



Strategic Planning February 26, 2007

Day One
Notetaker: Liza Marron

9:15 am Welcome by Clarissa – Every few years the coalition likes to get together and do strategic planning work. We have some funding streams that are asking the same thing at the same time.

- Told some history, risk and protective factors, highlight of today. Look at data, do we have enough, what is missing, create strategic plan. ID a target population. Look at this as a coalition process. If your process can use this process – it is yours. Look at Sustainability.

Lucia – connected to funders specifically with CPP.

Clarissa – Parameters – must address underage drinking as we identify what we work on. Evidence-based criteria. Sound theory behind it.

Introductions and what your role with the coalition is...

- We don't understand the acronyms – please translate.
- Thanks to youth for being here.

Claire – data presentation overview – explaining categories – review websites from which data came. Highlighting some slides. Meth treatment map – the darker the worse the statistics are, dark blue = 51 per 100,000. Legend could not be imported.

- Explain risk and protective factors and cut point.

Break into groups.

Lunch breaks

Group #1

Low commitment to school – lack of respect between teacher and students.

- If this doesn't take place – it doesn't feel like a home environment
- Need teachers' perspective not just students.
- How can we influence perception from students and teachers because it influences so much.
- Some high schoolers are being influenced by college students. Want better data. Everyone has a different style of data. More accurate and more precise.
- Secondary middle and high school students – interactions and influences.
- Teachers are trying to make us be mature adults, treat us like kids. Did you bring your pencil – why not?

- Parents need to be involved in their child's education.
- Stucky had child with cocaine – she called parents in – they denied it.
- They had no idea of their kids school or life. Not just parent teacher conferences.
- Value all your activities not just athletics. For instance I am an artist.
- Is it all going down to just sports – take that attention to all other kids.
- Sports banquet – nice food at college. people dress up – lots of people
- Honors banquet in gym normal food, t-shirts, not very well attended.
- Need to use ASC as a resource more.
- Students need teacher to be a parent figure away from home. Teacher they can look up to as a father figure. Change parent teacher conference to one on one every couple of weeks.

Family Group

- DUI rate is twice as high as state – it is a problem.
- The Heat is On – Does this have an impact?
- Teen pregnancy – my case – I almost had a child – a child is a beautiful thing, may not be ready to have that child
- Grandparents raising children. 100 % of court terminations are due to alcohol and drugs.
- Treatment problems
- Think before you act
- More law enforcement for people that are on drugs or getting ready to drive drunk. Have law enforcement around those areas. Going through neighborhoods. Drug activity – maybe they could ask questions. Nothing going down illegal.
- More support to families – single parent households – more resources and programs.
- Mentors for children and teenagers.
- Love Boys and Girls program
- More support systems.
- Parenting classes – don't call them this.
- Mental health – Day Camp – all kinds of activities – hiking, fishing, rafting.
- I used to fight with my mom so much – I did it so much I got used to it. Get to these programs and get to know the better side of themselves.
- Activities parents with their children.
- Older children get, they kind of part from each other. Family projects.



- Causal factors –
- Chicken and egg – was the problem there before we recognized it.
- Lack of respect by younger children and adults toward elders and vice versa.

Red Group – Individual

- What stands out – 10th grade for marijuana
- 12th graders seemed to learn – went from other to alcohol
- 20-30% students in school Drunk or High
- 32% of adults do not feel underage drinking is a problem
- Obesity doubling and tripling especially with girls
- We want fifth grade data!
- Cared for at school – there to learn
- What other issues? Enforce more consequences.
- What does data tell us about norms?
- It is okay to do these things.
- #6
- Hispanic and teen pregnancies.

Community:

What stood out? Gaps?

- **Meth:** seeing an increase in the meth problem, but nothing like the high state rates (4x). Why? Perhaps Community Corrections is skewing the data. Higher rates among prison populations. Rick thinks Alamosa is actually less than state rate. Rick thinks we need to extract Community Corrections data from the overall data. “Treatment Admissions” data is problematical for various reasons. Rick asked, “What’s the hospital scene?” Concerns are prescription drugs and overdoses (have had prescription drugs/overdose deaths in Alamosa County). Didn’t see data in information. Task Force has addressed some of this.
- **Poverty rates as a causal factor.** Keeping law enforcement staff funding. Didn’t get tax money for new prison; staffing jails is a big issue in Alamosa. Have a problem just funding basic services.
- **Retail outlets:** Liquor enforcement in Alamosa – per capita we are higher than other areas in state.
- **Gaps** – death certificates – attribute to cause of death. Hospital emergency rooms: hospitals do not report alcohol and drug deaths. Difficult to discern what kind of problem we have without this kind of information.
- **Huge spike in Hispanic meth use.** Seeing more in the last year or so. Had been more of an “anglo” drug, but that is changing. We don’t really see the “lab” use, but more precursor drugs.

What can we do to make impact in Alamosa?

- Education on ATOD use; Media can be hugely effective; Start with younger ages. Community drives what law enforcement does: hard drugs, not marijuana; attitudes have changed. Police will do more if there is broad-based community support.

- Don’t underestimate the power of our Coalition. Information regarding marijuana has changed over the past 20 years. Generational substance use.
- Violence is very high.
- Community norms for atods is higher in families. Gangs. Disrespect is a problem in schools.

Break into groups on resources Report Back

Individual

- Not a lot of programs being utilized
- More mandatory leverage for parents to be in school
- More curriculum based resources in Elementary and MS schools
- After school funding is at risk – needs to be stabilized
- No emotional counseling at the high schools
- Duplication of services
- Could utilize rec, faith and boys and girls club for programming with youth
- Parenting resources in the schools
- Violence prevention
- Need emotional counseling at the high school

School

- #7 re students
- Counselors
- Parks and Rec
- College Students
- Alive at 25
- Summer School for migrant students as well
- After School programming
- Upward Bound
- Summer Scholars – 3 week summer class – Trio Class
- Love and Logic for teachers
- #8 Gaps
- Migrant school is not gone as people thing
- Need to specify if you want help from college
- Casastart in Alamosa High School
- Sport reality check - \$ where should it go?
- Open High School
- More College Prep
- #9 Duplication
 - Not enough funding to do this.

Family

- Bueno Hep
- Upward Bound
- ASC student support services – Summer Scholars – Rope Challenge Course
- Outdoor recreation program – accessible by community
- Boys and Girls Scouts
- Adelante
- Deb Downs – DOLA
- Migrant Education Program
- VWHS – Migrant

- United Farm Workers
- OSHA – health and safety
- Options for long term care
- Home visits
- Alamosa High School peer counseling
- Rainbows End
- Library
- Faith
- Womens Resource Center
- Coalition Task
- Dance Dance Revolution
- Keystone Club – Community Service Torch Club – MS
- Guitar Classes
- Individuals in our communities that have skills that we don't tap into.
- Homelake Veterans Center
- Schools
- Hooper Pool
- Service Clubs – Elks, Kiwanis, Optimist, Rotary, Cattlemens...
- Resources are needed for young fathers and single parent homes
- Transportation gap
- More media campaigns to let people know that resources are out there.
- #9 Duplication
 - Need to regroup resources.
- Disparate families – 211, DSS, Planned Parenthood, faith-based, VWHS, WIC, Schools, Headstart, B&g club, Community gardens, recreations, sports

Gaps

- SEADS
- Peer counseling, freshman orientation, need more student teacher interaction, more relevant health education, need to enforce rules around substance use in schools.

Duplication

- Bad attitudes more so than resources.

What you liked and didn't like

- Food
- Law enforcement
- Smiles
- Facilitators
- No cell phones
- Good representation by youth
- Brainstorming
- Didn't like
- Room was hot
- Change of Scenery

How will we know what happens? Emails

- Some won't need funding
- Some aren't evidence based.
- Might want to see why resources aren't being used

CPP do one thing?

- Absolutely not – pieces you want to fund with CPP
- Wants to know whole community plan – should be several sectors and strategies.

Ending 2:44.





2-Day Strategic Planning Meeting – Day 2 February 27, 2007 Morning Session

Notetaker: Sandra Santa Cruz

Introductions: Judy McNeilSmith, Facilitator, Kris Daniel, Julie Geiser, Claire Stuebe, Dave Stong, Nelda Curtiss, Priscilla Ortega, Adam Vasquez, Charlie Valencia, Clarissa Woodworth, Sandra Santa Cruz, Liza Marron, Fred Currier, Sue Davis, Ben Mengales, James Duran, Jerri Stucky, Rebecca Aragon.

Overview Large Group Process

Top ATOD problem areas:

- Alcohol, marijuana, inhalants, prescription drugs

Target Populations:

- 6th to 8th grade. We don't have data for elementary school population.
- Hispanic female drop-outs and teen pregnancy, ages 15-17.
- 10th grade binge drinking (5 drinks in a row within last 2 weeks).
- Parents
- Pregnant teens
- Whole community

What Risk Factors stood out? (are they higher than they should be?)

- Parental attitudes
- Low commitment to school
- Poverty
- Sexual activity
- Early onset
- Perceived risk
- Peer use
- Community attitude
- Adults in treatment
- Child abuse
- Termination of parental rights (family management problems)
- High mobility
- Physical fighting (anti-social behavior)
- alcohol use

What Protective Factors stand out? (are they lower than they should be?)

- School environment
- Positive rewards (-)
- Connected to family w/expectations to not use
- Opportunities for pro-social involvement (-)
- Teacher/student respect

- Law Enforcement – increased oversight

What issues surfaced in the discussions?

- Total/holistic family/child/community – focus on the “whole” child.
- Where to start? (chicken or the egg?)
- Grandparents
- Community drives law enforcement
- School environment
- Parental attitudes/involvement in school
- Student involvement
- Respect
- College involvement

Data gaps?

- Elementary grades
- College
- Hospital (especially ER)
- Death Certificates - cause of death
- Who's not being served? Why?
- Teacher data/perceptions

“Weird” data we need to re-visit?

- Meth “spike” and treatment rates re: Community Corrections

What does the needs assessment process suggest are the most important areas to address?

- *** Community norms, including perception of risk (students and parents)/Access
- ** Low commitment to school
- ** Low commitment to self
 - Young people are disconnected from . . . culture, self-respect
- Transition issues
- Depression
- Child Abuse

*denotes priority areas

The Risk Factor/Protective Factor Theory – Liza Marron presentation

Problem behaviors share common risk factors

Six strategies:

- 1. Information dissemination – media campaigns**
 - Provides awareness and knowledge for substance use, abuse and addiction and its effects.
- 2. Education – i.e. parenting classes**
 - Provides 2-way communication
 - Interaction between educator and participants

- Activities affect critical life and social skills such as decision-making, refusal skills and judgement abilities

3. Alternatives – provide alternatives to substance use, i.e, mentoring

- Provides for participation of target populations in activities that exclude substance use
- Constructive and healthy activities

4. Problem ID and Referral

- Reverse inappropriate use of tobacco

5. Community-Based Process

- Enhance the ability of the community to more effectively provide services

6. Environmental (social norming)

- Reversing misperceptions by restating the facts in a positive manner and highlight healthy behaviors in the community
- Legal and regulatory initiatives, i.e., keg registration,
- Service and action-oriented initiatives

Research shows that multiple strategies are most effective

After Lunch Day Two

Introductions

Small Group Reports – Low Commitment to Self – by Clarissa Woodworth

- Existing strategies:
- Target populations: Parents, 6th-8th grade students

Strategies

- Parenting classes
- Open High model
- Mental health counseling
- Sports & recreation center
- After school programs – B&G Club, FBLA, Boy Scouts
- Some community policing going on
- Faith-based

How to enhance existing strategies?

- If you look at the individual and parents
- Parental support – skill building, more incentives; integrating parent/student activities;
- After-school programming – make more fun; art; outdoors; leadership; cognitive thinking.
- Incentives: things that make life more manageable: skill building, gas cards, babysitting, rewards and recognition.

Gaps and new strategies:

- Clubs, alternative activities that fit kids who don't gravitate to other groups
- Open High School model. Schools could be more of a social center.
- Mentor youth and families better. Parents are busy.

Barriers to strategies:

- Activities, food, transportation, mentoring parents to help build skills. Need funding for more programs.
- Generational apathy.

Community Norms and Access – Claire Stuebe

Existing strategies:

- Compliance checks, prevention coalition, passage of city ordinance selling alcohol to minors, holiday ads, DUI Crash Car presentation, “drunk” goggles, after-prom support program, court ordered DUI classes, Be Alive at 25, upcoming liquor-server training, police summer program at the race track.

How we can support and enhance?

- Funds
- More attendance
- More support from the coalition to attend city council and commissioner meetings.
- Assist with “operatives” for alcohol stings
- Media!!! Campaigns
- After-Prom support
- Educating parents re: parties and allowing or purchasing alcohol.
- Community support for schools
- Alive at 25 in the schools
- Assist B&G Club
- Funds to help law enforcement community programs (combat generational perceptions of police)

Gaps and new strategies

- Lack of education through media
- Lack of positive response to issues – want more direct feedback
- Responsibility campaigns – get buy-in from liquor distributors
- Community education in general
- Kids under 21 in bars issue – define parameters as part of liquor licensing
- Gap between law enforcement and the district attorney – develop earlier consequences to minor offenders. D.A.'s office is swamped. Develop something, perhaps a “diversion” program.
- Access to affordable healthy alternatives
- Reach students at earlier ages sooner
- Using community resources: everyone liked James idea about offering music lessons. Draw on community resources.

Barriers

- Division between restaurants and bars – perception and legislation
- School administration may be a barrier
- Parental and family and generational attitudes

Existing Strategies – Carla

- Open High – PTSA
- After school/summer school programs
- Transportation to afterschool programs
- Upward Bound
- Will be offering NOT (tobacco cessation) program
- B&G Club
- Art programs
- Outreach program at high school for at-risk
- Celebration of sports at high school

Need to support/enhance

- Non-punitive
- Would like to start a CasaStart
- More community volunteers to help with after-school activities and recruiting them from the Prevention Coalition.
- Upward Bound in schools

- Keeping the NOT program
- B&G Club – would like more support for high school students and parents/adolescent program at a different location.
- More support in advertising
- Celebrate! The arts, music, skateboarding, mariachi, etc.
- Use Immigration Resource Center
- 21st Century funds for educational opportunities for parents
- Alamosa Education Foundation – avenue toward sustained funding

Gaps

- Better communication
- More, effective media strategies/campaigns
- True student involvement in the community
- Improve student-teacher relationship
- Develop cultural competency
- Getting data from elementary schools (recently went through a CADI interviews)
- Looking for sustainable funds for after-school programs
- Involving parents and grandparents
- Involving faith-based organizations
- Service learning opportunities
- Prevention Coalition representative on Alamosa Foundation

Barriers

- Technical support to develop student-teacher relationships
- Lack teacher data
- Teachers feel overworked already
- Teachers may feel resistant
- How do we get there?
- Faith-based
- Sustainable funding
- Collaboration
- Parent involvement: language, sense of belonging, having more activities specifically for parents.

2 QUESTIONS (large group process):

Does the communities' prevention workforce have the capacity to address the issues? How can areas of strength best be utilized?

- Need more students, parents
- Invitation, motivation
- People in recovery
- Community service opportunity
- Expertise/Training/Consulting services (i.e.: social norming)
- Resources to be used as backfill to replace staff salary (don't know if I said this well!?)
- Businesses –
- Family advocacy and cultural responsiveness (culture, language, economic, etc.) – empathy
- Immigration Resource Center
- “Lay” community – the regular Joe (in a manner of speaking)

- Need more youth and to better understand young generation
- Integrate Coalition involvement into school curriculum – students get credit
- New case workers in DSS – truly want to make a difference. DSS is a willing partner!
- DSS, like MHC is trying to overcome stigma
- Bresnan Communications is a great media resource.
- Draw on the strengths of our local communities

How can we ensure that programs, policies and procedures are culturally responsible to our community?

- Define “cultural responsiveness” according to different communities/neighborhoods.
- Create opportunities for safe places to have open, honest communications
- Meeting the community where they are
- Develop protocol to follow-up Focus Groups, etc.
- Trust and ask questions – BE HONEST!
- More flexibility in school that will allow students to gain more real, life experience.
- Arrange transportation

How can we actively engage the youth in our community prevention efforts?

- Input will be genuinely valued and used.
- Incentives: rewards, cash, contests (skateboard, art, etc.), point system, shopping, high school credit, scholarships,
- Improve skate park
- Design t-shirts
- Way more fun, music,
- Youth-run coalition meeting
- Recognition
- Youth Coalition – ensure that meeting dates/time/place is known (meeting information is not announced at AHS).

What strategies can our community sustain over the long term?

- Alamosa Education Foundation – goal is for Alamosa School District to become totally self-sufficient in 10 years.
- Braiding resources – collaboration
- Community-based process
- Research successful program
- Communication when writing grants/getting funding.
- Stay aware of other initiatives.
- Recruit those resource organizations who are not at the table.
- Identify “evidence-based” programs. Get more training.

Who's Missing?

- HS dropouts
- RMSER Workforce
- Tu Casa (Isabelle?)

Final Steps:

Sign up for Work Groups that will finalize the Strategic Planning application process.

Evaluation forms

Adjourned 2:30 p.m.

2-Day Strategic Planning February 27, 2007 Morning Small Group

Notetaker: Sandra Santa Cruz

Question #12: What are the existing strategies addressing the issues we decided on this morning?

- 99% starts with the family.
- Depression
- "fractured" communities; families and individuals splintered off
- Don't have resources
- Young adults who want to succeed are held back by family members or friends.
- Young people are separated into groups, i.e., gangs, jocks, kids who excel academically, kids who don't fit into any group. We can transcend.

What do we have in our community to address existing strategies?

- Atmosphere at Open High School is supportive. Open High has created a respectful and supporting environment. Should be that way at all the schools. James felt neglected by teachers at AHS. Allow students to work at their own pace – students can take their time. Make students feel welcome. Emotional counseling available to students.
- Parenting classes. Faith-based groups. Young adults in leadership roles. Have talk groups with families.
- Healthy and fun family activities like Field trips: i.e. Open High has weekly warm weather "River Walks". a wide variety of nature experiences which builds skills and exposes youth to positive people and activities, i.e. Ft. Garland/Blanca Community Center nature/adventure experiences. Offer workshops, i.e. fishing, hiking, camping, music (instruments, guitar).
- Use Art to heal and build self-esteem in children, young persons, adults and families. Create arts

programs: drawing, painting, sculpting, theatre, filmmaking, photography, dance, writing, music: instrumental, voice, mural.

- More opportunities to talk and share experiences. Student groups, adult groups, women's groups, men's groups, family groups.
- Schools as a social center of neighborhoods.
- Offer life skills, leadership development for youth and adults/parents.
- Emotional counseling through SLV MHC.
- Sports: YAY, Alamosa Recreation Center
- Clubs & Hobbies: Boy Scouts, FBLA, FFA

Question #13: How could we support or enhance the existing strategies addressing the issue?

- Incentives: stipends, Walmart gift cards.
- Rewards
- Recognition
- Sense of belonging; value; worth
- Provide transportation, if that's an issue
- Provide babysitting and dinner for parent's who join activities.

Question #14: What gaps or barriers to strategies?

- Don't call parenting classes "parenting" classes.
- Kids who aren't connected.
- Financial: costs of programs, transportation, planning, dissemination of information
- Mentor programs need funding.

Question #15.

