

# COMMUNITY NEEDS & READINESS ASSESSMENT

This assessment allows a quick gauge on where a school district or organization is in terms of readiness of designing and developing a sexual health program. The point system is intended to be a guide for needs and support.

## Section I: School District or Organization Engagement

What is the level of internal resistance?

High - 1	2	3	4	Low - 5
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What is the level of leadership resistance?

High - 1	2	3	4	Low - 5
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What is the level of staff resistance?

High - 1	2	3	4	Low - 5
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Section I total: \_\_\_\_\_

## Section II: Community Engagement

How many community champions have been identified?

Not many - 1	2	3	4	A lot - 5
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What is the quality of community champions?

Not as expect - 1	2	3	4	Exceeds expec - 5
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How many key stakeholders have been identified?

Not many - 1	2	3	4	A lot - 5
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What is the quality of key stakeholders?

Not as expect - 1	2	3	4	Exceeds expec - 5
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Section II total: \_\_\_\_\_

## Section III: Communication & Technical Logistics

How often does your district or organization initiate communication on this work?

Never - 1	Rarely - 2	Sometimes - 3	Decent Amt - 4	Always - 5
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How quickly does the district or organization respond?

Over 2 wks - 1	W/i 1 week - 2	W/i 3 days- 3	W/i 2 days - 4	Same day - 5
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How accessible is setting up professional development?

Not at all - 1	2	3	4	Extremely - 5
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How accessible is setting up program design workgroups across the district or organization?

Not at all - 1	2	3	4	Extremely - 5
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Section III total: \_\_\_\_\_

Total: \_\_\_\_\_

11 - 25	26 - 40	41 - 55
<p>Lower readiness level / Needs full support</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and engage more internal leadership support, internal staff support, community champions and key stakeholders</li> <li><input type="checkbox"/> Develop clear communication plans</li> <li><input type="checkbox"/> Plan ahead for resistance and difficult situations</li> </ul>	<p>Average readiness level / Needs some support</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and engage a few more internal leadership support, internal staff support, community champions and key stakeholders</li> <li><input type="checkbox"/> Re-evaluate communication plan as needed</li> <li><input type="checkbox"/> Develop guide for leadership team to handle resistance and difficult situations</li> </ul>	<p>High readiness level / Needs little support</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin designing development stages w/ internal leadership support, internal staff support, community champions and key stakeholders</li> <li><input type="checkbox"/> Initiate communication</li> <li><input type="checkbox"/> Address challenging situations, utilizing available tools and use experiences for future guide</li> </ul>

#### SECTION IV: ADDITIONAL CONSIDERATIONS

Here's a quiz, or list of qualities, you can use to assess if your agency or school is considered sexually healthy or supports others with disabilities. Circle **yes** or **no** for each statement.

*Developed by Elevatus Training LLC*

- Yes – No** All people with disabilities are viewed as sexual beings and as having desires and needs.
- Yes – No** People with disabilities and staff see sexual expression as a normal and healthy part of life.
- Yes – No** All people are accepted for who they are whether it be gay, straight, bisexual, asexual, pansexual, or transgender.

- Yes – No** Sexuality is treated like any other wish from someone with a developmental disability.
- Yes – No** Staff who support people with disabilities aren't afraid to address the topic.
- Yes – No** Staff have access to training on how to address the issue.
- Yes – No** Staff understand that they should not impose their values on a person with a disability.
- Yes – No** When sexuality comes up, people can talk openly and respectfully about the topic.
- Yes – No** Staff don't react, but respond in a positive way.
- Yes – No** Messages are given to people with disabilities that are positive and demonstrate an openness to the topic.
- Yes – No** People with disabilities have access to age appropriate, medically accurate sexuality education that is not fear based.
- Yes – No** If someone wants a sexual relationship or has questions about sexuality, they are given the opportunity or the answers they need.
- Yes – No** People with disabilities are given privacy to explore their sexuality.
- Yes – No** People with disabilities have opportunities to meet people and be in relationships with others.
- Yes – No** The agency/school has a policy that supports individuals as sexual beings.

For your **YES** answers, congratulations, you should be proud for how you contribute to the sexual health of people with disabilities.

For the **NO's**, these are areas you may want to focus on in order to help your agency or school become more sex positive.

Many aspects of our culture tend to be less healthy with regard to sexuality. This makes it difficult to be positive and healthy, but we can work towards this by making improvements in the environments that people with disabilities spend their time.

Some of the areas that need changing are policies, and some are our own attitudes about sexuality. Becoming educated and empowered builds skills and confidence.