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

Adapted from SAMHSA Strategic Prevention 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

• Needs Assessment
• Resources Assessment
• Needs Prioritization
## Risk Factors

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<th>Community Risk Factors</th>
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<tr>
<td>Availability of Drugs</td>
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<td>Availability of Firearms</td>
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<td>Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime</td>
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<td>Media Portrayals of Violence</td>
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<td>Transitions and Mobility</td>
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<td>Low Neighborhood Attachment and Community Disorganization</td>
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<td>Extreme Economic Deprivation</td>
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<th>Family Risk Factors</th>
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<tr>
<td>Family History of the Problem Behavior</td>
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<td>Family Management Problems</td>
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<td>Favorable Parental Attitudes and Involvement in the Problem Behavior</td>
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<th>School Factors</th>
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<td>Academic Failure Beginning in Late Elementary School</td>
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<td>Lack of Commitment to School</td>
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<th>Peer/Individual Factors</th>
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<td>Early and Persistent Antisocial Behavior</td>
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<td>Rebelliousness</td>
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<td>Friends Who Engage in the Problem Behavior</td>
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<td>Favorable Attitudes Toward the Problem Behavior</td>
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<td>Early Initiation of the Problem Behavior</td>
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<td>Constitutional Factors</td>
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These problems...

School Performance
Youth Delinquency
Mental Health
[Add Yours Here]

These types of problems...

Any Underage Drinking
Underage Problem and Heavy Drinking
[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

Community Disorganization/Community Connectedness

Alcohol Availability:
Retail or Social Access
Promotion of Alcohol
Alcohol Laws:
Enforcement; Penalties; Regulations

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

Risk & Protective Factors:
[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

...with these common factors...

...specifically in our community...

...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]

[Add Yours Here]

[Add Yours Here]

[Add Yours Here]

...and we will use these tools to measure our impact...

Community engagement/Coalition development:
Annual Coalition Survey Sustainability Documentation

Public Awareness:
Process measures Community Survey

Environmental Strategies:
Process measures Community Survey; HYS

Prevention/Intervention Services:
pre/post

Direct Services:
Assigned Program pre/post and process measures; HYS

State Assessment

Local Assessment

Plan/Implementation

Reporting/Eval

4/6/2017
These problems…

School Performance
Youth Delinquency
Mental Health
[Add Yours Here]

These types of problems...

Any Underage Drinking
Underage Problem and Heavy Drinking
[Add Yours Here]

Risk & Protective Factors:
[Add Yours Here]

Intervening Variables
(Risk/Protective Factors)

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

Community Disorganization/Community Connectedness

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

Environmental Strategies:

School-based Prevention/Intervention Services:
Student Assistance Program

Direct Services:
[Add Yours Here]

Public Awareness:
[Add Yours Here]

Energy and Resources:
[Add Yours Here]

Local Conditions and Contributing Factors

But why here?

...specifically in our community...

...can be addressed thru these strategies...

Community engagement/Coalition development:
[Add Yours Here]

[Add Yours Here]

Evaluation Plan

So what? How will we know?

...and we will use these tools to measure our impact...

Community engagement/Coalition development:
Annual Coalition Survey
Sustainability Documentation
Public Awareness:
Process measures Community Survey
Environmental Strategies:
Process measures Community Survey; HYS
Prevention/Intervention Services:
pre/post
Direct Services:
Assigned Program
pre/post and process measures; HYS

4/6/2017
These problems...

School Performance

Youth Delinquency

Mental Health

[Add Yours Here]

These types of problems...

Any Underage Drinking

Underage Problem and Heavy Drinking

[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/Perception of Harm Friends Who Use

[Based on assessment]

Risk & Protective Factors:

[Add Yours Here]
These problems...

School Performance

Youth Delinquency

Mental Health

[Add Yours Here]
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

<table>
<thead>
<tr>
<th>CORE School Performance Measures</th>
<th>2006/07 Combined</th>
<th>2008/09 Combined</th>
<th>Change from 06/07 - 08/09</th>
<th>Trend 2006-09</th>
<th>Compared to State 08/09</th>
<th>2008/09 Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Dropout Rate</td>
<td>4.6 per 100</td>
<td>4.4 per 100</td>
<td>No change</td>
<td>No trend</td>
<td>Same</td>
<td>5.4 per 100</td>
</tr>
<tr>
<td>On-time Graduation Rate</td>
<td>73.9 per 100</td>
<td>82.6 per 100</td>
<td>No change</td>
<td>Increasing</td>
<td>Same</td>
<td>72.8 per 100</td>
</tr>
<tr>
<td>Extended Graduation Rate</td>
<td>83.7 per 100</td>
<td>88.6 per 100</td>
<td>No change</td>
<td>Increasing</td>
<td>Higher</td>
<td>78.1 per 100</td>
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</tbody>
</table>

*The bar chart includes 2009-10 CORE district and 2008-09 state results.

8th Grade
- State
- XYZ Community

10th Grade
- State
- XYZ Community

Youth think alcohol is easy to get
- State 8th Grade
- State 10th Grade
- XYZ Community

Why?.... Why here?
Sources of Data We Use in Assessing Communities

- Healthy Youth Survey
- Social Indicator data & Community Survey
- Local data

Data Assessment
Typical Data Sources

• 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

- Education:
  - Self-reported Grades
  - Skipping School
  - Graduation Rates

- Youth Delinquency:
  - Self-reported Fighting
  - Carrying a Weapon
  - Gang Membership
  - Drinking and Driving
  - Arrest Rates
  - Weapon Incidents in Schools

- Mental Health:
  - Depression
  - Considering Suicide
  - Suicide Attempts

Consequences of Behavior:
Behaviors that are known to be associated with substance use

Consumption Measures:
Measure of the number of youth using/consuming alcohol and other substances

Intervening Variables:
Characteristics that are strongly predictive of underage drinking and substance use

Strategies:
Activities selected to address problems identified in the needs assessment

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

School Performance

Youth Delinquency

Mental Health

[Add Yours Here]

These types of problems...

Any Underage Drinking

Underage Problem and Heavy Drinking

[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/Perception of Harm

Friends Who Use

[Based on assessment]

Risk & Protective Factors:

[Add Yours Here]

...with these common factors...

...specifically in our community...

[Add Yours Here]

[Add Yours 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

[Add Yours Here]

Direct Services:

[Add Yours Here]

...and we will use these tools to measure our impact...

Community engagement/Coalition development:

Annual Coalition Survey

Sustainability Documentation

Public Awareness: Process measures

Community Survey

Environmental Strategies: Process measures

Community Survey; HYS

Prevention/ Intervention Services: pre/post

Direct Services: Assigned Program pre/post and process measures; HYS
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.

- White: 45,348 (56%)
- Asian: 11,210 (14%)
- Black: 13,772 (17%)
- Hispanic: 1,621 (2%)
- Native American: 8,923 (11%)

**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?

<table>
<thead>
<tr>
<th></th>
<th>Grade 8</th>
<th>Grade 10</th>
<th>Grade 8</th>
<th>Grade 10</th>
<th>Grade 8</th>
<th>Grade 10</th>
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<tr>
<td><strong>Cascadia</strong></td>
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<tr>
<td><strong>School Districts Like Us</strong></td>
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<tr>
<td><strong>State</strong></td>
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<tr>
<td><strong>Drinking and Driving</strong></td>
<td>8</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>10%</td>
<td>4%</td>
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<td>(District results: Any times)</td>
<td>10</td>
<td>0%</td>
<td>10%</td>
<td>0%</td>
<td>10%</td>
<td>5%</td>
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<tr>
<td><strong>Marijuana and Driving</strong></td>
<td>8</td>
<td>10%</td>
<td>10%</td>
<td>4%</td>
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<td>(District results: Any times)</td>
<td>10</td>
<td>20%</td>
<td>10%</td>
<td>9%</td>
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* The bar chart includes 2014 HYS results for your school district area, “school districts like us” and the state.
* The 2014 rate is significantly different from the 2012 rate.
* The state rate is significantly different from your school district area rate.
* Fewer than 30 students answered this question.

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<tr>
<th>Consumption measures</th>
<th>Grade 8</th>
<th>Grade 10</th>
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<tr>
<td>Students Participating in the 2014 Survey</td>
<td>850</td>
<td>773</td>
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<tr>
<td>Survey Participation Rate</td>
<td>71%</td>
<td>66%</td>
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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?
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?

- Lack of Adult/parents’ support for enforcement
- Lack of Justice system’s vigorous prosecution of underage drinking violators
- Lack of Facilities to hold juveniles under the influence
- Adult/parents’ belief that underage drinking is a “rite of passage”
- Lack of Enforcement of Underage Drinking Laws
Contributing Factor

Public Awareness:

Environmental Strategies:

School-based Prevention/Intervention Services:

Direct Services:
Youth paying strangers to purchase alcohol

Public Awareness:
“Consequences of 3rd Party Sales” targeted to 21 year olds – adults in the community

Environmental Strategies:
Expand enforcement of social host ordinance to include near peers
Shoulder Tap Operations

School-based Prevention/Intervention Services:
Youth involved in 3rd party sales referred to school for assessment

Direct Services:
Follow-up services based on assessment
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)

[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]

...with these common factors...

Community Disorganization/Community Connectedness

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

[Add Yours Here]

[Add Yours Here]

...specifically in our community...

...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]

So what? How will we know?

...and we will use these tools to measure our impact...

Community engagement/Coalition development:
Annual Coalition Survey Sustainability Documentation

Public Awareness:
Process measures Community Survey

Environmental Strategies: Process measures Community Survey; HYS

Prevention/Intervention Services: pre/post

Direct Services: Assigned Program pre/post and process measures; HYS

4/6/2017
These problems...

- School performance
- Youth Delinquency
- Mental Health

These types of problems...

- Any Underage Drinking
- Underage Problem and Heavy Drinking
- Underage Marijuana Use

These problems...

- Long-Term Consequences
- Behavioral Health Problems (Consumption)
- Intervening Variables (Risk/Protective Factors)
- Local Conditions and Contributing Factors
- Strategies & Local Implementation

What is the problem?

Why?

Why here?

...with these common factors...

- Community Disorganization/Community Connectedness
- Alcohol & Marijuana Availability: Social Access
- Alcohol & Marijuana Laws: Enforcement; Youth Perception of lack of enforcement
- School Bonding Favorable Attitudes Perception of Harm
- Risk & Protective Factors:
  - Poor Family Management
  - Favorable Parental Attitudes towards Drug Use
  - Intentions to Use

But why here?

...specifically in our community...

- Community engagement/Coalition development: Happy People Coalition
- Low enforcement in public locations.
- Inconsistent consequences for offenders.
- Limited communication b/t enforcement and judiciary.
- Kids who are not performing at school tend to be those with substance use issues.

What are we doing about it?

...can be addressed thru these strategies...

- Engaging parents and youth with providers in local decisions.
- Public Awareness: Media Advocacy for more improved enforcement.
- Environmental Strategies: •Enforcement Roundtable •Party Patrol
- School-based P/I Services: Student Assistance Program - Happy Town Middle School
- Direct Services: •Guiding Good Choices •Life Skills Training

So what? How will we know?

...and we will use these tools to measure our impact...

- Community engagement/Coalition development: Annual Coalition Survey Sustainability Documentation
- Public Awareness: Process measures Community Survey
- Environmental Strategies: Process measures Community Survey; HYS
- Prevention/Intervention Services: pre/post
- Direct Services: Assigned Program pre/post and process measures; HYS
Local Conditions Activities

• 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

<table>
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<tr>
<th>Community Domain</th>
<th>Family Domain</th>
<th>School Domain</th>
<th>Peer/Individual Domain</th>
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With Strategies and Programs, such as

<table>
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<tr>
<th>Community Mobilization</th>
<th>Enforcement of alcohol laws</th>
<th>Parenting Classes</th>
<th>Early Childhood Education</th>
<th>Peer Education</th>
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</thead>
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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

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

• 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 Athena Forum

WellSpring

Community Network
~ Growing community wellness ~

Name:
Phone:
Email:

Date:
Mailing Address:
Organization/Affiliation:

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

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

1. Describe your motivation for being involved with WellSpring. Why is strengthening community important to you? Who do you advocate for or represent?
Success Stories

• Does anyone have a success story for delegating the resources assessment among coalition members?
Compiling your Information

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

• Information Listing
• Mapping using BatchGeo
  http://batchgeo.com/
• Charts and graphs
Information Listing
Mapping

http://batchgeo.com/
Mapping
Charts and Graphs

Resources: Strategies for Addressing SA/MH

Resources based on Priority Problem

Funding Type Received

Washington State Department of Social and Health Services

Community Prevention & Wellness Initiative

876/2017
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**—The Resource Center is the “go to” social services agency in town, tackling everything from mentoring, youth 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 Naloxone. 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. (See p. 19-20 and Appendix I)

Categories:
- Programs & Services
- Local Institutions
- Natural wonders
- Individuals
- Cultural resources
Examples from Cohort 1
Ferndale Prevention Redesign Initiative
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

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

• 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 after-school youth leadership program, is placed in the row “pre-adolescent” and the column “school based”.

<table>
<thead>
<tr>
<th>Priority Intervening Factor:</th>
<th>Priority Contributing Factor(s):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Developmental Period</th>
<th>Family-based services</th>
<th>School-based services</th>
<th>Individual/family-based services</th>
<th>Community-based services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Population Age:</td>
<td></td>
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</tr>
<tr>
<td>Infancy and Early Childhood (0-4 yrs)</td>
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<tr>
<td>Middle Childhood (5-11 yrs)</td>
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<tr>
<td>Pre-Adolescence (12-14 yrs)</td>
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<tr>
<td>Adolescence (15-17 yrs)</td>
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<tr>
<td>Young Adulthood (18-34 yrs)</td>
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<td>Adulthood (35-64 yrs)</td>
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<tr>
<td>Older Adulthood (65 yrs+)</td>
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<tr>
<td>Other groups:</td>
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<tr>
<td>Families</td>
<td></td>
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<tr>
<td>General Public</td>
<td></td>
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</tbody>
</table>

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 you think is missing here to support families?

What is happening on weekend for youth?

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

What neighborhoods aren’t getting any services?

What do we see in our community that help youth?

Are we doing enough of that to make a difference?

Discuss it...

4/6/2017
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.
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...”
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...”
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Thank You!