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

Division of Behavioral Health & Recovery

April 8, 2015

Presented by:
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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
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
These problems…

School performance (% of courses passed)
(HYS Academic)

Youth Delinquency
(either HYS Perception of Risk, or Alcohol related arrests of 10-17 year olds, depending on coalition’s strategy)

Mental Health
(HYS depression)

These types of problems...

Any Underage Drinking
[Add Yours Here]

Underage Problem and Heavy Drinking
(10th grade)

Needs Assessment

Community Disorganization/Community Connectedness

Alcohol Availability:
Retail or Social Access
Promotion of Alcohol

Alcohol Laws:
Enforcement; Penalties; Regulations

Low Commitment to School
Favorable Attitudes
Friends Who Use
Perception of Harm
[Based on individual assessment]

Risk & Protective Factors:
[Add Yours Here]

Local conditions and contributing factors

Long-Term Outcome Consequences
(10-15 years)

Behavioral Health Problems (Consumption)
(5-10 years)

Intervening Variables (Risk/Protective Factors)
(2-5 years)

Local Conditions and Contributing Factors
(6 months – 2 years)

What are we doing about it?

Community engagement/Coalition development:
[Coalition Name]
[Add Yours Here]

Public Awareness:
[Add Yours Here]

Environmental Strategies:
[Add Yours Here]

School-based Prevention/Intervention Services:
Student Assistance Program
[Add Yours Here]

Direct Services:
[Add Yours Here]

What is the problem?

Why?

Why here?

But why here?

…with these common factors...

…specifically in our community...

…can be addressed thru these strategies...

State Assessment

Local Assessment

Plan/Implementation
These problems...

School performance (% of courses passed) (HYS Academic)

Youth Delinquency (either HYS Perception of Risk, or Alcohol related arrests of 10-17 year olds, depending on coalition’s strategy)

Mental Health (HYS depression)

These types of problems...

Any Underage Drinking (10th grade 30-day use)

Underage Problem and Heavy Drinking (10th grade)

Bottom Commitment to School Favorable Attitudes Friends Who Use Perception of Harm [Based on individual assessment]

Risk & Protective Factors: [Add Yours Here]

Community Disorganization/ Community Connectedness

Alcohol Availability: Retail or Social Access Promotion of Alcohol Alcohol Laws: Enforcement; Penalties; Regulations [Add Yours Here]

Low Commitment to School Favorable Attitudes Friends Who Use Perception of Harm [Based on individual assessment]

Risk & Protective Factors: [Add Yours Here]

What is the problem? Why? Why here? But why here? What are we doing about it? Why 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
Step 2:

Collecting the Information

Community Resource Assessment – Sample Questions

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

1. Project Name:

2. Organization Contact Information:
   - Contact Name:
   - Address:
   - Phone:
   - Email:
   - Website:

3. Program Overview/Brief:

4. Funding:
   - Funding Type: Federal, state, private, other
   - Funding cycle:
     - One-time only, on a recurring basis
   - Current funding period:
     - Month/year/month/year
   - Amount:

5. Does the program impact any existing interventions and/or contributing factors?

6. If you answered yes to number 5 above, which programs or services impact the primary intervention variables and/or contributing factors? And please describe how the program or service impacts the intervention 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):
   - Young Toddler (0-2 yrs)
   - Toddlers and Early Childhood (2-5 yrs)
   - Middle Childhood (6-11 yrs)
   - pre-Adolescent (12-13 yrs)
   - Adolescents (14-17 yrs)
   - Young Adulthood (18-24 yrs)
   - Adult (25-64 yrs)
   - Older Adult (65 yrs and older)
   - Senior Adult (65 yrs and older)
Step 2: Collecting the Information

1. 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?

2. How can WellSpring help members maintain enthusiasm for the task?
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**

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Department of Health

P.O. Box 4350
Olympia, WA 98507
www.doh.wa.gov

SHE Contact:
Sue Tuman
560-236-9887
sue.tuman@doh.wa.gov

Tobacco Program

Lead Contact:
Patti Jones
patti.jones@doh.wa.gov
560-236-1111

Coordinated School Health Manager
Washington State Department of Health
Healthy Communities Office
Community Based Prevention Program
111 1st Ave NE
P.O. Box 47982

Resource addresses those 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 Education

Resources using these strategies for addressing these issues:

- Comprehensive Educational programs
- Law enforcement
- Community Engagement/Outdoor Development

Specific data indicate your agency/organization is using prevention/demand-reduction and monitoring for the tobacco reduction taskforce.

There are dozens of NADIS and MMIS questions that we track. The most important are:

- 1.5th grade smoking rate
- Adult smoking rate
- Low income smoking rate
- Exposure to secondhand smoke by youth

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

- Minority
- Low income
- Public housing

Estimated number of people served/reached with this "resource": State fiscal year 2011 (July 2010 - June 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.
Step 2:
Mapping
Step 2: Mapping

http://batchgeo.com/
Step 2: Charts and Graphs
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 –

<table>
<thead>
<tr>
<th>Resource Assessment</th>
<th>Programs &amp; Services (or closely associated by the community)</th>
<th>Categories:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Service Volunteer Program</td>
<td>Darrington Junior Athletic Association</td>
<td>• Programs &amp; Services</td>
</tr>
<tr>
<td>Church Youth Groups</td>
<td>Church Sunday Schools</td>
<td>• Local Institutions</td>
</tr>
<tr>
<td>Darrington Area Business Association</td>
<td>Hampton Calendar</td>
<td>• Natural wonders</td>
</tr>
<tr>
<td>Historical Society</td>
<td>Friends of the Library</td>
<td>• Individuals</td>
</tr>
<tr>
<td>Darrington Community Center</td>
<td>Town Council</td>
<td>• Cultural resources</td>
</tr>
<tr>
<td>Clinic Guild</td>
<td>Snoqualmie Recreation</td>
<td></td>
</tr>
<tr>
<td>Student Intervention Assistance Team</td>
<td>School Solutions Network</td>
<td></td>
</tr>
<tr>
<td>Food Bank &amp; Volunteer Program</td>
<td>School-based Prevention/Intervention Services</td>
<td></td>
</tr>
<tr>
<td>4-H Club</td>
<td>P.E.</td>
<td></td>
</tr>
<tr>
<td>Parenting Classes</td>
<td>Family Night</td>
<td></td>
</tr>
<tr>
<td>Community Celebrations</td>
<td>Substance Abuse Prevention</td>
<td></td>
</tr>
<tr>
<td>Gas Vouchers</td>
<td>Skill Center</td>
<td></td>
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<tr>
<td>Kids Club</td>
<td>Youth Coalition</td>
<td></td>
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<tr>
<td>Job Corps</td>
<td></td>
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<tr>
<td>HS Leadership Class</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Institutions (stores, hospitals, restaurants, businesses, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Center</td>
</tr>
<tr>
<td>Park Police</td>
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<td></td>
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</tr>
</tbody>
</table>

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 Nalprozone. 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)
Step 2:

Examples from Cohort 1

Ferndale Prevention Redesign Initiative
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, polices & 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

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?

Table it...
Step 3:

How do you find Gaps?

Chart it...

Funding Type Received

Resources: Strategies for Addressing SA/MH

N=64
Source: SPE Resources Assessment
Step 3:

How do you find Gaps?

Map it...
Step 3: How do you find Gaps?

Discuss it...

- 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 evidence-based programs do we have in the school?
- What is happening on weekends for youth?
- Are we doing enough of that to make a difference?
- What do you think is missing here to support families?
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.
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 significant and effective resources available for children ages 5-12, however there are limited programs for 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...”
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...”
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.

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 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 CVS 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
These problems…

**School performance** (% of courses passed) (HYS Academic)

**Youth Delinquency** (either HYS Perception of Risk, or Alcohol related arrests of 10-17 year olds, depending on coalition’s strategy)

**Mental Health** (HYS depression)

These types of problems…

- **Any Underage Drinking** (10th grade 30-day use)
- **Underage Problem and Heavy Drinking** (10th grade)
- **Low Commitment to School**
- **Favorable Attitudes**
- **Friends Who Use**
- **Perception of Harm** (Based on individual assessment)
- **Risk & Protective Factors:**
- **Community Disorganization/Community Connectedness**
- **Alcohol Availability:** Retail or Social Access
- **Promotion of Alcohol**
- **Alcohol Laws:** Enforcement; Penalties; Regulations
- **Environmental Strategies:**
- **School-based Prevention/Intervention Services:** Student Assistance Program

These problems… specifically in our community…

- **Action**
- **What are we doing about it?**
- **But why here?**
- **...can be addressed thru these strategies…**
- **Community engagement/Coalition development:** [Coalition Name] [Add Yours Here]
- **Public Awareness:** [Add Yours Here]
- **Environmental Strategies:** [Add Yours Here]
- **School-based Prevention/Intervention Services:** Student Assistance Program
- **Direct Services:** [Add Yours Here]

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?

What is the problem? **Why?**

**Why here?**

**Outcomes**

(5-10 years)

(2-5 years)

(6 months – 2 years)

(10-15 years)

WASHINGTON STATE DEPARTMENT OF SOCIAL AND HEALTH SERVICES

[Add Yours Here]
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
Step 5:

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 ...
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

Priority intervening variable: Family Management

Local condition: Parents state that they lack communication 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
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

**Priority intervening variable:** Family Management

**Local condition:** Parents state that they lack communication 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

**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

• Scott Waller, Prevention Systems Integration Manager  Scott.Waller@dshs.wa.gov
• Julia Havens, Prevention Systems Development Manager  Julia.Havens@dshs.wa.gov