**Scoring Community Readiness Interviews**

**For A Complete Assessment**

Scoring is an easy step-by-step process that gives you the readiness stages for each of the six dimensions. The following pages provide the process for scoring. There is a scoring worksheet on page 3 and anchored rating scales on pages 5-10. Ideally, two people should participate in the scoring process in order to ensure valid results on this type of qualitative data. Here are step-by-step instructions:

• Working independently, both scorers should read through each interview in its entirety before scoring any of the dimensions in order to get a general feeling and impression from the interview. Although questions are arranged in the interview to pertain to specific dimensions, other interview sections may have some responses that will help provide richer information and insights that may be helpful in scoring other dimensions.

• Again, working independently, the scorers should read the anchored rating scale for the dimension being scored. Always start with the first anchored rating statement. Go through each dimension separately and highlight or underline statements that refer to the anchored rating statements. If the community exceeds the first statement, proceed to the next statement. In order to receive a score at a certain stage, all previous levels must have been met up to and including the statement which the scorer believes best reflects what is stated in the interview. In other words, a community cannot be at stage 7 and not have achieved what is reflected in the statements for stages 1 through 6.

• On the scoring sheet on page 3, each scorer puts his or her independent scores in the table labeled INDIVIDUAL SCORES using the scores for each dimension of each of the interviews. The table provides spaces for up to six key respondent interviews.

• When the independent scoring is complete, the two scorers then meet to discuss the scores. The goal is to reach consensus on the scores by discussing items or statements that might have been missed by one scorer and which may affect the combined or final score assigned. Remember: Different people can have slightly different impressions, and it is important to seek explanation for the decisions made. Once consensus is reached, fill in the table labeled COMBINED SCORES on one of the scoring sheets. Add across each row to yield a total for each dimension.

• To find the CALCULATED SCORES for each dimension, take the total for that dimension and divide it by the number of interviews. For example: If two scorers have the following combined scores for their interviews:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Interviews | #1 | #2 | #3 | #4 | #5 | #6 | TOTAL |
| Dimension A | 3.5 | 5.0 | 4.25 | 4.75 | 5.5 | 3.75 | 26.75 |

TOTAL Dimension A 26.75 ÷ # of interviews 6 = 4.46

Repeat for all dimensions, and then total the scores.

• To find the OVERALL STAGE OF READINESS, take the total of all calculated scores and divide by the number of dimensions (6). For example:

|  |  |
| --- | --- |
| Dimension A: | 4.46 |
| Dimension B: | 5.67 |
| Dimension C: | 2.54 |
| Dimension D: | 3.29 |
| Dimension E: | 6.43 |

 Dimension F: 4.07

 26.46 26.46 ÷ 6 = 4.41

• The result will be the overall stage of readiness of the community. The scores correspond with the numbered stages and are “rounded down” rather than up, so a score between a 1.0 and a 1.99 would be the first stage, a score of 2.0 to 2.99 would be the second and so forth. In the above example, the average 4.41 represents the fourth stage or Preplanning.

• Finally, under comments, write down any impressions about the community, any unique outcomes, and any qualifying statements that may relate to the score of your community.

**Community Readiness Assessment Scoring Sheet**

**Scorer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:**

**Individual Scores:** Record each scorer’s independent results for each interview for each dimension. The table provides spaces for up to six interviews.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Interviews | #1 | #2 | #3 | #4 | #5 | #6 |
| Dimension A |  |  |  |  |  |  |
| Dimension B |  |  |  |  |  |  |
| Dimension C |  |  |  |  |  |  |
| Dimension D |  |  |  |  |  |  |
| Dimension E |  |  |  |  |  |  |
| Dimension F |  |  |  |  |  |  |

**Combined Scores:** For each interview, the two scorers should discuss their individual scores and then agree on a single score. This is the **combined score**. Record it in the table below and repeat for each interview in each dimension. Then, add across each row and find the total for each dimension. Use the total to find the calculated scores below.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Interviews | #1 | #2 | #3 | #4 | #5 | #6 | TOTAL |
| Dimension A |  |  |  |  |  |  |  |
| Dimension B |  |  |  |  |  |  |  |
| Dimension C |  |  |  |  |  |  |  |
| Dimension D |  |  |  |  |  |  |  |
| Dimension E |  |  |  |  |  |  |  |
| Dimension F |  |  |  |  |  |  |  |

**Calculated Scores:** For each dimension, use the combined score TOTAL in the table above and divide by the number of interviews conducted. Add the calculated scores together and enter it under the Average Overall Community Readiness Score.

|  |
| --- |
| **Stage Score** |
| TOTAL Dimension A  | ÷ | # of interviews | = |  |
| TOTAL Dimension B | ÷ | # of interviews | = |  |
| TOTAL Dimension C | ÷ | # of interviews | = |  |
| TOTAL Dimension D | ÷ | # of interviews | = |  |
| TOTAL Dimension E | ÷ | # of interviews | = |  |
| TOTAL Dimension F | ÷ | # of interviews | = |  |
|  **Average Overall Community Readiness Score:**  \_\_\_\_\_\_\_\_\_\_\_ |

**Overall Stage of Readiness:** Take the TOTAL calculated score and divide by 6 (the number of dimensions). Use the list of stages below to match the result with a stage of readiness. *Remember, round down instead of up!*

**TOTAL Calculated Score \_\_\_\_\_\_\_ ÷ 6 = \_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Score** | **Stage of Readiness** |
| **1** | **No Awareness** |
| **2** | **Denial / Resistance** |
| **3** | **Vague Awareness** |
| **4** | **Preplanning** |
| **5** | **Preparation** |
| **6** | **Initiation** |
| **7** | **Stabilization** |
| **8** | **Confirmation / Expansion** |
| **9** | **High Level of Community Ownership** |

**Comments, Impressions, and Qualifying Statements about the community:**

**Anchored Rating Scales For Scoring Each Dimension**

**Dimension A. Existing Community Efforts**

-

-

-

1 No awareness of the need for efforts to address the issue.

-

-

-

2 No efforts addressing the issue.

-

-

-

3 A few individuals recognize the need to initiate some type of effort, but there is no

- immediate motivation to do anything.

-

-

4 Some community members have met and have begun a discussion of developing

- community efforts.

-

-

5 Efforts (programs/activities) are being planned.

-

-

-

6 Efforts (programs/activities) have been implemented.

-

-

-

7 Efforts (programs/activities) have been running for several years.

- .

-

-

8 Several different programs, activities and policies are in place, covering different age groups and

- reaching a wide range of people. New efforts are being developed based on evaluation data.

-

-

9 Evaluation plans are routinely used to test effectiveness of many different

- efforts, and the results are being used to make changes and improvements.

-

-

**Dimension B. Community Knowledge Of The Efforts**

-

-

-

1 Community has no knowledge of the need for efforts addressing the issue.

-

-

-

2 Community has no knowledge about efforts addressing the issue.

-

-

-

3 A few members of the community have heard about efforts, but the extent of their

- knowledge is limited.

-

-

4 Some members of the community know about local efforts.

-

-

-

5 Members of the community have basic knowledge about local efforts (e.g., purpose).

-

-

-

6 An increasing number of community members have knowledge of local efforts and are

- trying to increase the knowledge of the general community about these efforts.

-

-

7 There is evidence that the community has specific knowledge of local efforts

- including contact persons, training of staff, clients involved, etc.

-

-

8 There is considerable community knowledge about different community efforts,

- as well as the level of program effectiveness.

-

-

9 Community has knowledge of program evaluation data on how well the different

- local efforts are working and their benefits and limitations.

-

-

**Dimension C. Leadership (includes appointed leaders & influential** **community members)**

-

-

-

1 Leadership has no recognition of the issue.

-

-

-

2 Leadership believes that this is not an issue in their community.

-

-

-

3 Leader(s) recognize(s) the need to do something regarding the issue.

-

-

-

4 Leader(s) is/are trying to get something started.

-

-

-

5 Leaders are part of a committee or group that addresses this issue.

-

-

-

6 Leaders are active and supportive of the implementation of efforts.

-

-

-

7 Leaders are supportive of continuing basic efforts and are considering resources

- available for self-sufficiency.

-

-

8 Leaders are supportive of expanding/improving efforts through active participation

- in the expansion/improvement.

-

-

9 Leaders are continually reviewing evaluation results of the efforts and are modifying

- support accordingly.

-

-

**Dimension D. Community Climate**

-

-

-

1 The prevailing attitude is that it’s not considered, unnoticed or overlooked within the

- community. “It’s just not our concern.”

-

-

2 The prevailing attitude is “There’s nothing we can do,” or “Only ‘those’ people do that,”

- or “We don’t think it should change.”

-

-

3 Community climate is neutral, disinterested, or believes that the issue does not affect the

- community as a whole.

-

-

4 The attitude in the community is now beginning to reflect interest in the issue.

- “We have to do something, but we don’t know what to do.”

-

-

5 The attitude in the community is “we are concerned about this,” and community members are

- beginning to reflect modest support for efforts.

-

-

6 The attitude in the community is “This is our responsibility” and is now beginning

- to reflect modest involvement in efforts.

-

-

7 The majority of the community generally supports programs, activities, or policies.

- “We have taken responsibility.”

-

-

8 Some community members or groups may challenge specific programs, but the community in

- general is strongly supportive of the need for efforts. Participation level is high. “We need to keep

- up on this issue and make sure what we are doing is effective.”

-

9 All major segments of the community are highly supportive, and community members

- are actively involved in evaluating and improving efforts and demand accountability.

-

-

**Dimension E. Community Knowledge About The Issue**

-

-

-

1 Not viewed as an issue.

-

-

-

2 No knowledge about the issue.

-

-

-

3 A few in the community have some knowledge about the issue.

-

-

-

4 Some community members recognize the signs and symptoms of this issue,

- but information is lacking.

-

-

5 Community members know that the signs and symptoms of this issue occur locally,

- and general information is available.

-

-

6 A majority of community members know the signs and symptoms of the issue

- and that it occurs locally, and local data are available.

-

-

7 Community members have knowledge of, and access to, detailed information about

- local prevalence.

-

-

8 Community members have knowledge about prevalence, causes, risk factors, and

- consequences.

-

-

9 Community members have detailed information about the issue as well as information

- about the effectiveness of local programs.

-

-

**Dimension F. Resources Related To The Issue** **(people, money, time, space, etc.)**

-

-

-

1 There is no awareness of the need for resources to deal with this issue.

-

-

-

2 There are no resources available for dealing with the issue.

-

-

-

3 The community is not sure what it would take, (or where the resources would come

- from) to initiate efforts.

-

-

4 The community has individuals, organizations, and/or space available that could be

- used as resources.

-

-

5 Some members of the community are looking into the available resources.

-

-

-

6 Resources have been obtained and/or allocated for this issue.

-

-

-

7 A considerable part of support of on-going efforts are from local sources that are

- expected to provide continuous support. Community members and leaders are

- beginning to look at continuing efforts by accessing additional resources.

-

8 Diversified resources and funds are secured and efforts are expected to be

- ongoing. There is additional support for further efforts.

-

-

9 There is continuous and secure support for programs and activities, evaluation is routinely

- expected and completed, and there are substantial resources for trying new efforts.

-

-