



Appendix B

Templates and Training Tools



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Evaluation Worksheet

What policy objectives do I want to evaluate?

Are there other issues to consider?

Who will be interested in this evaluation?

How do they like to receive information?

What process indicators can be assessed?

What impact indicators can be evaluated?

What outcome measures can be included?

What are three steps I can take in the next six months?

Action Plan Template

Name: _____ Society for Public Health Education
 State: _____

ACTION PLAN FOR EDUCATING POLICYMAKERS

Risk Factor/Disease/Chronic Condition:

Overall Goal:

Overall Strategy:

Intermediate Goals	Resources & Assets	Support/ Opposition	Targets/ Partners	Strategies	Action Steps	Evaluation	Status/ Comments

Action Plan Template :: continued

Name: _____ Society for Public Health Education
 State: _____

Short Term Goals	Resources & Assets	Support/ Opposition	Targets/ Partners	Strategies	Action Steps	Evaluation	Status/ Comments

Model Resolution and Legislation

Template

RESOLUTION OF [GOVERNING BODY]

- **WHEREAS:** In recent years, the number of overweight and obese children between the ages of 6 and 19 has more than tripled; and
- **WHEREAS:** American children obtain 50% of their calories from added fat and sugar, and a mere 1% of them consume diets that resemble guidelines of the USDA Food Guide Pyramid; and
- **WHEREAS:** Sweetened drinks (fruit drinks, soft drinks, etc.) constitute the primary source of added sugar in the daily diet of children; and
- **WHEREAS:** There are approximately ____ (#) vending machines under the responsibility of the [name] Public Schools; and
- **RESOLVED:** That the [governing body] strongly urges the [name of school district] to require that only healthful food and drinks such as water without sugar additives and 100% juice, be sold in school cafeterias, school stores, or vending machines placed in all Public School buildings.

RESEARCH ON RACIAL AND ETHNIC DISPARITIES IN MATERNAL AND INFANT MORTALITY (model legislation)

A. Within two years following the date of enactment of this law, the [Department of Health/Office of Women’s Health/ Office of Minority Health/Office of Maternal and Child Health] shall conduct and complete a study of racial and ethnic disparities in infant and maternal complications and mortality. The study shall consolidate data across state agencies, identify gaps in data collection and research, including research on risk factors and prevention strategies, and develop recommendations that foster collaboration among state agencies in identifying and eliminating such disparities. The [Department/Office] shall release the report to the public upon completion.

RESEARCH ON RACIAL AND ETHNIC DISPARITIES IN MATERNAL AND INFANT MORTALITY (model legislation) :: continued

B. As part of the study, the [Department of Health/Office of Women’s Health/Office of Minority Health/Office of Maternal and Child Health] shall determine whether federal funds are available to develop surveillance systems and research risk factors and prevention strategies, including, but not limited to, funds from the Centers for Disease Control and Prevention, the National Institutes of Health, and the Health Resources and Services Administration. If such federal funds exist, the [Department/Office] is directed to use its best efforts to obtain such funds for this purpose.

CREATING YOUR STORY USE PLAN

Goal	Audience	Story	Storyteller	Action
<i>What change do you want?</i>	<i>Who are you trying to inform? Influence?</i>	<i>What message or story will be most credible? Any key points?</i>	<i>Who will be the most credible messenger for this story to this audience?</i>	<i>What do you want the audience to do?</i>
Example 1: More fresh produce into school lunch program	Our School Board	We have local farmers with increasingly high yields of produce that decrease the market price, making it affordable for schools	Project Coordinator &/or Farmer (see videos from Chilton, WI at preventionspeaks.org/story)	Change the school wellness policy: include a floor requirement for fresh produce
Example 2: More recreational facilities and playgrounds open after school hours	City Council and/or School Board	Exercise at a recreation facility not only reduces obesity rates but also builds community, reducing crime rates	Stakeholders in a similar community with a successful joint use policy, like the director of nonprofit recreational facility or school board members; youth advocates	Change the city ordinance policy decreasing liability of schools after hours, thus allowing a place to recreate that doesn’t require any change in budget
Example 3: Tobacco-free parks in my state	State Legislator	Families deserve safe and clean parks	Big sister who wants to take her sister to the park without worrying about her eating cigarette butts (see videos from Ringgold County, IA at preventionspeaks.org/story)	Change the policy

<p>Keep in mind:</p> <p>There are many ways to tell stories: video, oral, written, photo with quote, map, drama</p> <p>Facts complement the story...is there one “swivel head statistic” that would be helpful?</p>	<p>The power for change does not live in a planning tool alone, but in facilitation of a community-engaged process that builds the community’s capacity to engage audiences and influence meaningful change over time.</p>
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January 2012

Creating Your Use Plan :: continued

Goal	Audience	Story	Storyteller	Action
<i>What change do you want?</i>	<i>Who are you trying to inform? Influence?</i>	<i>What message or story will be most credible? Any key points?</i>	<i>Who will be the most credible messenger for this story to this audience?</i>	<i>What do you want the audience to do?</i>

Keep in mind:
 There are many ways to tell stories: video, oral, written, photo with quote, map, drama
 Facts complement the story...is there one "swivel head statistic" that would be helpful?

The power for change does not live in a planning tool alone, but in facilitation of a community-engaged process that builds the community's capacity to engage audiences and influence meaningful change over time.

January 2012

Education, Advocacy, and Lobbying

Case Study Activity

Directions

Assess the following situations and discuss the following questions:

1. Is the action education, advocacy, or lobbying?
2. What special considerations must be made in light of your role as a state agency/ university/non-profit organization employee?
3. Consider the action. Is it appropriate? If no, what should you do differently?
4. Are there other actions you might consider?

Background

House bill (HB) 1234 would require children, aged 4-8, to be seated in booster seats in motor vehicles.

Scenario #1

You communicate with coalition members and other partners that HB 1234 exists and answer questions about the impact of this bill

Scenario #2

You email injury coalition members and other partners to encourage them to contact the legislature to support HB 1234.

Scenario #3

You conduct meetings with colleagues within your organization to discuss the value of booster seat use.

Scenario #4

You write an op-ed article for your local newspaper on why the use of booster seats can help keep children safe and secure.

2012ACHIEVE_ASSESSMENT

CDC HEALTHY COMMUNITIES PROGRAM ACHIEVE SELF-ASSESSMENT

Instructions: All HEALTHY COMMUNITIES PROGRAM ACHIEVE Team Leaders are asked to complete this survey by February 17, 2012.

The survey takes about 20 minutes to complete.

Why this Self-Assessment is important and instructions:

The information that you provide in the assessment will help to guide the selection and development of trainings, tools, and technical assistance efforts tailored to address your needs and support the accomplishment of your goals by your community coalitions.

A need is a necessity and is considered as a gap between "what is" and "what should be"; it is an essential element required for change.

However, the assessment is not only about recognizing "gaps", but is about identifying current abilities that are not used or not recognized.

The Self-Assessment will help you, the CDC, and Healthy Communities national partners collaboratively...

- identify barriers to performing key functions
- identify processes, tools, and activities to help overcome those challenges, and
- match resources to priority support activities

...so that the training, technical assistance, and tools provided are tailored to build on your strengths and help you achieve your desired results.

Completing this assessment has the added benefit of helping you think about planning and building your coalition.

Before you get started--Final Instructions:

The survey is organized into 3 sections:

- Part I – training and technical assistance topic areas applicable to CDC Healthy Communities programs
- Part II - preferences for training and technical assistance delivery methods or approaches
- Part III - information about access to technology.

For each question, you are asked to rate your anticipated need for technical assistance.

Please answer the questions from your personal viewpoint or perspective -- not the anticipated needs of your team members or community coalition.

There are no correct or incorrect answers; please answer to the best of your ability and feel free to provide additional comments in the space provided.

Your responses are anonymous, unless you choose to provide a name and contact information at the end of the survey.

On behalf of the CDC and Healthy Communities Program ACHIEVE National Partners, thank you for completing this needs assessment by February 17, 2012, and providing your valuable input.

Partnering

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*** 1. Please mark the different sectors you have previously partnered with on health efforts.**

(check all that apply)

- Elected officials
- Advocacy organizations
- Government
- Schools
- Worksites
- Healthcare organizations
- Public health
- Parks and Recreation
- Universities
- Faith-based organizations
- Business
- Community Institution/Organization (CIO)

Comments:

Training and Technical Assistance Topic Areas

Please Read --- Instructions:

The following sections include questions about different topic areas that pertain to CDC Healthy Communities Programs.

1. Before each question, some ****definition/examples**** of subtopics may be provided to help you think about your experiences with the topics.
2. Use the scale and determine your anticipated need for each category or subtopic.
 - Definite Need = I've never engaged in an activity related to this topic.
 - Moderate Need = I've engaged in activities related to this topic, but did not take a leadership role.
 - Have Somewhat of a Need = I've managed or lead activities related to this topic before.
 - Do Not Need = I've managed or lead activities related to this topic before, and I am recognized as an authority on the topic by my peers.

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3. Please provide any additional explanation about your experience with the topics in the "Comments" boxes provided.

***2. To what extent do you anticipate needing technical assistance in the following areas?**

	Do not Need	Have Somewhat of a Need	Moderate Need	Definite Need
Coalitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
System and Environmental Change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chronic Disease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Coalitions

****Definition/Examples**** or skip to question below

- Coalition Basics (for example, purpose of coalitions, benefits/challenges)
- Coalition Planning (e.g., what makes coalitions successful, how to get started)
- Coalition Building (e.g., membership, recruitment, community ownership, creating a vision)
- Coalition Implementation (e.g., roles/responsibilities, consensus building, member retention, decision-making)
- Sustaining Coalitions (e.g., marketing/promotion, branding, logos, budgeting, fund-raising, evaluation)

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***3. What area(s) do you anticipate needing technical assistance?**

	Do Not Need	Have Somewhat of a Need	Moderate Need	Definite Need
Coalition Basics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coalition Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coalition Building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coalition Implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustaining Coalitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Community Assessment

****Definition/Examples**** or skip to question below

- Accessing Data (e.g., locating data and information on your community or policy issues, data compatibility, using computerized sources)
- Collecting Data (e.g., using appropriate surveys and forms; getting input from those who are or will be affected; developing new tools for collecting data; identifying community assets)
- Using Data and Information (e.g., analyzing data; planning and setting priorities using data, establishing baselines to monitor progress)

***4. What area(s) do you anticipate needing technical assistance?**

	Do not Need	Have Somewhat of a Need	Moderate Need	Definite Need
Accessing Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collecting Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Sustainability

****Definition/Examples**** or skip to question below

- Reaching consensus on sustainability as a fundamental principle of health efforts (e.g., getting buy-in with key decision makers on the importance of sustaining community health actions over time and planning for it from the start)
- Organizational structures that sustain efforts (e.g., determining the most effective organizational structure for maintaining efforts in the face of a changing environment—including public health priorities, funding, and coalition/community leadership)

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• Long-term collaborative resource planning (e.g., planning for funding, in-kind contributions, leadership development, etc... that supports collaborative healthy community administration)

***5. What areas do you anticipate needing technical assistance?**

	Do Not Need	Have Somewhat of a Need	Moderate Need	Definitely Need
Reaching consensus on sustainability as a fundamental principle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational structures that sustain efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Long term collaborative resource planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Systems and Environmental Change

Definition/Examples or skip to question below

- System and Environmental Change Basics: (e.g., overview of models/concepts, benefits, challenges, how to get started)
- System and Environmental Evidence-base: (e.g., what changes in policies, systems, or the environment have worked to reduce chronic disease)
- Setting System and Environmental goals: (e.g., factors to consider in selecting goals for systems and environmental changes)
- Evaluating System and Environmental changes: (e.g., measuring the impact of systems and environmental changes on health)

***6. What area(s) do you anticipate needing technical assistance?**

	Do Not Need	Have Somewhat of a Need	Moderate Need	Definite Need
System and Environmental Change Basics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
System and Environmental Evidence-base	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting System and Environmental goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating System and Environmental changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Planning

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Definition/Examples or skip to question below

- Engaging People in the Effort: (e.g., how to engage people and organizations that will be affected by new policy change for their input)
- Analyzing Factors that Influence Decision Makers: (e.g., social, cultural, demographic, political; obtaining info on relevant laws, processes and key gatekeepers)
- Setting Measurable Goals and Objectives: (e.g., developing long range, project period, and annual objectives for PSE change based on needs, priority populations, and evidence-based approaches)
- Linking Activities to Outcomes: (e.g., communicating how some of the things you do are necessary short and middle steps that support your ability to achieve longer term objectives)
- Developing an Action Plan: (e.g., developing a budget, timeline, scope, and sequence of activities)
- Planning for Evaluation: (e.g., what to measure, how to measure, data sources, processes reporting, timeline)

***7. What area(s) do you anticipate needing technical assistance?**

	Do Not Need	Have Somewhat of a Need	Moderate Need	Definite Need
Engaging People in the Planning Effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing Factors that Influence Decision Makers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting Measurable Goals and Objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Linking Activities to Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing an Action Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning for Evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Implementation, Leadership, & Management

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*8. What area(s) do you anticipate needing technical assistance

	Do Not Need	Have Somewhat of a Need	Moderate Need	Definite Need
Strategic planning, visioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group facilitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Running effective meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer recruitment and retention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fundraising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Progress reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizing achievements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personnel management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Evaluation

Definition/Examples or skip to question below

- Evaluation planning: (e.g., preparing for project evaluation, understanding the importance of evaluation to achieving short- mid- and long-term goals and objectives, plans for team members to be involved)
- Developing or identifying evaluation tools:(e.g., understanding what to measure, how to measure)
- Implementing an evaluation plan: (e.g., training who will be involved in collecting evaluation information, when to collect, timeline, analysis)
- Using evaluation results: (e.g., documenting and reporting results to key stakeholders for program improvement, and to communicate successes to make the case for continued support)

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*9. What area(s) do you anticipate needing technical assistance?

	Do Not Need	Have Somewhat of a Need	Moderate Need	Definite Need
Evaluation planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing or identifying evaluation tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing an evaluation plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using evaluation results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Advocacy

Definition/Examples or skip to question below

- Developing and Framing message(s): (e.g., understanding needs/priorities of target audience(s) and developing convincing arguments for each; identifying sources of influence; identifying effective messengers for different audiences)
- Advocacy Strategies: (e.g., preparing/delivering effective legislative testimony, soliciting grass roots support, organizing sit ins, rallies, press events, internet)
- Tracking relevant rules, regulations, and legislation (e.g., legislative databases, watchdog groups)

*10. What area(s) do you anticipate needing technical assistance?

	Do Not Need	Have Somewhat of a Need	Moderate Need	Definite Need
Developing and Framing Messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying and engaging like-minded organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing and Using Effective Educational Advocacy Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocacy strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the Internet and Media for Advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with policymakers and legislators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tracking relevant regulations and legislation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Communications

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Definition/Examples or skip to question below

- Formulating media messages: (e.g., crafting the message, and selecting the channel and the sender for different audiences)
- Engaging traditional media outlets to accomplish goals (e.g., through newspapers, television, films: writing press releases, conducting media advocacy, earned media coverage, free media exposure).
- Communicating progress/results/evaluation (e.g., to various stakeholders: ongoing meetings, presentations to key decision makers, written reports, executive summaries, conference abstracts, journal publications, etc...)

*11. What area(s) do you anticipate needing technical assistance?

	Do Not Need	Have Somewhat of a Need	Moderate Need	Definite Need
Formulating Media Messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective Presentation Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging media outlets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating progress/results/evaluation reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective Writing for a range of audiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Success Stories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Risk Factors, Chronic Diseases, and Conditions

*12. What area(s) do you anticipate needing technical assistance?

	Do Not Need	Have Somewhat of a Need	Moderate Need	Definite Need
Physical inactivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tobacco use and exposure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heart Disease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stroke	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cancer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diabetes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arthritis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obesity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

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Burden of Chronic Disease: related topics

Definition/Examples or skip to question below

- Health Disparities: population-specific differences in the presence of disease, health outcomes, or access to health care that occur by gender, race or ethnicity, education or income, disability, geographic location, or sexual orientation.
- Social Determinants of Health: the circumstances in which people are born, grow up, live, work, and age, as well as the systems put in place to deal with illness. These circumstances are in turn shaped by a wider set of forces: economics, social policies, and politics.
- Chronic Disease Management: reducing the burden of long-term illnesses through prevention, health promotion, and addressing symptoms and their effects through lifestyle changes and/or medical treatment.

*13. What area(s) do you anticipate needing technical assistance?

	Do Not Need	Have Somewhat of a Need	Moderate Need	Definite Need
Health Disparities/Healthy Equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Determinants of Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chronic Disease Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Any Topics We Missed?

14. Please list any other topic that you want training or technical assistance help with because you think it is important to support your success as a Healthy Communities Team Leader.

1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
5	<input type="text"/>

About You

The purpose of this section is to collect information about your access to technologies and your demographic background so that we can develop training and technical assistance most suited to your needs.

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***15. Please review and mark your access to and use of these technologies:**

	No	Yes	Don't Know
Computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YouTube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Microsoft Word software (2003 or more recent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Microsoft Excel software (2003 or more recent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Microsoft PowerPoint software (2003 or more recent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High-speed Internet Access (DSL/Broadband/Cable/LAN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet Access (dial-up modem)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CD-ROM drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DVD drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teleconference facilities or capabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Satellite or video conference site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

***16. Indicate the organization from which you are receiving funding:**

- National Association of Chronic Disease Directors
- National Association of County and City Health Officials
- National Recreation and Park Association
- YMCA of the USA

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***17. Indicate your region of the country:**

- Northeast
- Southeast
- Midwest
- Northwest
- Southwest
- US Territory

***18. Where do you get information about chronic disease prevention?**

19. ***OPTIONAL*******

Name:

Community Name:

City/Town:

State:

Email Address:

Phone Number:

On behalf of the CDC Healthy Communities Program and your national partners, thank you for taking the time to complete this assessment and provide your valuable input.

Policymaker's Idol: Communicating Your Message Scenarios

Training Tool

Policymaker's Idol

Participants split into small groups of four.

Each participant prepares (15 minutes) and delivers a presentation (3 minutes), choosing one of the four topics below. Participants receive feedback from their small group.

Cardiovascular Disease Prevention

Scenario:

State Senator Edward Smith (D), chair of the Senate's health committee is interested in drafting legislation designed to strengthen the state's role in preventing cardiovascular diseases (CVD). He has asked Dr. Peter Smith, an internist serving a 12-month fellowship on the committee, to take the lead in drafting this bill. One of Dr. Smith's ideas is to establish the Governor's Office of Cardiovascular Diseases Prevention. This office would be responsible for directing and coordinating all state CVD activities. State and local health departments' CVD activities could be absorbed into this office.

You will participate in a 30-minute conference call with Dr. Smith and have been asked to prepare a 3-minute presentation that describes your health department's CVD activities.

Falls Prevention

Scenario:

State Representative Ann Thomas (R) is very interested in strengthening Pennsylvania's programs on falls prevention, but is concerned about program duplication across state agencies. As a result, the committee she chairs is holding a hearing on falls prevention and is inviting AARP and the state departments of aging, health, insurance, and public welfare to testify.

Falls Prevention :: continued

As Chair of the Aging and Public Health Coalition, You have been asked to give testimony about falls prevention activities in Pennsylvania of no more than 3 minutes.

Public Health Budget Cuts

Scenario:

As the Director of your state's Chronic Disease Coalition, you have been asked to testify before the Washington State Senate Health Care Committee concerning proposed budget cuts. The committee is proposing the elimination of state funds that support chronic disease prevention and control efforts.

You have 3 minutes to deliver your testimony.

HIV Prevention Education

Scenario:

The Tennessee State Legislature is considering rejecting CDC funding for school-based HIV Prevention Education. Senator Thomas Patterson (I), HIV prevention champion, is looking for help in mounting arguments against rejecting funding.

Sen. Patterson has asked the state health officer to send someone to his office to discuss ideas. Shortly after arriving at Sen. Patterson's office, he tells you that he only has 3 minutes in which to discuss this issue.

Sample Policy Briefs

A Training Tool

Trainer Instructions

1. Identify a high-quality policy brief and make copies for all trainees.
Example: HIV/AIDS Policy Fact Sheet, March 2012 (Kaiser Family Foundation):
<http://www.kff.org/hiv/aids/3029.cfm>
2. After giving the class instructions (see below), hand it out.
3. Say “Go” and let the trainees read it for two minutes.
4. Collect the policy briefs.
5. Discuss the discussion questions (see below).
6. Lead an open discussion: Why is the brief effective? How could it be improved?

Participant Instructions

- Each person should have a copy of a sample policy brief. **DON'T LOOK YET!**
- When I say ‘GO’, you will have TWO MINUTES to read through the policy brief.
- After two minutes, you will be asked to close the folder and write down the answers to the following questions:
 - » What issue(s) does the policy brief discuss?
 - » Why is the issue important?
 - » What recommendations are made?
 - » Give an example of one piece of evidence used to justify those recommendations.

End Appendix B

