

FLORIDA COMMUNITY COALITION

TOOL KIT



Florida Office of Drug Control
Florida Alcohol and Drug Abuse Association



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Building Capacity and Sustainability Within Prevention Programs

By Kristen Berry, M.Ed. and Edited by Ken Smith M.P.H., C.P.S.

In order to reach long-term goals in preventing alcohol and substance abuse it is necessary to identify and continue to implement effective programs. In the article, "Building Capacity and Sustainable Prevention Innovations: A Sustainability Planning Model," Knowlton Johnson, et al. conducted an extensive literature review along with a series of "think tanks" of prevention professionals regarding the definition of sustainability and models used in planning sustainable programs.

Johnson, et al. define sustainability as, "the process of ensuring an adaptive prevention system and a sustainable innovation that can be integrated into ongoing operations to benefit diverse stakeholders." Essentially, sustainability is the process of choosing an effective prevention innovation (program, policy, strategy etc.) and making sure it can be adapted into your organization and will benefit the key people involved.

Johnson, et al. developed a sustainability planning model specific to the prevention field which consists of two goals, each with five specific areas to address.

Goal One: Continue to build, support and strengthen your organization's, school's, community's, state's etc. capacity in order to prepare them to adopt the new prevention innovation. This is done by examining the following five areas and applying action steps to each:

- Structures and formal linkages
- Champion roles and leadership actions
- Resources
- Administrative Policies and procedures
- Expertise

Goal Two: Continue to effectively address the needs of innovation stakeholders, or the people who are involved with or affected by the program such as policy makers, program implementers, youth, families or communities. This is done by examining the following five areas and applying action steps to each:

- Alignment between the innovation and the needs of the innovation stakeholders
- Relationships among key stakeholders
- Implementation quality and integrity of the innovation
- Effectiveness of the innovation
- Ownership among innovation stakeholders

Examine each of the five areas of goals one and two using the following action steps:

- Assess
- Plan
- Implement
- Evaluate
- Reassess/Modify

Creating sustainable prevention programs and policies is a process of building capacity within your organization and making the necessary changes to prepare the organization to implement the new innovation. This can be done by using this planning model and choosing an innovation or program that is proven effective such as a research-based program.

For more information on this Tip of the CAPT or other Western CAPT services, please visit www.westcapt.org or call (888) 734-7476.

Resource: Johnson, K., Hays, C. E., Center, H. D. Jr., Daley, C. C. Building Capacity and Sustainable Prevention Innovations: A Sustainability Planning Model. Evaluation and Program Planning, 27(2).

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Sustaining Coalitions: Key Elements

By April Brubach

Sustainability is not about hiring a good grant writer or obtaining funding that isn't consistent with your coalition's purpose. It's about more than money. Sustainability is about creating an effective coalition that brings together a community to develop and carry out a strategic plan that effectively addresses a relevant problem. This article is the first in a series on coalition sustainability developed by CADCA's National Coalition Institute.

Coalitions that are short-lived due to lack of sustainability planning can create an atmosphere of distrust within the community, and can limit participation by the community in future community problem-solving efforts.

Many grant opportunities require that coalitions describe how they will sustain their efforts after funding has ended. Research in the field has found several key elements that sustained coalitions have in common and have helped promote their longevity.

As a self-improvement exercise, coalitions may consider whether or not they display these key elements. Keep in mind that successful strategies used by coalitions will vary based on the unique qualities of their community.

Leaders who take responsibility for their coalition's success

To help the coalition succeed long-term, leaders should take responsibility for setting the public agenda for change, brokering connections among people and resources, and leveraging additional or new resources for projects.

Involvement of community leaders, community partner organizations, and a wide variety of community members

Coalitions should include key community stakeholders who are well-positioned to soften the resistance and barriers to coalition efforts. In addition, coalitions should have members that are part of the affected population. Involving those most affected, coalition efforts will be informed about problems and potential barriers to the solutions. Also, by working together with partner organizations and the private sector, coalitions can build capacity, raise community awareness, and avoid duplication of effort. All partners should be doing their part and contributing toward the effort.

Diversified funding from the start

A fundraising program should be part of the strategic plan for coalitions. Through implementation over time, coalitions become more effective at raising funds that in turn lead to a greater capacity and further increase the chances of survival. Funding can come from a variety of sources, including government, private foundations, local businesses, and in-kind donations.

Solid Infrastructure

Strong administrative functioning helps coalitions operate efficiently. It also aids the coalition's ability to document outcomes, which can lead to additional funding.

A clear focus on the coalition's goal

Through strategic planning, which includes the development of a clear, measurable goal, your coalition enlists all of its members to work toward a single aim. With this focus, your coalition's efforts can become more effective at achieving community support and funders.

Address problems the community cares about and demonstrates results

In order to sustain coalitions, the interest and participation of the community and key stakeholders must be maintained. Your coalition encourages participation by effectively addressing problems that the community cares about.

Comprehensive coalition planning builds sustainability

A comprehensive plan builds coalition sustainability and includes short-term program funds and resources, communications, evaluation and data collection, training and technical assistance, fundraising, and administrative operations.

Ability to adapt to changing community needs

Coalitions need to adapt to the changing needs of the community. The problems facing a community change over time and in order to stay relevant your coalition needs to periodically "take the temperature" of the community at large.

CADCA has publications to order that are helpful in coalition sustainability: Strategizer 36, "Coalitions 102: Leadership: Sustaining the Momentum", and Strategizer 21, "Lessons on Coalition Building." Both publications can be ordered online at cadca.org/shopcart.

For further information about this topic, read:

"Sustaining Comprehensive Community Initiatives: Key Elements for Success". Financing Strategy Brief. The Finance Project. (Apr 2002).
www.financeprojectinfo.org/Publications/sustaining.pdf

Lodl, K. and Stevens, G. "Coalition Sustainability: Long-Term Successes & Lessons Learned", Journal of Extension, Vol 40, No 1 (Feb 2002).
www.joe.org/joe/2002february/a2.html

"Sustainability Planning Workbook", The Finance Project, July 2003, Cost \$125.
www.financeproject.org/Orderform.asp?Title=Sustainability%20Planning%20Workbook

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COALITION SUSTAINABILITY

One of the most important lessons we have learned in the past 10 years of CADCA's existence is the importance of collaboration. Community anti-drug coalitions across the country who are in their communities wrestling with the serious issues involving substance abuse are realizing that every institution, ranging from education, law enforcement, faith, business, and media, all hold specific responsibility in making their community safe and drug-free. All must work together in a system-wide approach over a long period of time in order to effect change.

A system-wide approach to making specific changes in the community essentially requires that community groups, both formal and informal, take on specific responsibilities and form partnerships to effectively implement a plan. This, of course, is MUCH easier said than done. Coalitions face an assortment of challenges in the process:

- Establishing partnerships takes much more time than the familiar ways of getting things done
- Collaborative partnerships do not follow an orderly, linear path in their development. They are often disjointed and fluctuate frequently.
- When individuals from diverse sections of the community attempt to come to agreement about an issue, there are tensions and conflicts.
- Collaborative partnerships require more than a pencil and paper agreement; they depend on trust and the type of relationships developed between people and organizations.

Collaborative partnerships have people of varied levels of interest, education, and experience, and not all are trained or experienced in handling conflicts that might arise. Interest and agreement among diverse groups may be hot for a while in the beginning stages of the coalition's development, but how is interest, investment, responsibility, membership, and funding sustained over time?

To help our coalition members across the country overcome some of these challenges and successfully sustain their efforts, we have identified some bullet points based on research identifying *Why Some Coalitions Fail* and *10 Keys to Coalition Sustainability*.

Why Some Coalitions Fail

- Lack of leadership or team work
- Lack of critical thought
- Ignore history and environmental signs
- Coalition members gets complacent
- Coalition leaders do not solicit thoughts, feedback, suggestions from consumers/customers
- Coalition work gets sidetracked by other issues and forgets about the quality of their work
- Coalition members lack a systems perspective
- Focus remains on the short-term
- Training and outside speakers are not emphasized

10 Keys to Coalition Sustainability

1. Common Vision

The Vision is not just a statement written down on paper and forgotten. The Vision is alive, held by all members, and is positive, personal, and inspirational. New members to the coalition are updated regularly on the vision statement and it is open for adjustment as the community issues change. Many coalitions have cleverly placed their Vision statements on all stationary and envelopes so that it is literally stamped on all outgoing correspondence.

2. Relationships

Open and honest communication is practiced among members and ground rules are respected. Members possess skills like active listening, giving constructive feedback, and resolving conflicts. Coalition leaders check in regularly on members and outside speakers are brought in to provide skill-building workshops for members.

3. Health and Wellness

Coalitions are facing some highly personal and emotional issues in their community work. Members, often caught up in the momentum of this work, can forget about taking care of themselves. An important key to sustainability is that leaders need to ensure that members are recognized and nurtured, and a healthy working environment is created. Members are encouraged to maintain a healthy balance between work and personal life.

4. Resources

Staff, supplies, and facility support the goals and needs of the coalition. Responsibilities are delegated to members in appropriate amounts so that no one is overloaded with work. Map existing resources and continually investigate potential new resources in the community.

5. Operating Systems

The coalition has established internal operating procedures for bookkeeping, meetings and decision-making, accurate minutes taken, and timely dissemination of materials to members. This procedure is consistent and roles can be rotated so that various members can take responsibility for the coalition efforts

6. Leadership and Commitment

The keys here are sharing and empowering as opposed to authoritarian leadership and micromanagement. Leadership roles are rotated to get fresh perspectives and provide opportunities for other members to develop leadership skills. In addition, members with leadership roles feel more productive and are generally more committed to the coalition. Also crucial here is providing skills training, mentoring, opportunities to practice skills and receive support and feedback. Involving community youth in coalition leadership initiatives has been extremely successful with many coalitions across the country.

7. Community Support

All stakeholders in the community believe in the efforts of the coalition, members from diverse sectors of the community are invited to be involved, and the coalition has a working public relations plan. This might include a speaker's bureau that allows members to introduce the coalition to target audiences in the community. Also effective are the development of a media calendar for press releases and public service announcements, and attendance at community-wide meetings or summits to inform and

discuss.

8. Fund Development

The coalition has developed a plan for securing funds in the coming year and has access to a grant writer or obtains grant-writing skills through training. Also important is maintaining regular ongoing contact with those entities currently funding the coalition's efforts. Provide them with updates, monthly reports on progress and the value of the coalition to the community. In general, people tend to give to people, not causes, so establishing a positive working relationship is crucial to sustainable fund development.

9. Accountability

The coalition is gathering data to monitor and measure the effectiveness of coalition initiatives or programs and to determine how and if strategies need modification. Successful coalitions have retreats twice a year and share this information as reinforcement to members that their efforts are indeed making an impact in the community. This instills hope and can potentially introduce new resources, since funders are drawn to initiatives that can prove they are working.

10. Adaptability

Explore modification of strategies and procedures as needed; stay current with changing community needs. Coalitions who have achieved success have learned to "think outside of the box" and see the community as a living, breathing entity that changes regularly.

The realization of a healthy, sustainable coalition requires a system-wide strategic approach. This involves forming partnerships that can collaborate effectively over the long term. Successful coalitions recognize that sustainability is not JUST about funding, but about ensuring community-wide support and resources by establishing relationships, securing training and coaching to help members master collaboration, and arranging for technical assistance to strengthen weak areas in their infrastructure.

Resources for coalitions:

Community Anti-Drug Coalitions of America

www.cadca.org

The Foundation Center

<http://fdncenter.org>

Community Tool Box

<http://ctb.lsi.ukans.edu>

Centers for the Application of Prevention Technologies

www.captus.org

Coalition Sustainability: Long-Term Successes & Lessons Learned

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Introduction

Program sustainability is a key component of any successful project. Projects that introduce a new endeavor and have high visibility for a short period but fail to be sustainable after the initial thrust create a sense of resentment for local communities. Communities have become wary of participating in yet another opportunity that may be short lived. This can be especially true for grant-funded projects that have a definite timeline. Because of this, many programs require grantees to document sustainability beyond the life of funding. Project sustainability is a commendable goal, but it can be a very difficult part of the project.

Project sustainability was a major component of USDA youth-at-risk grants developed in the early 1990's. One of these USDA youth-at-risk projects was designed to develop local-level coalitions to address the needs of youth-at-risk in a rural midwestern state. This article describes the impact several of these coalitions are still making, 10 years after the onset of the initial project and 5 years after cessation of grant funding. The lessons learned through the work of these coalitions can provide insight into the planning and implementation of other projects and provide strategies that can be used to help ensure project sustainability.

Review of the Literature

Very little research has been done on the impact of community coalitions that have continued to work after initial funding has ceased. Public health professionals have been particularly vocal about the lack of research that has been conducted on the institutionalization of community action projects (Holder & Moore, 2000; Altman, 1995). Within Cooperative Extension, the 11 public policy education projects funded by W. K. Kellogg Foundation in the early 1990's provided an insightful lesson as to what sustainability really means. According to their report on lessons learned from these successful projects, those coalitions most likely to be sustained after the initial life of the project are ones that created project materials and developed new organizational legacies (i.e., changes in organizational structure, changes in how the work is done, and changes in prioritization of program implementation) (Hahn, Greene, & Waterman, 1994).

Research related to community collaboration projects provides limited discussion of the merits of coalition sustainability. As a teaching tool for Cooperative Extension, a collaboration framework outlining the contextual and process factors that are inherent within collaborations was created, with sustainability listed as one of the process factors needed for building effective relationships that last (Bergstrom et al., 1995). Stevens and Marin-Hernandez (1999) highlight one community collaborative problem-solving lesson learned with a warning that processes isolated from local realities will not be sustained. In earlier research with the same Midwestern project, the federal expectation to sustain the program differed drastically from the local level desire to successfully complete an initial project and not worry about long-term sustainability (Stevens, Lodl, Rockwell, & Burkhart-Kriesel, 1994). With these thoughts in mind, the purpose of this article is to assess the sustainability of community coalitions 10 years after their initial onset and 5 years after funding ceased.

Project Description

KIDS' TEAM was a 5-year project of the University of Nebraska Cooperative Extension, funded by a grant from the CSREES. The goal of the project was to empower local communities to form coalitions that address the needs of youth and families at risk.

Through KIDS' TEAM, 56 community coalitions were developed in Nebraska's rural Third Congressional District. Each of these coalitions initially identified school-age child care as a high priority. To address this issue, KIDS' TEAM developed a program wherein volunteers planned and implemented positive group activities and supervision for school-age youth on school-release days, and as part of a before- and after-school program. Based on coalition successes with school-age child care programs, many went on to address more complex issues. For example, several coalitions developed parenting education programs. Others worked in the area of farm safety. Still others worked with tobacco and alcohol issues faced by teens.

While the successes of these coalitions were documented during the term of the project, in order to truly measure the impact of KIDS' TEAM, one must look at the long-term systemic change that transpired and the kinds of outcomes that are still occurring as a result of the project. While those coalitions associated with KIDS' TEAM had the advantages of being part of a statewide effort that had general goals and could provide seed money for the beginning of projects, their experiences can be used as ways to help better the process for other groups that are striving to do the same kinds of grass roots work

Methodology

In order to measure the long-term impact of KIDS' TEAM, individuals who participated on the original KIDS' TEAM leadership team were contacted during spring, 2000, 5 years after the end of funding and 10 years after the beginning of the project. To begin the process, these individuals were asked about the current status of their coalition, the long-term impact from the coalition, and effective processes the coalition had used to reach its goals.

Based on the responses from this focus group, the literature was reviewed to determine whether there was a connection between these themes and the previous research. The survey questions were developed based on these responses and further consultation with experts in the field. Leadership team members were reached via telephone and were asked to participate in a telephone interview. Nine individuals participated in the interviews, and information was gathered on 18 coalitions. Some of the interview participants had been involved with more than one coalition site.

Through the phone interviews, participants were asked if the coalitions that they had originally been working with were still active or if the coalitions had ceased. At this point in the interview, the participants were asked a series of open-ended questions. Those who responded that a coalition still existed were asked to discuss the current activity of the coalition, the impacts that the coalition has had on the community, the benefits of the coalition's activities, and reasons for success. Themes generated from these interviews were analyzed and compared with the literature. The following is a summary of the results of these interviews.

Results

Current Coalition Activities

Of those coalitions studied, the focus of most coalitions has expanded beyond the original goal of meeting the needs of children and families on school-release days. Only one group is still focused on this original goal.

One coalition closely resembles what was originally established through the KIDS' TEAM program. This group is led by members of the Family, Career and Community Leaders of America (FCCLA) at the local high school and adult volunteers from the community. The youth volunteers provide activities for children in the community on school-release days. These days include teacher work days, fall and spring breaks, and parent-teacher conferences.

Another coalition, the Family Resource Organization, exists to help minimize duplication of services among member agencies and organizations. The coalition explores new and different ideas and how they can be implemented in the county. The Family Resource Organization endorses activities that the member agencies conduct. The group has an office and a paid employee to oversee the activities of the group. If the group has an idea for a particular activity, the coordinator works with member agencies to find a sponsor for the event.

The Area Family Resource Network is another active coalition. This group recently printed the fourth edition of a directory of services for families in that particular county. The directories are distributed through the school system and member agencies. The group worked to establish a home-based head start program that employs three family educators. The Network has received recognition for the work that has been done to meet the needs of children and families in the area. The group has also worked to distribute information and conduct programs that address a variety of topics including child care, parenting, child abuse, and divorce. The coalition works to collaborate on

meeting the needs of children and families in the county to maximize services without duplication.

In another community, the FAST Coalition sponsors a number of local programs in the community, such as an adult/youth mentor program. The FAST coalition has worked with the local court system to provide a divorce education program. The group is working with a behavioral services agency to pilot test a federal program that assists families in getting services from the community. The coalition also helps parents develop positive parenting and child care skills.

Another coalition has conducted two needs assessment studies over 4 years to identify training needs of educators and child care providers. As a result, the coalition has provided training programs in several areas, such as first aid, information on the basic development of children, and parenting education. The coalition has also conducted a needs assessment with local businesses to identify child care needs. As a result of this work, a new child care facility is being built. A mentor program has been established that pairs an experienced child care provider with a new provider to help facilitate positive care practices. The coalition coordinates the publication and distribution of a bimonthly newsletter that reaches 240 child care providers in the area. The coalition also sponsors mini-grants that are used to fund an annual early childhood education conference. The group also sponsor a Kids' Festival during the community's annual summer celebration.

Why Some Have Survived

While each of the functioning coalitions is carrying out programs specific to the local needs of their community, there are some common themes that help describe why they are still thriving. For example, most of the active coalitions have received outside funding over the past 5 years. This funding was cited as a key to success of the active coalitions. Three of the five active coalitions in this study were able to hire and support a paid coordinator through the grant funding received. All indicated that this played a big role in the success of the coalition.

When asked to share the impact of their coalition on the community, several similarities emerged for all of the coalitions. Following is a brief listing of the ideas shared:

1. The work of the coalition has made resources available in the community that had not been available before. Families are more aware of the services that are available for their use.
2. The work of the coalition keeps educators and child care providers aware of current issues regarding children and families.
3. The coalition allows individuals, agencies, and organizations to collaborate in an effort to maximize access to services and minimize duplication among the various member agencies.
4. The coalition has been together long enough to effectively identify current needs in the community and work to meet those needs.

5. The community has come together to support activities that meet the needs of children and families.
6. Some of the coalitions have received feedback that parents and families feel that they have benefited from the programs and resources made available through the coalition.

Finally, the subjects were asked to think about why the coalition has been successful. Several factors were identified. Though not all factors seemed to play a role in the success of each of the coalitions, the following factors seemed to be key to a successful coalition.

1. The coalition has a common goal to identify and meet the needs of families in the community.
2. The members feel a responsibility for the commitment that they have made to the coalition.
3. The coalition has been able to secure outside funding to make services available. Three of the five active coalitions have been able to afford to hire a paid coordinator, and this was identified as a very valuable factor in the success of these coalitions.
4. As the coalition experiences some early success of programs or activities, members gain the enthusiasm to work harder, thus creating a cycle of success.
5. The coalition has been recognized for its success. Some sources of recognition mentioned were articles in the local newspaper, recognition by the community, and identification through the Nebraska Good Beginnings program.

The KIDS' TEAM program appears to have helped to lay the early foundation for successful coalitions in these five communities. In general, the resources originally developed by the KIDS' TEAM project are being utilized in the work of the coalitions. For example, the curriculum box developed by the project and information concerning the needs of youth and families continue to be well received. One interview subject shared that organizations in her community had begun talking about forming a group and working together and that KIDS' TEAM acted as a catalyst to get them organized and functioning.

Each coalition is unique and works to meet the specific needs in their area. The individuals communicated the value of the collaboration among organizations and agencies. By working together, the coalition has been able to maximize services for children and families and raise awareness in the community of these services.

Unfortunately, some of the original coalitions have ceased. The subjects who answered that a coalition had discontinued were asked to share ideas for why this happened. One reason was that funding ran out, making it difficult to continue. Several coalitions relied on volunteer leadership, and burn-out played a role in the demise of the organized activity. In some cases, there was a lack of interest from the community and the

activities were not well attended. These factors played a role in the discontinuation of the programs.

In most cases, the individuals indicated that KIDS' TEAM had been worthwhile in their communities. The original work of KIDS' TEAM helped to raise awareness of the current needs of children and families. The early coalition building helped to open the lines of communication and foster relationships among organizations that still exist even if the coalition does not. The resources and materials from the KIDS' TEAM program continue to be utilized with other programs through Cooperative Extension, child care, and education.

To summarize, KIDS' TEAM appears to have been successful at building and sustaining community coalitions. Five years after completion of the project, project participants were able to talk about the benefits of the program. Whether the coalitions are still active or not, the subjects shared positive feedback. KIDS' TEAM appears to have raised an awareness of current issues of children and families. The program helped to facilitate relationship building among organizations with a common goal to serve families. The active coalitions continue to serve families in Nebraska and appear to be a valuable asset in their communities.

Lessons Learned

While it is good to know that KIDS' TEAM was successful, it is even more important to understand the KIDS' TEAM coalition building process so that it can be applied to other projects. Based on observations of those coalitions that have successfully sustained themselves and long-term study of a variety of coalition success and failures, the following lessons can be learned.

1. Project sustainability must be a key part of the project from the very beginning.
2. Conducting valid needs assessments is vital to giving the coalition and its work credibility. This also gives the coalition a true sense of accomplishment when the project is completed and adds to the likelihood of the coalition continuing its efforts.
3. Those coalitions that bring together a wider variety of entities that encompass broader community needs prove to be more valued and tend to sustain. For example, county-wide or multi-county coalitions are often more effective as their efforts aren't in competition with each other.
4. Statewide or even national cooperation of agencies can serve as a model for local level coalition building and sustenance.
5. The most successful coalitions are those that begin their work with a specific goal for their first project. This goal can serve as the catalyst for coalition formation and work.

6. Communication among coalition members is key. For example, regular newsletters, in-person meetings, conference calls, annual directories of services, etc., serve to coordinate activities/events of the cooperating members.
7. The coalition is more likely to be successful when it seeks to minimize duplication of services and coordinates the efforts among agencies. This is especially true in areas that are sparsely populated and have minimal resources.
8. Coalitions most likely to remain a vital force in the community are those where someone, either a paid staff member or a staff member from one of the partnering agencies, has the responsibility of keeping the coalition functioning.
9. Youth membership on coalitions is essential to coalition longevity. Through encouraging youth input into project planning and using youth volunteers to help carry out project goals, all members of the community feel an ownership to the coalition and its work.
10. Coalitions that sustain themselves become skilled at securing funding. This funding can be in the form of federal, state, local or private grants, cash donations by local businesses, or in-kind contributions.

While many of these lessons appear to be common sense, using them as guidelines when working with coalitions can help to build more permanence into groups that might otherwise meet for a specific purpose and then disband. The lessons learned through the KIDS' TEAM process mirror and expand upon those identified by the Kellogg evaluation report (Hahn, Greene, & Waterman, 1994). With the insight gleaned from these two projects, and others like it, future coalition development can be expedited and enhanced in such a way that grass roots efforts truly can be successful.

Acknowledgment

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GRANT WRITING TIPS

10 THINGS TO DO BEFORE YOU WRITE A GRANT PROPOSAL

- Identify your organization's needs.
- Identify a project.
- Prepare a concept paper.
- Research potential funders.
- Ask your colleagues for advice.
- Identify a funder.
- Obtain guidelines and information on the application procedure.
- Read the guidelines and follow the directions.
- Ask questions.
- Decide who writes the proposal and get started.

CONDITIONS THAT SUPPORT FUNDING

- This is a new approach.
- The applicant has done their homework about the foundation.
- The applicants have the know-how to do it.
- This project is being undertaken to improve the lives of people, not to make the organization bigger and richer.
- The applicants are working with the people they are trying to help, not doing things to them.
- The applicants are investing their own money in the project.
- The applicants have a comprehensive approach to the problem.
- The applicants are willing to work collaboratively with anyone who can help.
- The applicants are willing to have impartial evaluators assess their work.
- The applicants will continue the project after foundation/grant funding ceases.

GRANT WRITING COMPONENTS

A. Gathering Background Information:

Three Areas:

Concept

Program

the nature of the project and how it will be conducted

the timetable for the project

the anticipated outcomes and how best to evaluate the results

staffing needs, including deployment of existing staff and new hires

Expenses

B. Components of The Proposal:

Executive Summary: 1 Page umbrella statement of your case and summary of the entire proposal

Statement Of Need: Why this project is necessary (2 pages)

Project Description: Nuts and bolts of how the project will be implemented (3 pages)

Budget: Financial description of the project plus explanatory notes (1 page)

Organization Information: History and governing structure of the agency, its primary activities, audiences, and services (1 page)

Conclusion: summary of the proposal's main points (1 paragraph)

1. EXECUTIVE SUMMARY

Problem - a brief statement of the problem or need your agency has recognized and is prepared to address (one or two paragraphs); Solution- a short description of the project, including what will take place and how many people will benefit from the program, how and where it will operate, for how long, and who will staff it (one or two paragraphs); Funding Requirements- an explanation of the amount of grant money required for the project and what your plans are for funding it in the future (one paragraph); and organization and its expertise- a brief statement of the name, history and purpose.

2. THE STATEMENT OF NEED

Decide what facts or statistics best support the project.

Give the reader hope.

Decide if you want to put your project forward as a model.

Determine whether it is reasonable to portray the need as accurate

Decide whether you can demonstrate that your program addresses the need differently or better than other projects that preceded it.

Avoid circular reasoning.

3. PROJECT DESCRIPTION OBJECTIVES: measurable outcomes of the program; they define your methods

Goal: Our after school program will help children read better.

Objective: Our after school program will assist Fifty children in improving their reading scores by one grade level as demonstrated on standardized reading tests administered after participating in the program for six months.

FOUR TYPES OF OBJECTIVES:

Behavioral

Performance

Process

Product

METHODS:describes the specific activities that will take place to achieve the objectives (the how, when and why)

STAFFING AND ADMINISTRATION

EVALUATION:

Impact

Outcome

Process

4. BUDGET

ITEM	DESCRIPTION	COST
Executive Director	Supervision	10% of salary = \$10,000
		25% benefits = \$2,500
Project Director	Hired in one month	11 months at \$35,000 -- \$32,083
		25% benefits = \$8,025
Tutors	12 working 10 hours per week for three months	12x10x13x\$4.50 = \$7,020
Office space	Requires 25% of current space	25% x \$20,000 = \$5,000
Indirect cost	20% of project cost	20% x \$64,628 = \$12,926

Budget Narrative: used to explain any unusual line items in the budget and is not always needed.

TIPS FOR PROPOSAL WRITING

BE CLEAR about your organization's priorities and your purpose in seeking funds. **IDENTIFY AND RESEARCH** the foundations and corporations that make grants to your type of organization. Make sure the purpose of your proposal fits within the foundation's guidelines concerning the type of programs that are eligible for funding and the type of geographic area to be served.

INCLUDE A ONE OR TWO PAGE EXECUTIVE SUMMARY OF THE PROJECT. The executive summary should focus on the major points of the proposal, including a brief description of the proposed project, whom it serves, why it is important, and why your organization should receive funds to implement it. The Executive Summary should excite and inspire the reader to review your full proposal. It should also provide the essential information, in a concise manner.

STAY WITHIN THE ALLOTTED NUMBER OF PAGES AND SUBMIT THE NUMBER OF TYPEWRITTEN COPIES REQUESTED. Do not send videotapes or unsolicited information.

Source: Community Anti-Drug Coalition of America

Funding Links

[Catalog for Federal Domestic Assistance](#)

Outlines types of assistance available through federal programs, including how to apply for federal grants, and hints on developing and writing grant proposals.

[The Center on Nonprofits & Philanthropy](#)

Explores the role and impact of nonprofit organizations and philanthropy in democratic societies. Includes the national repository of statistical information on the nonprofit sector from the IRS.

[The Chronicle of Philanthropy](#)

Bi-weekly newspaper of the nonprofit world. Number one source of information for charity leaders, fundraisers, and grant makers.

[Drug-Free Communities Support Program](#)

Antidrug program that provides grants of up to \$100,000 to community coalitions that mobilize their communities to prevent youth alcohol, tobacco, illicit drug, and inhalant abuse.

[The Foundation Center](#)

Fosters public understanding of the foundation field by collecting, organizing, analyzing, and disseminating information on foundations, corporate giving, and related subjects. Web site includes an online foundation directory, library, and searchable issues of Philanthropy News Digest.

[The Nonprofit Resource Center](#)

Comprehensive list of websites of interest to nonprofits, including information about how to form, manage and maintain your nonprofit organization.

[Office of National Control Drug Policy - Funding](#)

Provides a listing of drug-related funding opportunities, training and technical assistance, equipment procurement programs, and other resources from public and private organizations.

[Regional Association of Grantmakers](#)

Membership association of 28 of the nation's largest RAGs. Of special interest are the forums on public policy, promoting the growth of new philanthropy, communications technology, and regional capacity building.

[The Robert Wood Johnson Foundation](#)

Largest U.S. foundation devoted to improving the health and health care of all Americans. Website includes a funding overview, news, publications and grant information.

[SAMHSA Funding Opportunities](#)

Provides information on current grant funding opportunities, awardees, assistance with grant applications, special notices, archives of SAMHSA grant information, and other helpful information relating to grants.

[US Dept. of Education – Grants](#)

Features include funding opportunities forecast, searchable guide to ED programs, discretionary grants process overview, and other information about finding grants.

[Center for Faith-Based & Community Initiatives, Dept. of Health & Human Services](#)

Supports the participation of faith-based and community-based organizations in federally funded programs. Web site offers grants guide, funding opportunities, and information about how to apply for grants at the Dept. of Health & Human Services.

[The W. K. Kellogg Foundation](#)

Nonprofit organization working to disseminate information. Web site provides knowledge base with resources as well as an overview of its grant making guidelines.

Federal Funding Resources for Prevention Activities

Searching for funding can be time-consuming. To help make your job easier, below are web sites and internet resources that are useful for obtaining information about federal funding and grants in the fields of youth development and youth risk behavior prevention, focused specifically on alcohol, drugs, sex, tobacco and violence. From: Center for Substance Abuse Prevention / Southwest Center for the Application of Prevention Technologies (800) 853-2572 www.swcapt.org

Substance Abuse and Mental Health Services Administration (SAMHSA):

<http://www.samhsa.gov/grants/grants.html>

SAMHSA is the lead Federal agency charged with strengthening the capacity of the Nation's health care system to provide substance abuse prevention, addictions treatment and mental health services for Americans experiencing or at risk for mental illness or substance abuse. *Snapshot*, a publication of SAMHSA, gives a preview of anticipated fiscal year 2001 funding opportunities, describing programs that rely upon the creativity and innovation of the substance abuse and mental health services communities.

Center for Substance Abuse Prevention (CSAP):

<http://www.samhsa.gov/centers/csap/csap.html> SAMHSA's CSAP serves as the Nation's focal point for efforts to identify and promote effective strategies to prevent substance abuse, whether use of illicit drugs, misuse of legal medications, use of tobacco, or excessive or illegal use of alcohol. With grantees representing States, communities, and organizations at the national, regional and local levels, CSAP's grant activities promote the development, application, and dissemination of new knowledge in substance abuse prevention.

Department of Education:

<http://www.ed.gov/funding.html> The Department of Education funds programs addressing child abuse prevention, abuse of children with disabilities, parent education, and research and training programs concerning child maltreatment and child welfare through its Offices of Elementary and Secondary Education, Special Education and Rehabilitative Services, and Educational Research and Improvement.

<http://www.ed.gov/offices/OESE/program.html> Within OESE, the Compensatory Education Programs Office, Office of Indian Education, Office of Migrant Education, and the Safe and Drug-Free Schools Programs Office address child abuse and neglect prevention, family support, and related child well-being issues.

<http://www.ed.gov/offices/OSERS>

Office of Juvenile Justice and Delinquency Prevention:

www.ojjdp.ncjrs.org OJJDP provides funding to States, territories, localities, and private organizations through block grants and discretionary funding. Block funding, through regular Formula Grants and State Challenge and Prevention money, goes to States and territories. Juvenile Justice Specialists administer funding through subgrants to States and localities.

Department of Justice:

<http://oijdp.ncjrs.org/grants/grants.html> The Department of Justice supports activities related to child maltreatment and child welfare by collecting crime statistics, providing training in the investigation and prosecution of child abuse cases, training law enforcement personnel, and funding programs addressing child abuse and neglect, domestic violence, and prevention services for crime victims.

Juvenile Justice Clearinghouse:

<http://www.ncjrs.org/fedgrant.html> OJJDP administers State Formula Grants, State Challenge Grants, and the Title V Community Prevention Grants Program, and also funds projects through its Special Emphasis Discretionary Grant Program, the National Institute for Juvenile Justice and Delinquency Prevention, and the Missing and Exploited Children's Program. Recognizing the link between maltreatment and subsequent juvenile delinquency, OJJDP initiated the Safe Kids/Safe Streets and Safe Start demonstration projects, as well as programs for secondary analysis of childhood victimization data.

Join Together's Funding News:

<http://www.jointogether.org/sa/resources/funding/> Easy-to-use grant news and tips, grant announcements listed by summary view and deadline view, and current links to follow the money to online foundations and federal agencies.

Federal Register:

http://www.access.gpo.gov/su_docs/aces/aces140.html The official daily publication for rules, proposed rules, and funding notices of Federal agencies and organizations.

Neighborhood Networks (HUD):

<http://www.hud.gov/nnw/nnwaboutnn.html> This site is sponsored by Housing and Urban Development is an initiative to support multi-service community technology centers. The site provides basic information about neighborhood networks and coalitions and has a tool (START – Strategic Tracking and Reporting Tool) for assessing and planning for community needs.

Foundations**Council on Foundations:**

<http://www.cof.org> A non-profit coalition of grant-making foundations and corporations whose goal is to promote responsible and effective philanthropy. This site includes Foundation News and Commentary and Council Columns Newsletter, publications of books and videos, general information on foundations, how to start a foundation, legislative and public policy watch, and foundation homepages.

Access:

American Legacy Foundation:

<http://www.americanlegacy.org/grants/grant.html> At the heart of American Legacy Foundation's grant program is the effort to identify new and improved ways to develop effective tobacco control programs.

Charles Stewart Mott Foundation:

<http://www.mott.org/about/process.htm> The Mott Foundation is a grant-making organization whose mission is to support efforts that promote a just, equitable, and sustainable society.

The MacArthur Foundation:

www.macfdn.org A private, independent grantmaking institution dedicated to helping groups and individuals foster lasting improvement in the human condition. The Foundation seeks the development of healthy individuals and effective communities; peace within and among nations; responsible choices about human reproduction; and a global ecosystem capable of supporting healthy human societies. The Foundation pursues this mission by supporting research, policy development, dissemination, education and training, and practice.

The Carnegie Foundation:

www.carnegie.org Carnegie Corporation of New York is a general-purpose, grantmaking foundation, awarding grants of approximately \$60 million each year to nonprofit organizations and institutions for projects that are broadly educational in nature and that show promise of having national or international impact.

Benton Foundation:

<http://www.benton.org/About/foundation2.html> The Benton Foundation mobilizes networks of researchers, practitioners and trainers to build the communications capacity of nonprofit organizations. Facilitating these networks to share lessons, as well as resources and training methods, Benton culls best practices and lessons learned to support the effective use of online communications by the nonprofit sector. In some instances, it offers financial and technical support to nonprofits to advance their use of critical communications tools.

Annie E. Casey Foundation:

<http://www.aecf.org/> Working with neighborhoods and state and local governments, the Foundation provides grants to public and nonprofit organizations to strengthen the support services, social networks, physical infrastructure, employment, self-determination, and economic vitality of distressed communities.

David and Lucile Packard Foundation:

<http://www.packfound.org/index.cgi?page=home> The Foundation provides grants to nonprofit organizations in the following broad program areas: conservation; population; science; children, families, and communities; arts; and organizational effectiveness and philanthropy.

The Robert Wood Johnson Foundation (RWJF):

<http://www.rwjf.org/index.jsp> RWJF, the largest US foundation devoted to improving the health and health care of all Americans, funds grantees through both multi-site national programs and single-site projects.

Other Resources:**Nonprofit Resources Catalogue:**

http://www.clark.net/pub/pwalker/Fundraising_and_Giving/ Fundraising and Giving.

Award-winning site developed by Phillip A. Walker with more than 200 links which include funding sources, foundations, and corporate contributions. Updated monthly.

The Foundation Center:

<http://www.fdncenter.org/> The Foundation Center's mission is to support and improve institutional philanthropy by promoting public understanding of the field and helping grantseekers succeed.

Grant Search and Information:

<http://www.silcom.com/~paladin/grants.html> *The Paladin Group* works with non-profits, for-profits, and governmental agencies in the fields of alcohol and other drug abuse and the criminal justice system. Specialties include designing projects and programs, especially those that are large and involve multiple agencies in collaboration and leading to a grant or contract request, or preparing a bid and/or proposal for a federal, state, or local program.

Grantscape:

<http://www.grantscape.com/> Through this site Grantscape offers fund raising and management resources for grantseekers and nonprofit executives.

The Grantsmanship Center:

<http://www.tgcgrantproposals.com> This resource is designed to help nonprofit organizations and government agencies write better grant proposals and develop better programs.

GrantsNet:

<http://www.os.dhhs.gov/progorg/grantsnet/> GrantsNet is a tool for finding and exchanging information about U.S. Department of Health and Human Services and other selected Federal grant programs.

GuideStar:

<http://www.guidestar.org/> GuideStar is a free information service on the programs and finances of more than 600,000 charities and non-profit organizations. The database of non-profit organizations is searchable by several different criteria. The site also offers news on philanthropy and other resources for donors and volunteers.

School Grants:

www.schoolgrants.org/ School Grants is an award winning website for PK-12 funding opportunities and includes tips, opportunities, discussion groups, consulting services, sample proposals, and a newsletter.

Grant Proposal:

www.grantproposal.com/ This website is committed to providing free resources for both advanced grantwriting consultants and inexperienced nonprofit staff. Site includes sections on inquiry letters, research, advice from funders, tips, and how to get started.

Catalog for Federal Domestic Assistance:

<http://www.cfda.gov> The Catalog for Federal Domestic Assistance is a government-wide compendium of Federal programs, projects, services, and activities which provide

assistance or benefits to the American public. It contains financial and non-financial assistance programs administered by departments and establishments of the Federal government. The website outlines the types of assistance, how to apply for federal grants, and hints on developing and writing grant proposals.

The Center on Nonprofits & Philanthropy:

<http://www.urban.org/centers/cnp.html> The Center on Nonprofits and Philanthropy (CNP) explores the role and impact of nonprofit organizations and philanthropy in democratic societies. A major component is the National Center for Charitable statistics, which serves as the national repository of statistical information on the nonprofit sector from the Internal Revenue Service.

The Chronicle of Philanthropy:

<http://www.philanthropy.com> The Chronicle of Philanthropy is the newspaper of the nonprofit world. Published every other week, it is the number one news source for charity leaders, fundraisers, grant makers, and other people involved in the philanthropic enterprise. The Web site offers the complete contents of the new issue, and archive from the past two years, and more than four years' worth of grant listings ñ all fully searchable.

Commerce Business Daily:

<http://cbdnet.gpo.gov/> The Commerce Business Daily (CBD) lists notices of proposed government procurement actions, contract awards, sales of government property, and other procurement information. A new edition of the CBD is issued every business day. Each edition contains approximately 500-1,000 notices. The real-time CBDNet search function allows you to search the CBD database for official, active notices.

The Nonprofit Resource Center:

<http://www.not-for-profit.org> For four years, the Nonprofit Resource Center has been the Internet's premier information source for nonprofit organizations. With the most comprehensive list of links to websites of interest to nonprofits, you can find virtually everything you need to know about how to form, manage and maintain your nonprofit organization right here.

Washington D.C Grant Funding Alert:

http://www.cfo.dc.gov/services/grant/funding_alerts/index.shtm The Grant Funding Alert is a weekly publication that highlights grants and funds for which citizen groups and non-profit organizations can apply. The funds come from the federal government, District Government, and various foundations, and are available to support community programs and social services throughout the Washington, D.C.

The W. K. Kellogg Foundation:

<http://www.wkcf.org> The W.K. Kellogg Foundation is a nonprofit organization whose mission is to apply knowledge to solve the problems of people. A major part of the Kellogg Foundation's mission is to disseminate information. The web site provides a knowledge base with resources as well as an overview of its grant making guidelines.

The Enterprise Foundation:

<http://www.enterprisefoundation.org/products/money.net/> Enterprise MoneyNet is an excellent resource for funding. The site includes fundraising fundamentals, a comprehensive search tool and numerous fundraising charts and checklists.

Free Program Evaluation Course Available Online

Perhaps the biggest question asked about the thousands of prevention programs out there is, “Does it work?” The online tutorial, “Evaluation for the Unevaluated: Program Evaluation 101,” will help you understand what program evaluation is, why it is important, and how to find a good evaluator. The modules also discuss types of evaluation projects, evaluation tasks and preparation for conducting evaluations.

You will be able to work at your own pace through four basic modules. They are designed to serve as a refresher and provide a solid knowledge base for those new to evaluation. To participate in this course, visit links to partners and resources www.pathwayscourses.samhsa.gov/eval102/eval102_intro_pg1.htm.

This online course is provided by CSAP’s Prevention Pathways. If you have any further questions or need more information about the course, visit www.pathwayscourses.samhsa.gov/contact.htm.

Pathways to Effective Programs and Positive Outcomes

Pathways to Effective Programs and Positive Outcomes, developed by the Center for Substance Abuse Prevention (CSAP) in response to requests for guidance in selecting and implementing science-based prevention programs, presents a capacity building framework and process for demonstrating and documenting prevention outcomes.

Pilot tested with Drug Free Communities grantees and CSAP grantees, the guide is customer-oriented and responsive to queries and concerns expressed by the field of practitioners seeking demonstrated program effectiveness.

To download the curriculum, visit casat.unr.edu/westcapt/achieve.pdf.

This guide is the product of extensive collaboration between CSAP and its constituent groups, particularly the Community Anti-Drug Coalitions of America (CADCA), the National Prevention Network (NPN), and CSAP’s regional Centers for the Application of Prevention Technologies (CAPTs)

Surveys and Evaluation: Where To Start?

By Caryn Blitz, Ph.D.

The Institute's Evaluation and Research staff receive calls weekly from coalitions that need to monitor students' use of substances and related behavior problems. Increasingly, institutions that provide public and private funds demand accountability. Thus, coalitions must evaluate their interventions and strategies to determine their effectiveness. Below is some background information and tips to keep in mind when selecting a survey and conducting evaluation. We realize that coalitions may collect data on a number of different age groups; however, this information focuses on data for youth 12-18 years of age.

Surveys

When possible, communities should piggyback on existing survey efforts, such as alcohol and other drug student surveys being conducted in schools or by community groups either through the school district, the city, or the state. If a state-level or national survey is being conducted, coalitions should determine if sufficient sampling has or can occur so that state data can be disaggregated to the local level as needed. State-level, county-level or national data will not do a coalition any good when it comes to tracking changes at the community level.

There are a number of different self-report student surveys. Before selecting a survey, be sure that it covers the type of information you want to know. For example, if you use a risk and protective factor framework, does the survey include questions on the type of risk and protective factors your coalition wants to target in its community?

Any survey conducted by a community that receives a Drug-free Communities Support Program grant MUST include questions on the DFCS 4 core measures. Please note that perception of disapproval by peers and adults DOES NOT mean peers or parents must be surveyed; rather, it is the respondent's perception of disapproval by both peers and adults that should be measured. The 4 core measures are:

1. Age of onset of drug use (including alcohol, tobacco and marijuana)
2. Frequency of use in the last 30 days
3. Perception of risk or harm
4. Perception of disapproval by peers or adults

When a Survey Can't Be Implemented

If, for whatever reason, your coalition cannot conduct a student survey (no money; too few students to properly survey with sufficient anonymity; etc.), every effort must be made to collect other sources of substance abuse/use data. Intermediate (e.g., risk and protective factors, archival indicators) as well as long-term outcomes (e.g., substance use prevalence levels) should be obtained that are tied to your coalition's interventions, logic model and strategic plan.

There are free/public-use measures available (see link below). The measures on the CSAP Core Measures Initiative website are reliable and valid and can be downloaded for use. These measures are comprised of common risk and protective factor predictors

of substance abuse.

Proxy measures (i.e., measures that can substitute) for student survey data can consist of archival indicator data, such as substance-involved emergency rooms visits, traffic accidents and fatalities. A set of validated indicators that predict substance abuse is provided in the [Intermediate Outcomes: Proxy Measures that Predict Substance Abuse chart](#).

In small/rural communities, classroom and grade levels have so few students that conducting a survey may constitute a breach of confidentiality, as individual students could be singled out based on their responses. In these cases, a coalition or school may be able to conduct grade-level or school-wide focus groups for gathering information on perceptions of and behaviors involving substance use in the community.

Evaluation

In this day and age, accountability is key. The way to demonstrate that your coalition is making a difference is by evaluating its efforts. If your coalition does not have staff members who are qualified to conduct evaluation activities, then the coalition should contact a local university or community college for help. There are always graduate students looking for class or thesis projects that could lend a hand for very little or no cost. Coalitions should make sure that students have some faculty supervision while on the evaluation project with the coalition.

Evaluation measures should be tied to the goals of the particular interventions and practices that are part of the coalition's strategic plan. For example, an intervention that targets parents' perceived risk of substance use and communication with their children should measure those facets of the parenting program.

For further information about selecting surveys and evaluating your coalition's efforts, please contact Dr. Caryn Blitz, Deputy Director of Evaluation and Research at cblitz@cadca.org or Ms. Evelyn Yang, Evaluation and Research Manager at eyang@cadca.org.

Resources for Outcome/Evaluation Measures

Center for Substance Abuse Prevention (CSAP) Core Measures Initiative (CMI), www.activeguidellc.com/cmi/index.htm

Community Toolbox, ctb.ku.edu

Center for the Application of Prevention Technologies (CAPT), www.captus.org

Caryn Blitz is Deputy Director of Evaluation and Research for CADCA's National Community Anti-Drug Coalition Institute. She can be reached at cblitz@cadca.org

Logic Models

What is a Logic Model?

The logic model is a straightforward, graphic approach to strategic planning that ensures no vital step will be overlooked, from goal setting to measuring the outcomes. The principal purpose of the logic model is to present geographically, logically, and sequentially the connections among conditions that contribute to the need for a program in a community, the activities aimed at addressing these conditions, and the outcomes expected to result from the activities.

A model defines a planning process that allows a coalition to plan for results rather than to plan activities and "hope" for results. A program logic model is a picture of how your program works-the theory and assumptions underlying the program. It links outcomes (both short- and long-term) with program activities/processes and the theoretical assumptions/principles of the program. By identifying the desired outcomes FIRST and then determining the activities that will be needed to bring about those results, the coalition enhances its success quotient.

What are the benefits of building a Logic Model?

1. DEVELOPS UNDERSTANDING

It helps build understanding, if not consensus, about what the program is, what it is expected to do, and what measures of success it will use.

2. MONITORS PROGRESS

It provides a plan to track changes so that successes can be replicated and mistakes avoided.

3. SERVES AS AN EVALUATION FRAMEWORK

It makes it possible to identify appropriate evaluation questions and relevant data that are needed.

4. HELPS REVEAL ASSUMPTIONS

It helps program planners to be more deliberate about what they are doing and identifies assumptions that may need validating.

5. HELPS RESTRAIN OVER-PROMISING

It helps program planners and others realize the limits and potential of any one program.

6. PROMOTES COMMUNICATION

It creates a simple communication piece useful in portraying and marketing your program.

Finally, there is value in the process of developing a logic model. The process is an iterative one that requires stakeholders to work together to clarify the underlying rationale for the program and the conditions under which success is most likely to be achieved. Gaps in activities, expected outcomes, and theoretical assumptions can be identified, resulting in changes being made based on consensus building and a logical process rather than on personalities, politics, or ideology.

The clarity of thinking that occurs from the process of building the model becomes an important part of the overall success of the program. The model itself provides a focal point for discussion. It can be used to explain the program to others and to create a sense of ownership among the stakeholders.

Three Basic Types of Logic Models

1. OUTCOMES MODEL

This type displays the interrelationships of goals and objectives.

2. ACTIVITIES MODEL

This type links the various activities together in a manner that indicates the process of program implementation providing the big picture of how the activities and processes pull together achieve desired outcomes.

3. THEORY MODEL

This model links theoretical constructs together to explain the underlying assumptions of the program. It describes why the program is expected to work.

More details about and examples of the three basic types of logic models can be found at: <http://www.wkkf.org/documents/wkkf/evaluationhandbook/chapter4.asp>.

Building a Logic Model

There are several different ways to build a logic model. They come in different shapes and sizes. The logic model you build should depend heavily on the needs of your coalition and its constituents. Oftentimes, program staff will find that they will need to combine components from different types of logic model.

In the coalition/prevention field there are two common logic model formats: The Center for Substance Abuse Prevention (CSAP) and United Way's.

1. CSAP/ Western Regional Center for the Application of Prevention Technologies

In order to build a useful logic model, you will need to answer the following questions about the program in a chart format:

A. What are the risk and protective factors to be addressed? (the goals)

The first thing you will need to know is what risk and/or protective factors you plan to address. If you have done a needs assessment, prioritized your needs, and identified resources, you should have a good idea about the goals that are important for your program to address.

B. What services and activities will your program provide? (the strategies)

What are the activities involved in your program? That is, what will you actually be doing? It is very important to specify what activities you plan to do: A program that isn't implemented in the way it is planned is not likely to lead to the expected program outcomes. Also, specify when the activities will be implemented and how much.

C. Who will participate in, or be influenced by, the program? (the target group)

To whom is the program being delivered? That is, who is the recipient of your program, or whom do you expect to be influenced by your activities? You should also know whether the strategy you've chosen is universal, selective, or indicated.

D. How will these activities lead to expected outcomes? (theory of change/"if-then" statements)

Identify the assumptions underlying your program. That is, think about why and how program activities are expected to lead to the desired outcomes. A very common problem in prevention programs is when the chosen program activities and strategies do not lead logically to the goals or outcomes that the program would like to achieve. That's why we recommend thinking through the assumptions of why and how you expect your program to lead to the desired changes. What are the steps that turn inputs into outputs into outcomes? You might think about this as a series of "if-then" relationships.

For example, If the program invests time and money to develop an inventory of drug-free summer activities, then youth will be more informed about what is available in the community. If youth know what is available, then they will be more likely to participate in these programs. If youth participate in alternative activities, then they will be more likely to develop friendships with non-using peers, and then be less likely to use ATOD themselves.

Note that even in this very simple series of if-then statements there are a number of assumptions about the problem to be addressed, how the program will work and what it can achieve.

For example, it assumes that:

- * youth currently don't know about many available activities;
- * the collaborative will have the necessary time, money, and expertise to develop the

resource inventory;

- * once the resource inventory is developed, people will use it, particularly the identified target group;

- * knowing about the activities will lead youth to actually use the activities, and

- * the activities will support development of new, positive peer relationships.

When developing your map or logic model, think about the underlying assumptions. Are they realistic and sound? What evidence do you have to support your assumptions?

E. What immediate changes are expected for individuals, organizations or communities? (short-term outcomes)

Short-term outcomes are the immediate program effects that you expect to achieve. For example, a life skills training program is expected to show an increase in students' problem solving skills when the program is completed.

F. What changes would the program ultimately like to create? (the long-term impacts)

Long-term impacts, on the other hand, are the long-term or ultimate effects from the program. Let's follow our life skills training program example one step further. We attempt to increase students' problem-solving skills, the immediate outcomes, because we believe that these increases skills will ultimately help to prevent or reduce student drug use, the long term impact. However, research shows us that many factors (e.g. knowledge, skills, attitudes, behavior, policy) must change and much time must pass before we can detect any changes in the ultimate impact on drug use.

2. United Way/University of Wisconsin-Extension (UWEX)

It contains six components with Inputs-Outputs-Outcomes being central to the model:

A. SITUATION

The context and need that gives rise to a program or initiative; logic models are built in response to an existing situation.

B. INPUTS

The resources, contributions and investments that are made in response to the situation. Inputs lead to outputs.

C. OUTPUTS

The activities, products, methods, services that reach people and users. Outputs lead to outcomes.

D. OUTCOMES (initial, intermediate, longer-term)

The results and benefits for individuals, groups, agencies, communities and/or systems.

E. ENVIRONMENT

The surrounding environment in which the program exists and which influences the implementation and success of the initiative, including politics, climate, socio-economic actors, market forces, etc.

F. ASSUMPTIONS

The beliefs we have about the program, the participants and the way we expect the program to operate; the principles that guide our work. Faulty assumptions may be the reason we don't achieve the expected outcomes.

Logic Model Resources:

Details and examples on building United Way/UWEX formatted logic models

<http://bluto.uwex.edu/ces/pdande/Evaluation/logicmodels.htm>

Connecticut Clearinghouse

<http://www.ctclearinghouse.org/lmodel.htm>

Evaluation Resources on the Web

[Annie E. Casey Foundation](#)

The Foundation offers materials on evaluation and research. Topics include: Transforming Neighborhoods into Family-supporting Environments; Evaluating Comprehensive Community Changes; and Getting Smart, Getting Real: Using Research and Evaluation Information to Improve Programs and Policies.

["New Approaches to Evaluating Community Initiatives", Volumes I and II](#)

Available from the Aspen Institute.

[Asset-Based Community Development Institute](#)

Offerings include "A Guide to Evaluating Asset-based Community Development: Lessons, Challenges and Opportunities" and "The Community Building Workbook".

[Center for the Application of Prevention Technologies \(CAPTs\)](#)

Regional CAPTs help to bridge the gap between effective research-based prevention strategies and practices through the dissemination of prevention knowledge and the application of that knowledge in the field. Search on any of the regional CAPT sites for information on evaluation.

[Center for Substance Abuse Prevention \(CSAP\)](#)

CSAP provides a list of research-based, reliable and valid measures through their Core Measures Initiative (CMI).

[Community Tool Box](#)

A computer information database and exchange network that provides "how-to" information on a broad range of topics related to community health and development.

[Empowerment Evaluation Website](#)

This website provides information and resources on conducting collaborative, participatory, and empowerment evaluations.

["A Community Substance Abuse Indicators Handbook: How do we know we're making a difference?"](#)

This guide, produced by Join Together for communities, describes indicators that community coalitions and other groups can use to describe the nature and scope of local substance abuse problems. The term "indicators" refers to information that is usually already collected by an agency or organization. The handbook includes contact information on state agencies and organizations that collect/report indicator data.

["Measuring Program Outcomes: A Practical Approach"](#)

Available at the United Way.

["Evaluation Handbook"](#)

Available at the W.K. Kellogg Foundation.

Cultural Competency for Anti-Drug Coalitions

By Eduardo Hernandez, Ph.D.

Community anti-drug coalitions have much to gain by committing to increase their cultural competence. A coalition's ability to communicate effectively within a diverse cultural environment brings new perspectives, ideas and strategies to the table and can deepen trust and cooperation with community members.

Higher levels of cultural competence can also increase respect and mutual understanding between cultures while helping to shine light on potential problems. By fostering an atmosphere of inclusion and equality, coalitions can enhance community participation and in doing so improve their sustainability.

Guiding Principles

Cultural competence is a point on a continuum with several guiding principles that enable coalitions to have positive interactions in culturally diverse environments:

- Each group has unique cultural needs. Your coalition should work to make room for several paths that lead to the same goal.
- Diversity within cultures is important. Recognize that cultural groups are complex and diverse, don't view them as a single entity.
- People have group identities and personal identities. It's important to treat people as individuals and also acknowledge their group identities.
- People are served in varying degrees by the dominant culture. Coalitions must recognize that what works well for the dominant cultural group may not work for members of other cultural groups.
- Culture is ever-present. Acknowledge culture as a predominant force in shaping behaviors, values, and institutions.

Self-Assessment

There are several organizational components that reflect an enhanced level of cultural competency. Leadership can be supportive and committed to cultural competence and the organizational mission can include diversity as an essential element. Coalition staff can reflect the diversity of the community and outreach to diverse groups encouraged. Coalition materials can use inclusive language. Coalitions can offer training on cultural diversity issues. Finally, staff and diverse community members can work together and share responsibility for addressing substance abuse problems

One of the first steps in building cultural competency is to find out how your coalition is currently functioning. The following questions can help your coalition assess its related strengths and weaknesses:

- Does your community assessment include information about the major cultural groups

in your community?

- Have members of diverse groups assisted the coalition in analyzing and interpreting your data?
- Does your coalition engage all sectors of the community in a community-wide prevention effort? Are some groups not adequately represented or “at the table?”
- Does your strategic plan address the needs of diverse groups in your community?
- Do your organizational plans incorporate cultural competence concepts?
- Have you selected a prevention program that has been tested/ replicated with populations you intend to work with?
- Does that program need to be adapted to meet the needs of diverse groups?

Interventions

After performing your coalition’s self-assessment, you may find a need to further develop its cultural competence. There are several interventions that can help:

- Increase the number of diverse persons in your coalition
- Develop an educational plan for employees, coalition members, volunteers, to improve competencies
- Identify and re-write policies, practices, and structures that limit the full participation of diverse communities
- Hold educational events that explore the history, cultural, issues, and strengths of diverse groups within your communities
- Assure that diverse voices are “at the table”
- Establish, communicate, and model how the mission, vision, goals and values of the coalition align with and are served by a diverse membership and inclusive practices.

Culturally Enhanced Coalitions

By addressing the benefits and principles of cultural competency, your coalition shows the community that it values diversity. Putting that value into action through self-assessment and interventions, your coalition celebrates and encourages the presence of ALL your community members in efforts to reduce substance abuse. Continued evaluation of competency helps maintain diverse participation, in addition to keeping the coalition apprised of cultural changes within the community.

Related Terms

Culture- The shared values, traditions, norms, customs, arts, history, folklore, and institutions of a group of people that are unified by race, ethnicity, language, nationality, or religion

Competence- Acquisition of knowledge, skills, and experience necessary for the development and implementation of services to different groups served

Cultural Sensitivity- An awareness of the nuances of one's own and other cultures

Cultural Diversity- Differences in race, ethnicity, language, nationality, or religion among various groups within a community. A community is said to be culturally diverse its residents include members of different groups.

(Adapted from the University of Kansas, Community Tool Box)

Dr. Eduardo Hernandez is the Deputy Director of Dissemination and Coalition Relations at CADCA's National Coalition Institute. You may contact him at ehernandez@cadca.org.

A Question from the Field – How Do I Start An Anti-Drug Coalition In My Community?

By Mark Yanick

Answer: Starting and maintaining a coalition is certainly not an easy task. It requires, among many things, perseverance, patience, and commitment. CADCA has identified seven steps to follow in the initial stages of coalition development to make the collaboration process less of a challenge:

Step One: First, define the problem and identify its impact on the community. Have there been recent events that have heightened awareness of the substance abuse problem in your environment? Who are directly and indirectly affected by substance abuse?

Step Two: Identify key stakeholders in the community that can help your coalition accomplish your goals.

Step Three: Schedule your first meeting at a location that is recognizable and at a time that is convenient for most to attend.

Step Four: Share perspectives. Communities are a rich blend of individuals with a wide variety of experiences and lifestyles. Allow people to share their perspectives on how substance abuse has affected their lives and what they would like to see accomplished with the coalition.

Step Five: Discuss the current reality as well as the ideal. What does substance abuse really look like in your community and how would you like to see things changed?

Step Six: Create a vision for your community. Your vision statement should always be positive, inspirational, and easily agreed upon by the majority of the community.

Step Seven: Determine the next steps. You are on your way! To sustain the momentum, make sure the purpose of the coalition is clean, clear roles within the coalition have been identified and delineated, and that key stakeholders are identified to be included in the next meeting.

Individuals or groups of concerned citizens who want to make a difference in their community regarding the incidence of substance abuse can email CADCA at training@cadca.org to obtain information and technical assistance. Strategizer 29 “Coalition Building 101: Getting Started, a CADCA publication that assists coalitions in the beginning stages of coalition development, at www.cadca.org/shopcart.

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Project TANGO

<http://www.onevoiceforvolusia.org/tango.htm>

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[Community Engagement Needs Assessment Factsheets](#)

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[Making a Difference—Needs Assessment for Building Coalitions](#)

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[Florida Youth Substance Abuse Survey 2002—Volusia County Report](#)

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[FRED, Florida Research and Economic Database](#)

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Federal, National Data Sources

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[Volusia's Priority Risk Factors: a community review of critical issues impacting children in 2003](#)

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[Tool: Community Indicator](#)

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[FloridaCHARTS.com](#)—Florida Community Health Assessment Tool Set (CHARTS)

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case study

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[Florida Safe and Drug-Free Schools Project—Research-Based Strategies](#)

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[CSAP's Prevention Pathways](#)

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[A Checklist of Key Characteristics of Effective Prevention Interventions](#)

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[ED Exemplary and Promising Programs--2001](#)

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[ATOD Programs](#)

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[Blueprints for Violence Prevention](#)

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Community Building: What Makes It Work
Amherst H. Wilder Foundation Publishing Center
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[The Chronicle of Philanthropy: The Newspaper of the Nonprofit World](#)
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SUBTOPIC: How to Manage Human Resources

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[nonprofitRISK.org – Nonprofit Risk Management Center](#)
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[Volunteer Management – Energize’s Resource for Directors of Volunteers](#)

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