



Physical Activity for Local Students

The guide for school and community collaboration to support and create physical activity opportunities for young adolescents*

“School and community programs that promote regular exercise among young people could be among the most effective strategies for reducing the public health burden of chronic diseases associated with sedentary lifestyles.”¹

—The Centers for Disease Control and Prevention

Produced by:



Comprehensive Health
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National Middle
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*This guide focuses on activities for children ages 9–13.



Acknowledgments

PALS Development Team

Project Directors

Nicole Y. Thomas, MPH
Lori Stern, MA Ed

Writers

Nina Rogozen, MA
Robynn Rockstadt-Rex
Consultants

Editor

Amber D. Ukena
Consultant

Project Advisors

Sue Anderson
Elliot Herman
Consultant
Jean Schultz
Gail Tanaka, MSW
Jerry Warren

Graphics

Sally Porter, Manager
Sarah Watson, Design/Production
Consultant

Proofreader

Lynda Garitone



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Julie Dames, Terry Hahn M.A.,Ed.; Jo Henry, Ann Meacham, M.Ed., M.A., M.S.;
Gay Neal, M.S.; Shiloh Ratcliff and Deborah Tannehill.

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Welcome to PALS

“Without community partners, schools cannot play an active role in ensuring students’ good health and fitness to improve academic performance.”

– Turning Points 2000

Obesity has reached epidemic proportions in the United States. Nine million children between the ages of 6 and 19 are overweight² — a number that has tripled in the last 20 years. Sadly, many of these children already suffer from weight-related health problems.

In every community and school across the country, concerned teachers, parents and community members worry about the health and well-being of our children, who seem to be less physically active than kids only a generation ago.

When it comes to the physical health of young adolescents (i.e., children aged 9 to 13 years), we are all stakeholders. While school involvement is critical to the success of a community’s efforts to increase physical activity for youth, schools cannot do it alone. Together, schools and communities have the resources to break down barriers and create physical activity opportunities for young adolescents. In times when funding is scarce and schools are increasingly pressured to focus on academics, collaboration and cooperation are truly the only options.

Physical Activity for Local Students (PALS), co-published by Comprehensive Health Education Foundation and the National Middle School Association, provides schools and communities with

- ▶ a framework for community-school collaboration to increase physical activity opportunities for youth;
- ▶ research-based tools, resources and examples for effective coalition building, advocacy, and community change; and
- ▶ an opportunity for communities to implement supervised and unsupervised activities and various forms of exercise.

This step-by-step program provides the necessary structure and vision to create coalitions composed of school staff, students, parents, and community organizations and members. PALS begins guiding your efforts at the school level because school is where young adolescents spend much of their time. It’s also the place to hear from them directly about what they enjoy, need, and want.

Studies have shown that physical activity among adolescents correlates with higher levels of self-esteem and lower levels of anxiety and stress. Youth who feel positive about their abilities and place in the community contribute to its well-being. Physical activity has also been positively associated with academic performance. Healthy kids attend school more regularly and are more motivated learners.

Our hope is that through PALS, your school and community will come together and work collaboratively to plan and implement activities for adolescents that will get them up and moving toward good health and healthy habits they will follow throughout their lifetime.³





*Leaders listen to and
ask questions of others*



Skills and Fundamentals

Summary

This section summarizes the process of implementing PALS in a community. Included is a variety of materials and information that will enable you to make effective presentations to your principal/administrator, potential co-chairs, and other community partners.

Tool Box

About PALS
Using the Guide
PALS Flow Chart
PALS: A Community Case Study
PALS General Timeline



*Leaders follow
through with
commitments*





About PALS

What is PALS?

Physical Activity for Local Students (PALS) is a roadmap that takes us through the process of developing school-community partnerships to increase physical activity opportunities for young people. The goal of PALS is to initiate school and community partnerships to increase physical activity opportunities for young adolescents (ages 9–13 years).

Why PALS?

We have a nation of children at risk for obesity and related health issues⁴

- Nine million children between the ages of 6 and 19 are overweight — a number that has tripled in the last 20 years.¹
- Children in the United States spend many hours each day in front of televisions and computers.
- We live in automobile-centered communities. Children who ride to school by car or bus are discouraged from walking and bike riding.¹
- Activities are often too expensive, inaccessible, or dangerous to get to.

School-community partnerships stand the best chance of effecting change^{5,6}

- In addition to having access to students and their families, schools have facilities and existing programs that could be better utilized. But schools alone can't bring about changes in physical activity.
- Although the community may offer a wide range of opportunities for young people, programs are often individual or fragmented and may not reach as many youth as they could.
- Collaboration between the school and community creates synergy, accomplishing more than each could on its own.⁷

“Communities can help when it comes to health promotion and disease prevention. When there are no safe places for children to play, or for adults to walk, jog or ride a bike, that’s a community responsibility . . . ”⁷

The Secretary of Health and Human Services and the Secretary of Education



What will be the outcome of PALS?

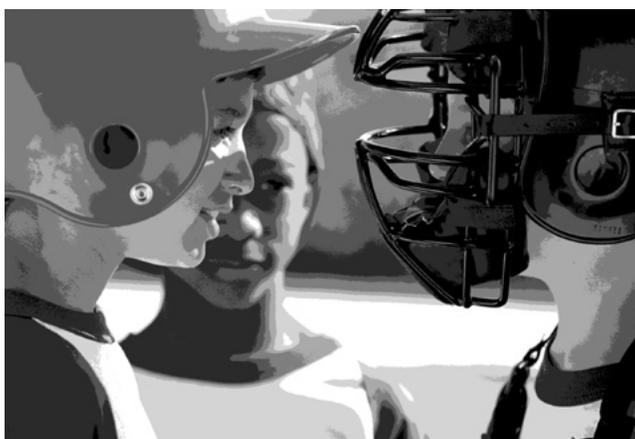
Schools and communities that implement PALS will

- Strengthen community action skills such as planning, advocacy, and community building
- Build a coalition to increase physical activity opportunities for young adolescents
- Create and implement a plan that increases access to physical activity opportunities for young adolescents in their communities

What are the benefits of using PALS to increase physical activity for youth?⁸

Physical and mental health

- Promotion of healthy lifestyle habits
- Lowered risk of heart disease, diabetes, hypertension, and certain cancers
- Increased physical fitness and decreased degree of overweight among obese children
- Reduced anxiety, stress, and depression, which can result in an increased capacity for learning



Developmental, academic, and social growth⁹

- Development of friendships, both in and out of school
- Improved capacity for learning
- Enhanced energy, positive self-esteem, a sense of well-being, and better school attendance

Development of important protective factors

- Decreased risky behaviors, such as alcohol, other drugs, and crime through adequate recreation¹⁰
- Increased involvement in prosocial activities, which encourages prosocial development
- Increased peer bonding





What is the PALS process?

Through a series of steps, PALS helps schools and communities accomplish the following:

1. The school principal sees the benefit of the program and agrees to support PALS.
2. A school co-chair forms a leadership team by recruiting two community co-chairs.
3. The leadership team recruits a larger, representative Community Coalition.
4. The Community Coalition conducts a needs assessment, identifying current programs, gaps, and barriers, as well as soliciting the ideas of students, parents/guardians, and providers.
5. The Community Coalition decides on one to three projects to initiate that address the above mentioned needs, either by creating opportunities for physical activity (e.g., offer a rock-climbing class) or eliminating barriers (e.g., make access safer with better lighting).
6. The Community Coalition forms Task Forces that carry out action plans to accomplish each project's goals.
7. Each Task Force conducts an evaluation of its work and processes, and then identifies the progress they have made toward the coalition's goals and outcomes.
8. The community celebrates its accomplishments and plans for the future.

The key word is
PARTNERSHIP



Using the Guide

To begin

Please review the PALS “Table of Contents” at the front of the guide to familiarize yourself with the flow of the program. Co-chair and community coalition meetings are arranged sequentially and follow general project development and implementation practices. The first few meetings are spent surveying the community and determining a course of action that is based on the identified needs. Later meetings cover publicity and evaluation of the community coalition’s work. Because much of the work implementing your community’s PALS project will be done in smaller task forces, the section “Special Teams” provides an introduction to meeting facilitation along with a checklist and a form to record decisions and actions for each meeting. The final section of the guide provides valuable resources to facilitate the implementation of PALS, including handouts, meeting suggestions, and resources.

Practical tools

The accompanying CD-ROM includes the entire *PALS Guide*, so you can make copies of individual pages. You can customize a number of pages to meet your needs and plans, and then copy handouts or use them as overhead transparencies for discussions. Look for this symbol (📎). Here are the system requirements and how to start the PALS CD-ROM:

System Requirements:

- A personal computer with a 486 or higher processor
- Microsoft® Windows 95 or higher
- Adobe® Acrobat® Reader® 5.0
- 7 MB of hard disk space
- VGA or higher-resolution video adapter
- Microsoft mouse or compatible pointing device

AutoPlay

1. Put the CD-ROM in your computer.
2. Wait a few seconds; your browser will open and display the Table of Contents. Click on the link to the document that you would like to review.
3. If your computer doesn’t AutoPlay, follow the instructions below.

Open My Computer

1. Double click your CD-ROM drive.
2. Double click “index.htm.”
3. Wait a few seconds; your browser will open and display the Table of Contents. Click on the link to the document that you would like to review.





Adapt PALS to meet your needs

When working through the sections and steps of the *PALS Guide*, you may wish to adapt them as necessary to meet the needs, resources, abilities, and available time within your school, Community Coalition, and extended community.



How we use certain terms in the PALS Guide

Community generally refers to a group of people living in a particular area. We suggest using *PALS* to focus on young adolescents who attend a specific school.

Young adolescents is the term used to define youth in the age group served by middle and junior high schools (9- to 13-year-olds).

Physical activity denotes a wide variety of physical motion that includes, but is not limited to, organized sports, individual exercise programs, and activities such as rock climbing, dancing, or mowing the lawn.

Why PALS starts with schools

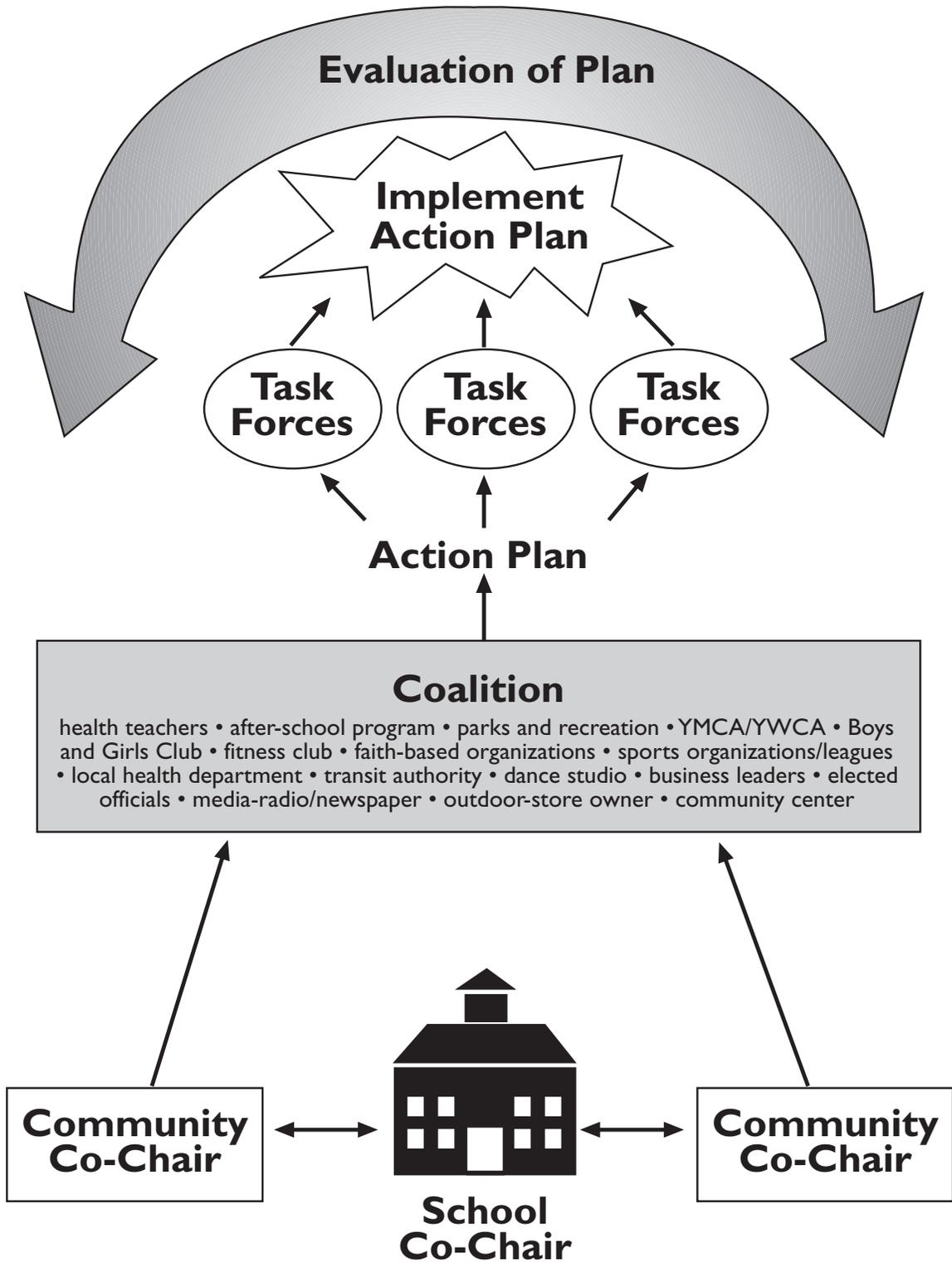
Schools touch most children's lives most days of the week. *PALS* starts with the school because of its strong influence on children's behavior, self-esteem, and lifestyle choices. In addition, schools provide a direct line to families, whom schools can both engage and educate.

The scope of PALS

The timing of PALS: *PALS* is designed to accomplish action plans within a few months. Starting a program in the fall could result in changes within the school year, and starting in the spring could result in increased summer activities for students. Please remember that ongoing efforts are needed to bring about lasting changes, and the steps in *PALS* can be repeated.

What PALS does and doesn't do: *PALS* provides a roadmap for school and community collaboration to increase physical activity opportunities for young adolescents. However, each partnership must explore and secure the necessary funding to carry out its activities. It is beyond the scope of the *PALS* program to provide training on health and the problem of obesity among young adolescents. You will want to make sure there are at least a few people on the Community Coalition with this expertise who can serve as resources for the others.

PALS Flow Chart





PALS: A Community Case Study

Languid Oaks Middle School is a fictional school created from the composite experience of people at real schools and in communities who have implemented projects through a process similar to the one outlined in PALS.

The dilemma

Languid Oaks Middle School had a problem. Many of its students were overweight, and each year the number of these students seemed to increase. At the same time, several sports programs had been cut because of budget constraints, and teachers suspected that many students were spending too much time in front of a TV or at the computer. The health of the school's students was a growing concern at the school and increasingly a topic conversation during staff meetings.

Meg Runswell, Languid Oaks Middle School's guidance counselor, knew that students' health closely correlates to their academic performance and school attendance. She also knew that physical activity encourages young adolescents' pro-social development and decreases risky behaviors that can lead to drug abuse and delinquency. Because these issues were so important to Meg, she volunteered to look for ways to address the growing problem of obesity among her middle school's students.

The response

Meg received a copy of the *PALS Guide*, which she read during the summer. She really liked the idea of forging partnerships with the community in tackling issues critical to the health of local young adolescents, and she decided to give PALS a try.

As the new school year approached, Meg scheduled an appointment with her principal to discuss implementing the PALS Program. She prepared for the meeting by sending him materials that explained the PALS Program and by thinking about who she would like to work with as co-chairs. Her principal was impressed with the program and Meg's enthusiasm for it, and he gave Meg the green light to proceed.

Before long, Meg had recruited two co-chairs from the community with whom she had worked before on several projects.

The Community Coalition

The three co-chairs contacted representatives from local community organizations that serve youth – as well as several parents, school staff, and high school students – and compiled a 14-member Community Coalition. Along with the three co-chairs, the Coalition

PALS: A Community Case Study (continued)

consisted of

- the school's health teacher,
- the coach of the girl's basketball team,
- the manager of a local fitness club,
- a youth minister from one of the community's larger churches,
- the activities director for the community recreation center,
- the program director for the regional soccer league,
- a representative from the local branch of the Juvenile Diabetes Association,
- a reporter from the city's newspaper who covers health and fitness, and
- the vice principal of Languid Oaks Middle School and two high school students.

Of this group, four Coalition members were also parents of students attending the middle school.



The first project the Community Coalition undertook was surveying students, parents, and service providers in the community to assess the following:

- the current types of physical activities participated in by young adolescents in their community,
- new forms of physical activity that they would like to try, and
- the barriers that kept them from doing current or desired physical activities.

The Community Coalition found the survey results very interesting. For a medium-sized community, Languid Oaks offered several excellent opportunities and venues for physical activity, including a swimming pool at the high school, a park with a bicycle and walking trail, a community softball and soccer league for both boys and girls, a variety of school sports, and a community recreation center with basketball and tennis courts.

Despite these opportunities, however, there had been a significant decline in participation in community sports teams and use of the community center. The surveys revealed several factors that the Community Coalition believed were related, including families' financial constraints, students' perceived lack of transportation to and from community sports events and facilities, and a need for alternative physical activities for those students who didn't play on the school's or city's organized sports teams.

The plan

After some discussion, the Community Coalition decided they would have the most impact by focusing on one big project. They decided to hold a "physical activity fair" in the early spring, which would have the following purposes:





PALS: A Community Case Study (continued)

- to publicize opportunities in the community for ongoing physical activity,
- to inform students and their families about using public transportation and its benefits,
- to create a “one-stop” scholarship resource for families requesting financial assistance, and
- to provide workshops to inform parents, staff, and youth about nutrition, the importance of physical activity, and other health issues.

The Community Coalition divided itself into three task forces. **Planning and Publicity** focused on creating the health fair, including locating the space and contacting the various community agencies to participate. This group also took the lead in contacting the media and publicizing the event. **Financial Assistance** focused on gathering funding resources for youth and their families. This task force also worked on creating a “sports equipment bank” of used equipment (such as bicycles and safety gear) for families that couldn’t afford new equipment. **Health Education** focused on ways to promote healthy habits among students and their families. This task force created informational handouts and contacted potential presenters for free workshops to be held during the health fair.

The health fair

At the end of March, Languid Oaks Middle School held its first annual health fair on a weekday evening and again on the following Saturday. In all, 30 organizations and companies participated by sponsoring a booth and/or providing prizes for the raffle to fund sports scholarships for students with financial need. Among those organizations participating were the community transit agency, the health department, and several nonprofit health associations.

The local radio station and newspaper ran public service announcements promoting the health fair. This free publicity was the result of having a news reporter on the Community Coalition!

Evaluating the results

The health fair was a success, with more than one third of Languid Oaks Middle School students and their families attending. The raffle raised nearly \$3,500, which was used to cover bus fare and various membership fees and team dues for students in low-income families.

The Community Coalition met several days after the health fair to start the evaluation process. They designed a survey to send to local organizations that provided physical fitness opportunities and programs for the community’s young adolescents. When the surveys were distributed and analyzed in the fall, the Community Coalition found that, on average, participation in these programs had increased by 15%.

PALS: A Community Case Study (continued)

Future plans

All but three of the members of the Community Coalition have volunteered to stay with the PALS program for another year. The group is already planning its second annual health fair. In addition, they are exploring ways to use their community contacts to offer more varied after-school activities to their students. For activities that wouldn't take place on the school grounds, the committee is looking for ways to coordinate transportation to off-site venues so that more students can participate.





PALS General Timeline

Activity	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10
Receive PALS guide	X									
Meet with principal, contact co-chairs	X									
Warming up: meet to plan a coalition meeting, recruit members		X								
Joining the team: first Community Coalition meeting			X							
Needs survey process in survey groups			X	X						
The game plan: identify the project				X						
Off the starting line: break into task forces					X					
Task force meetings: plans in motion					X				X	
Cheering for the team: promotion and publicity							X			
Implementation!							X		X	
Checking the scoreboard: evaluating our efforts									X	
PALS guide evaluation									X	
Celebration and planning for the future										X

Warming Up

Summary

This section includes Preparation Tasks 1 and 2 to help the school co-chair obtain support from the principal and to recruit two community co-chairs.

Preparation Task 1

Total estimated time needed: 2 hours and 45 minutes

Signs of success

- You have identified potential community co-chairs.
- Your principal agrees to provide support to implement PALS.
- You and your principal have agreed on possible community co-chairs, as well as ideas for the distribution of materials going to staff, families, and students.

Tool Box

The *PALS Guide*
 Table of Contents (page iii)
 About PALS (page 2)
 PALS Flow Chart (page 7)
 PALS: A Community Case Study (page 8)

Steps for Preparation Task 1

Step 1: Review PALS (2 hours)

- I.A. REVIEW the entire *PALS Guide*, paying special attention to the Table of Contents, PALS Flow Chart, About PALS, and PALS: A Community Case Study.
- I.B. MAKE a list of questions and any other items you want to discuss with your principal.

Consider:

- The principal's role in the process
- Time you will spend as co-chair (such as two to three evenings per month for meetings and up to two hours per week for administrative tasks and planning)

“School and community programs that promote regular exercise among young people could be among the most effective strategies for reducing the public health burden of chronic diseases associated with sedentary lifestyles.”¹¹





- Compensation for your meeting and planning time
- Administrative costs
- Distribution of materials going to staff, families, and students
- School time for school survey to be completed
- Other resources the school can provide
- How to communicate with staff, students, and their families about PALS

1C. LIST possible community co-chairs and DECIDE on your top two choices. Besides being someone you would enjoy working with, your pick should have these characteristics:

- A track record of getting things done
- A demonstrated appreciation for work supporting children's welfare (e.g., children's health, physical activity programs, education, and volunteering)
- Good leadership skills



Hint: Your principal's support is important. You might even offer him or her a seat on the Community Coalition.

Step 2: Set up meeting (15 minutes)

- 2A. SCHEDULE a face-to-face meeting with your principal by phone, by e-mail, or in person.
- 2B. DROP OFF the PALS Flow Chart, About PALS, and PALS: A Community Case Study for the principal to review before your scheduled meeting.

Step 3: Meet with principal (30 minutes)

- 3A. ANSWER any questions your principal has about the PALS program, including the Table of Contents, PALS Flow Chart, About PALS, and PALS: A Community Case Study.

ASK your principal if he or she has any additional questions and ANSWER them to the best of your ability.

REQUEST your principal's support of the PALS program.

Hint: If your principal asks questions you're unable to answer, TELL him or her that you will research the answers, and SET UP a time for another meeting at which you will discuss these answers.



3B. If your principal approves implementation of the PALS program, EXPRESS your gratitude for his or her support. Then DISCUSS your list of questions and any other items, including your suggestions for co-chairs.

If your principal doesn't give approval for the PALS program:

- ASK your principal to clarify his or her top concerns.
- ADDRESS each concern as you are able, or OFFER to schedule a follow-up meeting where you can address these concerns, after you've had time for research and to formulate responses.

3C. THANK the principal for his or her time and conclude the meeting.



*We can find leaders
flourishing in the most
ordinary places. ⁽¹⁵⁾*





Preparation Task 2

Total estimated time needed: 1 hour and 45 minutes

Signs of success

- Two community members have agreed to be co-chairs.
- The date, time, and place are set for the first co-chair meeting.
- You have sent a personalized co-chair letter with a copy of the *PALS Guide* to your new co-chairs.

Tool Box

Handout

Handout 1: Letter to co-chairs

Other

Two additional copies of the *PALS Guide*

Table of Contents (page iii)

About PALS (page 2)

Mailing capabilities and materials (e.g., large envelope, postage, etc.)

Step 1: Call potential co-chairs (1 hour)

IA. CALL your first two choices for co-chairs and INTRODUCE yourself.

Use the Table of Contents and About PALS when necessary to COMMUNICATE the following:

- Your enthusiasm about working on this Community Coalition, which you think will make a real difference for students at your school.
- The goal of PALS, which is to develop school-community partnerships that increase physical activity opportunities for young adolescents.
- “I know you are great to work with (and/or you work with young people), so I think you’d be a very valuable asset to our Community Coalition and the PALS process.”
- “It takes strong leadership based in the school and community to implement a program such as PALS. I’m putting together a leadership team of three people (including myself) and hope you are interested in working on this with me.”

Hint: One or more of the people you call may want to look over the materials first and have a follow-up conversation with you. That’s okay.



EMPHASIZE that PALS creates a win-win situation for everyone:

- Community programs can communicate with students and find unique solutions to get them up and moving.
- Students may improve their health, reduce their health risks, improve their school performance, and be less involved in risky behaviors.
- Agencies and governments will be more informed about the needs and preferences of young people.
- Schools have happier and healthier students who are ready to learn.

DESCRIBE YOUR ROLE and the role you see the other co-chairs taking (e.g., “Although I will be shepherding the PALS process, I will rely on the help of the other two co-chairs to help plan and lead a series of six Community Coalition meetings over the next six to nine months. The co-chairs will also take part in some short planning sessions to prepare for these Community Coalition meetings, in addition to joining a Task Force if they so choose.”).

REPEAT how much you’d like them to be involved.

IB. **If they agree** to be part of the Coalition leadership, use your own words to COMMUNICATE the following:

- “Great! I’m so happy you’re interested in working with me on this.”
- “I’ll send you a copy of the *PALS Guide* we are using for the Coalition. Please review it before our first meeting.”
- “Please call me if you have any questions.”

If they are unsure about committing, ASK what their reservations and concerns are and offer to send material that they can review in order to make a more informed choice.

If they say no, ASK them two things:

- “Would you be willing to be on the Community Coalition?”
- “Do you have any suggestions for co-chairs?” (ADD any names they give you to your list and KEEP CALLING.)

IC. SET a date and time for your first meeting.





Step 2: Reserve meeting room and send out material (45 minutes)

- 2A. RESERVE a room for the meeting.
- 2B. ADD details to Handout I (Letter to Co-Chairs), including:
 - The names of all three co-chairs
 - Meeting location, date, and time
 - Any other necessary adjustments
- 2C. SEND the following materials to each of your new co-chairs:
 - A personalized copy of Handout I (Letter to Co-Chairs)
 - Copy of the *PALS Guide*



Joining the Team

Summary

This section includes steps for the first co-chair meeting and the first Community Coalition meeting.

Co-Chair Meeting

Total estimated time needed: 2 hours and 30 minutes

Tool Box

Handouts

Handout 2: Community Coalition Welcome Letter

Handout 3: Sample School Profile

Handout 4: Key Values for the PALS Program

Handout 5: Sample Telephone Script for Calling Potential Community Coalition Members

Equipment

Flip chart and markers

Other

Task List for the first Community Coalition meeting

Each co-chair's copy of the *PALS Guide*

Sample agenda

1. Get acquainted
2. Review *PALS Guide*
3. Make decisions about implementation and roles
4. Create your Community Coalition
5. Plan first Community Coalition meeting



Leaders come in all shapes and sizes. . .





Task List for the First Community Coalition Meeting

Meetings	Who	Date, Time, and Location

Action Items (to do)	Who	By When
Sign letters to Community Coalition members		
Compile and mail packets to coalition members (consisting of Handout 2: Community Coalition Welcome Letter, About PALS, and the agenda for the first Coalition meeting)		
Compile a needs assessment packet for survey groups (consisting of Handout 6, Handout 7 or Handout 8 or Handout 9, Handouts 10 and 11)		
Decide who will be responsible for each item on the agenda		
Decide who will be the facilitator and who will assume the other roles		
Reserve a room for the first Community Coalition meeting		
Reserve and/or gather equipment		
Make a sign-in sheet		
Get name tags		
Prepare flip chart sheets for carousel activity		

Steps for Co-Chair Meeting

Leaders build, nurture, and maintain positive relationships

Step 1: Get acquainted (5 minutes)

1A. INTRODUCE yourselves and EXCHANGE contact information.

Step 2: Review PALS Guide (45 minutes)

2A. TAKE about 15 minutes and DISCUSS your reactions to the *PALS Guide*. Share your perceptions of the structure and content of the meetings.

2B. DISCUSS how the term “physical activity” is used in the Guide: Physical activity (supervised and unsupervised) consists of a wide variety of physical motion that includes, but is not limited to, organized sports, individual exercise programs, and activities such as rock climbing, dancing, or mowing the lawn.

For sedentary young people, some activity is much better than no activity. Adding 15 minutes of activity a day for most teens is a step toward better health!

EMPHASIZE that change will happen because of a strong partnership between the community and the school, not because of any one organization.



Step 3: Decide on roles (10 minutes)

3A. DECIDE what role each of you will play and what will be your responsibilities. You can rotate assignments when necessary or desired. Roles to discuss:

- Who will facilitate meetings?
- Who will oversee communications with Coalition members?
- Who will take notes at Coalition meetings and send them out to members?
- Who will be a contact for handling questions from parents/guardians, the media, etc.?
- What other jobs need to be accounted for?
- How much time will each co-chair spend on the PALS program?

Hint: Community Coalition recruitment is a very deliberate and thoughtful process. Keep the Coalition balanced with school, community, parent/guardian, and student representatives, depending on your community’s makeup and resources.

Step 4: Create Community Coalition (45 minutes)

4A. DECIDE how many people you want on your Community Coalition. A group of 12 to 15 people usually allows for a manageable distribution of work.





4B. DISCUSS a broad-based Coalition that will meet your needs. CONSIDER a variety of people who care about young people and have different, yet complementary skills, roles, and influence in your community. You may wish to consider selecting members from the following:

- School district physical education specialist and/or school physical education teacher
- After-school program coordinator
- Local parks or recreation department representative (e.g., the youth program director)
- Local YMCA representative (e.g., the executive director or youth program director)
- Local Boys and Girls Club representative (e.g., the executive director or sports program director)
- Representative from local fitness clubs
- Representative from faith-based organizations that offer multiple physical activity or sports programs
- Representative from community sports organizations (e.g., baseball, softball, basketball, soccer)
- Other major youth physical activity or fitness program representatives from your community
- Representative from your local health department (particularly someone who has responsibility for chronic disease prevention or health promotion)

Consider types of people who work with or are familiar with the needs and attitudes of young people, such as parents, school administrators, and parent-teacher organization members. You may also think about contacting the Mayor's office, your local law enforcement department, and public health agencies that cover youth services.

4C. CREATE a list of potential Community Coalition members.

4D. DIVIDE the list and PLAN to call prospective members. DESIGNATE a time for all the calls to be completed within the next week. (REFER TO Handout 5: Sample Telephone Script for Calling Potential Community Coalition Members.)

Hint: Consider having high school students on the Community Coalition. They bring energy and a fresh perspective, and can help you connect with young people.



Step 5: Plan first Community Coalition meeting (45 minutes)

- 5A. REVIEW all the materials for the first Community Coalition meeting. To start with, take a look at the Sample Agenda and Signs of Success to understand the objectives and flow of that meeting.
- 5B. DETERMINE who will do what and by when, and DECIDE on the date, time, and location for the Coalition meeting. ADD this information to Handout 2: Community Coalition Welcome Letter.
- 5C. WRITE the agenda for the first Community Coalition meeting, modifying the Sample Agenda with your own ideas from today's meeting.

SET the date, time, and location for the first Community Coalition meeting.

- 5D. COMPOSE a school profile to present at the first Coalition meeting. It should provide information and demographics about the students and your school. Use Handout 3: Sample School Profile for this step.
- 5E. DECIDE who will complete and mail Coalition member packets. Member packets should include the following:
- A personalized version of Handout 2: Community Coalition Welcome Letter
 - About PALS
 - The agenda you develop for the first Community Coalition meeting
- 5F. FILL OUT the task list for first Community Coalition meeting together and MAKE a copy for each of you.
- 5G. CONCLUDE the meeting by acknowledging the important work you've all done today. It's a great start for the Coalition!





Community Coalition Meeting

Joining the Team

Total estimated time needed: 2 hours
(with an additional 15 minutes for co-chair debriefing)

Signs of success

- People are somewhat familiar with one another and have completed the sign-in sheet.
- The group knows the basic flow of the PALS program and meetings.
- The group understands the survey process and has formed three survey groups.
- Each survey group has formulated an implementation plan to conduct the survey.
- The group has identified other potential Coalition members.

Tool Box

Handouts

- Handout 4: Key Values for the PALS Program (*make a transparency of this page if using an overhead projector*)
- Handout 6: CDC Guidelines for School and Community Programs (*make a transparency of this page if using an overhead projector*)
- Handout 7: Community Service Providers Survey
- Handout 8: Student Survey
- Handout 9: Parent/Guardian Survey
- Handout 10: Needs Assessment Details (*make a transparency of this page if using an overhead projector*)
- Handout 11: Sample Survey Results Form

Equipment

- Screen and projector for PowerPoint® or overheads and charts
- Easel, flip chart, and markers

Other

- Copies of School Profile (completed from Handout 3: Sample School Profile)
- About PALS (*make a transparency of these pages if using an overhead projector or the PowerPoint presentation, About PALS: A Community Presentation, included on the CD-ROM*)
- Using the Guide
- Sign-up sheet that includes spaces for attendee name, organization, address, phone, and e-mail
- Name tags
- Copies of the agenda
- Signs listing one key value each (for a total of six signs) from Handout 4: Key Values for the PALS Program
- Masking tape
- Markers in a variety of colors that show up well from a distance

Sample agenda

1. Welcome and get to know each other
2. Discuss why we're here today
3. Present CDC Guidelines
4. Describe the needs assessment process
5. "Where do you stand?" values survey
6. Divide into survey task forces and begin planning
7. Conclude the meeting
8. Co-chairs debrief after the meeting



Hint: *If you have included high school students on the Coalition, model inclusion to encourage their participation. For example: "We're really pleased to have you on the Coalition, and we look forward to your ideas and participation."*

Steps for the Community Coalition Meeting

Step 1: Welcome and get to know each other (20 minutes)

- IA. As people enter the room, ASK them to fill in the sign-in sheet and pick up a name tag and an agenda.
- IB. Welcome everyone. Introduce yourself and your co-chairs. THANK the Coalition for being involved in this important work. TELL them you are very excited about working with them.

EXPLAIN to the group you are about to do a fun icebreaker that will help everyone get acquainted.

ASK members to pair up with someone they don't know. TELL the pairs to take turns asking each other the following questions:

- What is your name?
- Where do you work, volunteer, or go to school?
- What is something you enjoy doing that keeps you physically active?

BRING everyone back together after five minutes and ASK each pair to introduce each other by sharing the other's answers. For example: "This is Bryan. He is the activities manager at the YMCA. He likes white-water rafting."





Step 2: Why we're here today (20 minutes)

2A. TELL the group why the co-chairs need the Coalition's help:

- None of you (three co-chairs) assume you know all the answers. The benefit of 15 minds working together vs. three is great.
- The Coalition's collective experience adds a great deal to the potential of its work.
- There is a room full of people who can make things happen.
- We all have a commitment to children and safe communities.
- It takes a thoughtful collaboration to create community change; no one can do it alone.

2B. SHOW the About PALS transparency, or the PowerPoint®, About PALS: A Community Presentation included on the CD-ROM, for group discussion. POINT OUT the process on the second page of the handout. ANSWER any questions the Coalition members may have.

ASK the group what resonated most with them in About PALS. ASK Coalition members what they think and feel is most important.

REVIEW (briefly) those areas that people do not mention. Make sure you cover the following points:

- The major goal of PALS is to develop school-community partnerships that increase physical activity opportunities for young adolescents.
 - The benefits of physical activity to students (e.g., disease prevention, self-esteem, etc.).
 - The benefits of physical activity to schools (e.g., attendance, academic growth, etc.).
 - The secondary benefits of physical activity (e.g., risk reduction/less juvenile crime, less use of alcohol and other drugs, etc.).

2C. SHARE your School Profile with the group. ASK if they have anything to add.

ASK the group: "How does the information in About PALS and the ideas we just discussed relate to the students and families in this school and community?"



Step 3: Present CDC Guidelines (10 minutes)

- 3A. SHOW and briefly review the transparency of the CDC Guidelines for School and Community Programs. ASK members if they have any comments. Let everyone know that these guidelines will be important to consider as individual task forces formulate their goals and activities.

Step 4: Describe the needs assessment process (10 minutes)

- 4A. PROVIDE a brief description of the needs assessment process. TELL the group they'll collectively put together a Needs Assessment Profile for your community.

EXPLAIN that the Coalition needs to have some baseline information in order to plan and support needed, desired, and achievable community activities and changes, including:

- What is currently happening in relation to supervised and unsupervised physical activities that students participate in.
- Activities/programs students would like but that don't exist.
- Activities the community and parents/guardians would like to see offered.
- Partnerships within the community that support physical activities.
- Barriers that students and families experience that make it undesirable or impossible to participate.

The best sources of this information that will drive the Coalition's work together are:

- Coalition members
- Students
- Parents/guardians
- Other youth-serving groups and organizations

Hint: This might be a good time to take a short break. During the break, post the signs of the six key values in different areas of the room.



Step 5: "Where do you stand?" (20 minutes)

- 5A. SHOW the Key Values for the PALS Program transparency. EXPLAIN that these are suggested key values that will be used as criteria in determining the priority of activities or programs implemented through the PALS process; not every activity or program may meet all of these criteria, however.

ANSWER any questions the group may have about the key values.

- 5B. TELL the group that now they are going to "take a stand." ASK them to decide which key value they feel is most important to them as they consider activities or programs for young adolescents. Then, TELL them to go stand by the sign with that key value.





WATCH for anyone standing alone; in that case, either you or another co-chair should join that person.

- 5C. ASK each small group to share with each other why that key value really speaks to them.

After a few minutes, ASK each person in the room to find someone with a different key value, and to share with each other why they chose their particular key value.



- 5D. BRING everyone back together again. ASK the group for examples of what they learned about each other's values. EXPLAIN that we each come to the group with our own set of values, and it's important to understand where others are coming from as well.

At this point, ASK the group whether there are any key values that aren't mentioned which should be. GET feedback on the suggestions from the rest of the group, and ADD them to the list accordingly.

Step 6: Divide into survey groups (30 minutes)

- 6A. SHOW the transparency of Handout 10: Needs Assessment Details and REVIEW its contents with the group. ASK for comments and questions.
- 6B. DESIGNATE three areas of the room, one for each of the three needs assessment surveys (Handouts 7, 8, and 9):
- Community/Service Providers Survey
 - Student Survey
 - Parent/Guardian Survey

ASK Coalition members to go to one of the areas and join a survey group. Each survey group should also have one PALS co-chair as a member.

GIVE each survey group a needs assessment packet with:

- The survey they will administer (either Handout 7, 8, or 9)
- Handout 10: Needs Assessment Details
- Handout 11: Sample Survey Results Form

- 6C. ASK the survey group to read through the handouts in their packets before they begin working.

ASK them to use Handout 10: Needs Assessment Details as a guide to help them identify the steps for their needs assessment. TELL them Handout 11: Sample Survey Results Form will help them uncover the findings at their survey group meeting.

In addition, ASK each survey group to pick a group coordinator and to set a time and date for a meeting at which they will compile the data and prepare for the next Community Coalition meeting.

- 6D. BRING everyone back together. ASK each survey group to briefly share with the group their thoughts about their particular survey and the process steps they have outlined using Handout 8: Needs Assessment Particulars.

REMIND everyone that there will be a time for each survey group to share their findings at the next meeting. SUGGEST to the group that they use the Sample Survey Results Form as an easy way to prepare the findings they collect to share at the next meeting.

- 6E. CHOOSE the next Community Coalition meeting date and time.

TELL the group to call any of the PALS co-chairs if they need help or are unable to complete the required work before the next Community Coalition meeting.

Step 7: Conclude the meeting (10 minutes)

- 7A. BE SURE everyone has signed the contact sheet.

REQUEST that members who are unable to attend the next Coalition meeting please send representatives.

ASK the group if there are any individuals or organizations that seem to be missing from this Coalition who would be a strong addition to the group. If there are any, get their contact information.

REMIND the group how they can get in touch with the co-chairs.

ASK the group if they found the meeting productive. REAFFIRM that you are very happy they are involved in the Coalition.





Step 8: Co-chairs debrief after the meeting (15 minutes)

8A. DISCUSS how the meeting went. Consider the following questions:

- What worked?
- What didn't work?
- What would you like to change?
- How can you improve the next meeting?
- Did you feel members were engaged in the process?
- Was the distribution of responsibility and involvement balanced and comfortable for the three of you?

Hint: This is a good time to talk about how the meeting went, while it's still fresh in your minds. Remember you all agreed to trade roles if necessary.



8B. REVIEW and approve the meeting minutes. Determine who will TYPE the minutes and a member roster compiled from the information on the sign-in sheet and SEND them out to the Coalition members.

Be sure to INCLUDE the date, time, and location of the next Coalition meeting in your mailing.

8C. SCHEDULE a time for the next co-chair meeting, at which you will plan the second Community Coalition meeting.



Leaders are considered fair

The Game Plan

Summary

This section includes planning and implementation steps for the second Community Coalition meeting.

Co-Chair Meeting

Total estimated time needed: 45 minutes

Tool Box

Other

Task List for the Second Community Coalition Meeting
Community Coalition Member Roster

Sample agenda

1. Plan the second Community Coalition meeting
2. Discuss the survey group process

*Leadership:
It's more than being the duck
at the front of the line.*



Steps for Co-Chair Meeting

Step 1: Plan Community Coalition meeting (15 minutes)

IA. REVIEW all of the steps for the next Community Coalition meeting.

WRITE an agenda for the upcoming Community Coalition meeting.

IB. DECIDE who will do what to prepare for the meeting and what duties/roles you will each have at the meeting. CONSIDER your ideas and conclusions from your quick de-briefing after the first Coalition meeting, as well as the following tasks:

- MAIL the meeting minutes from the first Community Coalition meeting, along with the member roster, if this hasn't already been done.
- TYPE and MAIL the agenda and meeting details for the next Community Coalition meeting.

IC. Determine the date, time, and location for the third Community Coalition meeting.

Step 2: Discuss survey group progress (30 minutes)

2A. DISCUSS how each of your survey groups is progressing. In particular, cover:

- Where the survey groups currently are in relation to their needs assessment plans.
- What problems or issues the survey groups are facing, and whether the other co-chairs have any suggestions.
- Whether the survey groups are on track for summarizing their findings and presenting them at the upcoming Community Coalition meeting.

2B. Based on each survey group's progress and expected completion date, you may need to reschedule the upcoming Community Coalition meeting.

2C. Conclude the meeting.





Community Coalition Meeting Survey Findings

Total estimated time needed: 2 hours
(with an additional 15 minutes for co-chair debriefing)

Signs of success

- Survey groups and the co-chairs present their findings with recommendations.
- The Coalition has decided how many issues and which specific ones to include in the action planning process.
- Co-chairs have discussed what did and did not go well at the meeting, including Coalition feedback.

Tool Box

Handout

Handout 4: Key Values for the PALS Program overhead transparency (from first Coalition meeting)

Equipment

Three sets of an easel, flip chart, and markers
Large, colored dot stickers (enough to supply five to each Coalition member)

Other

Copies of the agenda
Sign-in sheet (name, organization, address, phone, e-mail)
Name tags
Survey group presentation materials (big board or flip charts)
Flip charts with blank pages for small group work
Masking tape or push-pins



Sample agenda

1. Welcome Coalition and review agenda
2. Survey groups present survey findings
3. Large group discusses findings
4. Small groups discuss findings
5. Prioritize five action areas
6. Decide on how many issues to tackle
7. Conclude the meeting
8. Co-chairs debrief after the meeting

Steps for the Community Coalition Meeting

Step 1: Welcome Coalition and review agenda (5 minutes)

- IA. As people enter the room, ASK them to fill out the sign-in sheet and pick up a name tag and an agenda.
- IB. WELCOME everyone. ASK members to introduce themselves, just to refresh everyone's memories and to include newcomers.
- IC. GO OVER the agenda briefly.

Step 2: Task forces present findings (45 minutes)

- 2A. ASK each survey group to present their
 - 1. Process
 - 2. Sample size
 - 3. Findings (e.g., top current activities, desired activities, and barriers)
 - 4. Recommendations
- 2B. ASK each group if there were any surprises in their findings.
- 2C. ASK each group if they see any potential barriers to these survey group recommendations (e.g., the varying needs of students in different parts of town, such as low-income east side vs. high-income west side).
- 2D. THANK the survey groups for their hard work and great presentations.



Hint: Tell the group to listen for complementary and contradictory survey findings that, when considered as a whole, will help define the needs of your community.

Step 3: Discuss findings in large group (15 minutes)

- 3A. ASK the survey groups to tape up the lists of activities and barriers they just presented, so all can be seen at the same time by the entire group.
- 3B. TELL the group that you would like to hear their thoughts about the findings and recommendations they have just heard. Include:
 - What interests and needed programming surfaced in the results of the surveys?





- Are there any contradictions? (e.g., students want a skateboard park and parents/guardians think skateboarding is unsafe)
- What new activities would the community like to see provided for the students of this school?
- What barriers would discourage participation in these activities?
- Did we miss anything in our survey process?

Is there anything else we should consider in setting priorities and designing action plans?

Hint: *This may be a good time to take a short break.*



Step 4: Discuss findings in small groups (20 minutes)

- 4A. **SHOW** the group the Key Values for the PALS Program transparency and briefly remind them of the key values discussed at the first Community Coalition meeting.
- 4B. **ASK** the Coalition to divide into three discussion groups of approximately five people each. **BE SURE** the groups mix and match: Group members should make sure to include people who were not in the same survey groups.
- 4C. **GIVE** each group an easel, flip chart, and markers. **ASSIGN** one topic area to each of the three groups:
 1. Expansion or enhancement of current activities
 2. New activities
 3. Barriers to address

EXPLAIN to each group that they will synthesize the information presented and create a list of possible action items, which will be discussed and voted on by the whole group.

- 4D. **BRING** everyone back together. **ASK** each group to share their lists with the entire group. **INVITE** feedback on the lists and have each group make adjustments as necessary to their lists. **ASK** the group if there are any duplicates that can be deleted or contradictions that need to be addressed.



Step 5: Prioritize five action areas (10 minutes)

- 5A. GIVE each Coalition member five dot stickers. ASK members to
- LOOK at the lists that the small groups have just created and posted.
 - PLACE dots next to the action items they would like to support or a barrier they would like to reverse.
- 5B. ADD the number of dots allocated to each action item and WRITE the Coalition's top five choices on a flip chart.

Step 6: Decide on issues (15 minutes)

Hint: Remind the Coalition members to choose issues that are realistic and manageable.

- 6A. ASK the group:
- Are the top choices balanced between the types of students they benefit (e.g., will they benefit both boys and girls, as well as young adolescents from different socioeconomic and cultural backgrounds)?
 - Are there any critical barriers to any of these choices (e.g., cost of new facility, transportation issues, school liability, etc.)?
- 6B. DISCUSS how many issues your Coalition can tackle right now. DECIDE if you want to take on one large project that all of the Coalition members will work on together or if you will have more than one project.

LOOK at which action items could meet all or most of the key values. Also, DISCUSS whether any one action item has complementary components that could be accomplished by several task forces.

Hint: For the first time through the PALS process, you may wish to focus on one large action item rather than several smaller ones. As your first effort proves to be a success, it will be easier to tackle a wider range and to gain the support of others in future efforts.



- 6C. TELL the group that everyone needs to be realistic about their time, skills, and resources. REMIND the Coalition that PALS is an ongoing effort, and suggest that the group focus on what makes the most sense at this time.
- 6D. REVIEW your top five choices and choose up to, but not more than, three to work on.
- 6E. ASK the group the following questions regarding the selected action item(s):
- Who else should be involved (e.g., individuals who can speak Spanish, city planners, instructors, etc.)?
 - What permission or clearances are necessary before initiating the planning process?
 - What are some ideas for dividing the labor?





- 6F. EXPLAIN that at the next Community Coalition meeting, the group will be dividing into task forces, but in the meantime, you and the other co-leaders will be obtaining the necessary clearances or permission for the selected action item(s).

NOTE: Some action items – particularly those that involve school facilities or use of staff time – will need to be cleared through the principal or district administration office. This will likely be the case for activities where liability may be an issue, such as activities requiring transportation or any specialized supervision.



Hint: *This has been a very busy meeting. Everyone, including the co-chairs, deserves a round of applause!*

Step 7: Conclude the meeting (5 minutes)

- 7A. DO a little housekeeping:

- BE SURE everyone has signed the contact sheet.
- TELL them the date, time, and location of the next Coalition meeting.
- ASK that if a member can't attend the next Coalition meeting, he or she send a representative.

ASK everyone how today's meeting went and if they have process suggestions for future meetings.

Hint: *Take all feedback in stride. Remember, you are a team!*

- 7B. EXPRESS genuine enthusiasm for the work done today by the group. Remind the Coalition that they can call their designated co-chair with questions and concerns at any time.



Step 8: Co-Chairs debrief after the meeting (15 minutes)

- 8A. DISCUSS how the meeting went. Acknowledge what worked and make plans to change what didn't. CONSIDER the same questions you discussed after the first Community Coalition meeting (found in Section 2 of your PALS Guide.)
- 8B. REVIEW and approve the meeting minutes. Identify who will TYPE them and SEND them to the members. Make sure to include the date, time and location of the next Coalition meeting in your distribution.
- 8C. ADD anything else that needs to be done to your copies of the Task List for the Third Community Coalition Meeting (in section "Off the Starting Line!").

Off the Starting Line!

Summary

This section includes planning and implementation steps for the third Community Coalition meeting, where the Coalition decides on task force structure and begins the action planning process.

Co-Chair Meeting

Total estimated time needed: 45 minutes

Tool Box

Handouts

Handout 12: Encouraging and Discouraging Physical Activity
Handout 13: Developing Action Plans

Other

Task List for Third Community Coalition Meeting
Meeting minutes from second Community Coalition meeting
Member roster
Special Teams section of the *PALS Guide*

Sample agenda

1. Review action item(s) selected by Community Coalition
2. Discuss division of labor
3. Plan third Community Coalition meeting

*Leaders are open
and willing to learn*





Task List for the Third Community Coalition Meeting

Meetings	Who	Date, Time, and Location

Action Items (to do)	Who	By When
Send out second Coalition meeting minutes and roster		
Make action planning task force packets for each task force, consisting of Handout 6: CDC Guidelines for School and Community Programs, Handout 12: Encouraging and Discouraging Physical Activity, and Handout 13: Developing Action Plans		
Decide who will be responsible for each item on the agenda		
Decide who will be the facilitator		
Reserve and/or gather equipment		
Make a sign-in sheet		
Get name tags		
Create sign-up sheets for each action planning task force		
Set time, date and location for fourth Community Coalition meeting		

Steps for Co-Chair Meeting

Step 1: Review action item(s) selected by Community Coalition

(10 minutes)

- IA. REVIEW the action item(s) selected during the last Community Coalition meeting.
- IB. MAKE SURE all three of you agree with the action item(s) selected by the Coalition. In particular, DISCUSS the following:
- Is the action item something that can realistically be addressed by the Coalition, or is it beyond the scope of the PALS process?
 - Will it truly have an impact on increasing physical activity opportunities for young people?
 - Would there be any major obstacles to consider, such as cost, excessive liability, time constraints, limited resources, and community resistance?

Depending on the answers to these questions, you and the other co-chairs may need to talk about ways to modify the action item(s) selected by the Community Coalition.

Step 2: Discuss division of labor (20 minutes)

- 2A. DISCUSS how the action item(s) can best be accomplished by task forces, referring to the meeting notes from the last Community Coalition meeting where the division of labor was discussed.

If the Coalition selected several action items to address with the PALS process, then you may decide to have Coalition members sign up for the action item that most interests them. If the Coalition selected one large action item, then you may want to assign a different step or function to each task force. Some ideas include

- Development
 - Event planning
 - Funding
 - Communications and public relations
 - Staffing
 - Outreach/recruitment
 - Public policy or public education
 - Facilities or site development
- 2B. DISCUSS which task force you will each join. CONSIDER your strengths, backgrounds, and interests, and how each could best contribute to the project(s) identified. For example, one of you may have experience in working with the city council, while another has program development experience or a background in nutrition.





2C. If any action item needs approval before proceeding, **DECIDE** who will seek this approval and by when. This may involve meeting with the principal, a member of district management, or a community official. You should receive the proper permission or clearance before proceeding with the next Community Coalition meeting.

Hint: *It will probably work best to divide the Coalition into three task forces, with each co-chair joining a different task force. However, it's possible for co-chairs and Coalition members to join more than one task force, especially if the work is very limited in scope and time frame.*

2D. **DETERMINE** which of you will be in charge of the overall timeline that will span the work of all the task forces. This person will maintain the master schedule and will regularly share this information at future Community Coalition meetings.



Step 3: Plan the third Community Coalition meeting (15 minutes)

3A. **REVIEW** all of the steps for the next Community Coalition meeting, and **READ** Handout 12: Encouraging and Discouraging Physical Activity and Handout 13: Developing Action Plans.

WRITE an agenda for the third Community Coalition meeting.

3B. **DECIDE** who will do what to prepare for the meeting and what duties/roles you will each have at the meeting. **CONSIDER** your ideas and conclusions from your quick debriefing after the second Coalition meeting, as well as the following tasks:

- **MAIL** the meeting minutes from the second Community Coalition meeting, along with the member roster, if this hasn't already been done.
- **TYPE** and **MAIL** the agenda and meeting details for the next Community Coalition meeting.

3C. **SET** the date, time, and location for the fourth Community Coalition meeting. Be sure to **ALLOW** enough time for each task force to meet at least once before the fourth Coalition meeting.

3D. **MAKE NOTE** of everything you have to do before the next Coalition meeting, using the Task List for the Third Community Coalition Meeting.

Community Coalition Meeting Action Planning

Total estimated time needed: 1 hour 10 minutes
(with an additional 15 minutes for co-chair debriefing)

Signs of success

- Coalition members have signed up for task forces and have met to complete their preliminary planning.
- Coalition members have scheduled time to continue action planning outside of Coalition meetings.
- Co-chairs have discussed what did and did not go well at the meeting, including Coalition feedback.

Tool Box

Handouts

Handout 6: CDC Guidelines for School and Community Programs

Handout 12: Encouraging and Discouraging Physical Activity

Handout 13: Developing Action Plans

Equipment

Overhead transparency projector

Other

Copies of the agenda

Sign-in sheet (name, organization, address, phone, e-mail)

Name tags

Action planning task force sign-up sheets

Action planning packet for each task force (comprising Handouts 6, 12, and 13)

Special Teams section of the *PALS Guide* (one copy for each task force)

Sample agenda

1. Welcome Coalition and review agenda
2. Divide into task forces
3. Begin action planning
4. Discuss preliminary plans in large group
5. Conclude the meeting
6. Co-chairs debrief after the meeting





Steps for the Community Coalition Meeting

Step 1: Welcome Coalition and review agenda (5 minutes)

- I.A. WELCOME everyone and be sure they each have an agenda. Briefly REVIEW it with the group.
- I.B. REMIND everyone that this is an exciting time! TELL them that at this meeting, they will be initiating the action plans that will be the core of their work on the Coalition.

Step 2: Divide into task forces (15 minutes)

- 2A. REVIEW the action item(s) selected at the last Community Coalition meeting. If you and the other co-chairs have any suggested modifications to the action item(s), EXPLAIN the modifications to the group.
- 2B. PRESENT your recommendations for task forces to address the action item(s). ASK the group:
 - Do these task forces represent the main steps or functions necessary to accomplish the action item(s)?
 - Have we left out any important functions? If so, could they fit into one of these categories?INCORPORATE the group's feedback where appropriate.
- 2C. GET people on board! WRITE one task force name on each of the action planning task force sign-up sheets and ASK everyone to sign up for at least one task force.
- 2D. ASSIGN one co-chair to support and assist each group.

Step 3: Begin action planning (30 minutes)

- 3A. ASK members to meet in their action planning task forces in separate sections of the room. GIVE one action planning packet to each group.
- 3B. TELL the groups that today they will do some basic planning, and that other meetings and activities will be necessary to achieve their goals.

Hint: *This is a good place to build momentum. Everyone is adding extra time to their Coalition work as the group moves forward, so encourage people to really spread out the load.*



3C. ASK the task forces to get together and spend the next 25 minutes developing their action plans. GIVE them these instructions:

- Read through Handout 6: CDC Guidelines for School and Community Programs, Handout 12: Encouraging and Discouraging Physical Activity, and Handout 13: Developing Action Plans.
- DISCUSS the topics from CDC Guidelines and Encouraging and Discouraging Physical Activity that you think are appropriate to address in your action plan.
- USE Handout 13: Developing Action Plans to begin planning. Don't forget to schedule a time to meet between this meeting and the next Coalition meeting to complete your action plan.
- Be prepared to present the following at the next Coalition meeting: the final action plan, an update on your progress, and a list of needed additional support (such as ideas, funds, materials, phone numbers, and/or introductions to other resources).



Step 4: Discuss preliminary plans in large group (15 minutes)

- 4A. BRING the entire group back together and ASK each task force to give a short update on their current action plans. EXPLAIN that other task forces should be listening for duplication and/or ways to support and coordinate efforts.
- 4B. INTRODUCE the co-chair who will be maintaining the master timeline. ASK for the group's assistance in keeping this co-chair informed of each task force's timelines and key milestones.
- 4C. DISTRIBUTE the Special Teams section to a representative from each task force. EXPLAIN that it is a resource for effective meetings and facilitation.

Step 5: Conclude the meeting (5 minutes)

5A. DO a little housekeeping:

- BE SURE everyone has signed the contact sheet.
- TELL them the date, time, and location of the next Coalition meeting.
- REQUEST that if a member can't attend the next Coalition meeting, he or she send a representative.
- ASK everyone how today's meeting went and if they have process suggestions for future meetings.





5B. EXPRESS genuine enthusiasm for the start of everyone's action planning.

THANK everyone for their hard work, wish them well, and remind them that they can call their designated co-chair for support at any time.

Step 6: Co-chairs debrief after the meeting (15 minutes)

6A. DISCUSS how the meeting went. Acknowledge what worked and make plans to change what didn't. CONSIDER the following questions:

- How can we improve the next meeting?
- Were members engaged in the process?
- Was the distribution of responsibility and involvement balanced and comfortable for the three of you?

6B. REVIEW and APPROVE the meeting minutes. Determine who will TYPE the minutes and SEND them to the Coalition members, along with a reminder about the date, time, and location of the next Coalition meeting.

6C. SET UP a time, date, and location to meet with the other co-chairs to prepare for the next Coalition meeting.

6D. Add anything else that needs to be done to your copies of the Task List for the Fourth Community Coalition Meeting (in section Cheering for the Team).



Cheering for the Team

Summary

This section includes planning and implementation steps for the fourth Community Coalition meeting, which covers action plan updates and explores promotion ideas.

Co-Chair Meeting

Total estimated time needed: 1 hour

Tool Box

Handouts

- Handout 14: Promotion
- Handout 15: Working with the Media
- Handout 16: Sample Public Service Announcement
- Handout 17: Sample Press Release
- Handout 18: Your Own Backyard

Other

- Task List for the fourth Community Coalition meeting
- Meeting minutes from the third Community Coalition meeting
- Member roster
- Master schedule for task force work

Sample agenda

1. Review the materials for the fourth Community Coalition meeting and write the agenda
2. Review progress of each task force
3. Plan presentation of promotion ideas
4. Assign co-chair jobs and conclude the meeting





Task List for the Fourth Community Coalition Meeting

Meetings	Who	Date, Time, and Location

Action Items (to do)	Who	By When
Send out third Coalition Meeting minutes and roster		
Make promotion packets for each task force, consisting of Handout 14: Promotion, Handout 15: Working with the Media, Handout 16: Sample Public Service Announcement, Handout 17: Sample Press Release, and Handout 18: Your Own Backyard		
Decide who will be responsible for each item on the agenda		
Decide who will be the facilitator		
Reserve and/or gather equipment		
Make a sign-in sheet		
Get name tags		
Make overhead transparencies of sample press release and public service announcement, if desired		
Determine who will talk with communications/public relations/public information officers about the assistance they can provide, as well as policies for talking with the media		
Set time, date, and location for fifth Community Coalition meeting		
Work with your task forces on finalizing action plans		
When appropriate, send out communications to school staff, students, and families about the PALS project		

Steps for Co-Chair Meeting

Step 1: Review materials and write the agenda (15 minutes)

- IA. REVIEW the materials for the fourth Community Coalition meeting, including handouts 14–18.
- IB. WRITE an agenda for the meeting based on the “Sample agenda” (page 47) and “Signs of success” (page 51).

Step 2: Review progress of each task force (20 minutes)

- 2A. TAKE TURNS sharing the progress of each of your task forces. (The co-leader responsible for maintaining the master schedule should combine the timeline information from the various task forces into one large schedule.)

Be sure to DISCUSS:

- What has been accomplished so far
 - The key steps or milestones planned, along with timelines
 - Any issues, concerns, or obstacles encountered so far
- 2B. Together, LOOK at the master schedule that combines the activities of all the task forces. IDENTIFY where there are complementary activities that could be combined as well as conflicts in the schedule. MODIFY the schedule if necessary.
 - 2C. ASSESS whether there is any unnecessary duplication of efforts between task forces, or if there are ways to streamline any processes by leveraging off the activities of the other task forces.
 - 2D. DISCUSS recommendations for addressing any issues, concerns or obstacles. CONSIDER the possibility of bringing in help from outside the Coalition, if appropriate.



Hint: When problem-solving, think about tapping into your network of contacts. If you and the other co-chairs don't have a recommendation, chances are that one of you knows someone who does!

Step 3: Plan presentation of promotion ideas (15 minutes)

- 3A. PLAN how you will present the information about promoting task force goals. The promotion packets will include Handout 14: Promotion, Handout 15: Working with the Media, Handout 16: Sample Public Service Announcement, Handout 17: Sample Press Release, and Handout 18: Your Own Backyard.
- 3B. If you don't have the assistance of a district communications, public relations, or public information department, DECIDE if you want to make some overhead examples of some of the media pieces described in the handouts to share with the Coalition.





- 3C. DISCUSS how you will give staff, students, and families an update on the Coalition's work with PALS. BE PREPARED to share this information with the Coalition and to seek their input.

Hint: Your school district or nonprofit organization may have a communications, public relations, or public information department with professionals who can assist you in developing a promotional campaign. At the very least, you should alert them to the efforts of your task forces and ask whether there are any policies about contacting the media that you need to know about.



Step 4: Assign jobs and conclude the meeting (10 minutes)

- 4A. DECIDE who will do what in preparation for the next Coalition meeting. CONSIDER your ideas and conclusions from your quick debriefing after the previous Coalition meeting.
- 4B. PLAN on giving Coalition members lots of kudos for their work, even if they are experiencing difficulties in accomplishing their goals.
- 4C. DETERMINE who will mail the agenda to members. You should plan on doing this as soon as possible.
- 4D. SELECT a date, time, and location for the fifth Community Coalition meeting.
- 4E. FILL in any new items on the Task List for the Fourth Community Coalition Meeting and CONCLUDE the meeting.



Community Coalition Meeting

Promoting the Coalition's Work

Total estimated time needed: 2 hours
(with an additional 15 minutes for co-chair debriefing)

Signs of success

- Each task force has presented its final action plan and an update on its progress.
- The group has discussed potential promotion ideas and task forces have begun developing promotion plans.
- The group understands what they need to do before the next Coalition meeting.
- Co-chairs have reviewed the Coalition meeting, making adjustments for the next one.

Tool Box

Handouts

- Handout 14: Promotion
- Handout 15: Working with the Media
- Handout 16: Sample Public Service Announcement
- Handout 17: Sample Press Release
- Handout 18: Your Own Backyard

Equipment

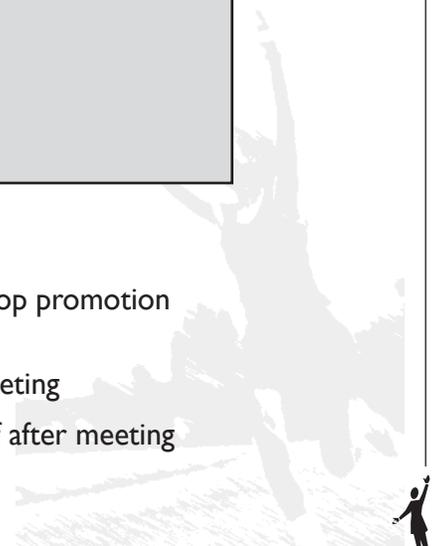
- Screen and projector for overhead transparencies
- An easel, flip chart paper and markers for each task force

Other

- Copies of the agenda
- Sign-in sheet
- Name tags
- Master schedule
- Promotion packets for each task force

Sample agenda

1. Welcome everyone and review the agenda
2. Present final action plans
3. Review the master schedule
4. Present promotion ideas
5. Task forces develop promotion plans
6. Conclude the meeting
7. Co-chairs debrief after meeting





Steps for the Community Coalition Meeting

Step 1: Welcome everyone and review the agenda (5 minutes)

- 1A. WELCOME everyone and be sure each person has an agenda and has signed in. Briefly REVIEW the agenda with the group.
- 1B. If there are any new people to the group who have been brought in to assist the task forces, have them introduce themselves.

Step 2: Present final action plans (45 minutes)

- 2A. Ask each task force to briefly present their action plans. REQUEST that they:
 - Share their final action plans, along with key dates, timelines, and people involved.
 - Provide an update on their progress.
 - Ask the task forces for any other kinds of assistance they might need (e.g., ideas, information on funding sources, materials, phone numbers, and/or other resources).
- 2B. Give members of other task forces the opportunity to ask questions.
- 2C. THANK everyone for their hard work.

Hint: As the task forces present their final action plans, the co-chair maintaining the master schedule should record any new information and incorporate it into the master schedule to present to the group.



Step 3: Review the master schedule (10 minutes)

- 3A. PRESENT the master schedule showing the key dates and timelines for each of the task forces' projects.
- 3B. GET CONFIRMATION from the group that the schedule recorded is accurate, and ASK the group to keep you informed about any changes to the timeline that may arise.
- 3C. ADJUST the schedule as necessary if there are any scheduling conflicts, with input from the group.
- 3D. TELL the group that you will make copies of the master schedule and send it to them.

Hint: Now is a good time to take a short break before proceeding with the rest of the meeting.

Step 4: Present promotion ideas (20 minutes)

- 4A. BEGIN by telling the group that now is the time to start spreading the word about the Community Coalition's activities and plans. MENTION that people will be more invested in PALS if it remains on their radar screen and they are kept aware of the PALS program.
- 4B. SHOW the Handout 14: Promotion overhead transparency. REVIEW it briefly and ACKNOWLEDGE that many members of the Coalition may already have experience publicizing community programs.
- 4C. ASK members to tell the group about their experiences using various promotion venues. SUGGEST they speak about what has worked and what hasn't, in their experience.
- 4D. SHARE any policies that may exist within the school district for contacting the media and discuss the type of assistance that is available. If this resource isn't available, SHARE the overhead transparencies you have made of the sample press release and public service announcement.



Step 5: Task forces develop promotion plans (30 minutes)

Hint: *If one of the task forces is already in charge of communications, be sure to acknowledge their important role, and state that the following exercise is to generate ideas to assist them.*

- 5A. ASK the Coalition to divide into their task force groups.
- 5B. GIVE each task force a promotion packet with Handout 14: Promotion, Handout 15: Working with the Media, Handout 16: Sample Public Service Announcement, Handout 17: Sample Press Release, and Handout 18: Your Own Backyard.
- 5C. TELL everyone to take a few minutes to read over the handouts and then spend the next 15 to 20 minutes listing possible ways to promote its action plan.

SUGGEST that they:

- Use the flip chart to brainstorm ideas.
 - Write ideas they'd like to use directly into their action plans, noting when each idea would be the most effective.
 - List what skills and expertise they have to implement these ideas and what else they need to be successful.
- 5D. BRING everyone back to the big group. ASK each task force to briefly share its promotion plans. Suggest that everyone listen for ways task forces might coordinate promotion efforts with each other, and discuss this topic after all task forces have had a chance to share.

Hint: *Encourage patience—promotion plans take time!*





Step 6: Conclude the meeting (10 minutes)

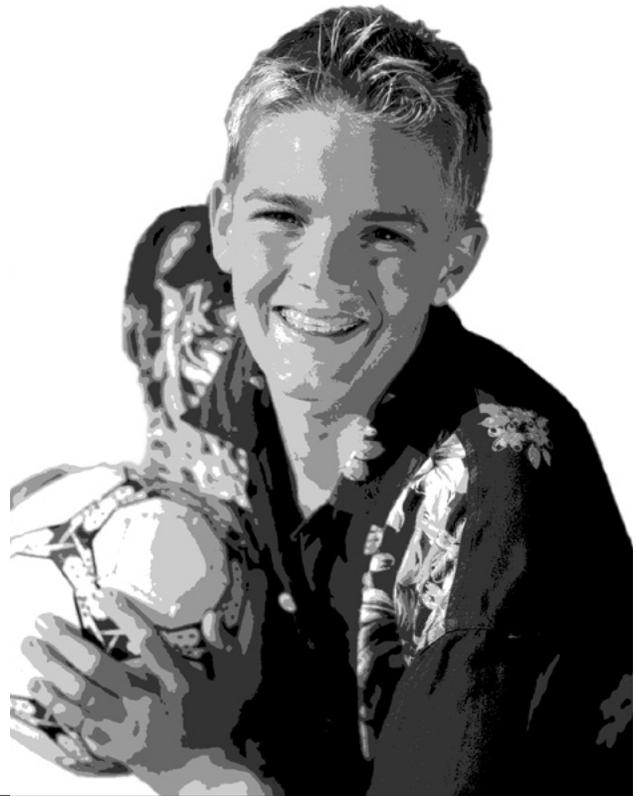
- 6A. ASK task force chairs to provide you with a copy of their action plans either by e-mail, fax, or regular mail. REMIND them that they may need to schedule a task force meeting to accomplish their promotion plans and keep working on the completion of their action plans.
- 6B. ASK everyone how today's meeting went and if they have any suggestions for the next meeting(s).
- 6C. SHARE the date, time, and location of the next Community Coalition meeting, and CONCLUDE the meeting.

Hint: *If any additional ad hoc task forces are formed that don't have a PALS co-chair, let these members know that they can call any of the co-chairs for support.*

Step 7: Co-chairs debrief after the meeting (15 minutes)



- 7A. DISCUSS how the meeting went and make any adjustments for future meetings.
- 7B. REVIEW and approve the meeting minutes and DETERMINE who will type them and SEND them to Coalition members. Remember to INCLUDE the date, time, and location of the next meeting in your mailing.
- 7C. ADD anything else that needs to be done to your copies of the Task List for the Fifth Community Coalition Meeting (in section Checking the Scoreboard).



Special Teams

Working Successfully with Task Forces

Summary

This section contains information and tools to run effective task force meetings.

Tool Box

Introduction to Meeting Facilitation
Effective Facilitation
Meeting Checklist
Actions and Decisions

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.

—Margaret Mead





Special Teams

Introduction to Meeting Facilitation

Much of the work of your Community Coalition will be done in smaller task forces. To ensure your time in meetings will be effective, we have included information and tools for facilitation and templates for capturing your task force action items.

As a task force, you will need to decide who will facilitate the meetings, who will record the decisions and responsibilities, and how you will handle the division of tasks. Running meetings is a skill that can be developed with practice and support. For each of your task force meetings, someone in the group needs to:

- Plan for the meeting by typing up and sending out the agenda and goals.
- Set up the meeting, taking care of the logistics of time and place.
- Run the meeting, chairing and facilitating.
- Follow-up after the meeting ends to ensure progress.

Good agendas are critical to successful meetings. The agenda provides the group with a sense of purpose and helps members see progress. At the close of each task force meeting, the members can suggest the next meeting's agenda items to reflect the decisions and action items the group has made. Knowing that responsibilities and action items will be discussed at the next meeting will keep everyone motivated to follow through. Someone on the task force should take on the responsibility of getting the agenda out to the group in advance.

Depending on the way that your Coalition structures the task forces and divides the work to be done for your action item(s), it will also be important for the co-chairs to be kept up to date on the progress of the task forces. There will likely be overlap in some of the tasks to be done, and keeping everyone informed will insure a more coordinated and efficient implementation process. If a co-chair is not a member of your task force, be sure to discuss with the Community Coalition how everyone will stay current on the progress being made. Mailing agendas and minutes to a designated co-chair might be an easy way to do this.

The task force work done on behalf of the Community Coalition is central to your project's success. The relationships and feelings of accountability to a smaller group will keep members motivated and engaged.

Special Teams

Effective Facilitation¹

1. **Start and end on time**

Be sure the room is open and ready earlier than the start time so people can get settled and ready to begin. Work with the group to keep your commitments to the time allotted to agenda items.

2. **Make sure someone is taking notes**

Capturing discussion points will help the group move ahead and reduce the likelihood of revisiting an issue.

3. **Set a positive and enthusiastic tone**

If you expect people to be motivated, creative, and committed, they will probably live up to your expectations.

4. **Watch group vibes**

As the facilitator you are the group's barometer. If you sense people are bored, you may have to pick up the pace or take a quick break. If there seem to be "under-the-surface" issues, you may have to bring them up.

5. **Summarize what others say**

Facilitators do more listening than anything else. Summarizing discussion is a nice way to check for understanding and/or move the group along. You might say, "It seems we agree that..."

6. **Ask open ended questions**

These questions allow the group to move toward solutions and explore issues in more depth. For example: "We seem to have identified several obstacles, what do you think we could do to address..."

7. **Make sure everyone gets a chance to speak**

Keep informal track of who has spoken and include more quiet group members by asking them directly if they have something to add. Be sure to compliment people on their ideas and thank them for their input. This is really important if you have students or community members who are not used to "the culture of meetings."

8. **Inject humor**

Laughing together as a group is a nice way to bring people together, particularly when the work you are doing is difficult or contentious. Just be sure that laughter doesn't come at the expense of individual group members.





9. **Don't use your position as a facilitator to impose your ideas or opinions**

Because you have most of the control in the meeting, group members need to feel that you are fair and watching out for all the group's members. If you have a strong opinion or want to be more active in the discussion, let someone else facilitate for that part of the agenda. Always avoid criticizing other people's ideas; as a facilitator your comments have more weight.

10. **Learn to address difficult behavior**

- a. **Flare-ups:** When two members get into a heated discussion, summarize the points made by each and then turn the discussion back to the group.
- b. **Grandstanding:** Interrupt the person with a statement that gives him/her a sense of value for the contribution, but ask that he/she give others a chance to comment. You can also interrupt by saying, "You have brought up many points, does anyone have a thought about what has been said?"
- c. **Interrupting:** Step in immediately and allow the person who was speaking time to finish his/her thought or point. If it is a chronic problem with an individual, ask them to be the recorder at the next meeting.
- d. **Continual criticizing:** When addressing passionate issues, it is often easy to be negative and feel that change will never happen. Redirecting the critical member to identify solutions or to be responsible for an achievable task may help.

11. **Nonverbals are important**

Be sure your body language and attention encourage others to speak. Eye contact and leaning forward will also make members feel heard.

12. **Don't be afraid of silence**

Some people need time to process their thoughts internally. Silence often gives them the chance to make their comments.

13. **Check in with the group**

If time runs out before you reach the end of your agenda or if an agenda item seems to be taking longer than expected, ask the group what they would like to do. You can say, "We had all agreed that our meetings would end on time,"

14. **Plan for wrap-up and closure**

Use the Actions and Decisions form (in this section) to quickly go over what was accomplished during the meeting. Depending on your group, people may want to do 'appreciations' or have another way to thank people for their time and commitment.

¹ **Taken from**

Community Tool Box: Bringing solutions to light (<http://ctb.lsi.ukans.edu/tools>)

Citizens' Handbook (www.vcn.bc.ca/citizens-handbook)

Facilitating Meetings Effectively (www.casagordita.com/meetings.htm)

Special Teams Meeting Checklist

General

- There is a written agenda that everyone received in advance.
- Copies of the agenda are available for everyone or it is posted in the room.
- People are welcomed and valued when they arrive (focus on who is there and not on who isn't).
- The majority of meeting time is given to planning further action on important issues/projects.
- The meeting begins and ends on time (so members with family and other responsibilities can plan their time).
- Each member of the group is treated with respect, despite differences in viewpoint, age, experience, sex, race, income, and formal education.
- You have assigned responsibilities for each decision made.
- You have set plans and a tentative agenda for the next meeting.
- People stay around and talk after the meeting indicating that relationships are being built and strengthened.

Facilitator

- The meeting results in decisions being made.
- The group has agreed to the assignment of tasks with deadlines and plans for follow-up.
- You are open-minded to the possibilities when new ideas are expressed.
- You have made sure that everyone feels comfortable participating.
- You encourage others to speak out and participate.
- You ensure that tasks are divided equitably, meeting the needs and skill levels of the group members.
- You have allowed the group to set the pace and make decisions.

Participant

- You arrive at the meeting on time.
- You come prepared to discuss the agenda items.
- You have accomplished or followed-through on any commitments you made during the last meeting.
- You are an active listener and speaker.
- You speak briefly when making your points.
- You clarify the assignments and deadlines for which you are responsible.
- You are open to making connections and building relationships with other group and community members.



Checking the Scoreboard

Summary

This section includes planning and implementation steps for the fifth Community Coalition meeting, which begins the evaluation process.

Co-Chair Meeting

Total estimated time needed: 1 hour and 15 minutes

Tool Box

Handouts

Handout 19: Working Through the Evaluation Process

Handout 20: Ideas for Evaluation Questions

Handout 21: Evaluation Follow-up Worksheet

Other

Task List for the Fifth Community Coalition Meeting

Meeting minutes from the fourth Community Coalition meeting

Member roster

Master schedule for task force work

Sample agenda

1. Review the materials and write the agenda for the fifth Community Coalition meeting
2. Plan task force updates
3. Plan evaluation orientation and task force work
4. Decide how frequently to meet with the other co-chairs
5. Assign co-chair jobs and conclude the meeting





Task List for the Fifth Community Coalition Meeting

Meetings	Who	Date, Time, and Location

Action Items (to do)	Who	By When
Send out fourth Coalition meeting minutes and roster		
Send copies of the task force master schedule to all Coalition members		
Make evaluation packets for each member, consisting of Handout 19: Working Through the Evaluation Process, Handout 20: Ideas for Evaluation Questions, and Handout 21: Evaluation Follow-up Worksheet		
Create a transparency or slide of suggested evaluation questions or categories		
Decide who will be responsible for each item of the agenda		
Decide who will be the facilitator		
Reserve and/or gather equipment		
Make a sign-in sheet		
Get name tags		
Work with your task forces on implementing action plans		
Set time, date and location for sixth Community Coalition meeting		

Steps for Co-Chair Meeting

Step 1: Review materials and write agenda (20 minutes)

- IA. REVIEW the meeting materials for the fifth Community Coalition meeting.
- IB. WRITE an agenda for the meeting based on the “Sample agenda” and “Signs of success.”

Step 2: Plan task force updates (20 minutes)

- 2A. CHECK IN with the other co-chairs about the progress of your respective task forces. In particular, DISCUSS:
 - Where your task force is in the planning and implementation process
 - If there have been any changes to the timeline
 - Whether there are any issues or obstacles that are impeding the task force’s progress
 - If your task force has any updates to its promotion plan (refer to any promotion plans completed since the last Community Coalition meeting)
 - What the next steps are
- 2B. MAKE any necessary adjustments to the master schedule.
- 2C. REVIEW the questions in Step 2 of the upcoming Community Coalition meeting pertaining to task force updates, and ADD any questions you think are important for the task forces to answer.

Hint: At the Community Coalition meeting, keep the task force updates short since the evaluation orientation will take some time.



Step 3: Plan evaluation orientation and task force work (20 minutes)

- 3A. REVIEW the pages covering evaluation in the upcoming Community Coalition meeting in the *PALS Guide*.
- 3B. REVIEW the list of categories and questions in Step 3B on page 67, and CONSIDER whether there are any other significant categories and/or questions to add that pertain to the scope of work the task forces have planned. TYPE the list and make it into an overhead transparency or slide.





- 3C. LOOK closely at the meeting instructions and evaluation packets, which include Handout 19: Working through the Evaluation Process, Handout 20: Ideas for Evaluation Questions, and Handout 21: Evaluation Follow-up Worksheet. PLAN how to present the materials.

Step 4: Decide how often to meet with the other co-chairs (5 minutes)

- 4A. DISCUSS with the other co-chairs the best way to communicate after this Coalition meeting, since the task forces will mainly be working on their own to accomplish their action plans. For example, you may wish to schedule an update meeting or phone call every other week until it's time to plan for the sixth Community Coalition meeting, where the group will report its evaluation findings.
- 4B. RECOGNIZE that it is very important to keep in contact with each other to coordinate the overall efforts of the task forces and keep them moving forward. MAKE a commitment to follow-through on whatever meeting schedule you choose.

Step 5: Assign jobs and conclude the meeting (10 minutes)

- 5A. DECIDE who will do what to prepare for the next Coalition meeting. REMEMBER to consider your ideas and conclusions from your quick de-briefing after the previous Community Coalition meeting.
- 5B. Fill in any new items on the Task List for the Fifth Community Coalition Meeting.

Hint: The evaluation process is a great way for the Coalition to assess what's working well and what needs some fine-tuning for the future.



Community Coalition Meeting

Checking the Scoreboard

Total estimated time needed: 2 hours
(with an additional 15 minutes for co-chair debriefing)

Signs of success

- Each task force has presented an update of its work and received support and/or ideas from other Coalition members.
- Members know how the evaluation process works and began evaluation planning.
- Task force members develop an evaluation plan and divided up the responsibilities.
- Task forces have scheduled time(s) to complete their evaluation plans before the next Coalition meeting.

Tool Box

Handouts

Handout 19: Working Through the Evaluation Process

Handout 20: Ideas for Evaluation Questions

Handout 21: Evaluation Follow-up Worksheet

Equipment

Screen and projector for overhead transparencies or CD-ROM

Overhead transparency or slide of evaluation questions

An easel, flip chart paper, and markers for each task force

Other

Copies of the agenda

Sign-in sheet

Co-chairs' copies of task force action plans

Evaluation packets for each task force



Sample agenda

1. Welcome everyone and review the agenda
2. Present task force updates and feedback
3. Explain and discuss the evaluation process
4. Task forces begin the evaluation plan process
5. Co-chairs debrief after meeting





Steps for the Community Coalition Meeting

Step 1: Welcome everyone and review the agenda (5 minutes)

- IA. WELCOME everyone and briefly REVIEW the agenda.
- IB. EXPRESS interest in knowing how all the task forces are doing. REASSURE the group that the evaluation section is not a report card. It's a progress report for the purposes of sustaining and/or improving the Coalition's work together.

Step 2: Present task force updates (45 minutes)

- 2A. ASK the task forces to take turns presenting an update of their work. ASK them to include:
 - Things they have achieved to date
 - What happens next
 - What problems they may be encountering
 - What they might need from other Coalition members in the way of ideas, time, effort, facilities, or other resources
- 2B. HELP the Coalition determine how they might help each other without increasing their PALS responsibilities.
- 2C. PLAN time to ask the Coalition for feedback on each task force presentation and explore anything in its plans that might conflict with the work of another task force (such as dates, promotion activities, interviews, etc.)
- 2D. THANK everyone for their good work.

Hint: Just in case there is competition in the group, keep feedback from Coalition members neutral and supportive. Step in if people criticize others, and encourage constructive suggestions.



Hint: Now would be a good time to take a short break.

Step 3: Explain and discuss the evaluation process (20 minutes)

- 3A. EXPLAIN the evaluation process to the group:
 - Each task force will evaluate its own efforts.
 - The purpose of the evaluation is to determine if each task force did what it said it was going to do and to see if it attained the results task force members were looking for (e.g., did efforts increase the number of after-school classes, and how many students participated?).

- Each task force will look for information to help it determine lessons learned and future actions it needs to take.

3B. TELL the group that now it's time to review some evaluation questions about their work and the outcomes. Some of the questions will pertain to some task forces but not to others. Yet, all of them relate to the overall goal of the Coalition.

SHOW an overhead transparency or flipchart page with the following categories and questions:

Process & collaboration

- To what extent did we meet our goals and objectives?
- Were adequate partnerships and collaborations developed?
- What stumbling blocks, if any, got in the way?
- Was the timeframe of our plan realistic, or does completion of this project require more time?

Action plan

- Were we trying to enhance existing activities, create new activities, remove barriers, or a combination of these?
- What specific physical activities were we trying to promote?
- Did we do what we said we were going to do?

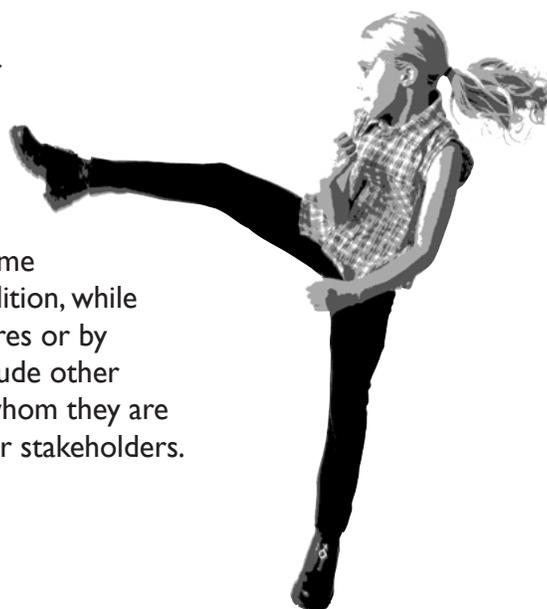
Activities

- How often were these activities made available to students?
- How often did students participate in these activities?
- How satisfied were the participants?
- To what extent do we think students will continue participating in these activities over the next 12 months?

Continuous improvement

- Which program elements helped us meet our goals? Which did not?
- What would we change if given the opportunity?

3C. EXPLAIN that these questions are a starting point. Some of the questions will need to be answered by the Coalition, while others may need to be answered through questionnaires or by other means. Possible sources of information may include other Coalition members, organizations or programs with whom they are working, students, parents, service providers, and other stakeholders.





- 3D. TELL the group that Handout 20: Ideas for Evaluation Questions will be in their evaluation packet and provides them with help in developing their process. They can review, adjust and use these tools to their benefit and/or create their own questions.

Step 4: Begin task force evaluation process (45 minutes)

- 4A. REMIND the group that their time and resources are precious and to keep their evaluation process realistic and manageable.
- 4B. EXPLAIN that each task force will determine its evaluation plan. Members will discuss:
- What information is important for the evaluation
 - What questions to use and how to use them
 - How to collect the data
 - How to figure out what the data means
 - How the task force will divide up the work
- 4C. EXPLAIN that the evaluation process requires task force time outside of Coalition meetings. They all need to determine how to complete the evaluation process before the next Coalition meeting.
- 4D. ASK the Coalition to break into their task force groups. GIVE each task force a flip chart and markers, their task force's action plan, and an evaluation packet with one copy for each task force member of Handout 19: Working Through the Evaluation Process, Handout 20: Ideas for Evaluation Questions, and Handout 21: Evaluation Follow-up Worksheet.
- ASK the task forces to read through the evaluation packets before beginning their evaluation planning.
- 4E. BRING the group back together. ASK each task force to give a brief overview of its evaluation plan. Discuss any overlap between task force evaluation plans (e.g., surveying students). If there is overlap, make any necessary adjustments. RECORD their planned dates for the evaluation phase of their project(s) on the master schedule.



Hint: If the Coalition is focused on addressing one large action item, it may make sense to assign evaluation to one of the task forces. However, the other task forces should participate in answering many of the evaluation questions, especially process, collaboration, planning and continuous improvement questions.

Hint: If any ad hoc task forces have been formed that aren't represented by a PALS co-chair, let these members know that they can call any of the co-chairs for support.

THANK everyone for their work today. REMIND them to come to the next Coalition meeting ready to share their findings.

Step 5: Conclude the meeting (5 minutes)

- 5A. ASK everyone how today's meeting went and if they have any suggestions for the next meeting.
- B. EXPLAIN that there is going to be one more Community Coalition meeting as well as a celebration, and that the task forces will be carrying out the heart of the Coalition's work as they continue to implement their action plans.

REASSURE the group that the co-chairs will be in regular communication and that the task force members shouldn't hesitate to contact their co-leader representative with any questions, problems, or concerns.

- 5C. TELL the group that they will be receiving a new copy of the master schedule with the evaluation timelines and any recent updates.

CONCLUDE the meeting.

Step 6: Co-chairs debrief after the meeting (15 minutes)

- 6A. DISCUSS how the meeting went and make any adjustments.
- 6B. REVIEW and approve the meeting minutes. DECIDE who will type them and send them out to members, along with the updated master schedules.
- 6C. ADD anything else that needs to be done to your copies of Task List for Sixth Community Coalition Meeting.

Hint: Think about what you can do between now and the end of the PALS process to encourage and appreciate the task force members. Your support will help keep them motivated!





Post-Game Wrap Up and Festivities

Summary

This section includes planning and implementation steps for the sixth Community Coalition meeting, giving each task force the opportunity to report its evaluation findings. The Coalition makes decisions about future work together, plans a celebration, and evaluates the Coalition process. The final co-chair meeting allows co-chairs to discuss and evaluate their work on the leadership team.

Co-Chair Meeting

Total estimated time needed: 1 hour and 30 minutes

Tool Box

Handout

Handout 22: Coalition Evaluation Form

Other

Task List for the Sixth Community Coalition Meeting

Meeting minutes from the fifth Community Coalition meeting

Member roster

Master schedule for task force work

Sample agenda

1. Review the materials and write the agenda for the sixth Community Coalition meeting
2. Discuss task force evaluation presentations
3. Discuss and make notes about a Coalition celebration
4. Discuss the future of the Coalition
5. Sign up for pre-meeting and meeting jobs that need to be done





Task List for the Sixth Community Coalition Meeting

Meetings	Who	Date, Time, and Location

Action Items (to do)	Who	By When
Send out fifth Coalition meeting minutes and roster		
Send copies of the task force master schedule to all Coalition members, updated with evaluation plans		
Decide who will be responsible for each item of the agenda		
Decide who will be the facilitator		
Reserve and/or gather equipment		
Make a sign-in sheet		
Get name tags		
Set time, date and location for sixth Community Coalition meeting		
Continue to work with your task forces in implementing action plans and completing the evaluation process		
Work with your task forces in preparing the evaluation presentations		
If one of you will be stepping down as a co-chair and has someone on the Coalition in mind to take your place, contact that individual		

Steps for Co-Chair Meeting

Step 1: Review materials and write agenda (20 minutes)

- IA. REVIEW the meeting materials for the fifth Community Coalition meeting.
- IB. WRITE an agenda for the meeting based on the “Sample agenda” (page 71) and “Signs of success” (page 75).

Step 2: Discuss task force evaluation presentations (20 minutes)

- 2A. PLAN how you would like the evaluation presentations to go:
 - Is there a logical order to the task forces’ presentations, or will you ask for a volunteer to go first?
 - What tools will you have on hand?
 - How will feedback from the Coalition be handled?
- 2B. DETERMINE who will mail the agenda to members. Make sure to get it in the mail as soon as possible.

Hint: The sixth Community Coalition meeting should be constructive and energizing. The meeting is a combination of honest review, celebrating the efforts and successes (large and small), and planning what comes next.

Hint: Remember to be supportive, especially to those folks who have been having a frustrating time getting their work done.



Step 3: Discuss Coalition celebration (15 minutes)

- 3A. THINK about these related questions:
 - What celebration scope is feasible for your group and community?
 - Who do you think should be invited? (Consider key stakeholders, people who have been helpful, members’ colleagues and co-workers, students, families, the press, etc.)
 - How will you finance a celebration?
- 3B. BRAINSTORM some possible sponsors for the following celebration elements:
 - Location
 - Food
 - Decorations
 - Plaques and awards
 - Invitations

Hint: Keep it manageable for you. This celebration, if you chose to have one, should be as stress-free as possible.





- 3C. THINK about how youth could be involved. You can involve all middle-level students if the celebration is going to be large (e.g., a community-wide celebration), or just involve a few students on a planning committee if it is going to be select and small.

Step 4: Discuss the future of the Coalition (25 minutes)

- 4A. DISCUSS your vision for the future of the Coalition. What advice do you have for the group?

CONSIDER your roles as co-chairs in the future. Will all of you continue or will one or more find a replacement? If one of you is stepping down, is there someone on the Community Coalition whom you would like to ask to take your place?

- 4B. PLAN how you would like to complete the Coalition evaluation process. BE SURE you make enough copies of Handout 22: Coalition Evaluation Form for all of the Coalition members, including yourselves.

Hint: If you will be stepping down as a co-chair and have in mind someone on the Community Coalition to take your place, it would be a good idea to ask them before the next Coalition meeting. This way, if they accept, you can announce it to the group and help ensure a smooth transition for them.

Step 5: Assign jobs and conclude the meeting (10 minutes)

- 5A. DECIDE who will do what to prepare for the next Coalition meeting.

CONSIDER your ideas and conclusions from your quick debriefing after the previous Community Coalition meeting.

- 5B. FILL in any new items on the Task List for the Sixth Community Coalition Meeting and CONCLUDE the meeting.



Hint: We hope many Coalition members will want to continue their collaboration. You may each want to continue as a co-chair. But finding a replacement is okay, too. It's advisable that at least one of you remains on the Coalition as a co-chair to provide consistency for both the leadership team and the Coalition.

Community Coalition Meeting

Post-Game Wrap Up and Festivities

Total estimated time needed: 2 hours
(with an additional 15 minutes for co-chair debriefing)

Signs of success

- Task forces have presented results of their evaluation process and results of their project(s).
- Task forces have received feedback and suggestions from the Coalition about their findings.
- The Coalition acknowledged their work and made plans for the future.
- The Coalition has discussed – and members agreed to – continuing to work as a coalition.

Tool Box

Handout

Handout 21: Evaluation Follow-up Worksheet

Handout 22: Coalition Evaluation Form

Equipment

Screen and projector for overhead transparencies or CD-ROM

Easel, flip chart, and markers

Other

Copies of agenda

Sign-in sheet

Task force evaluation materials – such as big board, flip charts, and/or handouts

Celebration planning notes from previous co-chair meeting

Large manila folder or a small box

Sample agenda

1. Welcome Coalition and review agenda
2. Task forces present evaluation findings
3. Make plans for the future
4. Plan a celebration
5. Evaluate the Coalition process and conclude the meeting
6. Co-chairs debrief after meeting





Steps for the Community Coalition Meeting

Hint: This may be your last official PALS Coalition meeting. Make sure there is time for the group to acknowledge its accomplishments and for co-chairs to thank the group for their hard work and for improving the lives of young adolescents in their community.

Step 1: Welcome and review agenda (5 minutes)

- 1A. As people enter the room, ASK them to fill out the contact sheet and pick up an agenda.
- 1B. Briefly GO OVER the agenda.



Step 2: Present evaluation findings (1 hour)

- 2A. ASK for a task force to present its evaluation findings.
- 2B. OFFER the use of the flip chart, markers, and any other equipment you have gathered to facilitate the evaluation presentations.
- 2C. ASK the task force to discuss the findings and general trends of their data. Have each group answer the questions from Handout 21: Evaluation Follow-up Worksheet:
 - What did you find?
 - What worked? What didn't work?
 - Did you do what you planned to do? Why or why not?
 - What lessons did you learn?
 - What stood out in the data? (Any surprises? Major trends?)
 - What future actions need to be taken? Why?
 - Is there anything else you noticed?

ASK if they would change anything about their work together on the basis of the evaluation data they collected.
- 2D. GIVE the rest of the Coalition time to ask questions and/or make suggestions.
- 2E. ASK the task force to report on their project status. Are they:
 - Finished with their work and satisfied with the outcome?
 - Finished, but need to refine elements of their work?
 - Not finished yet. (Make sure to ask what they need in the way of resources, time and support.)
- 2F. REPEAT these steps with the other task forces.

Hint: Now would be a good time to take a short break, before reconvening to discuss the future plans for the Coalition.

Step 3: Make plans for the future (20 minutes)

- 3A. ASK all members to say what they found most rewarding about their Coalition experience. READ the PALS goal, below. Do they feel they had an impact on this goal?

“The goal of PALS is to initiate school and community partnerships to increase physical activity opportunities for young adolescents.”

- 3B. EXPRESS your appreciation. TELL Coalition members they did great work, how much you appreciate them, the difference they have made for young adolescents, and anything else you want to add.
- 3C. ENCOURAGE everyone to continue your work together. ASK for a show of hands of those willing to continue on the Coalition. If a member is unable or unwilling to remain on the Coalition, ASK if there is someone in his or her organization who could be a substitute.
- 3D. If you are going to continue on as a Coalition:
- SET a Coalition meeting time.
 - ASK the task forces to let the co-chairs know if they schedule meetings, and to update them on how their projects are going.
 - If one or more of the co-chairs has decided to step down, ASK for volunteers from the group to take your place(s).
- 3E. REMIND members, if they hear of grants or other funding opportunities for any of the projects, to let the appropriate task force coordinator know immediately.

Hint: Set a positive tone for the following activity. The goal is to get people to discuss what went well, if they want the Coalition to continue, and what they would like to change, if anything.

Step 4: Plan a celebration (10 minutes)

- 4A. TELL the group that they have worked very hard and achieved a lot. Now it's time to celebrate their accomplishments and honor everyone in the community who contributed to the Coalition's effort this year, including students.

Hint: The group has just finished a big project – the evaluation – and may still be working on action plans. So keep it simple!





- 4B. **EXPLAIN** that this is a case of “less is more.” They will probably enjoy a celebration much more if it stays simple. **SHARE** the ideas that you brainstormed in your previous co-chair meeting.
- 4C. **ASK** Coalition members who are interested in planning the celebration to sign up to be on the planning committee. **OFFER** some co-chair time and energy to help coordinate the event, but make sure the responsibility isn’t all on your shoulders. **REMINDE** the planning committee to let the Coalition know the celebration plans as soon as possible.

Step 5: Evaluate the Coalition process and conclude the meeting (25 minutes)

- 5A. **PASS** out a copy of Handout 22: Coalition Evaluation Form to the Coalition members. **ASK** them to please complete the form. Don’t forget that each co-chair should also complete a Coalition evaluation form!

After everyone has had time to complete the evaluation form, **PASS** around a manila envelope or box and **ASK** members to place their completed evaluation forms inside.

TELL the group you will send them a summary of the evaluation.

- 5B. **THANK** the group again for their months and months of hard work, which has yielded positive results. **REMINDE** them that many young adolescents will be healthier and happier because of their efforts.
- 5C. **ASK** everyone to stand up and give the group a big round of applause. **TELL** the group you look forward to your Coalition celebration.

CONCLUDE the meeting.

Step 6: Co-chairs debrief after the meeting (10 minutes)

- 6A. **DISCUSS** how the meeting went.
- 6B. **REVIEW** and approve the meeting minutes and **DETERMINE** who will type them and send them to the Coalition members along with the Coalition contact information.
- 6C. **SET** a time for your last co-chair meeting, where you will review the Coalition evaluation forms, summarize the evaluations, and decide on future plans.



Co-Chair Meeting: The Finish Line!

Total estimated time needed: 1 hour 30 minutes

Tool Box

Handout

Handout 11: Sample Survey Results Form

Other

Coalition member contact sheet
Completed Coalition evaluation forms
PALS feedback form

Sample agenda

1. Assess the task force evaluation process
2. Review Coalition evaluation forms and your work together as co-chairs
3. Plan your next steps
4. Complete the PALS feedback form



Steps for Co-Chair Meeting

Step 1: Assess the task force evaluation process (20 minutes)

IA. DISCUSS the following:

- Did you feel the task force evaluation process was productive?
- Do you think Coalition members understand their progress and what needs to happen next?
- Is there anything you agree should be changed?
- Is there any follow-up you need to do with the task forces?





Step 2: Review Coalition evaluation forms and your work together

(45 minutes)

- 2A. READ the completed Coalition evaluation forms. You may want to customize Handout 11: Sample Survey Results Form to help you tally the answers.

DISCUSS the evaluation results. What made meetings effective or ineffective? What were the strengths and the weaknesses? What would you change? Did any of the comments surprise you? On the basis of these comments, what would you change and/or leave the same?

WRITE a summary of the completed Coalition evaluation forms. SEND it to the Coalition members.

- 2B. DISCUSS your leadership team dynamics. In your partnership, what worked well? What didn't work well and why? What might you change? Do you need any fresh or different kinds of support if you continue on next year?
- 2C. ASK each co-chair to say one positive thing about working with each of the co-chairs.

Step 3: Plan your next steps (25 minutes)

- 3A. If one of you is moving on, PLAN how you will help a new co-chair join your leadership team.
- 3B. PLAN any future meetings.
- 3C. Conclude the meeting.

Step 4: Feedback form

- 4A. We have included a feedback form with these materials. Please consider filling it out and sending it in. Your experiences and comments about your community's process and the usefulness of the *PALS Guide* are invaluable to us!



Our parting message to you

You've done amazing work together. We hope you feel proud and enjoy seeing the Coalition's work flowering in your community.

You may feel that there is much left to do. And if so, there probably is! But you committed your time and care, and made some small—and perhaps even big—steps in the right direction. Every inch forward, every step taken, every change made is commendable. And it all happened under your leadership!

As two great fifth-grade co-teachers used to say to their students:

“WE SALUTE YOU!”



Comprehensive Health
Education Foundation



National Middle
School Association





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Handout 1

Letter to Co-Chairs (Sample)

Dear (new co-chair),

It was good to speak with you about PALS (Physical Activity for Local Students). I am so glad you have agreed to be one of the three co-chairs. Thank you!

As promised, I have enclosed a copy of the *PALS Guide*. Please see the co-chair meeting notes in *Joining the Team* (pages 19–24) for a sample agenda and signs of success – which are essentially the objectives – for our upcoming meeting. Your *Guide* does not include a CD-ROM version of the materials, but you are welcome to borrow the one copy we have at any time. The section titled *Skills and Fundamentals* presents a good overview of the *PALS Guide*, as well as the goal and process of the PALS program.

As we discussed on the phone, we want young people up and moving to enhance their health, self-esteem, and academic success. I know that a solid Community Coalition will be able to use the *PALS Guide* to develop a meaningful program for our community. I look forward to selecting this special group of people at our first co-chair meeting.

From a close review of the materials, I think it will take approximately 13 meetings to accomplish the work of PALS, including co-chair, Community Coalition, and task force meetings. Each meeting will take approximately one to two hours. PALS is designed to implement a project in six to nine months.

As a leadership team, the three of us will plan the Community Coalition meetings. We will facilitate the work of the Coalition and prepare and present materials at the meetings. We will also be liaisons for the task forces that will carry out the nuts-and-bolts work of the Coalition.

Please look over the entire *Guide*, specifically reviewing the materials for the first Community Coalition meeting in the section titled “Joining the Team.” Also, begin thinking about what specific roles you would like to play.

I’m excited about starting this process and am pleased you will be joining me. I look forward to seeing you at our first meeting! If you have any questions or ideas before then, just give me a call at _____, or send me an e-mail at _____.

Best regards,

School Co-Chair
Name of school

Co-Chair Meeting 1 Location: [school] _____ Date: _____ Time: _____ Co-Chairs: _____ and _____





Handout 2

Community Coalition Welcome Letter (Sample)

Dear [coalition member]

Thank you so much for agreeing to be on this new and innovative Community Coalition to increase physical activities appropriate for young people. The other two co-chairs and I know your participation will be a great asset to implementing the PALS program.

The Centers for Disease Control and Prevention has made increasing physical activity for young adolescents a national priority. By including members like you—who have the skills and energy to get things done—on our Coalition, we will be able to address this vital issue in our own community.

I have enclosed *About PALS*. It explains the basic need for, and goals of, the PALS program. Please take a look and call me if you have any questions or ideas. You'll also find an agenda for the first Coalition meeting enclosed. We're excited about getting started!

PALS Coalition Meeting Details

Date: _____

Time: _____

Location: _____

I look forward to seeing you at our first meeting. And again, THANKS!

Best regards,

[Signed by one or more co-chairs; include co-chair's phone number and e-mail address]

Encl. *About PALS*

Agenda – Community Coalition Meeting I

Handout 3

Sample School Profile

Below you will find a list of questions, a list of sample answers, and spaces for your answers. Fill in accurate information for your school, and add any other information that you think is important for the Community Coalition to know about your students.

Name of School: _____

Questions	Sample Answers	Answers for Your School
Grades	6th, 7th, and 8th	
Number of students	600	
Number of middle-school-aged students who are home-schooled	25	
Languages your students speak	English, Spanish, Vietnamese, and Arabic	
Percentage of students who are bilingual	47%	
Percentage of students eligible for free and reduced-price lunches	32%	
Number of hours each week students have a physical education class	8	
Participation in extra-curricular physical activity programs	Soccer (fall); basketball (winter); track & field (spring); baseball/softball (spring); dance team (year-round)	
School dismissal time	3:15 p.m.	
Dates school is in session	August 24–June 10 (also includes breaks)	
Transportation to/from school	50% bus 20% walk 20% ride with parent 10% before-school program provides ride	





Handout 3

Sample School Profile

(continued)

Questions	Sample Answers	Answers for Your School
School physical activity facilities	Gymnasium with basketball hoops; weight room; soccer/football field with track; two baseball/softball diamonds; boys' and girls' locker rooms; lunch room	
School facilities used by the community during off school hours	The gymnasium is used by community groups Tuesday and Thursday evenings all school year.	
Before and after school care/programs	Community center youth programs (ongoing)	
Any other important information	Police report students are "hanging out" on school grounds in the evenings and on weekends	

Handout 4

Key Values for the PALS Program

1. Offers access for all

*(Does the project benefit or enhance the community?
Can other students benefit from it?)*

2. Promotes lifelong health

(Does the project promote physical activity?)

3. Involves families

*(Are families encouraged to participate, e.g., advocacy,
activities, education?)*

4. Honors diversity

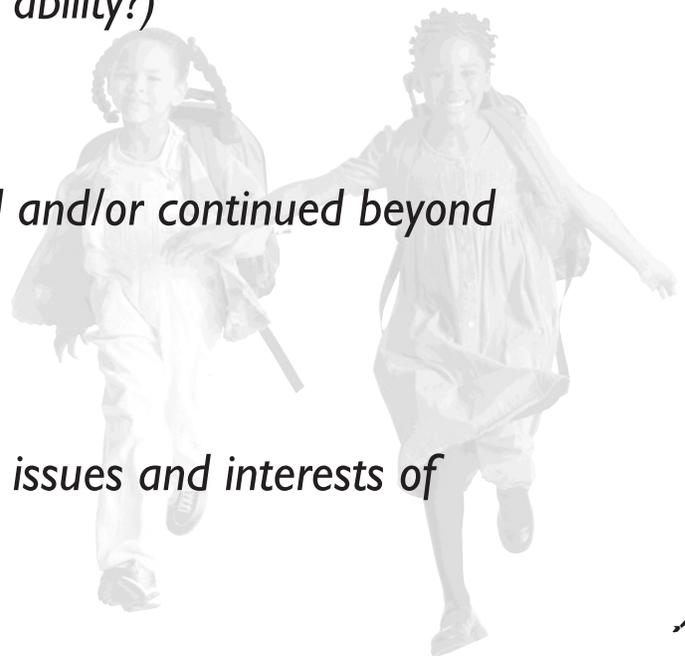
*(Is the project balanced for gender, race, culture, socio-
economic status and physical ability?)*

5. Is sustainable

*(Can the project be extended and/or continued beyond
this year?)*

6. Focuses on youth

*(Is the project relevant to the issues and interests of
young adolescents?)*





Handout 5

Telephone Script for Calling Potential Community Coalition Members (Sample)

Feel free to adapt the following script to your needs and style of communication.

“Hello. This is _____, with _____. I am serving as a co-chair for an important new program called PALS, which is an acronym for Physical Activity for Local Students. The PALS program initiates school and community partnerships to increase physical activity opportunities for young adolescents.”

“I’m very excited to be a part of this program, because I think school and community partnerships have the best chance of improving the growing problem of inactivity and obesity among our nation’s youth.”

“I’m calling you today because we are in the process of building a Community Coalition to help increase physical activity opportunities for our community’s youth. I know about the great work you do with young people (*or your expertise in fitness/physical activity programs*), and I think you’d be a very valuable asset to our Community Coalition and the PALS process.”

“I’d like to share a little more information about PALS, if that’s okay, to see if you’d like to participate on the PALS Community Coalition.”

At this point, refer to “About PALS” to communicate the program’s benefits to young adolescents, their schools and their communities.

“According to the *PALS Guide*, there will be a series of Community Coalition meetings over the six to nine months. Together as a group, we will determine the priorities to address to increase physical activity opportunities for our community’s young adolescents. Then Coalition members will have the opportunity to join a task force that focuses on implementing a specific plan of action.”

“Are you interested in joining the Community Coalition?”

IF YES:

“Great! I’m so happy you’re interested in working with me on this. I’ll send you some materials you can review before the first Community Coalition meeting, which will be _____.”

“In the meantime, please feel free to call me with any questions, and thanks again for agreeing to participate in what I believe will be a very positive experience for us and the young people we serve!”

Handout 5

Sample Telephone Script for Calling Potential Community Coalition Members

(continued)

IF UNSURE:

“Do you have any questions or reservations you’d like to discuss with me?”

(Answer each question and address each reservation as you are able.)

“Would it be all right if I went ahead and sent you some materials about the PALS program, which you can review, that will help you decide whether you want to join the Community Coalition?”

IF YES or NO:

“I understand. Do you have any suggestions of others who might be interested?”

(ADD any names they give you and KEEP CALLING.)





Handout 6

Centers for Disease Control and Prevention's Guidelines for School and Community Programs to Promote Lifelong Physical Activity among Young People¹²

- 1. Policy:** Establish policies that promote enjoyable, lifelong physical activity among young people.
- 2. Environment:** Provide physical and social environments that encourage and enable safe and enjoyable physical activity.
- 3. Physical education:** Implement physical education curricula and instruction that emphasize enjoyable participation in physical activity and that help students develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles.
- 4. Health education:** Implement health education curricula and instruction that help students develop the knowledge, attitudes, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles.
- 5. Extracurricular activities:** Provide extracurricular physical activity programs that meet the needs and interests of all students.
- 6. Parental involvement:** Include parents and guardians in physical activity instruction and in extra-curricular and community physical activity programs, and encourage them to support their children's participation in enjoyable physical activities.
- 7. Personnel training:** Provide training for education, coaching, recreation, healthcare, and other school and community personnel that imparts the knowledge and skills needed to effectively promote enjoyable, lifelong physical activity among young people.
- 8. Health services:** Assess physical activity patterns among young people, counsel them about physical activity, refer them to appropriate programs, and advocate for physical activity instruction and programs for young people.
- 9. Community programs:** Provide a range of developmentally appropriate community sports and recreation programs that are attractive to all young people.
- 10. Evaluation:** Regularly evaluate school and community physical activity instruction, programs, and facilities.



Handout 7

Community Service Providers Survey (Sample)

Hello! PALS (Physical Activity for Local Students) is a Community Coalition of school youth, personnel, parents/guardians, and community representatives. Our major goal is to develop school-community partnerships that increase physical activity opportunities for young adolescents (middle and/or junior-high school aged children).

We need your help in assessing the current levels of physical activity among our community’s youth and in determining how best to increase these opportunities, to help reduce their risks of obesity and other health problems. Please answer the following questions and return this form to the person who gave it to you by _____.

Note: When you see the term “physical activity” in the survey, it means a wide variety of physical motion, including organized sports like soccer, individual exercise routines like jogging, and other activities like rock climbing, dancing, or mowing the lawn.

Name of your organization or service: _____

Your name: _____ Phone: _____ E-mail: _____

1. In your facility/organization, what physical activities do young adolescents currently participate in?
(for example, soccer)

	<i>very popular</i>		<i>not very popular</i>		
_____	5	④	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1

2. What other physical activities do you think young adolescents would like to do if available?

3. What would it take to enable you to provide these activities?

4. In your opinion, what encourages young adolescents to participate in activities you offer?

5. What are some of the barriers you have encountered that keep adolescents from participating?

6. What else should we know that would help us meet our goal?

Thank you for your participation! The results of this survey will be posted on our school website, _____, by _____.





Handout 8

Student Survey (Sample)

Hello! PALS (Physical Activity for Local Students) is a group that includes school staff, representatives from places like the YMCA and City Hall, local high school students, and parents/guardians of people from your school. We're working together to make sure that students in your school have more fun physical activities to do by themselves or with friends — both in and out of school. In order to do this, we need to know what you like to do and what ideas you have. Please give us honest and clear answers to the questions below.

Note: When you see the term “physical activity” in the survey, it means a wide variety of physical motion, including organized sports like soccer, individual exercise routines like jogging, and other activities like rock climbing, dancing, or mowing the lawn.

Please return this survey to _____ by _____.

Your grade: _____ Male _____ Female _____

1. What physical activities do you like to do now?

- swimming skateboarding in-line skating climbing biking yoga
- jogging/walking weight lifting kayaking/rafting racquet sports
- snow sports: _____ dancing: _____
- organized sports: _____
- other: _____

2. What physical activities would you like to do more often if you could?

- swimming skateboarding in-line skating climbing biking yoga
- jogging weight lifting kayaking/rafting racquet sports
- snow sports: _____ dancing: _____
- organized sports: _____
- other: _____

3. What new specific physical activities would you like to try?

- swimming skateboarding in-line skating climbing biking yoga
- jogging weight lifting kayaking/rafting racquet sports
- snow sports: _____ dancing: _____
- organized sports: _____
- other: _____

4. What would it take for you to be able to do more of the physical activities you like to do, or to participate in new ones?

(For example, money for classes, a bike helmet, or transportation to classes after school.)

Thanks for your help! You will be able to see results of this survey on our website,
_____, by _____.

**Handout 9**

Parent/Guardian Survey (Sample)

Hello! PALS (Physical Activity for Local Students) is a Coalition composed of people from your child's school, other people who work with young people, high school students, and parents or guardians. We're working together to make sure youth have more physical activities to do. Physical activity can help children be healthier, do well in school, and keep out of trouble. Your help is very important.

We are hearing from students on another survey, so please give us YOUR viewpoint. Please return this survey to _____ by _____.

Note: When you see the term "physical activity" in the survey, it means a wide variety of physical motion, including organized sports like soccer, individual exercise routines like jogging, and other activities like rock climbing, dancing, or mowing the lawn.

- 1. What physical activities does your child do now? How does he or she spend time after school and on weekends?**

- 2. What physical activities do you think your child would like to participate in more often?**

- 3. What new specific activities do you think your child would like to try?**

- 4. What would it take for your child to be able to do more of the physical activities you think he or she would like?**

- 5. What would you need as a parent to encourage your child to become more physically active?**

Thank you for your participation! The results of this survey will be posted on our school website, _____ by _____.





Handout 10

Needs Assessment Details Step-by-Step Process

Meetings	Who	Date, Time, and Location

Role or Action	Who	Notes and Needs	By When?
Determine target audience			
Determine sample size			
Modify survey if necessary			
Administer the survey			
Tally surveys			
Summarize findings			
Establish meeting times			
Coordinator			
Present findings at next Community Coalition meeting			
Post results on school website			
Determine how results will inform/improve your program			
Other:			

Handout 11

Sample Survey Results Form

Uncovering the Meaning in Your Data

Please use this sheet as a guide to help you summarize and interpret your data.

Question #1: _____?

Activity	Number of times mentioned
_____	_____
_____	_____
_____	_____

Question #2: _____?

Activity	Number of times mentioned
_____	_____
_____	_____
_____	_____

Question #3: _____?

Activity	Number of times mentioned
_____	_____
_____	_____
_____	_____





Handout 11

Sample Survey Results Form (continued)

Question #4: _____ ?

Activity	Number of times mentioned
_____	_____
_____	_____
_____	_____

Question #5: _____ ?

Activity	Number of times mentioned
_____	_____
_____	_____
_____	_____

Handout 12

Encouraging and Discouraging Physical Activity

The following two lists will be useful as you create action plans. One is a list of some factors that positively influence a young adolescent's involvement in physical activity (Factors That Encourage Physical Activity). The other identifies barriers that often discourage participation (Factors That Discourage Physical Activity). Some of these items may already be on your list, but look for a few fresh ideas.

Factors That Encourage Physical Activity

1. **Enjoyment of activity.** This is the main reason young people engage in physical activity.¹⁴
2. **A perception of benefits.** For example, boys cite competition and girls more often cite weight management as their reasons for engaging in physical activities. Programs that take these perceptions into account can be more effective.^{15, 16, 12}
3. **Positive role models.** Physically active peers and siblings and, sometimes, active parents have a strong influence on young adolescents.^{17, 18, 19, 20, 21, 22, 23}
4. **Affordable and accessible activities.** People are more likely to be physically active if they have recreation facilities close to home.²⁴
5. **Supportive families.** Parents attend their child's sporting events, provide transportation to games, and help organize other activities.^{18, 25}
6. **Varied school programs.** Improved school physical education curricula taught by well-trained specialists and classroom teachers that include lifetime fitness activities (e.g., walking and dancing) and that keep students active for most of the class time.²⁶

*Having adequate activity facilities available could actually be a crime prevention technique, since most juvenile crime is committed between 3 and 8 p.m.*¹³

7. **Activity for all students.** Extracurricular programs and youth sports that are diverse, developmentally appropriate activities—non-competitive and competitive—for all students.¹²
8. **A protective community infrastructure.** This includes lighting, sidewalks, law enforcement patrol, vehicle visibility, transportation, lack of violence, safe trails, and facilities for ADA accessibility.²⁷
9. **Community commitment.** Adequate funding, equipment, and supervision of programs to meet the needs and interests of all students.¹²
10. **A health care system that promotes activity.** Providers should routinely talk to adolescents about the importance of incorporating physical activity into their lives, refer patients to programs, and advocate for physical activity instruction and programs for young people.¹²





Encouraging and Discouraging Physical Activity (continued)

Factors That Discourage Physical Activity

- 1. Too much screen time.** Screens and technology hold our children's attention with cable and satellite television, videos, computers, and video games. More families in the United States own a television than a telephone. Some teens spend over 35 hours a week in front of the TV, watching programs and videos and playing video games.²⁸
- 2. An automobile-centric society.** Communities are generally centered on the automobile, discouraging walking and bicycling. Traffic makes it dangerous for children to get together and play.²⁹
- 3. Gender and maturity issues.** Many girls don't want to look sweaty around boys, so they don't participate. Some dread showering at school and so resist strenuous activity.³⁰
- 4. Physical disabilities.** There are too few physical activities, programs, and equipment to meet the needs of young adolescents with special needs. There is little or no encouragement for young people with disabilities to be physically active; schools and facilities aren't equipped to accommodate them.¹²
- 5. Exemptions.** Many schools exempt students from physical education classes if students participate in interscholastic sports or other activities such as band, chorus, or cheerleading, or because of parental requests.¹²
- 6. Lack of a safe environment.** Safety is often compromised by street violence, poor lighting, heavy traffic, lack of sidewalks, crosswalks and bicycle paths, and/or no late-night transportation.³¹
- 7. Lack of space and facilities.** There aren't enough accessible facilities, e.g., ball fields, parks and recreation centers. Schools may be the most available, yet least-used resource for physical activity among community residents.³¹
- 8. "Negative self talk."** Young adolescents may have self-defeating thoughts like "I have no athletic skills" or "Little League is a boy's thing, not a girl's thing."³²

Handout 13

Developing Action Plans Strategies for Change

Don't forget to use the CDC Guidelines for School and Community Programs!

Planning Points	Your Action Plan
<p>Issue What activity, need, or barrier will you address?</p> <hr/>	
<p>Beneficiaries Who will benefit from your efforts, e.g., what sub-set of youth?</p> <hr/>	
<p>Impact potential Where and how can you make the greatest difference?</p> <hr/>	
<p>Goal(s) What physical activity, policy change, or service will you create, increase, or change?</p> <hr/>	
<p>Necessary support Who else can help your task force be successful?</p> <hr/>	
<p>Options If your first choice of action doesn't work out, what else will you try?</p> <hr/>	
<p>Related barriers What might make it hard for you to achieve your goal?</p> <hr/>	
<p>Actions What will you do to achieve your goal?</p>	





Handout 13

Developing Action Plans

Strategies for Change (continued)

Planning Points	Your Action Plan
Location/venue What's the best location for your options to take place?	
Project start and completion dates When will you start working on the project and when will you implement your goals?	
Signs of success How will you know you are successful?	
Future measurement and evaluation of your success What data needs to be collected to prove you were successful? Ask the co-chairs for more information about measurement and evaluation if necessary.	
Chair Who will chair and coordinate your task force?	
Meeting schedule When is your first meeting and how often will you meet?	

Handout 14

Promotion

The Community Is Listening

It's great that you now have action plans to implement. However, people need to know what you are doing so they can support your work and benefit from the new opportunities you create.

Use the materials in this packet to advertise, promote, or inform the community of your work. The following tips and methods will help bring all community members into the circle of change. Use them at strategic times in ways that:

- Are right for your community
- Will win you parent/guardian and community support
- Will get young adolescents involved in more physical activity
- Complement, but not overlap with, promotion efforts and activities other task forces and your community or school are involved in

Here are some ways to get the word out:

- School district reader boards, websites, e-mail system, and family publications
- Local business reader boards (your chamber of commerce can provide you with a list of businesses)
- Faith community reader boards, youth groups, and bulletins (your local ecumenical council can provide a list of contacts for you)
- Presentations to service clubs (your chamber of commerce can provide you with a list)
- Hospital websites and publications
- Students (e.g., the school paper, posters, skits, projects, sidewalk chalk messages, or letters to the editor)
- Community center or parks and recreation department websites, reader boards, and publications
- Health and physical activity fairs hosting noncompetitive fun
- Local newspapers

Fill in your ideas here:



Handout 15

Working with the Media

Media venues are some of your strongest tools for public education. In addition to promoting your activities, they are crucial in creating and advocating for infrastructure, public awareness, programming, and public policy changes.

Common media venues

Newspapers • Television • Radio • Magazines • Billboards • Internet • Transit advertising

Communication methods

Here are some ways to communicate your Coalition and task force plans, messages about physical activity, and requests for involvement from the community:

- Public service announcements (PSAs) – Short announcements, usually 15 to 30 seconds long, which give the specifics of a meeting, event, or health message.
- Press releases – Brief one- to two-page summaries of news or announcements written in news story format. Press releases are helpful in sharing things like new state legislation lobbied for by the Coalition, new programs the Coalition is implementing, or fundraising events you are holding.
- Face-to-face meetings – Whenever possible, meet face-to-face with reporters and invite the media to attend events and meetings.
- Letters to the editor – Ask involved students or members of the Coalition to write a letter to the editor of your local newspaper. Topics can range from wanting more streetlights, to justifying the need for a bicycle trail, to community thank-yous.
- Interviews – Arrange interviews with reporters or editors when appropriate (e.g., when the Coalition is holding an event, or when policy and programs that affect physical activity for young people are being considered).
- Sponsorships – Ask a radio or television station to co-sponsor an event. These partnerships attract the public and are good publicity for the sponsor.

Hints

Deadlines – Avoid nagging or annoying the media. Call several weeks before your planned announcement for submission deadlines so you can submit your information in time.

Courtesy – Thank reporters who write or air information that promotes your physical activity, health, or event messages.

Your local school district – Districts have policies about events on their campuses. Contact the school and district office for clearance, available dates, and to coordinate publicity.

Consistency – Avoid submitting inconsistent information about event times/locations, current sponsor lists, etc.

Handout 15

Working with the Media

(continued)

Supporting and reinforcing young adolescents' efforts – Ask local TV stations and newspapers to cover student activities in addition to sports. Their weather reporter could remind students who are walking or biking to bundle up in the cold, and the health or sports reporter could remind students to wear a helmet when bicycling or skateboarding.





Handout 16

Sample Public Service Announcements

15-second version

Don't miss the First Annual Physical Activity Fair at Languid Oaks Middle School! This free event for students and their families takes place in the school gymnasium this Wednesday, from 7 to 9 p.m., and on Saturday, from 10 a.m. to 2 p.m. Questions? Check out **www.languidoaksmiddleschool.edu**.

30-second version

What's the secret to a healthy lifestyle? What are some free activities you and your kids can do to get some exercise and have fun at the same time? Find out at the First Annual Physical Activity Fair at Languid Oaks Middle School. This free event takes place this Wednesday in the Languid Oaks Middle School Gymnasium from 7 to 9 p.m., and again on Saturday, from 10 a.m. to 2 p.m. Questions? Check out the school's Web site at **www.languidoaksmiddleschool.edu**.

Handout 17

Sample Press Release

For Immediate Release

Contact: Meg Runswell, Guidance Counselor
 Languid Oaks Middle School
 Telephone: (206) 555-9876

Languid Oaks Middle School to Hold Physical Activity Fair *Community comes together to help young adolescents adopt healthier lifestyles*

Languid Oaks, WA – February 24, 2003 – Nearly 30 community agencies and companies will convene at Languid Oaks Middle School as it hosts its First Annual Health Fair for students and their families during the evening of Wednesday, March 5, and on Saturday, March 8.

The Health Fair – focused on increasing physical activity opportunities for young adolescents – has been organized by a partnership of representatives from the school and community who are concerned about rising obesity levels among the nation’s young people. All students of Languid Oaks Middle School and their families are invited to attend this free event.

Featuring nearly 30 information booths, the Physical Activity Fair will provide information on free or low-cost physical activities for students and their families, as well as information on transportation, nutrition, and other health issues. Six free workshops are also scheduled, with topics ranging from motivation and goal-setting to healthy tips for busy families.

There will also be a raffle for a luxury spa weekend, along with other valuable prizes, with proceeds going to a fund for low-income families to cover fees and membership dues for recreational opportunities.

Participating agencies and companies include the city’s Public Transportation Agency, Parks & Recreation Department and Community Youth Center, in addition to The Fun Zone, Scuba Dooba, Laser Bowl, Oaks Sports, the Salad Bar, and many other businesses that provide health services and products to the community.

“We are very excited to be part of the Health Fair,” said Trisha Goodhardt, a health educator with Languid Oaks County Health Department. “When it comes to the physical health of our community’s young people, we are all stakeholders.”

The Health Fair will take place in the Languid Oaks Middle School Gymnasium on Wednesday, March 5, from 7:00 p.m. to 9:00 p.m., and on Saturday, March 8, from 10:00 a.m. to 2:00 p.m.

For more information on the Health Fair, please visit the Languid Oaks Middle School website at **www.languidoaksmiddleschool.edu**, or call Meg Runswell, Languid Oaks Middle School guidance counselor, at (206) 555-9876.

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Handout 18

Your Own Backyard

Don't forget to keep the people you work with informed about your coalition's work. They could be any of the following people or organizations:

- Supervisors
- Co-workers
- Professional organizations
- Colleagues
- Employees
- Boards
- Parent groups
- CEOs
- Faith communities
- Granting sources

The connections listed above may be able to provide you with:

- Encouragement
- Needed resources (money, people, etc.)
- Good ideas and advice
- Contacts
- Green lights for projects and plans
- Coordination with existing programs
- Grant ideas
- Promotion

Who are your backyard contacts? How do they relate to your work with PALS?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Handout 19

Working Through the Evaluation Process

Signs of success

Your task force

- Agreed on how evaluation questions will be used.
- Developed an evaluation plan.
- Scheduled time(s) to meet outside of Coalition meetings to complete the evaluation.

Tool Box

The action plan your task force developed and presented at Coalition Meeting 3
 Flip chart and markers
 Evaluation packet with a copy of Handouts 19, 20, and 21 for each task force member

Step 1: REVIEW your action plan.

Step 2: BRAINSTORM the information you need to determine if you were successful. DETERMINE who you need to collect data from (students, parents/guardians, providers, stakeholders, and/or anyone else).

Step 3: REVIEW Handout 20 (*Ideas for Evaluation Questions*) and discuss these ideas as a group.

- Will you use some, all, or none of them?
- Do any need modification for your specific evaluation?
- Are there any questions you might add to provide you with additional information?

DISCUSS and AGREE whether there are stakeholders with whom you will share this information in addition to the Coalition.

Step 4: DETERMINE the necessary steps to complete your evaluation. For example:

- Do you need approval from anyone to administer the questions you identified in step 3?
- How will you administer the evaluation questions and collect the data?
- How will you determine what the data means?
Will you use percentages, graphs, or charts?

IMPORTANT NOTE:

Keep your evaluation plan realistic and manageable.





Handout 19

Working Through the Evaluation Process

(continued)

Step 5: The evaluation plan consists of the steps you will take, who will do what, and a timeline for completion. Once you have your steps designed, **DETERMINE** answers for the following questions:

- Who will be responsible for each step in the completion of your evaluation plan?
- What is your evaluation timeline? You may want completion dates next to each step of your evaluation.
- Do you need more than one person — maybe even the whole task force — for some tasks such as data consolidation?

Step 6: **SCHEDULE** time(s) to meet as a team once the data is collected and before the next Coalition meeting. **USE** Handout 21 (*Evaluation Follow-up Worksheet*) to finish any data consolidation and determine your findings. **REVIEW** the worksheet to gain a better understanding of this process.

Handout 20

Ideas for Evaluation Questions

Many of these questions would be most effective using a Lickert scale (e.g., Yes, definitely!; Most of the time; Some of the time; No, not at all). **These questions are meant to be used as examples.** Be sure to think carefully about exactly what information you need and then ask the *fewest* questions possible.

Process and Collaboration

Students:

- Did you feel included in the project?
- Were the needs and interests of students heard and used?

Parents/guardian:

- Did you feel included in the project?
- Were the needs and interests of families heard and used?

Community provider:

- Were adequate partnerships and collaborations developed?
- Did you feel included in the project?
- Were your needs and interests heard and used?

Action Plan

Students:

- What did you see in your school or community as a result of the Coalition's work?
 New activities Fewer barriers to participation
 A combination of both
- Did the goals and timeframes in the action plan get accomplished?

Parents/guardian:

- What did you see in your school or community as a result of the Coalition's work?
 New activities Fewer barriers to participation
 A combination of both
- Did the goals and timeframes in the action plan get accomplished?

Community provider:

- What did you see in your school or community as a result of the Coalition's work?
 New activities Fewer barriers to participation
 A combination of both
- In general, what did you achieve by attempting to get students involved in physical activity?





Handout 20

Ideas for Evaluation Questions

(continued)

Activities

Students:

- Have you ever (list the Coalition project(s))?
- How much did you like (list the Coalition project(s))?
- What did you like about it?
- What didn't you like about it?
- How did you learn about (list the Coalition project(s))?
- In the next year, will you continue to be active as a result of this activity?

Parents/guardian:

- Have you or your child ever (list the Coalition project(s))?
- How much did you like (list the Coalition project(s))?
- What did you like about it?
- What didn't you like about it?
- Did your child like (list the Coalition project(s))?
- How did you learn about (list the Coalition project(s))?
- In the next year, will your child continue to be active as a result of this activity?

Community provider:

1. What date was this activity first made available to the students?
2. When was this activity accessible to the students (e.g., time of day, days of the week, frequency, etc.)?
3. How many total students participated in this activity? (Consider all sessions.)
4. In general how much did they enjoy their experience?
A lot ____ Some ____ A little bit ____ Didn't like it ____
5. What do you think the students liked about it?
6. What do you think they didn't like?
7. In the next 12 months how often do you think you will offer this activity?
More often ____ About the same ____ Less often ____ Not at all ____
8. If less often or not all, why?

Handout 20

Ideas for Evaluation Questions

(continued)

Continuous improvement (*Questions for members of the Coalition*)

Students:

- Do you feel the Coalition is having a positive impact on physical activity for youth?
- What still needs to happen in your community to get students more active?
- Has your physical activity level or attitude about being active changed as a result of the work with the Coalition?

Parents/guardian:

- Do you feel the Coalition is having a positive impact on physical activity for youth?
- What still needs to happen in your community to get students more active?
- Has your child's physical activity level or attitude about being active changed as a result of the work with the coalition?

Community provider:

3. How many students did you anticipate would participate in this activity per session?
4. How many actually did?
9. What do you think were the primary reasons students did not participate in the activity?
12. In general, what success did you achieve by attempting to get students involved in this activity?
13. What obstacles did you face?
14. Did you overcome these obstacles?
 - a. If yes, how?
 - b. If no, what resources/assistance would have helped?
15. As a result of the PALS Community Coalition, what has improved for the young adolescents you serve?
16. What do you expect will continue after the PALS coalition process has been completed?
17. Additional comments:





Handout 21

Evaluation Follow-up Worksheet

Signs of success

Your task force

- Identified findings and general trends.
- Agreed on a way to present material to the entire coalition.
- Agreed on who will present data and conclusions.

Tool Box

Data – original or already consolidated
Paper, pencils, and calculators for all (everyone bring your own)

Step 1: CONSOLIDATE the data (if you didn't complete this before today's meeting). You may want to break up the work and each take one or two questions to calculate percentages and determine basic information from your data. KEEP in mind how you tallied the data from the earlier needs assessments.

Step 2: DISCUSS the findings and general trends of your data. In other words, what does your data tell you?

1. What did you find?
2. What worked? What didn't work?
3. Did you do what you planned to do? Why or why not?
4. What lessons did you learn?
5. What stood out in the data? (Any surprises? Major trends?)
6. What future actions need to be taken? Why?
7. Is there anything else you noticed?

Step 3: DECIDE how you will present this information at the next Coalition meeting.

Step 4: Let your co-chair know if you will need any special equipment to present your evaluation results to the group (e.g., a large white board, audiovisual equipment, etc.).

Step 5: DETERMINE if there are other stakeholders who may be interested in, or benefit from, knowing your findings. If so, decide who will share the findings with them.

**Handout 22**

Coalition Evaluation Form

We want to thank you for your work on the PALS Coalition. Through our partnership we have been able to create and support physical activity opportunities for many young adolescents. Please take this opportunity to let us know how you feel the Coalition process went. Your honest feedback is appreciated and we will use it to strengthen future efforts. Please use the space on the back of this paper if you need more room for your answers.

1. How many Community Coalition meetings did you attend?**2. How effective were the meetings you attended? (Please circle and explain)***Not Effective**Very Effective*

1

2

3

4

5

3. What made meetings effective?**4. What made meetings ineffective?****5. What do you think were the strengths of our PALS coalition project?****6. What do you think were the weaknesses of our PALS coalition project?****7. What changes would you recommend?****8. What recommendations do you have for our coalition's future?****9. Additional comments?**



Resources and References

Resources

We have compiled the following resources to help you create and support physical activity opportunities for young adolescents. Use them to amplify the information in PALS; in your planning; for great ideas about collaboration and physical activity; and to round out what you already know about raising, teaching, and supporting young adolescents. We have divided the resources into several sections, according to the topic(s) they cover. Happy reading!

Resources to Support Coalition Efforts

Developing Effective Coalitions: An Eight Step Guide

Prevention Institute

265 29th Street, Oakland, CA 94611

Website: www.preventioninstitute.org/eightstep.html

This guide provides eight clear steps for coalition development. The examples in the guide are specific to injury prevention; however, the steps are easily applied to coalitions working on other issues.

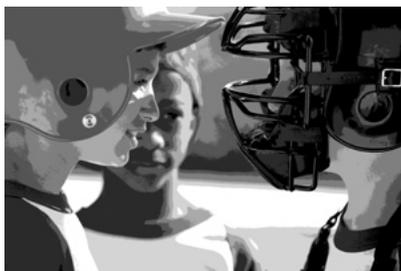
Community Coalitions Manual: With Lessons Learned from the Girls Can! Project

American Association of University Women

1111 16th Street, N.W., Washington, DC 20036

Website: www.aauw.org/7000/ef/girlscan/

This manual provides information to develop and sustain coalition-based programs. It was developed for local group use and has solutions and suggestions for volunteer recruitment, project planning, evaluation, fundraising, and public relations.



Community Tool Box

The KU Work Group

4082 Dole Human Development Center

University of Kansas

1000 Sunnyside Avenue, Lawrence, KS 66045

Website: ctb.lsi.ukans.edu/

The Community Tool Box provides simple easy-to-use tools for the efforts of a coalition. It focuses on community health development. There are tools on leadership, planning, assessment, advocacy, funding, and evaluation. Each topic has step-by-step guidelines, checklists, and training material.

Resources to Support Youth Involvement

Youth Involvement in Prevention Programming

Advocates for Youth

1025 Vermont Avenue, N.W., Suite 200

Washington, DC 20005

Website: www.advocatesforyouth.org/publications/iag/involvement.htm

This resource provides useful information to effectively involve youth in program planning and coalition efforts. It includes the benefits of youth involvement, steps for effective youth involvement, essential elements of effective programs that involve youth, and information for successful youth/adult partnerships.





Action Kit: Promoting Youth Participation

The National League of Cities
1301 Pennsylvania Avenue, N.W., Suite 550
Washington, DC 20004

Website: www.nlc.org/nlc_org/site/files/reports/promoting.pdf

This action kit focuses on promoting youth participation. It offers helpful strategies for communities and leaders to effectively involve youth in community action. The kit provides a variety of options, helpful tips, and examples of existing programs.

Physical Activity Resources

BAM!

Centers for Disease Control and Prevention
1600 Clifton Road, MS C-04
Atlanta, GA 30333

Website: www.bam.gov

BAM! is a website created for kids. It answers their questions on health issues and recommends ways to make their bodies and minds healthier, stronger and safer. The site also provides teachers with interactive activities that are educational and fun.

Division of Nutrition and Physical Activity (DNPA)

Centers for Disease Control and Prevention
4770 Buford Highway, N.E., Atlanta, GA 30341

Website: www.cdc.gov/nccdphp/dnpa/

DNPA is part of the National Center for Chronic Disease Prevention and Health Promotion. It focuses on conducting research, evaluating existing programs, and creating effective programs. This site includes examples of proven effective strategies to increase physical activity.

• **Active Community Environments (ACEs)**

Website: www.cdc.gov/nccdphp/dnpa/aces.htm

ACEs is a CDC sponsored initiative that encourages environmental and policy interventions to increase levels of physical activity. It promotes walking, bicycling, and the

development of accessible recreation facilities. ACEs was developed in response to data suggesting community characteristics play a significant role in promoting or discouraging physical activity. Its activities include:

• **Kids Walk to School**

Website: www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm

Kids Walk to School is a community-based program. It advocates for community-school partnerships to make walking to school a fun and safe experience. *Kids Walk to School* aims to increase opportunities for daily physical activity by encouraging children to walk to and from school in groups accompanied by adults.

• **Promoting Physical Activity through Trails**

Website: www.cdc.gov/nccdphp/dnpa/physical/trails.htm

This Website offers information about the health benefits of trails, how specific measures providing access to trails increases the level of physical activity in a community, and many helpful resources about trails and appropriate population-based interventions.

• **VERB™ It's what you do**

Website: www.verbnow.com

This site is specifically designed for young adolescents. It promotes physical activity through fun website activities and VERB events across the country.



Division of Adolescent and School Health (DASH)

Centers for Disease Control and Prevention
4770 Buford Highway, N.E., Atlanta, GA 30341
Website: www.cdc.gov/nccdphp/dash

DASH is part of the National Centers for Chronic Disease Prevention and Health Promotion. Its goal is to prevent serious health risk behaviors among children, adolescents, and young adults. This website has many useful resources, statistics, and information on quality programs for health promotion among youth including:

- **School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide**

Website: www.cdc.gov/nccdphp/dash/SHI/pdf/middle_high.pdf

The *School Health Index* is a tool that can help schools assess their policies and programs on physical activity and healthy eating. It is a simple and easy-to-use guide that allows administrators, staff, parents, and students to get involved and work together to improve their school health programs and policies.

Fit, Healthy and Ready to Learn: A School Health Policy Guide

Website: www.nasbe.org/healthyschools/fithealthy.mgi

Fit, Healthy and Ready to Learn is a guide developed to help create effective policies to help students reach their academic potential and develop healthy lifestyle habits. It includes sample policies on physical activity as well as supportive data and practical suggestions for implementation.

Action for Healthy Kids

Website: www.actionforhealthykids.org

The Action for Healthy Kids website provides valuable resources and support for those interested in improving kids' health and educational performance through better nutrition and physical activity in schools. This website is a product of the Healthy Schools Summit, which is committed to bringing the nation's leaders in education, children's health, and nutrition together to assist with this effort.

Resources include action planning guides, national and state profiles, and examples of quality programs currently in use.

American Heart Association

7272 Greenville Avenue
Dallas, TX 75231

Website: www.americanheart.org

The American Heart Association provides educational information and resources that support the reduction of disability and death from cardiovascular diseases and stroke. The website has very useful resource sections including healthy lifestyle, physical activity, and taking action. They provide useful information and tips for heart healthy children.

National Association for Sport and Physical Education

Website: www.aahperd.org/naspe

Resources and information to enhance knowledge and professional practice in sport and physical activity.

National Center for Bicycling and Walking

1506 21st Street, N.W., Suite 200
Washington, DC 20036

Website: www.bikefed.org

The National Center for Bicycling and Walking provides information, support, actions, and resources specific to bicycling and walking. The resources on this site include:

- **Increasing Physical Activity through Community Design**

Website: www.bikefed.org/PubHealth.htm

This guide was designed to make communities more bicycling and walking friendly. It includes information on community design, funding, implementation, and examples of community projects.

National Coalition for Promoting Physical Activity

Website: www.ncppa.org

A national coalition working to develop policies that inspire and empower all Americans to lead more physically active lifestyles.





National Recreation and Park Association

Website: www.nrpa.org

Information related to the utilization of parks to enhance recreation and physical activity in communities.

President's Council on Physical Fitness and Sports

Department W, 200 Independence Avenue, S.W.
Room 738-H, Washington, DC 20201

Website: www.fitness.gov

The President's Council on Physical Fitness and Sports provides fact sheets, materials to increase physical activity, and specific tips and information for youth.

- **Fit Kids**

Website: fitness.gov/funfit/funfit.html

This site has information for kids designed to increase physical activity. It provides information specific to girls' involvement in physical activity, guidelines for personal exercise programs, and more.



Resources and References

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