

## Strategic Plan Map Tutorial Adult Allies Guidance

As an adult ally, you have an extraordinary opportunity to learn about the youth in your community by becoming their partners in prevention. Adult allies step out of traditional leadership roles to listen to young people's ideas and concerns. Adult allies work together with youth, offering guidance and support to assist in their decision-making process. The youth actively participate in planning, delivery and evaluation of programs, and with your guidance make a lasting impact in their schools and communities.

Ohio Adult Allies can access the OHYES, School Climate Survey, Ohio Youth Risk Behavior survey, or other data sources specific to their region/location so youth can look at their local conditions. The youth can break into groups and discuss which local condition, issue or problem they feel should be addressed for their community. This discussion can be supported through the exploration and dissection of the local and regional data.

The Strategic Plan Map (SPM) is an excellent tool that allows *adult allies* to document the data-driven decisions young people make, as well as visualize, monitor and process outcomes towards an end goal. The SPM is often used and shared with other coalitions, adults and funders. The SPM combines two necessary components for real change to happen: a community logic model and an action plan (labeled on top of the columns). Breaking down the SPM into smaller sections allows for a deeper understanding. The Problem Statement/Longer term outcomes (green) should directly reflect one another. As should the Intervening Variables (Root Causes)/Shorter Term Outcomes (purple). It is the role of the adult ally to assure that all parts of this process are used to empower youth to be change agents in their communities.

### Definitions, Common Stumbling Blocks, and Tips for each Section

#### **Definitions: Problem Statement and Long-Term Outcomes**

Two columns are highlighted in green on the SPM Tutorial as they have a direct correlation to each other. The "Problem Statement" is the community-level problem or local condition that youth have chosen to address. The right side is labeled "Long-Term Outcomes" and these data should reflect the change you hope to see in the community-level problem.

#### **Common stumbling blocks:**

Groups choose more than one problem or long-term outcome, often on different topics such as drug use and student-teacher relationships.

There is not a 1-to-1 correlation between the problem and the long-term outcomes measured or reported. *Ex. Problem: poor student-teacher relationships; Outcome reported: increase in the number of students in after-school activities.*

**Tip:** Use existing data here, do not collect new data. Examples of data sources include OHYES, School Climate Survey, Ohio Youth Risk Behavior survey- are all available by your region and/or school district. Review both Qualitative data (words) and Quantitative data (numbers) if available.

**Definitions: Intervening Variables and Short-Term Outcomes**

These sections are highlighted in purple on the SPM Tutorial because they also have a direct correlation. Root Causes, also called Intervening variables, are WHY the problem or local condition exists. They are smaller more manageable issues. *Ex. Why are 45% of students feel anxious on a daily basis? Causes may include family problems, the pressures of testing, the impact of social media/connectivity.*

The Short-Term Outcomes are the measure of change in the root causes/intervening variables chosen for this plan.

**Common Stumbling Blocks:**

Adult allies not allowing youth to explore why the problem exists in their school or community or not allowing youth to gather additional data (either quantitative or qualitative) if needed.

**Tip:** Use the 5 Why's approach to get to manageable root causes.

**Definition: Strategies**

The *Strategy* section highlighted in blue reflects evidence-based strategies, or general approaches to addressing an issue or problem, such as CSAP strategies. The selected strategy should align and address the intervening variable(s) identified on the SPM.

**Common Stumbling Blocks:**

Selecting strategies based on the local problem and not the intervening variables/root causes that drive the behavior.

**Tip:** Don't let students 'jump' from root causes to activities; make sure they identify strategies before moving to activities. They often get caught up in their excitement to 'do something'.

**Definition: Theory of Action**

The remaining grey sections on the SPM Tutorial are the action planning sections, often referred to as 'so what are we going to do about it'. This is where you detail exactly how you are going to implement the evidence-based strategy/strategies the youth-led group selected. *The Theory of Action section (or Action Plan) includes 3 columns. Demonstrating Capacity-* what we need in time, money, talent and access to get the job done; *Timeline and activities* - details what members will do and when. Examples include create a targeted social media campaign. *Outputs-* what do we expect the result of the activity to be and how will we know.

**Common Stumbling Blocks:**

Assessing capacity in terms of budget only; capacity also includes the amount of time, number of volunteers, and even legal or school policy capacity to use certain strategies.

The lack of 1-to-1 relationship across columns. For example, a strategy has no supporting activities or an activity has no intended outcome.

**Tip:** In this section more detail is always better than less.