

Create an Action Plan

Module 5

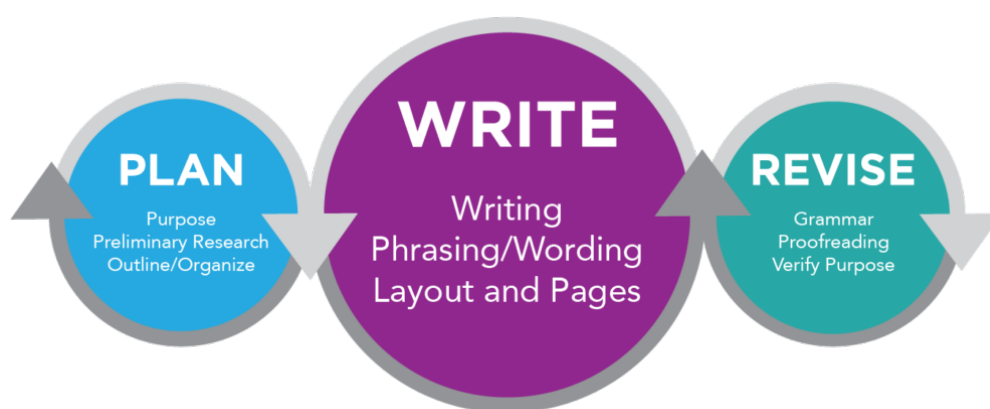


"IT PAYS TO ASK...IT PAYS TO KNOW"

Module Five:

Create an Action Plan

Now that your team has completed your data and resource assessments, it's time to create an overview of your great work! We will call this overview an Action Plan and will provide steps that will assist you in creating an appealing and useful document; however, we encourage your team to take these suggestions and adapt them to best meet your needs.



Step #1: Determine who would be best to include in plan development

This part of the process may be done by the same team members as those who worked on the data assessment part of your process or

you may need to expand your team to include those who have expertise in such areas as report writing and formatting, creating charts and tables, and proof-reading and editing as all of these skills will be important to producing the best plan.

Step #2: Explore what information should be included in the plan

Your team collected very valuable data during the assessment phase of this process and is now tasked with presenting the information collected as well as to share conclusions and to make recommendations based on your data collection effort. There are 4 general sections that are best to divide your Action Plan into:

- Executive Summary
- Introduction
- Process, Results, Goals
- Conclusions and Recommendations

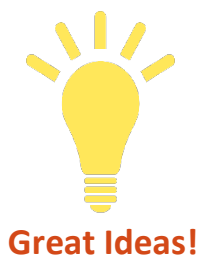
The chart on the following pages outlines a more detailed layout for your plan. In this chart, you will find details of a suggested outline for your Action Plan complete with information on why each section is important, suggested subsections and possible information to include.

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Section	Why is This Section Important?	Suggested Subsections	Suggested Information to Include
Executive Summary	To provide: <ul style="list-style-type: none"> • Brief synopsis of the analysis process • Highlights and lowlights from data collection • Conclusions and recommendations 	<ul style="list-style-type: none"> • Plan Overview • Why This Plan is Valuable • Key findings • Established goals • Conclusions and Recommendations 	<ul style="list-style-type: none"> • Highlight key findings and recommendations • Brief overview of process • Brief overview of what the reader will find reading the full report • Should be no longer than 1-2 pages • Should have concise information that could be shared as a stand-alone document • Hint: It is much easier to write this section last
Introduction	To showcase: <ul style="list-style-type: none"> • How the plan was developed • What steps were taken to create the plan • Who was part of the analysis process • How to use the plan 	<ul style="list-style-type: none"> • Plan Development Overview <ul style="list-style-type: none"> ○ Why the plan was developed ○ What process was used ○ Who helped to develop the plan • How to Use the Plan 	<ul style="list-style-type: none"> • Acknowledgments • Why the plan was developed • Why this plan is important and how it can be used • Brief overview of prevention science and how it serves as a foundation for the process • Data collection efforts including supplemental sources used • Prioritization process • Goal and benchmark process <ul style="list-style-type: none"> ○ How long-term goals and intermediate benchmarks were determined ○ How program-level process and implementation goals were determined

Section	Why is This Section Important?	Suggested Subsections	Suggested Information to Include
Profile, Results, and Goals	To highlight: <ul style="list-style-type: none"> • Profile of the reporting area (i.e. school district, community, region) • Planning results • Established goals 	<ul style="list-style-type: none"> • Area Profile • Gaps, Issues, and barriers 	<ul style="list-style-type: none"> • Data assessment overview • Existing resource overview • Gaps analysis overview • Results from evidence-based program review • Highlight resource information gathered in the Resource Tool
Conclusions and Recommendations	To outline: <ul style="list-style-type: none"> • Conclusions drawn from data and resource assessments • Recommendations related to decisions made by assessment team 	<ul style="list-style-type: none"> • Conclusions • Recommendations 	<ul style="list-style-type: none"> • Summary of key findings • Conclusions and processes for such topics as selecting programs, practices, and activities selected to address gaps, issues, and barriers • Recommendations for next steps on such topics as: <ul style="list-style-type: none"> ○ How to implement the Social Development Strategy (SDS) in the area** ○ Programming selection and implementation planning ○ Resource allocations requests ○ Staffing enhancements needed to meet goals
Appendices	To provide: <ul style="list-style-type: none"> • Additional supporting information 	<ul style="list-style-type: none"> • Supporting Information 	<ul style="list-style-type: none"> • Additional programmatic information • Additional data sources used during analysis

**** See information on the next page about incorporating SDS into your action plan!**



Write Program Process and Implementation Goals

Once you have selected your evidence-based programs, don't forget to use the goal-writing principles outlined in Module 2 to write both process and implementation goals for each program included in your action plan! Process goals are goals developed to track progress on such processes as the number of staff trained to implement the program. Implementation goals are those goals that track progress on such topics as the number of participants served during a certain time period.

Incorporate Social Development Strategy (SDS) into your action plan

As highlighted in Module 2, the Social Development Strategy is an easy to use strategy designed to assist your school district or community with building protection for your youth. Bonding is one of the strongest protective factors for youth and it is achieved by providing opportunities, skills, and recognition to youth. We suggest that you consider adding the implementation of SDS to your recommended strategies in your action plan. For more information on the steps needed to implement SDS in your area, please reach out to Evidence-Based Prevention and Intervention Support by calling 814-863-2568 or emailing EPIS@psu.edu.

Step #3: Our plan is complete, now what?

It doesn't mean that the work is done just because your plan is done! Your team should now start exploring how this plan can work with other strategic planning efforts in your area. The information included in your plan can be vitally important to other entities that work with youth and families. Remember, one of the most important functions of the PAYS is to not only provide extensive student-reported data on problem behaviors, perceptions and attitudes, but also to provide data on what is causing these issues which many other data sources do not address.

Also, PAYS is the best source for student-reported data, so your information will be a great asset to other local efforts. We encourage you to seek out multiple avenues to incorporate the knowledge you have gained throughout this process and below are just two examples of where your efforts can enhance other efforts: comprehensive school prevention plans and larger community efforts.



Incorporate into School Prevention Plans

PAYS supports data-driven decision making by providing schools an additional avenue to identify antisocial behaviors that students are experiencing. Using PAYS data in conjunction with the other school data (attendance, referrals, etc.) will allow schools to be more exact in selecting programs to address problems that are occurring and also to provide data for progress monitoring. Also, there are several data-driven, school-wide planning processes that many schools use including the Student

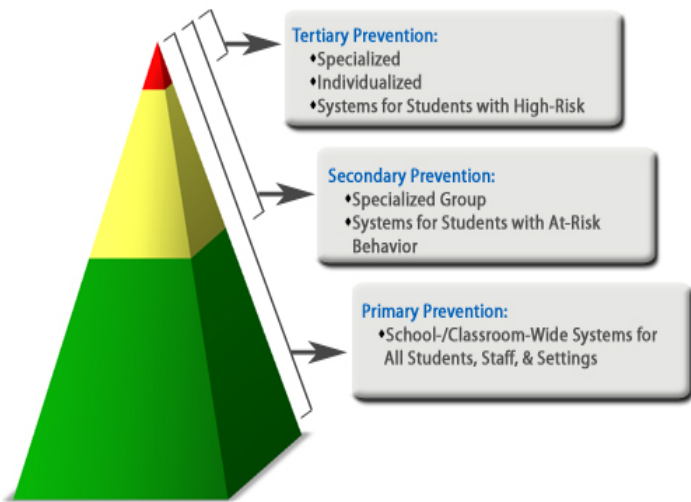
Assistance Program (SAP) and Positive Behavior Support. These service delivery models are excellent opportunities to utilize your PAYS data and analysis.

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Continuum of School-Wide Instructional & Positive Behavior Support



PAYS also identifies specific problems such as ATOD use, depression, low commitment to school, etc., all of which can demonstrate a need for certain secondary prevention or intervention services as outlined here.

While the PAYS data will not identify the specific students that need a program, it can indicate the types of programs that should be made available to address the overall needs in the school.

Seek out partnerships with key stakeholders in your local area

Whether your analysis has been done for a school-district, a coalition, or an organization, partnerships throughout the community are key to successfully meeting your long-term goals and desired outcomes. Communities throughout the Commonwealth can provide resources such as funding, expertise, manpower, etc. that can assist you in meeting your goals. Identifying these key stakeholders for partnerships will allow you to broaden your resource base and increase the likelihood of success over time.



One partnership we encourage is with local prevention coalitions. Examples of these coalitions include: Communities That Care (CTC), Drug Free Communities (DFC), and school district PROSPER teams. These collaborative groups are all actively engaged in prevention planning that involve many different levels of your community and can assist you by providing additional ideas, resources, and partnerships. These coalitions can be engaged at any time during the prevention planning process.

County Drug and Alcohol Offices

Your County Drug and Alcohol Office should also be considered as a key partner in your prevention efforts. These offices can provide you with excellent resources to assist you in a variety of ways including:

- Assistance with strategic planning
- Prevention programming and funding for prevention activities (*great source for materials and curriculum*)
- Student Assistance Program liaison services
- Training & presentations

Click on the link below to find your county office contact information!

<https://www.ddap.pa.gov/Get%20Help%20Now/Pages/County-Drug-and-Alcohol-Offices.aspx>

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EPIS is a technical assistance provider for coalitions throughout the Commonwealth. They maintain a website that contains a directory of coalitions to enable you to see who you could partner with in your area:

<http://www.epis.psu.edu/coalitions>



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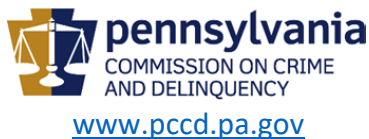
**EVIDENCE-BASED PREVENTION
AND INTERVENTION SUPPORT**

Please note: While EPIS maintains an extensive PA prevention coalition directory, if you do not see one listed for your local area, please contact EPIS for more information at epis@psu.edu



Resource Development

Your PAYS data and action plan are excellent tools to use for successful grant writing and overall resource development! Use your action plan to provide the necessary data on your grant applications to demonstrate need in your area and to share your goals. Using PAYS data, along with other school or community supporting data, you will be able to create a full picture of the need for prevention programs in your school and community. Check out the websites of these agencies that provide funding for local prevention programming:



www.pccd.pa.gov



www.ddap.pa.gov



www.pde.pa.gov

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