

Plan Your Actions



Stay focused on priorities and think about evaluation.

In addition to planning the implementation of prevention and intervention activities, now is the time to plan how you will evaluate those activities. If you have not yet done so, find an evaluator to help with the evaluation. Step three offers guidance on this subject.

At this point, you have determined your goals and objectives and chosen strategies appropriate for your campus environment. Now you'll want to get into more detail by listing basic action steps, the person responsible for carrying them out, and a timeframe for each activity. The Step 6 Worksheet provides a good framework for all the elements you'll need to consider.

Finally, you might want to let the campus community know what is being planned, along with a description of the basic process you followed. Highlights would include that the plan was based on a review of campus data, that strategies and activities are based on the scientific evidence of effectiveness, and that the planning team included diverse membership from many key campus constituencies.



Action Items:

- A. Create Your Plan. The Step 6 Worksheet (page 36) will aid you in this effort. Include your evaluator in this step.
- B. Explore Opportunities to promote use of the PFI Promotional Materials. Set up marketing and implementation plan for use.

Step 6 Worksheet



You may want to consult your planning team before completing this worksheet. Sample discussion questions include:

1. Who should implement what by when?
2. What resources and support are needed? What are available?
3. What potential barriers or resistance are expected? How will they be minimized?
4. What individuals or organizations need to be informed? What do you need to tell them?
5. What is our plan for evaluating whether our activities meet our goals and objectives?

Then, for each strategy the team has selected, fill in the worksheet with that strategy, plus the goal and objective the strategy is designed to achieve. With completion of this step, you will have an action plan!

Each strategy may have multiple activities. For example, the strategy of “limiting the availability of alcohol near campus” may involve several activities related to sales and service at local bars, fake ID enforcement, and enforcing underage drinking laws.

Strategy: *Limit the availability of alcohol near campus.*

Objective: *To decrease by 15% the number of students who report having five or more drinks the last time they consumed alcohol within three years of launching 360 Proof.*

Goal: *Reduce the negative consequences of high-risk alcohol use on individual students and the campus at large.*

Activities: *Server training, Fake ID enforcement, enforce underage drinking laws.*

Steps:	Completion Date:	Who Owns & Who Works On:	Obstacles and Buy-In Requirements:	Resources Required:	How to Measure?:
1.					
2.					
3.					
Etc.					

Adapted from “Writing Goals and Objectives: A Guide for Grantees of the Smaller Learning Communities Project” downloaded June 11, 2014 from <http://www2.ed.gov/programs/slcp/slc-wgandobj-book-f.pdf>