

**Action-Oriented Community Diagnosis:  
An Introduction and Proposed Timeline for the  
*Power of We* Education and Youth Subcommittee**

Sara T. Stacy, BS, & Ignacio D. Acevedo-Polakovich, PhD

**Community-AID**



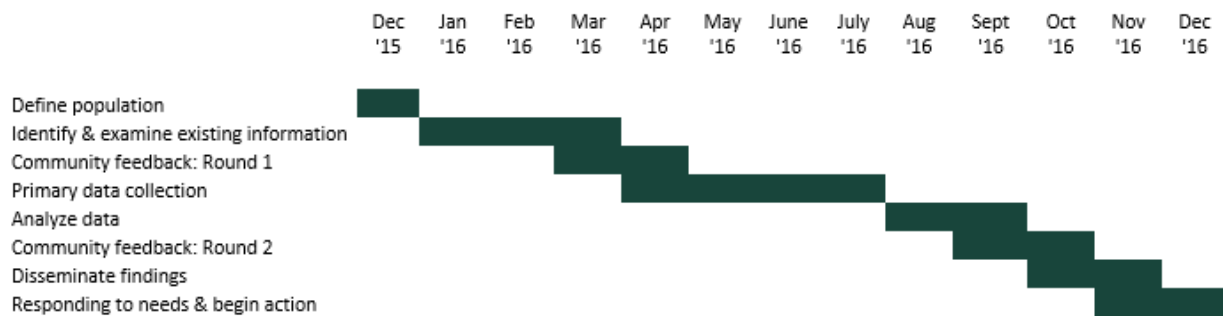
**MICHIGAN STATE**  
**UNIVERSITY**

## Introduction

Action-oriented Community Diagnosis (AOCD) is an approach focused on documenting the strengths and needs of communities in a way that identifies next actions (Acevedo-Polakovich et al., 2011). This brief paper presents AOCD to the Power of We’s Education and Youth Working Group (hereafter referred to as the working group) and proposes a timeline for its use in assessing the strengths, needs, and directions for development of health and human services for children who live within the Lansing Public School District area and who are of an age to be enrolled in grades 4<sup>th</sup> through 8<sup>th</sup>.

## Proposed Timeline

Figure 1. AOCD steps and proposed timeline



As summarized in Figure 1, the implementation of AOCD involves several steps, which—with current resources provided by Michigan State University’s Community-AID Laboratory—can be completed during the first ten months of 2016. These steps are as follows:

1. Define the target population. This step has been completed by the working group, which has chosen a focus on children in the Lansing Public School District area of the age to be enrolled in grades 4<sup>th</sup> through 8<sup>th</sup>.
2. (a) Identify and (b) examine existing information—including existing assessments, needs reports, annual reports, and data held by Power of We partners—in order to establish the current understanding of the needs of these children and of the services currently available to meet those needs.
3. Obtain community feedback (Round 1) on findings from the review of existing information.
4. (a) Design and (b) implement a primary data collection approach that will allow the working group to fill in any gaps in their understanding of the needs of, and services available services to, the children who are the focus of the assessment. This approach may include surveys, interviews, transect walks, asset-mapping, and other forms of data collection.

5. Obtain community feedback (Round 2) on findings from the primary data collection. Dissemination plan outlined and discussed.
6. Disseminate findings to agencies and individuals with a stake in the wellbeing of the children who are the focus of the assessment. Accomplished through presentations, and sharing the assessment report both in press an online.
7. Respond to defined needs and begin action

## References

Acevedo-Polakovich, I. D., Crider, E. A., Kassab, V. A., & Gerhart, J. I. (2011). Increasing service parity through organizational cultural competence. In L. P. Buki, & L. M. Piedra (Eds.), *Creating infrastructures for latino mental health* (pp. 79-98). Springer.

## Recommended Citation

Stacy, S.T. & Acevedo-Polakovich, I.D. (2015). *Action-Oriented Community Diagnosis: An introduction and outline for the Power of We Education and Youth Subcommittee*. East Lansing, MI: Community-Adaptation Implementation and Dissemination Laboratory at Michigan State University.



**MICHIGAN STATE**  
UNIVERSITY

**Michigan State University has been advancing the common good with uncommon will for more than 150 years.** One of the top research universities in the world, MSU pushes the boundaries of discovery and forges enduring partnerships to solve the most pressing global challenges while providing life-changing opportunities to a diverse and inclusive academic community through more than 200 programs of study in 17 degree-granting colleges.

[www.msu.edu](http://www.msu.edu)



**Community-AID**

The Community-AID Laboratory at Michigan State University partners with youth-serving organizations to develop, implement and evaluate innovative programs that:

- Respond to the Needs of Diverse Communities;
- Are Designed for Sustainability;
- Develop all the Talents of all Involved.

[www.community-aid.org](http://www.community-aid.org)