◆ *Action Step 4: Create Year 1 Workplan*

> ### *To Create a Year 1 Workplan*
>
> - Determine Year 1 activities
> - Identify resources needed
> - Assign responsibilities
> - Set timeline
> - Convene periodic meetings and evaluate progress
> - Revisit 5-Year Plan and create Year 2 Workplan

The Year 1 workplan will be a task-specific, detailed action plan based exclusively on the objectives defined in your 5-Year Plan. Working through every step for each activity will set a clear roadmap for the individuals responsible for implementing the plan. A Sample Asthma-Friendly Schools Initiative Year 1 Workplan and Sample Year 1 AFSI Budget are included in the Reference Materials at the end of this section.

Determine Year 1 activities

What range of activities do you need to implement to achieve Year 1 objectives defined in your 5-Year Plan?

You must determine those activities as well as the outcomes with results indicators and methods for measuring progress towards achievement of each objective. Because of the level of detail involved, this is best accomplished by a small group of individuals who can bring the workplan back to larger group for adoption.

Once the coalition agrees to the activities and/or expands the list, you can move into assigning a timeline and responsibilities during that same meeting.

> ### *LESSONS LEARNED!*
>
> As you create your lists, generate a list of potential implementation challenges and solutions. Refer to highlighted items throughout this Toolkit and ask individuals to keep in mind their own experiences working with specific schools and/or other groups.
>
> This can help you anticipate problems and plan your activities as efficiently as possible.

> ### SELF-CHECK!
>
> Are you on the right track? Ask yourself:
>
> - What is the scope of each activity?
> - How much are the schools willing to do in one year?
> - How much can the coalition do in one year without overburdening its members?

Identify resources needed to complete year-one activities

Consider:

- Funding, including direct and indirect expenses (see the American Lung Association Tip Sheet: Budget & Fund Planning and American Lung Association Sample Year 1 Asthma-

Friendly Schools Initiative Budget included in the Reference Materials at the end of this section)

- Staffing—within active coalition members and/or their organizations. Be sure that individuals overseeing specific activities understand the specific tasks involved and the quantity and types of staff and/or volunteers required to complete those tasks.
- Educational materials
- Incentives
- Professional expertise, such as researchers, guest speakers, trainers, etc. These individuals may already be involved in the project, or someone must be focused on recruiting them.

SELF-CHECK!
Are you on the right track? Ask yourself: ■ Did we identify all the specific resources needed for each activity? ■ Is our estimation of resources needed accurate? ■ Will the activities place an undo burden on the schools or any one member of the coalition?

Assign responsibilities

Each activity or series of related activities must be assigned to an individual and/or an organization. Those individuals will become responsible for implementing the assigned strategies.

Assigning responsibility creates an atmosphere of accountability in which all individuals are contributing toward specific objectives and overall goals of your asthma-friendly schools efforts. As your coalition meets to track and discuss progress, individuals (or organizations) will be required to report their specific work and progress. If a particular strategy is not moving forward as quickly or efficiently as needed, you will be able to track who has been able to follow through on assigned responsibilities, and who may not be contributing as needed to accomplish activities and meet objectives.

Coalition members should focus on assignments that leverage individual's strengths, experience, and available resources. Assign each activity to an individual or organization with the capability of completing that task!

SELF-CHECK!
Are you on the right track? Ask yourself: ■ Is any one member of the coalition burdened with the majority of the work? ■ Is any one member of the coalition garnering more resources than others? ■ Are the members willing and able to accept the responsibilities they are assigned?

Set timeline for completion of activities

Creating a specific timeline of completion of individual activities will help keep your work focused. Timelines for objectives may span several months or two to three years, according to your five-year plan, but activities may be as short-term as a couple of months. Keep in mind that a school's processes may be slower than anticipated, so allow plenty of time for communication within school systems and for decision-making by schools!

Several variables should be considered when creating timelines for activities, including:

- school schedules (annual calendar; standardized testing; weekly opportunities)
- school nurse staffing
- professional organizations' schedules (conferences, board meetings, etc.)
- introductions & relationship-building time
- funders' fiscal year schedules
- school boards/committees' planning process
- coalition members' responsibilities beyond AFSI

Remember: The more specific a timeline is, the more focused individuals can be to complete their implementation on time or to alert the coalition if something is running behind schedule and modify the timeline accordingly.

Be sure to incorporate periodic meetings, which could serve as deadlines/benchmarks to keep work on track.

SELF-CHECK!

Are you on the right track? Ask yourself:

- Is the schedule realistic?
- Is the school on board with the timeline?
- Can we complete all activities (including evaluation) in the allotted time?

Convene periodic meetings and evaluate progress throughout year

Periodic meetings will serve several functions, including:

- Review progress and adjust activities and timelines as needed
- Evaluate outcomes and indicators and document achievement
- Address challenges, brainstorm possible solutions, and identify other resources
- Share information about individuals' work with stakeholders that can impact other activities and individuals' work

- Monitor staffing and/or volunteer issues
- Monitor budget issues
- Motivate individuals to keep their specific activities on track so that they have progress to report!

SELF-CHECK!

Are you on the right track? Ask yourself:

- Are we on task and timeline for our current activities?
- What do we need to adjust to complete all activities as planned?
- What is working so far and what is not?

Revisit Five-Year Plan and create a Year 2 Workplan

Toward the end of Year 1, meet to assess the year's progress toward achieving desired long-term outcomes as defined in your Five-Year Plan. Include a formal review of evaluation results.

Assess relevant outcomes against the 5-Year Plan, document them, and make adjustments to the long-term plan as necessary. Adjustments may impact activities, outcomes, budget issues, etc.

Finally, craft a Year 2 workplan, working back through the process presented for Year 1.

SELF-CHECK!

Are you on the right track? Ask yourself:

- What particular successes does evaluation confirm?
- What was not successful?
- What activities do we need to continue?
- What activities should we add?
- What activities should we stop?

REFERENCE MATERIALS

- ❖ Sample AFSI Year 1 Workplan
- ❖ Sample Year 1 AFSI Budget
- ❖ American Lung Association Tip Sheet: Budget & Fund Planning

AMERICAN LUNG ASSOCIATION®

Sample Asthma-Friendly Schools Initiative (AFSI) Year 1 Workplan

Month	Activity	Responsible	Deadline	Completed	Details/Notes
Nov	Secure written agreement with school		11/15/04	In Progress	Delay at school
	Create project evaluation team		12/1/04	■	
	Finalize Yr 1 workplan		1/05	■	
	Create a general project fact sheet for staff, principals, parents		11/15/04	■	
	Schedule a meeting with the principals and nurses		11/15/04	■	
	Meet with principals, school nurses, family liaisons:		11/22/04	■	Discuss incentive money, needs assessment results, administering survey, Open Airways For Schools (OAS), Tools for Schools (TFS), staff agenda, staff professional day (February), bookmobile, report card pick up week (week of Jan 31), school parent organization (SPO) meetings, May asthma awareness month activities, central bulletin board, school asthma advisory council
	Identify building maintenance person in each school		12/1/04	■	
	Develop an AFSI Participant Log		12/31/04	■	
	Continuously address management & support systems		Ongoing	In Progress	
Dec	Send consent form home with fact sheet letter		11/23/04	■	
	Survey grades 3,4, and 5 in both schools		12/15/04	■	
	Analyze data and provide a summary report		1/14/05	In Progress	
	Enter students with asthma into AFSI Participant Log and track thereafter		2/1/05	In Progress	
	Meet with building maintenance individuals		12/20/04	■	
	Plan Tools for Schools (TFS) with custodians		12/31/04	■	
	Gather school asthma policy information		Ongoing	■	
	Speak with HMO regarding consulting physician		1/05		
	Send principal letter for specific dates		12/30/04	■	Assembly date, staff meeting
Jan	Share survey results & begin planning Open Airways (OAS)		1/30/05	■	
	Provide staff education sessions		2/15/05	In Progress	
	Implement TFS		3/05		
	Create/distribute asthma awareness newsletter #1		1/15/05	■	
	Meet with school asthma advisory council		2/05		

1

Month	Activity	Responsible	Deadline	Completed	Details/Notes
Feb	Plan May asthma awareness month activities		Ongoing		
	Plan Asthma Educator Institute (AEI)		Ongoing		
	Continued OAS		Ongoing		
	Continued Tools for Schools		Ongoing		
Mar	Continued planning May activities and AEI		Ongoing		Proficiency and Achievement tests weeks of March 7 and 14
	Continued Tools for Schools		Ongoing		
	No OAS due to proficiency testing				
Apr	Continue to plan May asthma awareness month activities		Ongoing		
	Implement OAS		Ongoing		
	Continued Tools for Schools		Ongoing		
	Meet with school asthma advisory council		4/28/05		
	Create/Distribute asthma awareness newsletter #2		4/15/05		
May	General Asthma Awareness Month Activities for all students, staff, and families		5/31/05		Poster contest, banners, bulletin boards, school assembly (asthma and athletics approach) (prizes: billboard, movie passes, sports tickets)
	Continued Open Airways for Schools		Ongoing		
	Continued Tools for Schools		Ongoing		
	Parent group sessions and potential home visits		Ongoing		
Jun	Asthma Educator Institute offered		6/30/05		
	Evaluate implementation activities	Evaluation team	6/30/05		
	Determine September – December activities	Committee	7/15/05		
	Create a sustainability plan to continue AFSI activities	Committee/lead	7/15/05		
Jul	Share evaluation results with schools	Committee/lead	7/30/05		
	Secure money to continue AFSI efforts	Committee/lead	Ongoing		
	Determine September – December activities	Committee/lead			
Aug	Determine September – December activities	Committee/lead	8/15/05		
	Secure money to continue AFSI efforts	Committee/lead	Ongoing		
Sept–Dec	Specific school activities will be determined after June evaluation. Will at least include general asthma awareness presentations and possible home asthma visits	Committee			

2

AMERICAN LUNG ASSOCIATION®

Sample AFSI Year 1 Budget

	Amount Requested from funder	Existing Support from XYZ Foundation	In-Kind Support from Coalition	Total Project Budget
Personnel/Benefits	4,000.00	69,156.00	*3,000.00	76,156.00
Travel	500.00	500.00		1,000.00
Equipment		2,000.00		2,000.00
Office Supplies	50.00	450.00		500.00
Educational Materials	500.00	14,285.00		14,785.00
Meeting Expense	150.00	400.00		550.00
Postage	50.00	350.00		400.00
Printing/photocopying	300.00	4,700.00		5,070.00
Professional Education	1635.00	5,320.00		6,955.00
Environmental Education	1635.00			1,635.00
Incentives	300.00			
Contractual		24,557.00	**6,000.00	30,557.00
Overhead	880.00	19,086.00		19,966.00
Total	**10,000.00**	**140,804.00**	**9,000.00**	**159,804.00**

Budget Narrative:

Personnel/Benefits: Includes salary and benefits for .3 FTE. Existing funding support from XYZ Foundation will cover 1.55 FTE's from January through August.

Travel: Existing XYZ Foundation funding support will cover staff travel January through August. Requested funding will cover local travel September through December plus Coordinator's additional costs to attend national ALA conference.

Equipment: Existing XYZ Foundation funding support will cover one computer workstation.

Office Supplies: Existing XYZ Foundation funding support will cover general office supplies January through August. Requested funds will cover September through December.

Educational Materials: Existing XYZ Foundation funding support will provide peak flow meters, spacers, and educational materials (curriculum, handouts, etc.)

Meeting Expense: Existing XYZ Foundation funding support will cover project meeting expenses January through August. Requested funds will cover September through December.

Postage: Existing XYZ Foundation funding support will cover postage expenses for miscellaneous correspondence, newsletters, and asthma resource directories. Requested funds will cover September through December.

Printing/Photocopying: Existing XYZ Foundation funding support will cover printing (asthma resource directory, 2 newsletters) and photocopying. Requested funds will cover September through December.

Professional Education: Existing XYZ Foundation funding support will cover a two day asthma educator course for 40 people.

Environmental Education: Includes providing low-cost materials to schools and families to reduce asthma triggers.

Contractual: Includes cost for project evaluation by university staff [insert details of contractors].

Overhead: Existing XYZ Foundation funding support covers rent, utilities, phone, audit, equipment maintenance, computer support, administrative oversight, and accounting expenses January through December. Requested funds will cover September through December.

AMERICAN LUNG ASSOCIATION®

American Lung Association Tip Sheet:
Budget & Fund Planning

Most, if not all, activities detailed in your Year 1 Workplan will require specific budget. Determining an overall funding plan will depend on a clearly articulated budget. The following walks you through the steps in establishing your Year 1 Workplan budget and a funding plan.

Establish the Budget[1]

For each objective, detail:

1. *Cost/Expenditures:* These are the dollars required to produce, deliver and evaluate the activity. This will include costs related to staffing (salaries and benefits), facilities, equipment, supplies, promotion, evaluation, and overhead. Organize costs according to the following categories:
   - Operating: occur on an ongoing, regular basis and are spent to "operate" your activity
   - Direct: can be tied directly to the program or activity (salaries, supplies, etc.)
   - Fixed: set regardless of specific activities and how many people are involved (salaries, benefits, etc.)
   - Indirect: general overhead and administrative expenses, including research for needs assessments
   - Variable: vary according to how many people are reached (supplies)

2. *Revenue:* Income earned or generated through the activity. Include revenue earned through any of three categories:
   - Base resources: income provided by public and government funds and usually forms the basis of the an organization's annual operating budget
   - Earned income: earned by charging a price for a product (registration fee), event (entry, sponsorship fee), or service (user fee)
   - Financial assistance: funds provided by external bodies through private, philanthropic or research agency grants that may be for specific purposes or programs and usually are not renewable without re-applying at each competition. Also include financial sponsorship when a sponsor donates funds for a product/activity in return for promotion of their name, logo, slogan, and the positive public relations that comes from being associated with the organization.

3. *Resource Mobilization:* This is the contributions of resources, other than monies, that enable a product to be delivered. These include:
   - Sponsorships: where a commercial entity donates equipment, supplies or services in return for promotion of their name, logo, slogan, etc. Local chapters of national organizations should research any national policy regarding corporate sponsorships so that local sponsorships do not present any conflicts of interest. The American Lung Association policy, for example, also works to protect the nationwide name of the American Lung Association. Specifically, the policy states: …"in order to retain its credibility and authority, and to protect its integrity, the American Lung Association remains independent in its decision-making regarding research, programs, advocacy, awareness, fundraising, and all position statements. Furthermore, ALA avoids conflict of interest, or its appearance thereof…."[2]
   - Partnerships: where two or more agencies with similar mandates and interests combine and share their resources to offer a product
   - Fundraising activities: includes special events or sales of t-shirts or other tangible goods
   - In-kind or contra contributions: include funds saved through contributions by individuals, organizations, and governments

[1] Program Planning and Evaluation Guide for Lung Associations. American Lung Association, April 2000.
[2] American Lung Association Policy Manual, *Fundraising Policy A11, Corporate Relations Policy.* American Lung Association, 2004.

1

Create List of Potential Funders

As a coalition, brainstorm potential sources of funding, including partnerships among organizations, sponsorships, in-kind donations, grants, etc.

Keep in mind that coalition members may feel that they need to protect their individual relationships with funders. Focus on the benefits of community-wide coalition efforts and the potential of members' maximizing their contacts to achieve long-term AFSI goals. Remember, existing relationships can and should be leveraged to seek broader-based funding in addition to individual organizations' current sponsorships, grants, etc.

Understand Funders' Needs

Always take time to step back and understand what benefit a potential funder would realize by being involved in your AFSI efforts. If no coalition members have relationships with a potential funder, research the organization before considering an approach! Who are their key customer groups and/or constituents? What is their history of grant-making or sponsorships?

Consider what they may need to gain, from a business perspective, from a sponsorship, including:
- Promoting their products
- Gaining positive PR and increasing visibility
- Reaching your audiences with a specific message

When approaching potential funders, also keep in mind "selling points"—or how they would benefit from being involved in your coalition and AFSI. AFSI activities benefit sponsors because they:
- focus on a holistic, community-wide approach, which provides networking opportunities
- provide positive community/public relations opportunities for organizations and individuals
- involve a range of prominent local professionals and organizations
- can save public funds and maximize resources
- positively affect students' and school staff's health and well-being
- address two significant health issues that affect the entire community—asthma and air quality
- contribute to student's improved asthma control, which increases their school attendance and productivity

Prepare Your Strategy for Approaching Funders

First, since you always want to leverage existing relationships, identify and document the following for each potential funder:
- Every coalition member who has an existing relationship
- Name(s) of individuals whom they know, including members of board of directors/trustees
- Funding/sponsorship history (descriptive information, as well as details that members can research)
- History of approaches by members; include information about sponsorships/grants, etc. that were rejected and any known information about why

Second, based on the above information identify who has the best relationship or sponsorship history with a given potential funder.

Third, identify which strategy or series of strategies may be most appropriate for specific funder(s).

Finally, assign responsibility among members to create a plan for each strategy or set of strategies to be funded. This would include the identification of a lead person for specific introductory conversations, formal asks, and follow-up with specific funders.

2