Promoting Adolescent Sexual Health and Preventing Teen Pregnancy:

Mobilizing Your Community for Action

A TOOLKIT AND FACILITATOR'S MANUAL

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From 2010 - 2016, Advocates for Youth, through two consecutive cooperative agreements with CDC (2010–2015) and the U.S. Office of Adolescent Health (2014–2016), helped 13 communities across the country design, implement, and evaluate community-wide teen pregnancy prevention strategies by providing resources, training, and technical support to build their capacity to engage and mobilize key stakeholders, including young people.

This guide provides lessons learned, key strategies, and select resources from these community-wide projects. It is organized as a toolkit for OAH teen pregnancy prevention grantees and other program planners who wish to engage their communities in teen pregnancy prevention and adolescent health efforts, and as such includes lesson plans for specific training exercises and facilitated discussions.

The toolkit also includes basic instructions on facilitating group activities for those program planners who don't have any direct training experience. The toolkit is adapted, in part, from Communities Responding to the Challenge of Teen Pregnancy Prevention, a five-volume planning guide developed in 1998 by Advocates for Youth in collaboration with Dr. Claire Brindis, Director of the Philip R. Lee Institute for Health Policy Studies (IHPS) at University of California San Francisco. Advocates for Youth is deeply grateful to Dr. Brindis for contributing her wisdom and insight about the importance of community mobilization and youth engagement in adolescent health promotion and teen pregnancy prevention. Her strategic recommendations are as relevant today as they were almost 20 years ago.

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A Toolkit and Facilitator's Manual

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INTRODUCTION

Over the last 20 years, the rates of adolescent pregnancy, birth, and abortion have declined significantly among youth of all ages, races, ethnicities, and religious backgrounds in the United States. More teens are delaying sexual behavior than did a few decades ago. Teens are using condoms and contraceptives more consistently and effectively. We know more about "what works" to prevent unintended pregnancy. Despite these declines, however, rates of unintended pregnancy remain persistently high among youth in urban and rural communities with high rates of poverty, unemployment, violence, and health disparities. Moreover, some specific populations of youth remain at disproportionate risk, including homeless youth, youth with drug dependency issues, young parents, LGBT teens, and teens in foster care and juvenile services, among others.

We know that evidence-based sexuality education; confidential, accessible, and affordable contraceptive services; strong linkages between health, education, and social services; and long-term investments in youth development can all contribute to a reduction in sexual risk-taking behavior. Although a growing evidence-base demonstrates the value of innovative prevention programs, especially for teens at disproportionate risk, program planners and youth serving providers acknowledge that many of today's strategies are too limited (e.g. a one-shot, 10-week sexuality education curricula), too late (after teens have already initiated sexual activity), and too broad (e.g. a public education campaign that targets all teens in a community without tailoring or adapting to specific sub-populations).

We also know that there are no magic solutions in teen pregnancy prevention; no single approach demonstrates a clear, consistent, and long-term impact on sexual activity, contraceptive use, or pregnancy and birth rates for all teens. Increasingly, we recognize the value of multiple, tailored, mutually reinforcing, and longer-term strategies. Community mobilization strategies offer an approach to multi-layered interventions, and that's what this planning guide is about.

UNDERSTANDING COMMUNITY MOBILIZATION

Community mobilization efforts are sometimes referred to as "community partnerships," "collaborative partnerships," "community involvement," "community collaborations," or "coalition building." Though some of these terms refer to specific structures, all of them share an underlying goal of engaging a wide range of community members to create and implement solutions to problems that affect the entire community.

The CDC defines **community mobilization** as:

> *"Engaging all sectors of the population in a communitywide effort to address teen pregnancy prevention. Community mobilization supports the sustainability of teen pregnancy prevention efforts by empowering community members and groups to take action to facilitate change. This includes mobilizing necessary resources, disseminating information, generating support, and fostering cooperation across public and private sectors in the community."* [1]

Successful community mobilization efforts are valuable for a variety of reasons. They:

- Infuse new problem-solving energy into a community, which helps overcome denial and apathy, and fosters both buy-in and support;
- Engage community members who were not previously working on the issue;
- Increase resources and collaboration in a community while limiting competition and redundancy of services;
- Address the needs of youth at disproportionate risk in a more comprehensive manner,

ensuring that they receive sufficient dosage and intensity of programming throughout their teen years to help them make conscious, intentional decisions about starting a family;

- Focus on social and structural changes, not simply individual changes. (Social changes may include increased public will, greater community leadership capacity, increased and high quality community participation, and supportive social norms. Structural changes may include policy and practice changes and greater coordination of services.);

- Provide meaningful and productive opportunities for youth engagement;

- Provide opportunities to coordinate professional development and training for teachers, health care providers, and youth-serving professionals so that they, in turn, can work more effectively with at-risk populations;

- Engage families, businesses, the media, faith communities, and other non-traditional stakeholders in adolescent health programming; and

- Engage local funders and policy makers to fund innovative programming and increase or redirect public and private funding to support the needs of at-risk youth.

THEORETICAL MODELS OF COMMUNITY MOBILIZATION

Since 2010, Advocates for Youth, through two consecutive cooperative agreements with the CDC (2010–2015) and the U.S. Office of Adolescent Health (2014–2016), has helped 13 communities across the country design, implement, and evaluate community-wide teen pregnancy prevention strategies by providing resources, training, and technical support that build their capacity to engage and mobilize key stakeholders, including young people.

As a result of these two projects, Advocates has learned a great deal about mobilizing communities to promote and sustain adolescent health efforts, and has created a model of community mobilization that relies on identifying a lead organization and pulling together teams of community members—a Community Leadership Team (to guide the effort), Community Action Teams (to address specific issues, venues, and populations), and a Youth Leadership Team (to engage young people as activists and peer educators).

The model is based on the premise that implementation of evidence-based programs and services will be most effective when the ***entire community is mobilized*** and when a wide range of stakeholders, including young people, residents, and community leaders, take ownership for program outcomes and activities. It draws from two theories of community engagement—the Community Pathways Model and the Collective Impact Approach.

- The ***Community Pathways Model*** proposes that shifts in social and community norms and structural changes governing the way that health, education, and social services are delivered to youth are equally important as individual behavioral interventions. This model notes that without changes in social norms, broad community support, and structural changes in programs and policies, including an explicit emphasis on addressing health disparities among specific populations of youth, the sustainability of knowledge and behavior gains will be short-lived.[2]

Best Practices in Community Mobilization

TEAM FORMATION

Secure strong leadership:

- Identify lead agency and coordinator
- Establish Leadership Team
- Engage diverse members of the community
- Establish CATs and YLT

TEAM FUNCTIONING

- Establish formal structure
- Establish effective channels for communication
- Ensure authentic participation and shared decision making
- Ensure authentic roles for young people

ASSESSMENT AND PLANNING

- Develop a shared vision
- Conduct a needs assessment
- Create a strategic plan
- Create a fundraising strategy

ACTION

- Choose and implement mutually reinforcing strategies
- Educate the community
- Create a sustainability plan

EVALUATION

- Conduct process and outcome evaluation
- Evaluate CM effort separately

Lead Agency Inputs

RESOURCES

- Conduct individual outreach and relationship building
- Conduct regular facilitated meetings
- Provide networking opportunities (webinars, national meetings, conferences)

Short Term Outcomes

TEAM CREATION CLT, CATS, AND YLT ARE ESTABLISHED WITH:

- Diverse members
- Broad community representation
- Key decision-makers

TEAM FUNCTIONING CLT, CATS, AND YLT:

1) Are high-functioning (authentic participation; shared decision-making; effective communication)
2) Have effective organizational structures in place (commitment letters; clear responsibilities, policies and procedures for YLT.

ASSESSMENT AND PLANNING

- Shared vision and values are in place
- Needs and resources identified
- Strategic plan developed

ACTION

- Mutually reinforcing strategies are conducted (EBIs, linkages between education, health services, and social services, social media)

Intermediate Outcomes

The Community has greater capacity to address TPP through:

- Increased political will
- Broad community support
- Favorable social norms
- Increased service coordination
- Expanded funding
- Improved data collection and reporting

- Increases in knowledge about sexual health and TPP
- Shifts in attitudes and intentions about unprotected sex
- Greater access to health, education and social services, including family planning services
- Increased youth development support (job training, tutoring, mentoring)

Long-Term Outcomes

- Increases in knowledge
- Shifts in attitudes and intentions
- Delayed sexual initiation
- Use of effective methods of contraceptives:

-Increased condom use
-Increased LARC methods
-Increased use of emergency contraception

- Fewer sexual partners

Resulting in decreased unintended teen pregnancy, births and abortion rates

ACRONYM KEY

CM: Community Mobilization
CAT: Community Action Team
CLT: Community Leadership Team
YLT: Youth Leadership Team
TPP: Teen Pregnancy Prevention

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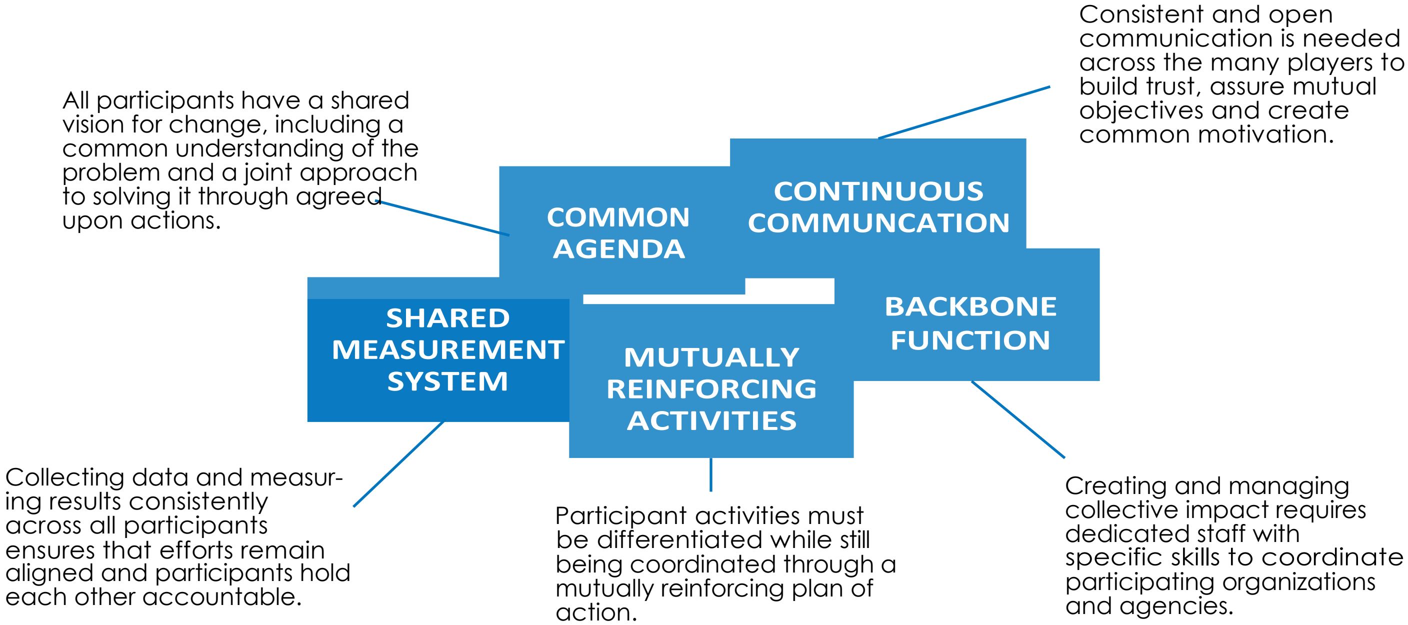
The ultimate promise of a Collective Impact process is broad community support in the form of more favorable attitudes, greater resource commitment, institutionalization of programs and services, and a clear movement toward culture change.



From: Hanleybrown, F, Kania J, Kramer M. Channeling change: making collective impact work. Stanford Social Innovation Review (website) (January 26, 2012.

In addition to examining various theoretical frameworks, Advocates for Youth also conducted an extensive review of the literature to explore a range of key questions, including: What factors support effective community mobilization? What are best practices in forming and sustaining community coalitions and community collaborations? What does the research say about what "works" (or doesn't work) in mobilizing key stakeholders to engage in community-wide initiatives? What is the role of effective or ineffective leadership? What strategies will ensure that community leaders and community residents remain engaged and active?

Advocates for Youth examined recent research on organizational capacity, leadership development, collaborative partnerships, constituent participation in decision making, coalition-building, and evaluation of collaborative efforts, among other topics. Included literature examined community-wide prevention efforts in the teen pregnancy prevention field as well as in other public health fields.

Drawing on this literature review, the two theoretical models described above, and experience from the field, Advocates for Youth identified 14 best practices for building a successful community mobilization effort. These best practices serve as the framework for this toolkit and facilitator's manual, and are summarized in a user-friendly assessment tool, found in the Appendix. This toolkit organizes the best practices into five sections that take program planner through a basic step-by-step guide for starting a new community mobilization project.

BEST PRACTICES FOR COMMUNITY MOBILIZATION

TEAM CREATION:

- Best Practice #1: Establish effective organizational structure and strong leadership
- Best Practice #2: Engage diverse organizations, community leaders, and residents

TEAM FUNCTIONING

- Best Practice #3: Establish effective channels for internal communication
- Best Practice #4: Ensure authentic participation and shared decision making
- Best Practice #5: Ensure meaningful and productive roles for young people

ASSESSMENT AND PLANNING

- Best Practice #6: Develop a shared vision
- Best Practice #7: Conduct a needs and assets assessment
- Best Practice #8: Create a strategic plan with mutually reinforcing strategies
- Best Practice #9: Create a fundraising strategy

TEAM ACTION

- Best Practice #10: Create community action teams to guide implementation
- Best Practice #11: Develop formal partnerships and linkages
- Best Practice #12: Develop a public education campaign

SUSTAINABILITY AND EVALUATION

- Best Practice #13: Create a sustainability strategy
- Best Practice #14: Evaluate your community mobilization efforts

USING THIS TOOLKIT AND FACILITATOR'S MANUAL

This guide is designed to help communities decrease unintended teen pregnancy and promote adolescent health through a community mobilization approach. It is intended as a resource for program planners, facilitators, trainers, and project coordinators.

The guide is organized into chapters based on best practices that take program planners through a basic step-by-step process for starting a new community mobilization project. It covers team creation, team functioning, assessment and planning, team action and sustainability.

Each of the chapters in this manual includes instructions for facilitating planning activities with various groups of stakeholders, worksheets, handouts, Power Point presentations. Some exercises focus on the research and evidence related to a particular topic area, others offer strategies for implementing the best practices, and still others provide concrete lessons learned and case examples.

Different chapters may be best suited for different groups or audiences. For example, the first chapter includes facilitated discussions that are ideally used with an initial planning team. This small group will serve as the community catalyst by establishing an organizational infrastructure and developing a community leadership team which, in turn, will spearhead the overall mobilization effort. Other chapters include facilitated exercises that are more appropriate for community action teams, youth coordinators, youth leadership teams, or evaluation teams.

Though program planners can use this toolkit in its entirety and in the order it is presented, we understand that all agencies are different and planning processes often take on a life of their own. Therefore, the toolkit is designed so that program planners can pick and choose the activities they wish to use and the order in which they wish to conduct them.

Finally, the guide includes three appendices including supplemental evaluation resources, a facilitator's guide, and policies to guide your work with youth leaders.

CHAPTER 1

TEAM CREATION

It is well documented in the literature that leadership is one of the most important keys to success in community mobilization efforts. Leadership includes the individuals who take on the work as well as the organization or organizations that spearhead the collaborative efforts. An effective organizational infrastructure for a community-wide initiative divides the leadership functions between four bodies with distinct roles: A Lead Agency, the Community Leadership Team, Community Action Teams, and Youth Leadership Teams. In this chapter, you will learn about the various roles of community teams, how best to find members for each team, and how they can work together toward the common goal of preventing teen pregnancy and promoting adolescent health efforts in your community. The chapter is based on the following best practices:

Best Practice #1: Establish effective organizational structure and develop strong leadership

Best Practice #2: Engage diverse organizations, community leaders, and residents

Your first task will be to identify the Lead Agency. The Lead Agency is an organization in the community that will be responsible for spearheading the community mobilization effort, securing initial funding, and conducting the required organizational and administrative tasks. The Lead Agency can be a funder, a local or government agency, an existing non-profit, a non-profit created specifically to lead the community mobilization effort, or a steering committee/ advisory board consisting of senior-level leaders across multiple organizations with decision-making power.[4]

Once the Lead Agency is identified, the next step will be to pull together the Community Leadership Team (CLT). This group is vital in helping to define coalition's vision and values, develop an organizational structure, conduct a needs assessment, and gain community support. A small planning group—six to ten individuals, but no more than 15—tends to be best suited to these core tasks.

You may then choose to convene several Community Action Teams (CATs). CATs are diverse groups of change agents with deep ties to the community who can work in structured ways to engage the community and garner support for the project. CATs can be organized around a specific population (such as LGBTQ young people), a specific event (such as a planned day of action), or a subset of activities (such as engaging the community through social media). You may not know what types of action groups you will want to create until you have completed your needs assessment (see Chapter 4) but it is important to understand the general role of CATs early in the planning process. The final team is the Youth Leadership Team (YLT) which gives young people in the community an authentic role in the project, both representing and educating their peers.

Activities in this chapter will help you learn how to create an effective organizational infrastructure, assess an agency's capacity to serve as the Lead Agency, and identify the key qualities of a Program Coordinator, the staff person who will ultimately be in charge of the functioning of the community mobilization project. You will learn how to ensure broad representation on your planning teams and how to evaluate potential members, reach out them, and secure their commitment. Finally, this chapter briefly touches on the Youth Leadership Team, however, you will find much more detailed information in Chapter 2 as well as in Appendix C.

CHAPTER 1: SESSION A
Organizational infrastructure

PURPOSE: This guided discussion, to be conducted by a small planning group, will help you identify an effective organizational structure for your community mobilization effort. Importantly, you will determine what type of organizational configuration will serve as the backbone organization (for our purposes, we use the term "Lead Agency" to refer to the backbone organization). Gather a small group of trusted colleagues from your organization, colleague organizations, and other key stakeholders in the community, ideally including those with decision making authority in their organizations, to determine which organization(s) have the time, resources, expertise, and support needed to carry out all of the function of a community mobilization effort.

TIME: 2 hours	**AUDIENCE:** Initial Planning Team	**MATERIALS:** • News Print/Markers • Handout: Establishing an Effective Infrastructure

ACTIVITY A: DETERMINING THE ORGANIZATIONAL INFRASTRUCTURE

Facilitator's Instructions: Explain that the purpose of this exercise is to determine the organizational infrastructure for your community collaboration. Which organization(s) are willing and able to take the lead? What type of leadership infrastructure will work best? Remind participants that a successful community mobilization effort is a big undertaking which will require buy-in from the highest levels of leadership within your organization as well as the support of other key organizations and stakeholders in the community.

Provide the handout *Establishing an Effective Organizational Infrastructure*. Explain that research and on-the-ground experience suggests that community mobilization efforts can be especially effective when a strong organizational infrastructure is established that includes: a **Lead Agency**, a **Community Leadership Team**, several **Community Action Teams**, and a **Youth Leadership Team**. Ask discussion participants to review the handout, paying special attention to the role of the Lead Agency.

Explain that the Lead Agency drives the community mobilization effort by keeping all project partners working and moving in the same direction. The agency can be a funder, a local or government agency, an existing non-profit, a non-profit created specifically to lead the community mobilization effort, or a steering committee/advisory board consisting of senior-level leaders across multiple organizations with decision-making power.[5] Review and discuss the benefits and challenges of each of these models.

ACTIVITY B: ASSESSING ORGANIZATIONAL CAPACITY TO SERVE AS LEAD AGENCY

Facilitator's Instructions: Explain to participants that a variety of factors will influence the ability of the Lead Agency to spearhead the effort. Ask the group to reflect on the following key questions:

- Do we have buy-in from the highest levels of leadership in our organization to organize and manage a community mobilization project devoted to teen pregnancy prevention and/or adolescent health? If not, what steps could we take to secure such buy-in?
- Do we have sufficient support of key stakeholders, including colleague organizations, funders, and appropriate government officials outside our own organization? If not, who do we need to reach out to for support?
- Do we have a strong, positive image in the community, a good track record on adolescent health, and a history of community involvement?
- Do we have adequate time, resources, and expertise to spearhead the community mobilization effort? Specifically, can we take on the required tasks? If not, what additional resources will we need? Will hiring the lead coordinator be sufficient?
- Does our organization have the capacity to receive and allocate funds from both public and private sectors to support coalition activities?

Process: Answering these questions will help determine the best way to move forward. If your agency is not prepared to take on the full responsibility for the community collaboration, consider how else you might lead and organize the effort. Once the Lead Agency has been determined, your next set of questions will focus on "How and where should we begin?" The next two activities will help you get started.

ACTIVITY C: GETTING STARTED

Facilitator's Instructions: Ask the group to reflect on the following key questions:

- As the Lead Agency for this effort, how can we establish effective leadership in our community? How can we establish legitimacy?
- What specific roles and responsibilities should we take on?
- How can we best facilitate a community-inspired vision?
- How can we coordinate communication and facilitate dialogue between key stakeholders most effectively?
- What kind of needs assessment should we conduct?
- How will we mobilize and manage funding resources?
- How will we obtain buy-in from partner organizations to participate in this project?

Process: Mention to the group that each of these questions corresponds with a particular function of the Lead Agency. Although you'll need time and resources (and the wisdom of many others!) to fully answer these questions, it is important to begin exploring them at the outset of your mobilization efforts.

ACTIVITY D: HIRING THE LEAD COORDINATOR

Facilitator's Instructions: Lead a discussion about hiring a lead program coordinator. Consider the following tips during your discussion:

- Bringing on the right staff person—one who has teen pregnancy prevention and adolescent health expertise, community organizing skills, and knows your community—will make a significant difference in whether or not the community mobilization effort is successful.
- Even if your organization decides to share the Lead Agency role with another community partner, it is important to have one designated staff person who devotes all or most of their time to this effort.
- Many of the tasks associated with the Lead Agency involve scheduling, coordination, and communication. These activities can easily fall through the cracks when too many people are sharing the responsibilities.
- Experience suggests that it is better to wait until a lead coordinator is fully on board before diving into coalition-building activities.

Discuss these points and then define the key elements of a Coordinator's position. At the outset, determine what skills and capacities you are looking for in the coordinator. For example:

- Strong interpersonal skills, including abilities to listen, mediate, and lead.
- Commitment to a comprehensive and community-oriented adolescent pregnancy prevention strategy.
- Relevant work experience, an understanding of the physical and mental health needs of youth, and familiarity with other adolescent health and pregnancy prevention efforts in the community.
- Familiarity with the community and its local politics and power mechanisms as well as with the leaders of public, private, and educational agencies.
- Development and proposal writing skills, including knowing how to contact public and private funding sources, develop grant proposals, and negotiate support from state agencies.
- Enthusiasm for the project and an ability to engage others in the project.

HANDOUT

ESTABLISHING AN EFFECTIVE INFRASTRUCTURE

A key tenet of the Collective Impact Approach is that communities must have a solid leadership infrastructure to guide and lead the community change effort.

THE LEAD AGENCY

The Lead Agency serves six essential functions: providing overall strategic direction, facilitating dialogue between partners, managing data collection and analysis, handling communication, coordinating community outreach, and securing funding. Depending on the roles you assign to the lead agency, specific tasks may include:

- Hires a lead coordinator (or dedicates a current staff person to the project);
- Recruits, organizes, coordinates, and maintains three types of community groups: community leadership team, community action teams, and a youth leadership team;
- Provides overall strategic direction for the community-wide effort;
- Conducts needs assessment and planning activities;
- Builds partnerships across multiple sectors in the community;
- Manages diverse perspectives about teen pregnancy and conflicting views about prevention strategies;
- Helps implement mutually reinforcing strategies and activities in the community;
- Manages media and communications activities;
- Designs and implements the evaluation process; and
- Develops a funding base and coordinates financing strategies.

ROLE OF THE COMMUNITY LEADERSHIP TEAM

The Community Leadership Team (CLT) is made up of key stakeholders in the community who work together to envision and plan the mobilization effort. The CLT:

- Sets vision;
- Helps establish goals and objectives;
- Invites key stakeholders to participate in the partnership effort;
- Engages key community members;
- Organizes Community Action Teams and identifies chairpersons;
- Oversees the day-to-day work of the Community Action Teams;
- Monitors progress in implementing community strategies;
- Works with the lead agency and program coordinator to develop and implement an evaluation plan; and
- Works with the lead agency to expand funding base.

ROLE OF COMMUNITY ACTION TEAMS

Community Action Teams (CAT) are made up of key stakeholders in the community who take on specific tasks within the overall project or represent the interests of specific populations within the community. Successful community mobilization efforts often have several Community Action Teams. CAT members:

- Lend community voices to the creation of the vision, goals, and objectives;
- Actively participate in the design, implementation, and evaluation of the project;
- Help identify financial and other resources and obtain funding;
- Monitor progress on goals and objectives; and
- Serve as community advocates for action strategies.

ROLE OF YOUTH LEADERSHIP TEAM

The Youth Leadership Team (YLT) is made up of young people in the community who understand the unique needs of teens and serve as activists and peer educators. YLT members:

- Lend youth voices to the creation of the vision, goals, and objectives;
- Actively participate in the design, implementation, and evaluation of the project;
- Help design and carry out project activities, including conducting needs assessments, facilitating workshops and events for young people and community members, and spearheading social media campaigns; and
- Serve as ambassadors and peer educators to the young people in their community.

CHAPTER 1: SESSION B
Putting the CLT Together

PURPOSE: This session, to be conducted with a small planning group, will help you identify an effective organizational structure for your community mobilization effort. Importantly, you will determine what type of organizational configuration will serve as the backbone organization (for our purposes, we use the term "Lead Agency" to refer to the backbone organization). Gather a small group of trusted colleagues from your organization, colleague organizations, and other key stakeholders in the community, ideally including those with decision making authority in their organizations, to determine which organization(s) have the time, resources, expertise, and support needed to carry out all of the function of a community mobilization effort.		**MATERIALS:** • Handout: *Tips for Establishing Strong Community Leadership Team* • Handout: *Finding Potential Participants for the CLT* • Worksheet: *Identifying Team Members* • Worksheet: *Assessing Potential Members of the CLT* • Handout: *Sample Letter to Prospective CLT Members*
TIME: 2 hours	**AUDIENCE:** Initial Planning Group	**FORMAT:** Guided Discussion

ACTIVITY A: IDENTIFYING CLT MEMBERS

Facilitator's Instructions: Finding community members to join the Community Leadership Team often starts with a brainstorm of the organizations and individuals you and your colleagues have worked with in the past or know to be doing work in this area. Read over the handout: *Tips for Establishing Strong Leadership Teams*, then lead a discussion with your initial planning group about selecting members for a strong and effective CLT.

In the pages that follow, you'll find two handouts and a worksheet intended to help identify members of the Community Leadership Team: *Tips for Establishing Strong Leadership Team, Finding Potential Participants for the CLT,* and *Identifying Team Members*. Give planning team members a copy of these resources. Discuss the tips for establishing a CLT, and begin identifying potential team members. Note that these resources are also useful to explore potential members of the Community Action Teams and Youth Leadership Team.

ACTIVITY B: ASSESSING CLT MEMBERS

Facilitator's Instructions: Once you have a list of potential team members, you can evaluate them both as individuals and as a team. Give each participant copies of the worksheet, *Assessing Potential Members of the CLT*, for each of the potential members identified. Asked them to fill out the chart as completely as possible for each candidate. Collect the sheets and discuss each potential candidate to determine if they would be a good addition to the CLT. If an individual candidate is not well known to participants, it may be necessary to table the discussion of certain people until after someone has a chance to meet the candidate one-on-one.

ACTIVITY C: REACHING OUT TO CLT CANDIDATES

Facilitator's Instructions: Once potential CLT members are determined, the group needs to decide how it will reach out to these individuals. Develop a plan by considering the following ideas:

- Discuss various ways to reach out to potential members. For example, decide if you'll reach out via email, phone, or through in-person meetings.
- Determine who should make the "ask." Consider asking the leadership of your organization or another key representative to make the request on behalf of the planning group. However the initial contact is made, it's helpful for the Lead Coordinator to follow up in person.
- Discuss your "approach." Consider taking potential members to lunch or coffee. During this period, you are courting and educating potential members. No need to beg or plead—remember, many people want to contribute to their community and consider it a privilege to be asked to serve on the leadership team. Use the Worksheet *Assessing Potential Members of the CLT* to keep a good record of each contact you have with potential leaders. In case someone declines you initially, remember that they may be interested in joining at a later point and it's good to have documentation of your previous interactions.
- Discuss ways to ensure that potential candidates have ample opportunities to learn about the community mobilization effort. Make a list of what information you'll provide during recruitment conversations. For example, you may choose to:

  - Describe the CLT's purpose;
  - Provide written information on your organization and the community-wide effort;
  - Discuss expectations of CLT members—attendance, committees, working with funding sources, working with the media, etc;
  - Provide a list of CLT members who have already agreed to serve;
  - Encourage the prospective member to visit your organization; and
  - Discuss the importance of CLT members' fully supporting the coalition's goals.

HANDOUT

TIPS FOR ESTABLISHING A STRONG COMMUNITY LEADERSHIP TEAM

TIP #1 ***Engage service providers and educators who are already dedicated to teen pregnancy prevention and adolescent health.*** Approach people from a variety of groups and institutions that already address adolescent health, such as health care providers, youth serving organizations, faith-based institutions, schools, and community foundations.

TIP #2 ***Engage non-traditional players.*** While it is important to include service providers on the CLT, experience has shown that limiting the team to service providers alone can be short-sighted. This can perpetuate the idea that teen pregnancy is "the clinic's problem," "the health department's problem," or "the school's problem," rather than a community-wide issue. In addition, for the effort to be sustainable, it must garner the support of community leaders, not simply professionals or adolescent health organizations. Finally, it is worth emphasizing that the coalition should be viewed as a supportive ally to existing agencies in the community, not as a competitor or a new service provider. Engaging "unusual suspects" will go a long way in counteracting the perception that you are a newly established teen pregnancy prevention program in the community. Consider staff at local foundations, businesses, media outlets, and government agencies, as well as policy makers and elected officials.

TIP #3 ***Engage those who are most affected by teen pregnancy.*** Be sure to engage youth, parents, and community residents on the CLT as they will have significant knowledge of the needs of adolescents in your community as well as an in-depth understanding of what programs and messages will resonate with young people. Remember that your leadership team should reflect the community it is working in. Make a strong effort to ensure that the team has diverse representation with members from a variety of backgrounds.

TIP #4 ***Seek diverse individuals with a shared commitment.*** Though the group should be diverse, if they do not share a common approach to adolescent reproductive health, it may take too long to establish a mission and goals, or it may end with a mission so vague that effective goals cannot be established. The group should, at minimum, share basic philosophical beliefs about abstinence, sexual activity, and adolescent access to reproductive health education and services. The group should also be willing to advocate for evaluated, research-based strategies to prevent unintended pregnancy.

TIP #5 ***Tap into people's motivations for volunteer service:*** People join a community effort for a variety of reasons. Some people see the need, have the time, and want to contribute to their community to make it better. Others might want the recognition and respect that comes along with joining a leadership team. Some might want to build new partnerships in the community to make their work more effective. Still others may believe that they can personally gain from the experience, by developing new skills, making connections in the community, and even establishing new social ties.

As you meet with potential members, describe how the coalition can provide opportunities for differing levels of skill and expertise among members and say that it will offer numerous ways to contribute. Tell them that you are looking for the right mix of people who value diverse viewpoints and backgrounds and appreciate innovation. Say that you hope this experience will provide opportunities for personal and professional growth and development. Identify their potential motivations, their gifts and talents, areas where they might like to grow or learn.

FINDING POTENTIAL PARTICIPANTS FOR THE CLT

Consider representatives from the following groups. Remember that individuals can fit in more than one category!

- ***Young people*** are valuable advocates, trainers, researchers, and media spokespersons. They should be involved in every stage of the coalition's work, from needs assessment and program planning to implementation and evaluation. Youth engagement is a key component in any adolescent pregnancy prevention program. Adolescents must be involved as more than token additions to the group. Although it is recommended that you establish a stand-alone Youth Leadership Team (YLT), it is also important to include several youth on the Community Leadership Team. This will ensure that youth are given opportunities for authentic participation and leadership in the overall effort.

- ***Parents and caregivers*** are important and credible advocates for pregnancy prevention in the community. They help decide what services should be available to their children. They can speak out in many venues—schools, religious institutions, legislative hearings, and to the media. Parents who support evidence-based programs and adolescent access to reproductive health care are valuable spokespeople in the event of controversy about the project.

- ***Health care and social service providers*** have connections with the network of existing services in the community. You may include professionals from family planning clinics, health departments, community-based clinics, health maintenance organizations, hospitals, private medical practices, social service agencies, foster care agencies, child welfare organizations, and juvenile justice systems. These professionals can provide leadership for implementing services, such as adolescent health services, and can help coordinate services across education, health, and social service sectors. High-level administrators and health agency directors can be especially powerful members of the CLT because they are able to make decisions about structural and systems-level changes, including program and policy change.

- ***Youth-serving or youth development organizations*** provide excellent settings for pregnancy prevention activities. Staff from organizations that provide after-school or out-of-school care and recreation to youth should be included. Youth service organizations are often receptive to prevention strategies and open to working with youth who have multiple difficulties, such as school dropout, substance abuse, and family problems. These organizations often already operate prevention programs and can provide perspectives critical to the community-wide effort.

- ***Religious organizations and faith-based institutions*** can provide a respected voice to the debate on teen pregnancy prevention. Tapping into the strengths and resources of religious communities can encourage creative, realistic, and productive responses to adolescent pregnancy prevention. Moreover, religious leaders often are highly respected members of a community. Given their powerful presence in the community, their support can go a long way in getting buy-in from others.

- ***Educational institutions*** — including schools, colleges, community colleges, and vocational training centers — have experts that can contribute to pregnancy prevention activities. Moreover, educators — including teachers, school administrators, nurses, guidance counselors, and coaches — can offer expertise on training, service delivery, and evaluation. A university-based teaching hospital may be willing to link with a local school to create a school-based or school-linked health clinic. Intern programs offer a way to involve college students in service delivery. In addition, academic researchers and their students can provide important guidance, direction, and expertise in conducting needs assessments and program evaluation.

- ***Philanthropic agencies and local businesses*** can join with government agencies or other lead agencies to form partnerships for pregnancy prevention. While foundations are often approached for support, the business community is a largely untapped resource for financial or material support, such as office space or equipment, as well as for endorsements. Business leaders can also open other doors, provide endorsements, and involve their employees in community efforts. And, of course, given their role in job training and employment, businesses have a profound stake in teen pregnancy prevention efforts.

- ***Members of the media*** can play a critical role in creating new norms around teen sexuality, pregnancy, and childbearing. Media can present teen perspectives, shape images regarding youth, and educate audiences, especially teens themselves, who learn much about sexuality from both traditional and new media sources. Including representatives from local newspapers, television station, or websites from the start can help create more widespread support, and these relationships will be very important once the project begins to take on activities such as public awareness campaigns.

- ***Policy makers, elected officials, and government agencies*** can promote and strengthen teen pregnancy prevention efforts. Key decision makers, such as governors, legislators, city and county officials, school board members, and their staff, can keep coalition members informed about pending legislation. Involving policy makers ensures both political commitment and a voicing of their concerns and opinions. Moreover, officials can help coordinate services, ensure funding, and collect relevant data. Coalitions can and should create long-term alliances between community leaders and policy makers.

This list provides some specific ideas for individuals or organizations that might be interested in participating on such a coalition.

LOCAL AGENCIES WITH INTEREST

- Chamber of Commerce
- Faith Leaders
- Community Service Organizations (Rotary, Medical Society, Service Clubs)
- Department of Social Services
- Elected City/County Officials, School Board Members, State Legislators
- Media Representatives (Print, Electronic)
- United Way
- Medical Providers: Public Health Departments, Hospitals, Local Clinics
- Parent Teacher Association (PTA), Parent Organizations
- Private Agencies: March of Dimes, Planned Parenthood, Boy/Girl Scouts, YWCA, YMCA, Urban League
- Recognized Volunteer Leaders
- School Systems, Public, Private, Community Colleges, Universities

WORKSHEET

IDENTIFYING TEAM MEMBERS

Finding community members to join your teams often starts with a brainstorm of the organizations and individuals you and your colleagues have worked with in the past or know to be doing work in this area. This worksheet can help organize your thinking.

COMMUNITY SPHERES	ORGANIZATIONS AND AGENCIES	INDIVIDUALS *(in this column you can include staff from the organizations or individual community members)*	RATIONALE FOR SELECTION *(in this column you can add a rationale for why you made the selection including the purpose and/or role that the selected person(s) will serve.)*
HEALTH CARE PROVIDERS Consider those who work directly with teens.			
SOCIAL SERVICE PROVIDERS Consider those who work with young people on teen pregnancy prevention and other health issues such as mental health or substance abuse.			
YOUTH SERVING ORGANIZATIONS Consider those who work directly with youth by providing enrichment or after school programs as well as those who focus on out of school and at-risk young people.			
RELIGIOUS ORGANIZATIONS Consider specific faith leaders n houses of worship that are active in the community, and organizations with religious affiliations.			
SCHOOL DISTRICTS Consider teachers, school administrators, nurse, guidance counselors, and school board members.			

Advocates for Youth
Rights. Respect. Responsibility.

COMMUNITY SPHERES	ORGANIZATIONS AND AGENCIES	INDIVIDUALS *(in this column you can include staff from the organizations or individual community members)*	RATIONALE FOR SELECTION *(in this column you can add a rationale for why you made the selection including the purpose and/or role that the selected person(s) will serve.)*
COLLEGES/ UNIVERSITIES Consider student groups and professors or researchers as well as administrators or health educators from local colleges, universities, and community colleges.			
FOUNDATIONS/ PHILANTHROPIC ORGANIZATIONS Consider funders who support adolescent health initiatives. In addition to large foundations, think of local family foundations and individuals who have supported other initiatives in the community.			
LOCAL BUSINESSES Consider both local business and larger businesses with a presence in the area.			
NEWSPAPERS/MEDIA Consider reporters at your local paper who cover health and education issues.			
WEBSITES Consider those who run or write for local news site or online community bulletin boards.			
POLICYMAKERS/ ELECTED OFFICIALS Consider the mayor or town council members as well as members of the school board.			

WORKSHEET

ASSESSING POTENTIAL MEMBERS OF THE CLT

Name:____

Organizational Affiliation, if any: ________________________________

Title: ____

Qualities: The following characteristics have been identified as important in building community coalitions. Assess potential team members on a scale of 1 (does not appear to have this quality) to 5 (definitely has this quality).

Has deep and broad networks within the community and can tap into them.	1	2	3	4	5
Agrees with the fundamental vision of the project.	1	2	3	4	5
Has the capacity and skills to implement community-wide change.	1	2	3	4	5
Has the authority to make decisions for his/her organization (if applicable).	1	2	3	4	5
Is willing to dedicate sufficient time to the project.	1	2	3	4	5
Is willing to represent the project in the community.	1	2	3	4	5
Is knowledgeable about teen pregnancy and adolescent health.	1	2	3	4	5
Demographically represents the people the project will serve.	1	2	3	4	5
Is creative and visionary.	1	2	3	4	5
Is a team player.	1	2	3	4	5
Is task-oriented.	1	2	3	4	5

Background and Skills: Consider the candidate's skills, experience with, or aptitude for the following tasks—circle all that apply.

PUBLIC SPEAKING	WRITING	COMMUNITY VOLUNTEERING
COMMUNITY ORGANIZING	FUNDRAISING	STRATEGIC PLANNING
EVALUATION	PUBLIC RELATIONS	CONFLICT RESOLUTION
FINANCE MANAGEMENT/ BUDGETING	EVENT PLANNING	TRAINING
LOBBYING/ADVOCACY	MARKETING	USING SOCIAL MEDIA

Does this person have former experience on a board or coalition?

Additional thoughts/notes:

HANDOUT

SAMPLE LETTER TO PROSPECTIVE CLT MEMBERS

Dear Colleague,

I am delighted to invite you to participate in an exciting new initiative that has the potential to make a tremendous impact on the health and well-being of the young people of [our community].

As you may know, [our organization] recently received funding from the [funder] to [purpose of your project]. We are in the process of developing a community-wide coalition designed to educate key members of our community, increase community support, expand funding, strengthen partnerships, expand evidence-based interventions, improve health care coordination, and shift social norms about unintended pregnancy and early childbearing among teens. The attached project summary provides additional information.

As a first step, we are establishing a Community Leadership Team, a diverse group of 10–12 representatives, including [type of members]. Given your role in the community — and your commitment to improving the lives of the young people in [our community] — we believe that you could offer a unique and important perspective to this effort and hope you will consider joining us.

As a Community Leadership Team member, we ask that you make a two-year commitment to the effort. Members must be willing to dedicate sufficient time and energy to the project (up to two days per quarter for two years) and must support the fundamental tenets and evidence-based vision of the project, as described in the project summary.

Depending on your specific role and level of engagement in the project, as well as your interests and expertise, you may be asked to assist in designing needs assessments; developing and strengthening community partnerships; proposing and implementing policy and practice change; building the infrastructure for new, enhanced, or expanded adolescent health and pregnancy prevention services; creating messages for a public education campaign; or pilot testing and evaluating components of a community-wide action plan. All travel and expenses will be covered by the project.

We do hope that you will consider joining this important effort. I will reach out to you in the next week to discuss this project and your potential engagement in more detail. Thank you in advance for your consideration.

Sincerely,

XXXX

Lead Coordinator

CHAPTER 2

TEAM FUNCTIONING

Creating the various teams that make up your coalition is just the first step. In order to make progress, you will have to ensure that these teams work together, communicate well, and do not fall victim to any one of the many issues that often besiege coalitions. This chapter is designed to help you consider the policies, procedures, and shared understandings you will need to ensure the coalition runs smoothly. It is based on three best practices:

- BEST PRACTICE # 3: Establish effective channels for internal communication
- BEST PRACTICE # 4: Ensure authentic participation and shared decision making
- BEST PRACTICE # 5: Ensure meaningful and productive roles for young people

If the coalition is to run smoothly and efficiently, all members should know what to expect and what is expected of them. Simple tasks like setting up standard meeting times and setting a basic agenda that includes time for colleagues to catch up, a process for coalition work to be done, and a speaker or other educational presentation can help move the efforts forward. Clearly delineating the roles of the Community Leadership Team, the Community Action Teams, and the Youth Leadership Team sets the foundation for coalition functioning.

Continuous communication to keep all partners informed of the progress and activities of your coalition between meetings is vital. Without this, the group can lose momentum and trust, agreed upon elements can fall apart quickly, and new decisions may be hard to make. Much of the work of communication will fall on the Lead Coordinator. This person will share information about upcoming meetings, minutes from previous meetings, summaries of coalition's activities, and other information such as relevant newspaper or journal articles. These internal communications should not be used to highlight the work of the Lead Agency or take personal credit for the accomplishments of the coalition, but should be designed to keep everyone connected and informed.

One of the most important tasks early in coalition formation is to create or select a decision-making process. In order to move forward on any type of plans or activities in the community, the coalition needs to be able to make decisions in a timely manner. Some coalitions use a model of shared decision-making which, if implemented well, helps all members of the coalition have a voice. It is also important to determine in advance which decisions should be made by the Lead Agency, which will be made by the CLT, and which will be made by the broader coalition as a whole. It is also important to establish alternative mechanisms to use when the group cannot reach consensus.

Finally, the policies and procedures you develop for communication and decision making need to ensure that young people have an authentic voice in the work of the coalition. It is not enough to ask them to attend meetings as a token representative; they must be part of the decision-making process. In order to effectively integrate young people in the effort, you may need to help the adults on the coalition understand the value of youth and teach them how to partner with young people equitably.

In this chapter, you will find several facilitated exercises designed to help the Lead Agency and CLT develop policies, procedures, and processes that will promote a high-functioning coalition. You will also find strategies to promote effective communication and tips on how to handle conflict. Finally, the chapter provides guidance on partnering effectively with young people.

CHAPTER 2: SESSION A
Coalition Functioning and Conflicts

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PURPOSE:

This session is designed to help coalition members develop some guiding principles for communication and decision making. Participants will reflect on key factors which contribute to strong, high-functioning leadership teams; identify typical sources of conflict; and develop their own best practices. You may facilitate the exercise during a team meeting or during a workshop or training to help participants anticipate and avoid challenges.

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MATERIALS:

- Newsprint and Markers
- Worksheet: *Typical Sources of Coalition Conflict*
- Handout: *Typical Sources of Coalition Conflict and Suggested Solutions*
- Leader's Resource: *Characteristics of an Effective Leadership Team*
- Leader's Resource: *Tips for Facilitating Effective Meetings*
- Worksheet: *Communication Preferences*

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<td>**TIME:** 2 hours</td>
<td>**AUDIENCE:** Initial Planning Group</td>
<td>**FORMAT:** Guided Discussion</td>
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ACTIVITY A: BARRIERS TO EFFECTIVE COALITIONS

Facilitator's Instructions: Explain to the group that research on coalitions and collaborative partnerships has found that clear roles and responsibilities, clear and open communication, effective decision-making processes, and written policies and procedures are all a critical components of success.[6] Acknowledge that no matter how well individuals get along on a personal level or how aligned their professional philosophies are, working as group can be a challenge. Acknowledge that coalitions often need tools, resources, and guidance to function effectively and address potential controversy. Despite the expanding evidence about effective teen pregnancy prevention strategies, many communities face significant controversy in implementing them. A structured community mobilization process that focuses on leadership development, team building, and group functioning can increase the likelihood of success.

Explain that this activity, adapted from the Wilder Center, explores some of the most common sources of conflict and suggests possible solutions.

Write the question, "What contributes to a high-functioning coalition?" on three pieces of newsprint. Divide the larger group into three teams with mixed participation across sectors/ organizations. Ask participants to brainstorm as many ideas as possible in a VERY SHORT three-minute race. Then write "Barriers" on newsprint and ask participants to brainstorm some of the typical barriers to high-functioning coalitions. Again, give them three minutes to write as many as they can.

Process: Process the exercise with the larger group. Explore the elements of a high-functioning team and the potential barriers that are identified by the groups. You may want to highlight the following points:

- Community planning groups often encounter tension and disagreement when designing prevention strategies and selecting interventions. Coalition members can get caught up in debates about teen sexual activity, abstinence, contraception, and non-marital childbearing. Well-intentioned compromises can drain programs and strategies until they lack substance and become ineffective.

- Barriers that often derail community-wide efforts include: lack of community and youth engagement, lack of knowledge about health disparities, a vague or poorly defined vision, power struggles within coalitions, low levels of trust, lack of clear authority, lack of communication, unclear roles and responsibilities among key stakeholder groups, poor evaluation design, lack of funding, and competing priorities of member organizations.

ACTIVITY B: CONFLICT AND SOLUTIONS

Facilitator's Instructions: Create new small groups. Distribute the worksheet, *Typical Sources of Coalition Conflict*, adapted from the Wilder Center. Ask participants to spend 5–10 minutes completing the handout individually. Then, ask them to process their suggestions in small groups. Ask them to share any particularly challenging situations they experienced: How did they handle them? What worked and what didn't work? Give groups about 10 minutes to discuss their responses.

In the larger group, walk through the worksheet, asking each small group to share a few suggestions for each point of conflict and any relevant stories about how group members have previously handled coalition challenges in their communities. Finally, distribute the full handout, which includes solutions suggested by the Wilder Research Center. (For additional information on factors which support collaboration, refer participants to the Wilder Center Collaboration Factors Inventory, available at: http://www.wilder.org/Wilder- Research/Publications/Studies/Collaboration%20Factors%20Inventory/Collaboration%20Factors%20Inventory.pdf)

Process: Process the exercise by asking:

- What did you notice about this activity?
- In thinking back to your experiences on coalitions, what issues seemed particularly relevant or familiar to you? How did you handle such conflict in the past?
- Why do you think we did this exercise? How can we use this type of exercise to anticipate and address / disrupt potential points of conflict in our coalition?

Close the exercise by asking each member to complete and return the worksheet *Communication Preferences.* Explain that this form is designed to identify preferences for communication. (Note: It will be important for the Lead Agency staff to respect and follow such preferences to the extent possible. Be sure to share information about preferences with relevant staff and remember to ask new coalition members to complete the form as they join.)

WORKSHEET

TYPICAL SOURCES OF COALITION CONFLICT

A. Source of Conflict: Poor communication and lack of clear authority within the coalition

- Meetings are ineffective or boring and accomplish little.
- People attend infrequently, or organizational representatives change, requiring frequent need to bring people up-to-date.
- Individuals face demands that they work for the coalition and simultaneously fulfill all job-related duties and responsibilities for their own organizations.
- Meeting convener lacks needed communication skills.

How can we best address these types of concerns? What are your suggested solutions?

B. Source of Conflict: Low levels of trust

- Self-interests of various coalition members are hidden.
- Self-interests of various coalition members are not being met.
- Communication between coalition members is poor.
- Past history has left some members wary of working with other members.

How can we best evaluate these concerns and promote greater trust? What are your suggested solutions?

C. Source of Conflict: Vague mission and vision, unclear strategies, and unsatisfactory results

- Organizational and community members do not understand the coalition's mission and vision.
- Individual and organizational members question the coalition's mission and vision.
- Members frequently debate the activities, intended results, and strategies.
- Efforts yield unclear and/or unsatisfactory results.

How can we develop a strong vision? What are your suggested solutions?

D. Source of Conflict: Community's lack of knowledge about evidence-based programs

- Frequent debates occur over whether research has been conducted to validate some approaches and whether these approaches should be attempted.
- Misinformation circulates and people feel confused about what works.

How can we educate community members about existing research and evidence-based practices? What are your suggested solutions?

E. Source of Conflict: Diverse philosophical positions within the coalition

- Conflicting attitudes about appropriate sexual behavior for teens.
- Conflicting beliefs about strategies for prevention, including sex education and contraceptive and condom availability.
- Conflicting attitudes regarding abortion.

How can we address philosophical differences? What are your suggested solutions?

F. Source of Conflict: Vocal opposition from outside the coalition

- Strong opposition arises to derail coalition efforts.
- Community members voice concerns and reservations.

How can we assess the social and political climate and address outside opposition? What are your suggested solutions?

G. Source of Conflict: Power struggles within the coalition

- Conflict arises about who should be a part of the coalition.
- Conflict arises about who should lead the coalition.
- Some coalition members feel they perform all the work and get none of the credit.

How can we prevent and/or address these types of power struggles? What are your suggested solutions?

H. Source of Conflict: Pressure to complete projects without adequate time and funds

- Member organizations pressure the coalition for quick action.
- People in the community expect quick results.
- Media asks what the coalition is accomplishing.

How can we educate everyone about the need for adequate time and money to achieve desired results? What are your suggested solutions?

Source: Mattessich, P., Murray-Close, M. and Monsey, B. Wilder Collaboration Factors Inventory, Wilder Research, 2001; Winer M, Ray K. Collaboration Handbook, St. Paul: Wilder Foundation, 1994

TYPICAL SOURCES OF COALITION CONFLICT AND SUGGESTED SOLUTIONS

A. Source of Conflict: Poor communication and lack of clear authority within the coalition

- Meetings are ineffective or boring and accomplish little.
- People attend infrequently, or organizational representatives change, requiring frequent need to bring people up-to-date.
- Individuals face demands that they work for the coalition and simultaneously fulfill all job-related duties and responsibilities for their own organizations.
- Meeting convener lacks needed communication skills.

Suggested Solutions: Identify needed skill and characteristics; Address issues of responsibilities

- Choose a skilled convener.
- Ask coalition members to share or rotate responsibility for leading meetings.
- Practice communication skills.
- Ask those in authority in member organizations to commit to consistent representation, and, when necessary, to reduce workload for staff with coalition assignments.
- Establish clear, manageable benchmarks and outcomes to measure the coalition's efforts.

B. Source of Conflict: Low levels of trust

- Self-interests of various coalition members are hidden.
- Self-interests of various coalition members are not being met.
- Communication between coalition members is poor.
- Past history has left some members wary of working with other members.

Suggested Solutions: Evaluate membership and work to improve trust

- Determine whether members can accept the need to find common ground.
- Review the selection criteria for membership. Ask people to choose replacements, as necessary, to ensure the presence of attributes needed by the coalition.
- Rotate leaders.
- Acknowledge conflicts of interest.
- Look at past collaborations, acknowledge where they went wrong, and determine a different course that will avoid past errors.

C. Source of Conflict: Vague mission and vision, unclear strategies, and unsatisfactory results

- Organizational and community members do not understand the coalition's mission and vision.
- Individual and organizational members question the coalition's mission and vision.
- Members frequently debate the activities, intended results, and strategies.
- Efforts yield unclear and/or unsatisfactory results.

Suggested Solutions: Clarify the vision and mission and review strategies and intended results

- Review vision, mission, goals, objectives, and activities. Ensure that they work together toward a cohesive end.
- Review intended outcomes for specificity and attainability.
- Set realistic, achievable goals along with short- and long-term objectives.

D. Source of Conflict: Lack of knowledge about what works

- Frequent debates occur over whether research has been conducted to validate some approaches and whether these approaches should be attempted.
- Misinformation circulates and people feel confused about what works.

Suggested Solutions: Utilize existing research

- Conduct research to identify successful approaches used in other communities. Focus on what is known to work. Then, get the word out about what works.
- Educate members of the coalition and the community about previous research and evaluation on teen pregnancy prevention strategies.
- Combine research conducted in other fields, such as violence prevention, with teen pregnancy prevention research to create hybrid models.
- Determine the appropriate timing for programs. Set short and long-term goals.

E. Source of Conflict: Diverse philosophical positions within the coalition

- Conflicting attitudes about appropriate sexual behavior for teens.
- Conflicting beliefs about strategies for prevention, including sex education and contraceptive and condom availability.
- Conflicting attitudes regarding abortion.

Suggested Solutions: Address philosophical differences

- Determine at the outset how the coalition will deal with conflicts. Draw up a list of effective prevention programs and strategies that may be useful.
- Agree that stakeholders do not have to agree on all components.
- Choose coalition members carefully to ensure that core philosophies in regard to adolescent sexual health are similar and representative of the community.
- Ask members to commit clearly to the coalition's mission, goals, and objectives.
- Focus on the public health issues involved in teen pregnancy and adolescent health.
- Educate members of the coalition about previous research and evaluation on teen pregnancy prevention strategies. Develop strategies consistent with the research.

- Assess community perceptions about teen pregnancy and implement strategies that are consistent with community norms and beliefs.
- Develop community-wide standards of care, outlining minimum levels of service provision that are necessary, regardless of philosophical differences.
- Focus on areas of shared belief rather than on differences. Decide which projects can be undertaken by the coalition and which projects are better left to member organizations.

F. Source of Conflict: Vocal opposition from outside the coalition

- Strong opposition arises to derail coalition efforts.
- Community members voice concerns and reservations.

Suggested Solutions: Assess the social and political climate. Listen and talk

- Hold community forums to address misinformation and respond to concerns.
- Write letters to the editor and appear at PTA, community, and faith-based meetings and on local television and radio shows. Listen, explain, and respond.
- Assess community perceptions about teen pregnancy and implement strategies that are consistent with community norms and beliefs.

G. Source of Conflict: Power struggles within the coalition

- Conflict arises about who should be part of the coalition.
- Conflict arises about who should lead the coalition.
- Some coalition members feel they perform all the work and get none of the credit.

Suggested Solutions: Address power imbalances and power needs

- Look for underlying issues, such as a history of conflict, members' fearing loss of control or autonomy, and members' separate needs for funding.
- Work to ensure that decision making is shared.
- Take time to review the customs of the members, define frequently used terminology, acknowledge different decision-making and communication styles, and decide which will be used.
- Acknowledge the work and contributions of every member of the coalition.

H. Source of Conflict: Pressure to complete projects without adequate time and funds

- Member organizations pressure the coalition for quick action.
- People in the community expect quick results.
- Media asks what the coalition is accomplishing.

Suggested Solutions: Educate everyone about the need for adequate time and money to achieve desired results

- Educate everyone about the need for adequate time and money. Affirm process and planning.
- Keep the coalition focused on planning and on working in an orderly way to accomplish real results over time. Projects may collapse or fail if they lack careful planning prior to implementation.
- Frequently affirm that coalition projects will not, at first, save money or time.
- Affirm often that the coalition aims at long-term outcomes (reductions in adolescent pregnancy rates) and that this requires time, money, efforts, and most of all, persistence.

Source: Mattessich, P., Murray-Close, M. and Monsey, B. Wilder Collaboration Factors Inventory, Wilder Research, 2001; Winer M, Ray K. Collaboration Handbook, St. Paul: Wilder Foundation, 1994

CHARACTERISTICS OF AN EFFECTIVE LEADERSHIP TEAM

AN EFFECTIVE LEADERSHIP TEAM:

- Is an appropriate size;
- Has diverse representation;
- Has a leader or executive committee that facilitates decision-making;
- Provides opportunities for differing levels of skill and expertise among members;
- Values diverse viewpoints and backgrounds;
- Offers numerous ways for individuals to contribute;
- Appreciates innovation and has expectations for growth and development; and
- Generates and maintains effective channels of communication.

AN EFFECTIVE LEADERSHIP TEAM MEMBER:

- Demonstrates a commitment to the vision of the community mobilization effort;
- Is willing to communicate openly and effectively;
- Has the capacity and willingness to face and resolve conflict;
- Believes that the "whole" is more important than the "parts";
- Is willing to conform to a constructive code of behavior / group norms; and
- Is willing to take a stand on behalf of the community mobilization effort.

EFFECTIVE RECRUITMENT EFFORTS:

- Describe the coalition's purpose;
- Provide written information on your organization;
- Discuss expectations of CLT members;
- Provide a list of current CLT members;
- Encourage the prospective member to visit your organization; and
- Discuss the importance of leadership team members fully supporting the organization's mission and goals.

AN EFFECTIVE ORIENTATION MANUAL INCLUDES:

- Purpose and role of each leadership team;
- List of CLT members' names and contact information;
- Contact information for Lead Coordinator;
- Information about the sponsoring organization ;
- Information about teen pregnancy in the community;
- Proposed organizational structure of the coalition;
- History of community-wide TPP efforts in the community;
- Lists and descriptions of current programs in the community; and
- Key talking points.

Source: Brindis, Davis, Communities Responding;Kramer, J.S., Philliber, S., Brindis, C.D., Kamin, S.L., Chadwick, A.E., Revels, … Valderrama, L.T. (2005). Coalition models: Lessons learned from the CDC's Community Coalition Partnerships Programs for the Prevention of Teen Pregnancy. Journal of Adolescent Health, 37, S20-S30.

TIPS FOR FACILITATING EFFECTIVE MEETINGS

This handout provides a few tips and best practices for conducting and attending coalition meetings:

TIP #1

SCHEDULE CONSISTENT MEETING TIMES:

With a large coalition, it will always be somewhat difficult to get every member at every meeting. Scheduling ahead of time can help make sure it's on members' calendars before they fill up. Consistent meeting dates and time—such as the second Tuesday of every month at 6pm—can also help ensure attendance. When choosing the time, however, remember that some members of your coalition will be participating on their own non-work time, and meetings during the work or school hours may prohibit them from attending.

TIP #2

CHOOSE MEETING SITE CAREFULLY:

Meetings can be held in the Lead Agency's office, the office of other member organizations, or a neutral site such as the library or a rented business meeting room. Consider the location and whether it will be easy for coalition members to get there, especially if they are relying on public transportation. Also consider the space; a room that is big enough for all members to sit comfortably is important. If more than one space in the community meets these requirements, think about rotating where the meetings are held so that no one organization is always the host.

TIP #3

DEVELOP A BALANCED MEETING STRUCTURE:

When meetings are partly dedicated to conducting the business of the coalition and partly dedicated to education and information-sharing, people will attend regularly. A speaker, video, panel discussion, or educational program will keep people involved and interested. Simply meeting for business purposes can be boring and unproductive.

TIP #4

MAKE THE BUSINESS PART OF THE MEETING PRODUCTIVE:

It can be hard to get things done in a group, especially a large group. Meetings can sometimes dissolve into discussions about what will get done at some time in the future. While this is necessary sometimes, it can be frustrating, especially when discussions about the same work get repeated at subsequent meetings. Rather than simply planning activities (to be accomplished at some point in the future), try to use some of the meetings as a working session. Consider breaking into smaller groups and assigning each group a task. If you assign homework, make sure to assign them to specific coalition members and settle on a due date. Always follow up to remind people what tasks they signed up for.

TIP #5

SEND REMINDERS:

Communication between meetings is important. Send reminders to members about upcoming meetings as well as summaries of what happened at the previous meeting. Some coalitions choose formal minutes while others feel that informal summaries are better.

WORKSHEET

COMMUNICATION PREFERENCES

Continuous communication to keep all partners informed of the progress and activities of our coalition between meetings is vital. Without this, our coalition may lose momentum and our work may stall.

Email tends to be the least intrusive form of communication and as such we are planning to create a listserv that allows members to send a message to all other members of the coalition.

The Lead Coordinator will send out meeting requests, update on activities, and articles that may be of interest. Members are also encouraged to send out updates on activities they've taken part in as well as resources they've come across.

Here are some tips for communicating with the members of the coalition:

TIP #1 DO READ ALL YOUR EMAILS. We all get so many emails each day it's easy to ignore them but when we do that, we may miss important announcements or requests for assistance.

TIP #2 DO NOT "REPLY TO ALL." If asked for input on meeting times reply directly to the sender. Similarly, if you want to offer encouragement or congratulations in response to particular announcement, just reply to the sender. "Reply All" bogs down the listserv and ultimately makes everyone less likely to read the messages.

TIP #3 DO SHARE YOUR COALITION-RELATED SUCCESS. If you hosted an event, recruited new members, or wrote some new talking points, be sure to send a message to the whole group so they can share in your success or obtain the new resources.

**Use the bottom of this sheet to provide your communication preferences.
The Lead Coordinator will collect these to compile a master list.**

Name____

Preferred Title ______________________________________

Mailing Address _____________________________________

Preferred Email _____________________________________

Work Phone ____

Cell Phone ____

Most communication will be sent via email but if someone needs to get in touch with you quickly (i.e. if a meeting is cancelled or venue is moved) what is the best method to reach you?

☐ work phone ☐ cell phone ☐ text message ☐ e-mail

CHAPTER 2: SESSION B
Decision Making

PURPOSE:

The following exercise, based on the concept of dynamic governance, will help ensure that community members have an authentic voice in the community mobilization effort and that key decisions are made in an inclusive and timely manner. The Fist or Five activity is a simple process for putting decision-making by consent into practice. This process can be used when making decisions about the needs assessment, designating priorities for the strategic plan, or launching a particular campaign. The activity may be used at the end of a decision-making process when a near-final decision has been made or a draft is on the table; however, it is best to teach it early in coalition functioning as a standard of practice. In this session, participants will learn the methodology and brainstorm instances when it could be used. In the next chapter, participants will apply the methodology as they make key decisions about the coalition's vision and core values.

TIME:	AUDIENCE:	MATERIALS:
1 hour	Community Leadership Team, Community Action Teams, Youth Leadership Team	• Newsprint, markers • Handout: Using Dynamic Governance & Meaningful Participation

ACTIVITY A: FIST OF FIVE

Facilitator's Instructions: Explain to the group that research on coalitions and collaborative partnerships has found that clear roles and responsibilities, clear and open communication, effective decision-making processes, and written policies and procedures are all critical components of success.[6] Acknowledge that no matter how well individuals get along on a personal level or how aligned their professional philosophies are, working as group can be a challenge. Explain that coalitions often need tools, resources, and guidance to function effectively and address potential controversy. Despite the expanding evidence-base about effective teen pregnancy prevention strategies, many communities face significant controversy in implementing them. A structured community mobilization process that focuses on leadership development, team building, and group functioning can increase the likelihood of success.

Explain that this activity, adapted from the Wilder Center, explores some of the most common sources of conflict and suggests possible solutions.

Write the question, "What contributes to a high-functioni

Explain that you will be teaching participants a model of decision-making called "Fist or Five."

Give each participant the Handout: Dynamic Governance to Promote Shared Decision Making and allow a few minutes for them to read it. Tell participants that they will learn and practice the Fist or Five technique by exploring the following question: "Should our coalition focus broadly on adolescent health issues or more specifically on teen pregnancy prevention?" Explain that this is a common concern that many coalitions face. Ask participants to discuss the pros and cons for each choice. Once discussion is complete, ask for a "fist or five" vote. Tell participants that you are looking to gauge their level of agreement with the decision by getting them to hold up a number of fingers from zero (a fist) to five. For the purposes of this exercise, holding up four or five fingers signifies overall agreement, and a fist signifies a *paramount objection*.

Once participants have their hands in the air, start with those who are holding up three fingers and ask them to discuss what is making them hesitant. Ask them what modifications might make the decision acceptable.

Continue the discussion by talking to those who held up two or one fingers, and then to those who held up a fist. Always ask what modifications to the decision could be made to increase their comfort level. Look at the proposed modifications. Are there any themes? In what ways could most objections be satisfied? Ask if these modifications would make anyone uncomfortable. If the modifications are significant consider another fist or five vote.

A decision should be considered complete—and made by consensus—when there are no paramount objections left on the table.

If disagreements persist, remind members that the coalition was brought together because each member has a shared desire to promote adolescent health and prevent teen pregnancy, and similar philosophical views on how to accomplish that. Point out that the group agrees more often than they disagree and how far you have come to get to this decision. Finally, remind members that paramount objections are those that go against their philosophy or beliefs in such a way that they can't live with it.

If a member continues to have a paramount objection, consider tabling the decision until the next meeting and scheduling discussion with that member before then.

Process: In the large group, ask participants to share the decision they reached and salient points about the decision-making process. Ask:

- What did you notice about this activity?
- Why do you think we did this exercise? How can we use this type of exercise to promote authentic participation and shared decision-making?
- How might we institutionalize this type of decision-making methodology in the coalition?

USING DYNAMIC GOVERNANCE TO PROMOTE SHARED DECISION-MAKING

To create and implement action plans, the coalition needs to be able to make definitive decisions in a timely manner. The more constituents contribute to decision-making, the more likely they are to "buy-into" the coalition's mission and activities, and to advocate for the issue even when they are not "on the job." Coalitions that use a model of shared decision-making can promote a greater understanding of the issues and a greater commitment to the solutions.

One method for making shared decisions is called dynamic governance. Dynamic governance works to help coalitions and other entities make policy decisions as a group based on the concept of decision making by consent. (Decisions regarding operations and personnel are usually made by the lead agency.) Programmatic or policy decisions are made by consent after the issue is fully explored by the group. Group members may raise *argued objections* and *paramount objections*.

- **Argued objections** are those which are based on a reasoned statement of fact or opinion
- **Paramount objections** are those that would prevent a member of the group from being able to work toward the goal of the group, that is, one that a member or members could not even "live with."

A decision is considered settled when there are no paramount objections on the table.

The decision making by consent process acknowledges that all members of the group need to have a voice that is heard and respected, yet, in the end must be supportive of the group process and decision. Even when members don't fully agree, if they can "live with" the decision they need to be willing to stand aside with their objection to allow the work to move forward.

Again, while large decisions— such as the shared vision, mission, or strategic plan—require a group process, much of what goes into to community mobilization efforts are smaller day-to-day decisions. It is important for members to have a clear understanding of their own roles and responsibilities in each of these tasks and to be comfortable allowing for some decisions to be made by designated leaders or staff in order not to stall progress.

Sources: Guo, C. & Saxton, G.D. (2010). Voice in, voice out: Constituent participation and nonprofit advocacy. Nonprofit Policy Forum, 1(1), Article 5; Buck, John A., and Gerard Endenburg. "The creative forces of self-organization." Sociocratic Center, Rotterdam, The Netherlands, Tech. Rep(2012).; Butterfoss, F. D., Goodman, R. M., &Wandersman, A. (1993). Community coalitions for prevention and health promotion. Health education research,8(3), 315-330.

CHAPTER 2: SESSION C
Roles and Responsibilities

PURPOSE:

The objective of this session is to explore how the coalition can develop an effective structure that enables each individual to participate in a meaningful and authentic way, ensuring that their roles and responsibilities reflect their interests, skills, and expertise.

TIME:	AUDIENCE:	MATERIALS:
2 hours	Community Leadership Team, initially (Communication Action Groups and Youth Leadership Team once they are formed)	• Worksheet: *Roles of Coalition Members* • Handout: *Sample Job Descriptions for Team Members*

ACTIVITY A: EXPLORING ROLES OF COALITION MEMBERS

Facilitator's Instructions: Distribute the worksheet *Roles of Coalition Members*. In pairs, ask participants to complete the worksheet. After 5–7 minutes, process the worksheet as a larger group, asking the following questions:

- Which areas of responsibility were relatively easy to assign to various groups? Which were difficult? How did you determine the match?
- What activities were uniquely assigned to specific groups?
- Were there areas of overlap? How might such overlaps strengthen the coalition? (e.g. when a number of groups are equally responsible for a task or activity?) How might such overlaps cause conflict?
- How might we address such role conflict or overlaps in responsibilities? What best practices can we put into place at the outset of our coalition-building process to ensure that each individual has clearly delineated roles and responsibilities?

ACTIVITY B: DEVELOPING JOB DESCRIPTIONS

Facilitator's Instructions: Divide the larger group into three smaller groups and ask each group to identify a recorder and reporter. Give each group the job description handout and ask them to review and edit as appropriate. Remind them that they will likely revisit these descriptions once the needs assessment and strategic planning process are complete.

For each job description, ask them to identify:

a) specific roles and responsibilities, b) qualifications, and c) requirements of the position

Process: Wrap up the discussion by asking:

- What did you notice about this activity?
- What is the value of developing team descriptions like these?
- How did your group go about making decisions about specific roles and responsibilities?
- How should we move forward in developing specific descriptions?

WORKSHEET

ROLES OF COALITION MEMBERS

This worksheet can help you determine what roles are best suited for which members of the coalition. Hand this out in meetings of the CLT, CAT, or YLT. Give members an opportunity to complete the worksheet and then process as a larger group.

In the appropriate box, assign each item to the group having primary responsibility (P) and secondary responsibility (S)	LEAD AGENCY AND/OR LEAD COORDINATOR	COMMUNITY LEADERSHIP TEAM	COMMUNITY ACTION TEAMS	YOUTH LEADERSHIP TEAM
1. Determine coalition's vision				
2. Raise funds for the coalition				
3. Hire and supervise Lead Coordinator				
4. Conduct social media activities				
5. Inform community about establishment of coalition				
6. Develop coalition's policies and position statements				
7. Oversee coalition operations				
8. Develop timeline for coalition formation				
9. Conduct outreach to faith communities and businesses				
10. Develop a community-wide strategic plan				
11. Address legal concerns, should they arise				
12. Recruit new coalition members				
13. Orient and train Community Action Team members				
14. Develop and administer the coalition's budget				

In the appropriate box, assign each item to the group having primary responsibility (P) and secondary responsibility (S)	LEAD AGENCY AND/OR LEAD COORDINATOR	COMMUNITY LEADERSHIP TEAM	COMMUNITY ACTION TEAMS	YOUTH LEADERSHIP TEAM
15. Establish salaries or consultant fees				
16. Prepare educational materials for community				
17. Establish policies and procedures for the Youth Leadership Team				
18. Recommend and recruit members for Community Leadership Team				
19. Serve as professional resource to the community				
20. Communicate with the media				
21. Prepare and write reports for the funder				
22. Evaluate coalition's results				
23. Assess coalition's needs				
24. Conduct professional trainings				

HANDOUT

SAMPLE JOB DESCRIPTIONS FOR TEAM MEMBERS

Community Leadership Team Member: *The Community Leadership Team (CLT) is made up of key stakeholders in the community who work together to envision and plan the mobilization effort. The CLT:*

- Sets the vision for the community mobilization effort;
- Helps establish goals and objectives;
- Invites key stakeholders to participate in the partnership effort;
- Engages key community members;
- Organizes community action groups and identifies chairpersons;
- Oversees the day-to-day work of the community action groups;
- Monitors progress in implementing community strategies;
- Works with the lead agency and lead coordinator to develop and implement an evaluation plan; and
- Works with the lead agency to expand funding base.

Members of the CLT are required to participate in strategic planning/visioning sessions, attend regular meetings, communicate regularly with lead coordinator, and conduct coalition tasks as agreed upon (i.e. create talking points, speak at an event, draft press release).

Community Action Team Member: *Community Action Teams (CAT) are made up of key stakeholders in the community who take on specific tasks within the overall project or represent the interests of specific populations within the community. CAT members:*

- Lend community voices to the creation of the vision, goals, and objectives;
- Actively participate in the design, implementation, and evaluation of the project;
- Help identify financial and other resources and obtain funding;
- Monitor progress on goals and objectives; and
- Serve as community advocates for action strategies.

Members of the CATs will be required to attend regular meetings, communicate regularly with lead coordinator, and conduct coalition tasks as agreed upon (e.g. create talking points, speak at an event, draft press release).

Youth Leadership Team Member: *The Youth Leadership Team is made up of young people in the community who understand the unique needs of teens and serve as activists and peer educators. YLT members:*

- Lend youth voices to the creation of the vision, goals, and objectives;
- Actively participate in the design, implementation, and evaluation of the project;
- Help design and carry out project activities, including conducting needs assessments, facilitating workshops and events for young people and community members, and spearheading social media campaigns; and
- Serve as ambassadors and peer educators to the young people in their community.

Members of the YLT are required to undergo training, attend regular meetings, communicate regularly with lead coordinator, and conduct coalition tasks as agreed upon (i.e. create talking points, speak at an event, draft press release). Members of the YLT must be between the ages of 15 and 21, a member of the community, and have demonstrated leadership skills.

CHAPTER 2: SESSION D
Youth-Adult Partnerships

PURPOSE: The purpose of this session is to help participants examine common assumptions about teens and young adults, and to lay the groundwork for developing effective partnerships between adult professionals and youth leaders. Ideally, this session should be conducted with the adult teams and the youth leadership team together. It should be co-facilitated by a teen and an adult.		**MATERIALS:** • Newsprint and markers • Handout: *Silent Interview*
TIME: 1 hour	**AUDIENCE:** CLT, Community Action Teams, Youth Leadership Team	**FORMAT:** Large and small group discussion

ACTIVITY A: THE SILENT INTERVIEW

Facilitator's Instructions: Hand out the **Silent Interview** sheets and ask participants to begin by making some assumptions or guesses about the two facilitators. [Note: It will be helpful to have them draw a vertical line down their page and make assumptions about one of you on one side and about the other on the other side.] Ask them to begin filling out the silent interview form. You can tell them that you will not be collecting these sheets and that they should write down their first guesses. Get them started by saying, "How old do you think I am? Write that down." Be sure to make this exercise light and fun, perhaps by telling a few jokes related to the subject. Be sure that each facilitator says something and that you lead the exercise together. Keep it moving. [Note: If a participant knows one of the facilitators well, ask the participant to make assumptions only about the other facilitator or not to play this game. Also, note that using "age" is very effective for the training, but other personal items are entirely up to the facilitators.]

After three to four minutes, ask participants to tell you what they assumed about you. Participants will be hesitant, but push them a bit to answer. Once a few people have shared their assumptions, share the facts. The second facilitator will repeat the process. For each variable, repeat this process, alternating between the youth and adult facilitator as each variable is discussed.

Process:

1. How many of you made all correct assumptions?
2. This exercise was about assumptions, something we are told not to do. Some research has shown that we make about 20 to 25 assumptions about people when we first meet them. Do you agree?
3. Why do we make assumptions? [Answers should include, but are not limited to: connecting with people, issues of safety, human nature.]
4. Since we are talking about youth-adult partnerships, what type of assumptions do youth typically make about adults? [Potential answers may include, but are not limited to: boring, want to control situations, do not want to listen, too serious, judgmental, hypocritical.]
5. How about the opposite—what type of assumptions do adults typically make about youth? [Potential answers may include, but are not limited to: irresponsible, unruly, disrespectful, think they are invincible.]

6. Are these assumptions true? [Answers should include: sometimes yes, sometimes no.] You might add: "I know some youth who are irresponsible, but I also know some adults who are irresponsible. And I know some adults who are controlling, but I also know some youth who are controlling."

7. Why do you think we did this exercise? [Answers should include, but are not limited to: So we could explore the issue of assumptions and how important assumptions may be in building or undermining partnerships. If this particular answer does not come up, facilitators need to suggest it.]

Be sure to honor everyone's comments—that is, that all are correct and none are wrong. Emphasize that the important thing to remember about assumptions is that we need to be aware when we are making them and that we need to be *careful* that we are not making assumptions that could be detrimental to our working together. We need to ensure that our assumptions do not undermine achieving true partnership in our work.

ACTIVITY B: DEFINING AND CLARIFYING OUR TERMS

Facilitator's Instructions: Begin by explaining that, for purposes of this training, youth will be defined as people 20 and younger. Explain that there are many definitions of youth (some up to age 24 or even up to age 29), but that for the purpose of this training, we are talking about people under age 20.

Write on the newsprint the following key concepts: youth involvement, youth engagement, youth leadership, peer education, youth activism. Explain that there are many terms that describe the process of engaging teens in TPP programs. Give participants a few minutes to brainstorm the definitions of each key concept—either in small groups or in the larger group.

Now, ask each participant to define partnership between youth leaders and adult professionals. Once participants have formulated their own definitions, have two or three volunteers share their definitions with the group and write the definitions on a flip chart. Ask participants to add components until everyone's definition is included.

1. Integrates young people's perspectives, experiences, and skills with professional adults' experience and wisdom
2. Offers each party the opportunity to be decision-makers
3. Recognizes and values the contribution of each
4. Allows youth and adults to work in full partnership envisioning, developing, implementing, and evaluating programs.

After hearing from the participants, affirms their responses, and read the following definition:

An Effective Youth Leader–Adult Professional Partnership is one that:

[*Note:* The participants are likely to have ideas similar to the definition given above. Affirm their responses.]

Pass out the **Handout: Spectrum of Attitudes** and tell them you'll explain the theory as they introduce the Spectrum of Attitudes theory. Discuss the importance of both attitudes and skills in developing effective youth-adult partnerships. Describe researcher William Loftquist's Spectrum of Attitudes theory, which identifies common approaches and attitudes toward working with young people. As you read each attitude as participants for examples they have experienced.

ACTIVITY C: VALUES CLARIFICATION

Facilitator's Instructions:

Before the session begins, post three signs in three parts of the room, forming a continuum:

Agree -------------------------------------- Not Sure -- Disagree

Explain that this exercise examines participants' individual values regarding young people and youth-adult partnerships. Ask participants to be as honest with themselves and the group as possible. Explain that you will read a "value statement," and you want each participant to think about it and then to move to the sign representing where he/she stands on that value. Those who agree with the statement should move close to the "agree" sign. Those who disagree should move to stand near that sign. Those who are in the middle or unsure should move near the 'not sure" sign. It is also okay for anyone to stand between two signs, if that more accurately expresses a stand on a particular value.

Ask all the participants to stand up. Read the first statement, and ask participants to move to express their individual feelings about that value. Repeat the statement, if necessary, and again ask participants to move. Once all participants have moved, ask a few of them in each category to explain why they are standing where they are standing. After a few responses from each group, move on to the next value statement. Don't spend too much time with any one group; but make sure that all groups have equal time to share views.

Keep moving down the list of statements. Do not answer questions or offer clarification; rather, let the participant clarify the value for her/himself. Explain that if participants' values change according to others' arguments or explanations, they can move to another part of the room, but that you don't want to influence where they stand. Keep moving down the list at a comfortable pace, and don't let participants get too caught up on one or more statements. Ask people to share who have not yet spoken. Some participants may seem to dominate this session, and you want to encourage quiet people to participate vocally. If you run short of time, skip some of the statements.

Process: When you have completed the list (or run out of time), have participants sit down and ask the following questions (save at least 20 minutes for discussion). Be sure to probe for clarity and ask participants to provide concrete examples to support their responses:

- What did you notice happening during this exercise?
- Were you surprised by any part of this exercise?
- How did it feel to do this exercise?
- If you were ever alone under a sign (or there were only a few of you), how did that feel? Was anyone uncomfortable? Or did you feel angry or frustrated?
- What influenced your decisions?
- What is useful about doing this type of exercise?
- Why are values important in our work?
- How do you think this exercise will help you in forming effective youth-adult partnerships?

Reiterate that this exercise assists participants in understanding their own and others' values related to partnerships between youth leaders and adults in adolescent health programs. It is important that we are each aware of where we stand on these issues and that we recognize where we may need to adjust our opinions to work effectively in partnership. This exercise should not to divide the group, but rather allow us to recognize our differences and move forward.

ACTIVITY D: BENEFITS, BARRIERS, AND STRATEGIES FOR YOUTH-ADULT PARTNERSHIPS

Facilitator's Instructions: Separate the participants into youth-only and adult-only groups of no more than eight members. Depending on the number of youth and adults, you may need to form two to four groups, being sure to keep them separated by age. Have participants self identify as a "youth" or "adult." (*Note:* Some participants may resist this separation. If so, explain that separating into age groups helps some people to share. Also explain that we will report out what each group discussed afterwards.)

Once they have separated, ask each group to identify a recorder and a reporter. Then, ask the groups to discuss the questions below:

1. What are the benefits of using a youth-adult partnership approach to our work?
2. What are the barriers to such an approach?
3. Looking at the barriers, what strategies are needed for effective youth-adult partnerships?

Give the group 15 to 20 minutes to consider the questions. Walk around and assist groups with the discussion, with the youth facilitator working with the youth and the adult working with the adult group. Facilitators should participate, but be careful not to dominate the group discussions. Ask participants to document their discussion on flip chart paper.

At the end of the discussion, let each group report on what they discussed, letting them know how much time they will have for their report, depending on the number of groups there are. After all groups have presented, ask participants to compare the reports of the youth and the adult group(s). Ask the participants to remember these ideas and the differences, if any, as they focus on strategies for more effective partnerships. Post the groups' lists on the wall.

Pass out the handout: *Youth-Adult Partnerships in Community Mobilization*. Review the framework and the benefits of youth-adult partnerships. Emphasize that programs that actively involve youth are much more relevant and likely to be sustainable than programs designed, implemented, and evaluated only by adults.

Finally, review potential barriers.

Process: Close the session by saying that we can also learn about the power of youth-adult partnerships by looking at the research on protective factors. This is often called "resiliency" research, and it focuses on factors that positively influence the development of young people, resulting in healthier outcomes. Such factors include, but are not limited to:

- Social competence (e.g., being able to relate to others);
- Problem solving skills;
- Autonomy (e.g., being able to make one's own decisions);
- A sense of purpose; and
- Positive expectations for the future.

Explain that youth-adult partnerships not only increase the relevance of programs, they also assist involved youth in developing these protective factors. Emphasize that youth-adult partnerships increase youth resilience, which is an overall goal of most unintended pregnancy prevention or adolescent health initiatives.

ACTIVITY E: DEVELOPING POLICIES AND PROCEDURES

Facilitator's Instructions: Prior to the session, cut out the case studies. Explain that in this activity, participants will apply the strategies for effective youth-partnership formation, described above, to situations often encountered in sexual health programs for youth. Have the participants form groups of 3 or 4 young people and adults. Distribute a case study to each group and ask groups to brainstorm solutions to the situation. Be very clear with the instructions: you want them to pretend they are in this situation and to think of solutions, based on what they know from the case study. Let them know that they should focus on strategies for better youth-adult partnerships in the situation,not on ways to make interventions more effective. (For example, the group with case study #2 should not focus on how to promote evidence-based interventions, but on ways youth and adults can work together). Give each group about 10–15 minutes to develop solutions, with a two-minute warning before time is up.

Following the brainstorming, ask one member of each group to read the scenario, and then another member to share the strategies the group developed. Give each group about five minutes to make its presentation. When a group has finished, ask other participants to contribute ideas, based on their experience, to solve the situation. Repeat the process for each group.

Process: Finally, refer to the Companion Guide [Title TK] Explain that the handbook covers a wide variety of issues, including recruiting and training members of the YLT, roles and responsibilities, communication protocols and handling medical emergencies. Discuss how such policies and practices can help support and contribute to high functioning youth leadership teams. Explain that you would like to form a group of 6–8 volunteers (both teens and adults) to form a subcommittee to adapt and tailor the handbook for your community effort.

HANDOUT

SPECTRUM OF ATTITUDES THEORY

Researcher William Loftquist the spectrum of attitudes______which identifies common approaches and attitudes toward working with young people.

- **Youth as Objects.** Many adults working in the field of youth's sexual health have this attitude. The adult believes he/she knows what is best and seeks to control all situations in which youth are involved. This attitude is based, in part, on the belief that youth are in need of protection from the outside world. Thus, in working together, the adult tells the youth exactly how the program will run, including all operational details. The adult evaluates the program without input from youth.
- **Youth as Recipients.** Some adults in the field of teen pregnancy prevention / youth sexual health have this attitude, which patronizes youth. Adults with this attitude think that involving youth will be a "good experience" for them, as they transition into adulthood and that youth's participation is helpful, but not essential for the program. Thus, youth are allowed to conduct only trivial activities or things that adults do not want to do. This attitude often results in adults' "tokenizing" youth, remembering at the last moment to include youth on a panel or to bring them into a discussion.
- **Youth as Partners,** which is what we are trying to achieve. Adults holding this attitude recognize the inherent worth of both adults and youth leaders to the success of the project. People with this attitude treat both adults and youth with respect. As a result, everyone gains from the partnership.

VALUES CLARIFICATION STATEMENTS

- YLT members should be required to dress "appropriately" when conducting coalition events in our community.
- Peer educators can be more effective than adult educators when it comes to teaching teens about sexual health.
- A 14 year old is old enough to consent to sexual intercourse.
- It is best for teens to wait to have sex until they are married.
- If I learned that a teen on my agency's YLT was smoking marijuana, I would be inclined to tell their parents.
- (Adults) I enjoy working with teens. (Teens) I enjoy working with adults.
- (Adults/Teens) I have a pretty good understanding of teen/adult culture (e.g. I am pretty familiar with their music, dress, technology preferences, etc.).
- It's okay for an (adult) Youth Coordinator to share a hotel room with a YLT member at a statewide TPP conference.
- Youth-serving agencies should have youth working full time on staff.

WORKSHEET

SILENT INTERVIEW

Some research says that we make as many as 20–25 judgments or assumptions about a person in the first minute of meeting them. Based on your "assessment" to this point, answer the following questions with regards to the facilitator(s) of this session.

Fill in the blank. The facilitator's

1. Age ___________
2. Number of children (or siblings), if any ____________
3. Ethnic group ____
4. Place of birth ____
5. Favorite television show ____
6. Cell Phone service ____
7. Hobbies ____

- -

CASE STUDIES

1. [Adult] You are an (adult) youth coordinator for a Youth Leadership Team (YLT). The youth are tasked with developing a social media campaign designed to educate their peers about sexual health and healthy relationships. You have scheduled a planning meeting. As you enter the meeting room, you realize that the group is not getting down to business. They are laughing and loudly teasing each other. You do not perceive that they are really interested in working on the project. You are the only adult in the room. What can ***you*** do or say? What could ***you*** have done to better prepare?

2. [Youth] You and a small group of fellow students are leading an effort at your school to get health teachers to cover sexuality education in their classes. While two of the health teachers are supportive, one is adamantly opposed. He believes that parents, not teachers, are responsible for teaching their kids about sex and has asked the school principal to support his position. Thinking in a youth-adult partnership framework, what can ***you*** and your peers do to "make the case?"

3. [Adult] You are the (adult) youth coordinator for your community's Youth Leadership Team. The YLT focuses on sexual health peer education for teens in the community. Last year, you trained 16 youth to be certified as peer educators. Once certified, they co-facilitated the evidence-based sexuality education program *Making Proud Choices*, in three community centers, reaching more than 50 teens. Unfortunately, this year you have had a hard time retaining members. As the year has progressed, more teens have dropped out and only three youth are now actually implementing the program. What can ***you*** do to attract committed peer educators and retain more of them in the program?

4. [Adult] You are a new member of your local teen pregnancy prevention Community Action Team, a group of residents and service providers who are developing new strategies to address the high rates of unplanned pregnancy among teens. At the first few meetings, you see a few youth attending. However, you perceive that they do not know anyone else. You see that they are not participating in the conversation, and that the chair never asks for their input. You see that the same few youth come once or twice, but after a few times, they do not return. At one point, you talk to one of them about speaking up, and she tells you she feels uncomfortable because the chair never calls on her or the other youth. What can ***you*** do to make the situation more conducive to youth's genuine participation?

5. [Youth] You are a new member of a local task force that is planning a series of events for Teen Pregnancy Prevention Month. You have been asked to provide a teen "perspective" to the task force, helping them decide how to promote awareness among your peers. You attend the first meeting and realize that everyone else in the room is 15 to 30 years older than you. Although you are recognized as the "new voice" on the task force, your suggestions are dismissed as unrealistic, too controversial, or "something that has been tried in the past and did not work!" What can ***you*** do as a young person to improve the situation you are in?

ASSESSMENT AND PLANNING

The overall goal in any community mobilization effort is to bring diverse factions together to work collectively on one issue. Once you have all of your teams in place, you will have to ensure that they are working together toward the same goal. This chapter will help you lay the foundation for the work of coalition. It is based on four best practices:

- **BEST PRACTICE #6:** Develop a shared vision and core values
- **BEST PRACTICE #7:** Conduct a needs and assets assessment
- **BEST PRACTICE #8:** Create a strategic plan with mutually reinforcing strategies
- **BEST PRACTICE #9:** Create a fundraising strategy

Creating a clear, written vision statement that is shared by all participants is an essential step in developing a productive and successful coalition and in effecting changes on the community level. The vision statement should articulate the goals of the community mobilization project—such as raising awareness of teen pregnancy and adolescent health needs in your community, gaining a better understanding of the root causes, increasing access to education and services, and reducing unintended pregnancy among teens.

The statement of core values will also become an important written record of the coalition's philosophy and how the coalition will operate. While some of these core values focus on the issue of teen pregnancy itself, others may be more about the way the coalition interacts with the community, such as being open to involvement from all factions of the community, being transparent in communications, and involving youth in leadership positions.

In preparation for the planning and assessment phase of coalition work, the Lead Agency should reflect on some key questions:

- How can you facilitate a process for creating a shared vision to ensure that all participants are working toward the same goal?
- Who will facilitate your visioning process? Who will participate in this process?
- What challenges and barriers might you experience in developing a formal written statement that reflects the community's vision for change?
- How will you ensure that each individual or organizational participant demonstrates commitment to the overarching goal for the teen pregnancy prevention effort?
- If there are points of disagreement in creating the vision, how will you find common ground?

In addition to the vision, one of the most important initial activities of the planning process is to conduct a needs assessment. Also called community mapping or an environmental scan, the needs assessment provides a comprehensive profile of youth in your community, and depicts how well the community currently meets their health, educational, and social needs. A community needs assessment specific to adolescent health and teen pregnancy prevention should:

- Profile the extent of adolescent pregnancy in the community, including pregnancy, abortion, and birth rates;
- Identify important risk and protective factors associated with adolescent pregnancy among specific groups of young people;
- Identify all available programs and services that support adolescent health and development;

- Determine level of unmet need in both education and health services;
- Identify how the community perceives adolescent pregnancy; and
- Assess the community's social and political climate and openness for specific strategies (such as linkages across adolescent health and social services, sexuality education in schools, or the availability of contraception).

The results of the needs assessment will inform the strategic plan which enumerates the goals and objectives of the coalition. The strategic planning process can help illuminate not just what the partnership is going to work on together but the various activities that participants—whether individuals or organizations—will undertake to support and add to the overall plan of action. The collective impact model refers to these as "mutually reinforcing activities."

This chapter includes several interactive sessions designed to help you set the stage for the coalition's work by writing a vision statement and core values, conducting a needs assessment, creating a strategic plan, and identifying funding sources.

CHAPTER 3: SESSION A
Vision and Values

PURPOSE:		MATERIALS:
The purpose of this session is to help CLT members explore the intent of a vision and values statement, review some examples from other communities, and create a succinct, yet powerful, statement which reflects their own commitment to a community-wide approach to teen pregnancy prevention. Project coordinators or facilitators can lead this exercise during a CLT meeting or a strategic planning retreat.		• Newsprint, markers, tape, colored paper, colored stickers • Handout: *The Vision and Values Statement: Select Examples*
TIME: 2 hours	**AUDIENCE:** CLT members	**FORMAT:** Discussion and brainstorming in pairs, small groups, and large group

ACTIVITY A: CREATING A VISION STATEMENT

Facilitator's Instructions: Ask the entire group to think about the following question:

> "When you think about the goals and purpose of our community-wide teen pregnancy prevention effort (or community mobilization effort), what is most important to you? What is your vision?

Then brainstorm single words and concepts that describe this vision and write the answers on the newsprint.

Ask each participant to find a partner (or divide them into small groups). Give each pair a piece of newsprint and a marker. Instruct them to look over these words and concepts and create a set of statements, in less than 100 words, that reflect your vision for our community-wide teen pregnancy prevention effort.

Give the pairs approximately 15 minutes to complete the exercise. Once they have written their own ideas, distribute the handout, **Examples of Visioning Statements**. Ask them to review and discuss the vision statements. Ask if they would like to revise or expand their statement in any way. Then ask each pair to post their newsprint on the wall. Ask everyone to walk around the room to review each other's work.

If time permits and there is a general agreement, create a draft statement as a large group. If you find that participants are spending too much time wordsmithing, say that you will use their ideas to create a succinct statement and will present it at the next meeting for review and consideration.

Process: Explain that the CLT's vision will help shape all of the work of the community mobilization project. Ask the group to consider the following questions:

- What is the value of creating this vision statement?
- How was it like to do this exercise? What were the most important values identified in your discussion? Were there points of disagreement?
- How do you think we could use this statement in our community mobilization efforts?
- Do you think we might experience any push-back or controversy related to our efforts?
- How should we "present" the vision to the community?

Explain that everyone engaged in the effort—each member of the CLT, CATs, or YLT—must believe in the collective vision. There may be differences of opinion on particular strategies, but everyone should support the fundamental purpose of the community-wide effort.

ACTIVITY B: WRITING VALUE STATEMENTS

Facilitator's Instructions: Divide the larger group into half and ask each group to identify a set of values, similar to the examples provided on the handout. Give the groups about 15 minutes to develop 5-7 core values. Write each value on a single sheet of colored paper ($8^{1/2}$ x 11). Ask the groups to post their values on the wall. When time is up, review each of the values, placing ones that are similar to each other in the same area of the wall.

Give each participant three colored stickers and ask them to place a sticker by three value statements (or groups of value statements) that they feel are especially powerful and effective.

Ask the group as a whole to look at the statements that have received the most stickers. Ask if there is a general agreement that these are important. Then ask if there are any non-negotiable words/concepts that they feel are absolutely critical. Spend approximately 30 minutes developing a group vision and values statement by using the examples provided and the ideas on the newsprint that is now hanging around the room.

Process: Ask the group to look over the values you have written. Explain that these will be revised or wordsmithed in the future but that for now you want to get a sense or agreement. Ask if anything is non-negotiable — things that must stay in or must be deleted. Considering doing a Fist or Five activity as described in Chapter 2: Session B.

HANDOUT

VISION AND VALUES STATEMENT: SELECT EXAMPLES

Example 1: Vision and Values Statement: Orangeburg, SC

VISION

By August 2015, the Orangeburg Coalition's teen pregnancy prevention initiative will be mobilized and engaged within the community to raise awareness of the importance of reducing teen births in the community of Orangeburg County, South Carolina. Together with invested community leaders, and in partnership with institutions of learning, policymakers, manufacturers, corporate entities, healthcare providers, teens, parents, and caregivers, we will create a plan to address the underlying issues that lead to poor health outcomes for young people in Orangeburg. The community will lead the development of a teen pregnancy prevention framework, which will guide our work to improve communication among youth-serving organizations and create systems to link and expand access to healthcare resources for young people.

CORE VALUES

- The Orangeburg community owns and leads this initiative.
- We will work to build community, trust, and authentic partnerships by creating safe spaces to have brave conversations.
- We will be inclusive of all organizations that aim to empower youth in the Orangeburg community.
- We will endeavor to develop seamless systems that expand access to healthcare and empower young people to make healthy decisions.
- We will work together to create systems and tools that allow for sustainable partnerships that can track access to healthcare and social services available, services received, and services needed for young people, county-wide.
- We will ensure that young people know they matter through leadership opportunities, promotion of education, and delivery of activities that allow their voice to be heard.

Example 2: Vision and Values Statement: East Hollywood, Los Angeles, CA

VISION

By July 2016, the Teen Pregnancy Prevention Community Collaborative of Los Angeles (TPPCC-LA) will be a cohesive, sustainable, and mobilized group that will address teen pregnancy prevention in the East Hollywood neighborhood of Los Angeles, CA. The TPPCC-LA will bring together both adult allies and youth leaders to understand the root causes of teen pregnancy and utilize a community prevention framework to address the intersecting social determinants of health that impact young people in Los Angeles.

CORE VALUES

- Our process is youth-driven, community-informed, transparent, and evidence-based.
- We recognize young people as leaders and change makers, with the inherent ability to make healthy choices.
- Adults and youth are prepared to form equitable, complimentary, and authentic youth-adult partnerships.
- Our collaborative incorporates and values diverse participation with representation from multiple sectors.

- Our strategies aim to address systemic oppression and discrimination, and its impact on health inequities.
- We strive to create affirming and inclusive environments that make space for intersecting communities and movements (LGBTQ, teen parents, etc.)
- Our collaborative focuses on reproductive health, choice, and justice in a way that is sex positive and highlights the importance of empowerment and access.

Example 3: Vision and Values Statement: Salem, NJ

VISION:

We envision a positive youth environment in Salem City where all children thrive. We envision a place where youth and parents are empowered and have access to support (family planning services, mentors for both parents and youth, spiritual leadership etc.) because of improved linkages and expanded access to health care resources.

MISSION:

The Salem City Youth Wellness Collaborative works toward reducing teen pregnancy in Salem City, New Jersey by building resilient youth, increasing educational opportunities for youth, and creating advocates for the prevention of teen pregnancy and sexual transmitted infection.

CORE:

- The Salem City community owns and leads this Collaborative in a caring and inclusive manner.
- We will work to build a community of trusting and authentic relationships within this Collaborative by creating safe spaces to have open conversations related to sexual health.
- We will ensure that young people know they matter through leadership opportunities, promotion of education, and delivery of activities that allow their voice to be heard.
- We will be inclusive of all organizations/community members that aim to empower youth in Salem City to achieve their full potential.
- We work from a strengths-based perspective, understanding that our community's deep roots, talented and committed adults, and creative and determined youth will develop solutions that build upon our individual gifts.
- We value education and health awareness through evidence-based programming. We want these educational opportunities and conversations to occur at home as well as through coordinated community programming.
- We aspire to have seamless systems that expand access to healthcare and empower young people to make healthy decisions.
- We recognize that economic stability for families and economic opportunities for youth are critical to change the narrative for future generations in our community.
- We want to rewrite the narrative to help children and teens envision their full potential. Our work will foster hope and creativity among youth and enable them to discover who they are in healthy ways.

CHAPTER 3: SESSION B
Needs Assessment

PURPOSE:			MATERIALS:
Conducting a needs and assets assessment can be a lengthy, complex process with a number of moving parts. This session will help you determine the type of information you need to collect and the data collection methods you'll use for the needs and assets assessment.			• Newsprint, markers • Handout: *Importance of a Needs Assessment* • Handout: *Common Techniques for Needs and Assets Assessment* • *Handout: Tips for Conducting a Successful Needs Assessment* • *Handout: Sources of Information for Needs Assessment* • *Handout: Tips for Designing Surveys* • *Handout: Sample Questions for Key Informant Interviews* • *Handout: Sample Questions for Focus Groups with Parents and Teens* • *Handout: Community Mapping Grid*
TIME: 3 hours	**AUDIENCE:** Commumity Leadership Team	**FORMAT:** Small and large group discussion	

ACTIVITY A: BENEFITS OF NEEDS ASSESSMENT

Facilitator's Instructions:

Facilitate a discussion about the importance of the needs assessment. Explain to participants that the findings will provide an overall picture of the needs in the community, the available resources, and potential barriers. The purpose of the needs assessment is to collect information on the following:

- Basic demographic data on adolescent health indicators and outcomes;
- Resources available related to teen pregnancy prevention and adolescent health promotion;
- Key stakeholders and potential partners and collaborators; and
- Other teen pregnancy prevention, youth development, and adolescent health efforts in the community.

Remind participants that the coalition will want to assess community-based organizations, the school system, health care providers, and family planning organizations to understand what resources are currently available to young people and what needs are going unmet. It is also important to assess the attitudes and norms within community as well as the policies of schools and healthcare organizations. Finally, understanding the social and historical context of the community as it relates to teen pregnancy will allow the partnership to tailor its strategies to better empower the community.

Ask participants to brainstorm the benefits of a community needs and assets assessment. See Handout: Importance of a Needs Importance

Process: Distribute Handout: Importance of a Needs Assessment. Discuss the list participants came up with and compare it to the list in the handout.

ACTIVITY B: STRATEGIES FOR ASSESSING NEEDS

Facilitators Instructions: In a large group discussion, ask members to share their own experiences conducting needs assessments in the community. What strategies have worked? What challenges have they experienced? What sources of existing data have they used? Also, discuss the importance of working with a local evaluator to develop culturally appropriate tools and guidelines for surveying minors in your community.

Process: Distribute and review the following four handouts:

- *Common Techniques for Needs Assessments*
- *Tips for Conducting a Successful Needs Assessment*
- *Sources of Information for Needs Assessments*
- *Tips for Designing Surveys*

ACTIVITY C: ASKING THE RIGHT QUESTIONS

Facilitators Instructions: Divide the large group into two smaller groups. Ask groups to identify a recorder and reporter. Distribute the following handouts: *Sample Questions for Key Informant Interviews: Sample Questions; Conducting Focus Groups: Sample Questions;* and *Conducting a Windshield Tour of Your Community*. Explain that these questions and processes were developed by local community coalitions working in South Carolina, California, and New Jersey. Ask the groups to review the three sets of questions – one set that could be used during key informant interviews, one set for focus groups with teens, and one set for focus groups with parents. Ask participants to expand upon, delete, or change questions so that they are relevant for their community. Allow each group to share their questions.

Explain that once the assessment has been completed, the Lead Agency will work with the CLT to develop a report summarizing the results of the data collection efforts.

At minimum, it will include:

- A statement about the purpose of the needs assessment;
- The methods used to collect information (what, how, when, and with whom the assessment was conducted); and
- Key findings (trends in sexual behavior, teenage pregnancy, abortion, birth rates, responses to surveys and observations about needs, resources, and barriers).

Process: Wrap up the discussion by asking:

- What challenges do you anticipate in conducting the needs assessment?
- How should we move forward? To develop and implement surveys, interviews, and focus groups? To conduct a data analysis of teen pregnancy and adolescent health in the community? To gather information about community resources and needs?
- What will we need in terms of staffing and budget? What is our timeline?

IMPORTANCE OF A NEEDS ASSESSMENT

A needs and assets assessment is valuable because it:

- Engages the community in the data gathering process.
- Ensures that young people have an active voice in program planning.
- Ensures that evidence-based programs are widely implemented in schools, family planning centers, and youth-serving organizations.
- Ensures that adolescent health and social services, including family planning services, are adequately linked to youth serving organizations.
- Identifies potential resources for and barriers to effective program implementation.
- Provides guidance on tailoring evidence-based programs to the specific needs and assets of youth in the community.
- Ensures that programs and services are developed to be culturally competent and youth friendly, including male friendly and LGBTQ friendly.
- Facilitates "buy-in" from key stakeholders by eliciting their opinions and support.
- Engages non-traditional stakeholders, such as pharmacists, businesses, faith-based organizations and civil rights leaders.
- Demonstrates that community-based problems deserve tailored, community-based solutions.
- Identifies gaps in services and prevents duplicating existing services.
- Enables planners to make strategic alliances and to reassess and redeploy existing funds and resources.
- Educates the public and raises community awareness.
- Documents project significance and progress for funders.
- Provides baseline data so evaluation can measure changes over time.

COMMON TECHNIQUES FOR NEEDS ASSESSMENTS

A variety of techniques are commonly used in conducting community-wide needs assessments. They include:

SURVEYS: Written surveys or questionnaires are a fast and cost-efficient way to gather information from large groups of people. You can distribute surveys on paper at community events or centralized locations or you can take advantage of online services (such as Survey Monkey) that allow you to email a link to potential participants or post it on your organization's website. Surveys are confidential and easy to administer but need to be carefully crafted to make sure that the questions are clear and easy to understand. One drawback of surveys is that they provide little or no opportunity to ask for more information or a deeper reply. In addition, surveys require that participants have certain reading and writing abilities so they might not be appropriate for all audiences.

KEY INFORMANT INTERVIEWS: One-on-one interviews—either in person or by telephone—are a good way to gather sensitive or confidential information from individuals and allow you to delve deeper into answers. During interviews, participants respond directly to questions posed by an interviewer. While interviews do not reach as many people as written surveys, they do result in more detailed, complex, and in-depth information. Interviews may also be most appropriate for respondents with limited reading and writing skills. Telephone interviews can save time and cost because they do not require transportation. Remember, however, that data gathered through telephone interviews will leave out the perspectives of families who don't have cellular or landline phones.

AGENCY RECORDS: Although record review can be extremely time-consuming, it can provide important insight into information that may not otherwise be available. In adolescent health centers and family planning clinics, for instance, a record review may document how protocols are implemented, count specific visits, ascertain operational relationships with referring providers, or determine the quality of health center record-keeping.

OBSERVATION: Personal visits can provide the best first-hand glimpse of the problems and needs of a population or of available services. There is no better way to get a true feel for the community or program than to make a visit. Individual staff can visit a program or clinic, or you can set up a group visit with members of your CLT or CAT. Keep the group small so as not to impose on the agency (three members is usually sufficient,) and remember to coordinate your visit with key staff so that no one is surprised when you arrive.

FOCUS GROUPS: These exploratory group sessions provide insight into participants' attitudes, beliefs, and perceptions. Focus groups are usually made up of eight to 10 people who do not know each other. A skilled moderator leads the group, using a predetermined set of questions to stimulate discussion. The role of the moderator is to keep the discussion flowing and to maintain a focus on the key issues.

While it is important to conduct focus groups with a diverse range of community members, the mix of participants in any one group is important. For example, consider segregating adolescent groups by age to ensure full participation.

COMMUNITY FORUM: Often, as part of the needs assessment process, communities hold a public event to obtain feedback from community leaders, service providers, and residents. Such public meetings can help educate and mobilize the community. They can also be an opportunity to learn more from community members about their perceptions of adolescent pregnancy and their desire for change. Be sure to plan and prepare well for the community forum: develop materials to encourage those invited to attend, hold the meeting at a convenient time and location, and ask those invited to confirm their attendance.

HANDOUT

TIPS FOR CONDUCTING A SUCCESSFUL NEEDS ASSESSMENT

The results of the needs assessment will help guide decisions about where the coalition should focus its time and resources. Some keys to success include:

TIP #1 Carefully **define the parameters** of the community. Is the community defined by geographical area (e.g., zip code, neighborhood, city, county, or state), or by non-geographical historical makers, or demographic characteristics (e.g., cultural identity, language, age, or socioeconomic status)?

TIP #2 Determine the availability and specificity of **baseline data.** Is data available for the specific area (e.g., health planning area, census tract, school district, or zip code)? If not, can the extent of health needs and services be estimated in other ways?

TIP #3 Thoughtfully identify **specific assessment questions** that data will answer, for example: what are the sexual risk-taking behaviors of young people, what are common protective factors for youth in the community, where in the community are the risk/ protective factors most prevalent, where are health disparities most prevalent, and what and where are the resources in the community?

TIP #4 Actively **engage community members** in the process, including leaders, adolescents, and parents. Community members can identify the questions that the assessment aims to answer, develop the data collection approach, and gather the information.

TIP #5 Use a **variety of data collection strategies,** including existing community data sources as well as complementary qualitative approaches (e.g., focus groups and in-depth interviews) to assure a comprehensive picture of the community.

TIP #6 Obtain the **cooperation of key stakeholders** (e.g., parents, schools administrators, or school board) in collecting the information.

TIP #7 Establish a favorable climate for the needs and assets assessment within the community by **demonstrating ways the information will assist** the community.

TIP #8 Be sensitive to concerns about the **confidentiality of information** gathered as well as negative ways the information might be used.

TIP #9 Ensure that the needs assessment is **broad in scope**, reaching beyond family planning and sexuality education.

TIP #10 Allocate **adequate staff time and funding** to conduct a thorough needs assessment.

HANDOUT

SOURCES OF INFORMATION FOR NEEDS ASSESSMENTS

TYPES OF DATA	WHERE YOU CAN GET IT	WHAT IT CAN REVEAL
Census Data	Census.gov, libraries, universities, and planning agencies, or for purchase from the Superintendent of Documents.	Incidence of poverty, number of single heads of household, unemployment rates, educational attainment, and demographic information. (*Drawback: Census data is collected only every 10 years*).
Demographic data	Chambers of Commerce and state, county, and local planning agencies.	Growth of new populations and economic shifts in employment, especially as it affects adolescents and young adults.
Health needs and services	State, county, and city health departments, adolescent health programs, family planning clinics, medical societies, urban affairs departments, public service institutes, and the National Center for Health Statistics.	Vital statistics (such as birth rates for specific populations, and incidence of infant mortality and morbidity, including low birth weight); reproductive health and other physical and mental health indicators and needs (including substance use, mental health visits and diagnoses, and reported sexual abuse).
Educational needs and services	Available from school principals, school district superintendents and offices, or state department of education.	School dropout and truancy rates, number of suspensions, number of students visiting the school nurse, and/or number of students on probation.
Social services needs and programs	Available from local, county, and state departments of social services, juvenile justice programs, and community agencies.	Number of youth from low-income families, in foster care or the juvenile justice system, or in after-school programs.

Sources: Brindis, C. D., Pittman, K., Reyes, P., & Adams-Taylor, S. (1991). Adolescent pregnancy prevention: a guidebook for communities.; Card, J. J., Peterson, J. L., Niego, S., & Brindis, C. (1998). The prevention minimum evaluation data set (PMEDS) A tool for evaluating teen pregnancy and STD/HIV/AIDS prevention programs. Evaluation & the health professions, 21(3), 377-394.

HANDOUT

TIPS FOR DESIGNING SURVEYS

TIP #1

KEEP IT FOCUSED. Ask only questions relevant to the needs assessment and that provide sufficient baseline information. Resist the temptation to ask every detailed question that comes to mind.

TIP #2

KEEP IT SHORT. Respondents are more likely to complete a short survey—and it saves paper. Inform respondents at the outset about the average length of time needed to complete the survey.

TIP #3

KEEP IT SIMPLE. Avoid long and complex questions. When providing a list of choices, do not list every possible choice; anticipate those that will be selected by most people. Leave a space for other responses.

TIP #4

KEEP IT VISUALLY ATTRACTIVE. Do not clutter pages or try to squeeze too many questions into a small amount of space. Leave generous room for answers to open-ended questions. An attractive, pleasing layout encourages completed surveys.

TIP #5

KEEP IT CLEAR. Use simple language. Avoid questions that ask two things at once, such as "Have you participated in after school programs, and if so, which ones?" When appropriate, use familiar terms or slang terms to increase understanding.

TIP #6

KEEP IT FRIENDLY. Include a welcoming statement at the beginning of the survey. Place instructions in front of each section and use a friendly tone. Thank the participant at the end of the survey.

TIP #7

KEEP IT COMFORTABLE. Consider the setting. Where possible, conduct the survey in a setting that is comfortable for respondents. For example, survey community residents or parents in their homes. Survey youth at shopping malls, movie theaters, or recreational centers.

TIP #8

KEEP IT CONFIDENTIAL. Include a clear, written statement about how the survey results will be used. State clearly how confidentiality will be assured. Consider using an anonymous system that doesn't record a respondent's name.

TIP #9

KEEP IT CONSISTENT. Field test your survey. Ask several people (especially members of the target community) to fill out a draft survey. Incorporate their feedback and suggestions regarding purpose of survey and clarity of questions, language to be used, time required.

Brindis, C. D., Pittman, K., Reyes, P., & Adams-Taylor, S. (1991). Adolescent pregnancy prevention: a guidebook for communities.; Card, J. J., Peterson, J. L., Niego, S., & Brindis, C. (1998). The prevention minimum evaluation data set (PMEDS) A tool for evaluating teen pregnancy and STD/HIV/AIDS prevention programs. Evaluation & the health professions, 21(3), 377-394

HANDOUT

SAMPLE QUESTIONS FOR KEY INFORMANT INTERVIEWS

The Los Angeles Healthy Youth Coalition conducted a series of key informant interviews with service providers in the area to find out more about the services available and resource gaps in the East Hollywood neighborhood of Los Angeles. Recognizing the time limitations of direct service providers, the LA collaborative allotted approximately 20-30 minutes to complete the interviews. They asked key questions about health and wellness resources for young people, teen pregnancy, and potential strategies and interventions that the coalition could employ. These questions are easily adaptable to other communities.

HEALTH AND WELLNESS RESOURCES

- What health or wellness resources are available for young people in East Hollywood?
  - What type of resources or services are available?
  - Who provides these services?
- What sexual health resources, such as family planning and sexual/reproductive health education, are available for young people in East Hollywood?
  - What types of services are available?
  - Who provides these services?
  - What particular models or evidence-based interventions are used?
- Do you feel that these services are tailored to (not just available to) young people? Why or why not?
- What barriers do young people experience when trying to access services?
- In general, what gaps are there in services targeting young people in East Hollywood? What about in sexual health services?

TEEN PREGNANCY

- Do you see teen pregnancy as a problem in your community? Why or why not?
- What are some of the social determinants (societal or environmental factors) that impact the high rates of teen pregnancy in East Hollywood?
- What resources are available in East Hollywood specific to teen pregnancy prevention?
- What role do you think the community should play in preventing teen pregnancies in East Hollywood?

STRATEGIES AND INTERVENTIONS

- What specific strategies should the coalition utilize to prevent teen pregnancies in Hollywood? (e.g. scale up services, media campaigns)
- Which agencies, stakeholders, or sectors do you think need to be involved in the coalition?
- Do you have any data (or know of any data sources) on risk of teen pregnancy among young people in Hollywood or related risk/protective factors for young people?

HANDOUT

SAMPLE QUESTIONS FOR FOCUS GROUPS WITH TEENS AND PARENTS

The Los Angeles Teen Pregnancy Prevention Community Collaborative in the Hollywood neighborhood of Los Angeles held focus groups with both teens and parents as part of their needs assessment process. These questions can be easily adapted for use in other communities.

GROUPS WITH TEENS: They started off the meetings by describing that the purpose of the focus group was to assess what young people in the community want and need to be healthy and explaining some of the topics that they were planning to cover. After discussing confidentiality and limits; setting up group agreements; and securing consent for the focus groups, the facilitator asked 10 simple and straightforward questions:

- What do you do/where do you spend your free time?
- Do you see teen pregnancy as a problem in your community? Why or why not?
- What have conversations in your family been like about sex/sexuality?
- Who do you talk to about sex/sexuality? Do you ever talk to adults about sex/sexuality? (Prompts: teacher, parents, etc.)
- Where do you get information about sex and contraception? (Prompts: school, friends, parents, internet, etc.)
- If you needed to access sexual health services, where would you go?
- How easy or difficult is it for you or your friends to find sexual health services? What might make it easier?
- Do current reproductive health services meet your needs? How could they better meet your needs? What are some of the challenges accessing services? (Prompts: language used, location, how easy it is to get appointments, health insurance issues, concerns about confidentiality, etc.)
- Are you and/or your friends comfortable talking about birth control or contraception?
- How would you like to see young people involved in improving the services offered?

GROUPS WITH PARENTS: Coalition members also conducted focus groups with parents. They started off the meeting by explaining that the purpose of the focus group was to assess what parents think about teen pregnancy, what parents need to help prevent teen pregnancy, and what changes parents want to see in the community to support the healthy development of teenagers. After discussing confidentiality and limits; setting up group agreements; and securing consent for the focus groups, the facilitator asked the following simple and straightforward questions:

- Is teen pregnancy a problem in your community? Why or why not?
- Whose responsibility is it to talk to teens about birth control and sex? (Prompt: parents, schools, doctors, etc.)
- Where do you get information about sex and contraception? (Prompt: your child's school, friends, doctors, internet, etc.)
- If your son or daughter needed access to sexual health services, where would they go? Do you think that your son or daughter would ask you to help them find needed sexual health services? How easy or difficult is it for teens to find sexual health services? What might make it easier?
- Do current reproductive health services meet your child's needs? How could they meet your child's needs better? What are some of the challenges accessing services? (Prompts: language used, location, how easy it is to get appointments, health insurance issues, concerns about confidentiality, etc.)
- How comfortable are you talking about birth control or contraception with your children? What support do parents need to help them have these important conversations with their children?
- How would you like to see parents involved in preventing teenage pregnancies?

WORKSHEET

COMMUNITY MAPPING GRID

Instructions: Use this survey to assess resources and services in the community. Provide the following instructions to survey researchers.

Use the survey questions to guide your observation. Carry identification. Take notes as you go along. You may also want to shoot photos or videos with a camera or cell phone, in order to both remember and illustrate what you've seen (i.e. billboards, clinic window front). If you're working in teams, assign roles, with at least one observer and one recorder. Discuss your findings as you go. Pay attention to safety. Be aware of the neighborhood and situation you are in. When you have been assigned designated streets/areas and are ready to begin, please fill out the following windshield survey observation form.

Community Mapping Grid

Date & Day of Week: ____________________________

Time: ____

Observer'sName(s):____

Designated Streets/Areas: ____

SURVEY QUESTIONS	OBSERVATION NOTES
CLINICS AND DOCTOR'S OFFICES What clinics and doctor's offices are in the area? What are their addresses? What services are they promoting with their signage?	
PHARMACIES AND MINUTE CLINICS What pharmacies are in the area? Do they have a Minute Clinic or the equivalent? What are their addresses?	

SURVEY QUESTIONS	OBSERVATION NOTES
HOSPITALS What hospitals are in the area? What are their addresses?	
MEDIA/ADVERTISING What media/advertising related to reproductive health is visible in the area? What does it say and in what language? Who is it targeting? Describe the ethnicity of the models in the advertising. Where are these signs located?	
YOUTH AND LGBT FRIENDLY Do any of the clinics/offices/reproductive health centers show any evidence of being youth friendly and/or LGBT friendly? How so?	
RELIGION Are there any religious buildings? What denominations? What are their addresses?	
SERVICE CENTERS What social agencies or service centers are in the area. Are there offices of dentists, palmist, and spiritualists? Are there parks? Are they in use?	

CHAPTER 3: SESSION C
Strategic Planning

PURPOSE: This session is adapted from the Adolescent Medicine Trials Network for HIV/AIDS Interventions (ATN), Connect to Protect ® and is designed to help the coalition construct a logic model that visually illustrates the link between the needs of the community, prioritized activities of the coalition, and the ultimate outcomes of the coalition.	**MATERIALS:** • Logic model template header cut-outs • Blank cut-outs • Tape/glue, markers, stickers

TIME: 2 hours	**AUDIENCE:** Community teams	**FORMAT:**

ACTIVITY A: LOGIC MODELS

Facilitator's Instructions: Before the meeting, create a logic model template on the wall of your meeting room using the header cutouts and tape/glue. Make sure that the logic model template is in place before members begin to arrive. See below for example template. Headers can include: Community Needs, Inputs, Activities, Outputs, Short Term Outcomes, and Long Term Outcomes; or can be adapted from other logic model designs.

Example: Logic Model Template

COMMUNITY NEEDS	INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES

Have participants brainstorm ideas for each area of the logic model and write them on blank paper that can be posted to your logic model wall. Some of this work can be completed beforehand. For example, data from your community needs assessment can be already included under "Community Needs," or previously discussed ideas or decisions about the ultimate impact or outcomes desired for the group can be already included under "Ultimate Impact" or "Long Term Outcomes."

Once all columns have been filled in, the facilitator should guide the members in a discussion to begin making connections between the different categories. This is often easiest when focusing on the "Activities" section.

Go through each potential activity that has been placed under the "Activities" header. Make sure each activity can be logically linked to "Community Needs" and the "Outcomes". Discard any potential activities that do not match the rest of the logic model.

Process: Ask participants to discuss why this type of logic modeling is important for the health and well-being of the coalition. Discuss how the logic model may be used and determine how it will be presented to key stakeholders. Close the discussion by saying that you will set aside and reassess the activities that were not selected at a future strategic planning meeting of the group.

ACTIVITY B: DRAFTING A PLAN

NEWSPRINT STATEMENT:

Our strategic plan should have the following key characteristics:

- Is based on the results of the community-wide needs assessment;
- Reflects research on risk and protective factors;
- Includes four or more reinforcing strategies aimed at pregnancy prevention;
- Is designed to be compatible with the cultural backgrounds of youth in the community;
- Includes interventions that seek to reduce health disparities;
- Coordinates program activities of four or more organizations in the community and encourages joint planning among partners;
- Is developed through a youth-adult partnership approach; and
- Identifies potential sources for funding.

Facilitator's Instructions: Explain that the strategic plan outlines the specific activities that the coalition proposes to undertake within a certain period of time. The plan includes:

- A statement of the findings of the needs and assets assessment, which can mobilize community support.
- Formulation of the goals and objectives, including:
  - Written objectives, with specific time lines, that describe in detail what activities must occur before a goal is attained
  - Outlines of activities or strategies to accomplish the stated goals and objectives
- Identification of resources necessary to conduct activities (e.g., funding, personnel, etc.); and
- Plans to evaluate and monitor progress toward meeting the proposed objectives and goals.
- A budget

Remind participants of the following points:

- The ultimate goal of the strategic plan is to identify mutually reinforcing activities that, together, will reach large numbers of young people with sufficient dosage and intensity to make a difference. Interventions will vary depending on the identified needs, capacities and interests of each community.
- The difference between changes among teens (e.g. knowledge, attitudes and behaviors related to sexual health and sexual activity); *Social changes* (e.g. increased public will, greater community leadership capacity, increased and high quality community participation, and supportive social norms), and *Structural changes* (e.g. policy and practice changes and greater coordination of health, education, and social services).
- The plan should: a) promote the replication of evaluated EBIs with age-appropriate programs for both younger and older adolescents; b) expand access to adolescent health services, including youth-friendly family planning services, and c) utilize traditional and social media to encourage teens to avoid sexual risk behaviors and inspire alternatives to early parenthood.

Process: Close the discussion by exploring with the group how you will communicate your plan to key stakeholders, funders, and the public. For example, the group may consider developing a Call to Action Report that includes: a summary of the needs assessment findings; the overall community vision; an action plan with clearly specified goals, objectives, and activities; a summary of your evaluation plan; clearly delineated roles and responsibilities of partner organizations; a timeline, and, where appropriate, a budget.

CHAPTER 3: SESSION D
Funding Strategy

PURPOSE: These activities are designed to assist participants to identify potential funding sources that may support their community-wide initiative and to develop programmatic priorities for funding.		**MATERIALS:** • Newsprint, markers • Dot stickers (seven stickers per person) • Prizes (for all participants) • Worksheet: *Identifying Fundraising Needs* • Handout: *Six Creative Ways to Raise Money*
TIME: 3 hours	**AUDIENCE:** Community Leadership Team, Youth Leadership Team	**FORMAT:** Team Contest, Group Discussion

ACTIVITY A: THE FUNDING FEUD

Facilitator's Instructions: Divide the participants into two teams. Distribute the worksheet, *Identifying Fundraising Needs*, and ask each group to spend about 10 minutes answering the questions. Then, give each team several markers and a piece of newsprint with the following question at the top of the page: "How can our coalition raise money to support our teen pregnancy prevention initiative?"

Give the groups about 10 minutes to list ideas for funding. Encourage participants to make their suggestions as specific as possible. For example, while a good answer might be to "seek funding from private foundations," a better answer would be to "seek funding from the Lotsacash Family Foundation."

After 10 minutes, ask each group to report out on their ideas. Give a prize to the team with the most suggestions. Distribute the handout *Supporting Teen Pregnancy Prevention Efforts: Six Ways to Raise Money*.

As a group, explore all ideas and combine all duplicates. Then, give each participant two sets of dot stickers: five of one color (e.g. blue) and then two of another color (e.g. yellow). Place the newsprints side by side each other on the wall. Ask participants to review all of the ideas on the newsprint and place their five (blue) stickers by the ideas that they believe are the most important priorities for the local coalition's fundraising efforts. They may weigh their vote heavily with one idea (by using several stickers to vote for one particular idea) or may vote for five (or any number) separate ideas. After voting for general fundraising strategies, ask participants to place their other two stickers (yellow) next to strategies that they personally would be willing to work on. Ask participants to write their names on the (yellow) sticker to indicate their commitment.

Once everyone has completed these tasks, write the five most popular ideas on separate pieces of newsprint (one idea per newsprint). Ask participants to find one or two partners. Each small group will then go to each of the newsprints and list potential contacts (influential or experienced people) who may be able to help the organization with the particular fundraising strategy.

Finally, revisit the (yellow) stickers, indicating individual commitments. Identify the people who have already expressed interest in helping with particular strategies. Then ask for additional volunteers where needed.

Process: To wrap the exercise, ask participants:

- How did it feel to do this exercise?
- What was hard or challenging?
- What barriers might we face in fundraising?
- How can we overcome these?

ACTIVITY B: TREASURE MAP

Facilitator's Instructions: Draw a *Treasure Map* on the newsprint with an inner square representing the local coalition and 10 outer circles representing in-kind donors. Ask participants to brainstorm any and all potential "in-kind" donor groups who may be willing to offer their time, expertise, and energy (but not money) to the coalition. Think of all possible community assets and resources. For example, a Ph.D. student at a local university may be willing to donate time as an intern to assist the coalition with evaluation activities.

Once the group has identified donor groups, pose the following questions:

- **Question 1: What could these donors potentially give to the local coalition?** Consider vendors and corporations for supplies, equipment, and printing costs; a local public relations firm or radio station for public service announcements and air time; local researchers to assist in data collection; community leaders for the use of their homes or offices to hold special events; colleague organizations to share office space, or a local consulting firms to donate pro-bono support with strategic planning.

- **Questions 2: For what reasons might these donors give to the organization?** What is their motivation? For example, students may need course credit for an internship; corporations are interested in tax-exempt donations and name recognition; researchers may wish to publish their findings; board members may wish to introduce their friends to their favorite cause and an organization they believe in; or colleague organizations may also wish to save money on rental property.

Process: Remind participants that support can come in many colors, shapes, and sizes. Local coalitions must first identify their needs for various goods and services. Encourage participants to be as creative as possible in assessing how the coalition might benefit from in-kind donations. Importantly, recognize that people often give to a cause for their own personal motivations. Coalitions will be most successful in obtaining donations when they seek a good "match" between their needs as the receiver and the motivations of the giver.

End by distributing the handout: *Creative Strategies to Educate the Funders.*

ACTIVITY C: PRACTICE FUNDRAISING SKILLS

Facilitator's Instructions: Explain that this exercise will give participants an opportunity to practice their fund-raising skills, particularly with regard to science-based practices. Divide the larger group into small groups of three. Hand out the role-play scenarios handout. Tell participants that they will act out three scenarios, playing a different role each time, and discuss their experiences. Each will take a turn role-playing the following characters:

> **Person A** is the Community Leadership Team member who is approaching a local foundation to raise money.
>
> **Person B** is the foundation's program officer.
>
> **Person C** is an observer, providing insights to the other two at the end of each scenario.

Small groups will have 10 minutes per role-play (about five to seven minutes for the role-play itself and three minutes to discuss what they learned with each scenario). Say that you will let everyone know when time is at the seven-minute mark and when time is up for a particular scenario. Then the small groups will move on to the next scenario.

Process: Ask participants the following questions:

- How did it feel to do this exercise?
- What did you learn in each role, when you were playing: the board member; the program officer; the observer?
- What resources or training support do you feel that you need to help you "make the pitch" to grant makers in your community?

WORKSHEET

IDENTIFYING FUNDRAISING NEEDS

Spend a few minutes in your small group thinking through each of the following questions.

What does the needs and assets assessment tell about financial resources related to adolescent pregnancy prevention in the community?

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What budget is needed for the planning phase, for implementation of the plan, and for sustaining the program?

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How can we identify new private resources through grants, the private sector, or in-kind contributions? What kind of local funding might be available? Can we contact local businesses which may have a budgeted line item for in-kind donations? How can we sell our idea so that it becomes a marketing tool for them?

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How can we ask for in-kind donations, such as computers, printing services or radiospots, rather than for money?

How can we redeploy existing resources? How can we overlay funding streams? Can we create an adolescent health fund in the community which combines substance abuse prevention money with foster care dollars and Title X funding to meet the needs of different segments of the population? Can we obtain funding from agencies not traditionally associated with teen pregnancy, such as cooperative extension services?

What kind of policy and practice changes would support service integration across different sectors? Can we share staff or locate services together to maximize available resources?

What are realistic fund-raising opportunities in the public (government) and private (foundations) sectors?

SIX CREATIVE WAYS TO RAISE MONEY

While the Lead Agency will most likely serve as the fiscal agent for the project, all coalition members can play an important role in helping raise needed funds. Consider the following possibilities:

SPECIAL EVENTS

Special events may include an awards banquet, an auction, a "friendraiser," or a concert. These events can be exciting way to raise funds, create visibility and exposure for the coalition, and launch new initiatives. Be willing to try several different types of events to determine which kinds of activities will yield the greatest return.

EARNED INCOME

Think of creative ways to sell products and services to benefit your local coalition.
For example, you may sell brochures or fact sheets or perhaps charge a consulting fee for speeches and trainings.

DIRECT MAIL CAMPAIGNS

Direct mail is one of the most utilized methods for raising operations (or general support) monies. However, direct mail campaigns can also be one of the most expensive methods if you do not use a strategic approach. Carefully identify your market, your message, and your mailing costs. Consider timing your campaign with the release of an important study related to teen sexual behavior (for example, your needs assessment report or new data and trends from CDC, Guttmacher Institute, or your state teen pregnancy prevention or adolescent health organization). Direct mail campaigns generally have a 4-10% return (response) rate.

CAUSE-RELATED MARKETING

Consider requesting funds from the public relations and/or marketing department of local and state corporations.

IN-KIND DONATIONS

In-kind donations can support virtually all aspects of the coalition. Think carefully about your needs, find the right donors who can give you what you need, and make the pitch! Because printing is often one of the highest costs for the organization, you will do well to link up with a local print shop or ask member organizations to donate printing costs.

MATCHING GIFT PROGRAM

Contact large employers in the community to determine if they have a matching gift program. For every dollar you raise, the corporation may match that figure, sometimes by four to one!

HANDOUT

CREATIVE STRATEGIES TO EDUCATE THE FUNDERS

As a community-based coalition, you can play an important role in educating foundations and other donors about the importance of investing their precious dollars in "programs that work." Consider the following tips for educating the funding community.

- **Sponsor a community-wide *Funder's Briefing* on evidence-based teen pregnancy prevention practices.** Consider appropriate invitees and panelists, including community and/or state researchers, directors of evaluated program models, teens, funders who have previously invested in prevention programs, and so on. Also consider ways to market the briefing to the funding community (personal visits or phone calls, formal invitations, etc) and methods for assessing its impact (perhaps conduct a telephone survey six months after the briefing to determine if attendees have changed their funding patterns).
- **Sponsor a Bus Tour.** Invite funders, researchers, and key decision-makers to visit programs in the community or even in neighboring communities that replicate evaluated programs.
- **Ask the program officers of large community foundations to join your Community Leadership Team.** Avoid a conflict of interest by ensuring that these foundations would not generally provide funding to your local coalition. Rather, your goal is to assist the foundations in making strategic and scientifically informed investments in local teen pregnancy prevention programs. Alternatively, a representative from your local coalition may choose to serve on the foundation's Board of Directors.
- **Serve as a reviewer for grant applications/proposals.** Express your interest to foundations in reviewing proposals from local programs to ensure that strategies are research-based. The reviewers may be either adult or youth leadership team members.
- **Provide grant makers with regular, up-to-date information on the latest research.** Send quarterly packets of materials on the latest research in teen pregnancy and HIV/STD integration to community foundations.
- **Offer networking opportunities to foundations.** For example, place the funders on a community-wide listserv. Invite them to a luncheon.
- **Make a presentation to the foundation's Board of Director's on evidence-based programs and practices.** Be sure to tell them how your coalition plans to promote evidence-based approaches.

FUNDRAISING ROLE PLAY SCENARIO

SCENARIO 1: The Lotsocash Foundation is accepting grant proposals to support community-wide youth development initiatives for underserved and at-risk youth. You (CLT member) decide to make a personal visit to the foundation on behalf of the coalition. During the meeting, the Program Officer says that she has heard that teen birth rates have been declining in recent years. She is unsure that the foundation will support a project from a "teen pregnancy prevention" organization. What are your key points? Make the pitch!

SCENARIO 2: Your coalition wants to conduct a community-wide conference on best practices in teen pregnancy prevention. You decide to approach a foundation that has traditionally funded adult-oriented HIV/STD initiatives. You know that the funder has not previously invested in pregnancy prevention efforts and has always steered clear of the controversies related to adolescents and teen sexual health. Who or what do you take with you to the meeting? What are your key points? Make the pitch!

SCENARIO 3: The Best Foundation is accepting proposals to fund effective teen pregnancy prevention programs. The foundation has made it clear that they are interested in focusing on programs which are culturally appropriate and designed for use with young people of color. Make a strong case for your coalition efforts to be among those funders.

CHAPTER 4

TEAM ACTION

Once you have developed your strategic plan and fundraising strategy, you'll be ready to launch your initiative. This chapter makes the assumption that you have sufficient funding and/or resources to proceed with implementing at least some your plan. The chapter is based on the following best practices:

- **BEST PRACTICE #10:** Create Community Action Teams to guide implementation
- **BEST PRACTICE #11:** Develop formal partnerships and linkages
- **BEST PRACTICE #12:** Develop a public education campaign

Though many decisions and are made by the Community Leadership Team, much of the work of the coalition will be accomplished through Community Action Teams and through partnerships between community agencies and systems. Ultimately these groups will work together to implement and/or guide the wide range of mutually reinforcing strategies across the community.

In this chapter, we examine in greater depth two critical aspects of any successful community mobilization effort — the promotion of social and structural changes that support adolescent health and the prevention of unintended pregnancy. Since this toolkit focuses on community level interventions, we have chosen not to focus heavily on programmatic interventions for individual teens. Rather, our focus is on those changes that can only be accomplished through a community-wide effort.

The first session in this chapter focuses on the mutually reinforcing activities that your coalition will spearhead and the types of change that you are looking for. This session also focuses on improving cross-sector coordination and developing inter-agency partnerships. The second session focus on the roles and responsibilities of the Community Action Teams which will be tasked with implementing many of these activities.. The third session looks at raising public awareness in the community through compelling messages.

CHAPTER 4: SESSION A
Mutually Reinforcing Activities

PURPOSE: In this session, participants will begin to explore the activities that the coalition and its partners can sponsor in the community in order to move toward your goals and objectives. These mutually reinforcing activities should be informed by the needs assessment and align with the strategic plan.		
TIME: 3 hours	**AUDIENCE:** Community Leadership Team, Youth Leadership Team	**MATERIALS:** Newsprint, markers

ACTIVITY A: UNDERSTANDING OUR COMMUNITY

Note to Facilitator: Review the key findings of the needs assessment. Distribute the Worksheet: *Mutually Reinforcing Activities*. Divide the group small groups and ask them to answer the questions on the worksheet. If groups get stuck, distribute the Handout: 100+ Ways to Promote Adolescent Health Through Community Mobilization.

Process: Return to the large group setting. Ask each small group to post their newsprint and report out the results of their brainstorm. Finally, give each participant ten colored stickers and ask them to place two stickers on each piece of newsprint, indicating which activities they believe should be prioritized.

ACTIVITY B: MOVING TOWARD STRUCTURAL CHANGE

Facilitator's Instructions: Explain that the purpose of this exercise is to demonstrate the importance of implementing mutually reinforcing prevention strategies in your community. It will give participants an opportunity to explore the value of a community mobilization approach by focusing on change.

Introduce the idea of structural change by discussing the river metaphor. Explain that structural change is a way of thinking "upriver" to make a long-lasting effect in the community. Share the following metaphor: "You are standing by a river. Suddenly, you see an individual being swept along by the rapids yelling for help. You go in and pull the person out. Then you see more people struggling in the water, and go in and pick them out. Soon, however, there are too many people in the water, and even after you have organized some of the survivors; you cannot pick them all out. It is time for some of you to go upriver and find out why so many people have fallen in. There, you see that there is a bridge that has collapsed and people keep driving off it."

Facilitate a discussion around structural and social change using the Handout: *Understanding Change*.

Ask the group to brainstorm examples of structural changes around teen pregnancy prevention. Ideas include:

- Creating school-based health clinics that provide youth-friendly care.
- Establishing pharmacy access to contraception through collaborative practice.
- Extending the hours of a health clinic to make care more accessible to youth.
- Implementing comprehensive sexual health education in schools.

Ask the group to brainstorm examples of social changes around teen pregnancy prevention. Ideas include:

- Promoting shifts in community norms that embrace adolescent sexual development as a normal and natural part of growing up.
- The wide use of contraception and condoms as the expected form(s) of protection to prevent unintended pregnancy.
- Shifts in peer attitudes and perceptions about consensual relationships, such that a discussion on consent is a part of every sexual encounter between teens.

Bring back the list of activities you came up with in **Activity A.** Ask groups to decide which activities would support structural change and which would support social change.

Process: Discuss how to prioritize the two types of change and ask whether anyone has new ideas about which activities are most important after going through this exercise.

** This exercise is adapted from the Adolescent Trials Network for HIV/AIDS Interventions (ATN), Connect to Protect, available at http://www.adolescentaids.org/healthcare/c2p.html.*

ACTIVITY C: COLLABORATING ACROSS SECTORS

Facilitator's Instructions: Explain that in many communities, pregnancy prevention and adolescent health efforts are disconnected, intermittent, and discontinuous. Family planning clinics offer contraceptive services, schools may or may not provide sexuality education, and community-based organization offer youth development opportunities but none of these programs link back to each other. Worse, agencies frequently compete with one another for scarce funds and resources.

Explain that one of the roles of your coalition is to identify the need for collaboration, advocate for linkages, and provide capacity-building support to all parties involved.

Break participants into smaller groups. Distribute Worksheet: *Collaborating with Other Organizations*. Give groups 15 minutes to fill in their work sheet. While groups are doing that, prepare four sheets of newsprint labeled: Barriers/Challenges, Impact of Poor Coordination, Strategies for Improved Coordination. As smaller groups report back, start to fill in these lists on newsprint.

Process: Debrief the activity by reviewing participant's answers. Then take a few minutes to brainstorm the organizations in your community with which your coalition or lead agency might want to form formal partnerships.

WORKSHEET

USING THE NEEDS ASSESSMENT TO INFORM THE STRATEGIC PLAN

Instructions: Using the findings of the needs assessment report, work in pairs or small groups to complete this worksheet.

What does the needs and assets assessment depict about adolescent pregnancy in the community? Adolescent health?

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How do youth view adolescent pregnancy and childbearing? How do adults in the community define the issue? How can parents and providers learn about teen perspectives? What common themes emerge?

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How can public awareness about unintended pregnancy be raised in the community? Who should be involved?

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If the needs and assets assessment shows that unintended pregnancy and early childbearing are concentrated in some areas but not others, how should efforts be focused?

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How can the coalition be sure that multiple and simultaneous pregnancy prevention components are available for youth? How can the coalition reach young men? LGBT youth? Youth in foster care and juvenile services? How can the coalition betterinvolve parents?

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If there is a great deal of controversy, how should the coalition proceed? How can the coalition ensure that pregnancy prevention programs in the community reflect the principles of evaluated, effective programs? What unique factors could be explored?

How can the coalition educate the stakeholders and community about research-based factors without invalidating their personal experiences, if they believe those experiences are at odds with the research findings?

If the assessment shows that key stakeholders, such as teens, parents, the media, businesses, and faith communities, are not involved, how can their support be gained?

How can coalition members apply their perspectives and utilize their strengths?

What does the assessment indicate about the quality of programs and how to improve that quality? For example, if the assessment shows that most teens in the community begin having sex at age 14, yet family life education in the schools does not begin until age 16, what changes can be made to implement curricula earlier? What types of curricula are necessary?

What does the assessment show about the range of efforts? For example, have previous teen pregnancy prevention efforts focused primarily on sexuality education and contraceptive access? If so, how can the community supplement these efforts with a focus on youth development approaches?

How can the community ensure that youth have expanded and unrestricted opportunities for job training, after-school programs, and recreational activities?

What does the assessment indicate about service coordination? Is the community aware of how dissimilar groups of young people may respond differently to different interventions? How can programs be better linked to reach underserved youth? For example, can links be strengthened between youth in foster care or juvenile justice and family life education or youth development opportunities?

What opportunities exist for cross-referrals, cross training, a shared location for staff of more than one agency, placement of one agency's staff within another agency's program, and/or other interagency partnerships?

HANDOUT

100+ WAYS TO PROMOTE ADOLESCENT HEALTH THROUGH COMMUNITY MOBILIZATION

This handout offers a list of approximately 100 community mobilization activities that can be undertaken by your Community Leadership Team (CLT), Community Action Teams (CAT), and Youth Leadership Team (YLT). These activities increase public awareness, disseminate information, educate professionals, engage stakeholders, inform policymakers, and support community based organizations. Before your start planning, remember:

- No one person or organization can do all of the activities alone.
- Don't take on too many activities at once! It is better to do a smaller number of activities very well.
- Some activities are more appropriate to be carried out by organization staff while others need to be conducted by volunteers or CLT, CAT, and YLT members.

1. Participate in National Teen Pregnancy Prevention Month in May
2. Participate in Let's Talk Month in October
3. Participate in STD Awareness Month in March
4. Develop a media database
5. Contact reporters for opportunities to discuss teen pregnancy and the coalition work
6. Write op-ed piece for local newspapers
7. Develop a video on teen pregnancy in your community and post online
8. Conduct media briefings on adolescent sexuality issues
9. Create a media kit about your project
10. Create a press release template for fast release to the press on current topics and issues
11. Write press releases on current topics and issues
12. Post relevant videos on YouTube
13. Create Facebook page for your coalition
14. Create a twitter account
15. Create an Instagram account
16. Create a text-messaging health education campaign
17. Design a website for your coalition
18. Write blogs for your website
19. Contribute blogs for other sites (e.g., CBO's, local newspapers, etc.)
20. Conduct poster and essay contests – created by youth, for youth
21. Develop radio and television public service announcements (PSAs)
22. Track relevant newspapers articles and send to key constituents
23. Work with the public library to create a display board on teen pregnancy prevention
24. Create and manage a speaker's bureau
25. Providing internships for young people

26. Create and manage a listserv for all people working on adolescent health in your community
27. Offer mini-grants for local programs
28. Identify evidence-based programs that are a good fit for your community, disseminate list to community-based organizations
29. Provide community-based organizations in your community with trainings on adopting programs with fidelity
30. Provide trainings on evaluation and sustainability
31. Participate in the local school board's Sexual Health Advisory Committee

32-47. Provide professional development (for CEU's if possible) on topics such as:

- Understanding evidence based approaches in teen pregnancy prevention
- Educator skill building and capacity development
- Fundraising and grant writing
- Program sustainability
- Youth-friendly clinic services
- Cultural competency
- Normal adolescent development
- Adolescent sexual health & wellness
- Controversy management
- Media relations
- Evaluation basics
- Understanding research
- Using logic models for program planning
- Characteristics of effective programs
- Using social media and other new media
- Social marketing

48-53. Conduct a community surveys to assess voter and parent attitudes and beliefs about:

- Comprehensive sex education
- Teen pregnancy
- Teen pregnancy prevention
- Teens and sex
- Adolescent sexual behavior and health
- Contraceptive access

54. Conduct school surveys to determine what schools are teaching as sex education or teen pregnancy prevention
55. Disseminate Youth Risk Behavior Surveillance System (YRBSS) data
56. Disseminate county and/or city level teen pregnancy data
57. Conducting a cost analysis of teen pregnancy to the community
58. Sponsor regular roundtables for youth serving organizations and agencies
59. Sponsor an annual community conference or forum
60. Collaborate with colleges and universities to develop courses and institutes in adolescent sexual health

61. Join membership organizations related to youth issues
62. Attend national conferences of organizations working in any aspect of adolescent sexual health
63. Attend local and state conferences sponsored by teen pregnancy organizations
64. Have YLT conduct "secret shopper" surveys of clinics and pharmacies
65. Host pizza parties to recruit new youth activists
66. Ask YLT members to write letters to editor, op-eds, and blogs
67. Ask YLT member to write stories for the student newspaper
68. Offer youth-friendly brochures to clinics for their waiting rooms
69. Encourage hospitals and clinics to host a youth health
70. Create "I'm an Askable Doc" campaign to encourage providers to discuss sexual health with their patients and families
71. Conduct funder briefings
72. Create funder database
73. Send brief periodic updates to funders
74. Encourage faith leaders to offer sex education to youth
75. Work with faith leaders to develop programs on sexual health and teen pregnancy for youth and parents
76. Develop an insert for a religious service bulletin on teen pregnancy prevention
77. Help faith leaders find appropriate for resources
78. Develop "religious education hour" presentations for faith communities
79. Provide "Lunch and Learn" seminars on parent-child communication and other subjects related to adolescent health at local business
80. Offer parent/communication workshops to identify parent advocates
81. Provide briefings on issues related to adolescent sexual health and teen pregnancy prevention for school board members and local policy makers
82. Encouraging public agency grant providers and other funders to support only evidence-based teen pregnancy prevention interventions

83-87. Meet with lawmakers and provide materials in support of:

- school-based-health centers
- confidential access to sexual health services for adolescents
- age-appropriate, comprehensive, medically accurate sex education
- elimination abstinence-only-until-marriage in programs
- teen parent and secondary teen pregnancy prevention program

88. Develop an organizational resource center of books, curricula, journals, and reports related to adolescent sexual health

89-92. Produce a series of fact sheets with specific information about your community on topics such as:

- Teen pregnancy
- HIV/STI
- Sex education
- Contraception

93. Compile a directory of prevention and service programs in the community

94-100. Produce novelty items with information about your coaltion that you can hand out at events:

- Tote Bags
- Pens and Pencils
- Coffee Mugs
- Pins
- Mouse pads
- Memo pads
- Water bottles

101. Create a Facebook page and keep it updated

102. Open a twitter account and join conversations around teen pregnancy prevention

103. Open an Instagram account and post videos and pictures

104. Host a twitter chat

HANDOUT

UNDERSTANDING CHANGE

STRUCTURAL CHANGE: a new or modified practice, program, or policy that is sustained over time, even when the key actors who promoted the change are no longer involved.

PRACTICE: a standardized action or manner of doing something; the way things are done

PROGRAM: any program or service; organized activities with a desired outcome

POLICY: written or unwritten guidelines that regulate the environment and/or the individual within the environment (e.g., protocols, laws)

SOCIAL CHANGE: a change in interpersonal or family dynamics or in the cultural context of a neighborhood or community, that is sustained over time, even when the key actors who promoted the change are no longer present.

SUSTAINABILITY: the ability of changes and improvements to persist over time. For sustainability to occur, there must be a supporting infrastructure in place that is independent of the coalition.

KEY ACTORS: community leaders and residents who can exert pressure to make change happen.

Examples of structural changes:

- Creating school-based health clinics that provide youth-friendly care
- Establishing pharmacy access to contraception through collaborative practice
- Extending the hours of a health clinic to make care more accessible to youth
- Establishing new or improved social venues for youth after school
- Implementing comprehensive sexual health education in schools

Examples of social changes:

- Promoting shifts in community norms that embrace adolescent sexual development as a normal and natural part of growing up
- The wide use of contraception and condoms as the expected form(s) of protection to prevent unintended pregnancy
- Shifts in peer attitudes and perceptions about consensual relationships, such that a discussion on consent is a part of every sexual encounter between teens.

COLLABORATING WITH OTHER ORGANIZATIONS

1. **Existing programs in your community:** In what ways do social service agencies, health care providers and schools successfully collaborate to ensure that youth have access to a full range of services and programs? What are some examples of current partnerships between agencies or sectors that are particularly effective? What factors do you think contribute to this success?

2. **Barriers and challenges:** What do you think are some key barriers to cross-sector collaboration in our community? (e.g. Why is it so difficult for us to establish partnerships?).

3. **Impact:** What is the impact of poor coordination (or lack thereof) on youth in the community? On organizational relationships? On availability of funding? Other?

4. **Improving service delivery:** In what ways can we improve the coordination of services for young people? How can we create better referrals and linkages across sectors? To what extent can we establish organizational partnerships across various sectors in the community? How can these partnerships be legitimized, formalized, and institutionalized? What will be the outcome or impact of such coordination on youth in the community?

HANDOUT

TIPS FOR DEVELOPING COOPERATIVE RELATIONSHIPS

TIP #1 ***Explain the Benefits.*** Clearly explain how the partnership will be mutually beneficial. For instance, a joint agreement between a family planning clinic and a vocational training center in which the family planning provider offers an afternoon clinic once a month at the employment center helps both organizations. The clinic reaches an underserved population at little extra expense and the training center's clients get easier access to family planning services without losing scheduled job training time.

TIP #2 ***Involve leadership.*** Agency administrators must be involved in the early stages of planning to ensure cooperation of key decision makers.

TIP #3 ***Get Staff Involved Early.*** Encourage agency representatives to participate in the planning process. Frontline staff members often are more familiar with the nuts and bolts of service delivery and can offer important insights into how interagency agreements will work most effectively.

TIP #4 ***Run a Pilot.*** If agencies have not worked together before, a joint pilot project to test the cooperative agreement can find and solve problems before a large or complex effort is initiated.

TIP #5 ***Consider joint budgeting.*** Explore creative ways to share budget costs. Although some state agencies and private foundations stipulate that a single organization serve as the fiscal agent, restrictions are seldom placed on division of activities. Often, projects funded locally provide flexibility for interagency budgeting and cost-sharing.

CHAPTER 4: SESSION B
Forming Community Action Teams

PURPOSE: Community Action Teams will be responsible for launching and guiding the specific community mobilization activities. As discussed earlier, CATs may be organized in a variety of ways. You could have teams responsible for organizing each type of intervention such as evidence-based programs, linkages to services, or media campaigns. Or CATs could focus on specific youth populations, such as young people in foster care or young families. Alternatively, they could focus on involving key stakeholders such as parents, faith communities, and business leaders. Or, they could focus on a programmatic function such as planning, fund raising, research, or evaluation. This session focuses on the formation of CATs in your community and the community partnerships you will have to make to ensure the success of these teams.		
TIME: 3 hours	**AUDIENCE:** Community Leadership Team, Youth Leadership Team	**MATERIALS:** Newsprint, markers, colored stickers

ACTIVITY A: CHOOSING TEAMS

Note to Facilitator: Remind leaders of the purpose of the Community Action Teams (CATs) and explain that the key tasks for this meeting are to determine how the coalition will structure various CATs and identify potential members for each committee.

Divide participants into four groups and hand out the list of priority activities you created in **Session A** (or a list of activities your coalition came up with during another process). Ask groups to look at this list and categorize the activities either by strategy type, key stakeholders, or priority populations. For example, a group who chooses to categorize by strategy type might end up with four categories: prevention programs, linkages to health care services, public education campaigns, and social media efforts. The groups do not have to (and should not) all do this the same way.

After 15 minutes, ask each group to report on how they categorized the activities. Explain that each category or subcategory could represent a CAT.

Write all categories on a piece of newsprint—because each group may have used a different method to categorize the activities, the categories might not match. For example, you may have Parents, Religious Organizations, Linkages to Services, and Social Media Campaigns. That is okay.

Remind participants that CATs help do the work of the coalition. Give each participant five stickers and ask them to vote for the most important categories. Tell them that each of the winning categories will become the focus of one CAT. There should be 4 or 5 to start. If there are a number that are tied, give out another round of stickers (just one per participant) and ask them to vote again.

Process: Make a list of the winning CATs and ask participants how they feel about the final list. Allow for limited discussion if there are still concerns/debates. Tell participants that in the next activity you are going to further define the goals of each CAT and consider who should serve on it.

ACTIVITY B: THE ROLE OF CATS

Facilitator's Instructions: Explain that this activity builds off the last activity in which participants decided the focus for each CAT. Put up the final list of CATs. Divide participants into groups so that there is one group for each CAT. Assign each group a CAT and give them the Worksheet: Defining CATs.

Distribute Worksheet: *Creating CATs that Work* and give each group 15 minutes to complete it.

Bring the group back together and ask each to report on the answers to the following questions from the worksheet. Take notes on newsprint.

- What is the focus of this CAT?
- What kind of change is it looking to accomplish?
- What activities would it be in charge of?
- Why is the CAT necessary?
- Who should be a part of it?

Process: After each group reports ask other groups to add to their answers if they think anything is missing. Address any overlap between CAT groups. Close the discussion by brainstorming specific individuals and organizations in your community who might be a good fit for each CAT. You can use the Worksheets and Handouts in Chapter 1 to help you evaluate and reach out to potential CAT members.

WORKSHEET

FORMALIZING ROLES OF CATS

1. What is the focus of this CAT (population, intervention type, etc.) ?

2. Why is this CAT important?

3. Who will this CAT be responsible for reaching?

4. What activities might the CAT conduct?

5. What organizations (or types of organizations) should we look at in order to find members?

6. Are there any individuals who you think must be invited to this sub-committee?

HANDOUT

TIPS FOR EFFECTIVE COMMUNITY ACTION TEAMS

TIP #1

Define a Focus for Each CAT. All of the activities you will conduct will be designed to promote adolescent health and prevent unintended teen pregnancy so there will be a lot of overlap but nothing will get done unless you divide and conquer. Define the focus of each CAT at the beginning and let them know what other teams are doing. This can help prevent frustration or "turf wars."

TIP #2

Assign CAT Members Appropriately. Once you have determined what each CAT will focus on, you will seek team members who can add to those efforts. Look for people with skills or expertise who can help move specific activities along. If someone has skills that could be useful for two CATs try to determine which team could benefit most or allow them to choose where they fit best. (Use the Worksheet: Identifying Team Members for Chapter One to help find and assign CAT members)

TIP #3

Share All Plans with CAT Members. Remember that CAT members have likely not been involved with the coalition from the beginning and may not have a complete understanding of the values, goals, and plans that you have already defined. Share everything that the CLT has developed as soon as it is available to avoid confusion and squash the urge to reinvent the wheel or relitigate settled decisions.

TIP #4

Be Clear About Roles, Responsibilities, and Commitment. CAT members are volunteers and as such you want to respect their time and willingness to help. Be clear up front about what you expect them to do and how much time/effort you think this job will take. (Use the Hand Out: Establishing an Effective Infrastructure from Chapter One to help define roles and responsibilities. Consider adapting it into a job description for CAT members.)

TIP #5

Communicate Regularly. CATs will likely meet less often than your CLT which can make it harder for members to feel involved and for the teams to keep momentum going. Sending regular communication (usually by email) will help keep them engaged. Report on progress made by other teams and remind them of upcoming events.

CHAPTER 4: SESSION C
Educating the Public

PURPOSE: Many of the mutually reinforcing activities your coalition will take on will revolve around educating the public about adolescent health, teen pregnancy prevention, and the work of your coalition specifically. In order to be most effective you will have to develop clear and concise messages and target those message to the audiences you wish to reach. The activities that follow will help you develop and target messages. Once you have the message, you will need to find the most effective methods for disseminating them to your audience.

FORMAT:	**AUDIENCE:**	**MATERIALS:** Newsprint, markers
Large and small group discussion	Community Action Teams	Worksheet: *Message Box* Handout: *Tips for Developing Compelling Messages* Handout: *Working with Newspapers and Websites* Handout: *Using the Internet and Social Media* Handout: *Tips for Holding Public Meetings*

ACTIVITY A: DEVELOPING COMPELLING MESSAGES

Facilitator's Instructions: Hang three pages of newsprint around the room labeled adolescent sexual health, teen pregnancy prevention, and coalition. Explain that this activity is designed to help the coalition create compelling messages about the importance of addressing adolescent sexual health, what works to prevent teen pregnancy prevention, and the mission of your coalition.

Draw a large version of the Message Box (as seen in *Worksheet: Message Box*) on a newsprint and explain that this is one method to help the coalition develop messages. As a large group fill out the message box with: What We Do, Why it Matters, Success Stories, and Our Vision. Distribute *Worksheet: Message Box* and *Handout: Tips for Developing Compelling Messages*.

Divide participants into three groups and send each to one of the newsprints. Ask each to spend 15 minutes brainstorming messages to support their topic. Consider handing out copies of your strategic plan, vision statement, and needs assessment summary for inspiration.

Then ask groups to rotate newsprints. Give them 10 minutes to add messages that the first group didn't have or rework the messages that are already there (without crossing out the original). Switch one more time so each group has time with each topic.

Have the groups return to their original newsprint. Give them each a fresh piece of newsprint and ask them to write a clean copy of all of the messages developed while eliminated duplicates or condensing similar messages together. Then give each participant 6 stickers and ask them to walk around the room and pick their two favorite messages in each category.

Process: Bring the whole group back together and review the messages that got the most votes. Have them look at the *Handout: Tips for Developing Messages* to see if their messages are as compelling as possible.

ACTIVITY B: MATCHING MESSAGES AND AUDIENCES

Facilitator's Instruction: Explain that all audiences are not the same when it comes to messaging. For example, while parents might be most moved by personal stories of teens in your community, policy makers might be more interested in statistics about high school graduation rates and the cost of teen parenting.

Ask participants to brainstorm all of the audiences that need to hear your messages. Write the list on newsprint. At a minimum the list should include: parents, young people, educators, healthcare providers, state and local policy makers, young people, and local reporters.

Break participants into smaller groups. Assign each group an audience (if there are not enough participants you can assign one group more than one audience). Give each group the list of "winning" messages from the last activity or be sure they have access to the newsprint on the wall. Give the groups 10 minutes to choose the best messages for their audiences. Tell them that they are allowed to tweak the messages and even create new ones if necessary.

Process: Bring participants back together. Ask each group to read their messages and explain briefly why they think these are best for their audience. Check with the larger group to see if there are any disagreements.

ACTIVITY C: DISSEMINATING MESSAGES

Facilitator's Instruction: Tell the group that the carefully crafted messages are only good if people in the community are exposed to them and that this activity is designed to help you get these messages out.

Assign each group one of the common mechanism used to get the message out—traditional media, social media, and community events. Give them 15 minutes to brainstorm ideas for using these mechanisms such as writing letters to the editor, meeting with editorial boards, creating a Facebook page, or planning a community forum.

Process: Come back together as a larger group. As each group is presenting their ideas discuss who each mechanism is most likely to reach (young people are more likely to use social media while parents might be more likely to read the local paper). Distribute Handout: *Using the Internet and Social Media*. Go back to your audiences and messages from the last activity and try to close the circle by deciding the best tool to use to reach each audience and the most effective messages to use. Consider creating a matrix with this information that you can handout in the future.

HANDOUT

TIPS FOR DEVELOPING COMPELLING MESSAGES

Your coalition is going to have to tell its story. You will have to explain the current problem of teen pregnancy prevention in your community, the solutions the coalition envisions, the action you are taking toward those solutions, and the help you will need to move forward. Here are some tips for developing good messages:

TIP #1 ***Keep it Short.*** We know so much about teen pregnancy and adolescent health and it is tempting to want to share it all, but that will overwhelm your audience and they will stop listening. Have one short message for each topic you might be discussing (e.g. why teen pregnancy is important, where it falls down in your community, and what your coalition is doing). Once you've written the message, walk away from it for a little while, when you come back try to say it again with even fewer words.

TIP #2 ***Back it Up.*** Your messages will contain your values and beliefs but you should always be able to back that up with evidence or examples. If one of your main messages explains that teens have the right to complete information about contraception and sexual health, follow it with a statistic about how few teens in your community receive comprehensive sexuality education in school.

TIP #3 ***Keep it Local.*** Though there are a lot of national statistics on teen pregnancy and adolescent sexual health, it can be easy for people to dismiss those as "happening somewhere else" or "not our problem." Instead, look to your needs assessment which has a whole lot of information specific to your that can be translated into messages.

TIP #4 ***Make it Compelling.*** You need to make your audience care about your message and remember. Simple phrasing and memorable statistics can help. One community took their local statistics and calculated: "In our community, more 17- and 18-year-old girls give birth each year than graduate from high school." This message resonated with many audiences.

TIP #5 ***Choose Only a Few and Keep Repeating.*** There is a lot to say, of course, but you want to carefully choose just two or three primary messages that you will repeat whenever given the opportunity. You can change the statistics and anecdotes you use to support the messages depending on the audience but the main messages can should stay the same. People need to hear them many times for them to sink in.

TIP #6 ***Practice, practice, practice.*** Once you have your messages written and your statistics and chosen, your spokesperson should start practicing using them. Create an "elevator speech"—how will you describe the problem and the solution if you only have 30 seconds. Practice fielding questions using your messages.

HANDOUT

WORKING WITH NEWSPAPERS AND WEBSITES

Working with the media can sound intimidating but the truth is that newspapers and websites are always looking for stories and like being alerted to important things that are happening in their community. This handout addresses a few crucial ways to work with the media.

Write a Letter to the Editor. The *Letters to the Editor* (LTE) section is the most widely read section after the front page. Newspapers get far more letters than they can publish so you have to make sure yours is interesting and timely. LTEs are almost always an immediate response to a published article, opinion piece, or current news. E-mail the letter on the same day the article appeared. Keep it short (under 250 words). Don't forget to include your contact information.

Write an Op-Ed. An op-ed is an opinion piece, by someone not on the newspaper's staff, that makes a convincing argument for an issue. Again, newspapers receive far more op-eds than they can print so yours needs to stand out. Figure out the ultimate goal of your op-ed—maybe you just want raise awareness of the needs of teens in your community or perhaps you want to show support for a specific program that is working. You should stick to one main point since op-eds are usually only 700–750 words. Back up your point with statistics or anecdotes. Check your local paper's website for submission requirements.

Send a Press Release. A press release gives your version of a newsworthy story. It can announce an upcoming event, provide the results of a survey, or respond to a controversy. Press releases are written like newspaper stories. They should have a catchy headline and a first paragraph that answers the five W's: who, what, when, where, and why. Write the release in an objective tone and use direct quotes from members of your coalition or community leaders to provide the opinions of your coalition. To look professional, include the number of a contact person in the upper right corner and start the first sentence with the city you are in. End the release with -###-- centered on the last line. Send the release to reporters at your local paper or news sites who cover education and/or health.

Be Interview Ready. One or more members of your coalition should be ready to serve as spokespeople when you reach out to the press or they reach out to you. You might consider having more than one spokesperson—such as a healthcare provider, a parent, and a young person. Your spokespeople should be prepared with a few general talking points about teen pregnancy in your community and the mission of your coalition. If the interview is about a specific topic (such as a controversy in your community), they should have talking points about that as well. The goal of the interview is to get your talking points across. Be concise. Give answers that are 10 to 15 seconds in length, and always speak in complete, short sentences. If a question seems off topic, bring it back around to what you want to say by saying: "That's an interesting question. However, I think the real issue is …." Never lie or make things ups, if you don't know the answer, say that you will find it and get back to the reporter. Always follow up.

USING THE INTERNET AND SOCIAL MEDIA

The internet has become the most important tool for educating the public and organizing supporters. Many of the activities your coalition will undertake will likely revolve around internet resources whether it is a social media campaign or a text messaging service that connects young people to sexual health services. Here are some basics about using the internet and social media.

FACEBOOK

As one of the first and still most popular social media sites, Facebook can play an important role in getting your message out. Though once popular with young people, Facebook now skews significantly older and may be the best way to reach out to parents, professionals, and adult community members.

- Create a page for the coalition and invite people to follow it or like it. Start with coalition members and then ask members to invite their colleagues and friends as well. Explain that they should select the "see first in newsfeed" button to ensure that they see all your posts.
- Post updates about the coalition's work, articles or videos about teen pregnancy prevention or adolescent sexual health, and information about upcoming events. Also, use it to highlight the work of colleague organizations.
- Post one to five times a day. Never let your account look like it's been abandoned but try not to be too repetitive or overwhelm your followers.
- Use pictures—the goal with Facebook is to have a lot of people "like" or comment on your post and this is much more likely if the post includes a picture.
- Outrage (can you believe this statistic) and joy (this little girl is changing the world with her project) are often the most popular types of posts.

TWITTER

Twitter is one of the most popular social networking sites—it is a real-time stream of information that comes in short (140 characters) posts called tweets. Many people use twitter as a source of news but it also allows users to have a "conversation" by replying to other people's tweets and tagging other users (including celebrities, politicians, or companies) in their tweets. Twitter uses hashtags—# followed by a word or a phrase—to allow people to track conversations on specific topics.

- Register for a twitter handle for the coalition and ask all coalition members to follow you. Sign up to follow others—including coalition members, colleague organizations, and local politicians.
- Post updates about the coalition or relevant news stories. Look for tweet chats that are focused on teen pregnancy, adolescent sexual health, or young people in your area and join them.
- Include a short URL linking to a news article or website. Use https://bitly.com/shrink your URL.
- Include an existing hashtag to link your tweet to other conversations or create your own.
- Post at least once every day to be sure to be part of the conversation.
- Consider hosting a tweet chat.

INSTAGRAM

Instagram is a visually based social media site—meaning that you post pictures or videos along with a caption that explains what users are seeing. Your coalition can use Instagram to tell people about events (both invitations and summaries), spread statistics in a visual way, or share success stories.

- Register for an Instagram handle for the coalition. Sign up to follow others—including coalition members, colleague organizations, and local politicians.
- Post eye-catching photos or graphics along with a caption getting your message out.
- Outrage and joy work well on Instagram too but be authentic—if an adult is doing your posting, don't try to make it sound like a teen.
- Include hashtags in Instagram as well.
- Create visuals that followers can "#regram" such as call to actions for an advocacy campaigns.

YOUTUBE

This video sharing site is very popular especially with young people. Sharing videos online can be a great way to tell stories, provide information, and engage audiences. Your coalition could create videos that humanize the findings of your needs assessment, explain the problems of teen pregnancy, or directly educate young people and parents on sexual health topics. Consider having YLT members create videos for their peers or sponsoring a video contest for young people in your community asking why adolescent health is so important.

- YouTube videos should be short (just a few minutes). They can be live action or animated.
- Humor goes a long way on YouTube. The funnier a video, the more likely it is to be shared.
- Use other social networking sites to steer users toward your YouTube content.

Before you start using social media, there are some important things to consider:

- **How much staff time/coalition time can you devote to social media?** It is relatively easy to maintain a Facebook page but Twitter can be time consuming. Think strategically about social media to determine which platforms are best. It might not be necessary to use all of them.
- **Who are you trying to reach?** Make sure you know who you are trying to reach before you take to social media. Your audience will determine both the right platform to use and the right messages to post.
- **Who will post?** The social media accounts of the coalition should be well controlled and you should decide ahead of time who will do the posting—the lead coordinator, spokespeople, or certain YLT members could be given this task.
- **Who has the passwords?** Keeping control of your passwords is important. Staff and coalition members may change over the years, make sure that the passwords don't get lost in the process.

HANDOUT

TIPS FOR HOLDING PUBLIC MEETINGS

TIP #1

Know the Purpose. In-person meetings are a great way to meet members of the community both to educate them about teen pregnancy prevention and to hear their concerns and priorities related to adolescent sexual health. But you can't do it all in one session. Decide the purpose of your meeting ahead of time and make sure that all invitations make it clear.

TIP #2

Consider the Format. Meetings can be structured in different ways depending on your goals. If the coalition wishes to educate the community about teen health or the effectiveness of a particular program, a panel discussion with a question and answer session may be best. If, however, the goal is to listen to community concerns, a town hall set up will work better.

TIP #3

Set an Agenda. Know what you want to accomplish during the meeting and set an agenda that leaves enough time to get it all done. Always leave some room in the agenda for participants to ask questions or voice concerns.

TIP #4

Pick Speakers Carefully. Choose speakers or panel members who are experts in the topics you plan to discuss but also those who can keep an audience interested and entertained. Schedule speakers far in advance because experts can be very busy.

TIP #5

Select a Moderator. Meeting management is important and it shouldn't be the responsibility of the speakers because they have a different job to do. Recruit a strong, objective moderator — it could be staff, a coalition member, or a colleague from another organization — who is known for her facilitation skills. The moderator's role is to keep to the agenda and the ground rules, keep discussion moving, and keep order.

TIP #6

Pack the seats. Invite teachers, policy makers, school administrators, parents, community leaders, students, and the press. Advertise the event by sending invitations, making public service announcements, using social media, and placing notices or posters on community bulletin boards.

TIP #7

Invite Press. Include members of the press in your outreach. Local newspapers may help publicize the event. They may also provide an objective summary of what was discussed by publishing an article. This can bring attention to the good work of your coalition.

TIP #8

Prepare handouts. Participants should leave with additional information (especially since some of them might leave early). Consider distributing fact sheets that summarize the results of the needs assessment, articles about programs in your community, and a brief overview of your coalition's mission, values, and goals.

Working with the media – it can sound intimidating! But media includes venues that you may be very comfortable with, like the Internet, Web boards, and chat rooms or newspapers, radio, and television. News media are almost always interested in local human interest stories, in stories about young people active in their communities, and in stories that are controversial. All of these may apply to your activities.

This section addresses a few crucial ways to work with the media, including writing letters to the editor, an op-ed, and/or press releases; holding press events; and giving interviews.

1. WRITING A LETTER TO THE EDITOR

The Letters to the Editor section is the most widely read section after the front page. Papers publish letters to the editor at the discretion of the paper's editors. This means that editors choose the most timely, current, interesting, and/or controversial to publish. Letters to the editor are almost always an immediate response to a published article, opinion piece, or current news. In other words, ***letters to the editor must be timely***. Be sure to remember the **five C's** when composing a letter to the editor. Be:

- **Current** – For best results, e-mail or fax your letter the same day the article appeared. (Call to find out whether the newspaper prefers e-mail or fax.) Never wait more than one day after the publication of the article to write a letter to the editor. If you wait longer than that your letter is not likely to be published.
- **Concise** – Make sure to keep the letter short and to the point. Count the words. Keep it under 250 words.
- **Controversial** – Question another's position. At the same time, avoid personal attacks.
- **Contagious** – If you send your letter to several newspapers, check their policies on multiple submissions. For example, if The New York Times agrees to publish your letter, you have to agree that it won't appear in any other newspaper. As an alternative, encourage others to write letters to the editor of other papers.
- Finally, include contact information. The newspaper may need verification or more information before it will publish your letter.

2. WRITING AN OP-ED

"Op-ed" means "opposite the editorial page." An op-ed is an opinion piece, by someone not on the newspaper's staff, that makes a convincing argument for an issue. Newspapers publish op-eds solely at the discretion of the newspaper's editors. It is important, therefore, to make your op-ed stand out. Here is a guide to writing an effective op-ed:

A. Strategy

- **Set the goal of the op-ed.** What are you trying to achieve? For example, you might want to raise public awareness about the importance of access to emergency birth control pills.
- **Define the audience.** Are you trying to reach your community, local policy makers, the community's youth, all of these, or someone else?
- **Identify the appropriate newspaper, online or off.** Which is most likely to reach your desired audience?
- **Determine the best time for placement.** Learn if there is a hearing, school board meeting, or legislative vote that will highlight your issue. Is a report being released to which you want to draw attention? Is a statewide, national, or international situation occurring that will limit attention to your issue (for example, an election campaign or a natural disaster)?
- **Identify an original angle.** How can you draw attention to the issue or bring a new perspective? Your thinking needs to be original, creative, fresh and groundbreaking.

For example, a strong angle could be a very personal story by a young person in the community on how she has been affected by a hospital that has limited access to emergency birth control pills.

B. Content

- **The op-ed must be no longer than 700 to 750 words, typed and double-spaced.** Remember, shorter is better!
- **Sentences should be short and punchy** (10 or 11 words maximum). Address only one main point in the op-ed.
- **Avoid jargon, most acronyms, and technical phrases.** Use as few medical or technical terms as possible.
- **Spell all names correctly and be sure all quotations are accurate.** That's only polite. You would want to have your name spelled correctly and to be quoted accurately.
- **Structure your op-ed effectively.** Use:

The attention grabber – Start with an effective attention getter.

Use humor. Use an anecdote, joke, or funny euphemism and relate it directly back to the issue you are discussing.
Talk about people. Talk about yourself or your best friend, for example, to help the reader identify with the author orsubject.
Keep it current. An op-ed must be about a current issue. Talk about something specific that happened recently concerning the issue you are discussing.
Best of all, talk about a humorous, pertinent thing that just happened to you or a friend.

The body of the op-ed, a.k.a. "the chain of evidence" – Immediately move to the issue and where you stand. This basically means writing not more than two or three paragraphs that support your main point. The "body of evidence" mayinclude:

Statistics – Easy to explain with clear, numerical analyses—but not too *many* numbers!
Quotes – From authorities and experts on the issue
Agency positions – The position on the issue of a known, respected, and impartial agency
Analogies – To connect ideas for readers who may not be familiar with the issue
Case studies – Make the issue concrete for people.

The conclusion – Briefly sum up your point to make sure that the reader hasn't forgotten it. Here, you strongly reinforce the point you made in the beginning.

The goodbye zinger! – This is a counterpart to the attention grabber and uses the same approach to hammer home the message.

C. Submission

- **Generally, you will submit your op-ed by e-mail to larger newspapers and by fax to smaller papers.** Call first to ascertain which the editors prefer.
- **Follow up** with a phone call to ensure the paper received the op-ed and to provide additional information, if needed by the editor or the newspaper.
- **Include your school or other affiliation,** day and evening phone numbers, and your e-mail address.

3. INFORMING AN EDITORIAL BOARD

An editorial is a powerful piece of journalism because it represents an endorsement of a particular position by the newspaper itself. Generating an editorial requires convincing the newspaper's editors of both: 1) the importance of the issue and 2) the validity of your position.

- **Learn the names** of the editors and the writers who address your issue and related issues.
- **Plan what you will say.** Practice saying it. And keep it brief (one to two minutes).
- **Schedule an editorial meeting** or a time to discuss the issue over the phone. Be polite. Introduce yourself and your organizational affiliation.
- **Explain your issue,** why it is newsworthy, and why it is important to cover NOW. This is your planned two-minute talk.
- **Ask if you can send background information** and set a time for follow-up.
- **Send the promised materials** and follow up as planned. Offer research assistance.
- **Keep your issue hot.** Often, newspapers have a lot of news to cover, so find new angles and bring attention to newsworthy events and people.

4. WRITING A PRESS RELEASE

A press or news release gives your version of a newsworthy story. Releases can announce an activity, clarify a point, or rebut or respond to an issue of concern. Make sure the release has an attention-grabbing headline and a powerful lead paragraph. Often, that is all the reporter or editor has time to read. The lead should contain the five W's: who, what, when, where, and why.

Guidelines for Writing a Press Release

- **Learn the name of your local reporter covering educational and/or health topics.**
- **Type the release on official organizational letterhead.**
- **Include the name and number of at least one contact person** in the top right hand corner.
- **Write the release** to reflect the way you want the story to appear in the paper.
- **Include attention-grabbing quotes** from key people in your organization.
- **Indicate the date the information can be released** in the top left-hand corner.
- **Keep your release to one page.** Or, write "more" at the bottom of the first page.
- **Use a powerful headline** that summarizes the story in few words.
- **Include *all* the essential information in the first paragraph.**
- **Keep your sentences and paragraphs short**—less than 12 words to a sentence and less than six sentences to a paragraph.
- **Keep it objective.** If you include value statements, use direct quotes.
- **Use full names and titles** the first time they are mentioned; then use last names only.
- **Describe your organization** *briefly* in the last paragraph.
- **End the release with: -30- or ###** (press etiquette, signifying the end of the release).
- **Make follow-up calls t**o reporters after sending the release. Ask if the reporters are on deadline? If so, ask for a good time to call them back. Then, do so.
- **Have a brief "pitch,"** as to why the reporter should cover your story. Have ready all the information a reporter would need.

5. HOLDING A PRESS EVENT

A Press Briefing — should provide more information to reporters who are already interested in the issue. The briefing offers you an opportunity to update the reporters on recent developments, with in-depth discussion and a wealth of documentation. The press briefing usually offers a small panel of speakers and a period for reporters to question the experts. A press briefing can be a solo event or precede another event, such as a conference, demonstration, or speech.

A Press Conference — is usually less specific than a press briefing and introduces a new issue or a new twist on an issue. For a press conference, request the presence of general assignment reporters and create a press packet and press release prior to the event. A press conference

HANDOUT

TIPS FOR DEALING SUCCESSFULLY WITH CONTROVERSY

Controversy – a scary word that conjures up images of protestors, shouting, and insults. But controversy need not scare you. For one thing, it is a sign that you are accomplishing what you set out to achieve. If you were making no progress, you would also be attracting no attention. For another, controversy interests people; it gets their attention gives you the opportunity to counter myths and misinformation with the facts. It is an opportunity to educate!

Here are eight steps to dealing successfully with controversy:

- *Accept controversy as a sign of progress, a sign of accomplishment*.
- *Thoroughly understand the issue* – both the facts and the myths surrounding teen sexual and reproductive health.
- *Build a relationship with the media*.
- *Reframe the debate, when necessary, by refusing to get into personalities and by focusing on your message*. Don't hesitate to point out if the opposition is making it personal rather than factual. Then, restate your message.
- *Develop talking points* that clearly and succinctly put out the facts and that also counter the myths.
- *Commit your talking points to memory* so that you can address the myths whenever they arise.
- *Work to understand the different perspectives underlying the controversy*. This isn't always easy, but if you can clearly distinguish people's values from the misinformation they may be sharing, then you can address their values respectfully while at the same time standing firmly on the facts and refuting the misinformation.

Best Practice #12:
Develop a Public Education Campaign

SESSION B: *The Public Forum: Raising Public Awareness in the Community to Support Adolescent Health*

Facilitator's Instructions: One of the most powerful results of a community mobilization process is the change in community attitudes and behaviors and the shifts in social norms. With the following activity, you will engage your community teams in a process designed to lead to such favorable shifts in the culture of the community. Review Leader's Resource, Tips for Planning Public Meetingsprior to facilitating this session.below.

TIME: 2 hours	**AUDIENCE:** Community Action Teams	**MATERIALS:** Newsprint, markers Leader's Resource: *Tips for Holding Public Meetings* Handout: *Tips for Conducting a Community Forum* Handout: *Sample Agenda for a Community Forum*

Facilitator's Instructions: Explain to participants that during this session, you'll address some ways to increase awareness about the needs of young people. Use the following open-ended questions during your discussion:

How can we increase public support for adolescent sexual health? How can we garner *greater support from key leaders in the community* to address teen pregnancy? How can we foster a *greater sense of community ownership* of local TPP efforts? How can we increase *community participation*? Promote new norms about sexual health? How can we promote greater engagement among community residents?

As a group, revisit your strategic plan to make sure it addresses these fundamental questions. Then, lead a planning session to conduct your first community forum or launch meeting.

TIPS FOR HOLDING PUBLIC MEETINGS

- **Consider the purpose and goals when planning community meetings.**
  Public meetings can be an important way to educate the community about the need for prevention programs, answer questions and concerns, enhance support, and address criticism. The main purpose of this type of meeting is to engage and educate unbiased members of the public rather than to engage in debate. Listen to concerns and objections, however, and make a genuine effort to address them. Be sure to take these concerns into account as planning proceeds.

- **Carefully prepare for community meetings.**
  Prepare for such meetings by conducting research aimed at anticipating and addressing probable concerns. Identify the most articulate and knowledgeable speakers. Invite coalition members to be in the audience at these events and then make sure they attend. Pay attention to what coalition materials should be available for handouts. Use press contacts to ensure both a good turnout and a public record of the event.

- **Utilize appropriate methods for educating the public.**
  If the goal is to gauge the climate of the community, a town meeting may be best. If the coalition wishes to educate the community about teen health and the effectiveness of a particular program, a panel discussion with a question and answer session may be more appropriate. If opposition is strong or vocal, a mediated forum can diffuse tension. In this case, set up ground rules for participation and use an impartial moderator. Keep the meetings non-argumentative, but solicit a diversity of opinions.

- **Invite key stakeholders.**
  Invite teachers, policy makers, school administrators, parents, community leaders, students, and the press. Advertise the event by sending invitations, making public service announcements, and placing notices or posters on community bulletin boards. If a panel presentation is planned, schedule speakers well in advance.

TIPS FOR CONDUCTING A COMMUNITY FORUM

- **SELECT A MODERATOR.** Meeting management is important. Recruit a strong, objective moderator who is not an active member of the coalition. The moderator's role is to keep to the agenda and the ground rules, to keep discussion moving, and to keep order.

- **DRAFT AN AGENDA.** Develop and circulate an agenda in advance of the meeting. Ideally, it will allow time for the chair of the coalition to present coalition findings as well as time for questions from the floor. Post the agenda in the meeting room or have copies available for people attending.

- **SET GROUND RULES.** Establish ground rules in advance and ensure that the moderator will strictly enforce them. Consider not only matters of common courtesy, such as the length of time any individual may have the floor, but also whether participants must be parents, members of the community, etc. Should speakers be required to register before the meeting begins? Should proponents and opponents alternate turns at the microphone? Should individuals be required to represent themselves, or is this a forum in which organized special interest groups are allowed to present their support or objections? There is no single correct answer to these questions, but the coalition should make the decisions to announce in advance of the meeting.

- **PREPARE HANDOUTS.** Consider distributing fact sheets that summarize the results of he needs assessment, articles from local papers or about programs in other areas, and lists of supporters (both local individuals and groups as well as national groups). Give thought to translating or adapting some or all of the material into languages representative of the community.

- **INVITE THE PRESS.** Include members of the press in your outreach. Local newspapers not only help to publicize the event, but also provide an objective summary of what was discussed.

- **SEEK TECHNICAL AND TRAINING SUPPORT.** Adequate training and technical assistance are important elements of the planning process. Coalitions can alleviate unnecessary conflict by dedicating adequate resources and time to training staff and participants. Non-traditional providers, such as parents, community residents, and teens, while often lacking the needed technical skills and confidence to participate in collaborative work, have energy, valuable experience, and practical knowledge and skills to contribute. Acknowledging these differences and spending the time to train and support them allows them to participate actively and to contribute extensively to the project.

CHAPTER 5

SUSTAINABILITY

This chapter is dedicated to sustainability, an essential aspect of your community mobilization effort. Sustainability allows the community to maintain the changes that the coalition has established. This chapter is based on the following best practice:

- **BEST PRACTICE #13:** Create a sustainability strategy

This chapter provides resources on sustainability, offers tips for institutionalizing program efforts, and provides self-assessment tools that may use over the life of the coalition.

Best Practice #13:
Create a Sustainability Strategy

SESSION A: *Moving Toward Program Sustainability*

PURPOSE: This activity is designed to help participants lay the groundwork for program sustainability by identifying the strengths, opportunities, aspirations and results (SOAR) of their program or initiative.		**MATERIALS:** • Worksheet: *Taking Stock by SOAR-ing*
TIME: 1 hour	**AUDIENCE:** Community Leadership Team	**FORMAT:** Large and small group discussion

Facilitator's Instructions: Explain that this activity is designed to help participants identify the Strengths, Opportunities, Aspirations and Results (SOAR) of your program or initiative. Divide participants into groups of four and ask them to identify a recorder and reporter. Then distribute a worksheet to each individual. Ask participants to complete the questions on the worksheet individually then discuss as a small group.

Debrief:

After 20-30 minutes, lead a large group discussion to debrief the activity. Ask:

- What insights do you have about your program after doing this exercise?
- What role does this kind of activity have in planning for sustainability?

WORKSHEET

TAKING STOCK BY SOAR-ING

Strengths: What are the best things about our program or initiative?

Opportunities: What possibilities are opening up for our program or initiative in the short term

Aspirations: Describe what will be happening with your program in ten years. What are the best things that could happen that could keep it strong and thriving through then?

Results: What are the results we are beginning to see that are benefiting young people in the community? How can we best sustain these results?

Best Practice #13:
Create a Sustainability Strategy

SESSION B: *Key Indicators that Programs and Initiatives are Becoming Sustainable*

PURPOSE: This activity identifies factors that lead to sustainability and provides an opportunity for individuals and member organizations to make a commitment to work on sustainability efforts.		**MATERIALS:** • Newsprint and markers • Handout: *Key Indicators of Sustainability* • Handout: *Ten Things You Can Do to Build Program Sustainability*
TIME: 2 hours	**AUDIENCE:** Community Teams	**FORMAT:** Large and small group discussion

Facilitator's Instructions: Explain to participants that the purpose of this exercise is to identify factors that lead to sustainability and to secure commitments from individuals and member organizations to work on sustainability efforts.

Divide into groups of 4-5 participants. Ask groups to select a recorder and reporter. Give each group two pieces of newsprint paper. On one paper, ask them to write "We will know our program is becoming sustainable when…" On the second paper, write: "Sustainability is EVERYBODY'S job: What can I/we do to build my program's sustainability?"

Give groups about 10-15 minutes to brainstorm how they as individuals and organizations will contribute to sustainability. Ask recorders to capture the consensus ideas of the group under each statement or question.

Finally, ask the reporters to briefly report out to the larger group. Then distribute and review the two handouts.

Discussion: Once you have reviewed the handouts, spend a few minutes processing the exercise.

Ask open-ended questions such as:

- What sustainability ideas did you find exciting, intriguing or innovative?
- What challenges, if any, did you experience in doing this exercise?
- Were you able to make a personal or organizational commitment to sustainability? In what ways? How did it feel to do so?
- What next steps should we take to implement these ideas?

KEY INDICATORS OF SUSTAINABILITY

- Funders begin to contact us with funding opportunities.
- Funding comes from a variety of reliable sources.
- Services are so effective and well known that we could charge for them (if we wanted to do so).
- The community trusts the program and diverse groups within the community seek our services.
- The number of participants or clients grows each year.
- The program has name recognition in the community.
- The program has community-wide visibility, credibility, and trust.
- The media reaches out to us as the expert on the issue.
- The program is considered a "core" program within the organization.
- Through ongoing evaluation, our program consistently reports positive results and outcomes.
- Staff continues to improve the program based on evaluation and the needs of the target audience.
- The program is fully staffed, recruitment is easy, and staff turnover is low.
- The program has broad support within the community we serve, including a few key "champions."
- The program has such consistent, positive results that others begin replicating it.
- The program serves as a "model" in other community efforts.
- Others turn to program staff for training, mentoring, and "expert" advice.
- Program staff manages the program's funding responsibly and thoughtfully with an eye toward sustainability.
- Program staff has created and are implementing a sustainability plan in collaboration with organizational leaders.
- Other:
- Other:
- Other:
- Other:
- Other:

TEN THINGS YOU CAN DO TO BUILD PROGRAM SUSTAINABILITY

Evaluate for Outcomes! Outcome evaluation is the driving force behind much funding today. This means that you must be prepared to demonstrate that your program results in very clear outcomes – typically, behavior changes among the program participants. Therefore, outcome evaluation is at the very top of this list and needs to be at the top of yours!

Publish! Publish! Publish! Put articles in program or organization newsletters, website, professional journals, magazines, newspapers, blogs, Tweets – anywhere you can that keeps your program before the public, stakeholders and funders.

Stay aware and be alert! Keep your eyes and ears open to funders both at work and off-hours. At work, scan articles, search the web, and read other organization's annual reports and newsletters for possible funder leads. Off-hours, keep your eyes and ears open during social occasions and in daily interactions with people. You never know who you will meet or who you know.

Be creative! Create posters, brochures, postcards, palm cards, handouts, flyers, blogs, websites, and displays that tell your program's story.

Stand and deliver! Present your program to whomever will listen. Begin with a basic "stock" presentation (what, why, how, and who) that you can deliver to your own board of directors or staff, and even to others in professional conferences, community meetings, and media appearance.

Network! Join community organizations and service groups, get on their committees, and look for opportunities to build a network with folks who are interested in your program and can help you move it toward sustainability.

Play nice! Collaborate with others as a means to not only do good things for your community but to also provide an opportunity for others to get to know you and your program. Above all else, build a reputation as one who plays well with others.

Be kind to "in-kind"! Not all contributions to your program have to be financial. Look for in-kind contributions as well. Draw up a list of your program needs that could be met through in-kind contributions (e.g., Need pencils and index cards? Talk to your local office supply or large department store). In-kind contributions aren't cash BUT they can offset expenses in your budget that frees up cash for other things.

Ask! Ask! Ask! Always have an "ask" ready anytime the opportunity arises. When you speak to a group, tell them what you need and ask them to help. When a personal conversation results in the other asking, "How can I help?" be prepared with an answer and ask them for what you need.

Don't forget the overhead! Place a priority on receiving funding that allows overhead (e.g., indirect, administration, etc.) to be included in the budget. Funders love to fund program but few like to pay for the lights, heat, rent, computers, copy machines, support staff, etc. that are needed to run a program. Therefore, try to find funding sources that allow overhead to be included in your funding request.

Best Practice #13:
Create a Sustainability Strategy

SESSION C: *Creating a Program Sustainability Action Plan*

<table>
<tr><td colspan="2">PURPOSE:
This activity focuses on the importance of program institutionalization as a means to ensure sustainability. Importantly, participants will explore how to institutionalize their efforts as they begin to develop the coalition's sustainability action plan.</td><td>MATERIALS:
• Newsprint and markers
• Worksheet: Creating a Program Sustainability Action Plan
• Handout: Checklist for Program Sustainability</td></tr>
<tr><td>TIME: 2 hours</td><td>AUDIENCE: Community Teams</td><td>FORMAT: Large and small group discussion</td></tr>
</table>

Facilitator's Instructions: Prior to this session, review best practices for sustainability as identified in *Getting to Outcomes Guide to Teen Pregnancy Prevention* by Matthew Chinman, Joie Acosta, Patricia A. Ebener, Cody Sigel, Jamie Keith (2016) and Johnson, K., Fisher, D., Wandersman, A., & Collins, D. (2009), available from http://www.rand.org/health/projects/getting-to-outcomes.html

Explain that program sustainability depends on *institutionalization*, the process of integrating a program into the "core" of an organization, such that it can survive budget cuts and becomes seen as an indispensable part of the organization's work in the community. With *institutionalization*, key activities associated with implementing and evaluating the program have been integrated into job descriptions, requirements, and staff assessments. Explain that this exercise is designed to identify key activities that demonstrate that institutionalization has occurred. In addition, participants will begin develop the coalition's sustainability action plan.

Start by facilitating a brainstorming session of the elements of program sustainability, making sure that some/all of the following points are expressed:

- Key staff/leaders responsible for program implementation and evaluation have been retained.
- Supplies, materials, space, and equipment needed to continue implementing and evaluating the program are available.
- Staff training and continuing education needs associated with implementing and evaluating the program have been incorporated into ongoing operations.
- The skills needed to implement and evaluate the program have become part of the (organization's/profession's) standards.
- The program is integrated into manuals, procedures, regulations of the implementing organization or implementation site.
- An implementation monitoring process has been integrated into the program's ongoing process evaluation activities.
- On-going outcome evaluation activities have been established and maintained.

- The program is supported by continuous soft or hard money.
- The program has survived annual budget and grant cycles.

Once participants have completed their brainstorming, divide the group into smaller groups of 3-4 people. Distribute the *Creating a Program Sustainability Action Plan* worksheet. Give groups about 15-20 minutes to complete their worksheets. Then, bring the larger group together for an open-ended conversation about their plans for sustainability and institutionalization. Close the discussion by summarizing next steps.

WORKSHEET

CREATING A PROGRAM SUSTAINABILITY ACTION PLAN

Instructions: Use this worksheet to think through various questions related to sustainability.

KEY SUSTAINABILITY QUESTIONS	GOALS & OBJECTIVES	ACTIVITIES	ASSIGNMENTS	NEXT STEPS
How can we ensure that key implementation and evaluation activities are integrated into job descriptions, requirements, and staff assessments?				
What staff and/or leaders will be responsible for program implementation and evaluation as we move forward?				
How will we ensure that supplies, materials, space, and equipment needed to continue implementing and evaluating the program continue to be available?				
How can we incorporate staff training and continuing education associated with implementing & evaluating program into ongoing operations?				
How can we ensure that skills needed to implement and evaluate the program have become part of the organization's standards?				
How can we ensure that the program is integrated into manuals, procedures, regulations of the organization or implementation site?				
What type of implementation monitoring process should be integrated into the programs ongoing process evaluation activities?				
What type of on-going outcome evaluation activities have been established and maintained?.				
How can we ensure that the program is supported by continuous funding?				

CHECKLIST FOR PROGRAM SUSTAINABILITY

A number of factors need to be considered if you are to successfully build community capacity and identify sufficient resources to sustain your program or initiative. Use this checklist as a starting point.

ADMINISTRATIVE

- ☐ We have a memorandum of agreement (MOA) with the director or leader (could be an executive director, principal, clinic director) of the program site.
- ☐ The site's decision makers (executive director, clinic director, principal, superintendent, board, etc.) have expressed support for starting and maintaining the program.

PROGRAM FACILITATOR/TEACHER TRAINING AND RETENTION

- ☐ We have a plan (or plans) for recruiting, orienting, training, monitoring, and evaluating program providers.
- ☐ We have a plan for providing continuing education for program providers.
- ☐ We have funds for training, continuing education, and support activities, including funds to support substitutes when needed.
- ☐ We have trainers of educators and support staff.

PUBLIC RELATIONS/OUTREACH/BUILDING COMMUNITY SUPPORT

- ☐ We have a database for disseminating program information to the public, media, stakeholders, decision makers, and funders.
- ☐ We have a general strategy for educating the community about our program.
- ☐ We publish an annual report that includes information about our program.
- ☐ We have a program brochure and promotional materials that we regularly distribute to the public.
- ☐ We regularly reach out to stakeholders, decision makers, funders, and the media with invitations to learn more and to attend public events.

- [ ] We provide regular updates on the program to leaders of the organization's hosting our programs.

PROGRAM EVALUATION

- [ ] We are implementing an evidence-based program with fidelity.
- [ ] We have an evaluator for our program.
- [ ] We have a data collection system for our programs that has been designed by our evaluator.

FUNDING

- [ ] We have a fund development plan that includes a strategy for diversifying our funding.
- [ ] We are motivated to secure funding.
- [ ] We have a person responsible for fund development.

APPENDIX A

EVALUATION RESOURCES

Evaluation efforts are evolutionary processes integral to the growth and health of a coalition. An evaluation plan developed early in the life of a program or a coalition helps to clarify goals and objectives and to identify successful and unsuccessful strategies. The CDC and U.S. Office of Adolescent Health have developed extensive guidance on evaluating and monitoring program activities. On their websites, you will find a wealth of evaluation guidance, including how to collect and report on a uniform set of performance measures; how to maintain fidelity to the core components of original program models; how to make minor adaptations, if necessary, to original programs to make them more relevant to the population being served; and how to develop a plan to continuously monitor program implementation and assess project outcomes.

These resources are intended to assist your community mobilization team to take a deeper look at their work and its importance to the community. Appendix A1 Performance Measures was developed in collaboration with the U.S. Office of Adolescent Health and CDC's Division of Reproductive Health, and will assist your team to evaluate the interventions and activities that have been undertaken by your community. Appendix A2 The Leadership Team Member Baseline Survey is helpful to get a deeper understanding of leadership and partnership in your community. Finally, Appendix A3 The Lessons Learned questions will help you look broadly at the work your team has done, to deepen your work in the community and to share your experience and knowledge with other communities that are also working to improve adolescent health for their youth.

A1: PERFORMANCE MEASURES FOR EVALUATION

A2: LEADERSHIP TEAM MEMBER BASELINE SURVEY

A3: SHARING LESSONS LEARNED

Advocates for Youth
Rights. Respect. Responsibility.

A1: OFFICE OF ADOLESCENT HEALTH PERFORMANCE MEASURES FOR EVALUATION

This document provides a list of performance measures which have been designed to address important process and outcome information needed to demonstrate project effectiveness for community-wide teen pregnancy prevention initiatives.

PERFORMANCE MEASURE	INDICATOR	SPECIFIC ITEMS MEASURED	COLLECTION METHOD	NOTES
COMMUNITY LEADERSHIP TEAM PARTICIPATION	Total number of community leadership team meetings convened	Number and duration of each meeting conducted		
	Number of community leadership team members who attend meetings	Number of core leadership team members who attend at least 75% of team meetings		
	Number of action items produced during each team meeting			
	Number of action items completed			
COMMUNITY ACTION TEAM PARTICIPATION	Total number of Community Action Team meetings convened	Number and duration of each meeting conducted		
	Number of Community Action Team members who attend meetings	Number of core leadership team members who attend at least 75% of team meetings		
	Number of action items produced during each team meeting			
	Number of action items completed			
YOUTH LEADERSHIP TEAM PARTICIPATION	Total number of Youth Leadership Team meetings convened	Number and duration of each meeting conducted		
	Number of Youth Leadership Team members who attend meetings	Number of core leadership team members who attend at least 75% of team meetings		

PERFORMANCE MEASURE	INDICATOR	SPECIFIC ITEMS MEASURED	COLLECTION METHOD	NOTES
	Number of action items produced during each team meeting			
	Number of action items completed			
QUALITY OF LINKAGES AND REFERRALS FOR CLINICAL SERVICES	Number of formal linkage[6] agreements	Total number of formal agreements by organization or programs in the target community (cumulative over the project and distinguishing new agreements during each calendar year).		
	Number of formal linkage[7] agreements	Total number of informal agreements by organization or programs in the target community (cumulative over the project and distinguishing new agreements during each calendar year).		
	Number of youth referred (optional but strongly encouraged)	Total number of youth by a particular organization/ provider (list number of youth attendances by organization or program)		

*6 **Linkage**: A formal partnership between community organizations, agencies, or other institutions (which may include but are not limited to health centers, schools, and churches). The partnership is formalized through a written agreement (e.g., a MOU) that clearly defines how partners will share resources and services related to teen pregnancy prevention.*

*7 **Referral**: An informal mechanism or medium that directs clients to care. Referral sources can include friends, family members, Internet sources, schools, as well as linkage partner organizations/agencies/institutions.*

PERFORMANCE MEASURE	INDICATOR	SPECIFIC ITEMS MEASURED	COLLECTION METHOD	NOTES
	Number of youth referrals that resulted in receipt of care (optional but strongly encouraged)	Total number of youth referrals that resulted in receipt of care (list number of youth clinic attendances who received care by organization or program)		
AVAILABILITY AND SUSTAINABILITY OF TEEN FRIENDLY REPRODUCTIVE HEALTH SERVICES	Number and percentage of adolescent contraceptive and reproductive health services visits by revenue source	The number and percentage of adolescent contraceptive and reproductive health services visits with a billable source of revenue by revenue source		
	Number and percentage of clinic staff trained on adolescent development	The number and percentage of clinic staff that have received training on stages ofadolescent development in the past 2 years		
	Number and percentage of evidence-based/ informed practices implemented to increase adolescent access to contraceptive and reproductive health care services by each health service clinics/provider	The number and percentage of health service clinics/ providers that have increased the number of evidence-informed or evidence-based practices implemented at their facility designed to increase adolescent access to contraceptive and reproductive health care services		
COMMUNITY ACTION TEAM PARTICIPATION	Total number of Community Action Team meetings convened	Number and duration of each meeting conducted		

PERFORMANCE MEASURE	INDICATOR	SPECIFIC ITEMS MEASURED	COLLECTION METHOD	NOTES
	Number and percentage of health service clinics/providers that monitor the utilization of health care services by adolescents to support continuous quality improvement (CQI) efforts	The number and percentage of health service clinics/ providers that have a set of performance measures that they collect and review on a regular basis (e.g., quarterly, monthly) for the purposes of monitoring the utilization of health care services by adolescents including the delivery of contraceptive and reproductive health services to support continuous quality improvement (CQI) efforts associated with reaching program goals		
REPRODUCTIVE HEALTH CARE SERVICES RECEIVED	Number of unduplicated female adolescents clients	The number of unduplicated female adolescents clients (stratified age, race/ ethnicity)		
	Number of female adolescent visits	The number of female adolescent visits (stratified by age, race/ethnicity)		
	Number of unduplicated male adolescents clients	The number of unduplicated male adolescents clients (stratified by age, race/ethnicity)		
	Number of male adolescent visits	The number of male adolescent visits (stratified by age, race/ethnicity)		

PERFORMANCE MEASURE	INDICATOR	SPECIFIC ITEMS MEASURED	COLLECTION METHOD	NOTES
	Number of youth referrals that resulted in receipt of care (optional but strongly encouraged)	Total number of youth referrals that resultedin receipt of care (list number of youth clinic attendances who received care by organization or program)		
YOUTH WHO RECEIVED HIGHLY RELIABLE CONTRACEPTIVES	Number of unduplicated females aged 12-19 who received any contraceptive method	Number of unduplicated females who received any contraceptive method stratified by age, race/ ethnicity.		
	Number of unduplicated females aged 12-19 who received hormonal contraception	Number of unduplicated females who received hormonal contraception stratified by age, race/ethnicity		
	Number of unduplicated females aged 12-19 who received Long Acting Reversible Contraception (LARC) (Implanon or IUD)?	Number of unduplicated females who received LARC (Implanon or IUD) stratified by age, race/ethnicity		
PUBLIC EDUCATION CAMPAIGN	Number of public education activities (including community forums, social media activities, or other public outreach activities)			

A2: LEADERSHIP TEAM MEMBER BASELINE SURVEY

Dear Community Member:

We are delighted that you have joined a Leadership Team and / or Community Action Team focused on strengthening our community's adolescent risk prevention and/or teen pregnancy prevention efforts. As the Lead Agency, we are contacting you to request your participation in the evaluation of these efforts.

By completing this survey, you will give us important feedback so we can provide improved services to our sponsoring organization(s), our community, and to other communities across the country that engage in similar work. This survey will take approximately 15 minutes of your time.

As part of the survey, we are asking for some demographic information about you. However, to protect your privacy, we are not asking for your name. We hope you will share your honest responses. If you have questions about completing this survey, please contact [Name of contact].

Thank you, in advance, for sharing your information and opinions with us. Your responses are an important part of advancing teen pregnancy prevention efforts in our community and beyond!

Best regards,

Signature and Title

WHY AM I BEING ASKED TO FILL OUT THIS SURVEY?

This survey was created for all adolescent risk prevention and/or teen pregnancy prevention (TPP) Community Stakeholders. A TPP Community Stakeholder is any individual who has a role in the TPP initiative. This includes **Leadership Team Members, Youth Leadership Team Members, and Community Action Team Members.**

In this survey we have used the term "team" but you may call yourselves a group, taskforce, or some similar name.

WHY AM I BEING ASKED TO FILL OUT THIS SURVEY?

This survey will ask you about your community. When we say "your community", we are referring to a group of people with diverse characteristics who:

- Are linked by social ties;
- Share common perspectives; and
- Engage in joint action in geographical locations or settings.

Source: MacQueen et al. What Is Community? An Evidence-Based Definition for Participatory Public Health. Am J Public Health. 2001 December; 91(12): 1929–1938.

SECTION I: ABOUT YOU

The team/group you represent:

- ☐ Leadership Team
- ☐ Youth Leadership Team
- ☐ Community Action Team
- ☐ Other team/group (*please specify*): ______________________

Your age:

- ☐ Under 15 years
- ☐ 15-19 years
- ☐ 20-29 years
- ☐ 30-39 years
- ☐ 40-49 years
- ☐ 50-59 years
- ☐ 60-69 years
- ☐ 70+ years

Your ethnicity:

- ☐ Hispanic or Latino
- ☐ Not Hispanic or Latino

Your race (check all that apply):

- ☐ American Indian or Alaska Native
- ☐ Asian/Pacific Islander
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White or Caucasian
- ☐ Other (*please specify*): ______________________

Your gender:

- ☐ Female
- ☐ Male
- ☐ Other (*please specify*): ______________________
- ☐ Transgender Male
- ☐ Transgender Female

The sector you represent on the team:

- ☐ Advocacy
- ☐ Business
- ☐ Community Members
- ☐ Education
- ☐ Faith-based
- ☐ Healthcare
- ☐ Local government
- ☐ Manufacturing
- ☐ Parents
- ☐ Research
- ☐ Social services
- ☐ Youth
- ☐ Other (*please specify*) ______________________________

Your occupation (example: student, teacher, agency administrator, researcher, social worker, health educator, homemaker, etc.):

How long have you been involved with teen pregnancy prevention in your community?

- ☐ I have never been involved with teen pregnancy prevention in my community.
- ☐ Less than one year
- ☐ 1-2 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16 years or more

How did you become a member of THIS team or committee?

- ☐ Invited
- ☐ Attended a Partner Site Outreach Event
- ☐ Current Partner Recommendation
- ☐ Other (*please specify*): ______________________________

When did you initially join THIS team or committee?

Month: ____________________ Year: ____________________

How many meetings of the team/group (estimated) have you attended since the start of the project?

# of Meetings: ____________________

For the survey items that follow, please think about each question as it applies to you and your team or group at this point in time.

We realize some of the activities may NOT have yet occurred for your team, but we do ask you to consider what you EXPECT will occur. As you read each of the following items, consider the anticipated work of your specific team.

SECTION II: COMMUNITY ENGAGEMENT

For the following series of questions, please indicate how much you disagree or agree with the statements.

12. Based on our initial meeting(s), I expect our team will…	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**N/A**
a. Work together to set goals that we want to accomplish.					
b. Choose activities that support the teen pregnancy prevention efforts of others in the community.					
c. Create ways to measure the impact of our teen pregnancy prevention efforts.					
d. Communicate regularly about our work.					
e. Be actively supported by our Lead Agency.					

13. Our team…	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**N/A**
a. Is made up of the right "mix" of individuals who can make a difference in our community.					
b. Has a clear understanding of roles and expectations of its members.					
c. Has been able to manage any initial conflict related to our work together.					
d. Will be developing structure, policies and procedures.					
e. Will be measuring what we accomplish together.					

14. I *expect* that our team will…	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**N/A**
a. Collect information/data about teen pregnancy in our community.					
b. Have information/data about the correlates of teen pregnancy in our community.					
c. Use our community's information/data to determine our needs and strategies.					
d. Share information/data with the community about teen pregnancy.					

SECTION III: COMMUNITY MOBILIZATION

As you read each of the following items, consider the actual work of YOUR TEAM rather than the work of the Lead Agency that is supporting your team. The items in the next two questions ask you to rate the frequency of each of these activities.

15. How often do you *expect* your team will...	**Never**	**Rarely**	**Sometimes**	**Frequently**
a. Work with local newspapers, TV and/or radio stations to promote teen pregnancy prevention?				
b. Use "new media" (e.g., Tumblr, blogs, Tweets, text messaging, websites) to promote teen pregnancy prevention?				
c. Provide information to community leaders and/or officials about teen pregnancy prevention?				
d. Participate in community-wide events to share information about teen pregnancy?				
e. Meet with other community groups concerned with the well-being of youth?				
f. Partner with other community groups to develop and implement local teen pregnancy prevention activities?				

16. How often do you *expect* that your team will be asked about teen pregnancy prevention by...	**Never**	**Rarely**	**Sometimes**	**Frequently**
a. Community leaders and/or officials?				
b. The media?				
c. Parent groups and other concerned groups in your community?				
d. Local youth groups?				
e. Youth serving agencies?				

As you read each of the following items, consider the actual work of your team rather than the work of the Lead Agency that is supporting your team. Please indicate how much you disagree or agree with these statements.

17. I *expect* that our team will...	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**N/A**
a. Earn the trust of the community on the issues of teen pregnancy.					
a. Overcome some barriers to teen pregnancy prevention in our community.					
If you agree to 18b, please provide examples of which barrier(s) you expect will be overcome:					

18. Our team has increased the knowledge and awareness of...	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**N/A**
a. Community and/or educational leaders about the value of evidence-based teen pregnancy prevention programs.					
b. Healthcare leaders about the value of improved access to reproductive health services for youth in our community.					
c. Funders about the need for resources to prevent teen pregnancy in our community.					

19. I believe that in our community...	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**N/A**
a. Teen pregnancy prevention is considered to be a very important issue.					
b. There are enough evidence-based teen pregnancy prevention programs to guarantee that every teen gets the information they need.					
c. There are enough reproductive health services for youth to guarantee that all youth have the healthcare they need.					
d. All youth have easy access to contraceptives.					
e. There is sufficient financial support for teen pregnancy prevention.					

20. Our community fully supports…	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
a. The value of youth leaders in teen pregnancy prevention activities in the community.					
b. Teen pregnancy prevention efforts now, even if some people challenge them.					

SECTION IV: TEAM COMMUNICATION

21. About how often do you expect that your team will communicate?	Never	Annually	Quarterly	Monthly	Weekly or More
a. Email					
b. Text					
c. Phone Call					
d. In-Person Meeting					
e. Virtual Meeting (Skype, Google+, Webinar)					

22. Think about the communication on your team.	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
a. I expect that our communication methods will be appropriate for our team.					
b. I expect that our team will communicate often enough to meet our goals.					

SECTION V: WORKING TOGETHER

The following questions ask you about your team's work with your Lead Agency.

23. When I participate in my team, I believe that...	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
a. My skills and knowledge are valued by my team members.					
b. The time and energy I put into the team are worth it.					
c. It is an important way that I contribute to my community.					

24. I feel confident in our Lead Agency's ability to work with our community to develop a strategic plan for teen pregnancy prevention.

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ N/A

25. I feel that our team is adequately supported by the Lead Agency of this community-wide effort.

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ N/A

Please explain your answer:

26. I feel that our team works cooperatively with our Lead Agency.

☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ N/A

27. Please provide examples of cooperation with your Lead Agency.

28. Please provide examples of challenges in working with your Lead Agency.

SECTION VI: OPPORTUNITIES, CHALLENGES, & RECOMMENDATIONS

Please finish the following sentences.

29. Please provide examples of challenges in working with your Lead Agency.

30. Our team's greatest challenges are:

31. I feel that our team could be even stronger in our work to prevent teen pregnancy in our community by (please list ideas):

a)

b)

c)

THANK YOU!

A3: SHARING LESSONS LEARNED

One of the keys to evaluation is learning how to monitor program efforts so that you can use evaluation findings to inform future planning. This handout provides some questions for self-reflection about your community mobilization effort. What are the highlights and successes of your efforts? What challenges and barriers have you experienced? Use your findings for continuous quality improvement!

A. LEADERSHIP INFRASTRUCTURE, TEAM CREATION AND TEAM FUNCTIONING

A1. What have you learned about the importance of establishing a strong leadership infrastructure for community-wide TPP initiatives?

- As the Lead Agency, how did you establish effective leadership in your community? How did you establish legitimacy?
- What were your specific roles and responsibilities?
  - In what ways did you provide overall strategic direction for your community efforts?
  - What was your role in facilitating a community-inspired vision for your project?
  - What was your role in coordinating communication and facilitating dialogue between key stakeholders? Conducting the needs assessment? Designing mutually reinforcing TPP strategies? Mobilizing and managing funding resources?
- How did you obtain buy-in from your own organization to participate in this project?
- What were some of the key successes and challenges you experienced?

A2. What have you learned about engaging the following key stakeholder groups? What successes did you achieve? What challenges did you face? Based on your experience, what are best practices for key stakeholder engagement?

- Youth and young adults
- Healthcare Providers and Administrators
- Educators and School Administrators
- Policymakers
- Business Leaders
- Faith Leaders and Faith Communities
- Youth-Serving Organizations
- Media
- Parents and Community Residents

A3. What have you learned about communication modes, methods, practices, and styles? Based on your experience, what are some best practices for establishing and promoting effective channels for internal communication?

- What type of communication methods did you use? (emails, newsletters, phone calls, website) to ensure continuous communication?
- How did you coordinate communication among partners?
- How did you ensure regular meeting participation?

A4. What have you have learned about participant engagement and decision-making? Based on your experience, what are some best practices for ensuring authentic participation and shared decision-making?

- How did you recruit, orient, train, and sustain leadership team members?
- How did you foster a strong sense of commitment to and ownership for the TPP vision and TPP project overall among the leadership team and community action team members?
- How did you organize advisory committees or task forces?(By intervention, stakeholder group, or target population? Other?)
- To what extent did you formalize roles and responsibilities for each task force (or for individual participants?) How did these roles change over the life of the project?
- To what extent did you institute an effective model of shared decision-making among our leaders and members?
- To what extent were you able to make definitive decisions in a timely manner?

A5. What have you learned about engaging young people? Based on your experience, what are best practices for creating effective youth-adult partnerships?

- To what extent were you able to engage young people in authentic and productive roles?
- How did you ensure that young people's experiences, skills and perspectives were valued and incorporated into your efforts?
- To what extent were young people engaged in program planning, development, implementation and evaluation?
- What were some of your key successes and challenges related to recruiting, orienting, training, and supervising young people?
- In what ways did you promote effective youth-adult partnerships for both youth and adult participants?
- To what extent were you able to provide clear roles and responsibilities for youth and meaningful, structured opportunities for engagement?

B. ASSESSMENT AND PLANNING

B1. What have you learned about establishing a community vision? Based on your experience, what are best practices for developing a vision?

- How did you go about creating a shared vision to ensure that all participants were working toward the same goal?
- Who facilitated your visioning process? Who participated in this process? What challenges and barriers did you experience in developing a formal written statement that reflected the community's vision for change?
- How did you ensure that each individual or organizational participant demonstrated commitment to the overarching goal for the TPP effort?
- Were there points of disagreement in creating the vision? How did you find common ground?

B2. What have you learned about conducting a comprehensive needs and assets assessment? Based on your experience, what are some best practices?

- What type of baseline information about the state of teen pregnancy and adolescent health in our community did you gather?
  General demographic and socioeconomic information including the social

determinants of health?
  - Availability and accessibility of clinical reproductive health services?
  - Attitudes, perceptions, and norms about adolescent sexuality among youth, parents, and service providers?
  - Youth knowledge and behavior around sexual and reproductive health?
  - Policies and practices that hinder or facilitate teen pregnancy prevention efforts?
- What type of data collection methods did you use?
  - Community mapping? Surveys? Focus groups? Opinion polls? Key informant Interviews? Other?
- How did you communicate the key findings of the needs assessment to your community?
- To what extent did the community assessment inform your key strategies? How did you use the findings to advocate for change?

B3. What have you learned about the process of creating and designing an implementation plan?

- How did your vision inform the implementation plan? How did the implementation plan incorporate and reflect the findings of your needs and assets assessment?
- How did you identify and select particular strategies? How did you decide to work with specific populations? How did you select particular settings? Were there points of disagreement among key stakeholders? How did you find common ground?
- To what extent did your interventions / implementation plan focus on teen pregnancy? More broadly on adolescent health?
- To what extent did you seek to address the social determinants that impact adolescent sexual and reproductive health?
- To what extent did you address other intersectional issues?
- How did your efforts reflect best practices in trauma-informed care?
-

C. MONITORING AND EVALUATION

C1. What lessons did you learn about through monitoring and evaluation efforts?

- What type of assessment and evaluation did you conduct? Who conducted evaluation activities for various projects?
- What of kinds of tools and techniques did you use to assess various activities?
- In what ways did you use program evaluation to guide program improvements?

C2. What lessons did you learn about creating structural change in your community in relation to teen pregnancy and adolescent health?

- To what extent did you change or influencepolicies and practices that impact the sexual health of young people in the community? In schools, clinics, and youth-serving organizations?
- What changes did you achieve? How did you "move the needle" (for example, by advocating for change / laying the groundwork for change)?
- How did you measure such change? That is, how do you know these changes occurred?
- What changes were easy to implement? What changes were difficult (or impossible) to implement? What lessons did you learn?

D3. What lessons did you learn about creating social change in your community in relation to teen pregnancy and adolescent health?

- To what extent did you increase public support for adolescent sexual health?
- To what extent did you establish, support and promote organizational partnerships across various sectors in the community?How were these partnerships legitimized, formalized, and institutionalized?
- Were you successful in developinggreater community leadership capacity to address teen pregnancy?
- Were you able to foster a greater sense of community ownership of local TPP efforts?
- Did you increase community participation?
- To what extent did we create new norms about sexual health? Youth leadership and empowerment? Adult participation? Community engagement?
- How did you measure such change? That is, how do you know these changes occurred?
- What changes were easy to implement? What changes were difficult (or impossible) to implement? What lessons did you learn?

D4. What lessons did you learn about creating / influencing change among individual teens in the community in relation to teen pregnancy and adolescent health?

- To what extent did you focus on raising awareness, increasing knowledge, changing attitudes, or promoting healthy sexual behaviors among teens?
- What specific behavioral or health outcomes did you focus on? (e.g. promoting healthy relationships, delaying sexual initiation, increasing contraceptive use, increasing planned pregnancies and births, reducing of sexually transmitted infections among young people, etc.?)
- How did you measure such change? That is, how do you know these changes occurred?
- What changes were easy to implement? What changes were difficult (or impossible) to implement? What lessons did you learn?

Facilitating training session for your leadership teams or educational workshops in the community takes skill and practice. Identifying participant needs, understanding group processes, applying techniques that reflect participants' learning styles, and managing controversy if any should arise– are just a few of the skills you'll need to conduct engaging, productive meetings with community members and trainings.

This *Facilitator's Guide* is designed as a companion to the Advocates For Youth's *Planning Guide, Promoting Adolescent Health and Preventing Teen Pregnancy; Mobilizing Youth for Action.* That resource takes program planners step-by-step through the process of forming a coalition; creating a mission, vision, and strategic plan; and taking action in their community. It is presented as series of workshops or meeting and includes activities and handouts in each. In order to effectively use that tool, however, program planners are going to need to facilitate many sessions and activities.

That is where this *Facilitator's Guide* comes in – it will help program planners understand the fundamentals of experiential learning, become familiar with some common training techniques, and learn some tricks for managing large groups of people. Though meant as a companion to the Planning Guide, these skills are valuable for anyone who might need to run a meeting or training someday.

This guide is based on the theory of experiential education which suggests that individuals learn information better by experiencing than by being lectured. Experiential learning is *learner-centered.* That is, it implies that learning is more of a process the learner goes through than the *delivery* of knowledge or skills by a teacher or trainer. While facts are facts, the *application* of information to one's life or work is a subjective experience. An effective trainer, therefore, should be highly skilled in asking questions that enable participants to "digest" material/experience, reach conclusions based on the material, and make decisions about how to apply what they've learned.

In this guide you will find an explanation of things to consider when planning for a training (from setting up the room to setting ground rules), descriptions of some of the most common types of activities used in trainings, an explanation of the ORID method for helping participants process what they have learned, and some lesson plans for activities that can be used in most workshops (such as ice-breakers and closers).

CREATING ACTIVITIES: SPECIFIC TEACHING TECHNIQUES

Experiential education employs a wide variety of teaching techniques. While you may be more comfortable with some than others, stay open to trying new techniques.You will find that participants are most enthusiastic about participating in a program that offers a variety of learning opportunities.

Experiential activities include:

- Role playing
- Playing games
- Watching videos
- Brainstorming
- Working in small groups
- Creating art projects
- Listening to presentations by guest speakers
- Participating in problem-solving scenarios
- Taking quizzes

Commonly used techniques are described below with a few tips for successfully implementing the activities.

ROLE PLAYING

Role playing is a form of acting that lets participants experience how someone else might feel in a situation, try out new skills, and learn from each other. Role playing in small groups or in pairs gives more people an opportunity to participate and is usually more comfortable for participants than role playing in front of the large group. If you want to demonstrate a role-play in front of the entire group, ask for volunteers as it may be too embarrassing or anxiety-provoking for some participants. Give participants both their character and their situation so they have a jumping off point for their dialogue (e.g. one participant is a health care provider and the other is a teen who is worried she might be pregnant). During the role play give the "actors" permission to behave in their assigned role but be sure to declare the role play over and remind the group of the actors' real identities. This is particularly important when a participant has assumed the role of someone who is stigmatized.

SCENARIOS

Present scenarios or fictional stories and allow participants to react to them and discuss what options a character might have or how a dilemma might be resolved. A good way to ensure realistic situations is to ask the participants themselves to come up with the scenarios.

VALUES VOTING

In this kind of activity, participants publicly demonstrate or state their opinions or positions on a controversial topic. Participants are usually asked to take one of three positions in regard to a particular statement—agree, disagree, or unsure. (If you want to stimulate debate or more intense discussion you can limit the options to agree or disagree.) Read a statement and then have participants react either by raising their hand, standing up/sitting down, or moving to a designate spot in the room. You can ask for one or more volunteers to explain why they took that position. Be careful to provide support for an individual who has taken a lone position or for a small minority of people who have taken an unpopular position by moving closer to her/him/them. Verbally acknowledge the difficulty of standing alone on an issue.

BRAINSTORMING

Brainstorming is a free-flowing and free-wheeling exchange of ideas on a given topic.The leader asks a question, poses a problem, or raises an issue, and participants suggest answers or ideas. Always write down all suggestions offered by participants. Everyone should be able to see all the suggestions and no editorial comment or criticism is allowed from anyone – participants or leader. When the brainstorming is finished, participants evaluate the suggestions as a group, perhaps identifying those they consider most useful or grouping ideas together in some helpful way.

VIEWING VIDEOS

Videos are popular teaching tools because participants usually enjoy them, quickly identify with the people or action depicted, and are often eager to express thoughts and feelings triggered by the video. Videos can personalize an issue, introduce a new topic, give factual information in an entertaining manner, raise controversial issues, and/or provide dilemmas that will trigger thought and discussion. Always preview videos before showing them to ensure that the video is appropriate for your group and that you are aware of potential difficulties raised by the video. Prepare questions for discussion after the video. Remember, the real learning takes place during the discussion as participants reflect on what they've seen.

GUEST SPEAKERS

A guest speaker can bring a topic home to participants by discussing her/his personal experiences and sharing her/his feelings. Consider bringing in several guest speakers or panels. Make sure that guests are dynamic speakers and knowledgeable about the topic. Discuss with the guest speakers how they will handle questions. Prepare your group for the speakers' presentations. Participants should know what to expect, be ready with questions, and act respectfully. Prepare the speaker(s) with information about the group and a clear understanding of what you want from the presentation.

GROUP DISCUSSION

Group discussions permit participants to process the activity. Processing also allows you, as leader, to assess learning and to reinforce lessons for participants. Finally, processing allows anyone to raise a concern or question. Processing may include repeating or summarizing some of what participants said and drawing the group's attention to key points or issues. You will not want or need to process each activity to an equal degree, but be careful to process thoroughly any activity that seems to cause conflict or that concerns any members of the group.

Remember that developing group facilitation skills takes time and practice. If you are new at leading group discussions, you may want to consult with more experienced colleagues and take advantage of opportunities to observe others leading group discussions. You might also reflect upon experiences you have had in participating in a group. What kind of questions did the group leader ask? Did the leader foster an open, honest environment? If so, how? How did the group leader encourage sharing? How did the leader and the group handle conflict? Drawing upon your past experience as a member of a group can help you develop skills as a group leader.

PROCESSING THE EXERCISE

When facilitating a training, you should always include an experiential component (e.g., role plays and interactive exercises) and a discussion component. One way to make sure that you give participants enough chance to process or experience what they are learning is called the ORID method. It helps facilitators formulate questions that inspire a more insightful discussion and enhance learning.

In this method, facilitators ask the following types of questions in this order after each activity.

Objective (O) question. (What did you notice about this activity? What messages did you hear?)

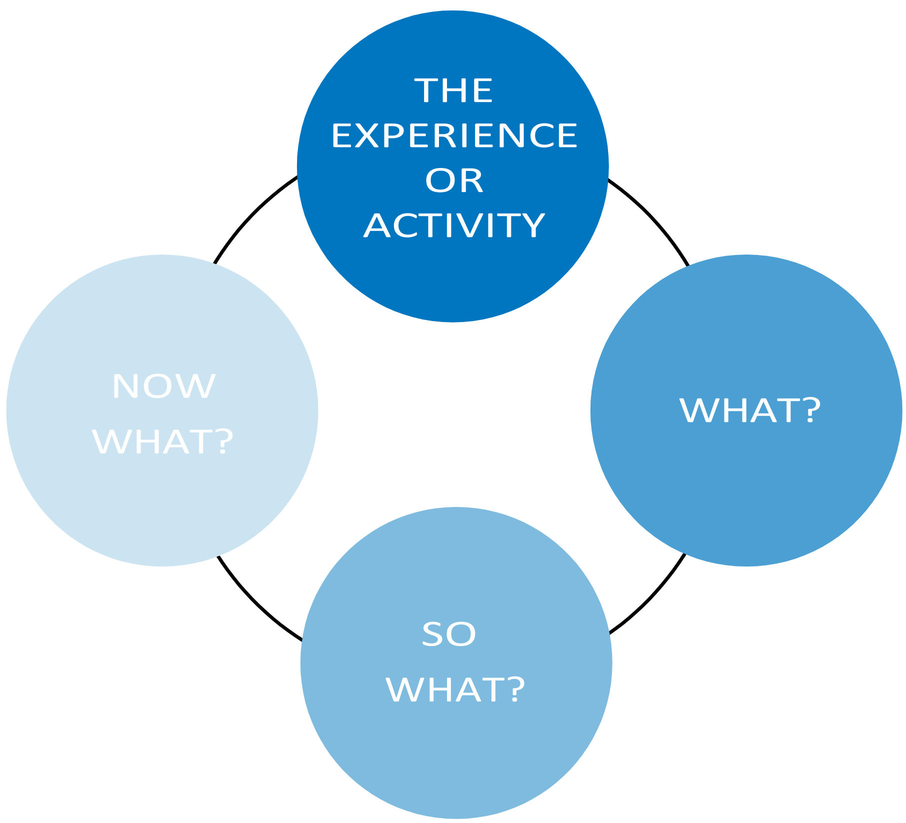
Reflective (R) question. (How did it feel to do this exercise? Did anyone feel awkward or uncomfortable?)

Interpretive (I) question. (What does this activity say about our work with teens? Why do you think we did this exercise?) Finally, facilitators ask a

Decisional (D) question. (How did this activity change the way you think? What might you do differently now in your work?)

Thus—**ORID** (Objective, Reflective, Interpretive and Decision)

Other researchers have simplified this into a model that reflects the type of questions to be asked:



"What?" and "Gut?" questions are *informational or reflective*. They serve to elicit facts, perceptions, and feelings. Consider asking these questions:

- "Let's recall the order of events in this exercise. What happened first?... And then?..."
- "What images/words/scenes stood out for you?"
- "What feelings did you have during the exercise?" (Positive? Negative?)
- "What feelings were expressed in the clip?"
- "Did anything surprise you in terms of (what happened?) (your reaction?)"

What? Gut? So what? Now what? An example of this method in action follows:

What did you notice about this exercise? (What?)

How did it feel to participate in their exercise? (Gut?)

Why do you think we did this exercise? (So what?)

How might you use this information in your work? (Now what?)

(Note: Whenever possible, these should be open-ended questions.)

"So What?" questions are *interpretive*. They ask about connections to one's life/work, "lessons learned," and/or principles and values. Consider asking the following questions.

- "Why do you think we did this exercise? How does it apply to what we're here to learn?"
- Based on this experience, what would you say are some principles or guidelines to remember whenever we (use a guest speaker?) (discuss teen pregnancy with parents?) (teach about condoms?)"
- What is a "take-home" message you received from this?
- How might someone use this in their work?

"Now What?" questions are *decisional*. They ask about specific plans to apply what's been learned. Consider these questions:

- "When you get back in front of a group of students, what might you do differently as a result of this experience?"
- "What 'homework' do you take from this? Based on the information here, what do you plan to research more when you get back to your own setting?"
- "What is one thing you can do to immediately (improve communication with your partner?) (make your office more teen-friendly?)"

Hogan (2003), Practical Facilitation: A Toolkit of Techniques Center for Youth and Communities, Heller School, Brandeis University

Kolb, David A., Experiential Learning : Experience as the Source of Learning and Development. Englewood Cliffs, N.J. :Prentice-Hall, 1984. Print.

SAMPLE ICEBREAKER

FIND SOMEONE WHO…

PURPOSE:

To help participants get to know one another and help increase their comfort level in discussing sexuality issues

MATERIALS:

Pens, pencils, and participant handout – "Find Someone Who"

TIME:

20 minutes (or less if time is tight)

PROCEDURE:

Tell participants the purpose of this activity.

Explain how the activity will work:

- You will be given a list of questions or statements.
- When asked, get up, move around the room, and introduce yourself to others. Try to find someone who can answer "yes" to each question.
- If someone can answer "yes," get his/her signature beside the question. If she/he answers "no," ask another question.
- Collect as many signatures as you can in about 10 minutes.

Be sure everyone understands the instructions; then tell the group to begin.

After about 10 minutes, call "Time," and ask participants to take their seats. Conclude the activity using the Discussion Points below.

DISCUSSION:

What was it like to do the activity?
(Some may say it was fun; others may say it was embarrassing.)

How did it feel to participate in their exercise? (Gut?) Were any questions hard to ask? If so, which ones?

Why do you think we did this exercise? (So what?) Did anyone get through all the questions?

How can an exercise like this promote group cohesion and trust before a training? (Now what?)

HANDOUT

FIND SOMEONE WHO…
SAMPLE QUESTIONS OR STATEMENTS

Instructions: As quickly as possible, obtain the initials of someone in the room who knows the answers to the following statements.

Knows two brand names for emergency contraception ____________________

Can name 11 methods of contraception ____________________

**Knows a pregnancy prevention program with the acronym "TOP" ____________________

**Knows a pregnancy prevention program with the acronym "RTR" ____________________

**Knows a type of contraceptive method used by their parents ____________________

Can describe three ways to make a family planning clinic "youth-friendly" ____________________

Is wearing green ____________________

Loves to wake up early on Saturday mornings ____________________

Has taught someone how to use a method of contraception ____________________

Was taught sex education in school ____________________

Talked to their parents about sex before age 15 ____________________

SAMPLE

GROUP INTRODUCTIONS EXERCISE

PURPOSE:

To enable participants to get to know one another

MATERIALS:

Newsprint chart

TIME:

15 minutes

PLANNING NOTE:

On the newsprint, write:

- "Share with Us"
- Your name
- Your position and your school
- Something about you that others wouldn't know by looking at you.

PROCEDURE AND DISCUSSION:

Ask participants to introduce themselves to the group. Ask each person to speak for about one minute. Acknowledge them by thanking each participant as she/he concludes.

SAMPLE

GROUND RULES EXERCISE

PURPOSE:

To give participants an overview of the workshop, identify their expectations, and allow them to develop a set of ground rules

MATERIALS:

Newsprint, Question Box, and handouts such as "Suggested Ground Rules" and "Workshop Agenda"

TIME:

20 minutes

PROCEDURE AND DISCUSSION:

Ask participants to brainstorm expectations for the workshop. Give a number of participants a chance to speak.

Review the expectations and point out what you will and will not be covering.

Show participants the "Question Box" and explain that they may use the box at any time during the course.

Ask participants to develop a set of ground rules that will serve as guidelines for the workshop. Write the suggested rules on newsprint and ask for consensus. Pass out the handout, "Suggested Ground Rules."

Review the workshop agenda

SAMPLE

GROUND RULES

- **Confidentiality:** What we share in this group will remain in this group.
- **Openness:** It is important to be open and honest but not to disclose others' personal/ private lives. Discuss general situations as examples, but do not use names or identifying descriptions.
- **Non-judgmental approach:** It is okay to disagree with another person's point of view but not to judge or put down another person.
- **"I"-statements:** It is preferable to share feelings and values using sentences that begin with "I", as opposed to "you".
- **Right to pass:** This training encourages participation, but it is always okay to pass on participating in an activity or answering a question.
- **There are no "dumb" questions:** Any question you have is worth asking; someone else probably has the same question! The Question Box is always available for anonymous questions.
- **Make no assumptions:** It is important not to make assumptions about group members' values, sexual behavior, life experiences or feelings.
- **One speaker at a time:** When someone is talking, give them your attention and don't interrupt or speak over them.

SAMPLE

EVALUATION AND CLOSURE EXERCISE

PURPOSE:

To provide an opportunity for participants to evaluate the workshop; to bring closure to the experience and have participants say goodbye in meaningful ways

MATERIALS:

Handout: *Workshop Evaluation*

TIME:

15 minutes

PROCEDURE AND CLOSING:

Tell participants that the workshop is at an end. Distribute the workshop evaluations and tell participants how important their evaluations are.

If the participants are receiving a certificate of attendance or training, distribute the certificates as participants are completing their evaluations.

When most people have completed the forms, move on to the closure. Ask participants to form a circle. Invite people to make comments about the workshop experience and offer words of farewell. No one should feel any pressure to make comments, and there is no need to take turns around the circle.

Model the process by making some comments about what the experience has meant to you and the significance you feel for the connections you have made with each participant in the workshop. When you and your co-facilitator have spoken, stand quietly and wait for others to speak voluntarily. Don't be afraid of some silence at this time and don't worry if people are a little slow at first to speak. Most participants will volunteer some meaningful comments.

(Alternatively, you may use the "Returning the Four Corners" exercise to close the training. Give each person the handout. Ask them to complete the four statements. Then, ask them to hand in their completed form. Redistribute them so that each person is holding a form that someone else has completed. Go through each statement, asking for volunteers to contribute a comment from a fellow participant (who remains anonymous through the exercise.)

HANDOUT: FOUR CORNERS TO PROMOTE ADOLESCENT HEALTH

Please complete the following sentences. Do not put your name on the sheet. Thanks!

In this training I learned:	In this training I wish:
In this training I liked:	After this training, I will take the following action:

SAMPLE

TRAINING EVALUATION FORM

Workshop Title ____

Today's Date:__________________________Training Location: ______________________________

For the following areas, please indicate your rating:

A. CONTENT	1 FAIR	2	3	4 EXCELLENT
Covered useful material				
Practical to my needs and interests				
Well paced				
Presented at the right level				
Effective activities				

B. PRESENTATION	1 FAIR	2	3	4 EXCELLENT
Trainer's knowledge				
Trainer's presentation style				
Trainer covered material clearly				
Trainer responded well to questions				
Trainer facilitated interactions among participants well				

C. Please list two elements of the training that best prepared you to teach sexual health education. 1. 2.	**D. Please list two elements of the training that were not as helpful to prepare you to teach sexual health education.** 1. 2.
E. Please select which lessons plan was most helpful and why.	**F. Please share one issue you still have questions about/want more support on.**

G. Overall, how would you rate this training?

☐ POOR ☐ FAIR ☐ GOOD ☐ EXCELLENT

Comments:

APPENDIX C: POLICIES & PROCEDURES FOR WORKING WITH A YOUTH LEADERSHIP TEAM

Since 2010, Advocates for Youth, through two consecutive cooperative agreements with the CDC (2010–2015) and the U.S. Office of Adolescent Health (2014–2016) has helped 13 communities across the country design, implement, and evaluate community-wide teen pregnancy prevention strategies by providing resources, training, and technical support. Advocates for Youth has helped these communities build their capacity to mobilize key stakeholders to design, implement, and evaluate community-wide teen pregnancy prevention strategies.

Advocates and our local partners have learned a great deal about mobilizing and engaging communities to promote and sustain adolescent health and pregnancy prevention programs. To share our knowledge, we have created a model of community mobilization that relies on a identifying a lead organization and pulling together teams of communities members—a Community Leadership Team (to guide the effort), Community Action Teams (to address specific issues, venues, and populations), and a Youth Leadership Team (to bring in the unique perspective of young people).

In order to help additional communities adopt our model, we developed *Promoting Adolescent Sexual Health and Preventing Teen Pregnancy: Mobilizing Your Community for Action, A Tool Kit and Facilitator's Manua*l. It walks program planners through best practices that we've identified and explains the steps needed to create teams, assess the needs of their community, produce visions and plans, and take action to prevent teen pregnancy.

Creating a Youth Leadership Team and ensuring that young people have authentic roles in the mobilization project is vital to the success of any community mobilization project, and the *Toolkit and Facilitator's Manual* touches on the basics of this best practice. However, working with young people is not the same as working with adults and running a Youth Leadership Team comes with a set of challenges that your organization should understand in advance.

The *Policies and Procedure Manual* is designed to help you institute the structure you will need in place before you begin to recruit your youth leaders. It includes sample language based on Advocates own policies as well as those developed by organization we've worked with across the country.

This manual is intended as a companion to the *Toolkit and Facilitator's Manual* but can be used by any program planner who is looking to create a committee of young people to advise their project.

PURPOSE, MISSION, AND GOALS

ARTICULATE THE YOUTH LEADERSHIP TEAM'S PURPOSE

It is important that the young people and adults involved in your project have a shared understanding of the issues the YLT has come together to address and the impact it hopes to have on your community. A statement of purpose or a mission statement clearly and succinctly explains why the YLT exists. Be sure to collaborate with young people in naming the YLT and determining its mission.

Sample Mission Statements:

- Anytown's Youth Leadership Team (YLT) is part of a community-wide effort to prevent teen pregnancy in our area. The YLT raises awareness of teen pregnancy and parenting among young people in our community and advocates for comprehensive sex education and teen-friendly health services. The YLT empowers its member to be leaders in our community and educate their peers about sexuality and pregnancy prevention.

- Ourcity Youth Action Coalition (YAC) is made up of young people who live or go to school in Ourcity and want to help reduce unintended teen pregnancy in our community. The YAC will work to establish a community in which all youth will be educated and equipped to make informed decisions about their reproductive health and every young person is healthy and self-sufficient.

ESTABLISH CLEAR GOALS FOR THE YOUTH LEADERSHIP TEAM

The YLT can provide invaluable feedback on the overall community-wide plan and can help engage, educate, and build support for your goals among youth. The YLT may also serve as a group of youth activists in their own right with their own set of goals and objectives. As the project begins, it is important to work with YLT members to develop a clear set of goals and objectives for the youth leadership team. In developing goals, some communities focus on how the YLT will benefit its members while others concentrate on how the YLT will benefit the community as a whole.

Sample Statements of Goals:

- The goals of Anytown's Youth Leadership Team (YLT) are:

    To raise awareness among and educate youth about the need for pregnancy prevention efforts for themselves and other young people.

    To provide valuable input to Anytown's Teen Pregnancy Prevention Initiative.

    To empower youth to be leaders, decision makers, and peer educators.

- The Ourcity Youth Action Committee (YAC) aims to represent their peers and bring the unique perspective of young people to ongoing discussions about teen pregnancy in our community. YAC members will also educate their peers about sexual and reproductive health and help young people in Ourcity make informed and responsible decisions.

ESTABLISH COMMUNICATION PROTOCOLS

In order for the YLT to function efficiently, there needs to be regular communication between its members and your organization's staff as well as between members of the YLT themselves. Ensuring that all YLT members have a working phone number and email address is a good first step. It is also important for both adults and youth to understand whose responsibility it is to reach out in case of questions, absences, schedule changes, or emergencies.

Sample Communication Policies:

- Anytown's Youth Leadership Team and staff communicate with each other primarily using email. Each YLT member must provide a valid email address and must commit to checking that email at least once a week. The YLT Coordinator will be your primary contact. Please email any questions regarding scheduling or potential conflicts as far in advance as possible. The YLT Coordinator will provide an email list for all members so members can communicate with each other. If you do not wish for your email address to be included on this list, please inform the YLT Coordinator in advance.

- Ourcity's Youth Action Committee communicates via email, text, and an automatic phone system. YAC members are required to have their own personal email address that they check regularly and a phone number that can receive messages. A device capable of texting is not required but the YAC Coordinator will text members who prefer this method with meeting information, event reminders, and reminders of assignments due.

CREATE A CONFIDENTIALITY POLICY

During the application process and throughout training, members of the YLT will share personal information with staff and peers, it is important that the organization have policies in place to ensure confidentiality of personal disclosures as well as the safe keeping of any written materials. These policies should include an expectation of privacy between YLT members and staff, guidelines on how records will be kept, any limits on confidentiality (including use of photos), and an explanation of what will happen in the event that confidentiality is breached. While the confidentiality agreement should always be signed by the YLT member, photo release forms will need to be signed by a parent if a member is under 18.

Sample Confidentiality Policies:

- *Anytown's Youth Leadership Team Personal Information/Confidentiality Policy:* All written materials that contain personal information like phone numbers and addresses, will be kept in a lock file and only accessed by program staff. In addition, it is understood by staff and YLT members that there is an expectation of privacy when personal information is shared verbally during trainings, meetings, or workshops—there should be no sharing of other members' personal information for any reason. YLT members caught disregarding this policy will be asked to leave the group and/or discontinue their participation.

- *Ourcity's Youth Action Committee Confidentiality Agreement:* I understand that as a YAC member, I may have access to confidential information about other committee members and/or information proprietary to the organization. I hereby agree not to share or release any confidential or proprietary information. I further understand that violating this confidentiality agreement may result in disciplinary action including suspension or termination.

- *Ourcity's Youth Action Committee Photo Release Policy:* From time to time, staff or photographers hired by the organization may take pictures of the YAC in action. I hereby give permission to have my [my child's] picture used for promotion purposes.

TRAIN STAFF ON MANDATORY REPORTING POLICIES

It is common for YLT members to confide in the staff with whom they interact. At times, staff may learn that the YLT member is experiencing abuse or neglect or is planning to harm themselves or another person. Ensure that your organization has in place a standardized protocol for handling such situations. All staff should be prepared to address such issues and well-trained on the reporting requirements based on the organization's policy and state law.

Sample Mandatory Reporting Policy:

- It is the policy of the Anytown's Youth Leadership Team that all staff and other representatives of the program must report any suspected child abuse and/or neglect of YLT participants immediately. All such suspected reports must be made to appropriate state and/or local authorities. Program staff must follow the DCF reporting of child abuse and neglect procedure.

- On occasion, Ourcity's Youth Action Committee members may disclose personal information to staff members (e.g., about their sexual and reproductive health, immigration status, etc.). Staff shall respect and preserve the privacy and confidentiality of young people who share sensitive personal information. However, if a young person discloses that they are a risk to themselves or someone else or are being subject to abuse or neglect, staff are required to notify a member of their supervisors immediately, and follow the organization's mandatory reporting policy which is based on state law.

ELIGIBLITY AND RECRUITMENT

DEVELOP MEMBERSHIP AND ELIGIBILITY REQUIREMENTS

Before establishing the YLT, it is important to think about the criteria you will use to select youth members and create a standardized set of membership requirements. As with any job requirement, consider residency, age or other demographic characteristics, school performance, level of commitment, skills and experience, and leadership ability, among others. Once the YLT is launched, collaborate with the young people to review and, if necessary, revise the requirements.

Sample eligibility requirements:

- To be a member of the Anytown's YLT, you must:
  - Live or attend school in Anytown;
  - Be between 15 and 21 years of age;
  - Be enrolled in a school or vocational institution and have a GPA of 2.5 (C+) or higher;
  - Have proven leadership abilities;
  - Be dedicated to the issue and to helping your community; and
  - Be able to attend orientation, meetings, and training events.

- Young people wishing to join Ourcity's YAC must be between the ages of 13 and 19 and attend school in the city. You must be a leader who is able to engage and influence other young people. You must commit to dedicating 8 hours each month to the YAC including trainings, meetings, and events for at least one year. And, you must maintain a school attendance rate of at least 85 percent.

ESTABLISH STANDARD APPLICATION PROCESS

Consider how you will recruit and select YLT members. Some communities require teens to complete an application and submit a written or video-taped statement describing their interest in the YLT before participating in an interview. Young people should interview with at least one staff member, preferably the staff person in charge of coordinating the YLT. If possible potential YLT members should interview with current members as well. If the group is just starting, consider having a group of potential members sit down together to get a sense of group dynamics and rapport before making your final selections.

There are usually many forms involved in the application process. A standard application form can help you collect information about the candidates. In addition, each YLT should sign a form indicating their consent to participate and agreement with the rules you set out. For YLT members who are under 18, you will also need a parental consent form allowing them to participate. It is also necessary to have an emergency contact form from each member so that staff know whom to contact if something happens. Some organization like to use this form to collect medical information (such as allergies), insurance information, contact information for YLT member's doctor, and the preferred hospital to use in case of emergency. Finally, if YLT members are going to be compensated, your organization may require them to fill out a W-9 form from the IRS.

Sample Application Package:

- Please see the appendix for the sample application package: Application Form, emergency Contact Form, YLT Consent Form, and Parental Consent Form.

EXPECTATIONS AND INCENTIVES

ENUMERATE EXPECTATIONS OF YLT MEMBERS

It is important that YLT members understand—before they join—what they will be required to do if they are chosen to be part of the team. This includes the training they will need to receive at the beginning of the program and the activities they will be responsible for once trained. In addition to explaining these expectation, it can be helpful to set in place a process for holding YLT members accountable.

Sample Explanations of Responsibilities:

- Members of the Anytown Youth Leadership Team are expected to:

  Complete 20 hours of orientation and training;

  Be present for all regular meetings of the YLT (barring extenuating circumstances);

  Attend at least five YLT events during the school year; and

  Facilitate at least two YLT events during the school year.

- Ourcity Youth Action Committee members are expected to be active participants in all meetings and training, keep track of YAC schedule, arrive on time to all YAC events, complete all assignments without prodding, and communicate any issues to the YAC Coordinator as soon as possible. To keep everyone on task, there is a three strike system. Each of these behavior can result in a strike. You will be notified of any strikes you receive. Three strikes result in suspension or expulsion from the YAC:

  Consistently arriving late or leaving early without notifying YAC Coordinator;

Missing meetings and events without advance notification to YAC Coordinator;

Failure to turn in required assignments, performance evaluations, forms, and paperwork on time; or

Not being an active participant (not contributing to group discussions, group brainstorms, event/project planning, and trainings).

CREATE ATTENDANCE REQUIREMENTS

Regular attendance is vital to ensure that each member of the YTL receives proper training and fulfills their own duties, but it is also vital in order for the group to get to know each other and gel as a team. For this reason, many organizations create an attendance policy that makes it clear how many events young people will be required to attend, when these events typically take place, when (if ever) it is acceptable to miss an event, and what YLT members need to do if they are going to be absent.

The more specific you can be up front, the more likely it is that YLT members can keep their commitments. Consistent meeting schedules, for example, help young people schedule other school, family, and extra-curricular event so they are less likely to have a conflict.

Sample Attendance Policies:

- Anytown's Youth Leader Team will hold meetings every other Tuesday during the school year. Unless otherwise noted, the meetings will be held in our offices at 6:00 pm. Any changes to this schedule will be posted on the office bulletin board and emailed to members at least a week in advanced. Attendance is mandatory. Anyone who cannot attend must inform that YLT Coordinator as soon as possible. Weekend events and special activities will also be scheduled throughout the month. The YLT Coordinator will do their best to create a calendar of events at the beginning of the month. Each YLT member is required to attend at least seven events during the school year playing an active facilitator role in at least two of these. The YLT Coordinator will work with members in advance to schedule these.

- Attendance is extremely important to the success of Ourcity's Youth Action Committee. Attendance will be taken at each meeting, training, and community event. YAC members are expected to arrive on time and attend each event. If a YAC member has missed a significant number of meetings, trainings, and community events (as determined by the YAC coordinator) they may be dismissed from the council.

PROVIDE INCENTIVES

Always consider providing youth leaders with incentives, a stipend, or actual payment for their services. Some organizations pay an hourly rate while others provide monthly or quarterly stipends. If your organization chooses to provide a monetary stipend for participation, it is important to clearly articulate requirements for getting paid.

If you are unable to provide direct compensation consider incentives which can come in many different forms. They may be tangible items such as gift cards, tote bags, or iPods. They could be intangible—such as personal recognition in the local media. Or, they could be an experience such as a recreational trip, an opportunity to attend a youth leadership conference, or a visit to a local college. Incentives may also be linked to employment, such as providing business cards, arranging for informational interviews, helping out with resumes, or providing a letter of recommendation. They may also be linked to college opportunities.

Sample Incentive Schedules:

- Members of the Anytown's Youth Leadership Team will get a monthly stipend dependent on participation. Members who attend at least 75 percent of meetings and events will receive a $125 each month, those who attend between 75 percent and half of the meetings will receive $75 each month. Members who attend fewer than half of all meetings will not receive a stipend that month.

- Ourcity's Youth Action Committee will help members with college admissions as an incentive for participation. The organization will pay the registration fee for one college admission tests (such as the SAT or ACT) per member. It will also pay the college application fees for two schools per YAC member.

ASSESSMENT

PROVIDE ONGOING FEEDBACK TO YLT MEMBERS

As with any job, it is important for young people to understand if they are meeting the expectations you have of them and where there is room for improvement. Evaluation can provide important information to young participants about their workstyle, performance, team contributions, skills, and interpersonal communication. Understanding what they are doing right and being praised for exceeding expectations can motivate young people to do even better. Understanding how they can improve is also important. Consider establishing a regular schedule for YLT evaluations.

Sample Evaluation Policies:

- Anytown's Youth Leadership members will be evaluated in the middle of the year and again at the end. Each time they will be required to complete a self-evaluation to assess the skills they have developed or enhanced to date and complete a peer evaluation of one of their fellow YLT members. The YLT Coordinator will also complete an evaluation for each member and will meet with the member to review it as well as the member's self-assessment and peer assessment. Participating in the review process is mandatory. Not handing in your assessment or attending the scheduled meeting with the YLT Coordinator could result in forfeiting your monthly stipend or being dismissed from the YLT.

CODES OF CONDUCT FOR YOUNG PEOPLE

SET CLEAR BEHAVIOR EXPECTATIONS FOR YLT MEMBERS

YLT members will be representing your organization in the community and as such it is important that they behave well and even set an example for their peers. Creating a code of conduct that YLT members understand upfront can help ensure that everyone meets expectations and that there are no misunderstanding.

Sample Codes of Conduct:

- Anytown's Youth Leadership Team members are expected to be outstanding citizens of our community and set an example for their peers. Appropriate behavior is expected whenever you are representing the YLT.

YLT members should avoid any activity that involves physical contact that could be deemed inappropriate, such as patting, touching, pinching, punching, and any other physical assault.

YLT members should also avoid physical, verbal, visual, and behavioral mannerisms that show hostility, disrespect, or dislike toward an individual or group.

YLT members should avoid demeaning and exploitive behavior of either a sexual or nonsexual nature, including threats of such behavior.

YLT members should never possess illegal substances.

Bullying, judgment, racism, stereotyping, derogatory statements/ comments and disrespect will not be tolerated.

CONSIDER IMPLEMENTING A DRESS CODE

Some organizations also choose to introduce a dress code to help young people understand how to present themselves professionally when representing the YLT. Dress codes vary by agency depending on how formal the office environment is and how staff dress on a daily basis. They may also vary by event to allow more casual dress during internal planning meetings yet require more formal dress codes during public community events. Some organizations are explicit in their dress mandates while others ask teens to use their best judgment. It is important to remember that how teens dress is one of the primary ways in which they express their identity and personality to the world. Creating a dress code that balances appropriate dress with the freedom of expression can be tricky but is important. One of the easiest ways to ensure that teens are dressed appropriately when representing the YLT is to provide them with two or three YLT tee-shirts and ask that these be worn to all external events.

Sample Dress Code:

- Anytown's Youth Leadership Team members are expected to dress appropriately at all times. During regular YLT meetings and internal planning session, member can dress casually. When representing the YLT at community planning meetings members may be asked to wear more formal, business attire such as slacks and a button-down shirt or blouse. During events in the community and with peers, YLT members will be asked to wear their YLT tee-shirts. Revealing clothing or apparel featuring profanity, obscene, or offensive messages; violence; or alcohol, tobacco, and other drug messages are never allowed.

CREATE A POLICY ON THE USE OF ALCOHOL, DRUGS, AND FIREARMS

In addition to standard rules of behaviors, many organizations have policies about the use of alcohol, drugs, and/or firearms. These polices should recognize that many YLT members are not legally allowed to drink alcohol based on their age.

Sample Drug, Alcohol, and Firearms Policy:

- It is the policy of the Ourcity's Youth Action Committee to discourage the use of drugs, alcohol, and firearms. Members are prohibited from using drugs or alcohol or possessing firearms while engaged in YLT activities. Any suspected violations should be reported to the YAC Coordinator. Any violation of this policy will result in immediate suspension and/ or termination from the YLT program. In addition, violations of this policy may result in notification being given to legal authorities that may result in arrest or legal action, and may be punishable by fine and/or imprisonment.

CODES OF CONDUCT FOR STAFF

SET CLEAR BEHAVIOR EXPECTATIONS FOR YLT MEMBERS

Working with young people is not the same as working with adult colleagues. For one thing, there is an inherent power imbalance between young people and adult staff. Staff must exercise extreme care in order to maintain a high standard of professionalism, serve as leaders and role models, and ensure that they never take advantage of this power imbalance. It is helpful to have a code of conduct in place for staff members that covers the interactions they might have with young people. Subjects that you might want to cover include interactions outside of official YLT work; the use of alcohol, cigarettes, and illegal drugs; personal or sexual relationships; providing young people with money; and serving as chaperones. Other policies involve travel and transportation but those appear in the next section of this manual.

Sample Staff Code of Conduct Policies:

- In general staff that work with Anytown's Youth Leadership Team members should limit their interactions with the young people to official events and business. Staff must inform a supervisor of work-related activities involving YLT members that are taking place outside of the office at least 24 hours before the event. Interactions with YLT members outside of work are discouraged but if they do occur, they should be limited to informal contact in public places.

- Staff that work with Anytown's Youth Leadership Team cannot share alcohol, cigarettes, or illegal drugs with young people or encourage young people to use these substances. Staff may also not provide money to young people outside of their stipends or set transportation support. Staff should inform their supervisor if YAC members ask them for illicit substances or money.

- Staff working with Ourcity's Youth Action Committee members are responsible for ensuring that all interactions with young people are non-sexual and that no messages are given to young people that imply sexual interest. If a staff member is approached by a young person seeking to establish a relationship beyond those normally provided by staff, they should inform the young person of the limitations on interactions between young people and staff. In addition, the staff member must reach out to their supervisor within 24 hours to discuss the interaction.

- When attending Ourcity's Youth Action Committee events such as conferences, workshops, or meetings—staff should remember that they are serving as chaperones for any YAC members under 18 and should accompany them at all times.

TRANSPORTATION AND TRAVEL

SET A TRANSPORTATION POLICY

Young people will need to get to and from meetings and events. While some communities have mass transit systems that are safe and effective for young people to use, transportation can be a logistical struggle for those in other areas. Some organizations may take responsibility for transporting young people to and from meetings and events while others leave this responsibility to the youth and their families. Other organizations say young people must be able to transport themselves to regular meetings but take responsibility for arranging transportation for out-of-town travel or special events. Your organization must develop a transportation policy that covers all likely scenarios. The policy should address the circumstances (if any) under which staff people are allowed to transport young people in their own vehicles.

Sample Transportation Policies:

- Anytown's Youth Leadership Team members are responsible for their own transportation to regular meetings and events held within a 10 mile radius of the organization's offices. The organization will provide transportation for events scheduled outside of this immediate area. If a YLT member chooses to drive separately to events that are further away, they must be sure to arrive at the event on time. All YLT members are expected to participate in the entire event and should plan their return trips accordingly.

- Ourcity's Youth Action Committee members are expected to rely on public transportation. The organization will distribute two fares at each meeting after attendance is taken—members will get one fare for the trip home and a second to return to the next meeting. Members who drive or are driven to the meetings will not be given a fare.

- Staff members are permitted to drive Ourcity's Youth Action Committee members to certain events if the YAC member is over 18 or has received written parental permission. Staff must have their own car with all safety equipment (blinkers, lights, brakes, seat belts etc.) in good operating condition. They must have a valid driver's license as well as proof of insurance. When driving YAC members, staff must obey all traffic laws. If an accident occurs while YAC members are in the car, staff must inform their supervisor as soon as possible.

DEVELOP POLICIES FOR OVERNIGHT TRAVEL

YLT members may attend out-of-town conferences or events. As your organization will be responsible for young people (often minors) on these trips, it is important to create policies that keeps the young people safe and their parents/guardians well informed. Such policies should cover who can and cannot share a room, what happens if YLT members want to switch rooms, and when YLT members are and are not allowed to leave the hotel.

Sample Overnight Travel Policies:

- Anytown's Youth Leadership Team members can attend overnight events only after having participated in the programs for three months. Staff must create a permission slip that includes the mode of transportation, length of the trip, and information about the hotel. YLT members under 18 will need a parent or guardian to sign the permission slip. For out-of-town trips of more than one day's duration, staff must check in with the parent/guardian daily by phone, if possible.

- Anytown's Youth Leadership Team members who attend overnight trips will be assigned a roommate. Members over 18 cannot room with those under 18. Staff cannot room with YLT members. YLT members must stay in the room to which they were assigned unless they receive permission from a staff member and inform their original roommate of the switch.

- When chaperoning an overnight trip, staff who work with the Ourcity's Youth Action Committee should refrain from entering young people's rooms unless they are accompanied by another staff member.

- Ourcity's Youth Action Committee members are required to attend all schedule activities and meals when on an out-of-town trip. Participants may requests permission to miss a scheduled event in order to study, sleep, or otherwise take care of themselves. The YAC coordinator will have discretion in approving or denying that request.

- Ourcity's Youth Action Committee members must sign in and out of the hotel. All participants regardless of age must be back in the hotel by the time of the curfew set by the YAC coordinator. Members under 18 must be accompanied by a staff member or chaperone whenever they leave the hotel.

- Please see trip permission slip in the appendix.

MEDICATION AND EMERGENCIES

DEVELOP POLICY COVERING EMERGENCIES AND MEDICATION

Whether out-of-town or at home, it is important that your agency has a standardized procedure for dealing with emergencies with YLT members. Staff should have basic medical information (such as allergies and physician's name) and be able to contact a parent as soon as possible. Even when there is no emergency, staff may be required to administer medicine to young people and should have a medical release form from members' parents in place.

Sample Emergency Policies:

- Anytown's YLT Coordinators are required to be trained in First Aid and CPR. If a medical situation arises during an Anytown Youth Leadership Team meeting or event, the YLT Coordinator will administer First Aid or CPR if necessary and/or all 911 for assistance. Staff will also notify the YLT member's parent/guardian immediately. When the emergency has passed, the YLT Coordinator will fill out an Emergency Report form so there is a record of the incident on file.

- Ourcity's Youth Action Committee members under 18 are not allowed to administer their own medication (whether it is prescription or over-the-counter) during a YAC event or trip. Staff can only administer medication if a parent has signed a Medical Release Form giving consent. If YAC members know or suspect they will need a medication, they should arrange to have this form signed and returned ahead of time.

- Please see sample emergency contact and medical information form in the appendix.

Date

Dear (insert name)

Congratulations!

You have been accepted to serve as a member of the Youth Leadership Team for Anytown Youth Serving Organization. You were chosen from a pool of qualified candidates, and we are excited to offer you the opportunity to be part of our program.

We have an dynamic group of young people, ages 14 to 24 who live or go to school in Anytown. You will all work together over the next year.

As a member of the Youth Leadership Team (YLT), you will play an important role in our community mobilization project by raising awareness about ways to prevent teen pregnancy. As a YLT member, you will be helping us create the vision and goals of our community mobilization project. You may also participate more directly in educating your peers by creating and handing out materials, promoting text messaging and telehealth services, or conducting trainings.

A more complete list of the work you will be doing and the responsibilities that you will have can be found in the contract attached to this letter. All YLT members must sign the contract and commit to serving on the YLT from September, 2020 until June, 2021. For your efforts, you will receive a $500 stipend (paid in two installments) over the course of the year.

In addition to signing the contract, all YLT members are required to participate in a two-day training scheduled for September 15 and 16, 2020. At this training you will learn about sexual and reproductive health, develop advocacy and peer education skills, and practice facilitation skills. Participation in this training session is mandatory.

Please confirm your acceptance by signing and returning this contract to Charlie Smith no later than July 30, 2020.

If you have any questions, please text, call or e-mail me. We are so happy to have you on board!

Sincerely,

Charlie Smith
Project Coordinator
Anytown Youth Service Organization
555-555-5555 (office) 333-333-3333 (cell)
charliesmith@anytownyso.org

SAMPLE CONTRACT

YOUTH LEADERSHIP TEAM
2020-2021 CONTRACT

Anytown's Youth Leadership Team is comprised of young people ages 14–24 who have come together to increase awareness about teen pregnancy prevention in our community.

The goals of the Youth Leadership Team are to:

- help create the vision and goals of our community mobilization project;
- raise awareness about teen pregnancy and other sexual health topics;
- educate young people about where to obtain local sexual and reproductive health services, such as pregnancy and STI/HIV testing, emergency contraception, and sexual assault counseling; and
- empower other young people to get involved in their local communities.

As a member of the YLT you will work with staff at Anytown's Youth Service Organization from September 2020 to at least May 2021. Over the course of the year, YLT members may be asked to:

- create educational materials including brochures, wallet cards, and a clinic directory hand card with information about where to access teen pregnancy prevention services;
- promote the project's text messaging line designed to provide young people with sexual and reproductive health information, including how to access services;
- work with local businesses, clinics, and organizations to launch a Condom Availability Campaign;
- disseminate materials to interested organizations, clinics, and businesses in Anytown
- organize and facilitate workshops for peers;
- educate at least 50 peers about teen pregnancy, STI/HIV prevention, contraception, and where they can obtain confidential services in their community; and
- update the project's social media sites, including Facebook, Snapchat, Instagram, Twitter, and YouTube with relevant, pre-approved content.

In signing this contract, you agree to (please initial next to each bullet):

________ Attend and fully participate in initial two-day training

________ Participate in monthly meetings

________ Inform staff if you will be late or unable to attend any YLT meetings or events

________ Follow up with staff or other YLT members to get any information you may have missed by missing a meeting or event

________ Finish any assignments given to you in a timely manner

________ Submit a monthly activity report

________ Support and promote the activities of other YLT members

________ Respond in a timely manner to requests from staff or other YLT members

________ Learn with an open mind and respect the ideas of others, even if they are different from my own.

________ Discuss my concerns, suggestions, or questions about the YLT with the Project Coordinator.

Please indicate if you accept or decline to be a member Anytown's 2020–2021 Youth Leadership Team

________ Yes, I will be a member of Youth Leadership Team

________ No, I will not be a member Youth Leadership Team

Signature____ Date ___________________________

Print Name ______________________________________

For Members Under 18

Signature of Parent or Guardian ____

Date ___________________________

Print Name ______________________________________

SAMPLE EMERGENCY CONTACT/ MEDICAL INFORMATION FORM

Please provide us with basic information about your health in case of an emergency during a YAC event or trip. All YAC members must sign this form. YAC members who are under 18 must have a parent or legal guardian sign this form as well. In addition, YAC members under 18 are not allowed to administer medication to themselves. Parents or guardians must complete the medical release section of this form in order for staff members to administer over-the-counter or prescription medication.

Name:

Address:

Phone:

Email:

Age:

Please list any allergies to medicines (such as penicillin, aspirin, tetanus).

Please list any food allergies you may have (such as fresh fruit, nuts, or gluten).

Do you need/carry an epi-pen?

Please list any other dietary restrictions you have (such as vegetarian, vegan, kosher).

Do you need accessibility assistance? If so, please explain.

PHYSICIAN AND HEALTH INSURANCE

Name and phone number of primary physician:

Do you have health insurance?

If yes, please provide the name of the carrier and member ID number.

What is your preferred hospital?

MEDICAL RELEASE AUTHORIZATION

Please list any medications (including prescription, over-the-counter, or vitamins) you are currently taking (list names, doses, and schedule).

If participant is under 18 a parent or guardian must give permission for staff to dispense medication.

I_____________________________am the parent/legal guardian of______________________________.

I hereby give permission for you to dispense the following medications to my child as needed.

List Medications

____ ____________________________

Signature Date

EMERGENCY CONTACT

Please provide the name, phone number, and relationship of at least two contacts who we can call in case of emergency.

____

Name

____

Phone

____

Relationship

Signature

All participants regardless of age must sign this

I understand that if a serious illness/injury develops, medical or hospital care will be given. I further understand that in case of serious illness/injury, I give my permission for emergency treatment to be carried out, as recommended by an attending physician.

______________________________	______________________________	______________________________
Printed name of participant	Signature of participant	Date

For Participants Under 18

I________________________parent or legal guardian of______________________. *I understand that if a serious illness/injury develops, medical or hospital care will be given. I further understand that in case of serious illness/injury, I give my permission for emergency treatment to be carried out, as recommended by an attending physician.*

SAMPLE PERMISSION/CONSENT FORM (FOR PARTICIPANTS 18 & OVER)

Please Print:

Participant's Name_______________________________________Age_________________________

Address____

City_____________________________________ Zip Code_____________________________

Home Phone_____________________________ Cell Phone____________________________

I,_____________________________assume the risks of personal injury and/or property damage that I may incur while participating in [name of event]. I further agree to indemnify Anytown Youth Service Organization for any personal injury or property damage that I may cause. I understand that any violation of rules may result in termination of my attendance in the program and/or judicial charges.

I understand that the event will take place at [specific location] and that transportation will be provided. I further understand that I travel at my own risk and that Anytown Youth Service organization has no liability regarding my transportation to or from [event].

I hereby release any and all rights for claims and damages I may have against Anytown Youth Service Organization or its trustees, officers, employees and agents, including staff members and supervisors, in any manner due to any personal injury or property loss sustained by me as a result of my participation in the [event]. I will not hold Anytown Youth Service Organization responsible for liability for injury or damages arising from the result of my participation in this [evet] unless it is due to willful or intentional misconduct or negligence on the part of Anytown Youth Service Organization.

I have read the above statement and agree to its terms.

Signature____Date___________________

Name____

Telephone Numbers (h)___________________(w)______________________(c)________________

Address____

Email Address____

SAMPLE PERMISSION/CONSENT FORM (FOR PARTICIPANTS UNDER 17)

Please Print:

Participant's Name_______________________________________Age_________________________

Address____

City______________________________________ Zip Code______________________________

Home Phone________________________________ Cell Phone______________________________

I,______________________________the parent and/or guardian of________________________, assume the risks of personal injury and/or property damage that is incurred by my child in participating in [name of event]. I further agree to indemnify Anytown Youth Service Organization for any personal injury or property damage caused by my child. I understand that any violation of rules may result in termination of my child's attendance in the program and/or judicial charges.

I understand that the event will take place at [specific location] and that transportation will be provided. I further understand that my child travels at his/her own risk and that Anytown Youth Service organization has no liability regarding transportation of my child to or from [event].

I hereby release any and all rights for claims and damages I may have against Anytown Youth Service Organization or its trustees, officers, employees and agents, including staff members and supervisors, in any manner due to any personal injury or property loss sustained by me or my child as a result of his/her participation in the [event]. I will not hold Anytown Youth Service Organization responsible for liability for injury or damages arising from the result of my child's participation in this [evet] unless it is due to willful or intentional misconduct or negligence on the part of Anytown Youth Service Organization.

My child is not yet 18 years of age. I have read the above statement and agree to its terms.

Parent/Guardian Signature_____________________________________Date_____________________

Parent's Name____

Parent's Telephone Numbers (h)_________________(w)____________________(c)______________

Parent's Address____

Parent's Email Address____

SAMPLE PHOTO RELEASE FORM

I,________________, understand and agree that all pictures, audio, web developed material and videotaped footage of me, my child, and/or my property shot by Ourtown Community Health Center, and/or their crews is owned by Ourtown Community Health Center. I authorize the use of this material and my/my child's name, likeness, and photograph for the purpose of producing, advertising, and promoting the program.

I agree that Ourtown Community Health Center owns the production in which said material is used and owns all results and proceeds of the use of my/ my child's name, likeness, and photograph. I also agree that Ourtown Community Health Center has unlimited rights to record, license, distribute, broadcast, and exhibit this material or portions of this material and its results and proceeds or to cause others to do the same by means of any type of technology, either known or not yet known, in all territories without compensation to me.

With respect to the use of the materials described above, I do not hold Ourtown Community Health Center liable for any legal action that may result from my/my child's appearance in any Ourtown Community Health Center production.

In signing, I confirm that I am either over 18 or am the child's parent or legal guardian. I understand and agree that all the provisions of this document apply to me/the minor named below.

____ ____________________

Signature of Parent/Guardian or youth older than 18 Date

____ ____________________

Printed name of Parent/Guardian or youth older than 18 Date