

Assessing Need, Demand, and Local Context

Presentation for TPP19 Grantees
January 16, 2020 1:30-3:00pm ET

Speakers:

Lauren Reitsema, CRE

Diana McCallum, Mathematica

Tressa Tucker, Mary Langley, and Vickie Liggins, Morehouse School of Medicine

Gail Biro, JK Elders Group

Overview

.....

- Goals for the discussion
- Strategies for demonstrating community need
- Differentiating *need* and *demand*
 - Case Study: Grantee strategy for conducting and updating a needs assessment
 - Case Study: Grantee strategy for assessing ongoing need and demand for programming
- Conducting a scan for demand
- Identifying competing services operating in the same context
- Engaging stakeholders in these conversations

The importance of updating scans of need, demand, and other programming

Guidance and Expectations

- Core theme focuses on demonstrating need and demand for programming
- Community engagement expectation:
 - Determine whether there is a demand from the target population
 - Ensure that services do not duplicate services already provided in target communities
 - Incorporate meaningful and authentic engagement of all participants

Goals for the Webinar

- Define clear strategies for documenting and collecting information about program need and demand
- Provide direction to help grantees think about influence of other programming operating in each local context
- Identify strategies for sharing your findings with stakeholders



Strategies for demonstrating community need

Strategies for demonstrating Community Need

You have likely already...

- Utilized helpful statistical data in your grant proposal from .gov sources and other data-tracking sites (teen pregnancy rates, poverty rates, STI and STD rates)
- Targeted your program services to address the highest needs outlined in each data set
- Documented the need in a meaningful way to communicate the “why” behind your programming during the early grant period.
- Designed program content to directly assess the needs that were identified

Even after implementation, continued needs documentation helps to meet Phase I expectations...

Existing tools and strategies

- Kids Count Data Center
- Website data search online (ex: in Colorado, CoHID)
- Actual client stories from your community

Resources linked in the TPP Toolkit

CDC Promoting Science-Based Approaches Tools


- Data Catalogue
- Resource Assessment

****Embed Poll into ON24 Platform****

#1. We have collected the data to show there is need for this program

#2. We have collected the data to show there is demand for this program

#3. We are using a similar source for collecting the data for both need and demand

A modern lounge area with black leather armchairs and small round tables, viewed through a glass partition. The text "Differentiating need and demand" is overlaid in white.

Differentiating need and demand

The Difference between Need and Demand

Program Need: "Data proves there is a problem our program can help solve."

Program Demand: "Data proves the community WANTS your program as part of the solution."

Executing a robust plan for assessing demand

- Have parents asked for a program?
- Are kids missing something they formerly had that you can bring back?
- Is enrollment in classes at capacity, signaling a need to expand?

Actively assessing need and demand

- Assess need and demand as part of process and implementation evaluation activities
 - Focus groups
 - Interviews
 - Satisfaction surveys
- Consider your overall implementation strategy and process for communicating with your team about the data you've collected on need and demand.

Actively assessing need and demand

Example: Assessing need during implementation

- Facilitators noticed that the content order of an original scope and sequence outline may be prohibitive of full classroom participation. We worked to gather data to reorder implementation sequence with great success.

Example: Assessing implementation oversight

- We have had great success training a facilitator observation team with intentional reviews and consistent forms, so every facilitator is observed the same way.

Assess relevance

Is the program relevant for the participant audience?

Relevance measures how applicable the content feels for the targeted participants. Be sure to pay attention to whether the program addresses topics from a relevant lens.

Example: Assessing relevance

- We recently translated one of our curricula into Spanish.
- To ensure relevance for the target population offered a pilot of the program for case managers working with a mono linguistic Spanish community.
- We allowed them to make suggestions when certain concepts did not translate culturally.

Assess resonance

Is the program resonating with participant audience?

Resonance demonstrates the participants are tracking with the material and that its content is influencing participants in the intended way.



Case Study: Grantee strategy for conducting and updating a needs assessment

Community Readiness for Change

Tressa Tucker, Ph.D.
Mary Langley, PhD, MPH, RN, ICPS
Vickie Liggins
Morehouse School of Medicine

TRI-ETHNIC CENTER

FOR PREVENTION RESEARCH



Tri-Ethnic Center Community Readiness Handbook
2nd edition, 2014

Tri-Ethnic Center for Prevention Research

Sage Hall, Colorado State University Fort Collins, CO 80523-1879

(970) 491-7902/Fax (970) 491-0527 www.TriEthnicCenter.ColoState.edu

What Does the Instrument Assess?

Five Dimensions of Community Readiness

Community Knowledge of the Issue
Community Knowledge of Efforts
Community Climate
Leadership
Resources

The Community Readiness Model Defines 9 Stages of Readiness

1. No Awareness
2. Denial/Resistance
3. Vague Awareness
4. Pre-planning
5. Preparation
6. Initiation
7. Stabilization
8. Expansion/Confirmation
9. Community Ownership

How to Conduct a Community Readiness Assessment

1. Identify and clearly define your **issue**.
2. Identify and clearly define and delineate your **community**.
3. Prepare your **interview questions**.
4. Choose your **key respondents**.
5. **Conduct** and **transcribe** your interviews.
6. **Score** the interviews.
7. Calculate your **average dimension scores**.
8. Write/summarize the results.

Results Table Talbot County SA 2018

Dimensions	#1	#2	#3	#4	#5	#6	TOTAL
Knowledge of Efforts	8	7	8	7	8	8	7.6
Leadership	8	8	7	8	8	8	7.8
Community Climate	7	7	8	8	8	8	7.6
Knowledge of Resources	5	7	7	7	8	8	7.0
Resources	6	7	6	7	7	7	6.6

Sample Narrative

The Talbot County total Community Readiness score was 7.3, a significant increase from the Community Readiness Score of 6.3 in 2017 and 5.85 in 2016. A total score of 7.3 indicates the community is functioning in the Stabilization Stage. Communities functioning at this level operate programs and activities that are supported by community leaders and decision makers. Program staff implementing services are trained and experienced. Quality staffing such as this will generate positive outcomes for identified target populations.

Develop a Community Readiness Action Plan - SRAE

- Continue implementation of programs and activities targeting SRAE and related risk factors/behaviors.
- Present information at local community events and a broad base of community groups (parent/family meetings/groups, faith-based groups, youth groups, social service coalitions). Information should be specific about the dangers of teen sexual behavior to address any myths or misconceptions.
- Present information community-wide how risk avoidance and cessation support is related to optimal health.

Develop a Community Readiness Action Plan – SRAE (cont.)

- Create a “visible” and “visual” public awareness campaign using flyers, posters, billboards and social media to address community awareness, education and values.
- Build upon existing community support. Conduct community engagement during the test and development process (Phase I) to build support for the project and sustainability.
- Disseminate information early. Publish editorials and articles in newspapers and on other media (including social media) with general information at the local level. Disseminate interim and preliminary evaluation results so the community is aware of progress and impact of program efforts.

Develop a Community Readiness Action Plan – SRAE (cont).

- Provide education and decision making to youth to support goals of RA and promote optimal health.
- Teach parents & community adults to support RA and CS and be involved in youth lives.
- Intervene with younger youth so they adopt desired values & beliefs before high school
- Involve a diverse group of community partners. Educate and train community partners and public service agencies in public health approaches for adolescent optimal health and risk avoidance.



Case Study: Grantee strategy for assessing ongoing need and demand for programming



Fostering Teens Through Relationship Education (FosTTRE)

COMMUNITY NEEDS ASSESSMENT

Presented by: Gail Biro, Senior Consultant, JKElder & Associates
Bethany Christian Services

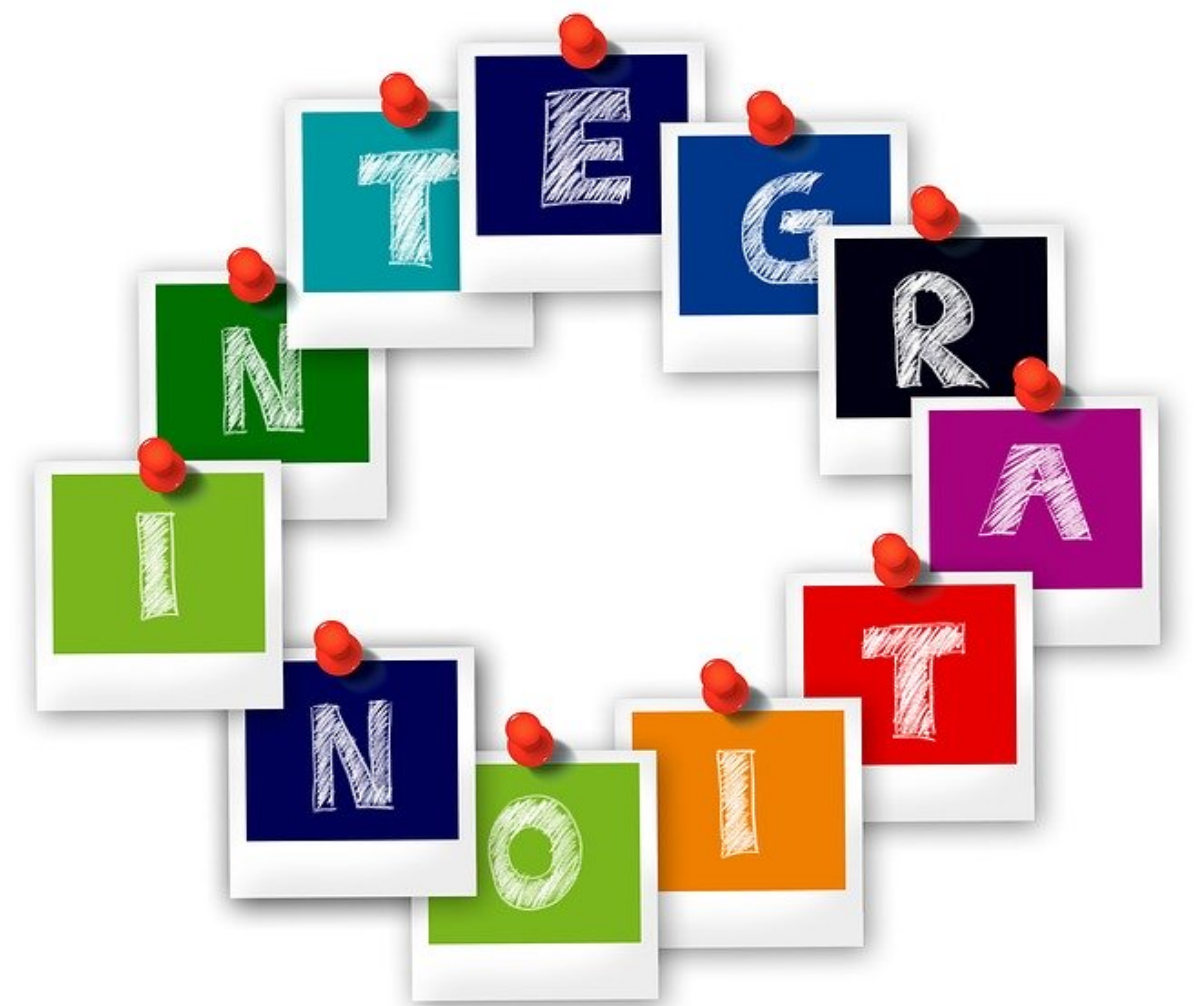
Approach to Community Assessment





Establishing the Need

- Seek opportunities to integrate:
- Training Impact Surveys
- Feedback Surveys
 - ✓ Partners
 - ✓ Parents
 - ✓ Youth





Establishing the demand

- Share the data that established the need
- Share the program with the group
- End with focus group questions
- Ask to be invited back to continue to share and engage

The background of the slide is a photograph of a desk. On the desk, there is a laptop, a pair of glasses, and an open notebook with handwritten notes. The entire image is overlaid with a semi-transparent orange-red filter. The title text is centered over the image.

Conducting a scan for demand

How to Scan for demand

“I want this program in my community”

- **Parent-Preview nights**
- **Youth-led surveys**
(Consider creative and allowable incentives)
- **Testimonial campaigns**
(Text-based survey responses)

Barriers when documenting demand:

Grantee discussion

- **What is one barrier you may have experienced in documenting program demand in your community?**
- **How did you overcome it?**

Identifying and documenting competing services

Identifying and documenting competing services

- **Coffee and conversations collaboration model**
- **Surveys with providers (e.g., health teachers/coaches in your population group to find out about other programs they provide or who they refer youth to).**
- **FACS track (Family and Consumer Sciences)/pursuing a program liaison from this area of study as a knowledge lead for what types of programs are currently taught.**

Reporting on Need and Demand

After collecting data to support both need and demand for your program, bring information in front of your community:

- **Summarize learnings in newsletters to partners**
- **Host lunch and learn events with a BOD (if applicable)**
- **Highlight findings in information social media campaigns**

Closing Summary

- Remember the importance of keeping need and demand top of mind.
- Documentation is necessary for program implementation.
- TPP Toolkit (posted on MAX.gov) contains evaluation resources

Q & A

.....

Thank you and contact info if further questions arise.

TPPEvalTA@mathematica-mpr.com