



Central East (HHS Region 3)

PTTC

Prevention Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

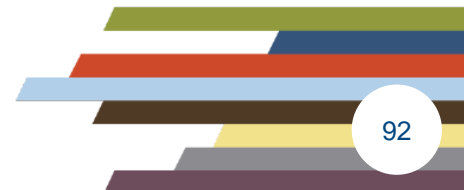
Step Four: Implementation

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Strategic Prevention Framework (SAMHSA)

- Step 1: Needs Assessment
 - Step 2: Build Capacity
 - Step 3: Planning
 - **Step 4: Implementation**
 - Step 5: Evaluation
-
- Be mindful throughout of:
 - Sustainability
 - Cultural Competence
 - Ethical Behavior



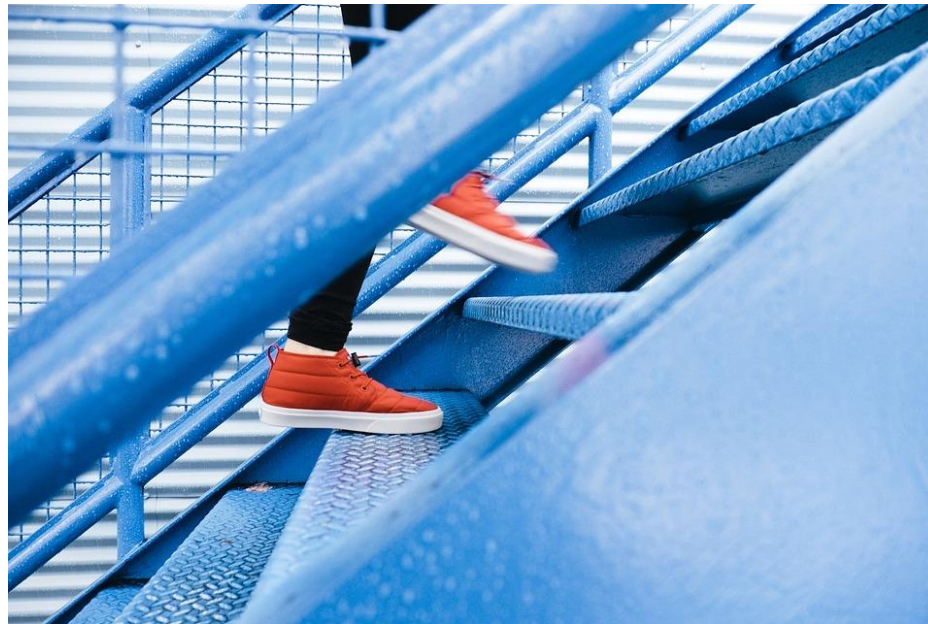
Learning Objectives

- Discuss the **COMPONENTS** of implementation
- Describe the **PROCESS** of action planning
- Explain the **CONNECTION** between action planning and logic models
- Demonstrate the **IMPORTANCE** of action planning **INTERACTIVELY**



Implementation... It's a BIG Step

- Steps 1-3 get you READY for Step 4
- In Step 4 you DO YOUR INTERVENTION(S)



Key Components of Implementation

- Selecting **EVIDENCE-BASED** intervention(s)
 - (You selected it/them in Steps 1-3!)
- Balancing **FIDELITY** and **ADAPTATION**
 - **Fidelity:** Implementing the intervention as intended
 - **Adaptation:** Modifying the intervention to suit local need
- We covered tips for balancing in our last webinar



Implementation Supports (SAMHSA)

- Favorable prevention history
- Leadership and administrative support
- Provider selection
- Provider training and support
- Clear **ACTION PLAN**
- Implementation monitoring



Focus on... ACTION PLANNING

- Lots of Implementation is based on the specific:
 - Intervention selected
 - Community needs
 - Community capacity and/or resources

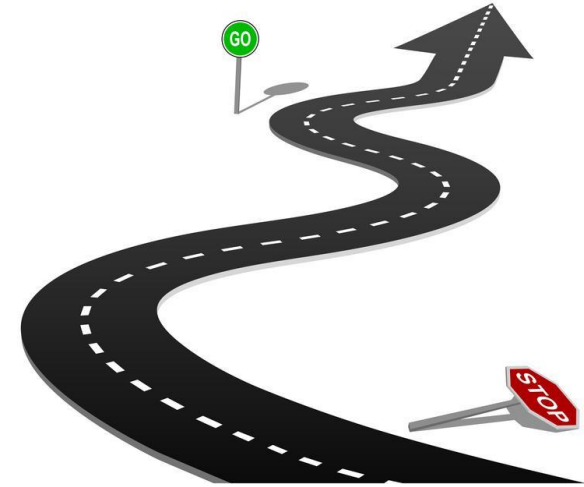
Our first webinar focused on high-level guidance in these areas. To remain relevant to ALL possible EBPs, we will focus on **ACTION PLANNING**

Everyone Needs Action Planning!



What is an Action Plan?

- A detailed description of the steps to be taken to enact a specific program, activity, or objective
- A roadmap for **HOW** you will get the work done



Good Action Plans Are...

- Tied to your Logic Model
- Bridges from the conceptual to the practical
- Comprehensive & detailed
- Step-by-step guides for all users
- Living documents
- Not sexy but important!

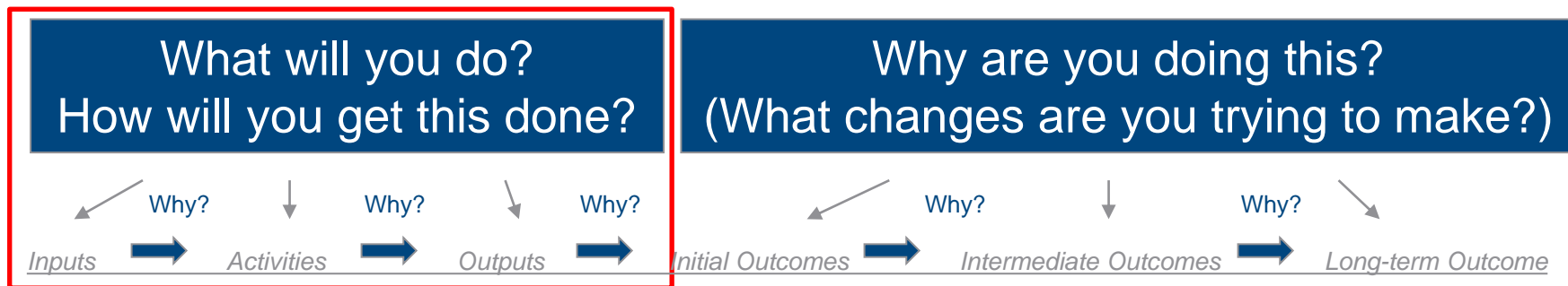


Good Action Plans Should...

- Lay out the **Steps** needed to implement your logic model
- Identify **Resources**
- Identify **Responsible Parties**
- Set **Timelines**
- Set **Expectations**



Action Plans Stem From Logic Models



Elements of an Action Plan

Goal: Reduce Youth Substance Use

Objective: Strengthen school-based prevention to reduce youth substance use, particularly HS stimulant use

Priority Action: Implement Classroom-Based Prevention Program

What do you need to **Do**?
List **Each Step**

Who is responsible for the step?

What **resources** do they need?

How do you know they've made **progress**?

When should they be done?

What is the **result** of their action?

Activities/Action Steps	Responsible Party	Resources Needed (Internal + External)	Progress at Benchmark	Completion Date	Evidence of Improvement



Build & Review Action Plans Together

1. Identify and flesh out Action Steps
2. Review other components
 - Resources
 - Progress Benchmarks & Completion Dates
 - Evidence of Success/Completion
3. Look for **Red Flags** together as we go



Action Steps Should be...

- **INDIVIDUALLY DETAILED**
 - What *specifically* will be done in each step
- **COLLECTIVELY COMPREHENSIVE**
 - All actions should be accounted for in the plan
- **WELL-TIMED**
 - Sequential or parallel, as needed
- **CLEAR** to all who will use the plan



Action Steps: Where Do We Start?

- Start with your logic model!
- Logic model (LM) activities will **NOT** be comprehensive
- Moving from conceptual to **PRACTICAL**
- Will need greater **DETAIL**
 - One LM “activity” may be many steps
- Will need **NEW Activities** not on the logic model



Logic Model For a County Public Health Department Funding a Teacher-Led, Classroom-Based Student Prevention Program

GOAL: Reduce youth substance use

OBJECTIVE: Strengthen school-based prevention efforts as a means to reduce youth substance use; particularly high school student stimulant misuse

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
			SHORT-TERM	MEDIUM-TERM	LONG-TERM
Funding from a state-directed prevention sub-grant County public health department employees Relationship with school district administration Student and community administrative, survey, and focus group data and tools School-based prevention program materials School-based prevention program developers County public health department knowledge of school-based evidence-based prevention programs Teachers School classrooms Class time	Verify that prevention sub-grant can fund all necessary program activities Educate school district administration staff on importance of implementing Educate school district administration staff and teachers on how implementation of school-based prevention program will Purchase and distribute school-based prevention program materials Purchase and schedule teacher training time from program developers Survey on student knowledge, attitudes, and beliefs towards substances is administered pre- and post-implementation of the program Teachers begin implementing school-based prevention program Relevant data is reviewed	School district administration staff agree to implementation of school-based prevention program Number of schools in the school district with teachers who agree to implement school-based Quantity of school-based prevention program materials purchased and distributed to teachers Number of teachers who receive training and implement the school-based prevention program Number of students who participate in the school-based prevention program Number of students who complete the pre- and post-implementation surveys	Teachers report confidence in being able to successfully implement the school-based Pre-post survey data reveals that students learn more about the risks of substance misuse Pre-post survey data reveals that middle school students learn more about effective study habits Pre-post survey data reveals that middle school students learn more about and practice substance Pre-post survey data reveals that middle school students learn more about and practice social and self-management skills	Annual survey data reports decline in high school substance use rates Annual school district administrative data reports improved rates of academic achievement Annual school district administrative data reports increased enrollment in	County surveillance data shows improved youth and young adult health care outcomes Increased rate of high school graduation

What Steps Do We Need to Take?

- Verify the sub-grant can fund the program (Yes)
- Educate district administration on program (Yes)
- Educate teachers on program (No)
- Purchase program materials (Yes*)
- Distribute program materials (Yes*)
- Purchase training time from developers (Yes*)
- Schedule and coordinate trainings (Yes)
- Conduct trainings at each school (Yes)
- Develop knowledge test (No)
- Train and/or roll out knowledge test with teachers (No)
- Conduct pre-intervention knowledge test (Yes)
- Conduct post-intervention knowledge test (Yes)

No = Not on LM

Yes = on LM

Yes* = on LM but combined w other steps



Review: New Steps or More Detail

- **Add:** Educate teachers (ground staff buy-in)
- **Expand:** Purchasing & training actions into many steps
 - Purchase training time from developer
 - Schedule and coordinate trainings
 - Conduct trainings
- **Expand:** Details of knowledge test deployment into many steps



Our Action Steps

Action Step

Verify subgrant can fund program activities

Educate district administrative staff on program roll out

Educate teachers on program roll out

Purchase program materials from developer

Distribute program materials to schools

Purchase training time from developer

Schedule and coordinate trainings at each school

Conduct trainings at each school

Conduct pre-intervention knowledge test

Provide classroom instruction

Conduct post-intervention knowledge test



Action Owners Should Have ...

- **AUTHORITY** to manage the task
- **TIME** to accomplish the task
- **SKILLS** to succeed at the task
- **STAFF** to accomplish the task
 - An owner may not DO all the work themselves



Action Owners: Version 1

Action Step	Owner
Verify subgrant can fund program activities	Stacy
Educate district administrative staff on program roll out	Stacy
Educate teachers on program roll out	Stacy
Purchase program materials from developer	Stacy
Distribute program materials to schools	Stacy
Purchase training time from developer	Stacy
Schedule and coordinate trainings at each school	Stacy
Conduct trainings at each school	Stacy
Conduct pre-intervention knowledge test	Stacy
Provide classroom instruction	Teachers



Example: Action Owner Problems

- Stacy has **ALL** the tasks!!
 - Does she have the right expertise?
 - Does she have the time to get this done?
 - What about simultaneous tasks?
- If Stacy is delegating this across her staff, identify those people
 - That will help you (and Stacy) manage this process and hold people accountable



Updated Action Owners

Action Step	Owner
Verify subgrant can fund program activities	Stacy
Educate district administrative staff on program roll out	Lauren
Educate teachers on program roll out	Lauren
Purchase program materials from developer	Emily
Distribute program materials to schools	Emily
Purchase training time from developer	Emily
Schedule and coordinate trainings at each school	Josh
Conduct trainings at each school	Raanan
Conduct pre-intervention knowledge test	Stacy
Provide classroom instruction	Teachers



Needed Resources Should Include...

- **INFORMATION**

- Examples: contact info, budgets



- **TOOLS**

- Examples: work email, training materials



- **HUMAN CAPITAL**



- **FUNDING**

Note the Importance of **SEQUENTIAL STEPS**



- Step 1 Outputs may be Step 2 resources
- Example: A training schedule is a resource for training but a completion metric for scheduling



Needed Resources: Example 1

Action Step	Resources Needed
Verify subgrant can fund program activities	
Educate district administrative staff on program roll out	
Educate teachers on program roll out	
Purchase materials from developer	
Distribute program materials to schools	
Purchase training time from developer	
Schedule + coordinate trainings at each school	
Conduct trainings at each school	
Conduct pre-intervention knowledge test	Test materials, mechanism to administer
Provide classroom instruction	



Example: Resource Issue

- Some “Resources” Need to be Action Items earlier in the timeline
- Conduct Pre-Intervention Knowledge Test
 - **Resource:** Test Materials
 - **Potential Problem:** What materials? Who creates them or selects them?
 - Implications for **Timing** and **Responsible Party**



Benchmarks & Schedules Should...

- Set **REASONABLE** and **CLEAR** expectations
 - What needs to get done by when?
- Establish **REALISTIC** timelines
 - Are tasks parallel/sequential? Is enough time allotted? Will some tasks take longer than others?
 - Do you want a **phased approach**?
 - Takeback events must be a single day
 - Our program could start earlier at some schools
- Provide **USEFUL** progress measure
 - How do we know we are making progress?



Our Benchmarks & Schedule

Action Step	Owner	Progress at Benchmark	Completion
Verify subgrant can fund program activities	Stacy	Developed program budget	6/1/21
Educate district administrative staff on program roll out	Lauren	Meetings/calls scheduled	6/5/21
Educate teachers on program roll out	Lauren	Meetings/calls scheduled	6/5/21
Purchase program materials from developer	Emily	Email sent	6/5/21
Distribute program materials to schools	Emily	Email sent	6/5/21
Purchase training time from developer	Emily	Email sent	6/10/21
Schedule and coordinate trainings at each school	Josh	Emails sent	6/15/21
Conduct trainings at each school	Raanan	Schedule set	6/15/21
Conduct pre-intervention knowledge test	Stacy	Test created	7/10/21
Provide classroom instruction	Teacher s	See above	7/1/21



Scheduling: Problems & Solutions

- Aggressive timeline (doable over the summer?)
 - We probably need to do this over more time
 - Consider phased approach; start at 1 or 2 schools and see how it goes before deploying more
- District admin and teacher training too close
 - Make steps 2 and 3 sequential and more spaced out
- Emily purchasing materials 4 days after the budget is set
 - Space out Steps 1 and 6
- Emily Distributing and purchasing program by same date
 - Space out Steps 4 and 5



Problems & Solutions Continued

- Josh scheduling all trainings 5 days after Emily buys training time
 - Space out Steps 6 and 7
- Raanan conducting all trainings without a finalized schedule
 - Space out Steps 7 and 8
- Stacy's deadline for the pre-test is after the intervention
 - Move up deadline for Step 9
 - Delay intervention start
- Revisit Benchmarks for Steps 7-9



Updated Schedule & Benchmarks

Action Step	Owner	Benchmark	Completion Date
Verify subgrant can fund program activities	Stacy	Developed program budget	10/1/21
Educate district administrative staff on program roll out	Lauren	Meetings/calls scheduled	10/10/21
Educate teachers on program roll out	Lauren	Meetings/calls scheduled	10/20/21
Purchase program materials from developer	Emily	Email sent	10/10/21
Distribute program materials to schools	Emily	Email sent	10/25/21
Purchase training time from developer	Emily	Email sent	10/15/21
Schedule and coordinate trainings at each school	Josh	Half of schools scheduled	11/1/21
Conduct trainings at each school	Raanan	50% completion	11/20/21 (Phase 1)
Conduct pre-intervention knowledge test	Stacy	Tests delivered	11/20/21
Provide classroom instruction	Teachers	See above	11/30/21 (Phase 1)



Evidence of Accomplishment Should...

- Be **CONCRETE** and **MEASURABLE**
 - Example: Call occurred, schedule created, materials purchased
- Be **RELEVANT**
 - Specific to the step
 - An OUTPUT not an OUTCOME
- Be **ACHIEVABLE** and **REALISTIC**
 - If you can't do it, that's a problem!



Evidence of Completion

Action Step	Evidence
Verify subgrant can fund program activities	Written verification
Educate district administrative staff on program roll out	Meeting/call(s) occurred
Educate teachers on program roll out	Meeting/call(s) occurred
Purchase program materials from developer	Materials obtained
Distribute program materials to schools	Materials at schools
Purchase training time from developer	Training purchase receipt
Schedule and coordinate trainings at each school	Full schedule created
Conduct trainings at each school	Trainings completed
Conduct pre-intervention knowledge test	Tests conducted & data collected
Provide classroom instruction	Instruction begins



Action Step	Owner	Resources Needed	Benchmark	Completion Date	Evidence
Verify subgrant can fund program activities	Stacy	Subgrant information, cost of program	Developed program budget	10/1/21	Written verification
Educate district administrative staff on program roll out	Lauren	Access to administrative staff, program info	Meetings/calls scheduled	10/10/21	Meeting/call(s) occurred
Educate teachers on program roll out	Lauren	Access to teachers, program info	Meetings/calls scheduled	10/20/21	Meeting/call(s) occurred
Purchase program materials from developer	Emily	Authority to spend \$, developer contact info	Email sent	10/10/21	Materials obtained
Distribute program materials to schools	Emily	School location/contact info, program materials	Email sent	10/25/21	Materials at schools
Purchase training time from developer	Emily	Authority to spend \$, developer contact info, training schedule	Email sent	10/15/21	Training purchase receipt
Schedule and coordinate trainings at each school	Josh	Contact info for all schools, info on trainer constraints	Half of schools scheduled	11/1/21	Full schedule created
Conduct trainings at each school	Raanan	Transportation, materials, trainers	50% completion	11/20/21 (Phase 1)	Trainings Complete
Conduct pre-intervention knowledge test	Stacy	Test materials, mechanism to administer	Tests delivered	11/20/21	Tests conducted & data collected
Provide classroom instruction	Teachers	Training materials and time	See above	11/30/20 (Phase 1)	Instruction begins

Conclusion

- How action plans **FIT** in the SPF
- How to **CREATE** an action plan
- How to **LINK** logic models & action plans
- How and why **DETAILED** action planning is **IMPORTANT** for SPF implementation

