SERVICE ARRAY

FACILITATOR AND RECORDER GUIDE FOR THE SERVICE ARRAY ASSESSMENT

ASSESSMENT PROCESS

Purpose of Facilitated Process:

1. Increase meaningful dialogue.
2. A component of the Assessment, Planning, Implementation, Evaluation, Sustainability cycle for the Prevention System
3. Enhance community data availability and sharing.
4. Enhance knowledge on inter-relationships of prevention services and community child well being indicators.
5. Encourage open dialogue on the current circumstances in the community.
   - Economic Impact
   - Community events or issues that are affected.

Communities have noted that Service Array assessment is most beneficial when the community is focused on:

- Need: Data and experience that shows what the need is, including the reports from consumers.
- Funding: Identifying funding concerns, mandates and changes which impact the delivery of the service. Are there proposed cuts to this service? At the federal or state level? What would be the impact in real numbers?
- Policy: Is there a policy issue that is affecting the delivery of the services?
- Economy: How does the current economic climate affect the need for the service? Federal or State

Large Group Decisions

1. How do we define our Service Area?
   a. These are the geographic parameters for Service Array.
   b. Is it city, county or multiple counties?
2. Break Out Groups- Have people self select and ask agencies with more than one person in attendance to attend different groups.

Step 1. Definition

Facilitator:
o Begin by reading the Definition for each service. These are generic definitions so the group may want to delete or revise sections. Often this reflects a more Nebraska reality. But if it represents a funding policy we need to know this. (In other words is this our local practice or structure – or does this definition not fit because of a funding mandate/requirement?)
o Consensus Building: If there are suggestions for changes double check with the group to assure that there is consensus at least on the big concepts.
o Try to keep the group moving through this. Sometimes the group can fall into detailed wordsmithing and not get on to where they need to go.

Recorder:
o Write changes right on the form.
o Please note any policy issues that surface.

Step 2: Availability

Question:

    A. Is this service AVAILABLE in your jurisdiction or through another?

A. Availability

Check one:

____   This service is NOT available in our jurisdiction. If "*this service is not available*" is checked, go directly to Question D., below.)

____   This service IS available in our jurisdiction or through another jurisdiction. If you checked that the service IS available, briefly record/describe who provides the service in your jurisdiction OR where it is available to you from another jurisdiction:

_____

_____

_____

_____

Please remind the group of the agreed upon definition of the jurisdiction.

Facilitator Prompts:

- Who provides the service? List ALL agencies – not just those present.
- Location
- Have we lost (or gained) any services (providers, locations etc) in this area in the last 3 years?
- Is it available outside of the jurisdiction in another jurisdiction?
- How far do people have to travel? Is transportation/gas an issue?
- Was it ever available locally?
- Is the agency or group who provides the service present? If so do they have information/data/ consumer reports to share as we go through the assessment?

If the service **IS NOT** available either in the area or outside of the area go directly to **STEP 5 (Section D)**.

Recorder:

It is very important that the recorder notes the information in the space provided on the service sheet. Especially:

- Agencies that provide and location
- Details of access and barriers (travel etc)
- Providers present and not present

Step 3: Quantity

B. What about the QUANTITY of the service? Is there enough of this service available to meet current needs in your jurisdiction?

B. QUANTITY	MEETS NONE OF THE NEED	MEETS SOME OF THE NEED	MEETS HALF OF THE NEED	MEETS MOST OF THE NEED	MEETS ALL OF THE NEED
Is enough of the service available to meet needs?	0	1	2	3	4

Facilitator:

- Is the provider present?
- Is there a wait list?
- Do we have data that shows need?
- Do we have utilization data?
- Community knowledge?

Consensus Process
Facilitator: Given what we have said how would we rate this service?
  0 = Meets None of the Need.
  1 = Meets Some of the Need.
  2 = Meets Half of the Need.
  3 = Meets Most of the Need.
  4 = Meets All of the Need.

Recorder:

- After consensus, the recorder circles (or if electronic type in or **bold**) the number which best describes the QUANTITY of the service (Is there enough of this service available to meet current needs?):
- If the service is NOT available in the jurisdiction (Question A), the number circled in Question B is zero

Step 4: Quality

C. What is the QUALITY of this service in your jurisdiction?

C. QUALITY	POOR	OCCASIONALLY GOOD	SOMETIMES GOOD	OFTEN GOOD	ALWAYS GOOD
How effective; family-centered; culturally-sensitive, etc.?	0	1	2	3	4

Facilitator:

Evaluate the quality of the service by discussing the following

1. *Effectiveness:* Services achieve the goals and outcomes identified in the individualized family plan; services are timely, flexible, coordinated, and accessible, delivered in the home or in the community.
2. *Family-Centered:* Services are focused on the family as a whole; service providers work with families as partners in identifying and meeting individual and family needs; family strengths are identified, enhanced, respected, and mobilized to help families solve the problems which compromise their functioning and well-being.
3. *Culturally Responsive:* Services respect the rights, values, and cultures of families; services build on the strengths of the family's culture; services are accessible linguistically.

NOTE: The whole definition does not need to apply. There may be some services (e.g. food pantries, after school programs) where only part of the definition applies.

Facilitator:

*   Determine if the service provider is there.
*   Determine if evaluations have been done (internal, external or both) including opportunities for client/participant to evaluate.
*   What factors may be affecting the quality of this service. (Funding/Resources , Policy, Training , Other?)

Given what we have said how would we rate this service?
QUALITY of the service:
0 = Poor   1 = Occasionally Good   2 = Sometimes Good
3 = Often Good   4 = Always Good.

NOTE: If the group does not feel that they have enough information (e.g. provider is not there) leave blank with notes to contact provider.

Recorder:

*   Circle or if electronic bold number.
*   At bottom of page record available data, discussion about factors, and needs for additional information.

Step 5: Importance

D. How IMPORTANT is it to DEVELOP or CONTINUE this service in your jurisdiction?

D. QUALITY	NOT IMPORTANT	WOULD BE NICE	MODERATELY IMPORTANT	VERY IMPORTANT	CRITICALLY IMPORTANT
How important to develop/ continue this service?	0	1	2	3	4

Facilitator:

Considering the current economic crisis in our country, and the needs we see in this community, how important is it to develop, continue, OR enhance this service? (Recorder please note if develop, continue, enhance?)

IMPORTANT it is to DEVELOP or CONTINUE or ENHANCE this service:
- 0 = Not Important
- 1 = Would Be Nice
- 2 = Moderately Important
- 3 = Very Important
- 4 = Critically Important

Note: *It is very important that the facilitator help the participants rate the importance of services across the continuum of ratings from 0 through 4. In field testing this process, we noted a tendency of participants to rate nearly every service as CRITICALLY IMPORTANT. If all services are rated critically important, it will be difficult to prioritize and create a resource development plan later.*

Probes for Rationale:
- Meet Basic Needs?
- Possible long term impact on health and wellness?
- Impact on higher end services?
- Other?

Recorder:
- After consensus, the recorder circles (or bolds) the number which best describes the level of important.
- Also please note if the rating applies to "develop" (did not exist before), "continue" (as currently is) or "enhance" (add to the service).

SERVICE ARRAY MATRIX
FACILITATOR AND RECORDER GUIDE

Rational:

The Service Array Matrix helps organize the assessment. It assists not only in identifying specific factors which impact a service but also in identifying key themes among factors which impact the prevention system. These themes help the community to plan actions and resources to improve the system. For example, if numerous services are impacted by a reduction in volunteers perhaps the collaborative can develop a community wide volunteer recruitment, training and recognition process.

Facilitator Process:

Once each group has completed discussion and ranking on the Service Array Assessment the group should then review the matrix categories and note the areas discussed for each section. There may be numerous conclusions drawn for one section.

Steps:

1. Review the list of categories in the Matrix.
2. Review each Service that has been assessed. Have the recorder read the dialogue notes and ratings for each from each service.
3. Have the group review the matrix and determine which categories apply to that service. Place the number of the service in the category box.

Recorder Notes:

1. Once consensus is reached place the number of the service in the category box. See example below.
2. If the group adds to the discussion about the service be sure to include these notes on the Service Array Assessment Document.

EXAMPLE: Basic Needs - Food Assistance. In rating this section the group may have agreed that key issues include: Duplication of Services and Not Meeting Enough Need.

1. Record the number of the Service in the corresponding box on the Matrix.

	BASIC NEEDS	HEALTH CARE AND PROMOTION	CHILD AND YOUTH SAFETY	FAMILY	SYSTEM
Not Meeting Enough Need	2				
Duplication of Services/ Resources	2				

If the group notes Law or Policy Issues ensure that there is a clear statement about what the legal or policy issue is.

Large Group Process:

1. When each break out group has completed their section of the matrix take a break while the notes from each group are entered in to one document with the combined information from all.
2. With the large group, review the combined document and identify and key themes in the matrix that are affecting the service delivery system.