



***SURVEY OF TECHNICAL  
ASSISTANCE PROVIDERS***

**SUMMARY OF FINDINGS AND GUIDE  
FOR PRACTITIONERS**

OCTOBER 27, 2000

NATIONAL FUNDING COLLABORATIVE ON  
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The National Funding Collaborative on Violence Prevention (NFCVP) is a partnership among public and private foundations, federal agencies, corporate sponsors, experts in violence prevention, and community activists dedicated to the development of local, community-based solutions to prevent violence. One of the primary goals of NFCVP is to support community based initiatives by providing technical assistance programs and linking them to the best available research and practice strategies that the field has to offer.

In 1999, to better serve the local violence collaboratives supported by NFCVP, the organization began to develop further its technical assistance resources. One of the first steps NFCVP took toward building its own capacity to assist local collaboratives involved: 1) conducting a systematic review of available information that could inform collaboratives about best practices in the development of comprehensive community-wide approaches to violence prevention; 2) developing a clearinghouse of information on violence prevention efforts; and 3) developing a technical assistance network. The review of literature on the development and implementation of comprehensive community-wide initiatives culminated in the publication “Principles for Evaluating Comprehensive Violence Prevention Initiatives.” Based upon an inventory of violence prevention agencies located throughout the country and a literature review, NFCVP, in collaboration with the Association for the Study and Development of Community (ASDC), developed a database that highlighted the variety of violence prevention organizations and the services they provide and documented the challenges involved in transferring information received from technical assistance providers into actual practices appropriate for the specific people and communities served by the individual collaboratives.

As NFCVP gained knowledge about the variety of violence prevention efforts and resources available across the country, it became increasingly aware that it was not sufficient to simply tell violence collaboratives the names and locations of agencies and individuals from which technical assistance could be obtained. Instead, NFCVP realized that collaboratives engaged in violence prevention efforts need to know (a) how to identify the areas in which they need assistance, and (b) which questions to ask when seeking technical assistance.

In order to deepen its understanding of strategies that maximize use of technical assistance resources, NFCVP commissioned the Association for the Study and Development of Community (ASDC) to conduct a series of interviews with a cross-section of technical assistance providers in the field of violence prevention.

This report describes the methods employed in selecting respondents for this study and for gathering information. This report also captures and synthesizes recommendations gathered from technical assistance providers about how collaboratives engaged in violence prevention efforts could make better use of technical assistance services; and (2) how NFCVP could structure its own technical assistance services, in particular its computer-based tools, to be of maximum benefit to users.

This report is divided into two parts. The first part includes a discussion of the methods used to conduct the survey of technical assistance providers and presents findings based on answers provided by the survey respondents. This section includes a discussion of the implications of the information uncovered through our study. The second part of this report presents the information gathered from interviews in a format that can be developed into an “user-friendly,” “how to” guide for use by local community-based agencies. Although many of the technical assistance providers interviewed for this study maintain information about violence prevention initiatives implemented across the country, few of the respondents provide what we consider to be “comprehensive” technical assistance services that go beyond the provision of information. In our view, comprehensive technical assistance providers are those that (a) work with communities to build their knowledge of how to identify specific assets, needs, and relevant contextual issues within a community; (b) help communities not only identify and select programs, but also assist with the program implementation process; (c) link individual communities to other resources or other networks; and (d) build community capacity to monitor and evaluate program progress and their success. At the end of the second part of this report we present brief descriptions of several of the TA providers which we classified as providers of “comprehensive” services.

**Part I:**  
**Technical Assistance Practices in the Field of Violence Prevention**

## METHODS

During the Winter of 1999, the Association for the Study and Development of Community (ASDC) was commissioned by the National Funding Coalition for Violence Prevention (NFCVP) to conduct a survey of organizations located across the United States that provide technical assistance to community-based organizations engaged in the development and implementation of violence prevention programs. The primary goal of this study was to gain knowledge about the procedures that lead community-based organizations to identify and implement violence prevention strategies appropriate for the communities they serve and to use available technical assistance effectively. A secondary goal of the study was to identify “best practices” in violence prevention. The major questions explored in this survey included the following:

- What are the most effective strategies for helping community-based organizations adopt and/or adapt violence prevention strategies?
- What are the primary factors that technical assistance providers need to consider when they recommend specific violence prevention strategies to communities?
- What types of questions should community-based organizations ask of violence prevention model developers whose models they are considering for implementation in their own communities?
- What are some of the “best practices” in violence prevention and what procedures are used to identify such practices?

In previous research conducted by ASDC on behalf of NFCVP, researchers identified approximately 40 organizations located throughout the United States that provide technical assistance to community-based organizations engaged in violence prevention efforts. Twenty of the national organizations identified in the original research were selected for participation in the present study on the basis of the wide range of technical assistance services they provide and the large number of organizations to which they had provided assistance. (see Appendix A for a list of the survey questions) Participants in this study were selected based on several factors, including recognized experience and expertise in the field, range of approaches to violence prevention, and types of services offered.

A copy of the survey developed for this study, as well as a letter of invitation to participate in the study, was faxed to each of the selected technical assistance providers. Approximately one week after surveys and letters were faxed, each provider was then telephoned by an ASDC researcher, who either completed the survey with the respondent at that time, or scheduled another time for completion of the survey. The findings reported in the remainder of this report are based on survey responses received from 17 technical assistance providers.

## FINDINGS

### Effective Technical Assistance Practices

There is no common definition about what constitutes “technical assistance.” Technical assistance refers to a variety of activities ranging from providing information about a particular violence prevention model to on-site facilitation of meetings and assistance with every aspect of the model implementation process. The strategies used by technical assistance providers to connect community-based organizations to appropriate violence prevention strategies included the following:

- Having interested parties complete a formal review process whereby they identify the needs, target populations, resources, and goals to use this information to match them to programs; or
- Providing on-site technical assistance on program implementation by program staff;
- Developing methods to engage all stakeholders in strategic planning;
- Working with organization to develop peer review panels that include program participants to systematically review existing programs and make selections for themselves; and
- Helping organizations conduct a community assessment to identify existing resources and gaps in services and prioritize target areas and populations.

We heard many examples of current practices that respondents believe have the most impact in insuring that agencies and organizations adopt, adapt, and implement violence prevention strategies that are appropriate to the specific issues being addressed and the populations being served. The one clear message that emerged from respondents' answers was that *technical assistance providers must value the knowledge that community residents have about their own situation and serve more as facilitators of the intervention selection and implementation process*. Technical assistance, according to our respondents, should build the capacity of agencies and communities to do things for themselves. The people we interviewed felt that the most detrimental or devaluing practice in technical assistance is to assume that the technical assistance provider has all the knowledge.

Some examples of what people regarded as the most effective strategies for helping agencies, organizations, communities, or individuals to adopt and adapt violence prevention strategies include:

- Individual consultation that includes helping the organization develop a strategic plan and to review desired goals and outcomes, and available resources;

- Staff and leadership training in skills necessary to develop and implement programs;
- Information sharing;
- Allow interested agencies to visit sites where the program is being implemented and to observe the program “in action;”
- Training in methods for involving the community in the process of selecting and adapting models for their particular context;
- Training and consultation in program management and evaluation; and
- Training in methods for collaborating with other agencies that can support the program.

## **Factors Considered when Recommending Violence Prevention Approaches to Community-Based Organizations**

The majority of technical assistance providers interviewed for this study have created interactive processes in which the decisions regarding the selection and implementation of violence prevention strategies are jointly made between the communities desiring to implement programs and the technical assistance provider. While many technical assistance providers we spoke to believed that communities should be empowered to make their own decisions, they also believed that it was critical for technical assistance providers to tailor their interactions based on knowledge that they gain early on in the working relationship about (a) the history of a community; (b) the demographics of the community served; (c) capacity and resources within the community; (d) the political climate within which the violence prevention strategy will most likely operate. These four categories of information are important to factor into the process and content of technical assistance.

## **Strategies for Obtaining Technical Assistance**

It appears that many community-based agencies and organizations involved in violence prevention efforts learn about technical assistance providers in an ad hoc fashion. The majority of the technical assistance providers we interviewed reported that they do not necessarily advertise their services. For the most part, technical assistance providers work with agencies for which they have received federal or foundation grants to work with or with agencies that hear about them “through word of mouth.”

The technical assistance providers interviewed for this study were asked to identify the types of questions that they believed community-based agencies and organizations should ask of violence prevention model developers whose models they are considering for implementation in their own communities. The responses provided by technical assistance providers suggest the following:

- Before community based organizations begin to consider implementing any specific violence prevention strategy, they should engage in a strategic planning effort that provides them with a clear understanding of their communities and the people they serve; and
- It is difficult to prescribe a general set of questions that community based organizations should ask of violence prevention model developers or of technical assistance providers. The questions that guide community based organization's search for violence prevention models should be determined by their understanding of the communities they serve.

When considering the adoption of any particular model, community-based agencies and organizations should primarily be concerned about (a) the extent to which the model has been implemented in communities such as the ones they serve, (b) whether or not the model has been effective in solving the particular violence issue and group they wish to target; and (c) whether the community based organization has the resources needed to implement the model.

## **Identifying “Best Practices” in Violence Prevention**

A secondary goal of this research was to elicit from respondents names of “best practices” in the field of violence prevention. Some of the “best practices” identified by the technical assistance providers we interviewed are listed below.

- Center for the Study and Prevention of Violence, University of Colorado in Boulder: Blueprints for Violence Prevention Project
- Oakland Men’s Project
- Million Men March
- Center to Prevent Handgun Violence: Project Lifeline Safe Communities
- Second Step
- Community Empowerment Citizen Engagement Approach
- Educators for Social Responsibility
- New Haven Student Development Program

Although the majority of respondents felt that it would be beneficial to have a database of best practices that they could refer to when they work with community based organizations to select appropriate strategies, several of them believed that they either did not have the expertise for calling any specific program a “best practice” or that guidelines

that would standardize procedures for categorizing programs as “best practices” needed to be developed.

Presently, technical assistance providers do not have common criteria for determining that an existing violence prevention strategy is a “best practice.” They simply recommend what they know “works,” is in line with the characteristics of the communities with which they work, and is consistent with their own values and perspective. The technical assistance providers, for the most part, did not have criteria or standards for determining if they “knew” it works. As one provider described, “you know what communities tell you.”

Several felt that whether or not a program could be classified as a best practice is dependent upon the context in which a program was implemented. Thus, they believed, that it is impossible to develop a generic list of best practices. Instead, any attempt to categorize programs should take into account (a) the category of violence targeted by the program; (b) the population served by the program; and (c) the social and economic context in which the program is implemented.

Currently, providers of technical assistance in violence prevention program development and dissemination learn about specific programs through “word of mouth,” at conferences, or by referring to the databases provided by a variety of national organizations focusing on issues of violence prevention. A major complaint voiced by the respondents was that there is “too much duplication of effort” which requires that they research a variety of different sources in order to find useful information and identify good practices.

## **Reactions to NFCVP’s Proposed Strategies Support System**

The third goal of this study was to obtain from technical assistance providers information that would guide NFCVP as it moves forward in the development of a computerized system that can be used by community-based agencies and others engaged in violence prevention efforts in the identification and selection of intervention practices.

The technical assistance providers interviewed for this study agreed that there is a need for a strategies support system that would help agencies and organizations identify, select, and implement “promising strategies” in violence prevention. However, many technical assistance providers noted that several organizations already have databases that contain information about “best practices.” Their primary complaint about existing databases is that (a) they do not provide enough practical and useful information for community based organizations; (b) there are several databases out there and consequently technical assistance providers must spend a lot of time and energy searching a variety of sources; (c) existing databases are not continually updated to contain new and emerging strategies.

Overwhelmingly, technical assistance providers request that any new strategies support system be comprehensive (i.e., serve as a single source that contains all of the information they need), and provide specific information about the context in which

models can be implemented, the resources need to implement models, and available sources of support for community based organizations adopting the model.

## RECOMMENDATIONS

1. NFCVP is in a strategic position to take the lead in defining what constitutes best practices in violence prevention. Some example criteria it can borrow from are included below:

**Definition of “Best Practices” Developed by the  
UNESCO's "Management of Social Transformations"  
(MOST) Programme**

Calling activities "Best Practices" is to suggest that they can and should be replicated, that ideas can and should be generated from them, and that they can and should contribute to policy development. The following four characteristics are common to all Best Practices related to poverty and social exclusion:

- **Best Practices are innovative.** A Best Practice has developed new and creative solutions to common problems of poverty and social exclusion.
- **Best Practices make a difference.** A Best Practice demonstrates a positive and tangible impact on the living conditions, quality of life or environment of the individuals, groups or communities concerned.
- **Best Practices have a sustainable effect.** A Best Practice contributes to sustained eradication of poverty or social exclusion, especially by the involvement of participants.
- **Best Practices have the potential for replication.** A Best Practice serves as a model for generating policies and initiatives elsewhere.

**Definition of Best Practices Developed by the U.S.  
Department of Education Comprehensive School Reform  
Demonstration Program**

- Programs must be research-based.
- Success must be documented and supported by research.

In contrast to definitions that are solely based on criteria that are research or theory-based, NFCVP may define “promising strategies” according to criteria that are in line with their overall goal, which is to help communities develop solutions to violence that are appropriate to their needs and the people they serve, and that build communities’ capacities to continually assess their situations and respond to violence. We propose using “promising strategies” instead of “best practices” as several technical assistance providers stated this preference to us. Additionally, the term “strategies” may be preferable to “practices” since it implies a more broad approach than a practice does. Such a “philosophically” driven definition of promising strategies may include the following criteria:

- **Promising Strategies** respect an individual community’s knowledge of their situation;
  - **Promising Strategies** place a priority on the needs and available resources of a community;
  - **Promising Strategies** promote institutional change within communities (e.g., legal, medical or social services) to improve response to violence; and
  - **Promising Strategies** promote a community-wide response to reduce violence.
2. A promising strategies support system cannot be static, the nature of violence is ever changing and consequently, so are the prevention and intervention strategies designed in response to such changes. NFCVP’s on-going efforts to identify “best practices” in the field of violence prevention should permit it to develop a comprehensive framework for explaining and examining what works in violence prevention programs and under what context are program outcomes obtainable and sustained.
3. The development of the Strategies Support System may require the following steps:
- a. To identify, collect, analyze and compile new submissions of promising strategies by communities, organizations or governments, NFCVP could collaborate with the technical assistance providers interviewed for this study. These organizations should be invited and encouraged to contribute their knowledge and experience to the development of the Strategies Database;
  - b. Through its work with the violence prevention collaboratives it funds, NFCVP can diffuse best practices to communities who are seeking appropriate response strategies to problems of violence; and
  - c. NFCVP can develop a [mailing list](#) to inform community-based agencies throughout the country that focus on violence prevention and national violence prevention groups of new developments in the Database and to circulate new best practices.

Every three months, less or more frequently, the promising new strategies can be given special attention in the publications of NFCVP and on their website.

4. NFCVP can provide the tools and training to technical assistance providers on how to identify and transfer promising strategies.

## **Part II**

### **Lessons from the Field of Violence Prevention for Community-based Agencies and Organizations: A Practical Guide**

Throughout the country, communities are searching for ways to prevent violence and intervene in the lives of children and families exposed to violence. Community-based agencies and community residents who come together to plan and implement violence prevention and intervention services face a daunting challenge. Community residents involved in planning these efforts want solutions that can address their specific needs and are appropriate given their individual demographic and economic characteristics, but they do not want to “re-invent the wheel.” However, it is no longer the case that there are no roads to follow leading to appropriate, community-centered approaches to violence prevention and intervention strategies and services. Instead, there are too many roads and pathways to choose from. Unfortunately, violence in the United States is an all too common problem that has led to the proliferation of national, statewide, and local agencies whose primary mission is to eliminate the violence that occurs in the lives of families and children. There are currently as many violence prevention and intervention strategies to choose from, as there are agencies and individuals that are working on these issues. The goal for many communities is to (a) discover what strategies are available, (b) understand how the available strategies work, (c) identify the appropriateness of existing strategies for their families and children, and (d) and to customize available strategies to fit with their own needs, characteristics, and available resources.

Although outside assistance is no substitute for sufficient, competent, and committed internal staff for planning, implementing, and management of community-based violence prevention and intervention services, “technical assistance” by external individuals and agencies can help and support communities in their decision-making process, strategy selection and/or design, and program implementation, management, and evaluation.

This brief report is based on interviews with national agencies that provide technical assistance to communities involved in violence prevention efforts throughout the country. It is designed to guide communities in their program planning and program efforts and to highlight some technical assistance providers available for additional support and guidance. The list of recommendations and agencies in this document are not exhaustive; they are meant to be starting points.

## **Types of Technical Assistance**

Organizations that offer technical assistance to communities engaged in violence prevention and intervention efforts offer a variety of services that can be broadly classified into four categories: (1) assistance in gathering information about “best practices” in the field; (2) assistance with strategic planning; (3) networking with the planners and managers of violence prevention initiatives in other communities; (4) guidance in program implementation and evaluation.

The following lists illustrate some of the activities and services that national violence prevention organizations provide to communities in the areas mentioned above.

### **A. Assistance in Gathering Information About “Promising Strategies” in the Field**

- Perform evaluation of existing programs to help communities identify those that are efficacious, sustainable and replicable;
- Compare models by collecting information from community members, and through literature review (journals, mails, flyers, etc.);
- Develop resource and curriculum database through open solicitation, accessible to the community through websites; and
- Share with communities results of communication about “best practices” within professional networks.

### **B. Assistance with Strategic Planning**

- Help communities complete a formal review process that allows them to identify needs, target populations, resources, and goals;
- Provide individual consultation that includes helping the organization develop a strategic plan and to review desired goals and outcomes, and available resources;
- Use information communities gather about needs and resources to match them to existing programs;
- Provide on-site technical assistance on program implementation by program staff;
- Help community-based agencies form partnerships with key stakeholders in the community who can help with the planning and implementation process;

- Work with community-based agencies to develop peer review panel that includes potential program participants to systematically review existing programs and make selections for themselves; and
- Training in methods for involving the community in the process of selecting and adapting models for their particular context.

### **C. Networking with Other Communities**

- Allow interested agencies to visit sites where the program is being implemented and to observe the program “in action;” and
- Provide information about other sites that have implemented similar program.

### **D. Guidance in Program Implementation and Evaluation**

- Staff and leadership training in skills necessary to develop and implement programs;
- Information sharing;
- Training and consultation in program management and evaluation; and
- Training in methods for collaborating with other agencies that can support the program.

## **Key Steps in Program Development and Implementation**

Although communities can obtain help for any aspect of program planning and implementation, and at any time during these processes, there are important steps that are recommended to all communities. The following checklist, based on discussions with technical assistance providers, is designed to help communities as they engage in planning and implementing violence prevention and intervention strategies.

### **Key Steps in Program Development and Implementation Identified by Technical Assistance Providers**

1. Evaluate community needs and resources.
2. Identify the key issues affecting the community.
3. Identify primary stakeholders and leaders within the community that can mobilize the community to participate in violence prevention efforts.
4. Identify what has been tried before and why it did and did not work.
5. Develop coalitions that cut across service sectors, government agencies, and bring together community residents and leaders to identify issues and develop strategies to address them.
6. Assess community attitudes and philosophies.
7. Develop and/or adopt strategies that have proven effectiveness but also match with community needs, resources, experience, and capacity are consistent with community philosophies, and are appropriate for the people you are trying to serve.
8. Visit or interview personnel in communities where the programs you are considering have been implemented to learn about their experiences.

### **Key Steps (Continued)**

9. Develop on-going training for people involved in the implementation and operation of the program.
10. Maintain communication with the community. Keep them informed of the activities and outcomes that are directly related to the violence prevention strategies that have been implemented.
11. Build both formative process and impact evaluation into the implementation process so that you can readily identify progress and implement “corrective action,” when necessary.
12. Insure that evaluation activities are consistent with community information needs and resources.
13. Use evaluation information to manage the operation of the program and to continually assess its impact and appropriateness for the community.
14. Continue evaluating community needs and resources, even after a strategy has been adopted, to monitor changes in issues, needs, and resources.
15. Do not be afraid to ask for technical assistance from resources within and outside the community.
16. Develop strategies that will allow you to sustain the long-term operation of your violence prevention efforts.

## **Questions That Help You Get What You Need From Technical Assistance Providers**

- How do they determine if strategies really work?
- In what other communities has the program been implemented?
- What resources are needed to implement the program ?
  - How many staff members are needed?
  - What organizational structure is required?
  - What are the costs associated with implementing the program?
- Which elements of the program are most important to put in place?
- Do program components need to be implemented in any particular sequence?
- Is it necessary to implement every single feature of the program or is it possible to adopt some strategies and not others, but still get positive results?
- What have been some of the challenges in implementing the program?
- What kind of services can you offer?
- Can you direct me to other technical assistance providers that can work with me on aspects of this process that you are not familiar with?

## **Key Points in Making Effective Use of Technical Assistance<sup>1</sup>**

- Identify, as clearly as possible, the areas in which outside technical assistance is needed and the ways in which technical assistance will be helpful in those areas.
- Enlist the cooperation, support, and involvement of key individuals who are working on your planning strategies to identify and find outside technical assistance providers.
- In collaboration with other key planners and organizers identify the skills needed from the technical assistance provider, related to their technical expertise and other characteristics, and the scope and duration of the technical assistance that will be needed to complete the task.
- Establish a process for selecting a technical assistance provider that both clarifies what the expectations of the provider are and allows the planning group to select a provider with the necessary skills.
- Conduct reference checks that cover all key aspects of the provider's responsibilities, and meet with the provider prior to selection to ensure that the provider is compatible with all participants in the planning group.
- Assure that the technical assistance provider serves the needs of the planning group and the initiative you are trying to implement as whole and does not represent (or appear to represent) a single organizational or professional interest.
- Develop a mechanism of communication through which both the technical assistance provider and the planning group members are kept informed of all relevant work activities within the initiative.
- Establish clear expectations for the technical assistance provider, including a framework for evaluating the provider's work continually through the process.
- Make clear that the relationship is interactive.

<sup>1</sup>. Adapted from Bruner, Charles. (1993) So You Think You Need Some Help: Making Effective Use of Technical Assistance. National Center for Service Integration, NCSI Clearinghouse, National Center for Children in Poverty, Columbia University. New York, NY.

## **Comprehensive Technical Assistance Resources for Violence**

### **Prevention Efforts**

**Center for the Study and Prevention of Violence  
University of Colorado at Boulder**

**Campus Box 442**

**Boulder, CO 80309-0442**

**(303) 492-8465**

**Contact: Tiffany Shaw**

The Center for the Study and Prevention of Violence serves as a clearinghouse of information about violence prevention programs. In particular, the Center provides technical assistance in the adoption and implementation of research-based violence prevention programs with demonstrated effectiveness. In addition to providing recommendations about “research-based” models, the Center also provides training in implementation of selected programs and/or links communities to other sites that have successfully implemented the selected program.

Technical assistance is also provided in the design and implementation of assessments that help communities determine the program features and resources needed to address the particular needs and gaps in services identified by the community and that are appropriate for the specific targets of services.

**Center for Violence and Injury Prevention**

**Education Development Center, Inc.**

**55 Chapel Street**

**Newton, MA 02158-1060**

**(617) 969-7100**

**Contact: Ed Devos**

The Center for Violence and Injury Prevention focuses on building collaborative relationships that cut across disciplines, service sectors, and levels of government, and lead to the development and implementation of community-based violence prevention strategies. Once communities identify the key issues it wishes to address and the key agencies and personnel responsible for implementing violence prevention programs, the Center works with key stakeholders to match community needs with available violence prevention programs that are supported by both research and evaluation.

**Community Boards Program**  
**1540 Market Street, Suite 490**  
**San Francisco, CA 94102**  
**Contact: Jim Garrison**

Community Boards works with neighborhood-based agencies interested in implementing comprehensive violence prevention strategies that require the integration of multiple established models and strategies. Their research department maintains information about existing programs and works with agencies to help them define their needs and identify available programs that may match identified needs.

**Educators for Social Responsibility**  
**23 Garden Street**  
**Cambridge, MA 02138**  
**Contact: Larry Dieringer**

Educators for Social Responsibility work primarily with schools, school districts, after school programs, and early childhood centers to provide information about violence prevention and intervention programs specially targeted towards children and youth.

**Minnesota Center Against Violence and Abuse**  
**386 McNeal Hall**  
**1985 Buford Avenue**  
**University of Minnesota**  
**Saint Paul, MN 55108**  
**Contact: Marilyn Bassett**

Minnesota Center Against Violence and Abuse serves as a clearinghouse of ready-made resources on violence and abuse. The Center focuses on the overlap between child maltreatment and women battering, violence against women, and curriculum development and provides research, education, and resources to a variety of recipients, including domestic violence centers, community-based agencies, universities, primary and secondary schools, individuals, etc. Primarily, the Center functions as an entry point for organizations and individuals seeking resources on violence and abuse and, when possible, connects similar efforts.

## **Glossary of Key Terms Used by Technical Assistance Providers**

- Resources:** personnel, financial capital, buildings and organizations needed to implement the program; knowledge and experience of community organizations and residents in the implementation of violence prevention programs.
- Community climate:** philosophies, attitudes, and values held by the majority of people residing in the community in which change is desired; willingness of a community to engage in violence prevention efforts; history and experience with violence prevention efforts among community residents and the agencies within the community.
- Model programs:** programs that have been implemented successfully at other sites; programs whose effectiveness has been documented by rigorous evaluations that include both process and impact evaluations; program that are based on theoretical understanding of factors/elements that are needed to create change in violent behavior among target groups or within communities

## **APPENDIX A**

### **TECHNICAL ASSISTANCE PROVIDER QUESTIONNAIRE**



## 1.1 Interview Protocol for Violence Prevention TA Providers

Hello, I am calling from the Association for the Study and Development of Community. We are working with the National Funding Collaborative on Violence Prevention to conduct a brief survey of organizations that provide technical assistance to agencies or organizations that are interested in implementing violence prevention programs.

**1.1 If asked for definition of “violence prevention” programs, read the following:**

Violence prevention programs can be defined as any initiative that is designed to focus on any of the following issues:

building safer communities; changing attitudes about domestic violence and any other forms of family violence; organizing communities to build safe environments; making the juvenile and criminal systems more effective, humane, and responsive to the needs of communities; changing racial, ethnic, and gender stereotypes; preventing the involvement of youth in gang activity; creating a peaceful and just society; and helping individuals exposed to violence.

## 2. SCREENING QUESTIONS

1. How much experience do you have in helping community-based agencies and organizations implement violence prevention programs? In an average year, to how many agencies and organizations do you provide technical assistance in the adoption and implementation of a violence prevention model or program?

Number served: \_\_\_\_\_

2. I am going to read to you a list of possible ways in which information can be provided to agencies interested in adopting a violence prevention model. For each method I read to you, please tell me whether it is one of the ways in which you provide information.

Do you .....

- |  |           |
|--|-----------|
| a. provide agencies with brochures about specific programs?  | YES<br>NO |
| b. provide general guidebooks on program selection and implementation?   | YES<br>NO |
| c. provide information products such as videos, CD-ROMS, and Web site?   | YES<br>NO |
| d. have interested parties complete a <b>formal</b> review process whereby you identify their needs, target populations, resources, and goals and use information to match them to programs? | YES<br>NO |
| e. have interested parties complete an <b>informal</b> review process and use that information to match them to programs?  | YES<br>NO |
| f. provide on-site technical assistance on program implementation by your program staff?   | YES<br>NO |
|  | YES<br>NO |

*(Note: If respondent says yes to only a,b,and c, Continue with Question #6)*

### 3. INTERVIEW QUESTIONS

3. What do you believe are the most effective strategies for helping agencies, organizations, communities, or individuals adopt and adapt violence prevention strategies?

4. What do you believe are the most important factors to consider when you recommend a specific program or approach to violence prevention for adaptation in a new community?  
(Probe with: *Anything else?*)
  
  
  
  
  
  
  
  
  
  
5. What processes or procedures do you follow in helping agencies or organizations adopt a violence prevention program or community-based program?

**START AT Q.6 FOR RESPONDENTS WHO ONLY ANSWERED A, B, OR C**

6. What factors do you consider in deciding whether or not a particular violence prevention model exemplifies “best practices” in the field?
  
  
  
  
  
  
  
  
  
  
7. How do you find out about promising strategies and useful resources that you would recommend for adoption or adaptation by other agencies or organizations?



11. How does an individual or organization find out about and access your services? Do you have restrictions on who you can assist?

12. The National Funding Collaborative for Violence Prevention is developing a computer-based “Strategies Support System” that would help agencies and organizations identify, select, and implement “promising strategies” in violence prevention. The goal of the Funding Collaborative is not to replicate what is already out there. Instead they want to be able to direct agencies and organizations to existing resources, such as yours. The system will be designed to allow agencies to identify national organizations that work on the particular violence prevention areas of interest to them and to learn about the services and resources available to them through technical assistance providers, like yourself.

a. Are you familiar with any other efforts that have been undertaken to develop a similar system? (*Circle one of the following options*)

Yes

No (*If no, Continue with Question 12*)

b. Can you describe the system or systems with which you are familiar?

c. What organization or agency has developed such a system?

d. What are the key features of such a system?

e. Do you know how that system was developed? ? (*Circle one of the following options*)

Yes

No (*If no, Continue with Question 12*)

f. How did they do it and what were the lessons they learned in the process of developing it

13. Do you think that a (or another) Strategies Support System is needed? Why or why not?

14. What key features do you think that such a system should offer? What would make it most useful and unlike existing systems?

**END INTERVIEW WITH:**

Thank you for your assistance. We greatly appreciate the information you have provided.

**APPENDIX B**  
**LIST OF SURVEY PARTICIPANTS**

## **NFCVP Technical Assistance Provider Interviews Selected Sites**

AHEC/Community Partners  
Battered Women's Justice Project  
Center for the Prevention of School Violence  
Center for the Study and Prevention of Violence  
Center for Violence and Injury Prevention  
Center for Youth Resources  
Community Board's Program  
Community Development Association  
Educators for Social Responsibility  
Family Violence Prevention Fund  
Girls Inc.  
Illinois Violence Prevention Authority  
Minnesota Center Against Violence and Abuse  
National Council of Juvenile and Family Court Judges  
National Council on Crime and Delinquency  
Physicians for Social Responsibility  
Resolving Conflict Creatively Program