

Delivering Community Outreach Education

MODULE 3

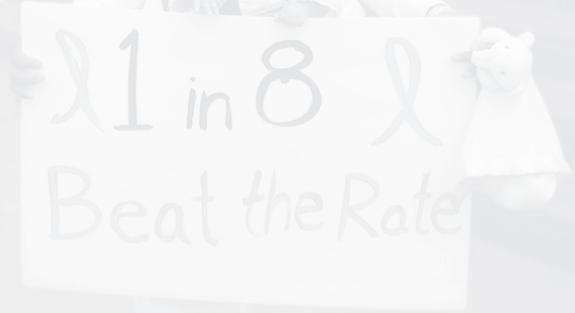
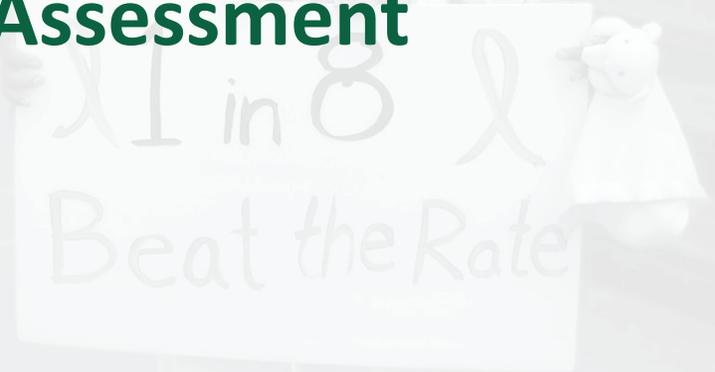


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Know your Population Needs: Conducting Needs Assessment

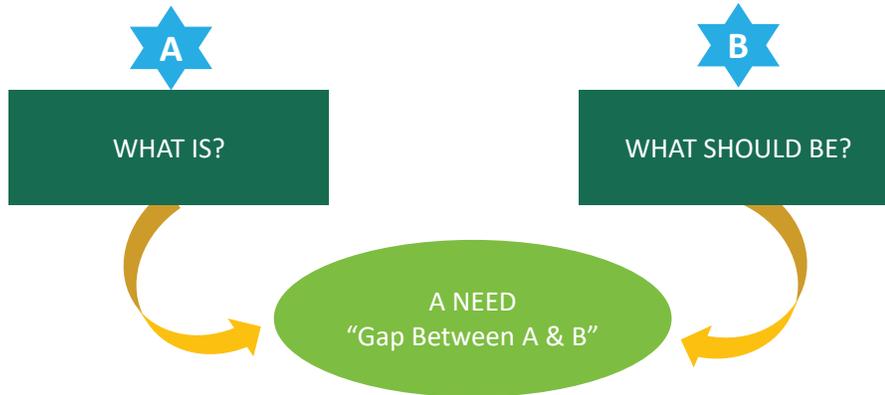


Know your Population Needs

Understand the population
What are the needs?

Understanding Needs

A “need” is defined as a gap or discrepancy between an existing state of affairs (what is) and the desired or preferred results (what should be)



What is Needs Assessment?

It is a systematic process to determine what needs to be accomplished to reach your projects goals in the community.



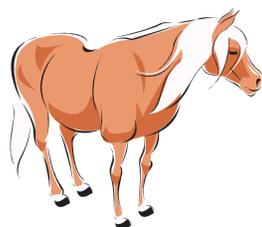
More About Needs Assessment

- ❖ A formal tool that involves the identification of gaps
- ❖ Placing gaps in some type of priority order
- ❖ Making decisions on which of the priority needs warrant the attention and resources of the community



Starting with Needs: Is it Putting the Cart Before the Horse?

- When we start with an assessment of local needs, we convey a message that communities and the people who reside within them are fundamentally deficient
- Leaves impression that local people are unable to take charge of their lives and their community's future
- Deficiency models don't tend to focus on the development of plans to mobilize the entire community



Gather Information to Understand Population

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❖ Survey:

- Tool to gather information using questions - ask about specific issues to specific population
- Allow direct feedback and timely information

❖ Many Types:

- Face-to-face surveys
- Telephone surveys
- Self-administered paper and pencil surveys
- Self-administered computer surveys (typically online)

❖ Focus Group

- Controlled interview to discuss a particular topic that is led by a trained & skilled moderator
- Interview guided developed with key questions
- 8-12 people selected on a set of criteria (age, health condition, location they live, socioeconomic status, more)
- Members interact with each others
- Analysis and interpretation of data: qualitative data as primary purpose, quantitative data

Difference Between Needs Assessment and Asset Mapping

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Needs Assessment

- ❖ Understand the population
- ❖ What are the needs?
- ❖ Focus on what is missing, lacking

Asset Mapping

- ❖ Know the area, map the community
- ❖ What are the resources, who are the partners?
- ❖ Focus on resources

Getting to Know Your Area:

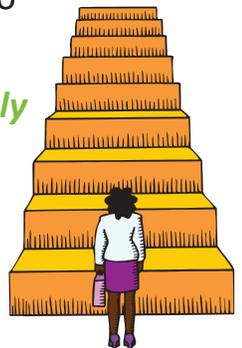
Community Mapping, local resources, community partners

Start with Capacity – Development



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- ❖ Community development, to be successful over the long-term, must focus within the community -- on the assets that are located there
- ❖ Thus, a key first step in CD is to map the capacities and assets of local organizations both formal and informal
- ❖ When we uncover local assets, we find a rich reservoir of resources available to address issues of local concern
- ❖ The key is to effectively marshal these local strengths in order to *collaboratively* address issues of importance to the community



The Dilemma



People and Communities have **deficiencies & needs**

Individuals and Communities Have **skills and talents**

So, what is Asset Mapping?

- ❖ Taking an inventory of the local resources a community has that can be used to facilitate community action from the inside
- ❖ Examples: organizations and institutions that have the capacity to create real change

Why is Asset Mapping Needed?

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- ❖ In order for communities to plan and deliver a menu of services, they must first understand their available resources. Asset mapping focuses on what the community has to offer
- ❖ Helps identify gaps, overlaps, and duplication of services, programs and resources, enabling a community to reallocate resources where there is the greatest need



Features of Asset Mapping

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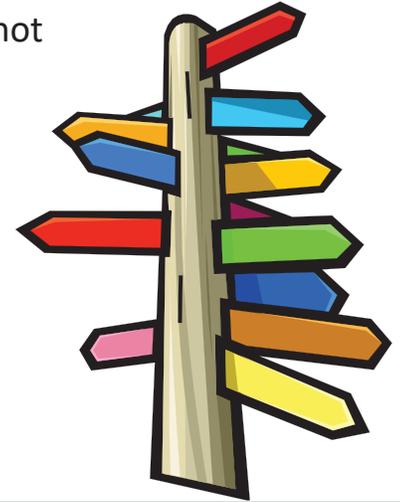
- ❖ **Asset-Based:** Uncovers resources found in the community right now
- ❖ **Internally Focused:** Relies on the community's assets, not on those found outside of it
- ❖ **Relationship Driven:** Seeks to build linkages among local people, institutions, and organizations



Capturing Local Institutions for Community Building

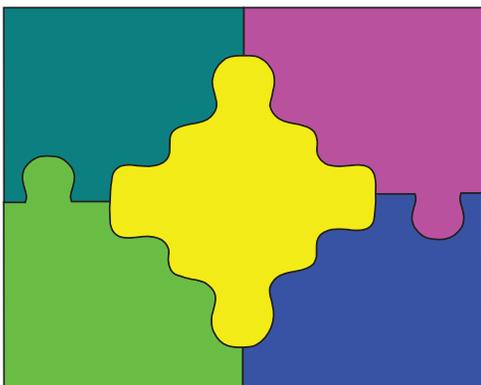
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- ❖ Every community has a variety of public, private, and not-for-profit formal institutions
- ❖ Some communities are “institution rich” while others are not
- ❖ The key is to know your community



Capturing Local Institutions

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- ❖ **First**, recognize that local institutions represent important resources to the community
- ❖ **Second**, do an inventory of the institutions existing in the community
- ❖ **Third**, identify the type of activities these institutions are engaged in
- ❖ **Fourth**, explore the type of links that can be built with these institutions
- ❖ **Fifth**, locate each institution on a community map

Resources – Formal Institutions

Medical



Political



Parks/Trails



Food Stores



Associations



Religious



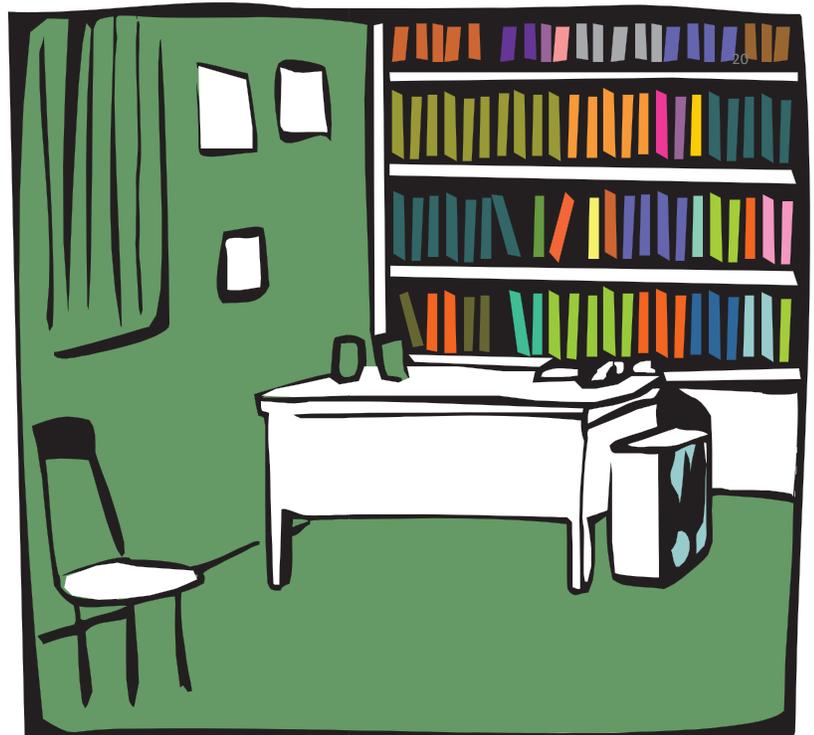
Economic



Education

Schools as an Asset

- ❖ Facilities
- ❖ Materials and equipment
- ❖ Courses
- ❖ Educational opportunities
- ❖ Parent/adult involvement



Informal Organizations: Partners

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- ❖ Every community has individuals who have organized as groups for the purpose of pursuing some common goal
- ❖ These organizations are informal in nature (example: don't have officers or by-laws)
- ❖ They may be neighborhood-based, community-based, or may extend outside the community's boundaries
- ❖ Such groups are critical because they involve, empower, and impact local citizens
- ❖ Deliberate efforts to identify and partner with such organizations is vital to community network building



Examples of Informal Organizations

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- ❖ **Church Groups:** prayer group, benevolent committee, men and women groups, service group
- ❖ **Neighborhood Groups:** quilting groups, homeowner's association
- ❖ **Sports Leagues:** bowling, basketball, fishing, baseball

Informal Organizations: Another Vital Resource

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- ❖ Examine printed materials
 - newspapers
 - community directories
- ❖ Contact local institutions
 - Schools
 - Churches
 - Libraries
- ❖ Contact individuals who seem to know what is going on in their community or neighborhoods
- ❖ Find out the activities of these informal groups

Building Trust

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- Provide service to community by addressing the community needs
- Build and maintain respecting, trusting relationships within the community - particularly, develop relationships with opinion leaders
- Sustain relationships beyond service itself
- Include community in planning the study
- Welcome new participants into discussion
- Acknowledge and make use of existing community organizations and structures (example, grass-roots groups)

Issues to keep in mind

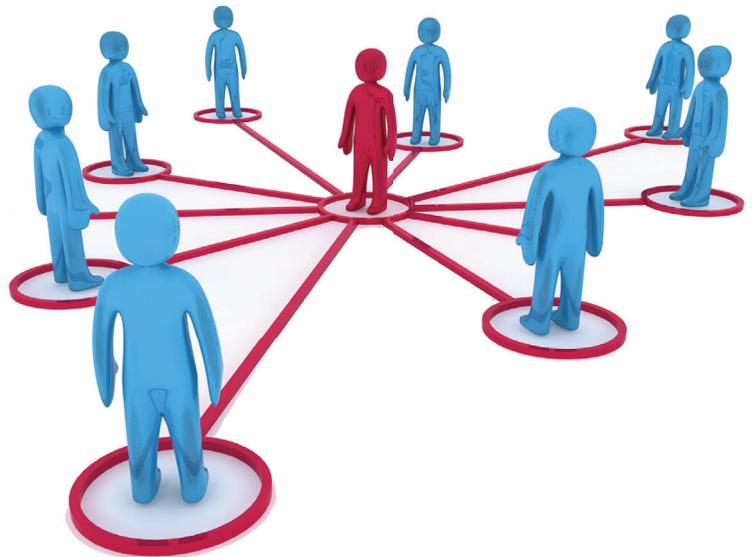
- Willingness to truly “listen” – which applies to everyone (academics, community, etc.)
- Willingness to share power – financial issues
- Trust is earned and it takes time
- Slow process
- Clash between community needs and funding restrictions (e.g., disease-focused; time limitations)
- Patience



Identifying: People, Helpers, Spokespersons

Circle of Influence

- Family
- Neighbors
- Co-workers
- Friends
- Community



Priority – review existing relations and identify

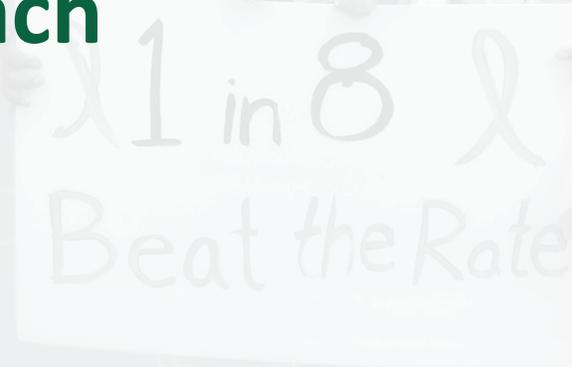
Putting It All Together: The Key Steps to Asset Mapping

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- ❖ Identify community assets
- ❖ Build relationships with local resources
- ❖ Explore how resources can be mobilized to improve local conditions/needs (such as providing transportation)
- ❖ Map the community resources

Planning & Implementing Education Outreach

Traditional and non-Traditional Settings



Planning

- ❖ Planning phase is critical.
- ❖ Without a good plan, every other step becomes difficult.
- ❖ Planning is best done months in advance.
- ❖ To simplify – we will show you how to plan a cancer awareness and educational event in 3 months.



Planning - 3 Months Out

1. Develop a timeline
 - Visualize your plan, keep everyone informed of the planning schedule
2. Gain support and approval
 - Identify support system
 - Your stakeholders & partners can be beneficial in several ways
3. Set Goals and Objectives (see Module 2)
4. Establish partners
5. Establish a budget
6. Have a theme
7. Determine content
 - Awareness
 - Screening
 - Demonstrations



Planning

2 Months Out

1. Secure your location
2. Contact Providers
3. Order materials and supplies
4. Obtain volunteers for staffing

1 Month Out

1. Confirm providers needed
2. Begin promotion
3. Design floor plan

Planning

2 Weeks Out

1. Volunteer Assignments
2. Double-check supplies/materials
3. Prepare name tags & signs

Day of Event - DELIVER

1. Set up at least 2 hours before event
2. Be ready to greet providers & participants
3. Deliver educational program
4. Follow up!
 - Thank you letters to providers/volunteers
 - Evaluate event with committee

Gain Support and Approval

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❖ Faith-based Health Event

- If you are planning a faith-based health event, get the approval and support of the pastor and others who have a say in the organization.

❖ Community Event

- If you are planning/participating in a community-wide health fair or event, get the approval and support of your community leaders and others who are directly planning the event

Gain Support and Approval Cont.

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❖ Identify a support system.

- You cannot and should not do this alone!
- Creating an event requires time and effort from many people so identify and recruit your health event committee **early**.

❖ Your committee can be beneficial in several ways.

- Provide you with a group for brainstorming ideas.
- Enables you to delegate tasks and responsibilities.
- Additional support.

Gain Support and Approval Cont.

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❖ Your committee can vary in size.

- Include representatives from all aspects of your target audience (the folks you'll be inviting to the event)
- Variety of ages, interests, backgrounds.
- May also include key people that you want to include because of their connections or knowledge (Ex. Sister Jenkins from your church is a registered nurse.)



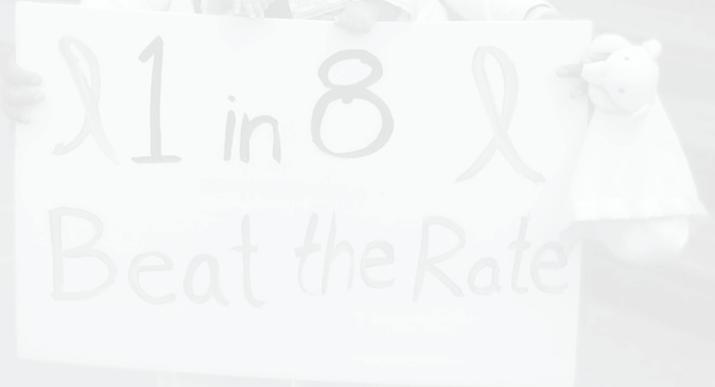
Exercise – Implementing Step by Step

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Activity included in binder as an attachment

Evaluating Community Outreach

- Gauging target audience response
- Process evaluation (mid course corrections)
- Outcomes evaluation
- Impact evaluation



Evaluation

What is accomplished as a result of all the work? So what?

- Help programs refine and sharpen their focus
- Help make mid-course corrections
- Provide accountability to funders, managers, or administrators
- Improve quality so that effectiveness is maximized
- Better understand what is achieved and how outreach has made a difference



Gauging Target Population Response

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- ❖ Focus Groups
- ❖ Interviews
- ❖ Feedback forms
- ❖ Surveys, Pre-Post Surveys
- ❖ Informal during educational presentations to gauge learning:
 - Open questions
 - Group activities – present a scenario, group work in how lessons learned
 - Online apps that may be used with smart phones



Process Evaluation

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- ❖ Focuses on the implementation process: how well plans are put into action. Examples:
 - Recruitment of participants
 - Attendance
 - Program adherence
 - Participant satisfaction
 - Staff perception
- ❖ Provides early feedback for mid-course corrections
 - Ex: improve adherence due to low attendance
- ❖ Provides information of what are the barriers encountered and what are the changes in course needed



Process vs Outcome vs Impact Evaluation

PROCESS

- How and Why outcomes were or were not achieved
- Services, activities and procedures to deliver program
- Gives early feedback:
 - If program has been implemented as planned
 - What are the barriers
 - What are the changes needed
 - Why

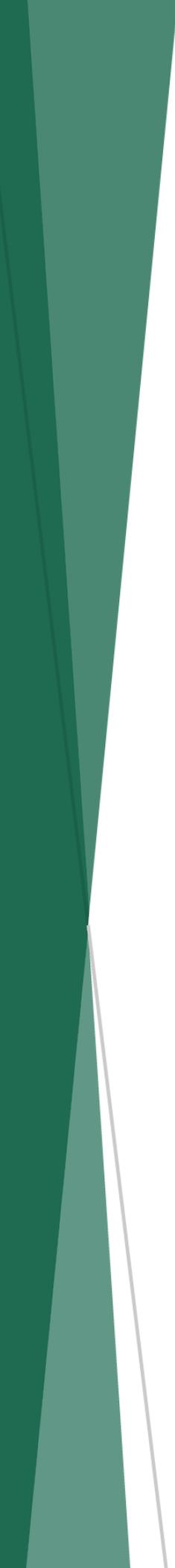
OUTCOME

- Has program achieved its goals?
- Measures immediate or direct effects of the program on participants
- Outcomes were achieved or not

IMPACT

- Look beyond immediate results of program and instructions
- Identify longer term program effects





WORKSHEETS

Community Needs Assessments 101

Instructions:

Find a colleague with whom to complete this exercise.

Imagine you are both working on a project to decrease adult smoking within Alabama (can be a town, city, county, or the whole state).

1. Describe the community you will assess?
2. For each community sector, list at least 3 community components (business, education, medical, etc.) to assess. Describe why you chose these components.
3. Select one community component and list at least 3 types of questions to ask to learn about strengths and weaknesses.
4. List at least 2 data collection methods you will use.

Social & Cultural Organizations

Community Asset Map Template

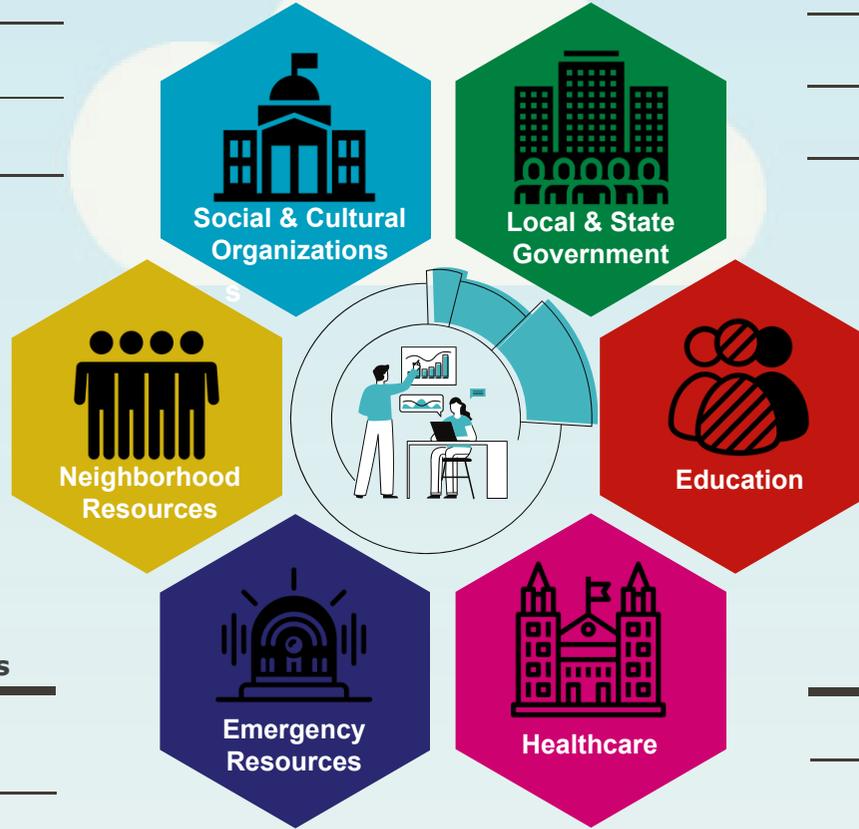
Local & State Government

Neighborhood Resources

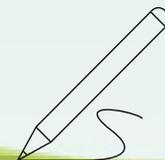
Emergency Resources

Education

Healthcare



Asset Mapping 101



This asset map is a reference to connect local resources. To find more services and organizations, consider utilizing networks such as FindHelp.org, 211.org, NCFH.org, or any organization with a directory of national and local resources.

Community Asset Spreadsheet

Partner Name
<i>Organization Name</i>
<i>Central Texas Food Bank</i>
<i>Health Care - i.e. - Hospitals, Urgent Care</i>
<i>Education - i.e - Head Start</i>

Point of Contact	Resource/Strengths	Collaboration Goals	Organizational Benefit
<i>Best member to contact?</i>	<i>What do they offer?</i>	<i>What goals can you accomplish together?</i>	<i>How can each group benefit?</i>
<i>Relations Manager</i>	<i>Food pantry & groceries</i>	<i>Giving healthy food to those in need</i>	<i>Potential referral for people in need</i>

Social and Cultural Organizations - i.e. Faith-Based

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Local and State Government - i.e. – City, County, State

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Neighborhood Resources - i.e. – Community Centers

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Emergency Resources - i.e. - Food banks, police

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Understanding Process and Outcome Evaluation

Process Evaluation- (1) Use to determine if program activities have been implemented as planned and resulted in certain outputs (2) Can be incorporated throughout the entirety of the program or at the end.

Outcome Evaluation (1) Use to measure program effects by looking at the outcomes of the target population (2) Conducted at set mid-points in the program timeline, which allows for program change to occur or conducted at the end of the program

Match the Evaluation to the Question it can Answer

	To whom did you direct program efforts?
	Were medical providers who received intensive STD training more likely to effectively counsel, screen and treat patients than those who did not?
	What has your program done?
	Did the program have any unintended (beneficial or adverse) effects on the target population(s)?
	Do the benefits of the STD activity justify a continued allocation of resources?
	When did your program activities take place?
	What are the barriers/facilitators to implementation of program activities?
	Did the implementation of STD counseling in community-based organizations result in changes in knowledge, attitudes, and skills among the members of the target population?

Look at the answers above. Which evaluation style answers the questions about the who, what, when, and where when tracking the program? _____