Dillingham Prevention Coalition
Prevention Plan

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Prepared for:

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CDVSA | Alaska's Council on Domestic Violence & Sexual Assault

Table of Contents

Introduction

In 2017, Safe and Fear-Free Environment, Inc. (SAFE) and the Dillingham Prevention Coalition received a Capacity Building Grant from the State of Alaska Council on Domestic Violence and Sexual Assault (CDVSA) to conduct a needs assessment and develop a prevention plan to build the community of Dillingham's capacity to prevent interpersonal violence. The needs assessment, "Needs Assessment for Capacity to Prevent Interpersonal Violence in Dillingham,"[1] was completed in spring of 2019 and identified a number of community factors which currently limit Dillingham's capacity to prevent interpersonal violence. These include limited community knowledge about the issue beyond the incidence of interpersonal violence, community perceptions of who is at risk for interpersonal violence, community knowledge about prevention, alcohol and drug use in the community, a cycle of violence in the community, stigma and tolerance towards violence in the community, and a passive rather than active level of support for prevention in the community. To address the community factors identified, SAFE and the Dillingham Prevention Coalition held a two-day planning retreat in June 2019 to develop a prevention plan that will address these community factors and build the community's capacity to prevent interpersonal violence. This was followed by several meeting in the Fall of 2019 to complete the planning process. To facilitate the planning process, SAFE contracted with the Goldstream Group, a consulting firm located in Fairbanks, Alaska that is dedicated to helping non-profit community organizations including school districts, tribes, universities, and health and social service providers improve the lives of Alaskans.

Planning Process

Twelve members of the Dillingham Prevention Coalition representing numerous community organizations including Bristol Bay Area Health Corporation, Bristol Bay Native Association, Dillingham City School District, Dillingham Public Health, SAFE, University of Alaska Fairbanks Bristol Bay Campus, and 4H met over a two-day period in June 2019 to complete a strategic planning process facilitated by the Goldstream Group. During this two-day planning retreat, coalition members held in-depth discussions to arrive at a shared definition of interpersonal violence, a shared description and understanding of what is meant by capacity to prevent violence, and a shared vision and values statement to guide the coalition's prevention work in the community. Based on these discussions, coalition members identified four overarching capacity building goals to guide the selection of strategies to prevent interpersonal violence in the community in the coming years.

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[1] Needs Assessment for Capacity to Prevent Interpersonal Violence in Dillingham (2019). http://nebula.wsimg.com/944f1bf2bae1f5fffc4b63757eaaaf59?AccessKeyId=F4FCBB84D9DE52F1A791&disposition=0&alloworigin=1

Finally, coalition members discussed strategies already in place and strategies they would like to implement in the community in order to meet the capacity building goals identified.

Prior to adjourning, next steps in the planning process were identified. While these steps were originally intended as part of the June planning retreat, they were not completed due to the recognition that a more responsive approach to community and coalition needs was warranted. Participants engaged in critical and in-depth foundational discussions related to defining interpersonal violence, capacity, and vision. In fact, these discussions actively built the coalition's capacity to undertake this prevention work; the process itself built trust and a shared understanding among participants, effectively setting the stage for engaging in the informed community conversations they later identified as one of their four capacity building goals.

Over the course of the Fall of 2019, coalition members met several times to complete the planning process, including identifying strategies to implement in the community that will work towards achieving the four overarching capacity building goals, identifying S.M.A.R.T. (specific, measurable, actionable, relevant, and time-bound) objectives, and identifying initial evaluation tools and action steps. Next steps will include the completion of detailed action plans that identify steps and timelines necessary to implement the strategies selected, and development of a comprehensive evaluation plan to help the coalition measure progress towards its goals over time and resulting changes in the community.

It is critical to recognize the tremendous amount of work accomplished by coalition members at the June planning retreat and subsequent planning meetings in Fall 2019. The strong foundation laid at this time will be essential to the long-term success of the coalition, as well as the sustainability of coalition-led prevention efforts well into the future.

Participants in the June 2019 Strategic Planning Retreat

Back Row: Jason Johnson, Gregg Marxmiller, Ted Krieg, Mary Jane Kasayulie, Gina Carpenter, Kathy McLinn, Teresa Capo.

Front Row: Deanna Baier, Lucinda Zamir, Esther Hammerschlag (Goldstream Group), Kelly Kealy (Goldstream Group).

Not Pictured: Marilyn Casteel, Tiffany Webb, Bernina Venua.

Primary Prevention

The Centers for Disease Control and Prevention (CDC) describes three levels of violence prevention. These are: primary prevention, secondary prevention, and tertiary prevention.[2]

Figure 1: The Levels of Violence Prevention[2]
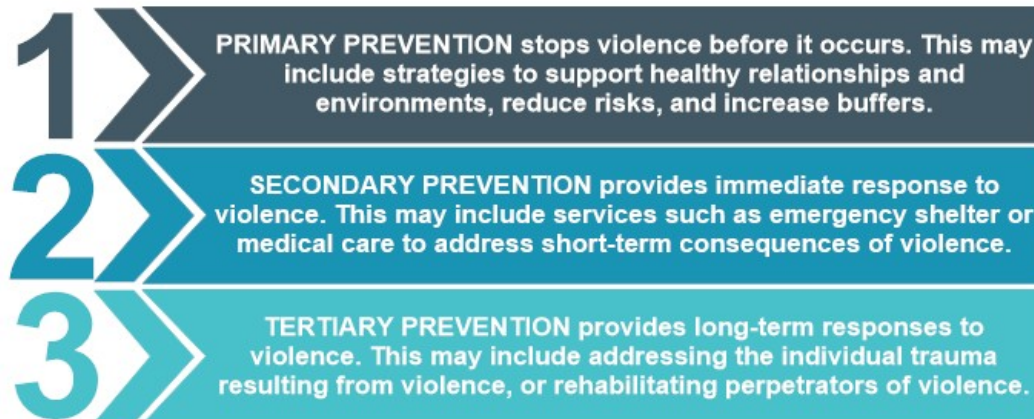
While each level of prevention is important in a community, the goal for this prevention plan is to identify ***primary prevention*** strategies that will work to prevent interpersonal violence from occurring in the community of Dillingham in the first place. Examples of primary prevention strategies may include such programs or activities as promoting community social norms that protect against violence; providing opportunities to empower and support youth and adults; creating protective environments in homes, schools, and workplaces; teaching safe and healthy relationship skills to youth; engaging influential adults and peers as leaders and role models; supporting family environments for healthy development through early childhood home visitation or parenting skills programs; strengthening economic supports for families; and connecting youth to caring adults and activities in the community.[3]

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[2] Centers for Disease Control and Prevention (2010). The Levels of Prevention.
https://vetoviolence.cdc.gov/levels-prevention
[3] Centers for Disease Control and Prevention (2018). Violence Prevention.
https://www.cdc.gov/violenceprevention/index.html

Dillingham Prevention Coalition Vision and Values Statement

The development and contents of this prevention plan are guided by the vision and values statement developed by coalition members at the June 2019 strategic planning retreat. This statement describes vision and values for both the Dillingham Prevention Coalition itself and the Dillingham community more broadly.

Our Vision: We are a resilient, healthy, engaged community that is culturally connected, cohesive, inclusive, and competent. We are a loving, caring, and compassionate community. We are a place that honors and celebrates our people, culture, and heritage.

We practice our vision by:

Acknowledging the **history** of our community and our people while moving forward together to make a difference

Drawing on **Yuuyaraq** and other cultural values and practices of our community

Building **pride** in the beauty our community

Being willing to have **courageous conversations** and to **listen**

Holding each other **accountable**

Developing a **shared understanding** of what we are working towards

Recognizing when we as professionals need to **ask for help**, and **offering help** when needed

Listening to our **elders, youth, and ancestors**

Recognizing our community can grow our own **capacity to help ourselves**

Sharing and celebrating our **achievements** with the community and beyond

Defining Interpersonal Violence

Varying definitions of interpersonal violence exist which include the different types of violence that may occur (i.e. physical violence, emotional violence, sexual violence, etc.). However, these definitions typically do not address the different _ways_ in which violence may be experienced (i.e. it may be directly experienced by an individual or witnessed occurring to someone else, such as a child watching a parent). Definitions also do not typically include the various _contexts_ in which violence may occur. For example, violence may occur within the household or family, at the community level, or at the cultural level. The coalition includes these aspects in their definition of interpersonal violence. Notably, coalition members stress the importance of acknowledging the historical trauma and institutional violence experienced by the Alaska Native people of the region, and the lasting impacts of this history on the community and residents of Dillingham today.

Figure 2: Dillingham Prevention Coalition Definition of Interpersonal Violence

Interpersonal violence includes domestic violence, dating violence, intimate partner violence, or other relationship violence. This violence may include sexual violence, physical violence, verbal violence, mental violence, electronic violence, financial violence, institutional violence, religious or spiritual violence, fear-based violence, bullying, gossip, and shunning. Violence is experienced or witnessed at the household, family, community, and cultural level.
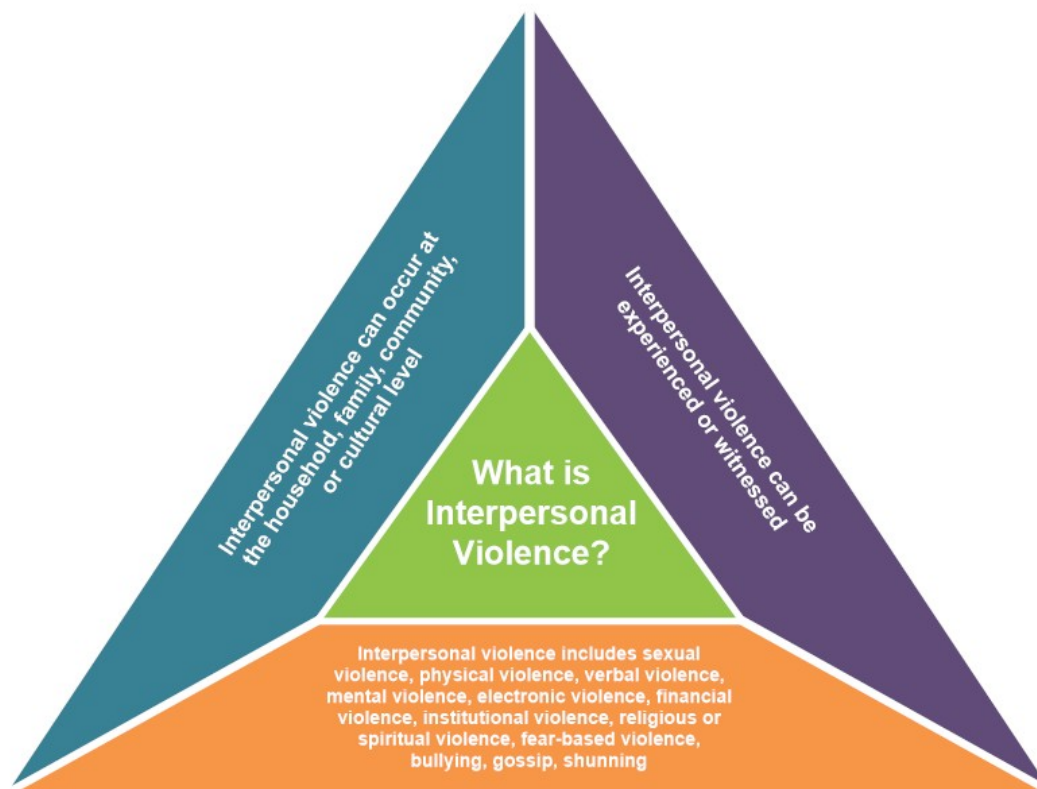
Capacity Building

Web of Prevention: Stores of Capacity Connected as a System

By strengthening connections among Dillingham's community groups, organizations, and leaders, the community will increase its capacity to work together as a system to prevent interpersonal violence from ever happening in the first place (primary prevention).

The individual characteristics of groups, organizations and leaders, and the system that is created when these groups or organizations and community leaders come together can be thought of as a web. Each member of the web has threads reaching out to connect with the other groups, organizations, and leaders in the web. When tension or slack is placed on any one or combination of these threads, impact is felt by all members of the web to lesser or greater degrees. These impacts may be felt in the way of increased responsibilities for staff, burnout of providers and leaders, community members who lose access to services or supports, and/or a lack of coordination between organizations, leadership, and staff.

Creating this Web of Prevention, or connected system, opens doors between stores of capacity and information so that resources, skills, and knowledge may be shared and built upon in a coordinated way – with the whole being greater than the sum of its parts. Within this Web of Prevention, actions and changes within organizations, changes to relationships between members of the web, and the actions of individuals at different stages of the prevention process all have an impact on how this Web of Prevention functions in the community. At the same time these connections are strengthened, it is also important to recognize that each individual community group, organization, and leader brings their own unique set of resources and stores of information and knowledge to the community.

A key tenet of Dillingham's Web of Prevention is the concept of this system as a supportive and integral element of community capacity to prevent violence. It is not necessary for organizations to give up their resources, programs, or unique characteristics to be part of this system, but rather that doors should simply remain open so that necessary and meaningful exchanges of information and resources can freely occur. As these exchanges occur, the Web of Prevention simultaneously responds as a larger system to meet and adjust to the most current needs of the community, as well as the actions and activities of each individual, leader, group, and organization that is part of this web.

Visualizing Dillingham's Web of Prevention

Above: Building a Web of Prevention

Right: Observing the Impacts of Actions and Change to Dillingham's Web of Prevention

Dillingham's Capacity to Prevent Violence

The concepts of capacity and capacity building have been defined in a number of ways and across myriad contexts. Most of these definitions share common elements which include resources such as leaders or champions of the issue, prevention knowledge, cultural competence, skills, and financial resources. As the Dillingham Prevention Coalition works to increase the community's capacity to prevent interpersonal violence, it is additionally important for the coalition and the Dillingham community to have a shared definition of capacity that is not only specific to the prevention of interpersonal violence, but also to the people, history, and resources of the community and region.

In addition to the concept of a connected system, the Dillingham Prevention Coalition's definition of capacity includes: having a strong foundation; continuity as well as an ability to adapt to changes; a sense of commitment, engagement, and willingness in the coalition as well as in the community; community-wide awareness and consciousness as well as the ability to cope; people, knowledge, and resources; a sense of urgency paired with optimism and potential; and an enhanced ability and quantity in terms of prevention.

As the Dillingham Prevention Coalition works towards its ultimate goal to build the community's capacity to prevent interpersonal violence, the strategies selected will work towards addressing each of these individual elements of capacity. With the growth in each element of capacity, the community's overall ability to prevent interpersonal violence will increase as well.

**Figure 3: Dillingham Prevention Coalition:
Elements of Capacity to Prevent Interpersonal Violence**

Our Capacity to Prevent Violence

- Strong Foundation
- Continuity and Ability to Adapt
- Commitment, Engagement, and Willingness
- Community-wide Awareness, Consciousness, and Ability to Cope
- People, Knowledge, and Resources
- Sense of Urgency, Optimisim, and Potential
- Enhanced Ability and Quantity
- Connected System

Goals for Capacity Building

Based on a review of the needs assessment completed in the spring of 2019, the coalition's vision and values, the coalition's definition of interpersonal violence, and the coalition's definition of capacity, coalition members next identified four primary goals to work towards building the community's capacity to prevent interpersonal violence. These four goals are intended to work together to address all the elements of Dillingham's definition of capacity using a coordinated and collaborative approach.

The four goals and the capacity to prevent violence have a reciprocal relationship – that is, working towards the four goals will increase Dillingham's capacity to prevent interpersonal violence, while at the same time the resulting increase in capacity will strengthen the community's ability to achieve the four goals.

Overarching Goals for Building
Dillingham's Capacity to Prevent Interpersonal Violence:

■ *Increase access to and utilization of resources that foster safe and healthy families.*

■ *Increase sense of wellness and cultural connection in the community.*

■ *Foster informed community conversation about violence and shared risk and protective factors.*

■ *Develop structure and supports that sustain the Prevention Coalition and our community collaboration.*

Figure 4: Relationship between Coalition Goals and Community Capacity to Prevent Interpersonal Violence

Strategies

To assist in determining strategies to address the four capacity building goals, coalition members developed an inventory of strategies and activities already being implemented in the community for each goal. A summary of this inventory is included in Appendix B.

Coalition members then brainstormed a list of possible new primary prevention strategies to implement in the community to address each of the four capacity building goals. This initial list of suggested strategies is shown in Figure 5 below.

Many of these strategies may be consolidated into single, broader strategies. For example, several strategies suggest regularly held community events such as cultural nights, monthly potlucks to discuss historical places and place names, and community talking circles. These could be consolidated into a single strategy, "Hold community events and talking circles which foster informed community conversation and build community wellness and cultural connection." It should also be noted that only the goal or goals for which the strategy was suggested are indicated in Figure 5. In most cases, the suggested strategies would in fact address multiple goals, with the majority addressing two to three of the four goals.

Figure 5: Brainstorm of Potential Strategies to Meet Capacity Building Goals

Suggested Primary Prevention Strategy	Primary Goal(s) Targeted*
Increase after school clubs (non-sports) for middle and high school youth	🟦
Hold playgroups for kids 0-5	🟦
Refer new parents for home visits	🟦
Ensure parents know resources they can call for help	🟦
Strengthen and support parent nights at elementary school	🟦
Add parent support classes at middle school and high school	🟦
Hold men's and male teens talking circles	🟦
Develop community activities and events calendar	🟦
COMPASS (https://dps.alaska.gov/CDVSA/Prevention/COMPASS)	🟦
Hold hunting and trapping camps	🟦
Educate about healthy communication to youth and the public	🟦
Hold parenting classes	🟦 🟩
Use elders' knowledge, collect elder stories, find more elders to share their stories	🟦 🟩
Provide resource/cultural orientations for people new to the community, develop community welcome packet	🟦 🟧
Engage leaders/Increase involvement of decision-makers in the coalition's work	🟦 🟧

Suggested Primary Prevention Strategy	Primary Goal(s) Targeted*			
Hold cultural night events in the community		🟩		
Hold monthly potlucks with elders and leadership to discuss historical places and place names		🟩		
Provide Yupik classes taught by Yupik speakers/Yupik classes for professionals		🟩		
Teach Fourth R in K-12 (https://youthrelationships.org/)		🟩		
Hold collective gatherings of institutions that celebrate skills		🟩		
Hold monthly celebrations of a community member or youth		🟩		
Engage youth in community service		🟩		
New Fish in the Sea		🟩		
Integrate Prevention Plan into Comprehensive Plan		🟩		
Men's House		🟩		
Provide LGBTQ Support		🟩		
Comprehensive curriculum reform for cultural appropriateness		🟩		
Hold regularly occurring community talking circles			🟧	
Utilize a retreat model for Culture Camps			🟧	
Support natural resources sharing about hunting and fishing			🟧	
Place Radio and Facebook spots with information about the issue and about wellness, and provide incentives to Like/Share			🟧	
Hold more community events and incentivize participation			🟧	
Reinvigorate youth and elders conference held in spring			🟧	
Support adolescent civic leadership and activism			🟧	
Develop Youth and Elders Councils				🟨
Provide Undoing Racism training for employees at major organizations				🟨
Support trauma-informed workplaces which support self-care				🟨
Develop an advertising and outreach plan for the Prevention Plan				🟨
Develop plan for intentional coalition building				🟨
Develop framework for action in collaboration				🟨
Develop process for review/revision of Prevention Plan over time				🟨
Encourage youth and elder involvement in Coalition and on Boards				🟨
Provide training and outreach on interagency collaboration				🟨
Provide monthly provider care sessions for coalition members				🟨
Provide core concepts training for coalition				🟨
Develop a MOU for the Coalition to formalize relationships				🟨
Develop a job description for the Prevention Coordinator				🟨

Key to Goals

🟦 *Increase access to and utilization of resources that foster safe and healthy families.*

🟩 *Increase sense of wellness and cultural connection in the community.*

🟧 *Foster informed community conversation about violence and shared risk and protective factors.*

🟨 *Develop structure and supports that sustain the Prevention Coalition and our community collaboration.*

Coalition members also suggested several strategies which primarily fall under secondary and tertiary prevention. These are shown in Figure 6.

Figure 6: Secondary and Tertiary Prevention Strategies

Suggested Secondary or Tertiary Prevention Strategy	Primary Goal(s) Targeted*	
Tribal Justice Youth & Elders Court (Restorative Justice)	🟦	
Increase addiction-oriented support and recovery groups	🟦	
Batterers' Intervention		🟧
Prisoner Re-Entry Monthly Cultural Activities		🟧

* Key to Goals

🟦 *Increase access to and utilization of resources that foster safe and healthy families.*

🟩 *Increase sense of wellness and cultural connection in the community.*

🟧 *Foster informed community conversation about violence and shared risk and protective factors.*

🟨 *Develop structure and supports that sustain the Prevention Coalition and our community collaboration.*

Following continued discussion of each of the four overarching capacity building goals and criteria for prioritization of strategies (i.e. available resources, coinciding community efforts, level of effort required in relationship to the amount of potential impact, etc.), coalition members identified strategies for implementation to support each of the four capacity building goals in the next several years. A summary of the strategies selected and the resulting outputs of these strategies is shown in Figure 7.

Figure 7: Summary of Strategies for Implementation and Resulting Outputs

Goals	Strategies	Outputs
Increase access to and utilization of resources that foster safe and healthy families	1. Conduct a comprehensive assessment of existing community resources that foster safe and healthy families, assesses barriers to utilization of these resources, and establishes baseline measures for utilization of these resources 2. Based on the resource assessment, develop a plan for addressing the identified barriers to utilization of resources that foster safe and healthy families 3. Based on resource assessment, develop a plan for the collection of resource utilization data that is consistent across all programs and resources	✓ A comprehensive assessment of resources that foster safe and healthy families which includes identification of community resources, barriers in the community to utilization of resources, and baseline measures for monitoring utilization of resources over time ✓ A realistic and data-driven plan for addressing the community barriers to utilization of resources that foster safe and healthy families identified in the assessment ✓ A data collection plan for collection and analysis of uniform and consistent resource utilization data across programs in the community
Increase sense of Wellness and Cultural Connection in the Community	1. Develop a shared definition of wellness for Dillingham that is inclusive of all cultural backgrounds and the community's history 2. Compile individual wellness stories which encompass the many cultural backgrounds in Dillingham called "I am Dillingham" (video, printed) 3. Hold a competition in the schools to develop a community wellness logo 4. Create a community mural that represents the shared definition of wellness developed for Dillingham 5. Establish a single, shared mechanism in the community (i.e. calendar) for distributing information about wellness and cultural activities and events happening in Dillingham	✓ Dillingham has a shared definition of wellness that is inclusive of all residents and cultural backgrounds and is consistent across the community ✓ Video and printed materials are shared in the community which highlight individual stories that represent the full cultural spectrum of Dillingham residents and personal perspectives on wellness ✓ There is a community mural and logo that reinforce Dillingham's shared definition of wellness and the cultural composition of the community ✓ There is a single, comprehensive, reliable source of information (i.e. community calendar) for residents to obtain information about wellness and cultural events happening in Dillingham
Foster informed community conversation about violence and shared risk and protective factors	1. Hold monthly community talking circles about specific topics related to interpersonal violence 2. Develop informational materials on specific topics related to interpersonal violence for community groups and organizations to integrate into their existing meetings and events	✓ Monthly community talking circles about specific topics related to interpersonal violence ✓ Materials on specific topics related to interpersonal violence are readily available for community groups and organizations to integrate into existing meetings and events
Develop structure and supports that sustain the coalition and our community collaboration	1. Develop a clear job description for the Prevention Planner position 2. Develop and document a clearly defined coalition purpose and infrastructure, coalition member expectations, and coalition MOU 3. Offer trainings (i.e. Undoing Racism, Compass, etc.) and/or continuing education (i.e. developing a good MOU, evaluating programs, etc.) to coalition members at least twice annually 4. Develop a toolbox for coalition members to assist them in implementing strategies outlined in the Prevention plan	✓ There is a clear job description to guide hiring and supervision of the Prevention Planner ✓ The coalition has a clearly defined and documented purpose and infrastructure ✓ Coalition members have clearly defined expectations for participation and responsibilities ✓ At least two trainings and/or continuing education opportunities are held for coalition members annually ✓ Coalition members have a toolbox of resources to support them in implementing strategies

Vision
We are a resilient, healthy, engaged community that is culturally connected, cohesive, inclusive, and competent. We are a loving, caring, and compassionate community. We are a place that honors and celebrates our people, culture and heritage

Objectives

Coalition members also identified SMART Objectives to guide the implementation of strategies, as well as the evaluation of whether goals are being met over time. SMART Objectives typically correlate with project outcomes and reflect the changes that will be seen in the community over the course of the project. SMART objectives are written to be specific, measurable, achievable, relevant, and time-bound.

Figure 8: What are SMART Objectives?

SPECIFIC	SMART Objectives clearly define what is being measured, how it is being measured, and the desired result. ✓ Is the objective clearly written so that everyone will interpret it in the same way?
MEASURABLE	SMART Objectives include indicators that can be measured, and use terms that include amounts, frequencies or percentages. ✓ Does the objective include a required amount, percentage or frequency that can be measured or described?
ACHIEVABLE	SMART Objectives are achievable within a reasonable and realistic time period with the resources and experiences available. ✓ Can the objective realistically be achieved given the timeframe, resources, and experience we have?
RELEVANT	SMART Objectives are relevant to the project and goals. ✓ Does the objective work towards the specified goal, and lead to increased community capacity to prevent violence?
TIME-BOUND	SMART Objectives have a target date for achievement. ✓ Does the objectives tell us when it will be done?

Because the strategies and goals selected by the coalition are intended to work together to build community capacity to prevent interpersonal violence, the objectives identified reflect the sum of the strategies implemented. In addition, these objectives – or changes that will be seen in the community – directly correlate with data in the Dillingham Prevention Coalition's 2019 Needs Assessment for Capacity to Prevent Interpersonal Violence in Dillingham. Figure 9 shows how the strategies and outputs relate to the coalition's objectives.

Figure 9: Logic Model of Objectives for Community Capacity Building

Goals	Strategies →	Outputs →	Objectives
Increase access to and utilization of resources that foster safe and healthy families	1. Conduct a comprehensive assessment of existing community resources that foster safe and healthy families, assesses barriers to utilization of these resources, and establishes baseline measures for utilization of these resources 2. Based on the resource assessment, develop a plan for addressing the identified barriers to utilization of resources that foster safe and healthy families 3. Based on resource assessment, develop a plan for the collection of resource utilization data that is consistent across all programs and resources	✓ A comprehensive assessment of resources that foster safe and healthy families which includes identification of community resources, barriers in the community to utilization of resources, and baseline measures for monitoring utilization of resources over time ✓ A realistic and data-driven plan for addressing the community barriers to utilization of resources that foster safe and healthy families identified in the assessment ✓ A data collection plan for collection and analysis of uniform and consistent resource utilization data across programs in the community	→ By June 2022, there is increased utilization of resources that foster safe and healthy families over 2020 baseline measures. → By June 2023, community members report increased protective factors related to interpersonal violence, substance use, and trauma. → By June 2021, there is increased community knowledge about interpersonal violence over 2018 baseline measures. → By June 2021, there is increased community knowledge about prevention and ways to prevent violence over 2018 baseline measures. → By June 2021, there is decreased stigma related to talking about violence over 2018 baseline measures. → By June 2023, there is decreased tolerance towards violence over 2018 baseline measures. → By June 2021, community support for prevention shifts from passive to active based on 2018 baseline measures. → By June 2021, coalition members report improved clarity of roles and responsibilities, increased coalition sustainability, and increased coalition capacity. → By June 2021. coalition member participation increases over 2019 baseline measures.
Increase sense of wellness and cultural connection in the community	1. Develop a shared definition of wellness for Dillingham that is inclusive of all cultural backgrounds and the community's history 2. Compile individual wellness stories which encompass the many cultural backgrounds in Dillingham called "I am Dillingham" (video, printed) 3. Hold a competition in the schools to develop a community wellness logo 4. Create a community mural that represents the shared definition of wellness developed for Dillingham 5. Establish a single, shared mechanism in the community (i.e. calendar) for distributing information about wellness and cultural activities and events happening in Dillingham	✓ Dillingham has a shared definition of wellness that is inclusive of all residents and cultural backgrounds and is consistent across the community ✓ Video and printed materials are shared in the community which highlight individual stories that represent the full cultural spectrum of Dillingham residents and personal perspectives on wellness ✓ There is a community mural and logo that reinforce Dillingham's shared definition of wellness and the cultural composition of the community ✓ There is a single, comprehensive, reliable source of information (i.e. community calendar) for residents to obtain information about wellness and cultural events happening in Dillingham	
Foster informed community conversation about violence and shared risk and protective factors	1. Hold monthly community talking circles about specific topics related to interpersonal violence 2. Develop informational materials on specific topics related to interpersonal violence for community groups and organizations to integrate into their existing meetings and events	✓ Monthly community talking circles about specific topics related to interpersonal violence ✓ Materials on specific topics related to interpersonal violence are readily available for community groups and organizations to integrate into existing meetings and events	
Develop structure and supports that sustain the coalition and our community collaboration	1. Develop a clear job description for the Prevention Planner position 2. Develop and document a clearly defined coalition purpose and infrastructure, coalition member expectations, and coalition MOU 3. Offer trainings (i.e. Undoing Racism, Compass, etc.) and/or continuing education (i.e. developing a good MOU, evaluating programs, etc.) to coalition members at least twice annually 4. Develop a toolbox for coalition members to assist them in implementing strategies outlined in the Prevention plan	✓ There is a clear job description to guide hiring and supervision of the Prevention Planner ✓ The coalition has a clearly defined and documented purpose and infrastructure ✓ Coalition members have clearly defined expectations for participation and responsibilities ✓ At least two trainings and/or continuing education opportunities are held for coalition members annually ✓ Coalition members have a toolbox of resources to support them in implementing strategies	

Evaluation of Progress Towards Objectives

Evaluation measures have been identified that will assist coalition members in measuring progress towards their goals. These measures reflect the combined impact of the strategies implemented on Dillingham's capacity to prevent interpersonal violence. The measures effectively answer the question, "Are the strategies that are being implemented creating the change we want to see in the community?" Because the objectives correlate directly with data from the 2019 needs assessment, many of the evaluation measures include baseline data gathered during the assessment process as well. Sources of data to measure progress towards objectives include the following:

- Program report of utilization of resources
- Youth Risk Behavior Survey (YRBS) data
- School Climate and Connectedness Survey (SCCS) data
- Program/event participant retrospective pre-post surveys
- Community readiness interviews
- Community perceptions surveys
- Coalition member survey
- Review of coalition meeting minutes

A summary of these evaluation data sources is shown in Figure 10. It should be noted that the evaluation measures are intended to measure progress towards increasing Dillingham's capacity to prevent interpersonal violence. Over time, the coalition may wish to evaluate additional data sources to reflect any changes to the incidence of interpersonal violence in the community as result of this increased capacity. For example, the coalition may wish to examine Youth Risk Behavior Survey (YRBS) data related to bullying and violence, Alaska Pregnancy Risk-Assessment Monitoring System (PRAMS) data on the incidence of violence towards pregnant women and new mothers, data from the Dillingham Police Department reflecting the number of reports of assault and/or rape, and/or data on services provided by S.A.F.E. to victims of interpersonal violence.

Figure 10: Evaluation of Progress Towards Objectives

Objective	Evaluation
By June 2022, there is increased utilization of resources that foster safe and healthy families over 2020 baseline measures.	Program report of utilization of resources (baseline determined in 2020, annually thereafter)
By June 2023, community members report increased protective factors related to interpersonal violence, substance use, and trauma.	Youth Risk Behavior Survey (YRBS) data (biannually, odd number years)
	School Climate and Connectedness Survey (SCCS) data (annually)
	Program/event participant retrospective pre-post surveys (collected at each event, summative analysis annually)
By June 2021, there is increased community knowledge about interpersonal violence over 2018 baseline measures.	Community readiness interviews (fall 2018 baseline, biannually)
	Community perceptions survey (fall 2018 baseline, biannually)
By June 2021, there is increased community knowledge about prevention and ways to prevent violence over 2018 baseline measures.	Community readiness interviews (fall 2018 baseline, biannually)
	Community perceptions survey (fall 2018 baseline, biannually)
By June 2021, there is decreased stigma related to talking about violence over 2018 baseline measures.	Community readiness interviews (fall 2018 baseline, biannually)
	Community perceptions survey (fall 2018 baseline, biannually)
By June 2023, there is decreased tolerance towards violence over 2018 baseline measures.	Community readiness interviews (fall 2018 baseline, biannually)
	Community perceptions survey (fall 2018 baseline, biannually)
By June 2021, community support for prevention shifts from passive to active based on 2018 baseline measures.	Community readiness interviews (fall 2018 baseline, biannually)
By June 2021, coalition members report improved clarity of roles and responsibilities, increased coalition sustainability, and increased coalition capacity.	Annual coalition member survey (baseline collected in 2020, annually thereafter)
By June 2021, coalition member participation increases over 2019 baseline measures.	Review of coalition minutes (2019 as baseline, annually)

Next Step: Action Planning

The next step for coalition members will be to complete a detailed action plan for each of the four overarching capacity building goals which reflects detailed steps, desired outputs, lead or point coalition members to facilitate each step, and desired target dates for completion of each step.

To most efficiently complete the action planning process and so that coalition members may begin implementing the strategies identified as soon as possible, coalition members may wish to form an action planning committee for each of the four goals in this Prevention Plan. Each of the four action planning committees could then be responsible for developing an action plan for implementation of the strategies identified for the corresponding goal, and presenting it back to the full coalition for approval.

Once action planning is completed, a complete project timeline showing all strategies and key milestones can be developed to aid the coalition in planning for and monitoring project progress in total over time. Sample action plans and an example project timeline can be found on pages 23-27.

ACTION PLAN Increase access to and utilization of resources that foster safe and healthy families			
Task/ Step	**Output(s)**	**Lead/Point Person**	**Target Date**
1. Conduct a comprehensive assessment of existing community resources that foster safe and healthy families, assess barriers to utilization of these resources, and establish baseline measures for utilization of these resources.			
Inventory Interview Invite	Resources guide for parents provided at birth followed by a discharge phone follow-up call two weeks later.	Public Health Nursing	06/01/2020 - ?
2. Based on the resource assessment, develop a plan for addressing the identified barriers to utilization of resources that foster safe and healthy families.			
How to make receiving services easier for: *Those who have barriers/slip through the cracks.* • Families • Individuals How do we reach these individuals/groups?	Support/access to resources throughout the Community.		
3. Based on the resource assessment, develop a plan for the collection of resource utilization data that is consistent across all programs and resources.			
Post Card See Google Drive: https://docs.google.com/document/d/1xc3iTj6DLCAlPmyqmb5cUX3J2tOspSYj6Rff_Jca_Eo/edit?usp=sharing • Return Mailer Incentive: • Raffle • 25$ gift card	• To gauge family perspective of support/resources within the Community of Dillingham. • Connecting Through Mail		From 1st meeting date: 3 weeks 03.03.21 1M 03.10.21

Collection of Data/Data Entry	Implementation: Evaluation: Analytics/Compile Data:		
Forming a Database for Future Prevention Outreach	- Collecting/Compiling Contact Info from postcard - Forming a parent group/network - Nushagak Cooperative (add in informational inserts with bills)		

ACTION PLAN			
Increase sense of wellness and cultural connection in the community			
Task/Step	**Output(s)**	**Lead/Point Person**	**Target Date**
1. Compile a video/training that: **Defines the concept of Historical Trauma, how it relates to Dillingham and why it is important to understand. Explaining how historical trauma affects us today and finding methods of wellness/healing.**			
Review Cultural Awareness PowerPoint/Training Piece	Used for <u>creation</u> of the NWS video. Create a understanding/deeper understanding of: • Dillingham • People of Dillingham • Culture		
Collaborate w/NWS to develop a video about Historical Trauma: How it relates to us TODAY, why it is important to understand, while highlighting resiliency.	Develop history for a greater understanding/training for all. Having pieces being taught for purposes of: • New members joining the community • Onboarding(s) • School • Training		
Create Trainings along with Pre/Post Test to gauge participant knowledge pre/post video review.	Implementation • Create Historical Trauma Video • Complete Media Piece • Present Media Piece to: • Organizations • Use for Trainings • Onboarding, Etc. Evaluation • Create Pre/Post Test Questions Pre/Post Test for further data analysis of those administering the video and participating in the training *Questions:* • Did you understand the concept of Historical Trauma? • Did you feel like you gained some understanding of this concept? Analytics/Compile Data: • Create Evaluation Sheet (for collection of Training usage numbers)		

	Ex). - How many Organization were using the Media Piece in trainings?		
Who is responsible for <u>reviewing, compiling, formatting,</u> and <u>disseminating data</u> for SAFE/Organizations/Community?	Used to: • Better verify information • Make changes as seen fit • Create the next piece		
2. Establish a single, shared mechanism in the community (i.e., calendar) for distributing information about wellness and cultural activities and events happening in Dillingham.			
<u>Create a Website/Calendar:</u> http://dillinghamcommunity.squarespace.com	One interconnected place for Dillingham-- • Used to engage additional people in the community. • Help people find activities and become more involved in the community.		03/01/20
<u>Establish Analytics</u>	• Evaluation • Reporting Data		
3. Develop a shared definition of wellness for Dillingham that is inclusive for all cultural backgrounds and the community's history.			
A) <u>Defining a broader impact of historical trauma:</u> • Preserving Historical Document and Stories B) <u>Compile a definition of wellness to include:</u> • Clearly defining history - Inclusive of lateral oppression/trauma • Every day concepts • Define what wellness is not. • Specify wellness focal point *Ba) Types of Wellness:* - Personal Wellness - Community Wellness • Clearly define history and include lateral oppression and lateral trauma.	A) <u>Greater understanding of:</u> • Traumas: • Dillingham • People of Dillingham • Culture B) <u>Understanding History/Roots</u> Ba) <u>To result in a more impactful definition of wellness.</u>	Tish • Gathering Stories	Begin at: End of the Fiscal Grant Year June 21
<u>Creating a resource to include shared definitions of:</u> • Risk Factors • Protective Factors	<u>Gain:</u> • Review troubled dynamics • Community Knowledge • Understanding		

Wellness Programs: Create programs that address people who are falling apart vs people who are healthy. • Highlighting negative statistics/Accepting	Reaching individuals who would most benefit from assistance vs. those who are already making successful progression. • Working towards a greater healing as a whole.		

ACTION PLAN			
Foster informed community conversation about violence and shared risk and protective factors			
Task/Step	**Output(s)**	**Lead/Point Person**	**Target Date**
1. Hold monthly community talking circles about specific topics related to interpersonal violence. https://docs.google.com/document/d/1dGDEzIbYZKmS5ZsWiXDJhgZ3npT2zib1vABUccc-n_c/edit?usp=sharing			
Reach out to determine the logistics of a talking circle (See Google Drive Document) Considerations for Talking Circles: (see link above)	Creating conversations in a healthy way		
Find funding to support Community Talking Circles	Community Support/Healing		
Establish a topic of conversation	Create conversations without saying "let's talk about violence"		
Compiling Information/Data	Community Needs Assessment: • Implementation • Evaluation • Analytics		
2. Develop informational materials on specific topics related to interpersonal violence for community groups and organizations to integrate into their existing meetings and events.			
Create/disseminate resources for the General Public: • Paper outreach • Web Resources • Professionals/Service Providers	• Communicate/Sustainability • Cohesive "language" for Professionals across the board.	Venua, Bernina	05/30/2020-?
A) Compiling information/data: • Community Needs Assessment: • Pre/Post Survey B) Tool Kits:	A) • Implementation • Evaluation • Analytics		

• Tool Kits (Different tool kits for different service provider positions for different communication methods) Ex. CEO vs. Service Providers	B) Tool Kits: • Cohesive "language" for Professionals across the board.		

ACTION PLAN			
Develop structure and supports that sustain the coalition and our community collaboration			
Task/Step	**Output(s)**	**Lead/Point Person**	**Target Date**
1. Develop a clear job description for the Prevention Planner position.			
Modify/Revise Current Job Description to better explain the CPP job role.	Clearly defined expectations/job duties.	• Walton, Lauren • Johnson, Jason	4/14/2020- Complete/Minor Revisions need to be made.
Develop a Desk/Training Manual for the Prevention Planner to easily acquaint themselves with Prevention in general.	Quicker learning/training process-self teachable for new hire.	Walton, Lauren	4/10/2020- Complete/Updates continuously in progress.
2. Develop and document a clearly defined coalition purpose and infrastructure, coalition member expectations, and coalition MOU.			
Partner Organizations: • How will members be onboarded? • What is each Organization going to add to Prevention?	Greater Coalition Participation/Engagement		

- Partner Organizations will integrate the Prevention Plan into their own Prevention Plan by (insert date). - Dedicated staff time written into job description at organization - How many meetings will members be required to attend?			
Plan Outreach & Disseminating Info: *Makin Good Use of Materials Created:* - Media Pieces - Surveys - Forms	Evaluation Method(s): - Each member would bring something to the board meeting at least once a year: - Brief (10 Min?) update about Prevention within Organizations - Reporting back to the Coalition		
Grant writing: Grants will be revised throughout Coalition funding *SAFE will generally be the Granting Partner.* - How will this be discussed			
Look at reporting information for Organization Partners: Data/Reporting form			
Review Method: - MOA/MOA Draft Point/Topic - Paragraph written by: - Paragraph Revised by: - Target Date of Completion? *EXAMPLE:* Create Paragraph about Organizing Staff Time---->Task Person: Gregg----> Revised by: Coalition------>Target Date: 04.01.21			
3. Offer trainings (i.e. Undoing Racism, Compass, etc.) and/or continuing education (i.e. developing a good MOU, evaluating programs, etc.) to coalition members at least twice annually.			
Education/Trainings: - Offer funds for individuals who are interested in additional education/training. - On request to do trainings Look at Training for Members/Partner Organizations - What will <u>training</u> consist of? How will training be funded?	Personal/Community Knowledge Advancement		
4. Develop a toolbox for coalition members to assist them in implementing strategies outlined in the Prevention Plan.			

Find/make use of an organization tool that will be beneficial towards developing a Coalition Toolbox.	• Organization • Structure • Progression		

INCREASING CAPACITY TO PREVENT INTERPERSONAL VIOLENCE IN DILLINGHAM **PROJECT TIMELINE: 2020-2023**	2020				2021				2022				2023			
Key Milestone	1st Quarter	1st Quarter	4th Quarter	4th Quarter	2nd Quarter	3rd Quarter	4th Quarter	2nd Quarter	3rd Quarter	4th Quarter	2nd Quarter	3rd Quarter	4th Quarter	2nd Quarter	3rd Quarter	4th Quarter

INCREASING CAPACITY TO PREVENT INTERPERSONAL VIOLENCE IN DILLINGHAM PROJECT TIMELINE: 2020-2023	2020				2021				2022				2023			
Key Milestone	1st Quarter	1st Quarter	4th Quarter	4th Quarter	2nd Quarter	3rd Quarter	4th Quarter	2nd Quarter	3rd Quarter	4th Quarter	2nd Quarter	3rd Quarter	4th Quarter	2nd Quarter	3rd Quarter	4th Quarter

Appendix A: Resources

There is a large number of resources in Dillingham to support primary prevention efforts, and an initial summary of these resources is shown in the figure below. The Dillingham Community Resource Guide includes a comprehensive summary of services and supports available in the community, which are therefore not listed here. The Dillingham Prevention Coalition should consider the resources available and ways in which these resources can be leveraged in implementing strategies in the community.

Figure 11: Resources to Support Violence Prevention in Dillingham

Cultural Resources	• Elders • Holders of the Culture
Data Resources	• Needs Assessment for Capacity to Prevent Interpersonal Violence in Dillingham • AK IBIS • Uniform Crime Reporting • YRBS • BRFSS • SCCS • Alaska Victimization Survey • Local agency data
Meetings in the Community	• Organizational Board Meetings • Advisory Board Meetings • Tribal Council Meetings • Shareholder Meetings • City Council Meetings
Community Events	• Christmas Bazaar • Slavi Celebration • Choose Respect March • Domestic Violence Memorial March • Beaver Roundup (and sub-event in summer) • 4th of July Picnic • Blessing of the Fleet • Hot Dog Feeds • Community Health Fairs • BBEDC Career Fair • Business of Fish • Youth Symposium • High School sports events • Last day of school BBQ • Quspaq Fashion Show • New Fish in the Sea

Tools	• Google Prevention Resources Map • Community Resource Guide
Information Dissemination	• Organizational Annual Reports and Newsletters • Community Bulletin Boards • Media – KDLG and Bristol Bay Times • Dillingham Trading Post Facebook Group
Relationships	• Strong political ties with Lisa Murkowski, Bryce Edgmon, Lyman Hoffman • Good relationships with state and federal granting sources • Strong families • Partnerships with Trident, Peter Pan • Partnerships with Fish & Game
State Resources	• RurAL CAP • Alaska Afterschool Network • Alaska Children's Trust • CDVSA • ANDSVA • SW Alaska Municipal Conference • Alaska Safe Children's Act
Skills in the Community	• Technical skills • Community understands planning process • Population is savvy at state and federal level • Trained in Green Dot • Trained in COMPASS • Fourth R • Local artists (Eleaca Young, Apayo, Pat Walsh)
Economic Resources	• Consistent grant funding streams • CDVSA Funding • Fishing Economy • Local Businesses (grocery stores, small airlines, etc.) • Friends of KDLG • Outside Resources
Infrastructural Resources	• CANDU Group • Prevention Coalition • Supportive community leaders • Fully staffed PD and Trooper office • Functioning city government and good code • Well-functioning university • SAFE (Prevention Position) • School District has two new positions focused on School Climate • BBAHC – Hospital, CAC • Public Health • SART Team • Curyung Tribal Council

Other Organizations or Programs	• AA and NA Meetings • Dillingham Arts Council • Southwest Region School District • BBNA Wellness Circle of Life Program • Bristol Bay Re-Entry Program
Community Characteristics	• People care • Volunteerism/large number of people in the community who would like to help • Sense of culture • Community can rally together when educated about the issue
Annual Trainings	• Mental Health First Aid • Undoing Racism • Knowing Who You Are
Websites	• Love Is

Appendix B: Strategies Currently in the Community

The following are unedited lists of strategies brainstormed by strategic planning participants which already exist in the community related to each of the four capacity building goals identified. These lists are unedited in format. The lists do not differentiate primary prevention strategies from secondary or tertiary prevention strategies, intervention strategies, or other activities in the community.

GOAL: Increase access to and utilization of resources that foster safe and healthy families.

Existing Strategies Brainstormed by Participants:
- Report unsafe children to OCS
- Continue to advocate for Teachers as Parents program
- Continue to sit in on committees – head start, early childhood interagency meetings (ECIT – early childhood intradisciplinary team)
- Parent nights at school
- 4th R
- Prenatal classes through corporation
- Healthy relationships
- Health fairs
- WIC and ILP
- Talk now, talk often
- ECIT
- Flyering, emailing, events, advertising
- Little league
- Teaching at parent nights
- Teaching at school – teach and be in classes
- Before the prevention coalition, we had an awareness group – work on awareness months. "the awareness planning group" – breast cancer, bullying, etc.
- Opioid task force
- Piloting an elders and youth group – talking circle, about use (BEAYM – Bristol Bay elders and youth meeting)
- From 11-12, drumming and dance
- Twice weekly with culture camp, introduce dance
- 4H clubs for elementary, limited high school and middle school as well.
- Culture camps
- Children's fairs
- Elder and youth celebration
- 4th of July celebration
- Indigenous people's week
- Family support – applications, faxing, transport
- Wellness committee presence
- Creating syllabus with assortment of trainings and classes in high demand – inserting an instructor of record for folks to earn up to 6 credits. Also to provide payment to elders, others doing teaching.
- Newsletter to school personnel and tribal personnel around lowering barriers for positive postsecondary experiences – resilience factors, etc.

- Undoing Racism training
- Knowing who you are
- Wellness/circle of life.
- Basic orientation advocacy training (BOAT)
- Resource guide for what programs exist in Dillingham
- Wellness advisory board for region
- Health fair participation
- Dillingham's wellness team – participation in it.

GOAL: Increase the sense of wellness and cultural connection in our community.

Existing Strategies Brainstormed by Participants:
- 4th R in high school
- Invited to help with sex ed/puberty ed in school
- Provide community ed on relevant topics around health and wellness – immunization, heart disease, etc.
- Flu vaccine clinic
- Speak some Yup'ik
- School – federal program efforts
- Educating staff about culture
- Focusing on school climate/connectedness within school
- PBIS (positive behavior intervention) – structural support. RTI for behavior and intervention; guides to more positive behaviors.
- Yup'ik classes
- 4th R
- Healthy relationships
- Orientation materials such as video with Father Oleksa
- Fish murals
- Myspace library of local authors
- Discussions
- Waving to people as you drive by
- Planning commission – wellness part of comprehensive plan
- Quspaq fashion show
- New fish in the sea
- Culture camps
- Kids fairs
- Elders and Youth conference
- Indigenous Peoples week
- Clubs: native dance club during school year
- Culture club and trapping club
- Efforts towards a cultural center
- Family support
- Affiliate group of college kids to do native leadership club, in collaboration with flight club.
- Rewriting educators rising curriculum – creating an education track; tying it to cultural responsivity
- 2-year, 6 credit program for 11-12 graders. Resilience, other kids. Follows hero's journey model.

- Revising undoing racism curriculum for middle schoolers.
- Career fairs, college training, financial aid outreach. Writing dual credit classes to be more culturally responsive.
- My own personal professional development.
- Undoing racism
- Knowing who you are
- Circle of life
- Talking circles. – how to get respect back for elders because they are the wisdom holders.

GOAL: Foster informal community conversations about violence and shared risk and protective factors.

Existing Strategies Brainstormed by Participants:
- Provide meetings to discuss drug and alcohol misuse. Provide education on ACES and resilience.
- Assess the community for emergent issues. Brainstorm ways to educate.
- 4th R
- Community café. – school took this on. It's a community coffee hour.
- Child advocacy center does presentations. CAC also does ACES (presents this research)
- Choose Respect march
- Domestic Violence memorial march
- CANDU meeting
- Lead On work
- Chasing the Dragon [invites J.J. to talk about an opioid story]
- BEAYM
- Partners coming together to share – Quspaq fashion shows. Folks share info at events.
- Monthly talking circles
- Wellness syllabus
- Dialogue with case workers to find nonthreatening solutions to clients
- Prisoner reentry cultural activity – wellness, knowing who you are, undoing racism… something every month
- Kids to college program – grade 5 – immersion teach for a day – derived from state responsive curriculum. Currently making a more-local curriculum.
- "I know you can" curriculum – goal setting. Making this more regionally appropriate
- CJA – community justice alliance

GOAL: Develop structures and supports that sustain the coalition and our community collaboration.

Existing Strategies Brainstormed by Participants:
- "Public health acts like a conduit to keep things connected." Connects agencies to new resource opportunities (such as through email). Maintains medical provider engagement on issues and gets input. Acts as conduit to keep agencies in communication.
- Personnel – personal development time is allocated

- Grant-making. Prevention coalition and CANDU and CIEA (?) are supports. People who can help with process/tech assistance; sending people to conferences, doing education. Feed people – making sure there's a free lunch available.
- BEAYM – if coalition goes to event and supports it, would be super awesome. It's an addiction group.
- Faith based transformation group Sunday – Transformations. (widespread group, outside Alaska)
- Emailing for grant-planning – asking for letters of support and guidance for grant writing.
- Supporting each other – attending ECIT meetings (prevention meetings) and other meetings.
- Acknowledging the value is a way of support.
- Inviting each other to travel; providing info on programming.
- Prisoner reentry program as a partner; working with Gina 1-on-1 or smaller groups doing projects. training classes, wellness fair ideas. CANDU attendance. Being active in other agencies' shared visions.
- To do – juvenile probation, require kids to go to Teresa's programming.
- Existing MOUs and MOAs
- Meeting with coalition, wellness team, -- bringing training learnings back to group/share across groups
- Play groups (privately supported) – but also corporations have ILP play groups coming up next year.

Figure 12: Visual Representation of Strategies Currently in the Community