



MAKIN' IT *Happen*

# Manchester Youth Wellness and Prevention Collaborative Strategic Plan

# Phase One

The collaborative is pleased to present the strategic plan for *Phase One* of its work, which focuses on individual strategies aimed at addressing the needs of the target populations. This phase serves as the foundation for a comprehensive approach to achieving impactful substance misuse prevention and mental health promotion within the community.

As we begin year two, the collaborative will work closely with the designated grant partners to develop *Phase Two* of the strategic plan. This next phase will emphasize environmental strategies in alignment with the Substance Abuse and Mental Health Services Administration (SAMHSA)'s Strategic Prevention Framework (SPF). The goal is to address social, cultural, economic, and physical environments where individuals live, work, and socialize, rather than just addressing individual behaviors to influence substance misuse and mental health outcomes.

The collaborative remains committed to ensuring that these strategies are both data-driven and community-informed, aligning efforts with the needs and circumstances of those served. The team looks forward to continuing this important work and appreciates the support and partnership as it moves into *Phase Two*.

# Phase One, Part One: Collaborative Build

## Introduction:

Establishing a Youth Wellness and Prevention Collaborative for Manchester, New Hampshire is a principal element of our collective goal of building appropriate, sustainable support for our youth (ages 8-18 years old), families, and communities. To build this, we will enlist our partners to participate in the development process. Teaming up will bring fresh innovative ideas, encourage collaboration, build trust, and strengthen relationships. Partners will be encouraged to share their views, thoughts, and suggestions on how we can build a robust collaborative together.



## STRATEGIC ACTION PLAN

### COLLABORATIVE BUILD



**GOAL #1: INCREASE COMMUNITY COLLABORATION: ESTABLISH AND STRENGTHEN COLLABORATION AMONG COMMUNITIES, PUBLIC AND PRIVATE NON-PROFIT AGENCIES, AS WELL AS FEDERAL, STATE, LOCAL, AND TRIBAL GOVERNMENTS TO SUPPORT THE EFFORTS OF YOUTH-SERVING ORGANIZATIONS WORKING TO PREVENT AND REDUCE SUBSTANCE USE AND MISUSE AMONG YOUTH.**

**CATEGORY: OUTREACH AND NETWORKING**

**OBJECTIVE: ESTABLISH A ROBUST COLLABORATIVE WITH COMMUNITY BUY-IN**

**STRATEGY 1: INTRODUCE COMMUNITY TO THE CONCEPTS OF A COLLABORATIVE**

Activity	Who is responsible	By When?
Host an open house inviting youth-serving organizations to an overview presentation focused on establishing a collaborative	Leadership Team	September 2024
Allow meeting time for networking at collaborative meetings	Leadership Team	Ongoing throughout 2024
Set meeting schedule to include quarterly meetings at member sites	Leadership Team	Ongoing throughout 2024

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**CATEGORY: GENERAL HEALTH AND SAFETY-RELATED ACTIVITIES**

**OBJECTIVE: TRAIN AT LEAST 30 PARTNERS ON TRAUMA-INFORMED CARE AS MEASURED BY TRAINING ROSTER BY SEPTEMBER 2025.**

**STRATEGY 1: TRAUMA-INFORMED CARE TRAINING**

Activity	Who is responsible	By When?
Schedule a session with collaborative members to review best practices on trauma informed care, to ensure training environments are trauma-informed	Leadership Team	First quarter of each year of the grant
Conduct a survey to understand how many of the collaborative partners have trauma-informed care training as part of their professional development	Leadership Team	First quarter of each year of the grant

**CATEGORY: COLLABORATIVE COMMUNICATIONS AND BRANDING**

**OBJECTIVE: INCREASE COMMUNICATION AVENUES BY ADDING ONE COMMUNITY BULLETIN BOARD, ONE SHARED CONTACT LIST, AND BY ESTABLISHING ONE MARKETING SUB-GROUP AS MEASURED BY DATA MANAGEMENT SYSTEM BY DECEMBER 2026.**

**STRATEGY 1: MAXIMIZE COMMUNICATIONS AND BRANDING**

Activity	Who is responsible	By When?
Have a platform with collaborative members and their contact information	Makin' It Happen	Fall 2024
Create marketing sub-group	Leadership Team	December 2024
Develop collaborative marketing materials to further enhance the collaborative's initiatives	Leadership Team & Manchester Youth Wellness & Prevention Collaborative Members	December 2024
Discuss the idea of a virtual or physical community bulletin board	Leadership Team & Manchester Youth Wellness & Prevention Collaborative Members	December 2026

**CATEGORY: BUILD THE CAPACITY OF THE COLLABORATIVE THROUGH EDUCATION ABOUT SUBSTANCE USE AND MENTAL HEALTH ISSUES.**

**OBJECTIVE: REACH AT LEAST 200 INDIVIDUALS THROUGH TRAINING AND EDUCATION AS MEASURED BY PUBLIC AWARENESS REACH FROM DATA MANAGEMENT SYSTEM BY DECEMBER 2024**

**STRATEGY 1: PROVIDE AWARENESS AND TRAINING OPPORTUNITIES**

Activity	Who is responsible	By When?
Identify topics the collaborative wants to be trained on	Manchester Youth Wellness & Prevention Collaborative Members	December 2024
Share free trainings in Facebook group	Manchester Youth Wellness & Prevention Collaborative Members	As needed
Discuss and show progress of the collaborative to our sphere of influence	Manchester Youth Wellness & Prevention Collaborative Members	Ongoing, Quarterly

**CATEGORY: ENGAGEMENT OF POPULATIONS EXPERIENCE HEALTH DISPARITIES**

**OBJECTIVE: REDUCE PERCEIVED TRANSPORTATION BARRIERS AMONG PARENTS/YOUTH BY 20% AS MEASURED BY PERCEIVED TRANSPORTATION DISPARITIES FROM A COMMUNITY SURVEY BY DECEMBER 2026.**

**STRATEGY 1: DECREASE TRANSPORTATION DISPARITIES**

Activity	Who is responsible	By When?
Create transportation sub-group	Leadership Team	December 2024
Establish youth-specific bus route to all collaborative organizations	Manchester Youth Wellness & Prevention Collaborative Members	December 2026

**CATEGORY: BUILD COLLABORATIVE CAPACITY TO ENGAGE**

**OBJECTIVE: INCREASE CAPACITY BY RECRUITING AT LEAST 25 ACTIVE COLLABORATIVE MEMBERS AS MEASURED BY MEMBER ROSTER BY DECEMBER 2025.**

**STRATEGY 1: ADD COLLABORATIVE PARTNERS**

Activity	Who is responsible	By When?
Update the Community Compass Resource Guide to ensure it is accessible and up to date	Makin' It Happen	Ongoing throughout January 2025
Provide Bolvin Skills training overview, to increase number of agencies incorporating training into their standard training protocol	Leadership Team & Collaborative Members	Ongoing throughout September 2025
Identify who is not currently engaged in the collaborative and set up an action plan to enhance membership	Leadership Team & Collaborative Members	February 2025 (yearly)
Create a fundraising sub-group	Leadership Team	December 2024
Provide incentives for membership	Leadership Team & Manchester Youth Wellness & Prevention Collaborative Members	December 2026

## Assessment:

We will be utilizing the Assessment, Capacity, Planning, Implementation, Evaluation (ACPIE) model as our framework to build a strong collaborative. This model includes developing cultural competence and keeping a thoughtful eye on building a sustainable collaborative. For many of our partners this is a new process. We will move through the ACPIE model, building in a review of the process at a pace that ensures all collaborative partners understand and engage in the process.

The development of a community needs assessment will help frame where we are starting in terms of current resources and what type of problems/concerns our youth serving partners are dealing with as they provide services and programs to our youth population. A yearly review of the community needs assessment and the current trends and environmental factors will be conducted by leadership. If significant changes or events have occurred, an update will be presented to the collaborative.

Through established public health partnerships and available local, state, and federal data, we will secure baseline information to present to our youth-serving partners as a discussion starter. Regular review of needs and resource data will be built into each year, at the baseline (first meeting), six month, and year-end period.

What does the problem look like to our youth serving organizations in comparison to our needs assessment? This will be the total agenda for one of the first meetings. Participants will be given the needs assessment before the meeting, encouraged to read it, and come to the meeting ready to share their feedback and viewpoint. Through this discussion we will develop our problem statement.

Once our problem statement for the collaborative has been defined, we will work together to understand what risk and protective factors exist. Working in small groups, the collaborative members will be provided with the definition of risk and protective factors and asked to bring the perspective of their agency to the conversation, working together to share, compare, and identify the most common risk and protective factors. Regular review of risk and protective factors will be built into each year, at the baseline (first meeting), six month, and year-end period.

Creation of a logic model is essential for developing a new collaborative. With established and agreed upon risk and protective factors, the collaborative members will move to developing a logic model. Sample logic models will be provided and reviewed with the members, and once again, members will work in small groups to build a logic model together. Unique to this initiative, we will have two community goals, one focused on trainings (see following section for details) and one focused on establishing a Youth Wellness and Prevention collaborative. Logic model development will serve as our guide to create yearly workplans.

**Assessment Highlights:** Before launching the Youth Wellness and Prevention Collaborative, the leadership teams from Amoskeag Health and Makin' It Happen reviewed the needs assessment and 2021 YRBS data for relevancy. When the 2023 YRBS data was released in June, they reassessed to ensure alignment with community needs.

## Capacity:

Developing a strong collaborative group begins with identifying and honoring the youth serving agencies already established within the city. To begin to build a membership, leadership for this initiative will review our current connections within the city, developing an invite list. Leadership will contact each agency, informing them of the collaborative, the mission, and personally inviting them to our first meeting.

A baseline invite list will be created. As interest in the collaborative grows, a review of the list will be conducted to determine levels of collaborative member involvement, such as direct service, spheres of influence organizations, state, and federal partners. As the collaborative becomes established, a regular review of the attendee list will be conducted to verify that partner agency contact information is correct. In addition, the list will be reviewed to assess active and inactive membership attendance. Outreach will be conducted to inactive members to determine the level of interest in the collaborative and to address any questions or concerns.

A leadership team has been established by the lead agency, Amoskeag Health. The lead agency has identified two implementation tracks- developing a Youth Wellness and Prevention Collaborative and providing BOTVIN Life Skills Training- each with a coordinating lead/team. For developing a Youth Wellness and Prevention Collaborative, a lead coordinator will be identified. This lead will work with the training lead to coordinate activities, schedules, and projects that support the logic models and associated action plans. This initiative's training elements will have a lead person who will organize, schedule, and conduct the training. *For more details on the training elements please see Part Two of this strategic plan.*

Direct partnership development efforts will be prioritized. We will be focused on expanding existing partnerships and identifying and establishing partnerships with organizations that we may not currently have a connection to, or that we want to expand the level of partnership engagement. We will start by reviewing relationship status with youth-serving organizations that have established relationships with the Manchester school district. Indirect partnerships will be developed as the collaborative builds. We believe there are many support agencies that work with and support our youth-serving organizations. However, due to schedules, staff levels, or competing priorities, they may not be able to attend every meeting. These are our “spheres of influence” partners. They will be kept informed through quarterly highlights and asked to attend quarterly meetings, which will include a recap of the quarter and what will be focused on for the upcoming quarter. This will allow them to attend and support as appropriate for their schedule and as the agenda aligns with their interest/or support efforts.

A yearly review and sharing of assessments will be scheduled to ensure both current and new member organizations have access to our findings as we build the structure and membership of this important collaborative.

As we bring our youth-serving organizations together, and to ensure everyone understands the goals and development process, we will take the time to ensure everyone has a basic understanding of the Strategic

Prevention Framework (SPF) process. We will strive to explain the process as we move through the model, paying attention to acronyms and giving members time to ask clarifying questions. Creation of a process and acronyms list will be developed as we go through the build process.

The leadership team will continually assess the collaboratives' capacity to connect and engage by facilitating discussions, fielding opinions, and being transparent about the work happening between meetings. If members are hesitant about the collaborative, lead coordinators have strategies to build connection and trust between members. Different seating charts, icebreakers, small group discussions, and time for networking are ways the leadership team know how to build confidence in an emerging group. Additionally, lead coordinators will be attuned to the members attendance, reaching out to partners with inconsistent attendance, determining the best way for the organization to best support the collaborative.

**Capacity Highlights:** Makin' It Happen spent January reviewing the attendance and membership lists of all collaboratives in the city, including Manchester Community Compass, Community of Care, Wellness on Wheels, OYS, and Amoskeag's Launch. With these lists, a master partner list was made for the YWPC, and the leadership team made personal invitations and phone calls for the February meeting.

## Planning:

Once the prevention team is established and comfortable in the collaborative, strategic planning can begin. The next step is engaging the group in the development of a core set of risk and protective factors. By conducting this activity in small groups, they can compare the most common factors affecting the city and determine how they wish to move forward. Once a problem is set for the group to build on, a local condition must be established by reviewing the community assessment.

Considerable time should be dedicated to developing comprehensive strategies for change. Again, we will use a breakout brainstorming session format. By brainstorming in small groups and then coming back together and reporting out, we can establish concrete agreement.

The leadership team will then facilitate a whole group discussion to build on these strategies, which will result in a detailed list. During the facilitated discussion, members should identify the resources and inputs needed to develop their goals, such as personnel, funding, and materials. In addition, the group will define the desired outcomes, both short-term and long-term, and establish metrics for measuring success. By following these steps, a robust and actionable logic model can be developed, providing a clear roadmap for achieving the desired results.

Sharing the logic models with our prevention partners and stakeholders is a critical step in finalizing and refining a strategic plan. This will be achieved by distributing the logic models, goals, and action plans to the collaborative and encouraging feedback to ensure all perspectives are considered. It is essential to double-check the compiled data and insights from the leadership team with the group to validate that everyone's voice has been heard and adequately represented. This collaborative approach fosters inclusivity and buy-in from all stakeholders. Additionally, presenting the strategic plan to our sphere of influence, including the mayor and other key stakeholders, ensures broader support and alignment with community objectives. By engaging all relevant partners in this process, we create a comprehensive and robust plan that reflects collective input and has a higher likelihood of successful implementation.

**Planning Highlights:** In March, the collaborative created a list of protective factors as a group. They identified 14 protective factors. In April, they met in smaller work groups and created a list of risk factors. The collaborative created 6 categories of risk factors, each with a subset of related risk factors. By April, the collaborative felt more comfortable and were more willing to engage. The leadership team found that smaller work groups, name tags, and networking time made the collaborative more engaged. In April, we started an initiative called "High 5", where we highlight 5 accomplishments in the agencies or collaborative. This built-up motivation and excitement at the beginning of each meeting.

## Implementation:

As the collaborative develops, smaller, time-limited, action-focused sub-groups (within our direct partners) may be established. The sub-groups will meet separately throughout the life cycle of this initiative. The need for subgroups will be decided on by the collaborative members. Examples of potential subgroups include topics such as transportation, funding, and communication. The goal of subgroups will be to allow for thoughtful discussions working through identified topics/issues. These topics/issues may require additional support/input from unique partners or sectors of the city.

The short-term goals we establish will serve as our roadmap for the initial stages of implementing our action plan. These goals provide clear direction and ensure that our early efforts are aligned with our overall objectives. By creating sub-groups, we can leverage additional resources and expertise, which will accelerate the progress of our initiatives. These sub-groups enable us to focus on specific tasks, fostering collaboration and maximizing the impact of our collective efforts.

Throughout the year, the collaborative may establish new goals and objectives to build on the initiatives they have already started. While growth is a central focus, it is essential that timelines and objectives are still achieved by the end of each calendar year. Given that the collaborative operates with two logic models and two implementation plans, effective time management is crucial for the leadership team. Developing a project timeline, which includes milestones and progress check-ins will be crucial and should always be a priority.

**Implementation Highlights:** In May, the leadership team drafted two separate community goals from the data collected by the group, which was shared at the meeting. The collaborative had a group discussion and created goals for the logic models based on the information shared. It was shown that the members were interested in creating sub-groups, and identified the importance of marketing, networking, funding, and transportation groups.

## Evaluation:

At the six-month and one-year mark, leadership will conduct a process evaluation to assess whether we have fulfilled our commitments and executed our planned actions as intended. This evaluation will help us determine if we stayed on course, followed through on our strategies, and adhered to our timelines. This evaluation will be conducted by surveys and discussions with the collaborative members, and reviewing the beginning action plan and comparing it with current projects completed. By regularly reviewing our progress, we can identify any deviations from our plan and make necessary adjustments to ensure that we remain aligned with our objectives and continue to move forward effectively.

After determining whether we executed our plan as intended, the next critical question is: did it make a difference? This involves evaluating the impact of our actions to see if they produced the desired outcomes. We need to assess whether the initiatives we implemented led to meaningful change, whether in the community, within our collaborative membership, or among young people in Manchester. It is important to measure both tangible results, such as increased participation or improved metrics, and intangible effects, such as enhanced communication or stronger partnerships. By examining these outcomes, we can determine the effectiveness of our efforts and gain insights into what worked well and what might need to be adjusted. This process not only validates our strategies but also informs future decisions, helping us to refine our approach and ensure that our work continues to have a positive and lasting impact.

Confirming data on the logic model is a crucial step in ensuring that our project is on the right track and that our assumptions, strategies, and expected outcomes are still aligned with reality. This process involves a thorough review of the data we have collected to verify that it accurately reflects the progress and impact of our initiatives. By cross-checking this data against the elements of our logic model—such as inputs, activities, outputs, and outcomes—we can confirm that the relationships and causal links we have hypothesized are valid. This validation helps us understand whether the resources we have invested are being used effectively, whether our activities are leading to the expected outputs, and, whether these outputs are contributing to the desired short-term and long-term outcomes. Additionally, confirming data on the logic model allows us to identify any discrepancies or gaps, which might indicate a need for adjustments in our approach. This step is essential not only for tracking progress but also for maintaining the integrity and accuracy of our evaluation, ensuring that our logic model remains a reliable tool for guiding and assessing our work.

Documenting the collaborative's work is essential for capturing the full scope of our efforts, ensuring transparency, and creating a comprehensive record of our progress. This process involves systematically recording the activities, decisions, outcomes, and lessons learned throughout the collaborative's life. By documenting our work, we create a detailed narrative that reflects our journey—highlighting the challenges we encountered, the solutions we devised, and the milestones we achieved. This record serves multiple purposes: it provides valuable insights for internal reflection and improvement, offers evidence of our achievements to stakeholders, and lays the groundwork for future initiatives by preserving institutional knowledge. Moreover, well-documented work supports accountability, as it enables us to track whether we

are meeting our goals and adhering to our planned strategies. It also facilitates the sharing of best practices and success stories with others who may benefit from our experiences. Thorough documentation ensures that the collaborative's contributions are recognized, remembered, and built upon in the future.

Recommending improvements and making mid-course corrections are vital components of adaptive management, ensuring that our initiatives remain effective and responsive to changing circumstances, and leadership may choose to do so. As we progress through the building of our collaborative, it is essential to continuously monitor our activities and outcomes, comparing them against our original goals and objectives. This ongoing evaluation allows us to identify areas where our strategies may not be yielding the desired results or where unexpected challenges have arisen. By analyzing these insights, we can pinpoint specific aspects of the project that require adjustment or enhancement. Recommending improvements involves proposing practical and strategic changes to enhance the effectiveness of our initiatives. These recommendations could range from refining our methods, reallocating resources, or adjusting timelines to revising our communication strategies or strengthening partnerships. The goal is to optimize our approach, ensuring that we are making the best use of available resources and capitalizing on opportunities for greater impact. Rather than waiting until the end of the project to address issues, mid-course corrections should be considered to allow us to be proactive and agile, responding to feedback and data in real-time. This might involve shifting focus to more promising areas, addressing unforeseen obstacles, or realigning our efforts with the evolving needs of the community or stakeholders. By making these adjustments during the project, we increase the likelihood of achieving our goals and ensure that our work remains relevant and effective.

Sharing and reporting evaluation results is a crucial step in demonstrating the value and impact of our initiatives, fostering transparency, and engaging our stakeholders. This process involves presenting the findings from our evaluations in a clear, accessible, and compelling manner, ensuring that all relevant parties are informed about the outcomes of our work. By effectively communicating these results, we not only highlight our successes but also acknowledge challenges and areas for improvement, building trust and credibility with our audience.

When sharing evaluation results with city, state, and federal representatives, it is important to frame the information in a way that aligns with their priorities and policy agendas. These representatives are key decision-makers who can influence funding, support, and policy changes that may benefit our initiatives. By presenting our findings to them, we can demonstrate how our work contributes to broader societal goals, such as improving public health, enhancing education, or fostering economic development. This communication should emphasize the impact of our efforts on the communities they serve, supported by data and success stories that illustrate the tangible benefits of our initiatives. Also, sharing results with these representatives can help secure continued or increased funding and advocate for policy changes that align with our objectives. Engaging with these representatives also positions our collaborative as a credible partner in addressing the challenges facing our communities, opening doors for future collaborations and support.

Beyond city, state, and federal representatives, it is essential to share our evaluation results with our broader spheres of influence, including community leaders, partner organizations, private funders, and the public. Each of these stakeholders plays a vital role in the success of our initiatives and keeping them informed fosters a sense of ownership and partnership. When communicating with community leaders and partner organizations, we should emphasize how the results align with shared goals and how continued collaboration can amplify the impact of our work. Publicizing our results through reports, presentations, social media, and community events helps build broader awareness and support for our initiatives. It also reinforces our accountability to the community, demonstrating that we are committed to transparency and continuous improvement.

Overall, sharing and reporting evaluation results is not just about disseminating information—it is about engaging our stakeholders in a meaningful dialogue, celebrating our achievements together, and inviting feedback and collaboration for future efforts. By doing so, we strengthen our relationships, enhance our credibility, and pave the way for sustained and expanded impact.

**Evaluation Highlights:** In September, the collaborative met with the spheres of influence and city representatives to present its work, documented progress, and strategic goals for the collaborative. An executive summary was prepared, highlighting key accomplishments to date.

## Sustainability

Engaging partners who represent and work with sub-populations is a critical strategy for ensuring that our initiatives are inclusive, equitable, and responsive to the needs of our community and the population we are serving. These partners bring valuable insights, expertise, and relationships that are essential for effectively reaching and serving underrepresented or marginalized groups. By collaborating with organizations and individuals who have established trust and credibility within these communities, we can better understand the unique challenges, needs, and preferences of sub-populations. In year two, the leadership team hopes to bring organizations like Refugees for Success and the Department of Justice Probation and Parole to the collaborative. This engagement allows us to tailor our approaches, ensuring that our programs and services are culturally relevant and accessible. Moreover, these partners can act as vital intermediaries, helping to facilitate communication, build trust, and encourage participation from members of these populations. Through this collaborative approach, we not only enhance the impact of our initiatives but also strengthen our commitment to social equity and justice.

Once we have established processes that successfully engage members of sub-populations, it is crucial to sustain and build on these efforts. This involves maintaining the relationships, practices, and strategies that have proven effective in fostering participation and trust. Sustainability means not only continuing these processes but also adapting and evolving them as needed to respond to changing circumstances and feedback from the communities involved. This might include ongoing communication, regular check-ins with partners, and continuous assessment of the effectiveness of our engagement strategies. By institutionalizing these processes—embedding them into our organizational culture and operations—we ensure that they are not reliant on individual efforts or temporary initiatives but are part of a long-term commitment to inclusivity.

Building a credible process is essential for establishing trust and legitimacy in our work. A credible process is one that is transparent, consistent, and based on evidence and best practices. To build credibility, we must be clear about our goals, methodologies, and decision-making processes, ensuring that all stakeholders understand how and why we operate in the way we do. This includes being open about the criteria we use to evaluate success, the data we collect, and how we use that data to inform our actions.

Ensuring relevancy is about making sure that our initiatives remain meaningful, impactful, and responsive to the needs and realities of the communities we serve. To achieve this, we must continuously assess and adapt our strategies, programs, and services to reflect current trends, challenges, and opportunities. This involves staying informed about changes in the community, listening to feedback from stakeholders, and being open to innovation and innovative ideas. Relevancy also requires cultural sensitivity and awareness, ensuring that our work respects and aligns with the values, traditions, and experiences of the populations we aim to support. By regularly reviewing and adjusting our objectives and approaches, we can ensure that our efforts remain aligned with the evolving needs and priorities of our target populations.

Creating an ongoing sustainability plan is a crucial step in ensuring that the impact of our initiatives endures beyond the initial project period. A well-designed sustainability plan outlines how we will maintain and build upon the successes of our work over the long term. This plan should address key aspects such as securing

ongoing funding, building capacity within the collaborative and among partners, and embedding successful processes into standard operations. It should also consider the development of strategic partnerships, the diversification of resources, and the creation of policies and practices that support the continued relevance and effectiveness of our initiatives. A sustainability plan must also include mechanisms for regular evaluation and adaptation, ensuring that the work can evolve with changing circumstances and continue to meet the needs of the community. By proactively planning for sustainability, we ensure that our efforts are not just temporary solutions, but lasting contributions that continue to generate positive outcomes and build on the foundation we have established.

**Sustainability Highlights:** After efforts to involve equitable and inclusive sub-populations, the leadership team decided to enlist the partnership of the Department of Juvenile Justice probation and parole officers. In July, they attended the collaborative, giving valuable feedback, and have been an active participant since.

## Cultural Competence:

Ensuring that the target population is involved in all aspects of prevention planning is fundamental to creating effective and inclusive programs that truly meet the community's needs. Involvement should go beyond mere consultation; it requires active and meaningful participation at every stage of the planning process, from the initial identification of issues to the development, implementation, and evaluation of prevention strategies. When the target population is engaged from the outset, their lived experiences, insights, and priorities directly shape the objectives and approaches of the initiative. This involvement helps to ensure that the strategies developed are relevant, feasible, and culturally sensitive. Additionally, when community members see that their voices are heard and valued, they are more likely to support and participate in prevention efforts, leading to greater buy-in and more sustainable outcomes. By prioritizing the involvement of the target population, we will create a collaborative environment where prevention planning is a shared responsibility, leading to solutions that are more likely to be effective and enduring. The collaboration aims to achieve this by continually reassessing the membership list, building networks, and participating in community meetings where discussions about the target population take place. Once partnerships are established, we can invite select partners to join our leadership team, bringing more diverse perspectives into the planning process.

Adopting a population-based definition of community, where the community is allowed to define itself, is crucial for developing authentic and resonant prevention strategies. Rather than imposing external definitions or boundaries, this approach recognizes that communities are dynamic and diverse, with their own unique identities, values, and social structures. Allowing the community to define itself means acknowledging the importance of local knowledge and perspectives in shaping how the community sees its own needs, challenges, and strengths. This self-definition can include geographic boundaries, cultural or ethnic identities, shared experiences, or common goals and interests. By embracing this perspective, we avoid the pitfalls of a one-size-fits-all approach and instead tailor our prevention efforts to the specific context and realities of the community as they see it. This approach fosters greater respect and trust, as it empowers the community to take ownership of the prevention process and ensures that the strategies developed are truly reflective of their identity and priorities.

Culturally appropriate approaches consider the values, beliefs, traditions, and social norms of the community, ensuring that prevention strategies are not only respectful but also aligned with the community's way of life. This might involve adapting existing prevention models to fit the cultural context or developing novel approaches in collaboration with community members that better reflect their experiences and worldviews.

## **Unexpected Growth:**

The establishment of a youth-serving collaborative has gained immediate interest and support within Manchester. To have full and sustainable participation we may need to address a capacity issue. Identifying a larger meeting space may be needed. Also, winters in New England can be unpredictable, we may need to incorporate hybrid or remote options, which will change the dynamics of the meetings and may affect participation levels.

An emerging concern regarding competing grant-driven goals (of participating agencies), is also a challenge. Special attention to honor individual organization goals and ensure that the collaborative goals dovetail together will lead to increased collective action and collective impact for the city.

Meeting fatigue may also develop. Members may be asked to attend similar meetings with similar goals and objectives. The leadership team will dedicate time and attention to monitoring the various meetings/groups within the city. Efforts will be made to work with these groups to combine efforts when appropriate and adjust scheduling if necessary to ensure strong participation.

Funding to support solutions - additional funding streams may be required to achieve the identified goals and strategies. The leadership team will work with the collaborative members to develop an overview of projects that may require additional funding and will research potential funding streams and potential sponsorship opportunities to support the funding needs.

## **Conclusion:**

The creation of a Youth Wellness and Prevention Collaborative in Manchester, New Hampshire, marks a crucial step toward establishing sustainable support systems for the city's youth and families. By fostering communication, connection, capacity building, and ongoing evaluation, the collaborative seeks to meet the unique needs and challenges of the community's young people. Makin' It Happen and Amoskeag Health are committed to facilitating this effort, guiding the development of a strategic plan that reflects the collective goals of the group. As the collaborative evolves each year, our aim is for the projects and objectives to become increasingly complex, driven by the growing community and connections. Ultimately, our vision is for the collaborative to thrive through the strength of its members, rather than relying solely on its leadership.

# Phase One, Part Two: BOTVIN Life Skills Training

## Introduction:

Providing BOTVIN Life Skills Training is the second element of our collective goal to build stable, sustainable support for our youth and families. Amoskeag Health has partnered with the Granite YMCA-Manchester (YMCA), and the Boys and Girls Club of Greater Manchester (Boys and Girls Club) to implement Life Skills Training to elementary through high school students and their parents at agencies throughout Manchester. To implement this at the capacity outlined in the grant and implementation plan, it is essential that youth-serving partner agencies acknowledge the benefit of teaching young people the skills to make healthy decisions and receive consistent information from their mentors in the community. It is also crucial that these agencies allocate the time to complete the evidence-based training protocols outlined in the curriculum. Amoskeag Health has identified these two initial partner agencies to start the training and pilot this initial implementation in the Manchester Community before branching out to members of the Youth Wellness and Prevention Collaborative (YW&PC) to be trained. These partners include the YMCA of Greater Manchester and the Boys and Girls Club of Manchester.



**REDUCE YOUTH SUBSTANCE USE AND MISUSE:**



**GOAL #2: REDUCE YOUTH SUBSTANCE USE AND MISUSE: REDUCE SUBSTANCE USE AND MISUSE AMONG YOUTH AND, OVER TIME, REDUCE SUBSTANCE USE AND MISUSE AMONG ADULTS BY ADDRESSING THE FACTORS IN THE COMMUNITY THAT INCREASE THE RISK OF SUBSTANCE USE AND MISUSE AND PROMOTING THE FACTORS THAT MINIMIZE THE RISKS OF SUBSTANCE USE AND MISUSE.**

**CATEGORY:**  
**OBJECTIVE:**  
**STRATEGY 1: PROVIDE INFORMATION: PREVENTION TRAINING(S) INFORMATION OVERVIEWS**

Activity	Who is responsible	By When?
Complete up to three focus groups with youth to gather feedback on BOTVIN Life Skills for marketing and recruitment approaches	Amoskeag Health, Boys & Girls Club, Granite YMCA	April 2025
Provide a comprehensive summary to partner agencies on BOTVIN Life Skills	Amoskeag Health, Boys & Girls Club, Granite YMCA	October 2024
Review substance misuse prevention trainings options	Leadership Team	February 2025, ongoing

**CATEGORY:**  
**OBJECTIVE:**  
**STRATEGY 2: BUILD SKILLS:**

Activity	Who is responsible	By When?
Host BOTVIN Life Skills for elementary students	Agency trained, youth trained, Media Power Youth	July 2025
Host BOTVIN Life Skills for Boys & Girls Club and YMCA	Amoskeag Health, Boys & Girls Club, Granite YMCA	December 2024
Train all youth-serving organizations in BOTVIN Life Skills	Youth-serving partners and Amoskeag Health	December 2027
Host BOTVIN Life Skills train-the-trainer courses	Interested partner agencies	December 2027



**CATEGORY:**  
**OBJECTIVE:**  
**STRATEGY 3: PROVIDE SUPPORT:**

Activity	Who is responsible	By When?
Identify key partners interested in completing train-the-trainer	Interested partner agencies	December 2024
Discuss rollout procedures in depth and provide implementation support	Amoskeag Health and Makin' It Happen	Ongoing
Ensure access to technical assistance center for online trainings	Partner agencies	Ongoing
Ensure adequate learning materials are provided in a timely manner	Partner agencies	Ongoing
Provide training certificate upon agency training completion	Amoskeag Health and BOTVIN Life Skills Program	Ongoing
Provide incentives to complete train-the-trainer curriculum	Manchester Youth Wellness & Prevention Collaborative, Funding Committee	December 2027
Advertise BOTVIN trainings offered by partner agencies	Manchester Youth Wellness & Prevention Collaborative, Marketing Committee	June 2025, Ongoing
Collect pre/post surveys for data analysis	Amoskeag Health and partner agencies	Ongoing
Ensure facilitators follow lesson plans for fidelity	Partner agencies	Ongoing
Obtain proper forms and parental consent	Partner agencies	Ongoing
Work with agencies to provide flexible class offerings	Partner agencies	Ongoing

THE FOLLOWING WILL BE DEVELOPED IN PHASE TWO, IN THE UPCOMING YEAR.

CATEGORY:  
 OBJECTIVE:  
 STRATEGY 4: ENHANCE ACCESS/REDUCE BARRIERS:

Activity	Who is responsible	By When?

CATEGORY:  
 OBJECTIVE:  
 STRATEGY 6: PHYSICAL DESIGN:

Activity	Who is responsible	By When?

CATEGORY:  
 OBJECTIVE:  
 STRATEGY 5: CHANGE CONSEQUENCES (INCENTIVES/DISINCENTIVES) :

Activity	Who is responsible	By When?

CATEGORY:  
 OBJECTIVE:  
 STRATEGY 7: MODIFY/CHANGE POLICIES:

Activity	Who is responsible	By When?

\*REPEAT FOR EACH LOCAL CONDITION UNDER THE SAME SUBSTANCE OR START A NEW SUBSTANCE.

## Assessment:

The addiction crisis in Manchester, like in many other parts of the United States, can be attributed to a combination of factors that evolved over time. Although NH is a 'controlled' state regarding alcohol sales, alcohol misuse among our youth and young adults has statistically remained high, according to the Youth Risk Behavior Survey (YRBS). To address the ongoing crisis and provide the youth of Manchester with the skills to disengage with illicit substance use and empower them to make well informed decisions, multiple objectives have been designed to measure these outcomes.

The following objectives have been developed with careful consideration of Manchester's need for a data-driven, comprehensive, and coordinated strategy to deliver community-based substance misuse prevention and mental health promotion services for high-risk youth, aiming to delay or prevent drug use. Additionally, the plan focuses on addressing high-risk youth subpopulations facing elevated risks of substance misuse and emotional distress.

After initial research of the history of substance use in Manchester, driven by the leadership team, the Manchester Youth Wellness & Prevention Collaborative played another key part in assessing the community, by identifying the most prevalent risk and protective factors.

The collaborative is working together to focus on root causes and local conditions for the two substances of focus, alcohol, and marijuana. Data shows that perceptions of peer and parental disapproval are indicators of prevalence of alcohol use for youth. In the 2021 regional YRBS data, 64.2% of high school students reported their friends would feel it would be wrong or very wrong for them to have one to two drinks of alcoholic beverage nearly every day (beer, wine, or liquor). More students (88.3%) indicated that their parents would feel that same action would be wrong or very wrong. According to the City Health Dashboard, 18% of adults in Manchester reported binge drinking in the last 30 days in 2020 compared to an average of 17.2% across the US. Ease of access is another root cause that can contribute to alcohol use. In the 2021 Manchester YRBS, nearly one in four students (24.0%) thought it would be easy for them to get alcohol. In addition to alcohol, marijuana is another substance of concern in the community. According to 2021 regional YRBS data, 82.4% of students indicated that their parents would feel it was wrong or very wrong to smoke marijuana. However, only half (49.1%) of students indicated that they felt their friends would feel it would be wrong or very wrong to smoke marijuana. Regarding access to marijuana, one in four students (24.8%) indicated that it would be easy or very easy for them to get marijuana if they wanted to. The data shows what the collaborative assessed - alcohol and marijuana use are most prevalent in Manchester. To combat the rise in illicit substance use, the collaborative will equip the youth of Manchester with the skills to resist drug use and empower them to make informed decisions through the implementation of Botvin Life Skills.

**Assessment Highlights:** The leadership team reviewed and analyzed the YRBS data, discovering that it did not align with expectations for a 'controlled' state. The data indicated that New Hampshire has easy access to substances. The leadership team continued to review community assessments and conducted a needs assessment with the leadership support of Catalyst evaluators group in December 2023.

## Capacity:

With over 40 years of peer reviewed scientific research, Botvin Life Skills holds the title of being the top evidence-based substance abuse prevention program in the country. Research on the Life Skills curriculum has shown a reduction in violence, delinquency, and prescription/opioid misuse amongst middle school and high school aged youth. Additionally, this curriculum has been shown to decrease the prevalence of tobacco, alcohol, opioid, and illicit drug use by as much as 80%. There have also been many long-term studies conducted that evaluate this curriculum's effectiveness as a long-lasting tool in prevention.

The YMCA and Boys and Girls Club are implementing the pilot of BOTVIN Life Skills in the community. The YMCA will be implementing the Botvin Life Skills Training in their YSTAY programming. Topics through this programming include healthy relationships, communication, mental health, anger management and more. Each week, the YSTAY program follows a Monday and Wednesday lesson day schedule with Tuesday and Thursday being homework days. The YMCA will be holding two classes a week for the duration of both levels of Botvin Life Skills classwork. The Boys and Girls Club will be implementing the Botvin Life Skills Training in their Torch Club Programming. Torch Club provides opportunities for members to demonstrate the positive impact youth and teens can have on their communities. Through small groups, peer-driven leadership and service clubs, members ages 10-13 identify needs in their Club or community, and create and implement service projects to address those needs. The Boys and Girls Club will be expanding the program to bring in elementary school level students. New leadership and service sessions allow members to explore, practice and strengthen critical leadership skills.

An informational session can be provided by Amoskeag Health's Project Director to inform major stakeholders about what curriculum was being offered to the youth in the community. During these meetings, community members are encouraged to ask questions and provide feedback regarding the choice in curriculum and perceived success that the community would have.

The Boys and Girls Club and YMCA will be facilitating these classes with trained facilitators who also work within the organizations regularly. These facilitators are child educators and provide a safe, trauma informed, inclusive environment for the youth in the classes to ask questions, explore topics and build skills outlined in the curriculum overview.

**Capacity Highlights:** During the YW&PC meetings that occurred in February and March, an informational session was provided by Amoskeag Health's Project Director to inform major stakeholders about what evidence-based curriculum was being offered to the youth in the community. The Boys and Girls Club and the YMCA met with Amoskeag Health implementation team to coordinate budgets, reimbursement, preparedness, and readiness to implement the Botvin Life Skills curriculum into their programming. Each member of the team completed their necessary grade level training through Botvin Life Skills in a timely manner. The Boys and Girls Club is in the process of having a staff member trained in the elementary school curriculum.

## Planning:

The Botvin Life Skills Training program equips youth with essential skills across three core areas. **Drug Resistance Skills** enable young people to identify and challenge common misconceptions about tobacco, alcohol, and other drugs. Through coaching, teaching, role-playing, and graphic facilitation, they acquire practical resistance strategies to decline substance use offers from peers and media. **Personal Self-Management Skills** focus on building self-awareness, self-confidence, and self-esteem. Youth learn to set and track personal goals, understand the impact of their decisions, and practice coping mechanisms to manage stress and anxiety, fostering a positive outlook on life. **General Social Skills** enhance sociability and communication, teaching youth to handle social requests, engage in assertive conversations, and recognize alternatives to aggression or compliance in difficult situations.

The Botvin Life Skills program offers a comprehensive curriculum at multiple levels, including a high school curriculum that is structured into seven distinct units. These units cover a range of topics: the value of good health, decision-making for health, risk-taking and substance abuse, the media's influence on health, managing stress and emotions, family communication, and healthy relationships. The high school curriculum can be delivered over 10 class sessions, each lasting 40-45 minutes. These sessions can be taught multiple times a week or extended over a 10-week period. The cost of the high school training includes both the training session and materials, totaling \$354.50 per person.

The middle school curriculum within the Botvin Life Skills program includes 17 class sessions. These sessions cover essential topics such as self-image and self-improvement; decision-making; the myths and realities of smoking, alcohol, and marijuana; advertising and violence in the media; coping with anxiety and anger; communication and social skills; assertiveness; and conflict resolution. The sessions are also 40-45 minutes each and can be scheduled multiple times a week or over an extended period. The curriculum also offers optional lessons on violence. The cost for the middle school training, including materials, is \$387.50 per person.

The Botvin Life Skills program extends to a parent curriculum aimed at parents of youth in grades 6-9. This program focuses on strengthening communication between parents and their children, helping to prevent substance use. The curriculum, which is available in both individual and workshop formats, includes seven units covering topics such as family communication, parental monitoring, role modeling, consistent discipline, and recognizing the signs of substance use. The sessions are 40-45 minutes each and can be offered in Spanish. The total cost for the parent program training, including materials, is \$461.20 per person. Amoskeag Health is the sole identified site for facilitating the parent program. There is a goal to expand this offering to other community agencies by utilizing existing internal programs that engage with parents of at-risk youth.

**Planning Highlights:** Amoskeag Health is set to train two bilingual employees in the parent facilitation program to implement it in both English and Spanish as part of the parent cafe model.

## Implementation:

Based on individual program requirements, the Botvin Life Skills classes will start in September 2024. These programs providing the lessons will run congruent with the local school calendar, following the public-school systems scheduling protocols. In the future, integrating this into summer programming may be explored, however at the time of this reporting, it is not part of the implementation plan.

Once level one of the middle school curriculum is provided, facilitator's running the middle school groups will need to be trained on Level II and Level III. This will commence once they have initiated Level I. Per Botvin Life Skills recommendations, Level II and Level III cannot be administered until Level I has finished. Due to the repetition of certain age grouped students, the YMCA will strategically manage the diversity of levels to provide advance curriculum to those who have already cycled through level I.

There are various incentives offered to participants in the groups being offered in the community. These incentives will be provided through the Partnership for Success Grant and distributed to community organizations accordingly. Any incentives provided will be coordinated with grant regulations and funds will be spent appropriately.

During the implementation of this curriculum, facilitators and support members will have access to ongoing trainings and technical assistance to ensure they are able to provide these trainings in a culturally competent manner. The YW&PC will also serve as a vital resource in providing diverse recommendations for culturally competent training and professional development.

Botvin Life Skills offers ongoing development assistance to those implementing the Botvin Life Skills curriculum into their programming. These resources are accessible through the training website and live guidance is offered to facilitators and supervisors.

All expenditures and costs are tracked by the community partners responsible for facilitating the curriculum. These invoices are submitted at the end of the month and reimbursed promptly by Amoskeag Health.

**Implementation Highlights:** In August, Amoskeag's project manager gave an intensive summary of BOTVIN Life Skills, as it was clear that the collaborative wanted to learn more. After the meeting, there was an accelerated interest in expanding training options to several collaborative partner agencies- showing that the readiness was more advanced than originally expected. This interest in the train-the-trainer module will help boost sustainability immensely in the following months.

## Evaluation:

In Manchester, it has been identified by the collaborative that there already exists a plethora of programming that aims to target high risk youth to prevent substance use in the community. There doesn't appear to be doubts about whether the stakeholders and community partners involved with this initiative can reach the youth and parents in the community. The desired purpose of these interventions is to evaluate how effective they are and will work to bring about positive change in the community for this population.

It is clear that collecting quantitative data before implementing any sort of new programming will be essential in measuring the effectiveness of said programming. Pre-tests for both controlled and non-controlled groups will be crucial in obtaining non-biased data to analyze. Due to the multitude of diverse agencies involved in this implementation, it has been proposed that the utilization of technology including laptops, tablets and QR codes will be essential in capturing this data in a way that best reflects authenticity. Additionally, the data should be gathered in a safe, anonymous space so that the youth and parents do not feel pressured or swayed to answer one way or another. Post-tests will be collected for all youth completing the curriculum programming.

Additionally, the team will be consistently assessing the reach of programming in the community. This assessment will include evaluating the number of programs receiving services, counting the number of youth engaging and completing services, and tracking the number of trainers providing this education to community members.

In the short-term scope of analysis and based on the evidence produced by Botvin LifeSkills research facilitators, it appears that the expected outcomes would include significant improvements in protective based skillsets amongst youth and adolescences as well as their parents. Furthermore, if implemented correctly, the continuation of these skill sets does not waiver for over 13 years post intervention. This information will be confirmed through additional quantitative measures via post-evaluations, though we will not be conducting long-term assessments. While this is not specific to the proposal in Manchester, NH, it is relevant to the effectiveness and efficacy of the chosen evidence-based curriculum.

The long-term scope of analysis may require qualitative and quantitative data points as the long-term impact of programming involves varying sets of data. To obtain and create projections that could improve the landscape of quality care and prevention will require acquiring descriptive feedback from participants about accessing services, retaining engagement, cohesive case management and the overall spectrum of substance use servicing to individuals and their care givers. Objectives have been developed specifically to target the SPF initiative within the Manchester, NH community.

For all grade levels, pre/post evaluations will be administered before the first lesson and after all lessons have concluded to measure the impact of the Botvin Life Skills Training (LST) program on students' knowledge, attitudes, and skills. Each student will receive a unique identification number to ensure confidentiality, and evaluations will be coded as pretest or post-test. Data collection will be handled by someone outside the classroom to encourage honest responses, with the project director responsible for maintaining anonymity. Pretests are recommended to be given a few days before the first lesson, and post-tests a few days after the final lesson. The evaluation tool, LSTQ-ES, developed by National Health Promotion Associates (NHPA), will be used for all grade levels. Scoring involves several sections: Section A covers demographics (no scoring needed), Section B assesses knowledge with overall and sub-scores,

Section C measures anti-substance attitudes, and Section D evaluates life skills, including drug refusal, assertiveness, relaxation, and self-control.

Amoskeag Health participates in a monthly meeting with the outside data management team at Catalyst Evaluation Group, LLC. This team ensures timely data collection and manifestation data marketing tools of the coalition's progress for communications needed to engage with stakeholders and other members of the community. Catalyst has provided their own data collection system where meetings and other data point drivers are tracked in real time. Here, coalition data, meetings, class participation and grant progress is tracked and managed by Catalyst. It is anticipated that Catalyst will assist with the evaluation of the pre-post evaluation collected for each cohort of programming.

SPARS data is regularly updated quarterly by the prevention project director and submitted accordingly. There are monthly meetings with the SAMHSA GPO to ensure all data is submitted and documented appropriately.

To conclude, Catalyst will analyze the data summaries and dashboards which will be filtered back to the Collaborative to review and re-assess implementation for areas of improvement and increased impact. Amoskeag Health will be analyzing the process and quantitative data, digesting its meaning with the Collaborative, and then drawing conclusions that will help feed adjusting of the strategic plan for best impact.

## Sustainability:

By utilizing pre-existing organizations that have youth programming in their agency, BOTVIN training is easier to implement in the community, and easier to encourage other organizations to be trained. The organizations who are engaging in the collaborative will also serve as a streamline of messaging to other partner organizations who may be interested in collaborating.

Additionally, the Collaborative and leadership teams will continue outreach to community partners not represented at the collaborative that specialize in youth services for diverse sub-populations.

One of the modalities in getting this curriculum into more organizations at a lower cost will be utilizing the training of trainer model that Botvin offers. This will provide organizations to get trained at minimal to no cost by someone who has implemented the training at another organization for at least one semester. This will predominately put the cost at only the tangible materials including workbooks and facilitator manuals. The collaborative is continuing to research more funding to support the ongoing costs to support the expansion of the program. This helps successfully engage members of these populations by ensuring their access to these trainings is easily accessible and holds a lower financial cost.

The relevance of this data and the needs in the community will be accomplished by assessing Catalyst data, updated YRBS data, and strategically obtaining feedback from the collaborative partners about the support they are providing and the challenges they are observing with their youth populations.

The collaborative partners have made it clear that having a sustainability plan workgroup is a priority for them. This group would focus on brainstorming and creating work plans to ensure this implementation model is sustainable and relevant to maximize impact on the community. Workgroups are one of the ideas that was brought to the table to effectively manage goals and outcomes related to implementation and the goals of the collaborative within the community.

## Cultural Competence:

The Botvin Life Skills curriculum has demonstrated effectiveness across diverse groups, including white, middle-class students, ethnic minority students (primarily African-American and Hispanic), as well as inner-city urban, suburban, and rural populations.

Through the evaluation studies, there are several mentions regarding their specific studies that are adjusted for items including gender, race/ethnicity, and family structure, and despite those adjustments, the outcomes of the studies show that the Botvin Life Skills interventions show a significant prevention effect on daily substance use. Additionally, there has been significant evidence supporting that a universal prevention approach is just as effective as a specifically tailored curriculum due to the widespread dissemination of the information provided along with the cost-effectiveness while tackling a vital public health issue.

## **Unexpected Growth:**

The successful partnership created between Makin' It Happen and Amoskeag Health has been instrumental in the coordination of the prevention efforts so far. With this partnership, it has made it easier to coordinate our partner agencies getting connected with training for the upcoming implementation into the community.

Regarding barriers, the primary challenge was the inconsistent attendance at collaborative meetings. To address this, a recurring digital invitation was implemented, which has had a positive impact on both attendance and participation. Additionally, communication with Catalyst Evaluation Group was initially difficult due to the number of people involved in the projects, but improved coordination and ongoing outreach have greatly mitigated this issue. Lastly, political involvement was initially an uncertain factor in the development, reach, and strategy of the collaboration. However, through strategic communication and meetings, conversations have been initiated with the Mayor's office and members of the City's Board of Aldermen. Their support for the collaborative's purpose and goals, as well as their participation in prevention efforts, has become evident.

## **Conclusion:**

In conclusion, the successful implementation of BOTVIN Life Skills Training is a pivotal step toward our shared mission of fostering stable and sustainable support for the youth and families in our community. With Amoskeag Health leading the charge and the dedicated involvement of the Granite YMCA – Manchester and the Boys and Girls Club of Greater Manchester, we are laying a strong foundation for this initiative. By equipping young people with the tools they need to make healthy decisions and ensuring they receive consistent guidance from their mentors, we are not only addressing immediate needs but also investing in the long-term well-being of our community. As we move forward, the commitment of these initial partners and the broader YW&PC will be instrumental in expanding this essential training across Manchester, further reinforcing our collective efforts to support and empower the next generation.