

**Coalition Capacity Building  
Workbook  
Table of Contents**

## Community Sector Worksheet

Sector	Active Member (Organization/Individual)	Potential Organization/Individuals
Businesses *		
Child Care Providers		
Civic / Volunteer Groups *		
Courts & Probation		
Cultural Groups & Organizations		
Elementary & Secondary Education *		
Government *		
Healthcare Professionals *		
Higher Education		
Human & Social Service Providers		
Law Enforcement *		
Media *		
Parents *		
People in Recovery		
Religious & Fraternal Organizations *		
Senior Citizens		
Veterans		
Youth *		
Youth Serving Organizations *		
Others involved in ATOD *		

- DFC Required Sectors

## Coalition Resources Worksheet

For each skill listed below: 1) Determine whether the skills/resources are needed by the coalition at this point in time, 2) Identify an organization or individual that may have the skill/resource or currently provides the skill/resource, and 3) identify who can contact the organization or individual.

Skills/Resources	<input checked="" type="checkbox"/> = Needed at this time	Organization/Individual	Contact?
<b>Skills</b>			
Accounting	<input type="checkbox"/>		
Child Care	<input type="checkbox"/>		
Communications	<input type="checkbox"/>		
Computer / Technology	<input type="checkbox"/>		
Data Collection / Analysis	<input type="checkbox"/>		
Evaluation	<input type="checkbox"/>		
Event Planning	<input type="checkbox"/>		
Filing / Office Work	<input type="checkbox"/>		
Grant Writing	<input type="checkbox"/>		
Graphic Design	<input type="checkbox"/>		
Legal	<input type="checkbox"/>		
Marketing/Advertising	<input type="checkbox"/>		
Photography	<input type="checkbox"/>		
Public Policy / Laws	<input type="checkbox"/>		
Public Speaking	<input type="checkbox"/>		
Strategic Planning	<input type="checkbox"/>		
Training / Education	<input type="checkbox"/>		
Web Design	<input type="checkbox"/>		
	<input type="checkbox"/>		
	<input type="checkbox"/>		
<b>Resources</b>			
\$ - Cash, In-Kind	<input type="checkbox"/>		
Meeting Space	<input type="checkbox"/>		
AV Equipment	<input type="checkbox"/>		
Access to Volunteers	<input type="checkbox"/>		
Tables/Chairs	<input type="checkbox"/>		
Computer Equipment	<input type="checkbox"/>		
Transportation	<input type="checkbox"/>		
	<input type="checkbox"/>		
	<input type="checkbox"/>		
	<input type="checkbox"/>		

## Member Recruitment Worksheet

Organization	Individual (If known)	Desired Involvement (Role/Skills/Resources)	WIFM	To be contacted by: 1) Coalition member 2) Other influential person

## Coalition Talking Points

Talking points are a great way to get your message out to a lot of people in just 2 – 5 minutes... however, 2 – 5 minutes is not a lot of time. Consider the following elements in your talking points:

- Your coalition **vision** and **mission** – what else do they need to know about your coalition?
- Key **data** (both positive and negative) that relate to the substance abuse issue in your community
- Your coalition's **strategies and /or programs** (1 or 2 at most) that will most relate to your audience
- What are the **key goals and outcomes** that the coalition seeks to achieve (that is, why should the audience care?)
- Add a **personal story** of someone who has benefited from your coalition or partner's efforts. Pull on those heartstrings. The personal story can also relate to your involvement with the organization
- **Call to action.** Make it clear what the audience should do to support your coalition's work: donate, volunteer, petition, etc.
- Clearly give your coalition's **contact information.** Provide a name, phone number, email, website.

# 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:

# New Member Orientation Packet

## Coalition Overview Information (these items can be included in a 1 or 2-page handout)

- Vision/Mission
- History (Brief)
- Summary of Goals and Objectives
- Current Initiatives for each committee
- Key Accomplishments
- Current Funding Sources
- Contact Information (Coordinator and Social Media)

## Prevention Overview

- What is Prevention?
- Definitions & Acronyms
- Strategic Prevention Framework Overview
- DFC Overview
- Risk and Protective Factors
- ATOD Problem Information: UAD, Marijuana, Rx Drug Use (NIDA Summaries)

## Planning

- Community Assessment Highlights
- Logic Models
- Action Plan Summary
- Youth Involvement Committee Summary
- Nightlife Committee Summary
- Evaluation Results

## Organizational Information

- Organization Chart
- Steering Committee Members and Sub-Committee Chairs
- By-Laws
- Latest Financial Report
- Meeting Schedule (Calendar)
- Coalition Member List

## Membership Information

- How to Get Involved – Membership Sign-up Sheet
- In-kind Match Form

## Samples of Key Documents and Flyers

- Marijuana Position Paper
- Parent / School MJ Handout

## Decision Making & Responsibilities

Strategic	Organizational	Operational
<ul style="list-style-type: none"> <li>• Vision/Mission</li> <li>• Strategic Planning</li> <li>• Logic Models</li> <li>• Prioritization of strategies</li> <li>• Schedule / Timelines</li> <li>• Implementation of specific initiatives</li> <li>• Member recruiting</li> </ul> <p>Other:</p>	<ul style="list-style-type: none"> <li>• Staffing</li> <li>• Budget / Fiscal Mgt.</li> <li>• Office location</li> <li>• Board elections</li> <li>• Member recruiting</li> <li>• Leadership recruitment &amp; development</li> <li>• Coalition Structure</li> </ul> <p>Other:</p>	<ul style="list-style-type: none"> <li>• Meetings</li> <li>• Correspondence</li> <li>• Coordination among workgroups</li> <li>• Grant reporting</li> <li>• Logistics / Supplies</li> <li>• Website / social media</li> </ul> <p>Other:</p>





Safe Neighborhood Advocacy Partnership

<b>Topic</b>	<b>Time</b>	<b>Who</b>	<b>Actions / Decisions</b>
I. <u>Welcome/Introductions</u>	15 min	Helen	
II. <u>SNAP Overview</u>	15 min	Kris and Mike	<ul style="list-style-type: none"> <li>• Share brief history, mission and objectives of SNAP</li> <li>• Share strategies that relate to partnering with the hospitality industry to achieve shared goals.</li> </ul>
III. <u>Old Town Hospitality Group Presentation</u>	30 min	Nikki and OTHG Reps.	<ul style="list-style-type: none"> <li>• Learn about the newly formed Old Town Hospitality Group, including membership, approach and goals</li> <li>• Identify opportunities for increase collaboration to achieve shared goals</li> </ul>
IV. <u>Bar Academy</u>	35 min	Nikki	<ul style="list-style-type: none"> <li>• Review template of Bar Academy proposal and structure and get member input</li> <li>• Develop plan for communicating about Bar Academy</li> <li>• Develop plan for strengthening bar participation and increasing participation</li> </ul>
V. <u>Committee Updates and Next Steps</u>	20 min	Mike and Steve; Kris and Dave	<ul style="list-style-type: none"> <li>• Update on the MIP initiatives and School Liaison Recruitment from UADMIP Committee</li> <li>• Update on messaging and policy from the PNE Committee</li> </ul>

Next Meeting: July 17<sup>th</sup>, 2015

# **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

## Cultural Competence Throughout the Planning Process

Assessment	Capacity	Planning	Implementation	Evaluation
<ul style="list-style-type: none"><li>• Accurately assess the influence of their own values, perceptions, opinions, knowledge, and social position on their interactions with others.</li><li>• Provide and promote an atmosphere in which similarities and differences can be explored, and understand that this process is not only cognitive but attitudinal and affective, as well.</li></ul>	<ul style="list-style-type: none"><li>• Learn to be an ally to groups that experience prejudice and discrimination in the community. Help others learn to be an ally to their own cultural groups.</li><li>• Help expand other people's knowledge of their culture, and affirm and legitimize other people's cultural perspectives.</li></ul>	<ul style="list-style-type: none"><li>• Learn to embrace new, ambiguous, and unpredictable situations, and be persistent in keeping communication lines open when misunderstandings arise.</li><li>• Encourage community members to see themselves in a multicultural perspective, and encourage skills-building in cross-cultural interactions and communication.</li></ul>	<ul style="list-style-type: none"><li>• Encourage and accommodate a variety of learning and participation styles, building on community members' strengths.</li><li>• Draw upon the experiences of participants or collaborators to include diverse perspectives in any given intervention.</li></ul>	<ul style="list-style-type: none"><li>• Be skeptical about the validity of diagnostic tools applied to people who are culturally different from those upon whom the norms were based.</li><li>• Understand, believe, and convey that there are no culturally deprived or culturally neutral individuals or groups, and that all cultures have their own integrity, validity, and coherence, and deserve respect.</li></ul>

## Cultural Competence Checklist

Use the following checklist to ensure that important issues are addressed for each cultural identified in the community.

Culture to be addressed: \_\_\_\_\_

<b>Issue</b>	<b>Is the issue adequately addressed? Yes/No</b>	<b>How do you / will you address this issue?</b>
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, NCAAP, June 2000.

## Coalition Capacity Building Checklist

Coalition:

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