



Community Readiness Train the Trainer Manual Table of Contents

Tri-Ethnic Center Community Readiness Handbook, 2nd edition, 2014

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1 ☐ **Community Readiness Training Intensive**

2 ☐

Welcome!
Let's Learn Together

3 ☐

4 ☐ **Objectives for Our Time Together**

Welcome: Setting the Container
The What: Change Readiness
The Why: Measuring Readiness - Community Benefits
The How: Community Readiness Assessment Process
Lunch
The How: CRA Coding and Scoring
The What Next: What to Do Following Readiness Assessment
Leveling Up: Applied Facilitation Skills
Dialogue Circle: Real Challenges, Practical Solutions
Closing: Reflections, Evaluation, and Next Steps

5 ☐

The What:
Change Readiness

6 ☐ **Personal Change Readiness**

Think about a time you made a personal change. What helped you move forward? What held you back?

7 ☐ **Stages of Change**

The Transtheoretical Model of Behavior Change was developed by James Prochaska and Carlo DiClemente in the late 1970s as a way to understand how people change addictive behaviors. It proposes that change is a process, not an event, and individuals move through a series of stages, rather than making immediate, sustained shifts.

8 ☐

9 ☐ **Navigating the Stages of Change**

Pre-Contemplation: "No problem here."
Support With: Raise awareness without judgment, Share observations or facts gently, Ask open-ended questions to spark reflection

Contemplation – "Maybe I should..."
Support With: Listen empathetically, Validate ambivalence ("It's hard to decide"), Explore pros and cons of change

Preparation – “I need a plan.”

Support With: Help identify goals and small steps, Offer resources or referrals, Encourage confidence and agency

10 ☐ **Navigating the Stages of Change**

Action – “I’m doing it!”

Support With: Celebrate progress, Check in regularly, Offer encouragement when challenges arise

Maintenance – “Sticking with it.”

Support With: Reinforce new identity or habits, Help anticipate triggers, Normalize setbacks as learning opportunities

11 ☐

Support looks different at each stage. Change is a process: patience, presence, and partnership make a difference.

12 ☐

“Communities are a lot like individuals in the sense that they move through stages before they are ready to implement programs, develop and deliver interventions, and take other actions to address an issue.”

13 ☐

What’s true for individuals is also true for communities.

- Communities, like people, go through stages of readiness.
- Just as forcing personal change too early can backfire, imposing community interventions too early can lead to resistance or failure.
- By understanding readiness, we respect where people (and communities) are and meet them there.

14 ☐ **Community-Level Change and the Tri-Ethnic Readiness Model**

- Developed by the Tri-Ethnic Center for Prevention Research at Colorado State University in 1995 to assess a community’s readiness to address a specific issue, such as substance use, violence, or health disparities.
- Based on the understanding that communities, like individuals, move through stages of readiness for change.
- Recognizes that one-size-fits-all strategies often fail if they don’t align with the community’s current stage.
- Designed to help practitioners match interventions to readiness, increasing the likelihood of success and sustainability.
- Emphasizes the importance of local knowledge, cultural context, and community strengths.

15 ☐

Community readiness is the degree to which a community is willing and prepared to take action on an issue.

16 ☐

**The Why:
Measuring Readiness
Helps Your Community**

17 ☐ **Engaging Ways to Accelerate Impact!**

- When local stakeholders participate in vetting assessment questions and methods for Community Readiness assessments, this creates ownership that dramatically amplifies effectiveness.
- Community involvement in prioritizing local concerns ensures relevance and contextual appropriateness, leading to more sustainable solutions.
- Collaborative action planning to increase community readiness creates synchronized multi-sector responses that wouldn't exist with top-down approaches.
- This stakeholder involvement exemplifies Community-Based Process strategy at its most powerful – activating systems and relationships that multiply prevention impact.

18 ☐

**The How Part 1:
Community Readiness Assessment Process**

19 ☐ **Every Journey Begins with a Single Step**

Think about a time you needed to understand a complex situation before taking action...

- What strategies did you use to gather information?
- Who did you talk to and why?
- How did you make sense of different perspectives?

20 ☐

The assessment skills you already possess are the foundation for the systematic approach to assessing community readiness, which offers a structured pathway to:

- Identifying the right information sources
- Gathering diverse community perspectives
- Making meaning from what you learn
- Translating insights into action

21 ☐

Just as prevention is not “one size fits all” but most effective when tailored, community readiness is issue specific.

22 ☐ **Assemble your Team**

23 ☐ **Step 1: Readiness Issue Definition**

- Begin by narrowing your broad concern into a succinct, precisely defined issue
- Develop a clear definition that provides clear boundaries and context
- Consider demographic factors (age ranges, populations)
- Consider behavioral specifics (what exactly constitutes the issue)
- Ensure your definition will be consistently understood by all stakeholders (be sure to beta test phrasing)

24 ☐

General: "Alcohol problems"

Specific: "Binge drinking among first-year college students in dormitories"

General: "Youth gambling"

Specific: "Online sports betting among high school students (ages 14-18) using mobile devices"

General: "Mental health issues"

Specific: "Untreated depression among rural elderly residents (65+) living alone without transportation access"

25 ☐

General: "Community violence"

Specific: "Intimate partner violence among adults ages 18-25 in the downtown district"

General: "Youth substance use"

Specific: "Marijuana use among middle school students (ages 11-14)"

26 ☐ **Why Specificity Matters**

- Community readiness is inherently issue-specific - different aspects of a general problem may have vastly different readiness levels
- A community ready to address one aspect of an issue may be resistant to addressing another
- Precise definitions allow for meaningful assessment of community attitudes, and later measurement of progress on the issue and changes in readiness
- Clear boundaries help focus resources on addressing the specific issue

27 ☐ **Step 2: Community Definition**

- Determine the boundaries of the community for the specific issue
- Ensure the community definition aligns with where change needs to occur – but is sensitive to potential variations in readiness levels
- Be specific about what is included and excluded in the community definition, and any implications

- Document the community definition for consistent application over time

28 ☐ **Communities of Place, Person, or Practice**

Geographic Communities:

- A rural county (e.g., "Jefferson County")
- A neighborhood within a city (e.g., "Eastside neighborhood")
- A school district (e.g., "Riverdale School District")
- A tribal reservation (e.g., "Pine Ridge Reservation")

Organizational Communities:

- A healthcare system (e.g., "Memorial Hospital network")
- A university campus (e.g., "State University main campus")
- A workplace (e.g., "Downtown Business Association members")
- A faith community (e.g., "Interfaith Coalition of South City")

29 ☐ **Communities of Place, Person, or Practice**

Identity-Based Communities:

- An ethnic or cultural group (e.g., "Hmong community in Western Heights")
- Age-defined groups (e.g., "Youth ages 12-18 in Maple Grove")
- Categorical groups (e.g., "Student athletes")
- Immigrant populations (e.g., "Recent Syrian immigrants in Franklin County")
-

Professional/Occupational Communities:

- Healthcare providers (e.g., "Primary care physicians in the county hospital system")
- Educators (e.g., "High school teachers in the metropolitan area")
- Law enforcement (e.g., "Police officers working in the downtown precinct")
- Social service providers (e.g., "Case managers at family service agencies")

30 ☐ **Putting It All Together**

Try out your issue and community in the following sentence:

Using a scale from 1-10, how much of a concern is (the issue) to (the community) with 1 being not a concern at all, and 10 being a very great concern?

31 ☐ **Step 3: Prepare Interview Questions**

- Replace placeholders with your specific issue and defined community in the interview questions located in Appendix A of the Community Readiness Handbook.
- Bold questions are mandatory for scoring and must be included.
- Select only key optional (non-bolded) questions to avoid interview fatigue.
- Questions are grouped by dimension, except question #1 which addresses Community Climate. Note that information about any dimension may emerge throughout.
- Have two people adapt questions for your context and pilot test before the first official interview; add any additional questions at the end if needed.
- Create a brief introductory script explaining the issue and community context.

- For translations, use back-translation method to verify accuracy.

32 ☐ **Step 4: Key Respondents Selection**

Unlike traditional random sample surveys that assess individual attitudes, the Community Readiness Model gathers insights in the form of qualitative data from key respondents - community leaders, professionals, and residents with firsthand knowledge - who can provide a more comprehensive view of how the community perceives and responds to the issue.

33 ☐ **Step 4: Key Respondents Selection**

If we interview a key respondent from each sector that can answer for at least that sector, we should obtain a relatively accurate picture of our community's attitudes and knowledge, without having to survey as many individuals overall.

Key respondents should be involved in the community and know what is going on and are likely to also have information about the issue. The choice of key respondents will depend on the identified issue and community.

34 ☐

Plan to conduct at least 6 key respondent interviews in your community. Some communities may require more interviews to get a more complete picture of the community. In general, 6 - 12 interviews are often sufficient depending on the size of the defined community. When the community is very small or very homogenous, even 4 interviews may be sufficient.

35 ☐ **Key Respondent Recruitment**

- Put your community readiness pitch into practice!
- Create an email invitation template, then personalize it.
 - or call, reach out via a mutual acquaintance, drop by
- Explain the readiness assessment process and the key respondent's role, but do not provide questions in advance.

36 ☐ **Step 5: Interview and Transcribe**

- Set up your interviews
- Schedule 45-60 minutes per interview.
- Weigh the pros and cons of interview formats: in-person, virtual, telephone.
- Assign interviewers strategically

37 ☐ **Recording Tools**

Pilot your recording device and consider using two simultaneously.

- Smartphone voice recording app
- Handheld digital voice recorder
- Microsoft Word dictate
- Zoom/ Teams recording (virtual or in-person)

Your recording method will impact your transcription options later.

38 ☐ **Readiness Interview Tips**

Do!

- Build rapport, assure confidentiality
- Be transparent about the process
- Ask open-ended questions
- Prompt for more details
- Offer neutral responses
- Keep the respondent on track and ensure they answer each question
 - *This might include reminders about issue and community definitions*
- Take handwritten notes to prepare for follow-up questions

39 ☐ **Readiness Interview Tips**

Do Not!

- Ask yes or no questions
- Offer your own opinions
- Rephrase or summarize to validate your understanding of what was said
-

40 ☐ **Interview Questions**

41 ☐ **Step 5: Interview and Transcribe**

42 ☐ **Auto-Transcription tools**

- Zoom if Pro, Business, Education, or Enterprise account; enable cloud recording and audio transcription
- Teams, enable Recording & transcription under Meeting Settings when scheduling the meeting
- Microsoft Word desktop or web version; select Dictate from Home menu and choose Transcribe to record or upload audio
- Transcription services
 - Otter.AI (paid plans start at \$8.33 per user per month, billed annually)
 - TranscribeMe! (automated transcripts only \$0.07/ minute, \$4.20/ hour)

43 ☐

**The How Part 2:
CRA Coding and Scoring**

44 ☐ **Coding and Scoring Interviews**

Coding is the process of systematically labeling or categorizing segments of qualitative data to identify themes.

Step 1: Code segments according to readiness dimension.

Step 2: Score those segments using a dimension-specific rating scale.

Keep in mind...

- You do not have to use whole numbers

45 ☐ **Using the Anchored Scoring Worksheet**

46 ☐ **Using the Combined Score Sheet**

47 ☐ **Transcribed, Scored, Now What:
Making Sense of Readiness Data**

- Highlight which dimensions are lagging or leading which helps target strategies more effectively and identifies gaps and strengths.
- Contextualize locally and interpret data within the cultural, geographic, and political realities of the specific community.
- Facilitate internal discussion with your team or small group reflection follow up with stakeholders to surface shared insights, surprises, and implications.
- Create a compelling narrative and develop a short summary that links the scores with qualitative evidence and/or quantitative data which helps in presenting findings to the community and furthering ownership and engagement.
- Stay Curious - Not Judgmental and approach data with a learning mindset. Low scores indicate starting points, not deficits.

48 ☐ **Readiness Data Triangulation**

Triangulation is the process of combining multiple sources or types of data (e.g., qualitative and quantitative) to develop a deeper, more accurate understanding of an issue such as a community's readiness.

49 ☐ **Readiness Data Triangulation**

In Community Readiness, triangulation can mean weaving together:

- Numerical Readiness Scores (by dimension and overall stage)
- Narrative Data (quotes, themes, stories from interviews)
- Local Context and Knowledge (demographics, policies, events, history)

50 ☐ **Sensemaking with Readiness Data**

Lay the Data Side-by-Side

Create a table or visual that shows the score for each dimension alongside key quotes or qualitative themes and other pieces of data.

Ask: How does the story match (or not match) the data?

Use Multiple Lenses

Invite diverse team members or community stakeholders to review the data; different perspectives can reveal blind spots and add nuance.

51 ☐ **Sensemaking with Readiness Data**

Look for Alignment & Tension

Identify where qualitative themes reinforce the scores (alignment) and where they seem to contradict them (tension). These areas are rich for discussion and learning.

Incorporate Community Context

Consider local events, leadership shifts, media attention, or cultural values.

Ask: How might these factors be influencing both the perceptions (interview data) and scores?

52 ☐ **Sensemaking with Readiness Data**

Build a Composite Picture

Use data triangulation to construct a narrative: "Overall, the community is at Stage 3 (Vague Awareness), but stakeholders express energy around youth engagement, suggesting potential readiness for small-scale action in that area."

Facilitate Reflection & Dialogue

After triangulating data, hold a group sensemaking session with your team or partners.

Ask reflective questions: What surprised you? What's the story this data is telling us?

Where do we go from here?

53 ☐

**The What Next:
What to Do Following
Readiness Assessment**

54 ☐ **The Intersection of Levels and Dimensions**

Each dimension receives a score at one of the nine readiness levels.

For example, a community might be at level 7 (Stabilization) for Leadership, but only at level 3 (Vague Awareness) for Knowledge of the Issue; creating a detailed readiness profile and action plan across all five dimensions allows for developing strategies that level up specific dimensional needs.

This dimensional approach is what makes the Tri-Ethnic Model so powerful - it provides a much more nuanced understanding than a single overall readiness score.

55 ☐ **Community 1 Community 2**

56 ☐ **Advancing Community Readiness**

- Target a 1–2 level increase; don't jump too far ahead; set the next level as your goal.
- Engage local voices and co-create plans with stakeholders to build buy-in and defined local relevance.
- Use feedback loops and mini-assessments to refine your approach, to track progress, and to co-creatively adapt.
- Match interventions to the current stage and tailor your approaches:
Early stages? Focus on raising awareness.

Mid stages? Mobilize champions and build partnerships.

Higher stages? Strengthen policies, infrastructure and sustainability.

Small wins build momentum.

Meeting your community where they are is key to sustainable change.

57 ☐ **Developing a Readiness Action Plan**

- Step 1: Determine your approach (e.g., small group, coalition meeting, or community workshop)
- Step 2: Analyze your scores
- Step 3: Draft 3-5 year SMART Goals for each dimension being addressed; may supplement with a SWOT analysis
- Step 4: Formulate objectives and action steps, tailored to audience
-

For example: By June 30, 2012, Anytown Coalition Readiness Workgroup members will have met with each city council member and the mayor to discuss our issue.

58 ☐

59 ☐ **Raising Readiness: Low Levels (1-3)**

With low readiness comes disinterest, disengagement, or apathy, so widespread appeals won't resonate; avoid large presentations and traditional media unless your message is especially compelling. Many organizations default to community events, but these need to be fun or offer unrelated benefits to attract people.

Examples of effective approaches:

- One-on-one meetings where you can tailor your message
- Fun community events that offer benefits beyond the issue of focus
- Small, existing groups unrelated to your issue (knitting circles, book clubs, casual gatherings)
- Having outside individuals post your information on their personal social media rather than using your organization's accounts

60 ☐ **Raising Readiness: Higher Levels (4+)**

When people are already more engaged with your issue, you have the full range of communication tools available. Start with personal, indirect approaches when readiness is low, then scale up to larger, more direct methods as engagement increases.

Examples of effective approaches:

- All the low-readiness tactics (one-on-one meetings, small groups)
- Large group presentations
- Organized events
- Traditional media (posters, billboards, TV, radio)
- Social media (Facebook, Twitter)
- Your organization's website

61 ☐ **Scaffolding Existing Programs and Strategies**

Based on Readiness Level

Stages 1–3 (No Awareness → Vague Awareness):

- Focus on community awareness campaigns (e.g., local stories, social media, school newsletters).
- Share basic data, tell the story of why it matters here, now.
- Identify and engage potential champions (parents, teachers, youth leaders).

Stages 4–6 (Preplanning → Initiation):

- Convene community forums or listening sessions to deepen understanding and build momentum.
- Launch pilot programs (e.g., education nights, youth mentoring).
- Begin training key stakeholders in evidence-based practices.

Stages 7–9 (Stabilization → High Level of Ownership):

- Implement comprehensive, evidence-based strategies (e.g., programs in schools, policy change, environmental prevention).
- Sustain efforts through policy, funding, and local infrastructure.
- Evaluate and scale—share successes and expand reach.

62 ☐ **Leveraging Stakeholder Engagement**

- Identify Key Stakeholders and include diverse voices (community leaders, youth, elders, service providers, local influencers).
- Support partners in articulating their "why" and align engagement with what matters to them. What's at stake for each group?
- Involve stakeholders from the assessment phase through to action planning. Ownership grows with inclusion – engage early, engage often!
- Share findings, decisions, and plans openly. Create space for feedback, and build trust through transparency.
- Clarify how stakeholders can contribute, as advocate, educator, connector, funder, etc., and define roles clearly.
- Recognize and elevate stakeholder input to sustain motivation and momentum, celebrate success!

Effective engagement turns passive observers into passionate partners.

63 ☐ **Stakeholder Prioritization and Gaps Matrix**

64 ☐ **Surfacing Stakeholder WIIFM**

Strategy 1: Frame stakeholder engagement around motivation, not obligation; people engage when they see value, not when they are told something is important.

As trainers, evoke conversation and explore values, incentives, and pressures unique to each stakeholder group (e.g., law enforcement, educators, parents, youth).

65 ☐ **Surfacing Stakeholder WIIFM**

Strategy 2: Use strategic questions to surface WIIFM; use a toolkit of open-ended, curiosity-driven questions like:

- “What outcomes matter most to you in your work?”
- “In what ways might (the community issue of focus) relate to you, personally or professionally?”
- “What changes in addressing this community issue and level of readiness would make your job easier or contribute support to your own goals or outcomes?”

66 ☐ **Surfacing Stakeholder WIIFM**

Strategy 3: Framing is the strategic presentation of information to make it resonate with your stakeholder’s values, concerns, and goals; framing helps you align the readiness process with their mental models. There are three core framing styles:

- Gain-Framing (toward benefits)
- Loss-Avoidance Framing (away from risk)
- Value-Based Framing (ethics, mission, identity)
- Data-Driven Framing (metrics, outcomes, accountability)

67 ☐ **Strategic Framing Matching**

- A. “This assessment can spotlight strengths we can build on.”
- B. “Funders increasingly ask for readiness evidence - this puts us ahead and makes us more competitive for grants.”
- C. “This process honors community voice before jumping into solutions.”
- D. “Communities that skip this step often end up duplicating services or missing key audiences.”
- E. “This approach gives us a structured, data-based process to measure community readiness.”
- F. “Readiness assessment respects the pace and wisdom of the community.”
- G. “This gives you a head start on being grant-ready.”

68 ☐ **Action Planning Worksheet**

69 ☐

**Leveling Up:
Applied Facilitation Skills**

70 ☐ **Process Facilitation and Training:
Things to Remember**

We read: 250-400 words per minute

We speak: About 105 words per minute

We hear: 150-160 words per minute

We think: 400-1000 words per minute

We can copy: About 22 words per minute

71 ☐ **Process Facilitation and Training:
Application and Retention**

72 ☐ **5 Tools for Engagement via Learning Style**

- Gallery Walks for reviewing assessment findings
- Thought-Jot individual responses to reflection prompts and Think-Pair-Share for processing complex concepts
- Small Group Breakouts and Unstable Triads for applied practice
- Visual Mapping (e.g., community assets and barriers; asset and progress timelines, stakeholder mapping)
- Storyboarding (draw the process and label key activities)

73 ☐ **Readiness Process Facilitation Mini-Toolkits**

74 ☐ **Dialogue Circle:
Real Challenges,
Practical Solutions**

75 ☐ **Closing:
Reflections, Evaluation,
and Next Steps**

76 ☐ **Planning for Next Steps...**

77 ☐ **Thank You!**

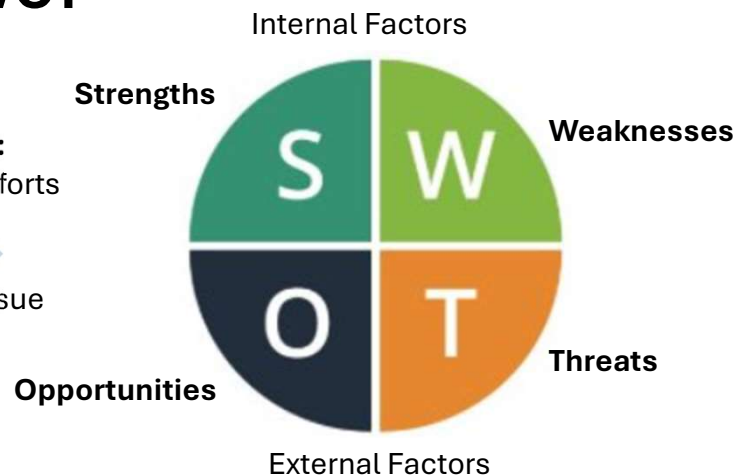
Stages of Change

Pre-Contemplation: "What problem?"	Not yet acknowledging a problem exists or seeing the need for change.
Contemplation: "Maybe something's not right..."	Aware there's a problem but unsure or ambivalent about changing.
Preparation: "I need to figure this out."	Getting ready - gathering info, planning, exploring options
Action: "I'm doing this!"	Actively working to change behavior using new strategies.
Maintenance: "Staying on track."	Sustaining progress, building habits, avoiding triggers

Readiness & SWOT

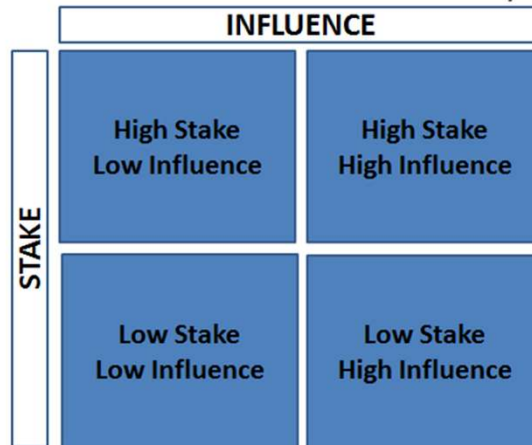
Five Dimensions of Readiness:

1. Community Knowledge of Efforts
2. Leadership
3. Community Climate
4. Community Knowledge of Issue
5. Resources



Stakeholder Prioritization and Gaps Matrix

1. Parents
2. Youth
3. Education
4. Law Enforcement
5. Health
6. Faith Community
7. Business
8. Media
9. Youth-Serving Organizations
10. Civic/Volunteer Organizations
11. Local Government
12. Other



Application & Retention





Readiness Champions: Community Readiness Training Intensive

Refining your Focus

Issue Specification:

In our community, we are concerned about (*general health/wellness concern*):

affecting (*WHO exactly is involved? specific population/age group*):

who are (*WHAT precisely is the behavior or condition?*):

at/in (*WHERE does it occur? location/setting*):

during (*WHEN does it happen? time/circumstances*):

Issue Refinement:

Condense this into a short phrase or key words for a community readiness assessment:

Community Specification:

Practice defining a specific community of focus for community readiness assessment, ensuring that your definition includes boundaries (what is included, what is excluded):

Stakeholder Identification:

- 1.
- 2.
- 3.



Readiness Champions: Community Readiness Training Intensive

Interview Transcript

Community: Anytown, Ohio

Issue: Adolescent Substance Abuse Prevention

Key Respondent: Director of Local Youth Center

Introduction, Permission to Record, and Opening Question

Interviewer: Thank you for participating in this community readiness assessment interview about adolescent substance abuse prevention in Anytown. I want to emphasize that we're interested in your perspective on what the community members believe, not just your personal opinions. Your responses will remain confidential, and this information will help us to develop prevention strategies that are appropriate for Anytown's current level of readiness. Would it be alright if I record our conversation?

Key Respondent: Yes, that's fine with me.

Interviewer: Great. I'm starting the recording... now. So let's start with a general question. On a scale from 1-10, how much of a concern is adolescent substance abuse to members of Anytown, with 1 being "not a concern at all" and 10 being "a very great concern"?

Key Respondent: I would say about a 6.

Interviewer: Can you tell me why you think it's at that level?

Key Respondent: There's been increased discussion about teen vaping and alcohol use since the high school principal sent out a community letter last fall. The local newspaper ran a series of articles on youth substance use trends. But it's not at a crisis level in people's minds - many residents still see it as "kids will be kids" or something that happens in bigger cities, not here.

Community Knowledge of Efforts

Interviewer: Now I'm going to ask you about current community efforts to address adolescent substance abuse. By efforts, I mean any programs, activities, or services in your community that address this issue. Are there efforts in Anytown that address adolescent substance abuse?

Key Respondent: Yes, we have several initiatives in place.

Interviewer: Can you briefly describe each of these?



Readiness Champions: Community Readiness Training Intensive

Key Respondent: Sure. We have the "Healthy Choices" curriculum in schools, which starts in 6th grade. There's also the "Parents Who Host Lose the Most" campaign that runs before prom and graduation season. Our youth center offers "Alternative Nights" on Fridays and Saturdays to give teens substance-free social options. And the police department runs periodic compliance checks at local retailers.

Interviewer: Those all sound like excellent programs. How long have each of these efforts been going on?

Key Respondent: The school curriculum has been around for about 8 years. The "Parents Who Host" campaign started about 5 years ago. Our Alternative Nights program at the youth center is newer, maybe 2 years old. And the compliance checks have been happening sporadically for at least a decade.

Interviewer: Who do each of these efforts serve?

Key Respondent: The school curriculum targets middle and high school students. The "Parents Who Host" campaign is aimed at parents and adults who might provide alcohol to minors. Our Alternative Nights are for teens aged 13-18. And the compliance checks affect retailers selling alcohol and tobacco products.

Interviewer: So the compliance checks are really focused on punishing businesses, right?

Key Respondent: Not exactly. While there are consequences for businesses that fail checks, the primary goal is prevention and education. It's about ensuring retailers are following the law to reduce youth access to substances.

Interviewer: About how many community members are aware of each of the following aspects of the efforts - none, a few, some, many, or most? Let's start with: Have heard of the efforts?

Key Respondent: I'd say many have heard of the school curriculum and the "Parents Who Host" campaign. Some know about our Alternative Nights, and probably few are aware of the compliance checks unless they're retailers.

Interviewer: Can they name the efforts?

Key Respondent: That question reminds me of a story related to our "Parents Who Host" campaign. Our local police department had a running joke about a particular family in town that held constant parties. They were getting noise complaints just about every weekend. So they used to say that "Parents who host, *host* the most." In my head, that's still what the campaign is really called.



Readiness Champions: Community Readiness Training Intensive

Interviewer: Ahh! Funny. Well, because I want to make sure I get your perspective on this question, about how many community members do you think could name that campaign or any of the other prevention efforts we've been discussing - none, a few, some, many, or most?

Key Respondent: Sure. I think that many can probably name "Parents Who Host" because of that catchy slogan. Some might name the school program. For the others, probably just a few could name them specifically.

Interviewer: How many know the purpose of the efforts?'

Key Respondent: Most understand the general purpose of preventing teen substance use, but some might not understand the specific approaches or reasoning behind each program.

Interviewer: What about knowing who the efforts are for?

Key Respondent: Many would know who the school programs and Alternative Nights are for. Some would understand the target audience for "Parents Who Host." Few probably think about the compliance checks in terms of who they ultimately serve.

Interviewer: Do they know how the efforts work?

Key Respondent: I'd say some understand how the school curriculum and "Parents Who Host" work. Few probably know the specifics of our Alternative Nights programming or how compliance checks are conducted.

Interviewer: Do they know the effectiveness of the efforts?

Key Respondent: Probably just a few. As a small agency with limited resources, we can't always publicize evaluation results widely, and people tend to be more interested in the programs themselves than the evaluation data.

Interviewer: I understand, and I wish you had the capacity to do more, because it is so important for members of the public to understand and pay attention to effectiveness. So, thinking back to your answers about community knowledge, why do you think members of your community have this amount of knowledge?

Key Respondent: The school programs and "Parents Who Host" receive more publicity through school communications and local media. Our youth center programs are known primarily to families who already use our services. The compliance checks aren't marketed as prevention efforts, so there's less public awareness there. Generally, unless someone has a teen or works directly with youth, they might not pay much attention to these initiatives.



Readiness Champions: Community Readiness Training Intensive

Interviewer: I see. Are there misconceptions or incorrect information among community members about the current efforts?

Key Respondent: Yes, definitely. Some people think the school curriculum is just about saying "no" like the old D.A.R.E. program, when it's actually much more comprehensive and evidence-based. There's also a misconception that Alternative Nights are only for "at-risk" teens, when we try to make them appealing to all youth. And many people assume the compliance checks happen regularly when they're actually quite infrequent due to staffing constraints.

Interviewer: How do community members learn about the current efforts?

Key Respondent: School programs are communicated through school newsletters, emails to parents, and sometimes student presentations. "Parents Who Host" uses yard signs, social media, and local newspaper ads. Our youth center promotes Alternative Nights through social media, flyers at schools, and word of mouth. The compliance checks are sometimes mentioned in police reports in the newspaper, but not consistently.

Interviewer: Do community members view current efforts as successful? What do they like or dislike about these programs?

Key Respondent: It's mixed. Parents seem to appreciate the school curriculum, especially when their kids bring home information that helps start conversations. The "Parents Who Host" campaign gets positive feedback for its clear message, though some feel it's accusatory. Alternative Nights are popular with teens who attend, but we hear that some think they're "uncool." I don't hear much feedback about the compliance checks.

Interviewer: What are the obstacles to individuals participating in these efforts?

Key Respondent: Time is a big one - parents are busy and may not attend information sessions. And transportation is an issue for some teens wanting to attend Alternative Nights, especially those living in the rural parts of the county. And generally, there's still some stigma around acknowledging substance abuse issues in your family.

Interviewer: Right. And what about the compliance checks? What would prevent participation there?

Key Respondent: For retailers, the training to prevent sales to minors takes time away from their business operations. Some are also very worried about their public image, so they aren't always eager partners.

Interviewer: Sounds like retailers are finding any excuse not to participate, wouldn't you agree?



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Key Respondent: I'm not sure I'd put it that way. I'm glad they communicate about the obstacles they face, as that helps us to improve the ways we work with them.

Interviewer: Okay. Moving on to our next item, what are the strengths of these various efforts?

Key Respondent: The school curriculum reaches nearly all students, which provides consistent messaging. "Parents Who Host" has strong brand recognition and clearly addresses a specific risk factor. Alternative Nights provide positive social options in a community with limited teen activities. And the compliance checks, when done, do serve as a deterrent for retailers.

Interviewer: And what are the weaknesses of these efforts?

Key Respondent: We struggle with parent engagement beyond the most involved families. The "Parents Who Host" campaign runs only seasonally rather than year-round. Alternative Nights need more diverse activities to appeal to different teen interests. And the compliance checks are too infrequent to create consistent enforcement.

Interviewer: Are evaluation results being used to make changes in efforts or to start new ones?

Key Respondent: To some extent. The school adjusted its curriculum based on pre/post tests showing which components were most effective. We've modified our Alternative Nights based on attendance patterns and feedback forms. The "Parents Who Host" campaign hasn't changed much based on data, though. And I'm not aware of any formal evaluation of compliance checks.

Interviewer: So basically you're saying that evaluation isn't really happening?

Key Respondent: No, that's not accurate. Evaluation is happening, but it varies by program. Some efforts have more robust evaluation systems than others, and how the results are used also varies. Resource limitations affect how comprehensive our evaluations can be.

Interviewer: I understand. What planning for additional efforts to address adolescent substance abuse is going on in Anytown?

Key Respondent: The school is looking into adding a peer mentoring component to their program. Our youth center is seeking funding to expand Alternative Nights to include more vocational skill-building activities. There's also a community coalition forming that includes healthcare providers. They're particularly concerned about the recent increase in teen vaping.

Interviewer: Thank you so much for sharing all this information. It's really helpful for understanding Anytown's current readiness level and planning appropriate next steps. Is there anything else about community efforts addressing adolescent substance abuse that you think I should know?



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Key Respondent: I think it's worth mentioning that the level of coordination between different efforts could be improved. Each program operates somewhat independently, and we could probably have more impact if resources and messaging were better aligned across organizations. Also, we haven't done much to engage the business community beyond compliance checks, and they could be potential partners for prevention.



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Scoring Sheet with Anchored Rating Scale Matrix

Community:

Date:

Scorer:

Interview Number:

*Before scoring any of the dimensions, it is important to read through the entire interview to gain a general familiarity with its content. Begin with the dimension of Community Knowledge of Efforts (CKE) by reviewing the rating scale to understand the key concepts associated with this area. Then, read through the entire interview again, this time using a highlighter to mark statements that pertain to the dimension. **Bolding** indicates how a stage differs from the previous stage. After identifying relevant statements, consult the anchored rating scale and evaluate whether the community exceeds the first statement. If it does, continue to the next statement and repeat the process. **Proceed in this manner until you reach a point where the community no longer meets the criteria of the subsequent statement. The appropriate readiness level for Community Knowledge of Efforts is then determined to be the stage immediately prior. To receive a score at a particular stage, the entire statement must be true.** Record your final score for Interview #1 under the "Community Knowledge of Efforts" section in the "Score" column on the Community Readiness Scoring Sheet. **Note that scores do not have to be whole numbers; if a community clearly surpasses one level but does not fully meet the next, a score between the two levels may be assigned.***

INDIVIDUAL SCORES

Dimension 1: Community Knowledge of Efforts

Level	Description	Score
1	Community members have no knowledge about local efforts addressing the issue.	
2	Only a few community members have any knowledge about local efforts addressing the issue. Community members may have misconceptions or incorrect knowledge about local efforts (e.g. their purpose or who they are for).	
3	At least some community members have heard of local efforts, but little else.	
4	At least some community members have heard of local efforts and are familiar with the purpose of the efforts.	
5	At least some community members have heard of local efforts, are familiar with the purpose of the efforts, who the efforts are for, and how the efforts work.	
6	Many community members have heard of local efforts and are familiar with the purpose of the effort. At least some community members know who the efforts are for and how the efforts work.	
7	Many community members have heard of local efforts, are familiar with the purpose of the effort, who the efforts are for, and how the efforts work. At least a few community members know the effectiveness of local efforts.	
8	Most community members have heard of local efforts and are familiar with the purpose of the effort. Many community members know who the efforts are for and how the efforts work. Some community members know the effectiveness of local efforts.	
9	Most community members have extensive knowledge about local efforts, knowing the purpose, who the efforts are for and how the efforts work. Many community members know the effectiveness of the local efforts.	
Notes (e.g., major themes for this dimension, strengths, weaknesses or obstacles to action, leaders and other community members that can be enlisted):		

Dimension 2: Leadership

Level	Description	Score
1	Leadership believes that the issue is not a concern.	
2	Leadership believes that this issue may be a concern in this community but doesn't think it can or should be addressed .	
3	At least some of the leadership believes that this issue may be a concern in this community . It may not be seen as a priority. They show no immediate motivation to act.	
4	At least some of the leadership believes that this issue is a concern in the community and that some type of effort is needed to address it . Although some may be at least passively supportive of current efforts, only a few may be participating in developing, improving or implementing efforts .	
5	At least some of the leadership is participating in developing, improving, or implementing efforts , possibly being a member of a group that is working toward these efforts or being supportive of allocating resources to these efforts.	
6	At least some of the leadership plays a key role in participating in current efforts and in developing, improving, and/or implementing efforts, possibly in leading groups or speaking out publicly in favor of the efforts, and/or as other types of driving forces .	
7	At least some of the leadership plays a key role in ensuring or improving the long-term viability of the efforts to address this issue, for example by allocating long-term funding.	
8	At least some of the leadership plays a key role in expanding and improving efforts , through evaluating and modifying efforts, seeking new resources , and/or helping develop and implement new efforts.	
9	At least some of the leadership is continually reviewing evaluation results of the efforts and is modifying financial support accordingly .	
Notes (e.g., major themes for this dimension, strengths, weaknesses or obstacles to action, leaders and other community members that can be enlisted):		

Dimension 3: Community Climate

Level	Description	Score
1	Community members believe that the issue is not a concern.	
2	Community members believe that this issue may be a concern in this community, but don't think it can or should be addressed .	
3	Some community members believe that this issue may be a concern in the community, but it is not seen as a priority . They show no motivation to act.	
4	Some community members believe that this issue is a concern in the community and that some type of effort is needed to address it . Although some may be at least passively supportive of efforts, only a few may be participating in developing, improving or implementing efforts .	
5	At least some community members are participating in developing, improving, or implementing efforts , possibly attending group meetings that are working toward these efforts.	
6	At least some community members play a key role in developing, improving, and/or implementing efforts, possibly being members of groups or speaking out publicly in favor of efforts, and/or as other types of driving forces .	
7	At least some community members play a key role in ensuring or improving the long-term viability of efforts (e.g., example: supporting a tax increase). The attitude in the community is "We have taken responsibility."	
8	The majority of the community strongly supports efforts or the need for efforts. Participation level is high . "We need to continue our efforts and make sure what we are doing is effective."	
9	The majority of the community are highly supportive of efforts to address the issue. Community members demand accountability .	
Notes (e.g., major themes for this dimension, strengths, weaknesses or obstacles to action, leaders and other community members that can be enlisted):		

Dimension 4: Knowledge of Issue

Level	Description	Score
1	Community members have no knowledge about the issue.	
2	Only a few community members have any knowledge about the issue. Among many community members, there are misconceptions about the issue , (e.g., how and where it occurs, why it needs addressing, whether it occurs locally).	
3	At least some community members have heard of the issue, but little else . Among some community members, there may be misconceptions about the issue. Community members may be somewhat aware that the issue occurs locally .	
4	At least some community members know a little about causes, consequences, signs and symptoms . At least some community members are aware that the issue occurs locally.	
5	At least some community members know some about causes, consequences, signs and symptoms. At least some community members are aware that the issue occurs locally.	
6	At least some community members know some about causes, consequences, signs and symptoms. At least some community members have some knowledge about how much it occurs locally and its effect on the community .	
7	At least some community members know a lot about causes, consequences, signs and symptoms. At least some community members have some knowledge about how much it occurs locally and its effect on the community.	
8	Most community members know a lot about causes, consequences, signs and symptoms. At least some community members have a lot of knowledge about how much it occurs locally, its effect on the community, and how to address it locally.	
9	Most community members have detailed knowledge about the issue, knowing detailed information about causes, consequences, signs and symptoms. Most community members have detailed knowledge about how much it occurs locally, its effect on the community, and how to address it locally.	
Notes (e.g., major themes for this dimension, strengths, weaknesses or obstacles to action, leaders and other community members that can be enlisted):		

Dimension 5: Resources Related to the Issue

Level	Description	Score
1	There are no resources available for (further) efforts.	
2	There are very limited resources (such as one community room) available that could be used for further efforts. There is no action to allocate these resources to this issue. Funding for any current efforts is not stable or continuing.	
3	There are some resources (such as a community room, volunteers, local professionals, or grant funding or other financial sources) that could be used for further efforts. There is little or no action to allocate these resources to this issue.	
4	There are some resources identified that could be used for further efforts. Some community members or leaders have looked into or are looking into using these resources to address the issue.	
5	There are some resources identified that could be used for further efforts to address the issue. Some community members or leaders are actively working to secure these resources ; for example, they may be soliciting donations, writing grant proposals, or seeking volunteers .	
6	New resources have been obtained and/or allocated to support further efforts to address this issue.	
7	A considerable part of allocated resources for efforts are from sources that are expected to provide stable or continuing support .	
8	A considerable part of allocated resources for efforts are from sources that are expected to provide continuous support. Community members are looking into additional support to implement new efforts .	
9	Diversified resources and funds are secured, and efforts are expected to be ongoing . There is additional support for new efforts .	
Notes (e.g., major themes for this dimension, strengths, weaknesses or obstacles to action, leaders and other community members that can be enlisted):		



Combined Scoring Sheet

Community:

Date:

Scorer:

Interview Number:

*Instructions: Enter the individual scores from the Anchored Rating Scoring Sheets into the Individual Scores table below; If there are more interviews than room in the table, simply add columns to this form. Once you have completed scoring all the interviews for a community, you will meet with the other scorer(s) to discuss your scores. **Where your scores differ, each of you should discuss and explain how you arrived at your decision until you reach a consensus on what the score should be.** It is important that there be consensus on the scores by both scorers, not an average.*

Enter your agreed upon scores for each dimension for all the interviews in the Consensus Scores table, and then calculate the average dimension scores and an overall average score by adding the scores across for all the interviews and dividing by the number of interviews.

To calculate the Overall Community Readiness Score, find the average of the 5 final dimension scores (add the 5-dimension scores and divide by 5). Enter that score next to Overall Community Readiness Score.

INDIVIDUAL SCORES

Dimensions	Interviews					
	#1	#2	#3	#4	#5	#6
Knowledge of Efforts						
Leadership						
Community Climate						
Knowledge of Issue						
Resources						

CONSENSUS SCORES

Dimensions	Interviews						
	#1	#2	#3	#4	#5	#6	Average
Knowledge of Efforts							
Leadership							
Community Climate							
Knowledge of Issue							
Resources							
Average CR Score							



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Action Planning Worksheet

Analyze Your Community Readiness Dimension Scores

Analysis Questions:

Highest scoring dimension(s):

What does this strength tell you?

Lowest scoring dimension(s):

What barriers does this reveal?

Overall readiness level:

Priority dimensions to address: (Choose 2-3)

- 1.
- 2.
- 3.

Draft 3-5 Year SMART Goals

For each priority dimension, draft one SMART goal:

Dimension 1:

SMART Goal:

Specific: What exactly will be accomplished?

Measurable: How will progress be measured?

Achievable: Is this realistic given resources?

Relevant: How does this address readiness gaps?

Time-bound: What's the timeline?

Dimension 2:

SMART Goal:

Dimension 3:

SMART Goal:



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Optional SWOT Analysis

Top 2-3 Strengths:

Top 2-3 Weaknesses:

Top 1-2 Opportunities:

Top 1-2 Threats:

Formulate Objectives and Action Steps

For each SMART goal, develop 2-3 objectives with specific action steps:

Goal 1:

Objective 1.1:

Target Audience:

Action Steps:

- 1.
- 2.
- 3.

Timeline:

Success Indicators:



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Action Planning Scenarios

Any County Community Readiness Score

Issue: Underage drinking on college campuses

Dimension	Readiness Level	Readiness Stage
Knowledge of Efforts	3	Vague Awareness
Leadership	2	Denial/ Resistance
Community Climate	2	Denial/ Resistance
Knowledge of the Issue	3	Vague Awareness
Resources	4	Preplanning
Overall	2.8	Denial/Resistance → Vague Awareness

Some City Community Readiness Score

Issue: Underage drinking on college campuses

Dimension	Readiness Level	Readiness Stage
Knowledge of Efforts	5	Preparation
Leadership	7	Stabilization
Community Climate	7	Stabilization
Knowledge of the Issue	8	Confirmation/ Expansion
Resources	6.5	Initiation
Overall	6.7	Initiation → Stabilization

Analyze Your Community Readiness Dimension Scores

Highest scoring dimension(s):

What does this strength tell you?

Lowest scoring dimension(s):

What barriers does this reveal?

Priority dimensions to address: (Choose 1-2)

- 1.
- 2.



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Identify Stage-Appropriate Strategies to Increase Readiness

What potential strategies should your community consider?
(pp 42-44 of the Community Readiness Handbook)

What potential strategy or action step would you advise your community to pursue first, and why?

Draft a SMART Goal

Transform the prioritized strategy into a SMART goal.

Dimension:

SMART Goal:

Specific: What exactly will be accomplished?

Measurable: How will progress be measured?

Achievable: Is this realistic given resources?

Relevant: How does this address readiness gaps?

Time-bound: What's the timeline?



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Facilitator Mini-Toolkit

5 Interactive Tactics for Brainstorming:

- **Round-Robin Brainstorming:** Each participant contributes one idea in turn around the circle. This ensures everyone participates equally and prevents domination by more vocal members. Continue until ideas are exhausted, with participants allowed to "pass" when needed but return to them later.
- **6-3-5 Brainwriting:** Six participants write three ideas each within five minutes on a worksheet, then pass to the next person who builds upon or adds new ideas. After six rounds, you'll have generated up to 108 ideas (6 people × 3 ideas × 6 rounds) without the pressure of verbal sharing.
- **Mind Mapping:** Start with a central concept in the middle of a whiteboard, then branch out with related ideas. This visual technique helps participants see connections between concepts and builds upon associations organically. Color-coding can help categorize different types of ideas.
- **Reverse Brainstorming:** Instead of asking "How do we solve this problem?" ask "How could we make this problem worse?" This approach often unlocks creative thinking by reversing perspective, and solutions emerge by inverting the negative ideas afterward.
- **Silent Sorting/Affinity Mapping:** After generating many ideas on sticky notes, participants silently arrange them into logical groupings without speaking. This reduces bias from verbal explanation and allows patterns to emerge naturally. Once complete, the group can discuss the categories that formed.

5 Processes for Prioritization:

- **Sticky Note Clustering:** Have everyone write ideas on sticky notes (one idea per note), then work as a group to arrange similar ideas together. This organizes collective thinking visually and helps identify natural groupings and priorities.
- **Two-Dimensional Prioritization Grid:** Create a grid with two important variables (like "urgency" and "importance") as axes. Position each item on the grid according to group consensus. This creates a visual representation of relative priorities and helps identify which items need immediate attention.
- **Impact-Effort Matrix:** Draw a 2x2 grid with "Impact" (low/high) on one axis and "Effort" (low/high) on the other. Place each idea in the appropriate quadrant to quickly identify "quick wins" (high impact, low effort) and prioritize accordingly.
- **Forced Ranking:** Have the group number all items from most to least important, with no ties allowed. This creates a clear, linear priority list and forces tough comparison decisions.



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- **Nominal Group Technique:** After silent brainstorming, each person shares one idea in round-robin fashion until all ideas are recorded. The group then discusses for clarification (not debate), and participants privately rank their top priorities. Scores are tallied to create a mathematically-derived group ranking.

5 Techniques for Consensus:

- **Dot Democracy:** Give each participant 3-5 adhesive dots to vote on options posted around the room. People place their dots next to their preferred choices, creating a visual representation of group preferences. This quickly identifies popular options and narrows focus to items with the most support.
- **Thumbs Method:** Ask for quick temperature checks using thumbs: up (agree), sideways (can live with it), or down (cannot accept). This simple visual technique quickly shows where the group stands without lengthy discussion.
- **Round Robin:** Give each person 30-60 seconds to share thoughts without interruption or jot them on a sticky note for a gallery walk. This ensures everyone's voice is heard before moving toward decisions.
- **Deep Dive Teams:** When facing complex issues, divide into smaller groups of 3-4 people to discuss specific aspects, then return and share summaries. This creates space for deeper conversation and helps bridge divides by mixing participants with different viewpoints.
- **Proposal Testing:** When close to agreement, clearly state "Does anyone object to this proposal?" or "Are there any dealbreaker aspects of this proposal?" and give time for responses. Silence indicates consent, while objections are addressed specifically rather than starting discussions from scratch.