

# Manual/Instructions for SCA Prevention Needs and Resource Assessment

Revised 5/17/24



*Find tools, samples and other resources to assist in completion of this needs/resource assessment here:*  
<https://epis.psu.edu/ddap/needs2024>

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## Order of Completion and Submission

### Part 1

- Review data provided (completed during training)
- Complete all data discussion questions in Tables 1-10 in the Needs/Resource Assessment Report Template (completed during training)
- Add/review other local data, if applicable
- Complete Top Areas of Concern Tables 16-20
- Complete the five planning steps for your community conversations.
- Complete the applicable portions of Community Conversation Summary Table 11 (format and population) and Appendix – Community Conversation Questions.
- **SUBMIT – Needs/Resource Assessment Report Template with the above items completed by November 15, 2024.**

### Part 2

- Hold community conversations and analyze the data collected.
- Complete applicable portions of Community Conversation Summary Table 11 (include: dates, number completed, how participants/identified/surveys disseminated, and key themes).
- Reassess top areas of concern in Tables 16-20. Refine/revise as needed based on the outcome of community conversations.
- Record key priority contributing factors in Contributing Factors Table 21 under Top Areas of Concern.
- Connect at least three agencies, organizations, or schools/colleges to learn about other prevention programs/services in your county(ies) you may be unaware of. Complete Table 12.
- Inventory the prevention program/services being provided. Can do this by completing [Prevention Program Inventory Tool](#). Record the results of the review of the inventory into Table 13.
- Assess resources/readiness. Can do this by completing the [Resources and Readiness Assessment Tool](#). Record resources/readiness strengths and gaps in Tables 14 and 15.
- Indicate capacity to address top areas of concern by completing “Capacity” column in Top Areas of Concern Tables 16-20.
- Select and record Final Priority Problems and their associated priority risk, protective, and contributing factors in Tables 22 and 23.
- **SUBMIT – Completed Needs/Resource Assessment Report Template by June 27, 2025.**

### Submission Instructions

Complete your SCA’s Needs/Resource Assessment Report Template in the DDAP-SCA SharePoint site. Notify your assigned DDAP prevention analyst when Part 1 and Part 2 are completed and saved in the DDAP-SCA SharePoint site.

## Building Your Assessment Team

**Identify a team of approximately 4-6 members** that will collaborate to complete your needs and resource assessment. Make sure your team is not too large as it will make it challenging to find time to meet and manage the process. **At least 3 members of your team are required to attend the initial in-person needs assessment training/work session.**

Your assessment team should consist of a small group of individuals within your SCA, or that work closely with your SCA such as staff from prevention providers or other partner organizations, that will be easy to assemble on a regular basis. **You will need at least one person on your team that is data savvy.** When possible, consider contracting with an individual or organization to provide expertise and support in areas such as data collection and analysis.

**It is recommended that you set regular meetings with your team throughout the Needs/Resource Assessment process.** Having standing meetings scheduled in advance will make it easier to convene your team along the way. There are times when your team may need to meet more frequently for longer periods of time, but it's suggested to begin by scheduling **two meetings per month**. Plan to spend at least **four hours per month** on this project. This estimate excludes the time you will need to spend conducting community conversations.

## Joinder Instructions

Joinders will complete only one report for the SCA as a whole. Options are given in the sections below for noting if certain items or priorities within the report are specific to only certain counties.

## Purpose

This text has been provided for you in the Needs/Resource Assessment Report Template. You do not need to do anything to this section of the report.

## Data Discussion/Interpretation

1. Review the data that has been provided and any other local data you may have.
  - If you would like to add any of your other local data to your “data book,” you can enter it into the “Other Local Data” tab of your data book spreadsheet (this is optional).
2. Complete Tables 1 – 11 in the **Needs/Resource Assessment Report Template**:
  - **Years** – Note the year or years of the data you are listing/describing in these tables.
  - **Table 2 PAYS Data Limitations**
    - Record the key limitations/differences you’ve noted (e.g. schools not participating, years that are less comparable due to XYZ reason, years that all grades data is less comparable because large decrease in the percent of 12<sup>th</sup> graders participating).
    - If you don’t have a limitation, just list “none” or something similar.
    - Joinders – You may need to list your responses by county.
  - **County Rank/Comparison to Other Counties** – List the items that have a high county rank (e.g. XYZ has a county rank in the top 15). If you compare your county to other counties, then note the county(ies) you compared to and the extent of the difference (e.g. Our three neighboring counties of County A, County B, and County C have past 30-day marijuana use rates for youth in 2023 of about 20%, compared to 30% in our county).

- **Grades/Age Groups of Concern** – When listing any age groups/grades of greater concern, make sure to also note which behaviors or risk/protective factors are of concern for that age group/grade (e.g. 12<sup>th</sup> grade - alcohol & marijuana use).
- **Disparities**
  - If you identify any disparities in behaviors, consequences or risk/protective factors, then list them (e.g. “Past 30-day marijuana use in 2023 is 8 percentage points higher among Black/African American youth compared to White youth” or “Past month binge drinking in 2020-2022 is similar for adult males and females, but as rates have been decreasing since 2016-2018 for males, they have been increasing for females”).
  - If you could not assess disparities due to a lack of data or capacity, note that.
  - If you did not identify any disparities, note that.
- **Data Limitations/Other Information**
  - Describe any data limitations that may impact the interpretation of the data or your ability to draw certain conclusions (e.g. “changes in school participation in PAYS from 2021 to 2023 may be the cause of increases or decreases in XYZ and therefore true trends over time are unclear.” Regional data on adult substance use may also be a limitation to note. If you think that your county may be significantly different from other counties in your region, you could note regional data may not be an accurate reflection of adult behaviors, risk factors, etc. in your county.
  - You can also use this space to list any other important information you want to share.
- **Table 10: Adult Protective Factors** – No county-level data from public data sets is available. If your SCA has collected surveys or has access to other local data that measures protective factors among adults, then review that data and enter any key conclusions in Table 10 in the Needs/Resource Assessment Report Template. Otherwise in Table 10, write: no data available.
- **Joinders** – If you want or need to indicate different conclusions for specific counties, then provide responses by county or note where a county differs.

## Record Top Areas of Concern

Record top areas of concern (e.g. potential priorities) in Tables 16-20 in the Needs/Resource Assessment Report Template.

- **Populations of most concern:** Populations can be defined by age groups (e.g. youth, grade levels, young adults, adults, older adults) and can also be defined by other characteristics (e.g. college students, Latinx youth, retail/food service employees).
- **Do NOT complete the “Capacity” column of these tables yet.**
- Joinders – If you want or need to indicate different areas of concern for specific counties, then list the county(ies) in parentheses after the applicable population(s) in the populations of most concern column of the tables.

## Youth Substance Use Behaviors

- **Identify at least 2 but no more than 5 youth substance use behaviors as priorities.**

## Adult Substance Use Behaviors

- **Identify at least 1 adult substance use behavior that stands out as a priority.** You will not be required to have an adult problem as one of your final priorities, but at least one adult problem should be given consideration in the top areas of concern.
- If you have a substance use behavior such as marijuana use that is a priority concern for both youth and adults, you'll list it in the table once and then list youth and adults in the population column.
- If you identified 5 youth priority substance use behaviors and none overlap your priority adult substance use behaviors of concern, then decide on at least one youth priority to replace with an adult one.

## Substance Use Consequences

- **Identify at least 1 substance use consequence that stands out as a priority.**

## Gambling Behaviors and Consequences

- **Identify at least 1 gambling behavior/consequence that stands out as a priority.**

## Youth Risk Factors

- **Identify at least 3 but no more than 8 youth risk factors that stand out as priorities.**
- Your final priorities will require that you have at least one risk or protective factor in a domain other than peer/individual, so it's recommended that one of these priority risk factors of concern be in a domain other than peer/individual.
- Risk factors not measured on PAYS or another survey that you identified as a concern can be listed as one of your top risk factors of concern. Make sure the reason why the risk factor was identified as a concern is noted in your responses in Table 7.
  - See [Risk & Protective Factors List](#) for a more comprehensive list of risk factors.

## Adult Risk Factors

- Identify if any adult risk factors stand out as a priority.
- If you have a risk factor that is a priority concern for both youth and adults, you'll list it in the table once and then list youth and adults in the population column.
- If you identified 8 youth priority risk factors of concern and none overlap your priority adult risk factor(s) of concern, then you may need to decide on a youth priority to remove and replace with your adult priority risk factor.

## Youth Protective Factors

- **Identify at least 2 but no more than 6 youth protective factors that stand out as priorities.**
- Protective factors not measured on PAYS or another survey that you identified as a concern can be listed as one of your top protective factors of concern. Make sure the reason why the protective factor was identified as a concern is noted in your responses in Table 9.
  - See [Risk & Protective Factors List](#) for a more comprehensive list of protective factors.

## Adult Protective Factors

- If you have data on adult protective factors and have a priority adult protective factor you want to add to your top areas of concern, then add it to Table 20.
- If you have a protective factor that is a priority concern for both youth and adults, you'll list it in the table once and then list youth and adults in the population column.

- If you identified 6 youth priority protective factors of concern and none overlap your priority adult protective factor of concern, then you may need to decide on a youth priority to remove and replace with your adult priority protective factor.

### Identify Priorities for Discussion in Community Conversations

- Review your list of top areas of concern in Tables 16-20. In the Priority for Discussion column, select "yes" if it is a priority for discussion in your community conversations and "no" if it is not.

## Contributing Factors/Community Conversations

### Definitions:

- See Section IX of the Needs/Resource Assessment Report Template for a definition of contributing factors.
- Community conversations can include focus groups, interviews and large group conversations. This can also include surveys. Review sections 3.1, 3.2, and 3.3 of this [Community Conversation Workbook](#) for more information about interviews, small group, and large group conversations.

### Planning Community Conversations

1. Identify the purpose(s) for your community conversations (what do you need to know more about). Your community conversations will serve several purposes such as:
  - Learning more about a particular substance use/gambling behavior or consequence from the perspective of a specific community or group. **It is required that at least one of your community conversations include questions related to gambling.**
  - Determining if your top areas of concern align with or differ from the top concerns of certain communities or groups.
  - Identifying contributing factors for your top substance use/gambling behaviors and risk/protective factors of concern (i.e. perception of risk of marijuana is low, but why?).
  - Assessing resources and readiness to address your top areas of concern.
    - **It is required that at least one of your community conversations include questions to assess resources/readiness** (see details in the [Resources/Readiness Assessment](#) section of the manual below).
2. Identify who you need to have conversations with. For example, talking with parents to learn about parental attitudes and family management risk factors or talking with youth-serving organizations to learn about resources/readiness to address a risk factor.
  - **Your community conversations must include at least one conversation with youth, one with parents/caregivers, and one with another population/group.**

Examples of Populations/Groups	
School Staff	Youth
Law Enforcement	Young Adults/College Students
Business/Industry	Older Adults
Faith Based Organizations	Parents/Caregivers
Healthcare Professionals	Coalition, Task Force
Media Representatives	Treatment Providers
Social Service Agency Representatives	Recovery Community
Youth Serving Organizations	College/University Staff (e.g. AOD Coordinator)

3. Based on your population, define what conversation format(s) is best. For example, holding a focus group with parents or interviewing law enforcement.
  - **Surveys can be used as part of your community conversations, but at least one format other than surveys must also be used.**
4. Record your selected conversation formats and their corresponding populations into the Community Conversation Summary Table 11 of the Needs/Resource Assessment report template.
  - **Each conversation format with each population should be recorded in a separate table.** If you are using the same conversation format for multiple populations (e.g. holding a focus group with youth and holding a separate focus group with parents), each population should appear in a separate table.
  - **If a single conversation will be held with multiple populations present (e.g. hold one focus group with both school staff and other youth serving organizations present), then select more than one population in the table by selecting a population from the dropdown, then clicking on the blue plus sign to add additional dropdown boxes.**
  - Joinders – If you want to separate the information on your community conversations by county, reach out to your assigned DDAP prevention analyst who will work with you to edit the template to meet your needs.
5. Decide on the number of conversations you plan to hold for each population and format and a timeline for when you plan to hold the conversations. **At a minimum, you will have three conversations: one with youth, one with parents, and one with another population/group.**
6. Create questions for each of your community conversations. See [Sample Focus Group & Interview Questions](#) for a list of sample questions. Sample questions can also be found in this [Community Conversation Workbook](#). Record your questions in the Appendix of the Needs/Resource Assessment Report Template. **Organize your questions in the Appendix table by conversation format and population.**
  - If you are asking the same questions for multiple populations, you can list the questions in one row of the table and then select multiple populations in the population column for that row. To select more than one population for the same row, click on the blue plus sign of the Population dropdown to add additional population dropdown boxes.
  - Survey instruments can be copied below the table in the Appendix rather than typing questions into the table. Still use the table to indicate the format and population(s), but in the Questions column note that the survey is copied below.
  - **Questions to assess resources/readiness must be included.** Include questions and discussion that can help you assess resources and readiness to address your top areas of concern. Questions may be of most value when assessing readiness (e.g. how aware are they of the problem, do they believe it can be changed, do they believe community members are ready to take action to change the problem). See examples of questions to ask in the [Sample Focus Group & Interview Questions](#). You can also find additional example questions in this [Community Readiness for Community Change Handbook](#) from the Tri-Ethnic Center for Prevention Research.
  - **Questions to learn more about gambling behaviors and factors contributing to problem gambling must be included.**



## Submit Part 1 for Approval



Before holding your community conversations, you will submit your Needs/Resource Assessment Report Template for approval. See Part 1 in the Order of Completion and Submission section above for a list of what should be completed before submitting.

## Holding Community Conversations

Tips and training on how to conduct various types of community conversations:

- [Community Tool Box, Chapter 3, Section 6: Conducting Focus Groups](#)
- [Community Tool Box, Chapter 3, Section 3: Conducting Public Forums and Listening Sessions](#)
- [Faces & Voices Community Listening Forum Toolkit](#)
- [DC Community Conversations Workbook](#)

## Recording Community Conversations

Make sure that you have someone who can take detailed notes during your conversations. You can also consider recording interviews for notetaking purposes. Make sure to obtain consent from the interviewees to record. Inform them the recording is for notetaking purposes only and will be deleted/destroyed after use for notes. A sample [Community Conversation Notes Worksheet](#) has been provided for you to help document and organize your notes.

## Analyzing Community Conversations

1. Discuss the results of your community conversations with your team and identify key themes and other important takeaways.
  - Were there points/topics/responses echoed by multiple groups or participants (e.g. what was repeated the most or most common response given)?
  - Were there points/topics/responses where there was a lot of agreement or disagreement within and across conversations?
  - Were there responses shared that changed or reframed how you saw something prior to the conversations?
  - Any “a-ha! moments”?
  - What did you learn that was new or what did you learn that reconfirmed what you had heard/known previously?
2. If you conduct surveys, analyze the survey results and discuss the summary of those results with your team. Your analysis can look at things like:
  - What was the most common response to each question?
  - Are there differences in responses for certain groups?
  - How does the survey data differ from or support what was shared in other community conversations?
3. Identify contributing factors. These are the local conditions or root causes of problems and risk/protective factors (i.e. answers to your “but, why here” questions like why do our youth perceive parent attitudes as favorable toward marijuana use).

4. Don't forget to discuss key themes regarding resources and readiness. Examples of key themes might be:
  - Indicate underage drinking is a concern for many in the community
  - Do not believe anything can be done to prevent underage drinking or youth vaping
  - Unaware of any programs to address family management

## Reporting on Community Conversations

Enter items 1-4 below into the Community Conversation Summary Table 11 of the Needs/Resource Assessment Report Template.

1. Enter the **date** of the community conversation. If you did, for example, multiple interviews, surveys, or focus groups with the same population over a period of time, you can enter the date range during which they occurred.
2. Enter the **number of conversations completed** for that format and population. Examples:
  - Held 5 focus groups with parents – enter number completed as 5
  - Held 1 town hall meeting with general public – enter number completed as 1
  - Had 100 young adults complete survey – enter number completed as 100
3. Describe **how participants were identified or how surveys were disseminated**. Examples:
  - Reached out to all YMCAs with after-school programs who then advertised focus group opportunity to their youth
  - Requested time during meeting of Kiwanis Club
  - Disseminated survey online through a survey panel service
4. Enter your **key themes** from your conversations. This includes both your general key themes as well as key themes related to resources/readiness.
5. In Table 21 under Top Areas of Concern in the Needs/Resource Assessment Report Template list the contributing factors of most concern from your community conversations. Your contributing factors will be synthesized from your key themes.
  - **You must list at least 5, but no more than 10, contributing factors. At least 1 contributing factor should be connected to gambling.**
  - Identify the population(s) of most concern for each contributing factor.
  - Identify the risk/protective factor and substance use or problem gambling behaviors it is contributing to. Example: Contributing factor of “parents aren’t talking to their children about substance use” is contributing to youth perception of approving parental attitudes toward use of alcohol and marijuana.
  - Enter your contributing factors as a short phrase/statement of about 3-15 words.  
Examples:
    - Young adults using substances to cope with stress/anxiety
    - Parents don’t feel comfortable talking with child about substance use
    - Community doesn’t see youth marijuana use as a concern

## Reassess Top Areas of Concern

After community conversations have been completed, your team should discuss whether there is anything you want to add or change to your list of top areas of concern based on those conversations. **If “yes”, make the relevant changes to Tables 16 - 20 in your Needs/Resource Assessment Report Template.**

- Consider how your community conversations might help you better define what the populations of most concern may be.
- **Proceed with caution when considering removing an area of concern** seen through data sources like PAYS because individuals in community conversations shared something different. In many cases, your community conversations will be less representative of your whole population than other data sources. This does not mean the community conversations lack value but just means that you need to consider the strengths and limitations of all your data sources when making decisions. When you have two data sources that provide what appears to be conflicting information, it's best to go with the data source that would be most representative of your population.

## Resources/Readiness Assessment

### Definitions:

- Resources: The fiscal, human, organizational and other resources available to address an issue.
- Readiness: The degree to which a community is ready to take action on an issue.

## Prevention Program/Service Inventory

1. Complete the [Prevention Program Inventory Excel Tool](#). You are not required to submit this tool. You can use other ways to assess existing prevention programs/services, but you must use a way that allows you to answer the questions in Table 13 “Inventory Summary” in the Needs/Resource Assessment Report Template.
  - Enter each of the prevention programs/services your SCA currently funds. Include your problem gambling prevention programs/services.
  - Enter any prevention programs/services that you are aware of other agencies/organizations funding or providing. If this is a very large list, then limit this to the key programs/services you have the capacity to outline.
  - Instructions for what to record in each column of the tool appear as a note in the heading for each column.
2. **Connect with at least three agencies, organizations, or schools/colleges you think may offer prevention programs/services you are not already aware of to learn what they may be doing.**
  - The [Sample Community Sector Survey](#) provides a sample list of questions you can ask of these other agencies or organizations.
    - These questions could be asked via a survey or interview. An interview is likely to provide you with more accurate and detailed information, but a survey may allow you to reach out to a greater number of other organizations.
  - Enter any prevention programs/services you learn about into the [Prevention Program Inventory Tool](#).
3. Review and discuss your completed program inventory with your team.
4. **Complete the “Organizations Connected with” Table 12 in the Needs/Resource Assessment Report Template** to list the names of the agencies/organizations/schools that you spoke with or surveyed to learn what prevention programs/services they may offer. Only list those you heard back from, not those you reached out to and got no response.
  - Joinders – If you want or need to indicate which county the organization is in, you can list the county name in parentheses after the organization name.
5. **Complete the Inventory Summary Table 13 in the Needs/Resource Assessment Report Template.**

- Enter the number of evidence-based/informed and non-evidence-based/informed programs being implemented
- Enter the number of programs being implemented in each domain.
  - Individual/Peer – Program seeks to change individual behaviors, attitudes, skills, etc.
  - Family – Program seeks to change family conditions
  - School – Program seeks to change school conditions (programs that occur in schools to teach youth/young adults skills/information/etc. fall under Individual/Peer domain)
  - Community – Program seeks to change community conditions
- Enter the number of programs being implemented for each setting. This refers to where the program takes place.
- Select from the dropdown the top three age groups being served. For example, if the majority of your services are for elementary, middle, and high school students, then you'd select those three age groups from the dropdown.
- Answer each of the items under “other program access/availability factors”.
- Joinders – This table has been created for you to record information for your SCA as whole (not each individual county). If you must be able to break this information out by county, then please reach out to your assigned DDAP prevention analyst to have your report template revised to meet your unique needs.

#### Areas of Concern with Greatest Resources/Readiness

1. Complete the [Resources and Readiness Assessment Tool](#) following the steps below (more detailed instructions are included in the tool). You are not required to submit this tool. You can use other ways to assess resources/readiness to address your top problems and risk/protective factors of concern. **Do not complete this tool/step until after you have completed your community conversations and Prevention Program Inventory.**
  - List your top substance use behaviors of concern.
  - List your top risk/protective factors of concern.
  - Discuss each of the items in the tool with your team and then provide a score/rating for each to the best of your ability with the information you have.
2. Based on your scores in the [Resources and Readiness Assessment Tool](#), other information you have on resources/readiness and your team discussion, rate your resources/readiness to address each of your top areas of concern.
  - **In the Capacity column for Tables 16 to 20 in the Needs/Resource Assessment Report Template, select high, medium, low or unknown from the dropdown to indicate the level of resources and readiness you have to address each of your top behaviors, consequences, and risk/protective factors.**
  - Given that capacity to address, for example, youth marijuana use versus young adult marijuana use may be different, you'll indicate your capacity for each population of most concern.
  - If a problem or risk/protective factor would require investment in building resources and readiness before you can begin to meaningfully address it, then mark as low.
  - For consequences, you will need to assess capacity in light of the substance use behavior connected to the consequence.

## Strengths/Gaps in Resources/Readiness

1. Based on your community conversations, prevention program inventory, resources and readiness assessment of top areas of concern, and team discussion, **enter at least 3 but no more than 6 of the biggest strengths and 3-6 of the biggest gaps for resources and readiness into Tables 14 and 15 in the Needs/Resource Assessment Report Template.**
  - Examples of strengths/gaps could include:
    - Gap: Few programs address school and community domains
    - Gap: Few programs are offered in languages other than English
    - Gap: No programs available to reach young adults and limited capacity to serve young adult population
    - Gap: Lack of staff trained in XX programs
    - Gap: Community does not see problem gambling as an important concern
    - Strength: Many evidence-based programs are being implemented with youth
    - Strength: Evidence-based programs are being implemented in all middle schools in the county
    - Strength: Strong partnerships supporting the implementation of parenting programs through recruiting families and donation of meeting space/food
    - Strength: Have local champions and a lot of community support for efforts to prevent impaired driving
  - An important consideration for key strengths and gaps are the ones that may be present across all or many of your top areas of concern.
  - Joinders – If you want or need to indicate different strengths/gaps for specific counties, then list the county(ies) in your description of the strengths/gaps.

## Areas of Concern Summary

### Top Areas of Concern

1. **Complete Tables 16-20.** Do NOT complete Capacity column of these tables until step 4 below.
  - Tables 19 and 20 – Ensure you have listed risk and protective factors of concern from domains other than peer/individual. Your final selected priorities must include at least one risk/protective factor from a domain other than peer/individual.
  - See the Record Top Areas of Concern section for detailed instructions.
2. **Contributing Factors:** After completion of community conversations, complete Table 21 to list the contributing factors of most concern that were identified.
  - See item 5 under Reporting on Community Conversations section for detailed instructions.
3. **Reassess top areas of concern after community conversations.** After community conversations have been completed, your team should meet to discuss whether there is anything you want to add or change to your list of top areas of concern based on those conversations.
  - See the Reassess Top Areas of Concern section for detailed instructions.
4. **Complete the Capacity column of Tables 16 - 20 to indicate capacity to address top areas of concern after community conversations and resource/readiness assessment.**
  - See item 2 under Areas of Concern with Greatest Resources/Readiness section for detailed instructions.

## Final Priority Problems and Risk/Protective Factors

1. Narrow down your top areas of concern to identify your final priority problems and the priority risk/protective factors contributing to each problem. Review [Selecting Your Final Priorities: Prioritization Worksheet](#) for information and a worksheet that can help you narrow down your top areas of concern.
2. **Complete Table 22 in the Needs/Resource Assessment Report Template** per steps 3-5 below.
3. **Enter at least 2 but no more than 3 substance use related problems.**
  - **Select your problem from the dropdown. If you select “Other”, list your problem as a very short statement of the substance use behavior.** Do NOT list your problem as a consequence. Consequences are indicators of behaviors. Examples:
    - Crashes would point to driving under the influence as behavior of concern
    - Arrests for underage drinking would point to youth alcohol use as the behavior of concern
    - Opioid overdoses would point to opioid misuse as the behavior of concern
    - Increasing treatment admissions with cocaine as the primary drug of choice would point to cocaine use as the behavior of concern
  - **Enter the priority population of concern for the problem** (e.g. youth, high school students, young adults, older adults). **Problems must be separated by population** (e.g. youth alcohol use should be listed separately from adult alcohol misuse).
  - Joinders – You are selecting your final priorities for your SCA as a whole not for individual counties.
4. **Enter at least 3 but no more than 5 risk or protective factors influencing your final priority substance use problems.** List the problem number(s) each risk/protective factor is influencing. Across all problems:
  - **At least one must be a protective factor**
  - **At least one needs to fall in a domain other than individual/peer**
  - All risk/protective factors listed should be influencing at least one of the priority problems.
5. **Enter at least 1 but no more than 5 key contributing factors** identified through the community conversations that are influencing any of the final priority problems or risk/protective factors. List the problem and risk/protective factor number(s) the contributing factor is influencing.
6. **Complete Table 23 in the Needs/Resource Assessment Report Template** as follows:
  - **Enter at least 1 but no more than 2 gambling problems.**
    - **Select your problem from the dropdown. If you select “Other”, list your problem as a very short statement of the gambling behavior.** Do NOT list your problem as a consequence. If the concern is simply any problem gambling among a specific population, then select “problem gambling”.
    - **Enter the priority population of concern for the problem** (e.g. youth, older adults, college student-athletes). **Problems must be separated by population.** If your priority problems are problem gambling among youth and older adults, then list those as two separate problems.
  - **Enter at least 1 but no more than 3 risk or protective factors influencing the problem(s).** List the problem number(s) each risk/protective factor is influencing. It is ok if the problem gambling risk and protective factor(s) you select are not listed in Table 19 Risk Factors and Table 20 Protective Factors in Top Areas of Concern, given that you may have very limited data on risk/protective factors influencing gambling behaviors.

- **Enter at least 1 but no more than 3 key contributing factors** influencing the priority problems or risk/protective factors. List the problem and risk/protective factor number(s) the contributing factor is influencing.

Submit Part 2 for Approval



Submit your completed Needs/Resource Assessment Report Template for approval. See Part 2 in the Order of Completion and Submission section above for a list of what should be completed before submitting.