physical activity
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Physical Activity Plan
Toolkit

A GUIDE TO CREATING A PHYSICAL ACTIVITY PLAN FOR YOUR COMMUNITY

ACKNOWLEDGEMENTS

COLLABORATORS

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OVERVIEW

WHY PROMOTE PHYSICAL ACTIVITY?

Non-communicable diseases attributed to physical inactivity are accountable for five million deaths annually. [1] The decision to be physically active depends on both a person's motivation and ability to be active. Businesses, schools, health care centers, city planners, politicians, volunteer organizations and health care professionals all have a responsibility to help create environments in which people can safely choose to be physically active.

WHAT IS THE PURPOSE OF THIS TOOLKIT?

This toolkit outlines the components of a physical activity (PA) plan. Each section contains resources and links to dig deeper into the various parts of the plan. This allows you to tailor the process to best fit your needs. For example, if you are an expert in writing SMART objectives, but lack expertise in evaluation, you may want to spend more time exploring the links in Part 5: Create an Evaluation Plan. This toolkit will streamline the process of creating a physical activity plan and help to outline your community, city, or state's commitment to increasing physical activity levels in your area. Once you have completed all of the steps in the toolkit, we have provided a *Physical Activity Plan Template* available in Microsoft Word, which can be edited and tailored to fit your community's needs. We hope that this will save you valuable time and effort.

WHO WILL BENEFIT FROM USING THIS TOOLKIT?

This toolkit will directly benefit anyone interested in creating a physical activity plan for their state, community or area, including physical activity practitioners, community leaders, and anyone interested in organizing an effort to get people moving.

INTRODUCTION

In May of 2010, the National Physical Activity Plan was launched.[2] The Plan includes a set of policies, programs and initiatives which aim to increase the physical activity of Americans.

Though many states have obesity or wellness plans that include some physical activity focused strategies, at this time, only two states have created a stand-alone physical activity plan - West Virginia and Texas.[3,4] Because physical activity plans are important for providing strategic direction for states, cities, and communities to rally around physical activity goals, the Physical Activity Policy Research Network has been asked to compile a guide to facilitate the creation of such a plan.

This guide goes through the six steps of physical activity plan formation, and can be tailored to create plans targeted for states, cities, or communities.

The six steps to create a physical activity plan include the following:

> **Step 1. Build a coalition**
> **Step 2. Conduct a community assessment**
> **Step 3. Develop goals and objectives**
> **Step 4. Select evidence-based intervention strategies**
> **Step 5. Create an evaluation plan**
> **Step 6. Write the plan**

The first 5 sections contains links to resources and helpful tips to help facilitate the initial steps in creating a plan. The final section includes a template (offered as a separate, editable Microsoft Word document); it is our hope that it reduces resources needed for the creation of your plan.

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	
Build a Coalition	Conduct a Community Assessment	Develop Goals and Objectives	Select Intervention Strategies	Create an Evaluation Plan	Write the Plan	Physical Activity Plan

STEP 1:
BUILD A COALITION

INTRODUCTION

Before the creation of a comprehensive and realistic physical activity plan, it is important to bring together key stakeholders to rally around the common goal of creating change in the community or state. Therefore, the first step is to build a physical activity coalition if one does not already exist. A coalition should contain representatives from diverse backgrounds and multiple areas of expertise and influence. Unfortunately, of all current, state-level physical activity, nutrition, and obesity plans in the country, fewer than half include representatives from the food and beverage industry, land use and community design, faith based organizations, elected officials, and the media.[5] These types of collaborations can be influential in mobilizing action and creating a foundation for change.

There is extensive literature available on how to develop a coalition, and we have provided links to a selection of them below.

THE BASICS OF BUILDING A COALITION

Developing Effective Coalitions: An Eight-Step Guide[6]
Prevention Institute, a national non-profit with a focus on community health through preventive interventions, outlines a step-by-step process to build an effective coalition.
http://www.preventioninstitute.org/index.php?option=com_jlibrary&view=article&id=104&Itemid=127

The Community Tool Box: Creating and Maintaining Coalitions and Partnerships[7]
The Community Tool Box strives to promote community health by connecting people, ideas and resources. This resource is a good complement to the Eight-Step Guide, and includes in-depth information on topics such as:

*   Finding a common purpose
*   Coalition membership
*   Vision and mission development
*   Identifying and overcoming barriers
*   Maintaining momentum

http://ctb.ku.edu/en/creating-and-maintaining-partnerships#.Ul1vT1AqjwE

Communities Putting Prevention to Work: Resource Center[8]
The CDC provides five coalition building guides, each with a different focus, including:

- What to do prior to coalition building
- Tips for coalition formation
- Tips for the implementation stage
- Tips for the maintenance stage
- Tips for coalition institutionalization

All of these guides can be accessed from the following web page:
http://www.cdc.gov/CommunitiesPuttingPreventiontoWork/resources/foundational_skills.htm

MISSION AND VISION

Once your coalition has been formed, it needs to develop a **mission** and **vision**. The **vision** of your coalition should outline where your coalition wants to be in the future. Your **mission** should state the purpose of your coalition. Checkout the National Physical Activity Plan's mission and vision in the sidebar to the right.

The Community Tool Box
Proclaiming Your Dream: Developing Vision and Mission Statements[9]
This tool provides four different guides:

- What is a vision statement?
- What is a mission statement?
- Why should you create a vision and mission statement?
- How do you create a vision and mission statement?

http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/vision-mission-statements/main

National Physical Activity Plan Alliance- Vision and Mission Statement[10]

The following is the vision and mission statement from the National Physical Activity Plan Alliance. Your coalition may want to refer to it for use as an example.

Vision
All Americans are physically active and live, work, and play in environments that facilitate regular physical activity.

Mission
Develop a National Plan for Physical Activity that produces a marked and progressive increase in the percentage of Americans who meet physical activity guidelines throughout life.

http://www.physicalactivityplan.org/history/index.php

STEP 2:
CONDUCT A COMMUNITY ASSESSMENT

INTRODUCTION

After the formation of a coalition, an assessment of the target population's current demographic, health and physical activity status is imperative. The community assessment will help the coalition to prioritize intervention strategies and manage available resources. Recommended data to gather includes:

- Subpopulation most likely to be physically active
- Subpopulation at the highest risk for physical inactivity
- Distribution of recreational resources, such as parks and community centers; and walkability of areas
- Policies that hinder or support PA with a focus on the built environment, the school and the work place setting

This step looks at several resources available to PA coalitions. These resources are organized into complementary assessment areas: physical activity levels, demographics, community participation and built environment.

COMMUNITY RESOURCES ASSESSMENT

Strengths, Weaknesses, Opportunities, Threats (SWOT)
Community assessment includes determining local physical activity resources, needs and barriers, looking at existing data, and using existing tools to collect necessary data. In a strengths, weaknesses, opportunities and threats (commonly referred to as SWOT) analysis, internal strengths and weaknesses are presented with the external forces of opportunities and threats. A SWOT can be performed by coalition members and complemented by community input. The Community Tool Box offers the following template as well as detailed instructions at:[11]

http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main#.Ul1ybVAqjwE

INTERNAL		EXTERNAL	
Strengths	Weaknesses	Opportunities	Threats

Source: The Community Tool Box [11]

PHYSICAL ACTIVITY AND DEMOGRAPHIC ASSESSMENT

Behavioral Risk Factor Surveillance System

BRFSS is the world's largest on-going telephone health survey system. Their website provides statewide information on physical activity behavior, including information on: adults and children who participate in 150 minutes or more of aerobic physical activity per week; adults and children who participate in muscle strengthening exercise more than twice a week; and those who meet recommended physical activity guidelines overall for aerobic and muscle strengthening. Results can be stratified according to age, gender, race, income and education. [12]

http://apps.nccd.cdc.gov/brfss/index.asp

Youth Risk Behavior Surveillance System

YRBSS monitors six types of health-related behaviors in 9th-12th grade students in the US. One of these measures is inadequate physical activity. [13]

http://www.cdc.gov/healthyyouth/yrbs/index.htm

Community Health Needs Assessment

The Community Health Needs Assessment (CHNA) provides users with area demographics and performance indicators associated with The Community Guide, Healthy People 2020, and other sources. CHNA was designed to save health departments (as well as other agencies) resources and time by facilitating the compilation of baseline data. [14]

http://www.chna.org/About.aspx

The Diabetes Interactive Atlases

The Diabetes Interactive Atlases provide county-level, leisure-time physical inactivity prevalence for all states. [15]

http://www.cdc.gov/diabetes/atlas/countydata/County_EXCELstatelistLTPIA.html

American Community Survey

The American Community Survey (ACS) provides information about population demographics. ACS is an ongoing statistical survey that samples a representative percent of the population annually, providing information on age and sex, ancestry, disability, work commute, education, employment, family, health insurance, income and earnings, language, origins, population change, poverty, race and ethnicity, and veterans. [16]

http://www.census.gov/acs/www/library/

Community Spotlight

Arizona's State Specific Surveillance

Check to see if your area has existing measures of collecting baseline physical activity data. For example, The Arizona Nutrition and Physical Activity State Plan uses data from their Arizona School Health Education Policy (SHEP). SHEP is a survey sent annually to school principals and lead health educators. The survey provides information concerning "education curricula, programs, policies and framework necessary for the implementation of education courses, and professional preparation of health educators to assess the status of school health education at the middle/junior high and senior high school levels statewide." [17]

http://physicalactivityplan.org/resources/PA-Plans/ArizonaPA.pdf

COMMUNITY PARTICIPATORY ASSESSMENT

Champions for Change: Physical Activity Community Assessment
This short assessment aims to help community members determine what physical activity opportunities are available and accessible.[18]
http://www.cachampionsforchange.cdph.ca.gov/en/docs/OurCommunity/HowTo/HandPAAssessment.pdf

Complete Streets Advocacy Toolkit
The assessment developed by the Complete Streets for North County Communities, Michigan. The link is to a toolkit for advocates focusing on the built environment. Pages 8-9 of the toolkit provide a user-friendly complete streets assessment, and page 10 includes a street assessment.[19]
http://www.mihealthtools.org/mihc/documents/NorthCountryCommunitiesCompleteStreetsGuide.pdf

BUILT ENVIRONMENT ASSESSMENT

Walkability Checklist
How walkable is your community? The Walkability Checklist can help you find out. It includes questions to answer, in both English and Spanish, as your explore the streets in your community. In addition this tool gives helpful suggestions to improve walkability. [20]
http://www.nhtsa.gov/Driving+Safety/Pedestrians/Walkability+Checklist

Walk Score
Walk Score is a great online tool designed to objectively assess the walkability of an area by analyzing surrounding features, resulting in a score between 0-100 (100 being the most walkable, or "Walker's Paradise"). Walk Score also allows you to view the bikeability of select cities. [21]
http://www.walkscore.com

Bikeability Checklist
The Bikeability Checklist helps you determine the bikeability of an area by answering a series of questions about safety, surfaces, intersections and more. Once you determine your bikeability score, you can view the suggested improvements and actions steps contained in the tool. [22]
http://www.nhtsa.gov/people/injury/pedbimot/bike/bikeability/

Community Spotlight

Participatory Assessment

Web-based Brainstorming, West Virginia Physical Activity Plan

Plan developers delivered a webinar on June 22, 2011, to inform potential contributors about the WV Physical Activity Plan and to invite their contribution regarding the brainstorming of ideas. The webinar included an overview of the National Physical Activity Plan, a summary of the WV plan development process to date, and a request for their participation in brainstorming as the next important step. The primary intent of brainstorming was to produce as many ideas or statements as possible in response to the following prompt:

One specific thing that needs to happen to increase or promote physical activity in West Virginia is…

The brainstorming phase included 154 individuals representing all societal sectors and geographic regions within WV. The participants generated a total of 240 initial ideas or statements that were later systematically reduced by plan developers to eliminate redundancy. For more information on how they conducted this participatory survey, visit their website.[23]
http://wvphysicalactivity.org/?pid=4

STEP 3:
DEVELOP GOALS AND OBJECTIVES

INTRODUCTION

Once the coalition has completed the community assessment, it is appropriate to establish goals and objectives which are aligned with both the mission and vision of the coalition, and also tailored towards the characteristics of the population and assessment results. This section takes a look at goals and objectives, explaining what they are, and then goes in-depth into the process of writing different types of objectives. The physical activity (PA) plan should include both process and outcome objectives, and also short, medium, and long-term objectives in order to measure progress and modify programming as needed. All well-written objectives should be SMART (Specific, Measurable, Attainable, Relevant and Time-bound).

Take your time crafting objectives for your PA plan, but remember that they can be modified if progress is faster or slower than the coalition anticipates.

GOALS

A goal is a statement that explains what the program wishes to accomplish. It sets the fundamental, long-range direction. Typically, goals are broad general statements. Texas's physical activity plan, Active Texas 2020, provides an example:

In the broadest sense, the goal of ACTIVE TEXAS 2020 is to increase physical activity across the state; more specifically, the goal is to have the majority of Texans meet the US Guidelines for Physical Activity. [24]
https://sph.uth.edu/content/uploads/2012/06/Active-Texas-2020-full.pdf

Good Goals
This concise, helpful resource from the CDC outlines the two key steps to writing goals and gives some helpful pointers.
http://www.cdc.gov/healthyyouth/evaluation/pdf/ETAGGcardsV421.pdf

Tips for Writing Goals and Objectives
This resource from Tulane highlights some important practices for goal-writing, and identifies important differences between goals and objectives.
http://tulane.edu/publichealth/mchltp/upload/Tips-for-writing-goals-and-objectives.pdf

"A vision without a plan is just a dream.

A plan without a vision is just drudgery.

But a vision with a plan can change the world."

Proverb

OBJECTIVES

Objectives break the goal down into smaller parts that provide specific, measurable actions by which the goal can be accomplished. Physical activity plan objectives can be oriented around the target areas of the National Physical Activity Plan (NPAP). Those areas include: Business and Industry; Education; Healthcare; Mass Media; Parks, Recreation, Fitness and Sports; Public Health; Transportation, Land Use and Community Design; and Volunteer and Non-Profit. For more information, check out the NPAP's website.
http://www.physicalactivityplan.org/index.php [25]

Process and Outcome Objectives

The two general types of objectives are process and outcome. Process objectives answer the questions of what and who, while outcome objectives focus on the intended program results. For clear, concise information on process and outcome objectives, the CDC Evaluation Research Team offers a worksheet available at:[26]
http://www.cdc.gov/healthyyouth/evaluation/pdf/brief3b.pdf

Both the *Iowans Fit for Life* and *Delaware Partners to Promote Healthy Eating and Active Living* state plans provide examples of PA-oriented process and outcome objectives, on pages 35 and 23, respectively.[27,28]

http://www.idph.state.ia.us/iowansfitforlife/common/pdf/activity_plan.pdf
http://dhss.delaware.gov/dhss/dph/dpc/files/pano_comp_plan-09.pdf

Short-Term, Intermediate, Long-Term Objectives

Objectives should also touch on short-term, intermediate and long-term time periods.

- **Short-Term Objectives** specify the short-term results that need to occur to bring about sustainable long-term changes. For example, changes in knowledge need to take place first in order to bring about long-term changes in physical activity behavior. As a general rule, the time frame for short-term objectives can be as short as 2–3 months to around 1 year.
- **Intermediate Objectives** typically result from and follow short-term outcomes and often look ahead 1 -2 years. Intermediate objectives act as stepping stones and can help maintain motivation to achieve the long-term objectives.
- **Long-term Objectives** specify the outcomes or changes needed to achieve the overall goal, such as an increase in the number of children walking to school or changes in health status resulting from the implementation of a public policy or environmental changes supporting physical activity. The time frame for the achievement of long-term objectives is usually 2–5 years.

"You've got to think about the 'big things' while doing small things so that all the small things go in the right direction."
Alvin Toffler
American Writer

Community Spotlight

The Ohio Obesity Prevention Plan gives examples of objectives divided in a similar manner (they use the terms "immediate, short-term and long-term"), which can be found on pages 14, 16 and 17.[26] A few examples from the Ohio Obesity Prevention Plan are shown below.

Short-term
- By Dec. 31, 2009, identify additional inter-agency partnerships for opportunities to promote progress toward the plan.

Intermediate
- By Dec. 31, 2011, identify best practices and develop resources for employers to improve physical activity at worksites, including worksite facilities (i.e. showers on site), work day flexibility and incentives for physical activity, policies and activities.

Long-term
- By Dec. 31, 2014, develop and make recommendations to state government related to policy and funding for communities that limit sprawl and reward comprehensive planning efforts that support improved built environments and encourage pedestrian-friendly communities.

To see all of the objectives from Ohio's plan, click on the link below and scroll to pages 14 -18.[29]

http://www.healthyohioprogram.org/~/media/HealthyOhio/ASSETS/Files/obesity/ohioobesitypreventionplan.ashx

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SMART Objectives

A well-written objective will address who is going to do what, when, and to what extent. A different way to look at objective writing is to ensure that they are SMART: Specific, Measurable, Attainable, Relevant, and Time-bound. For more information on writing SMART objectives, see the *CDC Program Evaluation Guide: Writing SMART Objectives*. It is "intended to help states develop realistic and measurable objectives." The SMART section begins on the third page.[30]
http://www.cdc.gov/dhdsp/programs/nhdsp_program/evaluation_guides/smart_objectives.htm

For more examples of SMART objectives from state plans, see the following:

Kentucky Nutrition and Physical Activity State Plan 2005, pgs. 44-45 [31]
http://fitky.org/
Moving South Carolina Towards a Healthy Weight, Appendices pg. 2 [32]
http://www.scdhec.gov/health/chcdp/obesity/docs/StatePlanComplete.pdf
Georgia's Nutrition & Physical Activity Plan, pg. 29[33]
http://beproactivefoundation.org/media/6a9a857bc6e14cbdffff8020ffffd523.pdf

S M A R T

Specific	**Measurable**	**Attainable**	**Relevant**	**Time-bound**
What exactly are we going to do for whom?	Is it quantifiable and can we measure it?	Can we get it done in the proposed time frame with the resources and support we have available?	Will this objective have an effect on the desired goal or strategy?	When will this objective be accomplished?

ADDITIONAL RESOURCES

Tip Sheet: Writing Measurable Objectives
This tip sheet from the Victoria Department of Health gives specific advice on useful vocabulary for creating each type of objective.[34]
http://www.health.vic.gov.au/regions/southern/downloads/Tip-sheet-writing-measurable-objectives.pdf

Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People
Published in 1997, these guidelines include many specific physical activity objectives (for examples, see page 5).[35]
http://www.cdc.gov/mmwr/PDF/rr/rr4606.pdf

STEP 4:
SELECT INTERVENTION STRATEGIES

INTRODUCTION

After the objectives have been completed, the next step is to select intervention strategies to guide the actions of the physical activity coalition. Intervention strategies are based on SMART objectives; successfully implementing strategies and associated projects will lead to the completion of objectives, and ultimately help the coalition to reach their major goals.

Intervention strategies should be evidence-based and tailored to the ethnic and cultural groups in your community.
As mentioned in step 3, the National Physical Activity Plan includes intervention strategies that can be classified into eight sectors:

- Business and Industry
- Education
- Health Care
- Mass Media
- Parks, Recreation, Fitness and Sports
- Public Health
- Transportation, Land Use, and Community Design
- Volunteer and Non-Profit[36]

For more information, visit the National Physical Activity Plan Website:
http://www.physicalactivityplan.org/theplan.php

The following pages include several successful intervention strategies that can be used as a reference or as inspiration.

EVIDENCE-BASED INTERVENTION APPROACHES

The Community Guide to Preventive Services (The Community Guide)

The Community Guide provides systematic reviews of physical activity interventions in the following areas:

1. Campaigns and Informal Approaches
2. Behavioral and Social Approaches
3. Environmental and Policy Approaches

Under each approach are specific intervention strategies as well as information regarding supporting evidence.[37]
http://thecommunityguide.org/pa/index.html

Spotlight on Education, Parks, and Transportation

Safe Routes to School

In summer 2007, the city of Columbia, MO received a $15,725 Safe Routes to School (SRTS) grant through the Missouri Department of Transportation. Parents, teachers and residents attended a community meeting to determine how to take advantage of the underutilized community park located behind the school. The attendees concluded that if the school officials rerouted the buses to drop off the children at the park, the children could walk less than 10 minutes through the park to reach the school. To ensure the safety of the children, students from nearby Columbia College volunteered to monitor the children as they walked through the park to school.
The school is working with the Department of Transportation to see the street next to West Boulevard Elementary become a one-way street as well as plant traffic- calming devices.[38]

Wheeling Walks
This webpage gives information on how the Wheeling Walks intervention- one which strives for physical activity in older adult populations- was implemented. It touches on the resources needed, intended audience, and provides links to studies published regarding the program.[39]
http://rtips.cancer.gov/rtips/programDetails.do?programId=234167

Safe Routes to School
This program began in 1997, and has expanded to all 50 states. Their webpage includes information regarding funding, training, and programming tools.[40]
http://www.saferoutesinfo.org/about-us/mission-and-history

National Complete Streets Coalition
This website provides the basics of Complete Streets initiatives, an atlas of where complete street planning has and is occurring, as well as a presentation online and resources for further information.[41]
http://www.smartgrowthamerica.org/complete-streets/complete-streets-fundamentals

Industry spotlight: Safeway

In 2005, the grocery giant, Safeway, began Safeway's Healthy Measures program, an employee wellness program that was so successful it has gained nationwide attention.

Their program included the following:

- A 17,000 square foot, state-of-the-art fitness center on their corporate campus
- Discounts at national fitness centers
- An online tool that helps employees make the most of their healthcare benefits by making healthcare costs transparent
- Medical decision support through MedExpert, an independent, medical information company

Of the 5,334 employees who participated, 18,734 pounds were lost, 44% improved their glucose levels, 63% improved their blood pressure, 47% improved their cholesterol levels and 15% improved their Body Mass Index (BMI). Safeway, a self-insured employer, has kept their per capita health-care costs flat, while American companies have seen a 38% increase in healthcare expenditures.[43]
http://csrsite.safeway.com/people/employees/health-wellness/

Open Streets
Open streets initiatives close streets to cars and open up to non-motorized vehicles. Over 80 initiatives have been recorded in North America. Their website provides information covering every aspect of how to implement an open street program in any state.[44]
http://openstreetsproject.org/

Interventions on Diet and Physical Activity: What Works
The World Health Organization details international interventions on diet and physical activity in a summary report and includes the following categories: policy and environment, mass media, schools, workplace, community-based interventions, primary health care, older adults and religious settings. Evidence-based intervention information is provided. The aim of the interventions is to reduce the risk of non-communicable diseases.[45]
http://www.who.int/dietphysicalactivity/whatworks/en/

HEAT

Health Economic Assessment Tools for walking and cycling
This document can be useful at many stages in the planning process; community assessment, implementation of strategies, and also evaluation. It includes planning and interventions to increase the amount of walking and cycling in a community. According to the website, the booklet summarizes "the methodology for the economic assessment of transport infrastructure and policies in relation to the health effects of walking and cycling; systematic reviews of the economic and health literature; and guidance on applying the health economic assessment tools and the principles underlying it." The guide, sponsored by the World Health Organization, can be accessed at:[46]
http://www.heatwalkingcycling.org

Healthcare Spotlight

Behavioral and Social Approaches to Increase Physical Activity: Individually-Adapted Health Behavior Change Programs

Individually-adapted health behavior change programs to increase physical activity teach behavioral skills to help participants incorporate physical activity into their daily routines. The programs are tailored to each individual's specific interests, preferences, and readiness for change. A health-care setting can be ideal for such a program.

These programs teach behavioral skills such as:
- Goal-setting and self-monitoring of progress toward those goals
- Building social support for new behaviors
- Behavioral reinforcement through self-reward and positive self-talk
- Structured problem solving to maintain the behavior change
- Prevention of relapse into sedentary behavior[47]

STEP 5:
CREATE AN EVALUATION PLAN

INTRODUCTION

The development of an evaluation plan is a crucial element of any intervention- an element which is commonly overlooked or hastily prepared. The evaluation of the physical activity plan should be created during the planning phase, prior to implementation. This evaluation should be based off of the plan's stated goals and objectives (see step 3). The evaluation will be a tool in assessing whether or not these goals and objectives have been achieved.

The evaluation plan helps the coalition see the big picture along with the details, so that resources can be identified early on. This is a fluid document which will change based on budget, resources, objectives and accomplishments.

The evaluation should address both process and outcome measures. Process evaluation focuses on the quality and implementation of interventions and activities, whereas outcome evaluation concentrates on assessing the achievement of selected outcomes of activities and interventions. Outcome evaluation should be built on process evaluation.

GUIDES TO PROGRAM EVALUATION

Physical Activity Evaluation Handbook
The Centers for Disease Control and Prevention (CDC) have identified six steps which are pivotal to the development of an evaluation plan in their Physical Activity Evaluation Handbook.[47] This useful document can be found at: http://www.cdc.gov/nccdphp/dnpa/physical/handbook/pdf/handbook.pdf

Developing an Effective Evaluation Plan

That framework is taken from a more comprehensive workbook, also published by the CDC. This workbook is intended for "health program managers, administrators and evaluators." This tool includes a description of how to write an effective evaluation plan as well as exercises, worksheets, tools and resources for staff and stakeholders. It can be accessed at:[49]

http://www.cdc.gov/obesity/downloads/CDC-Evaluation-Workbook-508.pdf

Evaluation of State Nutrition, Physical Activity, and Obesity Plans

The CDC also has created a technical assistance manual for states to use and offers guidance on evaluation.[50]

http://www.cdc.gov/obesity/downloads/EvaluationofStateNPAOPlans.pdf

Basic Guide to Program Evaluation

This guide is intended for planning and implementing an evaluation process for for-profit or nonprofit programs and discusses the various types of evaluations that can be applied to programs (i.e. goals-based, process-based, outcomes-based).[51]

http://managementhelp.org/evaluation/program-evaluation-guide.htm

INDICATOR DEVELOPMENT

Using Indicators for Program Planning and Evaluation

Outcome indicators are specific, measurable, observable characteristics or changes that will represent achievement of an outcome. A document which can aid in the development of indicators and their use in conjunction with a logic model, published by the CDC, can be found at:[52]

http://www.cdc.gov/dhdsp/programs/nhdsp_program/evaluation_guides/docs/Using_Indicators_Evaluation_Guide.pdf

EXAMPLE OF AN EVALUATION WORKSHEET

Use the example below as a guide to creating and completing your own evaluation worksheet.

Worksite Wellness			
Evaluation Questions	**Outcome Indicators**	**Data Collection**	**When to collect/Who is responsible?**
1. To what extent have employers implemented wellness programs and interventions?	1. % encouraging physical activity among employees 2. % providing physical activity opportunities among employees 3. % encouraging sedentary screen-time reduction policies	State Employer Survey	Survey last completed by [name of agency] in 2010; will be conducted again in 2015.

PHYSICAL ACTIVITY LOGIC MODEL DEVELOPMENT

Logic Model Development Guide

According to the W.K. Kellogg Foundation, a program logic model is defined as "a picture of how your organization does its work – the theory and assumptions underlying the program. A program logic model links outcomes. . .with program activities/processes and the theoretical assumptions/principles of the program." Checkout the link below to access the W.K. Kellogg Foundation Logic Model Development Guide, an exhaustive guide to creating a logic model.[53]

http://www.wkkf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx

DATA COLLECTION, ANALYSIS AND REPORTING

Evaluation Publications

This website has several evaluation publications including guides on planning, designing questionnaires, and conducting focus groups. Developed by the University of Wisconsin-Cooperative Extension.[54]

http://www.uwex.edu/ces/pdande/evaluation/evaldocs.html

Analyzing, Interpreting and Reporting Basic Research Results

This guide describes basic considerations that should be taken in gathering, interpreting and reporting data. By Carter McNamara, PhD.[55]

http://www.managementhelp.org/research/analyze.htm

Data Collection Methods for Evaluation: Document Review

This CDC Evaluation Brief includes information about using existing documents to collect data for program evaluation.[56]

http://www.cdc.gov/healthyyouth/evaluation/pdf/brief18.pdf

Collecting Evaluation Data: Direct Observation

The University of Wisconsin Extension published several brief summaries about program evaluation and methods for evaluation. This link provides sample observation checklist templates, examples of programs that can be systematically observed, and sample field notes.[57]

http://learningstore.uwex.edu/assets/pdfs/g3658-5.pdf

Collecting Evaluation Data: Surveys

This document gives reasons to use surveys, survey methods and their respective advantages and disadvantages, survey planning, and survey implementation.[58]

http://learningstore.uwex.edu/assets/pdfs/g3658-10.pdf

Collecting Evaluation Data: Questionnaires

This document covers the pros and cons of questionnaire use, provides example questions, a formatting guide, and a reference list.[59]

http://learningstore.uwex.edu/assets/pdfs/g3658-2.pdf

Analyzing Qualitative Data

This guide outlines a basic approach for analyzing and interpreting narrative data (content analysis).[60]
http://learningstore.uwex.edu/assets/pdfs/g3658-12.pdf

Analyzing Quantitative Data

This guide outlines the basics of understanding descriptive statistics, and highlights how to prioritize evaluation data.[61]
http://learningstore.uwex.edu/assets/pdfs/g3658-6.pdf

PARTNERSHIP EVALUATION

Fundamentals of Evaluating Partnerships

Partnership evaluation is useful in improving productivity of state partnerships, guiding partnership activities, determining whether or not goals and objectives have been met, and promoting the public image of the partnership, among other benefits. The CDC's partnership evaluation guide can be accessed at:[62]
http://www.cdc.gov/dhdsp/programs/nhdsp_program/evaluation_guides/evaluating_partnerships.htm

Partnership Evaluation: Guidebook and Resources

A more extensive guidebook on partnership evaluation specifically geared towards nutrition, physical activity and obesity can be found at:[63]
http://www.cdc.gov/obesity/downloads/PartnershipEvaluation.pdf

EVALUATION CONSULTATION GROUPS

Developing and Using an Evaluation Consultation Group

The primary purpose of an Evaluation Consultation Group is to provide input to the state health department on the best scientific and most practical evaluation activities of the nutrition, physical activity and obesity partnerships, state policies, and other evaluation activities. They are useful for planning, prioritizing, designing, implementing, reporting and using evaluation activities. A guide for the formation of consultation groups can be found at:[64]
http://www.cdc.gov/obesity/downloads/EvaluationConsultationGroup.pdf

COMMUNITY EXAMPLE

Hearts N' Parks

A program that helps local community, park and recreation agencies promote a heart-healthy lifestyle and changes. The first link illustrates how results are reported. The second link provides the community mobilization guide which includes assessment tools used to measure program performance. Developed by the National Heart, Lung, and Blood Institute and the National Recreation and Park Association.[65]
http://www.nhlbi.nih.gov/health/prof/heart/obesity/hrt_n_pk/
http://www.nhlbi.nih.gov/health/prof/heart/obesity/hrt_n_pk/cm_perf.pdf

SELECTED ADDITIONAL EVALUATION TOOLS

CDC Evaluation Working Group

CDC's resource bank for evaluation, provides a thorough discussion of CDC's framework as well as the steps to be conducted within the framework. [66]
http://www.cdc.gov/eval/

American Evaluation Association

International professional association of evaluators devoted to the application and exploration of program evaluation, personal education, technology, and other forms of evaluation.[67]
http://www.eval.org/

RE-AIM (Reach, Effectiveness, Adoption, Implementation, Maintenance)

A systematic framework intended to guide researchers, practitioners, and policy makers to evaluate health behavior interventions.[68]
http://www.re-aim.org/

STEP 6:
WRITE THE PLAN

INTRODUCTION

Now that you have formed a coalition, assessed your community, written objectives, decided on interventions and created an evaluation plan, it is time to write the physical activity plan. The following pages contain a template designed to facilitate the writing process by using the information gathered in steps 1-5 detailed in the separate document titled *Physical Activity Plan Toolkit: A Guide to Creating a Physical Activity Plan for Your Community*.

HOW TO USE THIS TEMPLATE

This template can, and should, be altered to meet the needs of your community. The written content as well as the formatting and design are intended to be modified to reflect your community's mission and vision. All of the fill-in-the-blank areas, directions or examples are shown in red font and brackets [ ] in order to facilitate easier adaptation and to help make it clear that these areas need to be filled in or removed before the report is published. Furthermore, it is likely that many coalitions will not feel it is within their scope to address each one of the eight areas targeted by the National Physical Activity Plan; again, coalitions can broaden or focus their scope of work to meet the needs of their community.

One key point that we would like to stress is to keep your audience in mind while writing the plan. This should influence the layout, length, and language that your plan employs. The template we have provided includes the heading "Template", in order to remind users that the document is meant to be used as such. The layout that we suggest using for your plan is as follows:

1.   Cover page
2.   Acknowledgements
3.   Table of Contents
4.   Mission and Vision
5.   Executive Summary - *write this summary after completing the plan
6.   Introduction
7.   Interventions, Objectives and Evaluations
8.   Engaging communities in implementation
9.   References and Resources
10.   Appendices

The template is available as a separate Microsoft Office Word document to allow adaptation and tailoring to the coalition's needs. See the PAPRN website to download the template http://paprn.wustl.edu

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