Introduction to the SPARC Manual
(Study to Prevent Alcohol Related Consequences):
Using a Community Organizing Approach to Implement
Environmental Strategies in and around the College
Campus

Mark Wolfson, Ph.D.
Wake Forest School of Medicine

Michael Sparks M.A.
SparksInitiatives
Introductions

Mark Wolfson, Ph.D.
Wake Forest School of Medicine
mwolfson@wfubmc.edu

Michael Sparks, M.A.
President – SparksInitiatives
michael@sparksinitiatives.com
Influences on the Idea of SPARC

- CMCA
- EUDL
- RUD
- NIAAA
- RFAs
- A Call to Action

Town/Gown Coalitions

*Image of a light bulb as a symbol of idea generation*

*Image of the cover of the book "A Call to Action: Changing the Culture of Drinking at U.S. Colleges"*

*Image of the Wake Forest School of Medicine logo*
SPARC Sponsors

• National Institute of Alcohol Abuse and Alcoholism

[Image: NIAAA logo]

• North Carolina Department of Health and Human Services

[Image: DHHS logo]

• Wake Forest School of Medicine
Webinar Outline

- Background on SPARC
- Key Components of the SPARC Intervention
  - Environmental Strategies
  - Community Organizing
- SPARC Implementation Steps
- How the Manual can help you
- Questions?
Please type in the chat box:

1) If you are from a college/university….which one?
2) What is your role in prevention?
3) Do you work with a coalition?
How Many College Students Drink?

- About **four** out of **five** students drink
- About **half** of the drinkers engage in heavy episodic consumption
- More than **40%** of students report having 4 (women) or 5 (men) drinks in a row during the past two weeks
Annual Consequences of College Drinking

- 1,700 deaths
- 599,000 unintentional injuries
- 696,000 assaults
- 97,000 sexual assaults
- 100,000 too drunk to consent to sex
- 474,000 unprotected sex
- 2.8 MILLION DWI

Hingson, 2005
Discussion Question

What are the conditions on your campus or in your community that require some sort of action?
SPARC Conceptual Model

- SPARC Intervention
  - Community Organizing
    - Hold one-on-one meetings
    - Understand self-interest
    - Analyze power
    - Build coalition
    - Identify actionable issues
    - Develop strategies
    - Plan & implement actions
  - Environmental Strategies
    - Reduce availability
    - Address price/marketing
    - Improve social norms
    - Minimize harm
    - Elements:
      - Policy
      - Enforcement
      - Action

- Intermediate Outcomes
  - Community Cultures
    - Government
    - Neighborhoods
    - Law enforcement
  - Campus Cultures
    - Students
    - Administration
    - Alumni
    - Faculty

- Long-term Outcomes
  - High-risk Drinking
    - Indicators:
      - Quantity
      - Frequency
      - Physical setting
      - Social setting
      - Timing
      - Underage use
  - Consequences:
    - Health
    - Social
    - Violence
    - Legal
    - Academic
    - Victimization

- Larger Environment
  - Community Policy
  - Campus Policy
SPARC Design

- 5 Intervention
- 5 Comparison

10 universities randomly assigned
SPARC Impact

Severe Consequences due to Own Drinking

Percentage with 1+ times in past 30 days

Year

2003 2004 2005 2006

SPARC schools  Comparison schools

p=0.02

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This translates into an average of 228 fewer students in each intervention school experiencing 1 or more severe consequences due to their own drinking in the past 30 days, as compared with the Comparison Schools.
SPARC Impact

Alcohol-related Injuries Caused to Others Requiring Medical Treatment

Percentage with 1+ injuries in past 12 months

Year

2003 2004 2005 2006

SPARC schools Comparison schools

p=0.03
SPARC Impact

By year 4, 107 fewer students in each intervention school caused alcohol related injuries to others that required medical treatment in the 12 months preceding the survey, compared with the Comparison schools.
Evidence of Impact: Summary

College Drinking Survey
- Severe Consequences, due to own drinking ($p=.02$)
- Alcohol-related Injuries, caused to others ($p=.03$)

Resident Advisor Survey
- Consequences ($p=.04$)
- Environment ($p=.01$)
- Aggregate ($p=.03$)

Injury & Incident Reports
- Police reports of alcohol-related incidents ($p=0.04$)
- Police reports of # of citations for underage alcohol use ($p=.008$)
Takeaways from the Study

The Approach
• Community Organizing
• Environmental Strategies
• Focus on College Campus & Surrounding Community

Evidence of Effectiveness
• Student Self Reports (1\textsuperscript{st} and 2\textsuperscript{nd}-hand consequences)
• RA Survey, Official Reports

Growing Evidence that this “Family” of Approaches Works
• Saltz (2010)
Outline of the Manual

• Overview of the SPARC intervention
• Manual includes:
  • Core elements of SPARC, theoretical and empirical foundations.
  • Detailed “how to” sections on:
    1. conducting an assessment,
    2. building a campus/community coalition,
    3. developing strategic and action plans,
    4. implementing the plan, and
    5. sustaining the effort
Core Elements of SPARC

• Environmental Strategies

• Community Organizing

• Campus/Community Coalition
Poll #1

How familiar are you with environmental approaches/strategies?

A. Very familiar
B. Kind of familiar
C. Not familiar
Environmental strategies enhance public health by altering the physical, social, legal, and economic conditions that influence behavior (Stokols, 1996).
Public Health Model

AGENT

Agent: Substance
Host: Individual User
Environment: Physical, Social, Legal & Economic Context

HOST

EVENIRONMENT
Individually Focused Prevention Strategies Assume that AOD Problems are Due to

- Problems of individuals
- Lack of information about alcohol and other drugs
- Lack of knowledge about negative consequences
- Lack of awareness of “social norms”
- Inadequate skills and abilities
• Targets the social, physical or public environment where sales/use occurs

• Views alcohol and other drug problems not just as individual addiction, but rather as the collective reflection of community norms and practices

• Targets are policy makers and others with authority to change environments

• Seeks to change physical, legal, economic & social processes of communities
Environmental Strategies

Environmental Prevention Strategies can:

• Reach entire populations
• Impact the overall environment
• Create lasting change in community norms and systems
• Produce “quick wins”
• Instill commitment toward long-term impact
Environmental Prevention Strategies:

Views alcohol and other drug problems not just as individual problem based on lack of knowledge, but rather as the collective reflection of community norms. Focuses on the social, physical or public environment where sales/use occurs.

- Targets are policy makers and others with authority to change environments.
- Creates lasting change in the campus and community.
Core Elements of SPARC

• Environmental Strategies
• Community Organizing
• Campus/Community Coalition
Poll #2

How many of you consider community organizing part of your job?

A. Yes
B. No
C. Not sure
Community Organizing: the “How”

Create sustainable changes in behavior

The “How”

Community Organizing

Build relationships to address local problems

Environmental Strategies

Create sustainable changes in behavior

The “What”
What is community organizing?

It’s a process:
• Tap power & persuasion of stakeholders
• Identify & define common problems
• Mobilize resources
• Work together to improve health & QOL

It’s NOT prevention programming
Organizing Principles

- People with the issue do the organizing
- A large base of support builds authority and credibility
- Through collective action, individuals gain control over efforts to improve their lives
Organizing’s Defining Elements

• One-on-one relational meetings
• Understanding how the self-interest of community members can support action
• Identifying “actionable” issues
• Conducting “power analyses”
• Identifying and influencing those who can make change
Who Does the Organizing?

It’s all about relationships

community organizer +
campus/community coalition
Core Elements of SPARC

- Environmental Strategies
- Community Organizing
- Campus/Community Coalition
The coalition is comprised of a broad mix of university and community representatives and focuses on implementing strategies that affect the campus and community environments.
Poll #3

Do you facilitate a ATOD coalition of some sort?

A. Yes
B. No
Poll #4

Does your coalition include both campus and community participation in roughly equal levels?

A. Yes

B. No
Campus/Community Coalition

- New or existing group
- Develops a strategic plan
- Carries out the work
SPARC Implementation Process

INPUTS
- University/Stakeholder Accountability Group
- Community Organizer

PROCESS
- Assessment
- Coalition Building
- Strategic Planning
- Action
- Sustainability

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SPARC Implementation Steps

**Step 1: Conduct Assessment**
Be able to clearly articulate local conditions that contribute to high-risk drinking and its consequences. These conditions should be framed (1) around environments and (2) as actionable. The assessment needs to address both on-and off-campus settings and norms.

**Step 2: Build the Coalition and its Capacity**

**Step 3: Develop a Strategic Plan**

**Step 4: Implement an Action Plan**

**Step 5: Sustaining Efforts**
SPARC Step 1: Community Assessment

SPARC Assessment Process

- One-on-Ones
- Environmental Scans
- Quantitative Data Collection

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SPARC Step 1: Community Assessment

One-on-Ones

Basis of One-on-Ones
Relationship Building—An ongoing process of deepening understanding of the community and its members

The stick person:
- What is important to her/him?
- What are her/his priorities?
- What are her/his joys?
- What are her/his concerns?
- What makes her/him tick?

What does she/he like to do?
- What does she/he want to accomplish in the next:
  - 3 months
  - 1 year
  - 5 years?

What did you learn about the person that can further your work?

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SPARC Step 1: Community Assessment

SPARC Assessment Process

One-on-Ones

Environmental Scans

Quantitative Data Collection
SPARC Step 1: Community Assessment

Environmental Scans

1) The **price** of alcohol

2) The manner and extent in which it is **promoted**

3) Access to high-risk products and how those **products** are viewed

4) **Place:** How available it is

In general, the more a drug is physically available, affordable, attractive as both a reinforcer and social symbol, and accepted by an individuals peers, the more likely it is that it will invite experimentation and continued use.

*Drug Policy and the Public Good (2010)*
Wake Forest Baptist Medical Center

Scan: Promotion

H.S.Q ENTERTAINMENT & BORN TO SHYNE ENTERTAINMENT PRESENT

COLLEGE NIGHT

HOW TO PARTY 101
6 STAR BAR THURSDAYS

REDUCED ADMISSION WITH COLLEGE ID
LADIES FREE
DRINK SPECIALS ALL NIGHT
$1 PITCHERS
$2 JAGER SHOTS
$4 JAGER BOMBS
$2 SCOCO N LIME

18 TO WALK, 21 TO FALL

FOR VIP RESV. PLEASE CONTACT 860-593-4458 OR 860-502-8687

6 STAR BAR
1950 PARK ST
HARTFORD, CT
21 AND UP $5
WWW.6STARBAR.COM
WWW.MYSPACE.COM/6STARBAR

EVERY WEDNESDAY "COLLEGE NIGHT!"
AT Cavanaugh's

RESTAURANT & SPORTS BAR
119 South 39th Street
(2 Sansom Street)
Philadelphia, PA 19104
215.386.4889

$0.75 WELL DRINKS
& DOMESTIC DRAFTS
FREE PIZZA FROM 10PM - MIDNIGHT
$5.00 COVER W/COLLEGE ID
DJ SPINNING UNTIL 2AM

Must be 21+
Scan Price: Cheap Drinks

HAPPY HOUR
SATURDAY 12NOON-7PM
WITH A COMPLIMENTARY BUFFET UNTIL 6PM
$3.25 pints
$4.50 big ass beers
$3.75 well drinks

HAPPY HOUR
Sunday from Open until 7pm
$3.25 pints
$4.50 big ass beers
$3.75 well drinks

LIVE Music and Crawfish schedule inquire within
Scan: Place -- Number of Alcohol Outlets
Scan Place: Sales to Minors

Well I don't care if your combined age is around 50...I'm not selling you alcohol.
Scan Place: Parties
SPARC Step 1: Community Assessment

SPARC Assessment Process

One-on-Ones

Environmental Scans

Quantitative Data Collection
## Community Assessment: Quantitative Data

<table>
<thead>
<tr>
<th>TYPE OF DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measures of high-risk drinking</strong></td>
</tr>
<tr>
<td>Days drank alcohol in past 30 days</td>
</tr>
<tr>
<td>Days/month binge</td>
</tr>
<tr>
<td>Days got drunk in typical week</td>
</tr>
<tr>
<td><strong>Alcohol-related consequences</strong></td>
</tr>
<tr>
<td>Memory loss</td>
</tr>
<tr>
<td>Passed out</td>
</tr>
<tr>
<td>Verbal arguments</td>
</tr>
<tr>
<td>Sleep/study interrupted</td>
</tr>
<tr>
<td>Poor performance on test/project</td>
</tr>
<tr>
<td>Fights: trouble with police</td>
</tr>
<tr>
<td>Threats of physical violence</td>
</tr>
<tr>
<td>Victim of crime</td>
</tr>
<tr>
<td>Personal property damaged</td>
</tr>
<tr>
<td>DWI</td>
</tr>
<tr>
<td>Harassment</td>
</tr>
<tr>
<td>Sexual assaults</td>
</tr>
<tr>
<td><strong>Injuries</strong></td>
</tr>
<tr>
<td>Count and types of student injuries experienced and/or caused to others (e.g., vehicle accidents, falls from height, sexual assault injuries, stab wounds, burns)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Locations of high-risk drinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>House parties</td>
</tr>
<tr>
<td>Dorm</td>
</tr>
<tr>
<td>Nearby liquor &amp; convenience stores</td>
</tr>
<tr>
<td>Neighborhoods</td>
</tr>
<tr>
<td>Bars and restaurants</td>
</tr>
<tr>
<td>Community events</td>
</tr>
<tr>
<td>Sporting venues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Incidents and violations</th>
</tr>
</thead>
<tbody>
<tr>
<td>DWI arrests</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Underage alcohol possession or consumption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol Sales to underage persons</td>
</tr>
<tr>
<td>Noise violations</td>
</tr>
</tbody>
</table>
Poll #5

Generally speaking how comprehensive is your community assessment data?

A. Very comprehensive
B. Somewhat comprehensive
C. Not very comprehensive
D. We need a ton more information
E. Not sure

Please type into the chat box the kinds of data that could strengthen your community assessment.
SPARC Implementation Steps

Step 1: Conduct Assessment
Step 2: Build the Coalition and its Capacity
Step 3: Develop a Strategic Plan
Step 4: Implement an Action Plan
Step 5: Sustaining Efforts

Goal of SPARC Step 2

To build the campus/community coalition and the competencies of its members to facilitate their understanding of the concepts of environmental change and community organizing, as well as to set the stage for actively engaging in the development of a comprehensive strategic plan to address high-risk drinking.
Step 2: Campus/Community Coalition

Purpose:
To develop AND implement a comprehensive strategic plan using principles of community organizing

• Build it with even or equal representation from campus & community
• New or existing? It depends...
• Get right skills at right time
### Step 2: Campus/Community Coalition

**Who has the opportunity to participate in coalition deliberations**

<table>
<thead>
<tr>
<th>Grassroots</th>
<th>Grasstops</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td><strong>Weaknesses</strong></td>
</tr>
<tr>
<td>Passionate people</td>
<td>Individuals can get people in the door to hear what you say; can make the change happen (policy level); have clout</td>
</tr>
<tr>
<td>Know how to get people to come together around an issue, make change</td>
<td>Can appreciate small, incremental changes</td>
</tr>
<tr>
<td>Breadth of perspectives; can be more inclusive; more representative of community at large</td>
<td>Often have or control the money and other resources</td>
</tr>
<tr>
<td>High level of candor when discussing community ATOD issues without community leaders in the room</td>
<td>Time factor is almost built-in because it’s likely part of their role to address this (i.e., it’s not above and beyond their job)</td>
</tr>
<tr>
<td>Social knowledge</td>
<td>Can get things accomplished faster</td>
</tr>
<tr>
<td>Credibility if involving people who are directly affected by issue</td>
<td>May have expertise and knowledge present (although this is an assumption)</td>
</tr>
<tr>
<td><strong>Weaknesses</strong></td>
<td><strong>Strengths</strong></td>
</tr>
<tr>
<td>May have unrealistic expectations; might get discouraged more easily</td>
<td>More inclined to keep things status quo</td>
</tr>
<tr>
<td>May use more reactionary approaches to others that could alienate possible allies;</td>
<td>Do they make lasting change?</td>
</tr>
<tr>
<td>Could burn out</td>
<td>Not as much breadth of representation</td>
</tr>
<tr>
<td>Hard to consistently get people to the table (tough to manage volunteers with other jobs)</td>
<td>Could inhibit honest, authentic responses (due to intimidating power in room)</td>
</tr>
<tr>
<td>Can get bogged down in the process; can be hard to focus</td>
<td>Too much red tape to get things done</td>
</tr>
<tr>
<td></td>
<td>“Book” knowledge may not represent reality</td>
</tr>
<tr>
<td></td>
<td>Can sound too academic and/or disconnected</td>
</tr>
<tr>
<td></td>
<td>Some community folks may not trust the experts</td>
</tr>
</tbody>
</table>
**Step 2: Campus/Community Coalition**

**How Should the Coalition set up a Decision-making Process**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get a more accurate picture of issues</td>
<td>Can be quite time-consuming</td>
</tr>
<tr>
<td>Process itself can raise awareness, interest in becoming involved</td>
<td>Can get bogged down in the process; can be hard to focus</td>
</tr>
<tr>
<td>More ownership of plan</td>
<td>Often requires stronger facilitation skills to manage group</td>
</tr>
<tr>
<td>Helps build credibility for coalition (“We had the community endorse this plan in a town hall meeting”)</td>
<td>Can surface splits and divisions in the group in unanticipated ways</td>
</tr>
<tr>
<td>Doesn’t preclude drawing on the small cadre involvement</td>
<td>Can pull the group away from environmental strategies to safer, better understood individual strategies</td>
</tr>
<tr>
<td></td>
<td>One voice can monopolize the direction of planning</td>
</tr>
<tr>
<td></td>
<td>Might not have accurate or enough information about real issues</td>
</tr>
<tr>
<td></td>
<td>Requires better member preparation to be effective</td>
</tr>
<tr>
<td></td>
<td>Can reach consensus that may be undone by the full group</td>
</tr>
<tr>
<td></td>
<td>Requires more time from the community organizer to manage multiple groups</td>
</tr>
</tbody>
</table>
## Step 2: Campus/Community Coalition

### Level of Coalition Autonomy

<table>
<thead>
<tr>
<th>High-level autonomy</th>
<th>Low-level autonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strengths</strong></td>
<td><strong>Weaknesses</strong></td>
</tr>
<tr>
<td>Encourages sense of ownership and buy-in</td>
<td>Fits within current “task force” model on many campuses</td>
</tr>
<tr>
<td>Brings voice of community to the coalition table</td>
<td>Requires more buy-in and involvement by senior campus administrators (if they have to sign off on decisions)</td>
</tr>
<tr>
<td>May alienate the university</td>
<td>Coalition efforts can be stopped by administrators wary of rocking the boat or making difficult policy changes</td>
</tr>
<tr>
<td>May take more time &amp; resources (e.g., if setting up an independent non-profit)</td>
<td>If coalition’s identity is so closely tied with the university, its ability to challenge its ‘host’ may be compromised</td>
</tr>
<tr>
<td></td>
<td>Non-campus-based community members may feel they do not have an equal voice on the coalition</td>
</tr>
</tbody>
</table>
SPARC Implementation Steps

Step 1: Conduct Assessment
Step 2: Build the Coalition and its Capacity
Step 3: Develop a Strategic Plan
Step 4: Implement an Action Plan
Step 5: Sustaining Efforts

Goal of SPARC -- Step 3:
To develop a comprehensive action plan for implementing the best and most promising environmental strategies to reduce high-risk drinking and its consequences among college students. Special emphasis should be placed on addressing the settings and norms that contribute to the problem specific to the campus community.
Step 3: Develop a Strategic Plan

SPARC Strategies:
– Availability
– Price/Marketing
– Social Norms
– Harm Minimization
Step 3: Develop a Strategic Plan

SPARC Environmental Strategies

1. Reduce Alcohol Availability
2. Address Price/Marketing
3. Improve Social Norms
4. Minimize Harm
### Step 3: Develop a Strategic Plan

#### Environmental Strategies in Campus Plans

<table>
<thead>
<tr>
<th>SPARC Domain</th>
<th>Strategy</th>
<th># of sites using Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability</td>
<td>Restrict provision of alcohol to underage or intoxicated students</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Increase/improve coordination between campus &amp; community police</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Restrict alcohol purchases, possession</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Restrict alcohol use at campus events</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Increase responsible beverage service policies &amp; practices</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Conduct compliance checks</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Educate landlords about their responsibilities and liabilities</td>
<td>2</td>
</tr>
<tr>
<td>Price/Marketing</td>
<td>Limit amount, type &amp; placement of pro-drinking messages seen on campus</td>
<td>2</td>
</tr>
<tr>
<td>Social Norms</td>
<td>Establish consistent disciplinary actions associated with policy violations</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Create campaign to correct misperceptions about alcohol use</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Enhance awareness of personal liability</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Provide notifications to new students, parents of alcohol policies, penalties</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Provide alternative late night programs</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Provide alcohol-free activities</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Provide parental notification of student alcohol violations</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Create policy to provide brief motivational module for all freshmen</td>
<td>1</td>
</tr>
<tr>
<td>Harm Minimization</td>
<td>Enact party monitoring program</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Create and utilize safe ride program</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Increase harm reduction presence at large-scale campus events</td>
<td>1</td>
</tr>
</tbody>
</table>
Question

Please type into your chat box examples of environmental strategies you have implemented.
SPARC Implementation Steps

Step 1: Conduct Assessment
Step 2: Build the Coalition and its Capacity
Step 3: Develop a Strategic Plan
Step 4: Implement an Action Plan
Step 5: Sustaining Efforts

Goal of SPARC Step 4:
To successfully implement the environmental strategies identified in a strategic plan to reduce high risk drinking and related consequences among college students.
## Step 4: Implementing an Action Plan

### Conduct this analysis for each strategy the coalition intends to pursue

- Human resources
- Budget needs
- Organizational structure
- Internal issues
- Capacity
- External or management issues

### Convene a coalition to discuss

- Who is impacted?
- Who can help?
- Who opposes?

### Identify decision makers

- Primary target
- Power to influence
- Others who can influence targets

### Develop a detailed list of action steps that will lead to achieving the strategy.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Communications and Media Support Required</th>
<th>Resources Needed</th>
<th>Timeframe (start and end)</th>
<th>Tracking measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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</tbody>
</table>
SPARC Implementation Steps

Step 1: Conduct Assessment
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Step 4: Implement an Action Plan

**Step 5: Sustaining Efforts**

Goal of SPARC Step 5:

To determine which strategies, actions, structures, and resources should be sustained and take deliberate steps to ensure they are continued.
Step 5: Sustaining the Efforts

What to Sustain

- Sustain an organizational structure or coalition and necessary paid support staff to ensure the work of the group can continue.
- Sustain the strategies or interventions the coalition has put into place.
- Sustain Membership
- Sustain the Connection to Campus/Community issues
- Sustain Resources
Discussion:
How Might the Manual Be useful to You?
Questions?

Michael Sparks
michael@sparksinitiatives.com

Mark Wolfson
mwolfson@wakehealth.edu
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