

## Aligning Workplans and the *Indicators for School Health Programs*

This *Brief* defines and explains the relationship between workplans and the DASH *Indicators for School Health Programs* (referred to as *Indicators*) and the different ways in which *Indicators* can be linked to parts of workplans is addressed.

### Definitions

A **workplan** is a concise easy-to-read overview of your goals, strategies, objectives, measures, activities, timeline, and those responsible for making the program happen. It is a detailed road map for running the program for a given one-year budget period. The annual workplan is one of three primary program planning tools that you can develop and use to understand and monitor your program's implementation. The other planning tools are the five-year strategic plan and the program logic model, both of which inform the content of your annual workplan. For more information on DASH program planning tools, see *Brief 5* (see Resources below).

**Indicators** provide DASH funded partners with a common set of measures to document their program activities, development, and implementation. The *Indicators* serve as the primary process evaluation data source for DASH funded partners focusing on CSHP, HIV prevention programs, and asthma management programs. Process evaluation, through use of *Indicators* or other performance measures, documents the activities that actually take place in your program, how well they were implemented, and their immediate results. *Indicators* document annual program progress and the accomplishment of program objectives. To learn about the topic areas of *Indicators*, see *Brief 6* (see Resources below).

### Aligning Your Workplan and *Indicators*

The workplan and *Indicators* reflect the work that your program does on a yearly basis. *Indicators* can be linked to your workplan in a number of different ways. Table 1 shows how the components of a workplan and *Indicators* are generally associated.

**Objectives.** To identify pertinent *Indicators* questions, review each objective listed in your workplan. Some objectives may address *Indicators* topics such as policy, curricula and instruction, assessment of student performance, external collaboration, project planning, and other information and activities. Where possible, match these topics to specific *Indicators* questions in the appropriate questionnaire. Note that not every objective will have a relevant *Indicators* question. Also, there may be more than one *Indicators* question that can measure the progress of one specific objective.

### Measures for accomplishing the objectives.

Workplan measures of accomplishment are quantifiable criteria that describe how you know if you have succeeded in accomplishing an objective. To the extent possible, measures of accomplishment should be aligned with and measured by *Indicators*. *Indicators* may not cover all of your activities. Your program staff may think of other performance measures to collect to monitor the progress of your program's development and implementation.

**Data sources to measure the objectives.** You should identify potential data sources to gather the necessary data to measure your objectives and all of the relevant *Indicators* questions identified in your workplan. Data sources that measures *Indicators* may include:

- Technical assistance (TA) logs to measure the number and type of TA provided and to whom.
- Registration forms for professional development (PD) events and trainings to measure the number, topic and type of events, and number and type of attendees at events.

- Registration forms for information sessions and presentations to measure number, topic and type of events, and number and type of attendees at events.
- Distribution lists to measure number and type of resources or materials distributed and to whom.

**Activities.** *Indicators* require that information be gathered for certain kinds of activities. Some activities relevant to the *Indicators* include the following: developing and distributing materials, providing PD, and providing individual TA.

**Table 1. Workplan Components and *Indicators* that Reflect Each Other**

Workplan Components	<i>Indicators for School Health Programs</i>
5 year goals	No
Strategies	No
School Level Impact Measures (SLIMs)	No
Objectives	Yes
Rationale for objectives	No
Measures for accomplishing objectives	Yes
Data sources to measure objectives	Yes
People responsible (for accomplishing objectives and gathering data)	No
Activities	Yes
People responsible (for activities)	No
Activity timeline	No

## Resources

The main *Indicators for School Health Programs* web page is available at <http://www.cdc.gov/HealthyYouth/evaluation/indicators/index.htm>.

*Brief 5: Integrating the Strategic Plan, Logic Model, and Workplan.* Available at <http://www.cdc.gov/HealthyYouth/evaluation/resources.htm>

*Brief 6: The Indicators for School Health Programs: The Essential Facts.* Available at <http://www.cdc.gov/HealthyYouth/evaluation/resources.htm>

*801 Workplan Template.* Available at [http://www.cdc.gov/dash/program\\_mgt/801\\_resources.htm](http://www.cdc.gov/dash/program_mgt/801_resources.htm)

*Strategic Planning Kit* and *Strategic Planning Example.* Available at [http://www.cdc.gov/Healthyyouth/evaluation/sp\\_toolkit.htm](http://www.cdc.gov/Healthyyouth/evaluation/sp_toolkit.htm)