RAPE CRISIS TRAINING INSTITUTE

R C T I

COMMUNITY SELECTION ASSESSMENT WORKBOOK:

Using concepts of readiness to select communities for a primary prevention demonstration project.

New York City Alliance Against Sexual Assault

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Special Thanks To:

Lisa Fujie Parks for inspiring and guiding this workbook.

Introduction:

Community Selection Assessment Purpose

The first phase of the community mobilization project initiated by The New York City Alliance Against Sexual Assault in close collaboration with New York City's Rape Crisis Programs (RCPs) is to select the communities with which to partner to design and launch a sexual violence (SV) primary prevention demonstration project. During the first quarter of 2008, member RCPs will conduct community selection assessments to gather information that will aid in the selection of the 3-5 demonstration project site communities. 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" (Mizoguchi, et al., 2004, p.1). Recognizing that SV prevention initiatives need to be designed in a manner that is responsive to the community's level of readiness for action, the purpose of the community selection assessment is to gather information to appraise the relative strength of five critical factors related to readiness for primary prevention of SV (readiness factors). The key question of the community selection assessment is: What is the community's overall level of readiness for mobilization to prevent sexual violence?

While the community selection assessments are being completed prior to the design or implementation of any actual prevention initiative, it's important to be mindful that, in fact, the assessment process itself can be viewed as the first part of the intervention. That is, by bringing into focus priorities for action, the process of assessment begins to motivate and mobilize people in a particular direction and with a particular tone (International HIV/AIDS Alliance, 2003). The community selection assessment thus also has several secondary purposes:

- To build and/or strengthen relationships with community stakeholders and potential partner organizations and networks;
- To cultivate a positive, energizing and hopeful tone specifically with respect to the demonstration projects and generally with respect to prevention of sexual violence;
- To reveal potential opportunities for future prevention efforts;
- To lay the foundation for a deeper participatory asset mapping process with the selected communities.

Community Readiness

According to a recent review of the literature in the Journal of Primary Prevention, the conclusion most supported in the literature on community-based prevention is that "The community must be ready" (Stith, et al., 2006). Community readiness is the degree to which a community is prepared to take action on a particular health or social issue (Oetting, et al, 1995). Interventions must be challenging enough to move a community forward, but efforts that are too ambitious are likely to fail because community members will not be able to respond (Plested, et al., 2005).

It is important to be clear that the concept of community readiness is not that some communities *are* ready while others *are not*. Rather, communities differ in *the degree* to which they are ready for action. If a community is at a very low level of readiness, then direct efforts will need to be made toward improving the level of readiness. If a community is at a mid or high level of readiness, then that community can begin designing an action agenda.

Assessing various communities' level of readiness for primary prevention of sexual violence will inform the selection of communities for the demonstration projects by the Alliance and participating RCPs, but a community's level of readiness will not be the sole determining factor. The utility of knowing the level of readiness is to ensure that mobilization efforts are tailored to the community and therefore more likely to be successful.

Readiness Factors

Many models have been developed and factors identified related to community readiness (see Stith, et al., 2006 for a review). Through a collaborative process involving a literature review, interviews with researchers and practitioners and input from over 30 RCP staff, five readiness factors were identified as indicators of readiness for primary prevention of sexual violence.[1] The 5 readiness factors are:
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1. **Key champion(s)**: Community leader(s) who are committed to sexual violence prevention and have interest in supporting the Alliance-initiated SV prevention demonstration project;
2. **Supportive climate**: Significant segments of the community express support for SV prevention efforts and feel that it is the community's responsibility to prevent SV; community members are actively involved in implementing, evaluating and improving SV prevention efforts;
3. **Potential for a strong, action-oriented coalition:** The success of a community mobilization project for SV prevention depends on a strong coalition, advisory group or network of diverse leaders who possess problem-solving skills and community influence and are able to take action.
4. **Community cohesion**: Community cohesion allows for the recognition and coalescence of common values and goals for the community. A cohesive community is one where, "there is a common vision and a sense of belonging; the diversity of people's backgrounds and circumstances is positively valued; and strong and positive relationships are developed in the workplace, in schools and within neighbourhoods."
5. **Resources for primary prevention of sexual violence:** Any broad community change effort requires resources – in the form of human, financial, physical and other capital. Particularly needed are resources that come from reliable local sources that are expected to provide ongoing support, as well as a commitment to resource development.

The community selection assessment will gather information to appraise the relative strength of these 5 factors and allow the Alliance and member RCPs to make a determination as to the community's overall level of readiness for mobilization to prevent sexual violence.

A Strengths-Based and Opportunity-Focused Approach

To succeed in a prevention initiative and progress toward a positive vision – such as a city where sexual violence is no longer perpetrated – requires a shift away from focusing on problems toward recognizing inherent opportunities. The SV demonstration projects will be more successful and sustainable if they build on existing strengths and work along with inherent interests rather than ignoring them, or working in opposition to them. Therefore, community selection assessment teams are encouraged to adopt a strengths-based and opportunity-focused orientation as they conduct their assessments. Though the information gathered will come from community members, the manner in which the information is gathered and the specific questions that are asked will significantly shape the end results: "the questions we ask, the things that we choose to focus on… determine what we find. What we find becomes the data and the story out of which we dialogue about and envision the future. And so, the seeds of change are implicit in the very first questions we ask (Adams, et al, 2004)." This does not mean that questions or issues related to problems or obstacles should be ignored! RCPs should keep in mind, however, that the overarching tone should be strengths-based and opportunity-focused. Strengths and opportunity-focused questions asked in a constructive and respectful manner will not only elicit useful information for the assessment, they will also engender trust and help to establish the kind of positive and hopeful tone so critically needed to mobilize communities for a better future.

Understanding a community's readiness will help us to systematically select sites for the Sexual

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[1] Questions and issues for consideration raised by the 12/3/2007 RCTI participants were woven into the 5 factors.

Violence Primary Prevention Demonstration Project.

This workbook includes three sections of tools that we hope you find useful for measuring readiness. We also hope these exercises will help you gain a feel for the texture of the communities that you are assessing.

In order to assess communities and create a community readiness profile, we need to discover key champions who may be supportive of the demonstration project, gain an understanding of the community's climate, coalition history, and cohesion, as well as discover what resources are available to bring about change. By interviewing community members and spending time in the community conducting structured observations, we can develop a readiness assessment that will help us with community selection.

Defining Community

Lack of a common and comprehensive definition of community complicates the process of selecting communities for this project.

The Alliance and participating RCPs have grappled with how to best define community for this project, recognizing the importance of being able to build trusting relationships with partners who might have different opinions about how a community is defined and who may legitimately represent that community.

After significant deliberation, we have decided to adopt the zip code defined areas that the New York City Department of Health and Mental Hygiene's uses to define communities for its Community Health Survey. The New York City Community Health Survey (CHS) is a telephone survey conducted annually by the DOHMH, Division of Epidemiology, Bureau of Epidemiology Services. CHS provides robust data on the health of New Yorkers, including both neighborhood and citywide estimates on a broad range of chronic and behavioral risk factors. NYC DOHMH derived the map it currently uses for CHS from zip code defined neighborhoods first proposed by the United Hospital Fund (UHF). UHF originally defined 42 neighborhoods in NYC, each defined by several adjoining zip codes. In order to increase statistical power, the NYC DOHMH combined several neighborhoods with populations similar on sociodemographic variables to derive 34 "communities" (New York City Department of Health and Mental Hygiene, 2006). These communities appear on a map on page 8).

The NYC DOHMH uses zip code-defined communities because of the data they have available. For its surveys, the health department needs a way of asking people where they live that everyone can understand, and everyone will answer in the same way. Most people don't know their community board number or their community district, and when asked the name of their neighborhood, two people living right next door to each other might give two totally different neighborhood names. However, EVERYONE knows their zip code and they can be used to correctly identify where people live. Thus, zip-code defined neighborhoods are the only possible, if not best, way to define neighborhoods for the health department (NYC DOHMH, "Your Community, Your Health, 2006, slide 4.)

Our rationale for adopting the health department's zip code-defined communities is as follows:

a) Primary prevention of sexual violence involves defining and approaching sexual violence as a public health problem. Therefore, adopting the methodology that the lead public health agency in New York City uses to define community facilitates a shared vocabulary, perspective, and data.

b) Recent initiatives to derive an evidence-based definition of community for participatory public health projects have proposed the following definition: Community is "a group of people with diverse characteristics who are linked by social ties, share common perspectives, and engage in joint action in geographical locations or settings." Of these

three criteria, "geographic location" in the most objective specification. And while we recognize geographically that geographic location is not *always* necessary to define community, it is a criterion that is appropriate for this project.

c) This Demonstration Project will test community mobilization as a tool to prevent sexual violence in New York City. Recognizing that this community mobilization will inspire many conversations about the definition of community, we look forward to discovering what "community" means to different people in the context of sexual violence prevention. Beginning by defining communities only by zip code provides ample room for discovery and refinement.

For the purpose of this workbook, we will use the following definitions:

- **"Community"** will refer to one of the 34 UHF/NYC DOHMH zip code defined communities. These are designated by a number or numbers. For example, Community 101 is in the Bronx. It is defined by the zip codes 10463 and 10471.

- For this workbook "**neighborhood**" will refer to the named areas included in a zip code defined community. For example, Community 101 includes Kingsbridge and Riverdale.

- For this workbook "**assessment area**" is synonymous with "**community**."

United Hospital Fund Map – 34 communities
(www.nyc.gov/html/doh/downloads/pdf/survey/uhf_map_34.pdf)
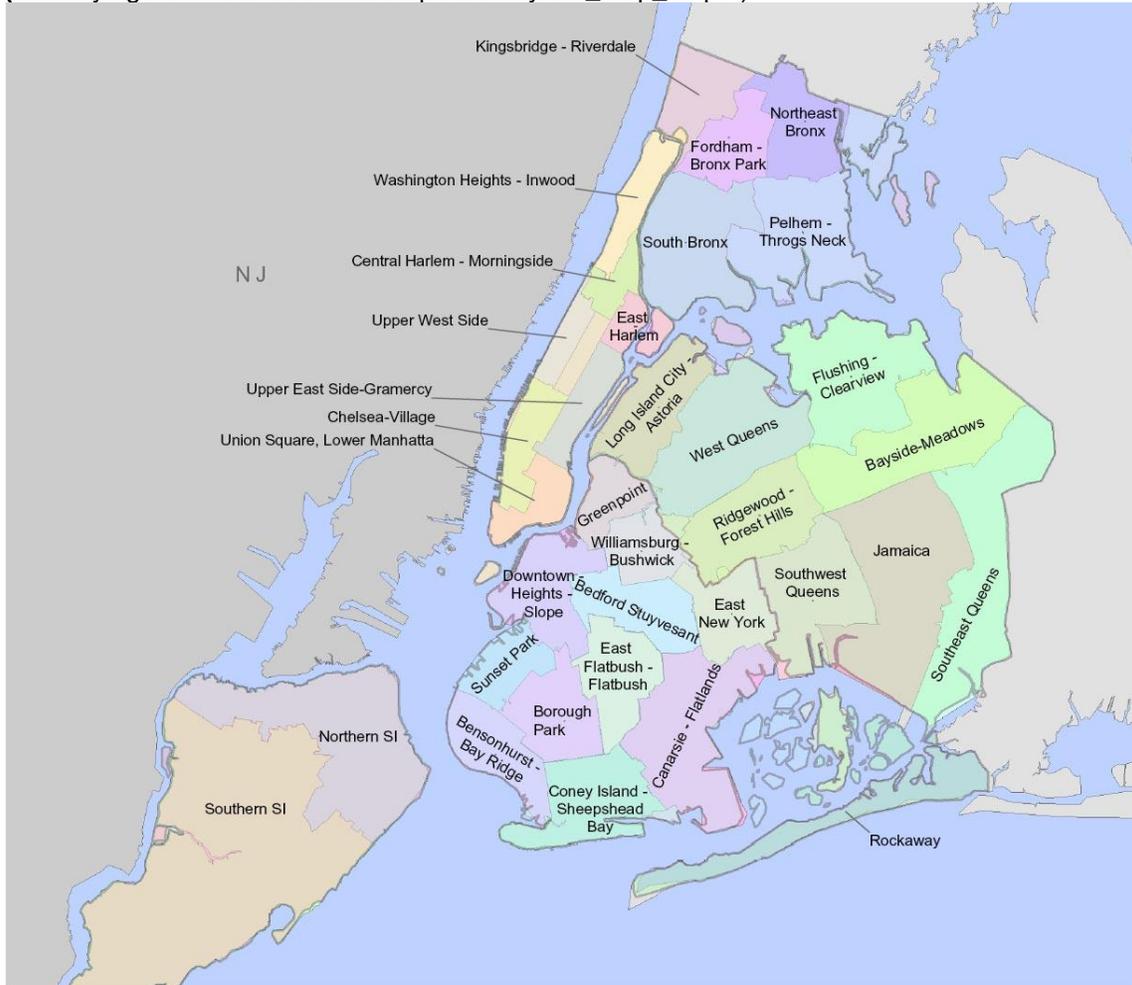
New York City Department of Health and Mental Hygiene zip code defined communities as used for the 2003 Community Health Survey and based on the United Hospital Fund's zip code defined neighborhoods (modified slightly for the addition of new zip codes since UHF's initial definitions).

34 Zip Code Defined Communities

Community	Neighborhood Names	UHF #	Zip Codes Included in Area
1	Kingsbridge – Riverdale	101	10463,10471
2	Northeast Bronx	102	10466,10469,10470,10475
3	Fordham-Bronx Park	103	10458, 10467, 10468
4	Pelham-Throgs Neck	104	10461,10462,10464,10465,10472,10473
5	Crotona-Tremont High Bridge-Morrisania Hunts Point – Mott Haven	105/ 106 /107	10453, 10357,10460 10451,10452,10456 10454,10455,10459,10474
6	Greenpoint	201	11211, 11222
7	Downtown Heights-Slope	202	11201, 11205, 11215, 11217,11231
8	Bedford Stuyvesant-Crown Heights	203	11212, 11213,11216,11233,11238

9	East New York	204	11207, 11208
10	Sunset Park	205	11220, 11232
11	Borough Park	206	11204, 11218, 11219, 11230
12	East Flatbush-Flatbush	207	11203, 11210, 11225, 11226
13	Canarsie-Flatlands	208	11234, 11236, 11239
14	Bensonhurst-Bay Ridge	209	11209, 11214, 11228
15	Coney Island – Sheepshead Bay	210	11223, 11224, 11229, 11235
16	Williamsburg – Bushwick	211	11206, 11221, 11237
17	Washington Heights-Inwood	301	10031, 10032, 10033, 10034, 10040
18	Central Harlem – Morningside Heights	302	10026, 10027, 10030, 10037, 10039
19	East Harlem	303	10029, 10035
20	Upper West Side	304	10023, 10024, 10025
21	Upper East Side- Gramercy Park – Murray Hill	305, 307	11021, 10028, 10044, 10128, 10010, 10016, 10017, 10022
22	Chelsea-Clinton-Greenwich Village-Soho	306, 308	10001, 10011, 10018, 10019, 10020, 10036, 10012, 10013, 10014
23	Union Square-Lower East Side-Lower Manhattan	309, 310	10002, 10003, 10009, 10004, 10005, 10006, 10007, 100038, 10280
24	Long Island City – Astoria	401	11101, 11102, 11103, 11104, 11105, 11106
25	West Queens	402	11368, 11369, 11370, 11372, 11373, 11377, 11378
26	Flushing – Clearview	403	11354, 11355, 11356, 11357, 11358, 11359, 11360
27	Bayside-Little Neck – Fresh Meadows	404, 406	11361, 11362, 11363, 11364, 11365, 11366, 11367
28	Ridgewood – Forest Hills	405	11374, 11375, 11379, 11385
29	Southwest Queens	407	11414, 11415, 11416, 11417, 11418, 11419, 11420, 11421
30	Jamaica	408	11412, 11423, 11432, 11433, 11434, 11435, 11436
31	Southeast Queens	409	11004, 11005, 11411, 11413, 11422, 11426, 11427, 11428, 11429
32	Rockaway	410	11691, 11692, 11693, 11694, 11695, 11697
33	Port Richmond-Stapleton-St.George	501, 502	10302, 10303, 10310, 10301, 10304, 10305
34	South Beach-Tottenville-Willowbrook	503, 504	10306, 10307, 10308, 10309, 10312, 10314

Getting started

It is important to read through the entire workbook before planning your assessment.

It is suggested that you use at least **THREE ACTIVITIES** to conduct your assessment.
Those activities are marked with a gold star below.

This tool kit contains the following tools:

Section I: Key Champion Interview Guide

This tool is designed to help you identify leader(s) from the community who are committed to sexual violence prevention and have interest in supporting the demonstration project.

For Section I – everyone should complete the Key Champion Interview exercise.

Section II: Climate, Coalition and Cohesion

This section contains three suggested activities or tools:
  1) Readiness Interview
  2) Hang out and Talk to People
  3) Lay of the Land

We suggest that all groups do ACTIVITY ONE: Readiness Interviews with at least two individuals.

We suggest you complete **at *one additional*** activity from this section. Please choose activities that fit your time and resources best. Feel free to complete as many as you like if time allows.

One of the additional activities (Hang out and Talk to People) requires that you conduct some fieldwork in the community; Lay of the Land can be completed from your desk. While we encourage you to do at least one of the fieldwork activities, we realize that resources may not allow you to do this, and completing the desk exercise is entirely worthwhile.

Section III: Resources

This section includes one **optional** activity to be carried out with one or two small groups from the community.

Note: This exercise is optional, but if you choose not to do the resource exercise, you will need to gather the information about resources by integrating resource questions from this section into the Key Champion or Readiness Interviews.

You will find suggested methods for finding people to interview and places to assess in each exercise, as well as suggested methods of recording your data.

Analyzing and Presenting Data

You will find suggested methods for analyzing and presenting your data in **Annex 1.** Included in **Annex 1** is a suggested outline for a power point presentation that will reflect the findings of your community assessment. These slides are indexed by letters and numbers (e.g. Slide A1, slide A2 etc).

As you proceed through the workbook, you will find that the slide to which each question corresponds is noted and highlighted in yellow.

There are complete **Data Compilation, Analysis and Presentation Instructions** included in **Annex 1** as well.

Thank You

Thank you for considering this project with an open mind. The Alliance is grateful for your participation and all your hard work.

PART I: KEY CHAMPION

PART I: KEY CHAMPIONS
Key champions are people who are recognized and respected within their community who have expressed a commitment to sexual violence prevention (Parks, 2007).

RELEVANCE: READINESS & KEY CHAMPIONS
"Many scholars agree that having a key champion who aids in developing community readiness is essential. This champion should be charismatic, committed to the program, and respected in the local community. He or she should possess entrepreneurial management skills, a positive attitude and knowledge about the functioning of prevention programs. A key champion can foster internal support, and encourage administrative support and program adoption." (Stith,et al.,. 2006, p. 605)

It is important to recognize that key champions rarely work alone. They are often part of networks, communities, and organizations. In this way, key champions may prove to be most helpful in terms of primary prevention efforts if the project can be contextualized into their existing work or experience.

In this section, we will walk through the steps of
   A) Determining if a key champion exists in your community of interest, and
   B) Interviewing that champion for more information.

A) Identifying Key Champions via Key Champion Informants:
The process of discovering that a key champion does or does not exist in your community may provide as much information as the interview with the key champion.

- The first step in the selection process is to **create a list of people who might be able to point you toward a key champion if such a person exists.** We will call these people "key champion informants." (Informant in this case means a well-informed person who provides information.) When creating this list, try to brainstorm a diverse set of representatives with different backgrounds and from different groups or sectors who are knowledgeable about the community and its leadership. (These may be people you know, or people you do not know. They do not need to be people who are supportive of or involved in sexual violence prevention work.) The diversity of this list will allow you to identify a key champion even if she or he is recognized by only a certain portion of your zip code defined community. For example, your list could include people from different sectors, such as health service administrators, religious leaders, city government officials, young mothers, school guidance counselors, an LGBTI advocacy group, or youth advocates.

- Second, if you have more than ten "key champion informants" listed, you might want to narrow your list.   Do you think that some of the people or institutions on your list are more likely to be aware of a key champion than others? If so, prioritize contacting those institutions or individuals first. *Note:* You might find that the first key champion informants you contact actually refer you to other informants. The process of one subject recommending that you talk with another subject is called "snowballing."

- The next step is contacting and gathering information from your informants. **It is recommended that you contact no less than five and no more than twelve key champion informants**, including those contacts you generated when you made your list *or* contacts you find through snowballing.

It is likely to be easiest to reach informants by email or telephone. Sample outreach scripts follow. Following these scripts, you will find worksheets that will help you organize this work.

Talking with Key Champion Informants: (suggested phone script)
NOTE: It is a good idea to first practice this call with one or two people in your office –everyone has their own style, and it is usually easier to figure out how to re-write the script in your own voice if you try it out.

NOTE: Items in italics are "prompts" that can be used by the caller to elicit more information around a particular subject.

NOTE: In general – phone interviews are tough. Consider the first two you do (after your practice runs) a presumed failure and know that that is no failure of your own.   When your next one goes well you will be happily surprised, and to boot you will not be timid about doing the remaining interviews.

Talking with Key Champion Informants: *Sample Telephone Script*

Hi. My name is .... I am (position/role) and I am working on a project initiated by the New York City Alliance Against Sexual Assault. The Alliance is a network of local rape crisis service providers and community leaders working together to ensure the best care for victims and to end sexual violence.

Together, my organization and the Alliance are beginning to plan a community mobilization project to prevent sexual violence in New York City.

We are in the initial phase of this project. In this phase, we will be choosing three areas of New York City in which to launch the project.

I am contacting you because I am beginning to assess sexual violence prevention efforts that exist in (name of community you are researching).

1) Specifically, I am curious whether there are any specific people in [our/this] community you think of when I talk about sexual assault or sexual violence prevention. Is there someone in the community that you would think of as the champion of this cause?

Prompts – (If interviewee seems unclear) who are the first people to get involved when there's a rape in your community? OR *Who are folks that talk about rape and sexual assault in the community?*

Alternative prompt – Who are the leaders with respect to sexual violence in the community?

If the interviewee mentions the RCP in the area, note this response and ask if she or he can think of anyone else.

Prompts – (If key champion is named) I'm wondering if you might know the best way to contact (suggested key champion)? Would you be willing to introduce us?

Prompts – (If no one comes to mind) … I actually really appreciate knowing that no one comes to mind right away. Sexual violence is often thought of as a silent epidemic for this very reason. I'm curious if you might have in mind other people or agencies in your community that I should contact with this question? (Get contact information if available.)

2) Tell me why this person comes to mind.

WRAP UP: I want to thank you for your time today. Do you mind if I keep you in the loop on how this project goes.

And also I'd be happy to be a resource for you if I can help you out. I have access to materials, educators, and I can always let you know about events going on if you'd like. Do mind if I email /mail you some information? Do you want to be added to an email list? Do you mind if I call you back with some follow up questions?

NOTE: If appropriate – you can offer specific information about SAYSO! as well.
I really appreciate your time today. I also want to let you know about some resources available to you. If you would like more information about sexual violence services available in your community, or if you'd like to become involved in this year's **SAY SO! (Sexual Assault Yearly Speak Out)** in the spring (date pending), we would be happy to send you more information. **SAY SO! (Sexual Assault Yearly Speak Out** is a one day event to raise public awareness about the status of sexual assault in New York City. It is organized by the New York City Alliance Against Sexual Assault. It is an opportunity for survivors and activists to raise public awareness of where to get help and how to end the epidemic of sexual violence in New York City. **SAY SO!** is a great opportunity to learn more about services in our city and to show your support for sexual assault prevention. We hope you'll join us.] **(Also let them know about RCP services.)**

(Get mailing address / email address if s/he wants more information).

Thank you for your help.

Two email templates follow . You can use these for outreach to Key Champion Informants. The first one is brief, and the second includes more information. You should feel comfortable changing the words in either of these so that the language feels like your own.

Talking with Key Champion Informants: *Brief Email Template*

Dear _____,

My name is .... I am (the director of outreach, a counselor, the director of XX Rape Crisis Program) and I am working on a project with the New York City Alliance Against Sexual Assault.

Together, my organization and the Alliance are getting started on trying out a community mobilization project to prevent sexual violence.

I'm contacting you to find out what's already going on in (name of community), and to find out how to learn more about what's going on.

Specifically, does anyone come to mind when I talk about sexual assault or sexual violence prevention in your community. Is there someone in that you would think of as the champion of this cause? Or are there people who come to mind as the first to respond in your community when a rape occurs?

Alternatively, if no one readily comes to mind, I'm hoping you might direct me toward other agencies or individuals in your community who you think might know such a person.

If you would like more information about sexual violence services available for your community or if you'd like to become involved in this year's **SAY SO! (Sexual Assault Yearly Speak Out)**, we would be happy to send you more information. **SAY SO! (Sexual Assault Yearly Speak Out** is a one day event to raise public awareness about the status of sexual assault in New York City. It is organized by the New York City Alliance Against Sexual Assault. It is an opportunity for survivors and activists to raise public awareness of where to get help and how to end the epidemic of sexual violence in New York City. **SAY SO!** is a great opportunity to learn more about services in our city and to show your support for sexual assault prevention. We hope you'll join us.]

Thank you for your help. I appreciate your taking the time to consider this request.

All my best –

Talking with Key Champion Informants: *Longer Email Template*

Dear _____,

My name is .... I am (title/role) and I am working on a project initiated by the New York City Alliance Against Sexual Assault. The Alliance is a network of service providers, community leaders and activists working together to ensure the best care for victims and to end sexual violence.

Together, my organization and the Alliance are beginning to plan a community mobilization project that we hope will help prevent sexual violence in New York City.

We are in the initial phase of this project. In this phase, we will be choosing three communities in New York City in which to launch our project.

I am contacting you because I am beginning to assess sexual violence prevention efforts that exist in (name of community you are researching).

Specifically, I am curious whether there are any individuals in your community you think of when I talk about sexual assault or sexual violence prevention. Is there someone in your community that you would think of as the champion of this cause? For example, if you wanted to contact an individual or a group of individuals in your community for ideas or information about how to prevent sexual assault, are there specific people in your community to whom you might reach out?

Alternatively, if no one readily comes to mind, I'm hoping you might direct me toward other agencies or individuals in your community that might know such a person.

I appreciate your taking the time to consider this request.

If you would like more information about sexual violence services available in your community, or if you'd like to become involved in this year's **SAY SO! (Sexual Assault Yearly Speak Out)**, we would be happy to send you more information. **SAY SO!** is a one day event to raise public awareness about the status of sexual assault in New York City. It is organized by the New York City Alliance Against Sexual Assault. It is an opportunity for survivors and activists to raise public awareness of where to get help and how to end the epidemic of sexual violence in New York City. **SAY SO!** is a great opportunity to learn more about services in our city and to show your support for sexual assault prevention. We hope you'll join us.]

Thank you for your help.

All my best --

Please use the chart on the following page to keep track of your work to identify and contact key champion informants.

KEY CHAMPION INFORMANT BRAINSTORM LIST (Note: You may find it helpful to generate this list with your colleagues at a staff meeting or in collaboration with staff from other rape crisis programs participating in the demonstration project.)

Key Champion Informant (name of person or position)	Agency/organization/community group affiliation (or N/A)	Reason you think this person is likely to be aware of a key champion	Initial Contact phone/email
e.g. Jane Wilson, guidance counselor OR A guidance counselor at Boys & Girls High School	Boys and Girls High School	May have discovered key champion while searching for prevention education resources	Jwilson@bghighschool.edu

🕐How long did it take you to generate this list? _____

Note: You might find that the first key champion informants you contact actually refer you to other informants. The process of one subject recommending that you talk to another subject is called "snowballing."

It is recommended that you contact no less than five and no more than twelve key champion informants. The contacts can be drawn from the list you generated *or* found through snowballing.

KEY CHAMPION INFORMANT CONTACT LOG

COPY 1

Key Champion INFORMANT (name of person or position)	Agency/org/community group affiliation (or N/A)	Reason you think this person is likely to be aware of a key champion	Initial Contact phone/email	Name of informant (if not identified in column A)	Specific contact phone number/email	Date of contacts and of conversation

Notes:

Name of Key Champion (if identified) _____
Contact (if available)

Name of Snowball Contact (if identified) _____
Contact (if identified)

KEY CHAMPION INFORMANT CONTACT LOG

COPY 2

Key Champion INFORMANT (name of person or position)	Agency/org/community group affiliation (or N/A)	Reason you think this person is likely to be aware of a key champion	Initial Contact phone/email	Name of informant (if not identified in column A)	Specific contact phone number/email	Date of contacts and of conversation

Notes:

Name of Key Champion (if identified) _____
Contact (if available)

Name of Snowball Contact (if identified) _____
Contact (if identified)

KEY CHAMPION INFORMANT CONTACT LOG

COPY 3

Key Champion INFORMANT (name of person or position)	Agency/org/community group affiliation (or N/A)	Reason you think this person is likely to be aware of a key champion	Initial Contact phone/email	Name of informant (if not identified in column A)	Specific contact phone number/email	Date of contacts and of conversation

Notes:

Name of Key Champion (if identified) _____
Contact (if available)

Name of Snowball Contact (if identified) _____
Contact (if identified)

KEY CHAMPION INFORMANT CONTACT LOG

COPY 4

Key Champion INFORMANT (name of person or position)	Agency/org/community group affiliation (or N/A)	Reason you think this person is likely to be aware of a key champion	Initial Contact phone/email	Name of informant (if not identified in column A)	Specific contact phone number/email	Date of contacts and of conversation

Notes:

Name of Key Champion (if identified) _____
Contact (if available)

Name of Snowball Contact (if identified) _____
Contact (if identified)

KEY CHAMPION INFORMANT CONTACT LOG

COPY 5

Key Champion INFORMANT (name of person or position)	Agency/org/community group affiliation (or N/A)	Reason you think this person is likely to be aware of a key champion	Initial Contact phone/email	Name of informant (if not identified in column A)	Specific contact phone number/email	Date of contacts and of conversation

Notes:

Name of Key Champion (if identified) _____
Contact (if available)

Name of Snowball Contact (if identified) _____
Contact (if identified)

KEY CHAMPION INFORMANT CONTACT LOG

COPY 6

Key Champion INFORMANT (name of person or position)	Agency/org/community group affiliation (or N/A)	Reason you think this person is likely to be aware of a key champion	Initial Contact phone/email	Name of informant (if not identified in column A)	Specific contact phone number/email	Date of contacts and of conversation

Notes:

Name of Key Champion (if identified) _____
Contact (if available)

Name of Snowball Contact (if identified) _____
Contact (if identified)

KEY CHAMPION INFORMANT CONTACT LOG

COPY 7

Key Champion INFORMANT (name of person or position)	Agency/org/community group affiliation (or N/A)	Reason you think this person is likely to be aware of a key champion	Initial Contact phone/email	Name of informant (if not identified in column A)	Specific contact phone number/email	Date of contacts and of conversation

Notes:

Name of Key Champion (if identified) _____
Contact (if available)

Name of Snowball Contact (if identified) _____
Contact (if identified)

KEY CHAMPION INFORMANT CONTACT LOG

COPY 8

Key Champion INFORMANT (name of person or position)	Agency/org/community group affiliation (or N/A)	Reason you think this person is likely to be aware of a key champion	Initial Contact phone/email	Name of informant (if not identified in column A)	Specific contact phone number/email	Date of contacts and of conversation

Notes:

Name of Key Champion (if identified) _____
Contact (if available)

Name of Snowball Contact (if identified) _____
Contact (if identified)

KEY CHAMPION INFORMANT CONTACT LOG

COPY 9

Key Champion INFORMANT (name of person or position)	Agency/org/community group affiliation (or N/A)	Reason you think this person is likely to be aware of a key champion	Initial Contact phone/email	Name of informant (if not identified in column A)	Specific contact phone number/email	Date of contacts and of conversation

Notes:

Name of Key Champion (if identified) _____
Contact (if available)

Name of Snowball Contact (if identified) _____
Contact (if identified)

KEY CHAMPION INFORMANT CONTACT LOG

COPY 10

Key Champion INFORMANT (name of person or position)	Agency/org/community group affiliation (or N/A)	Reason you think this person is likely to be aware of a key champion	Initial Contact phone/email	Name of informant (if not identified in column A)	Specific contact phone number/email	Date of contacts and of conversation

Notes:

Name of Key Champion (if identified) _____
Contact (if available)

Name of Snowball Contact (if identified) _____
Contact (if identified)

KEY CHAMPION INFORMANT CONTACT LOG

COPY 11

Key Champion INFORMANT (name of person or position)	Agency/org/community group affiliation (or N/A)	Reason you think this person is likely to be aware of a key champion	Initial Contact phone/email	Name of informant (if not identified in column A)	Specific contact phone number/email	Date of contacts and of conversation

Notes:

Name of Key Champion (if identified) _____
Contact (if available)

Name of Snowball Contact (if identified) _____
Contact (if identified)

KEY CHAMPION INFORMANT CONTACT LOG

COPY 12

Key Champion INFORMANT (name of person or position)	Agency/org/community group affiliation (or N/A)	Reason you think this person is likely to be aware of a key champion	Initial Contact phone/email	Name of informant (if not identified in column A)	Specific contact phone number/email	Date of contacts and of conversation

Notes:

Name of Key Champion (if identified) _____
Contact (if available)

Name of Snowball Contact (if identified) _____
Contact (if identified)

KEY CHAMPION INTERVIEW:
Note: This section is copied in large part from "Performing a Community-Based Assessment," published by UCLA Center for Health Policy Research. This tool can be accessed at http:www.healthpolicy.ulca.edu.healthdata/tw_cba.html.

Your next step is to select a technique to obtain information from each of the key champions.

The purposes of key champion interview are to:
1) Determine if the interviewee is indeed a key champion (i.e., recognized in their community as having a commitment to sexual violence prevention and an interest in expanding such prevention efforts in the community);
2) Get a sense of how she or he views sexual violence prevention and determine if s/he is interested in supporting a primary prevention project (i.e., changing community and interpersonal dynamics? Factors? to prevent SV from being perpetrated in the first place – as distinct from intervention after violence)
3) Get a sense of whether they would support the selection of their community for the demonstration project.

NOTE: If the interviewee is amenable to a longer interview, you can also ask them questions about community climate, coalition capacity, community cohesion and resources for sexual violence prevention.

In addition, these interviewees, with their particular knowledge and understanding, may provide insight in the future into:
- How a specific community is affected by sexual violence
- How aware the community is of sexual violence
- The community's organizing history.

The two recommended techniques to conduct key champion interviews are:
• Telephone Interviews
• Face-to-Face Interviews

The technique you use largely depends on your key champion's availability and preference, as well as your available time, resources and overall logistical feasibility. However, these techniques are not mutually exclusive [mutually exclusive – are you saying they should do both telephone and in-person interviews with the same Key Champion? If you don't mean that, do not use "mutually exclusive" and say "*either* option" instead of "both options"; both options may be used effectively.

The following is a description of each approach:

A. Telephone Interviews:
Telephone interviews may be the most convenient and least time-intensive way to interview busy key champions. The major shortcoming of this approach is the lack of personalized interaction, which may make it more difficult to engage the Key Champion. However, the telephone interview may provide all the valuable information you are looking for.

Arranging Telephone Interviews:
In your initial outreach, you will want to contact the key champion, provide her or him with a brief explanation of our project, and explain the purpose of the interview you seek to conduct. You then want to schedule a convenient time to conduct the interview.

When contacting key champions, stress the importance of their input and let them know ahead of time about the time commitment. Telephone interviews should last no more than 15-25 minutes, as it is difficult to schedule longer periods with busy people. Once engaged, however, champions may be willing to speak longer: try to schedule at least an hour of your time to allow for interviews that run longer.

B. Face-to-Face Interviews:

Face-to-Face interviews are the most frequently used format, although it is more time intensive. The advantages of this technique are that it is more likely to spark a free exchange of ideas, and lends itself to asking more complex questions and getting more detailed responses.

Arranging Face-to-Face Interviews:
As a general rule it is important not to schedule more than two or three interviews in one single day. After each interview, the interviewer should take time to make additional notes and organize initial findings or impressions, so time should be allotted for this after each interview. Face-to-face interviews typically last 20 to 30 minutes. Again, once engaged, champions may be willing to speak longer.

Persistence is key: Whether you are trying to make an appointment for a phone interview or an in-person interview, making it into someone's busy schedule is not easy. Anticipate this challenge and don't give up! Set a deadline by which you wish to have these interviews arranged and continue calling until the cut-off date.

Below, please find a sample script you might find useful for reaching out to Key Champions. On the page that follows is a log you can use to keep track of your outreach efforts.

Sample Script for Outreach to Key Champions:

Hi. My name is _____ and I am from (your agency). We are working on a project to strengthen community efforts to prevent sexual violence in New York City. An important first step in our project is to learn more about who in our city is committed to sexual violence prevention and interested in supporting the expansion of anti-sexual violence activities. To do that, we are conducting interviews with community leaders. Right now, I am focusing on (Kingsbridge and Riverdale …. *name of community*). In conversations I've had with a few different people in this community, your name has come up as someone and that is why I need to talk with you more. [What if there is no one who fits that description? I believe you said they might not actually be committed to this issue, but provide community entrée nonetheless?]

The information I gather from these interviews with community leaders like you will be used in our planning of a project that will focus on community mobilization as a tool to catalyze citywide sexual violence prevention efforts. While we will use the information from the interviews in planning discussions, if there are comments you would like to keep off the record, we will of course ensure that.

Your knowledge and insights are very valuable to us and we hope you will be able to make yourself available for in interview. The interview will only take about 25-30 minutes. Could we schedule a time to time to meet? If not, can we schedule15-20 to talk by phone?

Please use the chart on the following page to keep track of your **key champion outreach efforts**.

KEY CHAMPION CONTACT LOG (Note – If you reach out to more than two Key Champions, please make a copy of this page for additional contacts).

Key Champion 1	Initial Contact phone/email	Date of contact	Outcome (i.e., appointment was scheduled or left phone message or contact not interested in participating, etc.)

Key Champion 2	Initial Contact phone/email	Date of contact	Outcome (i.e., appointment was scheduled or left phone message or contact not interested in participating, etc.)

☺How much time did you spend scheduling key champion interview meetings? _____

CONDUCTING KEY CHAMPION INTERVIEW and Information Gathering
Note: This content is taken from: The Access Project (1999). Getting the Lay of the Land on Health: A Guide for Using Interviews to Gather Information. Boston, MA: The Access Project. Retrieved December 27, 2007 from:www.accessproject.org/downloads/final%20document.pdf

On the pages that follow, you will find an in-depth interview guide.

After each interview it is important to write up good notes documenting the content of the interview – as soon as possible but no later than 24 hours after the interview.   If you are able to conduct the interview with a colleague, one person can take notes while the other person focuses on keeping the interview flowing. -- The longer you wait, the more likely you will forget details or even critical points and the interview itself loses value.

During the interview you should record *any direct quotes* that are particularly effective at conveying a description or experience. These verbatim quotes can be used to add immediacy and spark to your report on March 6th.

You can take notes directly on interview guide that follows, or you can create your own interview guide. If you are conducting more than one interview, please make copies of the guide so you will have a separate worksheet for each interview. There is space underneath each question to record information, and a section at the end of the guide for you to record additional thoughts.

KEY CHAMPION INTERVIEW GUIDE

NOTE: The following are sample questions. Items in parentheses are "prompts" that can be used by the interviewer to elicit more information on a particular subject. Please feel free to adapt these interview questions as you see fit.

Interviewer please complete

Start time: _____ am or pm   End time: _____ am or pm
Date: Day _____ Month _____ Year _____
Interviewer's Name & Phone: _____

Background Information:

Key Champion's name and title:

_____

Address (include zip code): _____

Phone: _____

Email: _____

INTRODUCTION
Thank you for taking the time to talk with me today.

The purpose of our conversation is to gather information to plan a **demonstration project** that will utilize **community mobilization** as a tool to **prevent sexual violence in New York City.** This year is the first of five phases of this exciting project.

We are looking for 3 to 5 communities in New York City to partner with us to design the demonstration project. To this end, we are researching how sexual violence is experienced in different communities, the response and prevention activities that already exist in different parts of the city, and the interest level of various communities in expanding sexual violence prevention efforts

Right now, I am focusing my outreach efforts in the _____ community. In conversations I've had with a few different people in this community, your name has come up as a respected leader in the community who has expressed a commitment to sexual violence prevention, so I'm so happy to have the opportunity to talk with you more.

While we will use the information from the interviews in planning discussions, if you ask me to keep a comment off the record, I can ensure you I will respect your request.

Do you have any questions before we start?

INTERVIEW QUESTIONS

Sexual violence
1. We are very interested in how different communities in New York City are affected by sexual violence.

To be clear about what we are talking about, here is how we define sexual violence. Sexual violence includes rape and sexual assault as well as sexual harassment, incest and childhood sexual abuse, and sexual exploitation.[2] Sexually violent behavior can be physical, emotional, verbal, or a combination. Does that definition resonate with you? Do you have another definition of sexual violence that you prefer? Sexual violence in the Community – Slide B4

2. Can you talk about the extent and impact of sexual violence in this community? Sexual violence in the Community – Slide B4

Community and Sexual Violence

3. Can you describe for me for me the ways in which you have been involved with, advocated for or supported sexual violence prevention work in this community? Key Champion: Commitment to SV prevention – Slide C5

4. How have you been received by the community as you work to prevent sexual violence? Key Champion: Commitment to SV prevention – Slide C5

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[2] Adapted from Men Stopping Violence, Accessed January 4, 2007 from "http://www.menstoppingviolence.org/index.php"

5. What actions do you think are needed to prevent sexual violence in the community – and when I say prevent sexual violence, I am not talking about helping victims/survivors get help or prosecuting people who have committed sexual violence; I mean to prevent sexual violence by addressing the conditions that contribute to sexual violence so that the community will be safe from sexual violence and people no longer perpetrate sexual violence in the first place? Key Champion: Commitment to SV prevention – Slide C5

This has been very helpful. I want to give you a bit more information on our project now. We expect to complete this phase of our work in by the end of March. At that time we will select three to five communities in New York City in which to focus our efforts. After that, we will begin seeking partners for this project in each community.

6. What are your thoughts about the possibility of our selecting this community to partner with to design a community mobilization demonstration project for sexual violence prevention? (Follow up questions: Would you be supportive? Would you be interested in becoming involved? Are there other leaders in the community who would be supportive?) Key Champion: Support for selection of the community for the demonstration project AND Additional Persons – Slide C5 & Additional Persons

7. What opportunities and obstacles do you think we would encounter? Opportunities and Obstacles – Slide C10

8. What recommendations would you have for building on these opportunities and addressing these obstacles?) Opportunities and Obstacles – Slide C10 and Support for selection of the community for the demonstration project – Slide C5

9. Would you like me to update you at the end of this phase of the project? What is the best way to contact you? <mark>Follow-Up Tasks</mark>

10. Are there other people you think we should talk to? <mark>Additional Persons</mark>

NOTE: If the interviewee has agreed ahead of time to a longer interview, you can ask them the following questions related to community climate, coalition capacity, cohesion and resources. If the interviewee has not agreed to a longer interview, skip these questions and go to "Closing" below. (These questions can be asked to others during a separate "Readiness Interview.")

Climate

I want to ask you a few questions to get a sense of the climate in this community with regard to sexual violence and its prevention.

11. How would you characterize the climate of this community with regard to sexual violence prevention – supportive, unsupportive, in denial, unaware? (Potential follow-up questions to make sure the response is clear enough: For example, has the community identified sexual violence prevention as a priority? Is sexual violence prevention a topic that comes up in meetings among residents and community groups? Is there any indication that community members might view SV prevention as detracting from other issues? If so, what is the indication?) <mark>Climate supportive of SV prevention – Slide C6</mark>

12. Who do community members feel is responsible for SV prevention? (If the question seems unclear to the person, you can give some examples: individuals, families, law enforcement, faith communities, and the entire community. Make sure they are giving the response they feel is the predominant community sentiment and not their own personal opinion). ?) <mark>Climate supportive of SV prevention – Slide C6</mark>

Coalition

Now I'd like to ask you about the potential to bring together a sexual violence prevention coalition in this community.

13. In your opinion, are there people in the community who have experience in creating community-level change who could be brought together to work on preventing sexual violence? If so, who are some of the people you have in mind? If not, please elaborate on your response. (Potential follow-up questions if you want to clarify or probe further: Is there an existing community coalition that works on related prevention issues that might be interested in addressing SV? Are there people in the community who have worked on community-level interventions for other forms of interpersonal violence who might be interested in addressing SV?) Coalition Potential – Slide C7

Cohesion

Our research indicates that prevention initiatives have to be adapted to the level of community cohesion that exists in a community. Therefore, I'd like to ask a few questions to get a sense of how cohesive you feel this community is.

14. In what ways do members of this community participate in community life?
What are the events/institutions that bring the community out or bring the community together? Community Cohesion – Slide C8

15. What are the social and inter-organizational networks?

16. Do people feel that there is a strong sense of community here? (A sense of interconnectedness or shared investment?) Community Cohesion – Slide C8

17. Is there evidence of a shared understanding of community history? Community Cohesion – Slide C8

18. How would people describe the values of this community and on what basis?

19. How do people self-define their community/communities?

NOTE: If you'd like to assess resources during this interview, you may consider these questions as well (see page 73 for more explanation).

Transition: Finally, I'm interested in learning about resources in this community that might support sexual violence prevention. When I say resources, I'm thinking of everything from people power to space to hold events or meetings to financial resources.

21. Where would say a guidance counselor or young person or a parent interested in working to end sexual violence go to participate in prevention work in this community?   Why? <mark>Resources – Slide C9</mark>

22.   What is the attitude among community members and/or local businesses about supporting efforts to address sexual violence prevention, with people volunteering time, making financial donations, and/or providing space? <mark>Resources – Slide C9</mark>

23.   What agencies in this community do you think would be interested in participating in sexual violence prevention work? Why? <mark>Resources – Slide C9</mark>

24. Can you think of any businesses or leaders in this community who might donate resources to sexual violence prevention? Who? <mark>Resources – Slide C9</mark>

25. Are you aware of any proposals or action plans that have been submitted for funding that address sexual violence your community? If yes, please explain. <mark>Resources – Slide C9</mark>

CLOSING

Thank you for your time. This has been so helpful. In closing, I want to make sure that you aware of available resources. If you would like more information about sexual violence services available in your community, or if you'd like to become involved in this year's **SAY SO! (Sexual Assault Yearly Speak Out)**, we would be happy to send you more information. **SAY SO!** is a one day event to raise public awareness about sexual assault in New York City. It is organized

by the New York City Alliance Against Sexual Assault. Through personal testimonials, poetry, music and spoken word, survivors and activists raise awareness of where to get help and how to end the epidemic of sexual violence in New York City. **SAY SO!** is a great opportunity to learn more about services in our city and to show your support for sexual assault prevention. We hope you'll join us.

Thank you again. If you have any questions or thoughts about the project, please feel free to contact me (give card).

RECORD YOUR THOUGHTS:

a. How do you think the interview went?

b. Did you feel prepared?

c. Do you think the person you interviewed is key champion of sexual violence prevention in the community you are focusing on? Explain why or why not.

d. Is there anything you didn't ask that you wish you had?

e. Is there any great insight that the interviewee offered about the potential for organizing in this community? Opportunity or obstacle?

f. Did the interviewee make any points that should be considered in regard to other communities or the selection process in general?

g. Was there a pull-quote (sound bite) or two that you will want to use in your report?

h. Were there statements made that were "off the record" but are important to the decision about the selection of this community?

PART II
THE THREE C's: CLIMATE, COALITION and COHESION

PART II:
THE THREE C's: CLIMATE, COALITION and COHESION

As part of assessing readiness, we aim to get a feel for the **climate,** the potential for **coalition** building, and **cohesion** in the community (**the three c's**). Gathering information for this portion of the community selection assessment is a process that will give you an opportunity to learn more about the community. Find out what you can about the cultural context of the community as well as what problems and assets are present in that community.

Here are some of the factors we thought would be useful to consider as indicators of climate, coalition and cohesion:

Climate
- Are there any previous assessments or reports that identify SV as a priority for the community?
- Is sexual violence prevention a topic that comes up in meetings among residents and community groups?
- Is there any indication that community members might view a focus on SV prevention as detracting from other issues? If so, what is the indication?
- Who do community members feel is responsible for SV prevention?
- Which segments of the community have demonstrated support for SV prevention efforts?
- Which segments of the community have actively participated in SV prevention efforts?
- How many members of this community are currently actively involved in implementing, evaluating and improving SV prevention and response efforts?

Coalition
- Are there people in the community who could be brought together who have experience in creating community-level change?
- Is there a diversity of community leaders with problem-solving ability, ability to take action and ability to influence community-level factors?
- Is there an existing community coalition that works on related prevention issues that might be interested in addressing SV?
- Are there people in the community who have worked on community-level interventions for related forms of interpersonal violence who might be interested in addressing SV?

Cohesion
- In what ways do members of this community participate in community life?
- What are the social and inter-organizational networks?
- Do people feel that there is a strong sense of community here? (A sense of interconnectedness or shared investment?)
- Is there evidence of a shared understanding of community history?
- How would people describe the values of this community and on what basis?
- What are the events/institutions that bring the community out or bring the community together?
- How do people self-define their community/communities?

In this section, you will find four suggested activities.
- ▪ <mark>**We suggest that all groups do ACTIVITY ONE: Readiness Interviews with at least two individuals.**</mark>
- ▪ We suggest you complete **at least *one additional*** activity from this section. Please choose activities that fit your time and resources best. Feel free to complete as many as you like if time allows.

- Two of the activities require that you conduct fieldwork in the community; one – Lay of the Land – can be completed from your desk. While we encourage you to do at least one of the fieldwork activities, we realize that resources may not allow you to do this.
- Please note that it is not necessary to gather all of the information suggested on the following pages. It probably is not possible to do so. Please gather as much information as you can while pursuing at least two of the following suggested activities.

Note: It is likely that the community you are assessing includes more than one neighborhood. To account for the diversity of your assessment area, you may want to do one activity in each central neighborhood; for example, if you are assessing downtown Brooklyn, you may want to do one of the following assessment activities in Red Hook, one in Brooklyn Heights, and one in Park Slope. OR you may want to do TWO of these activities in each neighborhood. Our recommendations are that you use at least two of the following five assessment methods in any combination to gather information pertaining to the **three c's**. Beyond that, you should feel free to be creative and work within the limitations of your time and resources.

- **ACTIVITY ONE: INTERVIEW STAFF AT A PROMINENT COMMUNITY AGENCY**
- **ACTIVITY TWO: HANG OUT & TALK TO PEOPLE**
- **ACTIVITY THREE: LAY OF THE LAND**
- **ACTIVITY FOUR: ATTEND A COMMUNITY EVENT**

ACTIVITY ONE:
Readiness Interview

Getting started: Choose Interviewees

Identify at a minimum two individuals in the community who you think are connected in some way to the issue of sexual violence. The more people you interview, the more information you will have.

Try to find people who represent different segments of the community.

Brainstorm a list of potential interviewees with colleagues or advocates. Make a list of community agencies in your assessment area that might be appropriate to talk to for this project. These may include

- Schools / Universities
- City government
- Small business associations
- Mental health or health services
- Social services
- Clergy or spiritual community
- Youth groups
- Settlement houses

Prioritize those agencies or individuals that deal with larger segments of the community and/or have had a substantial presence in the community historically. Consider prioritizing any agencies that:
- Are mentioned in other aspects of this assessment process;
- Are already familiar to your rape crisis program and you feel agency staff have a good understanding of the community;
- Has contacted your rape crisis program for education or information.

You may conduct readiness interviews by telephone or in person. (Please see Section I: Key Champion interviews for more information on the pros and cons of telephone versus face to face interviews.)

Arranging Interviews

As noted in Key Champion Interviews (section I), persistence is key. Making it into someone's busy schedule is not easy. Anticipate this challenge and don't give up! Set a deadline by which time you wish to have these interviews scheduled and continue calling until that cut-off date.

Below is a sample script you might find useful for reaching out to conduct a readiness interview. On the page that follows is a log you can use to keep track of your outreach efforts.

Sample Script for Outreach for Readiness Interviews

Hi. My name is _____ and I am from (your agency). We are working on a project to strengthen community involvement to prevent sexual violence in New York City. An important first step in our effort is to better understand what groups locally are committed to sexual violence prevention and interested in supporting the expansion of anti-sexual violence activities. Right now, I am focusing my outreach efforts in (Bensonhurst-Bay Ridge … *name of community*). (Explain why you are contacting them based on their connection to this issue)

The information I gather from these interviews will be used in our planning of a project that will focus on community mobilization as a tool to catalyze citywide sexual violence prevention efforts. While we will use the information from the interviews in planning discussions, if there are comments you would like to keep off the record, we will of course ensure that.

Your knowledge and insights are very valuable us and we hope you will be able to make yourself available for in interview. The interview will only take about 45 minutes . Could we schedule a time to time to meet? If not…. maybe there is a regular meeting time that you could attend.)

Please use the chart on the following page to keep track of your outreach efforts.

CONTACT LOG for READINESS INTERVIEWS

Agency/Individual	Initial Contact phone/email	Date of contact	Outcome (i.e., appointment was scheduled or left phone message or contact not interested in participating, etc.)

Agency / Individual	Initial Contact phone/email	Date of contact	Outcome (i.e. appointment was scheduled or left phone message or contact not interested in participating etc.

🕐How much time did you spend scheduling readiness interview meetings? _____

CONTACT LOG for READINESS INTERVIEWS

Agency/Individual	Initial Contact phone/email	Date of contact	Outcome (i.e., appointment was scheduled or left phone message or contact not interested in participating, etc.)

Agency / Individual	Initial Contact phone/email	Date of contact	Outcome (i.e. appointment was scheduled or left phone message or contact not interested in participating etc.

🕐How much time did you spend scheduling readiness interview meetings? _____

CONTACT LOG for READINESS INTERVIEWS

Agency/Individual	Initial Contact phone/email	Date of contact	Outcome (i.e., appointment was scheduled or left phone message or contact not interested in participating, etc.)

Agency / Individual	Initial Contact phone/email	Date of contact	Outcome (i.e. appointment was scheduled or left phone message or contact not interested in participating etc.

🕐How much time did you spend scheduling readiness interview meetings? _____

CONDUCTING THE INTERVIEW

Note: This content is taken from: The Access Project (1999). Getting the Lay of the Land on Health: A Guide for Using Interviews to Gather Information. Boston, MA: The Access Project. Retrieved December 27, 2007 from:www.accessproject.org/downloads/final%20document.pdf

On the pages that follow, you will find an in-depth interview guide. This guide includes suggested questions that will help you gather information we need to determine community selection for the Demonstration Project.

After each interview it is important to write up good notes documenting the content of the interview – as soon as possible but no later than 24 hours after the interview. If you are able to conduct the interview with a colleague, one person can take notes while the other person focuses on keeping the interview flowing. -- The longer you wait, the more likely you will forget details or even critical points and the interview itself loses value.

During the interview you should record *any direct quotes* that are particularly effective at conveying a description or experience. These verbatim quotes can be used to add immediacy and spark to your report on March 6th.

You can take notes directly on interview guide that follows, or you can create your own interview guide. If you are conducting more than one interview, please make copies of the guide so you will have a separate worksheet for each interview. There is space underneath each question to record information, and a section at the end of the guide for you to record additional thoughts.

READINESS INTERVIEW GUIDE
Questions are drawn from Plested, B, Edwards RW, Jumper-Thurman P. (2005, May).
Community Readiness: A Handbook for Successful Change. Fort Collins, CO: Tri-Ethnic Center
for Prevention Research.

NOTE: The following are sample questions. Items in parentheses are "prompts" that can be
used by the interviewer to elicit more information around a particular subject. Please feel free to
adapt these interview questions as you see fit.

Interviewer please complete

Start time: _____ am or pm   End time: _____ am or pm
Date: Day _____ Month _____ Year _____
Interviewer's Name & Phone: _____–

Background Information:

Name of Interviewee & Agency

_____

Address (include zip code): _____

Phone: _____

Email: _____

INTRODUCTION
Thank you for taking the time to meet with me today.

I'm meeting with you as part of my work on planning a **demonstration project** that will test
community mobilization as a tool to **prevent sexual violence in New York City.** This year is
the first of five phases of this exciting project.

**We are currently working to choose 3 to 5 communities in New York City with whom to
partner to design the demonstration project.** To this end, we are researching how sexual
violence is experienced in different communities, the response and prevention activities that
already exist in different parts of the city, and the interest level of various communities in
expanding sexual violence prevention efforts

Right now, I am focusing my outreach efforts in the _____ community. I am particularly
interested in talking to you because (explain agency or individual's connection to the issue).

The information I gather from this interview will be used in our planning of a project that will focus
on community mobilization as a tool to catalyze citywide sexual violence prevention efforts. While
we will use the information from the interviews in planning discussions, if you ask me to keep a
comment off the record, I can ensure you I will respect your request.

Do you have any questions before we start?

INTERVIEW QUESTIONS

1. I'd like to start out by asking you to describe _____ (name of your community) for me. ==Community description – Slide B3==

Climate

I want to ask you a few questions to get a sense of the climate in this community with regard to sexual violence and its prevention.

2. How would you characterize the climate of this community with regard to sexual violence prevention – supportive, unsupportive, in denial, unaware? In other words, what do you think is the overall feeling among community members regarding this issue? (Potential follow up questions to make sure you are satisfied you have gotten a clear enough response: For example, has the community identified sexual violence prevention as a priority? Is sexual violence prevention a topic that comes up in meetings among residents and community groups? Is there any indication that community members might view SV prevention as detracting from other issues? If so, what is the indication? Are there circumstances in which members of your community might think that sexual violence is acceptable? Please explain.) ==Climate Supportive of SV Prevention – Slide C6==

Prompts: If this question doesn't elicit an answer, or if it feels too complicated to you, you can start with something more simple. For example:

Have there been cases of sexual assault/rape reported in the news recently? What have been the reactions to these (or to the widely publicized cases like the Duke Lacrosse case, Immette St. Guillen, Anucha Browne Sanders, or a case currently in the news)? What kinds of conversations have you been part of, overheard about sexual violence?

Or maybe simply – *What do you think people's over all reactions are to sexual violence – what kind of conversations do people have when cases of sexual violence are publicized?*

3. Who do community members feel is responsible for SV prevention? (If the question seems unclear to the person, you can give some examples: individuals, families, law enforcement, faith communities, and the entire community. Make sure they are giving the response they feel is the predominant community sentiment and not their own personal opinion.) ==Climate Supportive of SV Prevention – Slide C6==

4. Does the community support existing efforts to prevent sexual violence? If so, in what ways? <mark>Climate Supportive of SV Prevention – Slide C6</mark>

5. Does the leadership in the community (e.g., city council reps, other decision makers) support efforts to prevent sexual violence? If so, in what ways? <mark>Climate Supportive of SV Prevention – Slide C6</mark>

Prompt: You may want to include other leaders here – local business leaders, local spiritual leaders, local wealthy folks, local organizers, local groups doing social justice work etc….

Coalition

Now I'd like to ask you about the potential to bring together a sexual violence prevention coalition in this community.

6. In your opinion, who do you think should be around the table talking about sexual violence in your community? Who do you think is likely to want to come? Who do you think could bring people into that room together to get like minded folks started on prevention work? <mark>Coalition Potential – Slide C7</mark>

Probe: Is there an existing community coalition that works on related prevention issues that might be interested in addressing SV? Are there people in the community who have worked on community-level interventions for related forms of interpersonal violence who might be interested in addressing SV?)

Cohesion

I have a few more questions about how tight/cohesive your community is. We're asking because these projects tend to work better where people already feel a sense of community.

7. In what ways to members of this community participate in community life? (For example, through faith institutions, neighborhood groups, political organizing, schools, cultural activities, other etc.?) *Follow-up*: What are the events/institutions that bring the community out or bring the community together? ==Community Cohesion – Slide C8==

8. Do people feel that there is a strong sense of community here? (A sense of interconnectedness or shared investment?) ==Community Cohesion – Slide C8==

9. Are there things that make togetherness or cohesion difficult for (name of community?) *(E.g. lack of shared space, gentrification, racial tension between the community and the service providers etc)*

NOTE: If you'd like to assess resources during this interview, you may consider these questions as well (see page 73 for more explanation).

Transition: Finally, I'm interested in learning about resources in this community that might support sexual violence prevention. When I say resources, I'm thinking of everything from people power to space to hold events or meetings to actually financial resources.

10. Where would say a guidance counselor or young person or a parent interested in working to end sexual violence go to participate in prevention work in this community?   Why? ==Resources – Slide C9==

11. What is the community's and/or local business' attitude about supporting efforts to address sexual violence prevention, with people volunteering time, making financial donations, and/or providing space? ==Resources – Slide C9==

12. What agencies in this community do you think would be interested in participating in sexual violence prevention work? Why? ==Resources – Slide C9==

13. Can you think of any businesses or leaders in this community who would donate resources to sexual violence prevention? Who? ==Resources – Slide C9==

14. Are you aware of any proposals or action plans that have been submitted for funding that address sexual violence your community? If yes, please explain. ==Resources – Slide C9==

Thank you for your time. This has been so helpful. In closing, I want to make some resources available to you. If you would like more information about sexual violence services available in your community, or if you'd like to become involved in this year's **SAY SO! (Sexual Assault Yearly Speak Out)**, we would be happy to send you more information. **SAY SO! (Sexual Assault Yearly Speak Out** is a one day event to raise public awareness about the status of sexual assault in New York City. It is organized by the New York City Alliance Against Sexual Assault. Through personal testimonials, poetry, music and spoken word, it is an opportunity for survivors and activists to raise public awareness of where to get help and how to end the epidemic of sexual violence in New York City. **SAY SO!** is a great opportunity to learn more about services in our city and to show your support for sexual assault prevention. We hope you'll join us.

(Also provide information on Rape Crisis Program Services).

Thank you again. If you have any questions or thoughts about the project, please feel free to contact me (give card).

ACTIVITY TWO: HANG OUT & TALK TO PEOPLE
Time: 2 to 3 hours depending on size of your community
Plus 1 to 2 hours to complete notes

NOTE: This section is borrowed in large part from the following source: Jan Gottlieb, MPH, (Ed) Toolkit: Service Learning and COPC-Predoctoral-Residency Training, Department of Family Medicine, University of Medicine &Dentistry of New Jersey-Robert Wood Johnson Medical School, June, 2003.

Getting Started:

- **Select two or more places where you can spend an hour observing and engaging in informal conversations**, such as a coffee shop, bar, the library, a green market. If your area of assessment is large, your might want to spend less time at more locations. For example, if you have three "communities" (neighborhoods) in your assessment area, you might want to spend 45 minutes at a location in each area. Or, you can use this method in one area, and other techniques in other areas.

- **PART I: Take note of the types of activities you observe. How do people interact with one another?** How do they greet one another (embrace versus handshake)? Do people seem to know each other at stores or other locations, like the library for instance? Does it feel different from the neighborhood in which you live? Or if you live in this neighborhood, what other experiences have you had in this community that you think help illustrate the climate, potential for coalition building, and/or its capacity to problem solve as a community? What else stands out to you? How do people feel about you hanging out – are you the only woman/man? Are you the only white person / person of color? Are you dressed differently? Do people know you are watching ? etc.

- Please use "*Hang Out & Talk to People Data Sheet I*" to record your observations.

- **PART II: Informally talk to at least 3 people in the community to try to gather some information on the three c's.** During informal conversations just listen – don't take notes. Don't forget to explain who you are and what you are doing. A list of suggested questions can be found on page 7 and a data sheet for recording the information from interviews can be found on page 9.

A note on observation:
From Taylor-Powell, E. and Steele, S. "Collecting Evaluation Data: Direct Observation." Accessed December 26, 2007 from http://www.uwex.edu/ces/pdande/evaluation/evaldocs.html

"Observation can be overt (obtrusive – everyone knows that they are being observed) or covert (unobtrusive – people do not know). The extent to which people need to be informed depends on the situation and your evaluation purpose. Given that people often behave differently when they know they are being observed, covert observation is appealing. However, it is essential that neither the observation nor the resulting report harms the people observed. This should not be a concern for this project. While there is no consensus in social science research about how explicit to be about observations, the ethics of evaluation should always be considered." (p.2)

Recording your observations:

"To be useful and credible…observations need to be recorded." You can make notes on the spot (but be aware of how recording your observations might affect those observed) or after you've left the situation. Remember, observations pertain to what you see as well as what you hear.

Observations and Conversations
Observations are often the first step to entering a new community. The step-by-step instructions below provide a good guide to conducting observation.

NOTE: Though we know that communities are not defined by zip codes, we are nevertheless beginning this project in zip code defined areas. The community you "observe" in this exercise may be very different depending on the day, time and location in which you conduct the observation. This limitation means that the data from this exercise needs to be balanced with data from complementary assessment tools.

1. Identify places that you want to observe by doing a walk-through or drive-through of the area where you're interested in working. Look for spots where you can observe without being obvious, such as bus stops and eating spots.

2. Have a purpose for being there. Try to fade into the background—have a cup of coffee, read a newspaper. If you don't feel comfortable in the area, perhaps visit a few times before you begin observations – eat pizza at a local joint, say hello to the people behind the counter – get familiar with the place a little so when you come back not everything appears new.

3. Take in the whole scene around you. Note your general impressions. Then look at specifics—the physical layout of the area, traffic (both car and pedestrian traffic), the general condition of the neighborhood and the types of people in the area (their ethnicity, sex, age, business or purpose for being there, etc.). Pay attention to the interaction of people in the area, the pace of their interactions, how they dress, the "mood" of the area (if it's bright or gloomy, for example), how long people stay, any graffiti, and any type of posted information, such as in windows or on bus stops or telephone poles. . Keep in mind that some of these indicators are not necessarily what you think they are. Graffiti is both a sign of urban decay, and a sign of urban life – there are memorials, hip hop art, etc. As for the mood of a place – keep in mind to account for weather, especially as we are supposedly in winter – the tone of neighborhoods changes. Old folks don't go out as much, young folks occupy space differently, people are less friendly etc…

4. Record what you see, including the time, date, location and weather. Make notes without drawing attention to yourself. Writing down a few key words is often preferable to writing long sentences in a way that can look suspicious, *if* the words are sufficient to remind you of the detail that you can write later.

5. Observe vertically and horizontally. In other words, look up as well as around.

6. Close your eyes and listen. Pay attention to noises or lack of noise. Listen to the tone of voices, the languages being spoken.

7. Pay attention to groups of people in the area. Note what appears to bring them together as a group and how they interact. Repeated observations can reveal that all or some of the people are "features" of the area, which you often or always find together there. Describe these groups each time in your notes, including a description of their members at each observation. You may want to consider sitting at a transportation hub while doing some of this – easy to observe, everyone's got a reason for being there, and no one is there too long.

8. Make observations at different times of day. Describe what's the same and what's different depending upon the time of day—morning, afternoon, evening.

9. When making notes, describe only what you see and save the interpretation for later. "I saw someone pass a package off to a man about six feet tall" is descriptive. "A drug deal went down with a tall man" is interpretation. An experienced outreach worker may be able to interpret actions, but it's best to try to describe as much as possible before making assumptions that allow things to be labeled, especially in a setting that is new to you. In fact, when recording field notes after an observation, limit the notes to simply

describing what went on until the team discusses together what they saw and decide if they have enough information to begin interpreting it.

From Batchelor K., Beel E. R., & Freeman A. Community Based Assessment: A guide for HIV Prevention Workers. University of Texas Southwestern Medical Center. Accessed January 3 from www8.utsouthwestern.edu/vgn/images/portal/cit_56417/20/1/205382Community_Based_Assessment_Guide.pdf.

HANG OUT & TALK TO PEOPLE OBSERVATION DATA SHEET I

Date: _____ **Time:** _____

Location:

1. Reason for choosing location:

2. *Who* did you see? (Note as much detail about people as you remember. Things to notice might include
   - What were the ages of people you observed?
   - Did there appear to be racial or cultural diversity among the people you observed? In sexual orientation? Please describe.
   - What languages did you hear spoken?
   - Were people interacting? How did people greet one another? Anything else you noticed about their interactions?
   - Was anyone missing from the scene that you thought might be there?

Community description – Slide B3

3. What was the mood of the location?

4. Was it difficult to approach people? Why or why not?

5. How many people did you approach to speak with?

6. How many people spoke with you?

7. Other thoughts:

🕐How much time did you spend completing this activity? _____

HANG OUT & TALK TO PEOPLE: The questions

Here are some sample questions you can use to engage folks in informal conversations. Your goal is to get some sense of the climate around sexual violence (is it seen as a relevant problem?), the potential for coalition building, and the capacity to work as a community. These are some suggested questions. Please review the questions under **CLIMATE, COALITION and COHESION** on page 53 before engaging in conversations. Those questions and those posed below might give you an idea of other questions you may want to ask in your conversations.

INFORMATION CONVERSATION GUIDE

Before you begin, remember to explain who you are and what you are doing:
> My name is _____ and I am from (your agency). I work as (a counselor for people who have been sexual assaulted or experienced childhood sexual abuse). I am working on a project to strengthen community involvement to prevent sexual violence in New York City.

> I'm interested in learning more about this community.

Suggested questions
Note: The first question is designed as a screening question. For this phase of our work (selecting communities for the demonstration project), we think it will be most useful to have full conversations with people who live in the area. **So if your interviewee answers "no" to question one,** you will probably want to let the conversation run its natural course (small talk) as opposed to asking the more structured questions suggested below.

1) Do you live in this area? **[SCREENING QUESTION- If answer is no, let conversation run its natural course. Maybe they live in a nearby area of interest, or maybe they are visiting because they grew up in or have family or friends in the area – so they may have a lot to offer, or suggest someone else to speak to.]]**

2) How long have you lived here?

3) Do you like living here? Why or why not? (If they have lived here for a while, you might ask how the community has changed over the years. Has it, in their opinion, gotten better or worse? How? Why?)
Community description – Slide B3

4) In your opinion, what's the best thing about living here?
Community description – Slide B3

5) Do you think people in this area have strong sense of community? Why or Why not? ==Community Cohesion – Slide C8==

Probe: Do you feel like a member of this community? What other communities are you a member of?

6) In your opinion, what is (name of community's) most urgent problem? ==Climate Supportive of SV Prevention – Slide C6==

7) Is anyone working on this problem? Why, why not? ==Climate Supportive of SV Prevention – Slide C6==

8) Have you ever considered working on this problem? ==Climate Supportive of SV Prevention – Slide C6==

9) Using a scale from 1-10, how much of a concern is sexual violence to members of your community (with 1 being "not at all" and 10 being "a very great concern.") ==Climate Supportive of SV Prevention – Slide C6==

   Tell me more about why you picked the number _____..

10) What sort of people or agencies do you think have responsibility for preventing sexual violence? ==Climate Supportive of SV Prevention – Slide C6==

   Anyone else?

11) If you saw that there was going to be a meeting to work on preventing sexual assault in your community, would you consider going? [Why/why not? Who (else) do you think might go?] ==Climate Supportive of SV Prevention – Slide C6==

You can record the information you gather from informal interviews on the following pages.

HANG OUT AND TALK TO PEOPLE DATA SHEET II

	Conversation 1	Conversation 2	Conversation 3
Date and Time			
Brief description of interviewee:			
Information you gathered			
Were there any questions the interviewee didn't answer?			
Did conversation flow smoothly? Describe.			
Other thoughts:			

HANG OUT AND TALK TO PEOPLE DATA SHEET II

	Conversation 4	Conversation 5
Date and Time		
Brief description of interviewee:		
Information you gathered		
Were there any questions the interviewee didn't answer?		
Did conversation flow smoothly? Describe.		
Other thoughts:		

DEBRIEFING QUESTIONS:

1) How did you open up conversation/build rapport?

2) What were their reactions to you?

3) Were they open/trusting or suspicious?

4) Were they able to provide answers to your questions?

🕐 How much time did you spend completing this activity?

ACTIVITY THREE: LAY OF THE LAND

Much of the following can be obtained from using information sources available on the internet. Additionally, service agencies in this community will likely have much of this information (it is the sort of data often gathered for grant applications.)

Here are suggested sources of Information for this activity:
- General statistics (master list of databases): http://www.columbia.edu/cu/lweb/indiv/lehman/guides/stats/ny.html
- General neighborhood demographics and characteristics (print out the first page of directions for accessing various databases): http://www.lagcc.cuny.edu/library/publications/neighbordemo.htm
- *State of New York City's Housing and Neighborhoods, 2005* (includes social, demographic, housing and income variables by neighborhood)*:* http://furmancenter.nyu.edu/publications/SOC2005.htm
- New York City Department of City Planning (community district profiles): http://www.nyc.gov/html/dcp/html/neighbor/neigh.shtml
- Community Information Service through the NY Public Library (search engine for neighborhood not-for-profit organizations and groups offering programs and services to the public, only available for Bronx, Manhattan and Staten Island): http://www.nypl.org/branch/services/cis.html
- Infoshare Online (Population statistics, immigration trends, socio-economic indicators, birth and death data, hospitalizations, local trade data, and much more.): http://www.infoshare.org/
- Economic development statistics: http://www.queensbp.org/content_web/econ_dev/rg_biz_stats.shtml
- Newest New Yorkers (information on immigration status, ethnic groups and languages): http://www.nyc.gov/html/dcp/html/census/nny.shtml
- Religious information: http://www.barnard.columbia.edu/religion/pages/nylinks.html
- NYC Department of Health Community Health Profiles: http://www.nyc.gov/html/doh/html/data/data.shtml
- List of NYC Newspapers: http://www.nypl.org/research/chss/mic/images/newyork.pdf
- NYC Events and Attractions by CitySearch: http://newyork.citysearch.com/find/section/newyork/events.html
- New York City Alliance Against Sexual Assault Website (for information about previous sexual violence prevention efforts in communities—use the search function to type the name of your neighborhood and to search the archives of the website): www.nycagainstrape.org
- OSI Community Organizing Fellowship Winners (list of community organizing leaders in NYC): http://www.soros.org/initiatives/cf/search_results_initiative?path=initiatives%2Fcf&quicksearch=true&SearchableText=OSI+community+fellowships+NYC&submit=Go&limit=%2Finitiatives%2Fcf%2Fsearch_results_initiative
- Community coalitions (google search: community coalitions + NYC): http://www.google.com/search?q=community+coalitions+%2B+NYC&btnG=Search&hl=en&client=firefox-a&rls=org.mozilla%3Aen-US%3Aofficial&hs=i9S
- Community coalitions for prevention (google search: community coalitions + prevention+ NYC): http://www.google.com/search?q=community+coalitions+%2B+prevention+%2BNYC&btnG=Search&hl=en&client=firefox-a&rls=org.mozilla%3Aen-US%3Aofficial&hs=XU8
- Assessments or reports that highlight sexual violence as a priority (do a google search with your neighborhood name + sexual violence) Google search example: sexual violence + Lower East Side

GENERAL LANDSCAPE

1) Who lives in the area? What are the predominant family structures (i.e., two parent household, single parent or extended family)?
<mark>Community description – Slide B3</mark>

Source of Info:

2) What kinds of jobs do people have (e.g., blue/white collar?) What is their annual income? Do they generally work in the area or do they have to go to another area to find work?
<mark>Community description – Slide B3</mark>

Source of Info:

3) What are the socioeconomic levels? (upper/middle/lower)
<mark>Community description – Slide B3</mark>

Source of Info:

4) What is the cost of an average apartment in the area? Do people rent or own?
<mark>Community description – Slide B3</mark>

Source of Info:

5) What are the political statuses? (i.e. undocumented, refugee, legal immigrant, citizen)
<mark>Community description – Slide B3</mark>

Source of Info:

6) What is/are the predominant ethnic group(s)?
<mark>Community description – Slide B3</mark>

Source of Info:

7) What are the languages or dialects that are spoken?
<mark>Community description – Slide B3</mark>

Source of Info:

8) What are the different religions?
<mark>Community description – Slide B3</mark>

Source of Info:

9) What are the prevalent health problems of the population?
<mark>Community description – Slide B3</mark>

Source of Info:

COMMUNITY COHESION SPECIFIC

10) Can you locate community organizations, faith organizations and other groups or networks that support participation in community life? Is there a directory, website or other accessible way of finding this information?
<mark>Community Cohesion – Slide C8</mark>

Source of Info:

11) Is there a neighborhood/community newspaper?
<mark>Community Cohesion – Slide C8</mark>

Source of Info:

12) Are there events/institutions that bring the community out or bring the community together?
<mark>Community Cohesion – Slide C8</mark>

Source of Info:

SEXUAL VIOLENCE SPECIFIC

13) Are there any previous assessments or reports that you can uncover that identify sexual violence as a priority for this community?
<mark>Climate Supportive of SV Prevention – Slide C6</mark>

Sources of Info:

14) Can you find any information on sexual violence prevention efforts that have taken place in this community before? For example, a Take Back the Night March, a relevant fundraiser, an activity at the local middle or high school, etc. Provide a description of the event, the organizers, relevant history and outcome.
<mark>Climate Supportive of SV Prevention – Slide C6</mark>

Sources of Info:

COMMUNITY ORGANIZING SPECIFIC
15) Can you find any information on community organizing efforts that have taken place in this community over the past 5 years? This activism could be focused on any cause – overcrowding in the local school, police harassment, housing shortages, pollution, lack of access to health foods, community parks/gardens/playgrounds. Describe the history of the organizing. Who spear headed the effort? What were the outcomes? Is the movement ongoing? How large is the movement?
<mark>Coalition Potential – Slide C7</mark>

Source of info:

16) Is there an existing community coalition that works on related prevention issues?
<mark>Coalition Potential – Slide C7</mark>

Source of info:

🕐 How much time did you spend completing this activity?

PART III: RESOURCES

PART III: RESOURCES

Discovering the resources or potential resources for sexual violence prevention that are available in a community is an important factor in terms of a community's overall readiness for sexual violence prevention.

This section includes one suggested activity that can be used with small groups of individuals to explore such resources. **However – you are also welcome to integrate resource questions into key champion or readiness interviews. Your time and resources will probably influence your decision. Just keep track of where and how you gather answers to these resource questions so you can access the information easily for your presentation.**

Here are some of the key questions we hope to answer with regard to resources:

Resources:
1. What human resources are available SV prevention in the community?
2. What financial resources are available for SV prevention in the community?
3. What physical/material resources are available for SV prevention in the community?
4. What resources are available to play a supportive (indirect) role in facilitating SV prevention in the community?
5. Are there existing resources that can be reallocated to for SV prevention efforts?
6. Are community members working to secure additional resources?
7. Are there resources for trying new efforts?

Potential interview questions about resources:
Questions are drawn from Plested, B, Edwards RW, Jumper-Thurman P. (2005, May). *Community Readiness: A Handbook for Successful Change.* Fort Collins, CO: Tri-Ethnic Center for Prevention Research.

<div style="border:1px solid black">

1. Where would say a guidance counselor or young person or a parent interested in working to end sexual violence go to participate in prevention work in this community?   Why?

2. What is the attitude in the community and/or among local businesses about supporting efforts to address sexual violence prevention, with people volunteering time, making financial donations, and/or providing space?

3. What agencies in this community do you think would be interested in participating in sexual violence prevention work? Why?

</div>

4. Can you think of any businesses or leaders in this community who would donate resources to sexual violence prevention? Who?

5. Are you aware of any proposals or action plans that have been submitted for funding that address sexual violence your community? If yes, please explain.

RESOURCE ASSESSMENT ACTIVITY

GETTING STARTED:
This activity will provide you the richest information if carried out with a small group of people who are either
- Identified in another portion of this assessment because they are already involved with or supportive of existing sexual violence prevention efforts;
- Rape crisis advocates who live in the assessment area;
- An agency whose work addresses sexual violence issues (even tangentially);
- People you know in the community because you have worked with them before.

Ideally, you will carry out this activity with two small groups representing different parts of the community.

Arranging A Time To Meet

You might find that you are able to set up these meetings smoothly through the stakeholders you interview in other parts of this workbook. You also may find that it is easier to set up meetings if you ask just to be added to the agenda of *already scheduled* meetings within the organizations. Set a deadline by which you wish to have these interviews arranged and continue calling until the cut-off date.

You can use the scripts in previous sections to help set up the meetings.

You will probably need an hour to an hour and a half to complete this exercise with a small group.

Building a Resource Tree

Problem trees are a tool commonly used in participatory research to discover how communities view the causes of key problems they are facing. We are adapting this methodology to explore the resources available in a community for sexual violence prevention.

Supplies
You will need construction paper, index cards, tape and magic markers for this exercise (see diagram below). If you'd like to play community bingo as an icebreaker, bring cards, pencils, and perhaps some small prizes (candy bars, for example). You can also bring apples to give out after the tree game to thank participants

Steps

1. Ice breaker/Introduction: You can use the icebreaker of your choice. It will be useful to introduce the concept of the demonstration project. Community bingo is a suggested icebreaker.

-   ICE BREAKER BINGO: *Adapted From:*
    http://adulted.about.com/od/icebreakers/Educational_Icebreakers.htm?terms=icebreaker
    s+education

    Instructions:
    -   *Print and copy a bingo card for each player. (Scramble the boxes shown on the template.)*
    -   *Players circulate to find group members who match descriptions in the bingo squares OR Facilitator calls out the different descriptions and participants call out when they fit the description.*
    -   *When a match is found, the player writes the name of the individual in the square.*
    -   *Different names must be used in each square. When a player has filled a row with names, s/he yells "Bingo!"*
    -   *With the group, check the squares and identify the individuals described.*
    -   *Continue the game for a second round, with the new goal of filling the entire card.*
    -   *When a player has filled the entire card, s/he yells "Bingo!"*

BINGO TEMPLATE

I know the best place to get a burger in this part of town Name_____	I know where the closest post office is Name_____	I can tell you the quickest way to get from here to _____on public transportation (fill in a hard to get to location) Name_____	I have attended a community board meeting Name_____
I know the locations of all The public bathrooms in this area Name_____	I can name three or more leaders of this community Name_____	I know where to get the best _____ food in this community (fill in type of food) Name_____	I know where high school students from this community hang out after school Name_____
I know someone who grew up in this neighborhood Name_____	I've lived or worked in this community for more than five years Name_____	I've seen this neighborhood change Name_____	I know someone affected by sexual violence Name_____
I know the principal of a local high school Name_____	I know where to go to get a good cup of coffee in this neighborhood Name _____	I know the police precinct number(s) for this area Name_____	I know a local store owner by first name Name _____

2. Segue into the goal of the activity, which is identifying community resources.
Ask participants to brainstorm about all major resources existing within the community. These can be human resources, financial resources, and institutions. Is the small business community a prominent supporter of community activities? If so, small business would be a key resource. Does a local YMCA open up its doors to public meetings? If so, this would be a key resource. Does a local mosque organize volunteer activities? This then might be a key resource. Individuals can be key resources as well, and it will be interesting to explore why certain individuals are named as resources. <mark>Resources – Slide C9</mark>

3. Draw a tree and write "COMMUNITY RESOURCES on the trunk. <mark>Resources – Slide C9</mark>

4. Encourage people to brainstorm on the major resources of the community. Ask for major resources that they see supporting their own work, or if they live in the community, resources they see as enhancing their own lives. <mark>Resources – Slide C9</mark>

5. Focus attention on these key resources of the community and write them onto the roots of the "tree".

6. For each resource, write down the contributions that resource might be able to make toward community mobilization efforts. For example, YMCA might link to "sponsorship of community events" or "hosting for meetings." A church might link to "pastor will talk about issue at Sunday services." Write these contributions on a card and these will make up the canopy of the tree. You can draw branches to link the resources and their contributions.
"tree".

Canopy – identifies the some of the contributions each resource could make toward sexual violence primary prevention efforts

Trunk- identifies potential resources

8. Wrap up: Thank everyone for participation. Offer SAYSO and RCP resource information (see wrap up of key informant interview. If you have brought apples, you can offer everyone an apple as part of your wrap up.

9. Save the tree as a record of community resources.

🕐 How much time did you spend completing this activity?

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ANNEX 1

The following pages a) suggest an outline for your power point presentation on you community selection assessment and b) provide you with a step by step guide to analyzing the data you collected.

Community Selection Assessment Report Back
Part I: Power Point Outline

A. Introduction and Methods
1. Define community boundaries
2. Describe methods

B. Community Overview
3: Community description
4: Sexual violence in the community

C. Readiness Factors
5a, 5b, 5c: Key Champion
6: Climate supportive of SV prevention
7: Coalition potential
8: Community cohesion
9. Resources for SV prevention
10: Opportunities and obstacles in implementing the demonstration project in this community

D. Conclusion
11. Overall level of readiness
12. Final concluding thoughts

A. Introduction and Methods
1. Define community boundaries
- SLIDE A1: Describe the name of the community and its geographic boundaries.
2. Describe methods
- SLIDE A2: Summarize the methods used in the community selection assessment (e.g., number of key champion interviews, number of readiness interviews, brief descriptions of other activities conducted).

B. Community Overview
3: Community description
- SLIDE B3: Present a basic description and brief highlights.
4: Sexual violence in the community
- SLIDE B4: List major issues and themes.

C. Readiness Factors
5: Key Champion
- SLIDE 5a: Present the number of key champions identified and how each of them scored (very weak, weak, somewhat weak, somewhat strong, strong or very strong), starting with your highest scoring key champion.
- SLIDE 5b: Highlight major themes for your strongest scoring key champion in these categories:
  a. Commitment to SV prevention
  b. Commitment to primary prevention
  c. Recognition and respect in the community for their SV prevention efforts
  d. Support for the selection of the community for the demonstration project
- SLIDE 5c: Highlight any other key themes from any other key champions on a PPT slide.

6: Climate supportive of SV prevention
- SLIDES 6a-6b: Present the score (very weak, weak, somewhat weak, somewhat strong, strong or very strong) and highlight major themes in these categories:

   a. Overall characterization
   b. Responsibility for prevention
   c. Community participation and support for prevention
   d. Leadership support for prevention

7: Coalition potential
- SLIDE C7: Present the score (very weak, weak, somewhat weak, somewhat strong, strong or very strong) and highlight major themes.

8: Community cohesion
- SLIDE C8: Present the score (very weak, weak, somewhat weak, somewhat strong, strong or very strong) and highlight major themes.
-
9. Resources for SV prevention
- SLIDE C9: Present the score (very weak, weak, somewhat weak, somewhat strong, strong or very strong) and highlight significant resources that were identified.
- Also present the "Resource Tree" if one was created.
10: Opportunities and obstacles in implementing the demonstration project in this community
- SLIDE 10: List major issues and themes on a PPT slide.

D. Conclusion
11. Overall level of readiness
- SLIDE D1: Present overall level or readiness
12. Final concluding thoughts
- SLIDE D2: Present any final concluding thoughts
- SLIDE D3: Acknowledge assessment team members, others who provided assistance and community participants in the assessment process.

DATA COMPILATION, ANALYSIS AND PRESENTATION INSTRUCTIONS

A. INTRODUCTION and METHODS

SLIDE A1: Identify the community you assessed, its geographical boundaries, as well as the zip codes and neighborhoods it includes.
SLIDE B2: Describe the activities you completed for this assessment

B. COMMUNITY OVERIEW
SLIDE B3: COMMUNITY DESCRIPTION

STEP 1: DATA COMPILATION:

- Cut and paste, type or write in the response to Question 1 from each Readiness Interview: *I'd like to start out by asking you to describe (name of your community) for me.*

- Cut and paste, type or write in the response to Question 2 from the observation portion of the "Hang out and Talk to People" activity (if you did that activity): *Who did you see? What were the ages of people you observed? Did there appear to be racial or cultural diversity amongst the people you observed? What about diversity in sexual orientation? Please describe. What languages did you hear spoken? Were people interacting? How did people greet one another? Anything else you noticed about their interactions? Was anyone missing from the scene that you thought might be there?*

- Cut and paste, type or write in the response to Question 3 from the observation portion of the "Hang out and Talk to People" activity (if you did that activity): *What was the mood of the location?*

- Cut and paste, type or write in the response to Question 3 from the conversation portion of the "Hang out and Talk to People" activity (if you did that activity): *Do you like living here? Why or why not? (If they have lived here for a while, you might ask how the community has changed over the years. Has it, in their opinion, gotten better or worse? How? Why?)*

- Cut and paste, type or write in the response to Question 4 from the conversation portion of the "Hang out and Talk to People" activity (if you did that activity): *In your opinion, what's the best thing about living here?*

- Cut and paste, type or write in the response to Question 6 from the conversation portion of the "Hang out and Talk to People" activity (if you did that activity): *In your opinion, what is (name of community's) most urgent problem?*

- Cut and paste, type or write in the response to Question 7 from the conversation portion of the "Hang out and Talk to People" activity (if you did that activity): *Is anyone working on this problem? Why, why not?*

- Cut and paste, type or write in the response to Questions 1-9 from the "Lay of the Land" activity (if you did that activity).

STEP 2: DATA ANALYSIS:

- List basic descriptive information. Highlight repeated descriptions and themes.

STEP 3: DATA PRESENTATION (1 slide total):

- List a basic description and brief highlights on a PPT slide.

B. COMMUNITY OVERIEW
SLIDE B4: Sexual violence in the community: Major Issues and Themes

STEP 1: DATA COMPILATION:

- Cut and paste, type or write in the response to Question 1 from each Key Champion Interview: *"We are very interested in how different communities in New York City are affected by sexual violence. To be clear about what we are talking about here is how we define sexual violence. Sexual violence includes rape and sexual assault as well as behaviors such as sexual harassment, incest and childhood sexual abuse, and sexual exploitation.[3] Sexually violent behavior can be physical, emotional, verbal, or a combination. Does that definition resonate with you? Do you have another definition of sexual violence that you prefer?"*

- Cut and paste, type or write in the response to Question 2 from each Key Champion Interview: *Can you talk about the extent and impact of sexual violence in this community?*

STEP 2: DATA ANALYSIS:

- Highlight major issues and themes.

STEP 3: DATA PRESENTATION (1 slide total):

- List major issues and themes on a PPT slide.

C. READINESS FACTORS
SLIDES C5a, C5b, C5c: Key Champion

STEP 1: DATA COMPILATION

==Key champion: Commitment to SV prevention==

- Cut and paste, type or write in the response to Question 3 from each Key Champion Interview: *Can you describe for me for me the ways in which you have been involved with, advocated for or supported sexual violence prevention work in this community?*

==Key champion: Recognized and respected in the community for their efforts==

- Cut and paste, type or write in the response to Question 4 from each Key Champion Interview: *How have you been received by the community as you work to prevent sexual violence?*

==Key champion: Commitment to primary prevention==

- Cut and paste, type or write in the response to Question 5 from each Key Champion Interview: *What actions do you think are needed to prevent sexual violence in the community – and when I say prevent sexual violence, I am not talking about helping victims/survivors get help or prosecuting people who have committed sexual violence; I mean to prevent sexual violence from occurring by addressing the conditions that contribute to sexual violence so that the community will be safe from sexual violence and people no longer perpetrate sexual*

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[3] Adapted from Men Stopping Violence, Accessed January 4, 2007 from "http://www.menstoppingviolence.org/index.php"

violence in the first place?

- Cut and paste, type or write in the response to Question 6 from each Key Champion Interview: *What are your thoughts about the possibility of our selecting this community to partner with to design a community mobilization demonstration project for sexual violence prevention? (Follow up questions: Would you be supportive? Would you be interested in becoming involved? Are there other leaders in the community who would be supportive? –* NOTE: If additional persons are mentioned, list them under Additional persons below*)*

- Cut and paste, type or write in the response to Question 8 from each Key Champion Interview: *What recommendations would you have for building on these opportunities and addressing these obstacles?)*

STEP 2: DATA ANALYSIS

- For each key champion interviewee, highlight major themes in these categories:
  - a. Commitment to SV prevention
  - b. Commitment to primary prevention
  - c. Recognition and respect in the community for their SV prevention efforts
  - d. Support for the selection of the community for the demonstration project

- For each key champion interviewee, rate each category as either very weak, weak, somewhat weak, somewhat strong, strong, very strong. Write the number of points indicated in parenthesis in the chart below. For example, if the key champion interviewee's commitment to SV prevention was very strong, give them 6 points for that category. If their support for the selection of the community for the demonstration project was somewhat weak, give them 3 points.

	Very weak (1)	Weak (2)	Somewhat weak (3)	Somewhat strong (4)	Strong (5)	Very strong (6)
a. Commitment to SV prevention						
b. Commitment to primary prevention						
c. Recognition and respect in the community for their SV prevention efforts						
d. Support for the selection of the community for the demonstration project						

- Give each key champion interviewee 1 point for participating in the interview. Add up the points in the chart above. The total should be a number between 5 and 25. List the key champion scores below:
  - Key champion 1 score:
  - Key champion 2 score:
  - Key champion 3 score:
  - (Add more as necessary)

- A key champion interviewee with a score of 25 is very strong
- A key champion interviewee with a score of 21-24 is strong
- A key champion interviewee with a score of 17-20 is somewhat strong
- A key champion interviewee with a score of 13-16 is somewhat weak

- A key champion interviewee with a score of 9-12 is weak
- A key champion interviewee with a score of 5-9 is very weak

- If your highest scoring champion is very strong, then the score for the "key champion" readiness factor is VERY STRONG.
- If your highest scoring champion is strong, then the score for the "key champion" readiness factor is STRONG.
- If your highest scoring champion is somewhat strong, then the score for the "key champion" readiness factor is SOMEWHAT STRONG.
- If your highest scoring champion is somewhat weak, then the score for the "key champion" readiness factor is SOMEWHAT WEAK.
- If your highest scoring champion is weak, then the score for the "key champion" readiness factor is WEAK.
- If your highest scoring champion is very weak, then the score for the "key champion" readiness factor is VERY WEAK.

STEP 3: DATA PRESENTATION (3 slides total)

- On a PPT slide, present the number of key champions identified and how each of them scored (very weak, weak, somewhat weak, somewhat strong, strong or very strong), starting with your highest scoring key champion.

- On a PPT slide, highlight major themes for your strongest scoring key champion in these categories:
    e. Commitment to SV prevention
    f. Commitment to primary prevention
    g. Recognition and respect in the community for their SV prevention efforts
    h. Support for the selection of the community for the demonstration project

- Highlight any other key themes from any other key champions on a PPT slide.
-

C. READINESS FACTORS
SLIDES C6a, C6b: Climate supportive of S prevention

SECTION: Climate supportive of SV prevention

STEP 1: DATA COMPILATION

Community climate: Overall characterization

- Cut and paste, type or write in the response to Question 11 from each Key Champion Interview, Question 2 from each Readiness Interview and other activities such as "Hang out and talk": *How would you characterize the climate of this community with regard to sexual violence prevention – supportive, unsupportive, in denial, unaware? (Potential follow up questions to make sure you are satisfied you have gotten a clear enough response: For example, has the community identified sexual violence prevention as a priority? Is sexual violence prevention a topic that comes up in meetings among residents and community groups? Is there any indication that community members might view SV prevention as detracting from other issues? If so, what is the indication?)*

- Cut and paste, type or write in the response to Question 6 from the conversation portion of the "hang out and talk to people" activity: *Using a scale from 1-10, how much of a concern is*

sexual violence to members of your community (with 1 being "not at all" and 10 being "a very great concern.") Tell me more about why you picked the number ____..

Community climate: Responsibility for prevention

- Cut and paste, type or write in the response to Question 12 from each Key Champion Interview and Question 3 from each Readiness Interview and Question 11 from the conversation portion of the "Hang out and talk" activity: *Who do community members feel is responsible for SV prevention? (If the question seems unclear to the person, you can give some examples: individuals, families, law enforcement, faith communities, and the entire community. Make sure they are giving the response they feel is the predominant community sentiment and not their own personal opinion.)*

Community climate: Community participation and support for prevention

- Cut and paste, type or write in the response to Question 4 from each Readiness Interview and other activities such as "Hang out and talk": *Does the community support or participate in existing efforts to prevent sexual violence? If so, in what ways?*

- Cut and paste, type or write in the response to Question 11 from the conversation portion of the "Hang out and Talk to People" activity: *If you saw that there was going to be a meeting to work on preventing sexual assault in your community, would you consider going? [Why/why not? Who (else) do you think might go?]*

- Cut and paste, type or write in the response to Question 14 from the "Lay of the Land" activity: *Can you find any information on sexual violence prevention efforts that have taken place in this community before? i.e. A Take Back the Night March, a relevant fundraiser, an activity at the local middle or high school etc. Provide a description of the event, the organizers, relevant history and outcome.*

Community climate: Leadership support for prevention

- Cut and paste, type or write in the response to Question 5 from each Readiness Interview and other activities such as "Hang out and Talk To People": *Does the leadership in the community (i.e. city council people, other key decision makers) support efforts to prevent sexual violence? If so, in what ways?*

- Cut and paste, type or write in the response to Question 13 from the "Lay of the Land" activity: *Are there any previous assessments or reports that you can uncover that identify sexual violence as a priority for this community?*

STEP 2: DATA ANALYSIS

- For each key champion interview, readiness interview and other activities such as "Hang out and talk" highlight major themes in these categories:
   a. Overall characterization
   b. Responsibility for prevention
   c. Community participation and support for prevention
   d. Leadership support for prevention

- Based on your combined review of all key champion and readiness interviews, rate each category as shown. Write the number of points indicated in parenthesis in the chart below.

Very unsupportive	Unsupportive or unaware	Somewhat unsupportive	Somewhat supportive	Supportive (5)	Very supportive

	or unaware (1)	(2)	or unaware (3)	(4)	(6)
a. Overall characterization					
c. Community participation and support for prevention					
d. Leadership support for prevention					

	It's not the community's responsibility ("It's up to individuals; there's nothing the community can do") (1)	Some segments of the community are responsible for prevention (3)	Major segments of the community are responsible for prevention (5)	It's the entire community's responsibility (6)
b. Responsibility for prevention				

- Add up the points in the chart above and then add 1 to that number. The total should be a number between 5 and 25.

- If the number is 25, then the score for the "climate supportive of SV prevention" readiness factor is VERY STRONG
- If the number is 21-24, then the score for the "climate supportive of SV prevention" readiness factor is STRONG
- If the number is 17-20, then the score for the "climate supportive of SV prevention" readiness factor is SOMEWHAT STRONG
- If the number is 13-16, then the score for the "climate supportive of SV prevention" readiness factor is SOMEWHAT WEAK
- If the number is 9-12, then the score for the "climate supportive of SV prevention" readiness factor is WEAK
- If the number is 5-9, then the score for the "climate supportive of SV prevention" readiness factor is VERY WEAK

STEP 3: DATA PRESENTATION (2 slides total)

- On 1-2 PPT slides, present the score (very weak, weak, somewhat weak, somewhat strong, strong or very strong) and highlight major themes in these categories:
    e. Overall characterization
    f. Responsibility for prevention
    g. Community participation and support for prevention
    h. Leadership support for prevention

C. READINESS FACTORS
SLIDES C7: Coalition potential

STEP 1: DATA COMPILATION

- Cut and paste, type or write in the response to Question 13 from each Key Champion Interview, Question 6 from each Readiness Interview and other activities such as "Hang out and talk": *In your opinion, are there people in the community who have experience in creating*

community-level change who could be brought together to work on preventing sexual violence? If so, who are some of the people you have in mind? If not, please elaborate on your response. (Potential follow up questions if you want to clarify or probe further: Is there an existing community coalition that works on related prevention issues who might be interested in addressing SV? Are there people in the community who have worked on community-level interventions for related forms of interpersonal violence who might be interested in addressing SV?)

- Cut and paste, type or write in the response to Question 15 from the "Lay of the Land" activity: *Can you find any information on community organizing efforts that have taken place in this community over the past 5 years? This could be around any cause – overcrowding in the local school, police harassment, housing shortages, pollution, lack of access to health foods. Describe the history of the organizing. Who spear head the effort? What were the outcomes? Is the movement ongoing? How large is the movement?*

- Cut and paste, type or write in the response to Question 16 from the "Lay of the Land" activity: *Is there an existing community coalition that works on related prevention issues?*

STEP 2: DATA ANALYSIS

- For each key champion interview and readiness interview, highlight major themes. Also highlight themes from the other activities. Highlight the most significant themes that run through the interviews and activities.

- Based on your combined review of all key champion and readiness interviews and other activities, rate the potential to bring together an action-oriented SV prevention coalition. Write the number of points indicated in parenthesis in the chart below.

	Very weak (1)	Weak (2)	Somewhat weak (3)	Somewhat strong (4)	Strong (5)	Very strong (6)
Potential to bring together an action-oriented SV prevention coalition						

- If the number is 6, then the score for the "Coalition potential" readiness factor is VERY STRONG
- If the number is 5, then the score for the "Coalition potential" readiness factor is STRONG
- If the number is 4, then the score for the "Coalition potential" readiness factor is SOMEWHAT STRONG
- If the number is 3, then the score for the "Coalition potential" readiness factor is SOMEWHAT WEAK
- If the number is 2, then the score for the "Coalition potential" readiness factor is WEAK
- If the number is 1, then the score for the "Coalition potential" readiness factor is VERY WEAK

STEP 3: DATA PRESENTATION (1 slide total)

- On a slide, present the score (very weak, weak, somewhat weak, somewhat strong, strong or very strong) and highlight major themes.

C. READINESS FACTORS
SLIDES C8: Community Cohesion

STEP 1: DATA COMPILATION

- Cut and paste, type or write in the response to Question 14 from each Key Champion Interview, Question 7 of each Readiness Interview and Question 12 from the "Lay of the Land" activity: *In what ways do members of this community participate in community life? (For example, through faith institutions, neighborhood groups, political organizing, schools, cultural activities, etc.?) What are the events/institutions that bring the community out or bring the community together?*

- Cut and paste, type or write in the response to Question 16 from each Key Champion Interview, Question 8 of each Readiness Interview and other activities such as "Hang out and talk": *Do people feel that there is a strong sense of community here? (A sense of interconnectedness or shared investment?)*

- Cut and paste, type or write in the response to Question 5 from the conversation portion of the "hang out and talk to people" activity: *Do you think people in this area have strong sense of community? Why or Why not? Probe: Do you feel like a member of this community? What other communities are you a member of?*

- Cut and paste, type or write in the response to Question 10 from the "Lay of the Land" activity: *Can you locate community organizations, faith organizations and other groups or networks that support participation in community life? Is there a directory, website or other accessible way of finding this information?*

- Cut and paste, type or write in the response to Question 11 from the "Lay of the Land" activity: *Is there a neighborhood/community newspaper?*

STEP 2: DATA ANALYSIS

- For each key champion interview and readiness interview, highlight major themes. Also highlight themes from the other activities. Highlight the most significant themes that run through the interviews and activities.

- Based on your combined review of all key champion and readiness interviews, rate the level of cohesion as one of the following. The number of points indicated in parenthesis is the score.

  - Very strong sense of community and very vibrant and active engagement in community life (6)
  - Strong sense of community and vibrant and active engagement in community life (5)
  - Somewhat strong sense of community and somewhat vibrant and active engagement in community life (4)
  - Somewhat weak sense of community and somewhat weak and inactive community life (3)
  - Weak sense of community and weak and inactive community life (2)
  - Very weak sense of community and very weak and inactive community life (1)

- If the number is 6, then the score for the "Community cohesion" readiness factor is VERY STRONG
- If the number is 5, then the score for the "Community cohesion" readiness factor is STRONG
- If the number is 4, then the score for the "Community cohesion" readiness factor is SOMEWHAT STRONG
- If the number is 3, then the score for the "Community cohesion" readiness factor is SOMEWHAT WEAK

- If the number is 2, then the score for the "Community cohesion" readiness factor is WEAK
- If the number is 1, then the score for the "Community cohesion" readiness factor is VERY WEAK

STEP 3: DATA PRESENTATION (1 slide total)

- On a slide, present the score (very weak, weak, somewhat weak, somewhat strong, strong or very strong) and highlight major themes.

C. READINESS FACTORS
SLIDES C9: Resources

STEP 1: DATA COMPILATION

- Cut and paste, type or write in the response to Question 21 from each Key Champion Interview and Question 9 of each Readiness Interview: *Where would say a guidance counselor or young person or a parent interested in working to end sexual violence go to participate in prevention work in this community? Why?*

- Cut and paste, type or write in the response to Question 22 from each Key Champion Interview and Question 10 of each Readiness Interview: *What is the community's and/or local business' attitude about supporting efforts to address sexual violence prevention, with people volunteering time, making financial donations, and/or providing space?*

- Cut and paste, type or write in the response to Question 23 from each Key Champion Interview and Question 11 of each Readiness Interview: *What agencies in this community do you think would be interested in participating in sexual violence prevention work? Why?*

- Cut and paste, type or write in the response to Question 24 from each Key Champion Interview and Question 12 of each Readiness Interview: *Can you think of any businesses or leaders in this community who would donate resources to sexual violence prevention? Who?*

- Cut and paste, type or write in the response to Question 25 from each Key Champion Interview and Question 13 of each Readiness Interview: *Are you aware of any proposals or action plans that have been submitted for funding that address sexual violence your community? If yes, please explain.*

- Cut and paste, type or write in the response to Question 10 from each Key Champion Interview: *Are there other people you think we should talk to?*

- If you completed the Resource Tree activity, cut and paste findings from that activity here.

STEP 2: DATA ANALYSIS

- Based on your combined review of all key champion and readiness interviews and other activities, rate the community's and/or local business' attitude about supporting efforts to address sexual violence prevention, with people volunteering time, making financial donations, and/or providing space.

	Very unsupportive (1)	Unsupportive (2)	Somewhat unsupportive (3)	Somewhat supportive (4)	Supportive (5)	Very supportive (6)
Community's and/or local						

business' attitude about supporting efforts to address sexual violence prevention

- Based on your combined review of all key champion and readiness interviews and other activities, rate the community's level of potential resources available for sexual violence prevention.

	Very poorly resourced (1)	Poorly resourced (2)	Somewhat poorly resourced (3)	Somewhat well resourced (4)	Well resourced (5)	Very well resourced (6)
Community's level of potential resources for sexual violence prevention						

- Add up the points in the two charts above. If the there have been proposals or action plans that have been submitted for funding to address sexual violence the community add 6. The total number should be between 2 and 18.

- If the number is 16-18, then the score for the "resources for SV prevention" readiness factor is VERY STRONG
- If the number is 13-15 , then the score for the "resources for SV prevention" readiness factor is STRONG
- If the number is 10-12, then the score for the "resources for SV prevention" readiness factor is SOMEWHAT STRONG
- If the number is 7-9, then the score for the "resources for prevention" readiness factor is SOMEWHAT WEAK
- If the number is 4-6, then the score for the "resources for SV prevention" readiness factor is WEAK
- If the number is 2-3, then the score for the "resources for SV prevention" readiness factor is VERY WEAK

STEP 3: DATA PRESENTATION (1 slide total)

- On a slide, present the score (very weak, weak, somewhat weak, somewhat strong, strong or very strong) and highlight significant resources that were identified.

- Present the "Resource Tree" if one was created.

C. READINESS FACTORS
SLIDES C10: Opportunities and obstacles in implementing the demonstration project in this community

STEP 1: DATA COMPILATION

- Cut and paste, type or write in the response to Question 7 from each Key Champion Interview: *What opportunities and obstacles do you think we would encounter?*

- Cut and paste, type or write in the response to Question 8 from each Key Champion Interview: *What recommendations would you have for building on these opportunities and addressing these obstacles?)*

STEP 2: DATA ANALYSIS:

- Highlight major issues and themes.

STEP 3: DATA PRESENTATION (1 slide total):

- List major issues and themes on a PPT slide.

SECTION: Follow up tasks

STEP 1: DATA COMPILATION

- Cut and paste, type or write in the response to Question 9 from each Key Champion Interview: *Would you like me to update you at the end of this phase of the project? What is the best way to contact you?*

There is no data analysis or presentation for follow up tasks.