

# Resource Assessment Executive Summary

## HISTORY

In July 2006, the Pickaway County Family and Children First Council (FCFC) received a Partnerships for Success (PFS) grant. PFS is an approach to planning, implementing, and evaluating community efforts that address a wide variety of youth development problems. PFS is designed to function as an operating system for Councils and the recommendations from PFS will serve as the strategic action plan for Council. The focus of this report is to present the information from the Resource Assessment activities of the PFS process.

## STRUCTURE

The PFS process is comprised of three basic activities: 1) Needs Assessment, 2) Resource Assessment, and 3) Strategic Action Identification. A systematic implementation approach is a primary focus of the PFS Model. Workgroups have been formed for each of the three activities with the PFS guiding principle of involving and engaging the entire community. This will hopefully lead to a community investment in sustainable solutions to significant community problems involving youth.

## RESOURCE ASSESSMENT PROCESS

The Resource Assessment process will build upon the findings completed by the Needs Assessment Workgroup. The goal of PFS Resource Assessment is to create a realistic profile of current programs, services, and activities in the county related to the prioritized outcomes identified in the PFS Needs Assessment. This profile will ultimately allow our county to define gaps in services that should be filled with strategies. The Resource Assessment process includes creating a resource database, profiling each applicable resource with the Profile Community Resource (PCR) Tool, analyze the data, and provide recommendations for the Strategic Action Identification Workgroup.

## RESOURCE ASSESSMENT CONCLUSIONS

In total, 123 PCR Tools were collected during the resource assessment process with enough data compiled to allow the Strategic Action Identification to proceed with gap analysis and strategic action planning. Some limitations were encountered when collecting information from schools, church youth groups, and youth sports programs. Because of the number of programs and the difficulty to collect information on each one, some of the programs were grouped together in a logical way to collect the information for the PCR Tool.

- Determine the age group that the strategic plan will most IMPACT in the short-term and BENEFIT in the long-term.
- Determine the most appropriate delivery site for implementation of the strategic plan even though geographic needs have not been documented in Needs Assessment or Resource Assessment.
- Include the implementation of data sets that will allow for follow-up and tracking. Involve other community agencies to make this a collaborative effort and one that will benefit all agencies by having this data information and tracking information.
- Develop a strategic plan that corresponds to the ability of PFS to obtain the necessary resources for implementation.
- Develop a strategic plan that includes the findings of the Needs Assessment Workgroup and considers their support of a holistic approach to addressing school success.
- Use the concepts of the Bridges Out of Poverty training when considering a program.
- Consider the Search Institute research about the 40 Developmental Assets and positive youth development.
- Consider whether the programs that have been profiled actually serve the children and families that need the help.
- Develop a strategic plan that overcomes the barriers to connect the program to those that need the services.
- Consider targeting a risk group.
- Consider targeting a younger age to prevent problems in the future.
- Consider the importance of a significant relationship to nurture positive values, provide positive role models, and overcome problem behaviors.
- Consider the total percentage of early prevention programs in the county and the point of time children and families should be accessing programs.
- Review the findings from Needs Assessment regarding the percentage of grandparents raising grandchildren and the community values findings of the need for support and how this correlates with the number of programs that actually serve grandparents.
- Review the findings for Family Members Value Education and consider the significant changes in number of programs addressing this outcome from age group to age group.
- Consider including effective, already existing county programs in the strategic plan in which to enhance.

## ACKNOWLEDGEMENTS

Thank you to all members of the Resource Assessment Workgroup for their effort, time, and dedication to this important process of Partnerships for Success for our county.

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## INTRODUCTION

Partnerships for Success (PFS) is a holistic and strategic approach to building a community's capacity to prevent and respond effectively to child and adolescent problem behaviors while promoting positive youth development. Communities implementing the PFS Model learn to effectively mobilize and focus their efforts on identifying the risks affecting children and youth in their community and the protection and assets necessary to successfully transition all children and youth into adulthood. In 2006 Pickaway County was one of six counties selected to participate in the Partnerships for Success Initiative, Planning Year 2007. These six counties join 32 other Ohio counties that have been a part of the initiative.

The Partnerships for Success Academy is a project of the Center for Learning Excellence, an initiative of the John Glenn Institute for Public Service and Public Policy at The Ohio State University. PFS is sponsored by the Ohio Family and Children First (OFCF) Cabinet Council. The faculty and staff members associated with the PFS Academy have developed a comprehensive planning and implementation model that is based on a set of guiding principles that have been articulated in the literature on the effective prevention and reduction of youth problem behaviors and the promotion of positive youth development. These guiding principles are as follows:

### **1. Involving and Engaging the Entire Community**

This guiding principle requires that all elements of the community be involved in planning, implementation, and evaluating the PFS Model. Actively engaging individuals from all fields that affect young people is likely to lead to a comprehensive community investment in sustainable solutions to significant community problems involving youth.

### **2. Balancing a Holistic Continuum of Approaches**

This guiding principle requires that a broad array of services and approaches be available to meet the needs of children and youth in the community. A continuum of services includes primary prevention programs, early intervention programs, and systems of care. These services and approaches should also include programs focused on reducing risks associated with problem behaviors and those focused on building community-wide assets that prepare children and youth to be fully engaged in their communities.

### **3. Making Data-Informed Decisions**

This guiding principle requires that communities continually review data in order to define priorities and make decisions related to program implementation. Four levels of data-informed decisions are involved in PFS. First, data are used to determine the magnitude of behaviors in a community and prioritize efforts to respond to those problem behaviors. Second, data are used to identify levels of risk, protection, and assets that exist within the community to help target potentially effective strategies. Third, data are used to determine the best practices related to implementation decisions for new programs. Programs with highly feasible approaches based on sound scientific evaluations are preferred. Finally data are used to continually evaluate the progress of PFS within the community.

Partnerships for Success is designed to function as an operating system for Ohio's Family and Children First Councils. The local FCF Council is a collaboration that functions to address youth and family development issues within the community. This collaboration is made up of

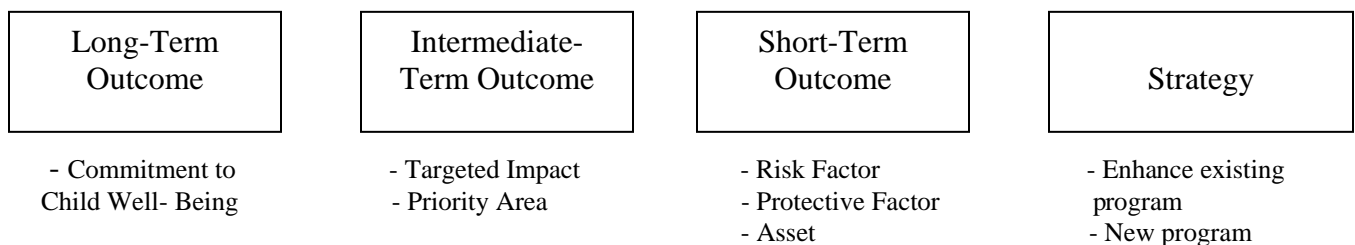
representatives from health and human services delivery systems along with governmental and community representatives that have a common stake in child and family well-being. PfS provides a series of tools for managing this collaboration and bringing about specific and meaningful results.

Pickaway County is fortunate to be able to use the PfS plan as the Family and Children First Council Annual Plan. The Annual Plan, due July 1, 2007, is newly mandated by HB 289 and will define local priorities to increase child well-being, outline a process to achieve the priorities, and measure the outcomes. Family and Children First Council serves as the agent to bring together organizations addressing the needs of children and youth to ensure that a balance exists between the programs and services that reduce risk, enhance protection, and build assets. The recommendations for activities lead to collective problem-solving and implementation of quality programming that produces the desired priorities. As outcomes are achieved across multiple programs, indicators of child well-being and family well-being change in a positive direction.

The commitments of child well-being as defined by the state are:

- Expectant parents and newborns thrive
- Infants and toddlers thrive
- Children are ready for school
- Children and youth succeed in school
- Youth choose healthy behaviors
- Youth successfully transition into adulthood

The **PfS Needs Assessment** establishes a data-informed profile of the community that can be utilized as a foundation for strategic planning. Not only will it define a goal for PfS and the FCFC Annual Plan, but it will provide a road map for future planning for all agencies and organizations serving children and families. The general goal in PfS Needs Assessment is to define both broad targets for change in the community and factors that are most closely associated with the targets.



The long-term, intermediate-term, and short-term outcomes that the Family and Children First Council decides to focus their efforts on become the prizes that propel the implementation of strategies. This can become the way Council conducts business to ensure the most return of invested resources. Thus, data collection efforts are a critical step in the needs assessment process. Data is used in PfS to prioritize the long-term, intermediate-term, and short-term outcomes based upon how strongly each is related to the successful development of youth and how amenable each is to change.

Following data collection and needs determination, the **Resource Assessment Workgroup** takes over and researches the community resources that are devoted to achieving the prioritized Commitment to Child Well-Being and whether or not these efforts are effective. The goal of Resource Assessment is to create a profile of current programs, services, and activities in the community related to the prioritized indicators as determined by the Needs Assessment Workgroup. This profile will ultimately allow Pickaway County to define gaps in services.

The final stage in the Strategic Planning phase of Partnerships for Success is Strategic Action Identification. Members of the **Strategic Action Identification Workgroup** take over from the Resource Assessment Workgroup and analyze their findings in conjunction with the findings of the Needs Assessment Workgroup. The goal of the Strategic Action Identification Workgroup is to produce a gap analysis based on the PfS Needs Assessment and the PfS Resource Assessment and develop a strategic plan that outlines strategies to fill the identified gaps.

Following initial implementation of the grant, sustainability becomes key to maintain the prioritized strategies and mission of Partnerships for Success. Throughout the grant period, it is critical to institutionalize the initiative by developing relationships, practices, and procedures that become an integral part of the community.

## Pickaway County PfS Resource Assessment Process

The goal of the Resource Assessment Workgroup was to create a realistic profile of current programs, services, and activities related to the four prioritized short-term outcomes of *adult monitoring and/or supervision, consistent age-appropriate discipline, family members value education, and significant attachment to pro-social adult*. At the Resource Assessment Kick-Off held on February 23, 2007, a Workgroup Charter was developed to define the roles and responsibilities of the Resource Workgroup.

At the Kick-Off, a resource database was created by brainstorming current programs, activities, and services that potentially address each of the prioritized outcomes. This list was also reviewed at a follow-up Resource Assessment Workgroup meeting to determine if additional programs needed to be added. Throughout the collection process, the workgroup did discuss the possibility of missing potential programs, services, or activities. The Workgroup members felt that it would be best to collect the information by personal interviews if possible and the list was divided among the workgroup members. The Workgroup Charter also included a timeline for collection activities to be completed so that the database could be forwarded to the Partnerships for Success Academy to generate reports.

The Workgroup found it difficult to determine how to collect information from the many church youth groups and many youth sports programs in the county. An attempt was made to collect information from the church youth groups by mailing the Profile Community Resources (PCR) Tool (with a self-addressed stamped return envelope) to the larger, well-known youth groups, but none of those were returned. The workgroup member responsible for collecting the church youth group information did meet with one of the local youth pastors with a large youth group and they completed one PCR Tool that will represent all church youth group information. The same problem occurred when attempting to profile all the youth sports programs in the county. This workgroup member decided to breakdown the information by school district. The workgroup member responsible for collecting information from the school districts also found it difficult to include all the programs, services, and activities that each school district implements throughout the school year.

As members completed the PCR Tools, they were returned to the Partnerships for Success Grant Coordinator and entered into a database created by the Partnerships for Success Academy. A Complete Program Spreadsheet was also created for possible future projects of developing a resource directory or marketing directory with all the resources available in our county. The Workgroup did request that reports be generated by short-term outcome and looking at target age, method of evaluation, delivery sites, and type of intervention. The Workgroup also wanted to generate a report for all short-term outcomes to determine the percentage of programs listing funding cuts as a barrier, recruiting adult volunteers as a barrier, and recruitment difficulties as a barrier.

At the final meeting of the Resource Assessment Workgroup, members reviewed the generated reports to make recommendations to the Strategic Action Workgroup. Discussion included

some of the frustrations and limitations of the PCR Tool. The members are also concerned that not all programs, services, and activities are included in the database. The group did come to consensus that our county is blessed with many programs and services and the ability to implement new programs but the problem is connecting the people that have the needs to the programs available in the community. Members are also concerned about the interpretations of questions on the tool and the variety of personal definitions given to explain the meaning of questions. The members caution interpretation of findings and recommend keeping this in mind when analyzing gaps in services.

The Profiling Community Resources (PCR) Tool was used to gather uniform information about all the identified programs. Initially, minor changes were made to the tool to make the information collected more specific to our county. Following the completion of the tools, the Workgroup members did discuss further limitations of the tool. The Workgroup would have liked more information about the programs concerning the following:

- How many does the program serve
- Is there a waiting list for services
- Does the program serve at-risk children/youth/families – are the services connecting to the youth/children/families that need the services/assets
- Does the program serve more boys or more girls
- What percentage of the need does the program fulfill

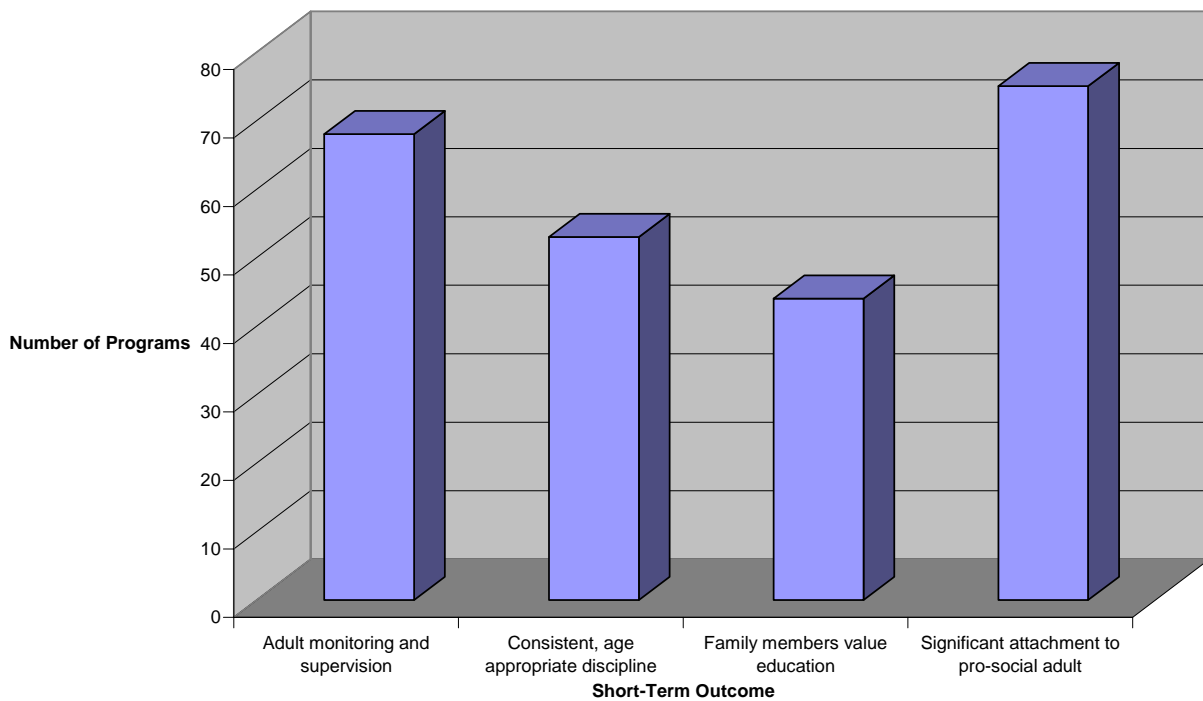
The Resource Assessment Final Report will be submitted to the Resource Assessment Workgroup members and the Pickaway County Family and Children First Council Executive Committee for final approval. Any suggestions for changes or corrections will be made and the report will be distributed at the Strategic Action Identification Kick-Off and the Family and Children First Council meeting. Council will be consulted on determining additional ways to use the results of the report along with the Needs Assessment Report to further mobilize the community.

# Pickaway County PfS Resource Assessment Results

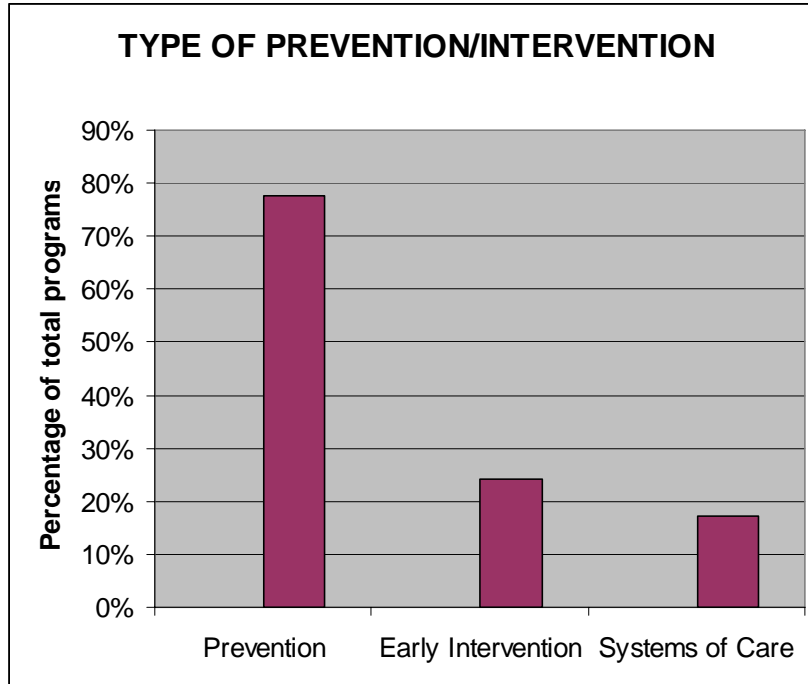
In total, the Resource Assessment Workgroup gathered information on 123 programs in Pickaway County. Seven of the programs profiled indicated that they addressed the long-term outcome but did not indicate any of the short-term outcomes so they were not included in the analysis. The Profiling Community Resources (PCR) Tool, provided by the PfS Academy, was used to gather uniform information about all identified programs. In many categories, the PCR Tool allowed for multiple designations of the program function to allow the best description possible. In many cases, a program was described as serving multiple functions, and therefore, percentages may, at times, equal greater than one hundred percent.

Reports were generated that profile all the short-term outcomes and also reports for each of the short-term outcomes and their related calculations. The following information reviews all the short-term outcomes but the appendix does include the data for each short-term outcome. Of the 123 programs profiled, 116 indicated that they address at least one of the four short-term outcomes. Many of the programs target a combination of the short-term outcomes.

**Programs Addressing Short-Term Outcomes**



Each profiled program was also identified for the Type of Intervention they provide. The types included: Prevention - designed for all eligible participants and is provided before any major problems are identified, Early Intervention - designed for participants who have been identified as having problems but before those problems become entrenched, and Systems of Care - designed for participants who have serious and chronic problems.



Each profiled program was also identified for the age group served. Recommendations of the Resource Assessment Workgroup is to consider targeting a younger age to prevent future problems and to determine the age group that the strategic plan can most impact in the short-term and benefit in the long-term.

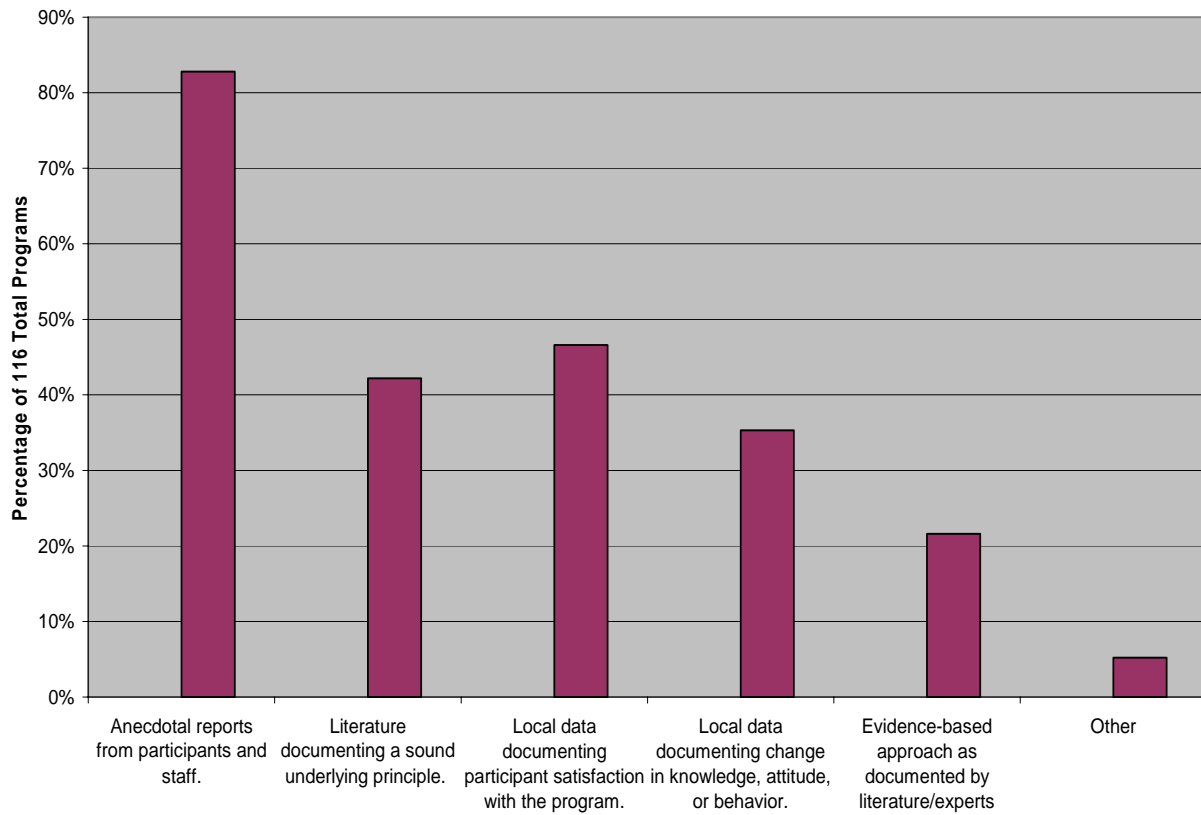
Age Group	Number	Percentage of 116 Total Programs
Infant/toddler	22	19.0%
Preschool	43	37.1%
Kindergarten	41	35.3%
Elementary school	48	41.4%
Middle school	63	54.3%
High school	63	54.3%
Over 18	19	16.4%
Parents	35	30.2%
Grandparents	26	22.4%

The Resource Assessment Workgroup also wanted documentation to support barriers to implementation. Many agencies are willing to apply for funding for new programs but it is difficult to sustain those programs when funding ends. One of the recommendations of the Resource Assessment Workgroup to the Strategic Identification Workgroup is to consider barriers of connecting services to the people that need the services. Many of the concepts included in Bridges Out of Poverty explain why these barriers exist. Many of the group members represent organizations and agencies that have experienced numerous problems when implementing programs. The following barriers to implementation were documented on the PCR Tool:

- Funding or funding cuts
- Not showing up for appointments
- Recruitment difficulties
- Family/parental support/involvement/participation/commitment
- Involving parents in the importance of education
- Attendance of students, special needs students
- Negative stigma for older youth
- Media outlet to promote
- Eligibility requirements limit ability to serve families that could benefit from the services but not eligible
- Restrictions on funding
- Transportation
- Licensing issues
- Lack of communication with the schools
- Facility
- Community does not value higher education
- Poverty
- Child care
- Mental health issues
- Volunteer recruitment
- Could expand the program with more funding

The Resource Assessment Workgroup also reviewed the method of evaluation for existing programs because of the importance to the Strategic Action Identification Workgroup as they research potential strategies. The Resource Assessment Workgroup cautions the interpretations of these results because of the inconsistent definitions.

### METHODS OF EVALUATION



# Pickaway County PfS

## Resource Assessment Summary and Recommendations

While a number of significant issues were identified as limitations during this process, a large database of Pickaway County programs, services, and activities were collected. In total, 123 PCR Tools were collected during the resource assessment and enough data compiled to allow the Strategic Action Identification Workgroup to proceed with gap analysis and strategic action planning. Our county is fortunate to have school systems addressing issues, agencies discussing barriers to services, and many collaborative efforts to address the needs of children and families. With the mandate of Family and Children First Council to submit an Annual Plan, our county can move forward in using a holistic and strategic approach to prevent and respond effectively to child and adolescent problem behaviors while promoting positive youth development.

The Resource Assessment Workgroup makes the following recommendations to the Strategic Planning Workgroup:

- ➔ Determine the age group that the strategic plan will most IMPACT in the short-term and BENEFIT in the long-term.
- ➔ Determine the most appropriate delivery site for implementation of the strategic plan even though geographic needs have not been documented in Needs Assessment or Resource Assessment.
- ➔ Include the implementation of data sets that will allow for follow-up and tracking. Involve other community agencies to make this a collaborative effort and one that will benefit all agencies by having this data information and tracking information.
- ➔ Develop a strategic plan that corresponds to the ability of PfS to obtain the necessary resources for implementation.
- ➔ Develop a strategic plan that includes the findings of the Needs Assessment Workgroup and considers their support of a holistic approach to addressing school success.
- ➔ Use the concepts of the Bridges Out of Poverty training when considering a program.
- ➔ Consider the Search Institute research about the 40 Developmental Assets and positive youth development.
- ➔ Consider whether the programs that have been profiled actually serve the children and families that need the help.
- ➔ Develop a strategic plan that overcomes the barriers to connect the program to those that need the services.
- ➔ Consider targeting a risk group.
- ➔ Consider targeting a younger age to prevent problems in the future.
- ➔ Consider the importance of a significant relationship to nurture positive values, provide positive role models, and overcome problem behaviors.
- ➔ Consider the total percentage of early prevention programs in the county and the point of time children and families should be accessing programs.
- ➔ Review the findings from Needs Assessment regarding the percentage of grandparents raising grandchildren and the community values findings of the need for support and how this correlates with the number of programs that actually serve grandparents.
- ➔ Review the findings for Family Members Value Education and consider the significant changes in number of programs addressing this outcome from age group to age group.
- ➔ Consider including effective, already existing county programs in the strategic plan in which to enhance.