

# Community Service Coordination: Ready? Go!

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# Purpose of this Session

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- To detail the purpose and steps of undertaking a community readiness assessment (CRA);
- To summarize the methodology and results of the CRA completed in one of the FTF Regions;
- To describe the process of selecting a community for the service coordination intervention based on this CRA, and;
- To outline the planning, goals, start-up and activities to date of the service coordination intervention.

# Community Readiness Assessment Model

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- The discussion today, and our community readiness assessment, utilized the following resource :
- Plested, B.A., Edwards, R.W., & Jumper-Thurman, P. (2006, April). *Community Readiness: A handbook for successful change*. Fort Collins, CO: Tri-Ethnic Center for Prevention Research.
  - Updated version available at [http://triethniccenter.colostate.edu/docs/CR\\_Handbook\\_2014.pdf](http://triethniccenter.colostate.edu/docs/CR_Handbook_2014.pdf)

# Goal of a Community Readiness Assessment

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- To assess the degree to which a community is prepared to take action on an issue.
- Readiness:
  - Is very issue-specific
  - Is measurable
  - Is measurable across multiple dimensions
  - May vary across dimensions
  - May vary across different segments of a community
  - Is essential knowledge for the development of strategies and interventions.

# Community Readiness Assessment Dimensions

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- Community readiness is assessed across five dimensions:
  - Community efforts
  - Community knowledge of efforts
  - Leadership
  - Community climate
  - Community knowledge about the issue
  - Resources related to the issue

# Stages of Community Awareness

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- 1) No awareness
- 2) Denial/Resistance
- 3) Vague awareness
- 4) Preplanning
- 5) Preparation
- 6) Initiation
- 7) Stabilization
- 8) Confirmation/Expansion
- 9) High level of community ownership

# Steps in a Community Readiness Assessment

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- Identify your issue.
- Define “community” with respect to the issue.
- Develop your interview guide.
- Identify key informants.
- Conduct key informant interviews.
- Analyze the results using numerical scores and interview content.
  
- *Develop strategies that are stage-appropriate*
- *Evaluate the effectiveness of strategies*

# Goals of the Yavapai Community Readiness Assessment

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- To assess the variation across communities in the Yavapai Region in their level of preparedness to take action on strengthening the early childhood system in their communities.
- Findings informed the selection of a community to be the pilot site for a service coordination intervention.

# Yavapai Assessment Process

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- Define the issue.
- Define “community”.
- Develop interview guide.
- Identify 8-10 key informants per town.
- Conduct key informant telephone interviews.
- Compile and analyze data.
- Produce report of preliminary findings and recommendation for community selection.

# Define the Issue

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- Readiness is issue specific.
- Specify with a succinct phrase to be inserted into interview questions.
- Provide a definition in the interview guide.
- Yavapai CRA
  - Issue = “early childhood issues”
  - “By early childhood I’m referring to children five years of age and younger, and issues include things like quality of and access to early education, child care and daycare, children’s healthcare, training of childcare workers and teachers, and support for parents and families of young kids.”

# Define the Community

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- Readiness is community specific.
- A community can be;
  - Geographic
  - Demographic
  - Occupation-based
  - System-based
  - Organization or agency-based
- Yavapai CRA
  - Geographic – 6 communities, “all community members”

# Issue and Community Identification

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- See Issue/Community Handout:
  - Step 1: Identifying the issue.
  - Step 2: Identify and clearly define and delineate your community.

# Developing Interview Guide

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- See Interview Guide Handout
  - Insert issue and community into questions.
  - Questions in bold are mandatory for scoring, others may be deleted.
  - Questions are organized by Dimension.
  - Pilot test questions.
  - Additional questions can be added at the end.
  - Prepare introductory script to clarify issue and community.

# Select Key Informants

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- The purpose of this is to collect information from a wide range of people, including community leaders, professionals, and residents, who are knowledgeable about the community.
- Examples include;
  - School personnel, government officials or employees, health professionals, law enforcement, social service providers, and active community members
- Minimum of 4 to 6 depending on size and homogeneity of community and responses.

# Interviews

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- Avoid discussion with interviewee, but ask for clarification when needed and use prompts as designated.
- Record or write responses as they are given. Try not to add your own interpretation or to second guess what the interviewee meant.

# Scoring

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- See Scoring Guide.
- First, read through interview.
- Use two scorers, but first score independently.
- Review scores and discuss inconsistencies.
- Once agreement has been reached, create combined score.
- Create calculated score, then combined calculated score for overall stage of readiness.

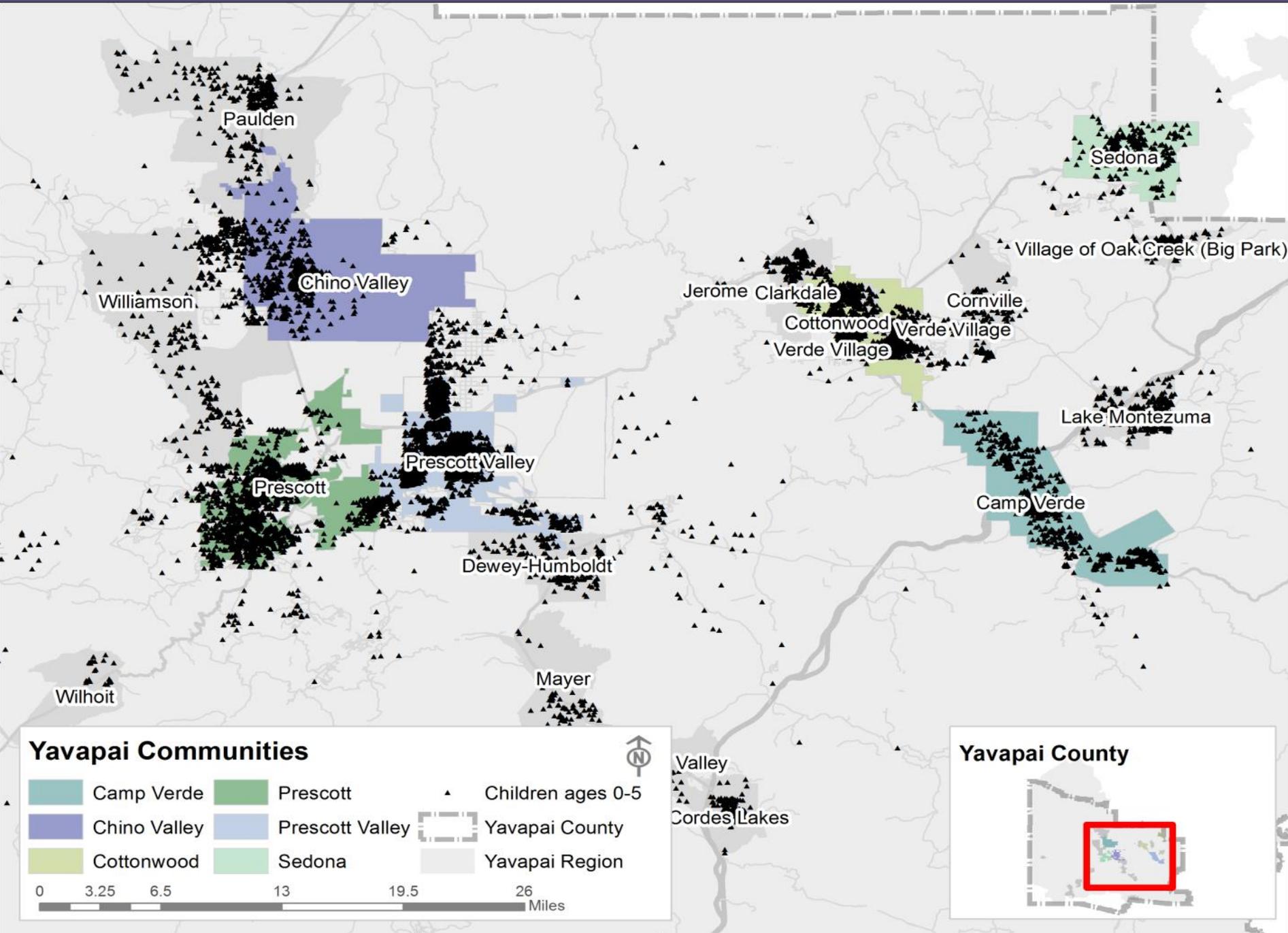
# Compile and Analyze Data

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- Scored Data -- Stage of Readiness Score.
- Qualitative Data -- Impressions and themes from interviews.
- Supplemental Data – Demographics of community, disease or issue indicators.
- All three come together to inform selection of strategies or selection of community, based on readiness.

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# **YAVAPAI COMMUNITY READINESS ASSESSMENT RESULTS AND RECOMMENDATIONS**



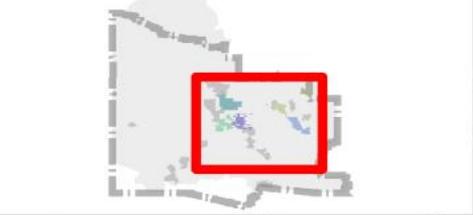
**Yavapai Communities**

	Camp Verde		Prescott		Children ages 0-5
	Chino Valley		Prescott Valley		Yavapai County
	Cottonwood		Sedona		Yavapai Region

0 3.25 6.5 13 19.5 26 Miles



**Yavapai County**



# Key Informants

Town	Potential Key Informants	Completed Interviews	Total Key Informants
Prescott	7	7	7
Prescott Valley	8	6	8
Chino Valley	8	5	4
Cottonwood	8	6	6
Camp Verde	8	6	5
Sedona	8	5	5
<b>Totals</b>	<b>47</b>	<b>35</b>	<b>35</b>

# Assessment Limitations and Considerations

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- Intent of assessment was to measure the “general community’s” readiness.
- Assessment had a broad focus (early childhood issues) rather than a narrow one (e.g., child care) typical of CRAs.
- Per established scoring guidelines, “Existing Community Efforts” scoring was based on “efforts (programs/activities)” being “planned” (5), “implemented” (6), or “running for several years” (7), not the number of programs/activities available.

# Findings - Overall Stage of Readiness Scores

Score	Stage of Readiness	Town	Readiness Score
1	No awareness	Prescott	4.35
2	Denial/Resistance	Prescott Valley	3.76
3	Vague awareness	Chino Valley	3.46*
4	Preplanning	Cottonwood	4.25
5	Preparation	Sedona	3.75*
6	Initiation	Camp Verde	3.51*
7	Stabilization	*Some key informants from these towns were unable to provide information on Community Leadership	
8	Confirmation/Expansion		
9	High level of community ownership		

# Findings - Dimension Scores

Dimension	Prescott	Prescott Valley	Chino Valley	Cottonwood	Sedona	Camp Verde
Community Efforts	7.29	7.08	6.5	7.08	6.5	6.7
Community Knowledge of Efforts	4.14	3.33	3.38	4	3.7	3
Community Leadership	2.86	3.08	2.25*	3.42	3.13*	2.83*
Community Climate	3.79	2.83	2.25	3.58	2.9	2.8
Community Knowledge about Issue	3.93	3.42	3	3.75	3.4	3.2
Resources Related to the Issue	4.14	2.83	3.38	3.67	2.9	2.5
<b>Overall Stage of Readiness Score</b>	<b>4.35</b>	<b>3.76</b>	<b>3.46*</b>	<b>4.25</b>	<b>3.75*</b>	<b>3.51*</b>

# Intervention Site Recommendations

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- Recommendations based on both stage of readiness scores and the content of the interviews.
- Recommendations narrowed to 2 (or 3) towns.

# Intervention Site Recommendation 1

- Prescott or Prescott Valley
  - PV expressed a greater need for services and coordination, higher # and % of young children, YRMC East Family Birthing Center, 3<sup>rd</sup> highest readiness score

Prescott	
Dimension	Score
Community Efforts	7.29
Community Knowledge of the Efforts	4.14
Leadership	2.86
Community Climate	3.79
Community Knowledge about the Issue	3.93
Resources Related to the Issue	4.14
Overall Stage of Readiness Score	4.35

Prescott Valley	
Dimension	Score
Community Efforts	7.08
Community Knowledge of the Efforts	3.33
Leadership	3.08
Community Climate	2.83
Community Knowledge about the Issue	3.42
Resources Related to the Issue	2.83
Overall Stage of Readiness Score	3.76

# Intervention Site Recommendation 2

- Cottonwood
  - Hub of services for Sedona and Camp Verde, 2<sup>nd</sup> highest stage of readiness score, coordination is “buzz word”, the “mountain effect”

Dimension	Summary Score
Community Efforts	7.08
Community Knowledge of the Efforts	4
Leadership	3.42
Community Climate	3.58
Community Knowledge about the Issue	3.75
Resources Related to the Issue	3.67
<b>Overall Stage of Readiness Score</b>	<b>4.25</b>

# Intervention Site Selection

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- Community Readiness results were presented to the Yavapai Regional Partnership Council (RPC).
- Decision considered from data (individual scoring dimensions), historical and relationship perspective.
- The Regional Council selected Cottonwood as the Intervention site.
- They also chose Prescott Valley as a secondary site.

# Service Coordination Intervention

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- The Yavapai RPC chose to invest in an Americorps VISTA position to implement the project with the goal of:

*Strengthening connections and collaborative actions between service providers, to reduce duplication of services and to connect families to more services.*

# The Verde Project

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- The project began with 1:1 meetings with key stakeholders in Cottonwood.
- Feedback indicated that a networking event would highlight needs of service providers and young children.

# The Verde Project

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- The first meeting
  - Hour long networking meeting where service providers discussed ways to improve and build early childhood system in their community.
  - Participants willing and ready for an action oriented event.
  - Separating Cottonwood from surrounding areas not practical as both families and service providers overlap in all these areas.
  - This became a Verde Valley project.

# The Verde Project

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- The second meeting
  - Specifically organized to end with project idea(s);
    - Community Calendar
    - Outreach through a targeted media campaign
  - Exploring logistics for future meetings.
- Subsequent meetings
  - Each meeting followed a specific agenda template including recap, brain-storming, creating task list and people to carry out the tasks.
  - Preparation for meetings included creating a process agenda.

# The Prescott Valley Project

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- As in the Verde, West Yavapai is difficult to separate into communities as families and services overlap several community boundaries.
- The first meeting
  - West Yavapai Early Childhood System Map
- The second meeting
  - Identifying collaborations and meetings already occurring.

# The Prescott Valley Project

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- The first two meetings indicated a need for a medium that would allow for information sharing and bridging gaps between similar initiatives.
- Feedback clearly showed a request for the establishment of a simple, regularly scheduled Networking Meeting.

# Service Coordination Project Timeline

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- **July - August, 2013**
  - Introduction to the early childhood community
- **September - November, 2013**
  - Yavapai Community Readiness Assessment (The University of Arizona)
  - Continue integrating into the community
  - Assist with side projects as assigned
- **December, 2013**
  - Verde Valley: Planning for introductory meeting
- **January, 2014**
  - Verde Valley: Introductory meeting, focus on networking
  - West Yavapai: Planning for introductory meeting

# Timeline continued...

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- **February, 2014**

- Verde Valley: Planning for second meeting
- West Yavapai: Introductory meeting, focus on mapping the early childhood system

- **March, 2014**

- Verde Valley: Second meeting, focus on action planning
- West Yavapai: Determine what sort of meeting to hold next

- **April, 2014**

- Verde Valley: Third meeting, focus on choosing a project
- West Yavapai: Second meeting with a focus on determining the need for networking meetings

# Timeline continued...

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- **May, 2014**

- Verde Valley: Fourth meeting with a focus on action planning for an early childhood event calendar
- West Yavapai: Networking Luncheon

- **June, 2014**

- Verde Valley: Fifth and sixth meeting with a focus on action planning for the calendar project
- West Yavapai: Networking luncheon
- One on one meetings to facilitate transition of networking luncheons to the community

- **July, 2014**

- Verde Valley: Seventh meeting with a focus on releasing a prototype calendar

# Current Status

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- Verde Valley
  - Planning meetings continue.
  - Calendar prototype is being reviewed.
  - Trial calendar launch scheduled for mid to late September.
- West Yavapai
  - Networking meeting coordination has been taken on by the Home Visiting programs.
  - Scheduled for every other month;
    - Program Highlight
    - Networking.

# Things we learned

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- Important to apply research results in a culturally responsive manner.
- Continuous contact with participants kept action oriented people engaged.
- Consistent agenda templates were helpful in keeping expectations and preparation for meetings clear.
- Process agendas assisted greatly in keeping participants on task.
- Creating a task list at the end of each meeting was essential to the project moving forward.

# Questions and Comments?

