

Your Health Matters: Growing Active, Healthy Communities



PARTICIPANT HANDBOOK

*Free and reproducible materials for Community Health Workers
to implement in local community education programs*



TEXAS
Department of
State Health Services



Tphtc
TEXAS Public Health Training Center



Your Health Matters: Growing Active, Healthy Communities

Acknowledgements

The University of Texas School of Public Health – Brownsville

Dr. Belinda Reininger Belinda.M.Reininger@uth.tmc.edu (956) 755-0654
Laura Dirkse Laura.L.Dirkse@uth.tmc.edu (956) 755-0670
Lisa Mitchell-Bennett
Vanessa Saldaña
Julio Olivo

Texas Department of State Health Services

Cari Browning
Maribel Valls
Tamara Lewis
Beatrice Smith
Christina Thi
Ana Garcia

The University of Texas School of Public Health – Houston

Dr. Nancy Crider

The University of Texas School of Public Health – Austin

Dr. Harold W. Kohl
Nathalie Sessions
Dr. Deanna Hoelscher
Dr. John Krampitz

Texas Area Health Education Center East

Dr. Amanda Scarbrough

Proyecto Juan Diego

Sister Phylis Peters

Mano a Mano

Additional Content Advisors

Ann Cass *with Proyecto Azteca*
Wendy Hanson *with United Way of Southern Cameron County*
Michael Seifert *with Equal Voice Network*
Rachel Udow *with Migrant Health Promotion*

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**Your Health Matters: Growing Active, Healthy Communities
Knowledge Questionnaire**

1. The Centers for Disease Control states that ____ out of 7 individuals do not eat enough fruits and vegetables to achieve health benefits.
 - a. 3
 - b. 4
 - c. 5
 - d. 6
 - e. I don't know
2. House cleaning is an example of which level of activity?
 - a. Light
 - b. Moderate
 - c. Vigorous
 - d. House cleaning does not count as being active
 - e. I don't know
3. A community is solely defined by geographic or political boundaries.
 - a. True
 - b. False
 - c. I don't know
4. Starting a farmers market or community garden to improve access to fruits and vegetables is an example of _____.
 - a. Policy improvement
 - b. Environmental change
 - c. Systems change
 - d. Nature change
 - e. I don't know
5. "Evidence-based strategies" are recommended because _____.
 - a. They are shown to work in scientific studies
 - b. They are trendy
 - c. They are less expensive
 - d. All of the above
 - e. I don't know
6. Which of the following assessment tools best allows community members to take an active role in determining the safety of a route in their neighborhood?
 - a. Observations
 - b. Discussion groups
 - c. Walkability survey
 - d. PhotoVoice
 - e. I don't know
7. An effective coalition is made up of representatives who share the same background and perspectives.
 - a. True
 - b. False
 - c. I don't know

8. Which of the following are important partners to consider having in a coalition?
- Business and faith communities
 - Clinics and health care centers
 - Schools and community members
 - All of the above
 - I don't know
9. Which of the following is NOT part of the steps to talk with community leaders and decision makers?
- Hook
 - Line
 - Sinker
 - Catch
 - I don't know
10. For policy improvements, systems and environmental changes, I should prioritize changes that are ____.
- Important and doable
 - Inexpensive and easy
 - Important and easy
 - Doable and inexpensive
 - I don't know
11. Which of the following statements is true?
- Evaluation is something to do once when conducting an intervention
 - Evaluation does not require additional resources.
 - Evaluation is not important because I have asked my community and they have told me what works.
 - None of the above
 - I don't know
12. Which of these is NOT an example of policy improvements, systems or environmental change?
- Increasing safety with better crosswalks, traffic speed reduction measures, and street lighting along routes to grocery stores
 - Agreements between schools and the community that let the community use school grounds after school hours
 - A health fair focused on healthy eating and physical activity
 - Labeling menus with nutrition information to encourage healthy eating
 - I don't know
13. Which of the follow places will you NOT find evidence-based strategies and examples to support increased physical activity and healthy eating in your community?
- The Community Guide
 - Planhealthytexas.com
 - Evidence for Community Planning
 - All of the above
 - I don't know

Your Health Matters: Growing Active, Healthy Communities



1: The Issue

1

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2

Why is this training different?

- Attention on policy improvements, systems and environmental change to promote physical activity and healthy eating.
- Beyond an individual focus.
- Working with partners to create system changes.



3

Growing Active, Healthy Communities Curriculum Sections

- 1: The Issue
- 2: Communities Can Change
- 3: Consider What Works
- 4: Partners
- 5: Community Assessments
- 6: Prioritize Strategies
- 7: Take Action
- 8: Conclusion



4

Special Features in this Training

Symbol



Meaning

- Worksheet associated with this slide.
- A continuing activity focusing on different aspects from different sections.
- Fictitious city used in activity.
- 10-minute activity breaks to keep us moving throughout the day.

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Curriculum Materials

- Binders
 - PowerPoint slides
 - Evaluations
 - Pre/post tests
 - Activity sheets
 - Assessment tools
- CD
 - PowerPoints
 - Activity sheets
 - Assessment tools
 - Videos



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Knowledge Questionnaire



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Introductions



- What is your name?
- Head, Hands, and Heart
 - What knowledge do you have? (Head)
 - What skills do you have? (Hands)
 - What passions do you have? (Heart)

Example: My name is _____, and as a community member I have knowledge of _____, I am skilled at _____, and one of my passions is _____.

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The Issue: Learning Objectives

- Discuss the causes and health consequences of inactivity and the growing obesity epidemic in the United States.
- Communicate current physical activity and healthy eating recommendations.



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What is healthy eating?

Healthy eating means eating the right amounts of the right kinds of foods. Add more fresh fruits, vegetables, and whole grains and cut back on foods that have a lot of fat, salt, and sugar.

Take steps toward healthy eating:

- ➔ Decrease consumption of sugar-sweetened beverages.
- ➔ Increase consumption of fruits, vegetables, and whole grains.
- ➔ Reduce the consumption of high calorie foods.
- ➔ Increase water consumption.
- ➔ Manage portion sizes.
- ➔ Substitute healthy snacks for unhealthy snacks.

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6 out of 7 Americans **do not eat**
enough fruits and vegetables



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Centers for Disease Control and Prevention State Indicator Report on Fruits and Vegetables, 2009

The American Health Association recommends that women consume no more than 6 teaspoons and men no more than 9 teaspoons of added sugar per day. Even one 20 oz. soda contains far more than that.

6 teaspoons added sugars
for women per day

9 teaspoons added sugars
for men per day

VS

15 teaspoons of sugars
in a 20 oz. soda



23 teaspoons

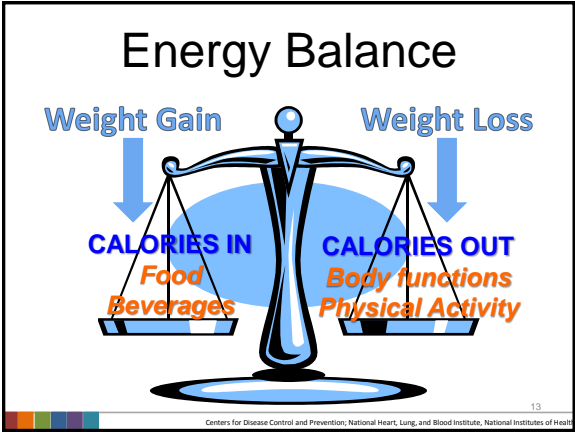
Actual added sugars consumed
by average American per day

385

Calories consumed daily from added
sugars by the average American

12

Center for Science in the Public Interest www.cspinet.org



What is Physical Activity?

Physical activity is any body movement.
There are different levels of physical activity.

Levels of Intensity

- ➔ **Vigorous...**
Running; your heart beats strongly and you sweat; difficult to talk
- ➔ **Moderate...**
Walking quickly; your heart rate beats faster than normal and you sweat; can maintain a conversation
- ➔ **Light...**
Walking slowly; you're not in a rush and don't work up a sweat

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Examples of Activities

To gain health benefits, activities should last for continuous periods of at least 10 minutes.

- ➔ **Light Exercise:** slow walk, light gardening, house cleaning, caring for children, etc.
- ➔ **Moderate Exercise:** walking quickly, riding a bike, dancing, etc.
- ➔ **Vigorous Exercise:** aerobics, Zumba®, playing soccer, running, swimming laps, etc.

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Everyone needs physical activity

Children and adolescents

- ☐ 1 hour or more of physical activity daily
- ☐ Children do not get enough in school

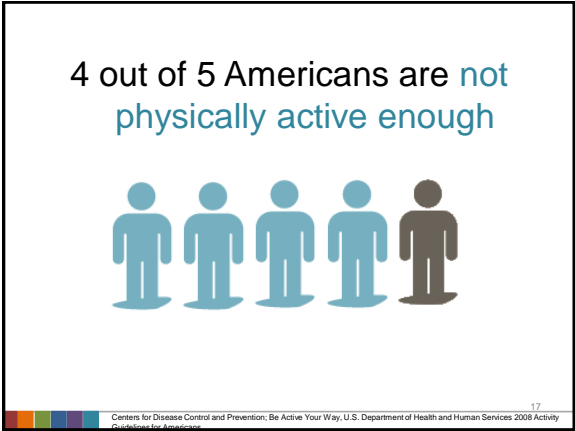
Adults (18-64 years old)

- ☐ At least 150 minutes a week at a moderate intensity –or– at least 75 minutes a week at a vigorous intensity –or– a combination

Older Adults (65 years old and above)

- ☐ Same main recommendations as adults 18-64
- ☐ Enhances balance and prevents falls

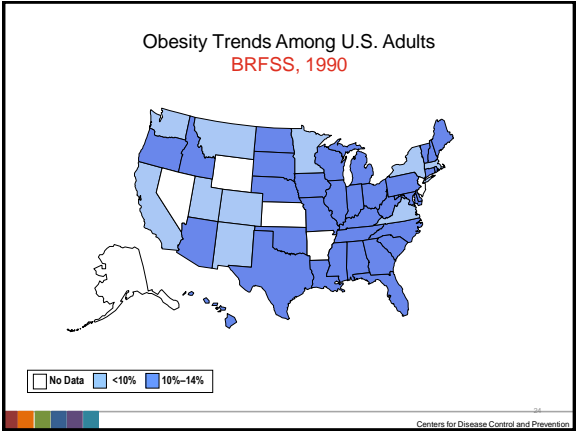
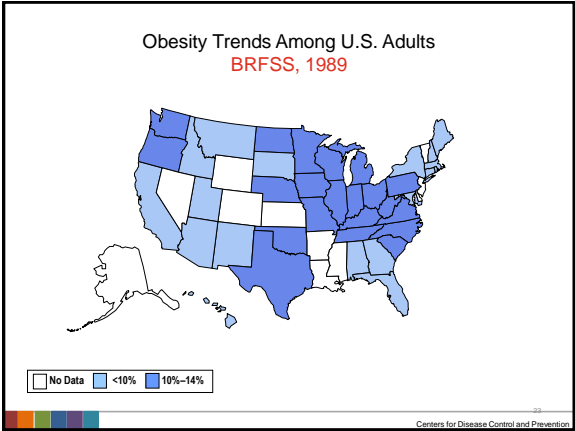
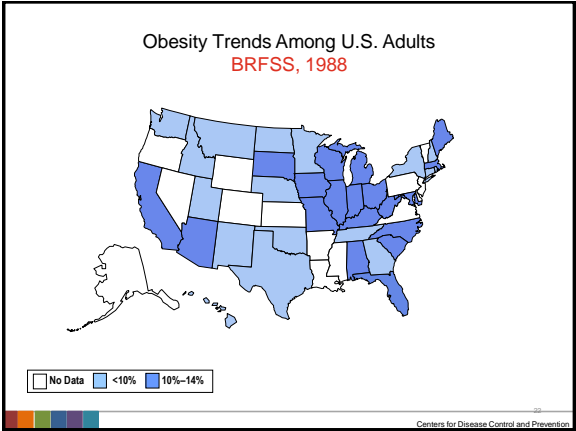
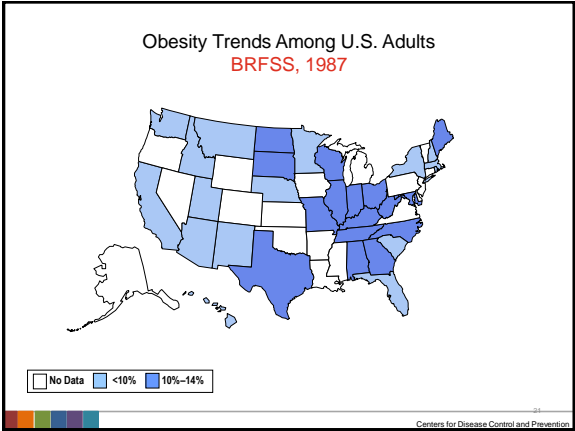
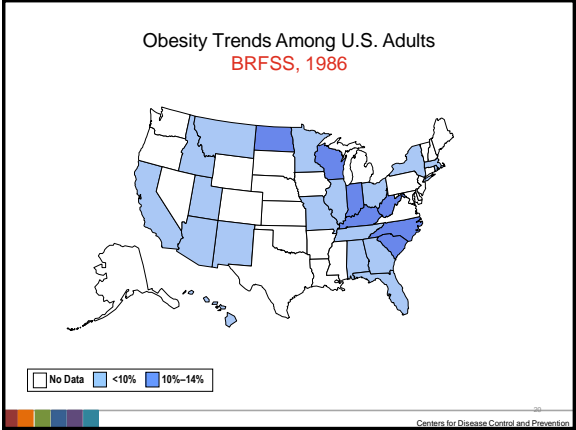
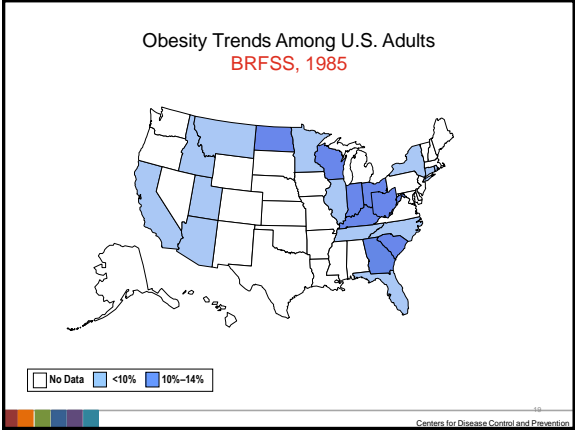
World Health Organization. 10 Facts on Physical Activity. www.who.int/dietphysicalactivity/10facts/en/

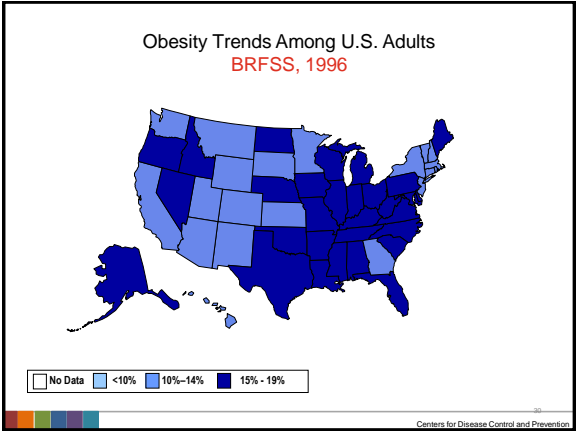
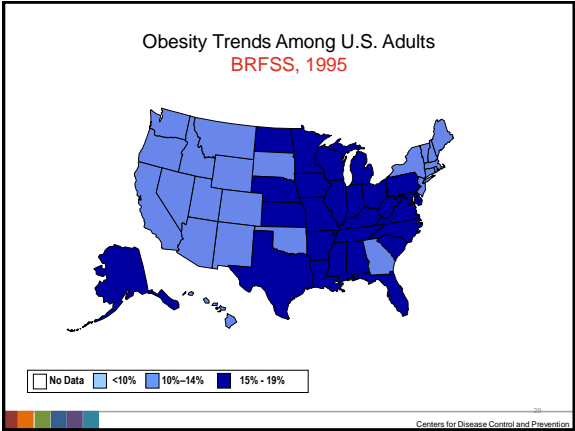
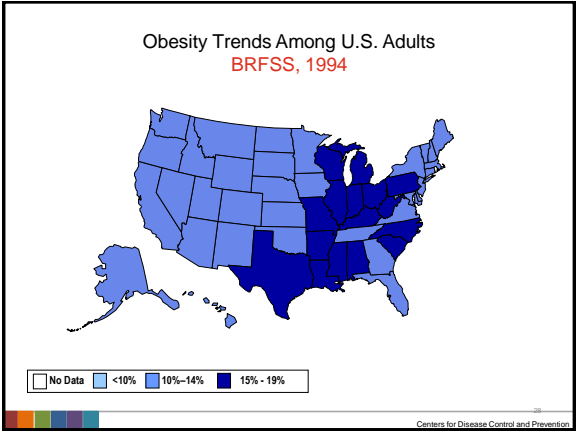
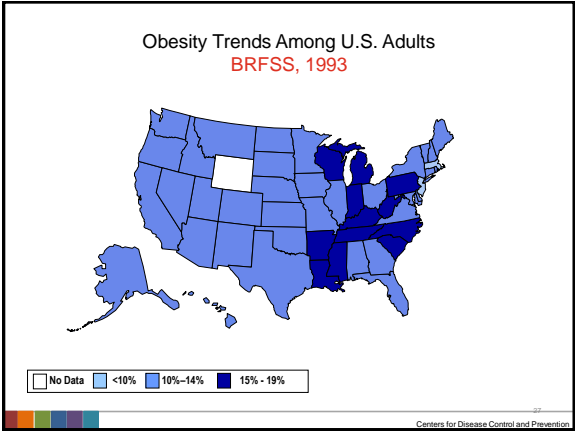
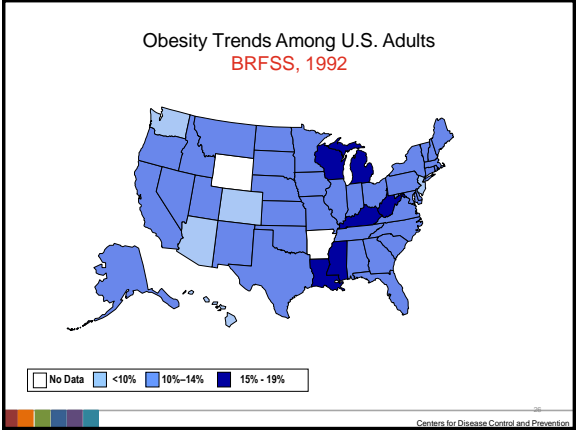
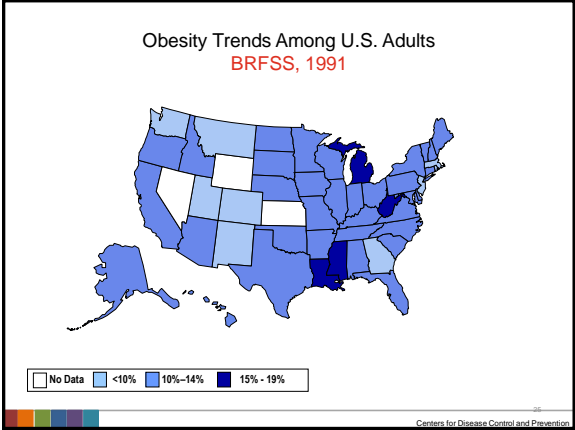


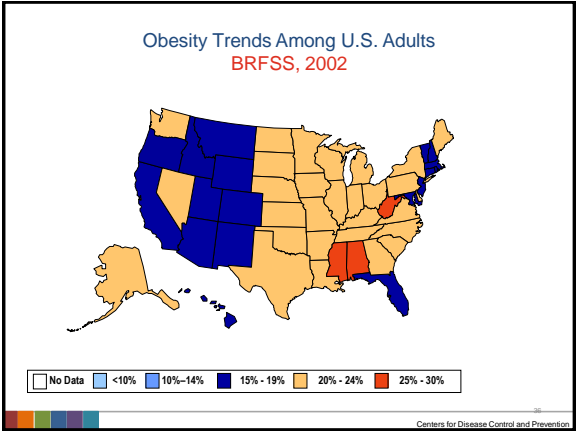
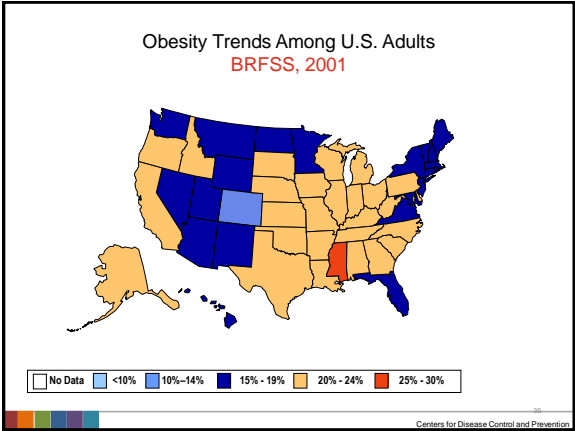
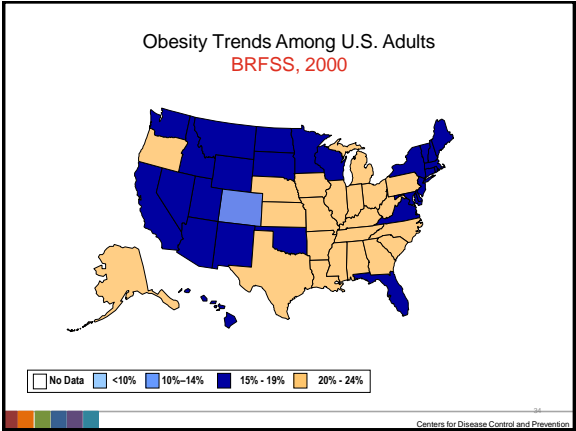
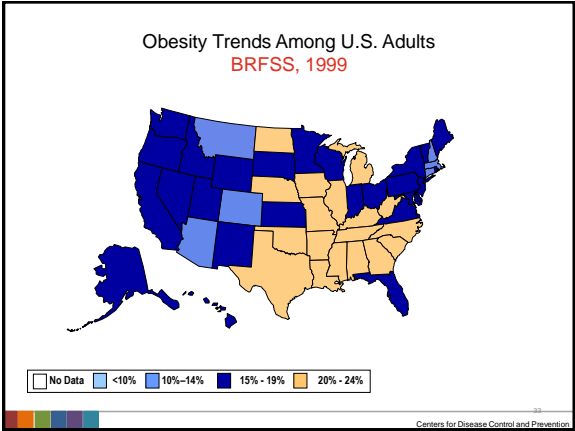
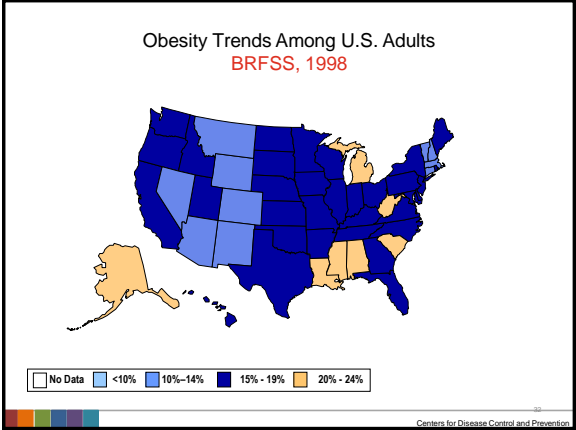
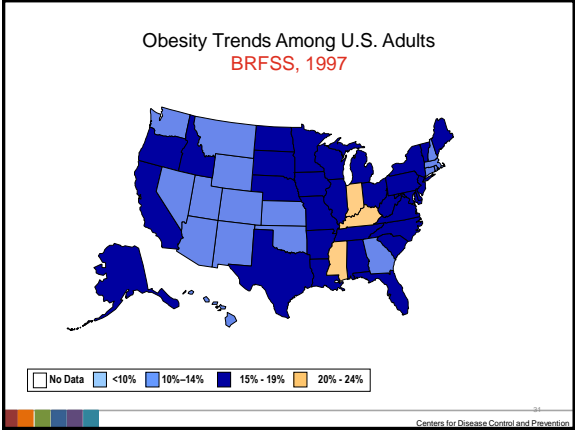
Economic Costs of Obesity

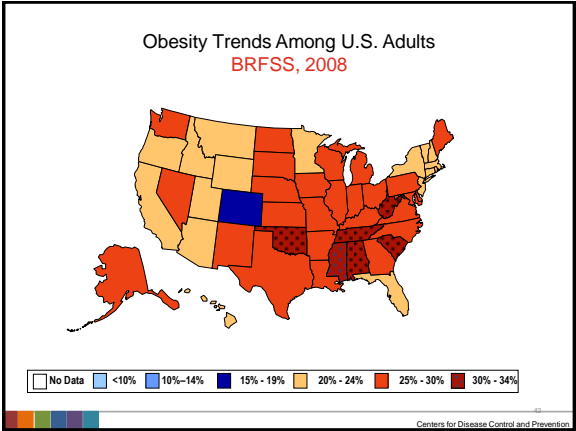
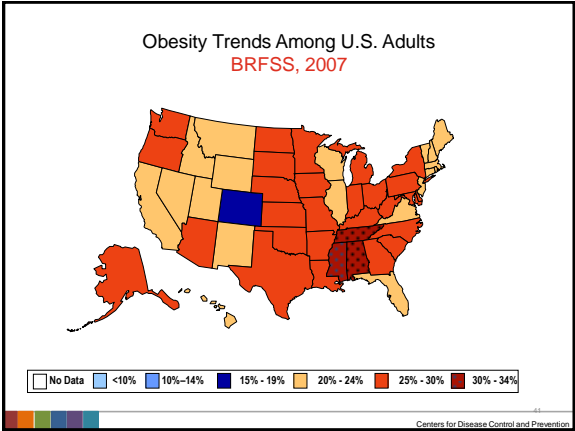
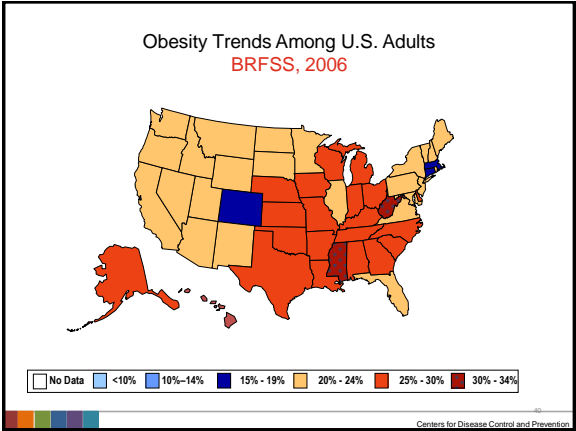
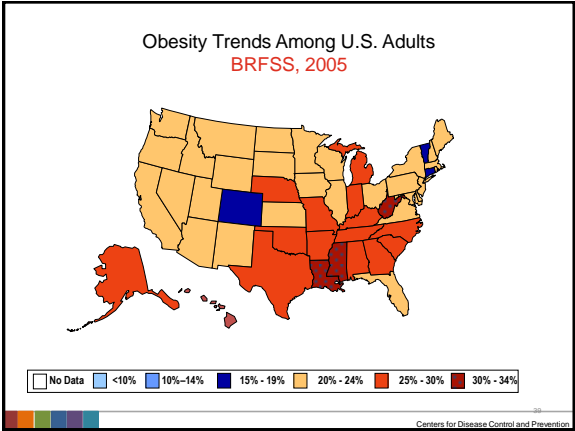
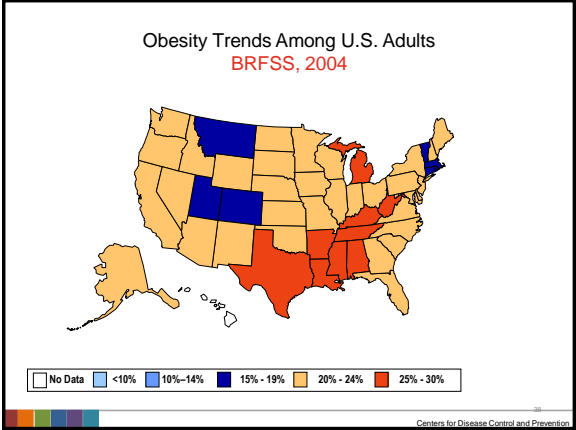
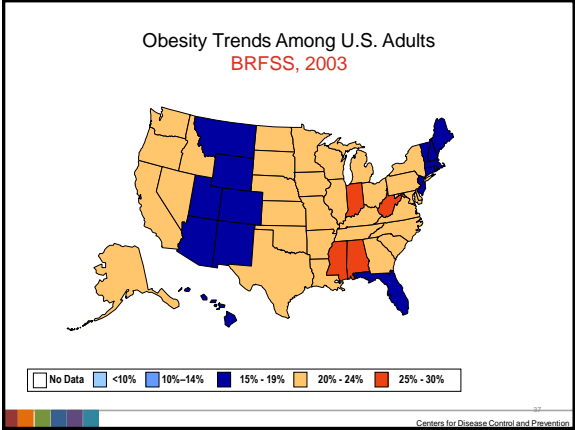
- Billions of dollars every year to the government and costs you too:
 - loss of productivity at work,
 - more doctors visits and medications
 - Diabetes, heart conditions, etc.

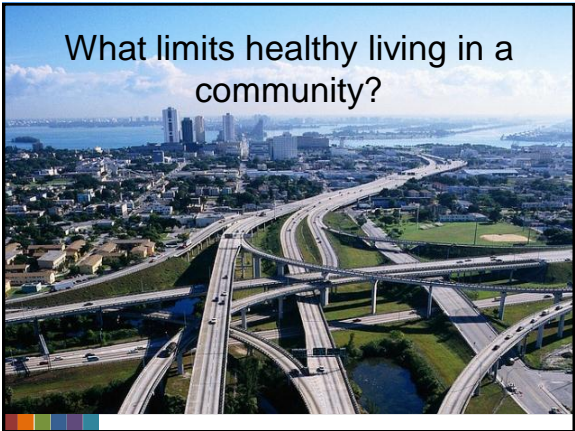
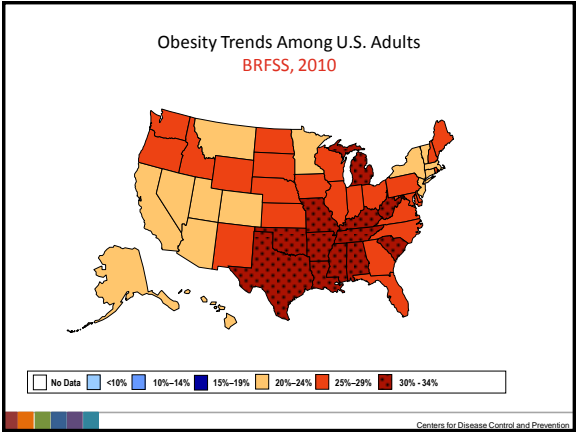
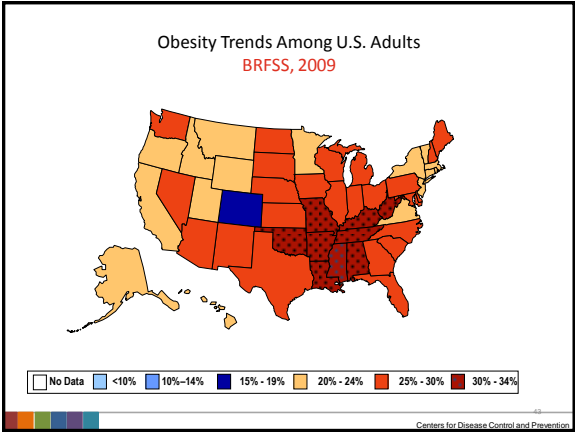
18
www.medicinenewstoday.com/articles/275109.php











If being healthy is so important,
why are people not doing it?

Not important to
community leaders

Not enough
time

Our community
isn't designed for it

Not safe

No motivation

LACK OF FRESH FRUITS
AND VEGETABLES

No parks or
sidewalks

CAN'T AFFORD A
GYM AND HEALTHY
FOOD IS TOO
EXPENSIVE


Fear of injury

No support

It's not convenient

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VIDEO




www.dshs.state.tx.us/obesity/GrowingCommunity.shtm

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A Strong Leader is able to:

- Direct
- Encourage
- Engage
- Guide
- Shape
- Focus
- Connect




51

Goodman et al. (1998). Identifying and Defining the Dimensions of Community Capacity to Provide a Basis for Measurement. *Health Education & Behavior* 25(8):728.

Lead or Partner?

- Select your role.
- Who do you need to compliment your strengths and weakness?



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Switch to
Communities Can Change
PowerPoint

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Each Community is Unique

- Culture
- Language
- Local flavor
- Community spirit
- Collaborative leadership style

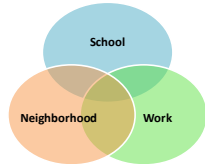


What makes your community unique and healthy?

7

Definition of Community

- **COMMUNITY** is:
a united group of people who share common interests. Examples of communities may be where you live, work, or go to school. Community may be based on relationships rather than geography.



8



Communities

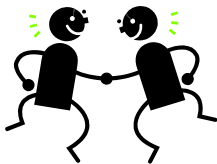
- What communities do you belong to?

- Why do you belong to these communities?

9

5-MINUTE BREAK

Meet one new person and ask them what communities they are a part of.

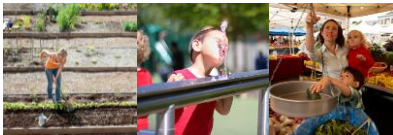


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Policy improvements, systems and environmental changes play a big role in creating a healthier community.



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WHAT ARE POLICY IMPROVEMENTS, SYSTEMS AND ENVIRONMENTAL CHANGES?

12

Policy Improvements

Definition:
Implementation of laws, regulations, and rules (both formal and informal) that reflect a point of view. These policies can be altered to support healthy lifestyles.



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<http://planhealthytexas.org>

Policy Improvement Example

- Setting standards for cafeterias or meetings that include healthy food options and cooking methods (nutrition policy)



14

<http://planhealthytexas.org>

Environmental Changes

Definition:
Modifications to the economic, social, or physical environments. The environment can be altered to support healthy lifestyles.

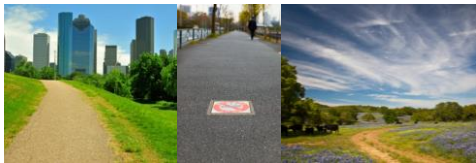


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<http://planhealthytexas.org>

Environmental Change Example

- Posting mile markers on trails and other areas for physical activity



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<http://planhealthytexas.org>

System Changes

- Definition**
- Changes to the formal and informal components of a system to alter the way it provides a service or product.
 - Types of systems:
 - Schools, transportation, parks and recreation



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System Change Example

- Worksite Wellness programs that encourage employees to be active, by providing rewards for employee physical activity, such as paid time for non-work-related exercise, onsite fitness areas at work, and reduced fees for health club memberships.



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<http://planhealthytexas.org>

On a scale of 0-10, how confident are you that you can reduce obesity in your community by making policy improvements, systems and environmental changes that increase physical activity and healthy eating?

HOW CONFIDENT ARE YOU?


0 1 2 3 4 5 6 7 8 9 10

Not confident at all Some what confident Very confident

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Pedestrian Fatalities

Can you think of a child or adult in your community that was injured or killed by an automobile while being physically active?




"Few pedestrians have ever injured a motorist in an accident. We need streets and spaces to be safe for all."

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These deaths could NOT have been prevented by:

- Health screenings
- Health education
- Doctor's visits
- Counseling



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These deaths COULD have been prevented by:

- Policies that support physical activity.
- Environmental changes that support physical activity.



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Defining Problems: Individual and Policy/Systems/Environmental

Individual Level	Policy, Systems, and Environmental Level
<ul style="list-style-type: none">• I live so far away from the big grocery stores, and the convenience store close to my house doesn't have fresh fruits or vegetables.• I'm afraid I'll get hit by a car because there are no sidewalks.• There is no place close to my house for my family to be active.	<ul style="list-style-type: none">• There are no policies or programs in place to get fresh fruits and vegetables to all areas of the city, there is a church in my area who is interested in hosting a farmers market in their parking lot.• City planners and other stakeholders need to create ordinances requiring sidewalks on new streets as well as adding sidewalks to the old streets.• The school systems have policies that lock up the playgrounds after school hours.

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Defining Problems: Individual and Policy/Systems/Environmental

Individual Level	Policy, Systems, and Environmental Level

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Let's move!

Instant Recess:
<http://youtu.be/mO1GJlOQg6E>

For free tools to get started:
www.instantrecess.com

More sample videos:
<http://recess.keenfootwear.com/recess-at-work/>



10-minute Activity Break

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Switch to *Consider What Works* PowerPoint

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Your Health Matters:
Growing Active, Healthy Communities



3: Consider What Works

Consider What Works:
Learning Objectives

- Identify evidence-based strategies to support increased physical activity and healthy eating in your community.

Why look at past examples?

- Evidence-based strategies have been shown to work in scientific studies.



Use evidence-based strategies
instead of:

- Trendy
- Cost effective
- Quick fixes
- “We’ve always done it this way”



Evidence-Based Strategies
Around Texas



Strategy #1: Expand opportunities to be
physically active at existing locations



Example 1: Free Exercise Classes in Brownsville, TX

- Using existing facilities around the city, including schools, churches, and community buildings to offer exercise classes.



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Example 2: Cedar Brook Elementary School in Spring Branch, Texas



SPARK helps public schools develop their playgrounds into community parks. The park is used by the elementary school during school hours, but then is open to the public during after school hours and on the weekends.

Video: <http://youtu.be/QZsgGWNQah0>

<http://www.sparkpark.org/>

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Example 3: San Antonio Síclovía (Open Streets)



Video: <http://youtu.be/13DfyUcA7Oc>



The difference between a Block Party and Open Streets is that Open Streets is a regular occurrence.

9

What locations exist in your communities that could be used for this strategy?



10

Strategy #2: Create streets that are safe and accessible everyday



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Example1: Improve sidewalks, crosswalks, bicycle paths

Make walking, biking, and using mass transit the easy thing to do.



Safe Routes to School

<http://guide.saferroutesinfo.org/introduction/the-decline-of-walking-and-bicycling.cfm>

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Example 2: South Dallas Better Block Project

BEFORE



AFTER



The Better Block

<http://betterblock.org/?p=599>

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Example 3: Houston Bikeway Program

Unprotected Path



Protected Path



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Where some places are in
your community that could
benefit from improved
sidewalks, crosswalks, and/or
bicycle paths?
How?



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Strategy #3: Increase
awareness to encourage
physical activity in places where
people make decisions



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Example 1: Brownsville's Sunrise Mall
"Learn to Love It!" and other point of
decision prompts



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Strategy #4: Increase consumption
of fruits and vegetables



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Example 1: Tyler Gets a Taste of Healthy Eating with The Fair Market



- A partnership between NET Health and East Texas Community Food Coalition in Tyler has led to the development of a farmers market.
- To encourage low-income mothers and their young children to eat more fresh fruits and vegetables the market provides WIC participants with vouchers to buy produce at the market.
- The market is centrally located and within walking distance from the main bus depot and within an identified Food Desert.



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Example 2: Lubbock Community Garden Provides Affordable Fresh Produce



- The Guadalupe Garden Coalition in Lubbock, Texas helped to develop community gardens in the low-income neighborhood of Guadalupe.
- Community members can apply for a spot and grow and harvest their own produce.
- The extra food is distributed to the community through St. Joseph's church.



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For information on how to start a community garden: <http://communitygarden.org>

Example 3: Waco Brings Farm-Fresh Produce to Work



- The Waco-McLennan County Public Health District facilitated the partnership between City of Waco and Sustainable Food Center to implement the Farm to Work program as a project of the Community Transformations Grant funded through DSHS by CDC.
- The program provides 1,500 employees access to fresh, locally grown fruits and vegetables without having to travel to a grocery store and supports local farmers.



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Sustainable Food Center: www.sustainablefoodcenter.org

Strategy #5: Reduce the consumption of high-calorie foods and sugar-sweetened beverages



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Example 1: Burnet County Menu Labeling



- This program was started by the San Antonio Metro Health District.
- Williamson County & Cities Health District adapted the ¡Por Vida! A Better Choice For Life! healthy menu labeling program locally in Burnet County and Williamson County.
- With this program they are working with local health care providers and dining establishments to make community members aware of the calories in the foods they choose to eat.

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Example 2: San Antonio "Tienditas Por Vida"

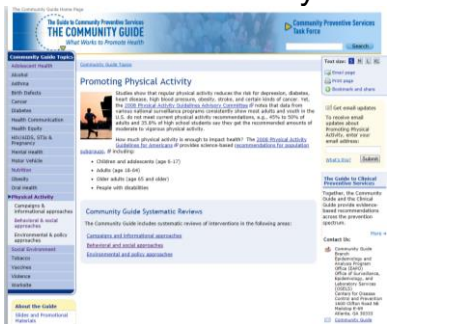


- The ¡Tiendita Por Vida! program offers area residents an easy and accessible way to purchase healthier food choices and keep the neighborhood from being a 'food desert,' an area with no access to fresh or frozen produce within walking distance.
- The ¡Tiendita Por Vida! initiative installed refrigeration and freezer units in two family-owned stores. The stores stock the units with fresh and frozen foods, and feature culturally-relevant marketing and education, including healthy recipes and cooking demonstrations.

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<http://www.sanantonio.gov/health/HKHC-HealthySelections.html>

What is the Community Guide?



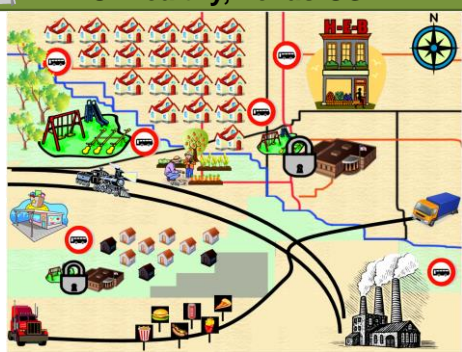
<http://www.thecommunityguide.org/pa/index.htm>

Welcome to Healthy, Texas!

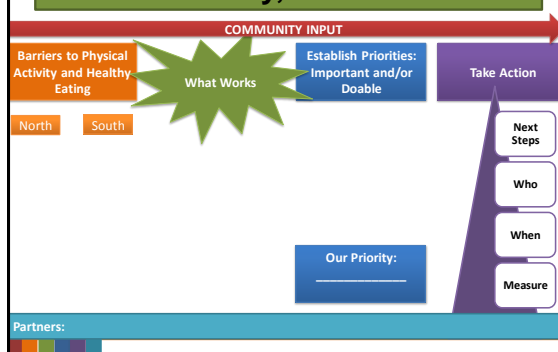


<http://planhealthytexas.org>

Welcome to Unhealthy. Texas USA




Welcome to Unhealthy, Texas USA



Consider What Works: *Key Point Recap*

- PlanHealthyTexas.org is a great resource to identify evidence-based strategies.
- There are many more evidence-based strategies.
- All should be considered with partners in your community.

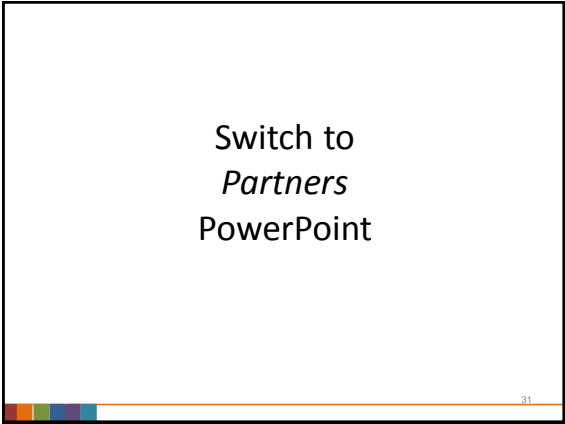


MY PLAN
Consider What Works

Have you s
strategies o

Have you seen any of the strategies or examples we discussed in your community?

Of the strategies and examples we discussed, which one do you think will work in your community?



Your Health Matters:
Growing Active, Healthy Communities



4: Partners

Partners: Learning Objectives

- Identify potential community partners to work with to create a healthy community.
- Practice techniques to increase confidence in and ability to engage community partners and grow healthy communities.



What is a coalition?

- A coalition is a group of people taking action together to reach a common goal.

Plan Healthy Texas www.planhealthytexas.org

What coalitions already exist in your community that are focused on health?



Are community members already a part of these?

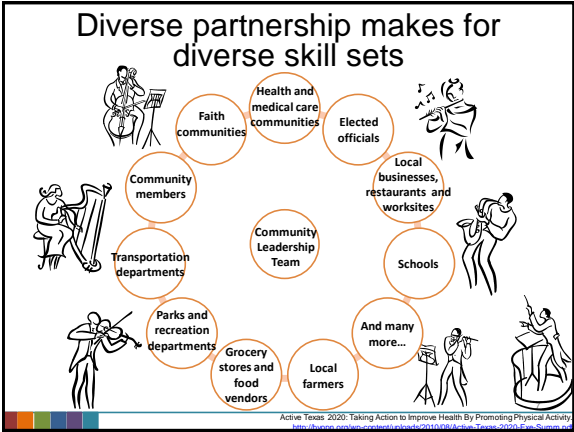
Why would you have a coalition?

- Sets priorities based on multiple perspectives
- Has subcommittees allowing for lots of work to be done
- Decisions are shared by more people
- Decisions made in coalitions can reach broader networks

Diverse Representation

- Coalitions should represent:
 - Different neighborhoods
 - Cultural groups
 - Faith-based organizations
 - A mix of ages
 - All genders
 - All abilities





Always Changing

- Coalitions change:
 - Depending on the task at hand.
 - As priorities change.
 - As the project grows.

8

What Makes a Healthy Community?

<http://youtu.be/LeJ-Ub7M2sl>

9

Welcome to
Unhealthy, Texas USA

COMMUNITY INPUT

Barriers to Physical Activity and Healthy Eating | What Works | Establish Priorities: Important and/or Doable | Take Action

North | South | Next

- Why is this partner interested in being a part of this coalition?
- What type of power does this partner have in the community?
- How will this partner benefit from participating in this coalition?

Partners: Measure

Who in your own communities would be critical members of a coalition to increase physical activity and healthy eating?

What existing groups?
Which individuals?
What organizations?

11

Partners:
Key Point Recap

- Coalitions consist of individuals who have a variety of skills and backgrounds.
- Who should we include?
 - Community members
 - Businesses and restaurants
 - Faith communities
 - Health care
 - Decision makers
 - Schools
 - City and county governments
 - Grocery stores and food vendors
 - Farmers

12

Let's move!



10-minute Activity Break

13

**MY PLAN
Partners**

Who are you going to partner with?

Examples: transportation,
faith-based, school,
restaurants

14

Switch to
Community Assessments
PowerPoint

15

Your Health Matters: Growing Active, Healthy Communities



5: Community Assessments

1

Community Assessments: Learning Objectives

- Identify ways to determine gaps and assets which influence physical activity and healthy eating in your community.



2

Power of a Community Assessment

- Assessments identify areas to:
 - Improve a policy
 - Change a system
 - Enhance the environment
- Multiple assessments can better examine an issue and involve the community in:
 - Helping to collect data
 - Helping to generate meaning
 - Helping to share findings and create action plans
- Assessments can be targeted to specific “problem areas.”

3

Lack of physical activity and healthy eating in communities

- We know our own perception but we need to look and listen for others' perceptions.
 - Observations
 - PhotoVoice
 - Vending Machine Assessment
 - Walkability/Bikeability Audits
 - Discussion Groups
 - Surveys



Observations

- Allows you to gather clues and generate conclusions about specific places or experiences



5

Community Health Assessment and Group Evaluation (CHANGE) Action Guide:
<http://www.cdc.gov/healthycommunities/assessment/Tools/CHANGEActionGuide.pdf>

PhotoVoice

- Combines photography with grassroots social action
- Youth and adults represent their community or point of view by taking photographs and adding text to describe their photographs
- A showcase of the best photos happens where community members can talk and decide to start making positive community change

6

Community Health Assessment and Group Evaluation (CHANGE) Action Guide:
<http://www.cdc.gov/healthycommunities/assessment/Tools/CHANGEActionGuide.pdf>

Physical activity in your community is...



"Exercise can be fun. This park is all the way downtown and is locked up most of the time. I want there to be a fun park like this that isn't locked up by my house."

Site: _____ Vending machine number: _____

Observer's name: _____

Date (mo/day/year): ____/____/____ Type of machine: ☐ Food ☐ Beverage

MANDATORY		FILL IN WHICHEVER IS MISSING FROM PHOTO			
Item #, starting from top	Item #, from left (left most item=1)	Product Name & Type (e.g., 100% whole grain, low sugar)	Brand	Size (include units)	Price
Top row=1					
Notes:					

8

Walkability/Bikeability Assessment

- Designed to assess pedestrian facilities, destinations, and surroundings along or near a walking or biking route and identify improvements to make the route more attractive or useful



Community Health Assessment and Group Evaluation (CHANGE) Action Guide
<http://www.cdc.gov/healthcommunityprogram/tool/change/downloads.htm>

Tools for Walkability/Bikeability Assessment

Walkability Checklist

How walkable is your community?

Take a walk with a child and adult for your family.

There are many reasons to walk with your family. Walking is a healthy lifestyle choice. It's a fun way to spend time with your family. It's a great way to get exercise. It's a great way to see the world around you. It's a great way to see the world around you. It's a great way to see the world around you.

Getting started:

Walking is a great way to get exercise. It's a fun way to spend time with your family. It's a great way to see the world around you. It's a great way to see the world around you. It's a great way to see the world around you.

Bikeability Checklist

How bikeable is your community?

Riding a bike is fun!

Riding a bike is a fun way to get exercise. It's a fun way to spend time with your family. It's a great way to see the world around you. It's a great way to see the world around you. It's a great way to see the world around you.

Can you get to where you want to go by bike?

Riding a bike is a fun way to get exercise. It's a fun way to spend time with your family. It's a great way to see the world around you. It's a great way to see the world around you. It's a great way to see the world around you.




















10

Discussion Groups

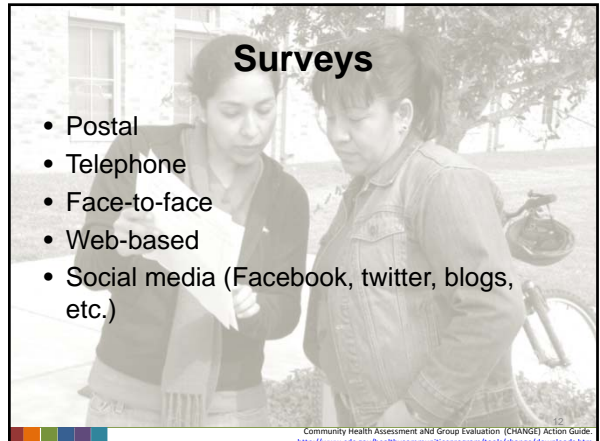
- These small groups of 8-10 people gather information and opinions of the participants and are guided by a trained facilitator.



Community Health Assessment and Group Evaluation (CHANGE) Action Guide
<http://www.cdc.gov/HealthAssessment/ChangeGuide/ChangeGuide.htm>

Surveys

- Postal
- Telephone
- Face-to-face
- Web-based
- Social media (Facebook, twitter, blogs, etc.)



Community Health Assessment and Group Evaluation (CHANGE) Action Guide.
<http://www.cdc.gov/healthcareimprovement/CHANGE/CHANGEActionGuide.pdf>

Tools for Web-based Surveys

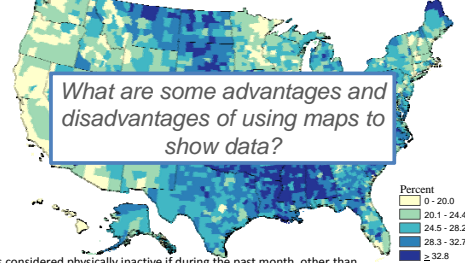
- Google Forms (www.google.com/drive/apps.html) or SurveyMonkey (www.SurveyMonkey.com) allow you to create your own surveys for free and email the link to participants or post them on a webpage or social media site.



13

Use Maps to Show Data

County-level Estimates of Leisure-time Physical Inactivity among Adults aged ≥ 20 years: United States 2009



A person is considered physically inactive if during the past month, other than a regular job, he or she did not participate in any physical activities or exercises such as running, calisthenics, golf, gardening, or walking for exercise.

Percent
0 - 20.0
20.1 - 24.4
24.5 - 28.2
28.3 - 32.7
≥ 32.8

www.cdc.gov/diabetes

14

Community Mapping

- Is used to reveal people's different perspectives about a community and see the resources available in a community.



www.google.com/maps

Community Assessment Tools <https://www.rotary.org/en/document/578%E2%80%8E8E>

15



Mapping My Community

ACTIVITY

- Think about the following:
 - Schools, parks, playgrounds
 - Sidewalks, crosswalks, street lights
 - Bus stops or other public transportation
 - Grocery stores
 - Churches
 - Major roads
 - Housing (apartments, condos, houses on larger lots, vacant lots)
 - Bike lanes or trails
 - Farmers markets or community gardens
 - Hospitals/clinics
 - YMCA's or gyms
 - Other organizations that are important to your community

<http://www.walkscore.com/>

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Where to look for tools?

- University of Kansas Community Toolbox (<http://ctb.ku.edu/en/default.aspx>)
 - Creating and Maintaining Coalitions and Partnerships
 - Analyzing Problems
 - Developing Action Plans
 - Developing an Intervention
 - Advocating for Change
 - Influencing Policy Development
 - Evaluating the Initiative
 - Sustaining the Work
- www.activelivingresearch.org
 - Walkability/Bikeability Assessment
 - Park Observation Forms
 - Physical Activity Assessments
 - Urban and Rural Physical Activity Assessments
 - Nutrition Environment Measures Survey



17

Where can I find local data?

- Texas Department of State Health Services (<http://www.dshs.state.tx.us/>) (Go to "Health Data")
- County and City Health Departments
- Local Universities (Nursing/Public Health/Kinesiology/Education/Policy departments)
- Hospitals and Clinics
- United Way
- Community/non-profit Organizations (Individuals who write grants and may have local data)



18

Statistics and Stories

- Results can be presented simply.
- Highlight comparisons to national and state findings, ask these questions when looking at the data:
 - What is the obesity level in my community compared to the rest of the state or nation?
 - What percentage of my community are meeting the physical activity recommendations?
- Combine the data with your own stories.
 - Your personal stories are very important.
 - They have a huge impact on their own, but with a few simple statistics they can have an even larger impact.

19

Community Assessments: *Key Point Recap*

- Use any or all of the previous ways to look at your community.
- Think about what methods will work best for your community, all methods have positives and negatives.
- Don't forget to ask your community what they want!
- Have community members help lead the assessment.
- Specific, local stories and evidence can help to make the case.



20

Let's move!



10-minute Activity Break

21

Walkability Debrief

1. Tally up your scores
2. What good things stood out on your walk?
 - a) Sidewalks – were they wide enough? Maintenance? Lighting? Safety features? Transparency? Other?
3. What could be improved upon?
 - a) Sidewalks? Maintenance? Lighting? Safety features? Transparency, Other?
4. What other tools would could help when conducting an walkability audit?
 - a) Google areal map, extra set of eyes, camera
5. What are the next steps?

22

MY PLAN
Community Assessments

What method of community assessment will you use in your community?

23

Switch to
Prioritize Strategies
PowerPoint

24

Your Health Matters:
Growing Active, Healthy Communities



6: Prioritize Strategies

1

Prioritize Strategies: Learning
Objectives

- Prioritize evidenced-based strategies to support increased physical activity and healthy eating in your community.



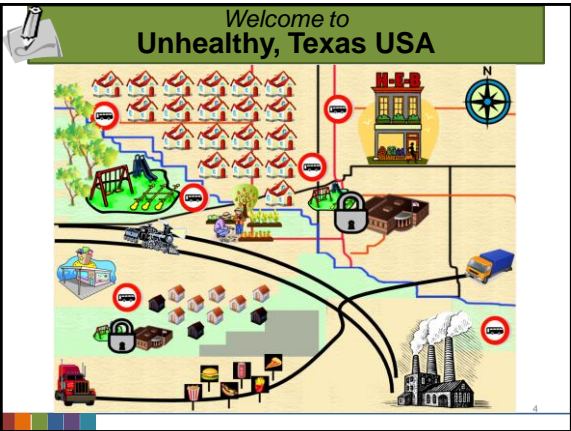
2

Moving from Individual to Policy
Improvements, Systems and
Environmental Changes

- Remember, policy improvements, systems and environmental changes reach more people and can have a longer impact.



3



4

How do we decide what is priority?

Important

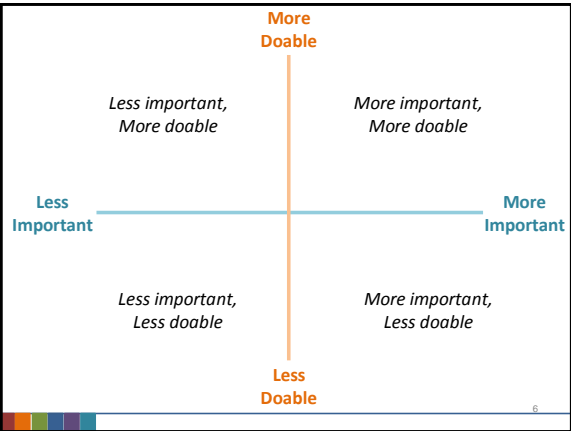
- Is it a strategy that has been proven to work?
- Is it something the community really wants?
- Will it reach people who most need it?



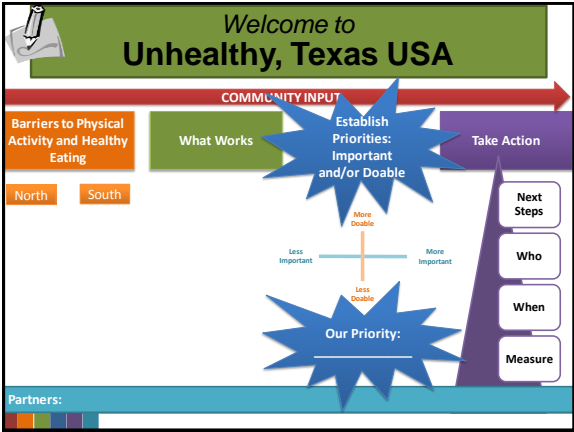
Doable

- Do you have partners and resources to make this happen?
- Is it likely to continue on its own?
- Will it work within the culture of your community?
- Is it dependent on any larger change?
- Are there any deadlines we need to be aware of?

5



6

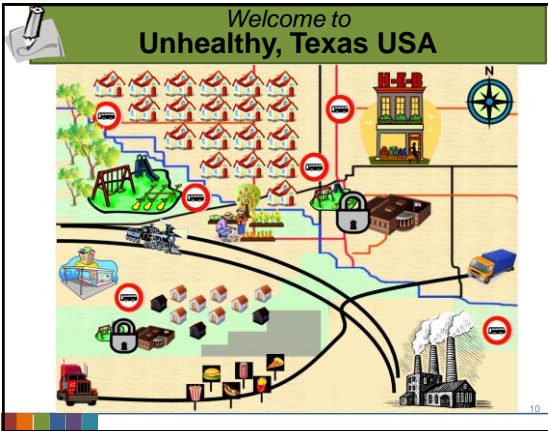


PLANNING

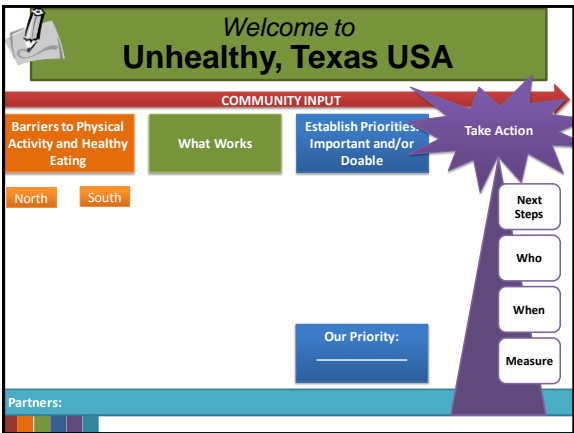
8

Action Plans are Important...

- They tell you what to do next.
- They keep you on schedule.
- Tells you who is going to take the lead.
- Tells you how to measure success.



10



Welcome to Unhealthy, Texas USA			
Next steps to accomplish it:	Role of person heading up this step:	Start and end dates of step:	Measurement of success:
Example: Meet with			
Example: Find city layouts			
Example: Find funding			

Prioritize Strategies:
Key Point Recap

- Prioritize strategies that are important and doable.
- An action plan helps guide your team and helps them stay on schedule.



13



How will you prioritize issues in your community?

What might make it difficult to prioritize and plan in your community?

14

Switch to
Take Action
PowerPoint

15


Your Health Matters:
Growing Active, Healthy Communities



7: Take Action

Take Action: Learning Objectives

- Describe the roles of decision makers to influence public policy and create healthy communities.
- Communicate effectively with your community leaders and decision makers.
- Identify appropriate techniques to evaluate physical activity and healthy eating initiatives.



What do local community decision makers do?

City Councils and Commissioners

Carry out policy improvements that promote healthy living

Uphold zoning regulations

Determine the allocation of funding

Mayor's Offices

Organize and lead forces to promote fitness and health

Attend community events focused on health

Designate city resources and priorities toward health initiatives

School Boards

Improve policies regarding physical activity and healthy eating for school-age children (K-12)

Regulate the use of playground areas after school hours

Parks and Recreation Departments

Implement and maintain built environment

Promote access to facilities that promote physical activity and healthy eating

Provide physical activity opportunities for all ages and abilities

Law Enforcement

Promote and support security

Ensure that safety, or a lack of, is not a barrier to individuals and families being physically active

City and Urban Planning Departments

Shape the development of new built environments

Build sidewalks with all new roads

Create parks in areas without them

Create ordinances for healthy growth and development


Active Texas 2020: Taking Action to Improve Health By Promoting Physical Activity
<http://www.active-texas.org/wp-content/uploads/2010/06/Active-Texas-2020-Final-Summary.pdf>

Community Change Video



Neighbors Unite to Promote a Healthier Community Video Discussion

- What role did the community members of Brownsville play in stopping the toll road?
- What would be your first step to start a change like this in your community?

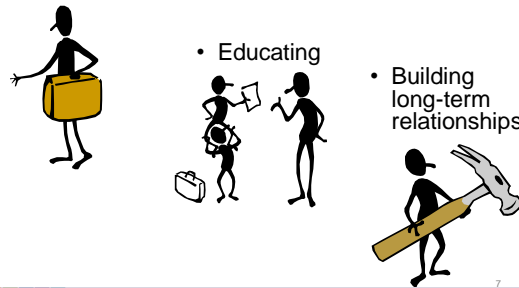




HOW DO WE COMMUNICATE WHAT OUR COMMUNITY NEEDS?

Communicate needs by...

- Connecting
- Educating
- Building long-term relationships



7




WHO DO YOU NEED TO TALK TO?

8

How would you communicate this information?


- Communicate in a variety of ways.
- Prepare.
- Be concise.




9

What do you need to say?

Prepared statements, commonly known as elevator speeches, are previously written and practiced presentations in which you communicate what is important for your community.



10




What do you need to say?

1. HOOK: ABOUT YOU

- Smile and open with a statement or question that grabs attention: a *hook* that prompts your listener to ask questions.
- Tell who you are: describe yourself and your role in the community.
- Tell why you matter.


11




What do you need to say?

2. LINE: WHAT IS THE ISSUE?


- Why does the issue matter?
- Explain why this issue is important to your community.
- Provide local data / comparisons to others.
- Tell your story.



12



What do you need to say?




3. **SINKER: ASK FOR COMMITMENT**

- What do you want from the person?
- Ask them to support your issue, introduce a bill, etc.
- You should always find out how you will be able to follow up. You will likely want an appointment with the decision maker or staff after the speech.


13

Let's Practice!

- Design your elevator talk and share it with a partner.
- Give feedback to your partner:
 - What is one thing they need to improve?
 - What was one thing they did really well?



14

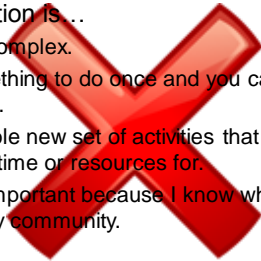


THINKING ABOUT THE FUTURE – HOW DO WE KNOW IF OUR PROJECT IS WORKING?

15

Barriers and Myths: Evaluation

- Evaluation is ...
 - Too complex.
 - Something to do once and you can be done with it.
 - A whole new set of activities that we do not have time or resources for.
 - Not important because I know what is good for my community.




Evaluation Presentation by the Kansas Department of Health and Environment
<https://www.kdheks.gov/files/2015/04/CommunityHealthAssessment%20-%20Presentation.pdf>

16

Measuring Our Success: Evaluation

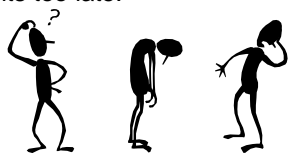
- Here are a variety of measures:
 - Pre- and post-tests examining change
 - Changes in minutes of physical activity and blood pressure
 - Observed changes in human behavior and the physical environment
 - Changes in policy
- Evaluation should include repeating the assessment that was done in the beginning of the project to assess the change by the end.



17

What do you do when it doesn't go as planned?

- Pitfalls will happen, it's better to expect them than to be surprised by them. Use evaluations to help identify problems before its too late.




18

Take Action

Key Point Recap

- Decision makers are community leaders who hold multiple roles in the community and each one is able to make different changes.
- It is important to engage decision makers by creating ongoing, positive relationships.
- Do not forget to evaluate how successful your project is!



19

MY PLAN

Take Action

What actions can you take in your community?

Who can share your story and plan with?

20

Switch to

Conclusion

PowerPoint

21

Your Health Matters:
Growing Active, Healthy Communities



8: Conclusion

Window of Opportunity

External elements

Problem

A problem is identified and recognized as important and something should be down about it.

Solution

The policy options are considered doable and reasonable in cost and an appealing option is found.

Decision Maker

A decision maker is able and passionate and puts the policy up for a vote.

Time to act

A window of opportunity opens

Example Leading to a Window of Opportunity

Problem

There are high rates of obesity and few places to get fresh fruits and vegetables. The community wants a change, plus other communities are already improving.

Solution

There is increased funding available for community gardens and parks. Decision makers support the community gardens.

Decision maker

A public official is willing to propose budget changes for increased funding for community gardens knowing that other decision makers also support it.

Window of opportunity opens

Recognizing “Windows of Opportunity”


Windows open and close frequently


Open Windows

- Time to take action

Closed Windows

- Keep working on identifying the problems, finding feasible solutions, and engaging decision maker






Community Readiness Survey http://www.triethnicscenter.colostate.edu/docs/CR_Handbook_DS.pdf


Apply what you have learned about policy improvements, systems and environmental changes to your local community



Bringing Policy, Systems, and Environmental Changes Home

- Think of your community for this final activity.
- Work with others to develop your MY PLAN worksheet!





MY PLAN worksheet

MY PLAN: POLICY, SYSTEMS, AND ENVIRONMENTAL CHANGE IN MY COMMUNITY

Communications Can Change

What are your community's current environmental policies (school, work, and party policy)?

What policy improvements to systems or environmental changes can be made to your community to improve physical activity and healthy living?

Consider What Works

What strategies or programs are successful in your community? What are the barriers to their success?

Community Assessments

What information do you have on physical activity, health behaviors of community members, and your community's strengths?

Promote Strategies

How will you promote change in your community?

What might cause a difficult situation and when in your community?


Take Action

What actions will you take in your community?


What are your steps and timeline?

Patterns

What are your goals?




7



MY Action PLAN!

Next steps to accomplish it:	Role of person heading up this step:	Start and end dates of step:	Measurement of success:






8


Take-Home Learning Activity for Instructors

- Identify two policy improvements, systems or environmental changes that are currently in place in your community that promote healthy living and identify two policy improvements, systems or environmental changes that should be introduced to further enhance healthy living in your community.
- Talk to a community leader or decision maker about the needed policy improvements, systems and environmental changes to improve healthy living in your community.

Please submit the take-home assignment identifying the various policy improvements, systems and environmental changes you see in your community and outlining your experience meeting with a community leader or decision maker, which will demonstrate completion of the two objectives above.





9



Thinking about policy improvements, systems and environmental change to promote healthy living:

- What will you do...
 - In the next 7 days?
 - In the next 30 days?
 - In the next 60 days?







10

Don't forget...

- This same process can work for creating policy improvements, systems and environmental changes for many other issues:
 - Decrease television viewing.
 - Increase breastfeeding initiation, duration, and exclusivity.
 - Reduce tobacco use and secondhand smoke exposure.





11

Remember...

- Creating changes in your community is hard work, you may have to talk to **TEN** different people to find the **ONE** person who can join you in making that change!

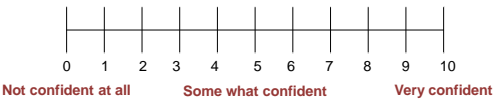




12

On a scale of 0-10, how confident are you that you can reduce obesity in your community by making policy improvements, systems and environmental changes that increase physical activity and healthy eating?

HOW CONFIDENT ARE YOU?



13

Knowledge Questionnaire



14

THANK YOU!

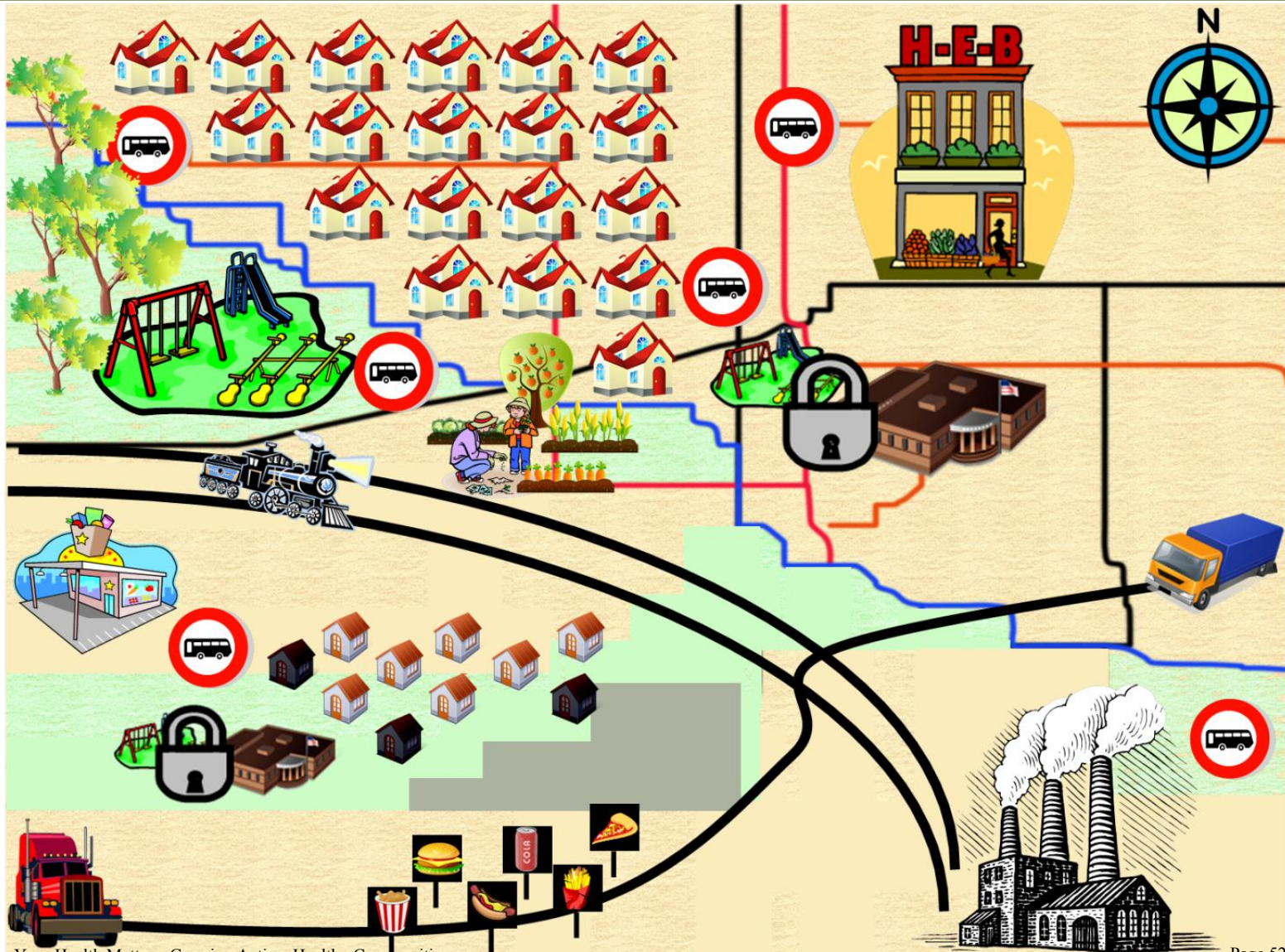
RESOURCES

Communities

- What communities do you belong to?

- Why do you belong to these communities?

Welcome to Unhealthy, Texas USA



Welcome to Unhealthy, Texas USA

COMMUNITY INPUT

Barriers to Physical
Activity and Healthy
Eating

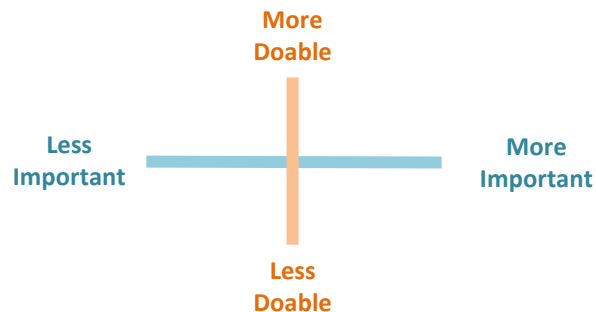
What Works

Establish Priorities:
Important and/or
Doable

Take Action

North

South



Our Priority:

Next
Steps

Who

When

Measure

Partners:

Your Health Matters: Growing Active, Healthy Communities
Participant Handbook ~ June 2014

MY PLAN: POLICY IMPROVEMENTS, SYSTEMS AND ENVIRONMENTAL CHANGES IN MY COMMUNITY

Communities Can Change

- What are your community's current resources that promote physical activity and healthy eating?
- What policy improvements, systems or environmental changes can be made in your community to improve physical activity and healthy eating?

Partners

- Who are you going to partner with?

Consider What Works

- Have you seen any of the strategies or examples we discussed in your community?
- Of the strategies and examples we discussed, which one do you think will work in your community?

Community Assessments

- Of the assessment options we talked about, what method of community assessment will you use in your community?

Prioritize Strategies

- How will you prioritize issues in your community?
- What might make it difficult to prioritize and plan in your community?

Take Action

- What actions can you take in your community?
- Who can you share your story and plan with?

MY Action PLAN!

**Next steps to
accomplish it:**

**Role of person
heading up this
step:**

**Start and end
dates of step:**

Measurement of success:



Evidence-Based Strategies Around Texas

Strategy #1: Expand opportunities to be physically active at existing locations	
<p>Funding:</p> <ul style="list-style-type: none"> • Look for free spaces first, churches and schools may be willing to cover the electricity for the time you're there if it reaches their church members or children's families. • Work with your City Parks and Recreation Department to discuss low-cost options for additional programming. • Parking lots can be a great space on weekends or evenings, when cars are not parked there. 	<p>What to do:</p> <ul style="list-style-type: none"> • Assess the needs of your community and discuss them with community, county and city leaders. • Speak with coalitions and the city council about improving trails and posting signs, such as walking maps and mile markers, in the community, as well as bus routes to public facilities. • Access public school gymnasiums or grounds, universities, malls, parks, recreational trails, bike-friendly streets and community recreation centers. • We are not building new facilities; we are simply changing how we use them by expanding the hours, access, and offering more programs (classes, teams, etc.)
Strategy #2: Create streets that are safe and accessible everyday	
<p>Funding:</p> <ul style="list-style-type: none"> • Most cities do this in phases as they do regular maintenance on streets. • Use the Safe Routes to School infrastructure grants programs for such improvements. 	<p>What to do:</p> <ul style="list-style-type: none"> • Organize neighbors, churches, school groups and contact the city council and local government officials and suggest Complete Streets programs and policies for your community. • Attend city council meetings and speak in support of this effort. • Get involved in your neighborhood association and work to develop and improve pedestrian and bicycle safety measures.
Strategy #3: Increase awareness to encourage physical activity in places where people make decisions	
<p>Funding:</p> <ul style="list-style-type: none"> • This can be one of the easiest and cheapest strategies to encourage community change. • Ask businesses to provide the printing materials and look for spaces that are not being used to post the signs. 	<p>What to do:</p> <ul style="list-style-type: none"> • Ask your neighbors to volunteer to post signs in the neighborhood and community. • Work with your employer, schools, church, or businesses to post the prompts. • Work with Parks and Wildlife programs to post signage along a road and within their parks to draw people into the parks and let them know what activities are available there.

Strategy #4: Increase consumption of fruits and vegetables

Funding: <ul style="list-style-type: none">• Use grant, loan, and other financing programs available in Texas.• Attend a city planning meeting to ask about financing programs and partnerships addressing these concerns.• Work with Master Gardener programs in your area for in-kind funding	What to do: <ul style="list-style-type: none">• Increase the number of farmers markets and community gardens where fresh fruits and vegetable can be sold locally.• Work to improve policies to open new grocery stores, improve convenience stores, and promote community gardens and farmers markets.• Ask your employer to join a Farm-to-Work program, bringing local fresh fruits and vegetables to local employers for purchase at the work site.
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Strategy #5: Reduce the consumption of high-calorie foods and sugar-sweetened beverages

Funding: <ul style="list-style-type: none">• Encourage your local farmers market to accept Supplemental Nutrition Assistance Program (SNAP) benefits.	What to do: <ul style="list-style-type: none">• Improve availability of affordable, healthy food and beverage choices in public service venues.• Develop local, city, or state guidelines or policies that increase or improve menu labeling in restaurants.• Speak with managers at restaurants and cafeterias in your area and ask them to offer healthy options and encourage menu labeling.• Speak with convenience store and gas station owners about your interest in buying fresh fruits and vegetables from their stores and about the community need.• Increase access to free, good tasting water in public venues, workplaces, and schools (i.e. Hydration Stations, more attractive water dispensers)
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Partnerships for Coalitions

Partner:	What they contribute:	Interests in common:
Local Businesses, Restaurants, and Worksites	<ul style="list-style-type: none"> • Advertising. • Awareness in the community. • Aligning their products to physical activity and healthy eating. 	<ul style="list-style-type: none"> • <i>Increasing employee wellness.</i> • <i>Reducing health insurance costs and increasing employee productivity.</i>
Faith Communities	<ul style="list-style-type: none"> • Space. • Access to congregation. • Desire for mind, body, and soul wellness. 	<ul style="list-style-type: none"> • <i>Belonging and connection.</i> • <i>Building character.</i> • <i>Enhancing opportunities for service.</i>
Health and Medical Care Communities	<ul style="list-style-type: none"> • Facilities. • Trained people with a passion for health, expertise in measuring improvement, access to local statistics about the community. 	<ul style="list-style-type: none"> • <i>Improving health outcomes.</i> • <i>Connecting the community to services during patient visits.</i>
Decision Makers and Elected Officials	<ul style="list-style-type: none"> • Power to create solutions. • Understanding of the policy process. • Connections between economic development and planning. 	<ul style="list-style-type: none"> • <i>Interest in a vibrant community.</i> • <i>Enhancing community connections.</i>
Schools	<ul style="list-style-type: none"> • Facilities and a functioning system of personnel with expertise on reaching children and their families: <ul style="list-style-type: none"> ○ School nurses. ○ PE teachers. ○ Health teachers. ○ Human Resources. ○ Cafeteria staff. • Policy making power. 	<ul style="list-style-type: none"> • <i>Producing whole, healthy individuals.</i> • <i>Implementing physical education and healthy eating as a part of curriculum.</i> • <i>Using neighborhood facilities (athletic fields, gyms, swimming pools, playgrounds).</i>
City and County Governments	<ul style="list-style-type: none"> • Highly functioning system of employees and services already dedicated to aspects of healthy living: <ul style="list-style-type: none"> ○ Parks and Recreation ○ Planning ○ Health Departments • Policy making power 	<ul style="list-style-type: none"> • <i>Attracting new employers and residents to increase tax base.</i> • <i>Increasing employee wellness.</i>

Partnerships for Coalitions, continued

Partner:	What they contribute:	Interests in common:
Transportation Departments	<ul style="list-style-type: none"> • Ability to close or reroute roads. • Advertising on bus, trains, metros, etc. 	<ul style="list-style-type: none"> • <i>Interest in creating transportation routes.</i>
Parks and Recreation Departments	<ul style="list-style-type: none"> • Park facilities. • Creation and maintenance of new parks. 	<ul style="list-style-type: none"> • <i>Interest in active communities.</i> • <i>Providing safe and accessible places for all community members to enjoy.</i>
Community Members	<ul style="list-style-type: none"> • Community members have voting power. • Volunteer base. • Different areas of expertise. • Valuable opinions about what should be done and how to sustain it. 	<ul style="list-style-type: none"> • <i>Creating a trust and connection in communities.</i> • <i>Building a safer, healthier, and more desirable community.</i>
Grocery Stores and Food Vendors	<ul style="list-style-type: none"> • Ability to change the food offered. • Have the option of choosing healthier food options. 	<ul style="list-style-type: none"> • <i>Creating profit.</i> • <i>Selling products.</i>
Local Farmers	<ul style="list-style-type: none"> • Fresh fruits and vegetables. • Knowledge of farming and produce. 	<ul style="list-style-type: none"> • <i>Selling fruits and vegetables.</i> • <i>Creating profit.</i>

Mapping My Community



ACTIVITY

- Think about the following:
 - Schools, parks, playgrounds
 - Sidewalks, crosswalks, street lights
 - Bus stops or other public transportation
 - Grocery stores
 - Churches
 - Major roads
 - Housing (apartments, condos, houses on larger lots, vacant lots)
 - Bike lanes or trails
 - Farmers markets or community gardens
 - Hospitals/clinics
 - YMCAs or gyms
 - Other organizations that are important to your community

Walkability Checklist

How walkable is your community?

Take a walk with a child and decide for yourselves.

Everyone benefits from walking. These benefits include: improved fitness, cleaner air, reduced risks of certain health problems, and a greater sense of community. But walking needs to be safe and easy. Take a walk with your child and use this checklist to decide if your neighborhood is a friendly place to walk. Take heart if you find problems, there are ways you can make things better.

Getting started:

First, you'll need to pick a place to walk, like the route to school, a friend's house or just somewhere fun to go. The second step involves the checklist. Read over the checklist before you go, and as you walk, note the locations of things you would like to change. At the end of your walk, give each question a rating. Then add up the numbers to see how you rated your walk overall. After you've rated your walk and identified any problem areas, the next step is to figure out what you can do to improve your community's score. You'll find both immediate answers and long-term solutions under "Improving Your Community's Score..." on the third page.

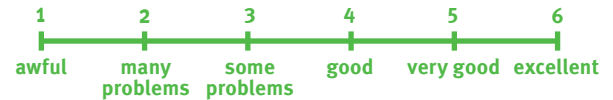


Take a walk and use this checklist to rate your neighborhood's walkability.

How walkable is your community?

Location of walk

Rating Scale:



1. Did you have room to walk?

- ☐ Yes ☐ Some problems:
- ☐ Sidewalks or paths started and stopped
 - ☐ Sidewalks were broken or cracked
 - ☐ Sidewalks were blocked with poles, signs, shrubbery, dumpsters, etc.
 - ☐ No sidewalks, paths, or shoulders
 - ☐ Too much traffic
 - ☐ Something else _____

Rating: (circle one)

Locations of problems:

1 2 3 4 5 6

4. Was it easy to follow safety rules? Could you and your child...

- ☐ Yes ☐ No Cross at crosswalks or where you could see and be seen by drivers?
- ☐ Yes ☐ No Stop and look left, right and then left again before crossing streets?
- ☐ Yes ☐ No Walk on sidewalks or shoulders facing traffic where there were no sidewalks?
- ☐ Yes ☐ No Cross with the light?

Rating: (circle one)

Locations of problems:

1 2 3 4 5 6

2. Was it easy to cross streets?

- ☐ Yes ☐ Some problems:
- ☐ Road was too wide
 - ☐ Traffic signals made us wait too long or did not give us enough time to cross
 - ☐ Needed striped crosswalks or traffic signals
 - ☐ Parked cars blocked our view of traffic
 - ☐ Trees or plants blocked our view of traffic
 - ☐ Needed curb ramps or ramps needed repair
 - ☐ Something else _____

Rating: (circle one)

Locations of problems:

1 2 3 4 5 6

5. Was your walk pleasant?

- ☐ Yes ☐ Some problems:
- ☐ Needed more grass, flowers, or trees
 - ☐ Scary dogs
 - ☐ Scary people
 - ☐ Not well lighted
 - ☐ Dirty, lots of litter or trash
 - ☐ Dirty air due to automobile exhaust
 - ☐ Something else _____

Rating: (circle one)

Locations of problems:

1 2 3 4 5 6

3. Did drivers behave well?

- ☐ Yes ☐ Some problems: Drivers ...
- ☐ Backed out of driveways without looking
 - ☐ Did not yield to people crossing the street
 - ☐ Turned into people crossing the street
 - ☐ Drove too fast
 - ☐ Sped up to make it through traffic lights or drove through traffic lights?
 - ☐ Something else _____

Rating: (circle one)

Locations of problems:

1 2 3 4 5 6

How does your neighborhood stack up? Add up your ratings and decide.

1. _____	26-30	Celebrate! You have a great neighborhood for walking.
2. _____	21-25	Celebrate a little. Your neighborhood is pretty good.
3. _____	16-20	Okay, but it needs work.
4. _____	11-15	It needs lots of work. You deserve better than that.
5. _____	5-10	It's a disaster for walking!
Total: _____		

Now that you've identified the problems,

go to the next page to find out how to fix them.

Now that you know the problems, you can find the answers.

Improving your community's score

1. Did you have room to walk?

Sidewalks or paths started and stopped
Sidewalks broken or cracked
Sidewalks blocked
No sidewalks, paths or shoulders
Too much traffic

What you and your child can do immediately

- pick another route for now
- tell local traffic engineering or public works department about specific problems and provide a copy of the checklist

What you and your community can do with more time

- speak up at board meetings
- write or petition city for walkways and gather neighborhood signatures
- make media aware of problem
- work with a local transportation engineer to develop a plan for a safe walking route

2. Was it easy to cross streets?

Road too wide
Traffic signals made us wait too long or did not give us enough time to cross
Crosswalks/traffic signals needed
View of traffic blocked by parked cars, trees, or plants
Needed curb ramps or ramps needed repair

- pick another route for now
- share problems and checklist with local traffic engineering or public works department
- trim your trees or bushes that block the street and ask your neighbors to do the same
- leave nice notes on problem cars asking owners not to park there

- push for crosswalks/signals/ parking changes/curb ramps at city meetings
- report to traffic engineer where parked cars are safety hazards
- report illegally parked cars to the police
- request that the public works department trim trees or plants
- make media aware of problem

3. Did drivers behave well?

Backed without looking
Did not yield
Turned into walkers
Drove too fast
Sped up to make traffic lights or drove through red lights

- pick another route for now
- set an example: slow down and be considerate of others
- encourage your neighbors to do the same
- report unsafe driving to the police

- petition for more enforcement
- request protected turns
- ask city planners and traffic engineers for traffic calming ideas
- ask schools about getting crossing guards at key locations
- organize a neighborhood speed watch program

4. Could you follow safety rules?

Cross at crosswalks or where you could see and be seen
Stop and look left, right, left before crossing
Walk on sidewalks or shoulders facing traffic
Cross with the light

- educate yourself and your child about safe walking
- organize parents in your neighborhood to walk children to school

- encourage schools to teach walking safely
- help schools start safe walking programs
- encourage corporate support for flex schedules so parents can walk children to school

5. Was your walk pleasant?

Needs grass, flowers, trees
Scary dogs
Scary people
Not well lit
Dirty, litter
Lots of traffic

- point out areas to avoid to your child; agree on safe routes
- ask neighbors to keep dogs leashed or fenced
- report scary dogs to the animal control department
- report scary people to the police
- report lighting needs to the police or appropriate public works department
- take a walk with a trash bag
- plant trees, flowers in your yard
- select alternative route with less traffic

- request increased police enforcement
- start a crime watch program in your neighborhood
- organize a community clean-up day
- sponsor a neighborhood beautification or tree-planting day
- begin an adopt-a-street program
- initiate support to provide routes with less traffic to schools in your community (reduced traffic during am and pm school commute times)

A Quick Health Check

Could not go as far or as fast as we wanted
Were tired, short of breath or had sore feet or muscles
Was the sun really hot?
Was it hot and hazy?

- start with short walks and work up to 30 minutes of walking most days
- invite a friend or child along
- walk along shaded routes where possible
- use sunscreen of SPF 15 or higher, wear a hat and sunglasses
- try not to walk during the hottest time of day

- get media to do a story about the health benefits of walking
- call parks and recreation department about community walks
- encourage corporate support for employee walking programs
- plant shade trees along routes
- have a sun safety seminar for kids
- have kids learn about unhealthy days and the Air Quality Index (AQI)

Need some guidance? These resources might help...

Great Resources

WALKING INFORMATION

Pedestrian and Bicycle Information Center (PBIC)

UNC Highway Safety Research Center

Chapel Hill, NC

www.pedbikeinfo.org

www.walkinginfo.org

National Center for Safe Routes to School

Chapel Hill, NC

www.saferoutesinfo.org

For More Information about Who Can Help Address Community Problems

www.walkinginfo.org/problems/help.cfm

State Bicycle & Pedestrian Coordinators

<http://www.walkinginfo.org/assistance/contacts.cfm>

FEDERAL POLICY, GUIDANCE AND FUNDING SOURCES FOR WALKING FACILITIES

Federal Highway Administration

Bicycle and Pedestrian Program

Office of Natural and Human Environment

Washington, DC

www.fhwa.dot.gov/environment/bikeped/index.htm

PEDESTRIAN SAFETY

Federal Highway Administration

Pedestrian and Bicycle Safety Team

Office Of Safety

Washington, DC

http://safety.fhwa.dot.gov/ped_bike/

National Highway Traffic Safety Administration

Traffic Safety Programs

Washington, DC

www.nhtsa.dot.gov/people/injury/pedbimot/pedSAFE

SIDEWALK ACCESSIBILITY INFORMATION

US Access Board

Washington, DC

Phone: (800) 872-2253;

(800) 993-2822 (TTY)

www.access-board.gov

Bikeability Checklist

How bikeable is your community?

Riding a bike is fun!

Bicycling is a great way to get around and to get your daily dose of physical activity. It's good for the environment, and it can save you money. No wonder many communities are encouraging people to ride their bikes more often!

Can you get to where you want to go by bike?

Some communities are more bikeable than others: how does yours rate? Read over the questions in this checklist and then take a ride in your community, perhaps to the local shops, to visit a friend, or even to work. See if you can get where you want to go by bicycle, even if you are just riding around the neighborhood to get some exercise.

At the end of your ride, answer each question and, based on your opinion, circle an overall rating for each question. You can also note any problems you encountered by checking the appropriate box(es). Be sure to make a careful note of any specific locations that need improvement.

Add up the numbers to see how you rated your ride. Then, turn to the pages that show you how to begin to improve those areas where you gave your community a low score. Before you ride, make sure your bike is in good working order, put on a helmet, and be sure you can manage the ride



U.S. Department of Transportation
**National Highway Traffic Safety
Administration**



**Pedestrian and Bicycle
Information Center**

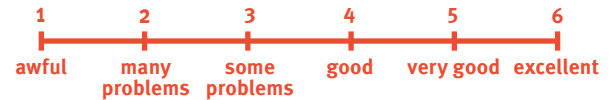


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**Federal Highway
Administration**

Go for a ride and use this checklist to rate your neighborhood's bikeability.

How bikeable is your community?

Location of bike ride (be specific): Rating Scale:



1. Did you have a place to bicycle safely?

a) On the road, sharing the road with motor vehicles?

- ☐ Yes ☐ Some problems (please note locations):
- ☐ No space for bicyclists to ride
 - ☐ Bicycle lane or paved shoulder disappeared
 - ☐ Heavy and/or fast-moving traffic
 - ☐ Too many trucks or buses
 - ☐ No space for bicyclists on bridges or in tunnels
 - ☐ Poorly lighted roadways

Other problems:

2. How was the surface that you rode on?

- ☐ Good ☐ Some problems, the road or path had:
- ☐ Potholes
 - ☐ Cracked or broken pavement
 - ☐ Debris (e.g. broken glass, sand, gravel, etc.)
 - ☐ Dangerous drain grates, utility covers, or metal plates
 - ☐ Uneven surface or gaps
 - ☐ Slippery surfaces when wet (e.g. bridge decks, construction plates, road markings)
 - ☐ Bumpy or angled railroad tracks
 - ☐ Rumble strips

Other problems:

Overall Surface Rating: (circle one)

1 2 3 4 5 6

b) On an off-road path or trail, where motor vehicles were not allowed?

- ☐ Yes ☐ Some problems:
- ☐ Path ended abruptly
 - ☐ Path didn't go where I wanted to go
 - ☐ Path intersected with roads that were difficult to cross
 - ☐ Path was crowded
 - ☐ Path was unsafe because of sharp turns or dangerous downhill
 - ☐ Path was uncomfortable because of too many hills
 - ☐ Path was poorly lighted

Other problems:

3. How were the intersections you rode through?

- ☐ Good ☐ Some problems:
- ☐ Had to wait too long to cross intersection
 - ☐ Couldn't see crossing traffic
 - ☐ Signal didn't give me enough time to cross the road
 - ☐ Signal didn't change for a bicycle
 - ☐ Unsure where or how to ride through intersection

Other problems:

Overall "Safe Place To Ride" Rating: (circle one)

1 2 3 4 5 6

Overall Intersection Rating: (circle one)

1 2 3 4 5 6

Continue the checklist on the next page...

4. Did drivers behave well?

- ☐ Good ☐ Some problems, drivers:
- ☐ Drove too fast
 - ☐ Passed me too close
 - ☐ Did not signal
 - ☐ Harassed me
 - ☐ Cut me off
 - ☐ Ran red lights or stop sign

Other problems:

Overall Driver Rating: (circle one)

1 2 3 4 5 6

5. Was it easy for you to use your bike?

- ☐ Good ☐ Some problems:
- ☐ No maps, signs, or road markings to help me find my way
 - ☐ No safe or secure place to leave my bicycle at my destination
 - ☐ No way to take my bicycle with me on the bus or train
 - ☐ Scary dogs
 - ☐ Hard to find a direct route I liked
 - ☐ Route was too hilly

Other problems:

Overall Intersection Rating: (circle one)

1 2 3 4 5 6

6. What did you do to make your ride safer?

Your behavior contributes to the bikeability of your community. Check all that apply:

- ☐ Wore a bicycle helmet
- ☐ Obeyed traffic signal and signs
- ☐ Rode in a straight line (didn't weave)
- ☐ Signaled my turns
- ☐ Rode with (not against) traffic
- ☐ Used lights, if riding at night
- ☐ Wore reflective and/or retroreflective materials and bright clothing
- ☐ Was courteous to other travelers (motorist, skaters, pedestrians, etc.)

7. Tell us a little about yourself.

In good weather months, about how many days a month do you ride your bike?

- ☐ Never
- ☐ Occasionally (one or two)
- ☐ Frequently (5-10)
- ☐ Most (more than 15)
- ☐ Every day

Which of these phrases best describes you?

- ☐ An advanced, confident rider who is comfortable riding in most traffic situations
- ☐ An intermediate rider who is not really comfortable riding in most traffic situations
- ☐ A beginner rider who prefers to stick to the bike path or trail

How does your community rate?

Add up your ratings and decide.

(Questions 6 and 7 do not contribute to your community's score)

- | | | |
|----------|--------------|--|
| 1. _____ | 26-30 | Celebrate! You live in a bicycle-friendly community. |
| 2. _____ | 21-25 | Your community is pretty good, but there's always room for improvement. |
| 3. _____ | 16-20 | Conditions for riding are okay, but not ideal. Plenty of opportunity for improvements. |
| 4. _____ | 11-15 | Conditions are poor and you deserve better than this! Call the mayor and the newspaper right away. |
| 5. _____ | 5-10 | Oh dear. Consider wearing body armor and Christmas tree lights before venturing out again. |

Did you find something that needs to be changed?

On the next page, you'll find suggestions for improving the bikeability of your community based on the problems you identified. Take a look at both the short- and long-term solutions and commit to seeing at least one of each through to the end. If you don't, then who will?

During your bike ride, how did you feel physically? Could you go as far or as fast as you wanted to? Were you short of breath, tired, or were your muscles sore? The next page also has some suggestions to improve the enjoyment of your ride.

Bicycling, whether for transportation or recreation, is a great way to get 30 minutes of physical activity into your day. Riding, just like any other activity, should be something you enjoy doing. The more you enjoy it, the more likely you'll stick with it. Choose routes that match your skill level and physical activities. If a route is too long or hilly, find a new one. Start slowly and work up to your potential.

Now that you know the problems, you can find the answers.

Improving your community's score

1. Did you have a place to bicycle safely?

What you and your child can do immediately

What you and your community can do with more time

a) On the road?

No space for bicyclists to ride (e.g. no bike lane or shoulder; narrow lanes)

Bicycle lane or paved shoulder disappeared

Heavy and/or fast-moving traffic

Too many trucks or buses

No space for bicyclists on bridges or in tunnels

Poorly lighted roadways

- pick another route for now
- tell local transportation engineers or public works department about specific problems; provide a copy of your checklist
- find a class to boost your confidence about riding in traffic

- participate in local planning meetings
- encourage your community to adopt a plan to improve conditions, including a network of bike lanes on major roads
- ask your public works department to consider "Share the Road" signs at specific locations
- ask your state department of transportation to include paved shoulders on all their rural highways
- establish or join a local bicycle advocacy group

b) On an off-road path or trail?

Path ended abruptly

Path didn't go where I wanted to go

Path intersected with roads that were difficult to cross

Path was crowded

Path was unsafe because of sharp turns or dangerous downhills

Path was uncomfortable because of too many hills

Path was poorly lighted

- slow down and take care when using the path
- find an on-street route
- use the path at less crowded times
- tell the trail manager or agency about specific problems

- ask the trail manager or agency to improve directional and warning signs
- petition your local transportation agency to improve path/roadway crossings
- ask for more trails in your community
- establish or join a "Friends of the Trail" advocacy group

2. How was the surface you rode on?

Potholes

Cracked or broken pavement

Debris (e.g. broken glass, sand, gravel, etc.)

Dangerous drain grates, utility covers, or metal plates

Uneven surface or gaps

Slippery surfaces when wet (e.g. bridge decks, construction plates, road markings)

Bumpy or angled railroad tracks

Rumble strips

- report problems immediately to public works department or appropriate agency
- keep your eye on the road/path
- pick another route until the problem is fixed (and check to see that the problems are fixed)
- organize a community effort to clean up the path

- participate in local planning meetings
- encourage your community to adopt a plan to improve conditions, including a network of bike lanes on major roads
- ask your public works department to consider "Share the Road" signs at specific locations
- ask your state department of transportation to include paved shoulders on all their rural highways
- establish or join a local bicycle advocacy group

3. How were the intersections you rode through?

Had to wait too long to cross intersection

Couldn't see crossing traffic

Signal didn't give me enough time to cross the road

The signal didn't change for a bicycle

Unsure where or how to ride through intersection

- pick another route for now
- tell local transportation engineers or public works department about specific problems
- take a class to improve your riding confidence and skills

- ask the public works department to look at the timing of the specific traffic signals
- ask the public works department to install loop-detectors that detect bicyclists
- suggest improvements to sightlines that include cutting back vegetation; building out the path crossing; and moving parked cars that obstruct your view
- organize community-wide, on-bike training on how to safely ride through intersections

Improving your community's score

(continued)

4. Did drivers behave well?	What you and your child can do immediately	What you and your community can do with more time
<p>Drivers:</p> <p>Drove too fast</p> <p>Passed me too close</p> <p>Did not signal</p> <p>Harassed me</p> <p>Cut me off</p> <p>Ran red lights or stop signs</p>	<ul style="list-style-type: none"> • report unsafe drivers to the police • set an example by riding responsibly; obey traffic laws; don't antagonize drivers • always expect the unexpected • work with your community to raise awareness to share the road 	<ul style="list-style-type: none"> • ask the police department to enforce speed limits and safe driving • encourage your department of motor vehicles to include "Share the Road" messages in driver tests and correspondence with drivers • ask city planners and traffic engineers for traffic calming ideas • encourage your community to use cameras to catch speeders and red light runners
5. Was it easy for you to use your bike?		
<p>No maps, signs, or road markings to help me find my way</p> <p>No safe or secure place to leave my bicycle at my destination</p> <p>No way to take my bicycle with me on the bus or train</p> <p>Scary dogs</p> <p>Hard to find a direct route I liked</p> <p>Route was too hilly</p>	<ul style="list-style-type: none"> • plan your route ahead of time • find somewhere close by to lock your bike; never leave it unlocked • report scary dogs to the animal control department • learn to use all of your gears! 	<ul style="list-style-type: none"> • ask your community to publish a local bike map • ask your public works department to install bike parking racks at key destinations; work with them to identify locations • petition your transit agency to install bike racks on all their buses • plan your local route network to minimize the impact of steep hills • establish or join a bicycle user group (BUG) at your workplace
6. What did you do to make your ride safer?		
<p>Wore a bicycle helmet</p> <p>Obedied traffic signals and signs</p> <p>Rode in a straight line (didn't weave)</p> <p>Signaled my turns</p> <p>Rode with (not against) traffic</p> <p>Used lights, if riding at night</p> <p>Wore reflective materials and bright clothing</p> <p>Was courteous to other travelers (motorists, skaters, pedestrians, etc.)</p>	<ul style="list-style-type: none"> • go to your local bike shop and buy a helmet; get lights and reflectors if you are expecting to ride at night • always follow the rules of the road and set a good example • take a class to improve your riding skills and knowledge 	<ul style="list-style-type: none"> • ask the police to enforce bicycle laws • encourage your school or youth agencies to teach bicycle safety (on-bike) • start or join a local bicycle club • become a bicycle safety instructor

Need some guidance? These resources might help...

Great Resources

BICYCLING INFORMATION

Pedestrian and Bicycle Information Center (PBIC)

UNC Highway Safety Research Center
Chapel Hill, NC
<http://www.pedbikeinfo.org>
<http://www.bikinginfo.org>

National Center for Safe Routes to School (NCSRTS)

UNC Highway Safety Research Center
Chapel Hill, NC
<http://www.saferoutesinfo.org>

STREET DESIGN AND BICYCLE FACILITIES

American Association of State Highway and Transportation Officials (AASHTO)

Washington, D.C.
<http://www.aashto.org>

Institute of Transportation Engineers (ITE)

Washington, D.C.
<http://www.ite.org>

Association of Pedestrian and Bicycle Professionals (APBP)

Cedarburg, WI
<http://www.apbp.org>

Federal Highway Administration (FHWA)

Bicycle and Pedestrian Program
Office of Natural and Human Environment
Washington, DC
<http://www.fhwa.dot.gov/environment/bikeped/index.htm>

PATHS AND TRAILS

Rails to Trails Conservancy

Washington, DC
<http://www.railtrails.org>

National Park Service (NPS)

Washington, DC
<http://www.nps.gov/index.htm>



Pedestrian and Bicycle
Information Center



U.S. Department of Transportation
**Federal Highway
Administration**



U.S. Department of Transportation
**National Highway Traffic Safety
Administration**

Young People's Matters: Growing Safe Communities
Participant Handbook ~ June 2014

EDUCATION AND SAFETY

National Highway Traffic Safety Administration (NHTSA)

Bicycle Safety Program, Office of Safety Programs
Washington, DC
<http://www.nhtsa.gov/portal/site/nhtsa/menuitem.810acae50c651189ca8e410dbao46ao/>

Federal Highway Administration (FHWA)

Pedestrian and Bicycle Safety Team, Office of Safety
Washington, DC
http://safety.fhwa.dot.gov/ped_bike/

SafeKids World-wide

Washington, D.C.
<http://www.safekids.org>

HEALTH

Centers for Disease Control and Prevention (CDC)

Division of Nutrition and Physical Activity
Atlanta, GA
<http://www.dcd.gov/nccdphp/dnpa>

Centers for Disease Control and Prevention (CDC)

Childhood Injury Prevention
Atlanta, GA
<http://www.dcd.gov/ncipc>

ADVOCACY GROUPS

Alliance for Biking and Walking

<http://www.peoplepoweredmovement.org>

League of American Bicyclists (LAB)

<http://www.bikeleague.org>

National Center for Bicycling and Walking (NCBW)

<http://www.bikewalk.org>

FUNDING SOURCES

Transportation Enhancement Activities:

<http://www.fhwa.dot.gov/environment/te/>

Safe Routes to School Program:

<http://safety.fhwa.dot.gov/saferoutes/>

Recreational Trails Program:

<http://www.fhwa.dot.gov/environment/recretrails/>

National Scenic Byways Program:

<http://www.bywaysonline.org/>

Federal Lands Highway Program:

<http://flh.fhwa.dot.gov/>

Welcome to Unhealthy, Texas USA

Next steps to accomplish it:	Role of person heading up this step:	Start and end dates of step:	Measurement of success:
<i>Example: Meet with</i> _____			
<i>Example: Find city layouts</i>			
<i>Example: Find funding</i>			

What do local community decision makers do?

City Councils and Commissioners

Carry out policy improvements that promote healthy living

Uphold zoning regulations

Determine the allocation of funding

Mayor's Offices

Organize and lead forces to promote fitness and health

Attend community events focused on health

Designate city resources and priorities toward health initiatives

School Boards

Improve policies regarding physical activity and healthy eating for school-age children (K-12)

Regulate the use of playground areas after school hours

Parks and Recreation Departments

Implement and maintain built environment

Promote access to facilities that promote physical activity and healthy eating

Provide physical activity opportunities for all ages and abilities

Law Enforcement

Promote and support security

Ensure that safety, or a lack of, is not a barrier to individuals and families being physically active

City and Urban Planning Departments

Shape the development of new built environments

Build sidewalks with all new roads

Create parks in areas without them

Create ordinances for healthy growth and development

WHO ARE THE DECISION MAKERS IN MY AREA?

Local Level (County and City)

- Elected Officials: City and County Commissioners, Mayors, County Judges, City Planners

- Parks and Recreation Departments (Parks Board)

- City and County Health Departments

- Transportation Officials

- Department of Public Works

Organizations

- Local businesses (especially those with wellness programs)

- School Board Members

- Local law enforcement

Resources to find other decision makers:

<http://www.fyi.legis.state.tx.us/Zip.aspx>

<http://www.dshs.state.tx.us/regions/default.shtm>

What do you need to say?

1. HOOK: ABOUT YOU

- Smile and open with a statement or question that grabs attention: a *hook* that prompts your listener to ask questions.
 - Tell who you are: describe yourself and your company.
 - Tell why you matter.
-
-
-

2. LINE: WHAT IS THE ISSUE?

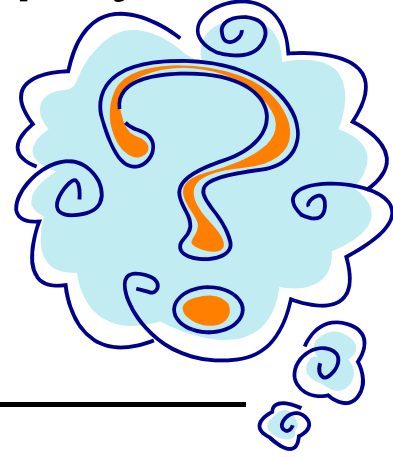
- Why does the issue matter?
 - Explain why this issue is important to your community.
 - Provide local data/comparisons to others.
 - Tell your story.
-
-
-

3. SINKER: ASK FOR COMMITMENT

- What do you want from the person?
 - Ask them to support your issue, introduce a bill, etc.
 - You should always find out how you will be able to follow up. You will likely want an appointment with the decision maker or staff after the speech.
-
-
-

Thinking about policy improvements, systems and environmental change to promote physical activity:

- What will you do...
 - In the next 7 days?



- In the next 30 days?

- In the next 60 days?

Your Health Matters: Growing Active, Healthy Communities
Tu Salud ¡Sí Cuenta!: Cultivando la actividad y la salud en la comunidad
Resources/Recursos

***Disponible en español*

The Issue/El Problema

Energy Balance

www.cdc.gov

10 Facts on Physical Activity

www.who.int

The Obesity Epidemic: Costs of Obesity

www.window.state.tx.us/specialrpt/obesitycost/epidemic.php

Obesity Trends Among U.S. Adults Maps

www.cdc.gov/obesity/data/adult.html

Shape of the Nation: Status of Physical Education in the USA 2012 Report

www.aahperd.org/naspe/publications/upload/2012-Shape-of-Nation-full-report-web.pdf

Healthy Fundraising Options

http://cspinet.org/new/pdf/sweet_deals_one-pager.pdf

Growing Community Designed for Movement: Increasing Physical Activity Video

<http://planhealthytexas.org/English/Success-Stories/Videos.aspx>

Communities Can Change/Las comunidades pueden cambiar

Healthy People in Healthy Communities: A Community Planning Guide Using Health People 2010

www.healthypeople.gov/2010/publications/healthycommunities2001/healthycom01hk.pdf

***Plan Healthy Texas: Welcome to Healthy Texas/Bienvenido a Sano, Texas*

<http://planhealthytexas.org>

Center for Training and Research Translation: Evidence-based strategies and evaluation

www.centertrt.org/

Active Texas 2020: Taking Action to Improve Health by Promoting Physical Activity

<http://bvopn.org/wp-content/uploads/2010/08/Active-Texas-2020-Exe-Summ.pdf>

National Physical Activity Plan, Toolkit, and Template
www.physicalactivityplan.org/
<http://paprn.wustl.edu/tools-and-resources/Pages/Tools.aspx>

Instant Recess:
www.instantrecess.com
<http://youtu.be/m01GJIOQg6E>
<http://recess.keenfootwear.com/recess-at-work/>

Consider What Works/Consideren que funciona

The Community Guide
www.thecommunityguide.org/pa/index.html

SPARK: School Park Program
www.sparkpark.org

Communities Putting Prevention to Work
www.cdc.gov/communitiesputtingpreventiontowork/

Safe Routes to School
www.saferoutesinfo.org/
http://guide.saferoutesinfo.org/introduction/the_decline_of_walking_and_bicycling.cfm

Better Block Project
<http://betterblock.org>

Sustainable Food Center
www.sustainablefoodcenter.org

How to Start a Community Garden Toolkit
<http://communitygarden.org>

Tienditas Por Vida
www.sanantonio.gov/health/HKHC-HealthySelections.html

Partners/Socios

ACT for Youth: Engaging Partners
www.actforyouth.net/youth_development/communities/partners/business.cfm

Community Assessments/Evaluaciones comunitarias

Community Health Assessment aND Group Evaluation (CHANGE) Action Guide
www.cdc.gov/healthycommunitiesprogram/tools/change/downloads.htm

International Physical Activity Questionnaire: Sample physical activity surveys
<http://sites.google.com/site/theipaq>

Google Forms: Online survey tool
www.google.com/drive/apps.html

Survey Monkey: Online survey tool
www.surveymonkey.com

Community Assessment Tools: detailed guidelines for conducting effective community assessments
www.rotary.org/en/document/578%E2%80%8E

***University of Kansas Community Toolbox/La Universidad de Kansas caja de herramientas comunitarias*
<http://ctb.ku.edu/en/default.aspx> / <http://ctb.ku.edu/es/default.aspx>

Active Living Research
www.activelivingresearch.org

***Texas Department of State Health Services/El Departamento Estatal de Servicios de Salud de Texas*
www.dshs.state.tx.us / www.dshs.state.tx.us/Spanish.aspx

Google Maps
www.google.com/maps

Take Action/Actúen

Leadership for Health Communities PowerPoint
www.leadershipforhealthycommunities.org/index.php?option=com_content&task=view&id=173

Evaluation Presentation by the Kansas Department of Health and Environment
www.datacounts.net/mch2015/documents/Resources/Logic%20Model/OutcomeMeasures%20-%20Eval%20Presentation.pdf

Conclusion/Conclusión

Community Readiness Survey
http://www.triethniccenter.colostate.edu/docs/CR_Handbook_DS.pdf

Additional Nutrition Resources

Website	URL	Description
Texas Food Policy Roundtable	http://txfoodpolicy.org	The Texas Food Policy Roundtable (TFPR) is a broadly based group of Texas leaders who have joined forces to develop, coordinate, and improve the implementation of food policy to address hunger and promote equitable, sustainable, and healthy food in Texas.
Texas Department of Agriculture Nutrition Assistance Programs	www.squaremeals.org	The Texas Department of Agriculture's Food and Nutrition Division administers 12 federal child and special nutrition programs for the State of Texas.
Texas Department of Agriculture Certified Farmers Markets	www.gotexan.org/LocateGOTEXAN/CertifiedFarmersMarkets.aspx	Lists certified farmers markets by city.
**MyPlate/MiPlato	www.myplate.gov www.choosemyplate.gov/en-espanol.html	Provides national dietary guidelines for children and adults. <i>Proporciona información nutricional basada en la guía nacional de nutrición.</i>
Dietary Guidelines for Americans	www.dietaryguidelines.gov	Recommendations for Americans age 2 and up – some nutrition standards implemented in food service settings, nutrition environment assessments, etc. These are based on the Dietary Guidelines for Americans; jointly issued and updated every 5 years by the US Department of Agriculture and US Department of Health and Human Services.

Institute of Medicine's <i>Accelerating Progress in Obesity Prevention</i> Report	www.iom.edu/Reports/2012/Accelerating-Progress-in-Obesity-Prevention.aspx	Goal 2: Create food and beverage environments that ensure that healthy food and beverage options are the routine, easy choice.
Michael & Susan Dell Center for Healthy Living	https://sph.uth.edu/research/centers/dell	Research and programming center focused on child and adolescent health in Texas. Includes School Physical Activity and Nutrition surveys.
Yale Rudd Center for Food Policy & Obesity	www.yaleruddcenter.org	Nonprofit research and public policy organization for food policy and obesity. Website features a legislation database, publications, a media gallery, and policy briefs and reports.
United States Department of Agriculture Economic Research Services Food Access Research Atlas	www.ers.usda.gov/data-products/food-access-research-atlas.aspx	Presents a spatial overview of food access indicators for low-income and other census tracts using different measures of supermarket accessibility.
Smarter Lunchrooms	www.smarterlunchrooms.org	Research-based lunchroom designs that guide smart choices.
Sustainable Food Center	www.sustainablefoodcenter.org	Farm Direct and Grow Local are programs that could be replicated through the Sustainable Food Center's replication program.
Reshaping Texas	www.reshapingtexas.org	Success stories, initiatives, and funding sections.
Food Politics: Marion Nestle books	www.foodpolitics.com/books	Author Marion Nestle discusses food politics in the United States in several books.

Additional Physical Activity Resources

Website	URL	Description
Michael & Susan Dell Center for Healthy Living	https://sph.uth.edu/research/centers/dell	Research and programming center focused on child and adolescent health in Texas. Includes School Physical Activity and Nutrition surveys.
Healthy Community Design Checklist Toolkit	http://www.cdc.gov/healthyplaces/toolkit/	This toolkit can help planners, public health professionals, and the general public to include health in the community planning process.
Playing Smart: A National Joint Use Toolkit	http://changelabsolutions.org/publications/playing-smart	This toolkit is a nuts-and-bolts guide designed to help school staff and other community leaders craft and implement joint use agreements.



COMMUNITY ASSESSMENT TOOLS

*A Companion Piece to Communities in Action:
A Guide to Effective Projects (605A)*



ROTARY INTERNATIONAL®

Assessing your community's strengths and weaknesses is an important first step in planning an effective service project. By taking the time to learn about your community's issues, your club can discover new opportunities for service projects and prevent the duplication of existing community assets.

Communities in Action (605A) provides detailed guidelines for conducting effective community assessments. The following tools can be used in conjunction with an assessment to ensure that your project will meet community needs and make the best use of available resources. Clubs can adapt these inexpensive assessment options to fit their communities.

Community Assessment Tools

- | | |
|------------------------------|----------------------|
| 1. Survey | 5. Seasonal Calendar |
| 2. Asset Inventory | 6. Community Cafe |
| 3. Community Mapping | 7. Focus Group |
| 4. Daily Activities Schedule | 8. Panel Discussion |

A sample session plan follows each description.

1. Survey

A survey is one of the best known and most popular methods of assessing a community's strengths and weaknesses. Surveys can be simple, targeting only a small group of community stakeholders, or complex, sampling large segments of a population. An effective community survey can reveal a wealth of useful and easily quantifiable information and is a good option for many projects.

Careful planning is one of the most important aspects of a successful survey. The design of most surveys begins with a statement of purpose, or why the survey is being conducted. This statement will help you determine what types of questions to ask, how the survey should be administered, and who should be asked to take it. In general, it's best to keep a survey short, with easy-to-understand questions.

Also consider how the survey will be delivered. A survey's design will change depending on the method of delivery (phone, mail, email, website, in-person interview). Keep in mind how the people you want to reach tend to communicate. If few people in your community have Internet access, you might use a paper survey and consider conducting it at a common gathering point like a restaurant or a market. You may need to combine several delivery methods to get a clear picture of the community.

Test your survey on a small group of people before distributing it to your target audience. This will help you identify poorly worded questions or flaws in the survey's design that might result in inaccurate information.

Interviewing Tips

- Give survey participants enough time to answer questions thoroughly.
- Listen carefully to participants' responses, and respect their opinions.
- Avoid overly personal questions that may make respondents uncomfortable and less willing to participate.
- Assure respondents that their answers are confidential, and maintain that confidentiality.

Survey session plan

This session plan for conducting an assessment survey at a community meeting can be adapted to fit your club's specific needs.

Objective

Identify the opinions of neighborhood residents about the development of a vacant lot in their neighborhood.

Time

30-45 minutes, depending on survey length

Preparation

Ask a small sample group to take the survey and test it for mistakes, unnecessary or flawed questions, and possible points of confusion. Choose a convenient meeting location for neighborhood residents, and arrange to use it for a community meeting. Invite community members to participate in the meeting.

Materials

For participants

- Survey questionnaire
- Pens or pencils
- Tables, clipboards, or other writing surface

For facilitators/organizers

- Bins to collect survey responses

Procedures

1. Before the session begins, place collection bins by the exits or in a convenient place for participants to return their surveys.
2. Introduce yourself and explain the purpose of the assessment. (2-3 minutes)
3. Distribute the survey and writing instruments to participants. Briefly review the survey instructions and answer participants' questions. (5-10 minutes)
4. Allow participants enough time to complete the survey. (15-30 minutes)
5. Thank participants. (5 minutes)

Sample survey

Next month, the City Council will decide what to do with the vacant lot on the corner of South Street and West Street. As a member of the neighborhood affected by this decision, please take a moment to complete the following survey to let the City Council know how you think the land should be used.

1. How would you feel about these possible uses for the lot? (Circle the number that corresponds to your feelings about each use.)

	Very unhappy	Unhappy	Neither happy nor unhappy	Happy	Very happy
No change	1	2	3	4	5
Dog park	1	2	3	4	5
Children's playground	1	2	3	4	5
Community garden	1	2	3	4	5
Sports park	1	2	3	4	5
Library	1	2	3	4	5
Given to the school	1	2	3	4	5
Community center	1	2	3	4	5
Commercial use	1	2	3	4	5
Residential use	1	2	3	4	5

2. How strongly do you agree with the following statements? (Circle the number that best matches your level of agreement.)

	Strongly disagree	Disagree	Agree	Strongly agree
Neighborhood residents should . . .				
Contribute financially to help develop the vacant lot	1	2	3	4
Volunteer their time to help develop the vacant lot	1	2	3	4
Not have to contribute anything to develop the vacant lot	1	2	3	4
Contribute construction materials to help develop the vacant lot	1	2	3	4

3. What concerns do you have about the development of the vacant lot?

4. How should the City Council keep residents informed of progress on the development of the vacant lot? (check all that apply)

- ☐ Hold regular community meetings
- ☐ Include progress reports in the daily newspaper
- ☐ Send quarterly progress reports to each resident
- ☐ Post progress reports in public buildings
- ☐ Post progress reports on the city's website

5. Additional comments:

6. How long have you been a resident of the neighborhood? _____ years _____ months

7. Age: _____

8. Gender: _____ Female _____ Male

Thank you for completing our survey. Please place this form in one of the collection bins before you leave.

2 Community Assessment Tools

2. Asset Inventory

An asset inventory is a technique for collecting information about a community through observation. It's similar to a shopkeeper taking stock of merchandise, but instead of cataloging products in a store, community members catalogue assets in their community. It works best when conducted at a community meeting or gathering.

To conduct the inventory, small teams of participants walk around their community identifying people, places, and things they think are valuable. Team members then discuss their choices, create a list for the team, and share it with the larger group.

Asset inventory session plan

This session plan for conducting a sample inventory can be adapted to fit your club's specific needs.

Objectives

- Identify community assets that members of the community think are important to community development.
- Reveal why people believe these assets are important.

Time

1-1½ hours

Preparation

Choose an appropriate meeting location in the target community. You can make the inventory part of a regular community meeting or call a special meeting for it. If you plan to hold a special meeting, find a location and time that will be convenient for most people in the community. The ideal group size is 20 to 30 participants, but this activity can be adapted for smaller or larger groups.

Visit the meeting location to see how large it is, and tour the community. Because you'll be asking participants to walk around the community for about 30 minutes, decide the boundaries in advance. You may also want to prepare a handout or poster describing the asset inventory procedures.

Materials

For participants

- Pens or pencils
- Paper or notebooks
- Handout with asset inventory directions (optional)

For facilitators

- Map of the community, if available
- Chalkboard or dry-erase board, if available

Procedures

1. Introduce yourself and explain the purpose of your assessment. (5 minutes)
2. Randomly divide participants into groups of four to six. (5 minutes)
3. Ask each group to take a few minutes for introductions and to choose a team leader who will keep track of time, make sure the group stays on task, and report back to the larger group at the end of the meeting. (5 minutes)
4. Give participants a brief overview of the activity. Explain that they will be walking around the community to identify items they think are important to the community. If necessary, provide examples of community assets. Be sure to explain that each group member should identify at least one item. (5 minutes)
5. Distribute the activity materials to participants. (2 minutes)
6. Have group leaders take their teams out into the community to identify assets. (20-30 minutes)
7. After groups return, ask them to discuss their findings among themselves. Visit each group during the discussion period to monitor its progress and answer questions. (10 minutes)
8. Ask each group to develop a list of 5 to 10 assets they think are most important to the development of the community. (15 minutes)
9. Invite group leaders to briefly share their lists and explain choices. Record the lists on a chalkboard or dry-erase board. (10 minutes)
10. Discuss the assets that groups had in common. Why were these items considered important? Did any groups identify different items? If yes, why were these items chosen? (30 minutes)
11. Collect all the lists and keep them for reference when evaluating your asset inventory.

Variations

- Divide participants into groups by gender, age, or profession to reveal differences in the way different groups view the community. Or hold separate asset inventory sessions where you invite only men, only women, or only young people.
- If you're short on time, you might skip the walk around the community.

3. Community Mapping

Community mapping is used to reveal people's different perspectives about a community. It requires few resources and little time and can be adapted for participants of virtually any age or educational background.

In this facilitated activity, individuals or groups of participants draw a map of their community, marking certain points of importance and noting how often they visit these places. A facilitator leads a discussion about the maps, while another facilitator records the discussion. Community mapping can be conducted at both informal community gatherings and at meetings to which community stakeholders are invited.

Community mapping session plan

This session plan for conducting a community mapping activity can be adapted to fit your club's specific needs.

Objectives

- Identify participant use and access to community resources.
- Compare perceptions of the importance of various community resources.
- Identify participant needs.

Time

1-1½ hours

Preparation

Select a meeting location and time that are convenient for people in the community. Because community mapping is most effective with small groups of people — perhaps no more than 20 participants — you may need to conduct multiple sessions for different groups in the community.

Make sure you have the materials you need and have invited enough people to participate.

Materials

- Large sheets of flip-chart paper or poster-size newsprint
- Markers in a variety of colors
- Tape
- Sticky notes or small squares of paper

Procedures

1. Introduce yourself and explain the purpose of the session. (5 minutes)
2. Divide participants into groups of four to six, either randomly or by age, gender, or profession. (2 minutes)

3. Have group members introduce themselves to one another. (3 minutes)
4. Distribute markers and flip-chart paper to each group, telling participants they'll be drawing a map of their community. (3 minutes)
5. Ask participants to identify a central place in the community to help orient everyone's maps. (5 minutes)
6. Ask each group member to mark his or her place of residence on the map. (5 minutes)
7. Ask participants to continue adding places of importance to them, such as markets, religious centers, schools, community centers, parks, businesses, fields, water sources, government offices, health clinics, police stations, and recreational areas. Visit each group briefly to monitor progress and answer questions. (15 minutes)
8. Ask each group to choose two or three of the following categories and add those places to their map: (5 minutes)
 - a. Places where they spend the most time, using different colors to indicate daily, weekly, monthly, or yearly visits
 - b. Places where they enjoy and don't enjoy spending time, indicated by different colors of markers
 - c. Places, organizations, and institutions that are most important to each group, indicated by a series of marks (checks, stars, Xs)
 - d. Places they would like to add to the community, indicated by sticky notes or small squares of paper
9. Ask each group to briefly discuss its map, including the additional places identified. (10 minutes)
10. Bring the groups together and ask a representative from each to share the group's map. (5 minutes)
11. In the large group, discuss all the maps. What are the differences between them? Why are there differences? Are there any similarities between the maps? If so, why? Have another facilitator record people's comments. (15 minutes)
12. Collect the maps at the end of the activity.

Variations

- Have groups tour the community before drawing their maps.
- At the end of the activity, place a blank piece of paper next to each map to enable participants to offer comments on one another's maps.

4 Community Assessment Tools

4. Daily Activities Schedule

Finding out about the work habits of community members is an excellent way to learn about a community's division of labor and perceptions of work, based on gender and age. It can also help identify areas where new vocational techniques or tools might be used to improve a community's work efficiency.

In this facilitated activity, participants are separated into groups of men and women and asked to develop an average daily schedule, based on their daily activities. A facilitator leads participants in a discussion of the different activities of community members, while another facilitator records the main points of the discussion.

This type of assessment reveals a great deal about perceptions of gender that might limit the effectiveness of a service project by affecting the participation of some community stakeholders. It can also provide important information about when different groups of people are available to participate in certain types of activities.

Daily activities schedule session plan

This session plan for conducting a daily activities schedule assessment can be adapted to fit your club's specific needs.

Objective

Identify the daily routines of different people in your community.

Time

1-1½ hours

Preparation

Select a convenient meeting location and time. Invite people from the community to participate — 20 to 30 people is an ideal number, with an equal number of men and women.

Materials

- Large sheets of flip-chart paper or poster-size newsprint
- Blank sheets of paper for each participant
- Pens or pencils
- Markers in a variety of colors
- Tape

Procedures

1. Introduce yourself and explain the purpose of the assessment. (5 minutes)
2. Ask everyone to take a moment to think about all the activities he or she does each day, such as household chores, work, and recreation. (5 minutes)
3. Ask participants to write down their schedule on a typical day. (10 minutes)
4. Divide participants into groups of four to six, based on gender. (5 minutes)
5. Ask the members of each group to briefly discuss what their schedules have in common. (10 minutes)
6. Ask each group to develop a generic daily schedule. (10 minutes)
7. Bring everyone together and ask a spokesperson from each group to briefly describe his or her group's daily schedule. (5 minutes)
8. Discuss the differences and similarities between the groups' schedules. (20 minutes)

Ask:

- a. What are the differences?
 - b. What are the similarities?
 - c. Why are there differences?
 - d. What could be done to reduce people's workloads?
 - e. What would be the best time of day for a meeting or training?
9. Collect everyone's daily schedules for reference, keeping them separated by group.

Variation

Create daily schedules for different members of the community. For example, you might have a group of students and a group of business professionals compare their schedules.

5. Seasonal Calendar

This activity reveals changes in seasonal labor supply and demand, household income patterns, food availability, and demands on public resources, such as schools, mass transit systems, and recreational facilities.

In this facilitated activity, a group of community members is divided into smaller groups based on age, gender, or profession. A facilitator asks each group to identify different tasks members must do at different times of the year (related to paid and unpaid work, social events, educational activities, family health, and environmental changes) and plot them on a timeline, which they then share with the other groups. The facilitator leads a discussion in which participants examine the differences.

These results can be used to determine the best times of the year to begin certain projects and to consider how projects will affect different groups of people.

Seasonal calendar session plan

This session plan for conducting a seasonal calendar activity can be adapted to fit your club's specific needs.

Objective

Identify a community's yearly patterns of labor, household income and expenditures, health and welfare, and recreation.

Time

2 hours

Preparation

Select a meeting place and time that are convenient for members of your community. Invite 20 to 30 people to participate.

Create a sample seasonal calendar, and prepare handouts for each participant.

Materials

- Large sheets of flip-chart paper or poster-size newsprint
- Blank sheets of paper for each participant
- Handouts of sample seasonal calendars
- Pens or pencils
- Markers in a variety of colors
- Tape

Procedures

1. Introduce yourself and explain the purpose of your assessment. (5 minutes)
2. Divide participants into groups of four to six, and distribute several sheets of flip-chart paper and markers to each group.
3. Ask groups to draw a timeline starting from the month they consider the beginning of the year, with each month labeled along the top of the timeline. (10 minutes)
4. Ask groups to use different-colored markers to indicate when different seasons begin. For example, the rainy season might be marked in green, the dry season in yellow, and the storm season in black. (15 minutes)
5. Ask each group to mark activities that take place throughout the year. For example, they might indicate when local schools are in session, major holidays occur, crops are being planted or harvested, the most food is available, people tend to fall ill. Encourage them to include as many major activities they can think of. (15 minutes)
6. Ask groups to use different symbols to indicate who performs each activity and the level of activity involved. For example, a dotted line might indicate an activity that requires little work, a thin line a moderate level of work, and a thick line an intense level of work. (15 minutes)
7. Ask groups to look at the patterns and discuss the following questions: (15 minutes)
 - Are some times of the year busier than others?
 - Are there times of the year when certain people are busier than others?
 - Are there times of the year when people are vulnerable to environmental changes (e.g., extreme temperatures, drought, flooding, patterns of infectious disease)?
 - What are the most important times of the year in the community (e.g., public holidays, festivals, labor cycles)?
8. Have a representative from each group present its calendar to the whole group, and facilitate a discussion of the similarities and differences. (15 minutes)

Variation

Divide participants by age or gender to reveal age- and gender-based differences in people's seasonal routines.

6. Community Cafe

A community cafe creates the atmosphere of a restaurant or cafe in which small groups of people from the community discuss issues raised by facilitators. It can be both an entertaining event for Rotarians and a unique way to learn about a community by engaging stakeholders in a direct dialogue.

Each table has a “host,” or facilitator, who guides discussions on a particular topic. Participants move from table to table after a certain amount of time. As each issue is discussed, major ideas are recorded by the hosts, who report the most common ideas from their discussions to the cafe “maitre d’,” or head facilitator. Clubs can use these ideas to determine what projects to undertake in their communities.

Community cafe session plan

This session plan for conducting a community cafe can be adapted to fit your club's specific needs.

Objectives

- Engage community stakeholders in meaningful discussions about their community.
- Identify the major issues a community faces.
- Establish relationships between your club and the community.

Time

1½-2 hours

Preparation

Although a community cafe can be run by a single facilitator, it is recommended that clubs choose one lead facilitator and a team of assistants to host each discussion table. Choose table hosts who are able to listen carefully and to guide, rather than dominate, discussions. Participants will move from one discussion table to another, so choose a location that's both convenient for participants and large enough to enable people to move around easily.

Meet with your team of table hosts to clarify the purpose of the community cafe. Consider these questions:

- What issues do we want to discuss?
- Who should be invited? You'll need at least 20 participants to yield productive discussions.
- What questions should we ask to stimulate creative thinking and meaningful discussion?

Decide each table's discussion topic(s) and the table host's role in the discussion.

Serving food is an important part of this activity. Usually, light snacks accompanied by coffee, tea, and soft drinks are best because they will not impede conversation and are easy to

transport from one table to another. Create an environment in which participants will feel comfortable and free to discuss issues as though they were at a dinner with friends.

Send invitations, clearly describing the purpose of the event.

Materials

- Invitations
- Food, beverages, and utensils (if needed)
- Enough tables and chairs to allow for a different discussion topic at each table
- Pens or pencils for each table host
- Notepads for each table host

Procedures

1. Before participants arrive, make sure your food, tables, and hosts are in place. (15-30 minutes)
2. Greet participants as they arrive, encourage them to get food and drink, and seat them at discussion tables. (15-30 minutes)
3. Once everyone has arrived, introduce yourself and explain the purpose of your assessment and the procedures for the discussions. (5-10 minutes)
4. Have the table hosts start their discussions, taking notes and facilitating the discussion.
5. Every 20 minutes, have participants switch tables to discuss a different issue or topic. Before the discussion begins, have each table host summarize the main points from the previous group's discussion. Continue the process until everyone has discussed each topic.
6. Ask each host to share with the entire group a summary of the major ideas discussed at his or her table. (15-20 minutes)
7. Thank participants for attending. (5 minutes)
8. Meet briefly with all the hosts to discuss what they learned and observed. Collect the notes from each table and summarize the major themes. (10-20 minutes)
9. Send your summary report to participants after the event.

Variations

- Keep tables together and have each table host discuss a different topic every 20 minutes.
- Have one participant at each table serve as table host.

7. Focus Group

A focus group is a carefully planned discussion used to determine a community's preferences and opinions on a particular issue or idea. Conducting a focus group requires careful planning and someone skilled at facilitating discussions. Most focus groups consist of 5 to 10 diverse stakeholders. Participants are asked a series of carefully worded questions that focus on different issues in the community.

An effective focus group will seem more like a job interview than a lively debate or group discussion. Though some clubs include a focus group at a club meeting, it can be more effective to conduct a focus group in a private setting, with one or two facilitators and someone to record participant responses.

Focus group session plan

This session plan for conducting a focus group can be adapted to fit your club's specific needs.

Objectives

- Identify stakeholders' opinions about specific community issues.
- Identify how stakeholders believe these community issues should be addressed.

Time

1-2 hours

Preparation

Select a location that is both convenient and private for a small-group discussion.

Develop a list of concepts you wish to discuss. These could include issues that your club thinks might exist in the community, ideas for service projects, or people's perceptions of community resources. Take time to develop questions that will help guide your discussion and encourage participants to share their ideas.

Arrange for another Rotarian facilitator to record the focus group session or take notes of participants' responses. At least one week before the event, invite 10 to 20 people to participate. Make sure they are representative of the community and can communicate effectively.

Materials

- Name tags
- Pens or pencils for participants
- Notebooks for participants
- Chairs (arranged in a circle)
- Recording equipment, if available
- Refreshments
- Gift or honorarium for participants

Procedures

1. Welcome participants as they arrive, but avoid talking about the topic of the focus group. (5-10 minutes)
2. Introduce yourself and explain the purpose of the focus group. (5 minutes)
3. Begin with a warm-up question before moving on to the main issue. Ask each participant to answer, and briefly summarize his or her response. (10 minutes)
4. Introduce the main topic of discussion, and guide the discussion using your prepared questions. (15-30 minutes)
5. Allow each person time to answer. Listen carefully to the ideas expressed, asking for clarification if needed but avoiding confrontations or debates.
6. Summarize the main points discussed, and thank people for their participation. (10 minutes)

Variation

Try doing separate focus groups on the same issue with members of your club and non-Rotarians from the community. Are the responses the same or different?

8 Community Assessment Tools

8. Panel Discussion

A panel discussion is a guided exchange involving several experts on a specific subject. Panel discussions are carefully structured and typically involve a facilitator who asks panelists specific questions about the community or a particular issue. Often, city governments, nonprofit or nongovernmental organizations, hospitals, and universities pay experts to collect and interpret detailed information about communities and the issues they face. Drawing on this expertise is an excellent way to learn about a community without having to invest a lot of time or money in a new community assessment.

Before conducting a panel discussion, identify community members who are qualified to talk about particular issues and resources. Panels generally have four to six experts on a particular issue (for example, a discussion on community health might include a doctor from a local hospital, a health official from a government health office, a professor from a local university who researches community health issues, and a community health care specialist from a local nonprofit or nongovernmental organization). To get a broader view of the community, consider facilitating a series of panel discussions on different issues.

Panel discussions are a powerful tool to raise the awareness of club members and to quickly learn about service opportunities from experts.

Panel discussion session plan

This session plan for conducting a panel discussion can be adapted to fit your club's specific needs.

Objective

Hear what experts have to say about specific community issues.

Time

1 hour

Preparation

Select the issue your club would like to learn more about, and identify four to six experts from the community with specific knowledge or experience related to that issue. Strive for a balanced panel with people from a variety of backgrounds. (Keep in mind that expertise isn't necessarily determined by someone's title, education level, or profession.)

Invite the potential panelists to participate, explaining the purpose of your panel discussion. Ask if they have any handouts that can be distributed to your club members, and offer to make copies for all attendees.

Carefully consider the discussion questions you'll pose to the panel. Make arrangements to record the discussion or have someone take detailed notes.

Materials

- A table and chairs arranged to face the audience
- Microphones and amplification equipment, if necessary
- Name tags for each panelist
- Overhead projector or other projection equipment (optional)
- Seating for audience members

Procedures

1. Introduce the panelists and the discussion topic. (5 minutes)
2. Ask the prepared questions, giving each panelist an opportunity to speak. (30 minutes)
3. Open the floor to questions from the audience. (15-20 minutes)
4. Summarize the discussion, and thank panelists for their time. (5 minutes)

Variation

Hold expert panel discussions for each of Rotary's six areas of focus.



ROTARY INTERNATIONAL®

One Rotary Center
1560 Sherman Avenue
Evanston, IL 60201-3698 USA
www.rotary.org

Assessment Resources

External Resources

Resource Name	Source/Creator	Description	Link
Section 1. Tools for Data Collection and Assessment			
Physical Activity			
SOPARC	Thomas L. McKenzie, Ph.D.	This is a systematic observation tool used to assess physical activity in <i>parks</i> .	http://activelivingresearch.org/node/10654
SOPLAY	Thomas L. McKenzie, Ph.D.	This is a systematic observation tool used to assess <i>free play at school</i> .	http://activelivingresearch.org/node/10642
SOFIT	Thomas L. McKenzie, Ph.D.	This is a systematic observation tool used to assess structured <i>physical education classes</i> .	http://activelivingresearch.org/sofit-system-observing-fitness-instruction-time
Healthy Eating			
Measures of the Food Environment	National Cancer Institute	This site provides links to instruments as well as information on methodologies. The instruments include checklists, interviews/questionnaires, inventories and market baskets.	http://appliedresearch.cancer.gov/mfe/defining-measures-instruments-and-methodologies
Nutrition Environment Measures Survey (NEMS) tools	University of Pennsylvania	The NEMS Tools are observational measures to assess nutrition environments, including stores, corner stores, and restaurants. The measures focus on availability of healthful choices, prices and quality.	http://www.med.upenn.edu/nems/measures.shtml
Nutrition Environment Measures Survey-Vending (NEMS-V)	Iowa Dept of Public Health and Iowa State Univ.	The NEMS-V tools were developed to evaluate the worksite vending machine environment. They build on the nationally recognized NEMS tools.	http://www.nems-v.com/Index.html
Breastfeeding			
Texas Mother-Friendly Worksite Program	Texas Department of State Health Services	This page provides tools you may use when collecting data to assess worksites prior to implementing a worksite breastfeeding intervention.	http://www.texasmotherfriendly.org/program/assess-your-site
<i>Breastfeeding Promotion in Physicians' Office Practices (BPPOP III)</i> Evaluation tools	American Academy of Pediatrics	Evaluation tools for this pilot study are available on the website. Focused on professional training about breastfeeding for care providers, the Breastfeeding Promotion in Physicians' Office Practices (BPPOP III) was a 4-year, national, grant-funded program that was	http://www2.aap.org/breastfeeding/curriculum/tools.html

Resource Name	Source/Creator	Description	Link
		coordinated by the American Academy of Pediatrics in partnership with the Health Resources and Services Administration.	
Additional Resources			
First Things First: Prioritizing Health Problems	National Association of City and County Health Officials (NACCHO)	This Guide provides concrete processes and tools for prioritizing health problems. It provides five widely used options for prioritization and includes step by step instructions for implementation and useful examples.	http://chfs.ky.gov/NR/rdonlyres/B070C722-31C1-4225-95D5-27622C16CBEE/0/PrioritizationSummariesandExamples.pdf
Community Readiness Assessment	Tri-Ethnic Center	The Community Readiness Model was developed to assess if a community is ready to address an issue. The aim of the model is to ensure a good match between a community's readiness and the intervention, as alignment is essential to success. To maximize chances for success, the Community Readiness Model offers tools to measure readiness and to develop stage-appropriate strategies.	http://triethniccenter.colostate.edu/communityReadiness_home.htm
Community Health Assessment and Group Evaluation (CHANGE) Action Guide	Centers for Disease Control and Prevention	The CHANGE guide can be used to assess the policy, systems, and environmental change strategies currently in place in a community, as well as to develop an action plan for improving these strategies to support healthy lifestyles. The CHANGE guide can also support groups in prioritizing community needs and allocating resources.	http://www.cdc.gov/healthycommunitiesprogram/tools/change/downloads.htm
Organization/Coalition Assessment tools	Fieldstone Alliance	These assessment tools will help you gauge strengths and weaknesses and other elements of organization/coalition success.	http://www.fieldstonealliance.org/client/tools.cfm#assessment
Surveillance & Monitoring			
Breastfeeding Report Card	Centers for Disease Control and Prevention	The Breastfeeding Report Card is released every year and provides a comprehensive look at breastfeeding practices and support in every state.	http://www.cdc.gov/breastfeeding/data/reportcard.htm
Maternity Practices in Infant Nutrition and Care (mPINC) System	Centers for Disease Control and Prevention	Initiated in 2007, the Maternity Practices in Infant Nutrition and Care (mPINC) is a national survey of maternity care practices and policies. It is conducted by the CDC every two years and is administered to all hospitals and birth centers with registered maternity beds in the U.S. and Territories.	http://www.cdc.gov/breastfeeding/data/mpinc/survey.htm

Resource Name	Source/Creator	Description	Link
Pediatric Nutrition Surveillance System (PedNSS)	Centers for Disease Control and Prevention	This surveillance system collects information on maternal and child health, including: pregnancy history, hypertension, WIC enrollment, smoking indicators, and breastfeeding. The pediatric components of the system collect child-based data.	http://www.cdc.gov/pednss/what_is/pednss/
National Catalogue of Surveillance Systems	National Collaborative on Childhood Obesity Research (NCCOR)	The Catalogue of Surveillance Systems is a comprehensive listing of national and state surveillance systems having to do with various health behaviors and health-related topics.	http://tools.nccor.org/css/
Behavioral Risk Factor Surveillance System (BRFSS)	Centers for Disease Control and Prevention	The BRFSS became a nationwide surveillance system in the early 1990s. The survey data are typically used to estimate prevalence of risk behaviors and health conditions. Some counties' data is reported; county data are the smallest units reported.	http://www.cdc.gov/brfss/
Youth Risk Behavioral Surveillance System (YRBSS)	Centers for Disease Control and Prevention	The YRBSS monitors behaviors that contribute to unintentional injuries and violence; sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection; alcohol and other drug use; tobacco use; unhealthy dietary behaviors; and inadequate physical activity.	http://www.cdc.gov/HealthyYouth/yrbs/index.htm
CDC Wonder	Centers for Disease Control and Prevention	The CDC WONDER provides a single point of access to a variety of public health reports and data systems categorized by topic (ie, chronic disease indicators, cancer, etc.). The system allows comparisons between different geographic areas.	http://wonder.cdc.gov/WelcomeT.html
National Center for Health Statistics	Centers for Disease Control and Prevention	The National Center for Health Statistics provides compiled data on many health care topics, and from a variety of sources, such as National Health Care Surveys.	http://www.cdc.gov/nchs/
County Health Rankings	University of Wisconsin Population Health Institute	The County Health Rankings provide data on multiple health issues at the county level. Note that since the rankings are determined within a state comparisons across states are not recommended, though guidance is provided in case this is necessary.	http://www.countyhealthrankings.org/
State Fruit and Vegetable Indicator Reports	Centers for Disease Control and Prevention	The CDC's State Fruit and Vegetable Indicator Reports provide national and state-level information on fruit and vegetable consumption patterns. The reports also	http://www.cdc.gov/obesity/resources/reports.html

Resource Name	Source/Creator	Description	Link
		point out key areas in communities and schools that can be improved to increase fruit and vegetable access, availability, and affordability.	2013 report: http://www.cdc.gov/nutrition/downloads/State-Indicator-Report-Fruits-Vegetables-2013.pdf
Mapped Data			
Childhood Obesity GIS	Community Initiatives out of University of Missouri	This website allows the user to add geographic information systems (GIS) data layers to a map of a designated geographic area. Layers that can be added cover more than traditional health-related information and include data about environment, civic engagement, transportation, and more. The site allows users to: visualize local, regional and national data; overlay data layers; and generate maps, reports and “what if” scenarios.	http://ims2.missouri.edu/tool/RWJF/granteeMap.aspx
Community Commons	Advancing the Movement	This website allows users to add geographic information systems (GIS) data layers to a map of a designated geographic area. Community Commons pulls data from over 30 sources, including County Health Rankings, the Bureau of Labor Statistics, National Highway Traffic Safety Administration, and US Department of Housing and Urban Development.	http://www.communitycommons.org/
Food Access Research Atlas	United States Department of Agriculture	This map shows the food deserts in the US. The user can click on the food desert and then on a box with more data about that food desert (county, population, % of people with low access, etc.). Be sure to check the definitions of food deserts.	http://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas.aspx#.UmbUJhBEPk8
Food Environment Atlas	United States Department of Agriculture	Similar to the Food Desert Locator, this map shows multiple layers (has several layers you can combine). The user can click on the map and get more detailed data about that census tract.	http://www.ers.usda.gov/data-products/food-environment-atlas/go-to-the-atlas.aspx#.UmbUehBEPk8
Diabetes Interactive Atlases	Centers for Disease Control and Prevention	This self-directed mapping tool shows prevalence of diagnosed diabetes at the county level for all states.	http://www.cdc.gov/diabetes/atlas/
SNAP Data Systems Map	United States Department of Agriculture	This mapping system has the capability to show different data sets in a visual format related to participation in SNAP and SNAP benefits used (in monetary terms).	http://www.ers.usda.gov/data-products/supplemental-nutrition-assistance-program-%28snap%29-data-system/go-to-the-map.aspx#.UmbVZBBEPk8

Resource Name	Source/Creator	Description	Link
Assets Mapping			
Identifying Community Assets and Resources	Community Toolbox	The chapter, <i>Assessing Community Needs and Resources</i> , includes a section on asset mapping, which includes topic information, a checklist, examples, tools, and a PowerPoint presentation.	Chapter 3, Section 8: http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/identify-community-assets/example
Section 2. Collaboration & stakeholder engagement			
Collaboration: What Makes it Work (<i>book</i>)	Paul Mattesich et al	This book describes what makes a collaboration succeed or fail. Included in the book are: <i>The Collaboration Factors Inventory</i> , a tool for assessing your collaboration on twenty indicators; case studies of how organizations have used the inventory and a case study illustrating how one collaboration assessed itself and used the results to take action to improve its success; and new ideas for using the factors based on examples from others..	Order here: http://www.fieldstonealliance.org/productdetails.cfm?PC=126
Collaboration Multiplier	Prevention Institute	The Collaboration Multiplier is a tool to help practitioners analyze collaborative efforts across fields and sectors. The tool is designed to guide an organization in identifying and engaging partners, improving work with existing partners to help identify common goals, identifying missing partners, distinguishing different partners' perspectives and contributions, and leveraging diverse expertise and resources.	http://www.preventioninstitute.org/index.php?option=com_jlibrary&view=article&id=44&Itemid=127
<i>Community Engagement Resource List</i>	Robert Wood Johnson Foundation Center to Prevent Childhood Obesity	This Resource List provides case studies and tools to support community engagement.	http://www.rwjf.org/content/dam/farm/toolkits/toolkits/2012/rwjf72843
<i>Community Engagement: What is it?</i>	Robert Wood Johnson Foundation Center to Prevent Childhood Obesity	This Guide defines and provides background information on community engagement.	http://www.rwjf.org/content/dam/farm/toolkits/toolkits/2012/rwjf72844

Resource Name	Source/Creator	Description	Link
Section 3. Case studies and examples			
Stories and case examples			
Prevention and Public Health Stories in the States	Trust for America's Health (TFAH)	These stories provide a real world perspective and demonstrate various approaches to chronic disease topics: childhood obesity prevention, access to healthy foods, food deserts, health disparities and more. The stories are short vignettes.	http://healthyamericans.org/health-issues/prevention-page
Stories from the Field	State Health Departments and CDC Division of Nutrition, Physical Activity and Obesity (DNPAO)	DNPAO compiled these Stories from the Field, which illustrate different states' approaches to implementing obesity prevention strategies ranging from creating an obesity taskforce to creating bicycle-friendly trails. These stories make the strategies come alive.	http://www.cdc.gov/obesity/stateprograms/statestories.html
Model Practice Database	National Association of County and City Health Officials (NACCHO)	NACCHO's Model Practices database includes programs, resources and tools that support health departments and their community partners to effectively address public health concerns. Possible uses of the database: Get an idea, give an idea, try an idea, evaluate an idea, or reference an idea.	https://eweb.naccho.org/eweb/DynamicPage.aspx?site=naccho&webcode=mpsearch
Center TRT Examples			
West Virginia School Nutrition Standards	West Virginia Department of Education & Center TRT	This intervention seeks to change the food and beverage environment in schools to encourage healthier eating. The package includes a sample logic model and evaluation plan for use by practitioners.	http://centertrt.org/?p=intervention&id=1103
Connecticut Breastfeeding Initiative	Connecticut Department of Public Health & Center TRT	This intervention promotes practices in maternity facilities that support the initiation and continuation of breastfeeding. . The package includes a sample logic model and evaluation plan for use by practitioners.	http://centertrt.org/?p=intervention&id=1006
OSNAP Initiative: Strategies to Increase Drinking Water Access	Harvard Prevention Research Center & Center TRT	This intervention seeks to increase consumption of water in out of school time (ie, in after school programs) by implementing a curriculum and making changes to policy and staff practices.. The package includes a sample logic model and evaluation plan for use by practitioners.	http://centertrt.org/?p=intervention&id=1180
Hawaii Complete Streets	Hawaii Dept of Health and Univ of Hawaii at	This intervention seeks to change the built environment (county and state roads) to facilitate increased active transportation. The package includes a sample logic	http://centertrt.org/?p=intervention&id=1111

Resource Name	Source/Creator	Description	Link
	Manoa & Center TRT	model and evaluation plan for use by practitioners.	
Section 4. Guidance on intervention strategies			
Center TRT Intervention Strategies	Center TRT	The Center TRT cross-walked six key guidance documents to compile a list of 26 intervention strategies for obesity prevention.	http://centertrt.org/?p=find_strategies
The Community Guide	The Guide to Community Preventive Services	The Community Guide completes systematic reviews to determine if a strategy is recommended or not. A summary of the determination is also available.	Physical activity recommendations: http://www.thecommunityguide.org/pa/physical-activity-policy/index.html
Community Guide article: The Effectiveness of Interventions to Increase Physical Activity A Systematic Review	Kahn et al (2002)	This systematic review provides guidance for public health decision-makers about which interventions are effective. The authors show several types of interventions to be effective: two informational interventions, three behavioral and social interventions, and one environmental and policy intervention. The article also provides information about applicability, other effects, and barriers to implementation for these interventions.	PDF (available on Sakai)
Community Guide article: The Effectiveness of Worksite Nutrition and Physical Activity Interventions for Controlling Employee Overweight and Obesity A Systematic Review	Anderson et al (2009)	This is a systematic review of the effectiveness of worksite nutrition and physical activity programs to promote healthy weight among employees. The review found that worksite nutrition and physical activity programs achieve modest improvements in employee weight status at the 6- and 12-month follow-up. The majority of the studies included combined informational and behavioral strategies to influence diet and physical activity, while a smaller number modified the work environment to support healthy choices.	PDF (available on Sakai)
A Compendium of Proven Community-Based Prevention Programs	Trust for America's Health (TFAH)	This listing of community-based prevention programs (ie, those occurring outside of a healthcare or hospital setting) was created through a review of articles from 2002 to present. Interventions were included if they were in line with the highest level criteria laid out by the review articles. Case examples were then selected to illustrate strategies.	http://healthyamericans.org/assets/files/Compendium_Report_1016_1131.pdf

Resource Name	Source/Creator	Description	Link
What Works for Health	University of Wisconsin Population Health Institute	<i>What Works for Health</i> provides a selection of evidence-informed policies, programs and system changes to improve various factors known to affect health. From this page, you may select a health factor of interest (the light blue boxes on the right) to learn more about strategies that could work in your community. Brief web tutorial available.	http://www.countyhealthrankings.org/roadmaps/what-works-for-health
A systematic review of professional support interventions for breastfeeding	Hannula et al (2008) in <i>Journal of Clinical Nursing</i>	This systematic review article describes (1) the ways in which breastfeeding can be professionally supported during the pregnancy, at the maternity hospital and/or during postnatal time and (2) the effectiveness of professional interventions in supporting breastfeeding.	PDF (available on Sakai)
The CDC Guide to Strategies to Support Breastfeeding Mothers and Babies	Centers for Disease Control and Prevention	This guide provides information to public state/local public health practitioners to inform decisions about which intervention strategy best meets their needs. Breastfeeding support is needed in many different settings, including hospitals and birthing centers, worksites, and communities. This Guide builds upon the research evidence demonstrating effective intervention strategies and also includes program examples and resources.	http://www.cdc.gov/breastfeeding/resources/guide.htm
A Compendium of Proven Community-Based Prevention Programs	Trust for America's health (TFAH)	This listing of community-based prevention programs (ie, those occurring outside of a healthcare or hospital setting) was created through a review of review articles from 2002 to present. Interventions were included if they were in line with the highest level criteria laid out by the review articles. Case examples were then selected to illustrate strategies.	http://healthyamericans.org/assets/files/Compendium_Report_1016_1131.pdf
A systematic review of professional support interventions for breastfeeding	Hannula et al (2008) in <i>Journal of Clinical Nursing</i>	This systematic review article describes (1) the ways in which breastfeeding can be professionally supported during the pregnancy, at the maternity hospital and/or during postnatal time and (2) the effectiveness of professional interventions in supporting breastfeeding?	PDF (available on Sakai)