Appendix H—Action Plan Worksheet for Youth Engagement

(may also be useful for Family Engagement planning)

This form is required for each self-designed program (those not affiliated with any established program such as those mentioned in Appendix E) proposed for Youth Engagement and Empowerment Strategy: Substance use, mental health and other issues. This form is *welcomed/encouraged* for all applicants and for Family Engagement programs as well.

Please complete this worksheet and upload it in the Grants Management System (GMS) where indicated (both a PDF and a fillable MSWord version of this worksheet are available at

Please complete the following Logic Model table:

|  |  |
| --- | --- |
| Program Name: |       |
| Long-term Outcome: Condition*For example, “students will have skills to manage stress without substances”)* | Step 1: Identify the long-term outcomes of your program       |
| Intermediate Outcomes: BehaviorFor example: “*30-day electronic nicotine device use statistic will lower to \_\_”*) | Step 2b: Identify the intermediate outcomes of your program       |
| Initial Outcomes: attitudeFor example: *“youth will be able to identify relationship between stress and substance use”*) | Step 2a: Identify the initial outcomes of your program       |
| ActivitiesFor example: *a discussion series open to teens grades 9 and 10 about managing stress* | Step 3: Identify the activities that will take place       |
| Inputs: human or other resources needed to implementFor example*: volunteers, staff, building, curriculum materials, etc.* | Step 4: Identify the inputs      |
| Outputs: what does the activity deliver?For example*: up to 15 youth will have access to 8 discussion groups at 60 minutes each; youth will collaborate on informational materials and share them with peers in chosen format* | Step 5: Identify the outputs: what, who, how often?      |

1. Please describe how the program addresses the following characteristics of youth engagement from Appendix E:
	1. **Sustained**: Youth engagement that endures over time leads to positive outcomes.
	2. **Meaningful:** The engagement activities and topics are relevant to young people
	3. **A focus outside the self**: Youth are contributing to something larger than themselves.
	4. Full engagement consists of **Head, Heart, Feet and Spirit components**

1. Some programs may be more focused on engagement and less on empowerment, especially for younger children, and this is okay. If your program also fosters youth empowerment, please describe how it meets the following three characteristics of youth empowerment as described in Appendix E (if not, type N/A):
	1. **Skill Development**: The process of strengthening skills and increasing knowledge to improve effective decision-making, productive peer and community interactions, and strategic advocacy.
	2. **Critical Awareness**: The ability to identify and analyze information and resources in order to have a deeper understanding of the “how” and “why” of positive change.
	3. **Opportunities**: The actions taken to create positive change.

1. What is your rationale for choosing these particular programs (for example, youth survey, other school wide data, student needs and risk factors, etc.)

1. How will you assess whether the program had the intended initial and/or intermediate outcomes?