

# **Community Assessment Tool Kit:** ***Nutrition and Physical Activity***

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## Community Assessment Overview

Successful obesity prevention programs address the needs and wants of the community. The best way to find out what a community needs and what it wants is to conduct a **community assessment**. By following the community assessment process outlined below, you can develop programs and services that address the nutrition and physical activity needs and wants of your community making it a healthier place to live.

The community assessment described below will assist you in:

- A. Defining Your Community
- B. Gathering Information About the Issue Through:
  - Examining perceptions of assets and needs by various partners and
  - Examining community resources, assets, gaps, and needs.

In each step, tools are provided to summarize results.

### Defining Your Community

The emphasis in this section is on the need to actually do this task including having a discussion with your partners about how to define community. The “Defining Your Community” worksheet will help you think about the target audience and the broader community that interacts and influences that audience.

### Gathering Information

This section includes worksheets to help you collect community data, community opinion, community resources and assets, and information on the community’s policies and environment. This is where you learn things like the percentage of adults in your community who do the recommended amount of physical activity, whether community leaders think healthy eating is important or not, what other nutrition and physical activity services are available to the community, and how the community environment encourages and discourages healthy eating and physical activity. The worksheets in this section also help you interpret all the facts, figures, opinions, and other information that you collect.

### Summarizing and Reporting Information Gathered

In each step, you consider the data and information gathered. You are not prioritizing health issues, just summarizing and reporting what you learned. Guidance on how to prioritize will be provided in the “Planning” section.

## Defining Your Community

The first step in conducting a community assessment is to **define the community**. This may seem obvious, but it's often not done. And not defining community can be an underlying source of misunderstandings throughout the process of conducting a community assessment.

It is important to:

- Know your target audience, for example, children ages 2-5; adults, low income women; fathers of children age 13-18; etc, (the target audience, may be identified after the community assessment when you identify a population at particularly high risk)
- Define it's geographic boundary, and
- Identify other elements of the community that interact with and influence that target audience within that geographic boundary, for example, faith based organizations, schools, health care organizations, etc.

Use the **Community Definition Worksheet** below to help you start the work of defining your community. The worksheet includes questions to help you understand that community is broader than the target audience and more comprehensive than a geographic boundary. A good group activity at an initial coalition meeting is to have coalition members complete the worksheet prior to the meeting, then compile the responses and have a group discussion of the responses.

Remember, take the time to define your community with your team members and think broadly about community.

## Community Definition Worksheet

The following questions can help you start the process of defining your community. Your community includes the target audience and those who influence and interact with the target audience. Defining your community is an ongoing process.

1. Who is your target population? (This may be dictated by a funding source or organizational policy. Or it may be determined after the community assessment when you identify a population at particularly high risk.)

### **Parents and families with young children**

2. In what geographic area is your target audience contained? (A state, county, city, or neighborhood?)

3. Describe some of the basic demographics you know about this community. (Rural, urban, high percentage of middle-income or low-income, growing population of Hispanics, aging population, employment, poverty, etc.)

4. What major organizations, agencies, and services exist in this area? (Schools, health, recreation, business, medical support/counseling, religious, media, civic organizations, government, etc.)

5. What are some regularly-scheduled community events that people attend? (Festivals, back-to-school events, fairs, etc.)

6. What are the patterns of social interaction in this area? (Clubs, worksite, neighborhoods, intramural teams, family, etc.)

7. Are there resources outside your immediate community that provide support for your community? (Large supermarkets, shopping malls, recreation centers, worship houses, etc.) For example, a nearby city might draw people from a small town or from a suburb. In addition to local resources, you might need to assess resources in neighboring areas.

8. Who are the opinion leaders in your community? (Individuals, organizations, community groups, key decision-makers, power structures.) Keep in mind that there will probably be different opinion leaders for different segments of the population.

As you gain experience working with the community, revisit these questions periodically and update your responses. Summarize the responses to the questions above into a few sentences that define your community.

## Coalitions

As you are defining and assessing your community for physical activity and healthy eating, you will be gathering, using, and informing interested partners. Forming a coalition will be an essential step in the success of your project.

### What is a Coalition?

A coalition is group of individuals and/or organizations with a common interest who agree to work together toward a common goal that can concentrate your community's focus on a particular problem, create alliances among those who might not normally work together, and keep your approach to an issue consistent.

### How do you start a community coalition?

- *Put together a core group:* Individuals or organizations concerned about your issue.
  - If you have been living or working in your community for a while, you have lots of contacts, particularly among others concerned with the same things you are. Use those contacts now.
  - Contact people in agencies and institutions most affected by the issue, talk to influential people, or those with lots of contacts - business or civic leaders, ordinary citizens with high credibility, or directors of a local non-profit whose job it is to know nearly everyone, and
  - Recruit members of the group most affected by and concerned with the problem. This will give you a built-in reality check, provide a link to the group they represent, add credibility to your effort, and make clear your commitment to a participatory process.
- *Identify the most important potential coalition members.*
  - There are probably people or organizations you can not do without on your coalition. It is important to identify and to target them specifically for membership. There may be a specific person among the target population, or a particular town official, without whom nothing can get done, be sure to include this person.
- *Recruit members to the coalition.*
  - Now that your core group is in place, and you have decided on the potential members who are necessary to the success of the coalition, you can start recruiting members. Be as inclusive as possible - it's unusual to hear about a coalition suffering because it has too many members.

**Use the networking capacity of your core group to the fullest.** The core group can brainstorm a list of possible members, in addition to those deemed essential. Then each member can identify individuals on the list whom he knows personally, or organizations where he has a personal contact. If there are names left on the list without a contact, they can be divided among the members of the core group.

**When you contact people to recruit them to the coalition, make sure you have something substantive to offer or to ask them to do.** An invitation to a first meeting - at a specific time and place far enough in the future that schedules can be arranged to fit it in - is perhaps the most common offer, but you could also ask people to work with a small group. An appeal to join without something specific attached to it will often fall on deaf ears. People's time is valuable, and they want to know that it won't be wasted.

*Plan and hold a first meeting.* The first meeting of a coalition is important – make it a high-energy, optimistic gathering that gets people excited. Introduce everyone, define why you are together, discuss common vision, and procedures for moving forward to realize that vision in your community.

*Follow up on the first meeting.* You have held a successful first meeting - terrific! Make sure you have someone or a few people responsible for coordinating- sending out minutes, reminding people of committee meetings and agendas, keeping everyone connected and on track.

A coalition can be a powerful force for positive change in a community. If you can form one that lasts and addresses the issues it was meant to, you've done a major piece of community building work.

Kentucky University Work Group for Community Health and Development. (2007). Section 5. Coalition Building I: Starting a Coalition, Main Section - Introduction, what, why, when, who, and how. Lawrence, KS: University of Kansas. Retrieved September 2008, from the World Wide Web:  
[http://ctb.ku.edu/en/tablecontents/section\\_1045.htm](http://ctb.ku.edu/en/tablecontents/section_1045.htm).

## **Gathering Information**

Once you defined your community, it is time to gather information about the issue you want to learn more about in order to develop an intervention that will meet the needs of the identified population. It will be helpful to gather information from community members and to gather information about the actual physical environment of your community.

Gathering information from community members involves reaching out to various groups to get “community opinion” on the issue. This can be an effective way to understand the problem and potential solutions from the perspective of your target population, key policy makers, and related community members.

Gathering information about the physical environment is a way to learn what resources are already available that could be used or built upon as well as assessing where there are gaps that may present barriers or opportunities for intervention.

This section offers several tools that you may use to gather community opinion and to assess the community environment.

## About Focus Groups

### Focus Groups Are:

- Discussion groups led by a moderator using a preplanned list of questions.
- Made up of a small group of people (usually 8-12 members), who represent a specific subgroup of the target population.
- Designed to find out about opinions, attitudes, values and ideas.

### Advantages of Focus Groups:

- Interpersonal interaction often creates a snowball effect (i.e. one person's comment sparks another's thought, etc.)
- Focus groups are good for exploring feeling, attitudes, and opinions, in depth.
- You can observe nonverbal as well as verbal reactions.

### Limitations of Focus Groups:

- Results are not generalizable due to small numbers of participants. (Focus groups give you the direction, not the strength of opinions.)
- You have less control than when using individual interviews.
- Interpretation and analysis is subjective and not standardized.
- Results can vary in a great deal depending of facilitator skill.

### Why Use Focus Groups?

- To identify the scope of issues important to the population
- To assess audience needs
- To generate program concepts
- To develop instruments for quantitative or qualitative research
- To pretest materials

## **When Focus Groups Don't Give You What You Need**

When reviewing your focus group results and you think they are not providing you with the information you were looking for, consider the following:

### **Your Tool :**

Maybe a paper survey or interviews would better serve your needs.

### **Participants:**

Perhaps you have not carefully developed criteria as to who you need to hear from so your participants are not really representative of your target population.

### **Questions Asked:**

Perhaps your questions are not well developed and/or use too many closed ended or leading questions.

### **Facilitator:**

Perhaps your facilitator has not been trained in facilitation skills, does not relate well to the participants and/or is not credible to the participants for one reason or another.

### **Analysis:**

You may not have carefully thought through what information you really need and /or may have not laid out a clear plan for how to approach analysis of the information you collect. You may have either done too simple an analysis or focused on extraneous information, etc.

For more information on setting up focus groups, recruiting participants, developing good discussion guides, facilitation skills, and analysis see: David L. Morgan & Richard A. Krueger, The Focus Group Kit, Volumes 1-6, Sage Publications, 1998.

## Sample Focus Group Questions

From Center on Rural Studies Contract  
May 2006

1. Please tell us about yourself: (a) your first name; (b) what city or town you live in; (c) your household; and (d) a little bit about yourself.
2. What do you do in your free time?
  - a. Do you consider physical active to be relaxing?
3. What are some of the things that you do with your friends and family in your free time?
  - a. Do you engage in different activities with your friends then with your family?
4. Do you use any public facilities or programs in your city/town? What do you use?
  - a. If no- Why not?
5. What steps, if any, do you take to stay healthy?
  - a. Both through physical activity or food choices
  - b. How do you decide what to eat at-home?
6. Do you ever go out to eat restaurants or fast food restaurants?
  - a. How do you decide what to eat away-from-home?
7. What do you consider to be a healthy meal?
  - a. What healthy food choices are available to you (at-home and away)?
  - b. What are the barriers to healthy food choices?
8. Why do you eat the food and drinks that you do?
  - a. What informs your food choices?
  - b. Where do you get information about food?
9. Are there changes that could be made in your community to help people make better food choices?
10. Describe some of the activities, chores and other responsibilities, which you do around the house in an average day?
11. If you work, how active is your job? How much time do you spend sitting?
12. How do you get to around town or to work in a typical day? Car, walk, etc.
13. Do you get enough physical activity in the average day- why or why not?
14. Are there any barriers that keep you from being more active, and if so, what are they?

15. Do you have any specific concerns (besides lack of time) that keep you from being more physically active (safety, preexisting health conditions, etc)?

- a. Is safety a concern?
- b. Are there any other obstacles that keep you from being more active?

16. What would be the best way to encourage people in your community to be more physically active?

- a. What messages would work best?
- b. How could that message be communicated?
- c. What do you think your friends and neighbors would respond to?

18. Are there any changes that could be made in your community that would encourage people to be more active?

- a. Are there any specific facilities that you wish your city or town had available? ok
- b. Are there any programs that you would like to see offered?

19. Wrapping up the discussion- Is there anything you would like to add. Are there any aspects of health behavior that you feel that have been missed during our discussion today?

### **Wrap-up**

- 1) Thank you for your time and participation. I hope this has been a worthwhile experience.
- 2) Ideas that have been generated by this group will be used in our study of health behaviors.
- 3) Again, we assure your complete confidence. Nobody's name will be linked with this discussion.
- 4) Thanks again, and have a good day.

## **About Coalition Member Opinion Surveys**

The purpose of a **Coalition Member Opinion Survey** is to find out what your coalition members perceive to be as its main assets and concerns related to a particular topic area. Below is a sample Coalition Member Opinion survey to gather information related to what your coalition perceives to be as its main assets and concerns related to nutrition and/or physical activity.

Have each coalition member complete the survey. Have one person or a subcommittee review the results and summarize common themes that arise.





## About Community Member Opinion Surveys

The purpose of a **Community Opinion Survey** is to find out what your community members perceive to be as its main assets and concerns related to a particular topic area. Below is a sample Community Member Opinion survey to gather information related to what your community perceives to be as its main assets and concerns related to nutrition and/or physical activity.

Here are a few tips for conducting a Community Opinion Survey

- Decide who will be involved in administering the survey and who will be the lead contact
- Decide on a “distribution plan” that includes:
  - who will be surveyed,
  - how many people will be surveyed – how many people you need to get a good representation of your target population, and
  - how you will administer the survey (factors such as budget, time, politics, and the focus of the community assessment will affect these decisions.
- Possible survey distribution ideas:
  - Insert survey in the local newspaper or in a local agency newsletter. Be sure to promote so people will look for the survey.
  - Distribute electronically.
  - Partner with other organizations to distribute the survey to people in different community programs such as hospital wellness centers, health clinics, Self Management Groups, Strong Living groups, Area Agencies on Aging, etc.
  - Randomly select community residents from the phone book and mail a survey
  - Use the survey with key informants and/or community leaders.
  - Ask committee members and partners to survey a specified number of community residents.

Once you feel you have collected enough surveys to provide a good overview of the perceived issues, use the **Community Opinion Summary Sheet** to summarize your findings.

## Community Opinion Survey

Thank you for taking time to answer these questions. Your answers will help us make decisions about future community health programs. Your answers are confidential.

- 1) Name three specific aspects of our community that help people eat healthy and/or be physically active.
  
- 2) Name some programs in our community that promote nutrition and/or physical activity.
  
- 3) In your opinion, what factors in our community contribute to the problems of overweight and lack of physical activity?
  
- 4) What do you think should be done to address these problems?
  
- 5) What barriers, if any, do you see to implementing a project to prevent these problems in our community? (If none, go to question #7.)
  
- 6) How would you suggest overcoming these barriers?
  
- 7) What strengths and assets could we build on in our community to improve these health problems?

8) What role could you play to help us implement this project in our community?

- Serve on a coalition
  - Serve on a task force or committee
  - Public endorsement/testimonial
  - Appoint a person to work on the project
  - Donate resources (i.e., meeting space, advertising, personnel, and funds.)
- Other: \_\_\_\_\_

9) Could you suggest other organizations/groups in our community that could be involved with this project?

10) Who in our community needs to be involved with this project to make it successful?

11) Are there any other suggestions or ideas that you can give me as we prepare to get this project started?

12) Thank you for your time and support. May I get in touch with you again to let you know how the project is progressing and to discuss how you can best help ensure its success?

Yes      Name: \_\_\_\_\_

Phone: \_\_\_\_\_ e-mail: \_\_\_\_\_

No

13) Other Comments:

What is your age?

9-17       18-45       46-65       66+

What is your gender?

Male  Female

What is your highest education level?

less than high school       high school graduate or GED  
 some college       college graduate

Please describe your role in the community. Choose one of the following categories.

- At-Large Community Member (Men, Women, Elderly, School-age, etc.)
- Community Leader (Selectman, City Council, Clergy, Organization Leader, etc.)
- Agency Representative (Extension, Aging, Food Stamps, United Way, etc.)
- School (Teacher, Administrator, School Board Member, Food Service, etc.)
- Health Professional (Physician, Nurse, Dietician, Social Worker, Psychologist, etc.)
- Market (Supermarket, Convenience Store, Restaurant, Farmers' Market, etc.)
- Recreation (Health Club, Town/City Recreation Dept., Walking Group, Trail Organization)
- Other Please describe: \_\_\_\_\_

Thank you for your time. Your opinions are important to our work.

## Community Opinion Summary Sheet

Take some time to summarize your findings on community opinion. Remember this is a summary of what the community thinks – not what you think or what the data indicates.

At this point you do not have to prioritize your list nor do you need to try and keep the list of concerns short.

**Top contributing factors and barriers to overcoming the problems of overweight and lack of physical activity:**

**Nutrition and Physical Activity Strengths in the Community:**

**We Want More Information On:**

## About Assessing the Community Environment

From the perspective of physical activity and nutrition, the environment consists of all physical and social factors that influence activity levels and food intake. These include physical, or “built” aspects of the environment such as walking or biking paths and location of retail centers that may influence how often people walk or bike. Other key environmental factors are the social norms that affect behaviors; the availability of nutrition and physical activity services; government, workplace and corporate policies that govern what food is available; and policies that influence the physical activity levels of adults and children. Because by definition environment is everything that surrounds you, a list of things that make up the physical activity and nutrition environment can never be exhaustive.

This section includes a **Community Resources and Gaps Worksheet** that will help you assess how the environment affects the eating and physical activity habits of people in your community. You may need to do some “research” for this- talk to school administrators, town planners, parks and recreation directors, local health care providers, etc. to gather this information.

Summarize your results on the **Community Resources Summary** sheet below. To refine your results even further, use the **Community Assessment Summary Sheet** to organize and present your Community Assessment results in terms of five factors that contribute to overweight and obesity as suggested by the Centers for Disease Control and Prevention.

## Built Environment and Social Environment Audit

This audit is an informal evaluation of your community to help you identify ways that the community supports eating healthy foods and being physically active and ways that the community hinders healthy eating and physical activity. Use this audit with other surveys and assessments to get a broad and deep understanding of the resources and the environment in your community as related to nutrition and physical activity. The sample survey on the next few pages is based on emerging research of the impact that the built environment and social environment has on a population's health.

How to conduct a Built Environment and Social Environment Audit:

- Decide who will be involved in administering the audit including the lead contact for this work.
- Develop a survey. See the “Built Environment and Social Environment Audit Sample Survey”.
- Decide how to conduct the audit. Some options are listed below.
  - One person very knowledgeable of the community could answer the questions.
  - Several people could answer the questions and then compile the answers.
  - Someone could interview people who would be knowledgeable about the issues raised in the sample survey.
- Record relevant findings in the “Community Resources and Environment Log” tool.
- Generate a summary report highlighting areas that support healthy behaviors and areas that discourage healthy behaviors.

Assessing the environment of a community or the environment of a particular sector in the community, such as schools or worksites, is becoming commonplace. As a result, assessment tools are developed, tested, and made available to practitioners regularly. See Additional Community Assessment and Planning Tools on page \_\_\_ or visits [www.Movingtothefuture.org](http://www.Movingtothefuture.org) for additional resources.

## **Built Environment and Social Environment Audit Sample Survey**

### **Built Environment**

To assess the community's built environment, or infrastructure, go through its neighborhoods, roadways, parks, and businesses and talk with people working in agencies that oversee these parts of your community and answer the questions listed.

#### **Neighborhoods**

Are the neighborhoods designed to promote physical activity?

Sidewalk safety (availability, lighting, etc.)

Personal safety (violence)

Neighborhood associations (types of requirements and restrictions, level of compliance among homeowners, level of cohesion among people living in area, etc.)

Linkages to other neighborhoods, retail centers, parks, or recreation facilities

What are the growth plans for residential areas in your community?

Collect information on the oversight/regulatory agency and governing board.

Contact person(s) in the regulatory agency

Board/council/committee that establishes policy about neighborhoods

Community involvement (history of people involved in decision-making, past successes and failures, etc.)

#### **Roadways**

Are there bike and pedestrian pathways between residential and commercial areas?

Safety (existing condition, quality of lighting, attitudes of drivers, etc.)

Utilization

Roadways without designated pathways (bicyclist safety, utilization, etc.)

Connected bike and pedestrian pathways

What are the community's development plans? (new or refurbished roads, bike lanes, etc.)

Collect information on the oversight/regulatory agency and governing board.

Contact person(s) in the regulatory agency

Board/council/committee that establishes policy about roads

Community involvement (history of people involved in decision-making, past successes and failures, etc.)

### **Parks and Other Community Recreation Areas**

What is the status of recreation areas in your community?

Parks (numbers, utilization, condition/appeal, safety, access by all the population, etc.)

Outdoor trails and walkways (miles, condition, safety, utilization, access by all the population, etc.)

Community Recreation Centers (numbers, utilization, condition/appeal, safety, access by all the population, etc.)

What are the development plans for rehabilitation of existing public areas and/or for adding new areas?

Collect information on the oversight/regulatory agency and governing board.

Contact person(s) in the regulatory agency

Board/council/committee that establishes policy about recreation areas

Community involvement (history of people involved in decision-making, past successes and failures, etc.)

### **Businesses and Retail Centers**

Are business areas conducive to physical activity?

Pedestrian-friendly design (adequate space for pedestrians on sidewalks; appropriate lighting, benches, and shaded areas; inviting storefronts and walkways; and pedestrian crosswalks that are clearly identified and safe)

Location (businesses and retail areas within walking distance of other services)

Stairwells (easily located and pleasant and safe to use)

What are the future growth and development plans in the business community?

Downtown areas (conversion plans to pedestrian-friendly design, revitalization efforts, etc.)

Industrial park areas

Retail areas (new or remodeling plans of shopping centers)

Collect contact information on the business community leaders (CEOs, community outreach staff, chamber of commerce leaders, etc.).

## **Social Environment**

In Moving to the Future the social environment refers to policies, standard practices and other societal factors that influence people's ability to eat healthy and be active. The Web Site offers sample questions or other resources for assessing each of the following areas:

- Businesses (Use Vermont Healthy Worksite Resource)
- Faith Organizations
- Service Clubs
- Health Care
- Philanthropic Organizations
- Local Government
- Schools (use School Health Index)

## Community Resources and Gaps Worksheet

**Complete this chart to describe the available resources and existing gaps for supporting fit and healthy lifestyles in your community:**

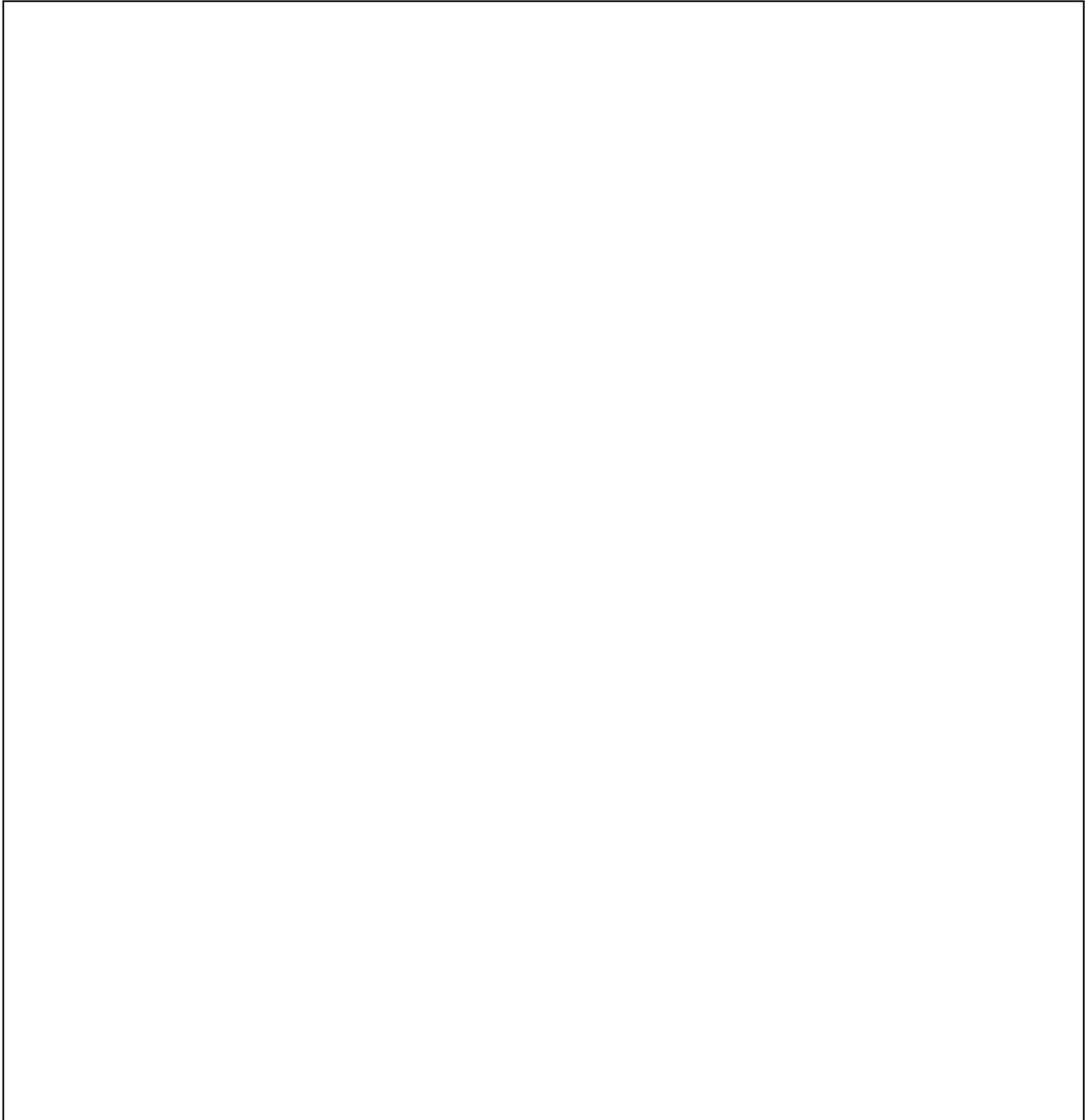
- List known programs, resources, initiatives or policies. Examples might include such things as a school district vending machine policy, walking trails or organized walking programs, recreation programs designed for a specific age group, nutrition education programs, weight loss programs.
- If more than one gap is identified, rank them in terms of importance.

<b>Age Group Targeted</b>	<b>Known Resources/Initiatives/Policies/Programs</b>	<b>Gaps or Needs</b>	<b>Impact (program reach)</b>

<b>Age Group Targeted</b>	<b>Known Resources/Initiatives/Policies/Programs</b>	<b>Gaps or Needs</b>	<b>Impact (program reach)</b>

## Community Resources Summary

Summarize the findings detailed in your Community Resources and Gaps Worksheet. This document will be important for developing your logic model and action plan.



## Community Assessment Summary Sheet

Please summarize the results of your community needs assessment in terms of five factors contributing to overweight and obesity as suggested by the Centers for Disease Control and Prevention.

Contributing factor	Suggestions for addressing this behavior	Potential Barriers	Suggestions for overcoming barriers	Who should be involved
Lack of physical activity				
Not eating enough fruits and vegetables				
Sugar Sweetened Beverages				
Too much TV time				
Too few mothers breastfeeding				

## Community Assessment and Planning Tools

### Community Assessment and Planning Tools– Nutrition and Physical Activity

- Moving to the Future <http://www.movingtothefuture.org/index.php?sid=d1871c>  
Comprehensive website to assist with the development of successful community programs that promote healthy eating and physical activity. Provides step-by-step instructions for conducting a community assessment, writing objectives, developing a plan, or evaluating programs.
- Strategic Alliance Environmental Nutrition and Activity Community Tool ENACT <http://www.preventioninstitute.org/sa/enact/members/index.php?871826dc8d2aa197d50aec8a0d37de63> Offers concrete menus of strategies designed to help improve nutrition and activity environments on a local level. Each strategy presents useful information based on current research and practice and includes model policies and programs, hands-on tools, articles and other publications, and resources. The strategies are structured to be interactive so that implementation can become a reality.
- Community Toolbox <http://ctb.ku.edu/index.jsp> provides over 6,000 pages of practical information to support work promoting community health and development. The core of the Tool Box is the "topic sections" that include practical guidance for the different tasks necessary to promote community health and development, such as leadership, strategic planning, community assessment, grant writing, and evaluation.
- University of Vermont Center for Rural Studies on-line “Inventory of Resources Related to Health for Cities and Towns in Vermont” <http://crs.uvm.edu/townhealthresources/> . Provides results of a survey that was conducted of every city and town in Vermont documenting availability (or not) of things such as miles sidewalks and bike paths, town recreational facilities, nutrition related information as well as town policies related to physical activity and healthy eating.
- Individual and Environmental Tools to assess nutrition and physical activity in a variety of settings.  
<http://socialmarketing-nutrition.ucdavis.edu/Tools/somarktools.php>

### Community Assessment and Planning Tools Built Environment/Physical Activity

- CDC’s “Physical Activity Resources for Health Professionals”, website providing resources and tools for professionals who are planning, implementing, and evaluating physical activity programs including information on building partnerships and engaging communities:  
[http://www.cdc.gov/nccdphp/dnpa/physical/health\\_professionals/interventions/index.htm](http://www.cdc.gov/nccdphp/dnpa/physical/health_professionals/interventions/index.htm)
- Active Living Resource Center, Community Assessments  
<http://www.activelivingresources.org/yourcommunity6.php>

- Pedestrian and Bicycle Information Center’s Walkability and Bikability checklists:  
<http://www.walkableamerica.org/checklist-walkability.pdf>  
<http://www.bicyclinginfo.org/pdf/bikabilitychecklist.pdf>
- How to Develop a Pedestrian Safety Action Plan – a guide to help state and local officials know where to begin to address pedestrian safety issues. Primarily a reference for improving pedestrian safety through street redesign and the use of engineering countermeasures, as well as other safety-related treatments and programs that involve the whole community  
<http://www.walkinginfo.org/pp/howtoguide2006.cfm>.
- Policy and planning resource for bicycle and pedestrian friendly communities.  
<http://www.bicyclinginfo.org/pp/index.cfm>
- Local Government Commission (LGC) is a nonprofit, nonpartisan, membership organization that provides inspiration, technical assistance, and networking to local elected officials and other dedicated community leaders who are working to create healthy, walkable, and resource-efficient communities. Excellent and extensive resources for supporting planning healthy communities:  
<http://www.lgc.org/center/index.html>

### **Assessment and Planning Tools Nutrition Environment**

- Nutrition Environment Assessment Tool comprehensive nutrition assessment tool  
Includes community, worksites, and schools.  
<http://www.mihealthtools.org/neat/>
- Nutrition Environment Measures Survey (NEMS) includes observational measures of community nutrition environments in stores and restaurants, using tools tested for reliability and validity. <http://www.sph.emory.edu/NEMS/>
- Robert Wood Johnson Healthy Eating by Design:  
<http://www.activelivingbydesign.org/index.php?id=397>

## **Acknowledgements**

Tools and content for this Toolkit was adapted from *Moving to the Future: Tool for Planning Nutrition and Physical Activity Programs, Chapter 1: Conduct a Community Assessment*. [www.movingtothefuture.org](http://www.movingtothefuture.org)