

THE NATIONAL TECCS COALITION



THE SCIENCE FOR A BETTER START

COALITION BUILDING and COMMUNITY ENGAGEMENT GUIDE

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UNITED WAY WORLDWIDE



INTRODUCTION

Science tells us that the first five years of life hard-wire a child's brain for future learning. Unfortunately, the time when children's brains are developing the fastest is when public focus and investment in early learning is at its lowest.

Community and state decision makers need concrete, quantifiable information to help inform decisions about public programs, policies and budget priorities. However, the needed early childhood development information is not available now because there is no standard system in place to measure a population's school readiness. Without that measure, policymakers, state leaders, and community leaders don't get a clear picture of taxpayers' return on investment, lack evidence to support continued funding and lack tools or systems of support to link early childhood data to planning and improvement activities.

A new national initiative is on track to change that. The **Transforming Early Childhood Community Systems (TECCS)** initiative is pioneering a new way of gathering critical information about young children's school readiness – neighborhood-by-neighborhood, and helping communities use that information to advance early childhood impact. The goal of TECCS is to encourage a process of community engagement, improvement, and accountability by providing community stakeholders with a measurement system, tools and technical assistance to make community changes to support young children effectively and improve school readiness.

This guide was created by United Way Worldwide to help **TECCS pilot site leaders**:

- Develop a strong coalition with membership that reflects the community (or enhance an existing coalition);
- Build effective coalition structure and processes;
- Identify, collect, and present data in useful ways;
- Facilitate effective coalition communication;
- Relate authentically with all community stakeholders including neighborhood residents
- Engage the community effectively in all aspects of the coalition's work

This guide is a work in progress. We encourage pilot site leaders to offer feedback, stories, resources and/or examples that will make this a more effective and relevant resource for all TECCS coalitions.

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SECTION 1: WHAT IS A COALITION?

1.1 Definition

In simplest terms, a coalition is a group of individuals and/or organizations with a common interest who agree to work together toward a common goal. That goal could be as narrow as obtaining funding for a specific intervention, or as broad as trying to permanently improve the overall quality of life for most people in the community. By the same token, the individuals and organizations involved might be drawn from a narrow area of interest, neighborhood or represent nearly every segment of the community, depending upon the breadth of the issue.

Coalitions may be loose associations in which members work for a short time to achieve a specific goal and then disband. They may also become organizations in themselves with governing bodies, specific community responsibilities and accountabilities, funding, and permanence. They may draw from a block, a neighborhood, a community, a region, a state, or even the nation as a whole (the National Coalition for the Protection of Children and Families, for instance). Regardless of their size and structure, they exist to create and/or support collective efforts to reach a particular set of goals.

Community coalitions have always existed as collaborative partnerships, community forums, task forces, and interagency coordinating councils. And many social movements – from the American Revolution to the Civil Rights movement grew out of and relied on coalitions.

For participants in the national *Transforming Early Childhood Community Systems* (TECCS) coalition, a coalition will be defined as *a mutually beneficial relationship among individuals, governmental agencies, private sector organizations and community-based organizations working toward a shared vision for children's optimal growth, development, and school success.*

1.2 Purpose

Coalitions are developed for a variety of reasons including the following:

- To bring about more effective and efficient design, delivery and use of resources;
- To influence or develop public policy;
- To change people's behavior (e.g. using seat belts);
- To increase communication and dispel stereotypes among groups with diverse interests;
- To revitalize the sagging energies of members who are trying to do too much alone; and,
- To plan, launch, evaluate and report on community-wide efforts.

Building a TECCS coalition will help you and your community work effectively to increase and improve public and private sectors that impact young children, their families, and their communities. Key functions of your TECCS coalition will include:

- Using a collaborative community process to assemble data on children’s developmental outcomes and other community indicators;
- Engaging diverse stakeholders in understanding and using these data – from parents and youth to formal and informal, public and private groups and individuals who care about the community’s economic and civic success;
- Jump-starting effective local planning and system reform activities using these data;
- Helping key sectors and providers use the data to improve; and,
- Building public will for making key system improvements.

1.3 Key Ingredients for Building and Sustaining Coalitions

Membership

- Include those most affected by your work – parents, caregivers, neighborhood leaders, civic and cultural organizations, economic development groups, faith communities, youth, cultural institutions (libraries, museums), service providers, professional organizations – from education, health and recreation to employers, large and small.
- Be intentional about inviting partners with diverse ethnic, cultural, educational, vocational, geographic and age differences.
- Select partners with links to resources and who represent broad sectors.

Leadership

- Start with strong leadership – individuals that represent different sectors and are respected in the community/neighborhood.
- Develop a shared vision by including everyone’s voice and opinion about the quality of life and future they want for young children.
- Create a concrete, clear mission by clarifying the role of the coalition in improving the community’s support of young children and their families..
- Share leadership, emphasizing exchange of ideas, voices.

- Promote collective leadership based on democratic principles and consensus decision-making.
- Keep focus on the coalition's priorities & reasons for coming together by consistent reflection on the vision and making decisions that are in line with that vision.

Norms and Roles

- Ensure mutual respect, understanding, and trust among members by practicing shared leadership and consensus decision making.
- Establish clear roles for members & staff to prevent confusion/conflict.
- Promote benefits to involvement that are clear & outweigh the costs.
- Use open, frequent, predictable communication methods like email, newsletters, Facebook updates, Twitter.
- Establish fair problem-solving and conflict resolution procedures.

Results

- Use data to inform planning, evaluation, and continuous improvement including data collected by local sectors (e.g. health department, social/human services department) and data the coalition collects in order to determine the success of an intervention or community change.
- Develop short-term goals with high chance of success as a strategy for maintaining momentum and collecting data to help you make the case to engage other stakeholders and/or generate resources to sustain your work.
- Develop long-term strategies to influence systems and policies in order to institutionalize effective approaches and sustain the community changes over time.
- Plan actions that build on strengths within the community as opposed to focusing on deficits.
- Develop actions for change that fit within the community's culture by including local residents and parents in designing strategies and tactics.

1.4 Benefits and Challenges of Coalition Building for the Community

<u>Benefits</u>	<u>Challenges</u>
<ul style="list-style-type: none"> · Expands the base of community support for shared community outcomes · Brings new volunteers who otherwise might not be involved in your organization · Deepens the analysis of transformation and provides an opportunity for the 	<ul style="list-style-type: none"> · May create tension for partners including deciding how much authority will be given to the coalition to decide the agenda · May create backlash/tension as a result of a more direct action agenda

organization and individuals to evolve

- Creates public presence/pressure to change laws, policies and practices that a single individual could not accomplish or may be at risk to accomplish
- Infuses new energy into the organization
- Promotes community ownership for a problem and expands the base of support for the work
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- Creates strategies that are effective in reaching underserved populations and communities of color by directly involving people from those communities
- Helps organizations develop new community development leadership skills
- Helps promote sustainability for work (beyond funding cycles for projects) and long-term commitment to a social change movement
- Helps all stakeholders celebrate positive change in our communities

- Requires leadership skills that may not readily exist within the organization
- Requires expanded personal commitment from people doing the work, i.e., walking the talk
- Can open the door to new constituencies that bring new challenges (is the organization committed to doing whatever it takes, e.g., dealing with institutional injustice?)
- Requires an intense commitment of resources and leadership; community mobilization may be perceived as less important than direct services, requiring consensus or buy-in on priorities
- May bring up internal tension because a community mobilization agenda can challenge the status-quo mindset of participants
-
- Challenges participants to decide what kind of partnership it wants in working with men at the community level; may require new training program for women and men working as allies
- Challenges participants and partners to develop new ways of working with youth as agents of change instead of recipients of services

SECTION 2: COALITION MEMBERSHIP

2.1 Who Should Be Part of Our Coalition?

In general, the broader the membership of any coalition the better, but there are certain people and groups whose representation on a coalition is essential.

- a. **Stakeholders.** These people have a stake in the success of the coalition's efforts. They can include:
 - **Those most affected by the issue.** *TECCS coalitions will need to be sure to include parents, grandparents, early care and education providers, kindergarten teachers and other school personnel in their coalition;*
 - **Formal and informal helpers,** - *parents, grandparents, family, friend and neighbor care providers, faith communities, librarians, coaches, home visitors;*
 - **Community Opinion Leaders.** It is extremely useful to save seats at the table for those who can influence large numbers of others. Clergy, business or civic leaders, or people who are simply highly credible in the community may fall *into* this group, such as parents and other natural neighborhood leaders;

Involving *emerging* and *informal* leaders is equally important. These are people, often without a particular position, to whom others look for guidance. They may be leaders of volunteer efforts, youth highly respected by their peers, active parents, or those with clear leadership potential. They are important to have on board, both for their ideas and energy and for the influence they wield and will wield as they become more widely known and respected in the community.

It was essential to include Amanda, the local hairdresser, in a neighborhood coalition focused on early childhood in Nashville, Tennessee. Amanda had the trust of everyone in the neighborhood and always knew what was happening in the lives of families and neighbors. Her personal power and strong relationships were a strong asset to the coalition.

- **Policy-makers.** The participation of local political leaders, state representatives, and others in policy-making positions will both add credibility to your enterprise and increase the chances that you can actually influence policy that will have an impact on young children's optimal development;
- **Media.** Some coalitions engage media representatives as coalition partners. Others involved them in a slightly different way. Rather than trying to get

media members to join, you might want to contact them to publicize and cover your coalition and its efforts. If they join, there may be ethical limitations on the amount of coverage they can give you. Media partnerships can offer valuable guidance on how to frame issues, who to contact and can facilitate relationships and partnerships that go way beyond earned media....even co-branding.

2.2 Coalition Leaders and Leadership Committee

a. Choosing a Volunteer Coalition Leader

Your coalition needs strong leadership and support at the top. To begin, identify potential candidates to chair the initiative. Focus on top-level, private-sector leaders in the community, and look first to your existing agency board members and/or major donors. There are many advantages to having a leader from the business community. Typically, business leaders have the influence needed to mobilize other community leaders. Their leadership can help position the initiative as a broad community undertaking.

Senior leadership in your organization should recruit the chairperson. Ideally, your executive director or board chair will take an active role in recruiting the chairperson for the initiative.

The chairperson's role is as a visionary who provides motivating leadership. The chairperson will lead the initiative through its early formation, consensus building, and planning. The chairperson is not a figurehead but the active leader of the initiative and should be involved in all aspects of its development so be sure to choose a leader or co-leaders with the time to commit. This individual will represent the initiative publicly and help recruit other members.

b. Characteristics of Coalition's Volunteer Leadership Should Include:

Trust of your organization's board. (This may be the most important qualification, since the Board will yield greater discretion to the Leadership Committee if they have faith in the leader)

- Well-respected by many in the community with high visibility and name recognition;
- Skills in motivating, marketing, communicating, and stimulating action;
- Experience in working across sectors with groups on community-wide civic projects;

- Commitment to children's issues, though experience with them is not necessary. (The chairperson *can* learn on the job, and his/her leadership can evolve through involvement with the initiative.);
- Ability to get others to participate. Since the chairperson will be recruiting additional members to the initiative, he/she should be well connected to a wide cross-section of the community.

c. Leadership Committee Role

The leadership committee could be designated as a “management committee,” “executive committee,” or “steering committee,” but the name is not important. What is important is that this group must be empowered to make decisions autonomously. The role of the leadership committee is to work to build collaborative support and gain recognition for effective, culturally sensitive, quality changes in the community and its systems. Members tackle such issues as promoting quality early learning. The committee is most involved in supporting an outcome-focused strategic plan that removes barriers to success for all children. Recruitment of a broad-based, multi-sector, powerful leadership committee is critical to the success of an initiative that will develop and implement multiple strategies that are focused on improving outcomes for young children.

d. Leadership Committee Membership

The first task of the coalition chairperson is to recruit members for the leadership committee. Recruitment of the leadership committee should occur before beginning the planning process so that members develop ownership of the strategies. Leaders of existing coalitions will want to focus on planning for transitions, ensuring diversity, recruiting and grooming members to serve as leaders in the future.

Ideally, when recruiting leadership committee members, coalition staff should provide a schedule of meetings for the first year. The Chairperson will ask prospective members to make a commitment to attend all of the scheduled meetings.

At this stage of the initiative, only the top leadership should be recruited. Volunteers should be high-level decision-makers in high profile businesses or systems and those that make things happen in your community.

Representation on your leadership committee could involve several members from each of the following sectors:

- **Parents and families:** Including parents or grandparents who may identify their needs very differently than professionals is critical; by involving parents of

children in the target areas in planning, you are more likely to come up with solutions and community/system changes that will actually achieve the desired outcomes for young children;

- **Business community:** business leaders active in education reform; businesses whose product or service has a presence in local, distressed neighborhoods; businesses whose employees have childcare challenges; businesses with a good reputation for being responsive to employee's family issues, etc.;
- **Labor:** unions and professional organizations with a strong, pro-family position or with a lot of members who are young parents;
- **Universities and colleges:** presidents or chancellors in higher education will be assets; university and college undergraduates and graduate students can be very helpful with your evaluation; interns from local universities could benefit your coalition in various ways;
- **Government:** the mayor or county executive and city council members, as well as heads of legislative committees, at the state level, staff from the Governor's office, heads of agencies serving children and families, and representatives from any statewide commission on children;
- **Education:** the school superintendent; the teachers' union president; influential school board members, school principals from areas in which the initiative is likely to focus, directors of Special Education, and the Title I Coordinator;
- **Civic organizations:** organizations that have or could have volunteer efforts to help children and families, such as the Kiwanis, the Junior League, the National Council of Jewish Women, the Links, as well as influential civic leaders;
- **Grandparents and retiree groups** – retired teachers, librarian, state or local employees who have valuable wisdom, skills and talent to contribute to community efforts;
- **Health Care:** leaders of hospitals, head of the local health department, respected local pediatricians, and other health care providers; an epidemiologist would also be helpful;
- **Faith-based organizations:** community-wide faith leaders, as well as pastors or rabbis of specific faith organizations that provide services to children or are active in a neighborhood likely to be targeted by the initiative;
- **Media:** television and radio, newspaper, online and other publications, marketing/advertising professionals;

- **Neighborhoods:** neighborhood leaders, leaders of community organizations, and resident council leadership in housing developments;
- **Non-profit agencies:** leaders of agencies that are active and innovative in serving children and families; agencies that serve children in the target age group including United Way agencies and agency executives who have credibility among their peers;

2.3 COALITION LEADERSHIP RECRUITMENT STEPS

- Begin by Recruiting the Chairperson** and developing a meeting schedule for the first year. The lead agency's CEO and Board President could assist the Chairperson in recruiting additional leadership committee members.
- Identify People Who:**
 - Share or understand a vision about children entering school prepared to succeed;
 - Share or understand the coalition's purpose to mobilize a multi-sector collaboration to benefit children through positive community and systems changes;
 - Agree to the commit their time.
- Review the Initiative's Guiding Principles**
- Utilize Targeted Messages** about TECCS for different prospects:
 - Develop a factual presentation that appeals to the heart and the head, utilize the data collected about children's issues in your community;
 - Include messages about brain research and economic impact of focusing on children;
 - Find out what kind of relationship the prospective recruits have with children – are they parents, grandparents, personally invested in any specific children's issue? Make your request relevant to the goals they have for their own children.
 - Do they donate money to causes impacting young children and families? Explain how their involvement can help ensure strategic investing in strategies to improve outcomes for children.
- During the Recruitment Visit:**
 - Explain that the planning approach will be based on data and focused on measurable outcomes for children as well as sustainable community and systems changes. These concepts are particularly appealing to business leaders;

- Discuss the benefits of a public/private collaborative effort to leverage to benefits of both types of sectors;
- Give examples of change that have occurred elsewhere as a result of effective early childhood coalitions;
- Tell them what will be expected of them in terms of their time, talent, and treasure;
- Ask for a commitment to serve for a specific time period and to help recruit a replacement when their service ends.

SECTION 3: COALITION STRUCTURE

3.1 Definition, Rationale, and Timing

a. **Definition:** By structure, we mean the framework around which the group is organized, or to pick other construction metaphors: the underpinnings, the girders that keep the coalition standing up. It's the operating manual that tells members how the organization is put together and how it works. More specifically, structure describes how members are accepted, how leadership is chosen, and how decisions are made.

b. Why Should You Develop a Structure for Your TECCS Coalition?

- First, because ***structure gives members clear guidelines for how to proceed.*** Soon enough, uncertainty will arise, and so will disagreements. Uncertainty and disagreement in repeated doses are unpleasant and block accomplishment. And when there is too much uncertainty or disagreement, that's when people imagine how nice to be someplace else and disinvest, or flat out leave. A clearly established structure gives the group a means to cut through the uncertainty, resolve the disagreements, and maintain the investment.
- Second, ***structure binds members together.*** It gives meaning and identity to the people who join the group, as well as to the group itself. It satisfies the basic human needs for form, regularity, and order. These are no less important in our organizational lives than in our personal lives.
- Third, because some kind of ***structure in any organization is inevitable,*** an organization, *by definition,* implies a structure. Your group is going to have some structure whether it chooses to or not. It might as well be the structure which best matches up with what kind of organization you have, what kind of people are in it, and what you see yourself doing.

c. When Should You Develop a Structure for Your TECCS Coalition?

All of these advantages speak to the need to deal with structure early in the organization's history. It's best to do so not in a way that impedes development, but that enhances it. How? Well, structural development can occur *in proportion* to other work the organization is doing, so that it does not crowd out that work. And it can occur *in parallel* with, at the same time as, your organization's growing accomplishments, so they take place in tandem, side by side. This means that you should think about structure from the beginning of your organization's life. As your group grows and changes, so should your thinking on the group's structure.

3.2. Elements of Structure

While the need for structure is clear, the best structure for a particular coalition is harder to determine. This is because organizational structure is not one-size-fits all. Some structures are tight, others are loose. Some are simple, others glitter. Some are worn casually, others are all business, and others still are trotted out only for formal occasions. The best structure for any coalition, including your own, will depend upon its size and shape, specifically, who its members are, what the setting is, and how far the coalition has come in its development. And it can change. The best structure will change according to different stages in a coalition's life.

a. Key Structural Elements

Regardless of what type of structure your coalition decides upon, three elements will always be there. They are inherent in the very idea of an organizational structure. They are some kind of governance, rules by which the organization operates, and a distribution of work.

- **Governance:** A first element of structure is governance. Some person or group has to make the decisions within the organization. This, of course, relates to the distribution of work mentioned above, but is important enough to be mentioned here separately.
- **Rules by which the organization operates:** Another important part of structure is having rules by which the organization operates. Many of these rules may be explicitly stated ("The committees will use Robert's Rules of Order" or "The chairperson sets the agenda"). Others are implicit and unstated, though not necessarily any less powerful ("People usually show up for meetings ten minutes late" or "I might call you at home, but I'll have a good reason"). Even the least formal of groups will have norms by which it operates. Both explicit and implicit "norms" (a.k.a. "house rules") are part of the organization's structure. We also sometimes say they are part of the organization's culture.
- **Distribution of work:** Inherent in any organizational structure is a distribution of work. The distribution can be formal or informal, temporary or enduring, voluntary or coerced, with many, few, or no intermediate layers. But part of the definition of an organization is some type of division of labor.

b. Tasks Common to Most Coalitions

You may think that the work done by early childhood activists has little in common with that done by the local symphony, for example. However, there's quite a bit more overlap than might be immediately obvious. In fact, four tasks are key to any group. Somebody or somebodies will be doing each of the following, if any type of coalition is to flourish. These tasks are:

- **Envisioning desired changes.** The group needs a Gandhi, a Martin Luther, or a Martin Luther King, to look at the world in a slightly different way. Such a visionary also needs to believe he or she can make others look at things from the same point of view, or the group never would have been formed.
- **Transforming the community.** The group needs people who will go out and do the work that has been envisioned. For example, coalitions need people to advocate for policy changes, organize neighborhood residents, convince system leaders to implement changes, train early childhood educators, distribute the brochures, etc.
- **Planning for integration.** Between the vision and the reality, some members need to take the vision and figure out how to accomplish it by breaking it up into "bite-sized," doable chunks. These "chunks" generally take the form of broad strategies and goals. An organization or initiative will need to have people who can make its vision possible -- people to develop a blueprint that others can work from. That is to say, people who can integrate the vision into the reality of everyday community life.

For example, if a group is working to improve child health, one of its broad goals might be to increase the immunization rate of five-year-old children by 25% in the next four years. Its broad strategies might be to increase awareness of the vaccination schedule, and to improve access for busy parents. Tactics might be to hold vaccination clinics in the local mall, solicit toys and books as incentives for participation, and developing and distributing flyers through neighborhood businesses.

- **Supporting the Efforts of Those Working to Promote Change.** Every group will run into problems, be it a lack of money, an excess of opposition, or simple apathy. That is when support for the organization and its goals is especially important. This support can come from many corners. These include coalition leaders who raise money for the organization, a local politician who champions the initiative in the state legislature, and coalition members who are hired to support people trying to transform their community.

c. Structure Components

Ideally, your Leadership Committee will remain intact through all phases of your coalition's work including the planning phase that will occur once your EDI data is available. If that does not work in your community, you may consider a structure in which a subset of the leadership group is responsible for planning and reports back to the full Leadership Committee. The structure for implementation will be designed to support the strategic plan including subcommittees organized by *functional areas* (e.g. advocacy, evaluation, service improvement) or by *strategies* (e.g. increase number of nationally accredited centers; create support and training structure for

family, friend and neighbor caregivers; develop system to execute Ages and Stages with all three year old children in target neighborhood.

After a strategic plan is finalized, subcommittees of the Leadership Committee will need to be designated to address several key issues. A viable implementation structure includes a steering committee with representation from the chairperson of each working committee, along with representatives from other sectors to ensure balanced membership.

d. Role and size of subcommittees

The key to the design of the subcommittees is to ensure that the structure reflects the tasks in the strategic plan, as well as the capacity of your initiative.

Subcommittees will emerge during the strategic planning process. These will include members and partners involved directly in the implementation of strategies, with related expertise, and ideally, with some knowledge of outcome measurement or evaluation. While many initiatives have operational subcommittees focused on strategies that increase awareness, advocacy, and access, other communities have operational subcommittees that relate to different counties, neighborhoods or community sectors.

After strategies have been developed and implementation has begun, a development committee structure is needed to address issues related to sustaining and managing the overall initiative. In some communities, ad hoc subcommittees are convened around community awareness, resource development, planning related to monitoring the status of the initiative, and broad public policy issues. Representatives from the business sector will be vital in these subcommittees. You may want to recruit subcommittee members with specific expertise such as public relations or public policy. Some of these “ad hoc” development subcommittees will convert to permanent implementation subcommittees of the leadership committee

TECCS communities will want to revisit their organizational structure regularly based on effectiveness, satisfaction of partners, and the actual strategies being addressed.

TIP: You may want to consider recruiting co-chairs for your TECCS coalition and for sub-committees. An effective approach is to recruit one co-chair from the private sector (e.g. business or non-profit agency executive) and another co-chair from the public sector (e.g. local health department director, social services department director, early childhood director from the mayor’s office, local city council member, etc). Utilizing this leadership model reflects an important value about the essential involvement of both public and private sectors in improving communities and outcomes for children. This approach also reflects the importance of shared leadership for a coalition.

SECTION 4: DATA COLLECTION AND PRESENTATION

4.1 Understanding the Status of Children in Your Community

Are children in our community prepared to succeed when they enter school? If not, why not? Subsequent to a decision to lead a TECCS coalition, this is the key question that needs to be answered. In order to develop the case for volunteers and partners to make a major time commitment to the initiative, collect and present the data that will help them understand children's issues. For some volunteers and partners, you will also have to help them understand how the status of young children in the community directly affects their life, and their work. Facts concerning the health and well-being of your community's children will help you make that case.

Success By 6 strategic planning is data driven, so this aspect of the entrepreneurial phase serves two purposes. Child well-being data, collected during the entrepreneurial phase, helps focus the work of the partnership. It also provides a baseline of information that will be used for the ongoing evaluation of the impact of Success By 6.

In some communities, an existing United Way community assessment can serve as a starting point in understanding the status of children. If a community assessment has not been completed, refer to United Way of America's COMPASS II.

Data may be gathered from a variety of sources. Examples include current census data, Kid's Count Reports, and data from the local Health Department. Other useful data may be available from environmental scans or audits, and neighborhood asset/need mapping. Insurance companies, utility companies, labor organizations, and retailers should also be considered as potential data sources during the planning phase.

The local school system can answer *specific* questions about why children are not prepared for school. Questions to pose to the school system, may include:

- Does the school system have a definition of school readiness? What basic skills and knowledge are required if children are going to enter school prepared to succeed? Aside from cognitive skills, what does the school system recognize as indicators of preparedness?
- If there is a Kindergarten Screening Test, how many or what percentage of children is ready for school as measured by the test results?
- Based on the Education Budget, how many children (K-3) are in special education because of preventable problems (e.g., language delays)?
- How much does regular education cost per child, per annum? How much does *special education* cost per child per annum?
- What is the school dropout rate, by grade level?
- What are the indicators of a child's potential failure?
- What is the number of children on grade level for 2, 4, and 8th grade readiness tests.

4.2 Tips for Local Data Collection and Presentation

- a. **Think About the Message You Want to Convey.** Do you want to shock people into action? Explain a complicated issue? Motivate people to take on new roles? Different frames will require different “facts.”
- b. **Think About Your Target Audience.** Ask yourself:
 - To whom will I be giving this data fact sheet?
 - What sort of information will most appeal to this group?
 - What information will most clearly demonstrate how a focus on early learning is a solution to our community’s most pressing problems?
 - What sort of reaction do I want this audience to have?
- c. **Select Appropriate Data.** Decide what is most important or compelling. Choose relevant facts. For example, if you are creating a fact sheet about a pre-kindergarten program for low-income four year olds, you wouldn’t necessarily include statistics on the rate of Hispanic students that attend pre-kindergarten. You would be better served to find figures on school readiness for low-income children who complete a pre-kindergarten program.
- d. **Decide on Layout.** The best fact sheets are brief—typically one side of an 8½” x 11” sheet of paper. To make the document more visually compelling, print it on brightly colored paper and/or include some carefully selected clip art. You might want to use a “who, what, when, where, why” layout, or present the facts in a bulleted list. You can also turn each component of the template into a PowerPoint slide. Graphs can communicate very well if well designed. See the TECCS Coalition Building and Community Engagement Tools for tips about graphs and other presentation of data.
- e. **Combine Facts to Provide Context.** For example, the fact that “only one in four Smithville children who are eligible for subsidized child care are actually enrolled in a high quality early care and education setting“ will have more meaning if combined with the fact that “Sixty eight percent of low income children enter Smithville schools without the basic readiness skills.” It becomes even more meaningful when you apply the research finding that “low income children typically come to school 1-2 years behind their peers.”

4.3 Facing Challenges in Data Collection

Even though the law provides for public access to most of the information you need, “keepers of the data” may need to be coaxed. Several approaches might be helpful if this occurs.

- a. **Remember the Importance of Personal Relationships.** Do you know anyone who works in the system that has data you need? Are any board members or other friends of your agency involved in that system? If so, enlist their support.

- b. **Determine if any Prior Assessments Might Have Collected the Data That You Need.** For example, in some communities, the Chamber of Commerce evaluates the school system in order to produce a “Report Card.” In other communities, college/university graduate and undergraduate students may have developed analytical reports in conjunction with their course work or doctoral dissertation. Request to obtain the raw data collected as part of prior assessments, as well as a copy of the analytical documents. The state health department will also have health-related data for children in your community.
- c. **Focus on the Larger School Readiness Vision.** You need data in order to know how to help children be prepared to succeed when they enter school. The success of your initiative will yield benefits for the broader community. For example, the school system will be improved when your coalition accomplishes its vision because children entering school will be prepared to succeed, and many barriers that impact the school’s ability to help children achieve academically will be eliminated.
- d. **Provide Examples of How Early Childhood Coalitions Have Benefited Multiple Systems** in other communities around the country (Smart Start, Success By 6, Thrive By Five, etc)
- e. **Enlist the Support of Your Mayor, a City Councilman, State Representative or Other Elected Official** to help you. A request from one of them will virtually ensure your access to the data.
- f. **Check with Local Colleges or Universities** to see if they have already collected data or would be willing to help collect data you need. Securing a student intern to focus on data collection is another potential strategy.

SECTION 5: Communication among Coalition Partners

5.1 Overview

Internal communication among members, partners, and committees is essential to sustaining a TECCS Coalition. It is the cornerstone of building a shared organizational culture and maintaining relationships. Partners and volunteers need to know how their work is related to the work of other individuals, organizations, and committees. Members need to have a sense of accomplishment and believe their efforts are making a difference. Partners must be motivated, know that they are making an impact, and that their actions are consistent with those of other partners.

Open communication helps to provide all coalition participants:

- A means to relate the activities of the coalition to those of their “home” organization;
- A motivational and collaborative “buy-in”;
- A justification for their investment of time and other resources;
- Information needed to align efforts;
- An ongoing focus on the shared vision and target outcomes.

Individual and group commitment to the coalition’s vision and to a collaborative effort to achieve that vision goes well beyond signing a memorandum of agreement, attending meetings or agreeing to serve as a committee chair. While these are important, it is essential to develop a culture and competency of commitment. The ultimate goal is to create a climate in which broad-based citizen commitment to community problem-solving is expected, and in which a wide range of diverse individuals and groups have the opportunity, skills and resources to take action on their commitment.

A cohesive culture is also an essential strategic advantage for coalitions. Part of creating community change and systems reform is changing the way the community does business to include: having a diversity of people at the table, listening instead of acting, creating inclusivity, and establishing expectations of equity.

A community culture of commitment and competency does not simply happen; it has to be carefully fostered. It is developed, in part, through the use of very strategic, coordinated communication strategies. Multiple methods of communication must be employed consistently.

- a. **Written Communication:** For example, newsletters, minutes, status reports, membership address lists, fax lists for action alerts, slogans, etc., must reinforce the desired collaborative culture and implementation progress;

- b. **Leadership, Coalition Decisions and Verbal Communication:** For example, telephone chains to disseminate information, telephone consultation with the membership prior to making urgent decisions, etc., must foster collaboration by reinforcing the cultural values and shared approaches in all forums, e.g., Leadership Committee meetings, sub-committee meetings, process evaluation, award and recognition programs. Perhaps of utmost importance, staff and volunteer leadership behavior must be consistent and coordinated with the implementation timeframe and cultural messages echoed via other communication methodologies; an example would be a telephone follow-up after missing a meeting or event;
- c. **Frequent internal communication** is key to the creation of a coalition that engages people working towards the same goals, by the same rules, in a coordinated fashion. Since most coalitions include organizations as members, internal communication generally follows a two-step process. Individuals who participate actively in the initiative generally receive the information first. They, in turn, are supposed to pass on the information to members of their own organizations. Unfortunately, that is not always the case. To address this, the coalition must be vigilant and proactive in planning and implementing intra-initiative communication. Effective businesses include internal communications in their business plans, and to be successful coalitions should as well.
- d. **Communications that promote the following would be planned:**
 - Autonomous decision-making by sub-committees using the resources and knowledge needed to make the “right” decisions;
 - Bonding by partners with the goals, mission and procedures of the organization that can result in a sense of “making a difference”; this can directly impact individual or team effort and efficiency;
 - Reduction of day-to-day conflict. Much conflict is generated by disparate ideas on what is important to the coalition...often a sign that the people involved do not share a common vision or understanding;

5.2 General Planning Ideas

Some ideas to consider while planning internal communications include:

- a. **Plan Internal Communications for the Long-Term.** While event-

based tactical communications planning is reactive and short-term, strategic internal communications planning is, by its nature, long-term and proactive;

- b. **Prior to Initiating Internal Communications Planning.** Clearly define the kind of mobilization culture you are attempting to create. What values, principles and procedures need to be in place so that the envisioned culture comes about? Consistent with other kinds of strategic planning, first decide the kind of mobilization you want, then plan a communications approach to bring that vision to life;
- c. **Consider a Broad Approach to Communications.** Do not think of communications as being synonymous with communications methods. Do not formulate a vision statement, or statement of principles, and publicize it regarding the initiative without understanding that the actions and the decisions that are made by the initiative are the “real communications tools”. Naturally, when this occurs, there is a conflict. Doing nothing may be preferable, since an inconsistent, non-comprehensive approach to communication may result in resentment and cynicism;
- d. **The key elements for an internal communications plan include:**
 - A long-term focus
 - Clear values, goals
 - Comprehensive, pervasive methods
 - Consistent messages and actions.

5.3 Decision Points

The coalition must make some decisions regarding communications. The details of how a coalition plans for internal communication to create a coherent culture will vary depending on practices of the lead organization(s). Remember, the more inclusive the planning process, the more “buy-in” and support will be evidenced as the plan is implemented.

Decision Point 1: What values, principles, procedures and actions must we create to achieve our vision?

In practical terms, this decision results in a set of goals. Another way to ask it is, “What common culture do we want/need?”. You should make a distinction between what is wanted and what is needed. This is similar to the visioning process that occurs in strategic planning, except the question relates to the process instead of to the product or outcome as in strategic planning. Below is an example of intra-initiative communications goals. The goals should answer questions as to what you want to accomplish with intra-initiative communication.

Sample Coalition Communication Goals

- Develop shared meaning through interpersonal communication & collaborative work;
- Improve knowledge of best practices;
- Provide a forum for the exchange of information;
- Promote access to and effective use of research resources;
- Increase the effectiveness of advocacy;
- Monitor trends in influences on issues related to the mobilization's vision;
- Encourage integrated approaches in the implementation of the strategic plan;
- Develop support mechanisms for informal education;
- Foster a dynamic and inclusive environment that promotes cooperation and collaboration;
- Build upon the capacities of individuals and partner organizations.

Decision Point 2: What communication tools are available?

Since internal communication is viewed in a broad sense, you should identify the process that will promote the coalition culture or environment to proceed in the direction that has been established. Here are some examples of communications tools that should be considered.

Written: Memos/internal correspondence, newsletter, flyers, meeting minutes, etc.;

Verbal: Volunteers and Staff leaders: This would include both formal and informal meetings, including leadership committee meetings, sub-committee meetings, special events, one-on-one staff to volunteer communication, etc.;

Electronic: E-mail; web sites and Intranets (accessible by all partners for reviewing and posting information);

Leadership Actions: All volunteer and staff leadership actions that convey messages about the purpose, values, and principles of the organization;

Conferences and Forums: This includes partner-to-leadership forums, conferences, seminars, meetings, etc.;

Policies & Procedures: These need to reinforce, and be consistent with the messages being sent through other "channels.";

Training: Educational settings that assist with the development of specific skills and values (e.g., collaboration, conflict management).

Decision Point 3: Which tools are suited to which goals?

At this point, you will need to match the tools at your disposal to the goals that you identified in Decision Point 1. Some tools are best suited to certain types of goals and not to others. Your objective is to use all available communications tools to achieve your goals.

Goals	Possible Tools
Promote knowledge of best practices	Newsletters, email, training, surveys of partners, and intranet
Encourage integrated approaches in implementation of strategic plan	Strategic planning process, decision-making protocols, meeting minutes, and intranet
Provide a forum for the exchange of information	Intranet, topic-based luncheons, subcommittee meetings, leadership committee meetings, and staff/ volunteer actions
Promote access to, and the effective use of research & evidence-based practices	Intranet, email, newsletters, subcommittee meetings, and staff actions
Build upon the capacities of individuals and partner organizations	Surveys, meetings, decision-making protocol, town meetings, training, and newsletters

Decision Point 4: How will each tool be used?

A description of how each tool will be used should be developed. Coalition leaders need to know both generally and specifically how each tool fits into the larger context. For example, lead staff needs to understand the appropriate tone and style for drafting internal memos that will be consistent with the “internal communications” goals that are matched to a specific tool. More to the point, a coalition newsletter editor must be aware of the primary values and information that needs to be conveyed to partners so the newsletter supports the creation of the intended outcome.

Types of Communication for Each Method

Tools	Description
Newsletters	Provide updates on milestones attained; honor contributions of individuals and organizations; publicize training and special events; present relevant research-based data and analysis, provide key information regarding the approved advocacy platform.
Meeting Minutes	List the attendance of partners present at recent meetings, as well as the agenda topics; describe decisions and/or recommendations; describe follow-up actions (who, what, when), and provide information on upcoming meetings, e.g., dates/locations.
Intranet	Publicize notices of upcoming initiative meetings and reminders; post meeting minutes; provide directory of resources and website links; provide notices of available grant funds; provide a medium for partner-defined forums for the exchange of information.
Training	Develop the capacity of partners using training topics focused on the “guiding principles,” and issues related to the strategic plan; solicit participant evaluation/ feedback; conduct follow-up forums as requested by partners.
Surveys	Conduct a capacity inventory of new partners – both individual and organizational. Compile responses into a resource directory; conduct annual partner satisfaction survey; provide aggregated results to partners and host a forum to solicit input regarding improvement; evaluate effectiveness of collaborations (as needed); solicit input regarding best practices in preparation for best practice discussion/forums, and identify training needs.

Decision Point 5: How will we implement the plan?

At this stage in the process, you should know what you need to communicate and how you are going to do it. Now the coalition should develop goals and milestones, identify who will do what, and when it will be done. This is an essential component for the ongoing communications process, and helps to foster good communications approaches over the long-term. Traditional action planning may be helpful at this step.

Sample Segment of an Internal Communications Plan

Communication Tool	Person(s) Responsible/Role	Contributing Partners/Role	Timeline
Meeting Minutes	Lead Agency Staff	Identify the partner agency responsible for designating meeting recorder in absence of lead agency staff	Minutes emailed and posted on intranet within two work days following the meeting
Newsletter	Communication Committee/ Newsletter Chairperson	Submit dates for special events; Recommend partners to be honored; Assist in writing best practice summaries	Newsletter distributed bi-monthly; ready for mailing on the 15th; Newsletter submissions due on first day of the month

Decision Point 6: What process will be used to monitor and revise the communications plan and tools?

Over time, new communications tools may become more obvious or you may find that some tools are ineffective. To be consistent with a continuous improvement approach, you will need to assess the effects of what you are doing, and “re-design,” as appropriate. Some organizations use annual surveys to solicit additional ideas and assess whether progress is being made. By soliciting feedback about communications within your coalition as a means to track process and partner satisfaction, you will be able to eliminate redundancy and yield timely feedback.

Suppose we were able to share meanings freely without a compulsive urge to impose our view or conform to those of others and without distortion and self-deception. Would this not constitute a real revolution in culture?

— David Boehm

SECTION 6: PRINCIPLES OF AUTHENTIC ENGAGEMENT

6.1 Principles from the Harwood Institute for Public Innovation

“We know you are passionate about creating real, lasting change in public life and politics, and you want your community to be part of that change. But how do you engage that community in a way that will accelerate your efforts and help you build a deeper relationship to the place you care so deeply about?”

“Lack of time, a shortage of resources, and demands for instant results make it difficult to create the kind of engagement we really need. [A]uthentic engagement builds public knowledge and creates new pathways for people to act on their common challenges. As a result, our mechanistic impulse tends to lead us to find off the shelf engagement models and plug and play, or create spaces where we act more like customer service providers with the public acting as the claimants. And, we hardly ever give people the time and space to wrestle with the tough trade-offs that almost always exist in tough public issues. Does any of this sound familiar?”

“Authentic engagement, in contrast, is a commitment to building new relationships and a new way of doing public work. Through authentic engagement, the community itself can be strengthened [and] even built from the group up. Authentic engagement can lead to new relationships emerging, shared norms and values taking shape and growing, and social networks evolving.

“Over the past 20 years, we’ve developed a great deal of content and knowledge around what it means to authentically engage; the “path” that authentic engagement takes; how to create spaces for authentic engagement to take place; how to leverage these opportunities to take effective civic action; and much more... [Below are] some core principles that we believe must underpin any authentic engagement effort. We’ve found these principles to be a useful guide for anyone wanting to change the way they engage their community. We hope you will, too.”

The Harwood Institute’s Principles of Authentic Engagement

1. Pursue authentic engagement, not public input. Have you ever been to a meeting where people have been asked to stand up at the microphone and give their 30-second speech? These kinds of conversations lead to input, but not authentic engagement. Authentic engagement takes time, requires give and take, allows people room to wrestle with values and value trade-offs, and produces public knowledge about people’s deeply held aspirations and common purpose.
2. Engage people as citizens, not consumers. When we engage people as consumers, we inflate people’s desire to think about their own self-interests and see people as customers, which often leads to conversations where participants become

claimants making personal demands. In these conversations, we don't ever really challenge people to think beyond themselves and begin at a place of "What can I do for you?" Engaging people as citizens, however, means creating conversations that allow people to see beyond just themselves.

3. Discover voices, not simply demographics. How many times have you been in a conversation around planning an engagement exercise that began with, "Let's make sure all of the demographic groups are represented." Sure, you want different demographic groups to be represented, but by employing a demographic lens, you may be inadvertently assuming that each demographic group has a different voice or opinion, and you may end up analyzing what you learn only along demographic lines. Consider an alternative – [be] open to the idea that people may hold similar perspectives and aspirations across demographic lines.

4. Seek common ground, not consensus. Say to a group, "we're here to build consensus," and you are sending the message that they must come to agreement on everything before they leave. Does this ever really happen? Seek instead to build common ground, where the test is, "Can I live with this?"

5. Provide knowledge, not more information. Public knowledge comes from authentic engagement and is built over time. But when people don't know something, we often assume they are "uninformed," so we end up rushing to give them tons of information, seek to "educate" them, and see them as passive recipients. Let's assume instead that people seek knowledge. When engaging around tough public issues, people are seeking clarity and coherence. They need knowledge that illuminates the ambiguities in issues and the essential facts around issues so that they can make connections between and among these facts.

6.2 Using the Principles to Accelerate and Deepen Your Work

a. **Post the Five Principles** at your workstation as a reminder of how to engage.

b. **Watch the Videos** of Rich Harwood discussing the principles in more detail. Then, for each one, ask yourself, "Where does our organization fall in the way we do engagement?" For example, do you seek consensus or common ground? Ask your colleagues to do the same and have a conversation about what you can do to infuse your efforts with these principles.

c. **Make a List of Three Things** you can do to change the way you engage others in the community to make that engagement more authentic.

d. **Hold a "Quickie Conversation"** with a group of people from the community with the purpose of simply learning more about what they care about. Use The Harwood Institute's *Take A Step Conversation Guide* (PDF), which was created to help people in communities imagine new ways to talk and work together.

SECTION 7: COMMUNITY ENGAGEMENT WITH CAFÉ CONVERSATIONS

7.1 What are Café Conversations?

Café Conversations are an easy-to-use *method* for creating a living network of collaborative dialogue around questions that matter in service of the real work. Cafés in business have been named in many ways to meet specific goals, including Creative Cafés, Knowledge Cafés, Strategy Cafés, Leadership Cafés, Marketing Cafés, and Product Development Cafés. Most Café conversations are based on the principles and format developed by The World Café (see www.theworldcafe.com), a growing global movement to support *conversations that matter* in corporate, government and community settings around the world.

Café Conversations are also a provocative *metaphor* enabling us to see new ways to make a difference in our lives and work. The power of conversation is so invisible and natural that we usually overlook it. For example, consider all the learning and action choices that occur as people move from one conversation to another both inside the organization and outside, with suppliers, customers and others in the larger community.

What if we considered all of these conversations as one big dynamic Café, with each of the job functions as a table in a larger network of living conversations, which is the core process for sharing our collective knowledge and shaping our future? Once we become aware of the power of conversation as a key business process, we can use it more effectively for our mutual benefit.



The Café is built on the assumption that people already have within them the wisdom and creativity to confront even the most difficult challenges. Given the appropriate context and focus, it is possible to access and use this deeper knowledge about what's important.

7.2 Café Guidelines

Conducting an exciting Café Conversation is not hard—it's limited only by your imagination! The Café format is flexible and adapts to many different circumstances. When these guidelines are used *in combination*, they foster collaborative dialogue, active engagement and constructive possibilities for action.

Clarify the Purpose

Pay attention early to the reason you are bringing people together. Knowing the purpose of your meeting enables you to consider which participants need to be there and what parameters are important to achieve your purpose.

Create a Hospitable Space

Café hosts around the world emphasize the power and importance of creating a hospitable space—one that feels safe and inviting. When people feel comfortable to be themselves, they do their most creative thinking, speaking, and listening. In particular, consider how your **invitation** and your **physical set-up** contribute to creating a welcoming **atmosphere**.

Explore Questions that Matter

Finding and framing *questions that matter* to those who are participating in your Café is an area where thought and attention can produce profound results. Your Café may only explore a single question, or several questions may be developed to support a logical progression of discovery throughout several rounds of dialogue. In many cases, Café conversations are as much about discovering and exploring powerful questions as they are about finding effective solutions.

Encourage Everyone's Contribution

As leaders we are increasingly aware of the importance of participation, but most people don't only want to participate, they want to actively contribute to making a difference. It is important to encourage everyone in your meeting to contribute their ideas and perspectives, while also allowing anyone who wants to participate by simply listening to do so.

Connect Diverse Perspectives

The opportunity to move between tables, meet new people, actively contribute your thinking, and link the essence of your discoveries to ever-widening circles of thought is one of the distinguishing characteristics of the Café. As participants carry key ideas or themes to new tables, they exchange perspectives, greatly enriching the possibility for surprising new insights.

Listen for Insights and Share Discoveries

Through practicing shared listening and paying attention to themes, patterns and insights, we begin to sense a connection to the larger whole. After several rounds of conversation, it is helpful to engage in a **whole group conversation**. This offers the entire group an opportunity to connect the overall themes or questions that are now present.



7.3 The Importance of the Café Questions

The questions(s) you choose or that participants discover during a Café conversation are critical to its success. Your Café may explore a single question or several questions may be developed to support a logical progression of discovery throughout several rounds of dialogue.

A Powerful Question

- **Is simple and clear**
- **Is thought provoking**
- **Generates energy**
- **Focuses Inquiry**
- **Surfaces unconscious assumptions**
- **Opens new possibilities**

Keep in mind that...

Well-crafted questions attract *energy* and focus our *attention* to what really counts. Experienced Café hosts recommend posing open-ended questions—the kind that don't have yes or no answers

Good questions need not imply immediate action steps or problem solving. They should invite inquiry and discovery vs. advocacy and advantage.

You'll know you have a good question when it continues to surface new ideas and possibilities.

Bounce possible questions off of key people who will be participating to see if they sustain interest and energy.

7.4 The Job of the Café Host

The job of the Café Host is to see that the six guidelines for dialogue and engagement are put into action. It is not the specific form, but living the spirit of the guidelines that counts. Hosting a Café requires thoughtfulness, artistry and care. The Café Host can make the difference between an interesting and an ineffective conversation.

- Work with the planning team to determine the purpose of the Café and decide who should be invited to the gathering.
 - Name your Café in a way appropriate to its purpose, for example: Leadership Café; Assets Café; Strategy Café; Discovery Café, Vision Café; etc.
 - Help frame the invitation.
 - Work with others to create a comfortable Café environment.
 - Welcome the participants as they enter
 - Explain the purpose of the gathering.
 - Pose the question or themes for rounds of conversation and make sure that the question is visible to everyone on an overhead, flip chart or on cards at each table.
 - Explain the Café guidelines and Café Etiquette and post them on an overhead, an easel sheet or on cards at each table.
- 
- Explain how the logistics of the Café will work, including the role of the Table Host (the person who will volunteer to remain at the end of the first round and welcome newcomers to their table).
 - During the conversation, move among the tables.
 - Encourage everyone to participate
 - Remind people to note key ideas, doodle and draw.
 - Let people know in a gentle way when it's time to move and begin a new round of conversation.
 - Make sure key insights are recorded visually or are gathered and posted if possible.
 - Be creative in adapting the six Café guidelines to meet the unique needs of your situation.

The Job of the Table Host

- Remind people at your table to jot down key connections, ideas, discoveries, and deeper questions as they emerge.
- Remain at the table when others leave and welcome travelers from other tables.
- Briefly share key insights from the prior conversation so others can link and build using ideas from their respective tables.

5 Ways to Make Collective Knowledge Visible

Use a Graphic Recorder

In some Café events the whole group conversation is captured by a graphic recorder who draws the group's ideas on flip charts or a wall mural using text and graphics to illustrate the patterns of the conversation

Take a Gallery Tour

At times, people will place the paper from their tables on the wall so members can take a tour of the group's ideas during a break.

Post Your Insights

Participants can place large Post-Its® with a single key insight on each on a blackboard, wall, etc. so that everyone can review the ideas during a break.

Create Idea Clusters

Group insights from the Post-Its® into "affinity clusters" so that related ideas are visible and available for planning the group's next steps.

Make a Story

Some Cafés create a newspaper or storybook to bring the results of their work to larger audiences after the event. A visual recorder can create a picture book along with text as documentation.

Play, experiment and improvise!

SECTION 8: RESOURCES

Coalition Building

Internet Resources

<http://ctb.ku.edu>
Community Tool Box

<http://www.compartners.org/>
Community Partners, Inc., a Massachusetts-based coalition-building organization. Links and publications.

<http://www.cypresscon.com/coalition.html>
"A Guide to Coalition Building," by Janice Forsythe. A paper on forming advocacy coalitions.

<http://www.gsanetwork.org/resources/coalition.html>
A brief but useful coalition-building outline from the Gay Straight Alliance.

<http://www.ncbi.org>
Home page of the National Coalition Building Institute.

<http://www.nhtsa.dot.gov/people/outreach/safesobr/12qp/coalition.html>
The long and short versions, respectively of the "Community How To Guide on Coalition Building " from the National Highway Traffic Safety Administration. The Guide is oriented toward stopping drunk driving, but has useful general information about coalition building.

<http://ohioline.osu.edu /lines/comun.html#comorg>
A series of fact sheets on coalitions and coalition building from Ohio State University.

<http://www.tomwolff.com/>
Tom Wolff & Associates offers many useful resources.

<http://way.net/sawa/desiaspora /02coal.html>
An instructive essay pointing up the unresolved difficulties of a particular attempt at coalition.

<http://www.theworldcafe.com>
The World Café

<http://www.aspenroundtable.org/voices/>
Voices from the Field. Learning from the Early Work of Comprehensive Community Initiatives. The Aspen Institute.

Print Resources

Kaye, Gillian and Wolff, Tom, eds. From The Ground Up: A Workbook on Coalition Building and Community Development.

Wolff, Tom and Foster, David. Building Coalitions That Work: Lessons From the Field.

Wolff, Tom. Coalition Tip Sheets. 28 two-to-four-page tip sheets on coalitions.

Bradley, Barbara, Copple, James E. in collaboration with Stephen B. Fawcett, Adrienne Paine-Andrews, Rhonda Lewis, Ella Williams, Vince Francisco and Kimber Richter. Experiential Lessons on Community Coalitions for Preventing Substance Abuse. The Work Group on Health Promotion and Community Development, University of Kansas. Lawrence, Kansas. 1993.

Asset Mapping

Internet resources

<http://www.abcdinstitute.org/>
The *Asset-Based Community Development Institute* (ABCD) is at the center of a large and growing movement that considers local assets as the primary building blocks of sustainable community development. Building on the skills of local residents, the power of local associations, and the supportive functions of local institutions, asset-based community development draws upon existing community strengths to build stronger, more sustainable communities for the future.

http://srdc.msstte.edu/publications/227/227_asset_mapping.pdf
Mapping the Assets of Your Community: A Key Component for Building Local Capacity,

http://www.rwmc.uoguelph.ca/cms/documents/11/Asset_Mapping1.pdf
Asset Mapping: A Handbook

<http://ctb.ku.edu>
Community Tool Box

Print Resources

McKnight, J. (1992). "Building Community". AHEC Community Partners Annual Conference, Keynote address. Northwestern University: Center for Urban Affairs and Policy Research.

McKnight, J. L. (1992). Mapping Community Capacity. Chicago, IL: Northwestern University: Center for Urban Affairs and Policy Research.

Moore, M. (1994). Community Capacity Assessment: A Guide for Developing an Inventory of Community-level Assets and Resources. Santa Fe, NM: New Mexico Children, Youth and Families Department.

Communication

Internet Resources

<http://www.nnh.org/tobacco/d-2-2/htm>

Communication within the Coalition. National Network for Health. Tobacco-Free Youth.

<http://ctb.lsi.ukans.edu/>
Community Tool Box

<http://www.escape.ca/~rbacal/comstrat.htm>

Internal Communication Strategies—The Neglected Strategic Element. Bacal and Associates.

<http://crs.uvm.edu/nnco/cd/collabh3.htm>

Strengthening Community Collaborations: Essentials for Success. The Center for Rural Studies. University of Vermont, Burlington, VT

www.iel.org

The Birth and Growth of a Community Partnership. The Institute for Educational Leadership. Systems Improvement Training and Technical Assistance Project: Building Effective Community Partnerships.