

Nutrition and Physical Activity Plan

Template Instructions

These instructions accompany the “Nutrition and Physical Activity Plan Template.”

In *Moving to the Future*, a *nutrition and physical activity plan* is defined as a comprehensive document that includes:

- Background information in narrative form,
- Plans for implementing programs and services in narrative form,
- A list of objectives,
- Program information in work-plan form,
- Plans to evaluate the programs and services in narrative form,
- Evaluation information in work-plan form,
- A budget,
- A timeline, and
- Other narrative on the capacity needed to successfully implement the plan.

As noted in other portions of this resource, *Moving to the Future* is useful in developing nutrition plans, physical activity plans, and combination nutrition and physical activity plans.

In some sections of your nutrition and physical activity plan (plan) you will summarize work you have already done. For example, the content in “Background Information” is essentially a summary of your community assessment. In other sections you will find instructions to help you work on tasks that have not yet been done. For example, much of the content in “Evaluation” will require you to think through issues for the first time.

INTRODUCTION

Acknowledgements

Here is your chance to list everyone involved in developing the plan. You may want to say something like, “The following people made substantial contributions to this plan. This endeavor could not have happened without their hard work and commitment.”

People you might acknowledge include:

- Funding organizations
- Sponsoring organizations
- Community assessment team members
- Advisory committee members
- Plan development team members
- Plan reviewers
- Support and professional staff who worked on creating the plan

You may have used the worksheets in other chapters in *Moving to the Future: Nutrition and Physical Activity Program Planning*. In some of the worksheets you were asked to list the names of people and agencies who contributed to your project. These are the people you want to include in your acknowledgements. For example, in the “Community Assessment Results Report Content” worksheet you were asked to list the members of the community assessment team. Make sure you acknowledge them in your plan. If you completed the following worksheets from Chapters 1 and 2 they will have names for you to include in the acknowledgements.

- Community Assessment Results, Report Content
- Setting Priorities, Top Issue(s)
- Prioritizing in a Day, Top Issue(s)
- Priority, Goal, and Objectives Summary Sheet

Table of Contents

A table of contents helps the reader navigate through your plan. Number all the pages in your plan and include a table of contents if your plan is anywhere from ten pages long to over one hundred pages long.

Executive Summary

This is a one- to five-page summary of what is in your plan. The executive summary is what you give to people who do not have time to read the entire plan, but who are important to the plan’s success. These may include supervisors, media reporters, government officials, partners, and grant officers. Realistically, the only people likely to read the entire plan are the people who wrote it!

Think of your executive summary as an ad brochure. It’s the boiled down, punchy presentation of what you are going to do and why. It needs to catch people’s attention.

Avoid jargon and complicated sentences. Use bullet points instead of dense text, and use charts to emphasize points. If you publish the executive summary as a stand-alone document, use plenty of color.

Write the executive summary after you have written the plan itself. Go through the plan and highlight the summary sentences in the report. An example of a summary sentence is, “Friendly County has the highest stroke death rate in the nation.” Or, “Our county is one of the largest agriculture-producing counties in the state, but we do not have a single Farmer’s Market.” Place the summary sentences in logical order. The sentences will likely be lead sentences to paragraphs in the executive summary. Next, pull out the key findings and match them to the summary sentences. For example, data on the proportion of Friendly County residents who do the recommended level of physical activity

would go with the summary sentence on stroke death rate. So would data describing the eating habits of people in Friendly County.

The first two paragraphs of your executive summary are critical. You need to grab the reader's attention and make the case for a great project. In the executive summary you want to start with the conclusion (the health concern and the solution) and follow with the justification (how bad the concern is and why you should address it). If you cannot grab the reader in those first paragraphs, you can't assume he or she is going to read through to the end. If you don't feel confident that you can write these first two paragraphs well, consider finding someone with media savvy to help you. Below is an example of the first two paragraphs you might see in a plan to promote physical activity.

Everyone, from the CEO of Local Shoe Company to the second grader at Happy Elementary School knows that exercise is good for you. Yet, Friendly Community only does three things to help people be physically active. There is a fitness facility in the strip mall next to Friendly Day Donuts, Lincoln Park has an outdoor tennis court, and the local schools open their outdoor tracks during the school breaks. The launch of "Get Moving Friendly Community," a comprehensive program to promote physical activity in our community, will greatly expand what Friendly Community does to help its citizens be active.

Less than 10 percent of people in Friendly Community do the recommended amount of physical activity, which probably explains the record high rate of diabetes and heart disease in the community. Our poor health status prompted over twenty organizations to get together and create "Get Moving Friendly Community." This program will train physicians how to talk with their patients about physical activity, develop a network of walking trails throughout Friendly Community, and offer a worksite wellness program focused on getting people active. These three activities are proven-effective at increasing physical activity.

Endorsements

List the people and organizations that endorse your plan. This may include a governing body or person, partner organizations, your planning committee, or other interested parties. If applicable, include copies of letters of support as attachments.

BACKGROUND INFORMATION

Context Setting

Many plans review the historical, sociological, medical, and geographic context for the proposed program. For example, if the program focuses on obesity prevention, the context-setting section might answer the following questions. What is the national status of overweight and obesity? What effect does overweight and obesity have on the nation's health? What does the current research say about effective prevention strategies?

NOTE: The word *program* is defined broadly and could include any group of activities prescribed in the plan including projects, services, programs, and policy or environmental changes.

If you do write a section on context setting, use the context to justify your proposed program. For example, you may cite epidemiological studies that show obesity is epidemic among adults. You may briefly review several intervention programs that succeeded in specific communities. You can then conclude this section by stating that your program will apply these proven-successful interventions in your community. When it comes time to write your executive summary, you can use this justification.

In some cases, your program will launch proven-effective interventions in your community. In other cases, your program may propose to test a new intervention or to apply a proven-effective intervention to a new population. In either case, use the context setting to justify the value of your proposed program. If you are testing a new intervention, review related interventions and point out how your proposed program is different and, therefore, fills an unmet need.

Community Description

This is the place to describe in the most human terms possible what your community is like. In the next section, on community assessment results, you will describe your community using data. But here, describe your community as you would to someone thinking of moving to your town or city. This doesn't have to be a long section.

Here is a list of questions that may help you understand what to include in the community description section. Does your community have many or few churches? Are parent teacher associations active? Is there adequate medical care and are physicians involved with their patients? How do people socialize? Do they do Tupperware parties, talk with neighbors and family living in nearby apartments, go on organized hikes, or attend kids' sporting events? Do most people in your community tend to be traditional or conservative in their values? Or, do

most people have liberal values? What are the “hot button” issues in your community?

If you used the worksheets in Chapter 1, review the “Community Definition Worksheet” to help write the community description.

Community Assessment Results

This section builds on the context-setting section by providing community-specific justification for the program. It moves the reader from general concern and national data covered in context setting to the local situation with community data that justifies why your community needs this program now. For example in the context-setting section you noted the national breastfeeding rates, if your program is to promote breastfeeding, and in this section you include available local findings such as community breastfeeding rates, how many local obstetricians promote breastfeeding among maternity patients, and whether your local hospitals are designated as Baby Friendly.

The information you present in this section will be data you gathered in your community assessment. This assessment is the lynchpin of your program and any interventions done without such an assessment are likely to fail.

How do you know what data to present? To start with, you are only going to present data that has direct relevance to the program you are planning. If the program you’re planning deals with obesity prevention in adolescence don’t provide the local rate of prostate cancer, even if it is alarmingly high. Do include local assessment findings, such as the total number of physical education minutes in elementary school, the prevalence of youth overweight, the percentage of youth eating the recommended servings of fruits and vegetables a day, or the percentage of parents who rank healthy weight among adolescents as a top community concern.

The specific information to include is listed below.

Data

This is the “who, what, when, and where” of your community and of your nutrition and physical activity concern or focus. Refer to the data profile worksheets in Chapter 1 to prepare this section of your plan. Include some facts and figures on your population. Also include health status data relevant to your program, and, of course, you will have data on the nutrition and physical activity behaviors of your community. Be sure to list the data sources.

This is the place to highlight the subpopulations in your community that may be at increased health risk. If your community includes

minority populations be sure to list that information in this section of your plan. Also include any health data you have for the minority populations.

Perceptions and Opinions

Describe the community perspectives and opinions on your program. Refer to the worksheets in the “Community Opinion – Overview” section in Chapter 1. Examples of what you would include here are program-relevant results of your community opinion survey, perceptions of your program’s focus among community leaders, or focus group results.

Resources, Services, and Environments

Review what the community has in place to support your program’s focus, including other interventions. Also address ways that the community impedes or even discourages eating healthy foods and being physically active as related to your program. Refer to the “Community Environment Summary Sheet” in Chapter 1 to prepare this portion of the community assessment report.

Community Assessment Process

In this section of your plan, describe how you carried out the community assessment. By telling readers of your plan about the process you went through to gather the data described above, you give credibility to the data.

Briefly describe the data sets/sources you used, whom you interviewed to collect community perceptions, the survey instrument you used to document, for example, the level of pedestrian-friendly design in the community, and the agencies you interviewed to determine the existing community programs that address your issue. Also include here the organizations and people who helped conduct the community assessment.

PROGRAM DESCRIPTION

Narrative Summary

In a few paragraphs describe your program as clearly as possible. Who is targeted? What will the program accomplish and how?

This section is just a summary. In the next two sections, you describe your program in detail. If you are using the materials in *Moving to the Future*, write this Narrative Summary based on your work in Chapter 2. Specifically, refer to your work in the “Writing Objectives” worksheets.

Goal and Objectives List

In this section, simply list your health goal and related objectives. If your coalition used the worksheets in Chapter 2 of *Moving to the Future*, you can insert, here, the goal and objectives recorded on the “Priority, Goal, and Objectives Summary Sheet” worksheet.

Program Planning Process

In this section, give the reader an overview of the process you used to create the program they are now reading about. The purpose of this section is to give your readers confidence that your plan is based on a sound process. Did you use a formal process to identify the top health, nutrition, or physical activity concern on which your plan will focus? How did you come up with the interventions you propose to use? How did you prioritize and assess the feasibility of the proposed interventions? Did you use a review committee?

The level of detail with which you report the planning process could depend on whether you are proposing to do standard interventions or whether you are proposing interventions that push the envelope. If what you propose to do may raise eyebrows, you may have to go to extra lengths in this section to justify your interventions. For example, if you propose standard interventions like offering nutrition education classes in the local elementary school and changing food choices at school-sponsored events, then the length of your Program Planning Process section could be short. If you propose a more controversial intervention, such as rousing the community to limit the number of area fast food restaurants, you might need additional justification.

Program Work Plan

Think of the Program Work Plan as the blueprint for your program. In developing a program work plan, you outline the details to carrying out the interventions in your program. *Moving to the Future* uses the terms *goal*, *outcome objectives*, *process objectives*, *strategies*, and *action steps* in the program work plan. Other resources will use different terms. Use the materials here as a guide and adapt them to meet your needs.

You may feel that some of these sections are repetitive, but by following these instructions you will save significant time when writing grants and when implementing the programs and services in our plan. Many of the sections in this plan are called for in grant applications.

These instructions help you complete the Program Work Plan worksheet in the “Nutrition and Physical Activity Plan Template.” There are five blank Program Work Plans in the template, and you can add or subtract pages as needed.

It may also be helpful to see the example program work plans in a separate file in this section of this chapter.

Goal

Write the primary goal that you want your program to achieve. An example would be, “Improve food security in Friendly County.” If you used the “Priority, Goal and Objectives Summary Sheet” worksheet in Chapter 2, copy the goal from that worksheet.

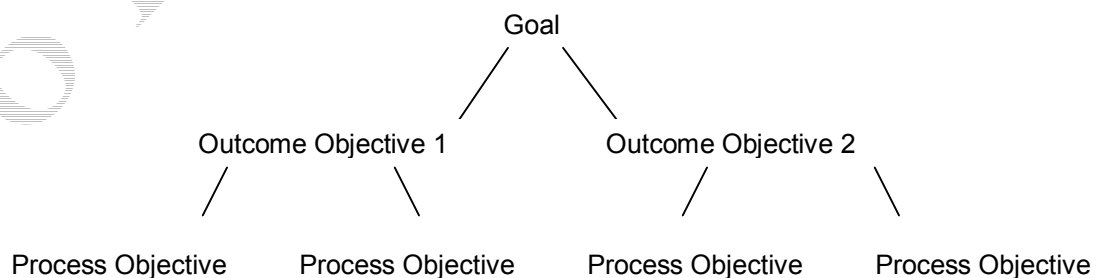
For more information on goals see the “Writing Goals – Overview” section and the “Writing Goals” worksheet in Chapter 2.

Objectives

An objective is a specific measurable intended result that helps you achieve your goal. An example of such a measurable objective is “by 2010, the five largest employers in Friendly City will be active participants in the 5ADay worksite program sponsored by the state health department.” This would help achieve the goal of “Good health through healthy eating.”

When you fill in the Program Work Plan in the “Nutrition and Physical Activity Plan Template,” you will see that there are two types of objectives you are asked to provide: outcome objectives and process objectives. Think of the outcome objectives as “long-term” objectives and process objectives as “short-term” objectives. According to the “Writing Objectives – Overview” in Chapter 2, outcome objectives typically take at least three years to achieve, while process objectives typically take one or two years.

These two types of objectives are hierarchical, with outcome objectives at the top and process objectives underneath them.



Completing process objectives achieves the outcome objective above them. The previous example, “by 2010, the five largest employers in Friendly City will be active participants in the 5ADay worksite program,” is an outcome objective, while “by July 1, 2008, St. Mary’s Hospital will

sign up as a 5ADay worksite” is a process objective. Signing up St. Mary’s is one of the process objectives needed to sign up the five largest employers.

When writing your plan, try not to worry too much about whether a specific action is an outcome objective or process objective. There isn’t one right answer about how to categorize an objective, and your plan will not fail because you’ve placed an objective in one category or another.

If you haven’t already done so, please read the “Writing Objectives – Overview” section in Chapter 2 for more explanation and examples. There is much more guidance in Chapter 2 to help you write good objectives. If you used the “Priority, Goal, and Objectives Summary Sheet” worksheet in Chapter 2, copy the objectives into the Program Work Plan in the “Nutrition and Physical Activity Plan Template.”

Strategies

For each process objective, write down the strategies to help you accomplish the objective. What is the difference between an objective and a strategy? An objective is something you want to accomplish and the strategy is how to accomplish it. For example, if the process objective is “By July 1, 2008, St. Mary’s Hospital will sign up as a 5ADay worksite,” two strategies to achieve this objective might be, “Convince at least five of the seven hospital board members of the benefits of the 5ADay program,” and “Launch a communitywide media campaign about the benefits to employers of participating in the 5ADay worksite program.”

The number of strategies you have for each process objective varies and will depend on how broad and complex the process objective is. For example, if the process objective is to educate Friendly City Council members and the city manager on the benefits of a 5ADay program, you might have two strategies, such as:

- Develop and implement an education campaign targeted to city leadership.
- Make available fruit and vegetable snacks during the city council meetings.

A more complex case might require four or more strategies. For example, if the objective is to have the stroke prevention team partner with the obesity prevention committee to develop a comprehensive physical activity communication plan, strategies might be:

- Convince both groups of the benefits of developing a joint physical activity communication plan.

- Create a task force to develop the comprehensive physical activity communication plan.
- Release the comprehensive physical activity communication plan.
- Develop a plan to track use of the communication plan and to monitor adherence.

Action Steps

Action steps describe in detail how the strategies will be carried out. If the strategy is “Launch a media campaign,” then two action steps would be “write and distribute a press release” and “address the editorial board at the *Friendly City Gazette*.” As in our “Nutrition and Physical Activity Plan Template,” action steps are generally listed in a table that has columns for “due date,” “agency responsible,” and “resources required,” to provide more detail and accountability.

Don't worry whether your objectives and strategies match ideal definitions. Things that you call strategies may be called objectives by the writer of another plan. The key is for you to construct a logical plan that has objectives, strategies, and action steps that will achieve your goal. The plan you write is the blueprint for people who will do the work.

See the “Example Program Work Plan” to get additional ideas on how to complete your Program Work Plan. Also look at the actual plans from local, state, and federal organizations that you can access through this chapter.

Research Basis

Although you don't necessarily need a reference list, you do want to tell the reader about the research on which your program is based. This could be presented in narrative form or in table form. Include the planned interventions that make up your program and note the research (journal articles, consensus reports, promising-practice reports, etc.) that justifies your decisions for your community. If you are using *Moving to the Future* materials, go to your “Writing Objectives Process Worksheet,” which asked for the research on the best ways to address your outcome objectives.

EVALUATION

Now is the time to figure out how you will evaluate the program your team has developed. Many people defer planning and conducting evaluation until after the interventions are finished. When you do this, you miss out on some of the biggest benefits of doing evaluation. Thinking about evaluation before you launch

interventions helps identify potential weaknesses in the program. Plus, now is the time to identify the resources (expertise, funding, staff time) you will need to successfully evaluate the program.

Program Impact

Start the evaluation section of your nutrition and physical activity plan with a vision of the future. Describe the community after your team's plan is implemented and after the goal(s) and objectives are met. If you are targeting a specific population, describe the potential effect of your program on this population. This description need not be lengthy – three or four paragraphs are adequate.

Evaluation Objective(s)

To make sure your team allocates time and resources to evaluation, *Moving to the Future* suggests having at least one objective specific to evaluation. This can be handled a number of ways, and different scenarios are discussed below.

- Write a single objective that commits your team to conducting a comprehensive evaluation of the program. For example, “By July 31, 2007 (six months from the launch of our program), the Friendly Community Stroke Prevention Team will develop a comprehensive evaluation plan to determine our effectiveness toward achieving our outcome and process objectives.” This objective is comparable to a process objective. In terms of where to place the objective in your nutrition and physical activity plan, you could list it under this “Evaluation Objective(s)” heading, or you could include the objective in the “Goal and Objectives List” section of this plan.
- Write an outcome-like objective that commits your team to releasing an evaluation report on the success and effectiveness of your efforts. For example, “In September 2013, release the evaluation results of our ‘Get Moving Friendly Community’ program that starts June 2006 and is scheduled to end December 2012.” With this scenario you could also write some process-like objectives that break down the task of releasing evaluation results. For example, the process-like objectives could address developing an evaluation plan, evaluating the plan, tabulating evaluation results, and developing a communication plan regarding evaluation results. As with the above scenario, these objectives could be included under this “Evaluation Objective(s)” heading in your plan or in the “Goal and Objectives List” heading.
- A third option would be to write a process objective for every outcome objective committing your coalition to evaluate the outcome objectives. In the Program Work Plan, you could write one strategy for each process objective that is focused on evaluating the process objectives.

Writing an evaluation objective(s) will help hold the team accountable to this critical task. Another advantage to writing an evaluation objective(s) is that funding organizations see your team's commitment to evaluation because you have an objective(s) focused on evaluation written into your plan. A community in Kansas received an unsolicited grant simply because their heart disease prevention plan included an objective to develop a comprehensive evaluation for all the heart disease prevention activities available in the county. The grant funding covered staff time to develop an evaluation plan, the evaluation tools, and an evaluation schedule, and the funding covered staff time to conduct evaluation for one year.

Evaluation Work Plan

In this section you think through the details of conducting your evaluation. If you have used the *Moving to the Future* resources, you have already done much of this work in Chapter 2.

Please note that, depending on how you handled your evaluation objective, you may not need this section. If, for example, you wrote process-level evaluation objectives and incorporated evaluation throughout the Program Work Plan, then you may have already done an evaluation work plan.

These instructions help you complete the Evaluation Work Plan worksheet in the "Nutrition and Physical Activity Plan Template." There are three copies of the Evaluation Work Plan in the template. Add and subtract pages to meet your needs.

Objective

Copy all of your outcome and process objectives into the Evaluation Work Plan in the "Nutrition and Physical Activity Plan Template." Refer to the Goal and Objectives List section or the Program Work Plan for your objectives.

Evaluation Action Steps

In completing this portion of the Evaluation Work Plan, you are essentially making a "To-Do List" for evaluating the objectives in your plan. Write down the tasks necessary to evaluate each objective. Also list the tasks needed to collect information related to the Action Steps in the Program Work Plan. Refer to the "Outcome Objective Evaluation Worksheet," the "Process Objective Evaluation Worksheet," and the Program Work Plan when completing the evaluation action steps.

Remember, this is just your best guess of what needs to be done to evaluate the plan. You will likely have to modify some of the evaluation action steps when you conduct the actual evaluation.

See the examples in the “Example Evaluation Work Plan” for additional guidance.

Logic Model

Developing a logic model is becoming a common component of program development and evaluation. If you have visions of computer modeling and mathematical formulas when you hear the term *logic model* you can relax. A logic model is just a flow chart of your program. It's a diagram that shows what you plan on doing and what you expect will happen. If your team has worked through the *Moving to the Future* materials to this point, you have already generated enough material to build a logic model.

There are different types of logic models and each type asks for slightly different information. Even with the same type of logic model, such as a program logic model, different organizations will ask for slightly different presentations of the same information. The philanthropic foundations and government agencies requesting logic models generally include instructions and a template on how to complete the type of logic model that organization is looking for.

Because of the tremendous variability among logic models, *Moving to the Future* does not include a generic logic model template. Instead, we recommend that you use the logic model template provided by the organization requesting a logic model of your program.

In the chapter overview section of Chapter 5, you can find links to some resources on developing and using logic models.

Intended Use of Evaluation Data

Briefly describe how your coalition plans to use the monitoring and evaluation information that you will collect. Some ways you might use this information include:

- **Program Modifications.** A key reason to evaluate programs is to find out what's working, what isn't working, and where to make changes. Use your monitoring and evaluation data to make improvements in the programs and services available in your community.
- **Program Justification.** You can present program evaluation data to supervisors and/or funding organizations to request continued support.
- **Marketing and Promotion.** Let your community know about the success of your program. Also, use the program evaluation data to market specific interventions to increase participation.

- Program Planning. Use the annual evaluation data to help develop future programs.
- Grant Reporting. Nearly all grant funding requires a final report where you include program evaluation data. And, many grants require interim progress reports where you would include data and other information generated from your evaluation efforts.

Thinking through how you will use this information might prompt you to modify what you plan to collect or how you plan to collect evaluation data. You may make changes to the evaluation objectives and/or Evaluation Work Plan after completing this section.

CAPACITY

In order to successfully implement the Program Work Plan and the Evaluation Work Plan you need the capacity to get it all done. In these last few sections of your nutrition and physical activity plan, describe the support needed for your plan to be successful. This includes addressing issues such as funding, personnel, and marketing. You can present these sections in narrative form, or you could present the information in a work-plan-type format with objectives, strategies, and action steps.

Coalition

Briefly describe the coalition that will oversee the plan. Issues to address include:

- Structure. Do you plan on having one coalition that handles everything or one oversight coalition with several working groups?
- Composition. Who will be on the coalition? What organizations do they represent? How will new people be recruited?
- Management. Who will provide staff support to the coalition? Will the coalition have officers and, if so, how are they chosen?
- Meetings. How often will the coalition meet? Will meetings be open to the public?
- Function. Will the committee be hands-on and responsible for implementing the plan? Or, will committee members be less involved in day-to-day operations and focus on the long-term vision for the plan?

Personnel

Describe the staffing needs to implement and evaluate the plan. Address the type of personnel you anticipate using and their training needs. Do you anticipate one key staff person doing most of the work? If so, what skills and experience should this person have? And, what might be the training needs of this person? Or maybe you plan to get all the work done by having several people volunteer to take the lead

for different parts of the plan. In this scenario do you need a person to be the coordinator? Or perhaps your plan is large enough in scope that you intend to form a new organization with several staff or a new department within an existing organization.

Funding

In this section a reader should be able to find out: (1) how much money is needed to implement and evaluate the plan and (2) what the strategies are for raising the money. Developing a budget can help address both of these issues. In Chapter 4, under the section “Developing a Budget – Overview,” there is a budget template and instructions. Develop a budget for your plan and include it as an attachment.

Having even a rough estimate of your funding needs can help if you get a last-minute request from a potential funding organization or supervising body for such information. More information and resources on funding your plan are included in Chapter 4. For example, if you anticipate seeking grant funding, there are resources in Chapter 4 to help your team find and write grants.

Timeline

Whether your plan includes multiple interventions or a single intervention, *Moving to the Future* recommends that you develop a timeline. It will help get you organized and ready for the implementation phase. A timeline allows you to make a quick visual assessment of the workload. After developing a timeline you may decide to rearrange activities and deadlines so that carrying out the plan is manageable.

Generally a timeline looks like a horizontal bar graph with time intervals (weeks, months, or years) listed across the top. Tasks are listed in a column on the left with bars running horizontally from each task representing the start and end time for the task. You can create a simple timeline in a word processing program; however, a spreadsheet program works better. There are also project management software programs you may want to use if you need to manage a large and complex plan.

All the information you need to create a timeline is in your Program Work Plan. A timeline template is included in Chapter 4, under the section “Managing the Plan – Overview.” Transfer the tasks and deadlines you included in your program work plan into the timeline.

Develop a timeline for your plan and include it as an attachment.

Marketing

How are you going to let people know about your team's plan? In this section briefly describe plans to market and promote your nutrition and physical activity plan. Several factors affect how you market the plan, including intended audience, budget, and staff time. Listed below are some ways that you can get the word out about your team's plan.

- Advertising. For guaranteed coverage, consider using paid advertising in local media outlets. A Public Service Announcement (PSA) is also an option. A PSA is a noncommercial advertisement typically on radio or television. It is free, but the coverage is minimal and out of your control.
- Non-media public relations. This is one of the more common ways that health professionals get the word out about their work. This approach includes public speaking and publications. Some examples include being a guest speaker at the annual meeting of a local nonprofit organization, writing an article to include in the local Extension newsletter, posting flyers on community bulletin boards, writing articles to include in the school newsletter, speaking at local service clubs, or presenting at conferences.
- Electronic media. Post information on websites and include links on partner websites to your plan. You can also send out information on relevant list serves and e-mail lists. Another option is to participate in online forum discussions or electronic bulletin boards.
- Promotional Items. A fun way to get the word out about your plan is to use promotional items, products, gifts, and giveaways. Imprint your plan name, logo, or tagline on bags, hats, banners, t-shirts, buttons, pens, seed packets, notepads, calendars, key chains, lunch sacks, towels, and the like. With this approach your options are only limited by your imagination, and, of course, your budget.
- Media. Work to get newspapers, radio, and television to cover your story. Having a team member from local media helps generate media coverage.
- Events. Sponsoring or organizing community events is another way to promote your coalition's plan. Examples of community events include luncheons, conferences, live theater, health fairs, art shows, town festivals, concerts, and fashion shows. This approach is time consuming but can be highly effective if done well and if appropriate for your audience. Helping with or participating in an existing event, like having a booth at a community event, is a less time-consuming option and still gets the word out about your plan.

Sustainability

Describe your strategies for keeping the plan alive. How will your team update the plan? How will people in your community know about the plan? What are your long-term funding plans for the interventions that are on-going? Do you plan to integrate your intervention ideas into the work plans of existing community organizations?

Through the other sections under Capacity, you address ways of keeping the plan alive. You do not need to repeat that information here.

ATTACHMENTS

List and include any pieces that you want attached to the plan. Examples of what you might include here are budget, endorsement letters, timeline, references, logic model, and so on.

Do not distribute