Developing a Community Strategic Plan:

A Guidance Document for SPF SIG Grantees

Part C

Minnesota Department of Human Services

Alcohol and Drug Abuse Division

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Introduction

The Part C Strategic Planning Guidance Document is the third document intended to support Minnesota SPF SIG sub-recipients in their process of developing a data driven, community-specific strategic plan. Your Community Strategic Plan will map out Phase Two of funding and address local needs and the following statewide priority problems:

- Past 30-day alcohol use among sixth through twelfth graders
- Recent binge drinking among ninth through twelfth graders
- Recent binge drinking among 18-25 year olds

The Part A Strategic Planning Guidance Document was disseminated in August of 2012 and the *Part B Strategic Planning Guidance Document* was shared in January 2013. Both documents are available on Wilder Research's EvaluATOD website (www.evaluATOD.org) on the Message Board under SPF SIG Events and Trainings and the Resources page under SPF SIG Project Specific Tools.

Part C is intended to guide you through developing your evaluation plan, which you will implement to assess your efforts in Phase II.

Your Community Strategic Plan will serve your coalition and community for the duration of the grant, and should be written to at least be in effect from July 1, 2013 through June 30, 2015 (the potential grant end date if a no-cost extension is granted by the federal funder). Your coalition may choose to draft a plan that takes you out further into the future. It is recommended that coalitions plan through June of 2016, even though SPF SIG funding will be unavailable after July 1, 2015, to maintain a timeframe that's consistent with measuring outcomes through the Minnesota Student Survey.

Outline of Community Strategic Plan

Your Community Strategic Plan must include the following components:

1. Assessment Summary
    a. Epidemiological Profile Summary
    b. Capacity, Assets, and Resources Summary
    c. Community Readiness Summary
    d. Description of the Local Conditions Selection, Assessment, and Prioritization Process
2. Target Populations
    a. Direct Populations
    b. High-risk Populations
    c. Populations Requiring Culturally Specific Services
    d. Indirect Populations
3. Strategy Selection Justification

4. Project Plan
    a. Problem Statements
    b. Goals & Objectives
    c. Action Plans
5. Capacity and Infrastructure Enhancement Plan
    a. Opportunity Statements
    b. Capacity and Infrastructure Enhancement Goals
    c. Action Plans
6. Evaluation Plan*
7. Sustainability Plan*
8. Approach to Disseminating and Updating the Strategic Plan*

Components marked with an asterisk are described in this guidance document—*Developing a Community Strategic Plan: A Guidance Document for SPF SIG Grantees: Part C*. Components not marked with an asterisk were addressed in *Part A* or *Part B*.

Other Guidance Materials, Data Sources and Processes, and Technical Assistance

Information gathered through the following Phase One tools and processes are being used to write your Strategic Plan. Most of the data you've gathered in Phase One has already been incorporated into the first components of your Strategic Plan, specifically your Epi Profile and your Assessment Summary. The majority of the work described in this document, the *Part C Strategic Planning Guidance Document*, builds off of existing components of your Strategic Plan. You will work primarily with Wilder to develop your evaluation plan. In addition, you may want to contact one of the designated technical assistance providers if you have questions about incorporating information from the following:

- Local Epidemiological Profile Template and Guidance Document – Lead SPF SIG Epidemiologist
- Local Conditions Assessment and Prioritization Materials – Lead SPF SIG Epidemiologist
- Fiscal Host Questionnaire – Wilder Evaluation Consultants
- Coalition Functioning Survey – Wilder Evaluation Consultants
- One-to-One Community Member Interviews – Wilder Evaluation Consultants
- Young Adult Alcohol Survey (YAAS) – Lead SPF SIG Epidemiologist
- Existing Community Data – Lead SPF SIG Epidemiologist
- Key Informant Interviews with Community Leaders – Wilder Evaluation Consultants
- Facilitated Discussions with Coalition – Wilder Evaluation Consultants
- Federally Required Cross-site Evaluation Surveys & Tools – Wilder Evaluation Consultants
- Site Specific Assessment Tools – Wilder Evaluation Consultants
- Community Workbook on Evidence-based Prevention – ADAD Grant Consultant or Chair of the Evidence-based Practices Workgroup (EBPW)
- Part A and Part B Strategic Planning Guidance Documents—ADAD Grant Consultant

Contact the Master Trainers assigned to your community for tips, tools, recommendations, and technical assistance on how to go about:

- Determining the best ways to gain input from all coalition members on the Strategic Plan
- Facilitating discussions with partners, cultural liaisons, and key community leaders about the assessment findings and planning for Phase Two
- Developing strategic planning meeting agendas
- Identifying strategies for building sustainability into the strategic planning process

Summary of the Strategic Planning Process

Previous Due Dates

1. Submit your Assessment Summary to DHS ADAD **by November 30, 2012**, along with your Epi Profile.
2. Submit your Target Populations, Problem and Opportunity Statements, and Goals and Objectives to DHS ADAD **by December 21, 2012.**
3. Submit your combined Community Strategic Plan draft (including completed Action Plans) to DHS ADAD **by January 31, 2013**
4. As soon as your plan is approved, you'll need to draft a Phase Two Budget and work with your Grant Consultant to establish Phase Two deliverables and due dates. This should be submitted to ADAD by **March 1, 2013**, unless you have been informed otherwise.

Next Steps

5. Based on the individualized technical assistance you receive in late December or early January and the Evidence-Based Practices Strategic Plan Review Panel's feedback, make necessary revisions to the Strategic Plan components you already submitted.
6. Schedule a site visit with Wilder for spring 2013 to work on the Evaluation Plan.
7. Develop an Evaluation Plan in collaboration with Wilder and other key stakeholders.
8. Develop your Sustainability Plan and Approach to Disseminating and Updating the Strategic Plan.
9. Submit your Sustainability Plan, Evaluation Plan, and Approach to Disseminating and Updating the Strategic Plan along with your revised versions of previously submitted sections **by May 15, 2013.**
10. Phase Two begins **July 1, 2013** upon final approval of the Community Strategic Plan and will come with a new set of deliverables and dollars in the form of a Contract Amendment.

Evaluation Plan

Important note about your Evaluation Plan

You should plan to work closely with Wilder Research staff to develop your Evaluation Plan. This collaboration can occur by phone, email, or during your in-person site visits scheduled in the spring of 2013.

Developing your Evaluation Logic Model

Purpose:

Taking the time to carefully and thoughtfully work through the process of developing an evaluation logic model can be a very worthwhile endeavor. It can help you:

- Build consensus and clarity among your staff and other stakeholders about your essential program activities and expected outcomes.
- Spell out the beliefs and assumptions that underlie your choice of activities and intended outcomes.
- Promote evidence-based thinking in program management and evaluation.
- Assess your program's likelihood of success and identify factors that could impact success. For instance, how do the manner, amount, and quality of activities affect the likelihood of achieving the outcomes?
- Increase your understanding of program performance by clarifying the sequence of events from inputs through outputs through outcomes.
- Educate stakeholder regarding realistic expectations.
- Control "drift" by ensuring that the services that you are providing are still consistent with the initiative's intended purpose and approach.
- Provide a basis for developing an evaluation design by helping to decide which participant outcomes are the most important ones to measure.

Please note that an evaluation logic model is different than a program logic model (otherwise referred to as the SPF logic model) that links consequences, consumption, local conditions, and strategies. While both types of logic models provide a visual depiction of the relationship between activities/strategies and outcomes, they serve slightly different functions. The primary purpose of the evaluation logic model is to help guide the overall evaluation design, though the other benefits listed above are also important.

Instructions:

Step 1: Identify the components you will include in your logic model. You will need to lay out the key components that will be included in your logic model. Remember that your model is not intended to reflect an exhaustive list of all of the work you do or impacts you have, but it is intended to focus on the main elements and relationships that will most directly get you to your long-term goals.

The components you will need to list include:

- **Inputs**: The *essential resources* you need to make your efforts happen.
- **Activities:** The *major services* that you provide directly to your target populations with the potential for the greatest impact. Do not include administrative tasks, such as training staff or doing paperwork. While these tasks are a necessary part of running a program, they are not as likely to produce a direct change in participants. For SPF SIG, each of your strategies will be considered a key activity, though there may be other key activities as well.

- **Outputs:** The *countable products* of your services that will help you determine dosage and help explain your results. Remember that outputs are different from outcomes. While outcomes describe the actual impact (the change that results), outputs simply describe the amount of service provided.
- **Short-term outcomes:** Anticipated *changes in knowledge, skills, or awareness*, because these types of changes typically precede changes in behavior or practice.
- **Intermediate outcomes:** Logical *behavioral changes* that follow the changes in knowledge and awareness. All of the objectives you have already identified in your strategic plan will be translated into either short-term or intermediate outcomes.
- **Long-term outcomes:** More *global changes*, such as community impacts, that connect to the changes in behaviors that proceed them. The three SPF SIG priority areas will serve as the long-term outcomes in this logic model.

Note that as you move from short-term to long-term outcomes, your coalition's direct impact and accountability will decrease. The deeper or broader the change, the more factors that need to come together in order to make it happen. Not all of these factors will be within the control of your efforts. It may be helpful to talk with other coordinators about how they are navigating through these changes and the lack of control associated with more distant outcomes.

Step 2: Construct a draft model. The next step is to take all of the key components you listed and put them together in a way that visually depicts the relationship between them. Use arrows to show the connections between your inputs and your activities, between your activities and outputs, and between your outputs and each sequence of outcomes. Remember that one activity could lead to multiple outcomes, or that multiple activities could lead to only one outcome.

Wilder staff can assist in talking through the connections between key components and using computer programs to put a visual model together.

Step 3: Gather feedback on your draft model. Once you have a draft of your logic model created, it is important to gather feedback from key stakeholders on the model. This will help to ensure that you have a common understanding of the elements and logic behind the model and it will build buy-in for the evaluation framework that will stem from the model. Please note that you can also include key stakeholders in earlier steps of your logic model development, but it is essential and required that you gather feedback before finalizing the model.

Some key questions you should ask yourself and other reviewers include:

- Does your logic model include all of the most important outputs and activities? Keep in mind it cannot include every detail of what you do on a day to day basis, so try to focus on the most important components.
- Are your outcomes clear and realistic? It is important not set yourself up to fail by not being clear about what you will be doing or by overpromising.

- Do the outcomes represent meaningful changes? Be sure to always consider the purpose of your work and the reason you are being funded. Remind the coalition about the priorities and the funding requirements during these conversations.
- Do the connections between components make sense? Remember to think about what evidence supports these connections.

Step 4: Develop a plan for ongoing review and revision of the logic model. In order to make your logic model as useful and meaningful as possible, you will need to revisit it as your efforts evolve over time. Just as your coalition evolves so will your logic model; build time in to assess and make changes accordingly. Please create a plan for reviewing your logic model annually to make any necessary revisions. You may want to revisit the questions above when reviewing your logic model to make sure it is still accurate and relevant.

What you need to submit:
When you submit your strategic plan, you should ***include your logic model*** as well as brief responses to the following guiding questions:

- Who in your community did you gather feedback from in the development of your logic model? How did you gather their feedback? How did you address their feedback?
- When do you plan to review and revise your logic model in the next year? Who will be included in this review and any revisions?
- How do you plan to use your completed logic model? Who do you plan to share it with? How will you share it? Have others contributed to this plan?

Planning your process evaluation

Purpose:
Process evaluation is a way to examine your efforts and see connections between the way that strategies are implemented and the outcomes or satisfaction levels for participants. A process evaluation will help you measure the **outputs** included in your logic model and your implementation **fidelity**, which is how closely you are following the model of an evidence-based program or practice. If you can demonstrate that you are implementing your strategies with fidelity and enough reach, then you can be more confident in the likelihood that you will see the related outcomes.

Instructions:

Step 1: List your strategies in the Process Evaluation Chart. Include each strategy you are planning to implement in the first column of the Process Evaluation Chart.

Step 2: Identify core components for your evidence-based strategies. For the strategies in the chart that meet the definition for evidence-based, you will be required to measure the degree to which the strategy is being implemented with fidelity. In order to identify how closely you are following an evidence-based model, you first need to identify the core components of the model that need to be replicated. These core components can usually be identified through:

- The materials created by the developer of a prescribed evidence-based program
- The articles or reports that established the evidence for the model
- Experts in the strategy area

Wilder staff can help you access and interpret fidelity information. Enter the core fidelity components in the second column of the Process Evaluation Chart. You may also choose to enter best practices components for promising practices, if such information is available.

Step 3: Enter outputs from your logic model. When available, you should use core fidelity components to guide the outputs in your logic model. For the strategies you are implementing that do not meet the definition for evidence-based, you will need to determine which components of implementation are the most important to measure. You completed that task during the logic model development process when you identified outputs. Copy those outputs into the second column of the Process Evaluation Chart. Please note that some strategies may have core fidelity components and additional outputs that are important to measure. Please include both the fidelity components and the outputs in the chart.

Step 4: Identify targets for each fidelity component or output. Next you need to figure out how much of the output or fidelity component you need to reasonably expect a change. You will do this by establishing targets, or specific measurable goals, that will serve as the basis for determining whether or not your services are having adequate reach.

Many core fidelity components include a guideline that dictates the extent to which the component needs to be implemented to maintain fidelity. For instance, there are often guidelines about the number of participants that need to complete a program, the number of sessions a participant needs to complete, or the number of times an event needs to occur in order to maintain fidelity. When these established guidelines are available, they should be entered into the table as the target for that component.

When fidelity components are not available or do not include a clear guideline, you will need to create a target. ADAD may designate some targets they would like you to include. You can also work with Wilder to determine what targets may be both feasible and meaningful.

Step 5: Complete the Process Evaluation Chart by adding the data collection method and data source for each target. Your Wilder Consultant will work with you to determine which, if any, other stakeholders make sense to include in this discussion. Together, we will determine the data collection methods and data sources that will provide the most meaningful information for measuring your targets, while protecting the interests and rights of the project's many stakeholders and staying within the available budget and timeline.

What you need to submit: When you submit your strategic plan, submit the completed Process Evaluation Chart.

Process Evaluation Chart				
Strategy	**Core fidelity components and outputs**	**Targets**	**Data collection method**	**Data source(s)**

Determining indicators to measure your outcomes

Purpose:
Selecting the right indicators for measuring your outcomes is an important step to determining your data sources and data collection plan.

This section of the guidance document will walk you through how to complete the Outcomes, Indicators, and Data Collection Methods Chart, which you are required to submit as part of your strategic plan.

Instructions:

Step 1: Select outcomes from the right-hand columns of your logic model. Start by selecting the outcomes you will measure from your logic model. ***You are required to measure at least one outcome for each of your strategies***, so you will likely be measuring all of your short-term and intermediate outcomes. Copy these outcomes into first column of the Outcomes, Indicators, and Data Collection Methods Chart.

Step 2: Develop and review indicators for each of your outcomes. An indicator is the specific information you will use to measure whether you are making progress toward your outcomes. Again, ***you are required to have at least one indicator for each outcome***. Some outcomes may have only one clear, reasonable indicator, whereas others may be measured in multiple ways, so you may have more than one indicator for some outcomes. Use the following criteria for writing indicators, and enter them into second column of the Outcomes, Indicators, and Data Collection Methods Chart.

Criteria for writing indicators:

- Is the indicator stated in an explicit, specific manner so that anyone can understand exactly what is meant? Does it include who, what, and how?
- Is the indicator directly measuring an outcome?
- Is the indicator realistically able to be measured with the time and resources available with this grant?
- Is the indicator adequate to fully measure the outcome?
- Is the indicator focused on change?

Please note that in some cases, it will be appropriate to establish more specific targets for your indicators (such as "90% of retail establishments pass each round of compliance checks"), but in order for these targets to be meaningful, should be based on research and previous experience. Wilder will work with you to determine which indicators are appropriate for more specific targets and what those targets may be.

What you need to submit: When you submit your strategic plan, submit the completed Outcomes, Indicators, and Data Collection Methods Chart.

Determining Data Collection Methods

Purpose:

In order to determine whether your strategies achieve their intended outcomes, you will need to collect information. In some cases, the information you want may already have been collected and you only need to access it (known as "secondary data;" for example, your school district's Minnesota Student Survey results) and, in other cases, you want new information that has not yet been collected (also called "primary data;" for example, the opinions of your key stakeholders about a new program). Whatever approach you choose to obtaining data will have advantages and disadvantages, as well as implications for the applicability and usefulness of your research results. Because of the multiple factors involved in and implications of choosing data collection methods, you will be working with your Wilder Consultant to make these decisions.

Instructions:

Step 1: Work with your Wilder consultant to determine the most appropriate data collection method(s) and data source(s) for each indicator. A data collection method is the process by which the data is collected. Examples of data collection methods include:

- A written survey distributed in-person, via the internet, or by postal mail
- Observation of a person or an event
- An interview conducted in-person or over the phone
- The acquisition of secondary data (i.e., data/results that have already been collected by others), such as school attendance records, school grades, law enforcement or court records, public documents, or results from another organization's research (such as the Minnesota Student Survey)

A data source is the person, thing, or entity that provides the data, such as:

- Documents and databases (and the organizations that manage them)
- People involved in implementing a strategy
- People who are intended to experience the impact of a strategy (the target population)
- People who are professionally or personally involved with the target population

Step 2: Complete the Outcomes, Indicators, and Data Collection Methods Chart by adding the data collection method and data source for each indicator. Your Wilder Consultant will work with you to determine which, if any, other stakeholders make sense to include in this discussion. Together, we will determine the data collection methods and data sources that will provide the most meaningful information for addressing your research questions, while protecting the interests and rights of the project's many stakeholders and staying within the available budget and timeline.

What you need to submit: When you submit your strategic plan, submit the completed Outcomes, Indicators, and Data Collection Methods Chart.

Outcomes, Indicators, and Data Collection Methods Chart - EXAMPLE

Outcome	Indicator	Data collection method	Data source(s)
Increase the young adults' perceived risk of binge drinking	Increase in the number of young adults who report there is a moderate or great risk of binge drinking	2016 Minnesota Student Survey data	Minnesota Department of Education/School District
Increase beverage servers' knowledge of retail alcohol laws	Increase in the number of knowledge questions beverage servers answer correctly about retail alcohol laws after attending RBST	In-person pre-test and post-test survey	Beverage servers who participate in the responsible beverage server training
Decrease high school students' unexcused absences	Decrease in the percent of students who report skipping or cutting full days of school Decrease in the number of unexcused absences from before to after the be@school truancy prevention program	2016 Minnesota Student Survey data Attendance records	Minnesota Department of Education/School District From the school for students who participate in the be@school program

Outcomes, Indicators, and Data Collection Methods Chart - EXAMPLE			
Outcome	**Indicator**	**Data collection method**	**Data source(s)**
Decease the community norm that drinking is "just what kids do"	Community members will be less likely to describe a cultural norm of alcohol use as a primary reason that youth drink alcohol and youth and young adults binge drink	One-on-one interviews Key informant interviews	Community members Community leaders

Outcomes, Indicators, and Data Collection Methods Chart - TEMPLATE			
Outcome	**Indicator**	**Data collection method**	**Data source(s)**

Developing Data Collection Plans

Purpose:

In the previous section, you determined what methods and sources you will use to collect the information you need to measure your strategies' intended outcomes. The next step is to create a full data collection plan detailing when data will be collected, how people will be selected and recruited to participate (if applicable), and who will be responsible for the tasks involved. In addition, you will need to identify and determine how to address relevant ethical and cultural considerations. Having a well thought out data collection plan that includes careful consideration of ethical and cultural factors is essential for obtaining quality data. Quality data, in turn, is a necessary foundation for research results that are both meaningful and useful.

Instructions:

Step 1: Summarize data methods and sources and list in the Data Collection Plan. In order to plan the logistics of data collection, you'll need to think both about how you are collecting data and who you are collecting it from. Thus, the first step in creating your full data collection plan is to identify all of the data method and data source pairings you will be using in your data collection. You will want the list to be comprehensive and unduplicated.

Using the Outcomes, Indicators, and Data Collection Methods Chart and the Process Evaluation Chart, begin by creating a list of the data collection methods you will be using as part of your evaluation. Then, for each method, list the sources of information from which you will be collecting data. As you create this list, use the following guidelines:

- If you are using the same data collection method (e.g., in-person interviews) with different sources of information (e.g., parents and law enforcement), include each separately.
- If you are using the same method and source (e.g., in-person interviews with parents) to gain information on more than one indicator, only include that specific method and source pairing once.

Once you have developed the unduplicated list of data collection method and data source pairings, enter them into the first column of the Data Collection Plan.

As an example, your final list might look like this:

Method and data source
In-person interviews with parents
In-person interviews with law enforcement
Obtain copies of social host citations
Written, in-person surveys with youth
Obtain 2016 MSS data

Step 2: List indicators being measured. First, use "Targets" listed in the Process Evaluation Chart to populate the "Indicators or targets" column that corresponds with the appropriate method and data source pairings in the Data Collection Plan. Next, use the "Indicators" listed in the Outcomes, Indicators, and Data Collection Methods Chart to fill in the "Indicators or targets" in the Data Collection Plan for the remaining method-source pairings. Remember, one data collection method can and likely will address multiple targets or indicators.

Step3: Working with your Wilder Consultant, complete all but the last column of the Data Collection Plan. The next step is to create a full draft of the data collection plan, except for the allocation of tasks. Your Wilder Consultant will work with you to determine who to invite to the table for this initial discussion. Together, you, your Wilder Consultant, and the additional stakeholders will draft a plan regarding the selection and recruitment of participants (if applicable), the timeline for data collection, possible ethical and cultural factors to consider, and ways to approach these factors.

To help you better understand the components of the data collection plan, additional information about the type of information included is provided below. ***Remember, you will be making all of these decisions in conjunction with your Wilder Consultant.***

Specifically, in regard to sampling and recruitment, we'll consider:

- *The criteria to use to select the people/documents from which you will gather data.* For example, if you are evaluating a 16-week program, you would need to decide if you want to collect data from everyone who was in the program, only people who were in the program a certain period of time, or only people who completed the whole program. If you are looking at the impact of DUI saturations, you'll need to decide if you are interested in collecting information on the number of stops made, the number of citations, the number of arrests, the outcome of arrests, or all of the above. Ultimately, the criteria chosen should increase the likelihood that you get the types of information you need to answer your research question without biasing how "favorable" the information is about the strategy being evaluated.
- *Whether all of the people/documents that meet the criteria for participation will be included or only some of them (known as a sample).* If a sample will be selected, will it be done randomly (so every person/source has an equal chance of being selected) or systematically (so that specific sources, for example the ones that are easiest to obtain, are chosen)?
- *How people will be told that their participation is desired.* Whether you are collecting data from people or are planning on reviewing documents or data that has already been collected, you will likely need to convince people to assist you. We will consider what person or entity should do the inviting. That is, who will elicit trust and a motivation to participate? In what format will the invitation come?
- *Whether an incentive will be used to encourage participation.* If one will, what incentive will be motivating while meeting state guidelines without creating undue influence on potential participants or undue stress on the budget?

In regard to frequency and timelines, we'll consider:

- *The timing of data collection relative to the strategy being evaluated.* Likely, you will want to collect data when the strategy is expected to have achieved its short-term outcomes to determine if they occurred. Will data also be collected prior to implementation of the strategy so change can be assessed through pre-post strategy comparisons? Will data also be collected long enough after the strategy to assess whether short-term outcomes are lasting and intermediate outcomes have occurred? You will also want to consider the timing for gathering any tracking information you're collecting. For instance, how often will you compile attendance data or training summaries?

- *Time of year to collect data.* Data can be influenced by the time of year as a result of seasonal work patterns (such as the autumn harvest or the school year), holidays (such as New Year's Eve), and seasonal events (such as high school prom). For example, one might expect more underage drinking to be reported in the spring and summer when there is prom, more free time, and greater opportunity to be outside. Potential participants' willingness to give data also can be influenced by these factors (as well as by time of day). For example, retail business owners are less likely to find time to provide data during the December holiday season, while teachers are less likely to make time in May when they are busy closing out the school year. Timing may also be influenced by reporting deadlines or dissemination opportunities, for instance, you may want to compile a count of all of your community norms messages to include in your annual report to ADAD or in a proposal for another funding source.
- *How long to collect data.* Based on such factors as the indicator being measured, the amount of time available, and when the results are needed, we will decide how long to collect data.

In regard to ethical and cultural factors, we'll consider:

- How to ensure participants are making an informed, voluntary decision to engage in the evaluation.
- How to protect the confidentiality of participants.
- How to ensure the evaluation does not harm participants and increase the likelihood it will be beneficial to them.
- How to ensure that people from different cultures/backgrounds have equal access to participation.
- How to make the data collection plan culturally sensitive and maximize the likelihood that the resulting data will be useful to people from different cultures/backgrounds
- Other possible ethical and cultural factors and how to address them.

Step 4: Have the draft Data Collection Plan reviewed by your coalition and other key stakeholders and complete the "Persons Responsible by Task" column. Your coalition will need to review the data collection plan. Your Wilder Consultant will work with you to determine which other stakeholders should also review and have input into the plan.

The purpose of having the plan reviewed by key stakeholders is three-fold:

- *To improve the ease of administering the plan and/or the quality of the data collected.* Often people with firsthand knowledge about the processes and people that will be involved in data collection have valuable insights into barriers the data collection plan is likely to face and/or strategies for improving the plan.

- *To build buy-in among key stakeholders.* Including people/organizations that will be key to making the data collection plan work in an early review of the plan helps ensure that the plan makes sense to them and meets their needs and helps build their investment in making the plan work. Alternatively, if it is clear that the people/organization will not be a good partner for the plan (and it is decided to keep the plan, rather than keep the partner), it is helpful to know this before the data collection plan is implemented.
- *To help maintain peaceful operations.* In some cases, it is important to share the draft plan with an individual or organization in order to show respect for a particular organization, person, or practice that may not be essential to this part of the project, but is a major stakeholder in the project nonetheless.

Your Wilder consultant will work with you to determine what questions to ask stakeholders about the plan to maximize the usefulness of the feedback received. Along with requesting feedback from stakeholders, you will also want to work with stakeholders to complete the "Persons responsible by Task" column of the Data Collection Plan. The specific tasks that need to be completed will depend on your data collection plan, but will likely include:

- Obtaining permission from organizations or individuals to access data
- Developing recruitment materials
- Recruiting participants
- Piloting (i.e. trying out) data collection tools
- Reviewing documents (such as citations or project records) for specific information
- Identifying locations for in-person data collection (e.g., focus groups)
- Purchasing incentives
- Training people who are involved in recruitment and/or data collection
- Administering data collection tools (e.g. handing out and collecting surveys)

Step 5: In conjunction with your Wilder Consultant, revise the Data Collection Plan. Wilder will work with you to incorporate feedback received from stakeholders into the data collection plan, as appropriate. In the cases in which changes aren't made, Wilder will help equip you to explain why to stakeholders. ***Once the plan is complete, your ADAD contract manager will review it for final approval.***

What you need to submit: When you submit your strategic plan, include the Data Collection Plan as well as answers to the following questions:

- How was it determined which stakeholders (not including coalition members) would review the draft data collection plan? Which stakeholders were asked to provide input? Which stakeholders provided input?
- What process was used for these stakeholders (not including coalition members) to review the plan and provide their input?
- What process was used for coalition members to review the plan and provide their input? How many coalition members provided input into the plan?

- How did you decide who will be responsible for each data collection task?
- If incentives are to be used in any of the data collection, please list the method and source pairing for which incentives will be used and what the incentive will be.

If any materials were created to facilitate the abovementioned processes, please include them in the appendix of your strategic plan.

Data Collection Plan - EXAMPLE						
Method and data source	**Indicator(s) or targets**	**Sampling and Recruitment**	**Frequency & Timing**	**Ethical/cultural considerations**	**Plan for addressing considerations**	**Persons responsible by task**
One-on-one interviews with community members	Community members will be less likely to describe a cultural norm of alcohol use as a primary reason that youth drink alcohol and youth and young adults binge drink	A sample of 75 community members with 5 from each sector will be invited to participate. Potenti al participants will be identified by coalition members based on criteria similar to the initial One-on-One interviews. Coalitio n members who know the potential participant will ask each to participate. An incentive of a non-alcoholic beverage during the interview will be offered.	Interviews will take place in October and November of 2015. Each respondent will be interviewed once (although it is okay if they participated in the initial One-on-One interviews)	• Interviewees may know interviewers, which could bias responses and threaten confidentiality • Some interviewers may be intimidating to some interviewees because of their role in the community • Some interviewers may have difficulty remaining neutral • Question language must be accessible to all community members • Need to consider whether individuals would be more, less, or equally likely to agree to be interviewed by someone from their culture, and act accordingly	• Interviewers must interview outside of their sector and cannot interview people they are directly connected to • All interviewees can request a different interviewer • Interviewers will be carefully matched to sectors in which they will have minimal influence • Interviewers will represent the coalition, not their sector during interviews • All interviewers will be carefully trained and new interviewers will complete a practice interview with an RPC to increase neutrality • Interviewers will have definitions of key terms to help explain them and interview guides can be translated into other languages • Interviewers will be culturally matched or not culturally matched to their interviewees as indicated.	Wilder will: • Create tools and materials • Coordinate translation • Train coordinators and provide training materials Coordinators will: • Train coalition members • Assign interviews • Monitor interviewing Coalition members will: • Create list of participants • Recruit participants • Schedule interviews • Explain confidentiality • Conduct interviews

Data Collection Plan - EXAMPLE

Method and data source	Indicator(s) or targets	Sampling and Recruitment	Frequency & Timing	Ethical/cultural considerations	Plan for addressing considerations	Persons responsible by task
Surveys with responsible beverage server training participants	Increase in the number of knowledge questions beverage servers answer correctly about retail alcohol laws after attending RBST	All participants who are trained	At the beginning and end of every training	• Servers may be worried about trainers or supervisors seeing their results • Some servers may have difficulty understanding questions	• All surveys will be collected together in a manila envelope • Pre-test and post-test surveys will be matched by a unique ID number, not a name • Tools can be translated into alternative languages • Questions can be read aloud and answered individually, if needed	Wilder will: • Create tools and materials • Coordinate translations Coordinators will: • Train trainers on surveys • Coordinate survey administration • Provide materials to trainers Trainers will: • Discuss confidentiality • Administer surveys

Data Collection Plan - TEMPLATE

Method and data source	Indicator(s)	Sampling and Recruitment	Frequency & Timing	Ethical/cultural considerations	Plan for addressing considerations	Persons responsible by task

Planning for Data Entry, Management, and Analysis

Purpose:
Taking time to plan out and think through your Data Entry, Management, and Analysis plan prior to implementation will save you a lot of effort on the back end. It is especially important to consider how you will protect your participants' privacy throughout each stage of the process.

Instructions:
Once you have identified your data collection method, you will need to lay out the key components of your Data Management Plan, which is your plan for where and how to enter and store your data. It is helpful to think through each component to decide who will do the work and what work will need to be done. Thoughtfully managing data is one of the best steps you can take to ethically maintain the privacy of the information you have been given by participants.

Step 1: Determine your Data Management Plan. You should work with your Wilder consultant to complete the plan. Further explanation of each component in the plan is listed below.

- **Data Collection Method and Source Pairing**: This is where you enter each method and source pairing you addressed in your Data Collection Plan.
- **Type of data:** List here whether the data is quantitative (close-ended or multiple-choice questions), qualitative (open-ended questions), or a combination. If you list a combination, be sure to outline the plan for each type of data in the remaining columns.
- **How will the data be entered**: Considering the type of data and how it will be analyzed, decide what you need to do to get the data into a form that can be analyzed (i.e. entering quantitative paper surveys into Microsoft Excel or transcribing recorded qualitative interviews).
- **Who will be responsible for entering the information**: Designate an individual or individuals to be responsible for making sure the data is entered. They could be responsible for overseeing the data entry or doing it themselves.
- **Who needs access to the data**: Think carefully about who will need to be able to access the information once it is entered. In order to protect participant privacy, the fewer people that have access to personal information about the participants, the better. Most people will only need to have access to the summarized or reported information, not the raw or unanalyzed data, so only people who need access to the raw data in order to enter, synthesize, or summarize it should have this access. If many individuals need access to the data for these purposes, you may consider separating the data and any private or identifying information.
- **Where is the data stored**: Consider the physical storage needs of the data, including both paper copies and electronic copies of information. All data should be stored in a secure location that can only be accessed by the people noted above who require access to the raw data.

- **Data protection steps**: While you should consider data protection in each step above, you can document all of the efforts you will be using here. Make sure you clearly outline how you will protect individual's confidential information at every stage of entry and analysis. Some ideas to consider could include:
  - Password protecting or encrypting files and folders that contain sensitive information
  - Making sure cabinets are locked and that a minimal number of people have keys
  - De-identifying the data file or transcripts
  - Outsourcing the data entry to a third party professional who will de-identify the information
  - Using anonymous online surveys (open links)
  - Using the least amount of information possible

Data Management Plan - EXAMPLE						
Data collection method and data source	**Type of data (qualitative or quantitative)**	**How will the data be entered?**	**Who is responsible for entering the information?**	**Who needs access to the data?**	**Where is the data stored?**	**What steps will you take to protect the data at each stage of entry?**
Surveys with responsible beverage server training participants	Quantitative	Data entry into Excel	SPF SIG assistant	SPF SIG coordinator SPF SIG assistant	Digital: computer Paper: cabinet in office	Computer file will be encrypted. Cabinet will be locked. Limited people will have access to raw data.

Data Management Plan - TEMPLATE						
Data collection method and data source	**Type of data (qualitative or quantitative)**	**How will the data be entered?**	**Who is responsible for entering the information?**	**Who needs access to the data?**	**Where is the data stored?**	**What steps will you take to protect the data at each stage of entry?**

Step 2: Consider your data analysis needs. What type of analysis you do will be dependent on what type of data you collected. Below are some guiding questions to consider as you plan your analysis. More detailed decisions about data analysis will be made in partnership with Wilder Research once data has been collected and compiled. Also, additional training about data analysis will be provided by Wilder Research.

What you need to submit: When you submit your strategic plan, include the Data Management Plan and answers to the following guiding questions to address important elements of data analysis and interpretation:

- Do you need to have any special equipment or programs to analyze your data (SPSS, N*Vivo, etc.)? Do you need any training to use the equipment or programs? Do you have any stakeholders who are comfortable with the equipment or programs?
- How will you involve stakeholders in the analysis itself (if appropriate)?
    - Does anyone in your community have any expertise or interest in conducting data analysis? In what ways can these experts provide assistance in the analysis? How will you ensure that these stakeholders access and use the data in a confidential way?
    - How will you involve stakeholders in the interpretation of the results? Who will you involve? How will you gather their input? This is especially important when you're not sure what the results mean or if the results may be surprising to stakeholders. Consider how you will consult with them, such as in a meeting or individually.

Sharing Evaluation Results

Purpose:
It is vitally important to have a plan for how to disseminate your results back to stakeholders and interested parties. The data you collect can only benefit you and your community if it is used, so being thoughtful about how to use the information will ensure that the time and energy you invested in the data will be well-spent.

Instructions:
Complete the Evaluation Dissemination Plan using the guidelines listed below. If you have any questions or concerns, you are strongly encouraged to connect with your Wilder consultant.

- **Data collection method and source:** List all the data collection method and data source pairings outlined in the Data Collection Plan.
- **With whom will the information be shared:** Explicitly state who you will be sharing the information with (keep in mind this may include more than one audience). Consider all stakeholder groups who may have an interest in the results or who would benefit from seeing the results. Your audience will determine what information goes into your dissemination piece as well as how the information is presented.
- **What will they need/want to know:** Keeping in mind who the information will be shared with, brainstorm what types of information this particular group will be especially interested in. How much do they know already? How much detail do they need to know? What is most relevant to them and their jobs?
- **How will you share the information:** Identify ways to present your information to the selected audience(s). Some options could include, but are not limited to, a full report, a presentation, or a fact sheet. Also consider how you will disseminate the information. For example, will you share a final report at a coalition meeting or send it out via email?

- **Who will be responsible for completing the component:** Figure out who will be responsible for creating the deliverable. Will this individual will be responsible for preparing the materials and talking points?
- **Who will proof-read:** Each document or presentation must be proof-read. Typos and other errors can be distracting to your overall message and could lend less credibility to the hard work you have done. Identify two stakeholders that will be able to proof-read the work.
- **Who will be responsible for disseminating:** Figure out who will be responsible for presenting or distributing the information to your selected audience.

What you need to submit: When you submit your strategic plan, include the Evaluation Dissemination Plan.

Evaluation Dissemination Plan - EXAMPLE						
Data Collection Method/ Source	**With whom will the information be shared?**	**What will they need/ want to know?**	**How will you share the information?**	**Who will be responsible for creating?**	**Who will be responsible for proof-reading?**	**Who will be responsible for disseminating?**
Surveys with responsible beverage server training participants	Coalition members	Participant satisfaction, knowledge gains, and suggestions for improvement	Presentation at a coalition meeting	Coordinator	Assistant	Coalition chair
	Trainers	Participant satisfaction, knowledge gains, and suggestions for improvement	Summary report	Coordinator	Assistant	Coordinator
	Managers and owners of retail establishments	Participant satisfaction and knowledge gains	Fact sheet	Coordinator	Assistant	Coordinator
	City Council	Participant satisfaction and knowledge gains	Fact sheet and presentation at a City Council meeting	Coordinator	Assistant	Coalition members

Evaluation Dissemination Plan - TEMPLATE						
Data Collection Method and Source	**With whom will the information be shared?**	**What will they need/ want to know?**	**How will you share the information?**	**Who will be responsible for creating?**	**Who will be responsible for proof-reading?**	**Who will be responsible for disseminating?**

Evaluation Timeline and Roles

Purpose:

Sketching out an overall timeline for data collection, analysis, and reporting will give you a good sense of the steps you will need to take and the time it will take to do them. Additionally, it will help to keep your project(s) on track.

Instructions:

You should plan to engage your Wilder consultant to assist you with the Evaluation Timeline and Roles Chart. You have already identified many of these timelines and roles in previous tables, but this is your opportunity to put all of the pieces together to make sure the timelines are realistic and they include enough time to complete all the tasks. You may want to start with this table and then fill in timelines in other tables in your evaluation plan to make sure everything is consistent. Some tasks might take longer than originally thought so be sure to revisit the timeline periodically for revisions. Additionally, identify who will complete each task, whether it is project staff, coalition members, other stakeholders, or Wilder. The timelines and roles in this table should match those presented in other tables.

Evaluation Timeline and Roles Chart								
Data Collection Method and Source	**Timeline for collecting data**	**Responsible party**	**Timeline for entering data**	**Responsible party**	**Timeline for analyzing data**	**Responsible party**	**Reporting timeline**	**Responsible party**

Summary of Evaluation Plan materials to submit

Below is a summary of the materials that you will submit as part of your overall evaluation plan within your larger strategic plan. Instructions for completing each of these deliverables are included above.

- Logic model
- Responses to the logic model guiding questions
- Process Evaluation Chart
- Outcomes, Indicators, and Data Collection Methods Chart
- Data Collection Plan
- Responses to the data collection plan guiding questions
- Any materials were created to facilitate the data collection plan (submit in appendix)
- Data Management Plan
- Responses to the data analysis and interpretation guiding questions
- Evaluation Dissemination Plan
- Evaluation Timeline and Roles Chart

Writing a Sustainability Plan

Sustainability Definitions:
(1.) The process through which a prevention system becomes a norm and is integrated into ongoing operations. Sustainability is vital to ensuring that prevention values and processes are firmly established, that partnerships are strengthened, and that financial and other resources are secured over the long term.

(2.) The process of ensuring an adaptive and effective substance abuse prevention system that achieves long term results that benefit a focus population.

Purpose:
One of the core elements of the SPF model is sustainability. For too long, there has been a pattern of disruption of prevention services as a result of a funding stream being eliminated or a grant ending. The SPF SIG seeks to promote more sustainable efforts, which is part of the reason behind the strong emphasis on environmental strategies.

Sustainability is often not addressed until funding is about to or has already ended, at which point it is often too late to be effective. In the SPF model, you will be carefully planning for sustainability before you begin the Implementation Phase. This does not mean that you plan for endless funding to continue to implement specific prevention programs indefinitely. In the SPF model, the focus should be on:

- sustaining outcomes
- sustaining capacity and infrastructure
- sustaining the SPF process in the community

The Keys to Sustainability:
The Keys to Sustainability were developed by the Center for the Application of Prevention Technologies (CAPT) System to assist substance abuse prevention grantees and coalitions in understanding how to go about building sustainable prevention efforts.

The following is a summary of the Keys and the related action you should consider while drafting your Sustainability Plan.

Key 1—Organizational Capacity
- Action 1: Develop administrative structures and formal linkages
- Action 2: Adopt supportive policies and procedures
- Action 3: Secure resources
- Action 4: Acquire appropriate expertise

Key 2—Effectiveness
- Action 5: Assess implementation quality for effectiveness of each strategy
- Action 6: Assure effectiveness of each strategy
- Action 7: Assess the reach and alignment of effective strategies

Key 3—Community Support
- Action 8: Develop and nurture positive relationships
- Action 9: Turn stakeholders into system leaders and champions
- Action 10: Encourage ownership of the prevention system

Your Master Trainers have more resources on the Keys to Sustainability and can provide a Learning Community on the topic. You may also ask them to walk you through the materials from the April 2011 Master Trainer Academy.

Instructions:

Once you've obtained approval for your Community Strategic Plan**,** you are required to draft specific sustainability tasks that can be integrated early in the Implementation Phase**.** There are two major components that should be included in the Sustainability Plan Section of your Community Strategic Plan.

Use the template below to outline how your Phase Two strategies will be sustained after SPF SIG funding ends. For every strategy proposed in your Project Plan, complete the table below.

Strategy:			
What do you hope will be sustained after SPF SIG funding has ended? Think about	**What needs to be done in Phase Two of funding in order for the item in in the**	**Who will be responsible for each of these tasks?**	**Timeframe (identify a goal completion date for each task)**

the outcomes identified in your Evaluation Plan.	**previous column to be sustained? List as many tasks as needed.**		

Additionally, engage the necessary stakeholders to gain future commitment and answer all of the following sets of guiding questions:

- To what extent will the coalition continue to function after SPF SIG funding ends? What should be done now to ensure future continuation of coalition work in prevention?
- To what extent will the Epi Workgroup or Assessment Workgroup continue to function? What should be done now to ensure future work in this area continues?
- To what extent will other sub-committees or related advisory groups continue to function? What should be done now to ensure relationships with these groups are sustained?
- Who are some potential partners who can continue to lead SPF SIG efforts? What tasks may these partners be able to continue? What should be done now to prepare them to lead efforts in the future?
- How will the fiscal host be involved in the future? What should be done now to prepare them to continue to be involved?
- How will the SPF model be utilized moving forward? How can your community utilize lessons learned in future use of this model?
- Who will take ownership of the Community Strategic Plan? What should be done now to build ownership?
- How will outcomes of your Capacity and Infrastructure Enhancement Plan be sustained? How are you preparing now to continue to grow capacity and prevention infrastructure?
- How will your community's Epi Profile be updated? How are you currently involving non-paid grant staff in updating the Profile?
- How will emerging trends be identified in the future?
- How will long-term outcomes identified in your Evaluation Plan be monitored and tracked? How can you engage non-paid grant staff in evaluation now?
- What other plans do you have for sustaining the work of your SPF SIG?

Your answers to these questions will continually evolve. Please revisit these questions frequently as you move through Phase Two. Feel free to add more community-specific information relevant to sustainability that is not addressed by these questions.

Disseminating and Updating Your Strategic Plan

Purpose:
It is extremely important to not only inform the community of certain components of your Strategic Plan, but also to ensure that all stakeholders have a clear understanding of their roles in implementing the plan.

All of the components of your Community Strategic Plan should be viewed as living documents, to be continuously updated as new information becomes available. Different components will need to be revised at varying frequencies. For example, your Actions Plans will likely need to be tracked at least weekly, while your Epi Profile Assessment Summary may only need to be updated annually.

Instructions:
After gathering input from stakeholders/coalition members, complete the table below and include it in your Disseminating and Updating Your Strategic Plan Section of your Community Strategic Plan.

Strategic Plan Component	Which parts of this section, or what information within, should be shared with others (and with whom)?	How will you share this information with others (in what format will it be best received)?	How and when will this section be updated?	Who will be responsible for updating this section?
Assessment Summary-Epi Profile Summary				
Assessment Summary-Capacity, Assets and Resources Summary				
Assessment Summary-Community Readiness Summary				
Assessment Summary-Description of the Local Condition Prioritization Process				

Strategic Plan Component	Which parts of this section, or what information within, should be shared with others (and with whom)?	How will you share this information with others (in what format will it be best received)?	How and when will this section be updated?	Who will be responsible for updating this section?
Target Populations				
Strategy Selection Justification				
Project Plan- Problem Statements and Objectives				
Project Plan- Action Plans				
Capacity and Infrastructure Enhancement Plan- Opportunity Statements and Goals				
Capacity and Infrastructure Enhancement Plan- Action Plans				
Evaluation Plan				
Sustainability Plan				
Dissemination and Updating Plan (Yes, you may need to update this as well!)				

Refer to the SUMN and EvaluATOD websites for helpful tips about reporting back and disseminating information in your community.

These tips can be found at:
www.sumn.org in the Toolbox under the "Tools" tab
www.evaluatod.org/elearning.php, view the "Presenting Data" E-Course

While updating the components of your Community Strategic Plan is important, we should emphasize that major revisions to your Project Plan or your Capacity and Infrastructure Enhancement Plan must be pre-approved by your ADAD Grant Consultant. Major revisions include, but are not limited to:

- Any changes to problem or opportunity statements, goals or objectives, or overall strategies
- Subtraction of activities
- Addition of activities that greatly impact your Phase Two Contract Budget
- Significant changes in who is responsible for key activities
- Goal completion dates being pushed back by two weeks or more

If you have a need to revise your Evaluation Plan, please connect with your Wilder Evaluation Consultant.

Your plan should be thoroughly proofread before you disseminate anything. Typos are distracting and may impact your credibility. Also, it's important that information being shared with people who have not been involved in the SPF SIG process is easy to understand.

After you have reviewed the document carefully, ask for a volunteer coalition member, one who is preferably detail-oriented and has an interest in editing, to proofread the entire document before disseminating any of its components. It may also be good to ask an uninvolved family member or friend to read parts of it as well to test for clarity and "community friendliness."

You'll also want to be sure potentially sensitive information about political will doesn't leak out unintentionally.

Your coalition should take pride in your Community Strategic Plan and be confident about what is disseminated, because the ultimate goal is that this document is read, supported, and utilized.

In conclusion, do not allow your Community Strategic Plan to sit on a shelf or in some tucked away file on your computer. Part of implementing the SPF is gaining broad support and implementing your carefully drafted plan with fidelity.

Glossary of Terms

Below are definitions of some of the terms commonly used in the SPF SIG Program.

ADAD: Acronym referring to the Minnesota Department of Human Services Alcohol and Drug Abuse Division. ADAD administers the Minnesota SPF SIG funding, houses the project staff, and oversees all activities of the SPF SIG.

Adaptation: Modification made to a chosen intervention; changes in audience, setting, and/or intensity of program delivery. Research indicates that adaptations are more effective when (a) underlying program theory is understood; (b) core program components have been identified; and (c) both the community and needs of a population of interest have been carefully defined. Research also indicates that success improves when adaptations are handled as additions to, rather than deletions of, program components.

Age of Onset: In substance abuse prevention, the age of first use of alcohol, drugs or tobacco.

Anecdotal Evidence: Information derived from a subjective report, observation, or example that may or may not be reliable but cannot be considered scientifically valid or representative of a larger group or of conditions in another location.

Assessment: Assessment involves the collection of data to profile population needs, resources, and readiness to address needs and gaps within a geographic area. The assessment identifies, analyzes, and depicts the nature and extent of a problem in the community. Based on these data, subsets of modifiable factors or conditions are selected as the focus of the coalition's prevention strategies.

Asset Mapping: The process of cataloging the resources of a community.

ATOD: Acronym for alcohol, tobacco, and other drugs.

Baseline Data: The initial information collected prior to the implementation of an intervention, against which outcomes can be compared at strategic points during and at completion of an intervention.

Capacity: Generally refers to the skills, infrastructure, and resources of organizations and communities that are necessary to effect and maintain behavior change.

Capacity Building: Increasing the ability and skills of individuals, groups, and organizations to plan, undertake, and manage initiatives. It involves the attainment of necessary relationships and knowledge and the mobilization of resources within a community. It also enhances the capacity of the individuals, groups, and organizations to deal with future issues or problems.

Coalition: A union of people and organizations working for a common cause.

Collaboration: The act of working jointly or in partnership with groups or organizations, often ones with whom no previous connections had existed, toward a common goal. Collaboration is an important concept in prevention, community development, technology transfer, and all social change activities.

Community: The intended area of focus for a coalition's work. For the Minnesota SPF SIG Project, community is defined by the geographical area the coalition intends to impact.

Community-level Change: Change that occurs across the population of focus in a community.

Community Readiness: The community's level of awareness of, interest in, and ability and willingness to support substance abuse prevention initiatives. More broadly, connotes readiness for changes in community knowledge, attitudes, motives, policies, and actions.

Consequences: The social, economic and health problems associated with the use of alcohol and illicit drugs e.g., illnesses related to alcohol (cirrhosis, fetal effects), drug overdose deaths, crime, and car crashes or suicides related to alcohol or drugs.

Consumption Patterns: The way in which people drink, smoke and use drugs. Consumption includes overall consumption, acute or heavy consumption, consumption in risky situations (e.g., drinking and driving) and consumption by high-risk groups (e.g., pregnant women).

CSAP: Acronym for the Center for Substance Abuse Prevention, part of the (Federal) Substance Abuse and Mental Health Services Administration (also see SAMHSA). CSAP administers the SPF SIG program and oversees the work of Minnesota's project.

Cultural Competence: (1) A set of congruent behaviors, attitudes and policies that come together in system, agency or among professionals and enable that system, agency or those professionals to work effectively in cross-cultural situations. (2) The attainment of knowledge, skills, and attitudes to enable administrators and practitioners to provide for diverse populations. This includes an understanding of that group's or members' language, beliefs, norms, and values, as well as socioeconomic and political factors that may have a significant impact on their well-being, and incorporating those variables into programs.

Cultural Diversity: The existence of multiple cultural groups at all levels of a community or organization; also the deliberate inclusion of diverse cultural groups in community or organizational planning and development.

Culturally Specific Services: Services targeted to comprehensively address the needs of an individual cultural group and foster positive cultural identity development. Services intentionally allow for culture to affect and guide, to ensure that the services are responsive to the unique needs of the populations receiving them.

Data-driven: A process whereby decisions are informed by and tested against systematically gathered and analyzed information.

Demographics: The statistical characteristics of human populations.

DFC: Acronym referring to SAMHSA's Drug Free Communities Program. There are multiple DFC grantees throughout Minnesota, and SPF SIG sub-recipients are expected to collaborate with these communities.

DHS: Acronym referring to the Minnesota Department of Human Services, the statewide department that houses the Alcohol and Drug Abuse Division (also see ADAD).

Domain: Sphere of activity or affiliation within which people live, work, and socialize (e.g., self, peer, school, workplace, community).

Environmental Factors: Those factors that are external or perceived to be external to an individual, but that may nonetheless affect his or her behavior. At the broader level, these refer to social norms and expectations as well as policies and their implementation.

Environmental Strategies: Prevention efforts that aim to change the context in which substances are used or influence community standards, institutions, structures, and attitudes that shape individuals' behaviors.

EBPW: Acronym for the Minnesota Evidence-Based Practices Workgroup. This workgroup was established under the SPF SIG and is responsible for adopting definitions, tools, and guidance around appropriate strategy selection. The EBPW will also be reviewing the SPF SIG sub-recipient Strategic Plans for approval.

Epidemiology: Epidemiology is the study of the distribution and determinants of disease within a population, and/or the study of health data.

Evaluation: A systematic, data-driven examination of coalition development, functioning, outcomes, and effectiveness, or the examination of changes occurring as a result of a program, strategy, or intervention.

Evidence-based Program, Practices, and Polices: Prevention strategies that are proven to have produced positive change. SAMHSA/CSAP presents three definitions of "evidence-based," which the EBPW has adopted for use in Minnesota.

Fidelity: Fidelity is the degree to which a specific implementation of a program or practice resembles, adheres to, or is faithful to the model on which it is based.

Goal: A broad statement of what the coalition intends to accomplish. For SPF SIG, goals are related to the changes sub-recipients hope to make in the three SPF SIG Priority Problems.

High-risk (aka "At-risk"): The condition of being more likely than average to develop an illness or condition, such as substance abuse, because of some predisposing factor such as family history or the display of other problem behaviors.

High-risk Sub-populations: For SPF SIG, sub-groups of the target populations (6th through 12th graders and 18-25 year-olds) who are at higher risk for underage and binge drinking.

Incidence: The number of new cases of a disease or occurrences of an event in a particular time period, usually expressed as a rate, with the number of cases as the numerator and the population at risk as the denominator. Incidence rates are often presented in standard terms, such as the number of new cases per 100,000 population.

Indicator: A specific, observable, and measurable information that shows the progress strategies are making toward achieving a specified outcome. Indicators help to define what information must be collected to measure the outcomes. Answers the question, "How will I know I achieved each outcome?"

Implementation: Taking action guided by a strategic plan. Progress toward achieving objectives related to the goal of changing behavior is made through the implementation of related activities.

Intervening Variables: Factors that have been identified through research as being strongly related to and influential in the occurrence and magnitude of substance use problems and consequences. The Minnesota SPF SIG Project has adopted the following six categories of intervening variables: retail access/availability, social access/availability, enforcement, pricing and promotion, community norms, and individual factors. Also see *Local Conditions*.

Intervention: An activity or set of activities to which a group is exposed in order to change the group's behavior. In substance abuse prevention, interventions may be used to prevent or lower the rate of substance abuse or substance abuse-related problems.

IOM Categories: Institute of Medicine's characterization of prevention interventions into three categories: Universal, Selected, and Indicated.

- **Universal** interventions target general populations without regard to individual risk factors.
- **Selective** interventions target sub-groups of the general population that are determined to be at higher risk for substance abuse. People are recruited to participate because of the subgroup's profile of high risk, not because of an individual's assessment as being at high risk.
- **Indicated** intervention programs target individuals identified as experiencing early signs of substance abuse and other related problem behaviors, but who do not meet the criteria for addiction. They are designed to address multiple risk factors in

individuals/families. People are recruited to participate because of their individual profile of being at high risk and their display of risky behavior.

Local Conditions: Local manifestations of intervening variables that describe why something is or is not a problem in each unique community.

Local Condition Indicator: Specific measures of local conditions or data that describe a local condition.

Logic Model: A graphic depiction or map of the relationships between the local substance abuse problem, the risk/protective factors (intervening variables) and local conditions that contribute to it, and the interventions known to be effective in altering those underlying factors and conditions. An evaluation logic model is a tool for describing the relationships between resources, activities, and expected outcomes. An evaluation logic model illustrates the underlying program theory and serves as framework for the evaluation.

Methodology: A procedure for collecting data.

Mobilization: The process of bringing together and putting into action volunteers, community stakeholders, staff, and/or other resources in support of one or more prevention initiatives.

Morbidity: The presence of a condition, illness, or disease.

Mortality: A fatal outcome, or death.

Norms: A behavior or belief of a community that represents the majority.

Objectives: What is to be accomplished during a specific period of time to move toward achievement of a goal, expressed in specific, measureable terms. For SPF SIG, objectives describe the desired changes in local conditions (local condition indicators) and intervening variables.

Outcomes: The extent of change in targeted attitudes, values, behaviors, or conditions between baseline measurement and subsequent points of measurement. Depending on the nature of the intervention and the theory of change guiding it, changes can be short-term, intermediate, or long-term.

Outcome Measures: Assessments that gauge the effect or results of services provided to a defined population. Outcomes measures include the consumers' level of knowledge or skills and perception of quality of life, as well as objective measures of mortality, morbidity, and health status.

Outputs: The countable products of your services that will help you determine dosage and help explain your results. Remember that outputs are different from outcomes. While outcomes describe the actual impact (the change that results), outputs simply describe the amount of service provided.

Populations Requiring Culturally Specific Programming: Sub-groups of the community or groups of individuals who require culturally specific or tailored services in order for prevention messages or programming to be effective. This may involve adaptations such as changing the language of the prevention message, changing the delivery method, or adding cultural information to the content to make it more relevant. These sub-groups may or may not be at higher risk.

Prevalence: The number of all new and old cases of a disease or occurrences of an event during a particular time period, usually expressed as a rate, with the number of cases or events as the numerator and the population at risk as the denominator. Prevalence rates are often presented in standard terms, such as the number of cases per 100,000.

Prevention: Prevention is a proactive process that empowers individuals and systems to meet the challenges of life events and transitions by creating and reinforcing conditions that promote healthy behaviors and lifestyles. The goal of substance abuse prevention is the fostering of a climate in which (a) alcohol use is acceptable only for those of legal age and only when the risk of adverse consequences is minimal; (b) prescription and over-the-counter drugs are used only for the purposes for which they were intended; (c) other abusable substances (e.g., aerosols) are used only for their intended purposes; and (d) illegal drugs and tobacco are not used at all.

Primary Data: Data collected by the person/people who will be using it for the purpose of the current research/evaluation effort.

Process Measures/Indicators: Measures of participation, "dosage," staffing, and other factors related to implementation. Process measures are not outcomes, because they describe events that are inputs to the delivery of an intervention.

Program: A coordinated set of activities designed to achieve specific objectives over a period of time.

Protective Factors: Factors that increase an individual’s ability to resist the use of drugs (e.g., strong family bonds, external support systems, problem solving skills).

Qualitative Data: Qualitative data are records of thoughts, observations, opinions, or words. Qualitative data typically come from asking open-ended questions to which the answers are not limited by a set of choices or a scale. Examples of qualitative data include answers to questions and are used only if the user is not restricted by a pre-selected set of answers. Qualitative data are best used to gain answers to questions that produce too many possible answers to list them all or for answers that you would like in the participant's own words.

Quantitative Data: Quantitative data are numeric information that includes things like personal income, amount of time, or a rating of an opinion on a scale. Even things that you do not think of as quantitative, like feelings, can be collected using numbers if you create scales to measure them. Quantitative data are used with closed-ended questions, where users are given a limited set of possible answers to a question. They are for responses that fall into a relatively narrow range of possible answers.

Resilience: Resilience is either (1) the capacity to recover from traumatically adverse life events and other types of adversity and achieve eventual restoration or improvement of competent functioning or (2) the capability to withstand chronic stress and sustain competent functioning despite ongoing stressful and adverse life conditions.

Resources: Anything that can be used to improve the quality of community life—the things that can help close the gap between what is and what ought to be. There are many types of resources, including human resources, technical resources, financial resources, etc.

Risk Factors: Individual characteristics and environmental influences associated with an increased vulnerability to the initiation, continuation, or escalation of substance use.

SAMHSA: Acronym for the Substance Abuse and Mental Health Services Administration, the federal agency charged with focusing attention, programs, and funding on improving the lives of people with or at risk for mental and substance abuse disorders. SAMHSA houses the Center for Substance Abuse Prevention, the agency responsible for administering the SPF SIG Program (also see CSAP).

Sampling: Selecting people, documents or cases from the full group (i.e., the "population") from which to gather data for the purpose of drawing conclusions about the population.

Secondary data: Data collected previously by someone other than the people currently using it and often for a purpose other than its current use.

SEOW: Acronym for State Epidemiological Outcomes Workgroups. The SEOW is a group that has been compiling and monitoring substance abuse data since 2006. The SEOW has contributed significantly to the SPF SIG project and collaborates with the SPF SIG Advisory Council and staff on data-related activities, including the identification of SPF SIG priorities, the development of the 18-25 year old survey (Young Adult Alcohol Survey), the development of the Local Epidemiologic Profile Template, and the evaluation of community data sources.

SPF SIG: Acronym for the Strategic Prevention Framework State Incentive Grant.

Stakeholder: An individual, organization, constituent group, or other entity that will be affected by prevention activities or has an interest in the activities or outcomes of a substance abuse intervention.

Strategic Planning: A deliberate set of steps that consider needs and resources; define target audiences and a set of goals and objectives; plan and design coordinated strategies with evidence of success; logically connect these strategies to needs, assets, and desired outcomes; and measure and evaluate the process and outcomes.

Strategy: The overarching approach of a coalition to achieve intended results, including programs, practices, or policies.

Sub-recipient Communities: The entities that receive funds from the State of Minnesota to carry out SPF SIG activities or prevention interventions. The term *sub-recipients* is often used interchangeably with the term *grantee*.

Substance Abuse: Abuse of or dependency on alcohol, tobacco and other drugs. The DSM-IV definition is: The maladaptive pattern of substance use leading to clinically significant impairment or distress, as manifested by one or more of the following occurring within a 12-month period: recurrent substance use resulting in a failure to fulfill major role obligations; recurrent substance use in situations in which it is physically hazardous; recurrent substance-related legal problems; and continued substance use despite having persistent or recurrent social or interpersonal problems caused by or exacerbated by the effects of the substance.

Sustainability: (1) The process through which a prevention system becomes a norm and is integrated into ongoing operations. Sustainability is vital to ensuring that prevention values and processes are firmly established, that partnerships are strengthened, and that financial and other resources are secured over the long term. (2) The process of ensuring an adaptive and effective substance abuse prevention system that achieves long-term results that benefit a focus population.

Target: The specific, measurable goal, often expressed as a numeric value, assigned to an outcome or output.

Target Population: The target population is the specific population of people whom a particular program or practice is designed to serve or reach. A program, practice, or policy may have direct and indirect target populations. Target populations also include high-risk sub-populations and populations requiring culturally specific efforts.

Youth: For the purposes of the SPF SIG, youth refers to either 6th -12th graders (when discussing youth past 30-day alcohol use) or 9th-12th graders (when discussing youth binge drinking).

Young Adults: For the purposes of the SPF SIG, the term *young adults* refers to persons are who between the ages of 18 and 25.