



## Part Four: Can You Help Me Plan Strategically?

The tools contained in this part of the Strategic Planning Kit include worksheets, checklists, and tables which you can use to complete the steps in the planning process.





## Data Sources Matrix: Internal Data Sources

Internal data describe the current status of your DASH-funded program and how it operates.

Source	What the Source Describes	Content	Examples of Findings
<b>DASH PROGRAM INVENTORY</b>	Current program operations and activities	<ul style="list-style-type: none"> <li>• Program management and staffing</li> <li>• Program planning</li> <li>• Professional development and technical assistance</li> <li>• Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Program fully staffed with qualified personnel</li> <li>• Objectives to provide professional development (PD) and technical assistance (TA) included in workplan</li> <li>• Program has strong partnerships with internal and external partners</li> <li>• Program has SMART objectives and logic model</li> </ul>
<b>TECHNICAL REVIEW REPORT FROM DASH PROJECT OFFICER</b>	Current status of program	<ul style="list-style-type: none"> <li>• Program strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• Need for SMART objectives</li> <li>• Need for updated logic model</li> </ul>
<b>INDICATORS FOR SCHOOL HEALTH PROGRAMS</b>	Program activities, development, and implementation	<ul style="list-style-type: none"> <li>• Policies</li> <li>• Curricula and instruction</li> <li>• Assessment of student performance</li> <li>• Health promotion and environmental approaches</li> <li>• External collaboration and partnership activities</li> <li>• Targeted priority populations</li> <li>• Project planning</li> </ul>	<ul style="list-style-type: none"> <li>• Total number of participants</li> <li>• Number of schools reached directly</li> <li>• Number of districts reached directly</li> <li>• Number of internal and external partners reached directly</li> </ul>
<b>PROFESSIONAL DEVELOPMENT EVENT DATABASE REPORTS</b>	Professional development events	<ul style="list-style-type: none"> <li>• Amount/number of professional development events</li> </ul>	<ul style="list-style-type: none"> <li>• Number of teachers trained</li> <li>• Number of schools reached by professional development event</li> <li>• Number of participants</li> </ul>
<b>TECHNICAL ASSISTANCE (TA) LOGS</b>	TA provided to program clients	<ul style="list-style-type: none"> <li>• Amount/number of TA events provided (who, what, when)</li> </ul>	<ul style="list-style-type: none"> <li>• Number of teachers provided TA</li> <li>• Number of districts provided TA</li> <li>• Number of TA contacts per school</li> </ul>
<b>WEBSITE HITS COUNTER</b>	Website use and document downloads	<ul style="list-style-type: none"> <li>• Webpage use</li> <li>• Downloads</li> </ul>	<ul style="list-style-type: none"> <li>• Number of new visitors per month</li> <li>• Number of downloads per resource per month</li> </ul>
<b>DOCUMENTS</b>	Program efforts	<ul style="list-style-type: none"> <li>• Signed memoranda of understanding</li> <li>• Meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Agreements developed with external partners</li> <li>• Recommendation submitted to governor in letter from partnership</li> <li>• Curriculum developed</li> </ul>
<b>PROFESSIONAL DEVELOPMENT EVENT EVALUATION REPORTS</b>	Participant feedback on professional development events	<ul style="list-style-type: none"> <li>• Participant satisfaction</li> <li>• Increase/decrease in knowledge, confidence, skills</li> </ul>	<ul style="list-style-type: none"> <li>• Degree of change in knowledge/attitudes/skills of participants</li> <li>• Percent of participants reporting an increase in knowledge/skills/attitudes</li> <li>• Use of materials or skills emphasized in professional development event</li> </ul>
<b>PROGRAM EVALUATION REPORTS</b>	Evaluation of program efforts	<ul style="list-style-type: none"> <li>• Curriculum implementation studies</li> <li>• Needs assessments</li> <li>• Coalition evaluations</li> <li>• Success stories</li> </ul>	<ul style="list-style-type: none"> <li>• Percent of schools implementing curriculum</li> <li>• Reported needs of schools/educators</li> <li>• Satisfaction of partners with joint efforts</li> </ul>
<b>PROGRAM DESCRIPTIONS</b>	Brochures or pamphlets describing program	<ul style="list-style-type: none"> <li>• Program marketing materials</li> </ul>	<ul style="list-style-type: none"> <li>• Number of brochures distributed to partners</li> <li>• Number of pamphlets distributed to legislators</li> <li>• Number of opportunities to market program (e.g., conference session/poster presentations, in-services presentations, media releases, board meetings)</li> </ul>

## Data Sources Matrix: External Data Sources

External data describe the population your DASH-funded program serves and the environment in which it operates.

Source	What the Source Describes	Content	Examples of Findings
<b>SCHOOL HEALTH PROFILES</b> <a href="http://www.cdc.gov/healthyyouth/profiles/index.htm">http://www.cdc.gov/healthyyouth/profiles/index.htm</a>	Health policies and activities in secondary schools	<ul style="list-style-type: none"> <li>• School health education requirements and content</li> <li>• Physical education requirements</li> <li>• Asthma management activities</li> <li>• Competitive foods practices and policies</li> <li>• Family and community involvement</li> <li>• School health policies</li> </ul>	<ul style="list-style-type: none"> <li>• Percent of high schools with a physical education requirement</li> <li>• Percent of schools with a written policy that protects the rights of students or staff with HIV infection or AIDS</li> <li>• Percent of schools with healthy foods in vending machines</li> </ul>
<b>YOUTH RISK BEHAVIOR SURVEY (YRBS)</b> <a href="http://www.cdc.gov/yrbs">http://www.cdc.gov/yrbs</a>	Health risk behaviors of high school students	<ul style="list-style-type: none"> <li>• Unintentional injuries and violence</li> <li>• Tobacco use</li> <li>• Alcohol and other drug use</li> <li>• Sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection</li> <li>• Unhealthy dietary behaviors</li> <li>• Physical inactivity</li> </ul>	<ul style="list-style-type: none"> <li>• Prevalence of high school students who participated in recommended level of physical activity during the past 7 days</li> <li>• Prevalence of 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students who used tobacco products during the past 30 days</li> </ul>
<b>VITAL STATISTICS AND EPIDEMIOLOGICAL DATA FROM STATE AND LOCAL HEALTH DEPARTMENTS</b>	Vital life events of state and local populations	<ul style="list-style-type: none"> <li>• Births</li> <li>• Deaths</li> <li>• Abortions</li> <li>• Marriages</li> <li>• Divorces</li> <li>• # of cases of a condition or disease</li> </ul>	<ul style="list-style-type: none"> <li>• Birth rate in a county (to forecast growth)</li> <li>• Child/adolescent mortality rate</li> <li>• Teen pregnancy rate</li> <li>• HIV/AIDS prevalence</li> <li>• Other sexually transmitted infections prevalence</li> </ul>
<b>U.S. CENSUS</b> <a href="http://www.census.org">http://www.census.org</a>	Population characteristics	<ul style="list-style-type: none"> <li>• Social characteristics</li> <li>• Economic characteristics</li> <li>• Housing characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Percent of homes where a language other than English is spoken</li> <li>• Percent of families below the poverty level</li> <li>• Race and ethnicity characteristics</li> <li>• Education level</li> <li>• Family structure</li> </ul>
<b>NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (NASBE) STATE POLICY DATABASE</b> <a href="http://www.nasbe.org/healthy_schools/state_policy.htm">http://www.nasbe.org/healthy_schools/state_policy.htm</a>	Searchable state-level database of written school health policies	<ul style="list-style-type: none"> <li>• Legal codes, rules, standards</li> <li>• Administrative orders, mandates, resolutions</li> <li>• Other means of exercising authority</li> </ul>	<ul style="list-style-type: none"> <li>• State health education mandates</li> <li>• State HIV, STD, and pregnancy prevention education mandates</li> </ul>
<b>STATE DEPARTMENTS OF EDUCATION</b>	State, county, district, school, and grade level statistics	<ul style="list-style-type: none"> <li>• Race/ethnicity/gender of students</li> <li>• Free and/or reduced lunch rates</li> <li>• Student-teacher ratios</li> <li>• Title 1 status of schools</li> <li>• Graduation statistics</li> <li>• Dropout statistics</li> <li>• Suspension/expulsion statistics</li> <li>• Attendance information</li> <li>• Academic performance assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Percent of students on free and reduced school lunch</li> <li>• Percent of students by race/ethnicity/gender</li> <li>• Percent of schools not meeting adequate yearly progress</li> <li>• Dropout and graduation rates</li> </ul>
<b>STATE AND LOCAL LEVEL HEALTH SURVEYS (E.G., YOUTH TOBACCO SURVEY, COMMUNITIES THAT CARE SURVEY)</b>	State and local-level health-related knowledge, attitudes, skills, and behaviors of students, other groups of youth, parents, and community groups	<ul style="list-style-type: none"> <li>• Various health and health risk attitudes and behaviors of students and parents</li> <li>• Depends on survey focus</li> </ul>	<ul style="list-style-type: none"> <li>• Percent of middle school students reporting current use of any tobacco product</li> <li>• Percent of students who report their family has clear rules about alcohol and drug use</li> <li>• Percent of students reporting using drugs in last 30 days</li> <li>• Percent of students who feel safe at school</li> <li>• Percent of parents who approve of HIV prevention education in schools</li> </ul>

## Identifying Stakeholders Worksheet

This worksheet can help you identify the individuals and organizations that are stakeholders in your program's strategic plan. Stakeholders are individuals or organizations that are invested in the program and the results of program activities, and have a stake in what will be done with the results. Stakeholders in your strategic plan include individuals and/or organizations from three categories:

1. **Program participants**—those that your program serves or affects, such as youth, parents and guardians, school faculty and staff, and community members;
2. **Strategic plan implementers**—those who will drive the program operations described in your strategic plan, such as program coordinators, program staff, education and health agency administrators, members of the training cadre, contractors, and volunteers; and
3. **Intended users of the strategic plan**— those partners who can influence or help to implement strategies identified in your strategic plan, including external and internal partners. External partners are agencies, organizations, and groups outside your own agency with which you collaborate or associate to further the goals of your project and may include non-governmental organizations, health departments, institutions of higher education, and community groups. You may have already identified external partners in your application for DASH funding. Internal partners are related departments, divisions, or regional units and may include cross-division school health committees.

**Instructions:** With your program team (i.e., program coordinator and program staff), identify stakeholders for each of the categories listed in the table. Note that the categories are not mutually exclusive, and some stakeholders may appear in more than one row. You also should identify whether to invite stakeholders to join the strategic planning workgroup and the role each stakeholder has, if any, in the strategic planning process. Possible roles include:

- **Convener**—the individual who schedules strategic planning meetings, sets the agenda, sends notification and reminders to participants, opens the meetings, holds participants accountable, and reports progress
- **Facilitator**—the individual who monitors the progress of strategic planning meetings, asks questions, and provides pieces of information to move participants forward in the process
- **Writer**—the individual who synthesizes ideas generated in meetings and writes each section of the strategic plan document
- **Advisor** (optional)—individuals outside of the strategic planning workgroup with experience or expertise in strategic planning who observe the process and provide advice on discussions and products
- **Reviewers**—individuals outside of the strategic planning workgroup who can review and edit the strategic plan and provide feedback

Depending on the size of your program team and specific program circumstances, you may provide this worksheet to team members to complete in advance and then facilitate a meeting to finalize answers. Another option is to complete the worksheet together at a team meeting. Write each of the three stakeholder categories on a separate sheet of flip chart paper and ask team members to fill out the three categories. A team member can then facilitate a discussion to complete the worksheet. Note that you may have already identified external partners in your application for DASH funding. You should refer to it as needed.

Review your worksheet at the first meeting of the strategic planning workgroup and make revisions as needed. Refer to the worksheet throughout the strategic planning process to remind you of the stakeholders in your strategic plan, including during its implementation and evaluation.

## Identifying Stakeholders Worksheet

<b>Stakeholder Categories</b>	<b>Stakeholder List</b> List the stakeholders in the strategic plan (name, organization, and contact information).	<b>Strategic Planning Workgroup</b> Indicate whether the stakeholder will be invited to join the workgroup.	<b>Stakeholder Role</b> Identify the role of the stakeholder, if any, in the strategic planning process.
<b>PROGRAM PARTICIPANTS</b> (e.g., youth, parents, teachers, community members)			
<b>STRATEGIC PLAN IMPLEMENTERS</b> (e.g., program staff, agency administrators, contractors)			
<b>INTENDED USERS OF THE STRATEGIC PLAN</b> (e.g., health departments, community groups, school health committees)			

## SWOT Worksheet for School Health Programs

A SWOT analysis is a scan of the internal and external environment of your program. It is used to identify strengths and weaknesses that are internal to your program and opportunities and threats external to your program in the environment in which it operates. It is a useful tool for reducing a large amount of data into a more manageable profile of your school health program, and it provides a framework for identifying the issues that impact your strategic plan.

**Instructions:** Your program staff and strategic planning workgroup should review the internal program data you identified as part of your strategic planning process. *Internal data* describe the current status of your program and how it operates. With an internal assessment, you analyze your program's position, performance, problems, and potential. (Consult the Data Sources Matrix tool in the Strategic Planning Kit for School Health Programs for a list of internal data sources.) An important source of internal data is the DASH Program Inventory, which provides a snapshot of what your program currently is doing related to the following program components:

- *Program management* (the qualifications and skills of program staff to conduct activities under the cooperative agreement) and *staffing* (the establishment of positions required under the cooperative agreement).
- *Program planning* (the process of choosing activities and identifying appropriate individuals to involve in your activities) and *monitoring* (tracking your program activities).
- *Professional development* (the systematic process used to strengthen the professional knowledge, skills, and attitudes of those who serve youth to improve the health, education and well-being of youth) and *technical assistance* (tailored guidance to meet the specific needs of a site or sites through collaborative communication between a specialist and a site(s)).
- *Partnerships* (a group of individuals or organizations working together to address common goals).

Based on what your internal data indicate, generate and record in the SWOT Analysis: Internal Assessment Table below a list of program strengths and weaknesses.

- *Strengths* are elements internal to your school health program that facilitate reaching your program goals.
- *Weaknesses* are elements internal to your school health program that are barriers to reaching your program goals.
- Group the strengths and weaknesses based on the program components in the Program Inventory. Use the *Other* category to record any strengths and weaknesses that do not relate directly to one of the four defined program components (e.g., funding diversification).

Review the external program data you identified as part of your strategic planning. *External data* describe the population your program serves and the environment in which it operates. With an external assessment, you analyze the forces that affect the environment in which your program functions. (Consult the Data Sources Matrix tool in the Strategic Planning Kit for School Health Programs for a list of external data sources.)

Based on what the external data indicate, generate and record in the SWOT Analysis: External Assessment Table below a list of program opportunities and threats.

- *Opportunities* are aspects of the external environment that facilitate reaching program goals. Opportunities are not just positive aspects of the environment but can also be the chance to address program gaps and initiate new activities.
- *Threats* are aspects of the external environment that are barriers or potential barriers to reaching program goals.
- Group the opportunities and threats using the same components that you used to group strengths and weaknesses. Use the *Other* category to record opportunities and threats that do not relate directly to one of the four defined components (e.g., youth populations at disproportionate risk for disease, policies that could influence program implementation).
- When you have finished the SWOT analysis, review the findings, revise them if needed, and finalize the table. You will use the findings from your SWOT analysis to complete your strategic plan.

## SWOT Analysis: Internal Assessment Table

Program Component	Program Strengths	Program Weaknesses
<b>PROGRAM MANAGEMENT AND STAFFING</b>	(e.g., fully staffed team)	(e.g., limited professional development opportunities for staff)
<b>PROGRAM PLANNING AND MONITORING</b>	(e.g., newly revamped tracking system in place to document technical assistance activities)	(e.g., lack of staff skills in collecting and analyzing data for program planning)
<b>PROFESSIONAL DEVELOPMENT EVENTS AND TECHNICAL ASSISTANCE</b>	(e.g., our distance learning capabilities)	(e.g., training cadre too small)
<b>PARTNERSHIPS</b>	(e.g., program participation in regional school health coordinating council)	(e.g., no working relationship with department of education assessment unit)
<b>OTHER</b>	(e.g., recent recognition by department of education commissioner for our program work)	(e.g., insufficient work space and storage)

## SWOT Analysis: External Assessment Table

Program Component	Program Opportunities	Program Threats
<b>PROGRAM MANAGEMENT AND STAFFING</b>	(e.g., staff dedicated to health education coordination in most school districts)	(e.g., state hiring freeze so unable to fully staff program)
<b>PROGRAM PLANNING AND MONITORING</b>	(e.g., collaboration with university faculty who are consulting on program evaluation)	(e.g., resistance of schools in state to participate in YRBS- Youth Risk Behavior Survey)
<b>PROFESSIONAL DEVELOPMENT EVENTS AND TECHNICAL ASSISTANCE</b>	(e.g., use of standards-aligned HIV prevention materials in less than 50% of districts and schools suggesting need for technical assistance)	(e.g., limited number of teacher release days)
<b>PARTNERSHIPS</b>	(e.g., new leadership within the community planning group for HIV prevention)	(e.g., historically negative relationship between two key partners)
<b>OTHER</b>	(e.g., lower rates of condom use reported by Hispanic female teens on YRBS suggesting need for targeted intervention)	(e.g., unfavorable parental attitudes toward required physical education courses in middle schools)

## Program Goal Review Using SWOT Analysis

The purpose of this worksheet is to help you determine whether your school health program is addressing goals that reflect your program's strengths, weaknesses, opportunities, and threats (SWOTs). *Strengths* are elements internal to your school health program that facilitate reaching your program goals. *Weaknesses* are elements internal to your school health program that are barriers to reaching your program goals. Opportunities are aspects of the external environment that facilitate reaching program goals. *Opportunities* are not just positive aspects of the environment but can also be the chance to address program gaps and initiate new activities. *Threats* are aspects of the external environment that are barriers or potential barriers to reaching program goals.

**Instructions:** A program goal is a broad statement of program purpose that describes the expected long-term effects of a program. Goals should address the program's effect in reducing a health problem (e.g., HIV, obesity, tobacco-use prevention) and identify the target population to be affected (e.g., middle school students, school districts, health education teachers). List each of the five-year program goals in your application for DASH funding on a separate piece of chart paper. For simplicity, include only the program effect and target population in the goal (e.g., to decrease risk behaviors associated with HIV infection among students within the school district).

Under each goal, list the SWOTs that relate to the program effect and target population. List the SWOTs that do not apply to any goal on a separate sheet of chart paper. Later you might decide to write a new goal to address these SWOTs.

With your program staff and your strategic planning workgroup, review the SWOTs for each goal. Consider the following questions to help you with this process.

- Will our internal program strengths help us accomplish this goal?
- Will our internal program weaknesses hinder us from achieving this goal?
- Can our program overcome internal weaknesses to achieve this goal?
- Does this goal address the needs of the population we serve?
- Do we have partnerships that can help our program achieve this goal?
- Are others in the community addressing this goal?
- Are there policy issues that hinder our program's ability to achieve this goal?
- Are there political or other external issues that decrease stakeholder support for this goal?
- Are there future external opportunities that might influence our program's ability to achieve this goal?
- Are there additional populations in need—particularly youth that are disproportionately affected by disease—that this goal does not serve?
- Is program sustainability promoted or hindered by this goal?

After you review each goal using these questions and the SWOTs, finalize your program goals. Depending on the question and how you answered it, you may decide to revise the goal, delete it, or write a new goal. It is important to consult with your Project Officer concerning any changes to the five-year program goals in your application for DASH funding, especially if you decide to add or delete goals.

## Program Strategy Checklist

The purpose of this checklist is to help you assess whether your program has useful strategies for achieving your school health program's five-year goals. You can use this checklist when developing your strategic plan, which is the document that describes your program's strengths, weaknesses, opportunities, and threats (SWOTs) and outlines strategies and future directions.

A program strategy is the means or broad approach by which a program will achieve its goals. Useful strategies capitalize on program strengths or opportunities, or reduce the influence of program weaknesses or threats. Program *strengths* are elements internal to your school health program that facilitate reaching your program goals. Program *opportunities* are aspects of the external environment that facilitate reaching program goals. Opportunities are not just positive aspects of the environment but can also be the chance to address program gaps and initiate new activities. Program *weaknesses* are elements internal to your school health program that are barriers to reaching your program goals. Program *threats* are aspects of the external environment that are barriers or potential barriers to reaching program goals. You should examine a SWOT analysis of your program prior to completing this strategy checklist.

Criteria to assess each program strategy	Yes	No
1. Is it expressed in a declarative statement that starts with a verb?		
2. Does it describe a single program action and the object of the action?		
3. Does it connect logically to the program goal?		
4. Is it broader than a program objective?		
5. Is it broader than a workplan activity?		
6. Do data indicate the need for the strategy?		
7. Does the strategy do one or more of the following? <ul style="list-style-type: none"> <li>• build on program strengths</li> <li>• reduce the influence of program weaknesses</li> <li>• build on program opportunities</li> <li>• reduce the influence of program threats</li> </ul>		

After assessing each program strategy for the criteria in the table, examine those strategies that received one or more answers of "No," and consider how to revise them. Some strategies may simply need re-writing, for example, to describe a single program action. Other strategies may need to be deleted and replaced. For example, a strategy for which data do not indicate a need should be replaced with a strategy that does address a need. Having useful strategies will make your strategic plan a more helpful tool for annual program planning.

The following example indicates two useful program strategies for addressing a program goal. Each strategy has an objective and corresponding activities.

**Program goal:** To decrease risk behaviors associated with HIV infection among students within the school district.

**Program strategy 1:** Form a community partnership that advocates for HIV-prevention education in schools.

Objective: By February 28, 2009, convene four meetings of a new community partnership group for HIV-prevention education in schools.

Activities: Create criteria for identifying partnership members, recruit the members, convene the meetings, and document the meetings.

**Program strategy 2:** Provide professional development on HIV-prevention education to district health educators.

Objective: By February 28, 2009, conduct two one-day workshops on HIV-prevention education for at least 90% of health educators in the district, including teachers, school nurses, and school counselors.

Activities: Recruit the trainers, design the workshops, market the workshops, implement the workshops, evaluate the workshops, and provide follow-up support to workshop participants.

## Communication Matrix

Communication involves sharing information about your school health program in ways that make it understandable and useful to stakeholders. You can do this by using a variety of communication formats and channels. A communication format is the actual layout of the communication you will use, such as reports, brochures, one-page descriptions, newsletters, executive summaries, slides, and fact sheets. A communication channel is the route of communication you will use, such as oral presentations, videos, emails, webcasts, news releases, and phone conferences. Both the formats and channels should take into account the needs of different audiences, the type of information you wish to provide, and the purpose of the communication. You can use the following matrix to help you plan your communication process.

What Do You Want to Communicate?	To Whom Do You Want to Communicate?	How Do You Want to Communicate?	
		Format(s)	Channel(s)
<i>Example: Strategies included in plan</i>	<ul style="list-style-type: none"> <li>• <i>Project Officer</i></li> <li>• <i>Program staff and implementers</i></li> <li>• <i>Community partner organizations</i></li> <li>• <i>State health department</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Strategic plan document</i></li> <li>• <i>Strategic plan document</i></li> <li>• <i>Executive summary</i></li> <li>• <i>Slides</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Email, phone conference</i></li> <li>• <i>Email, in-person meeting</i></li> <li>• <i>Webcast</i></li> <li>• <i>In-person oral presentation</i></li> </ul>

## Program Communication Tracking Tool

Communication involves sharing information about your school health program in ways that make it understandable and useful to stakeholders. This tool can help you track communications with your various audiences, including the communication format(s) (the layout of the communication, such as newsletters) and the communication channel(s) (the route of communication, such as oral presentations), audience feedback on the communication message, and next steps you need to take in response.

Communication	Date	Audience(s)	Communication Format(s)	Communication Channel(s)	Audience Feedback and Next Steps
Example: Annual Progress Report	2/28/09	<ul style="list-style-type: none"> <li>• <i>Project Officer</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Written report</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Email, phone call</i></li> </ul>	<ul style="list-style-type: none"> <li>• Clarify workplan progress and submit revised workplan by 4/1.</li> <li>• Devote more time to Objective 2. Draft proposed activities to present to program staff.</li> <li>• Work is progressing adequately. No next step needed.</li> </ul>
	3/15/09	<ul style="list-style-type: none"> <li>• <i>Program staff</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Slides</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Oral presentation</i></li> </ul>	
	4/1/09	<ul style="list-style-type: none"> <li>• <i>School health councils</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Written summary, slides</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Webcast</i></li> </ul>	

## Data Collection Framework

<b>Evaluation Question</b> <i>What do you want to know? What information do you need?</i>	<b>Indicator</b> <i>How will you know? What observable measure(s) will you use?</i>	<b>Data Source</b> <i>From what or from whom will you obtain the information?</i>	<b>Data Collection Method</b> <i>How will you gather the information?</i>	<b>Data Collection Timeline</b> <i>When will you gather the information?</i>
<p><i>Example:</i> What is the impact of teacher curriculum trainings?</p>	<ul style="list-style-type: none"> <li>• Participants' perceived confidence to teach the curriculum</li> <li>• Participants' skills in teaching the curriculum</li> </ul>	<p>Training participants</p> <p>Curriculum coordinator</p>	<p>Questionnaire</p> <p>Classroom observation of teachers</p>	<p>June 2008</p> <p>Sept 2008</p>