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Planning: How to Get From Needs & Resource Assessment to Goals, Objectives and Strategy Selection Webinar

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Goals, Objectives & Strategy Selection Webinar

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How to Raise your Hand



← This means that your hand is down

← This means that your hand is up

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---Start recording---

On behalf of the Division of Behavioral Health and Recovery, we have the following disclaimer regarding today's session.

- This training will be recorded (screen and audio)
- As a participant, you acknowledge this and consent to being recorded
- No private or confidential information is to be discussed during the course of this training
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Introductions

- Welcome Everyone!



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Next Steps for Coalition & Our Focus Today

- Complete needs assessment
- Develop conclusions that will lead to identifying prioritized problems
- Complete resource assessment
- Analyze the results & identify gaps
- Create goals and objectives
- Identify programs and strategies
- Write into Strategic Plan

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Training Objectives

Participants will increase knowledge of:

- How to complete needs assessment & prioritize substance abuse problems, intervening variables, and local conditions based on conclusions
- How to conduct resource assessment & gap analysis
- How to identify gaps in resources which address priority intervening variables and local conditions and use info to prioritize action
- How to develop goals/objectives
- The CPWI Expansion Cohort 6 list for strategy selection

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Community Coalition Guide

- **Chapter 1: General Information** – provides general information about the CPWI planning framework
- **Chapter 2: Key Objectives** – provides an overview of the intent of CPWI and the established milestones and benchmarks
- **Chapter 3: Implementing CPWI** – identifies the required tasks and provides guidance, definition, and clarification on each task category grouped by the CPWI Planning Framework steps
- **Chapter 4: General Information for Writing Coalition's Strategic Plan** - provides the CPWI requirements and processes to complete completing the coalition's Strategic Plan
- **Appendix** – provides templates and samples for use in writing your Strategic Plan and implementing CPWI

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Documenting Four Remaining Strategic Planning Sections

- Needs and Resource Assessment
- Planning
- Implementation
- Evaluation (We will cover this in March "Evaluation" webinar)

Chapter 4 of CPWI Guide

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CPWI Planning Framework

DBHR COMMUNITY PREVENTION AND WELLNESS INITIATIVE PLANNING FRAMEWORK

Adapted from SAMHSA Strategic Prevention Framework

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Reviewing Needs Assessment

1. Coalition receives overview of how to complete needs assessment
2. Coalition forms data work group
3. Data work group reviews Data Book, including Healthy Youth Survey and social indicator data, and local data as needed
4. Data work group recommends substances & intervening variables to be prioritized and Coalition acts on data work group recommendations
5. Coalition identifies local contributing factors that apply to prioritized intervening variables and Coalition acts again

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Participant Poll

- As instructed in previous training and resources, has your coalition discussed and developed a process for your needs assessment and reviewing your data book?
- Has your coalition discussed and developed a process for completing your resource assessment?
- Has your coalition discussed and developed a process for prioritizing your data?

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Prioritizing Needs Assessment Data

- Set criteria for prioritization
 - “What are the considerations for identifying most critical intervening variables and local conditions?”
 - As a group, create a list and identify most important criterion
 - Vote on criterion (thumb voting)
- Review variables and prioritize based on set criterion

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Sample Criterion

- Availability of data (measurable)
- High numbers compared to state
- High numbers compared to communities like us
- Trends
- High number of people impacted
- Community ready to address
- Impact on community
- The problem can be impacted with our funding
- What else?

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Assessment of Resources & Gaps

The Steps...

1. Establish your process (who, how, when)
2. Identify, collect, and compile information on existing resources which address the priority risk and protective factors
3. Determine gaps in resources
4. Summarize key findings
5. Document results in Strategic Plan

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Step 1

Establish your Resource Assessment process

- Gather coalition members to work on Resource Assessment
- Be clear about your goals and objectives for your Resource Assessment review
- Review previous findings if available
- Identify new possible sources of information
- Establish timeframe for collection

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Participant Poll

How are coalition members involved in your Resource Assessment?

- Agree on collection tool
- Collect information
- Review and compare information
- Present and analyze information
- Write summary of Resource Assessment updated findings for Strategic Plan

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Step 1

Collection Tool

- What do you want to know?
- At the end how do you want to present information?
- What information will support strategy selection?

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Step 2

Collecting Information

Types of information to be collected:

- Resource/provider contact info
- Funding sources and duration
- Program/activity – description, location, when service is offered, type of service, participant cost
- What risk/protective factors and local conditions are addressed
- Target populations - populations served, numbers served
- Type of prevention strategy – CSAP strategies, domain, sector
- Evaluation results

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Step 2

Collecting Information

Use the following to identify resources:

- Coalition members
- Directories - human services, helpline/crisis clinic, health department, telephone
- City halls (especially in small towns)
- One-stop centers /food banks
- Medical providers - community health clinic
- Key informants/prevention service providers
- Surveys/coalition member information

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A tool that may be useful



Example of online survey to collect information from new coalition members

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Step 2

Collecting Information

Community Resources Assessment - Sample Questions

NOTE: You will want to select questions that support what you want and need to learn about your community to support your strategic planning. Also consider the format to meet your needs and method for collection.

1. Program Name: _____
2. Organization Contact Information:
 - Contact Name: _____
 - Address: _____
 - Phone: _____
 - Email: _____
 - Website: _____
3. Program Description (brief): _____
4. Funding:
 - Funding Type: Federal, State, Other _____
 - Funding cycle: One-time only, Periodic, Annual _____
 - Current funding period: _____
 - Amount: \$ _____
5. Does the program impact (directly) intervening variables and contributing factors?
 - No
 - Yes, which one(s): _____
6. If you answered yes to number 5 (above), which programs or services impact the priority intervening variables (select contributing factors)? And please describe how the program or service impacts the intervening variables and/or contributing factors. _____
7. Level of prevention (select only the primary level of prevention for the program):
 - Universal
 - Selective
 - Individual
 - Environmental
8. Age group(s) served by the program (check all that apply):
 - Infancy and early childhood (0-4yrs)
 - Middle Childhood (5-12yrs)
 - Pre-Adolescence (13-14yrs)
 - Adolescence (15-17yrs)
 - Young Adulthood (18-24yrs)
 - Adulthood (25-49yrs)
 - Older Adulthood (45-64yrs)
 - Senior Adulthood (65 and older)

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Step 2

Collecting Information: Interviewing community resource providers

Interviewing a community resource provider:

1. Deliver the 1 minute opening comments
 - ✓ Introduce yourself
 - ✓ Coalition you are representing
 - ✓ Community Prevention & Wellness Initiative
 - ✓ Resource and Gaps Assessment
 - ✓ Information being collected about resources
 - ✓ Importance/relevance of the information
2. Ask if they would like to participate in the effort
3. Ask questions to gather information on their resource(s)
4. Thanks!

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Step 3

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Gap Analysis

- Also called a review of resource gaps
- At its core are two questions: "Where are we?" and "Where do we want to be?"
- A review of resource gaps is a process that compares actual conditions with ideal conditions
- A review of resource gaps starts with the prevention resources that are available in the community, and compares that to what will be needed to address the issues that emerged in the needs assessment phase of the planning process

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Step 3

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What is a Gap?

In prevention, service and program gaps exist in a variety of forms:

Intervening variable/contributing factor gaps – Is the intervening variable and/or contributing factors being adequately addressed by existing services and programs?

Evidence-based gaps – Are programs, policies, and practices evidence-based?

Developmental gaps – Are services available at the appropriate developmental age? Are there developmental gaps in the continuum of services?

Population/Demographic gaps – Are services reaching all potential participants appropriately and adequately? Do disparities exist between groups being served, because, for example, there are gaps in language/culture specific curriculum materials available?

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Implementation Gaps

Funding gaps can impact quality of

- Facilitator training and coaching
- Adequate oversight and evaluation

which in turn may lead to

- Gaps in fidelity of program delivery

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Step 3

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Benefits of a Gap Analysis

A community review of gaps will assist you to:

- Identify gaps in services
- Avoid duplication in services
- Build collaboration among service providers
- Ensure you are putting your time and money where it will have the greatest impact
- Ensure you are creating a comprehensive prevention strategy for your community
- Focus your impact on priority intervening variables and contributing factors

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Step 3

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Determine Gaps In Resources – Sample

Priority intervening variable:
Family Management Problems

Resource gaps

- No parenting classes for parents of 12 – 14 year-olds
- No parenting classes provided in Spanish
- Existing parenting classes are not evaluated for effectiveness
- Existing parenting classes are not filled to capacity – not reaching “hard to reach parents”
- Lack of skilled parenting instructors in the community

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Participant Poll

How difficult do you think it will be to collect your resources information?

- 1) Very difficult
- 2) Somewhat difficult
- 3) Not too difficult
- 4) Not difficult at all

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Summarizing Key Findings

What does your Resource Assessment information tell you related to your identified needs?

What we have...	What we need...
<ul style="list-style-type: none"> • Ages served • Times offered • Locations • Evidence-based • Addressing local conditions • Culturally appropriate 	<ul style="list-style-type: none"> • Ages served • Times offered • Locations • Evidence-based • Addressing local conditions • Culturally appropriate

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Step 4

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Summarizing Key Findings

- **Example 1:**
"After reviewing information collected from our resource assessment we determined that we have significant and effective resources available for children ages 5-12, however there are limited programs for youth ages 13-15..."

HAVE →

NEED →

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Summarizing Key Findings

- **Example 2:**
"After reviewing information collected from our resource assessment we understand that the Family Center provides valuable programs for parents in our community; however these services are underutilized and we need to reach out to more diverse populations by providing information and communication in multiple languages..."

HAVE →

NEED →

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Summarizing Key Findings

- **Example 3:**
 - “Needs assessment shows low opportunities for prosocial involvement in community. Resource assessment information shows that the middle school is interested in a program to connect students in the community, however there are no developmentally appropriate programs or services for middle school students currently planned...”

HAVE →
NEED →

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Documenting Key Findings

- **Include in Strategic Plan:**
 - Describe the process you used to complete your Coalition’s needs and resource assessments
 - List significant community partnerships
 - List important and/or significant information that indicates specific areas that you will want to consider when focusing your substance abuse efforts (for example, lack of fidelity of programs being implemented to address a specific local condition; lack of services being provided for a local condition)
 - Provide summary of the gaps in relevant resources
 - Provide summary of the key data and information findings
 - Include the detailed data and information reviewed in the appendix of the Plan

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BREAK

10 minutes

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Analysis and Strategy/Program Prioritization

So now what?

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Completing a Resource Assessment

- ✓ Process
- ✓ Findings
- **Analysis and Further Prioritization**

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Summarizing Key Findings

- **Example 1:**
 - *“After reviewing information collected from our resource assessment we determined that we have significant and effective resources available for children ages 5-12, however there are limited programs for youth ages 13-15...”*

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What does your Resource Assessment information tell you?

What we have...	What we need...	} How does this inform what we are going to do?
<ul style="list-style-type: none">• Ages served• Times offered• Locations• Evidence-based• Addressing local conditions• Culturally appropriate	<ul style="list-style-type: none">• Ages served• Times offered• Locations• Evidence-based• Addressing local conditions• Culturally appropriate	

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Integrate information in Strategic Plan

- Phase 1: Developing Strategies 
- Phase 2: Building Toward Your Action Plan

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Next Steps

- Coalition determines priorities
- Coalition identifies the kind of resources you will provide to address your local problems
 - Coalition development & community organization
 - Capacity-building, cultural competency, sustainability
 - Direct service evidence-based programs
 - Public awareness campaign & statewide media campaign
 - Environmental strategies

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A Comprehensive Plan Includes Multiple Strategies

CSAP Strategies with Examples

- Alternative (Community-based Mentoring/Summer Youth Programs)
- Community-based Process (Community Coalition)
- Education (Life Skills, Guiding Good Choices)
- Environmental (School and/or Community Policy Development/implementation)
- Information Dissemination (Opioid Starts with One Campaign)
- Problem ID and Referral (School-based Substance Abuse Professional)
- Other (Category only used for training, not miscellaneous)

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Add Information in Strategic Plan

- **Core questions:**
 - *What resources do we have that we want to include in our plan to the end of September 2020?*
 - *What resources (strategies, programs, activities) do we need in order to impact the local conditions we want to change?*
 - *How does the information from our Resource Assessment inform the strategies we need to address our local conditions?*

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Integrate information in Strategic Plan

- **Example 1:**

“After reviewing information collected from our needs and resource assessment we determined that we have significant and effective resources available for children ages 5-12 to address youth that think prescription drug misuse is harmless, however there are limited programs for youth ages 13-15 ...”

Resources → [Text] ← Gaps

[Text] ← Local Condition

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Integrate information in Strategic Plan

- **Example 1:**
"After reviewing information collected from our needs and resource assessment we determined that we have significant and effective resources available for children ages 5-12 to address youth that think prescription drug misuse is harmless; however there are limited programs for youth ages 13-15 ..."

Strategy → **So what's our strategy?**

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Integrate information in Strategic Plan

Example 1: Inform the strategy selection

Needs Assessment

- Priority intervening variable: Early Identification of Substance Use
- Local condition: Youth who do not see the harm of prescription drug misuse until it is too late

Resource Assessment Phase 1

Resource and Gaps:

- Limited programming available for youth ages 13-15
- No classes provided in Spanish
- Existing classes are not evaluated for effectiveness
- Youth will attend if available typically afterschool if they are free and offered regularly
- Historical funding for youth afterschool programs has been significantly reduced

Strategy: Youth Education

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So how does this inform your strategies???

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Summarizing Key Findings

- **Example 2:**
"After reviewing information collected from our resources assessment we understand that the Family Center provides valuable programs for parents in our community; however these services are underutilized and we need to reach out to more diverse populations by providing information and communication in multiple languages..."

HAVE →

NEED →

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What does your Resource Assessment information tell you?

Example 2: What we have...

- Family Center that offers parenting ed
- Facilities in two target neighborhoods
- Grant to support EBP
- Coalition to help recruit families

What we need...

- Parents to learn communication skills
- EBP for parents with children ages 10-14
- Translation services
- Skilled facilitators

How does this inform what we are going to do...

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Integrate information in Strategic Plan

Example 2: Inform the strategy selection

Needs Assessment

- Priority intervening variable: Family Management Problems
- Local condition: Parents don't know how to use family management skills to control or effectively with their children

Resource Assessment Phase 1

Resources and Gaps:

- No parenting classes for parents of 10 – 14 year-olds
- No parenting classes provided in Spanish
- Existing parenting classes are evaluated for effectiveness
- Existing parenting classes are not filled to capacity – not reaching all who need to reach parents"
- Lack of bi-lingual skilled parenting instructors in the community

Strategy: Parent Education

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So how does this inform your strategies???

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Analysis & Prioritization of Resources

- Include in Strategic Plan
 - Describe the Coalition's conclusions based on the key findings and explain how these were derived
 - Explain how these conclusions connect the analysis from the needs and resource assessment to the strategies and activities described in the next section

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Cultural Competence and the Plan

- Describe how the Coalition includes representatives of diverse and underserved groups in decision-making to best inform policy and programmatic decisions
- Describe how the Coalition's plan addresses behavioral health disparities and diversity among community members

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Sustainability and the Plan

- Engaging Coalition members and community partners in the initial planning phase to establish mission, goals, strategies and intended outcomes is vital to develop their sense of involvement and commitment
- Continuing to involve participants and partners in ongoing review of the Plan and updates is equally important to sustain the Coalition's influence, impact, and outcomes over time

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Sustainability and the Plan

Describe how the Coalition will use the Strategic Plan in ongoing discussions to guide the work and efforts of the Coalition

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Goals

- Goals in strategic plans are what you intend to change/impact over a 2-5 year period with your efforts
- Goals are intended to lower risk or increase protective factors – also called “Intervening Variables”
 - CPWI communities select at least one risk/protective factor/intervening variable from each blue box on the Logic Model and may add others

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Objectives

- An objective states how you will achieve your goal
 - Objectives have short term outcomes and are derived from the local condition that you want to change/impact with your strategies
 - It breaks down the goal into achievable pieces that will lead to reducing the goal (or risk factor) over time
 - A goal can have more than one objective, but an objective cannot have more than one goal

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Developing Objectives

Important elements of good objectives: SMART

- *Specific* – target a specific area for improvement
- *Measurable* – quantify or at least suggest an indicator of progress
- *Assignable* – specify who will do it
- *Realistic* – state what results can realistically be achieved, given available resources
- *Time-related* – specify when the result(s) can be achieved

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Share an example?

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Examples

- **Goal:** Reduce community disorganization in Happy Valley community by September 29, 2023
 - **Objective:** By September 29, 2020 increase community capacity to address ATOD in Happy Valley community
- **Goal:** Reduce availability of prescription opioid drugs in Happy Valley community by September 29, 2020
 - **Objective:** Reduce social access to opioids among middle and high school aged youth in Happy Valley community by September 29, 2020

*Target (Optional only and not included in Minerva.
Example: ...decrease access by 10% by 2020).*

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Examples

- **Goal:** Reduce community disorganization in Happy Valley community by September 29, 2023
 - **Objective:** By September 29, 2020 increase Happy Valley community capacity to address ATOD

*Target (Optional only and not included in Minerva) Example:
By September 29, 2020 increase Happy Valley capacity to address ATOD as measured by 20% annual increase in Coalition membership*

 - **Strategy:** Community Coalition (Community-based Coordination)
- **Goal:** Reduce availability of prescription opioid drugs in Happy Valley community by September 29, 2020
 - **Objective:** By September 29, 2020, reduce social access to opioids among middle and high school aged youth in Happy Valley community
 - **Strategy:** Starts with One Opioid Media Campaign (Information Dissemination)

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More Examples

- **Goal:** Reduce favorable attitudes to underage alcohol use among Happy Valley community middle and high school youth by September 29, 2020
- **Objective:** Increase student perception of harm of youth alcohol use among middle and high school age youth in Happy Valley School District by September 29, 2020
- **Optional Target:** by 10% as measured by HYS
 - **Strategy:** Project SUCCESS/Substance Abuse Professional Services (Problem ID & Referral)
- **Goal:** Reduce early initiation of substance use among Happy Valley community middle school youth by September 29, 2022
- **Objective:** Decrease favorable attitudes toward substance misuse among 8th graders in Happy Valley community by September 29, 2020
- **Optional Target:** by at least half of participants per pre/post program evaluation
 - **Strategy:** Positive Action (Youth Education)

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How do we build goals and objectives in the CPWI process?

- **Step 1:** List the intervening variables (risk/protective factors) you have identified as priorities for your Coalition based on needs/resources assessment
- **Step 2:** List the local condition you have identified for each priority intervening variable
- **Step 3:** Refer to the document titled "Understanding Survey Selection in Minerva" (keep this close to you!)
- **Step 4:** Find each risk/protective factor you have identified on the list in the Survey Selection in Minerva guide

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- **Step 5:** Change each of your risk/protective factors to a goal by adding a verb such as "increase" or "decrease"
Example: Risk factor is "Community Laws and Norms Favorable to Drug Use"
Goal becomes: "Reduce Community Laws and Norms Favorable to Drug Use"
- **Step 6:** Find the local condition that fits with each intervening variable in turn on the logic model and in Survey Selection document
Example: Local condition for risk factor above is "Policies/social practices favorable to youth use"
 Change each of your local conditions to an objective by adding a verb such as "increase" or "reduce"
Objective becomes: "Reduce policies, social practices favorable toward ATOD use"

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Selecting Strategies

- Use the guidance provided for CPWI Expansion [Cohort 6 program list](#) to get you started.
 - Use [Understanding Survey Selection in Minerva Reference Guide](#) to complete your list of prioritized goals and objectives (Describe goals and objectives in Strategic Plan narrative also)
 - Review programs in Cohort 6 program list to identify which programs are best fit for your community's goals and local conditions.
 - Check out [Blueprints Programs for Healthy Youth Development](#) to learn more about the programs on the list.
- 60% of direct service programs need to be from the CPWI Expansion Evidence-based Program list.
 - Environmental & Information Dissemination strategies will not count toward or against the 60% evidence-based program percentage.

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Resources

- [The Athena Forum](#)
 - Engage in the [discussion board!!](#)
- Understanding [Survey Selection](#)
- Strategic Planning Technical Assistance
 - Prevention System Manager
 - Stephanie Atherton
 - Wednesdays 1:00pm – 4:00pm (See [training calendar](#) in Athena)

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Summary

Today we covered...

- Review of needs & resource assessment & function of gap analysis
- How to use needs and resource assessment results to develop goals & objectives and align effectively with strategy selection
- How to incorporate process and decisions into Strategic Plan narrative

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Thank you

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