



Strategic Planning for Sustainability

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Objectives

- 1** Understand the key components of a strategic planning for sustainability and seeking funding.
- 2** Understand the connection between logic models, evaluation, and funding.
- 3** Receive tools to develop a clear action plan for moving forward.

Key Components





Convene a Strategic Planning Team

1. Identify and gain commitment from key stakeholders/staff to participate
2. Develop and/or confirm shared mission and vision statements
3. Develop an agenda and timeframe for the strategic planning process
4. Provide pre-meeting information.

Review/Collect Needs Assessment Data:

Making the Case for
why you should
Exist?



REVIEW DATA
JUSTIFICATION



IDENTIFY ANY DATA
GAPS



COLLECT NEW DATA TO
FILL THOSE GAPS



DEVELOP YOUR
PROBLEM STATEMENT

Define the Problem

- What problematic condition exists that demands a programmatic response?
- Make sure your need data directly links to your problem.
- Review research, evidence, knowledge-base



An aerial photograph of a city street intersection. A prominent red brick building with a curved corner is the central focus. The building has multiple stories and many windows. To the left and right are modern skyscrapers with glass facades. The street is busy with cars and a few pedestrians. The sky is overcast. A semi-transparent white banner is overlaid across the middle of the image, containing a quote.

**“If you don’t know where you’re going,
you’ll end up somewhere else”**

– Yogi Berra

Logic Model

What is it exactly?



01

A Visual Tool

You can see the visual outline of your program.



02

Shows Relationships

It outlines a plan and maps out logical links or relationships between the identified needs.



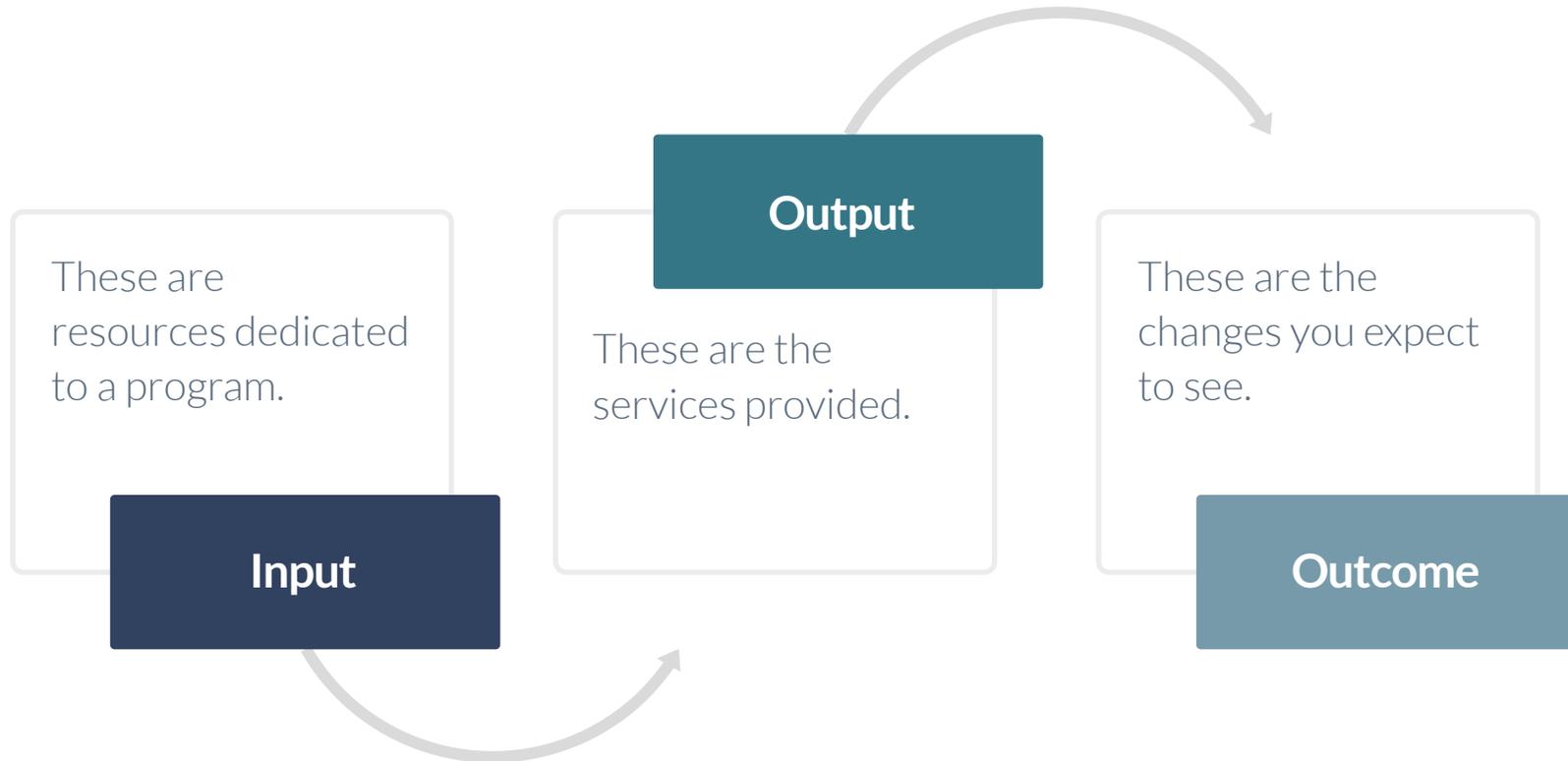
03

Depicts a Theory to Create Change

It shows the assumptions underlying the selection of specific strategies.

Logic Model

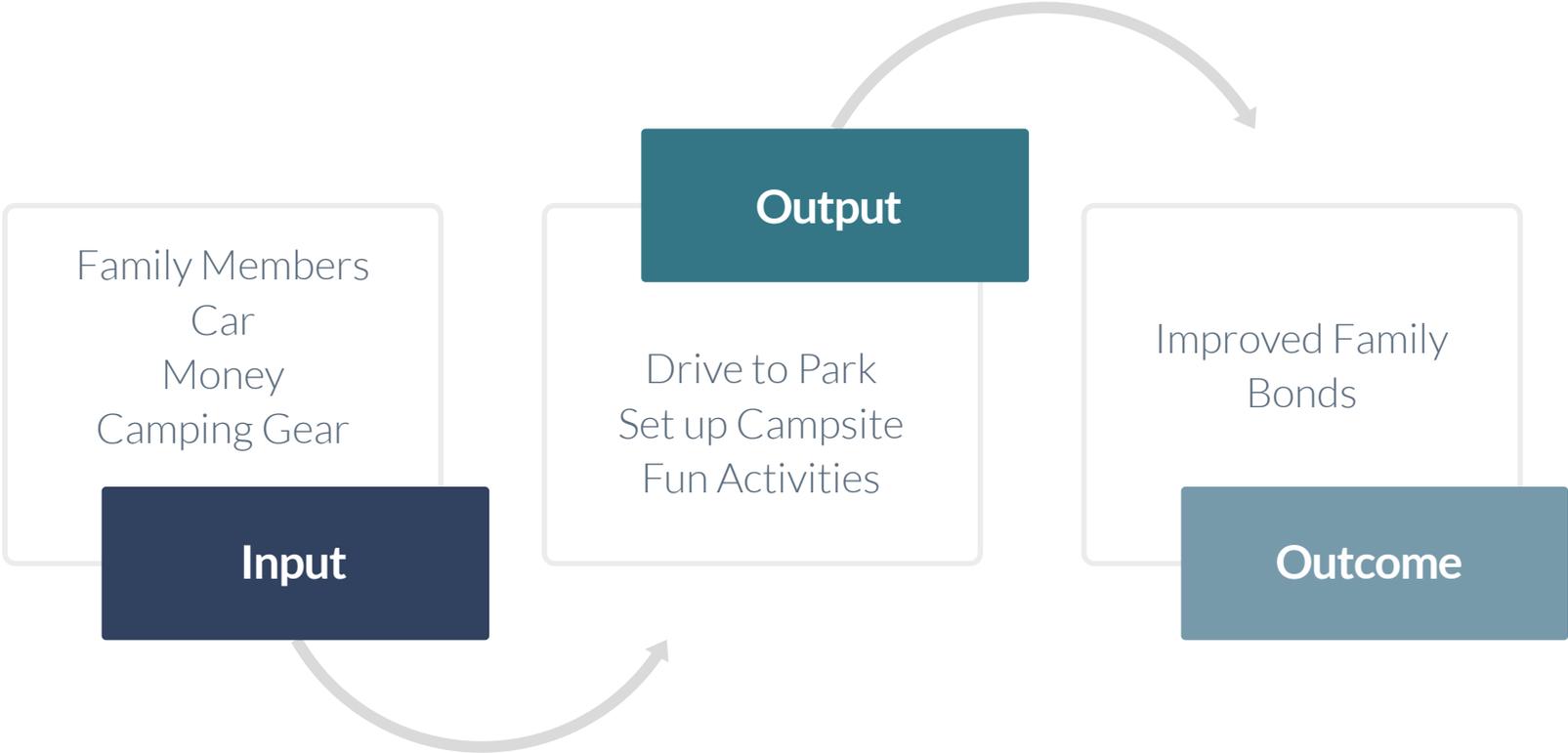
In it's most basic form





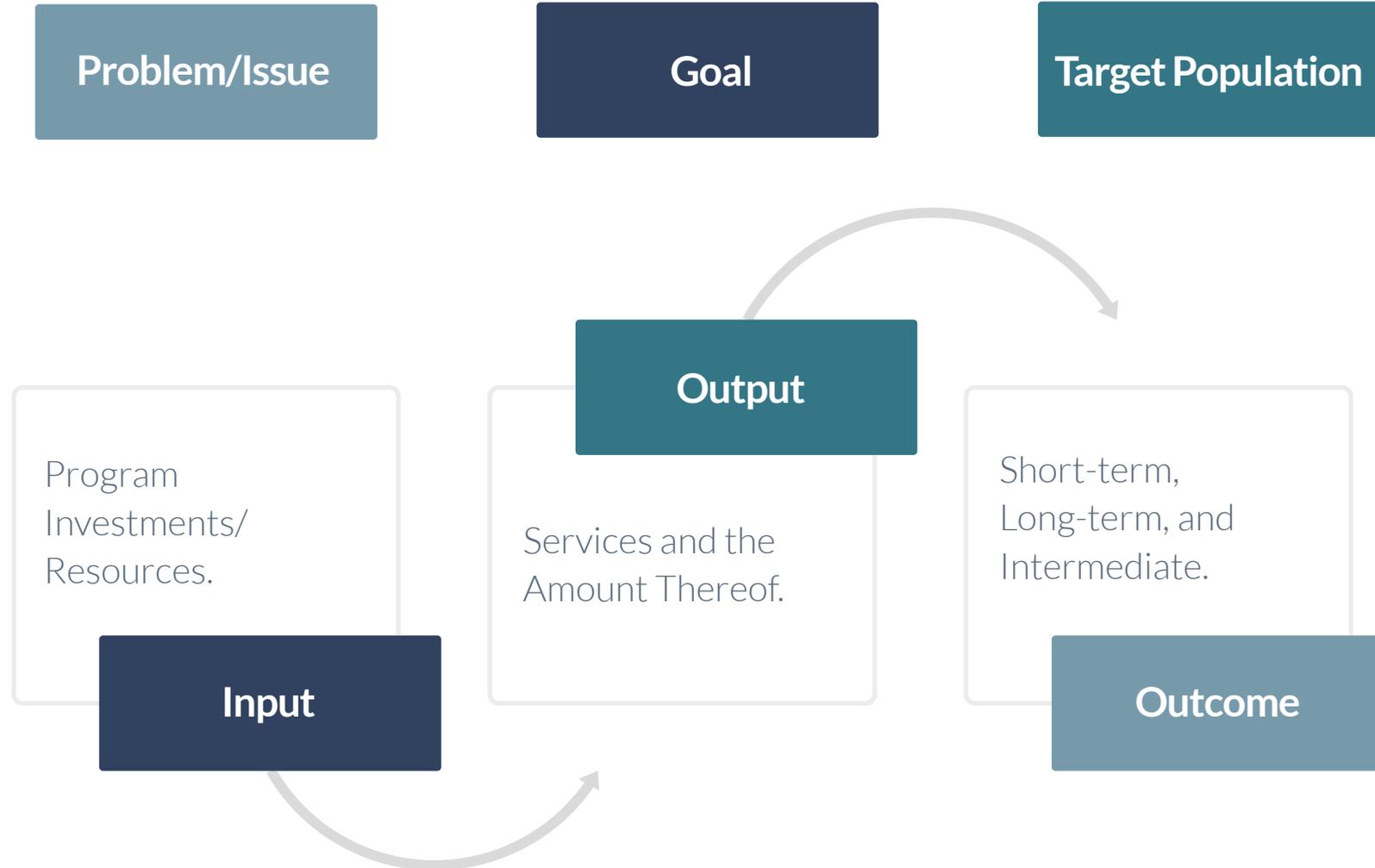
An Everyday Example of a Logic Model

Family Vacation



Logic Model

A little more complex



Logic Model Template



Problem:					
Goal:			Target Population:		
Inputs:	Outputs:		Outcomes		
Resources/Inputs:	Services:	Amount:	Short-term:	Intermediate:	Long-term:

How is a logic model useful?

Let us count the ways



Outcomes

Enables a program to understand if it is Successful



Clear Rationale

Helps articulate your services and their impact



Language

Provides ready made narrative for reports, funders or for marketing



Communications

Clearly conveys your program's purpose



Improvement

Support continuous program improvement- which is important for acquiring funding support!

A photograph of a crowd of people at a night event, possibly a concert or festival. The scene is illuminated by numerous parallel lines of bright, multi-colored lights (red, orange, yellow, green, blue, purple) that create a sense of depth and movement. The people in the foreground are mostly seen from behind or in profile, looking towards the light trails. The overall atmosphere is vibrant and energetic.

Teen Drinking in Hatfield

Logic Model Template



Problem: Forty-five percent of high school students in the town of Hatfield drink alcohol on a regular basis					
Goal:			Target Population:		
Inputs:	Outputs:		Outcomes		
Resources/Inputs:	Services:	Amount:	Short-term:	Intermediate:	Long-term:

Define the Goal

The goal describes the long-term, broad change to which the program will contribute.



Define the Goal

Strong Goals

- Focus on a condition or outcomes of interest
- Establish the direction and reasoning for a strategy
- Build consensus
- Be a higher level objective



Logic Model Template

Problem: Forty-five percent of high school students in the town of Hatfield drink alcohol on a regular basis					
Goal: High schools students in Hatfield are living healthy lives free of illegal substance use.			Target Population:		
Inputs:	Outputs:		Outcomes		
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Define the Population

- Details the specific group you plan to impact
 - Is it feasible for you to impact the group?
 - Does the target population logically connect to your goal?



Define the Population

Good Example

- Preschool Program: 3-5 year-olds with low socio-economic status in XYZ School
- Social Marketing: Children and adolescents aged 10-13 years in community XYZ

Needs Work

- Everyone in community XYZ
- 4th grade students



Logic Model Template

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Resources

What we invest:



Staff



Volunteers



Time



Money



Research Base



Materials



Equipment



Technology Partners

Logic Model Template

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Define the Services

Services are what you will deliver to your target population



Define the Services

Services are what you will deliver to your target population

Amount of Services

- Track service delivery
- Who, what, when and how of implementation
- Process data



Logic Model Template

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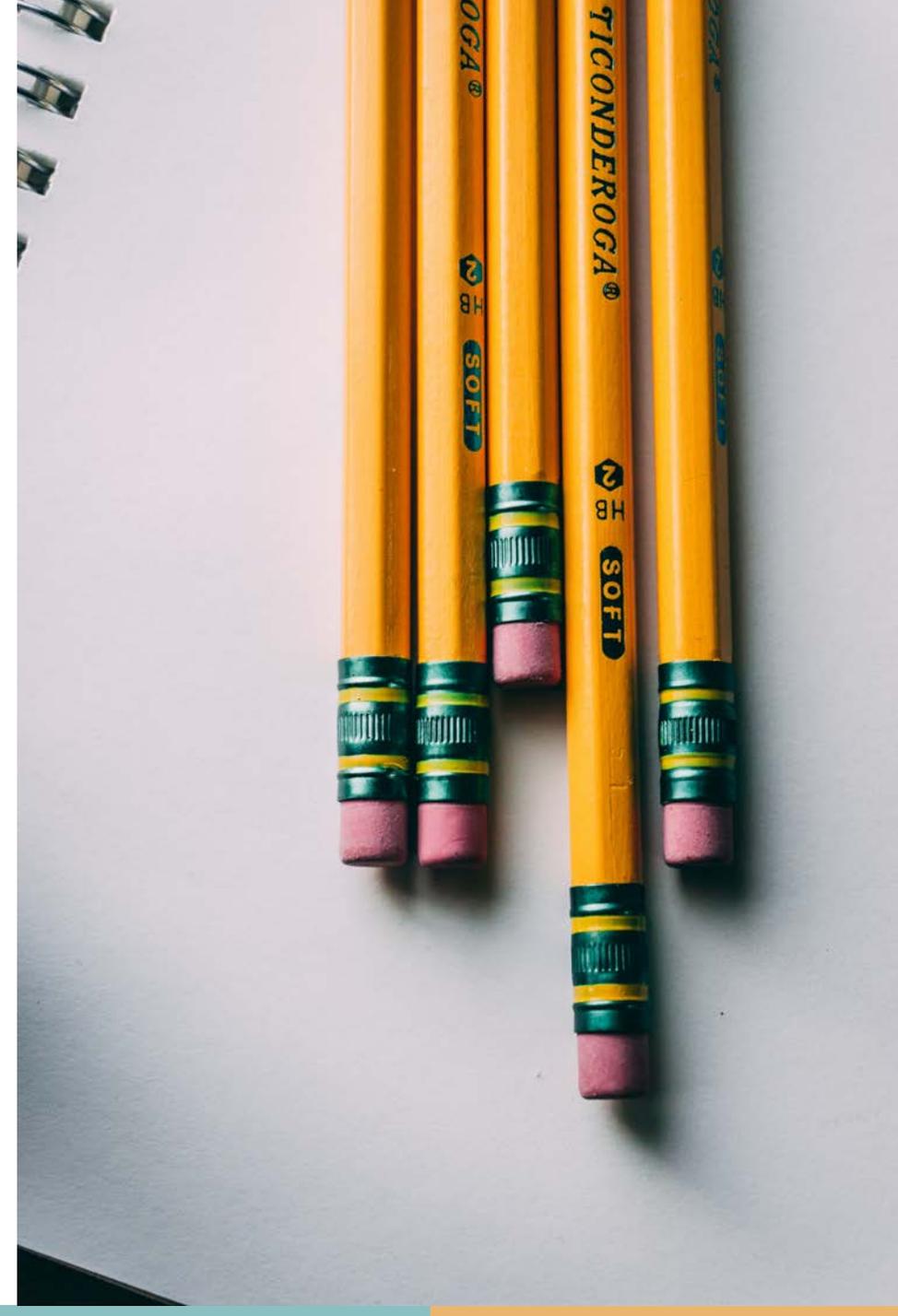
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Define the Outcomes

Outcomes must be measurable

- How much?
- For who?
- What what?
- By when?



Outcomes Overview

Outcomes What results for individuals, families, and communities		
Short-term Outcomes (Learning)	Intermediate Outcomes (Action)	Long-term Outcomes (Conditions)
Changes in: <ul style="list-style-type: none">• Awareness• Knowledge• Attitudes• Skills• Opinion• Aspirations• Motivation• Behavioral Intent	Changes in: <ul style="list-style-type: none">• Behavior• Decision-making• Policies• Social Action	Changes in: <ul style="list-style-type: none">• Conditions• Social (well-being)• Health• Economic• Civic• Environmental

Outcomes Overview

Outcomes	
What results for individuals, families, and communities	
Short-term Outcomes (Learning)	<ul style="list-style-type: none">• Measure the most immediate impact of a program• Should lead to a change in long-term outcomes• Knowledge, attitudes, skills, etc.
Changes in: <ul style="list-style-type: none">• Awareness• Knowledge• Attitudes• Skills• Opinion• Aspirations• Motivation• Behavioral Intent	

Outcomes Overview

Outcomes	
What results for individuals, families, and communities	
Short-term Outcomes (Learning)	Example: 100 high school students in the community of Hatfield have increased knowledge of the negative consequences of substance use.
Changes in: <ul style="list-style-type: none">• Awareness• Knowledge• Attitudes• Skills• Opinion• Aspirations• Motivation• Behavioral Intent	

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Outcomes Overview

Outcomes	
What results for individuals, families, and communities	
<ul style="list-style-type: none">• Mid-term impacts of the program• Typically achieved ~1 year post-implementation• Behavior, decision-making, policies, social action	Intermediate Outcomes (Action)
	Changes in: <ul style="list-style-type: none">• Behavior• Decision-making• Policies• Social Action

Outcomes Overview

Outcomes	
What results for individuals, families, and communities	
Example Seventy-Five percent of the 100 high school students have decreased their substance abuse.	Intermediate Outcomes (Action)
	Changes in: <ul style="list-style-type: none">• Behavior• Decision-making• Policies• Social Action

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Outcomes Overview

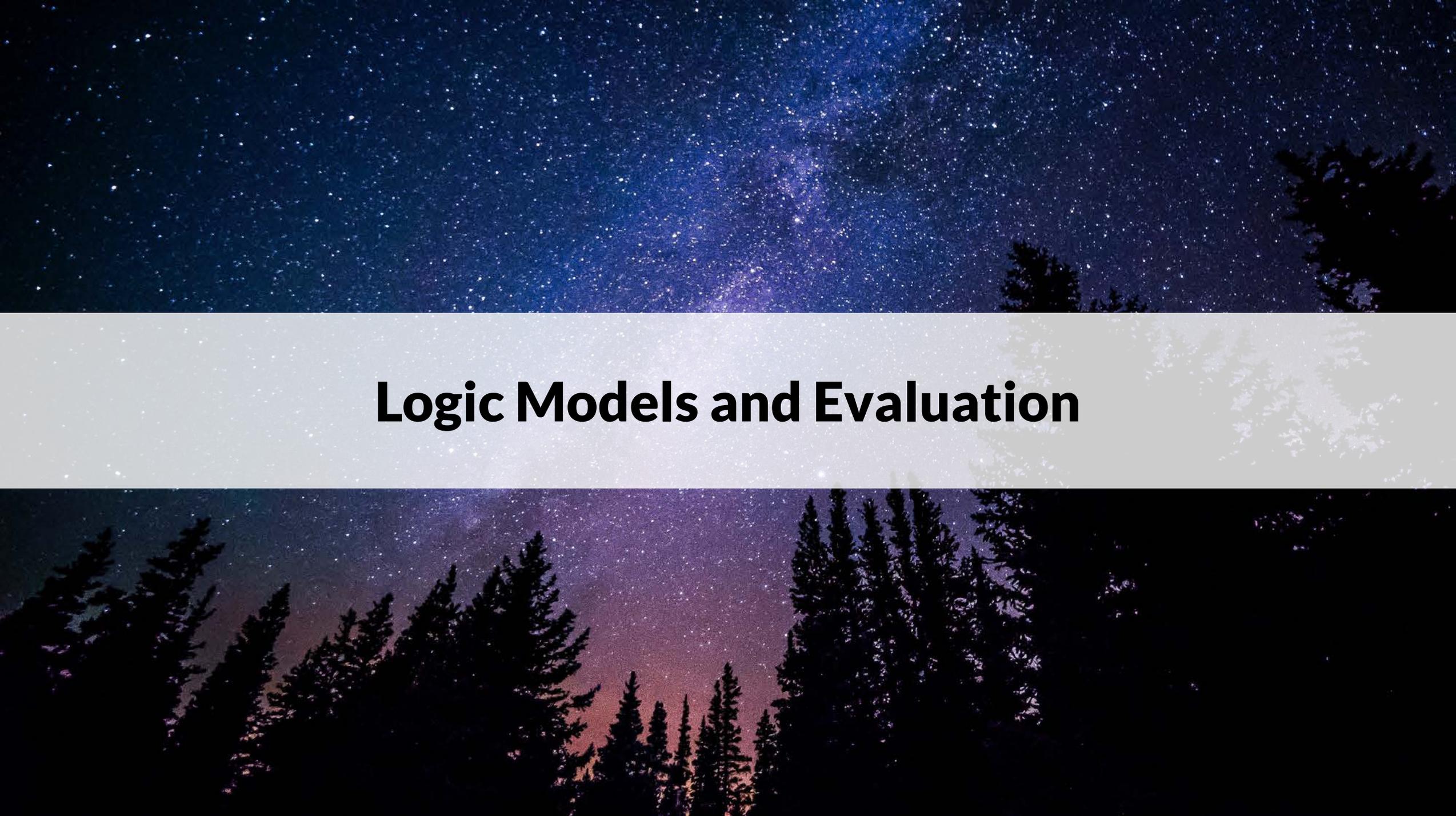
Outcomes	
What results for individuals, families, and communities	
<ul style="list-style-type: none">• Typically show change in conditions, social well-being, health economic, civic, environmental<ul style="list-style-type: none">• Generally achieved in 4-6 years• More difficult to connect directly to services/strategies	Long-term Outcomes (Conditions)
	Changes in: <ul style="list-style-type: none">• Conditions• Social (well-being)• Health• Economic• Civic• Environmental

Outcomes Overview

Outcomes	
What results for individuals, families, and communities	
Example: Consumption rates of alcohol among all high school students in community of Hatfield will decrease by 5% by 2018	Long-term Outcomes (Conditions)
	Changes in: <ul style="list-style-type: none">• Conditions• Social (well-being)• Health• Economic• Civic• Environmental

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Resources/Inputs:	Services:	Amount:	Short-term:	Intermediate:	Long-term:
Youth NOMs Data	Identify Life Skills curriculum (w/ emphasis on substance abuse)	5 high school teachers and 3 program staff trained in Life Skills curriculum	100 high school students in the community of Hatfield have increased knowledge of the negative consequences of substance abuse.	↑ perception of risk of harm of substance abuse as measured by the Youth NOMS	Consumption rates of alcohol among all high school students in community of Hatfield will decrease by 5% by 2018
Life Skills Curriculum	Train program staff and teachers in Life Skills curriculum	100 high school students participate in 8 Life Skills sessions		75% of the 100 high school students have decreased their substance abuse	
Partnership with high school	Teachers deliver Life Skills sessions				
Teachers to deliver curriculum					
Grant funding from OBH					

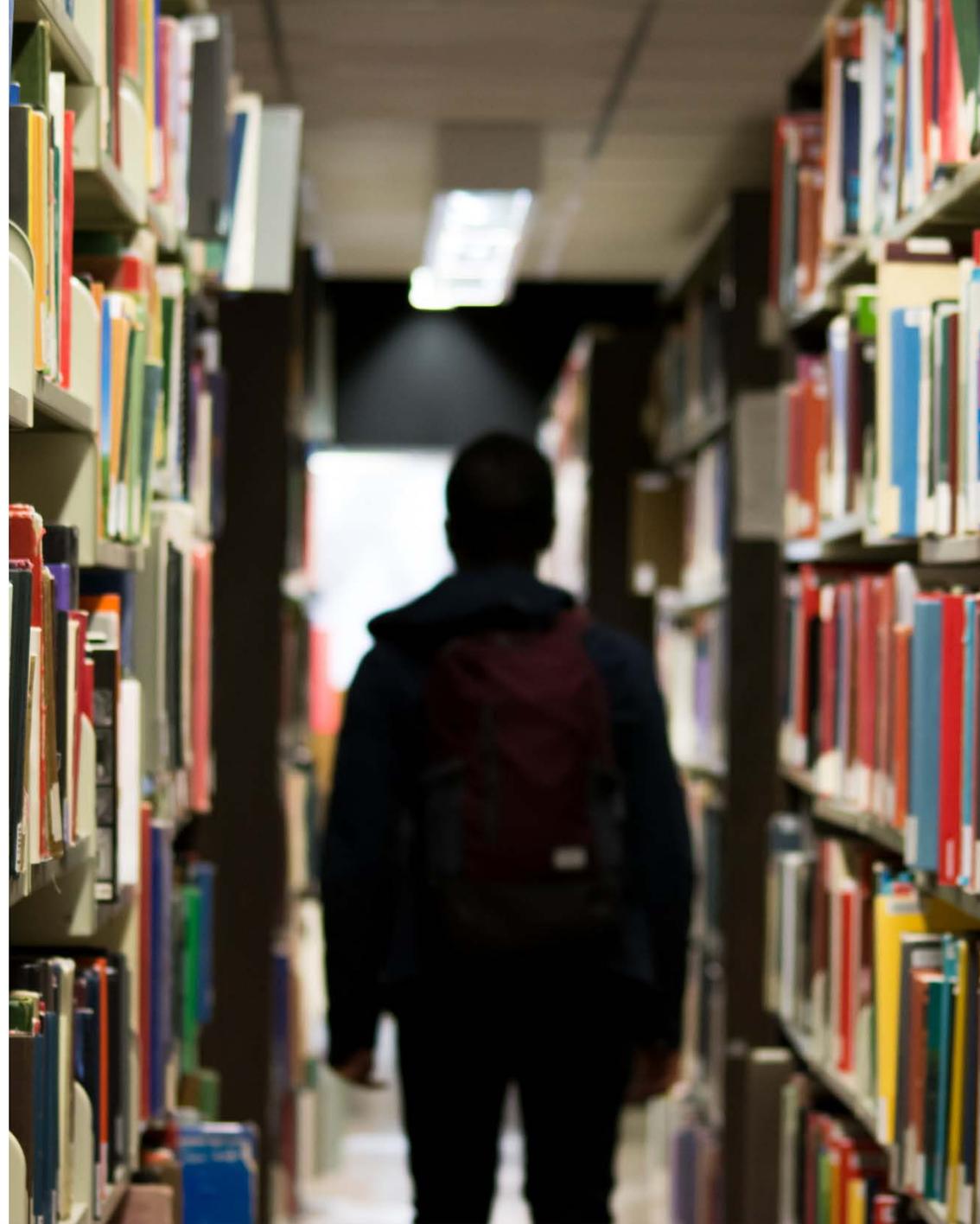
A night sky photograph showing the Milky Way galaxy. The galaxy's core is visible as a bright, dense band of stars, stretching diagonally across the upper half of the frame. The sky is dark blue and black, filled with numerous individual stars. In the lower portion of the image, the dark silhouettes of evergreen trees are visible against the starry background. A wide, white horizontal band is superimposed over the center of the image, containing the title text.

Logic Models and Evaluation

Logic Models and Evaluation

Process Evaluation

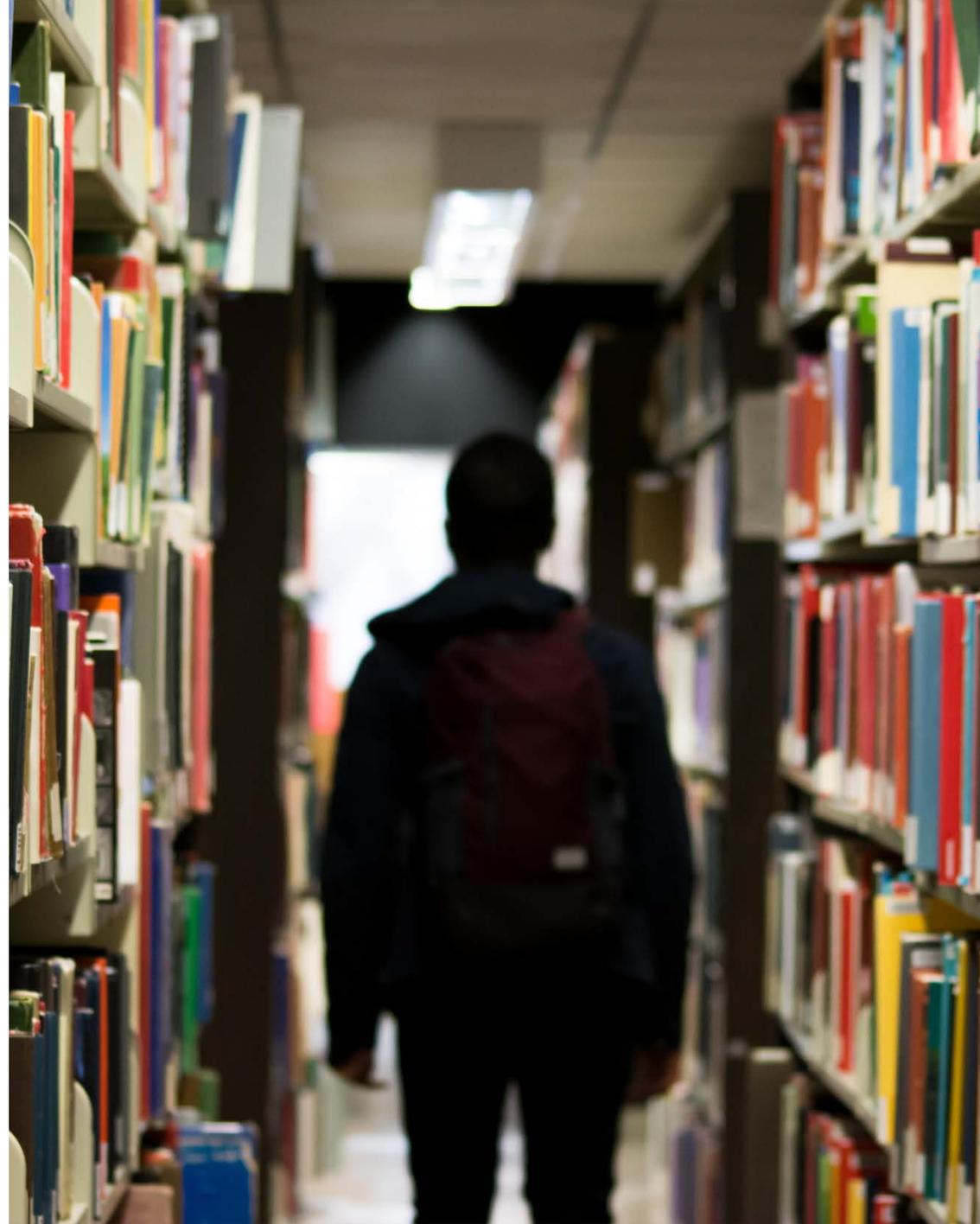
- How is program implemented?
- Are activities delivered as intended? Fidelity of implementation?
- Are participants being reached as intended?
- What are participant reactions?



Logic Models and Evaluation

Outcome Evaluation

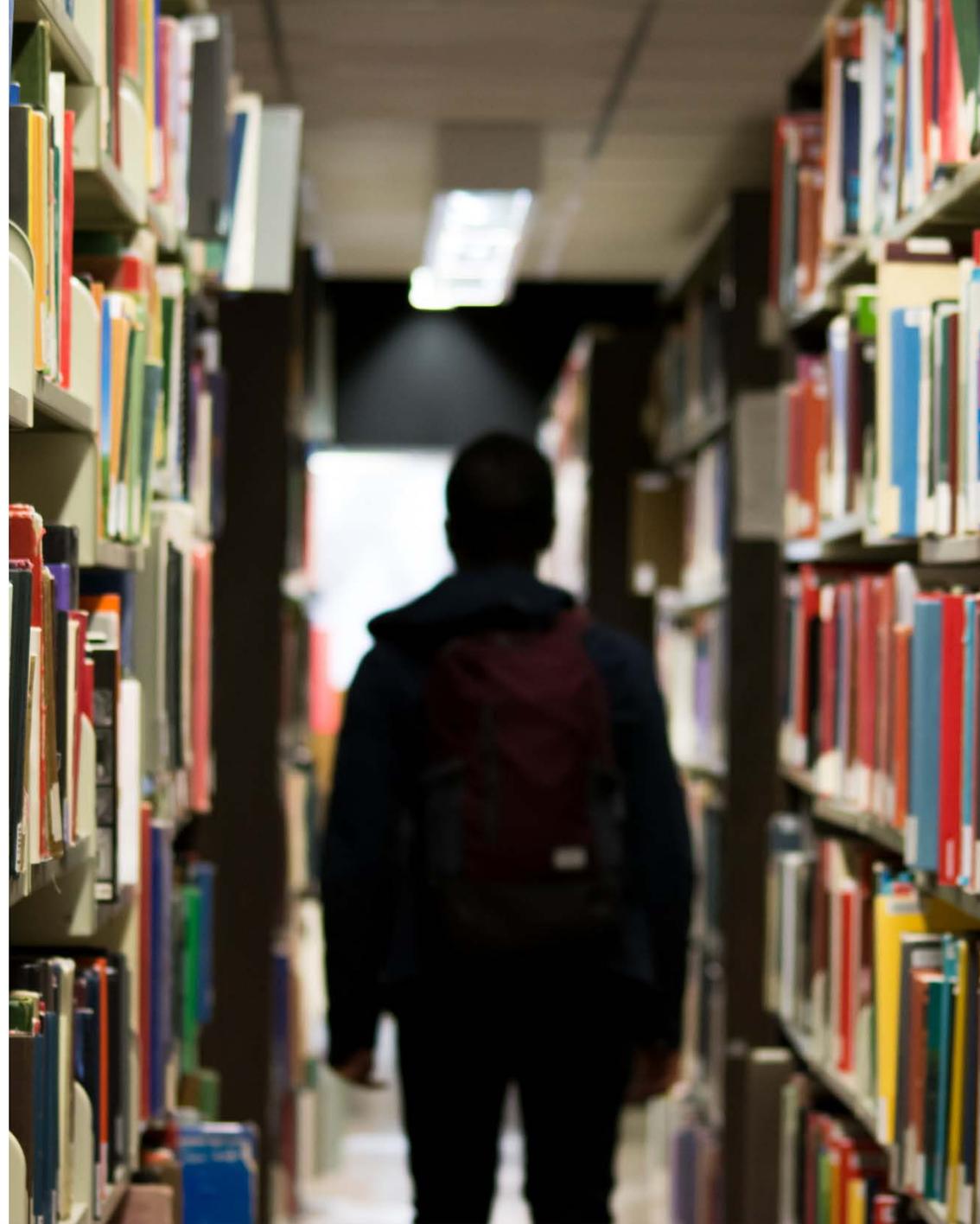
- To what extent are desired changes occurring? Goals met?
- Who is benefiting/not benefiting? How?
- What seems to work? Not work?
- What are unintended outcomes?



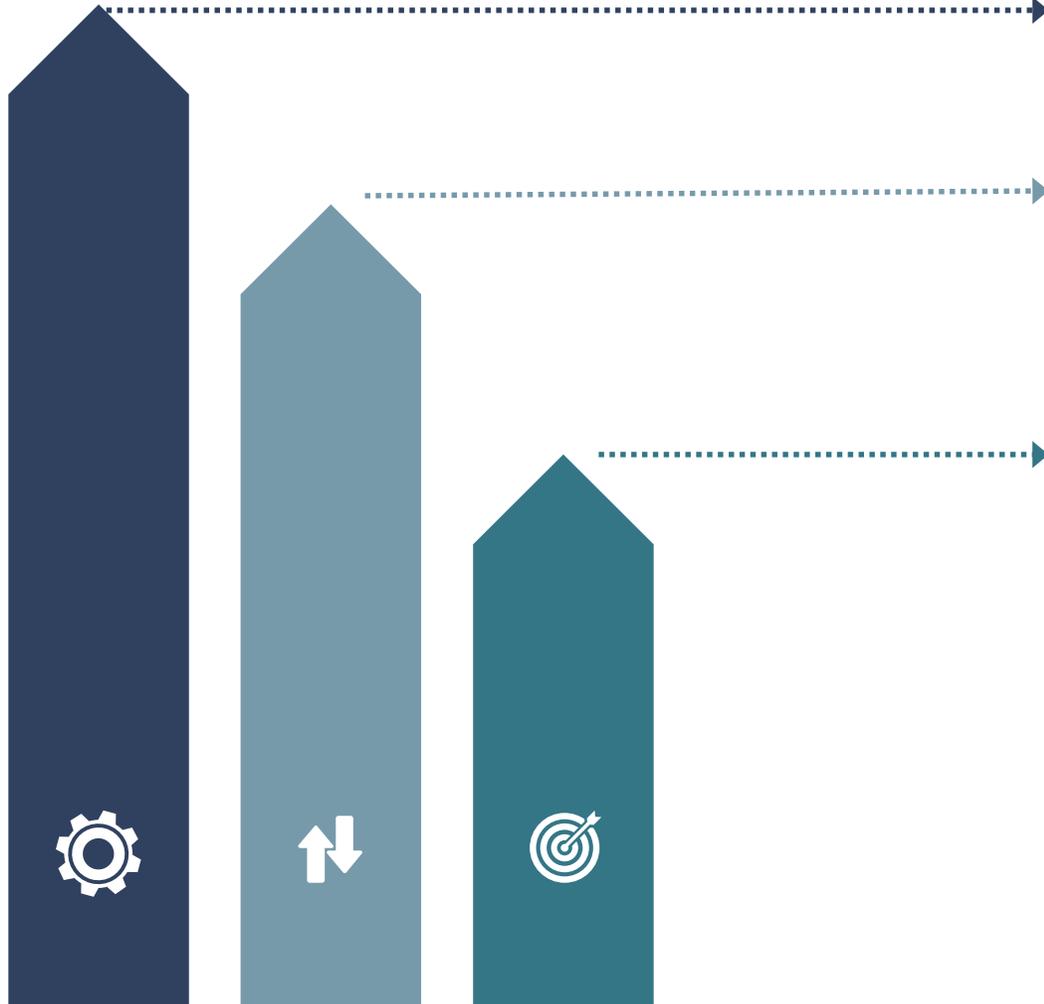
Logic Models and Evaluation

Impact Evaluation

- To what extent can changes be attributed to the program?
- What are the net effects?
- What are the final consequences?
- Is the program worth the resources it costs?



What to measure?



Inputs

- How much money was invested?
- How much time was invested?

Outputs

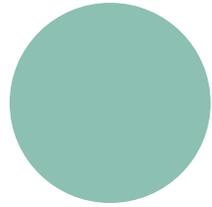
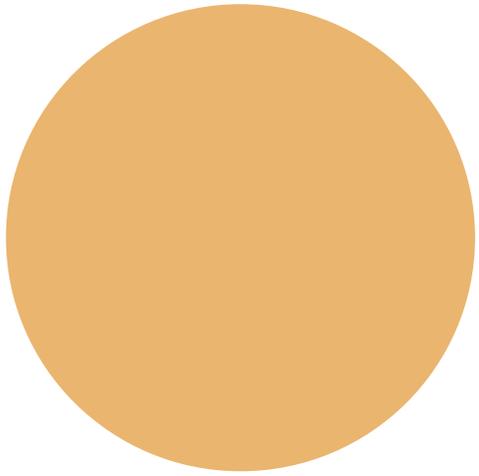
- What did the program actually consist of?
- Who participated in what?
- Did we meet our targets?

Outcomes

- To what extent did knowledge and skills increase?
- To what extent did practices change?
- What was the long-term bigger picture impact?

Identify Resources Needed to Sustain Your Evaluated Outcomes.





Sustainability Checklist Tool

Prioritize your efforts!



Resources Strategies Worksheet

Start to Outline Your Plan

Develop Clear
Strategic Action
Plan to Obtain
Necessary
Resources

Detailed Action Steps	Responsible Parties	Target Date	Resources Needed	Progress



Thanks!
Any Questions?
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