

Gap Analysis, Objectives and Strategy Selection for Strategic Plan Update Webinar

Division of Behavioral Health & Recovery

April 8, 2015

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Introduction



- Before we start...

Chat



- Please type your answer into the chat box.
- What is the value-added to your coalition's strategic planning in updating the resources assessment?



Training Objectives

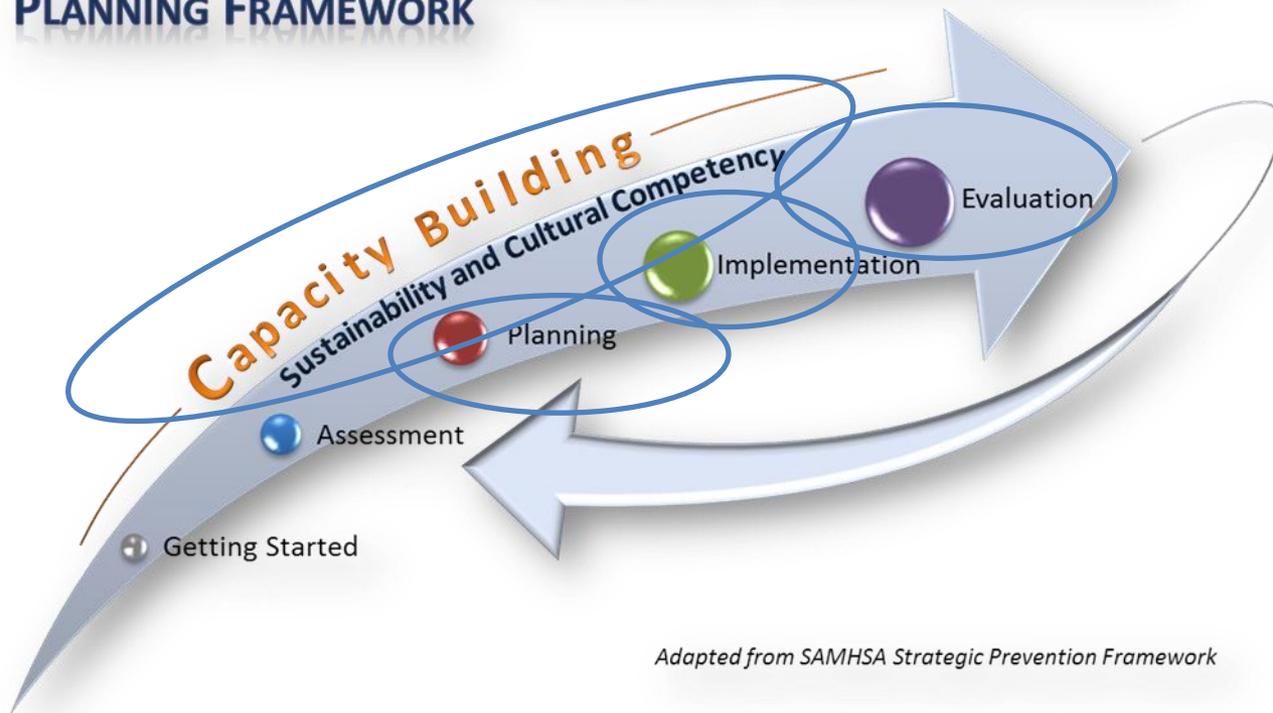
Participants will:

- Understand what information to collect to review previously identified resources that addresses priorities identified during needs assessment.
- Understand what information to collect to review new resources that addresses priorities identified during needs assessment.
- Get tools and examples for Resources Assessments.
- Discuss how to identify gaps in resources which address priority risk and protective factors.
- Understand how to develop objectives.
- Know where to access resources for Strategy Selection.



CPWI Planning Framework

DBHR COMMUNITY PREVENTION AND WELLNESS INITIATIVE PLANNING FRAMEWORK



Adapted from SAMHSA Strategic Prevention Framework



Side note: We all plan

Steps to Creating Great Change
Maintaining and Improving the Community

- 1 Get organized
- 2 Identify community needs
- 3 Create a shared community vision that includes aesthetic and physical needs
- 4 Develop an understanding of the community's physical and social environment
- 5 Develop and adopt a community needs vision, and the strategies to achieve it
- 6 Establish an evaluation system to evaluate all aspects of the plan ... project at a regular interval

Shopping List

- Laundry detergent
- Yogurt
- Salad
- Bread
- Fruit
- Life, Golden Braham's
- Pasta
- Macaroni & Cheese
- Fry
- Orange juice
- Peanut butter & jelly
- Paper/plastic bowls, plates, cups, forks, knives, spoons, napkins
- Microwave meals
- Raisins
- Trail mix
- Chicken tenders

How We'll Know When We're There

Where We Want To Be

How We'll Know When We're There



Elements of a good Assessment

- ✓ Needs
- Resources
- Gaps





Completing a Resources Assessment

- Process
- Findings
- Analysis and Prioritization



PROCESS

WHO? WHAT? DO.

What is a Resources Assessment?



Definition: A resource assessment is a systematic process for examining the current resources in your community which are reducing risk factor and increasing protective factors.



What is a “Resource”?



“Resources” are funding, program, policy, initiative, people, and/or services that:

- Can be activated to reduce the likelihood of alcohol, tobacco, and other drugs misuse/abuse.
- Promote healthy communities.
- Address local conditions.
- “Can be directed toward solving the specific problems identified as top community concerns.” *- CADCA, Coalition Academy*



Benefits of a Resources Assessment

- A community resource assessment will assist you to:
 - Identify key resources needed to support your Strategic Plan.
 - Build collaboration among service providers.
 - Recognize the EBP's and environmental efforts currently available in your community.
 - Identify gaps in services and avoid duplication in services.
 - Promote the work and efforts on the coalition to build capacity and sustainability.

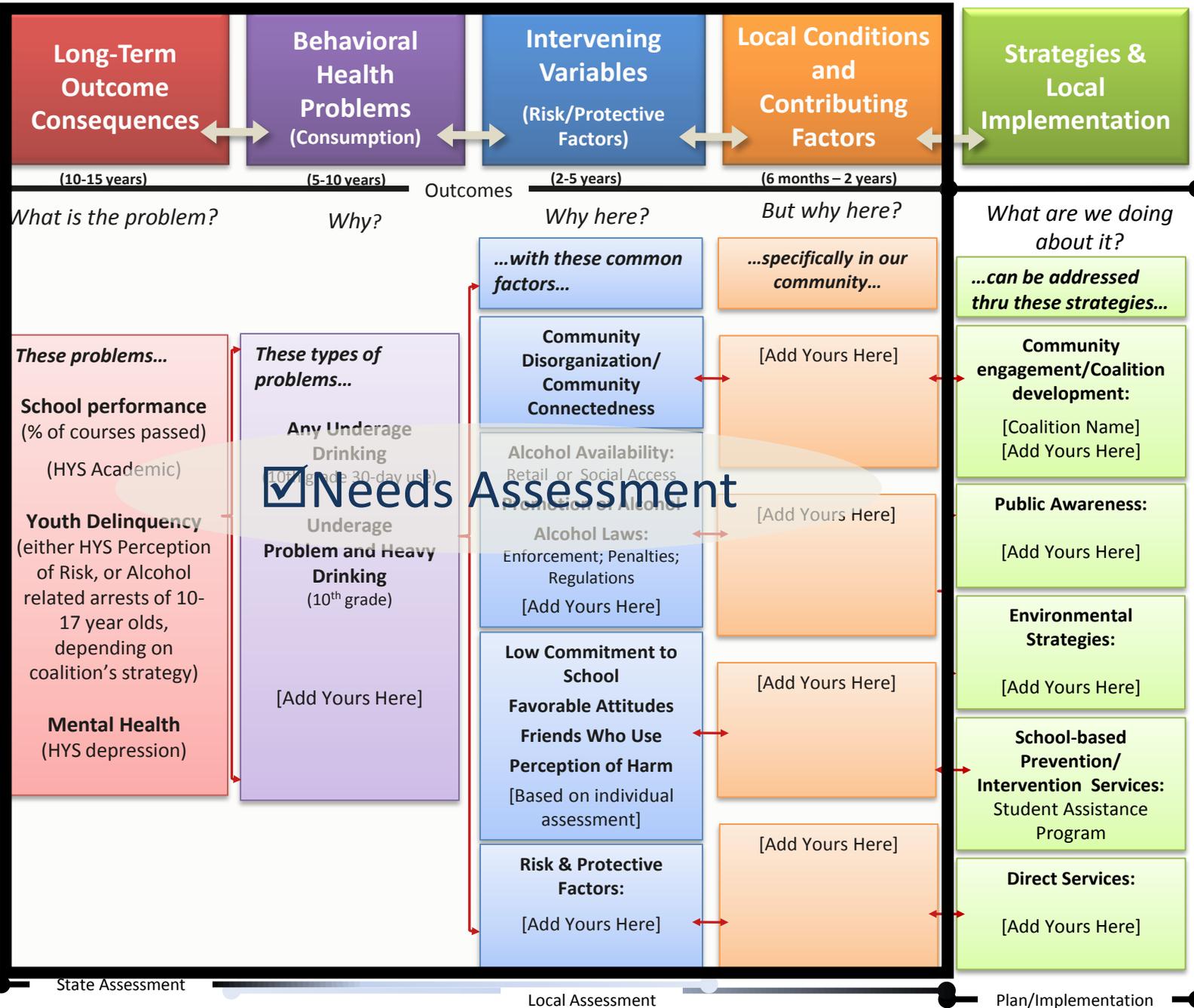


Benefits of a Resource Assessment

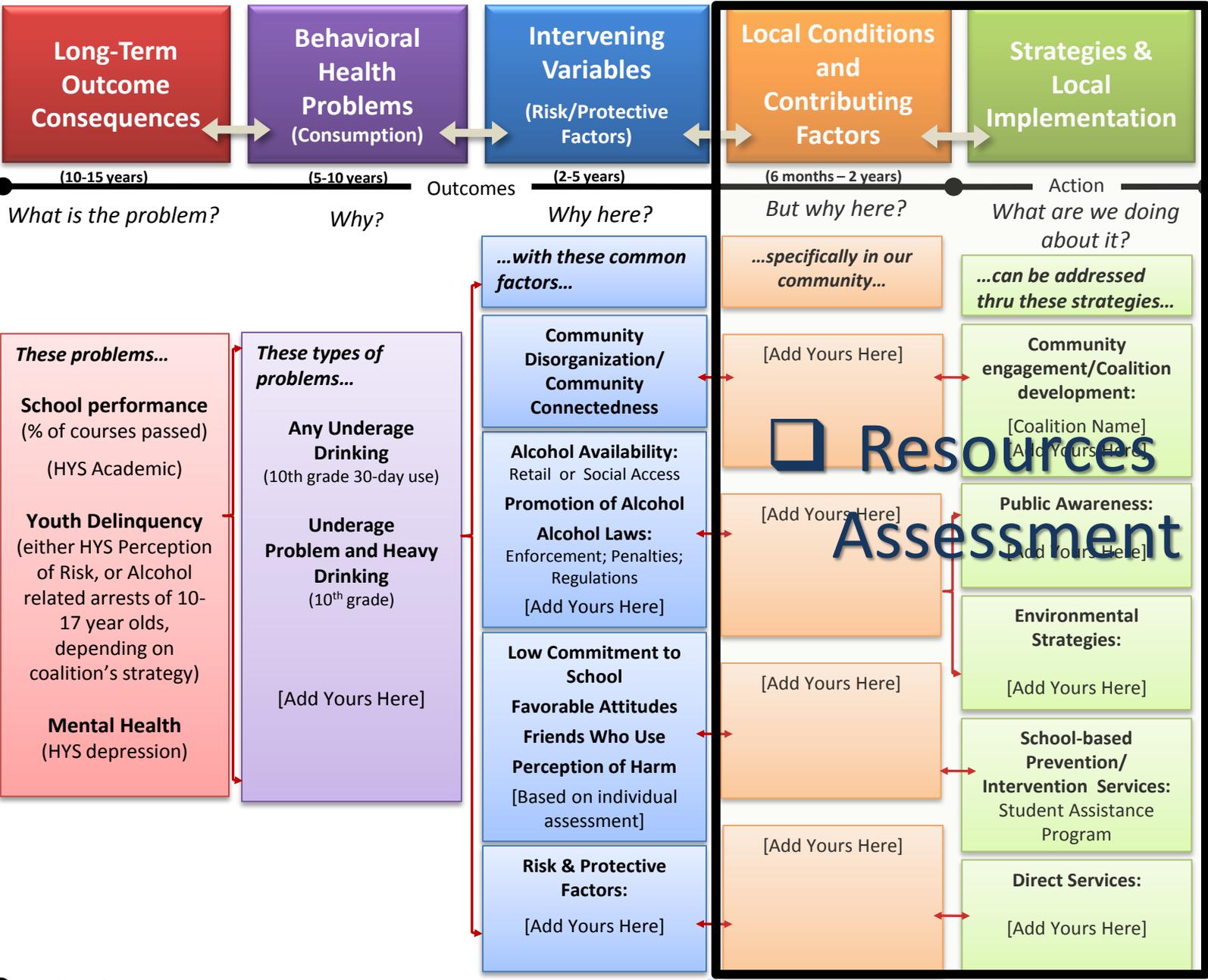
So that you can...

- 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
- Ensure you are effectively impacting your priority risk and protective factors

[Name] Coalition Logic Model



[Name] Coalition Logic Model



What resources do we have, that we want to include in our plan?

What resources do we need in order to impact the local conditions we want to change?



Completing a Resources and Gaps Assessment

Five Steps...

1. Establish your process.
2. Identify, collect, and compile information on each existing resources which address the priority risk and protective factors.
3. Determine gaps in resources.
4. Determine key findings.
5. Add information into Strategic Plan for update.



Poll

- Which of these steps do you feel particularly strong in your ability to complete?
- Which of these steps do you think might challenge you?



Step 1:

Establish your process for update



- Gather coalition members to work on Resources Assessment.
- Be clear about your goals and objectives for your Resources Assessment review and update.
- Review previous findings.
- Identify new possible resources.
- Decide on how you will compare 2015 information with previous.
- Establish timeframe for collection.

Go forth and collect! ...



Poll

- How are coalition members involved in your Resources Assessment?
 - Agree on collection tool
 - Collect Information
 - Review/ compare information
 - Present information
 - Write summary of Resources Assessment updated findings for Strategic Plan Update.

Step 1:

Collection Tool



- What do you want to know?
- At the end how do you want to present information?
- What information supports determining local conditions and strategy selection?
- What information will support implementation of strategies?

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

Step 2:

Collecting Information



Use the following to identify resources:

- Coalition members
- Directories - Human services, Telephone Helpline/Crisis Clinic, health department
- City halls (especially in small towns)
- One-stop centers, Food banks
- Medical providers - community health clinic
- Key informants / prevention service providers
- Surveys

What else???



Step 2:

Collecting the 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, private, other* _____
 - Funding cycle *One-time only, annual, biennial* _____
 - Current funding period *month/year-month/year* _____
 - Amount \$ _____
5. Does the program impact priority 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 and/or contributing factors? And please describe how the program or service impacts the intervening variables and/or contributing factors. _____
7. Level of prevention (check only the primary level of prevention for the program):
 - Universal Selective Indicated Environmental
8. Age group(s) served by the program (check all that apply):
 - Infancy and early childhood (0-4yrs)
 - Middle Childhood (5-11yrs)
 - Pre-Adolescence (12-14yrs)
 - Adolescence (15-17yrs)
 - Young Adulthood (18-24yrs)
 - Adulthood (25-44yrs)
 - Older Adulthood (45-64yrs)
 - Senior Adulthood (65 and older)





Step 2:

Collecting the Information


WellSpring
COMMUNITY NETWORK
— Growing community wellness —

Name: _____
Phone: _____
Email: _____

Date: _____
Mailing Address: _____
Organization/Affiliation: _____

WellSpring's Vision:
We are a vibrant community where everyone feels valued and contributes to the wellbeing of all.

WellSpring's Mission:
Through awareness, advocacy, and action we will create a community culture that strengthens families, reduces substance use, and promotes mental, physical, emotional, and spiritual wellness.

1. Describe your motivation for being involved with WellSpring. Why is strengthening community important to you? Who do you advocate for or represent?
2. What role do you see WellSpring playing to help you accomplish your goals (personal and/or agency). How do you see yourself and/or agency helping WellSpring in meeting its mission?
3. How can WellSpring help members maintain enthusiasm for the task?

PO Box 170 Long Beach, Washington 98631 Email: admin@wellspringpacific.com Phone: 360-783-1090





Step 2:

Collecting Information

Interviewing a community resource provider:

1. Deliver the 1 minute opening comments.
 - ✓ Introduce yourself
 - ✓ Coalition you are representing
 - ✓ Community Prevention and Wellness Initiative (CPWI) Planning Process
 - ✓ 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!



Poll

- How difficult have you found it to collect your resources information?
 - Very difficult
 - Somewhat difficult
 - Not too difficult
 - Not difficult at all

Step 2:

Compiling your Information

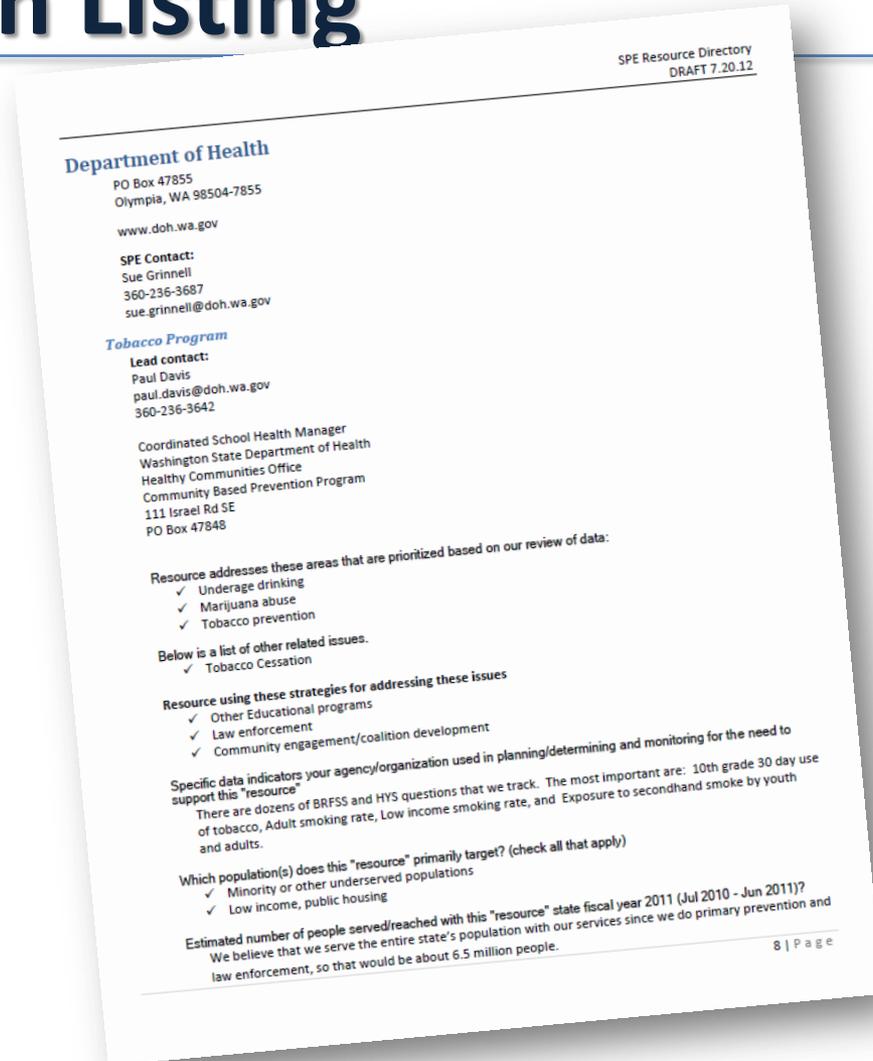


- What do you want to know in the end?
- How did you previously display information in a way that helped you make decisions?
 - Information listing (Directory)
 - Charts and graphs
 - Maps



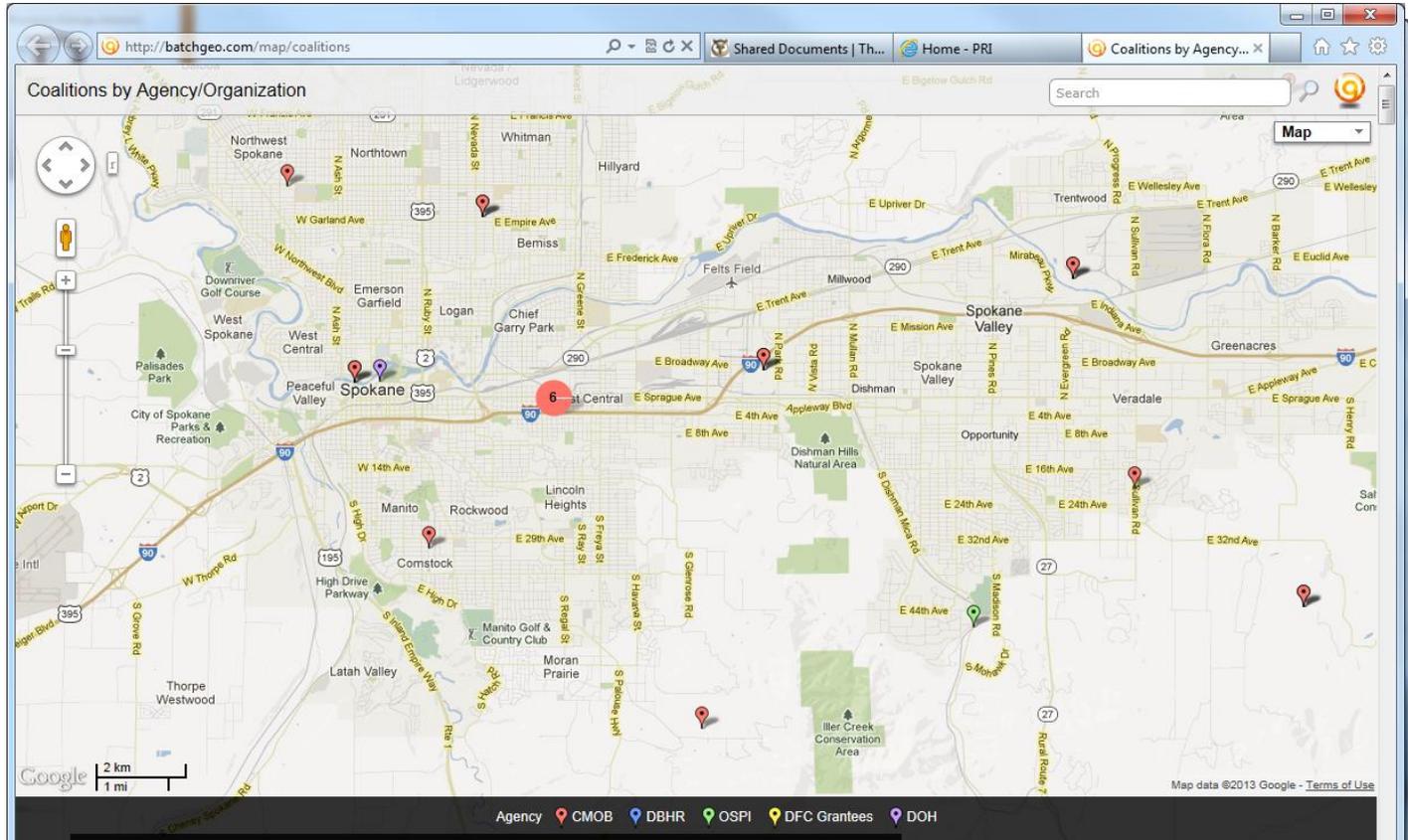
Step 2:

Information Listing



Step 2:

Mapping



Step 2:

Mapping



batchgeo

make maps features pro pricing mobile support blog

Copy and then paste your location data below:

Example Address	Name
1 Crossgates Mall Road, Albany, NY 12203	Cross Gates
Duke Rd & Walden Ave, Buffalo, NY 14225	Walden Galleria
630 Old Country Rd., Garden City, NY 11530	Roosevelt Field
160 Walt Whitman Rd., Huntington Station, NY 11746	Walt Whitman

(Don't forget to include some header columns - You can also try our Spreadsheets)

Validate & Set Options

<http://batchgeo.com/>

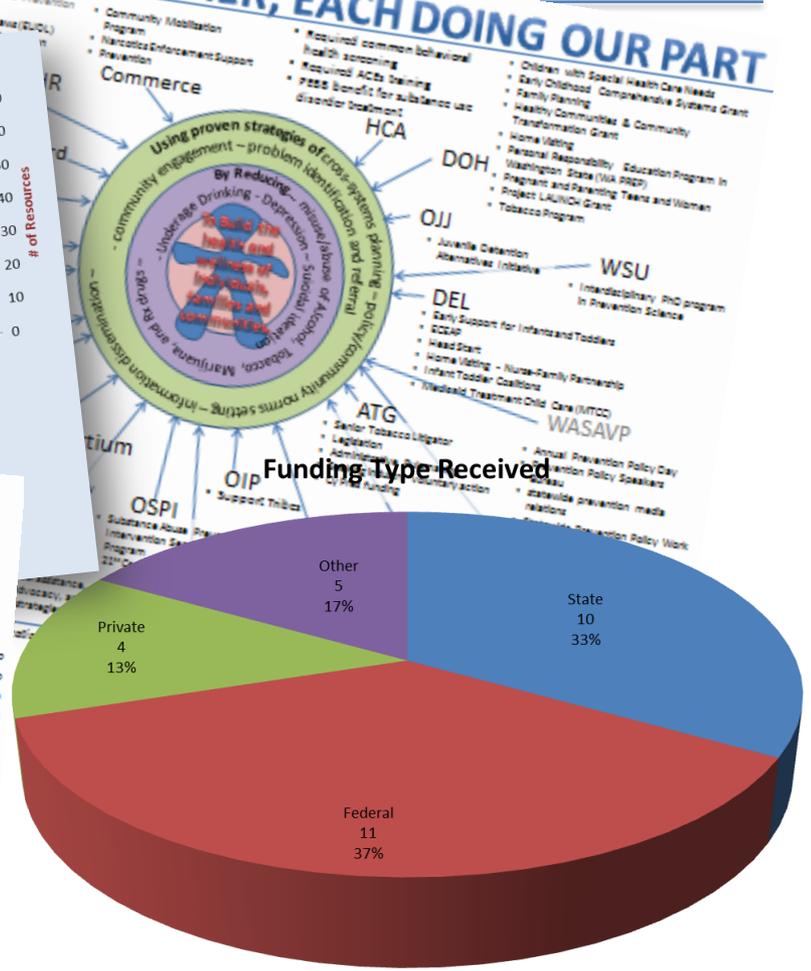
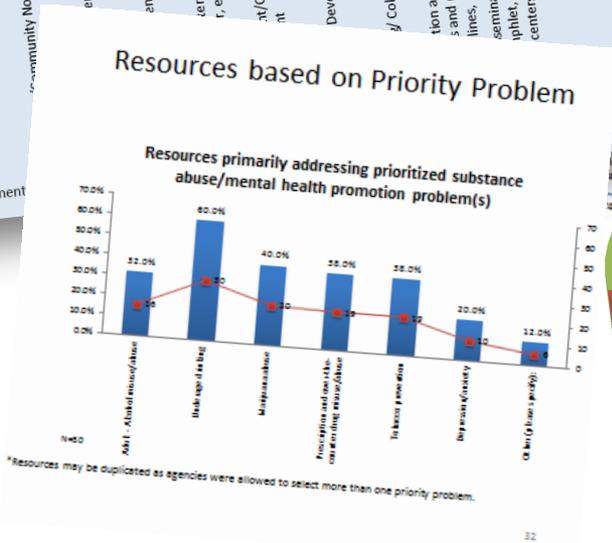
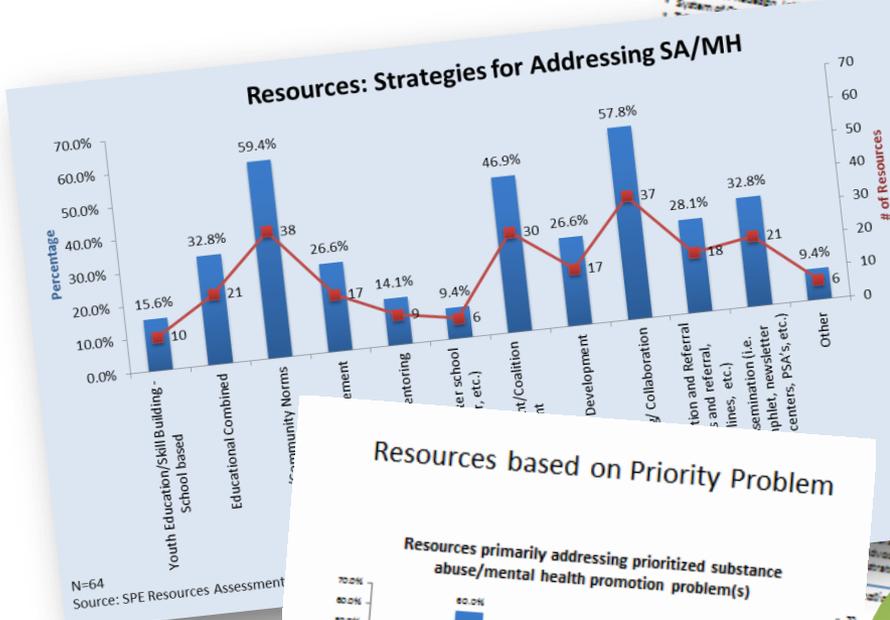
State	County	City	Program	Agency	Zip Code
WA	Benton	Pasco	Coalitions in @ \$6,600 CM Funding; ma	CMOB	99301
WA	Benton	Kennewick	Coalitions in @ \$6,600 CM Funding; ma	CMOB	99337
WA	Benton	Richland	Coalitions in @ \$6,600 CM Funding; ma	CMOB	99352
WA	Chelan	Wenatchee	Coalition in @ \$9,690 CM Funding; ma	CMOB	98801
WA	Clark	West Vancouver	Coalition in @ \$24,900 CM Funding; ma	CMOB	98660
WA	Cowlitz	Kelso	Coalitions in @ \$3,526 CM Funding; ma	CMOB	98626
WA	Cowlitz	Castle Rock	Coalitions in @ \$3,526 CM Funding; ma	CMOB	95611
WA	Cowlitz	Kalama	Coalitions in @ \$3,526 CM Funding; ma	CMOB	98625
WA	Grays Harbor	Aberdeen	Coalitions in @ \$2,432 CM Funding; ma	CMOB	98520
WA	Jefferson	Port Townsend	Coalition @ \$2,000 CM Funding; match	CMOB	98368
WA	Snohomish	Monroe	Coalitions in @ \$2,276 CM Funding; ma	CMOB	98272
WA	King	Skykomish	Coalitions in @ \$2,276 CM Funding; ma	CMOB	98288
WA	King	Seattle	Coalitions in @ \$2,276 CM Funding; ma	CMOB	98168
WA	King	Shoreline	Coalitions in @ \$2,276 CM Funding; ma	CMOB	98155
WA	King	Borhell	Coalitions in @ \$2,276 CM Funding; ma	CMOB	98021
WA	Lewis	Adna	Coalitions at and @ \$1,000 Cm Funding; CMOB	CMOB	98522
WA	Lewis	Centralla	Coalitions at and @ \$1,000 Cm Funding; CMOB	CMOB	98531
WA	Okanogan	Omak	Coalition in @ 5,000 CM Funding; match	CMOB	98841
WA	Okanogan	Omak	Coalition in Omak Middle School @ \$2,C	CMOB	98841
WA	Pierce	Tacoma and Rural Pierce Count	Coalitions in blocks and neighborhoods	CMOB	98444
WA	Skamania	Stevenson	Youth Coalitions in @ \$9,546 CM Fundr	CMOB	98648
WA	Skamania	Carson	Youth Coalitions in @ \$9,546 CM Fundr	CMOB	98610
WA	Snohomish	Mukilteo School District	Coalitions in @ \$2,000 CM Funding; ma	CMOB	98275
WA	Snohomish	Marysville	Coalitions in @ \$2,000 CM Funding; ma	CMOB	98270
WA	Spokane	Spokane, Spokane Valley, Deer	Washington Drug-Free Youth Coalitions	CMOB	99202
WA	Spokane	Spokane, Spokane Valley, Deer	Washington Drug-Free Youth Coalitions	CMOB	99202
WA	Spokane	Spokane, Spokane Valley, Deer	Washington Drug-Free Youth Coalitions	CMOB	99202
WA	Spokane	Spokane, Spokane Valley, Deer	Washington Drug-Free Youth Coalitions	CMOB	99207
WA	Spokane	Spokane, Spokane Valley, Deer	Washington Drug-Free Youth Coalitions	CMOB	99205
WA	Spokane	Spokane, Spokane Valley, Deer	Washington Drug-Free Youth Coalitions	CMOB	99201
WA	Spokane	Spokane, Spokane Valley, Deer	Washington Drug-Free Youth Coalitions	CMOB	99207
WA	Spokane	Spokane, Spokane Valley, Deer	Washington Drug-Free Youth Coalitions	CMOB	99203
WA	Spokane	Spokane, Spokane Valley, Deer	Washington Drug-Free Youth Coalitions	CMOB	99223
WA	Spokane	Spokane, Spokane Valley, Deer	Washington Drug-Free Youth Coalitions	CMOB	99202



Step 2:

Charts and Graph

WORKING TOGETHER; EACH DOING OUR PART



Step 2:

Examples from Cohort 1



- Well Spring Community Network –
 - Human Capital
 - Community Collaboration and small town political ties
 - Agency support and other service providers
 - Alternatives
 - Funding and in-kind donations
 - Training and Technical Assistance
 - Partnerships



Step 2:

Examples from Cohort 1

Darrington Prevention Intervention Community Coalition–

Appendix I: resources

Resource Assessment	Programs & Services (in, or easily accessed by, the community)	
Forrest Service Volunteer Program	Darrington Junior Athletic Association	Darrington Family Support and Resource Center
Church Youth Groups	Church Sunday Schools	Glad Tidings Home Economics Program
Darrington Area Business Association	Hampton Lumber Mill Hardship Fund/ Adopt a Family	Darrington Senior Center Services
Historical Society	Friends of the Library	Scouting Groups
Darrington Community Center	Town Council	SFA Cooperative Learning
Clinic Guild	Sauk-Suiattle Recreation	Darrington Recreation & Education Foundation
Student Intervention/ Assistance Team	School Solutions Network	RAD – Recognizing Achievement in Darrington
Free & Reduced Lunch Program	School-based Prevention/Intervention Services	Whitehorse Community Club
4-H Club	PSE	Rotary Club
Parenting Classes	Family Night	Fun Night
Community Carnivals	Finance & Budgeting Classes	DSHS
Gas Vouchers	Alumni Association	Sauk-Suiattle Preschool & Childcare
Kids' Place	Skill Center	Running Start
Job Corp.	McKinney Vento Services	Operation School Bell
HS Leadership Class	Youth Coalition	Mentoring

Local Institutions (stores, hospitals, restaurants, businesses, etc.)	
Trap/Shoot Club	Blue Grass Association
Darrington School District	Senior Center
Recovery Community (including AA and Alanon)	Kids' Place
Darrington Family Support and	Darrington Area Business Association
	Snohomish County Government
	Darrington Junior Athletic Association
	Darrington Archery Association

Categories:

- Programs & Services
- Local Institutions
- Natural wonders
- Individuals
- Cultural resources

Step 2:

Examples from Cohort 1



Darrington Prevention Intervention Community Coalition–

- **The Darrington Family Support and Resource Center** - The Resource Center is the “go to” social services agency in town, tackling everything from mentoring, youth coalition coordination, and parenting classes to hosting family dinners open to the public and arranging for afterschool and summer activities for the community.
- **The Darrington Clinic** - Darrington’s only Primary Care facility is also a regional trauma center managed by a prevention-minded Physician licensed to administer Nalproxone. Dr. Gary Schillhammer and his staff are key partners in a Primary Care Integration Demonstration project awarded to the community.
- **The Sauk-Suiattle Indian Tribe Health and Human Services Department** - The Tribe provides a full complement of Human Services to Sauk-Suiattle Tribal members and Darrington Residents.
- **Snohomish County Sheriff’s Department** - Current staff is reversing public perception of resistance to enforcing underage drinking laws.

(See p. 19-20 and Appendix I)



Summary:

Resources Assessment Process

- So far we...
- ...discussed what a resource assessment update is and why it is important
- ...identified programs and services in your community that impact your prioritized intervening variables and/or contributing factors
- ...discussed collecting information for the gaps assessment about the resources in the community



KEY FINDINGS

SO WHAT?





Elements of a good Assessment

- ✓ Needs
- ✓ Resources
- Gaps



Step 3:

What is a 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.

Step 3:

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.
- Ensuring you are effectively impacting your priority intervening variables and contributing factors.



Poll

- Have you completed your update review of resource gaps yet?
 - Just starting.
 - In the middle.
 - Mostly finished, still finalizing it.
 - All done.
 - Already put update in our plan.

Do you want to share a success?

Step 3:

What is a “Gap”?



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

Most common gaps include:

- Evidence-based programs, policies & practices
- Geographic restrictions
- Population (demographic) limitations such as whether there are language-specific curriculum materials available

cont.

Step 3:

What is a “Gap”?



cont.

- Developmental gaps in the continuum of services
- Implementation fidelity issues
- Saturation concerns
- Funding limitations

What else???

Source: Cady & Associates Prevention Science Consulting & Training,
2006

Step 3:

Determine Gaps In Resources



Types of gaps in resources:

- **Developmental gaps** – are services available at the appropriate developmental age?
- **Geographic gaps** – are services available throughout the community?
- **Population/Demographic gaps** – are services reaching all potential participants appropriately?
- **Intervening variable/contributing factor gaps** – is the intervening variable and/or contributing factors being adequately addressed?



Step 3:

Determine Gaps In Resources – Sample

Priority intervening variable:

Family Management

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”
- No family crisis counseling provided 24/7
- Lack of skilled parenting instructors in the community
- No existing parenting classes teach appropriate skills to promote attachment with newborns



Step 3:

How do you find Gaps?

Developmental Gap Identification Worksheet

Instructions: Write the name of the programs you have in the corresponding boxes on the grid. For example: *Options Through Awareness*, an afterschool youth leadership program, is placed in the row "pre-adolescent" and the column "school based".

Priority Intervening Factor: _____

Priority Contributing Factor(s): _____

Developmental Period	Family-based services	School-based services	Individual/peer-based services	Community-based services
Specific Population Age:				
Infancy and early childhood (0-4yrs)				
Middle Childhood (5-11yrs)				
Pre-Adolescence (12-14yrs)				
Adolescence (15-17yrs)				
Young Adulthood (18-24yrs)				
Adulthood (25-44yrs)				
Older Adulthood (45-64yrs)				
Other groups:				
Families				
General Public				

Table it...



Step 3:

How do you find Gaps?



Funding Type Received

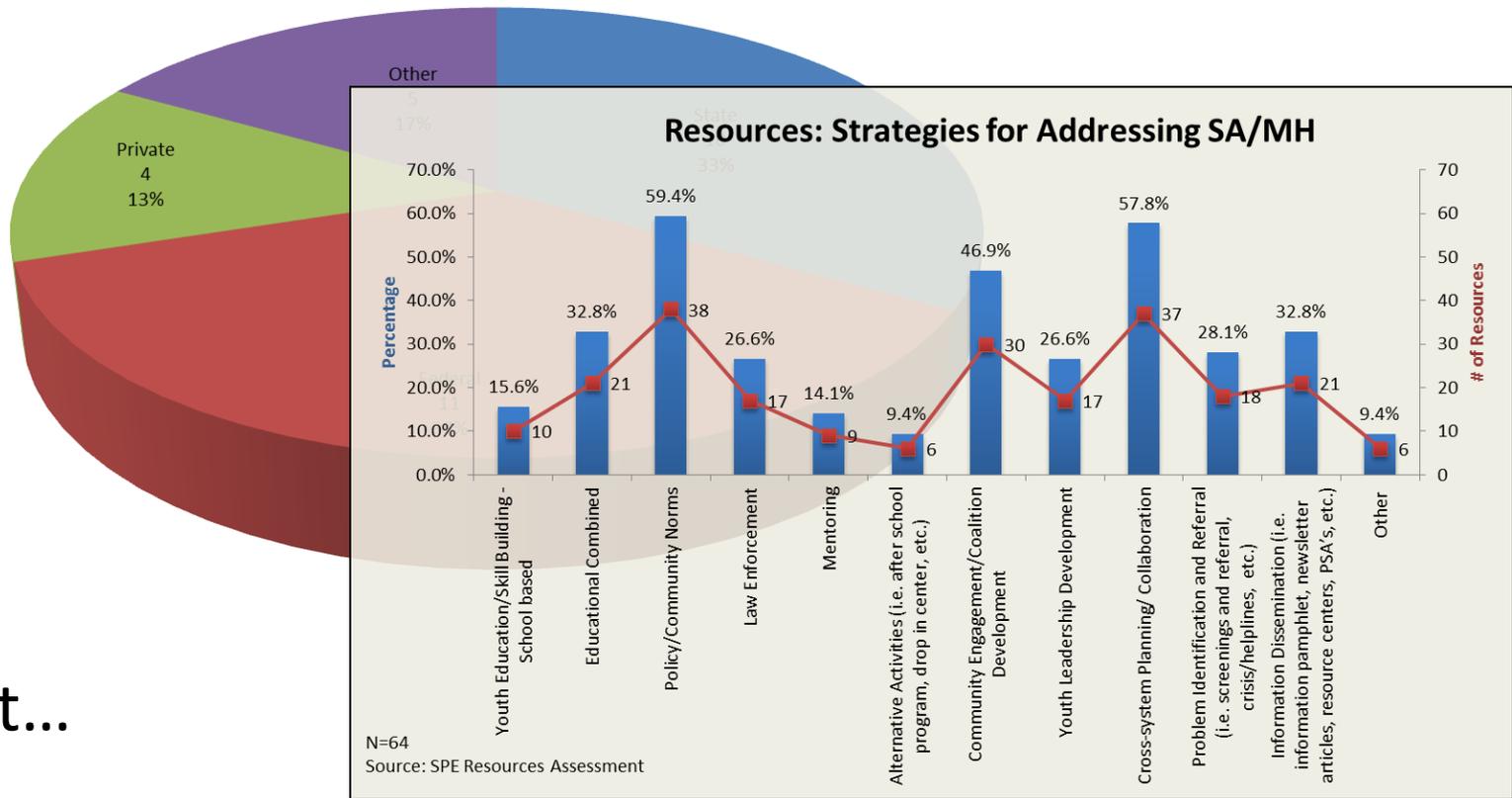
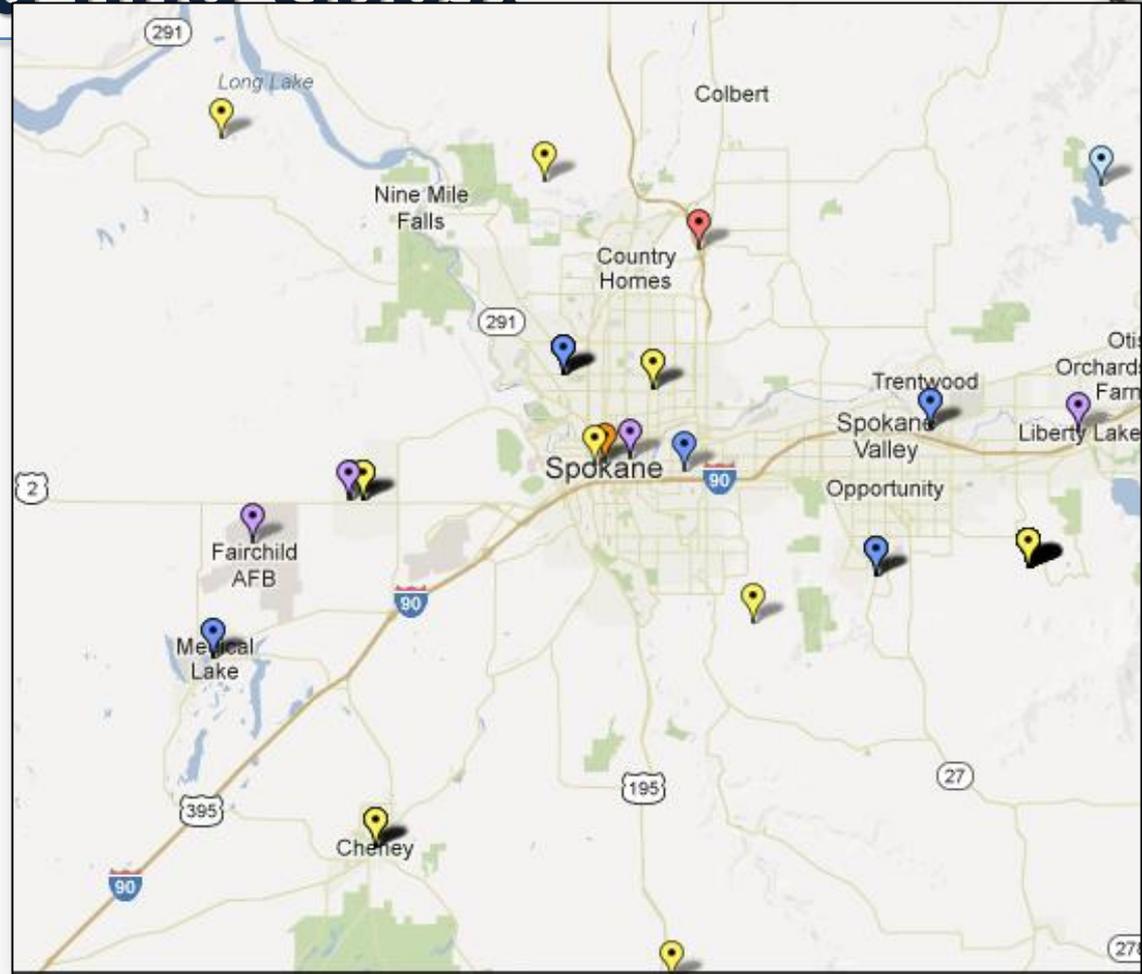


Chart it...

Step 3:

How do you find Gaps?



Map it...



Step 3:

How do we find gaps?

Are there services in multiple languages for our families?

What do we see in our community that help youth?

What neighborhoods aren't getting any services?

What do you think is missing here to support families?

What is happening on weekends for youth?

Are we doing enough of that to make a difference?

What evidence-based programs do we have in the school?

Discuss it...



Step 3:

Review of Resource Gaps– Challenges

Challenges which may arise during the review of resource gaps assessment process include:

- Lack of information.
- Too much information.
- Lack of diverse representation in the decision making process.
- Lack of detail in identifying the gaps.
- Lack of enough resources to address all of the gaps.

What else???
So how do you get past these???

Step 4:

Summarizing Key Findings



- At a coalition meeting:
 - Review information (including what your coalition action plan included for this year) & compare with previous findings.
 - Coalition discussion ...
 - Are there any new critical resources that are having positive outcomes on our local conditions that we have that we want to collaborate with and include in our plan?
 - What key resources are still missing from our community that we need in order to impact the local conditions we want to change?

Step 4:

Summarizing Key Findings



What does your Resources Assessment information tell you?

What we have...

- Ages served
- Times offered
- Locations
- Evidence-based
- Addressing local conditions
- Culturally appropriate

What we need...

- Ages served
- Times offered
- Locations
- Evidence-based
- Addressing local conditions
- Culturally appropriate



Step 4:

Summarizing Key Findings

- Example 1:

“After reviewing information collected from our resources assessment we determined that we have

HAVE → *significant and effective resources available for children ages 5-12, however there are limited*

programs for youth ages 13-15...”

NEED →



Step 4:

Summarizing Key Findings

- Example 2:

“After reviewing information collected from our resources assessment we understand that the Go Kids Youth Center provides valuable programs for youth (10-18) in our community however these services are underutilized and we need to reach out to more diverse populations such as providing information and communication in multiple languages...”

HAVE

NEED



Step 4: Summarizing Key Findings

- Example 3:
 - “Needs assessment shows elevated social availability of alcohol with a low youth perception of Law Enforcement impacting underage drinking. Community is ready to act to reduce underage drinking. Resource Assessment information shows that policies are in place and prosecuting attorney is engaged and ready to move forward however, law enforcement lacks officer training for party patrol and controlled party dispersal strategy...”

HAVE

NEED



Step 4:

Summarizing Key Findings

- Include in Strategic Plan Update:
 - List process for review;
 - List any change in significant community partnerships;
 - List important and/or significant information that demonstrates areas to focus substance abuse efforts due to change in resources (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 key data and information findings that led to the selection of the Coalition priorities for the update. Include the detailed data and information reviewed in the appendix of the Plan.
- http://www.theathenaforum.org/2015_strategic_plan_update_instruction_packet



2015 Strategic Plan Update Instruction Packet Page 6

- ❑ *(Required – New and Updated every 2 years)* Coalition will establish a process to collect, compile, and review resource data. Include 'explanation of processes in Strategic Plan.
- ❑ *(Required – New and Updated every 2 years)* Coalition (or workgroup) will collect, compile, and review resource data.
 - Collect and compile information about the providers and prevention-related services in the community related to the prioritized outcomes for long-term consequences, behavioral health problems, intervening variables/risk and protective factors, and contributing factors.
 - Identify important and/or significant information that demonstrates areas to focus substance abuse efforts to include in Strategic Plan. Include 'significant information' in Strategic Plan.

Note: The coalition may choose to use a workgroup for this part of the resources assessment. It is recommended to have 3-5 people for the workgroup. There should be some members from the coalition to help guide the work of the workgroup but not all members need to be coalition members. Invite members of the coalition who have knowledge of a wide range of providers of prevention related services to participate.
- ❑ *(Required – New and Updated every 2 years)* Coalition will review results of the resources information and integrate results into strategies and activities. Include 'results' in Strategic Plan.

Update Process: Based on identification of needs, look for and identify new resources to address priorities. A team approach works well, with outreach to a variety of organizations, stakeholders, and providers in the community who have common interests achieving the same prioritized outcomes. If there aren't any changes to the priorities, an assessment will identify new resources as well as update information about those already identified.

Example: *Since serving younger kids was identified as a new priority aligned with the risk factor of increased favorable attitudes towards use in that group, the resource team's task was to find others in the community who would be resources to reduce favorable attitudes towards use. In the previous biennium the same risk factor had been identified in the coalition's logic model and plan and applied to older middle school and high school students. But now that the HYS had revealed increased and alarming use of alcohol in 7th graders, new resources were sought who could help influence favorable attitudes in younger kids. Potential resources were added to the resource directory, invited to coalition meetings, and considered in terms of providing services and participating in relevant strategies.*

C. Planning Section: (From Community Coalition Guide)

- Select and update goals, objectives, strategies, and programs/activities.
- ❑ *(Required – New and Updated every 2 years)* Coalition determines goals, and objectives. Include 'goals and objectives' in Strategic Plan.
- ❑ *(Required – New and Updated annually)* Coalition determines 'strategies, and programs/activities' and identifies who will receive services and what services they will receive. Include 'Action Plan' in Strategic Plan.





ANALYSIS AND PRIORITIZATION

SO NOW WHAT?

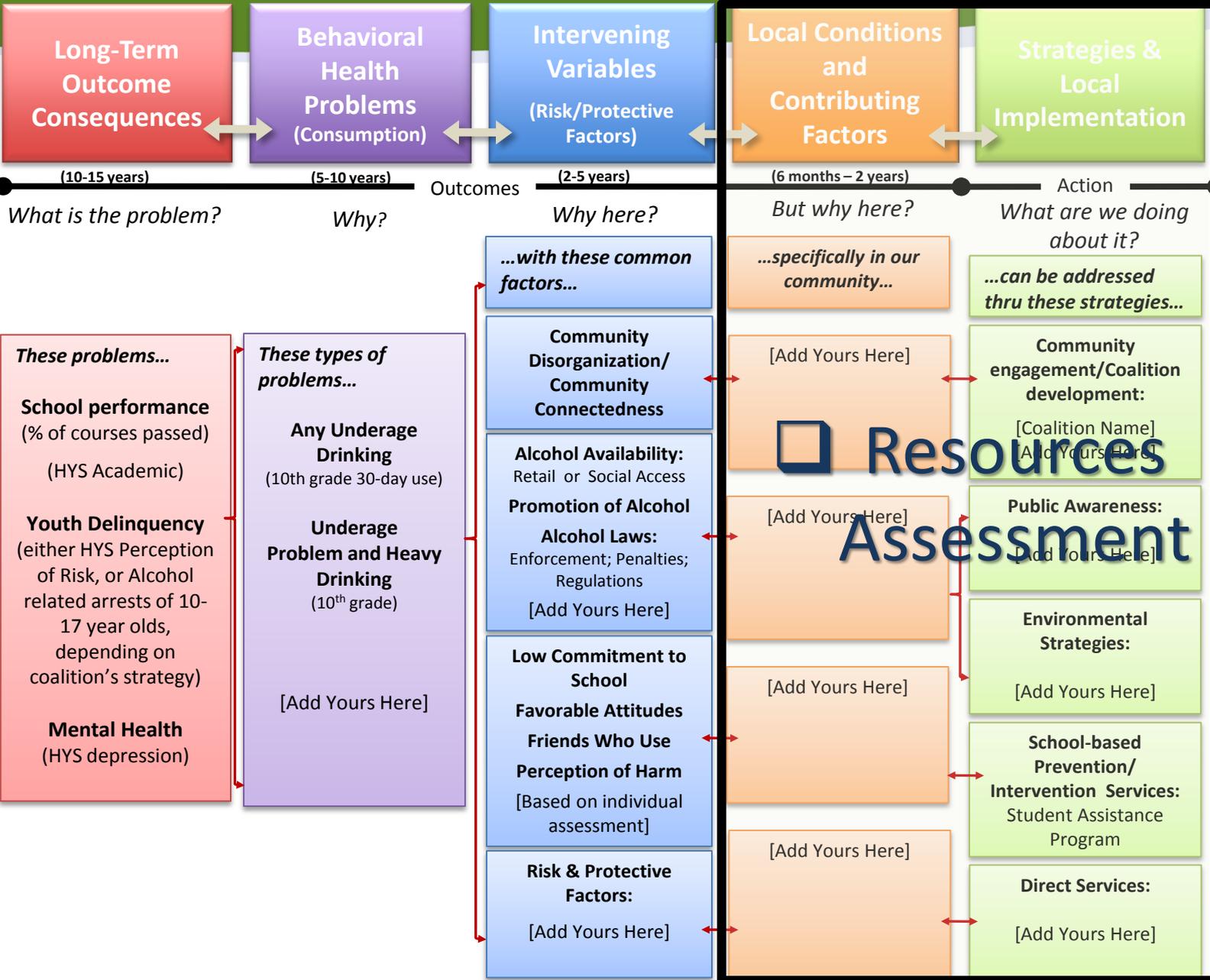
Completing a Resources Assessment



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

Washington State Department of Social and Health Services [Name] Coalition Logic Model

Community Prevention & Wellness Initiative



What resources do we have, that we want to include in our plan?

What resources do we need in order to impact the local conditions we want to change?

Step 4:

Summarizing Key Findings



- Example 1:
 - *“After reviewing information collected from our resources 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...”*



Step 5:

Integrate information in Strategic Plan

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



Integrate information in Strategic Plan Update



- Core questions:
 - *What resources do we **have**, that we want to include in our plan for the next two years?*
 - *What resources (strategies, programs, activities) do we **need** in order to impact the local conditions we want to change?*
 - *How does the information from Resources Assessment inform the strategies we need to address our local conditions?*



Developing Objectives

Important elements of good objectives:

- Measurable;
- Timeframe identified;
- Have an intended audience; and
- State desired change.
 - Use your “local conditions” to create your measurable change outcome goal.

Share an
example?



Step 5:

Integrate information in Strategic Plan

- Example 1:

“After reviewing information collected from our needs and resources assessment we determined that we have significant and effective resources available for children ages 5-12 to address youth that think they would be ‘viewed as cool if they drink’; however there are limited programs for youth ages 13-15 ...”

Resources

Gaps

Local
Condition

Step 5:

Integrate information in Strategic Plan



- Example 1:

“After reviewing information collected from our needs and resources assessment we determined that we have significant and effective resources available for children ages 5-12 to address youth that think they would be ‘viewed as cool if they drink’; however there are limited programs for youth ages 13-15 ...

Strategy



So what's our strategy?



Step 5:

Integrate information in Strategic Plan

Example 2: Inform the strategy selection

Needs Assessment

Priority intervening variable: Family management

Local condition: Parents do not have the skills to use with their children.

Resources Assessment Phase 1

Resources and 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

So how does this inform your strategies???



What does your Resources Assessment information tell you?

Example 2:

What we have...

- Family Center that offers parenting
- 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 12-14
- Translation services
- Skilled facilitators

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



Step 5:

Integrate information in Strategic Plan

Example 2: Inform the strategy selection

Needs
Assessment

- Priority intervening variable: Family Management
- Local condition: Parents state that they lack communication skills to use with their children.

Resources
Assessment
Phase 1

Resources and 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

Strategy: Parenting Education



Analysis & Prioritization of Resources

- Include in Strategic Plan:
 - Describe the Coalition’s new conclusions based on the key findings and explain how these were derived from the Coalition’s process and key findings.
 - Explain how these conclusions connect the analysis from the needs and resources assessment to the strategies and activities described in the next section if any change in resources.



Summary:

Resources Assessment Findings

- Today we covered...
- functions of Analysis and Prioritization of Resources Assessment.
- how to use Resources Assessment to support Strategy selection and implementation.
- how to incorporate Resources Assessment into Strategic Plan Update.



Summary:

Resources Assessment Findings

(Cont.) Today we covered...

- the types of resource gaps and why identifying gaps is important.
- identifying resource gaps for each intervening variable.
- summarizing key findings from Resources Assessment in your Strategic Plan update.



Wrap up

- Questions
- Please take a moment to complete the webinar survey that you will get via email. It helps us continue to improve our trainings.





Thank you

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