

Creating a Strategic Plan Based on Your Needs Assessment Findings: A How-To Guide

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SPF SIG ACRONYMS

ARMVCF	Alcohol-related motor vehicle crashes and fatalities
CAAB	Cooperative Agreement Advisory Board (for the State)
CAP	Community Advisory Panel
CPR	Center for Prevention Resources
CSAP	Center for Substance Abuse Prevention
IO	Implementation Organization
LME	Local Management Entity
NAC	Needs Assessment Contractor
PIRE	Pacific Institute for Research and Evaluation
RTI	RTI (Research Triangle Institute) International
SPF	Strategic Prevention Framework
SPF SIG	Strategic Prevention Framework State Incentive Grant
TA	Technical Assistance

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INTRODUCTION

The strategic planning process is one of the most challenging steps in the SPF model. It requires synthesizing everything that was learned from the needs assessment and connecting that knowledge with appropriate strategies to address the identified needs. In theory, it sounds simple. In practice, it requires a lot of thought. Ultimately, you'll determine the right course of action, but you'll have to navigate through many possible paths. It will appear in pieces and it will require you to proceed in small steps, talk to many people, read a lot, and critically think with all the invested partners about the goals, the needs, the capacities, and resources of the community. The journey might be frustrating, but it is a learning process that will ultimately lead to a strong plan for your community and develop your local capacity to do similar planning in the future.

This guide briefly takes you through the steps involved in strategic planning. It does *not* tell you how to write the strategic plan; that information is included in the Strategic Plan Outline document which is included at the end of this document. However, the exercises you complete in this document should set you up to easily write the strategic plan. All worksheets that we reference in this document are located in the Appendix, as well as on the NC SPF SIG website (www.ncspf.org). Also, please note that these worksheets were provided as handouts at the strategic planning workshop in February.

The Strategic Plan is the document that will guide you through the next three years as you implement your strategies. It should serve as a path for you to follow, so it needs to be as clear and precise as possible, with the understanding that you cannot predict what complications will arise and what tweaking will have to take place as a result. We want you to spend the next three years implementing and evaluating your work, not revising your strategic plan because the first one didn't work. In order to do that, there are a lot of questions to consider, including:

- What strategies are likely to have the most impact on the contributing factors in my community?
- Do we have the capacity to implement a particular strategy?
- What capacity do we need to build and how will we build it?
- Who will implement the strategies and what steps do we need to take to implement them well?

In addition, you need to think about whether your strategies are culturally appropriate and whether they can be sustained over time, even after the SPF SIG funding is no longer available.

The worksheets in this manual are to help you answer the questions above and to help document what you learn. We expect you to collaborate with your CAP and other stakeholders who are vested in the outcomes of your work to help you complete these worksheets and participate in your strategic planning discussions. As you progress through the strategic planning process, we strongly encourage you to talk with your CPR, run drafts of sections of your plan by them, participate in the TA calls with PIRE, and contact NC SPF SIG staff, PIRE, or RTI with questions you have along the way. Below are the contact numbers for PIRE staff.

CLARIFYING WHERE YOU ARE AND WHERE YOU'RE HEADED

During your needs assessment process, community NACs, CAPs, and other stakeholders examined the data RTI provided on the prevalence of ARMVCF and identified target subpopulations and geographic areas on which to focus the SPF SIG project. Communities also collected data on seven intervening variables associated with ARMVCF. NACs and CAPs then prioritized the seven intervening variables and selected the three that appear most strongly linked to ARMVCF and that seem most changeable in their communities. Finally, NACs and CAPs identified the most likely contributing factors to the intervening variables to help understand why ARMVCF occur in their communities. That brings you to the first task in strategic planning....

Task 1: Create a logic model that connects the primary outcome, the target populations and geographic areas, intervening variables, and contributing factors.

To help you visualize how the primary outcome, target populations, geographic areas, intervening variables, and contributing factors are all related, you will first create a logic model that connects all these pieces. Figure 1 provides an example of such a logic model. The figure shows that the primary outcome (ARMVCF for all communities) is being targeted for reduction in the county's population centers among young males and minors of both sexes. The figure then shows that the top three intervening variables are retail access, law enforcement, and social access. Finally, the figure shows that, in this county, retail access refers specifically to on-site retailers (e.g., bars, restaurants) selling alcohol to intoxicated patrons and off-site retailers (e.g., convenience stores, supermarkets) selling alcohol to minors; law enforcement refers to police not patrolling retailers and not patrolling roads; and social access refers to alcohol availability at community events and adults providing alcohol to minors at house parties.

Remember, your logic model may look very different from the one in Figure 1. For example, you may have only chosen to focus on two intervening variables (there is no magic to the three that you identified in your needs assessments—you may choose to focus on more or less). An intervening variable may have only one contributing factor, or many more than one. You may have different target populations that are connected to different intervening variables. Figure 2 shows a logic model that is not quite as “neat” as Figure 1. *The important thing is that your logic model should reflect your data and your community!*

Figure 1: Example of a Logic Model

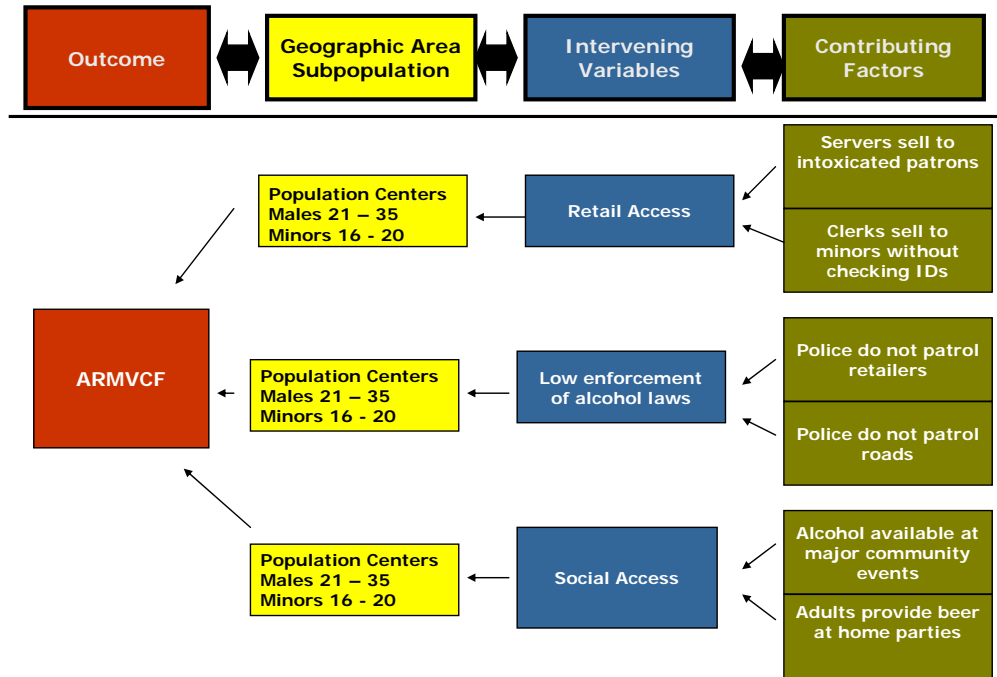
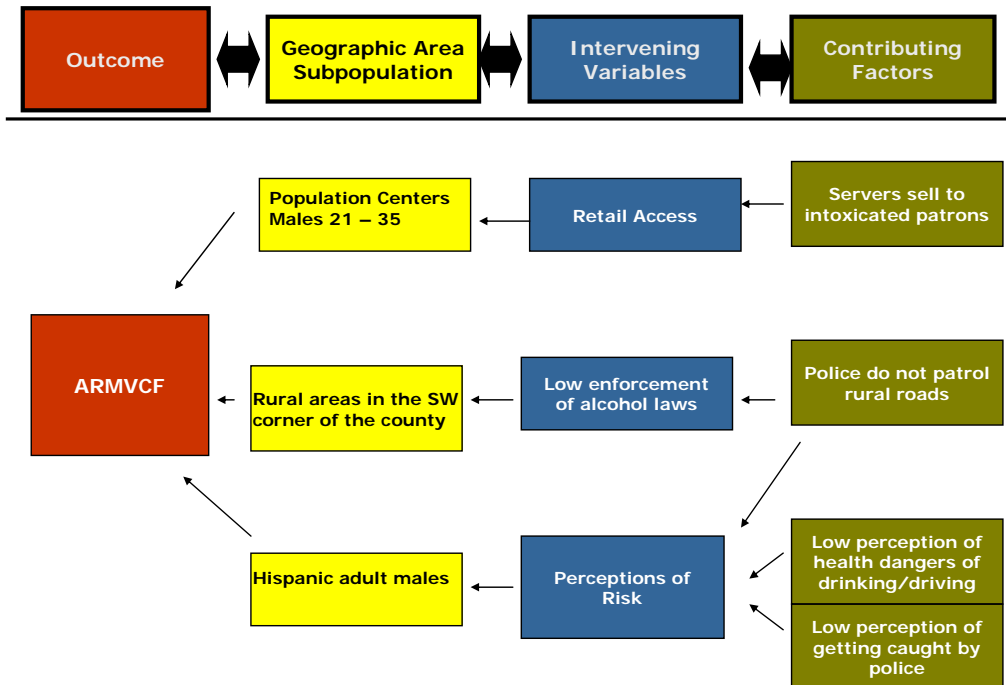


Figure 2: Another Example of a Logic Model



It is very important to identify carefully and accurately the contributing factors because when you select strategies, you will only select strategies that can make an impact on the contributing factors for your community. The selection of strategies must be targeted and precise, based on what you are trying to change, but we will address that soon. For now, use *and adapt* the Logic Model Worksheet 2 in the Appendix and fill in the boxes for the geographic areas and subpopulations, intervening variables, and the contributing factors. Don't forget the arrows!

If you've conducted your needs assessment well and created your logic model based on it, you should have a good understanding of the important intervening variables and contributing factors that are potentially causing the high rates of ARMVCF in your county. Now that you've answered the question of why this is happening, you now have to struggle with the question of what to do about it. You have a good understanding of your community, but not necessarily a good understanding of the strategies that will help you address your community needs. Therefore, you next have to immerse yourself in learning about the strategies that currently exist that may be useful to your community. It's still collecting data, or at least knowledge. It involves doing the research, reading as much as you can, talking to knowledgeable people in the field, and thinking about how everything you're learning fits with what you already know. So put on your critical thinking caps and plan for things to get a bit messy as you dig deep, learn lots, talk about it with others, and apply it to your community.

BRINGING THE RIGHT PEOPLE TO THE TABLE

One of the most important tasks as you begin your strategic planning is to make sure you have the best group of people to advise the process. As you know from the needs assessment process, your CAP is expected to include helpful advisors. However, the composition of the CAP may need to be altered now that you are moving on and know more about your community and the needs facing the community. If you did not have these people on your CAP before, now you need people who represent the subpopulations and geographic areas targeted, are knowledgeable about the intervening variables and contributing factors, are experienced in implementing strategies, are good critical thinkers, and are well respected by their community. Your CAP should help you think through all the potential pros and cons of various strategies and help with finding out more about the strategies.

Task 2: Discuss the questions on the “Bringing the Right People to the Table” Worksheet.

The information from the “Bringing the Right People to the Table” Worksheet is reproduced below. You can also find this worksheet in the Appendix, as well as on the website.

As you think about who should be at the table, consider the following questions:

- Who is knowledgeable about your targeted community (i.e., subpopulation, geographic area, age group, race/ethnicity)?
- Do you have people who represent all segments of your community, (i.e., leaders, power brokers, deal makers, peace makers, gate keepers, parents, teachers, students, clergy, administrators, health care professionals, law makers, police, reporters, media specialists, etc.)?
- Do you have people equipped with the technical skills and other talents needed to accomplish the tasks (e.g., facilitation, evaluation, effective communication, writing)?
- Do you have people who are respected by the community they represent?
- Who is important, given the culture, history, and traditions of the community?
- Who can garner support for the group and the plan?

After you have discussed the questions above, take a stab at these:

- Who do you currently have on your team who can assist you with planning, writing, and providing guidance for implementing your Strategic Plan?
- What skills do they have?
- What skills and talents do you still need?
- Who or where might you look to for these skills and talents?

Some people or agencies to consider:

- Alcohol/Tobacco /Other Drugs (ATOD) Community Coalitions
- Local Education Administrators
- School personnel, staff, faculty (elementary, middle, high, colleges, and universities)
- Parents
- Students
- Local law enforcement: Police/Sherriff/State Highway Patrol/DEA/ATF
- ABC retailers
- Local restaurant and bar owners
- Judges and lawyers (retired works)
- Social workers, prevention and treatment advocates, mental health
- Youth centers & recreation programs
- Religious and spiritual leaders
- Agencies serving older adults (Seniors)
- SADD and MADD chapters
- Athletic coaches
- Local businesses
- Health care providers
- Military personnel
- Tribal leaders
- DMV staff

REVIEWING EVIDENCE-BASED STRATEGIES

Reviewing strategies is a very important step in your SPF SIG project. You need to know what your options are to make the best decisions. You'll want to review a wide array of environmental strategies associated with the reduction of alcohol consumption and alcohol-related motor-vehicle crashes and fatalities. You'll also likely want to consider any curriculum-based approaches that may be helpful, particularly if your focus is on underage youth.

You will need to learn about the strengths and weaknesses of the different strategies and you will need to learn what's involved in actually implementing the strategies. Your task is to read and review as much relevant information as possible. You should also seek out other experts in the field who can help you determine what's involved in implementing the strategies. This may include law enforcement at the state or local level, advertising and media experts, local newspaper reporters, lawyers, judges, prevention specialists, and health care providers.

Task 3 Review the documents posted on www.ncspfsig.org/Project_Docs.htm, and other information about proven approaches to influencing your contributing factors.

The three documents on the website above were discussed during the Strategic Planning training, and a brief description of each is provided below.

❖ *Prevention of Alcohol-Related Motor Vehicle Crashes: Logic Model Documentation*

This information was developed by the PIRE State Epidemiological Workgroup (SEW) Technical Assistance Team. It includes a causal logic model of ARMVCF and details about intervening variables and relevant environmental strategies.

❖ *Environmental Strategies: Selection Guide, Reference List, and Examples of Implementation Guidelines (the "Binder")*

This comprehensive binder was developed by the national cross-site evaluators for the SPF SIG. It contains a wide range of environmental strategies for many substance abuse-related issues, not just ARMVCF. It also provides guidance on evidence of effectiveness and implementation, as well as many references.

❖ *Environmental Strategies Companion*

This smaller companion guide to the "Binder" was developed by PIRE for the SPF SIG team in Nevada and then subsequently adapted for North Carolina. It only includes strategies in the Binder that are related to alcohol-related traffic crashes and deaths. The information is conveniently organized by intervening variables.

Also check out links for additional strategy guidance at: <http://www.ncspfsig.org/Links.htm>

SELECTING EVIDENCE-BASED STRATEGIES

Once you have carefully reviewed strategies that will target your contributing factors and intervening variables and you feel knowledgeable about what would be involved in implementing the strategies, you then have to make some decisions about what you're going to actually do. Obviously you can't do everything (or mostly likely you can't). There just isn't enough time, money, and people to do everything that might be desired and ideal. So it becomes necessary to weed out those strategies that are less likely to work at this time. Things to consider when choosing your strategies include the following:

- Are they associated with your contributing factors? Remember, the path to changing ARMVCF must go through the contributing factors; each strategy must be likely to influence at least one contributing factor.
- Are they likely to change ARMVCF (or at least the contributing factors) during the grant period? Remember, CSAP, the State, and your communities are expecting measurable results within three years.
- Do you have the capacity and resources, and is your community ready (culturally, socially, and politically), to implement the strategies? Remember, any strategy is only as good as the ability of the community to implement it.

If you answer “no” to any of these questions, you should consider a different strategy.

Task 4: Complete the Selecting Strategies Worksheet.

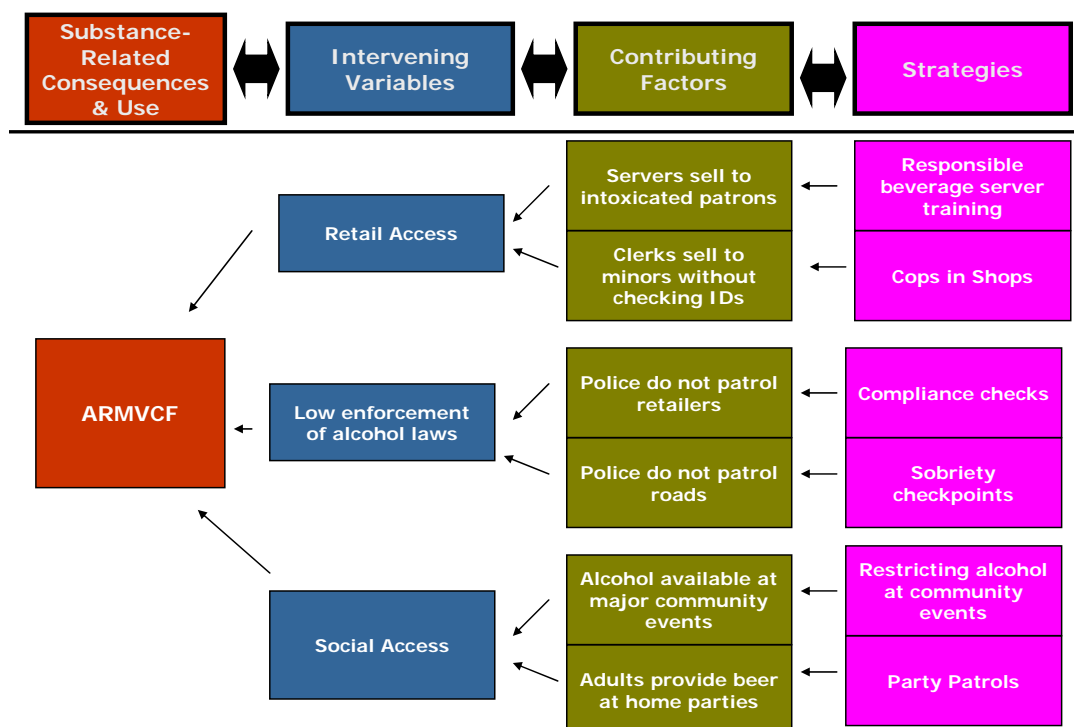
The selection of strategies should be done in collaboration with the CAP and other stakeholders who are knowledgeable or willing to be involved in implementing them. If you want to implement a media strategy, then talk to media consultants or members of the media industry (e.g., your local newspaper) who do it for a living to find out what's involved and the approximate cost. If you want to conduct sobriety checkpoints, talk to officers who do them to find out how to do them and how much they cost. As you learn about the strategies and what's involved, you'll find that some are quite involved and others perhaps less so. But always keep in mind your end goal is to select the best mix of approaches to have a positive influence on ARMVCF in your community over the next few years. It is important to create a plan that looks good on paper and is possible for your community to implement quickly and effectively.

Congratulations! Now that you have selected the strategies you will implement, you can return to the logic model that you started earlier and complete the column under “strategies.”

Task 5: Create a logic model that connects the outcome, intervening variables, contributing factors, and strategies.

Use the Logic Model Worksheet 2 (found in the Appendix) to display the connections between your intervening variables, contributing factors, and strategies. Remember, your logic model should reflect your data and your community, so it may not fit exactly into the Logic Model Worksheet 2. Figure 3 provides an example of a logic model that includes strategies.

Figure 3: Example of a Logic Model That Includes Strategies



Remember, each logic model will be unique, so do not despair if your logic model looks different—it is supposed to be different.

CREATING CAPACITY DEVELOPMENT PLANS

It's hard to think about capacity building until you know what's involved in implementing a strategy. At this point, you should have a pretty good idea of what's required to implement the strategies you've selected. This next exercise will help you think even more about, and identify, the resources that are necessary and the resources that are already available to you. Document these resources in the Capacity Worksheet (found in the Appendix). Be as precise as possible. For example, do you know someone with media experience who is willing to help you? Do you have a relationship with a local news reporter? Do you have a good working relationship with the local police department or know a local judge or district attorney?

It is expected that you will probably need to build some capacity. It may require developing some relationships, getting some training, or hiring some people. In this step you want to consider all the steps that are involved in implementing a strategy and then think about what's needed to implement those steps. Who do you need to meet with to secure their cooperation? Who will do each task? Who will need training for a particular task? What can you do and what needs to be "out-sourced" to experts?

Do not expect that one person can do it all. Think about building capacity for both the short term and the long term. Build relationships that will last and that will allow you to continue to do this prevention work even after the grant is over (sustainability).

Task 6: Complete the Capacity Worksheet.

IDENTIFYING THE IO AND DEVELOPING THE IMPLEMENTATION PLAN

Now that you have selected your strategies and have a better understanding of what will be involved to implement them, it is necessary to identify an organization (or person) that will coordinate all implementation efforts in the county. Remember, LMEs cannot use SPF SIG funds for their staff to coordinate this effort in the community; but the LME can (and is expected to) hire an independent, non-profit or public organization or person to coordinate and direct all community strategies. As per the Invitation to Apply for Funds (July 2007), the roles, responsibilities, and expectations of the IO are the following:

- Implements the county strategic plan, including the development of county capacity and collaboration with the state evaluator to monitor process and outcomes;
- Completes regular reporting requirements of CSAP and the Division;
- Allocates at least 50% FTE for a project coordinator and least 50% FTE for a additional project staff (including someone with some data expertise); and
- Attends required NC SPF SIG trainings.

You will want to identify an organization that knows your community, has expertise in project management, and is familiar with a broad array of prevention strategies.

Task 7: Select an Implementation Organization.

The next step is to think about those in your community or outside your community—in addition to the IO—who can assist you in building capacity and implementing the selected strategies. Do you need volunteers and staff? Will you need to partner with outside professionals to get some of the work done? Now is the time to identify those individuals and organizations and the skills they bring to the table. Talk to them and establish firm commitments to begin working on tasks when you are ready to move to implementation.

Once that is done, it is time to put your implementation plans down on paper. Using the Implementation Plan Worksheet in the Appendix, fill in information about the parties who will be involved in implementing the strategy, the activities that will be completed, who will have primary responsibility (“the buck stops here” person), the various tasks that will be involved in any capacity building steps, who will be responsible for the various tasks, the time line for completing the tasks, and what the estimated costs will be.

The key here is to be as specific as possible since this will be your blueprint for implementation. As with building anything, your blueprints may change as you get into the implementation process, but hopefully the changes are not so radical that you have to go back to the drawing board and start over. For now, your implementation plans need to only reflect your plans for the first year, although it is expected that you will be implementing for three years and other aspects of your strategic plan should have all three years in mind.

Task 8: Complete an Implementation Plan Worksheet for each strategy.

ADDRESSING CULTURAL COMPETENCE

Cultural competency is a broad topic that is often difficult to define. We may not know it when we see it, but we know it when we don't see it. It can be obvious and it can be subtle, and most people are only aware of the obvious aspects of cultural competency. If you're targeting a Spanish speaking population and your materials are in English, we can probably all agree that this is not culturally competent. However, it may be harder to determine whether the same prevention message works as well with Latino males age 25 to 30 as it does with white males 25 to 30. How do the cultures of these two subgroups differ? Do you know each equally well? There may be very different ways of perceiving the same message. The important thing is that your prevention strategies must *resonate* with your target populations.

If your CAP is structured such that the people on it are skilled critical thinkers and represent the target groups, then this is a discussion to have with them. Brainstorm what exists and what needs to exist. Think about the long term picture for how you'd like prevention in your community to reflect the value of being culturally competent. This can be challenging to think about and this is why we encourage you to include as many people as possible (key stakeholders) in the discussion. Use the discussion questions below and add others as needed. Consider what the broad goals and objectives are to address cultural competency in your community and document them so that you can refer back to them on a regular basis to see where you've come and where you still need to go.

Task 9: With the CAP, use the discussion questions below to determine what cultural competency means in your community. Then document the short term and long term goals and plans to reach those goals.

Questions for guiding the discussion about cultural competency :

When thinking about cultural competency, first identify your target population(s). Then consider the following questions:

- Who is your population?
- What do you believe are the key cultural issues in that population(s)?
- What are some of the cultural issues among specifically the subpopulation of those who drink and drive? For example, are 25 to 45 year old males who drink and drive different from those who don't? (In what way? How might that influence what you do and how you do it?)

Other questions to consider:

- What “culture(s)” do you have represented in your community?
- Are there people within the CAP, NAC, or Strategic Planning Entity, who could provide some insight and sensitivity to the varied cultures/ethnicities/races?
- Are there organizations already working with the targeted subpopulation(s) or geographic area that can offer assistance and guidance?
- How can we become more culturally aware? Who do we need to bring on board? Do we need to consider conducting a cultural analysis of how the community’s values and traditions affect their beliefs about health promotion issues and what they believe to be the most appropriate ways to communicate and provide helping services?
- Are your intervening variables selected based on your targeted subpopulations? Are they appropriate? Are the contributing factors appropriate for the subpopulations?
- Are the strategies selected appropriate for the targeted subpopulations or can they be modified to be more culturally sensitive?
- Are there local media sources or means for getting the word out to targeted subgroups/cultures? Do we need to develop new outlets to reach subpopulations?
- Is language a barrier and how can we address it? Are there plans to pilot with the target population any bilingual tools or resources we create for them?
- How do we continue to learn and be open to culture while responding quickly and appropriately should a situation arise?
- How can we build bridges between various cultures in our community to further our prevention efforts?

WRITING YOUR STRATEGIC PLAN AND DEVELOPING YOUR BUDGET

You're almost there. The next task is to take all that you've learned and write a Strategic Plan for your community. Below is the outline for your plan and a more detailed outline is in the Appendix.

Strategic Plan Outline

- Brief description of community
- Brief recap of needs assessment methods
- Brief summary of needs assessment results
 - Priority IVs
 - Contributing factors
 - Targeted geographic area
 - Targeted population
 - Identification of evidence-based strategies to address IV's
- Logic Model (connecting need to strategies)
- Assessment of capacity; plans to build capacity to implement and sustain strategies
- Identification of Implementation Organization and community partners
- Plans to address cultural competence
- Strategy implementation plans (for June 15th draft)
- Budget

Task 9: Write your strategic plan based on all the information you've gathered from the previous tasks.

Finally, you get to specify how you will use the money! Each community will be provided \$100,000 for the next fiscal year to implement the prevention strategies. This \$100,000 will include funds to build capacity to implement the strategies and to collect data to monitor processes and outcomes. (There will be more information provided about evaluation in July, but count on putting aside 10% of your budget for evaluation-related tasks.) You'll need to write a budget for the first year only and your LME will need to approve the budget.

Task 10: Read the document "Guidance on Strategic Planning Phase" located in the Appendix and develop your budget.

Important Dates to Remember

- ❖ Submit draft plan to PIRE, your CPR, and your LME (May 15)
- ❖ Review feedback from Division
- ❖ Refine strategic plan, finalize implementation plans and resubmit (June 15)

APPENDIX

All these documents are also available at www.ncspfsig.org

- Logic Model Worksheet 1
- Bringing the Right People to the Table Worksheet
- Selecting Strategies Worksheet
- Logic Model Worksheet 2
- Capacity Worksheet
- Implementation Plan Worksheet
- Outline for Community Level, Three-Year Strategic Plan
- Guidance on Strategic Planning Phase

Logic Model Worksheet 1

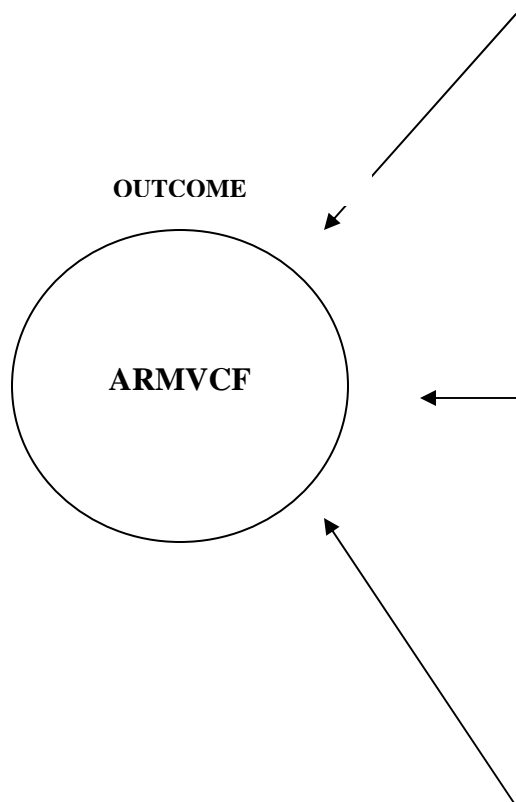
CONTRIBUTING FACTORS

GEOGRAPHIC AREAS AND SUBPOPULATIONS

INTERVENING VARIABLES

OUTCOME

ARMVCF



BRINGING THE RIGHT PEOPLE TO THE TABLE WORKSHEET

As you think about who should be at the table, consider the following questions:

- 1) Who is knowledgeable about your targeted community (i.e., subpopulation, geographic area, age group, race/ethnicity)?
- 2) Do you have people who represent all segments of your community, (i.e., leaders power brokers, deal makers, peace makers, gate keepers, parents, teachers, students, clergy, administrators, health care professionals, law makers, police, reporters, media specialists, etc.)?
- 3) Do you have people equipped with the technical skills and other talents needed to accomplish the tasks (i.e., who has skills in facilitation, evaluation, effective communication, writing)?
- 4) Do you have people who are respected by the community they represent? Who is important given the culture, history, and traditions of the community? Who can garner support for the group and the plan?

Now answer the following questions:

Who do you currently have on your team who can assist you with planning, writing, and providing guidance for implementing your Strategic Plan?

What skills do they have?

What skills and talents do you still need?

Who or where might you look to for these skills and talents?

Some people or agencies to consider:

Alcohol/Tobacco /Other Drugs (ATOD) Community Coalitions
Local Education Administrators
School Personnel, staff, faculty (elementary, middle, high, higher- Colleges and Universities)
Parents
Students
Local Law Enforcement: Police/Sherriff/State Highway Patrol/DEA/ATF
ABC retailers
Local restaurant and bar owners
Judges and Lawyers (retired works)
Social Workers, Prevention and Treatment advocates, Mental Health
Youth Centers & Recreation Programs
Religious and Spiritual Leaders
Agencies serving older adults (Seniors)
SADD and MADD chapters
Athletic Coaches
Local Businesses
Health Care providers
Military Personnel
Tribal Leaders
DMV staff

SELECTING STRATEGIES WORKSHEET

Contributing Factor	Strategy	Likelihood of Change During Grant Period	Capacity/Readiness	Cost (e.g. time, money, resources)
1) Example: Unmonitored large sales of liquor	Keg registration forms provided to retailers	Low without the inclusion of compliance checks	Requires little capacity, the keg registration law already exists so readiness is there	Should be relatively inexpensive except for printing
	Compliance checks by law enforcement or local advocates	Moderate - should increase slightly compliance with keg registration law	Will require either law enforcement or local “advocacy group/coalition) to be responsible for conducting compliance checks	This may require additional funds and definitely people power. Depends partly on how many are conducted.
	Media coverage of retailers not in compliance in local media (or in compliance) Sending letters to both those in compliance & those not with feedback.	Likely will increase compliance with keg registration law	Will require local media contacts, press releases to be created.	Once a press release is created, there may be only minor changes to make for future checks. Resources, money, and time seem minimal once relationships are established.
2)				

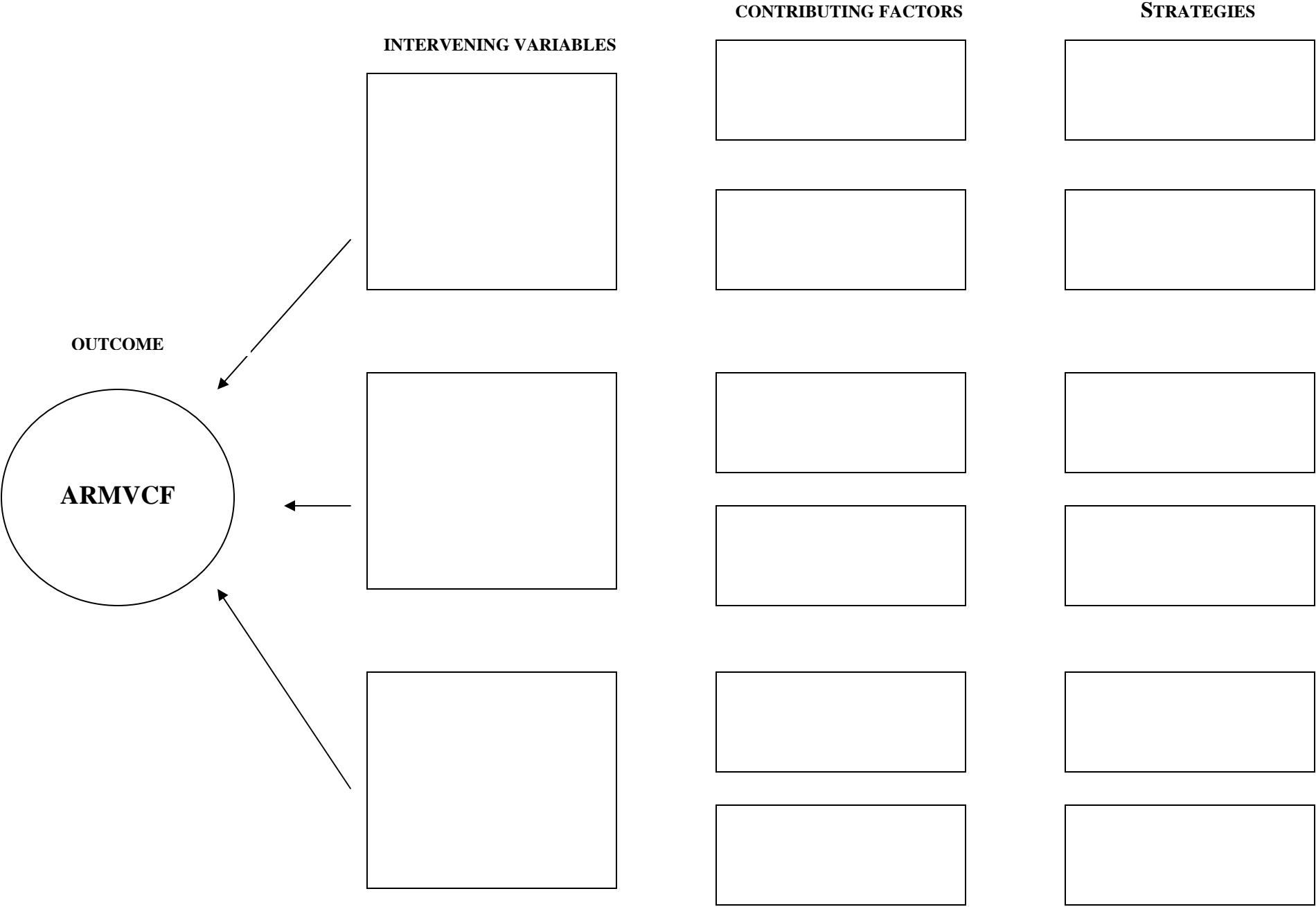
SELECTING STRATEGIES WORKSHEET

Contributing Factor	Strategy	Likelihood of Change During Grant Period	Capacity/Readiness	Cost (e.g. time, money, resources)
3)				
4)				
5)				

SELECTING STRATEGIES WORKSHEET

Contributing Factor	Strategy	Likelihood of Change During Grant Period	Capacity/Readiness	Cost (e.g. time, money, resources)
6)				
7)				

Logic Model Worksheet 2



Capacity Worksheet

Strategy	Steps Involved	Who should be involved/responsible?	What skills do they have?	What skills do they need?	How much might it cost?
Example: Sobriety checkpoints	<ul style="list-style-type: none"> - support & involvement of law enforcement - planning of timing and identifying locations of check points based on data - involvement of local media - support of judicial system to prosecute those apprehended 	<ul style="list-style-type: none"> - Project coordinator (name) - Chief of Police (Name) - News reporter(s) (Name) - Judges (name) 	<p>Organizational & coordination skills</p> <p>Skills to recognize and apprehend drunk drivers</p> <p>Skills writing news articles</p> <p>Skills</p>	<p>Training needed for project coordinator & local law enforcement on conducting sobriety checkpoints; specifically low cost versions.</p> <p>Training for project coordinator on writing press releases</p>	<p>Training per officer/person: \$500</p> <p>Training for project Coordinator or staff person on writing effective press releases: \$120</p> <p>Paying for 12 checkpoints over 2 years: \$12,000</p>
Example: Compliance Checks of local alcohol retailers	<ul style="list-style-type: none"> - Identify all alcohol establishments in target area - Determine strategy to visit 10 per month - Involve the local media to publish names of those that comply - Write letters to establishments providing feedback on the compliance of the establishment 	<ul style="list-style-type: none"> - Project coordinator (name) & staff - Coalition volunteers 	<p>Know the area and locations of establishments</p>	<p>Training on conducting compliance checks</p>	<p>Cost per establishment \$10, targeting 10 establishments per "event", visit 10 per month for 24 months. = \$2400</p>

Capacity Worksheet

Strategy	Steps Involved	Who should be involved/responsible?	What skills do they have?	What skills do they need?	How much might it cost?

IMPLEMENTATION PLAN WORKSHEET

EXAMPLE

Strategy: Parent Education Initiative

Contributing Factors:

1. Parents provide alcohol to their kids and their friends (because parents don't consider alcohol a drug and parents don't know the legal liability of serving alcohol to their kids)

2. _____

Target Groups:

1. Parents of high school students

2. _____

Geographic Location(s):

1. The two urban centers of the county

2. _____

Activity	Who is responsible?	What is the timeline?	What resources and training are needed?	How much will it cost?
English PSAs	Implementation Partner: WRAL FM Primary Contact: Laurie from Laurie and the Showgram Address: 1516 E. Franklin St. Chapel Hill, NC 27514 Phone: (919) 265-2629	July – December, 2008.	We will provide a 30-second PSA script to the morning show staff.	\$5,000 budget for 1 PSA to air during morning rush hour with dates TBD. The radio station will donate staff time.
Spanish PSAs	Implementation Partner: Casa Del Pueblo, MIX 105 Primary Contact: Martha at Casa del Pueblo. Address: 1516 E. Franklin St. Chapel Hill, NC 27514 Phone: (919) 265-2631	July – December, 2008.	Casa del Pueblo will create the 30-second PSA and volunteers will read it over the air.	\$2,000 for 1 Spanish PSA during newsbreaks with dates TBD. Casa Del Pueblo will provide volunteers to read the PSA.

Implementation Plan

Strategy:

Contributing Factors:

- 1.
- 2.
- 3.
- 4.

Target Groups:

- 1.
- 2.

Geographic Location(s):

- 1.
- 2.

Activity	Who is responsible?	What is the timeline?	What resources and training are needed?	How much will it cost?
	Implementation Partner: Primary Contact: Address: Phone:			
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Outline for Community Level, Three-Year Strategic Plan

All page lengths are recommendations and assume single space.

1. Brief description of community (1/2 page)

Provide a brief description of the community including information such as population, size, location, geographic types (e.g., rural, suburban, urban), employment, industry, racial, ethnic, age distribution, etc. Provide the setting in which the SPF SIG interventions will take place. Provide a statement that spells out the community's general vision for prevention activities at the community level for a three-year period. Do not rewrite the Needs Assessment. Just provide some context to interpret the plan.

2. Brief recap of needs assessment methods (1/2 - 1 page)

What methods were used to collect data on the Intervening Variables (IVs)? Did you do everything that was suggested in the Needs Assessment document or only some of it? Did you assess all the IVs or just some?

3. Brief summary of needs assessment results including (1 - 2 pages):

- Priority IVs based on the data and any other considerations (and explanations for choosing them)
- Contributing factors related to the priority IVs
- Targeted geographic area (if any)
- Targeted population (if any)
- Add Logic Model 1 to this section to assist in your discussion

4. Identification of evidence-based strategies to address IV's (3 - 5 pages)

For each priority IV and associated contributing factors, please provide the evidence-based prevention strategy or strategies that will be used to target them over the course of three years and explain why those strategies are the best to use in your community. Include information such as the likelihood of impact on the IVs, the capacity and readiness to implement strategy, and the cost. Also, identify the target population(s) or geographic areas for each strategy if applicable. *Make sure the strategies actually address the indicated priorities and there is a logical link between the strategies and desired outcomes related to the IVs and contributing factors.* You must provide justification for each strategy your plan to use.

5. Logic Model 2 (that connects IVs, contributing factors, and strategies) (1 page)

Use the format provided by PIRE to create your logic model. There must be clear links between the strategies and contributing factors, and the contributing factors and intervening variables.

6. Assessment of capacity, and plans to build capacity to implement and sustain strategies (1-2 pages)

Using the materials provided by PIRE and any other relevant documents, provide an overview of the community's readiness and capacity to implement the identified strategies within the targeted subpopulation and/or geographic area. Discuss any plans to enhance capacity and readiness around the strategies. Please focus on how you will be building capacity that will sustain progress towards the overall objectives after the project is over (e.g., knowledge, training, and experience, commitment from local agencies and coalitions, creation of coalitions, working groups, etc.).

7. Identification of Implementation Organization and community partners (1/2 – 1 page)

Please provide information about the Implementation Organization that will coordinate efforts in the community (we strongly suggest one per community) and community partners that will be involved in implementing strategies. Identify who will lead and assist with each strategy.

8. Plans to address cultural competence (1/2 – 1 page)

For this section, consider cultural competency broadly. For example, consider whether key players and advisors complement and reflect your target populations. Discuss their familiarity and expertise with targeted subpopulations. Consider whether the selected strategies are culturally appropriate or will be modified to be more culturally appropriate. Identify local media outlets that will be used to reach target subpopulations. Identify any local people or organizations that may assist in the implementation of strategies to ensure cultural competency. Consider if any additional trainings should be conducted with local staff or partners.

9. One-Year Implementation Plans of the Partners (for June 15 final version) (1 - 2 pages each)

Using the form provided by PIRE, provide implementation details for the next year on each strategy including who will be responsible for implementing it, the various tasks involved in implementing it, a timeline, resource and training needs, and estimated cost. You will also need a formalized agreement with those organizations and people who will be assisting in the implementation. Therefore, you will want to write these plans with input from the designated partners. These implementation plans will be your road map for the implementation process and information provided in the plan will be used in the process evaluation. To the extent that you can be more detailed, the better your roadmap; however, you can always add more details as you move through the process and learn more.

10. Budget

NC SPF SIG
GUIDANCE ON STRATEGIC PLANNING PHASE

Budget Issues

- For SFY 08-09 (i.e., beginning July 1, 2008), LMEs will have \$100,000 per community to distribute for implementation. This will include a required set-aside of 10% for evaluation purposes (e.g., staff time for data collection, data entry, etc.). The State will work with the LMEs to ensure that counties are not delayed by contracting issues.
- LMEs/communities should submit a 1 year budget, with the expectation that there will be at least two additional years for implementation (federal funds permitting). The strategic plan should describe their vision for the three-year project, but implementation details are expected to be clearer and more complete for the first year than for subsequent years, and the implementation budget should match the first-year implementation plans.
- LME/communities will be prohibited from using SPF funds for capital expenses (e.g., buildings, vehicles, etc.), but will generally not be restricted on strategy-related expenses (though, of course, the LME will review all budgets with input from the Division).

Guidance about Strategic Plans

- There is no “hard and fast” rule about how much time communities can devote to capacity building versus implementation. It should be clear, however, that this is not a capacity development project—rather it is an implementation project that supports capacity development to deliver the strategies with the best chance of success during the next three years. That is, communities are expected to develop and implement strategies that have a good chance of reducing county-level indicators of alcohol-related traffic crashes and deaths within the grant period.
- Communities can choose to target their strategies to particular subgroups or to target the broader population, as long as the approach is supported by data AND the approach has a good chance of reducing county-level indicators of alcohol-related traffic crashes and deaths.

Submission of Strategic Plans

- Communities must submit an electronic version of their plans to PIRE (lstockton@pire.org), as well as to their CPRs and LMEs. Drafts are due by May 15 and final versions by June 15.

Roles of the CPRs

- CPRs are expected to play an active role in the development of each community's strategic plan. This includes communicating regularly with community representatives to check on progress, seeking opportunities to provide TA, hosting at least one regional meeting, participating in bi-weekly TA calls, and attending community meetings (as schedules allow). CPRs are encouraged to review and provide guidance to the counties on preliminary drafts of the strategic plans.