FY2018 CTAS Purpose Area 9: Tribal Youth Program

*Strategic Planning Tool*

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| **Tribe or Village Name:** | Click or tap here to enter text. |
| **Grant Award Number:** | Click or tap here to enter text. |
| **Grantee Point of Contact:** | Click or tap here to enter text. |
| **Grantee Secondary**  **Point of Contact:** | Click or tap here to enter text. |
| **Phone Number:** | Click or tap here to enter text. |
| **Email Address:** | Click or tap here to enter text. |
| **OJJDP Program Specialist:** | Click or tap here to enter text. |
| **Technical Assistance Specialist:** | Click or tap here to enter text. |

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| **This Plan Addressed the Following Core Components:** |
| Community Advisory Circle |
| Vision and Mission |
| Data Collection and Evaluation Plan |
| Specific Measurable Achievable Relevant Time-bound (S.M.A.R.T.) Goals and Objectives |
| Youth and Community Engagement |
| Communication Plan |
| Program Logic Model |
| Sustainability Plan |
| Action Planning Template |

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| **Community Advisory Circle**  List members of your Community Advisory Circle.  As a core component, the Community Advisory Circle is considered a best practice for strategic planning, implementation, and sustainability. The purpose of a Community Advisory Circle is to contribute to the development of the overarching framework and program design from planning to sustainability. Community Advisory Circles are comprised of 6-12 members representing all facets of the community from elders, youth, and informal leaders in the community to treatment and direct service providers, justice system partners, tribal agency partners, and tribal leadership. |

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| **Partner Name** | | **Role on Team** | **Preferred Method of Communication** |
|  | Type partner name here | Type partner name here | Click or tap here to enter text. |
|  | Type partner name here | Type agency/department representing. | Click or tap here to enter text. |
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| **Meeting Frequency** |
| Please provide a brief overview of the frequency of Community Advisory Circle meetings.  *Example: Bi-Weekly, Monthly, Quarterly*  *Example Language: The Community Advisory Circle shall meet bi-weekly/monthly during the planning year of the grant, and then shall meet quarterly and as needed for program support.* |
| Type Community Advisory Circle meeting frequency. |

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| **Community Advisory Circle Responsibilities** |
| Provide a brief overview of the responsibilities of your advisory circle, program planning, support, implementation, and guidance are all roles that an advisory committee may support as part of the project activities.  *Example Language: The Community Advisory Circle meets monthly and assists in the development of the Strategic Plan. The Community Advisory Circle outreaches to community members and provides frequent updates on the program implementation progress.* |
| Type Community Advisory Circle responsibilities here. |

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| **Vision and Mission Statements**  Developing effective vision (*your inspired dream*) and mission (*why you exist*) statements are important first steps in your strategic planning process. These written declarations provide the program’s foundation while communicating the purpose and direction of work that will be launched during the next five years. |

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| **VISION STATEMENT**  Your dream/the desired end state. Statement is generally inspirational, memorable and concise. |
| Click or tap here to enter text. |

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| **MISSION STATEMENT**  A statement of why your strategic initiative/program exists explained in 1-2 sentences that are generally brief & clear. |
| Click or tap here to enter text. |

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| **Data Collection**  Local Level Data Identification and Planning |

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| **Local Level Data-** Work with the team to identify local level data. Data collection will support program goals, activities, quality improvement, and future sustainability planning. Developing a program flow chart may assist you with identifying key points for which data can be collected. | | | | |
| **Key Questions*:*** What methods will you use to collect the data? Where is the data? How often will the data be collected? Who will assist program coordinator in collecting the data? How will you organize, manage, and store the data? | | | | |
| **Data to Collect:** | **Where is data and**  **how will it be collected?** | **Who is Responsible for collecting data?** | **Target Date(s) for Data Collection and review** | **How will data be stored?** |
| Example: Number of tribal youth school expulsions. | School attendance and record keeping system. Data will be generated through electronic reports. | Local County School | Monthly Review of student expulsion reports by program partners | Data received by program partners will be stored on shared electronic records sheet. |

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| **Year 1: Planning Data to Collect** | | | | |
| **Data to collect** | **Where is data and how will it be collected?** | **Person(s) responsible for collecting data** | **Target date(s) for data collection** | **How will data be stored?** |
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| **Year 2: Program Implementation Data to Collect** | | | | |
| **Data to collect** | **Where is data and how will it be collected?** | **Person(s) responsible for collecting data** | **Target date(s) for data collection** | **How will data be stored?** |
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| **Evaluation Plan**  An evaluation plan will assist the team in on-going improvement, assessment of program impact, and enhancement of overall processes and service provision. |

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| **Establish Goal(s) for evaluation:**  *Example: Team strives to implement on-going internal team-led strengths-based evaluation to consistently evaluate project progress through an agreed upon data collection method, in order to determine needed improvements. Type your evaluation goal here.* | |
| **Evaluation Goal(s)** | |
| **Goal 1** | Click or tap here to enter text. |
| **Goal 2** | Click or tap here to enter text. |
| **Goal 3** | Click or tap here to enter text. |

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| **Evaluation Working Group** | | |
| **Establish Working Group  Team Lead** | **Individual Name** | **Role/Responsibilities** |
| **Evaluation Team Member(s)** | **Name(s)** | **Role(s)** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
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| **Stakeholders: How will the team engage stakeholders in the evaluation process?** | | |
| **Stakeholders to Engage** | **Stakeholder interests/Perspectives** | **Stakeholder Engagement (When/How)** |
| Example (Truancy Program): Engage local school partners | Knowledge and awareness of population, program strengths, needs, and impacts | Ongoing, but at least yearly, for program quality improvement. Survey will be generated and coordinator will host in-person meeting to review results. |
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| **Evaluation Activities** | **Timing** | **Comments** |
| Review data collected from data collection plan. | Example: Every 6 months through life of project | Click or tap here to enter text. |
| Review logic model to track projected short term and long-term outcomes | Click or tap here to enter text. |  |
| Engage stakeholders/partners/team in planning evaluation activities | Click or tap here to enter text. |  |
| Team development of evaluation method and processes (Will team engage in internal evaluation or engage external evaluation supports?) What types of evaluation will team engage? (process evaluation, outcome evaluation, or both?) | Click or tap here to enter text. |  |
| Develop evaluation outcome dissemination plan How will you share the evaluation results? How will results improve program design/implementation? | Click or tap here to enter text. |  |
| Engage supportive TTA assistance when needed for analysis and interpretation. | Click or tap here to enter text. |  |

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| **Setting S.M.A.R.T. Goals**  Research shows that specific and challenging goals lead to better performance[[1]](#footnote-1). In this section, you will be creating SMART goals to help you obtain your desired results. Utilizing the SMART goals process will aid in establishing clear goals and objectives that will benefit the Tribal Youth Program and ultimately the entire tribal community. |

A SMART goal is defined as one that is specific, measurable, achievable, realistic and time-bound. Below is a definition of each of the SMART goal criteria.

**S.M.A.R.T. Goal Guidance**

**Example**

**GOAL:** Increase partnerships within the Tribal Youth Program.

**SMART GOAL:** Increase Tribal and Local county partnerships from 4 to 7 (75% Increase) to support youth referral and services within the Tribal Youth Program.

The following steps will assist you in creating SMART goals. Conduct this activity with your planning team. If your team is already using the SMART or a similar process, ***you are on a good path***. Should you have any questions or require assistance, please contact your TTA Specialist.

**For each goal in your grant:**

1. Transcribe your goal as it is currently written
2. Assess whether your current goals are crafted in a way that is specific, measurable, achievable, realistic and time bound. If they are, please fill them in below.
3. If your current goals would benefit from some additional editing, please use the list below to answer the questions for each letter of the S.M.A.R.T. acronym
4. Use a separate sheet of paper for brainstorming
5. Conclude by revising your goal, in the space allotted.

Review your work. Does your revised goal meet the SMART criteria and align with the Vison and Mission?

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| **Current goal:** Enter your current goal here. |
| **Specific –** What will the goal accomplish? How, why and by who will it be accomplished? |
| **Measurable –** How will you quantify and measure whether or not the goal has been reached or progress is made? |
| **Achievable –** Do you have the necessary knowledge, skills, abilities, and resources to accomplish this goal? Are your goals attainable? |
| **Realistic –** Considers constraints such as resources, personnel, cost, and time. Is your goal realistic within these contexts? |
| **Time-Bound –** When will you attain this goal? What is the deadline? |
| **Revised goal:** Enter your new SMART goal here |

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| **Current goal:** Enter your current goal here. |
| **Specific –** What will the goal accomplish? How, why and by who will it be accomplished? |
| **Measurable –** How will you quantify and measure whether or not the goal has been reached or progress is made? |
| **Achievable –** Do you have the necessary knowledge, skills, abilities, and resources to accomplish this goal? Are your goals attainable? |
| **Realistic –** Considers constraints such as resources, personnel, cost, and time. Is your goal realistic within these contexts? |
| **Time-Bound –** When will you attain this goal? What is the deadline? |
| **Revised goal:** Enter your new SMART goal here |
| **Current goal:** Enter your current goal here. |
| **Specific –** What will the goal accomplish? How, why and by who will it be accomplished? |
| **Measurable –** How will you quantify and measure whether or not the goal has been reached or progress is made? |
| **Achievable –** Do you have the necessary knowledge, skills, abilities, and resources to accomplish this goal? Are your goals attainable? |
| **Realistic –** Considers constraints such as resources, personnel, cost, and time. Is your goal realistic within these contexts? |
| **Time-Bound –** When will you attain this goal? What is the deadline? |
| **Revised goal:** Enter your new SMART goal here |

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| **Current goal:** Enter your current goal here. |
| **Specific –** What will the goal accomplish? How, why and by who will it be accomplished? |
| **Measurable –** How will you quantify and measure whether or not the goal has been reached or progress is made? |
| **Achievable –** Do you have the necessary knowledge, skills, abilities, and resources to accomplish this goal? Are your goals attainable? |
| **Realistic –** Considers constraints such as resources, personnel, cost, and time. Is your goal realistic within these contexts? |
| **Time-Bound –** When will you attain this goal? What is the deadline? |
| **Revised goal:** Enter your new SMART goal here |

**NOTES:** Click here to enter text.

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| **Developing Supportive Objectives**  Objectives are focused, measurable, concrete and support the broader or long range goals that your team has set forth. It is important to set out clear objectives to support your goals  and desired outcomes.   An example goal with supporting objectives is included below to help you get started. |

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| **Project Goal 1:**Increase Tribal and Local county partnerships by 75% to support youth referral and services within the Tribal Youth Program. | |
| **Objectives to support reaching project goal.** | |
| **Objective 1a** | Within 30-45 days the team will work with the advisory circle to identify a list of potential Tribal and local county partners. |
| **Objective 1b** | Within 120 days the program coordinator will set meetings with at least 5 local county/Tribal partners and discuss potential MOU development. |
| **Objective 1c** | Within 12 months partnership agreements with at least 3 partners will be outlined to support youth referral to services and will be moving toward finalization. |

\*Add rows as needed. While your cursor is in the last row, right click and then click “insert rows below.”

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| **Project Goal 2:** | |
| **Objectives to support reaching project goal.** | |
| **Objective 2a** |  |
| **Objective 2b** |  |
| **Objective 2c** |  |

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| **Project Goal 3:** | |
| **Objectives to support reaching project goal.** | |
| **Objective 3a** |  |
| **Objective 3b** |  |
| **Objective 3c** |  |

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| **Project Goal 4:** | |
| **Objectives to support reaching project goal.** | |
| **Objective 4a** |  |
| **Objective 4b** |  |
| **Objective 4c** |  |

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| **Engaging Youth and Community Voice**  Engaging the voice of the community is key to informed and focused planning and successful program implementation and sustainability. Identify key opportunities to share and engage your program vision and mission with the community. Include youth and community members in your future planning. For assistance with community-based tools and resources to engage communities see the “Planning Tools and Resources” supplement page and discuss with your training and technical assistance specialist |

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| **Activities/Tasks** | **Person Responsible** | **Anticipated Completion Date** | **Progress and Comments** |
| Host open community meeting and invite youth. | Program Coordinator  TYP/JHWC Community Advisory Circle | May 2019 | Not Started. Requested Resources from TTA Specialist |
| Set up booth at Community Youth Event | Program Coordinator  TYP/JHWC Community Advisory Circle | June 2019 | Requested booth from event organizer |
| Volunteer at Community Youth Events | Program Coordinator  TYP/JHWC Community Advisory Circle | On Going | Review community event calendars and outreach to key contacts |
| Meet with School Administrators | Program Coordinator  TYP/JHWC Community Advisory Circle | October 2019 | Schedule meeting with school superintendent to share program information |
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\*Add rows as needed. While your cursor is in the last row, right click and then click “insert rows below.”

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| **Summary Findings: Community Engagement Activities**  Summarize outcomes from any community engagement processes that program staff or the advisory circle were a part of. |

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| **Activity :**Click or tap here to enter text. |
| **Outcomes/Benefits :**Click or tap here to enter text. |
| **Additional Comments/Resources Needed/Next Steps:** Click or tap here to enter text. |

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| **Communication Plan**  A communication plan will contribute to effective communication with fellow team members, partners, youth and families. Tribal and community leadership and other stakeholders should be included in communication plans and activities. A plan will assist in reducing communication barriers and strengthen your strategies to engage in consistent and on-going collaborative communication. |

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| **Communication Plan: Team Strengths/Needs** | | |
| **Core Service Providers** | **Team Member Name** | **Preferred Mode of Communication** |
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| Click or tap here to enter text. | Click or tap here to enter text. |
| **Brainstorm Program Partners and their preferred methods of communication** | **Partner Program/Organization** | **Preferred Mode of Communication** |
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| **Administrative activities to support communication** | | | |
| Develop record keeping process and communicate with all team regarding notes, records, minutes from meetings and communications | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Develop necessary MOU/MOA to engage program partners | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Develop necessary consents/waivers/ confidentiality agreements to address protected communications | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Assess communication processes ongoing to support quality improvement. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Identify modes of communication and venues to outreach broader community (radio, television, tribal newsletter, social media) | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

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| **Program Logic Model**  A logic model can help you define and refine your program’s goals, objectives, and activities while serving as a concise communication document in sharing your program’s information with families, Tribal leadership, other Tribal programs, and community members.  It helps you assess whether or not:   * The resources you have are sufficient to carry out the activities you want to implement. * The activities you plan to implement will achieve your goals. * Your goals will have the impact you expect them to have. |

**Components of a Logic Model**

* Priority statement: A priority statement states the intent or rationale for your initiative; The problem you will solve.
* Inputs: Inputs are all the resources you have available to the program. They include people, financial, and technological capital. They are often tangible goods.
* Activities: Activities are the ways in which the program is using the inputs you identified. They include processes, tools, events, and actions.
* Outputs: Outputs are the direct result of or product of an activity, such as a trained individual or the number of people educated and influenced by a campaign.
* Outcomes: These are the specific changes in behavior, knowledge, skills, status, and level of functioning that result from the program. They are sometimes divided into short- and medium-term outcomes.
* Impact: The outcome is the overarching goal(s) or purpose of the program and should lead to a change at the community or society level. Impact is a measure of that change.

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| **Program Logic Model**  Example text is included to help you get started. | | | | |
| **Priority Statement:** Children exposed to violence have an increased risk of negative outcomes. Effective screening and treatment for trauma can increase healing and prevent high risk behaviors in youth. | | | | |
| **Overarching Goal** | | | | |
| **Goal 1:** *Example: Develop a trauma-informed, culture-centered component for use in a summer program for Tribal youth.* | | | | |
| **Program Inputs** | **Program Activities** | **Program Outputs** | **Short Term Outcomes (1-3 years)** | **Long Term Impact (5+ years)** |
| Dedicated staff time.  Grant funding.  Training and technical assistance in trauma-informed practices.  Behavioral Health Trauma Screening tool.  Partnerships with cultural resources and behavioral health providers. | Trauma training for staff.  Trauma Screening with youth & parents.  Youth & families impacted by trauma will be identified and receive referrals to healing services.  Culture-centered practices will be available to youth and families. | Program staff, treatment providers, youth, parents, and community trained in trauma informed care practices.  Program staff will know how to respond as a team to support healing processes for individuals.  Partnerships established with ongoing case management & follow-up.  Youth and families will receive healing services and culture- centered practices for healing. | Youth & parents will understand impact of trauma.  Youth and parents will experience a decrease in trauma related symptoms.  Youth and families will be able to identify ongoing sources of support for trauma related symptoms. | Decrease in high risk behaviors in youth that have participated in healing services. |
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\*Add rows as needed. While your cursor is in the last row, right click and then click “insert rows below.”

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| **Sustainability Plan**  Maintaining the program’s vision for the future will provide a base for a strong sustainability plan. Review and assess other portions of the strategic plan as you work through  sustainability planning processes.  To begin sustainability planning, work with your Community Advisory Circle to establish a shared vision for sustainability. |

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| **Team Sustainability Vision** |
| Type your shared vision for sustainability here |

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| **Sustainability Activities** | | |
| **Activities/Tasks** | **Person Responsible** | **By When** |
| Develop team processes to discuss program outcomes and data collected to make data-driving decisions. | Coordinator | Year/Quarter |
| Review sustainability resources and tools to support project sustainability planning. Visit the tribalyouthprogram.org to engage in current and archived learning events to support project sustainability planning. Tools and resources for sustainability planning are also available on the “Planning Tools and Resources” supplement page. | Click or tap here to enter text. | Click or tap here to enter text. |
| Engage with TTA specialist to identify key partnerships that support project sustainability. Share results with team advisory circle. | Click or tap here to enter text. | Click or tap here to enter text. |
| Develop asset map to identify current project partnerships, resources, and program supports. Share results with advisory circle. | Click or tap here to enter text. | Click or tap here to enter text. |
| Develop team process to support identification of available funding sources. Engage with leadership to discuss application for available funding sources. | Click or tap here to enter text. | Click or tap here to enter text. |
| Develop funding availability review working group | Click or tap here to enter text. | Click or tap here to enter text. |

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| **Action Planning Template**  Maintaining the program’s vision for the future will provide a base for a strong sustainability plan. Review and assess other portions of the strategic plan as you work through  sustainability planning processes.  An example goal, objectives and tasks are listed below to help you get started. |

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| **Goal 1:** *Example: Develop a comprehensive, trauma-informed, culture-centered summer program for Tribal youth. Click or tap here to enter text.* | | | | | |
| **Objective supported by task:** | **Tasks/Activities:** | **Community resources available to support activity:** | **Target date for completion:** | **Person-Workgroup responsible:** | **Status** |
| *Objective 1(a): Identify and engage stakeholders to develop advisory and planning committee.* | *Host informal gathering to gain interest in advisory committee for trauma-informed, culture-centered summer program.*    *Engage in discussion on local data and trends within the community.* | *N/A* | *Year 1 Quarter 2* | *Coordinator* | *Completed.* |
| *Objective 1(b): Hire competent and trained staff to support program coordination.* | *Develop job posting.*  *Contact human resources for outreach support.*  *Explore venues to recruit qualified staff.* | *Link to Tribal Newspaper and Tribal Website*  *Engage with employment services to see if any participants may qualify for position.* | *Year 1 Quarter 3* | *Coordinator* | *In Progress.* |
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1. Locke, E. A. (1968). Toward a theory of task motivation and incentives. *Organizational Behavior and Human Performance,3*(2), 157-189. doi:10.1016/0030-5073(68)90004-4 [↑](#footnote-ref-1)