

In the first three parts of your course project, you (ideally, along with your collaboration partners) have identified behaviors and environmental characteristics that influence excessive weight gain in children in your community. You've also identified and prioritized the predisposing, enabling, and reinforcing factors influencing these characteristics and developed specific change objectives.

The next step is to broaden your community collaboration by identifying other essential community members based on your objectives and then to facilitate this collaboration as you work together to develop and implement strategies for addressing your objectives. In other words, it's now time to develop your action plan. Anita's action plan, accessible from the left margin, may be a helpful reference.



4a Identify additional members for your community collaboration based on your objectives. Your collaboration now needs to be expanded to include other essential community members who should be involved in addressing your objectives. Think about people who have a stake in accomplishing what your group wants to do.

My final objective related to **eating**:

(loading...)

Additional collaboration partners to address this objective:

My final objective related to **activity**:

(loading...)

Additional collaboration partners to address this objective:



My final objective related to **activity**:

(loading...)

Additional collaboration partners to address this objective:



Examples: [Click here](#) to view examples from Anita's group.

Project 4 Examples

Additional members for community collaboration:

Anita's additional collaboration partners for addressing overconsumption of sweetened beverages: parent, student, administrator, food service staff member, music teacher from Baker Middle School, district athletic director, school board member

Anita's additional collaboration partners for addressing not walking to school: parent, student, administrator, P.E. teacher from Pleasantville Middle School, regional planner, transportation council member, public safety officer

4b Select/identify intervention **methods** and **strategies** that match your priority P.E.R. factor related to **eating**.

Top-ranked P.E.R. factor related to eating

(loading...)

Objective:

(loading...)

Enter your methods:

Enter your strategies:

Examples: [Click here](#) to view examples from Anita's group.

Anita's top-ranked P.E.R. factor related to eating

School policies don't address all sweetened beverages, only soda

Objective:

By next fall, the school administration will adopt and implement a school wellness policy limiting the availability of sweetened beverages in vending machines.

Methods:

Organizational change, advocacy

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

Anita's top-ranked P.E.R. factor related to activity

Dangerous intersection exists between the residential area and the school

Objective:

By the next school year, the intersection of Maple Avenue and Elm Street will be made safe enough for kids to walk to school.

Methods:

Community organizing

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.

4c Select/identify intervention **methods** and **strategies** that match your priority P.E.R. factor related to **activity**.

Top-ranked P.E.R. factor related to activity

(loading...)

Objective:

(loading...)

Enter your methods:

Enter your strategies:

Examples: [Click here](#) to view examples from Anita's group.

Project 4 Examples

Anita's top-ranked P.E.R. factor related to eating

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Strategies:

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4d Identify your actions. Decide who is going to do what when.

Actions related to my target **eating** behavior:

Actions related to my target **activity** behavior:

Examples: [Click here](#) to view examples from Anita's group.

Project 4 Examples

Anita's actions related to target eating behavior include:

Within next month:

- 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.

Within next two months:

- 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.

Within next three months:

- 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.

Within next four months:

- Draft policy will be presented to school board.

Anita's actions related to target activity behavior include:

Within next month:

- Working group will meet to discuss approaches to getting "a walking school bus" instituted and making the intersection safer
- Student and P.E. 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 volunteer for "walking school bus."

Within next two months:

- 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.

Within next six months:

- Recreation coordinator will have compiled list of "walking school bus" participants
- Working group will have submitted request for safer intersection to authorities.

4e **Develop an evaluation plan.** Before you start any intervention, design an evaluation to measure whether the intervention made a difference. Include what will be assessed, how it will be assessed, when it will be assessed, and the audience for the results of your evaluation. Remember that you need to include both process and outcome evaluations.

Evaluation plans related to my target **eating** behavior:

Evaluation plans related to my target **activity** behavior:

Examples: [Click here](#) to view examples from Anita's group.

By conducting a good evaluation you can add to the evidence about what works and share your success with others. Remember to be prepared to monitor how things are going and to be flexible about intervention strategies. For example, if parents aren't available for the "walking school bus," maybe there are some retired seniors who would enjoy this opportunity to walk with the kids.

Anita's evaluation plans related to target eating behavior include:

- 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

Anita's evaluation plans related to target activity behavior include:

- 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