

Community Health Assessment, Policy Tracking & Environmental Response Tool



(NJ CHAPTER) - Community-At-Large Sector



The Community-At-Large Sector includes community-wide efforts that impact the social and built environments, such as food access, walkability or bikeability, tobacco-free policies, and personal safety. Primarily the Community-At-Large Sector questions/items can be answered by municipal or county level government agencies such as:

- 1) Housing, Building and Zoning Department or Community Development
- 2) Municipal or Regional Health Department
- 3) Recreational or Parks Department
- 4) Human, Senior or Social Services
- 5) Public Works
- 6) Public Safety or Police/Fire Department
- 7) County or Municipal Clerk
- 8) Administration such as the Mayor

Directions

In the two response columns in each of the following modules (Healthy and Safe Physical Environments, Active Living and Healthy Eating, Tobacco-Free Living, High Impact Quality Clinical and Preventive Services, and Social and Emotional Wellness) please indicate the appropriate number (#) from the scales on this page that best represents your answer for each item.

Provide both a Policy Response # and Environment Response # for each statement in the appropriate column. Response # 99 should be used only when the policy or environmental change strategy is not applicable at your site (for example, stair promotion not suitable in one-story building).

Definitions for this sector begin on page 11.

Scale

Response #	Policy	Environment
1	Not identified as problem	Elements not in place
2	Problem identification/gaining agenda status	Few elements in place
3	Policy formulation and adoption	Some elements are in place
4	Policy implementation	Most elements are in place
5	Policy evaluation, adjustment and/or termination	All elements in place
99	Not applicable	Not applicable

Below we have provided examples of how you might apply the Scale above using real policy and environmental strategies.

Response #	Policy	Environment
1	<p>This stage represents the time when the issue has not yet been identified as a concern or a problem.</p> <p>For example, the city or county government has never discussed instituting a sidewalk policy; complaints have never been filed and issues have not been raised by residents.</p>	<p>At this point, no elements are in place in the environment.</p> <p>For example, there are no or few sidewalks that are fully accessible to all pedestrians (including those with sight impairment or in wheelchairs), there are no appropriate pedestrian lighting, there are no sidewalk maintenance and snow removal polices, and there are no or few painted crosswalks.</p>
2	<p>This stage involves getting a problem onto the radar screen of the authoritative body that must deal with the issue. This is usually done when the issue or problem is categorized as a social or public problem.</p> <p>For example, the city or county government discusses instituting a sidewalk policy after complaints are filed by residents who are not able to safely walk in their neighborhoods; policy implications and issues are being considered.</p>	<p>At this point, only a few elements are in place in the environment.</p> <p>For example, there are sidewalks that are fully accessible to all pedestrians (including those with sight impairments or in wheelchairs), but there is no appropriate pedestrian lighting, there are no sidewalk maintenance and snow removal policies, and there are no or few painted crosswalks.</p>
3	<p>This stage involves analyzing policy goals and solutions, the development or creation of alternative recommendations to resolve or address the identified public problem, and final selection of a policy.</p> <p>For example, the city or county government developed and approved the policy, but it has not yet been implemented. It will be implemented in the next fiscal year.</p>	<p>At this point, there are some elements in place in the environment.</p> <p>For example, there are some sidewalks that are fully accessible to all pedestrians (including those with sight impairments or in wheelchairs), and there are some appropriate pedestrian lighting, but there are no sidewalk maintenance and snow removal polices and there are few painted crosswalks.</p>
4	<p>This occurs within organizations directed to carry out adopted policies. Implementation begins once a policy has been formulated and adopted, and administrators have made a decision about how to deploy necessary resources (human and financial) to actualize the policy.</p> <p>For example, the sidewalk policy was established and passed last year by the city or county government, communicated to residents, and implemented this year and a maintain ace policy for snow and ice removal on sidewalks was included in the policy. The end of this year will be the review and comment period of the policy.</p>	<p>At this point, most elements are in place in the environment.</p> <p>For example, there are sidewalks that are fully accessible to all pedestrians (including those with sight impairments or in wheelchairs) and there are policies that address sidewalk maintenance and snow removal, but there are few painted crosswalks and there is little appropriate pedestrian lighting.</p>
5	<p>This stage involves determining to what extent the policy has been enforced, and what occurred as a result of the policy. Based on the evaluation results, adjustments can be made to the current policy to ensure effectiveness.</p> <p>For example, the sidewalk policy was in place last year, and a comment period was held. The policy was revamped, and is now implemented with revisions including increased funding for implementation and increased punishment for violations.</p>	<p>At this point, all elements are in place in the environment.</p> <p>For example, there are sidewalks that provide access to major destinations and are fully accessible to all pedestrians (including those with sight impairments or in wheelchairs), there is appropriate pedestrian lighting, there are policies that address maintenance and snow removal, and there are painted crosswalks.</p>
99	<p>This type of policy is not appropriate for this community.</p>	<p>This type of environmental change strategy is not appropriate for this community.</p>

Community-At-Large: Demographics

General Instructions: Please indicate your answer by marking an 'X' that corresponds with the correct information in the appropriate box. Please use Census.gov and the CDC CTG Designated Rural Area List to complete this section.

For definitions of underlined terms, please see page 11.

Name of Community:
Name of Department/Division:
Name of Interviewee:
Name of Department/Division:
Name of Interviewee:
Name of Department/Division:
Name of Interviewee:

<i>Community density:</i>	
Approximate number of people who reside in the community (population):	
Approximate size of the area (square miles):	

<i>Best description of the community setting</i> (choose ONE only):	
Rural*	
Suburban	
Urban	
<i>*Please see CDC's CTG Designated Rural Areas List</i>	

<i>The approximate percentage of people in the community with no high school diploma</i> (choose the best estimated category):	
< 5%	
5 - 9%	
10 - 14%	
15 - 19%	
≥ 20%	

<i>The median household income of the community</i> (choose the best estimated category):	
< \$25,000	
\$25,000 - \$34,999	
\$35,000 - \$49,999	
\$50,000 - \$74,999	
\$75,000 - \$99,999	
\$100,000 - \$124,999	
≥ \$125,000	

<i>The approximate percentage of people in the community who are living in poverty</i> (choose the best estimated category):	
< 5%	
5 - 9%	
10 - 14%	
15 - 19%	
≥ 20%	

Community-At-Large: Demographics

<i>The approximate percentage of people in the community who are currently unemployed (choose the best estimated category):</i>	
< 5%	
5 - 9%	
10 - 14%	
15 - 19%	
≥ 20%	

Community Questions:	
Is your community certified by <u>Sustainable Jersey</u> ? If yes, at what level?	
Do you have a <u>community garden</u> ? If yes, how many?	
Do you have any parks or playgrounds? If yes, how many?	
Do you have any <u>bike lanes</u> or <u>sharrows</u> on major roadways?	
Do you have any bike paths or trails? If yes, how many?	
Do you have a Neighborhood Watch Program?	
Do you have any <u>large grocery stores</u> ? If yes, how many?	
Do you have any <u>supermarkets</u> ? If yes, how many?	
Do you have any farmer's markets? If yes, how many?	
Do you have any Federally Qualified Health Centers or Clinics? If yes, how many?	

Community-At-Large: Healthy and Safe Physical Environments

- Based on your knowledge or observations of the community, use the Policy and Environment scales included in the “Directions” on page 1 to indicate the most appropriate responses for each statement.
- Provide both a Policy Response # and Environment Response # for each statement in the appropriate column.
- You may use the “comments” section to provide additional information.
- Response # 99 should be used only when the policy or environmental change strategy is not applicable at the site (e.g., stair promotion not suitable in one-story building).

For definitions of underlined terms, see page 12.

<i>TO WHAT EXTENT does the community address the following in policies:</i>	Policy Response #	Environment Response #
1. Require sidewalks to be built for all developments (e.g., housing, schools, commercial)?		
2. Adopt an updated Municipal Master Plan that connects land use and transportation? (e.g. develop a Circulation Element that includes all modes of transportation or develop Bicycle and Pedestrian Element[s])?		
3. Require <u>bike facilities</u> (e.g., bikeparking, <u>bike lanes</u> , bikeways, <u>sharrows</u> , multi-use paths) to be built for all developments (e.g., housing, schools, commercial)?		
4. Adopt a <u>Complete Streets</u> policy and implementation plan to support walking and biking infrastructure?		
5. Prioritize intersection improvements for safer pedestrian crossings (e.g. install traffic calming measures to slow vehicle speeds)?		
6. Maintain a network of biking routes (e.g., institute a bike lane program to add bike lanes when repaving roads)?		
7. Maintain a network of parks (e.g., establish a program to repair and upgrade existing parks and playgrounds)?		
8. Provide parks, <u>shared-use paths and trails</u> , or open spaces within <u>reasonable walking distance</u> of most homes?		
9. Institute and promote <u>mixed land use</u> and <u>form-based zoning</u> ?		
10. Adopt <u>strategies</u> (e.g., neighborhood crime watch, lights) to enhance personal safety in areas where people are or could be physically active (e.g., playgrounds, parks, transit stops, <u>bike lanes</u> , walking paths, neighborhoods)?		
11. Require <u>street-connectivity</u> minimums into subdivision ordinances?		
12. Require retrofitting commercial strips and suburban roads to add new <u>street-connectivity</u> between existing streets?		
13. Allocate funding for the community’s operating budget to make walking, bicycling, or other physical activities a priority (e.g., finance <u>shared-use paths or trails</u> , <u>public recreation facilities</u> , public parks or <u>greenways</u> , and public sports facilities by passing bonds or levying taxes or getting grants; or financing bicycle and pedestrian enhancements such as street crossing enhancements, bike parking)?		
14. Maintain a network of walking routes (e.g., institute a sidewalk program to fill gaps in the sidewalk)?		
15. Enhance access to public transportation (e.g., bus stops, light rail stops, van pool services, Access Link vans, subway stations) to <u>supermarkets</u> , farmers’ markets and <u>large grocery stores</u> ?		

Describe a successful environmental strategy, policy or practice in this area that you would like to highlight and provide more information about. Provide a brief description of the policy, who it targets or impacts, and how it makes your community healthier or safer.

Community-At-Large: Active Living and Healthy Eating

- Based on your knowledge or observations of the community, use the Policy and Environment scales included in the “Directions” on page 1 to indicate the most appropriate responses for each statement.
- Provide both a Policy Response # and Environment Response # for each statement in the appropriate column.
- You may use the “comments” section to provide additional information.
- Response # 99 should be used only when the policy or environmental change strategy is not applicable at the site (e.g., stair promotion not suitable in one-story building).

For definitions of underlined terms, see page 13.

<i>TO WHAT EXTENT does the community address the following in policies:</i>	Policy Response #	Environment Response #
1. Adopt <u>strategies</u> to encourage food retailers (e.g., grocery, corner or convenience stores; bodegas) to provide <u>healthy food and beverage options</u> (e.g., fresh produce) in <u>underserved areas</u> ?		
2. Encourage <u>community garden initiatives</u> ?		
3. Provide <u>access to farmers' markets</u> ?		
4. Accept <u>Women, Infants and Children (WIC) Farmers' Market Nutrition Program vouchers or Food Stamp Benefits</u> at local farmers' markets?		
5. Connect locally grown foods to local restaurants and food venues?		
6. Promote (e.g., signage, product placement, <u>pricing strategies</u> , nutrition labeling) the purchase of fruits and vegetables at local restaurants and food venues?		
7. Utilize <u>culturally appropriate</u> communication strategies (i.e., promotional materials in different languages, culturally relevant messaging) to promote active living and healthy eating?		
8. Allow the use of school and municipal building and facilities by the public during non-school or work hours (e.g., joint use or shared use agreement) to maximize opportunities for physical activity?		
9. Work with schools to implement a <u>walk or bike to school initiative</u> (e.g., encourage school to collaborate with their regional Safe Routes to School coordinator to develop walk- and bike-to-school plans, programs, and activities)?		
10. Enhance access to public transportation, commercial districts, parks, etc. by providing safe and attractive pedestrian and bicycle facilities?		
11. Adopt strategies to recruit <u>supermarkets</u> and <u>large grocery stores</u> in underserved areas (e.g., provide financial incentives, lower operating costs, provide job training services)?		

Describe a successful environmental strategy, policy or practice in this area that you would like to highlight and provide more information about. Provide a brief description of the policy, who it targets or impacts, and how it makes your community healthier or safer.

Community-At-Large: Tobacco-Free Living

- Based on your knowledge or observations of the community, use the Policy and Environment scales included in the “Directions” on page 1 to indicate the most appropriate responses for each statement.
- Provide both a Policy Response # and Environment Response # for each statement in the appropriate column.
- You may use the “comments” section to provide additional information.
- Response # 99 should be used only when the policy or environmental change strategy is not applicable at the site (e.g., stair promotion not suitable in one-story building).

For definitions of underlined terms, see page 14.

<i>TO WHAT EXTENT does the community address the following in policies:</i>	Policy Response #	Environment Response #
1. Institute a <u>smoke-free policy 24/7</u> for outdoor public places?		
2. Institute a <u>tobacco-free policy 24/7</u> for outdoor public places?		
3. Limit placement of advertisements at certain store locations (e.g., within a .25 mile radius of schools)?		
4. Going beyond the state law ban of selling single cigarettes (i.e., require an additional surcharge, frequent point-of-sale checks)?		
5. Provide access to a <u>referral system</u> for tobacco cessation resources and services, such as a <u>quitline</u> (e.g., 1-866-NJ-STOPS or 1-800-QUIT-NOW)?		
6. Promote access to a <u>referral system</u> for tobacco cessation resources and services, such as a <u>quitline</u> (e.g., 1-866-NJ-STOPS or 1-800-QUIT-NOW) in different languages appropriate for the community population?		
7. Conduct regular compliance checks of tobacco product retailers?		
8. Impart penalties on tobacco product retailers for selling to underage customers?		

Describe a successful environmental strategy, policy or practice in this area that you would like to highlight and provide more information about. Provide a brief description of the policy, who it targets or impacts, and how it makes your community healthier or safer.

Community-At-Large: High Impact Quality Clinical and Other Preventive Services

- Based on your knowledge or observations of the community, use the Policy and Environment scales included in the “Directions” on page 1 to indicate the most appropriate responses for each statement.
- Provide both a Policy Response # and Environment Response # for each statement in the appropriate column.
- You may use the “comments” section to provide additional information.
- Response # 99 should be used only when the policy or environmental change strategy is not applicable at the site (e.g., stair promotion not suitable in one-story building).

For definitions of underlined terms, see page 14.

<i>TO WHAT EXTENT does the community address the following in policies:</i>	Policy Response #	Environment Response #
1. Enhance access to chronic disease self-management programs (e.g., weight loss program, <u>Take Control of Your Health</u> , etc)?		
2. Adopt <u>strategies</u> to educate its residents on the importance of obesity prevention?		
3. Adopt <u>strategies</u> to educate its residents on the importance of controlling high blood pressure?		
4. Adopt <u>strategies</u> to educate its residents on the importance of controlling cholesterol?		
5. Adopt <u>strategies</u> to educate its residents on the importance of controlling blood sugar?		
6. Adopt <u>strategies</u> to educate its residents on the importance of preventive care?		
7. Adopt <u>strategies</u> to address chronic disease <u>health disparities</u> ?		
8. Participate in community coalitions and partnerships (e.g., food policy council, tobacco-free partnership, neighborhood safety coalition) to address chronic diseases and associated risk factors (e.g., poor nutrition, physical inactivity, tobacco use and exposure)?		
9. Participate in the <u>public policy process</u> to highlight the need for community changes to prevent and reduce chronic disease risk factors (e.g., poor nutrition, physical inactivity, tobacco use and exposure)?		
10. Institute health promotion programs that are <u>culturally appropriate</u> for your community?		

Describe a successful environmental strategy, policy or practice in this area that you would like to highlight and provide more information about. Provide a brief description of the policy, who it targets or impacts, and how it makes your community healthier or safer.

Community-At-Large: Social and Emotional Wellness

- Based on your knowledge or observations of the community, use the Policy and Environment scales included in the “Directions” on page 1 to indicate the most appropriate responses for each statement.
- Provide both a Policy Response # and Environment Response # for each statement in the appropriate column.
- You may use the “comments” section to provide additional information.
- Response # 99 should be used only when the policy or environmental change strategy is not applicable at the site (e.g., stair promotion not suitable in one-story building).

For definitions of underlined terms, see page 15.

<i>TO WHAT EXTENT does the community address the following in policies:</i>	Policy Response #	Environment Response #
1. Have a written policy statement that includes the support or commitment to residents’ health and well-being, specifically social and emotional wellbeing?		
2. Offer life skills programs for parents, families and youth (i.e., parenting support, general counseling)?		
3. Offer life skills programs for parents, families and youth (i.e., parenting support, general counseling) in a culturally appropriate manner for the community population?		
4. Address the social and emotional wellness of your population in a <u>culturally appropriate</u> manner?		
5. Provide anti-bullying policies that go beyond school policies (e.g., organized recreational activities)?		
6. Institute a policy addressing sexual abuse in regards to adults working with children?		
7. Institute a policy that restricts or limits the promotion of alcohol on municipal property?		

Describe a successful environmental strategy, policy or practice in this area that you would like to highlight and provide more information about. Provide a brief description of the policy, who it targets or impacts, and how it makes your community healthier or safer.

Dialogue Question

Is there any information we can provide you on additional policies that you might want to adopt?

Definitions:

Policy: Laws, regulations, rules, protocols, and procedures, designed to guide or influence behavior. Policies can be either legislative or organizational in nature. Policies often mandate environmental changes and increase the likelihood that they will become more permanent (institutionalized or sustainable). Examples of legislative policies include taxes on tobacco products, provision of county or city public land for green spaces or farmers' markets, regulations governing the National School Lunch Program, or clean indoor air laws. Examples of organizational policies include schools requiring healthy food options for all students, a district ban on the sale of less than healthy foods throughout the school day, menu labeling in restaurants, required quality assurance protocols or practices (e.g., clinical care processes), or a human resources policy that requires healthy foods to be served at meetings.

Environment: Physical, social, or economic settings designed to influence people's practices and behaviors. Examples of alterations or changes to the environment include:

Physical: Structural changes or the presence of programs or services, including the presence of healthy food choices in restaurants or cafeterias, improvements in the built environment to promote walking (e.g., walking paths), the availability of smoking cessation services to patients or workers, and the presence of comprehensive school health education curricula in schools.

Social: A positive change in attitudes or behavior about policies that promote health or an increase in supportive attitudes regarding a health practice, including an increase in favorable attitudes community decision makers have about the importance of nonsmoking policies or an increase in non-acceptance of exposure to secondhand smoke from the general public.

Economic: The presence of financial disincentives or incentives to encourage a desired behavior, including paying higher prices for tobacco products to decrease their use or the provision of nonsmoker health insurance discounts to encourage smoking cessation

Demographics Module (Pg. 3 and 4)

Poverty: The U.S. Census Bureau, with support from other federal agencies, created the Small Area Income and Poverty Estimates (SAIPE) program to provide more current estimates of selected income and poverty statistics than the most recent decennial census. Estimates are created for states, counties, and school districts. The percentage of individuals living below the poverty level can be obtained from the SAIPE at:

- www.census.gov/did/www/saipe/data/interactive/#

Sustainable Jersey: Sustainable Jersey is a certification program for municipalities in New Jersey that want to go green, save money and take steps to sustain their quality of life over the long term. Launched in 2009, we are a nonprofit, nonpartisan organization that provides tools, training and financial incentives to support and reward communities as they pursue sustainability programs. (<http://www.sustainablejersey.com>)

Community garden initiatives: The process of growing, processing, and distributing food in and around cities and suburbs or urban agriculture that provides individuals and families with many benefits. Advantages of urban agriculture include an alternative source of fresh produce, improved life satisfaction, and a way to preserve cultural identity and traditions. Most importantly, community gardening and urban farming have the potential to provide a supplemental source of fruits and vegetables. Urban agriculture may be done on land owned by a community group, institution, municipality, land trust, or some other entity. Food grown on these plots can be kept for personal consumption or used to procure supplemental income. Additional benefits of urban agriculture beyond food provision include building job skills, improving self-esteem, and contributing to community revitalization. Characteristics of community gardening initiatives comprise: land and supply procurement; organization of participants; reduction of barriers to fresh produce; production of primary or alternative source of fresh produce; and entrepreneurial gardens.

Bike lanes: Portions of a roadway that have been designated by striping, signing, and pavement markings for the preferential or exclusive use of bicyclists.

Sharrows: Shared lane marking which does not connote a separated bicycle lane, but instead directs the bicyclist to travel outside the car door zone and encourage safe co-existence.

Large grocery stores: Stores with 10-49 annual payroll employees.

Supermarkets: Stores with \geq 50 annual payroll employees.

Healthy and Safe Physical Environment Module (Pg. 5)

Bike facilities: A general term denoting improvements and provisions made by public agencies to accommodate or encourage bicycling, including parking and storage facilities, and shared roadways not specifically designated for bicycle use.

Bike lanes: Portions of a roadway that have been designated by striping, signing, and pavement markings for the preferential or exclusive use of bicyclists.

Sharrows: Shared lane marking which does not connote a separated bicycle lane, but instead directs the bicyclist to travel outside the car door zone and encourage safe co-existence.

Additional bike facility definitions and design recommendations can be found in The Wisconsin Bicycle Facility Design Manual: <http://www.dot.wisconsin.gov/projects/state/docs/bike-facility.pdf>

Complete streets: Streets that are designed and operated to enable safe access along and across the street for all users, including pedestrians, bicyclists, motorists, and transit riders of all ages and abilities. More information can be found at: <http://www.completestreets.org/changing-policy/>

Shared use paths or trails: Part of a transportation circulation system that supports multiple recreation opportunities, such as walking, bicycling, and inline skating. A shared-use path typically has a surface that is asphalt, concrete, or firmly packed crushed aggregate. Shared-use paths can provide both a transportation and recreation function.

Reasonable walking distance: One mile is considered a reasonable distance to walk. More information can be found at: http://www.cdc.gov/pcd/issues/2008/jul/pdf/07_0087.pdf

Mixed land use: The use of safe and well-maintained sidewalks, crosswalks, bicycle paths, trails, parks, recreational facilities, and community designs featuring mixed-use development (e.g., mixing residential and commercial in same area) and a connected grid of streets.

Form-based zoning: These are legal regulations that direct the physical form and placement of buildings within communities. Form-based codes focus on the relationship between buildings and the streetscape, generally with the goal of creating appealing, pedestrian-oriented public spaces. In contrast, traditional zoning regulations focus on separating residential, commercial, and manufacturing uses and do not determine the exact form and location a building would take. Form-based codes typically include a regulating plan or map designating where different built form standards apply, specifications for required streetscape elements and built-form standards, an explanation of the review process for applications and developments, and a glossary of terms. Guidance can be found at: http://walksteps.org/tactic_category/land-use/#support-street-life-with-mixed-use-form-based-zoning

Strategies: Means by which policy, procedures, and practices are put into effect as population-based approaches (e.g., offering healthy food and beverage options in vending machines at schools, implementing activity breaks for meetings longer than one hour) versus individual-based approaches (e.g., organizing health fairs, implementing cooking classes, disseminating brochures).

Street connectivity: In layman's terms, good street connectivity means providing a variety of ways to get from Point A to B. It is a measure of how well the roadway network connects what planners call origins and destinations. The traditional grid-style street layout of older towns provides excellent connectivity. Streets are interlinked at numerous points, intersections are closely spaced, and there are few dead-ends. This not only provides a more direct route to any destination, but also helps to disperse traffic. Closely spaced intersections, slower vehicle speeds, and the sidewalk networks typical of these towns also help create more opportunities for walking.

Public recreation facilities: Facilities listed in the local jurisdiction's facility inventory that have at least one amenity that promotes physical activity (e.g., walking/hiking trail, bicycle trail, or open play field/play area).

Greenways: Open space corridors that can be managed for conservation, recreation, and/or alternative transportation. Greenways often follow natural or existing land or water features such as ridgelines, stream valleys, rivers, canals, utility corridors, abandoned rail lines and others.

Supermarkets: Stores with ≥ 50 annual payroll employees.

Large grocery stores: Stores with 10-49 annual payroll employees.

Active Living and Healthy Eating Module (Pg. 6)

Strategies: Means by which policy, procedures, and practices are put into effect as population-based approaches (e.g., offering healthy food and beverage options in vending machines at schools, implementing activity breaks for meetings longer than one hour) versus individual-based approaches (e.g., organizing health fairs, implementing cooking classes, disseminating brochures).

Healthy food and beverage options: Healthy foods are fruits, vegetables, whole grains, and related combination products, and nonfat and low-fat dairy that are limited to 200 calories or less per portion as packaged. Healthy beverages are water without flavoring, additives, or carbonation, low-fat and nonfat milk, 100% fruit juice, and caffeine-free. More information can be found at:

- Dietary Guidelines for Americans, 2005:
<http://www.health.gov/dietaryguidelines/dga2005/document/pdf/DGA2005.pdf>
- Institute of Medicine, Nutrition Standards for Foods in Schools:
<http://www.iom.edu/~media/Files/Report%20Files/2007/Nutrition-Standards-for-Foods-in-Schools-Leading-the-Way-toward-Healthier-Youth/factsheet.ashx>

Underserved areas: Areas without availability of services and/or barriers to the use of available services.

Community garden initiatives: The process of growing, processing, and distributing food in and around cities and suburbs or urban agriculture that provides individuals and families with many benefits. Advantages of urban agriculture include an alternative source of fresh produce, improved life satisfaction, and a way to preserve cultural identity and traditions. Most importantly, community gardening and urban farming have the potential to provide a supplemental source of fruits and vegetables. Urban agriculture may be done on land owned by a community group, institution, municipality, land trust, or some other entity. Food grown on these plots can be kept for personal consumption or used to procure supplemental income. Additional benefits of urban agriculture beyond food provision include building job skills, improving self-esteem, and contributing to community revitalization. Characteristics of community gardening initiatives comprise: land and supply procurement; organization of participants; reduction of barriers to fresh produce; production of primary or alternative source of fresh produce; and entrepreneurial gardens.

Access to Farmers' Markets: All of the following variables would support having access to a Farmers' Market:

- Located within 1 mile to a public transportation stop.
- Open ≥ 2 days per week.

- Having more than 1 farmer onsite.
- Accepting EBT (electronic benefits transfer) cards.
- Accepting Farmers' Market coupons.
- Accepting Senior Farmers' Market coupons.

Women, Infants, and Children (WIC): Is a federally-funded program, which subsidizes food purchases for low-income women and young children. WIC farmers market vouchers are known as Farmers Market checks. With these vouchers, participants can buy fresh fruits, fresh vegetables and fresh cut herbs at approved farmers markets throughout the country. More information can be found at: <http://www.fns.usda.gov/wic/>.

Pricing strategies: Intentional adjustment to the unit cost of an item (e.g., offering a discount on a food item, selling a food item at a lower profit margin, or banning a surcharge on a food item).

Culturally appropriate: Culturally appropriate community programs, literature or interventions are defined as meeting each of the following characteristics: (a) The intervention is based on the cultural values of the group, (b) the strategies that make up the intervention reflect the subjective culture (attitudes, expectancies, norms) of the group, and (c) the components that make up the strategies reflect the behavioral preferences and expectations of the group's members.

Walk or bike to school initiative: Community-based programs (e.g., Safe Routes to School, Walking School Bus) that aim to increase opportunities for daily physical activity by encouraging children to walk or bike to and from school in groups accompanied by adults. Programs advocate for communities to build partnerships with the school, PTA, local police department, department of public works, civic associations, local politicians, and businesses to create an environment that is supportive of walking and bicycling to school safely. For more information:

Supermarkets: Stores with \geq 50 annual payroll employees.

Large grocery stores: Stores with 10-49 annual payroll employees.

Tobacco-Free Living Module (Pg. 7)

Smoke free policy 24/7 for outdoor public places: Prohibit smoking in all outdoor public places (e.g., parks, sports facilities, walkways, parking lots), 24 hours a day, 7 days a week by anyone. The policy does not apply to the use of tobacco for cultural or traditional purposes. More information can be found at:

- <http://www.tobaccofreekids.org/research/factsheets/pdf/0144.pdf>
- http://www.cdc.gov/tobacco/basic_information/secondhand_smoke/guides/business/index.htm
- <http://www.surgeongeneral.gov/library/secondhandsmoke/factsheets/factsheet4.html>

Tobacco free policy 24/7 for outdoor public places: Prohibit the use of all tobacco products in all outdoor public places (e.g., parks, sports facilities, walkways, parking lots) 24 hours a day, 7 days a week by anyone. The policy does not apply to the use of tobacco for cultural or traditional purposes. More information can be found at: <http://www.cdc.gov/nccdphp/dnpao/hwi/toolkits/tobacco/index.htm>

Referral system: A resource to which patients are referred for more intensive interventions that supplement the tobacco-use treatment delivered by a healthcare provider. Patients can be referred to programs or services within the healthcare delivery system itself or in the larger community. A quitline, the American Lung Association, and the American Cancer Society are examples of possible referral resources. More information can be found at: <http://www.prevent.org/The-Community-Health-Promotion-Handbook/Healthcare-Provider-Reminder-Systems.aspx>

Quitline: An information and counseling services that offers telephone support for people who want to quit using tobacco. Some quitlines offer additional services such as nicotine replacement therapy, online cessation information and programs, and referral to tobacco-use treatment programs in the community. Quitline that have

proactive services provide clients with multiple scheduled follow-up sessions with quitline counselors during the quit process that do not need to be initiated by the client. More information can be found at:

<http://www.nj.gov/njhealthlink/programdetails/njquitline.html?pageID=NJ>

High Impact Clinical and Other Preventive Services Module (Pg. 8)

Take Control of Your Health: New Jersey based peer-led evidence-based workshops that give older adults with chronic conditions and/or their caregivers the knowledge, skills and confidence to take a more active role in their health care. Participants report the following benefits: Improvements in physical activity, stamina and pain control; better communication with their health care providers; and reduced doctor and hospital visits. For more information visit <http://www.state.nj.us/health/senior/cdsmp/index.shtml>

Strategies: Means by which policy, procedures, and practices are put into effect as population-based approaches (e.g., offering healthy food and beverage options in vending machines at schools, implementing activity breaks for meetings longer than one hour) versus individual-based approaches (e.g., organizing health fairs, implementing cooking classes, disseminating brochures).

Health disparities: Differences in the incidence, prevalence, mortality, and burden of diseases and other adverse health conditions that exist among specific population groups in the United States.

Public policy process: Engaging in the public policy process is often the most effective way to implement and sustain environmental (social, built, economic) changes. The public policy process requires attention and action from decision makers—elected officials, agency officials, institutional leaders, and other policymakers—as well as the constituencies that influence them, including community residents and leaders. Consequently, policies and practices that give rise to healthy environments must be identified, advocated for, and enacted within community-based organizations and throughout multiple levels of government. In this way, the public policy process can be seen as the steps a government or community-based organization takes to address a public problem.

Culturally appropriate: Culturally appropriate community programs, literature or interventions are defined as meeting each of the following characteristics: (a) The intervention is based on the cultural values of the group, (b) the strategies that make up the intervention reflect the subjective culture (attitudes, expectancies, norms) of the group, and (c) the components that make up the strategies reflect the behavioral preferences and expectations of the group's members.

Social and Emotional Wellness (Pg. 9)

Culturally appropriate: Culturally appropriate community programs, literature or interventions are defined as meeting each of the following characteristics: (a) The intervention is based on the cultural values of the group, (b) the strategies that make up the intervention reflect the subjective culture (attitudes, expectancies, norms) of the group, and (c) the components that make up the strategies reflect the behavioral preferences and expectations of the group's members.