

Anita's Action Plan

The tables below show the steps Anita and her collaboration partners completed to develop an action plan. These examples address two target behaviors: One related to healthy eating and the other to physical activity.

Collaboration partners	<p>Core group:</p> <ul style="list-style-type: none"> • Nutrition professional from health department (Anita) • Nutrition educator from county cooperative extension office • Recreation coordinator from county youth bureau • Public health nurse from health department <p>Other partners: Parent, school district food service director, school district athletic director, hospital outreach coordinator, local physician, local diabetes educator, school board member, and 4-H youth leader.</p>
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Action Plan to Promote Healthy Eating

	<i>Example</i>
Target behavior (healthy eating)	Overconsumption of sweetened beverages by children
Community setting	Baker Middle School
Behavioral objective	Number of sweetened beverages consumed by children at Baker Middle School will decrease by 20% in two years
Priority environmental factor	Sweetened beverages are widely available in vending machines in schools
Tools to assess priority environmental factor	CDC's School Health Index, Vending Machine Checklist, and interviews
Objective to address priority environmental factor	Decrease by 30% the number of sweetened beverages available in vending machines in Baker Middle School in two years
Priority enabling factor	Sweetened beverages widely available in vending machines in schools
Priority predisposing factor	Kids believe soda will make them overweight
Priority reinforcing factor	Most other kids drink sweetened beverages
Objective to address priority enabling factor	Decrease by 30% the number of sweetened beverages available in vending machines in Baker Middle School in two years

Higher-level priority P.E.R. factor	School policies don't address all sweetened beverages, only soda
Objective to address higher-level priority P.E.R. factor	By next fall, the school administration will adopt and implement a school wellness policy limiting the availability of sweetened beverages in vending machines
Additional collaboration partners	Parent, student, administrator, food service staff member, music teacher from Baker Middle School, district athletic director, school board member
Intervention method(s)	Organizational change, advocacy
Intervention strategies	Conduct information sessions, if needed, with school administration and parent/teacher organizations; form school wellness policy coalition to draft policy and lobby school board members
Actions	<p>Within next month:</p> <ul style="list-style-type: none"> • Anita will contact parent/teacher organization president to get time on next month's meeting schedule • Extension educator and school personnel will identify potential members for a school wellness working group • Working group will meet to review model school wellness policies and discuss approach to developing draft of local policy <p>Within next two months:</p> <ul style="list-style-type: none"> • Two working group members will draft a wellness policy • The draft policy will be circulated to collaboration members for input • Working group will meet to discuss draft and discuss ways to lobby school board <p>Within next three months:</p> <ul style="list-style-type: none"> • Two members will take draft policy to school principal for discussion and input • Draft will be revised and discussed at meeting of overall collaboration and revised again if necessary • The school board working group member will put draft policy on school board agenda <p>Within next four months:</p> <ul style="list-style-type: none"> • Draft policy will be presented to school board
Evaluation plan	<ul style="list-style-type: none"> • Track membership and participation in the collaboration (member list and attendance sheets) • Use appropriate tool to assess effectiveness of collaboration in solving the problems related to development of the school wellness policy • Keep a log of changes/adjustments in the project along the way • Assess if a policy limiting the availability of sweetened beverages in vending machines was adopted and monitor its implementation • Do pre/post surveys of availability of sweetened beverages in vending machines at Baker Middle School • Do pre/post surveys of consumption by measuring sales of sweetened beverages from vending machines at Baker Middle School • Share results with collaboration partners, school administrators, and local media

Action Plan to Promote Active Living

	<i>Example</i>
Target behavior (active living)	Not walking to school
Community setting	Neighborhood near Pleasantville Middle School
Behavioral objective	Percentage of children who walk or bike to Pleasantville Middle School will increase by 20% in two years
Priority environmental factor	Neighborhood is not very “walkable”
Tools to assess priority environmental factor	Walkability Checklist, Physical Activity Facilities Survey
Objective to address priority environmental factor	Increase by 20% the walkability score of the neighborhood near Pleasantville Middle School by the end of the next school year
Priority enabling factor	Dangerous intersection exists between the residential area and the school
Priority predisposing factor	Kids think it’s “cool” to get a ride to school
Priority reinforcing factor	Kids enjoy walking with friends as a way to socialize
Objective to address priority enabling factor	By the next school year, the intersection of Maple Avenue and Elm Street will be made safe enough for kids to walk to school
Higher-level priority P.E.R. factor	Not needed in this situation
Objective to address higher-level priority P.E.R. factor	Not needed in this situation
Additional collaboration partners	Parent, student, P.E. teacher from Pleasantville Middle School, regional planner, transportation council member, and public safety officer
Intervention method(s)	Community organizing
Intervention strategies	Use phone trees, e-mail, and parent-to-parent contact to educate and ask parents to support collaboration’s request to authorities to make intersection safer; send articles or letters to the editor to local media

<p>Actions</p>	<p>Within next month:</p> <ul style="list-style-type: none"> • Working group will meet to discuss approaches to getting “a walking school bus” instituted and making the intersection safer • Student and PE teacher will recruit lunchtime walking group members for the “walking school bus” • Parent member will contact parent/teacher organization president to recruit volunteers for phone tree • Recreation coordinator will post message on local fitness center listserv to recruit parents to be volunteers for “walking school bus” <p>Within next two months:</p> <ul style="list-style-type: none"> • Two working group members will draft a proposed request to submit to authorities for making the intersection safer, e.g., hiring a crossing guard and/or installing a light • “Walking school bus” members will recruit more students to the “bus” • Draft proposal will be circulated to collaboration members for input • Working group will meet to discuss draft • Working group will have identified people willing to submit articles and letters to the editor to local media <p>Within next six months:</p> <ul style="list-style-type: none"> • Recreation coordinator will have compiled list of “walking school bus” participants • Working group will have submitted request for safer intersection to authorities
<p>Evaluation plan</p>	<ul style="list-style-type: none"> • Track membership and participation in the collaboration (member list and attendance sheets) • Use appropriate tool to assess effectiveness of collaboration in solving the problems of making the intersection safer • Keep a log of changes/adjustments in the project along the way • Track the number of articles or mentions of the issue in local media • Evaluate safety of intersection of Maple Avenue and Elm Street for walking or biking to school • Determine pre/post walkability score of neighborhood near Pleasantville Middle School • Conduct a pre/post count through observation of children walking or biking to school • Track participation in “walking school bus” • Share results with collaboration partners, neighborhood families, school board, elected officials, and local media