Roadmap to Improving Food and Physical Activity Environments

Tips and Tools for Community Change

Second Edition

CALIFORNIA
CONVERGENCE

Roadmap to Improving Food and Physical Activity Environments

Tips and Tools for Community Change

Second Edition

Acknowledgements

Contents

Chapter 1

Introduction

1

The physical and emotional health of an entire generation and the economic health and security of our nation is at stake.

First Lady Michelle Obama, February 9, 2010 launch of Let's Move!

Welcome to the second edition of the *Roadmap to Improving Food and Physical Activity Environments,* originally published in 2008. This guide includes examples, tips and lessons from the Healthy Eating, Active Communities (HEAC) program. It also includes success stories from HEAC, the Central California Regional Obesity Prevention Program (CCROPP) and from other California communities. The content has been updated, new resources have been added, and this version is available in both English and Spanish.

Why Focus on Food and Physical Activity Environments?

For a long time, strategies to prevent or reduce obesity and to increase healthy eating and physical activity have focused on individuals – teaching people about diet and exercise, encouraging them to change their habits and lifestyles. But evidence shows that focusing only on people's behavior won't work – not when they live in environments that make changing their behavior difficult or even impossible. Teaching people to eat healthy and exercise is important, but often useless if they are faced with an environment that is dominated by:

- Increasing portion sizes.

- Fast food and soft drinks more available than fresh fruits and vegetables.

- Soda and junk food on school campuses, in preschools and in after school programs.

- Lack of safe parks, sidewalks and bike lanes in neighborhoods.

- Cutbacks to physical education in many schools.

- Television and video game play.

- Lack of grocery stores in low-income neighborhoods.

- Relentless advertising of junk food, with many ads aimed at children.

Working in Partnership to Change Environments

To change food and physical activity environments throughout a community takes broad-based partnership and collaboration, among residents, community organizations, public health

departments, and schools. It requires engaging healthcare providers, elected officials and local businesses as well. At the same time, small groups can make important changes that make a big difference, such as when a park is cleaned up, a field, playground, or walking path is built, and neighborhood families can now be active. Or a school sets up a farmers market, where students and their parents can easily buy fresh fruits and vegetables, and the market inspires healthy cooking projects in the school or after school programs. These local successes can inspire others, and can become part of broader community change, as groups meet and tackle larger projects together.

Working in 'Sectors'

Where do you even begin? One way to begin is to think about the different kinds of environments that impact our activity and diet. We call these different environments 'sectors.' By sectors we mean the arenas where we're directing our efforts to make changes.

For example, if you are focusing on children, as the Healthy Eating, Active Community (HEAC) program did, the main sectors that impact children's food choices and activity levels are:

- Schools

- After school programs

- Neighborhoods

- Healthcare

- Marketing and advertising.

These are the sectors we address in this guide. If you are also targeting adults you may want to consider other sectors, such as:

- Workplace

- Business

- Government

- The faith community.

In this guide, we talk about these sectors as though they are separate. In reality they often overlap. Over time, the HEAC communities found that much of their school sector and after school sector work could be combined. Neighborhood efforts to increase access to places for physical activity may partner with schools to make the schoolyard available on weekends. Healthcare facilities or school

yards could become sites for farmers' markets serving the neighborhood. Marketing and advertising exists in all of these arenas.

Different communities might identify slightly different sectors. But thinking of the community as being made up of distinct sectors allows us to identify a focus of activity, and the set of people that are key to making change in that arena. This guide includes a chapter for each of the five sectors from the HEAC program.

Creating Lasting Change

For change to last, it must be built into our policies and practices. "Policy" here refers not only to government laws, standards, requirements, but also to rules within institutions and organizations. This guide focuses on policy change because the goal is permanently to transform food and physical activity environments to improve health.

Changing food and physical activity environments to create truly healthy communities is exciting and challenging work. It often requires new skills and new relationships for the people and organizations involved. A number of organizations have developed tools and resources that can be of use.

Steps to Success – a Roadmap

There are many ways to make change happen in communities - there is not a right or wrong way to do this work. There are, however, a number of steps that many successful projects have in common. These are:

Step 1: Assess Environment
Step 2: Form Coalition
Step 3: Identify Strategies
Step 4: Take Action
Step 5: Reflect & Evaluate
Step 6: Communicate
Step 7: Celebrate Success!

While each of these steps builds on the previous ones, they frequently happen in cycles, and may not even happen in this order. Groups may enter into the process at any given step, and then cycle back through them when the coalition enters another new stage or tackles a new challenge. Together, these steps form a basic "roadmap" to changing food and physical activity environments in your community. You'll learn how to tackle each step in the following chapters.

This guide was created to help coalitions find some of the many tools and materials that are becoming available to support this work, without becoming overwhelmed by the very process of choosing tools. The list of resources and tools provided here is not meant to include everything available, but instead to identify some of the best resources we've found.

Using This Guide

In addition to listing great resources, the *Roadmap* lays out the steps and processes to achieve success, and provides checklists and options to help you along.

Chapter 2 provides the basic roadmap, or steps of the process for doing this work, regardless of what sector you are working in or what strategy you have adopted.

Use Chapter 2 to:

• Build a common understanding of the process with your group.

• Assess what step of the process you and your coalition are in now, and determine if there is additional work you may need to do before moving to the next step.

• Identify tools and resources available to support getting the work done.

• Identify steps of the process that you can celebrate along the way.

Photo by Tim Wagner for HEAC

Chapters 3-7 provide strategy recommendations, tips and tools, using the same steps, for each of the sectors addressed by HEAC. These chapters don't repeat every single step, only those that offer additional information specific to that sector. Continue to use and refer back to Chapter 2 as your overall guide to each step.

Use Chapters 3-7 after you have decided what sectors you will be working in. Use these chapters to:

• Tailor your work and each step of the process to that sector.

• Learn about the range of strategies and interventions that others have developed to make changes in this sector.

• Identify tools and resources specific to that sector.

The steps, tips and tools in this guide draw on the experiences of people who participated in Healthy Eating, Active Communities (HEAC), a program funded by The California Endowment and Kaiser Permanente that modeled environmental change to prevent childhood obesity in six California communities. Our approach has also been influenced by the excellent work taking place through the Central California Regional Obesity Prevention Program (CCROPP), the Healthy Eating Active Living program (HEAL), and in many other communities across California.

A Final Note

When you take on changing food and physical activity environments, you become part of a growing movement that is transforming communities across the United States, for long term, lasting improvement in health. In California, many community coalitions are part of a statewide network, which you can learn about and join by going to www.CaliforniaConvergence.org. Nationally, the First Lady's Let's Move initiative has given visibility to this movement. You can learn more about Let's Move at www.LetsMove.gov.

The changes that community coalitions have accomplished — improving access to healthy food, and creating safe places to play and be active — have shown that such change is possible. We hope that this guide will help you to achieve your own goals for creating healthy changes in your community!

Chapter 2

The Roadmap

2

Roadmap

to Change Environments

1 Assess Environment

2 Form Coalition

3 Identify Strategies

4 Take Action

5 Reflect & Evaluate

6 Communicate

7 Celebrate Success!

In West Chula Vista, California, neighborhoods are mostly made up of low income families, where both parents work to make ends meet. The elementary schools provide state-supported afterschool programs. But many teens were at loose ends after school. In addition, poor nutrition and lack of physical activity meant that young people in this community had alarmingly high rates of overweight and obesity.

Chula Vista HEAC (Healthy Eating, Active Communities) worked with others to create a dynamic partnership of afterschool programs, city wide. They wanted to link and strengthen existing programs. And they wanted to create programs that would be appealing and easily available to middle and high school youth. These programs would provide healthy snacks. They would have opportunities for physical activity for all the young people involved, not just those who see themselves as athletes. And they would give youth a chance to get involved in changing their community.

Achieving these after school changes involved bringing together schools, youth, parents, the parks and recreation department, the city, existing after school programs, and the local representatives of the county public health department. The result was Club Teen Connection (called "Club TC"), a joint program of all of the community's after school providers. The hugely popular program now offers a full range of activities to Chula Vista youth, free of charge.

Chula Vista, CA
Healthy Eating, Active Communities

SuccessStories

In Greenfield, a small rural town in Kern County, California, a neighborhood group of moms wanted to get into shape, so they started a walking group at a nearby park. At about the same time, the Central California Regional Obesity Prevention Program (CCROPP), Kern County branch, had received a grant to improve food and physical activity environments for children and families in the community. The Kern CCROPP coordinator met the Greenfield Walking Group, and they found they had a common interest: make the park safer and more appealing, so that kids and families in the neighborhood would have a safe, nearby place to be active.

Working together, they identified what needed to change in the park, and took their case to the city council. With assistance from the City, and from the Chamber of Commerce, the Greenfield Walking Group transformed Stiern Park. With the broken glass and needles, wild dogs, and gang activities gone, it is now a centerpiece of the neighborhood. The walking trail was planned by the moms and built during a community workday, and the park has since gotten play equipment, grass and landscaping, and basketball courts.

The moms of the Greenfield Walking group have talked about their success at statewide conferences and in nearby communities, inspiring others to create change in their own neighborhoods.

Greenfield, CA
Central California Regional Obesity Prevention Program

Success*Stories*

Introduction

Changing environments, whether it is a school, a park, a workplace, a street or a neighborhood, takes many people and organizations working together. They may come together to form a coalition or collaborative. This Roadmap is designed to help groups understand and succeed in their community change process. Details will be different, depending on what you are working on, but the basic steps of the change process remain the same:

Step 1: Assess Environment
Step 2: Form Coalition
Step 3: Identify Strategies
Step 4: Take Action
Step 5: Reflect & Evaluate
Step 6: Communicate
Step 7: Celebrate Success!

This guide includes checklists, tips, and lists of excellent resources to help you at each step of the way. Chapters 3-7 give specific tips for different sectors of the community, such as schools or neighborhoods.

The Path is Not Always Linear

In my experience, practice rarely occurs in [a linear] fashion. Personalities, politics, relationships, history and events create their own path. I get distracted, misled, and lost at times! And then something wonderful can happen that is not in the plan, but really helps to move the project forward. This seems particularly true again for me working in the Central Valley. Admitting wiggle room for flexibility and creativity may make the job more realistic, doable and rewarding for folks.

Susan Elizabeth, M.A.
Central California Regional Obesity Prevention Program

It can be useful to think of these separate steps as leading, one after another, from your starting point, to success. But in reality, you will probably do all of these again and again as you work toward your goal of a healthier community.

Steps of the Roadmap

Step 1: Assess Environment

Assess Environment

Take a walk through your community. Notice whether most neighborhoods have a park close by, and what kind of condition those parks are in. Is it safe for children to bike in the community? Are there shops nearby where people can buy fresh fruits and vegetables? Is it safe for people to be out in their neighborhoods in the evenings? How about the schools – are healthy meals served at school? Is there a good PE program that gets kids moving? Is there a school garden?

At the most basic level, assessing the community is about looking around and asking "What are the things that are good and really support people in my community to live healthy lives? What are the things that we need to change?"

People often think of health, and especially obesity, as a matter of a person's choices and habits. But if there is no place to buy fresh fruits and vegetables nearby, or safe places to play and be active, it is very difficult for a person to eat well and get exercise. By focusing attention on the environment and asking the right questions, you can help others understand how the environment affects people's choices.

Joining together to do a walking assessment through neighborhoods or schools can make a lasting impact on anyone who participates. Using cameras and check-lists to record things like parks or potholes, liquor stores or grocery stores, sidewalks or dangerous roads, people get a very real sense of how an environment could support healthy behavior…or could get in the way. It's also an opportunity for community members to identify the community's assets, the good things, the things they love about their community.

The Greenfield Walking Group had been doing an informal walk assessment each time they excercised, noticing broken glass on the ground, or the dogs that harassed them as they walked. With the CCROPP partnership, they did a more formal walk assessment and park assessment, using a great checklist they had learned about. This brought some things to their attention that they hadn't noticed before, and also gave them a tool for communicating their concerns with others.

There are a number of other ways to assess your community, too, from seeing what policies already exist, to taking surveys of community members or of youth at a school. Use the checklist below to get ideas, and think about what it is you want to find out. The most important thing is to focus on what local community residents see as essential for them and their families to live healthier lives.

We recommend involving a broad range of people in the process, including residents, youth, families, organizational leaders, business people and elected officials.

👁 *Checklist:* Assessing Your Environment

Has your coalition completed this?

Location
- Define the geographic area you will assess.

☐ Yes   ☐ No

Goals
- Review your overall goals and the purpose for gathering information you are concerned about.
- What sector are you working in?
- Are there potential strategies that your group wants to explore more deeply?

☐ Yes   ☐ No

Collect Existing Information
- Gather information already available that describes the conditions you are concerned about.
  (See Chapters 3-7 below for specific information and resources for each sector.)

☐ Yes   ☐ No

Gather New Information
- Collect new information in each sector as needed – record both problems, and assets or opportunities.
- Survey community experience and perspectives for each sector.
- Use photography to visually document conditions.
- Work with your local health department to gather health data related to these environments.
  (Chapter 3-7 have assessment tools by sector.)

☐ Yes   ☐ No

Synthesize Information
(This should be done by sub-group leaders or staff – this step is not a full-group activity!)
- Put the information together in a format that can be easily understood.
- Organize information by sector or by key issues.
- Identify patterns, clusters, or "hot" issues for easy review by the group.

☐ Yes   ☐ No

Present the Information
- Present this information to your group or a broader group for input on setting priorities.
- Photographs to illustrate what your assessment found can be especially powerful.

☐ Yes   ☐ No

Report the results of your assessment to the community and key leaders. This helps build support for change. It is also an opportunity to recognize participants for their work in gathering the information.

Prioritize Issues and Goals

There may be important differences in the way people in the community view an issue. Different definitions of the problem will result in different approaches to a solution. Try to identify these differences early and work toward an agreement.

Defining the Problem

In one community, a coalition of parents, teachers and public health workers discussed the rapidly growing rates of obesity among middle school children. One group defined the problem as a lack of understanding among parents about what makes a nutritious diet for children. They surveyed parents and found that many parents did not know how to make balanced, healthy meals for their children. Another group believed that the problem was the food environment around the school.

They assessed the area and found that there were nine junk food outlets within two blocks of the school, and no grocery stores or produce stands within five blocks. The coalition realized that both assessments revealed important information about the problem, yet each one pointed to a very different solution.

Choosing Solutions

The coalition decided to provide parent education to help parents prepare low-cost, nutritious food for their children. At first, this seemed to be the quickest and most cost-effective strategy. However, after three classes were completed in the first year, they found they had helped make change among 45 families. With over 2000 families in their district, they realized that they would never be able to educate enough parents to truly make a difference in reducing obesity among children. The coalition went back to their environmental assessments. They researched how to make junk food less available, and increase access to healthy foods. This would influence more families for much longer.

Once they defined the problem, as a lack of healthy food in the neighborhoods, they changed their strategy. They talked to local merchants, the Chamber of Commerce, County Supervisors and local farmers about bringing a farmers market into several neighborhoods, and starting a community garden. They knew that these strategies would take several years to complete, so they continued their parent education classes. But they began to use the classes as a chance to raise awareness about the food environments in the neighborhoods. By changing what was taught in these classes just a little, the coalition built local support for bringing farmers markets and a community garden into two neighborhoods.

See Picking the Right Issue from the *Tools and Resources* list for a tool to help you prioritize the issues you want to work on.

Step 2: Form Coalition

A coalition is a group of individuals and organizations that come together to take action or solve a problem. Creating healthier community environments cannot be done by one individual or even by one group alone. It requires many people working together. Many communities have a coalition or team of partners that are already working together. If you are forming a new coalition specifically for this work, the Prevention Institute offers a simple guide that can help, Developing Effective Coalitions (see *Tools and Resources*).

Resident Leadership

Lasting change requires leadership and buy-in from the people who live in the community. The coalition will become strongest if community residents have key roles within it. Programs may come and go, with changes in funding or politics. But the people who live in a community are there for the long term. They know and care about the local situation, and they have the most to gain or lose from the issues the coalition is working on.

Like the Greenfield Walking Group, your coalition may have first formed as a group of neighbors who got together, and then joined with others working on related issues. If the coalition is being started by organizations and agencies, community out-

reach to bring residents into the coalition will be crucial. Some coalitions include community outreach as a part of the assessment phase, asking residents what they see as the changes needed most, to create a healthier community. In addition to making sure the coalition's work addresses the community's real goals and needs, this is an opportunity to invite community residents to get involved in creating the change they'd like to see.

Your coalition may need to take active steps to assure that community residents are full partners, with equal power and leadership roles. Take steps to create a group culture of mutual respect, and of non-judgmental interest in different perspectives, strengths and ideas.

Other Key Partners

To be effective, your coalition should also form partnerships with people or organizations that have influence in the areas you seek to change. Include key leaders or individuals as part of the coalition guiding the change, and they will be more likely to support that change when it comes time to vote or take action. Chapters 3-7 list some of the key partners you should consider including, when working in each sector of the community.

Use the resources from the end of the chapter, and pay attention to the issues listed below, to help keep your coalition working smoothly.

Photo by Tim Wagner for HEAC

👁 *Checklist:* Forming and Maintaining Your Coalition

Have you addressed this with your coalition?

Coalition Membership
- Is membership representative of the community (including youth, and community residents)?
- Does your coalition include key decision makers or leaders in your community?
- Is membership balanced between community residents and agencies?
- Are meetings and materials presented in languages accessible to all coalition members?
- Have you considered how youth can be engaged in this work?

☐ Yes ☐ No

Vision
- Has the coalition developed a shared vision? Does it represent input from a broad range of people?
- Do you review the vision together from time to time?

☐ Yes ☐ No

Decision Making
- Is there an agreed upon decision making process?
- Do partners have the opportunity to participate in decision making?
- Do you have a process for resolving conflict in your group?
- Is decision making power shared (and not concentrated in the hands of a few)?

☐ Yes ☐ No

Communication
Have you agreed on how you will communicate?
- Internally – how will coalition members communicate with each other?
- Externally – how will the coalition communicate what it is doing with a broader audience?

☐ Yes ☐ No

Leadership
- Are leadership roles and responsibilities clearly defined?
- Is leadership shared among coalition partners?
- Do new members have the opportunity to take leadership roles?
- Are the ideas of all members heard and respected?
- Does the coalition actively mentor and cultivate new leaders over time?

☐ Yes ☐ No

Skills and Resources
- What skills and prior experience do members have with policy, advocacy and communications?
- What prior experience do members have working on obesity prevention?
- How much time can each member give to coalition work?
- What other resources are available for the coalition?

☐ Yes ☐ No

Getting Organized
- Have you set up planning groups, subcommittees, and workgroups to share the workload?
- Does each group and subgroup have a convener, faciltator, and note-taker?
- Are your group leaders familiar with the specific goals the coalition wants to achieve?
- Are community residents, youth, and other stakeholders represented in coalition groups and subgroups?

☐ Yes ☐ No

Youth Involvement – Youth can make a tremendous contribution to creating a healthier community, especially on those things that affect them most directly. They know their environments first hand. They understand the likes and dislikes and behaviors of their friends and peers, and know the pressures they and their peers face when trying to eat healthy and be active in those environments.

Also see *Engaging Youth*, and other resources listed at the end of the chapter.

Photo by Tim Wagner for HEAC

👁 *Checklist:* **Suggestions for Involving Youth**

Has your coalition addressed this?

1. What is the coalition's current level of power sharing in the adult-youth partnership?
- No youth participation.
- Tokenism: Adults primarily set the agenda and few youth are involved, often without training or a promise that their input will be taken seriously.
- Consultation: Adults seek advice from young people but on terms set by adults.
- Representation: A select number of youth are selected to represent their peers, usually as a committee with varying degrees of accountability.
- Partnership: Young people and adults set the agenda together, decide on issues and activities, and have joint accountability and share responsibility.
  (Your coalition may be at one level of power-sharing with youth. You can decide to develop the role of youth into another level at a later date.)

☐ Yes   ☐ No

2. How will you recruit youth into your coalition (e.g., adult nomination, through fliers, applications, interviews) and who will you recruit?
- Age: What age do you want to recruit?
- Diversity: Do the youth reflect your community's ethnic, cultural and socio-economic status mix?
- Skill level: Do youth need specific skills (such as writing, public speaking)? Will you offer trainings on core information or skills needed (e.g., nutrition, physical activity, policy change)?

☐ Yes   ☐ No

3. How will you keep youth engaged in the coalition?
- Fun: Make time for fun activities in the midst of accomplishing great things!
- Youth Friendly Environment: Youth need to feel welcomed, comfortable and useful in the coalition.
- Opportunities: Do youth have opportunities to expand their experiences and skills (for example through public speaking, conducting surveys of their peers)? Have you committed the time and resources to prepare youth to be successful in their efforts?

☐ Yes   ☐ No

Special considerations – Issues to be sensitive to when organizing and advocating with youth, undocumented immigrants, working parents, or other specific groups:

- Legal status
- Language barriers
- Time constraints
- Childcare needs
- Need for chaperones for youth travel

By addressing these issues so that these individuals can participate, your coalition is showing that it is truly committed to being inclusive, and thus earns everyone's trust.

> *Over a weekend, with chaperones, youth from communities around California were able to gather in Sacramento for a four day Youth Convergence Conference. As part of the youth-focused agenda, they identified their priorities for healthy food and physical activity changes in the state. On the final day, groups of youth made visits to the offices of state legislators to educate legislators about the issues youth found most important.*
>
> California Convergence,
> Statewide Youth Board on Obesity Prevention, CANFit

Building Leadership – Every coalition needs a plan for identifying and developing new leaders. Coalitions must create opportunities for them to learn and gain experience. New leaders need the chance to take on broader leadership roles step by step. It is especially important to help community residents become strong leaders within the coalition.

A good activity for the coalition is to brainstorm together about the qualities and skills of effective leaders. For example, a good leader:

- Is disciplined
- Follows through
- Can maintain focus while handling a variety of responsibilities
- Knows his or her strengths and limitations

- Has the ability to make real connections with people that build trust and respect.
- Inspires others to get interested and to get involved.

A coalition might have several leaders with different strengths and in different roles. For example, chairing the coalition, running different subcommittees, leading the youth work, outreach and organizing, coordinating spokespeople and advocacy, building relationships with key decision makers. These are all roles that could give members of the coalition the chance to play a leadership role.

Step 3: Identify Strategies

The *strategies* you choose are the set of actions or activities that the coalition will take to create change in your community environment.

When it comes to improving nutrition and physical activity, reducing obesity, or improving health, the first impulse of many groups is to provide education to people about how to eat healthy and exercise. While such education is important, it won't be effective if people live in an environment where:

- They simply cannot get or cannot afford healthy foods.
- There are no safe places to play, walk and be active as part of their daily lives.
- Unhealthy food marketing and availability dominates the area.

In order to come up with ideas about how to create healthier community environments, it helps to learn about what other communities have done. Look for the Success Stories and examples throughout this *Roadmap*. Among the *Tools and Resources* at the end of each chapter, you will also find resources that describe possible strategies.

All of these can provide good starting ideas. Use the collective wisdom of your coalition, and the information learned in your assessments, to develop strategies that fit the unique situation of your own community.

👁 *Checklist:* **Choosing Policy Strategies**

Research

Don't re-invent the wheel! Do some background research before your next group meeting to find strategies that are working for others.

- Ideas can be found in the resources listed under the Identify Strategies section, in the *Tools and Resources* at the end of each chapter.
- Visit the websites of the organizations that developed this guide to get ideas. Their information is listed at the beginning of each chapter.
- Find out what is already happening in your community – are there ways you can build on existing strategies?

☐ Yes   ☐ No

Criteria

Develop criteria with your group, such as:

- Will this make an important difference in the lives of our community, making it easier to be physically active or get healthy food?
- Will this improve neighborhood conditions?
- Who will be affected if this issue is addressed?
- Can we win public support for this issue? Do local residents care enough to advocate for this issue?
- Who are our likely allies and opponents?
- What are the opportunities and challenges involved in this issue?
- Are there strong arguments opponents could make against this?
- Will this issue offer good media opportunities?

☐ Yes   ☐ No

Brainstorming and Choosing Strategies

- Brainstorm strategy ideas with group
- Use your criteria to prioritize your possible strategies.
- Select the top 1-5 strategies – it may take several different approaches to achieve the change you want to see.
- Do your strategies take into account and embrace cultural and ethnic beliefs in the community?
- Identify the policies that will sustain the change over time. How will your policy be enforced? (Policies with no enforcement language might never be put into effect.)

☐ Yes   ☐ No

Outcomes

- Define the expected outcome for each strategy and how they will be measured.

☐ Yes   ☐ No

When you choose your strategies, think about what criteria might be most important to your coalition right now. Do you need a small but easy win to get started? Is it most important to come up with low cost solutions? Does an issue have a passionate champion whose enthusiasm will inspire others?

Greenfield Walking Group: Many of the farm worker and immigrant moms in the walking group primarily spoke Spanish. None had any experience advocating for change. But they were passionate about their own health and their families' health, and committed to making their community better. CCROPP helped provide training in advocacy skills. A core part of the strategy the group developed was for the moms and other community members to advocate directly to the city council for the changes they wanted to see. With the community behind them, the group successfully made their case.

Step 4: Take Action

A strong coalition should be prepared to take action. It should also be ready to respond to reactions from both allies and challengers. Several tools listed the in *Tools and Resources* section can help to build skill and confidence in doing advocacy work.

Develop an Action Plan

An action plan will help you break your strategy down into individual tasks that different coalition members and partners can do. The action plan helps organize the work and keep track of your collective progress. Your action plan should spell out the following:

What – Define all of the different tasks that need to be done to reach your goal.

When – When does each task need to be started and completed? Do some steps need to happen before others? Can some be carried out at the same time? When is your target date for completing the final outcome? Schedule backwards from then.

Who – Who is responsible for completing each task? If several people are working together on one of the tasks, it's essential to identify a one lead person who will be responsible for overseeing it all, and making sure the work gets done.

Resources needed – Some tasks may take additional resources to complete. What is needed, and who provides them?

Action Plan (Example)

Goal: Increase access to fresh fruits and vegetables in neighborhood
Strategy 1: Open a farmers' market on Saturdays in neighborhood center

Actions/Tasks to carry out strategy	Who is responsible	Time Frame		Resources	
		Start	**Finish**	**Available**	**Needed**

1. Identify location for farmers' market (options: school yard, health center parking lot, city hall plaza)
    a) talk to key leaders
    b) determine availability
    c) map next steps to secure site
	Coalition Chair (other members with contacts)	April 5, 2011	June 15, 2011	None needed	

2. Meet with Organic Farm coalition to determine costs, next steps	Farmer Joe	April 5	June 30		Meeting room
3. Investigate resources needed: licenses, lease agreement	Coalition Chair	May 1	June 30		
4. Hold town hall meeting in neighborhood to get input, identify issues and interests	Myra Leong	July 1	July 30	Flip Chart	Meeting Space Beverages Food
5. …					

Policy changes to improve community health depend on building relationships within the community. Take the time to meet with people and talk about the coalition's vision and goals. Find shared goals and common ground to build these relationships.

Identify the key decision makers for the strategies you've chosen. There are a number of tools and organizations that can help you develop your plan for advocacy with decision makers, to achieve the change you want.

Changes that will impact the whole community need community support. Using the media in order to get the word out is a key step in this process. The Berkeley Media Studies Group has developed an excellent tool for helping communities engage the media effectively, to achieve policy change: *News for a Change* (see *Tools and Resources*).

Who needs to be involved?

One person should draft the action plan. This draft should then be reviewed and modified by the leadership of the group, and the plan should then be presented to the coalition as a whole.

Involve as many coalition partners and members in doing the work as possible! This gets more people behind the change, and committed to sustaining it over time.

👁 *Checklist:* Developing an Action Plan

Has your coalition completed this?

A. Map out a plan that includes the following information:

Steps
- What are steps involved in carrying out each strategy?
  Be sure to think about:
    - How and when will you engage the media in your plan?
    - What partners do you want to involve who are not already involved?

Who's Responsible
- Who will take responsibility for seeing that each step is carried out?

Timing
- When do you need to accomplish each step?
- Do some steps need to be completed before others can be started?
- Can some steps be carried out at the same time?
- By when do you want to achieve the final outcome? It can be useful to begin with the final goal and target date, and work backwards.

Resources
- What resources will be needed to carry out the steps of your strategy?
- Where will the resources come from and what you need to do to get the resources necessary to carry out your strategy?

☐ Yes   ☐ No

B. Coalition Input
- Share this plan with your coalition and invite review.
- Ask for input from your group on the following:
    - Is the plan complete?
    - Is it clear?
    - If carried out, will it accomplish the goals we want to achieve?
    - Is it flexible enough to deal with changes in the community at large?

☐ Yes   ☐ No

C. Review Plan
- Periodically review the plan with your coalition.
- Adjust your plan as needed – expect the situation to change. Be flexible and willing to change your plan, while keeping your overall goals and vision in mind.

☐ Yes   ☐ No

Chula Vista: Changing the afterschool environment and opportunities for youth throughout the community was a big vision, with many, many steps and multiple organizations and individuals involved. It took a lot to keep all of this work coordinated and on track. It helped to have someone supported by grant funding to coordinate the effort and manage the Action Plan.

Step 5: Reflect & Evaluate

Taking the time to reflect on how your action or strategy went lets the coalition learn as it goes along. This work is can be unpredictable. Things probably happened along the way that you didn't expect. What were the benefits for the coalition's work? For individuals involved? Individual benefits and tri-umphs, even if not directly related to achieving the coalition's goals, can be inspiring. What were the challenges? How were they dealt with?

Set aside time at a coalition meeting for this sort of reflection. Questions like these can help guide the process:

• What is going well? What progress have we made so far?

• What have we learned?

• What has been personally rewarding?

• What has inspired you in this process?

• What has been most challenging?

• What has surprised you during this time?

• What should we do differently?

• How might we change our plan to achieve better results?

Leaders from some of the Healthy Eating, Active Communities (HEAC) and Central California Obesity Prevention Program (CCROPP) communities say that reflecting and evaluating should happen throughout the process. For example, say you hold a walking Neighborhood Assessment event. Take time at the next coalition meeting to talk about who attended, what worked, what didn't, and what you learned from the event.

Documenting Progress

Recording your progress formally, using evaluation tools, makes it possible to prove the accomplishments and results of your work to others. Evaluation helps you understand, and also show others, what has changed in the nutrition and physical activity environment in your community.

The crucial first step in evaluating the success of your work is to be clear at the beginning about what changes you expect to see as a result of each of your strategies. These outcomes should be realistic, and should be directly linked to the strategy you chose. Because you are changing environments, the outcomes you measure should be measures of changes to the environment – the health benefits will take longer to come about.

For example, if your coalition has decided to push for a nutrition policy for the snacks offered in county vending machines, outcomes to track or measure could include:

• The issue is put on the agenda for discussion by the local elected officials.

• The policy was passed by these officials.

• Percentage of snacks now meeting the policy's nutrition standards. (Take an inventory of the snacks offered in vending machines.)

• Who wrote letters in support of the vending policy? (This shows the amount of support for the policy among community residents.)

The following evaluation methods can be used to document changes to nutrition and physical activity environments. More information about these methods, and sample tools, can be found at www.samuelsandassociates.com.

Photo by Tim Wagner for HEAC

◉ *Options:* Evaluation Options

Evaluation Method	Description
Policy Tracking	Use this method to track the policies that are developed through your efforts.
Environmental Assessments	Environmental assessments describe the availability and quality of foods and physical activity opportunities in the community, as well as the factors in the environment that support or discourage healthy eating and physical activity. Example: Availability of fresh fruits and vegetables.
Stakeholder Surveys	A stakeholder is anyone who has an interest in the outcome of your work. Survey stakeholders about the change process, strategies, opportunities and barriers.
Focus Groups	Focus groups are useful for learning how youth, parents and other community members view nutrition and physical activity issues and for assessing how these views change over time.
Photo Documentation	Involves youth or other community members in documenting their school, after school and neighborhood nutrition and physical activity environment with photographs.
Secondary Data Analysis	Individual level measures such as FITNESSGRAM scores, Body Mass Index (BMI), and findings from the California Health Interview Survey (CHIS) may be used to guide advocacy and policy development.

Step 6: Communicate

Communication should happen throughout the work you're doing, through all of the steps of the process. At every step, you'll need to communicate not only what you are doing, but also why, and why the changes matter to your partners and coalitions members, to others in the community, to decision makers, and to the media.

> *South Shasta HEAC built a relationship with the local newspaper, which offered them a column to write about the work they were doing on a regular basis. Positive attention in the newspaper helped build a sense of community pride in the changes they were accomplishing.*

Communications for Step 1: Assess Environment

Certain types of assessments are good opportunities for raising community awareness for your issues, through direct outreach (community organizing), and through the media. Walking assessments of the community can be great media opportunities, especially if you involve city officials, youth, community members, school leaders, or business owners, and make an event out of it.

GIS mapping and Photovoice assessments both produce great images. These can be made into posters, which can be presented presented to the public or to decision makers. When using assessments as a communications opportunity, think in advance about what you want to communicate. Make sure your messages focus on the assessment's results, and connect them to the solution you are proposing, so that the opportunity truly supports your goals.

Communications for Step 2: Form Coalition

When you are forming your coalition, the most important types of communications are the materials and messages you develop to get people interested in what you are doing. Develop materials (brochures, presentations, flyers) to let people know who you are, why your goals matter, and how they can join. Create opportunities to reach the people you would like to join your coalition. These can be presentations, individual meetings with key leaders, or through written materials. Convey a sense of why the work you're doing matters, to the community, and to the group or individual you're communicating with.

Communications for Step 3: Develop Strategies

When meeting and talking with people in your community, practice a short, simple and inspiring two minute description of what you're doing to help you open those conversations. As you identify possible strategies and start to decide how you want to take action, make sure to communicate well within the coalition, as well as to other key partners, so that the group as a whole feels informed enough to have a voice and a part in moving forward.

Communications for Step 4: Take Action

Getting media attention to your issue, through news stories or letters to the editor can help persuade legislators that it is important. Communicate the issue and the solution you propose so that they are understood, are believable, and so that they move people to take action to support you.

• Make sure your information is accurate.

• Present your issue in the context of a broadly shared value.

• Tell a simple and compelling story.

• Provide training to help coalition members develop their skills as spokespeople, so that people feel comfortable speaking to media or decision makers about the issue.

• Practice your key messages, and practice how to respond to the kinds of questions opponents might ask so that you can turn your response back to your key points.

For more information on action and communications strategies, see *Advocating for Equitable Development* and *Advocating for Change*, as well as the Berkeley Media Studies Group. See the *Tools and Resources* section at the end of the chapter.

Some communities, and youth groups especially, have been extremely creative using media and technology to advocate for change. These include:

• A photonovela in both English and Spanish telling one community group's success story, to inspire and energize other communities about the kinds of change they could make.

• Photovoice projects to identify food/physical activity problems in the community, decide upon a policy change to recommend, and to present the problem and solution to decision makers, resulting in a change.

• Map that shows the levels of pedestrian injuries near schools, presented to the city transportation department. The department then made changes at those intersections.

• Video Voice Mapping, where youth used flip cameras to capture needed changes, and presented this video data to decision makers.

• Youth-to-youth websites and social networking sites used to connect, and to share resources, tips, and knowledge about how to make changes in local food environments.

• Video shorts, published on the web and publicly launched with a media event, drawing public attention to issues of food deserts and unhealthy food environments.

Communications for Step 5: Reflect & Evaluate

If your evaluation finds that a policy hasn't really been put into action, communicating the results to those responsible (or the media, to shine a light on their lack of follow through!) can push them to be accountable and do what the policy requires.

When your evaluation shows that your strategies have been successful, this is a key time to reach out to the media to make your success known. Your evaluation data gives solid evidence of the value of the coalition's work, and may start to win over previous opponents. Evaluation results should also be communicated to partners and supporters, including any funders or sponsors, so that they can see what their support helped you accomplish.

When presenting evaluation results, take the time to present the information in charts or diagrams that are easy to see and to understand, and always accompany data with a brief story that gives a real-life example of what the data describes.

Communications for Step 7: Celebrate Success!

Celebration events – park openings, awards ceremonies – can often draw media coverage and can create a "buzz" for your work, especially if city leaders attend.

Any time you have a "win" by accomplishing a change, you'll want to let your local media know. If you get publicity, it continues to build awareness around your issue, and helps with your next goal. Publicly highlighting people who had a role, who championed your cause, or who passed the policy helps reinforce their commitment. Hosting an awards ceremony or celebration (an official park opening, a community bike ride to celebrate the Bike Plan, etc.) can offer an opportunity for media coverage. Not all of your outreach to media will result in coverage, but some will. You'll also be building relationships with your local media for future coverage.

Step 7: Celebrate Success!

Celebrate your successes! It's amazing how often people overlook this, but celebrating success helps keep people motivated, builds relationships within the coalition, inspires others in the community to get more involved, and sustains groups through the long work of changing environments.

When you publicly recognize leaders, members and people who contribute to your efforts, it can strengthen and build relationships for future work. Recognizing outstanding youth can bring attention to your issues, and can support their confidence, motivation and leadership skills. Whenever celebrating, remember to celebrate and acknowledge everyone who contributed to the success. Let it truly be and be felt as our success, coalition- and community-wide.

👁 *Options:* **Landmarks to Celebrate**

Step of the Roadmap

Step 1   **Assess Environment**
- Completion of each assessment.
- Completion of the coalition's statement of priorities.
- Completion of stakeholder survey results.

Step 2   **Form Coalition**
- Creation of the coalition, or addition of new partners.
- Completing a coalition vision statement. Creation of coalition structures, subgroups, and agreements.
- Changes in leadership, with thanks to outgoing leaders and warm welcome to incoming leaders.
- Establishment of translation services.
- Celebrate policy makers, decision makers, and leaders in the community who have taken up your cause with their support.
- Build relationships within your coalition through coalition picnics, holiday parties, or other social celebrations.

Step 3   **Identify Strategies**
- Selection of interventions and strategies. Remember to reiterate the goal and vision that these are leading towards!

Step 4   **Take Action**
- Completion of a work plan. Kicking off the work.
- Policy adoption. Policy implementation.
- Testimony at public hearings, meetings with policy makers, appointments to advisory councils.
- Youth projects and presentations.

Step 5   **Reflect & Evaluate**
- Completion of evaluation assessments.
- Your evaluation shows that there are changes that have occurred as a result of your interventions.
- Unexpected or hidden benefits to any coalition members or member organizations.

◉ *Options:* **Examples of Ways to Celebrate**

Recognizing Policy Makers and Public Agencies

- Policy-maker awards, sponsor a policy breakfast.
- Create leadership awards and certificates to give to policy makers.
- Work with media to bring public recognition to policy maker for achievements.

Honoring Individual Coalition or Community Members

- Acknowledge actions in coalition meetings – recognize individuals and groups.
- Provide community achievement and leadership awards for those individuals whose actions were noteworthy during the process. Share with the group at a meeting or during an event. Give out certificates, ribbons, trophies.
- Take a photo of the person being recognized and get it printed in a newsletter, a small community newspaper, an intranet site. The caption can briefly explain the story.
- Leaders can send out congratulatory notes to all people involved in achieving a goal, or send letters of acknowledgement to all participants.
- Provide incentives at the beginning of the process and award programs that best demonstrate promoting a healthy environment.
- Personalize a "goodie bag" with a theme. For example when celebrating a co-worker's completion of a graduate program, team members each brought an under $10 item in a "super hero" theme to put in a large gift bag.
- Start off a meeting by saying one sentence about each person in attendance and what you've noticed about the contribution of that team member.
- Let that person's boss know what an outstanding job he or she is doing.

Celebrating Youth

- Any of the above suggestions.
- Active parties – skating, dance.
- Create a Youth Leadership award.
- Create a team "recipe book" of family favorite healthy dishes as a personalized gift. Everyone submits a recipe in a similar format and jots a few sentences about why this is one of their favored meals. Any photocopy shop can create a spiraled notebook.
- Use those healthy recipes to host a group potluck. Make a few brief remarks to the group about the person or people being recognized.

Appreciating Coalition or Community as a Whole

- Ask your city councilmember's, county supervisor's or school board member's office for a certificate or a resolution. These offices regularly issue these documents and can even show you examples.
- Coalition team (staff, volunteers, youth leaders) can get together for a banquet dinner at the end of the year to review progress and celebrate success. Remember to serve foods and beverages that reflect your values about healthy eating.
- Pass out flyers door-to-door with information regarding the successes of an initiative and how to get involved for future projects.
- A town hall assembly, community event, or "Thank You" party can be organized to recognize not only the success of the individuals, but also how the community as a whole came together to reach a particular goal.
- Bring youth, parents, and the community together for a "Thank You" event at a local community venue. Hold a celebration gathering or a banquet dinner – double it as a fundraiser.

👁 *Resources:* Tools for Roadmap Step 1: Assess Environment

Environmental Nutrition and Activity Community Tool (ENACT) (web-based tool)
Strategic Alliance
This web-based tool can be used to help coalitions identify the options for changing food and physical activity environments across all sectors. Each ENACT strategy presents useful information based on current research and practice and includes model policies and programs, hands-on tools, articles and other publications, and resources. This tool is useful for several of the steps of the Roadmap, and for all sectors, so you will see it listed again.
Prevention Institute provides training to support use of this tool to change food and physical activity environments.
Prevention Institute, 265 29th Street, Oakland, CA 94611 (510)-444-7738, www.preventioninstitute.org
 http://preventioninstitute.org/strategic-alliance, click on Environmental Nutrition and Activity Community Tool (ENACT).

Photovoice: Giving Local Health Departments a New Perspective on Community Health Issues
(article – download)
Contra Costa County Health Services
This article identifies the key elements of a local public health department's Photovoice project. Photovoice is a great tool that uses photographs and stories to share resident perceptions and impressions on local conditions that affect their community's health.
Contra Costa County Health Services, 50 Douglas Drive, Martinez, CA 94553. www.cchealth.org,
http://cchealth.org/topics/community/photovoice

Tools for assessing environments specific to each sector are included in chapters 3-7.

Prioritize
Making Meetings Work (2 page checklist – download)
This tool presents a step-by-step process in the planning, execution and follow-up after a meeting.
Center for Collaborative Planning, 1401 21st Street, Suite 360, Sacramento, CA 95814. (916) 498-6960.
http://www.connectccp.org/resources/19making.pdf

👁 *Resources:* Tools for Roadmap Step 2: Form Coalition

Developing Effective Coalitions: An Eight Step Guide
(guide – download)
This simple guide identifies the basic steps to developing and maintaining a new coalition. The Prevention Institute provides a training to support use of this tool and on other topics related to organizing for changing environments.
Prevention Institute, 265 29th Street, Oakland, CA 94611. (510)-444-7738. www.preventioninstitute.org, click Tools, click Building Cross-sector Collaboration, scroll down and select Developing Effective Coalitions.

Community Tool Box (website)
Use this comprehensive, web-based tool for identifying and problem solving nearly any issue related to working with coalitions to improve health. This site provides instructions, ready-to-use power point presentations and tools and materials that can be used as-is with community groups and coalitions. http://ctb.ku.edu, click Toolkits.

Engaging Communities in Changing Nutrition and Physical Activity Environments (brief)
Partnership for the Public's Health
When local residents get involved in policy and systems change to create healthier food and physical activity environments, communities begin to truly reflect the vision, needs, and possibilities of the people who live there. This brief offers lessons for effectively engaging and

including community residents, from the HEAC and CCROPP programs. www.partnershipph.org, click Publications, scroll down below Healthy Eating, Active Communities, select Engaging Communities in Changing Nutrition and Physical Activity Environments.

Organizing and Coalition Building: Increasing Your Strength
(web page)
Focusing in on one of eight strategies in coalition building, this tool helps organizations develop a collected vision for their community and achieve a common goal.
http://www.policylink.org/site/c.lkIXLbMNJrE/b.5153207/k.BDA5/ Organizing_and_Coalition_Building_Increasing_Your_Strength.htm

We Did It Ourselves: Guidelines for Successful Community Collaboration (guidebook – download)
This is part of a set of guide books that supports a coalition throughout all phases of an initiative, including: building a coalition, planning collaboratively, evaluating community efforts, and effectively communicating your program's message.
Sierra Health Foundation, 1321 Garden Highway, Sacramento, CA 95833. (916) 922-4755. http://www.sierrahealth.org/assets/files/other_pubs/WDIO-We-Did-It-Ourselves.pdf.

👁 *Resources:* Tools for Roadmap Step 2: Form Coalition *(continued)*

Assessing Your Current Capacity to Collaborate and Organize Check List in Basics of Organizing: You Can't Build a Machine without Nuts and Bolts to assess organizing capacity.
http://www.tenant.net/Organize/orgbas.html, select Task and Skill Checklist

Keeping Fit in Collaborative Work: A Survey to Self Assess Collaborative Work (survey – download)
This self-assessment tool can help a coalition assess their progress in strategies, projects or activities.
Center for Collaborative Planning, 1401 21st Street, Suite 360, Sacramento, CA 95814. (916)-498-6960.
http://www.connectccp.org/resources/10fit.pdf.

California Center for Civic Participation
The California Center for Civic Participation (California Center) is a youth development organization that engages young people and communities in civic education and policy advocacy. The California Center has a long history of supporting youth in public health, community design, school reform and many other current issues at local, state and national levels. Contact the California Center for more information on our curriculum and training resources.
www.californiacenter.org

Playing the Policy Game: Preparing Teen Leaders to Take Action on Healthy Eating and Physical Activity
(toolkit – download) (Available in English and Spanish)
California Project Lean (2004)
This tool is a great resource for how to engage youth in policy advocacy related to healthy eating and physical activity with a focus on the school environment. California Project LEAN provides training to support use of this tool. www.CaliforniaProjectLEAN.org, click Tools and Resources, click Youth Engagement, scroll down and select Playing the Policy Game.

Photovoice As a Tool for Youth Policy Advocacy
(brief – download)
Partnership for the Public's Health
This brief provides tips and lessons for using Photovoice as a powerful tool in youth advocacy to create healthier food and physical activity environments. It identifies key elements of a youth Photovoice process that will enable youth to build the skills and knowledge that allow them to lead policy advocacy and accomplish community and policy change. www.partnershipph.org, click Publications, click HEAC.

The Forum for Youth Investment (website)
The Forum provides youth and adults with a variety of resources on youth development, youth policy and has a wide range of publications and products. The Forum focuses on getting the nation's youth "Ready by 21", meaning ready for college, work and life.
The Forum for Youth Investment, The Cady-Lee House, 7064 Eastern Avenue, NW, Washington, DC 20012. (202) 207-3333.
www.forumfyi.org

Youth Leadership Institute (website)
Youth Leadership Institute works with communities to build social change programs that involve youth and adults. YLI also creates evidence based curricula and training programs to spread best practices in youth engagement. Friday Night Live is one health related teen program developed by YLI.
Youth Leadership Institute, National Headquarters, 246 First Street, Suite 400, San Francisco, CA 94105. (415)-836-9160.
www.yli.org

See Chapters 3-7 for tools on engaging youth in each of the different sectors.

Additional Coalition-Building Resources
The Big Book of Team Building Games (book)
Doni Tamblyn & Sharyn Weiss (1998)
Highlights fun activities for building morale, communication, and team spirit in a work group. Order from bookstore or online bookseller.

Organizing for Social Change (book)
Detailed information about organizing, by the Midwest Academy. Ordering information at www.midwestacademy.com, click Training, scroll down page and select Organizing for Social Change.

Leadership for Policy Change (report – download)
A PolicyLink report, for more on identifying and developing leadership.
http://www.policylink.org/pdfs/LeadershipForPolicyChange.pdf

The Ruckus Society (website)
Manuals and tools, and links to other sites, about organizing to take action. www.ruckus.org

Dynamics of Organizing (web-based pamphlet)
Helpful overviews and tips.
http://www.tenant.net/Organize/orgdyn.html

👁 *Resources:* Tools for Road Map Step 3: Identify Strategies

Environmental Nutrition and Activity Community Tool (ENACT) (web-based tool)
Strategic Alliance
This web-based tool can be used to help coalitions identify the options for changing food and physical activity environments across all sectors. Each ENACT strategy presents useful information based on current research and practice and includes model policies and pro-grams, hands-on tools, articles and other publications, and resources. http://preventioninstitute.org/strategic-alliance, click on the Environmental Nutrition and Activity Community Tool (ENACT) link.

The ENACT Local Policy Database (web-based database)
Strategic Alliance
This policy database is an online resource of local policies that can improve opportunities for healthy eating and physical activity. http://preventioninstitute.org/strategic-alliance, click on "ENACT Local Policy Database"

Resources for policy and strategy options for each sector are listed in Chapters 3-7.

👁 *Resources:* Tools for Road Map Step 4: Take Action

Developing a Strategic Plan: Developing an Action Plan (website)
Community Toolbox
Easy-to-use outline for developing an action plan, including simple instructions for each step.
http://ctb.ku.edu/en/tablecontents/sub_section_main_1089.aspx

Advocating for Equitable Development (manual – download)
PolicyLink
This manual is a how-to guide that explains the basics of the advocacy process.
http://www.policylink.org/site/apps/nlnet/content2.aspx?c=lkIXLbMNJrE&b=5136581&ct=6999375

👁 *Resources:* Tools for Roadmap Step 5: Reflect & Evaluate

Samuels & Associates (website)
Reports and Policy Briefs (download)
Evaluation Glossary (web page)
Individual reports and policy briefs are included in the Tools and Resources sections of Chapters 3, 4 and 6.
www.samuelsandassociates.com, select Documents.

Basic Guide to Program Evaluation (online guide)
CDC Evaluation Working Group
This is a good first step in understanding program evaluation, standards and steps for evaluation, and the impact of evaluation on program sustainability. http://www.cdc.gov/eval, click Resources, click Step-by-Step Manuals, select Basic Guide to Evaluation.

Evaluating Comprehensive Community Initiatives (online tool)
Community Tool Box
This resource provides tools, examples, checklists, and recommenda-tions for evaluating community initiatives as well as an overview of the types of questions that can be answered through evaluation.
http://ctb.ku.edu/en/tablecontents/chapter_1039.aspx

Evaluation: Measuring Programmatic Effectiveness (website)
The California Endowment
Includes a variety of resources such as definitions of evaluation terms such as "objectives" and "outcomes", a library of evaluation reports, and tool kits. www.calendow.org, click Evaluation

The Challenge of Assessing Policy and Advocacy Activities: Strategies for a Prospective Evaluation Approach (report)
The Challenge of Assessing Policy and Advocacy Activities: Part II – Moving from Theory to Practice (report)
The California Endowment
This two-part report provides an overview, principles, and frameworks for policy change evaluation with helpful examples.
www.calendow.org, click Public Policy & Advocacy, click Policy in Action, select The Challenge of Assessing Advocacy: Part I, Part II

The Evaluation Exchange, Harvard Family Research Project, Harvard Graduate School of Education, Volume XIII, Number 1, Spring 2007 (Advocacy and Policy Change) (journal – download)
Describes new developments in evaluating policy and advocacy change efforts. http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/advocacy-and-policy-change

☉ *Resources:* Tools for Road Map Step 6: Communicate

Advocating for Change (online manual)
PolicyLink
Information about policy analyses and advocacy.
http://www.policylink.org/site/c.lkIXLbMNJrE/b.5153189/k.47F4/
Advocating_For_Change.htm

**News for a Change: An Advocates' Guide to Working with
the Media** (book)
Wallack L, Woodruff K, Dorfman L, and Diaz, I., Thousand Oaks,
CA: Sage Publications, 1999.
This is an excellent guide on how to work with the media strategically
to achieve your policy goals. Authored by the Berkeley Media Studies
Group. Order from bookstore or online bookseller.

Berkeley Media Studies Group (organization)
Berkeley Media Studies Group provides media advocacy training and
strategic consultation to community groups and public health profes-
sionals on many public health issues. These include offering talking
points and advising on framing your messages, studying food and
beverage marketing practices, and advising on a range of strategies
to prevent and reduce diet-related chronic disease.
www.bmsg.org

☉ *Resources:* Tools for Roadmap Step 6: Celebrate Success!

**Encouraging the Heart, A Leader's Guide to Rewarding and
Recognizing Others.** (book)
James M. Kouzes and Barry Z. Posner (2003)
A great resource on celebrating the work of your team and individu-
als who go "the extra mile." This quick read is dedicated to saying
"thank you" with meaning. A key lesson is personalizing the mes-
sage. "To truly recognize a person so that she's encouraged by your
efforts, you absolutely have to know something about who she is —
some of her likes and dislikes, whether she
enjoys public recognition or shirks from it, and even what she is or is
not willing to take credit for." A simple thank you or a gesture of
recognition goes a long way in team building and making people feel
motivated and appreciated. Order from bookstore or online bookseller.

Chapter 3

Schools

3

Roadmap

to Change School Environments

1 Assess Environment

2 Form Coalition

3 Identify Strategies

4 Take Action

5 Reflect & Evaluate

6 Communicate

7 Celebrate Success!

For more information about working in the school sector, contact:

California Project LEAN
California Project LEAN (Leaders Encouraging Activity and Nutrition) is a joint program of the California Department of Public Health and the Public Health Institute. It focuses on youth empowerment, policy and environmental change strategies and community-based solutions.
www.californiaprojectlean.org

California Convergence
California Convergence is a community-led statewide network of community coalitions and local advocates, working with state advocates and other partners, to improve food and physical activity environments. Organized into emerging regions throughout the state, California Convergence connects communities with others doing similar work for peer to peer learning and coordinated policy action.
www.CaliforniaConvergence.org

In the low-income San Antonio community of Oakland, California, the Oakland Schoolyards Initiative is transforming run down schoolyards into dynamic places where students play, garden, and learn. The design process fully includes students and parents in design decisions. The process was tested in four schools, and is being extended to several more.

Oakland HEAC

Santa Ana, California, has used International Walk to School day, started in 2000, to create city-wide changes to make walking and biking to school safer. Santa Ana faced high rates of injuries to people walking, in a community where many children, out of necessity, walk to school. Santa Ana Healthy Eating, Active Communities (HEAC) brought together Santa Ana schools, health activists, and city and county agencies. Using walk assessments, and working together, the community has fixed traffic signals, installed crosswalks, and visibly transformed the environment.

Santa Ana HEAC

Though the small, rural community of Pixley, California, sits in the heart of the fertile San Joaquin Valley, its residents, who are mostly farm workers, had limited access to fresh fruits and vegetables. Pixley is too small and too poor to sustain a traditional farmers' market. The Central California Regional Obesity Prevention Program (CCROPP) worked with Pixley school officials, parents, and local businesses to create a produce stand at the school, as a fundraising activity. It's a win-win, providing affordable fresh fruits and veggies to local families, and returning profits back to support school activities.

Kern County CCROPP

Success*Stories*

The Berkeley Unified School District provides tap water for students during lunch throughout the school district. Each school eating area has a five gallon water container that is refilled each day with tap water and the school provides cups for students to use. According to the manager of nutrition services at Berkeley Unified, the cost of providing this water is "very minimal", staff spends less than five minutes per day on set-up, and the amount students drink is "enormous."

Berkeley Unified School District

Despite limited resources, Norwood Street Elementary School's physical education program succeeded in raising the numbers of its students passing and Fitnessgram test from 36 percent in 2006-07 to 60 percent in 2008-09. How did they do it? Located in a low-income, predominately Latino neighborhood of South L.A. where residents face alarmingly high rates of childhood diabetes and obesity, Norwood Street Elementary has inspired its 700 students to embrace physical activity as part of the school's culture. Teachers and parents have gotten involved, too. And both fitness levels and academic performance have improved.

South Los Angeles HEAC

> To see more examples of what communities are doing to create healthier food and physical activity environments, go to **www.CaliforniaConvergence.org and visit the Success Gallery.**

Success*Stories*

The adoption of a strong wellness policy is a key step for schools to take to empower our young people with the knowledge, attitudes, skills, and experiences they need to make healthy choices. However, the most critical step is implementation of the wellness policy; this is where schools most urgently need guidance and support.

Howell Wechsler, Ed.D., MPH
Director, Division of Adolescent and School Health
U.S. Centers for Disease Control and Prevention

Overview

Throughout the country, efforts are underway to make schools healthier places to learn. Students have faced poor nutrition in schools, a lack of physical activity, and rising obesity rates. Though regular physical activity during the school day has been shown to improve not only health but academic performance, PE programs have often faced cuts. But federal, state and local agencies are requiring school policies that create healthier food and physical activity environments.

By the 2006-2007 school year, schools participating in the National School Lunch or Breakfast Program were required to have a local school wellness policy. California set minimum nutrition standards for vending machine and à la carte foods, when it passed State Senate Bills 12 and 965. In 2010, the federal government improved the nutrition requirements for school breakfast and lunch programs, and increased free lunch payments to cover the costs of more nutritious offerings. And Federal policy now requires schools to provide free, clean drinking water in cafeterias. Local school districts have passed policies requiring that their schools offer the full amount of Physical Education required by state law. They have also passed policies to encourage walking and biking to school and make it safer.

Key goals for working in schools:

- Increase access to healthy foods and beverages, decrease the availability of unhealthy foods and beverages, and get rid of marketing of unhealthy foods.

- Improve the physical activity environment and policies.

- Create or maintain a school health and wellness council or committee that includes parents and student.

Creating healthier school environments means putting into place policies that support health, as well as making certain that healthy changes are actually put into practice. The first step is to assess what is currently happening.

Step 1: **Assess Environment**

There are two general aspects to assessing the issues in your school or schools.

1) Assess what policies are in place.

2) Assess what is happening at the school, what the actual practices are.

Involving various groups and individuals in the assessment process helps create a shared understanding of what is meant by the food and physical activity "environments." This can be especially important when working within schools.

The main mission of schools focuses on education, rather than health, and on transforming the individual, rather than the environment within which the individual functions. For school system members, thinking about creating healthy environments for students may be unfamiliar. Involving them in assessing school policies, foods and beverages sold in school vending machines, food and beverage advertising, playground equipment, and PE programs can help make the idea of the food and physical activity environment concrete.

Assessing the school site and practices is an excellent way to involve youth. Involving youth in doing a survey of their peers can also be very effective, both as experience for the youth, and as a way to get good survey information. See *Playing the Policy Game* listed in *Tools and Resources* at the end of the chapter, for materials to train youth for conducting school assessments.

Additional school assessment checklists can be found in some of the resources listed in the *Tools and Resources* section.

You will certainly want to share findings from all assessments with your coalition, committee, or council. See Chapter 2 about analyzing and sharing findings.

👁 *Checklist:* Assessing the School Environment

Has your coalition assesed this?

Food Environment

- All school/district policies related to food, physical activity and physical education.
- The type of foods and beverages sold through vending machines, school stores, snack bars, carts and the cafeteria.
- Whether foods and beverages sold/served meet district, state, and federal nutrition guidelines.
- The types of foods and beverages sold as fundraisers.
- The variety of items offered through the school lunch and/or breakfast programs; whether they appeal to students; the availability of fruits and vegetables.
- Participation rates in the National School Lunch and/or Breakfast programs; overall healthfulness or quality of meals.
- Accessibility to students. (e.g., Do students have time to purchase and eat the school meals? Are there any special programs to increase accessibility such as "Grab and Go" meals? Are there multiple locations to purchase the lunch?)
- The types of food and beverage marketing and advertising on campus. (For example has marketing of unhealthy foods and beverages been reduced?)
- Classroom reward and celebration practices. (Has the practice of food as a reward been discontinued?)

Physical Activity/Physical Education Environment

- Who teaches Physical Education? Do they have a PE credential?
- How long is the average Physical Education class?
- What types of activities take place during Physical Education?
- Who is required to take Physical Education?
- Are the students physically active during Physical Education class? For how many minutes? What is the amount of moderate to vigorous physical activity in Physical Education?
- Are there opportunities for physical activity before, during and after school? What types of activities are offered?

☐ Yes   ☐ No

Step 2: Form Coaltion

Does your school or school district have a Coordinated School Health Council, a Local Wellness Policy Committee, or similar group already working on these issues? If so, then it makes sense to work with this group; if not, it is essential to develop such a group. To be effective, it will be important to have many of the following people involved:

- School principals
- School board members
- Foods service directors
- Athletic directors
- Teachers

- School nurses
- Parents
- Students
- Community members
- Doctors and public health professionals

Step 3: Identify Strategies

When picking the issue or issues you want to work on and the strategies you plan to use, don't reinvent the wheel – learn from others that have done similar work. See *Tools and Resources*, for resources that can help with this. The California Convergence (www.CaliforniaConvergence.org) is a good place to learn about strategies others have used, and how they succeeded. As part of your decision making process:

- Identify the policy makers and decision makers who can change things, and the people in positions to influence their decisions.

- Test key strategies with students.

- Consider the cost of making the change.

- Look at the support and opposition that change would face.

- What are the local, state and federal laws or education codes relevant to your issue?

- What's the timeline for making the change?

When your strategy will include offering new foods, beverages, and physical activity options on campus, survey student preferences. Youth members of the coalition or committee can offer taste tests on campus, or conduct surveys about physical activity choices.

For a detailed checklist to help choose your strategies, see the *Policy in Action* guide, listed in *Tools and Resources*.

◉ *Options:* Possible Strategies for Changing School Environments

Changing Food and Beverages Available Beyond the Meal Programs	• Reduce or completely remove foods/beverages that are sold outside the meal program, while encouraging greater meal program participation. • Make all non-meal program foods and beverages healthy offerings. Make sure that they not only meet current nutrition standards, but also support healthy eating.* Aggressively promote these healthy foods, so that there are enough sales to support the change. • Place all food and beverage sales under the control of school food service, sell healthy foods/beverages outside the meal programs, and profit share with school-based groups that previously sold separate foods/beverages.
School Breakfast and Lunch	• Revise menus to provide healthier alternatives that are appealing to students. • Upgrade kitchen facilities so that freshly prepared foods can be cooked and stored. • Reduce the stigma associated with the free and reduced price meal program by having all students purchase meals in the same way, such as with a prepaid card. • Reduce waiting time and meal lines, so that more students participate in an improved school lunch program. • Make sure the improved nutrition requirements for meal programs passed in 2010 are put into place. • Provide free drinking water to students at meal times, as required by 2010 federal policy.
Changing Physical Activity Practices	• Increase the frequency of physical education or number of minutes of physical education and increase student physical activity levels. • Improve the quality of physical education. • Incorporate physical activity into after school programs. • Develop programs and policies that support safe walking and biking to school.

---

* While some snack foods, such as baked potato chips, may meet your state's or school district's nutrition standards, merely substituting such snacks for their higher fat versions does not, in itself, promote a healthy, well-balanced diet that includes fresh fruits and vegetables.

Step 4: Take Action

Once you've decided upon your strategies, develop an Action Plan that outlines action steps, timelines, and who is responsible (see Chapter 2 for a sample Action Plan). Use all of the strengths and positions represented by different people in your coalition. Different members will have influence in different arenas. The highly structured nature of school districts and schools makes this particularly important – coalition members may only have influence within their own department or arena.

Think about how to involve youth in this step. Will youth be full partners in taking action on all strategies the coalition is doing? Or does it make more sense for youth to be part of a subcommittee, and develop their own action plan to do one particular set of strategies?

Step 5: Reflect & Evaluate

Once you accomplish policy changes, it's important to assess what is working and what isn't. This will help you determine what needs to happen next. This will also allow schools to recognize their successes. Plan from the beginning to assess current nutrition and physical activity practices to have a starting measure, and then follow up using the same assessment tools. You'll also want to measure any financial changes that result from implementing your action plan (for example vending machine profits, school meal program costs, fundraisers).

Step 6: Communicate

Communicating what you are doing in the right way to the right people is important at every step of the process when working in schools, just as it is in other sectors or arenas.

Assessment: It may be strategically useful to communicate some of the findings of your assessment to the school at large or with the larger community or city officials.

Make this decision once you've determined your intervention strategies. For example, bringing media or city council attention to the results of walking and biking safety assessments around the school can be part of a campaign to have the city add crosswalks, traffic signals, or bike lanes and sidewalks.

For youth involved in changing school environments, Photovoice can be a powerful approach to conducting an assessment. Youth take photographs to document the conditions and challenges they see; using these photographs, they are guided through a process to identify policy solutions and draft policy language; and the photographs become the basis for presentations youth make to decision makers, to advocate for these policy changes. See the *Tools and Resources* section for resources on using Photovoice.

Form Coalition: To recruit members to your Wellness Committee or Health Council, you may wish to develop a simple brochure or flyer that describes the goals and purpose of the group and the type or level of involvement you expect. Tailor your message to the groups you are reaching out to – explain why the group's work is important, in terms that are relevant to who you're reaching out to. For example, parents might be most interested in getting involved because they are concerned about their children's health. Teachers could be most interested when they learn about that students do better on tests when they get physical activity at school, or when they learn that students are calmer and can pay attention better with good nutrition.

Identify Strategies: Strengthen the commitment and buy in of your coalition or committee by communicating the strategies your group has decided upon, and the decision-making process. It's very important and inspiring to acknowledge everyone's contribution to getting to this point.

Take Action: Communications should be considered and built into your Action Plan. Depending on the strategies you select, there may be a need to train and develop spokespeople to present at School Board, PTA, or City Council meetings. Changing vending machine foods or PE offereings might require an informational campaign to explain and promote the changes. Successes can be shared with the media to bring much appreciated positive attention to the school, particularly where youth have been involved in making the changes. This attention in turn will deepen general buy in to the change.

Reflect & Evaluate: Be sure to communicate with key stakeholders about how the school is doing at following its action plan or policy. Measurements of success help people realize the efforts were worth it. If your evaluation shows that some of the changes haven't been kept up, this gives you an opportunity to go back and communicate with school officials, or city council, or other decision makers and make sure those changes do get made.

Step 7: Celebrate Success!

When you accomplish one of your short- or long-term goals, celebrate your success! This helps keep staff and students motivated about the changes to a school environment. Youth, especially, will need to have time to reflect on how their actions have improved their school and affected their peers at school. This step is especially crucial if the youth were not able to reach their final goal but instead were successful in meeting some of the steps toward that goal.

The Statewide Youth Board on Obesity Prevention conducts "celebration dinners" at the end of each year to allow students to informally present their successes to their peers and family while enjoying a celebratory dinner.

At Oakland Unified School District, the Life Academy's Healthy 4 Life youth group incorporated an action day with a celebration of their work that involved community supporters and parents working side-by-side with youth to help paint and install picnic tables in the eating area. An awards ceremony was conducted that same day to honor project sponsors, and healthy snacks were enjoyed by all!

👁 *Resources:* Tools and Resources for Changing School Environments

Step 1: Assess Environment

School Health Index, Short Form (assessment tool – download)
California Project LEAN
Adapted from the Centers for Disease Control and Prevention's (CDC)
School Health Index assessment tool, this is a short version that
focuses only on nutrition, physical activity, and physical education
and reflects California's new nutrition standards.
Request from: California Project LEAN, (916) 552-9907,
michelle.whitish@cdph.ca.gov.

Photovoice As a Tool for Youth Policy Advocacy
(brief – download)
Partnership for the Public's Health
This brief provides tips and lessons for using Photovoice as a power-
ful tool in youth advocacy to create healthier food and physical activ-
ity environments. It identifies key elements of a youth Photovoice pro-
cess that will enable youth to build the skills and knowledge that
allow them to lead policy advocacy and accomplish community and
policy change. www.partnershipph.org, click Publications, click HEAC.

Step 2: Form Coalition

**Jump Start Teens: Interactive, Cross-curricular Lessons for
High School Teachers, School Nutrition Staff, and Youth**
(toolkit – download)
California Project LEAN
These lesson plans cover topics such as The ABCs of Healthy Eating,
Let's Get Physical, Teens Making a Difference, Advertising's Hidden
Messages and Making News, which can be helpful as you form your
coalition and train youth to work on nutrition and physical activity.
www.CaliforniaProjectLEAN.org, scroll over Tools and Resources,
click on Lesson Plans, select Jump Start Teens.

**Parents In Action! A guide to engaging parents in local
school wellness policy** (toolkit – download)
California Project LEAN
This toolkit offered in both English and Spanish provides resources
and tools that will help school stakeholders engage parents in Local
School Wellness Policy (LSWP) implementation, monitoring, and eval-
uation. Strategies for reaching parents, resources for assessing the
school environment, fact sheets on relevant school nutrition and
physical activity topics, parent education resources, and resources
that will assist with the advocacy process are included in this toolkit.
www.CaliforniaProjectLEAN.org, scroll over Tools and Resources, click
on Parent/Promotora Engagement, select Parent Engagement
Advocacy Toolkit. Link to PDF online (English Version):
http://www.californiaprojectlean.org/docuserfiles//ParentsInAction_
web(1).pdf
Link to PDF online (Spanish Version):
http://www.californiaprojectlean.org/docuserfiles//Parent%20Toolkit_
Spanish_web.pdf

**Parent Lesson Plans: Advocating for Healthier School
Environments** (lesson plans – download)
California Project LEAN
The Parent Lesson Plans available in both English and Spanish are a
companion piece to Parents in Action!: A Guide to Engaging Parents
in Local School Wellness Policy. These lesson plans are for use by
stakeholders working with parents and should be used in coordina-
tion with Parents in Action! These lesson plans will assist stakeholders
to educate parents about local school wellness policy and empower
them to become advocates for improved nutrition and physical
activity environments in their child's school.
www.CaliforniaProjectLEAN.org, scroll over Tools and Resources,
click on Parent/Promotora Engagement, select Parent Engagement
Advocacy Toolkit. Link to PDF online (English Version):
http://www.californiaprojectlean.org/docuserfiles//ParentLessonPlans.pdf
Link to PDF online (Spanish Version):
http://www.californiaprojectlean.org/docuserfiles//
LessonPlansSpanish.pdf

Step 3: Identify Strategies

**Changing the Scene: Improving the School Nutrition
Environment** (toolkit – download, or order)
U.S. Department of Agriculture
This guide explains the six components of a healthy school nutrition
environment and provides criteria for determining success.
http://teamnutrition.usda.gov/Resources/changing.html

**Food on the Run: Lessons from a Youth Nutrition and
Physical Activity Campaign** (guide – download)
California Project LEAN
This guide outlines how to implement a youth advocacy program
addressing nutrition and physical activity and provides lessons learned
from programs conducted in 29 California public schools.
www.CaliforniaProjectLEAN.org, , click Tools and Resources, click
Youth Engagement, select Food on the Run.

Water in Schools (website)
This excellent and accessible website explains the issue – children don't
have access to fresh drinking water during school and at school meals.
The site provides information, and tips and tools for making water
available in your school. It includes information for parents, food
services personnel, principals, PTA, and others. It also explains local,
state and federal policies that apply to water in schools.
www.waterinschools.org

National Center for Safe Routes to School (website)
This website provides a tremendous amount of information to help
communities start a Safe Routes to School program, including tools,
information about funding and training, and much more.
www.saferoutesinfo.org

❂ *Resources:* Tools and Resources for Changing School Environments

Step 4: Take Action

Policy in Action: A Guide to Implementing Your Local School Wellness Policy (guide – download)
California Project LEAN
This easy-to-use guide includes a handout that allows you to prioritize key elements of your policy to implement. It also includes information on selecting strategies for implementing key elements of your policy based on experiences of others who have implemented similar policies. California Project LEAN provides training to support use of this tool. www.CaliforniaProjectLEAN.org, click Tools and Resources, click School Wellness, select Policy in Action.

Operation Fit Kids (curriculum – download)
American Council on Exercise
Free curriculum designed for educators looking to integrate health and fitness into classroom learning. The seven-lesson module was developed for grades 3rd - 5th to teach them the extreme dangers of being overweight and the importance of a healthy and active lifestyle. www.operationfitkids.org

Step 2-4: Assess Environment, Identify Strategies, Take Action

Playing the Policy Game: Preparing Teen Leaders to Take Action on Healthy Eating and Physical Activity
(toolkit – download)
California Project LEAN
This guide outlines activities that drive the policy change process and includes materials that lead youth through a brainstorming session on identifying and prioritizing policy solutions to pursue.
California Project LEAN provides training to support use of this tool. www.CaliforniaProjectLEAN.org, click Tools and Resources, click Advocacy Guides, select Playing the Policy Game.

Captive Kids: Selling Obesity at Schools, An Action Guide to Stop the Marketing of Unhealthy Foods and Beverages in Schools (toolkit)
California Project LEAN
This resource addresses the issue of marketing unhealthy foods and beverages on school campuses and includes a School Food and Beverage Marketing Assessment Tool and other key resources. www.CaliforniaProjectLEAN.org, click Tools and Resources, click Marketing, Captive Kids.

Step 6: Communicate

Berkeley Media Studies Group
What we drink is directly related to what beverages are – or are not – sold in our schools and communities. Water is the healthiest beverage, but many places, including schools, either don't offer it or don't have a safe supply, leaving people to reach for sodas or other sugary beverages instead. We can change this. This two page brief provides clear talking points to help you make the case for making this change. www.bmsg.org/tools.php, scroll down.

Chapter 4

Neighborhoods

Photo by Tim Wagner for HEAC

4

Roadmap

to Change Neighborhood Environments

1 Assess Environment

2 Form Coalition

3 Identify Strategies

4 Take Action

5 Reflect & Evaluate

6 Communicate

7 Celebrate Success!

For more information about the neighborhood sector, contact:

PolicyLink
PolicyLink is a national research and action institute that advances social and economic equity. For the HEAC initiative, PolicyLink worked with coalitions and community members: to assess the current environment for healthy eating and physical activity in their communities; to identify policy goals; to develop the advocacy skills they need to push for the changes they want to see; to provide technical assistance on specific neighborhood strategies; and to link coalitions to others working on similar issues and to organizations that could provide additional in-depth assistance on specific issue areas.
www.policylink.org

Public Health Law and Policy
PHLP partners with government staff, advocates, and other community leaders to provide practical solutions to a wide range of public health problems. Our team of staff attorneys, city planners, and policy analysts research and answer tough policy questions, clarify and demystify the law, develop ready-to-go model policies, and "train the trainers" to equip community leaders with the confidence and capacity to put our tools to work. PHLP provides tools, training and support for healthy community advocates to influence city planning, redevelopment decisions, climate change implementation, and food systems/food access.
www.phlpnet.org

California Convergence
California Convergence is a community-led statewide network of community coalitions and local advocates, working with state advocates and other partners, to improve food and physical activity environments. Organized into emerging regions throughout the state, California Convergence connects communities with others doing similar work for peer to peer learning and coordinated policy action.
www.CaliforniaConvergence.org

In Santa Ana, California, 96% of the land is developed, leaving almost no open space. But over the course of six years, Santa Ana Healthy Eating, Active Communites (HEAC), working with other community groups and with the resident park board Comite Familias Corazones Verdes pressed for the creation of a park and community center where families could be active. It took identifying the land, gaining supporters, and eventually, winning a $3.5 million grant, but on November 5, 2010, the city held a groundbreaking ceremony to start work on the new park.

Santa Ana HEAC

The West County Healthy Eating Active Living (HEAL) Collaborative, working to improve opportunities for healthy eating and active living in high need areas of Richmond, took advantage of an opportunity that usually only comes around every 10 to 20 years, the revision of the City of Richmond's General Plan. The General Plan guides the city's development decisions. Richmond included a Health Element in the General Plan, and HEAL weighed in on major decisions about development, traffic, housing, and open space so that they benefit the health of Richmond residents. HEAL staff and collaborative members now serve on the city's Health Element Implementation Technical Advisory Group, which is working to make on-the-ground changes in the community, guided by the Health Element.

Richmond HEAL

"Transportation security" means that all residents, regardless of age, ability or means, have access to a range of affordable, safe, and convenient transportation options. Without transportation security, it is extremely difficult for residents to have economic, food, and health security. Rural Humboldt County, in Northern California, covers a spacious 3,600 square miles, but has only 130,000 residents. One third of those residents don't drive. By building a transportation vision for the county, Humboldt has succeeded in getting bike racks on regional buses, improving bike and pedestrian safety, connecting isolated communities, and creating a culture of active transportation, as part of their plan to make sure everyone has access to the transportation they need.

Humboldt, HUMPAL

Success*Stories*

Merced Flea & Farmers Market in California's rural Central Valley has many more customers since the nation's economic crisis began in fall 2007. The economic downturn has also resulted in families eating worse diets, paradoxically leading to increased obesity and related health consequences. Some families have had to turn to food stamps to get by. In 2008, the Merced flea market, a place where many local families get their fresh fruits and vegetables, began accepting food stamp EBT (Electronic Benefits Transfer). Used like a debit card, EBT acceptance at the flea market dramatically increased access to fresh fruits and vegetables for local residents receiving government food assistance.

Merced County CCROPP

Throughout California, many communities have been working with their local schools to develop Joint Use agreements, opening school grounds to the community after school hours. In some areas with few parks, these school grounds are the only local open space where neighborhood children and families can be physically active. From small rural communities in the Central Valley, to low income neighborhoods in busy urban areas of Oakland or Los Angeles, to medium and higher income communities as well, community organizations, residents and schools are working together to make the most of these valuable public resources.

Joint Use Task Force
JointUse.org

> To see more examples of what communities are doing to create healthier food and physical activity environments, go to **www.CaliforniaConvergence.org and visit the Success Gallery.**

Success*Stories*

Disparities in health will not be eliminated until conditions in communities are significantly improved.

Unequal Treatment, Institute of Medicine, 2002

Overview

Where you live affects how you live. Neighborhoods can provide easy access to healthy foods and ways to be physically active. Or, they can make healthy eating difficult, and getting outdoors to be active can be difficult or even dangerous. To change neighborhoods so that they support good health takes advocating for programs and policies that make healthy food easily available, and that allow people to be active.

Goals for creating healthier community environments:

1. Increase access to healthy foods, and decrease the influence of unhealthy foods.

2. Increase access to safe places to play and be active.

3. Strengthen community residents' voices, so that the people that live in the community have a strong say in defining and deciding on healthy community change.

About the word "neighborhood"

Urban, suburban and rural settings can be very different. We often think of neighborhoods as blocks of houses or apartment buildings, in a city or town. But in rural communities, people may live in very remote locations, far outside of town. In this book, when we talk about the "neighborhood", we mean all the places where people live. We use this word to distinguish this sector from, for example, schools, or healthcare settings, or businesses.

Some of the challenges people face can be similar in rural or urban settings – lack of access to healthy foods and over-availability of junk food, no safe places to play, dangerous and unappealing conditions for people walking or biking. But the specific details, and the solutions to those challenges, may be very different in these different types of communities. When working on creating healthier "neighborhoods," look around for the ideas and solutions that will work best in your setting.

Neighborhood resident support is critical for internal sustainability of the changes with the neighborhood.

Neighborhood Stakeholder

Photo by Tim Wagner for HEAC

Step 1: Assesss Environment

There are several types of assessment tools that may be useful in assessing the neighborhood, and identifying its assets and challenges.

◉ *Options:* Possible Ways to Assess Neighborhoods

Review existing published information:	• Newspaper articles, published reports, scientific studies, and government documents.
Use surveys, focus groups, or Photovoice to assess the neighborhood:	• Ask community members about local food/exercise options as well as their general needs and concerns about healthy eating and physical activity. • Assess the availability or lack of open space such as parks. • Identify the types, quality, and prices of food sold in the community. • Assess community walkability and bikeability. • Locate existing resources and assets, not just barriers or shortcomings. • Photovoice can be used to document neighborhood strengths and challenges. • Ask young people about their physical activity and food preferences.
Use GIS mapping to map neighborhood assets and challenges:	• Create maps to highlight elements of the community environment. When creating maps, talk about the policy implications of the information your maps show. (See *Community Mapping: Using Geographic Data for Community Revitalization* in Resources to learn more about GIS mapping.) Things to map might include:

• Fast food restaurants	• Bike paths and walking paths
• Grocery stores and supermarkets	• Public transportation
• Corner stores	• Pedestrian or bicycle injuries
• Farmers' markets	• Community centers and recreation centers
• Food vendor carts	• Churches
• Restaurants	• Community-based organizations
• Parks	• Schools
• Exercise facilities	• Vacant lots
	• Liquor stores.

Conduct policy analyses:	• Identify policies that have been attempted or passed in other areas that you could adapt for your community. • Gather information about the local political context. Which policies to create healthier food and physical activity environments have succeeded? Which have failed? • Identify policies that are currently being considered in your community. Should those policies be supported, opposed, or changed? • Develop a power map, a tool that helps you understand relationships and strategize about next steps. To do this, identify key decision-makers who have power to affect the policy you wish to pass or change. Then identify potential allies and opponents, their relationships to the decision-makers, their political strength, their relationships to one another, and your connections to them and to the key decision-makers. (See "Advocating for Change" in *Tools and Resources*.)

Involving city leaders, youth and community members in gathering information is just as important as the information itself. Some ways to increase participation include:

- Invite city council members or county supervisors to participate in walkability assessments or mapping food outlets in a neighborhood.
- Involve kids in neighborhood assessments and community mapping projects. Work with an already established youth group in your community or partner with a classroom teacher and his or her class.
- Appeal to youth leaders at school about the value of their input and link health to school performance.
- Get the PTA involved by talking with their members or presenting at their meetings.

As the coalition is reviewing its assessments, and deciding on goals and strategies, be sure to keep the coalition as a whole in the loop, and share decisions with others who have been involved along the way.

The mayor and some of the board members attended walk audits; local representatives from the assembly attended as well. Those have been good. There has been some media coverage.

Neighborhood Sector Stakeholder

Photo by Tim Wagner for HEAC

Step 2: Form Coalition

Changing food and physical activity environments in neighborhoods requires a broader range of partners than in any of the other sectors. A broad coalition can demonstrate that many people agree on a problem and how to solve it. And policy makers and the media will take notice of unusual partnerships, such as businesses working with consumer groups, or farmers and environmentalists.

In Chula Vista, California, youth paired up with a church and with local law enforcement. Together, they redesigned and updated a nearby park to make it safe for neighborhood families to use.

In your coalition, think about including:

- Local and statewide health departments
- Community, faith and school leaders
- Residents: individuals, families, parents, teens, and children
- Promotoras/es, community health workers
- Transportation agencies and advocates
- Policymakers and elected government officials: local (city, county, and regional), state, and federal legislators
- Recreational service providers
- Media representatives
- Environmental justice organizations
- Youth organizations
- Private sector developers
- City and county planning departments
- Advocates for food justice and food systems
- Community garden groups
- The local bike or pedestrian coalition
- Business owners and business leaders

Neighborhood change will be most successful if it reflects the vision, needs and interests of the people who live there. Community organizing involves bringing people together to develop a collective vision for their community, and means really including everyone, in meaningful ways.

Step 3: Identify Strategies

Next step is to select your top goals, and choose strategies to reach those goals.

See Chapter 2 for tips on choosing goals and strategies. A good place to start is to look at things that other communities have done in their effort to improve neighborhood environments.

> *Zoning laws were redone to allow for more food production-which was inspired by our farming program. It takes examples to show what is possible.*
>
> Community Stakeholder

◉ *Options:* Some Possible Neighborhood Policies and Interventions

Increase the availability, affordability, and quality of healthy foods and improve how foods are presented and sold	• Develop farmers' markets, food vendor trucks, roadside stands, cooperatives, community gardens, and fruit carts as alternatives to stores. • Locate farmers' markets and produce markets at easy access locations – schools, the local hospital. • Work to improve existing local stores. • Get EBT cards (plastic debit cards that replace food stamps) to be accepted at farmers' markets and other local food outlets. • Begin long-term advocacy to attract grocery stores. • Reduce presence of fast food restaurants, or stores that sell unhealthy products.
Collaborate with planners and developers to incorporate health-promoting goals into city planning decisions.	• Participate in the next General Plan update, and advocate to have health included in the plan. • Advocate for a Bike Master Plan, Pedestrian Master Plan, or Parks Master Plan. • Push for redevelopment funds and projects to be used for projects that improve healthy food and physical activity access.
Create permanent mechanisms for the community to be involved in local government decision-making processes	• Make sure that meetings are translated into the primary language of community members. • Notify residents of meetings on important neighborhood issues. • Create citizens' advisory boards.
Promote safe and enjoyable opportunities for physical activity	• Increase presence of (or improve existing) parks and other places for physical activity. • Set up joint use agreements with schools to make exercise facilities open to the public after school and on weekends. • Turn vacant lots into parks.
Increase transportation-related physical activity	• Make streets safe for walking and biking. • Improve easy access and use of public transportation. • Establish safe routes to walk or bike to school. • Establish safe routes to parks. • Push for planning decisions that create walkable communities, where schools, shops workplaces and parks are in walking or biking distance, or easy transit distance, from where people live.

Step 4: Take Action

Create an Action Plan to guide your work to create healthier neighborhoods. The Action Plan helps map out the steps of your strategy. And it can help keep everyone on track to get it done. See Chapter 2 for how to create an Action Plan.

Chula Vista Residents Advocate for a New Park
By Tanya Rovira-Osterwalder, M.S.
South Bay Partnership, Healthy Eating, Active Communities

Inspired by John P. Kretsmann's book "Building Communities from the Inside Out," Chula Vista residents embarked on asset-based community mapping of their neighborhood. Their efforts led to the development of the first park built in their community in the last 25 years.

The southwest section of Chula Vista is a low income, predominantly Latino neighborhood. Residents there lack access to parks and open space, and as a result, their quality of life is diminished. While parks offer social and environmental benefits, the health benefits of parks take on even greater importance in underserved communities such as southwest Chula Vista – especially for children and adolescents. According to the 2004 California Physical Fitness Test conducted by the California Department of Education, 33.4 percent of children in this area are overweight.

To do something about this situation the South Bay Partnership formed the Chula Vista Neighborhood Council Initiative (NCI), a grassroots group of residents motivated to create changes in their community by addressing them in a culturally appropriate manner. NCI identified an empty lot as a potential park where members of the community could gather and children could participate in recreational activities. What followed was a process of prioritizing, community advocacy, meetings with city officials and city staff, and a community dialogue where children and adults expressed their preference for a park design which included basketball courts, a skate ramp and walking trails. Ultimately, Harborside Park opened in May 2006.

Today Harborside Park hosts many residents of all ages engaged in various activities: children and adolescents skate at the only skate park in their community; fathers and sons spend countless hours after work playing basketball; and the Health and Human Services Agency promotes walking breaks and walking meetings for staff in the park – which is next to their building. Most importantly, an ongoing relationship between the South Bay Partnership and the City of Chula Vista Parks and Recreation Department was developed and resulted in their active participation in the Healthy Eating, Active Communities (HEAC) program. Among HEAC's most recent accomplishments is the incorporation of health language into the draft of the parks master plan, which will guide the development of parks in Chula Vista for decades to come.

Step 5: Reflect & Evaluate

Success sometimes takes going from one strategy to another, and back again. Evaluation gives you a chance to check and make sure the policies you changed get put into action. If they haven't been, you may have to go to city hall, to court, or petition the responsible government agency to demand action. You may need new allies along the way, and so must do more organizing. Your opponents may try to undo progress you've made.

- Develop a plan specifically to monitor the effect of the programs and policies you have influenced.

- Use evaluation results to adjust your strategies, if you aren't seeing progress.

- Remember that small successes can be important stepping stones towards achieving long-term goals.

Step 6: Communicate

Your action campaign will need to influence the public, and decision makers. This can be more important in the neighborhood sector that in, say, schools or healthcare settings. Neighborhoods don't have just one main institution or organization that defines what happens there. Instead, meaningful neighborhood changes require broad support. With broad support and lots of public attention, a just cause can be more powerful than lots of money and political contacts.

Both doing assessments, and releasing assessment results, can be good opportunities to communicate to the wider community about what you are trying to accomplish. Create events around walk assessments, or around releasing the results of an assessment. You can also do a press release to the media about what your assessments found. Share the information in a way that captures attention, and link the results you found to your goals for change.

Working in the neighborhood sector, your community outreach and coalition building will probably include a wide range of people from the community. Think about who you are trying to reach, as you develop your outreach materials and process. Think about what sorts of issues are important to each group, and how your coalition's goals would help address their important issues. Think creatively about how to reach all members of the community.

> *The mayor and some of the board members attended walk audits; local representatives from the assembly attended as well. Those have been good. There has been some media cover.*
>
> Neighborhood Sector Stakeholder

For more information on action and communications strategies, see "Advocating for Equitable Development" and "Advocating for Change", as well as the Berkeley Media Studies Group. See the *Tools and Resources* section at the end of the chapter.

Of course, any time you have a big success – a park is revitalized, a community garden opens, a community resident Pedestrian Advisory Committee is formed, new bike lanes open – inform your local media. Publicity will help build general community awareness of the positive change you are making, and it's a great way for those who were involved to feel recognized for their efforts.

Step 7: Celebrate Success!

Take time to evaluate your progress and document and reward your successes. It takes time to achieve change. It is important to celebrate little successes along the way, such as organizing your coalition, creating your Action Plan, residents organizing advocacy efforts, and educating the local public and policymakers.

Even if you lose a battle, there is always another day, another strategy, another set of circumstances with new opportunities. Through all the ups and downs, successes and setbacks, keep going – advocacy is a powerful force for change.

Photo by Tim Wagner for HEAC

👁 *Resources:* Tools and Resources for Changing Neighborhood Environments

Step 1: Assess Environment

Active Living Tools and Measures (website)
This section of the Active Living Research website provides an array of instruments such as surveys that can be used or adapted to measure environments and physical activity, i.e. walkabilty and bikeability. www.activelivingresearch.org, click Tools and Resources, select Tools and Measures.

What's Cooking in Your Food System. A Guide to Community Food Assessment (guidebook)
This guide explains Community Food Assessments, an imaginative way to determine needs and resources and promote collaboration on food issues. Includes case studies, surveys and tips for creating change. www.foodsecurity.org, click Publications, scroll down to the section on guidebooks and reports.

Community Mapping: Using Geographic Data for Community Revitalization (report—download)
PolicyLink (November 2002)
www.policylink.org/site/apps/nlnet/content2.aspx?c=lkIXLbMNJrE&b=5136581&ct=6999761

Youth in Focus (website)
This is the website of an organization working to engage youth in participatory research, including environmental assessments. www.youthinfocus.org

Step 2: Form Coalition

Organizing and Coalition Building: Increasing Your Strength (web page)
PolicyLink
Focusing in on one of eight strategies in coalition building, this tool helps organizations develop a collected vision for their community and achieve a common goal.
www.policylink.org/site/c.lkIXLbMNJrE/b.5153207/k.BDA5/Organizing_and_Coalition_Building_Increasing_Your_Strength.htm

Step 3: Identify Strategies

Environmental Nutrition and Activity Community Tool (ENACT) (web-based tool)
Strategic Alliance
This web-based tool can be used to help coalitions identify the options for changing food and physical activity environments across all sectors. Each ENACT strategy presents useful information based on current research and practice and includes model policies and programs, hands-on tools, articles and other publications, and resources. http://preventioninstitute.org/strategic-alliance, click on the Environmental Nutrition and Activity Community Tool (ENACT) link.

Equitable Development Toolkit (web-based tool)
PolicyLink
This web-based toolkit provides a number of tools offering strategies to create healthier and more equitable communities. For improving food and physical activity environments, see especially "Increasing Access to Healthy Food", "Encourage Active Living", and "Build Walkable Neighborhoods".
www.policylink.org, click on Equitable Development Toolkit, scroll down to select desired tool.

Land Use and Economic Development Toolkits (web-based toolkits)
Designed for nutrition and other public health advocates who are seeking a fundamental, introductory understanding of how land use decisions are made and how advocates can effectively participate. www.healthyplanning.org, click on Toolkits.

How to Create and Implement Healthy General Plans (Toolkit)
Public Health Law and Policy
How can public health advocates and city planners work together to create healthy, sustainable communities? The toolkit details strategies focused on the general plan, the key land use policy document for California cities and counties. It features resources on building relationships, assessing existing conditions, and creating and ultimately implementing policy language, and it includes model health language. www.phlpnet.org/healthy-planning/create_implement_gp

Getting Involved in Redevelopment (Fact Sheets)
Public Health Law and Policy
Public health advocates and community residents can help improve access to healthy foods and physical activity by working with redevelopment agencies to revitalize blighted neighborhoods. This series of fact sheets shows how redevelopment can help build healthier communities, and how advocates and residents can partner with redevelopment agencies throughout the process.
www.phlpnet.org/healthy-planning/products/Getting_Involved_in_Redevelopment%20

Nutrition Environments – Strategy Options

Healthy Food, Healthy Communities: Improving Access and Opportunities through Food Retailing
(report – download) PolicyLink (Fall 2010)
This report highlights three of the most promising strategies for increasing access to healthy, affordable food: developing new grocery stores, improving the selection and quality of food in existing smaller stores, and starting and sustaining farmers' markets. www.policylink.org/atf/cf/%7B97c6d565-bb43-406d-a6d5-eca3bbf35af0%7D/HFHC_SHORT_FINAL.PDF

Market Makeovers (website)
This dynamic youth-developed website provides steps, tips, tools and inspiration for doing a "market makeover," to help corner store owners carry and effectively market fresh fruits and vegetables. Youth-created video shorts throughout the site make it an engaging tool for working with and inspiring other youth advocates.
www.marketmakeovers.org

The Food Trust (website)
This website promotes access to nutritious foods, describes programs and initiatives across the country and links to reports and resources on a variety of related topics.
www.thefoodtrust.org

Physical Activity Environments – Strategy Options

Active Living by Design (website)
Innovative approaches to increase physical activity through community design, public policies and communications strategies.
www.activelivingbydesign.org

The Trust for Public Land (organization)
A national organization working to conserve open space and land for parks, community gardens, rural lands, and other natural places. The website includes a description of the organization's regional initiatives.
www.tpl.org

JointUse.org (website)
This website offers tools, resources, success examples and videos, and updates about the joint use of schoolyards and school grounds for community activities and recreation. Videos and some of the website information are available in Spanish.
www.JointUse.org

Step 4: Take Action

Opening School Grounds to the Community After Hours (Toolkit)
Public Health Law and Policy
In many communities, the safest and most convenient places for children to play are school facilities like gyms, sports fields, and playgrounds. But districts often close their property to the public after hours. This toolkit shows how to create contracts that expand access to school grounds, with schools, government, and even nonprofits sharing the costs and responsibilities.
www.phlpnet.org/healthy-planning/products/joint_use_toolkit

Complete Streets (Model Documents)
Public Health Law and Policy
Communities with "complete streets" allow people of all ages and abilities to get around easily and safely, even when they aren't inside a car. Advocates can download model complete streets laws, resolutions, general plan language, and fact sheets.
www.nplanonline.org/nplan/complete-streets

Safe Routes to School resources (Fact Sheets)
Public Health Law and Policy
Safe Routes to School (SRTS) programs encourage children and their families to walk or bike to school. These fact sheets and other resources address common barriers to SRTS, including liability concerns.
www.nplanonline.org/childhood-obesity/products/SRTS-resources

Getting to Grocery: Tools for Attracting Healthy Food Retail to Underserved Neighborhoods (Booklet)
Public Health Law and Policy
Many public, private, and nonprofit organizations support projects that help build a healthy economy, including grocery store development. This guide is designed to help advocates and public health agencies identify, coordinate, and leverage these resources.
www.phlpnet.org/healthy-planning/products/getting-to-grocery

Step 6: Communicate

Advocating for Change (web-based toolkit)
PolicyLink
Provides tips, tools and additional resources on how to advocate for policy and other types of change to improve neighborhoods.
www.policylink.org, click Equitable Development Toolkit, click Overview, scroll down to click Advocating for Policy Change

Photovoice as a Tool for Youth Policy Advocacy (report – download)
Partnership for the Public's Health
Developed by the Healthy Eating, Active Communities program, provides key tips and guidelines for using Photovoice as a powerful tool for youth advocates working to improve food and physical activity environments. With this approach, youth gain skills, experience, and leadership opportunities as they use photography to advocate for change in their community. www.PartnershipPH.org. Click on publications, then scroll down to the Healthy Eating, Active Communities section.

MO Project (website, training)
CANFit
Through an interactive, culturally relevant training designed for youth, MO Project teaches young people to use media as a way to advocate for healthy eating and physical activity changes in their community.
http://www.canfit.org/moproject

Berkeley Media Studies Group (website, tools, training)
The Berkeley Media Studies Group specializes in media advocacy to change policy that affects health. Their tools give specific tips about your language and messages, for things like walkable communities, joint use, and healthier food or beverage environments. The group also offers trainings to help advocates develop and practice their skills for talking to the media. See, especially, the "Talking About" series of briefs that offer language and suggestions for talking with media and others about your neighborhood change goals.
www.bmsg.org, click Tools, scroll down.

Chapter 5

After School

5

Roadmap

to Change After School Environments

- **1** Assess Environment
- **2** Form Coalition
- **3** Identify Strategies
- **4** Take Action
- **5** Reflect & Evaluate
- **6** Communicate
- **7** Celebrate Success!

For more information about creating healthier after school environments, contact:

California Adolescent Nutrition and Fitness
California Adolescent Nutrition and Fitness (CANFit) is a nonprofit organization whose mission is to engage communities and build their capacity to improve the nutrition and physical activity status of low-income African American, American Indian, Latino, Asian American, and Pacific Islander youth. CANFit's multi-cultural staff provide culturally appropriate training and policy implementation solutions that support communities.
www.canfit.org

California Convergence
California Convergence is a community-led statewide network of community coalitions and local advocates, working with state advocates and other partners, to improve food and physical activity environments. Organized into emerging regions throughout the state, California Convergence connects communities with others doing similar work for peer to peer learning and coordinated policy action.
www.californiaconvergence.org

The energetic afterschool coordinator John Ervin III led the way. Modesto City School District went from offering afterschool programs at only two schools to 18 sites serving more than 1,800 students, using the SPARK physical activity curriculum. Over ten years, Ervin and the school district and diverse partners developed an approach that incorporates healthy eating and physical activity in the school day and in afterschool programming alike.

West Modesto HEAL; CCROPP

The Accelerated School in South Los Angeles is surrounded by an urban "food desert" where there are many more fast-food restaurants and convenience stores than produce vendors and supermarkets. This makes it difficult for people living there to eat a nutritious diet that includes fresh fruits and vegetables. High school students in the after school program decided to do something about it. They worked with a local corner store owner on a "market makeover" to make fresh produce available to the neighborhood. They went on to record the process in a short video, and to create the website MarketMakeovers.org so that other youth and store owners do the same.

South Los Angeles HEAC

South Shasta County added healthy snacks, daily physical activity, and a nutritious lunch program (provided by Cascade Unified School District) to the Parks and Recreation Department free "Summer Fun" program for children at three South Shasta County sites. A newly built Anderson Teen Center includes a dance studio, a basketball court, outdoor stage, and a kitchen where a small grant made possible healthy foods cooking classes for youth.

South Shasta County HEAC

Success*Stories*

Baldwin Park's Healthy Teens on the Move after school group conducted a Photovoice project about nutrition and physical activity environments in Baldwin Park. They presented their photos and advocated for their policy recommendations in City Council Chambers, at the county library and to the Baldwin Park Unified School District. Park assessments by Healthy Teens on the Move of five city parks helped determine the condition of equipment at those parks, how much they were being used by the community, and how easy it was for people to get to them. The youth group also co-led Walk Baldwin Park Day with the Baldwin Park Resident Advisory Council, to determine high priority walkability issues in the city.

Baldwin Park HEAC

The Pixley Ballet Folkloric was started on a bare slab of concrete, by parents in the small farmworker community of Pixley, California. When Pixley's 100 degree days became too intense, the parents that founded the group worked with Pixley Union School District to be able to use indoor school space instead. Since then, the Ballet Folklorico has evolved into a popular afterschool program, and a model of effective joint use partnership between the school and the community. Involvement in the dance troupe has grown and the young dancers have performed locally and regionally for events, and at a statewide conference of the California Convergence.

Pixley CCROPP

> To see more examples of what communities are doing to create healthier food and physical activity environments, go to **www.CaliforniaConvergence.org and visit the Success Gallery.**

Success*Stories*

I believe we need to expand after school programs and work together on joint-use to transform schools into genuine neighborhood centers.

Los Angeles Mayor Antonio Villaraigosa
State of the City Speech, April 18, 2006

Overview

Your ultimate goal with after school programs should be the implementation of policies that support:

- Providing healthy foods, snacks and beverages.

- At least 10 minutes of physical activity for every 50 minutes of programming.

- Staff training on nutrition and physical activity.

- Limiting youth's exposure to marketing of unhealthy food and inactivity.

- Educating and engaging youth and parents to become stronger advocates for healthy food and physical activity environments in after school programs and in their community.

The first step is to assess what's already happening.

Step 1: Assess Environment

After school programs can be very different. There are school-based homework clubs, sports leagues, faith based youth development programs, and more. In order to assess the after school environment in your community, first you need to identify what after school programs are available. Most areas have school-based after school programs (those operated by the school district). Most also have many non-school based programs, which could be anything from YMCA programs to Boys and Girls clubs or other programs run by individuals, businesses or other organizations.

The assessment phase provides a great opportunity to involve youth – ask them what they do after school, where they go, what places they enjoy and frequent after the school day ends.

Once you have a list of after school programs that are provided in the community, next conduct an assessment of those programs. People often think they know what is happening in each after school program. But until you complete an assessment, you cannot be sure.

A rural community-based after school program was proud of the fact that they served "fruit snacks" every day. Upon a site assessment, it was discovered that the fruit snacks served were more candy than fruit – the top two ingredients were corn syrup and sugar. After conducting the site assessment, nutrition education was provided, and the after school program then served healthier snacks.

Assessments can be conducted using several different tools. Each has its strengths and drawbacks.

- Written and verbal survey questionnaires

- Interviews

- Meeting with small groups of leaders or participants in after school programs (focus groups)

- Town meetings

- Direct observation

- Community resource mapping

Choose a type of assessment that will be most likely to give the information that you most want to find out. Be sure that cultural issues are considered, in the design and of the assessment tool and how it is used.

For school-based programs, part of your assessment should include looking at whether the after school program's policies and practices follow school district policy, when it comes to food and physical activity. Do they support the district's goals for student health?

The person leading the process to assess the after school food and physical activity environment needs to be knowledgeable about the dynamics of after school programming. It is also important to have people involved in the assessment process who do not work in the after school sector. This can help to keep the assessment objective. It can also help build broader understanding of the unique dynamics of the after school environment.

Factors to pay attention to, during the assessment process:

- The assessment must be culturally appropriate (for example language, readability, ease of use).

- The assessment process can be an opportunity for youth and/or community members to build skills.

- Getting support from key youth and community leaders or lead groups will encourage others to join and get involved.

> *Forty percent of our kids are African American and the snacks are very heavy on dairy with no recognition of lactose intolerance as common in this community.*
>
> After School Stakeholder

👁 *Checklist:* **Planning an After School Assessment**

	Has your coalition/committee completed this step?	
■ Define the geographic area that will define the borders of your community.	☐ Yes	☐ No
■ Define the types of after school programs that will be assessed.	☐ Yes	☐ No
■ Define the questions that you want to have answered.	☐ Yes	☐ No
■ Decide the most culturally appropriate and efficient way of conducting the assessment.	☐ Yes	☐ No
■ Try out the assessment tool on a small population similar to the one to be surveyed.	☐ Yes	☐ No
■ Make adjustments to the assessment tool.	☐ Yes	☐ No
■ Conduct the assessment of after school programs.	☐ Yes	☐ No
■ Be sure to thank the after school programs for their time in allowing an assessment to be conducted.	☐ Yes	☐ No
■ Compile and summarize the assessment results.	☐ Yes	☐ No
■ Share assessment results with your whole group, and with the after school programs.	☐ Yes	☐ No

It is very important to share the results of the assessment within your group, and with the afterschool programs you assessed. Share within your group, so that everyone understands what's currently happening in programs, and what kinds of change could be good. By sharing the information with the afterschool programs, you allow them to see that the information about their programming is an important component of the healthy change process for the whole community. They will also be curious about what other programs are doing. Be sure to make results anonymous before sharing, so that you can protect the confidentiality of each program.

Photo by Tim Wagner for HEAC

👁 *Checklist:* Assessing the After School Environment

Has your coalition/committee assessed this?

Food Environment

■ Are there any written policies in place regarding snacks?	☐ Yes	☐ No
■ What are the snack menus? Is there variety in the types of snacks offered?	☐ Yes	☐ No
■ Do the snacks provided meet nutritional guidelines or standards? If so, which ones? (For example US Department of Agriculture guidelines, California Senate Bills 12 and 965.)	☐ Yes	☐ No
■ Who plans/ purchases snacks?	☐ Yes	☐ No
■ What food storage and cooking facilities are available at the after school site?	☐ Yes	☐ No
■ Besides snacks provided by the program, where else do youth obtain snacks – vending machines, corner stores, "snack shacks," local vendors?	☐ Yes	☐ No
■ How are snacks paid for? (For example federally reimbursed, tuition fees, grants.)	☐ Yes	☐ No
■ Does the program use any food or beverage industry-sponsored materials?	☐ Yes	☐ No
■ Is food used as a reward?	☐ Yes	☐ No
■ Is there a choice of healthy food/beverages provided at celebrations, fundraisers, or family events?	☐ Yes	☐ No
■ Does staff receive any training in nutrition or nutrition education?	☐ Yes	☐ No
■ Do youth have any voice in selecting the snacks served at the program?	☐ Yes	☐ No

Physical Activity Environment

■ How often, and for how long are youth physically active during the program?	☐ Yes	☐ No
■ What types of physical activity are offered?	☐ Yes	☐ No
■ Are there physical activities offered that appeal to boys, girls, non-athletes?	☐ Yes	☐ No
■ Is the physical activity based on youth's interests?	☐ Yes	☐ No
■ Does staff receive any training in techniques for effectively implementing physical activity?	☐ Yes	☐ No
■ What physical activity equipment and facilities exist at the program?	☐ Yes	☐ No
■ Are non-competitive activities included?	☐ Yes	☐ No
■ Do physical activity sessions encourage everyone to be involved?	☐ Yes	☐ No
■ Are physical activities appropriate for the age of participants?	☐ Yes	☐ No
■ Are there any written policies in place regarding physical activity?	☐ Yes	☐ No
■ Do youth have any voice in selecting the physical activities offered at the program?	☐ Yes	☐ No
■ Are there safe places to play at the program? Is space limited?	☐ Yes	☐ No

Those members of the group that are most familiar with the after school environment should have the greatest say in choosing top issues and goals on which to focus. They will have the best sense of how and when to introduce changes, to have the greatest chance of success. Most communities have both school-based and community-based after school programs, so include people from both schools and community when you are choosing strategies. Youth involved with this work should be included in the process of prioritizing and choosing goals. Finally, make sure the issues and goals you select correspond with the overall goals of the coalition and support the journey to a healthier environment. See Chapter 2 for help with the process of prioritizing which issues you will focus on changing.

A community based after school program was a member of a community health related coalition. They were already acting to restrict junk food at their program sites and provide a variety of physical activity alternatives for youth. However, none of these practices were formal policies. After being involved in the coalition, they understood the need for their own policy development to insure sustainability and continuity of these practices well after the end of the work of the coalition.

Step 2: **Form Coaltion**

After school (more accurately, out-of-school) activities occur before school, after school, on weekends, and during vacation and summer holidays – whenever there are organized activities for children and youth. Thus, a large number of agencies and organizations can be involved in a coalition working to improve healthy eating and physical activity for youth during after school time.

In California, the Department of Education supports after school training and technical assistance centers regionally, throughout the state. Many public colleges or universities have cooperative extension agents who are experts in nutrition or youth development. Staff from these centers can be a valuable resource.

Who to involve in your coalition:

- Youth – most important!
- After school staff from school-based programs
- Representatives from community-based after school programs
- Faith-based youth programs
- Local park and recreation departments
- Summer day camp programs
- Intramural sports leagues
- Parents
- Young adults
- Community members
- Community Health Workers
- School officials
- City officials
- Local businesses
- Local non-profit groups, especially those that work on nutrition/activity related issues (such as the food bank, fitness clubs)

One of the most exciting things that happened as community coalitions worked to make after school programs healthier resulted from getting youth involved in the process. In after school programs, youth had a chance to talk about the challenges they face in eating healthy and being active. They also learned the skills to do something about it – how to identify problems, decide what changes they wanted to see, and how to persuade decision-makers to make those changes.

In all of these communities, youth accomplished actual changes, as a result of their actions. They made changes that improved after school environments, schools, their neighborhoods and towns. They worked with store owners to make healthier foods more available. They transformed community parks. Youth learned to work closely with adults, and also learned they could take leadership roles in making change. Many of these youth have continued their work as adults, or have gone on to talk to state policy makers and get involved at the state level, or have connected with other youth doing similar work through online social networking sites. Youth learned that they have the power to make change happen.

See Chapter 2 for tips on how to foster meaningful community and youth involvement with the coalition.

Club Teen Connection

When the after school program began at Chula Vista Middle School, it competed with other local youth agencies for scarce funding and offered duplicate services for youth, until the Chula Vista Youth Coalition formed the Club Teen Connection (Club TC) program. Now, all the program providers wear Club TC t-shirts instead of representing their home agencies. They work together to provide on-going training and to set nutrition and physical activity standards for the community. Club TC has been widely recognized for its high attendance numbers (an average of 300 youth per day) and its creative ability to serve and speak to the needs of the youth before and after school. Their intent has always been to provide numerous activities (not just sports) that a variety of youth can enjoy, such as drama, arts and crafts, cooking, African-American dance, and deejaying.

👁 *Checklist:* Maintaining After School Collaboration

Have you assesed this with your coalition?

Coalition Membership
- Is membership balanced between school-based and community-based after school programs and agencies?
- Are meetings held at a time and place convenient for community members to attend?
- Is childcare provided?

☐ Yes   ☐ No

Vision
- Is there a shared definition of what makes a "healthy" snack?
- Is there a shared idea of what constitutes good physical activity, and enough physical activity?
- Is there a shared commitment to providing physical activity options that appeal to boys and girls, to athletes and non-athletes, to different cultural groups?

☐ Yes   ☐ No

Getting Organized
- Do meetings occur at times convenient for after school staff to attend (e.g. mornings or weekends)?
- Are your group leaders familiar with the specific goals you are seeking to achieve?
- Are community residents, youth, and a broad range of other stakeholders appropriately and well represented in groups and subgroups?

☐ Yes   ☐ No

Political Context
- Do you have a relationship with your County Office of Education (COE) regional after school lead?
- Do you have a positive relationship with local policymakers?

☐ Yes   ☐ No

Leadership
- Are the ideas of all members heard and respected?

☐ Yes   ☐ No

Step 3: Identify Strategies

Once you have prioritized your goals and issues and formed your coalition, the next step is to develop a plan and strategy to achieve your policy goals. Coalition members who work within the after school sector should have the primary responsibility for developing and choosing the strategies. They will know what is most possible and who the key decision makers are. They will also be the ones leading the work mapped out in the action plan.

Look into strategies that have been tried in other communities.

It is also useful to know about state and federal policies that relate to after school programs. In California, nutrition standards and physical activity guidelines apply to all school-based after school programs that receive ASES (After School Education & Safety Program) funding from the state. In addition, the federal Healthy, Hunger-Free Kids Act of 2010 extends funding for afterschool meals for at risk kids to all states. If these or other existing policies are not yet being put into practice in your community, or programs are not yet taking advantage of these opportunities, a good strategy for your coalition may be to help them to do so.

Photo by Tim Wagner for HEAC

You can have policy but if you don't have access, it won't do you much good. If you are working in an inner city school that doesn't have the right facilities, then all the policy in the world won't help.

After School Stakeholder

👁 *Options:* Possible After School Policies and Strategies

- Ban soda.

- Require 10 minutes of physical activity for every 50 minutes of after school programming.

- Provide training and technical assistance to after school programs to help them put physical activity standards into practice..

- Train staff on nutrition, physical activity, and how to teach these issues to youth.

- Expand school wellness policy nutrition standards to after school programs.

- Adopt nutrition standards (such as standards based on California's SB12 and 965, regarding foods in schools, or standards based on the Child and Adult Care Food Program) and/or require a daily serving of fresh fruits/vegetables.

- Implement and monitor city/county nutrition policies in city/county funded programs.

- Link nutrition and physical activity standards to funding for after school programs, as in California's Proposition 49.

- Develop formal agreements between after school programs and parks and recreation departments, YMCA or other community-based organizations to increase access to physical activity opportunities.

- Establish a policy limiting youth's exposure to marketing of unhealthy food and sedentary behaviors.

Draw upon strategies that others have found successful, but tailor these to meet the unique cultural, economic and regional needs of your community. As you develop the details of your plan, ask your community:

- What do after school providers, parents, and students know about food and physical activity?

- What do they need to learn?

- What group values exist in the community?

- What strategies might be accepted and what are likely to be resisted?

This will help you to create innovative, youth- and ethnically-specific implementation approaches such as:

- Developing healthy snacks with ethnic taste preferences that are satisfying to youth from a particular ethnic group. (See CANFit's After School Snack Guide, listed in the Resources, for ideas.)

- Creating educational messages that promote behavioral changes in culturally sensitive and meaningful ways.

- Increasing availability of alternative snacks.

- Producing ethnically and youth-specific nutrition guidebooks.

- Devising fun and culturally-specific physical activities. (For example, hip hop dance, capoiera, stepping, stacking.)

- Using media and new media such as photography, web-based social networking, flip cameras/video, YouTube, and websites to educate, organize, and advocate.

For ideas of ways to incorporate culturally appropriate strategies, see *Tools and Resources*.

> *Our teen group has worked on Photovoice. That helped better the conditions in the physical activity environment such as walkability. That impacted the after school programs as well. One teen took a photo of the basketball courts in her school and as a result, the courts were fixed.*
>
> After School Stakeholder

Step 4: Take Action

To develop an effective plan of action for improving after school environments:

1) Set measurable, realistic goals

When you have identified what you want to change, such as making healthy snacks available, increasing opportunities for physical activity, or putting policies in place so that healthy changes stick, be as concrete as possible. For example, it is easier to measure a goal such as, "Provide one serving of fruit to each child with every snack," than to measure, "Make snacks healthier." With the first goal, you will be more able to tell whether you have accomplished it or not.

2) Create a Communications Strategy

Identify your target audiences and be able to adapt information and messages appropriately for each audience. In the after school environment, factors such as ethnicity, age, body size, and culture can play a role in how you effectively engage youth. Other audiences may be government officials, local agencies, or businesses, which would require different strategies and target messages. Once you have developed a communications strategy, determine the best channel to use for each audience you are trying to reach.

3) Increase Awareness and Build Capacity

Build support at all levels by organizing town hall meetings to get everyone involved including parents, teachers, community members, businesses, and local government officials. Increase access to information and provide trainings, best practices, procedures, and up-to-date information for staff in the programs. Provide tools and training to help staff involve youth in the process. Finally, motivate staff by creating incentives and being a role model yourself. If the entire community is involved, the chances of reaching the goals increase dramatically!

> *Staff at city-run school-based after school programs received training on nutrition education and physical activity. They then incorporated the information and activities into their programming. They received a grant for youth to produce a "television show" on nutrition and physical activity. One component of the show is a "reporter on the street" who asks youth about how to read a food label.*

Step 5: Reflect & Evaluate

As part of your action plan, develop a way to track and assess your results consistently. Use this to track and monitor progress regularly. The use of a timeline and evidence of change will keep your coalition's focus on acheiving the various goals and objectives, and a good action plan should help you monitor these things. Evaluation in the action plan will help keep your activity on track toward immediate and long-term change.

> *We have always incorporated physical activities into our program but CANFit has made us more conscious of keeping track of our progress. The children and staff are now using the "My Physical Activity Record" to monitor their own progress.*
>
> Community-based After School Program Provider

👁 *Checklist:* **Measuring Results**

Have you evaluated this with your coalition?

Monitor food options at all after school program venues:
- Snack time
- Fund raisers
- Family events
- Vending machines, other vendors

☐ Yes   ☐ No

Monitor what (if any) food advertising/marketing is used in:
- Materials
- Curricula
- Donations (even "free" curricula)

☐ Yes   ☐ No

Determine if staff are trained on:
- Leading inclusive physical activity sessions
- Teaching about healthy eating
- Role modeling healthy food/activity behaviors

Are staff actually putting into practice what they are trained to do?

☐ Yes   ☐ No

Track organizational policies regarding:
- Beverages and foods available in the after school program (including food donations)
- Staff role modeling of healthy eating and physical activity
- Advertising/marketing

Are these policies being implemented? Example: Watch out for rewarding youth with passes for fast food restaurants or sedentary activities (e.g. movies).

☐ Yes   ☐ No

Track impact of youth engagement and advocacy:
- Food and beverages policies or practices changed in after school environment or community due to youth advocacy
- Physical activity policies or practices changed in after school or community environment due to youth advocacy
- Food and beverage marketing changed in after school or community environment due to youth advocacy
- Youth mentoring younger children; youth engaging peers

☐ Yes   ☐ No

Step 6: **Communicate**

Today's youth are a digital generation. They have grown up with computers, the web, cell phones, text messaging, video, and social networking sites like Facebook and MySpace. These technologies are a great way to engage youth, and for youth to outreach to their peers. With some training and support, youth involved with healthy food and physical activity issues have used:

- Video
- Photography
- Built websites
- Created online social networking sites
- Created an online "tv show"
- Posted to YouTube

They have used these technologies to assess their environments, to raise awareness and organize with other youth, and to persuade decision makers to pass policies for change. See *Tools and Resources* for links to some of what they have created, and some of the resources they've used to do so.

Step 7: **Celebrate Success!**

A community-based organization developed a smoothie bar in response to the lack of affordable healthy snacks in their community. A grand opening was held for the smoothie bar to celebrate its initiation. Those in attendance included other community programs, media, funder, family members, and community members. The youth leaders who originated the idea of the smoothie bar and carried it through to its serving low-cost healthy all-natural drinks, were recognized for their accomplishments.

MO Project

The CANFit organization worked with youth to use video to show the conditions they face in their community environments that keep them from being healthy. Youth, especially in low income communities of color, often lack fair access to healthy foods and safe places to be active. Through the MO Project (as in "more" access to healthy environments), youth learned to create videos about these conditions. In CANFit trainings around the state, youth learned to do filmmaking, advocacy, and spoken word. At the end, youth screened their videos, and discussed how they would continue to advocate, after the event.

CANFit also hosted two online youth media contests, where youth posted their videos for all to see, getting over 63,000 page views by nearly 7,000 visitors to the website. Many youth groups used their MO Project videos to advocate for policy changes with both state and local policy makers.

In Chula Vista, these youth have taken the lead on conducting assessments in 6 different community sites, assessing land use and transportation and their affects on health.

In Kettleman City, students made a video about the lack of healthy options in their local corner store. They showed the video to the store owner. Since then, the store has added fresh produce to the front of their store display.

In Arvin, youth used "video voice mapping" (showing and describing conditions in a specific location, using video) to show how violence in communities limits youth opportunities to be physically active.

In Santa Ana, youth used their MO Project videos to advocate for creation of a skate park where they could be active, which is now being built.

For more information, or to ask about training, see http://www.canfit.org/moproject.

❂ *Resources:* Tools and Resources for Changing After School Environments

Step 1: Assess Environment

CANFit HEAC Afterschool Assessment Tool (tool)
Delineates different types of after school programs, ethnicity of students, funding sources, snack menus and physical activity schedules. Request tool by contacting California Adolescent Nutrition and Fitness (CANFit) at info@canfit.org.

CANFit Cultural Needs Assessment Guide (guide – download)
Outlines a process for uncovering the role of culture in the nutrition and physical activity habits of multi-ethnic youth so that the information may be used to improve the habits in a culturally appropriate way. www.canfit.org/pdf/Guide.pdf

After-School Health Environment Self-Assessment Tool (checklist)
Coalition on Children and Weight San Diego
A checklist of best practices that, if implemented, can help create an environment that is supportive of healthful eating and physical activity. The topics are worded as policies and can be adopted as is, or used as guidelines to develop policies that are more fitting for your particular program. To request tool, contact the Coalition on Children and Weight San Diego at ccwsd.hhsa@sdcounty.ca.gov or (619) 542-4041.

Assessing Your Nutrition Environment: A Tool for Community Youth Programs (tool – download)
Assessment tool to evaluate the nutrition environment of community youth organizations for supporting children's healthy eating habits. It has checklists for assessing soda machines, vending machines, meal programs, food donations, and facilities. http://www.sdnnonline.org/5aday_fliers_handouts/5aday_general_fliers/powerplay_assessment_tool.pdf

Step 2: Form Coalition

How to Talk Food & Physical Activity to Youth
Youth oriented talking points for highlighting the importance of nutrition and physical activity to youth. Introduces the idea of food and physical activity environments, and of policy- and systems-change to create healthier and more equitable communities. www.canfit.org, click Publications, scroll down.

Step 3: Identify Strategies

Nutrition & Physical Activity Policy Recommendations for After School Programs (brief – download)
CANFit
Recommends policies to be implemented either legislatively or institutionally. www.canfit.org, click Publications, scroll down.

ENACT (Environmental Nutrition and Activity Community Tool)
Strategic Alliance
Has great strategies complete with tools, model policies, a listing of organizations and coalitions. This web-based tool can be used to help coalitions identify the options for changing food and physical activity environments across all sectors. http://preventioninstitute.org/strategic-alliance, click on the ENACT Community Tool link.

Promoting Physical Activity and Healthy Nutrition in Afterschool Settings (strategy brief – download)
Outlines the roles programs can play in obesity prevention and offers recommendations for funding strategies. http://nccic.acf.hhs.gov/afterschool/, scroll down to select brief.

Promoting Healthier After School Environments: Opportunities & Challenges (policy brief – download)
After school programs have a vital role to play, not only by providing academic support, but also by supporting healthy eating and physical activity. This report presents opportunities, challenges and strategies that can help ensure that after school programs create healthy environments for our children and youth. www.canfit.org, click Publications, scroll down.

Nutrition Policy & Practices

Tips that CANFit Into Your Afterschool Program (webpage)
Lists ten interventions to bring better nutrition to an after school program. These strategies can be formalized into agency policies. www.canfit.org/nutrition_tips.html

Nutrition Standards for Snacks in After School Snack Programs (web page fact sheet)
This fact sheet identifies the federal reimbursable snack requirements as well as the state nutrition standards for snacks offered in after school programs. http://www.cde.ca.gov/ls/nu/as/afterschoolnutstan.asp

CANFIT Snack Policy Brief (report – download)
We have a golden opportunity to improve the lives and health of millions of children by providing high quality snacks within the federal child nutrition programs. The following recommendations can help us achieve this goal, and should be considered as you review child nutrition program re-authorization legislation. www.canfit.org, click Publications, scroll down.

Physical Activity Policy & Practices

JointUse.org (website)
Focuses on the shared use between schools and other community organizations of playgrounds and facilities, to increase school and community access to safe places to play and be active. Website provides success stories, tools, talking points, and links to policy advocacy efforts. www.jointuse.org

California After School Physical Activity Guidelines
(guide –download)
California Department of Education
These guidelines provide resources for implementing high-quality physical activity programs within California Department of Education-funded after school programs.
http://www.cde.ca.gov/ls/ba/as/documents/paguidelines.pdf

After School Physical Activity Policy Brief
(report – download)
CANFit
Physical activity is known to be an important part of maintaining a healthy lifestyle, but policies and programs aimed at improving the health and wellness of youth often overlook the importance of physical activity in their lives. Compounding the situation, many schools lack the resources and infrastructure to meet recommendations for daily physical activity and physical education during the school day. This brief describes the landscape of physical activity for youth in California today. www.canfit.org, click Publications, scroll down.

Step 4: Take Action
Nutrition and Physical Activity Practices

99 Ways Toolkit (toolkit – download)
CANFit
The 99 Ways is an interactive booklet that provides everything from nutrition and fitness lesson plans to shopping menu tips to strategies to involve parents and community members – all to help you make your after school program and your community healthier places for youth and families. www.canfit.org, click Publications, scroll down.

Promoting Healthy Activities Together (P.H.A.T.)
(campaign and multi-media package)
The campaign utilizes a community-based approach that embraces music, dance, emceeing, and other elements of hiphop culture (in community centers, schools, after school programs and other organized settings) to deliver important messages about healthy eating and physical activity. The multi-media package includes a video, DVD, CD, and guidebook. www.canfit.org/phat
Contact CANFit at info@canfit.org or (800) 200-3131 for a workshop on how to use P.H.A.T. to bring nutrition education and physical activity to your program.

Nutrition Practices

Recipes for Success (workshop)
CANFit
An interactive, hands-on workshop designed for youth providers who work with low-income, multi-ethnic youth ages 10-14. Features nutrition and physical activities and games that have been tested and proven effective with adolescent audiences.
Information available at: www.canfit.org, click Services, scroll down to Recipes for Success.

Physical Activity Practices

ACTIV8 & Advocate for Physical Activity in your School/ Community (guide)
CANFit
Learn how to create a more sustainable and realistic physical education or physical activity culture using CANFIT's ACTIV8 (activate) – an 8-step do-it-yourself guide that aligns with the physical education standards and after school physical activity guidelines.
www.canfit.org (available Spring/Summer 2011)

Trainings in Physical Activity for Youth Providers (resource list)
CANFit
Lists organizations that offer a variety of trainings in physical activity for program staff. Examples include teaching youth providers indoor and outdoor games, incorporating sports into after school programs, creating an activity program, and building a community playground.
www.canfit.org, click Services.

After School Physical Activity (website)
Has many physical activities and games designed for students in grades 4-8. www.afterschoolpa.com/base.html

PE Central: The Premier Website for Health and Physical Education (website)
For health and physical education teachers, parents, and students, provides the latest information about developmentally appropriate physical education programs for children and youth.
www.pecentral.org

Step 5: Reflect & Evaluate

Measuring Youth Program Quality: A Guide to Assessment Tools (guide – download)
A review of tools used to assess programming and their quality.
www.forumfyi.org, click Publications, scroll down to guide.

Step 6: Communicate

Photovoice As a Tool for Youth Policy Advocacy
(brief – download)
Partnership for the Public's Health
This brief provides tips and lessons for using Photovoice as a powerful tool in youth advocacy to create healthier food and physical activity environments. It identifies key elements of a youth Photovoice process that will enable youth to build the skills and knowledge that allow them to lead policy advocacy and accomplish community and policy change. www.partnershipph.org, click Publications, click HEAC.

MO Project (website, training)
CANFit
Through an interactive, culturally relevant training designed for youth, MO Project teaches young people to use media as a way to advocate for healthy eating and physical activity changes in their community.
www.canfit.org/moproject

MarketMakeovers.org (website)
South LA HEAC and Public Matters
This youth-created interactive website teaches youth about advocating for healthier food and physical activity environments, and practicing healthier habits. Provides tools, videos, and tips for making community change, including specific tips on Market Makeovers to bring produce to corner stores. www.marketmakeovers.org

We're Fed Up (web-based social networking site)
South LA HEAC and Baldwin Park HEAC youth
This youth-created social networking site aims to engage, activate, and organize youth to advocate for healthier food and physical activity environments, to fight obesity, and to practice healthier habits. Youth can join, post videos and photos, and participate in blogs and forums. www.werefedup.com

After School Resources

National After School Association (organization)
Strives to be the leading voice of the after school profession dedicated to the development, education and care of children and youth during their after school hours. www.naaweb.org

The After-School Corporation (organization)
Works to improve the quality, availability and sustainability of after school programs. www.tascorp.org

The Afterschool Alliance (organization)
A nonprofit organization dedicated to raising awareness of the importance of after school programs and advocating for quality, affordable programs for all children. www.afterschoolalliance.org

Youth Today (newspaper)
The only independent, nationally distributed newspaper that is read by more than 70,000 professionals in the youth service field. Some of the issues covered include: youth development; juvenile justice; gang and violence prevention; adolescent health; teen pregnancy, sex, and parenting; after school programs and mentoring; job training and school-to-work; and best practices. www.youthtoday.org, click Subscribe.

The Afterschool Project (website)
Contains reports and publications for free download that help expand and strengthen the national after school community. www.theafterschoolproject.org

Nutrition Resources

Healthy After School Snack Guide (guide – download)
(English & Spanish) CANFit
Explains nutrition guidelines for snacks served in after school programs, to make it easier to serve healthy snacks in after school programs. The guide has menus using foods that can be easily obtained at convenience stores and that fall within the federal reimbursement rate budget. (Please note that the CACFP and NSLP

rates have increased to $.74 per snack effective June 2009 - June 2010.) The guide also contains two-week sample cycle menus, a Costco shopping list and 26 healthy snack recipes. www.canfit.org, click Publications, scroll down.

Diversity Resource List (web page)
American Dietetic Association
Assists in locating nutrition education resources for various population groups, helps increase awareness and understanding of diversity. www.eatright.org/default.aspx

Are YOU Gettin' Played by Ronald McDonald?
(handout– download)
Addresses how fast food and soda advertising uses tricks to lure you into buying their products.
www.canfit.org/pdf/advertising%20handout.pdf

California Project LEAN (Leaders Encouraging Activity and Nutrition) (organization)
Provides a wealth of resources, evaluations, articles and materials for promoting healthy eating and physical activity.
www.californiaprojectlean.org

Feeding Kids Newsletter (online newsletter)
Online newsletter with recipes, articles and news related to nutrition for children. www.nutritionforkids.com/Feeding_Kids.htm

Public Health – Seattle and King County, Washington
(website)
Diabetes meal planning in multiple languages, and healthy recipes in multiple languages.
www.kingcounty.gov/healthservices/health.aspx

Physical Activity Resources

Trainings in Physical Activity for Youth Providers
(list – download)
Lists organizations that offer a variety of trainings in physical activity for program staff. Examples include teaching youth providers indoor and outdoor games, incorporating sports into after school programs, creating an activity program, and building a community playground. www.canfit.org, click Services, scroll down.

The California Center for Physical Activity (organization)
A champion for creative solutions to increasing everyday activity in California, and an expert resource for California physical activity partners. The Center also helps communities create more walkable and bikeable neighborhoods. www.caphysicalactivity.org.
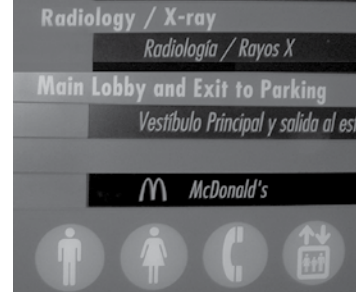
Chapter 6

Healthcare

6

Roadmap

to Change Healthcare Environments

1 Assess Environment

2 Form Coalition

3 Identify Strategies

4 Take Action

5 Reflect & Evaluate

6 Communicate

7 Celebrate Success!

For more information about working within healthcare organizations and with the healthcare sector to create healthier communities, contact:

Kaiser Permanente

Kaiser Permanente was an active partner, funder, and technical assistance provider for The California Endowment's Healthy Eating, Active Communities (HEAC) program. Kaiser Permanente's technical assistance for the HEAC program included the development and delivery of training for physicians and other health care providers on use of Body Mass Index (BMI) as a vital sign, on prevention counseling techniques, and on the physician's role in community advocacy. Kaiser Permanente also established the Healthy Eating Active Living (HEAL) initiative, funding communities across California and the nation to create healthier community environments. http://info.kp.org/communitybenefit/html/index.html

California Convergence

California Convergence is a community-led statewide network of community coalitions and local advocates, working with state advocates and other partners, to improve food and physical activity environments. Organized into emerging regions throughout the state, California Convergence connects communities with others doing similar work for peer to peer learning and coordinated policy action. www.CaliforniaConvergence.org

Dr. Robert Savio recognized a real problem in Oakland's Highland Hospital. While the hospital was treating increasing numbers of obese pediatric patients at risk for diabetes, the hospital food carts sold candy and junk foods. He teamed up with nurse practitioner Michele Bunker-Alberts to get fresh produce boxes delivered to the hospital. Staff members sign up in advance, paying $24 per box. Their price in turn subsidizes free or reduced-price produce boxes for low-income patients' families.

Oakland HEAC

In Santa Ana, Dr. Alberto Gedissman founded a youth nutrition and exercise program that has served hundreds of young people. A vocal champion for a healthier community, he talks to policy makers and he advocates throughout the community to change what he describes as the "toxic environment" of unhealthy foods that surrounds his young patients.

Santa Ana HEAC

The South Shasta Healthy Eating, Active Communities (HEAC) coalition worked with local doctors' offices to change their clinical practices and policies. They focused on two things. They provided training to doctors to talk with patients about the risks of obesity and the importance of healthy eating and physical activity. Doctors starting measuring Body Mass Index and documenting it in patient's charts. The coalition also encouraged doctors' offices to role model healthier environments. Offices began banning candy and other unhealthy food gifts from drug company representatives.

South Shasta HEAC

Kaiser Permanente has created over 45 farmers at hospitals in six states, part of their effort to role model healthy food environments.

Kaiser Permanente

> To see more examples of what communities are doing to create healthier food and physical activity environments, go to **www.CaliforniaConvergence.org and visit the Success Gallery.**

Success*Stories*

In a toxic environment, it's impossible for many of our members to follow their caregivers' advice – to eat better and be more active. The very nature of the [obesity] epidemic has required us to work across professional boundaries and beyond the physical boundaries of our medical offices, into the communities and into the policy environments.

Raymond Baxter, PhD
Senior Vice President, Community Benefit Kaiser Permanente

Overview

Healthcare providers of all kinds are on the front lines of the obesity epidemic. They see the impact that poor nutrition and lack of physical activity have on their patients. They have the opportunity to make a major difference. They can encourage their individual patients toward healthy living. They can work to improve their healthcare organizations, as well as the whole community. They can bring a powerful and persuasive voice to the table, as communities work to create healthier food and physical activity environments. Healthcare providers can use their influence, experience and position to help decision makers see how urgent it is to make these sorts of changes.

Goals for the healthcare sector:

- Healthcare professionals become advocates for healthy food and physical activity policies in the community, and in their organizations.

- Hospitals, doctors' practices, and other healthcare organizations become role models for healthy eating and physical activity.

- Provide tools and training to for doctors to assess and discuss this health issue with their individual patients.

Once you have a group that is interested in working with and within the healthcare sector, the first step is to assess what's already happening.

Step 1: Assess Environment

Conducting the assessment:

- Look for ways to involve members from throughout the community in the assessment process.

- Reach out to interested individuals from healthcare sector organizations, to conduct the assessment within their own organization.

The following list of questions can help you gather information specifically about the healthcare sector.

Photo by Tim Wagner for HEAC

Photo by Tim Wagner for HEAC

👁 *Checklist:* Assessing the Current Environment

Political Environment

- Have any local leaders (e.g. local senators, assemblyman, mayors, county supervisors, or city council members) taken the lead on issues related to obesity?
- Has the local public health department provided leadership? Who in the health department has responsibility for working on this?
- What local advocacy groups are working in this area? What is their focus? Are they collaborating with anyone? Are health providers or public health departments involved in local advocacy efforts?
- Are there any current local bills or ordinances related to obesity prevention (for example, creating more physical activity programs through parks and recreation departments or schools, restrictions on junk food or sodas in places where children play)?
- Does the public support this issue? Believe it is important? How could healthcare professionals be engaged to promote more public support

☐ Yes ☐ No

Healthcare Facilities

- Are there any healthcare organizations (hospitals, clinics, etc.) currently modeling healthy food or physical activity environments? (For example, have unhealthy foods been removed from hospital vending machines and cafeterias? Are there policies that support physical activity breaks for employees?)
- Do they have a current group of health policy champions?
- What kinds of changes have they made? Do they have a current policy in place? Do they need support to make and oversee the changes?
- Are there any healthcare organizations, including public health departments, that are working to transform and improve their policies around food and physical activity?
  - o What kinds of changes are they planning to make? What kind of support do they need to develop policies, make the changes, and make sure they stick?

☐ Yes ☐ No

Note: The following questions can be used for one-on-one interviews with community members.

👁 *Checklist:* Assessing Health Leadership and Infrastructure

Has your coalition/committee assessed this?

Assessing Leadership

- Who are the recognized physician leaders in the community? Other health care provider leaders?
- Are any of these involved in obesity prevention or changing the environment to promote health?
- Who are the recognized leaders in pediatric overweight and diabetes in your community?
- How has the public health department been involved, or what are they known for, related to pediatric overweight or diabetes in the community?
- Have any colleges or universities been involved in your community, and if so, in what way? How could they play a role in this work?

☐ Yes ☐ No

👁 *Checklist:* **Assessing Health Leadership and Infrastructure** *(continued)*

Has your coalition/committee assessed this?

Assessing Infrastructure
- Where do adults and children receive healthcare in the community? Clinics? Hospitals?
  For each facility describe:
  - o Name, location and description of facility (e.g., clinic, hospital, community based organization, school-based clinic).
  - o Types of healthcare providers who work with overweight and children in these facilities.
  - o Who pays for care for these children and their families? (E.g., commercial insurance, Healthy Families, Medi-Cal Fee for Service, Medi-Cal Managed Care, CHDP, AIM, uninsured/self pay, etc.)
  - o What health plans provide insurance for the children? (E.g., CHP, Tower, UHP, Kaiser Permanente, Molina, local initiatives, etc.)

☐ Yes   ☐ No

Note: The following questions can be used for a written survey of doctors and other health professionals.

👁 *Checklist:* **Assessing Clinical Practices among Community Physicians and Practitioners**

Has your coalition/committee assessed this?

- What are the current training needs of the community physicians and practitioners?
  - o What types of training to address overweight children have the community physicians and practitioners already received?
  - o Where do the community physicians and practitioners receive their ongoing training and CME (Continuing Medical Education)?
  - o What is the best method to communicate with community physicians and practitioners about ongoing education and training opportunities (e.g., mail, fax, telephone, email, etc.)?

☐ Yes   ☐ No

- What kinds (if any) of weight management referral programs for children exist either at the facility, or in the community (e.g., classes, workshops, counseling, toll-free numbers)?
  For each program, describe:
  - o Name of class or program, location, length.
  - o Who it serves, and how it reaches out to those patients.
  - o Staffing and cost to patient/family.
  - o What is each clinic's or facility's capacity to identify, track and follow-up with overweight children?
  - o What types of clinical outcomes measures (e.g., Body Mass Index) or information about patients' health behaviors are already being collected?
  - o What types of information (IT) systems do they currently use (e.g., registries, electronic medical record)

☐ Yes   ☐ No

In the case of HEAC, all of the promotoras are versed in nutrition and fighting obesity. They typically do health education, but they don't actually create change. We want to give them an additional 32 hours of advanced training in the concepts of advocacy and policy. They would then be able to advocate and mobilize, and for example, help change what's served in school lunch programs, or help bring a farmers market in a particular community.

Melinda Cordero, director, network of Promontoras & Community Health Workers, Vision y Compromiso

Step 2: Form Coalition

The healthcare field involves many different roles. You began to reach out to these groups as you did your assessments. Many of these groups should be represented on your coalition:

- Healthcare professionals such as doctors, nurse practitioners, nurses, dieticians, promotoras/es, traditional healers, and health educators.

- Individuals from hospitals, community clinics, community clinic associations, health plans, public health departments

- Health care administrators, clinic managers, policy directors, hospital public affairs staff and communications professionals.

- Public health department leaders (they can play a key role in helping to identify and organize healthcare providers).

- Groups addressing similar health issues such as local chapters of the American Diabetes Association, American Heart Association, American Pediatrics Association, etc.

- Students in healthcare fields such as medicine, nursing, nutrition, physical therapy, public health and health administration.

- Community residents, churches, or community members who will be impacted or can influence change.

Some specific ideas to address the challenges of maintaining a healthcare coalition include:

- Reinforce individuals' roles and responsibilities in achieving the long-term goals of the coalition.

- Identify the strengths of the various members as well as what they can contribute to the coalition.

- Hold meetings at a time that works for physicians such as early in the morning before work, at lunchtime or after dinner and offer breakfast/lunch/dinner.

- Offer Continuous Medical Education credits for participation in the coalition whenever possible

Photo by Tim Wagner for HEAC

Engaging youth in the healthcare sector may not be as obvious as in the school or neighborhood sectors, however some youth may have a particular interest in this sector:

- Youth in training programs in healthcare.

- Youth volunteers at local clinics and hospitals.

- Youth community health workers.

- Pediatric diabetes coalitions or pediatric weight management groups.

- Student groups focused on policy or health issues.

In addition, youth from the larger coalition who may be working primarily in the neighborhood or school sectors can make occasional contributions to the work in healthcare. Photovoice projects could be used to demonstrate how healthcare facilities are increasing availability of fresh fruits and vegetables in neighborhoods, such as through farmers markets, or to show the types of foods and beverages sold in vending machines in clinic and hospital settings. In advocacy, healthcare champions can team up with youth – a healthcare provider and a young person make a powerful team when testifying at a hearing, or advocating for a policy.

Step 3: Identify Strategies

Once the assessment has been done, and someone has summarized the results, the whole coalition and everyone involved in conducting the assessment should help set priorities and goals for change. This is also a good stage to invite potential new members into the coalition who you feel should be involved.

See Chapter 2 for a general checklist for setting priorities.

> *We also need the (clinic) employees to provide a good example. We have a lot of sedentary providers….We want providers to bring in just fruit and veggies to meetings, and initiate meetings where people are walking outside and discussing the business instead of sitting down. We're also encouraging employee-wide physical activity weeks.*
>
> Mitchell Kushner, M.D., Medical Director for SPA 3, Los Angeles County Department of Public Health

When choosing your goals, think about:

- The results of your assessments.
- Assets and gaps that currently exist.
- Who are the local leaders in the healthcare sector?
- What's already happening, related to obesity prevention?
- Public mood – is there support for this goal?
- Political will – do local leaders support this goal?
- Potential partnerships with people working on similar goals in the schools, in workplaces, and in neighborhoods.

Different strategies address the three different aspects of working in the healthcare sector:

1) Changing policy that affects community environments.

2) Role modeling healthy food and physical activity environments in healthcare workplaces.

3) Healthcare providers working with patients to motivate healthier behaviors.

Photo by Tim Wagner for HEAC

Step 4: Take Action

When you develop your action plan, keep in mind that doctors' time will be very limited. Other partners in the coalition should do as much of the planning and preparation as possible. Bring in doctors and other health providers at key times, such as:

- Testifying before policy makers
- Meeting with leaders of a healthcare practice to encourage them to adopt policies
- Appearing at public forums to give a presentation.

Some tips for taking action in the healthcare sector:

1. Influencing Policy

a. Involve youth! Having youth testify with a physician can be quite powerful.

b. Attend local conferences to gain ideas for policy interventions.

2. Role Modeling Healthy Food and Activity Environments in Healthcare Workplaces

a. Have several people rather than just one be champions for new practices in the worksite, such as a walking club or activity breaks during meetings.

b. Work not only with hospitals and clinics, but also with other health/healthcare organizations, such as public health departments.

3. Influencing Patient Behavior

a. To train new healthcare providers to work with patients around obesity, you will need to provide training on an on-going basis. Build the capacity within all clinics and provider groups to train their new staff, by providing "train-the-trainer" trainings.

👁 *Options:* Strategies to Influence Policy

- Promote high standards of nutrition and physical activity practice to healthcare and provider associations.

- Increase the number of healthcare providers involved in advocacy. Healthcare providers participating in the public policy process can draw attention to the need for community changes that support healthy eating and activity habits.

- Respond to news stories providing a health care provider perspective.

- Join/partner with state and national advocacy groups (such as members of the Strategic Alliance, in California) and with local coalitions.

👁 *Options:* Strategies to Role Model Healthy Food and Physical Activity Environments in Healthcare Workplaces

Health providers and institutions who "walk the talk" by making changes themselves will feel more comfortable advocating healthy behaviors with their patients.

- Make healthy foods available to staff, patients and the surrounding community.

- Set healthy nutrition standards for all cafeteria meals and vending machines. Identify other venues where food and beverages are sold in healthcare facilities, such as gift shops or vender trucks, and work with them to stock healthy foods. Establish a policy setting guidelines for these venues.

- Include 5-10 minute activity breaks for meetings that are longer than one hour. Create a culture that supports walking meetings.

- Encourage employees and visitors to use the stairs by unlocking stairwells, providing good lighting, and installing signs to promote stair use.

- Provide water to drink; have clean sources of tap water and/or working water fountains.

- Improve access to breast-feeding information and services for patients & employees; develop a policy that supports breastfeeding for working moms and patients.

- Eliminate fast food restaurants at hospitals and other health care facilities.

- Work with the facilities or construction department to create healthy buildings, for example with walking paths, and open stairwells.

👁 *Options:* Influencing Patient Behavior: Strategies for Changing Clinical Practice

- Encourage doctors to talk regularly with their patients and to provide brief counseling about physical activity, eating habits and breastfeeding.

- Adopt standards of practice that include routine screening of all patients about their physical activity and eating behavior, and checking their Body Mass Index.

- Offer training to providers to conduct screening and counseling in both a culturally appropriate and sensitive manner. A number of organizations, including the California Medical Association Foundation, the American Academy of Pediatrics and Kaiser Permanente have developed training programs for changing clinical practices. Contact your local organization to find what is available near you.

- Develop referral systems to help patients find additional resources about nutrition, physical activity, and weight management.

We get more money if we document the co-morbidities. The more complications you chart, the more money we get. Why can't we have an incentive of some sort of recognition program for agencies or providers of healthcare who go above and beyond to do preventative care? For example healthcare prevention academy awards.   Healthcare Stakeholder

Step 5: Reflect & Evaluate

Similar to the assessment process, evaluating changes in the healthcare sectors can take many forms. For example:

- Identify any new policies in healthcare practices, such as a policy that requires doctors to measure Body Mass Index (BMI) for all children and youth.

- Conduct a survey of physicians and patients to see whether the policy is being followed.

- Visit doctors' offices or do a Photovoice project to see what foods are available in health facilities.

See Chapter 2 for a list of evaluation methods, and their uses.

Kaiser Permanente found that training clinicians on shorter, more focused training topics was particularly effective in changing clinical practices and patient behavior. The following is a list of the types of trainings developed and conducted for HEAC sites and Kaiser's own practitioners:

Basic Pediatric Overweight Training – This training focuses on prevention, screening, and communication skills and targets four key behavioral determinants for childhood overweight: physical activity, television viewing, sweetened beverage consumption and fruit and vegetable consumption. Tools include exam room posters, patient education materials and BMI calculators.

Target: physicians, nurses, mid-level providers, nutritionists, counselors, etc.

Community Advocacy Training – This training focuses on the role of pediatric providers in community advocacy strategies to reduce childhood overweight. The presentation draws on examples from other successful environmental interventions and tips for starting a community intervention around pediatric overweight are covered.

Target: providers that want to get involved in community and policy level advocacy.

Parent/Teacher Childhood Overweight Talk – Parents and teachers learn about the obesity epidemic in children and what they can do to prevent it. Tips for what parents can do if their child is already overweight are also discussed as well as ways for schools and communities to get involved.

Target: parents, teachers, school administrators.

Weight and Body Image Teen Talk – Training addresses issues facing teens around weight and body image. Teens are given tips on what they can do to be healthier and have a healthy weight.

Target: adolescents.

Step 6: Communicate

Changing policy:
Health care providers, and especially doctors, are often highly respected. They are thought to bring an objective, scientifically grounded perspective to any issue. They therefore can be powerful spokespeople and advocates for making changes in the community. This is all the more powerful if they team up with community residents or youth.

Newspapers and other media outlets are often looking for an expert to quote, with respect to issues they are writing about. Doctors and other healthcare professionals can play an important role by being available as the expert, for newspaper articles about the importance of creating healthier community environments.

Workplace Changes:
Healthcare organizations (like most organizations) value getting positive media attention, particularly for something directly connected with their mission of improving people's health. When a hospital or other healthcare organization makes significant positive changes, this is an opportunity not only to recognize their leadership, but also to inspire other organizations to do the same.

Clinical practice:
Healthcare providers who have made changes to how they interact with patients about healthy eating, physical activity, and preventing obesity can have big influence with their peers. They can train others in their organization. They can also simply offer presentations about the changes they've made at professional associations and similar meetings.

👁 *Resources:* Tools and Resources for Changing Healthcare Environments

Action Brief: Health Care System: A Powerful Force for Improving Eating and Activity Environments
(brief – download)
Strategic Alliance
An excellent synopsis of what the healthcare sector can do to prevent the obesity epidemic. http://preventioninstitute.org/strategic-alliance, click Resources & Publications, select Health Care.

Step 1: Assess Environment

Obesity Prevention Project Community Resource Directory
(online database)
The California Medical Association Foundation
This simple search engine allows searches by county, type of program (i.e. clinic, diabetes counseling, educational materials, physical activity, etc.), age group and language. www.thecmafoundation.org, click Projects, click Obesity Prevention Project, select Community Resource Directory.

Step 3: Identify Strategies

Obesity Prevention Project (website)
California Medical Association Foundation
This site has a wealth of information focusing on physician approaches (advocacy, community outreach, train-the-trainer, etc.) to obesity prevention. www.thecmafoundation.org, click Projects, select Obesity Prevention Project.

Promoting Healthy Eating and Physical Activity in Healthcare Settings (guide – download)
Strategic Alliance (December 2006)
This guide offers ideas for how healthcare can help to decrease obesity. It describes using clinical practice for prevention, focusing on a larger healthcare facilities approach as well as the value of clinicians conducting local advocacy. www.samuelsandassociates.com, click Our Documents, click on Reports and Policy Briefs, scroll down to select guide.

American Academy of Pediatrics – Overweight & Obesity
(website)
A key resource for physicians doing patient education and community outreach, this site has a variety of information. www.aap.org/obesity

Obesity Coding Fact Sheet (factsheet)
American Academy of Pediatrics, August 2007
Helps pediatricians and other health care professionals with coding for obesity-related health care services. The Academy presents strategies and a template letter for pediatric practices to handle carrier denials and contractual issues in a separate document accessible from the AAP Private Sector Advocacy web page on the Academy's Member Center web site. www.aap.org/obesity, click "Professional Education & Resources", click "Reimbursement Information" and scroll down to "Obesity Coding Fact Sheet."

Nutrition, Physical Activity, Weight Management Resources
Kaiser Permanente has the following resources available for free to California-based non-profit community organizations, schools, public hospitals, clinics, and county public health departments:
• Handouts for parents, adults, teens, etc.
• BMI wheels, exam room posters, management and treatment guidelines for providers
NOTE: To request a resources order form in Northern California call (510) 625-6372, in Southern California call (626) 564-3600.

Step 4: Take Action

ENACT Local Policy Database
This searchable database offers information of existing policies and programs working on nutrition and physical activity.
http://preventioninstitute.org/strategic-alliance, select ENACT Local Policy Database.

California Fit Business Kit (web-based kit)
Offering a variety of tools including a healthy stairs tool and a guide to creating worksite walking groups, this is a valuable resource.
http://www.dhs.ca.gov/ps/cdic/cpns/worksite/FitBusinessKit.htm

Chapter 7

Marketing and Advertising

Roadmap

to Change Marketing & Advertising Environments

1 Assess Environment

2 Form Coalition

3 Identify Strategies

4 Take Action

5 Reflect & Evaluate

6 Communicate

7 Celebrate Success!

For more information about the marketing and advertising sector, contact:

Berkeley Media Studies Group
Berkeley Media Studies Group provides media advocacy training and strategic consultation to community groups and public health professionals on many public health issues. These include food and beverage marketing practices, and advising on a range of strategies to prevent and reduce diet-related chronic disease.
www.bmsg.org

California Convergence
California Convergence is a community-led statewide network of community coalitions and local advocates, working with state advocates and other partners, to improve food and physical activity environments. Organized into emerging regions throughout the state, California Convergence connects communities with others doing similar work for peer to peer learning and coordinated policy action.
www.CaliforniaConvergence.org

Youth in South Shasta County learned about food and beverage marketing, and realized that one of the places unhealthy foods were aggressively marketed was at the check-out stands of their local Walmart store. They met with the store manager, and presented their idea: create the option of some healthy check-out stands. The students planned the display area, and recommended foods and beverages to be sold (such as water, dried fruit and nuts, yogurt). The stands were popular, and highly successful!

South Shasta HEAC

In South Los Angeles, City Councilwoman Jan Perry has been a strong champion for healthier food and physical activity environments, and has met with youth from South LA Healthy Eating, Active Communities (HEAC) a number of times. One of her most publicized efforts changed the food marketing scene in South LA by putting a temporary stop to building any new fast food and drive-through restaurants in the community she represents. Now, that fast food moratorium is being made permanent, and over time the kinds of foods sold and available in South LA will start to change. South LA HEAC celebrated Jan Perry's work to improve the food environment with a HEAC Community Champion Award.

South Los Angeles HEAC

For every supermarket or farmers market, Baldwin Park, California has six convenience stores or liquor stores. The statewide average is one to four. "Healthy Teens on the Move," an advocacy committee of students from local high schools, decided to develop a healthy food marketing program that would advertise and promote healthy items, and invited local store owners to participate. Participating stores were featured as part of a marketing campaign that included attractive new signs, free ads in the local newspaper and on TV. Eight businesses signed on to the "Healthy Selection" program. Each store made a commitment to develop in-store Healthy Selection areas, share consumer nutrition handouts, and place stickers and signs on healthy options.

Baldwin Park HEAC

Success*Stories*

"Happy Meals." From the name, to the advertising, to the packaging, fast food meals aimed especially at kids are carefully marketed to grab their attention. One of the ways fast food companies do this is by advertising and including toys with the meals, often characters from favorite kids' TV shows or movies. Santa Clara County decided to change the rules on how these unhealthy foods could be marketed to young children. The county passed a law against toy giveaways with meals and foods that don't meet specified nutritional standards. Drawing publicity from around the country, the law has already inspired San Francisco to do the same.

Santa Clara County

> To see more examples of what communities are doing to create healthier food and physical activity environments, go to **www.CaliforniaConvergence.org and visit the Success Gallery.**

Success*Stories*

Young children are [already] being manipulated rather effectively by television ads that are not interactive and not tailored to the individual child. As there is more… interactive capability, advertising is going to be more powerful than ever before. I think that's what underscores the need for more regulatory intervention.

Dale Kunkel, PhD, Professor of Communication University of Arizona

Overview

Companies spent $2 billion in 2008 marketing food and beverages to children, according to the Federal Trade Commission. This includes everything from traditional commercials on TV to toys and giveaways at fast food restaurants. Just as troubling is digital marketing, which has increased dramatically. It's hard for parents to to compete with characters from their children's favorite movies, or messages sent to their children via Facebook and other social media sites, or coupons and other promotional texts sent directly to their cell phones.

What's troubling about all these dollars spent on food and beverage marketing is that they work. Children are attracted to what gets advertised. Younger kids can't tell the difference between advertising and programs. And the foods that get advertised to children, for the most part, are bad for their health.

However, there are many things that local groups can do, in their own communities, to limit marketing and counter its effects.

Goals for work in the marketing sector:

1. Work on the local level to remove advertising and marketing from school and after school settings.

2. Reduce marketing in neighborhoods targeted at children and youth. At the federal level, push for regulations to reduce advertising to children in popular media, and digitally.

3. Involve and train youth as advocates for changing food and beverage marketing practices.

Marketing's Classic Four P's:

In order to combat the effects of marketing, we must understand how it works. In the 1950's marketing guru Philip Kotler developed the concept of the Four P's of Marketing:

- Product
- Place
- Price
- Promotion

Companies adjust each of these to get a combination that influences customers to choose their product. You can use the Four P's to assess food and beverage marketing in your community.

Product

Product includes not only the actual food, beverage, item or service being sold, but also any benefits that come along with the product. For kids, that added benefit might be "fun" in foods designed just for them like "Lunchables" or "Happy Meals."

Product has been adjusted to try to market more foods to children – there has been a dramatic increase in the new food products targeted to U.S. children and youth in the last decade. But the reality is that a healthy diet for kids is very similar to a healthy diet for adults. Products such as chicken nuggets, fruit leather, or sugared cereals are created to make money for the food companies, not because children need these foods.

Packaging is also part of the product, and plays a big role in how foods appeal to children. Popular cartoon characters like Sponge Bob SquarePants and Dora the Explorer show up on cereal boxes, frozen meals, crackers, and more.

Toys and other giveaways packaged with food products are another way marketers reach children. You can get a McDonald's Happy Meal with "baby safe" toys for toddlers under 3 years old. Santa Clara County and San Francisco County in California have both banned toy giveaways with unhealthy foods. They recognize this as an unfair way of marketing unhealthy foods to children.

Price

Price refers to how much is charged for a product. Less nutritious foods are often priced more cheaply than healthier ones. They are often cheaper to produce and ship, and they have a longer shelf life. In addition, many of the ingredients of less healthy foods (for example soy oil, or high fructose corn syrup) are supported by government payments to the growers, through the federal Farm Bill. A 20-ounce soda may be cheaper than a 20 ounce bottle of milk, for example. This might encourage a customer to buy the soda instead of the milk.

One common pricing strategy that the food and beverage industry uses is discounts for buying a larger amount. This strategy was highlighted in the movie Supersize Me. A "Big Gulp" soda costs just pennies more than the smaller size, or fast food restaurants offer two burgers for a dollar. This can encourage customers to buy and eat or drink more than they would have.

Place

Place refers to where and how the product is distributed and sold. The main goal of food marketers is to make their products accessible in as many places as possible. That is why they encourage eating in cars, bookstores, schools, sports arenas, movie theaters, and other places not typically associated with eating a meal.

For food and beverages aimed at kids, the following aspects of "place" all have impact:

• Locations of stores selling healthy or unhealthy food (for example farm stands or convenience stores near schools).

• Location and number of places selling fast food products and brands (including at schools and in after-school programs).

• Within stores, the position of products on shelves, in special displays or at checkout. Food companies often pay grocery stores to display their products in special high-visibility locations such as at the ends of aisles.

Food marketers try to reach out to children everywhere they are. For example, Taco Bell has built kitchens in community centers to train youth to work in fast food; and other marketers provide new product taste tests, food giveaways, and other promotional activities to after school programs.

Promotion

Promotion refers to the advertisements and other techniques marketers use to make customers aware of the product and want to buy it. This includes traditional advertising on TV, radio and in print, but also, these days, more and more interactive promotions through the Internet, cell phones and other digital media.

A July 2006 study from the Kaiser Family Foundation found that 85% of the leading food brands that target children on TV also have websites with online content that is targeted to children. Most contain "advergames" – interactive games in which a company's product or brand characters are featured. They function as a game and an advertisement in one.

These product websites aim to keep the child engaged for as long as possible, while bombarding them with messages about the product. For example, at http://www.cheetos.com, youth can "hang out" with "Chester Cheetah," an animated Latino-accented cheetah character, who leads children on interactive games and tours of his funhouse while pitching Cheetos brand snacks.

These and other food and beverage websites offer children product coupons and incentives for product purchase. Many of them provide "viral marketing" opportunities, where kids can email or IM their friends messages about the website and the product. Marketers know that nothing promotes a product like word of mouth. And many of the sites solicit personal information, product preferences and other valuable marketing data from their child visitors.

Physical Activity, and Food and Beverage Marketing

Physical activity, the other main part of the health equation, often gets used to support the marketing of unhealthy foods. For example, the food and beverage industry often sponsors physical activity, like sports events or playground equipment. Soda companies often purchase space on scoreboards for the local high school team, so they can display their logos to students. Food industry executives have distracted attention from their marketing of unhealthy foods by saying people should just exercise more. It's important to be aware of the tactics the industry uses.

Marketing Sedentary Behavior

Advocates are just starting to look at the industries and marketing that promote sedentary behavior, which may discourage children's physical activity. The video, movie, video game and television industries market sedentary behavior to young people. This is a new area for advocates that is likely to get more attention. Just as heavy marketing of unhealthy foods lures children away from eating well, heavy marketing of video games may lure kids away from time spent playing in ways that are physically active.

To work on this in your community, the first step is to assess how sedentary behaviors are marketed, just as you will do for marketing of foods, and then get your group together to brainstorm possible strategies. If your group develops some effective strategies for reducing or changing the marketing of sedentary behavior, you're at the cutting edge of this work! You can provide an example that others can turn to.

Step 1: Assess Environment

To document the problem, map the marketing young people are exposed to locally. Mapping the Four Ps of Marketing will help you assess the marketing in your community in a systematic way. Using an enlarged map of your neighborhood or town and a list of types of marketing to look for, members of your group can walk around the neighborhood in small groups and mark each type of marketing on your map.

To engage young people, create a "scavenger hunt" to help make youth aware of the different kinds of junk food marketing that targets them in their community. Divide youth into teams and send the teams out into the community with a list of marketing examples to find in one hour (or more, if you like). You can take pictures of each example with digital cameras or cell phone cameras, or just make notes about where you found each item. (Be sure to ask permission to take pictures in a store! Tell the cashier or manager what organization you are from and that you are doing a youth group project on healthy eating and marketing.)

Not all of these types of marketing will be in every neighborhood – but look and see what you find. Make note of where you find each item. Then prepare to present your findings to your coalition, community residents, policy makers, and reporters.

◉ *Checklist:* Assessing the Marketing and Advertising Environment

Product

- **Are the food products targeting children and youth healthy?** For example, do children's meals in restaurants offer a healthy choice as the default choice? Do free movie-related toys come with healthy food or junk food?.

Place

- **Where are children encouraged to eat?** Movie theatres, schools, bookstores, video game arcades, other stores, and at home (in their bedrooms, living room or other rooms in addition to the kitchen or dining room)? What sorts of foods are available in those places?

Price

- **Does junk food cost as much as healthy food in your neighborhood?** Compare the price specials for soda to the usual price for milk, for example, or chips versus fresh fruit.
- **Do single servings cost more than larger packages?** Does it cost more to purchase a reasonable serving size, making it cheaper to overeat?

Promotion

- **What promotions are surrounding youth on the street?** For example, are there signs in fast food restaurant windows – what kinds of foods are they promoting? Are they healthy or not healthy? Are there billboards aimed at children and teens, near playgrounds or schools?
- **What promotions are children exposed to in their homes?** Do children access food or beverage websites at home, or see food and beverage ads on TV or packaging?
- **What promotions are children exposed to at school?** Look for logos on vending machines, scoreboards, food service equipment: coolers, bottle bins, refrigeration units, napkins and cups, signs, ads and posters, and on classroom materials.
- **What promotions are children exposed to in corner stores or grocery stores?** Look for food or beverage promotions (displays, signs, etc.) aimed at kids. Do they promote healthy food or junk food? For what foods do cartoon characters appear on food packaging? Are there posters showing junk food snacks for sale? What is displayed in check-out aisles?
- **What brands have promotional tie-ins with children's movies?** For example, McDonald's and M&Ms both had promotions linked to Disney's "Pirates of the Caribbean: Dead Man's Chest."
- **Which products are sponsoring cultural or community events that involve children or youth?** For example, Burger King sponsored the Vibe (hip hop magazine) Music Fest in June 2005 (during Black Music Month), featuring artists such as Kayne West, Sean Combs, Keyshia Cole, Ludacris, and more.
- **What brands are using mobile phone and email ads to target kids?** Companies are using text messaging and email to connect with their young customers. Teens provide their cell phone number or email address when signing up for a membership on a food or beverage website. Parent's permission is not required for youth over age 13.

Step 3: Identify Strategies

Most advertising and marketing of unhealthy foods are produced by major multi-national corporations. In addition, the First Amendment protects commercial speech in advertisements, so many local communities feel there isn't much they can do about the marketing deluging their children.

Fortunately, however, there are a number of strategies communities can use at the local level and at the federal level.

Locally, there are a variety of approaches to making changes in the Four Ps of Marketing. Once your group has assessed the problem, then you can brainstorm possible actions you can take at the local level to reduce marketing that targets youth, and you can prioritize among those possible actions. Use the Options list included here to help generate ideas, and resources listed in the *Tools and Resources* section. The toolkit, "Fighting Junk Food Marketing to Kids" includes specific activities and worksheets to help groups brainstorm solutions.

Generate as many ideas as possible about what policies you might implement in your community that would help limit food marketing to youth. Discuss pros and cons of the ideas your group comes up with, and identify who has the power to make the change your group seeks.

The following page includes just a sampling of possible strategies for limiting marketing to youth. You may come up with other strategies that could make a difference as well.

Photo by Tim Wagner for HEAC

◉ *Options:* Possible Strategies to Address Marketing and Advertising

Product:

- Ban products if they are unhealthy: for example ban the sale of sodas on school grounds.

- Regulate a product directly, including what, when, where and how products are sold: for example a community could require that candy or other products be sold only after certain hours or outside of a certain distance from a school.

- Impose product standards: for example foods sold as a complete "meal" must not exceed set limits for unhealthy characteristics such as calories, salt, fat, etc.

- Impose product labeling requirements: for example require chain restaurants to provide nutrition information on their menus or menu boards.

Price:

- Make certain snack foods and/or sodas more expensive by taxing them. (Unlike with alcohol and tobacco taxes, however, "junk food" taxes have not been found to reduce consumption.)

- Impose regulatory fees (an additional business license fee) on retailers who sell products that have been demonstrated to increase obesity, for instance sweetened beverages and certain restaurant meals. Fees raised should be earmarked for specific public health promotion programs.

Place:

- Communities can map the location of different kinds of marketing in their community, as an assessment of the marketing environment.

- Ask grocers to designate a "Candy-Free" check out aisle to give parents a chance to dodge the "pester factor" in the checkout line.

- Pass a sidewalk encroachment ordinance saying small groceries may use sidewalk space outside the store for selling goods, but only for produce.

- Use vacant lots (donated by the city) for community gardens to supply farmers' markets.

- Use the conditional use permit (CUP) process to put a moratorium on new fast food or junk food outlets in a community.

- A land use law could 1) prevent fast food outlets from opening within 500 feet of schools; 2) prevent fast food outlets from opening within 500 feet of another fast food outlet; and 3) limit the number of fast food outlets in a community to one per every X residents.

- Ask retailers (grocery stores, etc.) to put healthier items within eye's sight of children and lower nutrient items on the higher shelves, or to arrange cereal boxes with the nutrition labels out rather than the cartoon-character-laden fronts out.

- Pass local legislation to require that candy, for instance, be placed behind the counter so that the customer must ask to purchase the product. Similar to the restrictions that commonly eliminate self-service for tobacco products, such limits are intended to discourage impulse purchases, and also reduce the threat of shoplifting.

- Add language banning marketing and promotion of unhealthy foods to the school district's local Wellness Policy.

- Ask after-school programs not to allow food and beverage marketers to provide activities or curricula to the program.

- Eliminate drive-through service at restaurants selling unhealthy foods.

Promotion:

- Ask retailers not to display any in-store promotions that feature cartoon characters selling unhealthy foods (or that target people of color).

- Pass an ordinance banning giveaways of toys or other promotional items (e.g. "Happy Meal" toys) in connection with unhealthy fast food.

- Ask your city council to pass a resolution to request specified federal, state, and local officials and private industries to take actions concerning foods and beverages marketed to children.

- Support proposed federal restrictions on food advertising during children's TV programming and on the use of cartoon characters to sell unhealthy products.

👁 *Checklist:* **Developing a Strategy to Address Marketing and Advertising**

The Problem
- What aspect of food and beverage marketing to kids are we most concerned about in this community? Select one or two concrete areas you can address locally – whether marketing at schools, the number of fast food outlets, or logos on vending machines on public property.

The Solution
- What concrete policy change or changes would we like to see implemented to address this problem? Remember, policy can be legislative or regulatory – such as a local ordinance limiting fast food outlets or a school district policy banning food and beverage marketing on campus – or voluntary, such as a merchant agreeing not to display promotions that use cartoon characters to sell unhealthy foods.

The Target
- What person or group has the power to make the necessary change? This may be an elected official, a school board, or the owner of a market.

The Supporters
- Who can be mobilized to apply pressure for change? Think about all the potential supporters in the community who could be convinced to get involved – parents, health care providers, teachers, youth, and more.

The Next Steps:
- What do we need to do next to move forward on this goal? Do more research on the policy goal (developing model language, etc.), approach the decision maker to gauge their response, or do more community organizing to build your base of supporters. Identify next steps that youth, parents, and community leaders can do.

The Outcome
- How will we know when we have succeeded? Describe what will look different in your community as a result of your successful efforts in this area. What evidence will you need to track in order to measure the change?

At the national level, advocates from around the country have been pressuring companies directly to change their marketing practices. They have also been pushing for federal policies that restrict marketing of unhealthy foods and beverages to children and youth, not only on TV but in all the ways they are marketed.

Communities can play an important role in this effort. Examples of how much advertising there is locally, and how it impacts children in your community can help convince federal decision makers to act, whether it's Congress, or an administrative department or commission. The best way to get involved is through the Food Marketing Workgroup, www.foodmarketing.org (coming August 2011).

The Food Marketing Workgroup also provides examples of state and local policies from around the country on their website, as well as other tools and resources. Their resources and links can help you generate ideas, as you develop your own strategies to make change locally, and beyond.

Step 4: Take Action

Once you have documented the food and beverage marketing that targets children and youth in your community, and determined with your coalition what changes you want to see, you are ready to take action. The goal of this step is to demand change at the local and national level.

How you advocate for change will depend on the strategy and key decision-makers you identify. In some cases policy change may occur locally, as with

- A family ("our family will join a community pledge to no longer allow junk food in the house").

- A local merchant ("our store will no longer use promotions for junk food at children's eye level").

- A policy maker ("the school board will not allow promotions for junk food in elementary schools").

If the marketing is national in scope, the action may involve writing to federal regulators, such as the Federal Trade Commission. In this case, your coalition will likely want to join others working to put pressure on decision makers at the national level to do something about junk food marketing to kids.

Step 6: Communicate

When you get involved in an advocacy issue like reducing marketing to kids, you will need to talk about the issue with friends, neighbors, policymakers and many other people. No matter which policy goal your coalition pursues, there will be opponents.

Coalition members will need to be prepared to answer some of the challenging questions they may get asked about food marketing. You will feel more comfortable debating these issues with policy makers or others if you have a chance to practice good answers in advance.

Think ahead of time about the different audiences that will need to be convinced of the importance of this issue and your solutions.

It might be business owners, city council members, parents, or others. Brainstorm questions that each audience might ask about the proposed solution. For example, you may get asked:

- Why is this problem something we as a community should pay attention to right now when we have more important things to deal with, like drive-by shootings?

- Don't companies have the right to advertise their products to consumers? It's not like these products are illegal.

- Doesn't the problem of obesity and poor diets really start at home?

- Why do we need policies to fix something that is a problem of poor parenting?

- Isn't the obesity problem really about a lack of physical activity?

- What do you think is the most important thing that should be done about marketing of unhealthy food and beverages to children and youth?

Discuss possible answers with your coalition before engaging in a discussion about the issue outside the coalition. The answers to these questions will vary depending on each person's perspective on the problem. Work together to be sure that you agree with each other about your reasons and rationale for wanting to change food and beverage marketing that targets youth.

👁 *Resources:* **Tools and Resources for Changing Marketing and Advertising Environments**

Steps 2-5: Assessment, Strategy Options and Implementation

Fighting Junk Food Marketing to Kids
(video or DVD, toolkit)
Berkeley Media Studies Group
The short video is a good way to engage both the community and youth in this important conversation. The 14-minute presentation illustrates community-based actions to address marketing. It is available to view or download in both English and Spanish. You can also download the accompanying toolkit with discussion guides, worksheets, and background information, also in English or Spanish. The video and toolkit can be used as community organizing tools to stimulate local advocacy for policies that limit the impact of food and beverage marketing to kids.
www.bmsg.org/proj-food-heac.php

DigitalAds.org (website)
This website describes the many ways marketers are using digital media to market unhealthy foods and beverages. It talks about the specific ways they target African American and Latino youth, and it describes the impacts of all of this marketing on young people. It can help you assess the full range of marketing directed at children and youth in your community, and it provides ideas for taking action.
www.digitalads.org

Target Marketing Soda & Fast Food: Problems with Business as Usual (brief – download)
Berkeley Media Studies Group
One of the main goals of fast food and soda marketing is to make you to feel special, like the product is just for you. This brief reveals the tactics they use to do so, and is part of a series on target marketing.
English: www.bmsg.org/pdfs/bmsg_cche_target_marketing_brief.pdf
En Español: www.bmsg.org/pdfs/bmsg_cche_target_marketing_brief_spanish.pdf

The Soda and Fast-Food Industries Target their Marketing Towards Mothers of Color (brief – download)
Berkeley Media Studies Group
Target marketing allows the fast food and soda industries to promote their products to certain groups. This marketing brief, the second part of a series, shows how those industries are focusing on African-American and Latino moms and why this is a problem.
English: www.bmsg.org/pdfs/bmsg_cche_target_marketing_ethnic_moms.pdf En Español: www.bmsg.org/pdfs/bmsg_cche_target_marketing_ethnic_moms_spanish.pdf
(Two more briefs are being developed as part of this same series. Check back at the Berkeley Media Studies Group website, www.bmsg.org.)

Captive Kids: Selling Obesity at Schools, an Action Guide to Stop the Marketing of Unhealthy Foods and Beverages at School (toolkit – download)
California Project LEAN (2006)
This tool kit addresses the issue of marketing unhealthy foods and beverages on California school campuses.
www.californiaprojectlean.org select Tools and Resources, scroll down to Marketing. Or call California Project LEAN at (916) 552-9107.

Step 4: Taking Action

Rapid Response Media Network
(advocacy alerts and talking points)
Strategic Alliance
In partnership with Berkeley Media Studies Group, the Strategic Alliance designed the Rapid Response Media Network to help California advocates influence public discussion on nutrition, physical activity, and related chronic diseases. The Rapid Response Network generates and distributes talking points and framing analysis to guide responses to major news stories and industry actions, including those on food and beverage marketing.
To join, contact sana@preventioninstitute.org.
To download talking points on food and beverage marketing, go to http://preventioninstitute.org/strategic-alliance, click Rapid Response Media Network.

The Food Marketing Workgroup (coalition)
The Food Marketing Workgroup is a coalition of organizations dedicated to eliminating harmful food marketing – particularly marketing aimed at those who are most vulnerable to obesity and other nutrition-related diseases – by actively identifying, investigating, and advocating changes to marketing practices that undermine health. The Workgroup's comprehensive website can help you stay informed about what's happening at the national level around food marketing. It also provides a host of state and local policies from around the country, as examples that other states and communities can follow or adapt. And it has tools and resources for changing the food marketing environment. www.foodmarketing.org (coming August 2011)

Common Sense Media (website and organization)
Common Sense Media is a national organization led by concerned parents and individuals with experience in child advocacy, public policy, education, media and entertainment. It offers trustworthy information, and useful tools for communities, families, and teachers to provoke discussions about media and marketing. It also helps give parents a collective voice to shape federal policy about the media affecting children. www.commonsensemedia.org