

Assessing Need, Demand, and Local Context

Presentation for TPP18 Grantees

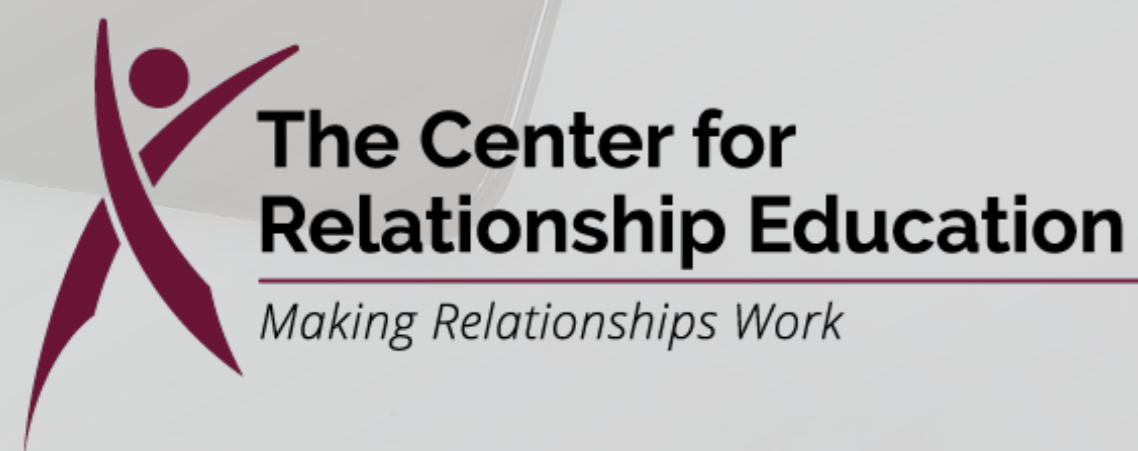
August 29, 2019; 2-3pm ET

Speakers:

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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
- Conducting a scan for demand
- Identifying competing services operating in the local context

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

Establishing project merit

Grantees are required to provide OPA with documentation of the following:

- Demonstrate community need and demand for the program.
- Document clear support and satisfaction from the community and participants/target population.
- Demonstrate that the program is a good fit for the population and their needs.

Goals for the Webinar

- Define clear strategies for documenting and collecting information about program need, demand, and the influence of other programming operating in each local context
- Provide direction to help grantees meet the key Phase I milestone of *Establishing project merit*

Reassessing need and demand in Phase I

- Continue to assess implementation:
 1. Is the program being implemented as intended?
 2. Is the program relevant for participant audience?
 3. Is the program resonating with participant audience?

Implementation, relevance, and resonance measures are helpful to demonstrate the program is being well-received as a potential solution for addressing need and demand.

- Prioritize continuous quality improvement



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 data set
- Documented the need in a meaningful way to communicate the “why” 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 goals...

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

A modern office lounge area with several black leather armchairs and small round tables. The room is viewed through a glass partition, and the background shows a large window with a view of a building and trees. The text "Differentiating need and demand" is overlaid in white on the image.

Differentiating need and demand

The Difference between Need and Demand

Program Need: “Data demonstrates this is a problem our program can help solve.”

Program Demand: “Data demonstrates the community **WANTS** your program as part of the solution.”

Executing a robust plan for need and 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?



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

Community Readiness for Change

Tressa Tucker, Ph.D.

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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

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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, 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.

Sample Narrative (cont).

Quality staffing such as this will generate positive outcomes for identified target populations. Over the past three years, the community developed basic knowledge of local efforts and evidence-based strategies to address issues of underage drinking and excessive/binge drinking. Community leaders and health and human service providers took ownership of the problem and became actively involved in the planning and building of resources to address these issues. More importantly, community professionals began working collaboratively to attack this social problem.

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 mis-conceptions.
- Present information community-wide how risk avoidance and cessation support is related to optimal health.
- 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.

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

- 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.
- Provide education and decision making to youth to support goals of RA and promote optimal health.
- Teach parents and community adults to support RA and CS and be involved in youth lives.
- Intervene with younger youth so they adopt the desired values and 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.



Conducting a scan for demand

How to Scan for demand

“I want this program in my community”

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

Barriers when documenting demand:

Grantee discussion

- How are you documenting demand for your program?
- 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.

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



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