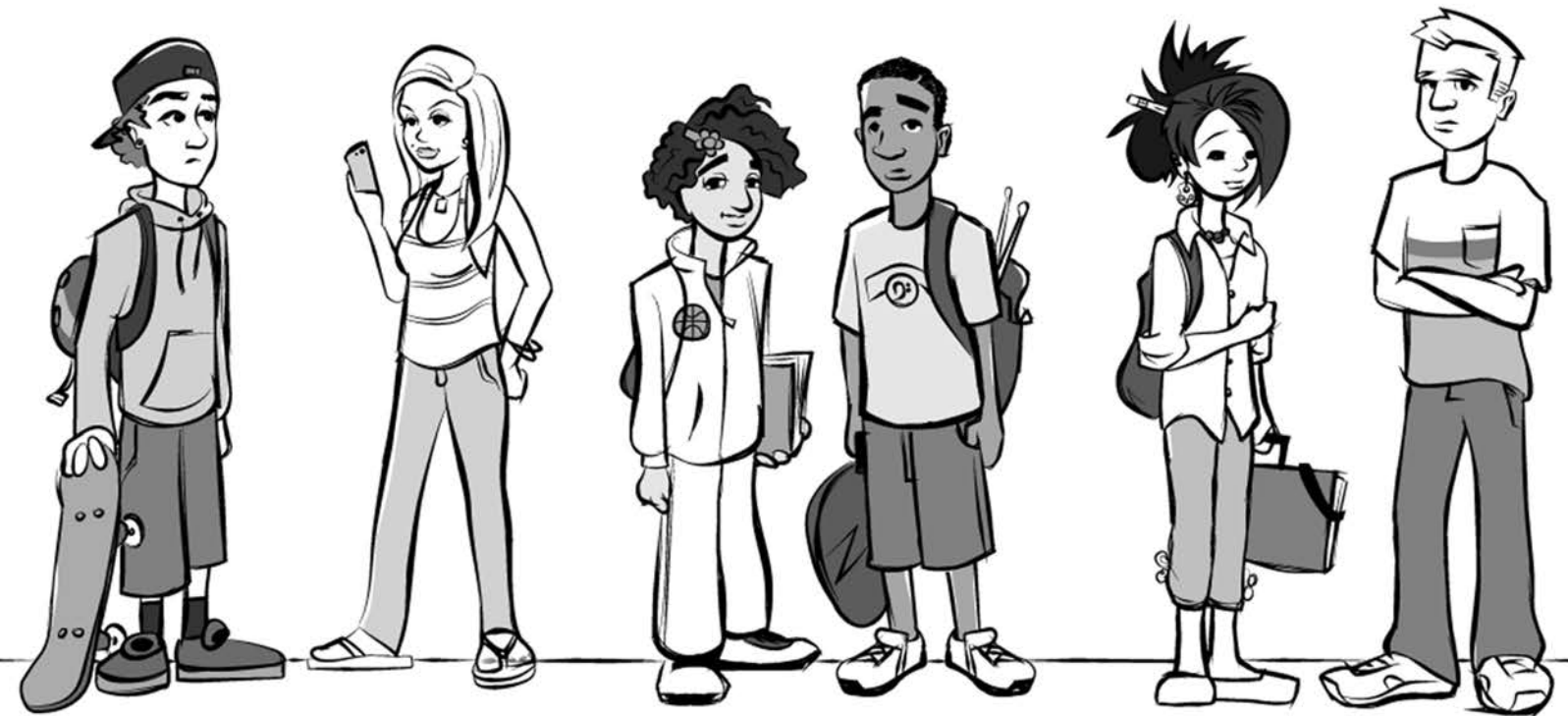# DATING MATTERS®

STRATEGIES TO PROMOTE HEALTHY TEEN RELATIONSHIPS

USER'S GUIDE

Capacity Assessment and Planning Tool (DM-CAPT)

July 2018

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Contents

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Introduction

An important step in preparing to implement and sustain a comprehensive teen dating violence prevention initiative is to assess your community's capacity for the different activities involved. The purpose of this User's Guide is to:

1. provide an overview of capacity and readiness in the context of preparing your community for implementation of a comprehensive teen dating violence prevention initiative,

2. describe the Web-based tool and process that will be used to help identify and support your community's capacity-building needs, and

3. provide instructions on how to use and administer the Dating Matters Capacity Assessment and Planning Tool (DM-CAPT).

- **Capacity** refers to the knowledge, skills, resources, competencies, and infrastructure necessary to implement an intervention.

- **Readiness** refers to the degree to which an individual, organization, or community is motivated, willing, and prepared to take action to address a public health issue.

Clear overlap exists between capacity and readiness. Although intertwined, capacity and readiness also provide independent contributions to organizations' ability to implement evidence-based programming. For the purposes of this tool, readiness is viewed as a component that taps into one aspect of capacity. Throughout this document, we refer more generally to capacity.

Although the term "health department" is used throughout the guide, it can be used interchangeably with any community organization in charge of implementing Dating Matters in their community.

What is capacity?

In this context, capacity is the necessary infrastructure or ability to meet goals related to public health problems, such as teen dating violence. Communities' capacity can be influenced by factors such as skills, knowledge, resources, commitment, will to act, and self-efficacy. Capacity can change over time, and communities can undertake efforts to improve their capacity.

Capacity can exist at the following levels:

- person (e.g., public health worker, teacher),

- organization (e.g., health department, school, community advisory board),

- community (e.g., neighborhood, school catchment area, town); and

- system (e.g., school district, state government).

Capacity may be general or specific to a particular intervention. For example, a teacher could have received general training in working with middle schoolstudents, or he or she could have received training in how to implement a specific dating violence prevention curriculum.

Why is capacity important?

Capacity is important because funders, communities, and human service organizations are often faced with limited financial, personnel, and material resources. All of these groups want to be sure that their resources go toward goals that communities are well prepared to achieve.

When individuals, organizations, communities, and systems have sufficient capacity, they can be more confident that resources are going toward plans that have a good chance of being successful. When capacity can be documented, outside funders may be more likely to give communities additional resources to pursue their plans.

When individuals, organizations, communities, and systems have insufficient capacity, they can develop specific plans to make improvements. Alternatively, they can consider selecting different goals that are more achievable given their existing capacity.

The following section introduces a tool that organizations interested in implementing a comprehensive teen dating violence prevention initiative will use to assess capacity at multiple levels and across multiple areas.

Overview of DM-CAPT Components and Process

The DM-CAPT provides organizations with the following set of tools:

- the Capacity Assessment Tool,

- the Assessment Report,

- the Planning Tool, and

- the Action Plan.

Getting Started with Using the DM-CAPT

In this section, you will learn

- how to register for VetoViolence to access the DM-CAPT, and

- how to log into the DM-CAPT.

How to register for VetoViolence to access the DM-CAPT

The DM-CAPT registration website is located at
http://vetoviolence.cdc.gov/apps/datingmatterscapt/. This link will take you to the registration
screen (*Figure 1*). To register, you will need to provide all of the required information indicated by
an asterisk to the right of each field.

Figure 1. Registering for DM-CAPT

How to edit your user account profile

Once you have logged into VetoViolence using your unique username and password, click on the "Profile" tab (*Figure 2*). This will take you to the My Profile screen (*Figure 3*) where you can edit your contact information and change your password and security question.

Figure 2. Editing Your Account Profile
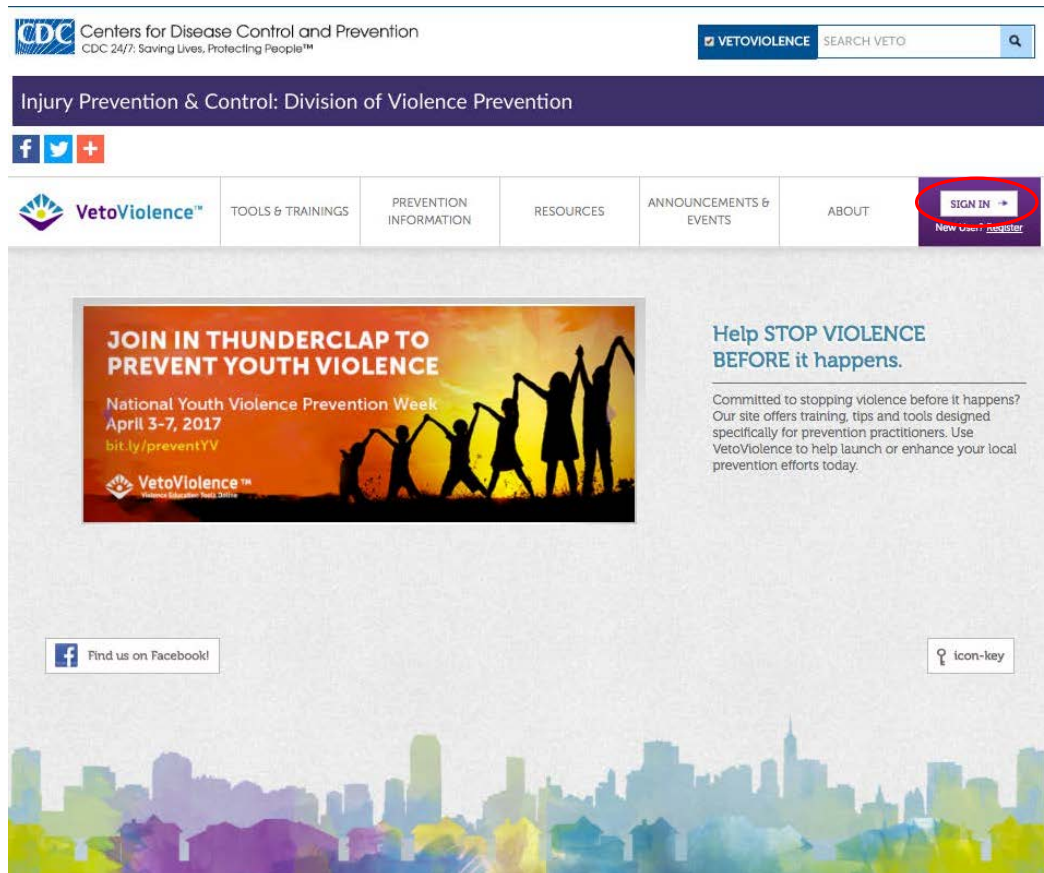
Figure 3. Updating Account Profile

How to log into the DM-CAPT

You can access the DM-CAPT by going to the VetoViolence website (http://vetoviolence.cdc.gov/) and clicking on the Log In link located in the top right of the screen. This link will take you to the Log In screen (*Figure 4*).

Figure 4. Logging into the DM-CAPT

Figure 5. Accessing DM-CAPT

Once you are logged in, click the Tools & Training tab located in the top left corner of the VetoViolence website and select Dating Matters (*Figure 5*).
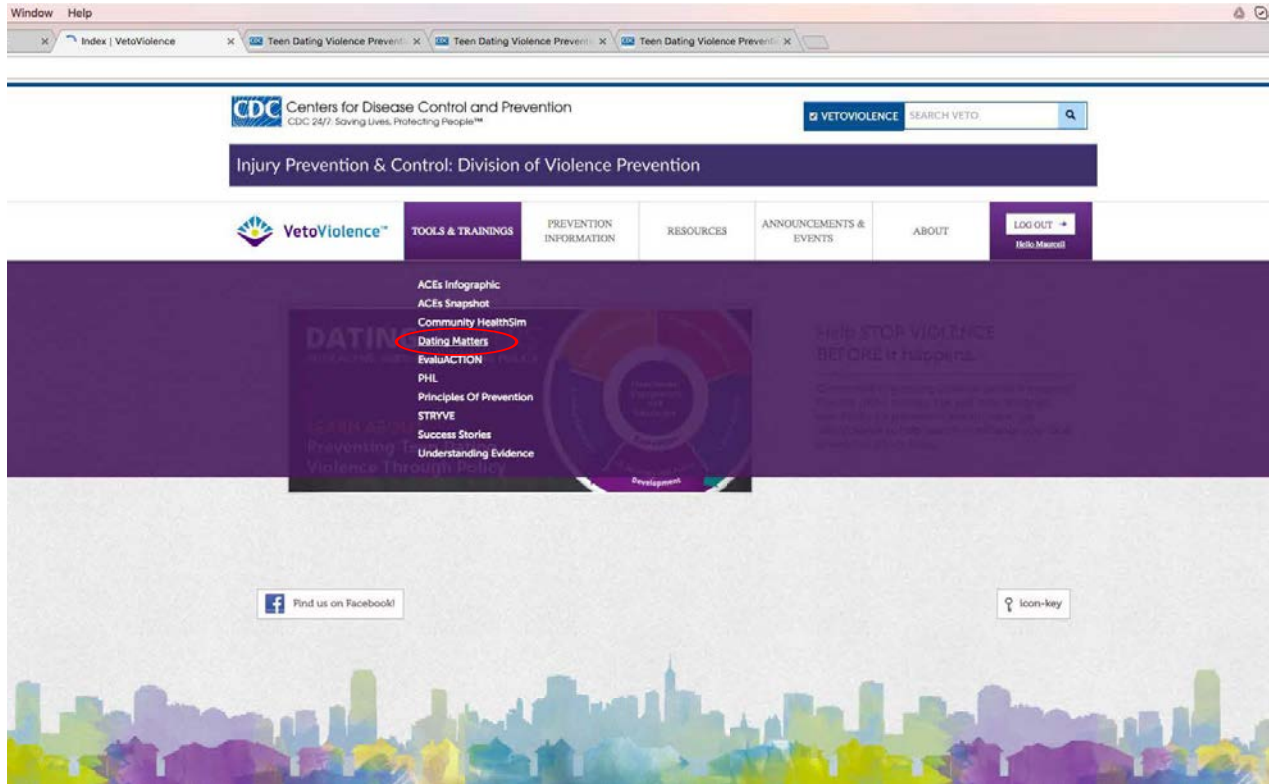
The **"Dating Matters"** link will bring you to the Dating Matters landing page (*Figure 6*).

Figure 6. Accessing DM-CAPT

Step 1: Completing the Capacity Assessment Tool

In this section, you will learn

- the purpose of the Capacity Assessment Tool,

- the capacity areas covered by this tool,

- how to prepare for survey administration, and

- how to complete the survey.

Purpose of the Capacity Assessment Tool

The Capacity Assessment Tool consists of Web-based surveys that incorporate input from multiple individuals to measure the capacity to successfully implement a comprehensive teen dating violence prevention initiative. The Capacity Assessment Tool can be completed as frequently as you like so that your organization can track changes in capacity over time.

Which capacity areas does the Capacity Assessment Tool cover?

Within the Capacity Assessment Tool, there are three different survey forms, each corresponding to the respondent's role in the comprehensive teen dating violence prevention initiative:

- a survey for health department staff,

- a survey for school staff, and

- a survey for community advisory board members.

Figure 7 shows the capacity areas that are covered by the Capacity Assessment Tool, along with the type of respondent who will be asked to answer questions for each capacity area. To minimize burden and duplication, not every type of respondent is asked to answer questions in every capacity area. Capacity areas for health departments and schools were selected based on each organization's role in implementing a comprehensive teen dating violence prevention initiative and their potential role in building sustainable prevention efforts for youth violence, including teen dating violence.

Capacity areas were identified based on theory and research on capacity. In general, the specific items for each area were drawn from previous studies.

Figure 7. Capacity Assessment Tool Capacity Areas and Respondent Types

Capacity Area	Respondent: Health Department Staff Member	Respondent: School Staff Member	Respondent: Community Advisory Board Member
1. Staff Capability	√	√	√[1]
2. Staff openness to Evidence-Based Programs and Practices		√	
3. Effective Leadership	√		√
4. Clear Vision/Mission for Violence Prevention	√		
5. Organizational Structure and Functioning (including History of Intervention)	√	√	
6. Organizational Climate for Innovation	√		
7. Organizational Cohesion	√		√[1]
8. Resource Availability	√	√	√[1]
9. Advocacy for Prevention	√	√	√[1]
10. Community Connections, Relationships, and Partnerships	√	√	√
11. Awareness of Violence-Related Problems and Access to Violence Prevention Data	√	√	√
12. Sustainability	√	√	√
13. Readiness for Preventive Interventions		√	
14. Access to Technical Assistance		√	
15. Community Advisory Board Structure and Functioning			√

[1] Data are presented under the community advisory board structure and functioning capacity area.

Preparing for Capacity Assessment Tool Administration

This section addresses the following questions:

- Who are the survey respondents?

- How many people are suggested to complete each survey?

- How long will it take to complete the survey?

- When should all of the surveys be completed?

- What is the role of the health department point of contact in administering the Capacity Assessment Tool?

Figure 8 provides an overview of key characteristics of each type of survey: health department, school, and community advisory board. The sections that follow provide more detail.

Figure 8. Overview of Capacity Assessment Tool Administration

Survey Form	Number and Type of Respondents	Estimated Time to Complete Survey	Send Reminders to Complete Survey	Data Collection Period
Health department	Up to 4 health department staff members	45–60 minutes	Yes	Approximately 1 month
School	Up to 2 school staff members per school	30–45 minutes	Yes	Approximately 1 month
Community advisory board	Up to 20 community advisory board members	30–45 minutes	Yes	Approximately 1 month

Who are the respondents?

Different components of the DM-CAPT will be completed by individuals representing three types of organizations: health departments, schools, and community advisory boards.

The key point of contact and other staff who play integral roles in the comprehensive teen dating violence prevention initiative will be responsible for completing the different surveys.

The point of contact will also be responsible for identifying other health department and school respondents and coordinating data collection from these individuals.

For each school, the staff members identified to complete the Capacity Assessment Tool should be individuals who have key roles in implementation of comprehensive teen dating violence prevention initiative activities and are knowledgeable about school-level resources that could impact implementation of these activities (e.g., prevention coordinators, principals, or vice-principals).

It is important to get capacity input from the following types of individuals:

- health department staff members,
- school personnel, such as a prevention coordinator, principal, or vice-principal, and
- community advisory board members.

How many people are suggested to complete each survey?

The number of respondents suggested to complete each survey will vary based on the number of partnering organizations and the number of staff involved in your comprehensive teen dating violence prevention initiative. It is suggested that the survey be completed up to 4 respondents at the health department level, up to 2 respondents from each school for the school-level assessment, and up to 20 respondents for the community advisory board survey. Generally, if a potential respondent is eligible for both the community advisory board survey and the health department or school survey, they should be asked to take the survey related to their organization.

How long will it take to complete the survey?

Depending on their project role, respondents will need between 30 and 45 minutes to complete the school survey. The community advisory board survey will also take 30 to 45 minutes. The health department survey is expected to take 45 to 60 minutes due to the larger number of capacity areas covered.

When should all of the surveys be completed?

We recommend that completion of the Capacity Assessment Tool take place over approximately 1 month. To ensure timely completion by the health department staff, school staff, and community advisory board members, a designated staff member should send periodic reminders to identified respondents. For example, reminders could be sent approximately 2 weeks after the initial request, 1 week before the due date, and even a few days after the due date if you have a low response rate. These reminders should include appreciation for those respondents who have already completed the survey.

What is the role of the health department point of contact in administering the Capacity Assessment Tool?

The health department point of contact is responsible for:

1. Initiating contact with potential respondents,

2. Creating a new assessment for your organization to generate the survey links,

3. Distributing the survey links to respondents, and

4. Following up with respondents to thank them for their participation and encourage participation from non-responders.

You will not be able to identify who has completed the survey (unless the respondent has notified you), so you may need to send a generic email thanking those who have completed the survey and reminding those who have not to please do so. The steps for administering the surveys are outlined below.

Health Department Point of Contact Action Steps

- Create a new assessment for your organization to generate survey links.
- Send each respondent the survey link. Include the following information in the correspondence:
  — due date for completing the survey (approximately 1 month from sending the survey link),
  — approximate time expected to complete the survey, and
  — request that the respondent notify the health department point of contact when they have completed the survey.
- Complete your own health department survey.
- Send periodic reminders/thank yous:
  — first reminder: send 2 weeks after initial request,
  — second reminder: send 1 week before due date, and
  — third reminder (if needed): send 2 to 3 days after due date.

How to create a new assessment

To create a new assessment, click on the Create a new assessment link (*Figure 9*). Enter the name of your entity (health department, school, or community advisory board). You will be taken to a page that provides a URL to access the survey and a survey code that can be used to access the survey in the future. Sample invitation letters to complete the surveys are also provided.

Figure 9. Generate Links for Surveys
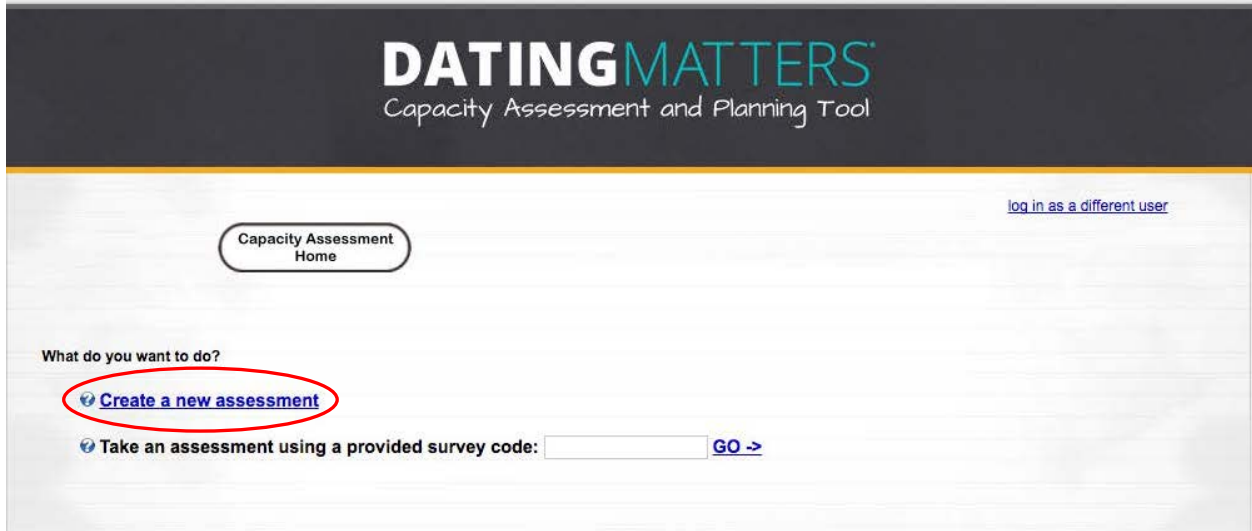
How to complete a survey

To complete a survey, the respondent will click on the URL provided in the email from the point of contact. This will take the respondent to the VetoViolence Log In screen. If the respondent already has an account, they will be directed to the survey. If the respondent is not yet registered with VetoViolence, they will need to register for an account and then log in to complete the survey. The appropriate survey will appear based on the link provided in the email from the point of contact. *Figure 10* shows the initial page of the school survey.

Figure 10. School Survey

Respondents may save their answers and return to the survey at a later date. If a respondent has partially completed the survey, they will be directed to the last survey question that appeared on the screen when they log back into the system. If a respondent has paged through the entire survey and wishes to return to the beginning, they can use the Go back to question #1 link on the last page of the survey. The respondent can click on the Back link at any time to return to the questions that they skipped or wish to review. A progress bar will appear at the bottom of every screen to show the respondent how far along they are in the survey *(Figure 11)*.

How to move through the survey

To move through the survey, respondents can use the Back and Continue links that appear at the bottom of the screen. Once the respondent has continued through the entire survey, they can use the Go back to question #1 link to return to the beginning of the survey.

The assessment asks for responses in several different formats:

- radio buttons,

- numeric fields, and

- free text fields.

Radio buttons allow the respondent to select one (and only one) answer to a question (*Figure 11*).

Figure 11. Radio Buttons

Numeric fields allow the respondent to enter a number in response to a question (*Figure 12*).

Figure 12. Numeric Fields

Free text fields allow the respondent to enter answers as words or sentences (*Figure 13*). Note that certain questions will have restrictions on the type or number of characters that can be entered in a given box.

Figure 13. Free Text Fields

How to generate an Assessment Report

At the end of the data collection period, the point of contact will be able to generate an Assessment Report by navigating to the Assessment Report tab and clicking on the Assessment Report link (*Figure 14*). A progress grid displays the number of respondents requested to complete each survey type and a count of the number of respondents who have started, partially completed, or completed the survey. The grid also includes the email addresses of all of the individuals who were asked to complete the survey so that you can cut and paste them into your email reminders. If you determine that you have a sufficient number of completed surveys, then you are ready to move on to Step 2: Using the Assessment Report. Otherwise, you may consider extending the data collection period and sending another reminder to the selected respondents to increase your response rate.

How to generate the Assessment Report

An Assessment Report can be generated by clicking on the Assessment Report tab. Use the progress grid to confirm that a sufficient number of surveys were completed before you run the report (*Figure 14*). To run the report, select the file type that you want to export (either a Microsoft Word or PDF file), then click on the Assessment Report link at the bottom of the screen. The report will be saved automatically to the Resource Documents tab.

Figure 14. Generate Assessment Report

Step 2: Using the Assessment Report

In this section, you will learn

- the purpose of the Assessment Report,

- how the survey results will be reflected in the Assessment Report,

- how to select capacity-building priorities, and

- sample resources for each capacity area.

Purpose of the Assessment Report

The goal of the Assessment Report is to help your organization identify a few specific capacity areas that you would like to improve. The Assessment Report will be accessed through the DM-CAPT and will be available as a downloadable Word or PDF file, typically generated when the data collection period has ended. The system will save only the most recent report in a given month in the Resource Documents tab. You also have the option to delete your old assessment reports. We recommend that you save the final copy of the PDF or Word version to your own computer or server. You will likely have one assessment report per year.

The Assessment Report will include an overview of the Capacity Assessment and Action Plan process, information about how the report was created (i.e., the data collection method and number and types of respondents who participated in the assessment), and tips for reviewing the report. The data portion of the report is reflected in text, tables, and graphics to help your organization or community understand the strengths and weaknesses in your current capacity so that you can make informed decisions about capacity-building activities.

How the survey results will be reflected in the Assessment Report

The Assessment Report will show the results of your community's assessment, both overall and for specific capacity areas. Results will take the form of bar charts, tables, and text. Each capacity area in the assessment will include multiple survey items, some of which were asked in only one of the surveys and some of which were asked in two or more surveys. The Assessment Report presents information on each of the survey items, organized by capacity area. Information on which respondent type(s) contributed to the results is presented prior to the results.

Figure 15 is a sample Assessment Report graph that summarizes an organization's score in each of 15 capacity areas.

Figure 15. Sample Assessment Report Graph of Organization Scores by Capacity Area
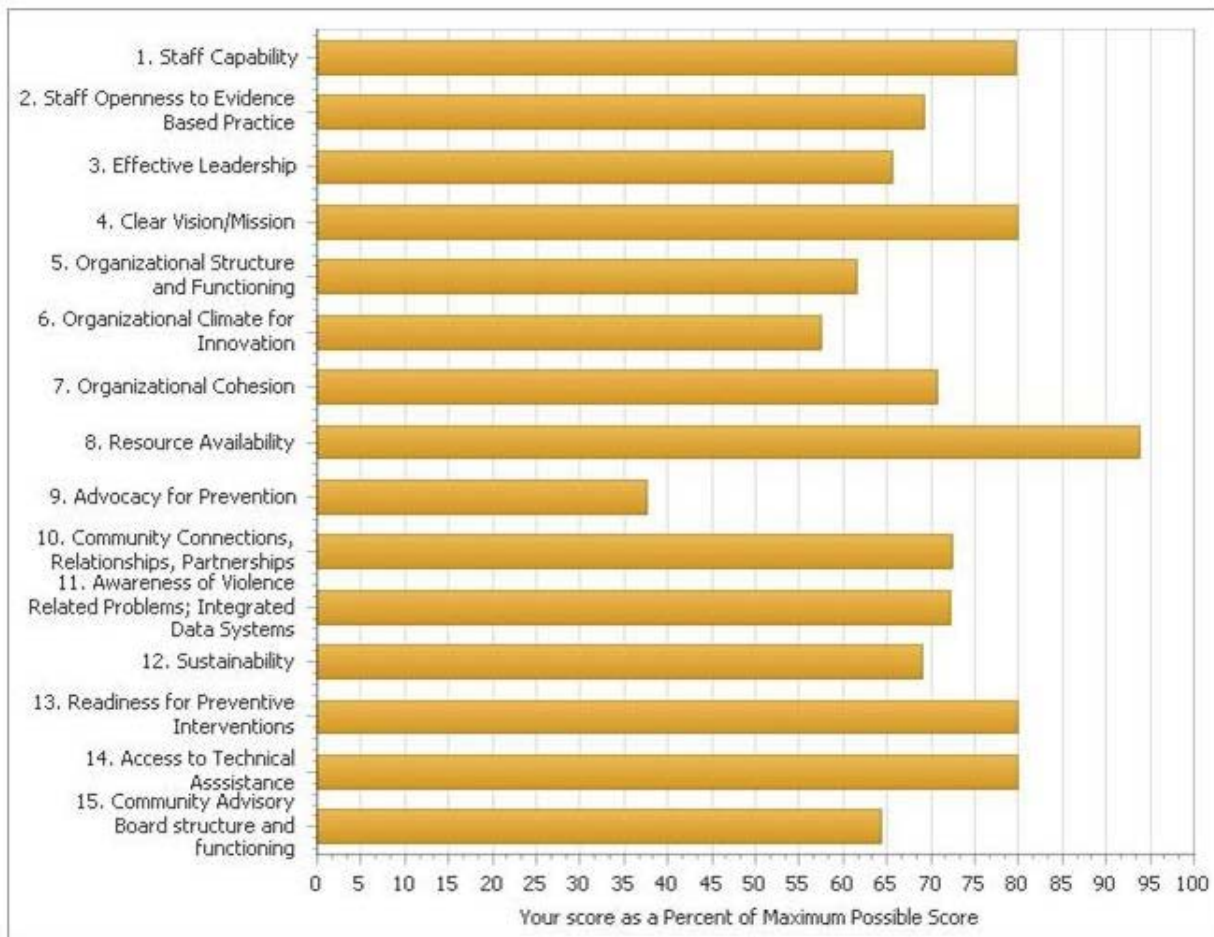
Figure 16. Sample Assessment Report Chart

Figure 16 is a sample Assessment Report chart for one specific area of capacity: staff openness to evidence-based programs and practices.

Here are the average responses to the items about openness to evidence-based programs:
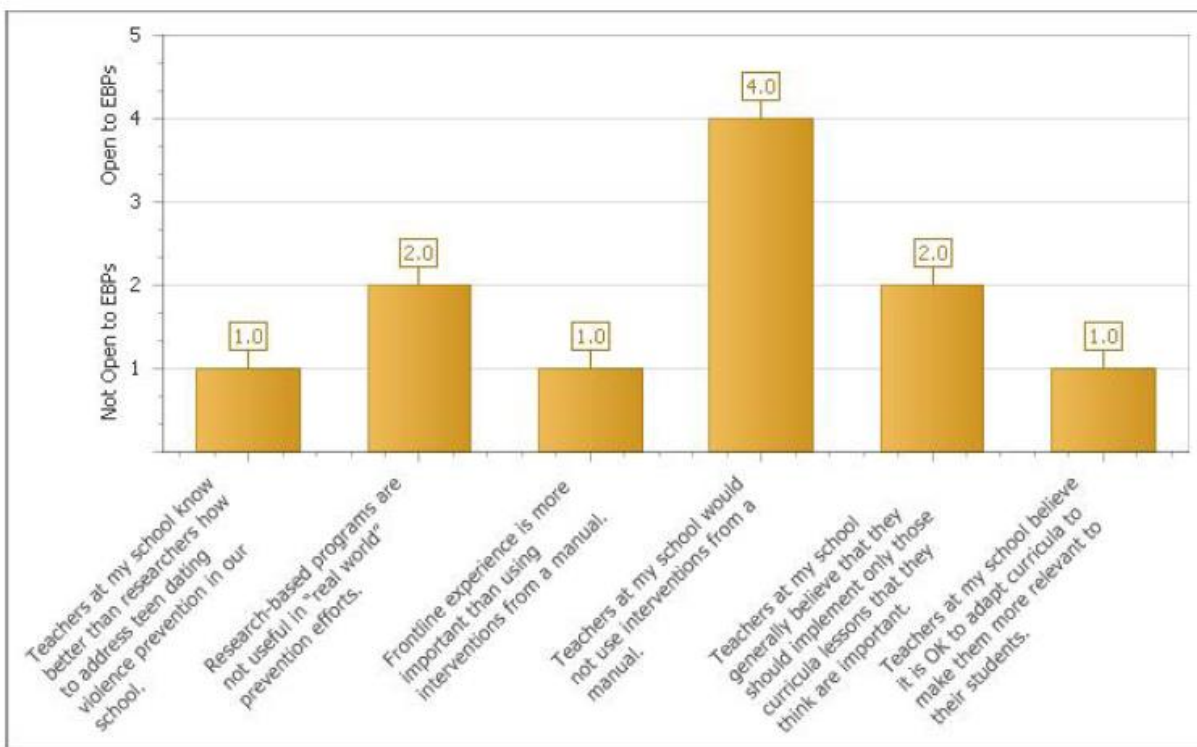
> Our example community has effective leadership, a strong organizational climate for innovation, and a cohesive organization. However, there is some room for improvement in staff openness to evidence-based programs and practices. On the basis of the specific responses to the items on openness to evidence-based programs and practices, the health department might consider spending resources on training and educating teachers on the value of evidence-based programs and practices. This community could consider how they can leverage their access to technical assistance to help them identify specific strategies to use with the schools.

These results can be used to identify capacities that your community already has as well as capacities that may need to be enhanced before you implement a comprehensive teen dating violence prevention initiative.

How to select capacity-building priorities

After reviewing the Assessment Report, each community will select specific capacity areas for improvement. Communities may select as many areas as they wish; we recommend starting with four or five. Keep in mind that not all priorities need to be addressed at once.

The process of selecting priority areas and activities should be a collaborative one, involving key comprehensive teen dating violence prevention initiative stakeholders from multiple organizations. These stakeholders might include the following:

- health department staff,

- school staff,

- community advisory board members,

- human service agency staff,

- parents, and

- teens.

Many factors influence decisions about where to focus your capacity-building priorities. We suggest three criteria to consider, keeping in mind your unique context and resources:

- areas with the **lowest overall scores** (i.e., areas in which you have the lowest perceived capacity to implement the program),

- areas that are **important** (i.e., areas that are highly valued by the collaborating organizations and community and areas where capacity development will be most helpful in enhancing your community's ability to implement a comprehensive teen dating violence prevention initiative), and

- areas in which it is **feasible** to build capacity (i.e., areas in which you can make substantial changes with the resources that you have available and within a timeframe that will support a comprehensive teen dating violence prevention initiative).

Figure 17 provides a sample of constructs from the priority checklist of the Assessment Report. The full checklist includes a list of all constructs with the overall scores and an area that the point of contact and other respondents can use in determining your community's chosen priority areas for capacity building.

Figure 17. Sample of Constructs from the Priority Checklist

Capacity Area	Overall Score	Important?	Feasible?	Priority Area?
1. Staff capability	60%	☐	☐	☐
2. Staff openness to evidence-based programs and practices	42%	☐	☐	☐
3. Effective leadership	75%	☐	☐	☐

Sample resources for each capacity area

Each capacity area will have an associated resource box located in the appendix of the Assessment Report. This resource box will list websites, handouts, publications, training sessions, and other tools to help your community identify activities aimed at improving capacity in that area. *Figure 18* is a sample of resources provided for staff openness to evidence-based programs.

Figure 18. Sample Resources for Staff Openness to Evidence-based Programs

Resource	Description
Technical Assistance Fact Sheets: Evidence-Based Programs http://www.prevention.psu.edu/pubs/docs/EBP_fact sheet.pdf	This fact sheet provides information on the origins of, standards for, need for, and resources on evidence-based programs.
Evidence-Based Programs: An Overview http://www.human.cornell.edu/outreach/upload/Evidence-based-Programs-Overview.pdf	This Research to Practice brief provides an overview of what it means for a program to be evidence-based, discusses the advantages and disadvantages of implementing evidence-based programs, and points readers in the direction of resources to help locate these programs and learn more about them.
Identifying and Promoting Effective Practices http://strengtheningnonprofits.org/resources/guidebooks/Identifying%20and%20Promoting%20Effective%20Practices.pdf	Page 15 of this booklet provides guidance on how to introduce new evidence-based programs to staff members.

Step 3: Using the Planning Tool

In this section, you will learn

- the purpose of the Planning Tool,

- how to complete the Action Planning Worksheets, and

- how to generate the Action Plan.

Purpose of the Planning Tool

Once you identify your priority areas for capacity building, you are ready to use the Planning Tool. The purpose of the Planning Tool is to

- help organizations and other respondents plan strategies to build capacity based on the priority areas that were selected at the end of the Assessment Report, and

- communicate these strategies to appropriate staff through the resulting Action Plan.

After logging into the system, you will see a tab for accessing the Planning Tool. The Planning Tool is available for printing as a downloadable PDF file anytime during the Capacity Assessment process. We recommend that you print a copy of the Planning Tool when you print your Assessment Report so that you will have all of the materials needed to start your capacity-building planning in front of you.

The Planning Tool includes Action Planning Worksheets that can be used for each capacity area. Within each capacity area, for the strategies you identify, you will need to complete a separate worksheet; print additional worksheet copies as needed if you are working with paper copies. The worksheets will be used to document the following information:

- **capacity area**: the name of the specific capacity area;

- **goal**: the change that your organization is trying to make to increase capacity;

- **strategy**: how your organization will go about achieving the goal;

- **status**: whether the strategy has been implemented;

- **overall lead person and organization**: the individual and organization that will lead and support the strategy;

- **overall start and end dates**: the start date for the first action step and the end date for the last action step;

- **action steps**: steps that lead to implementing the strategy, including

  — **responsible person and organization:** the individual and organization accountable for each step,

— **resources needed:** labor and non-labor resources needed to complete each step, and

— **start and end dates:** expected start and end dates for each step.

We encourage the health department point of contact to work collaboratively with other stakeholders to identify strategies for building capacity and to complete the worksheets. The worksheets can be filled out during planning meetings using the printed copies, and the information can be entered into the DM-CAPT at a later time. Alternatively, you may choose to enter the information directly into the DM-CAPT.

How to complete the Action Planning Worksheets

To enter information into the online tool, you must first select the capacity areas that you identified as priorities based on your Assessment Report results. Simply click on each capacity area that you intend to work on (*Figure 19*) and click Save.

Figure 19. Selecting Capacity Areas
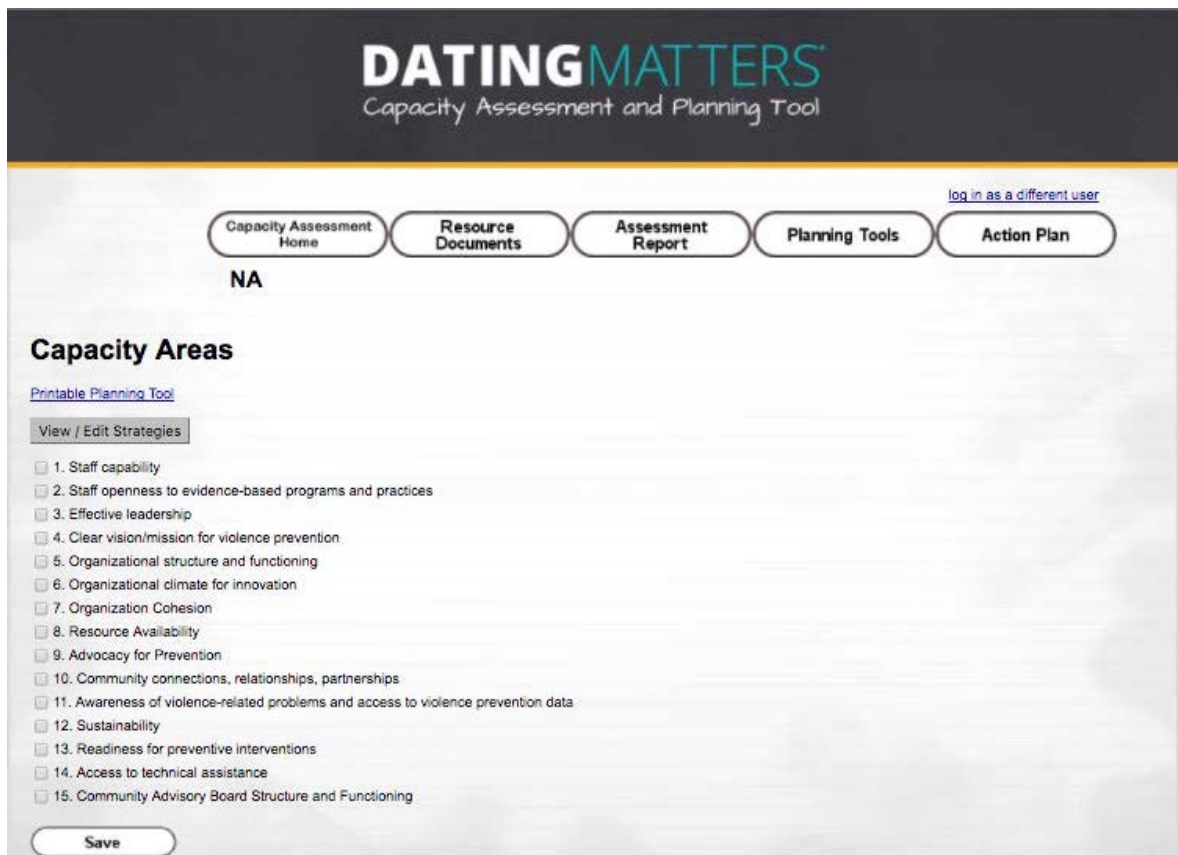
Figure 20. Complete Action Planning Worksheet

You can then enter the details of the strategies that you plan to use to build each capacity area (*Figure 20*). To aid in completing the online version of the Action Planning Worksheet, you may click on the question mark next to any of the fields for further instructions.

The detail requested in the online tool is the same information that you will find on the paper version of the Action Planning Worksheets.

How to enter the capacity areas and strategy details selected by your organization

Click on the Planning Tools tab and then click on each capacity area that you intend to work on. A checkmark will indicate that you have selected a given capacity area. Clicking Save will save your selections and take you to the screen used to enter and edit information for each strategy that you intend to implement.

Figure 21. Edit or Add a Strategy

You will be able to go back to the Action Planning Worksheets using the online tool and edit the information. For example, you may want to add another step to implement a strategy, change the name of the responsible person, or update the status. It is easy to add or change steps: simply click on Add New Step (*Figure 20*). To add or update a strategy, simply select Update or Add a strategy under the Action column (*Figure 21*).
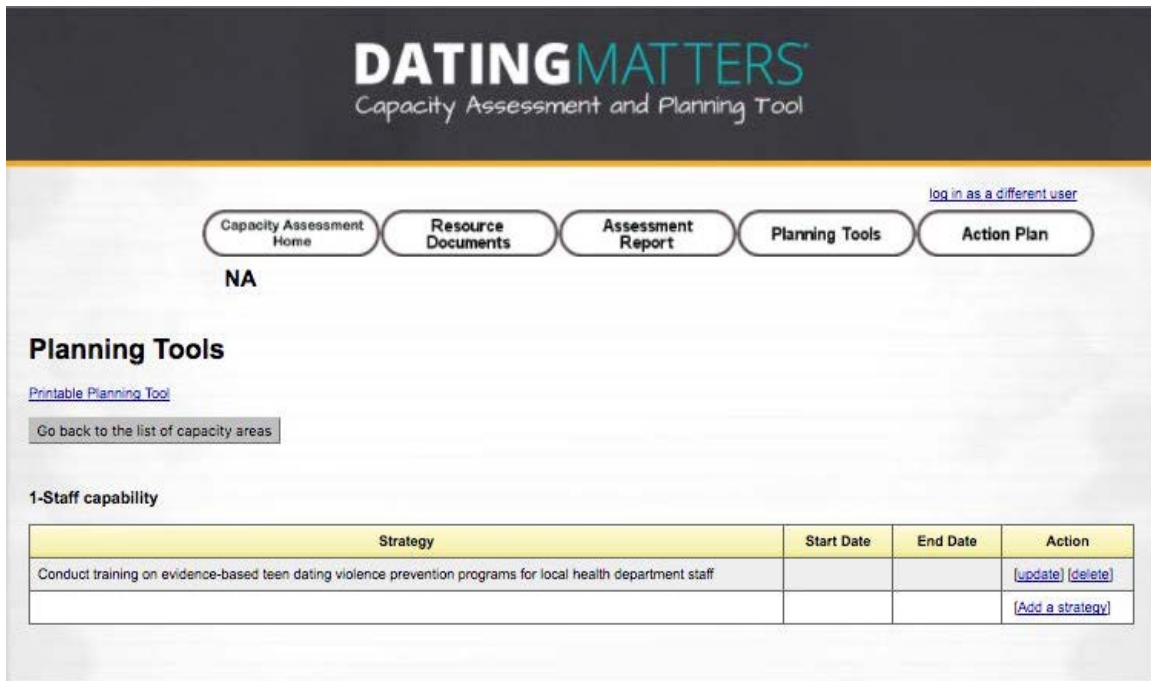
How to add or delete a capacity area

Once you have entered a capacity area, you will automatically be taken to the Action Planning Worksheet, a page that allows you to update and add a strategy. Select the Go back to the list of capacity areas link to return to the capacity list. You can then add or delete capacity areas. If you have entered information in an Action Planning Worksheet for a capacity area, then that capacity area will be "grayed" out and cannot be deleted until the corresponding information is deleted from the system.

How to edit existing Action Planning Worksheet information

Once you have entered a capacity area, you will automatically be taken to the page that allows you to edit your Action Planning Worksheet. Select, update, delete, or add a strategy for any capacity area that you want to change.

How to generate the Action Plan

Once you have entered the worksheet information into the online tool, you can generate a downloadable PDF file of the Action Plan. To do so, simply navigate to the Action Plan tab and click on the Action Plan link (*Figure 22*).

Figure 22. Generate Action Plan
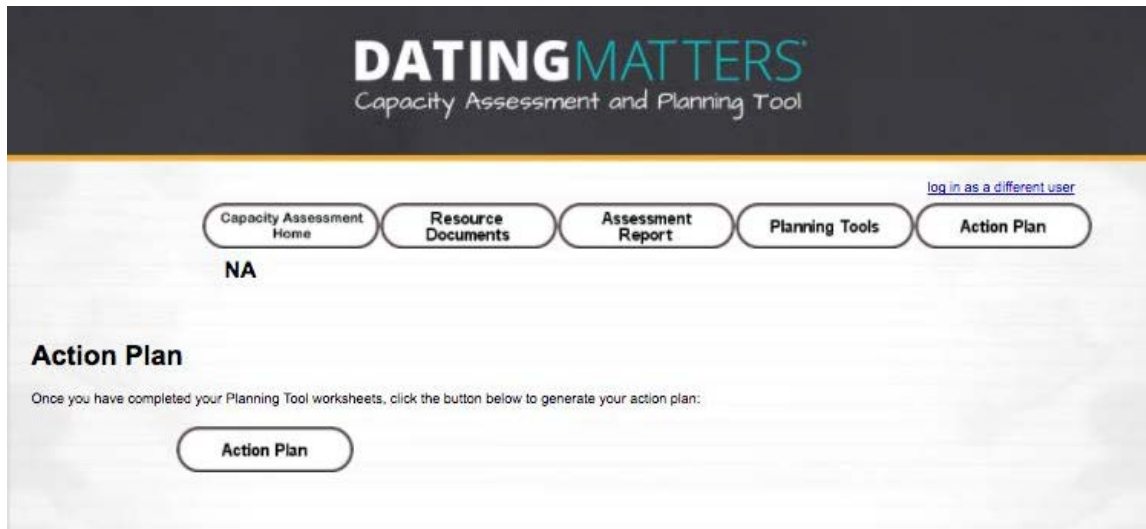
How to generate the Action Plan

Click on the Action Plan tab and then click on the Action Plan link. You will have the opportunity to save or open the PDF file.

Step 4: Using the Action Plan

In this section, you will learn

- the purpose of the Action Plan, and

- the two types of reports provided in the Action Plan.

Purpose of the Action Plan

The Action Plan is a report that can assist you and your collaborators in planning to build capacity for the prevention of teen dating violence. Using information that your stakeholders entered into the DM-CAPT, the Action Plan documents the priority areas selected for capacity development, goals to address identifiable needs, strategies for achieving these goals, the status of strategy implementation, responsible individuals and organizations, the resources needed for key action steps, and timelines for implementing these strategies.

For each strategy that you identified, you were asked to specify how you planned to implement it, using the Action Planning Worksheets to enter the information into the DM-CAPT. Based on the information that you entered for these elements, two types of reports are included in the Action Plan: At a Glance Reports and the Strategy Plan Report.

At a Glance Reports

Two At a Glance Reports will be provided to give your organization a summary of the Action Plan that you devised:

1. **At a Glance: Your Capacity Development Focus and Identified Strategies** (*Figure 23*). This report provides a succinct overview of the strategies identified to build capacity in each prioritized capacity area. It includes the responsible person and organization, start and end dates, and the status for each strategy. It is a good place to start and, depending on your role, it may be all that you need. Of course, if you are responsible for any of the strategies or steps leading to a strategy, then you will want to find the more detailed Strategy Plan for the relevant capacity area (as described in the next section on page 33).

Figure 23. Sample At a Glance for Prioritized Capacity Areas

Capacity Area: Staff capability				
Strategy	**Responsible Person and Organization**	**Start Date**	**End Date**	**Status**
Conduct training on evidence-based teen dating violence prevention programs for health department staff	John Davis, health department	5/1/2014	12/1/2014	Not Started
Implement communication activities to raise awareness of and receptivity to comprehensive teen dating violence prevention initiative among schools and community stakeholders	Berry Greene, health department	9/8/2014	9/30/2015	Not Started
Capacity Area: Staff openness to evidence-based programs and practices				
Strategy	**Responsible Person and Organization**	**Start Date**	**End Date**	**Status**
Conduct trainings on teen dating violence for school personnel and other stakeholders	Robert Banks, health department	6/5/2014	11/6/2014	Not Started

2. **At a Glance: Timeline for Capacity Development Activities** (*Figure 24*). This chart provides a visual representation of the schedule for starting and completing each identified strategy. This chart would be particularly useful to individuals who prefer a graphic display of the timeline and do not need the level of detail specified in *Figure 23*.

Figure 24. Sample At a Glance: Timeline for Capacity Development Activities

Strategy Plan Report

You will find a Strategy Plan (*Figure 25*) for each strategy that you entered into the online tool. This is a detailed report and mirrors the information that was entered using the worksheets in the Planning Tool. You may find these reports useful to have on hand during staff or community advisory board meetings. Individuals who are assigned to lead a strategy or who are responsible for completing an action step would likely want to keep a copy of the relevant Strategy Plan nearby for quick reference.

Figure 25. Sample Strategy Plan

Strategy Plan Capacity Area: Staff capability				
Goal: Training				
Strategy: Conduct training on evidence-based teen dating violence prevention programs for health department staff				
Status: Not Started				
Overall Lead Person and Organization: John Davis, health department				
Start and End Dates: 5/1/2014–12/1/2014				
Step	**Responsible Person and Organization**	**Resources Needed**	**Start Date**	**End Date**
Identify an appropriate trainer	John Davis, health department	Staff time	5/1/2014	6/1/2014
Develop training materials	Betty Greene, health department	Training materials and access to copier	6/1/2014	9/8/2014
Identify and set training dates	TBD, health department	Health department and school staff time	9/1/2014	9/18/2014
Conduct trainings	TBD, health department	School staff and trainer time; training room, laptop, projector	9/20/2014	12/1/2014

We encourage you to use the Action Plan on an ongoing basis as an essential part of your capacity-building focus. You may want to schedule a monthly review of the Action Plan. You can update the status of each strategy using the Planning Tool and generate another Action Plan at any time so that you can share the most up-to-date version with your team and other stakeholders.

Because your community can complete a Capacity Assessment and receive an Assessment Report each year, you are able to have other opportunities to specify new priorities, activities, and goals to replace any that have been completed or discontinued. You may generate an Action Plan as many times as you like; however, the system will save only the most recent one in a given month in the Resource Documents tab. You have the option to delete your old Action Plans. To safeguard against accidently replacing a working document, we recommend that you save each copy of the PDF or Word version that you are working from to your own computer or server. You may have several documents per year, depending how often you update your plan. This process will ensure that your community continues to develop its capacities over the course of the development of your comprehensive teen dating violence prevention initiative.