

***Community Assessments to Build
Effective Prevention Programs***

Agenda

- Community Assessments - Purpose and Process
- Types of Community Assessments
- Analysis of Data for Program Development

Housekeeping

- Restroom Locations
- 15 minute Breaks at 9:45 and 10:45
- Cell phones on vibrate or turned off please
- Present information and discussion – no right or wrong ideas

Community Assessments

Definition: A community assessment is basically a current description of a community and its people – the baseline.

Purpose: To identify the resources, gaps, needs and priorities of a community in order to provide services appropriate to those needs.

Who needs to be at the Table

- Experts in Primary, Secondary, Tertiary Prevention
- Formal and informal leaders in the Community
- Community representatives that reflect the diversity in the community
- Consumers
- Representatives that have access to resources

Community Assessment Plan

- What information do you want to know?
- Where and how will you gather it?
- Who will gather it?
- What is the timeline?
- What will be the outcome of the Assessment?
- How will you disseminate the results?
- Implementation: Using the results to impact community

What information do you need to Know and How will you use it?

- Community Information
- Issue Information
 - Definition
 - Prevalence and Incidence
 - Risk and Protective Factors
- Current and Possible Strategies
- Community Readiness
- Capacity
- Policies

What are your resources for information?

- Census
- National, State and Local Databases
- Literature and Research
- Community Members
- Experts
- Agencies addressing issue
- State and local officials

Process - Formal

- Demographic
- Literature and Research Review
- Surveys
- Key Informant Interviews
- Focus Groups
- Community Functions and/or Meetings

Process - Informal

- Windshield survey
- Walk about
- Suggestion Box

Who Conducts?

- Outside Researcher
 - Pros and Cons
- Community Based
 - Pros and Cons
- Combination

Types of Community Assessments

- **Formative**
 - Are used when collecting data to inform the development of programs.
- **Summative**
 - Are used to measure short, mid, and/or long-term outcomes.
- *For purposes of this session, we are focusing on the formative nature of using community assessments to develop appropriate prevention programs. Community assessments can be re-administered to measure the outcomes of prevention programs.*

Examples of Community Assessments

- Community Readiness
- Capacity Assessments
- Needs and Resources
- Asset Mapping
- Surveillance System Scan
- Policy Scan
- Political Climate Scan

Community Readiness

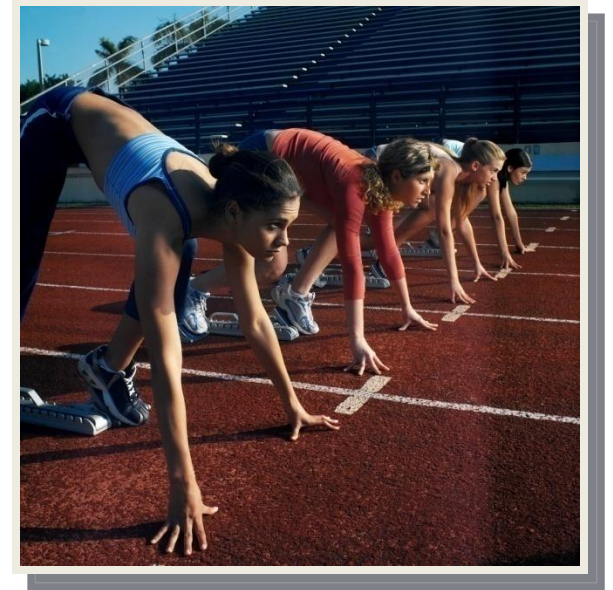
Colorado Injury, Suicide and Violence
Prevention Conference
Vail, CO
August 25, 2010



TRI-ETHNIC CENTER
FOR PREVENTION RESEARCH

Unless a community is ready...

- initiation is unlikely
- if something does get started...
 - frustration
 - wasted resources (\$, time, volunteer energy, political capital, etc.)
 - high probability of low or no success



What the Model Can Do and Why Communities Find It Useful

- Assesses how ready the community is to initiate change
- Provides a “vocabulary” for communicating about readiness
- Provides a metric for gauging progress (evaluation)
- Can help provide a road map for the prevention/ intervention journey – identifying types of efforts that are appropriate
- Helps create community-specific and culturally-specific interventions

What the Model Can't Do

- Is not a needs assessment, per se
- It is not a prevention program
- It does not tell you exactly what you should do to accomplish your objectives

Personal Readiness for Change: Stages of Change Model

Personal Readiness Stage	Characteristics
1. Pre-contemplation	Not yet acknowledging that there is a problem behavior that needs to be changed
2. Contemplation	Acknowledging that there is a problem but not yet ready or sure of wanting to make a change
3. Preparation	Getting ready to change. "I've got to do something about this. What can I do?"
4. Action	Actively involved in taking steps to change the behavior by using a variety of different techniques
5. Maintenance	Maintaining the behavior change and continued commitment to sustaining new behavior
Relapse	Returning to older behaviors and abandoning the new changes

Stages of Community Readiness

9 - High Level of Community Ownership

8 - Confirmation/Expansion

7 - Stabilization

6 - Initiation

5 - Preparation

4 - Preplanning

3 - Vague Awareness

2 - Denial / Resistance

1 - No Awareness

Stage 1: No Awareness

- Issue not generally recognized by the community as a concern
- “It’s just the way things are!”
- Issue may be overlooked or ignored
- Behavior may be expected of one group and not another



Stage 3: Vague Awareness

- Some in the community think that maybe there is a local problem and a few might be thinking about it
- No immediate motivation to do anything
- Stereotyped or vague idea of why the problem is occurring
- No identifiable leadership
- Community climate does not motivate leaders



Dimensions of Community Readiness

A. Community Efforts

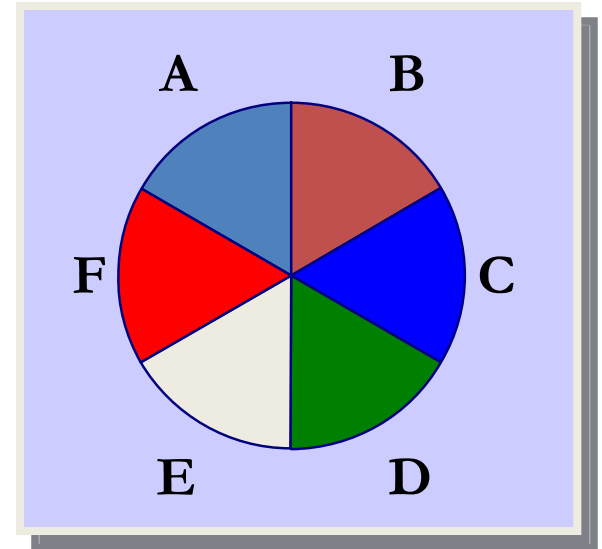
B. Community Knowledge of Efforts

C. Leadership (formal and informal)

D. Community Climate

E. Community Knowledge About the Issue

F. Resources Related to the Issue
(people, time, money, space, etc.)



Community Readiness Process

Assessment Phase

- Identify Issue
- Define “Community”
- Conduct Key Respondent Interviews
- Score to Determine Readiness Level

Application Phase

- Develop Community-Specific Strategies
- Implement Strategies – Monitor Change

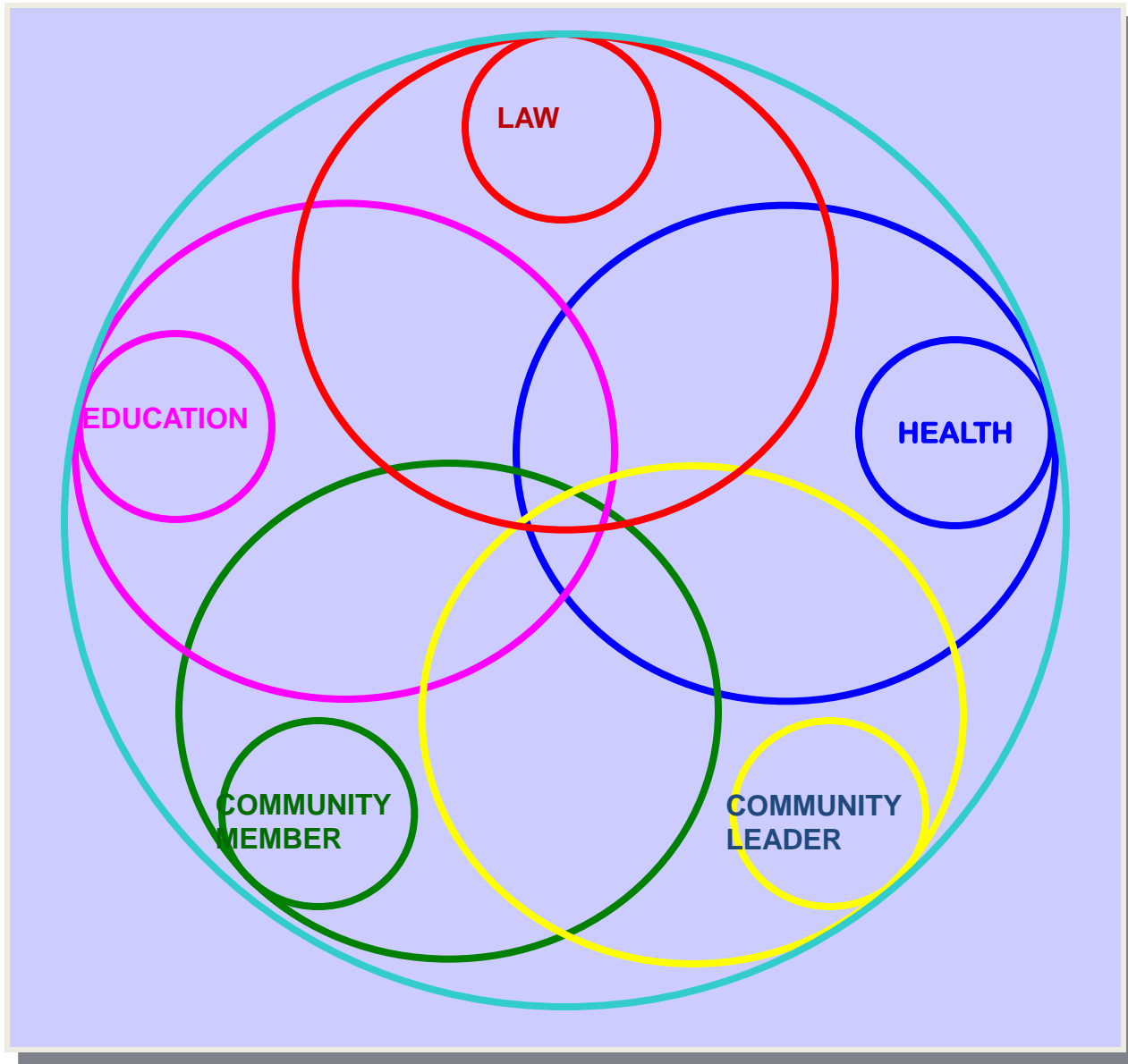
Assessment Phase

- ➔ Identify Issue
- ➔ Define “Community”
- ➔ Conduct Key Respondent Interviews

Key respondent interviews will provide us with the information to measure the readiness of our “community” to address the “issue”.

- Conduct at least 6 key respondent interviews

Why Use Key Respondents?



Sample Questions

C. Leadership

- *Using a scale from 1 to 10, how much of a concern is this issue to the leadership in your community, with one being not at all and ten being a very large concern? Please explain.*

D. Community climate

- *Using a scale from 1-10, how much of a concern is this issue to your community with 1 being “not a concern at all” and 10 being “a very great concern”? Please explain.*

Scoring The Interviews

Interviews are scored to provide a score for each dimension, and an overall score for Community Readiness is then calculated.

- Two individuals will each score independently.
- Use anchored rating scales - 1 for each dimension - to assign a score to each dimension

Anchored Rating Scale A

Dimension A. Community Efforts

- 1- No awareness of the need for efforts to address the issue.
- 2- No recognition of the need for **local** efforts to address the issue or active resistance to efforts.
- 3- A few individuals recognize the need to initiate some type of effort, but there is no immediate motivation to do anything.
- 4- Some community members have met and have begun a discussion of developing community efforts.
- 5- Efforts (programs/activities) are being planned.
- 6- Efforts (programs/activities) have been implemented.
- 7- Efforts (programs/activities) have been running for several years.
- 8- Several different programs, activities and policies are in place, covering different age groups and reaching a wide range of people. New efforts are being developed based on evaluation data.
- 9- Evaluation plans are routinely used to test effectiveness of many different efforts.

Final Scores

(Average of combined scores across interviews)

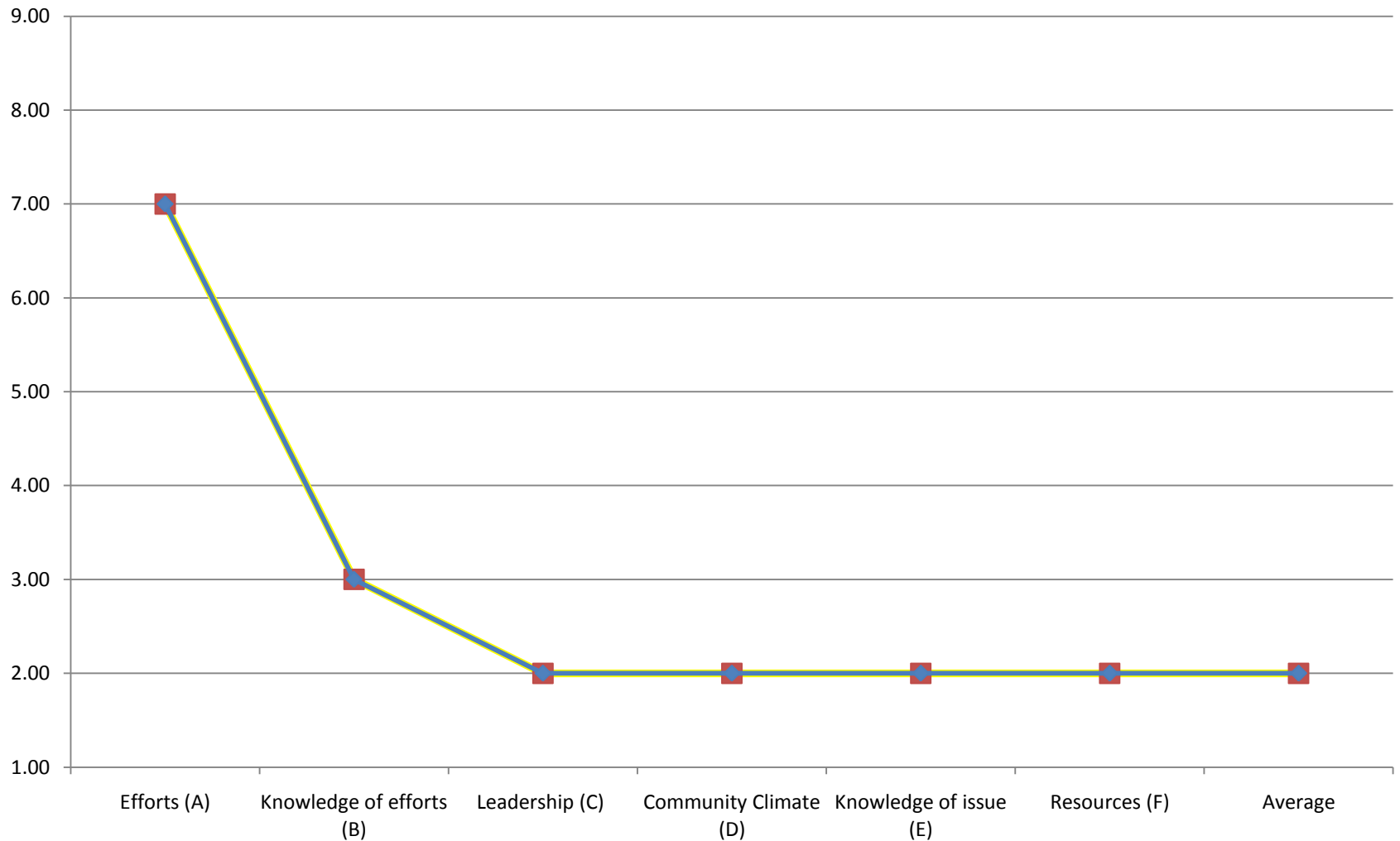
	Average		Stage
Dimension A	7.0	7	Stabilization
Dimension B	3.04	3	Vague Awareness
Dimension C	2.92	2	Denial/Resistance
Dimension D	2.75	2	Denial/Resistance
Dimension E	2.58	2	Denial/Resistance
Dimension F	2.92	2	Denial/Resistance

Average Score: 3.5 = 3

$(7+3.08+2.83+2.67+2.33+2.5)/6$

Stage: Vague Awareness

Example: Organization #1



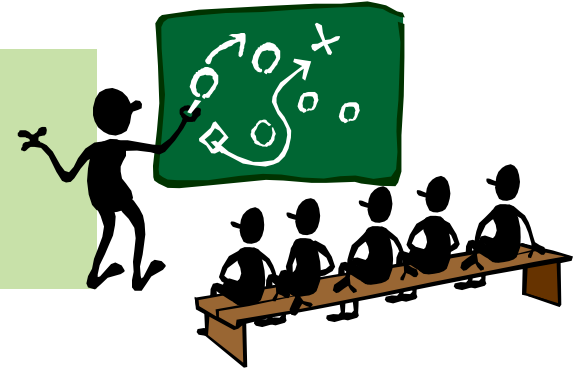
Assessment Phase

- Identify Issue
- Define “Community”
- Conduct Key Respondent Interviews
- Score to Determine Readiness Level

Application Phase

- Develop Community-Specific Strategies

Community Readiness: Initiating Change



- Developing and applying prevention strategies based on level of readiness for each dimension
- Match Strategies to Readiness Level!
- Address dimensions with lowest scores first.

Message Based on Readiness

- For lower levels of readiness:
 - There is little effort put into noticing and processing information
 - We don't see what we're not interested in
 - One-on-ones
 - Events must be fun and easy or have some other purpose
 - Low key

1 - No Awareness

Goal: Raise awareness of the issue

Actions...

- One-on-one visits with community leaders and members
- Visit existing and established unrelated small groups to inform them of the issue (tupperware party, quilting group, book club)
- Phone calls to friends and potential supporters - inform others, get them excited and solicit their support – be creative!

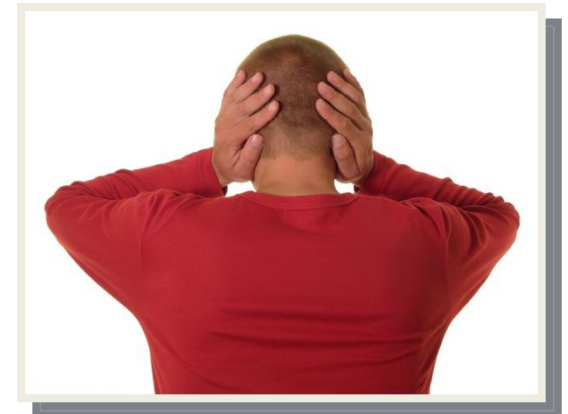


2 - Denial/Resistance

Goal: Issue exists in this community

Actions...

- Put information in church bulletins, club newsletters, etc. – use personal, local stories
- Enlist help of local media (newspaper) to cover a local story or cut out and distribute media articles that highlight issue in the community
- Low intensity but visible, trustworthy media (e.g., flyers in church)
- Continue strategies from previous stage



Community Readiness Model Helps Us...

1. Gather Information

- Assesses the community's readiness across 6 dimensions
- Helps identify resources
- Helps identify obstacles

(A low readiness level with respect to any one of the dimensions IS an obstacle.)

Community Readiness Model Helps Us...

2. Develop Appropriate Strategies

Identifies types of efforts that are appropriate to initiate, depending on stage of readiness

Community Readiness Model Helps Us...

3. Monitor our Progress

Use the assessment

- As a pre/post measure
- As a “community” outcome measure
- As a measure of progress -- even before outcome measures may reflect successful efforts (good news to funders!)
- To get back on track when efforts stall

Applications Of The Model

- Drug & Alcohol Use
 - Sexual Violence
 - Intimate Partner Violence
 - Child Abuse
 - Head Injury
 - Environmental Trauma
 - Transportation Issues
 - Cultural Competency
 - HIV / AIDS
 - Suicide
 - Environmental / Weather Conditions
 - Animal Control Issues
-and many more

Capacity Assessments

- **Capacity** is the skills, motivations, knowledge, and attitudes that underlie the accomplishment of actions.
- *In violence prevention*, capacity is measured by how each of these dimensions work together to **successfully prevent injury, suicide, and/or violence prevention from happening in the first place.**
- We measure capacity at each of the following levels:
 - Individual
 - Organizational
 - Community
 - State System

Individual Capacity

- **Individual Dimensions**

- Current prevention program strategies
- Experience developing and implementing violence prevention strategies
- Organizational support for the primary prevention of violence
- Information and skill building needs and barriers
- Comprehensive program planning, implementation, and evaluation experience
- Knowledge/understanding of program planning, implementation, and evaluation concepts
- Partners involved in violence prevention

Organizational Capacity

- **Organizational Dimensions**
 - Program funding and organizational infrastructure
 - Organizational program planning and support for the primary prevention of violence
 - Information and skill building needs and barriers
 - Comprehensive program planning, implementation, and evaluation experience
 - Program planning, implementation, and evaluation concepts
 - Prevention program successes and challenges

Community Capacity

- **Community Capacity Assessments and Respective Dimensions**
 - Needs and Resources
 - Participation
 - Leadership
 - Social networks/Sense of community (cohesion)
 - Role of external agents
 - Asset mapping attempts to define and connect the abilities of:
 - Individuals : Skills information, community skills, enterprising interests and experience, personal information.
 - Associations: Civic, service, social, fraternal, and other voluntary organizations available for people to participate in local activities.
 - Institutions: Kinship, Economic, Education, Political, Religious, and Associations.
 - ❖ Identification of Risk and Protective Factors
 - This can be clearly identified for individuals, relationships, communities, and society in the assessments mentioned above.

State System Capacity

- **Current State System Dimensions**

- State Profile: Existing environment, relationships, and challenges that your state's violence prevention system operates in, and the key influences and/or constraints on the system.
- Leadership: People who are in recognized positions of authority and/or influence.
- Strategic Planning: The development of statewide strategic objectives and action plans around violence prevention.
- Information: Current state of measurement, analysis, and management of information for knowledge-driven performance.
- Community and Constituency Focus: How the state system involves, understands, and maintains accountability to violence prevention constituencies and communities.
- Human Resources: The organization, development, and support of the workforce in the state violence prevention system.
- System Operations: The core operational programs, processes, and strategies that achieve results.

Needs and Resources

- A needs and resources assessment is a systematic evaluative process to identify community members' needs and resources.
- They enable prevention programs to make informed decisions about the adequacy, availability, accessibility, and effectiveness of community resources.
- May be conducted through
 - Face-to-face or telephone interviews
 - Paper and/or online surveys

Surveillance System Scan

- Purpose: Identify existing data sets or systems and potential indicators that may be used to track and monitor
- Types
 - Outcome
 - Risk and Protective Indicators
 - Policy and Services Indicators

Policy Scan

- Research and review current policies related to issue
- Policy can be defined as
 - Statues
 - Rules
 - Regulations
 - Executive Orders
 - Mandates
 - Criteria
 - Operating procedures
 - Standards
 - and other guidelines

Activity 1

Community Assessment Planning Process for Homelessness Prevention

Data Organization

When examining results, organize the data to fill in answers to the following questions:

- What is the targeted community (as specific as possible)?
- What does this community need (or what are they lacking)?
- What are the available/accessible resources to address the need?

Data Organization

- What is the community's readiness to address the issue?
- What work is already underway?
- What are potential prevention strategies for each socio-ecological level?
- What is the political landscape for impacting this issues in the community?
- What additional data is needed?

Methodology

- What data would we consider “good?”
- How will we make sense of the information collected?
- Strengths of the Methodology
- Weaknesses of the Methodology
- How will we communicate and use our findings?

Recommendation Development

Needs and Possible Solutions

Factors to Consider:
Resources Available
Level of Community Readiness
Capacity of System, Agencies, Individuals
Political Climate
Other information

Recommendations



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