SCA Prevention Action Plan Instruction Manual

Revised 03/25/2025

Pennsylvania
Department of Drug and Alcohol Programs

Find tools, samples and other resources to assist in completion of this prevention action plan here:
https://epis.psu.edu/ddap/needs2024

Contents

Timeframe for Action Plan

Create your Prevention Action Plan for State Fiscal Year (SFY) 26/27. You will make annual updates to this plan. Starting in the Spring of 2027, you will update your plan by June 1st of each year to reflect any changes in your plan for the following state fiscal year.

Due Dates

Submit your completed Prevention Action Plan by **January 30, 2026**.

Submission Instructions

Complete your SCA's Prevention Action Plan in the folder "SCA folders > Your SCA > Prevention > Action Plan" on the DDAP-SCA SharePoint site. Notify your assigned DDAP prevention analyst when the plan is completed. If you are unable to access the SharePoint site, then submit your Prevention Action Plan via email to your assigned DDAP prevention analyst.

Joinder Instructions

Joinders will complete only one plan for the SCA as a whole. The "Counties Served" column of the action plan tabs allows you to indicate which county(ies) each program/service will serve.

Excel Tip

Creating a New Line within a Cell

In Excel, pressing "Alt + Enter" inserts a line break within a cell, allowing you to start a new line of text within the same cell. Place your cursor where you want the line break to appear, then press "Alt + Enter". For example, if you wanted to list two populations in one cell, you could type "Parents" and then press "Alt + Enter" and type "Youth" on a new line within the same cell.

Priorities

The final priorities from your 24/25 Prevention Needs and Resource Assessment Report have been copied into the "Priorities" tab. You should NOT enter or edit anything on this worksheet.

Action Plan

Complete each of the applicable "action plan" worksheets/tabs:

- **ATOD Prevention**: This tab will outline your ATOD prevention plan. This includes substance use prevention activities funded through the federal Block Grant funds your SCA receives for prevention, any state general assistance funds your SCA uses for prevention, and other county or SCA funds your SCA uses for prevention such as county Human Services Block Grant funds or PLCB grant your SCA receives. Do NOT include anything defined in the bullets below.
- **Gambling**: This tab will outline the gambling programs/activities you plan to implement using the CPGT funds your SCA receives from DDAP.
- **SOR 4**: The currently approved program/services from your SOR 4 plan have been copied into this tab. You must complete all required columns in this tab that have not already been filled in.
- **[Optional] Intervention**: Use this tab if your SCA would like to outline any intervention programs/services you plan to implement. This is optional. All columns are optional to complete.
- **[Optional] Non-SCA Funded**: Use this tab if your SCA would like to outline any non-SCA funded programs/services your contracted prevention providers plan to implement. You can also use this tab if you'd like to outline or keep track of any prevention programs/services that other organizations are implementing the SCA does not fund (e.g. non-SCA funded programs you identified in your resource assessment). Please note that non-SCA funded means the program/activity is not funded by the SCA in any way. This is optional. All columns are optional to complete.

Below are the instructions for completing each of the columns in the "action plan" tabs. A sample of the ATOD Prevention tab of the Action Plan is also available to help illustrate and provide examples of how to complete each column.

Program/Service Name

List the name of the prevention program or service.

- For evidence based/informed programs or other programs purchased from a third party, list the name of the program such as Too Good for Drugs or Botvin LifeSkills Training.
- For programs or services that have been developed by the SCA or SCA's contracted provider, list the name the SCA/provider has given the program/service.
- For programs or services that fall under the following supplemental programs from DDAP's Prevention Program Listing, avoid lumping together a large variety of activities into one program and instead separate them into multiple rows. This is especially important when the activities have different purposes/goals and populations. For example, if your SCA has created an educational program for middle school students and an educational program for a summer camp with elementary school students, then list each of those programs as a separate row. Or for example, if your SCA is doing a series of information dissemination activities for Red Ribbon Week, a presentation series for older adults, and participating in health fairs/community events, list each of those as three separate programs.
    - AOD or Gambling Environmental Activities
    - ATOD or Gambling Alternative Activities
    - ATOD or Gambling Community Based Process Activities
    - ATOD or Gambling Education Activities
    - ATOD or Gambling Information Dissemination Activities

    - ATOD or Gambling Materials Development
    - ATOD or Gambling Non SAP Problem ID and Referral Activities
    - ATOD or Gambling Training and Professional Development
    - Fetal Alcohol Spectrum Disorder Prevention Activities
    - PAYS Administration and Support (ATOD or Gambling)
    - Prescription Drug Disposal and Safe Storage Activities
    - Tobacco Prevention Activities
    - Violence Prevention Activities
    - Youth Leadership/Advocacy Activities

Date Added to Plan

For all programs/services added to the original version of your plan for SFY 26/27, enter the date as 7/1/26. As you add programs/services to your plan after 7/1/26, then you will enter the date after 7/1/26 that you added the program/service to your plan.

Status Change

This column will remain blank in the original version of your plan for SFY 26/27. After 7/1/26, you will select one of the dropdown options outlined below in this column to indicate changes to programs/services in your plan.

- Revised – Select this status if you have revised something in any of the columns for the program/service.
- Discontinued – Select this status if you are removing a program/service from your plan. You will never delete a program/service from your plan. Instead, you will just mark programs as discontinued.
- Reactivated – Select this status if you had discontinued a program/service but are going to begin implementing the program/service again.

Status Change Date

This column will remain blank in the original version of your plan for SFY 26/27. When changes are made to programs/services in your plan after 7/1/26, you will enter a date in this column for the date the program was revised, discontinued or reactivated. This column will remain blacked-out, until you indicate a status change for the program/service in the "Status Change" column.

Description

Provide a brief description of the program or service. **The description should include a statement of the purpose/goal of the program/service** (e.g. the knowledge, attitude, belief, skill, practice, etc. the program is intended to change or the call to action the program promotes among the people who receive the program/service). If the program/service addresses one or more of your priority contributing factors, you can note those contributing factors in the description (this is optional).

This column can be left blank for any of the programs in DDAP's Prevention Program Listing, except for:

- AOD or Gambling Environmental Activities
- ATOD or Gambling Alternative Activities
- ATOD or Gambling Community Based Process Activities
- ATOD or Gambling Education Activities
- ATOD or Gambling Information Dissemination Activities

- ATOD or Gambling Materials Development
- ATOD or Gambling Non SAP Problem ID and Referral Activities
- ATOD or Gambling Training and Professional Development
- ATOD Intervention Activities
- Fetal Alcohol Spectrum Disorder Prevention Activities
- PAYS Administration and Support (ATOD or Gambling)
- PA START Campaign – Do not need to describe what the campaign is but need to explain how the campaign will be disseminated/used.
- PA STOP Campaign – Do not need to describe what the campaign is but need to explain how the campaign will be disseminated/used.
- Parenting Activities
- Parents Who Host Lose the Most – Do not need to describe what the campaign is but need to explain how the campaign will be disseminated/used.
- Prescription Drug Disposal and Safe Storage Activities
- Student Assistance Program – Do not need to describe what SAP is but do need to describe the SAP services that will be provided (e.g. liaison services provided, training/TA).
- Tobacco Prevention Activities
- Violence Prevention Activities
- Youth Leadership/Advocacy Activities

For any of the bulleted programs above, the description cannot be a list of services codes (e.g. INF02, INF04, INF06) and instead should be a description of what the activities will be and their goal or purpose.

If you plan to provide services such as presentations, trainings, and information dissemination based on requests that you receive throughout the year or other needs that arise, and therefore you don't know what the topic, purpose or audience may be, you can do the following:

- Add a row for the broader bucket (e.g. "Presentation Requests")
- In description column note these are activities (e.g. presentations) based on community requests/needs that present throughout the year. If there are common topics or audiences you anticipate may be requested you could note what those are.
- In population and setting column note the population/setting is undetermined and will vary based on community requests/needs that present throughout the year.

If you are including a program/service in your plan that is either not yet developed or is still in development, please note that in the description column. If details such as setting or process and outcome measures have not yet been determined, then for any of those columns, write in "In Development".

Priority Problems(s) Addressed

Your Prevention Action Plan template has been customized to list the priorities for your SCA.

Select "Yes" from the dropdown for each priority problem the program addresses.

Use the "None/Other" column as follows:

- Do not use this column if you selected "Yes" for any of your priority problems.

- Select “None” if the program does not directly address any of your priority problems.
- Select “CB” if the program is a more general capacity building type of service that is not addressing a specific priority problem. Examples could include meeting with stakeholders/others to build support and share resources or helping a school administer the PA Youth Survey.
- Select “TBD” if you include programs in your plan for presentations, trainings, etc. by request as described in “Description” section above. Also select “TBD” for any other scenarios where the priorities to be addressed by program/service are in development and not yet known.

Priority Risk/Protective Factor(s) Addressed

Your Prevention Action Plan template has been customized to list the priorities for your SCA.

Select “Yes” from the dropdown for each priority risk/protective factor the program addresses.

Use the “None/Other” column as follows:

- Do not use this column if you selected “Yes” for any of your priority risk/protective factors.
- Select “None” if the program does not directly address any of your risk/protective factors.
- Select “CB” if the program is a more general capacity building type of service that is not addressing a specific priority risk/protective factor.
- Select “TBD” if you include programs in your plan for presentations, trainings, etc. by request as described in “Description” section above. Also select “TBD” for any other scenarios where the priorities to be addressed by program/service are in development and not yet known.

Implementing Agency

Provider

- List the SCA contracted provider or providers who will be implementing the program/service. If multiple providers are implementing the program, you can list multiple providers in the cell. If needed, a program/service can be listed in a separate row for each provider.

SCA

- If the SCA is implementing the program, write “SCA” in this cell.

Unknown

- If you do not yet know who will be implementing the program, write “TBD” in this cell.

Counties Served

This column is only applicable to joinder SCAs (column will be hidden for non-joinder SCAs). Joinders can list the county or counties the program/service will be implemented in. If implemented in all counties in the joinder, can write “all” in the cell.

Population(s) Receiving Program or Service

List the population or populations who will be receiving the program or service (e.g. students, parents).

Setting

Describe the setting or settings where the program or service will take place. For example, elementary school classrooms, small groups in school, after school program, community center, virtual/online, etc.

Process Measures

Process measures look at the details of implementation. Process measures do NOT tell you if your program was effective. Instead, process measures can help inform why results—or outcomes—might or might not be met and where to focus on making any corrections mid-course. They answer questions such as:

- Reach: How many people participated? How many groups were held? How many materials were disseminated? How many trainings were held?
- Dosage: How many people completed at least 80% of the program? What was the dropout rate?
- Fidelity: Was the program delivered as it was designed to be delivered? Were all sessions of the program implemented? Were all activities implemented as outlined in program manual?
- Satisfaction: What % of participants reported they were very satisfied with the program/service?

of Groups, Participants and Services

In Columns T, U and V enter your estimated number of groups, participants or services that will be implemented as outlined below. If you are unsure of estimated numbers, just make your best guess.

- <u>Session-based activities</u> – Enter estimated # of groups and **unduplicated** participants. Can also enter an estimated number of services. In cases of session-based activities where "groups" have only one participant, you can leave # of groups blank.
- <u>One-time activities</u> (excluding media/materials development and dissemination) – Enter estimated # of services and participants. Services is defined as number of presentations, meetings, trainings, ATOD free activities, etc. The # of participants can be left blank in cases where it may not be applicable (e.g. working on policy change).
    - For Student Assistance Program liaison services such as SAP team meetings or meetings with parents/school staff about SAP referred students, the participants are the students discussed in the meeting not the meeting participants.
- Media/materials development and dissemination – Do not need to enter anything into # of groups, participants and services columns for media/materials development and dissemination.

Media/Other Process Measures

Media/materials development and dissemination: For these programs/activities in Column W list what process measures you plan to track (examples below). You can list as "# of materials disseminated" without actually estimating the number, or you can estimate a number. You do NOT need to enter anything into columns for # of groups, participants and services.

- # of materials disseminated or developed, # of ads aired, # of posts, etc.
- For digital/social media you can list measures of audience interaction with content (e.g. # of likes, reactions, comments, shares; engagement rate).
- Estimate of the number of people you hope to reach.

Other process measures: In Column W, you can also list other process measures you plan to track. This is optional.

Other information on process measures: You can also use column W to provide any additional detail about or explanation of the numbers you entered into columns for # of groups, participants and services.

Fidelity Measures

In the "Fidelity Measures" column, you can list any program fidelity measures you plan to track. This is optional.

Primary Short-Term Outcome Measure

In the "Primary Short-Term Outcome Measures" columns you will outline the primary way you intend to measure short term outcomes for each program/service.

Short-term outcome measures track the program effects that you expect to achieve after the program is completed. These outcomes are often expressed as changes in knowledge, perceptions, attitudes or skills of the focus population as a result of the program. For example, a school-based education program may be expected to show an increase in students' problem-solving skills. For certain youth programs, short-term outcomes may also include things like reductions in disciplinary referrals, improvements in attendance, or improvements in grades.

Short-term outcomes can also include the target population taking certain action steps. For example, organizations making changes in policy and practice, such as when a community changes the closing time of bars to an earlier hour or imposes stricter sanctions on alcohol vendors who sell to minors. For activities such as trainings or media campaigns, short-term outcomes may measure how many people followed through with an encouraged action step/call to action.

Type of STO Measure

Select from the dropdown the <u>primary</u> way you intend to measure short term outcomes for the program/service. The dropdown options are:

- Survey
- Pre/Post Test
- Retrospective Pre/Post Test – Instead of collecting data at the beginning and end of the program, the retrospective pre-post approach collects data only at the end by asking participants to self-assess what they know from two viewpoints—before and after participating. The responses can then be compared to show changes in knowledge, skills, etc.
- Interview – Interview with all or some of participants in program or those reached by program/service to assess impact.
- Focus Group – Focus group with all or some of participants in program or those reached by program/service to assess impact.
- School Grades, Attendance or Discipline Metrics – Data on grades, attendance or discipline for program participants provided by school.
- Teacher/Parent/Facilitator Observation Form – Surveys or other forms completed by teachers, parents/caregivers, a program facilitator or potentially others who are regularly working with the youth participating in a program to measure improvements in skills, behaviors, etc. This format is commonly used for programs where participants are young children and it would be difficult to have the child accurately self-assess improvements via a pre/post test or survey.
- Other – If your short-term outcome does not fit into any of the categories above, select "other".
- No Capacity to Measure – If you do not currently have the capacity to measure the short-term outcomes for a program, select this option. <u>This option cannot be selected for Evidence-Based and Evidence-Informed Programs as well as all session-based/recurring Supplemental Programs under the federal strategies of Education and Alternative Activities.</u>

If you feel short-term outcomes are not applicable to a program/service you have listed, reach out to your DDAP prevention analyst to discuss.

Other Measure Description

If you select “other” as your type of STO measure, then you must use this column to describe what that other measure is (this must be a description of <u>how</u> the outcome will be measured).

Source of Test/Survey/Observation Form

If you select “Survey,” “Pre/Post Test,” “Retrospective Pre/Post Test” or “Teacher/Parent/Facilitator Observation Form” for Type of STO Measure, you need to indicate where the test, survey or observation form came from. You will select one of the four dropdown options below.

- Program Developer Tool – Will use a survey/test/form created by the program’s developer.
- Modified/Adapted Developer Tool – Modified or revised the survey/test/form created by the program’s developer (e.g. shortened the developer’s tool).
- SCA/Provider Created Tool – Survey/test/from was created by the SCA or provider.
- Other Source

STOs Measured

List the short-term outcomes you intend to measure through the measurement type selected. For example, what are the key outcomes for the program/service that will be measured via the pre/post test or survey. This could be the improvement pre to post in the overall test score (i.e. combined or total score on test) or it could be changes in specific questions or sets of questions on a test, survey, etc. (e.g. improved coping skills or refusal skills, improved family communication, decreased intention to use alcohol, increased negative attitudes toward marijuana use, increased knowledge of the risks of vaping, increased knowledge of effective communication, decreased misperception of substance use norms).

If you select “School Grades, Attendance or Discipline Metrics” as your type of measure, then in this column simply indicate which of these you are measuring (grades, attendance, etc.).

Keep in mind that your key short-term outcomes should be connected to the program’s/service’s purpose/goal. See example below of out-of-school time programs with different purposes and therefore different short-term outcomes.

- Program A – Goal/purpose is to address the risk factor of academic failure by focusing on tutoring and building literacy skills. Short-term outcomes measured are school provided data on improvement in grades and a literacy screening completed at beginning of school year and the end of each marking period.
- Program B – Goal/purpose is to build social emotional competencies. Short-term outcome measured through pre/post survey is improvement in coping, communication, decision-making and refusal skills.
- Program C – Program engages youth in arts activities such as dance and music with the goal/purpose of increasing engagement with creative activities, caring adults and prosocial peers. Short-term outcomes measured through use of Development Assets Profile (administered at start/end of program) to track improvements in the following developmental assets: spending 3 or more hours per week in creative activities, best friends model responsible behavior, and receive support from 3 or more nonparent adults.

Optional Other STOs

If you are measuring short-term outcomes in more than one way, then describe any of your secondary short-term outcome measures. Make sure you list both what is being measured and how it is being measured.

Concerns about Sustainability

If you have any concerns about your ability to sustain a program/service over time, describe those concerns and any plans you have to address them. If you have no concerns about sustainability, write "none" in this cell.

Other (Optional)

This is optional space to provide any additional information you think is important to provide about a program/service.

Updating Plan

After submission and approval of the initial plan, updates to the plan will occur as follows:

- **Updates after initial plan approval but before 7/1/26**: Make the edits to plan and submit revised plan to assigned DDAP prevention analyst.
- **Annual updates after 7/1/26**: SCAs should maintain their Prevention Action Plan as a living document, making edits to the plan as changes occur. SCAs will formally submit updates to their Prevention Action Plan by June 1st of year each. SCAs will submit this annual update on June 1st or the date the SCA submits their prevention plan for the upcoming state fiscal year in DDAP's data system, whichever comes first.
- See Date Added to Plan, Status Change and Status Change Date sections above about how to identify additions and edits to your plan.