

Step 6 Plan

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Focus question

How do we create a clear, realistic, and focused plan for successful implementation of a teen pregnancy prevention program?

Step 6 Plan marks the transition from exploration and self-assessment to planning and operation. In the course of the next three steps, you will create the work plan and program schedule, a **process evaluation** plan to monitor the implementation, and an **outcome evaluation** plan to measure your results. In the course of creating these plans, you will also embark upon the program implementation. Therefore, these three steps may transpire over an extended period of time.

By finishing Step 6 you will formulate a detailed plan for implementing and running the program your group chooses. By completing the tools and tasks incorporated into this step, you can be sure that you have covered all the details. You will begin assigning roles and tasks and setting deadlines for accomplishing them. You will also be able to confirm that you have done everything you can to make your program culturally appropriate.



Key point

The goal in this step is to develop a plan that prepares your team to implement, monitor, and evaluate your program.

Materials

- Copies of the Step 6 tools located on the CDC Teen Pregnancy website, **Work Plan** and **Program Budget**
- Copies of the program curriculum
- Completed Step 1 tools, **Resource Assessment**, **Data Collection Plan**, **Priority Needs Filter**
- Completed Step 2 tools, **BDI Logic Model** and **SMART Desired Outcomes** tool
- Completed Step 3 tool, the appropriate **Checklist for Programs**
- Completed Step 4 tools, **Program Fit Assessment** and **Culturally Appropriate Programs Checklist**
- Completed Step 5 tool, **Capacity Assessment**



Step 6 Checklist

As you complete Step 6, you will perform the tasks necessary to develop a plan for establishing and running a successful teen pregnancy prevention program:

- Finalize your program selection
- Identify program activities
- Complete the BDI logic model you started in Step 2 Goals & Outcomes
- Consider and select participant recruitment strategies
- Look ahead to logistics for process and outcome evaluation
- Complete a program budget
- Develop a written work plan incorporating decisions you've made thus far



FYN tackles Step 6

After selecting a popular evidence-based teen pregnancy prevention program (EBP) called *Making Proud Choices!* (MPC), FYN planned to implement it as a voluntary after-school program aimed at 8th graders in the local middle school. In preparation for constructing a detailed plan, the FYN work group pulled together the completed materials from PSBA-GTO-TPP and the MPC program materials. In a series of working meetings, the work group walked through a mock implementation of the program and brainstormed everything that needed to be done. They remembered they would need to do some advance planning on their process and evaluation efforts so they could account for tasks, timing, and costs in their work plan. The staff person keeping track of all the work group's products and materials also mentioned that the PSBA-GTO-TPP process called for a CQI (continuous quality improvement) review after implementation. The work group added it to the work plan.

Reasons for formulating a plan

The written plan acts as a blueprint, guiding program implementation and evaluation. Like the blueprint for a building, a carefully engineered plan increases the likelihood of success. Without one, details tend to fall through the cracks, thereby undermining fidelity and reducing the effectiveness of your work. A well-laid plan is especially vital to the conscientious, thorough, and sensitive adoption of an evidence-based teen pregnancy prevention program, each element serving as a benchmark for accountability.

Every minute you apply to developing your plan is time well spent. That's because investing time up front saves time and resources later, increases staff and stakeholder confidence, and promotes the sort of community goodwill that comes from shared understanding. A good plan increases your chances of reaching your identified desired outcomes. Even if not everything goes right in implementation or evaluation, a well-thought out plan can help you find out why and correct it.

This step produces a clear, thorough, and detailed guide that you can share as needed. It may be especially helpful when staff turnover occurs or new staff is hired. When you finish the tasks in this step, you'll be ready to launch your program.

Among its many advantages, a good plan can:

- Improve partner communication, keeping everyone on the same page
- Help you spot the need for changes before problems arise
- Reduce lost time, wasted energy, and turmoil from staff turnover by anticipating and thus easing the process of integrating new personnel
- Explain the scope of the program and any limitations to the community
- Provide a foundation for sustainable, long-term plans



Key point

Investing the time to develop the plan up front will save time and resources later.

Information (and tasks) to get you started

Creating the plan incorporates all the decisions that have emerged thus far. The first two tasks are critical to complete before you can start assembling work plan components. Once you finish the first two tasks, proceed to the next section and find out **How to plan a program** (p. 6-7).



Tool

Find the **Work Plan Tool** and instructions for using it in the Step 6 folder at <http://www.cdc.gov/teenpregnancy/>. The fictional FYN illustrates its use at the end of this section on page 6-15.

1. Finalize program selection

In the process of completing Step 3 Best Practices, Step 4 Fit, and Step 5 Capacity, you compiled a short list of evidence-based teen pregnancy prevention programs for consideration. You assessed them for fit with your priority population and local context. You also considered the organization's capacity to implement them. You may have quickly identified a prime candidate programs, or you may have repeated the steps with several candidates before a clear choice emerged. If you haven't already identified the program you want to implement, now is the time to do so. Only then can you move ahead.

Enter the name of your chosen program on the **Work Plan Tool**.



Note

If you're still not ready to settle on a program, or you have other programs yet to consider, stop here. Whatever the case, you need to rework Steps 3, 4, and 5 and evaluate other potential programs.

2. Complete the BDI Logic Model

Once you've selected an evidence-based teen pregnancy prevention program, you are ready to complete the final column of the **BDI Logic Model** you started in Step 2 Goals & Outcomes. Under Intervention Activities, list each major activity you will be implementing. Link each activity to the determinant you believe is

being addressed. Provide key details but keep it manageable. A massive, complex logic model doesn't easily convey the logic of your program to those who might examine it.



Save it

Keep all these decision-making materials in the file, folder, or binder where you maintain and organize your process.

How to plan a program

Creating the plan helps you cover all the bases so that you'll truly be ready to start. We focus on identifying and arranging essential preparation and delivery tasks and compiling the resources you'll need to take your program through implementation and evaluation. You'll use two more tools to break out components and calculate costs. In the process you'll answer basic questions as to what, who, when, where, why, how, and how much.



Note

As we use the terms, *tasks* are jobs to be accomplished by your group in the process of preparing for and implementing the program; *activities* are program elements for the participants.

What needs to be done?

- Tasks to be performed in preparation
- Main activities to be organized

Who will be responsible for each task and activity?

- Timing for each task to be carried out (timelines)

Where will each task be accomplished?

Are all planned activities related to our goals and desired outcomes?

- Degree to which activity components in the program address the group's objectives

How will tasks be completed?

How many sessions are involved in program delivery?

- Amount of content to be covered (outline in plan)
- Hours to be spent on each activity (dosage)

How many participants do we hope to attract; how many can we accept?

The tools we provide in this step do not comprise a complete plan. They help you consolidate the essential elements of your plan, which you can then compile into whatever format you need for obtaining approvals, cooperation, and funding; for accountability; and for evaluating your process and outcomes. Proceed through the remaining steps as thoroughly and efficiently as possible, perhaps dividing into smaller groups responsible for particular components.

3. Break down the management tasks

Persons familiar with the process of adopting and implementing programs are in the best position to spell out the work that goes into preparing an organization for putting programs into action. They know the value of listing everything the organization needs to do to get ready by considering:

- Budgetary issues
- People best suited for each task
- Ways staff jobs may need to change
- Policies and procedures that need to be put into place
- Types of meetings required to get the organization moving together
- Timeframes for completing each item



Collaboration

Remember to consider your partners when it comes to assigning tasks. Tasks may include a local organization donating classroom space or a partner becoming involved with fundraising.

Enter your decisions under Administrative and Policies & Procedures on the Work Plan Tool. Include details, due dates, responsible parties, and sources of materials.

4. Identify personnel, setting, & materials needed for sessions

In your assessments of fit (Step 4) and capacity (Step 5), you surveyed your assets and acknowledged your limitations. From the program, you know what you will need to carry it out: facilitators, training, photocopying, meeting space, writing materials, audio-visual equipment, etc. From your familiarity with your community and your prospective participants, you know if you'll need to provide transportation, food, or childcare.



It's a fact

Reducing the Risk endeavors to reduce the incidence of unprotected sexual intercourse among high school students by encouraging abstinence and condom use. Being school-based, preparations for implementing Reducing the Risk include obtaining the means to distribute a newsletter, eliciting cooperation from local social service providers, and working with teachers to get classroom time.

Enter information under Facilitation and Location & Materials on the Work Plan Tool. Remember that this includes professional and peer facilitators, copying printed materials, arranging meals, and lining up volunteers.

5. Design recruitment and retention strategies

In order to recruit and retain the attention of young people and their parents, you probably need to use a variety of methods:

- Incentives (care should be taken not to ensure undue influence)
- Word-of-mouth
- Flyers and ads in local papers
- Popular communications technologies
- Presentations— with food—at places where youth like to gather

Be creative when you think about where and how to reach youth both inside and outside of schools. Consider recruitment and implementation in places youth frequent. Desirable incentives can encourage participation. For example, food is an especially reliable magnet and peer educators may get credit for community service hours. Interested youth to help with recruitment using their preferred technologies, such as texting, tweets, and social networking websites.

When it comes to getting parents involved and gaining their support for the program, you'll need to think of ways that specifically appeal to adults. Traditional methods, like posting flyers, might work. You also may need to consider providing childcare, sibling care, and transportation for parents so they can attend informational sessions or a parent support event. You might take advantage of school orientations or parent-teacher nights to offer introductory sessions, during which you could also obtain parental consent for their children to participate in your program.

Recruitment and retention should be done in a culturally relevant manner, for example, meeting etiquette may vary by different cultures. You may also need to think about having flyers or other printed information translated into different languages to increase participation. In some cases, it's more effective to work with trusted leaders in a particular community and ask them to talk about your program and help recruit participants.

Enter your strategies under Recruitment & Retention on the Work Plan Tool. Include information regarding resources, time, and personnel requirements.

6. Itemize implementation components

Keeping your **BDI Logic Model** and actual program materials close at hand, compile a list of all the tasks, activities, and events that will occur during the implementation from start to finish. Include all scheduled sessions with your

participants and all scheduled meetings and debriefings with teachers, facilitators, volunteers, and others who help run the sessions.

Be sure to include consent and assent forms, whichever is necessary. If your participants are young enough to require parental permission for participation, the forms must be signed and returned to you before you can begin providing instruction. Regardless of which type of form you require, be sure that the language is clear and easy to understand and there are opportunities for participants to ask clarifying questions.



Online

A Practical Guide to Informed Consent developed by Temple University Health System and the Robert Wood Johnson Foundation
<http://www.templehealth.org/ICTOOLKIT/html/ictoolkitpage16.html>

Enter the tasks under Implementation on the **Work Plan Tool**. Include individual sessions, debriefings, and all other scheduled events.



Save it

Put the **Work Plan Tool** with the other materials for easy reference when you create your plan.



Pause – create process and outcome evaluation plans

Before you can complete your work plan and budget for program implementation, you need to look ahead to your evaluation needs. You have to know what to measure, which methods to use, and how to time both process and outcome evaluations so that you can realistically build those tasks and their costs into your work plan.

We advise you to take the time now to look ahead to the planning sections of Step 7 Process Evaluation and Step 8 Outcome Evaluation to identify what you will need. We've provided space on the **Work Plan Tool** for you to capture important planning details. You should also note budget implications on the **Program Budget** tool.



Resume – continue constructing the program plan

Enter your anticipated process and outcome evaluation tasks on the Work Plan Tool under Program Evaluation. Include information regarding resources, time, and personnel requirements.

7. Develop a budget



Tool

If you don't have a detailed budget yet, the **Program Budget** tool at <http://www.cdc.gov/teenpregnancy/> can help you develop a basic one. The FYN illustrates its use on page 6-17.

Of course, it's important to anticipate the costs of your program. You may have already developed a budget to get your grants. Often funders require very specific budget reporting as a condition of their awards. You might be able to get budget information from program developers or from other organizations using the same program. The more details you can estimate, the more accurate your budget will be.



Save it

Put the **Program Budget** with your other materials for easy reference when you create your plan.

8. Draft a final plan

Once you've selected a program, the work plan you compile should keep you on track throughout preparation, implementation, and evaluation. It should help you communicate to boards, funding bodies, partners, oversight agencies, community members, etc. Project plans commonly include—but certainly aren't limited to or organized exactly like—the following components:

Program summary sketching out the need, selected program, desired outcomes, scope, and costs

Preparation tasks, personnel requirements, schedule, assignments

Implementation activities, support components, process evaluation activities, schedule, assignments

Outcome evaluation tasks, schedule, assignments

Appendices such as detailed budget, timeline, BDI logic model

You may already have a template, or you may use a specific type of project software. The CDC Teen Pregnancy website has a work plan tool. It will be up to you to package your plan according to your specific requirements.

Start at the end

The *Start at the end* report plan template helps you clarify where you are heading by guiding you through a process of gathering program information before you conduct the evaluations. This template can help you summarize much of the information you have developed using the PSBA-GTO-TPP process and compile it into a report or plan that is compatible with many of the tools we've already provided. If you start using this template now, you can also use it to complete your process and outcome evaluation plans and, moving forward, to compile the results. This template provides a type of plan tool and can serve as a reporting tool to use with funders and other stakeholders.

A copy of the *Start at the end* template can be found on the CDC Teen Pregnancy website. We've also included an article describing the use of the template as well as a filled-in example of the template for a community-based organization.

Get Organized

The comprehensive guide to developing a teen pregnancy prevention program includes Chapter 13, "Planning and Carrying Out a Teen Pregnancy Prevention Project," in which the section on page 8 is dedicated to writing the plan. The guide was created by the National Campaign to Prevent Teen Pregnancy and the U.S. Department of Health and Human Services and is available for free online: <http://aspe.hhs.gov/hsp/get-organized99/>.



Save it

You should refer your work plan regularly and update it as needed.



FYN completes the Work Plan Tool and Program Budget

The FYN work group designed a phased implementation plan.

1. FYN's program director worked with the school board and local middle school to get approval to use the MPC curriculum in an after-school setting and to secure the staff time needed to launch and develop the program.
2. The program director developed a two-year plan for curriculum implementation.
3. Teachers from the middle school received facilitator training.

4. Working with the teachers, FYN developed a process for recruiting and training two peer educators.
5. The school guidance counselor worked with the FYN director during the summer to decide when each lesson would be taught during the school year.
6. FYN created a schedule of Thursday lessons so the program director would always be onsite and available to teachers who needed help.
7. FYN established a schedule for ongoing, monthly planning meetings where involved staff, teachers, and peer educators discussed any problems that came up and discussed ways to improve the program.
8. Working with the middle school, FYN developed a recruitment and information sharing process for MPC. Other school organizations agreed to distribute relevant information from the MPC curriculum whenever possible at existing school activities, especially those related to teen sexuality.

Before implementing the program for the first time, FYN paused to develop its process and evaluation plans to make sure that important data would be collected at the right times, including before and during implementation. FYN also noted in its work plan that it would conduct a strategic CQI review after the program was implemented and evaluated for the first time. FYN decided to use the information gathered on all of the PSBA-GTO-TPP tools to build a *Start at the End* report as they moved forward.

Once all implementation and evaluation plans were in place, FYN launched Making Proud Choices!



Work Plan

Program: Making Proud Choices! Local name: _____

Name/title: Linda Date: May 20, 2016

Summary: A program to teach 8th graders (i.e., middle schoolers) to make healthy choices in relationships

Tasks: Administrative	When will it be done?	Who is responsible?	Where will we get any resources we need?	Date done
Write job descriptions, plan staff meetings, prepare budget, etc.				
<i>Staff meeting to introduce the program</i>	<i>June 30</i>	<i>Linda</i>	<i>N/A</i>	
<i>Staff meeting for update on beginning of program</i>	<i>August 30</i>	<i>Linda</i>	<i>N/A</i>	
Tasks: Policies and Procedures	When will it be done?	Who is responsible?	Where will we get any resources we need?	Date done
Set confidentiality and mandatory reporting policies; get signed consent forms from participants, etc.				
<i>Write assent and consent form for kids, as well as parental permission to have signed by parents</i>	<i>July 31</i>	<i>Linda</i>	<i>N/A</i>	
<i>Write policy regarding disclosures of abuse and other reportable events such as harm to self or others</i>	<i>July 31</i>	<i>Linda</i>	<i>N/A</i>	
Tasks: Facilitation	When will it be done?	Who is responsible?	Where will we get any resources we need?	Date done
Hire appropriate facilitators, train volunteers and facilitators, etc.				
<i>Find and engage a facilitator trained in MPC.</i>	<i>July 7-12</i>	<i>Marion</i>	<i>\$1200—see budget</i>	
<i>After-school program leaders trained in “Making Proud Choices!”</i>	<i>July 11-14</i>	<i>Miguel, Anna</i>	<i>\$4000—see for travel, fees, etc. in budget</i>	

Tasks: Location and Materials	When will it be done?	Who is responsible?	Where will we get any resources we need?	Date done
Reserve and pay for meeting space as needed; obtain and copy materials, etc.				
<i>Buy flip chart paper</i>	<i>August 30</i>	<i>Linda</i>	<i>\$10.00</i>	
<i>Make copies of work sheets</i>	<i>August 30</i>	<i>Linda</i>	<i>\$5.00</i>	
Tasks: Recruitment and Retention	When will it be done?	Who is responsible?	Where will we get any resources we need?	Date done
Recruit participants, develop retention and referral plans, etc.				
<i>Present program at PTA and school administration meetings to increase program awareness and buy-in.</i>	<i>August 27, Sept. 9</i>	<i>Linda, Anna</i>	<i>N/A</i>	
<i>Build partnership with the school health clinic</i>	<i>August 30</i>	<i>Linda</i>	<i>N/A</i>	
Tasks: Implementation	When will it be done?	Who is responsible?	Where will we get any resources we need?	Date done
Plan intervention activities listed in BDI logic model, schedule periodic debriefings, etc.				
<i>Send consent forms</i>	<i>Sept. 13</i>	<i>Miguel, Anna</i>	<i>N/A</i>	
<i>Collect consent forms</i>	<i>Sept. 30</i>	<i>Miguel, Anna</i>	<i>N/A</i>	
<i>Pre-exposure survey and Session 1</i>	<i>Sept. 28</i>	<i>Linda, Miguel, Anna</i>	<i>N/A</i>	
<i>Debriefing</i>	<i>Sept. 28, 1:00</i>	<i>Linda, Miguel, Anna</i>	<i>N/A</i>	
<i>Session 2</i>	<i>Oct. 4</i>	<i>Linda, Miguel, Anna</i>	<i>N/A</i>	
<i>Session 3</i>	<i>Oct. 11</i>	<i>Linda, Miguel, Anna</i>	<i>N/A</i>	
<i>Session 4</i>	<i>Oct. 18</i>	<i>Linda, Miguel, Anna</i>	<i>N/A</i>	
<i>Debriefing</i>	<i>Oct. 19 1:30</i>	<i>Linda, Miguel, Anna</i>	<i>N/A</i>	
<i>Session 5</i>	<i>Oct. 25</i>	<i>Miguel, Anna</i>	<i>N/A</i>	
<i>Session 6</i>	<i>Nov. 1</i>	<i>Miguel, Anna</i>	<i>N/A</i>	
<i>Session 7</i>	<i>Nov. 8</i>	<i>Miguel, Anna</i>	<i>N/A</i>	
<i>Session 8</i>	<i>Nov. 15</i>	<i>Miguel, Anna</i>	<i>N/A</i>	
<i>Post-exposure survey</i>				
<i>Debriefing</i>	<i>Nov. 16</i>	<i>Linda, Miguel, Anna</i>	<i>N/A</i>	



Program Budget

Item by Category	Calculation	Cost Estimate
Personnel		
<i>Facilitator</i>	$\# \text{ hours} \times \$ / \text{hour}$	
<i>Program director</i>	$\# \text{ hours} \times \$ / \text{hour}$	
<i>Personnel benefits</i>	$\$ / \text{staff member}$	
<i>Program manager</i>	25% annual salary (10 hrs/week)	
	Personnel subtotal	
Travel		
	<i>To training for # of staff members</i>	
<i>Airfare</i>	$\$ \text{ airfare} \times \# \text{ of staff}$	
<i>Food</i>	$\$ \text{ food} \times \# \text{ of days} \times \# \text{ of staff}$	
<i>Lodging</i>	$\$ \text{ room rate} \times \# \text{ of days} \times \# \text{ of staff}$	
<i>Miscellaneous</i>	$\$ \text{ misc.} \times \# \text{ of days} \times \# \text{ of staff}$	
<i>Local mileage</i>	$\$ \text{ mileage rate} \times \# \text{ of days} \times \# \text{ of staff}$	
	Travel subtotal	
Equipment		
<i>Television, 20 inch</i>	$\$ \text{ TV} \times \# \text{ of TVs}$	
<i>DVD player</i>	$\$ \text{ DVD player} \times \# \text{ of DVD players}$	
<i>Computer</i>	$\$ \text{ computer} \times \# \text{ of computers}$	
<i>Printer</i>	$\$ \text{ printer}$	
<i>Easel</i>	$\$ \text{ easel} \times \# \text{ of easels}$	
	Equipment subtotal	
Supplies		
<i>Copy paper-various colors</i>	$\$ \text{ box} \times \# \text{ of boxes}$	
<i>Easel paper</i>	$\$ \text{ pad} \times \# \text{ pads}$	
<i>Basketballs, footballs</i>	$\$ \text{ a piece} \times \# \text{ balls}$	
	Supplies subtotal	
Other		
<i>Peer facilitator stipends</i>	$\$ / \text{two facilitators} \dots$	
<i>Copier expense</i>	$\$ \text{ per copy} \times \# \text{ estimated copies}$	
<i>Food for participants</i>	$\# \text{ days} \times \$ \text{ for food}$	
<i>Participant incentives</i>	$\# \text{ youth expected} \times \$ / \text{incentive}$	
TOTAL COST OF PROGRAM	Sum of all category subtotals	

Applying Step 6 when you already have a program

You probably have a plan if you're already running a program, but a revised and expanded plan can illuminate things you haven't thought of or identify needs that may arise as you implement. Reviewing the ideas in this step can help you:

- Add details to your plan that you hadn't thought about before.
- Rethink your plan more critically and perhaps strengthen it.
- Ensure that activities are linked to the sexual behavior determinants relevant to your priority population, because those determinants are linked to the behaviors you hope to influence.
- Make an evaluation plan.

CQI and sustainability at this stage

Developing a clear plan of action for implementation and evaluation has several advantages. The more you can anticipate what needs to be done, the less likely you are to overlook something important. This increases the chances of staying true to your vision, goals, and outcomes, which also increases your chances of implementing with fidelity. You should have less to correct or refine on the other side of implementation. At the very least, having a detailed road map in your work plan simplifies the process of figuring out what did and didn't work.

Strong plans also contribute to sustainability. You increase your chances of maintaining your work by continuing to involve stakeholders, key staff, and organizational leadership, by using a plan that includes process and outcome evaluation.

Lessons learned

Later, when you get to Step 9 CQI, we'll help you decide whether the details of your work plan were adequate for program implementation. In Step 10 Sustainability you'll reconsider the circumstances of your implementation in a broader context to help strengthen the sustainability of your work.

Right now, here are some questions to help you think through any lessons learned while developing your work plan that will help you later on.

Is everyone on board with the plan?

There's a lot of work to do at this stage. You may find that not everyone understands all the details of your plan or is completely sold on the idea. Some might be concerned about the resource commitments. You may find that some additional time spent on internal communications to make sure everyone understands your plans will strengthen buy-in. You might also get some new ideas that will make your plan better, too!

Is the concept of fidelity clear?

Working through the details of your plan may make it easier for everyone to really understand what it means to implement an EBP with fidelity or "as is." Especially if you are involving youth as peer facilitators or in some other capacity, it might be a good idea to go over some of the details of the work plan as they relate to implementing your EBP with fidelity. Good questions

might come up or you might anticipate some areas that need a little extra monitoring.

Are there any new opportunities for relationship-building at this stage?

Always keep your eyes open for chances to connect with potential new champions and supporters of your work. As you publicize your program and recruit participants, talk up the benefits of the work you're doing. Look for potential new partnerships and alliances that could benefit your organization beyond one-time program implementation.



Save it

Keep taking notes about your findings in the Lessons Learned tool.

Getting ready for Step 7

Step 7
Process
Evaluation

You've now incorporated all of the PSBA-GTO-TPP tasks you've finished up to this point into a solid work plan. Before launching your program, if you have not already done so, we recommend you take some time to review and perform the preparation tasks in Step 7 Process Evaluation and Step 8 Outcome Evaluation. Doing so will help you identify the process and outcome measures you need to gather or develop before you launch your program and the ones you need to monitor while the program is running.