

Be Our Voice

a project of NICHQ 

Advocacy Work Plan

Be Our Voice is a program of the National Initiative for Children's Healthcare Quality (NICHQ), in cooperation with:

American Academy of Pediatrics 
DEDICATED TO THE HEALTH OF ALL CHILDREN™


CMA
FOUNDATION

**Robert Wood Johnson Foundation
Center to Prevent Childhood Obesity**

Sponsored by the Robert Wood Johnson Foundation.

Why Advocacy Matters

- Provides opportunity to move beyond individual solutions to create broader systemic change.
- Healthcare professionals can help change community norms and public policy to protect children's health and wellbeing.

ADVOCACY WORK PLAN

An Advocacy Work Plan helps you clarify goals and identify strategies and tactics that you will use to achieve your goals and increase your chances for success.

Advocacy Issue

The first step in completing your Advocacy Work Plan is to know the issue you wish to target.

ISSUE FIRST – Children in my community have very little access to resources for physical activity.

SOLUTION SECOND – Increase physical activity offered on school campuses.

What Level Will You Work At?

- Local, Municipal Government
 - City
 - County

- School District

- State

Type of Advocacy/Policy Intervention

- Change Existing Policy
 - Eliminate a Policy
 - Expand Adoption of Existing Policy
- Support a Pending Policy
- Propose New Policy

Five Key Questions We'll Cover

- **What is a plan for advocacy?**
- **How can you keep your focus on the amount of time you'll have to devote?**
- **Who can you recruit to be part of the advocacy team?**
- **How do you determine the most effective strategies and tactics for your plan?**
- **What is key in putting it all together?**

Why Get More Individuals & Organizations in Your Community Involved?

- Create a team or group to be part of the effort – More can be done by many.
- Creates perception that the issue has visible and wide-ranging support.
- Further captures attention of decision makers.
- Demonstrates collective power.
- They also have resources to share that can support the Advocacy Team.

Developing an Advocacy Work Plan

The key components of an Advocacy Work Plan include:

- **Goals**—long-term, intermediate, and short-term
 - **Resources**, assets, and plans for building on them
 - **Extent of community support** (and opposition): Who are your allies? Who are your opponents?
 - **Targets** and agents) of change
 - **Strategies** – What to do
 - **Tactics** – How to do it
 - **Measures** to evaluate the plan
- The plan should be formally written down.

EXAMPLE: Long Term Goals

- Five years from now, we will increase the amount of physical activity in our schools by 50%.
- 10 years from now we will increase the number of full service grocery stores in our underserved communities by 30%.

Intermediate Goals

- They focus on community and systems changes--new or modified programs, policies, and practices in the local community.
- They provide concrete building blocks towards the ultimate goal.
- They help the group to feel it is doing something. This can be helpful to maintain high levels of motivation over the long haul.
- They provide earlier "bench-marks" by which you can measure progress.

Short Term Goal or Objective

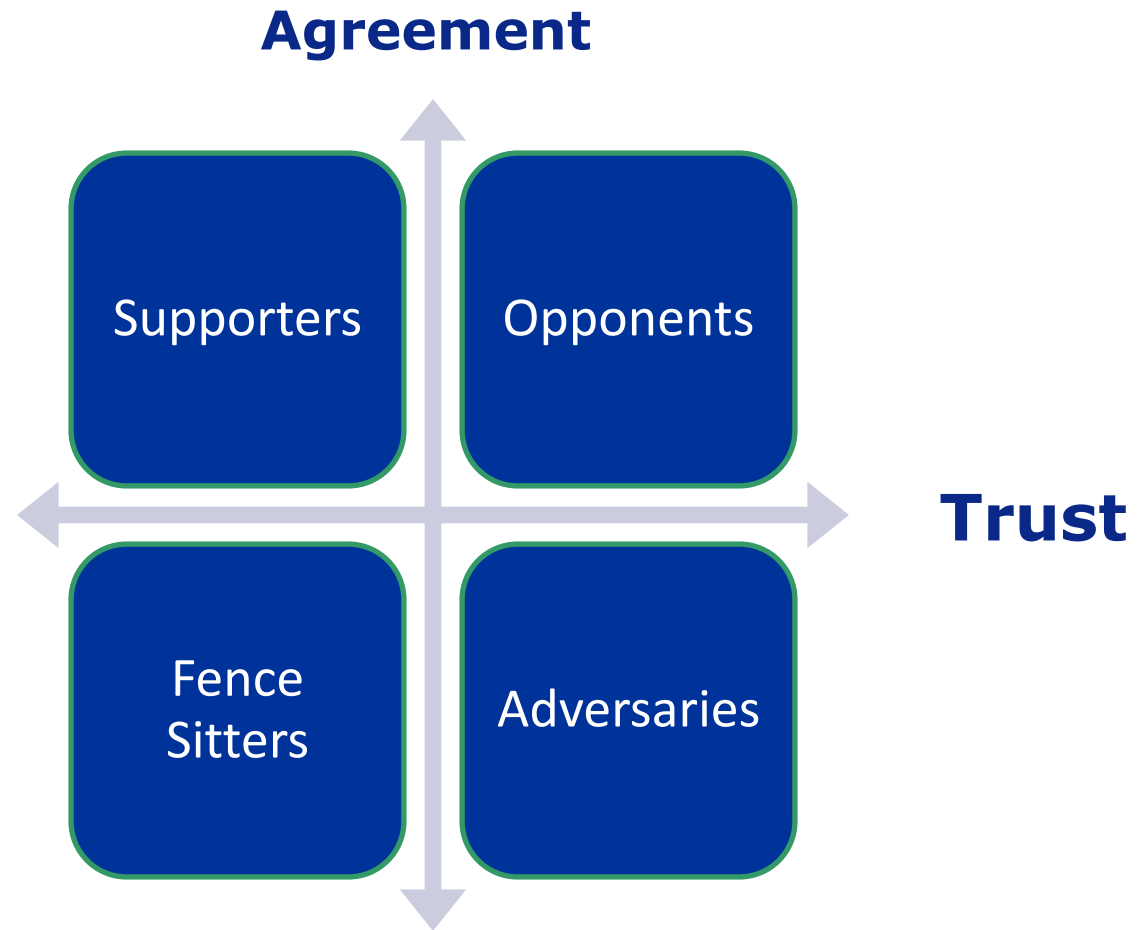
By November 2010, provide the parents and community with data about the linkage between physical activity and academic performance, identifying the amount of physical activity available to their children.

Resources & Assets

Once you have your goals written down, inventory the resources you'll need, in terms of organization, money, facilities, and allies--and the assets you have already.

- Funds (including in-kind contributions) balanced against expenses
- People who are already available (both staff and volunteers), and their skills
- People you expect to be available
- Contacts (e.g., with media resources)
- Facilities (e.g., access to transportation and computers, meeting rooms)
- Access to information archives or libraries

Inventory Your Support & Opposition



TARGETS AND AGENTS OF CHANGE

- Your main targets of change are the individuals and groups who will need to alter their behavior if you are to achieve your goals. At the local level examples include –
 - School board members who are the policy decision makers & principals who are closest to the situation you want to change.
 - City council members who make the policy change and planning commissioners who both recommend policy and implement it.

- Agents of change are those who will cause the targets to actually make the change, by one means or another.
 - Parents, students themselves, local business and perhaps other government organizations may be your agents of change.

PLANNING STRATEGIES

Goal: Increasing Physical Activity in Local Schools.

Strategy	Does It
Identify business leaders whose children or grandchildren attend local schools.	Help us reach our goals? Use our allies? Minimize our opposition? Suit our style?

Strategies are the broad strokes: they identify **what** should be attempted to achieve your goals.

Tactics

Tactics cover a wide range of activity, from writing letters to speaking up at city council or school board meetings, from conducting a press event to carrying out surveys or letter writing campaigns.

- **What will be the scope of this action?**
- **Who will carry it out?**
- **When will the action take place, and for how long?**
- **Do you have the resources to make it happen?**
- **What resources are available?**
- **Which allies and constituents should be involved?**
- **Which individuals and organizations might oppose or resist?**

Linking Tactics to Goals

Goal: Increase physical activity by 50%.

Action	By Whom	By When	Resources & Support Needed	Possible Opponents
Complete research on link between physical activity and academic performance.	Identify team members	March 30, 2010	Literature search Support from DoE. Support from parents and students	Local School District Admins.

Turning Goals into Actions

Short Term Goal or Objective

By November 2010, provide the parents and community with data about the linkage between physical activity and academic performance, identifying the amount of physical activity available to their children.

Action Steps

By March 2010, complete the research documenting the link between physical activity and academic performance.

By July 2010, complete an assessment of each elementary school in the school district and the amount of physical activity by grade level.

By August 2010, share the results with the school superintendent and invite her participation to work on strategies to bring about change.

By September 2010, finalize report to parents.

By November 2010, conduct meeting with parents to share the data and conduct a press event.

Evaluation Measures

- **Long Term Measures** – The ultimate measure is of course whether the policy intervention you envisioned occurred, and whether this had an impact on the health of the children in your community. For this to come about can take years.

It will be important, therefore, to develop short term measures that may be more process driven in their focus.

Evaluation Measures

- **Short Term Measures** – These measures will more frequently be of a process nature, tracking whether the various tactics and action steps were achieved and how many individuals were impacted.

Examples of Short Term Measures

By July 2010, complete an assessment of each elementary school in the school district and the amount of physical activity by grade level.

- Number of school sites assessed
- Description of physical activity by grade level by school site

By November 2010, conduct meeting with parents to share the data and conduct a press event.

- Number of parents attending meeting
- Response from parents re: physical activity report
- Number & type of media at press event

Putting it All Together