

# Community Prevention Readiness Index

Community Partner Institute

## Interview Form

1. Name of person interviewed:  
\_\_\_\_\_
2. Name and location of home community:  
\_\_\_\_\_
3. Have you been involved in other coalitions or other AODA work?  
Yes \_\_\_\_\_ No \_\_\_\_\_
  - a. If yes, how have you been involved and for how long?
  - b. If no, how did you become involved in your partnership?
4. What sectors of the community do you see yourself as representing in your partnership?
5. What sectors of the community do you think others see you as representing?
6. What role do you play in the decision-making process of your partnership?
7. What do you hope to accomplish through your involvement with your partnership?

# The Community Prevention Readiness Index

## Opinion Survey

Express your opinion by selecting a number from the scale for each of the questions:

1	2	3	4	5	6	7	8	9	10
—	—	—	—	—	—	—	—	—	—
VERY WEAK								VERY STRONG	

## Areas of Inquiry

**Conceptual Clarity**-Is there a clear and generally shared idea of what is meant by prevention?

**Policy Development**-Have clear policies supporting prevention been enacted by various policy groups?

**Strategic Planning**-Is there a coordinated strategic planning effort for prevention in place?

**Networking**-Are organizations consciously pursuing a collaborative approach to prevention?

**Evaluation**-Is there a coordinated effort to evaluate the results of existing prevention efforts and to share the findings?

**State/Local Collaboration**-Are there specific channels through which State-level resources support local prevention efforts?

**Technical Assistance**-Is there an organized technical assistance resource available to support local prevention efforts?

**Funding Commitment**-Is there a commitment to the funding of prevention efforts?

**Program Models**-Are there clear prevention efforts to which people can point as useful models?

**Data**-Is there an available, consistent database that is being used for prevention planning?

**Leadership**-Are there identifiable advocates of prevention in the community who are recognized as prevention leaders?

**Educational support**-Do the educational institutions which train the helping professionals of the community and provide continuing education for them have a demonstrated commitment to prevention?

The results of this index can give those interested in strategic planning for prevention useful information with which they can start to build a clear understanding of conditions related to the

# Sample Community Readiness Profile

## Average of Ratings

	1	2	3	4	5	6	7	8	9	10
1. Conceptual Clarity	■	■	■	■	■					
2. Policy Development	■	■								
3. Strategic Planning	■	■	■							
4. Networking	■	■	■	■	■	■				
5. Evaluation	■	■								
6. State/Local Collab.	■	■	■	■	■	■	■	■		
7. Technical Assistance	■									
8. Funding Commitment	■	■	■	■						
9. Program Models	■	■	■	■	■	■	■	■		
10. Data	■	■	■	■	■	■				
11. Leadership	■	■	■	■	■	■	■	■	■	■
12. Education Support	■	■	■	■	■					

# Community Prevention Readiness Index\* Discussion Guide

1. Analyzing the results of the CPR Index.
  - Consider the average response for each of the 12 areas. What is the significance of these averages?
  - Do the averages suggest obvious strengths in certain areas?
  - Can these strengths be used for building a stronger support system for prevention?
  - Can you prioritize the areas in terms of the order in which they might be dealt with in order to strengthen the support system?
2. Identifying allies for strategic planning for prevention.
  - Create a list of groups, organizations, and individuals who can be considered natural allies for strengthening the position of prevention at the community and at the State levels.
  - What do each of these have to offer, and why were they placed on the list?
  - What are they currently doing to promote the cause of prevention?
3. Using the areas of inquiry.
  - Select a specific area of inquiry, and use it to probe in depth the current reality of that area.
  - Discuss with your group what the benefits might be if each area of inquiry, in turn, were probed in this manner over the next year and strategies were developed to focus on each area.
4. Shaping a strategic-planning process at the local and State levels.
  - Using the steps suggested in the above discussion, develop a plan for a strategic-planning process for strengthening prevention in selected areas (the desired change). Consider the important relationship between the local and State levels.
  - How would you assess the current interest in your State and local community in shaping a strategic-planning process for prevention?
5. What does a prevention-ready community look like?
  - It would be rated near the top end of the scale in relation to the 12 Areas of Inquiry of the Community Prevention Readiness Index.

- Its primary commitments in the areas of policy, management, and action would be to community development, with emphasis being given to the other areas as needed to regain a community development emphasis.
- It would have a strong commitment to building, maintaining, and nurturing a prevention-support system that would be brought into play in all aspects of community life.
- All citizens in a prevention-ready community would be respected as resources, and their participation in decision making would be sought and welcomed through highly visible and well-publicized vehicles of communication.

# Community Ownership Potential Grid

The purpose of the following grid is to help you assess the potential of community ownership of your partnership by members of different communities and by the different sectors within a community.

## Instructions

- Step 1: Define the community that you are assessing. Enter its name on the line in the upper left corner.
- Step 2: **ASSESSMENT.** For each question in the left-hand column, answer "yes," "no," or "don't know" (D.K.) for each sector of the community listed across the top of the grid. Use another sheet to add other sectors or actors important to your partnership, if needed. Skip any sectors that you believe are irrelevant to developing ownership of your partnership. Fill in all the appropriate boxes.
- Step 3: **SCORING:** Each "yes" answer is equal to 1 point. "No's" and "don't knows" are equal to zero. Add each column for all relevant sectors and actors. An examination and comparison of the scores will show you who is most likely and least likely within your target community to feel a sense of ownership. A score of 5 or 6 means the people or institutions in that sector are very likely to feel a sense of ownership and, therefore, support and extend the reach of your partnership. A score of 2 or less indicates people, groups, or institutions whose involvement in your partnership is minimal or nonexistent.
- Step 4: **WHAT TO DO?** If there are people or groups whose ownership and involvement you want to increase, first clarify the "don't knows" by asking them. The answers are likely to point towards corrective measures to take regarding the membership, design, and operation of your partnership.



# Resource Inventory

## Resources for Supporting Grassroots Voluntary Community Initiatives

Voluntary efforts to prevent drug use are essential if we are going to reach all citizens in our communities. Numerous voluntary community initiatives need to be supported, even in the smallest communities. The efforts require certain supports or resources that are easily accessible to voluntary community leaders and other interested citizens. For each of the following resources, check the appropriate answer and list the resources in your community that fit that category. If your answer to any question was "Yes" or "Somewhat," please describe:

Does your target community (or communities) have:

A regular newsletter for voluntary community organizations and citizen initiatives that includes program ideas or model programs, information on activities and resources, and opportunities for the sharing of issues or interests?

Yes [ ] Somewhat [ ] No [ ] Don't Know [ ]

Ongoing adult education or training programs for interested citizens on leadership skills (running meetings, recruiting volunteers, delegating), collaborative program development and planning, resource development and fund raising, coalition development, and forming and maintaining organizations?

Yes [ ] Somewhat [ ] No [ ] Don't Know [ ]

Resource networks, coalitions, or federations of community groups that meet regularly to share ideas and information on community issues such as drug use or drug dealing?

Yes [ ] Somewhat [ ] No [ ] Don't Know [ ]

Opportunities to coordinate, collaborate, and plan at different types (neighborhoods, churches, youth groups, service providers, businesses) and levels of community (e.g., neighborhood, section of the city, citywide)?

Yes [ ] Somewhat [ ] No [ ] Don't Know [ ]

A regular program of seed or minigrants to help voluntary grassroots organizations get started?

Yes [ ] Somewhat [ ] No [ ] Don't Know [ ]

Award and recognition programs for voluntary grassroots community organizations that have attempted to address the AODA problem?

Yes [ ] Somewhat [ ] No [ ] Don't Know [ ]

A listing of grassroots voluntary organizations such as block, tenant, or neighborhood associations; church groups; social clubs; youth organizations; parent-teacher organizations?

Yes [ ] Somewhat [ ] No [ ] Don't Know [ ]

A way for voluntary grassroots community organizations, such as those mentioned above, to be systematically involved in your AOD problem prevention programs?

Yes [ ] Somewhat [ ] No [ ] Don't Know [ ]

Technical assistance and support organizations that provide assistance in nonprofit management, community organizing, human relations, and community development?

Yes [ ] Somewhat [ ] No [ ] Don't Know [ ]

An ongoing media effort to promote and inform the public of the efforts of community initiatives to address the drug problem?

Yes [ ] Somewhat [ ] No [ ] Don't Know [ ]

Accessible public or private organizations and institutions that can provide assistance to voluntary community organizations in needs and resource assessments, identifying scientific or professional studies/information, and program evaluation?

Yes [ ] Somewhat [ ] No [ ] Don't Know [ ]

Publications and other educational materials responsive to the different cultures and languages in your community that can provide information to interested citizens on organizing and maintaining community initiatives, program activities, and resources that are available to them to support their interests?

Yes [ ] Somewhat [ ] No [ ] Don't Know [ ]

An accessible, well-publicized mechanism for distribution of these materials?

Yes [ ] Somewhat [ ] No [ ] Don't Know [ ]

An organization or organizations that can develop materials that are responsive to the different cultures, languages, and learning style/abilities in your target area?

Yes [ ] Somewhat [ ] No [ ] Don't Know [ ]

Opportunities to develop, nurture, and evaluate innovative voluntary community initiatives?

Yes [ ] Somewhat [ ] No [ ] Don't Know [ ]

**Source:** D. Chavis, 1990.