

Developing a Needs and Resource Assessment and Understanding Logic Models

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Purpose of the Presentation

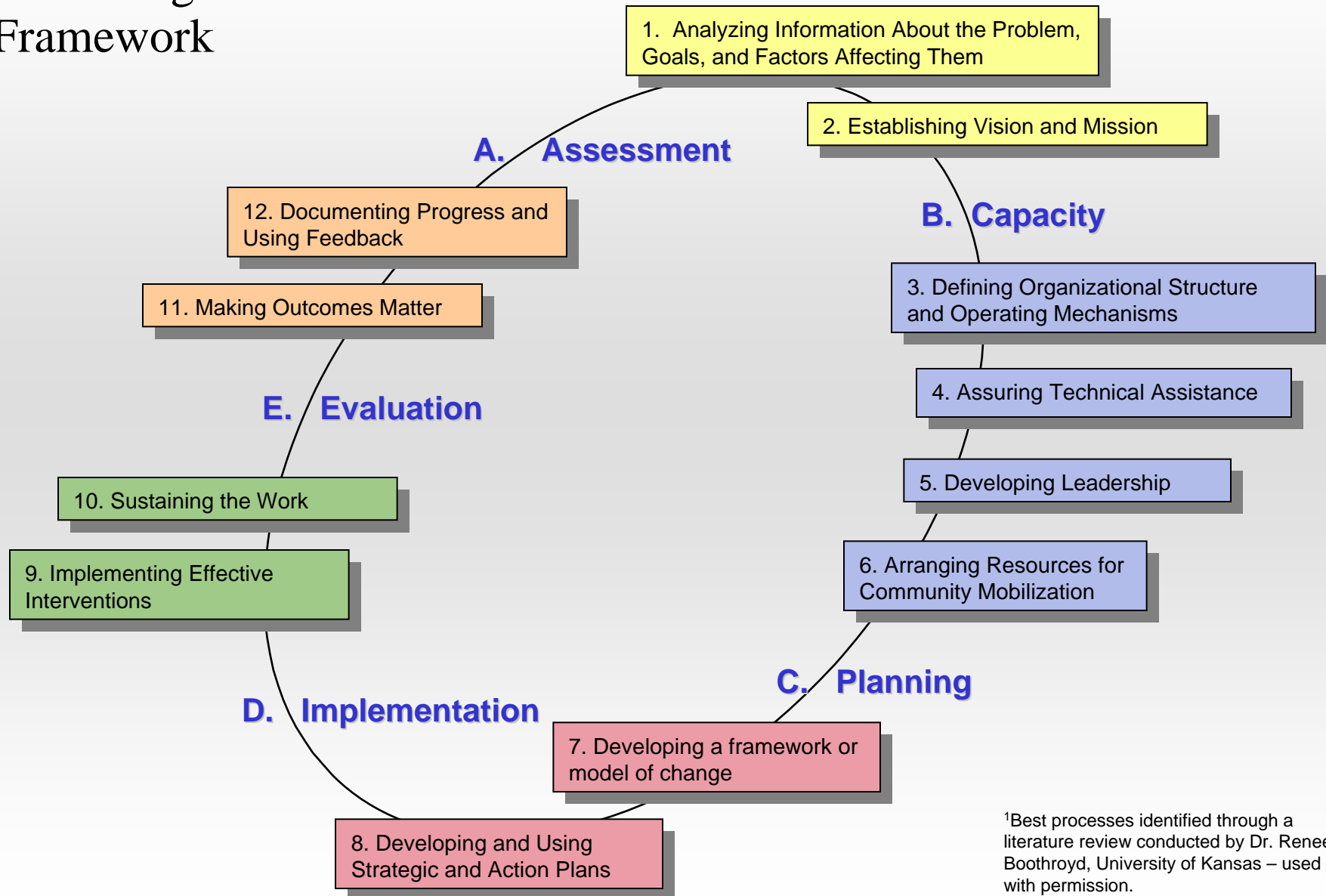
Introduce the Following

- Elements of a Needs Assessment
- Importance of Problem Statement
- Development of a Logic Model

Essential Processes

1. Analyze Information About the Problem, Goals, and Factors Affecting Them
2. Establish Group Vision and Mission
3. Define Organizational Structure and Operating Mechanisms
4. Develop a Framework or Model of Change
5. Develop and Use Action Plans
6. Arrange for Community Mobilizers
7. Develop Leadership
8. Implement Effective Interventions
9. Assure Technical Assistance
10. Document Progress and Share Feedback
11. Make Outcomes Matter
12. Sustain the Work

Best Processes¹ for Implementing the Strategic Prevention Framework



¹Best processes identified through a literature review conducted by Dr. Renee Boothroyd, University of Kansas – used with permission.

Engaging in Community Assessment

Core Competency: Community Assessment

- Step 1: Set time limits (when you'll use the data and how far back will you go).
- Step 2: Create questions / determine what you want to know.
- Step 3: ID possible sources for the information.
- Step 4: Determine who will find the information.
- Step 5: Set limits on what you'll collect.
- Step 6: Get the information
- Step 7: ID gaps in your knowledge and fill.
- Step 8: Craft data driven answers to your questions.

Core Competency: Community Assessment

Data Analysis – collect and analyze problem data from many sources, including:

- Local law enforcement: calls for service, incident and arrest data
- Healthy Kids Surveys: rates and patterns of use, availability and access to AOD
- Alcoholic Beverage Control: number of outlets, tasting rooms, disciplinary cases, TRACE data
- Hospitals: AOD-related emergency room admissions
- AOD deaths
- County Health Departments: AOD risk indicators
- Resident Crime Prevention Councils, Neighborhood Associations: qualitative information about perception of problems and resources
- School Health Programs: rates of use/abuse, disciplinary action, types of prevention offered
- City/County Code Enforcement: AOD-related violations of municipal codes
- AOD treatment numbers
- Expressions of community norms

Data Template

Your Community					
Data Type	Data Subtype	Description	Key Findings	Source	Confirmatory Data

Examples of Local Data

Petaluma					
Data Type	Data Subtype	Description	Key Findings	Source	Confirmatory Data
Law Enforcement	Quality of Life Issues, Practices of Alcohol Outlet Operators	Qualitative data from Petaluma police officers re high-risk environments (completed May 2005)	<ol style="list-style-type: none"> 1. Frequent use of city parks for underage drinking. Lucchesi Park and community center identified by 22 officers as site for underage drinking, public drunkenness and violence. Oak Hill Park identified by 16 officers. 2. Quick Stop, Safeway, Albertson's Fast and Easy and 7/11 identified as off-sale outlets who sell most often to minors. 	Surveys completed by approx 40 Petaluma officers. Data submitted by Art Sweeney	<ol style="list-style-type: none"> 1: Focus groups with adults and youth at schools in Petaluma. 2: ABC Licensee Violations database & Arrests by ABC Licensee location.
	Quality of Life Issues	Downtown Petaluma neighborhood focus group	<ol style="list-style-type: none"> 1. Noise most often comes from customers, walking to cars/partying in cars, 2. Problems have worsened with opening of new bars in Petaluma. Cluster of bars become a destination for in and out of town revelers who go from bar to bar creating noise 3. There is a conflict on the planning commission between reviving downtown and limiting the number of drinking outlets. 4. Problems worsen in summer months because drinking starts on Thursday and continues through Sunday night. 5. B of A parking lot is a hot spot for public drunkenness, underage drinking 6. There is not enough police presence around Kentucky Street bars. 	Focus group notes provided by Tammy Cotter	1, 2, 4, & 5: Petaluma Hotel & retail focus group

Core Competency: Community Assessment – Required Information *(Small Group Breakout)*

What Information Does Your Community *Already Possess*?

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Core Competency: Community Assessment – Required Information *(Small Group Breakout)*

What Additional Information Does Your Community *Require*?

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Developing Problem Statements

Core Competency: Community Assessment – Developing Problem Statements

Name Identified Problems (Problem Statements)

Issues may be considered “pressing” when:

- a. The problem occurs frequently (FREQUENCY)
- b. The problem has lasted for a while (DURATION)
- c. The problem affects many people (SCOPE)
- d. The problem is intense (SEVERITY)
- e. The problem deprives people of legal or human rights (SOCIAL IMPORTANCE)
- f. The problem is perceived to be important (PERCEPTION)

Core Competency: Community Assessment – Developing Problem Statements

Analyze Information About the Problem and Factors Affecting Them

Problem Statements (things we want to change)

- A. Should name one problem at a time.
- B. Should avoid blame.
- C. Should not say the problem is the absence of the solution.
- D. Should frame the issue as either too much of bad behaviors / conditions or not enough good conditions / behaviors.
- E. Should be measurable.

What's Wrong with These Problem Statements?

- There is too much gang violence and drug dealing among teens.
- Too many parents aren't available for their children.
- There are not enough after school programs for middle school youth.
- Teen marijuana use.

Core Competency: Community Assessment – Choosing & Prioritizing Community Problems

Use the following criteria to help you determine whether to choose an identified problem / issue as a priority to work on in your community. The problem / issue should be:

- **Immediate.**
“Immediacy” about the concern means people want to act on it. If something is immediate, it “hits” people in their “gut,” not their head. Immediate concerns hit many people because lots of people are affected by them.
- **Specific.**
It can be specified because it is concrete, not abstract. Concerns must be explicitly identified to be acted on. Where is the problem located? Who is affected by it? How are they affected?
- **Measurable.**
It must be measurable. Can you measure the problem now? Will you be able to measure that you have made a change?

Core Competency: Community Assessment – Choosing & Prioritizing Community Problems

Choosing & Prioritizing Community Problems (Cont)

- **Solvable / Do-able.**

The scope of the activity has to be of a scale that allows you to be effective. If you take on the problem of “alcohol abuse”, it is too big to address. If you take on the issue of specific problematic environments where alcohol is provided to minors and/or high-risk drinking leads to alcohol-related crime & violence, you can achieve goals on this issue. This also means having the resources necessary to work on the specific identified problems.

- **Able to result in real improvement in people’s lives.**

Will the issue that you have chosen to address improve people’s lives? If yes, how? How do you know that it will help? Have the residents of the community told you? It is important that the results of the work meet the expectations of the community.

Core Competency: Community Assessment – Choosing & Prioritizing Community Problems

Choosing & Prioritizing Community Problems (Cont)

- **Widely felt.**
How many people have expressed concern about the issue? Solving problems related to high-risk alcohol environments often requires a strong community coalition.
- **Deeply felt.**
Do residents feel passionate about this issue? The level of depth of feeling can frequently be measured by the willingness to work on the issue.
- **Solvable in a reasonable amount of time.**
How long will it take to solve this issue? If the time is too long you may lose the community members' interest in the process. The time line needs to be reasonable and geared to the immediacy of the issue.

Core Competency: Community Assessment – Developing Problem Statements

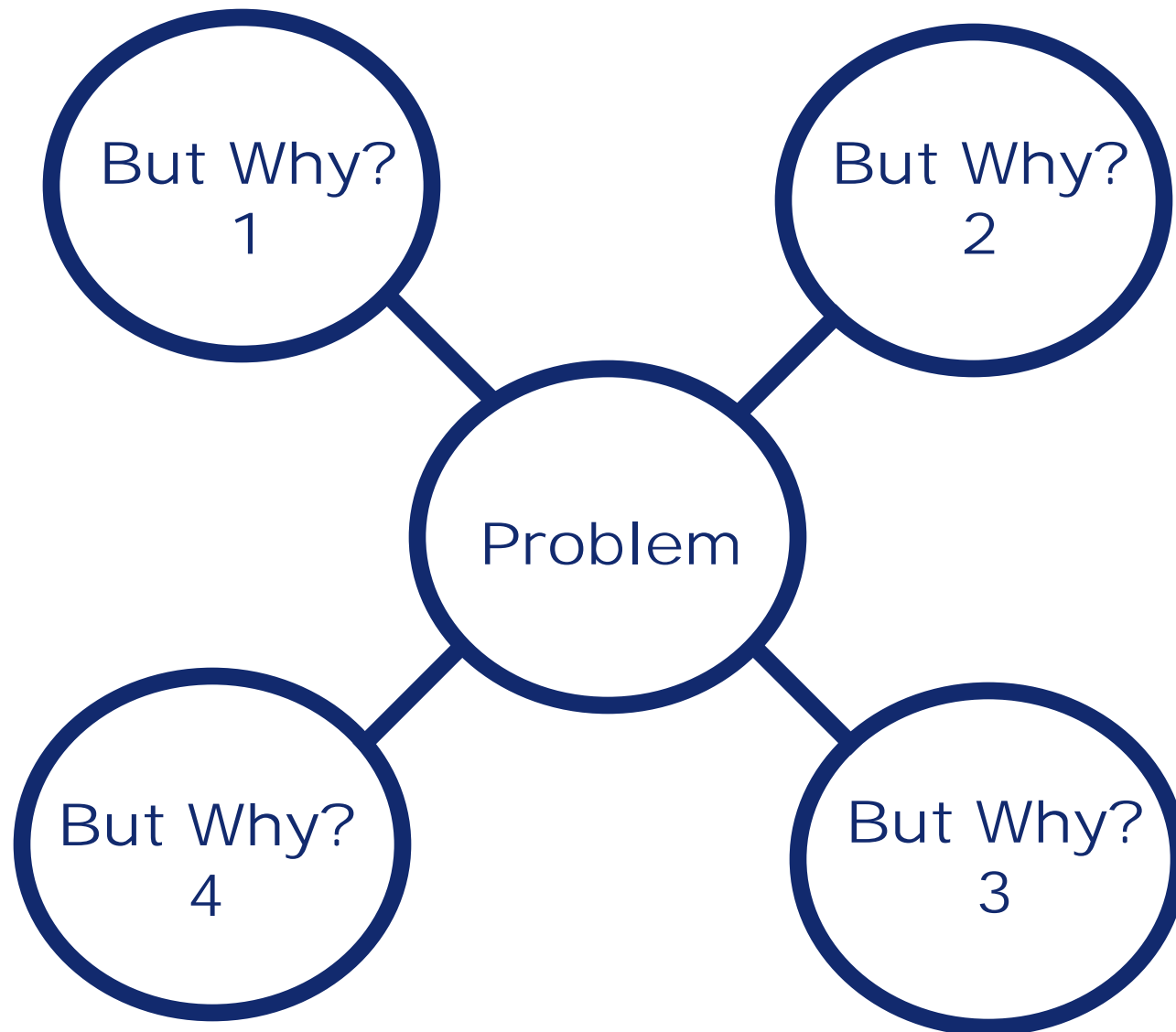
Choosing & Prioritizing Community Problems (Cont)

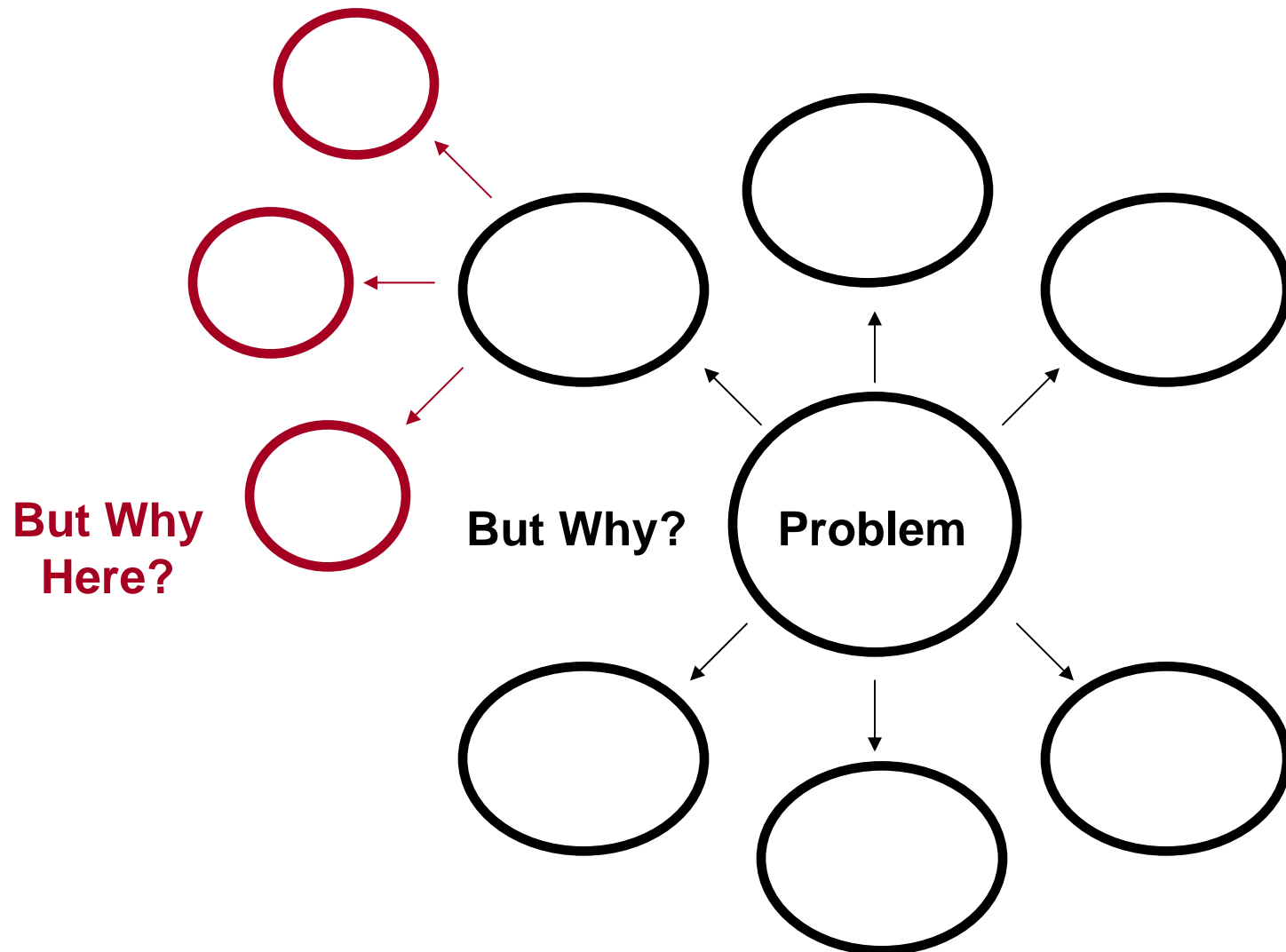
- **Non-divisive.**
The work should not split the community or coalition into factions. Rather, the issue should unify the base of people with whom you are working.
- **Consistent with the group's values.**
Values serve as a base to assess if the issue is consistent with what is important to the community. If the solution to a problem makes members of the community uncomfortable or if the means do not justify the ends, a new solution must be found.

Problem Statements:

But Why? (contributing factors)







Core Competency: Community Assessment – Developing Problem Statements

Link Strategies to Prioritized Problems

PROBLEM	RECOMMENDED STRATEGIES	OTHER STRATEGIES
# of Large Teen Drinking Parties and Associated Problems to Youth and Neighborhoods	<p>YEAR ONE: Social Host Ordinance</p> <ol style="list-style-type: none"> 1. Review existing ordinance 2. Strengthen if appropriate 3. Parent Pledge Campaign (media, school, faith community): build community support for social host ordinance <p>YEAR TWO: Keg Registration & Tracking</p>	<p>Examine opportunities for alcohol free activities (Youth leadership/development)</p>
Level of Violence and Other Alcohol-Related Problems Occurring Downtown In and Near Outlets	<p>YEAR ONE: Implement Comprehensive RBS training program</p> <ol style="list-style-type: none"> 1. for owners, managers & staff to educate them about existing laws and community standards (e.g., drinking outside establishment) 2. help establish responsible management policies <p>Deemed Approved Ordinance (on-sale & off-sale)</p> <ol style="list-style-type: none"> 1. nuisance abatement standards 2. with structure for fee assessments to fund licensee education, inspections & enforcement 3. build community support 	<p>Conditional Use Permit</p> <ol style="list-style-type: none"> 1. Review existing CUP ordinance 2. Stronger enforcement of existing CUP conditions 3. Add conditions for high-risk locations (?) (e.g., servers must be 21, restrictions on happy hour promotions) 4. In some cases, negotiate conditions with licensee

Developing Logic Models

Core Competency: Developing a Framework or Model of Change (Benefits of Logic Models)

1. They insure clarity on precisely how the group intends to make a difference.
2. They establish a common language for how things will improve.
3. They keep the focus on outcomes.
4. They integrate planning, implementation and evaluation.

Core Competency: You've Already Started Crafting Your Logic Model by:

1. Clearly Stating the Problem
2. Surfacing the Contributing Factors
3. Identifying Why These Contributing Factors Exist in Your Community

Sample Logic Model

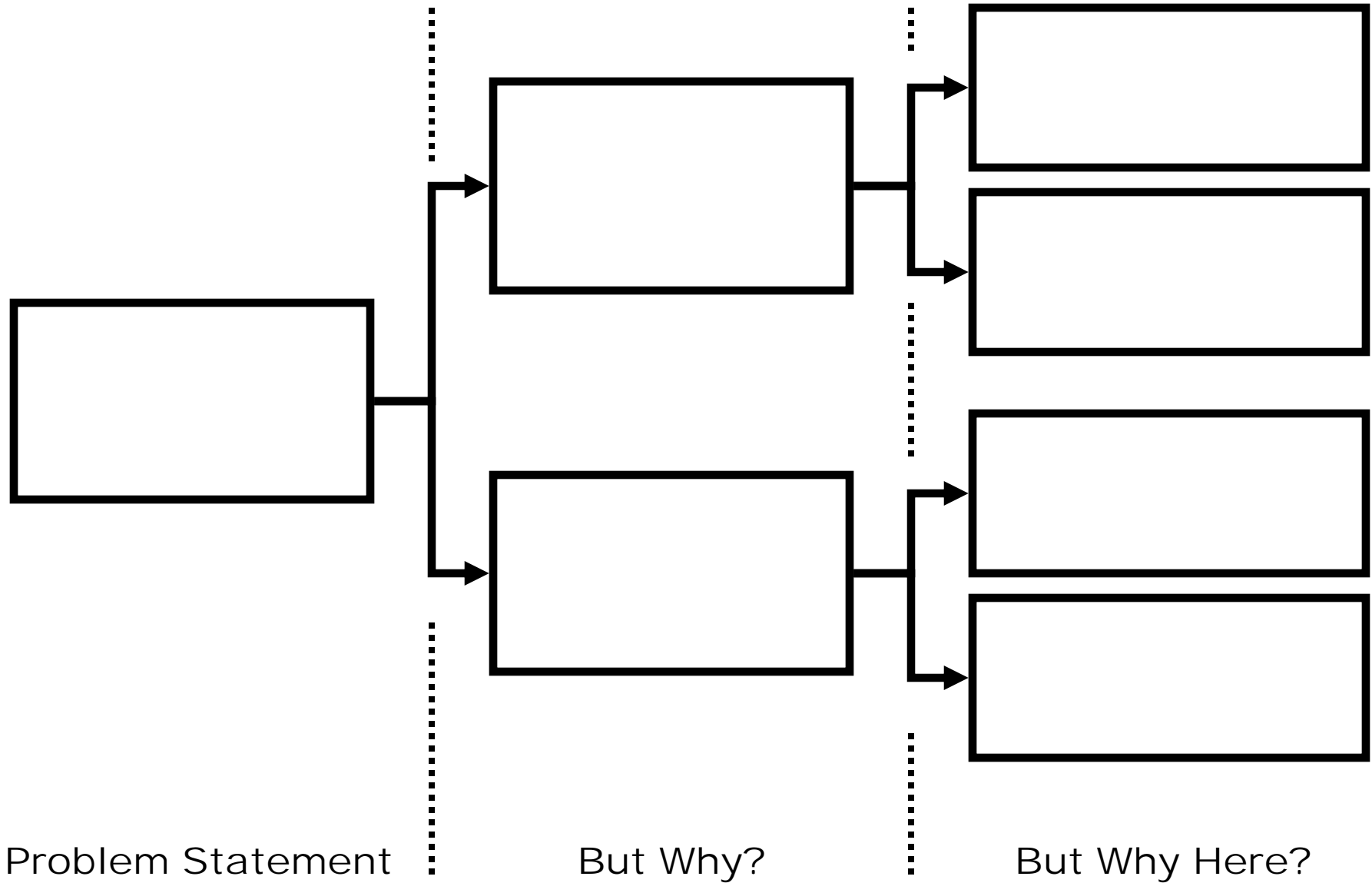
IDENTIFIED PROBLEM	CONTRIBUTING FACTORS	STRATEGIES	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG TERM OUTCOMES
<p>Problems related to licensed alcohol establishments</p> <p>High rates of Part 1 and 2 crimes requiring police response in "Hot Spots" areas with high concentrations of licensed establishments:</p>	<p>Over-concentration of alcohol outlets in downtown areas of Cotati & Petaluma</p> <p>New development in all 3 cities which may include increases in alcohol outlet density leading to creation of hot spots.</p>	<p>Develop, adopt & implement Deemed Approved Ordinance (DAO) covering all on-sale & off-sale alcohol outlets with Fee Assessment Structure to fund regular compliance checks (Cotati/Petaluma)</p>	<p>Development, adoption and implementation of a DAO with Fee Assessment Structure</p> <p>Owners, managers, employees of DAO businesses, & community members educated about the DAO & fee assessment.</p>	<p>Increased funding for enforcement.</p> <p>Regularly scheduled education, inspection & compliance activities.</p> <p>Increased compliance with nuisance standards.</p> <p>Decrease in nuisance activity and crimes associated with former "hot spots".</p>	<p>Increased safety and improved perception hot spot areas by community residents</p>

Sample Logic Model

IDENTIFIED PROBLEM	CONTRIBUTING FACTORS	STRATEGIES	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG TERM OUTCOMES
<p>Problems related to social sources of alcohol</p> <p>Adult/Peer social hosts for drinking parties where binge and underage drinking occur, leading to problems such as: noise, vandalism, injuries, assaults, unwanted sexual activity, DUI crashes, & negative impacts of quality of life for residents</p>	<p>Parental & community norms that allow for teen and young adult binge drinking parties, by: modeling drinking party behavior; condoning underage or young adult drinking parties, directly or indirectly; or not addressing the problem (actively or passively ignoring the problem).</p>	<p>Develop, adopt & Implement Social Host Ordinance (SHO) (Petaluma)</p> <p>Create strong public awareness component including parent pledge campaign and build community support for this approach.</p>	<p>Educational materials describing SHO developed.</p> <p>Development, adoption & implementation of SHO.</p> <p>Community members, parents educated about the SHO and how it can help reduce youth binge drinking and related problems</p>	<p>Increased enforcement of drinking parties where binge and underage drinking occur.</p> <p>Reductions in number of Adult/Peers who host drinking parties where binge and underage drinking occur.</p>	<p>Reductions in problems associated with drinking parties such as: binge drinking, noise, vandalism, injuries, assaults, unwanted sexual activity, DUI crashes, & negative impacts of quality of life for residents.</p> <p>Further reductions in number of Adult/Peers who host drinking parties where binge and underage drinking occur.</p>

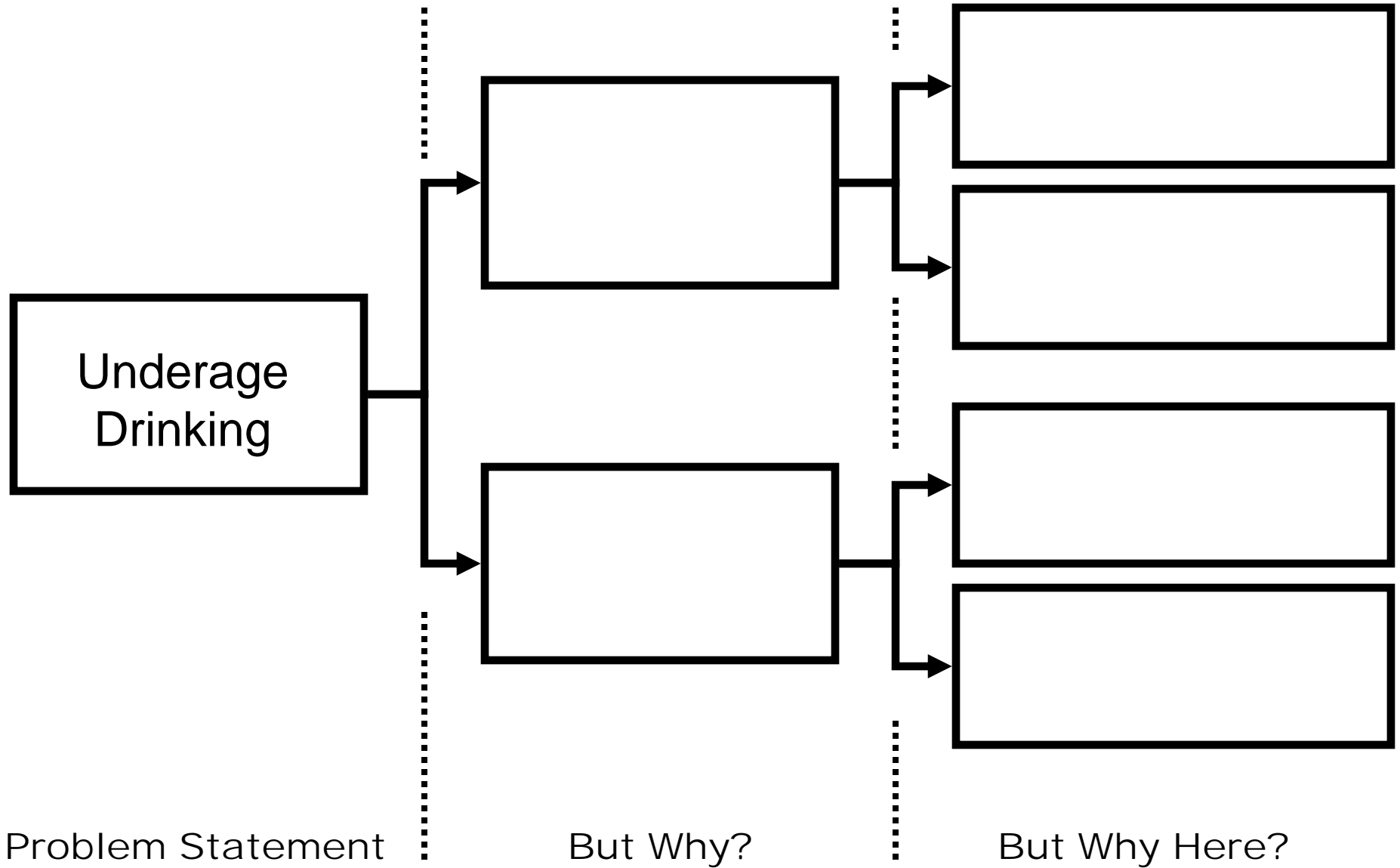
Community Anti-Drug Coalitions of America

Building Drug-Free Communities



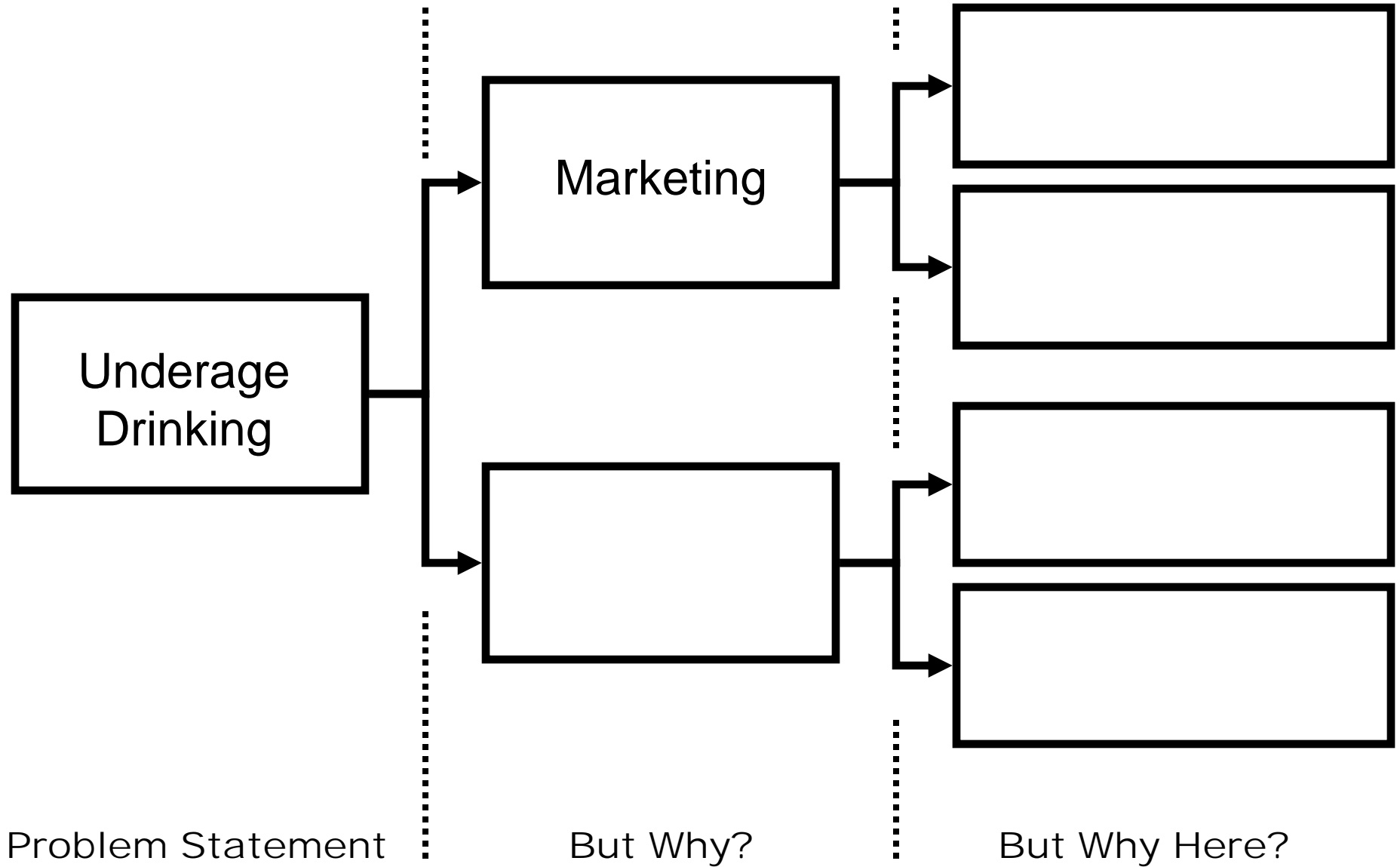
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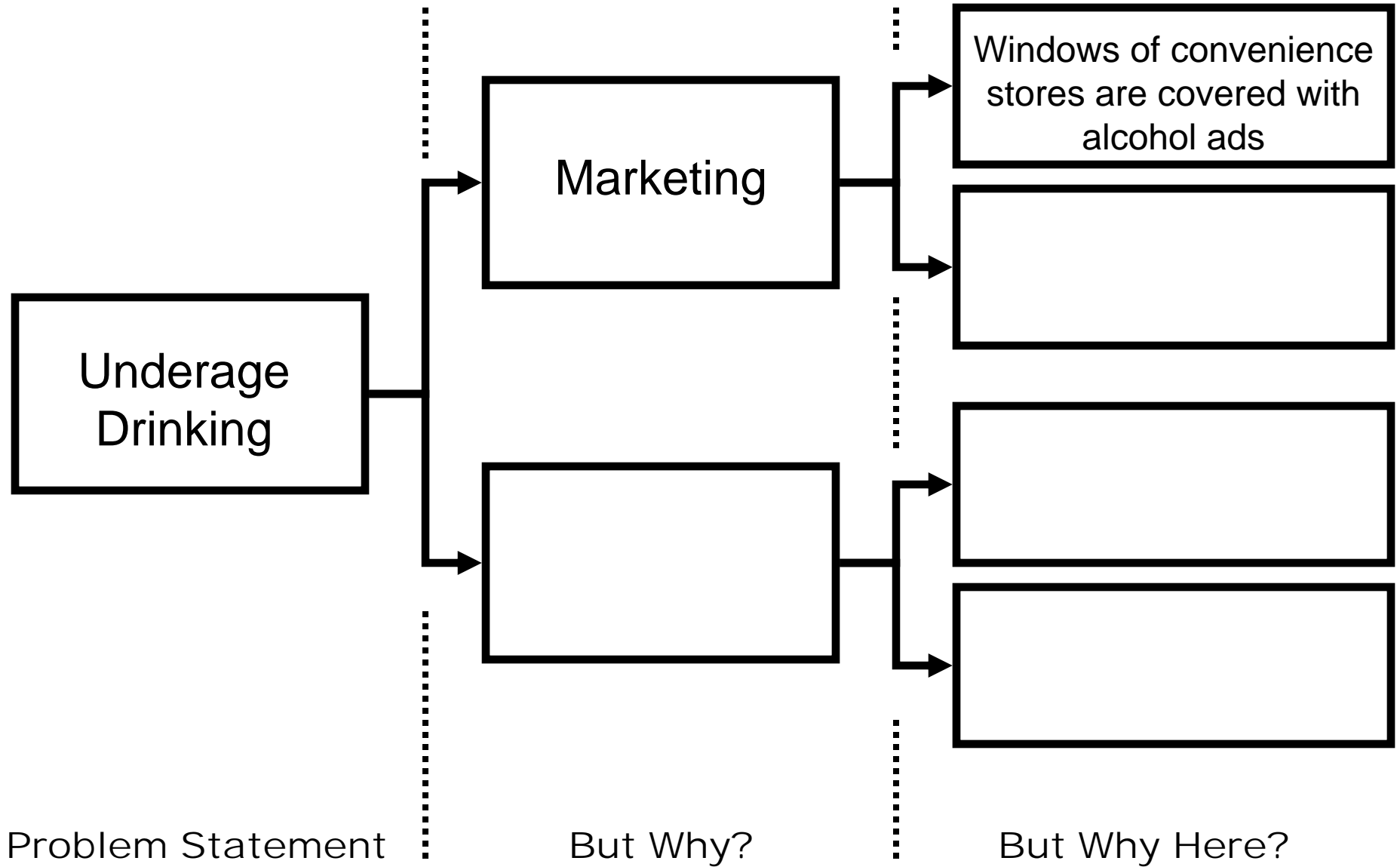
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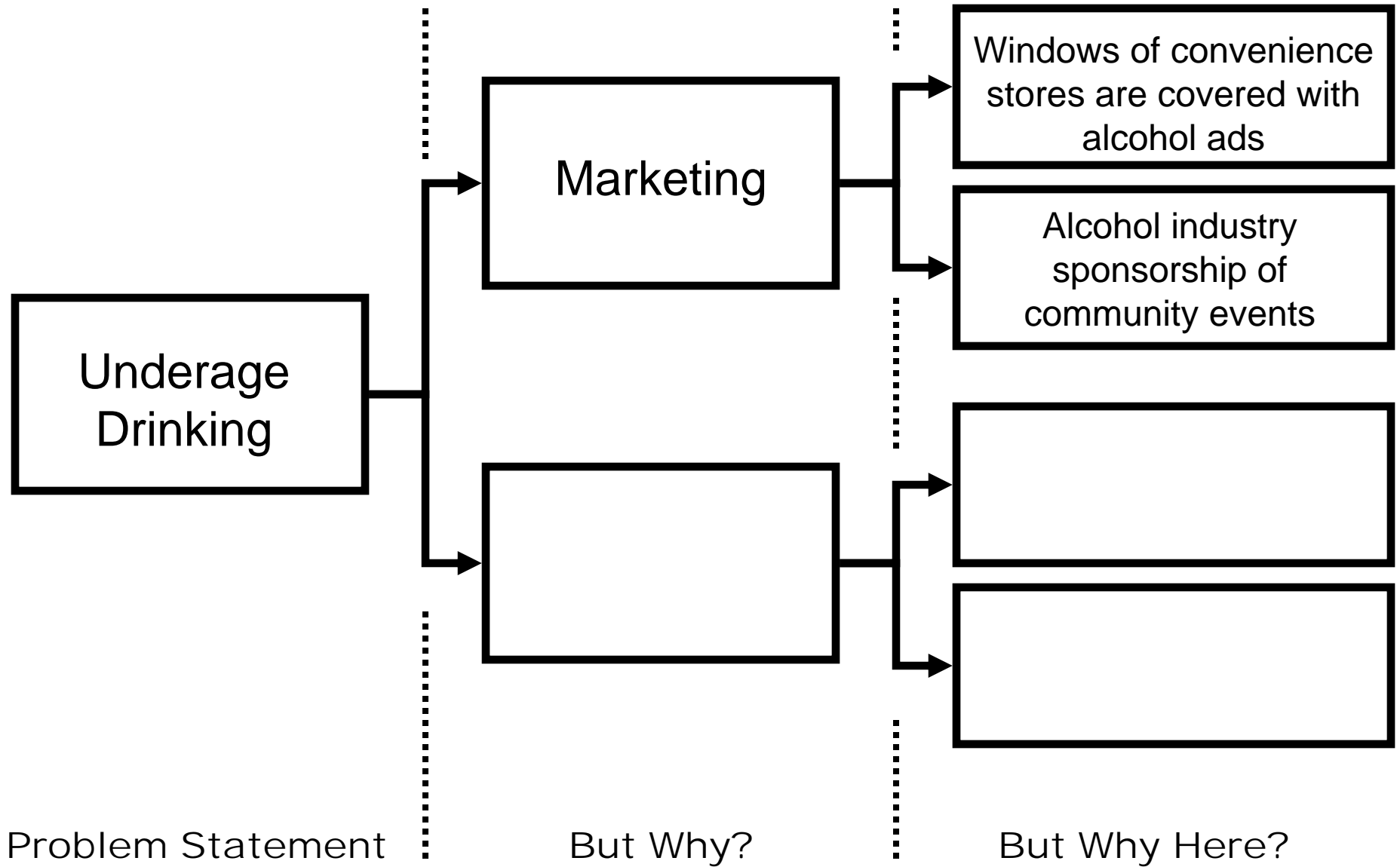
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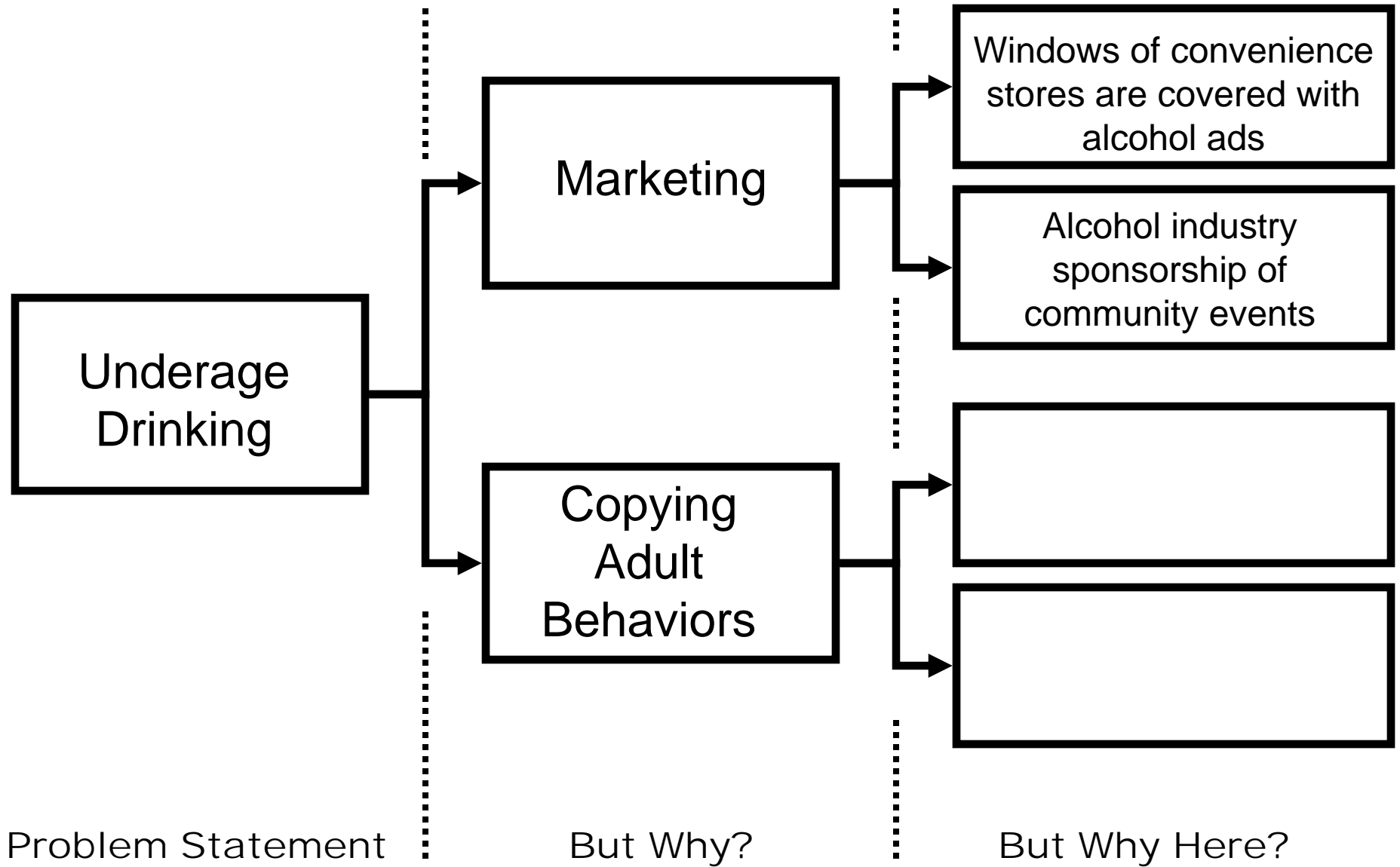
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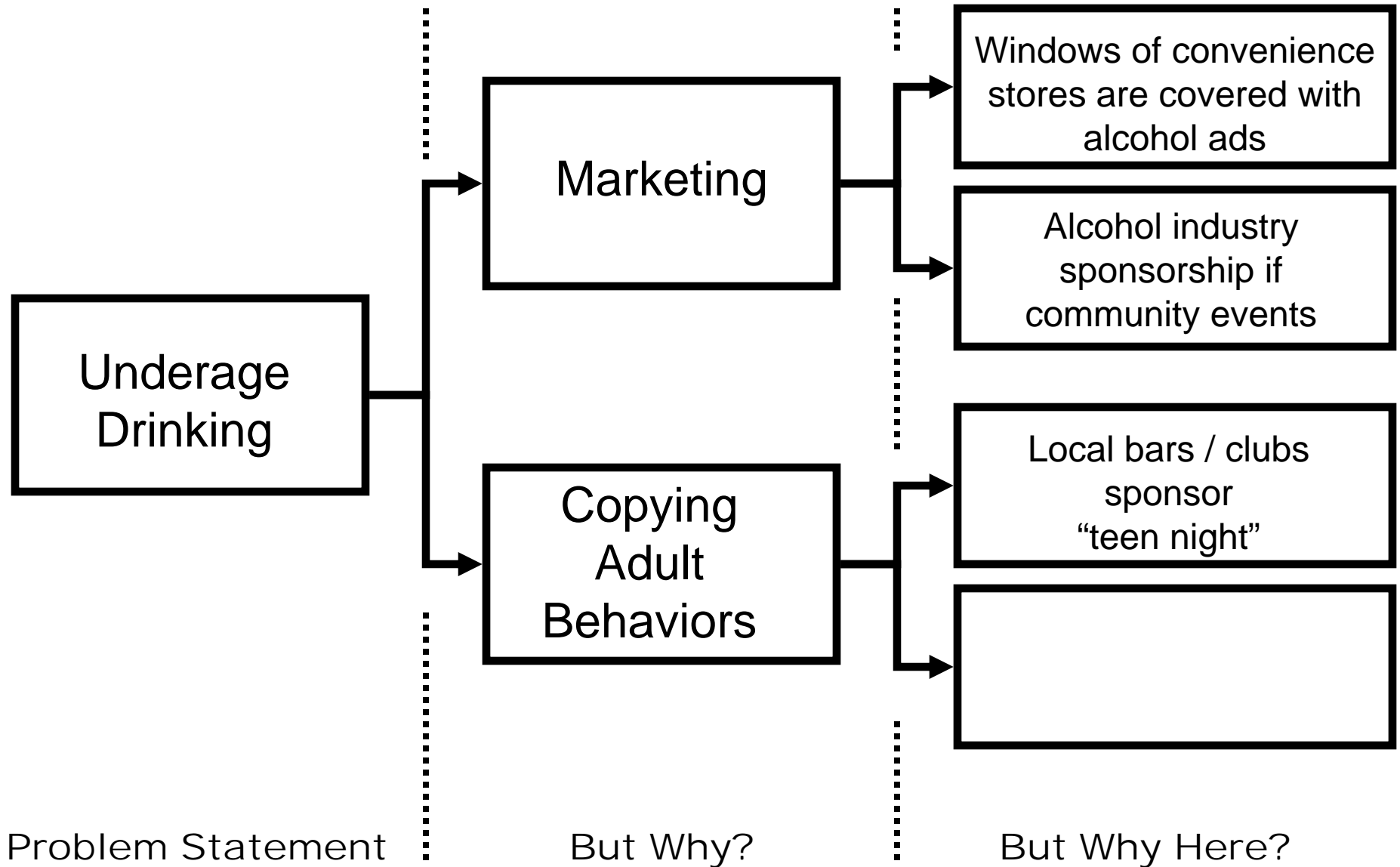
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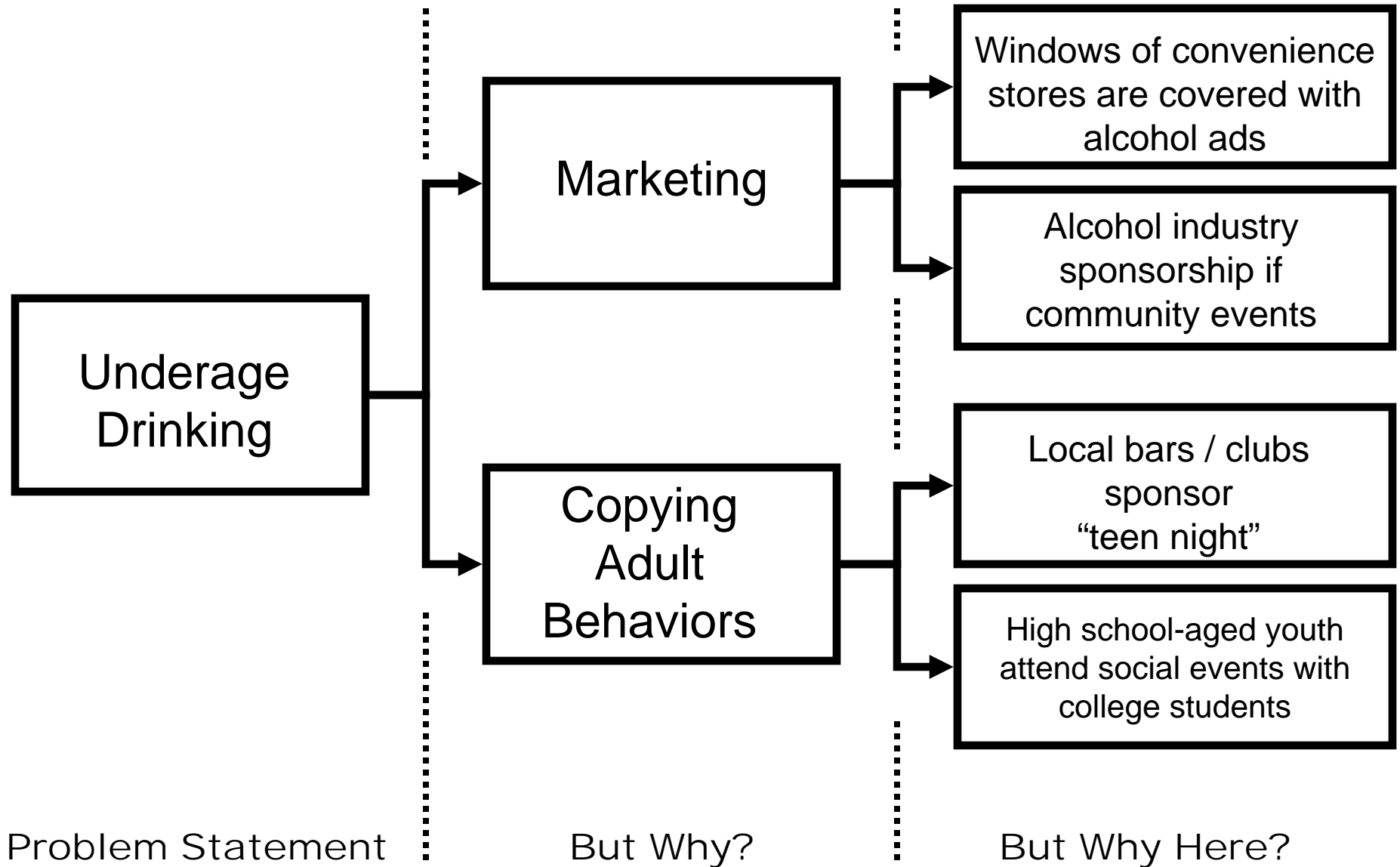
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Developing a Logic Model: Full Group Exercise

IDENTIFIED PROBLEM	CONTRIBUTING FACTORS	STRATEGIES	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG TERM OUTCOMES

Developing a Logic Model: **Small Group Exercise**

IDENTIFIED PROBLEM	CONTRIBUTING FACTORS	STRATEGIES	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG TERM OUTCOMES