**HEALTHY COMMUNITIES STUDY**

**COMMUNITY OBSERVATIONS AND ENVIRONMENTAL**

**ASSESSMENTS PROTOCOL**

The following document contains the community observations and environmental assessments for the HCS. This includes the modified and full windshield surveys of the household’s immediate neighborhood, interviews with additional school administrators/personnel, community key informants, GIS data, and direct observations of schools and communities to collect program/policy and environmental data. These community and environmental assessments will be conducted in all 279 communities during the initial visit to the community; more detailed community and environmental assessments will be conducted in the RIPA communities when the Battelle community liaison returns to these communities three months after the baseline assessment; furthermore, the school environmental assessments will be repeated in the RIPA communities during the follow-up in-person assessment visit.

“Windshield Survey”

In all 279 communities, at the time of the (initial) Standard Protocol home visit, the EMSI field interviewers will complete a five-item modified windshield survey prior to entering the home. EMSI field interviewers will rate features of the social and physical environment on the street segment associated with each child’s home address. A street segment is defined as the street in front of the home, from intersection to intersection, not to exceed 0.5 miles. In the instances where the street segment exceeds 0.5 miles, the EMSI field interviewers will be instructed to consider the street segment that is contained within 0.25 miles from the home in either direction or to the nearest intersection, whichever is closer.

For children who receive the Enhanced Protocol, the modified windshied survey will be conducted during the first home visit, and the full windshield survey (i.e., Neighborhood Attributes Inventory [NAI]) will be completed at the second home visit approximately one week later. The NAI instrument assesses the physical and social environment of the street segment on which a child lives and consists of three scales: Physical Incivilities, Territoriality, and Play and Social Spaces. The Physical Incivilities scale includes items such as vacant residencies, litter, graffiti, and building conditions. Territoriality scale includes items such as crime watch signs, security bars on homes, and homes with decorations. The Play and Social Space scale includes the proportion of homes with a yard, porches, presence of parks, speed limit on street, and sidewalks. In addition, the inventory assesses non-residential land use (i.e., mixed land use).

A paper form of the modified five-item and full windshield survey, included in this attachment, will be completed when the EMSI field interviewer arrives at the child’s home and entered into the study database following the home visit. This will be done at baseline and at follow up during the in person assessments in the RIPA communities. GPS coordinates will also be obtained for each participant’s household to match to GIS data.

#### Nutritional Environment

#### Baseline observational assessments of the nutritional environment will be conducted in up to four randomly selected schools (two elementary and two middle schools) per community. A member of the school’s food service staff will complete a brief self-administered questionnaire , and, along with the Battelle community liaison, will observe the school’s lunch period and complete an observation form (the protocol for the food service personnel is provided in SSA Attachment 16). In addition, questions will be asked of the principals of the schools selected for observations during the key informant interview. The protocol for the school principals is provided in SSA Attachment 14, as part of the key informant interview protocol.

The principals of the schools that were randomly selected for observations, if they consented to be a key informant, will be sent a link to the food service staff questionnaire and lunch observation form during the follow-up period and asked to forward the link to the appropriate food service person for completion.

GIS mapping and analyses will also be conducted to characterize the community food environment at baseline and retrospectively 10 years prior to coincide to the extent possible with baseline and endpoint BMI data collection. The GIS data will include the density of various types of retail food establishments in the target community as well as their proximity to schools in the target area to characterize the community nutrition environment. In the RIPA communities, the community liaison will return to the community within three months of their baseline visit to conduct limited ground-truthing of the GIS data that were collected. For example, for the nutrition environment, this may entail verifying the existence of commercial food venues identified in the GIS data.

#### Physical Activity Environment

Baseline observational assessments of the physical activity environment will be conducted in up to four randomly selected schools (two elementary and two middle schools) per community. The Battelle community liaison will interview a member of the physical education staff at the school (see **SSA Attachment 17**), and will also observe the school’s physical activity resources using the Physical Activity Resource Assessment (School PARA) form (included in this attachment). The School PARA will be conducted for both indoor and outdoor features of the environment related to physical activity. This form characterizes the features, amenities, and incivilities of the physical activity environment(s) in the school, the hours, availability, and capacity of the facilities, and size and cost of use of these environments.

#### In addition, questions will be asked of the principals of the schools selected for observations during the key informant interview. Furthermore, key informants who are particularly knowledgeable about parks and recreation and other physical activity resources in the community will answer additional questions The protocol for the school principals and key informants knowledgeable about physical activitiy resources in the community is provided in SSA Attachment 14, as part of the key informant interview protocol.

Geographic information system (GIS) mapping and analyses conducted at baseline will also provide information related to the physical activity environment. When the Battelle community liaison returns to the community within three months of their baseline visit in the RIPA communities, s/he will also conduct limited ground-truthing of the physical activity GIS data. For example, for the physical activity environment, this may entail verifying the existence of parks. The physical activity environment will be further characterized in the RIPA communities by the completion of the full PARA (included in this attachment) for schools, parks, and trails identified within the community.

**HEALTHY COMMUNITIES STUDY**

**MODIFIED WINDSHIELD SURVEY**

There is little to no public reporting burden of this collection of information as it is completed by research staff. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  | HOUSEHOLD ID#:  |  | DATE:    |  |
|  |  |  |  |
|  To be completed by EMSI research staff: COMPLETE THE FOLLOWING FORM ON THE STREET SEGMENT ASSOCIATED WITH THE CHILD’S HOME ADDRESS. A STREET SEGMENT IS DEFINED AS THE STREET IN FRONT OF THE HOME, FROM INTERSECTION TO INTERSECTION, NOT TO EXCEED 0.5 MILES. OBSERVE THE STREET SEGMENT WHILE DRIVING TO THE HOME. FILL OUT THIS FORM WHILE PARKED OUTSIDE OF THE PARTICIPANT’S HOME. |
|  |  |  |  |
| 1. | OVERALL CONDITION OF MOST RESIDENTIAL UNITS |  | EXCELLENT 1GOOD CONDITION/WELL KEPT 2FAIR CONDITION 3POOR/DETERIORATED CONDITION 4MIXED CONDITION 5 |
|  |  |  |  |
| 2. | ANY BURNED, BOARDED UP, OR ABANDONED RESIDENTIAL UNITS? |  | YES 1NO 2 |
|  |  |  |  |
| 3. | 1. AMOUNT OF LITTER
 |  | NONE…(SKIP TO Q4) 0A LITTLE 1A MODERATE AMOUNT 2A CONSIDERABLE AMOUNT 3 |
|  |  |  |  |
|  | 1. TYPE OF LITTER (CODE ALL THAT APPLY)
 |  | NONALCOHOLIC CANS/BOTTLES/PAPER 1ALCOHOLIC CANS/BOTTLES 2LARGE ITEMS (TIRES, FURNITURE, APPLIANCES, CARS) 3OTHER LITTER 4 |
|  |  |  |  |
| 4. | TYPE OF STREET SEGMENT (CODE ALL THAT APPLY) |  | MAJOR THOROUGHFARE/BUSY STREET 1MODERATELY BUSY THOROUGHFARE 2SIDE STREET 3DEAD-END STREET 4ONE WAY STREET 5CUL-DE-SAC STREET 6 |
|  |  |  |  |
| 5. | 1. PRESENCE OF SIDEWALKS
 |  | NONE…(END SURVEY) 0SOME OF THE SEGMENT 1ALL OF THE SEGMENT 2 |
|  |  |  |  |
|  | 1. IS THE SIDEWALK CONDUCIVE TO BEING ACTIVE (RIDING A BIKE, SKATEBOARDING)?
 |  | YES 1IN MOST PLACES 2IN SOME BUT NOT ALL PLACES 3 |
|  |  |  |  |

|  |
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| **HEALTHY COMMUNITIES STUDY****FULL WINDSHIELD SURVEY**There is little to no public reporting burden of this collection of information as it is completed by research staff. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number.  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | HOUSEHOLD ID#:  |  | DATE:    |  |
|  |  |  |  |  |
| To be completed by EMSI research staff: COMPLETE THE FOLLOWING FORM ON THE STREET SEGMENT ASSOCIATED WITH THE CHILD’S HOME ADDRESS. A STREET SEGMENT IS DEFINED AS THE STREET IN FRONT OF THE HOME, FROM INTERSECTION TO INTERSECTION, NOT TO EXCEED 0.5 MILES. OBSERVE THE STREET SEGMENT WHILE DRIVING TO THE HOME. FILL OUT THIS FORM WHILE PARKED OUTSIDE OF THE PARTICIPANT’S HOME.FOR EACH SECTION, COMPLETE THE COLUMN UNDER SIDE A FOR ONE SIDE OF THE STREET AND THE COLUMN UNDER SIDE B FOR THE OTHER SIDE OF THE STREET. |
|  |  |
| SECTION A: NEIGHBORHOOD PHYSICAL CONDITIONS |  |
|  |  |  | SIDE A | SIDE B |
| A1. | NUMBER OF HOUSING UNITS |  | #  |   |
|  |  |  |  |  |
| A2. | NUMBER WITH FRONT YARD |  | #  |   |
|  |  |  |  |  |
| A3. | NUMBER WITH PORCHES |  | #  |   |
|  |  |  |  |  |
| A4. | NUMBER WITH DECORATION |  | #  |   |
|  |  |  |  |  |
| A5. | NUMBER WITH BORDER (FENCES/ SHRUBS) |  | #...(IF <1, SKIP TO A7)  |   |
|  |  |  |  |  |
| A6. | AVERAGE HEIGHT OF BORDERS |  | BELOW SHOULDER LEVEL 1ABOVE SHOULDER LEVEL 2MIXED 3 |  1 2 3 |
|  |  |  |  |  |
| A7. | NUMBER SALE/RENT SIGNS |  | #  |   |
|  |  |  |  |  |
| A8. | NUMBER SECURITY BARS/GRATINGS |  | #  |   |
|  |  |  |  |  |
| A9. | NUMBER OF BURNED, BOARDED UP OR ABANDONED |  | #  |   |
|  |  |  |  |  |
| A10. | TYPES OF RESIDENTIAL HOUSING (CODE ALL THAT APPLY) |  | NONE…(SKIP TO SECTION B) 0SINGLE FAMILY DETACHED DWELLINGS 1TRAILER HOME/MOBILE HOME 2MULTIPLE OCCUPANCY (2-6 UNITS) 3APARTMENT BUILDING (>7 UNITS) 4HOUSING AUTHORITY PROJECTS 5NEW CONSTRUCTION 6RENOVATION 7 |  0 1 2 3 4 5 6 7 |
|  |  |  | SIDE A | SIDE B |
| A11. | MAIN TYPE OF RESIDENTIAL HOUSING (CODE MORE THAN ONE IF NECESSARY) |  | SINGLE FAMILY DETACHED DWELLINGS 1TRAILER HOME/MOBILE HOME 2MULTIPLE OCCUPANCY (2-6 UNITS) 3APARTMENT BUILDING (>7 UNITS) 4HOUSING AUTHORITY PROJECTS 5NEW CONSTRUCTION 6RENOVATION 7 |  1 2 3 4 5 6 7 |
|  |  |  |  |  |
| A12. | OVERALL CONDITION OF MOST RESIDENTIAL UNITS |  | EXCELLENT 1GOOD CONDITION/WELL KEPT 2FAIR CONDITION 3POOR/DETERIORATED CONDITION 4MIXED CONDITION 5 |  1 2 3 4 5 |
|  |  |  |  |  |
| A13. | OVERALL CONDITION OF RESIDENT-KEPT GROUNDS |  | NOT APPLICABLE 0EXCELLENT 1GOOD CONDITION/WELL KEPT 2FAIR CONDITION 3POOR/DETERIORATED CONDITION 4MIXED CONDITIONS (EXTREME DIFFERENCES) 5 |  0 1 2 3 4 5 |
|  |  |  |  |  |
| A14. | INDICATION OF NEIGHBORHOOD/BLOCK UNIFORMITY |  | NO 0YES 1 |  0 1 |
|  |  |  |  |  |
| SECTION B: PUBLIC SPACE |  |
|  |  |  |  |  |
| B1. | AMOUNT OF LITTER |  | NONE…(SKIP TO B3) 0A LITTLE 1A MODERATE AMOUNT 2A CONSIDERABLE AMOUNT 3 |  0 1 2 3 |
|  |  |  |  |  |
| B2. | TYPE OF LITTER (CODE ALL THAT APPLY) |  | PAPER, CANS/BOTTLES NONALCOHOLIC 1CAN/BOTTLES ALCOHOLIC 2DRUG PARAPHERNALIA 3CLOTHING ITEMS 4FURNITURE 5TIRES 6APPLICANCES (SMALL) 7APPLIANCES (LARGE) 8ABANDONED VEHICLES 9OTHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10 |  1 2 3 4 5 6 7 8 9 10 |
|  |  |  |  |  |
| B3. | AMOUNT OF GRAFFITI |  | NONE 0A LITTLE 1A MODERATE AMOUNT 2A CONSIDERABLE AMOUNT 3 |  0 1 2 3 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  | SIDE A | SIDE B |
| B4. | VISIBLE SIGNS (CODE ALL THAT APPLY) |  | NONE 0NEIGHBORHOOD SIGN 1NEIGHBORHOOD /COMMUNITY WATCH SIGN 2NO TRESPASSING SIGN/NO SOLICITATION/PRIVATE PROPERTY 3PUBLIC TRANSPORTATION STOPS 4COMMERCIAL ADVERTISING 5POLITICAL EVENTS/CAMPAIGNS 6NEIGHBORHOOD, SOCIAL, CULTURAL EVENTS 7DRUG FREE ZONE 8HOME-BASED BUSINESS 9NO DUMPING 10BEWARE OF DOG 11OTHER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 12 |  0 1 2 3 4 5 6 7 8 9 10 11 12 |
|  |  |  |  |  |
| B5. | PARKING OR TRAFFIC SIGNS (CODE ALL THAT APPLY) |  | NONE 0SPEED LIMIT 1  RECORD SPEED LIMIT STOP SIGN/STOP LIGHT 2NO PARKING/STOPPING 3SCHOOL ZONE 4CHILDREN PLAYING/WATCH FOR CHILDREN 5STREET CROSSING BUTTON/ CROSSWALK 6STOP SIGN AHEAD 7BIKE ROUTE 8OTHER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 9 |  0 1  2 3 4 5 6 7 8 9 |
|  |  |  |  |  |
| B6. | PRESENCE OF STREET LAMPS |  | NONE 0SOME 1ENOUGH TO PROVIDE LIGHT TO ALL OF THE SEGMENT 2 |  0 1 2 |
|  |  |  |  |  |
| B7. | PRESENCE OF SIDEWALKS |  | NONE…(SKIP TO B9) 0SOME OF THE SEGMENT 1ALL OF THE SEGMENT 2 |  0 1 2 |
|  |  |  |  |  |
| B8. | IS THE SIDEWALK CONDUCIVE TO BEING ACTIVE (RIDING A BIKE, SKATEBOARDING)? |  | YES 1IN MOST PLACES 2IN SOME BUT NOT ALL PLACES 3 |  1 2 3 |
|  |  |  |  |  |
| B9. | TYPE OF STREET SEGMENT (CODE ALL THAT APPLY) |  | MAJOR THOROUGHFARE/ BUSY STREET 1MODERATELY BUSY  THOROUGHFARE 2SIDE STREET 3DEAD-END STREET 4ONE WAY STREET 5CUL-DE-SAC STREET 6 |  1 2 3 4 5 6 |
|  |  |  | SIDE A | SIDE B |
| B10. | NUMBER OF LANES ACROSS ROAD |  | #  |   |
|  |  |  |  |  |
| B11. | GENERAL CONDITION OF PUBLIC SPACES |  | EXCELLENT 1GOOD 2FAIR 3POOR 4MIXED CONDITIONS 5 |  1 2 3 4 5 |
|  |  |  |  |  |
| SECTION C: SOCIAL INTERACTIONS |  |
|  |  |  |  |  |
| C1. | NUMBER OF PEOPLE VISIBLE (ADULTS + CHILDREN) |  | #...(IF 0, SKIP TO SECTION D)  |   |
|  |  |  |  |  |
| C2. | NUMBER OF CHILDREN UNDER 12 YEARS OLD |  | #  |   |
| C3.  | ADULT ACTIVITY (CODE ALL THAT APPLY) |  | IF NO ADULTS PRESENT 0WALKING 1SOCIALIZING (TALKING WITH NEIGHBORS) 2SOCIALIZING IN MIXED RACIAL GROUPS 3HOME REPAIR, LANDSCAPING, OR CAR CARE 4SITTING/STANDING ON PORCH OR STOOP 5SUPERVISING CHILDREN 6PATRONIZING BUSINESS ESTABLISHMENTS 7STANDING ON THE SIDEWALK 8SITTING/STANDING AT THE  BUS STOP 9GETTING INTO OR OUT OF  VEHICLES 10WALKING A DOG 11CONDUCTING HOME-BASED  VENDING 12RECREATIONAL ACTIVITY (EG, JOGGING) 13SMOKING 14DRINKING ALCOHOL 15DRUG RELATED ACTIVITY 16SEX TRADE 17FIGHTING 18OTHER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 19 |  0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | SIDE A | SIDE B |
| C4. | CHILDREN’S ACTIVITIES (CODE ALL THAT APPLY) FOR CHILDREN 12 AND UNDER |  | SITTING OR STANDING ON PORCH OR FRONT YARD 1PLAYING ON THE PORCH OR FRONT YARD 2SITTING, STANDING OR PLAYING IN THE STREET 3SITTING STANDING OR PLAYING IN A VACANT LOT 4SITTING STANDING OR PLAYING ON THE SIDEWALK 5PLAYING AT PARK OR  PLAY GROUND 6OTHER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 7 |  1 2 3 4 5 6 7 |
|  |  |  |  |  |
| C5. | PROPORTION OF CHILDREN UNDER ADULT SUPERVISION |  | NONE 0LESS THAN ONE THIRD 1ONE THIRD TO ONE HALF 2MORE THAN HALF 3 |  0 1 2 3 |
|  |  |  |  |  |
| C6. | PEOPLE FROM MORE THAN ONE RACIAL GROUP |  | NO 0YES 1 |  0 1 |
|  |  |  |  |  |
| C7. | REACTION OF PEOPLE TO RATERS (CODE ALL THAT APPLY) |  | NONE OR VERY LITTLE NOTICE TAKEN 0GLANCES CURIOSITY, WAVE OR HELLO 1BLATANT SPECULATIVE STARES 2RESIDENTS ASK RATERS WHAT THEY ARE DOING 3PEOPLE TELLING RATERS WHAT TO DO FOR NEIGHBORHOOD 4 |  0 1 2 3 4 |
|  |  |  |  |  |
| C8. | NONRESIDENTIAL VISITORS (CODE ALL THAT APPLY) |  | THERE ARE NONE 0MORMONS OR OTHER RELIGIOUS BASED VISITS 1MOBILE VENDORS/FOOD PEDDLERS 2CIVIC/SOCIAL SERVICE AGENTS 3POLICE OFFICERS ON FOOT/VEHICLE/HORSE 4UTILITY/REPAIR/DELIVERY PEOPLE 5PEOPLE PASSING THROUGH 6OTHERS \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 7 |  0 1 2 3 4 5 6 7 |
|  |  |  |  |  |
| SECTION D: NONRESIDENTIAL LAND USE TALLY SHEET |  |
|  |  |  |  |  |
| D1. | BUSINESS/INDUSTRY |  | NO…(SKIP TO D2) 0YES 1 |  0 1 |
|  | 1. MANUFACTURING LIGHT
 |  | NO…(SKIP TO D1b.) 0YES… 1 |  0 1 |
|  | 1. MANUFACTURING HEAVY
 |  | NO…(SKIP TO D1c.) 0YES… 1 |  0 1 |
|  |  |  |  |  |
|  |  |  | SIDE A | SIDE B |
|  | 1. PROFESSIONAL OFFICES
 |  | NO…(SKIP TO D1d.) 0YES… 1 |  0 1 |
|  | 1. WAREHOUSE
 |  | NO…(SKIP TO D2.) 0YES… 1 |  0 1 |
|  |  |  |  |  |
| D2. | COUNTY/PUBLIC SERVICES/UTILITIES |  | NO…(SKIP TO D3) 0YES 1 |  0 1 |
|  | 1. CRIMINAL JUSTICE FACILITIES
 |  | NO…(SKIP TO D2b.) 0YES… 1 |  0 1 |
|  | 1. EMPLOYMENT OFFICES
 |  | NO…(SKIP TO D2c.) 0YES… 1 |  0 1 |
|  | 1. FIRE STATION
 |  | NO…(SKIP TO D2d.) 0YES… 1 |  0 1 |
|  | 1. PARKING LOT
 |  | NO…(SKIP TO D2e.) 0YES… 1 |  0 1 |
|  | 1. POLICE STATION
 |  | NO…(SKIP TO D2f.) 0YES… 1 |  0 1 |
|  | 1. POLITICAL/COMMUNITY/CIVIC
 |  | NO…(SKIP TO D2g.) 0YES… 1 |  0 1 |
|  | 1. SOCIAL SERVICE, WELFARE OFFICES
 |  | NO…(SKIP TO D2h.) 0YES… 1 |  0 1 |
|  | 1. UTILITY COMPANY (E.G., GAS)
 |  | NO…(SKIP TO D3.) 0YES… 1 |  0 1 |
|  |  |  |  |  |
| D3. | FOOD |  | NO…(SKIP TO D4) 0YES 1 |  0 1 |
|  | 1. CONVENIENCE STORES
 |  | NO…(SKIP TO D3b.) 0YES… 1 |  0 1 |
|  | 1. FAST FOOD/TAKE OUT PLACES
 |  | NO…(SKIP TO D3c.) 0YES… 1 |  0 1 |
|  | 1. RESTAURANTS
 |  | NO…(SKIP TO D3d.) 0YES… 1 |  0 1 |
|  | 1. SUPERMARKET/ GROCERY STORES
 |  | NO…(SKIP TO D4.) 0YES… 1 |  0 1 |
|  |  |  |  |  |
| D4. | HEALTHCARE |  | NO…(SKIP TO D5) 0YES 1 |  0 1 |
|  | 1. DRUG STORES/PHARMACIES
 |  | NO…(SKIP TO D4b.) 0YES… 1 |  0 1 |
|  | 1. HEALTH CLINIC
 |  | NO…(SKIP TO D4c.) 0YES… 1 |  0 1 |
|  | 1. HOSPITALS
 |  | NO…(SKIP TO D4d.) 0YES… 1 |  0 1 |
|  |  |  |  |  |
| D6. | PRIVATE SERVICES |  | NO…(SKIP TO D7) 0YES 1 |  0 1 |
|  | 1. AUTOMOBILE REPAIR/BODY SHOP
 |  | NO…(SKIP TO D6b.) 0YES… 1 |  0 1 |
|  |  |  | SIDE A | SIDE B |
|  | 1. BANKS
 |  | NO…(SKIP TO D6c.) 0YES… 1 |  0 1 |
|  | 1. BARBER SHOP OR BEAUTY SALON
 |  | NO…(SKIP TO D6d.) 0YES… 1 |  0 1 |
|  | 1. BUSINESS SERVICES-PRINTING/COPYING
 |  | NO…(SKIP TO D6e.) 0YES… 1 |  0 1 |
|  | 1. CHECK CASHING SERVICE
 |  | NO…(SKIP TO D6f.) 0YES… 1 |  0 1 |
|  | 1. DRY CLEANING/ TAILORING/ LAUNDROMAT
 |  | NO…(SKIP TO D6g.) 0YES… 1 |  0 1 |
|  | 1. GASOLINE STATION
 |  | NO…(SKIP TO D6h.) 0YES… 1 |  0 1 |
|  | 1. REAL ESTATE OFFICE
 |  | NO…(SKIP TO D6i.) 0YES… 1 |  0 1 |
|  | 1. TRAVEL AGENTS
 |  | NO…(SKIP TO D7.) 0YES… 1 |  0 1 |
|  |  |  |  |  |
| D7. | RECREATION |  | NO…(SKIP TO D8) 0YES 1 |  0 1 |
|  | 1. BARS
 |  | NO…(SKIP TO D7b.) 0YES… 1 |  0 1 |
|  | 1. MOVIE THEATER
 |  | NO…(SKIP TO D7c.) 0YES… 1 |  0 1 |
|  | 1. RECREATIONAL SERVICE
 |  | NO…(SKIP TO D7d.) 0YES… 1 |  0 1 |
|  | 1. SEX ENTERTAINMENT SHOPS
 |  | NO…(SKIP TO D7e.) 0YES… 1 |  0 1 |
|  | 1. VIDEO GAMES/POOL/BOWLING
 |  | NO…(SKIP TO D8.) 0YES… 1 |  0 1 |
|  |  |  |  |  |
| D8. | RELIGIOUS |  | NO…(SKIP TO D9) 0YES 1 |  0 1 |
|  | 1. CEMETERY
 |  | NO…(SKIP TO D8b.) 0YES… 1 |  0 1 |
|  | 1. CHURCH/RELIGIOUS CENTER
 |  | NO…(SKIP TO D8c.) 0YES… 1 |  0 1 |
|  | 1. RELIGIOUS STORE
 |  | NO…(SKIP TO D8d.) 0YES… 1 |  0 1 |
|  | 1. FUNERAL HOME
 |  | NO…(SKIP TO D9.) 0YES… 1 |  0 1 |
|  |  |  |  |  |
| D9. | USED GOOD SALES |  | NO…(SKIP TO D10.) 0YES 1 |  0 1 |
|  | 1. AUTOMOBILE SALES/RENTAL USED
 |  | NO…(SKIP TO D9b.) 0YES… 1 |  0 1 |
|  | 1. FURNITURE STORE USED
 |  | NO…(SKIP TO D9c.) 0YES… 1 |  0 1 |
|  |  |  | SIDE A | SIDE B |  |
|  | 1. PAWN SHOP
 |  | NO…(SKIP TO D9d.) 0YES… 1 |  0 1 |
|  | 1. SECOND HAND STORES
 |  | NO…(SKIP TO D10.) 0YES… 1 |  0 1 |
|  |  |  |  |  |
| D10. | RETAIL/SALES |  | NO…(SKIP TO D11.) 0YES 1 |  0 1 |
|  | 1. APPLIANCE SALES, RENTAL, REPAIR
 |  | NO…(SKIP TO D10b.) 0YES… 1 |  0 1 |
|  | 1. AUTOMOBILE SALES/RENTAL NEW
 |  | NO…(SKIP TO D10c.) 0YES… 1 |  0 1 |
|  | 1. CLOTHING STORES
 |  | NO…(SKIP TO D10d.) 0YES… 1 |  0 1 |
|  | 1. ELECTRONIC STORES
 |  | NO…(SKIP TO D10e.) 0YES… 1 |  0 1 |
|  | 1. FURNITURE STORES NEW
 |  | NO…(SKIP TO D10f.) 0YES… 1 |  0 1 |
|  | 1. HOME REPAIR/ HARDWARE/LUMBER
 |  | NO…(SKIP TO D10g.) 0YES… 1 |  0 1 |
|  | 1. LIQUOR STORES
 |  | NO…(SKIP TO D10h.) 0YES… 1 |  0 1 |
|  | 1. SPECIALTY RETAILERS
 |  | NO…(SKIP TO D10i.) 0YES… 1 |  0 1 |
|  | 1. VARIETY STORES
 |  | NO…(SKIP TO D11.) 0YES… 1 |  0 1 |
|  |  |  |  |  |
| D11. | SCHOOLS/CHILDCARE |  | NO…(SKIP TO D12.) 0YES 1 |  0 1 |
|  | 1. DAY CARE CENTERS
 |  | NO…(SKIP TO D11b.) 0YES… 1 |  0 1 |
|  | 1. PUBLIC SCHOOL (K-12)
 |  | NO…(SKIP TO D11c.) 0YES… 1 |  0 1 |
|  | 1. TECHNICAL SCHOOL
 |  | NO…(SKIP TO D11d.) 0YES… 1 |  0 1 |
|  | 1. COLLEGES
 |  | NO…(SKIP TO D11e.) 0YES… 1 |  0 1 |
|  | 1. PRIVATE PAROCHIAL SCHOOL
 |  | NO…(SKIP TO D11f.) 0YES… 1 |  0 1 |
|  | 1. PRIVATE NON-PAROCHIAL SCHOOL
 |  | NO…(SKIP TO D12.) 0YES… 1 |  0 1 |
|  |  |  |  |  |
| D12. | PHYSICAL ACTIVITY FACILITIES |  | NO…(SKIP TO D13.) 0YES 1 |  0 1 |
|  | 1. GOLF COURSE
 |  | NO…(SKIP TO D12b.) 0YES… 1 |  0 1 |
|  | 1. SWIMMING POOL
 |  | NO…(SKIP TO D12c.) 0YES… 1 |  0 1 |
|  |  |  |  |  |
|  |  |  | SIDE A | SIDE B |  |
|  | 1. GYM
 |  | NO…(SKIP TO D12d.) 0YES… 1 |  0 1 |
|  | 1. TENNIS COURTS
 |  | NO…(SKIP TO D12e.) 0YES… 1 |  0 1 |
|  | 1. COUNTRY CLUB
 |  | NO…(SKIP TO D12f.) 0YES… 1 |  0 1 |
|  | 1. BIKE PATH/WALKING TRAIL
 |  | NO…(SKIP TO D13.) 0YES… 1 |  0 1 |
|  |  |  |  |  |
| D13. | OTHER (INCLUDE FARM LAND HERE) |  | NO 0YES… 1 |  0 1 |
|  |  |  |  |  |
| D14. | IS COMMERCIAL, NONRESIDENTIAL LAND USE PRESENT? |  | NO…(SKIP TO D18.) 0YES 1NEW CONSTRUCTION 2RENOVATION 3 |  0 1 2 3 |
|  |  |  |  |  |
| D15. | OVERALL CONDITION OF MOST OF THE BUILDINGS |  | EXCELLENT 1GOOD CONDITION/WELL KEPT 2FAIR CONDITION 3POOR/DETERIORATED CONDITION 4MIXED CONDITIONS (EXTREME DIFFERENCES) 5 |  1 2 3 4 5 |
|  |  |  |  |  |
| D16. | PROPORTION WITH SECURITY BARS/GRATINGS |  | NONE 0LESS THAN 1/3 1ONE THIRD TO ONE HALF 2MORE THAN HALF 3 |  0 1 2 3 |
|  |  |  |  |  |
| D17. | PROPORTION OF BURNED, BOARDED UP, OR ABANDONED |  | NONE 0LESS THAN 1/3 1ONE THIRD TO ONE HALF 2MORE THAN HALF 3 |  0 1 2 3 |
|  |  |  |  |  |
| D18. | PROPORTION OF THE LAND THAT IS VACANT/UNDER-DEVELOPED |  | NONE…(SKIP TO D20.) 0LESS THAN 1/3 1ONE THIRD TO ONE HALF 2MORE THAN HALF 3 |  0 1 2 3 |
|  |  |  |  |  |
| D19. | OVERALL CONDITION OF UNDERDEVELOPED PROPERTY |  | EXCELLENT 1GOOD 2FAIR 3POOR (ILLEGAL DUMPING) 4MIXED 5 |  1 2 3 4 5 |
|  |  |  |  |  |
| D20. | PARK OR PLAYGROUND |  | NO…(END QUESTIONNAIRE) 0YES (PUBLIC) 1YES (PRIVATE) 2 |  0 1 2 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  | SIDE A | SIDE B |
| D21. | CONDITION OF PLAYGROUND/ PARK |  | EXCELLENT 1GOOD CONDITION/WELL KEPT 2FAIR CONDITION 3POOR/DETERIORATED CONDITION 4 |  1 2 3 4 |
|  |  |  |  |  |
| D22. | OCCUPANTS OF PLAYGROUND/ PARK (CHECK ALL THAT APPLY) |  | NONE 0ADULTS ONLY 1ADULTS WITH CHILDREN 2TEEN GROUPS 3UNACCOMPANIED CHILDREN 4 |  0 1 2 3 4 |
|  |  |  |  |  |

|  |
| --- |
| **HEALTHY COMMUNITIES STUDY****LUNCH OBSERVATION FORM** |
| There is little to no public reporting burden of this collection of information as it is completed by research staff. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number.  |
|  |
|  |
|  |
| SECTION A: REIMBURSABLE SCHOOL LUNCH FOODS AND BEVERAGES |
|  |  |  |  |
|  | // mm dd yyyy |  |  |
|  | Today’s Date |  | School ID |
|  |  |  |  |
|  | : AM/PM Time |  | Liaison ID (Observer) |
|  |  |  |  |
| A1. | Get a copy of the month’s menu *(if not able to obtain from school/district website prior to visit)* |  | * Already obtained
* Collected today
* Not available
 |
|  |
| THE FOLLOWING QUESTIONS SHOULD BE ANSWERED BASED ON OBSERVATIONS MADE DURING 25 MINUTE OBSERVATION (not the menu obtained). |
|  |  |  |  |
| A2. | Total # of different entrées offered |  | # entrées  |
|  |  |  |  |
| A3. | Salad bar as entrée |  | * Yes
* No
 |
|  |  |  |  |
| A4. | Salad bar as side dish |  | * Yes
* No
 |
|  |  |  |  |
| A5. | Number of fresh fruits and vegetables in salad bar |  | # fruits and vegetables❑No salad bar offered |
|  |  |  |  |
| A6. | Sandwich bar |  | * Yes
* No
 |
|  |  |  |  |
| A7. | Other entrée bar |  | * Yes

Describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* No
 |
|  |  |  |  |

|  |  |
| --- | --- |
| A8. | Indicate how many different entrée options are offered for each category listed in the table below. Include reimbursable meal items only (not a la carte). |
|  |  |  |  |
|  | Entrée item (part of reimbursable meal) | Offered?  | Number of types offered |
|  | Fast food-style |  |  |
|  | Chicken burgers | * No ❑ Yes
 |  |
|  | Chicken nuggets (breaded and fried chicken pieces) | * No ❑ Yes
 |  |
|  | Hamburgers | * No ❑ Yes
 |  |
|  | Entrée item (part of reimbursable meal) | Offered?  | Number of types offered |
|  | Hot dogs/corn dogs | * No ❑ Yes
 |  |
|  | Nachos (with meat and/or cheese) | * No ❑ Yes
 |  |
|  | Pizza | * No ❑ Yes
 |  |
|  | Sandwiches (not burgers) | * No ❑ Yes
 |  |
|  | Wraps | * No ❑ Yes
 |  |
|  | Salads (meal/entrée sized) | * No ❑ Yes
 |  |
|  | Mexican-style |  |  |
|  | Burritos | * No ❑ Yes
 |  |
|  | Quesadillas | * No ❑ Yes
 |  |
|  | Tacos | * No ❑ Yes
 |  |
|  | Other hot entrées |  |  |
|  | Pasta with meat | * No ❑ Yes
 |  |
|  | Pasta with cheese | * No ❑ Yes
 |  |
|  | Soups, chilis, stews | * No ❑ Yes
 |  |
|  | Meat and potato | * No ❑ Yes
 |  |
|  | Meat and rice, Asian-style | * No ❑ Yes
 |  |
|  | Other 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * No ❑ Yes
 |  |
|  | Other 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * No ❑ Yes
 |  |
|  | Other 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * No ❑ Yes
 |  |
|  | Other 4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * No ❑ Yes
 |  |
|  |  |  |  |
| A9. | Indicate whether the following beverages are offered as part of a reimbursable meal at no extra charge: |
|  |  |  |  |
|  | Milk - white, whole or 2% | * Yes ❑ No
 |
|  | Milk - flavored, whole or 2% | * Yes ❑ No
 |
|  | Milk - white, 1% or nonfat | * Yes ❑ No
 |
|  | Milk - flavored, 1% or nonfat | * Yes ❑ No
 |
|  | Juice (100%) + water, no added sweeteners | * Yes ❑ No
 |
|  | Juice, sweetened | * Yes ❑ No
 |
|  | Sports drinks | * Yes ❑ No
 |
|  | Soda, regular | * Yes ❑ No
 |
|  | Other sweetened beverage (any beverage with added caloric sweetener not already listed above) | * Yes ❑ No
 |
|  | Diet beverage | * Yes ❑ No
 |
|  | Water, bottled, unsweetened | * Yes ❑ No
 |
|  | Other beverage 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Yes ❑ No
 |
|  | Other beverage 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Yes ❑ No
 |
|  |  |  |  |
| A10. | Please indicate the number of meal options that include the following: |
|  |  |  |  |
|  |  | # meal options |
|  | Grain product (100% whole wheat bread, pasta or tortillas, brown rice, corn tortillas) |  |
|  | Grain product, not 100% whole grain |  |
|  | Fruit, fresh |  |
|  | Fruit, frozen, canned or dried |  |
|  | Vegetable, French Fries |  |
|  | Vegetable, other, fried |  |
|  |  | # meal options |
|  | Vegetable, fresh |  |
|  | Vegetable, processed, i.e. canned, frozen |  |
|  | Salad, side (tossed, raw vegetables) |  |
|  |  |  |  |
| A11. | Please indicate which **desserts and snack items** are offered as part of a reimbursable meal at no extra charge: |
|  |
|  | Cake | * Yes ❑ No
 |
|  | Cookie | * Yes ❑ No
 |
|  | Other pastries | * Yes ❑ No
 |
|  | Candy | * Yes ❑ No
 |
|  | Ice Cream | * Yes ❑ No
 |
|  | Low-fat frozen desserts | * Yes ❑ No
 |
|  | Other frozen desserts | * Yes ❑ No
 |
|  | Chips (corn, potato, puffed cheese, tortilla) | * Yes ❑ No
 |
|  | Chips (lower/reduced fat, baked) | * Yes ❑ No
 |
|  | Other 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Yes ❑ No
 |
|  | Other 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Yes ❑ No
 |
|  |  |  |  |
|  |  |  |  |
| SECTION B: SCHOOL DINING FACILITIES |
|  |  |  |  |
| B1. | Presence of *indoor* dining areas**Please ✓ only one.** |  | * None (no indoor dining areas provided)

Skip to B4* Informal (students can eat inside but no seating AND tables provided for this purpose)
* Formal (indoor eating with seating AND tables provided for this purpose)
 |
|  |  |  |  |
| B2. | Size of indoor dining area**Please ✓ all that apply.** |  | * Big enough
* Too small
* Not enough seating
* Too crowded
* Not too crowded
 |
|  |  |  |  |
| B3. | Indoor dining décor / ambiance: **Please ✓ only one.** |  | * Exceptional
* Pleasant *(clean, cheerful, inviting)*
* Acceptable *(clean, well-kept, but sparse)*
* Some areas of concern *(dirty, dingy, needs repairs, etc.)*
 |
|  |  |  |  |
| B4. | Presence of *outdoor* dining areas**Please ✓ only one.** |  | * None (no outdoor dining areas provided)

Skip to B7* Informal (students can eat outside but no seating AND tables provided for this purpose)
* Formal (outdoor eating with seating AND tables provided for this purpose)
 |
|  |  |  |  |
| B5. | Size of outdoor dining area**Please ✓ all that apply.** |  | * Big enough
* Too small
* Not enough seating
* Too crowded
* Not too crowded
 |
|  |  |  |  |
| B6. | Outdoor dining décor / ambiance: **Please ✓ only one.** |  | * Exceptional
* Pleasant *(clean, cheerful, inviting)*
* Acceptable *(clean, well-kept, but sparse)*
* Some areas of concern *(dirty, dingy, needs repairs, etc.)*
 |
|  |  |  |  |
| B7. | In their interactions with students, most staff were:**Please ✓ only one.** |  | * Engaging (smiling, interactive, encouraging)
* Pleasant but not engaging
* Neutral (interact enough to process the students’ meals)
* Impolite, impatient, or negative with students
* Unable to observe
 |
|  |  |  |  |
| B8. | The longest meal service lines (during the time observed) consisted of approximately \_\_\_\_\_ students. |  | # of students |
|  |  |  |  |
| B9. | Meal service lines were observed over a span of \_\_\_\_ minutes. |  |  minutes |
|  |  |  |  |
| B10. | Most students were served by \_\_\_\_:\_\_\_\_ (not including stragglers) |  | : AM/PM ❑Unable to observe |
|  |  |  |  |
| B11. | Time when meal period started |  | : AM/PM |
|  |  ended |  | : AM/PM |

|  |  |  |  |
| --- | --- | --- | --- |
| B12. | In what forms is unsweetened water available free of charge in the dining or serving areas?**Please ✓ all that apply.**  |  | * Water fountain
* Pitcher
* Bottles
* Dispenser
* Other
* None
 |
|  |  |  |  |
| B13. | **Other observations or clarifications:** |  |  |
|  |
| SECTION C: COMPETITIVE FOODS SOLD TO STUDENTS ON CAMPUS |
|  |  |  |  |
|  |  |  |  |
| C1. | **Number of Competitive Food Venues Operating at any time during the school day:** |
|  |  |
|  |  | **Location** |
|  |  | (Record a number in each box – write zero if none.) |
|  | **Venue Type** | **Cafeteria** | **Hallway** | **Quad** | **Gym** | **Other** | **#** |
|  | A la carte |  |  |  |  | \_\_\_\_\_\_\_\_\_ |  |
|  | Vending machine |  |  |  |  | \_\_\_\_\_\_\_\_\_ |  |
|  | School store |  |  |  |  | \_\_\_\_\_\_\_\_\_ |  |
|  | Other 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  | \_\_\_\_\_\_\_\_\_ |  |
|  | Other 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  | \_\_\_\_\_\_\_\_\_ |  |
|  | Other 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  | \_\_\_\_\_\_\_\_\_ |  |
|  |  |  |  |
| C2. | **Competitive Foods Sold During the School Day– Type and location**  |
|  |  |  | **Please ✓ all that apply.** |
|  | **Beverages** | A la carte | Vending machine | School store | Other |
|  | Diet beverage | ❑ | ❑ | ❑ | ❑ |
|  | Juice (100%) + water, no added sweeteners (including 100% juice smoothies) | ❑ | ❑ | ❑ | ❑ |
|  | Juice, sweetened | ❑ | ❑ | ❑ | ❑ |
|  | Milk, white, whole or 2% | ❑ | ❑ | ❑ | ❑ |
|  | Milk flavored, whole or 2% | ❑ | ❑ | ❑ | ❑ |
|  | Milk White, 1% or nonfat | ❑ | ❑ | ❑ | ❑ |
|  | Milk flavored, 1% or nonfat | ❑ | ❑ | ❑ | ❑ |
|  | Soda, regular | ❑ | ❑ | ❑ | ❑ |
|  | Sports drinks | ❑ | ❑ | ❑ | ❑ |
|  | Other sweetened beverage (beverage w/ added caloric sweetener not listed above) | ❑ | ❑ | ❑ | ❑ |

|  |  |
| --- | --- |
|  | **Please ✓ all that apply.** |
|  | Water, no added sweeteners | ❑ | ❑ | ❑ | ❑ |
|  |  |  | **\*** *Check this box if there appears to be an option with >50% whole grain.*  |
|  | **Baked Goods - Dessert** | Whole grain option | A la carte | Vending machine | School store | Other |
|  | Cake type (brownies, cupcakes, Twinkies) | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Cake type (lower/reduced fat) | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Cookies | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Cookies (lower/reduced fat) | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Muffins | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Muffins (lower/reduced fat) | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Pastries (donuts, pies, turnovers, toaster pastries) | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Pastries (lower/reduced fat) | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | **Cereals** | Whole grain option | A la carte | Vending machine | School store | Other |
|  | Cereal frosted or flavored | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Cereal not frosted or flavored | ❑ | ❑ | ❑ | ❑ | ❑ |
|  |  |
|  | **Frozen desserts** | A la carte | Vending machine | School store | Other |
|  | Frozen, non-dairy (fruit bars, Jell-O pops, Popsicles) | ❑ | ❑ | ❑ | ❑ |
|  | Ice cream (bars, Fudgesicles, scoops, cups, sundaes, sandwiches) | ❑ | ❑ | ❑ | ❑ |
|  | Low-fat frozen desserts (frozen yogurt, ice milk, sherbet) | ❑ | ❑ | ❑ | ❑ |
|  | Milkshake | ❑ | ❑ | ❑ | ❑ |
|  |  |
|  | **Fruit** | A la carte | Vending machine | School store | Other |
|  | Canned or cooked fruit  | ❑ | ❑ | ❑ | ❑ |
|  | Dried fruit | ❑ | ❑ | ❑ | ❑ |
|  | Fresh fruit | ❑ | ❑ | ❑ | ❑ |
|  |  |
|  | **Meat/Meat Alternative Entrées/Mixed Dishes** | Whole grain option | A la carte | Vending machine | School store | Other |
|  | Burritos  | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Chicken burger | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Chicken pieces/nuggets (breaded) | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Hamburger/cheeseburger | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Hot dog/corn dog | ❑ | ❑ | ❑ | ❑ | ❑ |
|  |  | **Please ✓ all that apply.** |
|  |  | A la carte | Vending machine | School store | Other |
|  | Meat with rice (Chinese-/Asian-style) | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Nacho chips with salsa | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Nacho chips (with meat, beans or cheese) | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Pasta (spaghetti, macaroni and cheese, pasta salad) | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Pizza  | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Ramen-type soup/cup of noodles | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Salad, meal-sized (chef's, grilled chicken) | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Sandwiches, cold | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Sandwiches, grilled/hot | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Soup/chilis/stews with beans or meat (chicken, clam chowder, minestrone)  | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Tacos | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Wraps | ❑ | ❑ | ❑ | ❑ | ❑ |
|  |  |
|  | **Vegetables** | A la carte | Vending machine | School store | Other |
|  | Fried potatoes (including pre-fried, oven baked, French fries, tater tots, potato skins) | ❑ | ❑ | ❑ | ❑ |
|  | Salad - side (tossed, raw vegetables) | ❑ | ❑ | ❑ | ❑ |
|  | Vegetables (not fried) | ❑ | ❑ | ❑ | ❑ |
|  |  |
|  | **Snacks** | Whole grain option | A la carte | Vending machine | School store | Other |
|  | Candy/chocolate  | ❑ | ❑ | ❑ | ❑ |
|  | Chips (corn, potato, puffed cheese, tortilla)  | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Chips (lower/reduced fat/baked) | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Corn nuts | ❑ | ❑ | ❑ | ❑ |
|  | Crackers,(regular) | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Crackers (lower/reduced fat)/pretzels  | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Fruit roll-up or fruit snacks with added sugar | ❑ | ❑ | ❑ | ❑ |
|  | Granola bars/cereal bars/energy bars/other snack bars | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | Meat snacks (jerky, salami, pork rinds) | ❑ | ❑ | ❑ | ❑ |
|  | Nuts and seeds (almonds, sunflower seeds) | ❑ | ❑ | ❑ | ❑ |

|  |  |  |
| --- | --- | --- |
|  |  | **Please ✓ all that apply.** |
|  |  |  | A la carte | Vending machine | School store | Other |
|  | Popcorn, air-popped or low-fat | ❑ | ❑ | ❑ | ❑ |
|  | Popcorn, buttered or flavored | ❑ | ❑ | ❑ | ❑ |
|  | Trail mix, without candy | ❑ | ❑ | ❑ | ❑ |
|  | Trail mix with candy | ❑ | ❑ | ❑ | ❑ |
|  | Yogurt, flavored | ❑ | ❑ | ❑ | ❑ |
|  | Yogurt, plain | ❑ | ❑ | ❑ | ❑ |
|  |  |
|  | **Other foods (specify):** | Whole grain option | A la carte | Vending machine | School store | Other |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ❑ | ❑ | ❑ | ❑ | ❑ |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ❑ | ❑ | ❑ | ❑ | ❑ |

**LUNCH OBSERVATION FORM**

***Sources and References***

1. UC Berkeley Atkins Center for Weight and Health (CWH) school nutrition environment observation forms (not published)
2. U.S. Department of Agriculture (USDA) Food and Nutrition Service (FNS). School Nutrition Dietary Assessment (SNDA) Study III, Pre-Visit Questionnaire and Menu Survey – Reimbursable Meals Form. Retrieved on November 14, 2010 from <http://www.fns.usda.gov/oane/MENU/Published/CNP/cnp.htm>

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| **HEALTHY COMMUNITIES STUDY****THE SCHOOL PHYSICAL ACTIVITY RESOURCE ASSESSMENT (SCHOOL PARA)** |
| There is little to no public reporting burden of this collection of information as it is completed by research staff. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number.  |
| PLEASE COMPLETE THE FOLLOWING FORM FOR THE FOUR SCHOOLS SELECTED FOR OBSERVATIONS IN THE COMMUNITY DURING THE LIAISON’S INITIAL VISIT.  |
|  |  |  |  |
| B1. | Start Time (Military time) |  | End Time (Military time) |
|  |  |  |  |
|  |  |  |  |
| B2. | Approximate size (size of entire school property) |  | * small (1/2 square block)
* medium (>1/2 square block up to 1 square block)
* large (>1 square block)
 |
|  |  |  |  |
| B3. | Capacity (posted fire capacity for indoor facilities) |  |  |
|  |  |  |  |
| B4. | Cost |  | * Free
* Pay at the door
* Pay for only certain programs
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
|  |  |  |  |
| B5. | Hours of Operation (record in military time) |  | a) open b) close  |
|  |  |  |  |
| B6. | Signage – Hours |  | * Yes
* No
 |
|  |  |  |  |
| B7. | Signage – Rules  |  | * Yes
* No
 |
|  |
|  |
|  |
| FOR QUESTIONS BELOW, PLEASE REFER TO PROTOCOL AND OPERATIONAL DEFINITIONS WITH PICTURES.*Please note for B13: Play equipment - If it is ‘typical’ equipment such as a slide, swings, horizontal bar; no description is necessary. When the equipment is unusual, please describe and use the Comments space as necessary.* |
|  |  |  |  |  |  |  |
|  |  | Rating |  |  |  | Rating |
|  | **Feature** | Not present | Poor | Mediocre | Good |  |  | **Amenity** | Not present | Poor | Mediocre | Good |
| B8. | Baseball field | ❑ | ❑ | ❑ | ❑ |  | B21. | Access points | ❑ | ❑ | ❑ | ❑ |
| B9. | Basketball courts | ❑ | ❑ | ❑ | ❑ |  | B22. | Bathrooms | ❑ | ❑ | ❑ | ❑ |
| B10. | Soccer field | ❑ | ❑ | ❑ | ❑ |  | B23. | Benches | ❑ | ❑ | ❑ | ❑ |
| B11. | Bike rack | ❑ | ❑ | ❑ | ❑ |  | B24. | Drinking fountain | ❑ | ❑ | ❑ | ❑ |
| B12. | Exercise stations | ❑ | ❑ | ❑ | ❑ |  | B25. | Fountains | ❑ | ❑ | ❑ | ❑ |
| B13. | Play equipment | ❑ | ❑ | ❑ | ❑ |  | B26. | Landscaping efforts | ❑ | ❑ | ❑ | ❑ |
| B14. | Pool >3 ft deep | ❑ | ❑ | ❑ | ❑ |  | B27. | Lighting | ❑ | ❑ | ❑ | ❑ |
| B15. | Sandbox | ❑ | ❑ | ❑ | ❑ |  | B28. | Picnic tables shaded | ❑ | ❑ | ❑ | ❑ |
| B16. | Sidewalk | ❑ | ❑ | ❑ | ❑ |  | B29. | Picnic tables no-shade | ❑ | ❑ | ❑ | ❑ |
| B17. | Tennis courts | ❑ | ❑ | ❑ | ❑ |  | B30. | Shelters | ❑ | ❑ | ❑ | ❑ |
| B18. | Trails – running/ biking | ❑ | ❑ | ❑ | ❑ |  | B31. | Shower/Locker room | ❑ | ❑ | ❑ | ❑ |
| B19. | Volleyball courts | ❑ | ❑ | ❑ | ❑ |  | B32. | Trash containers | ❑ | ❑ | ❑ | ❑ |
| B20. | Wading pool <3ft | ❑ | ❑ | ❑ | ❑ |  |  |  |  |  |  |  |
|  | **Incivilities** |  |  |  |  |  |  | **Incivilities** |  |  |  |  |
| B33. | Auditory annoyance | ❑ | ❑ | ❑ | ❑ |  | B39. | Graffiti/tagging | ❑ | ❑ | ❑ | ❑ |
| B34. | Broken glass | ❑ | ❑ | ❑ | ❑ |  | B40. | Litter | ❑ | ❑ | ❑ | ❑ |
| B35. | Dog refuse | ❑ | ❑ | ❑ | ❑ |  | B41. | No grass | ❑ | ❑ | ❑ | ❑ |
| B36. | Dogs unattended | ❑ | ❑ | ❑ | ❑ |  | B42. | Overgrown grass | ❑ | ❑ | ❑ | ❑ |
| B37. | Evidence of alcohol use | ❑ | ❑ | ❑ | ❑ |  | B43. | Sex paraphernalia | ❑ | ❑ | ❑ | ❑ |
| B38. | Evidence of substance use | ❑ | ❑ | ❑ | ❑ |  | B44. | Vandalism | ❑ | ❑ | ❑ | ❑ |
|  | Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **HEALTHY COMMUNITIES STUDY****THE PHYSICAL ACTIVITY RESOURCE ASSESSMENT (PARA)**There is little to no public reporting burden of this collection of information as it is completed by research staff. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number.  |
| .  |
|  |
|  |
| PLEASE COMPLETE THE FOLLOWING FORM FOR SCHOOLS AND PHYSICAL ACTIVITY RESOURCES IN THE COMMUNITY |
|  |  |  |  |
| 1. | // mm dd yyyyToday’s Date | 2. | Liaison ID (Observer) |
|  |  |  |  |
| 3. | School ID |  |  |
|  |  |  |  |
| 4. | Start Time (Military time) |  | End Time (Military time) |
|  |  |  |  |
| 5. | Type of resource |  | * Fitness club
* Park
* Sport facility
* Trail
* Community Center
* Church
* School
* Combination: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
|  |  |  |  |
| 6. | Approximate size (size of entire resource) |  | * small (1/2 square block)
* medium (>1/2 square block up to 1 square block)
* large (>1 square block)
 |
|  |  |  |  |
| 7. | Capacity (posted fire capacity for indoor facilities) |  |  |
|  |  |  |  |
| 8. | Cost |  | * Free
* Pay at the door
* Pay for only certain programs
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
|  |  |  |  |
| 9. | Hours of Operation (record in military time) |  | a) open b) close  |
|  |  |  |  |
| 10. | Signage – Hours |  | * Yes
* No
 |
|  |  |  |  |
| 11. | Signage – Rules  |  | * Yes
* No
 |
| FOR QUESTIONS BELOW, PLEASE REFER TO PROTOCOL AND OPERATIONAL DEFINITIONS WITH PICTURES.*Please note for 13: Play equipment - If it is ‘typical’ equipment such as a slide, swings, horizontal bar; no description is necessary. When the equipment is unusual, please describe and use the Comments space as necessary.* |
|  |  |  |  |  |  |  |
|  |  | Rating |  |  |  | Rating |
|  | **Feature** | Not present | Poor | Mediocre | Good |  |  | **Amenity** | Not present | Poor | Mediocre | Good |
| 8. | Baseball field | ❑ | ❑ | ❑ | ❑ |  | 21. | Access points | ❑ | ❑ | ❑ | ❑ |
| 9. | Basketball courts | ❑ | ❑ | ❑ | ❑ |  | 22. | Bathrooms | ❑ | ❑ | ❑ | ❑ |
| 10. | Soccer field | ❑ | ❑ | ❑ | ❑ |  | 23. | Benches | ❑ | ❑ | ❑ | ❑ |
| 11. | Bike rack | ❑ | ❑ | ❑ | ❑ |  | 24. | Drinking fountain | ❑ | ❑ | ❑ | ❑ |
| 12. | Exercise stations | ❑ | ❑ | ❑ | ❑ |  | 25. | Fountains | ❑ | ❑ | ❑ | ❑ |
| 13. | Play equipment | ❑ | ❑ | ❑ | ❑ |  | 26. | Landscaping efforts | ❑ | ❑ | ❑ | ❑ |
| 14. | Pool >3 ft deep | ❑ | ❑ | ❑ | ❑ |  | 27. | Lighting | ❑ | ❑ | ❑ | ❑ |
| 15. | Sandbox | ❑ | ❑ | ❑ | ❑ |  | 28. | Picnic tables shaded | ❑ | ❑ | ❑ | ❑ |
| 16. | Sidewalk | ❑ | ❑ | ❑ | ❑ |  | 29. | Picnic tables no-shade | ❑ | ❑ | ❑ | ❑ |
| 17. | Tennis courts | ❑ | ❑ | ❑ | ❑ |  | 30. | Shelters | ❑ | ❑ | ❑ | ❑ |
| 18. | Trails – running/ biking | ❑ | ❑ | ❑ | ❑ |  | 31. | Shower/Locker room | ❑ | ❑ | ❑ | ❑ |
| 19. | Volleyball courts | ❑ | ❑ | ❑ | ❑ |  | 32. | Trash containers | ❑ | ❑ | ❑ | ❑ |
| 20. | Wading pool <3ft | ❑ | ❑ | ❑ | ❑ |  |  |  |  |  |  |  |
|  | **Incivilities** |  |  |  |  |  |  | **Incivilities** |  |  |  |  |
| 33. | Auditory annoyance | ❑ | ❑ | ❑ | ❑ |  | 39. | Graffiti/tagging | ❑ | ❑ | ❑ | ❑ |
| 34. | Broken glass | ❑ | ❑ | ❑ | ❑ |  | 40. | Litter | ❑ | ❑ | ❑ | ❑ |
| 35. | Dog refuse | ❑ | ❑ | ❑ | ❑ |  | 41. | No grass | ❑ | ❑ | ❑ | ❑ |
| 36. | Dogs unattended | ❑ | ❑ | ❑ | ❑ |  | 42. | Overgrown grass | ❑ | ❑ | ❑ | ❑ |
| 37. | Evidence of alcohol use | ❑ | ❑ | ❑ | ❑ |  | 43. | Sex paraphernalia | ❑ | ❑ | ❑ | ❑ |
| 38. | Evidence of substance use | ❑ | ❑ | ❑ | ❑ |  | 44. | Vandalism | ❑ | ❑ | ❑ | ❑ |
|  |  |
|  | Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**PHYSICAL ACTIVITY OBSERVATIONS**

***Sources and References***

**THE SCHOOL PHYSICAL ACTIVITY RESOURCE ASSESSMENT (SCHOOL PARA)**

1. Lee RE, Booth KM, Reese-Smith JY, Regan G, Howard HH. The Physical Activity Resource Assessment (PARA) instrument: evaluating features, amenities, and incivilities of physical activity resources in urban neighborhoods. *Int J Behav Nutr Phys Act*. 14 September 2005; 2:13.

**THE PHYSICAL ACTIVITY RESOURCE ASSESSMENT (PARA)**

1. Lee RE, Booth KM, Reese-Smith JY, Regan G, Howard HH. The Physical Activity Resource Assessment (PARA) instrument: evaluating features, amenities, and incivilities of physical activity resources in urban neighborhoods. *Int J Behav Nutr Phys Act*. 14 September 2005; 2:13.

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| **HEALTHY COMMUNITIES STUDY****GROUND-TRUTHING OF** **GEOGRAPHIC INFORMATION SYSTEM (GIS) MAPPING** |
|  |
| Once GIS data is obtained, it will be formatted into a form containing commercial venues and resources to be verified so that the Battelle community liaison (during his or her second visit to the community) or community documenter may complete “ground-truthing” of GIS data. |