**Strategic Prevention Framework**

**Training Series**

**Coaching and Mentoring**

**Coalitions to Greatness**

**Version 1.0**



**Strategic Prevention Framework**

**Capacity Primer**

**Roles Worksheet**

|  |  |  |
| --- | --- | --- |
| **Who are they?** | **What are they** **responsible for?** | **What are their****expected outcomes?** |
| **Host Organization (s):** |  |  |
| **Coach:** |  |  |
| **Coalitions:** |  |  |

***LOGIC MODEL***

***Coalition:***

***Problem But Why? But Why Here?***

 ***Statement Root Causes Local Conditions & Data***

 ***(Specific, identifiable, actionable)***

**8**

Data:

Data:

Data:

Data:

Data:

Data:

Data:

**Intervention Mapping Tool**

Problem Statement:

Root Cause:

Local Condition:

|  |  |
| --- | --- |
| **Change Strategy** | **Potential Intervention / Strategy** |
| **Provide Information** |  |
| **Build Skills** |  |
| **Provide Support** |  |
| **Change Barriers and Access** |  |
| **Change the Consequences** |  |
| **Change the Physical Design of the Environment** |  |
| **Modify Policy** |  |

**Strategic and Action Plans**

**Coalition:**

**Vision:**

**Mission:**

|  |
| --- |
| **Objectives** |
| **Long-Term Objectives (Problem Statement)** |
| **Intermediate Objectives (Root Causes)** |
| **Short-Term Objectives (Local Conditions)** |

**Strategies and Action Plans**

**(For each Local Condition)**

**Problem Statement:**

**Root Cause:**

**Local Condition:**

|  |  |
| --- | --- |
| **Strategy(s)** | **Action Plan** |
| **Who? Will do What? By When?** | **Resources Needed?** | **Who Should Know?** |
| **1.** |  |  |  |
| **2.** |  |  |  |
| **3.** |  |  |  |
| **4.** |  |  |  |
| **5.** |  |  |  |
| **6.** |  |  |  |
| **7.** |  |  |  |

**Implementing the SPF - Discussion Worksheet**

**Characteristics of Effective Coalitions**

|  |
| --- |
| **Assessment** |
| **Planning (Logic Model / Interventions / Strategic Plan)** |
| **Implementation** |
| **Evaluation** |
| **Sustainability** |

**Community Initiatives Worksheet**

Describe existing initiatives or coalitions that address health, community development, youth or family related issues.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Initiative** | **Vision/Mission** | **Goals/Projects** | **Funding Source(s)** | **Key Partner Organizations** | **Coalition****Member?** |
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**Community Sector Worksheet**

For each community sector listed below a) identify organizations or individuals who are currently ACTIVE members of your coalition, and b) where there is no active membership, identify potential organizations or individuals that could represent the sector.

Note: An individual or organization should only be listed one time.

|  |  |  |
| --- | --- | --- |
| **Sector** | **Active Member****(Organization/Individual)** | **Potential** **Organization/Individuals** |
| Businesses & Business Associations |  |  |
| Child Care Providers |  |  |
| Civic, Fraternal or Volunteer Groups  |  |  |
| Courts & Probation |  |  |
| Cultural Groups & Orgs. |  |  |
| Elementary & Secondary Education  |  |  |
| Government |  |  |
| Healthcare Professionals |  |  |
| Higher Education |  |  |
| Human & Social Service Providers |  |  |
| Law Enforcement |  |  |
| Media  |  |  |
| Parents & Parent Orgs. |  |  |
| Private Sector Business |  |  |
| Religious & Faith Based Orgs. |  |  |
| Senior Citizens |  |  |
| Youth & Youth Orgs.  |  |  |
| Youth Serving Organizations  |  |  |
|  |  |  |
|  |  |  |

**Coalition Resources Worksheet**

For each skill listed below: 1) Determine whether the skills/resources are in place, needed or not needed by the coalition, 2) Identify an organization or individual that may have the skill/resource or currently provides the skill/resource, and 3) identify whether or not the organization or individual is currently an active coalition member.

|  |  |  |  |
| --- | --- | --- | --- |
| **Skills/Resources** | **🗹= Needed** | **Organization/Individual** | **Coalition** **Member?** |
| **Skills** |
| Accounting | **🞎** |  |  |
| Child Care | **🞎** |  |  |
| Communications | **🞎** |  |  |
| Computer / Technology | **🞎** |  |  |
| Data Collection / Analysis | **🞎** |  |  |
| Evaluation | **🞎** |  |  |
| Event Planning | **🞎** |  |  |
| Filing / Office Work  | **🞎** |  |  |
| Grant Writing | **🞎** |  |  |
| Graphic Design | **🞎** |  |  |
| Legal | **🞎** |  |  |
| Marketing/Advertising | **🞎** |  |  |
| Photography | **🞎** |  |  |
| Public Policy / Laws | **🞎** |   |  |
| Public Speaking | **🞎** |  |  |
| Strategic Planning | **🞎** |  |  |
| Training / Education | **🞎** |  |  |
| Web Design | **🞎** |  |  |
|  | **🞎** |  |  |
|  | **🞎** |  |  |
| **Resources** |
| $ - Cash, In-Kind | **🞎** |  |  |
| Meeting Space | **🞎** |  |  |
| AV Equipment | **🞎** |  |  |
| Access to Volunteers | **🞎** |  |  |
| Tables/Chairs | **🞎** |  |  |
| Computer Equipment | **🞎** |  |  |
| Transportation | **🞎** |  |  |
|  | **🞎** |  |  |
|  | **🞎** |  |  |
|  | **🞎** |  |  |

**Member Recruitment Worksheet**

List each of the organizations/individuals to be recruited for the coalition. Specifically indicate how they will be involved in the coalition, what benefits can accrue to them and their organization, and who will contact the individual/organization.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organization** | **Individual****(If known)** | **Desired Involvement****(Role/Skills/Resources)** | **WIFM** | **To be contacted by:**1. **Coalition Member**
2. **Other Influential person**
 |
|  |  |  |  |  |
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**Coalition Membership Worksheet**

*Complete a form for each member of the coalition. Update the worksheet on an annual basis.*

Name:

Contact Information (Address, Phone, Email):

Title / Role:

Organization Name / MOU?

Organization Contact Information (Address, Phone, Email, Website):

Skills/Resources/Connections:

Reasons for getting/staying involved in the coalition:

Current involvement with the coalition:

History of involvement with the coalition:

Involvement in other community-based organizations and efforts:

Other comments:

**Coalition Leader Worksheet**

For each coalition leader identified indicate: a) whether the individual (or position) ***should*** be involved in the function and b) whether the individual ***currently is*** involved in the function

|  |  |
| --- | --- |
| **Coalition Leader:*****Name/Position*** | **Leadership Functions** |
| Keeps the coalition focused on goal | Builds champions/partners in the community | Maintains/protects collaborative decision making, planning  | Diversifies, motivates and energizes coalition’s volunteer base | Helps resolve member conflicts | Communicates with the community | Cultivates leadership in coalition members, including youth |
| Coalition Chairperson |  |  |  |  |  |  |  |
| Executive Director (Staff) |  |  |  |  |  |  |  |
| Key Leader Champion |  |  |  |  |  |  |  |
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**Cultural Competence Primer - Summary**

**Incorporating Cultural Competence into Your Comprehensive Plan**

**What is cultural competence?**

The U.S. Department of Health and Human Services defines cultural competence as a “set of behaviors, attitudes and policies that come together in a system, agency or program or among individuals, enabling them to function effectively in diverse cultural interactions and similarities within, among and between groups.” When coalitions incorporate cultural competence into their work, they:

* Invest time and resources in training staff and volunteers in cultural competence.
* Carefully examine their structure, practices and policies to ensure that these elements truly facilitate effective cultural interactions.
* Display respect for differences among cultural groups.

**Understanding culture is a process:**

1. **Cultural Knowledge**—Knowledge of some cultural characteristics, history, values, beliefs and behaviors of a different group.
2. **Cultural Awareness**—Openness to the idea of changing cultural attitudes.
3. **Cultural Sensitivity**—Knowledge of cultural differences without assigning values to the differences.
4. **Cultural Competence**—Ability to bring together different behaviors, attitudes and policies and work effectively in cross-cultural settings to produce better results.

**Overarching principles of cultural competence**

Individuals who work in various areas of substance abuse prevention served on the SAMHSA Center for Substance Abuse Prevention’s Racial and Ethnic Specific Knowledge Exchange and Dissemination Project committee, which drafted the following overarching principles that define cultural competence:

* Ensure community involvement at all levels.
* Use population-based definitions of community (let the community define itself).
* Stress the importance of relevant culturally appropriate approaches.
* Support the development of culturally specific services.
* Adhere to Title VI of the 1964 Civil Rights Act (42 U.S.C. 2000d et seq.), which prohibits discrimination on the basis of race, color and national origin in programs and activities receiving federal financial assistance.
* Use culturally relevant outcomes and indicators.
* Employ culturally competent evaluators.
* Engage in asset mapping—identify resources and start from this point.
* Promote organizational cultural competence—staff should reflect the community it serves.
* Allow the use of indigenous knowledge in the body of “evidence-based ” research.
* Include target population(s) (e.g., youth, consumers, participants, elders).

Source: CADCA Cultural Competence Primer

<http://www.coalitioninstitute.org/SPF_Elements/CulturalCompetence/CulturalCompetenceHome.asp>

**Cultural Competence Checklist**

Use the checklist to ensure that important issues are addressed.

|  |  |  |
| --- | --- | --- |
| **Issue** | **Is the issue adequately****addressed?****Yes/No** | **How do you / will you address this issue?** |
| Are coalition members and staff representative of the target population? |  |  |
| Are the published materials and curricula relevant to the target population? |  |  |
| Have the curricula and materials been examined by experts or target population members? |  |  |
| Has the coalition taken into account the target population’s language, cultural context, and socioeconomic status in designing its materials and plans? |  |  |
| Has the program developed a culturally appropriate outreach action plan? |  |  |
| Are activities and decision-making designed to be inclusive? |  |  |
| Are meetings and activities scheduled to be convenient and accessible to the target population? |  |  |
| Are the gains and rewards for participation in your program clearly stated? |  |  |
| Have coalition members and staff been trained to be culturally sensitive in their interactions with the target population? |  |  |

Adapted from: Getting to Outcomes, Volume 1. SAMHSA, CSAP, NCAP, June 2000.

**Building Coalition Capacity - Discussion Worksheet**

**Characteristics of Effective Coalitions**

|  |
| --- |
| **Building Coalition Membership** |
| **Organizing the Coalitions** |
| **Enhancing Coalition Leadership** |
| **Fostering Cultural Competence** |

**SPF Product Review Form**

**Coalition:**

**Contact Name/Organization:**

**Address/Phone/Email:**

|  |  |  |
| --- | --- | --- |
| **Product / Component** | **Review Dates/By:** | **Rating****Enter a rating in cell for each component reviewed.** **Notes are required for O or X ratings.****✓ = Complete****O = Component partially complete or needs improvement****X = Component not included****N/R = Not reviewed** |
| #1 | #2 | #3 | #4 |
| **Community Assessment – Last date posted by Coalition: \_\_\_\_\_\_\_\_\_\_ Product Approved: Date:** |
| Definition of Community |  |  |  |  |  |
| Community History |  |  |  |  |
| Needs Assessment |  |  |  |  |
| Resource Assessment |  |  |  |  |
| Problem Statement(s) |  |  |  |  |
| **Logic Model – Last date posted by Coalition: \_\_\_\_\_\_\_\_\_\_ Product Approved: Date:** |
| Problem Statement |  |  |  |  |  |
| Root Causes |  |  |  |  |
| Local Conditions |  |  |  |  |
| Measures |  |  |  |  |
| Line Logic |  |  |  |  |
| Interventions  |  |  |  |  |
| **Strategic & Action Plan / Intervention Map – Last date posted by Coalition: \_\_\_\_\_\_\_\_\_\_ Approved: Date:** |
| Vision |  |  |  |  |  |
| Mission |  |  |  |  |
| Objectives |  |  |  |  |
| Strategies |  |  |  |  |
| Action Plan |  |  |  |  |
| **Evaluation Plan – Last date posted by Coalition: \_\_\_\_\_\_\_\_\_\_ Product Approved: Date:** |
| Audience |  |  |  |  |  |
| Question |  |  |  |  |
| Data |  |  |  |  |
| Method |  |  |  |  |
| Report |  |  |  |  |
| **Sustainability Plan – Last date posted by Coalition: \_\_\_\_\_\_\_\_\_\_ Product Approved: Date:** |
| Case Statement(s) |  |  |  |  |  |
| Resources |  |  |  |  |
| Strategy |  |  |  |  |
| Source |  |  |  |  |
| Action Plan |  |  |  |  |

**Last review conducted by: Date:**

**Additional Notes (use as many pages as necessary):**

**Coalition Capacity Building Checklist – Page 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Yes!** | **Sort of** | **No!** | **????** |  Criteria  |
| **General Content Knowledge** |
| ❑ | ❑ | ❑ | ❑ | Coalition leaders/members/staff are familiar with the SPF & related topics. |
| ❑ | ❑ | ❑ | ❑ | Coalition leaders/members/staff have reviewed CADCA’s Capacity Primer. |
| ❑ | ❑ | ❑ | ❑ | Coalition leaders/members/staff have been trained in capacity building. |
| **Building Coalition Membership** |
| ❑ | ❑ | ❑ | ❑ | The coalition identifies other community efforts to address ATOD & health. |
| ❑ | ❑ | ❑ | ❑ | The coalition regularly assesses skills and resources needed. |
| ❑ | ❑ | ❑ | ❑ | New members are pro-actively recruited, oriented and trained. |
| ❑ | ❑ | ❑ | ❑ | On-going efforts are made to engage and retain coalition members. |
| **Organizing the Coalitions** |
| ❑ | ❑ | ❑ | ❑ | The roles of coalition members, committees and work groups are defined. |
| ❑ | ❑ | ❑ | ❑ | Members agree on the expectations for active membership |
|  |  |  |  | The coalition uses tools as appropriate: |
| ❑ | ❑ | ❑ | ❑ | - Organization Chart |
| ❑ | ❑ | ❑ | ❑ | - Job Descriptions |
| ❑ | ❑ | ❑ | ❑ | - By-laws |
| ❑ | ❑ | ❑ | ❑ | - Meeting protocols |
| ❑ | ❑ | ❑ | ❑ | - Memorandum of Understanding (MOU) |
| ❑ | ❑ | ❑ | ❑ | - Decision making procedures |
| ❑ | ❑ | ❑ | ❑ | - Conflict resolution processes |
| ❑ | ❑ | ❑ | ❑ | Meetings held regularly with agenda & minutes distributed before & after. |
| ❑ | ❑ | ❑ | ❑ | E-mail lists, on-line groups, blogs keep information flowing |
| ❑ | ❑ | ❑ | ❑ | The coalition conducts regular “listening” sessions with the community |
| ❑ | ❑ | ❑ | ❑ | Responsibility for fiscal accounting, 501(c)(3) status, insurance etc. is clear |
| **Enhancing Coalition Leadership** |
| ❑ | ❑ | ❑ | ❑ | Coalition leaders have been identified |
| ❑ | ❑ | ❑ | ❑ | Coalition leaders are clear about their roles and responsibilities |
| ❑ | ❑ | ❑ | ❑ | Coalition leaders actively fill their roles and responsibilities |
| ❑ | ❑ | ❑ | ❑ | Training and recognition are provided to coalition leaders (and others) |
| ❑ | ❑ | ❑ | ❑ | Champions have been identified and are used effectively |
| **Fostering Cultural Competence** |
| ❑ | ❑ | ❑ | ❑ | Coalition members/staff are representative of the target populations. |
| ❑ | ❑ | ❑ | ❑ | Published materials and curricula are reviewed by and are relevant to the target populations.  |
| ❑ | ❑ | ❑ | ❑ | The coalition takes into account the language, culture and socio-economics of the target populations in all it’s activities and publications. |
| ❑ | ❑ | ❑ | ❑ | The coalition has developed a culturally appropriate outreach plan |
| ❑ | ❑ | ❑ | ❑ | Coalition members/staff have been trained to be culturally competent. |
| **Planning for Capacity Building** |
| ❑ | ❑ | ❑ | ❑ | Sufficient time and resources have been set aside for the planning effort. |
| ❑ | ❑ | ❑ | ❑ | Specific individuals have been identified to lead the planning effort. |

**Coalition Capacity Building Checklist – page 2**

***What three items need to be addressed first?***

**1.**

**2.**

**3.**

***What additional information is needed?***

***What additional training and technical assistance would assist the Coalition’s capacity building efforts?***

***Comments:***

Review Conducted by: Date: