

## Community Coalition Action Theory (CCAT) Study Group Process

Step:

1a

Title:

Form Study Group

Who:



What:



Overview: For this step, you will designate co-facilitators for the study group process and then work together to pull together the CCAT study group for your community.

### A. Determine the Co-Facilitators

**RATIONALE:** The CCAT is a collaborative process that requires active engagement among participants. Having two facilitators from the outset promotes a diffused learning model and builds in a back-up for this leadership role.

**ROLES:** The co-facilitators play a dual role. First, they will be active members in the study group. They will engage and learn the model and consider how the theory applies to the infrastructure of the coalition.

Importantly, though, the co-facilitators have the additional responsibility of ensuring engagement among the study group participants. They will need to encourage active participation. The strength of the study group process draws from having all partners (not just the project director and/or fiscal agent) working collaboratively with the coalition partners to learn the theory and how to apply it.

In addition to managing the process, the co-facilitators will oversee submission of the deliverables.

### B. Build Contextual Understanding for the Process

The co-facilitators will want to review the following background information to understand the context and rationale for the CCAT Study Group approach.

**ISSUE:** Evidence suggests that collaborative community-based action approaches reduce problems, however, too little attention has focused on the processes and theory behind successful community action.

**SOLUTION:** The CCAT model describes the critical elements needed to form, maintain, and institutionalize successful local community groups (Butterfoss & Kegler, 2002).

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**RATIONALE:** A variety of local partners should study and understand the various elements of the model. This group process works to build shared understanding and vision among partners. Having a shared perspective allows the group to then

- Formalize policies and decision-making structures
- Realize the group's operational capacities
- Optimize resources when implementing strategies
- Improve and sustain the outcomes sought and the local consortium

**STUDY GROUP:** Using a study group approach supports a diffused learning model and ensures multiple organizational representatives engage and understand the underlying theory of collaborative community-based partnership work.

**READING PLAN:** Because the material about the CCAT can be dense, we suggest reading and discussing the Butterfoss and Kegler book chapter in a non-sequential way. **A separate document (Step 2b-Handout- Reading Plan.docx) details the suggested reading plan and discussion questions for the group.** Feel free to also read the chapter sequentially, which will provide for deeper understanding.

## C. Pull Together the Study Group

**ASK:** Begin thinking about an email and/or telephone script to use to reach out to potential organizations and members. You will want to make sure you introduce yourselves as co-facilitators and have a clear "ask."

Review the language from Section B above on "Background Context" and determine what points would be important to convey to potential members.

In the short-run, participants will need to commit to the following:

- (a) reading the book chapter by Butterfoss & Kegler (2002),
- (b) completing independent homework assignments,
- (c) engaging in group discussions, and
- (d) working on all the CCAT deliverables.

Later, participants will complete additional steps for the overall CCAT process.

**WHO:** Brainstorm who you would like to have on the CCAT study group. Given that the goal of the CCAT process is to clarify functions, infrastructure, policies, and operations of the action-oriented partnership group, you will want to consider all the organizations who are part of your local coalition.

*Heads up:* You will need to submit a roster of your Study Group once members confirm participation using the **Step 1b- Deliverable – Membership Form.docx**.

**WHEN:** Make sure the invitation includes a query to determine a regular and ongoing time that will work for everyone to meet.

You will likely want to plan for a series of 60-90-minute sessions and will want to space them out according to local schedules and demands (e.g., weekly or alternating every other week). Each participant will need to read between 8-15 pages of an academic book chapter and answer study questions in preparation for each session. You will need a minimum of three meetings for the study group discussions.

**WHERE/HOW:** Include a query about how to meet and determine any technology needs for meeting remotely.

Due to the evolving requirements in Ohio for physical distancing due to the coronavirus-2019 (COVID-19), you will need to make sure all meetings comply with current state guidance. A variety of video conferencing platforms exist to support meeting remotely (e.g., Zoom, Google Meet, Google Duo, Skype, Microsoft Teams, Cisco Video, etc.) Inquire about what will work best for all members and ask about webcam, audio, and WiFi needs.

**REACH OUT:** Finalize the invitation and invite prospective members. Monitor responses and determine a meeting time and platform that will work for members.

## **D. Confirm Meeting and Logistics with Members**

Once you have a time and platform selected, you will want to follow-up with the study group members to communicate the meeting schedule and other logistical information.



Use the Study Group Membership Form to capture names of co-facilitators and study group participants, along with logistic details. Once completed, be sure to turn in the form.