# Advancing Community Readiness:

## Implementing Policy and Environmental Change

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**CTG Kickoff Meeting**
**October 26, 2011**

# Session Objectives

- Identify assessment tools that can be integrated in capacity building plan
- Develop appropriate and specific actions to increase the readiness of the community to address policy, environmental and infrastructure changes
- Preparation for the Capacity Building Institute

# Core Principles of CTGs

Maximize health impact through prevention

Advance health equity and reduce health disparities

Use and expand the evidence-base for local policy, environmental and infrastructure changes that improve health

# Community Assessments and Planning

- **Develop and implement a plan for area-wide community health needs assessment**
- **Review rates of chronic disease risk factors using data from surveillance systems such as the Behavioral Risk Factor Surveillance System, Youth Risk Behavior Surveillance System, Youth Tobacco Survey, or National Health Interview Survey and include population subgroups analyses where applicable**
- **Identify any known factors which might contribute to population-level chronic disease burdens**

# Community Assessments and Planning

- **Actively engage population subgroups experiencing health disparities**
- **Develop a plan for conducting a policy scan to identify gaps and opportunities to address these gaps**
- **Develop a Community Transformation Implementation Plan (CTIP) to be submitted after other capacity building targets have been met**

# Community Assessments and Planning

- What is a community assessment?
  - An examination of a community's assets, needs, current resources, strengths and challenges
  - Includes both asset mapping and needs assessment
    - Asset mapping: What are the resources and supports that already exist in your community?
    - Needs assessment: What changes need to occur in the community to improve health? What policies are in place?

# Community Assessments and Planning

- Why are assessments important?
  - Develop insight into community context
  - Review decisions about where to focus resources and interventions in order to maximally benefit the community
  - Identify where to move toward active engagement, develop a common understanding and determine what factors are needed in order to track or monitor change

# Assessing your Community

- Area-wide Community must:
  - Design a health assessment that engages and identifies key populations in need
  - Be able to articulate disparities in health outcomes
  - Be able to articulate disparities in community conditions
  - Understand mechanisms by which inequities are created, maintained, or increased

| | | |
|---|---|---|
| **Existing Data** | **Geographic Information System (GIS)** | **Windshield Tours** |
| **Community Input** | **Photo voice** | **Environmental Assessments** |

# Surveys

(+) May require few resources for data collection or analysis
(+) Easier to compile information from multiple people

(-) Limits the amount of detailed information
(-) May require multiple or long surveys for the range of activities conducted

**National Health Interview Survey (NHIS)**

http://www.cdc.gov/nchs/nhis.htm

**Youth Risk Behavior Surveillance System (YRBSS)**

http://www.cdc.gov/healthyyouth/yrbs/index.htm

# Focus Groups

(+) Gathers what, who, where, when, how, and why responses
(+) Captures social and emotional responses
(+) Offers flexibility to clarify or probe in areas of interest
(+) Obtains multiple perspectives
(+) Generates new ideas or questions

(-) May be time intensive
(-) May require travel (in-person)
(-) May be restricted to only a few topics rather than a broad spectrum of topics

What policies in schools support physical activity?

What policies are in place to improve school meals?

# Policy Assessment

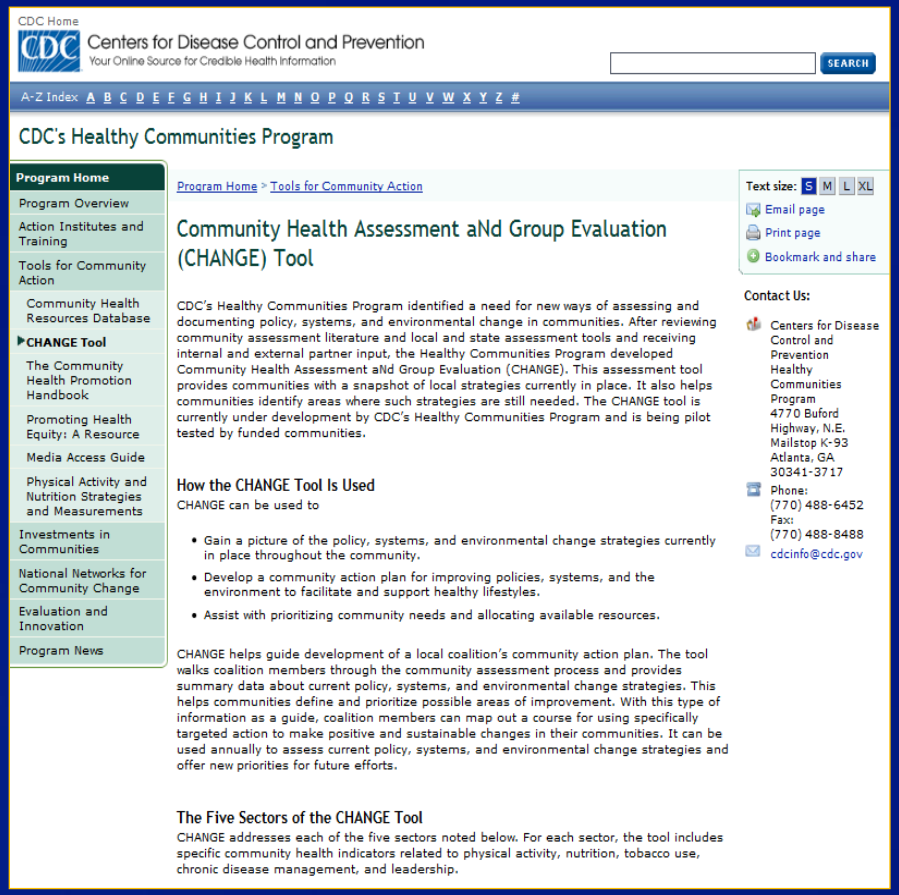
(+) Identifies policies that hinder or support healthy eating or active living

(+) Tools provide potential policies for planning/ implementation

(-) May not capture practices (informal policies)

(-) May not track policy development, implementation or enforcement

CDC Community Health Assessment and Group Evaluation (CHANGE) Tool



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SEARCH

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CDC's Healthy Communities Program

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- Tools for Community Action
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  - The Community Health Promotion Handbook
  - Promoting Health Equity: A Resource
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## Community Health Assessment aNd Group Evaluation (CHANGE) Tool

CDC's Healthy Communities Program identified a need for new ways of assessing and documenting policy, systems, and environmental change in communities. After reviewing community assessment literature and local and state assessment tools and receiving internal and external partner input, the Healthy Communities Program developed Community Health Assessment aNd Group Evaluation (CHANGE). This assessment tool provides communities with a snapshot of local strategies currently in place. It also helps communities identify areas where such strategies are still needed. The CHANGE tool is currently under development by CDC's Healthy Communities Program and is being pilot tested by funded communities.

### How the CHANGE Tool Is Used

CHANGE can be used to

- Gain a picture of the policy, systems, and environmental change strategies currently in place throughout the community.
- Develop a community action plan for improving policies, systems, and the environment to facilitate and support healthy lifestyles.
- Assist with prioritizing community needs and allocating available resources.

CHANGE helps guide development of a local coalition's community action plan. The tool walks coalition members through the community assessment process and provides summary data about current policy, systems, and environmental change strategies. This helps communities define and prioritize possible areas of improvement. With this type of information as a guide, coalition members can map out a course for using specifically targeted action to make positive and sustainable changes in their communities. It can be used annually to assess current policy, systems, and environmental change strategies and offer new priorities for future efforts.

### The Five Sectors of the CHANGE Tool

CHANGE addresses each of the five sectors noted below. For each sector, the tool includes specific community health indicators related to physical activity, nutrition, tobacco use, chronic disease management, and leadership.

Contact Us:

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Atlanta, GA 30341-3717

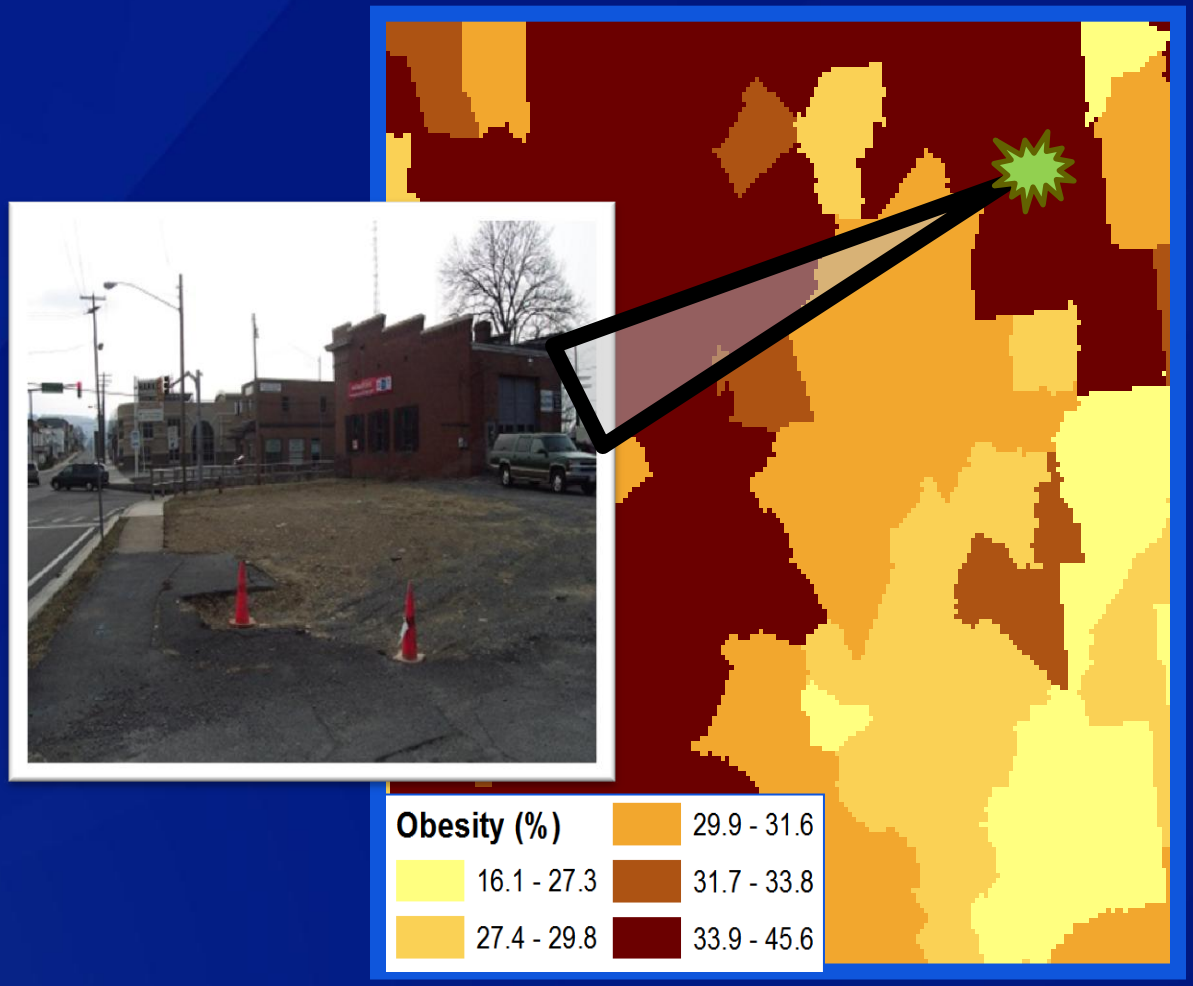
Phone: (770) 488-6452
Fax: (770) 488-8488
cdcinfo@cdc.gov

http://www.cdc.gov/healthycommunitiesprogram/tools/change.htm

# Photos & Videos

(+) Provides visual representation of project impacts
(+) Conveys project impacts to diverse audiences

(-) May be expensive depending on equipment and production
(-) Requires consent for photo release



# Direct Observation

(+) Pre/post comparison
(+) Evaluates the impact of physical changes or improvements on behavior

(-) May depend on external factors (e.g., weather, special events)
(-) Requires many observations (times of day, days of week)

**Direct Observation Coding Sheet**

Date: _____ Setting _____ Observer: _____

Observation Point: _____ Start Time: _____ End Time: _____

| Person | Gender | Age Group | Ethnicity | Activity Level |
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| Person | Gender | Age Group | Ethnicity | Activity Level |
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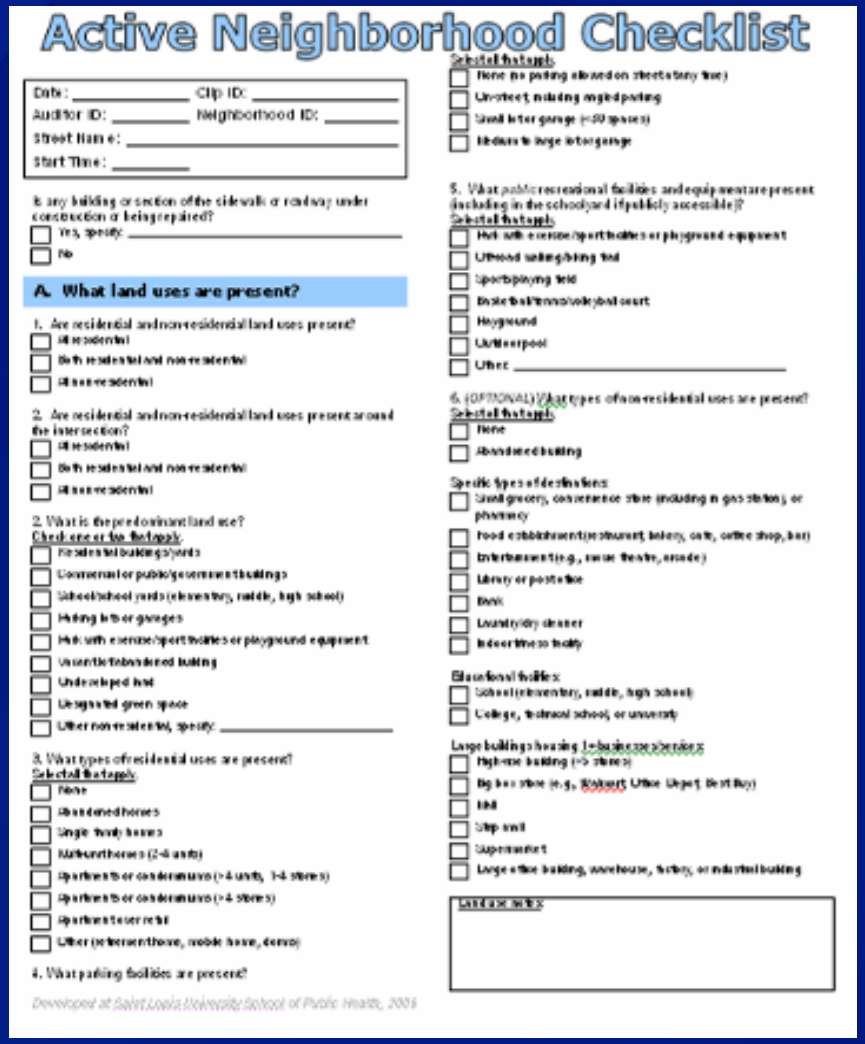
| Gender | Age Group | Race/Ethnicity | Activity |
|---|---|---|---|
| M: Male | C: Child | AA: African American | W: Walking |
| F: Female | T: Teen | W: White | B: Biking |
| | A: Adult | L: Latino | S: Rollerblading or Skateboarding |
| | S: Senior | A: Asian | J: Jogging/running |
| | | NA: Native American | S: Sedentary |
| | | O: Other | |

For more information on this tool, please see www.activelivingresearch.org/index.php?OPARC/364

# Environmental Audits

(+) Pre/post comparison
(+) Impact of policies or physical projects on environmental conditions

(-) May not compare across different communities or physical projects
(-) May not have facilities or environments to audit at baseline



## Active Neighborhood Checklist

Date: _____ Clip ID: _____
Auditor ID: _____ Neighborhood ID: _____
Street Name: _____
Start Time: _____

Is any building or section of the sidewalk or roadway under construction or being repaired?
- ☐ Yes, specify: _____
- ☐ No

### A. What land uses are present?

1. Are residential and non-residential land uses present?
- ☐ All residential
- ☐ Both residential and non-residential
- ☐ All non-residential

2. Are residential and non-residential land uses present around the intersection?
- ☐ All residential
- ☐ Both residential and non-residential
- ☐ All non-residential

2. What is the predominant land use?
Check one or two that apply.
- ☐ Residential buildings/yards
- ☐ Commercial or public/government buildings
- ☐ School/school yards (elementary, middle, high school)
- ☐ Parking lots or garages
- ☐ Park with exercise/sport facilities or playground equipment
- ☐ Vacant/abandoned building
- ☐ Undeveloped land
- ☐ Designated green space
- ☐ Other non-residential, specify: _____

3. What types of residential uses are present?
Select all that apply.
- ☐ None
- ☐ Abandoned homes
- ☐ Single family homes
- ☐ Multi-unit homes (2-4 units)
- ☐ Apartments or condominiums (>4 units, 1-4 stories)
- ☐ Apartments or condominiums (>4 stories)
- ☐ Apartments over retail
- ☐ Other (retirement home, mobile home, dorms)

4. What parking facilities are present?
Select all that apply.
- ☐ None (no parking allowed on street/alley/lot)
- ☐ Unprotected, metered parking
- ☐ Small lot or garage (<50 spaces)
- ☐ Medium to large lot or garage

5. What public recreational facilities and equipment are present (including in the schoolyard if publicly accessible)?
Select all that apply.
- ☐ Park with exercise/sport facilities or playground equipment
- ☐ Outdoor walking/biking trail
- ☐ Sport/playing field
- ☐ Basketball/tennis/volleyball court
- ☐ Playground
- ☐ Outdoor pool
- ☐ Other: _____

6. (OPTIONAL) What types of non-residential uses are present?
Select all that apply.
- ☐ None
- ☐ Abandoned building

Specific types of destinations:
- ☐ Small grocery, convenience store (including in gas station), or pharmacy
- ☐ Food establishment (restaurant, bakery, cafe, coffee shop, bar)
- ☐ Entertainment (e.g., movie theater, arcade)
- ☐ Library or post office
- ☐ Bank
- ☐ Laundry/dry cleaner
- ☐ Indoor fitness facility

Educational facilities:
- ☐ School (elementary, middle, high school)
- ☐ College, technical school, or university

Large buildings housing 1+ business or services:
- ☐ High-rise building (>5 stories)
- ☐ Big box store (e.g., Walmart, Office Depot, Best Buy)
- ☐ Mall
- ☐ Strip mall
- ☐ Supermarket
- ☐ Large office building, warehouse, factory, or industrial building

Land use notes:

Developed at Saint Louis University School of Public Health, 2006

# Secondary Data

(+) Supplements other evaluation efforts/data
(+) Reduces need to commit resources collecting the same/similar data

(-) Data may be irrelevant to the study population or setting.
(-) Data may be out-of-date.

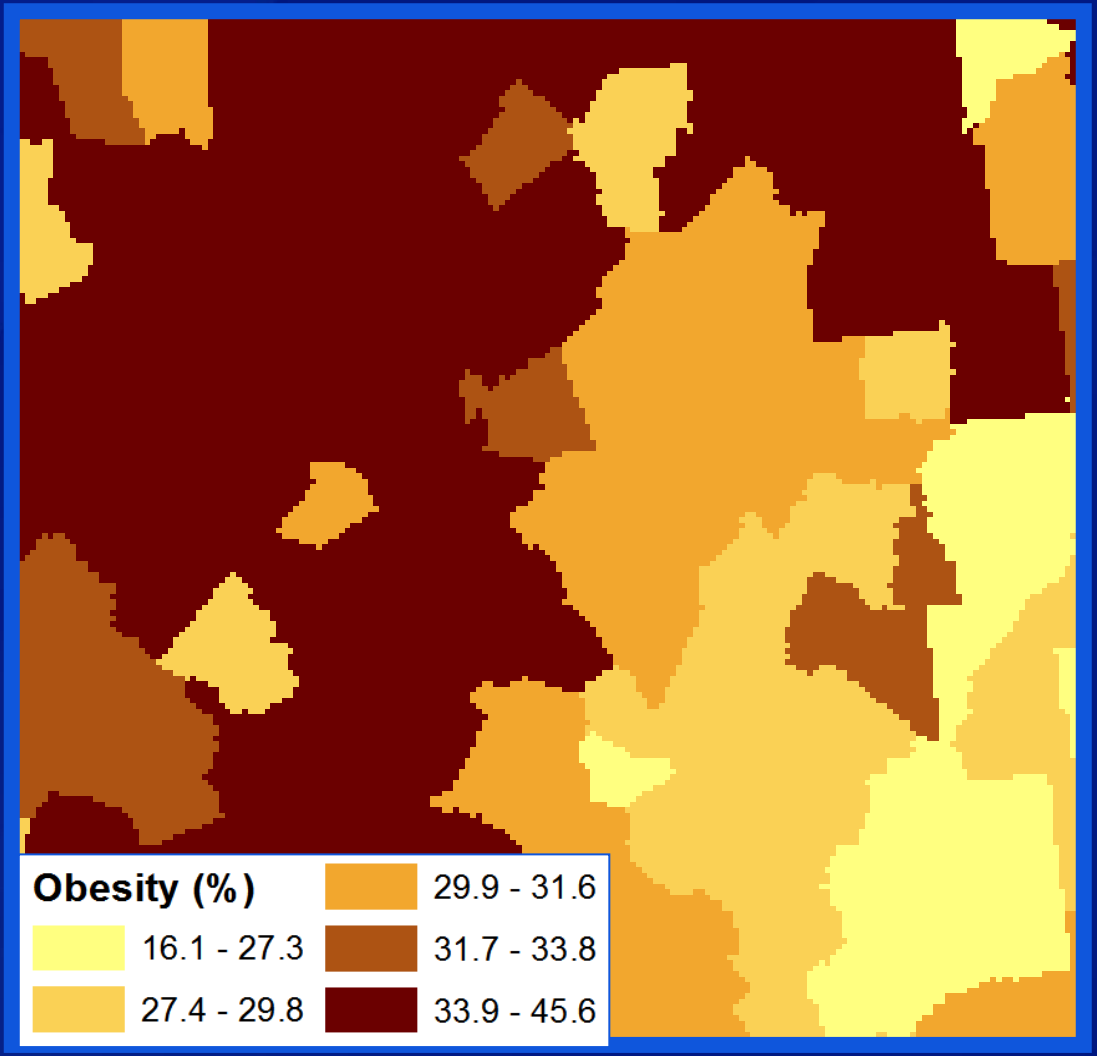
3. Identify existing data sources that will be useful for understanding your community.

- Morbidity/Mortality
  - National Health and Nutrition Examination Survey (CDC) www.cdc.gov/nchs/nhanes.htm
- Health Behaviors
  - Behavioral Risk Factor Surveillance System (CDC) www.cdc.gov/brfss
  - Community Health Status Indicators (DHHS) www.communityhealth.hhs.gov
- Social Indicator Data
  - Data Set Directory of Social Determinants of Health at a Local Level (CDC) http://www.cdc.gov/dhdsp/library/data_set_directory/pdfs/data_set_directory.pdf
- Combined Indicators
  - County Health Rankings (RWJF) www.countyhealthrankings.org

# Geographic Information System (GIS) Mapping

(+) Provides visual representation multiple data sources (triangulation)
(+) Conveys project impacts to diverse audiences

(-) May be expensive (data & software)
(-) May be difficult to access data
(-) May not have current or accurate data



# Develop an Assessment Plan

| Activity | Individual, group, or organization responsible for completion | Date of completion |
|---|---|---|
| Determine what questions your leadership team would like to answer. | | |
| Identify the types of information you will need to collect to answer those questions. | | |
| Identify potential data sources and data collection methods. | | |
| Collect and analyze data. | | |
| Compose case report or other reporting tool. | | |
| Communicate findings with your Leadership team. | | |

Reference: Transtria LLC, 2008

# The Community Readiness Model

- Nine stage, multi-dimensional model
- Facilitates community-based change
- Community-specific
- Builds cooperation among systems and individuals
- Road map for the community development journey

Reference: Tri-Ethnic Center for Prevention Research, 2006

# Community Readiness Model Contact Information

- Colorado State College of Natural Sciences Tri-Ethnic Center
- http://triethniccenter.colostate.edu/communityReadiness_home.htm

# Group Discussion

- How do you think you will use assessment tools to help you address health equity as part of your capacity building plan?
- Given what assessments you might have already done, which of these tools you think will better help you determine where you might be able to make the most health impact?
- What do you see as the challenges in strengthening your capacity building plan to have the assessments in place that will help you have a wider and deeper health impact through policies and environmental changes?

**For more information please contact Centers for Disease Control and Prevention**

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