



Next Steps in the Planning Phase

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INTRODUCTION

After conducting the Strengths and Needs Assessment, each grantee site should have identified gaps and assets in services, policies, programs, and resources. Each grantee site is responsible for conducting a strategic planning process and developing a strategic plan or logic model and a technical assistance plan. This document lays out the expectations for each of these documents and the next steps.

THE STRATEGIC PLANNING PROCESS

Strategic planning is the next step in developing a comprehensive and effective set of programs and services. All grantees must go through a process of strategic planning in order to create the strategic plan or logic model. Creating a strategic plan or logic model ensures that each site arrives at a shared vision for implementation. Grantee sites are expected to submit to OVW either a strategic plan or logic model in addition to the needs assessment. It is up to the grantee site to decide which of these tools to submit for approval and what format they would like to use for either of these tools. Because strategic planning is not a new concept for most grantee sites, this document will provide basic information about developing a strategic plan and a logic model.

WHAT IS A STRATEGIC PLAN?

The strategic planning process, which began with the assessment of strengths and needs, will include thinking through the following:

- Goals or objectives and desired outcomes of the project in the short term and long term
- A plan for meeting identified needs by drawing on identified strengths
- A timeline for achieving the desired outcomes
- A mechanism for evaluation of these strategies once applied

Strategic plans should include the following elements:

- Vision or mission statement – the ultimate set of goals that the program/services are hoping to achieve.
- Problem Statement - summarizes key issues facing the community that the grantee will be serving.
- Context - summary of the analysis from the data collected via the needs assessment. This can include demographic data as well as specific information about the identified needs in the community.
- Goals – what needs to happen to achieve the mission of the program/services.
- Objectives – statements of the specific activities required to achieve the goals.
- Action and evaluation plan – the activities or strategies that you will use to achieve the goals and objectives and how you will evaluate those objectives and activities.

STRATEGIC PLANNING RESOURCES

For templates and resources that can assist with the strategic planning process please see:

- Prevention By Design - http://socrates.berkeley.edu/~pbd/pdfs/Strategic_Planning.pdf.
- Community Tool Box - <http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning>

WHAT IS A LOGIC MODEL?

With the information gathered from the strategic planning process, the grantee site can generate a logic model. The logic model is the culmination of the strategic planning process and is a one-page illustration

of how each grantee site will address an identified problem. The logic model should visually represent the process through which organizational and community resources will be used to achieve the grantee site's desired goals. Once completed, the logic model should provide each grantee site with a framework for organizing information and determining next steps. A logic model includes the following elements:

- Statement of Need
- Input
- Activities
- Outputs
- Outcomes

Below is a description of each of these elements, as well as a template for the logic model.

STATEMENT OF NEED - SITUATION AND PRIORITIES

A statement of need is a description of important issues facing the grantee site that have contributed to a problem or set of problems that the grantee site seeks to address. The statement of need includes information about current community needs, the accessibility (or lack) of services for youth and the non-abusing parent/caregiver, and other social, economic or environmental factors that contribute to problematic or insufficient response.

Examples:

- *External, In the Community* –
 - Gaps in community response to dating violence.
 - Lack of universal prevention programming in community that addresses dating violence.
- *Internal to Organization* –
 - Lack of evidence-based prevention education curricula.
 - Lack of expertise in school setting to respond to survivors of teen dating violence.

INPUTS

Inputs are any organizational or community resources or strengths that support the grantee site's work or that can contribute to the outcomes of the project.

Examples:

- Collaborating agencies have organizational policies include a youth-empowering mission statement.
- Local youth services agencies provide programs specific to children exposed to violence and young men and boys.
- Community has a CCR Team for domestic and sexual violence
- OVW CY grant funding

ACTIVITIES

Project activities are the actions that the grantee site will take to achieve the desired project outcomes.

Examples:

- Hire and train prevention staff.
- Provide evidenced based prevention programming to youth in the target population.
- Train guidance counselors on how to respond to youth who are victims of sexual assault.
- Implement trauma-informed treatment models for children and youth exposed to violence.
- Develop CCR policies focused on dating violence interventions.

OUTPUTS

Outputs are the quantifiable results of the work of the activities. Outputs are different from outcomes, described below, because outputs are the tangible results of the activities conducted and do not reflect the effectiveness of those activities. Outputs are what is being done to meet the goals of the project.

Examples:

- Ten new staff received training on implementing Safe Dates.
- Provided 100 students in 9th grade with prevention education each month.
- All guidance counselors receive 2 hour training on dating violence, sexual assault, and stalking.
- Through monthly meetings of the CCR, a coordinated community response policy to dating violence is developed.

OUTCOMES

Outcomes are the change(s) or improvements that each grantee site would like to see happen as a result of their efforts. Outcomes can be expressed as short-term, mid-term, and long-term goals and they should be specific and measurable.

Short-term outcomes are changes in a specific behavior, a set of skills, knowledge, attitude, or awareness of an issue.

- *Short-term outcome* – 100 students in 9th grade have an increased understanding of the dynamics and warning signs of abuse.
 - Output – Provided 100 students in 9th grade with prevention education each month.

Mid-term outcomes can be expressed as checkpoints on the road to reaching long-term impacts, and can include practices, policies, and procedural changes that occur over time.

- *Mid-term outcome* – Increase in school capacity to meet needs of student survivors of abuse over the school year.
 - Output – All guidance counselors receive a 2-hour training on dating violence, sexual assault, and stalking.

Long-term outcomes can be expressed as changes in the overall problem that the project is seeking to address, such as systemic, environmental, and cultural shifts.

- *Long-term outcome* – Improvement in overall school response to incidents of violence on campus.
 - Output – Through monthly meetings of the CCR, a coordinated community response policy to dating violence is developed.

ASSUMPTIONS

Assumptions are the beliefs about the concept, the programming, the collaborative, the organizations and people involved that will guide the work to be done.

Example:

- To intervene in dating violence, the following needs to be provided in the community: universal prevention, intervention/supportive services and community/organizational policies.

EXTERNAL FACTORS

External factors are those factors that exist in the community and that will influence, impact and interact with the implementation of the project.

Examples:

- Tolerance of violence in community.
 - Fatality of youth as a result of dating violence;
 - Mayor's has prioritized reducing violence in the city.
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LOGIC MODEL RESOURCES

- W.K Kellogg Foundation Logic Model Development Guide: <http://www.wkkf.org/knowledge-center/resources/2006/02/WK-Kellogg-Foundation-Logic-Model-Development-Guide.aspx>
- Community Tool Box: <http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main>
- Logic Model Templates Created by - University of Wisconsin-Extension Program Development and Evaluation. Available at: <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>.

THE TECHNICAL ASSISTANCE PLAN (TA PLAN)

Throughout your planning process and the new grantee orientation, each grantee site has had the time to consider the technical assistance needs in your community. The TA plan captures the TA needs you have determined for your site. This does not need to be an exhaustive list of your TA needs, but should capture what you know at this moment. We have attached a template to this document to guide the development of this plan.

NEXT STEPS

Once grantee sites have completed their strategic plan or logic model, they will upload them to the Grants Management System (GMS) for approval by OVW via a Program Approval Grant Adjustment Notice (GAN). Include the following attachments in this GAN:

- The Strategic Plan or Logic Model
- Supporting Documents
 - The Strength and Needs Assessment (uploaded as a supporting document).
 - The Technical Assistance Plan (uploaded as a supporting document).

After you have submitted the GAN for approval, an OVW Program Specialist will review it and will contact you with any questions or needed revisions via a “Change Request” through the GMS. Grantee’s should monitor the progress of the submitted GAN and respond to change request(s) promptly. Grantee sites are responsible for checking GMS to see if there are any questions from OVW. Once the GAN approval process is complete, grantees may move forward with the implementation phase.