flock and social norm campaign, having buy-in and support from our Marketing and Communication Department is key as we move forward with sustainability. Recreation and Wellness is committed to the programs, as is the Department of Media and Communications faculty members. We also need student buy-in so that students recognize the campaign and embrace the culture change surrounding the social norms. With constant turnover of students, it will be important to keep the messages relevant and constant.

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E. Sustainability Question #4: Operational Capacity - What *capacity* is necessary to sustain this effort and *where* will that capacity come from?

We discussed the idea of *operational capacity*. In order for your sustainability goals/objectives to become reality, your SPF initiative must have the *capacity* necessary to achieve those outcomes. Capacity is defined in many ways, including (but not limited to): securing diverse resources and acquiring the appropriate expertise. Basically, the purpose of this question is to determine the resources (e.g., time, personnel, funding, etc.) needed to achieve each sustainability goal/objective.

What operational capacity is necessary to achieve sustainability and where will the capacity come from to sustain your SPF initiative? It may be helpful to frame your answer to this question using the following sub-questions:

- What *internal* operational capacity has your coalition built through the SPF SIG process? How will this increased internal capacity contribute to the sustainability of your coalition's SPF efforts?
 - What operational capacity has your coalition built through *networks* (i.e., partnerships, collaborations, etc.) during the SPF SIG process? How will these networks contribute to the sustainability of your coalition's SPF efforts?
 - What current resources are necessary to sustain your SPF initiative?
 - Of these resources, which is insufficient or vulnerable?
 - What current skills and expertise does your initiative rely on to sustain your initiative's positive outcomes?
 - Of these skills and expertise, which could be strengthened to ensure sustained positive outcomes?
 - Which skills and expertise are still needed to sustain positive outcomes?
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- **Resources Needed:** Personnel from Office of Dean of Students, Wellness Connection, IT, Marketing and Communication, and Media and Communication and Counseling Center; funding from Wellness Connection and Counseling Center; time; software integration with BGSU system; data (Campus Clarity, NCHA)
 - **Vulnerable Resources:** Funding is always vulnerable, however, we have a 5 year contract and have ensured money to pay the contract with money from alcohol sanctions for Campus Clarity; the VPSA has given us full support of the program.
 - **Skills and Expertise:** IT for software integration, Office of Dean of Students and Counseling for sanctioning issues; Wellness Connection for data analysis
 - Data analysis skills could be strengthened to ensure positive outcomes and appropriate interpretation of the data
 - Faculty from Media and Communication for social norms campaign
 - Experience with late night programming

I cannot think of any skills and expertise that are still needed to sustain a positive outcome.

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F. Strengths/Challenges

In any projects, there are strengths and challenges. The purpose of the following questions is to help you identify ways you can capitalize on your strengths and prepare for probable or potential obstacles.

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| <p>1. In what ways do you believe your SPF initiative is positioned to achieve sustainability?</p> |
| <p>2. What are the probable or potential obstacles to sustainability?</p> |

The 5 year contract with Campus Clarity makes us well-positioned for sustainability. We will have 5 years’ worth of data. We have undergone the SPF-SIG process for 3 years now and have a great team in place. We have put together a solid plan and worked strategically with data-driven goals/objectives in mind. We have had wonderful support from the state, our evaluators, and the community so we have a strong foundation and excellent network of resources. We have taken the time to research what assessment tool would be most appropriate for our campus. We have talked with several other campuses across the country and weighed the pros and cons. We have done our due diligence no doubt. I am extremely confident that we are in a position to achieve sustainability given the process that we have undergone.

The NCHA data with the addition of the NOMs will provide us with stability as well. By having these measures on our survey every 2 years, we will be able to measure the impact of our strategies over time.

I am very pleased with the strength of our collaboration with the community and how we have built relationships over the past few years. I am especially pleased with the opportunities that exist with the LGBT population. Tobias Spears, the LGBT Resource Director and I have spent time investigating some future opportunities around the LGBT population and are excited to move forward with some strategies.

The obstacles that may hinder us would be political, budgetary, and philosophical in nature. I have mentioned these previously in the report. These are challenges we continue to battle, however, with data, communication and collaboration we will keep working towards our goals and objectives. Some may be more long-term than others, but they still remain our goals/objectives.

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Appendix A: Ohio Strategic Prevention Framework (SPF): Strategic Plan Map Wood County Prevention Coalition

Strategy: Policy, Procedures, Infrastructure and Enforcement

Overall Theory of Change:							
If we correct misperceptions about alcohol use within this community and reinforce positive existing norms through a social norms campaign, then students will realize that high-risk drinking and its negative consequences are less common on campus than they now believe.” If students realize that high-risk drinking and its negative consequences are less common on campus than they believe, they will likely drink fewer drinks, drink less often, and will be less likely to have negative consequences related to their alcohol use. If students drink fewer drinks, drink less often, and have fewer negative consequences related to alcohol use, other students will be more empowered to follow their peers, thus lowering the overall high-risk drinking rates and negative consequences.							
Community Logic Model			Theory of Action			Measurable Outcomes	
Problem Statement	Intervening Variable(s)	Strategy	Demonstrating Capacity Inputs: Human / Material Resources	Time Line Specific Activities for each Strategy	Outputs Results of Activities	Shorter-Term Outcomes (2 years)	Longer –Term Outcomes (5 years)
Insert from Community Logic Model. The majority of surveyed BGSU students reported using alcohol in the past 30 days (NCHA, 2012) and one quarter of surveyed BGSU students reported binge drinking in the past two weeks (BGSU Wellness Connection SPF Needs Assessment Survey 2012). Additionally, close to two-thirds of BGSU students report experiencing negative consequences related to alcohol consumption (NCHA, 2012). Additionally, 75% of BGSU students perceive having 5 or more drinks once or twice a week is a moderate or great risk (NCHA, 2012). Substance Use Issue •70.4% of BGSU students reported use of alcohol in the past 30 days (NCHA, 2012). •24% of BGSU students reported consuming five more drinks in a sitting with the last two weeks (BGSU Wellness Connection SPF Needs Assessment Survey, 2012). •64% of BGSU students, between the ages of 18-25, report experiencing negative consequences related to alcohol consumption compared to the national average of 51% (NCHA, 2012). Additionally, 75% of BGSU students perceive having 5 or more drinks once or twice a week is a moderate or great risk (NCHA, 2012).	Insert from Community Logic Model. <u>Protective Factor:</u> The majority of BGSU students perceive that binge drinking is risky and actual alcohol consumption is lower than what students believe. <u>Risk Factor:</u> The alcohol prevention needs of BGSU students are not currently being effectively addressed. <u>Risk Factor:</u> The majority of BGSU students report experiencing negative consequences related to alcohol use. Students need to be empowered with strategies and tactics for reducing risks. <u>Community Readiness:</u> This community is in stage 6: Initiation of the nine Stages of Community Readiness. *Data featured in Community Logic Model Sheet	Insert from Theory of Change Worksheet. Policy, Procedures, Infrastructure and Enforcement	<u>Budget:</u> Total Budget: \$123,000 Percentage of Total Budget Allocation: 48% In-Kind: \$ <u>Staffing (Paid or Volunteer):</u> Number of staff members: 9 \$45,190.50 Total FTE’s: 1.945 <u>Vendor(s)/Sub-contractor(s):</u> Name (Total Cost) Services Provided: <u>Materials:</u> Brief Description (Total Cost) \$8,000 Incentives Program Supplies <u>Travel:</u> Brief Description (Total Cost) \$5976 State Meetings/Conferences National Conferences <u>Other:</u> Brief Description (Total Cost) \$0	What are the key things that have to happen to get the strategy complete? What is your timeline? DATE: June 2014-July 2015 Activity: Implement Alcohol Edu for incoming students and their parents DATE: August 2014-May 2015 Activity: Implement Alcohol Edu through OrgSync for Student Organizations DATE: January 2014-June 2014 Activity: Create best practice manual for late night alternative events.	What will your activities result in? <ul style="list-style-type: none"> - All incoming freshmen and their parents/caregivers will receive emails about taking AlcoholEdu. - 66% of incoming freshman will complete AlcoholEdu - At least 75 parents will complete AlcoholEdu - Proposals to institute AlcoholEdu as mandatory will be presented - Notify all 300 student organizations of the AlcoholEdu training - Pilot the AlcoholEdu training with the Exec members of the student organizations - Any organization could utilize the late night manual for an event on campus. 	Insert from Theory of Change Worksheet. + as measured by _____. <ul style="list-style-type: none"> - Increase awareness by 5% - Decrease negative behaviors by 5% with ACHA data. - Within two years all 300 organizations will have received training. - Manual Complete 	Insert from Theory of Change Worksheet. + as measured by _____. <ul style="list-style-type: none"> - Decrease drinking rate by 5% and increase knowledge and educate community members about risks and neg. outcomes assoc. with alcohol and engage them in alcohol reduction strategies. - AlcoholEdu as mandatory - All student organizations would be required to participate and some type of symbol would be used to show that they have completed the training. - Manual is incorporated into all late night campus alternative events and the campus alcohol policy and guidelines.
Context							
Geographic factors, turnover of students, changes in diversity of population, higher score of community communication, CLI data, directly connected to populations, partnership with coalitions, community not tolerable of underage drinking, demonstrated history of being a leader in alcohol reduction programs and a model program, creating awareness among community that alcohol is a problem in the community							

Appendix B: Ohio Strategic Prevention Framework (SPF): Strategic Plan Map Wood County Prevention Coalition

Strategy: Media (Traditional and Social)

Overall Theory of Change:							
If we correct misperceptions about alcohol use within this community and reinforce positive existing norms through a social norms campaign, then students will realize that high-risk drinking and its negative consequences are less common on campus than they now believe. If students realize that high-risk drinking and its negative consequences are less common on campus than they believe, they will likely drink fewer drinks, drink less often, and will be less likely to have negative consequences related to their alcohol use. If students drink fewer drinks, drink less often, and have fewer negative consequences related to alcohol use, other students will be more empowered to follow their peers, thus lowering the overall high-risk drinking rates and negative consequences.							
Community Logic Model			Theory of Action			Measurable Outcomes	
Problem Statement	Intervening Variable(s)	Strategy	Demonstrating Capacity Inputs: Human / Material Resources	Time Line Specific Activities for each Strategy	Outputs Results of Activities	Shorter-Term Outcomes (2 years)	Longer –Term Outcomes (5 years)
<p>Insert from Community Logic Model. The majority of surveyed BGSU students reported using alcohol in the past 30 days (NCHA, 2012) and one quarter of surveyed BGSU students reported binge drinking in the past two weeks (BGSU Wellness Connection SPF Needs Assessment Survey 2012). Additionally, close to two-thirds of BGSU students report experiencing negative consequences related to alcohol consumption (NCHA, 2012). Additionally, 75% of BGSU students perceive having 5 or more drinks once or twice a week is a moderate or great risk (NCHA, 2012).</p> <p>Substance Use Issue</p> <ul style="list-style-type: none"> •70.4% of BGSU students reported use of alcohol in the past 30 days (NCHA, 2012). •24% of BGSU students reported consuming five more drinks in a sitting with the last two weeks (BGSU Wellness Connection SPF Needs Assessment Survey, 2012). •64% of BGSU students, between the ages of 18-25, report experiencing negative consequences related to alcohol consumption compared to the national average of 51% (NCHA, 2012). Additionally, 75% of BGSU students perceive having 5 or more drinks once or twice a week is a moderate or great risk (NCHA, 2012). 	<p>Insert from Community Logic Model. Protective Factor: The majority of BGSU students perceive that binge drinking is risky and actual alcohol consumption is lower than what students believe.</p> <p>Risk Factor: The alcohol prevention needs of BGSU students are not currently being effectively addressed.</p> <p>Risk Factor: The majority of BGSU students report experiencing negative consequences related to alcohol use. Students need to be empowered with strategies and tactics for reducing risks.</p> <p>Community Readiness: This community is in stage 6: Initiation of the nine Stages of Community Readiness.</p> <p>*Data featured in Community Logic Model Sheet</p>	<p>Insert from Theory of Change Worksheet. Media (Traditional and Social)</p>	<p>Budget: Total Budget: \$123,000</p> <p>Percentage of Total Budget Allocation: 52%</p> <p>In-Kind: \$</p> <p>Staffing (Paid or Volunteer): Number of staff members: 9 \$45,190.50</p> <p>Total FTE's: 1.945</p> <p>Vendor(s)/Sub-contractor(s): Name (Total Cost)</p> <p>Services Provided:</p> <p>Materials: Brief Description (Total Cost)\$8,000 Incentives Program Supplies</p> <p>Travel: Brief Description (Total Cost)\$5976 State Meetings/Conferences National Conferences</p> <p>Other: Brief Description (Total Cost)\$4667 Marketing Materials</p>	<p>What are the key things that have to happen to get the strategy complete? What is your timeline? DATE: Activity: Social Norms campaign “Falcons Flock Together”. See Strategy Proposal Form for specifics.</p> <p>January 2014-June 2014</p>	<p>What will your activities result in? Achieving 3 social norms messages on page 1 of Strategy Proposal Form.</p> <ul style="list-style-type: none"> - At least 7000 BG News readers - At least 500 Facebook Likes - At least 500 Twitter Followers 	<p>Insert from Theory of Change Worksheet. <i>+ as measured by _____.</i></p> <p>Increase awareness by 5% Decrease negative behaviors by 5% with ACHA data.</p>	<p>Insert from Theory of Change Worksheet. <i>+ as measured by _____.</i></p> <p>Decrease drinking rate by 5% and increase knowledge and educate community members about risks and neg. outcomes assoc. with alcohol and engage them in alcohol reduction strategies.</p>
Context							
Geographic factors, turnover of students, changes in diversity of population, higher score of community communication, CLI data, directly connected to populations, partnership with coalitions, community not tolerable of underage drinking, demonstrated history of being a leader in alcohol reduction programs and a model program, creating awareness among community that alcohol is a problem in the community.							