USING DATA TO IMPROVE PROGRAMS & ENHANCE STRATEGIC PLANNING

6/24/2014

BUTTONWOODS COMMUNITY CENTER

JOHN MATTSON CONSULTING

AGENDA

1. WHAT IS DATA?
2. DATA, INFORMATION AND KNOWLEDGE
3. SOURCES OF DATA
4. PRESENTING AND INTERPRETING DATA
    - BREAK
5. USING DATA FOR PLANNING:
   ELEMENTS OF A NEEDS ASSESSMENT
6. THEORY OF CHANGE AND LOGIC MODEL CONSTRUCTION
7. STRATEGIC AND ACTION PLANNING MODELS
8. QUESTIONS AND DISCUSSION

1. WHAT IS DATA?

TO A STATISTICIAN:

A set of values of quantitative and qualitative variables…

TO EVERYONE ELSE:

Individual pieces of information

Data

- Data are typically the results of measurements and can be visualized using graphs or images
- Data as an abstract concept can be viewed as the lowest level of abstraction, from which information and then knowledge are derived
- Plural form of the word “datum”: a single reference point whereby all other points are referenced. (e.g. a city on a map)

Data is… or Data are???

- In scientific terms “data” always treated as a plural term; in computing, though it may be considered as a singular noun…

- *Data* is most often used as a singular mass noun in educated everyday usage.

Data, Information and Knowledge

- Data, information and knowledge are closely related terms with each playing a distinct role within their relationship
- Data are collected and analyzed to create information suitable for making decisions, while knowledge is derived from extensive amounts of experience dealing with information on a subject.

Data, Information and Knowledge

- For example, the height of Mt. Washington (6,289 feet) is generally considered to be data.

- This data may be included in a book along with other data about Mt. Washington to describe the mountain in a manner useful to mountain climbers about the best method to climb it.

- Using an understanding based on experience climbing mountains to advise persons on the way to reach Mt. Washington's peak may be seen as "knowledge."

- Data least abstract, then information, finally knowledge

Collecting Data

- It is people and computers who collect data and impose patterns on it.
- These patterns are seen as information, which can be used to enhance knowledge. (decisions)
- These patterns can be interpreted as truth, and are authorized as ‘aesthetic’ and ‘ethical’ criteria.
- Events that leave behind perceivable physical or virtual remains can be traced back through data.

Forming a Data Base & Coding

DATA ANALYSIS is a partnership between Man and Machine: both need to think! GIGO!

Data entry can be done manually, directly into a machine, or by scanner.

“Coding” is assignment of numerical values to responses given to specific text questions.

Many factors need to be considered in establishing coding that can be interpreted by computer software… SPSS, SAS, Stata, S-PLUS are some of the most reliable software programs to use…

Coded Data Base (MS Excel for Mac 14.4.2)

Stud #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	2	1	3	1	3	7	2	2	2	1	3	1	3	2	2	4	1	3	4	2
2	2	1	2	2	1	8	1	7	2	1	8	2	1	8	2	4	3	4	4	2
3	2	1	8	2	1	8	1	1	2	1	8	2	1	8	2	4	3	3	4	2
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7	2	1	4	2	1	7	1	3	2	1	6	2	1	2	2	4	4	2	4	2
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18	2	1	2	2	1	2	1	7	2	1	2	2	1	1	2	3	3	4	3	2
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21	2	1	8	2	1	8	1	7	2	1	8	2	1	8	2	4	3	4	4	2
22	2	1	5	2	1	4	1	3	3	3	8	2	1	2	2	4	1	3	1	1
23	2	1	7	2	1	4	1	7	2	1	7	2	3	8	2	4	2	3	4	2
24	2	1	1	2	1	1	1	1	2	1	1	2	1	8	2	4	3	4	4	2
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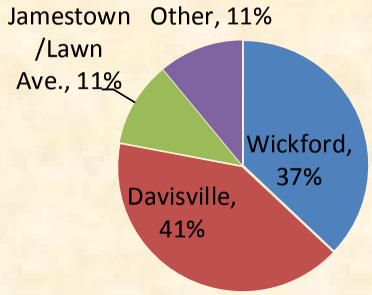


Statistics

$$\chi^2 = \sum_{cells}^{all} \frac{(F_e - F_o)^2}{F_e}$$

- **Statistics** is the study of the collection, organization, analysis, interpretation and presentation of data.
- **Descriptive statistics** are used to summarize the population data.
- **Numerical descriptors** include mean and standard deviation for continuous data types (e.g. income), while frequency and percentages are more useful in terms of describing **categorical data**. (e.g. race)

Independent Variables vs. Dependent Variables

Variables used in data analysis or modeling can be divided into three types: **dependent variable, independent variable,** or “other”.

The **"dependent variable"** represents the output or effect, or is tested to see if it is the effect. (response)

The **"independent variable"** represents the inputs or causes, or are tested to see if they are the cause. (causal)

“Other” variables may also be observed for various reasons. In a statistics experiment, the dependent variable is the event studied and expected to change whenever the independent variable is altered.

The “Other” Variable

- A variable may be thought to alter the dependent or independent variables, but may not actually be the focus of the experiment or study.
- So that variable will be kept constant or monitored to try to minimize its effect on the experiment.
- Such variables may be called a "controlled variable" or "control variable" or “extraneous variable.”

Other Variables that may impact Research Design (i.e., bias factors)

Extraneous variables are often classified into three types:

1. **Subject variables**, which are the **characteristics of the individuals** being studied that might affect their actions. These variables include age, gender, literacy level, health status, mood, background, etc.

1. **Experimental variables** are **characteristics of the persons conducting the experiment** which might influence how a person behaves. Gender, the presence of racial discrimination, language, or other factors may qualify as such variables.

1. **Situational variables** are **features of the environment** in which the study or research was conducted, which have a bearing on the outcome of the experiment in a negative way. Included are the air temperature, level of activity, lighting, and the time of day. (e.g. room too hot, print too small)

Levels of Measurement

Nominal scale: Qualitative - Numbers used to represent the variables but the numbers do not have numerical value or relationship. (Examples: gender, nationality)

Ordinal scale: data can be sorted, but still does not allow for relative *degree of difference* between them (e.g., least to most)

Interval scale: allows for the *degree of difference* between items, but not the ratio between them (e.g., temperature scale)

Ratio scale: Measurement is the estimation of the ratio between a magnitude of a continuous quantity and a unit magnitude of the same kind. There is a 0.0 whereby none of the unit being measured exists (e.g., mass, length)

Defining the Population

- Successful statistical practice is based <u>focused problem definition</u>
- A <u>population</u> can be defined as including all people or items with the characteristic one wishes to understand (e.g., high school students)
- Data collected from an entire population is a <u>census survey</u>; often, due to costs and practicality data is collected from a subset or <u>representative sample</u>

Survey Questions

4. During the past 30 days, did you drink one or more drinks of an alcoholic beverage?

1 ____ Yes 2 ____ No

5. If you drink alcoholic beverages, how often did you drink over the past 30 days?

1. I don't drink alcohol. 2. 0 times 3. 1-2 times 4. 3-5 times
5. 6-9 times 6. 10-19 times 7. 20-39 times 8. 40 times or more

6. In your opinion, what percentage of the students at your school drinks alcohol?

1. They don't drink. 2. 1-10% 3. 11-20% 4. 21-30% 5. 31-40%
6. 41-50% 7. over 50% 8. I don't know.

7. If you drink alcoholic beverages, how much do you typically drink* at one time?

1. I don't drink any alcohol. 2. 1-2 drinks 3. 3-4 drinks 4. 5-6 drinks
5. 7-9 drinks 6. 10+ drinks

8. How many drinks* do you think other students at your school have when and if they drink alcoholic beverages?

1. Most don't drink alcohol. 2. 1-2 drinks 3. 3-4 drinks 4. 5-6 drinks
5. 7-9 drinks 6. 10+ drinks 7. I don't know.

Population Sampling

- A **probability sampling** is one in which every unit in the population has a chance (greater than zero) of being selected in the sample, and this probability can be accurately determined.
- Probability sampling includes: **Simple Random Sampling, Systematic Sampling, Strategized Sampling, Probability Proportional to Size Sampling, and Cluster or Multistate**
- These various ways of probability sampling have two things in common:
  1. Every element has a known nonzero probability of being sampled; and
  2. Each type involves random selection at some point.

What kinds of data do we collect?

Quantitative: Numerical data

1. Surveys and Questionnaires: explaining phenomena
2. Tracking (activity logs, changes over time, behavior)
3. Experimental designs (causal research = $$$)

Qualitative: Interactions with individuals or groups

1. Focus Groups
2. Interviews
3. Observations
4. Action Research

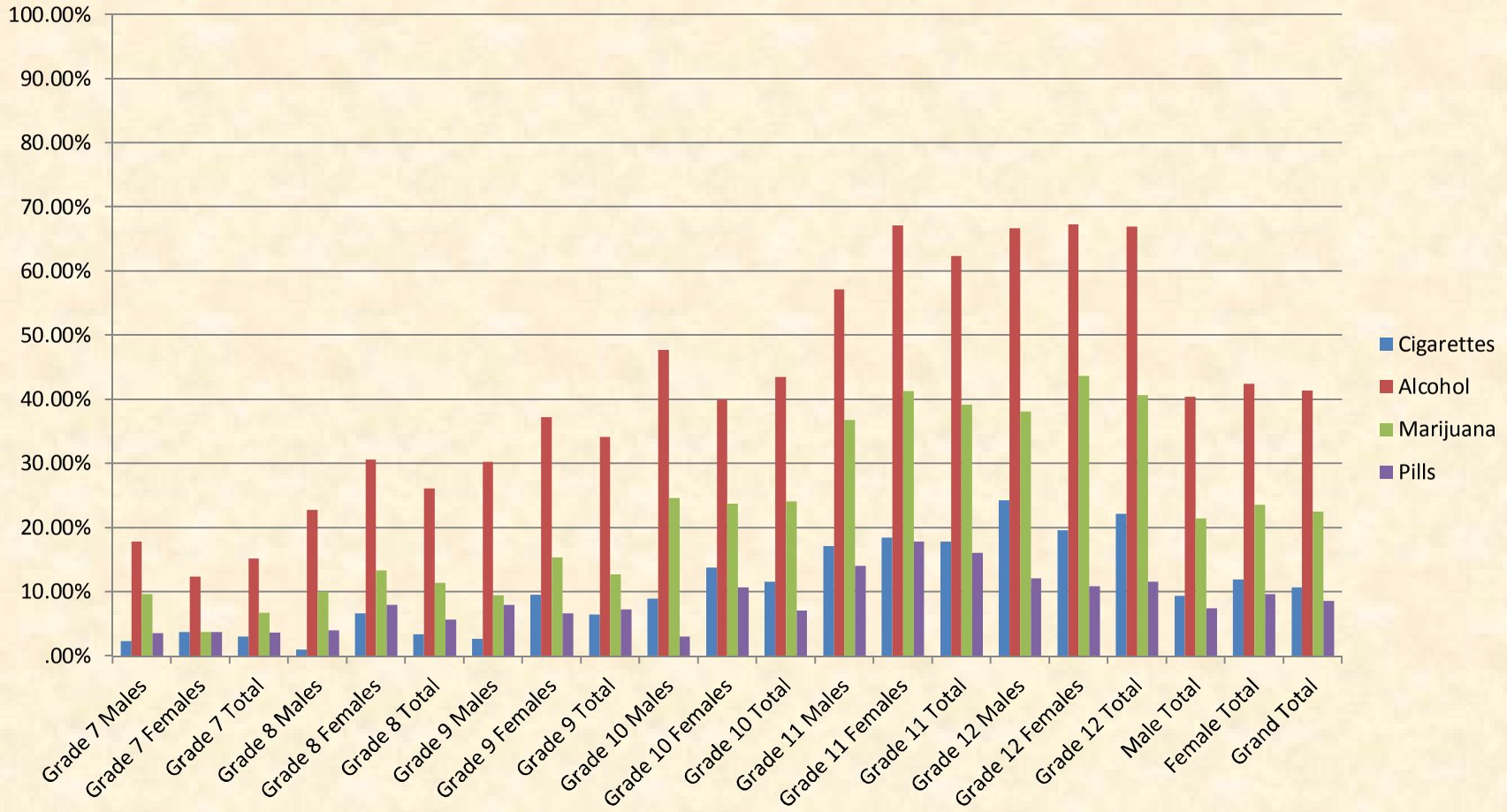
Survey Demographics

Table 1.0 – Respondents by Gender and Grade

Grade	Gender		Total
	Male	Female	
Grade 7	85	81	166
Grade 8	102	75	177
Grade 9	76	94	170
Grade 10	67	80	147
Grade 11	70	76	146
Grade 12	67	56	123
Total	**467**	**462**	**929**

Why is this the first table presented? What does this tell you?
What else would we need to know to make this more useful data???

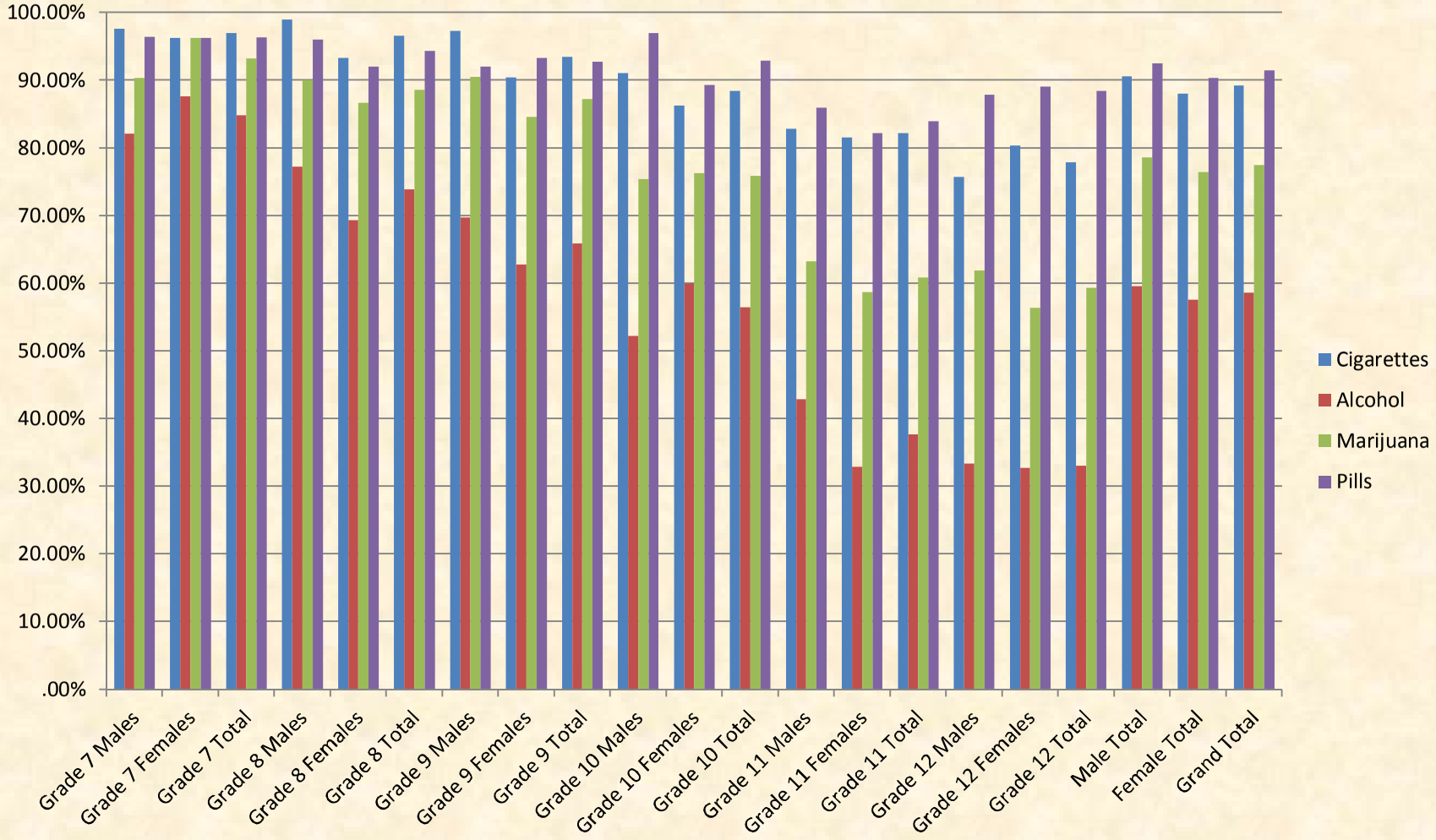
Stratified Column Bar Graph



Without knowing exact numbers, can you tell what is happening here?
Identify three possible issues based solely on the data presented…

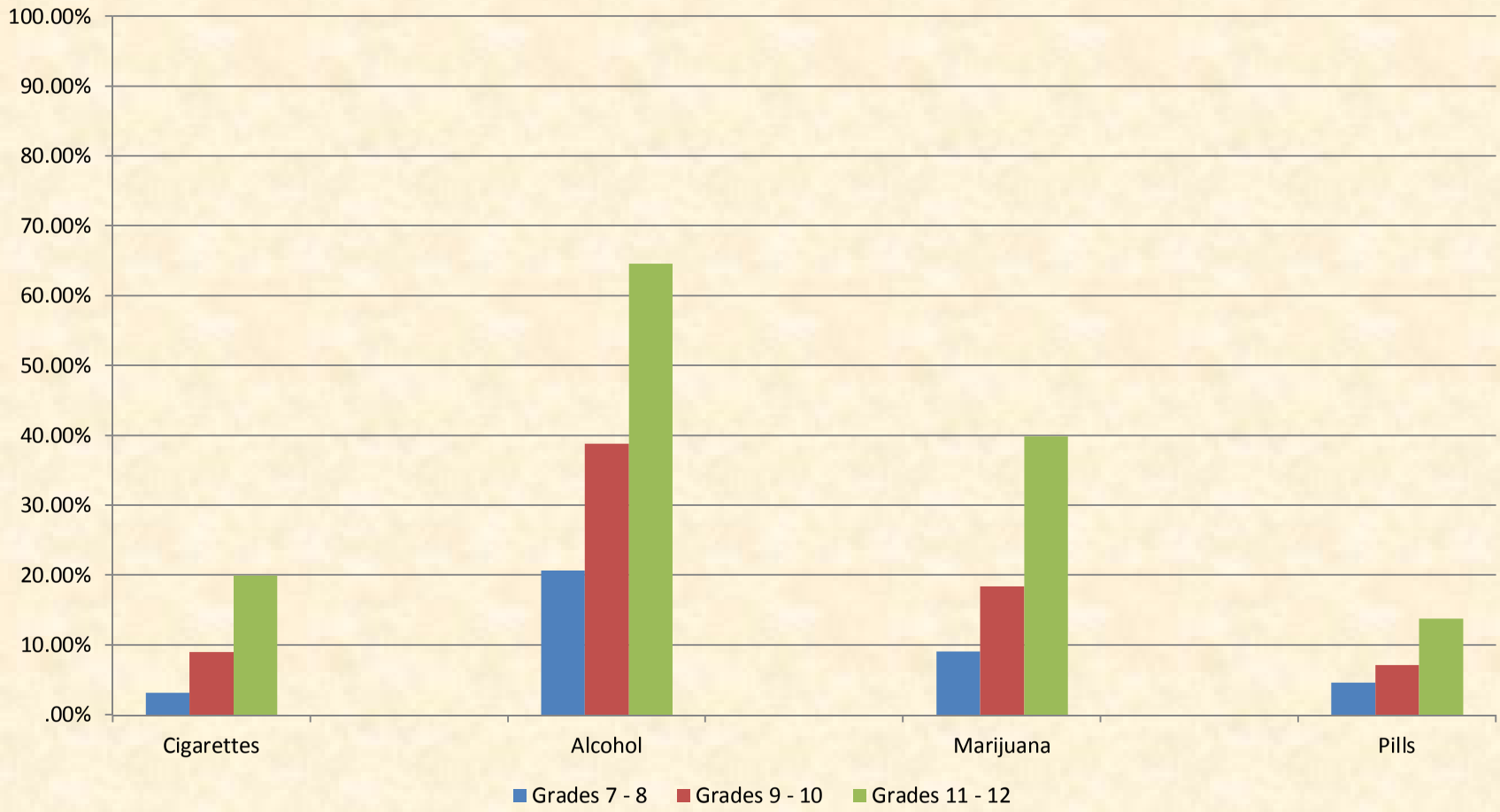
Inverse Presentation:

Last 30-day Non-Users



What does this chart show? How does it tell a different story than the previous table?

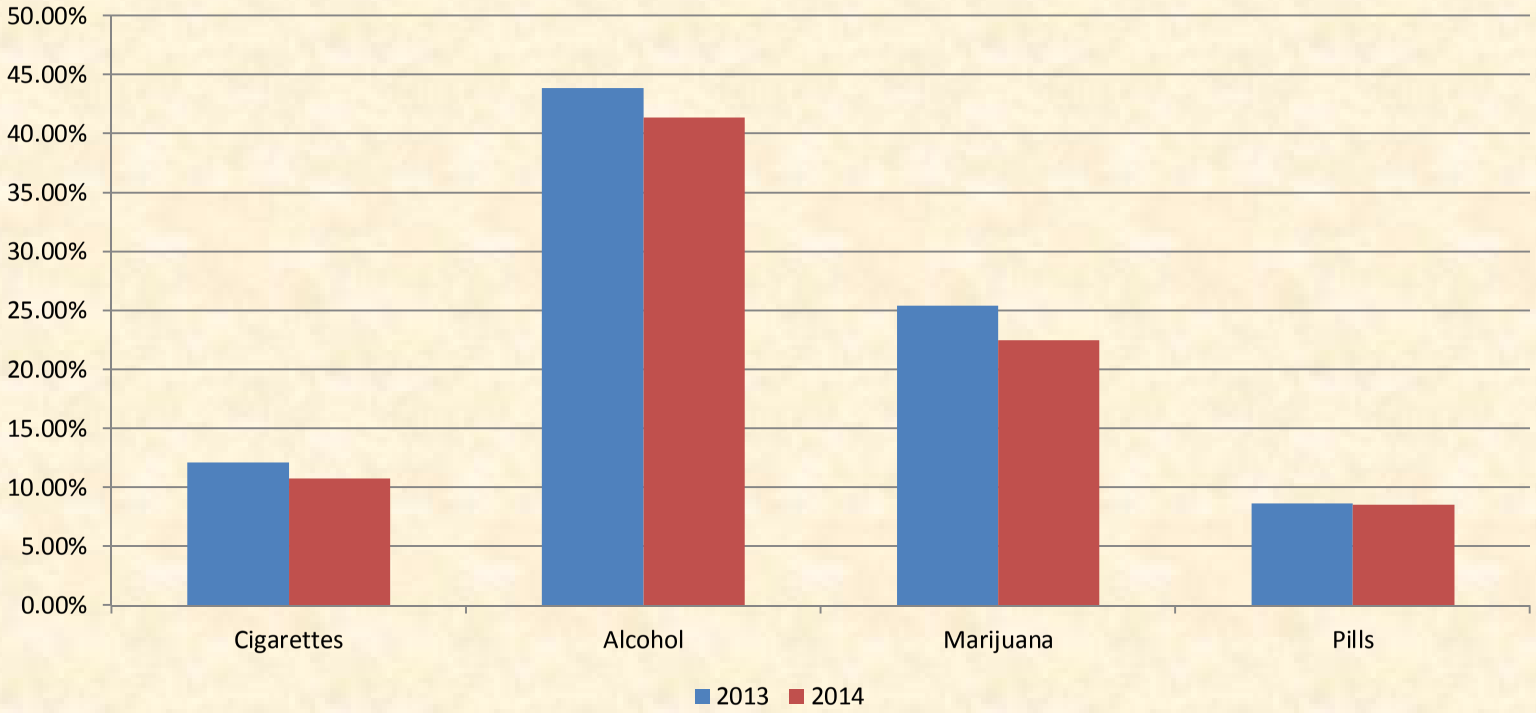
Cohort (Cluster) Groups (same data source)



What does this tell us about the change in behavior from one cohort group to another?

Time Series Data Presentation

- Reported Use Two Year Trend (composite)



What does this chart suggests about change over time?

Probability Table: Age of Onset

***Interpretative Note: For example, 100% of the grade 7 males who indicated being smokers**

	10 YEARS OR YOUNGER	11 YRS OLD	12 YRS OLD	13 YRS OLD	14 YRS OLD	15 YRS OLD	16 YRS OLD	17 YRS OLD	18 YRS OLD OR OLDER
Grade 7 Males	50.00%	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Grade 7 Females	0.00%	33.33%	33.33%	33.33%	0.00%	0.00%	0.00%	0.00%	0.00%
Grade 7 Total	20.00%	20.00%	20.00%	40.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Grade 8 Males	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Grade 8 Females	20.00%	0.00%	20.00%	60.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Grade 8 Total	16.67%	0.00%	33.33%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Grade 9 Males	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Grade 9 Females	0.00%	11.11%	22.22%	11.11%	55.56%	0.00%	0.00%	0.00%	0.00%
Grade 9 Total	0.00%	9.09%	36.36%	9.09%	45.45%	0.00%	0.00%	0.00%	0.00%
Grade 10 Males	33.33%	0.00%	0.00%	0.00%	16.67%	50.00%	0.00%	0.00%	0.00%
Grade 10 Females	0.00%	0.00%	16.67%	8.33%	33.33%	33.33%	0.00%	0.00%	8.33%
Grade 10 Total	11.11%	0.00%	11.11%	5.56%	27.78%	38.89%	0.00%	0.00%	5.56%
Grade 11 Males	0.00%	0.00%	10.00%	0.00%	30.00%	30.00%	30.00%	0.00%	0.00%
Grade 11 Females	0.00%	0.00%	14.29%	7.14%	21.43%	35.71%	14.29%	7.14%	0.00%
Grade 11 Total	0.00%	0.00%	12.50%	4.17%	25.00%	33.33%	20.83%	4.17%	0.00%
Grade 12 Males	0.00%	5.88%	11.76%	11.76%	23.53%	11.76%	11.76%	11.76%	11.76%
Grade 12 Females	9.09%	0.00%	0.00%	18.18%	18.18%	27.27%	27.27%	0.00%	0.00%
Grade 12 Total	3.57%	3.57%	7.14%	14.29%	21.43%	17.86%	17.86%	7.14%	7.14%
Male Total	13.89%	.98%	36.96%	10.29%	11.70%	15.29%	6.96%	1.96%	1.96%
Female Total	4.85%	7.41%	17.75%	23.02%	21.42%	16.05%	6.93%	1.19%	1.39%
Grand Total	8.56%	5.44%	20.08%	20.52%	19.94%	15.01%	6.45%	1.88%	2.12%

At what age do most students start to smoke? Is there any gender difference?

PERCEPCTION OF PARENTAL DISAPPROVAL

Percent Indicating Their Parents Would Consider the Behavior Wrong or Very Wrong

	Cigarettes	Alcohol	Marijuana	Pills
Grade 7 Males	95.29%	95.29%	92.94%	95.29%
Grade 7 Females	98.77%	98.77%	97.47%	100.00%
Grade 7 Total	96.99%	96.99%	95.12%	97.59%
Grade 8 Males	97.06%	94.12%	91.18%	96.04%
Grade 8 Females	94.59%	90.67%	88.00%	98.65%
Grade 8 Total	96.02%	92.66%	89.83%	97.14%
Grade 9 Males	90.79%	89.33%	90.67%	91.89%
Grade 9 Females	98.94%	90.43%	88.30%	100.00%
Grade 9 Total	95.29%	89.94%	89.35%	96.41%
Grade 10 Males	90.91%	83.33%	78.79%	96.97%
Grade 10 Females	88.61%	90.00%	88.46%	91.03%
Grade 10 Total	89.66%	86.99%	84.03%	93.75%
Grade 11 Males	94.20%	87.14%	84.29%	98.48%
Grade 11 Females	90.79%	76.32%	72.37%	100.00%
Grade 11 Total	92.41%	81.51%	78.08%	99.30%
Grade 12 Males	86.36%	72.31%	81.82%	90.77%
Grade 12 Females	92.86%	87.04%	81.82%	96.36%
Grade 12 Total	89.34%	78.99%	81.82%	93.33%
Male Total	92.44%	86.92%	86.61%	94.91%
Female Total	94.09%	88.87%	86.07%	97.67%
Grand Total	**93.29%**	**87.84%**	**86.37%**	**96.25%**

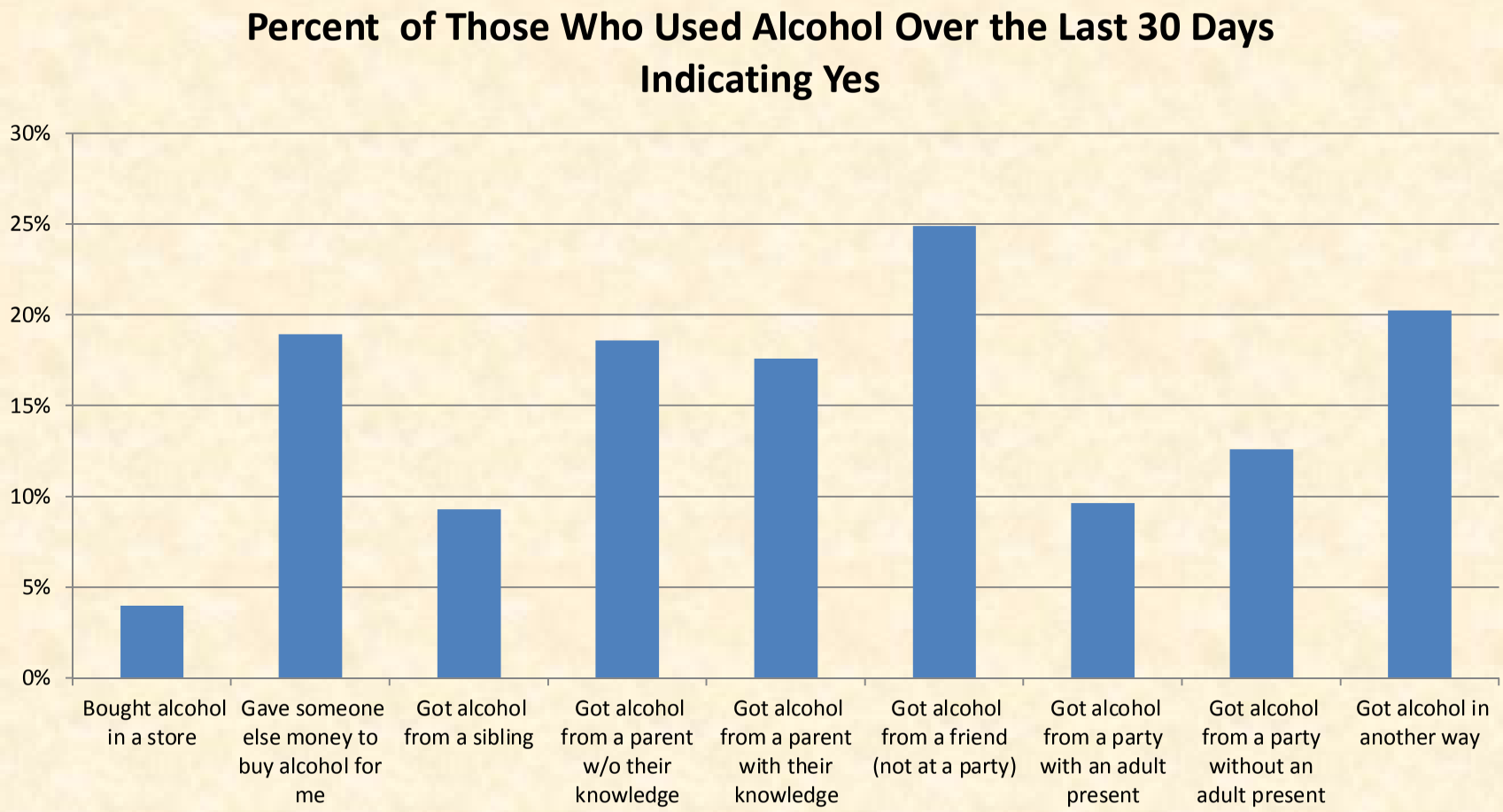
How do students perceive their parents disapproval of substance use?

Perception of Peer Disapproval

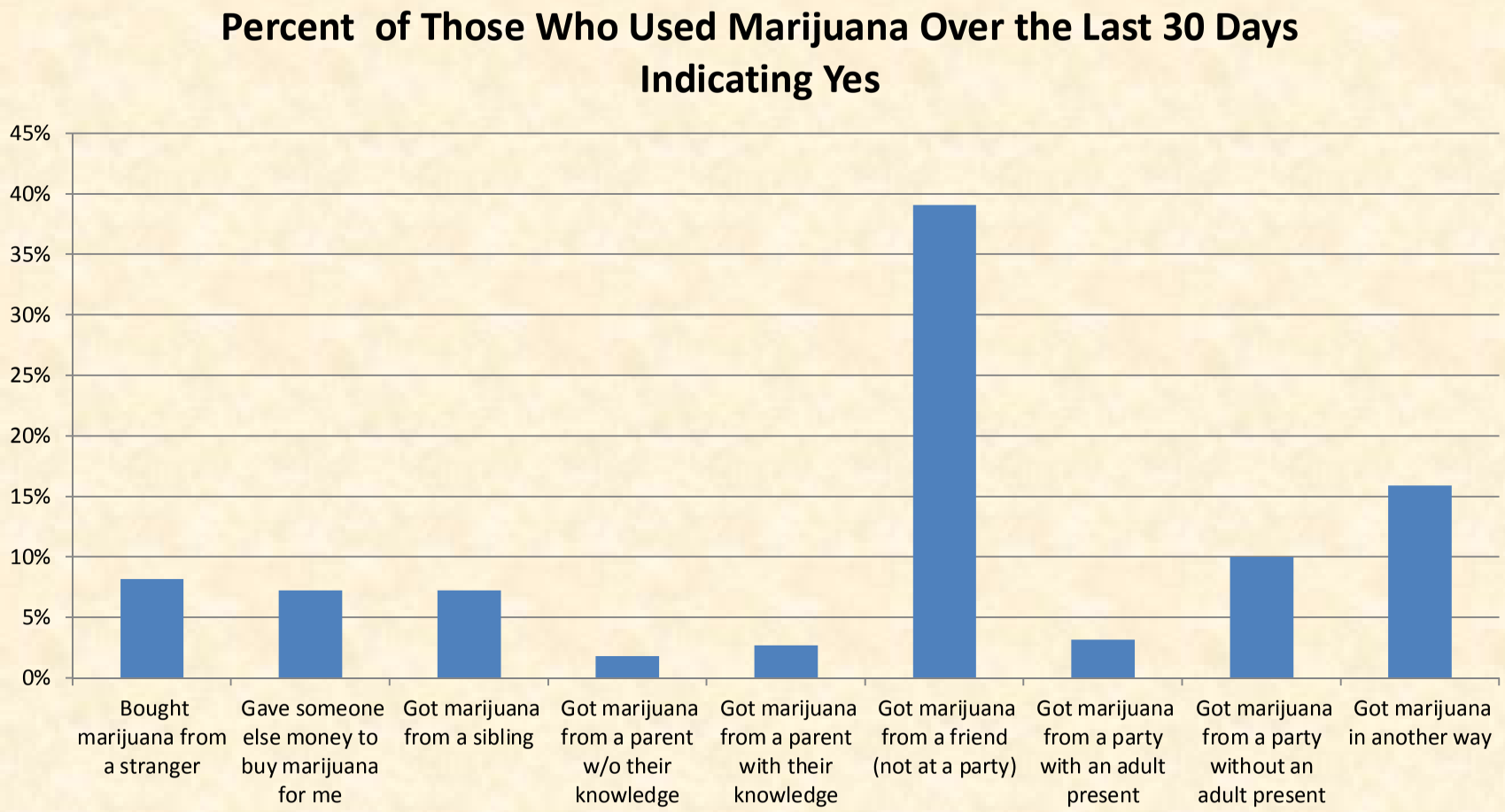
	Cigarettes	Alcohol	Marijuana	Pills
Grade 7 Males	85.54%	89.41%	82.35%	88.24%
Grade 7 Females	94.94%	96.25%	93.83%	98.73%
Grade 7 Total	90.12%	92.73%	87.95%	93.29%
Grade 8 Males	91.09%	81.37%	71.57%	95.10%
Grade 8 Females	89.33%	85.33%	78.38%	92.00%
Grade 8 Total	90.34%	83.05%	74.43%	93.79%
Grade 9 Males	84.21%	77.63%	84.21%	89.47%
Grade 9 Females	90.43%	81.91%	79.79%	94.68%
Grade 9 Total	87.65%	80.00%	81.76%	92.35%
Grade 10 Males	80.60%	58.21%	55.22%	83.58%
Grade 10 Females	78.75%	72.50%	67.09%	86.08%
Grade 10 Total	79.59%	65.99%	61.64%	84.93%
Grade 11 Males	79.71%	42.03%	48.57%	81.43%
Grade 11 Females	85.33%	53.95%	42.67%	86.84%
Grade 11 Total	82.64%	48.28%	45.52%	84.25%
Grade 12 Males	78.79%	43.94%	39.39%	81.54%
Grade 12 Females	71.43%	50.00%	41.82%	82.14%
Grade 12 Total	75.41%	46.72%	40.50%	81.82%
Male Total	83.32%	65.43%	63.55%	86.56%
Female Total	85.03%	73.32%	67.26%	90.08%
Grand Total	**84.29%**	**69.46%**	**65.30%**	**88.40%**

What does this table suggest? How does peer disapproval vary from parental disapproval?

Sources of Alcohol

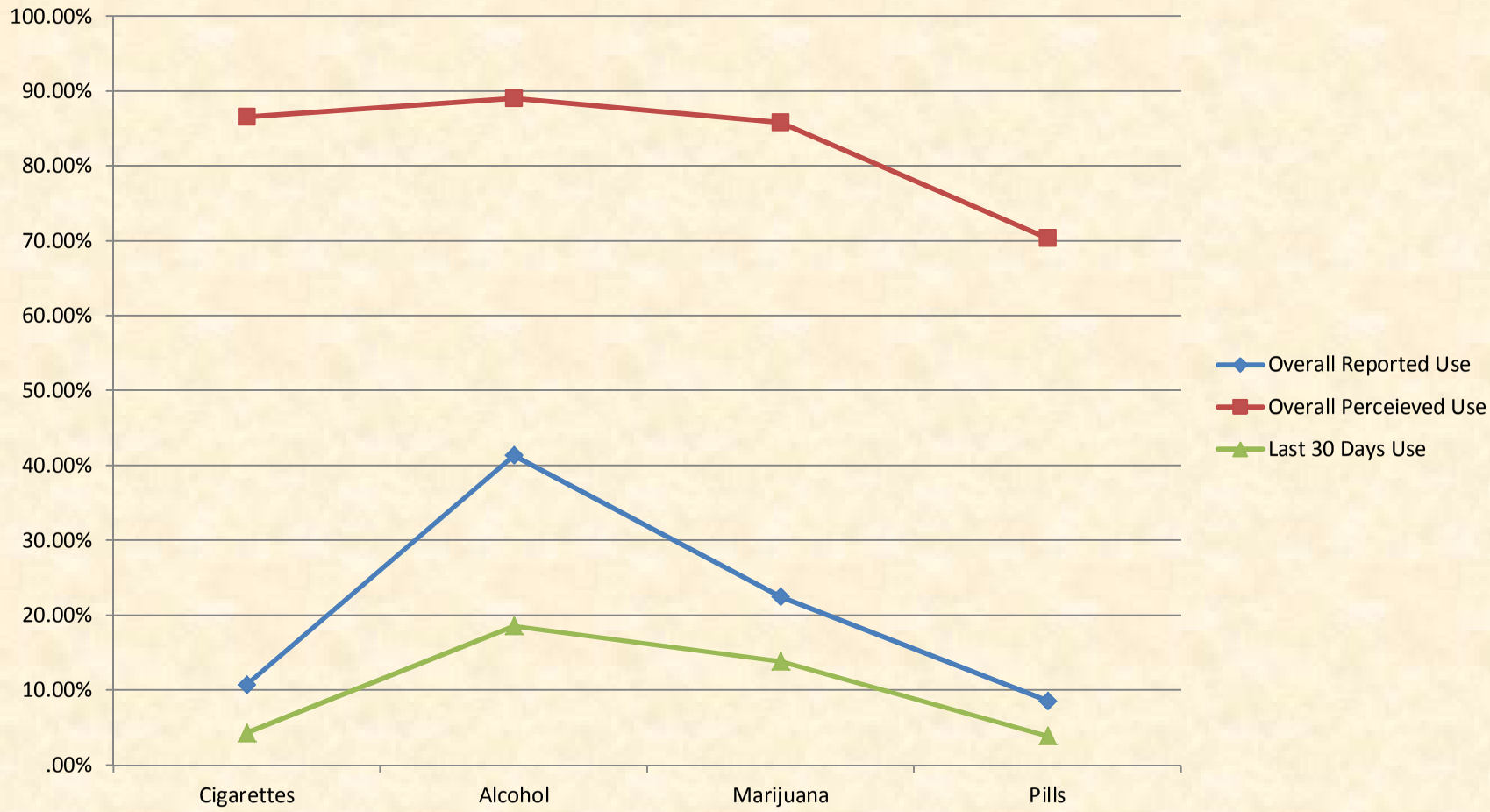


Sources of Marijuana



How does the information presented here vary from the previous chart?

Line Graph (comparative)



What story does this line graph tell?

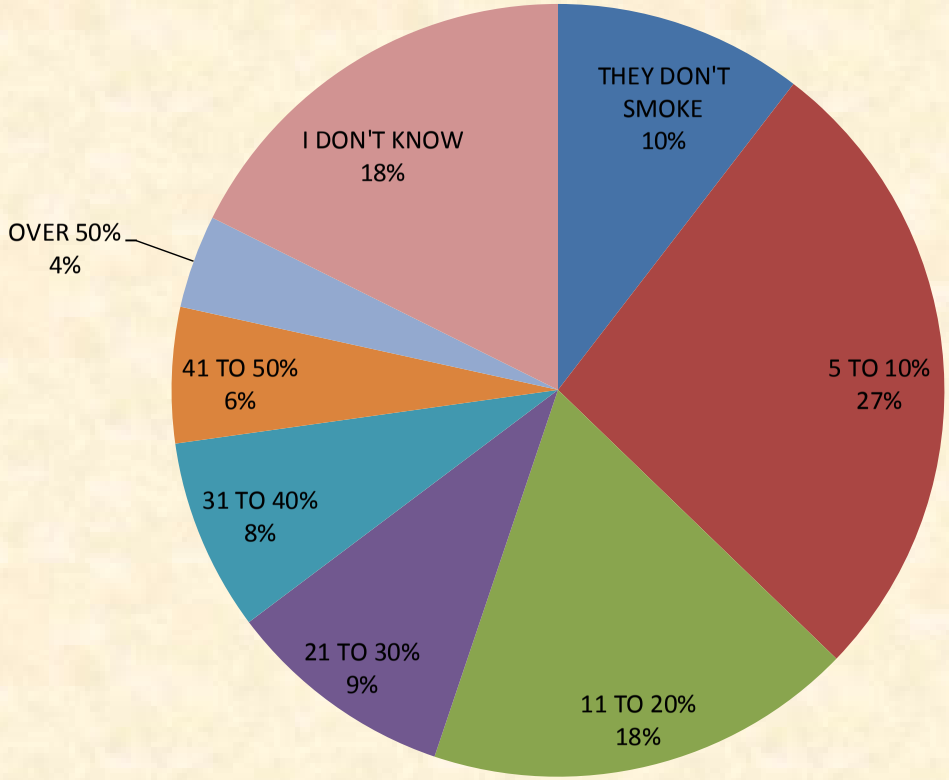
Perception of Overall Non-Use (single question response)

	They don't smoke Cigarettes	They don't smoke Marijuana	They don't drink Alcohol	They don't take any Pills
Grade 7 Males	49.12%	50.94%	47.27%	65.31%
Grade 7 Females	30.77%	31.25%	38.46%	39.02%
Grade 7 Total	40.37%	41.58%	42.99%	53.33%
Grade 8 Males	32.88%	17.72%	24.05%	65.15%
Grade 8 Females	17.86%	6.67%	8.33%	33.33%
Grade 8 Total	26.36%	12.95%	17.27%	51.28%
Grade 9 Males	6.45%	6.15%	6.78%	27.45%
Grade 9 Females	0.00%	0.00%	2.56%	7.46%
Grade 9 Total	2.84%	2.76%	4.38%	16.10%
Grade 10 Males	4.84%	4.76%	12.50%	28.30%
Grade 10 Females	1.43%	1.39%	5.63%	21.05%
Grade 10 Total	3.03%	2.96%	8.89%	24.55%
Grade 11 Males	7.69%	3.08%	6.45%	23.64%
Grade 11 Females	0.00%	1.35%	2.82%	10.91%
Grade 11 Total	3.85%	2.16%	4.51%	17.27%
Grade 12 Males	6.35%	6.35%	7.94%	20.00%
Grade 12 Females	1.89%	0.00%	6.25%	9.30%
Grade 12 Total	4.31%	3.48%	7.21%	15.31%
Male Total	17.89%	14.83%	17.50%	38.31%
Female Total	8.66%	6.78%	10.68%	20.18%
Grand Total	**13.46%**	**10.98%**	**14.21%**	**29.64%**

Any thoughts about what this might help us to understand?

Pie Charts

In your opinion, what percentage of students in your school smokes cigarettes?



What do students think about their peers and cigarette smoking?

Bullet Points from Data

If you wanted to get some beer, wine, or hard liquor, how hard or easy would it be for you to get some?

- Almost half indicated it would sort of or very easy to get some alcohol.

How hard or easy would it be for you to get alcohol from your home without your parent's consent?

- Thirty-one percent (31%) indicated it would be sort of or very easy to get some alcohol.

How hard or easy would it be for you to get alcohol at a party with friends?

- Forty-three percent (43%) indicated it would be sort of or very easy.

How hard or easy would it be for you to get alcohol from a friend who is under 21 years of age when you're not at a party?

- Thirty percent (30%) indicate it would be sort of or very easy.

BREAK TIME!!!

The Needs Assessment

A community needs assessment is a combination of **information gathering**, **community engagement** and **focused action** with the goal of community improvement.

A community needs assessment **identifies the strengths and weaknesses** (needs) within a community.

Community leaders, local government, advocacy groups or a combination of these then address these identified needs through policy change or development.

Often the Needs Assessment is conducted to inform a more comprehensive strategic planning process!

Types of Community Needs Assessments

There are 3 types of Community Needs Assessments:

CN1: Those that aim to **discover weaknesses within the community** and create a solution. (e.g. jobs);

CN2: Those which are structured around and seek to **address an already known problem** or potential problem facing the community. (e.g. substance abuse);

CN3: Needs assessments **of an organization** which directly serves the community (domestic violence centers, community health clinics, etc.)

CN2: Addressing a Community Problem

1. **Identifying relevant stakeholders**. This includes stakeholders affected by the problem or stakeholders of the program/or solution being addressed. The program staff, the funders, and the consumers of the program.
2. **Learn more about the community and its residents**.
3. **Review already existing material** regarding the community problem or potential problem.
4. **Sharing** expectations, goals, and approach regarding the needs assessment with the other partners.
5. Discuss and **identify potential users** of the agenda/**solution likely to be generated** by the needs assessment process.

CN2 Data Collection

Most common data collection techniques:

1. Use of focus groups & key informant interviews
2. Creating a needs assessment survey
3. Collecting and analyzing data
4. Community public forums
5. Production of a final report and planning action committees

Community Needs Assessment TOC

Theory of Change

Theory of Change is focused not just on generating knowledge about whether a program is effective, but also on explaining how what methods it uses to be effective.

First appeared in the 1990s from program theory and program evaluation fields:

Aspen Institute Roundtable on Community Change (structural racism, public health, human rights, etc.)

'New Approaches to Evaluating Comprehensive Community Initiatives' Carol Weiss et. al.

- In 1995 publication, 'New Approaches to Evaluating Comprehensive Community Initiatives' by Carol Weiss, a member of the Roundtable's steering committee on evaluation
- Hypothesized that "*a key reason complex programs are so difficult to evaluate is that the assumptions that inspire them are poorly articulated*."
- Weiss argues that stakeholders of complex community initiatives typically are unclear about how the change process will unfold and therefore place little attention on the early and mid-term changes needed to reach a long term goal.

How Theory of Change Works

Theory of Change defines long-term goals and then maps backward to identify necessary preconditions.

Theory of Change explains the process of change by outlining causal linkages in an initiative, i.e., its shorter-term, intermediate, and longer-term outcomes.

The identified changes are mapped –as the "outcomes pathway" – showing each outcome in logical relationship to all the others, as well as chronological flow.

The links between outcomes are explained by "rationales" or statements of why one outcome is thought to be a prerequisite for another

Outcomes Pathway

The **outcomes pathway** is "a set of needed conditions relevant to a given field of action, which are placed diagrammatically in logical relationship to one another and connected with arrows that posit causality."

Outcomes along the pathway are also preconditions to outcomes above them. Thus, early outcomes must be in place for intermediate outcomes to be achieved; intermediate outcomes must be in place for the next set of outcomes to be achieved; and so on.

An outcomes pathway therefore **represents the change logic and its underlying set of assumptions**, which are spelled out in the rationales given for **why specific connections exist between outcomes and in the theory narrative**

Theory of Change Elements

1. Community Problem or Need

   *** documented by statistics

2. Specific Interventions
3. Intended Outcomes

- These are guided by evidence to:
  - Ensure a proper intervention is selected
  - Support the anticipated cause-effect relationship

Logic Model Template

PROBLEM STATEMENT			STRATEGIES	ACTIVITIES	OUTCOMES		
Problem	But Why?	But Why Here?			Short term	Intermediate term	Long term

Theory of Change Logic Model

	Components	Implementation and Participation	Change		
INPUTS	**ACTIVITIES**	**OUTPUTS**	**OUTCOMES**		
			Short-Term	**Intermediate-Term**	**Long-Term**
What we invest (# and type of AMC members)	What we do?	Direct Products from program activities	Changes in knowledge, skills, attitude, opinions	Changes in behavior or action that result from participants' knowledge	Meaningful changes, often in their condition or status in life
228 Full-time, well-trained AmeriCorps members placed at 228 underserved high schools in nine states	-Members serve as FT college advisers in underserved high schools for the entire academic year (40+ hours per week for 10 months) -Assist low-income, underrepresented, first-generation students with college application process -Organize college campus visits -Organize college fairs -Arrange meetings with college reps -Register students for SAT/ACT and apply for fee waivers	-Students are more likely to take ACT/SAT prep courses -Students are more likely to attend college workshops -Students are more likely to attend financial aid workshops -Students are more likely to visit colleges -Students are more likely to take the ACT/SAT -Students are more likely to submit the FAFSA	-Students are more likely to aspire to attend college early in their education careers -Students are more likely to apply to college -Students are more likely to apply to 4-year institutions -Students are more likely to be accepted to college -Students are more likely to be accepted to 4-year institutions -Students are more likely to be committed to attending college	-Increased college enrollment rates among economically disadvantaged youth at service locations -Enrollment at colleges that are "best fit" and "best match" for students based on academics and social factors -Students are more likely to persist at enrolled colleges	-College educated youth are eligible for jobs requiring post-secondary education (90% of today's fastest growing jobs) -College educated youth are less likely to be unemployed -College educated individuals earn $1 million more over their lifetimes -A college educated workforce helps the US compete more strongly in today's global economy

Sample SPF Logic Model Elements

Substance	Root Cause	Local Conditions	Strategies
Prescription Drugs **Evidence:** **There has been a 10% rise in reported non-medicinal use of prescription drugs by high school students**	**Availability** **Evidence:** **students report meds are easy to access on survey and in focus groups**	1. Large local elderly population **Census data**	1. Provide information to caretakers and parents of children
			2. Provide training program for nursing home staff
			3. Make presentations to local civic organizations
		2. Large number of families with social issues **Kids Count data**	4. Ensure that students in high school have adequate adult support.
			5. Advocate for Student Assistance Program at high school.
			6. Pursue mentoring program for high-risk students.
		3. Parents do not secure their medication in homes **Focus groups**	7. Purchase lock-up boxes for families.
			8. Give out prescription drug information to parents at open house and other functions.
			9. Support Police Prescription Drug Take Back Days.
		4. Doctors over-prescribe certain medications to patients **Newspaper**	10. Convince state police to have permanent prescription drug depositories at their local barracks.
			11. Speak with Hospice about modifying policies around end of life prescription drug disposal.
			12. Make sure that all local physicians are aware of and accessing RI State Registry

Strategic and Action Planning

A **Strategic Plan** builds on the work from your logic model and involved a process that leads to the development of a 3- to 5- year plan

Reasons for Strategic Planning

- Helps the Coalition **define its Vision**
- Provides guidance to developing **a clear Mission Statement**
- Creates **Objectives** –specific, measureable results
- Redefines **Strategies** – how results will be achieved
- Leads to the development of an **Action Plan**

VISION

- How you hope your community will be once you have accomplished all your outcomes…

VISION: “An alcohol and drug free community”

Stated clear, concisely – and can fit on a T-Shirt!

MISSION STATEMENT

What the Coalition aims to accomplish and why:

The mission of the Coalition is…

“To develop an alcohol and drug-free community through collaborative planning, public education, community action and policy advocacy.”

MS to be concise, outcome oriented, inclusive!

OBJECTIVES

OBJECTIVES are "the specific, measureable results a coalition plans to accomplish and serve as the basis by which to evaluate the work of the coalition." (CADCA Planning primer, p.24)

Includes: 1. date to be accomplished by

2. how much change to be realized

3. indicates increase or decrease

4. who will be affected

Two Measureable Objectives

- "By 2017, the high school population of students living in our town will decrease their last-30 day use of marijuana by 25%."

- "By 2016, the Town of _____ will have approved a local policy that prohibits the licensing and sale of marijuana within the legal jurisdiction of the community."

Action Planning

A step-by-step blueprint of the initiatives your coalition plans to undertake. (e.g. DFC Action Plan)

Components of an Action Plan include:

1. What **changes** or **actions** will occur?
2. **Who is responsible** to carry out these changes?
3. **By when** will they take place and for how long?
4. What **resources** are needed (money, staff, TA) to carry out these changes?
5. What **information needs to be shared** and with **whom**?

Action Plan Example

OBJECTIVE: "By 2017 the high school population of students living in town will decrease their last 30 day consumption of marijuana by 25%		
STRATEGY: "All students will receive substance abuse education during each school year that focused on the negative impacts of marijuana use"		
ACTIVITY	**WHO IS RESPONSIBLE?**	**BY WHEN?**
School officials will adopt an appropriate evidence-based curriculum to be taught at every grade level	Curriculum committee, coalition staff, local school officials	September 1, 2015
A school policy will be adopted that prohibits any student from participating in school sports who has used marijuana	Policy committee, local school committee members, local attorney	December 1, 2016
Appropriate speakers will be brought in to discuss at assemblies the negative effects on substance abuse on adult life.	Youth committee members, local SADD group, student assistance counselor	October 1, 2014
Police will conduct regular drug searches within the school building and the school parking lot.	Law enforcement committee, local juvenile police, police chief	September 1, 2014

ANY QUESTIONS???

Evaluation Time!!!

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