May 2018

The Guidebook to Successful Policy and Systems Change

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SOLUTIONS

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GUIDE PURPOSE

This toolkit is meant to be a guide for those wanting practical information about how to engage in all the steps of policy and systems change. Starting with key concepts and definitions, this resource guide provides hands-on tools for the reader to understand the full arc of the change processes – from building partnerships to advocacy strategies to implementation and enforcement.

WHY A FOCUS ON POLICY AND SYSTEMS CHANGE?

This kind of change is important because most of our personal health is the result of our behaviors and how and where we live. By focusing on policy and systems change (PSC), health partners can modify social and physical environments such as in the school setting to either improve or prevent individual attitudes, habits, and behaviors. With limited resources and capacity for prevention-based work, "upstream" policy and systems change is a critical component to achieving positive health outcomes.

Behavior change is hard even in neutral environmental settings, let alone when there is active opposition. For example, in the United States $190 billion is spent annually to market food and beverages to children and their parents. There are not enough dollars to fight large corporate interests on this turf. However, with the right tools and strong and diverse partnerships, impactful strategies that support healthy behaviors can be enacted and implemented.

DEFINITIONS

- **Policy Change**: A proposed or adopted course or principle of action.
- **Systems Change**: Refers to the process of improving the capacity of a system or group of systems to work with multiple sectors to improve the health status for all people in a defined community. Systemic change moves beyond thinking about individuals and individual organizations, single problems and single solutions.

Note that some policy frameworks include policy, systems and environmental change as one complete trinity of change. We find this overly complicated. *Environmental change* refers to social and physical environments (i.e., ensuring safe cross-walks and routes to and from schools)– which is really the output one looks for when engaging in policy and systems change work. Therefore, we have simplified our framework and related tools to just refer to policy and system change.

WHY A POLICY AND SYSTEMS CHANGE FRAMEWORK?

- Importance of improving the skill set of one of the core functions of public health: *policy development*
  - Policy development is the core function that has received the least amount of attention in public health education, practice, and continuing education.
  - Strategic policy development is becoming a central tool and focus for public health, especially with regards to chronic disease and injury prevention
- Need for a systematic process to ensure effective PSC engagement.
  - This Framework connects three key elements: *partnerships and collaboration, policy analysis and prioritization, and policy implementation and evaluation*

WALKING THROUGH THE STAGES

Stage 1: Partnerships and Collaborations

The first question here (Stage 1) is determining who is involved and how?

Definitions
- **Coalitions**: An alliance of people, factions, parties, or nations.
- **Stakeholder Engagement**: Processes that enable people and organizations to participate in and benefit from decisions made by enterprises in which they have a stake.

Tool #1 provides a way to quickly assess if your coalition or partnership is including all (or as many of the key sectors) as possible.

First, determine who is involved. A singular advocate's voice to improve health by impacting the PSC change process is never enough. Generally speaking, the more diverse the stakeholder base, the more likelihood of success and continued support for any advocacy effort.

Second, determine how partners are involved. A common mistake in partnership development is role confusion over structure, governance and roles. Determining these critical variables of the partnership in the beginning is critical to ensuring coalition health.

Third, assess the effectiveness of your collaborative through the following assessment categories:
- Clarity of Mission/Strength of Vision
- Connection and Outreach to Others
- The Collaborative Environment
- Building Membership Capacity
- Coalition Management
- Effective PSC Change
- Coalition Evaluation

Tool #2 enables you to decide the appropriate level of stakeholder engagement and the importance of achieving structural clarity for the partners.

Tool #3, the Collaborative Effectiveness Worksheet, enables staff and members to reflect upon the specific coalitions, partnerships or alliances and assess the current status of functionality.

Stage 2: Identify the Issues

Determining the issue at hand includes several layers. One layer is the more typical data¬ driven process - gathering quantitative information that paints a picture of the issue at hand. The other layer is more qualitative and requires real probing into understanding the values of the community and how they frame the problem.

Here are an initial set of questions that attempt to capture both strands of information:

- **What's Wrong?**
  The Problem Statement does not attempt to describe every facet of life that may contribute to the problem at hand; rather it focuses on the specific problem (undesirable social conditions) that needs highlighting. It may help to surface what sectors of the community are impacted by what barriers.

- **How Do We Know Something is Wrong?**

We must corroborate our gut feelings with information. Key sources include:
Data:
- o Surveys; Statistics; Case Studies

People:
- o Capturing Expert Opinions
- o Interviews with Key Players ("Stakeholder Analysis")

Information gained should include: *knowledge (both of the issue and how the issue is perceived by the community); position; alliances; resources; readiness and accessing community power and leadership.* Always be on the lookout for data demonstrating health disparities in specific populations.

) **Why Does It Matter?**
The Values Statement calls for action that must connect to quality of life values held closely by the affected communities and sectors.

) **What Are The Causes And Contributing Factors?**
Most social problems have numerous causes and contributing factors. Compiling this information is the gateway to Step 3 "What Should Be Done", which begins to build the laundry list of possible solutions to the identified issue.

Stage 3: Determining Actionable Strategies

Now, actionable strategy options are determined (what should be done?). When developing your strategy list, make sure that the identified strategies clearly identify the "what" and the "where", rather than program ideas (e.g., "conduct a public awareness campaign") or broad policy objectives, like "support improved access to healthy food."

Determine the *Level*: The term "policy" is generic and can refer to many kinds formulations used by governing bodies at multiple levels:
- **Organizational** (institutional): private (businesses, nonprofits) or internal public agency
- **Local**: usually school district policies, city or county ordinances
- **State**: laws and rules made by legislative and executive branches
- **Federal**: laws and rules made by legislative and executive branches

Determine the *Type*: Policy and systems change come in all shapes and sizes:
- **Guidelines & Protocol** (informal policies)
  "Resolutions", "position statements", "non-regulatory guidance", "guidelines", "legal advisories", "interagency agreements", "bylaws," and "procedures" are advisory in nature, express opinions, or provide clarification on implementing policies and programs. They can originate from state legislatures, state or local boards of education, state education agencies, or other entities. Ultimately, such guidelines are intended to result in a code of correct conduct.
- **Rules and Ordinances** (developed by an administrative body and enforceable)
  "Rules", "regulations", "administrative orders", "certification requirements", "licensure requirements", and similar terms usually refer to policies that are adopted by local or state boards or departments. They carry the force of "law" within the education system.
- **Official Law/Policy** (enacted by a legislative body or private entity leadership)
  "Laws" or "statutes" are adopted by state legislatures and compiled into "codes." Subdivisions might be known as "titles", "chapters", and "sections." Laws take precedence over every other type of policy

and are subject to the full weight of state enforcement via the criminal or civil justice systems. Remember, private institutions can also pass policies internal to that organization.

- **Budget**
  The development of budgets (for programs and agencies) is another form of PSE change but can be overlooked as a place to develop strategy and advocacy. Budget development is not a mechanistic process but rather a process that involves decision makers engaged in prioritization that can be influenced both internally and externally.

Data comes into play again here, specifically information about actionable strategies, and can be classified in three ways:

- Best practice
- Promising approaches
- Innovative ideas

Tips and Tricks when determining PSC Strategies:

- Make sure that the identified policy strategies are clearly PSC work, rather than program ideas (e.g., "conduct a public awareness campaign").

> **Tool #4** helps you stretch program activities into PSC strategies.

- There is often a pull to either prioritize a favorite idea by a loud voice at the table (that may or may not connect to the problem at hand).
- The collection, analysis, and prioritization of PSC strategies should be completed with as many key partners as possible to create deeper buy-in through all phases of the advocacy process.
- Depending on the complexity of the topic, this conversation can be meeting-intensive.

Now you have a compiled strategy list.   **Tool #5** provide an example of such a list.

Stage 4: Developing Policy and Systems Change Priorities

Now your group is ready to winnow the big list of priorities into a smaller and workable list, ultimately developing a "road map" with short and mid-term priorities. Key considerations for prioritizing strategies:

- Applying a scientific (evidence-based) lens to this sorting process is only part of the process
- Policy development occurs within the broader social context – so different feasibility tests are needed
  - Political feasibility
  - Programmatic feasibility
  - Social feasibility

> Additional criteria found in **Tool #6**, building a policy and system change roadmap, is to be deployed for prioritizing an initial slate of actionable strategies that can build into a longer term "road map."

- The power of local policy development
  - compliance/enforcement efforts can be more accountable to the public
  - locals can more easily reflect community-specific standards and norms
  - vested industry interests are generally less effective at the local level because there is less constraint, local policy development can create and enact innovative policy ideas.

Stage 5: Develop an Advocacy Plan

Your group has now completed the most technical part of the policy and system change process: identifying issues, mining for ideas, and developing a roadmap that concretely prioritizes all of the ideas. Your group is now ready to enter into the advocacy realm – the part where you and your partners develop the most convincing arguments for your specific actionable strategy and then get busy engaging the media, allies, opponents and policymakers. Remember, being a good advocate does not assume that you will be directly engaged in the direct lobbying of policymakers, but you can help facilitate key partners to undertake that role.

Entering the Advocacy "Zone" includes three main components:
- **Stakeholder Identification:**
  Identify the stakeholders and/or audiences you intend to reach or influence.
- **Messaging:**
  Frame your message to those audiences and stakeholders.
- **Communication Vehicles**:
  Identify the vehicles to best get your message out.

First, let's start with **stakeholder identification**. You identify the stakeholders and/or audiences you intend to reach or influence by considering the following:
- "Top-down" & "Bottom-up" approach
  - Top-down: decision-makers and elected officials
  - Bottom-up: community organizations and leaders
- Find key "inside" supporters
- Ensure buy-in from entities responsible for enforcement

Second, you "**Frame Your Message**" to those audiences by remembering that frames are pictures or labels the mind uses to use what it knows. Meaning that frames can often trump facts. It takes very few words to trigger a frame so it is important to consider the following with framing your message:

> To successfully outreach to your partners and to those particular people that you are trying to convince of your strategy use **Tool #7**, a power analysis.

- Speak to the overall strategy direction, *not* the program or policy details
- Develop a "bottom-line" frame to the idea.
- Condense your Action Statement in 25 words or less

> A practice version of framing up an issue is found in **Tool #8.**

You do this by answering the three questions below. Remember that you already partially answered the first two questions below in stage 2 when you identified your issue and developed an issue brief.

1. What's wrong? The **Problem Statement** does not attempt to describe every facet of life that may contribute to the problem at hand; rather it focuses on the specific problem that needs highlighting.
2. Why does it matter? The **Values Statement** calls for action to must connect to quality of life values held closely by the affected community.

3. What should be done it? The **Solution Statement** articulates one or two concrete policy actions that, although not intended to solve the entire problem, will certainly make a difference in the identified environment or setting.

Third, once you have identified your messaging and vetted it to key stakeholders, it is now time to engage in the particular "sandbox" that you have identified as key to your initial persuasive efforts. Specific **communications tactics** include:

- Write a letter to a decision make
- Send an email to a decision maker
- Testify in person
- Speak at a town meeting
- Network with other advocacy groups
- Draft and circulate petition among citizens
- Make a phone call to a decision maker
- Meet a decision maker in person
- Hold an event (e.g., rally, press conference)

When using the media consider the following:

- Speak strategically
- Shape opinions
- Tell the story
- Ask for change
- Anticipate the opposition's arguments

Media outlets include but are not limited to:

- News Stories
- Editorials
- Editorial Cartoons
- Letters to the Editor
- Television News Programs
- Social Networks / Blogging

> Planning tactics. There are many different ways of developing your tactical plans. For example, you may find it useful to attach your plan to each major objective and strategy. See **Tool #9** for one example.

Stage 6: Implementation and Enforcement

Post-enactment work of any enacted policy or systems change are critical aspects of success, starting with implementation and enforcement.

- **Assess for baseline data**: part of setting up a strong evaluation effort, if resources permit
- **How to operationalize the new policy or systems change**.
  - o Be aware of unintended consequences here
  - o Role of media
- **Enforcement**
  - o Understanding who has the responsibility
  - o Assessing whether there needs to be concerted efforts to help make this new strategy a priority for the enforcement entity
  - o Role of community and partners

> See **Tool #10,** ensuring implementation & enforcement

Stage 7: Evaluation and Potential Modification

The final component of the *Policy and System Change Framework* is evaluation, asking such questions as:

- Can any anticipated changes be measured?
  - process (program outcomes)
  - outcome/impact
  - cost efficiencies and cost/benefit
- What happened and what difference did it make?

  In this era of heightened accountability, the ability to set up and tell an outcomes story is central to sustained impacts as well as lead to potential modification and refinement.

In summary, successful policy and system change work requires sound ideas that are based on credible data and can be implemented and measured in the real world, driven by mobilization strategies that include multiple partners and coalitions.

POLICY AND SYSTEMS CHANGE (PSC) FRAMEWORK

1 *BUILD* *Partnerships*	2 *IDENTIFY* *the issues*	3 *DETERMINE* *Options*	4 *REVIEW* *Feasibility*	5 *DEVELOP* *Advocacy Plan*	6 *IMPLEMENT* *and Enforce*	7 *EVALUATE* *Outcomes*
Who is involved and how?	**Should something be done?**	**What should be done?**	**Can it be done?**	**How to get the idea into play?**	**How to make the PSC idea cone alive?**	**What happened? What difference did it make?**
Partnerships are core to all states of PSC development Community identification Shared goal Coalition building) *Leadership development*) *Establishing broad stakeholder base*) *Role clarity in advocacy and lobbying*	Is there a problem? What are the contributing factors? Is the data compelling (burden of the problem)? Urgency and timing What happens if it is not addressed (societal costs)? Assessing health equity (does it unequally impact the population?)	Chose both type and level of PSC needed Collect proven and actionable strategies Assess evidence-base and cost-benefit (ROI) Check biases and assumptions of key partners	Prioritize your PSC strategies based on the criteria below Political) *Assess political climate & readiness* Programmatic) *Level of complexity?*) *Who will implement?*) *Enforcement: who/how?*) *Can impacts be measured?* Social) *Connection to local values*) *Magnitude of impact on the community*) *Unintended consequences*	Know your authorizing environment) *Capacity and resources*) *Lobbying vs. advocacy* Choose your PSC pathways Develop PSC Action Statement Smart Advocacy) *Frame your message; develop clear pitch*) *Create a movement*) *Deploy champions*	Implementation planning) *Ensure adequate resources*) *Deploy media to educate about policy*) *Assure collection of baseline data*) *Re-deploy media to shape new norms* Enforcement) *Ensure adequate and sustained enforcement*	Short-term outcomes) *Degree of implementation?*) *Magnitude of enforcement?*) *Funds dedicated for operations?* Long-term outcomes) *Change in behavior (norms)?*) *What difference did the change make in the lives of the people impacted?* Coalition Cohesiveness _____ → **POLICY MODIFICATION** *(process begins again)*

Collaborate >	Prioritize	>	Advocate	>	Implement

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Purpose: This exercise should reveal obvious gaps in current community allies or opponents.

Directions: _Step 1_: For each community sector listed below in Column (A) quickly list organizations or individuals required for advancing PSC Advocacy. _Step 2_: In Column (B) identify how active those partners are on current PSC initiatives. _Step 3_: Complete Column (C) where there is no active partner, identify potential organizations or individuals that could represent the sector as a partner or ally.

SECTOR	LIST A NAME IN EACH SECTOR YOU ARE CURRENTLY WORKING WITH	BRAINSTORM POTENTIAL NEW PARTNERS
Government		
State (executive, legislative)		
City/Local (executive, legislative)		
Federal (executive, legislative)		
Tribal		
Military Facilities		
Courts & Probation		
Law Enforcement		
Fire Departments		
Institutional		
Businesses		
Business Associations		
Labor Union(s)		
Child Care Providers		
K-12 (school board, administration, principals, other staff)		
Higher Education		
Hospitals and Clinics		
Health & Human Services		
Housing		
Media		
Community/Culture		
Community Centers		
Citizen Groups/Clubs		
Parent/Neighborhood Organizations		
Religious/Faith-based		
Historic/Arts/Cultural		

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Lower Intensity   *Higher Intensity*

Informal Coordination	Cooperation	Collaborative	Formal Public/Private Partnership
DEFINITION	***DEFINITION***	***DEFINITION***	***DEFINITION***
Describes a range of learning opportunities for interested stakeholders to further the goals set by the member organization.	Describes a collection of diverse stake- holders that identify and shape joint efforts. This level of engagement can provide a mechanism to organize, plan, and implement common goals.	Describes a formal assembly of stakeholders with unique knowledge and skills. This level of engagement allows for recommendations and guidance regarding direction, implementation and resourcing of the shared goals.	Describes a venture that is jointly controlled, funded and operated by public, private, and community partners. This level of engagement assumes shared risks and rewards including leadership, accountability, and combined resources.
CHARACTERISTICS	***CHARACTERISTICS***	***CHARACTERISTICS***	***CHARACTERISTICS***
GOALS: Common goals are identified with stakeholder input	**GOALS***:* Common goals are identified with stakeholder input	**GOALS**: Common goals and priorities are identified and agreed to by stakeholders	**GOALS**: Vision, purpose and priorities are mutually set by the partnership
GOVERNANCE: This does not include any stakeholder governance authority	**GOVERNANCE***:* This does not include any stakeholder governance authority	**GOVERNANCE**: Can include formal project governance, including a written project charter.	**GOVERNANCE**: Includes formal authority & structure to govern the project that typically include: ✓ Clear decision-making processes ✓ Transparent fiscal accountability ✓ Mutual fund development ✓ Shared staffing & volunteers
RESOURCES AND REWARDS ✓ Information exchanged that allows each organization to better support the identified goal ✓ Dialogue encouraged among grass- roots community groups, agencies, and organizations	**RESOURCES AND REWARDS** ✓ Stakeholders can provide the basis for new products, ideas, services, and processes ✓ Organizations and stakeholders may develop or modify some joint activities to better meet the common goals ✓ Share information and/or coordinate events together so there are no conflicts	**RESOURCES AND REWARDS** ✓ Stakeholders provide guidance and expertise re strategic planning, political climate, and/or funding ✓ Partners may develop joint staffing or funding models to meet goals and priorities ✓ Regular project updates are provided for stakeholder guidance and input	**RESOURCES AND REWARDS** ✓ Resources are pooled or jointly secured for a longer-term effort that is managed by the partnership structure ✓ Risk and rewards are shared by all organizations in the partnership

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Purpose: The purpose of this activity is to stimulate your thinking about the elements of effective collaboration.

Directions: First, take about 15 minutes to complete the assessment below as follows:
   Step 1: Think about a collaborative group you belong to. Choose one as the focus of this activity.
   Step 2: Assess the current status of the collaborative based on the 5-point assessment scale (*1= less developed, 5= more developed*). Write this number in the second column labeled "Effectiveness Score."
   Step 3: Prioritize each of the elements according to how important you think this element is to the success of your collaborative. Write the result in the far-right column (*High, Medium, or Low*).

Then, take 10 minutes to discuss your scoring within groups of two/three at your table.
You should discuss an element that you wish to further develop with your collaborative.

Note: *You may want to strengthen your overall collaborative by prioritizing as "high" those activities that are not highly developed (a score of 1 or 2). OR you may want to build on your successes by prioritizing as "high" those activities that could be developed even further (a score of 3 or 4).*

Less Developed ⟶ More Developed		Effectiveness	Priority
1 2 3 4 5		(1-5)	(H,M,L)
Clarity of Mission/Strength of Vision			
Members lack a clear understanding of the collaborative's mission/vision	Members have a clear understanding of the collaborative's mission/vision		
The collaborative takes actions that are not related to the mission	The collaborative bases its actions on a focused mission		
The collaborative has defined the mission narrowly to carry out activities and programs	Our mission is comprehensive and looks at the big picture, including policy and systems change		
Connection and Outreach to Others			
The collaborative works largely in isolation of the community	The collaborative's work is effectively integrated with the community, including meaningful participation by the constituency we serve		
The collaborative's efforts do not translate into meaningful influence in the larger community	The collaborative influences key decision-makers, government agencies, and other organizations		
The collaborative is seen largely as self-serving or irrelevant	The collaborative has successfully maintained or increased its credibility		
The Collaborative Environment			
Members are unmotivated and lack inspiration	Members are motivated and inspired		
Members distrust one another and/ or the collaborative leadership	The collaborative has an honest and open environment, and lines of communication are always open		
The collaborative allows conflicts to go unresolved	The collaborative effectively addresses and resolve conflicts		

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Continue to complete the tool according to directions on the previous page.

Less Developed ⟶ More Developed		Effectiveness	Priority
1 2 3 4 5		(1 5)	(H,M,L)
Building Membership Capacity			
Members are recruited haphazardly	Members are recruited based on the goals of the collaborative		
The collaborative seems to be controlled by just a few people	The collaborative encourages inclusion and participation by all members by working to empower them		
New members are uncertain about how to integrate themselves into the group	New members are welcomed and effectively oriented to the group		
The collaborative does not draw on the specific abilities, capacity, and perspectives of members	The collaborative develops specific roles and responsibilities for members based on their resources and skills		
Management			
The administrative structure of the collaborative is not clear	The collaborative maintains clear roles, responsibilities, and procedures		
Deadlines are rarely met and staffing is insufficient to meet goals	Activities, staffing and deadlines are effectively coordinated to meet goals		
Meetings are perceived as unproductive	Meetings have clear objectives that meet the group's needs		
Policy and Systems Change (PSC)			
Members are unclear about the role of the collaborative in PSE work	Through its mission, goal, objectives and activities, members are clear about how the collaborative engages in PSE work		
Members are unclear about how to safely and effectively engage decision makers	Members are trained to be effective advocates with decision makers		
The collaborative uses a small number of members as communicators to decision makers	The collaborative deploys the full breadth of its membership to talk to decision makers		
The collaborative struggles to gain the attention of decision makers	Decision makers utilize the collaborative early and often in PSE work		
Evaluation			
The collaborative does not take any time to evaluate its processes and outcomes.	The collaborative periodically takes the time to evaluate its work		
The collaborative does not have the ability or interest to track its "outputs" (quantifiable tasks and activities)	The collaborative has a system in place to track its "output" and collects and presents this data routinely		
The collaborative does not have the ability or interest to track any level of outcomes or impacts	The collaborative has a system in place to track its "outcomes" work and collects and presents this data routinely		
The collaborative has never raised the question about whether their future existence still fulfills an important need	The collaborative embraces discussion about the merits of their future existence		

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Exercise A

Directions:

> *Step 1*: Rate the sample activity wellness fair – *High, Medium, Low*
> *Step 2*: Rate the sample policy/systems change options – *High, Medium, Low*

Strategy in Play	Stand-Along – Activity/Program	Policy/System Change Strategy
Increase Employee Health and Productivity	**Host an Annual Wellness Fair** *Impact Score: High, Medium or Low*	**Agency Nutritional Standards*** *Impact Score: High, Medium or Low*
Changed Behavior		
Reach		
Cost		
Sustainability		

*Agency nutritional standards refers to a policy where all food purchased by the employer must adhere to some specified agency standards.

Exercise B

Directions:

> *Step 1*: In the first row fill in an issue you are currently trying to address, an activity you are working on or want to work on, and �standtch that activity into a policy or systems change strategy.
> *Step 2*: Rate the activity vs. the policy/systems intervention – High, Medium, Low

Strategy in Play	Stand-Along – Activity/Program	Policy/System Change Strategy
[chose a topic area of interest]	*Impact Score: High, Medium or Low*	*Impact Score: High, Medium or Low*
Changed Behavior		
Reach		
Cost		
Sustainability		

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Feasibility Score: L = Low   M = Medium   H = High

HEALTHY EATING

	Lead Organization?	Budget Feasibility	Political, Scientific, and Legal Feasibility
1. Create a regional certification program to identify corner stores that carry healthy options.			
2. Jointly fund a healthy corner store coordinator that provides technical assistance and support to convenience stores in the region (e.g., help with marketing, product placement, procurement, store restructuring).			
3. Organize convenience store owners across the region to leverage their purchasing power to procure healthy foods and establish a cost-effective distribution method.			
4. Convene a regional community garden network focused on creating declaration of cooperation between government, business, non-profit, and community agencies that assists with expansion and maintenance of community gardens.			
5. Jointly fund a farmers' market liaison that provides technical assistance and support for the region's farmers' markets (e.g., oversee the transition to EBT, develop marketing strategies).			
6. Support and advocate for inclusion of best practices in agricultural preservation strategies in comprehensive planning.			
7. Create shared use agreements/contracts between a region (several counties) and local farmers that allow farmers to use school kitchens to process produce (reduces burden for farmers by dealing with region rather than county by county).			
8. Use purchasing power of several school districts to procure healthy foods.			

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Feasibility Score: L = Low   M = Medium   H = High

ACTIVE LIVING	Lead Organization?	Budget Feasibility	Political, Scientific, and Legal Feasibility
1. Ensure health is a component in local/regional comprehensive plans.			
2. Support state transportation revenue packages that prioritize new funding for active transportation and transit.			
3. Support and commit to regional transportation plans that prioritize fixing existing infrastructure and balanced funding for bicycle, pedestrian, and transit projects.			
4. Advocate that any new regional transportation projects must have health as a requirement for planning.			
5. Coordinate bicycle and pedestrian trails and routes across counties.			
6. Support and promote regional participation in a Health Impact Assessment workgroup and training to strengthen the connection between the built environment and community health.			
7. Support and promote a regional work group focused on assisting all jurisdictions with understanding state incentives that encourage adoption of complete streets ordinances meeting the needs of all users.			
8. Create a Complete Streets policy that promotes multi-modal activity.			
9. Ensure pedestrian safety by requiring the same lighting standards and other safety measures for trails across the region.			
10. Advocate and support municipalities to adopt mixed use design.			

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Prioritization Steps

PURPOSE: To sequence a slate of strategies that can build into a near-term "road map" over 1-3 years.

DIRECTIONS: Use the feasibility factors, seen below, to sort the strategy list in three steps.

Step 1:

The "Removal" Task. These are "NO GO" strategies that should be removed from further consideration (at this point in time). This means there is no need for a deep feasibility or staging discussion as result of "threshold criteria" (i.e., high budget item in an economic downturn or there is no lead organization).
Note: This may vary from group-group so it is critical for each group to decide which of these factors are threshold.

Step 2:

The "Staging" Task. Using the factors below, and any additional ones determined by your group, discuss and decide how the remaining strategy options should be staged or sorted into "NOW", meaning take immediate action, and "LATER", taking action in the short/mid-term (next 1-2 years).
Hint: The "NOW" should not be the longest list.

- **Social:** who is affected (positively and negatively); multiple populations impacted; and what kinds of power do they have? Can the idea help to legitimize the issue area across multiple sectors of influence? Is there a balance of ideas that impact: a diversity of communities (i.e., urban and rural)? Are these ideas that can connect, in tangible ways, with quality of life issues?
- **Scientific and Economic**: does the solution fit the problem; what kind of data and evidence is available; can this solution be measured; and what is the overall budget context?
- **Legal:** does the enacting body have the legal authority and is future litigation a concern if the idea is enacted?
- **Political:** is it controversial; what do key stakeholders think; is there a good state of readiness; ease of communication; and is there a reason to delay action? Is there any synergy with strategy efforts at other levels (local, regional, federal, state)?
- **Practical**: does it build on existing efforts; are others better positioned to tackle this issue; is the strategy self-sustaining or does it require ongoing resources (implementation, enforcement)? Is there a point organization ready to play the lead role in the advocacy efforts?

Step 3:

The "Rationale" Task. Organize your list in the appropriate categories below and provide a brief rationale for your list.

Example Template:

"No Go" Strategies	Now (Year 1-2) Strategies	Later (year 2+) Strategies	Brief Rationale
1.	1.	1.	
2.	2.	2.	
3.	3.	3.	
4.			
5.			

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Who are the most important individuals?	To whom must you talk before you approach them?	What is the self-interest of each?	How do you influence them?	Who should approach each one?

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Developing an Effective Policy Action Statement

Purpose: To refine framing skills.
Directions: Provide specific answers to the three questions below.

ISSUE: High tooth decay rates in elementary students
ACTIONABLE STRATEGY: Mandatory oral health screenings prior to school entry
AUDIENCE: School administrators & state legislators

1. What's wrong? The **PROBLEM STATEMENT** does not attempt to describe every facet of life that may contribute to the problem at hand; rather it focuses on the specific problem that needs highlighting.

2. Why does it matter? The **VALUES STATEMENT** calls for action to must connect to quality of life values held closely by the affected community.

3. What should be done? The **SOLUTION STATEMENT** articulates one or two concrete policy actions that, although not intended to solve the entire problem, will certainly make a difference in the identified environment or setting.

Sample Finished Product

ORAL HEALTH EXAMS TAKE A BITE OUT OF SCHOOL ATTENDANCE!

The PROBLEM STATEMENT

1. Tooth decay is reported as the most common chronic childhood illness, with 51 million school hours lost to dental-related illness each year.

The VALUES STATEMENT

2. Addressing dental health issues in young children help with school attendance, as well as improve their experience in the classroom. The bottom line is that dental health should be on the radar of anyone looking to improve school attendance.

The SOLUTIONS STATEMENT

3. A mandatory school-entrance oral health examination policy provides the early detection and management of oral conditions needed to improve a child's oral health, general health and well-being, and school readiness.

Oral Health = Overall Health

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Tactics are the action steps that involve people and partners in real ways. Tactics can cover a wide range of activity, from writing letters to speaking up at City Council meetings, from filing complaints to setting up negotiations, from boycotts and demonstrations to carrying out surveys.

As you plan tactics, make sure that they:

- Carry out your strategy, and are appropriate for your goals
- Align with the overall style or vibe of your organization and campaign
- Are feasible and cost effective
- Make your group feel good about themselves, and what they are doing

Helpful Questions - As you plan tactics, ask yourselves these key questions:

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

Planning Tactics

There are many ways of writing out your tactical plans. For example, you may find it useful to attach your plan to each major policy/system change objective and related strategies. See the following page for one example of such a tactical template.

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Policy/System Change Objective:

Actionable Strategy:

Tactics: Three Components	Required Resources	Personnel Responsible	Time Frame	Progress

1. *Conducting Stakeholder Analysis*
• Identify and Recruit Missing/Critical Partners
   o Define What's in it for Key Partners?
• Identify Potential Opposition
   o Prepare for Opposition ("Tough Questions/Smart Answers")
   o Outreach to Opposition				

2. *Communication Needs* • Message Framing • Developing Your Pitch • Identifying Key Messengers • For Whom and When?				
3. *Identify Communication Advocacy Vehicles* • What is the authorizing environment for where the advocacy will take place? • Ensuring the right partners for the right places • Set up key meetings/forums				

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Use this worksheet below as a planning tool for implementation and evaluation work

Implementation Actions	Required Actions and Resources	Use of External Stakeholders (e.g. Partners, Media)
Stage 6: Implementation		
Does the policy or system change require any degree of additional supports, e.g., marketing and communication, staff capacity, operational expenses (like signage), data and reporting)?	*Tip: communication strategies work best with clear targets*	
Are there enforcement needs?		
If so, do you need to undertake direct advocacy to ensure that enforcement will happen?	*Tip: you may need to monitor enforcement efforts to be able to answer this question*	
On-the-ground operationalization (e.g., capacity, political obstacles)		
Stage 7: Evaluation		
Generally, both process (journey) and impacts (destination) are part of evaluation	*Tip: is there baseline data available so that real impacts can be measured?*	
Are there opportunities to work with academic partners to enhance the evaluation effort?		

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