



ACTION CENTER REFRESH: CHOOSE EFFECTIVE POLICIES & PROGRAMS



Karen Odegaard
Community Coach



Mary Bennett
Community Coach

November 22, 2016

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University of Wisconsin
Population Health Institute
SCHOOL OF MEDICINE AND PUBLIC HEALTH

Support
provided by



Robert Wood Johnson
Foundation



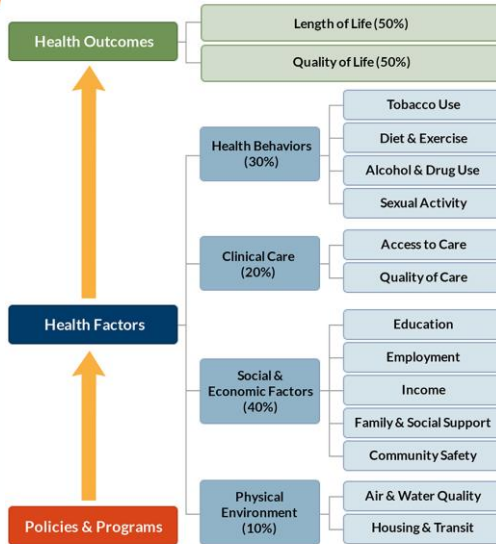
County Health Rankings & Roadmaps is a
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County Health Rankings & Roadmaps

Building a Culture of Health, County by County

A Robert Wood Johnson Foundation program

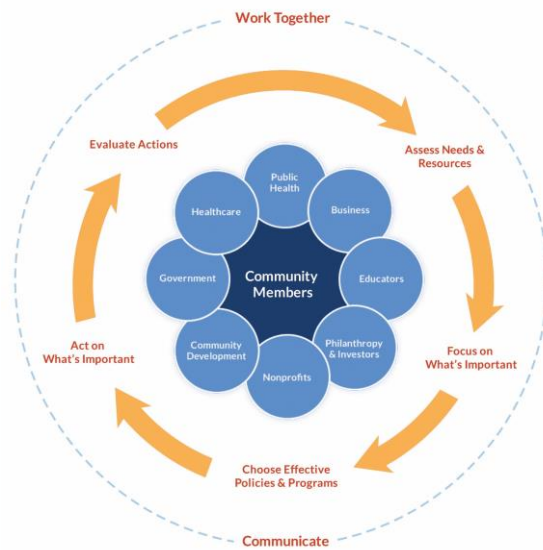


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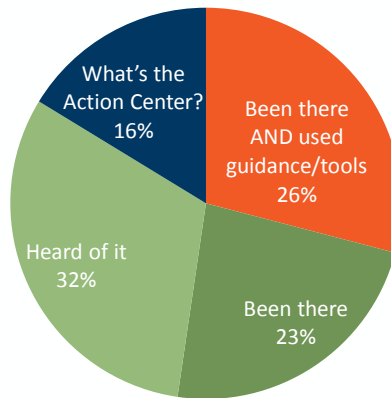
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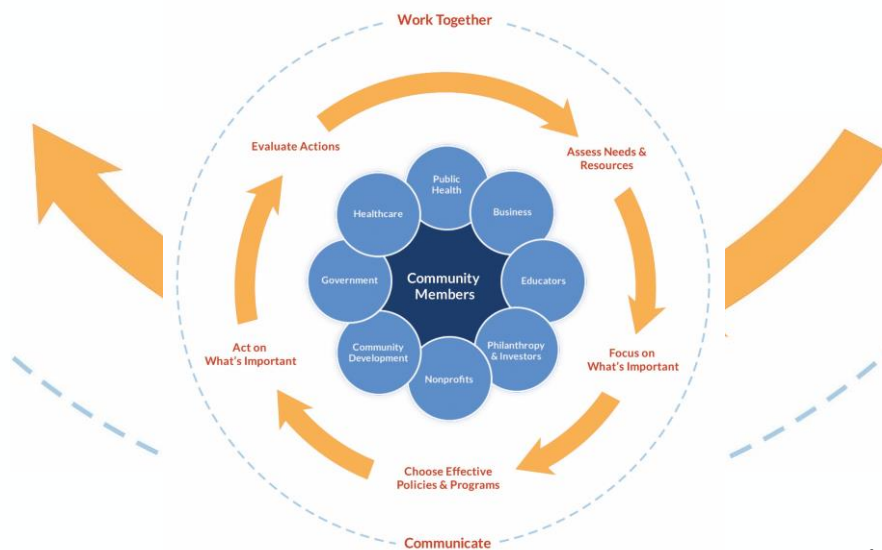
Action Center Use



GUIDING QUESTION

How can we use the *Roadmaps to Health* Action Center to support our work?

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CHOOSE EFFECTIVE POLICIES & PROGRAMS

Evidence matters. Taking time to choose policies and programs that have been shown to work in real life and that are a good fit for your community will maximize your chances of success.



Purpose

The purpose of this step is to explore and select evidence-informed policies and programs to address priority issues. The guidance here will answer questions like: *How do I find possible policies or programs for my community? How do we know if a strategy will work? How do we decide what to do? Who should help us decide?*

Our Top Tools

Following are our *Roadmaps to Health Coaches'* must-have tools for this step. (Don't worry, you'll still find additional relevant tools in each key activity below.)

[What Works for Health](#)

[Answering the Three Key Questions for Advocacy Campaigns](#)

[Fearless Logic Model](#)

[Intervention Planning Matrix](#)

[Guide to Using the Policy Advocacy Choice Worksheet and Policy Advocacy Choice Worksheet](#)

Last updated: November 2016

Key Activities

Define your goal

Explore policies
and programs

Consider the
impact

Consider the
context

Consider your
community

Consider your
stakeholders

Select the best
strategy

ADDITIONAL LEARNING AND RESOURCES

Define your goal

Explore policies
and programs

Consider the
impact

Consider the
context

Consider your
community

Consider your
stakeholders

Select the best
strategy

Define your goal

MENU

What do you want and why do you want it? Answering these questions will help you define your goal. The questions are simple but the answers may not be. Don't rush this step. Your goal will guide the next steps of your work.

What do you want? Think about what you hope will be different as a result of your efforts. What is your goal?

As you answer the *why do you want it* question, think about the data. What data can you use to define the problem? What data support your solution? Who should benefit from your solution?

We like *Answering the Three Key Questions for Advocacy Campaigns* to help you get clear on your goals. *"Nine Questions"* A *Strategy Planning Tool for Advocacy Campaigns* takes you beyond these questions to see how your goal will set the stage for change efforts.

Make it visual. A visual tool, like a logic model, can help you see how strategies link to long-term results. **Logic models** can help you think through what you want to achieve and why. They also play an important role in your evaluation.

- We like to use the *Tearless Logic Model* to turn the traditional logic model approach into a user-friendly process. It breaks the process into a series of engaging questions. It is an especially helpful early planning tool. The questions are also useful at other points in the process.
- Need to brush up on logic models? Check out *Program Development & Evaluation Logic Models* for examples, templates, and a training guide.
- The *Advocacy Progress Planner* is an interactive tool that uses a logic model framework for planning (and evaluating) a policy change.

Ready to take action, but not sure what to do next?

GET HELP

Suggested Tools

- [Answering the Three Questions for an Advocacy Campaign](#)
- [Nine Questions: A Strategy Planning Tool for Advocacy Campaigns](#)
- [Advocacy Progress Planner](#)
- [Program Development & Evaluation Logic Models](#)
- [Tearless Logic Models](#)

Next activity:
Explore policies and programs

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they were filled with cupboardand bookshelves; here and there she saw maps and pictures hung upon her feet. She took down a jar from one of the shelves as she passed; it was labelled 'ORANGE MARMALADE', but to her great disappointment it was empty: she did not like to drop the jar for fear of killing somebody, so managed to put it into one of the cupboards as the fell past it. Well! thought Alice to herself, 'after such a fall as this, I shall think nothing of tumbling down stairs! How brave they'll all think me at home! Why, I wouldn't say anything about it, even if I fell off the top of the house! (Which was very likely true) Down, down, down. Would the fall *never* come to an end!' 'I wonder how many miles I've fallen by this time?' she said aloud. 'I must be getting somewhere near the centre of the earth. Let me see: that would be four thousand miles down, I think—(for, you see, Alice had learnt several things of this sort in her lessons in the school-room, and though this was not a *very* good opportunity for showing off her knowledge, as there was no one to listen to her), but it's a long way off—about five miles, I think—down to the surface of the sea. I wonder what will happen when I've got to? (Alice had no idea what Latitude was, or Longitude either, but thought they were nice grand words to say). Presently she began again, 'I wonder if I shall fall *right through* the earth! How funny it'll seem to come out among the people that walk with their heads downward! The Antipathies, I think—(she was rather glad *there was* no one listening, this time, as it didn't sound at all the right word)—but I shall have to ask them what the name of the country is, you know. Please, Ma'am, is this New Zealand or Australia?' (and she tried to curtsy as she spoke—*fancy curtsying* as you're falling

What you need, faster

On no more, she came, and she was small and thin and full of life. Alice was not a bit hurt, and she jumped up on her feet in a moment; she looked up, but it was all dark overhead; before her was another long passage, and the White Rabbit was still in sight, hurrying down it. There was not a moment to be lost: away went Alice like the wind, and was just in time to hear it say, as it turned a corner, 'Oh my ears and whiskers, how late it's getting!' She was close behind it when she turned the corner, but the Rabbit was no longer to be seen: she found herself in a long, low hall, which was lit up by a row of lamps hanging from the roof. There were doors all round the hall, but they were all locked; and when Alice had been all the way down one side and up the other, trying every door, she walked sadly down the middle, wondering how she was ever to get out again. Suddenly she came upon a three-legged table, all made of solid glass; there was nothing on it except a tiny golden key, the first thing she had ever seen. It was just the right size for her, and at her first look she was tempted to go too large, or the key was too small, but at any rate it would not open any of them. However, on the second time round, she came upon a low curtain she had not noticed before, and behind it was a little door about fifteen inches high: she tried the



Top Tools

Roadmaps to Health Coaches' must-have tools.

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OUR TOP TOOLS FOR CHOOSE

- *What Works for Health*
- Answering Three Key Questions for Advocacy Campaigns
- Tearless Logic Model
- Intervention Planning Matrix
- Guide to Using the Policy Advocacy Choice Worksheet and Policy Advocacy Choice Worksheet

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WE WANT YOUR FEEDBACK

- Twitter using #RoadmapsActionCenter
- Email us at chr@match.wisc.edu (or use the Contact Us button in the Action Center)
- Follow-up survey (4-6 weeks)



cc: highrights - <https://www.flickr.com/photos/55393210@N02>

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QUESTIONS

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WEBINARS

Register for upcoming webinars and find recordings at
www.countyhealthrankings.org/webinars

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REFLECTION QUESTIONS

- ▶ Who else do you need to share this information with?
- ▶ What is one idea for action that you're taking from this webinar?



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ACKNOWLEDGEMENTS

- ▶ Robert Wood Johnson Foundation
 - Including Abbey Cofsky, Andrea Ducas, Michelle Larkin, Jim Marks, Joe Marx, Don Schwarz, Amy Slonim, Katie Wehr
- ▶ Wisconsin *County Health Rankings & Roadmaps* Team
 - Including Julie Willems Van Dijk, Kate Konkle, Kitty Jerome, Marjory Givens, Carrie Carroll, Amanda Jovaag, Alison Bergum, Astra Iheukumere
- ▶ Our Partners
 - Including Active Living by Design, Burness, CDC, Dartmouth Institute, Local Initiatives Support Corporation, National Association of Counties, NeighborWorks, United Way Worldwide

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THANK YOU!

www.countyhealthrankings.org

University of Wisconsin Population Health Institute
Madison, WI

match-info@match.wisc.edu

(608) 265-8240

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