



**Wisconsin Department of Health Services
Division of Public Health
Chronic Disease Prevention Program**



Wisconsin
Department of Health Services

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INTRODUCTION

Many communities are interested in creating active communities, but are overwhelmed or unsure where to start. The third version of the Active Community (AC) Toolkit provides information similar to past versions, but with a more focused assessment process to quickly identify relevant strategies that will fit smaller communities with fewer resources. The information is also organized to highlight key strategies that align and connect to a larger statewide movement to create ACs across the state.

CREATING A MOVEMENT TOGETHER

In Wisconsin, a number of public health and planning partners have come together to explore how working together may create more active communities—places where the built and social environments make it easy, safe and affordable to walk, bicycle and be active. Still, active communities are not just an issue for public health and planning. Long-term solutions also involve partners in transportation, housing, education, economic development, parks and recreation, advocacy, research/evaluation, and more.

Rest assured, communities are not working on AC strategies alone. More and more, partners at state, regional, and local levels are coming together across Wisconsin to build momentum and support for AC initiatives. The organizations below are key resources for local coalitions to connect with the broader movement.

LOCAL TIP: DANE COUNTY

Communities across Dane County have been creating bike-friendly infrastructure and policies, and several are applying to become Bike Friendly Communities (BFC). The BFC application is extensive, and communities had expressed interest in having local support during the process. To meet this need, the Healthy Kids Collaborative of Dane County convened community teams (city planners, bicycle advocacy groups, chambers of commerce) to share resources, and called upon content experts (Wisconsin Bike Federation, Madison Area Metropolitan Planning Organization, League of American Bicyclists) to provide technical assistance for communities in Dane County that are applying to be BFC. Meetings focused on application-specific topics, like how to meet the engineering or education section requirements, and celebrated progress and achievements. The group submitted the BFC applications as a regional effort in 2015, with applications from five communities and one university. All submissions received an elevated designation—with Madison receiving platinum status. Contact: Julia Stanley, 608-890-6001, jstanley@uwhealth.org.

Wisconsin Active Communities Alliance (WACA).

WACA is a growing network of local communities that coordinates a peer learning/action network and helps guide statewide strategy on policy, systems, and environmental change. The group formed in 2012 when eight community leaders representing regional health coalitions across the state began to compare factors that led to success among their own local AC initiatives. They realized the need for local coalitions to form an ongoing learning community and make progress on active communities together.

www.activecommunitieswi.org.

Regional Planning Commissions (RPCs).

RPCs provide planning assistance on regional issues, assist local interests in responding to state and federal programs, act as a coordinating agency for programs and activities, and provide planning and development assistance to local governments.

<http://wisconsin.gov/Pages/doing-bus/local-gov/plning-orgs/rpc.aspx>

Chronic Disease Prevention Program (CDPP). The CDPP, part of the Wisconsin Division of Public Health, provides AC resources, including this toolkit, plus training and technical assistance to communities in Wisconsin. The program works closely with healthTIDE to help facilitate strategic planning by the Active Communities Statewide Team. The toolkit and other resources can be accessed at: <https://www.dhs.wisconsin.gov/physical-activity/active-communities.htm>

healthTIDE Active Communities Team. The Active Communities Statewide Team consists of over 60 representatives from diverse backgrounds that have an interest in Active Communities. The group is constantly being expanded as we learn of other interested individuals or groups. Involved partners come from sectors such as state agencies, non-profits, local communities (often connected through WACA), advocacy groups, university partners, and members of the private sector. <http://healthtide.org/>

KEY STEPS

If you are still deciding what can be done in your community, take a look at the quick summary of key steps, and then look through the document for more details.

Each step summarizes local examples that may be helpful in deciding your organization's role and focus.

Keep in mind that community change takes time. Although you may be able to implement some easy strategies in a short time period, plan on setting up your initiative over a timeline of months or even years. LET'S GET STARTED!

KEY STEPS OVERVIEW

Step 1: Getting Started: Key Points

- Convene a small, core group to plan.
- Identify potential resources in your community.
- Develop a larger planning or AC Committee.

Step 2: Assessing My Community: Key Points

- Look at the identified assets.
- Complete an environmental assessment.
- Gather other available data.

Step 3: Strategies: Key Points

- Consider multiple levels of impact: programs, environmental change, policy change and how to involve key partners.
- Look at the list of key strategies.
- Review the resources associated with each strategy.

Step 4: Making Decisions: Key Points

- Impact = number of people *reached* x amount of *dose* received.
- Decide which strategies best fit your community.
- Create a written action plan.

Step 5: Evaluation: Key Points

- Identify measures to evaluate AC success.
- Use process, intermediate and outcome measures.
- Develop an annual evaluation scorecard.

Appendices

- How to identify and map local assets.
- Why partners should want to be involved.
- How to assess your community.
- Links to resources for each strategy.
- The full list of strategies.
- A template to create your work plan.



STEP 1 - GETTING STARTED

KEY POINTS

1. Convene a small, core group to assist with initial planning.
2. Asset map your community to identify potential resources.
3. Develop a larger planning or Active Community (AC) Committee.

What is an Active Community?

A number of important characteristics of built environments can have a positive impact on physical activity. Making these changes can create a healthier community, which is often referred to as an **Active Community (AC)**.

An activity-friendly environment is a place that makes it easy to be physically active on a routine basis. An AC is a community where it is easy for people of all ages and abilities to make the choice to be physically active, through planned exercise or routine daily activity. This means being able to easily walk or bike to nearby destinations such as stores, schools, parks, etc., as well as enjoy recreational opportunities within the community.

An AC can be considered from a number of perspectives. This kit focuses on four main aspects:

- Community Design and Land Use
- Active Transportation
- Places to Play and Be Active
- Coordination and Support

For each of these areas, this kit describes a high-level set of strategies that can have a positive effect on the focus area. How your community selects specific strategies and activities will depend on your specific issues and resources. For each of the four focus areas, the kit recommends key strategies to consider in addressing the issue. The key strategies describe a coordinated effort in programming, planning, and policies, and lists strategies or activities to consider for implementation.

ASSET MAPPING

Once a community decides it wants to create or promote an Active Community (AC), the first question is often “What kinds of things should we do?” Before having that discussion, the first step should be to lay the groundwork and get more information. Changing the built environment will likely require new partnerships that might be outside of existing alliances.

CORE GROUP FOR INITIAL DISCUSSION

Convene a meeting of key stakeholders to have an initial discussion on possible individuals and community assets that could help further your mission. Use the asset mapping resources (Appendix A) to determine the types of assets that might be available. While completing the asset map, interview or survey key members and the public for input. Use the asset map draft to identify the list of groups to approach to assist with the initiative. Make a list of contact information for those groups, and decide who will make the initial contact for each. Key players for environmental change may include:

- Government leaders
- City planners
- Public works and transportation staff
- Park and recreation staff
- Business leaders
- Public health staff
- Neighborhood group leaders
- School staff
- Law enforcement
- Parents and youth

Asset mapping is the process of cataloging the resources of a community. This should be at the top of the to-do list once the committee is formed. Asset mapping may serve several purposes:

1. Identify possible resources.
2. Provide a foundation for strategic planning and implementation.
3. Deepen understanding of key regional systems and linkages.
4. Become a catalyst for new partnerships.
5. Be an organizational and motivational tool for implementation.

WHAT HAS HAPPENED RECENTLY?

As part of the asset mapping process, it is important to find out what has happened recently. List other initiatives that have recently occurred to identify if any of them were left incomplete and could potentially be picked up and finished. Recruit people from previous initiatives, if any, who might be interested in completing or expanding their efforts. As an example, perhaps the school has performed a *Safe Routes* assessment and has implemented some of the recommendations, but did not have the resources to make some of the recommended policy or environmental changes (traffic calming, signage, speed enforcement, etc.). That could be a place to start.

KEY RESOURCE LIST

- **Regional Planning Commissions:**
<http://wisconsindot.gov/Pages/doing-bus/local-gov/plning-orgs/rpc.aspx>
- **DOT Regional Plans:**
<http://wisconsindot.gov/Pages/projects/by-region/default.aspx>
- **Regional DOT Bike/Pedestrian Coordinators:**
<http://wisconsindot.gov/Documents/projects/multimodal/bike/coord-map.pdf>

ACTIVE COMMUNITY COMMITTEE

Develop an AC Committee/Action Team. Following the initial asset mapping, create a larger committee that involves cross-sectional representation of your partner organizations, and then assign key representatives.

Gain support from community leaders. To be successful, changing the local environment requires buy-in and support from the top level of leadership. To ensure the support of community leaders, inform them about the initiative early and encourage them to participate. Communicate clearly and often the goals and benefits to the community and participants. Sufficient resources and staff time are essential to implementing an AC initiative successfully. Once your strategic plan is completed, share it with community, school, and organizational leaders before proceeding.

Assemble your team and form an AC Committee. The AC Committee is responsible for developing, implementing, and evaluating an AC initiative. The size and make-up of the committee will depend on the focus of the initiative and the scope of activities. The committee should include staff from each key partner identified in the initial asset mapping survey. There is no minimum or maximum size, but the committee should be large enough to represent all key partners. If existing groups are doing similar work, consider merging efforts to benefit from improvements that have already been established and enhance resources. Existing groups may include planning commissions, health and human services committees, or *Safe Routes to School* committees. To make the case for partnership with existing groups, see Appendix B.

For more information on how ACs and transportation can be linked to benefit communities, refer to the fact sheets available at http://www.fhwa.dot.gov/livability/fact_sheets/.

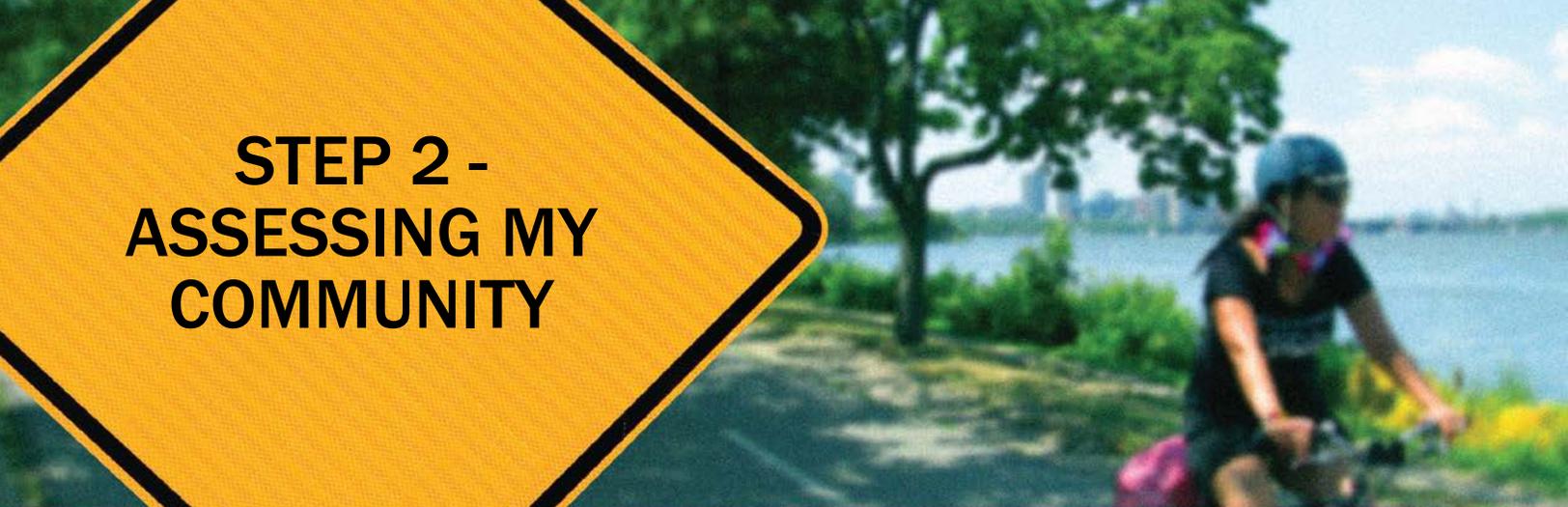
Designate a coordinator or leader. AC Committee management should identify an initiative coordinator or leader. Although the AC Committee and others can share responsibilities, having the right person coordinating efforts increases the likelihood that the initiative will be successful. The level of success for an AC initiative is often linked to the coordinator's time and ability. It is essential that some or all of the coordinator's time be dedicated to the AC initiative and that those responsibilities are included in the coordinator's job description.

FINAL THOUGHTS ON IMPLEMENTATION

After laying the groundwork to develop an AC initiative, take time to plan components that will result in a high-quality initiative. While it can be tempting to jump right into programming, using proven strategies to ensure the initiative is geared toward community needs will greatly increase the likelihood for success.

LOCAL TIP: BROWN COUNTY

Live54218 is a community coalition with the mission of creating environments that promote and support community members making healthy choices. To meet this mission, Live54218 established a workgroup of community partners who are interested in promoting Active Community strategies in the greater Green Bay area. The Live54218 team created an asset map early in the process to make sure all key players and organizations were part of the workgroup. The Active Communities Green Bay (ACGB) team is currently working on developing and implementing a bike/pedestrian plan and a *Complete Streets* policy.



STEP 2 - ASSESSING MY COMMUNITY

KEY POINTS

1. Look at assets identified during asset mapping in Step 1.
2. Complete an environmental assessment of the community for one or more of the four major focus areas.
3. Gather other available data that may be helpful, including interest surveys or focus interviews of residents. Use this data to collect information on the program, policy and environmental changes that would be of most interest to your community in increasing physical activity levels.

WHY DO AN ASSESSMENT?

The purpose of completing an assessment is to identify the community's strengths and areas in need of improvement. An assessment will lead the committee to recommend actions for changes to make the community more supportive of healthy behaviors. While some actions for supporting healthy behaviors can be easy for communities to complete, others may be determined to be unattainable or inefficient.

The assessment results can also be used as a baseline measure for evaluation. The initial assessment can be compared with a follow-up assessment several months or years later to document progress.

WHO SHOULD DO THE ASSESSMENT?

Identify a workgroup (at least four to five people) who will be responsible for completing the assessment. This group may be a subset of the AC committee. Forming a diverse group from all areas and levels of your community is important for meaningful assessment and successful planning and implementation. Suggested participants include: government leaders, city planners, public works and transportation staff, parks and recreation staff, business leaders, public health staff, neighborhood group leaders, and school staff.

WHEN SHOULD THE ASSESSMENT BE DONE?

Use the assessment as a starting point for a wellness initiative. Once the assessment has been completed, determine which areas the committee will focus on (walkable neighborhoods, comprehensive plans, parks and recreation, etc.). Establish a time for the committee to meet and monitor progress. Also determine a schedule for annual assessments, so that the assessment can serve as a tool for continuous improvement and accountability over time.

AC ASSESSMENT CHECKLIST

Complete the AC Assessment Checklist to identify physical activity components that currently exist in the community. This can either be done with the full committee or with only a few key personnel (such as the AC coordinator, committee chair, and city planner) conducting the preliminary scan, and then allowing the full committee to react to the findings. **A sample of an abridged completed checklist can be found below. The complete checklist can be found in Appendix C.**

WHAT DO I NEED?

- An assessment workgroup
- A list of existing assets
- The AC community assessment tool
- Knowledge of and access to other data that might be helpful
- Some time
- Someone to collate and summarize the results
- A way to share and publicize the results

NOTE

If you have the time and resources to thoroughly scope out your initiative, you should use the full AC Toolkit as your guide. However, if you have limited time and resources, or if your community has already narrowed down your options and wants to move more quickly, a single focus area may serve as your guide.

1 FOCUS AREAS

- A: Community Land Use and Design
- B: Active Transportation
- C: Places to Play and Be Active
- D: Coordination, Support and Partners

Each focus area includes several associated indicators that address what the community currently has in place, as well as supplemental community action recommendations.

2 POINTS

Point values are assigned to each strategy. When conducting the assessment, circle the point value that best represents the status of the community component, then add up the points for each section. Point values range from one to five, with one representing *no elements in place* and five representing *all elements in place*.

3 POTENTIAL PRIORITIES

While completing the assessment, use the Potential Priority (PP) column to indicate which components may be focus areas that are either currently in process or do not yet exist.

Example:

1	2	3
COMMUNITY DESIGN AND LAND USE	POINTS	PP
Required Sidewalks: Are new residential areas required to have sidewalks?	n/a 1 2 3 4 5	✓

Completion of the checklist provides a high-level reference point for the community's policies, environmental supports, and program activities that are currently in place to encourage and support physical activity.

USING OTHER AVAILABLE DATA

In addition to information collected through assessment, helpful data collected by other groups may exist. Health data is often accessible at the local or regional level, and survey data may be available through entities involved in Active Community (AC) initiatives. Other groups may have already researched some key data, so check to see if a Community Health Improvement Process (CHIP) assessment or other type of assessment has been conducted recently in your area.

Examples of existing data include:

- Community demographic data is available from the U.S. Census Bureau’s American FactFinder, including general population and housing characteristics:
<http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>
- Health data such as the Behavior Risk Factor Surveillance System (BRFSS):
<https://www.dhs.wisconsin.gov/wish/brfs/index.htm>
- Health data such as the Youth Risk Behavior Survey (YRBS):
http://sspw.dpi.wi.gov/sspw_yrbsindx
- Community Health Improvement Process (CHIP): Check with your local health department for information about this process and the resulting plan.

Obtaining this data serves two key purposes:

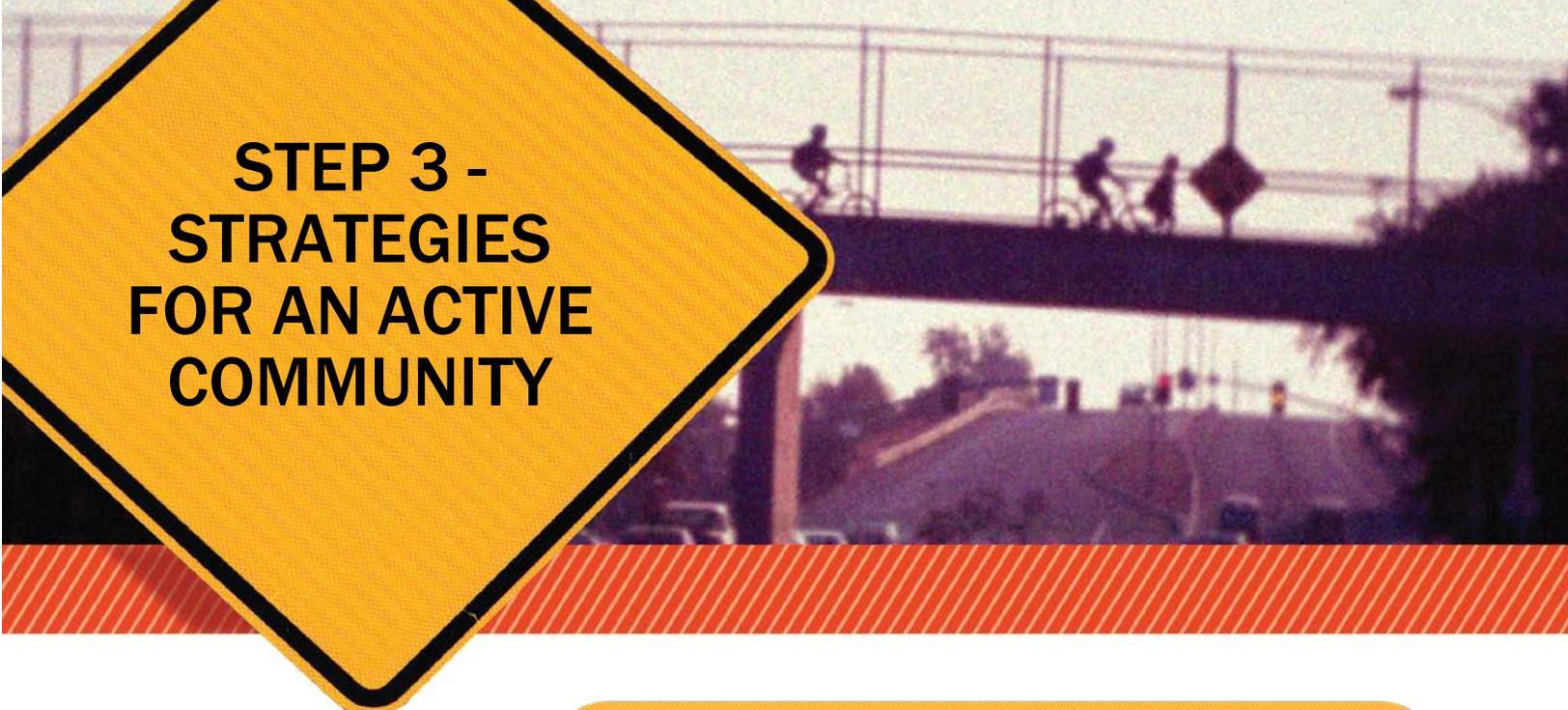
- 1) Assists in identifying the community’s most significant health issues, allowing for improved targeting of those issues.
- 2) Provides baseline data to compare against later to monitor the success of AC efforts. Building this evaluation measure in at the beginning provides data to demonstrate the value of an AC initiative to interested parties.

WHY WOULD YOU WANT TO DO A SURVEY OR FOCUS GROUP?

The more you know about a target audience, the more likely you are to design an initiative that meets the needs and interests of that audience. Surveys and focus groups are two ways to gather this community input. A survey has the potential to collect broader feedback from a larger audience, but may not be representative of the community as a whole depending on how it is set up and answered. Nonetheless, electronic surveys are easy to administer and analyze. In addition, for the subset that does respond, surveys can provide a snapshot of the community. Focus group or interview samples may provide the potential for deeper follow-up questions and answers to get a better picture of audience needs.

**LOCAL TIP:
WOOD COUNTY**

In Wisconsin Rapids, collaborative effort led to the creation of a low-cost way to increase bicycle use in the community. Although Wisconsin Rapids has many bike paths and routes, residents and visitors who do not have bikes are unable to take advantage of the bike lanes and trails. A community coalition decided to make it easier for everyone to access the biking system by creating a bike share program. The coalition conducted a survey and a bikeability audit to gauge community interest in the program and identify strategic locations for bike share sites. Through a community-driven effort, the River Riders Bike Share was born. The program initially received 65 donated bicycles, which are available to use for free at four strategic locations throughout Wisconsin Rapids.



STEP 3 - STRATEGIES FOR AN ACTIVE COMMUNITY

KEY POINTS

1. Consider multiple activity levels for your programs to influence. The strategies are grouped into four levels: Programs, Planning, Policies, and Partners.
2. Look at the list of key strategies.
3. Review the resources associated with each strategy to determine what help might be available and which strategies might best fit your community.

STRATEGIES

Now that you have completed the community assessment and have reviewed other available data or survey information, the next step is to review strategies that have been proven to work or have been identified as best practices from other communities. This chapter lists a number of strategies to consider for your AC initiative. Use the scorecard at the end of the AC assessment checklist to develop an overview of your current AC programs or strategies.

NOTE

Step 3 will provide background information and resources for possible strategies, but it is recommended to wait to select specific strategies until all possibilities are viewed and prioritized in Step 4.

LEVELS

AC initiatives can include many components and activities. This resource kit focuses on policy and environmental changes to increase physical activity and reduce chronic diseases. The levels of change discussed in this document include individual, environment, and policy, using specific activities or strategies to address each area.

THREE-PRONGED PARTNER APPROACH

An important concept to include in AC programming is to combine individual strategies with environmental and policy changes. Combining strategies and policy in this way increases impact by making it easier to achieve the behavioral change. Rather than choosing unrelated strategies, think about having strategies that build on, or complement, each other.

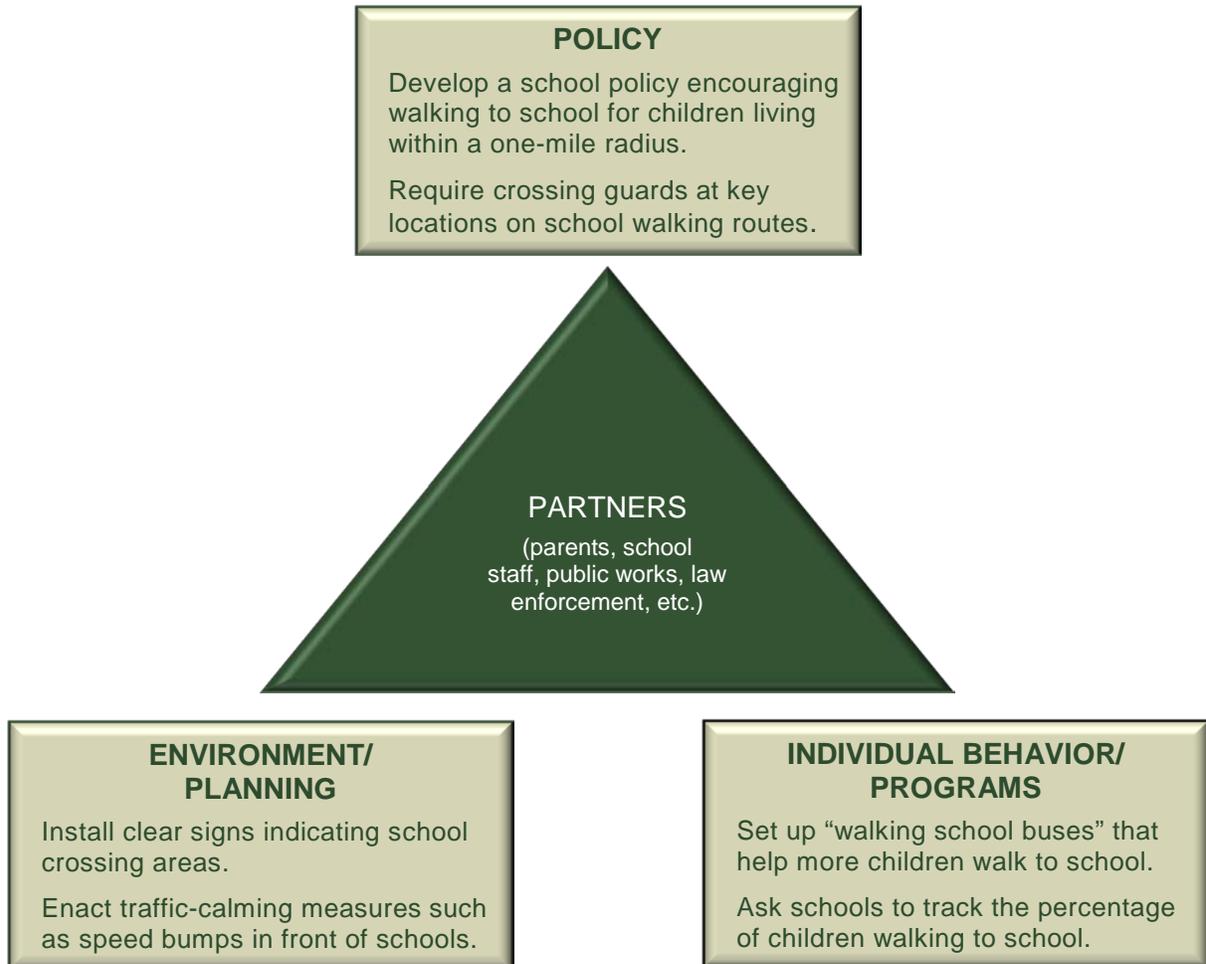
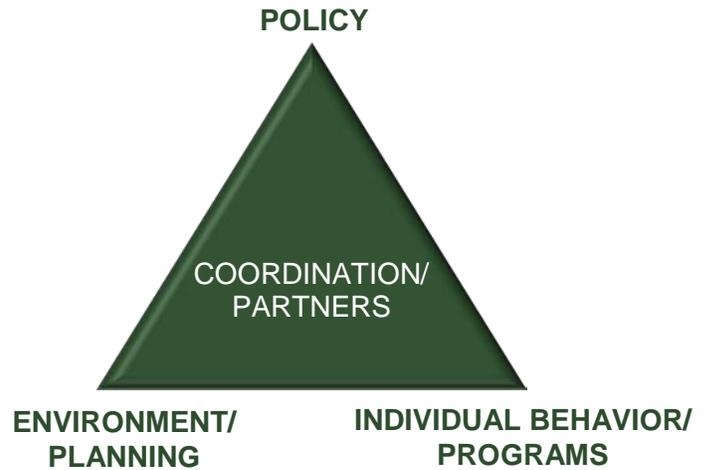
Here is one example for a physical activity focus:

INDIVIDUAL: Conduct a six-week neighborhood walking campaign that tracks steps or mileage.

ENVIRONMENT: Map distances and walking routes for people in the neighborhood to follow.

POLICY: Implement a policy that reduces the speed limit in areas with high pedestrian traffic.

This three-pronged approach is likely to be more successful because it addresses the issue from multiple perspectives. A more-detailed example of a neighborhood/school initiative is illustrated below.



STRATEGIES

Several different strategies may be applicable to your community. To initially filter the strategies, consider that most options fit into the four key strategies detailed in this section.

INDIVIDUAL BEHAVIOR/ PROGRAMMING	ENVIRONMENTAL/PLANNING CHANGE	POLICY CHANGE
COMMUNITY DESIGN AND LAND USE		
Streetscape Design	<i>Complete Streets</i> Policy with Alternative Transportation Options	Comprehensive (Master) Plans/ Mixed-Use
ACTIVE TRANSPORTATION		
Bike/Walk Programs/Safe Routes	Routes Connecting Destinations	<i>Complete Streets</i> Policy with Alternative Transportation Options
PLACES TO PLAY AND BE ACTIVE		
School/Community Programs for Recreational Activities	Park and Recreation Budget, Including a Coordinator	Shared Use of Recreational Facilities
COORDINATION, SUPPORT AND PARTNERS		
Coordinated Messages to the Community	Broad Community Representation on Key Groups	Active Community Liaisons on Planning Commission

COMMUNITY DESIGN AND LAND USE: Evidence suggests that neighborhood design significantly influences activity levels. This focus area describes and provides resources on strategies such as comprehensive plans, *Complete Streets*, and biking/walking programs.

ACTIVE TRANSPORTATION: Creating a community that provides convenient alternative transportation options (buses, bikes, pedestrian walks, etc.), making connecting to key destinations easy, will increase physical activity.

PLACES TO PLAY AND BE ACTIVE: Parks, playgrounds, and open spaces provide opportunities for physical activity. However, the presence of facilities is not enough to make sure they are being used for the greatest benefit of all. Factors such as location, accessibility, programming, connectivity, safety, and aesthetics all play a role in the use of public facilities. Steps to make the walking and biking environment safer and more attractive will have a positive impact on activity levels.

COORDINATION, SUPPORT AND PARTNERS: Partnerships are vital to changing the built environment because most communities do not have resources dedicated to this purpose. As a result, unique partnerships must be developed to ensure that various groups and organizations are working collaboratively toward this effort.

While each of these factors influences the relative convenience and likelihood of active transportation, it is the combination of these factors that is most critical to encouraging pedestrian and bicycle trips. For example, increasing housing density is unlikely to result in significant change if the neighborhood is unsafe. Likewise, if the neighborhood lacks sidewalks or nearby destinations in walking distance, travel by car will likely continue to be the first choice. Planning for Active Community environments requires consideration of all four key factors in order to have the greatest effect on individual behavior.

COMMUNITY DESIGN AND LAND USE

Walkable and bikeable communities are vital to building activity into the daily routines of people in the community. Lack of time continues to be a major factor in people's lives, so the more physical activity can be incorporated into people's everyday lives, the more likely they are to meet daily recommended activity levels. Land-use decisions have the potential to affect public health, and those decisions are usually institutionalized in a variety of community plans.

NOTE
Each strategy will contain a graphic consisting of three images, each indicating a sequential step (associated strategy number in parentheses) that can be taken toward an Active Community goal. The low-resource example represents the first step, with the related medium-resource and high-resource examples continuing the effort.

Low Resource



Provide a variety of street design features to make walking more pleasant. (1)

Medium Resource



Pass and implement a *Complete Streets* ordinance. (5)

High Resource



Require sidewalks in new residential areas. (7)

TABLE KEY:
 = Key Strategy
 I = Individual/Program Level
 E = Environmental/Planning Level
 P = Policy Level

LOW RESOURCE		I	E	P
1. Streetscape Design		★	★	
MEDIUM RESOURCE		I	E	P
2. Coordinated Programming and Planning	<input checked="" type="checkbox"/>	★		
3. Smart Growth			★	
4. Main Street Economic Development			★	
5. <i>Complete Streets</i>	<input checked="" type="checkbox"/>		★	★
6. Comprehensive (Master) Plans	<input checked="" type="checkbox"/>			★
HIGH RESOURCE		I	E	P
7. Sidewalk Requirement for New Residential Areas			★	
8. Population-dense Design			★	
9. Mixed Land-Use (Retail and Commerce)			★	★
10. Grid Neighborhoods			★	★

For a more detailed description of strategies and additional resource links, see Appendix E, pages 44-45.

ACTIVE TRANSPORTATION

Policies provide a way to incorporate key strategies that affect people’s ability to be active. They also have the potential to affect the entire population, which will have a much greater impact than programming that focuses on individual behavioral change. In deciding on strategies for your Active Community, consider core policies that will transform neighborhoods or change transportation options to make it easier to be physically active. This will make supportive, healthy environments the standard in your community rather than the exception.

Similar to planning, transportation policy is also related to health. The document “At the Intersection of Public Health and Transportation: Promoting Healthy Transportation Policy” provides a description of the connection between transportation policy and public health:

<http://www.apha.org/NR/rdonlyres/43F10382-FB68-4112-8C75-49DCB10F8ECF/0/TransportationBrief.pdf>



TABLE KEY:	I = Individual/Program Level
	E = Environmental/Planning Level
☑ = Key Strategy	P = Policy Level

LOW RESOURCE		I	E	P
1. Walking School Bus or Safe Routes to School Program	☑	★		★
2. Public Bike Racks		★	★	
3. Walk/Bike Audits		★		
4. School Walk/Bike Promotion		★		
5. Worksite Walk/Bike Promotion		★		
6. Bike Safety Education		★		
7. Motorist Safety Education		★		
8. School Walk/Bike Safety Study			★	
9. Pedestrian Safety Task Force				★
10. Crash Data Tracking				★
11. Bike Parking at Public Buildings				★
12. Crosswalk/School Zone Signage				★

MEDIUM RESOURCE		I	E	P
13. Bikeshare		★	★	
14. Bicyclist Accommodations			★	
15. School Siting			★	
16. Safety Hazard Correction			★	
17. Public Transit Bicycle Storage				★
18. Rideshare				★
19. Traffic Calming				★
20. Safe Bike/Pedestrian Approaches to Malls				★
21. Traffic Regulations				★
22. Sidewalk Maintenance				★
23. Municipal Safety Considerations				★
HIGH RESOURCE		I	E	P
24. Connected Roadways	<input checked="" type="checkbox"/>		★	
25. Alternative Transportation Options	<input checked="" type="checkbox"/>		★	
26. Multi-Use Recreational Trails			★	
27. Rails-to-Trails Conversion			★	
28. Bicycle Friendly Award			★	★
29. Public Transit for Commuting				★
30. Investment in Public Transit				★

For a more detailed description of strategies and additional resource links, see Appendix E, pages 46-50.

LOCAL TIP: WINNEBAGO COUNTY

Many Active Community strategies involve collaboration between health departments and local or regional planning departments, such as implementing a *Complete Streets* policy or building new multi-use trails. In Winnebago County, public health professionals from re:THINK, Winnebago's Healthy Living Partnership, established a Health in Planning (HiP) workgroup with local and regional planners to promote collaborations between health and planning. Since its creation in late 2012, the HiP workgroup has developed outreach documents that explain the benefits of integrating health into the planning process, distributed these documents to local decision-makers across the service area, and provided educational outreach to the community. As a result of messaging and outreach from the HiP workgroup, two public health professionals were invited to sit on the advisory committee for the bicycle and pedestrian plan for the Fox Cities and Oshkosh urbanized area. Contact: Emily Dieringer, 920-232-3021, EDieringer@co.winnebago.wi.us

PLACES TO PLAY AND BE ACTIVE

Even though the emphasis of this toolkit is on environmental and systems change, there is still a need for programming. Programs serve as a visible reminder that things are happening in the community, maximizing planning and policy changes. As an example, developing a policy and plan to allow for shared use of recreational facilities will have maximum impact only if programs are available that give people the opportunity to take advantage of the expanded hours of facility use.

Consider using program events to kick off or wrap up new initiatives or campaigns. Ongoing programming provides opportunities for people to be active, so consider engaging partners that provide active programming as one of their core functions.



TABLE KEY:	I = Individual/Program Level
<input checked="" type="checkbox"/> = Key Strategy	E = Environmental/Planning Level
	P = Policy Level

LOW RESOURCE		I	E	P
1. Facility Inventory			★	
2. Resource Guide for Recreation Facilities			★	
3. Maps of Walk and Bike Routes			★	
4. Safe Routes to Parks			★	
5. Bike Racks at Facilities			★	
MEDIUM RESOURCE		I	E	P
6. Park Aesthetics			★	
7. School Facilities Open to the Public (Shared-use Agreements)	<input checked="" type="checkbox"/>		★	★
8. ADA-Compliant Sidewalks				★
9. ADA-Compliant Recreational Facilities				★
10. Safe Playgrounds				★

HIGH RESOURCE		I	E	P
11. Local Campaigns		★		
12. School/Community Recreation Programming	<input checked="" type="checkbox"/>	★		
13. Budgeting for Parks and Recreation	<input checked="" type="checkbox"/>	★	★	
14. Open Spaces/Recreation Plan			★	
15. Public Transit to Parks and Recreation			★	
16. Parks Requirement in New Subdivisions			★	★
17. Park Space in All Neighborhoods			★	★

For a more detailed description of strategies and additional resource links, see Appendix E, pages 51-54.

LOCAL TIP: MARATHON COUNTY

In 2009, the Wausau Area Metropolitan Planning Organization (MPO) adopted its first bicycle and pedestrian plan. The plan outlined recommendations to improve bicycle and pedestrian safety, including a specific goal to create a bicycle route signage system to improve connections between communities in the Wausau metro area. Off-street paths and bicycle-friendly streets were already in place, but these accommodations lacked connectivity between communities. By the summer of 2013, a group of diverse partners, including county and city planners, local public works directors, and health educators, collaborated to install more than 600 color-coded and numbered bicycle route signs along 10 new bicycle routes spanning 105 miles, connecting all seven municipalities in the Wausau metro area. This project was a prime example of communities working together to create healthier environments using the collective impact model, improving convenience, accessibility, and safety for all bicyclists in Marathon County. With the adoption of the new 2015 Wausau Area MPO Bicycle and Pedestrian Master Plan and Bronze-Level Bicycle-Friendly Community designation, the Wausau metro area is poised to thrive and grow as a bicycle-friendly community. For more information, check out www.bicyclewausau.org or contact Aaron Ruff, 715-261-1935, Aaron.Ruff@co.marathon.wi.us.

COORDINATION, SUPPORT AND PARTNERS

To change policies and the built environment to support AC activities, partners who can advocate for change and provide programming and resources are vital to maximizing impact. Partnering spreads the workload and ensures greater community buy-in. This section focuses on three key areas:

- Partner associations that can help you meet your needs
- Advocacy members who can sit on key committees and help advocate for change
- Groups or individuals that can help shape and deliver messages to your audience

Low Resource



Mobilize neighborhood associations as a key partner. (2)

Medium Resource



Have active community advocates on citizens' planning committees. (10)

High Resource



Develop a backbone organization to support local efforts. (11)

TABLE KEY: I = Individual/Program Level
 E = Environmental/Planning Level
 P = Policy Level
 = Key Strategy

LOW RESOURCE		I	E	P
1. Local Media Communication Coordination	<input checked="" type="checkbox"/>	★		
2. Neighborhood Association		★		
3. Neighborhood Walk/Bike Audits		★		
4. Standard Messages and Materials		★		
5. Broad Community Representation	<input checked="" type="checkbox"/>		★	
6. Active Community Groups			★	
7. Citizens' Advisory Group			★	
MEDIUM RESOURCE		I	E	P
8. Coordinated Training and Technical Assistance		★		
9. Database of Strategies and Players (Asset Map)			★	
10. Active Community Advocate on Planning Committee	<input checked="" type="checkbox"/>			★
HIGH RESOURCE		I	E	P
11. Backbone Organization to Support Efforts			★	
12. Common Data Set for Evaluation				★
13. Statewide Funding for Infrastructure				★

For a more detailed description of strategies and additional resource links, see Appendix E, pages 55-57.

OVERARCHING CONSIDERATIONS

HEALTH EQUITY

In assessing your community and selecting strategies, keep in mind that the health of certain populations may be disproportionately affected by the community around them. Many factors may contribute to health disparities, but evidence suggests that community design should be considered one of these factors. To address the conditions that shape health inequities, it is critical to consider where and how Active Community (AC) strategies will be pursued. Communities should acknowledge that promoting active living by helping people incorporate physical activity into daily routines can help address these health challenges.

As you develop an initial asset map and physical activity inventory, look for factors in places or neighborhoods that would encourage or discourage being active, and consider how your strategies may address inequality. Make sure that underserved areas are well represented on your advisory committee and seek additional input from community members to gain an understanding of the assets and barriers in the community and other factors that may affect the community's access to facilities and opportunities to be physically active.

In evaluating whether all residents have equal opportunities to be active, consider these factors:

- **Walkability and Bikeability:** Are key destinations, such as schools, retail shops, and grocery stores, within walking or bicycling distance?
- **Basic Infrastructure and Amenities:** Does the area have safe sidewalks, bicycle routes, street crossings, and surroundings that encourage active transportation?
- **Open Spaces and Facilities:** Are open spaces and recreational facilities available, including parks, trails, sports fields, playgrounds, and gyms? Recent research documents a significant association between access to physical activity settings and race, ethnicity, and socioeconomic status.
- **Schools as Community Centers:** Are shared-use agreements in place making schools and other recreational facilities available for public recreation purposes outside of core-use hours?
- **Affordability:** Are affordable housing and physical activity programs available in all areas, so that all populations have the same opportunities to be active?
- **Safety Concerns:** Are there safety concerns, such as high-speed traffic, limited crosswalks and lighting, or a high degree of local crime, that discourage active living?
- **Accommodations:** Are special populations accommodated, including children, older adults, and people with disabilities? Areas considered "walkable" for the general population may contain barriers to walking, such as crosswalks that do not allow enough crossing time or intersections without curb cuts for mobility devices and strollers.
- **Transportation Infrastructure:** Is public transit available to access physical activity options outside of the neighborhood if the immediate area has limited opportunities?
- **New Development:** Does new development take into account active living opportunities? Whether it is downtown revitalization, a new subdivision being developed or siting of a new school, use the opportunity to consider the factors listed above in planning the development.

As local governments seek to plan and design healthy communities, extra steps must be taken to ensure that the most vulnerable populations—those isolated by level of income, ethnic and racial background, age, ability, or gender—have access to the same choices and opportunities for healthy lifestyles as the population at large. Providing accommodations for people with disabilities and underserved populations should be integrated throughout an AC initiative.

For more information, see *Active Living and Social Equity: Creating Healthy Communities for All Residents: A Guide for Local Governments*. International City/County Management Association http://www.ca-ilg.org/sites/main/files/file-attachments/rpt_icma_jan2005.pdf

LOCAL TIP: LA CROSSE COUNTY

La Crosse County is a beautiful place to bike and walk, with scenic trails overlooking the Mississippi River. However, biking and walking in the city of La Crosse often meant crossing multiple high-volume, multi-lane streets. The La Crosse County Healthy Living Collaboration, a community coalition dedicated to improving health in La Crosse County, and the La Crosse County Health Department (LCCHD) teamed up to make La Crosse County safe for cyclists and pedestrians through the adoption and implementation of a *Complete Streets* policy. In April 2011, La Crosse County became the first county in Wisconsin to adopt a *Complete Streets* policy. Onalaska and the villages of West Salem and Holmen also adopted *Complete Streets* policies, and the city of La Crosse adopted a *Green Complete Streets* policy. As a result of these new programs, 17.5 miles of sharrows and bike lanes, more than 100 additional bike parking spaces, and 64 Share the Road signs have been added, and bike counts have doubled countwide.

RURAL/URBAN DIFFERENCES

Although it is not completely clear if the difference in obesity rates between urban and rural populations is due to differing physical activity levels, analysis of National Health and Nutrition Examination Surveys (<http://jpepsy.oxfordjournals.org/content/36/6/669.full.pdf>) revealed that rural children and adults have significantly higher rates of obesity than their urban counterparts (22% vs. 17%). Creating a rural Active Community may be more difficult because some of the strategies in this kit will not be available in a rural setting. In examining the strategy lists, determine what might be most effective by considering these key factors for rural communities:

- **Distance to physical activity opportunities.** Important barriers to physical activity in rural communities may include isolation, lack of transportation options, lack of access to places with physical activity opportunities, climate and terrain, cost, safety fears such as higher traffic speeds, the threat of loose dogs and wild animals, crime concerns, and lack of sidewalks and lighting.
- **Active transportation limitations.** Walking and biking to destinations is often difficult or impossible in dispersed rural and remote areas where residents live far from schools, worksites, and other common destinations. As a result, there is a need for environments that support active recreation, even if residents must drive to get to them.

- **Some urban physical activity options will not work in rural areas, but many will.** Because of rural communities' more dispersed populations, improvements to the built environment may affect relatively few people. For larger rural communities that have a traditional downtown center and/or densely populated neighborhoods, urban-based solutions for increasing active living may be applicable.
- **Lack of funding.** Some rural and remote communities may not have a sufficient tax base to support new or existing parks, recreational facilities, and designated open space. Start with smaller changes (repainting existing crosswalks, adding pedestrian signs, updating and promoting *Safe Routes to School* and shared-use policies, reviewing town-wide snow-removal policies, etc.) to build momentum for larger changes (widening street shoulders, adding or improving sidewalks, adding physical activity facilities to an existing park or building a new park, budgeting for late school buses, etc.).
- **Schools may be the best or only option.** Because of limited resources, few physical activity facilities, and long travel distances in many rural areas, schools may be one of the only locations outside of the home for many rural children to be regularly active.

RECOMMENDATIONS

In order to maximize existing options and create more opportunities, consider the following:

- Create a walkable downtown hub for activity and then see if there are logical “spokes” that can feed into the downtown hub. Spokes can include walking and bicycling routes, bus transportation, park-and-walk locations, trails, and other means to access downtown.
- Maximize school facility use by creating shared-use agreements that allow groups to use recreation facilities outside the hours for school functions.
- Provide transportation options to expand opportunities for rural children living in remote areas to take advantage of afterschool physical activity programming.
- For adults and families, existing community centers and resources such as churches and worksites can help encourage both planned and spontaneous physical activity.
- Enhance features of the rural environment, such as playgrounds, parks, and recreational facilities.
- Build infrastructure (e.g., wider paved shoulders along rural roads, pedestrian crossings) to accommodate the needs of pedestrians and bicyclists.

For more information, see: *Promoting Active Living in Rural Communities (Active Living Research)*
http://activelivingresearch.org/sites/default/files/ALR_Brief_RuralCommunities_Sept2015.pdf

STEP 4 - MAKING DECISIONS

KEY POINTS

1. The greatest impact will be tied to the number of people “reached” and the “dose” they receive.
2. Decide which strategies your community is best positioned to implement *and* will have the most impact.
3. Create an Action Plan that puts all key implementation pieces in writing to increase the likelihood of success.

RECOMMENDATIONS

Use the assessment answers, any survey or interview results, and other data to prioritize your initiative components and to set goals and objectives.

After selecting the goals, objectives, and strategies that meet your needs, complete the Planning Worksheet that can be found in Appendix F, page 58. Using the worksheet, list the resources, timeline, budget, and evaluation plan for each strategy, then market and implement the plan.

NARROWING THE SCOPE

Once the analysis of the community assessment checklist, all relevant community data collection and community surveys or other assessments (Step 2) are complete, and the entire scope of strategies has been considered (Step 3), it is time to narrow the focus. This can be a very simple process, or can be done in a more structured manner—this is up to personal preference.

Given that the ultimate goal is maximizing impact, try to quantify the impact when deciding which strategies to select. Think in terms of this formula:

$$\text{REACH} \times \text{DOSE} = \text{IMPACT}$$

REACH is how many people in the targeted population are being affected.

DOSE is how much of a given strategy is occurring, which we’ll measure using 10 minutes as one “dose” of physical activity.

IMPACT SCENARIOS

SCENARIO #1: The school holds a *Walk to School Day* as part of a broader campaign. Approximately 300 people participate (reach) and the average person takes 20 minutes, or two doses, to get to school. The total impact is $300 \times 2 = 600$.

SCENARIO #2: Each school in the community implements a *Safe Routes to School* program. Of the 1,000 total students, 20%, or 200, participate at least three days per week for the duration of the 40-week school year ($200 \times 3 \times 40 = 24,000$). The average walk to school is one mile, which takes 20 minutes, or two doses, so the total impact is $24,000 \times 2 = 48,000$.

#1: WALK TO SCHOOL DAY (600)



 = 1,000

#2: SAFE ROUTES TO SCHOOL (48,000)



KEY STEPS

Review your assessment checklist.



Identify potential priority strategies.



Check your existing local data to confirm that potential priority items match the data.



Consider other collected data to ensure consistency between resident interests and habits and initiative priorities.



Quantify and compare priority strategies by using the impact equation.

As the graphic demonstrates, the ongoing policy and programming changes supporting a *Safe Routes to School* program have a significantly larger impact than a stand-alone event. While the *Walk to School Day* may be a great way to kick off or wrap up a larger initiative, it has a limited impact as a single occurrence.

To maximize impact, look for strategies that reach a lot of people and provide multiple doses over time.

BE REALISTIC!

To help focus efforts and facilitate early successes, create a more limited initial set of activities. The initiative can always be expanded later, but a realistic set of objectives to begin with is generally more manageable and requires fewer resources.

PLANNING WORKSHEET

Once your organization has decided on priorities, the next step is to develop a specific plan to implement the chosen programming. The plan would include:

- Goals and objectives of your AC initiative.
- Recommendations for specific strategies to implement, with clearly stated and measurable activities to ensure meaningful evaluation.
- Activities chosen.
- Staff, resources and materials needed for implementation.
- Time required for completion.
- Evaluation plan to measure results.

The plan can also be used in presentations to interested groups, potential funders or the local government to secure buy-in of the AC initiative, planned strategies, and activities. A sample planning worksheet is provided below, and a blank Planning Worksheet can be found in Appendix F, pages 58-59.

PLANNING WORKSHEET					
Recommendations		Describe the strategies selected for the community initiative.			
Activities		List the activities required to meet the recommendation.			
Materials, Resources, and Personnel		List the individuals who will do the work and the resources and tools needed to get the job done.			
Time Frame		When will implementation begin? How long will it take to finish?			
Evaluation		How will you measure your efforts?			
Recommendations: Strategies to Implement	Activities	Materials, Resources, and Personnel	Time Frame	Evaluation Method	Comments
1. (Active Transportation #26) Convert downtown railroad track into a trail.					
Sample	a. Research cost and logistics	(City Planner and Public Works)	18 months 1/15–7/16	- Trail done - # of users	
	b. Pass City Council: motion + funding				
	c. Build trail				
2. (Community Design and Land Use #5) Develop a local <i>Complete Streets</i> policy.					
	a. Meet with local planners	Draft policy language (Jim Jones)	6 months May-Nov	Policy in place	

The purpose of the planning worksheet is to clearly assign responsibilities and keep the initiative on track. Part of ongoing partner meetings should be a review of the plan items to check their status and make any necessary modifications. The initiative will have a better chance of success if tasks are clearly written and include deadlines for completion.



STEP 5 - EVALUATION

KEY POINTS

1. There are different types of measures to evaluate Active Community success.
2. Use a combination of process, intermediate, and outcome measures.
3. Develop an annual evaluation scorecard to be accountable, measure success, and promote the initiative to key funders and decision-makers.

LOCAL TIP: PORTAGE COUNTY

When Portage County implemented a countywide bicycle/pedestrian plan, it recommended infrastructure improvements and connecting trails to provide greater mobility without needing a motorized vehicle. Safe Routes to School (SRTS) was a key component of the plan's vision for increasing safe physical activity among Portage County children. A grant from the Wisconsin Partnership Program (WPP) allowed the county to hire an SRTS coordinator to provide assistance to local schools that were interested in implementing the program. More than 800 students participated in new SRTS programs in 2014 in four elementary schools in Portage County.

IMPORTANCE OF EVALUATION

At the beginning of this toolkit, reasons for potentially starting an Active Community (AC) initiative were discussed. That list included higher physical activity levels, better physical health, a decrease in the number of chronic diseases, and reduced health care costs. In setting up an AC activity, you should first consider how you are going to evaluate the initiative and what you intend to achieve through evaluation.

Evaluation will provide information to help modify your focus in order to better meet your community's needs and measure the impact of your initiative on behaviors and health indicators. You may have started thinking about evaluation measures as you conducted your initial assessment. Consider how you would measure results as you narrow your focus to specific initiative strategies based on your review of the 70 questions in the assessment checklist.

Although you do not need to evaluate every aspect of your AC initiative, you do want to have some specific evaluation measures clearly defined to gauge the success of the initiative.

TYPES OF EVALUATION

Process and outcome (or impact) can be measured, in addition to intermediate markers that bridge the activities between process and outcome markers. All three measures are important and should be used. **Process measures** are the easiest to evaluate, and provide the fastest feedback on how well an initiative is being accepted and used by members of a community. **Intermediate measures** may, for example, show infrastructure improvements that could lead to improved health outcomes. **Outcome measures** are often the most challenging to evaluate, and generally take longer to be revealed in data collection. These measures, however, provide data on the ultimate goal of any AC activity: more active and healthier residents.

Some measures could be listed as either process or outcome, depending on what the initiative is meant to accomplish. For this kit, changes to the environment, such as adding trail miles, are listed as intermediate objectives because they likely lead to increased activity. The table to the right provides examples of process, intermediate and outcome measures.

Outcome or impact evaluation must clearly identify the marker being addressed and have the baseline data available for comparison to determine the impact or outcome. For example, compare last year's self-reported physical activity levels with levels after the AC initiative is in place.

EXAMPLES OF PROCESS MEASURES

- Number of residents enrolled and participating (participation rates) in events or programs.
- Observation or counts (such as track the number walking or biking on a trail).
- Number of students participating in walk-to-school or Safe Routes to Schools programs.
- Participant satisfaction (via survey, focus groups, interviews, stakeholder survey, etc.).
- Other policy or environmental changes/tracking (compare list of policy or environmental changes from initial site assessment using the AC Assessment Checklist with follow-up at one year, two years, etc.).

EXAMPLES OF INTERMEDIATE MEASURES

- Population density and mixed land-use neighborhoods.
- Number of new developments with sidewalks or sidewalks retrofitted into existing neighborhoods.
- Number of miles of new trails.
- Number of miles of roads with bike lanes.
- Park acres per capita.
- Use of community survey data already collected and tracked across multiple years.

EXAMPLES OF OUTCOME MEASURES

- Pre/Post community surveys specific to your initiative can measure changes in attitude, knowledge, and current physical activity and health status from an initial assessment to completion of a specified program or campaign.
- Health indicators/reduced risk factors, including:
 - Increased physical activity
 - Decreased body mass index (BMI)

ANNUAL REPORT OR SCORECARD

Illustrated below is a sample evaluation scorecard to show one way to quantify your results for both process and outcome measures.

No matter which measures are used or how the evaluation is performed, have some type of scorecard to regularly evaluate results. Here is an example:

SAMPLE EVALUATION TOOL AND MEASURES			
SAMPLE PROCESS OBJECTIVES	2015	2016	Change
Number of people enrolled and participating (participation rates)	200	220	↑10%
Active Community website hits	10,620	22,000	↑107%
Policy or environmental changes/tracking (use the AC Assessment Checklist and compare the scores from initial site assessment with later follow-up at one year, two years, etc.)	10 in place	15 in place	↑50%
SAMPLE INTERMEDIATE OBJECTIVES	2015	2016	Change
Number of new developments with sidewalks or sidewalks retrofitted into existing neighborhoods	10 Neighborhoods	12	↑2
Number of miles of new trails	14	20	↑6
Number of miles of roads with bike lanes	25	28	↑3
SAMPLE OUTCOME OBJECTIVES	2015	2016	Change
Percentage of children walking or biking to school at targeted schools	Average score = 15%	Average score = 20%	↑33%
Change in the number of hours of available use at recreation facilities that have shared-use agreements	20 hours/week	32 hours/week	↑60%
Health indicators/reduced risk factors. Comparison of target schools BMI and fitness tests (percentage of students at healthy weight/BMI and percentage of students meeting fitness goals)	Weight 73%	Weight 75%	↑2.7%
	Fitness 62%	Fitness 65%	↑4.8%

Measuring change across a large population is difficult, but identifying some evaluation measures up front will help you plan for improved behavior in a meaningful way.

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APPENDIX A: ASSET MAPPING

CATALOGING COMMUNITY RESOURCES

Asset mapping is the process of cataloging the resources of a community. Asset mapping can serve a number of purposes:

1. Identify possible resources.
2. Provide a foundation for strategic planning and implementation.
3. Deepen understanding of key regional systems and linkages.
4. Become a catalyst for new partnerships.
5. Be an organizational and motivational tool for implementation.

PROCESS STEPS

1. Meet with a core group to do a preliminary scan of possible community assets that could help further your mission.
 - Use Table 1 below as background for the types of assets that might be available.
 - Use Tables 2 and 3 as an initial inventory of the types of groups to potentially consider. Add any groups that may be missing.
2. Identify the list of groups that you want to approach to help with your initiative. Make a list of contact information for those groups and decide who will make an initial contact.
3. Call contacts and make a preliminary inquiry about their interest and ask if you can send them a quick survey to fill out or interview them in person. The purpose of the call is to provide them some background information on why you want to engage their organization and gauge their initial interest.
4. Distribute the survey or conduct the interviews, then collect all responses from those who agreed to participate. A sample survey can be found at the end of this section.
5. Meet with the core group to discuss results and determine what to do and who to involve further.
6. Invite those group representatives to a meeting to discuss what you're thinking and give them input to help shape the initiative.
7. Begin the strategic planning process to lay out your plan.

Feel free to modify, adapt or shorten any forms or materials provided here to meet your needs.

Table 1: Potential Assets of Associations, Organizations or Institutions

<input type="checkbox"/> People with Time, Interests, Skills, etc.	<input type="checkbox"/> Materials
<input type="checkbox"/> Expertise	<input type="checkbox"/> Equipment
<input type="checkbox"/> Networks	<input type="checkbox"/> Programs
<input type="checkbox"/> Communication Channels	<input type="checkbox"/> Services
<input type="checkbox"/> Space	<input type="checkbox"/> Financial Resources
<input type="checkbox"/> Facilities	<input type="checkbox"/> Purchasing Power

Table 2: Potential Collaborative Associations

Here's a preliminary inventory of community capacities as described by local yellow pages, city/county planning departments, the chamber of commerce, and volunteer placement agencies. In this example, assets are organized by sector. List the name, address, and phone number of a contact person who can give you more information on whom and what you find. Use your core group to identify the associations, organizations, or agencies from which you would like to solicit more information.

IN?	ASSOCIATIONS	CONTACT PERSON/INFO
	Business Groups: Local Chamber, Local Co-ops	
	Chamber of Commerce	
	Charitable Groups, Drives	
	Church Groups, Parish Nurses	
	Civic Event Groups: Fairs, Festivals	
	Elderly Groups	
	Ethnic Associations	
	Environment/Conservation Groups	
	Health and Fitness Groups: Jogging, Diet	
	Local Media: Newspaper, Radio, Cable TV	
	Men's Groups: Cultural, Political, Social, Educational, Vocational	
	Neighborhood: Crime Watch, Block Clubs, Neighborhood Associations	
	Organization Support Groups: "Friends of..."	
	Outdoor Groups: Garden, Nature Watching	
	Political/Citizenship Parties: Democrats, Republicans, League of Women Voters, Junior League	
	School Groups: PTA, Playground	
	Senior Citizen/Retired Groups	
	Service Clubs: Kiwanis, Rotary, Lions	
	Support/Self-Help Groups: Weight Watchers, La Leche League	
	Women's Groups: Cultural, Political, Social, Civic, Educational, Vocational	
	Youth Groups: 4H Clubs, Scouts	
	Other: _____	

Table 3: Potential Collaborative Organizations and Agencies

IN?	ORGANIZATIONS/AGENCIES	CONTACT PERSON/INFO
	Agricultural Agencies	
	Banks	
	Businesses	
	Corporations	
	Community Centers	
	Community Development Corporations	
	Conservation Agencies	
	Cooperative Extension	
	Elected Governmental Bodies	
	Energy Utilities	
	Fire Departments	
	Food Kitchens and Emergency Housing Shelters	
	Foundations	
	Health Departments, Clinics	
	Hospitals	
	Libraries	
	Museums	
	Newspapers	
	Parks/Recreation Areas	
	Police	
	Public, Private Schools	
	Radio/TV	
	Recreation Agencies	
	Social Service Agencies	
	Trade Schools	
	Transportation Agencies	
	UW Centers, Universities	
	Vocational/Technical Schools	
	YMCAs, Boys and Girls Clubs, etc.	
	Other: _____	

Table 4: Existing Community Physical Assets

PHYSICAL ASSETS	
Parks	
Recreation Facilities	
Schools with Gyms or Tracks	
Walking Trails	
Biking Trails	
Farmers' Markets	
Community Gardens	
Other: _____	

QUESTIONS TO ASK PARTNERS WHILE ASSET MAPPING

Conducting interviews or surveys during community asset mapping will help you collect information about the different associations, organizations, and relationships that exist in the community. What follows is a sample of the questions you can use to find out more about community assets.

Existing Community Health Resources and Initiatives Assessment

Introduction: Given rising rates of obesity, our organization, _____ (fill in group name), would like to conduct a nutrition and physical activity initiative in our community. To accomplish this goal, we hope to take advantage of existing resources currently in use or engage groups that may be willing to assist in obesity prevention efforts. Please complete this survey to help us inventory current efforts and identify potential areas of collaboration.

1. Name of group or organization:

2. Key contact name and information:

Name _____
 Address _____
 Phone _____
 Email _____

3. Years in existence: In what year was your group or organization formed?

- 2015 or later
- 2010-2014
- 2005-2009
- 2000-2004
- 1999 or before

4. Briefly describe your organization and its main purposes:

5. Initiative Sites: Mark the following sites where you have completed current or recent nutrition and physical activity initiatives and check the type(s) of change you worked on in each setting:

SITES	PROGRAMMING FOR INDIVIDUAL CHANGE	ENVIRONMENTAL CHANGE	POLICY CHANGE
<input type="checkbox"/> Early Care and Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Health Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Individual/Family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Worksites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples: **Programming:** *Safe Routes to School*, community recreation, events, etc.
Environment: new trails, access to facilities, etc.
Policy: *Complete Streets*, required sidewalks, etc.

6. **Targeted Behaviors:** National experts have identified key nutrition and physical activity targeted behaviors for affecting obesity rates. In the past year, which of the following key focus areas did your group or organization address or are you interested in addressing? (check all that apply)

- None of the Focus Areas
- Increased Physical Activity
- Decreased TV Time
- Increased Fruit and Vegetable Consumption
- Portion Control
- Decreased Sweetened Beverages
- Increased Breastfeeding
- Eating Fewer Energy-Dense Foods
- Other: _____

7. Has your group or organization been involved in any of the following functions related to improving nutrition or physical activity in the community?

FUNCTION/ACTIVITY	DESCRIPTION
<input type="checkbox"/> Conducted a community needs assessment or reviewed existing data	
<input type="checkbox"/> Developed and disseminated materials (brochures, fact sheets, community guides, etc.)	
<input type="checkbox"/> Developed written media materials/newsletters	
<input type="checkbox"/> Developed and disseminated a resource guide of nutrition and physical activity opportunities in the community	
<input type="checkbox"/> Coordinated programs and services	
<input type="checkbox"/> Provided direct technical assistance (to schools, worksites, etc.)	
<input type="checkbox"/> Worked on specific short-term projects	
<input type="checkbox"/> Conducted campaigns or events	

<input type="checkbox"/> Provided training for professionals (teachers, health care, etc.)	
<input type="checkbox"/> Worked with other groups to institute environmental changes	
<input type="checkbox"/> Worked with other groups to institute policy changes	
<input type="checkbox"/> Conducted an evaluation on intervention goals and objectives	
<input type="checkbox"/> Other	

8. Would your organization be interested in collaborating on a nutrition and physical activity initiative?

- Yes
- No
- Maybe

If yes, which of the following would you consider as a possible contribution to a combined initiative? Please explain each item you check (number of people, specific physical facility for use, amount of financial backing, etc.).

RESOURCE	EXPLANATION
<input type="checkbox"/> People (with time, interests, skills, etc.)	
<input type="checkbox"/> Expertise	
<input type="checkbox"/> Networks	
<input type="checkbox"/> Communication Channels or Media Time	
<input type="checkbox"/> Space	
<input type="checkbox"/> Facilities	
<input type="checkbox"/> Materials	
<input type="checkbox"/> Equipment	
<input type="checkbox"/> Programs	
<input type="checkbox"/> Services	
<input type="checkbox"/> Financial Resources	
<input type="checkbox"/> Purchasing Power	

9. Do you know of any other local groups that are doing related work? If yes, please list the name of the group and contact information.

ORGANIZATION/AGENCY	CONTACT PERSON/INFO

* Some sections adapted from the Community Tool Box: <http://ctb.ku.edu>

Thank You!

APPENDIX B: PARTNER ROLES

WHY SHOULD I BE INVOLVED WITH AN ACTIVE COMMUNITY (AC)?

Active Community planning promotes a holistic approach to addressing our nation’s public health issues by planning active transportation systems that connect to key destinations, including healthy food hubs that eliminate food deserts and support local business. We can simultaneously encourage physical activity and healthy eating—while also revitalizing our streets, parks, and gathering spaces, which serves the larger purpose of strengthening entire communities and regions.

PLANNING DEPARTMENT: Community design affects health and safety.

Because land use and design affect the options available for physical activity, planners can have a substantial impact on the health of their communities. Well-designed active communities foster benefits of public safety, environmental sustainability, and high levels of physical activity.



HEALTH DEPARTMENT: It is an opportunity to help people live healthier.

The United States is in the midst of a health crisis due to high rates of obesity, diabetes, and heart disease. Research shows that this public health crisis has been largely caused by auto-centric development and lifestyles that limit physical activity, and the lack of access to healthy and affordable food for all socio-economic groups.

Local health departments regularly develop community health improvement plans that rank chronic disease and its related risk factors as priority issues. Connecting with a broader set of partners may provide additional resources to address key issues. AC planning can shift health efforts to prevention rather than treatment of disease.

HEALTH CARE ORGANIZATION: It can help meet priorities found in local health assessments.

Non-profit hospitals have a vested interest in Active Communities, as they are an attractive means of meeting the federal requirement to “provide benefits to the community.” Non-profit hospitals are now required to conduct a community health needs assessment, widely publicize assessment results, and adopt an implementation strategy to meet the needs identified by the assessment. It makes sense to tie into existing activities to increase physical activity to help meet the requirements and improve the overall health of the community.



SCHOOL ADMINISTRATION: Schools can provide students with a daily dose of activity.

Public schools have a vital role to play in childhood health and obesity. The location of public schools and the provision of sidewalks have been shown to have an impact on student travel. Students with shorter walk and bike times to school are more likely to walk and bike. School facility planners can encourage active commuting by children through a variety of improvements and programs.



ECONOMIC DEVELOPMENT: Local retail hubs benefit from walking and biking access.

To develop a flourishing local economy, it is important that shopping communities are walkable and accessible. For instance, if shopping communities are planned to provide the necessary variety of stores used on a daily and weekly basis (e.g., grocers, restaurants, retail stores) within a 20-square-block area that accommodates populations that do not drive, including seniors, students, and people with disabilities, the flow of money will stay in the community.

TRANSIT: Complete Streets policies incorporate alternative modes of transportation.

A *Complete Streets* approach takes into account all modes of transportation, and has the ability to improve the safety of our streets; increase walking, biking and transit use; reduce fuel consumption; enhance sustainability; and make local and regional communities more resilient. By using innovative approaches that connect transportation

and land use, transportation programs can develop active transportation plans for urban, suburban, or rural communities at a scale that is right for them.

ELECTED OFFICIAL: Healthy living environments lead to job creation and retention.

AC planning makes a community more inviting to new companies and young professionals. Emphasis on AC planning provides a tangible record demonstrating elected officials are making positive impacts in their community, and it comes with several earned media opportunities. Having a key decision-maker on an AC planning team can really help when it comes time to enact policy.

SAFETY AND LAW ENFORCEMENT: Safe neighborhoods encourage physical activity.

Safe, pleasant neighborhoods encourage a person to be more active, which promotes more positive street activity, making everyone safer. Combined with traffic calming measures and regulation of automobile speeds through school zones, high pedestrian and bicycle traffic makes a neighborhood a better place to live.

PARKS AND RECREATION: It meets the mission.

Parks and recreation must be involved in the AC planning process because the theme of parks is changing as communities become more active. As population density increases and green space decreases, the functionality of a park becomes more important. Parks and recreation programs must be accessible, inclusive, and useful.



APPENDIX C: ASSESSMENT CHECKLIST

SCORING: Based on your team’s knowledge or observations of the community, use the scale to the right to indicate the most appropriate number response for each statement.	SCORE	STRATEGY STATUS	POTENTIAL PRIORITY (PP)
	n/a	Not applicable	<input type="checkbox"/> Check the box after a strategy that you would like to follow up on following the completion of the full assessment. This can serve as a reference for later decision making.
	1	Elements not in place	
	2	Few elements in place	
	3	Some elements in place	
	4	Most elements in place	
5	All elements in place		

COMMUNITY DESIGN AND LAND USE	POINTS	PP
1. Streetscape Design: Does your community institute a variety of design elements (signs, marked crosswalks, bike lanes, public seating) to make your community more walkable and bikeable?	n/a 1 2 3 4 5	<input type="checkbox"/>
2. Coordinated Programming and Planning: Is related programming (recreation programs, <i>Safe Routes to School</i> , etc.) included in developing community plans (master plan, open spaces plan, bike/pedestrian plan, etc.)?	n/a 1 2 3 4 5	<input type="checkbox"/>
3. Smart Growth: Is there a <i>Smart Growth</i> policy in place and is it being implemented?	n/a 1 2 3 4 5	<input type="checkbox"/>
4. Main Street Economic Development: Have you worked with your local or state economic development organization to make your community a destination to walk or bike through downtown revitalization?	n/a 1 2 3 4 5	<input type="checkbox"/>
5. Complete Streets: Do you have a <i>Complete Streets</i> policy to provide for the safe and convenient travel of all users of the roadway, including pedestrians, bicyclists, public transit users, motorists, children, seniors, and people with disabilities?	n/a 1 2 3 4 5	<input type="checkbox"/>
6. Comprehensive (Master) Plans: Has the governing body adopted an official plan for improving non-motorized transportation, including a timetable and a budget or a multimodal transportation plan?	n/a 1 2 3 4 5	<input type="checkbox"/>
7. Sidewalk Requirement for New Residential Areas: Are new residential areas required to have sidewalks?	n/a 1 2 3 4 5	<input type="checkbox"/>
8. Population-dense Design: Do zoning regulations encourage compact community design with a higher population density and a tighter mixture of activities?	n/a 1 2 3 4 5	<input type="checkbox"/>
9. Mixed Land-Use: Do zoning regulations encourage mixed land-use, with placement of retail establishments and community services within walking distance of residential areas?	n/a 1 2 3 4 5	<input type="checkbox"/>
10. Grid Neighborhoods: Does the plan emphasize traditional neighborhoods with a grid pattern that makes it easier to walk and bike to nearby destinations?	n/a 1 2 3 4 5	<input type="checkbox"/>
Total Points: Community Design and Land Use Section (50 Points Possible)		

ACTIVE TRANSPORTATION	POINTS	PP
1. Walking School Bus/Safe Routes: Does your school promote walk and bike programs such as <i>Walking School Bus</i> or <i>Safe Routes to School</i> ?	n/a 1 2 3 4 5	<input type="checkbox"/>
2. Public Bike Racks: Are bike racks or bike storage lockers available in school, business or commercial districts?	n/a 1 2 3 4 5	<input type="checkbox"/>
3. Walk/Bike Audits: Has the community done bikeability and walkability audits for any community neighborhoods?	n/a 1 2 3 4 5	<input type="checkbox"/>
4. School Walk/Bike Promotion: Are schools encouraging students to walk or bike to school?	n/a 1 2 3 4 5	<input type="checkbox"/>
5. Worksites Promote Walking/Biking: Are worksites encouraging employees to walk or bike to work?	n/a 1 2 3 4 5	<input type="checkbox"/>
6. Bike Safety Education: Does the community offer educational programs to encourage bicyclists and skaters to wear safety helmets and follow safe biking and skating practices?	n/a 1 2 3 4 5	<input type="checkbox"/>
7. Motorist Safety Education: Does the community offer educational programs on sharing the road legally and safely with bicyclists?	n/a 1 2 3 4 5	<input type="checkbox"/>
8. School Walk/Bike Safety Study: Have schools conducted studies to determine if children can walk or bike safely to school?	n/a 1 2 3 4 5	<input type="checkbox"/>
9. Pedestrian Safety Task Force: Does a multidisciplinary pedestrian safety task force exist (members may include representatives from public safety, public health, engineering, design, advocacy) to study, design, enforce, and educate about safe pedestrian crossings?	n/a 1 2 3 4 5	<input type="checkbox"/>
10. Crash Data Tracking: In the past two years, has the community tracked the number of motor vehicle crashes in the community involving pedestrians and bicyclists, evaluated the causes, and made recommendations for needed safety improvements?	n/a 1 2 3 4 5	<input type="checkbox"/>
11. Bike Parking at Public Buildings: Do you require that public buildings have bike racks or bike storage facilities?	n/a 1 2 3 4 5	<input type="checkbox"/>
12. Crosswalk/School Zone Signage: Is there sufficient signage and markings to highlight crosswalks, school zones, and other key areas?	n/a 1 2 3 4 5	<input type="checkbox"/>
13. Bikeshare: Does your community have a <i>Bikeshare</i> program?	n/a 1 2 3 4 5	<input type="checkbox"/>
14. Bicyclist Accommodations: In planning new construction, do you require accommodations for bicyclists (bike lanes, wide outside lanes, wide shoulders or greenways) and users of walkers and wheelchairs (sidewalks or greenways)?	n/a 1 2 3 4 5	<input type="checkbox"/>
15. School Siting: Are health and physical activity considered when deciding where to locate new schools?	n/a 1 2 3 4 5	<input type="checkbox"/>
16. Safety Hazard Correction: If children who live within walking or biking distance cannot safely walk or bike to school, are steps being taken to correct the hazards?	n/a 1 2 3 4 5	<input type="checkbox"/>
17. Public Transit Bicycle Stowage: Are public transportation vehicles (buses, trains) capable of carrying bicycles?	n/a 1 2 3 4 5	<input type="checkbox"/>
18. Rideshare: Does the community work to reduce traffic congestion by actively facilitating ride sharing or carpooling and park-and-ride facilities for frequently used commuter routes (e.g., constructing commuter lots, creating rideshare bulletin boards or rideshare web pages)?	n/a 1 2 3 4 5	<input type="checkbox"/>

19. Traffic Calming: In neighborhoods where speeding automobiles have consistently presented a risk to pedestrians and cyclists, have “traffic calming” measures been introduced to slow down the traffic (speed humps, trees planted close to the shoulder, trees or flowers planted in medians, converting auto lanes to bike lanes, roundabouts, etc.)?	n/a	1	2	3	4	5	<input type="checkbox"/>
20. Safe Bike/Pedestrian Approaches to Malls: Do shopping malls and strip malls have safe approaches for pedestrians and cyclists?	n/a	1	2	3	4	5	<input type="checkbox"/>
21. Traffic Regulations: Are traffic regulations in place and enforced? Are crosswalks in school areas and other major pedestrian routes well marked on the pavement (i.e., with zebra stripes and stop bars) and are they supported by clear signage and lighting?	n/a	1	2	3	4	5	<input type="checkbox"/>
22. Sidewalk Maintenance: Have responsibility and funding for sidewalk maintenance been assumed by the community government for public areas and required by individual businesses and homeowners for their properties?	n/a	1	2	3	4	5	<input type="checkbox"/>
23. Municipal Safety Considerations: Have municipal transportation planning, funding, and/or implementation addressed important safety concerns for bicyclists and pedestrians, such as: <ul style="list-style-type: none"> • Pedestrian push buttons at intersections? • Designated crosswalks and bikeways? • Sewer grates at grade and placed so bicycle tires hit perpendicularly? • Maintenance and debris clearing of street shoulders, transition areas between streets and bridge decks, around grates, and between streets and gutters? • Sidewalk spot improvements? 	n/a	1	2	3	4	5	<input type="checkbox"/>
24. Connected Roadways: Is there a comprehensive system of routes connecting residential areas with shopping, dining, parks, entertainment areas and other destinations?	n/a	1	2	3	4	5	<input type="checkbox"/>
25. Alternative Transportation Options: Do you provide for the safe and convenient travel of all users of the roadway, including pedestrians, bicyclists, public transit users, motorists, children, seniors, and people with disabilities? The goal is to make alternative transportation choices (bicycling, walking, and public transit) more appealing and accessible.	n/a	1	2	3	4	5	<input type="checkbox"/>
26. Multi-Use Trails: Are multi-use recreational trails available?	n/a	1	2	3	4	5	<input type="checkbox"/>
27. Rails-to-Trails Conversion: Where present, have abandoned railroad beds or utility corridors been converted to, or are they being considered for conversion to, walking/bicycling trails?	n/a	1	2	3	4	5	<input type="checkbox"/>
28. Bicycle Friendly Award: Has the community applied for a Bicycle Friendly community or worksite award or some other type of recognition?	n/a	1	2	3	4	5	<input type="checkbox"/>
29. Public Transit for Commuting: Is the public transportation system a realistic option for regular commuting in that it is both frequent enough and serves many destinations?	n/a	1	2	3	4	5	<input type="checkbox"/>
30. Access to Transit: Is there a program to improve pedestrian access to public transit?	n/a	1	2	3	4	5	<input type="checkbox"/>
Total Points: Active Transportation Section (150 Points Possible)							<input type="checkbox"/>

PLACES TO PLAY AND BE ACTIVE	POINTS	PP
1. Facility Inventory: Has an inventory of physical activity facilities and/or opportunities been compiled for the community? Is this information available to the public? If yes, by whom? _____	n/a 1 2 3 4 5	<input type="checkbox"/>
2. Resource Guide: Does the community have a resource guide available to the public showing locations and open times of all parks and facilities?	n/a 1 2 3 4 5	<input type="checkbox"/>
3. Maps: Do you have community/neighborhood maps of walk/bike routes?	n/a 1 2 3 4 5	<input type="checkbox"/>
4. Safe Routes to Parks: Has your community assessed routes to parks for accessibility?	n/a 1 2 3 4 5	<input type="checkbox"/>
5. Bike Racks at Facilities: Do most exercise and recreation facilities in your community have bike racks or bike storage lockers?	n/a 1 2 3 4 5	<input type="checkbox"/>
6. Park Aesthetics: Are the following aesthetic items in place at <i>none, some</i> or <i>most</i> parks and recreation facilities? Base score on total average. <ul style="list-style-type: none"> • Bike racks • Safe playgrounds • Lights • Benches at regular intervals on trails 	n/a 1 2 3 4 5	<input type="checkbox"/>
7. School Facilities Open to the Public (Shared Use): Are indoor and outdoor school physical activity facilities (tennis and basketball courts, etc.) accessible to the public after school and during weekend hours?	n/a 1 2 3 4 5	<input type="checkbox"/>
8. ADA-Compliant Sidewalks: Do sidewalks have up-to-date curb cuts for wheelchairs, strollers, walkers, and scooters at all intersections?	n/a 1 2 3 4 5	<input type="checkbox"/>
9. ADA-Compliant Facilities: Are most recreation facilities in your community accessible by walking, cycling, and rolling a wheelchair/scooter?	n/a 1 2 3 4 5	<input type="checkbox"/>
10. Safe Playgrounds: Do municipal playgrounds meet safety standards set by the U.S. Consumer Product Safety Commission? Does equipment meet standards set by the American Society of Testing and Materials?	n/a 1 2 3 4 5	<input type="checkbox"/>
11. Local Campaigns: Does the community sponsor public walks, bike rides, or other events that promote physical activity?	n/a 1 2 3 4 5	<input type="checkbox"/>
12. School/Community Recreation Programming: Does the community education program or parks and recreation department offer classes or programs that provide physical activity opportunities for children, adults, seniors, and people with disabilities?	n/a 1 2 3 4 5	<input type="checkbox"/>
13. Budget: In the community's current operating budget, are sufficient tax dollars allocated for parks and recreation facilities and activities, demonstrating a commitment to community recreation?	n/a 1 2 3 4 5	<input type="checkbox"/>
14. Open Spaces/Recreation Plan: Is your community committed to creating opportunities for physical activity by financing and creating trails, recreation facilities, sports complexes, sidewalks, bikeways, and/or greenways?	n/a 1 2 3 4 5	<input type="checkbox"/>
15. Public Transit to Parks and Recreation: Are buses or other mass transit options available to and from parks and recreation facilities?	n/a 1 2 3 4 5	<input type="checkbox"/>
16. Parks Requirement in New Subdivisions: Do new subdivisions or housing developments require inclusion of recreational and open space?	n/a 1 2 3 4 5	<input type="checkbox"/>
17. Park Space in All Neighborhoods: Is park space evenly distributed throughout all neighborhoods, or are some areas underserved?	n/a 1 2 3 4 5	<input type="checkbox"/>
Total Points: Places to Play and Be Active (85 Points Possible)		

COORDINATION AND SUPPORT	POINTS	PP
1. Local Media Coordination: Does a spokesperson or coordinator work with local media to promote key messages and respond to inquiries?	n/a 1 2 3 4 5	<input type="checkbox"/>
2. Neighborhood Association: Do you have active neighborhood associations in place that are involved with ACs?	n/a 1 2 3 4 5	<input type="checkbox"/>
3. Neighborhood Walk/Bike Audits: Have any neighborhood organizations conducted area walkability or bikeability assessments?	n/a 1 2 3 4 5	<input type="checkbox"/>
4. Standard Messages and Materials: Does your organization have standard messages and materials available for community outreach?	n/a 1 2 3 4 5	<input type="checkbox"/>
5. Broad Community Representation: Do you have representation in Active Community efforts that ensures involvement of all partners including city planners, public health, law enforcement, and community leaders?	n/a 1 2 3 4 5	<input type="checkbox"/>
6. Active Community Groups: Are groups in the community working together to encourage physical activity and create opportunities for activity (public health agencies, recreation agencies, the local American Heart Association affiliate, bicycle clubs, service clubs, etc.)?	n/a 1 2 3 4 5	<input type="checkbox"/>
7. Citizens' Advisory Group: Has the local governing body created or recognized a citizens' advisory group dedicated to increasing and improving the opportunities for walking and biking in the community?	n/a 1 2 3 4 5	<input type="checkbox"/>
8. Coordinated Training and Technical Assistance: Have you used local, regional, or state resources to work specifically on active communities?	n/a 1 2 3 4 5	<input type="checkbox"/>
9. Database of Strategies and Players (Asset Map): Have you formally identified partners that may be helpful in creating a more active community?	n/a 1 2 3 4 5	<input type="checkbox"/>
10. Active Community Advocate on Planning Committee: Is an AC advocate on the municipal board or planning commission dealing with land use and transportation decisions?	n/a 1 2 3 4 5	<input type="checkbox"/>
11. Backbone Organization to Support Efforts: Have you identified or engaged organizations (Wisconsin Active Community Alliance, Wisconsin Chronic Disease Prevention Program, Regional Planning Commissions, etc.) that are already working to help create Active Communities?	n/a 1 2 3 4 5	<input type="checkbox"/>
12. Common Data Set for Evaluation: Have you worked with partners to agree on some common data indicators to measure success?	n/a 1 2 3 4 5	<input type="checkbox"/>
13. Statewide Funding for Infrastructure: Have you taken advantage of state-sponsored funding to assist with alternative transportation initiatives?	n/a 1 2 3 4 5	<input type="checkbox"/>
Total Points: Coordination and Support Section (65 Points Possible)		

ASSESSMENT TOTALS	Max	Points	PP
A: COMMUNITY DESIGN AND LAND USE (10)	50		
B: ACTIVE TRANSPORTATION (30)	150		
C: PLACES TO PLAY AND BE ACTIVE (17)	85		
D: COORDINATION AND SUPPORT (13)	65		
70 QUESTIONS	Total Points:	350	

APPENDIX D: KEY STRATEGY LIST

This appendix provides further detail on each of the key strategies highlighted on pages 12-17. Appendix E provides supplemental resources relating to each of the strategies detailed in this section.

TABLE KEY	
I	= Individual/Program Level
E	= Environmental/Planning Level
P	= Policy Level
<input checked="" type="checkbox"/>	= KEY STRATEGY

COMMUNITY DESIGN AND LAND USE

LOW RESOURCES		I	E	P
1.	Improve streetscape design, starting with low-cost options.	★	★	
MEDIUM RESOURCES		I	E	P
2.	Make sure programming related to existing plans is considered when creating new plans <input checked="" type="checkbox"/> or updating previous versions.	★		
3.	Create a <i>Smart Growth</i> policy.		★	
4.	Use <i>Main Street</i> economic development as additional leverage for active design.		★	
5.	Create or implement a <i>Complete Streets</i> policy. <input checked="" type="checkbox"/>		★	★
6.	Develop or update a Comprehensive Plan, taking into account other plans including Bike/Pedestrian Plans or Parks and Recreation (Open Spaces) Plans. <input checked="" type="checkbox"/>			★
HIGH RESOURCES		I	E	P
7.	Require sidewalks in new residential areas.		★	
8.	Focus on population-dense design to increase walking and bicycling.		★	
9.	Develop mixed land-use options, with retail and commerce mixed in residential areas.		★	★
10.	Create grid neighborhoods with routes to easily travel between areas of interest.		★	★

ACTIVE TRANSPORTATION

LOW RESOURCES		I	E	P
1.	Create or enhance a <i>Walking School Bus</i> or <i>Safe Routes</i> program. <input checked="" type="checkbox"/>	★		★
2.	Provide bike storage at schools and businesses.	★	★	
3.	Perform neighborhood walk/bike audits to discover how to improve the area.	★		
4.	Provide and promote student walking and biking options to and from school.	★		
5.	Provide and promote employee walking and biking options to and from worksites.	★		
6.	Provide bike safety educational programs to students and adults.	★		
7.	Provide motorist education on road sharing with bicyclists and pedestrians.	★		
8.	Perform or review a school study on safe options to walk or bike to school.		★	
9.	Create or enhance an existing pedestrian safety task force.			★
10.	Examine past two years' crash data to identify areas for safety improvements.			★
11.	Require bike storage at public buildings.			★
12.	Provide adequate signage for crosswalks, schools, etc., to improve pedestrian safety.			★

MEDIUM RESOURCES		I	E	P
13. Create or enhance a <i>Bikeshare</i> program.		★	★	
14. Include bicyclist accommodations (bike lanes, curb cuts, etc.) on roads.			★	
15. Consider walking and biking options in deciding where to build new schools.			★	
16. Correct pedestrian safety hazards to increase walking.			★	
17. Purchase public transport vehicles that carry bikes.				★
18. Create ride-sharing, car pool, park-and-ride and Dial-a-Ride options for transportation.				★
19. Implement traffic calming measures to slow traffic and improve safety.				★
20. Create safe bike/pedestrian approaches to and in malls to increase access and walking.				★
21. Put in place and enforce appropriate traffic regulations to reduce safety risks.				★
22. Perform regular sidewalk maintenance as required locally.				★
23. Maintain key safety factors.				★
HIGH RESOURCES		I	E	P
24. Design and construct routes connecting destinations of interest.	<input checked="" type="checkbox"/>		★	
25. Implement <i>Complete Streets</i> with alternative transportation options.	<input checked="" type="checkbox"/>		★	
26. Develop multi-use recreational trails.			★	
27. Complete a Rails-to-Trails conversion.			★	
28. Apply for a Bicycle Friendly Community award or other recognition of AC efforts.			★	★
29. Transform public transport to be a viable option for commuting.				★
30. Invest funds in public transit.				★

PLACES TO PLAY AND BE ACTIVE

LOW RESOURCES		I	E	P
1. Create an inventory of physical activity facilities.			★	
2. Develop a resource guide or list of recreation facilities.			★	
3. Produce maps of community and neighborhood walking and biking routes.			★	
4. Assess current infrastructure and identify safe routes to parks.			★	
5. Provide bike racks or bike storage at recreational facilities.			★	
MEDIUM RESOURCES		I	E	P
6. Make improvements to park aesthetics (bike racks, lights, etc.).			★	
7. Develop shared-use agreements making schools and other facilities open to the public.	<input checked="" type="checkbox"/>		★	★
8. Update all sidewalks to make them ADA-compliant.				★
9. Ensure that all recreational facilities are accessible according to ADA standards.				★
10. Bring all municipal playgrounds up to federal safety standards.				★
HIGH RESOURCES		I	E	P
11. Develop and promote community physical activity campaigns and events.		★		
12. Provide recreation programs for children, adults, seniors, and people with disabilities.	<input checked="" type="checkbox"/>	★		
13. Allocate funds in the city budget for parks and recreation, including a coordinator.	<input checked="" type="checkbox"/>	★	★	
14. Implement an Open Spaces or Recreation Plan.			★	
15. Provide accessible public transit options to parks and recreation facilities.			★	
16. Require allocated park and recreation space in all new subdivision development plans.			★	★
17. Distribute park and recreation space evenly throughout all neighborhoods.			★	★

COORDINATION AND SUPPORT

LOW RESOURCES		I	E	P
1. Assign a coordinator to promote key messages to the community.	<input checked="" type="checkbox"/>	★		
2. Encourage neighborhood association involvement in AC activities.		★		
3. Assess neighborhood bikeability and walkability by performing audits.		★		
4. Develop standard messages and materials related to ACs.		★		
5. Identify key groups and have broad community representation, including a coordinator.	<input checked="" type="checkbox"/>		★	
6. Form AC groups that promote collaboration to cultivate physical activity opportunities.			★	
7. Create a new or recognize an existing Citizens' Advisory Group.			★	
MEDIUM RESOURCES		I	E	P
8. Use state or local resources to coordinate AC-specific training and technical assistance.		★		
9. Create a database of AC strategies and key partners (Asset Map).			★	
10. Identify an AC advocate to be on the land-use or transportation planning commission.	<input checked="" type="checkbox"/>			★
HIGH RESOURCES		I	E	P
11. Create a backbone organization to support AC efforts.			★	
12. Develop a common data set for AC evaluation.				★
13. Take advantage of statewide funding opportunities for AC infrastructure building.				★

APPENDIX E: STRATEGY RESOURCES

COMMUNITY DESIGN AND LAND USE

Improve streetscape design, starting with low-cost options and gradually incorporating larger, sweeping design changes. (1)

Develop or update a Comprehensive Plan, taking into account other plans such as Bike/Pedestrian Plans or Parks and Recreation Plans. (6)

Create or implement a *Complete Streets* policy. (5)

LOW RESOURCE

1. Streetscape Design (I, E)

The Imagining Livability Design Collection describes some of the most common tools and treatments for creating age-friendly environments. The transformations and photovisions help community members and local leaders imagine what's possible, develop a shared vision for the future, and act upon that vision. Short-term, mid-range, and long-range project options make implementation manageable for any community.

<http://www.aarp.org/content/dam/aarp/livable-communities/documents-2015/Imagining-Livability-Design-Collection-40p-72815.pdf>

MEDIUM RESOURCE

2. Coordinated Programming and Planning (I)

Provide related programming (recreation programs, Safe Routes to School, etc.) to enhance any community planning efforts. Madison recreation program example: <http://www.msccr.org/our-programs>

Safe Routes <http://www.saferoutesinfo.org/>

3. Smart Growth (E)

Land-use patterns that affect physical activity include population density, mixed-use development, and site design. These factors affect travel choices in general, and the ability to walk and bike in a neighborhood.

<http://SmartGrowth.org>

4. Main Street Economic Development (E)

Make your downtown a destination to walk or bike through revitalization. The Wisconsin Economic Development Corporation (WEDC) works with communities ranging from villages with populations of less than 1,000 to large neighborhoods in Milwaukee and Green Bay. Communities selected to participate in the Wisconsin *Main Street* Program receive free, intensive technical assistance.

<http://inwisconsin.com/community/assistance/main-street-program/>

5. Complete Streets Policy (E, P)

Encourage the adoption of pedestrian and bicycle plans, which can be incorporated into city comprehensive plans and capital improvement programs. These plans will help increase trips by foot and bicycle by increasing transportation connections, options, and safety. The goal is to make alternative transportation choices (bicycling, walking, and public transit) more appealing and accessible.

- For more information, go to: www.completestreets.org
- Study outlining key factors: Neighborhood-Based Differences in Physical Activity: An Environment Scale Evaluation <http://cf.unc.edu/minority/sph/minconf/2004/materials/saelens.et.al.pdf>
- *Complete Streets* Local Policy Workbook: <http://www.smartgrowthamerica.org/guides/complete-streets-local-policy-workbook/>

6. Comprehensive (Master) Plan (P)

The plan should take into account other plans such as a Bike/Pedestrian Plan or Parks/Recreation Plan.

General Plans and Zoning: A toolkit for building healthy, vibrant communities—a guide for creating a 'comprehensive,' or 'general' plan: <http://changelabsolutions.org/sites/default/files/documents/finalbook.pdf>

HIGH RESOURCE

7. **Required Sidewalks (E)**

Require that new residential areas include sidewalks and consider retrofitting of sidewalks when older streets are under repair. Require 5-foot-wide sidewalks and a buffer strip between the road and the sidewalk for a better walking environment.

Information on how to address sidewalk issues and encourage the building of more sidewalks:

<http://www.walkinginfo.org/problems/problems-sidewalks.cfm>

8. **Population-dense Design (E)**

Encourage compact community design with a higher population density and a tighter mixture of activities that make it possible to work, play, shop, and go to school within walking and bicycling distance of people's homes. By placing higher-density housing near commercial centers, transit lines, parks, schools, and work sites, you reduce trip distances and increase the likelihood of walking and biking trips.

Zoning guide to help with population-dense design:

<http://www.changelabsolutions.org/publications/healthier-redevelopment>

9. **Mixed Land-Use (E, P)**

Mixed-use areas promote physical activity because they locate residential buildings near retail stores, parks, and other service and industries. The close proximity encourages more pedestrian and bicycle trips. Mixed-income housing will also provide access to healthy foods and physical activity opportunities in traditionally underserved neighborhoods by providing close, convenient options. Establish enterprise zones that enjoy favorable tax credits to attract businesses for mixed-use development. Site design affects travel patterns in much the same way as street design. Building design, orientation, and setback, along with other aesthetic considerations, will create environments that are either attractive or unattractive for non-motorized travel.

Revitalize blighted, brownfield areas into thriving hubs of mixed land-use:

<http://betterblock.org/>, <http://www.activetransportation.org/betterblocks>

10. **Grid Neighborhoods (E, P)**

Make traditional neighborhood development the standard for residential areas. Align new streets and highways in a traditional grid pattern. This design offers more route choices, shortens the average trip distance, and reduces the speed of motor vehicles.

San Diego Master Plan Report: describes factors that increase walking, including neighborhood design:

<http://www.sandiego.gov/planning/programs/transportation/pdf/pmpchap2.pdf>

ACTIVE TRANSPORTATION

Create or enhance a *Walking School Bus* or *Safe Routes* program. (1)

Implement *Complete Streets* with alternative transportation options. (25)

Design and construct routes that connect key destinations of interest. (24)

LOW RESOURCE

1. Walking School Bus/Safe Routes to School (I, P)

Walking or biking to school builds a daily dose of physical activity into a student's day for about half the days of the year. Schools and parent organizations can help make that happen through formal (*Safe Routes to School*) or less formal (*Walking School Bus*) programs.

- Safe Routes to School (SRTS) is a national effort to ensure that children can walk and bicycle safely to school: <http://www.saferoutesinfo.org/>
- For more Wisconsin information and resources to develop an SRTS program, go to: <http://wisconsindot.gov/Pages/doing-bus/local-gov/astnce-pgms/aid/safe-routes/default.aspx>
- For online descriptions of SRTS principles, go to: <http://www.saferoutesinfo.org/guide/index.cfm>
- PedNet Coalition: largest *Walking School Bus* program in the nation: <http://www.pednet.org/>
- Pedestrian and bicycle safety resources: <http://guide.saferoutesinfo.org/education/resources.cfm>

2. Public Bike Racks (I, E)

Provide bike racks or bike storage lockers in school, business or commercial districts.

Making a Place for Bicycles: Using Bicycle Parking Laws to Support Health, Business, and the Environment: <http://changelabsolutions.org/publications/bike-parking>

3. Walk/Bike Audits (I)

Conduct community bikeability and walkability audits for community neighborhoods. Discuss how to conduct an audit with your local traffic engineer or city planner.

- Audit tool: <http://www.dhs.wisconsin.gov/publications/p0/p00399.pdf>
- Pedestrian and Bicycle Information Center—materials for walkability and bikeability audits: <http://www.pedbikeinfo.org/>

4. School Walk/Bike Promotion (I)

Promote school programs that encourage students to walk or bike to school.

The role of schools, families, and communities in promoting youth physical activity: http://www.cdc.gov/healthyyouth/physicalactivity/toolkit/youth_pa_guidelines_combined.pdf

5. Worksite Walk/Bike Promotion (I)

Encourage alternative transportation that involves walking or biking to work, and provide facilities (bike racks, shelters, etc.) to promote use.

- Get help with your *Bike to Work* activities from the Bicycle Federation of Wisconsin: <http://bfw.org/>
- *Bike to Work* ideas and toolkits: <http://www.biketoworkinfo.org/>

6. Bike Safety Education (I)

Encourage bicyclists and skaters to wear safety helmets and follow safe biking and skating practices.

Get more information at WisDOT Kids Traffic Safety: <http://www.dot.wisconsin.gov/safety/kids/>

7. Motorist Safety Education (I)

Offer motorist education programs on sharing the road legally and safely with bicyclists.

Bicycle Federation *Share and Be Aware* program: <http://bfw.org/for-your-ride/safety-share-and-be-aware/>

8. School Walk/Bike Safety Study (E)

Schools should conduct studies or surveys to determine the percentage of children that are walking or biking to school, and identify potential actions to take in order to increase the numbers.

Safe Routes to School Local Policy Guide: http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf

9. Pedestrian Safety Task Force (P)

If there is no existing committee, create a multidisciplinary pedestrian safety task force (members may include representatives from public safety, public health, engineering, design, advocacy) to study, design, enforce, and educate about safe pedestrian crossings.

Information on pedestrian safety: <http://www.dot.wisconsin.gov/safety/motorist/pedestrians/index.htm>

10. Crash and Injury Data Tracking (P)

Review crash and injury data on an annual basis as a responsibility of a bike/pedestrian committee or active transportation group. Evaluate the causes and make recommendations for safety improvements.

Get Pedestrian and Bicyclist Crash Statistics: http://www.pedbikeinfo.org/data/factsheet_crash.cfm

11. Bike Parking at Public Buildings (P)

Require that public buildings have bike racks or bike storage facilities.

Association of Pedestrian and Bicycle Professionals Bicycle Parking Guidelines:

<http://www.apbp.org/?page=Publications&hhSearchTerms=%22bike+and+parking+and+guidelines%22>

12. Crosswalk/School Zone Signage (P)

Provide sufficient signage and markings to highlight crosswalks, school zones, and other key areas.

Marking and signing crosswalks: http://guide.saferoutesinfo.org/engineering/marked_crosswalks.cfm#street

MEDIUM RESOURCE

13. Bikeshare (I, E)

Bikeshare programs can be instituted in communities of all sizes.

Learn more about *Bikeshare*: http://www.pedbikeinfo.org/programs/promote_bikeshare.cfm

14. Bicyclist Accommodations (E)

In planning new construction, remember to include accommodations for bicyclists (bike lanes, wide outside lanes, wide shoulders or greenways) and users of wheelchairs or walkers (sidewalks or greenways).

- WisDOT Bicycle Facilities Design Handbook:
<http://wisconsindot.gov/Documents/projects/multimodal/bike/facility.pdf>
- Resource book: Costs for Pedestrian and Bicyclist Infrastructure Improvements:
http://www.pedbikeinfo.org/cms/downloads/Countermeasure%20Costs_Report_Nov2013.pdf

15. School Siting (E)

Walking and biking opportunities should be considered when siting potential school locations. While a rural location may be less expensive and allow for expansion, remote sites will generally require more students to take a bus or be driven to school and deter active transportation. On the other hand, building or renovating schools in population-dense neighborhoods that are easy to walk or bike to will increase student physical activity. If schools must be built in less developed areas due to space or cost restrictions, provide trails or sidewalks to the school as an alternative transportation option. Consider the following:

- **Location:** Build schools within walking distance of the community population.
- **Site Design:** Choose and develop bicycle and pedestrian-friendly school sites.
- **Access:** Make it easy and safe for students to walk and bike to school.
- **Multi-Use Buildings:** Plan and manage schools as multipurpose community centers. Consider separate entrances and HVAC systems to a multipurpose facility so it can be available and managed after regular hours.

This guide for school districts and local governments assists in locating new school sites, taking into account children's vulnerabilities to pollution, student and staff transportation, and efficient use of energy:

<http://www2.epa.gov/schools/view-download-or-print-school-siting-guidelines>

16. Safety Hazard Correction (E)

Schools should use data from surveys or studies to take steps to correct any hazards that may prevent active transportation in children who live within reasonable walking or biking distance from school.

Observation of a School: Understanding Walking and Biking Safety Issues:

http://www.saferoutesinfo.org/sites/default/files/resources/School_Field_Observation_Resource.pdf

17. Public Transit Bicycle Storage (P)

Encourage biking by equipping public transportation vehicles with the capability to carry bicycles.

Sample web page showing Chicago's web information: <http://www.transitchicago.com/bikeandride/>

18. Rideshare (P)

Create strategies to reduce single occupant vehicle travel, especially for weekday commuting trips. The goal of Transportation Demand Management (TDM) actions is to shift travel to higher occupancy (public transit, car/vanpool) or non-motorized (bike, walk) transportation modes, shift travel to less congested times of the day, and/or reduce or eliminate the need to travel (telecommuting). TDM strategies include incentives/disincentives, service improvements, information dissemination, and marketing activities, alternative work schedules and sites, and parking management. Consult your local traffic engineer or city/regional planner to find out what is available in your area.

Madison area transportation demand management practices:

http://www.madisonareampo.org/planning/documents/TDM_Rideshare.pdf

19. Traffic Calming (P)

Control the speed of cars and other traffic in neighborhoods, around schools, and in commercial areas. In neighborhoods where speeding automobiles have consistently presented a risk to pedestrians and cyclists, introduce traffic calming measures to slow down traffic (speed humps, trees planted close to the shoulder, trees or flowers planted in medians, auto lanes converted to bike lanes, or roundabouts).

- Federal Highway Administration Traffic Calming website:
http://safety.fhwa.dot.gov/speedmgt/traffic_calm.cfm
- Wisconsin Department of Transportation Traffic Calming website:
<http://wisconsindot.gov/Pages/safety/safety-eng/calming.aspx>

20. Safe Bike/Pedestrian Approaches to Malls (P)

Require shopping malls and strip malls to have safe approaches for pedestrians and cyclists.

<http://communitybuilders.net/wp-content/uploads/2015/04/Diagnosing-Success-Why-Some-Outdoor-Pedestrian-Malls-Succeed-and-Others-Fail.pdf>

21. Traffic Regulations (P)

Improve policing and enforcement of traffic regulations to help control speed of cars and prevent crime. Use neighborhood watch programs to augment police efforts.

Enforcing traffic laws and regulating pedestrians resource guide: <http://www.walkinginfo.org/enforcement/>

22. Sidewalk Maintenance (P)

In order to ensure that sidewalks are safe for year-round use, enforce policy that:

- Requires homeowners or local government to manage sidewalk debris, leaf and snow removal.
- Requires homeowners or local government to repair damaged sidewalks.
- Calls for routine pedestrian and bike route maintenance.

Example: Chicago 2015 Snow Removal Ordinance:

<http://activetrans.org/blog/new-chicago-snow-removal-ordinance-taking-effect>

23. Municipal Safety Considerations (P)

Provide municipal transportation planning, funding, and/or implementation to address important safety concerns for bicyclists and pedestrians, such as:

- Pedestrian push buttons at intersections
- Designated crosswalks
- Designated bikeways
- Sewer grates at grade placed so that bicycle tires hit perpendicularly
- Maintenance and debris clearing of street shoulders, transition areas between streets and bridge decks, around grates, and between streets and gutters
- Sidewalk spot improvements

Pedestrian Safety Guide for Transit:

http://safety.fhwa.dot.gov/ped_bike/ped_transit/ped_transguide/about.cfm

HIGH RESOURCE

24. Connected Roadways (E)

Provide safe walk/bike connections between nearby community destinations such as parks, schools, retail stores, and workplaces. These active transportation systems will result in more opportunities for physical activity by encouraging walking or biking to destinations.

Model Street Design Manual for Living Streets: essential principles of sustainable street networks, pg. 3-4:

http://modelstreetdesignmanual.com/model_street_design_manual.pdf

25. Alternative Transportation Options (E)

Implement *Complete Streets* policies to provide safe and convenient travel options for all users of the roadway, including pedestrians, bicyclists, public transit users, motorists, children, seniors, and people with disabilities. The goal is to make alternative transportation choices (bicycling, walking, and public transit) more appealing and accessible. www.completestreets.org

- Study: Neighborhood-Based Differences in Physical Activity: An Environment Scale Evaluation: <http://cf.unc.edu/minority/sph/minconf/2004/materials/saelens.et.al.pdf>
- *Complete Streets* Local Policy Workbook: <http://www.smartgrowthamerica.org/guides/complete-streets-local-policy-workbook/>

26. Multi-Use Trails (E)

Connect roadways to complementary systems of trails and bicycle paths that provide safe places to walk and bicycle for adults, children, seniors, and people with disabilities. When possible, create walking and bicycle paths, trails, and greenways that are separated from traffic, which will enable people, especially children and seniors, to walk or bicycle safely from one place to another.

Ensuring Successful Regional Planning for Multi-use Trails: A summary of what to consider:

<http://www.americantrails.org/resources/planning/Successful-Regional-Trail-Plans.html>

27. Rails-to-Trails Conversion (E)

Look to convert old railway lines into walking and biking trails.

- Information and funding for Rails-to-Trails projects can be found at: <http://www.railstotrails.org/>
- The Wisconsin Trails Network Plan can be found at: <http://dnr.wi.gov/files/PDF/pubs/pr/PR0313.pdf>

28. Bicycle Friendly Award (E, P)

When available, apply for a Bicycle Friendly Community or Worksite Award. Bicycle Friendly America provides incentives, hands-on assistance, and award recognition for communities, universities, and businesses that actively support bicycling, and ranks states annually based on level of bike friendliness.

Bicycle Friendly Award: <http://bikeleague.org/bfa>

29. Public Transit for Commuting (P)

Transform public transport to be a viable option for commuting, and identify low-cost or no-cost community ride options to assist people with low incomes to access employment and physical activity opportunities beyond walking range.

Land-Use Policies and Strategies for Expressway-Based Bus Rapid Transit: A Guide for Municipalities and Transportation Providers—Provides commute and bike/pedestrian connectivity plans for public transit:

<http://www.cmap.illinois.gov/documents/10180/25783/BRT+REPORT+lowres-08-03-12.pdf/657713ca-806f-46de-b45d-92afd051bd8e>

30. Investment in Public Transit (P)

In order to provide affordable and reliable multimodal transportation options for all neighborhoods, financial investment in public transit is essential. Increasing the availability of high-quality transit service within walking distance of residential, work and shopping areas will increase daily trips on foot, therefore providing increased opportunity for physical activity within the community. Along with increased levels of daily walking, placing transit stations within walking distance of population-dense areas will provide the benefit of decreased traffic congestion in these busy spaces.

- Bicycling and Walking in the U.S.: 2014 Benchmarking Report:
<http://www.bikewalkalliance.org/resources/benchmarking>
- Public Transportation Benefits: <http://www.apta.com/mediacenter/ptbenefits/Pages/default.aspx>
- Bus Stop Specification Guidelines: Factors to consider in placement and amenities for bus stops:
http://www.intercitytransit.com/newsandinfo/publications/Documents/IT_Bus_Stop_Specs_2010_Web.pdf

PLACES TO PLAY AND BE ACTIVE

Provide recreation programs for children, adults, seniors, and people with disabilities. (12)

Develop shared-use agreements making school and other physical activity facilities open to the public. (7)

Allocate funds in the city budget specifically for parks and recreation, including a coordinator. (13)

LOW RESOURCE

1. Facility Inventory (E)

Ask your local government if an outdoor recreation plan exists that includes an inventory of facilities. The Wisconsin Department of Natural Resources Community Service Specialist for your community will know if a plan is current, or exists at all. If no inventory exists, complete an inventory of physical activity facilities and/or opportunities in the community and make the information available to the public.

Sample Inventory: A summary of the parks and recreation facilities in Columbia, Missouri:

http://www.gocolumbiamo.com/ParksandRec/Parks_and_Facilities/park_facility_inventory.php

FACILITY	# OF THIS TYPE OF FACILITY
Public Swimming Pool	2
Indoor Gymnasium	5
Weight Training/Aerobic Facility	1
Local YMCA/YWCA	1
Trails/Greenways	7
Skateboard Park	1
Roller Skating/In-line Skating Rink	N/A
Community Ice-Skating Rink	2
Other (please list):	

2. Resource Guide (E)

Create a resource guide and make it available to the public, showing locations and open times.

Review of the role of parks in shaping active living and health in different populations:

<http://www.nrpa.org/ParksandHealth/>

3. Maps (E)

Create and disseminate community-wide or neighborhood maps of walking and biking routes.

Sample web-based interactive "plan your ride" bike route tool from the city of Madison, Wisconsin:

<http://www.cityofmadison.com/bikeMadison/planTrip/routes.cfm>

4. Safe Routes to Parks (E)

The purpose of this report is to understand the obstacles limiting walkability to parks and identify the essential elements of a safe route to a park.

http://www.nrpa.org/uploadedFiles/nrpa.org/Publications_and_Research/Research/Papers/Park-Access-Report.pdf

5. Bike Racks at Facilities (E)

Include bike racks or bike storage lockers outside exercise and recreation facilities in your community.

- Association of Pedestrian and Bicycle Professionals Bicycle Parking Guidelines:
<http://www.apbp.org/?page=Publications>
- Ideas and examples of facilities and amenities available at Stanford:
http://transportation.stanford.edu/alt_transportation/BikingAtStanford.shtml#bikestorage

MEDIUM RESOURCE

6. **Park Aesthetics (E)**

Create pleasant park and greenway settings. Design parks, trails, and greenways to deter crime and enhance safety. Areas that are clean, well lit, and policed on a regular basis will attract more users. More users will lead to safer environments as residents “self-police” the areas they are regularly using. Parents are more likely to allow their children to bicycle and walk in the neighborhood if they perceive it to be safe. In addition, greater pedestrian and bike traffic makes drivers more aware of these forms of transportation so they drive more carefully. Consider equipment safety, placement of benches, lighting and bike racks when designing public recreation spaces.

How cities use parks to create safer neighborhoods:

<http://www.planning.org/cityparks/briefingpapers/saferneighborhoods.htm>

7. **School Facilities Open to the Public (Shared Use) (E, P)**

Create shared-use agreements to increase the use of indoor and outdoor facilities. Optimize shared-use agreements by providing programs to take advantage of indoor school physical activity facilities (gymnasium, pool, basketball courts, etc.) by making them accessible to the public after school and during weekend hours.

- “Finding Space to Play: Legal and Policy Issues Impacting Community Recreational Use of School Property” - Public Health Law Center. The issues in this summary may affect program choices: http://publichealthlawcenter.org/sites/default/files/resources/PHLC_Finding%20Space%20to%20Play_2012.pdf
- Shared Use of District and City Recreation Facilities: <http://changelabsolutions.org/publications/model-joint-use-resolution>
- Short video promoting the value of shared-use agreements: <http://www.youtube.com/watch?v=KUka7cju2Y0>

8. **ADA-Compliant Sidewalks (P)**

Design sidewalks that have up-to-date, ADA-compliant curb cuts for wheelchairs, strollers and scooters at all new intersections, and retrofit intersections when repair work is being done.

- A Checklist for Accessible Sidewalks and Street Crossings: http://www.pedbikeinfo.org/cms/downloads/Checklist_Accessible_Sidewalks_Crossings.pdf
- “Model Design Manual for Living Streets”—Chapter 6: Universal Pedestrian Access, pgs. 122-136: http://modelstreetdesignmanual.com/model_street_design_manual.pdf

9. **ADA-Compliant Facilities (P)**

Design community exercise and recreation facilities so they are accessible by walking, cycling, or rolling a wheelchair, scooter or walker.

- “Aging in Place, Stuck Without Options: Fixing the Mobility Crisis Threatening the Baby Boom Generation”: <http://t4america.org/docs/SeniorsMobilityCrisis.pdf>
- For guidance on designing facilities for accessibility, see the U.S. Access Board’s guide for trails and other outdoor developed areas: <http://www.access-board.gov/outdoor/>

10. **Safe Playgrounds (P)**

Ensure that municipal playgrounds meet safety standards set by the U.S. Consumer Product Safety Commission and playground equipment meets safety specifications set by the American Society of Testing and Materials.

Public Playground Safety Standards: <https://www.cpsc.gov/PageFiles/122149/325.pdf>

HIGH RESOURCE

11. Local Campaigns (I)

Provide community-sponsored public walks, biking events, or other events that promote physical activity.

Community-Wide Campaign to Promote Physical Activity:

http://assets.aarp.org/www.aarp.org_/articles/health/pagefive.pdf

12. School/Community Recreation Programming (I)

Optimize shared-use agreements by providing programs to take advantage of indoor school physical activity facilities (gymnasium, pool, basketball courts, etc.) and outdoor school physical activity facilities (track, tennis courts, basketball courts, etc.) accessible to the public after school and during weekend hours.

- Offer active programming that encourages physical activity and that links to other community initiatives. Combine with or build on other community initiatives, such as programs, media campaigns, resource guides, advocacy efforts, and funding requests.
- Complete an assessment/audit of your facility or park for bikeability and walkability.
- Sample program guide: <http://mscr.org/registration/>

Provide a community education program or have the community's parks and recreation department offer classes and programs that provide opportunities for physical activity for children.

- Children: <http://mscr.org/our-programs/youth-sports-fitness>
- Adults: <http://www.mscr.org/AdultSportsLeagues.cfm>
- Seniors: <http://mscr.org/our-programs/50-fitness-programs>
- People with Disabilities: <http://www.milwaukeeerecreation.net/adaptive-sports/our-programs.htm>

13. Budgeting for Parks and Recreation (I, E)

Demonstrate a commitment to community recreation by setting aside tax dollars in the community's operating budget for parks and recreation facilities and activities. The median cost of recreation programs per capita is \$84, and a median park area is 12.4 acres per 1,000 residents. To facilitate adequate parks and recreation spending, designate a staff person to coordinate efforts and serve as a point person for pedestrian and bicycle transportation and Active Community environment activity coordination.

- City Park Facts 2015: <http://www.tpl.org/2015-city-park-facts>
- Pioneering Investments in Health: A video highlighting partnerships and illustrating roles a coordinator could play in facilitating Active Community activities: <https://www.youtube.com/watch?v=ZdW8Rt-9NLI>

14. Open Spaces/Recreation Plan (E)

Provide a community commitment to creating opportunities for physical activity to finance trails, recreation facilities, sports complexes, sidewalks, bikeways, and/or greenways.

- Does your community have an *outdoor recreation plan*? If unsure, contact a WDNR regional community services specialist. The WDNR and your local government's planning department can assist with outdoor recreation funding possibilities.
- Federal Stewardship Grants administered by local units of government: <http://dnr.wi.gov/topic/stewardship/grants/FederalLUG.html>
- Acquisition and Development of Local Parks Program: <http://dnr.wi.gov/topic/stewardship/grants/LocalParks.html>

15. Public Transit to Parks and Recreation (E)

Make sure public transit (bus or other mass transit) provides direct access to parks and recreation facilities. Inventory transit routes and note their routes in relation to recreational facilities in the community.

"From Fitness Zones to the Medical Mile: How Urban Park Systems Can Best Promote Health and Wellness" Chapter 4, pg. 25: <http://cloud.tpl.org/pubs/ccpe-health-promoting-parks-rpt.pdf>

16. Parks Requirement in New Subdivisions (E, P)

Include a requirement for recreational facilities and/or open space in the planning specifications for new neighborhoods or large housing developments. Subdivision ordinance requires built environment standards including sidewalks and "micro-pathways" between new development and existing destinations.

<http://www.nashville.gov/Portals/0/SiteContent/Planning/docs/subdivregs/2014%2001%2009%20ADOPTED%20Subdivision%20Regulation%20AmendmentsUPDATEDSEPT!.pdf> (page 39)

17. Park Space in All Neighborhoods (E, P)

Locate parks and facilities to serve all populations. Consider these components:

- Provide opportunities in underserved residential areas.
- Create smaller, neighborhood parks rather than large facilities that require a car ride to access.
- Link parks, trails, and greenways to local destinations of interest to ensure that walking and bicycling trips are as convenient as using a car. Create a network of walking and cycling trails that offer functional alternatives to automobile travel and opportunities for exercise, recreation, and community connectedness. Convert out-of-service rail corridors into trails.
- Include parks and playing fields in the plans for new subdivisions.
- PowerPoint summary with insight into park usage and needs by different racial and cultural groups:
http://www.dialogue4health.org/webforums/PDFs-1_18_12/LOU.pdf

COORDINATION AND SUPPORT

Assign a coordinator to promote key messages to the community. (1)

Identify an Active Community advocate to be on the land-use planning commission. (10)

Develop and agree upon a common data set for evaluation of Active Community initiatives. (12)

LOW RESOURCE

1. Local Media and Partner Communication Coordination (I)

Use local media and organizational partner communication channels (e.g., newsletters, bulletin boards, websites and listservs) to promote active living. Promotion and communication activities increase visibility and create greater buy-in to partnership and participation. Create a clear communication mechanism, such as an email group or newsletter, to keep all partners informed.

- “Communications Toolkit: A guide to navigating communications for the nonprofit world”: http://www.hersheycause.com/pdf/cc_toolkit.pdf
- Media Interview Tips: http://www.aaas.org/sites/default/files/AAAS_Media_Tips.pdf

2. Neighborhood Association Involvement (I)

Engage neighborhood associations to create local support from those most affected by proposed changes.

- **Work with planners** to design neighborhoods that are safe and aesthetically pleasing to bring people together, encouraging physical activity and decreasing crime.
- **Use the Neighborhood Association as an advocate** for active living policies that affect the area.
- **Start with neighborhood-scale change** on a limited scope for easier implementation, as this is more likely to lead to success. If the comprehensive plan allows for better neighborhood design, start there for a more manageable and immediate impact.
- **Start neighborhood watch and safety walks** to create safer communities. Enlist the help of neighborhood associations in creating active neighborhood plans.
- Example of neighborhood associations, their roles, and locations in Madison, Wisconsin: <http://www.cityofmadison.com/neighborhoods/neighborassoc.htm>
- Overview and reasons for neighborhood walking groups: <http://www.cityofrochester.gov/rochesterwalks/>

3. Neighborhood Walk/Bike Audits (I)

Conduct neighborhood assessments such as bike and walk audits to identify opportunities for and barriers to active living. Discuss how to conduct an audit with your local traffic engineer or city planner.

Walkability and bikeability assessment checklist: <http://www.dhs.wisconsin.gov/publications/p0/p00399.pdf>

4. Standard Messages and Materials (I)

Develop active living messages and awareness campaigns based on targeted community research, including focus groups, surveys, and testing. Create standard messages and materials that are available to all partners in order to convey a coordinated and consistent message to the community.

“Pink Book–Making Health Communication Programs Work”:

<http://www.cancer.gov/publications/health-communication/pink-book.pdf>

5. Broad Community Representation (E)

Make sure you have engaged all key partners in Active Community efforts, including city planners, public health, law enforcement, community leaders, school administration, and youth. This broad community representation will be essential to achieving Active Community goals.

“Developing Effective Coalitions: An Eight-Step Guide”:

<http://www.preventioninstitute.org/component/jlibrary/article/id-104/127.html>

6. Active Community Groups (E)

Coordinate with local groups in the community to encourage physical activity and create opportunities for activity (public health agencies, recreation agencies, local American Heart Association affiliates, bicycle clubs, service clubs, etc.). Form new partnerships or use existing partners in key positions to advocate for active living environments. Key partners may include local elected officials, city and regional planners, health department officials, school personnel, and others with local interest. The broader the group, the greater voice it will have in policy development.

Chapter 2, Step 2 of “Roadmap to Improving Food and Physical Activity Environments: Tips and Tools for Community Change,” entitled Form Coalition, outlines key coalition leadership and partnership strategies: <http://www.phi.org/uploads/application/files/jpmrtjk4r5pogaz0sm2n11tlyiybkruw0mfjfsv0qxli98yin.pdf>

7. Citizen’s Advisory Group (E)

Local government should create or recognize an existing citizens’ advisory group dedicated to increasing and improving opportunities for walking and biking in the community.

Pedestrian and Bicycle Information Center FAQ: “How do I start a Pedestrian and Bicycle Advisory Committee?”: <http://www.walkinginfo.org/faqs/answer.cfm?id=3309>

MEDIUM RESOURCE

8. Coordinated Training and Technical Assistance (I)

Smaller communities may not have resources specifically designated for Active Community projects, so having a regional or state organization available for assistance can be helpful. Wisconsin groups that provide assistance with Active Community efforts include:

- The Wisconsin Active Community Alliance (WACA) is a group of local coalition leaders who encourage local groups to work together so health, transportation, planning, zoning, economic development, parks and recreation, schools, and others share a common mission. <http://www.activecommunitieswi.org/>
- The Wisconsin Chronic Disease Prevention Program provides Active Community resources, including this toolkit, and technical assistance to communities in Wisconsin. <https://www.dhs.wisconsin.gov/physical-activity/active-communities.htm>
- Regional planning commissions (RPCs) provide planning assistance on regional issues, assist local interests in responding to state and federal programs, act as a coordinating agency for programs and activities, and provide planning and development assistance to local governments. <http://wisconsin.gov/Pages/doing-bus/local-gov/plning-orgs/rpc.aspx>
- The Active Communities Action Team associated with healthTIDE consists of over 60 representatives from diverse backgrounds that have an interest in Active Communities. This group can provide insight on coordinated activities statewide. <http://healthtide.org/ourteams/#ac>

9. Database of Strategies and Players (Asset Map) (E)

Use the tools in Appendix A to identify partners that might be helpful in creating a more active community.

10. Active Community Advocate on Planning Committee (P)

Identify an Active Community advocate to be on the land-use or transportation planning commission.

- Incorporate healthy living into community development by making sure that health considerations are discussed when making decisions about community development. Draw from current comprehensive plans, ordinances and design guidelines to determine the effect on active living.
- Use your pedestrian and bicycle plan to demonstrate the link between funding and regulations for active living environments that promote walking, bicycling, and public transit. Use the Healthy Development Measurement Tool to assist in considering community health needs in urban development plans and projects: <http://www.denverhousing.org/development/SouthLincoln/Documents/HDMT%20Summary%20Brochure.pdf>
- How do I start a pedestrian and bicycle advisory committee?: <http://www.walkinginfo.org/faqs/answer.cfm?id=3309>

HIGH RESOURCE

11. Backbone Organization to Support Efforts (E)

Various community organizations throughout Wisconsin are currently working to create Active Communities. Coordination services, base funding, technical assistance, and community outreach for these statewide programs are currently being provided by these core organizations:

- The Wisconsin Active Community Alliance (WACA) is a group of local coalition leaders who encourage local groups to work together so health, transportation, planning, zoning, economic development, parks and recreation, schools, and others share a common mission.
<http://www.activecommunitieswi.org/>
- The Wisconsin Chronic Disease Prevention Program provides Active Community resources, including this toolkit, and technical assistance to communities in Wisconsin.
<https://www.dhs.wisconsin.gov/physical-activity/active-communities.htm>
- Regional planning commissions (RPCs) provide planning assistance on regional issues, assist local interests in responding to state and federal programs, act as a coordinating agency for programs and activities, and provide planning and development assistance to local governments.
<http://wisconsindot.gov/Pages/doing-bus/local-gov/plning-orgs/rpc.aspx>
- The Active Communities Action Team associated with healthTIDE consists of over 60 representatives from diverse backgrounds that have an interest in Active Communities. This group can provide insight on coordinated activities statewide. <http://healthtide.org/ourteams/#ac>

12. Common Data Set for Evaluation (P)

Work with all of your community partners to agree on methods to evaluate efforts. Common indicators exist for statewide data, but you might have to come up with alternatives to track your local data. Learn who has local data as part of your initial asset mapping, and see if that might be available to the group for tracking purposes. http://www.cdc.gov/physicalactivity/downloads/pa_state_indicator_report_2014.pdf

13. Statewide Funding for Infrastructure (P)

The Federal Highway Administration's Transportation Alternatives Program (TAP), originally known as Transportation Enhancements, provides funding for local programs and projects defined as transportation alternatives. Transportation alternatives include on-road and off-road pedestrian and bicycle facilities, infrastructure projects for improving non-driver access to public transportation and enhanced mobility, community improvement activities, environmental mitigation, recreational trail program projects, *Safe Routes to School* projects, and projects for planning, designing, or constructing boulevards in the right-of-way of divided highways.

The Wisconsin Department of Transportation and your local highway or roads department can assist with this program: <http://www.dot.wisconsin.gov/localgov/docs/tap-fact-sheet.pdf>

APPENDIX F: PLANNING WORKSHEET

PLANNING WORKSHEET					
Recommendations	Describe the strategies selected for the community initiative.				
Activities	List the activities required to meet the recommendation.				
Materials, Resources and Personnel	List the individuals who will do the work and the resources and tools they need to get the job done.				
Time Frame	When will implementation begin? How long will it take to finish?				
Evaluation	How will you measure your efforts?				
Recommendations: Strategies to Implement	Activities	Materials, Resources and Personnel	Time Frame	Evaluation Method	Comments
1.					
	a.				
	b.				
	c.				
	d.				
2.					
	a.				
	b.				
	c.				
	d.				

Recommendations: Strategies to Implement	Activities	Materials, Resources and Personnel	Time Frame	Evaluation Method	Comments
3.					
	a.				
	b.				
	c.				
	d.				
4.					
	a.				
	b.				
	c.				
	d.				
5.					
	a.				
	b.				
	c.				
	d.				