

PROGRAM DEVELOPMENT WORKSHEETS



How comprehensive is your programming?

Use these worksheets to determine which of your activities are working together to form a strategy, and which strategies could be considered a program. If you're not implementing activities, strategies, programs, and a comprehensive program, don't worry – your programming will become more comprehensive as you gain more resources and use your evaluation findings to build and improve.

Step One: Identify your focus population.

Your focus population includes members of a group with whom you are implementing activities. You may be working with more than one focus population. Your activities should look different for different focus populations.

Step Two: Identify your activities.

For each focus population, identify each activity in which you are engaging them. Activities can include processes, tools, events, technology, or actions that send a message to your focus population.

Step Three: Identify your activity messages.

Next, identify the message you are trying to get to your focus population through each of your activities. This step can be tricky if an activity sends more than one message. For example, a teen substance use prevention program may target teachers with trainings on warning signs, risk factors, reporting requirements, and tips for addressing concerns. Try to distill the activity down to one central message; this will allow you to be as clear as possible in your program planning. In our teacher training example, the central message might be something like, "Teachers have a responsibility to prevent teen substance use."

A note: If you cannot narrow your activity down to one central message, you're probably not using complementary messages. People in your focus population need to hear similar messages for programming to be effective. Consider how you can change your activities so that your messages are complementary.

Step Four: Name your strategy.

A strategy is a collection of activities that work together to achieve results in a specific setting. Think about each activity message and come up with a simple name for that strategy. Just like we noted above, if you are struggling to come up with one name for your strategy, you are probably not using complementary messages. Consider changes you could make so that activity messages complement one another.

Step Five: Repeat steps one through four for each focus population.

Example

1. Focus population: middle School Teachers

2. Activity

Teacher trainings

Distributing brochures

monthly newsletter spotlight

Attending PTSA meetings

3. Message

Teachers have a responsibility to prevent teen substance use.

use these proactive messages in your classroom to communicate your values around substance use prevention.

Here's a teacher who did something positive to prevent teen substance use.

Our agency is here to support school activities.

4. Strategy: Equipping and engaging teachers to prevent teen substance use.

Now you try.

1. Focus population:	
2. Activity	3. Message
4. Strategy:	

1. Focus population:	
2. Activity	3. Message
4. Strategy:	

1. Focus population:	
2. Activity	3. Message
4. Strategy:	

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1. Focus population:	
2. Activity	3. Message
4. Strategy:	



Questions

1. What messages are being reinforced across activities?
2. How complementary are your messages? If your messages don't reinforce one another, what could you change to make your messages more complementary?
3. How are these messages being shared? What teaching methods are you using?
4. Who are you reaching with your strategies? Who might you be missing?

Building A Program

Now that you have identified your strategies, it is time to combine them into a program. To move from strategies to programs, you need to work in multiple settings. First, identify the name of your program. Then, for each strategy you named, identify the setting in which it is implemented.

Example

Program Name: Green Dot ¹	
Strategy: Student overviews	Strategy: Toolkits
Setting: Academic classes	Setting: Faculty and staff meetings
Strategy: Bystander training	Strategy: Social marketing campaign
Setting: Out-of-class activities	Setting: Common areas and online

Program Name:
Strategy:
Setting:

Strategy:
Setting:

Strategy:
Setting:

Strategy:
Setting:



Questions

1. What populations are receiving complementary messages? Who is not receiving these messages? Why or why not?
2. What would you need to start doing so that this program addresses all levels of the social ecology?

Comprehensive Programming

Complete this section when you are implementing a comprehensive program that addresses most or all levels of the social ecology. Name each program you are implementing, along with the associated focus population and level of the social ecology.

Example

Comprehensive Program: KEYS to a Future Without Youth Homelessness: Cincinnati/Hamilton County, Ohio Plan to End Youth Homelessness²

Program: Stable housing

Focus Population: Continuum of care, landlords, developers

Social Ecology Level: Community

Program: Permanent connections

Focus Population: Families at-risk for youth homelessness, schools, child service agencies

Social Ecology Level: Relationship and community

Program: Education and employment

Focus Population: City council, community-based agencies, colleges, employment programs, employers

Social Ecology Level: Community and society

Program: Social and emotional wellbeing

Focus Population: Youth at-risk for homelessness, schools, child service agencies

Social Ecology Level: Individual

Comprehensive Program:
Program:
Focus Population:
Social Ecology Level:

Program:
Focus Population:
Social Ecology Level:

Program:
Focus Population:
Social Ecology Level:

Program:
Focus Population:
Social Ecology Level:

Citations

1. Learn more about Green Dot at <https://alteristic.org/services/green-dot/>
2. Learn more about KEYS to a Future Without Youth Homelessness at www.strategiestoendhomelessness.org/what-we-do/youth-homeless-demonstration-program/