



## Volunteer Handbook

January 21, 2011

“Volunteering can be an exciting, growing, enjoyable experience. It is truly gratifying to serve a cause, practice one’s ideals, work with people, solve problems, see benefits, and know one had a hand in them.”

- Harriet Naylor, National Director of the Office of Volunteer Development



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## **I. Welcome Volunteer!**

Thank you for considering Substance Abuse Prevention Coalition of Alexandria's (SAPCA's) volunteer opportunities. As a volunteer you will become a member of SAPCA and help reduce substance use and abuse among youth in the City of Alexandria. Thank you for helping make Alexandria a safer and healthier place to work, play, and live.

## **II. Coalition Overview**

SAPCA is an alliance of parents, youth, schools, city health and recreation agencies, media, nonprofits, businesses, policymakers and law enforcement whose mission is to engage diverse sectors of the community in collaborative, cross-cultural and comprehensive substance abuse prevention efforts that result in a reduction of underage substance use and abuse in the City of Alexandria. SAPCA was created in 2007 as part of the *Partnership for a Healthier Alexandria* ([www.healthieralexandria.org](http://www.healthieralexandria.org)) and continues to be a member of the Partnership. It also is a member of the Community Anti-Drug Coalitions of America (CADCA). Mayor William D. Euille is SAPCA's honorary chair.

SAPCA is primarily funded through a Drug Free Communities (DFC) grant. The DFC grant program is a collaborative initiative sponsored by the White House office of National Drug Control Policy in partnership with the Substance Abuse Mental Health Services Administration. The DFC program provides grants to community coalitions that facilitate citizen participation in local drug prevention efforts.

SAPCA must follow all of the program, policy and reporting requirements prescribed by the federal grant. Because SAPCA SPAC is not a non-profit, 501(c)(3), but a community coalition, Alexandria's Community Services Board acts as the fiscal agent for the grant funds and thus, SAPCA is required to follow all of the City of Alexandria's fiscal policies and procedures for the use and expenditure of the funds.

### **SAPCA's Vision, Mission, and Goals**

#### **Vision**

A community whose various parts—parents, youth, schools, city health and recreation services, non-profits, businesses, policymakers and law enforcement—work collaboratively and cross-culturally, sharing the responsibility to prevent youth substance abuse.

#### **Mission**

To engage diverse sectors of the community in collaborative, cross-cultural and comprehensive substance abuse prevention efforts that result in a reduction of underage substance use and abuse in the City of Alexandria.

## **Goals**

Establish and strengthen collaboration among communities, nonprofit agencies, and federal, state, local, and tribal governments to support the efforts of community coalitions to prevent and reduce substance use among youth.

Reduce substance abuse among youth and, over time, among adults by addressing the factors in a community that increase the risk of substance abuse and promoting the factors that minimize the risk of substance abuse.

## **SAPCA Board**

SAPCA is managed by a board of directors consisting of 10 members, two of whom are youth. All directors serve a term of two years. The first board of directors was elected in November 2008 and started their terms of office in January 2009. Directors in good standing may be re-elected by the SAPCA membership to a second consecutive term.

Board members meet monthly for one and a half hours and fulfill the following responsibilities:

- Conduct long-, medium-, and short-range planning for the organization
- Monitor fiscal management and maintain accountability to stakeholders
- Review and approve budget items, program plans and organizational policies
- Represent the coalition to the public

## **SAPCA Committees**

SAPCA has two standing committees, the Strategic Planning committee and the Communications committee.

The Strategic Planning committee develops, reviews and approves SAPCA's strategic and annual plans, and ensures that they align with SAPCA's logic model as shown in Appendix A. The format of this logic model is prescribed by the DFC grant and includes developing long-term and annual goals, strategies and measures. Using the logic model, the committee develops an annual action plan as shown in Appendix B.

The Communications committee develops all news and marketing material for SAPCA. It is responsible for creating a master communications plan for the activities that will take place during the grant year. This includes media relations, event flyers, op-ed pieces, advertising and all website material. Workgroups consult with the communications committee on their communications outreach strategies.

### **III. Workgroups**

Currently SAPCA has four workgroups that are focused on creating community-wide change. The workgroups were formed based on SAPCA's logic model. Activities may be added as determined by the logic model and community need.

The **Providing Information** group disseminates information throughout the City, targeting major events such as Prom, Beach Week, Graduation, and New Year's; running a Parents Who Host Lose the Most campaign; developing PSAs; and other media outreach.

The **Providing Support** group plans and facilitates activities that promote dialogue between parents/guardians and teens, including workshops throughout the City and Community of Concern dinners with secondary ACPS school students and their parents.

The **Changing Physical Design** group leads a Sticker Shock campaign where youth and adults work together to stop alcohol sales to minor. Workgroup members also manage a Community Youth Mapping (CYM) project where youth identify resources in the community and areas where alcohol and drug use is prevalent.

The **Policy Advocacy** group analyzes Virginia's social host law and works with law enforcement and the City's commonwealth attorney to support enforcement of Virginia's underage drinking laws. Workgroup members research other areas of policy SAPCA should examine.

#### **Workgroup Chairs**

The chair is responsible for leading the workgroup in carrying out SAPCA's action plan. Chairs are selected by workgroup members and serve at the pleasure of its members. They collaborate closely with SAPCA's coordinator to manage meetings and ensure follow-up.

#### IV. Activities

SAPCA engages in numerous prevention activities throughout the year. In 2009 and 2010 some notable activities included:

1. **Advocate for Policy Change** – SAPCA researched Virginia’s Social Host Law and made recommendations to Alexandria’s General Assembly Delegation for improved language to the law that would strengthen its enforcement capability. Delegate Herring introduced a bill (HB 1496) based on SAPCA’s suggested changes.
2. **Beachweek, Prom, and Graduation letter to T.C. Williams students** – SAPCA sent letters to parents of 10<sup>th</sup>-12<sup>th</sup> grade T.C. students in partnership with the Alexandria City Public School System, asking parents to engage in conversations about alcohol and drug abuse with their teens and providing them with prevention resources.
3. **Community of Concern (COC) Dinners** – SAPCA held COC dinners with T.C. Williams 10<sup>th</sup> grade and George Washington Middle School 8<sup>th</sup> grade parents and youth, with a total of 350 families. Parents and their kids engaged in discussion about alcohol and drug use and how to prevent it during COC dinners.
4. **Community Youth Mapping** – Twelve member organizations co-sponsored a summer project where youth surveyed over 150 businesses and other organizations in the West End to identify resources gaps in resources for youth.
5. **Joint Text Line with the Alexandria Campaign on Adolescence Pregnancy (ACAP) and Gang Prevention Community Task Force (#30644)** – Youth can text with questions about drugs, sex or gangs and receive a response within 24 hours.
6. **Media Coverage** – SAPCA achieved 3,155,289 impressions (the number of times a person saw or heard one instance of media about SAPCA). This included op-ed pieces, news stories, interviews and advertisements in local papers, television stations and radio, as well as national newsletters.
7. **Project Sticker Shock** – SAPCA conducted annual Sticker Shock campaigns during which over 40 youth visited more than 60 stores in Alexandria and placed STOP stickers on multi-packs of alcohol to educate adults about not providing alcohol to minors.
8. **Prom Pledge** – Over 375 high school seniors pledged not to participate in risky behaviors before, during, and after prom by signing the pledge created by SAPCA in collaboration with ACAP.

9. **Recovery Month Events** – SAPCA hosted events in September to educate the community about the effectiveness of prevention treatment, and the possibility of recovery. Speakers included: DFC United’s Santino Quaranta and T.C. Williams’ athletes, Tony “Da Beast” Suggs and Tracey “Unstoppable” Fells. Over 150 adults and youth attended each event.
  
10. **Risky Behavior Workshops** – SAPCA, ACAP, and the Gang Prevention Community Task Force presented, “It’s Never Too Early and Never Too Late to Talk to Your Kids” over 225 parents and interested adults.

## **V. For Volunteers:**

### **Benefits of Volunteering**

As a SAPCA volunteer:

- You will play a role in helping reduce substance use and abuse among Alexandria youth.
- You will work with a diverse group of individuals.
- You will gain knowledge about environmental (community-wide) strategies that will help you improve the Alexandria community for both youth and adults.
- You will choose what activities you want to help carry out and when you want to participate.
- Your voice and your opinions will be heard.

### **Expectations of SAPCA Volunteers**

As a SAPCA volunteer, you agree to:

- Actively support and promote SAPCA, its vision, mission and goals.
- Complete agreed upon tasks on time or notify the SAPCA coordinator as soon as possible if you are unable to do so.
- Contact the coordinator with questions if you are unclear about your tasks.
- Be actively involved in your volunteer tasks—raise questions, offer new ideas, seek clarifications.
- Complete your volunteer time sheet on time, due to the SAPCA Coordinator by the 15<sup>th</sup> of each month for volunteer time spent during the previous month (Appendix C).

### **Evaluation of Volunteer Experiences**

The SAPCA Board of Directors is committed to ensuring that all volunteers have a fulfilling experience. The volunteer questionnaire in Appendix D will be used to evaluate and enhance future volunteer experiences.

### **Interviewing Potential Volunteers**

When you are interviewed as a potential new volunteer, SAPCA wants to ensure you know what tasks you will be performing, how the tasks fit into the overall plan and objectives of the Work Group, the approximate time commitment, how long completing the tasks will take, and who to contact with questions or concerns.

Before committing your time, please answer the following questions:

Why did you decide to become a volunteer for SAPCA?

What skills do you have that will be helpful in furthering SAPCA's mission?

What do you want to get out of this volunteer experience?

What would you like to do?

What would you like to avoid?

Is there anything you want to know about SAPCA?

As a reminder, there are several subjects SAPCA will NOT broach during an interview with a volunteer. They are:

Race, religion or gender;  
Sexual orientation;  
Height/weight or age;  
National origin;  
Legal status;  
Financial status; and  
Service in the military and discharge status.

**Volunteer Bill of Rights:**

(Adapted from the Vanderbilt Medical Center Volunteer Bill of Rights)

As a volunteer you have:

- The right to be treated as a co-worker, not just “free help.”
- The right to a suitable assignment, with consideration for personal preference, temperament, life experience, education and employment background.
- The right to know as much about the organization as possible, its mission, its policies, its people and its programs.
- The right to training for the job, thoughtfully planned and effectively presented.
- The right to sound guidance and direction, by someone who is experienced, well-informed, patient and thoughtful.
- The right to enhance skills and knowledge, through advancement to assignments of more responsibility.
- The right to be heard, to have respect shown for comments and suggestions.
- The right to recognition, through means of appreciation and by being treated as a bonafide co-worker.

## **VI. Contact**

For questions or to volunteer with SAPCA please contact SAPCA Coordinator:

Noraine Buttar, MPH

703-746-3670 (O)

703-887-8812 (C)

[noraine.buttar@alexandriava.gov](mailto:noraine.buttar@alexandriava.gov)



**SAPCA LOGIC MODEL: ALCOHOL**

Problem Statement			Strategies	Activities	Outcomes		
Problem	But why?	But why here?			Short Term	Intermediate	Long-Term
<p>Too many youth in the City of Alexandria are using alcohol (44% of middle school youth have tried alcohol, 35% of high school youth have had at least one drink in the past 30 days YRBS &amp; DA reports)</p>	<p>Alcohol is easy to get</p> <p>Data Sources: (Approx. 59% of youth reported that it was “sort of easy” or “very easy” for children to get alcohol— Qualitative Assessment of Alexandria Youth (QAAY), Youth On-line Survey, 9/30/08)</p> <p>Survey Question: If you wanted to get some beer, wine or hard liquor how easy would it be for you to get</p>	<p>Youth drink at house parties</p> <p>Data Sources: (QAAY, law enforcement * We need to get this data. Possible survey question could be: Who provides the alcohol that you drink at house parties? Where did that person(s) get it from?)</p>	Provide Information	Parents Who Host Lose the Most, Beach Week Campaigns, info on stickers on washing machines in multi-apartment complexes	<p>Increased juvenile arrests for underage drinking within 12 months (Data from law enforcement)</p> <p>Fewer students participating in beach week within 18 months. (Measure: Parent Survey question: Did you allow your teen to go to beach week?)</p> <p>Increased non-alcoholic alternatives to beach week within 12 months. (Measure: What did your teen do instead of participating beach week? Where did you get the idea to create an alternative activity?)</p>	<p>Within 2 years 50% of youth report that it is “easy” or “very easy” for them to get alcohol as measured by the QAAY and Youth Online Survey.</p> <p>Survey Question: If you wanted to get some beer, wine or hard liquor how easily you to get some?</p>	<p>Decrease in underage drinking among high school youth from 35% to 30% by 2013 as measured by the DA Survey.</p> <p>Decrease in underage drinking among middle school youth from 44% to 39% by 2013 as measured by the DA survey.</p>
			Enhance Skills	Education activity to highlight policies/ordinances			
			Provide Support	Support parents to have non-alcoholic parties,			
			Enhance access/Reduce barriers	Encourage parents to lock cabinets, raise funds for party patrols (if needed for overtime), all info should be in multiple languages			
			Change Consequences	Increase public recognition of party patrol, parent on board campaign via op-ed and website, funding for party patrols, compliance checks at vendors			
			Change the Physical Design	Sticker shock campaign at retailers			
				Community Youthmapping Project			

	some?		Change Policy	Social Host Law/Ordinance (investigate if change is needed/possible and if not, just market)			
	<p>Social Norms: Youth believe that a majority of their peers are drinking alcohol. (Measure: 71% said at least one friend had tried drinking in the past 12 months)</p> <p>DA Survey Question: Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have tried beer, wine, or hard liquor (for example,</p>	<p>Youth glamorize alcohol use</p> <p>Data Sources: Qualitative Assessment</p>	Provide Information	<p>Social norms campaign. Have a poster and PSA video contest for youth that focus on the fact that most students are not using these substances; resisting peer pressure; and the positive outcomes of not using these substances. Mass produce winning posters and post throughout schools and community.</p> <p>Disseminate and promote information on existing community activities.</p>	<p>Social norm campaign materials are developed and widely posted within 12 months (Survey question for youth: Have you seen the PSA materials?)</p> <p>Decrease in students glamorizing alcohol use (Measure: Teacher survey: Are students engaging in fewer conversations about alcohol?)</p> <p>Superintendent issues proclamation/directive within 12 months.</p>	<p>Within two years, youth report believing that only a minority of their peers drink. (Measure: DA Survey Question: Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have tried beer, wine, or hard liquor (for example,</p>	
			Enhance Skills	Workshops for school staff, youth workers, and employers to teach them to stop conversations around alcohol use			
			Provide Support	Provide alternative activities worthy of glamorization. Encourage youth to glamorize natural highs. Engage youth leaders in some kind of campaign to stop these kinds of conversations.			

	vodka, whiskey or gin) when their parents didn't know about it?		Enhance access/Reduce barriers	School staff, youth workers & employers stop conversations about glamorizing alcohol.  An intervention that supports removal of alcohol glamorization content in local media (need youth consultant).  Multicultural, multilingual			
			Change Consequences	Feature teens who participate in non-alcoholic activities			
			Change the Physical Design				
			Change Policy	School Practice – interrupting conversations re: party glamorization? Any other possible practice/directive option.			
	Parental approval of alcohol use (Measure: Survey question: Do you allow your child to	Parents ignore that their teens are at risk for drinking  Measure: 10% allow	Provide Information	Materials, messaging, presentations & workshops for parents on numbers, risks and legal consequences.  Newspaper inserts, op ed ads	Increase in parents who admit that their teen could be at risk for drinking within 12 months. (Measure: Parent survey –After watching this presentation do you	Decrease in parents who allow drinking in their home with 2 years.  Increase in parents who	

	<p>drink in the home? Do you think drinking is unhealthy and dangerous? Do you talk to your child about alcohol?)</p>	<p>drinking in the home, 81% think unhealthy and dangerous, 68% of youth talk with their parents about alcohol</p> <p>Survey Question from DA: Have you ever talked to your parents about smoking cigarettes, drinking alcohol, using marijuana or using other drugs?</p>		<p>Table tents at restaurants</p> <p>Flyer in back to school folders</p> <p>Letter from superintendent to parents</p> <p>Community forum for parents</p>	<p>now feel your child could be at risk?</p> <p>Materials are widely posted. (Measure: Survey question to teens/parents: Have you seen signs/posters?)</p> <p>Parents who attend workshop report behavior change after workshop. (Workshop participant survey: Do you feel your child is at an increased risk after participating in this workshop?)</p> <p>Ordinance passes within 12 months.</p>	<p>think drinking is unhealthy and dangerous within 2 years.</p> <p>Increase in parents who talk to their children about alcohol use within 2 years.</p> <p>(Measure: Survey question: Do you allow your child to drink in the home? Do you think drinking is unhealthy and dangerous? Do you talk to your child about alcohol?)</p>
			Enhance Skills	<p>Presentations/workshops for parents on numbers, risks</p>		
			Provide Support	<p>Parent support group, parent leadership group, SAPCA point person to provide info/resource, Support no alcohol parties ( Parents Who Host)</p> <p>Hold Community of Concern Dinners at middle schools and high school</p>		
			Enhance access/Reduce barriers	<p>Multicultural/multilingual</p>		
			Change Consequences	<p>Increase public recognition of parent leadership groups</p>		

			Change the Physical Design	Locking away or removing alcohol from the house			
			Change Policy	Support changes to the current Social Host Laws – support delegates to introduce legislation			
	<p>Youth are disconnected from school and community.</p> <p>Data: 29% report a caring school climate. 45% of teens say there are not a lot of adults in the community they could talk to about something important.</p> <p>Survey Questions from DA:</p> <p>Now think back over the past year in</p>	<p>Adults are quick to negatively judge teens</p> <p>Survey Question: Do you view teens that you see in the community in a positive or negative way?</p>	Provide Information	Start a “Teens Are People, Too” initiative – an ACPS/City-wide campaign that encourages adults to pause for a teen (pause concept taken from SCAN new campaign) and say hello & take a minute to acknowledge them as human beings instead of ignoring them or judging them negatively	<p>Decrease in adults who negatively judge teens within 12 months. (Measure: Community survey: Do you view teens that you see in the community in a positive or negative way?</p> <p>Survey Questions from DA:</p> <p>Now think back over the past year in school, how often did you hate being in school?</p> <p>There are lots of adults in my community I could talk to about something important.</p>	<p>35% of teens report a caring school climate within 2 years</p> <p>50% of teens report there are adults in the community they could talk to within 2 years.</p>	
			Build Skills	Interactive workshops that provide training on effective youth/adult partnerships for SAPCA and other coalition committees			
			Provide Support	Support Volunteer Alexandria’s efforts to place youth in volunteer/community service opportunities. Support community wide effort that recognizes youth who perform community			

<p>school, how often did you hate being in school?</p> <p>There are lots of adults in my community I could talk to about something important. – Students answered yes or no</p>			<p>service. Advocate and apply for funds for youth programs i.e. teen center for youth run by youth; after school and out of school.</p>	<p>– Students answered yes or no</p>		
	Enhance access/Reduce barriers	<p>Multicultural and multilingual info resources. Locking away or removing alcohol from the house. Enhance access to rec center programs.</p>				
	Change Consequences	<p>Teen “mystery shopping” with scorecard – do they feel respected and cared for when they go to access services or shop.</p>				
	Change the Physical Design	<p>Signs promoting campaign</p>				
	Change Policy	<p>City proclamation/executive order w/ business sign-off</p>				

**SAPCA LOGIC MODEL: TOBACCO**

SAPCA LOGIC MODEL: TOBACCO							
Problem Statement			Strategies	Activities	Outcomes		
Problem	But why?	But why here?			Short Term	Intermediate	Long-Term
<p>Too many youth in the City of Alexandria smoke cigarettes (15% of high school students report having smoked a cigarette in the past year YRBS &amp; DA reports 06-07)</p>	<p>Cigarettes are easy to get</p> <p>(Measure DA Survey Question: How easy is it for students your age to get cigarettes? Approx. 61% of youth reported that it was “sort of easy” or “very easy” for them to get cigarettes— QAA Y, Youth On-line Survey, 9/30/08)</p>	<p>Stores sell to minors</p> <p>Data Sources:</p> <p>How do students your age get cigarettes?</p> <p>Teens reported a number of ways that they could gain access to cigarettes including: 1) having a stranger on the street or someone older that they know buy them; 2) stealing from their parents or relatives; 3) stealing from stores; 4) buying them from kids who sell them at school; 5) buying them from a store or off the street; 6) bumming them</p>	Provide Information	Vendor education	<p>Vendors increase knowledge of dangers of tobacco and tobacco laws through training within 12 months. (Measure: vendor survey- How often do you sell to minors?)</p> <p>Vendors post no sale to minor information in stores (Measure: observation, count the number of stores with no sale signs)</p> <p>Increase in vendors who have employees that successfully complete the We Card program</p>	<p>Increase in busts of stores selling to minors (Measure: law enforcement data)</p> <p>Decrease in youth reporting that tobacco is easy for them to get within 2 years. (Measure QAA Y, Youth Survey)</p> <p>Increase in the tobacco tax.</p>	<p>Decrease in number of youth smoking cigarettes from 15% to 5% by 2013 as measured by YRBS and DA survey.</p>
			Build Skills	Workshop for vendors on not selling to minors - We card program training			
			Provide Support	Support Environmental Health Workgroup in decreasing smoking around rec centers and playgrounds			
			Enhance access/Reduce barriers	Information is provided in multiple languages			
			Change Consequences	Vendors who follow the law are publicly rewarded			
			Change the Physical Design	Signage in stores stating they won't sell to minors			

		off other people like friends or parents; 7) using a fake ID to purchase them; and 8) finding them.	Change Policy	<p>Require all Alexandria employees who sell tobacco to complete the We Card program.</p> <p>Support advocacy for an increase in the tobacco tax.</p>	within 12 months.		
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**SAPCA LOGIC MODEL: MARIJUANA**

Problem Statement		Strategies	Activities	Outcomes			
Problem	But why?			But why here?	Short Term	Intermediate	Long-Term
<p>Too many youth in the City of Alexandria are using marijuana (20% of high school youth are current users; YRBS &amp; DA reports 06-07)</p>	<p>Marijuana use is acceptable</p> <p>(Approx. 51% of the youth reported that 1-4 of their friends used marijuana—QAAY, 9/30/08) (42% of high school white youth reported lifetime marijuana use—YRBS, 2007)</p> <p>Data Sources: (Approx. 32% of the youth reported that it was unlikely they would become addicted to marijuana if they smoked often—QAAY, Youth On-line Survey, 9/30/08)</p>	<p>Parents do not express disapproval about marijuana use to their teens</p> <p>Data Sources: (10% of parents responded that they “never”, “were very uncomfortable”, or “a little uncomfortable” setting limits on the use of marijuana with their child—QAAY, 9/30/08)</p>	<p>Provide Information</p>	<p>Educational presentations about the dangers of marijuana use and its addictiveness, brochure dissemination</p>	<p>Increased participation in parent workshops that show a change in behavior within 12 months (Measure: Participant surveys – Are you comfortable setting limits on the use of marijuana with your child?)</p> <p>Campaign messages in different forms (Measures: copy of campaign materials)</p> <p>Defeat of any bills attempting to legalize marijuana or medical marijuana</p>	<p>Decrease in youth reporting that their friends are smoking marijuana within 2 years. (Measures: QAAY &amp; YRBS - How many of your friends are smoking marijuana?)</p> <p>Decrease in youth reporting that it is unlikely they will become addicted within 2 years. (Measures QAAY &amp; YRBS How likely do you think it is that you will become addicted if you smoke marijuana?)</p>	<p>Decrease in high school youth who are using marijuana from 20% to 15% by 2013 as measured by YRBS and DA</p>
			<p>Build Skills</p>	<p>Education activity/ workshop teaching parents how to talk to their teens about the dangers of smoking marijuana</p>			
			<p>Provide Support</p>	<p>Social norms campaign on the dangers of marijuana use and reality of rates of use</p>			
			<p>Enhance access/Reduce barriers</p>	<p>Funds for “party patrols”</p>			

			Change Consequences	Increase public recognition of parents who espouse the dangers of marijuana use			
			Change the Physical Design				
			Change Policy	Advocate against medical marijuana legalization if a bill is introduced in Alexandria			

## Appendix B

### Substance Abuse Prevention Coalition of Alexandria (SAPCA) Action Plan: September 30, 2010-September 29, 2011

Goal: Establish and strengthen collaboration among communities, private nonprofit agencies, and Federal, State, local, and tribal governments to support the efforts of community coalitions to prevent and reduce substance abuse among youth.

Strategy	Activity	Committee/Workgroup Responsible for Activity
Increase capacity of SAPCA via outreach to new and diverse community partners	<ol style="list-style-type: none"> <li>1. Meet with and present to ethnically and racially diverse faith and ethnic communities, business groups, parent groups and youth groups*</li> <li>2. Increase engagement with ACPS</li> <li>3. Create an outreach/volunteer committee*</li> </ol>	<ol style="list-style-type: none"> <li>1. Board</li> <li>2. Providing Info WG</li> <li>3. Volunteer/Outreach WG – to be formed</li> </ol>
Provide information to coalition members regarding key information on alcohol marijuana and tobacco issues	<ol style="list-style-type: none"> <li>1. Send monthly e-newsletter to Coalition members</li> <li>2. Ensure SAPCA website/social media unites all sectors through current, engaging and relevant content</li> </ol>	<ol style="list-style-type: none"> <li>1. SAPCA Coordinator</li> <li>2. Board &amp; SAPCA Coordinator</li> </ol>
Enhance SAPCA leadership focus on the Coalition's goals and progress made	<ol style="list-style-type: none"> <li>1. Continue to hold an annual Board retreat, including Committee Chairs and other SAPCA members, to discuss progress toward achieving goals and assessment of strategies</li> </ol>	<ol style="list-style-type: none"> <li>1. Board, SAPCA Coordinator, and Strategic Planning Committee</li> </ol>

Goal: Reduce substance abuse among youth and, over time, among adults by addressing the factors in a community that increase the risk of substance abuse and promoting the factors that minimize the risk of substance abuse.

Strategy	Activity	
Provide information to parents and youth about the risks and consequences of substance abuse.	<ol style="list-style-type: none"> <li>1. Parents Who Host Lose the Most Campaign paid ads on Comcast and SAPCA website, events, etc, create a year-long campaign</li> <li>2. Send Beach Week/Graduation/Prom letters to parents</li> <li>3. Post information on ACPS Daily Digest email and the City's weekly Youth Topics eNewsletter.</li> <li>4. Create stickers with prevention messages and SAPCA info, and ask local pizza vendors to place on pizza boxes*</li> <li>6. Attend certain community events to reach our target populations – (table at First Thursday w/ Sheriff's office)</li> <li>7. Provide info at athletic orientation through schools*</li> <li>8. Send letters to alcohol vendors &amp; hotel where prom is taking place during prom and graduation season</li> </ol>	1 – 8. Providing Info WG
Change the Physical Design of the environment through campaigns aimed at alcohol retailers.	<ol style="list-style-type: none"> <li>1. Conduct Project Sticker Shock at least once a year</li> <li>2. Recognize retail outlets that participate in the campaign</li> </ol>	1 & 2. Changing Physical Design WG
Enhance the skills of parents so they feel comfortable speaking to their children about alcohol and other drug use	<ol style="list-style-type: none"> <li>1. Conduct interactive risky behaviors workshops in collaboration with other community coalitions (ACAP &amp; Gang Prevention) where parents are able to practice role-playing with their children</li> <li>2. Sponsor Town Hall meetings where parents and other adults learn from experts about the dangers of drug use and how to prevent it; they will have the opportunity to ask questions</li> <li>3. Hold Community of Concern dinners in middle schools and high school</li> <li>4. Provide access to free webinars via links on our website*</li> </ol>	<ol style="list-style-type: none"> <li>1. Providing Info WG</li> <li>2. Providing Info WG</li> <li>3. Providing Support WG</li> <li>4. SAPCA Coordinator</li> </ol>
Provide support to parents to encourage alcohol and drug-free parties.	<ol style="list-style-type: none"> <li>1. Encourage the creation of parent leadership/chat groups where parents communicate with each other about how to keep their children alcohol and drug-free, via neighborhood and community associations and PTA's *</li> </ol>	1. Providing Support WG

	<ol style="list-style-type: none"> <li>2. Provide information and resources, such as Parents Who Host campaign material via a SAPCA point person</li> </ol>	2. Providing Info WG
Enhance youth access to jobs, and services in the community to help youth feel connected to their community	<ol style="list-style-type: none"> <li>1. Disseminate the findings of the 2010 Community Youth Mapping project to community organizations, develop recommendations, and engage partners to address and implement the recommendations</li> <li>2. Conduct Community Youth Mapping - Teams of adult and youth survey another part of the city to map resources for youth, and note locations where alcohol and other drug use is prevalent</li> </ol>	<ol style="list-style-type: none"> <li>1. Strategic Planning Committee</li> <li>2. Changing Physical Design WG</li> </ol>
Provide support by facilitating volunteer opportunities for youth	<ol style="list-style-type: none"> <li>1. Encourage youth to lead/participate in SAPCA activities</li> </ol>	1. Providing Support WG
Support policy changes by working with state and local legislature on issues concerning alcohol, tobacco, and marijuana (Policy and enforcement work group)	<ol style="list-style-type: none"> <li>1. Support advocacy for an increase in the tobacco tax*</li> <li>2. Advocate to VA legislature that vendors complete the We Card program before they are allowed to sell tobacco*</li> <li>3. Support Alexandria Restaurant Commission (ARC) in making RSVP a mandatory provision of licensing*</li> <li>4. Advocate for stronger social host laws and greater enforcement of current social host laws by collaborating with law enforcement and the commonwealth attorney's office</li> </ol>	1-4. Policy Advocacy WG and Board
Support law enforcement to conduct compliance checks	<ol style="list-style-type: none"> <li>1. Support law enforcement to hold quarterly vendor compliance checks</li> <li>2. Give awards or certificates to vendors who pass vendor compliance checks*</li> <li>3. Publicize compliance checks in local media*</li> </ol>	<ol style="list-style-type: none"> <li>1. SAPCA Coordinator and Communication Committee</li> <li>2. Board</li> <li>3. SAPCA Coordinator and Communication Committee</li> </ol>
Provide information to parents, youth, and the community about the dangers of marijuana and medicinal marijuana	<ol style="list-style-type: none"> <li>1. Disseminate material espousing the addictiveness and negative consequences of marijuana use</li> <li>2. Create a section on our website about regular, synthetic and medical marijuana – info box*</li> </ol>	<ol style="list-style-type: none"> <li>1. Providing Info WG</li> <li>2. SAPCA Coordinator &amp; Providing Info WG</li> </ol>

Support ACPS to develop a specific, district-wide substance abuse/tobacco policy and ensure enforcement	1. Advocate for a revised and enforced ACPS substance use policy	1. Policy Advocacy WG and Board
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**\* Asterisk denotes activities NEW to SAPCA**

**Special Events are held for:**

- **Alcohol and Drug Addiction Recovery Month (September)**
- **Drug Facts Chat Week (November 8 – 12)**
- **Great American Smokeout (November, third Thursday)**
- **Kick Butts Day (March 24)**
- **Alcohol Awareness Month (April)**

**Alexandria Community Outreach:**

- **Health Fairs (throughout the year)**
- **Volunteer Fairs (Include tables for non-profits/coalitions)**
- **First Thursdays (depending on theme)**
- **Del Ray Meet N Greet**
- **Other Partnership work group events (Anti-Stigma, Environmental Health)**
- **Titan Expo**



## Appendix D

### Volunteer Evaluation Questionnaire

What event/activity did you volunteer for: \_\_\_\_\_?

Please indicate on a scale of 1-5 your feelings on each of the following questions. A rating of 1 indicates that you disagree with the statement. A rating of 5 indicates that you agree. Please circle one number only.

Please circle					
	Disagree			Agree	
1. My volunteer work has been satisfying to me.	1	2	3	4	5
2. My time was well used during the volunteer work.	1	2	3	4	5
3. I was able to apply my skills in the volunteer work.	1	2	3	4	5
4. I feel my volunteer work was of benefit to others.	1	2	3	4	5
5. My abilities were well matched to the tasks that were needed for the job.	1	2	3	4	5
6. I was satisfied with the interview process with the Volunteer Coordinator.	1	2	3	4	5
7. I was given a volunteer position within three weeks of my interview.	1	2	3	4	5
8. I had an opportunity to review a job description when considering volunteering.	1	2	3	4	5
9. The job description fit the job I was placed in.	1	2	3	4	5
10. The orientation/training provided prepared me well for the volunteer job.	1	2	3	4	5
11. SAPCA members were supportive and I was treated as a team member.	1	2	3	4	5
12. The volunteer coordinator and/or board members provided instructions that were easily understood.	1	2	3	4	5
13. I was given recognition for my contribution.	1	2	3	4	5

Please write your answers to the following questions in the space provided. If you need additional space, use the reverse side of this paper.

13. What has been the most satisfying aspect of your volunteer role?

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14. What have been the major frustrations of your volunteer role?

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15. What skills have you learned and/or used?

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16. What additional skills could you offer SAPCA?

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17. In what areas would you like more training?

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18. What do you think you have contributed to SAPCA?

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19. Do you have any suggestions that would help us improve our volunteer services?

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20. Will you volunteer with SAPCA in the future? Why or why not?

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