Steps to CREATING A SLAQ ACTION PLAN

*(Last modified August 2020)*

# Step 1. Collect appropriate documents

##### Collect all appropriate documents

* Completed SLAQ
* Copy of the SLAQ Action Plan Form (pages 3-4 of this document)
* Copy of your Local Health Department’s IWP or the IWP Blueprint

# Step 2. Complete the 1st Page of the Action Plan Form

Share the results of the site’s SLAQ with stakeholders from the site. Use the completed SLAQ to fill in the first page of the Action Plan Form

##### General Information

* Fill in the site name and key stakeholders involved in creating and implementing the action plan, such as members of the wellness team.

##### Assessment Information

* From the SLAQ, enter the date completed and total score (found after the comments section)
* Review the scores from each section. Discuss which sections had higher scores and which sections had lower scores. Based on the relative scores in each section, decide how to categorize the sections into “Areas of Strength” and “Areas of Opportunity.” You can also take a look at the specific questions within a section to identify strengths and opportunities.

Note: Each site is unique, with different circumstances, levels of support and resources. For this reason, “areas of strength” and “areas of opportunity” are not strictly defined. Rather, the team completing the Action Plan Form should decide how to categorize strengths and opportunities using information from the SLAQ scores, characteristics of the site, and also information from other community and site assessments.

* Based on the discussion of areas of strength and opportunity, decide which areas would be the most impactful and feasible for the wellness team to work in.
* Review relevant questions in the SLAQ that relate to the identified areas. Look at what can be improved and consider the resources necessary to make those improvements.
* Based on interest, need and resources, decide what to start working on for this next year. Be specific, using individual SLAQ questions as a guide. Enter this information into the “Site Priorities”.

# Step 3. complete the action Plan Table

Note: The two columns in this table noted with an “ \* ” are meant to help map and align work at the sites with the Local Health Department’s IWP. If these columns are irrelevant to members of the site wellness team, these columns may be skipped during discussion and completed by the LHD later on.

* Use the “Site Priorities” from the first page to populate the “Goals” column. When possible, use SMART goals as a guide: Specific, Measurable, Achievable, Relevant, Time-Bound
* Using either the LHD’s IWP or the IWP Blueprint, map the relevant IWP sub-strategies onto each goal. Goals may have more than one relevant IWP sub-strategy. Option to fill in this column later.
* Discuss what activities need to happen at the site or with partners to accomplish each goal. Write these activities in the “Action Steps” column.
* Map the relevant IWP activity category onto each goal. The list of IWP Activities by Category can be found on page 5 of this document. Option to fill in this column later.
* Assign a lead person or persons to each Action Step.
* Discuss how progress toward each goal and/or action step can be measured and record this in the “Measurement” column. Refer to the IWP Blueprint’s support column and the [SNAP-Ed Evaluation Tools](https://snaped.fns.usda.gov/evaluation/evaluation-tools) for resources and assessments.
* Write down any stakeholders that will be impacted by or involved in these activities.

# Step 4. Implement the action plan

Decide on a timeline, discuss next steps and reach out to stakeholders involved in carrying out the action items. Consider setting regular meeting dates and use the action plan table to structure meetings and check progress. Your plan is a living document! Review it throughout the next year and make adjustments as necessary.

SLAQ Action Plan Form

General Information:

|  |  |
| --- | --- |
| Site Name: |  |
| Wellness Team Members/Site Liaison(s): |  |

Assessment Information:

|  |  |  |
| --- | --- | --- |
| Date Completed: | | Total SLAQ Score: |
| Areas of Strength:  *Highlight areas where the site scored well* | 1.  2.  3. | |
| Areas of Opportunity:  *Discuss the areas with lower scores and why they might not be meeting best practices* | 1.  2.  3. | |
| Site Priorities:  *Identify the “low-hanging fruit”. Consider capacity, stakeholder support, interest, and momentum.* | 1.  2.  3. | |

SLAQ Action Plan Table

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Goals  *What do we want to accomplish?* | IWP  Sub-strategy\* | Action Steps  *What activities need to happen?* | IWP Activity Category\* | Lead  Person(s) | Timeline  *Start dates* | Measurement  *How is progress measured?* | Stakeholders  *Who will be involved and/or impacted?* |
| *Example: Standards for all foods and beverages provided, but not sold, to students during the school day* | *Nutrition standards in schools* | *1a. Provide teachers with list of non-food reward examples.*  *1b. Discuss changes at back-to-school staff training.*  *1c. Assess mid-year to discuss challenges and determine additional communication needed.*  *1d. Develop communication to families regarding the nutrition standards* | *1a. CE: 3e*  *1b.TTA: 6a*  *1c.C&C:4b, ASMT:2a*  *1d. IE:5a* | *1a. CFHL to develop, Food Service Director (FSD) to disseminate*  *1b. FSD*  *1c. CFHL staff*  *1d. CFHL staff* | *Before the beginning of next school year.* | * *Verbal check-ins with staff to ensure compliance* * *Teacher survey* * *The Site-level Assessment Questionnaire (SLAQ)* | *FSD, principals, teachers, staff, students* |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

\* These columns refer to sections of the Integrated Work Plan, specific to CA SNAP-Ed local implementing agencies

**Resources:**

Goal column:

* [PEARS PSE Changes by IWP Strategy Job Aid](https://www.cdss.ca.gov/inforesources/pears)
* [Healthy Hunger Free Kids Act Final Rule Requirements](https://www.fns.usda.gov/tn/local-school-wellness-policy-summary-final-rule)
* SHOP Healthy Here recognition criteria
* CFHL FY 2020-22 Goals and Objectives

IWP sub-strategy and Activity Category columns:

* CFHL FY 2020-22 IWP Blueprint

**IWP Activities by Category (from IWP Blueprint):**

Program and evaluation work plan activities that are crosscutting across strategies. Activities are in the same order that appear in the IWP Blueprint Automation.

Direct Education Activity:

1. Direct Education (DE)
   1. Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.

Program Component Activities:

1. Assessment (ASMT)

a. Conduct appropriate community level and setting-based assessments

i. Baseline/pre-assessment

ii. Ongoing assessment

iii. Post-assessment

1. Community Engagement (CE)
   1. Cultivate relationships with and educate appropriate local champions/influencers and community members
   2. Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials
   3. Engage community in priority planning and implementation
   4. Conduct information sharing and gathering forums with appropriate stakeholders
2. Coordination and Collaboration: Partnerships & Coalitions (C&C)
   1. Identify and meet with appropriate funded and unfunded partners for program planning and implementation
   2. Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance
3. Indirect Education (Promotion) (IE)
   1. Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.
4. Training and Technical Assistance (TTA)
   1. Provide training and technical assistance to appropriate individuals or groups to educate and/or adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.