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

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

Problem (Alcohol abuse)

Consequence

Consequence

Consequence

Must be measurable!!!
Every problem exists in a context . . .
The Context

Problem (Alcohol abuse)

The Context (Attitudes, Norms and Beliefs, Culture)
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)

The Context (Attitudes, Norms and Beliefs, Culture)

Behavior

Problem (Alcohol abuse)

Must be measurable!!!
A Series of Links

The Context (Attitudes, Norms and Beliefs, Culture)

Intervening Variable Behavior

Problem (Alcohol abuse)

Intervening Variable Behavior

Intervening Variable Behavior

Consequence

Consequence

Consequence

This is how we believe the world works (our hypothesis).
Sometimes, the Links May Be Circular

The Context (Attitudes, Norms and Beliefs, Culture)

Intervening Variable Behavior

Intervening Variable Behavior

Intervening Variable Behavior

Problem (Alcohol abuse)

Consequence

Consequence

Consequence
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

The Context (Attitudes, Norms and Beliefs) → Intervening Variable Behavior → Problem (Alcohol abuse) → Consequence

Change

The Context (Attitudes, Norms and Beliefs) → Intervening Variable Behavior → Problem (Alcohol abuse) → Consequence

Change
We create change by using strategies.
Strategies Aim at Different Links

The Context (Attitudes, Norms and Beliefs)

Intervening Variable Behavior

Intervening Variable Behavior

Intervening Variable Behavior

Problem (Alcohol abuse)

Consequence

Consequence

Consequence

Strategy

Strategy

Strategy
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

The Context (Attitudes, Norms and Beliefs)

Intervening Variable Behavior

Problem (Alcohol abuse)

Consequence

Strategy

Education
Community-based processes
Information dissemination
Problem identification and referral

Strategy

Alternative activities
Environmental strategies

Strategy

Environmental strategies
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
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<tr>
<th>Resources:</th>
<th>Problem:</th>
<th>Context/: Intervening Variable</th>
<th>Strategy /Activities:</th>
<th>Output:</th>
<th>Outcomes:</th>
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Parts of the SPF-SIG Strategic Plan

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