


The Logic of Planning

October 31,2011

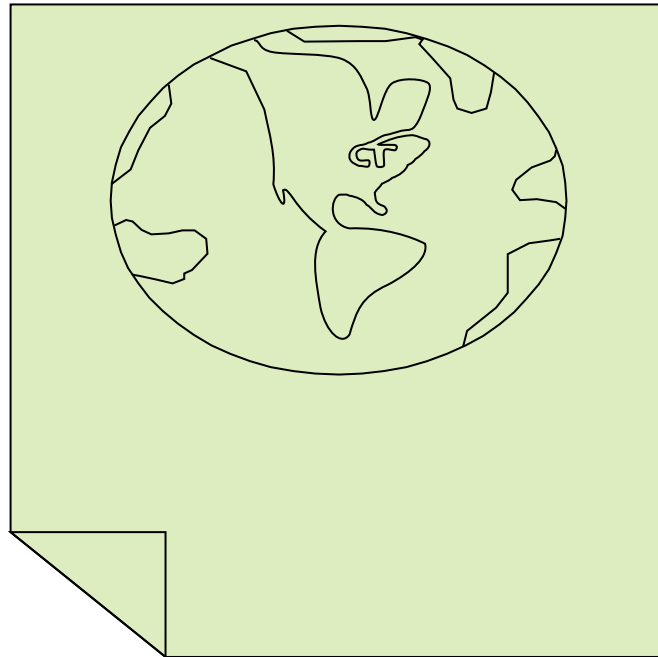
SPF-SIG

The Plan

- Logic Model—the Big Picture
 - Parts of the Model
 - Goals and Objectives
- How the Logic Model connects with the SPF—Big Picture to Little Boxes
 - The Five Steps
- Logic Model  Strategic Plan—Building with the Boxes
- Where are we now, and how do we move on together?

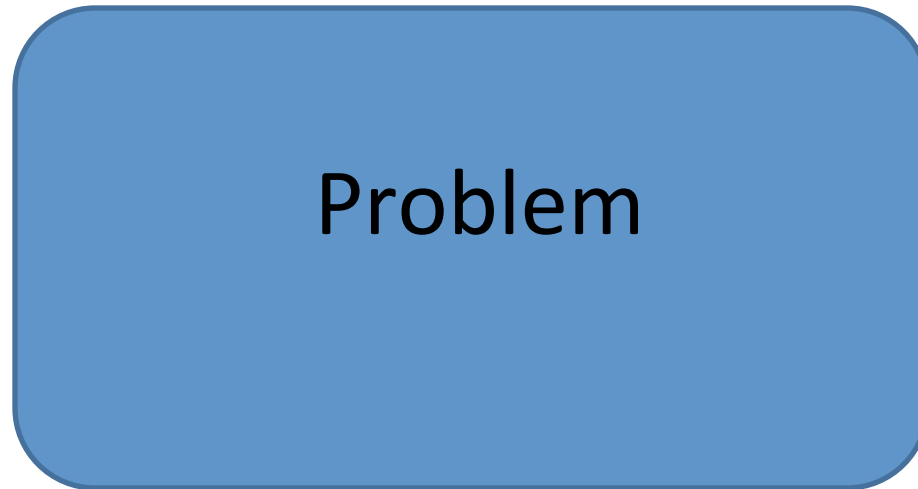
A logical presentation of things
you already know.

Phase I: The big picture . . .



In the beginning you have...

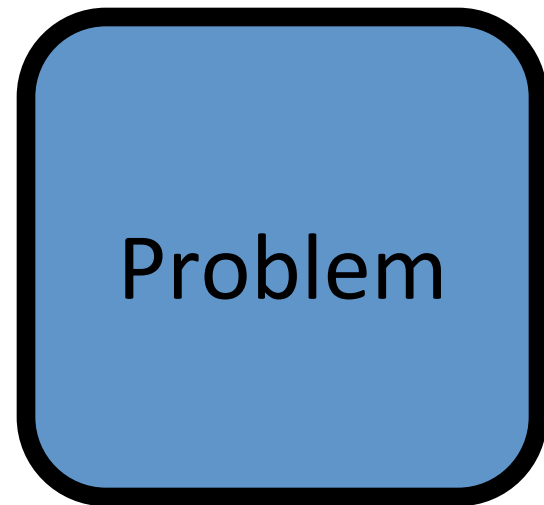
The Problem



Must be measurable!!!

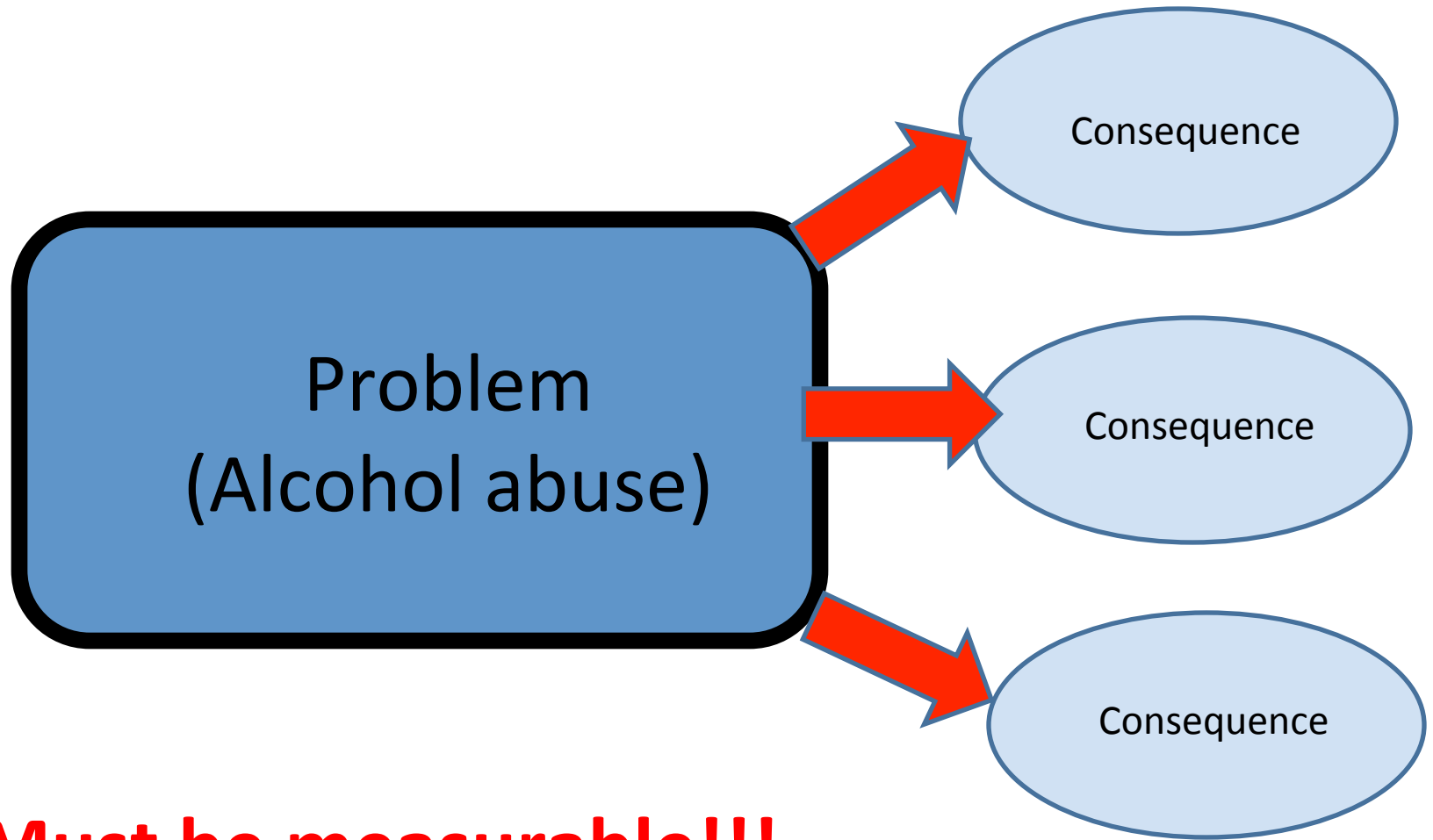
To be measurable, a problem must have boundaries—typically by defining a target population by:

- Age
- Geographic area
- Other characteristics



We label things “problem” because
they have undesirable
consequences.

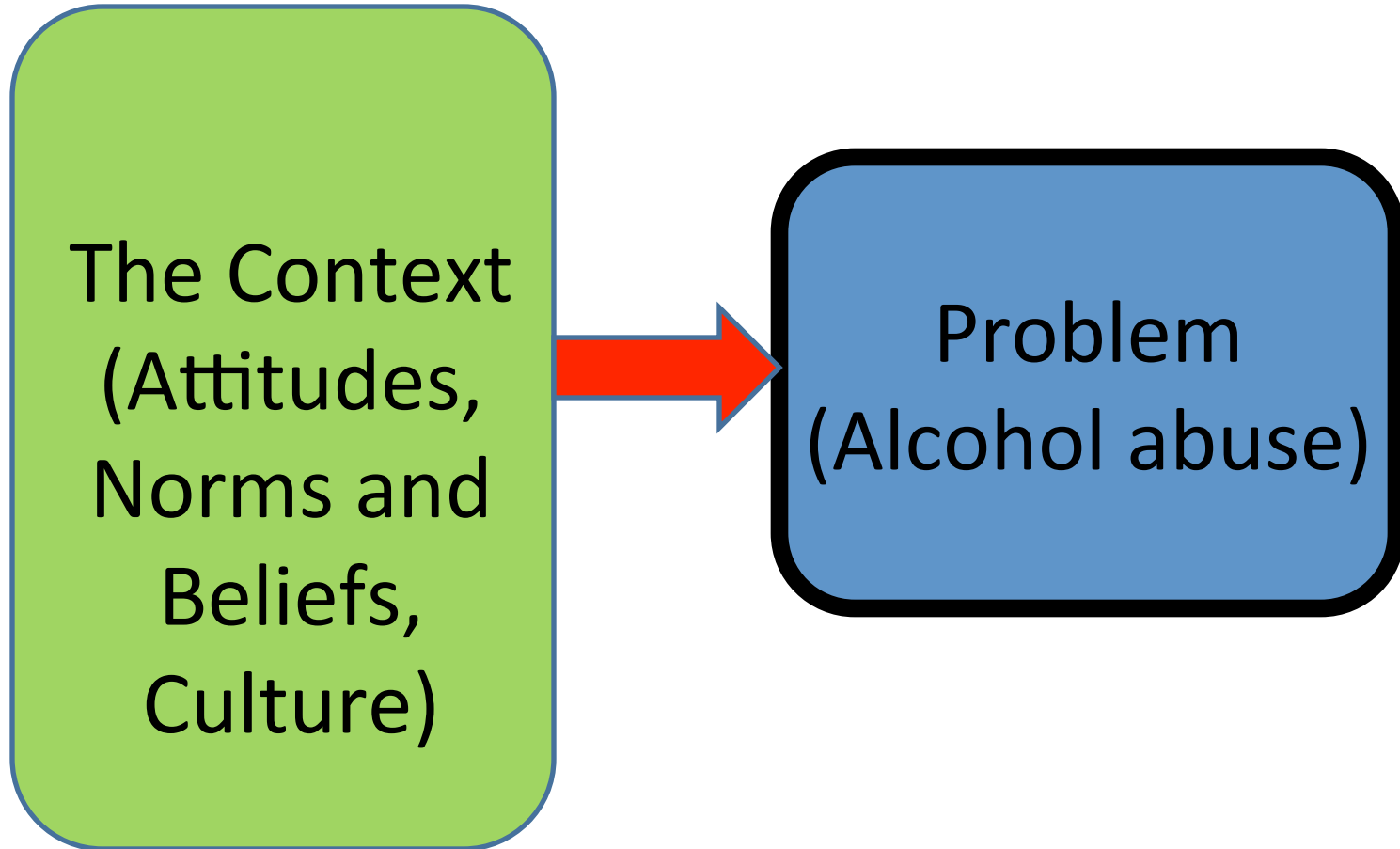
The Undesirable Consequences



Must be measurable!!!

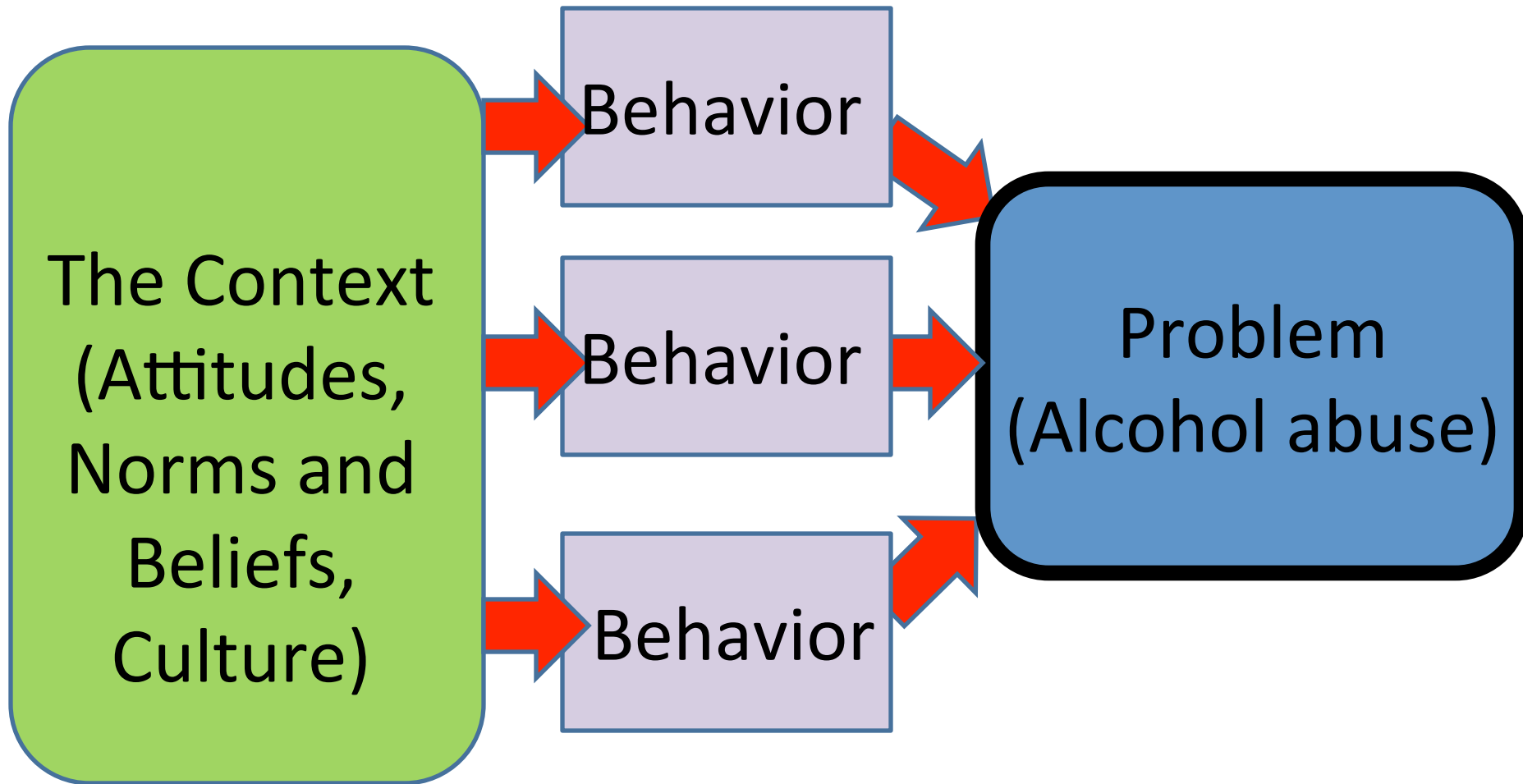
Every problem exists in a
context . . .

The Context



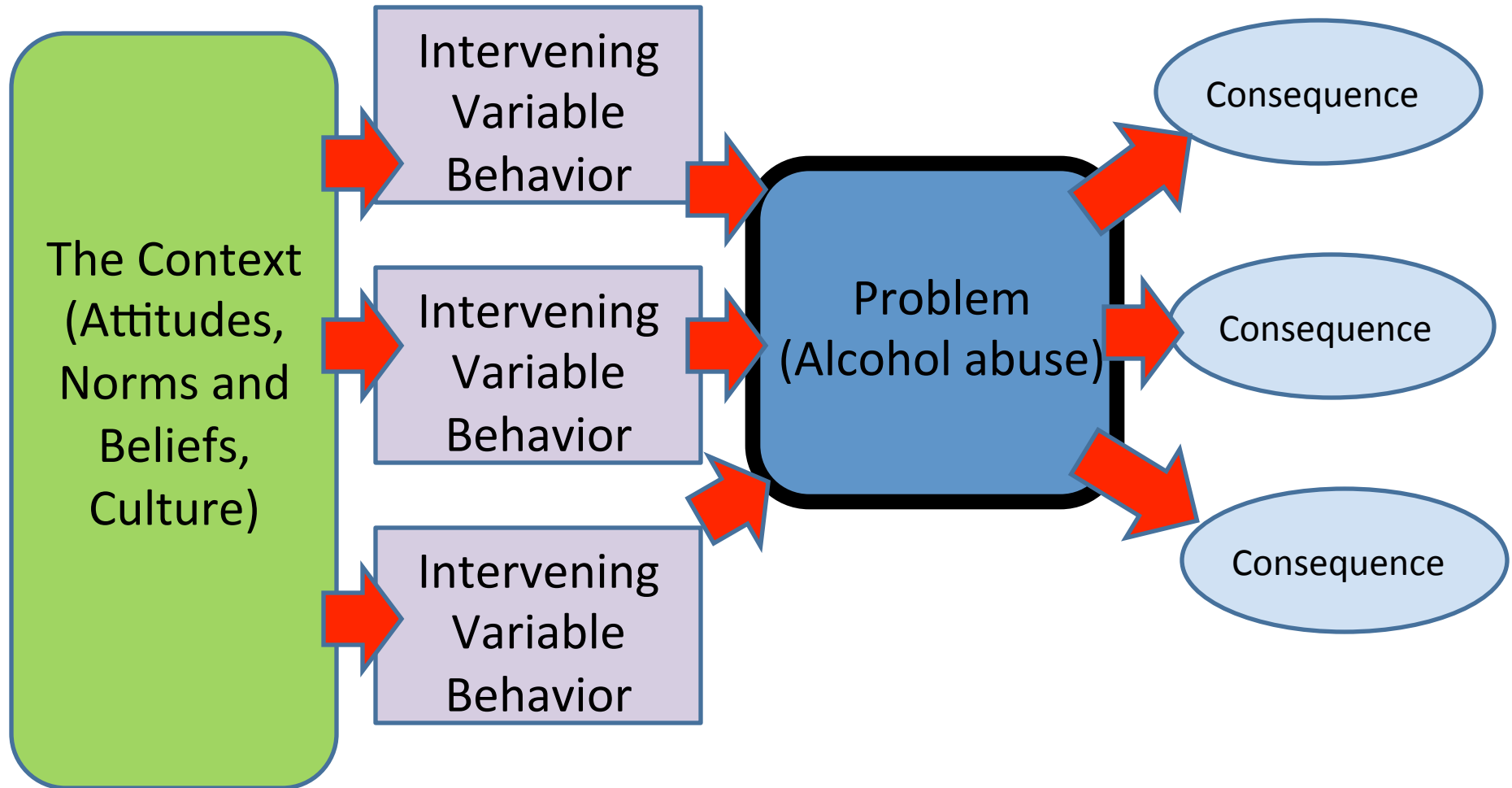
Context is generally intangible, inside peoples' heads. Context leads, however, to behaviors we can see (and count). Context influences behavior, which influences the problem.

The Intervening Variables (Behaviors)



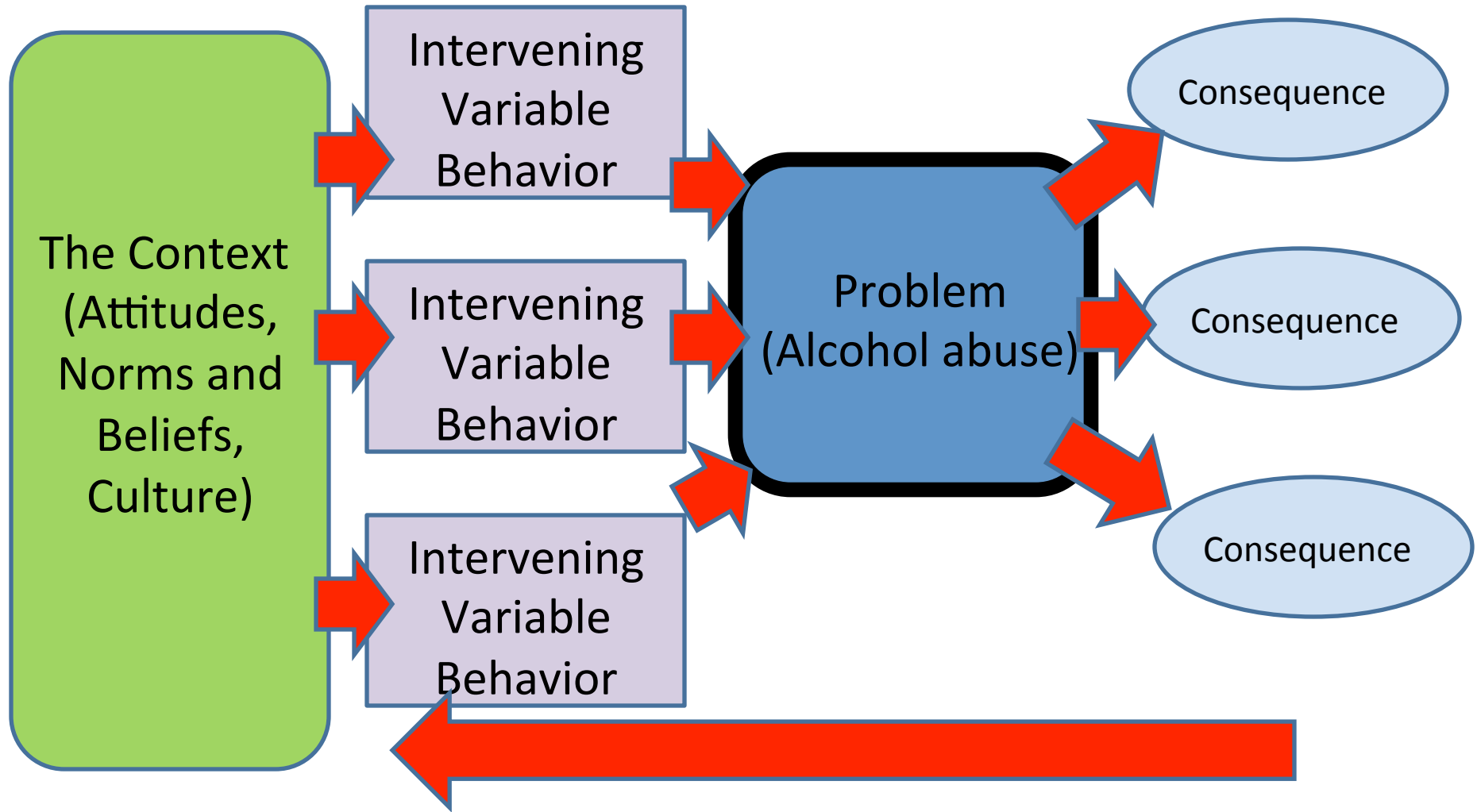
Must be measurable!!!

A Series of Links



This is how we believe the world works (our hypothesis).

Sometimes, the Links May Be Circular



Examples:

- Radically increased jail terms (consequences) are hypothesized to increase perception of risk (context), which will then reduce the behaviors that lead to the problem
- Contaminated drugs leading to highly publicized deaths (consequence) is hypothesized to increase perception of risk (context), which will reduce drug acquisition (intervening variable) and use (problem)

MAYBE . . .

What are some examples of the
links?

Context

- Norms about acceptability of underage drinking
- Misperceptions of norms of who drinks and how much
- Low perception of risk (legal, health, injury)
- Peer influence
- Family influence
- Lack of laws

Intervening Variables

- Parents providing alcohol to minors
- Youth parties with underage drinking
- Package stores selling to minors
- Siblings sharing with minors
- Parents failing to lock up liquor cabinets
- Schools not enforcing policies consistently

The Problem

- Underage drinking
- Alcohol abuse in young adults
- Others as defined by data

The Consequences

- Arrests
- School performance/suspensions/expulsions
- Injuries
- Deaths
- DUI arrests
- Violence

To test our hypothesis of how the world works, we begin by measuring the links, so we will know if they are truly linked.

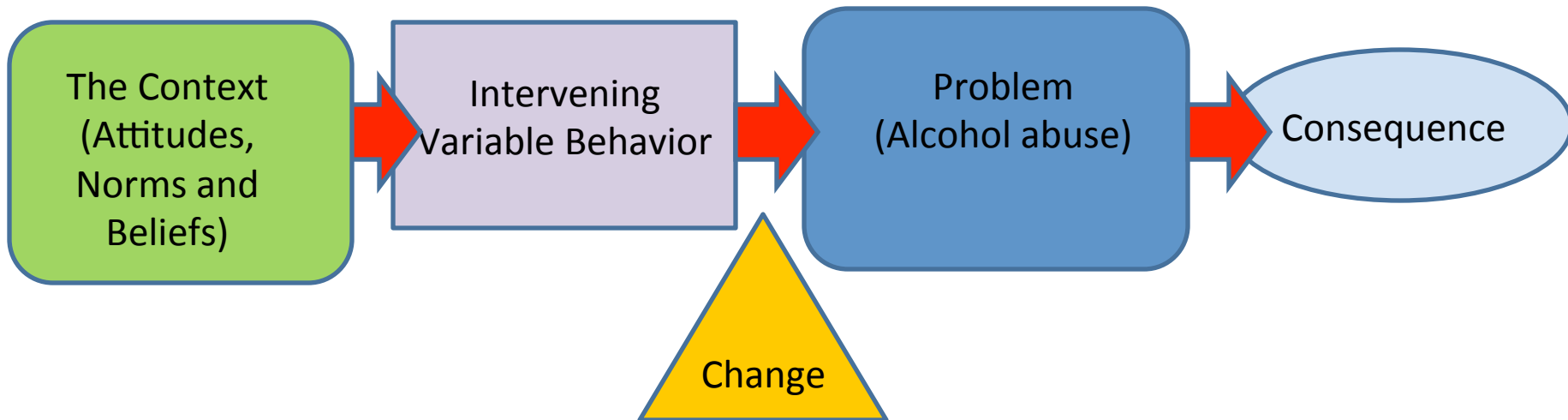
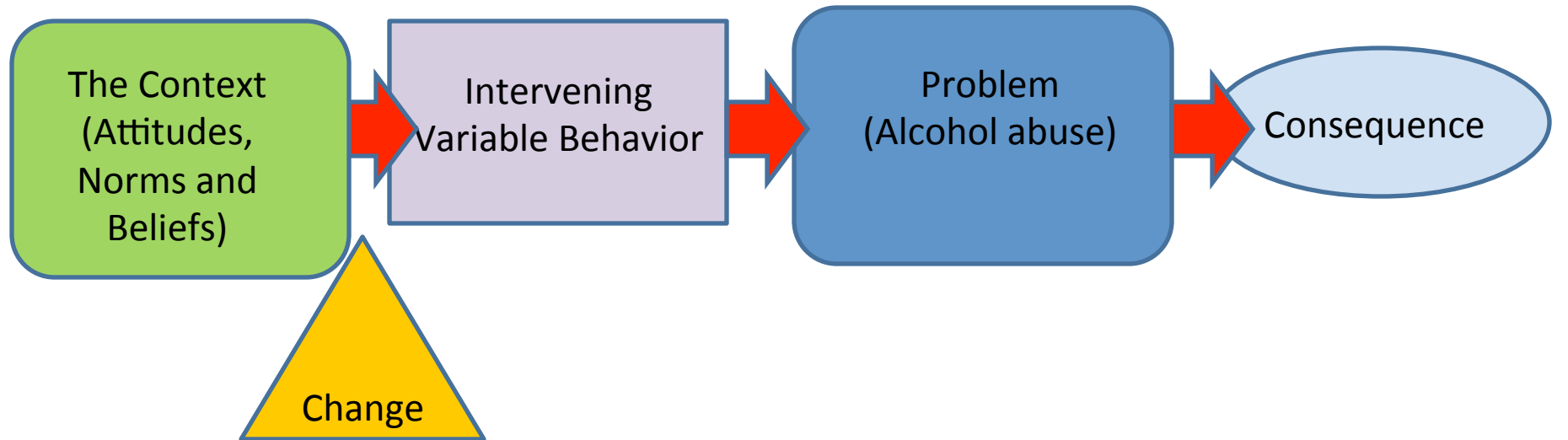
You will need at least one indicator for each link.

- Measure the context norms, attitudes, beliefs
 - Inside the head, so self report only
 - Surveys, focus groups, town hall meetings
- Measure intervening variable behaviors
 - Self report
 - Archival
- Measure the problem behavior
 - Self report
 - Archival
- Measure the consequences
 - Self report
 - Archival

Now, we will test our hypothesis by using strategies to create change in the context and intervening variables.

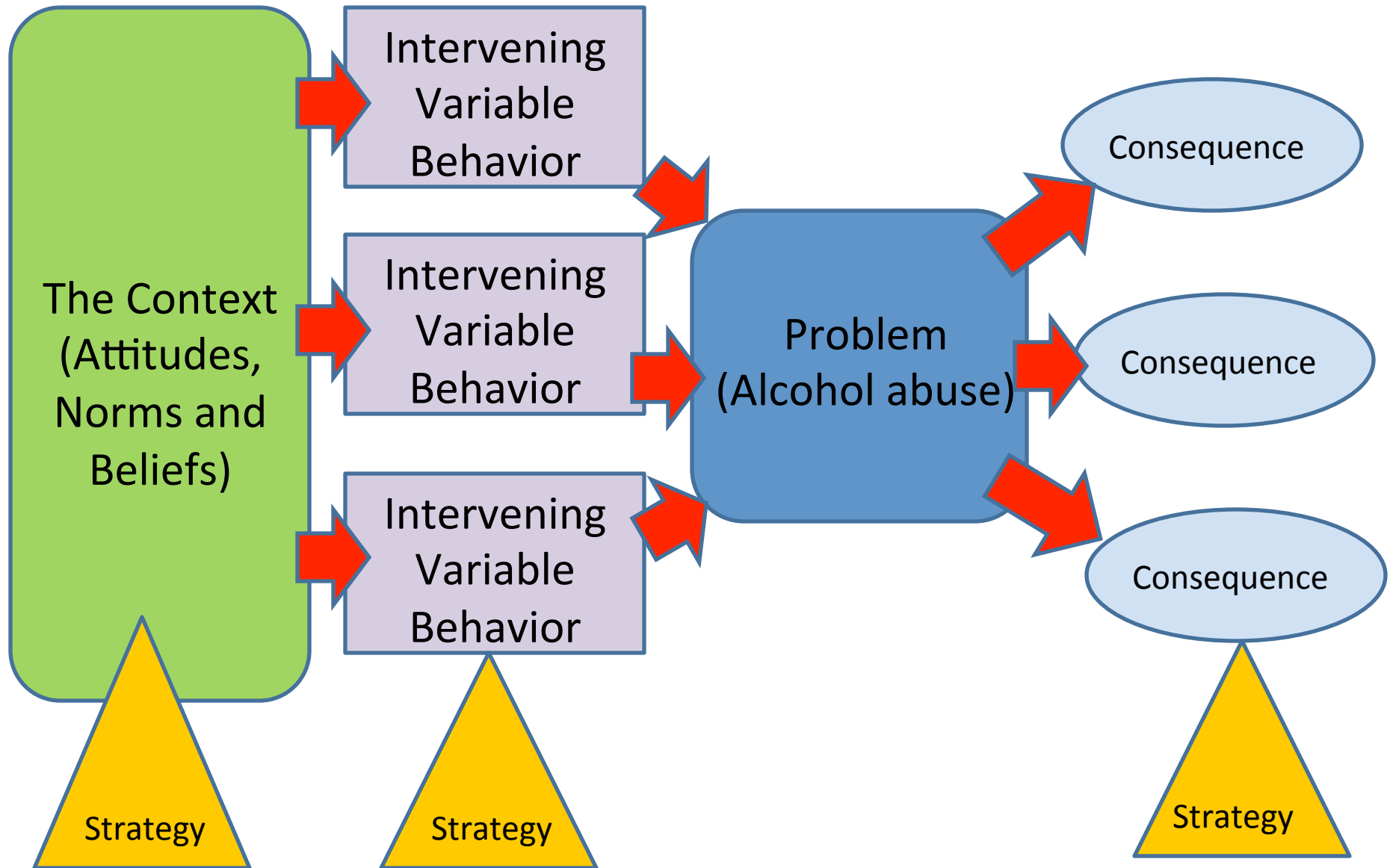
If: 1. our hypothesis is correct, and
2. we effectively create change,
then we will be able to measure change in the problem behavior and/or consequences.

Introducing Change



We create change by using
strategies.

Strategies Aim at Different Links



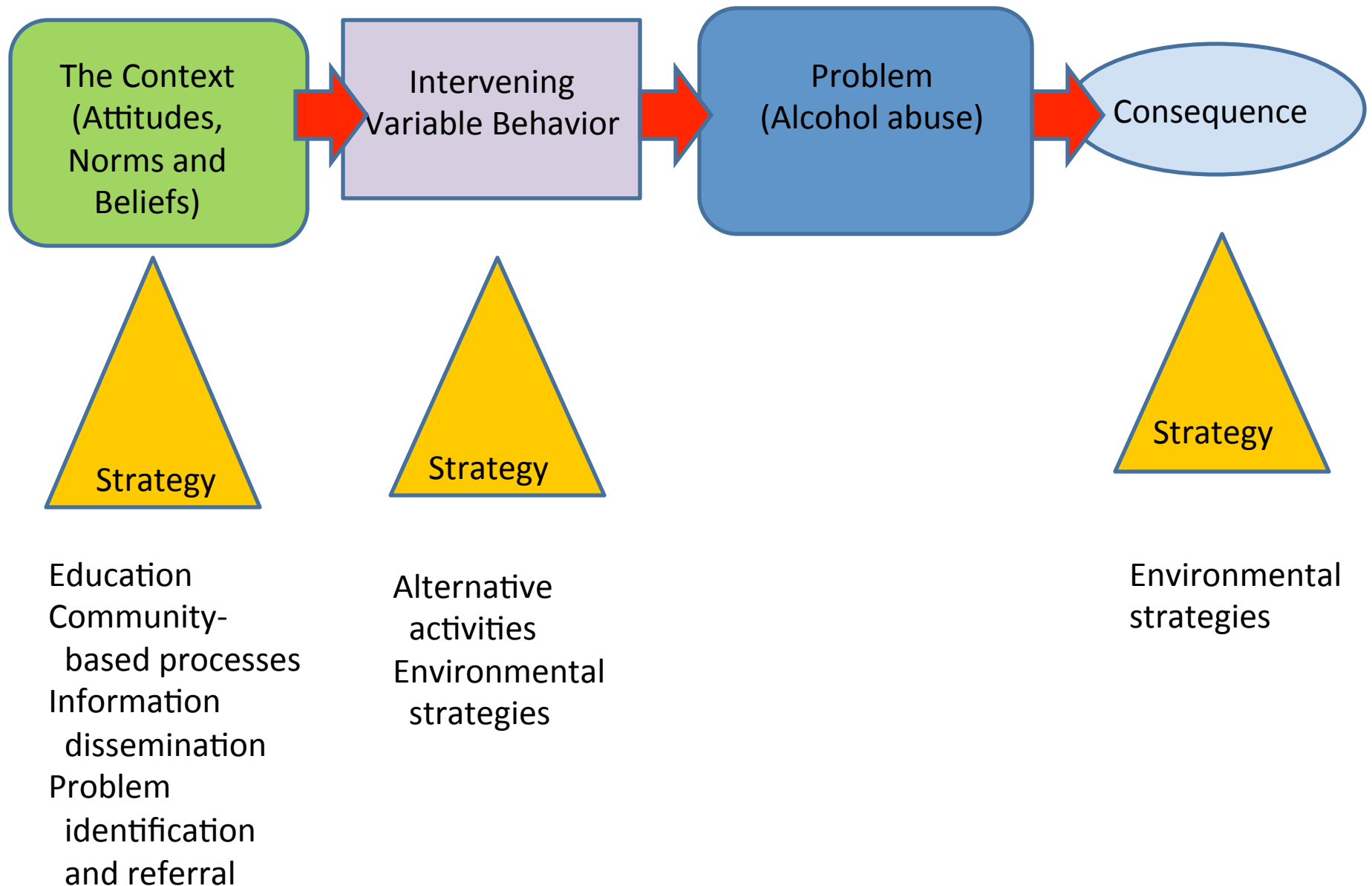
Strategies

- Education
- Alternative drug-free activities
- Problem identification and referral
- Community-based processes
- Environmental strategies
- Information dissemination

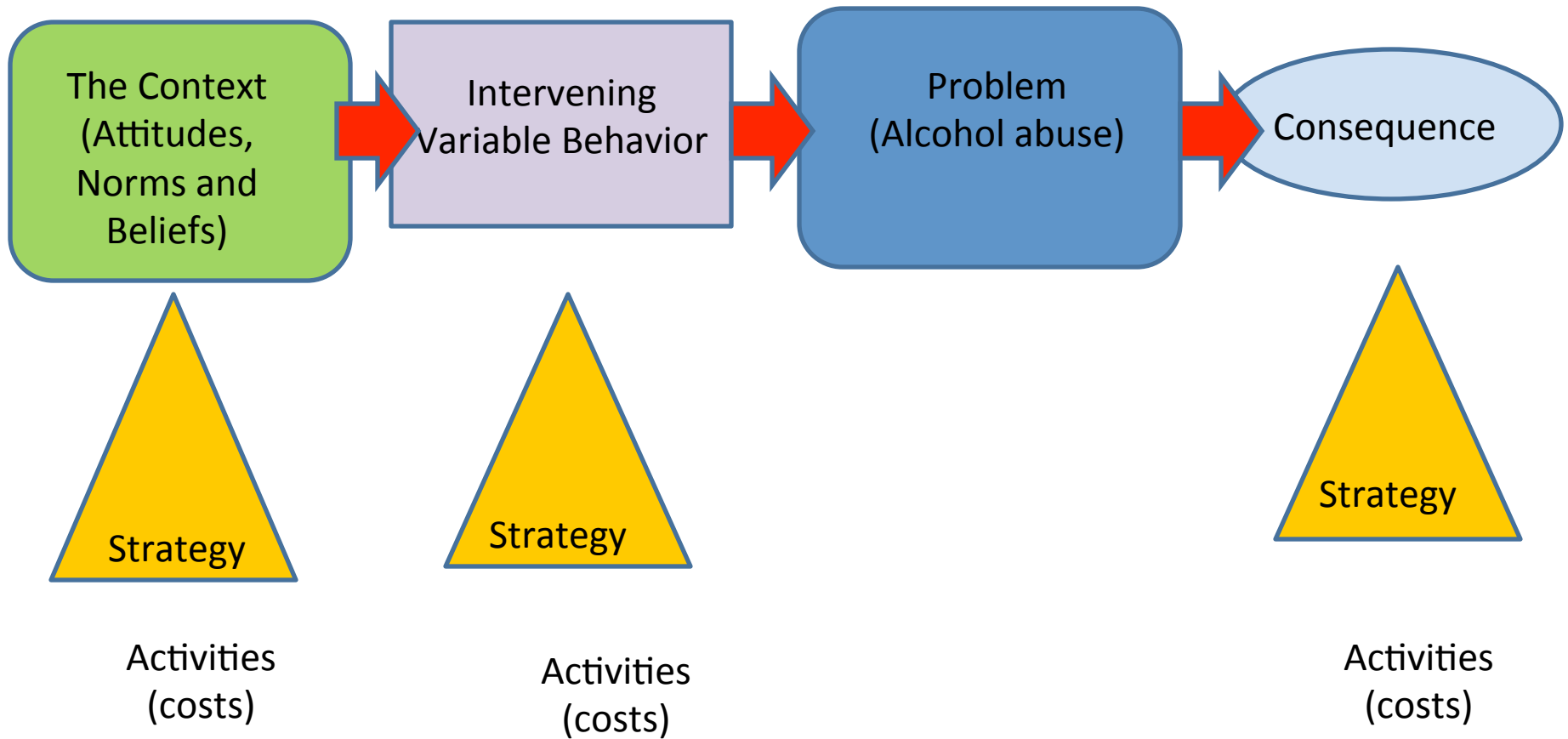
What are the some examples of strategies aimed at each of the links?

- Context?
- Intervening Variables?
- Problem?
- Consequences?

Strategies Aim at Different Links



Activities require people, money and time.



Activities are the operationalization of strategies.

What kinds of activities belong in
each strategy?

Information Dissemination (builds awareness and knowledge)

- Resource directories
- Distribution of materials
- Media campaigns to raise awareness
- Community presentations

Education

(improves life and social skills such as decision-making, refusal, media literacy)

- Peer leader programs
- Most EBP's such as Life Skills Training, All Stars, Too Good for Drugs
- Parenting and family training such as Strengthening Families, Parenting Wisely, Guiding Good Choices

Alternative Activities

(Opportunities for drug-free leisure activities and to develop relationships with non-substance using peers)

- Recreational events, dances or parties
- Community drop-in centers
- Youth centers
- YELL/SADD club activities
- Afterschool programs
- Youth Mentoring

Problem Identification and Referral (Identifies first use to reverse behavior in early stages)

- Employee and student assistance programs
- DUI program screenings
- On-line screenings/referral programs
- SBBIRT

Community-based Processes (Enhances community capacity to provide prevention services)

- Community coalition building
- Communities That Care
- Inter-agency coalition building
- Town Hall Meetings

Environmental Strategies

(Establishes or changes standards and attitudes)

- Pricing strategies
- Media strategies to influence behavior, media advocacy
- Policy advocacy
- Law enforcement
- Mandatory responsible beverage service training

QUIZ!

Name the strategy:

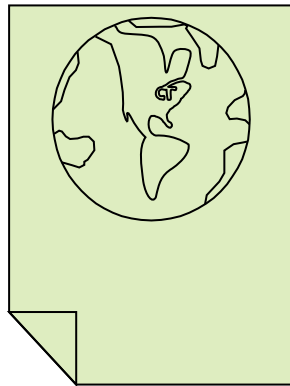
- Bingo
- Parents Who Host Lose the Most program
- Town Hall Meeting
- Project Alert
- Fact sheet
- Court diversion program

Activity:

- Write each of your projected activities on a sticky
- Decide which strategy it represents
- Place the sticky on the correct strategy

Phase II:

Big Picture → Little Boxes



SPF-SIG Goals

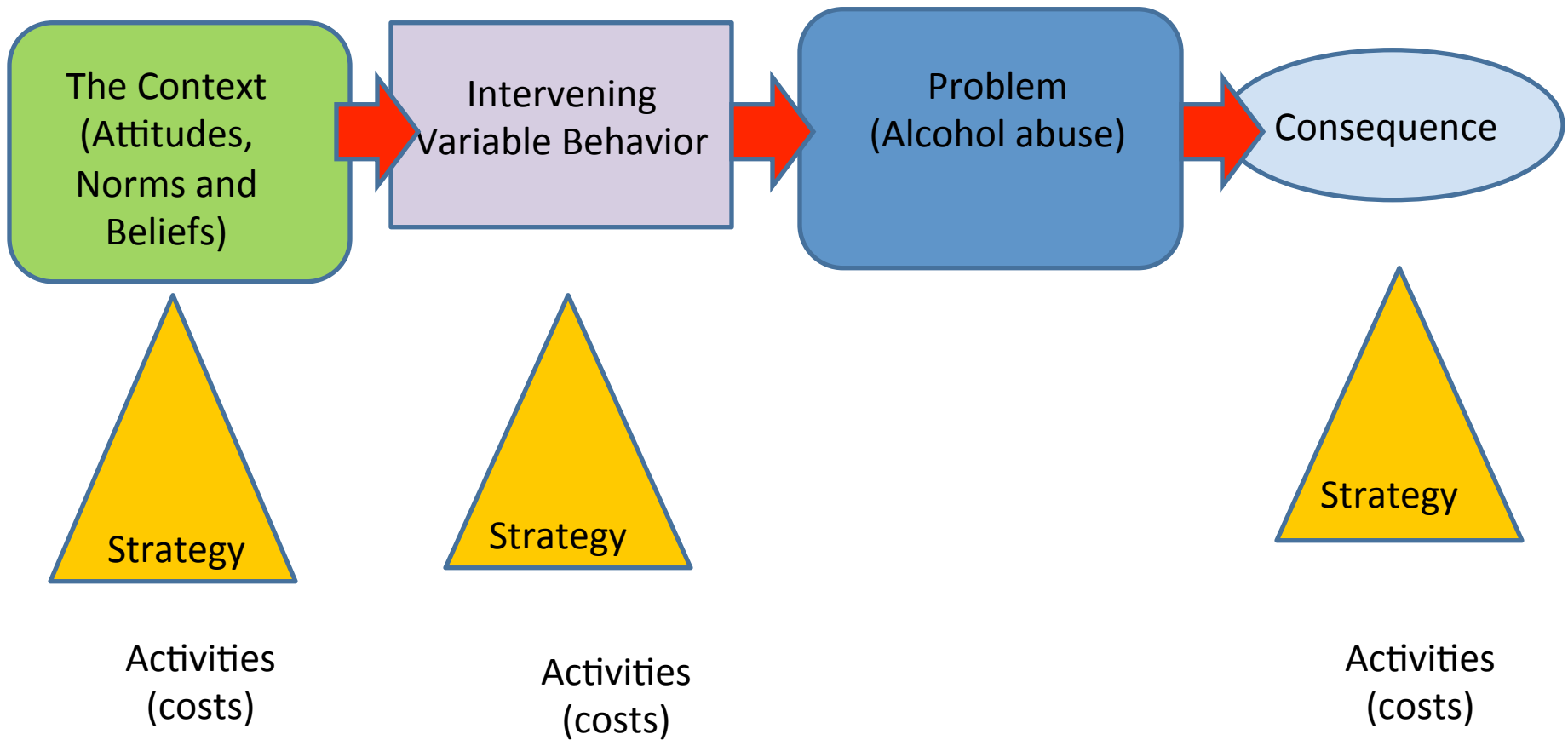
- Reduce Substance abuse in 12-25 year olds
- Support those reductions by building a sustainable prevention framework within the community

Delaware SPF-SIG Goals

- Reduce Substance abuse in 12-25 year olds
- Support those reductions by building a sustainable prevention framework within the community
- You will become the framework

Your Objectives:

- Produce measurable change in **Consequence** by changing (+/-) **Context**
- Produce measurable change in **Consequence** by changing (+/-) **Intervening Variable**
- Produce measurable change in **Problem** by changing (+/-) **Context**
- Produce measurable change in **Problem** by changing (+/-) **Intervening Variable**

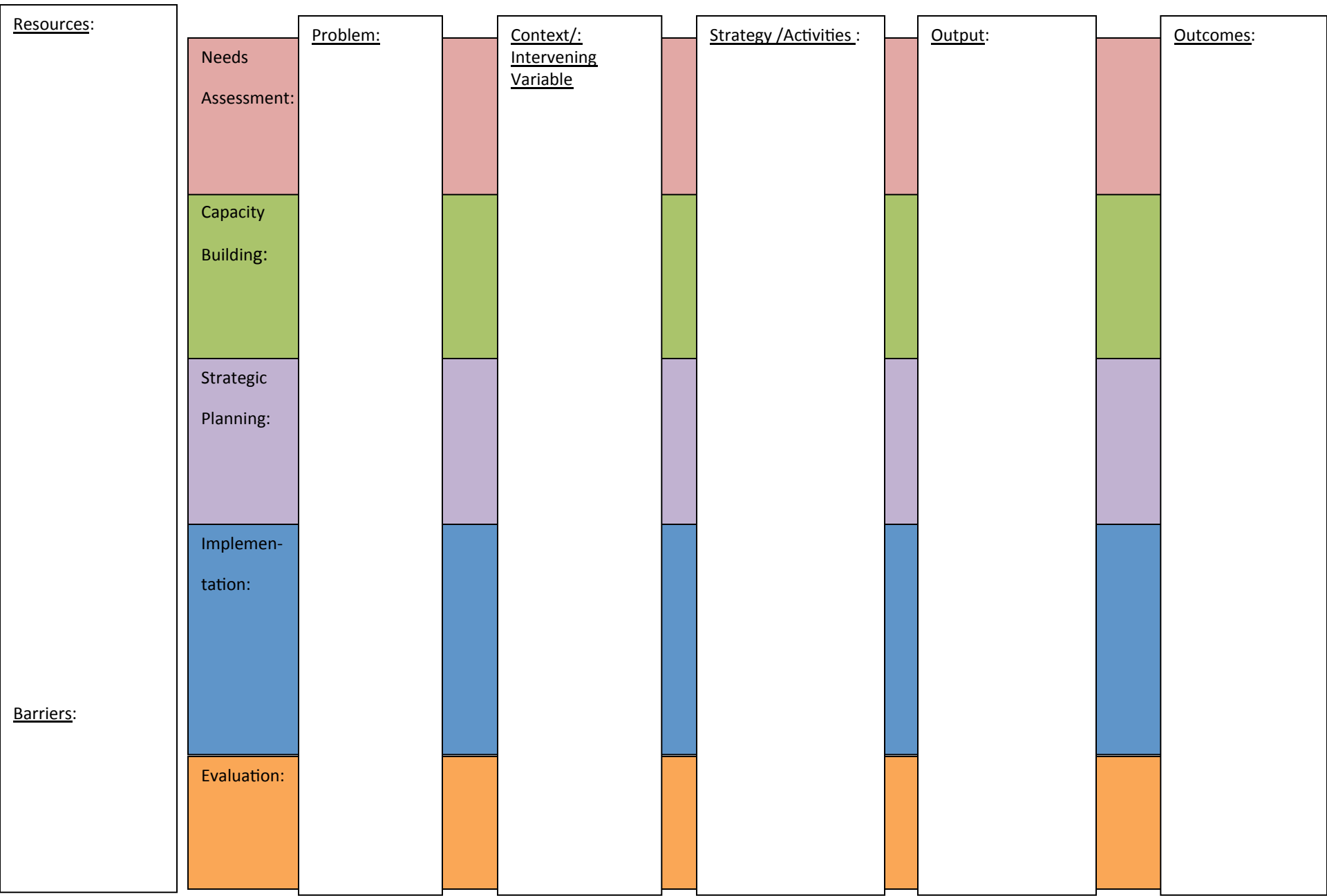


Objective: Produce X% change in **Problem/Consequence** by applying **Strategy** to change **Context/Intervening Variable**

Expanded Change Statement:

Our problem is **PROBLEM/CONSEQUENCE**,
because **CONTEXT/INTERVENING VARIABLE**.
We will change **PROBLEM/CONSEQUENCE** by
STRATEGY/ACTIVITIES, using or producing
OUTPUTS, resulting in reductions in
PROBLEM/CONSEQUENCE.

Problem → Intervening Variable → Strategy/Activity → Output → Outcome



Resources:

Problem:

Context:/
Intervening
Variable

Strategy /Activities :

Output:

Outcomes:

Needs
Assessment:

Capacity
Building:

Strategic
Planning:

Implemen-
tation:

Evaluation:

Barriers:

Parts of the SPF-SIG Strategic Plan

- Assessment
- Capacity Building
- Planning
- Implementation
- Evaluation
- Cultural Competency
- Sustainability

Assessment