

# Strategic Prevention Framework Webinar Series

Needs Assessment, Data Sources and  
Indicators, and Resources Assessment

February 15, 2017

# Introductions





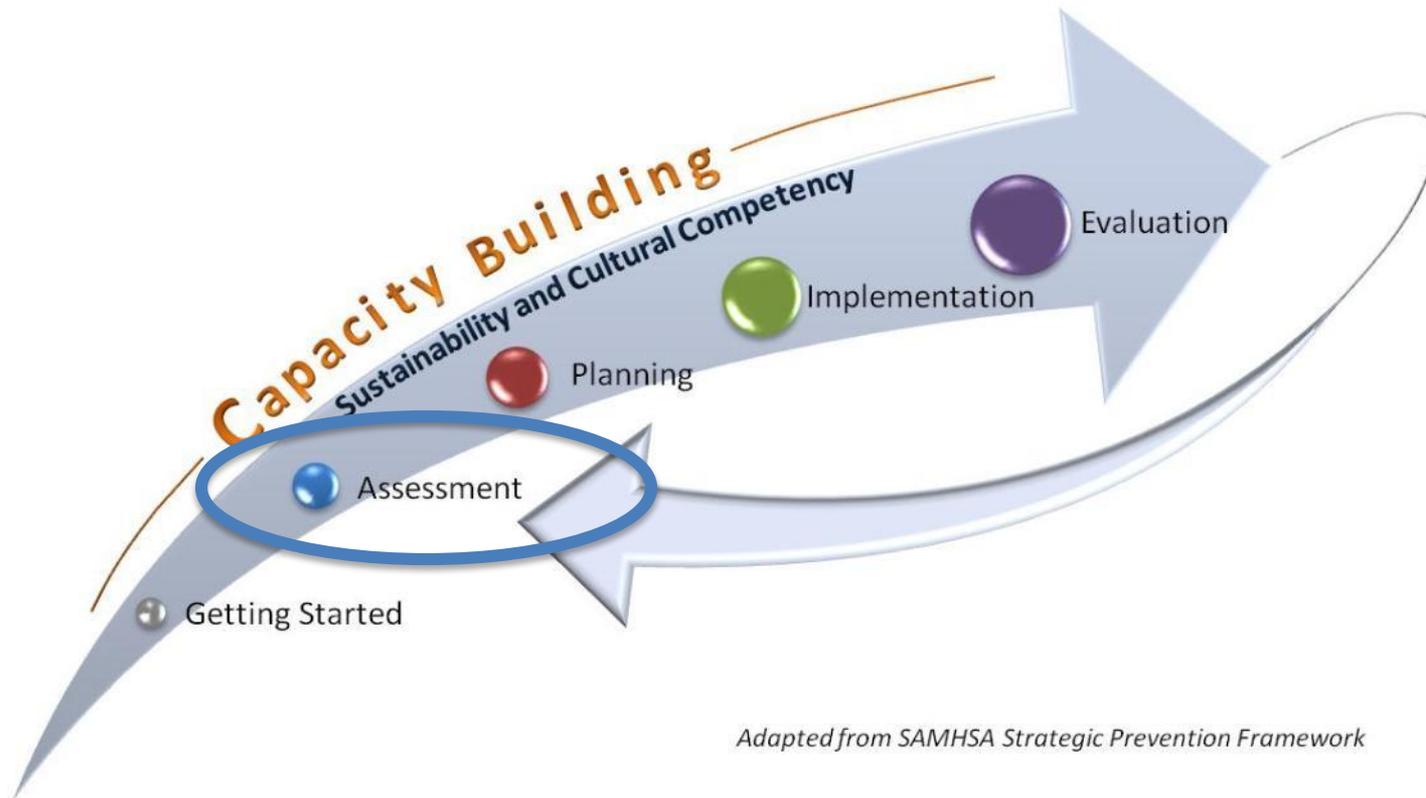
# Objectives

- Understand *Needs Assessment* key elements and purpose.
- Understand *Resources Assessment* key elements and purpose.
- Discuss tools and examples for *Needs and Resources Assessment*.
- Discuss how to identify *gaps* in resources which address priority risk and protective factors.
- Plan next steps.

# Strategic Framework for CPWI



## DBHR Community Prevention & Wellness Initiative Planning Framework





# CPWI Tasks in Assessment

## CPWI Tasks: Guide p. 25-26

### Conduct Needs Assessment

- Establish process for assessment
- Conduct Assessment
- Conduct ‘Community Survey’
- Prioritize outcomes and write into Strategic Plan

### Conduct Resources Assessment

- Establish process for assessment
- Conduct Assessment
- Prioritize outcomes and write into Strategic Plan



# Purpose of Assessment

**Purpose:** Develop and update the ‘picture of your community’.

- Identify and review data that demonstrates the needs of the community.
- Identify people, community readiness and resources.
- Identify gaps of services for community needs.



# Why we do assessment?

- A good assessment will help your community identify where it **needs** to focus its prevention efforts.
- Needs and Resources assessments are tools for generating change and they provide a foundation to effectively select community priorities for a strategic plan.
- *What are some needs in your community?*



# Elements of a Good Assessment

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- Needs Assessment
- Resources Assessment
- Needs Prioritization



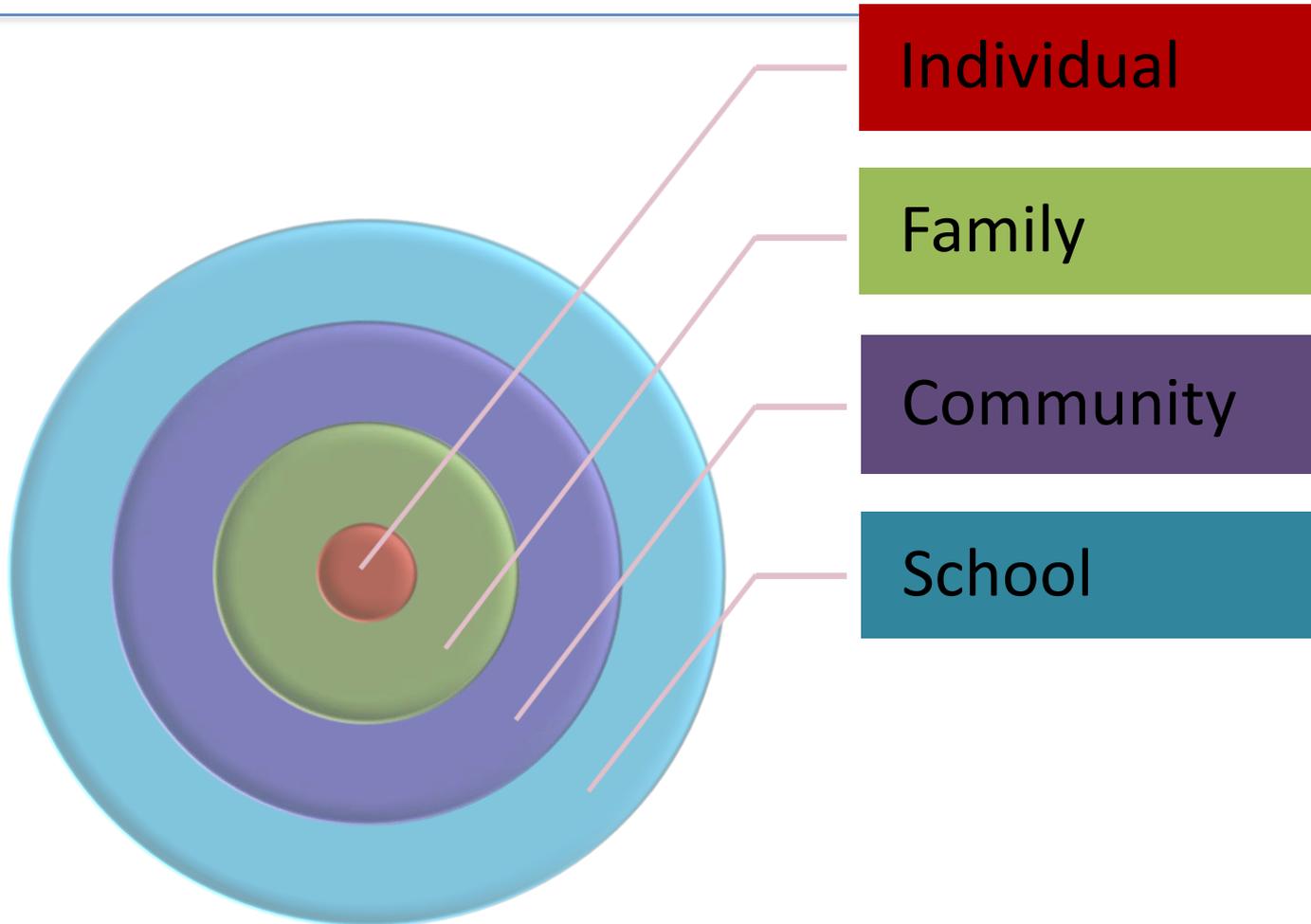
# Risk Factors



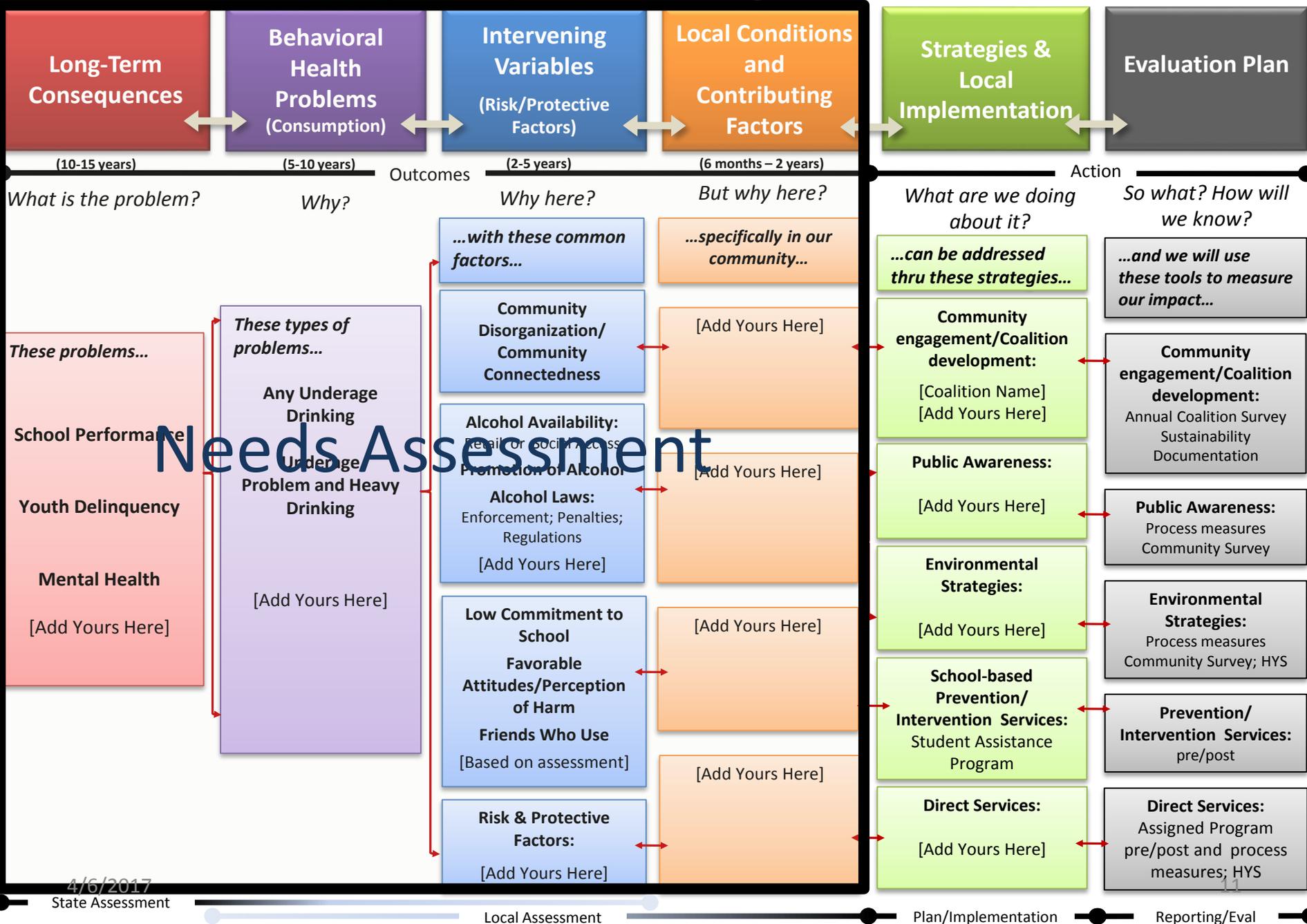
Community Risk Factors	SA	D	TP	SDO	V	D&A
Availability of Drugs	x				x	
Availability of Firearms		x			x	
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	x	x			x	
Media Portrayals of Violence					x	
Transitions and Mobility	x	x		x	x	x
Low Neighborhood Attachment and Community Disorganization	x	x			x	
Extreme Economic Deprivation	x	x	x	x	x	
<b>Family Risk Factors</b>						
Family History of the Problem Behavior	x	x	x	x	x	x
Family Management Problems	x	x	x	x	x	x
Family Conflict	x	x	x	x	x	x
Favorable Parental Attitudes and Involvement in the Problem Behavior	x	x			x	
<b>School Factors</b>						
Academic Failure Beginning in Late Elementary School	x	x	x	x	x	x
Lack of Commitment to School	x	x	x	x	x	
<b>Peer/Individual Factors</b>						
Early and Persistent Antisocial Behavior	x	x	x	x	x	
Rebelliousness	x	x		x	x	
Friends Who Engage in the Problem Behavior	x	x	x	x	x	
Favorable Attitudes Toward the Problem Behavior	x	x	x	x	x	
Early Initiation of the Problem Behavior	x	x	x	x	x	
Constitutional Factors	x	x			x	x



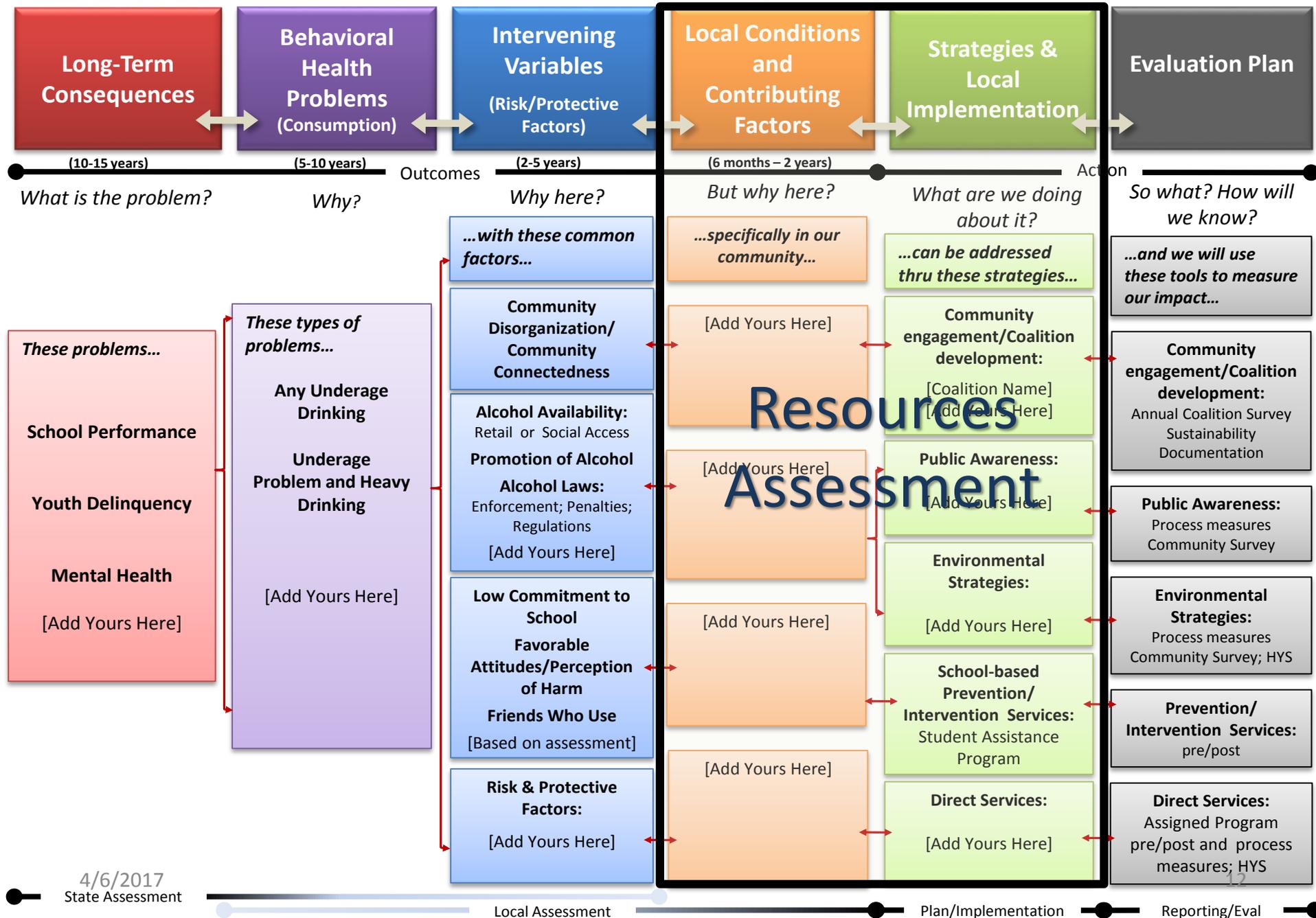
# Multiple Contexts



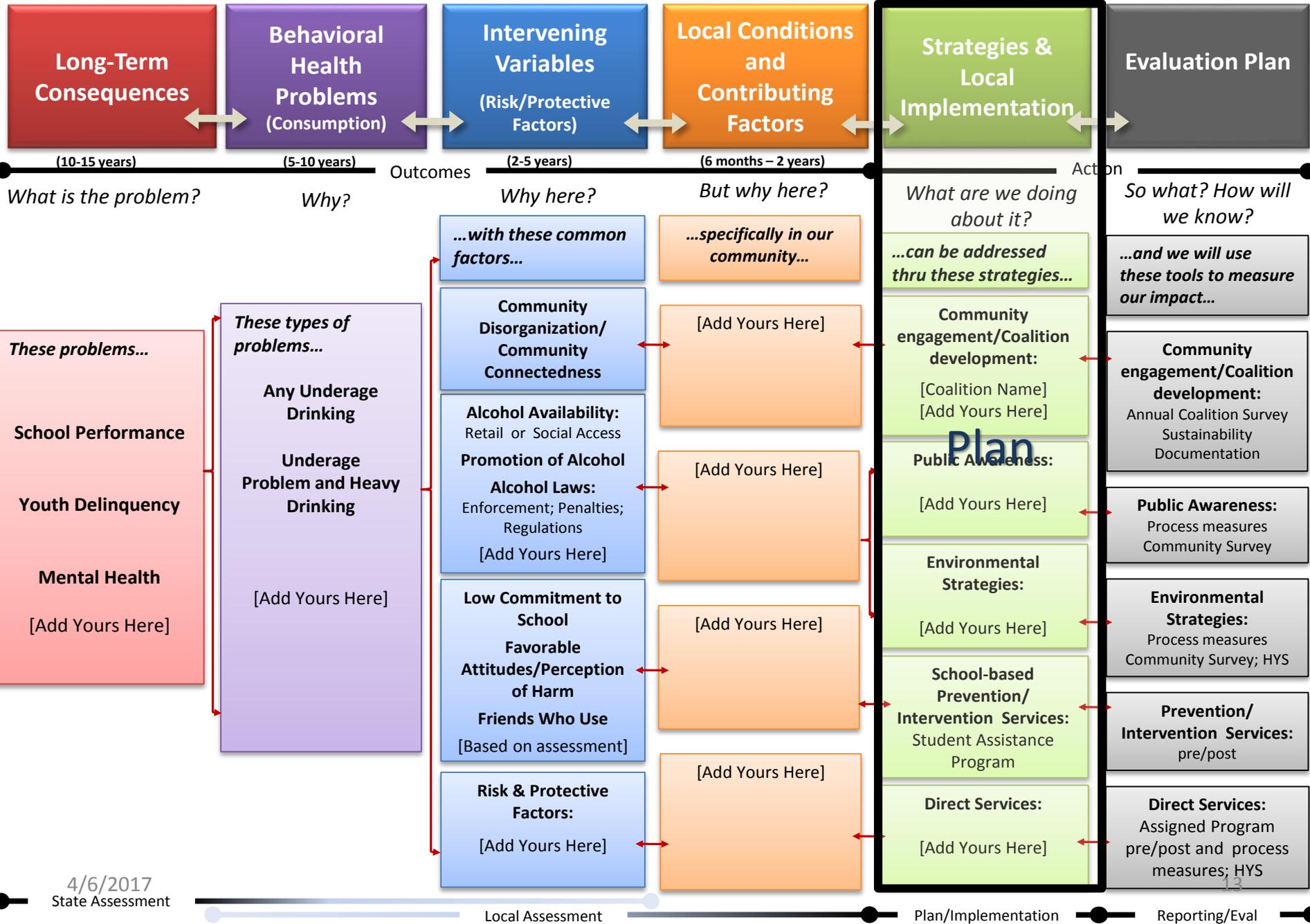
# [Name] Coalition Logic Model



# [Name] Coalition Logic Model



# [Name] Coalition Logic Model







# Needs Assessment Process

- Work with your coalition to identify the process that they will take to conduct a needs assessment.
- You will not want to complete the needs assessment alone and the coalition should make the decisions on what needs need to be prioritized.
- Examples of needs assessment processes include:
  - Workgroup to review data
  - Epidemiological Workgroup (DOH)
  - Present data to entire coalition
  - Determine what information should go to the larger groups to identify priorities
  - Convene again to determine priorities
  - Ask for input from community on identified priorities



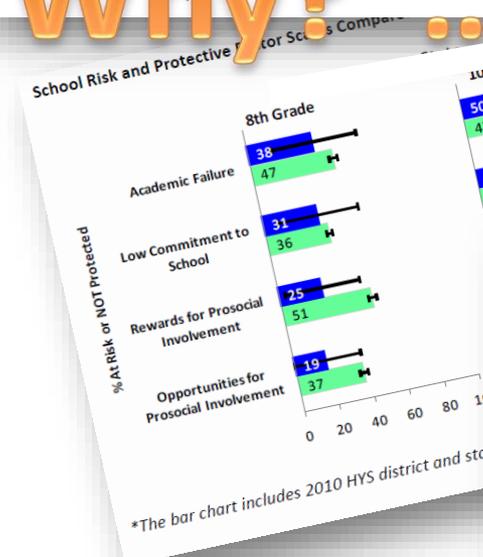
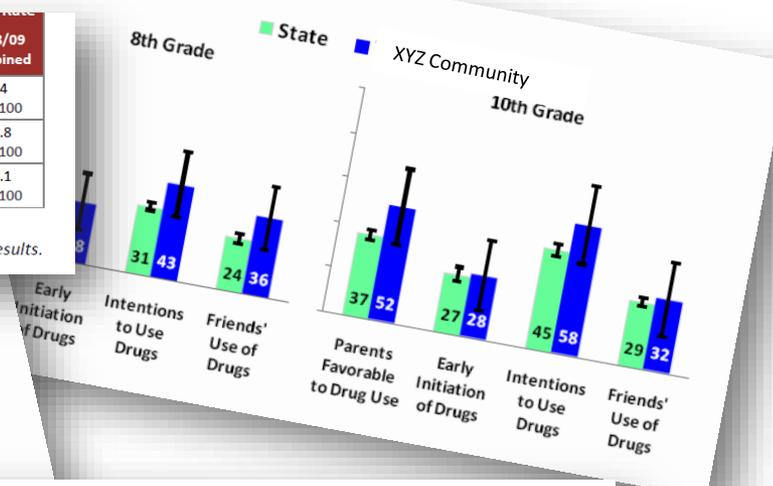
# Reviewing Community Data

## Risk Factors

CORE School Performance Measures	2006/07 Combined	2008/09 Combined	Change from 06/07 - 08/09	Trend 2006-09	Compared to State 08/09	2008/09 Combined
<b>Annual Dropout Rate</b> <i>(District results among students)</i>	4.6 per 100	4.4 per 100	No change	No trend	Same	5.4 per 100
<b>On-time Graduation Rate</b> <i>(District results among students)</i>	73.9 per 100	82.6 per 100	No change	Increasing	Same	72.8 per 100
<b>Extended Graduation Rate</b> <i>(District results among students)</i>	83.7 per 100	88.6 per 100	No change	Increasing	Higher	78.1 per 100

\*70% of the data is combined 2008/2009 CORE district and 2008/2009 state results.  
The data includes 2006/07 and 2008/09 CORE district results and 2008/2009 state results.

Why?



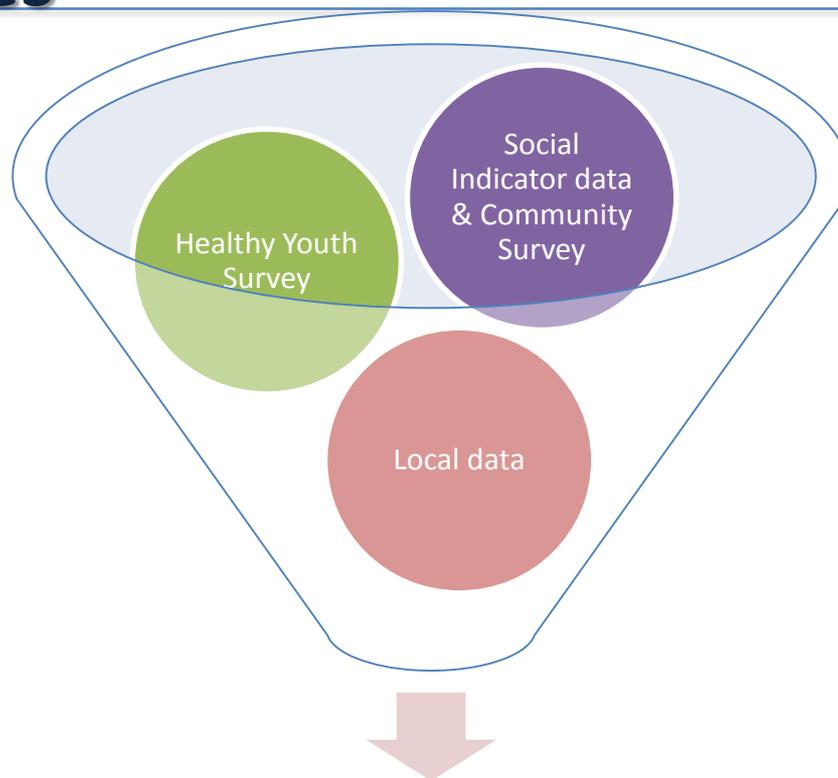
\*The bar chart includes 2010 HYS district and state results.



Why here?



# Sources of Data We Use in Assessing Communities



Data Assessment



# Typical Data Sources

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- Data Books
- Annual Community Survey Data
- Biannual Young Adult Survey Data



# **INTRODUCTION TO THE DATA BOOKS**



# Data Books

- Data from the Washington Healthy Youth Survey
- CORE GIS Data (Community Outcomes and Risk Evaluation Information System)
  - 47 indicators from several state and federal agencies such as DSHS, OSPI, UCR
- Consequences, Consumption, Intervening Variable data
- Demographic Profile (NEW Addition 2016)
- Poverty Map
- Definitions and description sections
- CPWI Logic Model



# Data Driven Decision Making

## What's Happening in SampleVille?

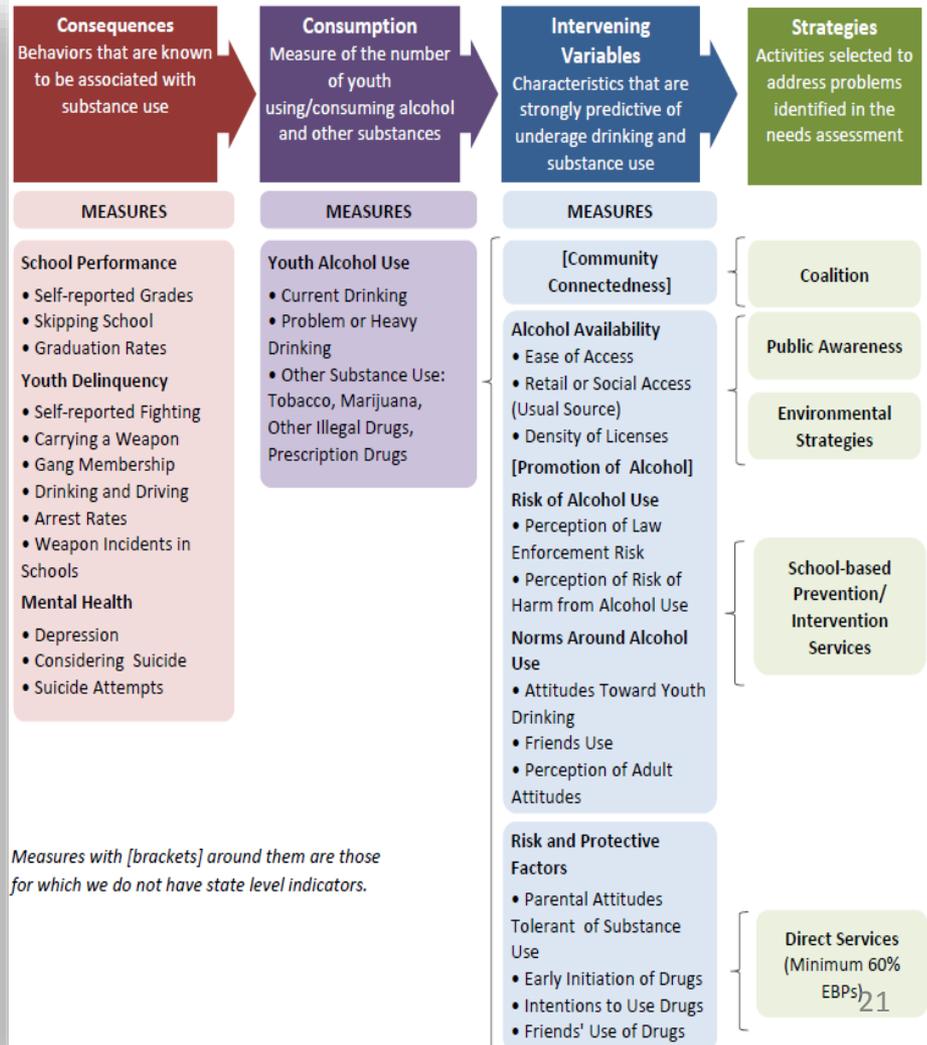
### A Community Needs Assessment Data Book



Pierce County

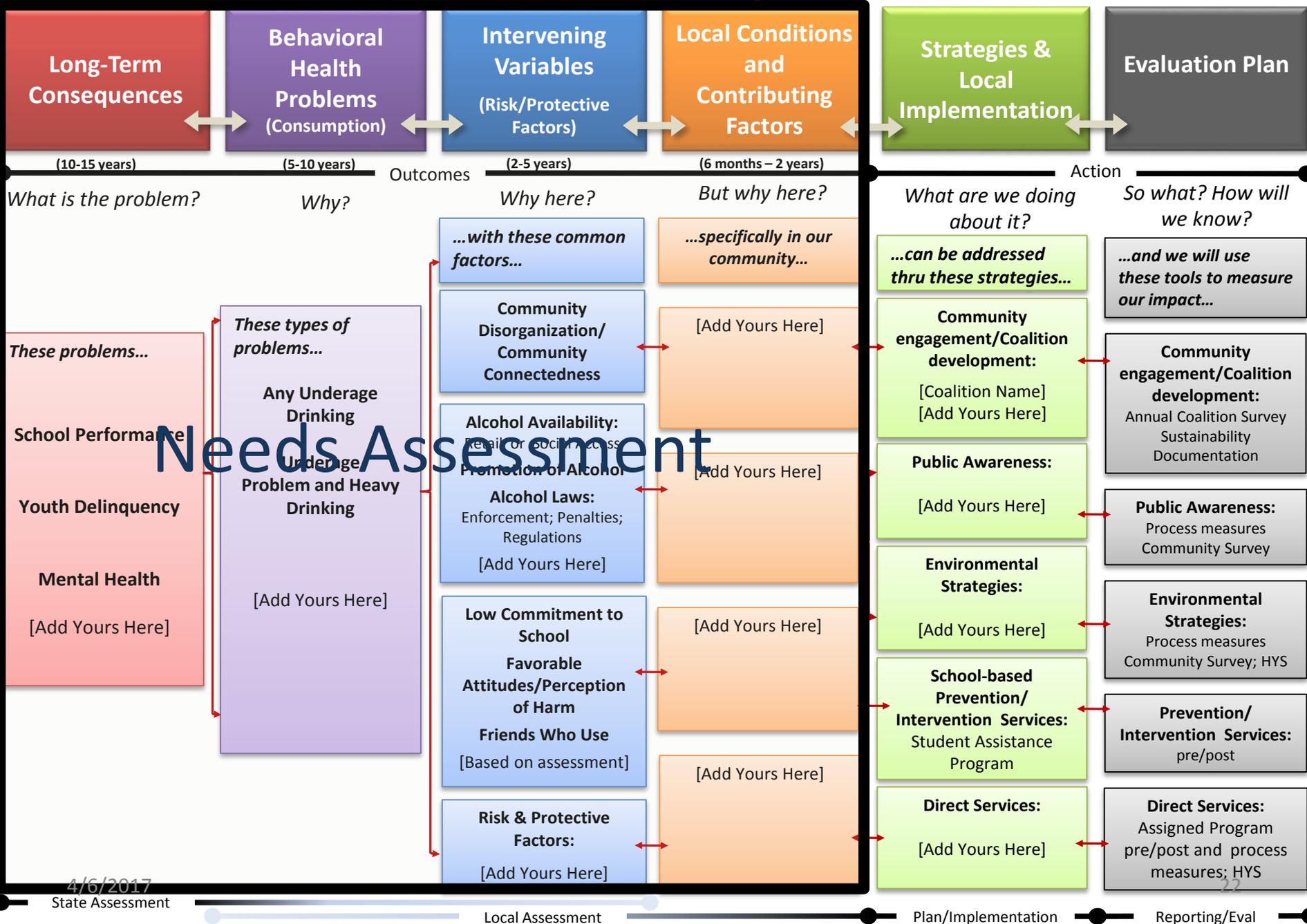
4/6/2017

March 2015



Measures with [brackets] around them are those for which we do not have state level indicators.

# [Name] Coalition Logic Model



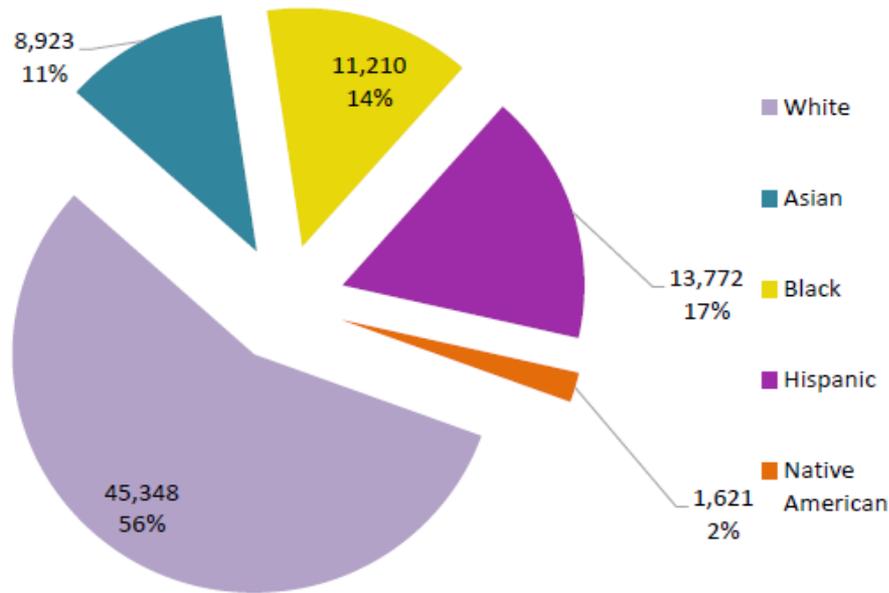


### Community Demographics

The racial/ethnic and age composition below can help prevention planners better understand the community's diversity.

#### Race or Ethnicity (Count, Percent)

Persons whose race or ethnicity is: (1) "White" - non-Hispanic White; (2) "Asian" - non-Hispanic Asian or Pacific Islander; (3) "Black" - non-Hispanic Black/African American; (4) "Hispanic" - Hispanic or Latino of any race except American Indian/Alaska Native; (5) "Native American" - any American Indian/Alaska Native, whether Hispanic or non-Hispanic; as a percentage of all persons.



#### Age Composition (Count, Percent)

Children (ages 0 to 9, 10 to 14, and 15 to 17 years), adults (ages 18 to 24, 25 to 49, and 50 to 64 years) and seniors (ages 65 years or more) as a percentage of all persons.



# What's in the Data Books?

Grade 8

Grade 8

Grade 10

Grade 10

HYS Measures of Youth Delinquency	GRADE	Cascadia		School Districts Like Us		State	
		2012	2014	2012	2014	2012	2014
<b>Drinking and Driving.</b> During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol? <i>(District results: Any times)</i>	8	0%	0%	0%	0%	4%	3%
	10	0%	10%	0%	10%	5%	5%
<b>Marijuana and Driving</b> During the past 30 days, how many times did you drive a car or other vehicle within three hours after using marijuana? <i>(District results: Any times)</i>	8		10%		10%		4%
	10		20%		10%		9%

- The bar chart includes 2014 HYS results for your school district area, "school districts like us" and the state.
- a The 2014 rate is significantly different from the 2012 rate.
- b The "school districts like us" rate is significantly different from your school district area rate.
- c The state rate is significantly different from your school district area rate.
- d Fewer than 30 students answered this question.

	Grade 8	Grade 10
Students Participating in the 2014 Survey	850	773
Survey Participation Rate	71%	66%

# Review of Data Books Activity



- Please share with the group experience with your review of the data books.
- What information did you find in the data books that were alarming, interesting, concerning? Any positive data?
- What questions do you have about reading your data book?



# Additional DSHS Resource

Home > **SESA** > Research and Data Analysis > Community Risk Profiles

## SESA

Research and Data Analysis

▼ Community Risk Profiles

▶ County and State

Risk Profiles for Locale Areas

Risk Profiles for School Districts

Research Reports

Dashboards

Client Data

▶ GIS & Maps

▶ About RDA

▶ Human Research Review Section

Human Resources Division

Enterprise Technology

Communications

Continuous Improvement

## Community Risk Profiles

### Risk and Protection Profiles for Substance Abuse Prevention for Washington State and its Communities

**Current Report: December 2016**

- [County and State](#)
- [Locale](#)
- [School District](#)

**A comprehensive time-series collection of data** related to substance use and abuse, and the risk factors that predict substance use among youth. Data are organized and presented within a risk and protective factor framework used across the state by substance abuse prevention planners. Data are available at the school district, locale, county and state level.

These reports contain the most recent data available. Up to twelve years of historical data may be presented for each indicator. Please be aware that the earlier published data may have been updated - or superseded - by the current reports. Additionally, some indicators may have been updated or otherwise changed from earlier published reports, so be sure to read data notes under a chart or a table. For the reports published in 1996-2001, follow this link to the archive.

For more information [click here](#).

Each report includes information on:

Community Domain:



# **IDENTIFYING LOCAL CONDITIONS (CONTRIBUTING FACTORS)**



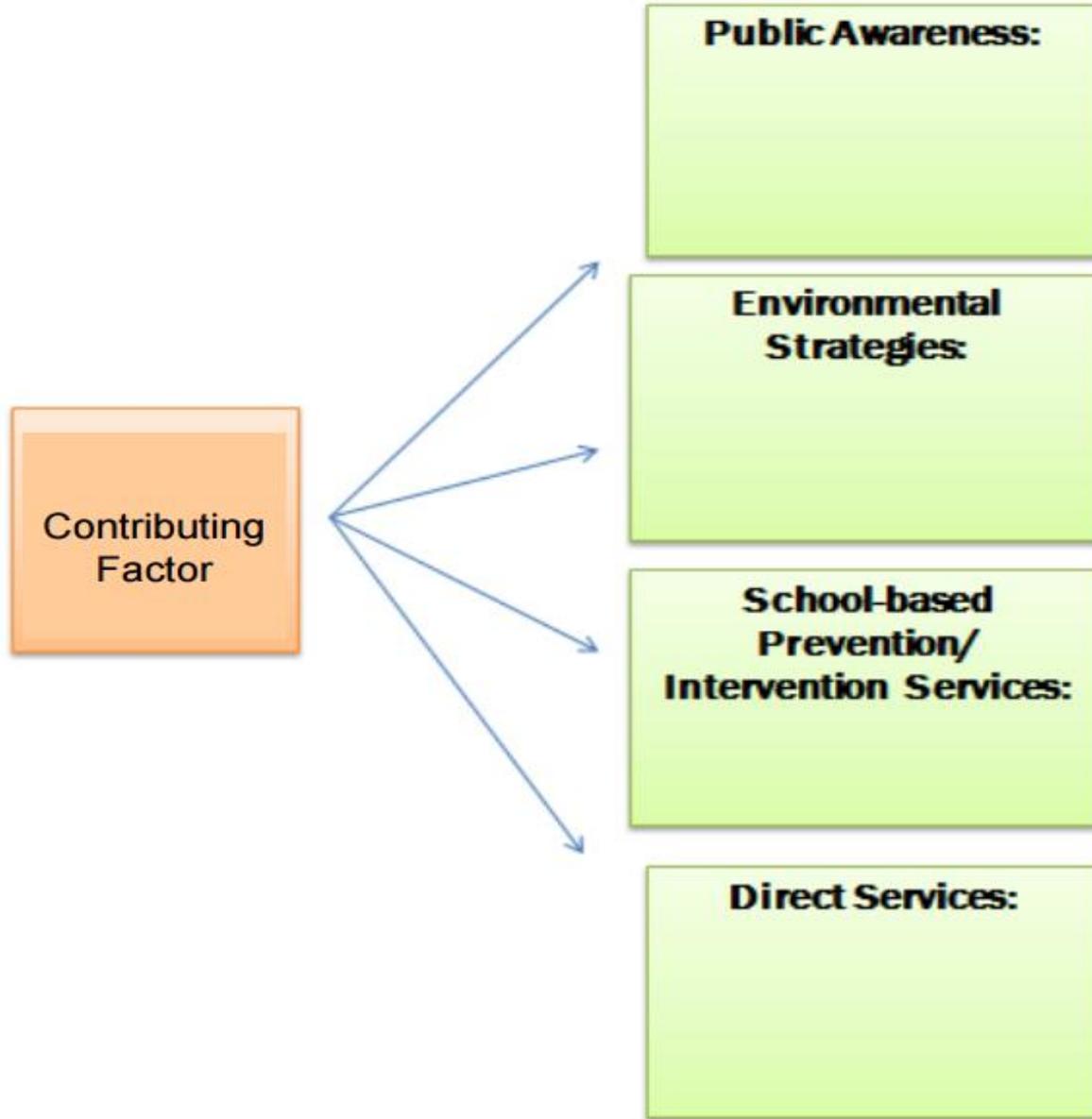
# Contributing Factors

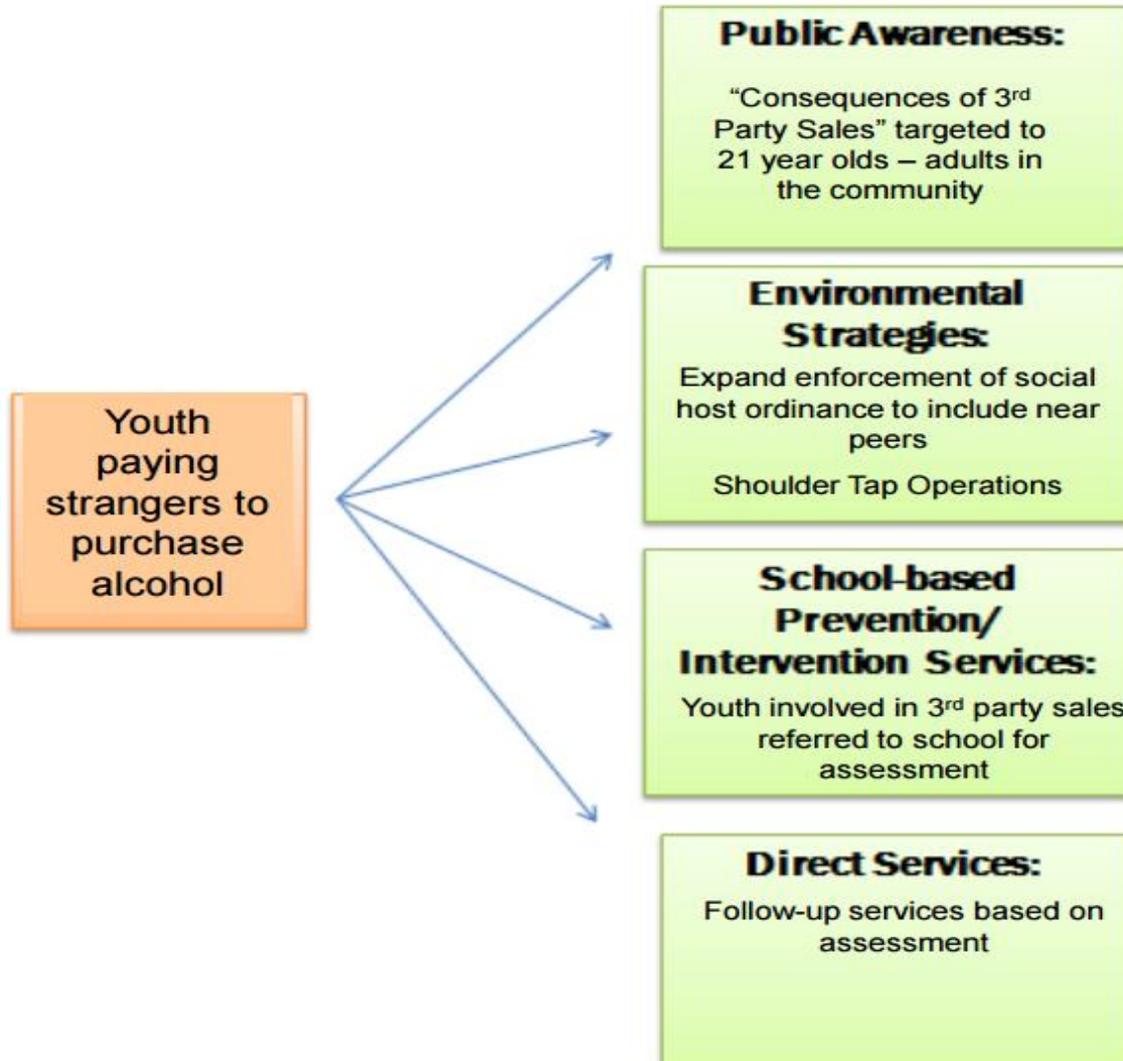
- **Contributing Factors** are related specifically to intervening variables and are intended to supply a more community-specific explanation of the problem identified via each prioritized intervening variable.



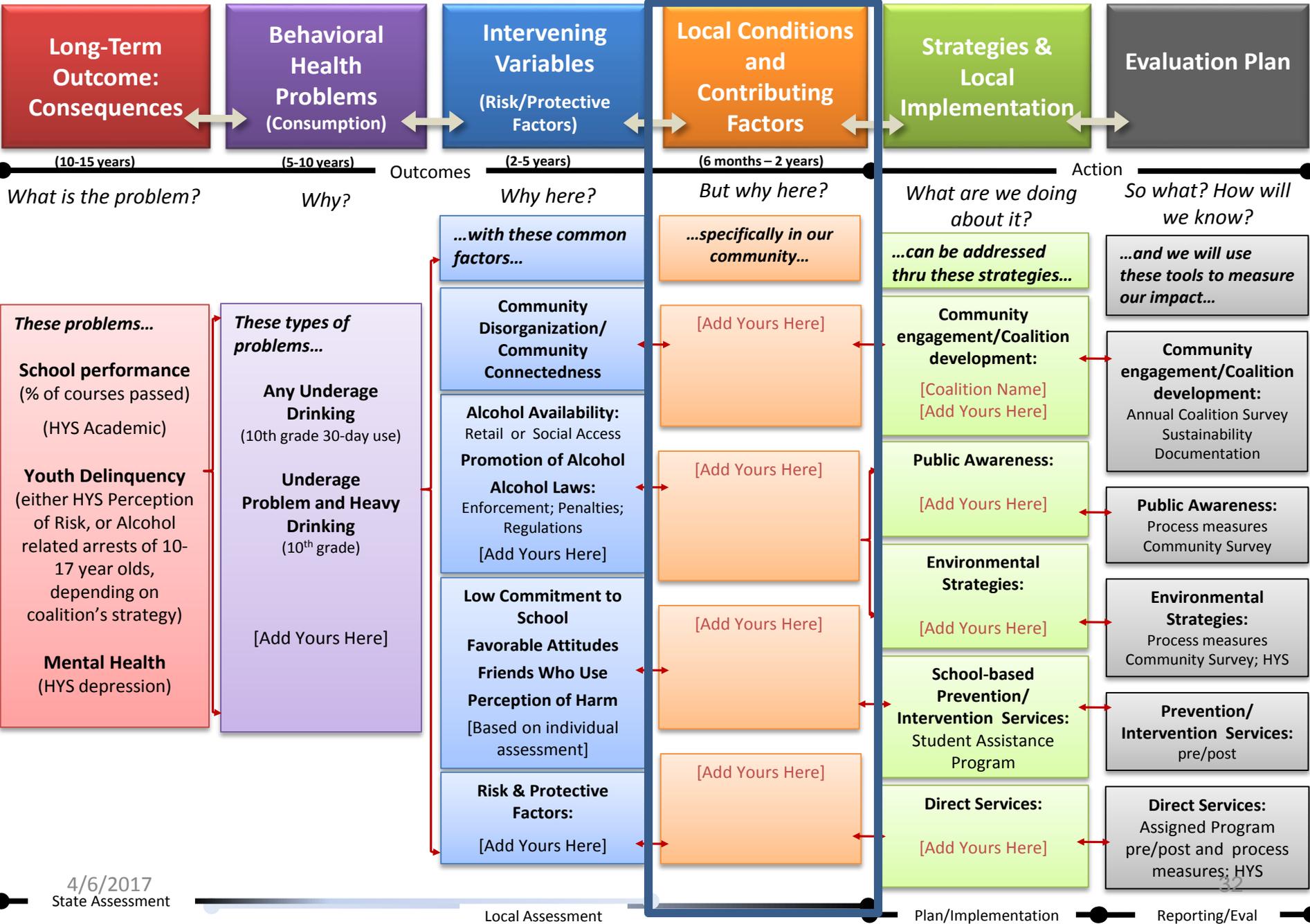
# Contributing Factors: Why Here?



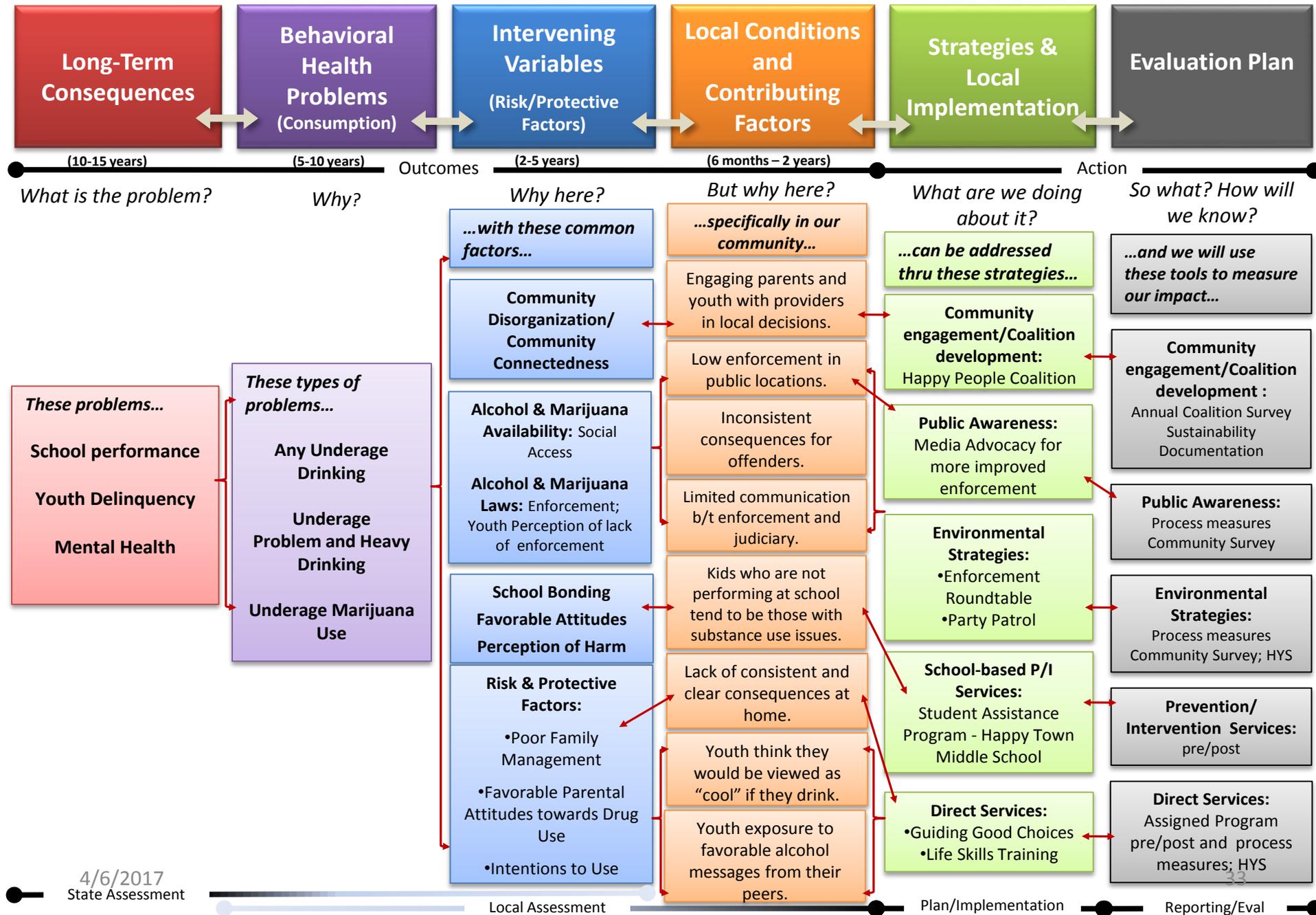




# Coalition Logic Model



# [SAMPLE] Coalition Logic Model





# Local Conditions Activities

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- Review family management data and focus on one R/P factor.
- As a group – identify possible local conditions that may be related to the concerning R/P factor.



The 'elevator speech'...

**We will be able to say...**

By Addressing Intervening Variables and Risk/Protective Factors, in

Community Domain

Family Domain

School Domain

Peer/Individual  
Domain



With Strategies and Programs, such as

Community  
Mobilization

Enforcement of  
alcohol laws

Parenting  
Classes

Early Childhood  
Education

Peer Education



We can affect community and family outcomes, which lead to

Reduction of Youth Substance abuse and other related problem behaviors



# RESOURCES ASSESSMENT



# What is a resources assessment?

- Definition: A resources assessment is a systematic process for examining the current resources in your community which are reducing risk factor and increasing protective factors.
- *What is currently going on in my community?*
- *What is missing from my community?*



# What are resources?

- Resources are funding, program, policy, initiative, people and services
  - Can be activated to reduce the likelihood of substance misuse/abuse
  - Promote healthy communities
  - Address local conditions
  - Solving top community concerns

*What resources do we have?*

*What resources do we need?*



# What are resources?

- Systematic process for examining current resources
- What is going on in my community?
- What is currently reducing risks factors and increasing protective factors?
  - Identify gaps where new services should be implemented
  - Avoid duplication of services
  - Building collaboration among service providers
  - Identifying existing resources to sponsor new programs
  - Ensure you are creating a comprehensive prevention strategy for your community
  - Ensure you are impacting your identified risk and protective factor priorities



# Benefits of a resources Assessment

Community resource assessment will assist the coalition to:

- Identify key resources needed to support your strategic Plan.
- Build collaboration among services providers.
- Recognize the EBP's and environmental efforts.
- Identify gaps in services and avoid any duplication in services.
- Promote the work and efforts on the coalition to build capacity and sustainability.



# Completing a Resources and Gaps Assessment

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



# Establish your process

- Gather coalition input on how to conduct resources assessment.
- Be clear about goals and objectives.
- Decide on what information you want to collect.
- Decide on how you will collect information.
- Establish timeframe for collection.
- Begin collecting data.

# Considerations for a data workgroup

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- Recruit members with experience conducting a community need assessments.
- Begin the recruitment process with an existing coalition or advisory board if applicable.

# Poll

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- How are coalition members involved in your resource assessment?



# Creating your 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 supports your strategies?



# Collecting Information What?

- Resource/Provider contact information
- Funding sources and duration
- Program/Activity – details of activity
- What risk/protective factors and local conditions are addressed
- Specific populations served
- Number of individuals served
- CSAP Strategies
- Evaluation results
- Number of trainings



# Collecting Information – Where?

- Coalition members
- Directories
- City halls
- One-stop centers
- Medical providers
- Key informants
- Surveys
- Ethnic workgroups
- Faith-based program
- Human Capital
- Cultural resources



# Collecting Information

## Interviewing a community resource provider:

1. Deliver the 1 minute opening comments.
  - ✓ Introduce yourself
  - ✓ Coalition you are representing
  - ✓ Prevention Redesign Initiative 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!





# Examples from Cohort 1

- Well Spring Community Network –
  - Human capital
  - Community collaboration and small town political ties
  - Agency support and other service providers
  - Funding and in-kind donations
  - Training and technical assistance
  - Partnerships



# Sample Worksheet

- Resources Assessment worksheet
- The Ath
- <http://theathletenetwork.com/Community%20Network%20Communit%20Network%20Communit%20Network%20Communit%20Network.pdf>

**WellSpring**  
COMMUNITY NETWORK  
- Growing community wellness -

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Phone: \_\_\_\_\_ Mailing Address: \_\_\_\_\_  
Email: \_\_\_\_\_ 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?



# Success Stories

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- Does anyone have a success story for delegating the resources assessment among coalition members?



# Compiling your Information

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- What do you want to know in the end?
- How will you display information in a way that helps you make decisions?



# Compiling Data

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- Information Listing
- Mapping using BatchGeo  
<http://batchgeo.com/>
- Charts and graphs



# Information Listing

SPE Resource Directory  
DRAFT 7.20.12

## Department of Health

PO Box 47855  
Olympia, WA 98504-7855

www.doh.wa.gov

**SPE Contact:**  
Sue Grinnell  
360-236-3687  
sue.grinnell@doh.wa.gov

### Tobacco Program

**Lead contact:**  
Paul Davis  
paul.davis@doh.wa.gov  
360-236-3642

Coordinated School Health Manager  
Washington State Department of Health  
Healthy Communities Office  
Community Based Prevention Program  
111 Israel Rd SE  
PO Box 47848

Resource addresses these areas that are prioritized based on our review of data:

- ✓ Underage drinking
- ✓ Marijuana abuse
- ✓ Tobacco prevention

Below is a list of other related issues.

- ✓ Tobacco Cessation

Resource using these strategies for addressing these issues

- ✓ Other Educational programs
- ✓ Law enforcement
- ✓ Community engagement/coalition development

Specific data indicators your agency/organization used in planning/determining and monitoring for the need to support this "resource"

There are dozens of BRFSS and HYS questions that we track. The most important are: 10th grade 30 day use of tobacco, Adult smoking rate, Low income smoking rate, and Exposure to secondhand smoke by youth and adults.

Which population(s) does this "resource" primarily target? (check all that apply)

- ✓ Minority or other underserved populations
- ✓ Low income, public housing

Estimated number of people served/reached with this "resource" state fiscal year 2011 (Jul 2010 - Jun 2011)?  
We believe that we serve the entire state's population with our services since we do primary prevention and law enforcement, so that would be about 6.5 million people.



# 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

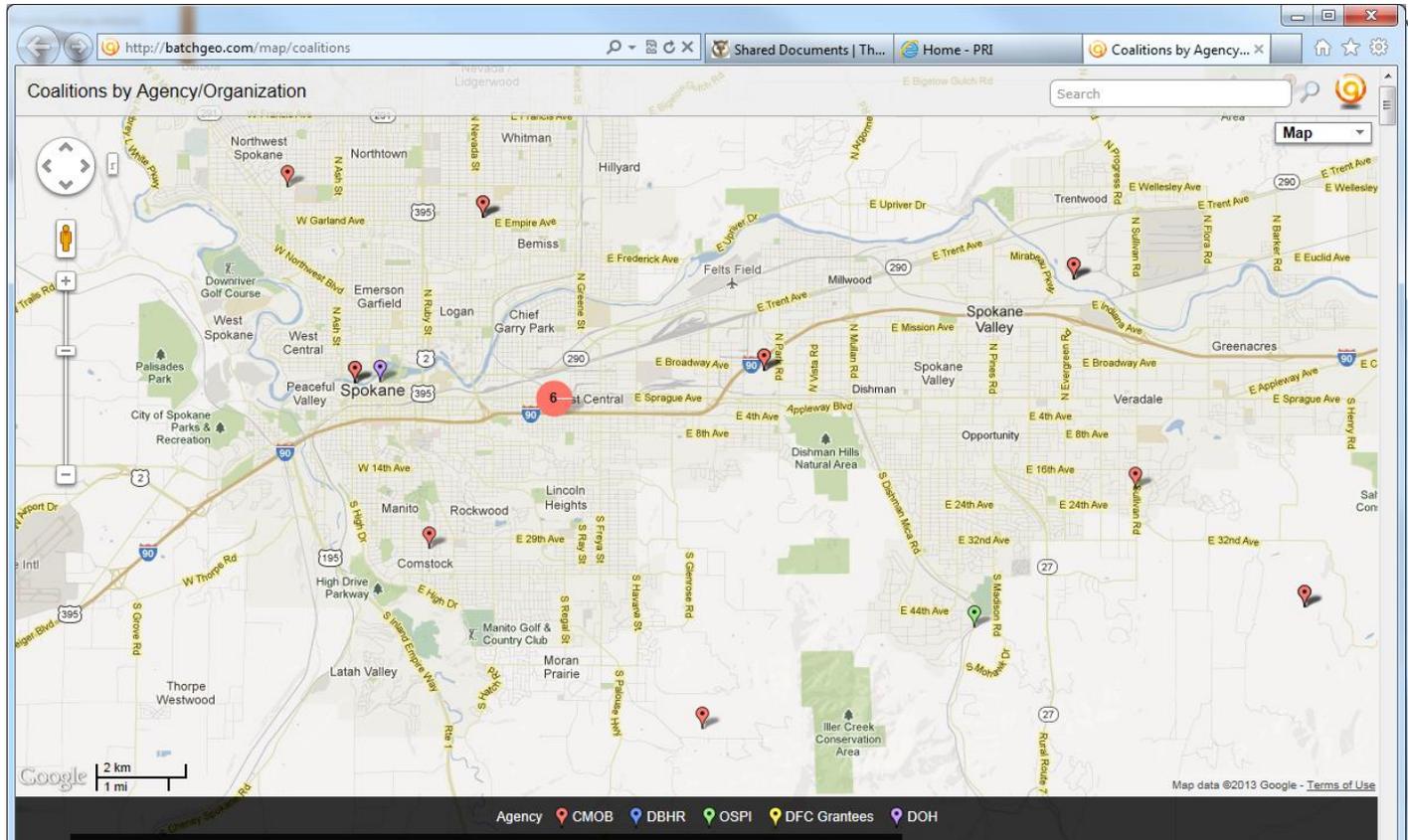
(Don't forget to include some header columns - You can also try our Spreadsheets)

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

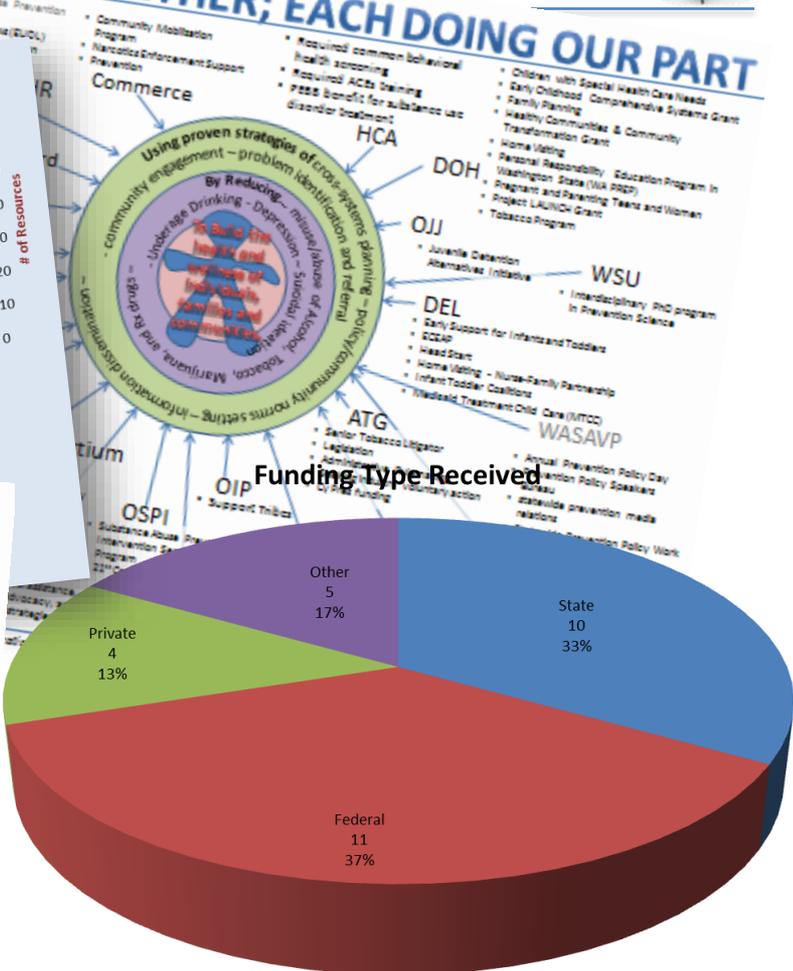
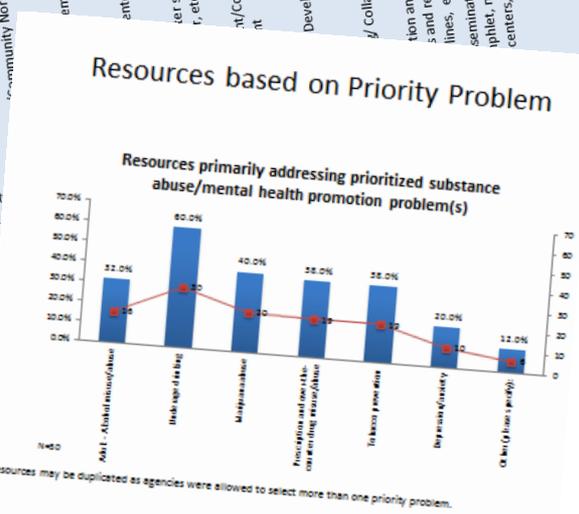
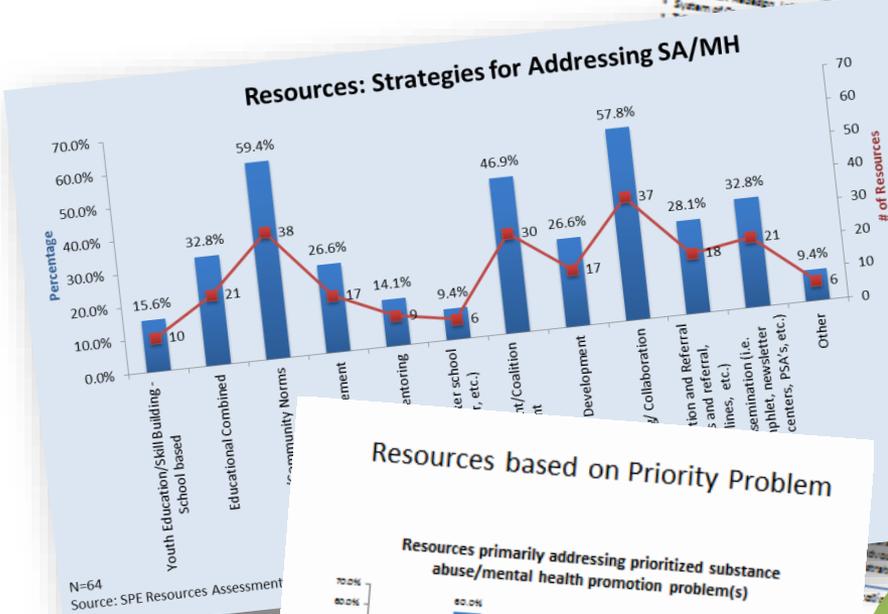
# Mapping





# Charts and Graphs

**WORKING TOGETHER; EACH DOING OUR PART**



# Chat



*Please type your answer into the chat box.*

- What methods have you used or will likely use to display your information?



# Examples from Cohort 1

## Darrington Prevention Intervention Community Coalition--

- The Darrington Family Support and Resource Center is the “go to” social center for the community. It provides mentoring, youth activities, family dinners and other activities for the community.
- The Darrington Community Center provides regional trauma care, administer Naloxone, Primary Care Integration.
- The Sauk-Suiattle Tribe provides cultural activities for members and Darrington residents.

Appendix I: resources

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

### Categories:

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





# GAP ANALYSIS



# Benefits of a Review of Resource Gaps

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

Do you want to share a success?



# What is a gap?

Program and service gaps exist in a variety of forms.

**Developmental gaps** – identifying if services are available at appropriate developmental ages?

**Geographic gaps** – are services available throughout the community?

**Population/Demographic gaps** – are services reaching all potential participants appropriately?

**Intervening variable/contributing factors** being adequately addressed?

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



# 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



# How to find Gaps

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- Gaps worksheet
- Charts
- Maps



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): \_\_\_\_\_

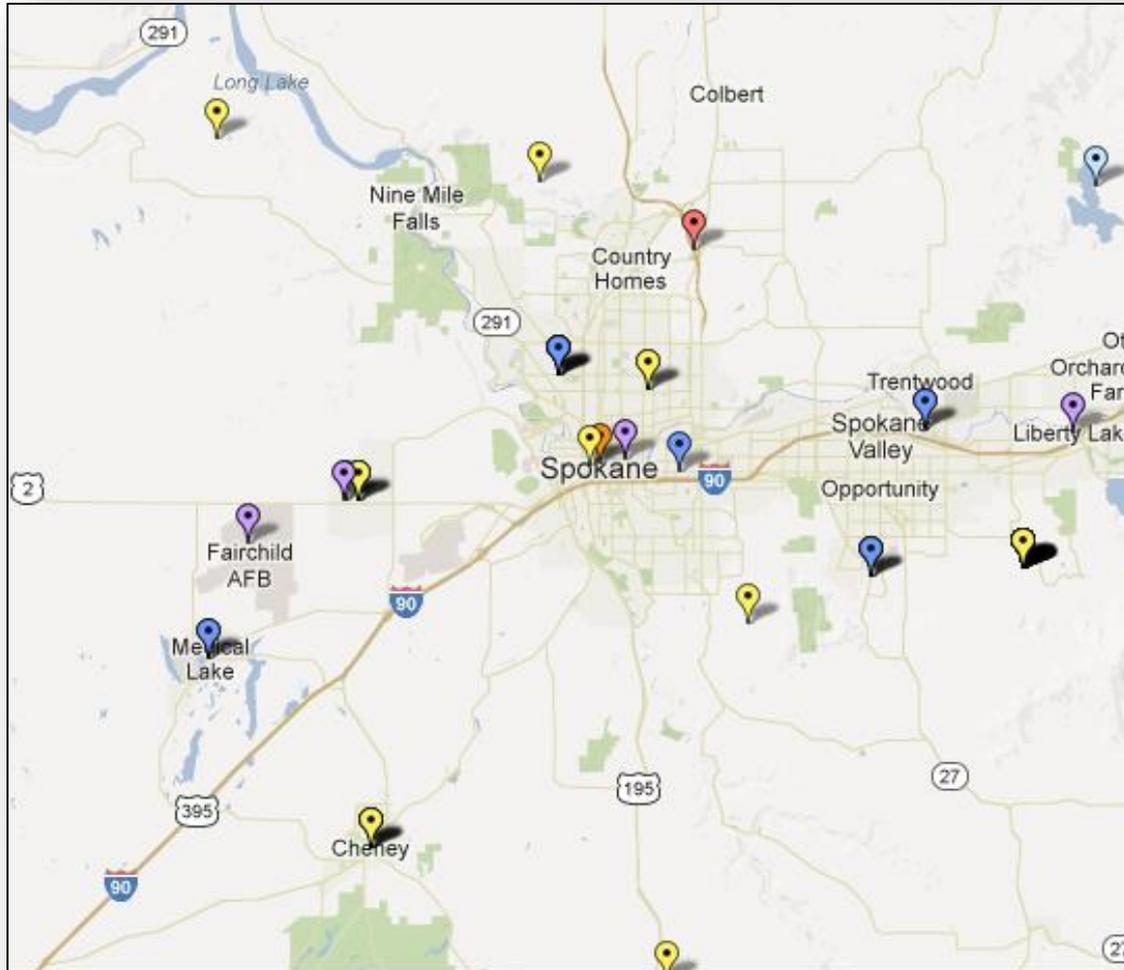
Developmental Period	Family-based services	School-based services	Individual/peer-based services	Community-based services
<b>Specific Population Age:</b>				
Infancy and early childhood (0-4yrs)				
Middle Childhood (5-11yrs)				
Pre-Adolescence (12-14yrs)				
Adolescence (15-17yrs)				
Young Adulthood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

Table it...



Step 3:

# How do you find Gaps?



Map it...



Step 3:

# How do you 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 weekend for youth?

Are we doing enough of that to make a difference?

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

Discuss it...



# 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???**



# Summarizing Key Findings

- At a coalition meeting:
  - Review information
  - Coalition discussion ...
    - What are some 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 missing from our community that we need in order to impact the local conditions we want to change?

# 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



# Summarizing Key Findings

- Include in Strategic Plan:
  - What are the significant community partnerships in-place or that need to be developed?
  - Identify important and/or significant information that demonstrates areas to focus 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 key data and information findings that led to the selection of the Coalition priorities. Include the detailed data and information reviewed in the appendix of the Plan.



# 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...”*

HAVE

NEED



# 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

## Contact Information

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# Thank You!

