Next Steps: Strategic Planning
INTRODUCTION TO STRATEGIC PLANNING

After completing the strengths and needs assessment, each school or consortium should have identified gaps and assets in services, policies, programs, and resources, which is the starting point for the strategic planning process. Strategic planning is the next step for each school or consortium in developing a comprehensive and effective response to domestic violence, dating violence, sexual assault, and stalking at the school, school district, or consortium level. The collaborative team should conduct strategic planning to arrive at a shared vision for implementation. Because strategic planning is not a new concept for most individuals working with schools or districts, this document will provide basic information about strategic planning with a focus on developing a logic model.

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

For templates and resources that can assist with the strategic planning process please see: [http://socrates.berkeley.edu/~pbd/pdfs/Strategic_Planning.pdf](http://socrates.berkeley.edu/~pbd/pdfs/Strategic_Planning.pdf).

With the information gathered from the strategic planning process, the collaborative should generate a logic model, described in detail below. The logic model will be the culmination of the strategic planning phase and will take the place of a written strategic plan.

WHAT IS A LOGIC MODEL?

A logic model is a one-page illustration of how each collaborative will address an identified problem by using school, school district, and community resources to achieve a set of desired outcomes. The logic model should visually represent the ideal process through which organizational inputs and outputs will be used to achieve the collaborative’s desired goals.

WHY ARE LOGIC MODELS IMPORTANT?

Once completed, the logic model should provide each collaborative with a framework for organizing information and determining next steps. A logic model can also be useful when the collaborative is building partnerships with various stakeholders within the school, school district, and community and wants to provide these potential partners with an easily understood overview of the collaborative’s work. Each logic model should address the provision of, or lack of, services in each of the four focus areas: prevention, intervention, policy, and resources. For further detail about the type of information included as part of these four focus areas, please see the Planning the Assessment section of the Strengths and Needs Assessment document.
STRATEGIC PLANNING AND THE LOGIC MODEL

If the collaborative has conducted a thorough Strengths and Needs Assessment, the logic model should not be difficult to complete. Many of the elements of the logic model come directly from the results of the Needs Assessment. Based on the structure of the school or district’s project (i.e., single school, community or scattered site consortia), the collaborative should determine the scope of detail to be included in the logic model so that it accounts for the factors needed to reach the identified long term goals. Developing a logic model is an ongoing process and should evolve as the conditions in a school, district or community change. Be sure to refine the logic model as the school or district’s implementation progresses. Below is a logic model template, a description of the logic model’s elements, and resources to assist the collaborative in building the logic model.

STATEMENT OF NEED - SITUATION AND PRIORITIES

A statement of need is a description of important issues facing the school or district that have contributed to a problem or set of problems that the school or district seeks to address. The statement of need should provide information about the causes and the symptoms of the problem. The statement of need can be expressed in bullets or as a narrative, but should provide some foundation for understanding strategic choices. A good statement of need includes information about current community needs, the accessibility (or lack) of services for youth, and other social, economic or environmental factors that contribute to problematic or insufficient response at the school, district, or state level.

Examples:
- External, In the Community – Gaps in community services for youth survivors of abuse.
- Internal to School or District – Lack of evidence-based prevention education curricula.

INPUTS

Inputs are any school, district, or community resources or strengths that support the collaborative’s work or that can contribute to the outcomes of the project.

Examples:
- School offers a comprehensive staff training.
- The district policies include a youth-empowering mission statement.
- A local domestic violence agency has youth programs.

ACTIVITIES

Project activities are the actions that the collaborative will take to achieve the desired outcomes of the project.

Examples:
- Hire and train additional staff.
- Conduct outreach to youth.
- Develop a dating violence policy.
OUTPUTS

Outputs are the quantifiable results of the work of the activities. Outputs are different from outcomes, which are 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:
- Number of staff trainings that are conducted.
- The name and amount of new policies that are created.

OUTCOMES

Desired outcomes are, most generally, the ultimate goals of the project. Outcomes are the change(s) or improvements that each collaborative would like to see happen as a result of their efforts. Outcomes can be expressed as short-term, mid-term, and long-term goals. It is important to note that outcomes are different from outputs, described above. Outputs are measures used to determine if desired outcomes are being achieved. 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.

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.

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.

Examples:
- Short-term outcome – An increase in the number of young people educated to understand dynamics and warning signs of abuse.
  - Output – 20 students in 9th grade receive prevention education each month.
- Mid-term outcome – An 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 outcome – Improvement in overall school response to incidents of violence on campus.
  - Output – The CCR team has monthly meetings to discuss and draft policy changes to school and district response.

LOGIC MODEL TEMPLATE AND RESOURCES

Included below is a logic model created by the University of Wisconsin (available at: http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html) that each collaborative should use as a template for the logic model that will be submitted to OVW. This template is very basic, so the collaborative should add significantly more detail to the final logic model that will be submitted to OVW.
The following resources are step by step guides through the process of developing a logic model:


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*Logic Model Template Created by - University of Wisconsin-Extension Program Development and Evaluation. Available at: [http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html](http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html)*