

Developing an Action Plan for the LICC

The following six steps can be used developing the action plan:

1. Identify the problem, the degree of impact that change will create, and the priority of the problem.
2. Identify the source or level of the problem.
3. Identify the personnel who can implement the change.
4. Identify the actions or tasks that are required to make the change.
5. Identify the forces and the strength of the forces both in favor of and in opposition to the change.
6. Identify the timelines of the change and the probability that it can occur.

Guidelines And Suggestions For Developing Action Or Action Plan

What Are The Proposed Elements That Comprise The Format For Action Plan?

The proposed format for action plan has five distinct elements. They are:

1. Goal Statements
2. Intended Outcomes
3. Strategies/Timelines
4. Responsibilities/Resources
5. Evaluation Plans

What Are Goal Statements?

Goal statements are attempts to capture the broad and long term intentions of the LICC and should relate to its basic mission and reasons for being. The LICC has and will continue to periodically set goals for itself as a part of its ongoing planning and development. These goals are likely to drive the priorities and the agenda of tasks and activities that make up the work of the LICC. The action plan should begin with and be guided by the agreed upon goals of the LICC.

What Are Intended Outcomes?

Intended outcomes function in the process of developing action plan as a bridge between the broad and long term goal statements and the determination of what the LICC will do in order to accomplish the goals, or at least make progress toward accomplishing the goals. Careful attention to the identification of clear, relevant and realistic outcomes is necessary in order to assure that the tasks and activities included in the action planned are focused and "on target," given the general time frame for the action plan, e.g., six months or one year. In developing intended outcomes, the basic task is to determine what concrete results, if achieve, would contribute most to the accomplishment of the stated goal(s). Intended outcomes also become an important focus for evaluating the work, especially in judging the extent to which the work has been successful in making progress toward accomplishing the goals of the LICC.

Intended outcomes statements are worded somewhat differently than traditional objectives. The examples are phrased in the future perfect tense “Will have...,” rather than the more traditional infinitive phrase, “To,,,” This wording helps assure that this phase of the action plan development is dealing with determining true outcomes and not simply turning activities into outcome statements.

What Are Strategies/Timelines?

Once Intended Outcomes have been identified, the next planning question is: What set of tasks and activities, if successfully carried out, would likely to achieve the intended outcomes and within that time frame would those tasks and activities need to be carried out in order to be successful? A description of these tasks and activities constitute the Strategies/Timelines of the action plan.

What are Responsibilities/Resources?

Based on the Strategies/Timelines developed, the next planning question is: Who must do what by when in order to carry out the strategies and what resources will be required to implement the strategies? This is the “nitty gritty” phase in developing the action plan. Probably the most important resource to explore during this phase is the time commitment necessary on the part of those who will be responsible for carrying out the action plan. Realities of time limits could require that strategies/timelines be modified and even Intended Outcomes be reconsidered. Some strategies may require the preparation of a proposed budget to support the tasks and activities being planned.

What Are Evaluation Plans?

The LICC will want to know how the work is going while it is in progress and also how successful it has been in helping to accomplish the stated goals of the LICC. Getting such feedback clearly and in a timely fashion must also be planned. The best time to do evaluation planning is as the action plan itself is being developed. Evaluations generally have one of two purposes or a combination of both. They are:

1. to examine what has been done in order to make decisions about making changes in plans or to guide future planning, and
2. to examine what has been done to determine its value.

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Two Samples of LICC Action Plan Templates

SAMPLE #1

200X-0X Goal Summary Sheet

Goals:	Person/s Responsible	Status
STRATEGIES		

SAMPLE #2

LICC GOALS FOR 200x-20xx

GOAL AREA II: Service Delivery System

GOAL 1: Promote a common understanding among providers, parents and referral sources of the 0-5 service systems

1. Continue to use LICC website to disseminate information. concerning topics which increase common understanding such as:

- Referral process to the provider network and family support programs
- Guidelines for assignments/recommendations for specific services
- Parental choice in service selection
- Community trainings

2. Provide information to assist LICC members and the community in understanding capacity issues that affect services.

3. Keep LICC current on issues that relate to cultural sensitivity and share strategies.

GOAL 2: Promote successful preschool transitions.

1. Help assure that parents have support available at all transitions

- Explore options and/or partnerships for resources to allow staff that knows a child and family to attend transition and IEP meetings
- Work with ECAC Parent Partners and other groups to sponsor training for IEP support.

2. Gather data, explore issues and educate the community about hearing and vision screening and issues pertaining to hearing and vision assessment.

3. Support XXX County Public Schools Preschool Services effort to collaborate with community agencies and resources to expand options for service delivery across the county.

GOAL 3. Assist CDSA in Efforts to Increase Referrals of Children Age Birth-1

1. Provide training to, and otherwise promote awareness of, medical and other private providers of the needs of children 0-1 for EI services and nature of these services.

GOAL 4: Enhance Services To Children and Families.

1. Advocate for increasing funding for community programs providing interventions for at risk preschoolers.

2. Investigate FPG's efforts around Response to Intervention.

3. Promote training of providers in routine-based intervention.