**Positive Action**

***GTO***

Develop a vision

*In this instance, since we are applying the GTO to an already chosen evidence-based practice, I would want our vision to match that of the evidence-based practice. An appropriate vision would include visions from all those on our community team implementing the program and would include that we want a world where are children grow into adults who impact the world in positive ways because of the positive feeling they have about themselves. We would connect this to bully prevention, youth violence, substance abuse prevention, academic achievement, community service, and leadership roles.*

1. What are the underlying needs and conditions in the community?
	1. *A needs assessment would be the first thing to do. Positive Action provides basic needs assessments to give to teacher, student and Principal. But, we would want to give needs assessments to the community too, this would include parents, business owners, community health agencies, government organizations, law enforcement, etc. We do have some current data we could look at too. The individual school level have various components that are addressing bullying prevention and promotion of positive emotional regulation. The community alliance just began their efforts and have a community survey. Pathways Community Healthcare provide services to various students who struggle with bullying concerns and emotional needs. The school district has collected data on the amount of students who are receiving counseling services through our Pathways Community Healthcare group. We could also look at school district data of suspensions and expulsions and the reasons and law enforcement information related to this topic. Step 3 gave a great list of questions to consider adding to any needs assessment we may develop ourselves. A focus group of students would be helpful too. This can provide anecdotal informations that we don’t always obtain from surveys. Ample time will need to assigned to evaluate and interpret the data presented. We need to be sure we ask why questions to make sense of the data. This information will help us determine how we would want to begin the implementation of the program. The Community Toolbox has helpful resources we could access in developing needs assessments.*
2. What are the goals, target populations, and objectives?
	1. *Our target population is elementary age children in grades kindergarten through fourth grade. Our goals are to promote a positive school climate, teach emotional self regulation and improve the character of our students. Our objectives we want met are a decrease in bullying and discipline referrals and an increase in students feeling safe at school and in life. The Positive Action program meets all these. We would want to be more specific in our desired outcomes by adding measurable goals based on our baseline data we receive from the needs assessment.*
3. Which evidence-based program can be used to reach your goal?
	1. *This research was completed last week by comparing and contrasting evidence-based practices using a set of specific criteria. Positive Action was chosen as the program to use. It would also be helpful to take Positive Action and run it through the list of 17 components of a CSAP model program. We would also need to construct a logic model of our program to foster clarity of purpose, buy-in from stakeholders, and a rationale for program selection.*
4. What actions need to be taken so that the selected program “fits” the community context?
	1. *Positive Action fits are target population, geographical and setting locations. Our needs assessment would provide information about the community level’s readiness for the prevention intervention. At this point, I would want to gain more in depth knowledge of the program. I could do this by visiting schools who use the program. We currently don’t have a program like this in school or community. The benefit to this program is that it has a school level, family level and community level. All of which can use the program as it is intended to be used within their own setting. The dissemination of this program scored a 4.0 on a 4.0 scale which indicates it is easy to implement in all areas. This program would enhance our community involvement efforts by bringing the school, family and community together for a common cause and with a common focus. As a school our mission is to prepare each student for a successful and meaningful life. The program teaches students that positive thoughts, lead to positive actions, positive actions lead to positive feelings about oneself, and positive feelings lead to more positive thoughts. A student who has positive thoughts has a successful and meaningful life.*
5. What organizational capacities are needed to implement the program?
	1. *All of these steps are very important when implementing a new program, but this one will need to take careful consideration and evaluation. We don’t want to implement a new program just to say we did it, we want it done well and to be effective. Our staff are qualified to implement this program and Positive Action provides ample training and on-going support. The question we would want to consider is do we have the time available for the staff to be trained? We would also need to look at our daily schedule and determine when the program would be utilized during the school day and how would we work with the family and community to add in those components too? I would want to use the Community Tool Box and the Conflict Resolution Network in Appendix 5A to help improve capacity of any staff who are reluctant to the implementation. Evaluation is key to success. We would need to determine and how, who and when the evaluation will take place. Positive Action provides material that focuses substantially on implementation fidelity, and a comprehensive evaluation guidebook is provided to directly support quality assurance. The big question to implementing any new program is the fiscal capacity. We would need to be sure we have adequate funding for the initial and sustainability. We would need to identify any potential sources of funding, such as grants. The cost of this program seemed much more reasonable than others. For example, for a K–5 school with 510 students and 17 teachers, the initial cost for one curriculum Instructor’s Kit per teacher (17 x $390–$460) plus a Counselor’s Kit ($150) and one Climate Development Kit ($460) would be between $7,240 and $8,430. I would want to use the capacity tool in Appendix 5B to help assess different types of capacities.*
6. What is the plan for this program?
	1. *Positive Action provides implementation materials that are very detailed and include everything a potential user would need to implement the program. The program implementation plan includes sample 3-year plans along with key questions to guide the implementation planning process. This is a benefit of using an evidence-based program. We would want to review the implementation plan and adjust to meet our needs. We will need to be sure to identify anticipated outputs to show whether or not that part of implementation was met. The summary checklist provided will be helpful in guiding us through the implementation plan.*
7. How will the quality of program and/or initiative implementation be assessed?
	1. *Again another benefit of using an evidence-based program is that it provides all the material focusing substantially on implementation fidelity, and a comprehensive evaluation guidebook to directly support quality assurance. We will want to review the guidebook to see if it has evaluations for both short term and long term improvement. The Process Evaluation Matrix and Planning Tool is very helpful; I would reference Appendix 7A. Making sure those doing the evaluating are trained appropriately is just as important in training those that are implementing the program. As a team, review the progress, problems and lessons learned section will help us when analyzing the evaluation results of the program.*
8. How well did the program work?
	1. *We will need to be sure our outcomes we determine our realistic, specific and are measurable. The suggestion of a pilot test was helpful. We will want to do this to be sure the questions are understood as intended and make adjustments as needed. As a team, we will need to determine what kind of assessment we will want to do. Pre and post, retrospective post, pre and post with comparison group or pre and post with control group. The Comparisons of the Common Evaluation Designs table is very helpful in giving the pros and cons of each one. I would predict we would use the pre and post method. The data collection methods at a glance table is also a very useful tool to determine how data will be collected. We will defer to the program’s evaluation guide provided. It is always important to analyze and interpret the data collected.This guides next steps and we will want to share this information with our stakeholders.*
9. How will continuous quality improvement strategies be incorporated?
	1. *This step is important to maintain sustainability and to continue to achieve results. The evaluations we conduct will not only give us information about whether or not our program is working, but will also give us information regarding what kinds of changes need to be made.*
10. If the program is successful, how will it be sustained?
	1. *The immediate question that comes to mind regarding this is the training of staff. Each year we obtain new staff members, we will need to be sure they are trained the same way are initial staff members were trained. Cost will always need to be considered year after year. If we would like to sustain the program over time, we will need to be sure there is always space in the budget to obtain the required materials or that we have availability to additional funding, such as grants.*

**Project Achieve**

***3 Bold Steps***

**Partner**

1. Think Broadly Activity - *I decided I needed a more in depth look at who should our partners in tackling the important issue.*
	1. Who Cares as Much as You Do? activity
		1. *Issue = Bully prevention and emotional regulation*
		2. *Affects = students, teachers, families, community members and businesses. How does it affect businesses? Because these students are their future employees and consumers.*
		3. *Who else is addressing issue? = community counselors and psychologists, community alliance, community mental health agencies and law enforcement. Who are the decision makers? School superintendent, school principal, mayor, police chief, Director of Pathways Community Health, co-founders of community alliance*
		4. Use Partnership Tickler List for ideas
			1. *Mayor, department of public health, police chief, family/parent education liaison, Lions Club, PTA, school Superintendent, Principal, school counselor, teacher, Director of Pathways Community Health, and co-founders of community alliance*
2. Share Your Message activity - *it is important to start with this. What will we see about our purpose in 1 minute or less. Thinking this through and having all those involved in sharing the message be sure you all are sharing the same message. An area that was particularly helpful in this sections was the interactive neighborhood. It provided information about what each community member cared about and what to emphasize or avoid when talking about the program.*
	1. How Do We Make Our Case? activity - *the people we want to serve on our team are important people in the community and school level. In order for them to give their time; they need to know the purpose and how they will be useful. Answers to these questions could make or break the development of an effective team that has representatives from a variety of areas. The example on the worksheet to the High School Principal is very helpful. I would keep ours just like, while making small adjustments based on who we are speaking to.*
3. Connect the Dots activity - *with a variety of community entities being represented, it is important to connect the dots so all feel their reason for supporting the cause is valued.*
4. How Do we Make Decisions? activity - *with people coming together from a variety of entities and places in which they all do business differently; it will be important to determine how a decision is made. This ensures all voices are heard and a fair way in making decisions is established. In order for things to move on and get accomplished, decisions need to be made.*

**Plan**

1. Assess Needs - *this is a very important step because it ensures the problem we think is a problem, really is a problem. Sometimes a specific incident makes it seem like a problem is bigger than it actually is.*
	1. We would start by addressing the three questions: What data do we have about the current state of the problem we want to address? *We have current data at our community, District level and individual school level.* Who is already working to address the problem in some way? *The individual school level have various components that are addressing bullying prevention and promotion of positive emotional regulation. The community alliance just began their efforts and have a community survey. Pathways Community Healthcare provide services to various students who struggle with bullying concerns and emotional needs. The school district has collected data on the amount of students who are receiving counseling services through our Pathways Community Healthcare group.* Where are the gaps in services? *We need more data and more specific data related to the components of Project Achieve. The community representatives will want to know how it benefits more than just the school. Project Achieve targets all students’ academic and social development by improving their resilience, protective factors, and effective self-management and self-competency skills so they are better able to resist unhealthy and maladaptive behaviors. It is important to look at this program as universal for a variety of issues youth face, not just one. For example, this program could provide a reduction in substance abuse and bullying. Project ACHIEVE’s developers require new sites to conduct and organizational analysis and needs assessment prior to implementations. They offer comprehensive training using multiple training methods and formats.*
	2. Draw Your Roadmap - *Project Achieve comes with components that are to be implemented over three years - with the first component being strategic planning and organizational analysis and development. The program provides implementation materials that are comprehensive.*
	3. Create Infrastructure - *The program has been implemented with a variety of ages and in a similar geographical location and setting us ours. TEAM CPR activity is particularly helpful in this step. Training, Evaluation, Alignment, Monitoring, Communications, Policy and Resources. Project ACHIEVE is implemented in a series of evidence-based steps that occur over a three-year period, involving the school’s (and often district’s) entire instructional, administrative, and support staff. Training typically involves in-service training, classroom-based demonstrations, and technical assistance and follow-up. These are supported by comprehensive and targeted professional development resources that include (a) assessment and intervention kits and tools, (b) electronic and other books and technical assistance documents, and (c) Web- and software-based instruction and evaluation systems and materials. Implementation materials are comprehensive. "Blueprints," planning worksheets, and checklists facilitate navigation through the many processes required for implementation. The program developer requires new sites to conduct an organizational analysis and needs assessment prior to implementation. The developer offers comprehensive training using multiple training methods and formats. Multiple quality assurance tools, in both paper and electronic formats, are available and are supported by on-site consultation. Implementing the program in a school with 500 students and 50 instructional staff would cost an estimated $55,000 in Year 1, $42,000 in Year 2, and $30,000 in Year 3. Other costs associated with the program may include those related to specially designated professional development days, participant stipends, and substitute teacher. This is the step the causes me to stop and reconsider whether or not this program is a good fit for us. The cost of the program is quite high, one that I don’t think would be easily doable for us in our community. If we did decide to go with this program, we would need to stop at this step and consider ways to get additional funding, such as grants.*

**Act**

1. Implement Your Plan - *we will want to be sure we collect process and outcome data to determine areas of weakness and strength and ways we can contain to sustain the program over the long term. As I stated above, a benefit of this program is that it provides us with evaluation support, multiple quality assurance tools and support from an on-site consultant.*
	1. What Concerns do Stakeholders Have About this Change? *This worksheet would be important to fill out. I know in my school and school district, we are often implementing new initiatives. Most are very positive and needed, however I often hear people have a negative response at the thought of something new. Change is scary. We would to carefully go through this to identify strategies to appropriately respond and support the fear of change.*
2. Focus on Sustainability - *It is a great reminder to develop long-term financial capacity so that the program continues after seed funding has run out. It can be easy to get people excited at the beginning of a program as it provides hope for change, but people like to see immediate feedback. As we know in this professions, sometimes change and progress takes time. It would be important to continue to gain feedback from stakeholders in the program and share the goals and outcomes of the programs whenever possible.*

**Reflection of Process**

I do think taking these programs through these steps was very useful and would be very important before implementing a new program or initiative. They both offered great reflection and guiding questions to be sure everything was taken into consideration. I wouldn’t really say either was hard or easy, it was somewhere in between. It took a lot of time, but that is important when deciding whether or not a new program should be implemented, you definitely don’t want to implement a new program carelessly. It important thing I made note of is they were both equally useful in their own ways. I completed my discussion board questions first and initially stated I preferred the GTO over the 3 Bold Steps, while I do think the GTO offers more in depth teaching, suggestions and ideas; I also appreciated what the 3 Bold Steps offered. In the future, if I find myself on a team considering implementing a new program, I would want our team to go through both processes. Perhaps, it may be helpful starting with the 3 Bold Steps, then using the GTO.