A Handbook for Participatory Community Assessments

Experiences from Alameda County

Alameda
County
Public
Health
Department

2004

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THE CALIFORNIA ENDOWMENT

A HANDBOOK FOR PARTICIPATORY COMMUNITY ASSESSMENTS

EXPERIENCES FROM ALAMEDA COUNTY

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Dedication

This handbook is dedicated to the community residents and service providers who entered into a partnership with the Alameda County Public Health Department in 1998 to design and implement a community health assessment model.

Acknowledgments

We thank all the members of the South Hayward Neighborhood Collaborative and the Livermore Neighborhood Coalition for sharing their opinions and experiences with the staff of the Alameda County Public Health Department. You have changed the way we work with communities.

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The Livermore Neighborhood Coalition Assessment Committee

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The community lies at the heart of public health… Success with public health policies and programs depends upon the extent to which they reflect the community's values and priorities.

—Toby Citrin

Introduction

In 2000, the Alameda County Public Health Department partnered with two neighborhood groups, one in Livermore and one in South Hayward, to conduct participatory community assessments. The assessments collected information on assets and priorities in the two neighborhoods and called for community action to create a safe and healthy environment.

An assessment *is a specific way to identify problems, needs, and strengths in a community to make decisions, set priorities, set objectives, and explore ways to take action.*

This handbook documents the process that we underwent in hopes of helping others who are considering conducting participatory assessments in their communities. The handbook is especially intended for partnerships between community groups and public health departments. We have enhanced the handbook by adding general tips and examples.

The handbook is organized into nine steps. These steps do not have to be done in the order described. Rather, they are intended to be a guide to the process. In some cases, steps may be repeated before moving on to other steps. It's also important to keep in mind that you don't have to do all these steps by yourselves. You can always ask for help from people who have expertise in certain areas. Moreover, you don't have to wait to finish the assessment to engage in action. You can take action during the assessment process.

The nine steps to neighborhood assessments are:

Step 1: Building partnerships for community assessment

Step 2: Initial planning activities

Step 3: Setting the direction of the community assessment

ICON KEY

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☞	Tips
✎	Action Steps
🏘	Stories

Step 4: Developing indicators

Step 5: Choosing your data collection methods

Step 6: Collecting the data

Step 7: Sharing the results

Step 8: Writing a community action plan

Step 9: Evaluating the community assessment

We have also included stories selected by the Livermore and South Hayward neighborhood groups, which illustrate how the assessment process worked in practice. Tools designed by the two neighborhood groups are included in the Appendices.

Partnerships

The importance of partnerships was evident as the Alameda County Public Health Department, the Livermore Neighborhood Coalition and the South Hayward Neighborhood Collaborative worked together to complete an extensive process of participatory community assessments. With the following as an introduction to the partners, the section on Building Partnerships to Improve Community Health will describe how these partnerships were created and sustained for the duration of the community assessments.

The Livermore Neighborhood Coalition

The Livermore Neighborhood Coalition is a neighborhood-based group in a ten-block area of Livermore. The Coalition was formed in 1998, after a series of drive-by shootings prompted the residents to ask the Livermore Police Department for action. The Livermore Police Department developed a Community-Oriented Policing Unit to form partnerships with community residents to fight crime. They believed that long term community change occurs when residents are actively involved in the planning and implementation of activities to address neighborhood concerns. The neighborhood boundaries were defined by the residents and the police based on the presence of gangs, crime, drug dealing, and litter in the area.

Vision

Together, the members of the Livermore Neighborhood Coalition created a vision that reflected neighborhood concerns:

- abandoned cars removed
- no litter
- grocery carts removed
- on-site apartment managers
- no vandalism
- no gangs
- children supervised
- no reckless driving
- noise minimized
- children play outside free from violence and drugs
- neighborhood cares about children and all residents

Members and Partners

The membership of the Livermore Neighborhood Coalition consisted of core residents, officers from the Livermore Police Department, and staff from the Alameda County Public Health Department. This group formed the partnership for the assessment. There was a chair and a co-chair who were both neighborhood residents. The residents were the decision-makers for the Coalition and set the direction for action. Decision-making by the core Coalition members was done either informally or formally by a majority vote of those who were present. The agencies (i.e. the Police Department and the Public Health Department) provided resources, support, and technical skills.

South Hayward Neighborhood Collaborative

The South Hayward Neighborhood Collaborative (SoHNC) is a group of dedicated residents, working together with faith leaders, public agencies, and community organizations to improve the quality of life in South Hayward for families and children. At the time SoHNC conducted the assessment, it had a history of over 13 years of successful community activism by its resident members. The SoHNC structure reflected the dedication of residents to community improvement through:

- services developed and provided by residents
- commitment to support development of new community leaders
- partnerships with other groups and organizations dedicated to values similar to those of SoHNC

The organizational and public agency partners acted as fiscal agents, resources, and decision-makers along with the residents. Together, they set the direction for what actions to take. Members frequently wore many hats, as providers of services, community advocates, and activists.

Vision

The vision developed by SoHNC is as follows:

> South Hayward is a healthy, prosperous community made up of families; with happy successful children; that is safe and alcohol and drug-free; with respect for ethnic and cultural diversity; and, with a thriving economy.

Mission

SoHNC's mission statement states:

> South Hayward is a living neighborhood of hope, dignity, and strength. The mission of SoHNC is to preserve, strengthen, and empower our families, households, residents, and community; increase economic development; promote a safe and healthy environment by developing, through collaboration and advocacy, new and enhancing existing services; promoting optimal access to health care; preserving and strengthening the family unit, celebrating cultural diversity; and providing a focal point for access to address the health and basic needs of our families.

Members and Partners

SoHNC had two main partners from Alameda County that were involved in the assessment process: the Interagency Children's Policy Council and the Public Health Department. The Interagency Children's Policy Council (ICPC) members are made up of various agencies within the Alameda County government system, including the Health Care Services Agency, the Probation Department and the Social Services Agency. The purpose of ICPC is to create systems change within the participating agencies to improve their responsiveness to community needs. In particular, services are funded to keep at-risk youth from experiencing out-of-home placements. For this purpose, ICPC has funded various services and activities in South Hayward through

SoHNC. In 1999, ICPC identified funds for SoHNC to complete an evaluation of SoHNC's work.

Alameda County Public Health Department

The Alameda County Public Health Department serves one of the nation's most racially and ethnically diverse regions. Although the department provides essential services—assessment and evaluation, disease prevention and control, community mobilization and outreach, education, policy development, and assurance of access to quality medical care services—it realizes that the scope of public health is much broader than these services.

In 1993, the Director of the Public Health Department, Arnold Perkins, began moving programs and staff geographically closer to the communities served. The task of putting the "public back in Public Health" has been called the "New Public Health", since it requires staff to work differently with the community. Carrying out these changes has been an ongoing challenge. One of the main activities of the Public Health Department has been to assess the current health status of county residents. Under the "New Public Health", the Public Health Department has expanded its assessment activities. Along with collecting traditional health data about illness and disability, the health department works in partnership with community groups and residents to determine community needs and priorities, and mobilize the resources to meet these needs.

The aims of the Alameda County Public Health Department in conducting a community assessment in partnership with the two neighborhoods in Livermore and South Hayward were the following:

- to design and implement an ongoing community assessment process that brings community and Public Health together to set health priorities based on community perceptions and health data

- to develop a health planning process driven by community health assessment outcomes that will impact public policy and community resource allocation through community/Public Health Department partnerships

- to implement effective health promotion interventions through community/Public Health Department partnerships that will result in healthier communities as defined by mutually agreed upon traditional and non-traditional community health indicators

Mission

The mission of the Alameda County Public Health Department is to work in partnership with the community to ensure the optimal health and well-being of all people through a dynamic and responsive process respecting the diversity of the community and challenging us to provide for present and future generations.

Partners

Alameda County Public Health Department has a long history of working in partnership with communities, community groups and other agencies to protect the public's health. The Public Health Department currently works collaboratively with medical service providers, schools, faith groups, neighborhood groups, community-based organizations, city agencies, individuals and families to provide critical health and social services. However, making a commitment to enter a partnership to conduct participatory assessments with two community-based groups was a major shift in *how* the department worked with communities.

Principles of a Participatory Community Assessment

In participatory community assessments, the process is as important as the results. In partnership with the South Hayward Neighborhood Collaborative and the Livermore Neighborhood Coalition, the Alameda County Public Health Department conducted community assessments according to four key principles. These principles were developed through the work group on Assessment Protocols for Excellence in Public Health (APEX-PH), which consisted of staff from the Public Health Department, the University of California at Berkeley, and representatives from community organizations. These four principles involve:

- partnership and relationship building

- community capacity building

- community driven process

- emphasizing community assets

A partnership *is an agreement between two or more partners to work together to achieve common aims.*

Key Principle 1: Partnerships and Relationship Building Are Fundamental to the Community Assessment Process

Relationships among people and organizations are the real foundation of a community assessment. Trusting relationships are key to developing a shared community vision and conducting a community assessment. This is why the first step in this handbook is dedicated to building partnerships.

Community capacity building *means actively nurturing the sharing of knowledge, assets, traits, resources, skills, relationships and social structures that can strengthen a community.*

Capacity *includes the community's commitment, resources, and skills that can be called on to build community strength and address problems.*

Key Principle 2: A Community Assessment Must Build the Capacity of Communities to Solve Problems and Increase Strengths

This principle is based on the belief that communities have individuals, organizations, and organized entities that can come together to understand, make decisions and carry out actions for their communities' benefit. In order to make community change sustainable, it is critical to build the capacity of community residents. In the future, they can build upon their own skills to conduct an assessment. Community capacity building happens throughout each step of the assessment. The role of professionals is to partner with communities, helping to facilitate the development of community capacity and foster change in the social and environmental conditions that affect communities. Professional staff members, such as those who work in public health departments or private agencies, are accountable to communities and share control, power and resources with those communities.

Through the assessment process, the residents of Livermore and South Hayward gained the skills to collect information that they needed. They will be able to use these skills in the future with little help from the Public Health Department or other organizations. Conducting the neighborhood assessments was also a capacity building process for the Public Health Department and other partner organizations. Knowledge and skills were transferred from the community to the Public Health staff and other organizational partners. These new partnership skills increased the likelihood of developing successful health promotion activities together in the future.

A community *consists of the place and interdependent relationships that bond people together. The place is the physical neighborhood, city, county, country, etc. that people occupy. The relationships may include shared identity, memberships, values, needs, and history.*

Key Principle 3: A Community Assessment Must be Community Driven

Another key principle is that the community assessment process needs to be driven by community residents. This means that residents decide if they want to do a community assessment, what they want to assess, how they want to do it, how they want to present the results, and how they want to use the results for community action. Community-driven interventions are most successful when the community has a central role in identifying issues and defining interventions. (Institute of Medicine, 1988). This was the case in South Hayward and Livermore where residents were central to designing and developing the assessments. Staff from the Public Health Department provided resources, technical skills and guidance to complete the assessments.

Key Principle 4: Emphasize Community Assets

The emphasis on community assets goes hand in hand with the principle of community capacity building. Assets in communities come from the individuals, groups, organizations, and institutions. Participatory community assessments stress the identification and nurturing of community assets that will support positive health changes. They are focused on strengths and resources, rather than needs. (Minkler, M., 1997)

Community assets *are resources in the community that can be used to improve the quality of life.*

Here are some examples of community assets.

Qualities of Residents	Assets
Residents who like to read	Can mentor children, read to frail adults
Residents who like to garden	Can share information about gardening or watch out for children to walk and play safely
Residents who like to volunteer	May be willing to be part of a neighborhood watch
Retired residents	May be willing to drive a senior to go to the doctor or to take them grocery shopping
Churches	May offer space for community meetings
Schools	May distribute community meeting flyers through the students
Other resources and organizations	May contribute money, services, or space

Community assets should be identified by the residents who live in the area. It is often difficult for people who do not live in the area to know what is, or can be, an asset.

Connecting the individual and group assets can increase the strength of the entire community. In addition, the process of identifying community assets helps residents to better utilize the resources that exist in their community and develop skills they can use in future assessments or in solving problems.

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Step
1

Building Partnerships for Community Assessment

It is going to take more than the health department to produce healthy children. It is going to take more than the school system to produce children succeeding in school. It is going to take more than the police department to produce safe communities. It will, in fact, take partnerships made up of many different players from across the community's public and private sectors.

—The Foundation Consortium

Partnerships are very useful in conducting a community assessment because they allow you to take advantage of the resources that different players bring. A typical partnership consists of community residents, public agencies, and community based organizations. Each member plays a key role in bringing vital resources to the community assessment. To conduct a community assessment, you can build upon existing relationships to form a partnership or establish a new partnership. Regardless of whether it's a new or an existing partnership, behind each successful partnership is a trusting relationship among the partners.

`Step 1` considers the function of partnerships and the role of partners in assessments. Sections included in Step 1 are:

- Characteristics of a Successful Partnership
- How to Build a Successful Partnership
- Determining a Partnership's Readiness to Conduct a Community Assessment

ICON KEY

- Contents
- Tips
- Action Steps
- Stories

Collaboration involves working together, teaming up, sharing responsibilities, or joining forces to create community intervention programs to promote health and effect behavior change or achieve goals.

—N. Modeste, 1996

Characteristics of a Successful Partnership

Successful partnerships are where partners:

- have equal power for decision-making and problem solving
- mutually benefit from the relationship
- are open to hearing ideas and opinions of others
- are patient and willing to work through differences
- trust each other's commitment (time, resources) to shared goals
- act on results together
- show each other respect and sensitivity
- communicate well with each other

How to Build a Successful Partnership

There is no cookie-cutter approach on how to build a successful partnership. However, here are some tips based on our experience:

- Rotate facilitation.
- Have ground rules that everyone can agree on.
- Think about who has more power in the situation and try to make sure that everyone has equal power.
- Pay attention to how decisions are made.
- Have a decision-making system that gives partners equal power.
- Periodically assess how the partnership is going and adjust.

Determining a Partnership's Readiness to Conduct a Community Assessment

Because undertaking a community assessment is a rigorous exercise, it requires community residents, organizations, and the Public Health Department to form strong partnerships. When your partnership is getting ready to conduct a community assessment, you can ask the following questions to see if your partnership is ready.

- Does the partnership offer benefits to all?
- Who has the power in the relationship? Is it equal? Who leads the group meetings?
- Is there openness from the organization partners to hear opinions and priorities from others in the community?
- Is there agreement to act together on community priorities? If not, is there agreement on how the priorities will be selected for action by the partnership?
- Do all partners believe that trust can be built between the partners?
- Are the partners respectful and sensitive to other partners?
- Can the partners work toward a shared goal?

The responses to these questions can provide the partnership with an awareness of the structure and relationships within the partnership. There may be areas that need to be changed in order to establish a successful partnership and to accomplish the assessment purpose. Time, patience, and energy are needed to achieve the structure acceptable to all members of the partnership. The most important issue is to know who controls the power and decision-making for the group and agree to change or accept it.

Stories from the Neighborhoods

Here are some stories from the two pilot neighborhoods and some lessons learned about building partnerships.

How the Partnerships Were Formed

The partnerships in the two pilot neighborhoods were formed in very different ways. In South Hayward, a partnership was formed based on an existing relationship between SoHNC and the Public Health Department. SoHNC was open to conducting a community assessment, but at first they had some concerns. South Hayward had a history of being assessed by outside agencies and SoHNC members were not convinced that another assessment would benefit the community. They suggested that the Public Health Department staff come to the SoHNC committee meetings to hear their concerns and learn more about SoHNC, and then identify what the focus of the assessment should be.

The Public Health Department staff attended the committee meetings for two months, then based on what they heard, presented a proposal for an assessment and evaluation to SoHNC members. The proposal had two components: 1) to gather information on the issues that the committees had raised; and 2) to evaluate the impact of the work of SoHNC in the community. These areas were important to both the SoHNC members and the Public Health Department. As a result, SoHNC decided to form an assessment and evaluation committee. The committee was made up of resident members of SoHNC and their organizational partners. The committee met monthly for two-and-a-half years to complete the assessment and evaluation.

In Livermore, the partnership developed through a different process. The Livermore Police Department was already working with some residents to address the high crime rates in the neighborhood. At the same time, the Public Health Department was looking for a partner to conduct a community assessment. Several public health nurses working in the area were aware of the community policing efforts in Livermore and acted as a link between the Public Health Department and the community policing efforts. The Public Health Department staff contacted the Police Department, and together with community residents, formed the Livermore Neighborhood Coalition. The residents and the police department welcomed the new partner. The new partnership developed a vision of what they wanted their neighborhood to be like in five years. After this process, the residents wondered if their vision was shared by the larger neighborhood. The Public Health Department offered resources to gather this information and the group decided to conduct a community survey. The plan was to collect the information and act on the results to improve the community's health.

Clear Roles of Partners

In order for a partnership to work smoothly, it is helpful to have clear roles for each member of the partnership. The role of the Public Health Department was initially unclear to residents in Livermore. Initially, Livermore residents thought that the role of Public Health Department staff was to provide health services. Later however, they recognized that by working together on issues of violence and gangs, the Public Health Department was also working to improve the public's health in general.

Good Communication Between Partners

The ability to communicate well is a key component of a strong partnership. One example of the need for communication was when SoHNC was involved in a strategic planning process, which resulted in a three-year plan. Since the strategic planning work group included some of the assessment committee members, several members who were on both committees became concerned that they would use assessment results for more planning, rather than for action. A second concern was that the groups might duplicate each other's work. The partnership discussed these concerns openly, and therefore, was able to avoid the tensions that these concerns might have created. Steps were taken to avoid duplicating any work and to ensure that the assessment results were considered in the strategic plan. This showed the group was able to prevent problems through good communication and demonstrated the strength of the partnership.

Shared Deadlines

Members of any partnership have outside commitments and deadlines. Deadlines that directly affect the group need to be shared as early as possible so the group takes the responsibility for meeting them. This was a lesson learned through experience in the partnership in South Hayward. Although a deadline for grant funding that supported the assessment affected the SoHNC work group, the Public Health Department who had received the grant, initially did not share the deadlines with the work group. The Public Health Department staff initially thought that since the work group's timeline was in line with the funding deadline, there was no need to communicate the grant deadline and burden the group. However, data collection was delayed and the funding deadline became an issue towards the end of the assessment. At that time, the Public Health Department staff raised the grant deadline issue to the work group. This created frustration among work group members because they felt that it should have been shared from the start. Since the group made decisions about how to spend the funds, they also needed to know about grant requirements. Fortunately, the group was able to ask the foundation for an extension which was approved.

Importance of Informal Relationship Building

Relationship building is an important part of forming a partnership. It can occur during meetings, but also in other informal ways. In Livermore, changing the meeting site from a school to people's homes helped to build better relationships within the group. The Livermore Neighborhood Coalition meetings were initially held at the middle school in the neighborhood. As a small core group emerged, the school site did not seem necessary for the monthly meetings. At one point, a school holiday prevented the use of the school for a core group meeting. A decision was made to move the meeting to a member's home. From this time forward, it became routine to have core group meetings at the members' homes. Other residents opened their homes to host meetings as well. This promoted an increased closeness within the group, sharing food, celebrating birthdays, hearing vacation news, and showing family photos.

Building a Sense of Community

Planning for neighborhood events and celebrations offers opportunities to work together on activities that are fun, give immediate results, build a sense of community, and strengthen a partnership. The Livermore Neighborhood Coalition decided to hold a street barbecue and clean-up day in October 1999. This was the first event that was held after the Coalition was formally organized. The members wanted to introduce themselves and recruit additional neighbors to join the Coalition. The Coalition members went door to door in the neighborhood, letting neighbors know about the event. The day of the event there was a major storm. However, the group decided to get an awning for the barbecue and go forward. Despite the rain, families came out for hot dogs, the dumpster was filled with trash, and teens helped pick up old mattresses and tree branches in the neighborhood. Over 50 residents came out in the rain for the event. The Coalition and partners shared the success of bringing the neighborhood together.

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Step
2

Initial Planning Activities

By working together we are making a difference!

—South Hayward Neighborhood Collaborative

A community group may decide to do a community assessment for a number of reasons including:

- to empower the community through obtaining information
- to gain community support for an issue
- to stimulate action based on information
- to set the direction of the group's work
- to collect information about the process of change or action
- to measure results of the group's work

For whatever reasons your group decides to conduct a community assessment, initial planning is key to making your assessment process a success. `Step 2` will guide you through activities to help plan for the assessment. These are:

- forming a work group
- developing a timeline
- collecting and reviewing existing community information

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Forming a Work Group

One way to begin the task of collecting information is to form a work group. A work group is made up of representatives from the community group and their organizational partners. Forming a work group helps identify a small group of people who are willing to carry out the tasks of the assessment. Members of the work group should agree to:

- commit time to complete the work
- develop questions, identify ways and resources to collect information
- implement the information collection
- share results with the community
- complete ideas for action based on results of the information gathered

Developing a Timeline

There should be an overall timeline for the assessment with specific timeframes for the activities. Your work group should finish reading through the rest of the handbook to figure out what activities you want to take on; then develop a timeline before you get started on all the activities. A sample timeline used by the South Hayward Neighborhood Collaborative is included in Appendix A.

Collecting and Reviewing Existing Community Information

The first task for the work group is to see if the information they want is already available. This way, they can build on information already collected and can avoid duplicating the work. It also can help direct the group's work by focusing in on areas where they don't have enough information. In addition, it avoids frustration in communities that have been assessed many times. However, in some communities, there will be very little information available on the neighborhood and the work group will have to begin from scratch.

One place to look for community information is previous assessment reports completed by other groups and organizations. Many groups and organizations collect information to guide their work, to determine where to place resources, and to ask for community input in making decisions. The work group should try to get copies of any reports written by other groups on the neighborhood or the city. Read the reports to answer the following questions:

- Who collected the information?
- Why was it collected?
- How was it collected?
- What was found?
- How was the information shared with the community?
- How was the information used for community improvement?

Where to Find Existing Community Information

Information about the health of a community may come from several sources. They include local health departments, police departments, other public agencies, community organizations, faith organizations, schools, and hospitals.

Local Health Departments

Local health departments have information about births, deaths, causes of death, diseases, and hospitalizations at city, county, state, and national levels. This information can usually be separated into groups by age, sex, and race/ethnicity. Information for small areas or neighborhoods is not always available.

At the Alameda County Public Health Department, community, city, county, state, and national reports/assessments are reviewed by the Community Assessment Planning and Education (CAPE) Unit. The technical staff interprets the information as it relates to Alameda County.

Police Departments

Local police departments gather crime data. Information requests can be made directly to the main office of the police department. This information will usually be broken into smaller neighborhood areas and can be helpful when working on safety issues. Check the first page of the phone book for the non-emergency number for your local police department.

Other Public Agencies

City and county agencies routinely collect information about their jurisdictions. Many agencies are now posting information on their websites. You can also look in the telephone book for their contact information. Other agencies that may have the information you want are shown below.

County	City
Board of Supervisors	City Council offices
Social Services Agency	Housing Authority
Area Agency on Aging	Chamber of Commerce
Probation Department	City Health Department (for some cities)
Health Care Services Agency - Behavioral Care (mental health), Public Health, and Environmental Health Departments	
Planning Department	

Community Organizations

Community organizations provide many health and social services. They often collect information about whom they serve. Many organizations are willing to share the information if it is not confidential. Another excellent source is the United Way. They often have information about whom they serve and have reports that they may be willing to share.

Faith Organizations

Religious groups are often concerned about the health of their community. Some groups collect information to plan services for their congregations and to apply for funding. The information is likely to be about specific groups in a particular geographic area of the community. The local health departments can help identify key leaders in the faith community who are working with health concerns.

Schools

Many schools in California apply for special funding through the state Healthy Start grants. The grants focus on school-based services and activities for children, youth and families. All Healthy Start schools should have completed a community assessment to qualify for the grant. Most schools are willing to share the results with organized groups in their community. Contact the school district in your area or the Healthy Start Coordinator at the school for information about Healthy Start grant assessments.

Hospitals

Hospitals keep information about the people who come to them for services, usually from within a certain geographic area. The information includes the number of hospitalizations, days hospitalized, use of the emergency room, and reasons for hospitalizations. It can be broken down into age, sex, and ethnicity.

Not-for-profit hospitals must do a community health assessment every three years, as required by State legislation SB697. They often focus on the health status of individuals and families in their service areas. Based on the assessment results, hospitals write community benefit plans on how to better serve their communities. The assessment results and plans are available to the public.

Stories from the Neighborhoods

Deciding Whether to Do a Community Assessment

The Public Health Department approached SoHNC about conducting a community assessment. SoHNC was initially reluctant to participate in an assessment since the community had undergone many assessments by various agencies in its recent history. In addition, SoHNC already had laid out their work priorities. They were concerned that conducting another assessment might affect their ability to complete their work plan and stretch their already limited resources. Before making a decision, however, SoHNC gave the Public Health Department reports on previous community assessments and asked them to come up with a proposal. The Public Health Department staff worked with SoHNC Assessment/Evaluation Work Group members to developed a list of topics on which they might want to collect more information and presented it to the larger SoHNC.

At about the same time, SoHNC received funds from the Interagency Children's Policy Council (ICPC) of Alameda County to do an evaluation of their work. An outside consultant had been hired to develop an evaluation plan. Two months after the SoHNC Assessment/Evaluation Work Group began meeting around the process started by the Public Health Department, SoHNC received the final evaluation plan from the consultant.

SoHNC was hesitant about proceeding with either the Public Health Department assessment or the ICPC evaluation process. However, after the Public Health Department clarified that its community assessment model was a participatory process, SoHNC decided to focus on the Public Health Department's community assessment rather than implementing the evaluation plan developed for ICPC. ICPC agreed that combining the evaluation with the community assessment would meet the objectives of ICPC. This decision meant combining different funding sources. It also resulted in an opportunity for multiple agencies to work together with SoHNC to assess the community assets and priorities and the impact of SoHNC's work in the neighborhood.

Step
3

Setting the Direction of the Community Assessment

Each time a person uses his or her capacity, the community is stronger and the person more powerful. That is why strong communities are basically places where the capacities of local residents are identified, valued, and used.

—John P. Kretzman and John L. McKnight

Once you have completed the initial planning activities, it is time to focus your community assessment to ensure that you'll get the information you wanted from the assessment.

`Step 3` will take your group through the process from making a decision to do an assessment to setting the direction of the assessment. This includes:

- developing and using a community vision
- deciding what your group wants to know and why
- focusing on assets and concerns
- selecting the final assessment topics

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Developing and Using a Community Vision

Vision—*where you are headed, the ideal*

Mission—*why you exist, your group's principles*

Goals—*what you expect to achieve in the long run*

A vision is what your group wants the community to look like in the future. A vision should:

- focus on a better future
- encourage hopes and dreams
- appeal to common values within a group
- state positive results
- emphasize strengths
- use words, pictures, or images
- communicate enthusiasm and encourage excitement (Bryson, J.M., 1995)

A vision is important because it is created through a common experience, and can pull many different participants into a close group to share goals and resources for a common purpose. Visioning should be an ongoing activity that can focus planning and action for a group.

Setting the direction of the assessment often starts with a review of your group's vision, mission, and goals. Having a vision is important in doing an assessment because new members and organizational partners need to understand what your group is about and what guides its actions. Taking time to review the vision also can help your group decide if the vision is current and see if it is time to revise the vision. Some groups have a written vision but they may not have a mission or goals. Others may have goals without a vision statement. The information you collect should be guided by your vision and should move you closer to what you think your neighborhood should look like. If your group does not have a vision, this is a good time to develop one. Even if your group already has a vision, this may be a good time to review it, and if necessary revise it. Below are some steps that you can follow to help your group develop a vision.

1. Decide who should participate in creating a vision.
2. Identify someone to lead the group through the exercise.
3. Emphasize to participants that the focus is on the future.

4. Think about the answers to these questions:

   - What things do you want to see improved in our neighborhood? List all the areas.
   - What would it look like if there were improvements in each of these areas?
   - What words best describe the improvements?
   - Which areas are most important?
   - Are there pictures that can strengthen the words?
   - Would others understand this?

5. Identify a small group to refine the wording and graphics.
6. Bring the larger group back together to see if the words and pictures say what the vision was intended to tell others about the future of the neighborhood.
7. Make sure that the vision reflects the community members' input.
8. Finalize the vision to one on which everyone can agree.

Follow the same basic steps if your group needs to formulate a mission statement. See Step 8 for a discussion on how to write a goals statement.

Deciding What Your Group Wants to Know and Why

After reviewing your group's vision, mission, and goals, your work group is ready to look closely at what specific information to collect and why. Be sure to keep the vision, mission, or goals in front of you as you move on to this next step. Here are some questions to ask that will help focus the group. Lead a discussion, guided by the following questions:

1. What does your group want to learn from the community?

2. Why is this information important to your group at this time?

3. Will this information help move your group closer to its vision, mission or goals?

4. Where can you find this information?

5. Who knows this information?

6. Has the information already been collected?

7. By when do you need the information?

Write down the responses and post them where everyone can see them. Before finalizing the recommendations, discuss the responses together, in detail. Only collect information that supports the main reason for doing an assessment and reflects the group vision, mission, or goals. Avoid collecting information that is "nice to have" but is not useful to the group.

Assets *are the building blocks for successful community action. The process of "mapping" or identifying community assets increases community members' skills for future planning and problem solving.*

Focusing on Assets and Concerns

It is important for residents and organizational partners to look at the strengths or assets of the community, in addition to the problems or needs. As discussed in the Introduction under Key Principle 4, building upon community assets is a critical part of the community assessment process. One way to collect information about the assets in a community or neighborhood is through asset mapping. The reference section at the end of this section offers resources for more information about the way to identify strengths in the community.

Selecting the Final Assessment Topics

After going through the visioning process, your group may find that you have identified more topics than you have resources to assess. This is a very common problem. The temptation is to collect all the information that you want to collect. However, it is often better to prioritize so that you don't waste time and money. This step can move quickly or very slowly. It is very important to complete this step to make sure that everyone on the work group is on the same page. Other members of the larger group may want to review and approve the final assessment topics. It is important to prioritize, or to sort your topics by order of importance.

There are several ways to prioritize. The following activity is one way to help your group list in the order of importance the topics on which to focus the assessment.

1. Write the possible topics for assessment on flip charts and post them around the meeting room. Each member of the group is asked to decide the importance of each assessment topic using on a scale of 1 (least important) to 5 (most important). Use the following questions as a guide:

   - How important is the information to your group's vision, mission, and goals?
   - How important is the information to your group's immediate concerns?
   - How likely is it that your group can collect information on the assessment topic?
   - Does your group have the necessary resources to obtain this information?

2. Now that each person has rated the assessment topics, you can take one of several steps to prioritize the topics as a group. One way is to have each person share his/her decisions, see if there are big differences in the group and discuss. Another way is to tally up all the points or calculate the average number of points for each topic and see which topics got most points. Then, you can discuss as a group to see if there is agreement.

Stories from the Neighborhoods

Developing a Vision Statement

The Livermore Neighborhood Coalition was a new community group. The group completed a vision statement at one of their first community meetings. Participants at the meeting were asked what they wanted the neighborhood to be like in five years. The responses were written down and they became the group's vision. The group added a logo to it to make it official. Once the vision was in place, the group realized they needed to see if other residents agreed with their neighborhood vision and the group decided to conduct an assessment.

Importance of Communicating the Group's Vision, Mission, and Values

SoHNC already had written vision and mission statements when they began working with the Public Health Department. These were shared with the Public Health Department staff who guided the group through the assessment. However, in the process of setting the direction of the assessment, SoHNC realized that just sharing the vision and mission statements was not enough in communicating its underlying values to its Public Health partners. It was also discovered that other new SoHNC members also had limited knowledge of these values. The process of reviewing the vision and the mission together with Public Health partners and new members helped identify and fill a gap in understanding of the underlying values of SoHNC. This was key to successfully completing the next set of steps.

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Step

4

Developing Indicators

No matter what problems may exist, it is through finding and using local resources that communities can imagine and implement solutions.

—Center for Collaborative Planning

Now that you have a general framework for the assessment, you can take those ideas and break them down into more specific terms that you can measure. Known as indicators, these measurable parts serve to gauge the health and well-being of the community and track changes over time.

In Step 4, you will develop community indicators to be able to measure the health and well-being of your community. This step includes:

- Defining the Indicators

We have also included stories from the neighborhood to illustrate South Hayward's process for indicator development.

Indicators *are measures of health and well-being in a population. Indicators take general ideas and put them in more specific terms that you can measure.*

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Defining the Indicators

In order for them to be useful, the indicators you choose should reflect your group's vision, mission, and goals. For example, if your group wanted to find out about people's health status, you would begin by asking yourselves, "how would we know if someone is healthy?" One measure might be the percent of people who exercise at least three times a week. You may also want to think about another way to know if someone is healthy, such as having health insurance or having a regular doctor. There are some basic indicators that are traditionally used by researchers. You may want to look at those indicators to see if any of them would be useful to you. You can choose not to use them if they don't exactly match what you are looking for. You can also develop new indicators that are custom tailored for your needs. At this time, your group also may want to consider bringing in a technical consultant. A skilled consultant can help your group to choose indicators that can be measured.

Here are some questions to help you lead a discussion about what indicators you want to use for each topic of the assessment.

1. Start with your vision and what your group wants to know.
2. Look at the list of final assessment topics that your group developed in Step 3.
3. For each topic, brainstorm different ways you might be able to measure it and write them down. These are your indicators.
4. Look at similar indicators that are traditionally used by researchers to see if you may want to use them. Afterall, these may be tried and true indicators that have been measured before.
5. Select which indicators you want to use for your assessment.

Here are some examples from South Hayward:

Example 1:

What the group wants to know	How established is the SoHNC in the community?
Assessment topic	Community knowledge of SoHNC
Indicators	Percent of community residents who know about SoHNC
	Percent of community residents who know of SoHNC services
	Percent of community residents who have used SoHNC services
	Number of walk-ins and service requests
	Perception of residents about core SoHNC partners

Example 2:

What the group wants to know	Do residents of South Hayward have a strong sense of community?
Assessment topic	Residents' sense of community
Indicators	People care about each other
	People trust their neighbors
	People turn to each other for help

Once you have identified the indicators, you can then choose how you want to collect the information and start developing what questions to ask. We explain more about how to develop questions for each indicator in Step 5.

Stories from the Neighborhood

SoHNC defined indicators as measures of success, since they used their assessment to evaluate how well their programs were working. For SoHNC, indicators were understood to be what equaled success. For example, one of the indicators was the number of people who would recommend SoHNC to their families and friends. One of the ways that SoHNC would know if they were successful would be if a lot of people said that they would recommend SoHNC to their families and friends. There are also other ways to know if they were successful, such as the percent of people who know about SoHNC. If a lot of people know about SoHNC, then they must be doing a good job on outreach.

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Step

5

Choosing Your Data Collection Methods

Now that you have developed the indicators, you are ready to decide how to gather the information that you need. There are different ways to collect the information or data. (From this point on in the Handbook, information will be referred to as data.) Each method has its benefits and limitations; the key is to choose the right methods for your group, balancing needs with available resources.

Step 5 will help you to choose the data collection method that is right for your group. This section will describe the following methods:

- focus groups
- surveys
- in-depth interviews

Data Collection Methods

The chart on the following pages compares the different methods to collect data by showing the advantages and disadvantages of each. What methods you choose often depend on what resources you have available to do the data collection. Your group should look at what resources are needed and are available for the data collection before going any further. The methods you choose also depend on how the data will be used.

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Data Collection Methods

Method	Description	When to Use	Advantages	Disadvantages	Resources Needed
Focus Groups	Small group discussions around a set of questions guided by a moderator	When you want to have a group discussion to explore a new topic, get in-depth knowledge, ask questions about "how and why," understand a gap in understanding between groups of people, or prepare for a survey.	Group discussion Participants can build on each other's comments Can be quicker than a survey Can be less costly Can reach more people than interviews Can hear a variety of ideas and opinions Participants can take advantage of the shared experience	A group or an individual can dominate the session Some opinions may not be heard in a group discussion Success depends on group participation in discussion Information gathered may not represent the larger community Smaller numbers reached	A trained moderator Recorder Translation services (if needed) Tape recorder (optional) Meeting space Childcare and refreshments Incentives for participants Someone to analyze the responses
Surveys	A way to get answers to specific questions from a group of people individually. Can be in-person, written, or by telephone.	When you want to get numbers data, be able to speak generally about a community, gather information from a large number of people, or measure changes over time	Can reach large numbers of people Questions can focus responses as either very specific or open-ended Can establish relationships among indicators.	No in-depth responses on issues Does not allow respondents to exchange ideas Limited to specific questions May not reach people who are hard to reach (like those who don't have a phone, don't speak the common languages, or refuse to answer)	Trained interviewers and supervisors Someone to develop sampling scheme (if necessary) Data entry person Data analyst Incentives for participants

Method	Description	When to Use	Advantages	Disadvantages	Resources Needed
Surveys (continued)				Telephone & written surveys have poor returns	Mail survey: postage, copy costs, someone to develop mailing lists & labels, track responses Phone survey: access to phones
In-Depth Interviews	Formal or informal discussion with an individual to gather in-depth information on specific topics Completed with community leaders or residents who represent a specific group of people	When you want to get in-depth information from key people, different information that is targeted for specific individuals.	Can get in-depth information Questions can be flexible and be tailored to each person Can get spontaneous responses Can get honest opinions, individual perspective Can get to questions that people are uncomfortable answering in a group Can get ideas or opinions that never occurred to you. Can be done in a setting familiar to participant	Not efficient for reaching a large number of people or need for numeric information or summary statistics. Not useful if trying to get answers to specific questions from people or get consistent answers May lead to emphasis on favorite issues of participants	Trained interviewers Tape recorder (optional) Incentives for participants Someone to type the transcript Someone to analyze the responses Meeting space

In deciding which methods to use, your group may want to consider the following:

- What do you want to know? What assessment topics do you want to cover and what indicators do you want to use?
- Who would know this information (neighborhood residents, students, teachers, etc.)?
- What resources (time, money, volunteers, etc.) are available for data collection?
- By when do you want to have this information?

Once you have answered these questions, look at the chart on the previous page to determine which ones are right for you. The methods you choose depend on your answers to the above questions. Generally, the more methods you choose, better results you get, but more resources you will need.

Here's an example from SoHNC:

What do you want to know?	
Assessment Topic	The impact of SoHNC services on the community
Indicators	Residents know SoHNC or its services, have used its services, and would recommend friends or relatives for services
Who knows this information?	Residents living in the area where the greatest number of service recipients live
What resources are available?	Community volunteers and grants from the San Francisco Foundation and Alameda County Interagency Children's Policy Council
By when do you want to have this information?	In one year
Data Collection Methods chosen	Face-to-face survey, mail-in survey, focus groups, in-depth interviews, and review of program documents.

To help you to choose your methods, the following section gives additional information about focus groups, surveys and in-depth interviews. See Step 6 for detailed instructions for how to use each method.

Focus Groups

A Focus Group *is a formal way to collect information through a small group discussion guided by a trained moderator.*

A focus group is a small group that comes together to respond to a specific set of questions. It is used to listen to people and learn their opinions on a topic. Information collected through the group discussion on a specific topic is the data. The results can be used to guide a group's future actions. A focus group can:

- bring out new and different ideas
- collect information in a short period of time
- gather broad information on one topic
- capture more depth and intensity in responses than surveys (more information than agree or disagree)
- build on information collected through a survey
- guide community action

There are some limitations to using focus groups to collect information. For example, focus groups are more complicated than they seem. They require careful planning and facilitation by a trained moderator. Furthermore, focus groups are not always quick and low-cost. They often require time and planning to develop questions, identify and recruit participants, and analyze the information. In addition, focus groups may not be the best way to collect information if the topic would be uncomfortable to discuss in a group (such as sexual practices, substance abuse, etc.).

Surveys

A survey *is a way to get specific information from a group of people by asking each of them a set of questions.*

A questionnaire *is a list of specially designed questions.*

A survey is a way to find answers to specific questions about people's knowledge, opinions, ideas, and actions. A survey is useful for getting information from a large group of people. The same questionnaire is used for everyone that you survey. A survey often collects information that can be counted, like the number of people who have children. When done properly, a survey can speak not just about the people who answered the questions, but also about the bigger population that they represent.

Survey information is helpful to community groups at different times for different reasons. A group may choose to use a survey when they want to:

- know what is important to the larger community
- measure change over time

- get more community support
- show numbers to support what they want to do
- get information for a grant proposal
- get information to influence decision-makers
- better understand the possible differences and relationships between various indicators (example: the relationship between how long people live in a neighborhood and how connected they feel to the neighborhood)

Your group may **not** want to do a survey when:

- There have been too many surveys done in the community. People don't like to be asked the same questions twice. Therefore, your group needs to review previous assessments done in the community to make sure that the questions you want to answer have not been reported already.
- You want the results right away. Community issues can be urgent and require immediate action. Surveys can take a long time.
- You already know the issues.
- You don't have enough resources for a survey. A survey takes resources (time, development of survey questions, staff, volunteers, training, data entry, and analysis of the data).

In-Depth Interviews

An interview *is a conversation with a purpose.*

In-depth interviews are another way of collecting data. We often interview people informally on a daily basis as we ask our friends and co-workers about their lives. In community assessment, similar skills are used to gather information for a purpose. Use interviews for your community assessment when you want:

- in-depth information on a specific topic from an "expert"
- community opinions
- to get both accurate and thorough ideas shared by the person providing the information
- spontaneous responses

- information that a respondent may not want to share in a group, but might be willing to share with an individual

When not to interview:

- Information is needed from a large number of people.

- People may not want to talk about the topic or to an individual interviewer.

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Step 6

Collecting the Data

By now, you should have decided what method to use in collecting data. `Step 6` will guide you through each step of conducting the following data collection activities:

- focus groups
- surveys
- in-depth interviews

Remember, you don't have to do all of these. Choose one or more that is right for your group. We also have included stories from the neighborhoods to help your data collection process.

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FG

Focus Groups

This section covers the following aspects of conducting a focus group:

- Who might be in a focus group?
- How long should a focus group last?
- planning a focus group
- drafting the questions
- pretesting the questions
- translating the questions
- recruiting focus group participants
- recruiting moderators and recorders
- conducting the focus group
- tips for moderators and recorders
- analyzing the results

Who Might Be in a Focus Group?

Participants

A typical focus group consists of six to ten participants. The participants of a focus group should be the people from whom you want to gather information. Depending on the purpose of your assessment, you may want to set criteria for who should be included in the focus group (example: residents who have been living in the neighborhood for at least three years). The participants should be representative of the total population from whom you want to gather information. However, the participants should also be compatible with each other and see each other as fundamentally similar. For example, if your topic is about high school exams, putting teachers and students in one focus group would not get honest responses. The students may not feel comfortable expressing their feelings and thoughts in front of their teachers and vice versa. The key is to make sure that you have a group of people who can have a comfortable and productive conversation about a topic. A common way to make sure that the group is compatible is to use the participants' background in deciding who should be in what group. Common personal characteristics may include: language, age, gender, race or ethnicity, location or residence, education level, occupation, income, and marital status.

Moderator

A moderator is the person who guides the participants through the focus group, making sure to stay on topic. The moderator asks the questions. The job of the moderator is to get responses and make no judgments about what is being said. Having a good moderator is key to having a successful focus group.

Recorder

A recorder is someone who writes down the participants' responses during a focus group. He or she makes sure that everyone's ideas are recorded. This is a very important role, but often neglected. Tape recordings can be used as a back up to the handwritten notes. However, before taping, make sure to get permission from your participants.

How Long Should a Focus Group Last?

Generally, a focus group should last about two hours or less. Allow time for participants to arrive, have refreshments, and meet informally with the moderator(s) before the group starts. This time is well spent because it creates a comfortable environment for sharing. Allow time for before and after the focus group session for preparation and clean up. The whole process could take three to four hours.

Planning a Focus Group

Write down all the activities that need to happen for planning, conducting, and analyzing the findings of a focus group. Does the work group have a deadline to meet? If so, work backwards from that date, filling in the activities along the way. Estimate the amount of time members of the work group have to meet and complete the tasks. Assign a completion date for each activity. Keep the time line realistic. Track it as the group goes forward to see if the deadline will be met.

Drafting the Questions

The focus group questions are the tools used to collect the information. It takes time and several revisions to get well written questions. The participants must understand the questions easily and give responses that fit the desired information. Appendix B contains sample focus group questions from South Hayward. Here are some things to cover as the questions are developed:

- Discuss in detail what information your group wants to know. Keep this in front of you as a check for each question that you draft.
- Write down questions that are likely to get that information.
- Are the questions short, simple, and direct?
- Do any of the questions sound awkward when asked out loud?
- Do the words flow smoothly? Are they easy to ask?
- Do they sound conversational and likely to encourage discussion?
- Are there too many questions to be answered in a one to two hour period?

Types of Questions and When to Ask Them

Different types of questions are used at different times during the focus group. Each question should have a purpose. Usually a focus group will have all the question types. Here is a table of different types of questions and some examples of each type.

Types of Questions	Purpose/Description	Example
Opening	To get to know each other To make people feel comfortable To create an atmosphere of commonality This question should be answered by everyone	Would you tell us your name and how long you have lived in South Hayward?
Introductory	To begin talking about the focus group topic It is usually a broad question to get people thinking about the topic.	To begin, how would you describe a healthy community?
Transition	To move the discussion to key questions	Think back to five years ago. What changes have you seen that make this a healthier place to live?
Key	To get detailed information about the central topic of the focus group.	What do you think made those changes happen? What do you think are the most important factors in making positive change in your community? What do you think stands in the way of more positive changes happening to make this a healthier community?
Ending	To bring discussion to an end, summarize, and help determine where to place emphasis.	Today we talked about healthy communities. The responses you gave will be shared with SoHNC to guide their work for the next year. Do you have any other advice for us? Is there anything else you would like to share?

Here are some tips in writing focus group questions:

- Use simple, everyday words that everyone understands easily when they are read out loud.

If you want to say:	Try using:
Option	Choice
Utilize	Use
Evaluate	Check
Accurate	Correct
Data	Information

- Use open-ended questions that encourage answers beyond yes or no.

Closed question:	Do you like your neighborhood?
Open-ended question:	Tell us what you like about living in Livermore.

- Avoid using abbreviations (example: ACPHD, PHN, SoHNC).
- Avoid using jargon, or words and technical terms that have specific meanings for people in the same type of work, but may have different meaning for others (example: community capacity building, sense of community).
- Avoid questions that lead participants to answer in a certain way.

Leading question:	Wouldn't you say that we should spend more money from our taxes on the education of children?
Neutral question:	What is your opinion about an increase of your taxes for children's education?

The amount of time allocated to each question varies by the importance of the question. More time is allocated to those questions that the work group has decided to be more important. Also, there are different times in the focus group to ask those questions. Here are some general tips in putting the questions in order:

- Ask general questions before specific ones.
- Place positive questions before negative ones.
- Ask questions that are less personal before those that might be sensitive.

Pretesting the Questions

Pretesting is a way to gather reactions to the focus group questions from a sample group of people like the ones who will be in the focus group. Pretesting is done for a couple of reasons. One is to make sure that the questions are clear, easily understandable, and lead to the types of responses that your group wants. Another reason is to see how long it takes to answer all the questions. The general recommendation for the length of a focus group is two hours or less. The following are some steps that you can take to pretest the focus group questions.

1. Identify and invite 8-10 people who are similar to the people who will be asked to participate in the actual focus group. The pretest group should not be included later for the actual focus group.
2. Find two moderators—one to ask the questions, the other to observe group responses.
3. Identify a recorder to take notes. If possible, record the responses on a tape recorder as a back up to the written notes.

4. Once you have assembled the participants, explain that you are doing a pretest but you want them to answer the questions as if it were an actual focus group. Let them know that you will ask a few additional questions at the end of the session.

5. Ask the focus group questions.

6. Ask follow-up questions to get feedback on the focus group questions. Here is a sample set of follow-up questions:

   - Were any of the questions hard to understand? If so, which parts were hard to understand? What's a better way to ask them?

   - Were any of the questions hard to answer? Why? What's a better way to ask them?

   - Were there any questions that you, or others you know, might feel uncomfortable answering? If so, which ones and why? What's a better way to ask them?

   - Did this take more or less time than you expected?

   - Do you have any other questions or suggestions?

7. The moderator and the recorder should ask themselves the following questions:

   - Did any responses indicate that the question was misunderstood or confusing? If so, check the question with the pretest group.

   - Did the responses come easily and quickly? If not, discuss them with pretest group.

   - Were any questions hard to read? If yes, which ones and how would you suggest rewording them?

   - Are there things that should be emphasized when training the moderators?

8. Share the pretest results with your work group. Discuss any suggested revisions to the questions. Revise the questions as needed.

A second pretest is necessary if there are major revisions to the questions. Taking extra time to get the right questions will increase the likelihood of ultimately getting the information the group wants.

Translating the Questions

After the English questions have been pretested, revised and finalized, it is time to translate them into other languages. Here are some steps in translating the focus group questions.

1. Identify a translator for each language spoken by the participants who reads, writes, and speaks the language fluently.
2. Give the translator the final English version of the questions—emphasize the use of common words and short sentences.
3. Alert the translator if the expected participants speak a specific dialect—for example, Puerto Ricans may use different words in Spanish than Mexicans.
4. Take translated questions and have a second, reliable source translate it back into English. A common translation problem is a word for word translation. Ask the back translator to write the questions as he/she understands them.
5. Compare the back-translated questions to the original questions to make sure that the translated questions ask for the information that you want.
6. Pretest the translated questions with a sample group of Spanish speakers (or appropriate language of participants), using the same steps for pretesting the English questions.

Back translation *is when you take material already translated from one language to another and translated it back into the original language by a different translator. The original document is not given to the second translator. It's a way to verify the accuracy of the translation.*

Recruiting Focus Group Participants

Now it's time to recruit the participants. Your work group should decide who has the information that you want, and how and where to recruit them. It's a good idea to keep notes on what recruitment methods work and do not work for future efforts. Here are some tips on recruiting participants:

- Invite more participants than you need, because there will likely be a few no-shows.
- Develop an outreach plan. Your work group may want to ask others about what has worked well in the past.
- Decide if you can offer any incentives for participation. Incentives can be money, gift certificates, food, childcare, or other items that would be valued by the participants. If you were invited to participate, would you attend? What would make you more likely to attend?
- Pick a location and time that is convenient for participants. It should be easy to get to, quiet, and comfortable, with flexible seating arrangements.
- Translate recruitment flyers and other written materials into languages of participants you hope to reach.

Recruiting Moderators and Recorders

Moderators

Moderators play an important role in making sure that you get the information you need. A good moderator:

- has experience leading group discussions
- knows about the focus group topic
- can relate to the participants
- works with you to get the outcomes you want (Berkowitz, B., 2003)

Ideally, neighborhood residents should be recruited and trained as moderators in order to build community capacity to conduct future focus groups. If funds are available, you can offer a salary, a stipend, gift certificates, or other items to the moderators. Here are some steps you can take to recruit moderators:

1. Develop a plan to recruit the moderators. You can recruit through newspaper ads and/or flyers distributed door-to-door or posted where residents frequently gather, such as stores, laundromats, bulletin boards in apartments, and schools.

2. Once you have identified some potential candidates, several members of your work group should interview them. Your work group should develop the interview questions ahead of time. Here are sample interview questions.

   - Please tell us your name and how many years you have lived in ________.

   - How did you learn about the focus group moderator position?

   - Have you ever led a focus group?

     If yes, tell us about the group's purpose and participants. What did you like about conducting a focus group? What did you find most difficult?

   - Tell us about any experience you have leading a group. (It does not have to be a paid position).

   - Tell us why you want to be trained to lead a focus group.

   - If needed, what other languages can you speak? What times and days of the week can you come for training?

3. Select the best candidates and train them. If you don't have good candidates from the community, you may want to consider hiring a professional.

Recorders

Recorders in focus groups have a critical responsibility. A recorder must write quickly, take careful and exact notes, and listen carefully for a long period of time. Focus groups in other languages require recorders who are fluent in the language in verbal and written skills. It is best to select a recorder who has experience. If this is not possible, try to identify someone who has been a secretary for group meetings. Recorders can be recruited in a similar way as moderators.

Conducting a Focus Group

Once you have a set of questions in the appropriate language(s), a trained moderator and a recorder, and you have recruited the participants, it's now time to conduct the focus group. Here is a sample of how a focus group might happen:

1. Introduction

The moderator calls the group together to start the focus group. At this time, the moderator should set the tone for the focus group by:

- thanking the participants for coming
- introducing moderator and recorder and explaining their roles
- asking permission to use the tape recorder (if using one) and turn it on
- explaining the purpose of the focus group, who will review the results, and how it will be used
- encouraging participants to share different opinions on topic
- emphasizing that there are no right or wrong answers and that all opinions are important
- going over the ground rules, such as:
    - Speak one at a time.
    - No side conversations.
    - No interrupting others.

Example: Good morning. Thank you for coming today. My name is ______ and I am your moderator for the focus group today. This is my colleague ______; he will be taking notes throughout the session. This focus group is sponsored by ________ for the purpose of gathering opinions from the community about tasks for the community health teams placed in South Hayward by the Public Health Department.

Before we start, I would just like to remind you to speak one person at a time. We'd like to hear everyone's opinions and it's hard to do so when people are speaking at the same time.

First, please tell us your name and where you work.

2. Questions and discussions

This is the main portion of the focus group. The moderator should use the questions that you prepared to lead a discussion. Remember to record all responses. The written notes should include basic information about the focus group:

- date of focus group
- location
- number & description of participants
- name of moderator & co-moderator
- name of recorder

The recorder should take detailed notes that include three sections:

- key points made by the group—discussion notes with * next to key points
- who said what—writing people's initials on statements made is a good way to do this
- important quotes from participants—word for word
- comment/observations

3. Closing

- Thank people for coming.
- Explain next steps if any.

Tips for the Moderator and Recorder

Here are some tips for the moderator.

- Be interested and friendly.
- Listen to responses. If something is unclear, ask a follow-up question.
- Read one question at a time.
- Be prepared to restate questions.
- Hold back your opinions. Your role is to moderate, not participate.
- Avoid putting words in participants' mouths.
- Avoid leading participants in any direction.
- Summarize what you've just heard and see if others agree or disagree.
- If one person is speaking all the time, ask if other people have any comments.
- After you have asked all the questions, ask if anyone has any comments that they'd like to share.

Common Facilitation Challenges and Solutions

Here are some common facilitation challenges and suggestions about how to handle them.

Challenges	Possible Solutions
Group Goes off the Subject	Ask if the information is useful or necessary to answer your questions. If not, bring the group back to the topic. Let the group know that the discussion is interesting, but ask to return to the question at hand. Restate the question. If it happens after good discussion of the question, then say, "This leads us to the next question,…" or "We now need to move on to the next question,…."
Participants Who Interrupt	Ask the participant to hold response until ____ has finished. Remind group of the ground rules—not to interrupt—before asking the next question.

Participants Who Dominate	Ask the participant to hold his/her responses until others have spoken. Say, "We haven't heard from anyone on this side of the room…" Ask group to limit individual answers in order to allow time for everyone to share.
Participants Who Criticize Others	Remind the group that everyone's opinion is important and that there are no right or wrong answers.
Shy Participants	Invite all participants, as a group, to share. Avoid calling on anyone individually. Watch expressions or body language that says participant wants to say something.
The Experts (Participants Who Think They Know It All)	Ask others to comment on what was said. Ask if the group agrees with responses. Encourage everyone to share his or her opinions.

Here are some tips for the recorder.

Taking Notes

- Take practice notes during the focus group pretest.
- Try to be clear and consistent.
- Review your notes right after the focus group—Make changes, revisions and additions while your memory is fresh.
- Meet with the moderator by the next day to go over your notes together to make additional changes.

Using a Tape Recorder

- Record the focus group as back up to written notes.
- Test the recorder before the session to be sure it works.
- Test the recorder's ability to pick up voices clearly in the room that will be used.
- Have extra tapes and batteries.
- Eliminate background noise—music, fans, tapping of objects on tables.

Analyzing the Results

The recorder's notes and the transcribed recording of the session are your data. When your group has hired a data analyst, you should give the data to the data analyst. If not, the work group should review the results. Here are some things to consider when reviewing the results of a focus group:

- Are there patterns that show up?
- Are there common concerns and recommendations?
- What were the actual words used by the participants and what did they mean?
- In what context were certain comments made?
- Did some people change their opinions during the focus group?
- What themes, categories, words and phrases appear repeatedly and how often?
- How many different people talked about a particular issue?
- What was the level of intensity in which participants talked about a certain topic?
- How specific were the responses and which responses were based on personal experience?
- What are some things that were not said?
- Are there conclusions that can be made?

If possible, have more than one person review the results independently. Then, come together and discuss the results. People may have different ways of interpreting what was said. Analyzing focus group data can be tricky because some words may have different meaning for different people. Also, it is sometimes difficult to understand the context in which the words were used and some words carry different meaning in different contexts. By having more than one person look at it and then comparing results, you can see if one person interpreted the data differently from someone else. Then, through discussion, you can figure out what the participants really meant.

Step 6

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Surveys

This section covers steps in:

- designing the survey
- developing the questionnaire
- pretesting the questionnaire
- conducting the survey
- analyzing the results

Designing the Survey

The first step in conducting a survey is planning for it. This is one of the most important steps in doing a survey. How well you plan will determine how well your data collection will go and how useful your results will be. In this stage, you decide:

- what information you want to collect
- who you want to survey
- how many respondents you need
- what type of survey you want to use

In planning for a survey, it is helpful to always keep in mind what your purpose is, what resources you have available, and how much time you have.

Decide What You Want to Find Out

By now, your group will have discussed what you want to find out from a community assessment and why. It's a good idea to review this information and keep it in mind when planning your survey. If your group has not decided what you want to find out from a survey, reviewing Step 3 (earlier in this handbook) can help you identify the direction of the assessment.

Decide Who You Want to Survey and How Many—Sampling

A sample *is a portion of a population selected to participate in a survey. The number of people in a sample is called sample size.*

Sampling *is taking a sample.*

Who has the information that you want to find out? These are the people that you need to survey. Surveys frequently collect information from a sample, or smaller group of people, that represents the total group of people that you want to survey. This is because it's often time consuming and expensive to survey everyone and most people do not have the resources to do that. However, if the community that you want to survey is small, then you can survey everyone in the community and you do not need to select a sample. For example, in Livermore, the entire neighborhood that the Neighborhood Coalition wanted to survey had about 360 households. Since the neighborhood was small, every household was included in the survey and a sample was not needed. In South Hayward, on the other hand, the area that SoHNC wanted to survey had thousands of households. Therefore, a sample was selected that was representative of the area.

If you need to select a sample, there are several things to consider:

- who to include in your sample
- how many to include in your sample
- how to select who is included in the sample

In survey design, validity *means the degree to which you are measuring what you wanted.*

Generalizability *means the degree to which you can say your results apply to the total population.*

These questions are important because your answers to them will determine what kind of results you get and how credible they will be. In research language, this relates to validity and generalizability. Depending on who participated in the survey and how you selected them, your answers may not be accurate. Also, you may not be able to say that the results that you got represent the results you would've gotten if you had surveyed the entire population. For example, if you only surveyed teenage boys, then the answers you might get may be very different if you had talked to middle-aged women. You also can't say that the answers that the boys gave represent the general interests of the whole population, including middle-aged women. If you only talked to teenage girls in a basketball club, then you might get answers different from girls in a science club and you can't say that the answers from basketball girls represents the answers of all girls. Sampling can be complicated and can affect whether your results are accurate and representative. It's a good idea to consult a data analyst on sampling to make sure that you get useful results.

Who Do You Want to Include in Your Sample?

Your sample should look similar to the total group that you want to survey. For example, if you want to find out what a neighborhood wants from a community center, and you know that about 15% of the residents are over 65 years old and about 20% are under 18, then it's important that the sample that you select have similar age characteristics. Similarly, if you know that Spanish-speaking residents are a big part of the community you are surveying, then you need to make sure that you have Spanish-speaking residents in your sample. How similar your sample looks to the total population that you are trying to survey will influence the results that you get and whether you can generalize to the overall population.

Another consideration is whether you want to survey households or individuals. If you want information about households, then your sample should be taken from a list of households. If you want to know about individuals, then your sample should be taken from a list of people. Household surveys sometimes consist of a hybrid of the two. A household is first selected and then one person is selected from within a household. Whichever you choose, make sure you stay consistent and stick to one. In this handbook, we discuss sampling for individuals. However, the same methods can be applied to households.

How Many People Should be Included in a Sample?

The size of your sample can determine how valid the results of your survey will be in representing the entire community. For example, if there are 100 people in the neighborhood, but you only talked to two of them, people will question whether your results really represent the interests of the entire neighborhood. You may want to get help from a data analyst who can help calculate the ideal sample size. Generally, the larger the sample size the better your results will represent the community. However, the more people you include in the survey, the more time and resources you'll need. You should consider available time and resources when deciding on your sample size.

How Do You Want to Select Who is Included in the Sample?

How to select who is included in the sample is also important. There are two approaches to sampling: probability sampling and non-probability sampling.

Probability Sampling

A sampling frame is a list of all possible people or households that you can select for a sample.

Probability sampling means that everyone has the same chance of being selected. There are several ways to do this, including simple random sampling, stratified random sampling, systematic sampling, and cluster sampling. For probability sampling, you will need a list of all the people who are eligible to be selected before you can draw a sample. This is called a sampling frame. A sampling frame can be a list of names, phone numbers, or addresses. In many cases, you won't have a sampling frame. If you don't have a sampling frame, you may want to consider one of the non-probability sampling methods on the next page.

Simple random sampling means that people are selected from a list at random. This means that in theory, each person has the same chance of being selected. This is often done like a lottery where each person is assigned a number and the number is selected randomly out of the pool. This method is generally considered fair, but a random sample may not capture all sectors of your community. For example, if you have a small number of people from one ethnic group in your community, your random sample may not include anyone from that ethnic group.

Stratified random sampling is when you divide up the population into groups, like gender, age, or race. Then, you choose randomly from within each group. You do this to make sure that all groups are represented and reflect the total population that you are trying to survey. For example, if you have a population of 5,000 that is 60% men and 40% women, then you first sort the potential survey respondents by gender. Say your sample size is going to be 100. Then, choose randomly from the list of men until you get 60, which is 60% of 100. Do the same for women until you get 40, or 40% of 100. This way you ensure that your sample will also be 60% men and 40% women.

In systematic sampling, once you know the desired sample size, you divide the number in the sampling frame with your desired sample size number. The number you get is the sampling interval. For example, if your desired sample size is 100 and you have 500 people in the sampling frame, then it's 500 ÷ 100 = 5. Five is your sampling interval, which means that you will sample every fifth person. Then to start, you will randomly select a number between one and five and sample every fifth person on the list. after that. It's important to note that in order for the sample to be representative, you have to organize the list in a way that is not related to the subject. For example, if you arrange the list so that every fifth person is a man, then you'll only get men in your sample.

Cluster sampling is based on a naturally occurring unit, like schools, hospitals, or classrooms. You randomly select a cluster then you either select everyone in the cluster or select randomly from the cluster. For example, if you are looking at a school, you randomly select a number of classrooms in the school, and then you survey every student in the classroom. Cluster sampling is often done in large surveys.

Non-Probability Sampling

Non-probability sampling means that not everyone has an equal chance of being selected. You use your own judgment to select people. Its main advantage is that it's convenient, economical, and you don't need a list of names ahead of time to choose who you want to survey. However, the results that you get may not be as credible or representative of the total population. Non-probability sampling methods include quota sampling, convenience sampling, and snowball sampling.

Convenience sampling is when you choose people based on who is ready and available. For example, standing in front of a supermarket and asking whoever comes out to take a survey is usually using a convenience sample. It is often used as a cheap and quick way to do a survey, but your results may not hold true for the entire population.

Quota sampling is similar to convenience sampling, but you try and get a sample that is proportionally similar to the different subgroups in the population. In this method, the population is divided into subgroups, like male and female, and older and younger. Then, you estimate the proportion of each subgroup and decide how many people you want to survey in each group. You then survey until you reach a quota (the target number) for each group. For example, each interviewer may be assigned a quota for people to survey, such as 10 women under 30, 10 men over 60, etc. Once you fill the quota for a category, you stop surveying people who fit that category. So, even if a woman under 30 comes along while you are surveying, if you've already got 10 women under 30, you don't survey her.

Snowball sampling is when you ask people that you survey to identify other people that you should survey. As each person that you survey gives you names of people that you should talk to, the sample gets bigger, or "snowballs". This is convenient for when you don't know who the members are of the population that you are trying to survey, like undocumented immigrants.

Select the Type of Survey

There are different types of surveys: in-person, self-administered, and phone surveys. There are advantages and disadvantages to each type of survey. The type of survey you choose should be determined by your skills and resources, the amount of time you have, the kind of the questions you want to ask, the group of people you want to survey, and the best ways reach them.

In-Person Survey (Face-to-Face or Interview Survey)

An in-person survey is when a trained interviewer asks the person taking the survey the questions and records the responses. Here are some advantages and disadvantages of conducting this type of survey.

Advantages	Disadvantages
The interviewer can explain the purpose of the survey, persuade people to take part, explain questions that are unclear, and make sure that the information is collected correctly.	Depending on how the interviewers ask the question or the tone of their voice, you can get different answers.
People are more likely to agree to a survey if asked in person rather than getting a survey in the mail. This is good for populations with limited reading and writing skills.	Need to be careful that the interviewers don't pressure people into responding in a certain way.
	Takes a lot of time and people power.
	Is not anonymous

Recruiting good interviewers and providing proper training and supervision can address the first two disadvantages. Also, sending out a letter ahead of time will further increase the chance that people will agree to participate in the survey. A sample announcement is included in Appendix C. Here are other practical issues to consider in an in-person survey.

Interviewer Recruitment: Trained interviewers are needed to read the questions and write down the responses for each survey. Interviewers are critical to gathering good data. Unless members of your work group want to be the interviewers, you need to recruit them. See Appendix D for a sample job announcement and application for interviewers from the Livermore Neighborhood Coalition. You may want to review your resources to determine if you can offer a salary or stipend to the interviewers. It is a good idea to recruit more interviewers than you think you'll need. Often times, some interviewers will drop out of the project. The assessment in Livermore was delayed three weeks because two interviewers became ill and had to quit. One interviewer was the only bi-lingual staff. The Public Health Department Community Health Team staff had to step in and complete the surveys.

Interviewer Supervision: A supervisor is needed for the interviewers, especially if the interviewers are inexperienced. Again, unless members of your work group can take this role, you will need to recruit for a supervisor. Appendix E includes a sample job announcement from SoHNC for a Neighborhood Survey Coordinator. The supervisor should meet 1-2 times a week with the group. All completed surveys should be reviewed daily to clarify any questions while the interviewers still remember them. This takes at least a half-time person dedicated to reviewing surveys to do the job well. If interviewers are not sufficiently supervised, you may lose data due to errors in documentation or interpretation.

Training: The interviewers should receive adequate training. Most of the training time is needed to practice: 1) reading the questions, 2) explaining the meaning of questions, 3) conducting the actual survey, and 4) documenting neatly and accurately. The surveys completed in languages other than English must be reviewed by a bilingual person and translated into English for the data entry person. Time and resources are needed to make this happen. See Appendix F for presentation slides for training interviewers.

Mapping the Survey Area: Your work group, with help from the data analyst, should identify the geographic area to be surveyed. The interviewers and the supervisor can map the area, get addresses and create documentation sheets that track each household, number of attempts, and outcomes. The supervisor reviews each sheet to track the progress and the completed surveys.

Safety: Safety concerns should be identified in advance. Interviewers who live in or are familiar with the area are best. Even so, specific safety concerns should be covered in the training. Community policing officers who work the area can help to develop the safety aspects of training. Are there areas where you would be safer to conduct interviews with at least one other person? Are there problems with loose dogs?

Self-Administered Surveys

Self-administered surveys are handed or mailed directly to respondents. The respondents write down their own answers and return the survey.

Advantages	Disadvantages
Can be completed at one's own leisure	The respondents have to be able to read and write.
Can cover a wider geographic area	Questions can be misinterpreted or skipped if the respondents don't understand them.
More anonymous than in-person surveys	Low rate of return—People often say they will complete them and don't.
Require less time and resources than the in-person surveys	

However, there are a few things you can do to increase the chance that the surveys will be returned:

- Include a well-written cover letter, explaining the survey and its importance.
- Include a name of trusted organizations and contact persons.
- Ensure anonymity and confidentiality.
- Give a due date.
- Call before hand to let them know that a survey is coming.
- Follow-up with a phone call to people who haven't returned the survey.
- Provide a postage-paid envelope.
- Keep the survey short and visually attractive.
- Provide an incentive to return the survey.

A self-administered survey can be done by mail, through the newspaper/newsletter, and/or at a community event. Here are some things to consider for each method.

Survey by Mail: In order to send out a survey by mail, a mailing list must be prepared and tracking forms must be developed to monitor responses. A number code system can be used on the return envelope to track who has returned the survey. Return envelopes are best if self addressed and stamped for easy returns. A cover letter that accompanies the survey that introduces your purpose, the name of your group, and how the information will be used, can increase the chance that people will complete and return the survey. Your group will need to determine how to handle language needs. If the survey is short enough, it can be sent in two languages. Beware that mailing long surveys can be expensive.

Survey through the Local Paper/Newsletter: This is when you include a survey in the newspaper or a newsletter that can be cut out and sent back. The survey needs to include a brief description of the purpose of the survey, the group sponsoring it, and how the information will be used. This method does not readily allow for including a stamped, self- addressed envelope. It's also a problem for those needing the survey in languages other than English and those who do not read well. You also can't control who will complete the survey and therefore the people who respond may be different from the general population. It is more of a convenience sample.

Survey at Community Events: Another way to do a self-administered survey is to give them out at an event. While convenient, this method creates some difficulties. People come to an event for a purpose other than completing a survey. This can limit the interest of respondents and increase the number of refusals. It's also difficult to keep track of who has completed a survey and who hasn't. There may not be areas where people can complete the surveys on site and it may require taking the surveys home and returning the completed surveys by mail. Stamped, self-addressed envelopes can be included as the survey is distributed.

Phone Surveys

Phone surveys are when trained interviewers call the people who are selected to be called, ask them a set of questions, and write down the responses. There are ways to select telephone numbers to be sure the group called represents the entire group you want to reach. For example, you can randomly choose numbers from a list. See the sampling section above for more information on how this is done. One advantage of a phone survey is that it is more anonymous than an in-person survey and therefore, people may be more willing to provide information on sensitive topics. Also, some people do not like to be approached by strangers; thus phone surveys can be less threatening to people. The disadvantages are that many people have answering machines, voice mail, or caller ID, and may screen their calls. Many people are also inundated with telemarketing calls and may not be willing to complete a phone survey. Also, a phone survey needs to be short (about 15 minutes) and simple or the respondent may end the call in the middle of the survey. Finally, you may have to call several times to reach the respondent.

Developing the Questionnaire

Regardless of what type of survey you decide to conduct (in-person, self-administered, or phone), you will need a well-designed questionnaire. Before you start writing the questionnaire, it is important to be clear about your purpose and what results you hope to get from the survey. Start by reviewing:

- What information does your group want to get from the community?
- Why is it important to get this information?
- How will the information be used?

Learn as much as possible about the group you are trying to reach. It is important to find out about the group's history, culture, social environment, and the languages spoken at home. This information will guide the translation of the survey and the wording that is most easily understood.

Each questionnaire should have at least three parts: an introduction, questions, and closing. The overall steps in developing your questionnaire are: 1) writing the introduction, 2) designing the questions, 3) putting the questions in order, 4) writing section introductions, and 5) writing a closing. Sample survey tools used in South Hayward and Livermore are attached in Appendix G.

Writing the Introduction

The introduction begins the survey and should explain:

- who you are
- what organization or group you are representing
- why you are doing the survey
- who you are surveying
- how long the survey will take to complete
- how information will be used—if it is confidential and anonymous
- how results will be reported back to respondents

The introduction is very important because it is often the first contact with the potential survey respondent and could determine whether they agree to participate in the survey or not. Here is an example of an introduction:

Example: Hello, my name is ______________. I am working with the Livermore Neighborhood Coalition and live in the neighborhood. The Livermore Neighborhood Coalition was formed 2 years ago by people who live in the neighborhood who are interested in improving health and safety. The Coalition invited the Livermore Police Department and the County Public Health Department to help us build a healthier neighborhood.

We are interested in finding out what the most important health and safety concerns are in the community. This information will be used by the Livermore Neighborhood Coalition to identify what issues to work on to help make our neighborhood a healthier and safer place to live.

Could we have __ minutes of your time to answer some questions? No names or addresses will be connected with this information. Your participation is voluntary and your answers will be kept private.

Designing the Questions

There are several types of questions used in a survey that are described in the table below. A survey does not have to use all of them. Return to the purpose of the survey and ask yourselves, what question type will get the desired information?

Types of Survey Questions

Types of Questions	Description	Example
Open-Ended Questions	Do not offer a set list of choices to respondents Useful if you want to hear the respondents' answers in their own words More difficult to analyze than closed-ended questions, since there will be many different answers	Tell us your concerns about safety in this neighborhood.
Closed-Ended Questions	Offer a set of answers that respondents can choose from. Can be in a scale or offer multiple choices	How much exercise do you get each week? ____None ____At least once a week ____2-3 times a week ____More than 3 times a week
Sensitive Questions	Can make respondents feel uncomfortable Should always come at the end of a survey, since they cause the respondent to not continue the survey or influence the answers to the questions that follow.	Questions about money, sex, illegal behavior, or immigration status.
Questions that Require Respondents to Look at Visual Aids	Ask respondents to look at or read a chart, map or list to help them understand questions and answer more accurately.	Please look at this map of the neighborhood. In what areas are you most concerned about unsafe streets?

Brainstorming *is a way of offering ideas in which all members of a group contribute without making judgments until all ideas are heard.*

Demographics *are the characteristics of a population, including age, sex, ethnicity, income, and education.*

Here is an exercise that you can do to help you develop a draft list of questions.

1. Brainstorm question areas for each topic.

   Example: Personal safety, street crimes, day/night safety issues, access to grocery stores, health insurance, exercise

2. Take this information and see if any of them can be grouped together into categories, such as safety, or nutrition.

   Example: If the group wants to know if their neighbors feel part of the community, questions can be categorized under *"sense of community"* or *"social capital"*.

3. Decide whether you want to collect demographic information, such as the age of people you surveyed, race/ethnicity and, where they live. Collecting demographic information is useful in knowing the characteristics of the people you surveyed and whether they are similar to those of the general population. This helps you interpret your results and how valid they are. If you want to collect demographic information, write down the general demographic information you want to collect. Group the demographic information in the same way that you did above.

   Example: If the group wants to know the ages, sex, race of people in their neighborhood, questions can be categorized under *"demographics"*.

4. Look at surveys written by other groups for sample questions under each question area.

5. Draft a list of questions under each question area. See below for some tips for writing questions.

   - Keep the wording simple and clear. Short questions are easier to understand than multiple part questions. This is especially important if questions are read to respondents.
   - Avoid technical words, abbreviations, jargon, and unclear terms.
   - Avoid questions that lead respondents to answer a certain way.
   - Avoid questions that require respondents to rely on long-term memory—"think back 20 years…"

- Avoid questions that ask two separate questions—do you participate in community meetings and sports activities?

- Avoid vague questions that can be interpreted in different ways by different people (Example: Do you go to the park often? —"Often" could mean once a week or once a day).

- Avoid asking for information you don't really need to know.

- Keep the survey short, otherwise people will get tired and will not want to continue or will give you inaccurate responses. Generally, surveys should not take more than 15 minutes to complete.

- Consult sample questions when writing survey questions. It'll save you time and may give you new ideas about how other people have measured what you want to measure. One source of sample questions is the Internet. Check under each of the survey categories. The Community Toolbox (http://ctb.lsi.ukans.edu) is an excellent resource on the Internet.

Putting the Questions in Order

Once you have developed the questions, they need to be placed in the appropriate order. Here are some general guidelines.

- Start with asking impersonal questions that are not threatening.

- Ask important questions first.

- Keep questions in a logical order.

- Place questions that ask about similar subjects together.

  Example: Group all questions about safety together.

- Place sensitive questions at the end of the survey.

  Example: Questions about income, education level, race/ethnicity

Writing Section Introductions

Now that the questions are written, grouped, and in an appropriate order, consider writing a short introduction for each set of questions. This gives a cue to the respondents that the subject area is changing and helps mentally prepare them for a new topic.

Example: The next set of questions will ask your opinion about what you want to see improved in the neighborhood.

Writing a Closing

Each survey should end with a closing. It should thank the participants and explain how the results will be shared and with whom. It should also cover any follow-up there might be.

Example: Thank you for your time. The results of the study will be shared with the neighborhood.

Pretesting the Questionnaire

Now that you have a draft questionnaire, it is highly recommended that you pretest it to see how long it takes, whether the questions are clear to respondents, and whether it gives you the results you want. The pretest should be done using the same type of survey as planned for the actual survey (in-person, self-administered, or phone), in the same way as the actual survey would be done (location—home, community event, etc.). The pretest group is excluded from participating in the actual survey. In addition to the questionnaire, a few additional questions are included in the pretest to get feedback on the survey. These are not considered when timing the length the survey.

Pretest Steps

1. Identify the site for doing the pretest.
2. Identify 10–15 respondents (only one person should respond to a survey at a time). They should be very similar to the people in the survey sample.
3. Explain the purpose of the survey and the pretest. Let each person know about how long it will take.
4. It is helpful to offer a small incentive for participation. It can be a gift certificate or small giveaway items such as pencils, magnets or packets of information.
5. The interviewer should write down responses to survey questions. This will help determine if the questions are easily understood.
6. After the survey, the interviewer should ask pretest questions (see sample questions below).
   - Were any of the questions hard to understand? If so, which parts were hard to understand? What's a better way to ask them?
   - Were any of the questions hard to answer? Why? What's a better way to ask them?
   - Were there any questions that you or others you know might feel uncomfortable answering? If so, which ones and why? What's a better way to ask them?
   - Did this take more or less time than you expected?
   - Do you have any other questions or suggestions?
7. The interviewer should also think about the following questions:
   - Did any responses indicate that the question was misunderstood or confusing? If so, ask the pretest respondent about them.
   - Did the responses come easily and quickly? If not, ask the pretest respondent about them.
   - Were any questions hard to read? If yes, which ones and how would you suggest rewording them?
   - Are there things that should be emphasized when training interviewers?

8. Thank the respondent for his/her participation.

9. Share the pretest results with your work group. Discuss any suggested revisions to the questions. Revise the questions as needed.

If you are doing a mail or telephone survey, follow the above steps, except rather than pretesting in person, mail out your survey or call your pretest participants.

Conducting the Survey

It's finally time to conduct the survey. Recruit your participants according to the sampling scheme that you selected. Use the tested and finalized questionnaire to conduct the type of survey that you chose (i.e. either in-person, mail, or telephone).

Analyzing the Results

The survey data is entered after the supervisor of the interviewers reviews each completed survey. The data entry should be checked for accuracy. At this point, a data analyst plays a critical role. The analyst determines in advance which software to use for the data entry. The data report, with interpretation of the data, is best done by someone with experience in data analysis. Your work group should work with the analyst to become comfortable with the report and to figure out how to use the results for community presentations and action. See Step 7 and Appendix I for what should go in a report.

In-Depth Interviews

This section covers how to conduct in-depth interviews. It includes:

- who to interview
- structuring an interview
- interview questions
- types of interviews
- tips on conducting an interview
- analyzing the results

Who to Interview

Who you interview will depend on what information you want to gather. So, before you start, make sure that you are clear about what information you want to gather, and then identify who knows this information. If you are not clear about what information you want to gather, see Step 3.

Structuring an Interview

There are different interview styles. The style you choose affects the kind and amount of information that is collected. You should decide what style of interviews you want to conduct based on what kind of information your group wants to collect. A description of interview styles and the advantages and disadvantages of each is on the next page.

Interview Style	Characteristics	Advantages	Disadvantages
Formal Structure	Asks the same questions of each person interviewed from list of questions developed by group in advance of interview	Consistency in questions asked to each person.	Little flexibility in adjusting the questions to individual respondents.
Interview Guide Approach	Topics and issues to be covered in the interview are developed in advance as a list. The interviewer decides the wording of the questions and what questions to ask in what order during the interview.	You can make sure that all the topics and issues that you want to ask are covered and that each respondent is asked about the same topics and issues. More flexible.	You still might miss some questions that you should've asked. Each interviewer might word questions differently, so depending on who is asking the questions, you might get different answers.
Informal Conversations/ No Structure	No list of questions prepared in advance. Interviewer creates questions during interview based on the information wanted and the responses.	Spontaneous and flexible. Can adapt to unique situations.	Different information gathered from different people with no standard questions. Not systematic. May not cover all the topics you wanted to ask.

Many people use a combination of the above approaches to conduct their interviews. For example, you can start by asking specific questions that are asked to everyone, like how long they've lived in the neighborhood. Then, as the respondent gets more comfortable talking, you can look at a list of topics to be covered in the interview and ask questions based on the interview guide. After all the topics on the interview guide were covered, you can ask spontaneous follow-up questions that might have come up during the interview. You can also start with an informal style and let the respondents talk freely. Then, gradually focus the questions, consult your interview guide to make sure that the respondent hit all the points on the list, and close by asking specific questions that you ask everyone.

Interview Questions

Regardless of what interview style you decide on, it is helpful to think about what you want to find out from the interviewees. Below is a table that summarizes the types of questions that you might want to consider. This table is just a guide for thinking about what questions to ask, so you don't have to cover all types of questions in your interview.

Types of Questions	Description	Example
Experience Questions	Deals with actions or experiences	What do you do after school?
Opinion Questions	Deals with opinions or beliefs	What do you think about the quality of education at the school?
Feeling Questions	Deals with emotions, feelings, like happiness, fear, anxiety, and confidence	How do you feel about the proposed budget cuts in education?
Knowledge Questions	Deals with factual information, not opinion or feeling	What services are available in your neighborhood?
Sensory Questions	Deals with what respondents see, smell, hear, touch, or taste	What do you smell when you walk by the paint factory in your neighborhood?
Background Questions	Standard questions that describe the respondent's background	How long have you lived in this neighborhood?

In drafting the questions, you also may want to think about the time frame of questions. Do you want to ask questions about the past, present, or future? In asking questions about the past, a common way to ask questions is to ask people to "think back" to a past experience, event or a time frame. For example, you may ask, "Think back to five years ago…." Another common question is a hypothetical question. An example is: "If we build a park in this vacant lot, what do you want to see in it?" See Appendix H for the interview questions used in South Hayward.

Types of Interviews

Interviews can be done face-to-face or on the phone. There are many advantages to face-to-face interviews. They:

- give you more flexibility to repeat questions and get more specific
- allow you to see nonverbal context like body language and the respondent's reaction to questions
- allow you to set the physical environment

- give an opportunity to record answers
- let you know who is giving answers

Telephone interviews work well if people live far away such as in a rural place. The main disadvantage is that it is difficult to reach respondents by phone and keep them engaged to complete the interview.

Your work group should decide what interview type to use based on what information you want to gather. Decide how much time and what resources you have, then consider:

- What kind of information do you want to collect? Is it personal or sensitive?
- Would people want to talk about it individually or anonymously?
- How much time will it take?
- What is the budget and what will it cost to do the survey?

Tips on Conducting an Interview

Here are some tips on how to conduct a successful interview:

- Identify yourself clearly.
- Try to make the respondent comfortable. Small talk often helps.
- Be natural.
- Listen.
- Keep your goals in mind.
- Ask for more than a yes/no answer.
- Show respect.
- Avoid asking questions that may make the person feel angry or highly emotional.
- Avoid asking questions in a way that would make the respondent defensive.

- Take good notes or use a tape recorder with permission from the respondent. It's hard to write down answers later.
- Thank the person for their time.

Here are additional tips for doing telephone interviews:

- Keep to 15 minutes.
- Send any reference materials needed during the interview in advance.
- Be extra encouraging. In general, people are less willing to talk over the phone than in person.
- Speak loudly and clearly.
- If taping the phone interview, ask permission to record responses.
- Avoid calling too early or too late in the day unless this has been agreed to in advance.

Analyzing the Results

Now it's time to make sense of the data that you collected. Interview data are analyzed in the same way that focus group data are analyzed. Look at your notes. If you recorded the interview, transcribe it. Try to look for patterns and key ideas. Make sure you keep an open mind when reading the notes. Otherwise you might miss some important points. Here are some questions to consider in analyzing interview data.

- Are there patterns that show up?
- Are there common concerns and recommendations?
- What were the actual words used by the participants and what did they mean?
- In what context were certain comments made?
- Did some opinions change during the interview?
- What themes, categories, words and phrases appear repeatedly and how often?
- How many different people talked about a particular issue?
- What was the level of intensity with which participants talked about a certain topic?
- How specific were the responses and which responses were based on personal experience?
- What are some things that were not said?
- Are there new questions that come up?
- Are there conclusions that can be made?

As in the focus group data analysis process, it is a good idea to have more than one person review the results independently. Then, come together and discuss the results.

Stories from the Neighborhoods

Importance of Communication During Data Collection

SoHNC hired a Community Coordinator to facilitate the survey process. The Community Coordinator was expected to recruit, hire, train, and supervise the survey interviewers. Initially, there were no clear lines of communication set up between the coordinator and SoHNC. This caused some problems since the Coordinator received different directions from different people and did not have anyone with whom she could check-in consistently. The Assessment/Evaluation Committee called a special meeting to respond to the concerns. At the meeting, the problem was acknowledged and a key contact person and clear lines of communication were established. As a result, SoHNC was able to work with the Coordinator to complete the survey as planned.

Unexpected Challenges During Data Collection

The Livermore Neighborhood Coalition was only able to recruit four interviewers from the neighborhood to conduct the survey. Ideally, they wanted to pair up the interviewers, but this limited that possibility. Also, only one interviewer spoke Spanish and about half of the neighborhood was Spanish-speaking only. One interviewer became ill and another one quit. A second round of recruitment, training, and hiring was required. The data collection period took two extra weeks and required the help of three members of the Public Health Department Community Health Team staff to complete the survey. Greater recruitment efforts were needed at the start to identify enough interviewers to allow for the expected drop out and still meet the deadline for completion.

Data Entry

Livermore and South Hayward hired a Livermore resident to input the results of the community surveys for both neighborhoods. An hourly wage was paid for the training time and data entry time. It was an opportunity for the resident to understand the results and feel comfortable discussing them.

Community Assessment as a Way to Build Community Capacity

The Livermore Neighborhood Coalition completed the participatory assessment steps through the development of a neighborhood survey. This was their first experience with a participatory process. Looking back, they said that the skills they gained were very valuable. It took much longer than they had originally expected. One thing that kept them together during the process was the time spent at each meeting to address immediate neighborhood concerns and review successful group action. The strength of the relationships with the members also kept them together. The Coalition frequently looked back on this experience and recognized that sharing and building skills take time and patience.

Using a Professional Data Analyst

SoHNC believed in building the capacity of its members and wanted to make sure that its members had opportunities to learn the technical skills related to the assessment. However the group also expressed concerns that using a participatory assessment process might cause the results to be questioned by foundations and professional organizations. Their assessment used many data collection methods for both the evaluation of SoHNC's work and the baseline community information. The analysis of the results required the skills of a data analyst. SoHNC hired a data analyst who worked closely with the Public Health Department epidemiologists. SoHNC felt reassured by having the technical staff named on the report.

The work group prepared and presented the information to the SoHNC Management Team, the decision-making body. They gained confidence in their ability to present and explain the report. The data were owned, understood, and used by the residents through the participatory process. The Public Health Department staff volunteered to respond to specific technical questions in the future about any area of the assessment.

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Step 7

Sharing the Results

Once the data are collected and analyzed, the next step is to prepare a way to share the information with the community. It is important for several reasons to share the results of the survey with the community, particularly with those who participated in the survey, focus groups, or interviews:

- Assessment participants often want to know the results and it is common courtesy to do so.
- Hearing the results and knowing what other residents think can be used to develop a shared community vision.
- Knowing community priorities can bring residents together when it is time to take action.
- Sharing the results is an opportunity for the work group to build their capacity in explaining data and making presentations.

`Step 7` discusses elements of sharing the assessment results with the community and other interested parties. This step includes:

- presenting data
- writing a report

Your work group should determine the best way to share the assessment results. Since the information collected should be used to take action, it is important to share assessment results as soon as possible. `Step 8` will discuss how to translate assessment results into action.

ICON KEY

- Contents
- Tips
- Action Steps
- Stories

Presenting Data

Data can be confusing for anyone who does not work with them regularly. Therefore, results from the assessment should be shown in a way that anyone in the community could understand. The following exercise can help your group develop a useful way to share the results that fits the community and the resources of the group.

Have your group discuss the following key points and write the responses on a flip chart.

What Data Are Most Important to Share?

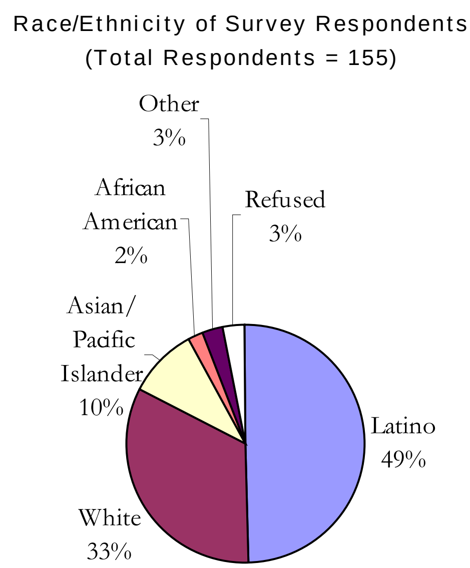
1. Review the results to determine what were the most important data based on the purpose of the assessment and the analyst's findings. Which results are the most important for all the community residents to know?

How Should Numbers Be Shown?

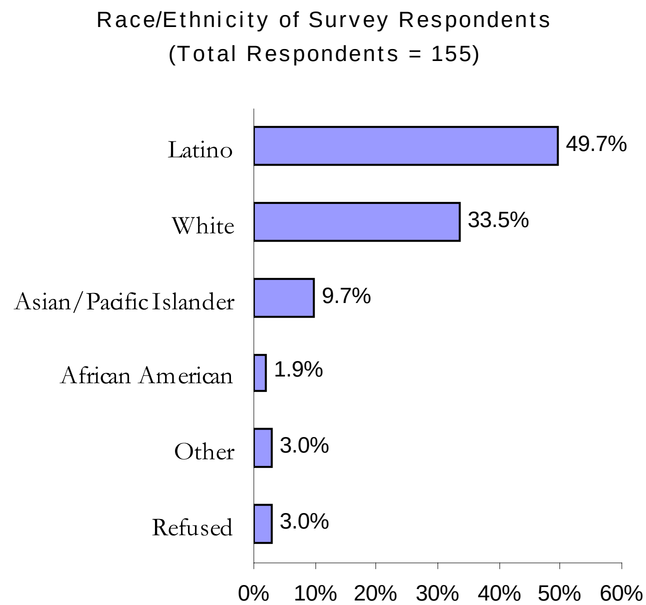
2. What is the best way to write the results so they can be understood in different languages? Pretest at least three formats for writing survey results in the language(s) most often spoken in the community and find which format is easiest to understand. Below are examples of a pie chart, bar graphs and bulleted text used to describe the same data.

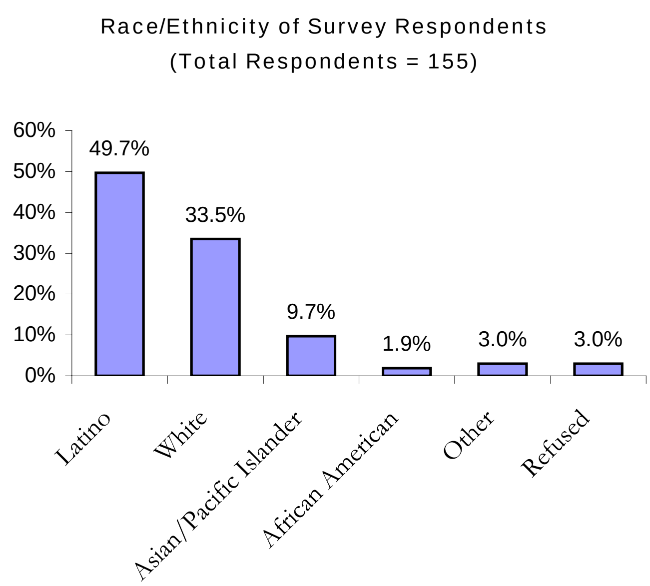
Examples:

Pie Chart A pie chart is used to display sizes of parts that make up a whole.



Bar Graph A bar graph shows categories on one axis and numbers on the other. The bars can be horizontal or vertical.





Bulleted Text

- About 49.7% of the respondents were Latino, 33.5% were white, 9.7% were Asian/Pacific Islander, 1.9% were African American and 3.0% some other race. Three percent of the respondents refused to report their race/ethnicity.

3. Should you use more than one way to show the data? Different formats may be used for different audiences such as residents, local leaders, or decision-makers. Also, different formats can be used to stress different points.

How Should the Results Be Presented?

4. How can your group present the data without overloading people with too many numbers at once?

5. How can your group make sure that the assessment results won't get discarded very quickly? How can your group make sure that the residents keep the survey results for some period of time?

How Should the Results Be Distributed?

6. How can your group reach all the residents in the community where the assessment took place?

7. Is there a central place in the community to post results?

8. Should every household receive the results?

Writing a Report

There are many ways to share the information with the community. One common way to present the information is through a written report. If your group were to hire a professional data analyst, he/she could complete the report and a summary of findings. The analyst could also write talking points for the group to make presentations and help the group use the results in planning for action. A sample report outline is included in Appendix I.

Once the report is written, your work group should review drafts of the report, share comments, and provide ideas about the format. The complete report is generally long and detailed, and difficult to share with the broader community. In order to communicate the results to a wider group, a summary version (sometimes called the executive summary) should be prepared. The summary should be no more than one to three pages and provide a clear and concise explanation of the methods and findings. The summary version makes it easier to translate into different languages, allowing you to reach broader segments of the community. Some community groups leave a copy of the full report at the closest public library and note in the executive summary the location of the full report. The analyst should review any rewrite of the full report to be sure the data interpretation remains accurate.

Stories from the Neighborhoods

Community Calendar

Both SoHNC and the Livermore Neighborhood Coalition decided to share the results of the survey with the community by using a calendar. They designed a calendar that featured one survey result each month in the two to three languages most commonly used in the neighborhoods. A calendar was chosen as a way to share assessment results for the following reasons:

- It was a useful and practical item.
- People would keep it for a year.
- It offered an opportunity to print a brief description of the group, the purpose of the survey and how others could join the group.
- A monthly photograph was an opportunity to highlight assets of each neighborhood.

Resources from organizational partners allowed the groups to hire a graphic designer to develop a calendar design for each neighborhood. Both groups chose to feature assets of their neighborhoods in photographs each month. SoHNC selected photographs of children. In Livermore, the group selected photographs of churches, parks and homes in the neighborhood.

In South Hayward, the calendars were mailed to every household participating in the survey and to all Collaborative members. Additional copies were kept at local churches, schools and the library. In Livermore, the core Coalition members and community partners decided to distribute the calendars by dropping them off at each house or apartment in the neighborhood. Calendars were mailed with a cover letter to those households where no one was home. Additional copies were left at the neighborhood school, library, the police department, churches, and the Public Health Department's Community Health Team office.

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Step
8

Writing a Community Action Plan

A healthy community is a form of living democracy: people working together to address what matters to them.

—Stephen B. Fawcett, et al.

The community action plan is a road map for creating community change by specifying what will be done, who will do it and how it will be done. In other words, the plan describes what your group wants to accomplish, what activities are needed during a specified timeline, what resources (money, people and materials) are needed to be successful.

Step 8 discusses how you can use what you learned through the community assessment and turn it into action. It will cover how to write a community action plan through discussing:

- contents of a community action plan
- action planning steps
- other considerations for completing a community action plan

Contents of a Community Action Plan

ICON KEY

- Contents
- Tips
- Action Steps
- Stories

Action Plan Framework: Outcomes, Goals, Objectives and Strategies

Program outcomes, goals and strategies follow directly from the community assessment and visioning process. Outcomes are part of the vision, what results you want to see. Goals, objectives, and strategies are building blocks to make sure that you produce the desired outcomes and are ways to hold each other accountable. Consider goals as measurable accomplishments and objectives as smaller, measurable milestones along the way to the goals. Strategies are broad sets of activities to reach the goals or objectives.

Outcomes—*what your group would like to see different as a result of your work*

Goals—*what your group expects to achieve after a reasonable time*

Objectives—*what seems possible to achieve during the project time period*

Strategies—*methods to accomplish objectives and reach goals*

Activities—*specific actions that lead to reaching your goals and objectives*

Outcomes: What Do You Want to See Changed in the Future?

Outcomes are what you would like to see different as a result of the work that you do. Outcome statements declare what changes you want to happen as a result of the partnership's efforts.

Examples: The Junction Avenue neighborhood will remain clean and litter free throughout 2003 and 2004.

By December 2003, the residents of South Hayward will enjoy a weekly farmer's market where they can purchase fresh fruits and vegetables at reasonable cost.

By the end of 2001, our neighborhood children will have a beautiful and safe recreation center.

Action Goals and Objectives

Goals are general statements of what the group expects to achieve after a reasonable time. Goals and objectives are related in that objectives should be clear statements of what seems possible to achieve during the project. Program objectives are specific, measurable milestones along the way to achieving your action goals.

Objectives should include these important considerations:

- Who will participate in different projects or activities?
- Who will be responsible for carrying out activities?

- What does the project want to accomplish?
- How much time does your group expect will be required to complete the work (timeline)?

Examples:

Process Objective	Within a six month period, the Livermore Neighborhood Coalition will have designed and built with community residents, a recreation playground for the children and families to enjoy.
Outcome Objective	By the end of a two-year period, at least 30% of the families in the Livermore neighborhood will report increased use and enjoyment of the recreation playground.

Be realistic about the number of objectives your group wants to focus on.

Strategies and Activities

Strategies are methods to accomplish objectives and reach goals. In contrast, activities are more specific. Below are some examples of both to show the differences between strategies and activities.

Strategies	Activities
Neighborhood resident gatherings	Monthly barbeques at the park
Community organizing	Weekly training sessions on community organizing
Coalition building	Establishing a communication system among coalition members
Skills-building among residents	Residents participate in creating a community survey

Action Planning Steps

The following steps are meant to be a guide for completing a comprehensive community action plan to be shared and implemented among community members and partners. Even though they are sequentially numbered, they don't have to be done in the exact order. However, it would be good to complete each of the steps.

1. Review and analyze results of community assessment. By the time an action plan is ready to be developed, there has been a substantial amount of valuable information collected from the interviews, surveys and focus groups. Use the results in the

community action plan.

2. Review and analyze feedback from community input and comments on the results. Information gathered from the community is very significant and can provide some clues and priorities for what needs to be addressed in the plan.

3. Choose a group of people to work together on writing the action plan. The writing of the plan can be limited to one person, or two main people. The process of developing the plan can be a collaborative/partnership effort but the writer(s) can translate the action planning notes into a written plan. Too many writers can result in a fragmented plan.

4. Prioritize issues from assessment and community comments. The most important issues are those identified by community residents and the plan should reflect their priorities.

5. Identify interventions that would address issues. Interventions are focused actions aimed at producing a healthy change in the community. There are "tried and tested" interventions to choose from; however, it is important to think through what would be most appropriate and doable for the group who will be carrying out the plan.

6. Identify barriers to successfully implementing interventions. Part of deciding on what interventions would be most effective and doable is to examine the barriers. For example, crucial barriers to overcome in making an intervention effective may be cultural and language differences between community residents and the community group carrying out the action plan. In this case, it will be necessary for the people carrying out the plan to make sure that their strategies are right for the specific cultures and language groups in their neighborhoods.

7. Identify necessary resources related to the interventions. A key task is to identify the abilities, assets, capacity, duties and responsibilities of all staff and volunteers that will implement the community action plan. There may be some parts of the action plan that will be easier to implement with staff or volunteers from a variety of cultural backgrounds who speak different languages.

8. Choose individuals and community partners who will implement interventions. The community action plan requires many people and organizations to contribute their unique assets and resources. It is important to lay out clearly who is responsible for which tasks and activities in the plan.

9. Consider a timeline for conducting activities. Time is a valuable resource so it is important to state clearly and realistically staff members' time and volunteers' contributions to the various parts of the plan. Creating a timeline provides everyone working on the community action plan with a clear idea of what activities should be done and when to expect activities to be accomplished.

10. Include monitoring and evaluation activities. It is essential to know how your action plan progresses as you carry out the strategies and activities—this is where evaluation fits in.

Other Considerations for Completing a Community Action Plan

Here are some additional things to consider in completing a community action plan.

1. Partnerships among people. In order to accomplish the goals and objectives in the plan, many people will have to be engaged in doing the work. As stated earlier in the handbook, the relationships among all of the people involved are important to nurture and sustain.

2. Budget. Financial resources are usually necessary to carry out a community action plan. Thus, it is important to develop a budget that details the expenses for carrying out the action plan. What you include in the budget should match the proposed strategies and activities.

3. **Close alignment with the community's mission and vision.** The vision that was developed during the community assessment process reflects where the community wants to be headed. The mission is the purpose of your group. During the writing of the action plan, the writers work from the vision and the mission to identify several major goals (priority or strategic) that must be reached. These, in total, work toward the vision and the mission.

4. **A feasible plan does not have to be "perfect".** More important than a "perfect" plan is one that is feasible for the community partnership to complete within a reasonable period of time. The action plan is a working document that can be reviewed as the group implements it. It's a starting point that people can continue to update and revise as community groups learn over time and through their evaluation, how to accomplish their goals.

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Step

9

Evaluating the Community Assessment

When evaluation is built into a community's process of planning and action, it can help build consensus, set priorities, and validate choices and goals.

—Chris M. Coombe

For many people, evaluation brings up memories of getting a report card in school. You have to do well to pass the grade and you feel like you are being judged. It's also often seen as extra work to satisfy the funders. Evaluation does not have to be judgemental. In fact, the purpose of doing an evaluation is to help your group work more effectively, see what you have accomplished, and learn from your experiences. In this way, it is important to evaluate your assessment efforts to see what worked, what didn't work, and why. Step 9 discusses the following topics:

- Why is evaluation is important?
- How can you conduct an evaluation?

Evaluation *is measuring what works, what doesn't work, and why.*

Process evaluation *measures how your group achieved something.*

Outcome evaluation *measures what was achieved.*

Why Is Evaluation Important?

There are several reasons why conducting an evaluation is important. For example, your group might be interested to see how you are making progress as you take each step along the community assessment process. Perhaps your group wants to make sure that you are doing the activities that you have outlined in your work plan and adhering to the timelines. Additionally, you might want to collect information about your activities so that you can reflect on the actions taken, results, lessons learned and start the planning new actions. This type of evaluation is called a *process evaluation* that fosters a learning environment among group members, learning from your accomplishments and challenges so that you can make changes as necessary to your action plan.

Another important reason to conduct an evaluation is to summarize what you have achieved, what the results and effects were of your community assessment. You might also summarize the lessons learned from conducting the community assessment. If you are planning to do an *outcome evaluation*, it would be good to think about what indicators to measure ahead of time so that you can track them throughout your community assessment work and when you have finished. Also, make sure that the indicators are measurable.

How Can You Conduct an Evaluation?

Your group can decide on whether to conduct an evaluation that is simple or very complex, depending on the resources and skills of the group. Your group may consider a participatory evaluation process that engages the group members to collect and analyze information, and more importantly, take appropriate actions to improve their program work based on evaluation findings. (Zukoski and Luluquisen, 2002)

There are simple ways to evaluate your progress as you conduct the community assessment. During your regular meetings, you can incorporate a period of time to review whether the action plan is being followed, whether the planned assessment activities were successful, what's going well for the partners, and brainstorm about what can be done differently. Most important is to ensure enough time for problem solving and making decisions on next action steps based on what your group finds necessary to change.

Photographs and or videos of events, activities, meetings and other things of interest are a good way to describe what your group has accomplished during the assessment. In this handbook, there are photographs of Livermore Neighborhood Coalition's planning meetings that involved a broad sector of their community. In an outcome evaluation, photographs and videos can be used to show changes in a community, such as improved street lighting or an abandoned park that has been converted into a beautiful family playground.

Stories from the Neighborhood

Alameda County Public Health Department, Livermore Neighborhood Coalition and South Hayward Neighborhood Collaborative decided to evaluate the outcomes of their work together. They obtained the assistance of an evaluator who developed a set of focus group questions with them and who conducted the focus group sessions. Three focus groups were held: one with the Livermore Neighborhood Coalition and the Public Health Department, the second with the South Hayward Neighborhood Collaborative and the Public Health Department, and the third with the Livermore Neighborhood Coalition, SoHNC, and the Public Health Department. The evaluation findings showed positive outcomes for community residents and the Public Health Department.

Evaluation Findings for Community Residents

The evaluation findings showed that community residents increased their skills in conducting community assessments using surveys, focus groups and interviews and they reported a greater sense of pride in, and appreciation of their neighborhoods. They also said that the survey allowed them to work more closely together, develop trust with each other, and form new friendships. As they conducted the assessments and found problems to address, they took action towards making their neighborhoods safer and quieter in the nighttime; they worked to improve housing for residents by having housing units inspected, cleaned and restored. Livermore residents worked together to build a new playground with input and cooperation from culturally diverse neighborhood residents.

Evaluation Findings for Public Health Department

Public Health Department staff increased their skills to conduct community assessments and gained a greater appreciation for building positive and cooperative relationships with community members and public health partners. They learned what it takes to collaborate with groups and individuals outside of the public health department.

The evaluation also showed that members of a public health system can create successful partnership among a broad set of organizations, public agencies and neighborhood residents that strives for improving the health and well-being of a community. They can accomplish this by joint problem solving, sharing resources (staff time, expertise and funds), and cooperating across agencies.

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Conclusion

Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.

—Margaret Mead

Knowledge is power, as Sir Francis Bacon said, but it doesn't end there. Knowledge has to be transformed into action in order to get the full taste of power. A participatory community assessment is designed to do just that: empower communities through knowledge, then transform the knowledge into action.

Forming partnerships and building community capacities have become more important than ever to create community change, as communities around the nation face growing need for public health services and pressures from decreased funding. As the Institute of Medicine states:

> A community's right to self-determination, its knowledge of local needs and circumstances, and its human, social, and cultural assets, including the linkages among individuals, businesses, congregations, civic groups, schools, and innumerable others, are all important motivations for community health action…. Realizing the vision of healthy people in healthy communities is possible only if the community, it its full cultural, social, and economic diversity, is an authentic partner in changing the conditions for health (Institute of Medicine, 2003).

Working with the South Hayward Neighborhood Collaborative and the Livermore Neighborhood Coalition was a step in this direction for the Alameda County Public Health Department. Through this process, we built long-term relationships and contributed to the community knowledge base and lasting community change. We also learned important lessons along the way—what it takes to be a good partner to community groups, what approaches and strategies work, where we are likely to encounter challenges, and how to overcome them. Moreover, we have strengthened our commitment to forming partnerships and developing relationships, building community capacity, making sure that communities drive the partnership efforts, and emphasizing community assets.

The purpose of this handbook is to pass along our methods and lessons learned to others, especially partnerships between community groups and public health departments, who are interested in undertaking a participatory community assessment. We hope that this handbook is useful to you. We wish you success in your efforts!

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Appendix A: Sample Timeline

SOUTH HAYWARD NEIGHBORHOOD COLLABORATIVE
EVALUATION TIMELINE OF ACTIVITIES

January – February, 1999
- ✓ Consensus on Collaborative priorities – review of values, principles, goals
- ✓ Planning for retreat
- ✓ Rough draft of timeline

March – April, 1999
- ✓ Identification of measures of success
- ✓ Define & refine success categories – Indicators

May – June, 1999
- ✓ Prioritization of categories
- ✓ Identification of data collection methods for indicators
- ✓ Determine what information is available & what needs to be collected
- ✓ Determine sources of information
- ✓ Consensus on desired outcomes of evaluation process

July – August, 1999
Community Survey
- ✓ Develop data collection tool
- ✓ Pretest data collection tool, translate & finalize
- ✓ Finalize survey sample process
- ✓ Recruit & train residents to conduct survey
- ✓ Develop plan to inform potential participants

July – August, 1999 (cont.)
Service Recipients' Survey
- ✓ Develop data collection tool
- ✓ Pretest data collection tool, translate & finalize
- ✓ Finalize survey sample process
- ✓ Train Initiative staff to conduct survey

Core Collaborative Members' Interviews
- ✓ Develop interview questions
- ✓ Finalize with Evaluation Committee
- ✓ Public Health & ICPC staff to implement

Full Collaborative Members' Survey
- ✓ Develop data collection tool

- ✓ Pretest data collection tool
- ✓ Finalize questions & notification to participants
- ✓ Implement

- ✓ Recruit & hire Evaluation Coordinator
- ✓ Orient Evaluation Coordinator to process & specific job responsibilities

September – October, 1999

Community Survey

- ✓ Implement survey

Service Recipients' Survey

- ✓ Implement survey

Core & Full Collaborative Members' Interviews & Surveys

- ✓ Analyze results

November – December, 1999

Community Survey

- ✓ Initial analysis of results

Service Recipients' Survey

- ✓ Initial analysis of results

January – February, 2000

- ✓ Completion of draft of evaluation results
- ✓ Presentation to Evaluation Committee
- ✓ Develop recommendations
- ✓ Present to Management Committee
- ✓ Present to full Collaborative
- ✓ Completion of final Evaluation Report & Recommendations

March – April, 2000

- ✓ Presentation of Evaluation Report to ICPC & Public Health
- ✓ Train Evaluation Committee on "How to Write a Work Plan"
- ✓ Develop work plan reflecting partnerships within Collaborative

Appendix B: Sample Focus Group Questions

South Hayward Neighborhood Collaborative

Focus Group: Leadership Training Participants

1. Please tell us your name and how many years you have lived in Hayward.

2. How did you learn about the Leadership training?

3. What made you decide to take the Training?

4. In what ways did the training help you?

5. A. The goal of the training is self-empowerment (DEFINE SELF-EMPOWERMENT). What are some of the new skills and information you learned?

   B. Can you give examples of how you used the skills or information you received in the training?

6. Do you feel you can help family, friends, or neighbors because of this training? If yes, can you tell us how you were able to help family, friends, or neighbors? If no, why not?

7. Would you encourage others to take this training? Why or why not?

Focus Group: Service Recipients I

1. Please tell us your name, and how long you have lived in Hayward.

2. What do you like about living in this neighborhood? What don't you like about living here?

3. How did you find out about the Family Resource Center services? (Respite/Eden Youth Center, South Hayward Parish, Emergency Food Pantry, Healthy Start/Tyrell or Sheppard)

4. Tell me about your first impression of the Family Resource Center?

   (PROBE: What was your experience with the staff?)

5. Did the Family Resource Center help with what you needed?

   If yes, how?

   If no, why didn't they help?

   (PROBE: What was most helpful? What was least helpful?)

6. Did you learn about other neighborhood services while at the Family Resource Center? Which ones?

7. Did the services you were given help you feel more connected to this neighborhood?

    If yes, can you tell me how?

    If no, can you tell me why not?

8. Do you think it's important that people in our neighborhood are the ones that provide you services?

9. The services of the Family Resource Center were developed by the neighborhood to help people in the neighborhood. Do you think this is important? Please explain.

10. What other services do you think are needed in our neighborhood?

11. Would you tell your family or friends about the Center services? Why or why not?

12. We are interested in letting others know about the services. How would you suggest that we reach more people in the neighborhood?

13. Invite participants to the Collaborative meetings.

Appendix C: Sample Survey Announcement

The Livermore Neighborhood Coalition

A Neighborhood Survey is Coming…

When: April 8th – April 30th

Where: The Neighborhood Near Junction Avenue Middle School

Who is Doing It? The Livermore Neighborhood Coalition – a group of neighbors who want to see a safe and healthy neighborhood for all residents. The Coalition was formed 2 years ago with support from the Livermore Police Department and Alameda County Public Health Department.

Why a Survey? The Coalition has a vision of what the neighborhood should be like in 5 years. The members want to hear what everyone in the area thinks. A survey is a way to get information. THIS IS NOT THE CENSUS!

How will the Information be Used? The results will be put together and shared with the neighborhood in May. The Coalition will bring neighbors together to take action that will result in a safe and healthy neighborhood.

INDIVIDUAL'S ANSWERS TO THE SURVEY ARE CONFIDENTIAL!

Appendix D: Sample Interviewer Recruitment Materials

The Livermore Neighborhood Coalition

JOBS

Temporary Work
Neighborhood Survey – Interviewers

Flexible Hours
Free Training, No Experience Needed
Bi-Lingual (Spanish & English) Wanted
$12.00/hour, 10 hours/week
January & February, 2000

Call 925.371.4828 for an Interview
Must have picture identification & Social Security Number

Sponsored by the Livermore Neighborhood Coalition
Livermore Police Department
Alameda County Public Health Department
Funded by the San Francisco Foundation

JOB APPLICATION: NEIGHBORHOOD SURVEY INTERVIEWER

Name ______________________ Home Phone _____________________

Work Phone _____________________

Address ____

Street City

Languages You Speak ____

Languages You Read & Write ____

Would you be able to work hours on weekends? _______________________________

Would you be able to work some late afternoons? _____________________________

This work will require a 8-hour training (paid time). Are you able to attend a weekend training? ____

What is the best time to call you to schedule an interview? ____________________

What telephone number can we reach you at to schedule the interview?

____

Thank you for your interest in the position. We will call you within a week.

Sponsored by The Livermore Neighborhood Coalition
Livermore Police Department
Alameda County Public Health Department
Funded by the San Francisco Foundation

Appendix E: Sample Survey Coordinator Job Announcement

JOB ANNOUNCEMENT: NEIGHBORHOOD SURVEY COORDINATOR
6 MONTH POSITION
20 HOURS/WEEK
SOUTH HAYWARD NEIGHBORHOOD COLLABORATIVE

PROJECT DESCRIPTION

The South Hayward Neighborhood Collaborative is a partnership between the County; city; School District; non-profit, community based organizations and neighborhood groups, the faith community, and South Hayward families to "make a difference". The Collaborative has several ongoing initiatives that include the Family Resource Center, Healthy Start, Respite Care and others. The Collaborative is conducting a participatory process evaluation to measure its impact on meeting neighborhood goals:

More of our children are living safely at home
More parents are able to support their children economically, emotionally, and developmentally
More of our children will have measurable improvement in the areas of school attendance and academic performance
Services are better integrated, more outcomes and family focused

DUTIES

- Participate in the preparation of training materials, organizing trainings, and training neighborhood participants
- Assist in the preparation of data collection, instruments
- Supervise the neighborhood survey interviewers
- Conduct and oversee the data collection efforts, including focus groups, surveys, and interviews
- Participate in the preparation and writing of evaluation reports
- Serve as a contributing member of the Evaluation Work Group

QUALIFICATIONS

- 2-3 Years of college with course work in any of the following: social sciences, political science, social welfare, health, juvenile justice, community development, community organizing or education
- Demonstrated writing ability
- 1 year of experience working in a community setting
- 6 months of supervisory experience
- Ability to monitor contracts and develop tracking systems
- Commitment to improving outcomes for low-income children and families
- Knowledge of children and family issues in community settings
- Team player
- Experience working with multicultural population
- Language skills

Relevant work experience may be substituted for education requirements. Preference will be given to area residents who meet the qualifications.

Please submit your cover letter, writing sample and resume to:

Neighborhood Survey Coordinator
La Familia Counseling Services
26081 Mocine Avenue
Hayward, CA 94544

Appendix F: Sample Survey Interviewer Training Slides

South Hayward Community Interviewer Training

Purpose of Training

- To teach skills needed to do a door-to-door survey
- To provide information about the goals of the survey

Skills Interviewers Need:

- How to explain survey to respondents
- How to make respondents feel comfortable
- How to write down answers correctly
- Learn to listen, write down answers without influencing them

Other Skills:

- Ways to encourage people to participate
- How to be comfortable if people refuse to participate
- Understand street safety

What is a Community Survey?

A way to gather specific information from specific groups of people

How Will the Information be Used?

- To plan community action in response to community opinions
- To find more community partners & to gain community support for action
- To respond to community priorities

Why is the Survey Being Done?

- To find out if residents know about South Hayward Neighborhood Collaborative
- To see what services families used
- To measure impact of Collaborative on families in South Hayward

Who Do We Want to Participate in the Survey?

Families with children (under 18 years of age), who live in South Hayward

The Interviewer…

- Trained person who asks survey questions
- Writes down answers (responses) to questions
- Important to get information from community

Interviewer Guidelines

- Be friendly
- State your name & who you represent (South Hayward Neighborhood Collaborative)
- Tell purpose of survey
- Explain who should participate
- Tell how information will be used
- Explain that answers are private (confidential)
- Explain how long the survey will take (15-20 minutes)
- Ask all questions as written
- Ask all questions in order
- Don't agree or disagree with responses
- Watch you body language - it could change a person's answers

How Will We Do the Survey?

- Use lists of streets - house & apartment numbers
- Go door to door & identify households with children under 18 years of age - complete survey
- Write down results of each attempt - total of 3 attempts for each household (try different days & different time for attempted contact)

If an Adult Is Home and There Are Children Under 18 Years of Age…

- Complete survey - check off completed on list
- Write down if refused to complete survey
- Write down if you were asked to return another time
- Mark if only part of survey completed

If No Adult Is Home…

- Mark on your list time, day of week for 1st attempt
- Try to reach two more times - come different day & time
- Mark on your list result of each attempt - write time & day of week attempts made
- Do not return after 3 attempts made

Beginning the Interview...

Introductory Statement should include:

- Your name & name of group you represent
- Why survey is being done
- Who is included in survey
- How long it will take
- How information will be used
- Results will come back to community

Tips

- Be sure you understand purpose of survey
- Practice introduction out loud or with friends
- Carry the phone number of the organization you represent if someone wants more information
- Let respondents know it is okay to ask for explanation of question if not clear

Writing the Responses

You will get a set of survey questions for each household you are to survey.

- Write clearly & neatly.
- Don't leave any questions blank.
- Don't skip any questions.
- Ask question as written in order.
- Write down questions you could not answer - check with Survey Coordinator.
- Write down comments that do not fit answer choices.

REMINDER: How well you write down answers is as important as how many surveys you complete.

Exercise

- Practice using introductory statement
- Practice survey questions with training partner

How to Handle Refusals

- Too Busy - Offer to return another day
- Won't Know Answers - Reassure that we only want opinions, there are no right or wrong answers
- Not interested - Try one attempt to encourage participation. Thank them and leave if refuse
- Refused rudely - Thank them & leave

Challenging Situations

- Respondent Who Asks Too Many Questions
- Respondents Who Are Shy
- Respondents Who Ask You Into Their Home
- Respondent Who Is Rude or Disrespectful
- Two Members of Household Want to Participate

Interviewer's Checklist

- Pencils (at least 2)
- List of addresses
- Clip Board
- Brochures of organization you represent
- Incentives - small gift for completing survey (optional)
- Phone number of Survey Coordinator

How to End the Interview

- Thank respondent & remind them how important their participation is for community action.
- Ask if there are any other questions.
- Remind them results will come back to the community.

Completed Surveys

- Review completed surveys - did you leave any blanks?
- Return completed surveys at least weekly.

Communication

- Meet with Survey Coordinator weekly.
- Call Survey Coordinator anytime you have questions.

Appendix G: Sample Survey Questions

SOUTH HAYWARD COMMUNITY SURVEY

QUESTIONNAIRE #___________

INTERVIEWER ____________
DATE:_______________________

ADDRESS: ____

Hello, my name is ___________________________. I am working with the South Hayward Neighborhood Collaborative (SoHNC). The SoHNC was formed 5 years ago by people who live in this neighborhood to improve the health and well-being of children and families living in South Hayward. We are conducting a survey to find out more about our neighborhood (define neighborhood) so that we can improve the services that we offer.

Are there children between the ages of 0-18 living in this home?

Yes____. Great. As I mentioned we are conducting the survey with families living in this area who have children. *[PROCEED WITH SURVEY]*

No_____. We're only conducting the survey with families that have children because that is the focus of the SoHNC. Thanks very much for your time.

Could we have ___ minutes of your time to answer some questions? No names or addresses will be connected with this information. Your participation is voluntary and your answers will be kept private.

Time began:________
Time ended:________

4/26/00

Knowledge about Collaborative

1. Have you ever heard of the South Hayward Neighborhood Collaborative (SoHNC)?

Yes……………………………………………………….………1
No……………..……………….………………………………..0

[FOR #2, READ EACH SERVICE/PROGRAM LISTED ONE AT A TIME AND RECORD RESPONSE. IF RESPONSE IS 'YES', ASK #3 FOR THAT SERVICE. IF RESPONSE IS 'NO', DO NOT ASK #3.]

Services/ Programs	2. Have you ever heard of____? 1 Yes 2 No *[If Yes, ask #3]*	3. Have you or someone in your family ever used _________? 1 Yes 2 No
Family Resource Center at Westminster Hills Presbyterian		
Share Program		
Emergency Food Program		
Community Garden Project at Schafer		
Healthy Start at Glassbrook, Tyrrell, Shepherd and Chavez schools		
Respite Care at Eden Youth Center		
Employment Journey		
Parent Institute		
Institute for Success at Glad Tidings		
Hijos del Sol at La Familia		

[IF AT LEAST ONE RESPONSE IN #3 IS 'YES' ASK #4. IF ALL RESPONSES TO #3 ARE 'NO' SKIP TO # 5]

4. Would you tell your family or friends about these services/programs?

Yes……………………………………………………………………1
No…………………………………………………………………….2
Don't know……………………………………………………………8

All of these services/programs are part of the SoHNC.

5. What others services do you think the SoHNC should offer?

Neighborhood relationships

I'd like to ask you some general questions about how you feel living in our neighborhood.

6. How much do you feel a part of this neighborhood? ***PROBE***: to feel connected to your neighborhood. ***[READ ALL POSSIBLE RESPONSES EXCEPT 'DON'T KNOW']***

Very much a part……………………………………………………………….1
Somewhat a part……………………………………………………………..2
Not much a part…………………………………………………………....3
Not at all a part………………………………………………………………4
Don't know…………………………………………………………………...8

7. How important is it for you to feel part of this neighborhood? [***PROBE***: to feel connected to your neighborhood]? ***[READ ALL POSSIBLE RESPONSES EXCEPT 'DON'T KNOW']***

Very important………………………..………………………………………...1
Somewhat important…………………..…………………………………….….2
Not very important, or…………………………………..…………………....3
Not at all important………..…………………………………………….....4
Don't know……………………………………………………………….….8

8. As I read the following statements please tell me whether you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with the statement.

	Agree Strongly	Agree somewhat	Disagree somewhat	Disagree strongly	Don't Know
People in this neighborhood are willing to help their neighbors.					
People in this neighborhood generally share the same values.					

I'm going to ask you how likely is it that your neighbors would do something in different kinds of situations. Using the first group of choices printed on this card, as I read each statement, please tell me what you think. ***[HAND THEM THE CARD AND MAKE SURE THEY UNDERSTAND SCALE].***

9. If someone was spray-painting graffiti on an apartment building or local school? Is it… that your neighbors would do something? ***[READ EACH RESPONSE EXCEPT DON'T KNOW]***

Very likely……………………………………………………………………1
Somewhat likely………………………………………………………………2
Somewhat unlikely……………………………………………………………3
Very unlikely…………………………………………………………………4
Don't know……………………………………………………………………5

10. If a fight broke out in front of their house? Is it … that your neighbors would do something? ***[READ EACH RESPONSE EXCEPT DON'T KNOW]***

Very likely……………………………………………………………..……..1
Somewhat likely……………………………………………...……….2
Somewhat unlikely…………………………………………...……….3
Very unlikely………………………………………………...………..4
Don't know……………………………………………………..…….5

11. If children were doing a dangerous activity? Is it … that your neighbors would do something? ***[READ EACH RESPONSE EXCEPT DON'T KNOW]***

Very likely……………………………………………………………..…..1
Somewhat likely…………………………………………………….….2
Somewhat unlikely………………………………………………….….3
Very unlikely……………………………………………………..…..4
Don't know…………………………………………………………..5

I am also interested in how much influence you think you have in this neighborhood. I am going to read you two statements. Using the second group of choices printed on this card, please tell me how strongly you agree or disagree with the statement.

12. I can influence decisions that affect my neighborhood. Do you? …[***READ EACH RESPONSE EXCEPT DON'T KNOW]***

Agree strongly……………………………………………………….…1
Agree somewhat…………………………………………………..….2
Disagree somewhat…………………………………………….…….3
Disagree strongly…………………………………………………4
Don't know……………………………………………………………..8

13. By working together, we as a neighborhood, can make a change in our community. Do you …? *[READ EACH RESPONSE EXCEPT DON'T KNOW]*

Agree strongly……………………………………………………………1
Agree somewhat…………………………………………………………….2

Disagree somewhat……………………………………………………………….3
Disagree strongly………………………………………………………………4
Don't know……………………………………………………………………….8

Community Appeal

Now I'd like to ask you some questions about what you like in your neighborhood and what you would like to see improved.

14. What do you like the most about this neighborhood? *[DO NOT READ RESPONSES; IF RESPONSE NOT ON LIST, ADD TO 'OTHER' CATEGORY; CIRCLE ALL THAT APPLY]*

PROBE: Anything else?

Affordable housing…………………………………………………………..1
Safety…………………………………………………………………………...2
Upkeep on homes/property………………………………………………….3
Clean neighborhood…………………………………………………………4
Well lit streets………………………………………………………………..5
Quiet……………………………………………………………………………6
Friendly neighbors…………………………………………………………...7
Schools…………………………………………………………………………9
Near freeways, businesses, hospitals……………………………………….10
Lots of children ……………………………………………………………….11
Employment opportunities…………………………………………………12
Nothing………………………………………………………………………..13
Don't know……………………………………………………………………14
Other (specify) ________________________……………………………..15

15. What would you want to improve the most in this neighborhood? *[DO NOT READ RESPONSES; IF RESPONSE NOT ON LIST, ADD TO 'OTHER' CATEGORY; CIRCLE ALL THAT APPLY]*

PROBE: Anything else?

More affordable housing ……………………………………………………..1
Parks and public spaces………………………………………………………2
Less litter……………………………………………………………………...3
Less crime……………………………………………………………………..4
Less careless driving………………………………………………………….5
Less gang activity…………………………………………………………….6

Less noise…………………………………………………………………7
Less drug dealing………………………………………………………..9
More after-school programs…………………………………………10
More jobs…………………………………………………………………11
Neighborhood support………………………………………………12
Less street drinking…………………………………………………….13
More street lighting…………………………………………………….14
Nothing……………………………………………………………………15
Don't know……………………………………………………………..16
Other (specify)______________________________……………………17

16. Do you want to get involved in improving the neighborhood?

Yes………………………………………………………………1
No *(SKIP to 18)*..……………………………………………….2
Don't know…………………………………………………...8

17. What would help you get involved in improving this neighborhood? *[READ EACH RESPONSE ONE AT A TIME AND CHECK APPROPRIATE COLUMN BEFORE ASKING NEXT RESPONSE]*

Responses	Yes	No	Maybe/DK
Childcare?			
Information about what is going on in the neighborhood?			
Knowing my neighbors?			
Meetings in Spanish or other languages? (specify__________________)			
Meetings at night?			
Transportation?			
Learning about people from different cultural groups?			
Anything else? ______________________ ___________________________________			

Demographics

Finally, I would like to ask you some questions about yourself and your household. Please remember that all of your answers are private (confidential). Your name will not be used.

18. Gender *[DO NOT ASK]*

Male……………………………………………………………………………1
Female………………………………………………………………………..2

19. What is your racial or ethnic background? (What race or ethnicity do you identify with?)*[DO NOT READ RESPONSES]*

White……………………………………..……………………………………1
African American/Black……………………………………………….….…2
Hispanic/Latino…………………………………………………..………...….3
Asian…………………………………………………………………...………4
Pacific Islander………………………………………………………………5
American Indian……………………………………………………………..6
Multi-racial…………………………………………………………………..7
Other________________________……………………………………...8
Refused…………………………………………………………….……..9

20. Are you between the ages of *[READ ALL CATEGORIES EXCEPT 'REFUSED']*

18-24………………………………………………………….…..…..1
25-44………………………………………………………….……...2
45-65………………………………………………………….……...3
65+……………………………………………………………….…..…4
Refused……………………………………………………………9

21. What language do you speak most at home?

English…………………………...………………………………………..…1
Spanish………………………………………………………………...…2
Vietnamese……………………………………………………………3
Farsi………………………………………………………………………...4
Tagalog………………………………………………………………………..5
Other________________…………………………………………….…….6

22. How many children live in your household who are

Less than 5 years old? ______
5-12 years old? ______
13-17 years old? ______

23. In addition to you how many adults (18 years and over) live in your household? ____

24. What is your current employment status? Are you…[*READ ALL RESPONSES EXCEPT 'REFUSED'; CIRCLE ONLY ONE RESPONSE*]

Employed……………………………………………………………………1
Retired (Not working)…………………………………………………………….2
Disabled (Unable to work)…..…………………………………………………….3
Unemployed…………………………………………………………………4
Student (Not working)…………………………………………………………….5
Other (specify)____________________…………………………………………6
Refused………………………………………………………………………9

25. How many years have you lived in your neighborhood?

Less than a year…………………………………………...…………………1
1 to 4 years…………………………………………………………………...2
5 to 10 years……………………………………………………………..…4
Over 10 years………………………………………………………………...5

26. Do you plan to stay in this neighborhood for the next 5 years?

Yes…………………………………………………………………….…..…1
No…………………………………………………………………….…...2
Don't know…………………………………………………………..…..…8

[ASK #27 ONLY IF PERSON IS LIVING IN A HOUSE].

27. Do you own or rent your home?

Own………………………………………………………………………..…1
Rent…………………………………………………………………………….2
Other…………………………………………………………………………....3

Thank you very much for your time. The results of the study will be shared with the neighborhood.

Interviewer Comments

MAIL SURVEY OF SOUTH HAYWARD NEIGHBORHOOD COLLABORATIVE MEMBERS

Name: ________________________________

Organization: ____

Date: ___________

1. How did you first hear of the South Hayward Neighborhood Collaborative (SoHNC)?

   Neighbors/family……………………………………………………..…….1
   Flyers…………………………………………………………………….2
   Family Advocates……………………………………………………….3
   Other organizations……………………..……………………………….4
   Other…………………………………………………………..………5

2. When did you join the SoHNC? __________

3. When were you assigned to represent your organization? ____________

4. What in your opinion is the SoHNC trying to accomplish in South Hayward?

5. What are the goals of your organization?

6. How long has your organization been active in the South Hayward area? _________

7. Listed below are goals of the Collaborative. Please indicate how important these goals have been for keeping YOUR ORGANIZATION involved with the Collaborative.

Goal	Not at all important	Not very important	Somewhat important	Very important	Does not apply
Promote safe and healthy community					
Promote safe and healthy school environment					
Facilitate access to local human and health services					
Foster development of new services					
Preserve and strengthen family unit					
Celebrate cultural diversity					
Provide focal point of access to address health and basic needs for our families					

8. Please indicate how important these goals have been for keeping YOU, as an individual, involved with the Collaborative.

Goal	Not at all important	Not very important	Somewhat important	Very important	Does not apply
Promote safe and healthy community					
Promote safe and healthy school environment					
Facilitate access to local human and health services					
Foster development of new services					
Preserve and strengthen family unit					
Celebrate cultural diversity					
Provide focal point of access to address health and basic needs for our families					

There are many ways to support the work of the Collaborative in South Hayward. The following questions attempt to identify the different ways you and/or your organization support the work of the Collaborative.

9. Since you have joined the SHNC, have you or your affiliated organization been in contact with the Collaborative in any of the following ways?

	No	Yes	If Yes, Describe
Shared information			
Received information			
Received a referral from the Collaborative			
Referred someone to the Collaborative			
Invited the Collaborative to participate in an event or activity			
Engaged in a joint activity			
Coordinated efforts			
Shared resources			If Yes, answer Q #
Other (please specify)			

10. We would like more specific information about sharing of resources with the Collaborative. Please indicate which of the following resources your organization has shared with the Collaborative.

	No	Yes	If Yes, please explain
Space (co-location, free space, …)			
Staff			
In-kind contributions (specify)			
Grants (jointly apply, letter of support)			
Equipment and supplies			
Other (please specify) ________________			

11. Do you attend any of the following meetings?

Meetings	No	Yes
Advisory Group		
Collaborative Management Group		
Healthy Start Elementary School Technical Team		
Healthy Start High School Work group		
Community Parent Organizing Work group		
Economic Development Work group		
Multi-disciplinary Team (MTD)		
Other meetings? Specify ________________________		

[IF NO MEETINGS WERE MARKED IN Q #11, SKIP TO Q #13]
For each of the meetings marked "Yes" in Q#11, please answer the following questions.
Please note all responses that apply.

Meetings	12. Since you joined the SoHNC how many of the meetings have you been able to attend? 1 Almost all 2 More than half 3 Less than half 4 Only a few	13. Do you think the meetings are 1 run well 2 effective 3 timing is convenient 4 location is convenient 5 degree of involvement by members is good 6 other Please note all that apply	14. Why have you not been able to attend more meetings? 1 Hours not convenient 2 Location not convenient 3 Childcare issues 4 Language barrier 5 Someone else from organization assigned to attend 5 Other (please specify)
Advisory group			
Collaborative Management group			
Healthy Start Elementary School Technical Team			
Health Start high School Work group			
Community Parent Organizing Work group			
Economic Development Work group			
Multi-Disciplinary Team			
Other meetings? Please specify_______________			

15. Are there other ways not mentioned above in which you support the work of the Collaborative?

16. For each of the following statements, please indicate how much you agree or disagree.

	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply
I have received positive recognition from my peers because of my participation in SoHNC.					
Participating in SoHNC has resulted in negative collaborative experiences.					
I have developed new friendships through SoHNC work.					
Participation in SoHNC has resulted in my receiving support from new mentors or key leaders.					
Participation in SoHNC has facilitated networking opportunities for me.					
I can influence the decisions that the SoHNC makes.					
The SoHNC is effective in achieving its goals.					
The SoHNC can influence decisions that affect the community.					

17. Overall, how would you rate the benefits of belonging to the SHNC?

Many more benefits than costs…………………………………………………..1
A few more benefits than costs…………………………………………………..2
Benefits and costs are about the same……………………………………………3
A few more costs than benefits…………………………………………………..4
Many more costs than benefits…………………………………………………..5

18. How does your organization define “Collaboration”?

19. Would you like to become more involved with the SoHNC?

Yes…………………………………………………………………………………..1
No…………………………………………………………………………………2

If yes, in what ways?

20. What are some of the constraints/barriers you see to collaborating further with the SoHNC?

The following questions are about SoHNC operations.

21. Are you aware of how the SoHNC makes decisions?

Yes……………………………………………….………..…..……1
No……………………………………………….……………....….0

22. Have you ever been a part of SoHNC decision-making?

Yes………………………………………………………………1
No……………………………………………………………….0
Don't know………………………………………………………8

23. Do you think the SoHNC decision-making process is effective?

Yes………………………………………………………………1
No……………………………………………………………….0
Don't know………………………………………………………8

24. When your affiliated organization joined the SoHNC, were you provided with an orientation packet and the operating principles of the Collaborative?

Yes………..……………………………………………………..1
No…………..…………………………………………………... 0
Don't know……..………………………………………………..8

Demographic Information

24. Are you:

Female…………………………………………………………………...1
Male……………………………………………………………………...2

25. Which of the following best describes your race/ethnicity?

African American……………………………………………………..1
Asian/Pacific Islander…………………………………………………2
Latino…………………………………………………………………..3
Native American/American Indian……………………………………4
White…………………………………………………………………..5
Other…………………………………………………………………..6

26. Are you between the ages of:

18 - 24…………………………………………………………………1
25 - 44…………………………………………………………………2
45 - 65…………………………………………………………………3
65+ ……………………………………………………………………4

Thank you very much for filling out this survey.

LIVERMORE COMMUNITY SURVEY

QUESTIONNAIRE #___________

INTERVIEWER _____________

DATE: ____________________

ADDRESS: ____

Hello, my name is __________________________. I am working with the Livermore Neighborhood Coalition and live in the neighborhood. The Livermore Neighborhood Coalition was formed 2 years ago by people who live in this neighborhood who are interested in improving health and safety. The Coalition invited the Livermore Police Department and the County Public Health Department to help build a healthier neighborhood.

We are doing a survey to find out what's important to the people who live here. This information will be used by the Livermore Neighborhood Coalition to identify what to work on to help make the neighborhood a healthier and safer place to live.

Could we have _____minutes of your time to answer some questions? No names or addresses will be connected with this information. Your participation is voluntary and your answers will be kept private.

Time began:________
Time ended:________

4/4/00

NEIGHBORHOOD RELATIONSHIPS

First, I'd like to ask you some general questions about how you feel living in this neighborhood.

1. How much do you feel a part of our neighborhood? Would you say…[READ ALL POSSIBLE RESPONSES EXCEPT DON'T KNOW]

Very much a part……………………………………………………………….1
Somewhat a part……………………………………………………………..2
Not much a part……………………………………………………………...3
Not at all a part………………………………………………………………4

Don't know…………………………………………………………………...8

2. How important is it for you to feel a part of this neighborhood? [PROBE: to feel connected to your neighborhood]? …[READ ALL POSSIBLE RESPONSES EXCEPT DON'T KNOW]

Very important……………………….……………………………………...1
Somewhat important………………..…………………………………….….2
Not very important, or……………………………….……………………....3
Not at all important……….………………………………………………....4

Don't know…………………………………………………………………….…8

3. Do you participate in any of the following groups? [READ ALL CATEGORIES]

	No	Yes
Religious groups	_____	_____
Neighborhood groups	_____	_____
School groups	_____	_____
Sports clubs	_____	_____
Parent Groups	_____	_____
National Associations (Rotary, Shriners, Eastern Star, etc.)	_____	_____
Other types of groups? (Specify) ______________________________	_____	_____

4. I'm going to ask you about situations when you might need help from your neighbors. Would you ask your neighbors for …[READ EACH EXAMPLE AND RESPONSES (EXCEPT DOES NOT APPLY); CHECK APPROPRIATE COLUMN]

	All the time	Sometimes	Rarely	Never	Does not apply
A ride?					
Babysitting help?					
Help watching your house while you're away?					
Help in an emergency					

I am also interested in how much influence you think you have in this neighborhood. I am going to read you two statements. For each one, please tell me how strongly you agree or disagree.

5. I can influence decisions that affect my neighborhood. Do you….[READ EACH RESPONSE EXCEPT DON'T KNOW]

Agree strongly…………………………………………………………………1
Agree somewhat………………………………………………………………..2
Disagree somewhat……………………………………………………………..3
Disagree strongly………………………………………………………………4

Don't know……………………………………………………………………..8

6. By working together, we as a neighborhood, can make a change in our community. Do you…[READ EACH RESPONSE EXCEPT DON'T KNOW]

Agree strongly…………………………………………………………………1
Agree somewhat………………………………………………………………..2
Disagree somewhat……………………………………………………………..3
Disagree strongly………………………………………………………………4

Don't know……………………………………………………………………..8

Community Appeal

Now I'd like to ask you some questions about what you like in this neighborhood and what you would like to see improved.

[FOR Q # 7-10 DO NOT READ RESPONSES; CHECK RESPONSE TO EACH QUESTION; IF RESPONSE NOT ON LIST ADD TO 'OTHER' CATEGORY]

Responses	7. What do you like the most about this neighborhood?	8. What else do you like about this neighborhood?
Affordable housing		
Safety		
Upkeep on homes/property		
Clean neighborhood		
Well lit streets		
Quiet		
Friendly neighbors		
Schools		
Lots of children		
Employment opportunities		
Don't know		
Other (specify) ______________________ ______________________		

Responses	9. What would you want to improve the most in this neighborhood?	10. What else would you want to improve?
More affordable housing		
Parks and public spaces		
Less litter		
Less crime		
Less careless driving		
Less gang activity		
Less noise		
Less drug dealing		
More after-school programs		
More jobs		
Neighborhood support		
Less street drinking		
More street lighting		
Nothing		
Don't know		
Other (specify) ______________________		

11. What would help you get involved in improving this neighborhood? [READ ALL ITEMS, DO **NOT** READ RESPONSE CATEGORIES]

ITEMS	Yes	No	Maybe/DK
Child care			
Information about what is going on in the neighborhood			
Knowing my neighbors			
Meetings in Spanish or other languages			
Meetings at night			
Transportation			
Learning about people from different cultural groups			
Anything else? ______________________ ___________________________________			

12. If you had help, how willing would you be to work with others on the following issues in the neighborhood? [READ ALL ISSUES AND RESPONSES, EXCEPT DON'T KNOW]

Neighborhood Issues	Very willing (4)	Willing (3)	Not too willing (2)	Not willing at all (1)	Don't know (8)
Youth activities					
Reducing street violence					
Reducing drug dealing/use					
Discouraging gangs					
Reducing reckless driving					
Reducing crime					
Keeping neighborhood clean					
Other issues (specify)					

NEIGHBORHOOD ISSUES

Now I'd like to ask you some questions about specific neighborhood issues.

13. Do you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with the statement "Children are well supervised in this neighborhood." By "children" we mean ages 18 and younger. Do you …[READ ALL RESPONSES EXCEPT DON'T KNOW]

Agree strongly……………………………………………………………………1
Agree somewhat…………………………………………………………………2
Disagree somewhat………………………………………………………………3
Disagree strongly…………………………………………………………………4

Don't know…………………………………………………………………………..8

14. How much of a problem do you think muggings, robberies and shootings are in this neighborhood? …[READ ALL RESPONSES EXCEPT DON'T KNOW]

A very important problem……………………………………………………….1
A somewhat important problem………..……………………………………………2
Not very important problem………..………………………..………...…………..3
Not at all important….…………………………………………………………...4

Don't know………………………………………………………………………8

15. How much of a problem do you think drug dealing and drug use are in this neighborhood? …[READ ALL RESPONSES EXCEPT DON'T KNOW]

A very important problem……………………………………………………….1
A somewhat important problem…………………………………………………2
Not very important ……………………………………..……………………..3
Not at all important…………………………………………………………...4

Don't know………………………………………………………………………8

16. How much of a problem do you think gangs are in this neighborhood? …[READ ALL RESPONSES EXCEPT DON'T KNOW]

A very important problem….…………………………………………………….1
Somewhat important problem…………..……………………………………...2
Not very important ……………………………………..……………………...3
Not at all important………………………………………………………………4

Don't know…………………………………………………………………….…8

17. How much of a problem do you think reckless/careless driving is in this neighborhood? …[READ ALL RESPONSES EXCEPT DON'T KNOW]

A very important problem……………………………………………………….1
A somewhat important problem..…….…………………………………………2
Not very important …………………………………..……………………..3
Not at all important………………………………………………………...4

Don't know……………………………………………………………………8

18. What would help stop reckless driving? [READ ALL RESPONSES]

Speed bumps…………………………………………………………………1
More stop signs………………………………………………………………2
Crosswalks…………………………………………………………………...3
Other?(specify)____4

19. How safe do you feel being outside your home alone during the day? Do you feel…[READ ALL RESPONSES EXCEPT DON'T KNOW]

Very safe………………………………………………………...…………..1
Somewhat safe…………………………………………………...………….2
Somewhat unsafe……………………………………………...………….3
Very unsafe……………………………………………………….……….…..4

Don't know……………………………………………………….……….…..8

20. How safe do you feel being outside your home alone at night? Do you feel …[READ ALL RESPONSES EXCEPT DON'T KNOW]

Very safe…………………………………………………..………………....1
Somewhat safe…………………..…………………………………….....….2
Somewhat unsafe………………..……………………………………...…….3
Very unsafe…………………………………………………………………..4

Don't know………………………………………………………..…………..8

21. How concerned are you that someone in your family will be the victim of a crime in our neighborhood? Are you…[READ ALL RESPONSES EXCEPT DON'T KNOW]

Very concerned……………………………………………………………………1
Somewhat concerned…………………………………………………………...2
Not very concerned….……………………………………………………….3
Not at all concerned...……………………………………………………….4

Don't know……………………………………………………………………...8

22. How clean do you think this neighborhood is now? …[READ ALL RESPONSES EXCEPT DON'T KNOW]

Very clean….……………………………………………….……………...1
Somewhat clean…………………………………………….………...2
Not very clean…………………………………………….…………..3
Not clean at all…………………………………………….……….…4

Don't know………………………………………………………………8

Demographics

Finally, I would like to ask you some questions about yourself and your household. Please remember that all of your answers are completely confidential and will not be associated with your name.

23. What is your racial or ethnic background?

White…………………………………...…………………………………..1
African American/Black……………………………………………….…….2
Hispanic/Latino……………………………………………..……………..3
Asian, Pacific Islander…………………………………………………………4
American Indian…………………………………………………………...5
Other________________________……………………………………....6
Refused……………………………………………………………….……...7

24. Gender [DO NOT ASK, JUST RECORD]

Male……………………………………………………………………………1
Female…………………………………………………………………………..2

25. Are you between the ages of [READ ALL RESPONSES]

18-24……………………………………………………………….…..…..1
25-44…………………………………………………………….……...2
45-65…………………………………………………………….……...3
65+…………………………………………………………….…..…4
Refused…………………………………………………………………9

26. What language do you speak most at home?

English…………………………...…………………………………….…1
Spanish………………………………………………………………..…2
Other______________________…………………………………………….…….3

27. How many children live in your household who are….[READ EACH RESPONSE]

Less than 5 years old? _______
5-12 years old? _______
13-17 years old? _______

28. How many adults (18+ years) live in your household? _______

29. What is your current employment status? Are you…[READ RESPONSES]

Employed……………………………………………………………………1
Retired………………………………………………………………………2
Looking for a job…………………………………………………………….3
Homemaker…………………………………………………………………4
Unable to work………………………………………………………………5
Student………………………………………………………………………6
Refused………………………………………………………………………9
Other……………………………………………………………………..10

30. What is the last grade of school you completed?

Grades 1-8 (Elementary)……………………………………………………1
Grades 9-11 (Some High School)……...……………………………………….2
High School graduate or GED..………………………………………………...3
Associates Degree/Technical Certificate…………………………………………4
College graduate (4 reprogram)…...….………………………………………..5
Refused…………………………………………………………………………9

31. How many years have you lived in this neighborhood?

Less than a year……………………………………………...………………….1
1 to 4 years…………………………………………………………………...2
5 to 10 years……………………………………………………………..…4
Over 10 years………………………………………………………….....5

32. Do you plan to stay in this neighborhood for the next 5 years?
Yes……………………………………………………………….….…1
No………………………………………………………………….…...2
Don't know………………………………………………………….….…8

33. Do you own or rent your home?

Own……………………………………………………………………..…1
Rent…………………………………………………………………………….2
Other……………………………………………………………………....3

34. Would you be interested in working with the Livermore Neighborhood Coalition to build a safer and healthier community?

Yes…………………………………………………………………....…1
No……………………………………………………………………………2

[If Yes to Q#34 ask #35]
35. May we send you information about the next meeting?

Yes…………………………………………………………………………..1
No……………………………………………………………………………..2

Thank you for your time. The results of the study will be shared with the neighborhood.

Interviewer Comments

Appendix H: Sample In-Depth Interview Questions

CORE COLLABORATIVE
Interview Tool
March 2000

BACKGROUND

1) When did you get involved in the Collaborative?

2) Why did you get involved? Hoped to gain?

3) What is your work within the Collaborative?

PARTNERSHIPS

4) Please describe the partnerships you have developed with others on the Management Team that help you with your work. How do they support your work?

5) How did these relationships develop? (How did trust develop?)

6) Do you feel the people sitting around the table on the Management Team share the same goals as you? Explain.

7) In the Management Team, do you feel part of the decision making process?

8) In the Management Team, do you feel you can initiate change – make a difference in the work of the Collaborative?

9) Please describe helpful partnerships you have developed with people who are not part of the Management Team. How did they support your work?

SERVICE INTEGRATION

10) When residents come into your program, does your staff have sufficient knowledge to refer them to other collaborative programs that they may need?

11) Which programs do you usually make referrals to?

12) Which collaborative programs make referrals to your program?

13) Are the collaborative programs truly integrated? Do people really get hooked up with the different services they need?

14) (Universal Intake Form: done? your staff use it? Is it effective?)

REPRESENTATIVENESS

15) Do you agree or disagree with the following statement: The decision makers on the Management Team represent the neighborhood's diversity? Explain.

    Strongly Agree

    Somewhat Agree

    Somewhat Disagree

    Strongly Disagree

16) Which community groups are represented and which groups are left out?

17) How much do you really think the community residents are brought into the planning for what the Collaborative does in the neighborhood? (Probe issues).

LEADERSHIP

18) What does the Collaborative foster leadership roles for neighborhood residents?

19) What is working?

20) What needs to be done differently?

21) How do we bring youth into the work of the Collaborative?

OUTREACH

22) What outreach methods does your organization/program use?

23) How have outreach methods changed over time?

24) Which methods work best in this neighborhood?

25) How can we make the Collaborative more known to residents?

DECISION MAKING

26) What are the Operating Principles of the Collaborative?

    Trust
    Family Friendly
    Decisions by Consensus
    Foster Self-Reliance
    Equal Participation
    Encourage High Expectations and Standards
    Create an Inclusive Neighborhood
    Value Diversity Within Cultures
    Inter-Generational Tolerance
    Respect Individuality
    Tolerance and Respect for All Spiritual Beliefs
    Accountability to the Neighborhood
    Avoid Negative Labeling
    Inclusive of all Disabilities
    Promote Neighborhood Assets and Strengths
    Don't Promote What Can't Be Delivered

27) How much are they followed? What do we need to improve on?

28) At the different levels of decision-making, how are decisions made?

29) At the different levels of decision-making, what types of decisions are made?

30) How much are decisions driven by funding opportunity and how much by the values of the Collaborative?

BENEFITS

31) You told me why you got involved. Have you actually benefited in those ways – in other ways?

32) What do you still want out of the Collaborative that you haven't gained yet?

33) What resources has the collaborative been instrumental in bringing to your program? (Grants, donations, undocumented in-kind contributions, staff time, space…— from who, how much)

PERSPECTIVE

34) What do you really enjoy about working in the Collaborative?

35) What do you really dislike about working in the Collaborative?

36) What are the biggest challenges the Collaborative faces?

37) If you could make a change in the Collaborative tomorrow, what would it be?

38) What haven't I asked about that I should have?

Appendix I: Sample Report Outline

Results of Livermore Community Survey, 2000

1. Table of Contents
2. Acknowledgments
3. Executive Summary
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