

Building a Foundation for Community Leadership

**Involving Youth in Community
Development Projects**

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Preface

We have developed this handbook so that other communities can work to mobilize their youth as partners in community development projects. The handbook is the culmination of five years of work, beginning with the experiments involving students in Martin County, Kentucky. Since that time four additional pilot surveys involving students have been conducted in Shelby County, Kentucky; Immokalee, Gadsden County, and Union County, Florida. Needless to say, we have learned a lot, and the lessons have been incorporated into this handbook.

We want to express our admiration of the students, in partnership with teachers, community leaders, adult volunteers, and Cooperative Extension Service professionals for accepting the challenge to improve their communities. We appreciate having the opportunity to work with and to learn from them.

The handbook also benefited from comments and suggestions of the project consultants team. In addition, we wish to thank Erika Gettig and Anne Fugate for assisting with the handbook's technical editing and Judy Rogers for assisting with graphics, layout and word processing. We recognize, however, that this document can be improved. We hope that community leaders, Extension professionals, and school teachers will use the handbook and share stories of their successes and lessons learned with us. Please write to Southern Rural Development Center, Box 9656, Mississippi State, MS, 39762-9656.

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Introduction

This handbook is designed to guide Extension agents, high school teachers, or adult leaders of youth organizations in creating and implementing their own youth leadership and community development projects. The purposes of this project are as follows:

- ☛ To provide youth with a community service learning process to increase their understanding of their community, to improve their sense of empowerment, and to encourage participation in community affairs.
- ☛ To forge the school-community partnership and to develop increased community support for the school's educational programs.
- ☛ To help community leaders and citizens address important local needs through the enthusiasm, knowledge, and labor contributed by youth.

Our approach is to link community organizations and students at the local high school in a community development process involving three phases:

- 1) improving youths' understanding of their community and how it works through several hands-on activities,
- 2) conducting a needs assessment survey of residents,
- 3) implementing a project to address an issue identified through the needs assessment.

At each phase we provide youth with opportunities to develop skills and to contribute in meaningful ways. Through this process students will better understand the issues and problems facing their communities, feel capable of addressing community problems, and aspire to be involved in future community affairs. The needs assessment process, in

"I'm more likely to be involved because here I've been involved already and I want to see it keep moving forward."

- student, Immokalee, FL

particular, is a win-win project for everyone -- every community can use information from surveys, and youth can assume responsibility and make significant contributions in a number of ways. Through this project we hope to help youth begin the transition from students to adult members of the community and to help them become more active contributors in solving community problems.

"Certain power people are involved and ... began to look at the kids in the community differently because they saw that maybe they aren't the only ones who have to solve all the problems and all by themselves."

- teacher, Immokalee, FL

Community development projects also can increase local leaders' appreciation of youth's contributions to community affairs. We believe that the perception among the adult community can be changed from one viewing youth as a problem to viewing youth as a resource.^{1,32} Changing this perception is important if leaders are going to be able to take advantage of the opportunity to harness the energy and enthusiasm of young people to build more sustained community action. We will need their help if we hope to solve the myriad of problems facing our communities.

Another benefit of such projects is that schools may benefit from increased public support.⁵ The difficulty schools are currently having in obtaining funds may be due, in part, to the perception by segments of the public that they do not benefit from money spent in the schools. We are convinced that building the community-school partnership through involvement in community development programs can enhance a school's image and expand public support.

This handbook is intended to serve as a guide for the process, but each school will need to tailor the program to its unique needs and resources. Examples are provided for as-is use or use as models for local adaptation. This process is intended as an extra-curricular activity or a curriculum supplement for high school students.

The introductory section of this handbook will discuss community service learning, community development, and the role of schools in development; our strategy for merging service learning and community development; and a brief outline of the practical steps involved in implementing this strategy.

Community Service Learning

The demand for changes in the educational system inspired the development of a number of programs in which students provide a service to their community.^{2,5,6,8,25,31} Specifically, a number of politicians and policy makers have called for more community service and applied learning programs.⁹ Service learning is a method for increasing the meaning and relevance of classroom-based activities for youth.³² It can also build students' sense of citizenship and increase their involvement in the community.^{2,28,29} Efforts are being made to integrate community service learning into the school's curricula, thereby turning the community into a laboratory for experiential learning.^{6,25}

The goal of community service learning programs is to create an environment of learning-by-doing and to begin the process of helping youth assume roles of social responsibility. Community service learning includes a broad array of activities: peer tutoring for other students, publishing newsletters, assisting the elderly with chores, developing a community day care program for children, landscaping a parcel of public property, creating artwork for local nursing homes, organizing recycling programs in schools and communities, and so much more.

Well designed community service programs are reported to increase teamwork among teachers and students.³¹ This approach to learning corresponds more closely than traditional student projects to the collaborative methods recommended by a number of community action models. Harry Silcox reports, "school-based service has changed attitudes, values, and relationships and made education come alive."³¹ Partnerships have also been developed with the business sector, civic and social organizations, and other governmental agencies as projects were undertaken.^{2,31}

Most community service programs enhance students' self-concept and self-image. Service provides youth with opportunities to feel needed by others and to fill important roles in their community.²⁴ But many programs neglect to teach skills that help students become effective actors in local policy-making or other aspects of community action.⁴ As

"Service learning is the intentional integration of curricular content with community service activities."

- Kate McPherson

Harry Boyte observes, community service refers mainly to a variety of individual voluntary efforts with local service organization and does not usually include group decision-making, collaborative action, conflict resolution, and other elements of collective action.⁴

To cultivate "the ability to contribute effectively within a democratic society better,"²⁵ community service projects need to be developed in a way that allows students to experience empowerment through meaningful and significant roles.⁴ This is not easily accomplished, because not only does the content or curriculum in the educational program change, but the relationships among students, teachers, and members of the larger community are redefined.¹⁰ The nature of relationships between youth and adults shifts from youth's being passive recipients of care, education, and discipline to being active, decision-making participants.²²

*"We believe in ownership.
Students who help plan own
the results."
- teacher, Belle Fourche, SD*

In recent years a few community service programs that focus on community development have been implemented by schools.^{12,29} These programs involved students in collective action in which they began to develop leadership skills of the type suggested by Boyte.⁴ For example, high school students in Belle Fourche, South Dakota, got the community certified by the governor's Guide to Opportunities for Local Development program. These students spent months targeting tasks, designating task forces, and carefully preparing the necessary documentation.¹² Similarly, students in Immokalee, Florida, conducted a needs assessment survey and helped present the results to a number of community organizations. Local leaders used the information to plan programs to address educational, health care, housing, and recreational needs.¹⁹

Developing the Community

*The community is developed
when people work together
on many, not just a few,
local issues and needs.
Community exists in the
relationships among the
participants.*

Community development involves a process of increasing the capacity of local citizens to solve local problems.³³ Increasing the capacity of local actors has usually focused on leadership development. Most leadership development programs enhance human capital (the skills and knowledge needed by actors to be effective contributors to local solutions) but build community social capital (the network of relationships that gives access to the financial and human

resources needed for action³) only inadvertently.³³ Thus, community social capital can be viewed as a resource to be drawn on when needed for other community projects.

Though many people involved in community affairs lament their inability to get more residents involved, very few see the youth of their community as an untapped resource -- one ready to be asked to help work toward solving local problems.¹⁶ Though community leadership has long been recognized as a developmental process,¹⁷ few communities build a foundation for their young people to develop into involved citizens and leaders. For rural communities, which have a more limited pool of human resources and often lose their brightest high school graduates to outmigration,²³ the need for this type of foundation for young people is even greater.

Effective leadership requires that people understand the economic, political and social processes of their community and the larger society.^{26,33} Daryl Hobbs states "It strains credibility to believe that rural community development can travel very far on ignorance of the locality and how it works."¹⁴ Thus, the first task in any citizenship or leadership development program should improve the understanding of the community and identify the issues and concerns facing its residents. We believe that youth have much to contribute to their communities but, like adults, they can become more effective participants and leaders only through education and experience.

Historically, young people assumed important responsibilities, but in recent decades little is asked of them.²⁸ As a result young people are often viewed more as a problem than as a resource. Students need opportunities to develop leadership skills, yet such opportunities are the exception rather than the rule.¹¹ According to John Gardener, "Our young people are born into a society that is huge, impersonal and intricately organized. Far from calling them to leadership, it appears totally indifferent. ... It is very hard for young people today to believe that any action on their part will affect the vast processes of their society."¹¹

The youth of a community are both potential actors and a resource, and to omit members of this group from making contributions to community affairs on the basis of their age unnecessarily limits a community's capacity to solve local problems. Involving young people in local affairs can both develop the community and solve specific problems.¹⁶ As youth invest their time and talent in their communities, they can develop a sense of ownership.⁴ Further, the relationships between students, teachers, and other citizens and leaders develop the community by reinforcing local norms and expectations and building community social capital.⁷ These investments made by and for youth can be drawn upon for future community action. In short, youth leadership development is needed to provide a firmer foundation for future leadership and solidarity in the community.¹⁸

Strategy for Merging These Together

The key to merging community service learning and community development successfully is to build a partnership among youth, teachers and administrators in the school, and people in civic, social, and governmental organizations in the community. Such a coalition can cement a relationship between the three groups this document focuses on: youth, the school, and the community. The emphasis on an integrated curriculum in service learning helps us focus on identifying relevant activities for youth and providing the materials essential for youth to carry out the tasks for which they will assume responsibility. Given that youth are a viable, necessary resource, the service learning perspective leads us to ask, "What information and training do youth need to contribute to their community effectively?" By proposing a specific, practical, and useful plan, as outlined below, for developing a relationship between youth, the school, and the community, we feel we have created at least one possible answer to this question.

"The essence of youth participation is a partnership between adults and young people, one that supports joint efforts toward solving community problems and acknowledges and values the contributions of both parties."

- Bruce Swinehart

Schools, especially those in rural areas, have an important role to play in community and leadership development. By using the building for meetings, the library as an informational resource, and staff to research problems and teach community members, schools can contribute to community development programs.^{15,30} Schools can also participate in development

programs that involve class or club projects to identify needs or solve problems and in school-based enterprises that create jobs and provide services for the community.^{15,26,30}

Ilvento and Maurer recently explored student participation in a community needs assessment.²¹ They concluded that high school students were able to implement a quality telephone survey and thus serve as a valuable resource to the community. Needs assessment, particularly when using surveys, can be an important part of the community development process. But without resources and technical support, surveys can be biased, unrepresentative, and misleading. Unfortunately, most rural communities and small towns cannot afford to hire a consultant to conduct a survey and lack people with the necessary expertise to carry out such a survey.^{14,21} Yet school-based community needs assessments can maintain a reasonable standard of rigor while keeping costs low if local leaders and students become involved in the process. These projects, feasible for almost any school, provide information about community needs that citizens and leaders can use to set priorities.

School-based community needs assessment projects can provide experiences for students that are fundamental to citizenship and leadership and help them to understand better their communities, as well as build community social capital.^{15,27} Such projects can develop leadership skills (e.g., public speaking or organizational skills) as well as personal qualities of high self-esteem, independence, and critical thinking that is necessary for effective leadership.^{1,7}

Project Outline

Building a partnership among youth, the school, and community organizations in a community development process involves three major phases:

1. Learning about the Community

After initiating interest among community leaders and teachers to sponsor the project and obtaining partners to support its implementation, the project coordinator should use several activities to help youth better understand their

communities. These activities include studying information from the U.S. Census of Population about residents' characteristics and mapping community landmarks such as roads, libraries, a town hall, memorials and parks, prominent businesses, fire and police stations, etc. After mapping the landmarks, youth can conduct interviews to learn how local leaders worked to build the landmark. This phase of the project lays the conceptual groundwork for youth to guide their work on subsequent phases: the needs assessment survey and the development project.

2. *The Needs Assessment Survey*

We provide guidance for involving youth in a set of activities with significant, concrete responsibilities. These activities include identifying questions and designing the survey, preparing promotional messages for the media, conducting the telephone interviews, tabulating and interpreting the results, and making presentations to civic groups and local leaders. In addition, organizers should spend time recognizing and celebrating the accomplishments of youth involved in the survey. This phase of the project not only provides youth with opportunities for personal growth and citizens and leaders with information for local decision-making, but it can also serve to increase community support for youth involvement in other community projects. This in turn can create more widespread support for the third phase, the Community Development Project.

3. *The Community Development Project*

The activities address one of the community's needs as identified by the survey and use the research (from phase one) about other successful community projects. Phase three activities include reviewing the results of the needs assessment survey, setting priorities, developing a plan of action, soliciting support from the larger community, implementing the plan, and celebrating the participants' accomplishments. This phase is designed to provide youth with the opportunity to practice the same type of leadership roles as adult members who are involved in community affairs.

Time Line for Use

We recommend allowing two years to implement all three phases of the program (Figure 1). Each of the three program phases can be conducted separately to better meet local needs or constraints. Developing a better understanding of the community and conducting the needs assessment survey is the focus of the first year. The needs assessment process may carry past the end of the school year. Teachers can adapt the procedures to implement them in a single semester. The second year is devoted to the community development project. Students who participate in this follow-up phase may not be the same as those involved in earlier phases. That is, the first year may involve seniors and thus, the second year would involve a new set of students.

Project phase	Year 1			Year 2		
	Fall	Spring	Summer	Fall	Spring	Summer
Learning about the community						
Needs assessment survey						
Community development project						

Figure 1. Timeline for involving youth in community development projects.

Creating a Successful Project

People inside the school system or those in the larger community may initiate project. Teachers desiring to have a school organization or class conduct this project will need to find partners among leaders in local government and community organizations. Likewise, local leaders who wish to involve students in community development efforts will need to enlist both teachers and students.

The success of the needs assessment projects in Florida and Kentucky can be replicated in other communities. We identified a number of criteria for creating a successful

community development project based on experience with these projects (see Table 1).²⁰ The coordinator's job is most important to the project's success and entails a significant time commitment. Potential coordinators should carefully consider whether they can fulfill the time commitment.

A strong school-community partnership is also critical to conducting a needs assessment. Community leaders are needed to support and legitimize school-based activities in the larger community. Partners from the community also provide moral support; provide suggestions about strategy, project selection, and questionnaire content; contribute material resources; and volunteer as facilitators.

Teachers and students are seen as key partners in planning and implementing a community needs assessment and subsequent community development projects. Students can conduct many survey activities, including writing questions, preparing promotional messages, sampling, interviewing, entering and analyzing data, and presenting the results. Activities to learn about community development and needs assessment, followed by reflective discussion, help students develop a cognitive framework and better understand the project. Combined with activities to celebrate project milestones, these can build students' sense of achievement. The examples in Table 1 show how a needs assessment project can be applied to a school's and/or youth organization's program. The information generated by the needs assessment project in six months or a year can serve as the basis for selecting community development projects for several years.

Integrating a Project with Existing School Curricula

There are many possibilities for integrating a project with existing school curricula and, thereby, limiting the additional workload for teachers and school administrators who are already very busy. One strategy is for teachers to coordinate the distribution components of the project among several classes in a way that covers the whole. This strategy could complement recent educational reforms that emphasize applied academics and block scheduling. For example, a social studies class might read and discuss the segment "A Primer On

Table 1. Criteria and Examples for a Successful Community Development Project.

<i>Criteria:</i>	<i>Examples:</i>
1. Commitment of project coordinator	Student organization selects needs assessment as community development project for year; teacher coordinates project.
2. Active community partnership	County Extension Service and Chamber of Commerce pledges support; members assist in project.
3. Support from school administrators & teachers/use of school facilities	Principal supports project; computer science and government teachers involve class in project; facilities are made available for telephone interviewing and for administering survey in classes.
4. Involvement of students	Student group conducts telephone interviews; computer science class key punches data.
5. Activities to learn about community development & needs assessment	History, journalism and social studies teachers jointly develop lesson on community development. Teach to students in respective areas.
6. Reflection exercise	Student organization discusses and votes on project; discusses highlights and low points at completion.
7. Material resources	Local phone company donates phones; school administration copies surveys.
8. Technical support	State Extension community development specialist assists with project planning, questionnaire, obtaining the sample, interviewer training, data analysis and interpretation.
9. Celebration of accomplishments	Article in local paper, student organization applies for state and/or national award, pizza party.
10. Plans for using information	Students utilize results to select future community development projects; civic groups and local leaders use information to set priorities.
11. Students involved in follow-up to needs assessment.	Next year, school groups work on a survey-based project involving many of the same students.

Community” (in Part I. Learning About Community and Leadership of this handbook) as part of a curriculum on social organization or community. A geography class might use the population and mapping exercises (also in Part I) as a local application of census data and spatial analysis. A journalism or English class might conduct the studying community action exercise (in Part I). This exercise can help students develop interviewing skills and strengthen their writing skills by preparing a report.

Similarly, components of the needs assessment survey (Part II) and the follow-up development project (Part III) might be implemented as part of classwork. A mathematics or statistics class can learn a practical application of probability by helping to select the sample for the survey while a computer class can build experience with software applications through the data entry and analysis and preparation of graphs and charts. A journalism or marketing class can obtain practical experience while developing newspaper stories, radio spots, and posters to promote participation in the needs assessment survey. Finally, a student organization such as a Beta Club or FFA might fulfill its community service requirement by using the results of the needs assessment survey to identify and implement a targeted community development project.

A second strategy is for a teacher to adopt the entire project as the curricula for the class (e.g., a social studies class) during the semester or year if it meets state standards or criteria for that subject. Using this strategy, a teacher would use the handbook as the “teacher’s edition” of the text.

A third strategy is to allocate components of the project that apply to existing curricula to one or more classes and allocate other components to an affiliated club or organization. For example, a needs assessment survey in Quincy, Florida, involved social studies and journalism classes in training interviewers and promoting community participation while the Main Street student advisory council assisted with planning the survey and developing the questionnaire.

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Part I: Learning about Community and Leadership

Students will better appreciate their contributions to their community when they understand the context of their activities. More importantly, through the activities of this section, they will learn methods of effective leadership. Learning about Community and Leadership focuses on defining community in terms of place, people, and action -- working on local problems based on shared interest.

Objectives

- I. Students will learn about the community action model and the concepts of development of community and development in community.
- II. Students will also learn how to use census information and maps to help describe their communities.
- III. Students will learn how to identify community actions, events, and projects, and, through interview of leaders, about how community projects are carried out.

Initiation and Preparation

The teacher reviews "A Primer on Community" and makes copies for the students.

Resources: "A Primer on Community"

The teacher obtains information and investigation tools required for the POET model activities and exercises.

Tools: population worksheets, sample maps, and activity guides based on community case study methods, calculator.

Resources: census publications, sample community maps, historical reference materials.

Teacher gathers the resources the students will use to identify community projects and interview community actors. The teacher can also work with a project coordinator to identify and solicit assistance from individuals involved in community projects.

Tools: sample action informant interview questions and procedures.

Resources: town/city reports, newspapers, key informants.

Teacher begins planning for displaying the students' work in a social science or "Our Community in Action" fair, such as arranging a date, location, and time for the event.

Organization and Decision-Making

Teacher leads the students in a discussion about the meaning of community and community development and introduces the POET strategy of learning about community and the strategy's activities. Students then select teams for the activities.

Implementation

Students work through a series of five activities based on the POET model. Each of these activities builds different sets of skills. The five components of the model and the activities involved with each include:

1. Population

Population worksheets and census information are used to examine selected characteristics of the residents. Students will develop skill in using the Census.

2. Organization

Recent community projects (e.g., Habitat for Humanity project to build new homes, community-wide celebrations, new public facilities, etc.) are identified and researched by the students. The students select a project and interview leaders and citizens involved in the project to obtain

information about the project, such as who did what, when, and how. Students will develop interviewing skills.

3. *Environment*

Geographic and political boundaries, shopping patterns, buildings housing community organizations, social resources and community landmarks are identified on maps. The maps are then used to describe characteristics of the community's environment. Students will develop skill in using maps.

4. *Technology*

Local documents and interviews with key leaders can provide the information.

5. *History*

Students will learn how to use local documents to describe the community's history.

Reflection

Teacher leads a group discussion about community action process, specifically how residents accomplish or reject community projects. In this discussion the students should be asked to consider their future roles in their communities. Then, a student presents his or her group's findings from their investigations.

Tools: discussion outline.

Celebration

Teacher develops instructions for preparing team reports and displays. The students then prepare exhibits featuring what they learned about the process of community action through gathering information about their community and investigating community projects. Their exhibits are then displayed during the "Our Community in Action" fair (or in conjunction with the school's social science fair).

Tools: instruction or suggestion sheet.

Resources: posters, displays, video or slide presentations, and trace maps.

A Primer on Community

Most of us feel we know our communities pretty well. After all, we lived there most (if not all) of our lives. It's also where we shop, eat, and recreate. It would seem that we should all have a good understanding of our communities and how they work.

Yet many people do not fully understand their communities. For example, many citizens are not knowledgeable about local issues such as growth, change, leadership, and future development because, perhaps, they focus only on community issues most immediate to them. Or, perhaps they may have outdated ideas of their communities. For some, however, it may be that they simply are not interested.

Indifference, a common reaction to community issues, is unfortunate because the future of our communities depends upon local people getting involved. Whether located in an urban city or a small town, communities need local involvement in community decision-making, planning, and action. Fortunately, many people want to get involved in their communities and feel a part of their futures.

Communities are impacted by outside forces such as government, corporations, and even the world economy. For example, an economic downturn can close a manufacturing plant, government regulations can increase the costs of disposing trash, and foreign companies can place increased burdens on existing businesses through vigorous competition. Often community members feel they can have little impact on these outside forces. Nonetheless, without local community involvement, community development will probably not reflect the values, needs, and aspirations of community members. So though outside forces unquestionably affect communities, people can make a difference in how their communities respond to these forces and ultimately how they grow and change.

This next section provides a framework for understanding your community and its people. It discusses notions of

community, community development, the process of community action, and community needs assessment strategies. Finally, this section uses census information, maps, and personal interviews of community leaders as an exercise to understand your community better.

What Is a Community?

"Where do you come from?" is a common question asked of someone traveling. We often have different answers. If we are traveling across the country, we might first name the state in which we live or a large city nearby (even if we don't live in a large city). If we are traveling within our state, we might state the county we live in. This is particularly true for many Southerners who strongly identify with their county. However, if we are talking to someone who lives close to us, we will, more likely, specify a city, town, neighborhood, or even an area that isn't on a map, such as "Clover Hill" or "Getz's Woods." These answers reflect the complexity and fluidity of what we call community.

Some time ago a researcher tried to define community by surveying a number of books and articles on the subject. He found literally hundreds of definitions ranging from geographic places to groups of people bound by interests or blood lines. For our purposes we define community as the following:

A community is a place where people interact to meet their daily needs.

Place

Not all communities are the same size. They can be cities, towns, hamlets, or counties. The boundaries of a community do not have to coincide with political boundaries; a community can be smaller or larger than a city or county. However, the size of the community must be limited to a size where people can truly interact together. No one calls a state a community. It is often a useful and insightful exercise to obtain maps of your community, its layout, and its location relative to other places.

Interaction

A community is a place where people *interact* -- work, play, become educated, serve each other, and form friendships. Outside the family, the community is *the* social place where people get together.

A community is a place where people interact.

Daily Needs

The issue of *daily needs* is also crucial to our definition of community. People interact in the community to meet daily needs such as shopping, schooling, working, and receiving services. In fact, we often judge the strength of our community on its ability to meet our daily needs. For example, we often view homelessness, a clear inability to meet daily needs, as a community problem.

A community is often *fluid*. A community may grow or be enveloped by another community, therefore changing the boundaries or the population's composition. Communities also can be defined by their relationship to issues. A school district concern may bring together a "community" that is larger than a town. This group may come together only for school district efforts and would not necessarily mobilize for issues such as economic development or environmental issues. Despite being fluid, vigorous communities are characterized by people frequently getting together to act on community issues.

Communities are fluid, which means they may change over time or in reference to different issues.

What Is Community Development?

Change always takes place in our communities, sometimes for the better and sometimes for the worse. Some communities grow while others shrink. Some are better able to meet the demands of its citizens, while others may fall short. Some communities reflect a healthy participation and involvement of citizens, while some struggle to get people involved in local needs and problems.

Community development consists of strategies to get people involved in improving their communities. A self-help approach that uses local people and local resources to address problems of the community, community development's ultimate goal is to improve the community's quality of life.⁽¹⁾

Though most efforts involve only adults, students can conduct activities that help develop their communities. For example, students in Hartwell, Georgia, served as a catalyst to expand the local economy by developing business plans for and operating a tourist passenger train and a gift shop.⁽²⁾ In Belle Fourche, South Dakota, students interviewed elders, searched courthouse records, and wrote and distributed local history publications. Efforts such as these can enhance the local quality of life.⁽³⁾



As Figure 1.1 illustrates, there are four important steps to a community development project. First, community development must represent the diversity of the community. By conducting a survey for example, high school students and teachers can solicit opinions from different segments of the community on issues such as job opportunities, taxes and local amenities.⁽⁴⁾ It is important to get a cross-section of the community together so as to represent a number of different viewpoints.

Figure 1.1. Elements of Community Development.

Second, community development should stress cooperation. It's acceptable to disagree about approaches or solutions to particular community problem. A certain amount of disagreement is healthy and insures that a group has really thought through the implications of its decisions. However, at some point the group has to "pull together" to solidify plans and act. Not only must people work together, but new partnerships should be encouraged. Many adults are skeptical about value of involving youth and avoid working with them in community development projects. Community leaders' doubts vanish, however, when students work with them, such as the students in Belle Fourche, South Dakota, did in planning jobs, designating task forces and carefully documenting information

to get their community certified as a GOLD community (and listed in the governor's Guide to Opportunities for Local Development).⁽³⁾ For students and community leaders in Belle Fourche, cooperation created a winning combination.

Third, community development should acknowledge the usefulness of outside resources. Occasionally, community development leaders must realize that they may have to call on outside resources for help. A local group may need expertise from a state university or grant money from a state or federal agency. Yet community development efforts should primarily rely on local people's taking initiative and making decisions, because community development is not a top-down approach founded on ideas from the state or national levels but rather a local effort by local people developing local ideas and insuring those ideas are undertaken.

Granted, our communities are complex. This complexity increases as the population fluctuates, outside sources buy out industries, and new interests or groups take over decision-making. It may appear that forces influencing our communities are behind closed doors and not always under local control.

Two Views of Community Development

Community development is both an activity and a process. As an activity, community development seeks to improve the quality of life in a community. Most often this involves planning activities and projects to improve the community, such as helping new businesses start, improving local schools, or building a recreational center. These activities and projects are **Development in the Community** and are task and product-oriented. Figure 1.2 depicts the many areas that fall under Development in the Community.

Community development is also a process that builds leadership and cooperation and solidifies local ties in the community. This aspect of community development is called **Development of the Community** (Figure 1.3). In this process

individuals undertake projects to learn new leadership skills that will make them better citizens and community members. During the process people also learn to work together across groups and agencies, a lesson that often lasts far beyond a single development project, strengthening local ties so that the community can embark on future projects. The process, skills, and lessons are as important as the activities themselves; they build a stronger sense of local identity and provide a history of cooperation.

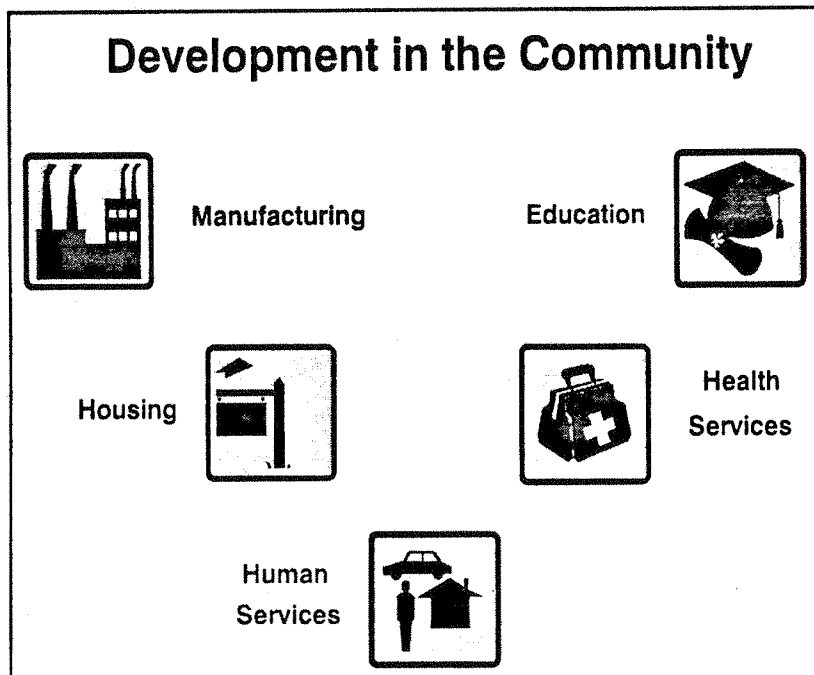


Figure 1.2. Development in the Community.



Figure 1.3. Development of the Community

Horizontal Ties

By facilitating horizontal ties--connections among local groups, business, agencies, and organizations--community members can strengthen their communities. One way to characterize the strength of a local community is to look at the extent to which horizontal ties are present and working (See Figure 1.4).

Vertical Ties

Vertical ties represent the connections between local groups and institutions to

making them more aware of the needs and plans of the community (Figure 1.7).



Figure 1.6. Strengthening Horizontal ties in the Community.

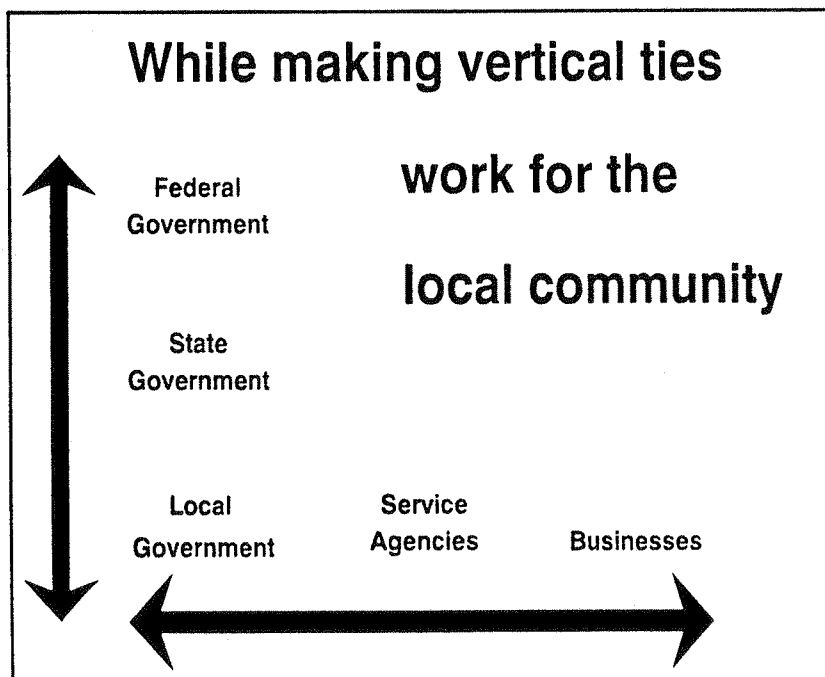


Figure 1.7. Vertical ties working for the Community.

Community Action

Individuals who study communities and community development have observed that most groups working to improve their communities execute several basic steps, referred to collectively as **community action**. Community action is a social process initiated by individuals and followed by a series of events or projects as sponsored by organized individual efforts. The steps of this process include the following:

- **Initiation**

Recognizing a problem in the community and communicating concern about the problem.

- **Organization of sponsorship**

Establishing a group to study and offer solutions for the problem.

- **Goal setting**

Determining the objectives and writing a plan to resolve problems or initiate projects.

● **Recruitment**

Mobilizing the necessary resources outlined in the plan.

● **Implementation**

Using resources and strategies to accomplish the tasks of the plan.

Figure 1.8 lists specific examples of actions or activities for each step in the community action process. Notice the variety of actions available to individual citizens and local groups. Because community action takes many forms, it is understood as a sequence of actions unique to each community project or event. It is important to recognize, however, that these steps are not necessarily distinct. Many times two or more steps can be performed simultaneously. For example, if a group of citizens meets informally to discuss crime in their neighborhood and a few citizens agree to organize a Neighborhood Watch program, they have completed the first two steps during this initial meeting. Further, the steps do not have to follow our outlined sequence. Therefore, when designing community action

Initiation

Conceived of the need and discussed it privately with others, who then took action

Raised the issue with newspaper letters, stories, or editorials

Went before formal authorities to complain about a troublesome situation

First pointed out the need within a formal organization

Gathered information on the nature and extent of a local problem

Wrote letters to local residents pointing out a need

Took an individual action that forced the matter into public view

Organization of sponsorship

Got a few people together privately and formed a new group

Called a public meeting or organized a new group

Made suggestions at a meeting in which a new group was organized

Urged an established group to take responsibility

Appointed a committee within an established group

Planned the structure of a new group to sponsor the action

Developed group structure after it was organized

Goal setting

Participated in board meeting while goals or policies were being planned

Collected data specifically for use in goal-setting

Planned technical aspects of a facility or complex operation

Planned strategy for accomplishment of a specific goal

Voted in government body meeting to resolve an issue

Personally suggested specific goals

Recruitment

Spoke at civic clubs and public meetings

Made appeals and gave information through the mass media

Made other mass appeals, for example, letters or billboards

Appealed to individuals for money, support, or involvement

Asked local government for money or authorization

Sought money or authorization outside the community

Hired technical personnel for implementation

Implementation

Provided money or materials

Gave technical or professional service

Directed construction or organization of a facility or event

Served as paid director of the continuous program of an agency

Carried out the objectives of a program

Figure 1.8. Examples of the community action process.⁽⁵⁾

for a specific community project or event, treat these steps and examples as a model of real examples of community action.

This is only a brief introduction to the process of **community action**. This process will become more apparent after working through the exercises provided in the next section.

Sources

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- (4) Versteeg, Dave. 1992. "The School and Economic Development." Pages 28-31 in Paul Delargy, Keigh Hubel, Vicki Luther & Milan Wall (eds.), *Building Communities from Within: Schools and Economic Development*. Fergus Falls, MN: Communicating for Agriculture, Inc.
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Studying Your Community

Students will better appreciate their contributions to their communities when they understand the process of community action. Defining community in terms of place, people, and action is an important step in better understanding this unique process.⁽²⁾ The following strategy is designed to help students better understand their communities.

A Strategy To Understand Your Community Better

This strategy is referred to as the **POET** Model because of its four general components: Population, Organization, Environment, and Technology. In addition, we are adding one other component, History. Each of these components can be investigated through activities, such as analyzing census data, mapping one's community, and interviewing community leaders. We suggest studying these components and performing the activities in a sequence so as to use skills learned from one activity for the next. After completing the sequence, students should prepare exhibits or reports about their investigations and present their findings to the class or group. The POET components will be discussed in the following order: History, Population, Environment, Technology, and Organization.

This strategy introduces students to the community action process while building research skills and community awareness. The teacher can use information the students gather about the community to explain how to address local needs through community action. Although the students may investigate different components of the community, they will have the opportunity to exchange the information they learn during the community fair. (See *Our Community in Action* later in this section.)

History

Did you ever wonder why the streets of your community are laid out the way they are? Or why the downtown area is so dead? Or why do you have railroad tracks but no trains? Every community has a past rich in people, decisions, and actions that can provide answers to these questions.

For example, some communities developed around mining and timber industries whose influence most likely affected the community's growth and leaders' decisions. Even if the local economy is no longer based on these industries, their legacy continues to influence the community's growth and leaders' actions. Likewise, many communities had an agrarian past. The farms may mostly be gone now, but they probably impacted decisions in ways still being felt today.

Our traditional concept of history is usually based in artifacts of every day life, disasters, and special events and historical sites and buildings preserved for people to examine, ponder, and then leave behind. Yet, history also reflects the multitude of decisions people make collectively and individually every day. It reveals the dynamics of day-to-day events, governmental decisions, economic changes, and community responses to outside events. Though this aspect of history is rarely found in museums or historical societies, it often profoundly affects today's communities.

For example, in the 1950s one traditional farming community made a dramatic decision to recruit a rather large industry. This decision caused a great deal of community conflict. Current residents today have little sense of the revolutionary changes that followed the decision. Further, one could argue that you couldn't understand the community's current patterns of growth, congestion, and economic development without understanding the dynamics of this one decision 40 years ago.

How can you begin to gain a historical perspective on your community that focuses on the dynamic aspects of community decision-making? Several approaches can be used together to provide insights. These approaches are presented in an ordered sequence, though you could alter the order without losing insight.

The first step uses secondary data sources, such as the Census of Population and Housing and the Census of Agriculture to ask and answer questions about changes in the community. The census provides excellent data over time on population size, age and race composition, occupations, and household types. Because census data are collected every ten

years, pinpointing changes within decades requires other information sources, such as county or city records. These other sources can introduce new questions about why changes took place. For example, in one decade the population may decrease or increase dramatically. Or the occupation of the residents might show a steady increase in manufacturing employment over several decades.

Armed with an informed set of questions, your next step would be to ask long-term residents why they think these changes took place. As you go further back in time, you may find people who can tell stories they learned from their fathers, mothers, or grandparents about the community's events. These stories, referred to as "*oral histories*," can provide a wealth of information on past events from the perspective of citizens.

The third step documents these events using public records. City and county governments keep vital records, minutes, and records of transactions on file. Though it may require considerable digging, vital, relevant information can be unearthed. Having a good sense of your information needs and a precise time frame can focus your search. Old newspapers are also a useful information source. Most newspapers and public libraries keep micro-fiche or original copies of past newspapers. Newspapers provide factual information and can also reveal citizens' and leaders' interpretations of events.

Population

One way to learn about your community's population is to analyze census data for your area. Census data describe the size, geographic distribution, and composition of the population, as well as how the population changes. A demographic analysis of a community can serve as a type of needs assessment. The *Population Exercise* that follows simulates **demographic analysis** in order to give students practice in using census data.

Formal demography relies on information to study births (natality and fertility), deaths (mortality and morbidity), and migration. However, demographers also look at a range of other social and economic variables such as age, gender, race, income, education attainment, household/family and labor

The science of demography is concerned with the size, geographic distribution, and composition of the population, as well as how the population changes.

force characteristics, industry, and poverty status to understand the composition and change of a population. Consider how these variables -- discussed below -- can offer insight about the community and its needs.

Population Size: Your community's population size and composition are important in defining your community. The distinction among three classifications, urban, rural and farm population, is especially important. The urban population is defined as all people who live in cities or places of 2,500 people or more. Towns with a population under 2,500 are considered rural. Rural residents who live on farms with annual sales of at least \$1,000 are defined as the rural farm population. Determining the size and characteristics of a population or comparing populations in different time periods enables you to describe and graph population trends and changes in your community.

Race: The race or national origin of residents reveals the diversity of the community and can explain other aspects such as residents' interests or religious affiliations.

Note: When determining the racial distribution of the population, remember that Hispanic Origin is not a racial group. A person of Hispanic origin could be white, African American or some other race.

Age and Sex Structure: The age of the population, as well as the sex ratio, can tell us many things about a community. For example, a community's sex ratio could be disproportionate if, for example, certain industries in the area attract more male than female employees. Also, a high percentage of the population below the age of 18 may indicate a need for education or day care services in the community. A community that has a high proportion of residents over 65 may explain the existence or popularity of specific programs for elders in the community.

Sex ratio refers to the ratio of females to males in a community.

Educational Attainment of Adults: The number of residents in a community with less than nine years of education is often used to indicate functional illiteracy. These residents usually have difficulty reading and writing, which can affect their ability to function adequately at work and in the community. Because of this the education level of adults (ages 25 and over)

is commonly used to evaluate the quality of the education system and work force.

Household and Family Composition: A household is defined as one or more people living together in an independent dwelling unit. A family is a special kind of household consisting of two or more people related by blood, marriage, or adoption. Many other statistics such as median household or family income, labor force participation rates, and poverty rates are based on household and family designations. Students can also look at the number of persons in households and in families and calculate persons per household or family.

A family is a special kind of household consisting of two or more people related by blood, marriage, or adoption.

Labor Force Characteristics: Employment, unemployment, class of worker (private sector versus government), and industry type are aspects of the labor force in a community. Unemployment and other employment measures are based on the concept of labor force participation. People 16 years and older are considered in the labor force if they are working or looking for work. The unemployment rate is the percent, referred to as "rate," of the civilian labor force who want to work but are not currently working.

Labor force census data can verify or predict trends in the lifestyles and employment of the residents. For example, over the past decade there have been a high number of mothers entering the paid labor force, reflecting a dramatic change in the lifestyles of women and families.

Labor force statistics can also distinguish between those employed in the private sector, those employed in government, and the self employed. Categorizing employees is sometimes difficult. For example, the category *government workers* includes not only elected officials and their staff but also teachers and education administrators, service agency workers (working at places such as the unemployment office, Cooperative Extension office), and federal agency workers (such as those who work for the Farmers Home Administration). Be aware of the category definitions when working with these statistics.

Industry of Employed Workers: The industry of employed workers gives an indication of the work diversity of the

businesses and industry in which the residents are employed. In many communities a few industries may dominate. For example, some areas may have 20 percent or more of their jobs in agriculture while others may be based in manufacturing. In other communities the service sector (including health and education services) has grown over the years while manufacturing or extractive industries (agriculture, forestry, fisheries, and mining) have declined. The major industries of a community are important not only because they employ many residents but also because they determine the economic base of a community.

Income Characteristics: Income figures for households, families, and individuals include median levels, sources of incomes, and poverty rates. The Census asks people to report their incomes from all sources, including social security and public assistance. The number and percent of households reporting a particular source of income gives a sense of how important that income is to the community.

Poverty is determined for households based on the cost of living adjusted for income and family size.

Poverty: The poverty rate is determined by the U.S. Census Bureau and reflects the cost of a minimum "market basic" of goods and services. To determine persons in poverty, the Census Bureau uses 48 different poverty thresholds that depend upon factors such as number of children under 18, household size, and age of householder. The income of each household is then compared to the corresponding threshold. All household members in households with income below the poverty threshold are considered in poverty. The poverty thresholds are adjusted annually to allow for changes in the cost of living as reflected in the Consumer Price Index.

When determining the poverty rate, keep in mind that the rate is based only on the proportion of non-institutionalized persons living in poverty. People residing in prisons, mental hospitals, or other institutions are excluded from the rate.

Housing Units: The Census also collects information on each housing unit in the community, including the number of housing units, the type of housing, sources of water and sewage disposal, and the presence of plumbing and a telephone. This information, along with income and poverty data, indicates the living conditions of residents.

What Census Data Tell Us About Our Communities

Census data not only provide you with facts about your community's population, but also reveal problems and needs in the community. To identify needs, you should ask questions about the data you collect. For instance, figures may indicate that a high percentage of the population receives public assistance. To explain this percentage you could consider the determining factors of public assistance. For example, the number of people living in poverty and those unemployed might influence the number of people who need public assistance. By considering factors that influence the percentage of people on public assistance, you are looking for a source (or sources) to the problem you have observed.

Census data are used to explain why problems exist and how these problems may affect community residents.

Once you have a better understanding of why a problem such as a community's high public assistance rate exists, you can then ask how this affects the community or the residents. Determining the effects of such a problem can inspire and mobilize community members to action. Further, by identifying contributing factors, you can work on changing them to decrease the number of residents who need public assistance.

Therefore, using Census data to identify community needs begins by evaluating the statistics, identifying needs or problems, and then using other information to help explain why a problem exists or what factors contribute to the problem. Comparing current census data with past data or data from other communities may help you understand why a problem developed or why a problem occurs in one community but not in another. Thus, if used effectively, Census data can be a valuable resource for facts about your community as well as a source of insight about its needs.

Environment

When you think of environment, usually things such as air, water quality, and landfills come to mind. Within the community definition, the environment also involves the physical aspects of the community, such as geography, topography, and spatial distribution of people and resources in the community (the latter include where people live, work, play

and get services). Thus, the environment shapes the way people interact in the community.

Given this definition, most community issues have an environmental component. For example, planning and zoning often spark rancorous community debates because they concern volatile issues such as growth or industry. Ideally, communities are organized to reduce conflicts between land use and the community environment. Organization strategies might include:

- Buffer zones between working and living
- Plans for transportation
- Protection for environmentally sensitive land
- Protection of resources from development (agriculture)
- Planned development projects
- Maximized efficiency of sewer and water lines

Mapping your community allows you to look at how the community is physically organized and how issues might be related to the environment.⁽¹⁾ A good starting point for students is a **base map** of the community or county. Figure 1.9 is an example of a base map of Immokalee, Florida. Notice, the map is a plain area map with black ink on white paper, usually characterized by thin lines with little markings. These maps are preferred because they illustrate only a basic outline of the area.⁽¹⁾ These maps are produced at the state, county, and regional levels. Their availability is usually not advertised, but once located, they should be inexpensive. Civic authorities, such as city planners, should be able to tell you how to obtain base maps.

A base map is a plain area map with black ink on white paper, usually characterized by thin lines with little markings.

A topographical map outlines the natural and artificial surface of an area.

A map showing political and municipal boundaries, elevations, waterways, and roads is also useful. To familiarize yourself with the physical features of your area, we suggest obtaining **topographical maps** of your community. These maps should also be available from your city's planning board.

For mapping the community, the best way to begin is to request a base map of the city (or incorporated township) or a zoning map from the city planning board. If these are unavailable, try other departments of the municipal government in your area, such as the highway department. For rural areas,

We suggest using a scale size of one inch to a mile, especially for rural areas. If you need to show more detail on your map, perhaps a map with a scale size of one inch to one-fourth of a mile would better serve the purpose. However, if your map has too much detail, you can make a trace map from the original map. **Trace maps** are made by outlining and highlighting specific information taken from the original maps.⁽¹⁾

Using Your Map

Once you have obtained a map of your area, you can describe how land is distributed in the community as well as the relationships among different aspects of the community.⁽¹⁾ For example, students can map the location of social resources, such as fire stations, schools, churches, hospitals, recreational facilities, neighborhoods and industry in their communities and look for patterns to their locations.⁽¹⁾ Students should then ask questions such as, "Are certain social resources located near neighborhoods and others near the industry or business district?" and "Are some social resources located near certain neighborhoods but not others?" These questions help identify patterns in the location of social resources and help students understand the organization of their communities. The next question could be, "How do these patterns affect the residents or the development of the community?" By noticing patterns in the community's organization we can identify potential problems in the community.

Maps can also indicate how the community developed and predict how the community may develop in the future. Remember, much of the physical structure (human ecologists call this the "built environment") of the community is the product of past community action. Comparing maps of different time periods and tracking the progress of the community's development reveals how the community changed over time.⁽¹⁾ For example, an older map may show a small residential area without a local school, while a more recent map shows the residential area has grown and a school was built. By comparing maps, students better understand why a school was built in its current location. Mapping one's community and comparing maps of different time periods are two effective

methods to learn about the course of community action and development. Therefore, you should use the map to describe the community and to visualize the history of community action in your area. For practice mapping your community, see the *Mapping Exercise* at the end of this section.

Technology

The term “*technology*” generally refers to the tools and techniques used by a community’s residents to live and work. Included in this definition are sources of energy (electricity, gas, solar power), transportation systems (roads, trains, airplanes), communication systems, and other infrastructure aspects of technology. The availability of specific technologies can also affect the community as a whole. For example, recent changes in communications have made fiber optic cables much more important to sophisticated communication networks. Businesses located in communities that do not have fiber optic cables will likely be at a disadvantage to compete with businesses that do. Likewise, the INTERNET has become an important communication and database tool, yet many rural communities have limited access.

Other times technology is available in the community, but not everyone has access to it. For example, public transportation systems can be an important technology in metropolitan areas. However, bus or subway stops are not available in every neighborhood. In this case some groups or individuals won’t be able to use the technology, thereby impacting economic development and community growth.

Organization

Communities are constantly creating, developing, and implementing projects to solve problems or improve the quality of life for the residents. How does this happen? Who is responsible? The answer to these questions requires an understanding of community action processes.

Community action involves specific events or projects, such as the coordination of town festivals or building a community center. Yet before town festivals are organized or local centers are constructed, a few individuals or a group must

initiate community action by expressing a desire for action. The desired action then earns support and sponsorship from community residents and local leaders. These sponsors organize and plan their action, such as a festival or community center, though often, especially when building a large facility, they need help and support from outside the community. This help may come from their local state representative or a corporate partner. Finally, the sponsors, the representative, and residents work together to accomplish the desired project.

One way to understand the community action process better is by interviewing local leaders about how they were involved in community projects. In these interviews students can investigate how projects in their communities are accomplished. They can learn about the process of community action and the responsibilities of community leaders. Students should begin by investigating recent community projects and use information they gather about their community's population, environment, technology, or history to identify potential projects. For example, by comparing old community maps to current maps, they might see that a recreational park was recently constructed in a residential neighborhood. Upon further examination of the maps, the students may find that the neighborhood was once devoid of community facilities for youth. This discovery can help students identify why the park was needed and then use this information as a base for interviewing people involved in developing the park.

The students also can use other sources such as the local newspaper to select recent projects intended to meet the community needs. Also, city reports or key informants, such as city officials or area representatives, are useful sources. These sources may, for instance, provide a name of a community leader who is concerned about after-school activities for youth and is working on building a new community park. Therefore, students should search for information that can identify community leaders involved in projects initiated to satisfy community needs (see *Studying Community Action* exercise).

Reflection and Discussion

By doing the series of activities, students can learn how each component of the community affects how the community

works and develops. Using the Census data, interviewing leaders, and mapping the community provide students with a multitude of information from which they can gain a more complete understanding of how tasks and projects are accomplished (or impeded) in the community. The information should be used to discuss what students have learned about their communities and to inspire reflection on the processes of community action they have uncovered.

By comparing action processes of each project, the students can determine the similarities and differences among the projects. Students may notice that some projects were systematically designed and planned, whereas others were prompted by some event. By reviewing all of the components discussed here and talking about these specific examples, students will gain a broader understanding of community action.

Why is it important to discuss and understand community action? So as to learn how communities function to meet the needs of residents. The investigations outlined above provide answers to questions such as "Where does support or opposition for community activities originate?" and "Where can help for a project be acquired?" More importantly, these discussions may encourage students to think about their present and future role in their communities. Familiarizing students with the community action process is essential to conducting successful community projects and being an active and influential community resident.

"Our Community in Action": A Celebration

The students' hard work and knowledge about their community is shared during a community fair. This "celebration" is similar to a science fair, where students prepare exhibits illustrating what they learned from their community investigations. The exhibits may include posters, displays, and video or slide presentations about each project investigated.

Students may want to write a report describing their communities, including geographical characteristics, population attributes, local history, traditions and values.

Students may want to supplement their reports with trace maps -- effective presentation tools which can be tailored for each project. The maps can feature those people or government agencies that played instrumental roles in the project students investigated and can tell a story of who did what, where, and when. By giving students the opportunity to express their creativity, this fair allows students to personalize what they have learned and, simultaneously, gives students the unique opportunity to teach residents who visit the fair about their community.

Sources

- (1) Warren, Roland L. 1965. *Studying Your Community*
New York: The Free Press.
- (2) Wilkinson, Kenneth P. 1970. "Phases and Roles in
Community Action." *Rural Sociology* 35(1):54-67.

The following pages can be photocopied on overhead transparencies to accompany the presentation.

Aspects of Community

A community is a place where people interact to meet most of their daily needs.

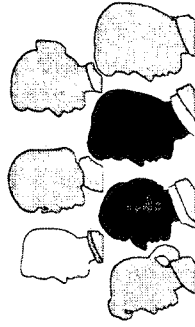
- **Place**

- **People Interacting**

- **Daily Needs**

Community Development Is....

People from many different groups



All pulling together to solve problems

A self-help process of local people

**Local Initiatives
&
Local Decisions**

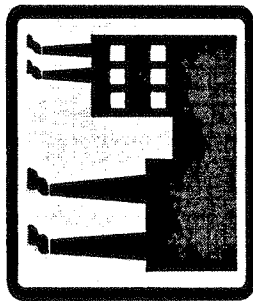
ADD's

**Universities
State Agencies**

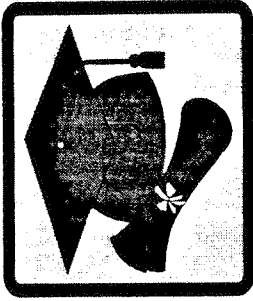
Using outside resources as needed

USDA Agencies

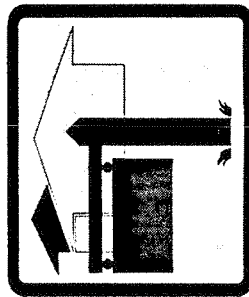
Development in the Community



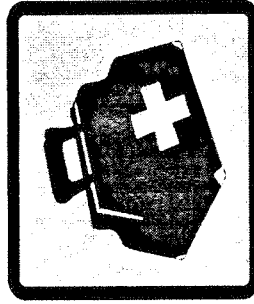
Manufacturing



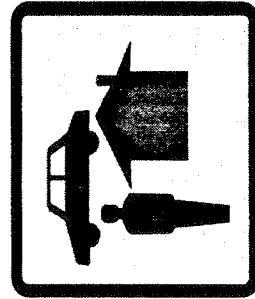
Education



Housing



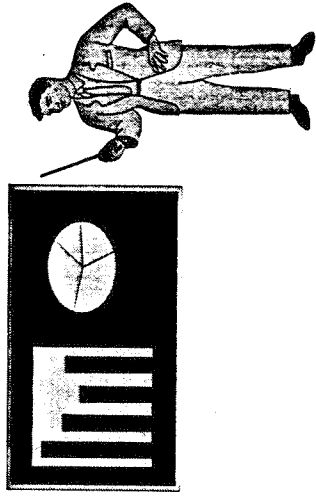
Health
Services



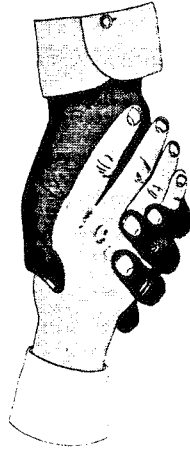
Human
Services

Development of Community

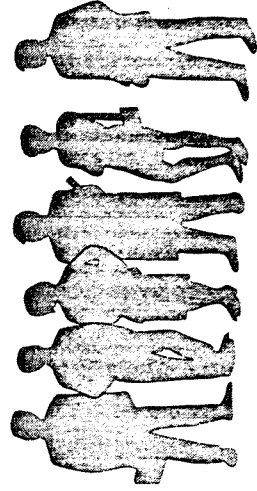
Building Leadership



Building Cooperation



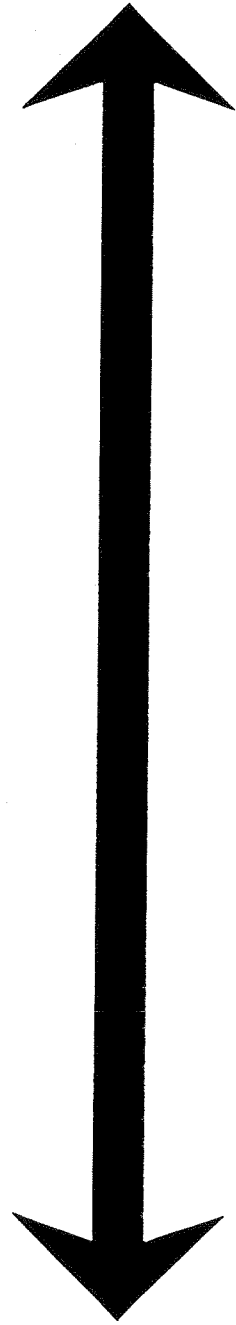
Strengthening Local Ties



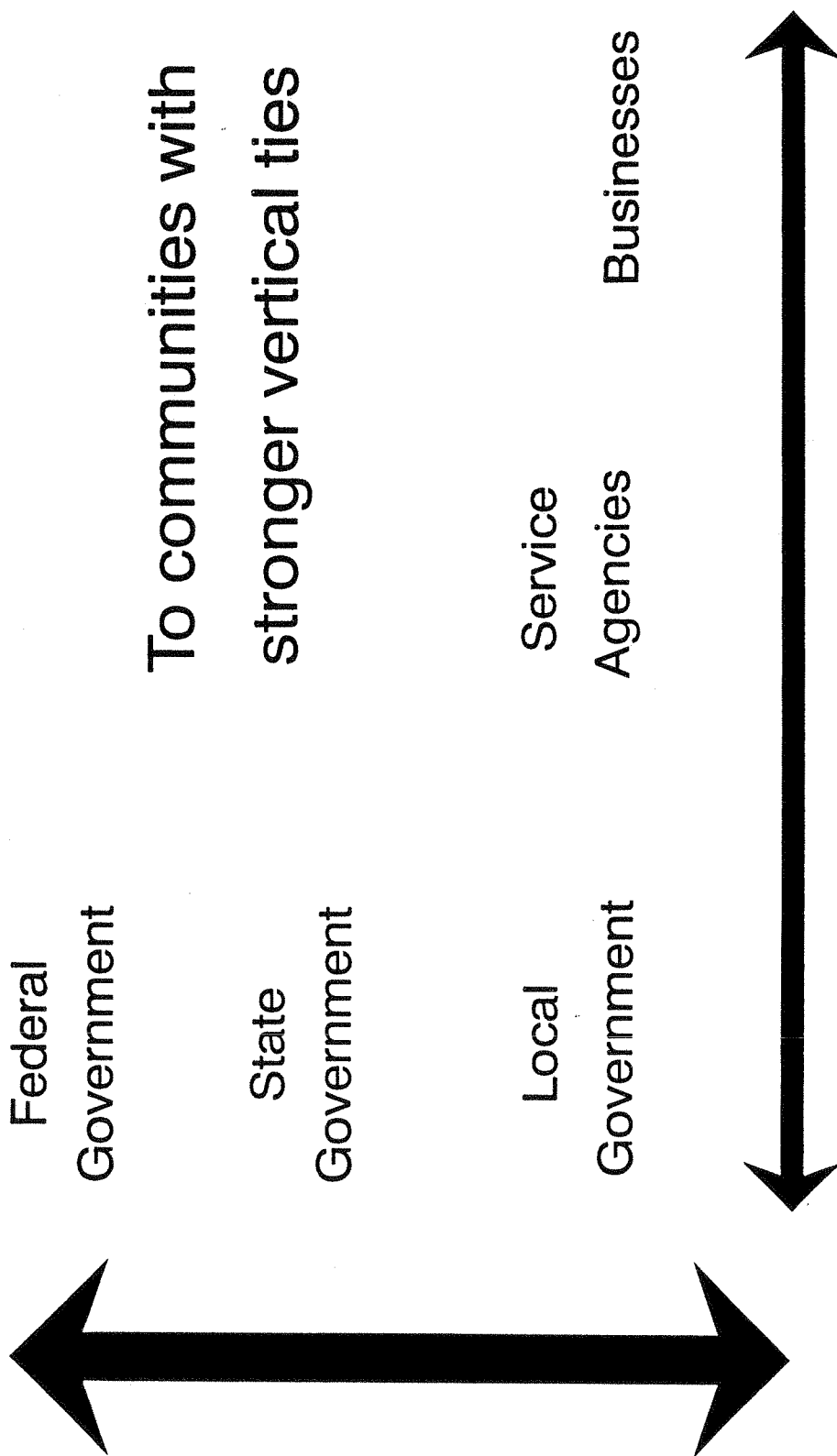
Horizontal Community Ties

Over time, we have moved from communities with strong local ties among local groups and agencies

Local	Service	Businesses
Government	Agencies	

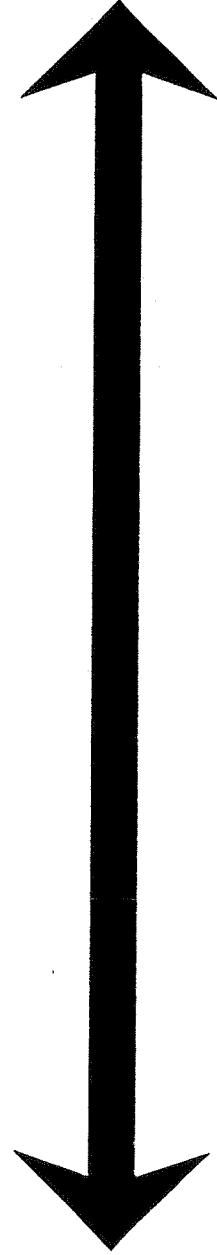


Vertical Community Ties

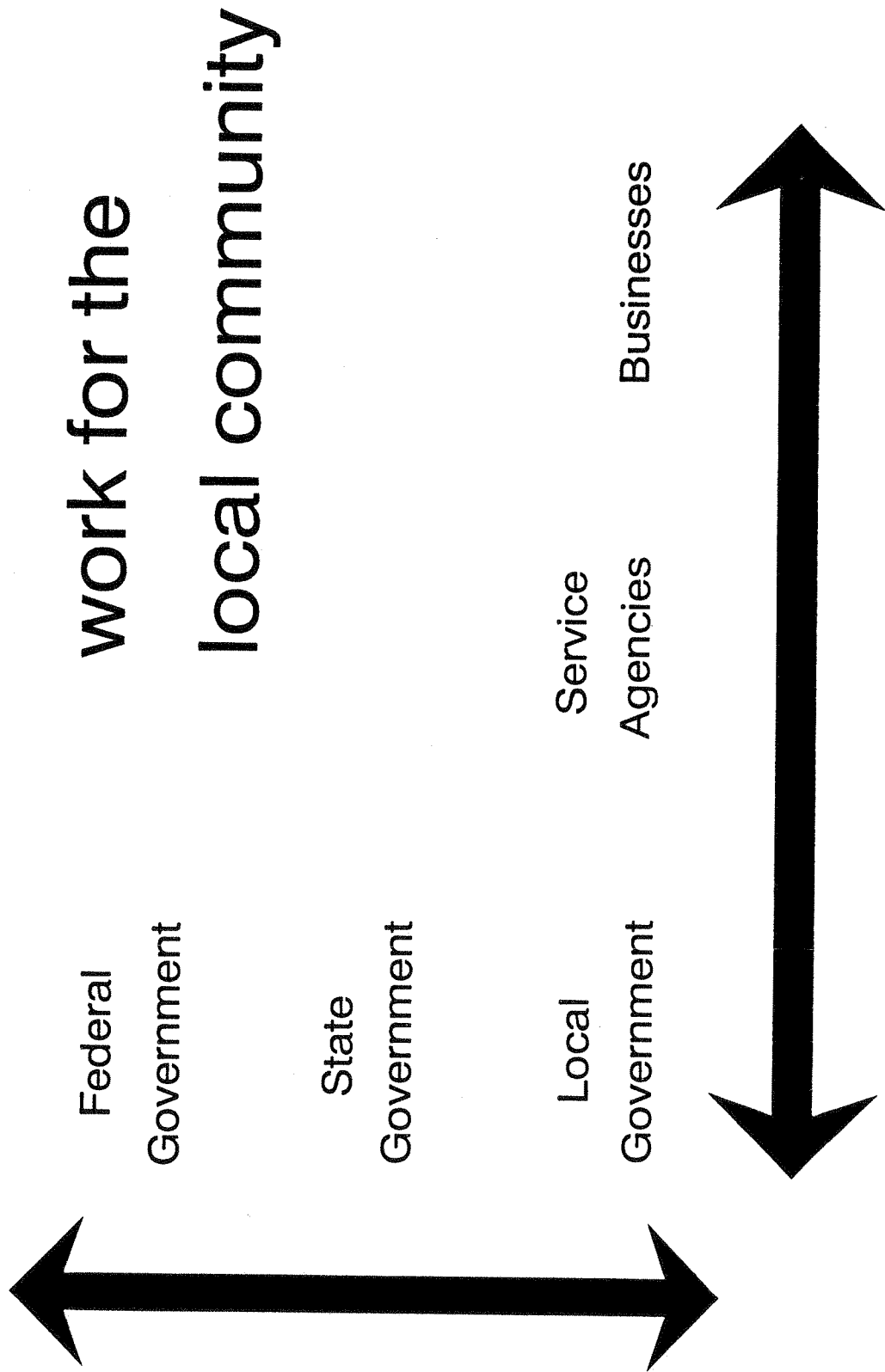


**Community development
works toward
strengthening
local ties**

Local Government Service Agencies Businesses



While making vertical ties



Phases of Community Development

✓ **Initiation**

Recognizing a problem in the community and communicating concern about the problem.

✓ **Organization of Sponsorship**

Establishing a group to study and offer solutions for problems.

✓ **Goal Setting**

Determining the objectives and writing a plan for accomplishing the tasks required to resolve problems or initiate projects.

✓ **Recruitment**

Mobilizing the necessary resources outlined in the plan.

✓ **Implementation**

Using resources and strategies to accomplish the tasks of the plan.

POET MODEL:
Areas of
Community Study

- ▶ **Population**
- ▶ **Organization**
- ▶ **Environment**
- ▶ **Technology**

Studying Your Community

- **Research community's history**
- **Obtain Census data**
- **Map the geographic area**
- **Interview community leaders**

Population Information

Size

Race

Age and sex structure

Education attainment of adults

Household and family composition

Labor force characteristics

Industry of employed workers

Income characteristics

Poverty

Housing units

Sources for Community Maps

Local Planning Board

Highway Department

Postal Department

Local Banks

Libraries

County School Board

Chamber of Commerce

Map Sites and Locations

Schools

Parks or Other Recreational Areas

Main Shopping Areas

Cultural Facilities

Health Facilities

Political Boundaries

Principal Places of Employment

Town Hall and Courthouse

Memorials

Sites of Annual Events

Interviewing Community Leaders

- ✓ Prepare yourself for the interview
- ✓ Create a friendly environment
- ✓ Avoid revealing your own biases about the subject
- ✓ Ask the questions as written
- ✓ Ask the questions in order
- ✓ Probe for complete answers
- ✓ Record the responses verbatim and efficiently
- ✓ Check the questionnaire
- ✓ Show your appreciation

Population Exercise: Instructor's Guide

Students use Census data to fill out worksheets about their community and the population. This exercise requires the use of a calculator or a computer spreadsheet software package. We prefer a spreadsheet program because many can also produce graphics for your report. Data for this exercise will come from the U.S. Census of Population and Housing and the U.S. Census of Agriculture. Most public libraries have printed volumes that contain information for each state, county, and major city. Information on states, counties, and smaller geographic areas also are available on CD-ROM for the 1990 Census. Almost all the information requested can be taken from the STF1 and STF3 CD-ROM summary files for cities, counties, and other places. The GO program for these CD-ROM disks will produce summary files for each place with most of the variables needed to complete this exercise. If your local library does not have the CD-ROM disks, please contact your local county Extension office or state data center for assistance. The printed volume for each state, "*1990 Census of Population, General Population Characteristics (1990 CP-1-19)*" can supply additional information, particularly for household and family data. In addition, *A Primer In The 1990 Census* will provide an overview of how the census is conducted and organized.

- 1) Divide the students into five groups. Give each group a *Population Worksheet* (1-5).
- 2) Encourage each group to work together using Census information and the worksheets.
- 3) Draft graphs of the data using the blank graphs provided. These graphs can then be transferred to flipchart paper to display the information to the class.
- 4) Conduct a discussion group using the *Discussion Questions* provided at the end of this section and the students' graphs of the population data. Students should evaluate the information they have gathered and identify some of the needs of their community based on the census data. Students should also discuss how the community has taken action to solve some of these problems or needs.
- 5) (optional) Have the students organize their findings into a report or prepare an exhibit that can illustrate the findings to the class.

Population Worksheet #1: Population Size

Using the 1990 Census data, fill in the blank lines with the appropriate information for your community. Each printed Census volume contains detailed definitions about population. You will need to calculate the absolute change in population (total change) and percentage change (absolute change/base year population x 100) for each decade. For example, percent change 1980-1990 = (absolute change 1980 - 1990 divided by 1980 population) x 100. Once finished, describe and create a line graph of the population trends for your community.

	Number	Percent
1990 Population		100 %
Urban		
Rural		
Rural Farm		

Year	Population	Absolute Change	Percent Change
1950			
1960			
1970			
1980			
1990			

Population Worksheet #2: Age, Sex and Race

Using the 1990 Census data, fill in the following table of your community's population by age and gender groups. Next, calculate the totals for each group (total population, males, and females). Then, create a bar graph representing the age groups in your community.

Age and Sex Structure:

Age Group	Total Number	Total Percent	Males Number	Males Percent	Females Number	Females Percent
0 to 4						
5 to 17						
18 to 24						
25 to 34						
35 to 44						
45 to 54						
55 to 64						
65 to 74						
75 to 84						
85 +						
TOTAL		100%		100%		100%

The following are important age groupings that relate to children, the voting population, adults who completed their education, and the elderly. Combine age categories to compute these figures and their percent of the population.

Age Group	Total	Percent	Males	Percent	Females	Percent
0 to 17						
18 +						
25 +						
65 +						

Now, fill in the following table with the number and percent for each race/ethnicity category.

Race/Ethnicity	Number	Percent
White		
African American		
American Indian, Eskimo, or Aleut		
Asian or Pacific Islander		
Other Race		
Hispanic Origin		

Population Worksheet #3: Educational Attainment and Income

Using the 1990 Census data, fill in the blanks below with information for your community. The last two categories in the education section are computed by adding categories together. Use the total population of people 25 years and older from the age/sex structure section to compute the percentages. Then graph your data on the worksheet provided.

Educational Level	Number	Percent
Less than 9th grade		
9th to 12th grade, no diploma		
High school graduate		
Some college, no degree		
Associates degree		
Bachelor's degree		
Graduate or professional degree		
Totals:		
High school degree or higher		
Bachelor's degree or higher		

Income Characteristics:

	Per Capita	Median Household	Median Family
Income			

Source of Household Income:

	Number of Households	Percent of Households	Mean Income
Households reporting income			
Households with income from:			
Wage and salary			
Nonfarm self-employment			
Social security			
Public assistance			
Retirement			

Poverty:

	Total Number in Population Group	Number in Poverty	Poverty Rate (Percent)
Persons			
Children under 18			
Persons 65 years and over			
Families			
Families with children < 18			
Female householder families			
Female householder with children < 18			

Population Worksheet #4: Labor Force Characteristics

Using the 1990 Census data, fill in the blank lines with the information for your community. You will need to know the population of males and females 16 years of age and older to complete this section. From this information, create a horizontal bar chart of your community's labor force characteristics or types of industry using the worksheet provided. You may also want to create your own graph that shows the percent distributions of the class of workers in your area.

Labor Force:

Status	Total	%	Males	%	Females	%
Persons 16+						
In labor force						
Civilian labor						
Employed						
Not employed						
Armed Forces						
Not in labor force						

Females 16+ in the labor force:	Number	Percent
with children under 6 years old		
with children 6 to 17 years old		

Class of Worker:	Number	Percent
Employed persons 16 years and over		
Private wage and salary workers		
Government workers:		
Local government		
State government		
Federal government		
Self-employed workers		
Unpaid family workers		

Industry of Employed Workers:	Number	Percent
Agriculture, forestry and fisheries		
Mining		
Construction		
Manufacturing (nondurable and durable)		
Transportation		
Communications		
Wholesale and retail trade		
Finance, insurance and real estate		
Business and repair services		
Health services		
Education services		
Other services (business and repair, personal, entertainment and recreation, other)		
Public administration		

Population Worksheet #5: Household Composition and Housing Designation

Using the 1990 Census Data, fill in the blank lines with information for your community. You may want to review the Census definitions for households, such as "Female head" and "Other family." From the data, create a bar graph of your findings on the worksheet provided.

Household Designation	Number	Percent of Households	Percent of Sub-Category
Total households		100%	
Family households			100%
Married couple w/ children < 18			
Female head, no husband, w/ children < 18			
Other family			
Nonfamily households			100%
Households living alone			
Householder 65+			

Note: The calculations for the number of persons in a household or a family are the average number of persons per household (family) and are calculated as the number of people in households (families) divided by the number of households (families).

	Persons In	Person Per
Households		
Families		

Housing Units:	Number	Percent
Total Housing Units		
Units in Structure		
1 unit (attached and detached)		
2 to 4 units		
5 or more units		
Mobile home/trailer		

Source of Water:	Number	Percent
Public system		
Drilled well		
Dug well		
Other		

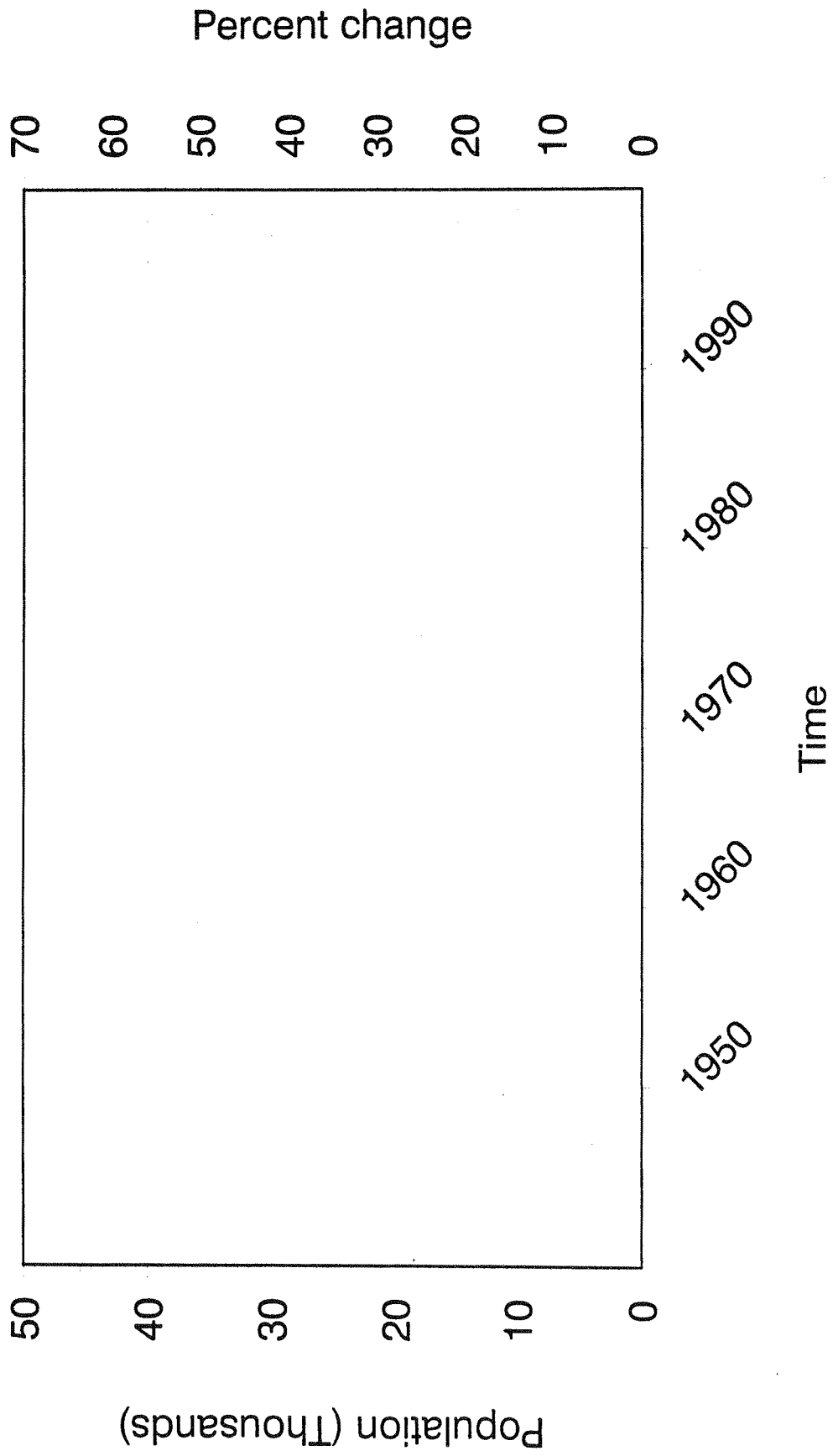
Sewage System:	Number	Percent
Public system		
Septic tank or cesspool		
Other		

Selected Characteristics:	Number	Percent
Lacking complete plumbing		
Lacking complete kitchen facilities		
No telephone in unit		

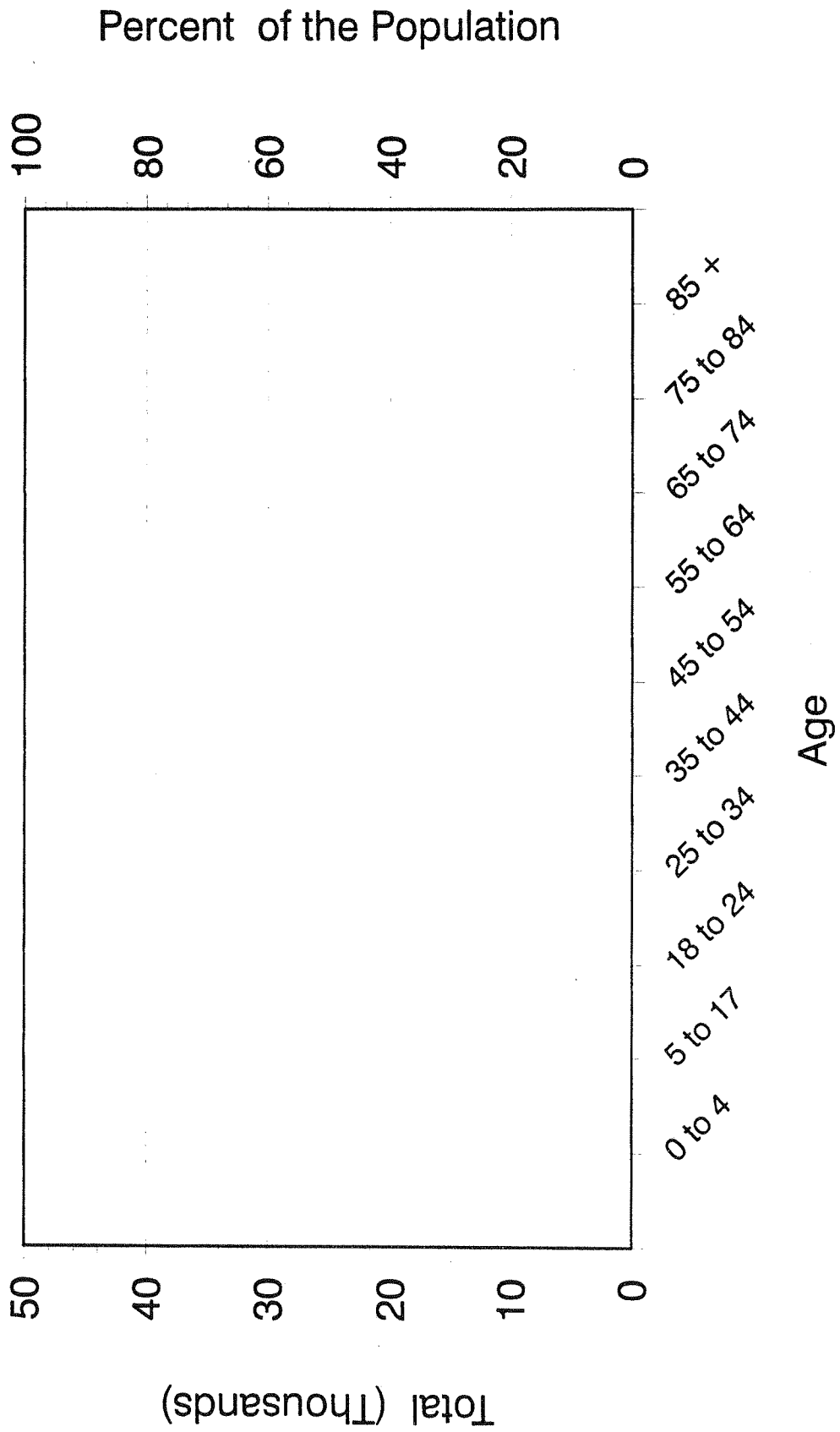
Discussion Questions

1. Based on the population graph, how has the community's population changed over the years? What is the population's growth trend? How do you think the trend in population growth will affect (or has affected) other aspects of the community, such as the education system or the important industry in your area?
2. Compare the percentages of households and family households. Is there a high number of single parent households or are the majority of persons living in two parent households? Is there a high number of elderly family members living with their children? Questions such as these may indicate community needs, such as the need for affordable single-parent housing or retirement communities.
3. Compare the number of people employed and unemployed in the labor force. How might the information on educational attainment or industry in the community explain the distribution of the population in the labor force?
4. What industry employs the largest percentage of the population? Considering the type of industry, how might this industry relate to the community's census information on income, worker classification and labor force characteristics? Note: It may also be useful to compare the industries of your community in different time periods to determine which industries are new to the area or which industries have grown over the years, and how the new industries may affect the community.
5. Describe the housing characteristics of a majority of the residents in your community. Compare the information on housing and poverty and describe the living conditions of the majority of residents in your community. Is there a large difference among the residents' type of housing units? How might this be related to the distribution of residents in the labor force or the jobs available to residents? What would help those residents living in sub-standard housing?
6. What can we learn from the census information that can be used for community development and planning purposes?

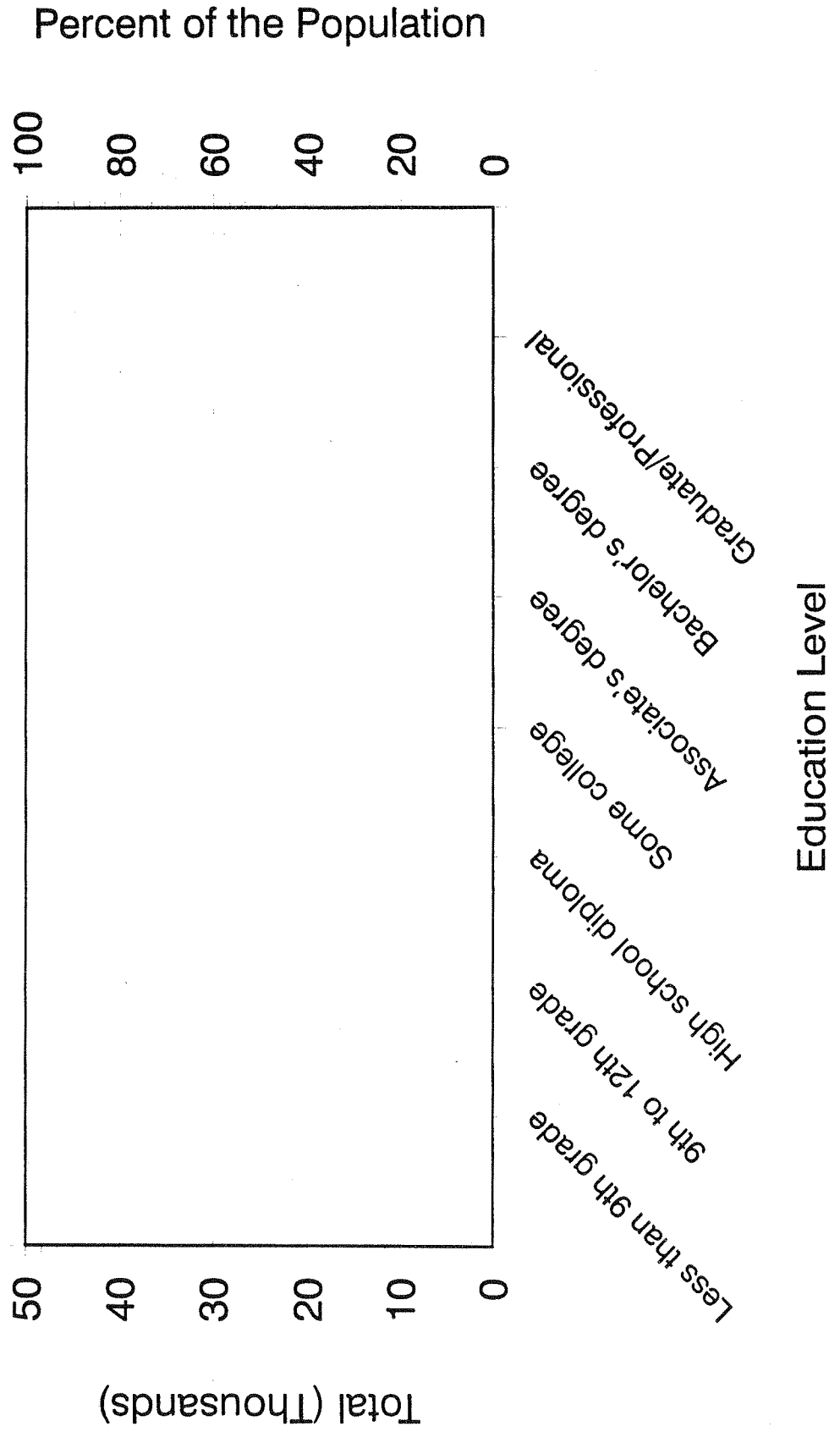
Population



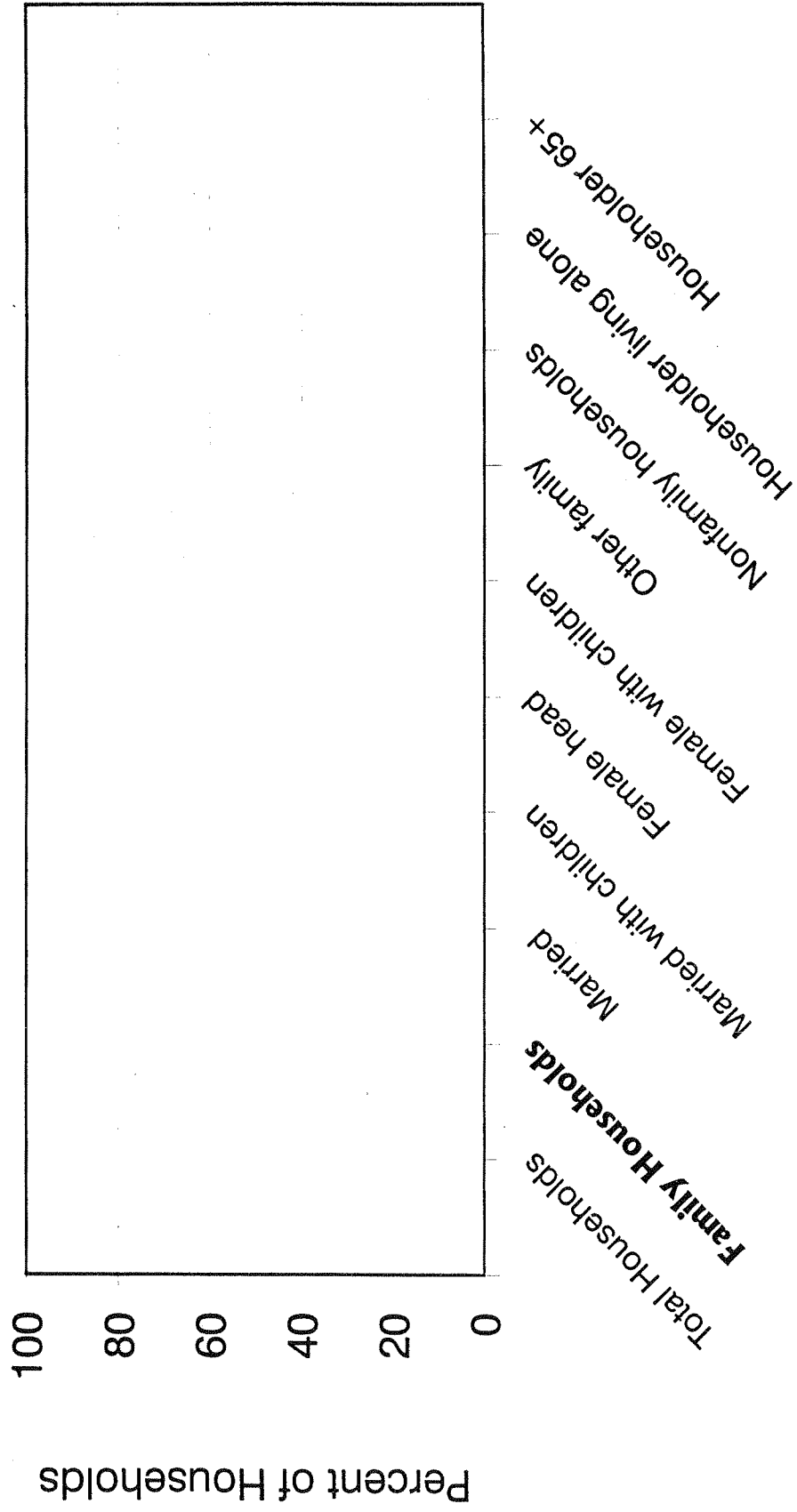
Population by Age



Education

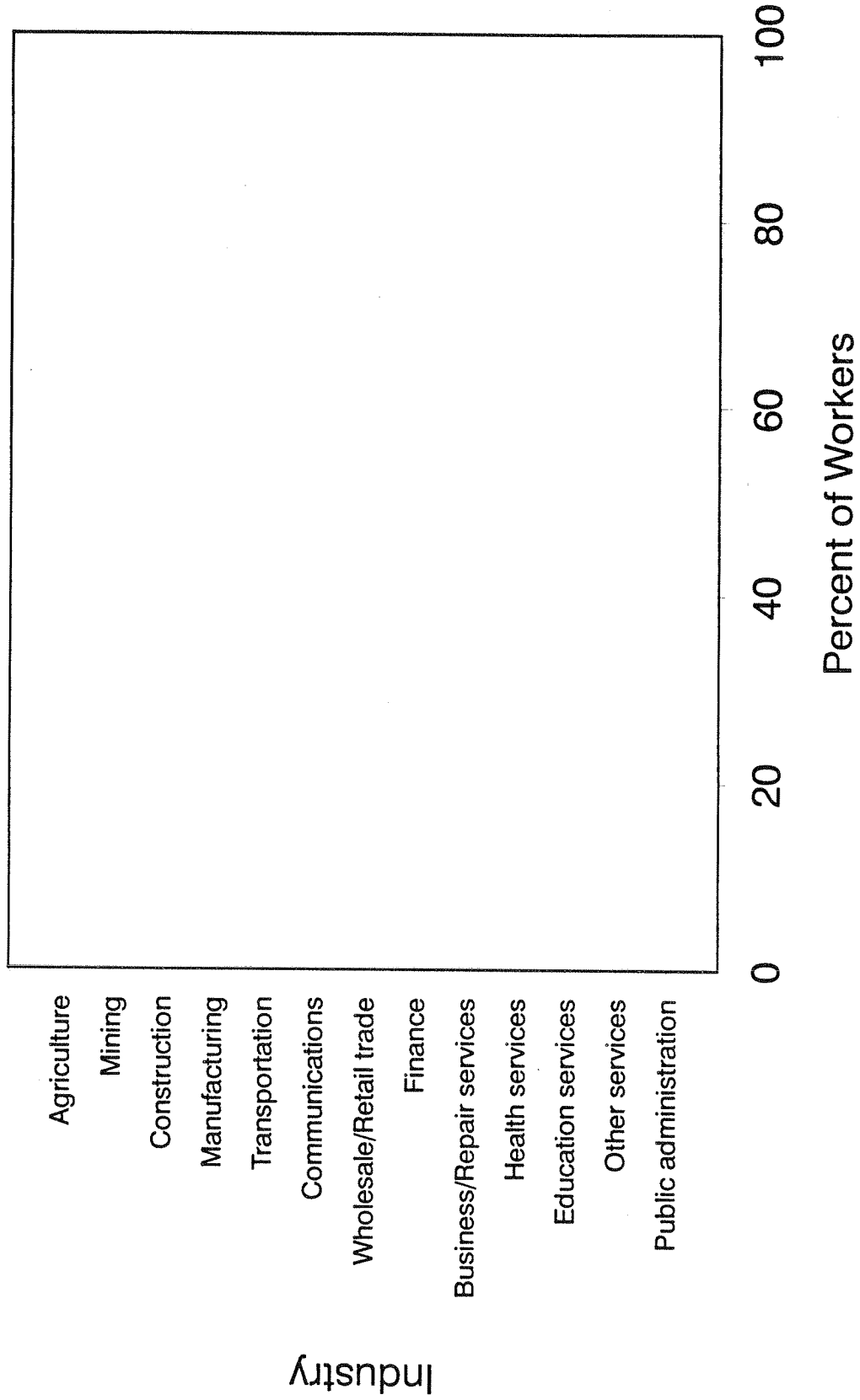


Household and Family Composition

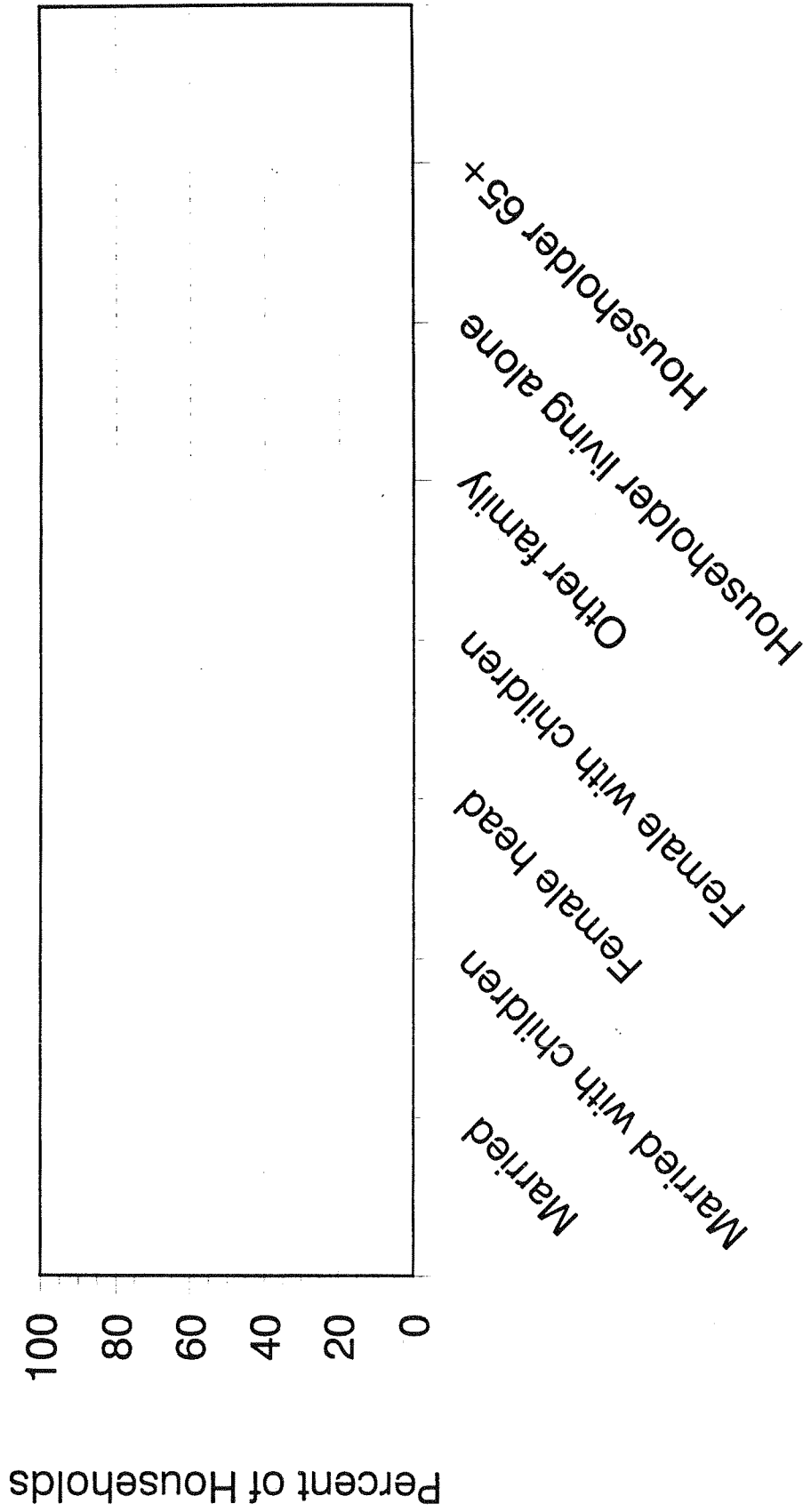


Household and Family Designation

Industry of Employed Workers

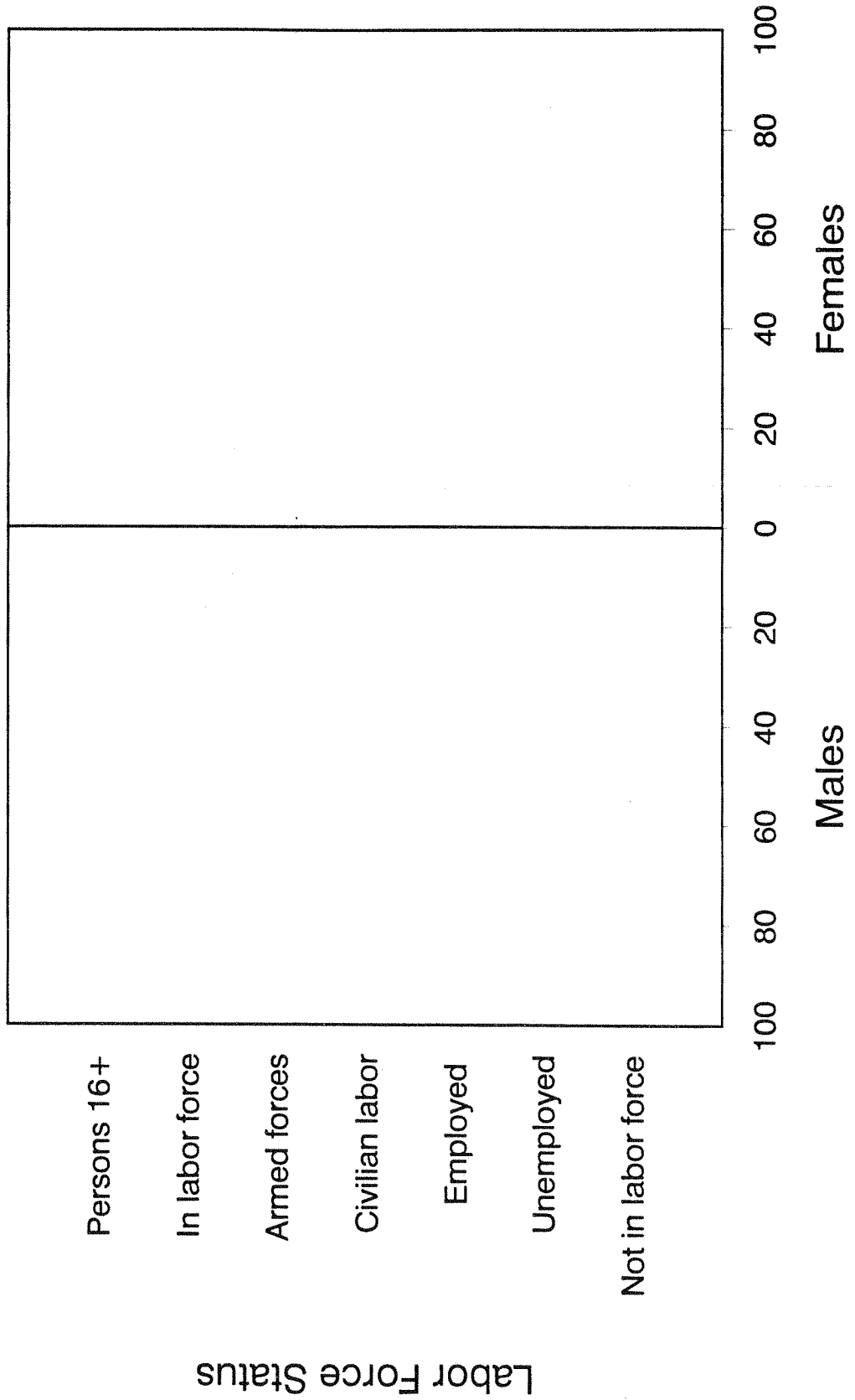


Household and Family Composition



Household and Family Designation

Labor Force Characteristics



Mapping Exercise: Instructor's Guide

The steps below explain how to map your community. The students can then use their maps to describe how land is used and how this use is distributed in the community, as well as describe the relationships among different elements of the community, such as the locations of social resources, neighborhoods, and industry. Students can also compare maps of different time periods and track the progress of their community's development. This technique helps illustrate how the community developed over time.

- 1) Distribute base maps to students. Also, give each student a copy of the *Mapping Worksheet* and the *Mapping Discussion Questions* sheet.
- 2) Have students work individually or in groups to identify community landmarks and social resources on their maps. (Note: If some groups are assigned to map only items present 10 years ago, comparisons can then be made between past and current maps.)
- 3) Lead a discussion about what the maps reveal about the community. The questions may include: 1) How has the community changed? 2) How do items on the map help identify past community activities? (See also the following *Mapping Discussion Questions*)

Mapping Worksheet

Follow the steps below to create a map of your community. Once your map is complete, evaluate your map and answer the discussion questions provided.

Step 1

Begin by creating a legend for your map using symbols or numbers to indicate the following list of social resources and community landmarks below. Record this legend on the map.

1. Schools
2. Parks or other recreational areas
3. Main shopping areas
4. Cultural facilities (libraries, museums, etc.)
5. Health facilities (clinics and hospitals.)
6. Public safety services such as police, fire, and ambulance
7. Principal places of employment
8. Town hall or courthouse
9. Memorials
10. Sites of annual events
11. Neighborhood boundaries
12. Water, sewer, and solid waste disposal facilities

Step 2

Locate the resources and landmarks listed above on your map. You may want to add other information to your map that may be unique to your community.

Step 3

Answer the questions on the *Mapping Discussion Questions* sheet to evaluate the community's organization and environment. You can also compare maps of different time periods and track the progress of the community's development.

Mapping Discussion Questions

1. Describe the layout of your community. Is your community organized around a river or any natural land features? Do you think the physical features of the area affected how your community developed? How might these same features influence future development?
2. Do the areas have equal access to community services and resources? For instance, do certain areas of the community have a disproportionate number of social resources while other areas have less desirable community features, such as a landfill or prison?
3. What social resources or community landmarks on the list are absent from the map? Are any of these among things that you or people you know say are needed in your community?
4. What local issues, such as zoning ordinances or proposed planning developments, come to mind that might be illustrated using your map? Why are some of these issues controversial? (Use your map to explain your answer.)
5. Look at your map and identify which landmarks were **not** there 10 years ago. What role did leaders in local government or community organizations have in the development of those landmarks?

Studying Community Action Exercise: Instructor's Guide

Following the steps below, students should interview leaders about their roles in a community action. A sample interview questionnaire is provided to give students a model to use or adapt. The interview questions are designed to identify what leaders do and to recognize the structure of how the community operates. Students are also provided with some suggestions for interviewing (See *Interviewing Tips*). The interview process helps to explain how projects originate and are completed and also gives students an overview of their communities' economic life and the workings of citizens and local government.

- 1) Have each group of five or six students select an issue, event, project or program to study. The population and mapping exercises can be used to help students identify community actions from which to choose.
- 2) Help the students identify at least two persons to interview for their action, using the suggestions in the *Studying Your Community* section.
- 3) Give each student a copy of the *Interviewing Tips* and the *Action Informant Schedule*. Review the informant questionnaire with the students so they can understand the overall purpose of the interview and individual questions.
- 4) Have student teams make appointments to interview action informants. We suggest two students for each interview.
- 5) Encourage students to interview each person.
- 6) Schedule and conduct interviews with any other persons involved in the community action. Be sure to include a person on either side of the issue if there were both supporters and opponents.
- 7) Lead a discussion using the provided questions to analyze the findings from the informant interviews.

Interviewing Tips

Though interviewing can be a difficult task, by using these tips, the experience can be both enjoyable and informative. Most leaders approached for the interview will be flattered and willing to talk about their involvement in the community. Nevertheless, to ensure a successful interview, interviewers should prepare themselves and ask intelligent questions so the interviewee does not feel his or her time was wasted. When an interviewer first contacts the prospective interviewee and requests an interview, he or she should be prepared to give a brief explanation of the interview topic. For those who wish to record the interview, this is also the time to ask the interviewee for permission.

Practice the interview

Preparing yourself for an interview may also require practicing the questions with a friend and familiarizing yourself with the questionnaire. You should not have to read the questions verbatim; you should have an idea of the next question and from the interviewees' answers try to lead him or her into it. Part of being prepared is arriving on time for interview. Even better, try to arrive just a few minutes early.

Create a friendly environment

Present yourself in a professional yet friendly manner. Ask the questions respectfully, and record the responses accurately. You want to act naturally when asking the questions, not as though you are interrogating the interviewee. Creating a pleasant, non-threatening atmosphere for the interview gets good results.

Avoid revealing your own biases about the subject

Your job during the interview is to ask the questions and record the interviewees' answers. It is important to remember not to judge the respondents' answers or try to influence their comments by revealing your own biases about the topic.

Ask the questions as written

Although you should ask the questions in a conversational manner, be sure you ask the questions as written. Changing the wording can illicit different answers from interviewees. Although some modifications will have to be made because of the variety of people interviewed, each student should ask the questions in the same way because different questions will affect the accuracy of the information.

Ask the questions in order

Do not change the order of the questions, unless the questionnaire directions instruct you to do so. Ask every question, even if you believe the interviewer may have alluded to the answer previously in the interview. You can preface questions in these instances with a phrase such as, "You may have spoken to this earlier but..."

Probe for complete answers

Eliciting complete responses to the questions is sometimes the most difficult task. People may qualify responses or contradict themselves, and it is the interviewer's job to probe the interviewee for a clear and specific response to the question. This requires the interviewer to pay close attention to the responses and ask the interviewee to clarify ambiguous responses or clarify his or her reasoning. To probe, the interviewer must understand the objective of the question. After each response the interviewers should ask to themselves, "Does this response answer my question?" Be sure not to suggest responses when probing; simply ask inquisitive questions such as "Why do you say that?" or "Could you explain that further?"

Record the responses verbatim

For these interviews, the questions are open-ended. Open-ended questions give the respondent wide latitude in answering, rather than forcing a person to select from a list of prepared responses. The interviewer records all comments and explanations. Try to record these answers verbatim. If possible, quote the respondent directly. Ask the interviewee to wait or, if necessary, ask him or her to repeat what was said.

Record responses efficiently

The interviewer should be prepared to record answers immediately after he or she asks the question. Interviewers also can devise their own abbreviations for words to speed up the recording process. When recording, do not erase; simply cross out an answer if the interviewee changes his or her answer.

Check the questionnaire

Check the questionnaire for completeness before finishing the interview so that if any questions were missed, they can be asked before the interview concludes.

Show your appreciation

Finally, always thank the interviewee for granting an interview. We depend on people to volunteer their time; therefore we want to remain in good standing with them.

ACTION INFORMANT SCHEDULE

Community _____

Interviewer _____

Date _____

Introduction

Hello. My name is (_____). I am working on a study being conducted by (_____) High School. We are interested in knowing about actions, programs, and projects undertaken in our community in recent years. Would you be willing to answer some factual questions about (_____)? What you tell us will be used only for our research, and names of persons will not be included in our report.

If you want additional information about the study, I can give you the name and telephone number of my teacher.

Your name _____

Occupation _____ Age _____

Years in the community _____

Major positions held in community (circle if currently held)

1. First could you tell me how this got started?

2. An important part of our study has to do with the kinds of roles played by individuals in community actions and projects. We are interested in knowing what people did and the positions or offices they represented, if any; we would also like to have the names as well, to keep our notes in order. Would you tell us which individuals and which organizations were most active in each of the following aspects of the action?

Individuals

Organizations

- a. In recognizing the need and calling it to the attention of others?
 - b. In forming a group or securing group support for dealing with this?
 - c. In deciding what was to be done (i.e., goals and strategies) by the community?
 - d. In securing resources to carry out the proposed action?
 - e. In using the resources to carry out the action?
 - f. In resolving conflicts or problems, if any?
 - g. In coordinating this action with other actions in the community?
3. Would you tell us about your own involvement in this action? What did you do?
4. What groups and organizations in the community, if any, opposed this effort? Did any major conflicts arise? If so, what were the issues, who was involved, and what happened?

-
5. Were any of these groups or organizations formed especially to deal with this effort? Which ones, and by whom were they formed?
 6. What groups, organizations, or agencies from outside the community, if any, were involved in this, and what did they do?
 7. Would you give us your best estimate of the level of resources involved in this action, specifically:
 - a. What was the overall duration from start to completion? _____
 - b. About how many people played active roles in this? _____
 - c. About how many organizations were involved? _____
 - d. About how much money was spent or raised:
 - 1) From public local sources _____
 - 2) From private local sources _____
 - 3) From outside sources _____
 - e. What would you estimate to be the value of local "in-kind" contributions such as time and professional services? _____
 8. Did this action produce any new leaders for the community? That is, were there people actively involved in it who had not been active in previous community actions?

_____ Yes _____ No _____ Don't Know

If yes: Who?
 9. Finally we want to ask about the specific outcomes of the action.
 - a. What has been the major outcome of consequences of the action to date?
 - b. What groupings of people in the community have benefited most from the action, and how have they benefited?
 - c. Have there been consequences of this action that have been negative for the community or for some grouping in the community? If so, please describe these.
 10. Are there other things about this action you could tell us to help get an accurate picture of what happened?

THANK YOU

Studying Community Action Discussion Questions

Using the information from the interviews, the students should discuss the following questions. The students can then write a report explaining community action and feature the report at the community fair.

1. Who initiates community projects? Were several projects initiated or sponsored by the same source?
2. What motivates people to initiate action on projects?
3. Who is typically involved in the implementation of projects? Are these people different from those who initiate community projects?
4. How is opposition to projects handled?
5. Explain how groups or various community agencies can work together on a project.
6. How are the resources (money, supplies, etc.) obtained to carry out different projects?
7. Does there seem to be a process common to community action?
8. How does the community benefit from these projects?
9. What role do you see yourself playing in the community in the future?

Technology Exercise: Instructor's Guide

The steps below explain how to examine the effect of technology on your community. The students can begin by adding information on their maps (used for the *Mapping Exercise*) to describe the location and distribution of communication, transportation, and utility systems, including fiber optic and cable TV access; “high tech” businesses; railroads, bus routes, state and interstate highways; and water and sewer systems. Students can also compare maps of different time periods and track the progress of their community's development. This technique helps illustrate how technology changed in the community.

- 1) Have the students re-establish the groups used in the mapping exercise. Also give each student a copy of the *Technology Worksheet*.
- 2) Have students identify community communication and transportation resources on a copy of the local maps. (Note: If some groups are assigned to map only items present 10 years ago, comparisons can then be made between past and current maps.)
- 3) Lead a discussion about what the technology maps reveal about the community. The questions may include: 1) How has growth in local utilities (water and sewer) or roads changed the community? 2) Where do you find good coverage of services and technologies?

Technology Worksheet

Follow the steps below to examine how technology has changed your community. Answer the discussion questions provided.

Step 1

Begin by creating a legend for your map using symbols or numbers to indicate the following list of technology characteristics. Record this legend on the base map.

1. Railroad service
2. Road system (identify local, state, and interstate highways separately)
3. Airports
4. Telephone service
5. Fiber optic service
6. Cable TV service
7. Public access computers
8. Water system service
9. Sewer system service
10. "High tech" businesses

Step 2

Locate the items listed above on your map. You may want to add other information to your map that may be unique to your community.

Step 3

Answer the following questions:

1. Describe the coverage of various communication, transportation, and utility services in your community. Are there sections of the community having good access and others with limited access to these services? How might the distribution of these services influence future development?
2. You can also compare maps of different time periods and track changes in the community's communication, transportation, and utility systems. Look at your map and identify which services were **not** there 10 years ago. What role did leaders in local government or community organizations have in the development of those services?

History Exercise: Instructor's Guide

The steps below explain how to study your community's history. Students can use local records and information obtained during interviews with local leaders (see the *Studying Community Action Exercise*) to analyze how past events have shaped their present day community.

- 1) Have each group of five or six students select a time period where the community faced a particularly interesting challenge. The students may focus on an issue of growth and development, the loss of a major employer, a debate over local ordinances, or a school closing. The information from the population, mapping, and community action exercises can be used to help students choose an event or issue.
- 2) Distribute a copy of the *History Worksheet* to each student.
- 3) Help the students identify sources of information (i.e., records, newspaper archives, etc.) to learn more about the issue.
- 4) Encourage the students to research and formulate answers to the *History Worksheet's* questions.
- 5) Lead a discussion about how the events surrounding the issue have affected the community.

History Worksheet

Follow the steps below to study an important issue or event in your community's recent history.

Step 1

Use the archives of the local newspaper to find out more information about the issue. Based on the newspaper accounts, try to find at least one other historical source of information about the issue. The other source could be public records, minutes from an organization involved in the issue, census data, oral histories, and interviews.

Step 2

Consider the following questions:

1. Who were the major players involved in the issue?
2. When did the issue first emerge, and when did it become defined as a community issue?
3. How did the community respond to the issue? Was there conflict over such things as how the issue was defined, possible solutions, and who should be responsible for dealing with the issue?
4. What were the impacts of this issue on the community at that time? Are there still community impacts today?
5. Was the community able to respond satisfactorily to the issue?

Step 3

Prepare a timeline of when the issue emerged, how it grew to be a community issue, and how it was resolved.

A Primer in the 1990 Census

The U.S. Census of Population and Housing has been with us for 200 years. Since 1790 the U.S. Constitution has required a count of Americans every 10 years. The original purpose of the census count was for the allocation of seats in the U.S. House of Representatives. However, over time it has become a very important source of information for:

- ☞ Allocating federal and state grants
- ☞ Planning at the local, state, and federal levels
- ☞ Marketing products
- ☞ Determining locations of retail outlets
- ☞ Identifying social trends
- ☞ Forming baseline data for demographic and economic models

The importance of the Census can not be overlooked. While there are many surveys and sources of information on people in the United States, no other effort is as comprehensive as the Census, where information is collected from all people in every city, town, and county in the country every tenth year.

This primer gives an overview of the Census, how the data are collected, tabulated, and used. After you have learned about the Census there is an exercise in using the census to collect information about your community.

Collecting the Data

The decennial Census takes an army of 480,000 workers over a four-year period to complete. During the planning and enumeration of the Census, workers compile and check household addresses, gather information from local governments, evaluate and test survey forms, and gather information on approximately 250 million people and 106 million households. This process takes a great deal of time and money. In fact, much of the Census work is done before the

actual information is collected. This preparation consists of steps performed carefully so that the Census information will be accurate and useful. The following are the major steps in collecting the Census information:

✓ ***Compile the mailing list***

Several years before the Census is conducted, the Census Bureau attempts to check the address of each housing unit in each county. The Postal Service assists in the Census process by compiling and checking addresses, which Census agents then map out. These maps and addresses are later used in collecting household information and are updated on a regular basis.

✓ ***Prepare the survey instrument***

Every Census survey to collect data is revised and tested. Although only a few data items are required by the Constitution, officials ask many other questions of each household. Which questions to ask and the way in which to ask them are debated each time a census is undertaken. Once the questions are decided, Census staff rigorously test the questions to see if they are easy to understand and will generate useful information. A final questionnaire is then formulated for use in the whole country.

✓ ***Conduct the mailing***

On March 23, 1990, the forms were mailed to each household. The forms were "do-it-yourself" mail questionnaires. Approximately 60 percent of the forms were returned by mail.

✓ ***Conduct a follow-up***

A follow-up was conducted for those who did not return the questionnaire. Census staff called non-respondents then made (when possible) a personal visit if necessary. A similar follow-up was conducted for households whose forms contain missing or suspicious data.

✓ ***Review local procedures/count***

Local officials are permitted to challenge the population and housing counts by the Census Bureau. Invariably, some neighborhoods or groups are under-counted. For example, black males in urban areas are typically under-counted. Cities can challenge the counts, provide additional information, and request a special recount in particular areas. The Bureau of the Census reviews each request on a case-by-case basis.

✓ ***Process the data***

Each of the millions of Census forms is checked for accuracy and coded into computer files. The data are then processed, checked for errors, and compiled into tables for each Census geographic area.

✓ ***Report the results***

By December 31, 1990, the Bureau of the Census reported to Congress the total count by state as required by law. Other releases, such as printed volumes and CD-ROM disks, take up to several years to complete and distribute.

Presentation of Census Information

Federal law mandates that specific information about individuals be kept confidential. This requirement dictates the way in which data are presented to the public. Virtually all Census releases contain data in table form by a geographic region, such as a city or county. Table 1.1 contains a sample table of family types by county. The figures presented in tables don't identify any particular person or household and reflect measures taken to protect the confidentiality of the person.

Table 1.1. Example of Tabular Data in the Census of Population.

Madison County	
Families	14,569
With own children under 18	7,070
With own children under 6 years old	1,794
With own children under 6 and 6 to 17 years	1,171

Other Censuses Available

The Bureau of the Census also takes regular censuses in the U.S. on a variety of populations and subjects, including:

- ✓ Census of Agriculture

- ✓ Economic Censuses
 - Manufacturing
 - Retail Trade
 - Transportation
 - Services

- ✓ Census of Local Governments

In addition, many other sources of information about populations, including national social surveys, are available to the public. Most of the information we read about in the newspaper or magazines or hear about on television is taken from surveys. Social surveys provide more up-to-date information on the population on a national and regional basis. The Current Population Survey conducted monthly by the Bureau of the Census is the largest, most widely used of these surveys. This survey asks approximately 60,000 households a set of questions on employment, income, and family matters.

The U.S. Census of Population and Housing is, however, the most comprehensive of all surveys. No other source has the same information for Livingston, Kentucky, as for Miami, Florida. Thus, while the census information is often dated, it still provides valuable information for all parts of the U.S.

The Census as a Sample

A large part of the Census of Population and Housing is based on samples. The original census was designed to count the population by age and gender. Over time, the Census Bureau (at the urging of Congress and others) decided that more information would be useful for planning and government programs. Thus, the number of questions has grown. However, not all questions are asked of every household. The Census Bureau has designed a short form for

most households. The remaining households, drawn by random sampling techniques, receive a longer form. The long form contains the same questions found in the short form as well as a set of more detailed questions, covering such topics as income, poverty, and education. Table 1.2 contains a general breakdown of the types of information available on the long and short forms.

The sample and full count designations are important for a number of reasons. First, the sample information has sampling error associated with it. The counts are estimates with more or less precision depending upon the geographic area. For example, the sample for a state is very large and highly accurate, while the sample for a small rural county, though still very good, is less precise. Second, the sample information takes longer to be released; the full count information has been available since 1991. The sample data have been available only since the summer of 1992. Finally, the sample versus full count distinction influences the way in which the data are released, as discussed below in the section on the *Forms of Census Materials*.

Approximately one in five households received the long form. The sampling rates varied by the size of geographical location. In most rural areas,

Table 1.2. 1990 Census Content of Short and Long Forms.

SHORT FORM

Population

- Age
- Gender
- Race
- Household characteristics
- Marital status
- Hispanic origin

Housing

- Number of units in structure
- Number of rooms in unit
- Ownership versus rental
- Value of home or monthly rent
- Meals/others included in rent
- Vacancy characteristics

ADDITIONAL ON LONG FORM

Population

Social Characteristics

- Veteran status
- Education
- Place of birth/citizenship and year of entry to U.S.
- Ancestry
- Language spoken at home
- Migration (residence in 1985)
- Disability
- Fertility

Economic Characteristics

- Labor force participation
- Occupation, industry, class of worker
- Place of work and journey to work
- Work experience in 1989
- Income and poverty in 1989

Housing

- Year moved into residence
- Number of bedrooms
- Plumbing and kitchen facilities
- Vehicles available
- Heating fuel
- Source of water and sewage
- Year structure built
- Condominium status
- Farm residence
- Shelter costs, including utilities

where the population of the governmental units (such as a county or incorporated place) is less than 2,500, the sampling rate was one in two (50 percent). Other places were sampled at a rate of one in six. The most urban areas were sampled at a rate of one in eight.

Understanding Census Geography

The Census is all about geography. Data are almost always presented in terms of a geographic area. These geographical areas fall into political and statistical categories (See Table 1.3). Political geographic areas rely on governmental boundaries, such as a cities, counties, or Congressional Districts. The Census Bureau recognizes the importance of census information to governmental units and tries to make this information available to state and local governments.

At the same time, the Census is divided into geographic areas that are important for social or economic policy reasons. These include census regions and divisions (such as the South, North East, or West), Metropolitan Statistical Areas (MSAs), and smaller areas such as census tracts. These census designated statistical areas provide useful information for people interested in designing programs, such as county

Table 1.3. Census Geographic Areas.

Political Areas

- United States
- States and equivalent
- Congressional Districts
- Voting Districts
- Counties
- Minor Civil Divisions (townships)
- Incorporated Places (cities and towns)
- American Indian Reservations

Statistical Areas

- Census regions and divisions
- Metropolitan Statistical Areas (MSAs)
- Urbanized Areas
- Urban/Rural Designations
- Census County Divisions
- Census Designated Places
- Census Tracts
- Block Numbering Areas
- Block Groups
- Blocks

Note: Geographic Areas listed from largest to smallest.

planners. One of the more well known statistical areas is the Metropolitan Statistical Area (MSA). An MSA is defined as a county with a core city or urbanized area of 50,000 or more people and the surrounding counties that are socially and economically linked through jobs or services. Counties in MSAs are labeled "metropolitan" while all other counties are called "nonmetropolitan." MSA designation recognizes that people often cross county lines to work, shop, or get services.

The statistical areas of the Census differ for metropolitan and nonmetropolitan counties (see Table 1.4). The main difference between the two occurs at the level of the census Tract versus the Block Group. Census Tracts tend to be geographically smaller and more similar in shape and size. Block Numbering Areas are roughly equal in population size to Census Tracts but tend to cover a wider geographic area. The 1990 Census was the first census to have a similar geographic coverage in rural areas.

Table 1.4. Census Geography for Metropolitan and Nonmetropolitan Counties.

Metropolitan	Nonmetropolitan
Metropolitan Statistical Areas	County
Census Designated Place	Place
Incorporated Place	
Urbanized Area	
Minor Civil Division	Minor Civil Division
or Census County Division	or Census Civil Division
Census Tract (average of 4,000 people)	Block Numbering Area (avg. 4,000)
<i>Designated as small geographically</i>	<i>May be large geographically</i>
Block Group (average of 650 people)	Block Group (avg. 650)
<i>Subdivision of a Census Tract</i>	<i>Subdivision of a Census Tract</i>
Block	Block
<i>Smallest geographic area, literally similar to a city block</i>	<i>Smallest geographic area</i>

Census File Structure

The Census Bureau releases information in stages. First it releases the short form/full count information for the larger geographic areas. Second, it releases the sample data for larger geographic areas, followed by more detailed geographic breakdowns for both full count and sample information. In general, the more detailed the information by geography or by

breakdown (e.g., age by income category by rural and urban) the longer you will have to wait to receive the information. For the past few decades the Census Bureau has used the designations found in Table 1.5 in their releases of information. These designations were originally for computer tape only, but they are also used in references to CD-ROM disks and printed materials.

Table 1.5. Census file structure.

File	Full Count/Sample	Information
STF1	Full count information	About 1,000 items of information for each geographic area.
STF2	Full count information	About 2,000 items of information for each geographic area. Separate presentations by race and Hispanic origin.
STF3	Sample information	More than 3,300 items of information for each geographic area.
STF4	Sample information	More than 8,000 items of information for each geographic area. Separate presentations by race and Hispanic origin.

Forms of Census Materials

Census materials come in a variety of mediums, such as computer tape, printed volumes, and CD-ROM disks. Regardless of the medium, information is always presented in tabular form. In many cases we have to be "data takers." Though we cannot control how data are organized and presented, we can, in some cases, manipulate the data to get what we want. For example, population figures by age group may be given for the total population and by females. If we want the number of males by age we have to calculate these figures by subtracting the number of

females from the total population. Spreadsheet computer programs are particularly useful in working with these data problems.

In other cases we might not be so fortunate. The Census Bureau makes decisions about how the data are to be presented in its publications or data files. These decisions are based on information they receive from user groups. It is quite possible that we want a breakdown of information that is not available to us in the publication or data file we are working with, or in any form. For example, we might need information on the occupations of women in the workforce while the publication we have presents only occupations for all employed persons. Another file/form may have the information we want, and our next step would be to obtain the more detailed publication. However, some information will simply not be available.

The Census releases information in five main forms: computer tapes, microfiche, printed publications, CD-ROM disks/PC files, and through the Internet. Most libraries obtain the printed Census volumes and more and more are getting the CD-ROM disks. The CD-ROM disks have the advantage of presenting a great deal of information in a very compact form. For example, STF3 sample count information used to arrive on several computer tapes for most states; CD-ROM material is generally on one small disk.

Access to the World-Wide-Web on the Internet also can be very helpful in getting census and other demographic data. A number of web sites provide access to detailed census data for each of the nation's states and counties. In general, searching the web using key words such as "census," "demography" or "population" will provide access to some of these sites. Several sites that you might want to access are listed below:

Census Bureau Home Page: <http://www.census.gov:80/>

1990 Census Lookup: <http://cedr.lbl.gov:80/cdrom/lookup>

Statistical Resources on the Web: <http://www.lib.umich.edu/libhome/Documents.center/stats.html>

The U.S. Census of Population and Housing can be a very useful and interesting source of information. Each publication

and CD-ROM is well documented with definitions and explanations of how the data were collected. Explore the Census and learn more about your community. The following is a set of references that offer additional information

Sources

Bureau of the Census. 1990. *Census '90 Basics*. Washington, D.C.: U.S. Government Printing Office. CPH-I-8.

Bryant Robey. *Two Hundred Years and Counting: The 1990 Census*. Vol. 44, No. 1, Washington, D.C.: Population Reference Bureau, Inc, April, 1989.

Part II. The School-based Community Needs Assessment Survey

This section facilitates the planning and implementation of a community needs assessment project by students. This section also outlines the process of conducting a needs assessment and includes a strategy for implementing the project. We recommend recruiting about 40 students for the project.

Objectives

- I. Students will learn how to conduct a community needs assessment and, through this project, how to contribute to the development of their community.
- II. Students will learn how to carry out the specific tasks of conducting a community needs assessment, including designing the questionnaire, promoting the project, and interviewing by telephone.
- III. Students will develop increased confidence that can allow them to make significant contributions to community development efforts.

Initiation and Preparation

Choose a survey coordinator to supervise interviewing and manage records.

Select leaders and citizen partners who can support the project.

Obtain resources from local businesses and organizations. Small grants also can be acquired to defray the cost of the project.

Resources

Resources needed for the project (in addition to people) include the following:

- ◆ A copy machine to duplicate the questionnaire and prepare written materials: interviewer guidelines, fall back statements, interview flow chart, etc. (See Interviewing section).
- ◆ Computers that can be used for word processing, data entry, data analysis, and developing presentation graphics.
- ◆ Extra telephones and multiple lines (about 10 telephones are recommended).
- ◆ Materials for recognition and celebration (e.g., supplies for a pizza party, certificates of appreciation, etc.).

A teacher or the project coordinator should review the needs assessment process with students and introduce the role of needs assessment in the community development process, the types of needs assessments, and the model of community-based surveys using the instructional materials provided.

Organization and Decision-making

- ✓ The project coordinator, teacher, and students (project team) need to discuss the purpose of the survey (e.g., general needs assessment or topical focus). Then a teacher or the project coordinator will help students develop the questionnaire.

Tools: sample telephone questionnaire, questionnaire design guidelines, guide for technical assistance.

- ✓ The project coordinator edits the final draft. Then the project team determines the method of sampling telephone numbers (either random digit dialing or systematic sample from directory).

Tools: methods for carrying out the sampling procedure/where to obtain assistance.

- ✓ The teacher or project coordinator should assist students in developing promotional messages for media.

Tools: guidelines for promoting response to questionnaire, sample press releases.

- ✓ The teacher or project coordinator should conduct interviewer training, and students should practice interviewing and using the fall back statements.

Tools: interviewer guidelines, fall back statements.

- ✓ The teacher or project coordinator should organize survey record keeping procedures (e.g., call sheets, refusal forms, call back forms, etc.).

Tools: samples forms for call sheets, refusals, call backs.

- ✓ The coordinator should recruit and schedule adult volunteers to facilitate telephone interviewing and supervise record keeping.

- ✓ The teachers should help arrange for data input and analysis.

Tools: guidelines for creating a data set, steps in basic data analysis, getting technical assistance.

- ✓ The teachers need to facilitate interpretation and development of presentation materials.

Tools: guidelines for developing charts and graphs using computer programs, methods for condensing survey data into presentations.

- ✓ The project coordinator or teacher facilitates scheduling of public presentations to civic groups.

Implementation

Students should solicit input from citizens and leaders on questionnaire content and

- 1) Use suggestions and brainstorm questions;
- 2) Draft questionnaire and order questions;
- 3) Develop promotional messages for media;
- 4) Conduct a telephone survey;
- 5) Create a computer data file;
- 6) Analyze data;
- 7) Study results and develop presentation materials;
- 8) Present the results to the public.

Reflection

In groups discuss what happened, what worked, what didn't, and why.

Tools: questions about the project's procedures, about personal experiences and learning, and about the community's problems and opportunities.

Celebration

Recognize student and volunteer efforts in the media and hold a recognition ceremony for participants, including community leaders, project sponsors, etc., to celebrate the learning and achievements of students.

Community Needs Assessment

Often elected officials, business leaders, and community groups want to improve their community but are unsure of where to begin. It may be that they don't know how the general public feels about a particular issue or they don't have an understanding of trends that are shaping the local economy. Without this information they may start projects that are unacceptable to the public or inapplicable to the real problem.

Needs assessment is a general set of strategies in community development and an important first step in community action. It helps local groups understand important problems, resources, history, and future potentials. A proper needs assessment can help a community make decisions appropriate to its unique set of circumstances before undertaking specific projects. It is useful in:

- ☛ Identifying important community needs not currently being met
- ☛ Planning for the future
- ☛ Identifying resources to help in problem solving
- ☛ Encouraging local participation
- ☛ Marketing your community to new businesses.

Needs assessment information can be *quantitative* or *qualitative* in nature. Quantitative strategies include mail and telephone surveys. These strategies obtain numerical information such as the population of a town or the number of houses lacking indoor plumbing in a county. Quantitative information can more easily be used to generalize about the whole community, even when using a sample of residents. Sometimes decision-makers feel more comfortable basing policy on numbers because the numbers are concrete and appear objectively measured.

Qualitative information is descriptive, focusing more on processes and insights. Qualitative strategies include case studies, focus groups, and personal interviews and generally involve a more in-depth study of fewer people or cases. Qualitative strategies often include gathering personal testimony and anecdotal stories.

Both quantitative and qualitative approaches to community needs assessment can generate useful information. There is no single best way to conduct needs assessment; combining methods is the most fruitful. Each can build on the other and enhance the overall quality of your information.

The Survey

A survey is one of the more sophisticated and popular methods of needs assessment. In a survey we ask a uniform set of questions to a group of people. The information is then entered into a data file and analyzed, usually with the help of a computer. If done properly, questions asked of a sample can represent the whole population. Survey information is widely respected and can provide information about very specific issues. However, surveys generally require more expertise and resources to be conducted successfully.

Needs assessment surveys commonly use the mail or telephone to contact potential respondents. Though both methods are well established, we have selected the telephone method for involving students in conducting a community needs assessment. Telephone interviews provide opportunities for a large number of students to participate. For example, surveys in Florida have involved between 25 and 60 students. We recognize that a mail survey might be preferred when only a few students can help conduct a community needs assessment. In the case of a mail survey, sponsors will need to be solicited for the extra cost for postage. In situations where a needs assessment survey is aimed at youth (rather than adults), it can be distributed by hand. For example in Martin County, Kentucky, the adult survey was conducted by telephone, while the youth survey was delivered by hand to students in the classrooms.

Telephone surveys maximize opportunities for many students to participate.

Though we recommend using the telephone method, the hand distribution method may be practical for small communities. For example, students hand-delivered surveys to a sample of households in Custer, South Dakota, and collected the completed questionnaires three days later.¹ A drop-off survey will be successful when personal contact can be made with someone in the household because the surveyor can explain the purpose of the questionnaire and encourage people to respond.²

Even if your ultimate goal is to conduct a social survey, it is still useful to conduct other forms of needs assessment, which focus the purpose of the survey as well as develop specific questions. For example, a community group might want to interview a few local leaders before developing a survey for the general public. In this way they would be more likely to ask the questions most relevant to their interests.

The Survey Process

This manual was designed to help a high school class or youth organization design, implement, and analyze a social survey. To accomplish this, a group of adult leaders need a game plan of activities that will lead toward the ultimate goal of completing the survey. The time frame for this project is one year. Typically we think of the time frame beginning with the school year (September) and running through August of the following year. The survey can be compressed into a shorter period; this requires a greater intensity of involvement during the survey process.

The following is a step-by-step guide of the activities in the survey process. Each step is critical in developing and completing a valid, useful survey. Several of these steps will be discussed in more detail later in this manual. The *Time Line for the Community Needs Assessment Survey* shows the sequence of activities (see page 2-8). Though the steps are discussed in order below, many activities overlap with others during the survey.

1. Organize Steering Committee

A steering committee provides leadership to a group or project by "steering" or guiding the group. In any survey, or any group project for that matter, people must make decisions. Some decisions are very critical and require thoughtful discussion. The steering committee is responsible for overseeing a project and making decisions about direction, philosophy, and progress.

In addition to providing guidance and decisions, the steering committee considers the big picture as it makes decisions and provides advice. The committee should have a chair or co-chairs and a sufficient number of members to carry out its mission. Often a project will need subcommittees to conduct the work. The steering committee would be comprised of a core leadership group as well as a representative of each subcommittee. In small communities the steering committee may involve only a few individuals, such as a County Extension agent, a few teachers, and several governmental officials or civic group leaders. Student leaders should be asked to join the Steering Committee. Time Frame: one month to organize the committee, which works throughout the project.

2. Meet with Partners

This project provides a unique opportunity for a school/community partnership. The Steering Committee should make community leaders aware of the process and content of the survey while also seeking their participation and support. Local leaders include people in the business community, local government, social service agencies, and members of service organizations. Time Frame: one month.

3. Get Ideas from Local Leaders

The Steering Committee should poll a broad cross-section of local leaders about their ideas for the survey's focus and content. Aligning the survey to meet the community's

information needs can help insure its relevance and usefulness. Time Frame: one month.

4. *Recruit Volunteers/Resources*

Any social survey will have costs involved, even with volunteer labor. In this project costs could include additional phone lines to conduct telephone interviews, computer software, and snacks for volunteers. A reasonable cost estimate for this project is \$1,000, though it could be completed for less. For example, if the local telephone company can donate telephone lines to create a phone bank, the survey's cost is nominal. The steering committee or school administrators should solicit sponsors from the Chamber of Commerce, the Parents and Teachers Organization, or individual businesses. Students could also raise money through raffles and car washes.

The Steering Committee also will need to solicit volunteers to help carry out each step, including designing the survey, interviewing local residents, analyzing data, and preparing data for presentation. Many people in the community may have expertise to help assist in this process. Teachers, professionals, and general community leaders should be recruited to help in each stage of the process. Time Frame: three months.

5. *Design Questionnaire*

Designing the questionnaire can be completed in approximately two months. It involves brainstorming about ideas, constructing questions, and testing the questions. The Steering Committee and students should plan time for revising the questionnaire to eliminate poorly worded questions and other errors. A good questionnaire often has three or four (or more) revisions. The handbook contains a detailed section showing how a class or student organization should complete this process. The Steering Committee needs to be involved in this process to insure the completed questionnaire meets the needs of the community. Time Frame: two months.

6. Conduct Public Awareness Campaign

Part of the success of any community-based survey is awareness and support of the local population. People will be far more likely to respond to a survey if they understand who is conducting the survey, why the survey is being undertaken, and what will be done with the results. The Steering Committee and students should begin a publicity campaign via local newspapers and radio, presentations to community groups, and word-of-mouth to make the community more aware of the survey. Time Frame: two months.

7. Develop Sample

The handbook shows several technical approaches to developing a sample that will represent the whole community. Regardless of the exact approach taken, the sample must be randomly based. The Steering Committee needs to be very diligent in making sure that everyone in the community is included and each resident has an equal chance of being selected to be interviewed. Time Frame: one month.

8. Train Interviewers

The handbook also gives specific advice on training students to conduct interviews. Interviewer training is one area where a local or extra-local resource person, someone knowledgeable in surveys, could be very helpful. It is essential that students involved in interviewing people should be trained on the correct approach. This training is mandatory. Time Frame: one month.

9. Conduct Telephone Interviews

After the training, students will be ready to begin interviewing. This process should take no more than two months to complete, and



Figure 2.1. Shanks High School students conducting interviews in Quincy, Florida.

the less time the better. Surveys that take too long to complete run the risk of being impacted by events taking place during the interviews. For example, if a major government policy is announced during the middle of the interviewing process, the results of earlier interviews could be different from later interviews. It is also our experience that with volunteers, the longer a project phase takes to complete, the harder it is to keep volunteers involved. The handbook provides detailed instructions on the logistics of running a telephone survey in a timely manner. Time Frame: two months.

10. Discuss Survey

We suggest periodically, as the survey progresses, students reflect on and celebrate their efforts. Group discussions about the survey's successes and problems help students better understand the survey process, deal with frustrations, and build confidence. Time Frame: on-going during telephone interviews.

11. Celebrate Mid-Survey Point

A mid-survey celebration gives students and adult volunteers a chance to reflect on what has been accomplished, and it also provides momentum for the next phase of the project. This can be done with a pizza party or some similar event.

12. Code and Enter Data

Once the survey is completed, the data need to be coded and entered into the computer. The coding process involves translating the survey data into number codes that can be processed by the computer. By this time the Steering Committee, in consultation with the school and other survey resource people, should have selected computer software to analyze the data. Programs such as SPSS, Number Cruncher, and SAS are all programs designed to analyze survey data.

13. Analyze and Graph Data

This part of the project allows students the opportunity to apply mathematics and computer skills to the survey results. Using a school's computer lab or university-based computers, a statistical package for personal computers will supply students with frequency counts, percentages, means, and cross-tabulations of the data. Students can then begin to represent the data graphically to help with interpretation. Once again, a skilled resource person can be very valuable in helping with this step. Time Frame: two months.

14. Discuss Results

Most surveys contain a number of questions, the results of which could have been anticipated or predicted before surveying. However, there are often surprises and new insights. The students and leaders will need to sift through the survey results to find the results that have important implications for their community. In some cases results will confirm what was expected, and in others the results will run contrary to preconceived notions. This part of the project tends to be the most interesting for the students and the Steering Committee. Time Frame: two months.

15. Present Findings to the Community

To maximize the survey's use the Steering Committee needs to present the results to the community. The students should be heavily involved in this process to give them opportunities to present data in table and graphic form. Presenting data also provides an excellent opportunity for students to speak to community leaders. In most cases, there should be a series of community meetings to give the results the best coverage. One meeting could be for the general public, and other meetings could target specific groups, such as the business community, educators, and government officials. The Steering Committee should take the lead in making arrangements for community meetings, including scheduling meeting sites, inviting community members, and promoting the events. Time Frame: 4 months.

16. Recruit Media Coverage

Results of the survey should also be presented to the media. Students should be involved in making contact with the media, so as to gain experience writing press releases and giving interviews. Every effort should be made to get the survey results out to the community. Time Frame: 2 months.

17. Celebrate Project Completion and Recognize Participants

The Steering Committee should arrange a celebration party at the end to recognize the accomplishments of the survey and the participants who made it happen. Time Frame: one month.

Sources

- (1) Versteeg, Dave. 1992. "The School and Economic Development." Pages 28-31 in Paul Delargy, Keigh Hubel, Vicki Luther & Milan Wall (eds.), *Building Communities from Within: Schools and Economic Development*. Fergus Falls, MN: Communicating for Agriculture, Inc.
- (2) Salant, Priscilla and Don A. Dillman. 1994. *How to Conduct Your Own Survey*. New York: John Wiley & Sons, Inc.

Creating a Survey Questionnaire

It is important that the questionnaire accurately measure residents' opinions of what their community needs. This requires both careful question writing, formatting, and organization.

Steps To Create a Community Needs Questionnaire

Since the goal of the survey is to identify the needs and concerns of the community's residents, you must first consider what needs concern residents. Survey questions identify or measure those needs, and the results help community leaders set policy and evaluate various community services or programs.

Getting Started--Brainstorming

First, we must find out what is important to know about the residents and their concerns about the community. To determine the survey's questions, you can begin by asking "What questions need to be asked?" Brainstorming questions and using community leaders' suggestions are two procedures for determining survey questions.

How Do We Brainstorm?

Brainstorming begins with discussion. A facilitator, usually a teacher, can stimulate discussion by challenging students to think about community issues and can provoke students with meaningful germane questions about the community. This discussion can then encourage students to generate their own questions, some of which can be used on the survey itself (See Figure 2.2).

Questions

What concerns you?
 What do you like/dislike about our community?
 What do you notice about our community?
 How is our community different from others you may have visited or lived in?
 What services does our community need to offer that might help you? Your parents?
 What do you see as weaknesses in our community's local government, our school system, our hospitals/medical care systems, or community services such as: fire department, police, postal service,...etc.

Topics

Education
 Organizing Community Action
 Farm Labor Issues
 Social Services
 Drug Abuse
 City Incorporation
 Law Enforcement
 Roads, Water & Sewer
 Health Care Services
 Affordable Housing
 Adequate Retail Sector
 Public Beautification
 Recreation Facilities and Programs

Steps for Successful Group Brainstorming Sessions

Explain to the students that issues or topics about the community will be posed to stimulate discussion about community needs, and encourage them to share their ideas. Value, good or bad, should not be placed on any questions. "Put-downs" by fellow students can disrupt the brainstorming process. Thus, the facilitator should emphasize that everyone has valid ideas.

Emphasize "community needs" to set a context for the students to create their ideas. Then initiate questions about community needs. These may be questions such as "What does the community need?" and "How can it be improved to become a better place to live?" Encourage students to generate their questions without concern for grammar or format. These faults can be addressed later.

Figure 2.2. Sample questions and topics for brainstorming.

Note: Some of the students' questions may be unrelated to the topics or issues posed. The objective is to stimulate ideas. Do not unnecessarily constrain or limit students' thinking by asking specific questions, such as "What can the community leaders do to improve the school system?" Rather, phrase the questions in broad terms.

Step One -- Organizing Groups

Organize the students into groups of three or four. The students will need to select a person from their group to record the survey questions the group creates.

Step Two -- Beginning Sessions

Prompt students to discuss community topics and issues.

Step Three -- Generating Questions

Encourage students to generate questions about the community. During the session each group writes questions on a flip-chart so the questions are recorded and all the students in the group can see what has been said.

Step Four -- Gathering Class Consensus

Decide as a class which topics the students believe are the most important and should be included in the questionnaire. Compare each group's "top ten" list to see which topics were named, excluded, or included on other lists.

Step Five -- Voting

Take nominations from the students, then list them in order of importance, writing nominations on a chalk board, a flipchart, or overhead transparency. After the students' lists have been exhausted, the students should vote on the issues or questions to reduce the number of questions listed. Students can then rank the remaining issues in order of importance and use the top ten/twenty as the topics for the survey's questions.

Timed or Open

Brainstorming sessions can be open or timed. For instance, the teacher can read each question from his or her list of questions and topics, then gives the students 10 minutes to write and discuss the topic or question.

Contacting Community Leaders

In addition to student brainstorming sessions, students and teachers can consult local leaders to obtain ideas for the survey's questions. Leaders are consulted because they often have a broad perspective on community needs and issues. The community leaders to approach may include the following: the mayor, newspaper editor, members of the Chamber of

Commerce, school principals, city council members, and officers of civic, social, and youth organizations. The students should ask leaders some general questions about the community. The leaders can be mailed a one-page questionnaire or interviewed in person. The example in Figure 2.3 shows a questionnaire which was sent to leaders of one community. These leaders were asked to take 10 minutes and brainstorm answers to the questions.

Brainstorming for Focus on Immokalee

- A. Government spends tax money to support and provide many services and programs to its citizens. What are your priorities as to how tax money should be spent in Immokalee?
- B. What are important issues that you and other residents may have talked or heard about affecting Immokalee's future?
- C. What is the quality of various services and programs available to citizens of Immokalee?
- D. What are services/facilities currently lacking in Immokalee?
- E. What goods and services do you purchase outside of Immokalee?

After the students have conducted the interviews, they can sort the responses into general categories, such as health care or education. Students can compare the information gathered from the interviews of community leaders to the questions the students generated, noting the similarities and differences between students' and leaders' concerns.

Brainstorming and the community leader survey can be done concurrently. Students and teachers should derive survey questions from a combination of questions from the brainstorming session and the issues community leaders identify.

Figure 2.3. Sample questions for community leaders.

Writing and Formatting the Survey Questions

After identifying topics of concern and possible questions for the survey, teachers should concentrate on how to write effective survey questions. This section will introduce types of survey questions and responses and outline some essential questions for needs assessment surveys. Further, this section will give tips on phrasing the questions.

Survey Questions

Questions are crucial to the quantity and quality of information the survey collects. Because of this they must be well written and relevant to the study. Also, a question's structure and word choice must be appropriate.

Three types of information can be obtained from a survey:

- ☛ Attitudes & Beliefs
- ☛ Behaviors
- ☛ Attributes

Attitudes & Beliefs

What does the respondent believe to be true or false about an issue or topic? Attitude and belief questions ask for the respondent's *perception* of an issue.⁽²⁾ In general, "attitude" questions refer to an orientation or way of thinking, such as "liberal" or "conservative," which gives rise to an opinion about a topic or issue.⁽¹⁾ Rather than asking about a specific object or thing, belief questions tend to ask about moral or proper behavior.⁽¹⁾ When asking for the respondent's attitude or belief about an issue, it is best to ask a series of questions about the topic to obtain a more complete assessment of the respondent's opinion.⁽²⁾ Examples 2.1-2.3 illustrate attitude questions.

Example 2.1. Do you favor or oppose allowing businesses to donate money to help solve local problems?

- Favor
- Oppose
- No opinion

Example 2.2. Do you think the Superintendent of Schools should be elected rather than appointed?

Example 2.3. Do you favor or oppose free public transportation for our community's elderly and handicapped citizens?

- Favor
 - Oppose
-

Behaviors

Behavior questions ask respondents to report or rate their own actions. These questions can ask about past, current, or future behavior (see Example 2.4).⁽²⁾

Example 2.4. Do you attend city hall meetings that are open to the public?

- Yes
- No

Example 2.5. What is your age? _____ YEARS

Attributes

Attribute questions pertain to personal and demographic characteristics (see Example 2.5).⁽²⁾ These questions are used to explore whether people with a common set of attributes differ in their responses with individuals who have

another set of attributes. By dividing the respondents into age categories, for instance, you can determine which age group favors electing the Superintendent of Schools as opposed to appointing one.

Questions for Needs Assessment Surveys

Questions for needs assessment surveys can cover more than just needs and problems. Decision makers often need information about residents' preferences for alternative solutions to problems and how residents would support funding these solutions. Thus, questions may be developed around the following topics:

- ☞ Needs and problems
- ☞ Alternative solutions
- ☞ Funding projects

Example 2.6. Do you think health care is a serious problem, a moderate problem, a slight problem, not a problem, or do you not know?

- Serious
- Moderate
- Slight
- Not a problem
- Don't Know

What are the most important health care problems in Immokalee?

List:

Needs and Problems

Since the goal of the survey is to identify residents' concerns, one area on which questions could concentrate is community needs and problems. These questions should cover those issues that the class identified as important. Example 2.6 illustrates questions about needs and problems.

Alternative Solutions

Surveys offer the unique opportunity of eliciting solutions to problems from the residents. Often those dealing with a problem can offer the most effective solutions. This approach can be used to gauge the level of public support for alternative solutions to a specific problem. Open-ended questions, defined below, might lead to a solution that would otherwise be overlooked. Soliciting opinions or alternative solutions gives residents a say, not only in identifying the problem, but also in fixing the problem (see Example 2.7).

Funding Projects

Obtaining opinions about problems and solutions from residents equals in importance with finding out how residents are willing to pay for a project. Surveys can eliminate some of the guess-work about tax legislation or other revenue-building strategies because they can predict which project proposals are most likely to receive support. Example 2.8 illustrates this type of question.

Question Structure

The structure of a survey question is based on the nature of the response. Questions are typically either open- or closed-ended.

Open-ended

Open-ended questions allow the respondent to answer the question in his or her own words.⁽²⁾ This form is advantageous if, for example, you want residents' opinions about a particular issue using their words (Example 2.9). The disadvantage of the open-ended question is interpreting and coding the results,

Example 2.7. What should community leaders do to improve recreational programs for youth in Immokalee?

Do you think that a boys and girls club should be built to expand recreational programs for youth?

- Yes
- No

Example 2.8. Would you be in favor of a \$50 million bond issue to build a hospital in Immokalee if it increased your property taxes by \$50 per year?

- Yes
- No

Suppose that there is public support for building a swimming pool. Should property taxes be used to pay for the pool?

- Yes
 - No
-

because residents may give a large variety of answers that can make summarizing them difficult.

Example 2.9. Of all the many issues confronting Manatee County citizens, what do you feel is the number one problem or issue in our community?

Example 2.10. Are you a registered voter?

- Yes
- No

Example 2.11. How important to you is having more retirement communities in Immokalee?

- Very important
- Somewhat important
- Not at all important
- Don't know

Example 2.12. Concerning the place you live, do you:

- Own
 - Rent
 - Live with parents or relatives
 - Other (please specify) _____
-

Closed-ended

Closed-ended questions offer a choice of responses. Because the respondents' answers are limited to the choices provided, their answers are uniform and therefore can be more easily quantified (see Examples 2.10 & 2.11). Closed-ended questions are more objective because they can be accurately summarized and are not contingent upon interpretation like open-ended questions.

Partially Closed-ended

Response options are provided for partially closed-ended questions, but the respondent can give a different answer, if none of the options fit his or her situation (see Example 2.12). This type of question is used when most, but not all, of the responses can be identified.

Choosing a Question Format

When deciding on the type of questions you want in the survey, consider the information you want from the respondent, then select the appropriate form of the question.

Now that you are familiar with the variety of forms survey questions can take, you are ready to begin modifying the questions generated from the brainstorming session.

Tips for Good Question Writing⁽²⁾

Write Clear and Concise Questions

To avoid confusing the respondent, use concrete, not abstract, words. Do not use abbreviations, jargon, or pretentious language. Each question should be straightforward and easy to understand. For instance, the revision in Example

2.13 clarifies the meaning of "clearinghouse" and "public."

Ask About "Concrete" Actions

The questions should closely relate to the respondent's personal experience and his or her behavior whenever possible (see Example 2.14).

Avoid Biased and Emotionally Charged Words and Phrases

When writing questions, be aware of your own hidden biases; they may be reflected in the question. Biased questions affect how the respondent answers and may even offend him or her. For the same reason, avoid words with emotional connotations. Questions should be neutral (see Example 2.15).

Don't Get Too Personal

Questions that ask about personal issues, such as sexual behavior or religious beliefs, may be controversial and therefore inappropriate for the survey. We suggest that you keep the focus on community needs questions, and eliminate any offensive or personal questions (see Example 2.16).

Avoid Double Questions and Double Negatives

Double questions require more than one answer, which can frustrate respondents who may agree with one portion of the question and disagree with the other. Also avoid using two negative terms in the same question. These cancel each other and, more importantly, may confuse the respondent (see Example 2.17).

Example 2.13. Do you think that Union County needs a clearinghouse at the library to assist people with public services?

Revised: Do you think Union County needs a central location to obtain information about social services in the county?

Example 2.14. Do you like our recreation center's programs?

Revised: Have you had swimming lessons at the recreational center? If so, how would you rate the quality of the lessons?

Example 2.15. Do you think its okay for "drifters" to ask for money?

Revised: Do you favor allowing individuals to ask for money at street corners or outside public buildings?

Example 2.16. How would you rate Sheriff Bill Jones' job performance?

Revised: How would you rate the performances of county officials and employees?

Example 2.17. Shouldn't our schools not have monthly PTA meetings?

Revised: How often should our schools have PTA meetings?

Formatting the Responses

If you decide to use a closed-ended question, you must next consider the type of response that is appropriate for the question. Responses for closed-ended questions can have two basic forms: **scale** or **independent**.

Scales

Scale responses ask the respondent to choose a response from a continuum of ranked responses varying in intensity and direction.⁽³⁾ The response reflects the degree or intensity of an attitude and reflects whether the attitude is "favorable" or "unfavorable" about a subject (see Example 2.18).

Scale responses have several variations, such as "agree/disagree" or "like/dislike," but the arrangement of the responses is the same. The respondents are given a ranked list of responses from which to choose. The scales vary depending on the question, its wording, and the type of response you want from the respondent. Also as illustrated in Example 2.18, the words for the responses should correspond to the question.

Example 2.18. How much should the local government spend on emergency ambulance services?

- Spend more
- Spend same
- Spend less
- Spend no money

Which response best reflects your assessment of the need for low cost family housing in our community?

- Great need
- Some need
- No Need
- Don't Know

Example 2.19. Are you registered to vote in Manatee County?

- Yes
 - No
-

Independent Response

An alternative to using scale responses for a closed-ended question is to use a type of "independent" response or a response that is not ordered or ranked.⁽³⁾

Yes/No responses should be used on questions that lend themselves to an absolute negative or positive answer. This may be difficult on attitude or belief questions because typically the

respondent does not have a definite answer. However this response format would be more appropriate for behavior questions or questions about facts (see Example 2.19).

Categorical responses are usually associated with attribute questions because attributes are more likely to vary among the respondents. Providing an "Other" response allows the respondents the opportunity to personalize their answers (see Example 2.20).⁽³⁾

Tips for Writing the Responses⁽³⁾

Make Responses Mutually Exclusive and Exhaustive

Responses should not overlap or include the same answer in two categories. The response options must be distinctly different from each other while offering all possible answers to the question (see Example 2.21).

Use Balanced Response Options

This tip is especially applicable to scale responses. The response categories should be balanced with positive and negative response options. In Example 2.22, there are two "Disagree" options and only one "Agree" response; therefore, the responses are unbalanced. "Agree" should be added to balance the response options.

Include a "No Answer" Option

Not every respondent will want to answer every question. Including a "No Answer" response gives the respondent the option of not answering the question. He or she can select this option, and you can continue the interview without forcing the respondent to make a decision (see Example 2.23). Note: This option is usually not read to the respondent. Rather, it is used when the respondent

Example 2.20. To what projects should our Federal road money be spent? (circle the letter of all that you favor)

- a. Traffic lights
 - b. New road construction
 - c. Road re-construction
 - d. Better road signs
 - e. Other _____
-

Example 2.21. How many children under the age of 18 live in your house?

- 1
- 2
- 2 or more

Revised: How many children under the age of 18 live in your house?

- 0
- 1-2
- More than 2

Example 2.22. Please indicate the degree to which you agree with the following statement:

Strongly Agree (3) Disagree (2) Strongly Disagree (1)
Don't Know (0)

- a. _____ Unemployment is a serious problem in my community.
- b. _____ My community needs more industry.
- c. _____ I would like to see my community's population grow.

Revised: Please indicate the degree to which you agree with the following statement.

Strongly Agree (4) Agree (3) Disagree (2) Strongly Disagree (1) Don't Know (0)

Example 2.23. What is your religion?

- Protestant
- Baptist
- Catholic
- Other
- No Answer

Example 2.24. Could you please check the name of your local representative?

- John Cunningham
- Mary Moore
- Don't Know
- No answer

Example 2.25. Did you do the following activities last year:

- | | | |
|---|-----|----|
| a. Clean a local park | YES | NO |
| b. Attend a Chamber of Commerce meeting | YES | NO |
| c. Volunteer in local hospital | YES | NO |

says "I can't say" or "I don't have an answer to that."

Include a "Don't Know" Option

By allowing respondents to answer "Don't Know," we can assess people's knowledge of a topic, which can be valuable information. The "Don't Know" option allows people who haven't formed an opinion or don't know the answer to say so (see Example 2.24). By excluding this option, you force the respondent to pick an answer that may not accurately reflect his or her views.

Use Responses that Cue Memory

Answers that include examples of activities or solutions may cue a respondent's memory, forcing him or her to remember an answer. For instance, general questions, such as "What

community service activities were you involved in during the previous year?" can illicit more accurate responses if respondents are read a list of community service activities and are asked to identify those in which they participated (see Example 2.25).

Provide Instructions for Interviewer or Respondents

When a survey is conducted by telephone, the interviewer will need instructions on how to ask questions and record answers. Likewise, questionnaires sent by mail should instruct the respondent on how to answer each question or set of items. For questions in which only one response is desired, the instruction might say, "Circle only one answer." The instruction "Circle all answers that apply" can be used when one or more responses is anticipated. Also, because instructions may change during the survey, the instructions should be noticeable, such as in bold or ALL CAPITAL letters.

Constructing the Survey

Introduction Statement of the Survey

For either type of survey format, there are some general rules to follow regarding the order of the questions. First, your survey should begin with an introductory statement. In this statement the interviewee is told the name of the interviewer, the sponsor of the interview, and the purpose of the survey. The statement legitimizes the survey for the interviewees, reassuring them of the survey's confidentiality -- a component essential to encouraging respondents to participate in the survey. In addition the introduction communicates that the survey serves a local need and is sponsored by local residents concerned about their community.

The introduction also takes care of some preliminary work. For example the interviewer assigns the respondent a number (Respondent ID #), and alternates asking for a male or female - because men and women should be equally represented in the survey. If a male is requested but only a female is available, then the female is interviewed. In general, these substitutions will balance out. Finally, if someone who is ineligible to take the survey answers the call, the interviewer must repeat the introduction when the respondent comes to the phone. Figure 2.4 shows an example of an introduction statement.

After the questions and the responses are written, you must then organize the questionnaire and determine the order of the questions. Survey questionnaires are typically arranged in two ways:

Immokalee Citizen Survey

Respondent ID # _____

Hello. My name is _____. I'm a student at Immokalee High School. I'm involved in a project called A Greater Immokalee For Tomorrow, in cooperation with the Collier County Extension Service. This project is designed to improve the quality of life in Immokalee. We are conducting a survey of a random sample of people in the Immokalee area to understand better how people feel about current issues. The survey will take about 15 minutes. We have only a phone number and no names, so all your answers will be anonymous.

According to my instructions, I'm to speak to a (man/woman) 18 years of age or older at this number. Would that be you? Or, would you please call (him/her) to the phone?

NOTE: If there is no male (or female) living at the residence then the female (or male) can respond.

REPEAT THE GREETING IF THE PERSON WHO ANSWERED WAS NOT THE RESPONDENT.

Figure 2.4. Introduction for the Immokalee, Florida, needs assessment survey.

Example 2.26. Immokalee Community Needs Survey

Needs and Problems

How important to you is having a maternal and child preventative health care program in Immokalee?

- Very important
- Somewhat important
- Not at all important
- Don't know

Do you think health care is a serious problem, a moderate problem, a slight problem, or not a problem in Immokalee?

- Serious problem
- Moderate problem
- Slight problem
- Not a problem
- Don't know

Funding Preferences

Would you favor a \$50 million bond issue to build a hospital in Immokalee if it increased your property taxes by \$50 per year?

- Yes
- No

Suppose there is public support for building a swimming pool. Should taxes be used to pay for the pool?

- Yes
- No

Characteristics of Respondents

Are you married?

- Yes
- No

Example 2.27. Severity of problem in Manatee county

	Slight Problem	Moderate Problem	Serious Problem
Adequacy of public library	1	2	3
Effectiveness of police	1	2	3
Adequacy of water supply	1	2	3
Drug and alcohol use	1	2	3

Topic

Response

Topic Arrangement

One way of arranging questions by topic involves placing the questions concerning needs and problems together in a group followed by topics concerning problem solutions, funding preferences, and characteristics of the respondents. Example 2.26 illustrates this format.

Questionnaires can also be organized according to the specific subjects, such as health care, education, jobs, the economy, and so on.

Response Arrangement

An alternative to topic arrangement is ordering the questions according to their type of response. For instance, scaled-response questions would be grouped together and placed before open-ended questions. In Example 2.27 the response is the same for all of the questions, but the topics of the questions vary within the section.

Tips for Formatting the Questionnaire

Include screening questions

A screening question determines whether a person is eligible for the interview, and it can determine whether future questions are applicable to the respondent. One screening question necessary for community surveys asks whether the respondent resides in the community. Another example could be asking whether the respondent has school-aged children. The answer to this question determines whether a question, such as "How receptive to parents are the public school teachers?" applies to the respondent.

Ask easy-to-answer questions first

The first questions should require only simple answers, such as "How long have you lived in the community?" These questions should have distinct response categories and ask about facts, such as age, gender, occupation, or education (but not income, religion, or education). If possible, the beginning questions should be ones that stimulate interest and make people want to participate in the survey.

Put sensitive questions last

Sensitive questions, such as ones about family income, may offend some people, causing them to refuse to continue the interview. To avoid a refusal in the beginning of the interview, ask sensitive questions near the end of the interview. If the person reacts negatively to the question or refuses to continue after the question is posed, the bulk of the questions would have already been answered.

Put open-ended questions last

Open-ended questions require the respondent to formulate his or her answer rather than to select one from a list provided by the interviewer. In addition, these types of answers take longer to record. The

person may feel the interview will be too burdensome if the interviewer starts with these questions.

Put important questions first

"Important" questions may include those critical to the survey or those that will help determine what should be asked on future surveys. These questions should be asked first to make sure they are answered because the respondent may discontinue the interview at any time. For this same reason, less important questions such as demographic questions about the respondent's age, income, and sex usually are located at the end of the questionnaire.

Place questions in logical order

Questions should be asked in a time-ordered or topical sequence. This makes it easier for people to follow the interviewer and recall the information necessary to answer the question. For example, if the interviewer were interested in the respondent's evaluation of community services, these questions should not be interrupted with questions about developing the economy of the community. Such an interruption may be confusing to the respondent.

Use a transition statement to make questionnaire flow

Transition statements prepare a reader for questions about certain topics. Usually the statement provides a context for the next set of questions, though it can also be used to warn the respondent that sensitive questions are next. For example, the transition statement "My next few questions are for statistical purposes" could introduce the survey's demographic questions.

Pilot Testing

Pilot testing lets you "try out" your survey questionnaire so you can improve the survey before collecting all of the data. To pilot test the survey, each student can conduct a mock

interview (these can be face-to-face interviews). The interviews need to be timed to estimate how long the survey takes to complete. Each student should then discuss the questionnaire with his or her respondent and get feedback on the questionnaire, including identifying questions that are confusing and gathering suggestions for improvements. The class reviews and compares the suggestions and modifies the questionnaire accordingly.

Sources

- (1) Sudman, Seymour and Norman M. Bradburn. 1982. *Asking Questions: A Practical Guide to Questionnaire Design*. San Francisco: Jossey-Bass Publishers.
- (2) Summerhill, W.R. and C.L. Taylor. 1992. *Writing Questions*. Program Evaluation and Organizational Development, IFAS, University of Florida. PE-16. October.
- (3) Taylor, C.L. and W.R. Summerhill. 1992. *Writing Options for Mail Questionnaires*. Program Evaluation and Organizational Development, IFAS, University of Florida. PE-18. October.

Question Construction Exercise: Instructor's Guide

Instructions:

Students should use the "Tips for Writing Good Questions" to re-write the worksheet questions. Each question violates at least one rule for question writing. Although response options are not given, the students may choose to practice writing responses for each of the questions.

- 1) Provide each student a copy of the question construction worksheet and allow the students to work in groups if they wish. Also distribute copies of "Tips for Writing Good Questions" to the students.
- 2) Have the students read each question and identify the problem.
- 3) Instruct the students to re-write each question, correcting the problem. The students may use a separate piece of paper or write the revisions on the question sheet.
- 4) Encourage students to discuss the questions and offer their suggestions for revisions. Then using the key, review the answers with the class.

Question Construction Worksheet

Use the *Tips for Writing Good Questions* to improve each of the questions below. First identify a problem for each question. Then rewrite each question to correct the problem.

1. What do you think about our community's spring festival?
2. Do you favor allowing fanatical activists the right to demonstrate at town meetings?
3. How much does your family donate to our local Democratic party's chapter?
4. How many years have you lived here?
5. Suppose there is public support for building a community swimming pool. Should taxes be used to pay for the pool?
6. What are the 10 most important problems in Immokalee?
7. How many people in your family are in each of the following age categories?
 - _____ Under 8 years of age
 - _____ 8 to 18 years of age
 - _____ 19 to 40 years of age
 - _____ 40 years of age or older

Question Construction Key

1. **Problem:** Does not ask about "concrete" actions.

Revised: Would you say our community's spring festival was _____?

- a. A lot of fun
- b. Some fun
- c. Not fun
- d. Don't Know

2. **Problem:** Emotionally charged.

Revised: Do you favor more restrictions for group demonstrations at town meetings?

3. **Problem:** Too personal, should not be asked.

Revised: Do you donate money to a local political party chapter? YES
NO

4. **Problem:** Ambiguous; the location needs to be defined.

Revised: How many years have you lived in Manatee County? _____ YEARS

5. **Problem:** Not clear, what type of tax, property or sales?

Revised: Should property taxes be used to pay for the pool? YES
NO

6. **Problem:** Question is too difficult and requires time to think about an answer.

Revised: What is the most important problem facing Immokalee?

7. **Problem:** "Family" could be interpreted differently.

Revised: How many people in your household are in each of the following categories?

- _____ Under 8 years of age
- _____ 8 to 18 years of age
- _____ 19 to 40 years of age
- _____ 40 years of age or older

Question Order Exercise: Instructor's Guide

Instructions:

The Questionnaire Order Exercise is designed to develop students' understanding of formatting. The questions have been selected from a needs assessment survey and have been randomly ordered on the page. The students should logically re-order the questions. There can be more than one correct order for the questions, but certain questions should be placed together, and the order of the entire questionnaire should follow the suggestions provided in *Writing and Formatting the Questionnaire*. The students will need scissors and tape for this exercise.

- 1) Encourage students to discuss the problems with the current order of the questions.
- 2) Have students re-order the questions by "cutting and pasting" the questions into a proper order on a separate sheet of paper.
- 3) Review the proper order of the questionnaire and discuss how the order could be improved.

Questionnaire Order Worksheet

The questions below are samples from a community needs assessment survey. Think about the order in which the questions should be asked. Rearrange the questions by "cutting and pasting" the questions onto a blank sheet of paper to put the questions in a proper order.

How long have you lived in the community? _____ Years

Please indicate the degree to which you agree with the following statement.

Unemployment is a serious problem in my community.

- a. Strongly agree
- b. Somewhat agree
- c. Uncertain
- d. Somewhat disagree
- e. Strongly disagree

What is your race?

- a. Black, non-Hispanic
- b. Hispanic
- c. White, non-Hispanic
- d. Asian
- e. Other

If "Yes," which one of the following improvements would you favor most for the community library?

- a. more books
- b. more evening hours
- c. on-line database information services
- d. more branch libraries

Please indicate the degree to which you agree with the following statement.

My community needs more industry.

- a. Strongly agree
- b. Somewhat agree
- c. Uncertain
- d. Somewhat disagree
- e. Strongly disagree

What has been your role in community development? Please explain.

Please indicate the degree to which you agree with the following statement.

I would like to see my community grow in population.

- a. Strongly agree
- b. Somewhat agree
- c. Uncertain
- d. Somewhat disagree
- e. Strongly disagree

Have you or a member of your family ever used the services of the community library?

- a. Yes
- b. No

The following pages can be photocopied on overhead transparencies to accompany the presentation.

Examples of Topics

Education

Organizing Community Action

Economic Development

Social Services

Drug Abuse

City Incorporation

Law Enforcement

Roads, Water & Sewer

Health Care Services

Affordable Housing

Adequate Retail Sector

Public Beautification

Recreational Facilities & Programs

Steps for Brainstorming

- ✓ **Organize groups**
- ✓ **Discussion**
- ✓ **Generate questions**
- ✓ **Class consensus**
- ✓ **Vote**

Tips for Good Question Writing

- **Write clear and concise questions**
- **Ask about "concrete" actions**
- **Avoid biased and emotionally charged words**
- **Don't get too personal**
- **Avoid double questions and double negatives**

Examples of Questions

- **What concerns you?**
- **What do you like/dislike about our community?**
- **What do you notice about our community?**
- **How is our community different from others you may have visited or lived in?**
- **What services does our community need to offer that might help you?**
- **What do you see as weaknesses in our community's local government or community services?**

Tips for Writing Responses

- **Make responses mutually exclusive**
- **Use balanced response options**
- **Include a "No Answer" option**
- **Include a "Don't Know" option**
- **Use responses that cue memory**

Formatting the Questionnaire

- **Ask easy questions first**
- **Put sensitive questions last**
- **Put open-ended questions last**
- **Put important questions first**
- **Place questions in logical order**
- **Include screening questions**
- **Use transition statements**

Characteristics of Respondents

a. Are you a registered voter?

YES

NO

b. Did you vote in the last county-wide election in 1991?

YES

NO

c. Do you own a house or other property in Collier County?

YES

NO

Attitude & Belief Questions

Do you favor or oppose expanding youth recreation programs or do you not know?

Favor

Oppose

Don't Know

Do you think the Superintendent of Schools should be elected or appointed?

Elected

Appointed

Do you favor or oppose free public transportation for our community's elderly and handicapped citizens?

Favor

Oppose

No opinion

Behavior Questions

Do you attend city hall meetings that are open to the public?

YES

NO

Would you participate in city hall meetings if more meetings were held at night?

YES

NO

Needs and Problems

- a. How important to you is having a maternal and child preventative health care program in Immokalee?**

VERY IMPORTANT

SOMEWHAT IMPORTANT

NOT AT ALL IMPORTANT

DON'T KNOW

- b. Do you think health care is a serious problem, a moderate problem, a slight problem or not a problem in Immokalee?**

SERIOUS PROBLEM

MODERATE PROBLEM

SLIGHT PROBLEM

NOT A PROBLEM

DON'T KNOW

Needs and Problems

c. What are the 10 most important health care problems in Immokalee?

1. _____

2. _____

etc.

Alternative Solutions

- a. What should community leaders do to improve recreational programs for youth in Immokalee?**

- b. Some people think that Immokalee needs to expand recreation programs for youth. Do you think the county should build a swimming pool, build a boys and girls club, expand sports programs or do nothing at all?**

BUILD SWIMMING POOL

BUILD BOYS & GIRLS CLUB

EXPAND SPORTS PROGRAMS

DO NOTHING AT ALL

Alternative Solutions

c. Do you think that a boys and girls club should be built to expand recreational programs for youth?

YES

NO

Do you think that a swimming pool should be built to expand recreational programs for youth?

YES

NO

Funding Projects

- a. Would you be in favor of a \$50 million bond issue to build a hospital in Immokalee if it increased your property taxes by \$50 per year?**

YES

NO

- b. Suppose that there is public support for building a swimming pool. Should taxes be used to pay for the pool?**

YES

NO

Funding Projects

C. When community leaders want to carry out a project, they need money to pay for the project. Should they use...

...money from increases in general property taxes?

YES

NO

...money from property taxes from special taxing districts?

YES

NO

...money from fees paid by people who use the services or facility?

YES

NO

...money from a 1 cent county option sales tax?

YES

NO

Organizing a Questionnaire

- 1. Easy questions toward front.**
- 2. Important questions at front.**
- 3. Sensitive questions toward end.**
- 4. Demographic questions toward end.**
- 5. Use logic in ordering questions.**
- 6. Use transition statement to make questionnaire flow.**

Ordering Questions Sample

First, I would like to ask you for your views about some issues in Immokalee.

- 1. How important to you is having a maternal and child preventative health care program in Immokalee?**

VERY IMPORTANT

SOMEWHAT IMPORTANT

NOT AT ALL IMPORTANT

DON'T KNOW

- 2. Do you think that a boys and girls club should be built to expand recreational programs for youth?**

YES

NO

3. Do you think that a swimming pool should be built to expand recreational programs for youth?

YES

NO

The next question is asked about how projects should be funded.

4. Would you be in favor of a \$50 million bond issue to build a hospital in Immokalee if it increased your property taxes by \$50 per year?

YES

NO

Now I would like to ask you a few questions for statistical purposes.

5. Did you vote in the last county-wide election in 1991?

YES

NO

6. Do you own the place where you live, rent the place where you live, or live with parents, relatives or friends?

OWN

RENT

LIVE WITH PARENTS, RELATIVES OR

FRIENDS

OTHER _____

Needs Assessment Survey Example

A needs assessment survey used in Immokalee, Florida is provided as an example for helping students construct their survey. This example includes all essential parts of a survey: an introduction statement, survey questions, transition statements, and response options. This survey contains 80 survey items, and the interview takes about 16 minutes to complete. Although we did not experience many (if any) hang-ups because of the survey's length, we recommend that your survey be designed for 12 minutes. A survey of this length would contain about 60 items.

The sample survey has multiple uses. For example, when practicing writing and formatting survey questions, these questions can be used in addition to the examples provided in *Creating A Survey Questionnaire*. The survey can also be used to illustrate how a questionnaire is organized. To aid discussions about surveys, overheads highlighting key parts of community surveys are also included. When reviewing the different types of survey questions or responses, overheads can be used to show examples. While this survey is a good example for students, it should be used only as a guide to writing and formatting surveys because, like most surveys, your survey will need to be designed to ask about your community's own special needs or issues.

Immokalee Citizen Survey

Respondent ID # _____

Hello. My name is _____, I'm a student at Immokalee High School. I'm involved in a project called A Greater Immokalee For Tomorrow, in cooperation with the Collier County Extension Service. This project is designed to improve the quality of life in Immokalee. We are conducting a survey of a random sample of people in the Immokalee area to better understand how people feel about current issues. The survey will take about 15 minutes. We have only a phone number and no names, so all your answers will be anonymous.

*According to my instructions, I'm to speak to a (man/woman) 18 years of age or older at this number. Would that be you?
Or, would you please call (him/her) to the phone?*

NOTE: if there is no male (or female) living at the residence then the female (or male) can respond.

REPEAT THE GREETING IF THE PERSON WHO ANSWERED WAS NOT THE RESPONDENT.

1. If I have your permission, let me begin by asking how many years have you been a resident of Immokalee?

_____ **YEARS**

NOTE: If the respondent says that he/she is not a resident of Immokalee or the surrounding countryside, thank him/her and end the interview.

I'd like to ask you a few questions about Immokalee's economy and jobs.

2. Do you think the lack of economic growth in Immokalee is a serious problem, a moderate problem, a slight problem, or not a problem, or do you not know?

- 1 SERIOUS PROBLEM**
- 2 MODERATE PROBLEM**
- 3 SLIGHT PROBLEM**
- 4 NOT A PROBLEM**
- 5 DON'T KNOW**
- 6 [NO ANSWER]**

3. *How important do you think it is for county government to attract more industry to Immokalee? Would you say very important, somewhat important, not important, or do you not know?*

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT IMPORTANT
- 4 DON'T KNOW
- 5 [NO ANSWER]

4. *How important do you think attracting non-agricultural industry is to creating jobs and raising wages in Immokalee? Would you say very important, somewhat important, not important, or do you not know?*

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT IMPORTANT
- 4 DON'T KNOW
- 5 [NO ANSWER]

5. *How important do you think expanding Immokalee's airport is to economic development? Would you say very important, somewhat important, not important, or do you not know?*

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT IMPORTANT
- 4 DON'T KNOW
- 5 [NO ANSWER]

6. *Some people say that Immokalee needs more stores and a better selection of goods and services. As I read from a list, please tell me if you think Immokalee needs that type of store or not, or that you do not know.*

Does Immokalee need discount department stores (Walmart or K-Mart)?

- 1 YES
- 2 NO
- 3 DON'T KNOW
- 4 [NO ANSWER]

Does Immokalee need grocery stores (Publix, Food Lion, Kash 'n Karry)?

- 1 YES
- 2 NO
- 3 DON'T KNOW
- 4 [NO ANSWER]

Does Immokalee need more fast food restaurants (Pizza Hut, McDonald's, Wendy's, Long John Silver's)?

- 1 YES
- 2 NO
- 3 DON'T KNOW
- 4 [NO ANSWER]

Does Immokalee need stores with television, stereo, and other electronic products?

- 1 YES
- 2 NO
- 3 DON'T KNOW
- 4 [NO ANSWER]

Does Immokalee need clothing or shoe stores?

- 1 YES
- 2 NO
- 3 DON'T KNOW
- 4 [NO ANSWER]

Does Immokalee need stores with refrigerators and other large appliances?

- 1 YES
- 2 NO
- 3 DON'T KNOW
- 4 [NO ANSWER]

Does Immokalee need pharmacies?

- 1 YES
- 2 NO
- 3 DON'T KNOW
- 4 [NO ANSWER]

Does Immokalee need auto repair and service shops?

- 1 YES
- 2 NO
- 3 DON'T KNOW
- 4 [NO ANSWER]

Does Immokalee need entertainment businesses (video rentals, arcades, miniature golf, skating rink, etc.)?

- 1 YES
- 2 NO
- 3 DON'T KNOW
- 4 [NO ANSWER]

7. *Is the availability of good paying jobs a serious problem, a moderate problem, a slight problem, or not a problem, or do you not know?*

- 1 SERIOUS PROBLEM
- 2 MODERATE PROBLEM
- 3 SLIGHT PROBLEM
- 4 NOT A PROBLEM
- 5 DON'T KNOW
- 6 [NO ANSWER]

8. *Is the availability of full-time, year-round jobs a serious problem, a moderate problem, a slight problem, or not a problem, or do you not know?*

- 1 SERIOUS PROBLEM
- 2 MODERATE PROBLEM
- 3 SLIGHT PROBLEM
- 4 NOT A PROBLEM
- 5 DON'T KNOW
- 6 [NO ANSWER]

9. *Is the availability of jobs for youth a serious problem, a moderate problem, a slight problem, or not a problem, or do you not know?*

- 1 SERIOUS PROBLEM
- 2 MODERATE PROBLEM
- 3 SLIGHT PROBLEM
- 4 NOT A PROBLEM
- 5 DON'T KNOW
- 6 [NO ANSWER]

My next two questions are about Immokalee's roads and public transportation.

10. *Do you think the condition of side streets and roads in Immokalee is a serious problem, a moderate problem, a slight problem, or not a problem, or do you not know?*

- 1 SERIOUS PROBLEM
- 2 MODERATE PROBLEM
- 3 SLIGHT PROBLEM
- 4 NOT A PROBLEM
- 5 DON'T KNOW
- 6 [NO ANSWER]

11. *Do you think Immokalee needs more public transportation such as cabs and buses, or do you not know?*

- 1 YES
- 2 NO
- 3 DON'T KNOW
- 4 [NO ANSWER]

Now I would like to ask a few questions about education.

12. *Do you think the quality of the public schools is a serious problem, a moderate problem, a slight problem, or not a problem in Immokalee, or do you not know?*

- 1 SERIOUS PROBLEM
- 2 MODERATE PROBLEM
- 3 SLIGHT PROBLEM
- 4 NOT A PROBLEM
- 5 DON'T KNOW
- 6 [NO ANSWER]

13. *Do you think our school system should go year around or not, or don't you know?*

- 1 YES
- 2 NO
- 3 DON'T KNOW
- 4 [NO ANSWER]

14. *Would you say there is a great need, some need, little need, or no need to expand adult education programs in Immokalee, or do you not know?*

- 1 GREAT NEED
- 2 SOME NEED
- 3 LITTLE NEED
- 4 NO NEED
- 5 DON'T KNOW
- 6 [NO ANSWER]

Next I would like to ask for your views about affordable housing.

15. *Do you think that the availability of affordable housing is a serious problem, a moderate problem, a slight problem, or not a problem, or do you not know?*

- 1 SERIOUS PROBLEM
- 2 MODERATE PROBLEM
- 3 SLIGHT PROBLEM
- 4 NOT A PROBLEM
- 5 DON'T KNOW
- 6 [NO ANSWER]

16. *Do you think the amount of tax money that the county government spends on developing affordable housing should be increased, decreased, remain unchanged, or do you not know?*

- 1 INCREASED
- 2 DECREASED
- 3 REMAIN UNCHANGED
- 4 DON'T KNOW
- 5 [NO ANSWER]

17. *What kind of low-cost housing is most needed in Immokalee? Would you say multi-family homes, single-family homes, apartments, or do you not know?*

- 1 MULTI-FAMILY HOMES
- 2 SINGLE FAMILY HOMES
- 3 APARTMENTS
- 4 DON'T KNOW
- 5 [NO ANSWER]

18. *Do you think that the homeless in Immokalee are a serious problem, a moderate problem, a slight problem, or not a problem, or do you not know?*

- 1 SERIOUS PROBLEM
- 2 MODERATE PROBLEM
- 3 SLIGHT PROBLEM
- 4 NOT A PROBLEM
- 5 DON'T KNOW
- 6 [NO ANSWER]

My next few questions ask what you think about the appearance of Immokalee's streets and buildings.

19. *Do you think the appearance of Immokalee's buildings and streets is a serious problem, a moderate problem, a slight problem, or not a problem, or do you not know?*

- 1 SERIOUS PROBLEM
- 2 MODERATE PROBLEM
- 3 SLIGHT PROBLEM
- 4 NOT A PROBLEM
- 5 DON'T KNOW
- 6 [NO ANSWER]

IF RESPONDENT'S ANSWER IS A SERIOUS PROBLEM, MODERATE PROBLEM, OR SLIGHT PROBLEM, ASK THE FOLLOWING QUESTION. OTHERWISE GO TO QUESTION 21.

20. *Would you be willing to participate in a community-wide clean up project or do you not know?*

- 1 YES
- 2 NO
- 3 DON'T KNOW
- 4 [NO ANSWER]

IF YES,

Would you adopt a street and collect litter?

- 1 YES
- 2 NO
- 3 [DON'T KNOW]
- 4 [NO ANSWER]

Would you provide building materials or landscaping supplies?

- 1 YES
- 2 NO
- 3 [DON'T KNOW]
- 4 [NO ANSWER]

Would you donate money?

- 1 YES
- 2 NO
- 3 [DON'T KNOW]
- 4 [NO ANSWER]

Would you serve on a planning committee?

- 1 YES
- 2 NO
- 3 [DON'T KNOW]
- 4 [NO ANSWER]

Would you help landscape roadsides and medians?

- 1 YES
- 2 NO
- 3 [DON'T KNOW]
- 4 [NO ANSWER]

21. *Would you pay an extra \$5 per year in taxes to increase funding for the Immokalee Lighting and Beautification District, or do you not know?*

- 1 YES
- 2 NO
- 3 DON'T KNOW
- 4 [NO ANSWER]

Now I would like to ask you for your opinions about health care and social services in Immokalee.

22. *Do you think health care is a serious problem, a moderate problem, a slight problem, or not a problem in Immokalee, or do you not know?*

- 1 SERIOUS PROBLEM
- 2 MODERATE PROBLEM
- 3 SLIGHT PROBLEM
- 4 NOT A PROBLEM
- 5 DON'T KNOW
- 6 [NO ANSWER]

23. *Which of the following communities do you go to a hospital or to see your doctor?*

Immokalee?

- 1 YES
- 2 NO
- 3 [DON'T KNOW]
- 4 [NO ANSWER]

La Belle?

- 1 YES
- 2 NO
- 3 [DON'T KNOW]
- 4 [NO ANSWER]

Lehigh?

- 1 YES
- 2 NO
- 3 [DON'T KNOW]
- 4 [NO ANSWER]

Ft. Meyers?

- 1 YES
- 2 NO
- 3 [DON'T KNOW]
- 4 [NO ANSWER]

Naples?

- 1 YES
- 2 NO
- 3 [DON'T KNOW]
- 4 [NO ANSWER]

24. *Do you have health insurance?*

- 1 YES
- 2 NO
- 3 [DON'T KNOW]
- 4 [NO ANSWER]

If YES, Do you have private insurance, insurance obtained through your employer, Medicare, Medicaid, or do you not know?

- 1 PRIVATE INSURANCE
- 2 INSURANCE OBTAINED THROUGH YOUR EMPLOYER
- 3 MEDICARE
- 4 MEDICAID
- 5 DON'T KNOW
- 6 [NO ANSWER]

25. *Do you think the number of dentists with offices in Immokalee is a serious problem, a moderate problem, a slight problem, or not a problem, or do you not know?*

- 1 SERIOUS PROBLEM
- 2 MODERATE PROBLEM
- 3 SLIGHT PROBLEM
- 4 NOT A PROBLEM
- 5 DON'T KNOW
- 6 [NO ANSWER]

26. *Do you feel that programs like food stamps are successful in reaching all the people in Immokalee who are entitled to the benefits, or do you not know?*

- 1 YES
- 2 NO
- 3 DON'T KNOW
- 4 [NO ANSWER]

27. *Do you think that abuse of social services is a serious problem, a moderate problem, a slight problem, or not a problem, or do you not know?*

- 1 SERIOUS PROBLEM
- 2 MODERATE PROBLEM
- 3 SLIGHT PROBLEM
- 4 NOT A PROBLEM
- 5 DON'T KNOW
- 6 [NO ANSWER]

28. *Do you think that the availability of child care in Immokalee is a serious problem, a moderate problem, a slight problem or not a problem, or do you not know?*

- 1 SERIOUS PROBLEM
- 2 MODERATE PROBLEM
- 3 SLIGHT PROBLEM
- 4 NOT A PROBLEM
- 5 DON'T KNOW
- 6 [NO ANSWER]

My next few questions are about recreation for children and adults in Immokalee.

29. *Do you think the availability of recreational facilities and programs, including sports programs, concerts, movies, festivals, and community events, is a serious problem, a moderate problem, a slight problem, or not a problem, or do you not know?*

- 1 SERIOUS PROBLEM
- 2 MODERATE PROBLEM
- 3 SLIGHT PROBLEM
- 4 NOT A PROBLEM
- 5 DON'T KNOW
- 6 [NO ANSWER]

30. *Some people think that Immokalee needs to expand recreation programs for youth. Which of the following recreational programs for youth do you think are needed in Immokalee:*

A swimming pool?

- 1 YES
- 2 NO
- 3 [DON'T KNOW]
- 4 [NO ANSWER]

A YMCA?

- 1 YES
- 2 NO
- 3 [DON'T KNOW]
- 4 [NO ANSWER]

Expanded sports programs for boys and girls?

- 1 YES
- 2 NO
- 3 [DON'T KNOW]
- 4 [NO ANSWER]

Other kinds of youth programs?

- 1 YES
- 2 NO
- 3 [DON'T KNOW]
- 4 [NO ANSWER]

IF YES, What kind of program do you think should be started? _____

Now I would like to get your views on building code and law enforcement.

31. *Do you think that enforcement of county zoning and building codes is a serious problem, a moderate problem, a slight problem, or not a problem, or do you not know?*

- 1 SERIOUS PROBLEM
- 2 MODERATE PROBLEM
- 3 SLIGHT PROBLEM
- 4 NOT A PROBLEM
- 5 DON'T KNOW
- 6 [NO ANSWER]

32. *Do you think code enforcement in Immokalee is fair or unfair, or do you not know?*

- 1 FAIR
- 2 UNFAIR
- 3 DON'T KNOW
- 4 [NO ANSWER]

33. *Do you feel more police officers should live in Immokalee or not, or do you not know?*

- 1 YES
- 2 NO
- 3 DON'T KNOW
- 4 [NO ANSWER]

34. *Do you think police-community relations are a serious problem, a moderate problem, a slight problem, or not a problem?*

- 1 SERIOUS PROBLEM
- 2 MODERATE PROBLEM
- 3 SLIGHT PROBLEM
- 4 NOT A PROBLEM
- 5 [DON'T KNOW]
- 6 [NO ANSWER]

35. *Would you say there is a great need, some need, little need, or no need for police to expand the crime prevention program in Immokalee, or do you not know?*

- 1 GREAT NEED
- 2 SOME NEED
- 3 LITTLE NEED
- 4 NO NEED
- 5 DON'T KNOW
- 6 [NO ANSWER]

The next several questions ask about your opinions about three issues: people getting involved in Immokalee, county and city government, and funding community programs.

36. *Do you think getting people involved in issues that affect them is a serious problem, a moderate problem, a slight problem, or not a problem, or do you not know?*

- 1 SERIOUS PROBLEM
- 2 MODERATE PROBLEM
- 3 SLIGHT PROBLEM
- 4 NOT A PROBLEM
- 5 DON'T KNOW
- 6 [NO ANSWER]

37. *People get involved in their community in many ways. Would you attend a community meeting to talk about ways to solve a problem?*

- 1 YES
- 2 NO
- 3 [DON'T KNOW]
- 4 [NO ANSWER]

Would you help organize a group to work on solving a problem?

- 1 YES
- 2 NO
- 3 [DON'T KNOW]
- 4 [NO ANSWER]

Would you donate money to fund efforts to solve a problem in Immokalee?

- 1 YES
- 2 NO
- 3 [DON'T KNOW]
- 4 [NO ANSWER]

Would you give your time to work with a group to solve a problem?

- 1 YES
- 2 NO
- 3 [DON'T KNOW]
- 4 [NO ANSWER]

38. *Please give me the names of three community leaders whose help you would like to have if you wanted to do something to make Immokalee a better community.*

Check with the respondent if you are unsure of the correct spelling.

39. *Do you think discrimination is a serious problem, a moderate problem, a slight problem, or is not a problem in Immokalee, or do you not know?*

- 1 SERIOUS PROBLEM
- 2 MODERATE PROBLEM
- 3 SLIGHT PROBLEM
- 4 NOT A PROBLEM
- 5 DON'T KNOW
- 6 [NO ANSWER]

40. *Do you think the way Immokalee is viewed by other communities is a serious problem, a moderate problem, a slight problem, or is not a problem, or do you not know?*

- 1 SERIOUS PROBLEM
- 2 MODERATE PROBLEM
- 3 SLIGHT PROBLEM
- 4 NOT A PROBLEM
- 5 DON'T KNOW
- 6 [NO ANSWER]

41. *Do you think that county government can improve access for people in Immokalee to help determine what services are provided, or do you not know?*

- 1 YES
- 2 NO
- 3 DON'T KNOW
- 4 [NO ANSWER]

42. *When community leaders want to carry out a project, they need money to pay for it. Which source of money do you think is the best way to fund projects in Immokalee? Would you say general property taxes, property taxes from special taxing districts, admission fees, membership fees, a county option sales tax, or don't you know?*

[NOTE: REPEAT THE RESPONSE CATEGORIES IF NECESSARY.]

- 1 GENERAL PROPERTY TAXES (AD VALOREM TAXES)
- 2 PROPERTY TAXES FROM SPECIAL TAXING DISTRICTS (FOR EXAMPLE, THE FIRE DISTRICT)
- 3 ADMISSION OR MEMBERSHIP FEES
- 4 COUNTY OPTION SALES TAX INCREASE FROM 6 TO 7 PERCENT
- 5 DON'T KNOW
- 6 [NO ANSWER]

I'd like to stop and summarize our discussion so far.

43. *Of all the problems, issues, and concerns that we have covered so far, what do you think should be the top priority for local leaders to take action?*

My next few questions are for statistical purposes.

44. *What is your age?* _____ **YEARS**

Code the respondent's sex at this time.

1 **MALE**

2 **FEMALE**

45. *Including yourself, how many members of your household are 18 years of age or older?* _____ **PERSONS**

46. *How many children under the age of 18 live in your household?* _____ **CHILDREN**

47. *What is your ethnic background? Would you say white non-Hispanic, black non-Hispanic, or Hispanic?*

1 **WHITE, NONHISPANIC**

2 **BLACK, NONHISPANIC**

3 **HISPANIC**

4 **OTHER** _____

5 **[DON'T KNOW]**

6 **[NO ANSWER]**

48. *Did you complete high school?*

1 **YES**

2 **NO**

If NO, did you complete middle school?

1 **YES**

2 **NO**

If Yes, did you go to college or vocational school?

1 **YES**

2 **NO**

49. *Did you vote in the last county-wide election in 1991?*

1 **YES**

2 **NO**

3 **[DON'T KNOW]**

4 **[NO ANSWER]**

50. Do you own the place where you live, rent the place where you live, or live with parents, relatives, or friends?

- 1 OWN
- 2 RENT
- 3 LIVE WITH PARENTS, RELATIVES, OR FRIENDS
- 4 OTHER _____
- 5 [NO ANSWER]

51. Are you currently working for pay?

- 1 YES
- 2 NO
- 3 [NO ANSWER]

If NO, would you like to be working?

- 1 YES
- 2 NO, I'M A HOMEMAKER
- 3 NO, I'M A STUDENT
- 4 NO, I'M RETIRED
- 5 NO, I'M DISABLED
- 6 NO, OTHER REASON
- 7 [DON'T KNOW]
- 8 [NO ANSWER]

If YES, Do you usually work at least 35 hours per week?

- 1 YES [full-time worker]
- 2 NO [part-time worker]

WE HAVE FINISHED ALL THE QUESTIONS. THANK YOU VERY MUCH FOR SHARING YOUR OPINIONS WITH US.

Promoting Your Community Needs Survey

A successful survey requires publicity. Because of this your group or organization should develop some promotional messages to publicize the survey. The purpose of these messages is to make citizens aware of the survey, to explain and legitimize the survey to the residents, and to ask for their cooperation. Citizens are more apt to respond to the survey if they feel they are contributing to the improvement of their community.

Your promotional message should be informative and often takes the form of press releases, posters, and flyers.² Radio announcements, newspaper articles, posters, and flyers can all be used to promote your survey during the few weeks prior to and during the event. Given the variety of media available, you might ask which form of media is most appropriate and effective in promoting your community needs survey. The following four considerations about the message should be made prior to selecting the media for the promotional message.

Audience

The first question is "Whom do you want your promotional message to reach?" To analyze your audience, look for distinguishing characteristics of the residents.¹ Since your audience is composed of community residents, it would seem that their characteristics would be diverse. However, your community may have a predominant population, such as a large number of retirees or migrant farm workers. Identifying these different population segments will better ensure that your message reaches these groups.

Also, the size of the audience affects media selection. A large audience may be more effectively reached using television or radio, whereas a small audience of a few hundred people may be better reached using more personal contacts, such as flyers or posters placed at locations frequented by that group.²

Goal

Promotional messages have goals that help to focus the promotional activities.¹ The goal of your message is to inform residents of the survey and its importance to the community. By promoting the survey, you are creating public understanding. The residents need to know the importance of a community needs assessment survey and that their participation is critical to a successful survey.

Nature of Message

Promoting a community survey requires conveying detail and creating appeal.¹ Your message must incorporate both. Therefore, a practical consideration is the complexity of the message, how much detail is necessary to accomplish your goal of informing the residents about your survey.

Also, promotional messages are more likely to be remembered if they have "appeal."¹ A slogan should be a part of your message. Creative slogans capture the attention of the residents. Ideally residents should react to the slogan and want to participate in the survey. By combining these two components, you create an informative but unique message announcing your community survey.

Resources

Finally, before selecting media sources, take an inventory of your group's resources and set priorities. Decide how much money can be spent and how much time can be devoted to the promotional effort.² The outcomes of these decisions may limit your media options.¹

For example, some media, such as television, radio, and newspapers, will donate their services for community projects. However, other forms of media, such as posters or flyers, require materials and manpower (volunteers). Therefore, taking an inventory of your group's resources means assessing not only the financial resources but also the volunteers and time available for the promotional effort.

*Don't hang up on
Immokalee.*
-Slogan for telephone
survey

Selecting Media

After considering your audience, your goals, the nature of the message, and the resources available to the group, you are better able to select media that will reach the community most effectively. Several types of media are appropriate for community survey promotions, each with advantages and disadvantages.

These first three types of media, newspaper, radio, and television, convey news. For small communities a survey is news for the residents. It is a project sponsored by concerned residents who want to improve their community. These types of media communicate this news and create awareness of the survey. All three types convey your message to a broad audience in a relatively inexpensive but fast manner, if time is donated by each media source.¹

Posters and flyers can also be used to promote the survey.² These enable your group to have more control of the promotional message. Details can be communicated and specific audiences can be targeted.

Since there are advantages and disadvantages to all types of promotional media, we recommend using a variety of media to communicate your message. Using a combination of media proves to be more effective in promoting surveys and helps reach different groups in the community.

■ **Newspapers**

Rural communities may consider promoting their survey in a weekly newspaper versus a daily regional paper. Local newspapers can be especially effective because the papers tend to have a faithful following of the community residents (see Figure 2.5). Also, the news is read more thoroughly by residents since it relates directly to their community.

UNION COUNTY RESIDENTS ENCOURAGED TO PARTICIPATE IN CHAMBER SURVEY

The Chamber of Commerce is sponsoring a community needs assessment survey to help determine priorities for community development.

The survey will be conducted by student volunteers, using telephones after work hours and possibly on weekends. If a high school student contacts you on the phone, please help Union County by responding to his or her questions. Your responses will be kept confidential. Survey results can be used in pursuing grants for economic development, educational programs, and setting priorities to help local business development.

Figure 2.5. Newspaper article.

■ **Radio**

Radio reaches a wide audience, and usually advertising time for public projects is donated by the station (see Figure 2.6). Some radio stations have talk programs, so your group may even be able to promote the survey on the air. Compared to television, radio allows a few more words per spot. A ten second spot averages 25 words, a twenty second averages 50, and a sixty second averages 150.¹ One disadvantage for some rural areas is that there may not be a local radio station, but the local newspaper is an effective alternative.

■ **Television**

Similar to radio, television is an ideal medium for promoting your community survey. Typically television stations will donate air time, since promoting a community project qualifies as a public service announcement (see Figure 2.7). The disadvantage of these types is that you have less

For Immediate Release

PUBLIC SERVICE ANNOUNCEMENT

Don't Hang Up On Immokalee!!!

Immokalee High School students are calling to ask you your opinion of Immokalee. Please participate. You can make a difference. Help shape Immokalee's future.

Calls are made weekdays from 3:00-5:00 p.m. and 6:30-8:30 p.m.; Saturdays from 10:00 a.m. -12 Noon; and Sundays from 3:00-5:00 p.m. The theme of the project is "A Greater Immokalee for Tomorrow." Make your gift to Immokalee by agreeing to participate when you are called.

NOTE: Residents who speak Spanish or Creole will be interviewed in that language.

The Collier County Cooperative Extension Service is an educational program and a department of the Public Services Division of Collier County Government. It is also part of a state-wide program called the Florida Cooperative Extension Service, with headquarters at the University of Florida in Gainesville, under the Institute of Food and Agricultural Sciences. Its purpose in Collier County is to extend the resources of the University to the people in Collier County.

Extension programs are open to all persons without regard to race, color, creed, sex, or national origin.

Figure 2.6. Radio promotion.

control over the content of the message. The station determines when the message will air, and there is no guarantee the message will be presented precisely as written. Therefore, details and prime air time are sometimes sacrificed for the convenience of television promotion. Also, some rural communities may not have a local television station. If a local station is not available, the other types of media will need to be used for promoting your survey.

NOTE: When preparing television spots, include key information about the survey because time is limited. A ten second spot averages about 20 words, a twenty second spot averages about 40, and a 60 second spot averages about 120.¹

■ **Posters & Flyers**

Promotions using posters and flyers allow for more control over the message and more detail in the messages. Details such as the time frame of the survey and the times of the calls can be communicated to the public.

The disadvantage is the costs are slightly higher compared to free publicity on a public communication media. However, flyers and posters can be made relatively inexpensively by the group members and distributed around the community.

Defining Your Promotional Message

Before writing press releases for each type of media, record some general concepts about the message and then prepare a fact sheet. These help focus your message.

For Immediate Release

PUBLIC SERVICE ANNOUNCEMENT

Don't Hang Up On Immokalee!!!

Immokalee High School students are calling to ask you your opinion of Immokalee. Please participate. You can make a difference. Help shape Immokalee's future.

Calls are made weekdays from 3:00-5:00 p.m. and 6:30-8:30 p.m.; Saturdays from 10:00 a.m.-12 Noon; and Sundays from 3:00-5:00 p.m. The theme of the project is "A Greater Immokalee for Tomorrow." Make your gift to Immokalee by agreeing to participate when you are called.

NOTE: Residents who speak Spanish or Creole will be interviewed in that language.

Figure 2.7. Television promotion.

Exercise: In a few words, write:

- a description of your audience
- the goal of the message
- a slogan.

These general concepts about the message can be used as a guide to writing press releases or making posters and flyers.

Once you have a general idea about your message, record the facts about the survey. A fact sheet should include:

- Your group name
- The survey's title
- A contact person and phone number
- Date of release
- Date to be released.

(These last two could change depending on the media source selected.) The fact sheet and message concepts are used to write your press releases. The fact sheet should accompany each press release given to newspapers or radio and television stations.

Writing the Message

The fact sheet and message concepts are used to write a complete promotional message. This message is then modified for the appropriate medium you select. The message must answer questions the citizens may have about the survey, such as "How will it be used or who is conducting the survey?" The following questions can be used as a guide for creating promotional messages:

Who is sponsoring the survey?

What type of survey?

Where they will be contacted and the times (at home)?

When are the residents contacted? This refers to the time period the survey will take place.

Why the survey is being conducted. This is your plea for help; the message should emphasize the importance of the residents' cooperation by reminding the residents the survey will provide needed information for local community leaders on the community's needs.

..... and a **Slogan**

Sources

- (1) VandeBerg, Gale L. 1980. *GETTING THE WORD OUT...A handbook for planning a public information campaign*. U.S. Dept. of Agriculture.
- (2) Whisman, John & Anne. *FFA State Leaders' Handbook on Community Development*. Washington, D.C.: 1989 National FFA Organization.

Promoting Your Survey: Preliminary Work and Selecting Media Instructor's Guide

Instructions:

This exercise has two segments. The first involves identifying the message and media for promoting the survey. The students are first asked some questions to help them form an idea of the type of message they will use. Then they are asked to consider the best type of media for their message.

- 1) Divide the students into groups of 3 to 4 and give each group a worksheet with directions to help them write their promotional messages. The students can write their answers to sections A-D on the *Preliminary Work and Selecting Media Worksheet*.
- 2) Encourage students to answer the questions in section E.
- 3) Have students consider all aspects of their promotional message, such as the audience, time, and the resources available, and then select the media sources that would best communicate their message to their target audience.
- 4) Have students discuss their media choice to share ideas.

Preliminary Work and Selecting Media Worksheet

The following is a list of preliminary questions that should be answered to help organize your promotional effort. The result is a summary of the project. Then using the dates identified, a time schedule can be written.

A. *Analyze your audience*

Who is your target audience?

What are the characteristics or groupings of your audience?

What is the size of the audience?

B. *Write the goal of your survey*

C. *Identify the critical details of the survey* (these will also be used on the fact sheet):

Dates:

Time of calls:

D. *Brainstorm 4 or 5 possible slogans:*

E. *Determine the following:*

1. How much time is available for promoting the survey?
2. How much money can be spent?
3. What materials are available for making posters or flyers and how much would need to be purchased?
4. How many radio stations, television stations, and newspapers (local or regional) are possible media sources?
5. How many group members will help with the promotional effort? (You might also list other groups that could be contacted for volunteers.)
6. Considering the answer to #1, determine the deadlines for press releases.

Considering Sections A-E and the information on the different types of media, list the media options available for your group's promotional effort. Next, list the advantages and disadvantages of each media type. Using this information, decide on the media sources your group will use to promote the survey.

Promoting Your Survey: Preparing a Fact Sheet and Press Release Instructor's Guide

Instructions:

In this exercise, students develop skill in writing the facts about their message and writing press releases. The press release exercise instructs students to write a release for a radio announcement, but you may choose to have the groups write releases for each of the different types of media: radio, newspaper, and television.

- 1) Give each student or group a *Preparing a Fact Sheet Worksheet* and the instructions for writing a press release.
- 2) The students should fill out the fact sheets in their groups. Then using the information, the students should draft their press releases.
- 3) Have students discuss their press releases to share ideas about slogans or media sources.

Preparing a Fact Sheet Worksheet

Fill in the blanks below with the appropriate information for your group and message.

Group name: _____

Survey's title: _____

Contact person: _____

Phone number to get information about project: _____

Date announcements are released: _____

Date for press releases: _____

Details of the project: _____

Dates of the project: _____

Times of calls: _____

Purpose of the project: _____

The slogan: _____

Other details, such as how the project information will be used or whether the interviews are available in different languages:

Writing a Press Release

Situation: The radio station has just informed you that your group can have a twenty second spot to promote your project. Using the information from the fact sheet, write a radio announcement in 50 words or fewer. Try to write a creative press release the residents will remember, including only the most important facts.

The following pages can be photocopied on overhead transparencies to accompany the presentation.


Promotional Media Sources

- ✓ **Television**
- ✓ **Radio**
- ✓ **Newspapers**
- ✓ **Posters & Flyers**

Message Considerations

 **Audience**

 **Goal**

 **Nature of message**

 **Resources**

Questions a Promotional Statement Should Answer

Who is sponsoring the survey?

What type of survey?

Where residents are contacted?

When are residents contacted?

Why is the survey being conducted?

...and a Slogan

Sampling in Community Surveys

Just what is a sample? Most of us have heard the term used in some way before, both in scientific applications and in everyday use. In broad terms a sample is a subset used to represent a larger group. Sampling is a way to try to understand or summarize a large population using a selected few. Most people naturally use a portion of a group to make generalizations, though they often can result in misleading conclusions. However, some sampling strategies allow us to make very good generalizations.

Two major types of samples are *probability* and *nonprobability*. A probability sample is based on random selection of respondents and uses the notion of probability theory in statistics to estimate how closely it approximates the whole group. In a simple random sample, for example, each element in the sample has an equal chance of being selected. This is referred to as random selection. This type of sample is very rigorous and allows us to make generalizations or inferences to populations placed in a probability context.

Nonprobability samples are not based on probability theory, or at least the probability is not yet known. Thus, there is no mathematical way to relate these samples to the population. Though a nonprobability sample can be useful in understanding your community's needs, it has a different set of limitations. In some cases it is not possible to conduct a probability sample, and a nonprobability sample is the only choice.

Samples used in *scientific surveys* are more systematic in the way they are selected and used. In most cases probability sampling is required. To see why, suppose a high school class asked a set of questions about health care to a sample of people shopping at the local mall. Without a strategy for random selection they would likely get a distorted view. Not everyone goes to the mall. Furthermore, the time of day at which the questions were asked would likely influence who was there and thus who would answer. Finally, if the group had no other criteria to guide them, they would most often talk to people who looked friendly or more likely to respond while excluding others. All these factors would lead to *bias* and result in

Two basic types of samples are probability and nonprobability.

Scientific surveys require a systematic approach to sampling.

misleading results.

A good sample for scientific purposes is one that represents the total group. We mean that the characteristics of the sample closely resemble the same characteristics of the whole population. A sample is more likely to be representative if all members of the group have an equal chance of being selected in the sample. This is the key to a random or probability sample.

Nothing can guarantee that a sample, even a random sample, will perfectly match the whole group. Even if we do *everything right*, we still might get a bad sample that doesn't really represent the population. However, in this case the sample differences will be due to chance (also known as sampling error) and not to bias on our part. Nonetheless, the bottom line is that even a random sample may do a poor job of representing the population. Probability sampling doesn't guarantee anything; it allows you to know the risk of being wrong.

To clarify, let's look at an example. Suppose a group of teenage boys are asked to sample 100 people at the mall about their shopping patterns. Left on their own, the boys tended to ask questions of teenaged girls. While they might get a date, it's unlikely they would generate a sample that would represent all shoppers at the mall. Now, suppose the boys use random selection techniques to get a sample of shoppers. The systematic approach gives each person at the mall an equal chance to be selected for the sample, and 100 people are interviewed. While it is still possible with a random sample that most of the respondents are teenaged girls, that outcome would be very unlikely. Instead, it would be more likely to pick a sample that represents all shoppers. Random selection does not guarantee representativeness, but it does make that outcome more likely to happen.

Why Take Samples?

The main reasons to take a sample are to save time and resources. A sample of 1,000 people can be used to represent the entire nation, which is often the case in Presidential election polls. Rather than try to interview everyone in the country,

which would take months and cost a lot of money, you can use samples to describe a population, enumerate it (e.g., estimate the total amount of something, such as the number who need a service), and analyze the relationships among variables (e.g., the relationship between a person's age and his support for public education).

Sampling can be done at a fraction of the cost of questioning everyone in a community, state, or the United States. And it works very well. Government, universities, communities, and businesses all rely heavily on samples for information. Most of our information about unemployment, poverty, job creation, and consumer preferences is based on samples.

Though a sample can be used to represent a larger group, the sample size influences how likely it is to be representative. The larger the sample size, the better we can estimate the population. Thus a sample of 100 will tend to be much more accurate than a sample of 10. However, at some point increasing the sample size will not greatly improve accuracy. A sample of 2,000 people will not be that much better than a sample of 1,000 for most applications; even though we doubled the sample size we did not double our accuracy. Because a larger sample size costs more, we should seek a sample size no larger than what is needed for reasonable accuracy.

In most community surveys, cost is the major constraint in determining sample size. A professional survey organization may charge \$20 to \$30 per telephone interview and considerably more for a face-to-face interview. Using volunteers and local phone lines, a community can greatly reduce the cost of conducting a survey. Nonetheless, there are always trade-offs among the size of the sample, the accuracy of the sample, and the cost. We generally seek a sample size as large as possible, given budget constraints. For community surveys a sample size of 200 to 500 will provide reasonably accurate estimates without over burdening your resources.

Basic Steps in Sampling

The process of selecting a sample can be quite complex, and you may need assistance from someone who is skilled in

survey methods. However, a brief overview can provide some insight into the sampling process. The first step is to define clearly the *population* under study. It begins with the question, "*Who or what are we getting information about?*" These basic units are called *elements*, and they are the basis of our analysis. Most often in community surveys the elements are people. However, elements could be groups (e.g., families), organizations (e.g., service clubs), or agencies. The population is simply the sum total of all the elements.

A population is defined not only in terms of its elements but also by geographic coverage and time. We can restrict the population to residents of one community or the entire country. Likewise, populations are defined in time, since the characteristics of a group can change. "*Adults (those 18 and older) living in Kentucky in the spring of 1993*" is a definition of a population used in an annual survey in Kentucky. We also can get very specific with the definition of the population, such as "*low-income families with a female head of household in Floyd County in 1993.*" Be careful in defining a population broader than your study interests or so narrow as to make it difficult to find the individual elements. Size shouldn't dictate the population definition, but in cases of small populations you might consider obtaining information on all elements; that is, take a census.

In many cases the population of interest is theoretical in nature; for any number of reasons we can't identify, list, or quantify the real population. We may be forced to be practical and accept a working definition of the population that may not be what we want exactly, but it closely approximates the theoretical population. This is called the *study population*, and it often comes into play when we try to obtain a list of the population for use in selecting a sample. For example, we might use a driver's license list as our list of the "adult population," even though we know some adults do not drive. Major national surveys use households with phones as a study population of all households even though some don't have a phone.

Once the population is clearly defined or redefined as a study population, the next step is to obtain a *sampling frame*. The difficulty in obtaining a sampling frame is one of the main

factors in using a study population rather than the real population. It would be difficult to survey adults in the United States because no such list exists. Instead, we might redefine the study population as registered voters, adults with a driver's license, or people who live in households with a telephone. Sampling frames exist for these populations. As long as there are not large discrepancies between the population and the sampling frame, we can use the list as the study population.

The next step is actually to select a sample. There are many different types of probability samples. Two that will be discussed here are the simple random sample and a systematic sample with a random start. Most random-based samples have the characteristic that each element on the sampling frame has an equal chance of being selected for the sample.

Simple Random Sample

In a simple random sample the elements on the sampling frame are numbered. For example, a sampling frame having 2,500 names would be numbered from 1 to 2,500. If the desired sample size is 300, then select 300 numbers from a random number table. A random number table lists numbers having no set order. If the number 950 is selected from the table, then the 950th element in the sampling frame would be chosen for the sample. This process is repeated until 300 names are randomly chosen from the sampling frame.

Systematic Sample

A systematic sample with a random start simplifies the selection process. This process starts with calculating a sampling interval. The interval is defined as the number of elements on the sampling frame divided by the sample size. In the previous example the sampling interval would be $2,500/300$ or 9 (rounded up to next highest whole number). Next, a random number is selected between 1 and 9 that serves as the *random start*. Then we proceed to select every ninth element (i.e., the sampling interval) on the list to be included in the sample. The result will be 300 randomly selected individuals. As long as the sampling frame is not ordered in such a way as to exclude certain individuals, the systematic sample will generate a valid random sample.

Nonprobability Samples

Two nonprobability samples are also particularly useful in community needs assessments. The first is a *purposive sample*. This sample carefully selects individuals based on their positions or knowledge. For example, in understanding your community you might choose to interview elected officials. These people would not be chosen randomly to represent the community, but rather because of their insights into community affairs. Though a purposive sample does not represent the community as a whole, it can be very useful in learning more about community issues.

The second nonprobability sample is called a *snowball sample*. The snowball sample differs from a purposive sample in that all the elements of the sample are not necessarily known before interviewing. For example, suppose we are interested in learning about a zoning issue in the community that generated a lot of controversy. Elected officials, business leaders, and citizens were involved, but only a few persons were identified with the issue in the local newspaper. In a snowball sample you would start interviewing a few people about their views on the issue, and then ask them to identify other people who were involved in the issue. Each person interviewed would lead to other persons, thereby snowballing into a more detailed list of people involved in the issue.

This introduction to sampling for community surveys is only a brief overview intended to give a general sense of what a sample is, why we use samples, and what we should consider when selecting a sample. The actual process and decision-making in survey sampling is very technical. Though additional resources are given in the bibliography, we recommend that you seek technical assistance from someone skilled in survey methods when sampling for a community survey.

Random Digit Dialing in Telephone Surveys

Telephone surveys have become important in survey research. This approach is particularly useful in community surveys because all calls are local rather than long distance (a major expense in national opinion polls). *Random digit dialing (RDD)* is a sampling approach in telephone surveys that generates a random sample without a written sampling frame (e.g., a telephone directory). Using randomly selected phone numbers, RDD provides an inexpensive yet valid approach to community surveys.

RDD is particularly suited for reaching a general population, such as adults or households in a community. If a subset of residents is the target population, an alternative list might be more appropriate. For example, to better understand how voters feel about a local zoning ordinance, you might use a voter registration list as a more appropriate source from which to draw a sample, rather than a source including voters and nonvoters. Alternatively, you could use RDD and screen respondents to target a subset of the community, such as voters. However, screening becomes more expensive as the subset becomes smaller or more narrowly defined.

RDD is the preferred method for telephone surveys because it selects both listed and unlisted telephone numbers. In contrast, a sample from the telephone directory provides only a number from households willing to have their numbers published. Households with unlisted numbers tend to be different, often having higher incomes and a higher proportion of single females or professionals. Excluding these households from a sample would misrepresent the population.

While RDD effectively deals with unlisted numbers, it does have some important drawbacks, many of which are shared with all telephone surveys. These include contacting two-line households (thereby including the same household twice), numbers not in service, and omitting households without telephones. Each of these problems can work against obtaining a representative sample of the population.

Perhaps the biggest problem of telephone surveys is the exclusion of people living in households without a telephone. In the United States most households have a telephone (at least 95 percent), though the percentage varies from county to county. For example, in some counties only 70 percent of the households have a telephone. Households without telephones tend to be mostly lower income. A telephone survey excludes these households and because of this can misrepresent the population.

Despite these problems, telephone surveys have been proven effective as a method in survey research, particularly when random digit dialing is used. Further, surveys provide a cost-effective method of obtaining a valid information on community residents or households.

Preliminary Survey Work

Some considerations are necessary before beginning the process. First, consider the population for the survey. Typically, the survey population is composed of local residents. Next, determine the size of the identified population, because the size of the *sampling pool*⁽¹⁾ or frame of telephone numbers depends on the population's size.

Remember, a sampling pool of 600 numbers does not mean 600 interviews will be completed because non-working numbers and refusals can be expected when interviewing. For this reason, the questions below and a formula (given in Table 1) may help you determine the size of the sampling frame.

1. What is the desired final sample size?
2. What is the likely *hit rate* for working numbers?
3. What proportion of working numbers, those reached and the interviews attempted, will be screened out? For example, nonresidents would be excluded from a community's needs assessment survey because they do not live in that town.

Hit rate is an estimate of the proportion of telephone numbers in the sampling pool that are likely to work and to ring at the appropriate location.

-Lavrakas

4. What percent of eligible respondents/residents will be lost in the final sample due to refusals or because they were not available during the interviewing times?

We used these questions to calculate the sample size and sampling pool size. Standard proportions are used to estimate "hit rate," number of "ineligibles," and "loss of eligibles" in a telephone survey.¹ These three estimates are considered when determining the size of the sampling pool.

Not all of the telephone numbers in the sampling pool will be real telephone numbers of the residents because the numbers could be non-business or non-working numbers. The "hit rate" accounts for the proportion of those numbers that are actual telephone numbers of residents.

Every respondent needs to be screened to determine whether he or she is eligible to take the survey. Those who are not residents of the defined population are *ineligibles*.

For instance, a random number from the sampling frame is dialed. To determine eligibility for our example, the respondent is asked whether she lives in the community. The respondent who answers is an adult but reports that she is not a member of the community. She is visiting relatives in the community, who at the time of the call are unavailable. Clearly, this respondent is an "ineligible" respondent because she is not a resident of the community.

Also, despite an interviewer's efforts, some members of the population may refuse to be interviewed or for some reason do not participate in the survey. *Loss of eligibles* refers to this proportion of the population.

Using standard proportions for these estimates, the desired sample sizes and recommended sampling pool are listed in Table 2.1. Using the table's desired sample size, you can see how to use the formula to calculate the minimum size of the sampling pool:

Ineligibles refers to people who do not qualify as members of the population.
-Lavrakas

Loss of eligibles estimates the proportion of the population that is eligible but will not participate in the survey.
- Lavrakas

1. Table 2.1 is based on a five percent confidence level, which is the level most often used by researchers.

TABLE 2.1. Sample size recommendations for a 5 percent precision level.

Size of Population	Desired Sample Size	Frame Size*
500	222	914
600	240	987
700	255	1050
800	267	1100
900	277	1140
1,000	286	1177
2,000	333	1370
3,000	353	1452
4,000	364	1498
5,000	370	1522
6,000	375	1543
7,000	378	1555
8,000	381	1568
9,000	383	1576
10,000	385	1584
15,000	390	1605
20,000	392	1613
25,000	394	1621
50,000+	397	1638

*Minimum pool size is calculated by dividing the desired sample size (DSS) by the denominator: hit rate (.30) x 1 - proportion of ineligibles (.10) x 1 - loss of eligibles (.10).

Suppose your local community has 20,000 residents. From the table we see that 392 is the desired sample size. Using the standard proportions for "hit rate," (.30), "loss of eligibles," (.10), and "ineligibles," (.10), you calculate the sampling pool as follows:

Step 1:

$$[.30 (1-.10) (1-.10)]$$

Step 2:

$$= 392 \div [(.30) (.90)(.90)]$$

Step 3:

$$= 392 \div .243$$

Step 4 :

$$= 1613$$

Identify Telephone Prefixes

The next step is to identify the population's telephone prefix/es. For a community survey, the number of prefixes serving the area will depend on the size of the community. Contact the local telephone company or look in the directory to check telephone prefix boundaries.

If a community has several prefixes for an area, the exact prefix boundaries are helpful in determining whether a prefix covers only part or all of an entire community. Prefixes covering a portion of the community but not the entire area, and those shared by two or more communities should be identified.² Prefixes in the sampling pool should be proportionate to the number of residents' telephone numbers

2. If a community has two or more prefixes serving the area, a screening question is suggested to determine the respondent's eligibility.

that prefix serves. That is, if one prefix is used for half of the numbers in your community, then half of the numbers in the sample should use that prefix. Because randomly selected suffixes are then matched systematically to the prefixes, inaccurate prefix information can lead to inaccurate results by which residents with one prefix may be under-represented and those with another prefix may be over-represented.

To illustrate further, suppose one fourth of a community's residents have the telephone prefix 526, another fourth have 527, and one-half have the prefixes 528. A systematic matching method is set up. This is done by using a set pattern for the prefixes, such as: 526 527 528 528 526 527 528 528... and so on. This arrangement matches random sets of four numbers (for the suffix) according to the established prefix order. This means 50% of the sampling pool generated will have 528 for the telephone number prefixes, while 526 and 527 will each represent 25% of the sampling pool.

Using this method for communities with multiple prefixes will save time by using telephone numbers that will reach more areas that have a greater proportion of the target population and will reach fewer residents who are "ineligible" for the survey.

Identifying Suffixes

Surveyors will need to identify suffixes as well as prefixes. Because rural communities have an advantage over urban areas since they have fewer residential suffixes, identifying the suffixes in use can be a real time saver. Most rural communities also have only a small percentage of their residential numbers unpublished. Therefore, the telephone directory lists most of the suffixes, or *banks*, of numbers for the community. Use the directory to determine "ineligible" banks for the survey. Ineligible banks include the following: business banks, banks not frequently used or for multiple prefix directories, banks used with another area's prefix. Also if you use a telephone directory, you won't waste time calling random numbers that have little chance of being residential numbers.

The anatomy of a telephone number:

Prefix $\overline{526}$ - $\overline{1234}$ Suffix
 $\overline{\hspace{1.5cm}}$ Bank of
four-digit suffix

Bank refers to a set of numbers grouped by the last four digits (or the suffix) of a seven-digit telephone number.

-Lavrakas

Archie Morris T	462-5086
Armasi Inc	
1 Progress Blvd	462-2955
Armstrong Beverly	462-1110
Armstrong Rolland	
Hwy 121	462-5500
Arnold James A III	462-2583
Arrington E	462-1710
Arrington Edward W	462-7507
Arrington LW	462-1400
Arrowstar	462-7817
Asgrow Florida Co.	462-1242
Ash Susan	
NW 24	462-5242
Ashraf Mohammed	462-2838
Atkins GJ	462-7822
Atkins Jessie May & James	462-2018
Atkins Marsha	
NW 7th Av	462-4662
Atkinson Cameron & Aaron	
Hwy 441	462-2586
Atkinson Jo W	
6118 Harrell Cir	462-1232
Aubut A	462-1456
Aubut Albert & Wylene	462-5516
Audit Tom	
14800 NW	
County Rd 235A	462-2351
Auffenberg Kurt	462-5387
Ault Ellen M	
7701 SE 31st Pl	462-4890
Austin Jack P & Betty	
Turkey Creek	462-2423

Figure 2.8. Sample telephone directory listing.

When scanning the directory for banks of numbers, look primarily in the hundreds or thousands digit category for patterns to the numbers, scanning for banks of numbers that hold most of the community's business or residential numbers. Identify and eliminate banks of numbers that have no or very few telephone numbers for the area. Notice the excerpt from Alachua County's (Florida) telephone directory (see Figure 2.8).

Also note that the local businesses and residences both use the prefix 462 with varying suffixes. By *eye-balling* the listing, it is easy to see that the following banks could be excluded from the sample:

0000-0999, 3000-3999, 6000-6999, 8000-8999
and 9000-9999

These banks of numbers should not be included in the sample because they do not appear in the listing. Excluding these "empty banks" increases the "hit rate." Keep in mind, the entire directory should be scanned to determine ineligible banks of numbers because the banks may vary within the directory.

Random Digit Dialing Methods

Once the preliminary work is complete, you can generate the sampling frame using a specialized computer program to create a frame of telephone numbers,³ or the *hand-generated* sample method.

The hand-generated sample method simply replicates the computer's functions with several easy steps. You can generate numbers using either the Plus-One method or a computer spreadsheet program.

3. For more information on computer generated samples see Paul J. Lavrakas. 1987. "Telephone Survey Methods: Sampling, Selection, and Supervision." Newbury Park: Sage Publications Inc.

Plus-One Method

The Plus-One method is a useful method for small communities with few eligible banks. This method uses telephone numbers from the community's directory to generate the sampling frame, using the *seed*⁽¹⁾ or suffix of the telephone number. For instance, looking at page one, column one of the Alachua directory (provided on page 2-117), we can select the first residential number, 462-2487, as a seed number. The seed is then modified so it becomes a number for the sampling pool. The steps to this procedure include the following:

Step one

Determine the number of residents in your community. One source of such information is a statistical abstract for your area or state (often found in the public library). According to the size of your community, determine the size of the sampling pool from Table 2.1.

Step two

Count the number of pages in the community's telephone directory. Next, determine the number of seeds per page by dividing the sampling pool by the number of pages in the directory. For example, if there are fifty pages in the directory and the sampling pool is set at 1,200 numbers, choose 24 seeds per page.

Step three

Choose the seeds from each page in systematic steps, beginning with a *random start*.

- 1) First divide the number of telephone numbers on the page by the number seeds to be selected. If each page averages ninety numbers per page, then you would divide 90 by 24 (from the example above) to get 3.5, but round the number down, to 3, to get a conservative estimate.
- 2) Select one of the first three numbers on the first page for a random starting point by copying these numbers on separate pieces of paper. Then do a "hat draw" of one of

Random start is a procedure to determine a starting point from which seeds are selected systematically.

the numbers from the group. That number should become the first of the 24 numbers selected from the page. The starting point begins in the first column of the first page.

- 3) Select one seed from every three telephone numbers. You count down three numbers from the first seed selected and select the number as the next seed. If 24 numbers are to be chosen from every page, then this sequence is followed until 24 numbers have been collected from each page for the sampling pool.

Step four

Add one or any combination to the suffix of each selected seed. (Any combination of numbers can be added to the seed, but be sure to stay within the banks of numbers identified.) Systematically add the same one- or two-digit random number to each seed number extracted from the directory.

Example: Select 462-2487 from the Alachua directory. Add one to the last digit in the suffix. The number 462-2488 becomes part of the sampling pool. This method is done for each of the seeds selected from the area's directory.

If a seed begins with an "ineligible bank," then select another seed. During this process it might be helpful to keep a list of the eligible banks nearby.

Using a Spreadsheet To Generate Random Numbers

With a small amount of programming knowledge, you can use a spreadsheet to generate a large number of telephone numbers for a random digit dialing sample. Once you have identified the prominent banks of residential numbers for each of your community's telephone prefixes, follow these steps:

1. Create a separate spreadsheet file for each prefix. The first column, A, should contain the prefix. Type the prefix in column A, row one, and copy it down the column to have a sufficient number for that prefix (see Table 2.2).

Note: You may need to refer to page 2-100 for instructions on determining the pool size.

2. List the prefix's banks with working residential numbers in the second column (see Table 2.2).
3. Generate a spreadsheet formula for each bank of the prefix number using the lower part of the range as a starting point. For example, the bank 1000 to 1999 would use 1,000 as the starting point. Next, add a random number between 0 and 999 to the lower level of the bank.

Table 2.2. Example of random telephone numbers for selected banks using a spreadsheet program.

PREFIX	BANK	FORMULA	SUFFIX
462	0000-0999	@INT(0+@RAND*999)	73
462	0000-0999	@INT(0+@RAND*999)	290
462	0000-0999	@INT(0+@RAND*999)	459
462	0000-0999	@INT(0+@RAND*999)	560
462	1000-1999	@INT(1000+@RAND*999)	1007
462	1000-1999	@INT(1000+@RAND*999)	1036
462	1000-1999	@INT(1000+@RAND*999)	1864
462	1000-1999	@INT(1000+@RAND*999)	1902
462	2000-2999	@INT(2000+@RAND*999)	2412
462	2000-2999	@INT(2000+@RAND*999)	2483
462	2000-2999	@INT(2000+@RAND*999)	2619
462	2000-2999	@INT(2000+@RAND*999)	2797
462	5000-5999	@INT(5000+@RAND*999)	5050
462	5000-5999	@INT(5000+@RAND*999)	5277
462	5000-5999	@INT(5000+@RAND*999)	5365
462	5000-5999	@INT(5000+@RAND*999)	5591

To do this with a spreadsheet program we need to use the INTEGER function and the RANDOM NUMBER function. The INTEGER function will result in the integer portion of a number, without the decimal places. The RANDOM NUMBER function, when multiplied by 999, will generate a random number between zero and 999. Each spreadsheet program (Quattro Pro, Lotus, Excel, or others) will have these functions available to you, although they may have a slightly different name. Here are a few sample formulas using Quattro Pro as an example. For this example, we will use the banks 0000-0999, 1000-1999, 2000-2999, and 5000-5999.

@INT(0+@RAND*999)	for bank 0000 to 0999
@INT(1000+@RAND*999)	for bank 1000 to 1999
@INT(2000+@RAND*999)	for bank 2000 to 2999
@INT(5000+@RAND*999)	for bank 5000 to 5999

Place these formulas in column B, starting at row one. In this example the formula would be in column B, rows one through four. Each formula would generate a random number within the range of each bank. For the 0000-0999 bank the number would be only three digits (0 to 999).

4. Copy the formulas for the banks as a group to generate additional numbers. For example, copy the four formulas in column C, rows one through four, to column C, rows five through eight. This will result in eight total random numbers, or two for each eligible bank. Keep copying the formulas until you have a sufficient quantity from which to draw a sample. Each copy will result in an additional random digit telephone number for each eligible bank.
5. Convert the formulas to values using the EDIT menu of the spreadsheet and place the results in the fourth column (see Table 2.2). This is done because the random number function will constantly recalculate, resulting in a new random number. The edit menu allows you to change the formula to a fixed value.
6. Use the Database menu to sort the column of suffixes in ascending order (follow instructions for your spreadsheet). This allows you to search for identical numbers. While

rare, it is possible to generate identical numbers using a random number process. We do not want identical numbers in the pool. Delete any row with an identical number.

7. Once the data are sorted and duplicate numbers are deleted, you can output the set of numbers. This is done by printing the first and fourth columns to a file so that you can use them in a word processing program. Follow the instructions of your spreadsheet program on specifics of how to do this. By putting the numbers in a word processing program you can generate a list of numbers for the interviewers.

Please note: Once in the word processing program, you must add a leading zero to the numbers generated for bank 0000-0999. The spreadsheet program will not allow for a leading zero for a number.

Table 2.2 provides an example of what the outcome of this process would look like. The table is set up for the prefix 462 and for the following banks 0000-0999, 1000-1999, 2000-2999, 5000-5999. The random numbers were sorted to check for duplicate numbers.

An Alternative to Random Digit Dialing: Directory Sampling

Although Random Digit Dialing is the most efficient survey method for county, state, and national surveys, directory sampling may be more appropriate for small one-time surveys. This is especially true for rural areas because rural areas tend to have fewer unpublished telephone numbers. Some advantages and disadvantages of directory sampling include:

Advantages:

- ☞ wide availability
- ☞ low cost (free or a few cents per page)
- ☞ easy to use

- ✎ less time is wasted dialing non-working numbers or business numbers that are ineligible for the survey

Disadvantages:

- ✎ unlisted numbers are not included
- ✎ people without telephones are not included
- ✎ select only one of several potential respondents when telephones serve multiple households (either families or unrelated individuals). This makes the probability of selecting one such person less than for people who are served by "private" telephones.

Sampling Procedures

Directory sampling uses the telephone directory to draw the sampling pool. Two types of sampling procedures can be used to select numbers from the telephone directory: a simple random and systematic. Both procedures give each telephone number an equal chance of being included in the sample, but the systematic sample is easier to carry out. We will illustrate the systematic sample.

Example: The town of Alachua wants to survey its residents about the need for a year-round school schedule. Procedures for selecting a systematic sample of numbers from a telephone directory:

A Daly Seamless Aluminum Rain Gutters	462-3870
AAA Mobile Home Transport Harrell Cir	462-2998
ALC Dairy 22531 NW 78th Ave	462-1211
Aardvark Video 250 Hwy 441 Oak Hill Plaza	462-4934
Aaron Blanche	462-2487
Abate Helen M 10 A SE 1st Ave	462-5940
Abramson Sanford R	462-1201
ACE Hardware 10 S main St	462-1201
Acree Harold David	462-1201
Adams Claude & Mary 1268 Hillside Drive	462-1973
Adams Jackie	462-7150
Adams Jimmy	462-2474

Figure 2.9. Example of blacked-out nonresidential numbers.

- 1) Make a copy of the telephone directory pages. Using the copy, black out the listings for businesses, churches, civic organizations and other organizations, government agencies, and teen telephone numbers (see Figure 2.9).
- 2) Count the number of residential listings. This number can be approximated by counting the residential numbers for one page and multiplying that number by the

total number of pages with residential numbers. (Alachua has approximately 2,800 residential numbers in the directory.)

- 3) Identify the size of the population using a statistical abstract or other source. For our example, Alachua has 3,064 adults who are 18 years and older in the city (and surrounding area). Note: Since Alachua's prefix, 462, serves the surrounding area, 3,064 is rounded up to 4,000 for a more accurate population size.

Using Table 2.3, determine the desired sample and sampling pool sizes. The sampling pool creates a pool of random telephone numbers from which the sample is obtained.

The sampling pool must be larger than the sample because some people will never be contacted. For instance, residents may not be home when called or may not answer the phone (about 35 percent), or some people may refuse to be interviewed when contacted (about 10 percent). Others, such as nonresidents, who answer the phone may be ineligible for the survey (about 10 percent).

- 4) Determine the *sampling interval* or the number of listed residential telephone numbers divided by the sampling pool size.

For example: If the total number of residential telephone numbers is approximately 2,800 and the sampling pool is 691 (based on the population size), then the sampling interval is 4. One out of every four is selected for the sampling pool.

- 5) Identify a random starting point to select the first number. Draw a number, 1, 2, 3, or 4 from a hat. The number drawn

TABLE 2.3. Sample size recommendations for a five percent precision level.

Population Size	Desired Sample Size	Minimum Pool Size*
500	222	421
600	240	456
700	255	484
800	267	507
900	277	526
1,000	286	543
2,000	333	632
3,000	353	670
4,000	364	691
5,000	370	703
6,000	375	712
7,000	378	718
8,000	381	724
9,000	383	727
10,000	385	731
15,000	390	740
20,000	392	745
25,000	394	748
50,000+	397	754

* Minimum pool size is calculated by dividing the desired sample size (DSS) by the denominator: hit rate (.65) x 1 - proportion of ineligible (.10) x 1 - loss of eligibles (.10).

determines the starting point. For instance, if you drew a 2, then the second residential number on the first page of the listing is the starting point. From your starting point, select every fourth number that is not blacked-out from the directory.

- 6) To ensure an even distribution of male and female respondents, half of the numbers must be assigned to ask for a male and half for a female. Flip a coin (for example assign heads for male and tails for female) to identify the assigned sex for the first number. Then alternate between male and female for each number thereafter.
- 7) Transfer the number and assigned sex to a separate sheet of paper for later use. The sample is now complete.

Source

- (1) Lavrakas, Paul J. (1987). *Telephone Survey Methods: Sampling, Selection, and Supervision*. Newbury Park: Sage Publications, Vol. 7.

Random Digit Dialing Sampling Exercise: Instructor's Guide

Instructions

Students are given a hypothetical survey project and are asked to use the Plus-One method of random digit dialing to create a sampling frame. Students may do this individually or in small groups.

- 1) Give students a *Random Digit Dialing Worksheet* and a sample of the Alachua directory.
- 2) Because much of the preliminary work for creating a sample has been done for the students (e.g. identifying the area's prefix, determining the population size), students should continue the process by "eye-balling" the directory for any ineligible numbers.
- 3) Have students list the banks of numbers to exclude from the sampling frame.
- 4) Suggest that students note in the instructions that the Alachua directory has a total of 19 pages in the directory, excluding government listings. Using this number, students are able to calculate the number of seeds per page and the sampling interval. Students then follow the procedures beginning with a random start.
- 5) Encourage students to generate a list of telephone numbers for the sampling pool and record the numbers on the sheet provided. Remind the students to pay attention to the banks they are to exclude from the survey.

Random Digit Dialing Worksheet

The mayor of Alachua has decided to conduct a survey of the town's adult residents to get their opinions about the need for a new community center. Your assignment is to generate a sampling pool for the survey using the **Plus-One** technique of RDD. Note the following information:

- ☞ The town has only one prefix, 462.
- ☞ The town has 4,000 adults.
- ☞ A sample directory is provided and is sufficient for this exercise. The complete directory has 19 pages.

Instructions

Answer the following questions by completing the attached worksheets.

1. What is the target population, including its numerical size?
2. What is the estimated sample size and how many numbers must be generated to reach the sample size? (Use Table 1.)
3. Using the sample directory pages, "eye-ball" the list to determine which banks of numbers should be excluded from the sample.
4. How many numbers should be selected from each page?
5. List 25 numbers for the survey's sampling pool.

TABLE 1. Sample size recommendations for a five percent precision level.

Size of Population	Desired Sample Size	Frame Size*
500	222	914
600	240	987
700	255	1050
800	267	1100
900	277	1140
1,000	286	1177
2,000	333	1370
3,000	353	1452
4,000	364	1498
5,000	370	1522
6,000	375	1543
7,000	378	1555
8,000	381	1568
9,000	383	1576
10,000	385	1584
15,000	390	1605
20,000	392	1613
25,000	394	1621
50,000+	397	1638

* Minimum pool size is calculated by dividing the desired sample size (DSS) by the denominator: hit rate (.30) x 1 - proportion of ineligible (.10) x 1 - loss of eligibles (.10).

Random Digit Dialing Worksheet (cont.)

- 1. Population size: 4000
- 2. Sample size: _____
- Sampling pool: _____
- Community's prefix : 462

3. Bank listings

<u>Residential</u>	<u>Business</u>	<u>Both</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Banks to exclude:

4. a. Determining number of seeds

Sampling pool size _____
Divided by number of pages in directory _____
Number of seeds selected per pages _____

b. Systematic seed selection

Average number of telephone numbers per page _____
divided by number of seeds per page _____
Seed selection interval = _____

(Count down the directory's list this amount to select the next seed.)

c. Select a number for the random start

(between 1 and the seed selection interval) _____

Alachua-High Springs Directory Sample

A. Daly Seamless Aluminum	E Florida Av	462-1530	Alachua Well Supply
Rain Gutters	Water Treatment Plant		211 Claude Brandon Rd
AAA Mobile Home Transport	US 441 & NE 3rd St	462-1084	462-3131
Harrell Cir	Wastewater Treatment Plant		Alan Cain Realty Corp
462-2998	Copeland Rd &		N Hwy 441
ALC Dairy	SE 4th Av	462-2850	462-2246
22531 NW 78th Av			Albert LN
462-1211	Alachua County Farm Bureau Insurance		NW 7th Pl
Aardvark Video	280 W Martin Luther		462-1653
250 Hwy 441 Oak Hill	King Blvd	462-3276	Albritton Lee & Kathy
Plaza			Rt 2
462-4934	Alachua County Health		462-3461
462-2487	Clinic 462-2542		Alday Barbara
Aaron Bianche	Alachua County Public Works		Hwy 235 S
Abate Helen M	Department-County		462-2913
10 A SE 1st Av	Engineer		Alderman David W
462-5940	N Hwy 441 Hague	462-2147	6920-3 Bahia S
462-5587	Assistant Director/		462-3403
Abramson Sanford R	Engineering	462-0055	Aleksiewicz Gary
ACE HARDWARE	Assistant Director/		Hwy 27A
10 S Main St	Operation	462-0056	462-5219
462-1201	Assistant Director/		Alexander Charles H
462-2645	Program		3318-2 Bahia St S
Acree Harold David	Development and Traffic		462-0039
Adams Claude & Mary	Operations	462-0053	Alexander PD
1268 Hillside Dr	Office of Administration	462-2147	SE 76 Ter
462-1973	Office of Construction		462-3446
462-7150	Inspections	462-2257	Alice's Gingerbread House Inc
462-2474	Office of Design	462-0055	410 NE 1st St
462-2474	Office of Development		462-3710
Adams Randy	Review	462-2257	All Terrain Drilling Inc
276 E Florida Av	Office of Fleet		Cty Rd 229 Raiford
462-0166	Management	462-1975	431-1152
Adams Shelia F	Office of Parks and		Allen David
10510 NW 173rd St	Recreation	462-0056	462-2116
462-6347	Office of Road and Bridge		Allen James R
ADEL DOUGLAS M DDS PA	Maintenance	462-0056	Hwy 441
23 NW 2nd Ave	Real Property Agent	462-0053	462-4588
462-4635	Alachua Discount Liquors		Allen Mark
462-1318	N Hwy 441	462-3046	12129 W State Road 235
Aderholt W J	Alachua Elementary School	462-1841	462-2746
Adkins Auto Service	Cafeteria	462-4129	462-7283
Hwy 441 ^ Central St	ALACHUA FARM & LUMBER CENTER		462-5764
462-5419	Or S Main St	462-4364	Alley James L
462-2488	Or S Main St	462-3003	4132 Creek Dr W
Adkins Bobby Joe	Alachua Ford New Holland Inc		Children's Phone
Adleman Harold L	S US HW 441	462-5414	4132 Creek Dr W
2782 NW 11th St	Fax Line	462-1335	462-5245
462-1958	Alachua Farm Feed Store		Alligood Billy D
Advance Technology Development	Lumber Center		462-2555
1663 Technology Blvd	Alachua Greenery		Alligood Bruce
462-2808	10602 NW 143rd St	462-5850	462-2305
ADVANCED PEST CONTROL	Alachua Hairstyling		Alligood Charles & Renee
4010 N Hwy 441 Alachua	36 W Florida Av	462-2045	Cty Rd 1491
462-4346	Alachua Housing Authority		462-2577
Aerobics Plus	133 Merrilwood Dr	462-5150	Alligood Corine
6 SW 2nd Av	Alachua Mini-Storage		St Rd 236
462-1848	S Highway 441	462-2131	462-1598
Affordable Carpets	Alachua Moving Service		Alligood FD
209 N Highway 441	1412 SE Florida Pl	462-5124	462-1866
462-7858	Alachua Nursery & Childcare Center		Alligood Jerry T
Agramonte Diana V	NW 1st St Alachua	462-2733	462-1722
4031 NW 166th Av	Alachua Pawn & Jewelry		Alligood MM
462-0041	1729 W Martin Luther		462-1467
Ahibrandt John & Debra	King Blvd	462-5429	Alligood Marvin
462-5554	Alachua Pest Control		462-1446
462-1118	106 NE 1st St	462-2958	Alligood Marvin Andrew
Akers P	Alachua Plumbing Service	462-3407	462-4511
Alachua A/C Inc	Alachua-Santa Fe Animal Hospital		Alligood Michael
Hwy 441	S Highway 441	462-3005	462-1647
462-1644	Or	462-2222	Alligood Roy Jr
Alachua Apartments LTD	Alachua Sports Pub		462-2079
462-4206	Highway 441	462-5333	Alligood WD
Alachua Auto Repair	Alachua Taxi Service		462-1094
US Hwy 441	124 N Main St	462-1537	Allin Thomas
462-2616	Alachua Towing & Recovery		462-5449
ALACHUA AWWING CO	US Hwy 441	462-2000	Allison BJ
Cty Rd 2054	Alachua Villas LTD		462-2988
462-2178	State Highway 235	462-5832	Allison James M
Alachua Barber Shop			19128 NW 94th Av
30 W Florida Av			462-3705
462-1629			Allstate Insurance Companies
Alachua BP			Sales Offices
US Hwy 441			Alachua
462-2000			119 N Main St
Alachua Branch-Alachua County Library			462-7093
District			American Boat Carriers
Checkout/Overdues			491 Rachael Blvd
284 N Main St			462-1044
462-2592			American Home Patient
Alachua Branch Library District			Centers Inc
Alachua Branch			N Hwy 441
462-2592			462-3237
Alachua Chamber of Commerce			Anassori Siamak & Michal
Alachua-City Of			144 Woodland Dr
City Hall Administration			462-6356
US 441 & CR 235			Anderson Betty
462-1231			462-2789
City Attorney			Anderson David
16 N Main St			Mullens Av
462-2736			462-2926
Fire Department Emergencies			Anderson Joseph E-Carolyn
911			462-2851
Fire Department Administration			Anderson Lucille
US 441			462-1032
462-2813			Anderson Michael
Police Department			48 Ala Highland
51 S Main St			462-3430
462-1396			Anderson Ronald L
Recreation Department			4 Shaw St
SW 4th St			462-1568
462-1610			Anderson Roy
Utilities Department			6602 NW 164th St
US 441 & CR 235			462-1568
462-1231			Anderson Stephen P
Warehouse			NW 199th St
			462-5534
			Anderson Wade F
			Southern Comfort Est
			462-1182

Anderson William D 48 Ala Highland	462-3430	Bailey James A 7128 Creek Dr S	462-5262	Baughn Sylvia 202 Meadows Cir	462-1020
Anderson William D Mullens Ave	462-2926	Bailey VE Jr NW 24 A	462-2478	Baumgardner Dick Baumgardner Dick R	462-3824
Anderson William H Rev	462-1387	Bair Douglas & Diane	462-5478	LaCrosse	462-5163
Anderson Yvonne	462-3213	Baker Brett C NW County Rd 241	462-2096	Beagle J William	462-5732
Anderson's Mobile Mower Service 6822 NW 246th Ave	462-7814	Baker Edsel E	462-7589	Bean Ralph M & Diane Rt 3	462-4907
Andress Herman R 7320 Creek Dr S	462-7052	Baker Ellis Daniel 135 Kaitlin Blvd	462-1461	Beard Mark Old Oaks Rd	462-2638
Angel Gardens 9203 E Martin Luther King Blvd	462-2768	Baker LaToya	462-2372	Beardsley Richard & Jean	462-3201
Alachua	462-7722	Baker Mattie Jo	462-1204	Becherse Charles 4113 NW 166th Ave Gainesville	462-4229
Anthony Shaketta NW 7th Av	462-1816	Baker Milton	462-2455	Beck David Alachua Highlands	462-7226
Antioch Baptist Church	462-2768	Baker SL	462-5087	Beck Harris L	462-5024
Antioch Baptist Pastorium	462-2240	Baker Yvonne	462-5195	Beckham Julian & Leona Hwy 236	462-1886
Apparel Printers Old Copeland Rd	462-5335	Balduzzi Christopher R	462-6342	Beecher David	462-2825
Aquadyne Pools Hwy 2054	462-5220	Baldwin Brent O & Maria I	462-4399	Beebe David K & Patti 3205 NW 142nd Av	462-5804
Aquarius Water Systems Alachua	462-2845	Bell Arthur V Hwy 121	462-5738	Beek Thomas B	462-7324
Aquatic Technology Corporation 1663 Technology Ave	462-2631	Bell Park Sports Cards 5602 NW 156th Av	462-3774	Bell Curtis	462-1036
Archie Morris T	462-5086	Ballard David G State Rd 235	462-5797	Bell Elmer & Linda Providence Rd	462-7023
Armasi Inc I Progress Blvd No 39	462-2955	Banks Alvin	462-1937	Bell Gary E	462-2318
Armstrong Beverly	462-1110	Banks Barry 7504 SE 31st Pl	462-1477	Bell Randy NW County Rd 241	462-3410
Armstrong Rolland Hwy 121	462-5500	Banks Ned Rev LaCrosse	462-2496	Belville CJ 7516 Yearling St	462-0101
Arnold James A III	462-2583	Baptist Jeff D 9017 NW 222nd Av	462-2482	Belyew Jerry County Rd 232	462-2313
Arrington E	462-1710	Barbara Wise Realty Inc N Highway 441	462-5870	Benedict LF Newberry Rd	462-3726
Arrington Edward W	462-7507	Barbary Richard	462-4903	Benefield Freeman F Rt 1	462-4960
Arrington LW	462-1400	Barber Dwayne	462-3772	Benefield Jake & Mildred Hwy 237	462-1825
Arrowstar	462-7817	Barber Edna C Sherwood Oaks Apts	462-5758	Benejamin Charles E	462-4198
Asgrow Florida Company	462-1242	Barber Gail L	462-5988	Bennett Sheran M	462-7524
Ash Susan NW 24	462-5242	Barber Kelly 22020 Old Providence Rd	462-1888	Benson Bryan K 3816 SE 75th Ter	462-5823
Ashraf Mohammad	462-2838	Barber Kim 210 SW 3rd St	462-2367	Benson Clair & Patricia NW County Rd 235	462-4684
Alkins GJ	462-7822	Barber Lumber Sales NW County Rd 2054	462-3772	Benton Walter 6142 Harrell Cir	462-2935
Atkins Jessie May & James	462-2018	Barber Steve M St Rd 239 NE	462-4217	Benz Greg Rt 1	462-5416
Atkins Marsha NW 7th Ave	462-4662	Barber William A	462-3355	Benz William P	462-2900
Atkinson Cameron & Aaron Hwy 441	462-2586	Barbesco Carla G	462-3810	Berenger Pamela L Highway 441	462-4102
Atkinson Jo W 6118 Harrell Cir	462-1232	Barcia J&P	462-3229	Bergdoll Bruce W 2 SW 1st Av	462-1202
Aubut A	462-1456	Barco James & Terry R 7440 SW 43rd St	462-2964	Bernal RG	462-4945
Aubut Albert & Wylene	462-5516	Barger DS 16511 NW 162nd Ln Alachua	462-4885	Bernardo Manuel 345 SW 3rd Av	462-1900
Audit Tom 14800 NW County Rd 235A	462-2351	Barker Charles E 3137 Dogwood Ln	462-3031	Bernie Haskins Company	462-1389
6 Turkey Creek	462-3078	Barker Edie	462-4339	Bertulfo RB High Springs Gardens	454-1758
Auffenberg Kurt 6 Turkey Creek	462-5387	Barker RA Oaks Ln	462-2591	Bessinger RL	462-5397
Ault Ellen M 770J SE 31st Pl	462-4890	Barker Robert D	462-7550	Best & Dependable Painting Contractors	462-4904
Austin Jack P & Betty Turkey Creek	462-2423	Barker Tom Irrigation	462-4561	Best Quality Home Improvement 537 N State Road 121 LaCrosse	462-2424
Austin Jones Limited 119 N Main St	462-1507	Barnes Ronald K 647 Forest St	462-2553	Bethea Isaac	462-1214
Austin Lyman 126 SW 2nd Av	462-5705	Barnett Emolous 17411 NW 110th Av	462-2119	Bethea Rosa L Cty Rd 232	462-4191
Austin William E & Ann SW 1st Av	462-2190	Barnhart WL	462-2684	Beutke Amos	462-2388
Austin's Jerry G Custom Cabinets Hwy 441 Alachua	462-5194	Barry Christopher J E Hwy 12A	462-5636	Bevilacqua Cynthia 3203 NW 142nd Av	462-7327
Autumn Leaves Mobile Home Park St Rd 241 South	462-4874	Barry NJ Jr	462-2772	Beville Chris & Lynn Hwy 441	462-4205
Avigne Wayne & Gail 21923 NW Cty Rd 1493	462-5504	Barry William	462-2668	Beville FP Rt 1	454-3543
Avinger Adam & Tanny	462-5486	Bartkus Michael 18732 NW 262nd Ave	462-7574	Beville John E	462-2692
Avinger Scott Alachua	462-7380	Bashaw Charles A	462-2824	Beville Mike & Natalie 6428 NW 172nd St	462-5037
Axell C	462-7583	Bass Edith	462-4127	Beville Ralph	462-1459
Axford Christina 1626 SE Florida Blvd	462-7235	Bass Gene C St Rd 121	462-1561	Bevington Charles 26909 NW County Rd 239	462-3318
Babb Emerson & Jane	462-4041	Bass Max LaCrosse	462-1390	Bevis Frank & Shirley 232 SW 30th Av	462-3206
Baggett Lisa	462-4220	Bass Sam	462-7339	Bey Carrie	462-1077
Baier John & Ellen Alachua	462-5303	Bates Lillian D SE 4th Av	462-2705	Bias Clinton & Bobbie 20 NE 8th Av	454-2558
Bailey Brett 14215 NW 218th Ave	462-1286	Baucom BJ N State Rd 121	462-1595		
Bailey Donald G Sr Road 15C	462-4964	Baucom Keith & Phyllis 176 Turkey Creek	462-5489		

Random Digit Dialing Worksheet Key

The mayor of Alachua has decided to conduct a survey of the town's adult residents to get their opinions about the need for a new community center. Your assignment is to generate a sampling pool for the survey using the **Plus-One** technique of RDD. Note the following information:

- ✎ The town has only one prefix, 462.
- ✎ The town has 4,000 adults.
- ✎ A sample directory is provided. The complete directory has 19 pages.

Instructions

Answer the following questions by completing the attached worksheets.

1. What is the target population, including its numerical size?

Answer: The residents of Alachua are the target population, specifically the 4,000 adults.

2. What is the estimated sample size and how many numbers must be generated to reach the sample size? (Use Table 1.)

Answer: The desired sample size is 364, and the sampling pool should be 1,498 numbers.

3. Using the sample directory pages, "eye-ball" the list to determine which banks of numbers should be excluded from the sample.

Answer: Exclude 0000-0999, 6000-6999, 8000-8999, and 9000-9999.

4. How many numbers should be selected from each page?

Answer: Select 79 seeds per page.

5. List 25 numbers for the survey's sampling pool.

Answer: See example numbers below.

TABLE 1. Sample size recommendations for a five percent precision level.

Size of Population	Desired Sample Size	Frame Size*
500	222	914
600	240	987
700	255	1050
800	267	1100
900	277	1140
1,000	286	1177
2,000	333	1370
3,000	353	1452
4,000	364	1498
5,000	370	1522
6,000	375	1543
7,000	378	1555
8,000	381	1568
9,000	383	1576
10,000	385	1584
15,000	390	1605
20,000	392	1613
25,000	394	1621
50,000+	397	1638

*Minimum pool size is calculated by dividing the desired sample size (DSS) by the denominator: hit rate (.30) x 1 - proportion of ineligible (.10) x 1 - loss of eligibles (.10).

Random Digit Dialing Worksheet Key (cont.)

1. Population size: 4000
 2. Sample size: 364
 Sampling pool: 1498
 Community's prefix : 462

3. **Bank listings**

<u>Residential</u>	<u>Business</u>	<u>Both</u>
<u>1000-1999</u>	<u>4000-4999</u>	_____
<u>2000-2999</u>	_____	_____
<u>3000-3999</u>	_____	_____
<u>5000-5999</u>	_____	_____
<u>7000-7999</u>	_____	_____

Banks to exclude:

0000-0999, 6000-6999, 8000-8999, 9000-9999

4. a. Determining number of seeds

Sampling pool size 1,498
 Divided by number of pages in directory \div 19
 Number of seeds selected per pages 79

b. Systematic seed selection

Average number of telephone numbers per page 155
 divided by number of seeds per page \div 79
 Seed selection interval = 2

(Count down the directory's list this amount to select the next seed.)

c. Select a number for the random start

(between 1 and the seed selection interval) Either 1 or 2

Note: We will use
1 for the next item.

Random Digit Dialing Worksheet Key (cont.)

5. Generating the numbers

List prefix and
seed:

462-3870

462-1211

462-2487

etc.

List modified seeds
for sampling pool:
(Add "1" to the suffix)

462-3871

462-1212

462-2488

.....

Directory Sampling Exercise: Instructor's Guide

Instructions

After reviewing the instructions, students should carry out the steps for directory dialing. Students should use Table 2 and the sample directory for Alachua that are provided. A copy of the Alachua telephone listing is attached for use as a duplicating master. Because the emphasis is on learning different sampling methods, use the same population information in the random digit dialing exercise here. Students may do this individually or in small groups.

- 1) Review directory dialing as a class.
- 2) Students work in groups or individually. Give students a *Directory Dialing Worksheet* and a sample of the Alachua telephone directory. Have students determine the sampling pool size.
- 3) Have students black-out nonresidential numbers on the sample directory page and count the residential numbers on the page.
- 4) Suggest that students note in the instructions that the Alachua directory has a total of 2,800 residential numbers. Using this number, students are able to calculate the sampling interval. Students then select a number for the random start.
- 5) Encourage students to generate a list of telephone numbers for the sampling pool and record the numbers on the sheet provided. Students should select the first residential number by counting down to match the random start. Students select the next number by counting down the sampling interval, continuing until they have selected 25 numbers.

Directory Dialing Worksheet

The mayor of Alachua has decided to conduct a survey of the town's adult residents to get their opinions about the need for a new community center. Your assignment is to generate a sampling pool for the survey using the **directory dialing** method. Note the following information:

- ☞ The town has only one prefix, 462.
- ☞ The town has 4,000 adults.
- ☞ A sample page of numbers is provided. The complete directory has 2,800 residential numbers.

Instructions

Answer the following questions by completing the attached worksheets.

1. What is the target population, including its numerical size?
2. What is the estimated sample size and how many numbers must be generated to reach the sample size? (Use Table 1.)
3. Using the sample directory pages, black out all nonresidential numbers. How many residential numbers are in the entire directory? What is the sampling interval?
4. What numbers can be used for a random start?
5. List 25 numbers for the survey's sampling pool.

TABLE 1. Sample size recommendations for a five percent precision level.

Population Size	Desired Sample Size	Minimum Pool Size*
500	222	421
600	240	456
700	255	484
800	267	507
900	277	526
1,000	286	543
2,000	333	632
3,000	353	670
4,000	364	691
5,000	370	703
6,000	375	712
7,000	378	718
8,000	381	724
9,000	383	727
10,000	385	731
15,000	390	740
20,000	392	745
25,000	394	748
50,000+	397	754

* Minimum pool size is calculated by dividing the desired sample size (DSS) by the denominator: hit rate (.65) x 1 - proportion of ineligibles (.10) x 1 - loss of eligibles (.10).

Alachua-High Springs Directory Sample

A. Daly Seamless Aluminum		Water Treatment Plant		Alan Cain Realty Corp	
Rain Gutters	462-3870	US 441 & NE 3rd St	462-1084	N Hwy 441	462-2246
AAA Mobile Home Transport		Wastewater Treatment Plant		Albert LN	
Harrell Cir	462-2998	Copeland Rd &		NW 7th Pl	462-1653
ALC Dairy		SE 4th Av	462-2850	Albritton Lee & Kathy	
22531 NW 78th Av	462-1211	Alachua County Farm Bureau Insurance		Rt 2	462-3461
Aardvark Video		280 W Martin Luther		Alday Barbara	
250 Hwy 441 Oak Hill		King Blvd	462-3276	Hwy 235 S	462-2913
Plaza	462-4934	Alachua County Health		Alderman David W	
Aaron Blanche	462-2487	Clinic 462-2542		6920-3 Bahia S	462-3403
Abate Helen M		Alachua County Public Works		Aleksiewicz Gary	
10 A SE 1st Av	462-5940	Department-County		Hwy 27A	462-5219
Abramson Sanford R	462-5587	Engineer		Alexander Charles H	
ACE HARDWARE		N Hwy 441 Hague	462-2147	3318-2 Bahia St S	462-0039
10 S Main St	462-1201	Assistant Director/		Alexander PD	
Acree Harold David	462-2645	Engineering	462-0055	SE 76 Ter	462-3446
Adams Claude & Mary		Assistant Director/		Alice's Gingerbread House Inc	
1268 Hillside Dr	462-1973	Operation	462-0056	410 NE 1st St	462-3710
Adams Jackie	462-7150	Assistant Director/		All Terrain Drilling Inc	
Adams Jimmy	462-2474	Program		Cty Rd 229 Raiford	431-1152
Adams Randy		Development and Traffic		Allen David	462-2116
276 E Florida Av	462-0166	Operations	462-0053	Allen James R	
Adams Shelia F		Office of Administration	462-2147	Hwy 441	462-4588
10510 NW 173rd St	462-6347	Office of Construction		Allen Mark	
ADEL DOUGLAS M DDS PA		Inspections	462-2257	12129 W State Road 235	462-2746
23 NW 2nd Ave	462-4635	Office of Design	462-0055	Allen Reid	462-7283
Aderholt W J	462-1318	Office of Development		Allen W Theo	462-5764
Adkins Auto Service		Review	462-2257	Ailey James L	
Hwy 441 ^ Central St	462-5419	Office of Fleet		4132 Creek Dr W	462-5239
Adkins Bobby Joe	462-2488	Management	462-1975	Children's Phone	
Adleman Harold L		Office of Parks and		4132 Creek Dr W	462-5245
2782 NW 11th St	462-1958	Recreation	462-0056	Alligood Billy D	462-2555
Advance Technology Development		Office of Road and Bridge		Alligood Bruce	462-2305
1663 Technology Blvd	462-2808	Maintenance	462-0056	Alligood Charles & Renee	
ADVANCED PEST CONTROL		Real Property Agent	462-0053	Cty Rd 1491	462-2577
4010 N Hwy 441 Alachua	462-4346	Alachua Discount Liquors		Alligood Corine	
Aerobics Plus		N Hwy 441	462-3046	St Rd 236	462-1598
6 SW 2nd Av	462-1848	Alachua Elementary School	462-1841	Alligood FD	462-1866
Affordable Carpets		Cafeteria	462-4129	Alligood Jerry T	462-1722
209 N Highway 441	462-7858	ALACHUA FARM & LUMBER CENTER		Alligood MM	462-1467
Agramonte Diana V		Or S Main St	462-4364	Alligood Marvin	462-1446
4031 NW 166th Av	462-0041	Or S Main St	462-3003	Alligood Marvin Andrew	462-4511
Ahibrandt John & Debra	462-5554	Alachua Ford New Holland Inc		Alligood Michael	462-1647
Akers P	462-1118	S US HW 441	462-5414	Alligood Roy Jr	462-2079
Alachua A/C Inc		Fax Line	462-1335	Alligood WD	462-1094
Hwy 441	462-1644	Alachua Farm Feed Store	See Alachua	Allin Thomas	462-5449
Alachua Apartments LTD	462-4206	Lumber Center		Allison BJ	462-2988
Alachua Auto Repair		Alachua Greenery		Allison James M	
US Hwy 441	462-2616	10602 NW 143rd St	462-5850	19128 NW 94th Av	462-3705
ALACHUA AVNING CO		Alachua Hairstyling		Allstate Insurance Companies	
Cty Rd 2054	462-2178	36 W Florida Av	462-2045	Sales Offices	
Alachua Barber Shop		Alachua Housing Authority		Alachua	
30 W Florida Av	462-1629	133 Merrillwood Dr	462-5150	119 N Main St	462-7093
Alachua BP		Alachua Mini-Storage		American Boat Carriers	
US Hwy 441	462-2000	S Highway 441	462-2131	491 Rachael Blvd	462-1044
Alachua Branch-Alachua County Library		Alachua Moving Service		American Home Patient	
District		1412 SE Florida Pl	462-5124	Centers Inc	
Checkout/Overdues		Alachua Nursery & Childcare Center		N Hwy 441	462-3237
284 N Main St	462-2592	NW 1st St Alachua	462-2733	Anassori Siamak & Michal	
Alachua Branch Library District		Alachua Pawn & Jewelry		144 Woodland Dr	462-6356
Alachua Branch	462-2592	1729 W Martin Luther		Anderson Betty	462-2789
Alachua Chamber of Commerce		King Blvd	462-5429	Anderson David	
Alachua-City Of		Alachua Pest Control		Mullens Av	462-2926
City Hall Administration		106 NE 1st St	462-2958	Anderson Joseph E-Carolyn	462-2851
US 441 & CR 235	462-1231	Alachua Plumbing Service	462-3407	Anderson Lucille	462-1032
City Attorney		Alachua-Santa Fe Animal Hospital		Anderson Michael	
16 N Main St	462-2736	S Highway 441	462-3005	48 Ala Highland	462-3430
Fire Department Emergencies	911	Or	462-2222	Anderson Ronald L	
Fire Department Administration		Alachua Sports Pub		4 Shaw St	462-1568
US 441	462-2813	Highway 441	462-5333	Anderson Roy	
Police Department		Alachua Taxi Service		6602 NW 164th St	462-1568
51 S Main St	462-1396	124 N Main St	462-1537	Anderson Stephen P	
Recreation Department		Alachua Towing & Recovery		NW 199th St	462-5534
SW 4th St	462-1610	US Hwy 441	462-2000	Anderson Wade F	
Utilities Department		Alachua Villas LTD		Southern Comfort Est	462-1182
US 441 & CR 235	462-1231	State Highway 235	462-5832		
Warehouse		Alachua Well Supply			
E Florida Av	462-1530	211 Claude Brandon Rd	462-3131		

Directory Dialing Worksheet Key

The mayor of Alachua has decided to conduct a survey of the town's adult residents to get their opinions about the need for a new community center. Your assignment is to generate a sampling pool for the survey using the **directory dialing** method. Note the following information:

- ✎ The town has only one prefix, 462.
- ✎ The town has 4,000 adults.
- ✎ A sample page of numbers is provided. The complete directory has 2,800 residential numbers.

Instructions

Answer the following questions by completing the attached worksheets.

1. What is the target population, including its numerical size?

Answer: The 4,000 adult residents of Alachua are the target population.

2. What is the estimated sample size and how many numbers must be generated to reach the sample size? (Use Table 1.)

Answer: The desired sample size is 364 and the sampling pool should be 691 numbers.

3. How many residential numbers are in the entire directory? What is the sampling interval?

Answer: There are 2,800 residential numbers. The sampling interval is 4.

4. What numbers can be used for a random start?

Answer: Either 1, 2, 3, or 4.

5. List 25 numbers for the sampling pool.

Answer: See example numbers below.

TABLE 1. Sample size recommendations for a five percent precision level.

Population Size	Desired Sample Size	Minimum Pool Size*
500	222	421
600	240	456
700	255	484
800	267	507
900	277	526
1,000	286	543
2,000	333	632
3,000	353	670
4,000	364	691
5,000	370	703
6,000	375	712
7,000	378	718
8,000	381	724
9,000	383	727
10,000	385	731
15,000	390	740
20,000	392	745
25,000	394	748
50,000+	397	754

* Minimum pool size is calculated by dividing the desired sample size (DSS) by the denominator: hit rate (.65) x 1 - proportion of ineligible (.10) x 1 - loss of eligibles (.10).

Directory Dialing Worksheet Key (cont.)

- 1. Population size: 4,000
- 2. Sample size: 364
- Sampling pool: 691
- Community's prefix : 462

3. The sampling interval

Number of listed residential numbers 2,800
Divided by the sampling pool ÷ 691
Sampling interval 4

- 4. Number from hat draw for random start Either 1, 2, 3, or 4 Note: We will use 3 as the start for the next item.

5. Selection and listing of the telephone numbers:

- 462-5587 _____
- 462-2474 _____
- 462-2488 _____
- 462-1118 _____
- 462-3403 _____
- 462-2116 _____
- 462-5764 _____
- etc. _____
- _____
- _____
- _____
- _____
- _____
- _____

The following pages can be photocopied on overhead transparencies to accompany the presentation.

Basic Steps in Sampling

- **Define your *study population***
 - "Whom or what are we getting information about?"
 - Consider geographic coverage and time

- **Obtain a sampling frame**
 - Choose a list that best represents the study population
 - Be aware of any large discrepancies between the population and the sampling frame

- **Select your sample**
 - Choose sample method: probability or nonprobability
 - Choose type of probability/nonprobability sample

Types of Samples

Nonprobability

- ✓ Snowball
- ✓ Purposive


Probability


- ✓ Simple Random
- ✓ Systematic


Sampling Pool Lists


- ☞ **Voter registration lists**
- ☞ **Telephone directories**
- ☞ **Driver's license list**
- ☞ **Utility company's customer list**
- ☞ **Telephone company's records**


Random Digit Dialing Sampling Steps

-  **Determine size of study population**

-  **Calculate size of sampling pool**

-  **Identify telephone prefix/es**

-  **List residential banks**

-  **Generate sampling pool using the plus-one or hand-generated method**





Determining Sample Size

- **What size final sample is desired?**
- **What is the likely "hit rate" for working numbers?**
- **What proportion of working numbers will be screened out?**
- **What percentage of "eligibles" will be lost due to refusals?**

TABLE 1. Sample size recommendations for a five percent precision level.

Size of Population	Desired Sample Size	Frame Size
500	222	914
600	240	987
700	255	1050
800	267	1100
900	277	1140
1,000	286	1177
2,000	333	1370
3,000	353	1452
4,000	364	1498
5,000	370	1522
6,000	375	1543
7,000	378	1555
8,000	381	1568
9,000	383	1576
10,000	385	1584
15,000	390	1605
20,000	392	1613
25,000	394	1621
50,000+	397	1638

Steps for "Plus-One"

-  **Determine the number of residents**
-  **Calculate number of seeds**
-  **Random start**
-  **Add "1" to seeds**

Systematic Directory Sampling Procedures







-  **Obtain a copy of telephone directory**
-  **Black out non-residential numbers
(including children's and teen's
numbers)**
-  **Count the number of residential
listings**
-  **Identify population size**
-  **Determine desired sample size and
sampling pool size**
-  **Select a random starting point and
generate sample**

TABLE 2. Sample size recommendations for a five percent precision level.

<u>Population Size</u>	<u>Minimum Desired Sample Size</u>	<u>Pool Size</u>
500	222	421
600	240	456
700	255	484
800	267	507
900	277	526
1,000	286	543
2,000	333	632
3,000	353	670
4,000	364	691
5,000	370	703
6,000	375	712
7,000	378	718
8,000	381	724
9,000	383	727
10,000	385	731
15,000	390	740
20,000	392	745
25,000	394	748
50,000+	397	754

Interviewing Techniques for Telephone Surveys

In this section students learn interviewing techniques using mock interviews and interviewing tools to prepare them for the role of interviewer.

Before preparing students for interviewing, it is important to appoint a survey coordinator. The survey coordinator should understand the time commitment and responsibility involved in the job. He or she is responsible for managing the survey and making any necessary changes in the survey procedure. The coordinator also organizes the record keeping, including call sheets, refusal forms, and call back forms, and coordinates recruiting and scheduling of volunteers for the interviews. The first duty of the coordinator is conducting an interviewer-training session for the students. This session is designed to teach the students the importance of the interviewer role and the duties required of interviewers.

Role of the Interviewer

As interviewers, students assume a role that requires maintaining confidentiality and control of the interview. The **confidentiality** of the interview is crucial to the success of the survey. In small communities the interviewers may know the individual they are assigned to interview. In these cases it is especially important to assure the respondents that the information will be kept confidential.

Maintaining control of the interview is another important responsibility. Interviewers will encounter a variety of people with different temperaments or capabilities. Interviewers must maintain their composure and neutrality during interviews, particularly during interviews with unwilling respondents. Techniques for handling a variety of interviewing situations are discussed later in this section.

Students will be successful if they follow some general guidelines for interviewing:

- ✎ Read the questions slowly and deliberately to ensure the respondent understands the question. If a question

Maintaining confidentiality means the respondent's identity is not revealed in the results nor associated with the information he or she gives during the interview.

is read too quickly it can be misinterpreted. Further, slow, careful reading ensures the pace of the interview will allow the respondent time to consider his or her answer carefully.

- ✎ Read the questions exactly as written. If you modify or explain questions, you may influence the respondent's answer.
- ✎ Avoid sounding mechanical while interviewing or reading in a monotone. Questions should be read in a casual or conversational tone.
- ✎ Avoid offering personal opinions or judgments about the respondent's answer or the question asked. Resist the temptation to suggest answers to respondents. Explaining questions or suggesting answers may influence or intimidate the respondent. Instead, repeat the question and the responses.
- ✎ Focus on the introduction. *Introduction statements* are the interviewer's first contact with a respondent. Because the respondent's first impression of the interview is often based on the introduction statement, this statement should make the respondent feel that his or her effort and opinion are appreciated, thereby encouraging the respondent to participate in the survey.

Introduction statements are the interviewer's first contact with the respondents, which makes these statements especially important.

Note: Remember, people can refuse to be interviewed. Students should not push or try to coerce people to participate. Handling refusals is discussed later in this section.

Developing Interviewer Skills

Because students perform an important role in survey research, a role that requires knowledge and techniques about interviewing, they should participate in a training session to prepare them for this position. A survey coordinator or teacher should conduct the session. The students should be given an interview packet that includes interviewer guidelines, survey guidelines, an interviewing flow chart, disposition categories, fall back statements, and call back introductions. These tools will be discussed in the next section.

The coordinator might begin the session by reviewing the *Interviewer Guidelines* with the students and answering any questions they may have about their roles. The students should then work on developing an understanding of the sequence of the interview and the interview forms appropriate for the various situations they may encounter. A good way to teach students this process is to use the *interviewing flow chart* (see page 2-225). This chart illustrates the various directions an interview can take and identifies the form used in each situation. By using this method students learn not only how to fill-out the forms, but when each form is used. Finally, during the session the students are given a list of disposition categories, fall back statements, and the call back introductions they will want to have accessible while interviewing. Students can gain additional experience from the *Interview Scenario Exercise* (see page 2-227).

The training session should also include a review of the questionnaire and a practice interview (Figure 2.10). The project coordinator or a teacher should discuss the organization of the questionnaire with the students to ensure that everyone understands how conditional questions (e.g., "If YES, ...") and branching questions (e.g., "If YES, go to question 20, If NO, go to question 32") affect the flow of the interview. Students should also practice interviewing partners so as to become familiar with the questionnaire and better prepare for the interview. Likewise, students should practice using the fall back statements with partners. We suggest that each pair of students alternate asking and responding to each item in the fall back statements.

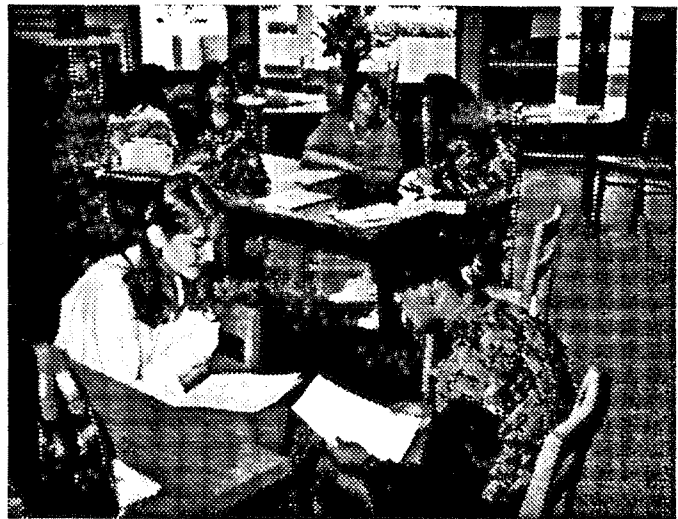


Figure 2.10. Students conducting a mock interview.

Interviewing Procedures and Tools

Completing an interview is not always an easy task. This section outlines the procedure for interviewers to follow and the tools required for interviewing, including refusal records, call back records, and call sheets. Each form has a specific purpose that helps organize the interviewing and keeps the survey running smoothly. Sample forms are provided later in this section.

Call Sheets

Disposition status refers to the outcome of each dialing attempt of a telephone number.

Call sheets are used to keep track of each call made by the interviewers (See Figure 2.11). Notice that you should attempt to contact each number five times, and record the *disposition status* of each attempt. Disposition categories indicate the type of household reached, valid or non-valid, and the outcome of the attempt.

Non-valid households include non-working numbers, business numbers, institutions, children's phones, and other non-residential numbers. If the number dialed is determined to be non-valid, it should not be called again.

Valid households include completed interviews, call back to begin an interview or to complete one, respondent refused, other person refused, terminated or incomplete interviews, unable to conduct interviews (because of deafness or a language-related disorder), no answer after seven rings, answering machines, and busy signals (after redialing five minutes later). If a number can be categorized into any of the above disposition statuses, then it should be used until it holds a non-valid disposition status, the interview is completed, a second refusal is given, or the fifth attempt is made without contacting the respondent.

Call Sheet Form Instructions

The identification number, a complete telephone number, and the gender of the respondent should be filled out prior to the start of interviewing (select both gender and the telephone number during the sampling process). When a student receives the form, he or she should fill in his or her name in the interviewer box as well as the date and the time of the call. After the attempt is made, the student should write the outcome of the attempt under "Disposition status." (Note: If the number is busy, the student should dial the number again five minutes later. If the number is still busy, the first attempt using that number is then complete, and the student should write "busy" in the space under disposition status. Similarly, a busy signal followed by a "no answer" after five minutes is counted as a single contact attempt.) The student should then try the next number.

Survey Call Sheet				
ID # _____		Telephone # _____ - _____		Gender _____
Contact Attempt	Date	Time	Disposition Status	Interviewer
1				
2				
3				
4				
5				
Notes:				

Figure 2.11. Sample Telephone Survey Call Sheet.

It is important to record the reason for an incomplete interview accurately. By noting the reasons for incomplete calls, the coordinator can, if necessary, adapt the survey procedures to improve the rate of interview completion. For example, the records may indicate that the times of calls are inconvenient for a number of residents. In this case, students may need to schedule more interviews at another time (e.g. evenings or weekends).

Fall Back Statements

Respondents typically give common reasons for refusing a survey, such as "I don't have time" or "How did you get my number?" Respondents may also express concern regarding the legitimacy or confidentiality of the survey. Fall back statements enable students to handle such concerns or questions about the survey. These statements address the respondents' doubts and questions and encourage their participation in the survey.

To develop skill in using the fall back statements, students should practice using them during the training session. It is also a good idea to remind the students to review the statements before the interviews and to have them accessible during interviewing (see sample fall back statements in the following student interview packet).

Refusal Record

Students should not try to coerce or argue with respondents in an effort to complete an interview. The best method for avoiding a refusal is to use the fall back statements and calmly try to encourage the respondents to complete the interview.

If the fall back statements fail to persuade the respondent and he or she still refuses to be interviewed, the student should fill out a refusal record. Often students will have to fill out this form once the respondent is off the phone, so they must try to remember as much detail as possible. All respondents who refuse an interview should be called back one more time at a later date because the initial contact may have been made on a "bad day" or at an inconvenient time. Because some interviewers don't establish rapport with some respondents, we recommend the second attempt (and other attempts following) be conducted by a different student from the one who received the refusal.

Refusal Form Instructions

The interviewer should fill in the necessary information to identify the number and gender of the respondent (see Figure 2.12). When filling in the reason for the refusal, the interviewer should try to remember the exact reason given by the respondent. The interviewer will then be better prepared for the second attempt. If the second interviewer receives a refusal, the number is "finished" and no longer dialed.

Refusal records are useful for two reasons. First, while reviewing the records, the coordinator may notice that certain refusals are frequently cited by residents and that a fall back statement to handle the refusal is not available. For example, respondents may say, "I have participated in other surveys and have yet to see any results." The coordinator can

Refusal Record

Time of refusal: _____
 Date of refusal: _____
 Interviewer: _____

Was to speak to: Male Female

Who refused: respondent other

ID number: _____
 Phone number: _____
 Reason for refusal: (be as specific as possible)

Call back attempt:
 Day:
 Time:
 Disp.:
 Interviewer:

Figure 2.12. Sample of a Refusal Record.

then consider the problem and update the fall back statements to explain that the results will be presented in local community meetings or that the highlights from the survey will be published in the local paper. Also, if an interviewer knows why a respondent refused the first interview attempt, he or she can tailor the introduction to the particular refusal. On a second attempt, an interviewer may say, "I know that the last time we called you weren't feeling well. I hope your health has improved and you are able to participate in the survey because we would really appreciate your efforts." Personalized statements such as these may help persuade the respondent to participate in subsequent attempts.

Call Back Record

Call back records are used for those respondents who: 1) could not be interviewed at the time but are willing to reschedule or 2) unable to complete the interview in one session. Students who make call backs should be given an introduction statement for each type of call back. After the first attempt, four other attempts are made, unless a person refuses the interview twice.

Call Back Form Instructions

To fill out this form, the interviewer may need information from the call sheet, which will indicate the pre-selected gender as well as the ID number and the phone number (see Figure 2.13). Similar to the refusal record, the reason for a call back should be explained as clearly as possible. Finally, it is very important to record every attempt so unnecessary calls are eliminated.

The Project Coordinator's Responsibilities for Managing the Survey

We also provide a brief summary of some of the project coordinator's and

Call Back Record

Time of initial call: _____
Date of initial call: _____
Interviewer: _____

Was to speak to: Male Female

Time of call back appointment: _____
Day of call back appointment: _____

ID number: _____
Phone number: _____

Reason for call back:

Call back attempts:
_____ 1st 2nd 3rd 4th

Date _____
Time _____
Disp. _____
Interviewer _____

Figure 2.13. Sample of a Call Back Record. <

interview supervisor's duties. Because a telephone survey entails several weeks of afternoon and evening interviewing sessions, the project coordinator should recruit a number of adult volunteers to assist as session supervisors. The project coordinator should conduct an interviewer training for the supervisors to orient them to interviewer and supervisor duties.

The first set of instructions below covers conducting the interviewing session. The next two sets of instructions pertain to managing the call records and survey sessions. Procedures for handling refusal and call back forms are outlined, and some general suggestions about the times of the calls and procedures for processing the telephone numbers are provided. By using these guidelines, the supervisors should insure that the correct procedures are followed.

Starting an Interviewing Session

Before each session it is the supervisor's responsibility to prepare each interviewer:

- ✓ Review the record keeping procedures. It is especially important to review "problem situations" with the interviewers so they will be prepared to handle these situations if they occur again.
- ✓ Give each student 9-10 telephone numbers (about three call sheets) to use at the beginning of a session. Provide additional numbers as needed.
- ✓ Be sure each student has a copy of the Interviewing Flow Chart, along with the questionnaire form, refusal form, call back form, fall back statements and call sheets. It is important that students keep these readily accessible while interviewing so they can refresh their memories about statements or procedures.

Record Keeping

An important part of the coordinator's responsibilities is managing the survey records. The survey coordinator should collect and review the records after each interviewing session.

- ✓ Clip refusal forms and call back forms to the call sheet.
- ✓ Check for a matching ID number and telephone number on the call sheet and refusal forms or call sheet and call back forms.
- ✓ Check for a matching ID number on the call sheet and the completed questionnaire. Each completed survey should have the ID number written on the top of page 1.
- ✓ Review the disposition of dialings on the call sheets for completeness. Be sure that "busy" numbers were re-dialed after five minutes and listed as a single dialing (not as a second or third dialing).
- ✓ When an interview is completed or telephone number is retired, mark a line through the box for that number on the call sheet. (Fluorescent yellow highlighter is preferred.)
- ✓ Check-in call sheets at the end of each interviewing session to make sure they have all been returned by the students.

Processing Telephone Numbers

The supervisor is also responsible for scheduling calls from the refusal and call back forms and distributing call sheets with "active" numbers.

- ✓ At the beginning of each interviewing session, scan the notebook of call sheets for refusal forms and call back forms that need further processing.
- ✓ Assign a different person to make the call back to refusals. Numbers are retired after a second refusal.
- ✓ Vary the day of the week and time of day that follow-up dialings are made, e.g., if a number is not answered during the afternoon, try an evening or Saturday morning dialing.

- ✓ Non-working numbers should be re-dialed immediately (a second time) to confirm that the number is ineligible.
- ✓ Each number is retired after the fifth dialing is conducted. An exception is when a call back is scheduled.

Interview Procedures for Students

Step 1

After obtaining the set of call sheets, questionnaires, fall back statements, the disposition category list, interviewing flow chart, and refusal and call back forms, interviewers begin with the first number.

Instructions:

- Write date, time, and name on the call sheet.
- Note if you are to speak to a man or a woman.
- Dial the phone number.
- Use disposition status categories to record the type of call.
- End conversation for numbers that don't apply (businesses, etc.).
- Try to complete each call that is a legitimate number

Step 2

During the interview process, the student should follow interview instructions and use fall back statements as necessary.

Instructions:

Person refuses to do the interview:

- Calmly try to convince him or her to complete the interview.
- Don't argue to try to force the interview.
- Fill out a refusal record if the person does not want to give an interview.
- Have someone else try to contact the person again at a later date.

Person cannot conduct the interview at the time you call:

- Try to schedule another time and date for an interview.
- Fill out a call back record.
- Have another interviewer contact the person again at the time and date specified.

Person can not complete an interview in one call:

- Try to convince the person to complete the interview in one session.
- Fill out a call back record and schedule another time and date if it is not possible.
- Keep the partially completed questionnaire with the call back record.
- Have another interviewer contact the person to complete the interview.

Step 3

Interviewers return documents to the survey supervisor after their session is completed. Each interviewer should review documents for completeness before returning the information to the supervisor.

Interviewing Instruction Samples

This section contains four parts: 1) A sample of interviewer information and guidelines, the disposition status list, fall back statements, call sheet, refusal form, and call back form and 2) tips for the interview session supervisor. The sample of interviewer information, contained in *Interviewer Guidelines for the Immokalee Survey*, discusses the role of the interviewer and provides information about the survey. A similar summary of the survey and interviewing techniques should be written for your survey and distributed to all interviewers. We also provide a brief summary of the interview supervisor's duties: 1) conducting the interviewing session, 2) managing the call records and survey sessions, 3) handling refusal and call back forms, and 4) processing the telephone numbers.

Interviewer Information for the Immokalee Survey

You are being asked to help conduct a random survey of Immokalee residents. Interviews will be conducted over the phone using numbers selected by a systematic random sample from names listed in the telephone directory. Your role as interviewer is critical to the success of this project. This training will give you a better sense of the interview process, what to expect, and what is expected of you throughout the survey. Thanks for your help.

What is the Immokalee County Citizen Survey? This survey has been commissioned by Planning Immokalee's Evolution (PIE), a citizens group formed to help improve the situation in the Immokalee area. PIE decided that one way to begin to improve matters was to find out what people felt about critical matters in the area. The general population survey asks questions about what people think about Immokalee with regard to economic growth and jobs, education, health care, community organization, and other areas, as well as some personal items. This information will be used by local groups to develop plans for the future.

The survey will use telephone survey methods. When we conduct surveys, we often rely on a sample of adults for the information, rather than going through the time and expense of trying to contact each and every adult. This survey will interview approximately 400 people. Thus, a list of telephone numbers was generated through the process of systematic random sampling. This list will be the basis of our selecting people to interview. Because our sample is random and each person has an equal chance to be selected, we can use statistics to make inferences to the total population.

Your role as an interviewer. When you agree to be an interviewer for this project you must also agree to follow some simple but important guidelines. The first and most important rule is to honor confidentiality. In order for surveys like this one to be successful we must ensure the respondent that his or her answers will be kept confidential by not identifying the answers with a name or address. However, in a small community such as this it may be possible that you could know the person you are contacting. If this occurs, you must commit not to disclose any information about that person to anyone.

As an interviewer, it is also important that you remain neutral. We want the respondent to answer the questions as honestly as possible because there are no right or wrong answers, only opinions. You must be careful not to leave the impression that one answer is better than another, or that an answer given is silly or dumb. Here are some tips to help you remain neutral:

- Read questions slowly and deliberately
- Read questions precisely
- Give no opinions
- Avoid reinforcements, but show interest

- Do not suggest an answer
- Don't speak in a monotone (be casual)

Maintain control over the interview. Above all, it will be important that you maintain your composure. You will come in contact with many different types of people. Some will be easy going though others will be shy or intimidated. Still others will be argumentative and combative. Don't get into an argument on the phone or hang up on the respondent. We will provide suggestions of what to say to difficult or reluctant respondents.

As in most things, your initial contact will be very important. Read the statement at the beginning of the questionnaire to introduce yourself and the survey. Be as natural and smooth as possible (practice helps). You do not have to apologize for the call; it's better to make the person feel he or she is contributing to something important rather than suggesting it is unimportant by apologizing. Remember that a person can refuse to give an interview. We can offer suggestions for encouraging people to respond, without being pushy or hostile. If a person refuses to cooperate, thank him or her and make note of it in the forms provided. Likewise, it is acceptable for someone to refuse to answer a particular question or not to have an opinion. In these situations we reread the question or gently encourage him or her to respond. **Don't force anything.**

How to deal with refusals. We try to get every valid interview, so, if possible, we will try to persuade each person to respond. A few suggested responses to reasons for refusing to give an interview are listed in the Fall Back Statements handout.

Record keeping is important to keeping the survey process organized. We need to keep records of what we do each time we dial a telephone number because consistent procedures must be used. We use several forms for keeping records with the call sheet being the most important of these. Call sheets are used to keep track of when a number is dialed, who makes the call, and what happens. This information is used, for example, to decide when to call again or to retire the number. The forms that you will use to record information for the survey are listed below.

- Write the date, time and your name on the **Call Sheet** *before dialing a number.*
- Write the disposition status on the **Call Sheet** *after dialing a number.*
- Write the ID number on the **Questionnaire** if the person started or completed the interview.
- Fill out a **Call Back Record** (yellow sheet) and attach it to the call sheet if you started an interview, but was not able to complete it in one call.

- Fill out a **Call Back Record** (yellow sheet) if the person cannot conduct the interview at the time you call
- If the person does not want to give an interview, fill out a **Refusal Record** (pink sheet)

Telephone Survey Guidelines

- 1. Pick up Call Sheet with phone numbers, (other materials)**
- 2. Begin with the first number**
 - Mark the date, time and your name on the call sheet before dialing a number
 - Note if you are to speak to a man or a woman
 - Dial the phone number
 - Use disposition status categories to mark type of call
 - End conversation for numbers that don't apply (businesses, etc.)
 - Be sure and read questions exactly as written
 - Try to complete each call that is a legitimate number
- 3. During the interview...**
 - If the person answering refuses to do the interview...**
 - Try to talk him or her into completing the interview
 - Don't argue or try to force the interview
 - Fill out a Refusal Record (pink sheet) if the person does not want to give an interview
 - Have someone else try to contact the person again at a later date
 - If the person cannot conduct the interview at the time you call...**
 - Try to schedule another time and date for an interview
 - Fill out a Call Back Record (yellow sheet)
 - Have someone contact the person again at the time and date specified
 - If you started an interview, but was not able to complete it in one call...**
 - Try to convince the person to complete the interview in one session
 - Fill out a Call Back Record (yellow sheet) and schedule another time and date if it is not possible
 - Keep the partially completed questionnaire with the yellow Call Back Record
 - Have someone contact the person to complete the interview
- 4. Make sure that you have filled in all the information for each call sheet before you turn it in to the supervisor**

DISPOSITION STATUS CATEGORIES

VALID HOUSEHOLD (VH)

INTERVIEW COMPLETED

CALL BACK TO BEGIN

CALL BACK TO COMPLETE

RESPONDENT REFUSED (NOTE SEX OF REFUSAL)

OTHER PERSON REFUSED - NOTE SEX

INTERVIEW TERMINATED, INCOMPLETE

NOT ELIGIBLE - LANGUAGE RELATED, DEAFNESS

NO ANSWER, (AFTER 7 RINGS)

NO ANSWER, ANSWERING MACHINE

BUSY (AFTER ONE REDIAL 5 MINUTES LATER)

NOT A VALID HOUSEHOLD (NV)

NONWORKING NUMBER

BUSINESS NUMBER

INSTITUTION (HOSPITAL, NURSING HOME, ETC.)

CHILDREN'S PHONE

OTHER NONRESIDENTIAL

SAMPLE FALL BACK STATEMENTS

WHAT'S THE SURVEY ABOUT?

This is a survey of the opinions of people who live in Union County. As you know, Union County faces a lot of problems. We need to find out what people like you think in order to better understand what is going on.

WHAT IS THE SURVEY BEING USED FOR?

Your answers will be combined with those of other people to provide a summary of what people think about issues in Union County. This information will be shared with community leaders and civic groups for their use in planning programs that help the community.

IF YOU REACH A BUSINESS OR OTHER NONRESIDENTIAL NUMBER (if using random digit dialing)

We are calling residents of Union County about their opinions. Your number was included in our sample because a computer was used to randomly select telephone numbers.

IF YOU REACH AN ANSWERING MACHINE

Hello. I'm a student at Union County High School. I'm a volunteer involved in a survey of the opinions of people who live in Union County. I will try to reach you over the next few days because your opinion is very important to us. We would really appreciate your cooperation in participating in the survey.

IF HESITANT

We have only a phone number and not any names, so all answers are anonymous.

IF IN DOUBT

You were chosen as part of a random sample of people in order to obtain their opinions. It's very important to learn how people feel on various current subjects and also it gives you an opportunity to express your opinions.

I DON'T HAVE TIME FOR THIS

I understand that you have a busy schedule but it's very important that we speak to busy people like yourself in order to get an accurate cross-section of people. We can do the interview at your convenience. How about tomorrow afternoon at 3 o'clock, or tomorrow evening at 8 p.m.?

HOW DID YOU GET MY TELEPHONE NUMBER?

Your number was randomly selected from the Union County telephone book. It is strictly by chance that yours was chosen. We only copied the number. We don't know your name and we won't ask for it.

HOW CAN I BE SURE THAT THIS IS LEGITIMATE?

I would be glad to give you the telephone number of the supervisor who will provide you with more information. The supervisor's name is Jacque Breman. I am sure he would be happy to talk with you. You can call him at the Union County Extension Service office. The number is 496-2321.

WHY DO YOU NEED TO TALK TO A MAN OR A WOMAN?

Different households have different numbers of people living in them. If our survey is to be truly representative of all the people in Union County, then some households I need to talk to a man and in others a woman. At this phone number, my instructions are to speak to a _____.

RESPONDENT WANTS TO BREAK OFF THE INTERVIEW

We have about ____ more questions. If you would like, I can read the questions a little faster.

OR

We only have a few more questions, if you'll just bear with me.

CALL BACKS

INTRODUCTION FOR A SCHEDULED CALL BACK

I'm _____ calling from Union County High School. You spoke with one of our interviewers (a few days/a week ago) and scheduled a call back to complete the interview. As you recall, we left off at the question on _____.

IF THE RESPONDENT IS RELUCTANT TO FINISH THE CALL BACK

We'd really appreciate your cooperation in (completing/doing) the interview we started. It will just take a few more minutes of your time.

How to deal with refusals. We try to get every valid interview, so, if possible, we will try to persuade each person to respond. A few suggested responses to reasons for refusing to give an interview are listed in the Fall Back Statements handout.

TOO BUSY

This should only take a few minutes. Sorry to have caught you at a bad time, I would be happy to call you back. When would be a good time for me to call in the next day or two?

BAD HEALTH

I'm sorry to hear that. Have you been sick long? I would be happy to call you back in a day or two. Would that be okay?

TOO OLD

Older people's opinions are just as important in this particular survey as anyone else's. In order for the results to be representative for all residents of Union County, we have to be sure that older people have as much chance to give their opinion as anyone else does. We really do want your opinion.

DON'T KNOW ENOUGH TO ANSWER

The questions are not all difficult. They mostly concern how you feel about various issues here in Union County. Some of the people we have already interviewed have had the same concern you have, but once we got started they didn't have any difficulty answering the questions. Maybe I could read just a few questions to you and you can see what they are like.

NOT INTERESTED

It's awfully important that we get the opinions of everyone in the sample otherwise the results won't be very useful. So, I'd really like to talk to you.

IT'S NO ONE'S BUSINESS WHAT I THINK

I can certainly understand, that's why all of our interviews are confidential. Protecting people's privacy is one of our major concerns and to do it people's names are not asked. And, all the results are released in a way that no single individual can ever be identified.

REFUSAL CALL BACK INTRODUCTION

[In the case where someone refused to do the interview, we will call back in a few days and try again with another interviewer. Use this statement when trying to interview a refusal.]

Hello. My name is _____ . I'm a student calling from Union County High School. Several days ago one of our interviewers called your home and asked to speak to a man/woman eighteen years or older regarding our survey. At that time no one was available to be interviewed. I'm calling back to see if now might be a more convenient time. If I ask you any questions you prefer not to answer, just tell me and we'll skip over them.

Immokalee Survey Call Sheet

ID # _____		Telephone # 657- _____		Gender _____
Contact Attempt	Date (Month/Day)	Time	Disposition Status	Interviewer Name
1				
2				
3				
4				
5				
Notes:				

ID # _____		Telephone # 657- _____		Gender _____
Contact Attempt	Date (Month/Day)	Time	Disposition Status	Interviewer Name
1				
2				
3				
4				
5				
Notes:				

ID # _____		Telephone # 657- _____		Gender _____
Contact Attempt	Date (Month/Day)	Time	Disposition Status	Interviewer Name
1				
2				
3				
4				
5				
Notes:				

REFUSAL RECORD

Time of refusal: _____

Date of refusal: _____

Interviewer: _____

Was to speak to: male female

Who refused: respondent other

ID Number: _____

Phone Number: _____

Reason for Refusal (be as specific as possible):

Attach this form to the call sheet!

CALL BACK RECORD

Time of initial call: _____

Date of initial call: _____

Interviewer: _____

Was to speak to: male female

Time of call back appointment: _____

Day of call back appointment: _____

ID Number: _____

Phone Number: _____

Reason for call back (be as specific as possible):

Attach this form to the call sheet!

Tips for the Coordinator

Starting An Interviewing Session

- Review the record keeping procedures and discuss procedures for handling problem situations with students before starting the session.
- Give each student 9-10 telephone numbers (about three call sheets) to use at the beginning of a session. Provide additional numbers as needed.
- Be sure each student has a copy of the Interviewing Flow Chart, along with the questionnaire form, refusal form, call back form, fall back statements and call sheets.

Record Keeping

- Clip refusal forms and call back forms to the call sheet.
- Cross-check ID number and telephone number of the call sheet/refusal forms or call sheet/call back forms.
- Cross-check ID number on the call sheet with the ID number on the completed questionnaire. Each completed survey should have the ID number written on the front page.
- Review the disposition of dialings on the call sheets for completeness. Be sure that "busy" numbers were re-dialed after five minutes and listed as a single dialing (not as a second or third dialing).
- When an interview is completed or telephone number is retired, mark a line through the box for that number on the call sheet. (Fluorescent yellow highlighter preferred)
- Check-in call sheets at the end of each interviewing session to make sure they have all been returned by the students.

Processing Telephone Numbers

- Non-working numbers should be re-dialed immediately (a second time) to confirm that the number is ineligible.
- Assign a different person to make the call back to refusals. Numbers are retired after a second refusal.
- At the beginning of each interviewing session, scan the notebook of call sheets for refusal forms and call back forms which need further processing.
- Vary the day of the week and time of day that follow-up dialings are made, e.g., if a number is not answered during the afternoon, then try an evening or Saturday morning dialing.
- Each number is retired after the fifth dialing. An exception is when a call back is scheduled.

Interviewing Training Instructor's Guide

Interviewer training helps the students develop interviewing skills and teaches them how to handle problems that may occur. We have provided overhead transparency masters covering all aspects of the survey, such as survey procedures and interviewing to further explain the survey to the students.

Step 1 Review interviewer information and guidelines

Begin by offering some general information about the survey, such as what group is sponsoring the survey and what information the survey has been designed to obtain. Discuss the role of the interviewer, paying particular attention to maintaining confidentiality and control of the interview (see the *Interviewing Samples and Overheads* section).

Step 2 Introduce interview flow chart

Discuss the interview flow chart. The chart illustrates the various directions an interview can take and identifies the form used in each situation.

Step 3 Explore interview scenarios

Conduct the Interview Scenario Exercise.

Step 4 Review fall back statements

Students pair-up to practice using the fall back statements. The students should practice answering questions or concerns from a "respondent" by having their partner raise issues listed in the fall back statements handout.

Step 5 Practice interviews

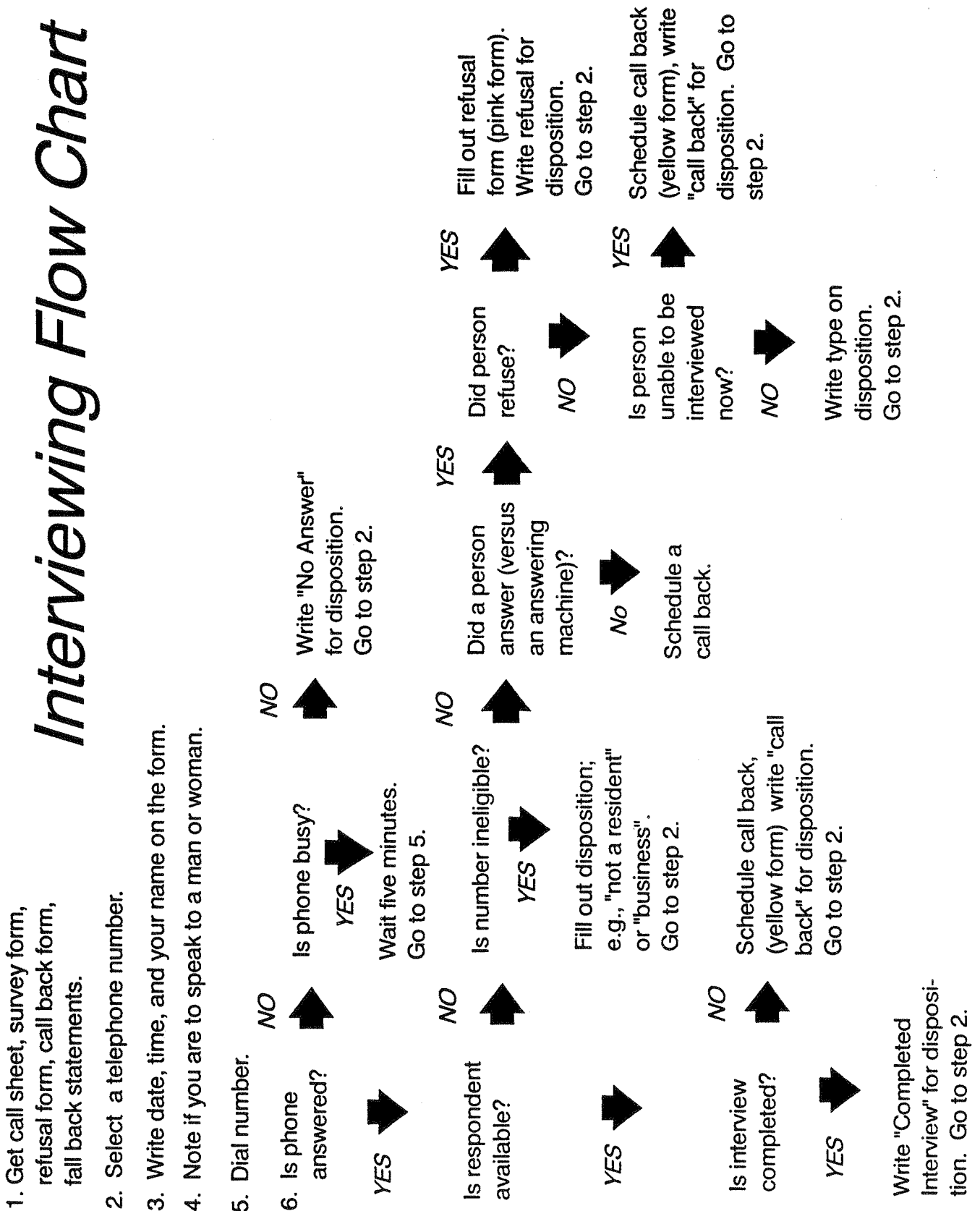
Students pair-up to practice interviewing. Each student takes a turn interviewing the other using your questionnaire.

Step 6 Fill out forms

The students should also practice filling out each interview form, including a call sheet, refusal record and call back record.

Note: The project coordinator should conduct a training session for adults who volunteer to supervise the interviewing sessions. The training session should include all of the steps used in the session for students as well as the review of the *Tips for the Coordinator*.

Interviewing Flow Chart



Interview Scenario Exercise Instructor's Guidelines

We have provided a set of ten interviewing scenarios to illustrate some of the situations students might encounter during an interviewing session.

- 1) Provide each student a copy of one of the scenarios and allow the students to work in groups if they wish.
- 2) Have the students develop their responses to the scenario.
- 3) Have individual students or a group member present the scenario and solution to the class. Encourage the students to discuss alternatives.
- 4) Discuss the importance reviewing the fall back statements to help students prepare to handle situations like these.

Interview Scenario Worksheet

Scenario 1. Suppose you dial a number and a young woman answers. You read the introduction to the survey and begin asking questions. After completing two-thirds of the survey, you hear a child crying in the background and the woman says she needs to go. How should you respond?

Scenario 2. Suppose you dial a number and a person answers. You introduce yourself, saying "My name is ... and I'm a student at Shanks High. We are helping Main Street Quincy ..." At this point the respondent interrupts you and begins a tirade about how Quincy is a bad place to live. How should you respond?

Scenario 3. Suppose you dial a number and someone answers. You read the introduction to the survey and begin asking questions. You ask the question, "Why don't you attend special events, such as Quincyfest, in downtown Quincy?" At this point the respondent begins a long, rambling story about family problems. How should you respond?

Scenario 4. Suppose you dial a number and someone answers. You read the introduction to the survey and begin asking questions. You ask the question, "Please tell me any products or services you would like to buy in Quincy that you usually cannot find." The person replies, "I don't understand what you're asking." How should you respond?

Scenario 5. Suppose you dial a number and after four rings, an answering machine turns on. Should you hang up or leave a message? If you decide to leave a message what would you say?

Scenario 6. Suppose you dial a number and someone answers by saying, “Walmart; we are the low price leaders.” Since you are to interview residents, what should you do?

Scenario 7. Suppose you dial a number and someone answers. You read the introduction to the survey and ask the first question, “If I have your permission, let me begin by asking if you do most of the shopping in the household?” The person responds that he doesn’t have time for the survey. How should you respond?

Scenario 8. Suppose you dial a number. After two rings, a recording is played. The recording says the number is not in service. Should you re-dial the same number? Why or why not?

Scenario 9. Suppose you dial a number and a person answers. You read the introduction to the survey and begin asking questions. After completing part of the survey, the connection is broken. What would be your “Plan A” and “Plan B” for dealing with this situation?

Scenario 10. Suppose you dial a number and a person answers. You read the introduction to the survey, including the statement that you need to speak to someone 18 years of age or older. The person says that he is only 16 and no one else is home. What should you do?

Interview Scenario Exercise Key

Scenario 1. Suppose you dial a number and a young woman answers. You read the introduction to the survey and begin asking questions. After completing two-thirds of the survey, you hear a child crying in the background and the woman says she needs to go. How should you respond?

Solution: Try to schedule a day and time for a call back to interview.

Scenario 2. Suppose you dial a number and a person answers. You introduce yourself, saying “My name is ... and I’m a student at Shanks High. We are helping Main Street Quincy ...” At this point the respondent interrupts you and begins a tirade about how Quincy is a bad place to live. How should you respond?

Solution: Stress the importance of obtaining the person’s views. For example, you might say, “This is a chance for your voice to be heard.” You might also stress that the survey will benefit everyone in the community. You should realize, however, that some will not cooperate.

Scenario 3. Suppose you dial a number and someone answers. You read the introduction to the survey and begin asking questions. You ask the question, “Why don’t you attend special events, such as Quincyfest, in downtown Quincy?” At this point the respondent begins a long, rambling story about family problems. How should you respond?

Solution: Be patient and try to redirect the person back to answering the questions. You might say, “Could you sum up your answer for me.”

Scenario 4. Suppose you dial a number and someone answers. You read the introduction to the survey and begin asking questions. You ask the question, “Please tell me any products or services you would like to buy in Quincy that you usually cannot find.” The person replies, “I don’t understand what you’re asking.” How should you respond?

Solution: Restate the question because the respondent may not have heard it all. You might also say that you were instructed not to explain questions. You should encourage the person to respond as best he can.

Scenario 5. Suppose you dial a number and after four rings, an answering machine turns on. Should you hang up or leave a message? If you decide to leave a message what would you say?

Solution: Leave a message introducing yourself and the survey. You should mention that someone will call again.

Scenario 6. Suppose you dial a number that was selected using a random digit dialing method and someone answers by saying, "Walmart; we are the low price leaders." Since you are to interview residents, what should you do?

Solution: Say that you are surveying only residential numbers and thank the person for his time. You might mention that the business was called because the survey uses random numbers generated by a computer.

Scenario 7. Suppose you dial a number and someone answers. You read the introduction to the survey and ask the first question, "If I have your permission, let me begin by asking if you do most of the shopping in the household?" The person responds that he doesn't have time for the survey. How should you respond?

Solution: Say that you understand how busy they are and its important to get an accurate cross-section of people in the community. You also might offer to call back at a more convenient time.

Scenario 8. Suppose you dial a number. After two rings, a recording is played. The recording says the number is not in service. Should you re-dial the same number? Why or why not?

Solution: Yes, you should redial to confirm the number is not working.

Scenario 9. Suppose you dial a number and a person answers. You read the introduction to the survey and begin asking questions. After completing part of the survey, the connection is broken. What would be your "Plan A" and "Plan B" for dealing with this situation?

Solution: You plan "A" should be to re-dial immediately to try to complete the survey. Plan "B" should be to schedule a call back.

Scenario 10. Suppose you dial a number and a person answers. You read the introduction to the survey, including the statement that you need to speak to someone 18 years of age or older. The person says that he is only 16 and no one else is home. What should you do?

Solution: You should try to establish when an adult will be home for a call back.

The following pages can be photocopied on overhead transparencies to accompany the presentation.

Knowing About Your Survey: *The who, what, and why?*

(Sample from Immokalee survey)



**Initiated by Planning Immokalee's
Evolution (PIE)**



**The survey asks questions about
economic growth and jobs,
education, etc.**



**The information will be used to provide
community leaders and civic groups
with local residents' opinions about
issues facing Immokalee.**

Survey Procedures



- We are using telephone survey methods.
- We will use a sample of adults to get the information.
- About 400 people will be interviewed.
- A systematic random sample of the numbers listed in the telephone book is used to select people to call.
- Consistent procedures are used to collect reliable data.

Your Role As An Interviewer

- **Honor confidentiality**
- **Maintain control of the interview:**

**Keep your
composure**

**Don't try to
force people to
respond**



**Be familiar with
interviewing procedures, fall back
information and the questionnaire**

Tips For Being A Good Interviewer

- **Read questions slowly and deliberately**
- **Read questions precisely as written**
- **Give no opinions**
- **Avoid reinforcements, but show interest**
- **Never suggest an answer**
- **Don't speak in a monotone**
- **Try to be casual**

First Impressions Count!

☎ Your initial contact is important.

☎ Introduce yourself & the survey.







Read the statement at the beginning of the survey.

☎ Be natural; be smooth (practice helps).

☎ Don't apologize for calling.

It's better to make a person feel that they are helping to do something important.

Record Keeping Is Important

-  **Write the date, time and your name on the Call Sheet *before dialing*.**
-  **Write the disposition status on the Call Sheet *after dialing a number*.**
-  **Write the ID number on the Survey.**
-  **Fill out a Call Back Record (yellow sheet) if you started an interview, but was not able to complete it.**
-  **Fill out a Call Back Record (yellow sheet) if the person cannot conduct the interview at the time you call.**
-  **If a person does not want to give an interview, fill out a Refusal Record (pink sheet).**

Disposition Status Categories

VALID HOUSEHOLD

Interview completed

Call back to begin

Call back to complete

Respondent refused (Note Sex)

Other person refused (Note Sex)

Interview terminated, incomplete

**Not eligible, language related,
deafness**

No answer, (after 7 rings)

No answer, answering machine

Busy, (after redial 5 minutes later)

Disposition Status Categories

NOT A VALID HOUSEHOLD

Nonworking number

Business number

Institution (Hospital, nursing home)

Children's phone

Other non-residential

Telephone Survey Guidelines

Begin with the first number on the call sheet:

- **Mark the date, time and your name on the call sheet before dialing a number**
- **Note if you are to speak to a man or a woman**
- **Dial the phone number**
- **Use disposition status categories to record the type of call**
- **End conversation for numbers that don't apply (businesses, etc.)**
- **Try to complete each call that is a legitimate number**

Telephone Survey Guidelines

During the interview...

If the person answering refuses to do the interview:

- **Try to talk him or her into completing the interview**
- **Don't argue or try to force the interview**
- **If the person does not want to give an interview, fill out a Refusal Record (pink sheet)**
- **Have someone else try to contact the person again at a later date**

Telephone Survey Guidelines

**If the person cannot conduct the interview
at the time you call:**

- **Try to schedule another time and date for an interview**
- **Fill out a Call Back Record (yellow sheet)**
- **Have someone contact the person again at the time and date specified**

Telephone Survey Guidelines

If you started an interview, but were not able to complete it in one call:

- **Try to convince the person to complete the interview in one session**
- **If it is not possible, fill out a Call Back Record (yellow sheet) and schedule another time and date**
- **Keep the partially completed questionnaire with the yellow Call Back Record**
- **Have someone contact the person to complete the interview**

Make sure that you have filled in all the information for each Call Sheet before you return it to the supervisor.

Analyzing Survey Data

You've completed the survey and have a pile of questionnaires as proof, but how do you now make sense of the information? Data analysis, the next phase of the survey process, involves transforming raw data from each questionnaire into aggregate data that summarize the results of your needs assessment. Analyzing needs assessment data begins by: 1) organizing the data through the use of a coding scheme, 2) entering the information into a data analysis computer package, 3) preparing a summary of the data, and 4) presenting the results. For many the thought of using a computer to analyze survey data creates feelings of anxiety, but analyzing survey data does not have to be such an onerous task.

When analyzing data, it is important to keep the purpose of the survey in mind because surveys designed to identify needs use a different data analysis from surveys designed to evaluate causal effects.⁽¹⁾ We analyze the survey data to describe the needs of the community and to make decisions based on those needs. Data analysis helps us draw conclusions based on quantified information. For example, statements such as "Black residents feel the lack of economic growth is a serious problem in our community" can be strengthened and validated by saying "Sixty-nine percent of Black residents feel the lack of economic growth is a serious community problem." You can increase the effect of the results by presenting them graphically (Figure 2.14).

This section provides strategies to simplify the process of data analysis. This

2. Do you think the lack of economic growth in Immokalee is a serious problem, a moderate problem, a slight problem, not a problem, or do you not know?

- 1 Serious Problem
- 2 Moderate Problem
- 3 Slight Problem
- 4 Not a Problem
- 5 Don't Know
- 6 [No Answer]

47. What is your ethnic background? Would you say white nonhispanic, black nonhispanic, or Hispanic?

- 1 White nonhispanic
- 2 Black, nonhispanic
- 3 Hispanic
- 4 Other _____
- 5 [Don't Know]
- 6 [No Answer]

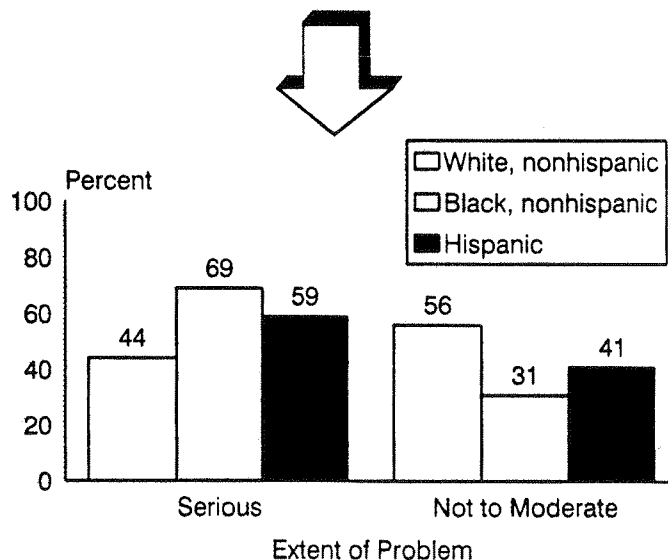


Figure 2.14. An example of turning questions from the Immokalee survey into results.

section will not, however, provide instructions for specific data analysis computer programs because there are many that you might use. (Salant and Dillman ⁽⁵⁾ suggest selecting a computer program, such as Number Cruncher or Survey Pro, that can be used to enter and analyze the data.) You should refer to the program's reference guide for specific instructions. We will, however, review the steps involved in the data analysis process. Upon completion of this section, you should be equipped to use the information from completed questionnaires to describe the needs of your community. For specific problems or advice, you may need to consult with faculty at a nearby university or community college.

Creating a Coding Scheme

A system of coding and counting responses is necessary for transforming individual questionnaires into a summary of your survey. Understand that each question represents one or

25. Do you think the number of dentists with offices in Immokalee is a serious problem, a moderate problem, a slight problem, not a problem, or do you not know?

- 1 Serious
 - 2 Moderate
 - 3 Slight
 - 4 No Problem
 - 5 Don't Know
 - 6 No Answer/ Missing
-

Figure 2.15. Numeric codes for response categories.

more variables. For instance, "Do you think the number of dentists with offices in Immokalee is a problem?" is a variable measuring Immokalee residents' opinion about the availability of dental care (Figure 2.15). The question provides answers with varying degrees of "severity." The numbers to the left of each response are the code numbers. Values or codes assigned to responses enable the computer to record it in its file, recognize these responses, and calculate an overall value for each variable in the questionnaire.

Multiple item questions, such as question 30, shown in Figure 2.16, should have a variable defined for each part. A variable should also be defined for questions such as "Which of the following would you do? (select all that apply) 1) attend a town meeting, 2) serve on a local task force, etc." because each response is equivalent to a yes/no question.

The numbers used for coding schemes are arbitrary, but it helps if certain numbers are assigned to code certain responses,

such as reserving one number for the response "Don't Know." Having a consistent coding scheme saves data entry time because the numbers are easily remembered.⁽²⁾

Also, the codes will vary depending on the type of question. The responses in Figure 2.15 are in an *ordinal* arrangement because the response categories are ordered from "Serious Problem" to "Not a Problem." (This assumes that any "Don't Know" responses are ignored for the moment.) For *nominal* variables, as long as the categories are mutually exclusive and exhaustive, the coding is relatively simple. For example, if a question asks, "What is your gender?" the response codes might be 1 = male and 2 = female.⁽²⁾ The categories are exhaustive because male and female are the only two. Likewise, the responses are mutually exclusive because a person can fill only one of the categories. For categorical questions, such as gender, any combination of numbers can be used, 1 and 2 or 0 and 1. Usually for *interval* or continuous measures, such as the respondent's age or the years of residence in the town, the actual value is coded.

Ordinal variables have responses that are ranked but the difference between categories is not quantified.

Nominal variables are identified with names or labels but have no rank or order.

Interval variable responses are ordered, ranked, and equal distances apart.

Open- & Closed-ended Questions

Because open-ended questions do not specify possible responses, using a data analysis computer package is usually not the best way to analyze them. For example, answers to "Please explain why you favor/oppose the proposal to construct a toxic waste incinerator in our area" would be difficult to assign uniform codes because individuals may give a variety of answers. If a majority of the questionnaire's questions are open-ended, you may want to consider another data analysis technique, such as content analysis and case study methods, though these can be time consuming and difficult to use. Yet, questionnaires with only a few open-ended questions can be analyzed with computer programs, if the responses to these questions are studied and the answers are assigned codes initially.

30. Some people think that Immokalee needs to expand recreation programs for youth. Which of the following recreational programs for youth do you think are needed in Immokalee?	
A swimming pool?	1 Yes 2 No 3 [Don't Know] 4 [No Answer]
A YMCA?	1 Yes 2 No 3 [Don't Know] 4 [No Answer]
etc...	

Figure 2.16. Multiple item questions with numeric codes for response categories.

Most needs assessment surveys consist of close-ended questions. Closed-ended questions are much easier to analyze with computer packages because the respondent chooses from given response options, and code numbers can be printed on the questionnaires to help with data entry (see Figures 2.15 and 2.16).

Coding Partially Closed-ended Questions

Coding questions with response options that include an "other" category can be difficult. Review the written responses for the "other" category to see if residents may list the same or similar answers. For example, if your study were conducted after a heavy rainfall, many residents may list "flooding" in response to a question about the top problem in the community. If this is the case, a new code number can be added for "flooding," making it a new response category.

When creating a coding scheme, you will need to think of all of the response possibilities.⁽²⁾ Codes are given to all options, including "Don't know" or "Not applicable" because for some questions, this may be useful information. For example, the response "Don't know" can represent people who have not formed an opinion about an issue or those who may not be concerned about an issue. Research indicates that people who answer "Don't know" differ from people who have an opinion about an issue.

One final suggestion for coding responses is to establish a code for "missing data." When individuals are asked to complete a survey either by telephone or by mail, some may neglect to answer certain questions or write illegibly. These non-responses are called "missing data." Anticipate these types of responses and assign a code for these (e.g., missing or no answer = 99).

Preparing a Codebook

A codebook is a plan or blueprint for organizing information from a survey in a computer file.

A *codebook* is simply a "blueprint" for transferring data from questionnaires or other sources of data to tally sheets or computer files, organizing the information, and serving as a reference during data entry.⁽²⁾ Creating a codebook prior to collecting survey data can improve your survey instrument and

prevent problems during data analysis. For example, you can identify and correct ambiguities in the questions and response options as you create codes for the answers. Because of this, it is important to write down decisions made and specific questions about coding as you go. Similarly, keeping a record of the coding decisions during the data entry process, such as codes for newly created categories, helps to maintain the reliability and consistency of the data.

Generally, a codebook contains four types of information: 1) variable names, 2) variable locations, 3) descriptive information, and 4) numeric codes. Codebooks are often organized using a column format with columns for the variable name, line number (if necessary), columns, description, and codes. An example of a code book matching the Immokalee questionnaire is shown in the following section.

Variable names are used to identify the same piece of information for each observation (see the example below, column #1). A good rule of thumb is to give a variable a name that relates to the question's content so that you know what it means if you have only a computer printout to look at. For instance, DENNUM is the name given to the question in Figure 2.15, "Do you think the number of dentists with offices in Immokalee is a serious problem, ...?" Rules for creating variable names depend on the specific program, but most allow only six to eight characters and prohibit most symbols.⁽²⁾

The location of each variable is also recorded in the codebook. The variable's location for a text editor or word processing program is identified by the number of spaces or characters from the left margin. For example, an ID number might be located in columns 1-3 (column 2 in the example). In a spreadsheet program such as Lotus 1-2-3, the variable's location is represented by a column letter (e.g., A).

The descriptive information (see the example, column three) may include the text of a question from the survey form, the definition of the variable, or other information that references the source and meaning of the data. Finally, the codebook includes numeric codes for each response (such as those listed in the example, column four, and in Figure 2.15).

Example Codebook for the Immokalee Survey

Codebook for Immokalee survey

<u>Variable</u>	<u>Columns</u>	<u>Description</u>	<u>Codes</u>
ID	1-3	Respondent's ID number	numeric, copy from call sheet
YRS_RES	5-6	How many years have you been a resident of Immokalee?	number of years, Blank=Missing
GROWTH	7	Do you think the lack of economic growth in Immokalee is a serious problem...?	1=Serious 2=Moderate 3=Slight 4=Not a Problem 5=Don't Know 6=No Answer/Missing
INDUSTRY	8	How important do you think it is for county government to attract more industry to Immokalee?	1=Very Important 2=Somewhat Important 3=Not Important 4=Don't Know 5=No Answer/Missing
JOBS	9	How important do you think attracting non-agricultural industry is to creating Jobs and raising wages in Immokalee?	1=Very Important 2=Somewhat Important 3=Not Important 4=Don't Know 5=No Answer/Missing
AIRPORT	10	How important do you think expanding Immokalee's airport is to economic development?	1=Very Important 2=Somewhat Important 3=Not Important 4=Don't Know 5=No Answer/Missing
WALMART	11	Does Immokalee need discount department stores (Walmart or K-Mart)?	1=Yes 2=No 3=Don't Know 4=No Answer/Missing
GROCERY	12	Does Immokalee need grocery stores (Publix, Food Lion, Kash 'n Karry)?	1=Yes 2=No 3=Don't Know 4=No Answer/Missing
etc...			

Understanding the Computer File

Computers simplify the task of data analysis by reducing the time and the possibility of error. Data analysis computer packages share common features and methods. The computer file contains all of the information from the questionnaires. **Records** hold coded information from one questionnaire, typically arranged in one row.⁽²⁾ Figure 2.17 shows the record for each respondent as a separate row of numbers.

Within the records the data must have an orderly arrangement so the computer program can locate a specific answer for any record, such as every respondent's answer to question number five. Each column in Figure 2.17 contains the coded information for everyone's response to a single question (or an item of a multiple part question).⁽⁵⁾ Though the conceptual arrangement of data is the same from one program to another, there are two common methods for arranging data in the computer file. The format of the data differs depending on whether your program for data entry involves spreadsheets and database programs or word processing and text editors.

	Variables									
	ID	Yrs_Res	Growth	Industry	Jobs	Airport	Home	Work	WantWork	FullTime
Respondent #1	1	10	1	1	1	2	1	1	8	1
Respondent #2	2	3	2	2	1	3	2	1	8	1
Respondent #3	3	4	1	2	2	2	1	1	8	2
Respondent #4	4	34	1	1	1	2	3	2	4	8
Respondent #5	5	1	5	2	1	3	1	1	8	1

Figure 2.17. Rows and columns of data for the first six and last four variables of questionnaires from the Immokalee, Florida, needs assessment survey.

Database and Spreadsheet Programs

These types of data analysis programs tend to be fairly easy to use because the computer assists you in defining your database. For database programs, the survey questionnaire is used to create a template with a *field* defined for each variable. A code number is entered into the field corresponding to the question, such as an ID number or code corresponding to the

respondent's answer to the particular question. Next, each question is assigned a variable name, and each variable's coding specifications, such as the type of number given and the spaces needed to code each response, are described to the computer. The template is then complete and for most database programs, it resembles a blank questionnaire in which the respondents' answers are entered. A record in a database program contains information on each field for one questionnaire, and a database holds all of the records for the survey.

The data are arranged in a row and column format for spreadsheet programs (as shown above in Figure 2.17). Each variable is assigned to a column in the spreadsheet program and can be formatted to meet the coding specifications. The rows correspond to the individual questionnaires. Once the database or spreadsheet is defined, students enter the data from the questionnaires into the computer file.

Word Processing and Text Editor Programs

These types of data entry programs differ from the other types discussed because they do not provide a structure of fields or columns for the data. Because data are entered into a blank computer screen, students must provide the structure as they type the data. Mistakes are easy to make if care is not taken to make sure that each item of data is entered into the correct location.⁽¹⁾

Even still, data arranged on a clear screen should be organized into columns.¹ Each character or space on the screen serves as a column. The first character, even if it is a blank space, is located in column one, the second character is in column two, and so on. The computer screen usually displays 80 columns, but for lengthy questionnaires the information may not fit on a single line in a computer file.⁽²⁾ The information can then be entered on several lines. If the questionnaire's information uses more than one line, each line should include the ID number.

1. You may need to select a "fixed" font such as Courier 10.

Generally, for many types of data analysis programs, a *fixed format* is used for organizing the data. The format of the data will most likely depend on the type of computer package used for the analysis.

The fixed format method arranges each piece of information from each questionnaire. For example, data such as the date, month, and year of birth might be placed in columns 5 to 10, so that each respondent's day of birth occupied columns 5 and 6, each respondent's month of birth occupied columns 7 and 8, and each respondent's year of birth occupied columns 9 and 10.

When using this method, it is important to leave enough blanks open to accommodate the largest response answer, especially for interval variables. For instance, if your survey asks respondents to report their ages, then an adequate number of spaces must be reserved to accommodate the largest number of years anticipated (in this case two spaces are sufficient).

The key to using the fixed format method is to plan your approach before entering the data. This is why we recommend that you prepare a codebook and then pre-code the questionnaire before collecting any data.

Entering the Data

Once you have completed the preliminary planning, you are ready to begin the process of data entry. With a codebook accessible, you simply transfer data from each question of the survey form into the computer file. Type the codes in the appropriate columns using the format you developed.


Tips for Entering Data into a Computer File

Organize the Data

Line up the data for each case so that the same types of information always appear at the same columns on the line. When using the fixed format method, leave blank spaces between the pieces of information so the information is orderly and recognizable.

 ***Start each record on a new line***


If all of the data from one questionnaire will not fit on one row, use additional rows. Remember, though, each record should begin on a new line.

 ***Put the ID number at the beginning of each record of the file***

Assign each questionnaire an ID number and enter the number into the computer file. ID numbers are helpful in locating questionnaires when correcting data entry errors. Remember, the spaces for ID numbers are included in the total number of columns reserved for each record. When information uses more than one row, number each row using the ID number.

 ***Save frequently***

Save your entry data frequently so that, in case of a problem, you have a permanent copy of most of the data.

 ***Make a backup copy***

Always have an extra copy of the computer data file and update the backup copy.

Preparing a Summary of the Data

Reviewing the purpose of the questionnaire and determining how the data should be used is critical to data analysis. For needs assessment surveys, begin by selecting key questions from the survey for analysis. Your analysis will be more easily focused and the results may lead you to analyze other questions. Once you have identified the "key" questions and issues, you can undertake your analyses with a common procedure, frequency distributions.

There are several statistical methods used to analyze survey data, including tallying the information for single questions (by hand or computer) and pairs of questions. We will discuss both.

Looking at Individual Questions

How many residents believe the community is growing too quickly? How many residents are satisfied with the performance of the county government last year? One can obtain answers to individual questions by describing how responses are distributed among the categories, or by creating *frequency distributions* (see Figure 2.18).⁽³⁾

A frequency distribution is a tally of the respondents who choose each response to a question.

A computer program can calculate a frequency table of counts and percentages and is much faster than calculating by hand. In general, a frequency distribution generated by a computer program will list the variable name, the codes or values, and the number and percentage of respondents for each response option of the question. Though the output varies from one computer program to another, most provide options for customizing the result to provide additional information.

Figure 2.18 shows a frequency distribution generated by the statistical program SPSS for the variable DENNUM. The second column in the figure lists the code number or value assigned to each response. Columns 3

FILE: Immokalee Needs Assessment Survey
DENNUM: How severe a problem is the number of dentists in Immokalee?

Value Label	Value	Count	Percent	Cum Percent
Serious	1	261	60.4%	60.4%
Moderate	2	68	15.7%	76.2%
Slight	3	34	7.9%	84.0%
No Problem	4	14	3.2%	87.3%
Don't Know	8	55	12.7%	100.0%

Figure 2.18. Sample frequency distribution.

Identifying Data Entry Errors

Frequency distributions not only tally responses, they can identify errors in the data. Entering data creates opportunities to make handling errors. Many of these errors (but not necessarily all) can be identified with the following techniques:

- Look for numbers outside the range of acceptable values in the frequency distributions. For example, if being a year-long resident of a county is coded 1 and not a year long resident of a county is coded 2, any other value (e.g., 3 or 5) that appears in a frequency distribution for that variable indicates a coding error.
 - Examine combinations of variables to make sure that they add up or that they are logically consistent. For example: If a comparison of a person's age and years residing in the town showed that the latter were larger (e.g. 59 and 62, respectively), then this inconsistency suggests a data entry error may have occurred.
 - Check for misaligned information. Including extra or omitting blanks or numbers can cause a whole line of data to be misaligned. Correcting this type of problem will often remove errors for a number of variables in one step.
-

and 4 provide the counts (number of people who fall in each category) and the percent of the sample that the number represents.

Figure 2.18, then, indicates that 60 percent of Immokalee residents feel the number of dentists in the county is a serious problem. The last column in Figure 2.18, "Cum Percent" (cumulative percent), keeps a running total of the percentages, beginning with the first percentage. For example, the cumulative percentage of respondents saying the number of dentists is a serious or moderate problem is 76.2 percent.

Should "Don't Know" Responses Be Counted?

Though a needs assessment survey aims to obtain information about people's opinions, some people will not have an opinion for every question. The "Don't know" response is used to assess whether many people have an opinion and how to present the final results. Results showing that many respondents "Don't know" can be more important to the survey's users than information about the other response categories because a large percentage of "Don't know" responses suggests that community leaders need to educate the public to help them develop an opinion--either for or against--on the issue.

"Don't know" responses are usually excluded from calculating percentages when relatively few (less than 25 or 30 percent) respondents answer in this way. For example, since 12.7 percent of respondents answered "don't know" to the question about dentists, these responses were excluded from calculating the percentages (Figure 2.19). The revised data

indicate that 69 percent of Immokalee residents feel the number of dentists in the county is a serious problem, and the cumulative percentage of respondents saying the number of dentists is a serious or moderate problem is 87.3 percent.

FILE: Immokalee Needs Assessment Survey
 DENNUM: How severe a problem is the number of dentists in Immokalee?

Value Label	Value	Count	Percent	Cum Percent
Serious	1	261	69.2%	69.2%
Moderate	2	68	18.1%	87.3%
Slight	3	34	9.0%	96.3%
No Problem	4	14	3.7%	100.0%
Don't Know	8	55		

Should Interval Variable Data Be Grouped into Categories?

Interval variables, such as age and years residing in the community, can be described in two ways: 1) grouping the data into categories and 2) using *measures of central tendency (mean, median, and mode)* and dispersion (range and standard deviation). When grouping the responses for a variable such as age, you must define the categories or groupings. Three methods are commonly used to define groupings: 1) using standard groupings defined by others, 2) selecting groupings of roughly equal size,⁽⁵⁾ and 3) selecting natural groupings. For example, the Bureau of the Census uses five- and ten-year intervals for grouping people by age. A typical set of groupings of age for a community survey is 18-24, 25-34, 35-44, 45-54, 55-64, and 65 and older. Selecting groupings of roughly equal size defines these by allocating the same number of respondents to each group. The third method, selecting natural groupings, generates these by scanning the data for clusters of values and gaps between the clusters. For example, the following respondents' ages, 18, 19, 20, 32, 34, 35, 36, 44, 47, 48, can be grouped into 18-20, 32-36, and 44-48. No one method of grouping is necessarily better than the others.

Figure 2.19. Recalculating percentages to exclude "don't know" responses.

Measures of central tendency

Mean: the sum of all the responses divided by the number of responses.

Median: the middle value of all the responses when ranked from lowest to highest.

Mode: the most frequent response

Measures of central tendency are used to describe the average or typical response. Sample data about the length of residence in Immokalee illustrate the use of three measures of central tendency (Figure 2.20). Though the mean is most widely used, the median and mode are sometimes better suited for variables with a few very low or high values. For example, income is often distributed with a few individuals having a very large income, which skews the average. Measures of dispersion are used to describe how responses vary from the

	Variables		
	ID	Yrs_Res	
Respondent #1	1	10	
Respondent #2	2	3	Mean = 8.1
Respondent #3	3	4	Median = 4
Respondent #4	4	34	Mode = 3
Respondent #5	5	1	Range = 34
Respondent #6	6	3	
Respondent #7	7	8	Standard Deviation = 9.8
Respondent #8	8	15	
Respondent #9	9	3	

Figure 2.20. Sample measures of central tendency and dispersion.

average. The range identifies the distance from the smallest to the largest value. Another measure, the standard deviation, measures whether values cluster or are widely dispersed around the mean.⁽⁵⁾

Looking at Pairs of Variables

Local leaders often want to know whether some groups of people differ from others in the way they respond to the survey. In other cases, people want to know whether the answer to one question affects the answers to subsequent questions. Tabular analysis is used to describe relationships between pairs of variables to answer such questions. With tabular analysis, variables and their frequency distributions are combined to create two- and three-way tables that reveal more specific information about the relationships between

variables. Think of tabular analysis as "cross-classifying" the categories of the variables.

For instance, we have seen that the number of dentists

Do you think the number of dentists with offices in Immokalee is a serious problem, a moderate problem, a slight problem, not a problem, or do you not know?	Males		Females	
	Count	Percent	Count	Percent
	Serious	103	65%	158
Moderate	20	13%	48	22%
Slight	26	16%	6	3%
No Problem	10	6%	4	2%
	<u>159</u>	<u>100%</u>	<u>216</u>	<u>100%</u>

Figure 2.21. Tabular Analysis.

available to the residents of Immokalee is considered a "serious problem" for at least a majority of community residents (69 percent). However, we can take this analysis further. We can ask, Do more women than men feel the problem is 'serious'? We can answer this question by looking at the frequency distribution of the variable DENNUM (the number of dentists in Immokalee) for each category of GENDER (whether a respondent is male or female). By comparing the percent distributions of males with that of females, you can see whether GENDER, called an *independent* variable, influences DENNUM, the *dependent* variable (Figure 2.21). In Figure 2.21, we observe that the number of dentists in Immokalee is somewhat more likely to be viewed as a

"serious" problem by women than by men. Therefore, determining the severity of the problem depends in part on whether you are asking men or women.

With a few commands, you can use a statistical software package to create these cross-tabulations. But a word of caution: when determining which variables to compare, use common sense (or theory) and examine the frequency distribution of the individual variables. Otherwise, the results will have little meaning. Looking at the frequency distribution will reveal whether the sample in each category is large enough to accommodate the analysis of subgroups.⁽⁵⁾ For example, the comparison in Figure 2.21 is based on 159 males and 216 females and is sufficiently large. Other analyses may have subgroups with only 10 or 20 respondents and these are too small because of possible sampling error. (Recall that small samples have a larger sampling error than do large samples.) If the subgroups are small, several may be combined to create subgroups large enough for the analysis.

Tip: Notice that we are comparing all males to all females, so the percentages representing each group total 100 percent.

Use Graphics To Understand the Results Better

A table is only one of several ways to display a frequency distribution. Other ways to display distributions include bar charts, histograms, and pie charts that transform the numbers in frequency distributions into bars, symbols, or slices. In bar charts, each bar represents a response category of the frequency distribution. Its length depends on the count in each category (Figure 2.22).

Three steps were required for creating Figure 2.22:

- 1) developing a table of the raw data, as shown in Figure 2.18;
- 2) refining the table by rounding the percents to whole numbers, putting the responses in rank order (if appropriate), and eliminating the "don't know" responses and recalculating the percents, as shown in Figure 2.19; and

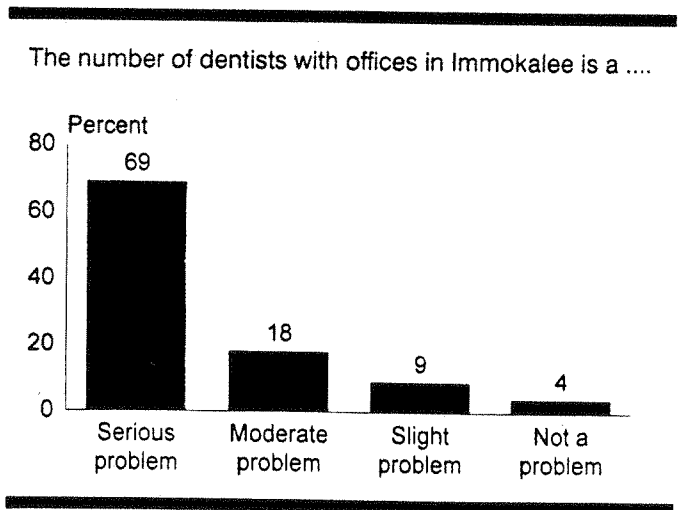


Figure 2.22. Sample one-variable bar chart.

The number of dentists with offices in Immokalee is a

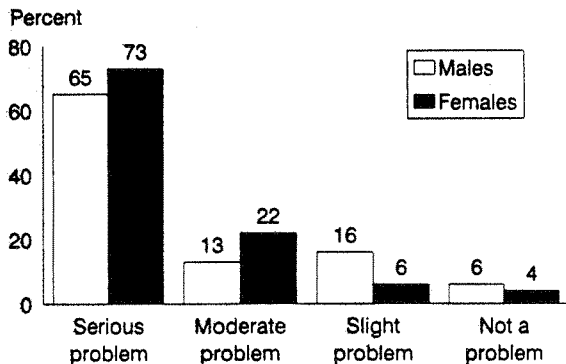


Figure 2.23. Sample two-variable bar chart.

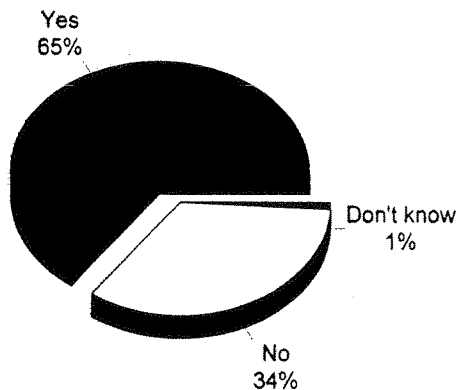
3) preparing the graph.

The same steps are used to create a bar chart for a pair of variables. Figure 2.23 uses data from the table in Figure 2.21 to compare the responses of males and females to the question on the number of dentists.

A histogram is a modified bar chart. It shows the frequencies of variables with several categories, especially interval variables where the responses are combined into categories. For instance, rather than determine how many people in

the sample are 18, 19, 20, etc. years of age, the computer can group the responses into categories and provide frequency counts for all those 18-24 years old, 25-34 and so on. A row of stars or some other symbol would represent each new group where the length would again depend on the number of records in each group. Bar charts and histograms are useful options because they provide a visual representation of the data.

Residents Having Health Insurance



Source: 1992 Immokalee Needs Assessment

Graphs called pie charts assign a slice to represent the percent of respondents for each category. Figure 2.24 shows that 34 percent of the respondents to the Immokalee needs assessment survey did not have health insurance. By displaying this information graphically, it is easy to visualize how much (one-third) of the county's population has no health insurance. Below are some suggestions for creating tables and graphs.

Figure 2.24. Sample pie chart.

Tips for Creating Tables and Graphs

Entitle the table or graph

The title describes the information included in the table. For example, the table entitled "Residents' Top Priority Issues" identifies those issues that most concern residents.

Insert headnotes

Usually located below the title, a headnote also gives information such as the actual question posed to the interviewee, data collection methods, or sampling procedures.

Identify the source

The source of the information indicates the credibility of the information. Also, you can find out more about the data because you can retrieve and review the actual data yourself.

Add labels

It is important to read and understand columns and rows in a table and bars on a chart. Keep these labels in mind while you prepare tables or charts, because the information is necessary to do comparisons.

Identify the units of measurement

The units of measurement in which the data are presented are critical to understanding the information properly. At times the exact units of measurement will not be stated, so you may have to determine them from the context of the information presented.

Make comparisons

Data are often presented in groups to make comparisons between groups. Remember to pay close attention to the table's labels, whether the numbers

represent frequency counts, percentages, or ratios, so you are making accurate and appropriate comparisons

 ***Write your conclusions***

After comparing the data, you are ready to draw conclusions about the information. You can look for trends or large differences in opinions among the residents.

Presenting Results to Community Leaders and Groups

First you must determine what information you want to present. Two important considerations in determining presentation information are the audience and the findings from the results. By presenting information that meets the needs of an identified audience, you create an effective presentation.⁽⁴⁾ And just as the content is important to an effective presentation, so is selecting the method for delivering the information. You should plan to develop written and oral reports for communicating the results to the public.⁽⁵⁾ For instance, the limitations of the survey and relationships between variables can be more fully explained by writing a report.

Because certain information may be more appropriate for and relevant to some groups than others, presentations should be created with a specific audience in mind. For example, information relevant to the Jaycee club most likely differs from information significant to local representatives. Likewise, school board members will be more interested in questions related to education than to questions dealing with other issues. Use the projected audience to determine the content of the information presented.

While frequency distributions and cross-tabulations are usually not an efficient way to present survey results, they can, however, be helpful in determining which findings are important. If frequency distributions and cross-tabulations are used to prioritize the results, then evaluating the findings becomes a much easier task. The findings can then be organized in a creative and efficient format.

Organizing Survey Results

Once the presentation information has been identified, it can then be organized into one of three of the following general types of arrangements: 1) priority grouping, 2) topical grouping, or 3) individual questions. The organization of survey results may take one or a combination of these forms, depending on the information selected for presentation.

Organizing Results by Priority of the Problem

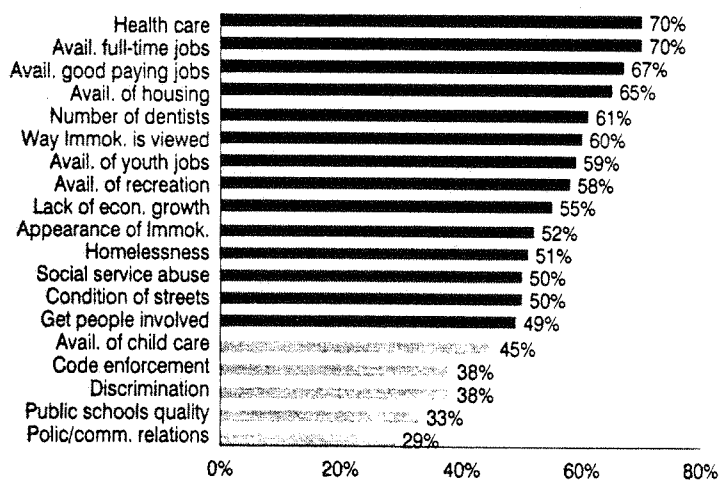
Priority grouping involves organizing results in order of importance.⁽³⁾ A series of questions with the same responses is suited for this type of organization. For example, Figure 2.25 ranks community problems according to the residents' opinion of the severity of the problem. From the figure we are able to conclude that health care, jobs, and housing are considered serious problems by the residents of Immokalee. Note that when using a complex bar chart such as Figure 2.25, allow extra time during the presentation for the audience to read and interpret the information.

Priority groupings are comparisons based on questions with the same question format.

Organizing Results by Topic

Data can also be organized by topics or content areas. When first analyzing a community needs assessment, one might focus on the items related to education by summarizing the results related to education and comparing them to other areas. This strategy provides a means of making rough comparisons among the content areas in a survey and discovering, perhaps, that residents feel education needs more attention than social services or vice versa.

Percent Saying A Serious Problem Exists



Source: 1992 Immokalee Needs Assessment

Figure 2.25. Sample showing a prioritizing of results.

Focusing on Individual Items

You may choose to present the results to each question individually. This method is preferable for questionnaires with a small number of questions or with important questions that deserve individual attention. For example, when presenting data, you may want to highlight the residents' ratings of the mayor's job performance or opinions about a specific community project.

Methods for Presenting Your Findings

Once you have identified the information and determined how and in what form the information will be organized, you should consider the method of presenting the findings. There are a variety of means from which to choose, such as overhead transparencies, slides, handouts, and oral reports.

Overhead transparencies and slides are popular methods of presenting information. These can be easy to use, though often they are ineffective.⁽⁴⁾ To avoid misuse of overheads, be sure the words are large enough to be legible for the entire audience. Use extra-large type if you will be presenting in a large room so that people in the back will be able to see (a 24 point font is a good size for most overheads). Also, the overheads should be topic specific. Too much information on an overhead may overwhelm the audience and obscure the central message. Use key words to simplify the message so the audience will remember it.⁽⁴⁾

Handouts or fact sheets are another means of presenting survey results. They can list an agenda for your presentation and can be given to an audience before your presentation or at the end to summarize your message.⁽⁴⁾ Handouts or fact sheets should not be distributed during a presentation. You can lose the audience's attention because people may flip through the handout and devote less attention to your comments. If used properly, these can improve the quality of your presentation. The information can be organized creatively in fact sheets with the use of **bold** print and also text bullets (●) to emphasize certain points or list results.

With almost any means selected, an oral report of the results is necessary. When giving an oral report, remember to keep the report interesting, speak clearly, and be brief but informative. You may want to consider including a discussion rather than relying on a lecture format for your presentations. Using a combination of these methods and materials improves the quality of the presentation and is likely to make it more interesting for the audience.

Finally, when presenting your survey results, plan your presentation by using these few practical suggestions listed below:

- ✓ **Physical setting:** Know the physical environment in which you will be presenting. This is especially important if you intend to use slides or overhead transparencies, which require consideration of such details as lighting, room capacity, and equipment placement. For example, slides are better suited for very large rooms while overhead transparencies work better in smaller rooms or when the room's windows lack curtains or shades.
- ✓ **Size of the Audience:** If you are using handouts, it is a good idea to get an estimated attendance count. The size of the audience could also affect the means of presentation.
- ✓ **Maximize and Minimize:** Minimize the use of words; maximize the use of charts and other visual communication techniques. This is important to remember because audiences are usually more receptive to visual presentations.
- ✓ **Visual aids:** When using visual aids, talk to the audience, not to the visual aid, about what you are showing. Also, it is a good idea to practice using visual aids so you will feel comfortable and confident when delivering the actual presentation.

By using these tips, you can successfully deliver an effective and informative presentation of your survey results!

Sources

- (1) Israel, Glenn D. 1992 *Phases of Data Analysis*. Program Evaluation and Organizational Development, IFAS, University of Florida. PEOD-1. October.
- (2) Israel, Glenn D. 1992 *Coding Techniques*. Program Evaluation and Organizational Development, IFAS, University of Florida. PEOD-4. October.
- (3) Israel, Glenn D. 1992 *Analyzing Survey Data*. Program Evaluation and Organization Development, IFAS, University of Florida. PEOD-8.
- (4) McGhee, Max & Tracy Hoover. 1993 *Delivering Effective Extension Presentations*. Department of Agricultural Education and Communication, IFAS, University of Florida.
- (5) Salant, Priscilla & Don A. Dillman. 1994 *How To Conduct Your Own Survey*. New York: John Wiley & Sons, Inc.

The following pages can be photocopied on overhead transparencies to accompany the presentation.

Analyzing Survey Data

- 1) *Organize the data*
- 2) *Enter into a data analysis program*
- 3) *Prepare a summary of the data*
- 4) *Present the results*

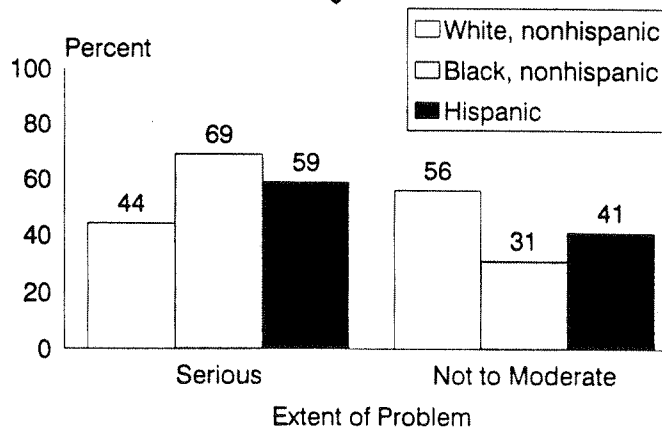
An Example of Turning Questions into Results

2. Do you think the lack of economic growth in Immokalee is a serious problem, a moderate problem, a slight problem, not a problem, or do you not know?






- 1 Serious Problem
- 2 Moderate Problem
- 3 Slight Problem
- 4 Not a Problem
- 5 Don't Know
- 6 [No Answer]

47. What is your ethnic background? Would you say white nonhispanic, black nonhispanic, or Hispanic?

- 1 White nonhispanic
- 2 Black, nonhispanic
- 3 Hispanic
- 4 Other _____
- 5 [Don't Know]
- 6 [No Answer]



Creating a Coding Scheme

-  **Each question represents one or more variables**
-  **Assign code numbers to the responses for each variable**
-  **Study answers to open-ended questions before assigning codes**
-  **Add code numbers for “Other” responses of partially close-ended questions**
-  **Assign code numbers for “Don’t know” responses and nonresponses**

Assigning Code Numbers to Response Categories

25. Do you think the number of dentists with offices in Immokalee is a serious problem, a moderate problem, a slight problem, not a problem, or do you not know?

- 1 Serious
 - 2 Moderate
 - 3 Slight
 - 4 No Problem
 - 5 Don't Know
 - 6 No Answer/Missing
-

Components of a Codebook






- ◆ **Variable names**
- ◆ **Variable locations**
- ◆ **Descriptive information**
- ◆ **Numeric codes**

Understanding the Computer File

	Variables					
	ID	Yrs_Res	Growth	Industry	Jobs	Airport
Respondent #1	1	10	1	1	1	2
Respondent #2	2	3	2	2	1	3
Respondent #3	3	4	1	2	2	2
Respondent #4	4	34	1	1	1	2
Respondent #5	5	1	5	2	1	3

Rows and columns of data for the first six variables of questionnaires from the Immokalee, Florida, needs assessment survey.

Tips for Entering Data into a Computer File

-  **Organize the data**
-  **Start each record on a new line**
-  **Put the ID number on each record**
-  **Save frequently**
-  **Make a backup copy**

Preparing a Data Summary

- **Check for data entry errors**
- **Look at individual variables**
- **Look at pairs of variables**
- **Graph data to see results better**

Looking at Individual Questions

Create a frequency table

FILE: Immokalee Needs Assessment Survey

DENNUM: How severe a problem is the number of dentists in Immokalee?

Value Label	Value	Count	Percent	Cum Percent
Serious	1	261	60.4%	60.4%
Moderate	2	68	15.7%	76.2%
Slight	3	34	7.9%	84.0%
No Problem	4	14	3.2%	87.3%
Don't Know	8	55	12.7%	100.0%

Looking at Individual Questions

Exclude “Don’t know” and recalculate percentages

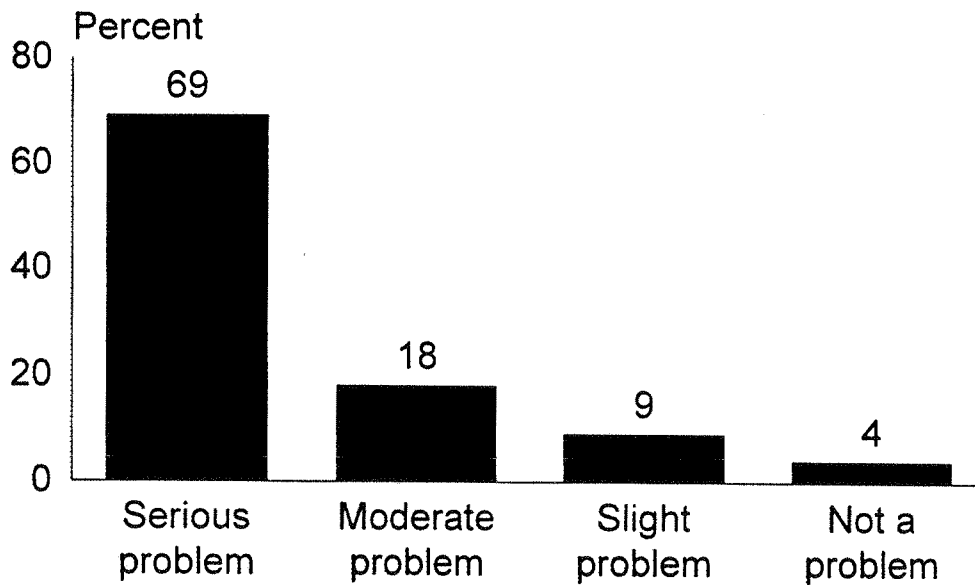
FILE: Immokalee Needs Assessment Survey
DENNUM: How severe a problem is the number of dentists in Immokalee?

Value Label	Value	Count	Percent	Cum Percent
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Moderate	2	68	18.1%	87.3%
Slight	3	34	9.0%	96.3%
No Problem	4	14	3.7%	100.0%
Don't Know	8	55		

Looking at Individual Questions

Graph the results

The number of dentists with offices in Immokalee is a



Looking at Pairs of Variables

Create a two-way table

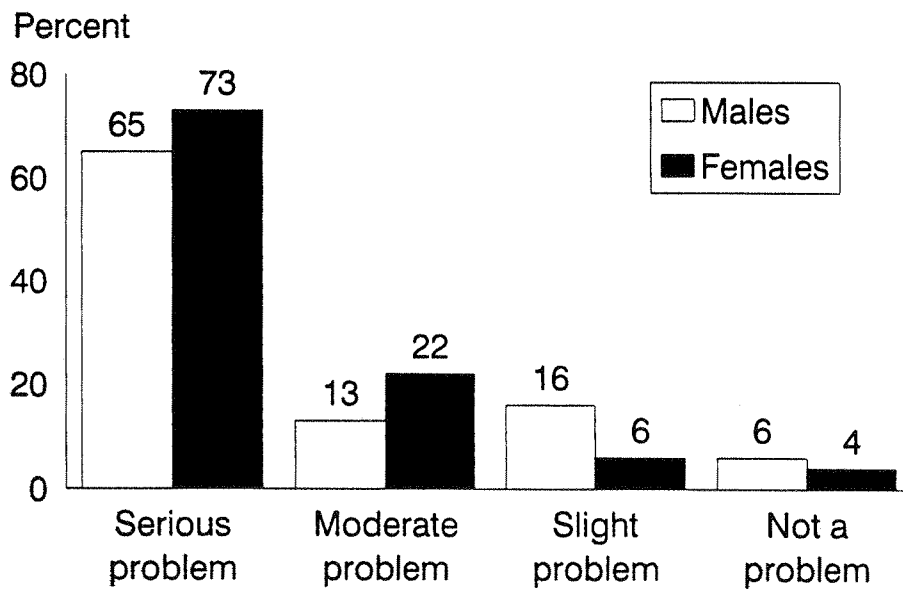
Do you think the number of dentists with offices in Immokalee is a serious problem, a moderate problem, a slight problem, not a problem, or do you not know?

	Males		Females	
	Count	Percent	Count	Percent
Serious	103	65%	158	73%
Moderate	20	13%	48	22%
Slight	26	16%	6	3%
No Problem	10	6%	4	2%
	<hr/> 159	<hr/> 100%	<hr/> 216	<hr/> 100%








Looking at Pairs of Variables

Graph the two-way results


The number of dentists with offices in Immokalee is a



Tips for Creating Tables and Graphs

-  **Entitle the table or graph**
-  **Insert headnotes**
-  **Identify the source**
-  **Add labels**
-  **Identify the units of measurement**
-  **Make comparisons**
-  **Write your conclusions**

Presenting the Results

 **Organize the survey results by**

 **Problem priority**

 **Topic**

 **Individual items**

 **Use appropriate methods**

 **Assess physical setting**

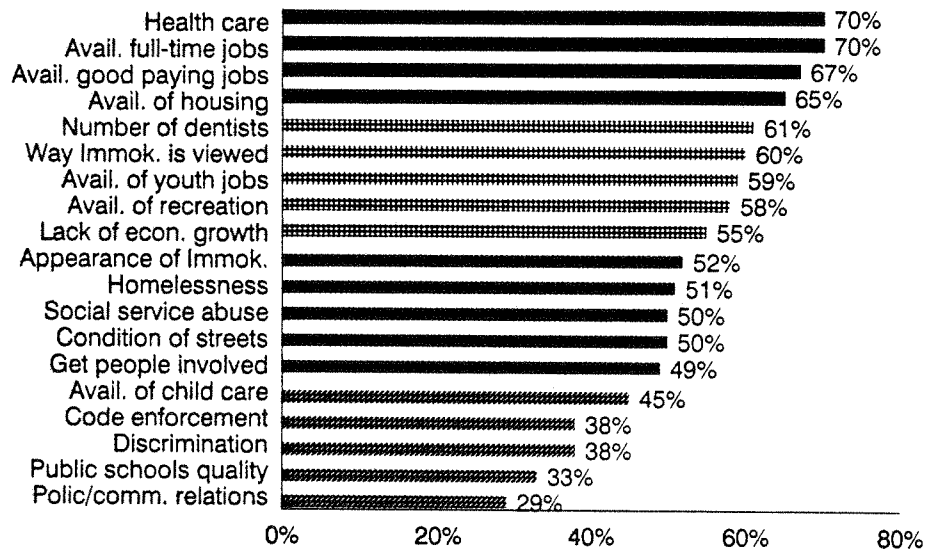
 **Estimate audience size**

 **Minimize use of words**

 **Maximize visual aids**

Sample of Prioritizing Results

Percent Saying A Serious Problem Exists



Source: 1992 Immokalee Needs Assessment

Part III. School-based Community Development Project

The community needs assessment survey can be used as a resource for designing community development projects. By using the information, you can select community projects capable of meeting the needs and concerns of residents. This section is intended to help students learn how to use the survey information to identify community projects and how to implement a community project successfully.

Objectives

- I. Students will learn to use the community needs assessment to identify community projects.
- II. Students use the action model principles to plan and implement a community project.
- III. Students will learn to develop support for and to anticipate the consequences of a community project.

Initiation and Preparation

The students review the results of the survey. With the teacher's assistance, the students begin to evaluate the information and research potential projects to determine their feasibility.

Tools: Reference books, census reports, newspaper clippings.

Resources: Needs assessment survey.

Teacher gathers the materials necessary for the students' project presentations.

Resources: Visual aids, overheads, posters, or handouts.

To encourage support, the project coordinator should facilitate involvement and commitment of community leaders and citizens

Organization and Decision-making

- ✓ Students select a project.

Tools: Newspaper or local publications, leader interviews.

- ✓ Students arrange meetings with community leaders and obtain sponsors for the project.
- ✓ Using the community action model, students develop a plan of action for their project.

Resources: Community action steps (review the Community Action section in *A Primer on Community* in Part I).

- ✓ Students obtain pledges for project resources. Specifically, the students mobilize volunteers, equipment, and materials necessary for the project.

Implementation

The students implement their plan and continue to review their progress.

Reflection

The teacher leads the students in a discussion about the project's progress and success. The students should identify any problems that may have occurred during implementation and discuss how those problems might be avoided in the future. The students should also consider what worked during implementation so the same method can be replicated. The objective is to evaluate the project to determine both the positive and negative aspects of its implementation.

Celebration

Those who participated in the project are recognized. A celebration honors students' contributions to the community as well as their learning accomplishments. Students and volunteers can be recognized in the media, such as in local newspapers or other publications, and a ceremony can be held to recognize those who contributed to the project, including the community leaders, the project sponsors, and students.

Community Projects: Beyond the Needs Assessment

The information collected in a needs assessment survey helps community leaders and citizen groups make more informed decisions about local programs and policies and provides your group with a list of potential community projects. Admittedly, some projects identified in the needs assessment, such as constructing a new road to help reduce traffic congestion, are better handled by local government agencies or larger community organizations. The question is "What worthwhile but manageable community projects can your group tackle?" Careful selection and evaluation of potential projects assures that your project will be feasible and rewarding for both the group and the community.

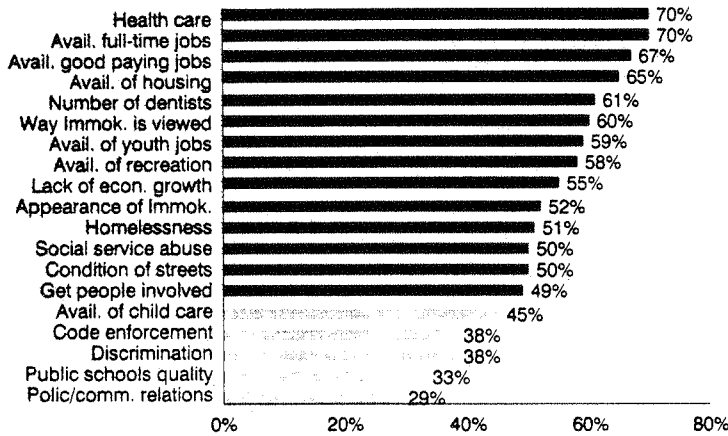
Using the needs assessment to identify community projects marks the first phase of community action: **Initiation**.⁽³⁾ This phase involves recognizing needs and gathering the necessary information. Once the problem is defined, you enter the second phase -- **Organization of Sponsorship** -- where the students organize themselves and other community members to take responsibility for a problem by taking action.⁽³⁾ These sections will discuss the activities involved in both of these phases, including determining potential community projects, gathering project information, evaluating a project's feasibility, and achieving group consensus.

Determining Potential Projects: A Review

The needs assessment identifies many areas of concern for community residents. Through careful analysis, you can arrange these areas in order of importance. The analysis should begin by using a summary table or chart to review the need assessment results. For example, the results in Figure 3.1 indicate that health care, jobs, and affordable housing were significant concerns among Immokalee, Florida, residents. Once the data are reviewed, the students are ready to select from among the priority concerns. Students should be assigned to small groups with about four to five members for this step.

Next, each group should identify potential community projects for its selected priority area and begin researching

Percent Saying A Serious Problem Exists



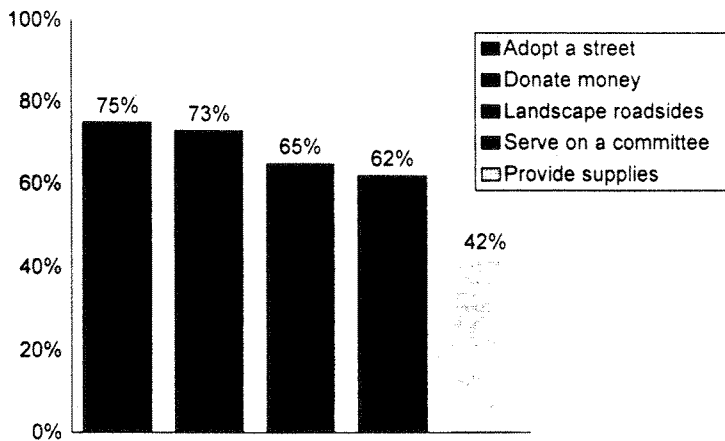
Source: 1992 Immokalee Needs Assessment

Figure 3.1. Sample showing a prioritizing of results.

one or more projects. If other questions in the needs assessment survey provide additional information on a topic, students can use this to identify project ideas. For example, Figure 3.1 shows that 52 percent of respondents felt Immokalee's appearance was a serious problem. Answers to other questions (Figure 3.2), suggest a few more specific projects, such as creating an adopt-a-street program and landscaping medians and roadsides, and help answer questions about a project's feasibility (which is discussed later in this section).

Brainstorming is a second technique that can be used to identify project ideas. Students should list project ideas using the *Possible Community Projects and Solutions* worksheet in this section (see Figure 3.3).

Ways Residents Are Willing To Help Improve Immokalee's Appearance



Source: 1992 Immokalee Needs Assessment

Figure 3.2. Sample of additional information for identifying projects.

The groups should select a community project in which they are interested and one they believe will contribute to their community. Students should research potential group projects and make formal presentations about their projects to the class.⁽¹⁾ The class should then vote on a final project using the following criteria:

- Importance of the project

- *The information that can be gathered about the project*
- *Whether the group can handle the project*

Gathering Project Information

Each group should collect information so as to define its project and determine whether it can be undertaken. Defining the project requires asking specific questions, such as the ones listed below, to learn more about the problem and one or more of the potential projects listed on the *Possible Projects and Solutions Worksheet*.⁽¹⁾

- ✎ *What projects have been successful in solving the problem or satisfying the need?*
- ✎ *Is there more than one way to accomplish this?*
- ✎ *How will the project help the community and the residents?*
- ✎ *What other groups or organizations will be needed?*
- ✎ *What resources are needed to implement the project?*
- ✎ *What special skills are required?*
- ✎ *How much will the project cost?*
- ✎ *How long will it take to finish?*

For some complex issues, such as economic development, it may be helpful for two groups to gather information on the same project and then compare their findings. Students should gather as much information from a variety of sources as possible.

Possible Projects and Solutions Worksheet

Problem: Health care

Possible Solutions:
1. Develop and distribute brochures that tell about accessing health care services in the community.
2. Work with local health care agencies to recruit doctors and other health care practitioners to the community.
3. Develop an accident prevention program aimed at seatbelt safety, bicycle safety, etc.
4. Plan health screenings at schools, work sites and community centers in cooperation with local agencies.

Figure 3.3. Sample project ideas for health care.

Sources of Information for Community Projects

- **Resource people or experts:** Interview people -- of the community or experts outside your community -- in fields associated with the project to learn more about the topic.⁽¹⁾
- **Library:** The library is an excellent source of information. Reference books, census reports, newspaper clippings, or other reference material can supply factual information. Additional information may be obtained through searching the World Wide Web of the Internet by using a computer in the library or computer lab.
- **Observation and Discussion:** When possible, students should observe the identified problems in their community first hand. For example, if the safety of park facilities were identified as a problem, the students can go to the parks to examine the facilities. For some topics such as trying to observe the need for community job training programs for the unemployed, direct observation is not possible. Discussing the topic with unemployed residents would, however, provide your group with needed information about the problem.
- **Tours and Trips:** It may be helpful to see how other communities have handled certain problems. Trips to nearby communities may provide students with insight on how a problem could be better handled in their community by understanding the difficulties other communities faced with similar projects.⁽¹⁾

Evaluating a Project's Feasibility

Groups must decide whether they can handle their proposed community project. Such a decision requires assessing what contribution each group can make and the limitations of each group's resources.⁽¹⁾ If a project seems unmanageable for a group it could team up with other service

organizations or contact local leaders for help.⁽²⁾ The following questions help determine a project's feasibility:

- ☞ *What other groups or organizations are willing to help?*
- ☞ *What groups or organizations might oppose the project?*
- ☞ *How will the money be raised to implement the project?*
- ☞ *How successful have related projects been in the past?*
- ☞ *Can the group devote the time necessary to complete the project?*
- ☞ *Can the group's effort make a significant impact with the project?*

The answers to these questions give students an idea of whether their project is feasible. For example, by polling students on how many hours each could contribute to the project each week and tallying the number, students could determine whether their available time would meet the requirements for a proposed project. If one group determines its project is unmanageable, then that group could help other groups study their proposed projects. We provide worksheets for practice on gathering project information and evaluating project feasibility at the end of this section (see *Gathering Information for Community Projects* and *Recognizing the Impact of Community Projects* worksheets).

Making the Final Selection

Presentations

Each group presents the information it has gathered to the class. The groups should be encouraged to discuss the advantages and disadvantages of undertaking their proposed projects. Visual aids, overheads, posters, or handouts can be used in the presentations.

Group Consensus

Once each group has had the opportunity to present its project, the students should discuss the proposed projects and try to reach general agreement favoring one project. All of the students should be given an opportunity to voice support for or concerns about the projects. The group members should listen to their peers and decide from the discussion which final project is best for the group.

A complete discussion of proposed projects usually leads to group consensus. However, if students are having difficulty agreeing on a final project, allow the students to amend the projects. Compromising the project's objectives might help achieve group consensus in which every group member supports and is eager to implement the selected project.

Sources

- (1) Clouse, James and Lee Cary. 1987. *Community Development: An FFA Rural Initiative--Student Manual*. Washington, D.C., United States Department of Education.
- (2) . 1982. *Systematic Project Design: A Handbook for Volunteers*. Washington, D.C.: Information Collection and Exchange. PE 1.10:R-44A
- (3) Wilkinson, Kenneth P. 1970. "Phases and Roles in Community Action." *Rural Sociology*. 35: 54-67.

Possible Community Projects and Solutions Instructor's Guidelines

Instructions

This exercise challenges students to develop a project proposal that is feasible for their groups and helps to solve a community problem. The students identify a problem or need; then they develop a project design to solve or help solve the problem.

- 1) Divide the class into groups of four or five students. Provide each group with a copy of the needs assessment analysis and the "*Possible Projects and Solutions Worksheet*."
- 2) Have each student in each group select one community need or problem from the analysis that interests him or her.
- 3) Require each student to generate a list of possible solutions to the need or problem.
- 4) Have each student select a manageable solution from the list of solutions and formulate a general project idea that would help solve the community need or problem.
- 5) Have the students present their problems and proposed solutions to the class.
- 6) Have the class select one project.

Possible Projects and Solutions Worksheet

Step 1: Select one community need or problem from the analysis that interests you.

Problem: _____

Step 2: Generate a list of possible solutions to the problem above.

Possible Solutions:
1.
2.
3.
4.
5.
6.

Step 3: Select one manageable solution from the list of solutions and create a project idea you believe would solve the need or problem.

Solution: _____

Project Idea: _____

Step 4: Discuss the project ideas within your group after each member has completed his or her worksheet. From the discussion, refine your project idea.

Gathering Information for Community Projects Instructor's Guidelines

Instructions

After selecting a community project, each group needs to gather accurate and comprehensive information about the problem or the project it has decided to undertake. Accessing appropriate sources is necessary to ensure that students obtain the information they need to plan their project. This exercise encourages students to develop skill in applying information to the project they have selected.

- 1) Give students a copy of the "*Gathering Information for Community Projects Worksheet*;" they can work in groups or individually.
- 2) Encourage students to describe their problem. They should consider the problems and answer the questions provided.
- 3) Hold a discussion about information sources for community projects. Have the students explain what information they obtained and how useful each source was. Students will learn from each other about sources they may have overlooked.

Gathering Information for Community Projects Worksheet

Proposed Project Idea: _____

Use a variety of information sources to answer the following set of questions. Your group may want to interview resource people or experts, search for information in the local library or through the Internet, observe the problem first hand, or travel to a nearby community to tour a similar project or program.

Questions

1. Is there more than one way to solve the problem?

2. How successful have related projects been in the past?

3. How will the project help the community and the residents?

4. What other groups or organizations are willing to help?

5. What groups or organizations might oppose the project?

6. What special skills are required?

7. How long will it take to finish?

8. How will the money be raised to implement the project?

9. What help from outside the community, if any, would be necessary?

10. Can the group devote the time necessary to complete the project?

11. Can the group's effort make a significant impact with the project?

Overall recommendation

Based on the answers to questions 1 through 11, should you carry out this project or choose another?

Gathering Information for Community Projects Discussion Guide

Discussion Questions

1. Why is information about your problem and proposal necessary?
2. Why are certain sources of information appropriate for some projects and not others?
3. What are some information sources that your group identified?
4. Based on the information you have, what are the strengths and weaknesses of your project idea?

Recognizing the Impact of Community Projects Instructor's Guidelines

Instructions

Because community projects have consequences, it is important for students to anticipate the effects of projects. This exercise helps students learn to think about how their project will affect residents.

- 1) Give students a copy of the "*Recognizing the Impact of Community Projects Worksheet*," describing the hypothetical community project.
- 2) Suggest that students work individually to generate a list of possible project effects.
- 3) Discuss the answers with the students to help them understand why these effects may occur and why we should anticipate effects.

Recognizing the Impact of Community Projects Worksheet

Making a list of the residents you believe will be affected and predicting how they might be affected helps determine which residents need to be specifically considered and accounted for when planning a project.

Example: The Beta club has decided to sponsor a "Paint Your Heart-Out" day. This project involves painting the homes of residents who are unable or cannot afford to repaint their homes themselves.

Your assignment is to determine whom this project will affect and how they might be affected.

Instructions

In the first column list residents that will be affected by the project. In the other column write how they will be positively and negatively affected. Finally, evaluate the effects and determine how the project could be modified to eliminate or reduce any negative effects.

Those affected	Project effects
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Recognizing the Impact of Community Projects Key

Those affected

- Low-income residents
- Professional contractors

Project effects

- The effort would improve the appearance of the homes in low income neighborhoods.
- The effort may encourage residents to take pride in their homes and neighborhoods.
- Some residents may believe the offer to paint their home implies that their home looks undesirable. They may, consequently, be offended by the offer.
- Contractors whose specialty is painting homes may want to be involved in the community project.

Solutions

- Allow residents to help the volunteers, such as having them select the color of paint for their home. The goal is not only to paint the houses but to show low-income residents that people care and want to help them.
- Ask some local contractors for their advice or assistance. For instance, contractors could give some "tips" to the volunteers about painting a house. These tips would improve the project and possibly give local contractors some publicity in local newspaper articles written about the project.

The following pages can be photocopied on overhead transparencies to accompany the presentation.

Identifying Possible Projects

Review needs assessment results to determine priority needs

List project's ideas

- ✓ Study data from other survey questions for ideas**
- ✓ Brainstorm with your group**

Select a project for further study

Defining Your Project

What can be done to solve the problem?

How can we accomplish this?

What other organizations can help?

What resources are needed for the project?

What special skills are required?

How much will the project cost?


How long will it take to finish?

Sources of Information for Community Projects






 **Resource People or Experts**

 **Library**

 **Observation and Discussion**

 **Tours and Trips**

Evaluating a Project's Feasibility

-  **What other groups are willing to help?**
-  **How will the money be raised to implement the project?**
-  **How successful have related projects been in the past?**
-  **Is the project significant to the community?**
-  **Can the group devote the necessary time to the project?**

Community Projects: Preparing for Action

Successful and effective action on a project requires the development of strategies, organization of resources, and mobilization of support for your project. A group can plan for such an endeavor by writing a **Plan of Action**,⁽¹⁾ identifying community members and groups that will support the project, and mobilizing the needed resources -- activities characteristic of community organization phases three and four, **Goal Setting and Recruitment**.⁽²⁾ This section will illustrate the activities involved in these phases, including developing a plan of action, identifying resources needed for a project, and encouraging project support.

Developing a Plan of Action⁽¹⁾

Planning is simply systematic organizing a set of tasks to reach a goal or, in this case, completing the project. It enables your group to solidify the project's idea and develop strategies to attain your goal. A good plan identifies tasks, assigns responsibilities to individuals or groups, and includes a time table for carrying out each step.

Planning can be done step by step. Each step represents a task. Tasks are ordered and scheduled, including the resources needed for each task.⁽³⁾ The plan's timetable sets deadlines for completing specific tasks. By accomplishing each task, you are more likely to complete the project successfully.

Planning Considerations

☛ Responsibility for the project

Typically your group assumes responsibility for carrying out the community project, though this may not always be the case. For example, your group may assist another group's community project.⁽¹⁾

If your group is the primary sponsor of the project, it needs to select a project coordinator. The coordinator oversees the project and facilitates involvement and commitment of

community leaders, citizens, and students.

☛ *Project dates*

Because the beginning and ending dates of the project determine its time schedule, these dates must be identified before deciding how much time each project task can take to complete.⁽³⁾

☛ *Participation of all group members*

It is important all group members are involved in planning the project so that each member is aware of the project tasks.⁽¹⁾ Also, involving each student ensures that he or she becomes more fully invested in the project and is thus more likely to see it through to completion.

☛ *Contacting recruits*

The tasks that require extra help or resources will need to be identified. Contact people who can provide these resources and schedule the delivery of help and materials.

Mobilizing Resources and Group Members for Action

Recruitment requires much planning and effort. In the previous section, students gathered general information about the resources necessary for a project. Yet planning the project requires detailed and complete information about its resources, such as materials, money, manpower, and skills. It is important to plan for the resources because by not locating them initially and confirming the offers of assistance, your group may be surprised during a project to find the resources unavailable when needed.

Materials and Finances

To plan your project, you need a *cost analysis* or a precise estimation of what resources are needed to implement and

maintain a project because unexpected costs may occur during implementation or in the future.⁽³⁾ For example, a project to develop a softball field in an unused section of a park would need to consider funding for construction and maintenance.

Once you have included the materials and costs for the project in your plan of action, you then need to determine the sources. Sources of financial support for community projects include the following:

- ✓ Local businesses
- ✓ Local organizations; e.g., Kiwanis, Rotary
- ✓ Fund-raisers
- ✓ Business and professional groups; e.g., Chamber of Commerce
- ✓ Community improvement grants

These financial support sources might be found in local organizational directories or the yellow pages of the telephone book. It is a good idea to compile a list of possible sources for money, then assign students sources to contact. Students should keep a record of pledges, including those for materials, money, time, or advice. (See also the "Project Resource Exercise" for practice in assessing resource needs.)

Volunteers and Technical Skills

A **resource** does not necessarily refer to money or materials.⁽³⁾ Resources also include the volunteers, technical experts, and consultants who provide assistance, technical information, or advice needed for a project.

Writing Your Plan of Action

Use the project information gathered in the previous section and the steps below as a guide to write your plan of action. You may want to consider using one of the many project management software programs on a computer to develop your plan of action. Though developing an action plan on the computer is not necessary, project management

Cost analysis refers to identifying resources and estimating the total cost for the project.

programs have the advantage of providing various charts and graphics that display the time line for conducting specific activities and applying each set of resources. Whether you use a project management program or the worksheets provided in this section, conduct the following steps.

Step 1 List all the tasks required to complete the project. Next, prioritize your list by determining which tasks need to be completed in the beginning, which tasks must follow other tasks, and which tasks can be completed last. Write the tasks in order on the “Project Task Worksheet” (see the example in Figure 3.4).

Task	Description	Date	Member
Arrange dates	Organize a meeting and determine the date of the event.	During first monthly meeting, 3/5	Joe
Schedules	Make a schedule of work shifts.	3/15	Alicia
Tools	Obtain tools from hardware store.	3/20	Damon
Supplies	Solicit supplies for event, including garbage bags, from local stores.	3/20	Mary

Step 2 Write a complete description of each task, considering the resources and other assistance needed for its completion.

Step 3 Based on experience and the information learned about the project, estimate the time it will take to complete

Figure 3.4. Sample project, “Clean and Green Day” for picking up litter along local streets and highways.

each task. Record the estimated time needed to complete each task in column three.

Step 4 Name the individuals responsible for each task in column four. We suggest having students take turns signing up for the tasks until all tasks are covered.

Step 5 Schedule each task and its associated activities on a calendar. This can be done graphically with a time line chart (like the one shown is Part II.

“The School-Based Community Needs Assessment Survey of this handbook). When scheduling tasks, consider the estimated time each task requires and the when the resources are needed.

By following the steps above, you can create a plan of action ready to be put into action. Plans are useful only if they are used to track progress and update members. Group members should have a copy of the plan so each individual is aware of upcoming activities and the progress of the project.

Encouraging Project Support

In addition to a plan, a successful project also needs the support of the community leaders and residents.⁽¹⁾ Though group sponsorship is crucial for a project’s success, community support can lend it credibility and pave the way for future projects. Because of this students should pursue community support with the same fervor with which they pursue sponsorship.

Community leaders, especially if they are involved with the issue your project addresses, can provide valuable insight and expertise to your project. Also, these people can be influential in creating additional support and arranging help for a project.⁽¹⁾

We suggest selecting a few students to present the project to community leaders. These students should be prepared to answer any questions the leaders have. The project information prepared by the class is ideal to use for this meeting.

Students should talk to residents who might be affected by the project to get their reactions or suggestions. Considering how they will be affected is critical to earning their support; such consideration helps to avoid opposition later when the plan of action is implemented.

Similarly, the media can be asked to promote the project. Not only do they inform community members, but they can generate support and help for your project. (See also *“Promoting Your Community Needs Survey”* for ideas on preparing news releases to promote your project.)

Beginning and Ending

With the support of your community and a plan of action, you are ready to begin implementing your project. However, it is important to remember that your plan of action is the group's guide to completing its community project. Therefore, the plan should be reviewed and updated regularly to ensure the project is successfully implemented.

We believe everyone can learn from our projects. During and after implementation of community projects, students should examine their activities and ask themselves:

- ✍ Did we accomplish what we planned? Why, or why not?
- ✍ What "worked" and what did not?
- ✍ What have we learned from this project?
- ✍ How did the community benefit from our efforts?

Because community projects are challenging undertakings that require commitment and work, all people involved should be recognized for their efforts. A "celebration" should be held to bring everyone involved in the project together for recognition and appreciation. A celebration or recognition ceremony may include a ribbon cutting for a new facility or a party for student and adult volunteers. The celebration is a time to praise the efforts that contributed to a job well done.

Sources

- (1) Clouse, James and Lee Cary. 1987. *Community Development*. Washington, D.C., United States Department of Education.
- (2) Wilkinson, Kenneth P. 1970. "Phases and Roles in Community Action." *Rural Sociology*. 35: 54-67.
- (3) Wzorek, Carol. 1987. *Small Projects Design and Management: Training Manual for Volunteers and Counterparts*. Washington, D.C.: Information Collection and Exchange. (P.E. 1.10:T0050).

Project Resources Exercise: Instructor's Guidelines

Instructions

When planning, it is important to know what project resources are necessary and who will provide those resources. This exercise challenges students to evaluate the resource needs of their project ideas.

- 1) Provide a copy of the "*Project Resource Worksheet*" to each student. Have the students list all of the necessary project resources in the first column.
- 2) Encourage the students to determine whether each resource will be provided by their group, by an outside source, or by a combination of the two. The students should check the appropriate source column, "Group" or "Outside."
- 3) Have the students discuss the resource needs of various project ideas and assess which projects have adequate resources.

Project Resource Worksheet

When planning, it is important to know what project resources are necessary and who will provide those resources. List all of the necessary project resources in the first column. Next, check whether each resource would be provided by students or another outside source.

Resource	Source	
	Group	Outside
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

The following pages can be photocopied on overhead transparencies to accompany the presentation.

Planning Considerations

- ☞ **Responsibility for the project**

- ☞ **Project dates**

- ☞ **Contact recruits**

- ☞ **Locating resources**

- ☞ **Participation of all group members**

Sources for Financial Support

- ✓ **Local businesses**
- ✓ **Local organizations**
- ✓ **Fund-raisers**
- ✓ **Business and professional groups**
- ✓ **Community improvement grants**

Steps for Writing a Plan of Action

- 1. List and prioritize project tasks**
- 2. Describe each task**
- 3. Set task deadlines**
- 4. Determine responsibility for tasks**
- 5. Schedule the tasks**