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# Planning for Success: Creating a Strategic Plan for your Grant and Beyond



Campus Cohort 7 Grantee Training Series  
December 6, 2013, 2:00-3:15pm ET

For audio please dial: [1-866-670-7160](tel:1-866-670-7160).

Please **mute** the volume on your computer.

# Who you'll hear from today

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Program Manager



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Campus  
Prevention Specialist

# Technical Orientation

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- ✓ Technical problems joining the webinar? Please call 617-618-2984 or Adobe Connect 1-800-422-3623.
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**Why talk about  
strategic planning  
& sustainability  
now?**

- ✓ Clarify your goals
- ✓ Get new staff on the same page
- ✓ Plan your evaluation
- ✓ Sustainability mindset

# Grantee Advice

*“Start slowly and take time to think out/plan out your initiatives...”*



*“...leave room to change what you do, as you’ll likely have to do so.”*

# Strategic Planning Process





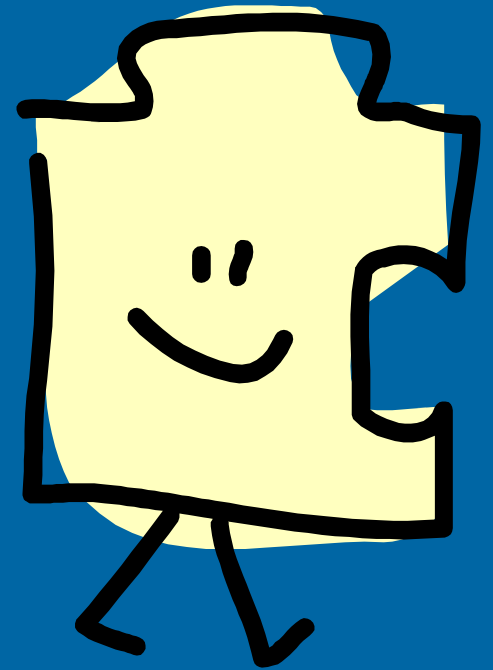
# Step 1: Describe the Problem



# Describe the Problem

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- ✓ Why start with the problem?



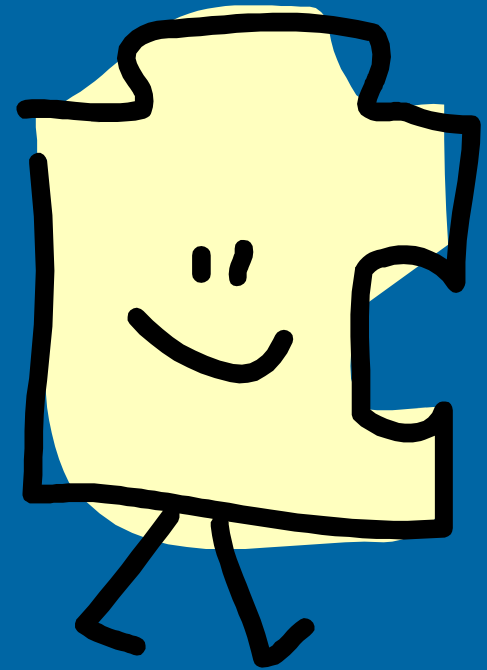


# Describe the Problem

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## ✓ Why start with the problem?

- Understand what suicide looks like on your campus
- Identify populations at high risk
- Identify what is already in place
- Ensure interventions match needs



# Poll

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What are some sources of information that you used to describe your problem when writing your grant?

- ✓ National surveys
- ✓ State-level data
- ✓ Campus-specific surveys
- ✓ Focus groups
- ✓ Other



# Describe the Problem

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- ✓ Collect missing data
  - Quantitative: Surveys
  - Qualitative: Focus groups, interviews, brainstorming sessions
  - Personal experiences, stakeholder insights

# Step 2: Choose Long-term Objectives



# Alumni Grantee Advice

*“Be realistic in your goals and objectives, but also dare to think big.”*



**Vision**

# Identify Priorities & Goals

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- ✓ Key questions:
  - What will change?
  - For whom?
  - By how much?
  - When will change occur?
  - How will it be measured?



# Identify Priorities & Goals

- ✓ Prioritize identified problems
  - Most significant impact?
  - What can realistically be achieved?
  - What has been done in the past?





# Steps 3: Identify Key Risk & Protective Factors



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## Understanding Risk and Protective Factors for Suicide: A Primer for Preventing Suicide

Risk and protective factors play a critical role in suicide prevention. For clinicians, identifying risk and protective factors provides critical information to assess and manage suicide risk in individuals. For communities and prevention programs, identifying risk and protective factors provides direction about what to change or promote. Many lists of risk factors are available throughout the field of suicide prevention. This paper provides a brief overview of the importance of risk and protective factors as they relate to suicide and offers guidance about how communities can best use them to decrease suicide risk.

### Contents:

*What are risk and protective factors?*

*Risk factors are not warning signs.*

*What are major risk and protective factors for suicide?*

*Why are risk and protective factors important?*

*Using risk and protective factors in the strategic planning process*

*Key points about risk and protective factors for suicide prevention*

*Additional resources*

*Further reading*

*References*

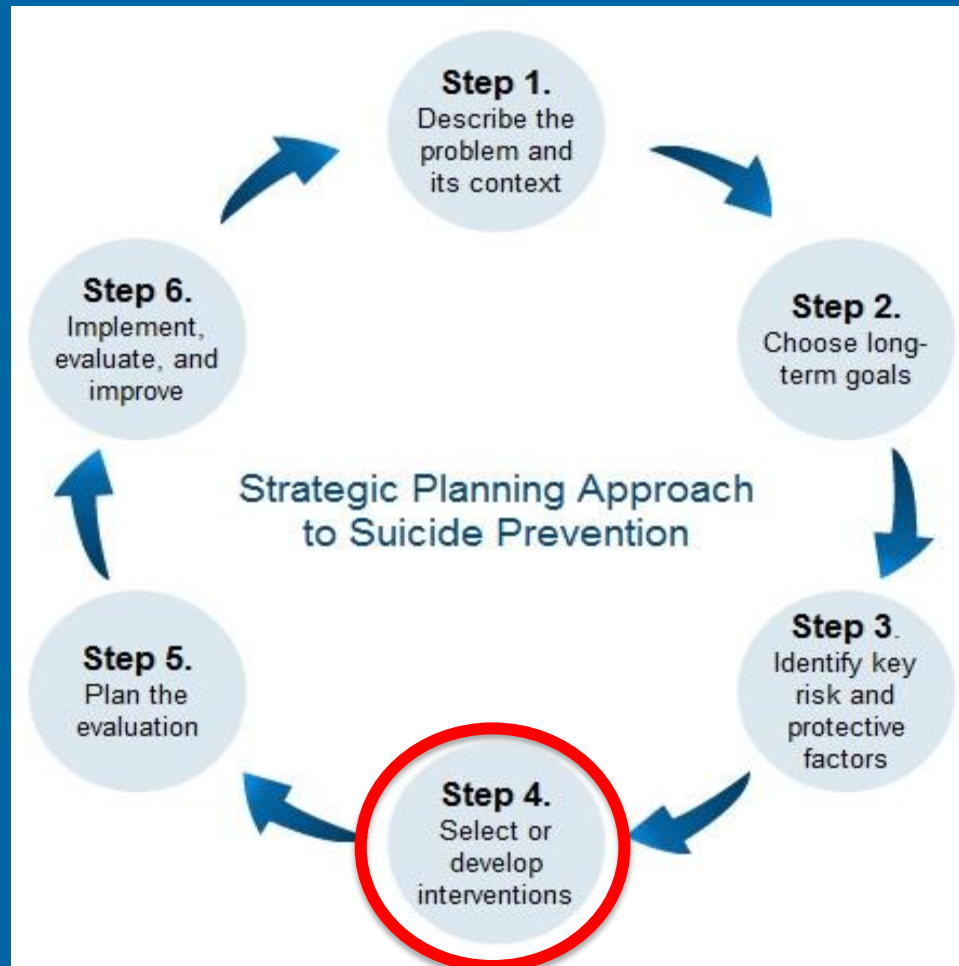
<http://www.sprc.org/sites/sprc.org/files/library/RandPPrimer.pdf>

# Steps 3: Identify Key Risk & Protective Factors

<b>Examples of Risk Factors</b> (Individual Level) Indicate that someone is at higher risk for suicide	<ul style="list-style-type: none"><li>• Prior suicide attempt</li><li>• Mood disorders</li><li>• Substance abuse</li><li>• Access to lethal means</li></ul>
<b>Examples of Protective Factors</b> (Individual Level) Indicate that someone is at lower risk for suicide	<ul style="list-style-type: none"><li>• Connectedness</li><li>• Availability of physical and mental health care</li><li>• Coping ability</li></ul>
<b>Examples of Warning Signs</b> (Individual Level) Indicate that someone is seriously considering suicide	<ul style="list-style-type: none"><li>• Threatening to hurt or kill oneself</li><li>• Seeking a means to kill oneself</li><li>• Hopelessness</li><li>• Increasing alcohol or drug use</li><li>• Dramatic mood changes</li></ul>

<http://www.sprc.org/sites/sprc.org/files/library/RandPPrimer.pdf>

# Steps 4: Select or Develop Interventions



# Consult the Science

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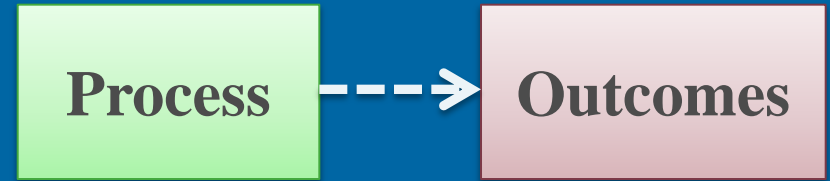
- ✓ What strategies have been successful before?
- ✓ Would an established intervention need to be adapted?
- ✓ What if research is lacking?



# Thinking through your 'logic'

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- ✓ Map activities through long-term goals
- ✓ Use 'if...then' connections
- ✓ Think through missing links
- ✓ Make sure assumptions are realistic



# SMART Objectives

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- ✓ Specific
- ✓ Measurable
- ✓ Achievable
- ✓ Realistic
- ✓ Time-specific





# Your turn: SMART Objectives

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- ✓ Create a brochure to increase awareness of mental health services available to students on campus.

Specific?

Measurable?

Achievable?

Realistic?

Time-specific?

# Your turn: SMART Objective

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- ✓ Develop educational seminars around time management and conflict resolution for first-year students.

Specific?

Measurable?

Achievable?

Realistic?

Time-specific?

# What is missing?

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If we create a brochure to increase awareness of mental health services for students, they will be more likely to seek help



# What is missing?

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If we develop educational seminars around time management and conflict resolution for first-year students, they will be able to cope better.



# What is missing?

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If we train faculty as gatekeepers, at-risk students will get the help they need



# Creating Lasting Change



# Lessons Learned from Alumni Grantees

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- ✓ Adopt a Sustainability Mindset
- ✓ Build Momentum
- ✓ Foster Leadership
- ✓ Cultivate Partnerships
- ✓ Secure Resources





# Sustainability Mindset

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- ✓ Vision for what will be in place after funding
- ✓ Sustainability in mind: design to implementation
- ✓ Decisions and course adjustments throughout

“I didn’t just throw something together related to sustainability in the end. It was an effort right from the beginning that, [for] everything we were starting, my intention was to continue it way past the three years.”

—*GLS campus alumni*

# Catalyze Momentum

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“I think a key part was constant communication with the administration, board of directors, and faculty as to what we were doing and what the impact was.”

—*GLS campus alumni*

- ✓ Develop or maintain momentum
- ✓ Engage diverse stakeholders and influencers
- ✓ Build community involvement

# Foster Strong Leadership

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- ✓ Select or cultivate a strong leader
- ✓ Prioritize funding for consistent leader after the grant
- ✓ Leaders should have/build key skills

“The person that you hire at the head of your programming has to be a person with passion, persistence, and come with a wealth of prevention skills. If not, then it would be very hard to get this much done in three years.”

—*GLS tribal alumni*

# Cultivate Partnerships

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“[Partnerships] offer the opportunity to continue doing this work, because everyone has an investment in the outcome.... It becomes something that they take ownership of.”

—*GLS campus alumni*

- ✓ Identify various partners
- ✓ Establish strong relationships
- ✓ Develop/strengthen the planning or leadership group

# Secure Additional Resources

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- ✓ Look to partners for resources
- ✓ Start making the case for continued resources
- ✓ Plan for how to identify new funding

“I never had that thought in my head that it would stop once the money stopped. What was in my head was that I had to set up the support systems internally in order to continue [suicide prevention efforts].”

—*GLS campus alumni*

# Discussion & Questions

# Thank you!

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This webinar will be posted on SPRC's  
website at:

[www.sprc.org/grantees/grantees-technical-  
assistance-meetings-and-webinars](http://www.sprc.org/grantees/grantees-technical-assistance-meetings-and-webinars)



# Resources

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SPRC (2013): *Leaving a Legacy: Recommendations for sustaining suicide prevention programs*:  
[http://www.sprc.org/library\\_resources/items/leaving-legacy-recommendations-sustaini](http://www.sprc.org/library_resources/items/leaving-legacy-recommendations-sustaini)

EDC, Inc & The Jed Foundation. (2012). *A guide to campus mental health action planning*:  
[http://www.sprc.org/library\\_resources/items/campus-mhap-guide-campus-mental-health-action-planning](http://www.sprc.org/library_resources/items/campus-mhap-guide-campus-mental-health-action-planning)

SPRC Online Course “Locating and Understanding Data for Suicide Prevention”: <http://training.sprc.org/>

CDC “Evaluation brief: Logic model basics”: <http://www.cdc.gov/HealthyYouth/evaluation/pdf/brief2.pdf>

CDC “Evaluation brief: Writing SMART Objectives”:  
<http://www.cdc.gov/healthyyouth/evaluation/pdf/brief3b.pdf>

SAMHSA “Questions to Ask as You Explore the Possible Use of an Intervention”:  
[http://www.nrepp.samhsa.gov/pdfs/Questions\\_To\\_Ask\\_Developers.pdf](http://www.nrepp.samhsa.gov/pdfs/Questions_To_Ask_Developers.pdf)

SAMHSA “A Road Map to Implementing Evidence-based Programs”:  
[http://www.nrepp.samhsa.gov/Courses/Implementations/NREPP\\_0101\\_0010.html](http://www.nrepp.samhsa.gov/Courses/Implementations/NREPP_0101_0010.html)

University of Kansas Community Toolbox: <http://ctb.ku.edu/en/table-of-contents>

RAND Corporation *Getting to Outcomes: Promoting Accountability Through Methods and Tools for Planning, Implementation, and Evaluation*: [http://www.rand.org/pubs/technical\\_reports/TR101.html](http://www.rand.org/pubs/technical_reports/TR101.html)

# Contact Us!

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Contact your SPRC Prevention Specialist with any questions

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