COMMUNITY READINESS: NEXT STEPS

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COMMUNITY READINESS TRAINING

• Overview: Community Readiness Model and Process
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• Today:
  • Defining the issue
  • Defining your community
  • Identifying key respondents
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• Overview: Community Readiness Model and Process

• Today:
  • Defining the issue
  • Defining your community
  • Identifying key respondents

• Next steps:
  • Conduct interviews
  • Analyzing interview responses
REMINDER: COMMUNITY READINESS MODEL

MEASURES

Attitudes

Knowledge

Efforts & Activities

Resources

OF

Community Members

& Leadership

IN ORDER TO ASSESS

A community’s readiness to address an issue on 5 key dimensions
BENEFITS

• Tailored to your community
• Manageable and realistic assessment
• Points to appropriate actions
• Recruit community stakeholders for implementation team
DEFINING THE ISSUE
WHAT DO WE MEAN BY “ISSUE”?

- The **issue** is what your group will be assessing for community readiness

- It needs to be **specific**!

- Connected to CAPP Component 1
DEFINING THE ISSUE

• Example:

  • Unintended teenage pregnancy
DEFINING THE ISSUE

• Example:
  
  • High rates of teenage pregnancy in youth ages 14-17
DEFINING THE ISSUE

• Example:

  • Lack of comprehensive sexual health education in middle schools
Define terms in the issue

- Define **terms** so everyone is on the same page
  
  - What does “unintended” mean?
  - How are we defining “teenagers”?
  - What do we mean by “comprehensive sexual health education”?
WHERE DO I START WITH DEFINING THE ISSUE?

Community needs assessment
DEFINING COMMUNITY
WHAT KIND OF COMMUNITY?

Geographic:
City
County
ZIP code
Neighborhood
WHAT KIND OF COMMUNITY?

Subgroup of a geographical community:
    Specific immigrant group
WHAT KIND OF COMMUNITY?

Systems:

• Foster care
• Juvenile justice
• Homeless & runaway youth
WHAT KIND OF COMMUNITY?

Organizations:
• School district
• One school building
WHERE DO I START WITH DEFINING MY COMMUNITY?

- Community needs assessment
- Priority population
TRY YOUR DEFINITIONS
TEST OUT YOUR DEFINITIONS

Plug in your issue and community in the following sentence:

Using a scale from 1-10, how much of a concern is (the issue) to (the community) with 1 being “not a concern at all” and 10 being “a very great concern?”
IDENTIFY KEY RESPONDENTS
1. What **sectors of the community** should be represented given the issue?
EXAMPLE: HIGH TEEN PREGNANCY RATE

TOWN OF FRANKLIN

- Public Health
- Schools
- City Government
- Youth Services
- Parents
- Department of Social Services
- Youth

ROOSEVELT SCHOOL, BRONX

- Administrators
- Board of Education
- Teachers
- Health Services
- Parents
- Social Work Department
- Students
QUESTIONS TO ASK

2. What **types of respondents in each sector** are candidates for interviewing?
CITY GOVERNMENT

• Mayor
• Common Council Representative
• Director, Youth Services
• Parks & Recreation

SCHOOL HEALTH SERVICES

• Medical Director (local, district)
• Physician (visiting)
• School Nurse
3. **Who** would best serve as key respondents and why?

   Identify people!
LET’S HEAR FROM PROVIDERS

Kelly Johnson Eilola, St. Lawrence Health Initiative
Naomi Cunningham, PP Nassau County
Diane Kuklinski, ACR
PREPARE INTERVIEW QUESTIONS

Shortened Version
- 3 dimensions
- 14 questions
- Scoring guide
INTERVIEW SECTIONS

1. Knowledge about the issue
2. Community climate
3. Community leadership
INTERVIEW SECTIONS

1. Knowledge about the issue
   1. Knowledge about specific aspects
   2. Misconceptions about specific aspects
   3. Information available
2. Community climate
   1. Degree of concern
   2. Degree of priority
   3. Showing support/opposition
3. Community leadership
   1. Degree of concern
   2. Degree of priority
   3. Showing support/opposition
WHAT DO YOU NEED?
NEXT STEPS

• Define issue, community, & identify key respondents

• Conduct interviews

• Analyzing interview responses (online tutorial)

• Developing strategic community outreach (July training)
CONTACT

Your TA/Evaluation team!

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