

# GAP ANALYSIS DOCUMENTS

*adapted from Communities that Care Materials*

## Table of Contents

PARTICIPANT AGENDA .....	2
CONDUCT RESOURCES ASSESSMENT .....	4
RESOURCES ASSESSMENT .....	5
What is a resources assessment? .....	5
Why do we need to complete a resources assessment? .....	5
RESOURCES BY OUTCOMES & RISK/PROTECTIVE FACTORS .....	6
Assessing Community Resources Recommendations .....	6
SUMMARY OF RECOMMENDATIONS .....	7
PROCESS FOR ASSESSING COMMUNITY RESOURCES.....	8
TYPES OF RESOURCE GAPS.....	9
SAMPLE AGENCY SPREADSHEET.....	10
ASSESSING COMMUNITY RESOURCES SHORT PHONE QUESTIONNAIRE .....	11
SUMMARY OF RESOURCES BY RISK/PROTECTIVE FACTOR WORKSHEET .....	15
STANDARDS FOR PROMISING AND MODEL PROGRAMS .....	16
Blueprints Database Standards: Promising Programs and Model Programs.....	16
PROGRAMS BY EVIDENCE LEVEL .....	18
IDENTIFYING RESOURCE GAPS: SCENARIOS .....	19
COMMUNITY RESOURCE ASSESSMENT QUESTIONNAIRE .....	20
Resource/Program Name: .....	20
Program or Policy Description .....	21
Target Population .....	21
Health & Behavior Outcomes, Risk & Protective Factors .....	22
Risk Factors.....	23
Protective Factors.....	24
Evaluation and Effectiveness.....	24
GAPS, ISSUES, AND BARRIERS .....	25
Funding.....	25
Location/Geography.....	26
Staffing .....	26
Implementation & Quality Assurance .....	26

# GAP ANALYSIS DOCUMENTS

*adapted from Communities that Care Materials*

## PARTICIPANT AGENDA

Resources Assessment and Gaps Analysis

July 29, 2024, 8:30 am-12:30pm

### Objectives

Participants will be able to:

1. Share the reason for and goal of the resources assessment and gaps analysis
2. Describe the final product of a resources assessment/gaps analysis to a community member, and why it is important
3. Specify key steps in conducting a resources assessment and gaps analysis for their community
  - a. State the big buckets of conducting a community resources assessment/gaps analysis
  - b. List the 7 types of resource gaps to look for
  - c. Start the Agency Spreadsheet by filling in the community's priority risk and protective factors <and priority outcomes?>
  - d. Continue filling in the Agency Spreadsheet by adding names of agencies/programs you know need to be included in the resources assessment
  - e. Revise the sample script for resources assessment outreach
  - f. Complete a sketch/draft of a resource summary based on what they know so far about the resources in their community
  - g. Decide on next steps for their community's resource assessment/gaps analysis process
4. List potential members for the committee/workgroup
  - a. Write out expected tasks for this workgroup
  - b. Practice making the 'ask'

# GAP ANALYSIS DOCUMENTS

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Time	Topic	
8:30	Welcome! Introductions & Big Picture	
8:45	What does a completed resources assessment look like?	<i>Lecture</i>
8:55	What are the key steps in a resources assessment and gaps analysis?	<i>Lecture, individual activity</i>
9:30	Other tools for the resources assessment process	<i>Lecture, small group work</i>
10:00	Break	
10:15	Resources summary	<i>Lecture, individual activity time</i>
10:30	7 types of gaps	<i>Lecture, small group work, brainstorm and discussion</i>
11:25	Break	
11:40	Activating your resources assessment workgroup	<i>Lecture, discussion, individual activity time</i>
12:05	Making the ask	<i>Small group work</i>
12:15	Debrief, final check-in/aha's	<i>Evaluation link</i>
12:30	Close	

# GAP ANALYSIS DOCUMENTS

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## CONDUCT RESOURCES ASSESSMENT

*from 2021-23 CPWI Community Planning Guide, pp. 21-22*

1. Coalition will establish a process to collect, compile, and review resource data. Include explanation of process in Strategic Plan.
2. Coalition (or workgroup), with the support from the Coalition Coordinator, 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 use efforts to include in Strategic Plan. Include “significant information” in Strategic Plan.
  - Identify gaps in services, prevention resources, capacity following review of needs assessment and resources assessment.
  - 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
3. Coalition will review results of the resources information and integrate results into strategies and activities. Include results in Strategic Plan.

**Evidence matters!**

# GAP ANALYSIS DOCUMENTS

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## RESOURCES ASSESSMENT

Downloaded and adapted June 11, 2024 from [https://theathenaforum.org/definitions\\_and\\_foundations](https://theathenaforum.org/definitions_and_foundations)

### What is a resources assessment?

A resource assessment is a systematic process for examining the current resources in your community which are reducing your community's priority risk factor(s) and increasing priority protective factors. It answers the question: "What's going on in my community related to our priorities?"

What are resources? They are anything that can be activated to reduce the likelihood that individuals or communities will begin or continue to abuse alcohol, tobacco, and other drugs.

### Why do we need to complete a resources assessment?

A resource assessment will assist you in:

- Identifying gaps where new services should be implemented
- Avoiding duplication in services
- Building collaboration among service providers
- Modifying existing programs to meet prevention needs
- Identifying existing resources to sponsor new programs
- Ensuring you are putting your time and money where it will have the greatest impact
- Ensuring you are creating a comprehensive prevention strategy for your community
- Ensuring you are effectively impacting the priority risk and protective factors that you identified when completing your community assessment

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## RESOURCES BY OUTCOMES & RISK/PROTECTIVE FACTORS

\* Evidence Based, per Utah State workgroup

### Assessing Community Resources Recommendations

Priority Outcomes:  
Substances of Concern  
Depressive Symptoms

Priority Risk Factors:  
Family Conflict  
Low Neighborhood Attachment  
Low Commitment to School

Priority Protective Factors:  
Rewards for Pro-Social  
Involvement  
Pro-Social Involvement

	Individual / Peer	Family	Community	School
Prenatal and early childhood		Family Support Center respite services Smart Steps for Stepfamilies class Parenting Wisely*	Parents Empowered* Leisure services classes (Swim, Dance, Tumbling etc.) Boy Scouts	
Elementary years	Kid Power program* Prevention Dimensions* 4-H YFP Mentoring (Community, North & East Elementary) GPA FAST Afterschool Program	Family Support Center respite services Smart Steps for Stepfamilies class Parenting Wisely*	Parents Empowered* Cedar Hoops Special Olympics (Limited) Community Unplugged PITU Native Youth Group (Limited) C.A.S.A. Boy Scouts	Kid Power program* Prevention Dimensions* 4-H YFP Mentoring (Community, North & East Elementary) GPA FAST Afterschool Program
Middle School	Personal Power program* Personal Empowerment Program (PEP)* Community Unplugged	Family Support Center respite services Smart Steps for Stepfamilies class Parenting Wisely*	Parents Empowered* Special Olympics (Limited) Community Unplugged PITU Native Youth Group (Limited) CCWCC Youth Group C.A.S.A. END (End Nicotine Dependence) Boy Scouts 4-H	Personal Power program* Personal Empowerment Program (PEP)* SUU Community Engagement Afterschool Clubs YFP 4-H Mentoring School Clubs (GYC, Honors Society, ETS, Band etc.) School Sports Hope for Tomorrow program
High School		Family Support Center respite services Smart Steps for Stepfamilies class Parenting Wisely*	Parents Empowered* Special Olympics (Limited) Community Unplugged PITU Native Youth Group (Limited) CCWCC Youth Group SUU Upward Bound QPR Suicide Prevention training END (End Nicotine Dependence) C.A.S.A. Boy Scouts 4-H	Youth Prime for Life* Hope for Tomorrow program Hope Squads School Clubs (GYC, Honors Society, ETS, Band etc.) School Sports

# GAP ANALYSIS DOCUMENTS

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## SUMMARY OF RECOMMENDATIONS

1. The tested, effective programs, policies & practices currently serving our community are:
2. They address the following priority risk & protective factors:
3. We need to implement new tested, effective programs, policies & practices for the following risk & protective factors:
4. We need to modify the following programs, policies & practices for the following risk & protective factors:
5. We need to expand the following programs, policies & practices for the following risk & protective factors:
6. Resources that currently overlap or duplicate services include:

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## PROCESS FOR ASSESSING COMMUNITY RESOURCES

### Identify Resources

- Get info on priorities from Risk and Protective Factor WG
- Finalize Phone Survey
- Gather contact info for all agencies to be surveyed
- Create list of EBPPP (Blueprints, CPWI lists) to look for in phone survey responses
- Administer phone surveys
- Collate info for in-person follow up

### Assess Resources

- Select programs for in-person interviews (Blueprints, CPWI lists)
- Review/revise in-person questionnaires
- ID teams to perform the in-person interviews
- Perform in-person interviews

### Analyze Gaps

- Review collated data from in-person interviews
- Perform Gaps Analysis
- Gather info for coalition planning meeting(s) on recommended evidence-based programs, policies and strategies that could be used to address gaps
- Prepare presentation of process, gaps found and recommendations for delivery at coalition planning meeting(s)
- Draft report
- Work with PR workgroup to finalize report



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## TYPES OF RESOURCE GAPS

Gap	Explanation
<b>Effectiveness</b>	There are no tested & effective programs in the community that address the community's priority risk and protective factors.

Gaps in delivery of the tested, effective programs that *are* operating in the community

Gap	Explanation
<b>Funding</b>	<ol style="list-style-type: none"> <li>1. Funds are <i>unavailable</i> to implement, monitor, or maintain the tested, effective programs that address the community's priority risk and protective factors</li> <li>2. There are <i>insufficient</i> funds to provide the program to enough people to make a real difference in community-level trends</li> </ol>
<b>Domain</b>	Tested, effective resources are not available to address a priority risk factor in multiple domains (community, school, family, peer/individual). For example, a community may have a <i>school</i> program in place to address the risk factor of <i>friends who engage in the problem behavior</i> , but no tested <i>parent</i> programs are available.
<b>Age Groups</b>	Appropriate tested, effective resources are not available for each relevant age group. For example, if <i>poor family management</i> is a priority risk factor and there are programs for parents of preschoolers but no tested, effective programs for parents of middle school aged children, the result is an age group gap.
<b>Demographic</b>	Tested, effective resources fail to address priority risk and protective factors for youth of all races, cultures, genders, languages and economic status. For example, a lack of effective parenting programs available in Spanish, or limited access to affordable prenatal care.
<b>Geographic</b>	The location of a program can limit or prohibit participation by some youth or families. Geographic gaps arise when resources are available in only one area of the community.
<b>Implementation</b>	Tested, effective resources are not implemented with fidelity – that is, they are not implemented as designed. For example, an implementation gap can result if a social-competence program for youth does not provide sufficient booster sessions to reinforce skill development.



# GAP ANALYSIS DOCUMENTS

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## ASSESSING COMMUNITY RESOURCES SHORT PHONE QUESTIONNAIRE

Interviewer's name: \_\_\_\_\_ Date of interview: \_\_\_\_\_

Hello, my name is \_\_\_\_\_ and I am calling on behalf of \_\_\_\_\_ Coalition. Coalition is a  
*coalition name*  
community-wide collaborative effort in \_\_\_\_\_. Our goal is to promote the positive  
*name of community*  
development of children, youth, and families, and to prevent adolescent problem behaviors - including alcohol and other  
drug use, delinquency, teen pregnancy, dropping out of school, suicide, and violence. We do this by addressing risk and  
protective factors related to those behaviors and are attempting to survey all agencies that provide  
programming to youth that address \_\_\_\_\_ we have prioritized in our community.  
*prioritized risk factors*

Would you have just a few moments to answer some questions about the programs that your organization provides?  
(If no, ask if there is a better time to call \_\_\_\_\_.)  
*Date/time*

1. In \_\_\_\_\_ do your programs address the risk factors of:  
*name of community*

List priority risk factors

- Yes  No  • Yes  No
- Yes  No  • Yes  No

4. For each YES above is your curriculum based on a published curriculum or other national model, or developed locally?

### Program 1:

Age group served/ other criteria for participation: \_\_\_\_\_

National publication: \_\_\_\_\_

Name of program: \_\_\_\_\_

Have you modified your program at all? Yes  No

Please explain: \_\_\_\_\_

*Continued*

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Locally developed

Goals and objectives: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Respondent's Contact Information:

Name and Title: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

## Program 2:

Age group served/ other criteria for participation: \_\_\_\_\_

National publication: \_\_\_\_\_

Name of program: \_\_\_\_\_

Have you modified your program at all?      Yes                       No

Please explain: \_\_\_\_\_  
\_\_\_\_\_

Locally developed

Goals and objectives: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Respondent's Contact Information:

Name and Title: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

# GAP ANALYSIS DOCUMENTS

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## Program 3:

Age group served/ other criteria for participation: \_\_\_\_\_

National publication: \_\_\_\_\_

Name of program: \_\_\_\_\_

Have you modified your program at all?      Yes                       No

Please explain: \_\_\_\_\_

\_\_\_\_\_

Locally developed

Goals and objectives: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Respondent's Contact Information:

Name and Title: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

## Program 4:

Age group served/ other criteria for participation: \_\_\_\_\_

National publication: \_\_\_\_\_

Name of program: \_\_\_\_\_

Have you modified your program at all?      Yes                       No

Please explain: \_\_\_\_\_

\_\_\_\_\_

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Locally developed

Goals and objectives: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Respondent's Contact Information:

Name and Title: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

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## SUMMARY OF RESOURCES BY RISK/PROTECTIVE FACTOR WORKSHEET

Risk/Protective Factor: \_\_\_\_\_

	Individual / Peer	Family	Community	School
<i>Prenatal and Early Childhood</i>				
<i>Elementary Years</i>				
<i>Middle School</i>				
<i>High School</i>				

# GAP ANALYSIS DOCUMENTS

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## STANDARDS FOR PROMISING AND MODEL PROGRAMS

### Blueprints Database Standards: Promising Programs and Model Programs

*Evidence<sup>2</sup>Success communities use the Blueprints database to select proven programs based on the priority outcomes, protective factors, and risk factors uncovered in local data. Over 1000 programs have been reviewed thus far. All are included in the Blueprints database, but only a small percentage of them are proven programs. These are called Blueprints programs.*

#### Criteria for Promising and Model Programs

*Proven programs are rated as either Promising or Model. Promising programs meet the minimum standard of effectiveness and are recommended for local community and systems adoption. Model programs meet a higher standard and provide greater confidence in their ability to change behavior and developmental outcomes. The criteria for promising and model programs are shown on the reverse of this page. These criteria are extremely rigorous in order to aid decision making around where to invest scarce resources. Loosely defined, the criteria are:*

- *Evaluation quality – Whether we can be confident in a program’s evaluation; whether the program’s efficacy and effectiveness are reliable and valid*
- *Intervention impact – How much positive change in key developmental outcomes can be attributed to the intervention*
- *Intervention specificity – Whether the intervention is focused, practical, and logical*
- *Dissemination readiness – Whether the program has the necessary delivery support and information to be successfully implemented*

#### How Programs Get Included in the Database

*Blueprints staff and other reviewers make preliminary determinations about whether programs meet the criteria. Based on their recommendations, programs may then be submitted for consideration by the Blueprints Advisory Board. All criteria must be met for a program to be certified as Promising or Model by the Blueprints Advisory Board.*

#### Accessing the Database

*The database contains comprehensive information about proven programs in order to help communities and public agency staff select and deliver the best interventions, confident that they work (by producing the desired effects on child and youth well-being) and have no hidden requirements in terms of money or staff. The Blueprints database is located at [www.blueprintsprograms.com](http://www.blueprintsprograms.com). It is the work of a dedicated team of professionals under the direction of Delbert S. Elliott, Ph.D., in the Center for the Study and Prevention of Violence at the University of Colorado Boulder*



# GAP ANALYSIS DOCUMENTS

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Criterion	Standard for Promising Programs	Standard for Model Programs
<p><i>Evaluation Quality</i> Can we be confident in the program's evaluation?</p>	<ul style="list-style-type: none"> <li><i>The program has been evaluated by at least one randomized controlled trial (RCT) OR two quasi-experimental (QED) evaluations (initial quasi-experimental evaluation and a replication) meeting certain standards.</i></li> <li><i>Valid and reliable measures of the intervention, targeted risk and/or protective factors, and outcomes are used.</i></li> <li><i>The analysis includes all of the participants assigned to each study condition.</i></li> <li><i>No evidence of significant pre-intervention differences or differences in completion or participation rates by study condition is found.</i></li> <li><i>The methods used to analyze results are appropriate.</i></li> <li><i>Outcome measures are independent of the unique program content.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>There are two well-conducted RCTs OR one RCT and one QED evaluation meeting certain standards.</i></li> <li><i>All other requirements for promising programs are met.</i></li> </ul>
<p><i>Intervention Impact</i> How much difference does the program make?</p>	<ul style="list-style-type: none"> <li><i>There is a consistent, statistically significant positive impact on a significant number of key developmental outcome or domains.</i></li> <li><i>There are no iatrogenic (harmful) effects.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>There is at least one long-term follow up (at least 12 months after the program's completion).</i></li> <li><i>All other requirements for promising programs are met.</i></li> </ul>
<p><i>Intervention Specificity</i> Is the program focused, practical, and logical?</p>	<ul style="list-style-type: none"> <li><i>Intended population is clearly defined.</i></li> <li><i>Program outcomes are clearly specified.</i></li> <li><i>Risk and protective factors to be changed are identified in a logic model or theory explaining how they are to be improved and the change in risk or protection affects the specified outcomes.</i></li> <li><i>The program's structure, content, and delivery process are documented clearly.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>All requirements for promising programs are met.</i></li> </ul>



# GAP ANALYSIS DOCUMENTS

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## IDENTIFYING RESOURCE GAPS: SCENARIOS

### Instructions:

*Work with your group to choose the type of gap that describes each scenario. You have a couple of minutes to do this.*

### Scenarios

- 1. Risk factors are elevated in one neighborhood, but appropriate tested, effective resources are only available in a neighborhood across town.  
Gap:*
- 2. A program to promote social competence in youth does not deliver the role-playing activities that are part of the program's design.  
Gap:*
- 3. Budget cuts have forced programs working to reduce family management problems to cut hours and staff.  
Gap:*
- 4. Tutoring programs are offered at the public library, but not in schools.  
Gap:*
- 5. Few parents can afford to pay for childcare while they attend parenting classes.  
Gap:*
- 6. Mentoring programs are available for children in elementary school, but not for children in middle school.  
Gap:*
- 7. Your assessment reveals that several of your community's resources have not been evaluated for effectiveness.  
Gap:*

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## COMMUNITY RESOURCE ASSESSMENT QUESTIONNAIRE

**Resource/Program Name:**

Interview Team: \_\_\_\_\_ Date: \_\_\_\_\_

---

Organization Name: \_\_\_\_\_

Contact Person Name & Title: \_\_\_\_\_

Contact Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Person Completing the Survey: \_\_\_\_\_

Title: \_\_\_\_\_

Contact Phone: \_\_\_\_\_ Email: \_\_\_\_\_

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## Program or Policy Description

1. Please describe this program:

2. Date Resource/Program began serving the community: \_\_\_\_\_

Any break in services since the beginning date?  Yes  No

If so, please specify dates of breaks in services: \_\_\_\_\_

3. Domain and program type best described as: (Check all that apply)

**Family Focus:**

- Marital Therapy
- Prenatal/Infancy
- Early Childhood Education
- Parenting Training
- Family Therapy

**Community-based Youth Focus:**

- After-school skill-building programs
- Mentoring
- Tutoring (also check under School focus)
- Youth employment with education

**School Focus:**

- Organizational change in school
- School policies
- Tutoring
- Classroom curriculum for social- and emotional-competence
- School behavior-management strategies
- Multi-component programs based in schools
- Classroom organization, management & instructional strategies

**Community Focus:**

- Community mobilization
- Community policies & enforcement

## Target Population

4.  All Youth     Youth at risk for problem behavior     Youth engaging in problem behavior

5. Describe Participants

Eligibility Requirements?

Ages		
Ethnicities		
Gender		
Family income level (low, medium, high)		
Education		
Other:		

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6. Does the resource/program target specific populations? Yes  No   
(e.g., Hispanic families, single parent families, youth in foster care, etc.)  
If yes, please describe:

7. Does this resource require referrals? Yes  No   
If so, please briefly describe the referral process:

8. Does this resource require any payment for services? Yes  No   
If yes, briefly describe any financial assistance that is available to participants.

9. How often is the program delivered?  
 Monthly  Bi-monthly  Weekly  
 More than daily, but not more than weekly  Daily

10. Please estimate the average number of participants or clients who regularly participate:

11. What barriers would need to be overcome to serve more participants, if desired?

12. Can this resource accommodate individuals with physical disabilities? Yes  No   
Please explain:

## Health & Behavior Outcomes, Risk & Protective Factors

13. What health & behavior problems does this program or policy address?  
(Check all that apply)

- |  |   |
|--|---|
| <input type="checkbox"/> Substance abuse | <input type="checkbox"/> Violence           |
| <input type="checkbox"/> Delinquency     | <input type="checkbox"/> School Drop-Out    |
| <input type="checkbox"/> Teen Pregnancy  | <input type="checkbox"/> Anxiety/depression |

# GAP ANALYSIS DOCUMENTS

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14. What are the goals and expected outcomes?

*Goals are broad, general statements of what the program, course, or activity intends to accomplish. For example: reduce youth initiation of cigarette use.*

15. What are the learning objectives (or participant outcomes)?

*Learning objectives are brief, clear statements that describe the desired learning, i.e., essential and enduring knowledge, abilities (skills) and attitudes (values, dispositions). For example, youth will learn the damaging effects of cigarette use on the body (knowledge), adopt attitudes against use (attitudes), and learn skills to avoid smoking while still keeping friends (skills).*

16. What strategy/strategies does the program or service use to achieve the learning objectives?

*(e.g., provide information, small group discussion, skills training, community service, etc.)*

## Risk Factors

17. Our coalition has identified the following risk factors as priorities. Please indicate the extent to which each risk factor is a focus of this resource.

Risk Factor Number 1  
*(Brief description of risk factor)*

1     2     3     4     5

*Not a focus* *Major focus*

Risk Factor Number 4  
*(Brief description of risk factor)*

1     2     3     4     5

*Not a focus* *Major focus*

Risk Factor Number 2  
*(Brief description of risk factor)*

1     2     3     4     5

*Not a focus* *Major focus*

Risk Factor Number 5  
*(Brief description of risk factor)*

1     2     3     4     5

*Not a focus* *Major focus*

Risk Factor Number 3  
*(Brief description of risk factor)*

1     2     3     4     5

*Not a focus* *Major focus*

18. If the resource/program has a strong focus on one or more risk factors, please describe what you do to address the specific risk factor(s):

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## Protective Factors

19. Our coalition has identified the following protective factors as priorities. Please indicate the extent to which each protective factor is a focus of this resource.

Protective Factor Number 1  
*(Brief description of Protective factor)*

1     2     3     4     5

Not a focus Major focus

Protective Factor Number 4  
*(Brief description of Protective factor)*

1     2     3     4     5

Not a focus Major focus

Protective Factor Number 2  
*(Brief description of protective factor)*

1     2     3     4     5

Not a focus Major focus

Protective Factor Number 5  
*(Brief description of protective factor)*

1     2     3     4     5

Not a focus Major focus

Protective Factor Number 3  
*(Brief description of protective factor)*

1     2     3     4     5

Not a focus Major focus

20. If the resource/program has a strong focus on one or more risk factors, please describe what you do to address the specific risk factor(s):

## Evaluation and Effectiveness

21. Has this resource/program been evaluated and proven effective?    Yes     No
22. If yes, please describe how the program was evaluated: (Check all that apply)
- |  |   |
|--|---|
| <input type="checkbox"/> Pre- and post-tests of program participants | <input type="checkbox"/> Only post-tests of program participants              |
| <input type="checkbox"/> Numbers served                              | <input type="checkbox"/> Staff written or verbal opinion                      |
| <input type="checkbox"/> Participant written or verbal opinion       | <input type="checkbox"/> Public data such as school attendance or performance |
| <input type="checkbox"/> District or school level surveys            | <input type="checkbox"/> Published research studies (Please share citations): |
| <input type="checkbox"/> Other (Please explain):                     |   |
23. Please summarize the results of the most recent evaluation or attach a copy of evaluation results.



# GAP ANALYSIS DOCUMENTS

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## GAPS, ISSUES, AND BARRIERS

### Funding

24. Please check all sources of funding:

Source	Is funding expected to continue indefinitely?		How long is funding expected?
	Yes	No	
<input type="checkbox"/> Individual Donors	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Private Foundations Name(s):	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> City or County Funding Name(s) of agency or administering grant or contract:	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> State Funding Name(s) of agency or administering grant or contract:	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Federal Funding Name(s) of agency or administering grant or contract:	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Other Name(s):	<input type="checkbox"/>	<input type="checkbox"/>	

# GAP ANALYSIS DOCUMENTS

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## Location/Geography

25. Where is the resource/program located? \_\_\_\_\_

26. Which geographic areas are served? \_\_\_\_\_

27. *Is lack of transportation considered a barrier to participation?* Yes  No

28. *Is transportation provided?* Yes  No

## Staffing

29. *Please describe any professional certification required of resource/program providers.*

30. *What specific skills are required by staff to implement your resource/program?*

31. *Does the implementation of your resource/program rely on volunteers?* Yes  No   
*If yes, how many volunteers are currently involved?*

32. *Have you been able to find enough individuals to staff your resource/program who have the skills and/or meet these qualifications? e.g., staff and volunteers/program providers.*

## Implementation & Quality Assurance

33. *Does the program have tools to measure quality or fidelity of implementation?*  
*e.g. checklists to document delivery of core components, surveys to measure participant changes*  
Yes  No

*If yes, please describe:*

34. *How are you using the tools?*

35. *Is this resource operating with fidelity?*  
*e.g. is it implemented as designed, with all of its core elements?*

Yes  No

*If no, please describe:*

# GAP ANALYSIS DOCUMENTS

*adapted from Communities that Care Materials*

36. *How is the program delivered? Logic model?*

37. *Do the following components align with the program requirements?*

Yes  No  *Ratio of staff/volunteers to participants?*

Yes  No  *Training of staff/volunteers?*

Yes  No  *Materials and resources?*

*Thank you for taking the time to complete this survey!  
Your input is an important contribution to the assessment process.*

*We invite you to contact us if you would like more information about our effort to promote  
positive youth development in our community.*