

Community: _____

Date: _____

Scorer: _____

Issue: _____

Community Readiness Scoring Guide

DIMENSION: Knowledge about the Issue

SCORING: For this dimension, review responses from Questions 1,2, and 3 on the interview. Mark the response to each of the questions in the corresponding column in the table on page 2. Then, look horizontally across the table to which “Community Knowledge” Level (1-9) most aligns with these answers.

For question 1 (knowledge scale), mark the **actual number** given by the respondent on the 1-10 scale.

For question 2 (how many know about?), determine the **most frequently selected response** for the questions. For example, if “A few” was marked for 4 out of 7 of the prompts in question 2, mark “A few” in the second column below.

For question 3 (misconceptions), determine the **most frequently selected response** to the items. For example, if “Some” was marked for 5 out of 7 of the items in question 3, mark “Some” in the third column below.

Once you have marked all 3 of these responses, use these marks as a guide to determining the **level of community knowledge** about this issue (column 4), from this respondent’s perspective. For example, if the response to question 1 was 5 (mid-way between “no knowledge” and “detailed knowledge”), the most common response to items in question 2 was “A few,” and the most common response to the items in question 3 was “Many,” review the descriptions of Levels 3 and 4. Also review this respondent’s answers to the open-ended questions. Use this information to select the Level of Community Knowledge that best represents this respondent’s perspective of the community. (Tip: **Bolding** in the level of community knowledge of issue descriptions indicates how a level differs from the previous stage.) Record this Level number in the table on page 7, under the appropriate interview number and the row labeled “Knowledge of Issue.”

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Knowledge Scale (1-10) (Question 1)	How many know about? Most responses to Question 2 are...	Misconceptions? Most responses to Question 3 are...	Level of Community Knowledge
1 (no knowledge)	"None"	"Most"	1 – Community members have no knowledge about the issue.
			2 – Only have few community members have any knowledge about this issue. Among many community members, there are misconceptions about the issue (e.g., how and where it occurs, why it needs addressing, whether it occurs locally).
	"A few"	"Many"	3 – At least some community members have heard of the issue, but little else . Among some community members, there may be misconceptions about the issue. Community members may be somewhat aware that the issue occurs locally .
			4 – At least some community members know a little about causes and consequences . At least some community members are aware that the issue occurs locally.
5	"Some"	"Some"	5 – At least some community members know some about causes and consequences. At least some community members are aware that the issue occurs locally.
			6 – At least some community members know some about causes and consequences. At least some community members have knowledge about how much it occurs locally and its effect on the community .
	"Many"	"A few"	7 - At least some community members know a lot about causes and consequences. At least some community members have knowledge about how much it occurs locally and its effect on the community.
8 – Most community members know a lot about causes and consequences. At least some community members have a lot of knowledge about how much it occurs locally and its effect on the community.			
10 (detailed knowledge)	"Most"	"None"	9 - Most community members have detailed knowledge about the issue, knowing detailed information about causes and consequences. Most community members have detailed knowledge about how much it occurs locally and its effect on the community.

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DIMENSION: Community Climate

SCORING: For this dimension, review responses from Questions 5,6, and 7 on the interview. Mark the response to each of the questions in the corresponding column in the table on page 4. Then, look horizontally across the table to which “Community Climate” Level (1-9) most aligns with these answers.

For question 5 (concern scale), mark the **actual number** given by the respondent on the 1-10 scale.

For question 6 (priority scale), mark the **actual number** given by the respondent on the 1-10 scale.

For question 7 (community support), determine the **most frequently selected response** to the items. For example, if “A few” was marked for 5 out of 7 of the items in question 7, mark “A few” in the third column below.

Once you have marked all 3 of these responses, use these marks as a guide to determining the **community climate level** about this issue (column 4), from this respondent’s perspective. For example, if the response to question 5 was 7 (closer to “a very great concern”), the response to question 6 was 5 (mid-way between “not a priority at all” and “a very great priority”), and the most common response to items in question 7 was “Some,” review the descriptions of Levels 5 and 6. Also review this respondent’s answers to the open-ended questions. Use this information to select the Level of Community Climate that best represents this respondent’s perspective of the community. (Tip: **Bolding** in the level of community climate of issue descriptions indicates how a level differs from the previous stage.) Record this Level number in the table on page 7, under the appropriate interview number and the row labeled “Community Climate.”

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Concern Scale (1-10) (Question 5)	Priority Scale (1-10) (Question 6)	Community support? Most responses to Question 7 are...	Level of Community Climate
1 (not a concern at all)	1 (not a priority at all)	“None”	1 – Community members believe that the issue is not a concern.
		“A few”	2 – Community members believe that this issue may be a concern in this community, but don’t think it can or should be addressed.
		“Some”	3 – Some community members believe that this issue may be a concern in the community, but it is not seen as a priority. They show no motivation to act.
			4 – Some community members believe that this issue is a concern in the community and that some type of effort is needed to address it. Although some may be at least passively supportive of efforts, only a few may be participating in developing, improving or implementing efforts.
			5 – At least some community members are participating in developing, improving, or implementing efforts, possibly attending group meetings that are working toward these efforts.
		“Many”	6 – At least some community members play a key role in developing, improving, and/or implementing efforts, possibly being members of groups or speaking out publicly in favor of efforts, and/or as other types of driving forces.
		“Many”	7 - At least some community members play a key role in ensuring or improving the long-term viability of efforts (e.g., example: supporting a tax increase). The attitude in the community is “We have taken responsibility”.
		“Many”	8 – The majority of the community strongly supports efforts or the need for efforts. Participation level is high. “We need to continue our efforts and make sure what we are doing is effective.”
		“Most”	9 – The majority of the community are highly supportive of efforts to address the issue. Community members demand accountability.
10 (great concern)	10 (great priority)		

Community: _____

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DIMENSION: Leadership

SCORING: For this dimension, review responses from Questions 10, 11, and 12 on the interview. Mark the response to each of the questions in the corresponding column in the table on page 6. Then, look horizontally across the table to which “Leadership” Level (1-9) most aligns with these answers.

For question 10 (concern scale), mark the **actual number** given by the respondent on the 1-10 scale.

For question 11 (priority scale), mark the **actual number** given by the respondent on the 1-10 scale.

For question 12 (leader support), determine the **most frequently selected response** to the items. For example, if “A few” was marked for 5 out of 7 of the items in question 7, mark “A few” in the third column below.

Once you have marked all 3 of these responses, use these marks as a guide to determining the **leadership level** about this issue (column 4), from this respondent’s perspective. For example, if the response to question 10 was 7 (closer to “a very great concern”), the response to question 11 was 5 (mid-way between “not a priority at all” and “a very great priority”), and the most common response to items in question 12 was “Some,” review the descriptions of Levels 5 and 6. Also review this respondent’s answers to the open-ended questions. Use this information to select the Level of Leadership that best represents this respondent’s perspective of the community leadership. (Tip: **Bolding** in the level of community climate of issue descriptions indicates how a level differs from the previous stage.) Record this Level number in the table on page 7, under the appropriate interview number and the row labeled “Leadership.”

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Concern Scale (1-10) (Question 10)	Priority Scale (1-10) (Question 11)	Community support? Most responses to Question 12 are...	Level of Leadership
1 (not a concern at all)	1 (not a priority at all)	“None”	1 – Leadership believes that the issue is not a concern.
			2 – Leadership believes that this issue may be a concern in this community, but doesn’t think it can or should be addressed .
		“A few”	3 –At least some of the leadership believes that this issue may be a concern in this community . It may not be seen as a priority. They show no immediate motivation to act.
			4 – At least some of the leadership believes that this issue is a concern in the community and that some type of effort is needed to address it . Although some may be at least passively supportive of current efforts, only a few may be participating in developing, improving or implementing efforts .
			5 – At least some of the leadership is participating in developing, improving, or implementing efforts , possibly being a member of a group that is working toward these efforts or being supportive of allocating resources to these efforts.
		“Some”	6 – At least some of the leadership plays a key role in participating in current efforts and in developing, improving, and/or implementing efforts, possibly in leading groups or speaking out publicly in favor of efforts, and/or as other types of driving forces .
			7 – At least some of the leadership plays a key role in ensuring or improving the long-term viability of the efforts to address this issue, for example by allocating long-term funding.
		“Many”	8 – At least some of the leadership plays a key role in expanding and improving efforts , through evaluating and modifying efforts, seeking new resources , and/or helping develop and implement new efforts.
			9 – At least some of the leadership is continually reviewing evaluation results of the efforts and is modifying financial support accordingly .
10 (great concern)	10 (great priority)	“Most”	

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Scores

Transfer the score for each dimension for each respondent into the table below. (Each respondent’s scores are recorded in a single column. The table below has space for up to 6 respondents, but you can add more columns if more than 6 interviews were conducted.)

After you have marked individual interview respondent scores for each of the 3 dimensions (Knowledge of Issue, Community Climate, and Leadership) in the columns below, compute an average score for each dimension by adding the numbers across each row and dividing by the number of interviews completed. Enter these average scores in the final column, “Average.”

Finally, average the Dimension average scores by adding the numbers in the last column (“Average”) and dividing by 3. Enter this “grand average” in the box that has its own row.

Interviews

Dimension	#1	#2	#3	#4	#5	#6	AVERAGE
Knowledge of Issue							
Community Climate							
Leadership							
						GRAND AVERAGE	

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Interpretation of Scores

The average for each dimension (column 4 on page 7) can be interpreted according to the levels previously described (pages 2, 4, & 6). The average score for each dimension combines the perspective of several interview respondents' perceptions to give an overall rating on this dimension across the community.

The grand average