**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.

A paper form of the modified five-item 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 |
|  |  |  |  |

|  |
| --- |
| **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. |