

Sussex County Child Health Promotion Collaborative

This program planning guide was developed especially for participants in the Sussex County Child Health Promotion Collaborative. The guide provides a step-by-step process for developing a program design and logic model for child nutrition and physical activity programs.

The guide is based on the Elevation Guide titled “**Developing Program Theory for Child Nutrition and Physical Activity Programs**” which was distributed at our last meeting. Part I of this guide is a kind of “self-interview” intended to help your planning team think through and specify the major design elements of your program. The purpose is to make sure that your planning team is aware of the essential information needed to design and operate an effective program. Part II of this guide provides instructions for translating the information in Part I into a program logic model format.

In preparation for our October 19 Learning Session, please complete as much of Part I as possible for the program you have decided to work on for this Collaborative. If you cannot answer some of the questions right now, simply flag those questions for further research. At the October 19 meeting we will hold a workshop to help you complete Part I and Part II. The objective is to have each program team leave with a draft logic model and some preliminary thoughts on how to evaluate the program.

We thank you for the opportunity to assist you in your efforts to develop effective child health promotion programs. We are looking forward to October 19 with great anticipation! In the meantime, do not hesitate to call or email me with any questions about this guide. You can reach me at 804.673.0166 or at shoran@communityhealthinfo.com

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Part I. Program Design

Program Name: _____

Step	Design Element	Content
1	Service Population	
	Estimated number of children to be served in your program	
	Approximate distribution by age (please estimate if you do not have actual data)	<input type="checkbox"/> % age 1-5 <input type="checkbox"/> % age 6-12 <input type="checkbox"/> % age 13-17 <input type="checkbox"/> % Other <input type="checkbox"/> Check here if not enough information to estimate
	Approximate distribution by sex (please estimate if you do not have actual data)	<input type="checkbox"/> % female <input type="checkbox"/> % male <input type="checkbox"/> Check here if not enough information to estimate
	Approximate distribution by income (please estimate if you do not have actual data)	<input type="checkbox"/> % below 100% poverty <input type="checkbox"/> % 100-200% poverty <input type="checkbox"/> % above 200% poverty <input type="checkbox"/> Check here if not enough information to estimate
	Approximate distribution by race (please estimate if you do not have actual data)	<input type="checkbox"/> % African American or Black <input type="checkbox"/> % Caucasian or White <input type="checkbox"/> % Other or Mixed Race <input type="checkbox"/> Check here if not enough information to estimate
	Approximate distribution by ethnicity (please estimate if you do not have actual data)	<input type="checkbox"/> % Hispanic or Latino <input type="checkbox"/> Check here if not enough information to estimate
2	Population Health Status	
	Distribution by BMI class (please estimate if you do not have actual data)	<input type="checkbox"/> % above 94 th percentile for BMI <input type="checkbox"/> % 85 th - 94 th percentile for BMI <input type="checkbox"/> % <85 th percentile for BMI <input type="checkbox"/> Check here if not enough information to estimate
	Distribution by nutrition status (please estimate if you do not have actual data)	<input type="checkbox"/> % with healthy daily diets <input type="checkbox"/> % without healthy daily diets <input type="checkbox"/> Check here if not enough information to estimate
	Distribution by physical activity status (please estimate if you do not have actual data)	<input type="checkbox"/> % with proper daily physical activity <input type="checkbox"/> % without proper daily physical activity <input type="checkbox"/> Check here if not enough information to estimate
	Distribution by screen time status (please estimate if you do not have actual data)	<input type="checkbox"/> % with 2 hours or less of daily screen time <input type="checkbox"/> % more than 2 hours of daily screen time <input type="checkbox"/> Check here if not enough information to estimate

3	Prevention Focus	
	The program has a focus on <i>primary prevention</i> – that is, preventing the onset of overweight and obesity	<input type="radio"/> Yes <input type="radio"/> No
	The program has a focus on <i>secondary prevention</i> – that is, detecting and reversing overweight and obesity	<input type="radio"/> Yes <input type="radio"/> No
	The program has a focus on <i>tertiary prevention</i> – that is, preventing the co-morbid conditions arising from overweight and obesity	<input type="radio"/> Yes <input type="radio"/> No
4	Health Status Outcomes (Children)	
	We are aiming to <i>reduce the BMI</i> of children who are overweight or obese	<input type="radio"/> Yes <input type="radio"/> No
	We are aiming to <i>sustain the BMI</i> of children who are not overweight or obese	<input type="radio"/> Yes <input type="radio"/> No
	We are aiming to <i>reduce the incidence of co-morbid health problems</i> (e.g. diabetes, asthma) for children who are overweight or obese	<input type="radio"/> Yes <input type="radio"/> No
	We are aiming to <i>help children and families manage co-morbid health problems</i> (e.g. diabetes, asthma) for those who are overweight or obese	<input type="radio"/> Yes <input type="radio"/> No
	We are aiming to help children achieve other health status outcomes (please describe)	<input type="radio"/> Yes <input type="radio"/> No
5	Behavioral Outcomes (Children)	
	We are aiming to help children improve their eating habits	<input type="radio"/> Yes <input type="radio"/> No
	We are aiming to help children increase their physical activity	<input type="radio"/> Yes <input type="radio"/> No
	We are aiming to help children reduce their screen time	<input type="radio"/> Yes <input type="radio"/> No
	We are aiming to help children achieve other behavioral outcomes (please describe)	<input type="radio"/> Yes <input type="radio"/> No
5.1	Readiness to Adopt Behavior Change (Children)	
	<i>Approximately what percent of the children you intend to serve are in each of the following stages of “readiness to change” their behavior?</i>	<i>The purpose of this step is to help you think about the children’s readiness to change. We realize that most programs do not routinely measure “readiness to change.” Please estimate as best you can. We also realize that the stages of change are not readily applicable to very young children. If this is the case for your program, skip this item.</i>
	<i>Precontemplation Stage</i> – that is, have not even considered changing	___% ___ Check here if not enough information to estimate
	<i>Contemplation Stage</i> – that is, intending to change in the next six months	___% ___ Check here if not enough information to estimate
	<i>Preparation Stage</i> – that is, intending to take action in the next month	___% ___ Check here if not enough information to estimate
	<i>Action Stage</i> – that is, they are actively making changes now	___% ___ Check here if not enough information to estimate
	<i>Maintenance Stage</i> – that is, they are working to sustain change and prevent relapse	___% ___ Check here if not enough information to estimate

6	Enabling Outcomes (Children)	
	<i>What changes in knowledge, attitudes, beliefs, or skills do you think are necessary to help the children in your program adopt the desired behavior changes?</i>	
	We are aiming to help children increase their knowledge about.....	Check all that apply: <input type="radio"/> Healthy eating <input type="radio"/> Physical activity <input type="radio"/> Screen time <input type="radio"/> Healthy weight <input type="radio"/> Other _____
	We are aiming to help children adjust their attitudes and beliefs about....	Check all that apply: <input type="radio"/> Healthy eating <input type="radio"/> Physical activity <input type="radio"/> Screen time <input type="radio"/> Healthy weight <input type="radio"/> Other _____
	We are aiming to help children improve their decision making skills regarding...	Check all that apply: <input type="radio"/> Healthy eating <input type="radio"/> Physical activity <input type="radio"/> Screen time <input type="radio"/> Healthy weight <input type="radio"/> Other _____
	We are aiming to help children achieve other changes in knowledge, attitudes, beliefs, or skills (please describe)	Check all that apply: <input type="radio"/> Healthy eating <input type="radio"/> Physical activity <input type="radio"/> Screen time <input type="radio"/> Healthy weight <input type="radio"/> Other _____
7	Theory of Change (Children)	
	<i>Please write three or four if-then statements describing your theoretical assumptions about why the children in your program will achieve the intended outcomes.</i>	
	<i>E.g. If children are more knowledgeable about the connection between food and body weight, they will be more likely to choose healthy foods.</i>	
8	Consider Personal Characteristics of Children	
	<i>Consider the personal characteristics of the children you will serve (age, sex, race, ethnicity, economic status, genetic predisposition, physical capacity, intellectual capacity, emotional capacity, income capacity, already-acquired knowledge, attitudes, skills, behaviors, health status.) How might these characteristics influence the viability of your theory of change? (E.g., are you making any false assumptions about the age-level intellectual capacity of the children, about the income capacity of the children, or other factors?)</i>	
	<i>Note any concerns here, and adjust your theory of change (#7) if necessary.</i>	

9	Consider Parent/Caregiver Influence on Children	
	<i>Consider the influence of parents and caregivers over the child outcomes your program is trying to achieve. What specific influences might parents and caregivers exert? Will your program try to affect parental/caregiver influence on children in your program? If so, is this captured in your theory of change?</i>	
	<i>Note any concerns here, and adjust your theory of change (#7) if necessary.</i>	

If your program will directly serve parents by providing education, training, counseling, or other services, please complete 9.1-9.3. If not, please skip to Step #10.

9.1	Behavioral Outcomes (Parents or Primary Caregivers)	
	We are aiming to help parents or primary caregivers change their behavior as it relates to their children’s eating habits	<input type="radio"/> Yes <input type="radio"/> No
	We are aiming to help parents or primary caregivers change their behavior as it relates to their children’s physical activity	<input type="radio"/> Yes <input type="radio"/> No
	We are aiming to help parents or primary caregivers change their behavior as it relates to their children’s screen time	<input type="radio"/> Yes <input type="radio"/> No
	We are aiming to help parents or primary caregivers achieve other behavioral changes (please describe)	<input type="radio"/> Yes <input type="radio"/> No
9.2	Readiness to Adopt Behavior Change (Parents or Primary Caregivers)	<i>The purpose of this step is to help you think about parents/primary caregivers’ readiness to change. We realize that most programs do not routinely measure “readiness to change.” Please estimate as best you can.</i>
	<i>Approximately what percent of the parents or primary caregivers you intend to influence are in each of the following stages of “readiness to change” their behavior?</i>	
	<i>Precontemplation Stage – that is, have not even considered changing</i>	___% ___ Check here if not enough information to estimate
	<i>Contemplation Stage – that is, intending to change in the next six months</i>	___% ___ Check here if not enough information to estimate
	<i>Preparation Stage – that is, intending to take action in the next month</i>	___% ___ Check here if not enough information to estimate
	<i>Action Stage – that is, they are actively making changes now</i>	___% ___ Check here if not enough information to estimate
	<i>Maintenance Stage – that is, they are working to sustain change and prevent relapse</i>	___% ___ Check here if not enough information to estimate

9.3	Enabling Outcomes (Parents or Primary Caregivers)	
	<i>What changes in knowledge, attitudes, beliefs, or skills do you think are necessary to help the children in your program adopt the desired behavior changes?</i>	
	We are aiming to help parents or primary caregivers increase their knowledge about.....	Check all that apply: <input type="radio"/> Healthy eating <input type="radio"/> Physical activity <input type="radio"/> Screen time <input type="radio"/> Healthy weight <input type="radio"/> Other _____
	We are aiming to help parents or primary caregivers adjust their attitudes and beliefs about....	Check all that apply: <input type="radio"/> Healthy eating <input type="radio"/> Physical activity <input type="radio"/> Screen time <input type="radio"/> Healthy weight <input type="radio"/> Other _____
	We are aiming to help parents or primary caregivers improve their decision making skills regarding...	Check all that apply: <input type="radio"/> Healthy eating <input type="radio"/> Physical activity <input type="radio"/> Screen time <input type="radio"/> Healthy weight <input type="radio"/> Other _____
	We are aiming to help parents or primary caregivers achieve other changes in knowledge, attitudes, beliefs, or skills (please describe)	Check all that apply: <input type="radio"/> Healthy eating <input type="radio"/> Physical activity <input type="radio"/> Screen time <input type="radio"/> Healthy weight <input type="radio"/> Other _____

10	Consider Environmental Influence on Children	
	<i>Consider the influence environmental factors over the child outcomes your program is trying to achieve. Think in terms of interpersonal factors, structural factors, natural environment factors, and built environment factors¹. Will your program try to affect environmental influences on children in your program? If so, is this captured in your theory of change?</i>	
	<i>Note any concerns here, and adjust your theory of change (#7) if necessary.</i>	
11	Consider Research and Expert Opinion	
	<i>What does research and expert opinion have to say about your theory of change? Is your theory of change well supported in research and expert opinion? If not, you can still have a viable program, but it is important to carefully consider why you think your theory of change will work.</i>	
	<i>Note any concerns here, and adjust your theory of change (#7) if necessary.</i>	

¹ **Environmental Influences.** Interpersonal factors may include the influence of people (parents, teachers, child care providers, health care providers, others). Structural factors may include the influence of programs and structures such as availability of PE programs, scope of parks and recreation programs, health care provider reimbursement, and others. Natural environmental factors may include the influence of environmental quality, climate, and terrain. Built environment factors may include man-made elements such as buildings, streets, sidewalks, bike trails, parks, etc.

12	Define Intervention Points	
	Thinking through your responses in Steps 1-11, how will your program attempt to intervene with children?	Check all that apply: <ul style="list-style-type: none"> <input type="radio"/> Through direct services and supports to children <input type="radio"/> Through parents or caregivers <input type="radio"/> Through schools <input type="radio"/> Through child care centers <input type="radio"/> Through health care providers <input type="radio"/> Through restaurants <input type="radio"/> Through stores <input type="radio"/> Through employers <input type="radio"/> Through other community organizations <input type="radio"/> Through media outlets <input type="radio"/> Through public agencies or policies <input type="radio"/> Through other vehicles _____
13	Define Required Services and Supports	
	What specific services and supports will your program provide?	Check all that apply: <ul style="list-style-type: none"> <input type="radio"/> Education <input type="radio"/> Counseling <input type="radio"/> Referral <input type="radio"/> Case management <input type="radio"/> Health care <input type="radio"/> Skills training <input type="radio"/> Media messaging <input type="radio"/> Community advocacy <input type="radio"/> Public policy advocacy <input type="radio"/> Training and technical assistance <input type="radio"/> Other _____
14	Define Your Intervention Strategies	
	Will your program be providing services or supports directly through your organization, or will you be relying on other organizations to deliver services and supports?	<ul style="list-style-type: none"> <input type="radio"/> Our organization <input type="radio"/> Other organizations <input type="radio"/> Both of the above
	If your organization will be providing direct services and supports, what specific strategies will you use to reach your service population?	
	If you are going to rely on other organizations, how will you assure that they deliver the proper services and supports? Will you have to recruit them? Will they have to build capacity?	
	If your program will be engaging in policy advocacy, how will you influence the policy makers? What specific strategies will you use?	

15	Define Organizational and System Capacity Outcomes	
	<p>What kinds of <i>organizational capacity</i> will <i>your</i> organization have to develop for this program?</p>	<p>Check all that apply:</p> <ul style="list-style-type: none"> <input type="radio"/> We will need to increase the skill level of our staff <input type="radio"/> We will need to increase the productivity of our staff <input type="radio"/> We will need to increase the number of our staff <input type="radio"/> We will need to improve our business processes <input type="radio"/> We will need to improve our curricula <input type="radio"/> We will need to improve our instructional methods <input type="radio"/> We will need to improve our data systems <input type="radio"/> We will need to improve our grant writing capacity <input type="radio"/> We will need to improve our quality assurance program <input type="radio"/> We will need to reallocate our funding <input type="radio"/> We will need to increase our funding <input type="radio"/> We will need to change our mission <input type="radio"/> We will need to change our strategic plan <input type="radio"/> We will need to engage our board of directors in new ways <input type="radio"/> Other _____
	<p>What kinds of <i>organizational capacity</i> will <i>other</i> organization have to develop for this program?</p>	<p>Check all that apply:</p> <ul style="list-style-type: none"> <input type="radio"/> They will need to increase the skill level of their staff <input type="radio"/> They will need to increase the productivity of their staff <input type="radio"/> They will need to increase the number of their staff <input type="radio"/> They will need to improve their business processes <input type="radio"/> They will need to improve their curricula <input type="radio"/> They will need to improve their instructional methods <input type="radio"/> They will need to improve their data systems <input type="radio"/> They will need to improve their grant writing capacity <input type="radio"/> They will need to improve their quality assurance program <input type="radio"/> They will need to reallocate their funding <input type="radio"/> They will need to increase their funding <input type="radio"/> They will need to change their mission <input type="radio"/> They will need to change their strategic plan <input type="radio"/> They will need to engage their board of directors in new ways <input type="radio"/> Other _____
	<p>What kinds of <i>system capacity</i> changes will be required for this program?</p>	<p>Check all that apply:</p> <ul style="list-style-type: none"> <input type="radio"/> We will need to create new community partnerships <input type="radio"/> We will need to promote more supportive private sector policies <input type="radio"/> We will need to promote more supportive public policies <input type="radio"/> Other _____

16	Define Inputs, Activities, and Outputs	
	<p>Considering your responses to Steps 1-15, what major activities will you have to complete in order to deliver your program? Think in terms of recruiting, curriculum development, training activities, counseling activities, policy advocacy activities, etc.</p>	<p><i>List all of the major activities here, and think through who will be responsible for each.</i></p>
	<p>What outputs do you hope to achieve with your program? By outputs we mean the productivity of the project. Outputs are stated in terms of the number of units produced. Outputs are different than outcomes, which are stated in terms of changes in people, organizations, or systems.</p>	<p><i>List the major expected outputs of the program (e.g. # people trained, # media spots completed, # classes delivered, etc.)</i></p>
	<p>What resources will you require in order to deliver your program? Think in terms of dollars, paid staff, volunteer staff, consultants, equipment, software, space, and other essential resources.</p>	<p><i>List all of the significant resources here, and think through who will provide each.</i></p>
	<p>What is the timeframe for your program?</p>	<p><i>Briefly describe when you will start your program, when you will reach full implementation, and when you expect to begin to see outcomes.</i></p>

Part II. Logic Model Development

By completing the program design exercise in Part I, you have already done most of the work necessary to produce the first draft of your logic model. A logic model is a one- or two-page description of your program in terms of:

- The service population and its health status
- The theory of change to be employed in the project
- The target outcomes of the project
- The target outputs of the project
- The major activities of the project
- The major inputs, or resources, needed to operate the project.

Exhibit 1 shows an example of a completed logic model. Exhibit 2 provides a blank template. You can complete your own draft logic model by translating the information from Part I into the template in Exhibit 2. As illustrated in both Exhibits:

- The **Service Population** is a concise statement of who you will serve in terms of their demographic and health status indicators. This is drawn from your answers in Part I Steps 1 and 2.
- The **Purpose** statement is a concise statement of the purpose of the project. This can be drawn from your answers in Part I Steps 1-3.
- The **Theory of Change** is a concise statement of your assumptions about why your program will work. This information can be drawn from your answers in Part I Steps 3 and 7-11.
- **Inputs** are the major resources needed to operate the program. This information can be drawn from your answers to Part I Steps 12-16.
- **Activities** are the major activities required to deliver services and supports. This information can be drawn from your answers to Part I Steps 12-16.
- **Outputs** are the target productivity of the project. This information can be drawn from your answers to Part I Steps 12-16.
- **Organizational & System Outcomes** are the organizational and system changes needed to deliver the program and resulting from the program. This information can be drawn from Part I Step 15.
- **Individual Outcomes** are the individual changes to be achieved by the service population as a result of the program. In a logic model for a program like this, individual outcomes should obviously include the children (Steps 4-6). If you plan to directly intervene with parents/primary caregivers you should also include individual outcomes for them (Steps 9.1-9.3).

Exhibit 1

Example of a Program Logic Model: The Family Farmer's Market Project

Service Population: <i>A concise statement of who you will serve in terms of their demographic and health status indicators. Drawn from 1 and 2.</i>				
The Farmer's Market Project serves families in neighborhood of Northwest Anycity, particularly those with children under age 12. Pediatric overweight and obesity rates are well above the national average, and both fruit and vegetable consumption and physical activity are below recommended levels. Eighty percent of families in this region have income below 200 percent of the federal poverty level, and there is only one small supermarket which has a limited selection of fresh produce. The neighborhood has several large, vacant lots under city ownership.				
Purpose: <i>A concise statement of the purpose of the project. Drawn from 1-3</i>				
The purpose of this project is to reduce overweight and obesity and increase fruit & vegetable consumption and physical activity among children under age 12 in this neighborhood				
Theory of Change: <i>A concise statement of your assumptions about why one or more specific interventions should help a person to adopt specific changes. Drawn from Steps 3, 7-11.</i>				
By engaging families with children in a shared effort to transform a vacant lot into a pocket park for physical activity and a Saturday farmer's market, we can enable families to increase their fruit and vegetable consumption and physical activity, and reduce the prevalence of pediatric overweight and obesity among children under 12 in the neighborhood.				
Inputs	Activities	Outputs	Organizational & System Outcomes	Individual Outcomes
<i>The major resources needed to operate the program. Drawn from 12-16.</i>	<i>The major activities required to deliver services & supports. Drawn from 12-16</i>	<i>The target productivity of the project (number of people served, number of service units, etc.) Drawn from 12-16</i>	<i>The organizational and system changes needed to deliver the program. Drawn from 15.</i>	<i>The individual changes to be achieved by the service population as a result of the program. Drawn from 4, 5, 6 (Children) and 9.1-9.3 (Parents/Primary Caregivers)</i>
Northwest Community Center: <ul style="list-style-type: none"> .5 FTE Program Director Meeting space and support Cleanup equipment and supplies Anycity: <ul style="list-style-type: none"> Paid police security Paid park maintenance Community: <ul style="list-style-type: none"> Volunteer Community Action Team members (10-20) including children and youth Anycity University Faculty: <ul style="list-style-type: none"> Volunteer time to design physical activity course layout Anycity Community Foundation: <ul style="list-style-type: none"> \$20,000 capital grant support for physical activity equipment \$50,000 operating grant support for Program Director and cleanup equipment and supplies 	Northwest Community Center: <ul style="list-style-type: none"> Convenes and supports Community Action Team including youth and children under 12 Petitions city for necessary permissions Directs Community Action Team in cleanup Coordinates development of physical activity course layout with Anycity University Recruits farmer's market vendors Administers farmer's market contracts Oversees renewal of city licenses Assures police security on farmer's market days Develops and distributes farmer's market flyers on weekly basis 	The identified vacant lot will be licensed, cleaned and equipped with physical activity stations by April 1, 2005. Ten farmer's market vendors will be contracted by April 1, 2006. Farmer's markets will be operated every Saturday from 8 am to 3 pm beginning mid-April 2005.	Anycity will maintain the park under its Parks and Recreation Department. Anycity will annually authorize the space for food vending assuming all requirements are met. Anycity will provide police officer security for Saturday markets. Farmers will continue Saturday markets on a regular basis	Eighty percent of neighborhood families with children under 12 will shop at the farmer's market. Eighty percent of neighborhood children under 12 will utilize the park for physical activity. Eighty percent of neighborhood children under 12 will increase their average daily time spent in physical activity. Eighty percent of neighborhood children under 12 will increase their average daily intake of fruits and vegetables. The prevalence of overweight and obesity among neighborhood children under 12 will be reduced by five to ten percent by the end of year 1.

Exhibit 2
Program Logic Model Template

Service Population: A concise statement of who you will serve in terms of their demographic and health status indicators. Drawn from 1 and 2.				
Purpose: A concise statement of the purpose of the project. Drawn from 1-3				
Theory of Change: A concise statement of your assumptions about why one or more specific interventions should help a person to adopt specific changes. Drawn from Steps 3, 7-11.				
Inputs	Activities	Outputs	Organizational & System Outcomes	Individual Outcomes
<i>The major resources needed to operate the program. Drawn from 12-16.</i>	<i>The major activities required to deliver services & supports. Drawn from 12-16</i>	<i>The target productivity of the project (number of people served, number of service units, etc.) Drawn from 12-16</i>	<i>The organizational and system changes needed to deliver the program. Drawn from 15.</i>	<i>The individual changes to be achieved by the service population as a result of the program. Drawn from 4, 5, 6 (Children) and 9.1-9.3 (Parents/Primary Caregivers)</i>

Notes:

