



Healthy Eating Active Living
Policy, Systems and
Environmental Change
Implementation Guide
2025



Health and
Human Services



Healthy Eating Active Living (HEAL) Policy, Systems and Environmental (PSE) Change Implementation Guide

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Background

Introduction to Healthy Eating Active Living (HEAL) PSE

The implementation of policy, systems and environmental (PSE) change interventions plays a crucial role in creating sustainable, community-wide improvements that promote health and well-being. In Iowa, Healthy Eating and Active Living (HEAL) PSE strategies empower communities to support healthy diets and active lifestyles. Through Iowa's HEAL Partnership, communities can build collaboration to implement evidence-based PSE interventions for a healthier future in Iowa. Examples of PSE change strategies are shown below in **Exhibit 1**.

Exhibit 1: Examples of PSE Change Activities

Policy	Systems	Environment
<ul style="list-style-type: none"> • Prohibit sugar-sweetened beverages from city property • Require breastfeeding room in public buildings • Establish an incentive for employees to complete healthy nutrition and physical activity behaviors 	<ul style="list-style-type: none"> • Screen for food insecurity at health department • Coordination between organizations working on nutrition and physical activity • Integrate local produce into nutrition lessons in the classroom 	<ul style="list-style-type: none"> • Increase availability of, and equipment and signage in, parks or playgrounds • Add or fix lighting on walking routes • Create accessible sidewalk

Purpose of the Guide

The purpose of this guide is to support communities through the development, implementation, and evaluation of HEAL PSE interventions. This guide follows a stepwise order to help you complete the necessary components of successful PSE intervention in your community. This guide will give you an idea of the steps to take when starting your PSE journey, but note that each step can be modified to fit the needs of your unique community. We've built a roadmap, but you're in the driver's seat.

Community Perspective

Collaboration with those living in the community allows for representation and understanding of the experiences, choices and options made within a community and how those factors influence the uptake of your intervention. Designing interventions that best serve our communities must be realistic for those living within the communities we serve.



You will find a Community Perspective reflection box at the end of each section. These boxes encourage you to stop and reflect on your planning and evaluation processes to ensure your program has incorporated the voices of those with lived experience during that step.



Community Perspective

Take a moment to reflect on how you've ensured those living in the community are represented in this stage of planning your intervention.

How you bring community perspective to your PSE interventions will vary. **Exhibit 2** shows examples of including community perspective for each stage of the implementation guide.

Exhibit 2: Examples of Community Perspective at Each Stage of Implementation

Coalition Development

- The coalition is composed of individuals with different skills and experiences
- The target audience is included in the coalition
- Coalition members have a voice in the goals and purpose of the coalition

Asset Mapping

- Participants represent various sectors of the community
- The target audience is included in the asset mapping session
- Coalition members help interpret the asset mapping findings

Intervention Selection and Implementation

- Intervention selection includes a focus on the community priorities identified
- Coalition members continue to bring perspective from multiple parts of the community
- Community partners are engaged in discussion for implementation

Coalition Capacity Assessment

- Assessment is completed by all coalition members instead of just leadership
- Coalition members help interpret the assessment findings and ways to strengthen the coalition
- New coalition members are added as needed to maintain multiple perspectives

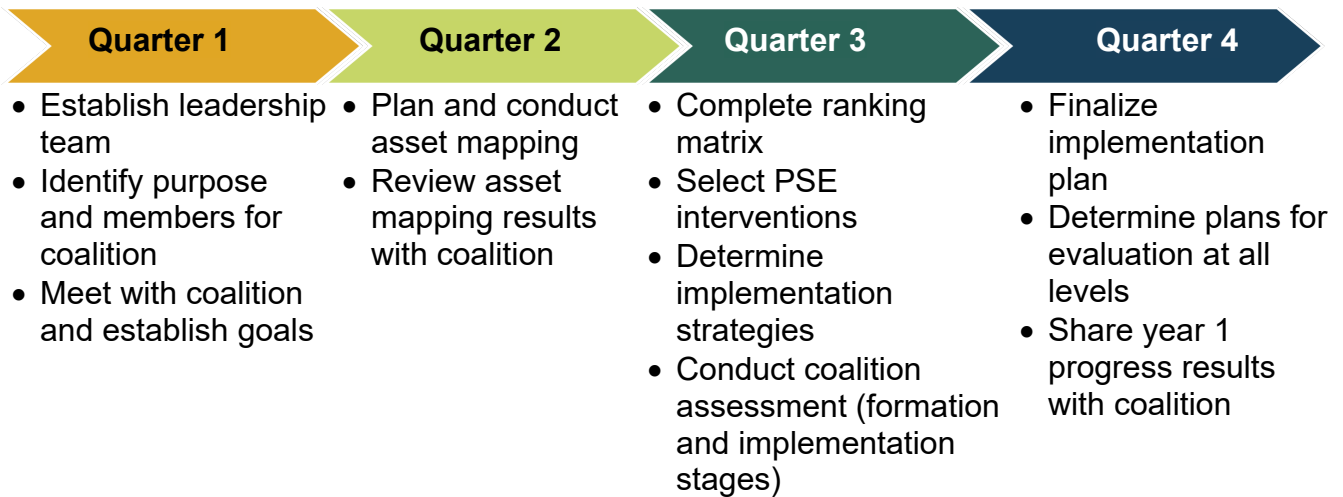
Evaluation

- The evaluation is designed to collect data of priority to coalition
- Qualitative methods are used to gain perspective from the community
- Interpretation of evaluation results is shared and discussed with target audience

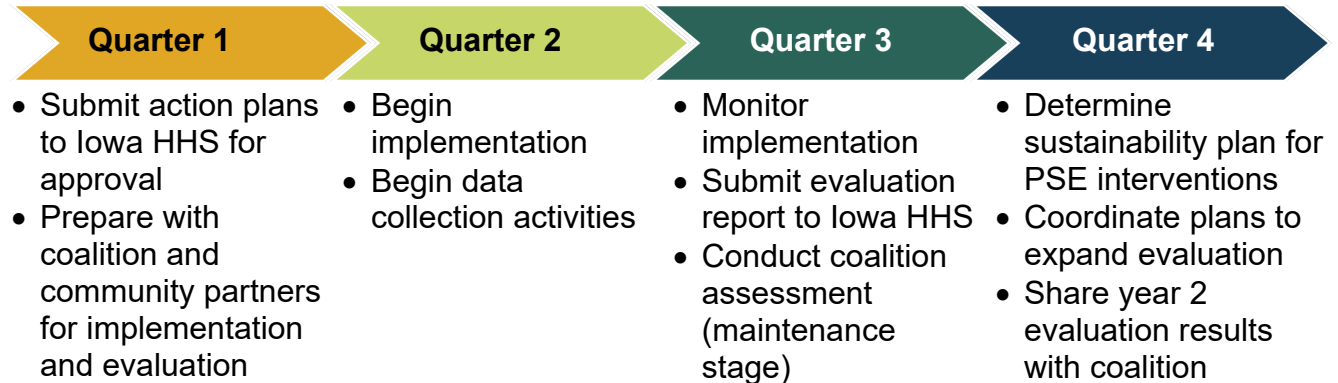
Timeline

The pace of PSE intervention planning, implementation and evaluation will vary from community to community. The type of PSE intervention may also influence the timeline for making the PSE change in your community a reality. The three-year timeline below shows the activities that should occur over the project period. This is an example to help track your progress but may be modified to meet your project needs.

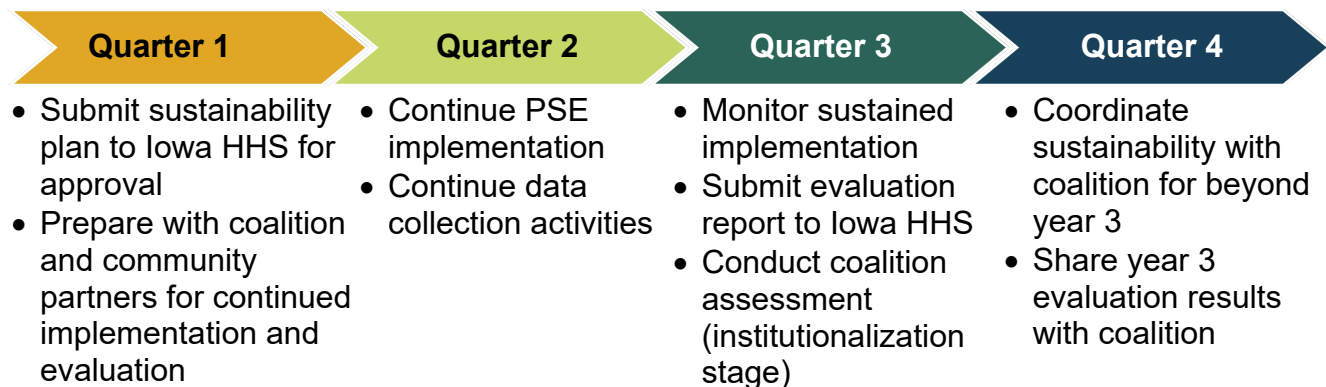
Year 1



Year 2



Year 3



Step 1: Coalition Development

Introduction to Coalitions

Fostering change in your community requires a team of innovative thinkers across various community sectors. A coalition, defined as a group of people or organizations working to influence change, allows you to expand the reach and capacity of your PSE interventions. By forming a coalition, various viewpoints and perspectives are brought into the PSE planning, implementation and evaluation process. By bringing together representatives from multiple organizations and sectors of the community to work towards a common goal, we can capitalize on the expertise within our communities to achieve better results.

Coalition Planning

When thinking about developing your coalition, you want to ensure you have strong leadership in place to guide the formation of your coalition and ensure the coalition works to achieve the goals of your PSE interventions. The leadership team is often made up of the project director, project coordinator, and key project staff, but may look different from project to project. As you begin forming your coalition, your leadership team will want to be clear on the purpose of the coalition, what traits you are looking for in coalition partners, what areas of the community are the focus of the coalition, if you already have partners you can recruit into your coalition and how you are ensuring your coalition is representative of the community/ies it will serve. Your leadership team will want to seek multiple perspectives from different parts of the community with different levels of experience. It is important that your coalition include individuals with lived experience of the health concerns your PSE interventions seek to address.

With your leadership team, consider the questions in **Exhibit 3** as you begin planning your coalition. As you answer these questions, compile a list of individuals or organizations to contact. It is encouraged to think beyond the community members who are often tapped for these types of activities to gain new perspectives.

Exhibit 3: Questions to Consider During Coalition Planning

Questions	Examples
What is the purpose of the coalition?	<ul style="list-style-type: none"> To address systemic barriers that prevent physical activity in the community To strengthen resources across organizations that address food insecurity To expand current nutrition and physical activity interventions to all members of the community
What skills, knowledge and experiences are needed?	<ul style="list-style-type: none"> Understanding of local policy Previous community program development Works with at-risk community population
Do we have existing partnerships with individuals or organizations that may support the coalition?	<ul style="list-style-type: none"> Worked with the public health department on a previous project

Questions	Examples
	<ul style="list-style-type: none"> You already meet with a group of farmers market managers quarterly The mayor has expressed interest in supporting your programming
<p>What sectors of the community need to be included in the coalition?</p>	<ul style="list-style-type: none"> Healthcare Food system Schools
<p>What will be asked of the coalition partners?</p>	<ul style="list-style-type: none"> Attend monthly meetings Provide recommendations for engagement or outreach Participate in coalition activities such as asset mapping
<p>How are we ensuring the coalition represents various parts of the community?</p>	<ul style="list-style-type: none"> Individuals with lived experience have been identified Individuals identified represent various community groups (e.g., elderly, youth, people with disabilities) Organizations represent a range of community sectors
<p>What potential barriers exist that might prevent these partners from joining a coalition or being actively engaged?</p>	<ul style="list-style-type: none"> Commitments to other community groups Time of year (e.g., growing system, start of school year) Negative experience with previous community programs

Source: Modified from Community Tool Box

Building the Coalition

Once you’ve identified who you want to invite, it’s important to consider how to frame your ask. Before saying yes, potential coalition partners will likely want to know the purpose of the coalition, what their role will be, and how much time and effort will be required of them. Aim to address these questions in your outreach message to new or existing partners.



After members have been invited, find a time for the coalition to meet to get to know one another and discuss the coalition’s goals. You can provide the purpose of the coalition identified by leadership, but it is important to allow your new coalition to help form the vision for the community coalition. At this meeting, work with the coalition to brainstorm goals for the first year and steps the coalition will take to achieve these goals. These goals and steps might change as your coalition evolves and you assess the capacity of your coalition (**Step 4: Coalition Assessment**), but providing direction upfront can set your coalition on the right path. Be sure to work with the coalition to devise a plan for regular meetings or check-ins to keep the process going. An agenda template for an initial coalition meeting is available in **Appendix A**.



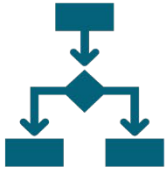
Community Perspective

Take a moment to reflect on how you’ve ensured those living in the community are represented in this stage of planning your program.

Best Practices for Continued Engagement

Establishing a strong coalition can take a lot of work so once you have the group in place you want to keep the momentum across time. To promote continued engagement for the duration of your project, follow these best practices.

Shared Decision Making



Devise a decision-making process and ensure coalition members are aware of this process. All coalition members should be involved in decision making in some way.

Goal-Oriented Focus



The coalition should have established goals with members. Avoid straying from the goals decided upon to avoid members feeling like they no longer align with the coalition purpose.

Capitalize on Members



Your coalition is made up of members who hold unique skills and interests. Utilize what each coalition member brings to the table and make them aware of the value it provides to the coalition. As the needs of the coalition change, you may invite new members to support coalition efforts.

Maintain Communication



Establish regular meeting times occur and maintain regular contact with coalition members. When a lapse occurs in communication and engagement opportunities, coalition members may feel like they are no longer needed.

Track Engagement



Disengagement can be a slow process that has a large impact in the end. Pay attention to engagement across time to identify when disengagement starts to occur. Work with the coalition to identify reasons for disengagement and address them early on.

Model Behavior



Coalition members need to see buy-in from leadership members. Model ideal coalition behaviors including commitment, respect, appreciation and recognition. Building a positive coalition culture starts with leaders that model the behavior.

Step 2: Asset Mapping

Introduction to Asset Mapping

An asset is any resource or strength already present in the community—including the people, places, and systems—that can be built upon to improve the well-being of the community. Asset mapping allows us to bring together members of the community to discover the key resources within a community instead of the deficiencies. Knowing what is available in your community through asset mapping will allow you and your coalition to identify and gain information related to the people, organizations and structures that can support your PSE interventions and address community needs. This information will help to inform what PSE interventions may be of greatest need, who should be involved, and how best to proceed.

Types of Community Assets

All communities have unique assets that can support PSE intervention planning and implementation. Assets may look different from community to community, but mapping into broad categories can help guide the discussion. **Exhibit 4** provides the four broad categories, definitions, and examples. Asset mapping often involves exploring assets in one or more of these categories.

Exhibit 4: Types of Community Assets and Examples

Asset Type	Definition	Examples
Individual Assets	Refers to individuals who possess personal talents, skills, insights or passions within a community. It may also refer to the individual resources and habits within a community.	<ul style="list-style-type: none"> • A local teacher who provides physical activity opportunities for afterschool programs. • A lawyer who could help mitigate zoning issues. • A refugee who is active in helping new refugees settle into the community.
Local Groups and Networks	Informal and formal groups that come together around a common interest, goal or activity.	<ul style="list-style-type: none"> • Local policy councils • Parent Teachers Associations • Veterans groups • Neighborhood watches
Agencies and Organizations	Formal organizations, both governmental and non-governmental, that provide services, support, funds and other resources to the community.	<ul style="list-style-type: none"> • Healthcare center • Museums • Social service agencies • Non-profits • Schools • Foundations
Structural Assets	Tangible assets within the community, including land, buildings, infrastructure and natural resources.	<ul style="list-style-type: none"> • Parks • Playgrounds • Libraries • Community gardens • Childcare centers • Lakes

Source: Adapted from Asset-Based Community Development Institute.

Planning to Map Community Assets

Prior to starting your asset mapping, your coalition will want to determine the “what, who, when, where and how” of your asset mapping session.



What is the purpose of your asset mapping session? Defining the “what” may include specific populations or topics within the community. Determining the goals of the asset mapping session will help your coalition focus and obtain helpful information from your asset mapping session. It is also helpful at this stage to determine the boundaries of the community you want to map.

- **Example:** What physical activity and healthy eating resources are available for families within Jones County?
- **Example:** What resources are available to promote access to healthy food options for populations experiencing food insecurity in the Sherman Hill neighborhood?



Who should you include in your asset mapping session? When mapping assets, you want to invite multiple representatives from your community to gain a variety of perspectives on what resources are available. The optimal number of participants for an asset mapping session is between 15–30 people. If your group is too small, you might miss important assets in the community. If it’s too large, participants might miss out on sharing

their perspectives. To encourage participation, you can ask coalition committee members to extend the invitation to community members they know, send a formal invitation to select members of the community, and post advertisements to the public. Requesting interested participants to submit an RSVP for participation may help to gauge the estimated participation for your event. An example of a recruitment flyer is available in **Appendix B**. Note that more participation is not a bad thing. If you have many people who attend the asset mapping session, you can divide the asset mapping session into two groups and combine the results at the end.

- **Examples:** City council members, public health staff, fitness center owners, students, clergy, business owners, childcare providers, parents



When will asset mapping occur? Asset mapping should occur early in the intervention planning process to help guide coalition decision-making. When the asset mapping session occurs during the planning phase will vary from community to community. When selecting a day and time to hold an asset mapping session, consider the makeup of your community. Avoid holding asset mapping sessions during times when many community members, or those you are interested in including in the asset mapping session, may be unavailable. This could include any of the following:

those you are interested in including in the asset mapping session, may be unavailable. This could include any of the following:

- National or local holidays and other religious observations (e.g., Thanksgiving, Ramadan, Yom Kippur).

- Local events and meetings (e.g., county fair, state football tournament, town hall meeting).
- Work or school hours (e.g., Monday-Friday 9am-5pm).
- Periods of seasonal concern (e.g., winter storms, planting or harvesting season).



Where will you hold your asset mapping session? Asset mapping can occur in-person or virtually, depending on the needs of your community. If holding in-person, key features you want to consider when choosing a location include accessibility, parking, technology access, size, cost and centrality of location. You want to avoid holding asset mapping sessions in locations that all community members would not feel comfortable visiting. Finding a neutral space for all members of the community will allow community stakeholders to feel welcome. Aim to find a location that meets American Disabilities Act standards, is centrally located, provides safe parking or access to public transit and is large enough to hold your anticipated number of attendees.



How will you make this happen? How includes all the little details that add up to a successful asset mapping session and often overlaps with who, when and where. This includes identifying a facilitator and notetaker for the asset mapping session, sending invitations or hanging flyers to recruit community members to participate and how you'll secure the location.

Further, you will want to consider how the assets should be documented during the event for participants to see and be engaged with. You may consider writing on a whiteboard, posting sticky notes to a wall, or projecting a computer screen and having the notetaker document as you go. You want to be sure that community members can see the assets as they are shared, and a final list of assets is available at the end for community members to see. The materials you need will vary depending on how facilitate the map but may include: 1) whiteboard and dry erase markers, 2) a flipchart/large paper, sticky notes of various colors, markers and tape, or 3) projector and computer. You may also consider offering refreshments such as water or a small snack, or other supports such as free childcare, depending on which populations you are engaging.

See **Appendix C** for an asset mapping planning document to guide you through the “what, who, when, where and how” of your asset mapping session. See **Appendix D** for a data collection template that can be projected or modified for use during asset mapping.

Appendix B
Example
Recruitment Flyer

Appendix C
Asset Mapping
Planning Document

Appendix D
Asset Mapping
Data Collection
Template

Asset Mapping Facilitator's Guide

Asset mapping is a powerful tool to identify the strengths within your community but may feel intimidating. This facilitation resource was developed to guide both seasoned and new facilitators through the process of leading an asset mapping session. Follow the steps below, with modifications as needed to best fit you and your community, to facilitate an asset mapping event in your community.

Asset Mapping Steps

1. *Complete the Asset Mapping Planning Document with your coalition.* Find it in **Appendix C**. Follow through with the plan outlined to ensure a facilitator(s) is in place, a space is reserved, materials are gathered and participants are invited to attend.
2. *Prepare the space.* You want to arrive early to the location to ensure the location is set up to meet the needs of your event. Have chairs arranged so all participants can see the asset map as it is built during the process. If more than one asset mapping session will occur due to many participants, ensure the two are separated far enough to avoid noise conflict between groups. Set up the asset categories on the whiteboard or large paper or project the data collection template where community members can see as assets are added by the facilitator or notetaker. **Appendix D** includes categories and questions to post for participants to see.



***Virtual Note:** If you plan to meet virtually to conduct your asset mapping session, you will want to arrive early to the virtual meeting room to make sure that your meeting link is working properly and to troubleshoot any technical issues. You can set up the asset categories on a virtual white board such as Mural or FigJam.

3. *Welcome participants.* As participants arrive, have a member of the coalition greet them and invite them to find a seat or grab a refreshment, if available, while they wait for others to arrive. Once all participants have arrived, the facilitator should welcome all participants and thank them for taking the time to attend the asset mapping session. Any housekeeping items, such as the location of the restroom and silencing cell phones, should be addressed. Encourage the participants to speak freely during the asset mapping, with no right or wrong answers, but to be respectful when others are speaking.



***Virtual Note:** When conducting the session virtually, you may want to keep participants in a virtual waiting room or have a welcome slide deck running while participants log in to the virtual meeting room. Any housekeeping items, such when to come off mute or utilization of the hand raising function, should be addressed.

4. *Provide context and frame the mapping session.* You want all participants to understand the purpose of the asset mapping session. Explain the purpose of the asset mapping session and point out that the participants know their community best and that this process is about identifying the strengths they see in their community. Be sure to define the “community” to be mapped at this point so all participants are on the same page.
5. *Review the four asset areas with participants.* Provide the definitions and examples of the four asset areas that you are going to map. Clarify any confusion participants may have about the asset areas before beginning.
6. *Facilitate conversation.* Use the prompts provided in **Exhibit 5** to facilitate conversation about each level of community assets. As participants share assets, write them on the whiteboard or large paper or type them on the document projected so all participants can see the asset list grow. This should be a natural conversation, so there is a likelihood that overlap between asset areas will occur. For example, while discussing individual community assets, a participant may mention that a key community member (individual) runs a farmer’s market (structural) where community members access food. Allow the conversation to flow naturally and for the participants to share freely. Continue using prompts until participants express that they have identified all the key assets in each category. You do not have to use every prompt provided in **Exhibit 5** and may use your own that aligns with the objective of your asset mapping.
7. *Connect assets to strategies.* Once assets are mapped, conclude the asset mapping session by having participants think about how these assets can support the needs of the community and further express their priorities. This is a nice way to identify how community members feel these assets can be capitalized on and ensure your PSE interventions align with community priorities.
8. *Conclude the session.* To conclude the asset mapping session, thank the participants for their time and expertise. Share the next steps, including how the results of the asset mapping will be utilized in your PSE project and any plans to notify them or the public about future actions or outcomes related to the project.

Exhibit 5: Suggested Prompts for Facilitation

Individual

- Who are the key community leaders involved in health promotion efforts?
- Are there community members with experience in health education or advocacy?
- Are there local nutritionists or registered dietitians available to consult?
- Are there fitness professionals who can provide expertise and support?
- Are there key leaders at any religious institutions that are deeply invested in healthy eating or physical activity?

- Which elected officials are supportive of initiatives that support healthy eating and physical activity? City staff?

Local Groups and Networks

- Are there community groups or initiatives promoting healthy eating or physical activity? Are these groups active? What topics do these groups work on?
- Are there any informal groups that play an active role in improving the health and well-being of the community?

Agencies and Organizations

- What workplaces are located in the community? Is it easy for people to walk and bike there?
- What other businesses are there? Could they support nutrition and physical activity?
- Are there health clinics or community centers with health promotion programs?
- Who incorporates nutrition and physical activity into their mission, including budget and financial considerations?
- Are nutrition and physical activity opportunities currently incorporated in within these agencies or organizations currently?
- What types of organizations offer nutrition and physical activity resources to the community currently?

Structural Assets

Nutrition:

- Where can residents find fresh produce at affordable prices?
- Are there grocery stores with various healthy food options?
- Does the community have access to community gardens or farmers markets?
- Are there food banks or pantries providing nutritious food options?
- Are there culturally appropriate food options available?
- Where do community members typically eat?

Physical Activity:

- What parks are located in the community? Are they accessible for everyone?
- Are there walking trails or dedicated bike paths?
- Are there recreation or fitness centers with affordable memberships?
- Are there community-organized sports leagues or fitness classes?
- Are public spaces safe and well-maintained for physical activity?
- Where do community members typically engage in physical activity?

Bridging the Assets

- How can these community assets support nutrition and physical activity in the community?
- How do these community assets meet the needs of community members of different cultural and age groups?
- Are there systems in place that work across these assets or help to bring them together?

Community Priorities

- Are there populations we should prioritize? Neighborhoods?
- Are there nutrition or physical activities you believe need to be prioritized?

Asset Mapping Data Interpretation

After using the asset mapping data collection template, you should have a list of assets in four areas of the community, some idea of what nutrition and physical activity programs or activities are currently happening, how these assets could be elevated to support your efforts, as well as community priorities. If more than one asset mapping session occurred, you may elect to combine the results of more than one session into one data collection template, removing duplicates. Examples of completed asset maps are shown in **Appendix E**. Overlaying your asset mapping results with a community needs assessment may help to identify the greatest opportunity for community intervention. From here, you can discuss the results with your coalition and use this information to inform the priority ranking and intervention selection (Step 3).

Appendix E Asset Mapping Examples



Community Perspective

Take a moment to reflect on how you've ensured those living in the community are represented in this stage of planning your program.

Example: Our asset mapping session included a nurse who works with low-income families, a local grocery who accepts SNAP benefits, and a parent who participates in SNAP-Ed programming. Each of these individuals bring a different perspective from the community to help inform our program planning.

Step 3: Intervention Selection and Implementation Strategies

Introduction to Intervention Selection

Your PSE interventions should address the needs and priorities of your community. It can be hard to narrow down your focus but it's important to select interventions that will be feasible to implement and sustainable. To help facilitate this process, this section outlines intervention examples for healthy eating and active living and provides a priority ranking tool to help with selecting the most appropriate interventions. With your coalition, you can use these tools to facilitate the intervention selection process.

Healthy Eating and Active Living Interventions

Evidence-based examples are provided for various types of PSE interventions for healthy eating in **Exhibit 6** and physical activity in **Exhibit 7**.

Exhibit 6: Healthy Eating Project Examples

Evidence-Based Strategy Category	Project Examples that Encourage Healthy Eating
Farmers Market and Community Supported Agriculture	<ul style="list-style-type: none"> • Install community orchard on 5-acre parcel within community. • Increase space, amount, or variety of healthy options (e.g., shelf space, options on menus).
Healthy Food and Beverage Environments	<ul style="list-style-type: none"> • Install drinking fountain and water bottle filling station at community-accessible location. • Purchase and install refrigerated water bottle filler in local school building. • Implement of guidelines for healthier snack options. • Develop food purchasing or vendor agreements towards healthier foods and beverages.
In-Store Grocery/Food Bank Intervention	<ul style="list-style-type: none"> • Purchase equipment and supplies to be made accessible to families at local food pantries. • Accept SNAP/EBT/WIC.
Clinical Approaches	<ul style="list-style-type: none"> • Use of a clinical screening tool for food insecurity. • Use of a referral system to nutrition or healthy food access resources.
Nutrition Incentive Program	<ul style="list-style-type: none"> • Provide funding for farmers market voucher program to increase availability of locally sourced produce. • Develop distribution system to reach low-income populations, such as food delivery to families.
School/Community Garden	<ul style="list-style-type: none"> • Provide funding for and install community gardens at schools. • Purchase and supply classroom garden kits. • Contribute to greenhouse repair efforts. • Zoning policy for food or beverage outlets (e.g., community gardens)

Exhibit 7: Physical Activity Project Examples

Evidence-Based Strategy Category	Project Examples that Increase Physical Activity
Active Classrooms	<ul style="list-style-type: none"> • Implement brief, structured physical activity sessions in classrooms throughout the school day.
Active Recess	<ul style="list-style-type: none"> • Install handicap accessible swing set on preschool and kindergarten playgrounds. • Install gaga ball bit.
Increase Access to Places for Physical Activity	<ul style="list-style-type: none"> • Install and paint basketball court. • Purchase and install new basketball hoops and backboards. • Purchase and install various pieces of playground equipment including ADA-compliant handicap accessible swings and sensory play equipment. • Create and install natural playground equipment. • Purchase and install ADA-accessible picnic tables on school grounds. • Implement physical activity program to youth to reduce screen time. • Purchase physical activity equipment (e.g., golf and mountain bike) and make available to community members to rent for use. • Purchase educational materials to implement physical activity classes at summer programs. • Create a sensory kit for individuals with autism or sensory processing disorders for various recreation locations throughout the community.
Active Friendly Routes to Everyday Destinations	<ul style="list-style-type: none"> • Provide access or safety of walking or bicycling paths. • Complete streets policy (e.g., bike or pedestrian plan, ordinance, etc.).
Prompts to Encourage Physical Activity	<ul style="list-style-type: none"> • Purchase and install various wayfinding signage along community trails. • Update and replace local park signage. • Convene bicycle and pedestrian committee to develop trail etiquette signage. • Purchase, install, and update StoryWalk® signage and stations. • Add pedestrian lights to trail crossing at roadway. • Purchase and install bench along community trail.
Social Supports	<ul style="list-style-type: none"> • Provide training on adapted climbing equipment for recreation staff. • Provide physical activities to incorporate more culturally relevant practices.

Priority Ranking Matrix Tool

To best select interventions that aligns with the needs of your community and capitalizes on the assets and community priorities, use the Priority Ranking Matrix Tool available in **Appendix F**.

Implementation Strategies

In **Appendix G**, you will find evidence-based implementation strategies for community-based physical activity and healthy eating interventions, respectively. Accompanying each evidence-based implementation strategy are multiple action steps and associated evaluation activities.

Appendix F
Priority Ranking
Matrix Tool

Appendix G
Implementation
Strategies



Community Perspective

Take a moment to reflect on how you've ensured those living in the community are represented in this stage of planning your program.



Step 4: Coalition Assessment

Introduction to Coalition Assessment

Once you've selected your interventions, it is important to understand your coalitions capacity and identify strengths and weaknesses to efficiently develop, implement, and evaluate your PSE interventions. Taking on PSE interventions beyond the resources available within your coalition or when major gaps are present in the coalition can result in an unsuccessful program. This section will help guide you through assessment of your coalition to understand if your coalition's structure and functions align with achieving success and identify areas for to strengthen your coalition.

Appendix H Coalition Effectiveness Inventory

Coalition Assessment

The strength of your coalition lies in the people and organizations involved in the coalition as well as the system or structure put in place for the coalition to function. To evaluate your coalition, you can explore capacity at various levels of your coalition to identify strengths and weaknesses within the coalition.

Leadership

- The leaders' potential to guide the coalition towards a shared vision, maintain momentum, and make decisions that promote progress.
- Common traits of successful coalition leaders include commitment to the purpose of the coalition, respect for coalition members and possession of skills to elevate the coalition (e.g., resource allocation, problem solving).

Membership

- The members' potential to work together and support various tasks to achieve the shared coalition purpose.
- Successful coalitions have buy-in from members to achieve the coalitions goals. The membership capacity can be measured by assessing if the coalition members have various skills and expertise that can support goals, engage in the work of the coalition, and feel a sense of community amongst coalition members.

Structure

- The organization and structure of the coalition in place results in productive, efficient and active member engagement towards the shared goal.
- Coalitions need structure to maintain clarity regarding coalition purpose and goals and to ensure channels of meeting and communication are in place for progress to occur.

Process

- The coalition systems in place allow for the coalition monitor progress, people, and other available resources and adjust as needed to meet the coalition's goals.
- Lack of processes that are crucial towards progress, such as shared decision making and training, can hinder a coalition from reaching its full potential. Identifying processes that are not in place can help coalitions to strengthen their internal systems for improvement.

Developmental Stages

- The coalition evolves overtime and meets the milestones appropriate for stages of coalition development including formation, implementation, maintenance, and institutionalization.
- The capacity of the coalition should grow across time. As you evaluate your coalition, take note of what stage of development you are in and evaluate at that stage.

To guide your evaluation across these levels, have your coalition complete the adapted Butterfoss Coalition Effectiveness Inventory available in **Appendix H**. You may elect to complete this together as a coalition or have each coalition member fill out the checklist individually. After completion, engage the coalition in dialog about the results and explore ways to strengthen the coalition.



Community Perspective

Take a moment to reflect on how you've ensured those living in the community are represented in this stage of planning your program.



Step 5: Evaluation

Introduction to Evaluation

During and after implementation, it is important to think about the evaluation of an intervention. Results of an evaluation allow us to determine what is working well with the intervention and highlight potential areas for improvement.

Levels of Evaluation

Below in **Exhibit 8** you can find the three levels of evaluation to consider when evaluating your intervention(s).

Exhibit 8: Levels of Evaluation

Level 1

Assess the reach of the intervention by counting the number of individuals impacted by the strategy or activity.

Level 2

Track process indicators by documenting what was done during implementation.

Level 3

Assess the outcomes associated with the intervention by completing the assessment tool or surveys.

Level 1 Evaluation

Level 1 evaluation involves determining the reach of an intervention. Reach is the unduplicated number of people who come in direct contact with a program, project or PSE intervention at a site over a specified period. Reach can be reported as a total number (e.g., number of people who participated in a class) or as an estimate depending on the scope and type of intervention.

Calculating reach is important because it allows us to:

- Determine how many people and communities benefit from the intervention(s).
- Highlight opportunities to reach additional communities.
- Demonstrate the scale of the intervention(s) to stakeholders.

If you are unable to determine the exact number of people who came into direct contact with your intervention(s), there are multiple ways in which reach can be estimated depending on the scope of the intervention(s). First, think about your intervention(s) and determine who will be benefitting from the changes your community is implementing. For example, if your intervention involves installing equipment at a local park, the entire city will have access but who is most likely to use the park? Children? Families? Those who live close to the park?

Next, try to narrow your reach estimate based on the population that will benefit from the intervention. This might be the total city population, the elementary school population, households with children, etc. Examples of publicly available data that can be used to estimate reach include:

- County population (total)
- City population (total)
- Zip code population (total)
- Census tract population (total)
- Population < age 18
- Households within a defined radius
- Population within a defined radius

Level 2 Evaluation

When conducting level 2 evaluation, you will want to think about what was done during the intervention. Did you purchase and install materials? Did you hold classes or events in your community? Did you work with the community to install a garden? Level 2 evaluation will involve collecting data to these types of questions. See **Exhibit 9** for examples of data indicators that you could collect for your level 2 evaluation based on the HEAL strategies.



Exhibit 9: Level 2 Indicators by Strategy Type**Partnerships**

- Number and types of partner organizations with which you worked

Healthy Food and Beverage Environments

- Number of water fountains or water bottle filling stations installed
- Number of water bottles filled
- Number of reusable water bottles distributed
- Number of nutrition education lessons
- Number of healthy cooking demonstrations

Community and School Gardening

- Number of staff and volunteers trained
- Number of staff, volunteer and youth hours in the garden
- Pounds of produce harvested from garden
- Type of produce planted
- Number of nutrition education/gardening lessons provided

Nutrition Incentive Programs

- Number of vendors who accept vouchers
- Number of incentives issued and redeemed

Community Events

- Number and type of community events held
- Number of volunteers who assisted at the community event
- Number of resources distributed at community events

Prompts to Encourage Physical Activity

- Number and type of new signs or prompts

Increase Access to Physical Activity

- Number and type of pieces of equipment purchased
- Type of classes, support groups, or clubs offered
- Number of sessions, number of minutes per session, number of people per session
- Number of people who reach physical activity goals

Level 3 Evaluation

With level 3 evaluation, outcome measures are used to examine the extent to which an intervention achieved its intended goals. This helps to ensure the fidelity and effectiveness of a program or intervention. Outcomes can be captured at the individual and environmental level depending on the scope of the intervention.

To capture outcomes at the individual level, indicators can be measured pre- and post-intervention to determine whether the intervention achieved behavioral change goals. For example, if the intervention is intended to increase water consumption after installing a water fountain in the community, it would be ideal to survey the community before and after the installation of the water fountain to determine if water consumption increased.

Environmental level outcomes can be captured by assessing the environment at pre- and post-intervention to determine the extent to which the environment changed as a result of the strategies that were implemented. For example, if a new walking path is installed in a community park, a walkability assessment might be randomly distributed to those using the path to determine if the walking path is safe, accessible and easy to use. Methods for capturing individual and environmental level outcomes can be found below.

Appendix I Evaluation Examples

Individual Level

- Pre/post survey
- Intercept survey
- Retrospective post-survey (e.g., recall of 5-2-1-0 materials)

Environmental Level

- Walkability assessment
- Neighborhood assessment
- Childcare and school assessments
- Observations

Capturing each level of evaluation can help to tell the story of an intervention which can then be shared with the community and stakeholders you are working with. In **Appendix I**, you will find examples of how each level of evaluation might be captured for three interventions.



Community Perspective

Take a moment to reflect on how you've ensured those living in the community are represented in this stage of planning your program.

For example: Gather qualitative feedback from community members and partners about the impact of your intervention.

Using Evaluation Results

The results of your evaluation efforts can help you to monitor progress, gain knowledge on what is or is not working, and identify areas for improvement to ensure your intervention meets its intended purpose and sustains across time. Evaluation findings can be used to sustain engagement with coalition members, gain buy-in from community members, and seek funding opportunities. At each level of evaluation (Level 1, 2 and 3), findings should be analyzed and interpreted to gain insight into your PSE interventions. Level 1 and 2 analyses may include counting program activities, tallying responses, or summarizing publicly available data. Level 3 analysis may include calculating changes in health outcomes or summarizing stories shared by the community.

It is encouraged to share the results of your evaluation with the coalition and other key stakeholders. Coalition members and stakeholders, including community members, can inform what the findings tell you about your program. When interpreting your evaluation results, reflect on the purpose of your PSE intervention and assess if the intervention meets your intended objectives. If you are meeting goals and objectives, celebrate the achievements with your coalition and discuss how to expand program reach and effectiveness. If those goals and objectives are not being met, with your coalition, discuss barriers to success and devise a plan to improve the PSE intervention.



Appendix A: Coalition Meeting Agenda Template

COALITION KICKOFF MEETING AGENDA

Location:

Date:

Time:

Attendees:

Welcome and Introduction of Coalition (5 min)

Lead:

Notes:

Introduction of Participants (15 min)

Lead:

Notes:

Discussion of Purpose and Goals (20 min)

Lead:

Notes:

Plans for Next Steps (10 min)

Lead:

Notes:

Additional Comments or Questions (5 min)

Lead:

Notes:

Next meeting will be on:

Appendix B: Example Recruitment Flyer

Are Healthy Eating and Active Living Important to You?

Tipton has been awarded a planning grant to create a Community Asset Map and a Community Nutrition and Physical Activity Needs Assessment. We are looking for **community members to join our steering committee and attend two input sessions**. The time commitment is less than 10 hours total for the steering committee and four hours or less for the two input meetings.

In our input sessions we will be conducting a nutrition and physical activity asset map of Tipton. Asset mapping is an activity that provides information about the strengths and resources of a community and can help uncover solutions. Once community strengths and resources are inventoried, we think about how to build on these assets to address community needs and improve health.

Through our participation in this planning grant, Tipton would be eligible for funding from the Iowa Department of Health and Human Services to implement nutrition and physical activity initiatives.



- WHO:** Anyone who has an interest in the health and wellness of Tipton residents
- WHAT:** Tipton Health & Wellness Asset Mapping Session
- WHERE:** Oasis Coffee Shop, 523 Cedar Street
- WHEN:** Monday, February 13, 2023
- TIME:** 1 – 3pm (Special Opening of Oasis for us)
- FACILITATED BY:** East Central Intergovernmental Association (ECIA): **RSVP to: jwalker@ecia.org by February 9**
- WHY:** To make Tipton a more active and vibrant community!
- WHAT'S NEXT:** Presentation of Asset Map and creation of Needs Assessment Session will be scheduled at the meeting on 2/13.

Healthy Choices Count!



Appendix C: Asset Mapping Planning Document

Complete the worksheet questions with your coalition to support the planning and implementation of your asset mapping session.

1. What community are you mapping? Be specific in defining boundaries.
2. What is the purpose of the asset mapping session?
3. Will the asset mapping event be held in person or virtually?
 - a. If in-person, answer #4 and 5.
 - b. If virtually, answer #6.
4. Where within the community could the asset mapping event occur? Identify which location would be the best for your needs.

Location	Seating capacity	Americans with Disabilities Act (ADA) compliant (Y/N)	Parking or public transit available (Y/N)	Cost for reserving (Y/N)

*An [ADA checklist](#) for conference and meeting facilities is available via the Office of Disability Rights.

5. What is required to secure the location for the asset mapping location?
 - a. If a reservation is required, who will submit the reservation request and when?
6. What virtual platform will be used for the asset mapping session?
 - a. How will you get the login information to participants and ensure the platform is secure?
 - b. How will you ensure all participants have access to the required technology?

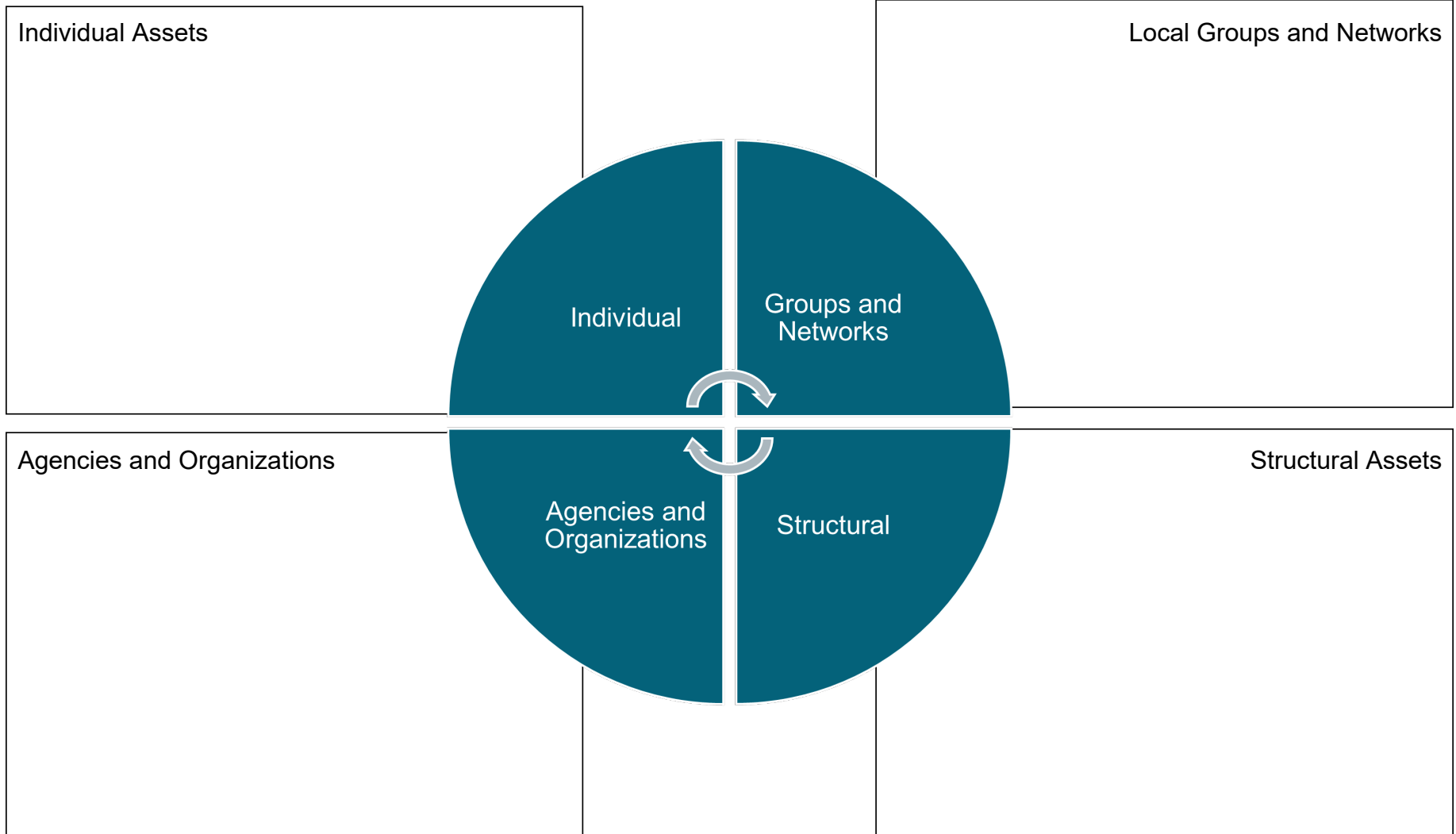
- 7. Who are key stakeholders to invite to the mapping session? Aim for having one to two representatives from different areas of community engagement.
 - a. Does the list of participants represent multiple community experiences?
 - i. If no, continue to brainstorm who you could invite.

Name	Organization	Contact (email, phone, or address)	Area of community engagement

- 8. How will you invite these individuals to participate? Email, phone, mail
 - a. Who will send the invitation to these individuals?
 - b. Are there other means of outreach or community recruitment that you will use (e.g., advertisement in the local paper, flyers posted in community centers)?
 - i. If yes, who will lead that effort?
- 9. Who will lead the asset mapping session?
 - a. Does this person have facilitator experience? Y/N
 - i. If no, consider holding a mock practice session within the coalition or reviewing training materials in detail.
 - b. Who will support the facilitator with note-taking and other tasks?
- 10. How will assets be documented during the event for participants to see?
 - a. Are there materials or technology you need to acquire to facilitate this process?
- 11. Are there any anticipated costs associated with the asset mapping event? Outline each anticipated cost and how these costs will be covered.

Appendix D: Asset Mapping Data Collection Template

Asset Mapping Data Collection Template



Asset Mapping Data Collection Template

Current Efforts Identified:

Bridging the Assets:

Community Priorities:

Appendix E: Asset Mapping Examples

Examples from two Iowa communities leading HEAL projects are provided. Please note, these asset map sessions were completed prior to the development of the data collection template available in Appendix C. The presentation of the data may vary.

Council Bluffs

The Metropolitan Area Planning Agency (MAPA) held an asset mapping workshop in the Council Bluffs Public Library with community attendees representing various health and wellness entities. Asset mapping participants were asked to create a list of community assets. Results of the mapping session are shown.

Physical Assets (Places & Things)	People & Organizations
<ul style="list-style-type: none"> • Community Gardens • Boys and Girls Club Lakin Campus • Bike Share Stations • High School Tracks • First Ave trail • YMCA (2 of them) • CrossFit and other gyms • Public Health Clinic • Farmer's Market • Bike and Walking Trails • Community Center • Parks • Jennie Edmundson, Mercy, and CHI Hospitals • Aldi • Council Bluffs Field House • Council Bluffs Sports Plex • Food Pantries • Public Pools (2 of them) • The Hub (Trampoline Park) • Splashpads • Skate Park 	<ul style="list-style-type: none"> • Council Bluffs Schools • YMCA (2 of them) • All Care • Iowa Western Community College • Pottawattamie County Public Health Department • Non-profits • Family Inc • Full Circle Therapy • Council Bluffs Parks and Recreation Department • HSAC - Health Services Advisory Council • HyVee Nutritionist • Jennie Edmundson, Mercy, and CHI Hospitals • Mental Health Providers • Chiropractors • Council Bluffs Chamber of Commerce • Council Bluffs Convention and Visitors Bureau • Community Health Center (AllCareHealthCenter.org) • Double Up Bucks • CrossFit and other gyms • ISU Extension • Boys and Girls Club Lakin Campus • 712 Initiative • Iowa West Foundation

Programs & Initiatives	Gaps & Barriers
<ul style="list-style-type: none"> • Fire Department Hydrant Parties • Council Bluffs' Lead Hazard Mitigation Program • CB Cares Mental Health Awareness Event • ISU Extension Day Camps • Pick a Better Snack Program • 21st Century Program • 4-H Stem Curriculum • Container Gardens • SNAP-Ed Program • Spend Smart Eat Smart • HOP (Iowa Obesity Grant Through ISU Extension) • 4-H and Westfair • Pottawattamie County Conservation Day Camps and Events • Nutrition Education Together + ISU Extension Office • Family Inc Wellness Bash • Together Inc Food Pantry • Quitline Iowa (Pottawattamie County Public Health Department) • All Care Food Pantry • School Nutrition Program • Improving Transportation (1st Avenue project) • Heartland Bike Share, Equity and Library Pass Programs • Wise Guys (Council Bluffs Schools Education Program) • HyVee Kids Fit • 712 Initiative Farmers Market • 712 Initiative Shamrock Shuffle • Master Gardeners Food Pantry Program • SW-Iowa Impact • CF (CrossFit) 4 Cystic Fibrosis Rotary 5th Grade Career Fair • First Row Fitness Walking Club • Council Bluffs Public Library Initiative and Programs • SNAP-Ed through ISU extension • Council Bluffs Summer Fest and ReOctoberfest • Imagine Hour-Iowa West Foundation • Pollinator Palooza 	<ul style="list-style-type: none"> • Employer Sponsored Wellness Programs • Employee Wellness • Paid Exercise Time at Work • Free Dog Parks • Lack of Advertising of Events • Making Sure the Public is Aware of Opportunities • Connecting Private and Public Organizations • Green Space West of Valley View • No community gardens, 712 initiative used to run it but vandalism made it cost prohibitive • Only Nutrition Education Available is for K-5 • HSAC - Health Services Advisory Council • Cost Barriers for Gyms and Other Services • Disjointed Sidewalk System

City of Manilla

An in-person health and wellness asset mapping discussion for the City of Manilla was held by Region XII Council of Governments. Participants were provided sticky notes to place in the asset mapping categories. The results of the asset mapping process were quantified and shown here.

Physical Assets

Physical Asset	Number of Times Mentioned
Basketball Court behind Daycare	1
Small Walking Trail	1
Streets with Space	1
Arboretum	3
Ball Fields	4
Wellness Center	4
2 Parks (Bandshell & Schram)	10

People & Organizations

People & Organizations	Number of Times Mentioned
Business Support	1
Chamber	1
Gym Workers	1
Manilla Ambulance	1
City of Manilla	2
Wellness Center Committee	3
Wellness Center	4
Gals with Goals	5

Programs & Initiatives

Programs & Initiatives	Number of Times Mentioned
Gals with Goals	1
Little League	1
Stretching Class	1
Ann's Strength Class	2
Manilla Madness Bike Ride	2
Spin Classes	2
Classes at the Wellness Center	3
Manila Wellness Center	3



Appendix F: Priority Ranking Matrix Tool

Introduction

The following criteria can be used to score, rank and prioritize Healthy Eating, Active Living (HEAL) strategies based on community need and to come to a consensus as a group. After referring to the menu of evidence-based healthy eating and physical activity strategies, come up with a list of potential strategies based on partner interest and then rate each strategy based on the following criteria. This can be done individually or as a group. Enter the scores on page 3.

Priority Ranking Criteria

Does the intervention meet the needs of low-income individuals or families in the community?

1	This intervention will not address a need for low-income lowans or it does not affect very many people in the community.
2	This intervention addresses the needs of a small-to-moderate number of low-income people in the community.
3	This intervention addresses the needs of a significant portion of low-income people within the community.
4	This intervention addresses a significant, widespread problem affecting a large portion of the low-income population within the community.

Does the intervention meet the needs of low-income individuals or families in the community?

1	Yes, but it is not an intervention on the list of evidence-based strategies provided by Iowa HHS for the community setting.
2	Yes, it is an intervention from the list of evidence-based strategies provided by Iowa HHS for the community setting.

Does the intervention address health at multiple levels?

Barriers that prevent individuals from being healthy can occur at the person, community, or systems level.

0	Unsure or no
1	<i>Person:</i> The intervention helps address an individual's social needs (social or economic circumstances that hinder a person's ability to stay healthy). This may include connecting individuals to community services focusing specifically on those less likely to access resources to address their health needs.

- | | |
|---|---|
| 2 | <i>Community:</i> The intervention helps address underlying conditions within the community that influence people's ability to be healthy. This may involve working with multi-sector partners to improve the community environment of those less likely to access resources to address their health needs. |
| 3 | <i>Systems:</i> The intervention addresses social drivers that lead to poor health among populations least likely to access resources to address their health needs. This may include policy, systems or environmental strategies that have the potential for widespread impact on communities. |

Does the intervention site have the capacity to conduct data collection and evaluation activities associated with the intervention as outlined in the evidence-based strategies document?

- | | |
|---|---|
| 0 | No, the intervention site will be unable to collect data or not applicable. |
| 1 | <i>Level 1:</i> The intervention site will be able to assess reach of the intervention by counting the number of individuals impacted. |
| 2 | <i>Level 2:</i> The intervention site will be able to assess reach of the intervention by counting the number of individuals impacted <u>and</u> track what was done during implementation (e.g., number of sessions, frequency of sessions, types of activities, trainings conducted, etc.). |
| 3 | <i>Level 3:</i> The intervention site has the capacity to assess reach, track what was done during implementation <u>and</u> assess the outcomes associated with the intervention by completing the associated assessment tools or surveys. |

Is there support for this intervention at the leadership level (e.g., principal, director, government official)?

- | | |
|---|---|
| 1 | The problem is low on the list of leadership priorities. |
| 2 | Some leaders might be convinced to put effort into this problem. |
| 3 | An educational effort could be effective in encouraging commitment to this problem. |
| 4 | An educational effort would definitely be effective in encouraging commitment. |
| 5 | This problem is a priority for leaders. |

Is there stakeholder support? Stakeholders could include teachers, parents, community members, youth, etc.

1	Stakeholders do not support this effort.
2	Stakeholders could be convinced to support this effort.
3	An effort to educate stakeholders would definitely get them on board.
4	This problem is priority for stakeholders, who would definitely contribute.

Is this intervention sustainable?

1	It is unlikely the intervention will continue after the initial investment of funding or external support ends, and there are no viable plans to seek support elsewhere.
2	The intervention has the potential to continue with some additional financial resources or external support, and there are viable plans to seek support elsewhere.
3	The intervention will continue to deliver intended benefits over an extended period of time after external support is terminated.

5-2-1-0 Priority Ranking Matrix Tool

Criterion	Intervention #1	Intervention #2	Intervention #3	Intervention #4	Intervention #5
Community need					
Evidence-based intervention					
Levels of health					
Capacity for evaluation					
Leader support					
Stakeholder support					
Sustainability					
Total Score					
Comments					

Appendix G: Evidence-Based Implementation Strategies

Community Physical Activity: Designing Activity-Friendly Communities

Create opportunities for active transportation and leisure time physical activity. Strategies can include:

- Engage with Departments of Health and Transportation and other community partners to support community initiatives to connect sidewalks, trails, bicycle lanes and public transit to destinations such as grocery stores, worksites, libraries, parks or health care facilities.
- Help implement Safe Routes (e.g., work with schools on Safe Routes to School, work with Parks and Recreation on Safe Routes to Parks).
- Collaborate with non-motorized transportation groups (e.g., walking or bicycling advocacy groups) to promote infrastructure improvements for better traffic laws, safety education and incentives to encourage walking and bicycling to destinations.
- While planning and making improvements, ensure access for all people.

Monitor & Evaluate



LEVEL 1

Determine the number of people impacted by the strategy.



LEVEL 2

Track number of settings participating in Safe Routes, number of safety education sessions, number of other events, number of partnerships working on community initiatives, number of changes that happen that support active friendly routes, etc.



LEVEL 3

Complete a walkability assessment, direct observation tool (e.g., [SOPARC](#)) or intercept surveys.



Community Physical Activity: [Social Supports](#), [Local School Wellness Policy](#)

Implement and promote groups and programs that help people of all ages and abilities be physically active together. Strategies can include:

- Create walking groups or other activity groups. You might consider partnering with local hospitals or health care providers, Parks and Recreation, local businesses, faith-based organizations and others. Walking or activity groups could be organized around supporting those with a particular health condition (e.g., cardiovascular disease), affiliation (e.g., worksite) or around specific topics (e.g., walking group featuring local area experts who present a talk during the session on topics such as healthy eating, physical activity, local history).
- Create groups that support people with disabilities or chronic health conditions so they can participate in physical activity.
- While you are planning and offering social supports, ensure access for all.
- Support implementation of evidence-based physical activity education. Refer to [SNAP-Ed Connection](#) for an extensive database of evidence-based interventions.

Monitor & Evaluate



LEVEL 1

Determine the number of people impacted by the strategy.



LEVEL 2

Document the number of groups or programs conducted, number of people per group or program, types of activities done together, description of audience reached or intended to reach, etc.



LEVEL 3

Collect outcomes related to social supports for physical activity, including the number of minutes per week participants spend engaging in physical activity, frequency of physical activity and how it changes over time.



Community Physical Activity: [Prompts to Encourage Physical Activity](#)

Use prompts such as signs or reminders to inform and motivate people to make an active choice in a specific environment. These could be in governmental or non-governmental buildings (e.g., worksites) or locations (e.g., trails). Strategies can include:

- Wayfinding in walkable places (e.g., place signs at strategic points in walkable places such as sidewalks, trails or bike paths to direct people to parks, recreation facilities, libraries).
- Develop a [StoryWalk® \(PDF\)](#) using laminated pictures of a book attached to wooden stakes and installed along trails and sidewalks to provide a reading and storytelling experience while being physically active.
- Create [Sensory Paths](#) in schools or community settings by putting markings on the ground or on walls to encourage people to complete movements that engage their bodies and brains.
- Improve stairwell appearance through adding paint, artwork, lighting, music, etc. to encourage stair use. See [stairwell resources](#) for ideas.
- Add point-of-decision signage (e.g., motivational signs to take the stairs instead of the elevator or escalator) to encourage activity.
- While planning and making improvements, ensure access for all while engaging in this work.

Monitor & Evaluate



LEVEL 1

Determine the number of people impacted by the strategy.



LEVEL 2

Track the number of signs or prompts, number of different types of messages, number of promotions about the wayfinding resources, map where prompts are in a community, etc.



LEVEL 3

Conduct a [neighborhood wayfinding assessment \(PDF\)](#). Estimate the number and percent of persons taking stairs, using wayfinding signage, accessing StoryWalk,® etc. via intercept surveys or direct observation.



Community Physical Activity: Increase Access to Places for Physical Activity

Enhance access to places to be physically active. Strategies can include:

- Encourage community organizations (e.g., libraries, community centers, faith-based organizations) and other locations to provide access to safe places to be physically active (e.g., walking trails, indoor facilities, parks, playgrounds).
- Encourage [shared use agreements](#) that allow community sites (e.g., school gyms, tracks and fields, fitness and sports facilities, playgrounds) to be open to the public or specific groups for physical activity.
- Increase access to, and expand offerings of, fitness, physical activity, sport and outdoor recreation equipment such as ice-skating rentals, bicycle rentals, snowshoe rentals, disc golf course, etc.
- Support workplace facilities and policies designed to improve health behaviors.
- While planning and making improvements, ensure access for all.

Monitor & Evaluate



LEVEL 1

Determine the number of people impacted by the strategy.



LEVEL 2

Track number of partnerships with organizations, number of shared use agreements, number of new physical activity equipment, number of workplace physical activity initiatives, etc.



LEVEL 3

Implement a community assessment tool or conduct intercept surveys.



Community Healthy Eating: Community Gardens

- Offer community gardens (individual or shared plots) to grow edible plants. These can be in residential areas, schools, institutions, etc.
- Support educational opportunities related to food, nutrition and agriculture. Refer to [SNAP-Ed Connection](#) for an extensive database of evidence-based nutrition education interventions.

Monitor & Evaluate



LEVEL 1

Determine the number of people impacted by the strategy.



LEVEL 2

Track pounds of produce harvested from community garden, size of garden, items planted, number of volunteers, etc.



LEVEL 3

Implement pre/post surveys to determine how the gardens affected community members.



Community Healthy Eating: [Clinical Approaches](#)

- Encourage clinical providers to screen for food insecurity and provide referrals to resources.
- Support Produce Prescription Programs in hospitals, doctor's offices and other clinical settings.
- Support farmers markets, mobile markets, CSAs or gardens on hospital grounds.
- Partner with local food banks to host food pantries in clinical settings.

Monitor & Evaluate



LEVEL 1

Determine the number of people impacted by the strategy and number of clinical settings where strategies were implemented.



LEVEL 2

Document the number of people screened for food insecurity, number of referrals made, number of produce prescription vouchers provided, number and percent of vouchers redeemed, vouchers redeemed by dollar amount, pounds of produce distributed and donated, etc.



LEVEL 3

Assess health outcomes associated with clinical approaches such as food security status, fruit and vegetable consumption, clinical markers and patient self-efficacy.



Community Healthy Eating: [Healthy Food and Beverage Environments](#)

Implement or support initiatives that increase access to healthy food and beverages. Strategies can include:

- Support implementation of [Food Service Guidelines \(FSGs\)](#) in community settings (e.g., parks, stadiums, buildings or areas where community organizations meet) in multiple venues to increase the availability of healthy foods. FSGs should align with the [Dietary Guidelines for Americans \(PDF\)](#) or based on the [Food Service Guidelines for Federal Facilities \(PDF\)](#). Examples include:
 - Healthy vending machine options.
 - Healthy options at concession stands.
- Promote increased access to free drinking water in communities through water filling stations.

Monitor & Evaluate



LEVEL 1

Determine the number of people impacted by the strategy.



LEVEL 2

Document the number of settings and venues implementing FSGs, document the number and type of policies, agreements or formal communications that increase access to nutritious food and beverages in the community setting, track the number of water access points in the community, number of water bottles filled and where water access points were added, etc.



LEVEL 3

Document the percent of food and beverages offered that meet FSGs in food service venues. Obtain relevant procurement data, point-of-sale data, menu data, production data or point-in time assessments or surveys (e.g., foods distributed at a pantry on a given day, foods served at a church meal, foods served at an afterschool setting).

Appendix H: Coalition Effectiveness Inventory

Instructions: Based on your experience, please complete the following inventory as a self-assessment tool to evaluate the strengths of your coalition and its stage of development. Using the assessment scheme on the instrument, place a check in the box that best corresponds to your rating of the particular characteristic. Based on your coalition's stage of development, you might not be able to rate each characteristic.

Following the assessment, review the responses with your coalition and complete the questions at the bottom.

Leadership				
Characteristic	Characteristic is absent (0)	Characteristic is present but limited (1)	Characteristic is present (2)	Characteristic is no applicable (N/A)
Decision-makers are committed to and supportive of coalition				
Commits personnel and financial resources to coalition				
Knowledgeable about coalitions				
Experienced in collaboration				
Replaces leadership if vacancy occurs				
Knowledgeable about coalition-building process				
Skillful in writing proposals and obtaining funding/resources				
Trains members as appropriate				
Competent in needs assessment and research				
Encourages collaboration and negotiation				

Characteristic	Characteristic is absent (0)	Characteristic is present but limited (1)	Characteristic is present (2)	Characteristic is no applicable (N/A)
Communicates effectively with members				
Committed to coalition's mission				
Provide leadership and guidance in maintaining coalition				
Have appropriate time to devote to coalition				
Plan effectively and efficiently				
Knowledgeable about content area				
Flexible in accepting different viewpoints				
Demonstrate sense of humor				
Promote collaboration among members				
Adept in organizational and communication skills				
Work within influential political and community networks				
Competent in negotiating, solving problems and resolving conflicts				
Attentive to individual member concerns				
Effective in managing meetings				
Adept in garnering resources				
Value members' input				
Recognize members for their contributions				

Members				
Characteristic	Characteristic is absent (0)	Characteristic is present but limited (1)	Characteristic is present (2)	Characteristic is no applicable (N/A)
Share coalition's mission				
Offer variety of resources and skills				
Members have sufficient skills to support evaluation				
Clearly understand their roles				
Actively plan, implement and evaluate activities				
Assume lead responsibility for tasks				
Share workload				
Regularly participate in meetings and activities				
Communicate well with each other				
Feel a sense of accomplishment				
Seek out training opportunities				

Structure				
Characteristic	Characteristic is absent (0)	Characteristic is present but limited (1)	Characteristic is present (2)	Characteristic is no applicable (N/A)
Bylaws/rules of operation				
Mission statement in writing				
Goals and objectives in writing				
Provides for regular, structured meetings				
Establishes effective communication mechanisms				
Organizational chart				
Written job descriptions				
Core planning group (e.g. steering committee)				
Subcommittees				

Processes				
Characteristic	Characteristic is absent (0)	Characteristic is present but limited (1)	Characteristic is present (2)	Characteristic is no applicable (N/A)
Has mechanism to make decisions, e.g. voting				
Has mechanism to solve problems and resolve conflicts				
Allocates resources fairly				
Employs process and impact evaluation methods				
Conducts annual action planning session				
Assures that members complete assignments in timely manner				
Orients new members				
Regularly trains new and old members				

Stages of Development				
Formation				
Characteristic	Characteristic is absent (0)	Characteristic is present but limited (1)	Characteristic is present (2)	Characteristic is no applicable (N/A)
Permanent staff designated				
Broad-based membership includes community leaders, professionals, and grass-roots organizers representing target population				
Designated office and meeting space				
Coalition structures in place				

Implementation				
Characteristic	Characteristic is absent (0)	Characteristic is present but limited (1)	Characteristic is present (2)	Characteristic is no applicable (N/A)
Coalition processes in place				
Needs assessment conducted				
Strategic plan for implementation developed				
Strategies implemented as planned				

Maintenance

Characteristic	Characteristic is absent (0)	Characteristic is present but limited (1)	Characteristic is present (2)	Characteristic is no applicable (N/A)
Strategies revised as necessary				
Financial and material resources secured				
Coalition broadly recognized as authority on issues it addresses				
Number of members maintained or increased				
Membership benefits outweigh costs				
Coalition accessible to community				
Accomplishments shared with members and community				

Institutionalization				
Characteristic	Characteristic is absent (0)	Characteristic is present but limited (1)	Characteristic is present (2)	Characteristic is no applicable (N/A)
Coalition included in other collaborative efforts				
Sphere of influence includes state and private agencies and governing bodies				
Coalition has access to power within legislative and executive branches of agencies/government				
Activities incorporated within other agencies/institutions				
Long term funding obtained				
Mission is refined to encompass other issues/populations				

Source: Adapted from Butterfoss Coalition Effectiveness Inventory

1. In what areas does our coalition excel (i.e., in which major categories did our coalition receive scores of "2")?
2. In what areas does our coalition need to improve (i.e., in which major categories did your coalition receive scores of "0" or "1")?
3. What specific and feasible steps should your coalition take to address the challenges identified in the question above?

Appendix I: Evaluation Examples

Evaluation	Example 1	Example 2	Example 3
Intervention	Providing funding for farmers market voucher programs to increase the availability of locally sourced fruits and vegetables.	Develop and install trail signage along trail system to encourage use.	Work with local elementary school to plant a garden.
Evidence-Based Strategy	Farmers Markets and Community Supported Agriculture	Prompts to Encourage Physical Activity	School Gardens and Farm to School Activities
Level 1 Reach	Number of people who were provided with vouchers	City or census tract population	School population
Level 2 Process	<ul style="list-style-type: none"> • Number of vendors accepting vouchers • Number of vouchers used during the farmers market season • Amount of produce purchased with vouchers 	<ul style="list-style-type: none"> • Number of signs 	<ul style="list-style-type: none"> • Number of staff, volunteer and youth hours in the garden • Number of plant types • Pounds of produce harvested from garden • Type of produce planted • Number of nutrition education/gardening lessons provided
Level 3 Outcome	Pre/post (or retrospective post) surveys distributed to recipients of vouchers to determine program awareness, program satisfaction, fruit and vegetable consumption, fruit and vegetable expenditures per month, etc.	Intercept surveys distributed randomly to trail users to determine if new signs are clear and helpful or an environmental assessment tool	Complete the Farm to School Assessment Tool or use pre/post (or retrospective post) surveys distributed to students to determine fruit and vegetable consumption behaviors.