



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



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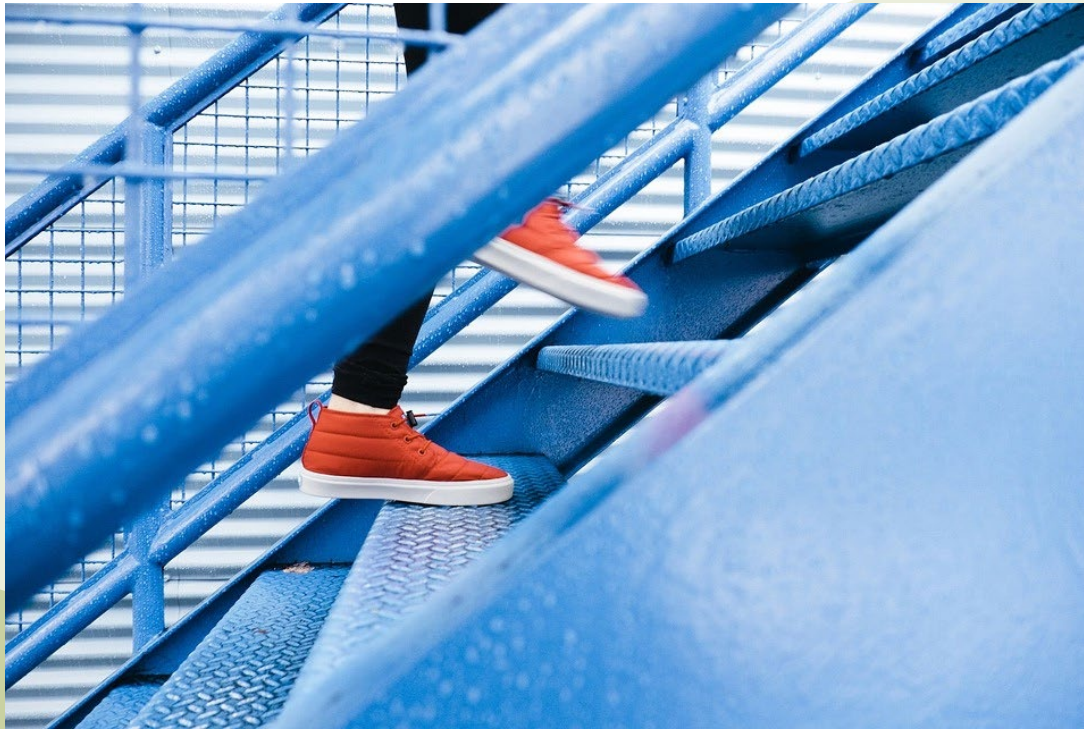
Learning Objectives

- 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)**



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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

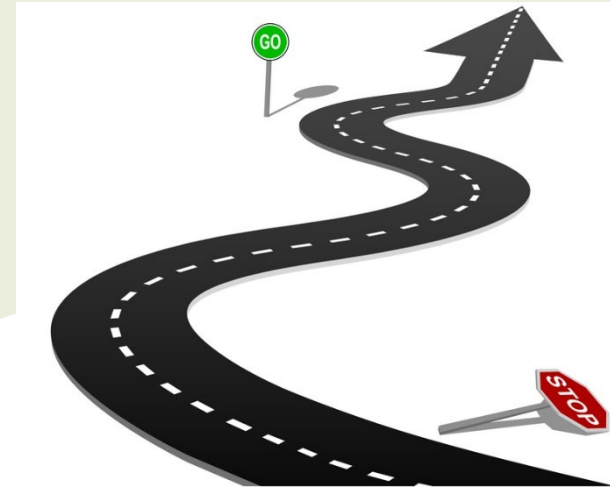
- Lots of Implementation is based on the specifics:
 - Intervention selected
 - Community needs
 - Community capacity or resources

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



Why Make An Action Plan, Anyway?

- Process work can seem unnecessary or inefficient
 - *“Everything on here is a “duh”*
 - *“Why waste time with process, when you can start doing?”*
 - *“This just business jargon and busy work”*
- **MBA**s & **PMP**s know what they’re talking about
- **Trust the Process** – it will help you!

Why Make An Action Plan (Cont.)

- Ensures you can **SCALE** for big projects
- Creates **CONCRETE STEPS**
 - No “What Do I Do Now?” moments
- Ensures **STAKEHOLDER BUY-IN**
 - Even if the stakeholders work for you!
- Sets **CLEAR EXPECTATION**
- Essential for managing **MULTIPLE PROJECTS**

“WHY” IS THE BIGGER LESSON THAN “HOW”

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** to implement your logic model
- Identify **Resources** and **Responsible Parties** for each step
- Set **Timelines** for each step
- Set **Expectations** for all parties
- Help **Manage** many “moving parts”

Action Plans Stem From Logic Models

What will you do?
How will you get it done?
What are immediate results?

Inputs → Activities → Outputs

Why are you doing it?
What long-term changes will it have?
How will you measure success?

Outcomes (Short) → Outcomes (Long)



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Elements of an Action Plan

Goal: Reduce Youth Substance Use

Objective: Strengthen school-based prevention to reduce 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 |
|-------------------------|-------------------|--|-----------------------|-----------------|-------------------------|
| | | | | | |



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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

Identifying Action Steps

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



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 |

Linking Action Steps and Logic Models

1. Verify the sub-grant can fund the program (Yes)
2. Educate district administration on program (Yes)
3. Educate teachers on program (No)
4. Purchase program materials (Yes*)
5. Distribute program materials (Yes*)
6. Purchase training time from developers (Yes*)
7. Schedule and coordinate trainings (Yes)
8. Conduct trainings at each school (Yes)
9. Develop knowledge test (No)
10. Train and/or roll out knowledge test with teachers (No)
11. Conduct pre-intervention knowledge test (Yes)
12. Conduct post-intervention knowledge test (Yes)

No = Not on LM

Yes = on LM

Yes* = on LM but combined w other steps



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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



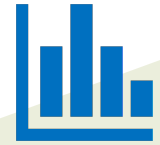
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Needed Resources Should Include...

- **INFORMATION**

- Examples: contact info, budgets



- **TOOLS**

- Examples: work email, training materials



- **HUMAN CAPITAL**

- Examples: internal and external staff



- **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

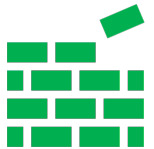
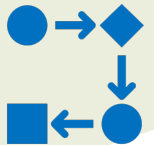


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Benchmarks & Schedules Should...

- 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?



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!



| 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
- **WHY** detailed action planning is **IMPORTANT** for SPF implementation (even if it seems “simple”)