PREVENTION PLANNING QUICK REFERENCE

Goals and Frameworks

Which goal format and which planning model fit the job in front of you.

Four ways to write a goal

Format	What it stands for	Use it for	Example: QPR training for residence life staff
SMART	Specific, Measurable, Achievable, Relevant, Time-bound	Straightforward program goals; problems fixable in 1 to 2 years	By May 2027, 75% of residence life staff will complete QPR training, tracked through training rosters.
SMARTS	SMART plus an S, often Sustainable (also Stretch, Shared, or Significant)	Long-term work; anything that must outlast one person	Same goal, with QPR built into the annual RA training calendar so it continues without depending on one staff member.
SMARTIE	SMART plus Inclusive and Equitable	Equity-focused work; specific student populations	Same goal, with sessions offered at times that work for graduate assistants and evening staff, and completion compared across roles.
ABCDE	Audience, Behavior, Condition, Degree, Evidence	Learning outcomes for a training, workshop, or activity	After QPR training (C), RAs (A) will identify (B) at least three warning signs and one referral resource (D) on a post-training scenario quiz (E).

Program goal or learning outcome? SMART, SMARTS, and SMARTIE describe what the *program* will achieve. ABCDE describes what the *participant* will learn or be able to do. They nest: a program goal on top, learning outcomes underneath. **Origin note:** Doran's original 1981 SMART used "Assignable" for the A, meaning someone owns the goal.

Three frameworks, two different questions

	A-PIE	SAMHSA Strategic Prevention Framework	JED Comprehensive Approach
Type	Process model (how)	Process model (how)	Content model (what)
Answers	How do I build a program?	How do I build it so it lasts?	What should a campus be working on?
Parts	Assess, Plan, Implement, Evaluate	Assess, Build Capacity, Plan, Implement, Evaluate, with sustainability and cultural competence throughout	Seven domains (below)
Use it when	You're building or revising a single program and need a straightforward planning cycle	The effort is large, grant-funded, involves partners, or must outlast the person who started it	You're looking at the whole campus and asking, "What are we missing?"

How they fit together: SPF is A-PIE with capacity and sustainability made explicit. Use JED to find the gap, then A-PIE or SPF to build something that fills it.

JED's seven domains: a gap-finding checklist

1 Develop life skills

2 Promote social connectedness

3 Identify students at risk

4 Increase help-seeking behavior

5 Provide mental health and substance misuse services

6 Follow crisis management procedures

7 Promote means safety

Which domains have no program behind them? That gap is a planning target.

Assess and Align: Leverage, Data, and Reach

Leverage finder: Must, Money, Mission, Momentum

Leverage	What it does	Where to look
Must	Compels action	Drug-Free Schools and Communities Act (EDGAR Part 86): AOD prevention program, annual notification, biennial review. Clery Act and VAWA amendments: primary prevention and awareness programs. Title IX. Stop Campus Hazing Act (2024). Illinois: Mental Health Early Action on Campus Act (110 ILCS 58) and the Preventing Sexual Violence in Higher Education Act.
Money	Gets it resourced	Grant requirements (needs assessment, objectives, and evaluation you can reuse internally). Retention and the tuition cost of a student who leaves. Enrollment and yield. Risk management and liability.
Mission	Gets it prioritized	Institutional strategic plan, mission and values, division of student affairs goals, accreditation criteria, CAS standards, equity and belonging initiatives, athletics. Search for: wellbeing, belonging, student success, retention, holistic.
Momentum	Gets attention now	Healthy People 2030, the state health improvement plan, local health department and hospital needs assessments, Healthy Minds or NCHA results, peer benchmarks, student government resolutions, leadership speeches, current events.

Requirements change. Confirm current details with your compliance or general counsel office.

Sort what your data shows: three buckets

Bucket	What it means	What to do
Fixable in 1 to 2 years	Within your reach with current resources	Write a SMART goal. A-PIE is usually enough. Report the quick win.
Fixable in 2+ years	Needs capacity, partners, or funding	Use SPF and SMARTS. Break it into annual objectives so there is progress to report each year.
Unfixable	Outside your office's control	Mitigate, partner or refer, report it up, monitor it, and adjust expectations for your other goals. Unfixable never means ignore.

Attendance compared to what?

Reach = participants ÷ target population

Example: 15 participants out of 12,000 enrolled looks like 0.1%. Out of the 40 students the program was built for, it is **38%**.

Prevention level	Who it serves	What reach to expect
Universal	Everyone on campus	Broad reach. Attendance and exposure matter most here.
Selective	Groups at higher risk	Smaller by design. Judge reach against that group, not the campus.
Indicated	Students already showing signs	Should be small. A large number may signal a bigger problem.

Watch for overlap: several programs serving the same small group split an already small number, and each looks weak. Coordinate or combine. **Weigh depth:** intensity of need, the cost of the crisis that never happened, and retention math.

Report up with three numbers

1 Reach
Percentage of the target population you served

2 Change
What moved for the people you reached

3 Connection
The priority or mandate it serves