

Developing a Successful and Sustainable Youth Coalition
**(An Operational, Strategic, and Marketing Plan for the Coalition for
Healthy Students in Waltham)**

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Executive Summary

Project: developing and providing a sustainable coalition model for establishing the Coalition for Healthy Students in Waltham

The focus of this paper is to provide the client organization, Waltham Partnership for Youth, Inc. (WPY), with recommendations on strategic, operational and marketing aspects of its new initiative to build a sustainable Coalition for Healthy Students.

The proposal to establish the Coalition for Healthy Students was sparked by data from the Youth Risk Behavior Survey of 2008.¹ This report revealed alarming statistics about Waltham youth struggling with depression, having suicidal thoughts, consuming alcohol, tobacco and other drugs, participating in violent behaviors including bullying, and other risk behaviors. With the leadership of the WPY and the Waltham Public Schools, Waltham-based non-profit and public organizations gathered to take responsibility for improving the environment of students so they could grow in a healthy way in safe and supporting neighborhoods, families and institutions. As a result, the Coalition for Healthy Students was formed.

Our recommendations to WPY regarding forming a successful coalition are based on analyses and reviews of academic research literature; on multiple frameworks from business operations, organizational behavior, marketing, management, and social justice; on interviews with leaders of participating organizations in the Coalition for Healthy Students, including our client, WPY executive director Marina Bartley; on the email correspondence with the Andrew Rice at Chicago Youth Employment Committee; and on useful guidance from our team consulting project advisor, Prof. Susan Curnan.

We developed three operation models with emphases for youth, parental, and teacher inclusion. We derived our conclusions on the basis of an academic literature review and analyses of results of interviews conducted with partners. We applied frameworks from multiple disciplines to the coalition building: Managing Complex Change² and Logic Model from performance management, America's Five Promises³ developed by Americas Promise Alliance, Supply Network, Relational Coordination and Total Systems from operations, Fair Process from leadership and organizational behavior, The Cycle of Socialization⁴ from social justice, and Social Marketing and Market Segmentation from marketing. All the information we gathered throughout the project showed the importance of shared decision-making, collaborative leadership, cultural competences and the inclusion of diversity.

We concluded that WPY's initiative could bring changes into the community. The establishment of a coalition could help developing and bringing comprehensive solutions to the complex issues. In order to be successful, the new initiative should be based on developing a community empowerment model by following the principles of shared decision-making and shared-leadership. The coalition should be open to community members, and especially to youth as active members.

¹ Waltham Middle School Summary Report

<http://www.walthampublicschools.org/yrb/WalthamMSSummaryAllRespondents%2020081.pdf?size=41211>

Waltham High School Summary Report

<http://www.walthampublicschools.org/yrb/WalthamHSSummaryAllRespondents%2020081.pdf?size=41211>

² Anne Adams, Chris Kingsley, and Pam Smith, Center for Youth and Communities, Heller School, Brandeis University

³ Americas Promise Alliance, <http://www.americaspromise.org/>

⁴ Bobbie Harro, 1982

Introduction

The Waltham Partnership for Youth (WPY) is a non-profit organization based in Waltham. Its mission and vision are to enhance the quality of young lives in Waltham by identifying youth needs and coordinating resources to help address those needs in order that Waltham youth have the opportunity to become productive citizens in the community and the workforce. To achieve its mission, WPY identifies unmet needs of the youth population, acts as a catalyst for new ideas, and brings together Waltham organizations to coordinate programs and services that would fill identified gaps.⁵

Some of WPY's previous collaborative initiatives include the Waltham Family School, an Even Start Family Literacy Program for youth and families learning English; Mall Mania, an innovative afterschool program for middle school youth built around Mall store themes; and WARP (Waltham Action Research Program), sociology internship for juniors and seniors working with Waltham High School students to conduct research on Waltham with the faculty of Heller School of Social Policy and Management at Brandeis University.⁶ WPY is a respected source for data regarding youth needs and issues in Waltham. The organization is a recognized leader in promoting partnership among Waltham community groups to support youth positive development and gain the support of the business and academic sectors and city community in Waltham.

For the current initiative, building a Coalition for Healthy Students, WPY lists its partners as the Waltham Public Schools, the city of Waltham, the Waltham Police Department, Wayside Youth and Family Support Network, Watch CDC, the Waltham Boys and Girls Club, Children's Hospital Boston, YMCA Waltham, Communities United (Headstart), Newton Community Service Center, the First Evangelical Lutheran Church, and St. Mary's Church.

The mission of the coalition is to work together in the community in a better integrated way to provide support and resources to youth and families around issues identified by recent Youth Risk Behavior Survey data.⁷ The coalition's goals are to improve youth mental health, to reduce youth violent behaviors, and to decrease youth use and/or abuse of Alcohol, Tobacco, and Other Drugs.

Our client identified the following central management challenge: to develop operational, strategic and marketing plans to build a successful Coalition for Healthy Students in Waltham.

Methodology

The project lasted about three month and was divided into three phases. During the first phase we conducted a theory review of academic articles on coalition building. We especially focused on coalition models that have been successful in involving youth or working with youth.⁸ We also reviewed coalitions that worked on the issues of youth health improvement,⁹ and on alcohol¹⁰ and drug

⁵ <http://www.walthampartnershipforyouth.org/>

⁶ <http://www.brandeis.edu/community-engaged/courses/fall-2008-courses.html>

⁷ Mission statement is provided by the client.

⁸ Examples: Coalition for Youth, Hampton VA. <http://www.hampton.gov/foryouth/>; The Chicago Youth Employment Committee.

⁹ <http://preventioninstitute.org/index.html>

problems.¹¹ We also participated in a WPY board meeting and a meeting of the Coalition for Healthy Students' Steering Committee. During the second phase, we reviewed frameworks from operations, marketing, social justice, and management disciplines and we drafted some initial ideas about the directions in which the coalition should go. During the last phase, we analyzed all the available data, shared our analyses with our advisor Prof. Susan Curnan, and finally, produced this paper. During all the phases we met with our client, Marina Bartley, to share our findings and get her valuable input. We also conducted interviews with six out of thirty eight members of the steering committee of the Coalition for Healthy Students. The interviews lasted approximately 45 minutes to one hour.

We interviewed representatives of the following organizations: Waltham YMCA, Waltham Public Schools, the Waltham Boys and Girls Club, Watch CDC, Middlesex Partnerships for Youth, and Wayside Youth and Family Support Network.

Results from Partner Interviews: Findings about the Coalition

We asked our interviewees about their vision for the mission of the coalition, about its structure, decision-making process and leadership, and what they thought about youth, parent, and teacher involvement in the coalition. (Interview questions-Appendix A) Interviews were conducted as a dialogue and we touched on topics of interest to our interviewees as well.

Organizational structure, Decision-making, Leadership

Five partners mentioned that it is desirable that members feel and have ownership in the coalition. They would welcome shared leadership and decision-making. Only one of the partners pointed out that the leadership and the controlling power should be focused in the hands of the core group of 3 people (including herself) because they are the stable group that would remain committed to the mission of the coalition for the long run, while other members may come and go with the changing goals and interests. Some of the partners suggested reaching consensus as a way of taking decisions rather than making the decisions through voting. In connection with shared decision-making, one of the partners pointed to the importance of networking and sharing information.

Three of the interviewed partners mentioned that communication among the partners could be improved. One of the partners pointed out the need for free and more direct communication. Another shared that the entities in Waltham do not have a good history of communication.

One of the partners suggested that there was a need to define the roles and responsibilities of the partners, and the criteria for choosing programs. Most partners mentioned that they would want to participate in the activities where they have the most to offer and that outcomes for the youth were more important compared to their own benefits and direct participation.

Questions about the sustainability of the coalition and fund-sharing also emerged. One of the partners made clear the importance of having funds coming to every organization participating in the coalition. One of the partners mentioned that the economic crisis gives an opportunity for being more creative and flexible in finding the most appropriate funding sources.

¹⁰ <http://www.mpn.ms/pdfs/BuildingSuccessfulCoalitions.pdf>

¹¹ <http://www.cadca.org/>

Most interviewees stressed that the coalition needs to be action oriented.

Most partners agreed that WPY provides a safe and stable position for the coalition. But they wanted to have more clarity about their own roles and responsibilities in the coalition.

One partner suggested that the coalition should become a permanent organization.

Youth involvement

Most of our interviewees are open to the idea and welcome youth involvement in the coalition. They were eager for youth inclusion because of the fresh and different perspective that they can bring. They felt that youth need to be next to the discussion table when problems concerning them are discussed. Partners who have been extensively working with youths shared that youths are responsible enough and aware of what they want and what they need. These partners gave their thoughts about how to actively involve youth in the coalition. A few of them suggested including them directly in the committees. One of the partners recommended having one youth per subcommittee. However each subcommittee should also have a supporting “kid adult” who would ensure his/her equal participation. Three of the partners suggested having two or three young people per subcommittee to promote their active participation and to guarantee that the voices of multiple groups are heard.

Only one partner felt strongly that youth should be passive participants. They should give information but not be included in final decision-making. She explained that even if the young person is heard, the adults’ experience and ability to give a reality check are very important for finding the most appropriate solutions to problems. The combination of youth needs and wants should be grounded in reality, something which young people may not be capable of doing.

A few partners also noticed that there has not been a good history of listening to youth.

Parent and Teacher Involvement

Most partners mentioned that coalition meeting times, held during the day hours, are inconvenient for parents, teachers and youth. One of the partners suggested including school psychologists, social workers, and nurses on the committees and subcommittees. The importance of choosing convenient times for the meetings was raised as a major issue for not so active participation on behalf of the three groups.

The Coalition Meetings

Four partners identified the need to have more result-focused meetings with a clear agenda and free discussion during the meetings which would enable them to move things forward more quickly. Two of the six interviewed partners found the meetings effective. In general, the partners expressed a clear preference to have clarity about their roles and responsibilities.

Summary

In sum, all of the partners emphasized the importance of having an action-oriented coalition. They are willing to collaborate and are open to a free discussion about the ways to help youth to improve their lives. All the partners mentioned that they want to be involved in the programs and activities of the coalition, which would best match their own organizations’ missions and objectives, which would serve their clients and which would focus on areas in which they have the most to offer. Some of them addressed the need to clarify the decision-making process. Despite the fact that youth have not been included widely in leadership and decision-making, most partners are willing to have youth actively

involved in their work. The majority is convinced that young people know better than adults what they need and how to get it. That's why they should be included as active partners in the newly-formed coalition. Some of the partners mentioned that Waltham has a highly-diverse population racially and socio-economically and that there is a need to have their representatives in the coalition. Some of the partners also pointed out that many of Waltham's NGOs are small and struggling financially.

Main hypothesis

Based on our analyses, we developed a hypothesis that a successful and sustainable coalition model could be developed in Waltham. Through the use of shared leadership, this model could empower the local community and in particular the youth to develop successful solutions to existing problems.

A history of successful relationships contributes to the success of new collaborative initiatives. We learned that Waltham non-profit organizations have developed and fostered successful relationships in the past. They are very familiar with each other's work and have developed strong relationships and partnerships to address community issues. They seek and actively participate in joint ventures to tap into each other's resources and to benefit from each other's expertise. WPY is a vivid example of such positive relationships. For example, WPY partnered with the Waltham Public Schools, Communities United, the Parent Child Home Program, and the Power Program to build the Waltham Family School.¹² WPY also built, with the Waltham Public Schools, the successful Mall-Mania program that is supported by the Waltham Family YMCA, the Waltham Recreation Department, the Waltham Boys & Girls Club, and others. WPY also helped establish and acts as fiscal agent for Healthy Waltham, which works in the Waltham Public Schools to promote healthy nutrition and wellness of students. This history of positive collaborations would serve as a benefit for the new coalition building. The partners know each other's strengths and how to use their strengths for collaboration purposes.

We assert that the Coalition of Healthy Students could bring changes into the community if it develops into an empowering model that assists the community to bring solutions from within. The coalition should be an accurate representation of the community and promote shared leadership. It promotes active participation of the community members and youth not only as passive informers, but rather as active participants in decision-making, solution-seeking, and the implementation and evaluation processes.

Applying Frameworks from Multiple Disciplines

Managing Complex Change Model and Fair Process

The goal of the Coalition for Healthy Students is to improve youth behavior outcomes in Waltham. The Coalition supports healthy youth development by reducing risk factors and promoting protective factors in families, schools, organizations, neighborhoods, and the community at large. To be successful in their efforts of making complex change, we suggest coalition leaders use the tool "Managing Complex Change."¹³ The model consists of seven key strategic elements that are crucial in order for an organization to achieve "change and continuous improvement." These seven elements are: Shared Vision, Knowledge, Skills and Abilities, Resources, Incentive, Ownership, Action Plan and

¹² http://www.partnership.walthamhighschool.org/images/annreprt_07.pdf

¹³ The Managing Complex Change Model, the Center for Youth and Communities (1996)

Evaluation. Not having any of these elements would create roadblocks and hinder progress.

The first factor is Shared Vision. Lacking a shared vision among the coalition members would cause confusion. In the case of the Coalition of Healthy Students, members have a shared vision, and they all agree on the importance of addressing risky youth behavior. Having a shared vision focuses participants' efforts on outcomes, while also facilitating communication and the development of comprehensive approaches to problems. The next step is to have more members of the community on board to develop a comprehensive, community-wide approach to the issues.

The second factor is Knowledge, Skills and Abilities. Lacking these elements would create anxiety and could lead to a botched job. However, in our case, the coalition is lucky to have many youth service agencies and multiple sectors committed to the mission. The school system, police, the justice system, mental health providers, YMCA, and the Girls and Boys club are just a few of the institutions that are already at the table to develop future plans. This diversified and highly professional group has the knowledge, skills and abilities to tackle the issues. The next step is to diversify this group and bring on board youth and community members, who could bring informal knowledge of community dynamics, and provide useful and insightful solutions to the problems.

The third factor is Resources. Lacking resources would make coalition members frustrated. In these times of economic crisis, most organizations are experiencing a lack of extra funds to develop new programs and services. But considering the importance of addressing the issues of youth well-being, these organizations could become creative in using already available assets, such as highly-skilled professionals and facilities. They could merge their activities; tap into each other's resources and expertise to develop new services, programs, and campaigns; use volunteers; or charge for some of their services and programs in order to generate revenue. The main funding also could come from federal, state and local grants. The coalition also could develop partnerships with other organizations and share their resources.

The fourth factor is Incentive. Lacking incentive would mean that if there were any change, it would be slow and gradual. Since the coalition is just building its membership base, it is important that it provide incentives to its members. The participant organizations should see the benefits for their own organization and clients in order to become engaged in the coalition. The Coalition for Healthy Students must recognize the self-interest of the partners and individuals whom they need to attract in order to obtain their effective participation. When there are no benefits for the participating organization, the coalition should provide some type of incentive, monetary or nonmonetary, such as acknowledgement and recognition.¹⁴

The fifth factor is Ownership. Lacking ownership would create apathy or resentment. The participating organizations should feel ownership in the coalition. Ownership builds commitment. One way to achieve this is to involve the participating organizations in the early stage of the planning and decision-making process.¹⁵ The process should be transparent: plans should be made collectively,

¹⁴ Bailis, L., Coordination, Collaboration and Linkages, Paper No 6 from Dilemmas in Youth Employment Programming: Findings from the Youth Research and Technical Assistance Project, Volumes I and II, Research and Evaluation Report Series 92-C. Brandeis University, Waltham, MA p 39 p 472

¹⁵ Lacey, R., and Kingsley, C., A guide to working partnership, Center for Human Resources, Heller School, Brandeis University, Waltham, MA 1988, p 22

agreed upon by all the key decision-makers and publicized.¹⁶ Having youth in the early planning process would encourage their buy-in and increase the program's credibility in the community.¹⁷ Making commitments in writing and in public have helped some organizations keep their promises. However, in the early stage of the coalition's life, official commitments could hinder participation. When ownership suffers among the members, they decrease their participation in meetings or delay the completion of assigned tasks. Our recommendation to the Coalition for Healthy Students is to watch for such signs and to follow up quickly if these signs appear, to learn what contributes to such problems and make the necessary adjustments. In general, if all stakeholders feel ownership in the organization, that will facilitate the implementation process.¹⁸ This process also could have a ripple effect and generate wider community participation.

To promote trust and high cooperation among members of the community and organizations, the coalition could use the Fair Process framework. The framework suggests that when people perceive that organizational processes are fair, they develop trust, cooperate, work harder to overcome challenges, and are willing to offer innovative solutions to problems. The results of having a "fair process" are much higher compared to situations when it is absent. The Fair Process framework has five elements: Engagement, Exploration, Explanation, Expectation, and Evaluation. In a fair process, all relevant parties are engaged in discussion that promotes and allows for challenging and disagreeing with each other's views. All alternatives are considered and fully examined. The rationale for decision-making is clear and understood by all those affected. Roles and responsibilities are clearly defined and assigned. The evaluation looks at both decision-making and interpersonal processes to understand the reasons behind outcomes.¹⁹ High levels of cooperation from local citizens and organizations would generate innovative ideas and enable the coalition to achieve its objectives. The fair process is important during all the phases of the coalition. Starting from the planning phase and the initial stage of existence, the fair process creates an environment for building a shared vision, developing decision-making capacity among partners, and fostering their commitment to the coalition's goals. During the active phase of program implementation, the fair process provides the opportunity for exploring more innovative and effective solutions to youth problems. It helps to establish clear responsibilities, roles, and goals. In the evaluation phase, the fair process provides a basis of improvement for the offered programs.

The sixth key factor is the Action Plan. Lacking an action plan could lead to a false start and to the short-term efforts. In order to incorporate the Action Plan piece, the organization should develop clear goals, define specific benchmarks for each of the defined goals, and assign each goal to a specific subcommittee. Having an action plan guides organizations to work toward their goals. Since most interviewees pointed out that they are eager for more clarity on their roles and responsibilities, the Coalition for Healthy Students should encourage dialogue to plan for action.

The seventh and last factor is Evaluation. Without evaluation there would be no improvement. An evaluation method should be developed at an early stage of coalition life. The evaluating criteria should measure the right (relevant) things, be simple and easily understood.²⁰ It should be used as a learning opportunity and a tool for improvement. Evaluation should become an integral part of the

¹⁶ Lacey, R., and Kingsley, C., A guide to working partnership, Center for Human Resources, Brandeis University, Waltham, MA p 30

¹⁷ http://www.coalitioninstitute.org/SPF_Elements/Planning/PlanningPrimer-01-2007.pdf p 8

¹⁸ Evaluating Community Collaborations: A Research Synthesis, The Lewin Group, p 13

¹⁹ Leadership and Organizational Behavior class, <http://hbr.harvardbusiness.org/2003/01/fair-process/ib>

²⁰ Kingsley, C., Lacey, R., A Guide to Working Partnership, Heller School, Brandeis University, 1988 p 34

organization and an ongoing process within it. It keeps dialogue open for feedback and learning. It promotes improvement. The coalition needs to be ready to respond to a changing environment, the shifting priorities of coalition members, and new conditions in the internal or external environment. Evaluation would help to address these issues.

There are different approaches to evaluation. For example, participatory evaluation is open for all stakeholders, including recipients or participants in programs and services. The model is empowering since it gives ownership to many stakeholders. Its goal is to have more relevant and useful data for future actions. Another approach is to utilize theory-based evaluation. It is based on the Theory of Change and the Logic Model.

Theory of Change and Logic Model

The Theory of Change is a roadmap for the organization.²¹ It describes the issues at hand, whom they affect, what the objectives and goals of the organization to address the problem are, what strategies it uses to meet these objectives, and what impact these actions should have. The Theory of Change shows how all these elements are connected and demonstrates the relationship between the processes, activities and outcomes. The Logic Model is a visual demonstration of the above process. The Logic Model gives a clear picture of what strategies lead to what outcomes. The Logic Model should be flexible and updated as the organization learns about what works and what does not during the implementation process.²²

The Kellogg Foundation has proposed three main types of Logic Model: Theory, Outcome, and Activities Logic Models. These logic models emphasize different assumptions behind the processes of an initiative. The Theory Logic Model underlines general assumptions, but does not give details about the relationship between activities and outcomes. The Outcome Logic Model takes into account necessary resources, emphasizes long-term outcomes, and develops strategies to be used to achieve them. The Activity-Based Logic Model is very detailed and links specific activities with specific outcomes. It is possible to use elements of each of these models to create one new model. At the first stage, using the Outcome Logic Model is preferred over the Activities Model to avoid differences among members.

We designed an Outcome logic model (Appendix B) based on the model provided by the Kellogg Foundation,²³ which describes what we know about for whom the programs or services are developed (For Whom), why should these programs/services/strategies work (Assumptions), how they should work (Process), what the outcome would be (Outcome), and what the impact would be (Impact). WPY, Waltham school administration, police and other members of the city have recognized the need for actions to address youth risk behaviors, such as ATOD consumption, violence, and associated mental health issues. As a result, they came together to create the Coalition for Healthy Students. With the leadership of the WPY, an initiative (Safe Schools Healthy Students) is underway to secure funding to support Coalition work, including a detailed needs assessment to decide what the main risk factors are and what strategies should be utilized to best address those factors. One assumption is that community problems need to be overcome by solutions developed within and by the community itself. Another assumption is that the coalition should provide integrated services that fill program gaps in the community. The programs should be easily accessible to the youth. In order to have a stronger influence on youth and their behavior, youth themselves should be more actively included in the

²¹ Evaluating Community Collaborations: A Research Synthesis, The Lewin Group, 2000, p 3

²² W.K. Kellogg Foundation Evaluation Handbook, 2004, p 43

²³ W.K. Kellogg Foundation Evaluation Handbook, 2004, p 11, 38

coalition's work.

Environmental factors influence youth development and choices they make. Thus there is a need to influence and change the environment.²⁴ For example, increased awareness among family members about the negative effects of providing alcohol at parties that youth attend could lead to increased parental monitoring. Employing "environmental change" strategy would lead to long-term solutions.²⁵ To achieve their objectives, coalition members would tap into each other's expertise and the community's resources to provide services and programs, and to influence policy change in their sector. The coalition would employ evaluation techniques to monitor its progress toward achieving outcomes such as decreased levels of bullying and ATOD consumption, and improved mental health.

Evaluations based on the logic model look at whether outcomes have been met, what impact if any they have had, and whether the utilized strategies were successful. It also sets what needs to be done next. So, it emphasizes the importance of end results for programs and services, and ensures that correct strategies and relevant activities are set to achieve the goals. Evaluators and organizations should set interim attainable goals to assess the progress of implemented programs/services and test assumptions behind the utilized strategies.

The logic model also shows the overall impact of the coalition's work on both program and policy level. On program level it affects and results in improved health and behavior outcomes for the youth population in Waltham, and on policy level it affects and changes policy on all three levels – local, school and family.

The Coalition for Healthy Students could benefit from utilizing these management tools to guarantee that youth and the wider community would participate in coalition efforts to create change and that they are collectively ready to address community needs.

Cycle of Socialization

In our logic model we explained that research shows that environmental factors affect youth behavior. These factors could be grouped into risk and positive factors. For example, availability of alcohol and drugs to youth contributes to the risk factors, while availability of a caring and attentive parent reduces risk factors and provides positive ones. We look at two frameworks – Bobbie Harro's Cycle of Socialization from social justice and America's Five Promises that was identified based on a nationwide survey – to gain more insights about these factors.

Bobbie Harro's framework of Cycle of Socialization brings a valuable insight into how stereotypes and institutionalized unjust treatments create and contribute to risk factors. The Cycle of Socialization shows how the stereotypes and perceptions about belonging and identity are formed early on in people's lives and then reinforced through institutions such as schools, churches and the social justice system. These stereotypes, if not challenged, are reinforced and become norms. It develops into a self-perpetuating cycle. We could look at youth risk behavior from the angle of this framework. Youth form perceptions about themselves through their experiences. They learn about and explore their individual and group identities through the people with whom they interact and the messages they get

²⁴ Building Successful Coalitions to Address Underage Drinking, p 4
<http://www.rwjf.org/files/publications/other/BuildingSuccessfulCoalitions.pdf>

²⁵ Building Successful Coalitions to Address Underage Drinking, p 6
<http://www.rwjf.org/files/publications/other/BuildingSuccessfulCoalitions.pdf>

from their environment, which has a tremendous influence on how they feel and act. WPY and its partners have a great position to challenge stereotypes and discrimination, address existing risk factors not only in the community, but also within their own institutions, and break the negative cycle of socialization. They can act as a catalyst for real change. Harro advocates breaking the unjust cycle of socialization by building a coalition among different and similar groups, so no one is alone in this journey of the fight for justice. We suggest that the Coalition for Healthy Students not only promote justice for young people, but include young people in their journey to break stereotypes to strive for permanent positive change.

America's Five Promises

America's Five Promises gives valuable insight and knowledge on positive factors for youth healthy development. It shows the importance of involving youth in the coalition's work. This knowledge could guide the coalition to build successful practices.

America's Promise Alliance, based on the nation-wide survey *Every Child, Every Promise: Turning Failure Into Action*, identified five resources that young people need in order to achieve success in life.²⁶ These resources are Caring Adults, Safe Places, A Healthy Start, Effective Education, and Opportunity to Help Others. Having Caring Adults in the family, school or community is very important for youth development. Nationally, more than 40% of youth reported that they would like to have more caring adults in their lives to whom they could turn for help. Youth need to have A Healthy Start to learn and develop healthy habits, Safe Places to live, study and work, and to get Effective Education in order to develop skills and abilities for future professional success. Opportunity to Help Others refers to the young people's need to make a difference in their families, schools and communities. Making a difference for youth comes from having a caring adult model, awareness about the needs of others, taking responsibility to contribute to the larger community and having an opportunity for volunteering, leadership and service. Nationally, 94% of the youth shared that they want to help make the world a better place.

As we see from America's Five Promises, young people would like to be involved in the activities that they think are worthwhile and make a positive change. They would like to work next to adults and learn from them skills that would be valuable in their future. The Coalition for Healthy Students should take this knowledge and give the youth the opportunity to work, learn and live in a safe environment. The coalition should give them the opportunity to get involved in the community and make real changes.

Importance of Youth Inclusion

During our interviews, the majority of partners agreed about the importance of youth inclusion. Even though they had not previously thought about the ways youth could be participating in the coalition, they were open to brainstorming ideas during our interviews. Here we provide a framework for youth inclusion and again underline the importance of making them full active participants in the coalition's life.

²⁶ <http://www.americaspromise.org/About-the-Alliance/Five-Promises.aspx>

The Framework for youth inclusion, *Perspectives on Youth-Adult Partnerships*,²⁷ defines four levels concerning how youth are perceived and participate in a coalition. At the first level, youth are perceived as objects passively receiving services. They are not involved in the coalition activities. At the second level, youth are perceived as recipients of services, but they are more actively engaged. At the third level, youth are viewed as resources. They have opportunities to discuss their problems and needs, which eventually may affect the services that are offered to them. At the fourth and highest level youth are active participants in the coalition's life. They play a role in decision-making and influence the choice of services.

In order to build the needed youth-adult partnership, the following steps should be taken into consideration. The first one is Awakening, which means understanding the need for youth inclusion in the coalition. The second phase is Exploration, which is the phase during which different ways of youth inclusion are explored. Current trends in the community are also taken into consideration. During these phases, there are usually training events in the community. The third phase is the Taking Action phase during which the youth are actually involved in a partnership with adults. Different leading and communication styles are explored. Additional training sessions with youth are performed. The fourth phase, which is the Sustainability phase, gives the opportunity for collaborative work between youth and adults on different projects and activities. This is the phase during which youth involvement becomes a natural part of the work. The final phase called Making change is the phase through which an evaluation of the youth-adult partnership is performed and further improvements are initiated.²⁸

The success of youth participation could have mixed results since the youth are more action-oriented than strategic. They like to be involved in project implementation. Youth seem to be effective acting as spokespeople with media and in carrying community campaigns. They can give valuable insights about their values and norms and about the realities of their lives. They could bring to light issues that are hidden from adult's eyes. They have connections with their peers and could help spread the coalition's work into the community. Knowing these characteristics about youth, the Coalition for Healthy Students could consider youth interests in the ways it involves them in its activities. It also could coach youth on active listening, leadership and communication skills. Youth should be given incentives to keep participating in the coalition.²⁹ For example, one of the partners mentioned that youth could get class credits.

The youth participation should not be only for visibility, but it should be active and involving. Youth need to be given clear roles and responsibilities.³⁰ Youth could be recruited from other youth service agencies such as Girl Scouts and Boy Scouts, the Boys & Girls Club, the YMCA, schools, churches, and local colleges. For example, Brandeis University has a student body "Waltham Group,"³¹ which works with the local community on various issues. There is a tendency to involve not only the kids who are actively involved in the community, but others who have problems and are willing to help find

²⁷ Core Principles: Youth Partnerships, Part 1: Youth-Adult Partnerships, Building Community Toolkit, Innovation Center for Community and Youth Development/Tides Center, 2001

²⁸ Core Principles: Youth Partnerships, Part 1: Youth-Adult Partnerships, Building Community Toolkit, Innovation Center for Community and Youth Development/Tides Center, 2001

²⁹ Kirshner, B., *Apprenticeship Learning in Youth Activism from Beyond Resistance! Youth Activism and Community Change*, 2006

³⁰ *Building Successful Coalitions to Address Underage Drinking*, p 21

<http://www.rwjf.org/files/publications/other/BuildingSuccessfulCoalitions.pdf>

³¹ <http://people.brandeis.edu/~walthamgroup/community.php>

solutions. Diversity among the participating youth is also important, including students from different socio-economic backgrounds, races, age groups, and levels of academic achievement. Having this kind of diversity would create a fuller picture about the issues the young people face.

Having youth as active partners, the Coalition of Healthy Students would deliver positive factors of America's five promises. Being actively involved in creating solutions, youth would develop responsibility for their actions and choices. Working next to adults would provide the young people with confidence and practical life skills, and would help them develop leadership and decision making abilities.

Operating Model

Under the operating model, first we offer general knowledge about the coalition structure, leadership and decision-making styles. Then we will provide three Advisory, Embedded and Hybrid operating models, which we developed specifically for WPY to guarantee youth and community-wide involvement in the coalition's activities.

General Overview of Coalition Structure

The structure of the coalition will evolve as the coalition develops. At the initial stage, a loosely-formed structure without "official" membership recognition is recommended, since bylaws and formal decision-making structures would create barriers for moving forward. Official membership works best with a small group, whose members have decision-making power. The simpler the coalition's design the better. The structure should promote effective usage of time and resources, and encourage focus on the relevance of activities and participation. However, as the coalition matures, the need for more formal decision-making will arise. (Appendix C) To promote a smooth transition from a loosely-held structure to a more formal one, the lead agency should continually delegate power and leadership to member organizations from the beginning stages of the coalition. The thinking about the different structural options should start right from the beginning of the organization. The coalition could start with just a few of the following structural elements, and it could evolve into a more complex form as it matures. Two examples of structural models are presented in the Appendix D.³²

Collaborative Leadership Principle

Collaborative leaders keep a diverse group focused on a common goal. They connect to influential community partners, bring them to the coalition, and use their help to build relationships with the wider community. They try to give decision-making power to the community and group, and foster leadership within the community and coalition members. They have good communication and conflict resolution skills.

Management of coalition could be learned.³³

³² http://ctb.ku.edu/en/tablecontents/sub_section_main_1092.htm

³³ Draulans, J., deMan, A., Volderda, W., Building Alliance Capability: Management Techniques for Superior Alliance Performance, LRP long range planning, p 152

Decision-Making Process

To prevent problems within the coalition, the process of decision-making should be clear from the beginning. Decisions could be made by consensus. That does not mean that everyone will agree on every issue, but that the majority agrees, and others can live with it.³⁴ However, if consensus cannot be achieved, in those cases the issue could be put on hold, or decided by voting. However, voting should be the last resort in decision-making.³⁵ The Fair Process framework and the Logic Model could be usefully applied. These tools would help to explore pros and cons with each proposed alternative and evaluate them with the focus on the end results. Knowing in advance what issues could be controversial could prepare the coalition to address them in a more effective manner. For example, one problem could arise about the division of funds. Having clearly-developed criteria for fund allocation would help prevent such conflicts from happening.

In formally-established coalitions, sometimes members of other organizations disagree with the public statement of the coalition. In this situation, when there is no consensus, it should be highlighted that not all the coalition members share the same stand.

Cultural Competency and Intelligence

Cultural competence and intelligence are very important factors in order to avoid miscommunication and conflict. Because of the diversity of the membership base that we promote for the Coalition for Healthy Students, it is most likely that there will be a mismatch among organizational and other cultures. The coalition should develop an effective educational plan for cultural competence. It should communicate how having diversity at the table helps advance the coalition's goals.³⁶

Important Roles and Committees for the Coalition Structure

- A board

No one should be all powerful. The board as a whole rather than one staff member should be in power.³⁷ The coalition should attract board members from various sectors with a wide range of expertise and connections. They should seek such characteristics as the following among the board members: expertise in change, skills in working with the media, ability to represent the community that the coalition serves, interest in advancing the coalition's goals, knowledge about advocacy and policy matters, and fundraising experience.³⁸

From the Carver Governing Model:

The board's main function is to guarantee that the organization works. The model is a set of principles that helps the board to lead the agency and to keep it accountable to the "ownership."³⁹ In other words,

³⁴ Developing Effective Coalitions: Eight Step Guide, The Prevention Institute p 18
<http://www.preventioninstitute.org/pdf/eightstep.pdf>

³⁵ From Ground Up: An Organizing Handbook for Healthy Communities, Ontario Healthy Communities Coalition, p 24-25

³⁶ Handbook for Community Anti-Drug Coalitions, CADCA, p 9

³⁷ Building Successful Coalitions to Address Underage Drinking, p 15
<http://www.rwjf.org/files/publications/other/BuildingSuccessfulCoalitions.pdf>

³⁸ Building Successful Coalitions to Address Underage Drinking, p 16

<http://www.rwjf.org/files/publications/other/BuildingSuccessfulCoalitions.pdf>

³⁹ <http://www.on.literacy.ca/themes/olc/board/PolicyGovernanceSourceDocument.pdf> p 2

the board is an “Owner-Representative and Servant-Leader.”⁴⁰ The owners of the organization are the people for whom the organization exists in the first place. The board should be their voice. The board should guarantee that the organization’s main purpose is to deliver benefits to its owners. The model requires that the board develop a relationship with its owners outside the organization, thus acting as a servant-leader. Individual board members do not have a voice. The board acts a group and has one voice. The board appoints a CEO. Even in instances when the board is chosen by a founder, the board should take the responsibility of appointing a CEO. In essence, the board has only one employee to whom it delegates to carry out the work of the organization. The CEO has clear responsibilities and work expectations.

The board gives advice, but not commands. The board has responsibility for the END results that are delivered to the coalition’s owners.

- Director

Effective directors give much of the decision making about the direction of a coalition to the board. They mainly focus their energy and expertise on the work of the coalition. Guiding the coalition requires good conflict management skills and a flexible leadership style. The director should have a community organizing background. It is recommended that a director also have a mentor.⁴¹

Turf issues could arise about the roles, responsibilities, and resources.

- Chairperson

The chairperson is a spokesperson for the coalition. He or she could act as a facilitator in the coalition.

- Facilitator

The facilitator knows the group dynamic. Leads meetings, facilitates group discussion, and helps in solving disagreements among group members.⁴²

- Steering committee

The steering committee includes the chairperson and the representative of the lead agency. It may also include subcommittee chairpersons, and other member organizations’ representatives. The committee sometimes plans meetings and makes decisions between coalition meetings. Steering committee members should be active members of a coalition. They could be selected by a group or approached by the lead agency.

- Task Force

A task force is a group that works on a broad issue such as violence, consumption of ATOD, or mental health.

⁴⁰ <http://www.carvergovernance.com/pg-np.htm>

⁴¹ Building Successful Coalitions to Address Underage Drinking, p 17

<http://www.rwjf.org/files/publications/other/BuildingSuccessfulCoalitions.pdf>

⁴² Eight Step Guide to Coalition, The Prevention Institute, p 2 <http://www.preventioninstitute.org/pdf/eightstep.pdf>

- Action committee

An action committee is formed to bring change in the sector in which it works: such as schools, business, or the justice system. For example, an action committee might attempt to decrease violence on school property.

- Support committee:

In general, support committees provide support and assistance to action committee members by recruiting volunteers and managing the relationship with the media.

- Financial sustainability committee/Grant committee

If a board does not have a lawyer or accountant to help with financial and legal matters, it is wise to create such a committee. Its functions include helping with legal and financial issues. It connects with organizations with resources. It helps the organization to meet with funders' requirements and helps to transition from the end of one grant to the next.⁴³

- Having a host agency

There should be clear agreements among this agency and the partners about their roles and expectations. The possibility of a conflict of interests is most likely to arise.

- Lead Agency

The lead agency initiates the establishment of a coalition. It takes significant operational responsibilities, such as providing staffing and resources, but does not necessarily control the coalition.

The Three Operating Models: Advisory, Embedded and Hybrid

The three proposed operating models differ from each other mainly by the ways youth, parents and school staff are included in coalition activities.

Advisory Operating Model

In the Advisory operating model (Appendix E) the youth, parents and school teachers form separate Advisory groups. They are not active participants in subcommittees. This model considers youth as recipients and source of resources rather than as partners. It gives opportunities to Advisory groups to express their ideas and concerns about programs, and about youth needs and concerns. It allows each group to develop flexible working styles and times for gathering. These groups share their results with committees and subcommittees, which incorporate them into their work process.

The role of subcommittees is to focus on one broad problem. For example, one could focus on ATOD (alcohol, tobacco, and other drugs) consumption prevention, another on mental health problems, and the third one on violence and bullying. The goal of each program subcommittee is to identify the main

⁴³ http://ctb.ku.edu/en/tablecontents/sub_section_main_1299.htm

goals for their field and to develop and provide the most appropriate programs for the youth. The subcommittees are most successful when member organizations work in their field of expertise where they can offer the best advice and practical knowledge.

The core group defines and communicates strategy. It guarantees the availability of required resources for the coalition's functions. The core of the organization consists of a steering committee, executive director, grant committee, facilitator, and spokesperson for the organization. The goal of the Steering committee is to work on the strategic planning. The coordinator/executive director makes decisions about day-to-day operations. The Grant committee's responsibilities include guaranteeing the sustainability of the coalition and diversifying and identifying its funding sources.

Embedded Operating Model

In the Embedded operating model, youth, parents and school teachers are fully and equally participating in the subcommittees. This model reflects a view of the youth as equal partners of the coalition. It promotes shared decision-making. It is empowering and promotes leadership within the community. This model requires more flexibility and cultural competency from the participants. These skills and competencies could be learned. The coalition should provide training in these areas.

The rest of the structure is maintained unchanged. (Appendix F)

Hybrid Operating Model

In the Hybrid model youth, parents and school teachers form Advisory groups as was the case in the Advisory operating model. However these groups choose leaders among themselves who would participate in the program-focused committees. In the Hybrid model, the youth is positioned between being advisory resources and being equal partners. The Hybrid model could be the transitional stage model in case the coalition decides to start with the Advisory Model and later move to more active inclusion of youth, parents and school staff on the subcommittees. (Appendix G)

Arm's Length Approach vs. Total Systems Approach

It was clear from our conversations with our interviewees that the coalition's leadership has to choose what kind of relationships it wants to establish among its members. Two main approaches are Arm's Length Bargaining and the Total Systems approach. In the Arm's Length bargaining model each partner is replaceable. They may leave the coalition at any point and their roles could be successfully replaced by another partner. In addition, competition among the partners could lead to conflicts. This approach is valuable for short-term partnerships, but could lead to lack of participation, ownership and commitment. The changes that the Coalition for Healthy Students wants to bring into the community require long-term commitments. In this case, adopting the Total Systems approach would be more appropriate. In the Total Systems model partners are considered as unique participants. The outcome depends on their level of coordination and collaboration on activities, so there is a pressure to find beneficial decisions. In the long run, these organizations develop efficiencies in their collaborative efforts.

Relational Coordination

The communication among the partners plays a role in developing trust and coordinating activities. According to this theory of Relational Coordination,⁴⁴ frequent, timely, accurate, high-quality communication with a strong emphasis on problem-solving supported by a group of partners that have shared knowledge, shared goals and mutual respect would lead to improved outcomes, quality and efficiencies. The Relational Coordination comes in place when there is strong task interdependence – both sequential and reciprocal. In the coalition context, each partner would provide programs for a very specific need and for a well-defined target group. Since all of the problems are interrelated, the overall success of the coalition would depend on how the separate programs fit with each other. The Relational Coordination model is also very important in cases when the partners used to have weak relationships with each other due to pre-existing competition or conflicts.⁴⁵

Partners of the Coalition for Healthy Students compete with each other for funding resources. At the same time they offer unique expertise, serve different demographics, and have a shared vision to create a safe and supportive environment for Waltham youth. We recommend that the Coalition for Healthy Students choose the Total Systems approach with its partners.

Marketing

The coalition's strategies, activities and objectives need to be aligned with its mission. The coalition needs to define its target market and develop appropriate strategies to successfully target them.

Market Segmentation

The Coalition for Healthy Students' primary target market is youth involved in risky behaviors. They have emotional and mental health issues, are involved in bullying and violent behavior, or consume ATOD. The secondary target market consists of the coalition's partners, youth, and members of the community which the Coalition wants to reach in order to prevent those risky behaviors from occurring. The coalition's communication strategies vary because these two segments need to be addressed in different ways. The messages should be clear and easily understood by the audience.

The youth target market requires dynamic communication through the use of existing youth informal networks. Using Information Technology, websites, and local cable TV, have a very strong affect on youth.

Communication to the secondary target market would flow through completely different channels such as online forums, online groups or email lists, which allow two-way and timely communication among the members of the coalition. This also would allow all the partners to be informed and to have an opportunity to participate in open discussion about urgent issues. Regular meetings with clear agenda are also a good communication tool among the members.

There are different stages of target market awareness. We will emphasize the following stages: pre-

⁴⁴ <http://www.jodyhoffergittell.info/content/rc.html>

⁴⁵ http://www.cpbis.gatech.edu/connect/conferences/sloan_conf2004/wed_am_s3_break_a/J%20Gittell%20Wednesday%20Morning%20Session%203%20%20Panel%20A.pdf

contemplation (when the target market is unaware of problems) and contemplation (when the target market becomes aware of the issues and needs to have information about solutions). Different strategies are used to reach the target audience at the different stages.

If the target market is in its pre-contemplation stage, the coalition's major communication goal is to raise awareness inside the community and especially among the youth about the risk factors and negative consequences of bullying and consumption of ATOD. The importance of changing this type of social behavior should be heavily emphasized. The coalition should use different media outlets to raise awareness about the issues and communicate how its programs and offerings could help address and solve them. By clearly communicating its goals and the benefits of its programs, the Coalition for Healthy Students could increase its chances for attracting and reaching a diversified source of funders.⁴⁶

After the target market becomes aware of the problems and learns about the coalition's work, they are in contemplation stage. At this point, the coalition should focus on educating the target audience about the details of the programs and their specific consequences on youths and on the community as a whole.⁴⁷

Relationship Marketing

The coalition should also explore Relationship marketing principles. Relationship marketing is achieved by giving continuous attention to the target audience members. It builds on long-term relationships.⁴⁸ For example, the coalition could promote building relationships among youth in different programs, which in turn could influence their decision to join another program offered by the coalition. Identifying and actively engaging with informal youth leaders would attract more youth to the coalition's activities. One way of doing this is to contact the youth who have already been part of some of the programs and engaging them in different ways. For example, youth who have been in one of the programs may later become active participants in a subcommittee or serve as an example for incoming youth in to the programs. A plausible way to provide relational marketing is by giving small rewards or other incentives to the youth participating in the coalition groups and subcommittees.

Social Marketing

Social marketing is another tool that the coalition could employ in order to reach the most difficult groups. These are youth who need help but who either do not realize it or are not willing to search for or receive help due to some constraints. Examples of such constraints are social pressure, unawareness about the consequences of a problem and the underestimation of its seriousness. Reaching these segments usually takes more resources and imposes higher costs compared to reaching the other segments. One way of approaching this population is using already existing networks of youth, partners, teachers and parents. Another way to reach this target is to provide a web site with sufficient information and resources. This way privacy is protected, and they can get and learn more about the issues and programs. Easily available information would be used for educating on the importance of the problems as well as for creating trust between the youths and the coalition's members.

⁴⁶ Andreasen, A., and Kotler, P., Strategic Marketing for Nonprofit Organizations, Pearson Prentice Hall, p 276

⁴⁷ Andreasen, A., and Kotler, P., Strategic Marketing for Nonprofit Organizations, Pearson Prentice Hall, p 276

⁴⁸ Andreasen, A., and Kotler, P., Strategic Marketing for Nonprofit Organizations, Pearson Prentice Hall, p 320

In general, raising social awareness about the issues would influence not only primary targets, but also would protect others from getting involved in such behaviors.

Recommendations: Next Steps

Interviewed partners stressed the importance of having an action-oriented coalition. This is not surprising because most of them are service and program providers. Based on the interview results, the partners are ready to discuss and define the goals of the coalition as well as their roles, responsibilities and contributions. They are also ready to move the coalition's planning process forward. Based on these observations and our literature review, we developed a plan for the coalition's meetings for the next 6 months until March 2010, when the government grant-application is due.

In order to gain momentum and to move the planning process forward, our suggestion is that members meet monthly with the following agenda during the fall of 2009:

Steering Committee meeting in September 2009: The members of a steering committee discuss the results of the survey, finalize their objectives as to which risk behaviors to focus on, and revisit the coalition mission statement to make it more specific.

Steering Committee meeting in October 2009: The members of steering committee meet to agree on the operating structure, finalize members' involvement in subcommittees, and define their roles and responsibilities. Another important agenda item for this meeting is to establish a Grant committee. Determine who should serve on that committee. It would be preferable to have a person having prior experience in applying for grants. This committee's responsibilities would be to help the coalition develop sustainable practices, identify various funding sources and help attain them.

Grant Committee meeting in November 2009: Grant committee meets with the purpose of starting researching and discussing various funding sources available for the coalition. The next meetings of the Grant committee would be in January and March 2010 and both of them would be with a similar agenda as the first meeting.

Subcommittees meeting in January 2010: Each subcommittee meets to discuss and set criteria for choosing the most appropriate programs for serving the needs of youth in Waltham.

Subcommittees meetings in February and March 2010: Subcommittees discuss which programs would be offered to youth, and which partners would be able to provide them.

Useful tips about how to keep the coalition active and successful is provided in appendixes H and I.

Strategic Options

Why coalition?

Three main reasons exist for establishing a coalition: 1) there is a need in the community to address problems; 2) the organization recognizes that establishing a coalition would help to achieve its goals; and 3) the funders request one.⁴⁹

In the case of Waltham, we have all of these three conditions. 1. The statistical data from the 2008 Youth Risk Behavior Survey suggests a high rate of youth risk behavior that requires an urgent

⁴⁹ Developing Effective Coalitions: Eight Step Guide, The Prevention Institute, p 9
<http://www.preventioninstitute.org/pdf/eightstep.pdf>

response. 2. WPY could advance its goals to identify youth needs and coordinate resources to help address those needs. 3. The departments of Education, Justice, and Health and Human Services, which provide funding for the Safe Schools-Healthy Students Initiative, require forming a coalition in order to apply for the grant.

Our interviewees all agreed that there is a need to address youth risk behavior in Waltham. The city's politicians, school administrators, police department, mental health and youth organizations, and many others share the concern about risky youth behavior and are supportive of the initiative. In general, service agencies professionalize in one area and focus their efforts to address problems from that one perspective. The agencies choose to do so because of lack of resources.⁵⁰ This has contributed to the development of fragmented approaches to problem-solving. However, many social problems such as the usage of ATOD and bullying are complex and require comprehensive analyses to develop effective solutions. Coalitions can overcome shortcomings of such fragmentation as they bring together different sectors to look at problems from multiple perspectives and develop a holistic approach to problem-solving. Coalitions could develop high-quality, cost-effective services. However, taking such an initiative could be risky. A large majority of coalition efforts fail.⁵¹ Success is considered as the exception.

WPY wants to explore strategic options for developing the Coalition of Healthy Students. The first option is to house it within WPY. The second is to initiate an independent coalition. The third is to develop a new branch within another existing coalition.

There are some consequences for WPY depending on the options it chooses. With the first option, if WPY decides to have the coalition as its own entity, it needs to be ready to develop very transparent decision-making and control processes since the possibility of conflicts of interests is most likely to arise among the partners for funding and resource allocation. The coalition and WPY may end up competing for the same resources. The roles, responsibilities, and expectations of each partner need to be clearly defined and agreed upon to avoid future complications. These agreements should be as specific as possible. Another factor to consider is that leading a coalition would require extra resources such as time, staff, and recruitment of members, research and fact-gathering, public relations, and fundraising. WPY needs to assess if it could commit such resources to coalition building and maintenance. It needs to assess how coalition activities would affect other aspects of the WPY's functions. The majority of interviewees felt comfortable with Marina Bartley's role as an initiator of a new coalition. They pointed out that WPY provides a stable house for the new initiative. Right now the coalition is viewed as one of the branches of WPY. If WPY decides to have the coalition under its wing the specifics of this decision and relationships with other agencies need to be spelled out clearly.

With the second option, to develop the independent coalition, WPY needs to provide some initial resources to support the coalition's operations until the initiative gets its first funding source. At that point, the coalition could spin off and develop as an independent entity with its own governing and executive body. WPY would give up its leadership to other members of the coalition.

The third option is to have the coalition merge with already existing entities. The primary focus of considering the merger needs to be on the compatibility of goals and culture between the organizations.

⁵⁰ Bailis, L., Coordination, Collaboration and Linkages, Paper No 6 from Dilemmas in Youth Employment Programming: Findings from the Youth Research and Technical Assistance Project. Volumes I and II. Research and Evaluation Report Series 92-C. Brandeis University, Waltham, MA p 453

⁵¹ Discussions with Prof. Susan Curnan, Heller School for Social Policy and Management, Brandeis University

Most interviewees mentioned that they feel that this coalition should be somehow connected with the already existing Interagency Council that brings together Waltham organizations, connects them and provides an avenue for information sharing. However, the Interagency Council's mission, goals and activities are very different from those of the Coalition of Healthy Students. Also, the Interagency Council makes connections among organizations, while the Coalition of Healthy Students should have on board both representatives from the professional community and residents of Waltham's community. The Interagency Council provides an effective informational exchange avenue for organizations, while the Coalition for Healthy Students needs to be more action-oriented. The Coalition of Healthy Students definitely should partner with this agency to share resources. However, merger would require more in-depth analysis and the willingness of both parties to move the initiative along.

Conclusion

We concluded that there is a need to have a collaborative approach to address the risky behaviors of Waltham youth. The coalition should help to develop integrated programs and services based on knowledge and expertise of participating partners and existing research. The coalition should try to have all seven key strategic elements of the Managing Complex Change model in order to achieve change, desired outcomes and maintain continuous improvement of the initiative. Implementing and guiding the coalition's work with Fair Process practices would encourage developing a shared vision among partners, would give them incentives, and would encourage their commitment, participation and engagement in the coalition's activities. It would lead to better performance and achievement of higher results. The coalition should have clear objectives, and employ appropriate and effective strategies that would lead to the achievement of desired outcomes. In order for the coalition to maintain, measure, and evaluate progress, management should set short term goals. Evaluation of the results should be used as a learning opportunity to make valuable and appropriate changes in approaches, methodologies and techniques used. Having a set methodology and programs in place that go beyond a grant period would make it easier to attract grants and local support. Effectively-done evaluations, which consider the socio-economic and political climate, assess short-term and long-term outcomes, and document the evolution of the projects, would lead to future sustainability and growth.⁵²

⁵² W.K. Kellogg Foundation Evaluation Handbook, p 20.

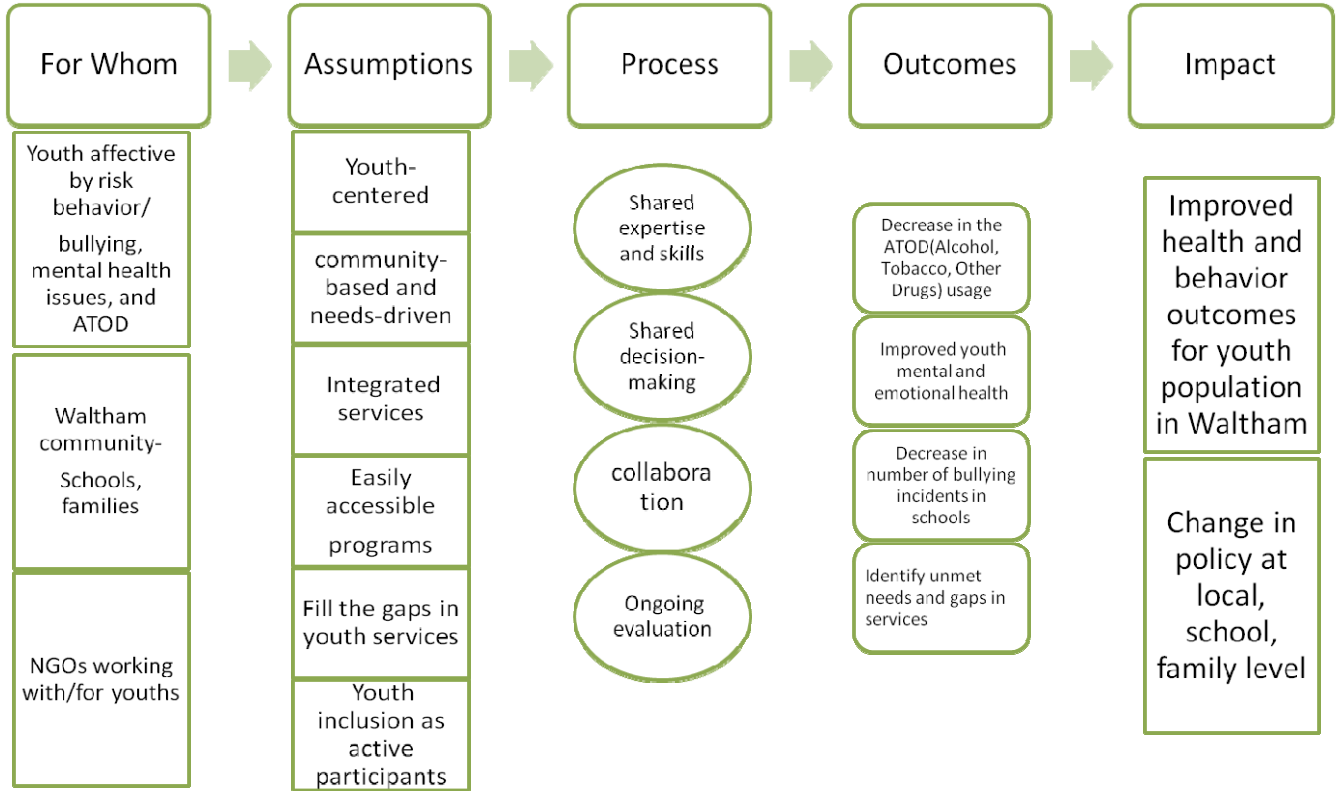
Appendix A

Interview Questions for Coalition Partners

1. How do you see the future development of the coalition? What should be improved? What should be added?
2. What do you think your organization could give to/take from the coalition?
3. How do you see the leadership of the coalition?
4. What kind of decision-making process would you prefer?
5. Do you think that youth should be more actively involved as agents of change? Why or why not?
6. If yes, how should they be involved? (As a separate group, on a subcommittee, etc.)
7. Should parents be involved?
8. In what form should the parents be involved?
9. Should the school staff be more actively involved?
10. To what degree should they be involved?
11. Should some other agency, which is currently missing from the coalition, be involved?
11. What should the main goals and outcomes for the coalition be?
12. What potential difficulties could hinder the achievement of these objectives?
13. What do you think about the coalition's meetings until this point – did they have a clear agenda, how were they facilitated, was there an open discussion?
14. Is there something else that needs to be improved about the way the meetings are organized?

Appendix B

Outcome Logic Model



Appendix C

Choosing the Structure

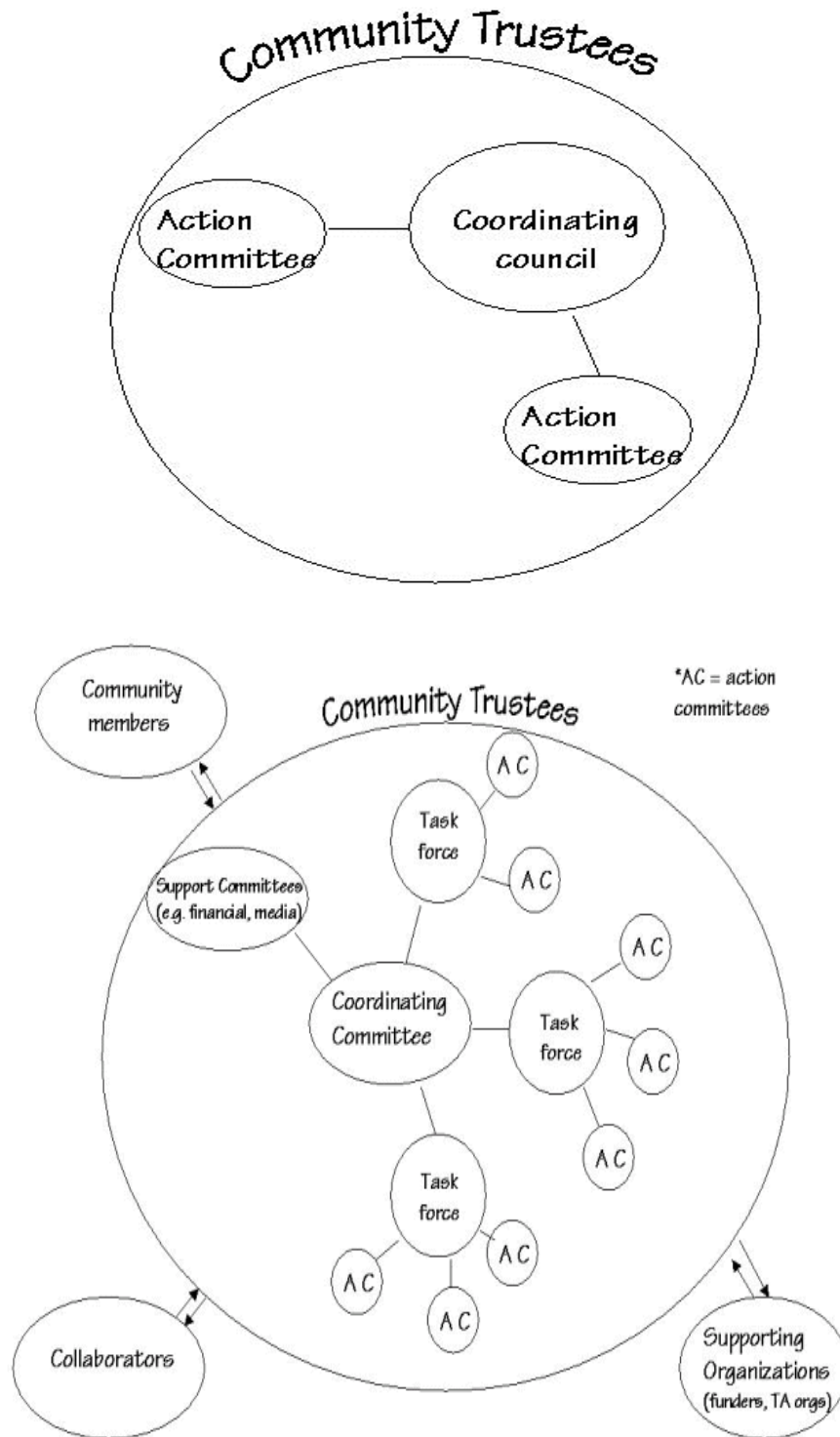
The Community Toolbox, University of Kansas

http://ctb.ku.edu/en/tablecontents/sub_section_main_1092.htm

Conditions favoring more or less formality in organizational structures		
Condition	A looser, less formal, less rule bound structure would be favored when...	A tighter, more formal, more rule-bound structure would be favored when...
Stage of organization development	The organization is just starting	The organization is in later stages of development
Prior relationships among members	Many such relationships already exist	Few such relationships already exist
Prior member experience in working together	Many such experiences have occurred	Few such experiences have occurred
Member motivation to be part of the organization	Motivation is high	Motivation is low
Number of organization tasks or issues (breadth of purpose)	There is a single task or issue	There are multiple tasks or issues
Organization size	The organization is small	The organization is large
Organization leadership	The leadership is experienced	The leadership is inexperienced
Urgency for action	There is no particular urgency to take action now	There is strong urgency to take action now

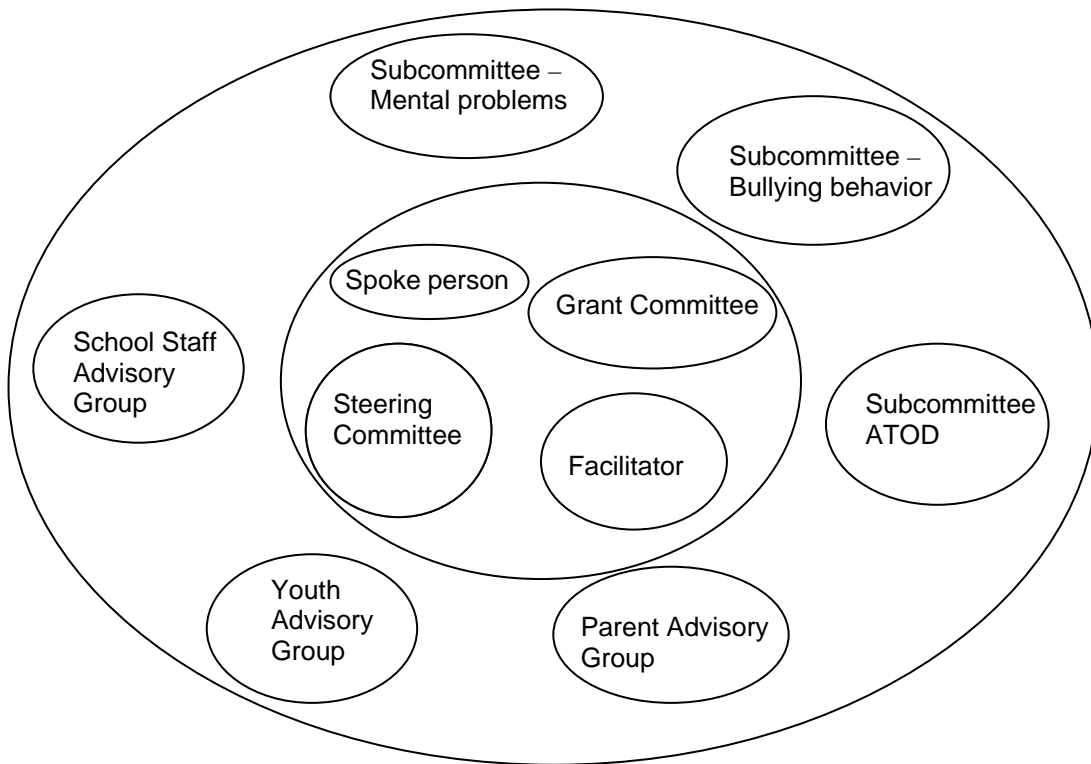
Appendix D

Structural Differences among Medium and Large Coalitions Community Toolbox, University of Kansas



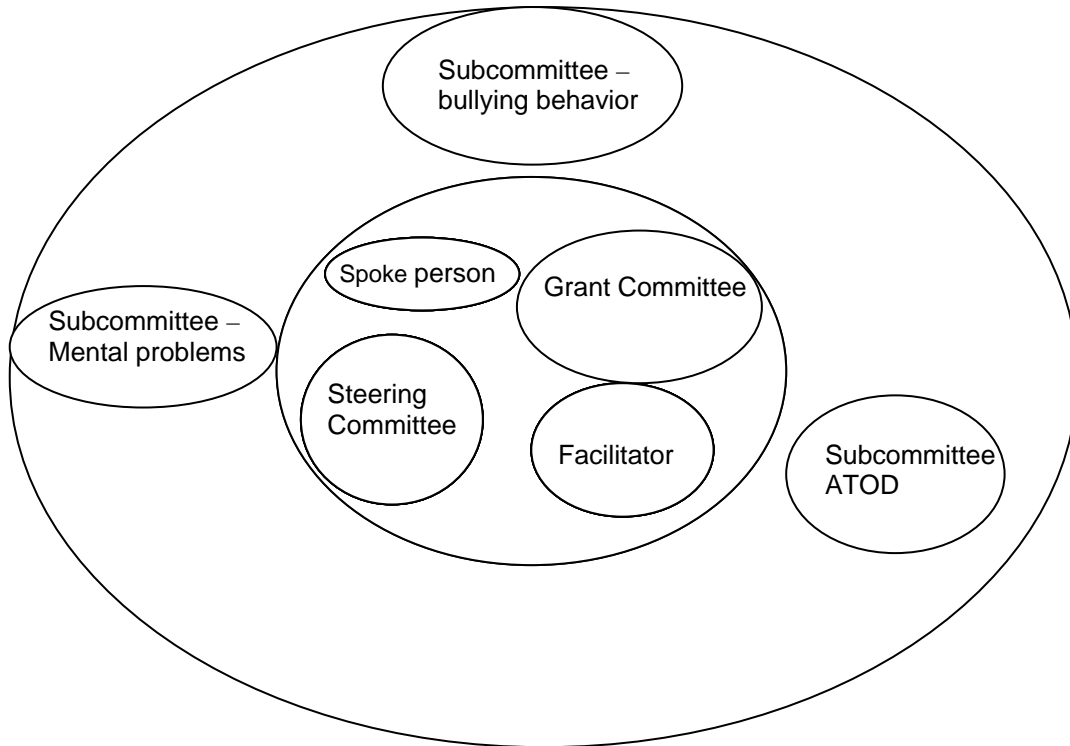
Appendix E

Advisory Operating Model



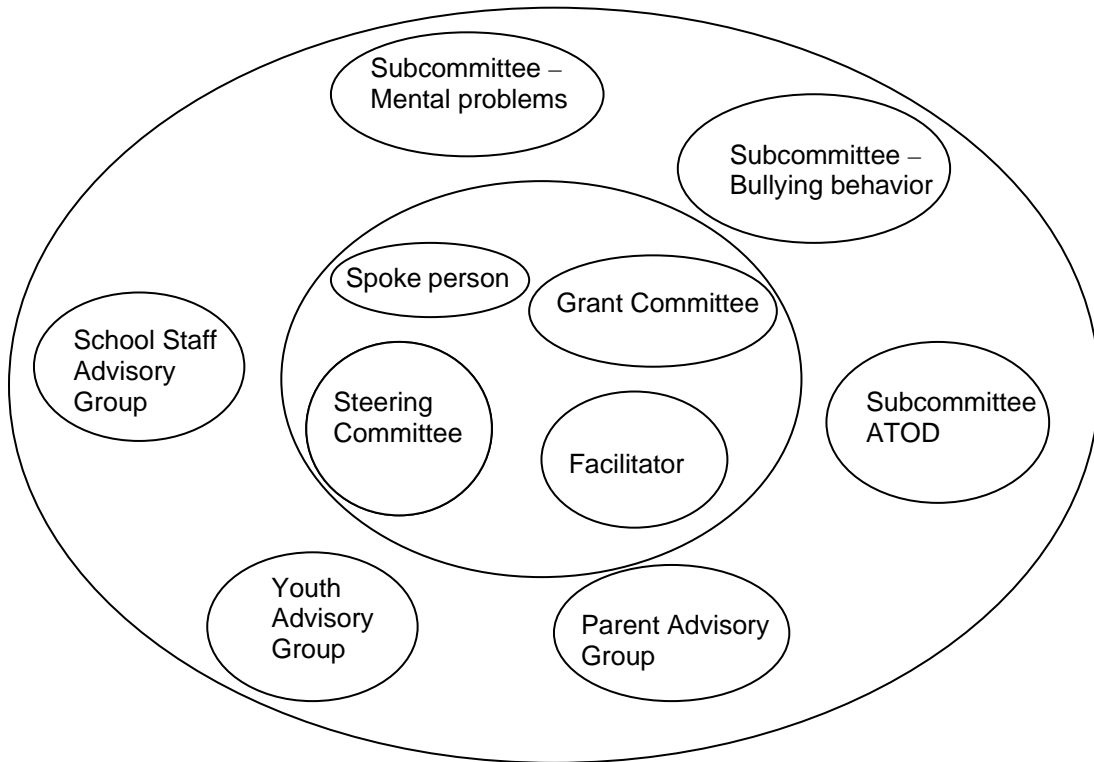
Appendix F

Embedded Operating Model



Appendix G

Hybrid Operating Model



Appendix H

Tips for Running Successful Coalitions

Having the right players at the table is crucial. The support of local government officials is very useful.⁵³ Community activists can help connect with the community at a larger level. Also identify and connect with informal and potential leaders.⁵⁴ Informal leaders engage and influence large informal networks. Engaging them is crucial for the Coalition for Healthy Students. Health care professionals, such as pediatricians, mental health practitioners and nurses,⁵⁵ could bring helpful insights to problems and suggest solutions. Insurance organizations are interested in decreasing their costs. Youth, parents and other community members affected by the problem should be involved in all stages of coalition work from assessment and planning, to implementation and evaluation. The best ideas and plans will fall flat unless solutions to the problems are culturally appropriate. The involvement of organizations should be encouraged both at the management level and the staff level. This promotes the institutionalization of the relationship, which goes beyond a specific manager's or staff person's role in the coalition. If they have to leave the organization, the institution remains connected to the coalition and committed to its goals.

Not the number of members, but rather their activity level and contributions matter for the success of coalition.⁵⁶ Encourage active membership and have passionate people.

Set Membership Parameters: The best approach is to exclude no one.⁵⁷ This could make managing a diverse group more difficult, but the cost of that is less than exclusion. Cross-sector participation is encouraged. Greater member participation impacts positively community prevention systems.⁵⁸

Location: It is recommended to select an easily accessible and neutral location, such as a local library.⁵⁹ An easily accessible location would facilitate participation of youth, working parents and the wider community in the coalition's meetings. Once in a while, to add some interest, the coalition could meet at a member organization's place.

Timing of the meetings is very important to encouraging wide participation. Selecting after school or evening hours would make it possible to attract youth and the working population.

Providing refreshments makes gatherings more informal and encourages socialization.

Frequency of meetings: Unless some urgent situation arises, the meetings should not be held more than once a month. In some cases the meetings can be held once in every two months, but in this case

⁵³ Lacey, R., and Kingsley, C., A guide to working partnership, Center for Human Resources, Heller School, Brandeis University, Waltham, MA 1988, p 19

⁵⁴ W.K. Kellogg Foundation Evaluation Handbook, p 22

⁵⁵ Interview with one of the key participants

⁵⁶ Building Successful Coalitions to Address Underage Drinking, p 10

<http://www.rwjf.org/files/publications/other/BuildingSuccessfulCoalitions.pdf>

⁵⁷ Developing Effective Coalitions: An Eight Step Guide, p 18 www.preventionInstitute.org

⁵⁸ Hays, C., Hays, S., DeVille, J., and Mulhall, P., Capacity for Effectiveness: the relationship between coalition structure and community impact, p 377

⁵⁹ Developing Effective Coalitions: An Eight Step Guide, p 16 www.preventionInstitute.org

subcommittees meet with each other more frequently.⁶⁰

Frequency of communication: bi-weekly updates by email are preferable so people are in the loop about the coalition's actions.

The length of the meetings: Time is valuable. Use the members' and board's time effectively. The meetings should be no longer than 1.5-2 hours.⁶¹ Stick with the scheduled time.

Purpose of the Meeting: Have a clear agenda. People's time is valuable.⁶²

Meeting structure: Have a clear agenda structure and be flexible to modify it at the beginning of the meeting by input of the presented party. It is preferable that the agenda be distributed among the members. This is general information about the topics and times allotted to each section. Start the meeting with agenda modification, review of previous minutes, and introduction of the points of the discussion. Conclude with a summary of the day's meeting, setting up the next meeting date, and listing the points for the next meeting.⁶³

Sometimes, discussion topics on an agenda require a different approach. The facilitator and the leading agency need to decide in advance what process to use to address the issues.

Be ready to alter agenda. Have necessary tools ready such as a flip chart.

⁶⁰ Developing Effective Coalitions: Eight Step Guide, The Prevention Institute, p 19 www.preventioninstitute.org

⁶¹ Developing Effective Coalitions: Eight Step Guide, The Prevention Institute, p 17 www.preventioninstitute.org

⁶² From Ground Up: An Organizing Handbook for Healthy Communities, Ontario Healthy Communities Coalition, p 12

⁶³ Developing Effective Coalitions: Eight Step Guide, The Prevention Institute, p 19 www.preventioninstitute.org

Appendix I

Recommendations for the Facilitator

The following recommendations are adopted from the Prevention Institute handbook: *Developing Effective Coalitions: Eight Step Guide*

Keep the coalition active:

- Develop a common vocabulary.
- Have the coalition open to new members, so they can bring new and fresh perspectives.
- Celebrate achievements, because this gives a way to show appreciation for the work done by the partners and is a good way to encourage future successes.
- Learn about the reasons members are not coming to meetings. There could be a potential problem that needs to be addressed.
- Find time to sit down with members regularly to learn where they are and what is going to happen.

The following recommendations are adopted from the Ontario Healthy Communities Coalition handbook: *From the Ground Up: An Organizing Handbook for Healthy Communities*

- Be flexible on meetings: do conference calls, make meetings on specific issues and share them with others via the internet or other forms.
- Different meeting styles are used to address different issues. An informal structure and the Directive Leadership style are used to promote new ideas. That combination works when commitment is high and potential for conflict is low. A formal structure and the Directive Leadership style are used when addressing issues that could generate high conflict.
- Be neutral and ensure that issues are examined thoroughly. Encourage collaborative solutions to problems.