

# Cohort 3

## Community Prevention & Wellness Initiative (CPWI)

### Assessment Workshop Series

## Webinar 3 - Gaps Analysis & Prioritization

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Division of Behavioral Health and Recovery

January 2014

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## Poll

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- Which webinars in this series have you attended?
  - A. Just Webinar 1 – Needs Assessment
  - B. Just Webinar 2 – Resources Assessment
  - C. Both Webinars 1 & 2
  - D. Neither of the previous webinars



# Workshop 3: Training Objectives

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## Participants will:

- Discuss how to identify gaps in resources which address priority risk and protective factors.
- Understand functions of Analysis and Prioritization of Resources Assessment.
- Understand how to use Resources Assessment to support strategy selection and implementation.
- Understand how to incorporate Resources Assessment into Strategic Plan.
- Understand how to use Resources Assessment to gather support for Action Plan.





# Elements of a Good Assessment

- Needs
- Resources
- Gaps





# 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. Integrate information into Strategic Plan.





Step 3:

# What is a Review of Resource Gaps?

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- 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 Review of Resource Gaps

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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?
  - A. Just starting.
  - B. In the middle.
  - C. Mostly finished, still finalizing it.
  - D. All done.
  - E. Already put 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



Step 3:

## What is a “Gap”?

*cont.*

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

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





Step 3:

## Determine Gaps In Resources

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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?

One



Department

Vision

Mission

Core set of Values



Step 3:

## Determine Gaps In Resources – Sample

15

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
<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				

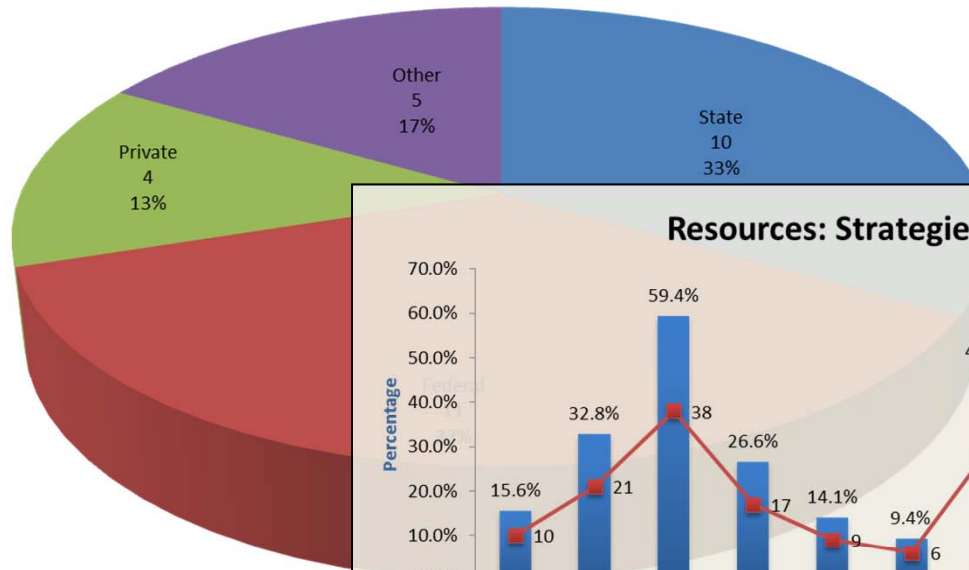
Table it...



Step 3:

# How do you find Gaps?

Funding Type Received



Resources: Strategies for Addressing SA/MH

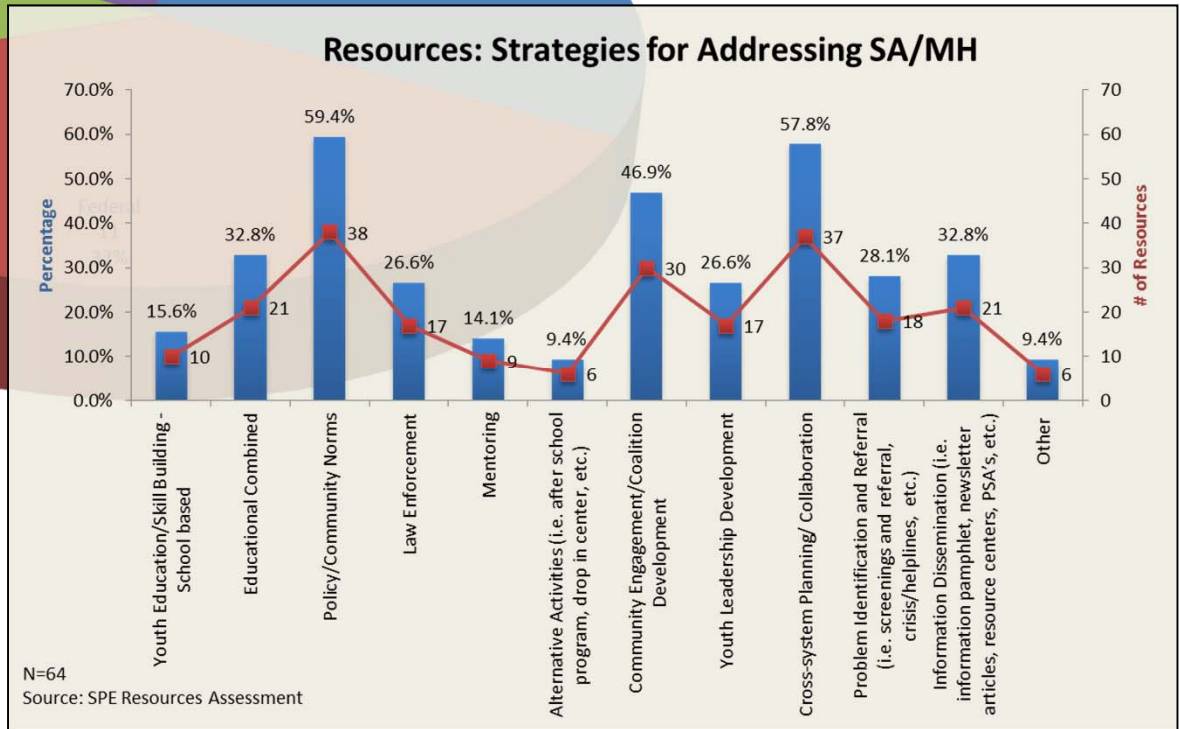
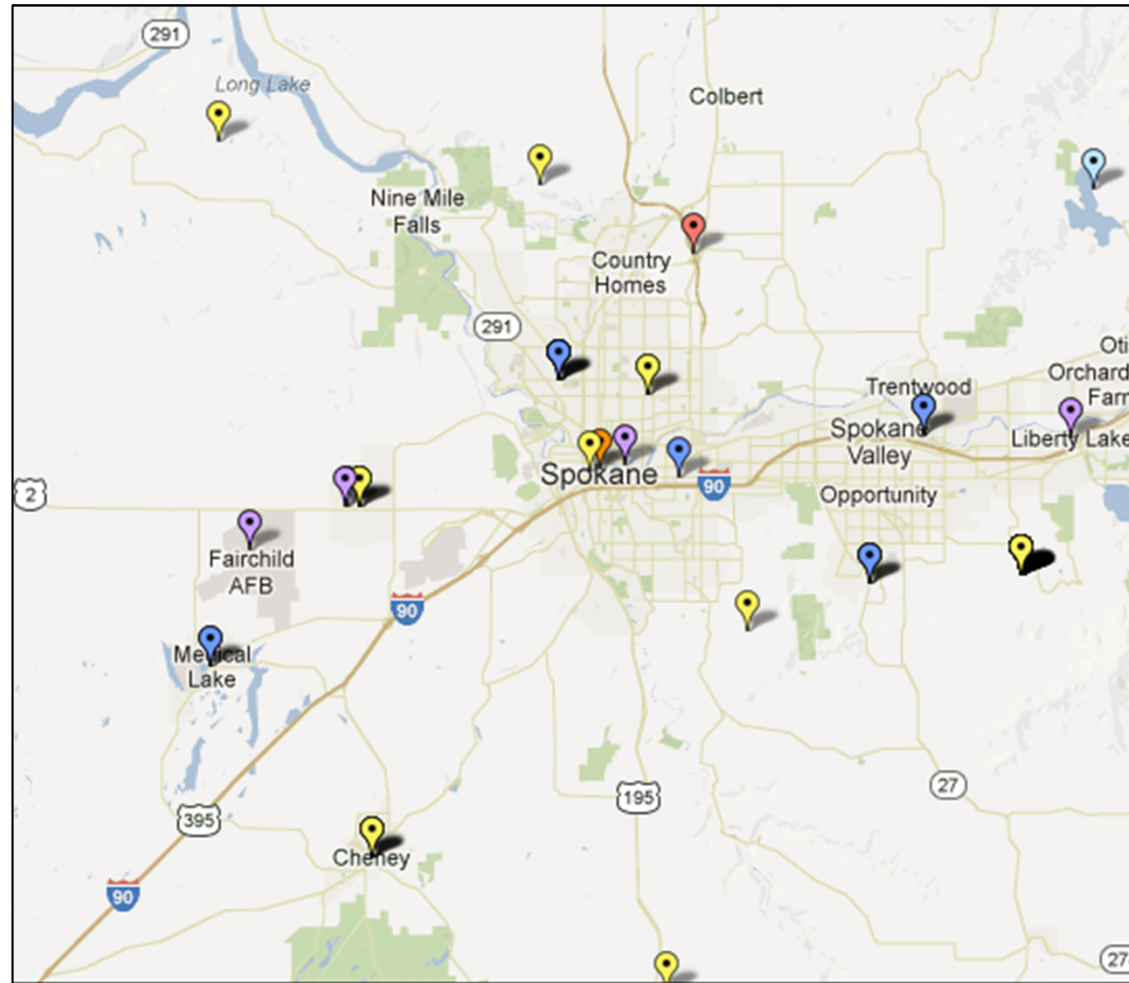


Chart it...



Step 3:

# How do you find Gaps?

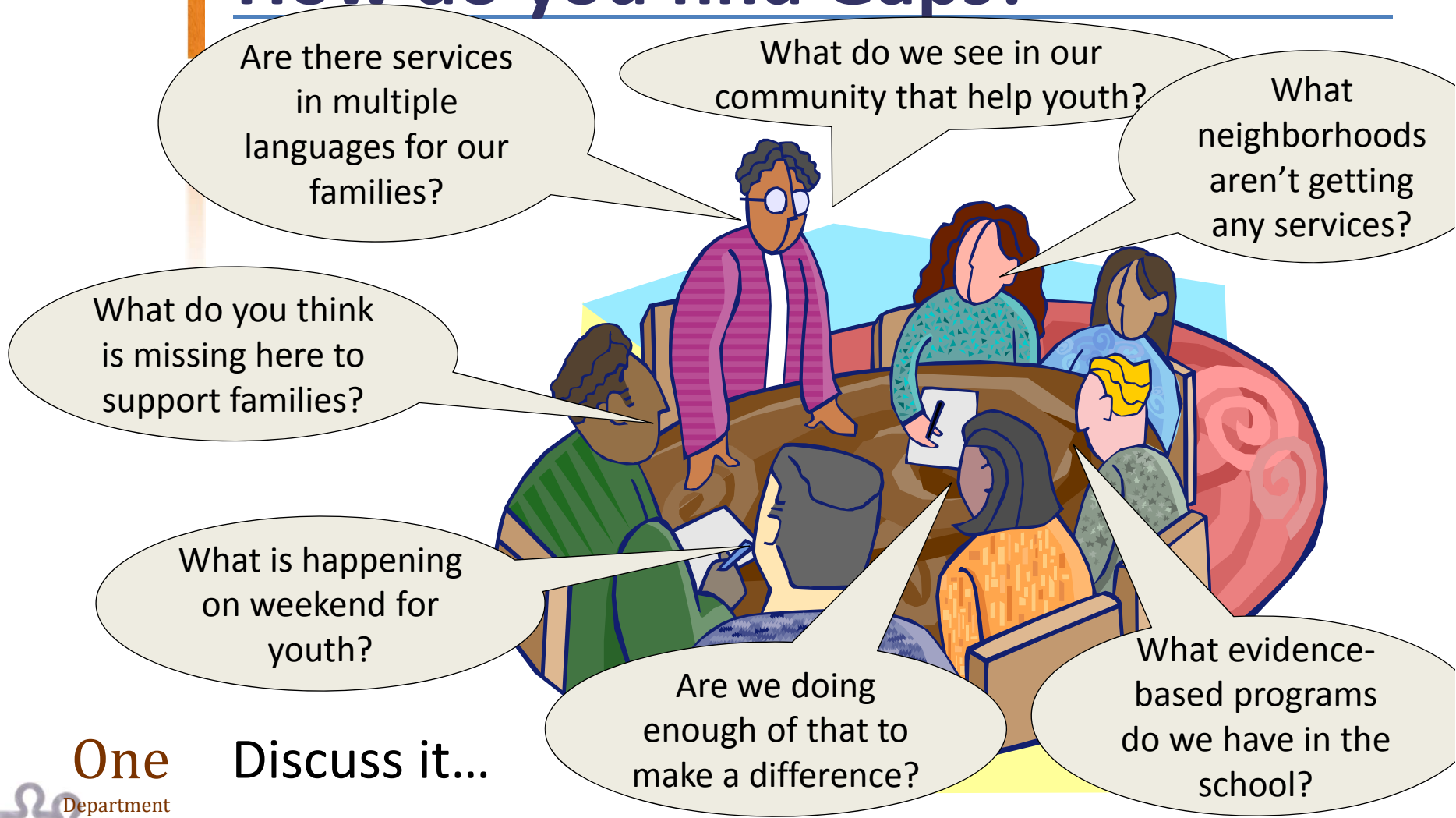


Map it...



Step 3:

# How do you find Gaps?



## 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???**

One





#### Step 4:

## Summarizing Key Findings

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- 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?

## 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 significant and effective*

HAVE

*resources available for children ages 5-12, however there are limited programs for*

NEED

*youth ages 13-15...”*



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

One





## Step 4:

# 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.



# Summary:

## Resources Assessment Findings

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Today we covered...

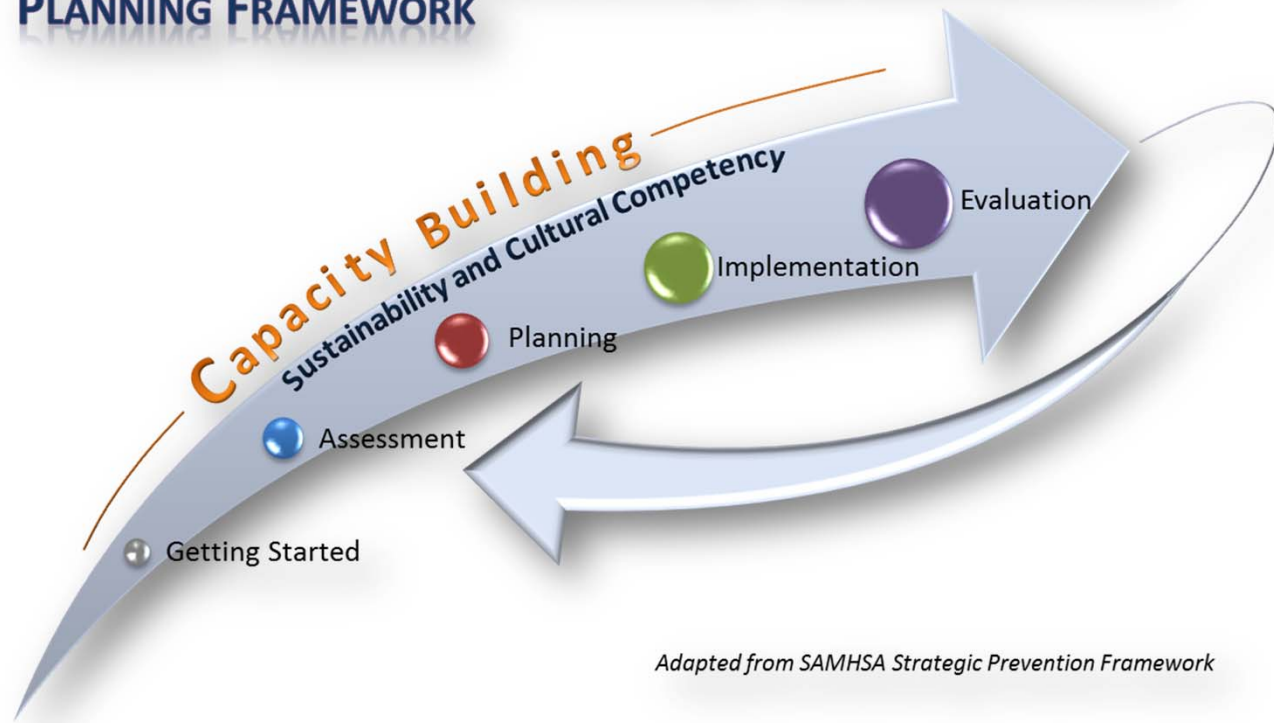
- ...the types of resource gaps and why identifying gaps is important.
- ...identifying resource gaps for each intervening variable.
- ...summarizing key findings from Resources Assessment.





# Planning Framework

## DBHR COMMUNITY PREVENTION AND WELLNESS INITIATIVE PLANNING FRAMEWORK

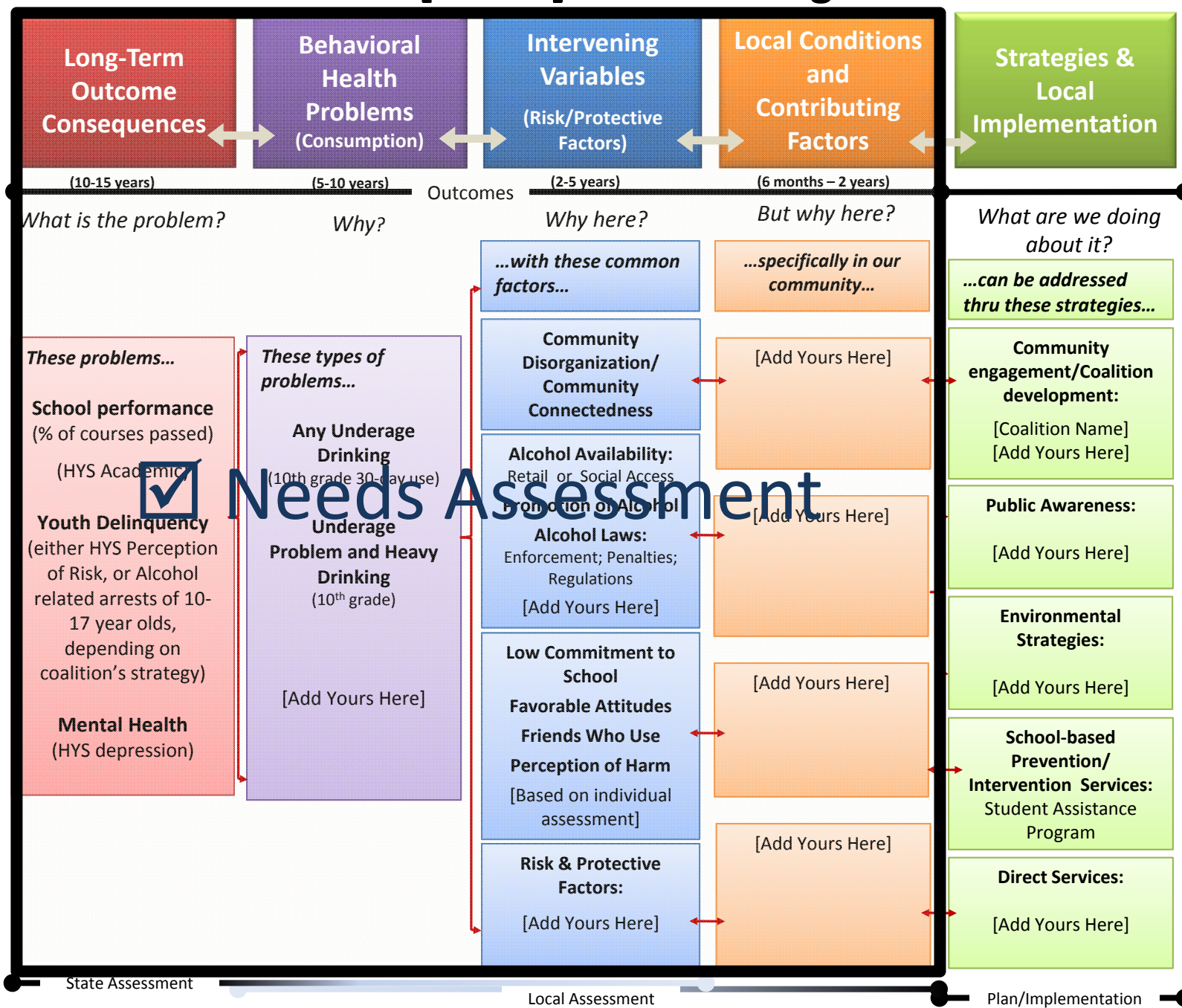




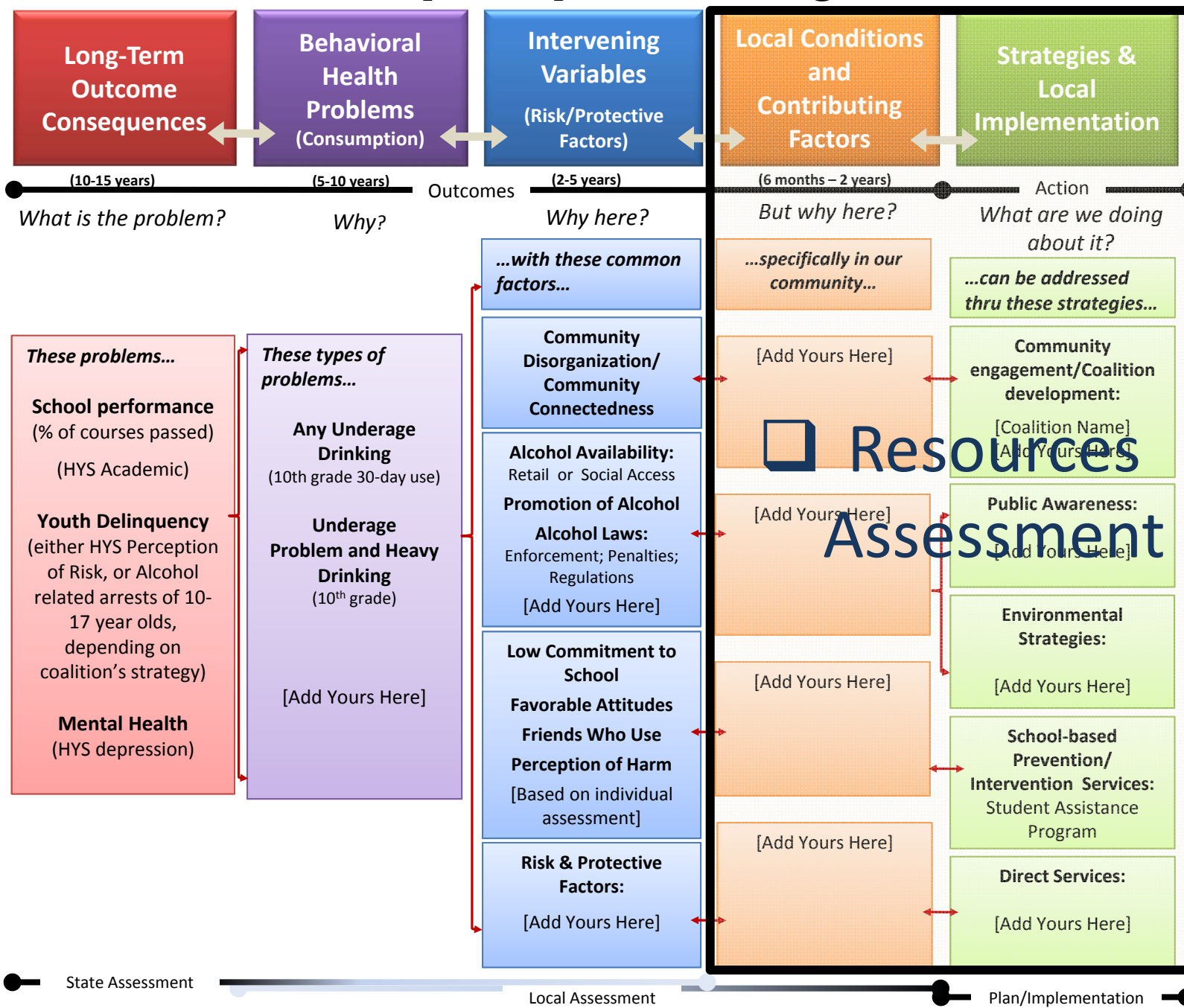
# Analysis and Prioritization of Resources

- Include in Strategic Plan:
  - Describe the Coalition’s conclusions 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.

# [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?*

**Resources Assessment**



Step 4:

## Summarizing Key Findings

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- 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...”*

# What does your Resources Assessment information tell you?

## Step 4:

### 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 5:

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



Step 5:

## Integrate information in Strategic Plan

- Phase 1: Developing Strategies



We are  
here

- Phase 2: Building Toward Your Action Plan





Step 5:

## Integrate information in Strategic Plan – Phase 1 Developing Strategies

### 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







## Step 5:

# Integrate information in Strategic Plan – Phase 1 Developing Strategies

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- Core questions:
  - *What resources do we **have** that we want to include in our plan?*
  - *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?*



Step 5:

# Integrate information in Strategic Plan – Phase 1 Developing Strategies



## 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:

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## Integrate information in Strategic Plan – Phase 1 Developing Strategies

- 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 – Phase 1 Developing Strategies

## Example 2: Inform the strategy selection

Priority intervening variable: Family management

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

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???**

Needs Assessment

Resources Assessment Phase 1

One





Step 5:

## Integrate information in Strategic Plan

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





Step 5:

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## Integrate information in Strategic Plan – Phase 2 Building Toward Your Action Plan

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- Core questions;
  - Is someone already doing this?
  - If so...
  - If not...
  
- Which of our partners can help us with this strategy?



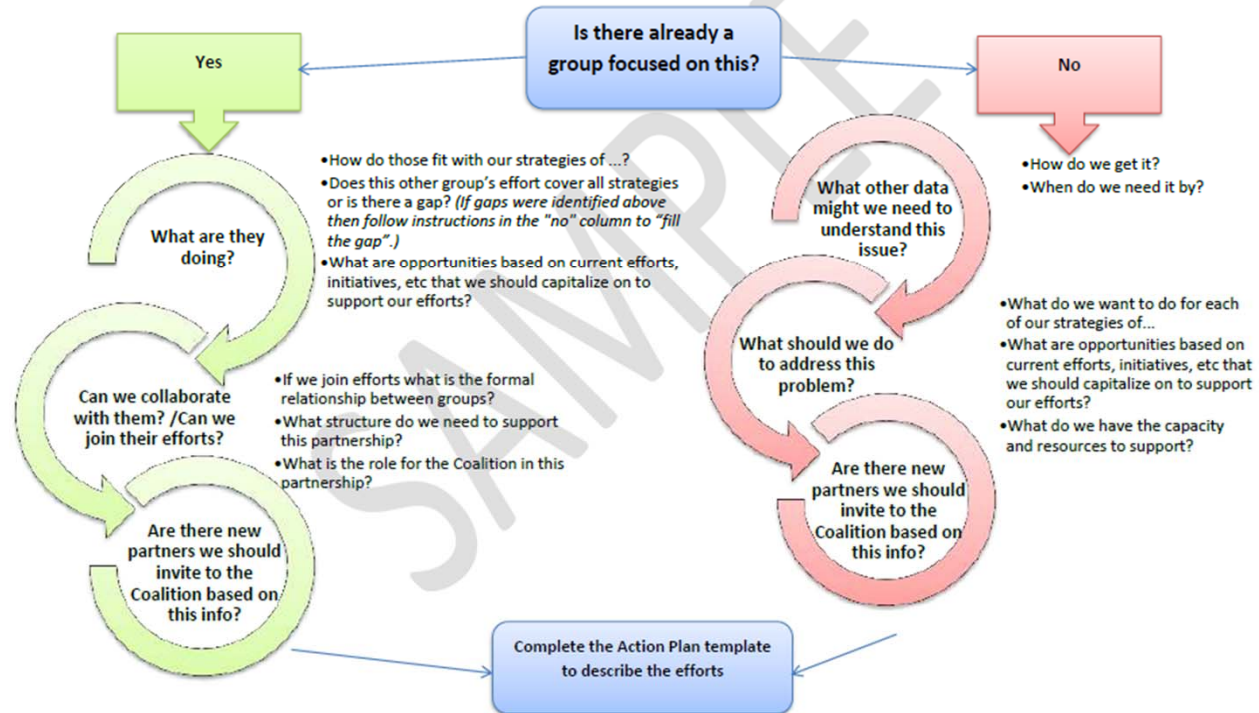


Step 5:

# Integrate information in Strategic Plan – Phase 2 Building Toward Your Action Plan

## Coalition Resources Assessment Building Toward Your Action Plan – Discussion Guide

Roles:  
Lead: \_\_\_\_\_ Note taker: \_\_\_\_\_





Step 5:

# Integrate information in Strategic Plan – Phase 2 Building Toward Your Action Plan

## Example 1: Inform the Action Plan

Priority intervening variable: Family Management

Local condition: Parents state that they lack communication skills to use with their children.

Strategy: Parenting Education

Resources:

- Family Center provides parenting classes, but..
  - Existing parenting classes are not evaluated for effectiveness
- Existing parenting classes are not filled to capacity – not reaching “hard to reach parents”

Gaps:

- No parenting classes for parents of 12 – 14 year olds.
- Lack of skilled parenting instructors in the community

**So how does this inform your Action Plan???**

Needs Assessment

Resources Assessment

Phase 1 help select

Resources Assessment Phase 2

One

Department Vision Mission Core set of Values







Step 5:

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## Integrate information in Strategic Plan – Phase 2 Building Toward Your Action Plan

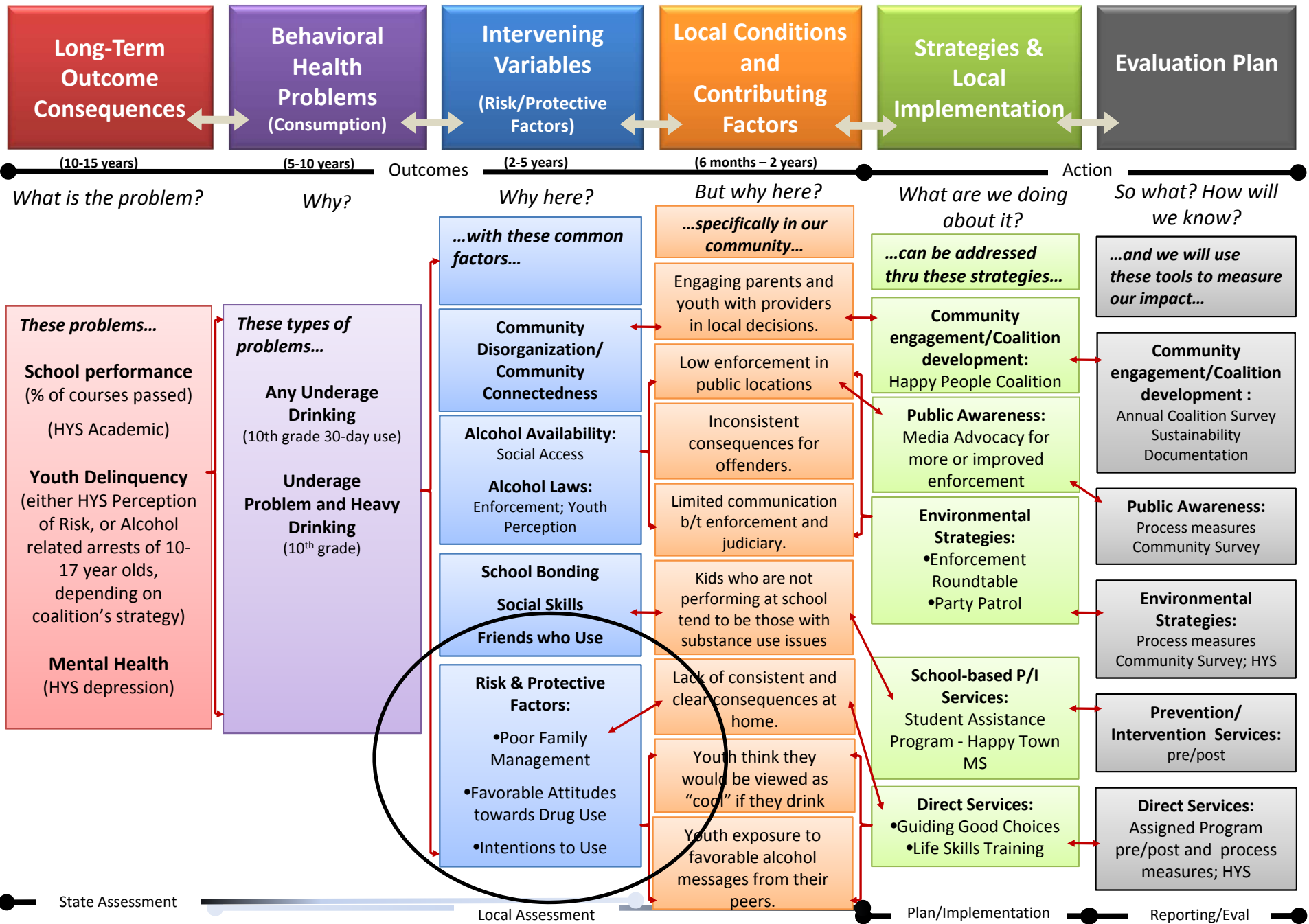
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### ■ Example 2:

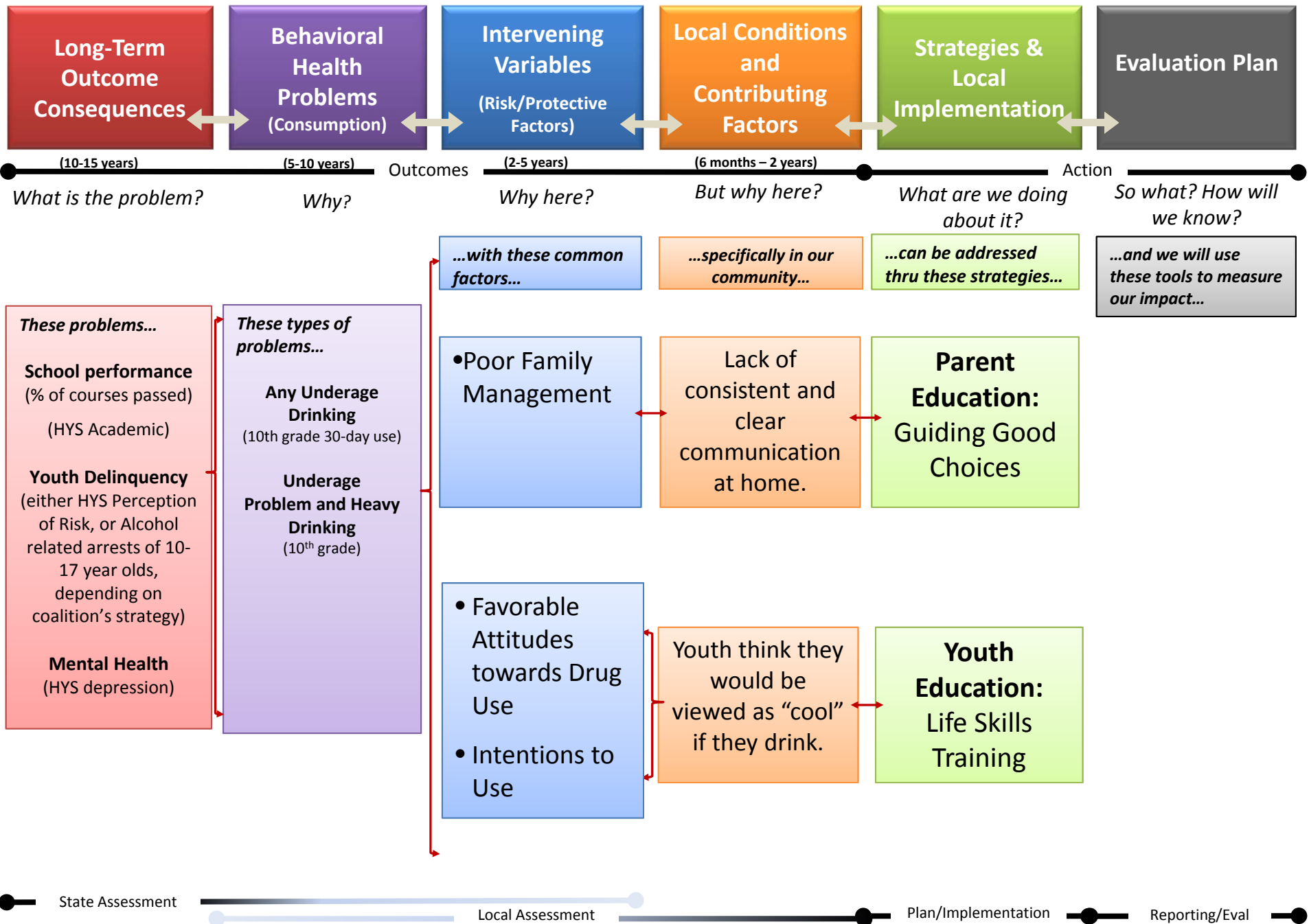
- *“After reviewing information collected from our resources assessment we determined that we have significant and effective resources available for children ages 5-12, however there are limited programs for youth ages 13-15 ...so we have decided that we need an evidence-based school curriculum at SuperStar Middle School...”*



# [SAMPLE] Coalition Logic Model



# [SAMPLE] Coalition Logic Model



# COMMUNITY COALITION GUIDE

formerly Task Categories and Strategic Plan Requirements Guides

## Building a Culturally Competent and Sustainable Substance Abuse Prevention Coalition in Your Community

**ATHENA**  
known for wisdom, strategy and skill

Sign In Join Now Search...

The site for substance abuse prevention professionals and volunteers who want to become better at what they do.

Home Prevention Headlines Training Learning Community Learning Library Who's Who in Prevention Prevention Priorities

Home » Learning Library » Excellence in Prevention Strategies List

### Excellence in Prevention Strategy List

Welcome to the Excellence in Prevention strategies list and search page. This page provides detailed information about direct service and environmental prevention strategies. Programs and strategies in this list must be shown in at least two studies to produce intended results. All programs listed include substance abuse prevention as an area of interest.

The strategies described in this list come from three primary resources, the National Registry for Evidence-based Programs and Practices (NREPP), a separate list of programs identified as evidence-based by the State of Oregon, and "Scientific Evidence for Developing a Logic Model on Underage Drinking: A Reference Guide for Community Environmental Prevention."

Use the search box or the questions below to help you narrow your search.

Search Titles and Tags

▾ In which types of geography do you plan to implement the program?

▾ Where will you implement the program?

▾ What problems do you wish to address?

- Alcohol
- Crime
- Delinquency
- Drugs
- Environmental

Excellence in Prevention Strategies List

Intro to the Field of Prevention

Definitions and Foundations

Planning Frameworks

Community Prevention and Wellness Initiative (CPWI)

Statewide Projects

State Prevention Enhancement (SPE) Project

SHARE

Quick Links

- Site Map
- Calendar
- Shared Documents
- Community Prevention and



## Division of Behavioral Health and Recovery Prevention Redesign Initiative

July 2013





# Action Plan

## DBHR Prevention Redesign Initiative (PRI) Community Coalition Guide

### Action Plan TEMPLATE

The information on the following pages is for reference. A Microsoft Word template has been prepared for your use and can be found at [www.theAthenaForum.org](http://www.theAthenaForum.org). (See page 5 for download instructions.)

### [Name] Coalition

- Goal 1: (Should be same as stated in the narrative in the 'Plan' section)
- Objective 1.1: (Should be same as stated in the narrative in the 'Plan' section)
- Strategy 1.1.1: (Should be same as stated in the narrative in the 'Plan' section)

Activity/Program	Brief Description	When	How	Who	Lead Organization	Responsible Party (ies)
<i>Name of activity/program</i>	<i>Briefly state the main purpose of the activity</i>	<i>When will this take place? What is timeframe for this activity?</i>	<i>How much? How often?</i>	<i>Who is this service for? How many people impacted?</i>	<i>Who is conducting?</i>	<i>Who from the coalition is making sure this gets done?</i>





# Analysis and Prioritization of Resources

- Include in Strategic Plan:
  - Describe the Coalition’s 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.



# Summary:

## Resources Assessment Findings

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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.
- ...how to use Resources Assessment to gather support for Action Plan.





# Discussion Questions

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- What questions do you have as you work on these tasks?
- What challenges have you encountered?
- What have you done that worked really well?







# Resources

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- Community Coalition Guide
- The Athena Forum
- Prevention System Managers
- Cohort 1 and 2 Coordinators





## Wrap up

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- Questions???
- Follow up survey will be sent via email following this webinar. Please take a moment to complete it. It helps us continue to improve our trainings.



# Questions?

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- If you would like additional technical assistance please contact your Prevention System Manager or email [PRtraining@dshs.wa.gov](mailto:PRtraining@dshs.wa.gov).