Problem Gambling Prevention Implementation Plan

Logic Model Strategic Plan

A logic model is like a "road map" that lets everyone know where you are going, how you are getting there, how you will measure progress along the way, and how you will know when you have arrived.

Benefits of a Logic Model

- Helps you explain what you do and why you do it., By clearly laying out the tasks of program development, implementation, and evaluations, a logic model can help you discover any gaps in your reasoning or places your assumptions might be off track.
- Describes your expected outcomes, as well as the program elements that will lead to these outcomes.
- Helps a program monitor progress and restrain over-promising on deliverables or expected outcomes.
- Assists in reporting by narrowing the focus of intended results.
- A communication tool for identified stakeholders/partners.
- Identifies the desired change and how to focus the evaluation.

Components of Logic Model

1. **Problem Gambling Prevention Implementation Plan Year and Program**, please choose from the drop-down menu the correct plan year and County or program that the plan is for.

2. **Vision Statement:** What is your dream for your community, what would you like to achieve or accomplish in relationship to problem gambling.

3. **Problem Statement:** A concise description of the problem or issue related to gambling to be addressed, or condition to be improved upon. Consider the following questions: But why? But why here? Why is your program needed? What are the consequences? How many people are affected (scope)? What are the consequences? Does it impact some groups more than others (disparities)? Is the problem getting worse (trends)? Why do we care?

4. **Goal:** What do you want to see changed in the long-term regarding problem gambling in your community? Remember tie your goal to your problem statement. A well written goal:
    - Describes CHANGE, not activities
    - Can be at every level of social ecology
    - Is straight forward and well defined
    - Is measurable
    - Is attainable
    - Is realistic/relevant
    - Is timely
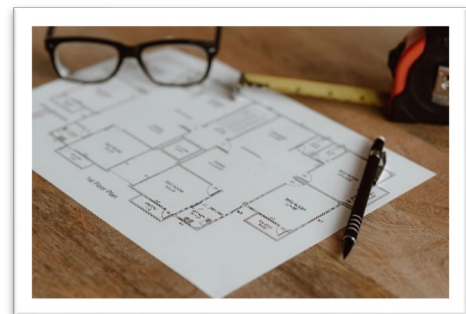
5. **Objective:** What specific changes do you anticipate will result from the program?   Objectives identify the focus population, the direction and amount of change anticipated and the timeframe for completion. Consider the risk and protective factors for this section. This is an opportunity within the plan to identify the population and review to ensure the overall project meets the age span. Please number your objectives to assist in reporting.

6. **Inputs:** What do you need to deliver the program – to meet the goals and objectives? What do you need to invest to deliver the program? Money? Knowledge? Training? Approval? Important question to ask before moving forward with planning process is it realistic with available resources?

7. **Activities:** What kind of activities will you implement to facilitate these changes? What specific tasks will the program undertake during program operation?

8. **Outputs:** Basic data on program participation. How many of what will be implemented? Planning your outputs should tie directly to the inputs required to implement the activities. Please keep in mind that the plan is for the biennium.

9. **Short-Term Outcomes:** Describe the immediate program impact you expect to achieve as a result of the activities being implemented. Often measured as a knowledge change.

10. **Long-Term Outcomes:** Long-term impacts or ultimate effects of the program. Changes in social conditions that contribute to risk and protective factors and the problem of interest or consequences of the problem gambling. Connected more directly to the problem and related behaviors in problem statement. Often measured as a behavior change. Your plan outcome should tie to your Community Readiness Assessment.

11. **CSAP Strategies:** SAMSHA/CSAP promotes six strategies for primary prevention. Indicate what CSAP Strategies will be utilized for the activities you will be implementing.
    Information Dissemination – One-way communication from the source to the audience.
    Education - Two-way communication with interaction between the educator/facilitator and participants.
    Alternatives - Constructive and healthy activities that exclude alcohol, tobacco, other drugs and gambling.
    Environmental - Establish or changes to written and unwritten community standards, codes, policies, and attitudes.
    Community-based process - Strategies aimed to enhance the ability of the community to more effectively provide prevention and treatment services.
    Problem identification and referral - Identification of those who have engaged in risky behaviors to assess if behavior can be reversed through education.

12. **Social Ecology:** A framework for understanding the multiple levels of a social system and interactions between individuals and environment within this system.
Individual Level: Includes strategies that focus on the individual.
Relationship Level/Interpersonal: Includes strategies that involve the individuals social circle, such as family and peers.
Community Level: Includes strategies that focus on the settings were social relationship occur such as schools, workplaces, and neighborhoods.
Societal Level: Includes strategies that focus on changing social and cultural norms such as broad-based policy changes