

READINESS ASSESSMENT

SECTION I:

Description of the Community

1. Geographic Area | *List the communities and counties to be included in the prevention system, along with any relevant information about the geographic area.*

2. Demographic Characteristics | *The demographic breakdown of your community should include or consider:*

- Total population
- Population distribution among communities/counties in the prevention system
- Racial and ethnic populations (and if any areas have more than 5% ethnic populations)
- Refugee populations – Where are they from? How long have they been in the community? Is this increasing or decreasing?
- English language learners
- Single parent vs. two parent households (state and national comparisons)
- Population breakdown by age groups (children under 5, high school students, young adults, seniors, etc.)

3. Socio Economic Profile | *The socio-economic breakdown of your community should include or consider:*

- Poverty rates (compared to state and national)
- Poverty rates by race and ethnicity (if relevant)
- Median Income (compared to state and national)
- % of children below poverty
- Free and reduced lunch rates (and trends)
- Food pantry/homelessness data

4. Education Overview | *Describe the primary and education systems and populations including:*

- # of preschools and # of students
- # of K-6 schools and # of students
- # of Middle Schools and # of students
- # of High Schools and # of Students
- # of private schools and # of children
- # of home schooled children
- Post-secondary institutions and enrollment (vocational/technical)

training facilities, 2- and 4- year colleges, adult education, ongoing training where relevant to the prevention system) enrollment

- Student data, including:
 - % of students who are English Language Learners (ELL)
 - % of area residents age 25 or older who have less than high school education
 - Proportion of residents who had not completed high school by racial or ethnic minorities
 - High school graduation rate/drop out rate

5. Economic Opportunity Overview | *Provide information about area employers, major economic drivers in the community, areas of employment demand, unemployment rates (compared to state), under-employment, and recent economic/employment trends.*

6. Major Historical Events and Forces | *Share important events that have shaped the community, such as how the community formed, recent forces of change (inter-county agreements, closure or expansion of hospitals/health care, school consolidations, new business development, etc.), state and national policies that have affected the community or the prevention system.*

7. Political Factors | *Please note instances where political leadership may be required for implementation or to effect change and bring leadership across municipalities and counties together.*

SECTION II:

Description of the Collaboration

1. Name of existing collaboration
2. Type of collaboration:
 - a. A group of people, agencies, and organizations volunteering to address a specific topic (child abuse prevention, substance abuse, etc.)
 - b. A group of people, agencies, and organizations with administrative resources (paid staff or contracted services) to address a specific topic
 - c. A group of people, agencies, and organizations volunteering to address more than one area of a prevention system

d. A group of people, agencies, and organizations with administrative resources (paid staff or contracted services) addressing more than one area of a prevention system

3. If A or B best describes the collaboration, what is the specific area of focus?

4. If C or D best describes the collaboration, check the prevention system areas that the collaboration worked on the last 3-5 years:

- ☐ Child abuse prevention
- ☐ Child well being
- ☐ Older youth
- ☐ Juvenile justice
- ☐ Emergency response planning
- ☐ Parenting resources
- ☐ Substance abuse prevention
- ☐ Maternal and child health
- ☐ Behavioral health
- ☐ Afterschool education
- ☐ Access to health/dental care
- ☐ Community safety
- ☐ Early childhood services
- ☐ Early intervention
- ☐ Data collection and analysis
- ☐ Local public health system
- ☐ Basic needs services
- ☐ Other (Please list)

5. Collaboration structure | *Check all that apply to your collaboration, and add a brief description for each item checked.*

- ☐ Informal leadership structure
- ☐ Formal leadership structure, such as a 501(c) (3) or elected board
- ☐ Committees/work groups/task forces
- ☐ Membership fees/dues
- ☐ Informal membership
- ☐ Many ways to participate
- ☐ Regular meetings
- ☐ Collaboration of collaborations
- ☐ Memorandum of agreement for collaboration
- ☐ Established policies and procedures
- ☐ Established decision-making process
- ☐ Process for contracting with members/partners
- ☐ Fiscal agent in use
- ☐ Bylaws
- ☐ Communication systems and process (such as a website, email list, etc.)

6. Collaborative activities | *Check all of the activities the collaboration has participated in over the last 3-5 years, and add a brief description (including time of activity) for each item checked.*

- ☐ Public information/awareness
- ☐ Activities for children/families
- ☐ Training/education
- ☐ Readiness assessment
- ☐ Coalition capacity assessment
- ☐ System/service array assessment
- ☐ Program planning
- ☐ Implementation of programs/services
- ☐ Leadership development
- ☐ Evaluation of coalition
- ☐ Evaluation of shared programs/services
- ☐ Fundraising
- ☐ Shared grant applications
- ☐ Sustainability planning
- ☐ Braiding funding
- ☐ Evidence-based practices
- ☐ Cultural competence and inclusion
- ☐ Systems change
- ☐ Use of return on investment (ROI)
- ☐ Local or state policy change
- ☐ Other (please describe)

7. Representation | *Check all that are represented in the collaboration and list the representative.*

- ☐ Parents
- ☐ Youth
- ☐ Interested citizens
- ☐ Nonprofit/human services
- ☐ Volunteer organizations
- ☐ Local elected official
- ☐ DHHS
- ☐ Crime commission
- ☐ Local public health
- ☐ Health care providers
- ☐ State agencies
- ☐ Law enforcement
- ☐ Early childhood education
- ☐ K-12 education
- ☐ College/universities
- ☐ Behavioral/mental health
- ☐ City/county agencies

- ☐ Business community
- ☐ Faith community
- ☐ Youth-serving organizations
- ☐ Child-serving organizations
- ☐ Recreation/fitness
- ☐ Committees/boards
- ☐ 1184 Team
- ☐ Juvenile justice
- ☐ Other (please name)

8. Organization/agency role | *Check the roles within the agency or organization which are represented in the collaboration.*

- ☐ Board member
- ☐ Director/CEO
- ☐ Supervisor
- ☐ Staff/direct service provider
- ☐ Professional staff/consultant
- ☐ Paraprofessional staff
- ☐ Volunteer
- ☐ Other (please describe)

9. Capacity builders | *Other than the organizations/agencies represented within the collaboration, what links to other groups do you have that could further increase the capacity of your organization?*

10. Leadership skills | *The list below is an inventory of leadership skills. Check the leadership skills your collaboration possesses, and place the letter "N" in boxes near leadership skills you feel would benefit your collaboration, but are not yet represented.*

- ☐ Feedback, coaching, mentoring
- ☐ Conflict management
- ☐ Negotiation
- ☐ Self-evaluation
- ☐ Data/analytics
- ☐ Ethics modeling
- ☐ Cultural competence
- ☐ Power and influence
- ☐ Organizational change leader
- ☐ Evaluation and accountability
- ☐ Team building
- ☐ Use of evidence-based practices
- ☐ Collaborative leadership
- ☐ Crisis leadership
- ☐ Develop and sustain networks and coalitions

- ☐ Organizational policies
- ☐ Communication skills (verbal, electronic, storytelling)
- ☐ Social marketing
- ☐ Political advocacy
- ☐ Media relations
- ☐ Understand political processes and systems
- ☐ Braided funding process/requirements
- ☐ Systems thinking
- ☐ Strategic planning
- ☐ Chairing effective meetings
- ☐ Quality improvement processes
- ☐ Relationship building
- ☐ History/context
- ☐ Grant writing and documentation
- ☐ Facilitation training
- ☐ Grant management and financial systems
- ☐ Silo busting

SECTION III:

Collective Impact Self-Assessment

Rating:		1=Never	2=almost never	3=sometimes
		4=almost always		5=always
Item	Sub-items	Rating	Comments	

Common Agenda: All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.

Partners accurately describe the common agenda including:

- Shared vision for change with a common understanding of the problem.
- Joint approach to solving problems using evidence-based practices and ongoing continuous improvement.
- Members of the target population help shape the common agenda
- Partners use data to inform selection of strategies and action
- Partners agency work is increasing aligned with common goals
- Partners publicly discuss/advocate for common goals/strategies
- Board members and key leaders increasingly look to collaboration for initiative support, strategic guidance and leadership.
- Ongoing (embedded/braided) assessment is used for planning and implementation.

Shared Measurement: Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.

- Partners establish a work plan with outcome measures.
- Partners share data across agencies.
- Partners understand the value of shared data.
- Partners make decisions based on data.
- Partners complete comprehensive community assessments (once every three to five years).

Mutually Reinforcing Activities: Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.

- Partners implement cross training (e.g., shared costs, evaluation).
- Partners share human resources.
- Partners work to braid and leverage funds.
- Individual efforts are aligned with collaborative work plans.
- Partners work to change local policy and practice.
- Individuals are getting their organizational needs met.

Continuous Communication: Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and create common motivation.

- Effective use of emails, list serves, websites are used by the Collaboration.
- There is an openness and acceptance of everyone's contribution.
- There is effective use of communication to the community.
- Efforts are made to have a common language of understanding.
- Partners identify and resolve differences.
- A process and procedures are in place to build trust.

Collaboration has:

- Shared common values
- Represents a community
- Processes that are respectful of all cultures and viewpoints.

Backbone Organization: Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.

- An effective steering committee responds to the needs of the Collaboration.
- Separate organization exists (e.g., Articles of Incorporation, Board or Steering committee policies and procedures).
- Backbone organization has the skill set needed to lead the Collaboration.

- The Backbone Organization is guided by a Code of Ethics and partner expectations.
- The Backbone Organization has ability to leverage project support.
- The Backbone Organization has a skill set to keep in front the vision, the plan and sources of support and sustainability as the Collaboration continues to add new projects.
- The Collaboration assures that minority community members' voices are heard.