# Evaluation of Active Living by Design: Learning from 25 Community Partnerships

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## Executive Summary

Community-level interventions to increase active living take into account a complex array of conditions, including: the scope of physical inactivity,1 related chronic diseases and conditions,[2, 3] and associated economic impacts;[4-6] pervasive health disparities and inequities experienced by lower income and racial and ethnic populations;[7-9] and existing policy, system, and environmental circumstances as well as changes already underway in communities.[10, 11]

Identifying the pathways by which communities can promote active living behaviors and prevent and reduce chronic diseases is fraught with ambiguity that makes it difficult to distinguish which factors play a dominant role in driving sedentary population trends from those that have less influence.[12] The problem becomes more challenging in consideration of the population dynamics, epidemiology, and configuration of resources unique to each community. Hence, there has been a call for drawing on new methods from systems science to better understand these dynamically complex phenomena.[13-15]

In November 2003, the Robert Wood Johnson Foundation awarded grants to 25 communities across the United States as part of the Active Living by Design (ALbD) national program.[16] ALbD's Community Action Model provided five strategies to influence community change: preparation, promotions, programs, policies, and physical projects (5 Ps).[17] The 5P Model represented an integrated, comprehensive approach to increasing physical activity through cross-sector, multidisciplinary partnerships working across many settings and populations. From November 2003 to October 2008, the initiative's "high touch, low dollar" approach intended to maximize local capacity and resources through one-on-one customized technical assistance, and minimize external funding. Twenty-three of the 25 community partnerships received one year of supplemental funding to organize efforts to sustain their work. Best practices from many of these communities have been reported in a previous supplement.[18]

These comprehensive, community-based approaches to support active living through policy and environmental changes, and complementary programmatic and promotional activities, unfolded in an array of local settings (e.g., counties, metropolitan areas, municipalities, neighborhoods). Adding further to the complexity, heterogeneous populations in these communities experienced a variety of historical, social, and economic conditions, including, for many lower-income and racial and ethnic populations, pervasive health disparities and inequities. In addition, community partners frequently worked simultaneously on planning, implementation, enforcement, and sustainability activities with varied local resources and capacities (e.g., personnel, expertise, space, equipment).

The complexity of the ALbD community demonstration projects called for a mixed-methods evaluation with three primary aims: 1) to assess impacts of physical projects and policy changes on community environments; 2) to document intervention strategies implemented as well as intended and unintended consequences; and 3) to identify strengths and challenges in planning, developing, and implementing interventions. Evaluation aims were addressed through cross-site evaluation strategies and more in-depth sub-studies in certain locations. The evaluation used six primary data collection methods, including: partnership capacity surveys, Concept Mapping, an online Progress Reporting System, key informant interviews, focus groups, and photos and videos. Environmental audits and direct observation methods were also explored to assess environmental changes.

Tracking intervention pathways in local community systems to increase population rates of physical activity required rigorous, yet flexible analytic methods to capture multi-component and dynamic community trends.[19] To identify these pathways and examine variation across communities, the combined use of two methods, the resource based view (RBV) of dynamic systems and configural frequency analysis (CFA), provides both the level of key resources in communities and how they are arranged.[20-22] In RBV, differences in trends between systems get explained both by differences in tangible and intangible resources as well as how those resources are organized. For example, two communities can have the same level of resources (e.g., funding for pedestrian and bicycle infrastructure), yet exhibit very different trends because the communities differ in how those resources are organized and mobilized (e.g., allocation of funds to policy development, capital improvements, or promotions and programs).

Tangible resources may include new or improved planning products and policies (e.g., Trail Master Plan, Complete Streets Ordinance), environments (e.g., sidewalks, bike lanes), programs (e.g., neighborhood walking club, "Bike Train" to and from school), promotional efforts (e.g., community maps, mayor's "Bike to Work Day"), and social determinants (e.g., education, housing, employment), among others. Intangible resources may include engagement (e.g., citizen participation, leadership by local champions), awareness and demand (e.g., exposure to new sidewalks, desire to walk or bike on trails), social norms and influence (e.g., reciprocity, power), and cultural and psychosocial factors (e.g., values, traditions, beliefs).

While RBV helps explain how two systems can differ in their outcomes, it does not provide a rigorous method for identifying which cases differ and on which variables. CFA can identify potential differences in communities because it is a case-oriented, as opposed to variable-oriented, approach to analyzing community-level data.[23] Variable-oriented analyses seek to explain associations between variables across communities, whereas case-oriented analyses can identify clusters of communities having different levels of variables. CFA is similar to cluster analysis and latent growth curve analysis through its detection of configurations of cases that deviate from what is expected.[a] These deviations are the result of a system that "pushes" certain cases in a direction away from the general trend. Therefore, CFA and RBV build on systems science to understand complex relationships across variables and cases, and CFA complements RBV in seeking to rigorously identify configurations and the variables defining them.

This evaluation sought to examine different configurations of resources and conditions associated with implementation of the 25 ALbD community demonstration projects (i.e., intervention populations and settings, partnership and community resources and capacities, and use of policy, environmental, programmatic, and promotional strategies). As part of this process, the evaluation identified the range of key partners, partnership resources and processes, efforts to engage communities in implementation activities, assets and resources needed, policy changes required, changes made to environments, and complementary programs and promotions carried out to increase awareness and use of these environments.

With limited understanding in the field related to the implementation of comprehensive community-based approaches to increase active living, this exploratory evaluation used innovative methods and analytic approaches to elicit configurations of community characteristics, preparation efforts, and implementation strategies occurring more (types) and less (antitypes) frequently than expected across the 25 ALbD community demonstration projects. Overall, findings supported the ALbD Community Action Model[17] as community partnerships with more preparation activities (i.e., assessment, sustainability) implemented a larger number of active living policy changes, physical projects, promotions, and programs, cumulatively (type). Yet, community partnerships working in communities with over 40% of the population from a non-Caucasian racial and ethnic background and over 40% of the population in poverty implemented fewer active living policy changes, physical projects, promotions, and programs, cumulatively (type).

The types of environmental and policy change initiatives addressed by the ALbD national program and its grantees proved to be crucial in creating supports for routine physical activity. Particular findings show strong potential to impact population rates of physical activity within the cross-site findings,[24] in Somerville,[25] and in Columbia.[26, 27] In these evaluations, physical projects were plausibly related to changes in the physical and social environment for walkability and bikability.

Community demonstration projects conceived, designed, implemented, and evaluated using collaborative approaches across multiple disciplines and sectors can help to shape recommendations for transformative processes (e.g., forging new partnerships, developing advocacy initiatives) and structural changes (e.g., new or improved policies and environments) to increase active living. Rigorous attribution of cause was not possible, but the comprehensive approaches to change became more explicit. Several practical implications for community-based approaches to increase active living and opportunities for ongoing research and evaluation have been extracted from the findings. The mixed-methods evaluation of the ALbD experience helps to inform community-based evaluation efforts to address and understand changes in population health, including obesity and other chronic diseases. In consideration of the relatively low funding levels for the initiatives and the evaluation efforts, and the range of data collection methods into account, the overall record of the ALbD program is promising.

[a] The literature on RBV and CFA both use the term 'configurations,' but the concept of configurations in RBV is fundamentally different from the concept of configurations in CFA. In RBV, configurations refer to the arrangement or network of resources. In CFA, configurations refer to a combination of values for a set of categorical variables. To avoid confusion in this paper, the term 'arrangement' applies to configurations in RBV in order to reserve the term 'configurations' for CFA.

Several important challenges included the lack of baseline data, difficulty in evaluating natural experiments, the need for ongoing policy surveillance, and the need to capture longer-term endpoints. Yet, the mixed-methods evaluation of the ALbD experience has highlighted benefits for other community-based evaluation efforts, such as: the significant time and energy required to ensure coordination of evaluation efforts and related communications as well as the assembly of findings across sites; the challenge of adequately capturing the spectrum of policy changes from advocacy to policy development to enforcement; the value of assessing longer-term indicators such as institutionalization and maintenance.

With a leap of faith, each community partnership rose to the challenge of working on the 5Ps in 5 years. As a result of these efforts, the community partnerships identified several key ingredients to the comprehensive community-based approaches to increase active living.

1. Each site developed a multi-sector, diverse community partnership (e.g., community, health, schools, parks and recreation, transportation, urban planning and design, other government agencies, advocacy, local businesses, faith based organizations, social clubs, organizations and media) and most sites considered the partnership to be one of their most valuable outcomes.
2. Leadership was vital to the success of the community partnerships. On the one hand, community champions instigated the formation and expansion of quality community partnerships as well as ties to local policy- and decision-makers. On the other, leadership from staff helped to organize and maintain the community partnerships. At the same time, most communities experienced changes in leadership (individuals and agencies or organizations) that led to shifts in the focus of the community partnership or delays in the time frame for completion of activities. Yet, in many cases, these losses in leadership for the community partnerships represented the a gain for the field of greater numbers of young, talented professionals trained in organizational or community change approaches to increase active living.
3. Many communities noted that the policy changes, and particularly the corresponding physical projects, inspired a social movement toward having a more sustainable community. Visible improvements to the environment signified a vested interest from local decision-makers in the welfare of the community, and, in turn, sparked greater interest from the community in participating in the improvement process as a force for positive change.
4. The vision and mission of the lead agency as well as the characteristics of the community (e.g., sociodemographic composition, population size, geographic scale) shaped the scale of the projects implemented by the community partnerships, for example: large metropolitan area (Bronx, Omaha, Orlando, Nashville, Santa Ana, Seattle); large neighborhood or community (Albuquerque, Chicago, Cleveland, Columbia, Louisville, Somerville); or small community (Winnebago).
5. The community partnerships expressed several benefits of being part of a national network supported by the ALbD National Program Office and the Robert Wood Johnson Foundation (e.g., receiving technical assistance, participating in a learning network and annual conferences, leveraging funding).

This evaluation demonstrates a comprehensive approach to assessing and understanding complex, community-based active living initiatives using highly-contextualized qualitative data elicited through on-line progress reporting, interviews, and focus groups, in addition to data from surveys and concept mapping. This exploratory evaluation suggests several avenues for further investigation by evaluators and researchers, including:

- the development of tools and resources to systematically assess and evaluate community characteristics, preparation efforts, and implementation strategies;
- improved understanding and measurement of the reach, scale, and implementation quality of policy changes, physical projects, promotions, and programs;
- enhanced assessment of policy development, implementation, and enforcement in the context of community characteristics and social determinants of health; and
- further examination of the underlying causal structure related to the configurations of community characteristics, preparation efforts, and implementation of policy changes, physical projects, promotions, and programs.

Emerging methods from systems science may help to elicit causal structure from these configurations, including innovative community participatory methods of data collection and analysis through group model building.[28, 29]

The evaluation team intended this report to serve as a platform to guide next steps in exposing and characterizing the detailed and dynamic complexity associated with planning and implementing comprehensive community demonstration projects to increase active living. While many of the findings in this report have been supported in the literature,[30-34] it contributes to the understanding of "what works" to support active living from the perspective of community representatives. It provides insight into the perceived feasibility and perceived effectiveness of the various strategies and activities as two important dimensions of the overall impact of policy and environmental approaches to active living.[35, 36] To determine priority strategies and approaches, policy-makers, practitioners, and community members can consider these findings in light of the local community context (e.g., political support, personnel or financial resources) and existing community work to plan, implement, enforce, evaluate, and sustain these types of efforts.

To date, findings have been analyzed and disseminated through a variety of mechanisms, including 25 individual case reports, a "best practices" supplement to the American Journal of Preventive Medicine,[37] and a comprehensive concept mapping report. In addition, an evaluation supplement to the American Journal of Preventive Medicine is underway. Other translation and dissemination opportunities continue to be explored (e.g., a web-based translation and dissemination system).

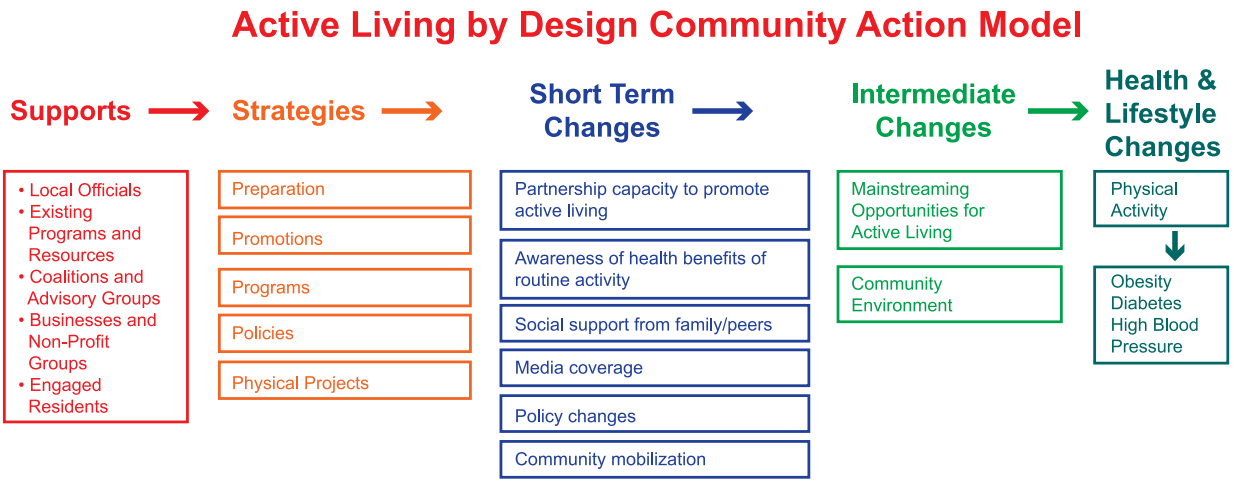
## Background: Active Living by Design

Active Living by Design (ALbD) was funded by the Robert Wood Johnson Foundation and administered by the National Program Office (NPO) located at the University of North Carolina Gillings School of Global Public Health in Chapel Hill, North Carolina (www.activelivingbydesign.org). This program established innovative approaches to increase physical activity through community design, public policies, and communication strategies. ALbD selected 25 community partnerships to demonstrate how changes in community design affect physical activity (see Figure 1).

Figure 1. Map of the Active Living by Design Community Partnerships

The initiative's "high touch, low dollar" approach intended to maximize local capacity and resources through one-on-one customized technical assistance from the ALbD NPO, and minimize external funding (i.e., each community partnership received $200,000 over five years). Many of these community partnerships focused on disadvantaged or underserved populations (e.g., racial and ethnic populations, lower income populations, children, older adults) and worked in a variety of settings (e.g., communities, schools, parks, worksites). From November 2003 to October 2008, community partnerships were asked to implement activities to address community design in order to increase access to opportunities for recreation- and transportation-related physical activity using the ALbD Community Action Model. This model, also referred to as the "5P" Model, included preparation, policy influences, physical projects, programs, and promotions (see Figure 2). Twenty-three community partnerships received one year of supplemental funding to organize efforts to sustain their work.

Figure 2. Active Living by Design Community Action (5P) Model



## Background: Evaluation and Dissemination of Active Living by Design

As part of its mission to improve the health and health care of all Americans, the Robert Wood Johnson Foundation (RWJF) identified the following goal areas: 1) to reverse the childhood obesity epidemic by 2015 by improving access to affordable healthy foods and increasing opportunities for physical activity in schools and communities across the nation; and 2) to create sensible solutions that allow people to transcend the social barriers that stand in the way to better health (www.rwjf.org).

An evaluation plan was designed to support the RWJF mission as well as the interest in preventing obesity through a focus on the identification of salient community changes that support active living. Environments supporting physical activity have the potential to increase overall energy expenditure, and, in turn, reduce the escalating rates of obesity on a population level. The communities served by the 25 grantees represent children as well as lower income and racial and ethnic populations, and the evaluation intentionally highlights community design influences in these populations.

For this evaluation, RWJF identified the following primary goals: 1) to learn from the community partnerships' strategies (e.g., how to make improvements, what works under what circumstances, evidence for social change, best practices in the field, improved grantmaking approaches); 2) to inform the field (i.e., how to translate and disseminate multi-disciplinary, multi-component approaches to change); and 3) to collaborate in order to maximize learning (i.e., engaging communities in evaluation planning and logistics; using participatory approaches to evaluation design, data collection, data analysis, and dissemination). The primary audiences identified for this evaluation included: "the field," or representatives with influence on the policy and built environments that promote physical activity; other funders and co-funders; grantees to facilitate sustainability of their work; the RWJF Board of Trustees; RWJF staff; and the ALbD National Program Office.

Under the leadership of Drs. Laura Brennan (Transtria LLC) and Ross Brownson (Washington University Institute for Public Health), Transtria staff worked with a national advisory group (Dr. Elizabeth Baker, Dr. Kelly Evenson, Dr. Susan Handy, Dr. Katherine Kraft, and Dr. James Sallis), RWJF (Dr. Laura Leviton), and the ALbD NPO (Sarah Strunk, Phil Bors) to document what has been accomplished and learned by the community partnerships. Evaluation activities took place from November 2006 to October 2009, and dissemination efforts continued through 2012.

To carry out the evaluation plan, three primary aims were identified:

Aim 1: Assess the environmental impacts of physical projects and related policy changes;

Aim 2: Document interventions implemented as well as intended and unintended consequences; and

Aim 3: Identify strengths and challenges in planning, developing, and implementing interventions.

Ultimately, the evaluation examined the impact of active living interventions on policies and environments related to physical activity; the influence of "start-up resources" (e.g., funding, technical assistance) on the capacity of communities to create change in support of active living; how communities respond to comprehensive intervention approaches involving policy, environmental, programmatic, and promotional strategies; and the strengths and challenges encountered by communities in the planning, development, and implementation of active living interventions.

This evaluation was intended to capture the range of grantee impacts and the strengths and challenges of implementing the ALbD interventions at the local level. Therefore, success reflected a range of dimensions, for example: changes to existing policies or creation of new policies related to active living (e.g., new policies, community participation in advocacy activities), changes to the community environment (e.g., new facilities, improved maintenance or aesthetic appearance), new revenue generated from other sources, creation of a diverse active living network (e.g., number and types of partners, types of skills and resources contributed by partners), implementation of media or promotional approaches (e.g., number and types of media messages, number and types of events), or implementation of active living programs (e.g., participation in Safe Routes to School or other programs).

Guided by principles of community-based participatory approaches, the evaluation team worked with grantees, RWJF and ALbD staff, and other community partners to implement evaluation activities and develop dissemination materials. Even though translation and dissemination were not central tenets of this evaluation, the evaluation team collaborated with community partnerships to validate and communicate the findings to a range of audiences and venues (e.g., policy-makers, planners, school administrators, researchers, town hall meetings, newspapers, model street design guidelines, conferences, publications).

Furthermore, the evaluation team worked diligently with RWJF and the ALbD National Program Office to minimize the potential burden experienced by grantees with respect to the multiple intervention and evaluation efforts occurring over the same time period (see Table 1). In fact, this evaluation was designed to complement, rather than duplicate, similar evaluation efforts, including:

- The ALbD National Program Office developed a Progress Reporting System (PRS) to track actions and accomplishments, their associated descriptions, and their categorization with respect to the ALbD Community Action, or 5P, Model (2003-2008). From this system, several benchmarks (e.g., resources generated, media coverage, program changes, policy changes, physical projects) have been tracked and reported by the National Program Office.[38] The Transtria evaluation complemented this effort as the evaluation team reviewed the PRS data prior to interactions with the community partnerships and validated the PRS data through the evaluation activities.
- The ALbD National Program Office partnered with Pyramid Communications to conduct on-line satisfaction surveys to gain feedback on the extranet system (e.g., calendar, images, functions), technical assistance provided, feedback on individual Project Officers, sustainability efforts, and the role of the ALbD National Program Office as liaison to RWJF. Transtria helped to review one of these surveys and provided evaluation data to Pyramid Communications to assist them in developing the survey.
- The ALbD National Program Office provided special opportunities grants to supplement specific intervention strategies. When possible, the Transtria evaluation documented these special opportunities grants.
- The Active Living Research (ALR) National Program Office funded studies in Columbia, Missouri and Somerville, Massachusetts designed to be comprehensive, local investigator-initiated evaluation projects with involvement and support from the Project Director for each community partnership (2007-2009). Dr. James Sallis, Executive Director of Active Living Research, was a member of the national advisory group for the Transtria evaluation project and helped to coordinate these related efforts. The Transtria evaluation staff provided evaluation tools and training to the ALR grantees, shared findings from evaluation activities, and worked with the ALR grantees to determine complementary dissemination approaches (note: the ALR studies were meant to supplement this evaluation by exploring the impact of the ALbD interventions on physical activity behavior).
- The RWJF funded Dr. Lawrence Brown at Columbia University to conduct five policy case studies in Albuquerque, New Mexico; South Bronx, New York; Louisville, Kentucky; Sacramento, California; and Wilkes-Barre, Pennsylvania (September 2006 to August 2009). The Transtria and ALbD National Program Office teams coordinated several communications with Dr. Brown to ensure appropriate timing of data collection activities (e.g., phone interviews, site visits) and to minimize duplication of efforts.

- The RWJF funded Scott Rhodes at Wake Forest University to conduct exploratory evaluation of the complementary Healthy Eating by Design national program (note: 12 ALbD community partnerships were provided additional funds to support policy and environmental approaches to increase healthy eating in addition to active living). Transtria and the ALbD National Program Office developed a schedule for data collection activities recognizing the evaluation of Healthy Eating by Design and attempting to minimize duplication and time spent in multiple evaluation activities.
- Other RWJF funded in person site visits or phone interviews from Foundation staff or consultants. Again, Transtria worked with the ALbD National Program Office to try to time data collection activities with sensitivity to these other efforts.
- The ALbD National Program Office also provided sustainability grants to support institutionalization and maintenance of the community partnership efforts (November 2008 to October 2009). The timing of these sustainability grants was outside the Transtria evaluation time period; however, key informant interviews were conducted with some of the sites during 2009 to increase understanding of sustainability efforts related to policy and environmental strategies.

Likewise, several of the sites had funding from other sources (e.g., California Endowment's HEAC initiative, Centers for Disease Control and Prevention's STEPS initiative, Thriving Communities, Kellogg Foundation's Food and Fitness initiative, Kaiser Foundation's HEAL initiative), with independent evaluation activities as part of these grant programs. Even though coordination with all of these evaluation efforts was not feasible, the evaluation team did try to take into account how this evaluation complemented the others from the perspective of the grantees, if they were willing to share this information.

Finally, in recognition of the significant amount of time grantees were asked to spend in all of these evaluation projects, Transtria provided modest funds for the communities to reimburse them for their time and assistance (e.g., incentives to participate in evaluation activities, stipends to Project Directors or Project Coordinators to assist in the data collection and data analysis activities).

This novel approach afforded the opportunity to expand current notions of evidence and to include community representatives in the identification of the impacts and effectiveness of their work (e.g., stories, practical considerations, findings from assessment). Likewise, the community representatives have been actively engaged in dissemination (i.e., what gets shared, how it gets shared, and when it gets shared). As such, this evaluation has assimilated evaluation results and policy and practice principles to characterize successful intervention approaches by scientific credibility as well as innovation, generalizability, adoptability, feasibility, sustainability, and capacity to maximize contextual conditions (e.g., community readiness, social determinants of health).

Table 1: Complementary Intervention and Evaluation Efforts by Community Partnership

| ALbD Community Partnerships | Active Living Research | Brown Case Studies | ALbD Progress Reporting System | HEbD Exploratory Evaluation | Transtria Cross-Site Evaluation | ALbD Sustainability Grants |
|---|---|---|---|---|---|---|
| Albuquerque, NM | | X | X | X | X | X |
| Bronx, NY | | X | X | | X | |
| Buffalo, NY | | | X | X | X | X |
| Chapel Hill, NC | | | X | | X | X |
| Charleston, SC | | | X | | X | X |
| Chicago, IL | | | X | X | X | X |
| Cleveland, OH | | | X | X | X | X |
| Columbia, MO | X | | X | X | X | X |
| Denver, CO | | | X | X | X | X |
| Honolulu, HI | | | X | | X | X |
| Isanti County, MN | | | X | | X | X |
| Jackson, MI | | | X | | X | X |
| Louisville, KY | | X | X | X | X | X |
| Nashville, TN | | | X | | X | X |
| Oakland, CA | | | X | | X | X |
| Omaha, NE | | | X | | X | X |
| Orlando, FL | | | X | | X | X |
| Portland, OR | | | X | X | X | X |
| Sacramento, CA | | X | X | | X | X |
| Santa Ana, CA | | | X | X | X | X |
| Seattle, WA | | | X | X | X | X |
| Somerville, MA | X | | X | X | X | X |
| Upper Valley, NH/VT | | | X | X | X | X |
| Wilkes-Barre, PA | | X | X | | X | X |
| Winnebago, NE | | | X | | X | |

## Methods

This three-year evaluation began in year four of the ALbD community partnership intervention activities and continued approximately one year following the planned intervention activities (i.e., those scheduled through year five). Most sites (23 of 25) received one-year sustainability grants that allowed them to continue their efforts throughout most of the evaluation time period. This extended funding period for sustainability proved beneficial to the evaluation with respect to maintaining engagement and interest of the grantees.

Prior to the start of this evaluation, Dr. Kelly Evenson, a member of the evaluation national advisory group, conducted a preliminary analysis of the ALbD Progress Reporting System (PRS) data that helped to shape the evaluation plan. A formal report of the ALbD PRS was completed in September 2009 by the ALbD National Program Office.[38] Input into the evaluation plan was also obtained from RWJF and ALbD National Program Office staff as well as other national advisors that had participated in the development of a request for proposals for the evaluation of ALbD from the National Institute of Environmental Health Sciences of the National Institutes of Health. Unfortunately, the contractor selected to conduct this evaluation was not able to complete the activities as intended and baseline data from the 25 community partnerships was not obtained.

As noted in the previous section, the evaluation activities were guided by the ALbD Community Action, or 5P, Model components (preparation, promotions, programs, physical projects, and policies) and a collaborative approach involving the evaluation team, ALbD grantees, ALbD National Program Office and RWJF staff, and other partners. To address the primary evaluation aims, the evaluation team developed a mixed-methods approach to triangulate multiple sources of data in order to maximize understanding of the range of community partnership efforts exhibited by the ALbD grantees. Table 2 illustrates the association of the aims and corresponding evaluation methods.

Table 2: ALbD Evaluation Aims and Corresponding Methods

| Evaluation Aims | Environment Audits | Direct Observation | Photos & Videos | Partnership Capacity Survey | Concept Mapping | Progress Reporting System | Interviews & Focus Groups |
|---|---|---|---|---|---|---|---|
| Aim 1: To assess the environmental impacts of physical projects and related policy changes, and, where appropriate, the influence of these interventions on physical activity behavior. | X | X | X | | | X | X |
| Aim 2: To document the range of interventions implemented across the communities as well as associated intended and unintended accomplishments. | | | X | | X | X | X |
| Aim 3: To identify strengths and challenges in the process of planning, developing, and implementing the interventions. | | | | X | X | X | X |

For Aim 1, evaluators designed a prospective study to monitor community environments and residents' behaviors before and after specific physical projects were implemented by the community partnerships. The evaluation team planned to perform environmental audits and direct observations in selected communities that had completed physical projects before the end of the funding period in order to conduct pre- and post-observations of environments and their use (i.e., physical activity behavior in these specified environments). To supplement these quantitative methods (environmental audits, direct observation), qualitative methods (photos or videos) of the environments and use of the environments had also been planned. The intention was to produce evidence of changes to the community environment (e.g., new active living facilities, aesthetic improvements, increased maintenance) and to document the impact of these changes on physical activity behavior in these environments.

To get started, the evaluation team designed a systematic approach to identify a subset of the 25 community partnerships that were most likely to implement physical projects during the course of the evaluation. Through review of the ALbD Progress Reporting System and consultation with the ALbD Project Officers, the evaluation team identified a range of community partnerships and their respective physical projects that seemed eligible. The evaluation team presented these community partnerships and physical projects to the national advisory group along with the following selection criteria:

1. Stage of intervention: physical projects planned but not implemented at the start of the evaluation.
2. Evidence of a policy or physical project intervention: community partnerships with a contract for work in place or a time frame for project completion.
3. Focus of intervention: portfolio of physical projects capturing a range of interventions related to both increasing transportation-related and recreational physical activity.
4. Population: portfolio of physical projects representing a range of interventions for vulnerable populations or children.
5. Focus on policy and environment change: physical projects representing larger scale policy and environmental changes as opposed to smaller scale promotional or programmatic changes (e.g., stair use prompts).
6. Generalizability to other communities: physical projects that can be adapted to many other communities based on different climate or geography (e.g., urban versus rural).
7. Capacity of partnership: physical projects likely to be implemented based on resources and expertise of the partners in the community partnership.

Environmental audits were selected as the best method to document environmental impacts of physical projects and related policy changes in the community partnerships (see Table 3 and Appendix A for the environmental audit tool). These brief, user-friendly tools were intended to provide a snapshot of the physical projects in each community using a systematic approach to data collection in each community. Evaluators learned that this method had to be adapted for this evaluation project for the following reasons: the evaluation team did not have sufficient time at each site visit to conduct audits of the entire project area, the focus on specific physical projects represented a range of different settings (e.g., school recreational facilities, trail development, street improvement) that only reflected particular dimensions of the audit tool (see Appendix A), and the community partnerships did not have the staff or resources to participate in data collection. Therefore, the evaluation team modified the intended use and application of the environmental audits to save time, limit the focus to the specific physical projects, and maximize resources. In this modified application, the audit tool served as a guide for taking photos or videos of the relevant features of the physical projects in each of the communities.

Similarly, the evaluation team planned to conduct direct observations of community members using facilities (e.g., trails, playgrounds) or environments (e.g., parks, streets) developed or redeveloped as part of the physical projects (see Table 3 and Appendix B for the direct observation tool). Yet, the evaluation team had limited time at each site and had to schedule and sequence the site visits in advance in order to accommodate all 25 community partnerships. Therefore, the evaluation team was unable to perform direct observations in the desired manner (e.g., good weather conditions, observations at multiple times per day on multiple days per week). As a result, the evaluation team attempted to use photos and videos to track users of the facilities or environments. This tactic also proved to be unsuccessful, for the most part, as it was not feasible to obtain photo release forms from most of the community members.

To further complicate matters, for the majority of the community partnerships, the respective larger scale physical projects were not fully implemented during the evaluation time period or the community partnerships encountered challenges that led them to focus on alternative physical projects.

To address Aims 2 and 3, the evaluation team summarized a range of various data sources with respect to: a) the extent of the community changes that occurred as a result of the policy and physical projects as well as promotional and programmatic activities (Aim 2); b) the impact of "start-up resources" (i.e., funding, technical assistance) on the capacity of communities to create change in support of active living (Aim 3); c) the community responses to comprehensive intervention approaches involving policy, environment, programmatic, and promotions strategies (Aim 3); and d) the strengths and challenges encountered by communities in the planning, development, and implementation of active living interventions (Aim 3).

To get started, the evaluation team met with the ALbD National Program Office staff to gain insight into their perceptions of collective and individual grantee performance related to the goals of the overall ALbD initiative (e.g., an internal report of the ALbD Lessons Learned, Community Profiles on the ALbD website). These meetings with ALbD staff were essential to the success of the evaluation initiative given that the evaluators learned about the multiple intervention and evaluation efforts happening in the communities (see previous section and Table 1), the changes in leadership or partners over time, and the influence of local or state politics on the efforts of the community partnerships. In addition, the ALbD staff trained the evaluation team on how to access data from the ALbD PRS system, notified the evaluation team of changes in key staff and corresponding contact information for the community partnerships, facilitated introduction of the evaluation team and project to the community partnerships (e.g., presentation to all 25 grantees), and invited the evaluation team to the annual grantee meetings providing additional opportunities for the evaluators to interact with the community partnership representatives. Given that community representatives' full participation in data collection activities depends on their perceptions of the integrity of the evaluation team and many communities are wary of external evaluators in the first place, the fact that the evaluation team capitalized on the rapport that the ALbD National Program Office had established with the communities was truly a hallmark of the success of this project.

Next, evaluators reviewed the ALbD PRS data; grantee proposals, workplans, and budgets; and annual grantee reports providing some evidence of what the community partnerships had originally proposed and what they had accomplished in years 1-3 prior to the start of the evaluation. Because the evaluation team did not have the opportunity to collect baseline data from the community partnerships, these records, particularly the workplans, formed the basis for tracking the intended (i.e., goals, tactics, activities, and benchmarks) and unintended consequences of the community partnerships' efforts.

Originally, the evaluation team intended to organize the evaluation activities according to the following schedule:

- Year One (11/1/2006 – 10/31/2007)
  - 6 pre/post sites participate in audits/observations (baseline), photos, focus groups, interviews, and concept mapping
  - 4 additional sites participate in photos, focus groups, interviews, and concept mapping
- Year Two (11/1/2007 – 10/31/2008)
  - 10 sites participate in photos, focus groups, interviews, and concept mapping
- Year Three (11/1/2008 – 10/31/2009)
  - 5 sites participate in photos, focus groups, interviews, and concept mapping
  - 6 pre/post sites participate in follow-up

The evaluation team actually worked ahead of schedule and managed to visit 11 community partnerships in year one (November 2006 to October 2007), 13 community partnerships in year two (November 2007 to October 2008), and one community partnership in year three (November 2008 to October 2009). Table 4 provides the site visit schedule. As noted above under Aim 1, the pre/post assessment did not work out as intended given that the environmental audits and direct observations were not feasible with the short time allotted to each site visit, the external factors inhibiting accurate data collection (e.g., weather, lack of availability at multiple times per day on multiple days per week), and the lack of time of community partners or staff to support these data collection efforts. Furthermore, many of the physical projects assessed at baseline were not completed in the data collection time frame.

Table 3: ALbD Evaluation Methods, Properties, Strengths, and Weaknesses

| Method | Purpose | Indicatorss | Participants/ Observations | Strengths | Weaknesses |
|---|---|---|---|---|---|
| Partnership capacity surveys<br>(Administered February 2007 to November 2008) | To identify the characteristics of the partnership, its leadership, and its relationship to the broader community. | Partnership's purpose and goals<br>Partnership functioning<br>Leadership<br>Partnership resources<br>Partnership's relationship with the broader community | Community partnership members and staff (n = 28 respondents and 25 communities) | Requires few resources for data collection or analysis<br>Enables site and cross-site analysis of partnership characteristics | Does not address the capacity of individual partners<br>Requires additional information to understand structures and functions |
| Concept mapping<br>(Administered February 2007 to November 2008) | To use a participatory approach to identify, categorize and prioritize successful active living strategies for creating community change and increasing physical activity behavior. | Actions or changes that occurred in the community to support active living through: creating community changes (e.g., new policies or environments); and increasing physical activity behavior of community members. | Community partnership members, staff, and community members (n = 43 respondents; n = 23 communities) | Uses a participatory approach<br>Analyzes qualitative data using a quantitative structure<br>Allows for overall and subgroup comparisons<br>Produces visual images of results | Time intensive<br>Conceptually challenging (sorting and rating many ideas)<br>Requires expertise for analysis and interpretation |

Table 3 (continued)

| Method | Purpose | Indicatorss | Participants/ Observations | Strengths | Weaknesses |
|---|---|---|---|---|---|
| Progress Reporting System (PRS)<br>(Administered July 2004 to May 2010) | To track planning and implementation activities as well as intended and unintended consequences of these activities in real-time. | Partnership (activities, products)<br>Preparation (assessment, resource generation)<br>Promotions (media coverage)<br>Programs<br>Policy (advocacy, planning products, advisory councils)<br>Physical Projects<br>Sustainability (long-term planning) | Project director and/ or coordinator, ALbD National Program Office staff (n = 25 communities) | Focuses on goals, tactics, and benchmarks created by the community partnerships<br>Keeps a log of all activities conducted | Time intensive<br>Depends on quality/ complete entries<br>Requires expertise for categorizing entries |
| Key informant interviews<br>(Administered February 2007 to October 2009 [includes follow up]) | To gain insight into the overall ALbD initiative and the community partnership's efforts from the perspective of key staff and partners and to set the stage for the site visits by the evaluation team. | Lead agency and community partnership characteristics (historical, current, strengths, challenges)<br>Planning and implementation activities<br>Intended and unintended consequences | Staff (n = 31 pre-site visit, 57 site visit, and 9 follow-up respondents in 25 communities)<br>Partners (n = 1 pre-site visit, 69 site visit, and 5 follow-up respondents and 23 communities) | Gathers what, who, where, when, how, and why responses<br>Captures emotional responses<br>Offers flexibility to clarify or probe in areas of interest | Time intensive to analyze<br>Reflects only one perspective<br>Requires expertise or experience in areas of interest |
| Focus groups<br>(Administered February 2007 to November 2008) | To validate what has been reported in the ALbD PRS and to reflect on the overall ALbD initiative and community partnership efforts through subgroup discussions with various stakeholders -- community partners and staff (planners and implementers) as well as community members (those benefiting from the interventions). | Community assets and needs<br>Lead agency<br>Community partnership<br>Planning and implementation activities<br>Intended and unintended consequences<br>Strengths and challenges of the initiative<br>Technical assistance provided by the ALbD National Program Office | 77 total focus groups<br>Staff (n = 67 in 23 communities)<br>Partners (n = 215 in 25 communities)<br>Community members (n = 201 in 24 communities) | Gathers what, who, where, when, how, and why responses<br>Captures social and emotional responses<br>Offers flexibility to clarify or probe in areas of interest<br>Obtains multiple perspectives<br>Generates new ideas or questions | Time intensive to analyze<br>Often requires travel (in-person)<br>Restricted to only a few topics rather than a broad spectrum of topics |

Table 3 (continued)

| Method | Purpose | Indicatorss | Participants/ Observations | Strengths | Weaknesses |
|---|---|---|---|---|---|
| Photos and videos<br>(Administered February 2007 to November 2008) | To capture physical activity behavior, environmental conditions, or intervention activities. | Images of people and their behaviors<br>Images of environmental conditions (before and after intervention)<br>Images of the impact of various intervention activities (participation in a design workshop, promotional materials) | Streets, trails, recreation facilities, and community members (n = 25 communities) | Provides visual representation of project impacts<br>Conveys project impacts to diverse audiences | Expensive depending on equipment and production<br>Requires consent for photo release |
| Environmental audits<br>(Administered February 2007 to August 2007) | To serve as a guide for taking photographs of the project area and to document the implementation of physical projects. | Types of residential and non-residential land uses<br>Pedestrian and bicyclist infrastructure<br>Street design characteristics<br>Traffic calming and safety measures<br>Parks, playgrounds, and recreational facilities (presence and condition) | Street audits (n = 45 segments in 5 communities)<br>Trail audits (n = 3 in 3 communities)<br>School facility audit (n = 1 in 1 community) | Uses a validated tool for data collection<br>Allows for pre/post comparison<br>Assesses the impact of policies or physical projects on environmental conditions | Not comparable across different communities or physical projects (see text)<br>In certain cases did not have facilities or environments to audit at baseline<br>Time and resource intensive<br>The need to audit multiple settings (schools, communities, worksites) makes a single audit tool ineffective<br>Data reduction and analysis can be complicated |
| Direct observation<br>(Administered February 2007 to August 2007) | To document the impact of physical projects on the physical activity behavior of community members. | Counts of individuals (e.g., children, adults) as well as their physical activity level (sedentary, walking, biking, running) in selected environments | Streets (n = 11 locations in 5 communities for 30 hours of observation)<br>Trails (n = 3 trails in 3 communities for 8 hours of observation<br>School facility (n = 1 facility in 1 community for 1 hour of observation) | Allows for pre/post comparison<br>Evaluates the impact of physical changes or improvements on behavior | Depends on external factors (e.g., weather, special events)<br>Requires many observations (times of day, days of week) |

Table 4: ALbD Evaluation Site Visit Schedule

| | J | F | M | A | M | J | J | A | S | O | N | D |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2007 | | Cleveland OH | Seattle WA<br>Winnebago NE | Orlando FL | Santa Ana CA | | Chicago IL | Omaha NE<br>Albuquerque NM | Somerville MA<br>Bronx NY | Louisville KY<br>Columbia MO | Nashville TN | |
| 2008 | | Portland OR | Honolulu HI | Sacramento CA | Wilkes-Barre PA<br>Buffalo NY | | Isanti County MN<br>Jackson MI | | Denver CO<br>Upper Valley NH/VT | Chapel Hill NC<br>Oakland CA | Charleston SC | |
| 2009 | | | | Orlando FL (Follow Up) | | | | | | | | |

The evaluation team used a combination of more and less participatory quantitative and qualitative methods to assess the community partnerships, the range of interventions implemented across communities as well as intended and unintended accomplishments. Table 3 provides a summary of the different methods and their associated purpose, description, participants, strengths, limitations, and analytic themes. The sequence of evaluation activities occurred as follows:

1. For concept mapping, the following steps were taken to work with the community partnerships collectively at the beginning of the evaluation (Winter 2006/Spring 2007):
   a. Develop the focus prompt and associated measures and rating scales (i.e., creating community change, increasing physical activity behavior).
   b. Work with the ALbD National Program Office to invite all community partnerships to participate in the on-line survey (brainstorming activity), provide multiple reminders by email, and complete the survey in-person as a back-up at the ALbD grantee meeting (see Appendix D).
2. Prior to contacting each individual community partnership, evaluators reviewed and summarized data from the ALbD Progress Reporting System (PRS), creating a summary to be validated in subsequent evaluation activities (Winter 2006/Spring 2007).
3. Next, evaluators scheduled time to speak with the Project Director/Coordinator for each community partnership in order to conduct key informant interviews, supplement information already collected for each community partnership, and set up the site visit including the identification of additional participants for interviews or focus groups (see Table 4 for the schedule of site visits). At the end of the interview, community partnership staff members were given a link to complete the on-line Partnership Capacity Survey (see Appendix C; January 2007-November 2008).
4. The evaluation team also established a site visit protocol (see Appendix G) for all of the on-site data collection activities entailing the following key components (January 2007-November 2008):
   a. Tour of the project area with associated environmental audits, direct observations, and photos/videos.
   b. Key informant interviews or focus groups with partners, staff, and community members to validate existing data (PRS) and identify other action steps, resources utilized, intended/unintended accomplishments, and intermediate impacts not captured in PRS (see Appendices E and F).
   c. Obtaining documentation of the 5P efforts (e.g., new policies developed, promotional materials) the community partnerships were willing to share for purposes of dissemination.
   d. Facilitating sorting and rating of statements for concept mapping by staff and partners process.
   e. Reimbursing sites and their participants ($500 honorarium to coordinator, $300 for participant incentives).

5. After the site visit, additional key informant interviews with project staff or partners were conducted if they were unable to participate in the site visit activities.
6. Several follow-up key informant interviews were scheduled and conducted by phone with the community partnerships who participated in the site visits in 2007 in order to update their data (i.e., many of the policy changes and physical projects occurred toward the end of the overall funding period 2007-2008).
7. One follow up site visit was conducted with Orlando, Florida even though the community path, one of their more significant physical projects, was incomplete given that they had been very successful with some of the other smaller scale physical projects (April 2009).

The analysis triangulated the multiple sources of data collected according to the themes identified in the last column of Table 3. Quantitative results summarized counts (ALbD PRS), ratings and rankings (Concept Mapping), and means (Partnership Capacity Survey). Qualitative results were analyzed using focused coding procedures to identify indigenous themes, or ideas and concepts derived from the data. Themes were organized into categories, or sensitizing concepts, through discussions with grantees, the evaluation national advisory group, and ALbD National Program Office and RWJF staff (see themes in Appendix H). The original analysis was conducted in a manner that allowed themes not fitting into predetermined categories to emerge. Later, these themes formed the basis for a systematic qualitative coding procedure using two software programs (e.g., Concept Mapping, Atlas TI) in order to ensure consistency in the analysis across the 25 community partnerships.

The multiple methods and measures as well as the associated strengths and challenges of these methods have been reported in an article as part of an evaluation supplement for the American Journal of Preventive Medicine (AJPM).[39]

A systematic data reduction approach was applied to all of these variables in order to assess the type and number of occurrences (e.g., partner disciplines and total number of partners, assessment methods and total number of assessments, policy action types and total number of policy changes). Variables derived from the qualitative data were then treated the same as variables derived from the quantitative data. Quantitative data (e.g., proportion of the community from racial and ethnic populations, Likert-scale survey responses, dollars tracked for revenue generated, counts of preparation and implementation activities) were coded in two primary ways: 1) community and partnership characteristics (including partnership and community capacity) were reduced to two- or three-level variables using criteria described in the next section, or 2) preparation and implementation indicators were coded using a median-split to identify relatively higher or lower values for the communities, suggesting "dose" of these activities for each community partnership.[40-42]

Community characteristics included race and ethnicity, poverty, population size, geographic scale, and region. The 5 Ps reflected a number of strategies related to preparation, policy changes, physical projects, promotions, and programs. Preparation indicators incorporated the type of lead agency, whether it was a health-related lead agency (i.e., lead agencies from health care or public health), whether there was a change in the lead agency during the funding period, whether there was a change in leadership (i.e., change in the Project Director or Project Coordinator), the number of core partners, the size of the network of partners, partnership capacity and community capacity (see specific variables in the Baker et al. article in the AJPM evaluation supplement or subsequent sections of this report),[43] the number of community assessments (see specific variables in the Bors et al. articles in the AJPM evaluation supplement or subsequent sections of this report),[38, 44] the amount of resources generated (see specific variables in the Bors et al. article in the AJPM evaluation supplement or subsequent sections of this report),[38] and sustainability efforts (see specific variables in the Kraft et al. article in the AJPM evaluation supplement or subsequent sections of this report).[45]

To complement these preparation indicators, implementation indicators included policy changes and physical projects (see specific variables in the Evenson et al. article in the AJPM evaluation supplement or subsequent sections of this report)[46] as well as promotions and programs (see specific variables in the Claus et al. article in the AJPM evaluation supplement or subsequent sections of this report).[47] Lastly, integration indicators reflected both the intersection and intensity of policy changes, physical projects, promotions, and programs across the following domains: community design, transportation, parks and recreation, and schools.

Investigators used configural frequency analysis (CFA) to elicit patterns across sites from the highly contextualized data collected. Originally developed in psychology, CFA is a method of exploratory data analysis with large contingency tables used to detect clusters of cases that deviate from the overall associations among variables by either occurring more (types) or less (anti-types) frequently than expected according to a base model.[23, 48, 49] The base model can take a variety of forms, but, most often, it is simply a model predicting frequencies in each cell based on the marginal distributions.

Each configuration identified is a specific combination of values for categorical data variables. Most analyses of contingency tables seek to determine significant differences between predicted and observed cell frequencies in order to reject the hypothesis that the categorical variables can be used to predict the frequencies. Differences occur when cells have greater or fewer cases than those predicted, and not all cells need to deviate from the expected values in order to reject the hypothesis. CFA is fundamentally different in that it seeks to determine which cells deviate significantly from the expected frequencies. Each cell represents a unique combination of values in the categorical data. Types are cells with more than the expected numbers of cases according to the base model, while antitypes are cells with fewer than the expected numbers of cases.

For example, if a type is defined by communities with (1) higher proportions of racial and ethnic populations, (2) larger population sizes, and (3) more planning policy changes, then there were more communities in this configuration than would be predicted from the variables alone. It is not the variation in the independent variables that predicts the variation in outcomes, but, rather, the involvement of these variables in an underlying system. The configuration highlights a difference for communities with (1) higher proportions of racial and ethnic populations and (2) larger population sizes that may lead to (3) more planning policy changes.

To gain insight into the structure of relationships in the ALbD data, a comprehensive series of bivariate (2 X 2 or 2 X 3) and multivariate (2 X 2 X 2 or 2 X 2 X 3) combinations of community characteristics, preparation efforts, and implementation activities were constructed for the analysis (see "Variables" above). Given the small sample size of 25 community partnerships, each analysis was limited to two or three variables with two or three levels in each of the variables to permit sufficient power to detect types and antitypes.[50]

## Findings

Each ALbD community partnership received $200,000 over five years to implement the ALbD Community Action, or 5P, Model (see Figure 2). For the most part, these funds translated into personnel time (e.g., Project Director, Project Coordinator) to coordinate the activities of the community partnership. The community partnership efforts followed a workplan that formed the basis for technical assistance from the ALbD National Program Office and for organization and mobilization of the community partnerships at the local level. These workplans highlighted goals, tactics, activities, and benchmarks in several focus areas for each of the community partnerships. Table 5 presents the geographic locations of the community partnerships, their partnership names, their lead agencies, and their focus areas. Full compliance with the ALbD Community Action, or 5P, Model required the community partnerships to integrate preparation, promotional, programmatic, policy, and physical project strategies in order to impact changes in community environments to support active living and to increase population levels of physical activity. This section summarizes several cross-site themes of this innovative "high touch, low dollar" approach to creating sustainable change, including: preparation strategies (creating community partnerships and building partnership capacity, understanding community context and conducting community assessment, and engaging, mobilizing, and building political will in communities), policy change and physical project strategies, promotional and programmatic strategies, integrated approaches, and sustainability.

### *Participants*

Most evaluation participants (across methods described in the previous section) were Project Directors or Project Coordinators from the lead agency or key partner agencies responsible for conducting the work, as indicated in the "Participants" column in Table 3. These individuals varied widely based on their experience and areas of expertise, typically corresponding to the type of lead agency (see Table 5). In general, Project Directors represented more senior members of the lead agency and the Project Coordinators tended to be responsible for implementing the workplans. Yet, the staffing models varied across the community partnerships (e.g., presence of a Project Director or Project Coordinator, funding to support time in these positions, roles and responsibilities related to the community partnership efforts) and several communities included additional staff members who may or may not have had time funded through the ALbD grant. Given that there was substantial turnover during the five-year grant period, the length of time the Project Directors, Project Coordinators, or other project staff were engaged in the ALbD activities also varied widely across grantees. Under these circumstances, the evaluation data collection activities, occurring in years 4-5 of the ALbD grant program, were often conducted with project staff that were either not present or not in leadership positions at the beginning of the grant cycle.

Partners also participated in multiple evaluation activities (e.g., concept mapping, key informant interviews, focus groups). Levels of participation by community partners in the evaluation activities tended to differ by the overall structure of the partnership. Some community partnerships (i.e., Columbia, Missouri; Orlando, Florida; and Santa Ana, California) had more collaborative partnership structures involving key partners in overall planning, decision-making, and implementation. For these communities, multiple individuals and organizations were represented in the evaluation across all 5P strategies. Most community partnerships (e.g., Denver, Colorado; Sacramento, California; Seattle, Washington) had a network of individuals and organizations engaged in a utilitarian approach to specific goals, tactics, or activities. In this case, partners participated in the evaluation around specific 5P strategies but were not necessarily aware of the overall initiative. Finally, many community partnerships were lead agency led in terms of the planning, decision-making, and implementation (e.g., Buffalo, New York; Cleveland, Ohio; Isanti County, Minnesota). For this last group, partners were also linked to specific 5P strategies; yet, they were less likely to be actively involved in all 5P strategies. Some community partnerships had changes in leadership or partners that landed them in multiple partnership structures over time (e.g., Louisville, Kentucky; Somerville, Massachusetts). This turnover compromised full understanding of the partners' participation and roles in the overall initiative as well as their participation in the evaluation. The community partnerships are described in greater detail in the next section (including the identification of specific partners).

The community partnerships worked across a variety of populations and settings (see Table 6). Many community partnerships directly addressed racial and ethnic or lower income populations (e.g., Bronx, New York; Chicago, Illinois; Honolulu, Hawaii; Louisville, Kentucky; Oakland, California; Santa Ana, California; Winnebago, Nebraska) and other community partnerships indirectly addressed these vulnerable populations through their broader initiatives (e.g., Orlando, Florida; Seattle, Washington). Community members participated in the focus groups during the site visits, based upon invitations by the Project Director or Project Coordinator. Similar to partner involvement in the evaluation, participation by community members also depended on the community partnership approach to community engagement. Some community partnerships used a community organizing approach building on citizen participation and mobilization (e.g., Chicago, Illinois; Oakland, California; and Santa Ana, California). Some established formal advisory or decision-making bodies to give voice to community members in the policies and physical projects under consideration (e.g., Chapel Hill, North Carolina; Isanti County, Minnesota; Jackson, Michigan; Orlando, Florida; and Santa Ana, California). All of these community partnerships tended to have greater community member representation in the evaluation activities.

Table 5: ALbD Community Partnership Descriptions

| Community Partnership | Partnership Name | Lead Agency | Focus Areas |
|---|---|---|---|
| Albuquerque, New Mexico | Albuquerque Alliance for Active Living | 1000 Friends of New Mexico | Metropolitan Transportation Plan; Great Streets; advocacy; Ditches to Trails (community engagement/ advocacy); communications plan; ALbD course (university); Safe Routes to School (school/ parent engagement/ advocacy); bike safety training (schools); Walk/Bike to School Day; bicycle recycle; prescription trails; neighborhood walks, tours, & maps |
| Bronx, New York | South Bronx Greenway Project | Sustainable South Bronx | South Bronx Greenway Project; bike/pedestrian infrastructure; Sheridan Expressway (street closure); enhance green space (plant trees), Action, Action Plans (A2 Plans, activity prescriptions); ALbD events; walking clubs; Tour de Bronx; social marketing; Ecological Stewardship Training Program |
| Buffalo, New York | Healthy Communities Initiative | Buffalo Niagara Medical Campus, Inc. (BNMC) | Bike/Pedestrian Committee (city); BNMC Master Plan/ Neighborhood Action Plans; Pedestrian infrastructure (BNMC, Ellicott Street, Allen Street); public art plan; Wellness Committee (BNMC); ArtWalk expansion; events (National Employee Health & Fitness Day, Healthy Transportation Day, Active Living Road Show, Active Living Week, Walk Your Child to School Day, Summer Block Party, America on the Move, Walking on Wednesdays); promoting active living to residents; Buffalo Blue Bikes (bike share) |
| Chapel Hill, North Carolina | Go! Chapel Hill | Town of Chapel Hill | Active Schools: Safe Routes to School; audits and pedestrian infrastructure; Toolkit; Go! Club; Eat Smart, Move More 54321; Walking Wednesdays; Walk/ Bike to School Day;<br>Active Neighborhoods: Mayor's Advisory Committee (led by residents), Toolkit, pedestrian/bicycle infrastructure (trail);<br>Active Businesses: Speakers Bureau; Toolkit; Transportation Management Plans; walking groups; smart commute challenges; Blue Urban Bike program;<br>Other: NC86/Airport Road Corridor; wayfinding (maps, signs); Complete Streets |
| Charleston, South Carolina | Lowcountry Connections Initiative (LCI) | Berkeley-Charleston-Dorchester Council of Govt (BCDCOG) | State Bicycle Law; Regional Long Range Transportation Plan; Regional Bike/Pedestrian Action Plan; Transportation Improvement Program (tax); BCDCOG/ cities update master plans; Complete Streets; Bike/ pedestrian committee; bike/ pedestrian policies; street/bridge design improvements (Arthur Ravenel, Jr. Bridge); East Coast Greenway; West Ashley Greenway; East Bay Trail; Bicycle Friendly Community Workshops; Safe Routes to School; LCI training/bike safety courses/bike rodeos; Lowcountry in Motion |
| Chicago, Illinois | Active Living Logan Square | Illinois Health Education Consortium | Community mobilization/Americorps; Safe Routes to School (school/ parent engagement/advocacy, local business support); Take 10!; Sunday Parkways; Bloomingdale Rails to Trails; Salsa, Sabor, y Salud; bike safety/ repair class (middle school); Kaboom playground; Walking School Bus; School Safety Summit; Ayuda Mutua; Jr. Bike Ambassadors; school recess policy; school wellness councils |
| Cleveland, Ohio | Broadway: A Community on the Move | Slavic Village Development Corporation (SVD) | Mayor's Bike/Pedestrian Advisory Committee; Complete Streets Resolution; Master Pedestrian/Bike/Transit Plan; Broadway Streetscape; Fleet Avenue/Bridge (pedestrian/bike infrastructure); Morgana Run Trail; Kingsbury Run Greenway; Golf Course (youth); public art; Safe Routes to school/Walking School Bus; Earn-a-Bike; Safety Walks; school design/ infrastructure (playground, recreation facilities); Worksite Wellness (SVD); community mini-grants (senior/youth programs); social marketing; Walk a Hound, Lose a Pound; Hallo-green (Halloween); youth mapping project/ neighborhood walking maps; Urban Trailblazers |

Table 5 (continued)

| Community Partnership | Partnership Name | Lead Agency | Focus Areas |
|---|---|---|---|
| Columbia, Missouri | Bike, Walk, and Wheel | PedNet Coalition | Sales tax (sidewalks); new street standards ordinance; Bike/ Pedestrian Coordinator; pedestrian/bicyclist infrastructure; Non-Motorized Transportation Pilot Program; Douglass Neighborhood Urban Trail; Mayor's Challenge; Safe Routes to School (Walking School Bus, Bike Train); Cycle-Recycle; social marketing; monthly radio segments; Passport to Fitness; Starlight Bike Ramble; Low-Car Diet Challenge |
| Denver, Colorado | Active Living Partnership of Greater Stapleton | Stapleton Foundation | Stapleton development (ALbD principles); shuttle, bus line, I70 study; Advisory Boards (transportation, streets); street and sidewalk improvements (adjacent communities); neighborhood events/ outreach to adjacent communities; Passport to Active Living; Walking School Bus; Take 10!; walking map |
| Honolulu, Hawaii | Active Living Partnership | Kokua Kalihi Valley Community Health Center | Supported bike/pedestrian friendly city amendment; coalition for pedestrian/bicyclist improvements; health center/community engagement; Nature Park (land/native plant restoration, community garden, resident/ senior programs, school/university education programs, rehabilitation/ community service programs); K-VIBE (bicycle recycle, youth engagement, school detention/bike repair, bike donation to public housing youth residents); bike rack installation |
| Isanti County, Minnesota | Isanti County Active Living Partnership | Isanti County Health Department | Bike/pedestrian supportive advocacy/policies (Cambridge, Isanti, Braham); Cambridge-Isanti Bike/Walk Trail; Heritage Green Development (trails); North Main Street improvements; Safe Routes to School; nature trails; signage (historical and environmental education, "pie" routes); Walk the Town maps and paths; promotional bike/walk events (Jubilee Run, Rum River Bike Classic, Braham Pie Day); activity prescription program; senior walking program |
| Jackson, Michigan | Walkable Communities Task Force | Fitness Council of Jackson | Complete Streets Resolution; pedestrian/bike infrastructure (bike lanes, sidewalks, crosswalks); Live/work development for artists (ALbD principles, former prison); Falling Waters Trail (urban/rural trail connection); Safe Routes to School (Walk to School); youth engagement (teen designed bus for public transportation); bicycle recycle (youth, Michigan Prisoner Re-entry Initiative); Jackson Bike Map; Smart Commute Day |
| Louisville, Kentucky | ACTIVE Louisville | Louisville Metro Housing Authority | Mayor's Healthy Hometown Movement; Built Environment Committee; Downtown Redevelopment Plan; Bicycle Task Force; Community Walkability Plan; HOPE VI developments (ALbD principles); pedestrian/ bike infrastructure; Pedestrian Summit; Presbyterian Community Center (community/youth engagement and leadership, recreation programs); community garden; Get Up Get Out fitness program; Back on Track program; Back to School Jam; technical assistance on ALbD |
| Nashville, Tennessee | Music City Moves | Metro Planning Department | Planning department practices (ALbD principles); new subdivision regulations (ALbD principles); pedestrian/bike infrastructure (Walk-to-Shop); Safe Routes to School (school/parent engagement/ advocacy); bike parking regulations; worksite stairwell improvements/ point-of-decision prompts; Tour de Nash (bike promotion), marathon; Walk Nashville Week; Walk to School Day; MCM Kids; Sisters Together; active senior programs |
| Oakland, California | Foothill Corridor Partnership (FCP) | East Bay Asian Youth Center | Oakland Schoolyard Initiative (play/ recreation design/ infrastructure and youth engagement); Safe Routes to School (design charettes with school/ parent/ youth engagement/ advocacy); pedestrian/bike safety plans; pedestrian/bike infrastructure; San Antonio Park improvements; access/safety of parks; explore advocate joint use agreements; bicycle recycle (formal classes/shop at middle school, youth leadership, bike shop refurbished bike sales/sustainability); bike programs; afterschool programs at 7 neighborhood schools (bike, dance, sports); summer classes for kids |

Table 5 (continued)

| Community Partnership | Partnership Name | Lead Agency | Focus Areas |
|---|---|---|---|
| Omaha, Nebraska | Activate Omaha | Our Healthy Community Partnership | Bike/pedestrian advisory committee; Transportation Manager (pedestrian/ bike/public transit/auto); Safe Routes to School; pedestrian/ bike policies and infrastructure; Keystone Trail; Keystone Gateway to Active Living (youth bike access/ safety training); public transit shelter design/artwork; Worksite Wellness and competitions (employer engagement/ advocacy); Worksite toolkits; Bicycle Commuter Challenges; Social marketing/ media/ communications; Caught in the Act (public figures, community); Get Up, Get Out, and Get Active (youth); Sprint through the Holidays |
| Orlando, Florida | Get Active Orlando | City of Orlando Planning Department | Mayor's Advisory Committee (community engagement); Capitol Improvement Plan; Downtown Transportation Plan; Street Design Standards Checklist; Parramore development (ALbD principles); pedestrian/bike infrastructure (assessments, improvements); trail (connecting downtown, surrounding suburbs); bike racks; social marketing plan; bicycle recycle (law enforcement, bike shop, community); Parramore Kidz Zone/ community recreation centers (youth engagement, teen bike rides, afterschool recreation); community garden; senior programs (active living) |
| Portland, Oregon | Active Living Partnership | Community Health Partnership | Regional Transportation Plan Framework (health and equity goals); Health Portland Plan Workgroup; Health Impact Assessment Workgroup; support for urban growth boundaries; Lents Urban Renewal (ALbD principles, Community Advisory Committee); Lents Town Center (ALbD principles); Earl Boyles Park development; Springwater Corridor Trail/ Trailheads; Safe Routes to School; Kelly GROW (pedestrian/ bike/ gardening education); senior bike rides; Lents WALKS; Damascus Boring Concept Plan/ new downtown development (ALbD principles); Interstate Corridor (public transit/ pedestrian/ bicyclist advocacy/ policy/ infrastructure) |
| Sacramento, California | Partnership for Active Communities | Walk Sacramento | Complete Streets (traffic engineer firm incorporates ALbD principles and training); Design and Development Review Committee (ALbD formal review criteria for developments, multidisciplinary review, residential and commercial developments, school siting); community design workshops (community engagement); pedestrian/bike infrastructure; Safe Routes to School/ Walking School Bus/ Walk to School Day; Traffic Tamers; Walking Wednesdays |
| Santa Ana, California | Active Living in Santa Ana (ALISA) | Latino Health Access | Santa Ana Renaissance Plan and General Plan (AlbD principles); Safe and Active Living United Districts (SALUD, neighborhood association engagement); El Salvador Center renovation; Physical Education program; Joint Use Agreements; Parks & Recreation Department policies and practices; park development and restoration (pocket parks)/ trail development/ recreation facility development and improvement (community engagement/ advocacy to increase land use for parks per capita); stadium renovation; park/ trail safety and programming policies and practices (maintenance – tagging/graffiti, education – native plants, water table, programs – fields for soccer vs. broader community use); events (Rubber Boot Race, Walk-A-Thons), new YMCA, walking maps |
| Seattle, Washington | Active Seattle | Feet First | Active Living Task Force; Complete Streets; Pedestrian Master Plan; pedestrian/ bike infrastructure (community engagement in auditing environment); active transportation advocacy/ social marketing (chicken cross the road); health impact assessment; Safe Routes to School (state clearinghouse); Start Strong (walking to school); Go Cart for Groceries (residents' personal carts); "Grand Rounds" (active living physician training in federally-qualified health centers); wayfinding system (interactive on-line Green Map) |

Table 5 (continued)

| Community Partnership | Partnership Name | Lead Agency | Focus Areas |
|---|---|---|---|
| Somerville, Massachusetts | Active Living by Design Partnership (later adopted Shape Up Somerville) | Somerville Health Department | Shape Up Somerville resolution (health through built environment and community design); Community Development Plan (ALbD principles); Open Space and Recreation Plan; Bike/Pedestrian Coordinator; Community Path extension (right-of-way); Green Line Extension (advocacy); Somerville Junction Park (historic preservation); school wellness policy support; SafeSTART (pedestrian/bike crash trends, locations, and recommendations); pedestrian/bike infrastructure (walkability assessments); bike parking amendment and amenities installed; Public Transportation Commuter Pass (city employees); Shape Up gym reimbursement (city employees); Physical Activity Guide (activity programs in Somerville) Healthy Mind, Healthy Body (activity classes for Portuguese residents); Fitness Buddies (FitKit, workshop); Safe Routes to School (walking maps – 4 languages); promotional videos; pedestrian/bike education; Walk/Ride Day |
| Upper Valley, Vermont & New Hampshire | Upper Valley Trails for Life | Upper Valley Trails Alliance | Establish connected network of trails; King Arthur Trail; Other trail improvements (Trail Connects); advised several town master plans; street improvements; pedestrian/ bike infrastructure; Dewey's Pond and Lake Morrey ice skating loops; Passport to Winter Fun; prescription walking program; trail guides and resources; Upper Valley Trails Day; Bike to Work Day |
| Wilkes-Barre, Pennsylvania | Wyoming Valley Wellness Trails Partnership | Maternal and Family Health Services | Greater Kingston Trails and Greenways Master Plan; City of Wilkes-Barre Trails and Greenways Master Plan; Recreation Feasibility Study; Downtown Wilkes-Barre Business Improvement District (pedestrian/ bike infrastructure); school wellness policies and councils; State of the Luzerne County Trail System (trails, trail development); Keystone Active Zone Passport Program; Great Places Close to Home Campaign; Outdoor Play Everyday campaign; Grand Rounds; Y Teen Hiking Program (YM/ YWCA); National Trails Day; A New You Prescription program; bike safety workshops; trail resources and monthly activities; worksite wellness challenge/ toolkit |
| Winnebago,Nebraska | W_k_ik Wago (Lively People) | Ho-Chunk Community Development Corporation | Winnebago Village Comprehensive Plan; Master Trails Plan (Ho-Chunk, Whirling Thunder Wellness Center); New development (ALbD principles); subdivision regulations (Ho-Chunk village); school recess policy; school zone speed limit; traffic calming street improvements (striping, roundabouts); trail development; swimming pool (enclose, refurbish); crosswalk in front of school (safety); worksite wellness policy; annual active living festival: youth newsletter; Walking Wellness Family Support Program |

Table 6: ALbD Community Partnership Populations & Settings

| Community Partnership | Populations | Settings |
|---|---|---|
| Albuquerque, New Mexico | 50% Caucasian, 40% Hispanic, 5% American Indian, 3% African American | 3 neighborhoods: Downtown, Nob Hill, and Atrisco (primary focus) |
| Bronx, New York | 66% Latino, 33% African American, 33% under 18, 44% living in poverty | 2 neighborhoods: Hunts Point and Port Morris (South Bronx) |
| Buffalo, New York | Residents: 69% African American, 24% Caucasian, 6% Hispanic, 0.5% Asian, 37% below poverty | Buffalo Niagara Medical Campus and 2 neighborhoods, Allentown and Fruit Belt |
| Chapel Hill, North Carolina | 78% Caucasian, Northside neighborhood: 45% African American, 36% below poverty | 2 neighborhoods: Northside and Timberlyne |
| Charleston, South Carolina | 65% Caucasian, 31% African American | 3 counties: Berkeley, Charleston, and Dorchester Counties. |
| Chicago, Illinois | Logan Square: 42% Hispanic/Latino, 25% Caucasian, 3% African American, < 1% Asian, 29% Other; median household income $37,581 | Southwest corner of Logan Square (urban Chicago community) |

Table 6 (continued)

| Community Partnership | Populations | Settings |
|---|---|---|
| Cleveland, Ohio | 71% Caucasian, 26% African American, 4% Latino; 27% living in poverty, 12% unemployment rate | Slavic Village neighborhood |
| Columbia, Missouri | 72% Caucasian, 22% African American; 2 groups, median income below $20,000 or over $60,000 | Midwestern college town |
| Denver, Colorado | New community with surrounding neighborhoods largely African American or Hispanic | Neighborhoods: Stapleton, Northeast Park Hill, North Park Hill, East Montclair, Aurora |
| Honolulu, Hawaii | Hawaiian/Asian/Pacific Islander, 27% 6+ persons/ household, income $13,717, unemployment 9% | Kalihi Valley neighborhoods |
| Isanti County, Minnesota | Primarily Caucasian and rural | Isanti County (13 townships) |
| Jackson, Michigan | 74% Caucasian, 20% African American, 4% Hispanic; 30% poverty rate | Small, blue-collar city in south-central Michigan |
| Louisville, Kentucky | Neighborhoods: 53-81% African American, 15-41% Caucasian, 5-6% Other; 68-89% below $15,000, 28-57% below poverty, 16-39% < high school | 3 neighborhoods: Smoketown, Shelby Park, Phoenix Hill |
| Nashville, Tennessee | 67% Caucasian, 26% African American, 7% Other | Nashville/Davidson County, particularly East Nashville |
| Oakland, California | 36% Latino, 31% Asian, 19% African American, 14% Caucasian; 28% below poverty; 35+ languages | Lower San Antonio neighborhood of East Oakland |
| Omaha, Nebraska | 20% racial and ethnic populations, 12% below poverty | Largest city in Nebraska (26% of state's population) |
| Orlando, Florida | Parramore Heritage District: 93% African American, 4% Hispanic; 51% below poverty; 40% no vehicle | Community Redevelopment Area (CRA) with focus on Parramore Heritage District |
| Portland, Oregon | 84% Caucasian, 8% Hispanic/Latino, 5% Asian, 3% African American, 1% Other; 9% below poverty | 1 neighborhood (Lents), 1 metropolitan community (Damascus), 1 Interstate corridor |
| Sacramento, California | Natomas: 29% African-American, 27% Latino, 20% Caucasian, 13% Punjabi; 50% children in poverty | Sacramento metropolitan area, suburb of Natomas |
| Santa Ana, California | 25% below poverty, median income $53,000; Diamond District: 99% Hispanic, immigrant pop | Diamond District of Santa Ana (poorest in county) |
| Seattle, Washington | 14-41% Asian/Pac Island, 34-80% Caucasian, 5-24% Black, 5-10% Hispanic, 1-2% Am Indian/AK Native | 5 neighborhoods: Beacon Hill, Central District, Delridge, Lake City, North Aurora |
| Somerville, Massachusetts | 77% Caucasian, 9% Hispanic/Latino, 7% Black, 6% Asian, 5% other; 29% residents foreign born | Somerville, a northwest Boston community |
| Upper Valley, Vermont & New Hampshire | Mainly affluent and Caucasian | 4 communities: Hanover and Lebanon, NH and Norwich and Hartford, VT |
| Wilkes-Barre, Pennsylvania | Nearly 1/3 income $20,000 or less, mostly Caucasian | 36 municipalities: small urban, suburban, and (mostly) rural |
| Winnebago,Nebraska | 56% American Indian, 41% Caucasian, 3% Other; Ho-Chunk Tribe; 28-49% below poverty; diabetes | Rural reservation/tribal community |

### *Preparation Part I: Creating Community Partnerships & Building Partnership Capacity*

Although many models and approaches emerged, partnership and collaboration were fundamental to success in planning and implementing the community partnership workplans, guided by the ALbD Community Action, or 5P, Model. As illustrated by the range of focus areas listed in Table 5, relationships among policies, physical projects, promotions, programs, and health behaviors (physical activity) represented complex interactions of strategies, populations, community and organizational settings, and partners with multidisciplinary skills and expertise (e.g., planning, transportation, parks and recreation, public health, community or economic development). In unchartered territory, these community partnerships started creating change in the community to support active living by enlisting the person power necessary to plan, develop, and implement this complex array of intervention strategies. Findings associated with the community partnerships have also been reported in an article as part of an evaluation supplement for the American Journal of Preventive Medicine (AJPM).[43]

Several types of partners were represented across the community partnership initiatives, including:

| | |
|---|---|
| Health | • City and state health departments (Medical Director/Commissioner of Health)<br>• Department of medicine – university<br>• Department of public health - university<br>• Health institutes<br>• Health clinics<br>• Hospitals |
| Schools | • Pre-schools and elementary, middle/junior and high schools (administrators, teachers, coaches, nurses, parents, students)<br>• After school programs<br>• School board representatives<br>• School district representatives<br>• State department of education |
| Parks and Recreation | • Metropolitan park and recreation agency (Chief of Park Planning, Landscape Architect)<br>• Recreation centers<br>• Boys and Girls Club<br>• YMCA<br>• Rails to Trails conservancy<br>• Community revitalization organizations (parks, green space, recreation)<br>• U.S. National Park Service (regional or local offices) |
| Urban Design, Planning & Transportation | • Metropolitan planning organization<br>• City or county planning commission<br>• City and state departments of transportation<br>• Regional transit authority<br>• City or county transportation engineers<br>• Urban design and planning - university<br>• Community design organizations (ecological design, smartgrowth)<br>• Developers |

| | |
|---|---|
| Community Leaders, Policy & Decision Makers | • Community leaders<br>• City and state elected officials (Mayor, city council representatives, state representatives)<br>• Tribal councils<br>• City and state appointed officials (Bike/ped Coordinator, Bike/ped committee) |
| Other Government | • Housing authority<br>• Community or economic development<br>• Social services<br>• Waste and sewage departments<br>• Law enforcement agencies<br>• Regional government agencies |
| Advocacy | • Environmental advocacy agencies and organizations<br>• Pedestrian/bicycle advocacy agencies and organizations |
| Business | • Worksites<br>• Restaurants<br>• Bike shops |
| Media | • Newspapers (neighborhood or community, city or county)<br>• Radio stations<br>• Television stations<br>• Marketing/communication – university or other agencies/organizations |
| Community & Faith-based Partners | • Neighborhood organizations and associations<br>• Community health coalitions or organizations<br>• Local congregations of churches, synagogues, mosques, and other houses of worship<br>• Walking or biking clubs<br>• Trail supporters and organizers<br>• Little leagues<br>• Senior resource centers<br>• Community-based volunteer organizations (or individual volunteers)<br>• Nonprofit organizations with some religious or faith-based association (outreach centers, charities, social services, family services)<br>• Other nonprofit organizations (economic development, public art, seniors, children) |

These diverse community partnerships enhanced lead agency efforts to form, implement, and maintain policy changes and physical projects, as well as promotional and programmatic approaches, to support active living. Appendix I uses the partner categories above to denote specific partners engaged in each of the 25 community partnerships (note: the lead agencies are indicated with an asterisk).

## Models of Community Partnership

Community partnerships were formed for many different reasons, including: opportunities to learn and adopt new skill sets; improved access to resources; shared financial risks and costs; buy-in and support from different community representatives and stakeholders; increased responsiveness to the changing needs of the community; enhanced understanding of community members, places, assets, and challenges; commitment to building sustainable, trusting relationships and capacity in the community; shared decision-making; increased influence in the broader community; and, of course, increased delegation of responsibilities to ensure the workplan was implemented on time.

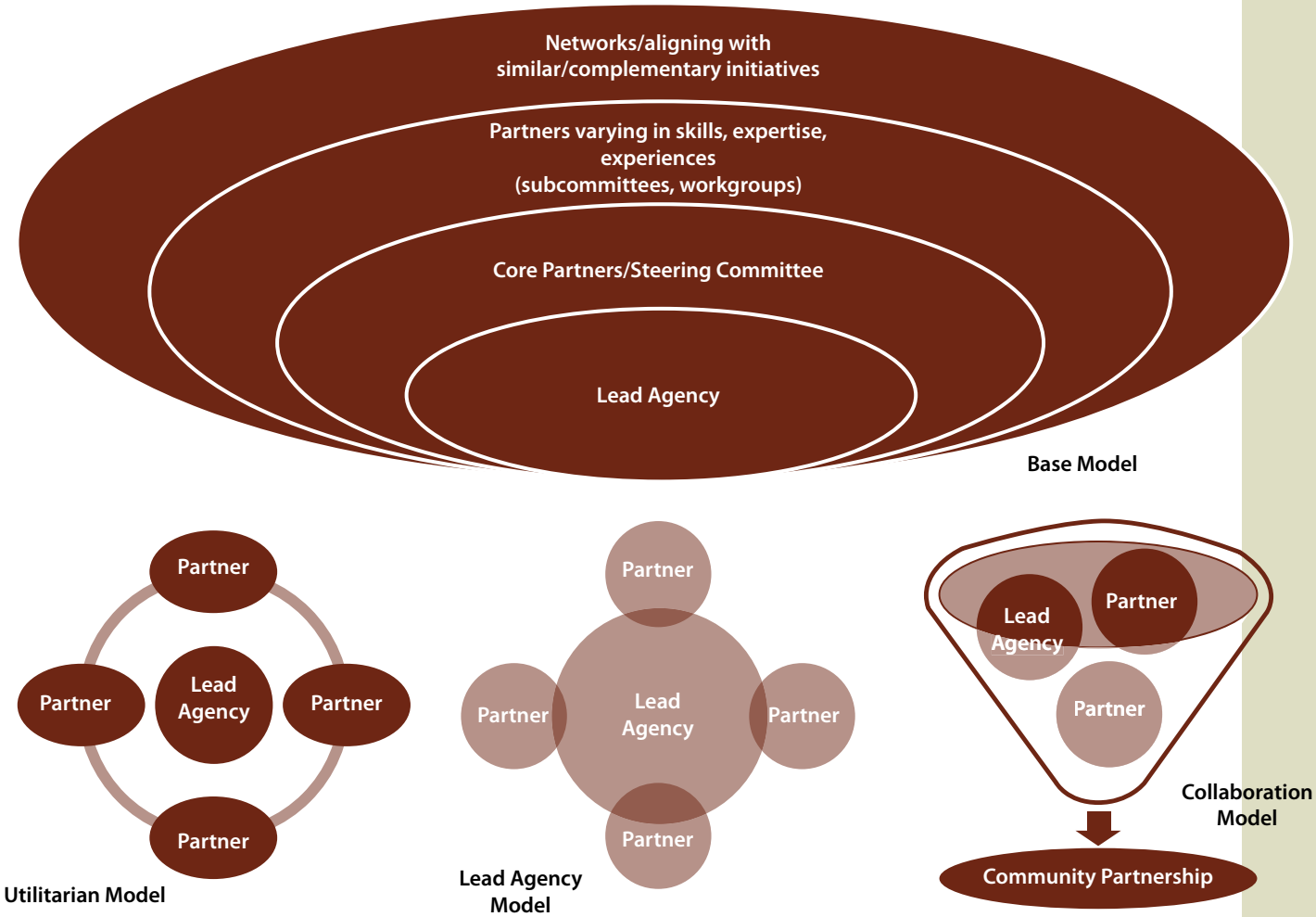
Given the varying reasons or combinations of reasons for partnership formation, many different models for community partnership surfaced. The essential elements of these models, represented in the base model (see Figure 3), included the lead agency; core partners (also referred to as a steering committee); additional partners often recruited for their skills, expertise, or experience (usually organized into subcommittees or workgroups); and the extended network of individuals and organizations involved in related initiatives. The varying degrees of support (e.g., personnel, resources, buy-in) and control (e.g., decision-making, influence) in the relationships among the lead agency and various partners translated into three cross-cutting community partnership models derived from the base model. These three community partnership models have been characterized as follows (see visual representations in Figure 3):

1. *Utilitarian Model:* This model may be considered more of a network than a partnership. Connections from the lead agencies to the partners represented purposive relationships to achieve common but not necessarily mutually agreed upon goals. For example, a pedestrian and bicyclist advocacy organization (lead agency) may collaborate with the local transportation and health departments to increase infrastructure to support bicycling or walking (e.g., develop sidewalks or crosswalks, install bike lanes and signage). While the goal of the advocacy organization may be to increase the number of people walking and biking, the goal of the transportation department may be to reduce traffic congestion and the goal of the health department may be to increase population rates of physical activity to reduce the prevalence of chronic diseases. These different goals share the common interest in changes to the built environment; yet, the ultimate goals of each organization may require additional complementary intervention strategies or different approaches.

   Strengths: lead agency identifies the goal maintaining alignment with the ALbD initiative, lead agency recruits partners by highlighting common interests (e.g., changes to the built environment), and lead agency increases efficiency by circumventing the process of arriving at mutually agreed upon goals to move right to implementation (relatively higher degree of control of lead agency)

   Challenges: lead agency may not fully leverage partner skills, expertise, or resources; lead agency may have the burden for most of the workload; lead agency relinquishes control over implementation (e.g., advocacy organization does not actually make changes to the built environment so the changes may serve to reduce traffic congestion but not necessarily create a continuous system of pedestrian and bicyclist infrastructure); lead agency may not have relationships to build on for future policy or environmental projects; and lead agency may not design the pedestrian and bicyclist infrastructure to meet the needs of the community (e.g., accessibility, amenities) ultimately influencing use of the infrastructure (relatively lower degree of control of partners, relatively higher degree of support required from lead agency, relatively lower degree of support from partners)

**Figure 3: Models of Community Partnership**




2. *Lead Agency Model:* This model was represented by community partnerships developed specifically for the purpose of this project and its associated goals, tactics, and activities. Similar to the utilitarian model, the connections from the lead agencies to the partners represented purposive relationships; yet, the overall project goals were more explicitly shared with the partners and their roles in the project were tied back to the overall goals. The same example of the pedestrian and bicyclist advocacy organization (lead agency) collaborating with the local transportation and health departments to increase infrastructure to support bicycling or walking (e.g., develop sidewalks or crosswalks, install bike lanes and signage) is used here to illustrate the commonalities and differences between the models. In this model, the goal of the advocacy organization to increase the number of people walking and biking gets shared with the transportation department in order to get their assistance with changes to the built environment and the health department in order to document the impact of the changes on physical activity behavior and related chronic disease health outcomes. Participation by the transportation and health departments may be leveraged through informal relationship building strategies to identify mutual benefits for the organizations (reduced traffic congestion, improved health outcomes), or formal relationships through consulting or contractual arrangements. This model typically sets aside the different goals of the respective organizations in order to focus on the project at hand.

   Strengths: lead agency identifies the goal maintaining alignment with the ALbD initiative; lead agency recruits partners by highlighting common interests or offering consulting or contractual arrangements (e.g., changes to the built environment); lead agency leverages specific skills, expertise, or resources from partners; lead agency increases efficiency by circumventing process of arriving at mutually agreed upon goals to move right to implementation; lead agency informs implementation (e.g., advocacy organization does not actually make changes to the built environment but participates in the process to ensure creation of a continuous system of pedestrian and bicyclist infrastructure); and lead agency may build on the relationships for future policy or environmental projects (relatively higher degree of control of lead agency)

Challenges: lead agency may have the burden for most of the workload; lead agency may spend more time negotiating implementation fidelity with partner organizations; lead agency may not have established sufficient relationships with partners to build on for future policy or environmental projects; and lead agency may not design the pedestrian and bicyclist infrastructure to meet the needs of the community (e.g., accessibility, amenities) ultimately influencing use of the infrastructure (relatively lower degree of control of partners, relatively higher degree of support required from lead agency, relatively lower degree of support from partners)

3. *Collaboration Model:* This model represents committed relationships among partners and the lead agency to pursue both individual/organizational and collective goals. Connections among the lead agencies and partners represented purposive relationships to achieve mutually agreed upon goals. Again, the example of the pedestrian and bicyclist advocacy organization (lead agency) collaborating with the local transportation and health departments to increase infrastructure to support bicycling or walking (e.g., develop sidewalks or crosswalks, install bike lanes and signage) is applied to this model to compare and contrast it from the previous two models. While the lead agency and partners may share some common interests related to active living (changes to the built environment), the ultimate goal of collaborative partnerships reaches beyond the projects to try to build meaningful, lasting relationships for the benefit of the community. In turn, these relationships may support the goals of the advocacy organization (increase the number of people walking and biking), the transportation department (reduce traffic congestion), and the health department (increase population rates of physical activity to reduce the prevalence of chronic diseases) in ways that maximize the strengths and resources of the partners to create sustainable change in the community.
   Strengths: all parties identify mutual goals; all parties recruit a range of partners and share skills, areas of expertise, experiences, and resources; all parties participate in decision-making and share the workload; all parties support and increase visibility of the partnership and its efforts; and all parties can leverage these relationships for future policy or environmental projects (relatively higher degree of control of lead agency, relatively higher degree of control of partners, relatively higher degree of support of lead agency, relatively higher degree of support from partners)
   Challenges: all parties may spend more time negotiating partnership goals, building relationships, addressing conflict/challenges as they arise, and implementing and evaluating the corresponding projects; the overall initiative may move in several directions at the same time, thus compromising a focus on the ALbD initiative or the timeline for the ALbD initiative

Given changes in leadership, staff, and partners during the grant period, many of the community partnerships may have fit into more than one partnership model at different points in time.

### Partnership Structure & Processes

The community partnerships came in many shapes and sizes, partners served different roles in the partnership, and partner relationships were created to serve different purposes. For example, some partners collaborated in planning and decision-making (e.g., policy changes, allocating financial resources, adopting new programs) and some partners worked together in management and implementation (e.g., hiring and training staff, developing and delivering intervention activities). The ALbD community partnerships displayed a range of approaches to forming their partnerships or networks, establishing formal or informal structures and processes for interaction, and maximizing the skills and resources the different partners brought to the initiative.

To identify and engage a range of partners, the ALbD community partnerships described strategic and opportunistic approaches to initiate participation from diverse individuals and organizations as follows:

- *Inspire others to participate:* partners approached potential individuals and organizations with confidence and enthusiasm, attracting new members to the partnership; some partnerships had a Project Director or a key partner that was a visible figure in the community; one partnership described a loose network of "what can you do for me" associations with a free-spirit attitude; and some partnerships played a key networking role across individuals and organizations throughout the community.
- *Use a formal process to identify partners:* a couple of partnerships participated in a stakeholder analysis process, identifying missing disciplines and organizations.
- *Build from existing collaborations with communities:* partners identified individuals and organizations working in the communities and neighborhoods (e.g., parent-organized school walking groups, neighborhood associations, City's District Managers, coalitions, grass roots organizations); some lead agencies (particularly community development agencies and advocacy organizations) already had many partners engaged; other lead agencies had funding to support multidisciplinary partnerships (e.g., HOPE VI housing and urban development in Louisville, CDC grant for Shape Up Somerville); and new and existing partners were encouraged to bring their contacts.
- *Capitalize on common interests and related efforts:* existing partners identified individuals and organizations with shared goals or those already involved in environmental justice, open space, innovative "live-work-play" developments, transportation, health, education, and planning, among others; and some partnerships had community representatives who grew up in the community or who had children growing up in the community.
- *Set requirements for community participation:* some lead agencies (particularly government agencies) required that the partnership appoint representatives from the community.
- *Host community meetings:* existing partners recruited individuals and organizations through open invitations to attend community meetings; and some partnerships held events (e.g., kickoff, luncheon) to generate interest and potential commitment of newly identified and existing partners.
- *Join other organizations and efforts:* existing partners forged new relationships or improved collaboration by taking interest in the work of others; and some partners attended block club meetings or neighborhood functions; some partners joined other groups and engaged them to influence active living locally, regionally, and statewide.
- *Develop promotions and programs to increase awareness:* some partnerships engaged new partners through promotional activities (e.g., tailored communications to various decision-makers or community representatives); and some partnerships designed programs for many different audiences that helped build new partnerships.
- *Engage the potential opposition in dialogue:* some promotional activities actively addressed the concerns of "naysayers."
- *Find meaningful ways to connect different partners:* partners agreed on common goals and specific expectations; partners collectively identified actions to accomplish the goals; partners took turns leading the partnership meetings; partners provided input and feedback; and partners celebrated successes together.

Within the different partnership models (see Figure 3), the ALbD community partnerships organized themselves in a range of different ways to support their interactions as follows:

- *Identify a formal or informal partnership structure:* partnerships led by a government agency had to be more structured and regulated to conform to standards of procedure; some partnerships established a formal organization or task force independent of the lead agency to increase visibility and recognition; some partnerships had a large group (e.g., steering committee) supported by subgroups (e.g., subcommittees, working groups); other partnerships reflected a loosely aligned group of organizations; and some partnerships had a loose collaborative led by a core group of partners and/or technical advisors.
- *Adapt the partnership structure:* some partnerships shifted their structure over time (e.g., one large group to several self-managing committees based on the needs and momentum of the smaller projects in the overall initiative, several subcommittees in a partnership to a formal organization for ongoing funding and support); and some partnerships adopted a more dynamic partnership structure over time with "revolving" memberships, allowing partners to organize around a specific action or project based on their interests.
- *Designate formal roles and responsibilities:* some partnerships formed subcommittees or working groups to facilitate the decision-making process, especially for quick decisions; subcommittees or working groups tended to focus on individual projects, settings, and roles or tasks (e.g., policy subcommittee, Project Design Review Committee, partnership development subcommittee, Built Environment Task Force, school working group, Student Coalition for Walkable Communities, health and health-related service provider working group, Healthy Neighborhood Council, neighbor-to-neighbor committee, advocacy committee, community-based participatory research and evaluation committee, Transportation Management Association Advisory Board); and individual partners had a range of responsibilities, including: shaping the overall vision and path of the partnership, facilitating meetings, recording and distributing meeting notices/minutes, writing grants and identifying other funding opportunities, networking with other organizations, recruiting new members and resources, reviewing tasks assigned, monitoring and reporting progress, coordinating with government and other partners, conducting research, handling publicity demands, and tending to administrative needs.
- *Identify informal roles and responsibilities:* some partnerships maintained flexibility by having members determine how they would like to be involved with items on the agenda at each meeting; and several partnerships had individuals, agencies, and organizations take the lead in various projects, settings, and tasks on an "as needed" basis.
- *Develop an appropriate staffing model:* all partnerships had at least one staff member funded to coordinate the activities of the partnership; some partnerships designated multiple staff to project activities (e.g., facilitate subcommittees, keep people informed, implement intervention activities) through supplemental funding; and other partnerships encouraged partners and their staff to adopt new roles and responsibilities related to the initiative as part of their existing positions in their respective agencies and organizations.
- *Organize partnership retreats:* partnership retreats helped to establish ground rules for dealing with conflict and diversity of opinions, allowed for respectful disagreement to surface and still avoid damaging relationships, and enabled a common focus on community improvement for active living; and some partnerships began each year with a planning retreat to develop the yearly work plan and goals.
- *Schedule meetings:* most partnerships held monthly, bimonthly, quarterly, or periodic partnership meetings to provide project updates, allow partners to dialogue and network, solidify relationships, and make structural/organizational decisions; subcommittees and working groups often met more regularly or on a schedule fluctuating with project activities; and some partnerships designed a preset meeting agenda (e.g., following the 5P Model) and rotated meeting facilitation responsibilities.

- *Keep partners and community members informed:* many lead agencies created and sent emails, newsletters, or other communications to keep partners engaged outside of meetings; and some partnerships also sent newsletters to non-partners showing interest in the initiative.
- *Build relationships and capacity with partners and communities:* some partnerships worked to be a reliable and trustworthy source of aid for neighborhoods; some lead agencies and key partners provided training to other partners and community representatives; some partnerships incorporated formal and informal processes evolving directly from working with the community and capacity building (e.g., local leadership development, building trust and cohesion); a few partnerships operated from what area residents identified as presenting issues or problems (directly or indirectly related to the initiative); and some partnerships implemented programs and promotions to generate interest in new policies to enable healthy transportation, connect research and practice, exchange services among partners to provide for organizational needs, benchmark goals for active living, and help partner organizations find funding opportunities.
- *Ensure community representation in local decision-making:* one lead agency positioned itself as a community leader and common denominator between communities and local policy-makers; and some partnerships established formal decision-making bodies (e.g., Active Living Advisory Committee, Bicycle/Pedestrian Advisory Committee) with community representatives that reported to the Mayor and city council.
- *Use strategic approaches to influence decision-making:* some partnerships made a habit of operating, and collaborating with individuals, at appropriate decision-making levels without having to start at the top and work their way down; and these partners talked to directors or elected officials only when necessary or appropriate.
- *Maximize resources in the partnership and community:* many partnerships built on the existing resources (e.g., personnel, meeting spaces, evaluation skills) within their partnerships and communities.
- *Balance short- and long-term approaches to change:* several partnerships incorporated complementary approaches to change with immediate action through programs and promotional efforts, and strategic action through policy and physical projects requiring community discussion, data gathering, and leadership development.
- *Start with a broad focus, narrow focus over time:* some partnerships eventually concentrated all program and promotion efforts around one or more policy initiatives or physical projects (e.g., Safe Routes to School, Complete Streets).
- *Raise funds, write grants, gain sponsors, or develop public/private sector collaboration:* some partnerships participated in fundraising and writing grants to generate support for specific activities or to continue the initiative.

Table 7 provides the approaches to identifying and engaging partners and the structure and processes used to develop and maintain each of the community partnerships.

Table 7: ALbD Community Partnership Structure & Processes

| Community Partnership | Identifying & Engaging Partners | Organizing Partners |
|---|---|---|
| Albuquerque, New Mexico | Partners were drawn from organizations involved with specific activities in particular neighborhoods | Partners represented a loosely aligned group of organizations, held quarterly partnership meetings to provide project updates and allow partners to dialogue and network about their work, and had 4 committees that met more regularly; the Project Director sent emails and newsletters to keep partners engaged outside of meetings (newsletters sent to non-partners showing interest) |
| Bronx, New York | Partners were already involved in environmental justice and working for open space; the lead agency held community meetings and attended meetings of related organizations to forge new relationships and improve collaboration | Partners had an initial broad focus with quarterly core partnership meetings led by a steering committee and supported by working groups; working groups focused on individual programs and tasks (school working group, medical provider working group); strategic discussion with the lead agency and partners led to a restructured work plan that concentrated all program and promotion efforts around the South Bronx Greenway Project |
| Buffalo, New York | Lead agency spent countless hours attending block club meetings and neighborhood functions to be a reliable and trustworthy source of aid for neighborhoods | Large partnership broken into subgroups based on specific areas of interest and strengths; entire partnership met quarterly, with subgroups meeting on their own time frame; partnership shifted its structure from one large group to several self- managing committees and sub-committees, based on the needs and momentum of the projects; lead agency became common denominator between communities and local policy makers |
| Chapel Hill, North Carolina | Town Council required that the partnership appoint representatives from the community | Led by a government agency, the partnership had to be more structured and regulated to conform to standards of procedure; formed partnership and several subcommittees based on project activities or desired roles; subcommittees facilitated the decision-making process, especially for quick decisions; partnership met monthly to discuss a preset agenda; members determined how they would like to be involved with items on the agenda at each meeting |
| Charleston, South Carolina | Kickoff event held to determine the interest level and potential commitment of newly identified and existing partners; partners made efforts to attract new organizations to the partnership | Loose collaborative led by a core group of partners; committees advance different initiatives; individual agencies and organizations took the lead in conducting several physical projects and programs; partners used their resources to gather data to measure changes in physical activity behaviors due to physical changes in the community; partners participated in fundraising and writing grants to generate support to continue active living promotional and advocacy efforts |
| Chicago, Illinois | As a community development agency, Logan Square Neighborhood Association had a history of strong partners in the community | Partners identified shared values and goals; held meetings every other month as a collective group |
| Cleveland, Ohio | Lead agency approached potential partners with confidence and enthusiasm; lead agency was a community development agency with existing community relationships | Held monthly partnership meetings; involved partners in planning and decision-making; encouraged all partners to be flexible, open, and willing to compromise and stay engaged over time; and communicated with the right people or departments to accomplish goals |

Table 7 (continued)

| Community Partnership | Identifying & Engaging Partners | Organizing Partners |
|---|---|---|
| Columbia, Missouri | As an advocacy organization, the lead agency already involved most partners; new partners were engaged through promotional activities, actively addressing and discussing the concerns of "naysayers;" programs designed for many different audiences also helped build new partnerships; the Project Director was a visible figure in the community | Day-to-day project management was the responsibility of a small team consisting of PedNet (lead agency), Columbia/ Boone County Health Department, and the Mayor's Council; held annual meetings to discuss and plan projects |
| Denver, Colorado | Lead agency actively sought some partners; most heard about the type of work being done; partners were encouraged to bring their contacts to the table | Loose network of organizations and individuals with interest in active living; held large initial planning meetings, then small meetings with focus narrowed to those actively engaged; originally led by an advisory board, then divided into subcommittees (policy, partnership development, and advocacy); staff sat on subcommittees to show support and build collaboration; staff connected the subcommittees one-on-one rather than bringing them together as a large group; staff kept everyone abreast of ongoing activities and encouraged interconnection without additional meetings; eventually the advisory boards and subcommittees merged into an established organization for ongoing support and funding; several groups formed to support partnership activities (e.g., health and health-related service providers, Healthy Neighborhood Council, neighbor-to-neighbor committee, advocacy committee, community-based participatory research and evaluation committee, policy committee, Transportation Management Association Advisory Board) |
| Honolulu, Hawaii | As a community health center, the lead agency had established relationships with individuals and organizations in the community | Partnership evolved from a centralized steering committee model to a larger, looser, and more diverse network of collaborative partners; over time, a more effective, dynamic partnership structure was adopted and "revolving" partnerships were flexible and project-oriented, allowing partners to organize around specific actions or projects and focus solely on what interests them; used a 2-pronged approach to collective action, including immediate action through tangible programs and projects, and strategic action through targeted policy actions based on longer-term community discussion, data gathering, and leadership development; incorporated formal and informal processes that evolved directly from community capacity building |
| Isanti County, Minnesota | Staff recruited a variety of residents, government employees, and city representatives from each city within the county | Established a Steering Committee composed of a small group of dedicated partners responsible for shaping the overall vision and path of Isanti County Active Living; partnership held quarterly meetings to review tasks assigned and report on progress; Steering Committee met at least monthly to write grants, coordinate with government partners, conduct research, handle publicity demands, and tend to administrative needs |
| Jackson, Michigan | Partners joined the Task Force based on ties to the Project Director and the momentum for change building in Jackson (e.g., old prison redeveloped as a live-work space for artists; local United Way, county, and Allegiance Hospital developing strategic plans to address community health concerns) | Fitness Council led the Walkable Communities Task Force with a small staff (1-2 individuals); students led the Student Coalition for Walkable Communities and developed their own projects |

Table 7 (continued)

| Community Partnership | Identifying & Engaging Partners | Organizing Partners |
|---|---|---|
| Louisville, Kentucky | Housing authority already worked with dozens of local agencies; garnered investments from local organizations, neighborhood groups, and city organizations used as leverage for the HOPE VI grant | Initial partnership had 4 committees (promotion, policy, programs, physical projects); committees were blended into a mailing list for a database of skills and resources and the list was used by project staff to make smaller groups for specific projects |
| Nashville, Tennessee | Core partners connected and recruited other partners from different sectors and disciplines | Annual partnership meetings of the entire partnership were held to provide work plan updates; core partnership met twice a month to work through objectives of the grant program; held a variety of training sessions to educate partners; eventually, partnership members were divided into committees (Promotion Action Team, Policy Action Team, Program Action Team, Physical Project Action Team) to better accomplish the mission and goals |
| Oakland, California | Lead agency worked with one partner for years and one new partner; partners became involved because of their interest and background in active living and children's programs; those involved with physical projects included a wide list of area agencies, organizations, and businesses | Actual partnership membership is small (3 core agencies); partnership operates from what area residents see as presenting issues or problems (related to the built environment or not); partners address these concerns and concrete conditions at each school; partners held meetings during the initial stages of the grant period but because of their unique approach all activities are project-based rather than comprehensive meetings |
| Omaha, Nebraska | Built partnerships while avoiding duplication; identified potential partners by their ability to reach a particular target audience or the skills and expertise they had that could contribute to the partnership's efforts; since inception in 2003, Activate Omaha expanded to include members of over 60 community organizations and businesses | Activate Omaha had a large network to support their efforts, yet staff from Our Healthy Community Partnership tended to coordinate most of the efforts and engage network members in activities as needed |
| Orlando, Florida | Individuals from private, nonprofit, and government organizations with expertise in transportation, health, education, planning, and other relevant fields were assembled to form the Get Active Orlando partnership; leadership used several strategies to engage partners (defined specific goals and expectations, identified specific action items, and highlighted successes at each meeting) | Partnership formed several committees based loosely on the 5P Model (e.g., preparation committee was charged with identifying potential financial supports); meeting agendas were structured around the 5P model; partners were involved in decision-making and took turns leading monthly partnership meetings (led to more active engagement, discussion, and contributions); members were encouraged to explore or fill different roles within the partnership; the partnership structure remained flexible |
| Portland, Oregon | Initial partners included staff from public agencies; later, the partnership expanded to include representatives from other local organizations in the greater Portland area | Partnership met as a large group regularly for the first 18 months of the grant, then transitioned away from broad meetings to project specific collaboration in year 2, allowing for more focused planning within each project; diverse membership expanded the partnership's resources and knowledge base and helped to achieve healthy living goals; staff devoted time and energy to develop and maintain relationships with those involved in the partnership |

Table 7 (continued)

| Community Partnership | Identifying & Engaging Partners | Organizing Partners |
|---|---|---|
| Sacramento, California | Initial partners represented a loose network of "what can you do for me" associations; this free-spirit attitude stayed with the partnership as it gained momentum and notoriety; to engage partners, the leadership encouraged and enabled input and feedback, so partners took ownership of the mission and goals of the organization | Initial partner meetings were brainstorming sessions; partners with common interests came together formally when needed but continued to operate in many arenas by remaining less structured and formalized; partnership made a habit of operating and collaborating with individuals at appropriate decision-making levels without having to start at the top and work their way down; partners talked to directors or elected officials only when necessary or appropriate; partnership had several changes in structure, including originally being led by a steering committee then by a partnership chair, the steering committee and media/promotions committee became inactive; the Project Design Review Committee and Complete Streets Committee remained active; two active parent-organized school walking groups existed before the partnership and were an impetus for seeking funding (partnership provides support and serves as a resource); partnership initially had regular monthly meetings, then quarterly or periodic meetings; the Complete Streets committee and its subcommittees met monthly; the Project Design Review committee met regularly but reduced frequency with the economic downtown and decrease in development |
| Santa Ana, California | Partners specifically sought out decision-makers in the community; using tailored messages to create buy-in, the partnership quickly expanded to include additional stakeholders; some partners cited their connection to the community in which they grew up or their desire to improve their children's environment as reasons for their involvement; partners worked to gain community support for their efforts by developing relationships and trust with pre-existing coalitions and grassroots organizations; partners used COM-LINK, a group of leaders of the over 50 neighborhood associations, as a vehicle for engaging the community and to provide the infrastructure for training and education on active living issues; worked with the City's District Managers to foster support and leadership from these neighborhood associations | Partnership held a series of retreats at the beginning to establish ground rules for dealing with conflict and diversity of opinions; retreats allowed for disagreement, but not in a way that would damage relationships; partners were then able to focus on community improvement for active living; founding partners formed a steering committee responsible for monitoring progress and managing partnership activities; partners held meetings frequently to solidify their relationships and make structural/organizational decisions; partners then began meeting quarterly; partners began each year with a planning retreat to develop the yearly work plan and goals; monthly e-mail updates for professional events were sent to partners; the partnership established three additional committees, or task forces, that were responsible for specific projects (i.e., the Santa Ana Health and Fitness Task Force concentrated on assisting with and promoting activities led by the city, the Wellness Committee identified school wellness issues and recruited school principals and physical education teachers to work in collaboration with the partnership, and the Built Environment Task Force focused on improving the built environment for active living) |

Table 7 (continued)

| Community Partnership | Identifying & Engaging Partners | Organizing Partners |
|---|---|---|
| Seattle, Washington | Lead agency served a networking role, discussing ideas with other organizations and finding those that would like to join partnership efforts; lead agency joined other institutions and engaged them to influence active living locally, regionally, and statewide; lead agency implemented programs and promotions to generate interest in new policies to enable healthy transportation, connect research and practice, exchange services among partners to provide for organizational needs, benchmark goals for active living, and help partner organizations find funding opportunities | Partnership established core partners, implementation partners, and a technical advisory team; core partners filled different niches (i.e., Feet First - leadership and increased community, grassroots, and institutional support; Seattle Department of Transportation - physical infrastructure improvements and innovations; and Department of Public Health, Seattle and King County - behavior change through health promotion and programmatic activities); technical advisors provided the assistance and resources needed for advocacy as well as the research-based evidence for the need for systematic changes to improve active living (health promotion, built environment, and community or neighborhood mapping); core partners and technical advisors worked with the implementation partners, comprised mostly of community organizations, to implement change to improve active living and promote physical activity in Seattle |
| Somerville, Massachusetts | Five existing organizations came together and agreed to communicate and coordinate actions in support of program goals (Groundwork Somerville, Cambridge Health Alliance, Massachusetts Alliance of Portuguese Speakers, Somerville Community Development Agency, and Friends of the Path); the partnership originated from Shape Up Somerville, led by the School of Nutrition Science and Policy at Tufts University and Cambridge Health Alliance, as part of a CDC grant | Partners met monthly for the first few years; each of the major Somerville grants had advisory boards; under the leadership of the Cambridge Health Alliance, monthly meetings were held and a task force was created as the Shape Up Somerville Task Force; partners engaged in the active living initiative changed over the course of the five year grant, reflecting shifts in funding, personnel, and organization changes; the Somerville Health Department took over leadership and continued the monthly meetings, with a smaller subcommittee focused exclusively on implementing and monitoring ALbD grant activities; eventually, the Somerville partnership migrated its work to fit underneath the Shape Up Somerville's active living umbrella, which provided the partnership with more visibility and recognition in the community |
| Upper Valley, Vermont & New Hampshire | Engaging partners was very difficult; project staff had difficulty trying to get partners to commit to help or even attend meetings | Initially, partners met quarterly to review goals, strategies, and progress; over time, partnership meetings occurred less frequently; eventually, the project director found it was more effective to meet one-on-one with the partners or occasionally get together in small groups of three or four partners to discuss specific projects; active participation included partners with a vested interest; near the end, many partners had ceased their relationship and remaining partners strengthened their relationships |

Table 7 (continued)

| Community Partnership | Identifying & Engaging Partners | Organizing Partners |
|---|---|---|
| Wilkes-Barre, Pennsylvania | Project Director was visibly involved in outdoor projects and inspired partners; member organizations participated in a stakeholder analysis process, identifying missing disciplines and organizations; new partners were recruited by partnership members, making use of pre-existing working relationships | Partners were volunteers employed elsewhere and had limited time to dedicate; partnership met monthly or bimonthly for the first 3 years; meetings were often held separately for health and trail organizations, with the project manager serving as a mediator between the two groups; members shared responsibilities for facilitating meetings, recording and distributing meeting notices/minutes, identifying funding opportunities, networking with other organizations, and recruiting new members and resources; partnership tasks became more institutionalized and consistent so the partnership slowly met less frequently |
| Winnebago, Nebraska | Partners had worked together for several years as an ad hoc partnership to promote healthy lifestyles and active living; with ALbD, partners sought to formalize the partnership to more cohesively address health issues; primary efforts to engage partners focused on increasing and improving communications; the Project Coordinator contacted individuals and organizations in the community based on their areas of expertise and the goals of the partnership; partners continued to identify potential partners as they expanded their efforts and as new organizations formed (e.g., hosted a luncheon to recruit new members) | Partnership met monthly during the early years of the grant and spent much of their time planning; switched to bi-monthly meetings during the final years of the grant; during meetings, partners discussed the vision and principles that directed their efforts and developed yearly work plans, benchmarks, and timelines |

## Leadership & Champions

A range of different lead agencies from a wide variety of disciplines (e.g., health, planning, parks and recreation, advocacy, housing, community or economic development) were represented in the ALbD portfolio of grantees. These lead agencies modeled many individual and institutional characteristics of success. In addition, they experienced a great deal of turnover in leadership that presented a range of opportunities and challenges. Of great importance to the momentum of the initiative, the communities also identified several local champions as "sparkplugs" for initiation of the ALbD efforts, engagement of partners and community around the efforts, or energizing and sustaining the efforts over time. This section identifies and summarizes what has been learned from the 25 community partnerships on leadership and champions.

The ALbD national program provided descriptive evidence that lead agencies from different disciplines can be effective in creating a vision for active living in communities. In order to receive the ALbD funding, each community partnership was required to identify one lead agency, primarily for purposes of fiscal accountability.

As noted in the previous section on partnership models, the lead agencies played a variety of different types of roles in the initiatives based on the partnership structure. For partnerships using the collaboration model, the identification of one lead agency challenged partners' plans to share power and responsibility equally among the core partners. In response, these community partnerships took steps to ensure that the lead agency did not have full, independent authority, even though the lead agency was the fiscal agent. These steps often reflected the establishment of structural relationships that were often sustainable over time (e.g., the Project Director represented another partner organization, the Project Director was a consultant or contractor, staff from multiple partner organizations were funded through the grant, protocols established joint decision-making processes among partners and staff).

In most community partnerships (utilitarian or lead agency models), the lead agencies played a more central coordinating role that was often appreciated by the partner organizations given the time and effort required for planning and implementation. For example, one of the staff members used an activity-friendly analogy to describe these lead agencies as the "hub of a wheel with spokes connecting it to the partners." For some of these community partnerships, this model had greater potential for sustainability (e.g., community organizations or government agencies with personnel, resources, and funding already in place) while other lead agencies or partner organizations with fewer personnel, resources, and funding expressed uncertainty about the continuation of these efforts after the grant period.

For a few of the community partnerships, the lead agency primarily served as the fiscal agent and did not have a significant role in the community partnership planning and implementation efforts. In these cases, leadership tended to naturally emerge from one or more of the partner organizations to take on the planning and implementation work.

Despite these differences, several lead agency or key partner organization characteristics were attributed to success across the community partnerships, including:

*With respect to the community:*

- the agency or organization is well-respected and has a history of deep connections to the community;
- the agency or organization articulated a clear, detailed vision for change in the community and communicated that vision to community representatives and residents;
- the agency or organization was a catalyst or source of engagement for drawing in community representatives and residents to help carry out their vision effectively;
- the agency or organization had professional ties to community leaders and representatives in local, regional, state, and/or federal government;
- the agency or organization actively involved a broad segment of the community (e.g., youth, businesses, faith organizations) and had a large following with the ability to mobilize at any time;
- the agency or organization kept the community well-informed (e.g., programs, events, policies going in front of local elected officials);
- the agency or organization was effective in building trust and relationships in the community;
- the agency or organization was able to leverage support for the active living cause;
- the agency or organization helped bridge different communities in the region; and
- the agency or organization had a reputation for success in getting things done in the community.

*With respect to the partnership:*

- the agency or organization articulated a clear, detailed vision for change in the community and communicated that vision to partners;
- the agency or organization had extensive and long standing relationships with key partners in the community;
- the agency or organization ensured the partnership maintained a wide range of expertise to take a broad approach to active living in the community;
- the agency or organization effectively made new connections essential to the growth and development of the partnership (e.g., Transit Authority, Housing Authority, medical centers, training institutions);
- the agency or organization established agreements or principles to keep one or more partners from dominating partnership activities, alienating partners, or affecting partners' levels of participation; and
- the agency or organization had the ability to involve and keep key players in the community at the table by cultivating relationships and connections between partners and nurturing the partnership to ensure it continued to push the active living agenda.

*With respect to the agency or organization:*

- the agency or organization made the connection between the vision for change in the community to support active living and the vision and mission of the agency or organization;
- the agency or organization had a passionate and committed leadership and staff who valued the active living movement;
- the agency or organization aligned their activities with the workplan to support planning and implementation of the community partnership's goals, tactics, and activities;
- the agency or organization had a culturally competent and trusted staff (e.g., staff spoke a number of languages, staff had connections to community representatives and residents) enhancing the organization's ability to reach the entire community; and
- the agency or organization was creative in identifying new opportunities to create community change to support active living (e.g., a new city plan featuring biking and walking systems, a bicycle recycle business model connecting law enforcement, schools, and local businesses); and
- the agency or organization had consistent follow-through on the workplan goals, tactics, or activities, or identified when new strategies had to be developed as current pursuits were not fruitful.

Because success can really depend on who is leading the efforts, the Project Directors had the potential to be very influential in the grand scheme of each of the community partnerships. In some cases, the Project Director was the visionary, the planner, the implementer, and the facilitator over the life of the grant. For many community partnerships, the Project Director or community partners hired a Project Coordinator or additional staff to help plan and implement the workplan goals, tactics, and activities as well as to facilitate partner communications. The "high touch, low dollar" approach provided relatively little financial support for staff leadership of these efforts; but, rather, a great deal of guidance and technical assistance from Project Officers at the ALbD National Program Office. Guidance, technical assistance, and progress reporting services were coordinated through relationships between the Project Director and/or Project Coordinator (community partnership) and the Project Officer (ALbD National Program Office). These relationships were sustained over the life of the grant through monthly or as needed conference calls; review of community partnership workplans and updates, reports, budgets, and entries into a web-based Progress Reporting System (PRS); Project Officer site visits to the communities; and interactions at annual grantee meetings. Other forms of technical assistance were provided to support leadership staff and key partners through training (e.g., social marketing by Spitfire Communications, walkability assessments by Dan Burden), communications (i.e., Mark Dessauer, Communications Officer at the ALbD National Program Office, maintained a website with tools and resources, community profiles, social networking capabilities, and other information), and the overall learning network model (i.e., community partnerships have opportunities to interact and build on each other's work through annual grantee meetings and site visits).

In the ALbD model, the average of $40,000 per year (i.e., $200,000 total) received by the lead agencies was almost entirely dedicated to staff leadership. A common method of funding for the partnerships was to provide 5-10% FTE for a Project Director and 50% FTE for a Project Coordinator or other staff support. Given that the Project Director often did not have much available time, the Project Coordinator and other staff shared responsibilities with the Project Director. Where there was overlap, it often required more clarification about roles and responsibilities under different circumstances. Whether the leadership came from the Project Director or the Project Coordinator, the following responsibilities were identified for these leadership positions:

- to administer the grant by defining the scope of work and involvement of the lead agency, partners, and community representatives in the project;
- to serve as the staff liaison between partners and the lead agency;
- to identify the ALbD project fit in the overall vision and mission of key agencies or organizations;
- to keep the breadth/scope of the initiative (i.e., promotions, programs, policy changes and physical projects) realistic with respect to the partners, staff, or community representatives who may have had little time or experience coordinating and running projects with these various types of strategies;
- to facilitate community organizing activities (e.g., distributing flyers at block club meetings, recruiting residents for design charettes);

- to keep partners and community representatives informed and engaged;
- to keep staff informed and involved, particularly critical during transitions in leadership;
- to facilitate staff, partner, and community meetings (e.g., scheduling, recruiting, creating agendas, preparing meeting materials, recording minutes, reporting back to participants);
- to implement the work plan (goals, tactics, and activities);
- to monitor progress and keep activities on track;
- to pursue additional funding opportunities or conduct fundraising activities related to active living projects; and
- to meet all reporting requirements (e.g., Progress Reporting System, RWJF annual reports and budgets).

In addition, many characteristics associated with effective direction and management by the Project Director or Project Coordinator were highlighted:

*Previous experience*

- many years of holding leadership positions in the community;
- an established resident of the community for many years;
- special talent at educating people and encouraging them to participate in partnership activities;
- a long history of advocating for active living in the community;
- volunteer experience with active living related groups;
- extensive experience in the active living field;
- background in one or more of the following: public health, urban planning, transportation, community development, communications, grant writing, or Geographic Information Systems; and
- a "community expert" with a long history of success and follow-through.

*Skills and capacities*

- qualities to get the initiative going, including: willingness to get involved, passion, motivation, drive to succeed, perseverance in working to build relationships with the community, and facilitation to build capacity and competencies of partners for active living;
- qualities to keep the initiative going, including: dedication, commitment, determination not to give up, tenacity, persistence, ability to bounce back and make adjustments as needed, consistency, maintenance of positive energy; and
- other general qualities, including: strong leadership, talented networker, practice in engaging new partners, great listening skills, knowledgeable, hard-working, and nonjudgmental, diplomatic personality.

With all of the inspiring leadership at the individual and organizational levels, it was also clear from this national program that continuity of leadership was important to the success of many community partnerships. By the time the grant period was half over (two and a half years), many of the community partnerships had already experienced individual or organizational leadership changes. These leadership changes included: the addition of a Project Coordinator, transfer of responsibilities from the Project Director to the Project Coordinator, a change in the Project Director or Project Coordinator positions, or a change in the lead agency. Sometimes leadership changes had positive impacts on the community partnerships, including:

- each new person filling a position was advantageous in the fact that each leader brought individual strengths to the project; and
- new lead agencies helped overcome former agency roadblocks that proved to be more of a hindrance than help as follows: internal and external bureaucratic and regulatory roadblocks; cumbersome budgeting and auditing processes; misalignment of the vision of the community partnership and lead agency, making active living related questions, assistance, and concerns a low priority; and federal procurement regulations, making it difficult to hire consultants or contractors.

Most of the time, leadership changes had negative impacts on the community partnerships, including:

- lessons learned from previous experiences were not carried over to the new individuals or agencies;
- turnover resulted in a change in the vision, mission, or approach (e.g., affect several policy changes at once vs. focus on one specific policy at a time) that did not have the support of all partners;
- each new person filling a position had to be oriented; become familiar with the project; build new relationships with staff, partners, and community representatives; and simply adjust to the role of the position;
- numerous transitions in leadership led to the loss of momentum;
- turnover affected the loss of institutional memory; and
- loss of established connections to media, residents and resident councils, community organizations, elected officials, community leaders, and other individuals, groups or organizations.

Whether part of the dedicated, formal leadership for the community partnership described above or associated informal leadership from the community, local champions had a significant influence on the success of the community partnerships. Local champions were most likely community members (e.g., resident, local business owner, president of a neighborhood association), representatives of the community partnerships (e.g., Project Director), or community leaders or elected officials with some vested interest in the community. Several characteristics of local champions were described as follows: a visionary with a great personality and charisma, someone with a lot of energy and a take-charge attitude, someone who believes in active living and shows fondness for the community, a well-known and respected community leader, someone who is well-connected with a strong network of resources, someone who is trusted by the community and the partnership, an individual looked to for leadership, and a competent and persistent individual who was raised politically. In addition, certain skills and tactics helped to support the champion's community-based approach to building an active living movement as well as their representation of community interests in active living as part of more public forums:

- skills: able to engage many different communities and audiences, vocal and persuasive, capacity to move from vision to action, able to leverage funding, knows how to stand up to established thinking and groups to push the partnership's agenda, and follows through often going above and beyond; and
- tactics: keep community informed and updated on the latest events, dedicate time and energy to creating a better community, maintain direct participation of community in community change, support indirect participation in community change through advocacy efforts, and work to put the right people in the right place at the right time.

Table 8 summarizes information about the lead agency, Project Director, and leadership changes and it provides examples of local champions for each of the 25 community partnerships.

Table 8: ALbD Community Partnership Leadership & Champions

| Community Partnership | Lead Agency & Leadership | Examples of Local Champions |
|---|---|---|
| Albuquerque, New Mexico | The lead agency, 1000 Friends of New Mexico, was a nonprofit membership group that advocated for sustainable community development in New Mexico.<br>The Project Director was hired by the lead agency in 2003 to develop the Alliance.<br>Leadership Change: 1000 Friends of New Mexico closed in the final year of the ALbD grant due to lack of funding. The City's Office of Council Services was designated as the new lead agency. | Community member described as a catalyst to the success of the partnership. His participation started with the Community Bicycle Recycling Program. Because of his commitment and success, the partnership focused much of its work in an area of Atrisco called Vecinos del Bosque. |

Table 8 (continued)

| Community Partnership | Lead Agency & Leadership | Examples of Local Champions |
|---|---|---|
| Bronx, New York | The lead agency, Sustainable South Bronx, is committed to environmental justice and helping residents realize they share common concerns and interests. Residents trust the agency to be a powerful voice in their fight to improve living conditions.<br>The Project Director has been instrumental in the success of the South Bronx Greenway.<br>Leadership Change: With limited availability of the Project Director, the turnover in lead staff (i.e., 4 different Project Coordinators) posed challenges. | The founder and former Executive Director of Sustainable South Bronx (SSBx) is a lifelong Hunts Point resident. She initiated and crusaded for many environmental changes to better life in the community. Her successes have included the development of Hunts Point Riverside Park, an electric truck bay to reduce idling truck emissions, and a workplace development program for ecological restoration, among many others. |
| Buffalo, New York | The lead agency, Buffalo Niagara Medical Campus, Inc., is a non-profit organization formed in 2001 by eight neighboring healthcare systems committed to creating a growing and healthy community.<br>The Project Director, with a background in urban planning, was hired by the lead agency in the first year of the grant.<br>Leadership Change: none | The partnership benefited from having the same individual serve as Project Director throughout the five-year grant. Staff, partners, and community members described the Project Director as a champion of active living, identifying him as the driving force and leader behind the partnership and its mission for building a united and healthy community. |
| Chapel Hill, North Carolina | The lead agency, the Town of Chapel Hill, serves approximately 52,000 citizens.<br>The Project Director was Chapel Hill's Long Range and Transportation Planning Manager and a leader in drawing connections between urban planning and public health.<br>Leadership Change: With the Project Coordinator, the Project Director shifted to an advisory role. | The President of the Timberlyne Neighborhood Association was very involved in conducting surveys and facilitating community forums. As a result, the Timberlyne neighborhood became a local government priority and received 37 new streetlights, fresh striping for bike lines, and improved crosswalk markings. |
| Charleston, South Carolina | The lead agency, Berkeley-Charleston-Dorchester Council of Governments, is a regional metropolitan planning agency for three counties supporting land use, air and water quality, and transportation.<br>The Project Director was a Senior Planner at the Council of Governments who started in the third year of the grant.<br>Leadership Change: none | One individual advocated for active living prior to the ALbD project, contributing greatly to efforts to include bicycle and pedestrian access in plans to reconstruct the Arthur Ravenel, Jr. Bridge, a structure connecting two communities in the region. |
| Chicago, Illinois | The lead agency, Illinois Health Education Consortium (IHEC), aims to improve primary health care for the underserved through education and development of health careers.<br>The Project Director provided budget planning, direction, and fiscal oversight.<br>Leadership Change: The Project Director position was filled by multiple employees at IHEC. The Project Coordinator from Logan Square Neighborhood Association coordinated the day-to-day efforts. | The ALbD Project Coordinator has been the champion of active living in Chicago. From the beginning, she was a catalyst in the community and pulled people, resources, and activities together to produce change. In addition, she identifies with the community as a resident, which helped the community grow to trust and respect her efforts. |
| Cleveland, Ohio | The lead agency, Slavic Village Development Corporation, is a community development agency, serving Slavic Village for over 25 years, and one of the largest nonprofit organizations in Cleveland.<br>The Project Director position was filled by an administrator from the lead agency.<br>Leadership Change: During the second year of the grant, three different individuals filled the Project Director role. | To inspire cross-sector collaboration and a transformed philosophy of the Slavic Village Development Corporation, the agency was very fortunate to have a passionate and talented leader be the sparkplug for the initiative. She had worked with some of the partners on other projects and she helped to bring a range of different partners to the table. |

Table 8 (continued)

| Community Partnership | Lead Agency & Leadership | Examples of Local Champions |
|---|---|---|
| Columbia, Missouri | The lead agency, PedNet Coalition, is a non-profit pedestrian and bike advocacy organization, founded on Earth Day in 2000 to promote healthy and active communities.<br>The Project Director was the Executive Director of the PedNet Coalition, one of the founders of PedNet and a local leader crucial to the development of the Columbia active living movement.<br>Leadership Change: none | The Project Director, according to many partners, was considered the "epicenter" that connected people and organizations. The Mayor of Columbia was also a very visible champion of active living. Over 70 years old, the Mayor could often be seen riding his bicycle around the city. His history of supporting active living expanded several decades. |
| Denver, Colorado | The lead agency, Stapleton Foundation, was formed in the early 1990s to guide a new commercial and residential development (former airport) in a positive and sustainable way. Friends of the Center for Human Nutrition, a 501(c)3 partner, served as fiscal agent.<br>The Project Director was the Stapleton Foundation's Director of Healthy Neighborhoods Initiative, serving as the liaison between all of the advisory groups and committees operating under the partnership.<br>Leadership Change: The original Project Director was from the University of Colorado's Center for Human Nutrition and the Director of their America on the Move program (national initiative promoting healthier lifestyles and weight gain prevention). Yet, Stapleton Foundation staff were responsible for directing the implementation and evaluation of projects. Later, the Stapleton Foundation's Director of Healthy Neighborhoods Initiative became the Project Director. | No specific champions were identified. |
| Honolulu, Hawaii | The lead agency, Kokua Kalihi Valley Comprehensive Family Services, is a community health center that has almost 40 years of history serving immigrants in the community.<br>The Project Director was the Executive Director of the lead agency.<br>Leadership Change: After hiring a Project Coordinator to provide day-to-day support for the project, the Project Director served in an advisory role. Both the Project Director and Project Coordinator positions were filled by a number of individuals from the lead agency. | The initial Project Coordinator was instrumental in jumpstarting the Kalihi Valley Nature Park project by obtaining a lease for the land and gaining the support of government officials.<br>Another champion of the park, a community member who grew up in the valley, was president of the neighborhood board for 10-15 years and was a patient at the health center. She brought a large stack of papers about the history of the land to the health center and was adamant about pursuing the project. |
| Isanti County, Minnesota | The lead agency, the Isanti County government serves over 34,000 citizens.<br>The Project Director was a natural fit as he was an established resident of the community for many years and a long-time champion of active living.<br>Leadership Change: none | Several local champions collaborated to spur on a grassroots movement among community residents to advocate for active living changes. Community residents sat on local government boards. A city planner advocated for the inclusion of active living amenities in city plans. A former school coach and local resident championed active living within schools, including Safe Routes to School. Congressman Oberstar, who first introduced ALbD to Isanti County, continued to work to generate support, funding, and other resources. |

Table 8 (continued)

| Community Partnership | Lead Agency & Leadership | Examples of Local Champions |
|---|---|---|
| Jackson, Michigan | The lead agency, Fitness Council of Jackson, emerged in 1996 and declared its mission to "lead the community to life-long physical activity."<br>The Project Director was the only staff member, responsible for overseeing the project and in charge of the day-to-day tasks associated with it.<br>Leadership Change: Given the overwhelming responsibilities of the position, the Project Director role was held by several individuals over the five year project. | The Executive Director of the Fitness Council and a local high school student worked together to establish Project U-Turn. The young student served as the youth advisor for the grant proposal and was a critical player in securing the ALbD grant. The Assistant City Engineer "quietly worked behind the scenes," and his constant attention led to great progress, especially for infrastructure development. |
| Louisville, Kentucky | The lead agency, Louisville Metropolitan Housing Authority, is a government agency coordinating housing for the citizens of Louisville.<br>The Project Director position varied.<br>Leadership Change: Limitations of the Housing Authority as lead agency led the partnership to try to change lead agencies toward the end of the grant period. The Project Director and Project Coordinator changed several times because the positions did not have competitive salary or benefits. | One champion of the project was a family member of one of the Project Directors and she worked in the Mayor's Office and had connections with many people working for Metro Louisville. ACTIVE Louisville was able to get a number of projects accomplished and establish government connections because of her involvement. |
| Nashville, Tennessee | The lead agency, Nashville Metropolitan Planning Department, is a government agency responsible for urban design and planning throughout the city.<br>The Project Director was an employee of the planning department and he often found it difficult to balance the needs and requirements of the partnership with his full-time position at the planning department.<br>Leadership Changes: The Planning Department hoped the Public Health Department would assume the role of the lead agency, but this did not take place. | Several city council members were instrumental in advocating for active living in Nashville. These council members continually spoke out on the benefits of active living economically, socially, and for the neighborhood in general. |
| Oakland, California | The lead agency, East Bay Asian Youth Center, is a non-profit, community organizing and youth development organization serving all populations in the neighborhood even though their name and mission reflect a focus on Asian youth.<br>The Project Director, also Executive Director, has a very long history of working in and with the community.<br>Leadership Changes: none | Even though the Project Director was not specifically described as a champion of the initiative, he has certainly been recognized as a champion in the community. He serves on the school board, he and his staff have been welcomed into the schools to support children and families, he mentors youth, he provides job opportunities to residents and youth, and he works tirelessly to make positive change for the community. |
| Omaha, Nebraska | The lead agency, Our Healthy Community Partnership, is a community-based organization with over 34 member organizations that aims to improve health by facilitating community-driven partnerships.<br>The Project Director, also Executive Director, played a large role in initiating the partnership and overseeing the operations of the project.<br>Leadership Changes: none | Staff and partners stated that their work at some local schools was made easier by parent champions, who actively demonstrated their support. Staff also mentioned the importance of finding local CEO champions, as these business leaders often challenged each other to improve through friendly competition. |

Table 8 (continued)

| Community Partnership | Lead Agency & Leadership | Examples of Local Champions |
|---|---|---|
| Orlando, Florida | The lead agency, City of Orlando Planning Division, is a government agency selected to help reach long-rage community design and public policy goals.<br>The Project Director, Director of the Planning Department, was the driving force behind much of the partnership's success, both in terms of active living goals and project sustainability efforts.<br>Leadership Change: Early in the grant, the Planning Department became lead agency as the first partner was unable to fulfill its coordination role. | One business owner from the Parramore Neighborhood was actively committed to the partnership and to the improvement of the community. His restaurant has been a common place to see people in the community dining or engaging in social interactions. Because his restaurant was relocated into the new mixed use development, community members expressed greater connection to the new development. He also served on the Mayor's Advisory committee with other partners. |
| Portland, Oregon | The lead agency, Community Health Partnership, is a community-based organization with an interest in integrated approaches to promote health.<br>The Project Director was a staff member of the lead agency who served as the liaison between partners, community members, and other organizations.<br>Leadership Change: The initial lead agency was the Portland American Heart Association. Due to bureaucratic red tape and a sense of competition for area funding opportunities, the ALbD initiative was seen competitively rather than complementary. Portland also had two Project Directors over the course of the grant. | The Portland ALbD grant was written by a local champion employed by the Portland Department of Transportation who later moved to Hawaii.<br>Another individual led an effort to increase use of a local trail by building pots of money to support its upkeep, leading community members on walks, and planting native plants. |
| Sacramento, California | The lead agency, Walk Sacramento, is a pedestrian advocacy organization in operation since 1998 and staffed primarily by volunteers until 2001.<br>The Project Director, also Executive Director, migrated into active living from air quality, bringing many skills, resources, and relationships to the organization.<br>Leadership Change: none | The Project Director was continuously mentioned as the sparkplug to the success of the partnership. Her extensive network of connections from previous advocacy work was a major benefit to the initiative. She also put forth more energy and time into the mission than she was paid for, making her able to effectively engage those in the political arena and top level staffers. |
| Santa Ana, California | The lead agency, Latino Health Access, is an experienced community advocacy organization with an established presence in Santa Ana.<br>The Project Director was the Director of Policy at Latino Health Access.<br>Leadership Change: Several leadership changes emerged, including: the original lead agency was the local YMCA (with advocacy for policy and environmental change, the YMCA became concerned about mission drift) so Latino Health Access took over. The Project Director and Project Coordinator positions changed hands a couple of times, with the first Project Director being an outside consultant. | The City Councilman was a role model by commuting to work by bicycle. The Executive Director of Parks, Recreation, and Community Service played a key role in making positive changes and inspiring the partners to work to their fullest potential. He worked closely with the City Councilman to implement changes in public policy and to create awareness of the need for change. The original Project Director was also an important champion of the partnership. She played a key role in forming the partnership model and addressing key issues. |
| Seattle, Washington | The lead agency, Feet First, is a pedestrian advocacy agency supported by many volunteers.<br>The Project Director, also Executive Director, was instrumental in coordinating the many individuals and organizations in Seattle interested in this work.<br>Leadership Change: Toward the end of the grant, the Project Director position changed twice, with an Interim Executive Director and a new Executive Director for the lead agency. | The original Project Director played a key role in getting this initiative organized in Seattle. There were many groups and organizations in Seattle that were interested in applying for the ALbD grant. The Project Director was able to pull these groups together to work in collaboration with one another. Throughout the project, he continued to serve as an intermediary between organizations to ensure collaboration. |

Table 8 (continued)

| Community Partnership | Lead Agency & Leadership | Examples of Local Champions |
|---|---|---|
| Somerville, Massachusetts | The lead agency, Somerville Health Department, is a government agency and its political support increased the likelihood of sustaining active living efforts.<br>The Project Director, also Director of the Health Department, led the project toward the grant's end.<br>Leadership Change: Originally, Groundwork Somerville and its Executive Director led the partnership. Next, the Cambridge Health Alliance and the Health Agenda Director led the project. Lastly, the Health Department and its Director headed the partnership. The partnership eventually came to be part of a larger movement known as the Shape Up Somerville Taskforce. | The original Project Director was a champion as her contributions helped secure the grant, spark the movement, and facilitate the evolution of the partnership. The Mayor of Somerville, as an avid health and fitness person, has been a true example for area residents and praised by partners as the "most visible champion." He helped generate additional political and community support for the partnership efforts, further increasing the capacity of the ALbD initiative. |
| Upper Valley, Vermont & New Hampshire | The lead agency, Upper Valley Trails Alliance, is an established group of nearly 200 various trails groups, parks and recreation departments, trail users, volunteers, landowners and local organizations. Founded in 1999 as an outgrowth of a multi-community needs assessment to create more opportunities for all to enjoy the beautiful Upper Valley landscapes, the agency promotes active lifestyles through trail use in all seasons, connects people and places through a regional trail network, and leads a coalition of local trail groups and advocates.<br>The Project Director, also Executive Director, already had the role of coordinating the very large network of partners by virtue of the organization mission.<br>Leadership Change: The Executive Director/Project Director position changed during the grant. | No specific champions were identified. |
| Wilkes-Barre, Pennsylvania | The lead agency, Maternal Family and Health Services, is a preventive health services provider and served as the partnership's fiduciary agent.<br>The Project Director was Director of Maternal Family Health Services; yet, the Project Coordinator facilitated most of the day-to-day activities of the partnership during the grant period.<br>Leadership Change: The Project Director position shifted during the project period. The original project director was reassigned to a different role in Gateway Health Plan and was unable to continue working with the partnership. The subsequent Project Director worked for the lead agency. | Staff and partners mentioned that local champions, particularly those volunteers who advocated for trail development and expansion, were key to building awareness and increasing use of local trails. |
| Winnebago, Nebraska | The lead agency, Ho-Chunk Community Development Corporation, is a non-profit organization that began in 2001 and originally focused solely on economic development; during ALbD, the connection to active living and health was incorporated in the mission.<br>The Project Director, also Executive Director, was responsible for providing oversight for the project as well as for fiscal and administrative duties.<br>Leadership Change: The Project Coordinator position changed during the grant. | Partners identified a community member as a champion for effective programming and a strong advocate for addressing diabetes and obesity. This community member was a catalyst in helping organizations and other individuals see how they can make a difference in the community. |

### Organizations and Staffing

Many different types of agencies and organizations led or engaged in the ALbD community partnership activities as described in previous sections (see Table 5 and Appendix I). Differences in the agencies and organizations involved contributed to a rich variety of combinations of approaches to community change. Some of these differences were explicit in terms of the vision or mission of the organizations, the leadership in the organizations, the size of the organizations (e.g., revenue, personnel, resources), the longevity of the organizations, or the history of the organizations' work in or with the community. Other differences were more implicit with respect to complexity in the organizations' structures and functions (e.g., management, decision-making, conflict resolution) as well as the nature of the relationships across organizations (e.g., communications, influence, competing for scarce funds). In many ways, the ALbD initiative helped to draw out the organizations' individual and collective strengths in order to capitalize on the assets in the community.

At the outset, many organizations did not have health or active living in their vision or mission statements. For some of these organizations, alignment with the health goals of ALbD was a more natural fit, and for others, it was more of a conceptual leap. Likewise, some of the organizations were in unchartered territory with respect to community design and related policy changes or physical projects. By the end of the five years of the initiative, "active living" tended to resonate across most organizations or complement their related work related to community design. Some examples of the organizations and their services are provided to illustrate these connections:

- Organizations specializing in community organizing or community development often provided health services or health education in the community, so active living programs and promotional efforts were a good extension of existing resources and services. On the other hand, policy changes and physical projects to improve community design were often met with a steeper learning curve for these organizations. However, these organizations had a history of working in and with the community, so they had established relationships with community members that served to promote community engagement in the policy changes and physical projects.
- Organizations providing medical or related health or social services in the community (e.g., managed care plan, local health department, community health center, health advocacy) also excelled at active living programs and promotional efforts, and found the community design policies and physical projects more difficult. These organizations often served lower income groups and discovered that active living priorities were closely aligned with preventive care and outreach opportunities to create behavioral change and healthy lifestyles.
- Organizations with expertise in housing development or property management, or business or economic development were valuable to understanding patterns of residential and commercial development in the communities as well as leveraging supportive relationships with local businesses. For these organizations, policies and physical projects related to community design were inherent in their work; however, community design for active living often required some coaching or persuading. Active living programmatic and promotional activities did not resonate well with the work of these organizations.
- Organizations providing urban design and planning services or transportation engineering and planning services were some of the most experienced with policies and physical projects related to increasing active living; however, these organizations had little to no familiarity with active living programs or promotional efforts. For the planning organizations, community design for active living seemed to be a logical fit with other goals to increase density, promote integrated land uses, and reduce sprawling development patterns. For transportation planners and traffic engineers, the dominance of the automobile proved to be a major challenge to consideration of alternative modes of transportation.
- Organizations with a focus on pedestrian and bicyclist advocacy had a direct connection to the ALbD initiative. These organizations tended to originate just prior to ALbD and thrived on this funding; however, these organizations were faced with many challenges given the intense time and resource investment in starting up the organizations coupled with the complexity of implementing the integrated 5P Model for the ALbD initiative. The organizations frequently struggled to match their staff and resources to the demands of multiple activities occurring simultaneously.

- One organization advocating for the development, maintenance, or use of trails also had great alignment with the active living goals, yet this smaller organization was challenged by the scope of the ALbD initiative. The Upper Valley Trails Alliance (UVTA) found its mission with a central focus on trails shifted over the course of the grant period, straying from its true purpose. Yet, UVTA had a symbiotic relationship with the active living movement, benefiting from an elevated status in the community and outside recognition for its great resources as a model for other communities.

With respect to policy change, examination of relative strengths and challenges across government agencies, community-based organizations, and advocacy organizations also suggested some themes with respect to how work is carried out in the community and the importance of collaboration across sectors and disciplines (see Table 9).

Table 9: ALbD Agency & Organization Strengths & Challenges

| Types of Organizations | Relative Strengths | Relative Challenges |
|---|---|---|
| Local Government Agencies (health department, planning department, transportation department, housing authority)<br>Community partnership examples:<br>• Louisville, KY (housing)<br>• Nashville, TN (transportation)<br>• Orlando, FL (planning)<br>• Somerville, MA (health) | • Ties to local policy-makers<br>• Developing policy changes<br>• Implementing policy changes<br>• Supporting policy compliance<br>• Enforcing policy changes | • Ties to local community<br>• Garnering community support<br>• Grassroots community organizing<br>• Setting local policy agenda<br>• Advocating for policy change<br>• Ensuring policy relevance to community |
| Community-Based Organizations (community development agency, neighborhood association, community health organization)<br>Community partnership examples:<br>• Chicago, IL (Logan Square Neighborhood Association)<br>• Cleveland, OH (Slavic Village Development Corporation)<br>• Omaha, NE (Our Healthy Community Partnership)<br>• Santa Ana, CA (Latino Health Access)<br>• Winnebago, NE (Ho-Chunk Community Development Corporation) | • Ties to local community<br>• Ties to local policy-makers<br>• Garnering community support<br>• Grassroots community organizing<br>• Ensuring policy relevance to community | • Setting local policy agenda<br>• Advocating for policy change<br>• Developing policy changes<br>• Implementing policy changes<br>• Supporting policy compliance<br>• Enforcing policy changes |
| Advocacy Organizations (environmental advocacy, pedestrian/ bike advocacy)<br>Community partnership examples:<br>• Albuquerque, NM (1000 Friends of New Mexico)<br>• Bronx, NY (Sustainable South Bronx)<br>• Columbia, MO (PedNet Coalition)<br>• Sacramento, CA (Walk Sacramento)<br>• Seattle, WA (Feet First) | • Setting local policy agenda<br>• Advocating for policy change<br>• Garnering community support<br>• Developing policy changes<br>• Supporting policy compliance | • Ties to local policy-makers<br>• Ties to local community<br>• Grassroots community organizing<br>• Ensuring policy relevance to community<br>• Implementing policy changes<br>• Enforcing policy changes |

As described in previous sections, ALbD community partnerships primarily used the grant funding to support staff. Many different approaches to staffing were adopted across the partnerships, including: lead agency staff models, fiscal agency plus partner agency staff models, and integrated partner agency staff models.

Lead agency staff models included paid staff in the agency, volunteers with the agency, and consultants hired by the agency. Some examples of these models are provided below:

- Several staff positions at Sustainable South Bronx were devoted to the partnership and the South Bronx Greenway project. An Active Living by Design Coordinator, a Greenway and Sheridan Expressway Coordinator, and a Bronx Environmental Stewardship Program Coordinator all contributed to the partnership's activities in the South Bronx.
- In Isanti County, Minnesota, a part-time project coordinator was hired by the local health department to assist the partnership with planning and administrative work. She had a background in mass communications, public relations, finance, fundraising, and special events planning and became a valuable resource for maintaining momentum and keeping in touch with the national movement. The project coordinator was described as being "perfect," someone who possessed the skills, personality, and energy necessary to do the job.
- Along with a project director, ACTIVE Louisville staffed the partnership with one staff member and various consultants. Many people also donated time or put in part-time hours to assist the partnership. Relying on such a large proportion of volunteer time also had its drawbacks. Because of full-time commitment to their employers, volunteers' ALbD work was not always a priority. There was also considerable internal turnover because of the reliance on part-time and volunteer assistance.
- Staff members of the East Bay Asian Youth Center (EBAYC) in Oakland, California were committed employees who dedicated countless hours to the students they served. Many staff members were involved with EBAYC as students and were involved in various organizations in the community. Because many of the staff members had similar backgrounds or lived in the same setting as the students, students saw them as mentors. EBAYC also had a history of successful volunteerism from parents in the community given their close ties to the school system.
- Activate Omaha hired a project coordinator to assist with the day-to-day operations of leading the partnership and its activities. Although it took nearly two years to find someone who represented the ideas and goals of the partnership, this individual proved to be vital to the success of the partnership. She brought energy and enthusiasm to the partners and demonstrated a strong work ethic and good listening skills, two qualities essential to creating a successful initiative. A part-time position was also created for additional assistance with writing newsletters, designing promotional items, and attending community events. Communications consultants provided significantly reduced rates and their services bolstered the promotions activities of this partnership.
- During the five-year period, Get Active Orlando had three project coordinators. While the frequent changes in leadership could have been detrimental, the effect on the project was largely positive as the changes brought an influx of fresh talent and enthusiasm. The project coordinator acted as a liaison among partners, coordinated communications within the partnership, and managed many of the day-to-day operations of the project.
- The Partnership for Active Communities in Sacramento, California was led by the Executive Director of Walk Sacramento and had other part-time staff members funded by the Active Living by Design grant. The majority of staff time was devoted to the Design Review for new development projects, the Complete Streets effort, and organization and support of the Walk to School programs at area schools. Staff members felt that their organization was too small for the extensive work to be carried out in the community.
- When Latino Health Access became the lead agency in Santa Ana, California, a project coordinator was hired to assist the project director in organizing the partnership and implementing the work plan. Interns also assisted with planning and implementation efforts, although there were inherent challenges with turnover and continuity. The Board of Directors was supportive and engaged in the project and maintained communication with staff. Critical volunteer positions were institutionalized and converted into paid positions at Latino Health Access (e.g., joint use director, wellness coordinator).

- For the Ho-Chunk Community Development Corporation (CDC) in Winnebago, Nebraska, the initial project coordinator was hired as a full-time employee when the ALbD grant was received in 2003. A subsequent project coordinator already working at Ho-Chunk CDC took on this new responsibility, committing 50% time to two projects. The project coordinator was responsible for most of the "hands-on" work, including participating in ALbD activities (e.g., conference calls, annual meetings, reports to the ALbD National Program Office), organizing and leading partnership meetings, maintaining communication among partners and the community, and planning events. As the project coordinator became more comfortable with the position, the amount of oversight provided by the project director diminished. A second Ho-Chunk CDC staff member assisted with the ALbD project. Experiences of key staff and partners were related to programs and physical projects, so the integration of promotions and policy changes was challenging. The project director and the Executive Director of Ho-Chunk CDC shared several lessons learned from the change in project coordinators. First, it was important, particularly in this tribal community, that the key staff and leadership were familiar with the community and its concerns, issues, culture, and relationships. The second project coordinator was a Winnebago native and he was able to draw upon the natural ties and knowledge of his community in his work. In addition, the fact that the project coordinator was a Native American male lent him credibility within the community, especially among teens. He was effective in building relationships with the teens, who often felt that the community was less concerned about them than younger children. Because the partnership chose to target this age group, the relationships developed by the project coordinator were essential to the partnership's success.

Another less frequent model was to have a fiscal agency plus one or more partner agencies to staff the projects, where the partner agencies tended to lead more of the project efforts and provided most of the staff support. Some examples of this model are as follows:

- Most of the staff members who worked with Active Living Logan Square were employed by the Logan Square Neighborhood Association (LSNA), including the project coordinator. Staff of the University of Illinois at Chicago and the Illinois Health Education Consortium, the fiscal agency, also worked with the partnership, but LSNA staff were responsible for ensuring completion of most partnership activities. AmeriCorps/VISTA workers, as parents and community residents, assisted the Project Coordinator with partnership activities.
- In Denver, Colorado, the fiscal agency, the University of Colorado's Center for Human Nutrition, as well as the Stapleton Foundation and Friends of the Center for Human Nutrition shared staffing responsibilities. A project coordinator and other staff members from the Stapleton Foundation were responsible for oversight of the day-to-day operations of the partnership. The Stapleton Foundation's Director of Transportation Management Association served as the coordinator for addressing policy changes in the surrounding neighborhoods and was actively involved in a number of partnership subcommittees and other community boards and associations. Stapleton Foundation staff members contributed tremendously to the capacity of the partnership through their extensive background in non-profit work and community organizing, knowledge of government, relationships with key players in the Denver area, ability to engage residents, and promote community involvement.

Finally, a couple of the community partnerships had an integrated model with lead and partner agencies sharing the funds to support staff on the project. These examples are described below:

- The Bike, Walk, and Wheel partnership in Columbia, Missouri utilized a management team consisting of representatives from PedNet, the health department, and the Mayor's Council on Physical Fitness and Health. PedNet experienced many growing pains, where staff had to shift from operating as a small, volunteer-run, three-person non-profit organization to a well-staffed organization with more structured decision-making processes. By the end of the grant, PedNet expanded its staff to include a Financial Manager, a Policy Coordinator, a Safe Routes to School Coordinator, Walking School Bus Coordinators, a Communications Director, a Community Programs Coordinator, a Bicycle Education Coordinator, and an Outreach Coordinator.

- For the community partnership in the Kalihi Valley of Honolulu, Hawaii, a project coordinator managed day-to-day operations and planning responsibilities, allowing the project director to serve in an advisory role. In addition, Kokua Kalihi Valley Community Health Center's grant writer was responsible for identifying new sources of funding to support active living efforts, writing grants, and developing relationships with potential and current funders. The health center made an effort to hire people who had grown up in the community and were bilingual. Both the Kalihi Valley Nature Park and the Kahili Valley Instructional Bike Exchange Program (K-VIBE) were supported by dedicated and passionate staff and volunteers. The Nature Park caretakers were responsible for setting up projects and maintaining the grounds. The Community Education Coordinator was responsible for organizing volunteer efforts and developing infrastructure projects. Staff were generally knowledgeable of Hawaiian culture and served as mentors for children visiting the park. Many of the K-VIBE volunteers were very active in the local bicycle industry and had a variety of backgrounds, from car repair to jet engine manufacturing to racing. The staff often donated their own time and resources during off hours, and created a positive learning environment to set a good example for children and other community members.
- The Music City Moves partnership in Nashville, Tennessee had a project director in the local planning department and another key staff member who was the Executive Director of Walk Bike Nashville. These staff members worked together closely sharing responsibilities for major components of the initiative. For example, Walk Bike Nashville took the lead on the Music City Moves Kids program. While the partnership lacked a large number of hired staff members, it was successful in building on a large number of volunteers to run programs and events.
- Through a core partnership of Feet First, the health department, and the transportation department, Active Seattle had several staff supported across these and other partner organizations over the course of the initiative, including a Healthy Eating Guide/Start Strong Coordinator, a Safe Routes to School Coordinator, an Outreach Director, an Active Transportation Planner, a Safe Routes to School Community Organizer, and a Healthy Eating/Active Living Manager.

### Partnership Capacity

To enhance understanding of the capacity of each community partnership, an online survey was conducted with project staff and key partners prior to the evaluation site visits for each community. All 25 partnerships had at least one representative complete the survey, with Orlando having three respondents and Seattle having two respondents.

Of the total sample (n=28), 17 respondents were female (61%) and 11 were male (39%). The majority fell between the ages of 26 and 45 years (n=19; 68%), with six between 46 and 65 years (21%), two between 18 and 25 years (7%), and 1 66 years or older (4%). Twenty-two respondents were White (79%), three were Asian (11%), two were Hispanic/Latino (7%), one was American Indian/Alaska Native (4%), and one was Black/African American (4%). Twenty-seven respondents (96%) indicated that they participated in physical activities or exercises outside of their regular job in the past month, with only one person (4%) indicating otherwise.

Respondents were asked to describe the focus of their jobs. Six indicated that they worked as city or urban planners (21%), five in community development (18%), four in advocacy or related social entrepreneurship (14%), three in non-profit organizations (11%), two in health care or other health and wellness organizations (7%), two in other local government agencies (7%), and two in project management and organization coordination. A single respondent was also represented in each of the following job focus areas: developer (4%), parks and recreation (4%), public health researcher (4%), trails (4%), transportation (4%), and youth development (4%).

Participants responded to a total of 33 items related to several dimensions of partnership capacity, including the partnership's purpose and goals, resources, functioning, leadership, and community contextual factors (see Partnership Capacity Survey in Appendix C). Below is a brief overview of participant responses to the partnership capacity dimensions and Table 10 at the end of this section provides greater detail with respect to each community, specifically a summary of the total agreement within and across partnerships for all survey items, and the percent agreement within and across partnerships for all capacity-related areas (i.e., last section of table). Responses from multiple representatives for Orlando and Seattle were given one score based on a simple majority (e.g., 2 respondents indicated agree, and one indicated disagree) or a conservative estimate when responses were split (e.g., used agree rather than strongly agree).

*Partnership Purpose and Goals (n = 5 items)*

All respondents agreed that their partnership's goals were clearly defined (n=28, 100%). Most respondents agreed that the partnership makes decisions based on the community's needs and organizes events with others (n=27, 97%), and most agreed the partnership can influence decisions made in the community (n=26, 93%). In addition, the majority of respondents agreed that the partners were determined to create change in the community (n=27, 97%).

As shown in Table 10, responses across the 25 community partnerships suggest that all partnerships performed very well on this dimension. Only one community partnership, Honolulu, Hawaii, disagreed that their partnership can influence decisions made in the community.

*Partnership Resources (n = 2 items)*

Most respondents agreed that they had access to enough space (n=26, 93%) and adequate equipment to conduct daily tasks (n=24, 86%).

In Table 10, 80% of the community partnerships indicated having access to adequate space and equipment to conduct their activities. Staff from Portland, Oregon indicated that they did not have adequate space or equipment. Staff from Columbia, Missouri did not have adequate space for their activities, and three additional communities (i.e., Bronx, New York; Somerville, Massachusetts; and Upper Valley, Vermont/New Hampshire) did not have adequate equipment.

*Partnership Functioning (n = 12 items)*

The majority of respondents affirmed strong partnership functioning that included:

- having a core leadership group that organizes its efforts (n=24, 86%);
- getting partners to come to partnership meetings (n=26, 93%);
- conducting meetings in an organized manner (n=26, 93%);
- maintaining partner contact on a regular basis (n=25, 89%);
- having many partners involved in the partnership's activities (n=22, 79%);
- engaging partners with the skills necessary for the partnership to succeed (n=25, 90%);
- giving partners input into decisions made by the partnership (n=23, 82%);
- involving the community (n=25, 89%);
- gaining support from public officials when needed (n=22; 79%); and
- having a voice in policies made in their community (n=21, 75%).

Yet, only half the respondents (n=14, 50%) agreed that their partnership's procedures are clearly defined, and roughly a third (n=9, 33%) agreed that their partnership has processes for dealing with conflict.

Several community partnerships responded "don't know" for many of the partnership functioning items (see Table 10). More than half of the community partnerships (n=15, 60%) reported no disagreement (i.e., Buffalo, New York; Chapel Hill, North Carolina; Charleston, South Carolina; Oakland, California; Orlando, Florida; Portland, Ohio; and Somerville, Massachusetts) or disagreement with only one or two items (i.e., Chicago, Illinois; Cleveland, Ohio; Denver, Colorado; Honolulu, Hawaii; Louisville, Kentucky; Nashville, Tennessee; Omaha, Nebraska; and Santa Ana, California) corresponding to partnership functioning. When reported, these challenges tended to be related to internal functioning (i.e., no core leadership, lack of clear procedures, insufficient involvement of partners in activities, and lack of processes for dealing with conflict); yet, staff from Cleveland, Ohio and Omaha, Nebraska cited challenges having a voice in community policies and staff from Chicago, Illinois identified challenges with gaining support from public officials.

Of the remaining community partnerships, increased disagreement with the items included in partnership functioning tended to be related to internal functioning. Specifically, staff from Albuquerque, New Mexico; Columbia, Missouri; Isanti County, Minnesota; Sacramento, California; Seattle, Washington; and Upper Valley, Vermont/New Hampshire cited three or more internal challenges with partnership functioning, including: no core leadership, difficulty getting partners to come to meetings, lack of clear procedures, challenges conducting organized meetings, problems maintaining regular contact with partners, insufficient involvement of partners in activities, inadequate partner input into decisions made, and lack of processes for dealing with conflict. However, staff from Bronx, New York; Jackson, Michigan; Wilkes-Barre Pennsylvania; and Winnebago, Nebraska reported four or more challenges reflecting some combination of these same internal processes as well as additional limitations in gaining support from public officials and having a voice in community policies.

*Partnership Leadership (n = 9 items)*

Most respondents (n=26, 93%) agreed that their leaders have: the skills to succeed, an important role in the community, the ability to work with diverse groups with different interests, and belief that it is important to involve the community. Almost all of the respondents (n=27, 96%) agreed that the leadership listens to the ideas and opinions of the partners and that leaders have relationships with public officials. Three-fourths of respondents (n=21) indicated that the leadership lives in the community served by the partnership. Twenty respondents (71%) agreed that their leadership is part of similar programs in other communities. Yet, only 19 respondents (68%) agreed that partners trust the leadership.

Greater than half of the 25 community partnerships (n=15, 60%) reported no disagreement related to any of the strengths of their leaders, with only a few responding "don't know" for some of the items (see Table 10). Several partnerships (i.e., Albuquerque, New Mexico; Cleveland, Ohio; Denver, Colorado; Jackson, Michigan; Louisville, Kentucky; Omaha, Nebraska; Seattle, Washington; Upper Valley, Vermont/New Hampshire; Winnebago, Nebraska) had only one or two areas of disagreement related to the leadership. Of these items, the most frequently cited was that the leaders were not part of similar programs in other communities. Depending on the strategy (e.g., policy change, campaign), the absence of these connections may have limited the partnership's ability to leverage relationships with other communities to influence change. The second most frequently cited item was that the leaders did not live in the community. Community-driven efforts capitalizing on local leadership was instrumental in engaging, organizing, and mobilizing community members in several partnerships. Staff from Winnebago, Nebraska also indicated that the leadership was not able to work with diverse groups with many interests.

For the Bronx, New York community partnership, five areas of disagreement were cited as follows: the partners did not trust the leadership, the leaders did not listen to the ideas and opinions of the partners, the leaders did not think it was important to involve the community, the leaders did not have relationships with public officials, and the leaders were not part of similar programs in other communities.

*Partnership & Community Contextual Factors (n = 5 items)*

All of the respondents (n=28, 100%) agreed that partners work with different types of community groups. The majority of respondents (n=19, 82%) did not face opposition from the community served by the partnership. Less than half of the respondents indicated that community members know what the partnership does (n=12, 43%) or the name of the partnership (n=13, 46%).

Unfortunately, few respondents (n=4, 14%) indicated that different groups in their communities receive an equal amount of resources.

Across the 25 community partnerships, there were only three partnerships that indicated that different groups in the community receive an equal amount of resources, including: Charleston, South Carolina; Isanti County, Minnesota; and Omaha, Nebraska. Inequitable distribution of social, economic, or environmental resources across communities feeds disparities in health and health behaviors, particularly for lower income and racial and ethnic populations already experiencing higher rates of morbidity and mortality across many health conditions

Many of the community partnerships indicated that community members were unfamiliar with the partnership or their work. Only eleven partnerships (44%) agreed that community members know what the partnership does and only twelve partnerships (48%) agreed that community members know the name of the partnership. While awareness of the partnership may not be as critical as awareness of the strategies (i.e., policy changes, physical projects, programs, or promotions) in the short-term, it may have negative repercussions on sustainability of the partnership's work in the longer-term.

A few community partnerships (i.e., Albuquerque, New Mexico; Charleston, South Carolina; Isanti County, Minnesota; and Jackson, Michigan) agreed that the partnership faced opposition in the community. Working to minimize opposition can require a great deal of additional time and energy from the partnership, often depleting resources or enthusiasm to move forward in a timely fashion.

*Overall Summary (n = 33 items)*

Across the five dimensions of partnership capacity explored, the community partnerships' purpose and goals was certainly the strongest dimension, with a mean agreement rate of 96% for all 25 community partnerships. With support from the ALbD National Program Office, the community partnerships received a lot of technical assistance to ensure that their activities were organized both by the ALbD Community Action Model (or 5P Model) and independent workplans updated annually. The high rates of agreement on this dimension suggest that this technical assistance model served the partnerships very well in terms of keeping their efforts focused and organized.

Partnership resources and leadership were also very strong dimensions across all the communities, with mean agreement rates of 88% and 87%, respectively. Given that these community partnerships received a relatively small amount of funding and reflected a wide range of partners, settings, and populations, these high rates of agreement are encouraging in the sense that many different types of communities can engage in these comprehensive approaches to community change with their existing leaders and resources.

Partnership functioning was less strong than the other dimensions, with a mean agreement rate of 78% across the community partnerships. As identified above, many of the partnerships had challenges with establishing clearly defined overall procedures as well as processes for dealing with conflict. In addition, several partnerships had additional internal process challenges such as operating without a core leadership, insufficient involvement of partners, and inadequate input of partners into decision-making processes. Likewise, a number of partnerships had difficulty gaining support from public officials and having a voice in community policies.

By far, the weakest dimension was related to the community context, with a mean agreement rate of 57% across the community partnerships. As previously discussed, the partnerships suffered from inequitable distribution of resources across communities in their area, a major barrier to creating community change. In addition, many of the partnerships struggled to get their partnership name and activities recognized by community members.

For some community partnerships, the relatively lower rates of agreement (e.g., 67% for Albuquerque, New Mexico; 70% for Cleveland, Ohio; 70% for Portland, Oregon; and 55% for Santa Ana, California) tended to reflect a lot of "don't know" responses as opposed to "disagree responses. For some of these communities, changes in leadership likely limited the capacity of the respondent to answer. For other community partnerships, the relatively lower rates of agreement (e.g., 52% for Bronx, New York; 73% for Columbia, Missouri; 64% for Jackson, Michigan; 73% for Seattle, Washington; 73% for Upper Valley, Vermont/New Hampshire; 70% for Wilkes-Barre, Pennsylvania; and 76% for Winnebago, Nebraska) represented compound challenges across the different dimensions.

Table 10: ALbD Community Partnership Capacity*

| Partnership Capacity Characteristics | Albuquerque, NM | Bronx, NY | Buffalo, NY | Chapel Hill, NC | Charleston, SC | Chicago, IL | Cleveland, OH | Columbia, MO | Denver, CO | Honolulu, HI | Isanti County, MN | Jackson, MI | Louisville, KY | Nashville, TN | Oakland, CA | Omaha, NE | Orlando, FL | Portland, OR | Sacramento, CA | Santa Ana, CA | Seattle, WA | Somerville, MA | Upper Valley, VT/NH | Wilkes-Barre, PA | Winnebago, NE | TOTAL AGREEMENT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Purpose & Goals** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Goals are clearly defined | A+ | A | A+ | A+ | A | A | A | A+ | A | A | A | A | A+ | A+ | A | A | A | A | A | A | A | A | A | A | A | 25 |
| Decisions are based on community needs | A | A | A+ | A | A | A+ | A | A | A | A | A | A | A+ | A | A | A+ | A | ? | A | A | A | A+ | A | A | A | 24 |
| Events are organized with other people | A | A | A+ | A+ | A | A+ | A+ | A | A | A | A+ | A | A | A | A | A+ | A+ | A+ | A | ? | A+ | A+ | A | A | A | 24 |
| Partners influence community decisions | A | A | A | A | A | A | A+ | A | A | D | A | A | A | A | A | A+ | A | A+ | A+ | ? | A | A+ | A | A | A | 23 |
| Partners are determined to create community change | A | A | A+ | A | A | A+ | A+ | A | A | A | A | ? | A+ | A | A | A+ | A+ | A+ | A+ | A | A+ | A | A | A | A | 24 |
| **TOTAL AGREEMENT** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | **120** |
| **Resources** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Partners have access to enough space to conduct daily tasks | A | A | A+ | A+ | A | A+ | A | D | A | A | A | A | A | A | A | A+ | A | D | A | A | A | A | A | A | A | 23 |
| Partners have access to equipment to conduct daily tasks | A | D | A+ | A+ | A | A+ | A | A | A | A | A | A | A | A+ | A | A+ | A | D | A | A | A | D | D | A | A | 21 |
| **TOTAL AGREEMENT** | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | **44** |

*A = Agree, A+ = Strongly agree, D = Disagree, D+ = Strongly disagree, ? = Don't know.

Table 10: ALbD Community Partnership Capacity (continued)*

| Partnership Capacity Characteristics | Albuquerque, NM | Bronx, NY | Buffalo, NY | Chapel Hill, NC | Charleston, SC | Chicago, IL | Cleveland, OH | Columbia, MO | Denver, CO | Honolulu, HI | Isanti County, MN | Jackson, MI | Louisville, KY | Nashville, TN | Oakland, CA | Omaha, NE | Orlando, FL | Portland, OR | Sacramento, CA | Santa Ana, CA | Seattle, WA | Somerville, MA | Upper Valley, VT/NH | Wilkes-Barre, PA | Winnebago, NE | TOTAL AGREEMENT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Functioning** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Partners have core leadership to organize efforts | D | A | A+ | A | A | A+ | A | A+ | A | D | A+ | A | A | A | A | A+ | A+ | ? | A+ | A | A | A | D | A | A | 21 |
| Procedures are clearly defined | A | D+ | A | A | A | A | ? | D | D | A | A | D | D | A+ | A | A | A | ? | D | A | D | A | D | D | D | 13 |
| Partners come to meetings | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A+ | A+ | A | A | A | A | A | D | A | A | 24 |
| Meetings are organized | A | A | A+ | A | A | A+ | A | A+ | A | A | A+ | A | A | A | A | A+ | A+ | A+ | A | A | D | A+ | A | A | A | 24 |
| Partners are in contact on a regular basis | A | A | A+ | A+ | A | A | A | D | A | A | A | A | A | A | A | A | A+ | A | D | A | A | A | D | A | A | 22 |
| Many partners are involved in activities | D | D | A+ | A | A | A | A | A | A | A | D | D | A+ | A | A | A+ | A | A+ | A | D | A+ | A | A | D | A | 19 |
| Partners have skills necessary to succeed | ? | D | A | A+ | A | A+ | A | A | A | A | A | A | A | A | A | A+ | A+ | A | A | ? | A | A | A | A | A | 22 |
| Partners have processes to deal with conflicts | D | D | A | A | A | D | ? | D | D+ | A | D | D | D | D | A | A | A | ? | D | ? | D | A | D | D | D | 8 |
| Partners have input into decisions made | A | D | A+ | A | A | A+ | A | D | A | A | D | A | A | A | A | A+ | A+ | A | A+ | A | D | A+ | A | A | A | 21 |
| Partners think it is important to involve the community | A | A | A+ | A | A | A+ | A | ? | A+ | A | A | A | A+ | A | A | A+ | A | A+ | A+ | ? | A+ | A+ | A | ? | A+ | 22 |
| Partners can gain public officials' support | A | D | A+ | A | A | D | A | A+ | A | A | A | ? | A | A | A | A | A+ | A | A | A | A+ | A+ | A | ? | D | 20 |
| Partners have a voice in community policies | A | D | A+ | A | A | A | D | A+ | A | A | A | D | A | A | A | D | A | A | A+ | ? | A+ | A+ | A | D | D | 18 |
| **TOTAL AGREEMENT** | 8 | 5 | 12 | 12 | 12 | 10 | 9 | 7 | 10 | 11 | 9 | 7 | 10 | 11 | 12 | 11 | 12 | 9 | 9 | 7 | 8 | 12 | 7 | 6 | 8 | **234** |

*A = Agree, A+ = Strongly agree, D = Disagree, D+ = Strongly disagree, ? = Don't know.

Table 10: ALbD Community Partnership Capacity (continued)*

| Partnership Capacity Characteristics | Albuquerque, NM | Bronx, NY | Buffalo, NY | Chapel Hill, NC | Charleston, SC | Chicago, IL | Cleveland, OH | Columbia, MO | Denver, CO | Honolulu, HI | Isanti County, MN | Jackson, MI | Louisville, KY | Nashville, TN | Oakland, CA | Omaha, NE | Orlando, FL | Portland, OR | Sacramento, CA | Santa Ana, CA | Seattle, WA | Somerville, MA | Upper Valley, VT/NH | Wilkes-Barre, PA | Winnebago, NE | TOTAL AGREEMENT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Leadership** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Leaders have skills to succeed | ? | A | A+ | A+ | A | A | A | A+ | A | A | A | A | A | A+ | A | A+ | A | A+ | A | ? | A | A | A | A | A | 23 |
| Partners trust the leadership | ? | D | A | ? | A | A+ | ? | A | A | A | A | ? | A | A | A | A+ | A+ | A+ | A | ? | ? | A | A | ? | A | 17 |
| Leaders can work with diverse groups with many interests | A | A | A+ | A+ | A | A+ | A | A | A+ | A | A | A | A | A | A | A+ | A+ | A+ | A | A | A | A | A | A | D | 24 |
| Leaders listen to ideas and opinions of partners | A | D | A+ | A+ | A | A+ | A | A | A+ | A | A | A | A+ | A | A | A+ | A+ | A | A+ | A | A | A | A | A | A | 24 |
| Leaders live in the community | A | A | A+ | A+ | A | A+ | D | A+ | D | A | A | A | A+ | A | A | A+ | A | ? | A+ | ? | D | A | A | A | D | 19 |
| Leaders think it is important to involve the community | A | D | A+ | A+ | A | A+ | A | A+ | A+ | A | A | A | A+ | A+ | A | A+ | A | A | A | ? | A+ | A+ | A | A | A+ | 23 |
| Leaders have relationships with public officials | A | D | A+ | A+ | A | A+ | A | A+ | A+ | A | A+ | A | A+ | A+ | A | A | A | A | A+ | A+ | A+ | A+ | A | A | A | 24 |
| Leaders have an important role in the community | ? | A | A+ | A | A | A+ | ? | A | A+ | A | A | A | A | A | A | A | A | A | A+ | A | A | A+ | A | A | A | 23 |
| Leaders are part of similar programs in other communities | D | D | A+ | A | A | A+ | D | A | A+ | A | A | D | D | A | A | D | A | A+ | A | A+ | A+ | A+ | D | A | A | 18 |
| **TOTAL AGREEMENT** | 5 | 4 | 9 | 8 | 9 | 9 | 5 | 9 | 8 | 9 | 9 | 7 | 8 | 9 | 9 | 8 | 9 | 8 | 9 | 5 | 7 | 9 | 8 | 8 | 7 | **195** |

*A = Agree, A+ = Strongly agree, D = Disagree, D+ = Strongly disagree, ? = Don't know.

Table 10: ALbD Community Partnership Capacity (continued)*

| Partnership Capacity Characteristics | Albuquerque, NM | Bronx, NY | Buffalo, NY | Chapel Hill, NC | Charleston, SC | Chicago, IL | Cleveland, OH | Columbia, MO | Denver, CO | Honolulu, HI | Isanti County, MN | Jackson, MI | Louisville, KY | Nashville, TN | Oakland, CA | Omaha, NE | Orlando, FL | Portland, OR | Sacramento, CA | Santa Ana, CA | Seattle, WA | Somerville, MA | Upper Valley, VT/NH | Wilkes-Barre, PA | Winnebago, NE | TOTAL AGREEMENT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Community Context** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Partners work with different types of community groups | A | A | A+ | A | A | A+ | A | A | A+ | A | A | A | A+ | A | A | A+ | A | A+ | A | A | A+ | A | A | A | A | 25 |
| Community members know what the partnership does | ? | D+ | A | D | A | A | ? | D | A | A | A | D | A | ? | A | A | A | ? | D | D | D | A | D | D | D | 11 |
| Community members know the name of the partnership | A | D+ | A | ? | A | A | ? | D | D | A | A | D | A | A | D | A | ? | D | ? | ? | D | A+ | A | D | A | 12 |
| Groups in the community receive an equal amount of resources | ? | D+ | D | D | A | D | D | D | D | D | A | ? | D | ? | D | A | D | D | ? | D | D | D | D | D | D | 3 |
| Partners do not face opposition in the community (reversed) | D | A | A | A+ | D | A | A | A | A | A | D | D | A+ | A | A | A | A | A | A | ? | A | A | A | A | A | 20 |
| **TOTAL AGREEMENT** | 2 | 2 | 4 | 2 | 4 | 4 | 2 | 2 | 3 | 4 | 4 | 1 | 4 | 3 | 3 | 5 | 3 | 2 | 2 | 1 | 2 | 4 | 3 | 2 | 3 | **71** |

*A = Agree, A+ = Strongly agree, D = Disagree, D+ = Strongly disagree, ? = Don't know.

Table 10: ALbD Community Partnership Capacity (continued)*

| Partnership Capacity Characteristics | Albuquerque, NM | Bronx, NY | Buffalo, NY | Chapel Hill, NC | Charleston, SC | Chicago, IL | Cleveland, OH | Columbia, MO | Denver, CO | Honolulu, HI | Isanti County, MN | Jackson, MI | Louisville, KY | Nashville, TN | Oakland, CA | Omaha, NE | Orlando, FL | Portland, OR | Sacramento, CA | Santa Ana, CA | Seattle, WA | Somerville, MA | Upper Valley, VT/NH | Wilkes-Barre, PA | Winnebago, NE | MEAN % AGREEMENT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **ALL (% AGREEMENT)** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Purpose & Goals | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 80 | 100 | 80 | 100 | 100 | 100 | 100 | 100 | 80 | 100 | 60 | 100 | 100 | 100 | 100 | 100 | 96% |
| Resources | 100 | 50 | 100 | 100 | 100 | 100 | 100 | 50 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 0 | 100 | 100 | 100 | 50 | 50 | 100 | 100 | 88% |
| Functioning | 67 | 42 | 100 | 100 | 100 | 83 | 75 | 58 | 83 | 92 | 75 | 58 | 83 | 92 | 100 | 92 | 100 | 75 | 75 | 58 | 67 | 100 | 58 | 50 | 67 | 78% |
| Leadership | 56 | 44 | 100 | 89 | 100 | 100 | 56 | 100 | 89 | 100 | 100 | 78 | 89 | 100 | 100 | 89 | 100 | 89 | 100 | 56 | 78 | 100 | 89 | 89 | 78 | 87% |
| Community Context | 40 | 40 | 80 | 40 | 80 | 80 | 40 | 40 | 60 | 80 | 80 | 20 | 80 | 60 | 60 | 100 | 60 | 40 | 40 | 20 | 40 | 80 | 60 | 40 | 60 | 57% |
| **MEAN % AGREEMENT** | 67 | 52 | 97 | 88 | 97 | 91 | 70 | 73 | 85 | 91 | 88 | 64 | 88 | 91 | 94 | 94 | 94 | 70 | 82 | 55 | 73 | 94 | 73 | 70 | 76 | **80%** |

*A = Agree, A+ = Strongly agree, D = Disagree, D+ = Strongly disagree, ? = Don't know.

## Partnership Strengths & Challenges

Community partnerships summarized their strengths and challenges over the course of the ALbD initiative. Many common themes emerged from these reflections, providing insight into the experience of conducting this work in communities. Partnership strengths included the following:

*Making Connections*

Many community partnerships described their greatest assets as the human capital in their communities, and cited the many benefits of connections across these individuals and organizations that really cared about making a difference in the community. Community partnerships cultivated these relationships in order to gain a high level of involvement and a range of expertise that enriched the partnership's work. The multidisciplinary community partnerships bridged gaps between seemingly unrelated individuals and organizations, including: government leaders (e.g., Mayor, legislators); city planners; transit authority; developers; advocates (experts essential to advancing active living principles); sources of authority (e.g., health care providers, health officials); community-based agencies, organizations, or groups; local businesses; community centers; and grant writers.

These new relationships helped to:

- expand reach and influence of the partnership;
- increase awareness of partnership goals and opportunities to align goals with individual organizations;
- provide a greater pool of resources for the partnership (including skills and expertise);
- create new opportunities for partners to learn from each other;
- bring together many initiatives happening in isolation to create a stronger, more multi-dimensional community-wide collaboration;
- increase the number of relationships with individuals and organizations outside the partnership; and
- generate an overall spirit of collaboration for more holistic, sustainable changes in the community.

Success, in part, was attributed to:

- multi-generational individuals or groups comprised of individuals with diverse experiences;
- individuals and organizations realizing their common interests;
- individuals and organizations sticking to their own strengths;
- meaningful engagement of partners in collaborative activities;
- partners relying on others to expand overall expertise;
- individuals and organizations with their own distinct connections;
- partners having networking opportunities;
- partners challenging and supporting one another to expand and improve their existing efforts;
- individuals and organizations with a passion for advocacy;
- individuals and organizations willingness to try to change the culture of their workplaces; and
- partners maintaining good working relationships with individuals and organizations.

More specifically, the connections made across partners planted seeds through conversations and information sharing that grew and leveraged relationships in order to advance policy changes, physical projects, and promotional or programmatic activities. For example, given all the ground laid through partnership formation and expansion, local legislators immediately understood the reasoning behind a community health center developing a park in Honolulu, Hawaii. Likewise, in Sacramento, California, the partnership influenced city policies by working with policymakers; and this involvement of key decision-makers led to interactions with city officials that otherwise would not have occurred.

*Community Outreach, Engagement & Mobilization*

Community partnerships helped to reach a wider audience in the community. In some cases, the community partnerships played a direct role in community engagement; and, in other cases, community partnerships played a direct role in community mobilization. In a few communities, the community partnerships had a more indirect role in supporting community-driven efforts.

To increase community engagement, community partnerships made a commitment to being proactive in creating projects that benefit the community. Partners were sincerely dedicated to working in the community, honoring their commitment to the community, and continuously seeking new opportunities for community change. Engaging community members in the partnership was a vital way to obtain the community's perspective and feedback. Partners both ensured resident involvement and reflected residents' needs and concerns, thus creating buy-in and sustainability for policies, physical projects, promotions, and programs. Partnership staff continuously built and cultivated relationships. For example, in Honolulu, Hawaii, partners developed opportunities for local students and families to volunteer in the Nature Park; and volunteers reported being deeply affected by the experience and appreciative that the opportunities catered to various cultures (e.g., Hawaiian, Filipino, Japanese, Micronesian).

To mobilize communities, partners forged new relationships among community members and worked to develop trusting relationships among community members and organizations serving these residents. Partners committed to being supportive and responsive to community efforts, including staff and partner involvement in community events. Partners made themselves available to address community concerns with elected officials and city government agencies. These efforts seemed to enhance community participation and collaboration. Partners also focused on building expertise and competency in institutions at the neighborhood level so that citizens could be advocates for active living and other concerns. As an example, in Chicago, Illinois, the partnership in the Logan Square neighborhood successfully introduced new ideas and projects generated by residents, teachers, and school administrators (e.g., parents and teachers created a Wellness Council).

For community-driven efforts, partners felt that the residents were the experts and resident involvement in the partnership from the very beginning was crucial to success. Neighborhood representatives that made up these partnerships were the true leaders in their community. Resident input identified the community resources, passions, and capabilities to help set the direction for partnership activities. Partners relied on a critical mass of community members for credibility with and support from the community. Partners operated based on the interests of residents, leading to significant involvement of many people in each project. In addition, partners disseminated best practices across neighborhoods to increase learning from each other's experiences. In some instances, community members became involved as key staff on the project or served as volunteers. For example, the residents of the Stapleton development in Denver, Colorado referred to the project area as the "Be Well Zone" based on the "Be Well" Health and Wellness Initiative of this community partnership.

As a result of these outreach, engagement, and mobilization efforts, partners inspired dialogue within community, increased community pride and investment with increased participation in the efforts, and excited and energized community and other partners about change efforts.

*Leadership*

As noted previously, the leaders and champions were often the sparkplugs to get and keep the partnership moving forward. Some community partnerships recognized their project directors and coordinators for their management of the partnership, intimate engagement with each piece of the work plan, and regular communication with each partner and the broader community.

*Building Capacity*

Community partnerships valued the many opportunities to enhance their individual and collective skills, resources, and supports. Some partners described the partnership as a place to enhance their knowledge, understanding, or expertise (e.g., linkage of open space to health, maintaining adequate nutrient and water supply for plant life in parks). Some pointed to having core partners already established in the community and a history of working with the community. Others improved their problem-solving by expanding and building on the different perspectives of individuals and organizations at the table. Partnerships also cited the formation of committees and task forces as a more equitable division of labor. And, several highlighted early successes of the partnership that provided support for the partnership to expand its efforts communitywide.

Other key capacities cited by the community partnerships included: diverse partner skill sets, strong personal drive and passion of partners, active participation of partners, partner history of collaboration, partner flexibility and creativity, each organization having more than one person involved in the partnership (e.g., increases institutional memory), allocation of time for relationship building, delegation of roles and responsibilities, enhanced connectedness of partners, good communication, consistent meeting attendance, community trust in partners, pooled resources, teamwork, ability to overcome roadblocks and work through problems, sources of training and technical assistance (e.g., Rails-to-Trails, League of American Bicyclists), meeting space, sponsorships or monetary support for resources and events, guest speakers (e.g., Dan Burden, Mark Fenton), assessment of the community and partnership, partner focus on action, strategic and flexible long-term plans, celebration of small and large scale accomplishments, evaluation of the partnership's efforts (e.g., data and evidence strengthened the case for inclusion of active living amenities into community initiatives), and partner competencies for sustainability.

In some instances, specific capacities were highlighted, such as writing comprehensive plans, reliable parental involvement in area schools, closer relationships in small towns, development of a partner orientation manual.

Many characteristics associated with good partnership capacity were also identified, including:

- partners were motivated and passionate about their work;
- the partnership was a catalyst for new ideas;
- partners worked to inspire and educate each other;
- partners were willing to jump in at any moment to provide for project needs;
- partners achieved joint goals while promoting individual interests;
- partners and staff made a concerted effort to understand active living principles and stay up-to-date on research;
- community members showed consistent and enthusiastic support for the partnership's activities;
- partners took care to provide encouragement for and acknowledgement of both partnership and individual successes; and
- partners recognized friction was an inherent part of creating change related to bicycle and pedestrian issues and encouraged open dialogue throughout the change process.

Toward the end of the ALbD initiative, community partnerships' work plans began to take into consideration available resources, working relationships, partner abilities, and unaccomplished work. This represented a shift in how the partners worked together to plan, prepare, and anticipate next steps.

*Sustainability*

Several community partnerships expressed perceived benefits of their partnerships related to sustainability of their work. For instance, the consistency and follow through of the partnerships in making improvements to the local environment helped gain the public's trust. A "revolving" partner membership allowed for a sustained effort in some communities as partners worked on specific projects they felt passionate about and engaged new partners as necessary. Several partnerships benefited from having a long range plans, including how to change policy and what policies to change. Because of the collective array of interests of the lead agency and partners, the partnerships' projects were eligible for funds that wouldn't have been available if the partnership were not in place. For some communities, the partnership became an officially recognized decision-making body in the local government. Many, if not all, partnerships had a lasting impact on the environment and attitude of the community towards active living. Therefore, partners emphasized that maintenance of partner relations was a crucial component to sustainable success.

In addition, partnership challenges were described as follows:

*Community History*

With a history of failed efforts to revitalize areas due to lack of communication and cooperation in some communities, it was imperative to engage support from the communities as partners. For instance, in Winnebago, Nebraska, some of the partners had worked together on a previous effort to enhance a local community center but were unable to reach consensus on whether to renovate or rebuild the facility, resulting in a failure of the project.

*Disparities & Inequities*

Some community partnerships cited significant disparities and inequities in the community that limited partnerships' abilities to get things done. In Oakland, California, for example, the partnership was frustrated with local government and school officials as they tended to have better responses to built-environment concerns in higher income neighborhoods than lower income neighborhoods. From their experience, the lower income neighborhoods required considerable organized and sustained political power to get their voices heard and to see action.

*Vision & Purpose*

Many community partnerships faced challenges related to a lack of clarity of the overall vision for the partnership and its activities. In some communities, this was a significant challenge during the early months of the grant in terms of defining the partnership and the roles of the core partners. For some of these communities, partners had trouble identifying the strengths and abilities of partners and linking them to the purpose of the partnership. Some partners were confused about staffing and funding for ALbD efforts. For others, it was an ongoing challenge to establish clear roles and responsibilities. The lack of clarity allowed the partnerships to get easily sidetracked. In certain cases, the lack of clearly defined or outlined roles also hindered bringing on new partners.

In a few communities, it was difficult to develop a unique identity for the partnership given the many related initiatives occurring simultaneously. For example, in Somerville, Massachusetts, the existing Shape Up Somerville collaborative had already established an identity in the community. Likewise, the focus of the partnership may have been directly relevant to some partners but less of a fit for other partners. In Wilkes-Barre, Pennsylvania, for example, the partnership name produced a sense of restriction to trails and made it difficult to engage other sectors or partners.

Collaboration was difficult because different visions, approaches, objectives, and agendas challenged people to get on the same page. Sometimes this challenge was described as partnerships having difficulty aligning their different interests, and other times it was explained in terms of difficulty getting partners to think and act across sectors rather than in their own spheres of influence. While the diversity of partners often strengthened the partnerships, it also created a lack of focus in some communities and made it difficult to engage with one core message at times. When partners lacked broad goals at the outset, it often took some time to build momentum. Some partners speculated that part of the problem was the way the partnership was established, as partners were not always brought together as a group and presented with a set of expectations. In some partnerships, staff worried that the partnership's mission became lost in that of the lead agency.

Other challenges associated with the purpose of the partnership included:

- the lengthy process to narrow the focus and define the vision;
- having ambitious early work plans that lacked necessary strategic planning;
- partner disagreements about work plans and goals;
- the lack of early buy-in from key partners stalled progress;
- some partners tended to focus on problems rather than solutions;
- partners had misconceptions about other partners' roles and responsibilities; and
- partners had to buy into the project sufficiently to actually take on responsibility for getting things done.

In retrospect, some community partnerships suggested that more frequent and regular meetings might have led to a more formal partnership structure and a more clear delineation of roles and responsibilities across the range of partners. Similarly, good facilitators to support the tremendous efforts required to build consensus and collaboration among diverse partners were recognized.

*Partner Recruitment*

In addition to the above challenges with recruiting partners around a common purpose, the community partnerships also described more specific recruitment challenges. Some partners felt it was difficult to tailor messages to potential partners who did not make active living a priority. Others faced many challenges in attracting new partners with funds and resources. A few organizations identified difficulties collaborating with their peers (e.g., health center to health center) as the nature of their funding places them in competition with one another for scarce resources.

*Partner Participation*

Gaining and maintaining participation from partners were the most frequently cited challenges across community partnerships. The number of people and organizations represented often dwindled over time, and the changing nature of the partnerships was problematic for advocating for policy changes as short-term partnerships make engaging in long-term quests to change policy difficult. These challenges were attributed to many factors, including:

- a lack of understanding about the link between policy, the built environment, and health;
- a lack of interest in particular partnership focus areas;
- partners selected for recognition rather than interest had limited investment and commitment;
- a lack of capacity to take on more duties;
- busy schedules of many partners (e.g., elected officials, school administrators);
- staff turnover in organizations;
- with turnover, a lack of cohesion, continuity, and institutional memory;
- a lack of funding to support participation from multiple partners;
- a lack of continuity in efforts;
- a lack of activity during "down times;"
- changing project aims;
- changing resource requirements to carry out projects;
- projects moving at different paces;
- inconsistent participation by some partners required repeated information provided at meetings;
- partner relationships changed over the grant period; and
- as the partnership accomplished more and more tasks, some partners believed their participation was no longer needed.

Some community partnerships identified difficulties gaining or maintaining participation with different partner groups, such as representatives from lower income areas, faith-based communities, youth or student groups, relocated residents, local businesses, and various community organizations (e.g., health, hiking).

Community partnerships also mentioned specific challenges with respect to partner participation, including:

- keeping partners actively engaged in meetings;
- involving neighborhood associations in lower income neighborhoods (sometimes not present at all);
- partners continuing work independently without reporting back to the partnership; and
- maintaining consistent support by pedestrian advocates.

*Leadership*

A couple of community partnerships described challenges with leadership. In particular, leadership transitions led to strained relationships across partners at times. Additionally, having a lead agency that was subject to federal regulations (e.g., housing authority) slowed productivity tremendously.

*Partnership Size & Scale*

A handful of community partnerships depicted difficulties arising from the size of the partnership and the scale of the work of the partnership. The scope necessitated a wide array of partners to achieve long-term benefits, and building and sustaining momentum was challenging with these varied organizations. For some communities, partners had difficulty balancing the 5P strategies and became too focused on one or more areas (e.g., programs, promotions), limiting resources to draw from for other areas. The extensiveness of the partnerships also made it difficult to determine exactly what could be attributed to the ALbD partnerships' efforts. Faced with many obstacles and frustrations in these different areas, some partners came to the conclusion that their original goals were beyond their capacity or the large target area made focusing partnership efforts too difficult. For instance, bringing together three distinct neighborhoods in Buffalo, New York was difficult as residents of the Fruit Belt neighborhood were fearful of losing their voice, and, even worse, their homes, due to the rapid growth of the medical center. Likewise, working in three communities tripled the effort necessary to gain community and political buy-in needed to conduct the partnership's work.

*Misrepresentation*

One community partnership discovered that it was important to have multiple connections with different community representatives as some community organizations may not represent the interests of the majority of the community. Once more, in Buffalo, New York, one local church was persistent with efforts to revitalize the Fruit Belt neighborhood through commercial and residential redevelopment projects; however, the interests of residents were not aligned and many felt the church was moving ahead with plans without their consent. Yet, the church believed they were truly acting out of what was best for the community.

*Time Required*

The slow change process was discouraging to some community partnership members. Partners identified that this work takes a significant time commitment and changes from this work take a long time to come to fruition. The slow change process often required a large time investment and certain activities had to be sacrificed in order to complete others. In addition, delays in partnership timelines and work plans were sometimes dependent on the timelines and work plans of outside organizations. Some partners thought finding time to follow through was also difficult.

Some consequences of the time required included negative impacts on partnerships' abilities to reach their goals and difficulties keeping people engaged in a long process with few short-term changes. One community partnership in Chapel Hill, North Carolina also mentioned that other regional communities looked to Chapel Hill as an early adopter of active living principles, putting pressure on the partnership to provide successful examples in a short time frame.

*Project Administration*

Some community partnerships identified concerns related to insufficient funding, and, therefore, staffing, for project administration. A great deal of staff time was required for managing the day-to-day activities of the partnership, following up on numerous improvement projects, and keeping up with other administrative demands of the partnership. At times, resident demands necessitated significant amounts of staff time and energy. For some communities, the implementation of the partnerships' activities was left to the lead agency and staff, and few other individuals and organizations actively participated in the partnerships' projects. In these cases, the partners may have felt the partnership worked well, but the lead agency staff felt differently as staff felt frustrated by the lack of contribution by other partners. One community reported having a single advocacy organization responsible for all lobbying efforts. These challenges were sometimes addressed by restructuring work plans or hiring additional staff to focus on task management.

In addition to limited staffing, community partnerships also described several challenges coordinating the complex moving parts associated with this work. Partners found it difficult to schedule partner and community member efforts and activities as well as to determine who was responsible for actions and to hold those individuals and organizations accountable to fulfill obligations. In addition, it was hard to balance partnership building with efforts to achieve products or results. Yet, efforts to separate work groups to manage and focus partner activities in place of large partnership meetings led to a lack of cohesion among partners overall. One community felt the committees were too time consuming to direct and coordinate, so partners were blended into a mailing list for a database of skills and resources and the list was used by project staff to make smaller groups for specific projects. Likewise, projects initiated by parents, students, or community members sometimes prevented partner goals, tactics, or activities from being fully addressed.

Because partners were often working on several projects at once with a large and diverse partnership, it was frequently difficult to keep everyone informed about all the activities or to ensure adequate communication among partners. Some community partnerships were specifically challenged by communications with the local government agencies (e.g., City or Town Council). In these communities, partnership activities required detailed processes and reporting requirements and special consideration of conflicts of interest (e.g., speaking about government issues at community meetings).

*Partner or Community Training*

Many partners or community members assisting with projects often lacked appropriate training. Project staff had to carefully consider how to educate partners and community members without alienating them in the process (e.g., to discuss poor health behaviors without offending people).

*Competing Interests*

Many community partnerships struggled to find a balance between working on individual projects and changing policy, which required a great deal of coordination across partners and their organizations. Often, partners dealt with "not in my backyard" apathy and indifference from different partners who may have been limited in their ability to see past their individual interests. The consequence was that partnership goals were sometimes compromised when individual work plans diverged from these cross-cutting goals. Yet, many partners described that maintaining good relationships with partners required leaders to help members with individual initiatives, and this may have further compromised the partnership's resources. Some partnerships found it difficult to balance input and direction of the lead agency with the desired goals of the partnership as a whole. Some individual partners may have supported the partnership's plan, but invested their resources on work most associated with their organization's mission. With competing priorities, partners' involvement depended on available funding support for personnel time and other resources in some communities. A few partners found it difficult to coordinate projects through the partnership without losing individual recognition for their work, which is important in obtaining ongoing funding and support. Likewise, some partners received more community recognition for their efforts than others; and some organizations or individuals received credit for others' work. These conflicts of interest, especially in securing funding, kept some partners from participating in the partnership.

A handful of community partnerships identified specific organizational interests and politics that got in the way. For instance, the multiple jurisdictions and levels of government posed coordination challenges given the overlap between jurisdictions and projects as well as the different perceptions of individuals in these sectors and disciplines. In some cases, schools had competing priorities so the partnership had to develop new strategies for communication with school administrators in order to determine the best balance between academic priorities and active living goals. At times, community partnerships had to adjust plans to account for school regulations. In other cases, pedestrian- and cyclist-oriented organizations often disagreed on what should take priority. Likewise, trail partners and community health organizations were difficult to unite in some communities.

Many community partnerships successfully worked through these competing interests by ensuring that the partnership worked to be inclusive of the range of perspectives of different partners and honored and balanced individual "gains" and "losses" for the common good of the partnership and the community. This was often a very time consuming process that endured through the life of the project, particularly as new partners were engaged.

*Financial Barriers*

Community partners described financial barriers in three different ways. First, and most prominent, some partners highlighted insufficient funding as a challenge that limited the scope of the partnership's work, the successful completion of some projects, and the engagement or level of involvement and support of some partners. Second, some partners referenced organizational and governmental budget cuts and financial limitations restricting the number of people available to work with the partnership on various projects. And, third, some partners were more conservative in spending related to this work.

*Political Barriers*

Some community partnerships described how the need for change was sometimes outweighed by the effort it took to convince the community and the government of the importance of change. Further, the level of change that the partnership hoped to accomplish was dependent on the level of community and political support. Other more specific challenges were associated with turnover of leadership in public agencies and advocacy efforts that unintentionally ruffled feathers instead of generating support. These challenges led partners to struggle to get projects supported by new or existing leaders or to get projects completed in agreed upon timelines with communities. In a few instances, specific partners were identified (e.g., schools, transportation departments) as roadblocks given that they felt they should be asked for approval prior to any legislative action or they did not want to change the culture of their organization (e.g., focus on academic achievement, focus on automobile transportation).

*Publicity*

A few community partnerships had difficulty getting the general public's attention. Some were more successful at promoting active living, but may still have had trouble with having only a small number of people aware of the partnership.

In Somerville, Massachusetts, partners were hesitant to use a new logo and branding given the existing active living brand of "Shape Up Somerville." Other partnerships had challenges with the use of logos and developing brands for their partnership, especially if there was an active living brand already present in the community.

*Sustainability*

Community partnerships described a few concerns related to sustainability of the partnership. Most importantly, the lack of importance and, consequently, attention given to sustainability by some partners substantially increased the burden for other partners. In some cases, the loss of key partners or the waxing and waning commitment and participation of partners made it difficult to maintain the partnership. Some partners found it difficult to keep the partnership members focused and working together. For instance, leaders did not want to get rid of advisory boards but needed to create or modify groups focused on new or different issues. While immediate attention may have been given to sustaining the partnership and its activities, it was difficult to ascertain the longevity of the commitment.

Table 11 highlights partnership strengths and challenges for each of the 25 community partnerships.

Table 11: ALbD Community Partnership Strengths & Challenges

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Albuquerque, New Mexico | Connections: Partnership bridged the gap between seemingly unrelated organizations; and city planners noted that working with the Alliance connected them to advocates and experts essential to advancing active living principles.<br>Outreach & Engagement: Partners engaged in meaningful collaborative activities and exchanges.<br>Capacity: Partners valued the Alliance as a place to enhance their knowledge and expertise; and work plans for the final years of the grant took into consideration available resources, working relationships, partner abilities, and unaccomplished work.<br>Sustainability: Partnership made a lasting impact on the environment and attitude of Albuquerque towards active living. | Recruitment: It was difficult to tailor messages to potential partners who did not make active living a priority.<br>Participation: An initial low level of participation from health-related organizations was due to a lack of understanding about the link between policy, built environment, and health; and participation and involvement of neighborhood associations diminished as the Alliance shifted its focus to lower income neighborhoods which tended to lack neighborhood associations.<br>Size & Scale: The partnership's scope was consistently difficult because of the wide array of partners necessary for long term benefits; and building and sustaining momentum was challenging with varied organizations.<br>Time Required: Delays in timelines and workplans that were dependent on the timelines and workplans of outside organizations.<br>Competing Interests: Balancing the input and direction of the lead agency with the desired goals of the Alliance was a struggle; and partners found it difficult to coordinate projects through the Alliance without losing individual recognition for their work, which is important in obtaining funding and support.<br>Sustainability: The loss of key partners made it difficult to maintain the partnership; and maintaining commitment and participation of partners was challenging. |
| Bronx, New York | Connections: Developed relationships with a wide range of organizations to expand reach, stuck to organizations' strengths, relied on others to expand expertise, and increased awareness of the larger goals of the City in order to make connections where goals align.<br>Outreach & Engagement: Partnership was vital way to provide community perspective and conduct outreach.<br>Capacity: Partnership improved understanding of the linkage between open space and health in the community as a whole in order to support the partnership's agenda and activities.<br>Sustainability: The partnerships' projects helped gain the public's trust because of the consistency and follow through in improvements to the local environment. | Vision & Purpose: Partners faced challenges related to a lack of clarity and overall vision for the partnership and its activities, and this lack of clarity allowed the partnership to get easily sidetracked.<br>Participation: Local public health practitioners did not have the capacity to take on more duties, so this was a failed attempt at partnership.<br>Size & Scale: Facing many obstacles and frustrations as a partnership, partners came to the conclusion that their original goals were beyond their capacity.<br>Time Required: Delays and schedules of partners impacted the partnership's ability to reach its goals.<br>Administration: Partners had insufficient funding, and, therefore, staffing, for managing and following up on numerous improvement projects, and keeping up with the administrative demands of the partnership. |

Table 11 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Buffalo, New York | Connections: The multidisciplinary nature of the partnership was an asset.<br>Outreach & Engagement: Neighborhood representatives that made up this partnership were the true leaders in their community.<br>Capacity: This partnership is truly a collaborative effort with every organization assigned a different and distinct responsibility aligned with "what they do best;" partners emphasized good communication<br>Sustainability: The lead agency and partners represented a collective array of interests increasing their eligibility for funds that wouldn't have been available if the partnership were not in place. | History: There has been a history of failed efforts to revitalize these areas due to lack of communication and cooperation, thus it was imperative for the lead agency to engage support from the communities as partners.<br>Participation: Partner involvement changed with the different aims of the projects and it became a challenge to keep everybody working together when different projects required distinct resources and moved at different paces.<br>Size & Scale: Bringing together three distinct neighborhoods (e.g., demographics, needs, interests) was difficult for the lead agency; residents of the Fruit Belt were fearful of losing their voice and even worse, their homes, due to the rapid growth of the medical center.<br>Misrepresentation: One local church seemed to be most at odds with the community in their persistence with efforts to revitalize the Fruit Belt through commercial and residential redevelopment projects; however, the interests of residents were not aligned and many felt the church was moving ahead with plans without their consent; and the church believed they were truly acting out of what is best for the community. |
| Chapel Hill, North Carolina | Connections: Partners maintained good working relationships with a variety of organizations and individuals in the community, providing a greater pool of resources for the partnership.<br>Capacity: The partnership benefited from good communication among Town staff and the different agencies involved; partners were willing to jump in at any moment to provide for project needs (e.g., technical assistance, meeting space, and sponsorships); partners and staff made a concerted effort to understand active living principles and stay up-to-date on research; partners were motivated and passionate about their work; and partners took care to provide encouragement for and acknowledgement of both partnership and individual successes.<br>Sustainability: The partnership became an officially recognized Town of Chapel Hill Advisory Committee. | Time Required: Regional communities looked to Chapel Hill as an early adopter of active living principles, putting pressure on the partnership to provide successful examples in a short time frame.<br>Administration: Partnership activities required detailed processes and reporting requirements because the lead agency was a government agency; and the partnership was challenged to determine the best way to communicate with the Town Council.<br>Competing Interests: Partners' goals were sometimes compromised when individual work plans diverged from partnership goals; and schools had competing priorities so the partnership had to develop new strategies for communication with school administrators in order to determine the best balance between academic priorities and active living goals. |

Table 11 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Charleston, South Carolina | Connections: The partnership included individuals who are sources of authority (e.g., health care providers), enjoy grant writing, connect to agencies with similar goals, have a passion for advocacy, and are willing to try to change the culture of their workplaces.<br>Outreach & Engagement: Close relationships between partners and organizations outside the partnership created opportunities to expand.<br>Capacity: The lead agency worked closely with partners and community members to write comprehensive plans, invite speakers and offer trainings (e.g., Rails-to-Trails, League of American Bicyclists), and provide monetary support to partners for resources and events; partners pooled resources; and partners recognized friction was an inherent part of creating change related to bicycle and pedestrian issues and encouraged open dialogue throughout the change process.<br>Sustainability: Because the partnership was led by a regional governmental body, staff and partners knew sources of public and private funding to implement projects; and the partnership benefited from having a Long Range Transportation Plan, including how to change policy and what policies to change. | Vision & Purpose: Staff worried that the partnership's mission became lost in that of the lead agency; in retrospect, more frequent and regular meetings might have led to a more formal partnership structure and a more clear delineation between the lead agency and the partnership.<br>Participation: Turnover in key partners and staff posed many challenges, and, as a result, the Council of Governments was hesitant to work with other non-profits; and the partnership found it difficult to maintain consistent support by pedestrian advocates.<br>Leadership: Leadership transitions led to strained relationships.<br>Time Required: The slow change process was discouraging to some partnership members.<br>Administration: Because many partners were associated with local or regional governments, they had to be careful to consider conflicts of interest (e.g., speaking about issues at community meetings). |
| Chicago, Illinois | Connections: A strong community-based agency provided connections to other community groups and organizations, and government leaders were responsive to the needs of their community.<br>Outreach & Engagement: Partners were sincerely dedicated to working in the community, honoring their commitment and continuously seeking new opportunities for Logan Square; and the partnership successfully introduced new ideas and projects generated by residents, teachers, and school administrators (e.g., parents and teachers created a Wellness Council).<br>Leadership: The project coordinator managed the partnership, engaged intimately with each piece of the plan, and communicated regularly with each partner; and she shared similar life experiences with residents in the community.<br>Capacity: Core partners were already established in the community and had a history of working with the community; community institutions participated unselfishly; area schools had reliable parental involvement; and community members showed consistent and enthusiastic support for the partnership's activities. | Vision & Purpose: A significant challenge during the early months of the grant was defining the partnership and the roles of the core partners. Participation: Some teachers, school administrators, and other school staff were uncooperative or uninterested.<br>Time Required: Community change was a slow process; a large time investment was needed to create sustainable change; and certain activities had to be sacrificed in order to complete others. Administration: Partners were often working on several projects at once; with a large and diverse partnership, it was often difficult to keep everyone informed about all the activities.<br>Training: Those assisting with projects often lacked appropriate training; staff had to carefully consider how to educate the community and discuss health without offending residents.<br>Competing Interests: Partners supported the plan but invested their resources on work most associated with their institution's mission; and with competing priorities, partners' involvement often depended on available funding; and the partnership had to adjust plans to account for school regulations.<br>Recognition: Some partners received more community recognition for their efforts than others; and some organizations or individuals received credit for others' work. |

Table 11 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Cleveland, Ohio | Connections: Success has been attributed to the human capital from the Slavic Village Neighborhood and the greater Cleveland metropolitan area; and the lead agency connected good people from different professions who really care about making a difference in the community. | Vision & Purpose: The partnership was complicated by the lack of clarity of roles and responsibilities; and it was difficult getting partners to think and act across sectors rather than in their own spheres of influence.<br>Recruitment: Staff faced many challenges in attracting new partners with funds and resources.<br>Participation: At times, the partnership suffered from a lack of engagement of partners; it was difficult to sustain participation from partners; partners faced transitions in their staff affecting their participation; and it was challenging to engage busy elected officials and school administrators.<br>Size & Scale: Partners faced a broad scope of work.<br>Financial Barriers: Some partners were more conservative in spending about this work. |
| Columbia, Missouri | Connections: The Mayor helped to secure the grant; and the partnership benefited from a diverse array of partners. | Participation: It was very difficult to engage representatives from lower income areas; and it was a challenge to keep partners engaged as relationships changed over the grant period. |

Table 11 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Denver, Colorado | Connections: The partnership connected different groups and organizations around common goals to not only accomplish tasks but to challenge and support partners to expand and improve their existing efforts; partners had a high level of expertise and were involved because of their passion for active living and health; and the partnership cultivated these relationships to utilize partners effectively.<br><br>Outreach & Engagement: Resident involvement in the partnership from the very beginning was crucial to success; resident input identified the community resources, passions, and capabilities to help set the direction; partners reflected residents' needs and concerns in the programming; partners ensured resident involvement at all levels of the partnership creating buy-in and sustainability for projects and policies; partners felt that the residents were the experts; staff continuously built and cultivated relationships; with resident interest, the partnership adopted the "Be Well" Health and Wellness Initiative and local residents now refer to the area as the "Be Well Zone."<br><br>Capacity: The partnership used the Stapleton Foundation Green Book, a master development plan including partner engagement (i.e., social and human aspects of the Green Book); before ALbD, the Greater Stapleton area had a loose partnership around health but the organizations lacked momentum and community involvement; after ALbD, the existing organizations united into a strong network and expanded those involved; the partnership is a loose network but with more partners, established lines of communication, and common goals; membership relationships, investments, and resident involvement were the unique and essential components to success; in addition, partners clearly defined specific roles and were willing to modify roles, took time to conduct assessments of the community and partnership, made certain the scope of the project was within the means of the partnership, evaluated every aspect of the project, and celebrated success along the way. | Vision & Purpose: Partners had trouble identifying the strengths and abilities of partners linked to the purpose.<br><br>Participation: Some surrounding neighborhoods and communities did not want to collaborate because of concerns about the partnership's interest in funding rather than collaboration towards a common goal of healthier communities.<br><br>Administration: Staffing projects and keeping up with resident demands posed significant barriers.<br><br>Competing Interests: The biggest challenge faced was dealing with multiple jurisdictions and levels of government; and coordinating the overlap between jurisdictions and projects as well as working through perceptions was a challenge.<br><br>Financial Barriers: Limited funding impacted the scope of the partnership; immediate attention was on sustaining the partnership and its activities; and leaders did not want to get rid of advisory boards but needed to create groups focused on different issues.<br><br>Sustainability: Partners also found it difficult to keep the partnership members focused and working together. |
| Honolulu, Hawaii | Connections: Partners as well as broad business and organizational support were keys to success; and legislators understood immediately the reasoning behind a community health center making a park.<br><br>Outreach & Engagement: People wanted to be involved in the creation of the park and it excited and energized partners, including students from the continental United States; local students volunteered regularly at the park and were deeply affected by the experience; and volunteer opportunities for families catered to various cultures.<br><br>Sustainability: The "revolving" partner membership has allowed for a sustained effort as partners work on specific projects they are passionate about. | Recruitment: The lead agency hopes to make connections with other health centers down the road, but they have yet to do so; however, partners believe they have inspired one other health center to develop land with trails.<br><br>Participation: The number of people and organizations represented dwindled over time when the attempt was made to keep everyone involved in all aspects of the active living project and the changing nature of partnerships has been both good and bad for advocating for policy changes as short-term partnerships make engaging in long-term quests to change policy difficult. |

Table 11 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Isanti County, Minnesota | Connections: The partnership identified organizations and individuals with similar beliefs and agendas related to active living.<br><br>Capacity: Various disciplines represented in the partnership were able to engender a collaborative environment; typically, each organization had more than one person involved in the partnership, facilitating communication and contributing to institutional memory; partners focused on goals and work plans of the ALbD project rather than their own agendas; although ambitious, the goals generated excitement around accomplishing active living work; the small communities enhanced connectedness of partners; accomplishments, large or small scale, kept people vested in the partnership and its mission; and data and evidence strengthened the case for inclusion of active living amenities into community initiatives.<br><br>Sustainability: Partnership staff emphasized maintenance of partner relations as they believed partnership was a crucial component to success. | Participation: The level of engagement of partners varied, but maintaining a consistent level of engagement was difficult over the five years due to staff turnover; and, as the partnership accomplished more and more tasks, some partners became less involved in the partnership, as they believed that their participation was no longer needed.<br><br>Size & Scale: The partnership was working in three communities, tripling the effort necessary to gain political buy-in needed to conduct its work.<br><br>Competing Interests: Conflict of interest, especially in securing funding, kept a partner from participating in the partnership.<br><br>Financial Barriers: Partners required sufficient funding to accomplish projects.<br><br>Political Barriers: The level of change that the partnership hoped to accomplish was dependent on political support. |
| Jackson, Michigan | Connections: The partnership was a multi-generational group comprised of individuals with diverse experiences and built on numerous people and organizations realizing their common interests.<br><br>Capacity: The partnership existed before the grant; it was recognized by city council as a legitimate advisory group to inform policy and infrastructure change; partners had a strong personal drive and passion benefiting partnership efforts; and the smaller town led to closer relationships. | Vision & Purpose: Partners had difficulty aligning their different interests.<br><br>Participation: The partnership struggled to maintain an active, working partnership; partners' participation varied throughout the grant period; turnover among partners was not uncommon; changes in partners' staff slowed momentum; the partnership was missing strong representation from the faith-based community; partners had difficulty maintaining momentum during down times; the youth task force lost momentum and dissolved as key students graduated and moved on. |
| Louisville, Kentucky | Connections: Partners represented city planners, health officials, the transit authority, and the Presbyterian Community Center (center of community); and the partnership was effective at networking increasing the likelihood of success.<br><br>Capacity: Core members of the partnership had a history as they wrote the HOPE VI grant together; the partnership had many committed and dedicated partners; the partnership encouraged teamwork between partners, enhancing the effectiveness of its efforts; many partner organizations served the community, further facilitating collaboration; early successes provided support for the partnership to expand its efforts citywide. | Vision & Purpose: Ambitious early work plans lacked necessary strategic planning; and partners were confused about staffing and funding for ALbD efforts.<br><br>Participation: Inconsistent organization representation at partnership meetings hampered progress as partners repeated explanations of activities at each meeting; internal and external staff turnover made it difficult to maintain relationships, continuity in efforts, and institutional memory; and, during HOPE VI construction, relocated residents were not engaged.<br><br>Leadership: The biggest challenge was having a lead agency (Housing Authority) that was subject to federal regulations, slowing productivity tremendously.<br><br>Administration: The committees were too time consuming to direct and coordinate so they were blended into a mailing list for a database of skills and resources, and the list was used by project staff to make smaller groups for specific projects.<br><br>Competing Interests: Maintaining good relationships with partners required leaders to help members with individual initiatives, compromising partner objectives.<br><br>Financial Barriers: Organizational and governmental budget cuts and financial limitations influenced the number of people available to work with the partnership on various projects. |

Table 11 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Nashville, Tennessee | Leadership: The partnership had connections through the Project Director, an employee of the Metropolitan Government of Nashville and Davidson County.<br>Capacity: This partnership built on the previous momentum of core partners; partners created a strategic, flexible long-term plan to address active living; partners garnered resources through the governmental lead agency; and partners flexibility to be creative in their work. | Vision & Purpose: The lack of clearly defined or outlined roles hindered bringing on new partners.<br>Participation: A lack of engagement by key stakeholders, constant turnover in key government agencies, and changes in organizational representation at partners meetings was difficult.<br>Size & Scale: The large target area made focusing partnership efforts difficult. |
| Oakland, California | Connections: Partners worked with existing community organizations.<br>Outreach & Engagement: Partners have been successful at community outreach and obtaining community feedback; partners operated based on the interests of residents, leading to significant involvement of many people in each project; and high involvement increased community pride and investment.<br>Capacity: Partners narrowed the project's scope to focus on children and school initiatives; key partners work well together and with the community; and partners collectively provide technical expertise, increase outreach, build trust, and support action. | Disparities & Inequities: The City of Oakland and the Oakland Unified School District had better responses to built-environment issues in higher income neighborhoods versus lower income neighborhoods; and lower income neighborhoods required considerable organized and sustained political power to get their voices heard and to see action.<br>Vision & Purpose: Collaboration was difficult because different visions, approaches, objectives, and agendas challenged people to get on the same page.<br>Time Required: Change takes a long time to happen; and it is difficult to keep people engaged when the process takes a long time.<br>Administration: Parent/ student initiated projects prevented some issues identified by partner agencies from being addressed.<br>Political Barriers: Turnover of leadership in public agencies led partners to struggle to get projects heard and completed. |
| Omaha, Nebraska | Connections: The partnership had individuals from a diversity of disciplines.<br>Outreach & Engagement: Partners formed a critical mass for credibility with and support from the community.<br>Capacity: Partners were committed and actively participated; the partnership strategically utilized partners' skills; partners obtained additional resources; and partners improved their problem-solving by expanding their perspective. | Participation: The partnership found it difficult to maintain partners' interest; however, they were able to restructure the partnership to match partner interests with a number of opportunities for participation. |
| Orlando, Florida | Connections: The partnership had diverse representation from a number of disciplines; and each partner had distinct connections.<br>Capacity: Partners had many different perspectives contributing to a more comprehensive understanding of the challenges and opportunities for creating environments conducive to active living; partners had a range of skill sets; partners developed an orientation manual; and partners asked each organization to designate more than one representative. | Participation: Partners had difficulty maintaining continuity in the relationships and activities of the partnership as organizations joined and left the partnership and partner representatives changed. |

Table 11 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Portland, Oregon | Connections: A cross-disciplinary approach provided new opportunities for partners to learn from each other.<br><br>Outreach & Engagement: An overall spirit of collaboration between organizations in Portland created more holistic, sustainable changes in the community; staff and partner involvement in community events enhanced participation and collaboration.<br><br>Capacity: Partners took time to establish and grow relationships to have a strong foundation; partners identified the strengths and weaknesses of each organization to better delegate project roles to match the interests and strengths of partners; partner roles and responsibilities were clearly identified and outlined; partnership staff worked to build the capacity and competencies of partners for sustainability; partners were recognized and commended for successes; and partners' willingness to align partnership objectives with those of other organizations expanded the partnership's impact. | Vision & Purpose: Tremendous effort was required to build consensus and collaboration among diverse partners<br><br>Participation: Some partners were selected for name recognition rather than interest, so investment and commitment varied per organization; and the high turnover of partners disrupted cohesion and connectedness.<br><br>Administration: Separate workgroups created to manage and focus partner activities in place of large partnership meetings led to a lack of cohesion among partners overall.<br><br>Financial Barriers: Many partners participate out of personal interest rather than organizational support, so lack of funding and resources negatively impacted the involvement of many partners. |
| Sacramento, California | Connections: The partnership had a diverse group of individuals, organizations, and agencies with an ability to bring awareness to community, developers, and others.<br><br>Outreach & Engagement: Partners were available to address community concerns with elected officials and city government.<br><br>Capacity: Partners had a loose and non-formalized network that encouraged action on multiple levels; partners received community recognition and respect; partners were passionate members who were not just "doing a job" or filling a seat; the partnership allowed members to learn each others systems and thus created more efficient pathways; and even without partnership meetings, the mission and goals of the partnership continue on through partners' independent work. | Vision & Purpose: Partners had a lack of broad goals initially, so it took time to build momentum; and partners' diversity created a lack of focus and made it difficult to engage with one core message at times.<br><br>Participation: In the loose network, many partners continued working on projects fitting the partnership's mission independently, but they haven't always reported back to the partnership; and some partners were not active or difficult to keep engaged.<br><br>Time Required: Partners identified that this work takes a significant time commitment.<br><br>Administration: Partners found it hard to balance partnership building with achieving products or results; scheduling partners' and community members' efforts and activities was challenging; and it was difficult to keep up with the momentum of the partnership.<br><br>Competing Interests: Partners struggled to find a balance between working on individual projects and changing policy overall; and partners often dealt with "not in my backyard" apathy and indifference.<br><br>Financial Barriers: Partners highlighted insufficient funding as a challenge.<br><br>Publicity: Partners had difficulty getting the general public's attention. |

Table 11 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Santa Ana, California | Connections: The partnership influenced city policies by working with policymakers; and this involvement of key decision-makers led to interactions with city officials that otherwise would not have occurred.<br><br>Outreach & Engagement: Community members became involved as key staff on the project; and the partnership made a commitment to being proactive in creating projects that benefit the community.<br><br>Capacity: The lead agency and partners had high levels energy, enthusiasm, and passion; the formation of committees and task forces led to a more equitable division of labor; partners demonstrated the ability to begin work quickly; a synergistic relationship between partners allowed them to accomplish more through collaboration; partners consistently attended meetings; and partners made active living and the partnership a priority in their work. | Vision & Purpose: Partners had disagreements about work plans and goals; a lack of early buy-in from key partners stalled progress; some partners had undefined roles; and some neighborhood associations tended to focus on problems rather than solutions.<br><br>Participation: The partnership was largely unsuccessful at recruiting local businesses; and it was difficult to find dedicated individuals or representatives to replace former partners.<br><br>Size & Scale: Partners had difficulty balancing the 5P strategies and became too focused on programs.<br><br>Administration: Implementation of activities was left to the lead agency and staff; and a single advocacy organization was responsible for all lobbying efforts.<br><br>Competing Interests: Some individual organizational interests and politics got in the way.<br><br>Financial Barriers: Leaders had difficulty engaging partners who did not receive funding support.<br><br>Political Barriers: The need for change was sometimes outweighed by the effort it took to convince the community and the government. |
| Seattle, Washington | Connections: Partners had many affiliations that extended partnership reach and influence; and partners developed relationships with many organizations.<br><br>Outreach & Engagement: Partners were supportive and responsive to efforts to increase opportunities for physical activity for Seattle residents; partners developed trusting relationships in their work with the communities and organizations; partners had a focus on building expertise and competency in institutions at the neighborhood level so that citizens could be advocates for active living and other concerns; and partners disseminated best practices across neighborhoods to increase learning from each other's experiences.<br><br>Capacity: Partners and staff were dedicated and served as a mediator between neighborhoods and government organizations. | Size & Scale: The extensiveness of the partnership provided its own set of challenges; the large partnership made it difficult to determine exactly what could be attributed to the partnership efforts.<br><br>Administration: The primary challenge was ensuring adequate communication among partners; and partners found it difficult to determine who was responsible for actions and to hold those individuals and organizations accountable to fulfill obligations.<br><br>Competing Interests: Two groups represented in the partnership, pedestrians and cyclists, often disagreed on what should take priority.<br><br>Political Barriers: Some partners (particularly schools) felt as if they should be asked for approval prior to any legislative action; and the unchanging culture within the Department of Transportation that did not consider pedestrians and cyclists in street planning.<br><br>Publicity: Despite promotion of active living, only a small number of people knew the partnership.<br><br>Sustainability: The lack of importance and, consequently, attention given to sustainability by some partners. |

Table 11 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Somerville, Massachusetts | Connections: The partnership helped bring together many initiatives happening in isolation to create a stronger, more multi-dimensional city-wide collaboration.<br>Capacity: Diverse skill sets were represented in the partnership, enabling the group to capitalize on individual strengths to accomplish different tasks; many partners had working relationships with each other, so partners were comfortable together and had high levels of trust; the multi-disciplinary partnership not only contributed to the success of the alliance, but also to the successes of individual partners as they expanded programming and goals to be more inclusive of other community affairs. | Vision & Purpose: It was difficult to develop a unique identity for the partnership with the Shape Up Somerville identity in the community.<br>Publicity: Partners were hesitant to use a new logo and branding given the existing active living brand of Shape Up Somerville; eventually, partnerships were allowed to use other logos, especially if there was an active living brand already present in the community. |
| Upper Valley, Vermont & New Hampshire | Connections: Partners created new relationships.<br>Outreach & Engagement: The partnership helped to reach a wider audience.<br>Capacity: Partners drew on their skills, interests, and past experiences to prepare them for their work with Trails for Life; though most did not have health-related backgrounds, they were skilled individuals who contributed to the capacity of the organization; the partnership was a catalyst for new ideas; and partners worked to inspire and educate each other. | Vision & Purpose: The main challenge was getting the partners to buy into the project sufficiently to actually take on responsibility for getting things done; part of the problem may have been the way the partnership was established as partners were not brought together as a group and presented with expectations.<br>Time Required: Finding time to follow through was difficult.<br>Administration: The majority of the work fell on the lead agency; while partners felt the partnership worked well, the lead agency staff felt differently as staff felt frustrated by the lack of contribution by other partners; few individuals and organizations actively participated in the partnership projects. |
| Wilkes-Barre, Pennsylvania | Outreach & Engagement: Partners forged new relationships among community members; and partners inspired dialogue within community.<br>Capacity: The partnership had diverse members and with diverse perspectives; partners had a strong communication network with the ability to connect despite physical distances; partners had collaborative and complementary efforts; partners achieved joint goals while promoting individual interests; partners shared a limited set of skills, funds, and networks to accomplish their goals; partners concentrated their focus by sharing roles and responsibilities; partners had a strong foundation to support the efforts; the partnership had a dedicated Project Manager; and partners had the ability to overcome roadblocks and work through problems. | Vision & Purpose: Initially, narrowing the focus and defining the vision was a lengthy process; the partnership name produced a sense of restriction to trails; and partners had misconceptions with respect to expectations regarding other partners' roles and responsibilities.<br>Participation: Partners had difficulty sustaining support from various community organizations, including health and hiking groups; and it was a challenge to keep partners actively engaged in meetings.<br>Competing Interests: Initially, some partners were limited in their ability to see past their individual interests; and trail partners and community health organizations were difficult to unite.<br>Financial Barriers: Partners had limited funding which led to limited support from some partners.<br>Political Barriers: Advocacy efforts unintentionally ruffled feathers instead of generating support. |
| Winnebago, Nebraska | Connections: Partners created new relationships.<br>Capacity: Partners learned to work well together and enjoyed participating in partnership meetings and activities. | History: Some of the partners had worked together on a previous effort to enhance a local community center but were unable to reach consensus on whether to renovate or rebuild the facility, resulting in a failure of the project. |

### *Preparation Part II: Understanding Community Context & Conducting Community Assessment*

The assessment activities included collecting new data or gaining access to existing data for the purpose of increasing understanding of the populations and settings of interest to each community partnership. Assessment findings were used to increase familiarity with the community in order to determine the types of goals, tactics, and activities that may work best related to the other 5P Model components (i.e., policy changes, physical projects, promotions, programs). Community partnerships' assessment efforts have also been reported in an article as part of an evaluation supplement for the American Journal of Preventive Medicine (AJPM).[44]

The ALbD community partnerships identified a wide range of data sources, methods, tools, and measures (e.g., surveillance data, environmental audits, conversations with community members) to elicit characteristics of the populations and settings of interest. Several community partnerships worked to further refine the populations and settings for their activities based on the assessment activities. For example, community partnerships decided whether they would be working with the general population in a defined geographic location or with specific subpopulations (e.g., children, African Americans, immigrant populations, lower income populations). Despite the relatively large populations identified in Table 6 for each of the community partnerships, the goals, tactics, and activities of the partnerships' work plans often focused on more specific populations. Often, the strategies related to policy changes and physical projects tended to influence broader populations, while programs and promotions were tailored to more specific populations or settings. Likewise, many of the community partnerships solidified the geographic boundaries (e.g., a neighborhood, a metropolitan area, a county) related to their efforts as part of the assessment activities.

In some cases, community partnerships used assessment activities to understand the shared social or cultural characteristics of the community (e.g., faith-based beliefs, historical events or experiences, political interests). These insights into the community context helped to ensure that the 5P strategies were designed, planned, and carried out in a way that maximized benefit to the community.

Likewise, some community partnerships uncovered related efforts occurring in the communities as part of the assessment activities. At times, community partnerships explored whether these prior efforts worked or did not work, the challenges faced, the opportunities created, and the ways these efforts may have worked for some subpopulations but not for others. Later, in the course of the ALbD initiative, several community partnerships also used assessment to examine sustainability and opportunities in the community to create lasting change.

Some examples of assessment efforts are summarized briefly below, with a more detailed analysis of assessment efforts by community partnership included in Table 12:

- The Town of Chapel Hill generated a list of infrastructure projects using a process for assessing and prioritizing sidewalk improvements that considered length of sidewalk sections, density of surrounding neighborhoods, and access to schools or community spaces. (Chapel Hill, North Carolina)
- The Active Living Partnership in the Kokua Kalihi Valley developed maps to assess the land and facilities and to guide planning for the environment enhancements and programming associated with each area of the park. (Honolulu, Hawaii)
- The Louisville Metro Department of Planning and Design assessed the walking environment using the Walkability Assessment tool. The tool allowed community members to communicate directly to government officials what changes and improvements they wanted to see in their community. It also increased community buy-in and engagement and made the process of neighborhood planning and improvement more effective. The results of the assessment were incorporated into improvement plans for the neighborhoods. Because of the success of the walking audits, the Department of Planning and Design incorporated the Walkability Assessment tool into its official Neighborhood Planning Process. In addition, the partnership made the assessment tool available to other communities and held Train-the-Trainer courses to educate others on the use of the tool. (Louisville, Kentucky)

- Interactive parent and student meetings were held in the evenings at three school sites, Garfield Elementary, Manzanita Elementary, and Roosevelt Middle Schools. The top issues for parents were safety, beautification and landscaping while the top issues for students were artificial turf fields, soccer and basketball goals, shade and places to sit, security and lighting. Student leaders were chosen to go through the focus group process and then report back to the students as a whole. This method created a leadership training exercise for the students and was more productive than trying to work with 200 students at once. At Manzanita, former students were also invited to participate in hopes to instill community pride and to reduce vandalism for the project components. Initial and final plans developed by Urban Ecology included changes to the schoolyard design, safety issues such as traffic calming, and designs for beautification and development of community pride. (Oakland, California)

Table 12: ALbD Community Assessment

| Community Partnership | Purpose(s) | Methods & Measures | Data Collection |
|---|---|---|---|
| Albuquerque, New Mexico | To evaluate physical improvements needed in the community<br>To discuss Great Street concepts, city plans, and the Ditches with Trails project<br>To generate public interest in plans for improvements to the physical environment | Charrette | Data collected by: Alburquerque Alliance for Active Living (AAAL) partners and students in Landscape Architecture, Town Design, and Public Health at University of New Mexico<br>Data collected from: residents of the Nob Hill neighborhood |
| | To evaluate physical improvements needed in the community | Walkability audit | Data collected by: AAAL partners<br>Data collected from: streetscapes in the Nob Hill neighborhood |
| | To look at recreational habits around the ditches<br>To assess community member willingness to allocate taxes to support development of the recreational trails | Survey | Data collected by: AAAL partners |
| | To discuss active living initiatives<br>To develop a social marketing campaign | Focus groups | Data collected by: AAAL partners<br>Data collected from: Vecinos del Bosque Neighborhood Association members |
| | To create maps of walking routes as part of Safe Routes to School | Map generation | Data collected by: AAAL partners<br>Data collected from: students at Valle Vista Elementary School |
| | To identify and map neighborhood features | Map generation | Data collected by: AAAL partners<br>Data collected from: residents from 5 different neighborhoods |

Table 12 (continued)

| Community Partnership | Purpose(s) | Methods & Measures | Data Collection |
|---|---|---|---|
| Bronx, New York | To conduct a feasibility study | Secondary data on land ownership and condition | Data collected by: South Bronx Greenway (SBG) project partners<br>Data collected from: records on South Bronx |
| | | Survey | Data collected by: SBG project partners<br>Data collected from: property/ business owners |
| | | Discussion Forum | Data collected by: SBG project partners<br>Data collected from: policy stakeholders |
| | To gain extensive input into the design of the Greenway | Charette | Data collected by: SBG project partners<br>Data collected from: South Bronx residents |
| | To look at community interest and concerns related to active living and the Greenway project | Focus groups (safety, green space) | Data collected by: SBG project partners<br>Data collected from: adolescent girls, seniors, single mothers, mixed parents, and residents |
| | To generate maps identifying unsafe streets and intersections<br>To use maps as an advocacy tool to convince state decision-makers to improve the conditions of unsafe intersections | Secondary data on ped/ bike crashes | Data collected by: SBG project partners<br>Data collected from: records on South Bronx |
| Buffalo, New York | To conduct a comprehensive physical infrastructure assessment | Environmental audits | Data collected by: Healthy Community Initiative (HCI) partners and trained participants<br>Data collected from: medical campus, Fruit Belt, Allentown streetscapes/ facilities |
| | | Photography | Data collected by: HCI partners and trained participants<br>Data collected from: medical campus, Fruit Belt, Allentown streetscapes/ facilities |
| | To look at governmental and institutional policies as they related to active living | Policy analyses | Data collected by: HCI partners<br>Data collected from: medical campus, Fruit Belt, Allentown streetscapes/ facilities |
| | To launch a baseline evaluation of the impact of infrastructure improvements on Ellicott Street on physical activity | Survey | Data collected by: University of Buffalo<br>Data collected from: medical campus employees |

Table 12 (continued)

| Community Partnership | Purpose(s) | Methods & Measures | Data Collection |
|---|---|---|---|
| Chapel Hill, North Carolina | To conduct mobility studies to develop recommendations for reducing barriers to active living (Active Neighborhoods) | Neighborhood-based walking assessments (Pedestrian and Bicycle Network Audit) | Data collected by: University of Chapel Hill students, North Carolina Prevention Partners, residents, and Town staff<br>Data collected from: Timberlyne Shopping Center, Northside Neighborhood |
| | | GIS mapping (sidewalk and crosswalk conditions, lighting from audits) | Data collected by: Town staff |
| | | Impact of LED street lights - eco-friendly and maintain star visibility at night | Data collected by: Duke Power Company |
| | | Analysis of mobility and safety considerations for pedestrians and cyclists | Data collected by: UNC Highway Research Center for a main corridor |
| | | Walking tour (lighting, safety, recreation, maintenance, connectivity, crosswalks, sidewalks) | Data collected by: Go! Chapel Hill partners and residents of Northside Neighborhood |
| | To develop recommendations for policies, physical projects, programs, and promotions to increase active living (Active Schools) | Facilities audits | Data collected by: Go! Chapel Hill partners<br>Data collected from: local schools |
| | | Walk zone mapping | Data collected by: Go! Chapel Hill partners<br>Data collected from: local schools |
| | | Neighborhood walking suitability assessments | Data collected by: Go! Chapel Hill partners<br>Data collected from: neighborhoods |
| | | Direct observation | Data collected by: Go! Chapel Hill partners<br>Data collected from: students |
| | | Community forums | Data collected by: Go! Chapel Hill partners<br>Data collected from: residents |
| | To develop recommendations for policies, physical projects, programs, and promotions to increase active living (Active Schools) | Surveys | Data collected by: Go! Chapel Hill partners<br>Data collected from: parents |
| | | Classroom surveys | Data collected by: Go! Chapel Hill partners<br>Data collected from: students |
| | | Interviews | Data collected by: Go! Chapel Hill partners<br>Data collected from: school staff |
| | To shape an active business transportation management plan project<br>To determine transportation and physical activity patterns (Active Businesses) | Survey | Data collected by: Go! Chapel Hill partners<br>Data collected from: local businesses |
| | | Mobility survey | Data collected by: Go! Chapel Hill partners<br>Data collected from: employees of local businesses |

Table 12 (continued)

| Community Partnership | Purpose(s) | Methods & Measures | Data Collection |
|---|---|---|---|
| Charleston, South Carolina | To inventory the existing bicycle and pedestrian facilities as well as other facilities related to active living | Pedestrian and Bicyclist Level of Service Assessment | Data collected by: Lowcountry Connections Initiative (LCI) partners<br>Data collected from: Berkeley-Charleston-Dorchester region |
| | | Walkability surveys | Data collected by: LCI partners<br>Data collected from: Berkeley-Charleston-Dorchester region |
| | To obtain input on zoning and policies based on concerns, needs, and preferences for placement of roads and bikeways | Discussion forums | Data collected by: LCI partners<br>Data collected from: community members |
| | To assess health indicators | Survey | Data collected by: LCI partners<br>Data collected from: users on the new bike/ped pathway on the Ravenel Bridge |
| | To identify perceptions of active living environment | Interviews | Data collected by: LCI partners<br>Data collected from: 45 non-choice and choice commuters |
| | To conduct a feasibility study related to ped/bike improvements (East Coast Greenway trail alignment) | Feasibility study | Data collected by: LCI partners |
| | To assess the conversion of Cummings Street into a two-way arterial for bicycles and cars | Feasibility study | Data collected by: LCI partners<br>Data collected from: records on Cummings Street |
| | To determine accessibility for disabled people at public transit stops<br>To identify bicycle and pedestrian accidents | GIS mapping | Data collected by: city engineers |
| | To inventory existing facilities to support active living | Secondary data (bicycle and pedestrian facilities, parks and recreational centers) | Data collected by: regional planners |

Table 12 (continued)

| Community Partnership | Purpose(s) | Methods & Measures | Data Collection |
|---|---|---|---|
| Chicago, Illinois | To elicit adults' descriptions on levels of physical activity and barriers to physical activity | Face-to-face surveys | Data collected by: bilingual residents<br>Data collected from: 400 residents within a one-half mile-radius of Logan Square |
| | To assess active living at school | Surveys | Data collected by: University of Illinois – Chicago faculty and students<br>Data collected from: McAuliffe Elementary School staff, parents, and students |
| | To understand motivating factors for walking and biking as well as residents' visions and concerns about the proposed Bloomingdale Trail/Linear Park project | Focus groups | Data collected by: Logan Square Neighbohood Association<br>Data collected from: community residents |
| | To assess the built environment<br>To show the geographic distribution of parks, facilities for active living, and physical activity levels of community members | Walkability assessments (levels of physical activity, barriers to physical activity)<br>GIS mapping | Data collected by: health economist/ statistician from University of Illinois – Chicago |
| | To demonstrate associations among childhood obesity, crime, and accessibility of parks and playgrounds | GIS mapping (students' BMI data, Chicago Police department crime statistics) | Data collected by: health economist/ statistician from University of Illinois – Chicago |
| Cleveland, Ohio | To examine youth and parent support for a Safe Routes to School initiative | Survey | Data collected by: Slavic Village Development Corporation<br>Data collected from: 300 youth and parents at two pilot school sites |
| | To understand residents' current levels of physical activity, their perceived barriers to activity, desired programs, and reactions to sample messages and ads | Survey | Data collected by: Slavic Village Development Corporation<br>Data collected from: approximately 300 residents of all ages were surveyed |
| | To increase safety and create better pedestrian and bicyclist access in and around a very problematic intersection near an elementary school, a new park and a future trailhead | Feasibility study | Data collected by: consulting firm<br>Data collected from: Broadway-Miles intersection |
| | To identify the best biking and walking routes and "hot spots" or problem areas | Neighborhood audits<br>Map generation | Data collected by: ten teenagers from the neighborhood |

Table 12 (continued)

| Community Partnership | Purpose(s) | Methods & Measures | Data Collection |
|---|---|---|---|
| Columbia, Missouri | To develop a social marketing campaign<br>To determine current physical activity levels, attitudes, behaviors, and perceived barriers/ benefits of physical activity | Survey | Data collected by: Bike, Walk, and Wheel (BWW) partners<br>Data collected from: parents, children, and the general community |
| | To follow up on social marketing campaign progress | Focus groups | Data collected by: BWW partners<br>Data collected from: Parents, children, and the general community |
| | To highlight the best route for Walking School Bus leaders and other local leaders | Map generation | Data collected by: Columbia Planning Department |
| | To assess the positive and negative aspects of the physical infrastructure for active living in downtown Columbia | Environmental audits | Data collected by: University of Missouri partners |
| | To record the number of bike/pedestrian travelers passing through 5 key intersections for one hour on each of 5 mornings | Direct observation | Data collected by: University of Missouri partners |
| Denver, Colorado | To provide useful information and resources for neighborhoods to guide their policy agenda without stigmatizing specific neighborhoods<br>To conduct a baseline study on cardiovascular disease for Taking Neighborhood Health to Heart (funded by NIH) | Interviews to assess health status | Data collected by: University of Colorado's Department of Family Medicine; community members helped to develop the tools, collect, analyze and disseminate the data<br>Data collected from: 950 interviews with residents |
| | To get a closer look at resident behaviors and attitudes | Surveys (24 hour diet recall, bicycle rack usage) | Data collected by: Stapleton Transportation Management Association (bicycle rack usage)<br>Data collected from: parents and students of a local elementary school (24 hour diet recall); residents (bicycle rack usage) |
| | To identify the need for improvements to sidewalks, bike paths and general accessibility in the neighborhood | Surveys (walkability, bikability) | Data collected by: Active Living Partnerships of Greater Stapleton (ALPS) partners<br>Data collected from: 150 surveys of Park Hill parents and students |
| | To understand the role small businesses play and determine roles they could play in promoting healthy eating and active living | Focus Groups/ Interviews | Data collected by: ALPS partners<br>Data collected from: local businesses |
| | To make design recommendations for walkability and bikeability | Environmental audits | Data collected by: Walkable Communities, Inc.<br>Data collected from: Stapleton and surrounding communities |
| | To visually document barriers getting to and from school safely | Photovoice | Data collected by: ALPS partners<br>Data collected from: local elementary students |
| | To conduct a shuttle feasibility study at Stapleton (funded by US Department of Interior's Alternative Transportation Program) | Feasibility study | |

Table 12 (continued)

| Community Partnership | Purpose(s) | Methods & Measures | Data Collection |
|---|---|---|---|
| Honolulu, Hawaii | To examine population density and population demographics in Kalihi Valley | Secondary data (Census) | Data collected by: Kokua Kalihi Valley Community Health Center |
| | To determine how peers in each class get to school | Survey | Data collected by: Kokua Kalihi Valley Community Health Center<br>Data collected from: children from local schools |
| | To collect information to gain support for improvements of streets | Walk audit | Data collected by: AARP members |
| | To identify the location of all the over 200-year old stone walls in the park area and guide park planning | Map generation | Data collected by: Kalihi Valley Nature Park |
| | To document widespread support for preserving community green space and oppose further residential subdivision developments | Review of community petitions and legislative appeals (mid-1980s) | Data collected by: Kokua Kalihi Valley Community Health Center<br>Data collected from: secondary records originally submitted by Kalihi Valley residents |
| | To discover the primary concerns of residents in the area | Door-to-door interviews | Data collected by: 4 immigrant women hired by Kokua Kalihi Valley Community Health Center<br>Data collected from: Kalihi Valley residents |
| | To identify the patient population increasingly suffering from chronic conditions associated with insufficient physical activity | Secondary data (health status) | Data collected by: Kokua Kalihi Valley Community Health Center |
| Isanti County, Minnesota | To assess active living motivators, active living barriers, possible community changes to encourage active living, and commute times<br>To generate baseline data for a follow-up survey to look at any changes that may have come about from the ALbD initiative (funded by Minnesota Department of Health) | Surveys | Data collected by: Isanti County Active Living Partnership partners<br>Data collected from: Isanti County residents |
| | To conduct an engineering study to develop a bike/pedestrian crossing and to determine construction constraints for a planned bike trail | Soil borings, soil testing, and preliminary bridge design | Data collected from: wetlands in Isanti County |
| | To conduct a feasibility study for a pedestrian/bicycle crossing of the Rum River | Feasibility study | |

Table 12 (continued)

| Community Partnership | Purpose(s) | Methods & Measures | Data Collection |
|---|---|---|---|
| Jackson, Michigan | To examine bus services and suggestions for ways to attract youth ridership | Surveys | Data collected by: Walkable Communities Task Force (WCTF) partners<br>Data collected from: youth and "established" bus riders in the Jackson area |
| | To assess pedestrian and bicyclist activity in Jackson | Surveys | Data collected by: Walkable Communities Task Force (WCTF) partners<br>Data collected from: Jackson residents |
| | To follow up with parents on satisfaction with Safe Routes to School efforts | Surveys | Data collected by: Walkable Communities Task Force (WCTF) partners<br>Data collected from: Frost Elementary School parents |
| | To examine alternative modes of transportation to and from local worksites | On-line surveys | Data collected by: Walkable Communities Task Force (WCTF) partners<br>Data collected from: employees of local businesses in Jackson |
| | To identify active living worksite policies | Surveys | Data collected by: Walkable Communities Task Force (WCTF) partners<br>Data collected from: local businesses in Jackson |
| | To review broad, community-level data on Jackson's physical activity environment from the Annual Transportation Survey completed prior to the ALbD grant | Surveys/focus groups/interviews (policies and planning, ped/bike safety and facilities, community resources, and public transportation) | Data collected by: Walkable Communities Task Force (WCTF) partners |
| | To assess the condition of streets and sidewalks surrounding local schools | Walking audits | Data collected by: Walkable Communities Task Force (WCTF) partners<br>Data collected from: schools participating in Safe Routes to School |
| | To conduct a feasibility study for different transportation methods for Jackson Public Schools | Students in walk/bike distance from school, how to expand the number of students, projected cost estimate, co-benefits of the SRTS program | |
| | To conduct a bussing study to show cost effectiveness of reducing bus service and improving the walking and biking environment | Feasibility study | |

Table 12 (continued)

| Community Partnership | Purpose(s) | Methods & Measures | Data Collection |
|---|---|---|---|
| Louisville, Kentucky | To direct the partnership's activities | Focus groups | Data collected by: ACTIVE Louisville partners<br>Data collected from: residents from neighborhoods (Smoketown, Shelby Park) |
| | To assess the built environment in multiple neighborhoods To direct the partnership's activities | Walkability Assessment Tool (walking, biking, and transit) | Data collected by: residents (identify areas in need of improvement)<br>Data collected from: designated paths in the neighborhoods |
| | To assess deficiencies in neighborhood sidewalk networks | Sidewalk inventories | Data collected by: ACTIVE Louisville partners |
| | To determine the basic types of programming and promotions that would resonant with area residents | Focus groups | Data collected by: Presbyterian Community Center |
| | To conduct a Crime Prevention through Environmental Design analysis in Smoketown | Evaluated the physical environment in terms of safety, crime prevention, and barriers to physical activity | Data collected by: Metro Police Department |
| Nashville, Tennessee | To make recommendations for infrastructure improvements | Walkability audits | Data collected by: students at elementary schools as part of Walk to School Day events, Vanderbilt University's Department of Human and Organizational Development |
| | To gain input into the implementation of the Walk-to-Shop program | Focus groups | Data collected by: Music City Moves partners<br>Data collected from: residents and building manager at the Green Hills Apartment for Retired Teachers |
| | To identify barriers to walking or biking to school | Map generation | Data collected by: Music City Moves partners<br>Data collected from: community members |
| Oakland, California | To plan improvements for schoolyard, park and street initiatives | Focus groups | Data collected by: East Bay Asian Youth Center, Urban Ecology<br>Data collected from: school staff, parents, and students |
| | To identify safe bike routes within the San Antonio neighborhood district<br>To publish a user-map for area residents | Map generation | Data collected by: Cycles of Change, East Bay Asian Youth Center |
| | To highlight problem areas in and around the schools | Walk audits | Data collected by: school staff, parents, and students |

Table 12 (continued)

| Community Partnership | Purpose(s) | Methods & Measures | Data Collection |
|---|---|---|---|
| Omaha, Nebraska | To measure participants' opinions about activity and lifestyles, impressions of Omaha as a place to lead an active lifestyle, perceptions of opportunities/ plans to be more active, and awareness and effect of the Activate Omaha campaign to date | Telephone surveys (pre/post) | Data collected from: community members exposed to the Activate Omaha social marketing campaigns |
| | To assess the physical environment in neighborhoods across the city | Survey | Data collected by: policy subcommittee of Activate Omaha |
| | To assess environments and resources needed to begin making changes | Charettes | Data collected from: residents of Benson, Joselyn Castle, and Old Loveland neighborhoods |
| | To build political support for creating infrastructure change that supports active living by inviting government officials to participate in the audit | Community-wide walking audits | Data collected by: Our Healthy Community Partnership with assistance of Mark Fenton, a national expert in walkability |
| | To identify ways to increase safety for children who walk or bike to school and to prioritize issues based on support and funding | Audits | Data collected from: areas around local elementary schools |
| Orlando, Florida | To establish baseline data on elements of the built environment not in the city's GIS database (the street survey data created another usable GIS layer) | Survey of all streets, sidewalks, bicycle lanes, and streetscapes -- pleasantness, shade, and personal safety (Sprinkle Consulting Bicycle Level of Service and Pedestrian Level of Service model) | Data collected by: Get Active Orlando partners with over 100 community volunteers from neighborhood associations, the University of Central Florida, Metroplan Orlando, and the City of Orlando (trained and paired off to ensure inter-rater reliability)<br>Data collected from: over 300 street segments in the project area |
| | To identify key issues and challenges facing older adults | Focus groups | Data collected by: Get Active Orlando partners<br>Data collected from: community members from the project area |

Table 12 (continued)

| Community Partnership | Purpose(s) | Methods & Measures | Data Collection |
|---|---|---|---|
| Portland, Oregon | To assess the community's awareness of the Springwater Corridor Trail, trail usage, and input about possible trail improvements | Surveys | Data collected by: Community Health Partnership<br>Data collected from: Lents community members |
| | To produce a report on possible sites for a trailhead | Feasibility study | Data collected by: Community Health Partnership, Portland State University Urban and Regional Planning Program students |
| | To conduct a formal trailhead study to find a site that was easily visible and accessible by the community (5 possible sites)<br>To identify potential trailhead designs | Feasibility study | Data collected by: Community Health Partnership hired a planning and design company |
| | To assess trail use, physical activity, and community project involvement | Survey | Data collected by: Community Health Partnership<br>Data collected from: Lents High School |
| | To evaluate walkability, bikeability, and opinions of proposed physical infrastructure changes | Survey | Data collected by: Community Health Partnership<br>Data collected from: Lents residents |
| | To develop walking routes for Lents WALKS | Survey | Data collected by: Community Health Partnership<br>Data collected from: Lents residents |
| | To collect data on commuter behaviors along the Interstate Corridor | Added active living questions to the Portland Department of Transportation TravelSmart survey | Data collected by: Portland Department of Transportation<br>Data collected from: Interstate Corridor residents |
| | To identify major physical infrastructure barriers for capital improvement projects for Kelly GROW and Safe Routes to School | Feasibility study | Data collected by: city engineers<br>Data collected from: areas around schools |
| | To increase support for Damascus active living projects | Community forum | Data collected from: Damascus community |
| | To assess a proposed bridge replacement project for the Columbia River | Health impact assessment | Data collected by: Active Living Partnership working group |
| | To gain community input | Community forums and design charrettes | Data collected by: Active Living Partnership |
| Sacramento, California | To help identify community supports and barriers to physical activity | Surveys | Data collected by: Partnership for Active Communities and community members |
| | | Charettes | Data collected by: Partnership for Active Communities and community members |
| | | Walking audits | Data collected by: Partnership for Active Communities and community members |
| | | Neighborhood mapping | Data collected by: Partnership for Active Communities and community members |

Table 12 (continued)

| Community Partnership | Purpose(s) | Methods & Measures | Data Collection |
|---|---|---|---|
| Santa Ana, California | To build trust and learn how best to communicate with community members | Focus group | Data collected by: Active Living in Santa Ana (ALISA) partners<br>Data collected from: Warwick Square, Lyons, and Madison Park Walking Clubs |
| | To gauge property owners' interest in joint use agreements with area schools | Focus group | Data collected by: ALISA partners<br>Data collected from: COM-LINK, a group of neighborhood association leaders |
| | To gauge the role of businesses in increasing active living opportunities | Survey | Data collected by: ALISA partners<br>Data collected from: business managers and owners |
| | To visualize the availability and accessibility of active living facilities through projected bike paths and existing and pending community centers | Map generation | Data collected by: ALISA partners |
| | To assess the road and sidewalk conditions of the most used routes in Santa Ana | Walkability checklists | Data collected by: ALISA partners |
| Seattle, Washington | To help identify community supports and barriers to physical activity | Surveys | Data collected by: Active Seattle partners and community members |
| | | Focus groups | Data collected by: Active Seattle partners and community members |
| | | Walking audits | Data collected by: Active Seattle partners and community members |
| | | Neighborhood mapping | Data collected by: Active Seattle partners and community members |
| Somerville, Massachusetts | To determine the walkability of the area<br>To identify a walking route in East Somerville | Walking assessments | Data collected by: Shape Up Somerville partners, AmeriCorps volunteers, and community members<br>Data collected from: 10 elementary schools |
| | To assess environmental factors that influence physical activity and healthy eating during the workday | Environmental audit | Data collected by: Shape Up Somerville partners<br>Data collected from: city property |
| | To identify Safe-START Pedestrian and Bicycle Safety priority locations | Secondary data (pedestrian and bicycle accidents) | Data collected by: city of Somerville<br>Data collected from: streets and intersections |
| | To assess changes in active living behaviors among youth in Somerville | Added active living questions to the Youth Behavioral Risk Factor Surveillance System | Data collected by: schools<br>Data collected from: students |

Table 12 (continued)

| Community Partnership | Purpose(s) | Methods & Measures | Data Collection |
|---|---|---|---|
| Upper Valley, Vermont & New Hampshire | To conduct an Upper Valley Loop Trail Feasibility Study for a railroad bridge spanning the Connecticut River between Lebanon, NH, and Hartford, VT as a possible "rail-with-trail" connection for pedestrian/ bicyclist travel | Feasibility study | Data collected by: Upper Valley Trails for Life partners |
| | To conduct a Conservation Area Trails Feasibility Study to assess all the trails in the conservation areas for those to be developed to increase accessibility | Feasibility study | Data collected by: Upper Valley Trails for Life partners hired a consultant |
| | To build the Trails Connect concept from community input about trails in the region | Community forum | Data collected by: Upper Valley Trails for Life partners<br>Data collected from: community members |
| Wilkes-Barre, Pennsylvania | To develop the Communications Plan and a list of health messages for physical activity promotion in the media | Focus groups | Data collected by: Wyoming Valley Wellness Trails Partnership hired communications professionals |
| | To assess attitudes toward active living as well as motivation to be physically active | Focus groups and interviews | Data collected by: Wyoming Valley Wellness Trails Partnership<br>Data collected from: Wilkes-Barre residents |
| | To assess walking routes and connections | Walkability audits (trails, sidewalks, roadways) | Data collected by: Wyoming Valley Wellness Trails Partnership<br>Data collected from: Interstate 81 and Business 309 |
| | To assist in the Anthracite Scenic Trails Association Ridge to River Connector Feasibility Study (align route to connect D&L Black Diamond Trail, Wilkes-Barre downtown, and Susquehanna River Trail) | Feasibility study | Data collected by: Wyoming Valley Wellness Trails Partnership |
| | To identify community resources, partners, and opportunities for improvement (local clubs and organizations, employers, and health systems) | Resource inventory | Data collected by: Wyoming Valley Wellness Trails Partnership |
| | To assess programs in physical activity, nutrition, and tobacco control | Program evaluation | Data collected by: Wyoming Valley Wellness Trails Partnership |
| Winnebago, Nebraska | To assess the accessibility of active living opportunities | Environmental audits (wellness facilities and sidewalks) | Data collected by: Wąkšik Wago partners |
| | To determine how to engage residents of all ages in efforts to increase physical activity<br>To identify the preferred types of activity for residents, particularly children | Focus groups and surveys | Data collected by: Wąkšik Wago partners<br>Data collected from: community members |
| | To identify priorities for the partnership | Health screenings | Data collected by: Wąkšik Wago partners<br>Data collected from: community members |

### *Preparation Part III: Engaging, Mobilizing & Building Political Will in Communities*

Community partnerships worked on a range of efforts to engage and mobilize community representatives and residents and to build political will to promote changes supporting active living in the community. These efforts are summarized briefly by sector in this section and Table 13 provides additional information on organization, community, and political support reported by each of the community partnerships.

Community-Wide Policy Changes and Physical Projects

| | |
|---|---|
| Community decision-maker engagement and support (elected officials, appointed officials, community leaders) | • Participated in One Voice For Livable Islands, a community-wide coalition of representatives of different agencies and neighborhoods to achieve healthy neighborhood design through advocacy, communication, and mobilization (Honolulu, Hawaii)<br>• Worked with Clackamas County Portland Metropolitan Government, Oregon Department of Transportation, and area organizations on the Damascus/Boring Concept Plan (Portland, Oregon) |
| Community engagement in community-wide projects | • Completed an extensive, three-month visioning process to identify common goals and objectives, representing the first time the Medical Campus, the Allentown neighborhood, and the Fruit Belt neighborhood worked together to discuss a single vision for the entire community (Buffalo, New York)<br>• Participated in One Voice For Livable Islands, a community-wide coalition of representatives of different agencies and neighborhoods to achieve healthy neighborhood design through advocacy, communication, and mobilization (Honolulu, Hawaii)<br>• Provided a voice for community members for the changes they would like to see included in the Damascus/Boring Concept Plan, increased community awareness of the need for active living amenities, advocated for active living amenities, and provided a health perspective (Portland, Oregon) |

Urban Design or Planning Policy Changes and Physical Projects

| | |
|---|---|
| Urban design and planning decision-maker engagement and support | • Advocated for replacing the 28 acre underutilized Sheridan Expressway with affordable housing, green space, manufacturing space and waterfront amenities by hosting a symposium showcasing two other cities who successfully tore down underutilized highways, launching a citywide outreach campaign, and presenting the community's vision for the Sheridan throughout Manhattan, Brooklyn, and the Bronx (Bronx, New York)<br>• Adopted active living principles into Planning Department practices (Nashville, Tennessee)<br>• Engaged Tribal Council members in charrettes and development meetings related to the design of Ho-Chunk Village (Winnebago, Nebraska) |
| Community engagement in urban design and planning | • Held community visioning sessions to create a community land use plan identifying potential uses of the 28 acre Sheridan Expressway acreage, including housing, commercial, and open space options (Bronx, New York)<br>• Collaborated with business owners and merchants to prepare plans and designs for the downtown area of the City of Hanahan (Charleston, South Carolina)<br>• Held community planning workshops to devise plans for physical projects (Oakland, California)<br>• Encouraged the community to provide input into the design of Ho-Chunk Village through a number of audience-specific charrettes (e.g., older adults, college students) and each meeting had 30-50 participants (Winnebago, Nebraska) |

| | |
|---|---|
| Transportation decision-maker engagement and support | • Presented to all Town Committees to gain full endorsment of Complete Streets and then presented to the Chapel Hill Town Council (Chapel Hill, North Carolina)<br>• Gained agreement from city officials that improvements to streetscape elements such as sidewalks, bike lanes, lighting, benches, and bike racks had the potential to both help increase active living and increase economic development (Cleveland, Ohio)<br>• Engaged Louisville Metro Department of Public Works in convening a Pedestrian Summit that resulted in a Walkability Plan that uses the 5P framework and is supported by the mayor (Louisville, Kentucky)<br>• Held transportation symposium to establish new street design standards (Nashville, Tennessee)<br>• Adopted active living principles - traffic engineering firm - and provided training to traffic engineers (Sacramento, California)<br>• Conducted symposiums for professionals and policy-makers on desired standards and guidelines related to pedestrian crossings and sidewalks (Sacramento, California)<br>• Held a "Healthy Communities Summit" to educate regional elected officials across Massachusetts on zoning laws, built environment changes, school wellness policies, food policies, and partnerships (Somerville, Massachusetts)<br>• Presented Safe-START Pedestrian and Bicycle Safety priority locations, assessment findings, and recommendations to the board of aldermen to support streetscape and safety changes (Somerville, Massachusetts) |
| Community engagement in transportation | • Created an advocacy program to inform stakeholders and engage them in the planning process for the Metropolitan Transportation Plan (Albuquerque, New Mexico)<br>• Held public forum to gather preferences on walkway and crossing designs as well as transit stop locations, vehicle speeds, road widths, and other features; later shared plan with residents for review and comment (Chapel Hill, North Carolina)<br>• Held a Walkable Communities Workshop attended by residents, town staff and Go Chapel Hill members to share findings from community audits (Chapel Hill, North Carolina)<br>• Gained agreement from residents that improvements to streetscape elements such as sidewalks, bike lanes, lighting, benches, and bike racks had the potential to both help increase active living and increase economic development (Cleveland, Ohio)<br>• Advocated for bicycle and pedestrian improvements and safety, including personal appeals, demonstrations of hazards, community organizing, and collaboration (Denver, Colorado)<br>• Engaged youth in the design of the interior and exterior of a bus and a route to popular youth destinations in the evening (Jackson, Michigan)<br>• Participated as track leaders in the Bicycle Summit that resulted in a bicycle master plan (Louisville, Kentucky)<br>• Engaged Louisville Metro Department of Public Works in convening a Pedestrian Summit that resulted in a Walkability Plan that uses the 5P framework and is supported by the mayor (Louisville, Kentucky)<br>• Developed the Pedestrian Friendly Street Standards as a teaching tool for use in the community (Sacramento, California)<br>• Conducted pedestrian training workshops through the use of regional and national resources (Somerville, Massachusetts)<br>• Supported bikers' rights and responsibilities (Somerville, Massachusetts) |

Parks & Recreation Policy Changes and Physical Projects

| | |
|---|---|
| Parks and recreation decision-maker engagement and support | • Met with public works officials and city planners to discuss the implementation of public art plan tenants for the campus-wide infrastructure plan (Buffalo, New York)<br>• Helped to staff a state committee charged with completing a trail designation and signage plan (Charleston, South Carolina)<br>• Received strong support from the local government, community residents, and the local community college for the Rum River/ Spirit River Nature Walk (Isanti County, Minnesota)<br>• Adopted active living principles into Parks and Recreation Department practices (Santa Ana, California)<br>• Created maps of projected bike paths and existing and pending community centers to visualize the availability and accessibility of active living facilities (Santa Ana, California)<br>• Worked with state congressman's office and the bike/pedestrian coordinator to further the development and extension of the Community Path (Somerville, Massachusetts)<br>• Attended a statewide meeting of bike/pedestrian and trail groups hosted by Vermont Bike and Pedestrian Coalition to coordinate advocacy efforts (Upper Valley, New Hampshire/ Vermont)<br>• Attended the Strategic Planning Session of the Connecticut River Scenic Byway Council as a trails representative (Upper Valley, New Hampshire/ Vermont)<br>• Attended a City of Lebanon Parks and Recreation meeting regarding replacement of the Route 4 Bridge over the Connecticut River and the need for bike/pedestrian infrastructure (Upper Valley, New Hampshire/ Vermont)<br>• Participated in a transportation focus group of the Ottauquechee Two Rivers Regional Planning Commission to discuss future transportation needs and policy (Upper Valley, New Hampshire/ Vermont) |

| | |
|---|---|
| Community engagement in parks and recreation | • Responded to community demands to use Atrisco's irrigation for recreational purposes and maintain the connection to the agricultural, ecological, historical and cultural background of the ditches (Albuquerque, New Mexico)<br>• Worked with Friends of the Bloomingdale Trail to host 4 community-visioning sessions for the Bloomingdale Trail/Linear Park project and residents envisioned this trail with words and pictures to be multi-use, natural, green, and safe and to allow diverse people to be active users (Chicago, Illinois)<br>• Promoted trail awareness and respect through grassroots advocacy efforts, encouraging trail safety and etiquette (Cleveland, Ohio)<br>• Generated community and political attention and support for the park; benefited from community time and resources to develop the park; identified park as a source of pride, education, healing, physical activity, and cultural connection to the land for the local community; combined nature and exercise into a purposive experience at the park as the culture does not exercise for the sake of simply exercising; and uplifted people, both wealthy and impoverished, through their work in the park as the skills and knowledge gained are transferable and can be valuable in other arenas of life (Honolulu, Hawaii)<br>• Received strong support from the local government, community residents, and the local community college for the Rum River/ Spirit River Nature Walk (Isanti County, Minnesota)<br>• Worked on beautification projects with the Lents Springwater Habitat Restoration Project, Kelly Elementary School, and the local high school such as habitat restoration, tree planting, and resurfacing of a twelve block section of the trail (Portland, Oregon)<br>• Included over 400 interfaith volunteers, Medtronic employees, and others in a community cleanup event to plant trees and maintain Centennial Park, Bomo Koral Park, Santiago Park, and Spurgeon Park; and established a Green and Clean Team beautifying the Golden Trail East bike path (Santa Ana, California)<br>• Engaged community in a planning process for West Seattle Trails focused on publishing a trail network and building a wayfinding system of kiosks and signs (Seattle, Washington)<br>• Partnered with AmeriCorps volunteers to paint a 1.4 mile route using yellow spray paint and stenciled feet from the East Somerville Health Center by the Youth Program called the Yellow Footpath (Somerville, Massachusetts)<br>• Held community trails forum to solicit residents' input into the Lebanon master trails plan (Upper Valley, New Hampshire/Vermont)<br>• Involved community members in planting flowerbeds and trees near these trails (Winnebago, Nebraska) |

School-Related Policy Changes and Physical Projects

| | |
|---|---|
| School decision-maker engagement and support (school district, school board, school principal and administration) | • Partnered with the Oakland Unified School District to design, plan, and implement the Oakland School Yard Initiative (Oakland, California)<br>• Presented change in recess policy to the school board (Winnebago, Nebraska) |
| Community (and youth) engagement in schools | • Engaged the parents and students in the research meeting process, development of plans for the Oakland Schoolyard Initiative, advocacy for pavement repair, implementation of beautification projects (plantings, gardens, mural paintings), and work days to put in some of the components (Oakland, California)<br>• Established community support for a joint use ballot measure by coordinating a public opinion poll (Santa Ana, California) |

Table 13: ALbD Community Partnership Support

| Community Partnership | Organization Support | Community Support | Political Support |
|---|---|---|---|
| Albuquerque, New Mexico | Not mentioned | Community members wanted to see changes to the built environment but were not always willing to advocate for such changes. | The partnership was able to draw support from politicians and other high-ranking officials through press opportunities, showing high levels of community interest in projects, and aligning the partnership's mission with their priorities.<br>The forward progression of the active living movement could be attributed, in part, to the work of City Councilors, who advocated and supported active living policy initiatives. |
| Bronx, New York | The New York City Economic Development Corporation and the Point Community Development Corporation worked for solutions in the community that benefited residents and had a strong reputation for collaboration rather than independent action on improving the South Bronx. The Department of Parks and Recreation helped to build facilities, offer programming, and increase security of new parks, yet did not take ownership of the future Greenway without staff or resources to maintain it. The local police precinct initially resisted and later agreed to monitor new open spaces and improve the working relationship with the community, but staff turnover and insufficient manpower made it difficult to establish an ongoing relationship. South Bronx business owners did not have a vested interest in community improvements. | There is an environment of mistrust and detachment in the community because residents of the South Bronx were promised many improvements over the years that often fell through or had negative impacts. The partnership aligned with established community organizations and used ALbD resources for community outreach. These efforts have stirred many to become actively involved in advocacy and change in their neighborhood. | The partnership was able to get some support from elected officials, yet the bureaucracy inherently present in such a large municipality made it difficult to create momentum from limited support. Partners presented the results of community assessments and encouraged officials to stand by their promises for a better South Bronx. Area elected officials pushed for changes at dangerous intersections and advocated for increased funding for various partnership projects. |

Table 13 (continued)

| Community Partnership | Organization Support | Community Support | Political Support |
|---|---|---|---|
| Buffalo, New York | There were a variety of organizations either working with the partnership, or on their own to improve quality of life in Buffalo. Some supporters included Locust Street Art Classes, Teen Challenge, and Friendly Fruit Belt Block Club Association. | The Allentown district pooled most of its community support into the Allentown Association. In the Fruit Belt, it was more difficult to gather a collective voice for the community. While there were a number of different community organizations doing great things for their neighborhood, they were often at odds with one another. | The political support for the lead agency and this initiative had been long lasting, and key to the progress that had been made (i.e., the mayor suggested creating the medical campus). Building an honest relationship with all levels of the state and local government was a top priority for the lead agency. They invited everyone from staffers to senators to congressman to planning meetings to openly discuss exactly what kind of support they would be given, and which responsibilities could be delegated to the government. |
| Chapel Hill, North Carolina | Businesses and organizations in and around Chapel Hill showed signs of support before and during the ALbD grant. The Chapel Hill-Carrboro Chamber of Commerce purchased a car to allow employees who took public transit to work to run errands during work hours. Another organization permitted new employees to continue involvement in Go! Chapel Hill after changing employers. At the end of the grant period, the Chamber of Commerce agreed to promote recommendations for making the community more mobile during the workday to businesses. | The level of community support and involvement in Chapel Hill and the surrounding communities was high, particularly among individuals affiliated with the university. This elevated level of involvement provided an opportunity for residents to better understand how system change occurs and provided university staff with an opportunity to share knowledge and expertise with their community. Go! Chapel Hill took resident opinions seriously during their planning process, and residents were very interested and willing to try the new strategies proposed by Go! Chapel Hill. | Because the lead agency for the ALbD grant was the Town of Chapel Hill, Go! Chapel Hill received an ample amount of political support during the grant period. This support enabled Go! Chapel Hill to expand the Town Council's understanding of active living to include not just multimodal transportation but also other strategies, such as community gardens and complete streets. |
| Charleston, South Carolina | Academic institutions in the tri-county region were willing to be involved in the partnership's activities. | The tri-county project area benefited from networks of strong, vocal neighborhood associations and community organizations representing a range of socioeconomic levels. Community members advertised their support and wrote to the mayor in hopes of adding bicycle/pedestrian facilities along the Ravenel Bridge. Community advocates were willing and able to speak out when partners employed by government agencies could not. | Many of the elected officials in the tri-county region were supportive of infrastructure and policy changes to increase active living. Over the course of the grant, local politicians became increasingly aware of community support and advocacy for bicycle and pedestrian amenities. Politicians began to seek out bicycle and running clubs to gain support during elections.<br>The mayor was accessible to neighborhood associations and acted as a great pedestrian advocate. |

Table 13 (continued)

| Community Partnership | Organization Support | Community Support | Political Support |
|---|---|---|---|
| Chicago, Illinois | The partnership received support from a wide variety of organizations, including Consortium to Lower Obesity in Chicago Children (CLOCC), University of Illinois Chicago College of Nursing, UICCON Americorps Chicago Health Corps, UICCON Chicago Partnership for Health Promotion<br><br>McAuliffe Elementary School, Ames Middle School, Active Transportation Alliance, AfterSchool Matters, Friends of the Bloomingdale Trail, Sunday Parkways Stakeholders, Openlands, Purple Asparagus, Seven Generations Ahead, and West Town Bikes. | Parents, children, school staff, developers, employers, and others contributed ideas, time, and other resources to this project in order to see it succeed. Many residents became involved in programs and continued to work with the partnership by leading or volunteering. However, some community members who did not understand the link between active living and their needs for the community and who did not participate in partnership activities provided some resistance. | Although no politician served as a formal partner in Active Living Logan Square, many were involved in specific projects or policy efforts, such as acquiring new park land and obtaining helmets for a bicycle program. |
| Cleveland, Ohio | Organizational support came from the Boys and Girls Club, Stella Walsh Recreation Center, Friends of Morgana Run Trail, and a local McDonalds. | Slavic Village Neighborhood was ready because there had already been a lot of community building efforts and conversations about green space and connecting to trails in the Cleveland area before this initiative. Slavic Village Neighborhood also had strong citizen participation in community decisions. Some opposition was voiced during the planning stages, yet residents were very supportive of the actual changes that took place. Equally important to the success of the Walking School Buses and Safe Routes to School programs was the parental support. | All city council members received invitations and mailings and two city council members were active in supporting promotional events and programs. Support from elected officials increased the momentum of the partnership. |
| Columbia, Missouri | Local businesses supported events and programs with donations and they made active transportation more acceptable among employees (e.g., bicycles in offices). Schools made facilities available for use by after school programs. Parks and Recreation and the University have been involved with schools to help increase physical activity opportunities. There was also an increase in the number of bike racks at park facilities. | Over time, walking and bicycling has become more acceptable in the community. | The Columbia partnership received a lot of support from local politicians in Columbia, especially the mayor. He was a visible reminder to many residents that active transportation can be a viable alternative to cars. |
| Denver, Colorado | Partners provided in-kind administrative support, financial support through additional grant funding, and advocacy and policy development support. | Residents of Stapleton and the surrounding neighborhoods served on committees and advisory boards, led programs and promotions, and were active in advocacy surrounding concerns and issues in their neighborhoods. | Denver's metropolitan-wide Greenprint Denver and the general commitment to improving health and sustainability provided political support and collaboration opportunities with the City of Denver and surrounding municipalities.<br><br>Staff members served on many regional boards and committees and provided input on community design and related policy issues. |

Table 13 (continued)

| Community Partnership | Organization Support | Community Support | Political Support |
|---|---|---|---|
| Honolulu, Hawaii | The Department of Health had a working group that represented all major programmatic areas that related to the built environment and focused on healthy community designs. Park staff worked hard to try to include community members in as many aspects of the park as possible. Partners were involved with advocacy and long term planning for the state. | Community members put the park at the forefront. School volunteer groups increased in size as children became enthusiastic about their volunteer experiences. Children and adult volunteers participated in the research and shared findings with others. Volunteers provided most of the labor. | Legislators were interested in the park and approved money for the park as part of funding for a new clinic building. Children from Kalihi built the mayor a bike and it was heavily advertised. The mayor and other city representatives were receptive to ideas and in favor of some of the walkable community initiatives. |
| Isanti County, Minnesota | Local businesses were involved in many of the programs and provided donations. Many organizations shared the partnership's vision for developing more active-friendly communities. | Residents took advantage of the active living amenities within the cities and voiced an enjoyment of the health and mental benefits from being active. The commuter status of many Isanti County residents hindered involvement in civic matters. Some landowners were reluctant to accept changes to their longtime homes/property and were unwilling to sell their property for any further development. | Mayors and city councilmen in the project area understood the value of active living and supported the partnership's efforts. |
| Jackson, Michigan | Pedal & Tour, Inc. contributed additional support to the partnership's capacity. The local Jackson bike shop donated meeting space for partnership meetings as well as in-kind office space for the Fitness Council. | Community members responded well to the concept of designing a community conducive to physical activity. There was strong support for local parks and trails. However, support did not translate into contributions of resources, time, or money. With the weak economy, financial support from residents was not seen and few residents supported the project through actual involvement in the Task Force's efforts. | There were several local government officials on the Task Force at one time, building the capacity of the partnership.<br>Political support for the partnership was present, but pledged support did not always transform into action. Many times the real issue or obstacle to political support was financial obligations. |
| Louisville, Kentucky | Members of ACTIVE Louisville were supported by each of their respective agencies. Organizational support provided good access to community planning resources, especially by the housing authority. The partnership relied on the articulate and enthusiastic support and advocacy of several key community gatekeepers to engage their respective neighborhoods and to ensure the success of the partnership's projects and programs. | Engaging and earning the trust of neighborhood residents was a challenge to the partnership because residents were wary of government and organizational involvement in neighborhoods that had been neglected. Many residents were transient, which made maintaining a consistent relationship difficult. Because of the community gatekeepers and the responsiveness to resident's needs and concerns, the partnership developed a mutual level of respect with area residents, which in turn empowered residents to take responsibility and interest in their neighborhoods. | ACTIVE Louisville was able to get a lot of support from governmental bodies because of its connection with the mayor's office. The mayor encouraged all metro departments to participate and assembled a variety of government officials, agency professionals, community leaders, and citizens groups to form the Mayor's Healthy Hometown Movement . |

Table 13 (continued)

| Community Partnership | Organization Support | Community Support | Political Support |
|---|---|---|---|
| Nashville, Tennessee | Core partners focused on different areas of active living and reached different populations to encourage the community to be physically active. The Community Health and Wellness Team was a community coalition with a mission to empower the Nashville area to be active and eat healthy. It was comprised of local businesses, community organizations, and governmental agencies. | Parental concern about children's safety was the number one challenge to promoting walking and biking to school. The development of parental advocates and a parent network helped to build community support, especially for the Safe Routes to School program. Volunteers from the community were instrumental to the success of the partnership. | The former mayor was a constant source of support for the partnership, helping to obtain half a million dollars in funding for infrastructure improvements. The current mayor also supported the partnership and often attended Walk to School Day with the Governor and First Lady of Tennessee. |
| Oakland, California | Several groups provide or supplement after school programs. AmeriCorps provided volunteers to staff programs. Other groups involved in after school programs included: the United Way, Unity Council, and Making Connections.<br>Many area organizations and businesses donated bicycles and bicycle parts to Roosevelt Bike Club, including East Bay Regional Park, Alameda Point, and various local bike shops. The school district provided funding and support for the schoolyard projects. | Community members and parents were very crucial in the planning and implementation of the various projects. East Bay Asian Youth Center works to build parents into grassroots leaders in the community and this effort made a difference. Parents, in addition to school staff and various organizations, completed a huge proportion of the projects for the schoolyards. | Council members were difficult to move to action.<br>Much of the funding for the completed physical projects was allocated by the city but it took a considerable amount of time and process. The City of Oakland provided approximately $1.5 million for the San Antonio Park improvements but it took many years to complete. |
| Omaha, Nebraska | Activate Omaha was successful in generating donations from local corporations, and in turn, provided visibility for its sponsors. Local businesses made an effort to minimize barriers of biking to work.<br>Schools invited partners to conduct walk audits in order to identify how to make walking/ biking to school safer for children.<br>The media embraced the partnership's message and relayed it to the community. | Community residents supported initiatives to improve the community and restore a sense of community, safety, and security. | Policy- and decision-makers were invited to participate in different partnership-sponsored events (e.g., a trip to Boulder, Colorado, to learn more about successful alternative public transit systems). The mayor was a proponent for the active living initiative, leading the "Moving Day" walk, the Mayor's Bike Ride, and the proclamation for National Bicycle Greenway Day. He personally identified with the Activate Omaha message and began to live a healthier and more physically active lifestyle. |
| Orlando, Florida | The partnership was strategic in approaching organizations and agencies with the ability to address active living, such as health care centers, schools, local businesses, social organizations, and media. | Residents were invited to be members of the partnership. Residents specifically asked for assurance that the Get Active Orlando work would be sustained after the ALbD funding ended. It was important that the partners did not consider their efforts as "charity" for Parramore residents. | The city provided logistical support and resources. The mayor and city council members recognized the importance of active living and supported community change through city policy. The mayor showed his support by kicking off a media campaign and participating in walking and biking promotions. |

Table 13 (continued)

| Community Partnership | Organization Support | Community Support | Political Support |
|---|---|---|---|
| Portland, Oregon | Portland Public Schools provided school benchmarks and classroom objectives to increase alignment and support with the partnership's active living objectives. The Portland Department of Transportation initially did not see the benefit in partnership but the relationship improved with the shift to policy improvement (e.g., updates and improvements to transportation plans). The partnership struggled to develop a relationship with Portland Parks and Recreation. | Lents residents showed greater pride and interest in their community as community improvement projects revitalized and rejuvenated the area. Community support did not necessarily equate to community engagement and involvement. Community engagement was difficult in an under-resourced community. Partners often hired residents to lead and participate in community projects. Some of these paid residents became heavily invested and engaged in partnership programs and efforts. | The City of Portland dedicated staff to improve the accessibility of alternate modes of transportation. |
| Sacramento, California | Some organizations helped bridge the gap between policy and the community. Some provided in-kind support to the partnership and to each other. The school district helped to bring a sense of community involvement with students and parents. The support of the school staff made the programs very successful and helped to expand the programs within the current schools and to additional schools in the district. | There was strong community support and parental involvement for the Walk to School programs and the street design projects related to the Safe Routes to Schools program. Many parents had a leadership role in the school projects and then worked on other partnership efforts. The parent groups at the schools were successful and self sufficient for programming and promotion of Safe Routes to School. | Suggestions for working with elected officials and staff include: be open, honest, and upfront to build credibility and get support or action; use a consistent message; keep requests in line with the mission of your organization; do the research about specific projects or policies- be prepared and have examples; let the politician take credit for the project; work behind the scenes but come in front of the public to contest political actions if needed; provide opportunities for good press; work with staff but be prepared to go to the officials to get action, if necessary; be persistent and reasonable, yet not demanding; and discover issues important to elected officials and keep messages on topic. |
| Santa Ana, California | The partnership had difficulty recruiting local businesses, however, other agencies showed a significant commitment to active living principles, including the Santa Ana Unified School District and Orange County Health Care Agency. The Department of Parks, Recreation, and Community Service changed its mission statement to reflect active living principles and language. | Neighborhood associations and community leaders played a large role in mobilizing resources and support. Community members advocated for change and worked toward improvement. Community members' attendance at meetings was limited by time constraints (e.g., working two jobs). Illegal residents tended to be apprehensive about becoming involved in city sponsored programs out of fear of deportation. | The City of Santa Ana was supportive of the partnership and prioritized health and fitness across various departments. However, two of the most supportive city council members left their positions during the course of the grant. Informing and developing new political allies was challenging. The city passed an injunction for a two-square-mile portion of Santa Ana called the "safety zone" to support being active outdoors. |

Table 13 (continued)

| Community Partnership | Organization Support | Community Support | Political Support |
|---|---|---|---|
| Seattle, Washington | The partnership was able to work with local organizations and their active membership base to build support for active living. | Most citizens recognized the importance of active living and alternative transportation and supported city officials as proponents of these issues.<br>Community residents often acted as leaders and organizers for events. Influential community members persuaded city decision-makers to address walkability issues. Community groups dedicated some of their own funds to continue active living programs and other activities. Partners faced a number of challenges in building community support for their efforts: language barriers, lack of individual or family resources, lack of time, feeling that active living was not the responsibility of the community, fear of violence, and prioritization of driving over pedestrian conditions. | The political environment of Seattle was conducive to active living messages and efforts. The mayor outwardly supported environmental issues as support for active living. Partners asserted that both the mayor and city council prioritized vehicle use and easement of congestion in the city budget.<br>Active Seattle was able to convince the mayor and other local city officials to participate in events sponsored by the partnership, such as Walk to School days.<br>The partnership held political figures accountable for their stances and voting records on active transportation and other physical improvements by creating a report card to disseminate among residents and pedestrian and bicyclist interest groups. |
| Somerville, Massachusetts | Local businesses were active in the partnership. | Not mentioned | Mayor Joseph Curtatone was a strong advocate for the initiative and promoting Somerville as a city for families. He helped generate additional political and community support to increase the capacity of the initiative. The mayor and board of alderman approved municipal funding for the position of the Pedestrian and Bike Coordinator. |
| Upper Valley, Vermont & New Hampshire | Dartmouth Hitchcock Medical Center was instrumental in the prescription physical activity program and contributed to the capacity of Trails for Life. Some local businesses showed their support by offering monetary incentives to those who rode their bike instead of driving. | The Upper Valley community was generally supportive of Trails for Life efforts. They wanted to understand how their voices could be heard and their ideas would be put into implementation. The great natural resources coupled with the health conscious citizens of the region created a supportive environment.<br>Occasionally, there were pockets of community members who opposed trail construction projects. Some opposed the idea of seeing people they didn't know on the trails, while others opposed the idea of trails in their neighborhoods altogether. | Political support for Trails for Life varied throughout the Upper Valley, yet overall the region's political leaders backed the efforts. The partnership's service area in Upper Valley included forty different jurisdictions, each with its own government and political players. Thus the partnership worked with many different political entities, from local city councilmen and mayors to state representatives. This made larger policy changes more difficult. The Trails for Life partnership had more success garnering political support in towns where projects were actively underway. |

Table 13 (continued)

| Community Partnership | Organization Support | Community Support | Political Support |
|---|---|---|---|
| Wilkes-Barre, Pennsylvania | Organizational support was only generated for economic and business reasons. | The partnership learned to adjust its approach to draw support rather than opposition from the community. Sometimes, it was more a lack of support rather than actual opposition to the trail activities. Lack of support from the community was often due to a lack of knowledge about the benefits of active living. | Political support varied throughout the project. While there were pockets of political support, the partnership's efforts were not granted much attention from many political leaders. Areas which garnered local support faced less opposition and were more successful in achieving their goals. Small town politics were hard to break into and caused overall difficulty acquiring political support for efforts. |
| Winnebago, Nebraska | Partners followed through with activities to seek funding and other support. Knowledgeable staff at Ho-Chunk Community Development Corporation, Whirling Thunder Wellness Program, and other partner organizations contributed to understanding of health issues in the community.<br>Schools (and parents) were supportive of physical improvements such as trails and stop signs. | Overall, the Waąšik Wago partnership received a lot of community support for their efforts. Beautifying the community was a priority to most residents, and they viewed the active living efforts as addressing this concern. The partnership sought community buy-in throughout each step of their project, and community members participated in the collaborative efforts of the partnership. Active living events had high rates of participation, and partners noticed residents wearing promotional t-shirts and other items. Some community members even became engaged in the implementation of the programs by participating in trainings and workshops in order to become peer educators on important health issues such as diabetes. Although there was a high level of community support, there were some individuals who did not yet understand the benefits of active living. The partnership continued to work with these residents to build support. | The Tribal Council did not actively participate in the partnership but was supportive of the partnership's efforts. Tribal council members often attended and participated in the annual Active Living Festival and other events held by the partnership. |

### *Implementation: Policy Changes & Physical Projects*

Community partnerships were successful in developing and implementing a range of different policy change and physical project strategies. These efforts are summarized briefly by sector in this section, and Tables 14-18 provide counts for each of the strategies across community partnerships. Community partnerships' policy changes and physical projects have also been reported in an article as part of an evaluation supplement for the American Journal of Preventive Medicine (AJPM).[46]

#### Community-Wide Policy Changes and Physical Projects

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|---|---|
| Community-wide design and planning tools and products (comprehensive plans, master plans, regional blueprints, community vision, campus concept) | • Developed a comprehensive set of amendments for the city based on the Priority Changes to City Regulations and Processes to Improve the Environment for Active Living report (Albuquerque, New Mexico)<br>• Created the East Downtown Master Plan (Albuquerque, New Mexico)<br>• Composed an official community vision for the 28 acre Sheridan Expressway (Bronx, New York)<br>• Finalized and adopted a Community Visioning Statement as a symbol of a long-term commitment to creating a healthy community (Buffalo, New York)<br>• Shaped the Charleston County Comprehensive Plan as a legally binding document, including connectivity of sidewalks, construction of new sidewalks in the city and suburban areas, and allocation of funding for retrofitting bicycle and pedestrian facilities (Charleston, South Carolina)<br>• Consulted on the Dorchester County Comprehensive Plan, including a transportation element with bike/pedestrian improvements (Charleston, South Carolina)<br>• Updated Lincolnville's Comprehensive Plan to reflect a commitment to compact, mixed-use design and transportation choices; assisted Lincolnville in seeking funding for efforts (Charleston, South Carolina)<br>• Prepared a master plan and funding strategies for connectivity for future land use, opportunities for redevelopment, guidance for urban design, and enhancements to the local transportation network in Liberty Hill (Charleston, South Carolina)<br>• Developed a Park Plan and Master Plan for Active Living for Isanti County included in the 10-year Comprehensive Plan (Isanti County, Minnesota)<br>• Created a Downtown Redevelopment Plan (Louisville, Kentucky)<br>• Advocated for promotion of active living in the redesign of Smoketown as part of the development of the Presbyterian Community Center's Neighborhood Campus concept, a nine-block area plan for physical and social improvements (Louisville, Kentucky)<br>• Identified, prioritized, and added sidewalk connections to the city's Capital Improvement Plan (Orlando, Florida)<br>• Participated in the plans for the Event Center Redevelopment Project to improve lighting and landscaping, add bike lanes, and build a Creative Village consisting of shops and restaurants (Orlando, Florida)<br>• Participated in planning the urban renewal of Lents (designated by the Portland Development Commission as an Urban Renewal District) including a transit oriented development in Lents Town Center and innovative pedestrian- and bicycle-friendly amenities (Portland, Oregon)<br>• Developed the Damascus/Boring Concept Plan - goals, standards and design concepts for future development of transportation systems and planning and zoning ordinances (Portland, Oregon) |

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| Community-wide design and planning tools and products (comprehensive plans, master plans, regional blueprints, community vision, campus concept) (continued) | • Developed a regional blueprint to integrate transportation and land use planning in order to: ensure all transportation projects work toward more attractive communities, guarantee all designs are compatible with Complete Streets, and avoid leap frog development to keep communities compact (Sacramento, California)<br>• Participated in the development of the Santa Ana Renaissance Plan and General Plan to incorporate activity living principles (Santa Ana, California)<br>• Advocated for incorporation of pedestrian and safe routes objectives into the Somerville Community Development Plan (Somerville, Massachusetts)<br>• Participated in the development of the Winnebago Village Comprehensive Plan to incorporate active living principles (Winnebago, Nebraska) |
| Active living decision-making bodies (local, regional, or state levels) | • Formed a Bicycle and Pedestrian Advisory Board to review all city projects that affect pedestrians and/or bicyclists (Buffalo, New York)<br>• Formed a Bike/Pedestrian Advisory Board/Committee to the Mayor/City Council (Chapel Hill, North Carolina)<br>• Formed a Multi-Departmental Task Force to make full recommendations on Complete Streets (Chapel Hill, North Carolina)<br>• Formed the first official Complete Streets Design Advisory Committee charged with reviewing Department of Transportation projects to ensure bicycle/pedestrian/transit concerns are addressed (Charleston, South Carolina)<br>• Formed a Charleston County Sales Tax Transportation Advisory Committee (Charleston, South Carolina)<br>• Helped to staff a state committee charged with completing a trail designation and signage plan (Charleston, South Carolina)<br>• Formed a Charleston Bike/Ped Committee to review and recommend policies for better community design to promote bicycling and walking to the mayor's office and other governmental agencies (Charleston, South Carolina)<br>• Formed a Summerville Bicycle/Pedestrian Committee of town planners, a town engineer, bicycle advocates, and community residents to generate ideas and recommendations and pass them along to other subcommittees with decision-making authority (Charleston, South Carolina)<br>• Formed a subcommittee of the Mayor's Bike/Pedestrian Advisory Committee to establish Local Design Standards for Complete Streets requiring specific bike and pedestrian accommodations in all infrastructure projects (Cleveland, Ohio)<br>• Formed the City of Denver Task Force on Complete Streets (Denver, Colorado)<br>• Formed the Zoning Laws Policy Group to explore the potential for increasing active living through changes in zoning laws and included the city planner, the chair of Planning and Zoning Commission, an architect, a health educator, and a pediatrician (Columbia, Missouri)<br>• Had the Task Force serve as an advisory committee for the Mayor (Jackson, Michigan)<br>• Formed a Built Environment Committee to the Mayor/City Council (Louisville, Kentucky)<br>• Created a Bicycle Task Force (Louisville, Kentucky)<br>• Formed a Health and Fitness Task Force to the Mayor/City Council (Nashville, Tennessee) |

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|---|---|
| Active living decision-making bodies (local, regional, or state levels) (continued) | • Formed a Bicycle/Pedestrian Advisory Committee to the Mayor to improve conditions for bicycling, walking, and other forms of alternative transportation (Omaha, Nebraska)<br>• Formed an Active Living Advisory Committee to the Mayor/City Council for urban design, public policy, communications strategies, and capital projects (Orlando, Florida)<br>• Formed the Santa Ana River Task Force to determine how to protect and utilize the river and surrounding greenspace for physical activity (Santa Ana, California)<br>• Formed the Santa Ana Health and Fitness Task Force to create opportunities for physical activity and other healthy behaviors (Santa Ana, California)<br>• Created an Active Living Task Force (Seattle, Washington)<br>• Formed the Shape Up Somerville Task Force to promote most active living and healthy eating work in the city (Somerville, Massachusetts) |
| Community-wide policy initiatives (related to local, regional or state policies) | • Passed a new state bicycle law requiring a safe passage distance to be allowed for bicyclists and an anti-harassment provision (Charleston, South Carolina)<br>• Passed the Charter Amendment Eight requiring the city and county of Honolulu Department of Transportation Services to make Honolulu a pedestrian and bicycle friendly city through participation in One Voice coalition (Honolulu, Hawaii)<br>• Supported the Mayor's Healthy Hometown Movement (Louisville, Kentucky)<br>• Passed a resolution for Bike to Work Day with the Mayor/City Council (Orlando, Florida)<br>• Updated the Growth Management Policy to include active living principles regarding land use, recreation, and transportation (Orlando, Florida)<br>• Supported efforts to develop urban growth boundaries (Portland, Oregon)<br>• Passed the Shape Up Somerville resolution for health through built environment and community design (Somerville, Massachusetts) |
| Street closures to support active living | • Implemented Sunday Parkways, turning a main street running through several neighborhoods into a temporary park for individuals and families to be active, safe from traffic (Bronx, New York; Chicago, Illinois) |

Table 14: ALbD Community-wide Policy Changes and Physical Projects

| Community Policy Changes & Physical Projects | Albuquerque, NM | Bronx, NY | Buffalo, NY | Chapel Hill, NC | Charleston, SC | Chicago, IL | Cleveland, OH | Columbia, MO | Denver, CO | Honolulu, HI | Isanti County, MN | Jackson, MI | Louisville, KY | Nashville, TN | Oakland, CA | Omaha, NE | Orlando, FL | Portland, OR | Sacramento, CA | Santa Ana, CA | Seattle, WA | Somerville, MA | Upper Valley, VT/NH | Wilkes-Barre, PA | Winnebago, NE | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Community-wide design and planning tools and products (comprehensive plans, master plans, regional blueprints, community vision, campus concept) | X | X | X | | X | | | | | | X | | X | | | | X | X | X | X | | X | | | X | 12 |
| Active living decision-making bodies | | | X | X | X | | X | X | X | | | X | X | X | | X | X | | | X | X | X | | | | 14 |
| Community-wide policy initiatives (related to local, regional or state policies) | | | | | X | | | | | X | | | X | | | | X | X | | | | X | | | | 6 |
| Street closures to support active living | | X | | | | X | | | | | | | | | | | | | | | | | | | | 2 |
| **TOTAL** | 1 | 2 | 2 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 0 | 1 | 3 | 2 | 1 | 2 | 1 | 3 | 0 | 0 | 1 | **34** |

Urban Design or Planning Policy Changes and Physical Projects

| | |
|---|---|
| Design review for new developments | • Coordinated a land use and transportation design review for a large former industrial area in the region - Council of Governments and a contracted design team (Charleston, South Carolina)<br>• Partnered with the City of Charleston to study two residential master plans for a 900-acre site on James Island to determine potential effects on environmentally sensitive areas; recommended compact, mixed use design and walkability (Charleston, South Carolina)<br>• Ensured that new developments must incorporate physical infrastructure for walking and cycling into their plans (Isanti County, Minnesota)<br>• Worked with developer to ensure pedestrian/bike facilities in Plaza development downtown (Orlando, Florida)<br>• Established a design review committee and approval process incorporating criteria reflecting active living principles (Sacramento, California) |
| Urban design and planning tools and products (land use master plans, sector plans, neighborhood plans) | • Created the Nob Hill/Highland Sector Plan (Albuquerque, New Mexico)<br>• Completed land use master plans for the City of Hanahan (Charleston, South Carolina)<br>• Included trails in neighborhood plans for new developments in Braham, Cambridge, and Isanti (Isanti County, Minnesota)<br>• Incorporated walkability assessments into the city's neighborhood planning process through the small area neighborhood plans (Louisville, Kentucky)<br>• Completed a land use plan to be used in future development plans to support pedestrian amenities - the Winnebago Joint Planning Commission (Winnebago, Nebraska) |
| Strategies to improve urban design and planning (form-based codes, connectivity, environmental clean-up) | • Incorporated form-based zoning codes for land use and street design into development plans for various neighborhoods to serve as implementation tools to support physical activity in neighborhoods (Albuquerque, New Mexico)<br>• Recommended improved connections between Community District 1 of South Bronx and the Greenway path to Randall's Island – used as advocacy tool (Bronx, New York)<br>• Partnered with developers and planners from Berkeley County and the City of Charleston to explore low-impact development strategies to reduce storm water run-off and non-point-source pollution in urban redevelopment settings (Charleston, South Carolina) |
| Funding for urban design and planning projects | • Received funding to explore low-impact development strategies to reduce storm water run-off and non-point-source pollution in urban redevelopment settings (Charleston, South Carolina) |

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| Zoning regulations and ordinances (incorporate active living principles) | • Prepared and presented an overlay zoning district for Highways 165 and 162 with the goals of maintaining the rural character of the major highway corridors during development using site design, access management, and buffering (Charleston, South Carolina)<br>• Worked to update the Dorchester County Zoning Ordinance to include Complete Streets principles (Charleston, South Carolina)<br>• Contracted the Council of Governments to rewrite zoning regulations for the City of Hanahan (Charleston, South Carolina)<br>• Adopted changes to zoning regulations for walkability and mixed use (Nashville, Tennessee)<br>• Passed a package of revisions and additions to the city's zoning and subdivision code structure, including streetscapes, signage, landscaping, building design, pedestrian networks, public spaces, and connections between city neighborhoods, commercial centers, and civic districts (Omaha, Nebraska)<br>• Updated the City's Land Development Code to prioritize sidewalks gaps, designate primary and secondary pedestrian corridors, and specify streetscape elements (Orlando, Florida)<br>• Served on the Community Advisory Committee to make zoning changes to Lents Town Center in order to accommodate a mixed-use, multi-family housing project, including a permanent Farmer's Market (Portland, Oregon)<br>• Completed zoning ordinances to be used in future development plans to support pedestrian amenities - the Winnebago Joint Planning Commission (Winnebago, Nebraska) |
| Subdivision regulations (incorporate active living principles) | • Rewrote subdivision regulations to require connectivity to surrounding neighborhoods and to allow "New Urbanist" street design elements (Charleston, South Carolina)<br>• Contracted the Council of Governments to rewrite subdivision regulations for the City of Hanahan (Charleston, South Carolina)<br>• Worked on changes to subdivision regulations to incorporate active living principles (Nashville, Tennessee)<br>• Passed a package of revisions and additions to the city's zoning and subdivision code structure, including streetscapes, signage, landscaping, building design, pedestrian networks, public spaces, connections between city neighborhoods, commercial centers, and civic districts (Omaha, Nebraska)<br>• (Prior to ALbD) Passed subdivision regulations requiring incorporation of streetlights, sidewalks, curb-cuts, and other pedestrian safety features in all future developments; (During ALbD) encouraged policymakers and developers to adhere to and incorporate these guidelines into new projects (Winnebago, Nebraska) |

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| Local ordinances (street trees, bike racks/ parking) | • Developed a local ordinance for the care and use of street trees (Bronx, New York)<br>• Helped pass a modification to an ordinance to mandate that new developments with parking also provide parking for bicycles (Buffalo, New York)<br>• Created a local ordinance for bicycle racks/parking (Nashville, Tennessee)<br>• Updated a city ordinance to specify the installation of inverted U-shaped bicycle racks throughout the city (Orlando, Florida)<br>• Developed active living evaluation and zoning amendments to biking/parking ordinances (Somerville, Massachusetts) |
| Housing and Developments (incorporate active living principles) | • Approved a housing strategy drafted by the partnership that required a mixture of housing types, price points, and accessory dwelling units - Town Council and the Planning Commission (Charleston, South Carolina)<br>• Influenced a local developer to incorporate active living principles into Heritage Green, an 86-acre subdivision, in order to create a mixed use community that included homes, parks, a community center, pedestrian-friendly streetscape, open space, a portion of the Cambridge-Isanti Bike/Walk Trail, sidewalks, and linkages to surrounding neighborhoods (Isanti County, Minnesota)<br>• Adopted a city policy requiring trails to connect to the rest of the city for new developments and redevelopment projects in Cambridge (Isanti County, Minnesota)<br>• Advocated for active living as part of a live/work development for local artists on the grounds of a former prison (Jackson, Michigan)<br>• Worked with Liberty Green development team to incorporate active living principles into the Liberty Green (HOPE VI) revitalization site design and infrastructure (Louisville, Kentucky)<br>• Advocated for the inclusion of active living principles (e.g., sidewalk width, connectivity) in developers' individual projects (Orlando, Florida)<br>• Served on the Community Advisory Committee to make zoning changes to Lents Town Center in order to accommodate a mixed-use, multi-family housing project, including a permanent Farmer's Market (Portland, Oregon)<br>• Influenced new developments to include: more separated sidewalks, more bike lanes, more connections to bicycle-pedestrian paths and parks, fewer or no sound walls, re-oriented home fronts to face parks and shopping areas to maximize "eyes on the street," and showers and lockers at commercial employment sites (Sacramento, California)<br>• Advocated for a better grid design rather than a suburban like development of the Railyard redevelopment (Sacramento, California)<br>• (Prior to ALbD) Initiated development of Ho-Chunk Village, a new subdivision consisting of over 100 housing units and commercial and industrial spaces located at the north end of Winnebago; (During ALbD) influenced development and connections to broader community through active living features such as wide sidewalks, trails, and design that encourages stair use (Winnebago, Nebraska) |

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| Community garden facilities | • Passed a resolution for Go Chapel Hill to collaborate with the Town's Sustainability Office and Parks & Recreation Department to explore and begin implementation of a Town Community Gardens program (Chapel Hill, North Carolina)<br>• Built community gardens as part of the West Ashley Greenway project (Charleston, South Carolina)<br>• Opened a community garden at Stapleton (Denver, Colorado)<br>• Developed St. Peter Claver Community Garden (Louisville, Kentucky)<br>• Built a community garden in Parramore neighborhood that received political support from the mayor, the city commissioner, and the chief of police (Orlando, Florida)<br>• Received community garden amenities from the Disney company, including a sandbox, picnic tables, compost bins, water fountains, and fertilizer (Orlando, Florida)<br>• Completed two community gardens (Somerville, Massachusetts) |

Table 15: ALbD Urban Design and Planning Policy Changes and Physical Projects

| Urban Planning Policy Changes & Physical Projects | Albuquerque, NM | Bronx, NY | Buffalo, NY | Chapel Hill, NC | Charleston, SC | Chicago, IL | Cleveland, OH | Columbia, MO | Denver, CO | Honolulu, HI | Isanti County, MN | Jackson, MI | Louisville, KY | Nashville, TN | Oakland, CA | Omaha, NE | Orlando, FL | Portland, OR | Sacramento, CA | Santa Ana, CA | Seattle, WA | Somerville, MA | Upper Valley, VT/NH | Wilkes-Barre, PA | Winnebago, NE | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Design review for new developments | | | | | X | | | | | | X | | | | | | X | | X | | | | | | | 4 |
| Urban design and planning tools and products (land use master plans, sector/ neighborhood plans) | X | | | | X | | | | | | X | | X | | | | | | | | | | | | X | 5 |
| Strategies to improve urban design and planning (form-based codes, connectivity, clean environment) | X | X | | | X | | | | | | | | | | | | | | | | | | | | | 3 |
| Funding for urban design and planning projects | | | | | X | | | | | | | | | | | | | | | | | | | | | 1 |
| Zoning regulations and ordinances | | | | | X | | | | | | | | | X | | X | X | X | | | | | | | X | 6 |
| Subdivision regulations | | | | | X | | | | | | | | | X | | X | | | | | | | | | X | 4 |
| Local ordinances (street trees, bike racks/parking) | | X | X | | | | | | | | | | | X | | | X | | | | | X | | | | 5 |
| Housing and Developments | | | | | X | | | | | | X | X | X | | | | X | X | X | | | | | | X | 8 |
| Community garden facilities | | | | X | X | | | | X | | | | X | | | | X | | | | | X | | | | 6 |
| **TOTAL** | 2 | 2 | 1 | 1 | 8 | 0 | 0 | 0 | 1 | 0 | 3 | 1 | 3 | 3 | 0 | 2 | 5 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 4 | **42** |

Transportation Policy Changes and Physical Projects

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|---|---|
| New government staff positions (Pedestrian/ Bike Coordinator, Balanced Transportation Manager) | • Created a Bike/Pedestrian Coordinator position (Columbia, Missouri)<br>• Created a Balanced Transportation Manager position designed to follow through with ideas generated by the Bike/Pedestrian Committee (Omaha, Nebraska)<br>• Created a Bike/Pedestrian Coordinator position (Somerville, Massachusetts) |
| Design review for new transportation projects | • Recommended improvements to the Town Council on the Old Durham-Chapel Hill Bike/Ped Proposal (Chapel Hill, North Carolina)<br>• Reviewed and made modifications to the Complete Streets ordinance included as part of the Charleston County Sales Tax Transportation Advisory Committee's recommendations to County Council (Charleston, South Carolina) |
| Transportation design and planning tools and products (Transportation /Street Design Plans) | • Updated the Metropolitan Transportation Plan to include active living language in the plan and to direct legislative focus to creating improvements to accommodate the needs of pedestrians and bicyclists; wrote new objectives for the pedestrian section of the plan; designed a Walkable Neighborhoods Grant Program that was included in the plan (Albuquerque, New Mexico)<br>• Created the Medical Campus Streetscape Master Plan with 2 teams of consultants and planned revisions to incorporate active living principles (Buffalo, New York)<br>• Developed a plan to extend Allen Street to Elicott Street in order to create a physical connection between two neighborhoods (Buffalo, New York)<br>• Drafted and submitted a Regional Long Range Transportation Plan (Charleston, South Carolina)<br>• Developed the South Carolina Highway 41 Improvement Plan, including turn lanes, planted verges, a median, sidewalks on both sides of the street, and a patterned crosswalk (Charleston, South Carolina)<br>• Completed a master transportation plan for the City of Hanahan (Charleston, South Carolina)<br>• Approved the Regional Rural Transportation Plan, including chapters on rural mass transit and improving bicycle/pedestrian facilities in rural areas (Charleston, South Carolina)<br>• Worked to align the regional and state transportation policies, including bicycle and pedestrian accessibility (Charleston, South Carolina)<br>• Planned pedestrian and bicycle improvements to Fleet Avenue as a practical model for implementation of the new street design guidelines in Slavic Village Neighborhood (Cleveland, Ohio)<br>• Developed a Master Transit Plan of Action as part of the Stapleton Green Book with the Transportation Management Association (Denver, Colorado)<br>• Collaborated with the Fitzsimons' development to help develop a Fitzsimons' Transportation Management Association, alternative transportation plans, Fast Tracks light rail plans, additional bus routes, van and car pooling, and bicycling and pedestrian routes (Denver, Colorado) |

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| Transportation design and planning tools and products (Transportation /Street Design Plans) (continued) | • Participated in plans to update the Honolulu transportation master plan including a new rapid transit project through participation in One Voice coalition (Honolulu, Hawaii)<br>• Participated in planning efforts to address bicycle and pedestrian safety and facilities (Hawaii's Strategic Highway Safety Plan) through participation in One Voice coalition (Honolulu, Hawaii)<br>• Developed a new city transportation master plan including active living principles and non-motorized transportation (Jackson, Michigan)<br>• Incorporated active living-friendly design standards into the Downtown Transportation Plan (Orlando, Florida)<br>• Created Streetscape Guidelines so that an associated Design Standards Checklist must be submitted with all development project applications (Orlando, Florida)<br>• Designed ped/bike streetscape improvements to Church Street (Orlando, Florida)<br>• Worked on a Regional Transportation Plan with health and equity goals (Portland, Oregon)<br>• Developed a Smart Street Overlay Plan, a Complete Streets guideline for the city and county general plans (Sacramento, California)<br>• Developed a traffic calming plan in collaboration with Nebraska Department of Roads traffic engineers (Winnebago, Nebraska) |
| Transportation design and planning tools and products (Ped/ Bike Plans) | • Developed a long range bicycle and pedestrian plan, a sidewalk plan, and a bicycle plan (Chapel Hill, North Carolina)<br>• Hired a contractor to generate a draft implementation plan for walkway, crossing, and other features (directed by the Town Council), and circulated it among Town departments to get recommendations accepted (Chapel Hill, North Carolina)<br>• Supported the city's Bike/Pedestrian Friendly Community Initiative (Charleston, South Carolina)<br>• Developed a bicycle/pedestrian master plan for Summerville to connect Summerville with Charleston (Charleston, South Carolina)<br>• Supported (funds provided) the development of a Regional Bike and Pedestrian Action Plan (Charleston, South Carolina)<br>• Developed a pedestrian/bike/public transit master plan (Cleveland, Ohio)<br>• Planned pedestrian and bicycle improvements to East 55th at Rapid Station to increase access to public transportation (Cleveland, Ohio)<br>• Planned pedestrian and bicycle improvements to the Broadway-Miles intersection, with its high-speed traffic and barriers to connections between neighborhoods, parks, and trails (Cleveland, Ohio)<br>• Planned to rebuild the Foot Bridge, a pedestrian bridge connecting two neighborhoods (Cleveland, Ohio)<br>• Developed regional bicycle and pedestrian safety plans, including I-70 accessibility, safety and connectivity (Denver, Colorado)<br>• Developed a bicycle route plan for Stapleton (Denver, Colorado)<br>• Participated in planning efforts to address bicycle and pedestrian safety and facilities (Bicycle Master Plan, and Pedestrian Master Plan) through participation in One Voice coalition (Honolulu, Hawaii) |

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| Transportation design and planning tools and products (Ped/ Bike Plans) (continued) | • Planned a pedestrian bridge crossing a highway near the site of a new development including schools and housing in Isanti (Isanti County, Minnesota)<br>• Participated as track leaders in the Bicycle Summit that resulted in a bicycle master plan (Louisville, Kentucky)<br>• Engaged Louisville Metro Department of Public Works in convening a Pedestrian Summit that resulted in a Walkability Plan that uses the 5P framework and is supported by the mayor (Louisville, Kentucky)<br>• Reviewed the pedestrian master plan (Sacramento, California)<br>• Developed a Pedestrian Master Plan including short/long term actions that cover the Safe Routes to School 5Es (engineering, enforcement, education, encouragement, evaluation) and serve 4 goals (safety, equity, vibrancy, health) (Seattle, Washington)<br>• Developed a Bicycle Master Plan (Seattle, Washington)<br>• Assisted a local group in preparing a sidewalk plan for Norwich (Upper Valley, New Hampshire/ Vermont)<br>• Obtained initial funding for implementation of a sidewalk plan for Norwich at the annual Town Meeting (Upper Valley, New Hampshire/ Vermont) |
| Transportation decision-making and implementation tools and products | • Worked with New York State Department of Transportation to collect and map pedestrian and bicycle crashes in South Bronx – used as advocacy tool to improve unsafe intersections (Bronx, New York)<br>• Created a priority rating process to aid in the decision-making processes for physical environment strategies (Chapel Hill, North Carolina)<br>• Updated the Travel Demand Model - planning tool for accessibility and location of bus stops, furniture around those areas, and other transit, pedestrian, or bicycle factors (Charleston, South Carolina)<br>• Worked with the Sacramento Area Council of Governments to create a Complete Streets Toolkit, a how-to guide with examples for city and county staff in the six county region (Sacramento, California)<br>• Created a "bike-box" design for intersections that allows for greater advance stop distance for vehicles stopped at intersections and enables cyclists to change lanes (Seattle, Washington)<br>• Implemented an inventory of improvements identified through audits and work plans – Seattle Department of Transportation (Seattle, Washington) |
| Funding for transportation projects | • Obtained a $6 million federal project to strengthen and improve the connection between the campus and the Allentown neighborhood, and to provide Medical Campus employees access to residential, commercial, and retail opportunities (Buffalo, New York)<br>• Secured funding for walkway and crossing designs as well as transit stop locations, vehicle speeds, road widths, and other features (Chapel Hill, North Carolina)<br>• Allocated $30 million over 21 years to new Complete Streets activities, including retrofitting existing streets and intersections to ensure bicycle/pedestrian/transit friendliness as well as context sensitivity (Charleston, South Carolina)<br>• Adopted a 2007-2012 Transportation Improvement Program in the Council of Government, including a county sales tax to fund bike/pedestrian retrofitting and expansion (Charleston, South Carolina) |

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| Funding for transportation projects (continued) | • Allocated $1 million in annual transportation enhancement at the regional and local levels through agreement of the Council of Governments and the South Carolina Department of Transportation (Charleston, South Carolina)<br>• Identified funding to complete a sidewalk connecting the two cities and a regional park for the Highway 52/78 Sidewalk Completion Project through the Council of Governments, the South Carolina Department of Transportation, and the cities of North Charleston and Goose Creek (Charleston, South Carolina)<br>• Obtained approval and funding to support pedestrian and bike improvements to Fleet Avenue (Cleveland, Ohio)<br>• Awarded a $22 million Federal Nonmotorized Transportation Pilot Program grant to plan, build, and promote use of a network of pedestrian, bike, and wheelchair accessible paths throughout the city (Columbia, Missouri)<br>• Obtained a $3.5 million voter-approved city sales tax for the street design standards initiative (Columbia, Missouri)<br>• Worked with the Commerce City development on transportation connectivity and shuttle routes and received federal funding to conduct a shuttle feasibility study (Denver, Colorado)<br>• Established a maintenance fund for painted bus benches and other public art (Omaha, Nebraska)<br>• Allocated $1 million toward the installation of countdown timers for crosswalks at more than 400 intersections (Orlando, Florida)<br>• Received $250,000 for 22 new and repaired sidewalks in Parramore through the Sidewalks for Safety initiative (Orlando, Florida)<br>• Approved a $2.2 million investment from the Community Redevelopment Agency for the Division Avenue streetscape improvements (Orlando, Florida)<br>• Invested $15.4 million from the Federal Transportation Reauthorization Act to the Church Street streetscape improvements (Orlando, Florida)<br>• Received 70 bike racks valued at over $8,000 through donations to the city (Orlando, Florida)<br>• Obtained $94.5 million in county development fees to support infrastructure improvements (Sacramento, California)<br>• Dedicated $365 million over a period of nine years for street maintenance, active transportation improvements, and four major projects through a levy and taxes (Seattle, Washington)<br>• Received $900,000 of allocated federal transportation money to support active living projects (Somerville, Massachusetts) |

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| Street design policies and standards | • Passed Great Streets policy (Albuquerque, New Mexico)<br>• Drafted a Complete Streets ordinance (Buffalo, New York)<br>• Developed a Complete Streets town ordinance (Chapel Hill, North Carolina)<br>• Implemented Complete Streets activities, including retrofitting existing streets and intersections to ensure bicycle/pedestrian/transit friendliness as well as context sensitivity (Charleston, South Carolina)<br>• Passed a Complete Streets resolution (Cleveland, Ohio)<br>• Passed a Complete Streets ordinance (Columbia, Missouri)<br>• Developed street design guidelines as part of the Stapleton Green Book with the Transportation Management Association (Denver, Colorado)<br>• Worked to improve standards and guidelines for the entire region with the Transportation Management Association (Denver, Colorado)<br>• Supported the Complete Streets campaign and legislation through participation in One Voice coalition (Honolulu, Hawaii)<br>• Passed a Complete Street resolution (Jackson, Michigan)<br>• Adopted active living-friendly design standards - City Council (Orlando, Florida)<br>• Passed Complete Streets policy (Sacramento, California)<br>• Passed a Complete Streets policy that requires the design of a street to consider all users, including pedestrians, bicyclists, transit users, vehicles and freight (Seattle, Washington) |
| Policies to support bike and pedestrian facilities | • Supported policies for bike lanes, striped lanes, designated lanes, sidewalks on both sides of the street, and overall connectivity to neighborhoods from the street or highway (Chapel Hill, North Carolina)<br>• Worked on connectivity between neighborhoods, the "triangle of opportunity" of the three developments of Fitzsimons, Stapleton and Lowry Air Force Base, resulting from resident advocacy for crossing lights and painted lanes for pedestrians (Denver, Colorado)<br>• Adopted a city policy that requires sidewalks on at least one side of the street in Cambridge (Isanti County, Minnesota)<br>• Adopted a resolution regarding the development of a Pedestrian Master Plan (Seattle, Washington)<br>• Established a program for sidewalk management for the Seattle Department of Transportation, requiring them to prioritize, repair, and manage sidewalks as well as streets (Seattle, Washington)<br>• Established a program for prioritizing improvements to locations without sidewalks (Seattle, Washington)<br>• Developed a bike lane policy (Somerville, Massachusetts) |
| Policies to support traffic calming | • Advised the Town Council on traffic calming policies that included the addition of crosswalks, raised pavers and sidewalks rather than policies that widen roads to accommodate more vehicular lanes (Chapel Hill, North Carolina)<br>• Worked on connectivity between neighborhoods, the "triangle of opportunity" of the three developments of Fitzsimons, Stapleton and Lowry Air Force Base, resulting from resident advocacy for speed detectors (Denver, Colorado)<br>• Minimized speed limit increases (Sacramento, California) |

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| Bike/pedestrian street improvements (e.g., bike lanes, wide sidewalks, street furniture, crosswalks, signage, trees) | • Installed countdown timers (Bronx, New York)<br>• Made safety improvements at an intersection in Hunts Point identified as one of the most dangerous in New York City (Bronx, New York)<br>• Partnered with Greening for Breathing to plant over 400 trees (Bronx, New York)<br>• Redesigned Ellicott Street to include a linear park, art and infrastructure that promotes walking along the street (Buffalo, New York)<br>• Repaved roads, repainted crosswalks, installed street signs, added ADA accessible curb ramps and placed gateway welcome banners along a main thoroughfare in the Fruit Belt neighborhood (Buffalo, New York)<br>• Installed wayfinding signage on the medical campus (Buffalo, New York)<br>• Striped bike lanes, installed traffic signage, striped crosswalks, installed ADA-compliant curb cuts, constructed new sidewalks, and installed lighting in Timberlyne (Chapel Hill, North Carolina)<br>• Built new sidewalks and installed new lighting in Northside (Chapel Hill, North Carolina)<br>• Built the Ravenel Bridge with pedestrian and bicycle amenities (Charleston, South Carolina)<br>• Restriped pedestrian crossings and marked with yellow signs saying "stop for pedestrians, it's the law" as part of a bicycle/pedestrian action plan funded through the Summerville Transportation Improvement Plan (Charleston, South Carolina)<br>• Planned to replace all old pedestrian signals in Charleston with LED countdown signals and recalibrate them to give pedestrians more time to cross streets safely (Charleston, South Carolina)<br>• Converted a regular crosswalk into a "Flag Crosswalk" and installed pushbutton-activated crosswalk lights over Stadium Boulevard at College Park and Rollins Road (Columbia, Missouri)<br>• Replaced and widened sidewalks near schools and heavy traffic areas, installed countdown timers, added pedestrian crossings, and installed bike lanes (Denver, Colorado)<br>• Installed a stoplight to create a safe pedestrian crossing in Isanti (Isanti County, Minnesota)<br>• Installed sidewalks along major streets in Isanti (Isanti County, Minnesota)<br>• Filled a culvert to create a safe walking route along a street in Braham (Isanti County, Minnesota)<br>• Installed wayfinding signage for walking loops in Braham (Isanti County, Minnesota)<br>• Worked with the city to reconstruct a main thoroughfare to include sidewalks and striped bike lanes on both sides of the street, lighting, and streetscaping in Cambridge (Isanti County, Minnesota)<br>• Built new sidewalks on a number of reconstructed streets in Cambridge (Isanti County, Minnesota)<br>• Added new bike lanes and sidewalks (Jackson, Michigan)<br>• Coordinated more than 60 crosswalks (Jackson, Michigan)<br>• Developed "Walk-to-shop" and included new crosswalks, senior seating areas, automatic doors, shopping carts, pedestrian buttons, pedestrian timing signal for seniors, new wayfinding signs (Nashville, Tennessee) |

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| Bike/pedestrian street improvements (e.g., bike lanes, wide sidewalks, street furniture, crosswalks, signage, trees) (continued) | • Participated in the development and construction of the Missouri River Pedestrian Bridge, the only bicyclist and pedestrian connection across the river between Omaha and Council Bluffs (Omaha, Nebraska)<br>• Developed a 20 mile on-street bicycle routing system, including bike lanes, bike boulevards, and signage (Omaha, Nebraska)<br>• Installed countdown timers (Orlando, Florida)<br>• Implemented ped/bike streetscape improvements (new sidewalks, additional street trees, improvements to intersections) to Division Avenue (Orlando, Florida)<br>• Developed 22 new and improved sidewalks in Parramore (Orlando, Florida)<br>• Increased bike lane mileage to over 200 miles of lanes and trails (Orlando, Florida)<br>• Advised on the implementation of bike lanes and sidewalks in the Lents urban renewal (Portland, Oregon)<br>• Improved a crosswalk at Terrasena Gold Apartments to cross Del Paso Boulevard (Sacramento, California)<br>• Implemented a sidewalk construction program (Seattle, Washington)<br>• Completed thermoplastic striping at city crosswalks (Somerville, Massachusetts)<br>• Painted 750 crosswalks (Somerville, Massachusetts)<br>• Installed 60 pedestrian crossing signs (Somerville, Massachusetts)<br>• Installed 75 glow sticks (Somerville, Massachusetts)<br>• Placed 14 mid-block pedestrian crossing signs throughout city (Somerville, Massachusetts)<br>• Removed and replaced medians, striped pedestrian crosswalks, and added a bike lane on a highway ramp/bridge as part of the Rutter Avenue bike path project (Wilkes-Barre, Pennsylvania)<br>• Developed pedestrian and bike infrastructure in the Downtown Wilkes-Barre Business Improvement District (Wilkes-Barre, Pennsylvania) |

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| Traffic calming street improvements (e.g., turn lanes, roundabouts, chicanes, reduced traffic speeds, traffic signals) | • Installed high-visibility crosswalks, countdown timers at all intersections, and speed limit signage to Goodell Street (Buffalo, New York)<br>• Implemented two-way traffic conversions on former one-way streets (Buffalo, New York)<br>• Added traffic signage and installed traffic calming devices, such as speed bumps and traffic island refuges (Chapel Hill, North Carolina)<br>• Installed pedestrian activated signals, added turning lanes, made striping improvements, installed traffic calming signals (Denver, Colorado)<br>• Created a plan to stripe roads in order to slow traffic in Braham (Isanti County, Minnesota)<br>• Worked with the city to reconstruct a main thoroughfare to include traffic calming medians in Cambridge (Isanti County, Minnesota)<br>• Designed and built traffic calming structures (Seattle, Washington)<br>• Implemented road diets (Seattle, Washington)<br>• Implemented street closures (Seattle, Washington)<br>• Installed traffic signals (Seattle, Washington)<br>• Added a center turn lane on the highway (Winnebago, Nebraska)<br>• Built a roundabout (Winnebago, Nebraska)<br>• Added stop signs (Winnebago, Nebraska) |
| Public transit improvements | • Created shuttle systems to connect institutions with neighborhoods (Buffalo, New York)<br>• Improved bus stops in and around Stapleton development (Denver, Colorado)<br>• Ran shuttles to transport residents across I-70 from the new Stapleton development and for employees at the Northfield shopping area (Denver, Colorado)<br>• Approved a new bus line to begin operation several years ahead of schedule (Denver, Colorado)<br>• Designed the Cool Bus-concept for a bus interior and exterior as well as a special evening route to popular youth destinations (e.g., movies, mall) (Jackson, Michigan)<br>• Installed bike racks on public buses (Jackson, Michigan)<br>• Installed bike racks on public transit buses to promote alternative modes of transportation (Louisville, Kentucky)<br>• Conducted a public art beautification project for 100 bus benches painted by local artists (Omaha, Nebraska)<br>• Added bike racks to all Metro Area Transit busses and trains (Omaha, Nebraska)<br>• Included bike racks in construction plans for 200 transit shelters (Orlando, Florida)<br>• Made pedestrian improvements as part of the Seattle Monorail Project (Seattle, Washington)<br>• Supported the expansion of the Green Line to Somerville (Somerville, Massachusetts) |

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| Bike rental or parking facilities | • Bike racks and bike lanes were added downtown based on the board's recommendations (Buffalo, New York)<br>• Installed bike racks and lockers at shopping and business centers throughout the region (Denver, Colorado)<br>• Opened a bike rental station at Stapleton Central Park (Denver, Colorado)<br>• Developed criteria for bike rack locations and planned to install bike racks throughout the island (Honolulu, Hawaii)<br>• Partnered with Bike Louisville to lead an initiative to install a large sculptural bike rack and other smaller bike racks in Smoketown (Louisville, Kentucky)<br>• Offered inexpensive bicycle racks to businesses throughout the city (Omaha, Nebraska)<br>• Installed 70 donated bike racks throughout the city (Orlando, Florida)<br>• Installed bike racks in new developments (Santa Ana, California)<br>• Installed 50 bike racks throughout the city (Somerville, Massachusetts) |

Table 16: ALbD Transportation Policy Changes and Physical Projects

| Transportation Policy Changes & Physical Projects | Albuquerque, NM | Bronx, NY | Buffalo, NY | Chapel Hill, NC | Charleston, SC | Chicago, IL | Cleveland, OH | Columbia, MO | Denver, CO | Honolulu, HI | Isanti County, MN | Jackson, MI | Louisville, KY | Nashville, TN | Oakland, CA | Omaha, NE | Orlando, FL | Portland, OR | Sacramento, CA | Santa Ana, CA | Seattle, WA | Somerville, MA | Upper Valley, VT/NH | Wilkes-Barre, PA | Winnebago, NE | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| New government staff positions | | | | | | | | X | | | | | | | | X | | | | | | X | | | | 3 |
| Design review for new transportation projects | | | | X | X | | | | | | | | | | | | | | | | | | | | | 2 |
| Transportation design/ planning tools/ products (Street Design Plans) | X | | X | | X | | X | | X | X | | X | | | | | X | X | X | | | | | | X | 11 |
| Transportation design/ planning tools/ products (Ped/ Bike Plans) | | | | X | X | | X | | X | X | X | | X | | | | | | X | | X | | X | | | 10 |
| Transportation decision-making/ implementation tools/ products | | X | | X | X | | | | | | | | | | | | | | X | | X | | | | | 5 |
| Funding for transportation | | | X | X | X | | X | X | X | | | | | | | X | X | | X | | X | X | | | | 11 |
| Street design policies and standards | X | | X | X | X | | X | X | X | X | | X | | | | | X | | X | | X | | | | | 12 |
| Policies to support bike/ped facilities | | | | X | | | | | X | | X | | | | | | | | | | X | X | | | | 5 |
| Policies to support traffic calming | | | | X | | | | | X | | | | | | | | | | X | | | | | | | 3 |
| Bike/pedestrian street improvements | | X | X | X | X | | | X | X | | X | X | | X | | X | X | X | X | | X | X | | X | | 16 |
| Traffic calming street improvements | | | X | X | | | | | X | | X | | | | | | | | | | X | | | | X | 6 |
| Public transit improvements | | | X | | | | | | X | | | X | X | | | X | X | | | | X | X | | | | 8 |
| Bike rental or parking facilities | | | X | | | | | | X | X | | | X | | | X | X | | | X | | X | | | | 8 |
| **TOTAL** | 2 | 2 | 7 | 9 | 7 | 0 | 4 | 4 | 10 | 4 | 4 | 4 | 3 | 1 | 0 | 5 | 6 | 2 | 7 | 1 | 8 | 6 | 1 | 1 | 2 | **100** |

Parks & Recreation Policy Changes and Physical Projects

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| City Recreation Center Director position | • Hired a full-time City of Oakland Recreation Center Director to support programming and maintenance (Oakland, California) |
| Park, recreation, and green/ open spaces design and planning tools and products | • Created the South Bronx Greenway Master Plan to connect parks to the riverfront and eventually to existing greenways (Bronx, New York)<br>• Hunts Point Vision Plan, designed two urban parks in previous environmentally hazardous areas (Bronx, New York)<br>• Developed a Park Plan included in the 10-year Comprehensive Plan (Isanti County, Minnesota)<br>• Participated in planning the development of Earl Boyles Park including fields, a community garden, and picnic facilities (Lents Urban Renewal) (Portland, Oregon)<br>• Created a Santiago Park Redevelopment master plan, including replacing outdated facilities, replacing non-native trees with native species, encouraging natural regeneration of the habitat, incorporating adventure-oriented facilities into the existing playground, recreating a Native American village, and using existing facilities as educational tools (Santa Ana, California)<br>• Developed an Open Space and Recreation Plan incorporating pedestrian and bicycle transportation priorities (Somerville, Massachusetts) |
| Trail design and planning tools and products | • Developed a Public Art Master Plan for the medical campus that included artistic and inviting gateways between the medical campus and the Allentown and Fruit Belt neighborhoods – Art Walk committee (Buffalo, New York)<br>• Developed a rails-to-trails project to connect Summerville with Charleston (Charleston, South Carolina)<br>• Assisted the developer of the East Edisto Tract, a 75,000 acre parcel of Westvaco timberland, with plans to connect their trail system to the regional greenways (Charleston, South Carolina)<br>• Developed the Bloomingdale Trail/Linear Park rails-to-trails project to connect four diverse communities, including Logan Square (Chicago, Illinois)<br>• Collaborated with Aurora planners on the Aurora Bike/Pedestrian plan to improve biking and walking trails in the neighborhood (Denver, Colorado)<br>• Planned for a trail to connect the Prairie Gateway development, Rocky Mountain Arsenal perimeter trails, and Stapleton trails, and collaborated with Commerce City for connectivity (Denver, Colorado)<br>• Hired a planning and design company to conduct a trailhead study to find a site for the trailhead of the Springwater Corridor Trail that is easily visible and accessible by the community (Portland, Oregon)<br>• Completed a vision plan with the Santa Ana River Task Force for the restoration of the natural river corridor; the enhancement of environmental, recreational, and economic opportunities; and an increase in community pride, connectivity, and quality of life; community organizations and city departments used this plan to support design changes, such as the inclusion of bicycle trails, horse trails, and pocket parks, and the completion of the Golden Loop Trail (Santa Ana, California)<br>• Planned the Northeast Trails Project to increase walking by increasing knowledge of the local environment, developing a trail network, identifying and prioritizing infrastructure needs in the trail network, and installing wayfinding kiosks along walking routes (Seattle, Washington) |

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| Trail design and planning tools and products (continued) | • Led a regional trail planning effort to link the towns of Lebanon and Hanover, NH and Norwich and Hartford, VT, extending in future phases to the adjacent towns via a loop trail (Upper Valley, New Hampshire/ Vermont)<br>• Worked with the City of Lebanon to develop a master trails plan (Upper Valley, New Hampshire/ Vermont)<br>• Assisted the Town of Hartford's trail master planning process through an appointment to the Bicycle and Pedestrian Steering Committee (Upper Valley, New Hampshire/ Vermont)<br>• Worked with the Hanover Mountain Bike Committee and Hanover Conservation Commission to initiate planning and layout of new bike paths in Hanover (Upper Valley, New Hampshire/ Vermont)<br>• Participated in a steering committee to develop a recreation management plan that supports mixed uses of snowmobile trails (Upper Valley, New Hampshire/ Vermont)<br>• Extended a GIS database of trails and an associated mapping tool to enable printing comprehensive GIS-based community trail maps (Upper Valley, New Hampshire/ Vermont)<br>• Developed the Greater Kingston Trails and Greenways Master Plan (Wilkes-Barre, Pennsylvania)<br>• Developed the City of Wilkes-Barre Trails and Greenways Master Plan (Wilkes-Barre, Pennsylvania)<br>• Completed a three-phase Master Trails Plan in collaboration with a planning firm; the plan identified and integrated principle destinations in the community (schools, commercial areas, public parks, Little Priest Tribal College, the tribal administration building, cultural center, and library); the plan intended to place benches and bike racks along the trails to encourage multimodal use (Winnebago, Nebraska)<br>• Hired a consultant who understood the nuances of working with transportation agencies and took responsibility for working with the Department of Roads (Winnebago, Nebraska)<br>• Completed engineering plans for development of the Ho-Chunk Trail (Winnebago, Nebraska) |

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| Funding for parks and recreation projects | • Obtained funding for redevelopment of two urban parks in previous environmentally hazardous areas (Bronx, New York)<br>• Transferred funds supporting federal truck routes to park development and maintenance (Bronx, New York)<br>• Obtained $14 million in federal and state transportation funds to support the public art plan and the Art Walk trail (Buffalo, New York)<br>• Received a $10,000 Bikes Belong Grant and planned to designate it for the East Bay Street Multi Use Trail (Charleston, South Carolina)<br>• Obtained support from congressman to use Federal Transportation Bill funds to support trail development (Isanti County, Minnesota)<br>• Held the Rum River Bicycle Classic to raise money used to buy easements, hire an engineering firm, and create a project memorandum (Isanti County, Minnesota)<br>• Completed over $1.5 million in physical renovations to San Antonio Park and to Garfield Park through partnership with the City of Oakland Office of Parks & Recreation (Oakland, California)<br>• Obtained funding and approval by the City to extend the Golden Loop Trail (Santa Ana, California)<br>• Advocated for and received $2 million federal transportation dollars for the Community Path extension (Somerville, Massachusetts)<br>• Secured $16,000 for the Lebanon master trails plan (Upper Valley, New Hampshire/ Vermont)<br>• Received over $100,000 in county grant funding to provide new equipment (Dance Dance Revolution, a sports wall) for the Wilkes-Barre Family YMCA (Wilkes-Barre, Pennsylvania)<br>• Obtained support (Tribal Council) and funding (Department of Roads Transportation Enhancement, Natural Resources District) to construct a trail (Winnebago, Nebraska)<br>• Agreed to incorporate the Ho-Chunk trail into an existing road improvement project in order to use some of the funding appropriated for that project - Bureau of Indian Affairs engineers and the Tribal Council (Winnebago, Nebraska)<br>• Approved a $1.8 million architectural and engineering plan for renovating and enclosing the pool (Winnebago, Nebraska) |
| Land use policies for parks, recreation, and green/ open spaces | • Acquired parcels of land near trail for playground and trail access point - Trust for Public Land, alderman (Chicago, Illinois)<br>• Worked with developers to donate land for park space near trails (Chicago, Illinois)<br>• Reviewed zoning and ordinance changes for park in two different zones, an urban zone and a conservation district, as permits are required to do anything in the conservation district (Honolulu, Hawaii)<br>• Acquired land for new park development in Parramore neighborhood (Orlando, Florida)<br>• Passed a city council resolution for Open Space 2100 which looks at a combination of green spaces, waterways, and the built environment (Seattle, Washington)<br>• Doubled size of park (Winnebago, Nebraska) |

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| Policies for trails | • Obtained various right-of-way permissions for an urban trail (Orlando, Florida)<br>• Obtained right-of-way for Santiago trail extension (Santa Ana, California)<br>• Negotiated a land transfer agreement to allow for the Community Path Cedar to Central Extension to proceed (Somerville, Massachusetts)<br>• Obtained right-of-way for trails on the north and south ends of town as well as a subdivision trailhead on the south end (Winnebago, Nebraska)<br>• Passed a Tribal Council resolution to build the Ho-Chunk Trail (Winnebago, Nebraska)<br>• Passed a Tribal Council resolution to build the Thunderhead Trail (Winnebago, Nebraska)<br>• Passed a village board resolution to accept responsibility for maintaining trails throughout the community (Winnebago, Nebraska) |
| Free use of recreation centers | • Supported the Mayor's policy to allow youth 17 and under into Denver Recreation Centers free of charge for an entire summer (Denver, Colorado) |
| Parks | • Developed a new park in Valle del Bosque along with a neighborhood association (Albuquerque, New Mexico)<br>• Redeveloped 2 waterside parks along the future South Bronx Greenway (Bronx, New York)<br>• Redesigned Ellicott Street to include a space like a linear park (Buffalo, New York)<br>• Created a waterfront park on the city of Charleston side of the Ravenel bridge which will act as a new access point and remove the issue of parked cars (Charleston, South Carolina)<br>• Developed pocket parks as part of the West Ashley Greenway project (Charleston, South Carolina)<br>• Constructed the Bennet Wildlife Habitat and Picnic area through environmental cleanup of this former junkyard site, grading, and park and trail development (Cleveland, Ohio)<br>• Constructed a new park and trail, the Mill Creek Park, Trail and Waterfall (Cleveland, Ohio)<br>• Made improvements to Hyacinth Park and Trail, including some reconstruction and a public art project (Cleveland, Ohio)<br>• Collaborated with Thriving Communities and Park Hill to build a park, trail and track (Denver, Colorado)<br>• Supported many different projects at the park: native reforestation, archeological site restoration, increased community accessibility, installation of a community education pavilion, increased ADA accessibility through paving the driveway and parking lot and other projects (Honolulu, Hawaii)<br>• Developed pocket parks at the Liberty Green development (Louisville, Kentucky)<br>• Made park improvements, including efforts to level and re-sod Garfield Park and install a synthetic turf soccer field, basketball court, and play structure at San Antonio Park (Oakland, California)<br>• Advised on the implementation of upgrades to three parks in the Lents urban renewal (Portland, Oregon)<br>• Worked toward historic preservation of Somerville Junction Park (Somerville, Massachusetts)<br>• Completed the Somerville Junction Park (Somerville, Massachusetts) |

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| Recreation facilities and equipment | • Supported the development of First Tee Golf Course at Washington Park Reservation, a course where local youth can learn golf (Cleveland, Ohio)<br>• Installed an outdoor hockey rink in Isanti, a skateboard park in Braham, and a skate park in Cambridge (Isanti County, Minnesota)<br>• Renovated stadium and resurfaced fields to allow year-round use (Santa Ana, California)<br>• Installed a new lining at the El Salvador Pool (Santa Ana, California)<br>• Renovated the El Salvador Center (Santa Ana, California)<br>• Developing two Kaboom playgrounds (Santa Ana, California)<br>• Installed new equipment (Dance Dance Revolution, a sports wall) for the Wilkes-Barre Family YMCA (Wilkes-Barre, Pennsylvania)<br>• Built safe playgrounds for children (Winnebago, Nebraska)<br>• Enclosed and rehabilitated the Blackhawk Community Center pool (Winnebago, Nebraska)<br>• Doubled size of basketball court in park (Winnebago, Nebraska) |
| Community trails | • Identified a continuous ditch network throughout the region, converted paths along irrigation ditches into natural walking trails, widened paths, cleared debris, added signage, and limited access to bicyclists and pedestrians with the National Park Service (Albuquerque, New Mexico)<br>• Installed the Living Memorial Trail, including 18 new trees with tree guards and flowers in tree beds, safety improvements to intersections, and bike lane striping (Bronx, New York)<br>• Created an Art Walk trail (Buffalo, New York)<br>• Developed part of the West Ashley Greenway, a 10-mile trail segment to run through several neighborhoods in Charleston, and applied to the East Coast Greenway Alliance for formal designation of the West Ashley Greenway as part of the East Coast Greenway, a proposed continuous, traffic-free path linking East Coast cities from Maine to Florida (Charleston, South Carolina)<br>• Developed the Morgana Run Trail through a “rails-to-trails” project to create a safe place for active transportation (Cleveland, Ohio)<br>• Developed the Washington Park Reservation Trail, a perimeter trail around Washington Park and Golf Course (Cleveland, Ohio)<br>• Created a 1 mile Douglass Neighborhood Trail in a lower income area (Columbia, Missouri)<br>• Upgraded the Sand Creek Regional Greenway Trail to include both paved and crusher fine surfaces (Denver, Colorado)<br>• Improved the connectivity and configuration of Westerly Creek bike path to Sand Creek Regional Greenway Trail (Denver, Colorado)<br>• Developed the Cambridge-Isanti Bike/Walk Trail, intended to connect communities in Isanti County through a network built on in-town, on- and off-street bike lanes, suspended paths over wetlands, and other bike/walk trail design elements (Isanti County, Minnesota) |

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| Community trails (continued) | • Converted an underused area of the West Bank of Rum River alongside Anoka Ramsey Community College into a nature walking trail with benches, directional signs, kiosks, interpretive signs describing species, and informational placards, the Rum River/Spirit River Nature Walk; a crossing was also built to accommodate increased traffic, both automobile and foot (Isanti County, Minnesota)<br>• Worked to improve continuity in their trail system in Braham (Isanti County, Minnesota)<br>• Added a trail along a county road to provide a safe route for children walking to a nearby middle school in Isanti (Isanti County, Minnesota)<br>• Added trails to increase linkages between neighborhoods in Cambridge (Isanti County, Minnesota)<br>• Developed the Falling Waters 10.2 mile rail-trail to eventually reach across Jackson County and link to trails across Michigan; included Arts Walk—the central connection of Jackson's downtown with the growing art community to the north (Jackson, Michigan)<br>• Expanded existing trail (Omaha, Nebraska)<br>• Developed portions of an urban trail (Orlando, Florida)<br>• Increased bike lane mileage to over 200 miles of lanes and trails (Orlando, Florida)<br>• Advised on the implementation of upgrades to local trail networks in the Lents urban renewal (Portland, Oregon)<br>• Added a trailhead to the Springwater Corridor Trail (Portland, Oregon)<br>• Developed a trailhead for the Santiago Trail (Santa Ana, California)<br>• Developed the King Arthur Trail, a new off-road path to the new school athletic fields in Norwich, Vermont (Upper Valley, New Hampshire/ Vermont)<br>• Installed a recycled bridge for pedestrian and biking use on the Black Diamond Trail between White Haven and Wilkes-Barre (Wilkes-Barre, Pennsylvania)<br>• Created new trails at Moon Lake County Park (Wilkes-Barre, Pennsylvania)<br>• Developed new trails, expanded the length of trails, linked historical sites by trails, created urban and downtown trail loops, linked long distance trails in the countryside with dense town communities with respect to the following trails: Back Mountain Trail, West Side Trail, Luzerne County National Recreational Trail, Susquehanna Warrior Trail, Greater Hazleton Rail Trail, Levee Trail, Black Diamond Trail (Wilkes-Barre, Pennsylvania)<br>• Built the Ho-Chunk Trail on the north end of town connecting a new mixed use development with the town center and schools (Winnebago, Nebraska) |

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| Maintenance | • Made improvements to the West Ashley Greenway, including paving or surfacing the greenway and adding pocket parks and community gardens along the length of the trail (Charleston, South Carolina)<br>• Installed amenities along trail, including public art, benches, lighting, trash bins (Cleveland, Ohio)<br>• Improved the Springwater Corridor Trail, a bicycle and pedestrian former rail-trail that runs in and around the Lents neighborhood and a section of Portland's 40 Mile Loop trail system, through beautification projects in conjunction with the Lents Springwater Habitat Restoration Project, Kelly Elementary School, and the local high school such as habitat restoration, tree planting, and resurfacing of a twelve block section of the trail (Portland, Oregon)<br>• Obtained and planted trees and plants for parks and trails (Santa Ana, California)<br>• Created a plan for graffiti removal near trails and to cover walls with ivy (Santa Ana, California)<br>• Resurfaced Santiago Trail (Santa Ana, California)<br>• Made improvements to the Golden Loop Trail, connecting Santa Ana's bikeways and walkways to form a continuous 40-mile path around the city that provides access to activity centers, waterways, and a national forest; including completed repairs of asphalt, improved lighting, planted trees, improved landscaping around the playground, removed litter and graffiti, and constructed the Santa Ana Wildlife and Watershed Center (Santa Ana, California)<br>• Bridging the Gap (Proposition 1) established a program for trails to be prioritized for improvement (Seattle, Washington)<br>• Made improvements to the Community Path, including beautification as well as sign and mile marker installation (Somerville, Massachusetts)<br>• Plowed and maintained the Lake Morey Ice Skating Trail, the longest ice trail (2 miles) in the United States as well as the Dewey"s Pond Ice Skating Loop (Upper Valley, New Hampshire/ Vermont)<br>• Installed trail counters, placed emergency call boxes on trail to increase safety, placed signage and markers on trail, renovated and improved existing trails, and paved ground trails (Wilkes-Barre, Pennsylvania)<br>• Worked with the Village Board to obtain a maintenance agreement for trail (Winnebago, Nebraska)<br>• Involved community members in planting flowerbeds and trees near these trails (Winnebago, Nebraska) |
| Community gardens in parks | • Developed community gardens in the park (Honolulu, Hawaii)<br>• Developed the San Antonio Park Garden with residents making it sustainable and students work in the garden on occasion (Oakland, California) |

Table 17: ALbD Park, Recreation, Open Space, and Trail Policy Changes and Physical Projects

| Parks & Recreation Policy Changes & Physical Projects | Albuquerque, NM | Bronx, NY | Buffalo, NY | Chapel Hill, NC | Charleston, SC | Chicago, IL | Cleveland, OH | Columbia, MO | Denver, CO | Honolulu, HI | Isanti County, MN | Jackson, MI | Louisville, KY | Nashville, TN | Oakland, CA | Omaha, NE | Orlando, FL | Portland, OR | Sacramento, CA | Santa Ana, CA | Seattle, WA | Somerville, MA | Upper Valley, VT/NH | Wilkes-Barre, PA | Winnebago, NE | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| City Recreation Center Director position | | | | | | | | | | | | | | | X | | | | | | | | | | | 1 |
| Park, recreation, and green/ open spaces design and planning tools and products | | X | | | | | | | | | X | | | | | | | X | | X | | X | | | | 5 |
| Trail design and planning tools and products | | | X | | X | X | | | X | | | | | | | | | X | | X | X | | X | X | X | 10 |
| Funding for parks and recreation projects | | X | X | | X | | | | | | X | | | | X | | | | | X | | X | X | X | X | 10 |
| Land use policies for parks, recreation, and green/ open spaces | | | | | | X | | | | X | | | | | | | X | | | | X | | | | X | 5 |
| Policies for trails | | | | | | | | | | | | | | | | | X | | | X | | X | | | X | 4 |
| Free use of recreation centers | | | | | | | | | X | | | | | | | | | | | | | | | | | 1 |
| Park development | X | X | X | | X | | X | | X | X | | | X | | X | | | X | | | | X | | | | 11 |
| Recreation facilities and equipment | | | | | | | X | | | | X | | | | | | | | | X | | | | X | X | 5 |
| Community trail development | X | X | X | | X | | X | X | X | | X | X | | | | X | X | X | | X | | | X | X | X | 16 |
| Maintenance | | | | | X | | X | | | | | | | | | | | X | | X | X | X | X | X | X | 9 |
| Community gardens in parks | | | | | | | | | | X | | | | | X | | | | | | | | | | | 2 |
| **TOTAL** | 2 | 4 | 4 | 0 | 5 | 2 | 4 | 1 | 4 | 3 | 4 | 1 | 1 | 0 | 4 | 1 | 3 | 5 | 0 | 7 | 3 | 5 | 4 | 5 | 7 | **79** |

School-Related Policy Changes and Physical Projects

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| Crossing Guard position | • Hired an adult crossing guard employed by the City of Oakland at Garfield Elementary intersection (Oakland, California)<br>• Received support from the school board, Tribal Council, and Village of Winnebago to have a crossing guard in front of the school (Winnebago, Nebraska) |
| School design and planning products | • Incorporated opportunities for physical activity into the school facilities plan (Cleveland, Ohio)<br>• Participated in plans for schools to appropriately accommodate pedestrians and bicyclists as part of general school wellness policies through participation in One Voice coalition (Honolulu, Hawaii)<br>• Created the Oakland Schoolyards Initiative to renovate, with specific standards and guidelines, up to 25 schoolyards in the next five years and to encourage the school district to have an open campus policy so the community can utilize the new schoolyard facilities (Oakland, California)<br>• Created the Oakland After School Initiative to expand the after school program (Oakland, California)<br>• Developed and partially completed the Manzanita Schoolyard Improvement Plan including: creative play areas (imaginative play castle, planter, wave garden, sound pipes, tubes, amphitheater), gross motor and tactile skill areas (learning about sound waves), spatial organization/ boundaries between play areas, shade, lighting, green space, benches, and traffic safety (Oakland, California)<br>• Developed and partially completed the Roosevelt Schoolyard Improvement Plan including many beautification projects in addition to the recreation facilities (Oakland, California)<br>• Developed and completed the Garfield Schoolyard Improvement Plan including removal of 5-6 portable classrooms from schoolyard; resurfacing school yard; painting Hopscotch, 4 square, and maps on the asphalt; building community/ school garden; creating basketball courts and tetherball courts; adding new benches, picnic tables, and shade trees; and working with youth on a new entry gate and tiled mural (Oakland, California) |

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| Funding for school projects | • Obtained support for a ballot initiative to fund sidewalk improvements around schools through a city sales tax given the success of the Walk-to-School initiative (Columbia, Missouri)<br>• Received Safe Routes to School grant to support new sidewalks and bike racks at elementary schools (Jackson, Michigan)<br>• Matched California's Proposition 49 after school funding through the Oakland After School Initiative (Oakland, California)<br>• Advocated for a local ballot measure to require the city to spend 1% of the budget on children's services and an updated ballot initiative to increase this spending to 2.5% of the city budget, an additional $13-15 million to children's services (Oakland, California)<br>• Budgeted $200,000 for the Manzanita Schoolyard Improvement Plan (Oakland, California)<br>• Spent $400,000 on the Garfield schoolyard renovations (Oakland, California)<br>• Completed $200,000 of pedestrian safety improvements at intersections around Garfield Elementary School with the City of Oakland Traffic Engineering Division (Oakland, California)<br>• Passed bond measure to fund sidewalks and other improvements around the schools for Safe Routes to Schools (Sacramento, California)<br>• Received $3,000 from the school board, Tribal Council, and Village of Winnebago to support a crossing guard in front of the school (Winnebago, Nebraska) |
| Policies to support ped/ bike infrastructure around schools | • Bridging the Gap (Proposition 1) required sidewalks to be located within a certain radial distance around all schools in Seattle (Seattle, Washington) |
| School speed zone | • Voted to install flashing school zone lights at a number of schools – Town Council (Chapel Hill, North Carolina)<br>• Created new standards for school zones and installed signage for reduced speeds (Seattle, Washington)<br>• Passed school zone ordinance of 25 miles per hour (Winnebago, Nebraska) |
| School site design | • Provided input into the design of 2 new schools (Cleveland, Ohio)<br>• Encouraged all K-8 schools to avoid satellite schools out of walking distance through the following: rehab old schools rather than build new ones, build second stories rather than a large footprint single story, and build on small acreage plots in the Natomas Unified School District (Sacramento, California) |

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| Joint-use agreements | • Created a joint use agreement between the school district and city of Sacramento for playground and park sites as well as the district swimming pools (Sacramento, California)<br>• Obtained a joint use agreement between the Santa Ana United School District and the City of Santa Ana in order to open school facilities to the community after school hours and during summers; specifically, the joint use ballot measure stated that the City of Santa Ana would provide a continuous flow of funding in return for the school district's willingness to open playgrounds and other facilities to the public and to allowed the Parks, Recreation, and Community Services Department to offer physical activity opportunities at the schools (Santa Ana, California)<br>• Initiated a pilot joint use project at Roosevelt Elementary School in which parent volunteers monitored the schoolyard in the evenings and on weekends while the community used the facilities (Santa Ana, California)<br>• Built a high school in an urban park with approval from Parks, Recreation, and Community Services in return for use of school facilities (Santa Ana, California)<br>• Redesigned community school to feature bike/pedestrian access (Somerville, Massachusetts) |
| Physical education in schools | • Worked towards a K-12 articulated physical education program that is fully funded and equipped (Sacramento, California) |
| School (or afterschool) curriculum | • Advocated and assisted AmeriCorps members with a new curriculum, Wisercise/ Take 10!, incorporating10 minutes of physical activity in the classroom (Chicago, Illinois)<br>• Integrated bike instruction into school day for 7th-8th graders to learn bike mechanics and safety at Ames Middle School (Chicago, Illinois)<br>• Integrated school garden into the school and after school program curricula (Oakland, California) |
| School district policies (walking and biking to school) | • Worked with Cycles for Change and the school district for two years to allow children to bike to school (Oakland, California) |
| Other school policies (wellness, recess) | • Moved recess before lunch (Chicago, Illinois)<br>• Established Wellness Councils in local schools (Chicago, Illinois)<br>• Approved wellness policy – school district (Somerville, Massachusetts)<br>• Supported school wellness policies and councils (Wilkes-Barre, Pennsylvania)<br>• Moved recess prior to lunch to allow children to utilize a full recess period for activity (Winnebago, Nebraska) |

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| Safe Routes to School | • Installed new sidewalks, crosswalks, and signage (Albuquerque, New Mexico)<br>• Installed new sidewalks (Chapel Hill, North Carolina)<br>• Built a bridge (Chapel Hill, North Carolina)<br>• Installed cautionary signage (Chapel Hill, North Carolina)<br>• Striped crosswalks and driveways (Chapel Hill, North Carolina)<br>• Installed countdown lights (Chapel Hill, North Carolina)<br>• Installed sidewalks (Jackson, Michigan)<br>• Installed sidewalks (Nashville, Tennessee)<br>• Installed bike lanes (Nashville, Tennessee)<br>• Installed crosswalks (Nashville, Tennessee)<br>• Installed traffic calming measures (Nashville, Tennessee)<br>• Installed pedestrian/bike signage (Nashville, Tennessee)<br>• Installed new "countdown" signal lights at two intersections (Oakland, California)<br>• Constructed curb bulb-outs at one intersection (Oakland, California)<br>• Made intersection ADA accessible (Oakland, California)<br>• Installed crosswalks and stop signs (Omaha, Nebraska)<br>• Constructed sidewalks to connect the newly opened Inderkum High School to residential and commercial areas (Sacramento, California)<br>• Completed a new intersection at Bannon Creek Elementary, including traffic light installed, road narrowed, and bulb-out added (Sacramento, California)<br>• Stripped a parking area and put in a new drop off area at Sacramento City College (Sacramento, California)<br>• Installed crosswalks (Seattle, Washington) |
| Recreation facilities on school grounds | • Developed fields/outdoor courts (Buffalo, New York; Cleveland, Ohio; Denver, Colorado; Oakland, California)<br>• Built playground facilities (Buffalo, New York; Chicago, Illinois; Denver, Colorado; Oakland, California)<br>• Resurfaced fields (Oakland, California)<br>• Supported Dallas, Jackson-Lehman and Wycallis Elementary schools in creating campus walking trails, one of which is a mile path connecting two elementary schools - Dallas-Wycallis School Wellness Trail - while another is a quarter mile track (Wilkes-Barre, Pennsylvania) |

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| School gardens | • Built gardens in elementary schools (Oakland, California; Orlando, Florida; Somerville, Massachusetts)<br>• Designed school gardens to be used by students during and after school as well as community members (Oakland, California)<br>• Worked with Nap Ford Community School to develop a garden for student and community use and received technical assistance and training from Leu Gardens (Orlando, Florida) |
| Bike parking facilities | • Installed bike racks (Chicago, Illinois)<br>• Installed bike racks (Jackson, Michigan)<br>• Built a bike cage after two years of working to get school district approval; students can now bike to school and safely store their bikes while in the classroom or participating in the after school program (Oakland, California)<br>• Installed bike racks at 2 elementary schools (Somerville, Massachusetts) |
| Bicycle recycle facilities | • Provided space on school grounds for the bicycle recycle facility; students recycled bikes and Cycles of Change sold the bikes to sustain the facility and pay former students to run the facility and train current students (Oakland, California) |
| Parking lot removal | • Removed parking lots on school grounds to install a playground (Chicago, Illinois)<br>• Offered school employees street parking permits because parking lots were removed for playground (Chicago, Illinois) |

Table 18: ALbD School Policy Changes and Physical Projects

| School Policy Changes & Physical Projects | Albuquerque, NM | Bronx, NY | Buffalo, NY | Chapel Hill, NC | Charleston, SC | Chicago, IL | Cleveland, OH | Columbia, MO | Denver, CO | Honolulu, HI | Isanti County, MN | Jackson, MI | Louisville, KY | Nashville, TN | Oakland, CA | Omaha, NE | Orlando, FL | Portland, OR | Sacramento, CA | Santa Ana, CA | Seattle, WA | Somerville, MA | Upper Valley, VT/NH | Wilkes-Barre, PA | Winnebago, NE | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Crossing Guard position | | | | | | | | | | | | | | | X | | | | | | | | | | X | 2 |
| School design and planning products | | | | | | | X | | | X | | | | | X | | | | | | | | | | | 3 |
| Funding for school projects | | | | | | | | X | | | | X | | | X | | | | X | | | | | | X | 5 |
| Policies to support ped/ bike infrastructure around schools | | | | | | | | | | | | | | | | | | | | | X | | | | | 1 |
| School speed zone | | | | X | | | | | | | | | | | | | | | | | X | | | | X | 3 |
| School site design | | | | | | | X | | | | | | | | | | | | X | | | | | | | 2 |
| Joint-use agreements | | | | | | | | | | | | | | | | | | | X | X | | X | | | | 3 |
| Physical education in schools | | | | | | | | | | | | | | | | | | | X | | | | | | | 1 |
| School (or afterschool) curriculum | | | | | | X | | | | | | | | | X | | | | | | | | | | | 2 |
| School district policies (walking and biking to school) | | | | | | | | | | | | | | | X | | | | | | | | | | | 1 |
| Other school policies (wellness, recess) | | | | | | X | | | | | | | | | | | | | | | | X | | X | X | 4 |
| Safe Routes to School (environment) | X | | | X | | | | | | | | X | | X | X | X | | | X | | X | | | | | 8 |
| Recreation facilities on school grounds | | | X | | | X | X | | X | | | | | | X | | | | | | | | | X | | 6 |
| School gardens | | | | | | | | | | | | | | | X | | X | | | | | X | | | | 3 |
| Bike parking facilities | | | | | | X | | | | | | X | | | X | | | | | | | X | | | | 4 |
| Bicycle recycle facilities | | | | | | | | | | | | | | | X | | | | | | | | | | | 1 |
| Parking lot removal | | | | | | X | | | | | | | | | | | | | | | | | | | | 1 |
| **TOTAL** | 1 | 0 | 1 | 2 | 0 | 5 | 3 | 1 | 1 | 1 | 0 | 3 | 0 | 1 | 10 | 1 | 1 | 0 | 5 | 1 | 3 | 4 | 0 | 2 | 4 | **50** |

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|---|---|
| Community policy and advocacy efforts to support worksites | |
| Worksite decision-maker engagement and support | • Testimonies<br>• Presentations<br>• Meetings |
| Building improvements | • User-friendly door for older adults |
| Bike parking facilities | • Bike racks<br>• Bike lockers |
| Stairwell conditions | • Developed "Wise Moves" and improved stairwells (lighting, public art, maintenance) (Nashville, Tennessee) |

***Policy change and physical project strengths and challenges***

Community partnerships also summarized strengths and challenges associated with policy changes and physical projects over the course of the ALbD initiative (see breakdown by partnerships in Table 19). Many common themes emerged from these reflections, providing insight into the experience of implementing policy changes and physical projects within the communities. Strengths reported by the community partnerships included:

- Partners: larger numbers of partners, the types of partners (e.g., government agencies ,school districts, trail organizations), a higher degree of collaboration among partners, and the types of resources and support provided by the partners (e.g., ties to elected officials, policy knowledge);
- Political support: support at the state level for policies supporting active living influenced support at the local level, local elected officials championed policies to support active living, and retiring public officials provided an opportunity for new officials to influence local policy change, use of data to support decision-making;
- Community support: inclusion of the ideas and opinions of community members, volunteer time, small wins over the course of larger goals, increasing resident demand for walkable and bikable communities, increasing resident participation in advocacy and policy change, increased transportation safety for all mode users;
- Policy implementation: tangible progress with policy changes led to increased implementation of projects, implementation of less costly projects generates enthusiasm, policy design review process translates across communities and physical projects; and,
- Financial resources: funds to support planning processes and successes helped to leverage funding.

On the other hand, challenges reported by the community partnership included:

- Partner obstacles: partner turnover, varied priorities of different partners, inconsistent support from partner organizations, coordination of a large network of partners, community organizations struggled to maintain involvement over long periods of time, government partners had to depend on other partners to advocate for policy changes, partner competition and seeking credit for successes;
- Political barriers: mindset of an automobile-dominated or sprawling community, government processes can be slow to change (e.g., require multiple approvals), turnover in supportive elected officials, maintenance of relationships with elected and appointed officials, the cost of investment in infrastructure changes, jurisdiction over infrastructure (e.g., state vs. city roads, national vs. local parks, use of roads for emergency vehicles);
- Community barriers: the community does not trust local agencies or organizations, policy change delays made it difficult to sustain public interest, small successes did not have community-wide impact, public projects sometimes required people to give access to private property, insufficient funds were available to support community engagement in the process, segregation of communities by race and income led to resistance to making connections across communities, concerns about crime and interpersonal safety, limited community use of new facilities (e.g., norms, behaviors, and culture take time to change), security measures (e.g., gates around facilities or playgrounds, increased presence of law enforcement) could be uninviting or offensive to residents;
- Policy implementation: policies and actions of agencies sometimes contradicted one another, difficulty in retrofitting existing resources and infrastructure (e.g., inadequate space, land acquisition), a large volume of physical projects were time- and labor-intensive, liability concerns preventing implementation, construction phases giving rise to frustration among residents and businesses, facilities (e.g., sidewalks, bike lanes) constructed in one part of the community did not continue to other parts of the community, businesses' concerns about automobile parking shortages, outside contractors did not follow design standards, maintenance of policies and physical projects required staff and resources; and,
- Financial constraints: economic downturn, losses in funding support, competition of local communities for resources, physical projects were frequently expensive, and resistance to tax increases.

Table 19: ALbD Policies and Physical Projects Strengths and Challenges

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Albuquerque, New Mexico | | Partner obstacles: lost several partners with expertise in policy work, lead agency closed, depended on partners outside the policymaking process to advocate for change, inconsistent support from the Conservancy District due to staff turnover and resistance to non-traditional development, difficult to secure the commitment from community organizations for such a long-term project<br>Political barriers: local political tensions, elected official turnover, difficult to maintain relationships with key political figures who had limited understanding of active living, policy changes depended on government processes<br>Community barriers: policy change delays made it difficult to sustain public interest, small successes hard to demonstrate<br>Policy implementation: policies and actions contradicted each other, liability and maintenance, difficult to maintain a balance between development and preservation<br>Financial constraints: slowed by loss of funding |

Table 19 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Bronx, New York | | Partner obstacles: difficult to develop a plan in accordance with a large coalition of interests<br><br>Political barriers: numerous rounds of city approvals needed for large capital construction projects, contracting process and administrative schedule of New York City Economic Development Corporation slowed progress<br><br>Policy implementation: plan modifications were needed because of infrastructure problems and cost, New York City required a full maintenance plan for all new projects, which the partnership had difficulty finalizing |
| Buffalo, New York | Partners: involved the Department of Transportation - set realistic expectations, shaped feasible goals<br><br>Community support: valued the ideas and opinions of community members so efforts reflected the needs and concerns of all members of the community<br><br>Policy implementation: created momentum for physical change that was empowering and hopeful<br><br>Financial resources: secured funds for planning processes | Political barriers: active living elements often made projects more expensive than the traditional model - making it more difficult to persuade developers to invest in pedestrian and bicycle access, need to guarantee that large-scale projects be sustainable and popular to justify significant investments of time and money<br><br>Community barriers: need to respond to requests to provide more recreational facilities in the community, but did not want to take away business opportunities from local residents<br><br>Policy implementation: implementation of physical projects was a slow process with less tangible progress than desired<br><br>Financial constraints: less successful in securing support to implement physical projects to the preferred scale |
| Chapel Hill, North Carolina | Political support: provided positive examples to support the attitude shift at the state level<br><br>Community support: reinforced the existing positive attitude about sharing the transportation network with pedestrians and cyclists, created small successes to keep up morale while aiming for larger goals<br><br>Policy implementation: many policy changes were not costly, yet the return on investment was very lucrative in terms of impact | Political barriers: fire chief raised concerns about too many traffic calming projects since they had the possibility of slowing emergency vehicles en route to the scene of an accident<br><br>Community barriers: community members viewed the amount of traffic flow as a barrier to using sidewalks, residents were disappointed when the concerns captured in the neighborhood assessment were not immediately addressed, some residents opposed physical changes in the environment because of the implications for their personal property<br><br>Policy implementation: process of accomplishing projects time-consuming and labor-intensive due to the volume of projects to be completed, construction phases often led to additional hardships for local residents and commuters<br><br>Financial constraints: competed with other municipalities to receive funding for sidewalk improvements since these projects were not funded by the state |

Table 19 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Charleston, South Carolina | Partners: ties to governmental agencies because these individuals work directly on policies and environments and they can change the culture of these agencies and elected officials<br><br>Political support: belief the current economic downturn would positively affect developers' planning<br><br>Community support: successes helped increase buy-in to implement similar strategies in other communities, growing population of younger residents and families seeking walkable and bikeable neighborhoods, residents experienced the positive benefits of active transportation-related infrastructure improvement and became less wary of efforts to reduce urban and suburban sprawl<br><br>Policy implementation: using community feedback in the physical project planning process resulted in better projects<br><br>Financial resources: successes helped leverage funding | Partner obstacles: some recommendations were ignored by government officials, night meetings made it difficult for representatives from key government agencies to attend<br><br>Political barriers: some government officials and staff opposed active transportation, fire marshal opposed narrow streets as a challenge for emergency vehicles, many streets were owned and maintained by state government so the state transportation agency had to relinquish control to the county or city in order for physical improvements to be made<br><br>Community barriers: community members lacked an understanding of the complex bureaucratic process of changing policies, business owners and merchants were concerned that bike lanes would decrease the amount of parking in front of businesses further complicating an existing parking shortage, some community members remained resistant to the idea of bicyclists and pedestrians in general<br><br>Policy implementation: transportation agencies deferred to Euclidean zoning in community design and construction (residential and commercial areas separated) instead of moving towards a mixed-use design and required additional guidance and support in order to accommodate bicycle, pedestrian, and transit needs; new active living facilities did not connect to facilities in adjacent communities; infrastructure was originally created to accommodate horse and carriage and difficult to retrofit existing infrastructure; the city surfaced a path with substandard materials that rapidly deteriorated<br><br>Financial constraints: sidewalks, pedestrian crossings, new lights, and bike lanes were expensive |
| Chicago, Illinois | Community support: helped parents, teachers, school principals and other key community stakeholders better understand their role in policy change and its value<br><br>Policy implementation: making small, meaningful changes while working towards larger goals, five years of the grant provided opportunities to lay some important groundwork for policy change | Partner obstacles: local organizations competed for limited funding from the city<br><br>Political barriers: bureaucracy of getting support from elected officials in five different wards, no guarantee that the city would use its political will to leverage resources<br><br>Community barriers: getting support from parents, limited resources made it difficult to reach and engage community residents<br><br>Financial constraints: efforts to implement an Open Streets policy were costly, physical changes tended to be expensive |

Table 19 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Cleveland, Ohio | Community support: community involvement | Political barriers: mindset of an automobile-dominated area limited policy- and decision-makers definition of transportation<br><br>Community barriers: introduced something new to community but impact unknown; not a large amount of destinations to walk or bike to in Slavic Village; planning for improvements was controversial because some neighborhoods got resources before others; segregation, racism, and classism led to tremendous opposition to rebuilding or improving the built environment connecting different neighborhoods and to shared use of some recreation facilities; crime and interpersonal safety fears were expressed by residents' for walking in Slavic Village and using the trails; security measures (gates around facilities or playgrounds) and law enforcement to increase safety were sometimes uninviting or offensive to the residents; difficult to get people to use the facilities or infrastructure created to support active living<br><br>Policy implementation: long time for changes to the built environment (land use planning, design, engineering), timelines disrupted by months or years due to problems (land acquisition), overall inadequate transportation infrastructure for pedestrians and bicyclists, inadequate space and facilities for recreation in local schools, building trails without trail network, insufficient resources to maintain and staff recreational facilities, lack of cleanliness, maintenance and security of the environment (garbage and litter on the trail, sidewalks in poor condition, inadequate lighting)<br><br>Financial constraints: large amount of money for changes to the built environment |
| Columbia, Missouri | Community support: redesigning and restructuring streets and other physical elements made transportation safer for pedestrians, bicyclists, and vehicle drivers | Political barriers: bureaucracy of the government, Missouri Department of Transportation focus on highways/automobiles<br><br>Community barriers: business owners concerned physical infrastructure changes may decrease revenue, community members worried trail users would park cars in front of homes instead of using the parking facilities at trailheads<br><br>Policy implementation: developers resistant to making connections to trails in new subdivisions or developments<br><br>Financial constraints: the City of Columbia received federal funding and contracted with PedNet to manage certain aspects of the work plan yet the community thought funds went to PedNet |
| Denver, Colorado | Partners: collaborative nature of the partnership's planning process facilitated the development and implementation | Partner obstacles: transportation policy efforts had a complex network of involved agencies and individuals and it was difficult to know who to engage<br><br>Policy implementation: economic downturn slowed development in Stapleton, changes to the development timetables were not always compatible with transportation planning timelines |

Table 19 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Honolulu, Hawaii | Political support: opportunities to make changes as people are retiring and being replaced by younger people<br>Community support: community has been involved in the creation of the park - a place to bring people from different communities in Kalihi Valley together in a positive way, people living in housing projects don't have access to land except at the park<br>Policy implementation: one of the first cities to get bike racks on all the public busses (bus drivers track use simply by pressing a button and use remained steady); park provides space to have a garden, be healthy, save money, and have a spiritual and geological connection to the land; park is sustainable and translatable | Political barriers: holding governmental offices accountable requires strategy as officials are not eager to support anything that isn't in "their job description;" coordination of efforts between state departments and with the city, county, and community was difficult<br>Community barriers: people's behaviors are difficult to change, bike paths and sidewalk projects are difficult within the context of the community's physical structure and culture<br>Policy implementation: bike lanes done piece meal results in abrupt starts and stops, need to improve general safety and connectivity of paths to enable children to safely ride their bikes to school, no tracking of specific street design improvements that have been made<br>Financial constraints: some funders wanted to focus on development of new communities rather than redesigning or revitalizing old communities |
| Isanti County, Minnesota | Partners: someone willing to mediate the government processes and make active living a priority, connections to local government agency eased the process of getting several ordinances passed, experienced and knowledgeable partners informed potential costs and barriers in planning projects<br>Political support: ideal time to reach policymakers due to growth and new development, government support was a catalyst to influence physical projects, some local governments took it upon themselves to make their communities more activity-friendly<br>Community support: highlighting the benefits of safer walking routes for kids and aesthetic appeal of sidewalks | Political barriers: multiple government entities from several different cities, difficult to get buy-in from some policymakers due to the liabilities associated with the physical projects, difficult to incorporate physical improvements when working with city departments not on-board with the project<br>Community barriers: some community resistance to the development of sidewalks, government process for development of parks and facilities tended to be lengthy and intimidating for laypeople, had to justify the cost and use of tax dollars to get community support, some fear that the partnership might lose community support by associating itself with projects that community residents opposed<br>Policy implementation: street designs and crossings chosen by local governments were not always ideal, feasibility affected by terrain (poor soil for gardens) and/or physical structures already in place (railroad tracks, gas pipelines), difficult to find people willing to become involved and invest the necessary time and effort to influence government plans<br>Financial constraints: bids for projects well over the proposed budget |

Table 19 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Jackson, Michigan | Community support: property owners, the railroad operator, and the residents of Jackson benefited from the Arts Walk, engaging youth in the design of projects | Community barriers: concerns arose related to the trail location, drivers still refuse to share road with bikers even with lanes marked<br>Policy implementation: construction near the old rail line created a liability for the railroad, trail users park on the side of the road creating a visibility issue, space was limited along the river for the trail, public safety is a concern, bike lanes not connected in a network, maintenance of bike lanes is problematic, design of some intersections not safe for bikers because of vehicles turning right, some roads lacked appropriate signage to indicate bike lanes, difficulty with land acquisition caused many physical projects to be built where possible and not always interconnected, focused building sidewalks on school grounds and other public property to avoid private property impact<br>Financial constraints: well-designed projects never funded or implemented despite hard work of student coalition, resources limited for construction |
| Louisville, Kentucky | | Political barriers: government bureaucracy occasionally hindered policy change and implementation<br>Community barriers: safety concerns kept residents from engaging in physical activity<br>Policy implementation: requests for increases in sidewalks or amenities had to be tied to a specific location and need, developers had different ideas making it difficult to reach a consensus on active living components; hesitant to include sidewalk furniture and trees in street design because these elements were perceived as conducive to prostitution, drug dealing, and loitering; limited by Louisville Metro's regulations for mid-block crosswalks, street closures, and property owner responsibility for sidewalk repair<br>Financial constraints: difficult to secure funds for street design projects |
| Nashville, Tennessee | | Political barriers: difficult to obtain approval and funding for improvements not part of the existing strategic plan, difficult to get information from Public Works on fees and costs associated with projects<br>Policy implementation: lack of enforcement for many policies made it difficult to implement new policies or make physical improvements, insufficient support from government to pressure departments to complete projects, projects completed by outside consultants often not done to appropriate standards, correcting construction errors was costly and often not an option |

Table 19 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Oakland, California | Political support: city council member had a special interest in improving parks in the neighborhood, successful implementation of physical projects led to success in policy change<br>Community support: projects completed at area schools and local parks increased student and resident physical activity, community pride, and involvement in the community; parents, students, community members, and community organizations involved in all stages of physical project strategies, from planning and advocacy to implementation and upkeep; success of early efforts increased the demand for improvements at other schools<br>Policy implementation: working with the schools created the largest impact on the community | Political barriers: City of Oakland and the Oakland Unified School District limited the involvement on policy changes (physical projects taxing to implement so policy change seemed insurmountable, responded differently to built environment issues in higher versus lower income neighborhoods creating a disparity in access to resources), partnership had to decide which battles to fight to minimize negative impacts on campaigns<br>Community barriers: lower income neighborhoods required resources and political power to move toward action<br>Policy implementation: turnover in leadership, slow bureaucratic processes, complicated leadership structures at public agencies, plans including multiple or complex features did not get fully completed due to conflicting priorities<br>Financial constraints: lack of funding to complete projects |
| Omaha, Nebraska | | Policy implementation: developers were resistant to using new designs that accommodate multi-modal users, engineers and public works officials hesitant to incorporate pedestrian- and bicyclist-friendly designs into the planning process and preferred to address these designs after construction or development was completed despite the obvious cost savings |
| Orlando, Florida | Political support: use of data embedded active living principles into the decision-making framework for planning and policy, partnership had strong political support<br>Policy implementation: assessment data (street audit) proved a strong platform for policy and environment improvements as data were used in dozens of presentations to document existing problems and to illustrate how change could support physical activity | Policy implementation: the Active Living Advisory Committee appointment included a sunset clause that required the city council and the mayor to reauthorize the group after the ALbD grant ended, difficult getting some projects off the ground - despite funding and support - due to conflicts over land acquisition, measuring the impact of policy and physical project efforts proved challenging |

Table 19 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Portland, Oregon | Partners: extensive involvement on the Damascus-Boring Concept Plan expanded the partnership planning and policy knowledge and relationships - expertise led to more involvement in policy and planning efforts in the Portland region | Partner obstacles: much of the policy expertise rested with the Project Director rather than the partnership as a whole so the policy involvement was limited by the time and availability of the PD, lack of collaboration with Portland Parks and Recreation Department<br><br>Community barriers: initial community resistance due to a lack of trust, high levels of criminal activity on the trail, hesitancy to improve trail connectivity to other areas because of fear that criminal activity would migrate towards children's play areas, lack of community investment in the trail as trail was not perceived as a usable resource<br><br>Policy implementation: unable to complete as many physical projects in parks due to Parks and Recreation reverting to an internal review process of park plans and not allowing stakeholders to comment on the internal review process; trail in poor condition due to excessive litter, drug paraphernalia, and the presence of numerous homeless people loitering and camping along the trail; concern for an increase in property value around a trailhead led Parks and Recreation to request that trailhead information be kept to a minimum; Parks and Recreation issued a moratorium on trail amenities because of maintenance issues and concerns for vandalism limiting the ability to add signage, benches, and artwork to the trail |
| Sacramento, California | Partners: widespread organizational involvement gave the partnership credibility and laid the groundwork for continued success in policy development<br><br>Political support: planning commission and city council take into account what gets built and how that affects walking and biking<br><br>Community support: created a demand for increased active living elements in the environment<br><br>Policy implementation: design policy review process has changed the environment of the city and county of Sacramento, developers and planners put in elements and amenities from the start | Political barriers: city departments and organizations have different agendas<br><br>Community barriers: suburban/rural outskirts residents are occasionally opposed to infill and compact smart growth, difficult to gain momentum and support for projects and policy when the community doesn't realize there is anything missing in the environment in the first place<br><br>Policy implementation: implementation and follow through on policies in the project stage, specific policy language necessary to implement the intention behind the Complete Streets vision as the term can be vague without strict language and guidelines, compromise to get some changes but not all requested, difficult to work with/ make changes with a national client because they have certain standards for all projects, implementation and follow through on projects is difficult to manage<br><br>Financial constraints: difficult to generate the money to make these policy issues stand out in light of other policy decisions |

Table 19 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Santa Ana, California | Partners: the Santa Ana Unified School District and the Orange County Health Care Agency proved invaluable in getting support from other agencies<br>Political support: close ties with a City Councilman who consistently championed their efforts<br>Community support: received considerable volunteer support from the community to improve neighborhood parks and trails<br>Policy implementation: formed a technical advisory group of city and school district officials | Political barriers: working with three counties and many different municipalities to make comprehensive improvements, political process was slow and inconsistent, turnover in political office led to a need to educate and engage new policymakers<br>Community barriers: gaining approval from private property owners and Orange County as well as the general support of local businesses and residents<br>Policy implementation: city and the school district encountered challenges for joint use policies such as communication, parking, maintenance, scheduling between school and community use, and turnover in school administration, non-profit partner organizations lacked awareness or skills for lobbying<br>Financial constraints: taxpayers potentially perceived tax increases as a burden even if they supported the efforts benefiting from the increased revenue, general lack of funds for physical projects |
| Seattle, Washington | | Political barriers: conflict in organizational politics - organizations or representatives seeking credit for policy change, resulting in hard feelings among those involved<br>Policy implementation: intense and often long process of drafting and revising resolutions and other legislative actions, discrepancies between what is established as policy and what the transportation agencies actually do given differing opinions on policy importance and lack of funding or time to adequately implement the changes, policy enforcement |
| Somerville, Massachusetts | | Policy implementation: delays throughout the planning and development stages related to funding, obtaining environmental permits, acquiring land or land use right of ways, poor planning, and bureaucratic challenges; delays caused problems with dumping and the partnership held clean-up days to combat the accumulating trash |
| Upper Valley, Vermont & New Hampshire | | Political barriers: many different jurisdictions to negotiate- each town had its own laws, land use regulations, and master plans, making it difficult to create regional policy change |
| Wilkes-Barre, Pennsylvania | Partners: key partners were trails organizations, highly concentrated work of the partnership helped trail projects be successful<br>Community support: volunteers persevered through trail construction, growing demand for opportunities and amenities supported progress on trails<br>Policy implementation: fragmentation was a benefit to physical projects<br>Financial resources: generous support came from local organizations to complete the trail system, many different trails' projects were simultaneously focused on funding | Political barriers: opposition to trail construction over financial costs<br>Community barriers: young children and older adults did not take to the trails well<br>Policy implementation: slow pace of trail construction (10-15 years), land acquisition for trail construction |

Table 19 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Winnebago, Nebraska | Partners: partnership worked with other government bodies to provide continuity, good working relationship with Nebraska Department of Roads<br>Political support: tribe had sovereignty so it was able to develop and implement its own policies specific to the needs and desires of the community with fewer barriers to implementation and enforcement, local agencies and organizations frequently adopted and institutionalized new innovations and formal policies and procedures<br>Community support: acknowledged that they would be unable to accommodate every desire but made a concerted effort to incorporate at least one aspect into the final plans that would please everyone<br>Policy implementation: obtaining approval for the development of trails was a relatively easy process because all of the trails were contained within the easement from the Department of Roads | Political barriers: disagreements about jurisdiction and responsibility so partners often had to approach multiple governing bodies for approval in order to remain on good terms<br>Community barriers: maintaining public involvement throughout the entire process<br>Policy implementation: the Winnebago Joint Planning Commission formed a group responsible for land use and zoning issues but the commission dissolved shortly after developing the ordinances |

### *Implementation: Programs & Promotions*

Community partnerships developed and implemented complementary programs and promotions to accompany the policy change and physical project strategies. These efforts are summarized in this section. Tables 20, 22, and 23 provide additional information about the strategies implemented in different settings for each community partnership and Tables 21 and 24 provide counts for each of the strategies across community partnerships. Looking ahead, Table 25 illustrates the media impact of ALbD promotions based on the market size of the community. Community partnerships' programs and promotional efforts have also been reported in an article as part of an evaluation supplement for the American Journal of Preventive Medicine (AJPM).47

#### Programs

Programs were best categorized into the following: community walking programs, community biking programs, school programs, afterschool programs, worksite programs, and other programs.

*Community walking programs:* Community walking programs were more than just walking clubs. The walking programs were effective in helping specific populations maintain social support for physical activity. In addition, these programs provided important data on community assessments and offered deterrence to crime by placing eyes and feet on the street. Walking clubs appeared most frequently in community-based walking programs, with fourteen partnerships implementing a walking club of some kind. Different audiences were often targeted by the walking clubs, to create opportunities for social support and encouragement. Community members took historic walking tours of their neighborhoods and surrounding points of interest, mothers took walks with children in tow in strollers, families joined together for walks and seniors often integrated exercises into their walking routine. For some walking programs, pedometers and maps were provided. Other walking programs incorporated safety into their design. Often signs, brochures, poster and flyers were distributed to encourage walkers to be safe. Presentations were given in a few communities on how to be safe outdoors, while other communities went so far as to lead safety walks for residents.

- Bronx. The History of Hunts Point Walking Club weekly walking program integrated local history into the walking tour. This aspect made a stronger community connection as it engaged community members to discuss historical aspects to their community. It also walked along the route of a proposed greenway.
- Buffalo. The Buffalo Niagara Medical Center kicked off Walking Wednesdays through the medical center and targeted employees at the center. The success of the walking program was due to the continuing support of the employer and its openness to community members. It continues to this day with a mix of old and new members. A benefit of this walking program was that it occurred at the workplace and provided an opportunity for physical activity at a time when it was convenient to be active.

- Isanti County. The partnership collaborated with "Faithfully Fit," a non-denominational faith-based program combining physical activity, healthy eating, and meditation, to offer a senior walking program, which had nearly 30 older adult participants during the spring, summer, and fall. The partnership also provided the Cambridge Medical Center with pedometers at a reduced cost to support their Obesity Program. In return, the Center provided data from their program, which showed a correlation between the number of steps participants took each day and weight loss. Interest for these walking groups was generated through advertising in newspapers and word-of-mouth.
- Nashville. Sisters Together worked with African American Greek sororities and churches to encourage them to reach or maintain a healthy weight by becoming more physically active and eating healthier foods. This walking program had a specific goal to help African American women walk on a regular basis and build up to a distance for 5K race.
- Santa Ana. A community walking program was a part of Safe and Active Living United Districts (SALUD), a health and wellness program funded in 2005 by an ALbD Special Opportunities grant and implemented by Department of Parks, Recreation, and Community Service. SALUD was created to encourage community members to remain active and engaged in their neighborhoods. Five districts were initially established; two additional districts were added in 2006. Participants were recruited at health fairs and other community events and matched with the closest district based on their zip code. Residents were invited to participate in various fitness and educational activities as part of this program but were also expected to help ALISA partners identify and address problems in the community. The main component of SALUD was walking clubs, which grew in number and expanded from meeting once a week to three times a week.

*Community biking programs:* While community-wide walking programs (walking groups) have been around for many years, community-wide biking programs are rather new and open to innovation. Examples of community-wide biking programs include specific bicycle events (bike to school or work, bike rodeos), bicycle recycle programs (rehabilitation of old bikes combined skills building bike repair classes), bicycle sharing programs, and traditional bicycle safety and skills training courses. The bicycle recycle programs were instituted in nine ALbD partnerships and represented an excellent opportunity to engage youth in skill building, entrepreneurship, and income generating opportunities. Within these programs, spare bicycle parts were donated, bicycles were repaired and then distributed to those in need, often youth and lower income individuals. Safety classes were also held as part of the recycle and donation programs, to educate recipients on safety while cycling. Another common biking program was that of organized group rides, with seven partnerships spearheading such activities. During these rides, community members were taken on tours by bike and given maps indicating routes and points of interest. Lunch and learns educated participants on various aspects of cycling and safety and participants helped to create a bicycle commuter map. Other bicycling programs implemented by community partnerships included bike safety and education programs (six partnerships), bike clubs (three partnerships) and a bike share program (one partnership), where residents could check out and return bikes at various points throughout the community.

- Buffalo. Buffalo Blue Bikes, launched by Green Options Buffalo, was a seasonal, membership-only bike share program modeled after one in Toronto, Canada. It utilized a series of hubs located throughout the city where members could check out or return bikes and acquired its bicycles through a recycling program in which youth repaired bicycles donated by police departments. The program functioned through a website (www.buffalobluebicycle.org) that featured a check-in/check-out system, maps, and information about how to become a member, where members paid $25 a year or contributed volunteer time to the program.
- Charleston. League of American Cyclists Licensed Certified Instructive (LCI) Training was set up as a type of "train the trainers" program for the region. Seventeen participants were initially trained. Bicycle Friendly community workshops with elected officials and others were held, and the Council of Governments intended to set up bike safety classes led by those partners and participants initially trained in bicycle safety. Bike lights were also distributed through the training program.

- Honolulu. K-VIBE Kalihi Valley Instruction and Bike Exchange was an action-oriented, positive, and energetic place that has produced around 400 bikes a year and has distributed about 600 helmets. The shop is small, but busy. Staff members think highly of K-VIBE and believe "it benefits the children in the neighborhood a great deal." It has evolved into something other than initially planned, with many unanticipated positive consequences such as being an unofficial safe haven for kids who get in trouble at school. The population K-VIBE works with is a very at risk, hard to engage population: middle school boys. It is more than just an active living program; it is a community in and of itself where the children and volunteers learn a lot from each other. Programming for fathers and sons is conducted as well as a Girls' Night Out.
- Jackson. The Community Bikes program used donated bikes, certified bicycling instructors, and components of the League of American Bicyclists' Road 1 cuirriculum. It worked with the Michigan Prisoner ReEntry Initiative to provide bikes, helmets, and training to recently released parolees with transportation barriers.
- Orlando. In 2006, the Get Active Orlando partnership began a bicycle recycle and giveaway program that provided used and refurbished bikes to both adults and children from the Parramore community to encourage bicycling. A number of organizations contributed by donating or repairing bikes: Orlando Police Department, The Lynx Group, and Florida Freewheelers. Recipients filled out an application detailing why they wanted a bike and how they planned to use it for recreation and transportation purposes. The Epilepsy Foundation donated children's helmets, and Metroplan led a bike safety program. More than eight events were held during the grant period, and over 100 bikes were distributed.

*School programs:* Schools played an important role in many grantee's initiatives as they provided an opportunity and location to demonstrate the integration of the 5Ps. Some grantees worked on biking programs at schools and these included getting bike racks placed on school grounds, encouraging kids to bike to school and providing bicycle education courses. Other school programs linked school activities, routes to school and even curriculum to nearby or newly established trails. An important aspect of the successful programs was connecting them to school curriculum and involving teachers. One of the difficulties faced by partnerships in school settings was a combination of limited funding due to school budget cuts or focus on grades rather than physical activity. Among the 25 partnerships, 15 engaged in Safe Routes to School programming to increase active transportation opportunities for children, with varying degrees of success. Safe Routes to School (SRTS) is an international program to make it safe, fun and convenient for children to walk or bike to school. STRS utilizes a similar comprehensive logic model of four Es (enforcement, education, engineering, encouragement/economy) that is similar to the ALbD 5P Model. As it is an established program (originating in 1997), it provides an easy and simple opportunity to bring physical activity to a community. Some communities used this program as an opportunity to gain momentum to move to larger active living issues outside of the school (Sacramento and Jackson) while others demonstrated success in this program and it led to larger SRTS responsibilities at the local and even national level (Cleveland and Columbia). A few of the community partnerships integrated SRTS with their other programs at the school or community. Some of the SRTS programs faded away due to lack of parent or school officials support or involvement. Thirteen partnerships, many of whom were implementing Safe Routes to School efforts, also held periodic bike/walk to school day events, while seven partnerships initiated Walking Schools Buses and Bike Trains. These efforts were supplemented in three partnerships with safety classes, instructing children in the importance of walking and biking to school safely in their environments. Other school programs that were implemented by communities included bike safety education and training (two partnerships), greenway stewardship programs, where children learned gardening, clean-up and restoration of green spaces (three partnerships) as well as general physical education and wellness programming (four partnerships).

- Chapel Hill. Chapel Hill had a very successful walk to school program in three different schools across town. They chose another name for the program Active Routes to School and garnered parent support at each school. One parent was so moved by the Active Routes to School training that she decided to head up the program for the partnership and has become a community leader on this issue. The success at several schools raised the attention of the mayor and city officials, one of the results of this attention was a new crossing light in front of the first elementary school to better improve the environment for walking.

- Cleveland. Slavic Village worked in its community to set up a Safe Routes to School program. Their launch attracted city-wide attention and the mayor even participated on the walk. After the launch they received word from the Mayor that they should write up a guide for all of Cleveland's schools. This was both an honor and large responsibility for the partnership. It seemed that the SRTS that started in their community would expand across all of Cleveland. Several things happened to curtail these plans. One was that the mayor was not re-elected and the city support for this expansion was dropped. Secondly, the increasing amount of foreclosures and empty homes in the Slavic Village neighborhood diminished parental support for fear of crime.
- Columbia. The lead agency's (PedNet) mission included SRTS and walking school buses along with other promotions and programs to increase biking and walking. Its leadership, energy, and combination of parental and city leadership support made the expansion a success and part of the community's way of life. It took its lessons learned to a national audience and presented its experiences at national conferences. As a result, PedNet was featured as an expert on several national SRTS teleconferences.
- Sacramento. The SRTS program was started about two years before the partnership was formed, which was the initial reason why the partnership sought ALbD funding. As the the initiative was established, much of the programming for the walk to school programs was led by parent groups rather than the partnership. Natomas Park and Bannon Creek Elementary activities included Annual Walk to School Days, an International Walk to School Day, Walking Wednesdays, Walking School Bus (daily supervised walk to school drop-off sites for Natomas), Traffic Tamers student club (students encouraging parents to support walking and biking to school at Bannon), Walk to School Week (Bannon), Monthly walk to school day (Bannon), month-long class challenge (WALKtober at Bannon). One of the parent volunteers became a member of the partnership and is continuing to advocate and lead the partnership well beyond the walk to school programs.
- Portland. The Portland community partnership connected with Marshall High School Campus to integrate stewardship of the Springwater Trail into its curriculum. The program engaged students to learn about, work on, and use the trail that passed through the Lents neighborhood, combining the school's curriculum goals of service learning, math, civics, and geography with 'active' outdoor trail maintenance. Working with the Johnson Creek Watershed Council, the students visited the trail in groups to learn about the plant life and test out their new pedometers. The students identified native and invasive plant species along the trail, returning later to clear out non-native species and prepare areas for new plantings. With their step lengths calculated and pedometers in full stride, the teams of teens measured the trail and marked off their results. After receiving their pedometers and learning how to use them, students were given a homework assignment where they had to walk five routes in their neighborhood, record the number of steps, calculate mileage, and make comments on how easy or difficult the environment made it for them to get around.
- Charleston. Five days of bike safety were completed at Bike Rodeos in five schools in December 2006. Over 600 students trained in bike safety. During the rodeos, participants were fitted for bicycle helmets, received safety training, and learned how to do basic bike maintenance.
- South Bronx. South Bronx Greenway partnered with the Department of Environmental Conservation for Region 2 to connect students from elementary schools with the local waterways through fishing. The program intended to connect students to their parents' and grandparents' tradition of fishing while introducing them to the developing waterfront that surrounds their neighborhood.Students were given classroom lessons on fishing and water skills and then practiced their new skills at a local park.

*Afterschool programs:* Afterschool programs were less common in community partnerships. Nevertheless, eight partnerships implemented programming for youth in afterschool programs that included such activities as track, weight management, basketball, bike clubs and general physical activity and education.

*Worksite programs:* Within the worksite setting, nine partnerships initiated wellness programs of some kind. These were often diverse in their approach, but most centered on healthy living approaches, such as walking clubs, lunch and learns, screenings and fitness buddies. Some partnerships formed wellness committees to maintain programming within the worksite. Other partnerships provided incentives for participation in programs, such as pedometers and apparel. Often maps and transit schedules were distributed to employees to encourage active transportation to the workplace. Three partnerships implemented active transportation programs and events within the worksite, including such activities as inter-business competitions, free breakfast to those who walked or biked to work as well as prizes and recognition. Two partnerships initiated errand bike programs, where employees were able to use bikes to run errands during the middle of the workday as opposed to using their cars.

- Chapel Hill. Go Chapel Hill had a partnership with the Chapel Hill Chamber of Commerce and the Chapel Hill Downtown Partnership to assist businesses in encouraging employees to lead healthier, more active lifestyles both inside and outside the workplace; An Active Business toolkit was developed that included bike/pedestrian maps, pedometers, a 10,000 steps program guide, transit guides, and a menu for healthy living daily tips, updated information on Chapel Hill Transit (new transit schedules and routes, information about the Town's Alternative Commute program); utilized an existing network for district captains to share the toolkit information with other businesses in their district; some businesses offered incentives to customers to use alternative forms of transportation (one restaurant offered 25% off to customers who walked, biked or took transit). Approximately 12,900 Active Business employees and other citizens participated in the Smart Commute Challenges, which encouraged participants to use alternative means of transportation at least once for a six-week period.
- Buffalo. In Year 2, the Medical Campus facilitated the creation of the Employees' Wellness Committee to provide input to the partnership, serve as a liaison between campus institutions, and develop a schedule of programs and activities; in addition, many of the individual institutions of the Medical Campus developed their own wellness committees. The Medical Campus held annual Healthy Transportation Days to encourage employees to take alternative modes to work (e.g., biking, walking, transit, carpooling).
- Jackson. Smart Commute Day promoted walking, biking and transit in the daily commute, included inter-business competition, prizes and free breakfast; Foot Energy program utilized attitude and behavior surveys, policy evaluation, walking audit, and encouragement programs to create more walkable, bike-friendly workplace.
- Omaha. The Bicycle Commuter Challenge was expanded from the typical one day cycling event to a 14 week challenge encouraging people to bike to work; lunch and learns to educate participants were held; participants helped create the bicycle commuter map. Bike to Work Week was so successful the mayor declared it Bike to Work Month. Activate Omaha co-opted the strong business competition and local pride for the Bicycle Commuter Challenge. Their program grew in popularity and in number of employees biking to work and continues to this day with almost 700 participants logging 129,504 miles in the 14 week period.

*Other programs:* The additional physical activity programs implemented by ALbD partnerships ranged from passport programs to fitness classes and prescription programs. There was program innovation and even a replication of programs across different partnerships as evidenced by both passport and prescription programs. Many of the partnerships presented the success or model of their programs at the ALbD annual grantee meetings. Prescription programs often engaged the medical community. In four partnerships, physicians and other health care providers prescribed physical activity to their patients, using traditional prescription forms. Three partnerships started a passport program, where participants received a passport booklet and received "stamps" for engaging in various activities throughout the community, such as fitness classes and neighborhood scavenger hunts. General wellness and fitness programs were implemented in six of the community partnerships, including dancing, wrestling, walking, yoga, aerobics and jumping rope. Other programs implemented within the community included university courses and education classes, greenway stewards, and car free challenges.

- Denver. The Passport to Healthy Living program was the signature program of the Active Living Partnership of Greater Stapleton (ALPS). The Passport program offered free fitness classes for local residents at local parks and recreation facilities and elementary schools in the five focus neighborhoods. The program was designed for residents to familiarize them with various fitness classes and recreation facilities in hopes that they would continue a fitness routine after the three-month Passport program. The Passport program went through many changes over the years, using participant feedback and evaluations to improve the program. In the first year of the grant, the partnership held an ALPS Fest to promote health and fitness in the neighborhoods. The festival was poorly attended and its failure led ALPS leadership to brainstorm alternative ways to promote health in the neighborhoods. This process led to the eventual creation of the current Passport program. Starting with 10 participants in year one, the program grew to 1,500 participants in year five. Because of the success of the Passport program, ALPS used the program to tie in other neighborhood events and promotions such as the Know Your Numbers Health Fair, Passport Coupon book, bike tours, swim parties, walking groups, kickball tournaments, and others. Increased participation each year was attributed to participant feedback and subsequent improvements to the program. Participation increased when classes were held at local recreation centers. Use of the recreation centers allowed more classes to be held in visible locations and the increased space permitted more people to participate at each location. In year three, a neighborhood coaches network was put into place to promote the Passport program. The coaches were local residents who received a small stipend to attend Passport classes and spread information about Passport to their friends and family. The classes not only increased participant fitness levels but also promoted community unity. Participants came from various neighborhoods and were able to meet and interact with those out of their normal circles. The Passport program also served to bring neighborhood groups together, which not only promoted community unity but also helped to sustain the program. Neighborhood coaches collaborated with local churches and the Center for African American Health, a faith-based program that involved many Latino churches in the area to promote Passport. Many of the Passport classes encouraged residents to participate in America on the Move. This enrollment encouraged residents to continue their fitness programs after Passport ended. The success of Passport led local physicians to use the classes as a place to disseminate materials and many surrounding communities attempted to create similar Passport programs in their neighborhoods. Perhaps the biggest beneficiary of the Passport program was the partnership between the program and the area recreation centers. Recreation centers hosting the classes allowed the program to grow and to be sustainable while the recreation centers benefited in having residents become familiar with the centers and the programs they offered. To encourage recreation center usage, many centers incorporated some of the passport classes into their program offerings for continuity and familiarity.
- Upper Valley. The Passport to Winter Fun program was a fitness program designed to encourage children and their families to remain physically fit during New England's long winter season. It emphasized outdoor activities such as sledding, skiing, building snowmen, or just playing in the snow, and also included indoor physical exercise. Participants tracked the days on which they engaged in at least one hour of physical activity in a booklet resembling a travel passport. Passports were distributed through elementary schools, at recreation centers, to home-schooled children, and through the Children's Hospital at Dartmouth. The studentsed progressed through several levels of achievement and received their choice of a healthy incentive prize. Even just logging their activity and tracking their progress was a great positive way to encourage children to be active and was rewarding in and of itself. Trails for Life developed an active living brochure that was distributed to patients by their physicians. The brochure contained information about the recommended amount of activity, health benefits of being active, tips on working activity into the day, and a prescription form for physicians to use. Physicians received information about how to present the program to patients, as many physicians were initially reluctant to prescribe activity to patients. Trails for Life paid one of the physicians at the Medical Center to help recruit and educate other physicians about the Prescription Program. The program was very popular among Dartmouth physicians and successful with patients at the Medical Center. After noting the strength of the original prescription walking program, Trails for Life supported the start up of a second prescription walking program at White River Family Practice in Hartford, VT.

- Albuquerque. The Prescription Trails program worked with the Alliance, the Parks Department, and the New Mexico Health Care Takes on Diabetes coalition. It primarily collaborated with health professionals and organizations to create a program that would best reach patients at risk for diseases and conditions associated with a sedentary lifestyle. The printed form allowed health care providers and educators to prescribe physical activity on local trails tailored to the individual, based on trail location and level of difficulty. Recipients were given a walking trail guide with the tailored prescription. A 9-week pilot of the tool was completed by health care providers and diabetes educators. A local newspaper featured different trails from the program every week. The program engaged the missing health-sector component of the partnership.
- South Bronx. Action Action (A2) was a prescription program that provided patients with a written physical activity plan. A2 plans were modeled after Asthma Action plans that prescribed airway management techniques. A2 plans were created and tested with a medical provider audience.
- Somerville. Healthy Mind, Healthy Body was a program for Portuguese-speaking adults that encouraged physical activity and mental health wellness in preventing and managing chronic disease and cancer, using culturally and linguistically sensitive activities like walking classes and yoga classes.
- Chicago. Ayuda Mutua (Mutual Help) was community asset-based program to increase opportunities for physical activity. Ayuda Mutua used community members to teach physical activity and skill-building courses that were requested by community members.
- Louisville. Get Up, Get Out was a series of free fitness classes held at the Presbyterian Community Center, including Hip-Hopercise for all ages, Golden Gliders for seniors, and group sessions with a professional personal trainer using fitness equipment available at the center. These programs were piloted by the community partnership with the guidance of community members and were eventually funded and run by the city's health department.

Table 20: ALbD Programmatic Strategies in Different Settings

| Community Partnership | Community (Walking) | Community (Biking) | School | Afterschool | Worksite | Other programs |
|---|---|---|---|---|---|---|
| Albuquerque, New Mexico | None mentioned | Bicycle Recycle: received bicycle and bicycle part donations, rehabilitated bicycles, held repair and safety classes and distributed over 1,900 bicycles to lower income children, homeless individuals, disabled veterans and transitional families | Safe Routes to School: activities conducted at Valle Vista Elementary School in Strisco and 2 other elementary schools in South Valley; School Wellness Advocate helped support the SRTS efforts; workshop with Mark Fenton helped generate interest and gain support<br>Walking school bus: three walking school bus events<br>Bike/walk to school day: Bike and Walk to School Day<br>Safety classes: pedestrian safety training class for 4th graders | None mentioned | None mentioned | Prescription programs: collaborated with health professionals and organizations to create a program that would best reach patients at risk for diseases and conditions associated with a sedentary lifestyle; printed form allowed health care providers and educators to prescribe physical activity on local trails tailored to the individual based on trail location and level of difficulty<br>University courses: "Town Design and Public Health" taught at the University of Mexico for the Regional Planning and Public Health programs; students received classroom education and completed hands on assessment projects in the community |

Table 20 (continued)

| Community Partnership | Community (Walking) | Community (Biking) | School | Afterschool | Worksite | Other programs |
|---|---|---|---|---|---|---|
| Bronx, New York | Walking clubs: History of Hunts Point Walking Club: weekly historical walk around the neighborhood, showcased components of the proposed Greenway<br>Senior Walking Club: VISTA volunteer led seniors from the Recreation Center to Hunts Point Riverside Park; Mothers on the Move: morning walking and exercise club, introduced participants to equipment and programs at the free local New York City Recreation Center | Bike rides: South Bronx Bike Tour; Community Bike Ride ending at the NYC Summer Streets Event; Greenway Bike Tour, held in conjunction with Greening for Breathing's Block Party; bicycles, helmets, Greenway and park materials were given away to participants; Tour de Bronx, a Bronx-wide bike tour held on a temporarily closed Sheridan Expressway<br>Bike clubs: bike club coordinated by VISTA volunteers | Greenway stewardship: introduced students to the local waterways through fishing to connect students to their parents' and grandparents' tradition of fishing; classroom lessons on fishing and water skills; practiced skills at a local park; Greenway Stewardship Event brought youth to Hunts Point to prepare Hunts Point's streets for winter by weeding, soil cultivating, tree limb pruning, and garbage pickup | Track: after school track program conducted in partnership with the NYC Road Runners Foundation and the Police Athletic League<br>Weight management: emphasized physical activity and was led by the South Bronx Health Center and the Police Athletic League | None mentioned | Prescription programs: Action Action (A2) plans provided patients with a written physical activity plan; created and tested with a medical provider audience<br>Greenway stewards: The Bronx Ecological Stewardship Training Program (BEST) trained community members, known as Greenway Stewards, to do basic maintenance on the street tree network and at Baretto Point Park and Hunts Point Riverside Park; stewards provided free maintenance services, educated others about tree care and promoted new parks in the neighborhood |

Table 20 (continued)

| Community Partnership | Community (Walking) | Community (Biking) | School | Afterschool | Worksite | Other programs |
|---|---|---|---|---|---|---|
| Buffalo, New York | Walking clubs: Wellness on Wednesdays was a free, weekly walking program for staff of the Wellness Institute of Greater Buffalo and Western New York; provided guided walks May through November; during winter, the program featured lunch-and-learns on topics ranging from stress management to nutrition for diabetics | Bicycle recycle: Buffalo Blue Bikes acquired bicycles through a recycling program in which youth repair bicycles donated by police departments<br>Bike share: Buffalo Blue Bikes, launched by Green Options Buffalo, a seasonal, membership-only bike share program; utilized a series of hubs located throughout city where members could check out or return bikes; functioned through a website (www.buffalobluebicycle.org) featuring maps and information about how to become a member; members paid $25 a year or contribute volunteer time to the youth program | Bike/walk to school day: worked with several schools in the City of Buffalo to organize Walk to School day activities, including environmental assessments. | None mentioned | Wellness programs: created Employees' Wellness Committee to provide input to the partnership, serve as a liaison between campus institutions, and develop a schedule of programs and activities; many of the individual institutions of the Medical Campus developed their own wellness committees | None mentioned |

Table 20 (continued)

| Community Partnership | Community (Walking) | Community (Biking) | School | Afterschool | Worksite | Other programs |
|---|---|---|---|---|---|---|
| Chapel Hill, North Carolina | Walking program: the 10,000 Steps program encouraged students and employees to use pedometers to track their efforts to reach 10,000 steps in the workday or school week | None mentioned | Safe Routes to School: Active Routes to School; national SRTS workshop to assist residents in the identification of physical improvements to streets and sidewalks; Go Chapel Hill hosted and coordinated the statewide kick-off of SRTS; Secretary of Transportation led the unveiling of the program<br>Bike/walk to school day: International Walk to School Day events; Active School Walking Wednesdays – eight-week program encouraged elementary students to walk, bike, or scooter to school; students received recognition of their achievements with incentives ranging from activity carry bags to special school banners (468 students participated)<br>Wellness program: Active Schools 5-4-3-2-1 Program implemented at four middle schools, encouraged participants to consume 5 fruits and vegetables, drink 4 glasses of water, 3 dairy or other sources of calcium, 2 or less hours of television, and 1 more hour of physical activity a day | None mentioned | Wellness program: Active Business Programs encouraged employee wellness; Active Business toolkit included bike/pedestrian maps, pedometers, a 10,000 steps program guide, transit guides, and menu for healthy living daily tips; approximately 12,900 employees and other citizens participated in the Smart Commute Challenges to use alternative transportation at least once for a six-week period; Crossing Carolina Challenge was a pedometer program that encouraged employees to log the number of steps they walked each day and to plot the distance walked across a map with pins<br>Errand bike program: The Blue Urban Bike program was a bike share program designed to encourage employees to ride bicycles for physical activity and errand-running during the workday | None mentioned |

Table 20 (continued)

| Community Partnership | Community (Walking) | Community (Biking) | School | Afterschool | Worksite | Other programs |
|---|---|---|---|---|---|---|
| Charleston, South Carolina | Safety program: initiated a small pedestrian safety program in schools for students and parents; presentations in schools taught safety while walking; signs placed at crosswalks to increase driver awareness of child pedestrians and school crossings; brochures and posters distributed at schools and other specific buildings around the city | Bike safety & education: League of American Cyclists Licensed Certified Instructive (LCI) Training set up to train the trainer; seventeen participants trained; Bicycle Friendly community workshops with elected officials and others held; Council of Governments set up bike safety classes; bike lights distributed | Safe Routes to School: Council of Governments received federal funding for SRTS program<br>Bike/walk to school day: Bike/walk day hosted at Dunston Elementary with 75 participants; Bike to School Day at Rollins Middle School with 50 participants; led to a Walk to School Month event the following year with three participating schools<br>Bike safety & education: Five days of bike safety were completed at Bike Rodeos in five schools; over 600 students trained; during the rodeos, participants were fitted for bicycle helmets, received safety training, and learned how to do basic bike maintenance | None mentioned | Active Transportation program & events: Bike to Work Day in the city of Charleston and Summerville and Ride of Silence were promoted to encourage bicycle safety and awareness | None mentioned |
| Chicago, Illinois | None mentioned | Bike club: Ames Middle School integrated bike club into summer day camp program<br>Bike safety & education: McAuliffe Elementary provided 25 bikes to winning parents of Bike Town program, offered bike education, created bike lock library, held Bike Days | Walking school bus: parents led walking school bus program, parent patrol assisted students at street crossings<br>Bike/walk to school day: McAuliffe and Ames participated in International Walk and Bike to School Day<br>Safety classes: Ames hosted annual Safety Summit | None mentioned | Basketball league: Hoops in the Hood - coed youth basketball league with volunteer adults as coaches | Wellness/fitness classes: Ayuda Mutua (Mutual Help) community asset-based program to increase opportunities for physical activity; Millenium Neighborhoods – CDC-funded pilot program focusing on reducing obesity; Salsa, Sabor y Salud promoted a healthier lifestyle among Latino families by focusing on nutrition, healthy diet and physical activity |

Table 20 (continued)

| Community Partnership | Community (Walking) | Community (Biking) | School | Afterschool | Worksite | Other programs |
|---|---|---|---|---|---|---|
| Cleveland, Ohio | Safety program: weekly, escorted "Safety Walks" to promote physical activity and counteract community concerns related to high profile street crimes; walks enabled residents to view their environment as a safer place and take back community ownership and pride; very good participation | Bicycle recycle: youth participated in an Earn-A-Bike Program provided by Ohio City Bike Co-op; included 10 hours of bike safety and bike repair training; in addition to being paid for their work, each participant received a bike and helmet | Safe routes to school: implemented at several area public and private schools<br>Walking school bus: implemented at several area public and private schools; received a grant to fund a parent volunteer coordinator at each school to organize walking school buses; teamed up with the Cleveland Department of Public Health to create a Walk-to-School Toolkit to disperse to the different schools | None mentioned | Wellness program: piloted at Slavic Village Development Corporation and included glucose and cholesterol screenings, nutrition education, daily lunchtime walks, and incentives for reaching goals; program enhanced communication between staff and increased staff morale; recruited industrial businesses adjacent to new trails for worksite wellness initiatives, lunchtime walking clubs, and related activities | None mentioned |

Table 20 (continued)

| Community Partnership | Community (Walking) | Community (Biking) | School | Afterschool | Worksite | Other programs |
|---|---|---|---|---|---|---|
| Columbia, Missouri | None mentioned | Bicycle recycle: donated bicycles repaired by volunteers and provided to low-income families at no cost<br>Bike rides: organized bike rides for range of skill levels, such as Mizzou BikeFest and TrailNet Bike Rides<br>Bike safety & education: two project team members completed training as national cycling instructors, then taught basic pedestrian and bike safety programs for range of abilities in children and adults | Walking school bus/bike train: small group of parents rode their bikes with their children to school<br>Bike/walk to school day: daily walk to school under trained adult volunteer supervision; increased physical activity participation by providing 15 minute walk through nearby park s. | Physical activities & education: college students trained to supervise children in afterschool activities and organize activities that are physically active | Active transportation program & events: Way to Go to Work! rewarded active commuters and those just starting to use active transportation modes<br>Errand bike program: provided new, safe, ready-to-roll bikes to area businesses with a large number of employees for running errands during the day | Car free challenge: Passport to Fitness challenged young people to achieve 60 minutes of physical activity daily; No-Car Diet Challenge challenged residents to use only active and public transit for a month |

Table 20 (continued)

| Community Partnership | Community (Walking) | Community (Biking) | School | Afterschool | Worksite | Other programs |
|---|---|---|---|---|---|---|
| Denver, Colorado | None mentioned | None mentioned | Safe routes to school: SRTS programming in schools<br>Bike/walk to school day: participated in Walk-to School Days and have offered a Bike, Walk and Roll program at three local schools to encourage students and parents to use alternate transportation<br>Physical education & wellness program: Take 10! and Balance First, elementary school fitness programs implemented at a select number of schools; the Drive program encouraged high school students to promote alternative modes of transportation to their fellow classmates | Physical activities & education: Prodigal Son, Inc. program promoted active living and healthy snacks to at-risk youth in after school programs | None mentioned | Passport program: Passport to Healthy Living program offered free fitness classes for local residents at local parks and recreation facilities and elementary schools; 10 participants in year one and 1,500 participants in year five, attributed to participant feedback and subsequent improvements to the program; neighborhood coaches promoted the program; classes increased participant fitness levels and promoted community unity; success of the program led to local physicians using classes to disseminate materials; recreation centers hosting classes have allowed the program to grow and be sustainable while the recreation centers have benefited in residents becoming familiar with the programs they offer |

Table 20 (continued)

| Community Partnership | Community (Walking) | Community (Biking) | School | Afterschool | Worksite | Other programs |
|---|---|---|---|---|---|---|
| Honolulu, Hawaii | None mentioned | Bicycle recycle: K-VIBE Kalihi Valley Instruction and Bike Exchange produced 400 bikes a year, did 1200 repairs, and distributed 600 helmets; works with at-risk, hard to engage population, middle school boys; is a community in and of itself where the children and volunteers learn from each other; programming for fathers and sons as well as a Girls' Night Out, an unofficial safe haven for kids who get in trouble at school | Safe routes to school: SRTS grant coordinated programming, provided bicycle and pedestrian safety lessons and refurbished bicycles<br>Walking school bus: walking school bus planning underway<br>Greenway stewardship: establishing a docent training program for youth at the Park to help lead community groups who come to the Park for gardening, reforestation, and other activities | None mentioned | None mentioned | None mentioned |
| Isanti County, Minnesota | Walking clubs: collaborated with "Faithfully Fit," a non-denominational faith-based program, to offer a senior walking program; Wheel It, Walk It program developed with the Public Health Department enabled residents to record the number of steps they took each day by using an inexpensive pedometer; offered free passes to residents interested in joining an indoors walking program in schools and malls during the winter months | Bike rides: Rum River Bicycle Classic raised awareness of active living and generated funds to support the Cambridge-Isanti Bike/Walk Trail; success and sustainability was attributable to the generosity of local businesses and the support of the bicycling community; raised approximately $20,000 over five years, which was used to buy easements, hire an engineering firm, and create a project memorandum | Bike/walk to school day: promoted Walk to School Day each year; participants, who totaled several hundred people, included hospital staff, principals, and community members; Cambridge Medical Center took the lead and continued the sustainability of the program | None mentioned | None mentioned | None mentioned |

Table 20 (continued)

| Community Partnership | Community (Walking) | Community (Biking) | School | Afterschool | Worksite | Other programs |
|---|---|---|---|---|---|---|
| Jackson, Michigan | Walking clubs: Wellness on Wednesdays was a free, weekly walking program for staff of the Wellness Institute of Greater Buffalo and Western New York; provided guided walks May through November; during winter, the program featured lunch-and-learns on topics ranging from stress management to nutrition for diabetics | Bicycle recycle: Buffalo Blue Bikes acquired bicycles through a recycling program in which youth repair bicycles donated by police departments<br>Bike share: Buffalo Blue Bikes, launched by Green Options Buffalo, a seasonal, membership-only bike share program; utilized a series of hubs located throughout city where members could check out or return bikes; functioned through a website (www.buffalobluebicycle.org) featuring maps and information about how to become a member; members paid $25 a year or contribute volunteer time to the youth program | Bike/walk to school day: worked with several schools in the City of Buffalo to organize Walk to School day activities, including environmental assessments. | None mentioned | Wellness programs: created Employees' Wellness Committee to provide input to the partnership, serve as a liaison between campus institutions, and develop a schedule of programs and activities; many of the individual institutions of the Medical Campus developed their own wellness committees | None mentioned |

Table 20 (continued)

| Community Partnership | Community (Walking) | Community (Biking) | School | Afterschool | Worksite | Other programs |
|---|---|---|---|---|---|---|
| Louisville, Kentucky | Walking clubs/ programs: Back on Track was a free walking and fitness club that combined physical activity (walking and Pilates) with professional trainer support, health-focused education and healthy food tastings; promoted awareness of the brand-new walking track in Shelby Park; convened a walking club to establish the Hancock Corridor as a walkable connection between Shelby Park and Waterfront Park | Bicycle recycle: Youth Bicycle Education and Repair program graduated 3 teens who participated in 16 weeks of training, but the program was discontinued due to high cost of operating; funded a youth bicycle repair shop in Smoketown that was eventually taken over by Bicycle Louisville | Safe routes to school: established SRTS program and received state SRTS funds | Basketball league: Presbyterian Community Center offered a basketball league, a community clean-up effort, and an afterschool program with support and guidance from the partnership.<br>Physical activities & education: Louisville Metro Health and Parks Departments provided afterschool programs and low-cost exercise classes with support and guidance from the partnership. | None mentioned | Wellness/fitness classes: Get Up, Get Out was a series of free fitness classes, including Hip-Hopercise for all ages, Golden Gliders for seniors, and group sessions with a professional personal trainer using fitness equipment |
| Nashville, Tennessee | Walking clubs: Walk-to-Shop was designed to improve the built environment for older adult residents and to promote physical activity for seniors as a part of daily living, including walking to nearby stores | None mentioned | Safe Routes to School: Music City Moves Kids brought together community members, local government agencies and parents to pinpoint and address barriers to SRTS<br>Safety Classes: MCM Kids brought hands on bicycle/ pedestrian safety education to physical education classes | None mentioned | None mentioned | Wellness/fitness classes: Sisters Together worked with African American Greek sororities and churches to encourage them to reach or maintain a healthy weight by becoming more physically active and eating healthier foods |

Table 20 (continued)

| Community Partnership | Community (Walking) | Community (Biking) | School | Afterschool | Worksite | Other programs |
|---|---|---|---|---|---|---|
| Oakland, California | None mentioned | None mentioned | Safe Routes to School: Health department staff coordinated SRTS program<br>Bike/walk to school: Health department staff trained school staff on the walk to school days and provided the supplies; the school staff hands out pencils, bananas and other snacks<br>Bike safety education: Cycles of Change provided bicycle education and organizes bicycle commuting programs at elementary and middle schools throughout Oakland | Bike club: after school program where participants learned how to repair and build bikes, how to ride a bike, and bike safety as well as taking bike field trips around Oakland; students could rent bikes for the trips while working on a particular bike in the repair shop and could eventually earn a bike, helmet and lock for themselves and family members; students led bike rides<br>Physical activities & education: other after school programs incorporate hip hop dance, break dance, Asian cultural dance, flag football, soccer and basketball | None mentioned | None mentioned |

Table 20 (continued)

| Community Partnership | Community (Walking) | Community (Biking) | School | Afterschool | Worksite | Other programs |
|---|---|---|---|---|---|---|
| Omaha, Nebraska | Walking clubs: Historic walking tours were co-sponsored with neighborhood associations and the University of Nebraska Medical Center | Bicycle recycle & donations: bikes were purchased for underserved youth to engage in physical activity by riding on the local trail<br>Bike rides: Bicycle Commuter Challenge was expanded to a 14-week challenge encouraging people to bike to work; participants helped create the bicycle commuter map | Safe Routes to School: The SRTS initiative was introduced to encourage walking to school in large groups with parent champions | None mentioned | Wellness programs: Commuter lunch and learns held at local worksites | None mentioned |
| Orlando, Florida | Walking clubs: with funding from the Track Shack Foundation, the partnership organized a free 10-week walking club program for older adults; participants were given pedometers to track their steps and received training on proper footwear, safety, stretching, and other walking topics; the mayor walked with the group on multiple occasions to demonstrate his support for active living | Bicycle recycle & donations: began a bicycle recycle and giveaway program that provided used and refurbished bikes to both adults and children from the Parramore community to encourage bicycling; over 100 bikes have been distributed the Epilepsy Foundation donated children's helmets<br>Bike safety & education: Metroplan led a bike safety program<br>Bike rides: partners held a community bike ride through the Parramore neighborhood to promote cycling | None mentioned | None mentioned | None mentioned | Wellness/fitness classes: Get Active Orlando worked directly with Parramore Kidz Zone and City Teenz to provide youth recreation programs, such as double dutch jump roping, community bike rides, and teen bike giveaways |

Table 20 (continued)

| Community Partnership | Community (Walking) | Community (Biking) | School | Afterschool | Worksite | Other programs |
|---|---|---|---|---|---|---|
| Portland, Oregon | Walking clubs: Lents WALKS guided walks throughout Lents that followed themes such as Neighborhood History, Safe and Sound, and Garden Walks; engaged local stakeholders in designing routes, gathering local history and hiring local walking guides; participants received incentives such as pedometer, walking maps, activity log calendar | Bike rides: recumbent bicycle rides and walking programs for seniors in the Lents community | Safe Routes to School: designed to increase the number of kids walking and biking to school; activities included surveys, walkabouts, mapping<br>Bike/walk to school days: included as part of SRTS programming<br>Safety classes: bicycle and pedestrian safety education classes<br>Greenway stewardship: Springwater Corridor Trail habitat restoration and service learning programs for local elementary and high school students | Bike club: Kelly GROW was a Schools Uniting Neighborhoods program that utilized afterschool activities to provide social service support and emphasize student achievement; programs included Bike Safety Club (bike safety and bike repair), Navigating Neighborhoods (map reading/ route planning program) and Youth Grow (nutrition/food knowledge) | None mentioned | None mentioned |

Table 20 (continued)

| Community Partnership | Community (Walking) | Community (Biking) | School | Afterschool | Worksite | Other programs |
|---|---|---|---|---|---|---|
| Sacramento, California | Walking clubs: the partnership and Walk Sacramento started walking groups in several neighborhoods with the hope that the groups would be advocates for walkable neighborhoods; the walking groups did increase awareness of walking for those participating but were not sustainable | Bike rides: Sacramento Area Bicycle Advocates (SABA) played a role in the region's successful "Million Mile Month" encouraging increased bicycle riding to work and other trips during May Bicycle Month | Safe Routes to School: started about two years before the partnership was formed and was the initial reason why the partnership sought ALbD funding<br>Walking school bus/bike train: Walking School Bus was a daily supervised walk to school drop off program<br>Bike/walk to school day: programming for walk to school programs led by parent groups rather than the partnership, including Annual Walk to School Days, International Walk to School Day, Walking Wednesdays, and Traffic Tamers student club (students encouraging parents to support walking and biking to school); parent committees provided incentives for student participation; special award programs were held during walk to school promotion months | None mentioned | Wellness programs: Sacramento Metro Air Quality District started an employee wellness program that included incentives for those tracking physical activity; staffed by a wellness coordinator; included weight loss competitions and walking lunch groups | None mentioned |

Table 20 (continued)

| Community Partnership | Community (Walking) | Community (Biking) | School | Afterschool | Worksite | Other programs |
|---|---|---|---|---|---|---|
| Santa Ana, California | Walking clubs: Safe and Active Living United Districts (SALUD), a health and wellness program community members to remain active and engaged in their neighborhoods; the main component was walking clubs, which grew in number and frequency | None mentioned | Physical education & wellness program: partners worked with seven elementary schools to provide comprehensive education to 5th graders regarding physical fitness and health; sessions were tailored using information gathered by Fitnessgram, a tool that measures aerobic capacity, body composition, muscle strength and endurance, and flexibility; partnership received a Carol White Physical Education Program grant that provided for school-based programming; over 300 elementary school teachers were trained to lead 200 minutes of physical activity every two weeks in order to comply with California law | None mentioned | None mentioned | Wellness/fitness classes: partnership trained residents as peer counselors/ community health workers to lead aerobics classes for other parents using facilities at three elementary schools (Latino Health Access); Lyon Street Kids Club began as an eight-week course that met once a week for two hours of physical activity |

Table 20 (continued)

| Community Partnership | Community (Walking) | Community (Biking) | School | Afterschool | Worksite | Other programs |
|---|---|---|---|---|---|---|
| Seattle, Washington | Walking clubs: partnership worked with Seattle Parks & Recreation's Sound Steps program, a community-based senior walking program; approximately 15 to 20 people walked with the Sound Steps group in good weather between 2 and 5 times per week | Bike club: partnership began a biking club<br>Bike safety & education: partnership conducted a bike education program; professional educators were hired to continue teaching the program | Safe Routes to School: SRTS pilot project at one elementary school and SRTS at two schools in Delridge, created a clearinghouse for Washington State SRTS, including walking school buses, incentives, enforcement of speed limits, education materials, and events<br>Physical education & wellness program: Start Strong focused on nutrition and physical activity in four elementary schools | None mentioned | None mentioned | None mentioned |
| Somerville, Massachusetts | None mentioned | None mentioned | Safe Routes to School: originally initiated with three schools that showed interest in active living principles; pilot schools were used to show other schools that this was an effective model for behavior change; Safe Routes to Schools maps, depicting locations of crosswalks and crossing guards<br>Bike/walk to school day: walk to school initiative grew to incorporate bike to school initiatives | None mentioned | Wellness program: Fitness Buddies was a program for city employees that encouraged healthy eating and physical activity | Wellness/fitness classes: Healthy Mind, Healthy Body program designed for Portuguese-speaking adults that encouraged physical activity and mental health wellness in preventing and managing chronic disease and cancer, using culturally and linguistically sensitive activities like walking classes and yoga classes |

Table 20 (continued)

| Community Partnership | Community (Walking) | Community (Biking) | School | Afterschool | Worksite | Other programs |
|---|---|---|---|---|---|---|
| Upper Valley, Vermont/New Hampshire | None mentioned | None mentioned | None mentioned | None mentioned | Wellness programs: In collaboration with the college's Health Awareness Program, Trails for Life coordinated lunch-hour outings for Dartmouth College staff, to engage office workers in physical activity and introduce them to nearby trails.<br>A similar program called Wednesday Walks for Wellness was launched for employees of Dartmouth-Hitchcock Medical Center in collaboration with the hospital's Health Improvement Program. | Prescription program: developed an active living brochure distributed to patients by their physicians containing information on recommended amount of activity, health benefits of being active, tips on working activity into the day, and a prescription form for physicians to use; based on its success, second prescription program started at another practice<br>Passport program:. Passport to Winter Fun was a fitness program designed to encourage children and their families to remain physically fit during the long winter season; emphasized outdoor activities such as sledding, skiing, building snowmen, playing in the snow, and also included indoor physical exercise participants tracked days when they engaged in at least one hour of physical activity in a passport booklet resembling a travel passport; students received healthy incentive prizes |

Table 20 (continued)

| Community Partnership | Community (Walking) | Community (Biking) | School | Afterschool | Worksite | Other programs |
|---|---|---|---|---|---|---|
| Wilkes-Barre, Pennsylvania | Walking clubs: Walk with Ease was a senior walking program that organized walking groups for people with movement challenges twice a week for a series of six weeks; educational efforts provided participants with arthritis and general health management information | Bicycle rides: bike ride was aimed at youth<br>Bike safety & education: safety programs included Outdoor Kids Bike Safety Workshop and Bike Safety Event, including a bike and helmet inspection, bike safety instruction, and parent information | None mentioned | None mentioned | None mentioned | Prescription program: A New You physical activity prescription program was based on Upper Valley's prescription program<br>Passport program: Keystone Active Zone Passport Program was one of the biggest programs sponsored by the partnership; targeted general public; involved a passport with scavenger hunt questions for visitors to area parks and trails; participants encouraged to visit as many sites as possible to answer questions and receive stamps to fill their passports |
| Winnebago, Nebraska | Walking clubs: Walking Wellness was a family-oriented support program; participants were asked to commit to walking and/or hiking for six weeks; students were given an incentive depending on their level of participation; partners identified the Walking Wellness program as an opportunity to promote use of the new community trails with children; a new walking club for adults was implemented by Whirling Thunder Wellness Program | None mentioned | None mentioned | Physical activities & education: collaborated with Whirling Thunder Wellness Program to host an afterschool program that targeted children in first through eighth grades | Wellness programs: The Indian Health Service implemented a new employee program for any tribal employee to encourage walking using the new trails and community paths | University courses & education classes: Team Up Winnebago was a 16-week educational course, featured speakers, discussions, and traditional talking circles that focused on the prevention and maintenance of diabetes; participants lost weight, decreased their medication dosage, improved lipid levels, developed healthier nutrition habits, and became more physically active; Know Your Enemy diabetes education program was conducted and provided incentives based on historical tribal interactions; Little Priest Tribal College offered an active living course |

Table 21: ALbD Program Strategy Counts in Different Settings

| Community-Wide Walking Programs | Albuquerque, NM | Bronx, NY | Buffalo, NY | Chapel Hill, NC | Charleston, SC | Chicago, IL | Cleveland, OH | Columbia, MO | Denver, CO | Honolulu, HI | Isanti County, MN | Jackson, MI | Louisville, KY | Nashville, TN | Oakland, CA | Omaha, NE | Orlando, FL | Portland, OR | Sacramento, CA | Santa Ana, CA | Seattle, WA | Somerville, MA | Upper Valley, VT/NH | Wilkes-Barre, PA | Winnebago, NE | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Walking Clubs/Programs | | X | X | X | | | | | | | X | | X | X | | X | X | X | X | X | X | | | X | X | 14 |
| Safety Programs | | | | | X | | X | | | | | | | | | | | | | | | | | | | 2 |
| **TOTAL** | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | **16** |
| **Community-Wide Biking Programs** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bicycle Recycle & Donations | X | | X | | | | X | X | | X | | X | X | | | X | X | | | | | | | | | 9 |
| Bike Rides | | X | | | | | | X | | | X | | | | | X | | X | X | | | | | X | | 7 |
| Bike Club | | X | | | | X | | | | | | | | | | | | | | | X | | | | | 3 |
| Bike Share | | | X | | | | | | | | | | | | | | | | | | | | | | | 1 |
| Bike Safety & Education | | | | | X | X | | X | | | | | | | | | X | | | | X | | | X | | 6 |
| **TOTAL** | 1 | 2 | 2 | 0 | 1 | 2 | 1 | 3 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 2 | 2 | 1 | 1 | 0 | 2 | 0 | 0 | 2 | 0 | **26** |
| **School Programs** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Safe Routes to School | X | | | X | X | | X | | X | X | | X | X | X | X | X | | X | X | | X | X | | | | 15 |
| Walking School Bus/Bike Train | X | | | | | X | X | X | | X | | X | | | | | | | X | | | | | | | 7 |
| Bike/Walk to School Day | X | | X | X | X | X | | X | X | | X | X | | | X | | | X | X | | | X | | | | 13 |
| Safety Classes | X | | | | | X | | | | | | | | X | | | | X | | | | | | | | 4 |
| Bike safety & education training | | | | | X | | | | | | | | | | X | | | | | | | | | | | 2 |
| Greenway Stewardship | | X | | | | | | | | X | | | | | | | | X | | | | | | | | 3 |
| Physical Education & Wellness Program | | | | X | | | | | X | | | | | | | | | | | X | X | | | | | 4 |
| **TOTAL** | 4 | 1 | 1 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 1 | 2 | 3 | 1 | 0 | 4 | 3 | 1 | 2 | 2 | 0 | 0 | 0 | **48** |

Table 21 (continued)

| Afterschool Programs | Albuquerque, NM | Bronx, NY | Buffalo, NY | Chapel Hill, NC | Charleston, SC | Chicago, IL | Cleveland, OH | Columbia, MO | Denver, CO | Honolulu, HI | Isanti County, MN | Jackson, MI | Louisville, KY | Nashville, TN | Oakland, CA | Omaha, NE | Orlando, FL | Portland, OR | Sacramento, CA | Santa Ana, CA | Seattle, WA | Somerville, MA | Upper Valley, VT/NH | Wilkes-Barre, PA | Winnebago, NE | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Track | | X | | | | | | | | | | | | | | | | | | | | | | | | 1 |
| Weight Management | | X | | | | | | | | | | | | | | | | | | | | | | | | 1 |
| Basketball League | | | | | | X | | | | | | | X | | | | | | | | | | | | | 2 |
| Physical activities & education | | | | | | | | X | X | | | | X | | X | | | | | | | | | | X | 5 |
| Bike Club | | | | | | | | | | | | | | | X | | | X | | | | | | | | 2 |
| **TOTAL** | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | **11** |
| **Worksite Programs** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Wellness Programs | | | X | X | | | X | | | | | X | | | | X | | | X | | | X | X | | X | 9 |
| Active Transportation Program & Events | | | | | X | | | X | | | | X | | | | | | | | | | | | | | 3 |
| Errand Bike Program | | | | X | | | | X | | | | | | | | | | | | | | | | | | 2 |
| **TOTAL** | 0 | 0 | 1 | 2 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | **14** |
| **Other Programs** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Prescription Program | X | X | | | | | | | | | | | | | | | | | | | | | X | X | | 4 |
| University Courses & Education Classes | X | | | | | | | | | | | | | | | | | | | | | | | | X | 2 |
| Greenway Stewards | | X | | | | | | | | | | | | | | | | | | | | | | | | 1 |
| Car Free Challenge | | | | | | | | X | | | | | | | | | | | | | | | | | | 1 |
| Passport Program | | | | | | | | | X | | | | | | | | | | | | | | X | X | | 3 |
| Wellness/Fitness Classes | | | | | | X | | | | | | | X | X | | | X | | | X | | X | | | | 6 |
| **TOTAL** | 2 | 2 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 2 | 2 | 1 | **17** |

## Promotions

Promotional strategies were best categorized as: social marketing campaigns, media, events, and communications.

*Social marketing campaigns:* Social marketing is the systematic application of marketing, along with other concepts and techniques, to achieve specific behavioral goals for a social good. There are continual debates within the health communications field to better define social marketing. If an advertisement promoting walking is considered social marketing, then the majority of ALbD partnerships used social marketing. True social marketing campaigns require specific audience targeting, message testing and an investment of time and resources to ensure the campaign is successful. There is a difference between hiring a graphic artist or ad firm to develop a promotional ad and working with focus groups, audience research and an outcome that aligns with the target audiences values and media. As a result of these criteria, very few true social marketing campaigns were launched among ALbD grantees. The ALbD NPO provided many resources and training opportunities to better understand and utilize social marketing (conference calls, presentations, training sessions at grantee meetings and funding through special opportunity grants). Because the criteria to implement a social marketing campaign are rather extensive, the ALbD NPO preferred using the term 'audience-centered communications' to refer to effective, social marketing-style communications. Eleven of the community partnerships actively engaged in campaigns of varying levels of complexity to communicate their initiative to the broader community. Some were smaller in scale, focusing on a targeted population with a specific method and message, while others utilized billboards, buses, radio, and television in their design.

- Albuquerque. Take A Walk was developed from a training with Spitfire Communications and was designed to target a neighborhood with a large Hispanic population that had shown interest and involvement in previous partnership activities. "Take a friend for a walk, for your health" was the message printed on magnets in English and Spanish and distributed at community events. A media consultant developed campaign materials and activities (bilingual rack cards, radio promotions). A "Take a Walk" event was sponsored by Univision Radio. Overall, materials were well received because of practicality and relevance to the community.
- Bronx. The campaign, "Now Playing in the South Bronx," was launched in conjunction with the opening of Hunts Point Riverside Park and Baretto Point Park. The partnership used its Special Opportunities grant to contract Spitfire Communications to create this campaign. The four main audiences in the community were single mothers, mixed parents, adolescent girls, and senior adults. Components of the campaign included bus ads on 50 buses and bus stops throughout the Bronx and billboards in the Hunts Point neighborhood (five in English and five in Spanish). Bilingual postcards advertising events at the parks were distributed to local schools, at major community events, and at community centers.
- Orlando. The partnership received funds through an ALbD Special Opportunities grant to design and implement a social marketing campaign with Evolve Design Group. The campaign, launched in 2007, focused on "Reasons to Get Active" identified by the target audience (lower income families, older adults, "downtowners"). Advertisements promoting walking, biking, and playing in the Parramore neighborhood were placed in the local African American newspaper (circulation 7,000) as part of the "Walk, Bike, Play" campaign targeting youth and families. The Downtown User's Guide and "e-blasts" from the city promoted being active in Downtown. Thirty-six large promotional banners were placed throughout the downtown area. A free downtown circular bus bore a Get Active Orlando message for over a year. Community members could access a website (www.getactiveorlando.com) for more information. Point-of-decision prompts encouraged people to take the stairs instead of the elevator at City Hall.
- Portland. One of Portland's main initiatives was TravelSmart, a social marketing program aimed at encouraging people to use alternate modes of transportation in a specific Portland neighborhood. Portland ALbD added physical activity-oriented questions in the TravelSmart survey, developed promotional materials, and participated in promotional activities during the initiative.

- Seattle. The partnership contracted social marketing expert to advise them on the Cart Project. This initiative made personal shopping carts available for participants who made a commitment to walk for short trips in the Delridge neighborhood (shopping center, Seattle Housing Authority buildings, grocery stores). The expert assisted in working with the target audience and testing the messages.

*Media:* Media coverage was endemic to all of the partnerships. They recorded a total 2,659 'hits' over the five-year grant period on radio (n=1352), television (n=416), and in print (n=891). Blogs or other forms of social media were not included in the tracking system. All of the partnerships received media attention with their launch with support from the ALbD NPO and Robert Wood Johnson Foundation assistance. The media coverage throughout the grant period varied across partnerships. Some partnerships that had communications capacity (communications staff or established contacts to media) were seen as a resource on active living. Other communities used the media to promote their events and activities. Community partnerships in rural or smaller communities had more media coverage then partnerships in larger cities. The ability to provide content on this issue and smaller media markets may have contributed to this imbalance. While a few partnerships engaged the media to a lesser degree, others, such as Nashville, Columbia and, Omaha and Albuquerque documented hundreds of media events over the course of the funding period. Some of the community partnerships communicated directly with their target audience through newsletters or other media, as mass media was not the most effective means of communicating. Some community partnerships were regular guests on radio or even hosted their own radio show on active living and health issues. During the grant period, the issue of obesity and childhood obesity took off in the media (Time/ABC Obesity Summit 2003) and The Robert Wood Johnson Foundation worked to make this issue gain more traction.

- Buffalo. In the first year of the grant, the partnership developed and implemented a multi-media Communication and Education Strategy utilizing print media, television, radio, and presentations. The Medical Campus held press conferences and press events on most activities to highlight their progress and keep the community up-to-date on their activities. The Project Director appeared on three local television shows to inform the community about the initiative goals and activities. Because the lead agency was a major medical institution, the capacity to create media coverage and connections to the local media was much easier than ALbD initiatives with smaller lead agencies.
- Columbia. Columbia had a constant presence in its local media as its lead agency (and partnership) was considered a local resource on all aspects of active living, biking, and pedestrian issues. One of Columbia's main partners was the county health department, which provided experts and content for media-related to these issues. Columbia took advantage of the Spitfire Strategic Communication workshops to improve its communication skills and learn effective media messages strategies. It also produced print and radio social-marketing ads funded by an additional funder,Missouri Foundation for Health.
- Denver. The Greater Stapleton area was well covered by not only regional news, but neighborhood based publications as well. The partnership regularly had articles appear in Stapleton's Front Porch, Greater Park Hill News, East Montclair Neighborhood Association newsletter, Northwest Aurora Neighborhood Organization newsletter, and Rocky Mountain News. As awareness increased in the area, the amount of articles increased in the local newsletters. Early on, the partnership found it difficult to get coverage for activities and healthy living articles but these topics began to be regularly covered in the newsletters and local newspapers. Active Living Partnership of Greater Stapleton (ALPS) and the Stapleton Foundation used the neighborhood newsletters and newspapers to announce program schedules and upcoming events. Several partners donated ad space so that this method would be available to ALPS. While there was substantial neighborhood coverage, some areas did not have an established communications source. In these situations, ALPS and the Stapleton Foundations distributed flyers and relied on word of mouth promotion through the neighborhood coach system. ALPS found word of mouth promotion to be just as effective, if not more effective, as print promotion for its targeted population.

- Omaha. Activate Omaha used targeted media campaigns as a central part of its initiative. These campaigns were funded from an additional grant. The initial campaign's main focus was "everyday citizens engaged in everyday physical activity" (billboards, newspaper ads, public service announcements). This was a brand-based awareness raising campaign about the convenience and ease of physical activity and active living. The second campaign's focus was centered on families and encouraged families to use the neighborhood environment in Omaha to be active. The third campaign focused on more targeted social-marketing, not mass media approaches. This campaign was a specific call to action for active living as a part of families, worksites, and communities.
- Isanti County. Starting with the receipt of the grant, the partnership received considerable media attention from a number of sources, including local newspapers and television channels. Throughout the grant period, the partnership engaged newspapers (articles, reduced-rate or free advertisements), magazines (articles), and radio stations (interviews, reduced-rate advertisements) to promote ALbD activities
- Somerville. The results from a peer-reviewed evaluation of the Tufts Shape Up grant activities brought the Somerville experience to national audiences through The Wall Street Journal, The Associated Press, Nightline News and CNN. Talking About Somerville, an ALbD local cable access program was produced. Local media also covered the Community Path extension project. As a result of the evaluation results (BMI reduced through policy and programmatic changes), a documentary about the dangers of obesity, Killer at Large, highlighted Somerville as a solution to the obesity crisis.
- Seattle. The lead agency, Feet First, created the Feet First Chicken mascot who "crossed the road at events." The Project Director had limited success with getting media attention for the crosswalk protests, demonstrating the need for pedestrian safety after an accident. He decided that a chicken suit would attract attention and go along with the cliche of "Why Did the Chicken Cross the Road?" The suit and public campaign caught the media's attention and became a popular and unexpected promotional tool that gained national and local attention from nonprofit marketing experts and media. The lead agency also used the chicken theme in its fundraising appeals.

*Events:* A wide variety of events occurred over the life of the ALbD initiative to promote active living efforts in the communities. Many partnerships held conferences or summits to raise awareness and discuss policy changes concerning their initiatives (13 partnerships). Some of the partnerships presented their experiences to a regional or national audience at health, transportation, and planning conferences. An important aspect for some of the partnerships was to better understand and connect with their priority populations, so they conducted community forums and other means of community outreach. Some partnerships either brought in specialists (transportation, communications) for training or took part in training opportunities provided by the ALbD National Program Office. Twenty-two partnerships worked with Spitfire Communications through their annual two-part strategic communications training course (usually held at the Robert Wood Johnson Foundation in spring and fall of every year) or had Spitfire consultants visit their communities for a one-day strategic communications training. Other common types of events hosted by the communities were more celebratory in nature, such as parties, festival, carnivals, and fairs. These types of events raised community awareness of being active and brought in large crowds of participants (12 partnerships). Similarly, hosting a walk, race, or ride resonated well with communities and garnered much success in building energy and enthusiasm over being active (nine partnerships). In ten communities, a special day, week, or month was recognized for active living, such as American on the Move Day and Healthy Transportation Days in Buffalo, New York. Charleston hosted an Annual Bike Month in which participants received shirts and water bottles, while Nashville hosted Walk Nashville Week with over 11,000 people participating. Eight partnerships hosted active living-related workshops or symposia and six partnerships hosted community forums/charettes. Other events among the communities included award/recognition ceremonies, open streets events, press conferences and clean-up days.

- Buffalo. The partnership developed and hosted two Active Living Road Shows in the Fruit Belt and Allentown neighborhoods during the first year of the grant, which were designed to educate the community residents on active living and included a walking tour/assessment of existing infrastructure conditions.
- Chapel Hill. Chapel Hill Walkability Workshop was run by the National Center for Biking and Walking and funded by Durham-Chapel Hill-Carrboro Metropolitan Planning Organization. Workshops were designed to assist communities in developing more realistic strategies for making communities safer and more pleasant places to walk and bike. Lunchtime events promoted ways for employees to become active to, from, and in the workplace. The sessions were for employees and patrons about many topics (local and regional transit, bicycle hub programs, workplace policy, utilization of small spaces for exercise, sustainability, and employee outreach). A "Drive Less, Be Active" event was held and an Active Business Award Luncheon was held where businesses were recognized for achievements.
- Isanti County. The partnership worked with the Minnesota Department of Health to host three Walkable Workshops in the target cities. The workshops invited local elected officials, public administrators, health officials, transportation planners, local stakeholders, and community residents to explore how land use and transportation decisions affected walking habits, personal health, and overall physical activity. The workshops were beneficial in gaining interest and support for making physical changes to the environment to encourage physical activity and received notable attention from the local newspaper.
- Louisville. Through the Mayor's Healthy Hometown Movement, the partnership played an active role in the Louisville Bicycle Summit, which was organized to provide an opportunity for Louisville Metro employees, community leaders, and activists to develop priorities and a plan of action for the Bike Louisville program and Bike Master Plan. Participants created a list of priorities and goals to guide Bike Louisville and the creation of a master plan. Partnership staff facilitated discussions about community programming to promote bicycling in Louisville. Participant suggestions led to the creation of Hike & Bike events held on Labor Day and Memorial Day, which included community bike rides and walks held on closed streets.
- Winnebago. The first Annual Active Living Festival was held in fall 2004 and was coordinated by the Project Coordinator and the Whirling Thunder Wellness Program. Whirling Thunder Wellness Program provided the facilities and staffing for this event and took the lead on promoting it throughout the community. As one of the main partnership activities, this festival brought partners and community members together for fun activities and incentives related to active living as well as the general promotion of health. A variety of activities were offered during the Active Living Festivals, including blood pressure testing, informational flyers, individual consultations with health professionals, a healthy cook-off using buffalo meat, a family kickball tournament, volleyball, soccer, a basketball tournament, a dance contest, a healthy baby contest requiring proof of immunization, a track and field day, a progressive poker game, and inflatable play toys. Community members looked forward to the Active Living Festival each year. The Project Coordinator and a planning committee met to determine what activities to offer for different age groups and welcomed suggestions from community members.

*Communications:* Communications among the partnerships took many forms, most commonly newsletters and e-newsletters, with 16 partnerships developing these types of communications for broad distribution. Newsletters were chiefly used to update partners and interested parties on the initiative and upcoming events. A few grantees found innovative means to distribute the newsletters through direct mail and allowing the audience to create the content. Similarly, the internet was used frequently with 16 partnerships developing websites to promote their efforts and provide information to the community. Very few of the grantees had websites in their first two years. Many of the websites about the initiative or partnership were attached to the lead agency's website. Few of the websites were directed specifically at the priority population and instead were just general information about the mission, partners, and upcoming events. Some grantees utilized the websites to expand their brand, initiative, and raise awareness about active living. These grantees included the website as a major part of their promotional strategy. Other grantees mainly used websites as a way to update a general audience about their initiative and were not tied to a larger campaign or other 5P goals. The ALbD National Program Office created an extranet for partnerships to use to connect and update their partners. Even though eighteen partnerships established a presence on the ALbD extranet site for their project with logos, contact information, and materials about their initiative, only five used the extranet on a regular basis throughout the grant to communicate with their partners.

In addition, very few explored social media especially as it was emerging as a new phenomena during the end of their grant cycle (e.g., Facebook, Twitter). It is important to note that a strong emphasis on outreach through the internet or social media is not necessary if the priority population is not using those types of media outlets. Thirteen partnerships developed maps, walking guides and transit schedules to distribute to community members to encourage walking, biking and transit use as alternate modes of transportation. Maps were some of the more innovative opportunities to present the opportunities for physical activity in the communities. Three of the partnerships allowed community members create the content of the map, determining best routes. Eleven partnerships developed various print materials, such as brochures, flyers and posters to advertise active living messaging in the community. Six community partnerships developed resource guides, toolkits and manuals. Resources guides to local trails, walks, and opportunities for physical activity helped the partnerships be seen as the active living expert in their community. This was helpful in some cases in their relationship with the media. Many of these materials were supportive or collateral materials for their programs. Of the 25 partnerships, nineteen developed a brand/logo to establish their identity in the community. Other communications vehicles that were utilized by the partnerships included creating apparel and incentives for distribution, videos, calendars, banners, billboards and environmental art.

- Chapel Hill. Go Chapel Hill created a website that provided information on how to become involved in partnership activities, including Active Businesses, Active Schools, and Active Neighborhoods, as well as tips and links for healthy living (www.gochapelhill.org). The Orange County Health Department produced a map of all recreational facilities in Orange County. As a result, Go Chapel Hill advertised the map at its kick-off event. The map included bus routes and bike/pedestrian routes to the public library, parks, recreation facilities, greenways. It also showcased murals and other points of interest. Walking tours were conducting using the maps by Go Chapel Hill for conference attendees, Town employees, and Active Business leaders.
- Denver. Be Well Connect was a website created by the Stapleton Foundation to provide a centralized location for residents in the partner neighborhoods to access health and health-related resources and programs. The website included health resources, message boards, health recipes, and other features. To ensure community-wide access, the website was available at local libraries and community hot spots on specific computers and a Be Well Block Captain Network, similar to the Passport Neighborhood Coaches, was used to promote the website and assist those who did not have internet access.
- Omaha. The Omaha partnership created the Activate Omaha website to serve as a community portal and city-wide resource for all things related to active living in Omaha. The website contained a listing of resources, locations, programs, organizations, events, and opportunities to engage online about active living in Omaha. The design and colors of the site aligned with the city-wide social marketing campaign to raise awareness about active living in Omaha and to find more opportunities to be active.
- Charleston. A newsletter distributed to partners and other interested parties provided information on healthy activities in the community, stressed the importance of good health through active living, and informed partners and other interested individuals of the program's progress and upcoming events. Partners put out weekly newsletters and letters to the editor while advocating for the placement of pedestrian and bicycle facilities on the Ravenel Bridge.
- Isanti County. The partnership utilized the Community Education brochure, a direct mail document reaching over 11,000 Isanti County residents three times a year, to provide information about active living activities and events.
- Winnebago. After conducting a social marketing campaign with youth in the community during the third year of the grant, the Winnebago partnership found that most teenagers felt uncared for by the community once they reached a certain age. They indicated that the community programs tended to focus on children and older adults. The teens were not interested in health and were not concerned with taking care of their bodies. As a result, partners decided to develop a youth newsletter in which teens could share their thoughts and opinions on current health issues with the community. Partners also hoped that this creative opportunity would encourage teenagers to begin thinking about their own health. Four community groups (Red Life Youth Group, Diversion/Native Posse Program, Healthy

Hoops Youth Group, Teen Center "Loud Voices" Youth Group) consisting of 12-19 year olds were asked to participate in creating a monthly health newsletter entitled The Big Voice. The Teen Center provided computers that teens could use to write stories for the newsletter until the partnership received the Active Living by Design Special Opportunities Grant, which funded the purchase of a new computer designated for this purpose. The first issue of The Big Voice was published in February 2007. According to project staff, teenagers in Winnebago enjoyed having the opportunity to voice their opinions to the community and took ownership of the newsletter, contributing to the design and content of each issue. Partners were able to use the newsletter content to assess specific areas of interest for teens in order to inform their outreach to this particular population. Likewise, the newsletter was well-received by the community, and many individuals showed interest in better understanding the youth perspective. The Project Coordinator and editor of the local newspaper, Winnebago Indian News, played key roles in the development and implementation of this effort by engaging youth, assisting with layout and design, and distributing the newsletter. Unfortunately, the newsletter did not continue after the initial ALbD funding cycle.

- Cleveland. The lead agency worked with local teens to map their walks and safe routes in the community. Another CDC grant helped create small walking maps that had routes along historical or culturally relevant parts of the community. Eight small maps of Broadway/Slavic Village were published and distributed throughout the neighborhood.
- Isanti County. Volunteers developed simple, black and white maps of walking routes, trails, and parks for Isanti, Cambridge, and Braham. The maps were distributed at several partnership events and through community publications, such as the triennial Community Education brochure. They were also distributed in waiting and examination rooms at the Cambridge Medical Center. On the back of the maps were prescriptions for walking. Doctors at local clinics could "prescribe" exercise to their patients by writing down activity recommendations on the maps. For many paths, route markers were developed that included information about the length of the path in miles and steps and the amount of time needed to walk the path.
- Omaha. Citizen's Manual was created to instruct residents in how to advocate for changes in their neighborhood. It was available on the Activate Omaha website and was distributed at various neighborhood gatherings (e.g., Neighborhood Center, Neighborhood Builders block meeting)
- Seattle. Neighborhoods on Foot Walking Map Series were maps that encouraged walking by including walk times to popular destinations and identifying locations of staircases, signalized crossings, elevation changes, bike routes, bus routes, and walking routes.
- Somerville. Somerville Walking and Somerville Parks maps were created in 4 different languages. A jigsaw puzzle map was created teaching how to walk to Somerville destinations. Four companies and the public transportation authority added active living features to commercial and public transit maps.
- Upper Valley. A Winter Trail Guide was produced for adults, giving 15 locations for winter activities, ranging from cross-country skiing to ice skating with tips for maximizing enjoyment and safety. The partnership also produced several walking maps, including one of the Centerra Marketplace, the Lebanon, NH business park, White River Junction, Wilder, and Quechee. Go Walking! A Guide to Walking in the Heart of the Upper Valley was a 76-page guide to more than 20 trails and walking routes in the four communities that made up the project area. It served as a resource for prescription patients and residents who sought places to engage in active living.
- Wilkes-Barre. The Discover New Trails information packet contained information about trails, access points, etiquette, safety, eating, and a physical activity pyramid. Community maps, depicting the open trails in Luzerne County, included the character of trails, location, and parking places, and were placed on the county government website.
- Santa Ana. The partnerships worked directly with five neighborhoods and the Santa Ana Health and Fitness Task Force to develop and distribute community walking maps in four neighborhoods: Madison Park, Santa Anita, El Salvador, and Jerome. These maps displayed walking paths with distance measurements and calories burned as well as historical information about the neighborhoods. Over 22,000 English and Spanish copies of a Golden Trail East map created by the partnership were printed and distributed in 2007.

## Table 22: ALbD Social Marketing Campaign Strategies

| Community Partnership | Social Marketing Campaigns/Audience-Centered Communications |
|---|---|
| Albuquerque, New Mexico | "Take A Walk" campaign – a media consultant developed campaign materials/ activities with relevance to neighborhood residents of a large Hispanic population; "Take a friend for a walk, for your health" messages were printed on bilingual magnets and rack cards distributed at community events; "Take A Walk" event was sponsored and promoted by Univision Radio |
| Bronx, New York | "Now Playing in the South Bronx" campaign – opening of Hunts Point Riverside Park and Barito Point Park; audiences were single mothers, mixed parents, adolescent girls, and seniors; ads appeared on 50 buses and bus stops; bilingual billboards in Hunts Point; bilingual postcards for events at parks to local schools, community centers and events |
| Buffalo, New York | |
| Chapel Hill, North Carolina | |
| Charleston, South Carolina | "Lowcountry in Motion" was a campaign to promote walking/biking |
| Chicago, Illinois | |
| Cleveland, Ohio | |
| Columbia, Missouri | Print and radio social-marketing ads were funded by the Missouri Foundation for Health |
| Denver, Colorado | |
| Honolulu, Hawaii | K-VIBE outreach campaign raised awareness of being environmentally friendly and existence of KVIBE. |
| Isanti County, Minnesota | |
| Jackson, Michigan | |
| Louisville, Kentucky | |
| Nashville, Tennessee | |
| Oakland, California | Partners were able to solidify commitment from four institutional stakeholders to craft and implement a grassroots social marketing campaign for nutrition and active living. |
| Omaha, Nebraska | Targeted media campaigns: 1st campaign: engaged everyday citizens in everyday physical activity (billboards, newspaper ads, public service announcements); 2nd campaign: encouraged families to use the environment to be active; 3rd campaign: focused on social-marketing not mass media approaches (call to action for active living as a part of families, worksites and communities; kicked off by Community in Action photography series; developed a social marketing toolkit with break room posters, newsletter content, payroll stuffers) |
| Orlando, Florida | The partnership received funds through an ALbD Special Opportunities grant to design and implement a social marketing campaign with Evolve Design Group. The campaign, launched in 2007, focused on "Reasons to Get Active" identified by the target audience (lower income families, older adults, "downtowners"). Advertisements promoting walking, biking, and playing in the Parramore neighborhood were placed in the local African American newspaper (circulation 7,000) as part of the "Walk, Bike, Play" campaign targeting youth and families. The Downtown User's Guide and "e-blasts" from the city promoted being active in Downtown. Thirty-six large promotional banners were placed throughout the downtown area. A free downtown circular bus bore a Get Active Orlando message for over a year. Community members could access a website (www.getactiveorlando.com) for more information. Point-of-decision prompts encouraged people to take the stairs instead of the elevator at City Hall. |
| Portland, Oregon | Travel Smart - social marketing program aimed at encouraging people to use alternate modes of transportation in the Portland area; Portland ALbD added physical activity-oriented questions in the TravelSmart survey, developed promotional materials and participated in promotional activities |

Table 22 (continued)

| Community Partnership | Social Marketing Campaigns/Audience-Centered Communications |
|---|---|
| Sacramento, California | |
| Santa Ana, California | |
| Seattle, Washington | Feet First Chicken campaign included the Project Director dressed in a chicken suit, who "crossed the road at events." This was a popular and unexpected promotional tool that gained national and local attention from nonprofit marketing experts and media |
| Somerville, Massachusetts | |
| Upper Valley, Vermont/ New Hampshire | |
| Wilkes-Barre, Pennsylvania | Marketing campaign to the general public: "Take a Walk Today. So many places, so many reasons" and "Take a Walk Today: Great Places Close to Home." Messages were printed on busboards and on the county outdoor recreation website and involved a video with photographs of the local outdoor locations. |
| Winnebago, Nebraska | |

Table 23: ALbD Promotional Strategies by Media, Events, and Communications

| Community Partnership | Media | Events | Communications |
|---|---|---|---|
| Albuquerque, New Mexico | 17 newspaper items<br>6 television spots<br>184 radio hits<br>A local newspaper featured different trails from the program every week. The program engaged the missing health-sector component of the partnership. | Conferences: "Revolucion en las Calles" - regional pedestrian advocacy conference to discuss policies and neighborhood improvements; "Elected Official Conference"– partners hosted elected officials from small towns in New Mexico to discuss town design, public health, and walkability<br>Community Forums: "The Growing Pains: Community Responses to Obesity" held with Albuquerque Public Schools to discuss issues in the school and community and give attendees an opportunity to network; "Does the Albuquerque Region Walk the Talk" allowed various community organizations to build support for the Metropolitan Transportation Plan's inclusion of pedestrian improvements and the Walkable Neighborhoods Grant Program<br>Walks/rides: Active Living Celebration - held in conjunction with the Nob Hill Chili Cook-off; included information handouts, a walking tour and a bike race; The Luminaria Event included walks on the ditch network and wagon rides; The Holiday Walk in Atrisco featured the Ditches with Trails network.<br>Demonstrations: A Slow Down Demonstration distributed speeding tickets to increase awareness of a dangerous intersection in the Atrisco neighborhood.<br>Symposiums: Booths at neighborhood association meetings, symposiums and National Night Out events provided information about active living to community members. A Great Streets Open Houses event introduced Great Streets plans to community members. | Branding/Marketing: created 6 organizational publication items<br>Websites: 1000 Friends of New Mexico added a Transportation/ Active Living section to its website to promote Alliance-related activities (over 2,000 website hits); partners posted a collection of active living related photographs (ActiveABQ at flickr.com) for public use<br>Newsletters: E-newsletters were sent 1-2 times per month to approximately 170 partners and interested parties to provide project updates and resources<br>Maps/Walking Guides: neighborhood walking guides were created by residents trained to "see" their neighborhoods as pedestrians and to create walking routes; community members created and submitted their own routes and 5 were selected for publication; the guide included maps, narrative descriptions of walking routes and attractions in 5 neighborhoods along the Ditches with Trails network; copies were distributed for free online and in community locations (collaboration with WALK Albuquerque, neighborhood associations, and the City of Albuquerque) |

Table 23 (continued)

| Community Partnership | Media | Events | Communications |
|---|---|---|---|
| Bronx, New York | 8 newspaper items<br>7 television spots<br>1 radio hit<br>The partnership has promoted events with the local media as a way to bring attention to the issues on a regular basis. | Festivals/parties: RiverStage, a South Bronx music festival featuring active sports; Bronx River Flotilla featuring free canoeing and kayaking; Healthy Living Block Parties to raise awareness in the community about healthy living<br>Walks/rides: Golden Ball Festival featuring walks, canoe rides and other physical activities for children<br>Special days: Earth Day-In partnership with City Year New York and Timberland, SBG held an Earth Day event to complete environmental projects in the neighborhood. Over 100 volunteers from the neighborhood participated in building tree guards for street trees, working on Sustainable South Bronx's green roof, planting trees, and performing general street tree care within the South Bronx. The event concluded with a celebration for participants and their families at Barretto Point Park | Resource Guides: created an active living resource guide for pediatricians and other medical providers in the area, eventually incorporated into the Action Action Plan program |
| Buffalo, New York | 2 newspaper items<br>3 television spots<br>0 radio hits<br>Developed and implemented a multi-media strategy<br>Project Director appeared on three local television shows | Active Living Road Shows: developed and hosted two shows in the Fruit Belt and Allentown neighborhoods designed to educate the community residents on active living, included a walking tour/assessment of existing infrastructure conditions<br>Press Conferences: Medical Campus held press conferences and press events on most activities to highlight their progress and keep the community up-to-date<br>Workshops: Medical Campus and the local chapter of the American Planning Association offered a workshop on planning/ public health<br>Conferences: presented at Partners for Smart Growth Conference<br>Parties: The Summer Wellness Block Party provided employees and residents an opportunity to relax and enjoy fun activities and recognize American on the Move Day; vendors provided information and services related to physical activity, nutrition, and wellness, including blood pressure checks, stress tests, yoga, tai chi, and samples from local restaurants.<br>Special days: The Medical Campus held annual Healthy Transportation Days to encourage employees to take alternative modes to work (e.g., biking, walking, transit, carpooling).<br>Clean-up: To engage with the Fruitbelt neighborhood, Medical Campus staff took part in a clean-a-thon during which participants cleared away garbage and planted beds in community gardens. | Newsletters: Medical Campus included information about healthy community principles and future plans for the medical campus in electronic and hard copy newsletters<br>Brochures: produced to encourage Medical Campus employees (~8,000) to visit nearby neighborhoods to use the goods and services provided |

Table 23 (continued)

| Community Partnership | Media | Events | Communications |
|---|---|---|---|
| Chapel Hill, North Carolina | 89 newspaper items<br>22 television spots<br>39 radio hits | Workshops: Walkability Workshop run by the National Center for Biking and Walking, funded by Durham-Chapel Hill-Carrboro Metropolitan Planning Organization, designed to assist communities in developing realistic strategies for safe and pleasant places to walk and bike (Timberlyne community); lunchtime events for employees and patrons of Active Businesses to promote ways to become active to, from and in the workplace (local and regional transit, bicycle hub programs, workplace policies, utilization of small spaces for exercise, sustainability, and employee outreach)<br>Conferences: Chapel Hill's Town Manager was invited to present the project to the International City/County Management Association National Town Managers Conference<br>Walks/races/rides: Town staff led a walk (2 local radio stations, 2 regional television stations, and 2 local newspapers); Walking Tours used Go! Chapel Hill maps for conference attendees, Town employees, and Active Business leaders; Active Schools promoted through walking events; Active Neighborhoods promoted through series of four walks for health<br>Celebrations: Kick-off Celebration featured local government officials and business leaders promoting the project; Drive Less, Be Active event<br>Awards/recognition: Active Business Award Luncheon recognized achievements; Active Businesses promoted through a Transportation Management Plan informational mailing, breakfast event, a lunchtime launch and recognition ceremony; Go Chapel Hill, NC Health and Wellness Trust Fund, and Blue Cross/Blue Shield jointly applied for and received a Fit Community Designation, which indicated that the Town excels in supporting active, healthy lifestyles in the community, schools, and workplace | Videos: five-minute, professionally produced video highlighting the NC-86 project, the Northside Pedestrian Mobility Plan, and the Active Routes to School program, aired at Trust for America's Health and the NC Division of Public Health's Healthier North Carolina Summit<br>Websites: created a website to provide information on how to become involved in partnership activities, including Active Businesses, Active Schools, and Active Neighborhoods, as well as tips and links for healthy living (www.gochapelhill.org)<br>Calendars: developed a color tri-fold calendar that included tips for active living and space to record daily physical activity (partnered with Health Department)<br>Maps: Orange County Health Department produced Active Neighborhood Maps of all recreational facilities in Orange County; bus routes and bike/pedestrian routes to the public library, parks, recreation facilities, greenways and trails; and Go! Chapel Hill advertised the map at their kick-off event; a map of downtown showcased murals and other points of interest<br>Branding/Logo: Go Chapel Hill adopted a logo and theme to promote active living culture by increasing public recognition of the project and providing cohesion to the various program efforts. The logo and name were used on shirts, project documents, a website, posters and flyers. The tagline "Let's Get Moving!" and an official image (famous mural of Chapel Hill) was adopted in the 2nd year of the grant to be used in promotional items.<br>Promotional materials: Active October Promotional Month - promotional activities during October; events promoted through newsletters, meeting announcements, email blasts, newspapers, radio, flyers, websites, postcards, cable television and word-of-mouth |

Table 23 (continued)

| Community Partnership | Media | Events | Communications |
|---|---|---|---|
| Charleston, South Carolina | 6 newspaper items<br>2 television spots<br>1 radio hit<br>Interview in Self Magazine<br>Editorials for elected officials and government agencies to support active living<br>Ads for community forums, charrettes, presentations, and workshops<br>500 public service announcements to promote bike/ped safety; the partnership provided the Goose Creek Gazette information on the Bike Rodeos for their weekly newspaper; additional press was received from other local media. | Community Events: "Bike to Work Day" in Charleston and Summerville; "Ride of Silence" encouraged bicycle safety and awareness<br>Community Forums/ Charettes: presented new ideas and strategies, obtained community guidance on physical improvements and how to go about achieving changes<br>Workshops: held a three-day workshop to discuss necessary implementation steps for increasing bikeability and walkability in communities and a two-day follow-up meeting; held educational session with students from the Medical University with a CDC physician discussing the importance of improving the built environment for the health of communities; the partnership held workshops for seniors in three counties in which they discussed how to improve the community with more bicycle and pedestrian facilities; the workshops received attention from television and radio<br>Conferences: presented at the New Partners for Smart Growth Conference<br>Special months: Annual Bike Month for the cities of Charleston and Summerville in which participants received shirts and water bottles and provided an opportunity to be fitted for a free helmet. | Newsletters: distributed to partners and others providing information on healthy activities in the community and stressed the importance of good health, particularly through active living, and informed partners and other interested individuals of the program's progress and upcoming events.<br>Websites: designed to disseminate information on regional activities<br>Brochures/Posters/Other Print: distributed at schools and other specific buildings around the city to support the walking program; distributed each year at the First Day Festival for children; bumper stickers; and postcards to be sent to mayors or county executives to ask for their support<br>Maps: Pedestrian/Bicycle Level of Service Map (draft completed and reviewed by community members)<br>Groups: With the help and partial funding from the partnership, community residents living near the West Ashland Greenway formed their own group, Friends of the West Ashland Greenway, to promote the extension of the Greenway to the East Coast Greenway<br>Apparel & incentives: partnership provided funding to enable organizations to buy materials, like banners, helmets, and t-shirts to promote active living |
| Chicago, Illinois | 6 newspaper items<br>0 television spots<br>0 radio hits | Community Forums: Ames and McAuliffe schools presented the School Health Index results to community to highlight disparities<br>Press Conferences: Sunday Parkways developed press releases and participated in press conferences<br>Workshops: local art professor worked with neighborhood children to produce artwork<br>Open Streets: A staff member with Active Transportation Alliance visited Bogota, Columbia and experienced Ciclovia (Spanish for bike path). Using this model, the partnership and 4 connecting communities planned Open Streets to engage residents of all ages/abilities in biking, walking, running, etc. Cross streets were left open, and the street grid was not shut down but participants had to obey stoplights. The plan involved engaging residents through the use of flyers and door-to-door communication. Participants describe Open Streets as a long block party. | Community Reports: Bloomingdale Trail completed and shared a community report<br>Brochures: brochures were developed<br>Newsletters: Newsletters, flyers and newspaper inserts were developed |

Table 23 (continued)

| Community Partnership | Media | Events | Communications |
|---|---|---|---|
| Cleveland, Ohio | 28 newspaper items<br>4 television spots<br>1 radio hit<br>Televised initial grant announcement<br>Articles in the Cleveland Plain Dealer; In-depth radio story on Safety Walks Feature in regional monthly journal on healthy lifestyles | | Maps: Broadway/Slavic Village maps published and distributed throughout the neighborhood |
| Columbia, Missouri | 188 newspaper items<br>63 television spots<br>139 radio hits | Community Forums: presentations to publicize efforts and recruit more partners<br>Workshops: how to start up a Walking School Bus program<br>Special weeks: Bike, Walk, and Wheel Week expanded into a full week of 10 -15 promotional/educational events | Websites: PedNet website features the agency and allows people to join the agency's email list Newsletters: broadcast information about events and important issues<br>Print Materials: "Neighbors on the Go" educational materials provided to residents based on Portland's SmartTrips model |
| Denver, Colorado | 19 newspaper items<br>0 television spots<br>0 radio hits<br>Regional/ neighborhood news<br>(Front Porch, Greater Park Hill News, Rocky Mountain News)<br>Announced program schedules and upcoming events<br>Partners donated ad space | Fairs: operated a booth and hosted activities at events to increase community recognition and participation in the partnership<br>Community Forums: presented to various groups and organizations to increase awareness and to advocate for community involvement in programs and committees | Websites: Be Well Connect was created by the Stapleton Foundation to provide a centralized location for residents in the partner neighborhoods to access health and health-related resources and programs, including message boards, health recipes, and others; community members can access the site at local libraries and community hot spots on specific computers<br>Block Captains/Neighborhood Coaches: Be Well Block Captain Network, Passport Neighborhood Coaches – found word of mouth promotion to be just as effective, if not more effective, than print promotion<br>Newsletters: East Montclair Neighborhood Association newsletter, Northwest Aurora Neighborhood Organization newsletter<br>Maps: online and paper map with car pooling locations and bicycle routes to promote alternative transportation and safe routes; Stapleton walking map in conjunction with the Stapleton Business Association and America On the Move; Safe Routes to School maps distributed at local schools<br>Brochures: distributed flyers via the neighborhood coach system<br>Apparel & incentives: used incentives to promote partnership activities - bike helmets and locks as part of a bike fair at a school; Thanksgiving turkey gift certificates; free passes to area recreation centers; gift cards for healthy food |

Table 23 (continued)

| Community Partnership | Media | Events | Communications |
|---|---|---|---|
| Honolulu, Hawaii | 14 newspaper items<br>28 television spots<br>1 radio hits<br>Bike exchange received an award and was featured in newspapers; Official and unofficial radio and TV spots advertise KVIBE; Ho'oulu Aina was featured in a primetime PSA, "We Grow by Taking Care of the Land." | Workshops: created a multi-disciplinary group to facilitate relationship building between key community partners and critical agencies on the state-county level to help communities be more proactive about making changes to promote physical activity<br>Presentations: presented on Active Living, K-VIBE, and the Nature Park at the Department of Health conference on physical activity and nutrition<br>Rides: participates in and helps with bike events | Websites: KVIBE has a website and a blog created with neighborhood youth (bikeexchange.blogspot.com); updated listings and information about the park can be found on the Volunteer Hawaii website, Sierra Club created a website after the Charter 8 amendment was passed to gather input from community members regarding implementation of the charter protocols<br>Brochures: Nature Park information |

Table 23 (continued)

| Community Partnership | Media | Events | Communications |
|---|---|---|---|
| Isanti County, Minnesota | 94 newspaper items<br>1 television spots<br>9 radio hits<br>partnership engaged newspapers (articles, and reduced-rate or free advertisements), magazines (articles), and radio stations (interviews and reduced-rate advertisements) to promote activities | Workshops/symposium: worked with the Minnesota Department of Health to host three Walkable Workshops in the target cities; workshops invited local elected officials, public administrators, health officials, transportation planners, local stakeholder, and community residents to explore how land use and transportation decisions affect walking habits, personal health, and overall physical activity; workshops were beneficial in gaining interest and support for making physical changes to the environment to encourage physical activity<br>Walks/races/rides: Isanti Jubilee Run/Walk was a free event that showcased the ease of using the existing community for safe walking or running activity.<br>Fairs: participated in a number of community fairs and events to promote active living and inform citizens of the various opportunities to be active | Branding/marketing/logo: adopted a logo depicting footsteps and a bicycle wheel to convey a consistent message and image; logo used on promotional materials, partnership reports, and incentives<br>Websites: The Isanti County Active Living website (www.co.insanti.mn.us/activeliving.htm) listed community activities and updates and provided links to other community partnerships and organizations<br>Maps/walking guides: volunteers developed simple, black and white maps of walking routes, trails, and parks for Isanti, Cambridge, and Braham; maps were distributed at several partnership events and through community publications; distributed in waiting and examination rooms at the Cambridge Medical Center; on the back of the maps were prescriptions for walking; doctors at local clinics could "prescribe" exercise to their patients by writing down activity recommendations on the maps; for many paths, route markers were developed that included information about the length of the path in miles and steps and the amount of time needed to walk the path<br>Brochures/flyers: utilized the Community Education brochure, a direct mail document reaching over 11,000 Isanti County residents three times a year, to provide information about active living activities and events; the Senior Commission on Aging permitted the partnership to include flyers in their mailings to promote senior activities<br>Billboards: purchased billboard space along a popular county road connecting Cambridge and Isanti for two years to relay its active living messages to the broader public with a new active living message each season<br>Environment art: painted hopscotch stencils in parks and on sidewalks that included the partnership logo; Braham also started a sidewalk art campaign that included dance step stencils. |

Table 23 (continued)

| Community Partnership | Media | Events | Communications |
|---|---|---|---|
| Jackson, Michigan | 55 newspaper items<br>58 television spots<br>14 radio hits<br>Over 30 press releases per year promoting active transportation | Presentations: Fitness Council presented at the 2006 National Bike Summit and Jackson's Safe Routes to School initiative; was featured at national conferences, including the 2006 ProWalk/ ProBike Conference and the 2007 National Safe Routes to School Conference<br>Awards/recognition: promotion of Jackson as a community that supports active transportation resulted in a silver-level recognition from Michigan's Promoting Active Communities program and an honorable mention from the League of American Bicyclists' Bicycle Friendly Communities program | Websites: website was created to facilitate public access to information about Project U-Turn, active transportation, and health information.<br>Newsletters: Several newsletters were distributed, including backpack mailings to local school students; Walk to School Day Information and Map; Active Jackson Newsletter; Safe Routes to School; Fitness Council of Jackson; partnership's newsletter, featured on the web and distributed in print, included a section telling the personal stories of people who adopted a more active lifestyle and how they benefited<br>Maps/walking guides: created a city bike routes map that featured new and proposed routes county and citywide, as well as Safe Routes to School walking maps<br>Brochures: Friends of the Falling Waters Brochure; Smart commute Day brochure, postcard, poster<br>Calendars: Active Winter Calendar featuring ways to stay active<br>Billboards: a billboard campaign supported bike lanes |

Table 23 (continued)

| Community Partnership | Media | Events | Communications |
|---|---|---|---|
| Louisville, Kentucky | 18 newspaper items<br>14 television spots<br>1 radio hit<br>Garnered media support (local news outlets)<br>ACTIVE Louisville and the Active Living Committee received press coverage in local and national media. | Summits/presentations: hosted a Pedestrian Summit to raise awareness about walkability, to lay a framework for the development of built environment policy, programs, and to give the community a voice regarding their concerns and hopes for their community's walkability; over 100 participants completed exercises to help understand the connection between the built environment and health and to encourage personal ownership and responsibility in making the community walkable. Feedback and results from the summit informed the Louisville Walkability Plan, which laid out changes to make the community more safe and appealing for transportation and recreation; representatives of the partnership presented to local, regional, and national audiences, including Centers for Disease Control and Prevention, American Public Transportation Association, Rail-volution, Kentucky Conference of Black City Officials, National Policy and Legal Analysis Network, League of American Bicyclists' National Summit, and Kentucky Rails to Trails;<br>Festivals: sponsored and co-sponsored events including an annual Family Fitness Festival<br>Awards/recognition: earned numerous recognitions for livability and healthy lifestyles, including an honorable mention in 2006 and a bronze level of recognition in 2007 from the League of American Bicyclists, a Top Livability award from the U.S. Conference of Mayors in 2008, and recognition from Outside Magazine as a "Top 20 Best Town in America" in 2008. | Branding/logo: designed a logo and a brand<br>Maps: a Smoketown neighborhood walking map was produced, with plans to develop walking maps for the other ALbD neighborhoods.<br>Brochures/flyers: utilized a number of promotional strategies, including the distribution of flyers in high traffic areas<br>Videos: a video was produced about the community garden entitled "In the a Garden"<br>Print materials: raised awareness of specific programs<br>Apparel & Incentives: purchased or developed several incentives to promote and encourage residents and students to participate in active living, including means, t-shirts, Frisbees, ribbons, and medals<br>Billboards/buses: promoted neighborhood walking |
| Nashville, Tennessee | 20 newspaper items<br>13 television spots<br>802 radio hits<br>Local CBS affiliate created a 30 minute show on MCM website in 2006 | Walks/rides: Tour de Nash was an event which celebrated Nashville's improving built environment and increased interest in physical activity and healthy eating; feature walking and biking events<br>Special weeks: Walk Nashville Week had participation from up to 52 schools and 11,000 people | Website: musiccitymoves.org launched in 2005<br>Environmental art/Point of decision prompts: used motivational signs, framed artwork, painting and carpeting, and music to encourage stair use |

Table 23 (continued)

| Community Partnership | Media | Events | Communications |
|---|---|---|---|
| Oakland, California | 3 newspaper items<br>0 television spots<br>0 radio hits<br>Several partnership activities received local press attention including the San Antonio Park Grand Opening and a visit from California First Lady Maria Shriver focusing on grassroots efforts to get kids physically active and eating well to prevent obesity. The local press coverage was not partnership initiated | Special days: In May 2005, San Antonio Girls' Sports Day was held. The event increased awareness among local policy-makers and public administrators of the need to achieve equity in girls' involvement in organized sports<br>Grand openings: held small grand opening events to highlight the physical projects completed at each site | |
| Omaha, Nebraska | 116 newspaper items<br>69 television spots<br>146 radio hits | Expos/parties: Get Active Expo brought in special guest speaker Dr. Phil McGraw and was publicized with newspaper articles and word of mouth<br>Special weeks/months: Bike to Work Week was so successful, the mayor declared it Bike to Work Month | Branding/logo: logo development and brand identity done by a professional design firm pro bono<br>Websites: activateomaha.org was a community portal for finding out about events, programs and places to be physically active<br>Newsletters: Sprint Through the Holidays was an electronic newsletter with easy tips to maintain health through the holiday season, healthy recipes, how and where to be active, stress reduction<br>Maps: bicycle transportation map<br>Toolkits/manuals: worksite toolkits; Citizen's Manual instructed residents in how to advocate for changes in their neighborhood; was available on the Activate Omaha website and was distributed at various neighborhood gatherings (e.g., Neighborhood Center, Neighborhood Builders block meeting) |

Table 23 (continued)

| Community Partnership | Media | Events | Communications |
|---|---|---|---|
| Orlando, Florida | 4 newspaper items<br>7 television spots<br>0 radio hits<br>Advertisements promoting walking, biking, and playing in the Parramore neighborhood were placed in the local African American newspaper (circulation 7,000) as part of the "Walk, Bike, Play" campaign targeting youth and families. | Presentations: gave a number of presentations to local, state, and national audiences, including State of Florida Health Department Obesity Summits, the University of Central Florida School of Nursing, the Orlando Chamber of Commerce, ALbD Annual Grantee Meeting, Robert Wood Johnson Foundation, Children's Health Initiative, Institute for Transportation Engineers Conference, Orange County Parent-Teacher Association, Lake Ivanhoe design charrette, and Downtown Orlando Partnership. | Branding/logo: worked with Evolve Design Group to develop a name and logo for the partnership. Get Active Orlando was chosen because it appealed to the target audience and was easily tailored by exchanging Orlando for a neighborhood name<br>Websites: community members could access a website (www.getactiveorlando.com) for more information<br>E-newsletters: "e-blasts" from the city promoted being active in Downtown<br>Billboards/banners/buses: Thirty-six large promotional banners were placed throughout the downtown area; a free downtown circular bus bore a Get Active Orlando message for over a year<br>Resource guides: the Downtown User's Guide promoted being active in Downtown<br>Environmental art/point of decision prompts: encouraged people to take the stairs instead of the elevator at City Hall |
| Portland, Oregon | 6 newspaper items<br>1 television spot<br>3 radio hits<br>activities were covered in several local and regional media outlets, including Oregonian, Oregon Health News, Salem Statesmen Journal, and local TV programs | Presentations: gave presentations in the community<br>Community forums: participated in forums in the community<br>Fairs: participated in information booths at events | Apparel & incentives: disseminated several incentives and materials in conjunction with programs, such as pedometers, coupon books for local stores, helmets and bike locks |
| Sacramento, California | 26 newspaper items<br>101 television spots<br>9 radio hits<br>The local media was very interested in the work the Partnership for Active Communities was doing in the Sacramento area. | Presentations: Sacramento County Health and Human Services staff member led presentations on Health in Built Environments for the community and other health professionals; conducted a "Share the Road" educational outreach for the community<br>Symposiums/Workshops: majority of community promotion was in the form of symposiums and workshops for professionals; workshops and symposiums were held on a variety of topics with the goal of educating professionals on the latest research and thinking regarding the topic with the intention to bring awareness and action to the professional community; symposiums were free and held during the week to get professional attendance<br>Carnivals: Spring into Fitness carnival (Bannon)<br>Special days/weeks/months: Walk to School Week; monthly walk to school day; month-long class challenge (WALKtober) | Websites: created a website to highlight partnership activities and updates<br>Newsletters/magazines: one member of the partnership created a magazine entitled N-Magazine that highlighted many of the partnership's activities, which was distributed to over 24,000 homes in the Sacramento area; distributed a monthly newsletter entitled "Squeaky Wheel" |

Table 23 (continued)

| Community Partnership | Media | Events | Communications |
|---|---|---|---|
| Santa Ana, California | 2 newspaper items<br>1 television spot<br>0 radio hits | Community events: took an active role in promoting active living principles throughout Santa Ana by planning, organizing, or participating in a variety of community events; through these events, partners reached an estimated 30,000 residents each year; the mayor and several city council members attended a number of events to support active living.<br>Presentations: promoted work among the Santa Ana community by giving presentations to community, business, and government leaders | Websites: utilized the ALbD website to share information and photographs with the community<br>Newsletters: published a monthly newsletter containing health information and community events<br>Environmental art/point of decision prompts: point of decision prompts promoted physical activity among children<br>Maps/guides: distributed community walking maps in four neighborhoods, which displayed walking paths with distance measurements and calories burned as well as historical information about the neighborhoods; over 22,000 English and Spanish copies of a Golden Trail East map were distributed |
| Seattle, Washington | 12 newspaper items<br>7 television spots<br>2 radio hits<br>Active Seattle had a good relationship with the Post-Intelligencer, a local newspaper. Partners organized editorials and other community pieces for publication and generally received good press from the newspaper. | Parties/fairs: participated in the schools' Parent Nights by sponsoring an informational booth and serving food to promote Active Living and Healthy Eating by Design programs | Websites: used Web 2.0 and other internet technology for promotions, although it may not have reached their core demographic<br>Newsletters: in a few schools implementing Safe Routes to School programs, weekly newsletters or flyers were sent home to families; school employees (e.g., secretary or teacher) typically organized the distribution<br>Maps: Neighborhoods on Foot Walking Map Series - maps encourage walking by including walk times to popular destinations and by identifying locations of staircases, signalized crossings, elevation changes, bike routes, bus routes, and walking routes |

Table 23 (continued)

| Community Partnership | Media | Events | Communications |
|---|---|---|---|
| Somerville, Massachusetts | 6 newspaper items<br>1 television spot<br>0 radio hits<br>A local cable show aired a Walk to School video; results from an evaluation of Tufts Shape Up grant activities brought the Somerville experience to national audiences through The Wall Street Journal, The Associated Press, Nightline News and CNN. Talking About Somerville, an ALbD local cable access program was produced; local media also covered the Community Path extension project; Killer at Large -documentary about the dangers of obesity produced by Shinebox Productions | Presentations: due to results from an evaluation of Tufts Shape Up grant activities, the Shape Up Somerville Task Force presented at a National League of Cities annual meeting and at a CDC-sponsored obesity conference<br>Walks/races: annual race events were held<br>Special days: Green Streets Initiative-encourages people to utilize alternative modes of transportation other than driving oneself once a month; Area businesses offer a discount and other promotions to those who demonstrate that they chose an active mode of transportation; Walk/Bike Days were held | Branding/logo: rebranded promotional materials and created new slogans, logos, and messages for key audiences<br>Newsletters/e-newsletters: City of Somerville's e-mail lists used health messages to promote wellness, healthy eating, and physical activity opportunities; Shape Up Somerville electronic newsletter distributed<br>Maps: Somerville Walking and Somerville Parks maps were created in 4 different languages; Jigsaw puzzle map created teaching how to walk to Somerville destinations; 4 companies and public transportation authority added active living features to commercial and public transit maps<br>Resource guides: a Physical Activity Guide was updated and distributed community-wide<br>Brochures: School Zone Safety and Walking Promotional brochure was created by Safe-START |

Table 23 (continued)

| Community Partnership | Media | Events | Communications |
|---|---|---|---|
| Upper Valley, Vermont/ New Hampshire | 111 newspaper items<br>4 television spots<br>0 radio hits<br>The partnership received a fair amount of media coverage Many of the projects were featured by the local TV and newspaper, and the prescription walking program obtained national publicity through the Associated Press; a weekly Trails for Life newspaper column focused on trails, trail care, and active living for several months. | Walks/races/rides: Tour de Taste: A Pedaling Picnic, was a "progressive meal by bicycle" encouraging families to try biking and introducing them to local farms and other sources of food in our communities. Planned during the fall, participants were able to enjoy the scenic ride, meet local producers and community members, and sample delicious, local, harvest bounty at designated meal stops and farms along the route. Participants chose from three different routes, from the longer, challenging ride to the shorter, family-friendly ride. The event was very well received and witnessed very good turnouts<br>Fairs/festivals: coordinated Winterfest at Lake Morey, a winter festival offering diverse outdoor activities from skiing and skating to igloo building; coordinated Skate-athon, challenging residents to see how far they could skate on the longest (4 miles round-trip) ice trail in the country; Trails for Life led group ski and snowshoe sessions followed by a dinner<br>Special days/weeks: organized and promoted the National Bike and Walk to Work Day held every May, as well as Bike and Walk to School Day; sponsored an Upper Valley Trails Day to get people out on trails as well as construct and maintain trails. Trails for Life continued this annual celebration of trails, with well over 200 people taking part in 20 events throughout the Upper Valley one year; initiated "Trail of the Month" walks and Nordic walking workshops, to encourage physical activity and introduce people to nearby trails; collaborated with the Vermont Health Department in planning and organizing "Get Moving Vermont" days on successive weekends in three different communities where walks, health screenings, and information on active living were offered | Website: The lead agency's website was the home of the partnership's news; the website offers many resources, including information about upcoming Trails for Life events and the partnership's newsletter, Trail Tales;<br>Calendars: monthly e-mail calendar of trail and active living events throughout the region was distributed<br>Maps/walking guides: produced a Winter Trail Guide for adults, giving 15 locations for winter activities ranging from cross-country skiing to ice skating with tips for maximizing enjoyment and safety; produced several walking maps, including one of the Centerra Marketplace, the Lebanon, NH business park, as well as White River Junction, Wilder, and Quechee; compiled GIS database of trails for two adjacent communities in New Hampshire and continued development of a mapping tool to enable printing comprehensive GIS-based community trail maps<br>Resource guides/toolkits: published Go Walking! A Guide to Walking in the Heart of the Upper Valley, a 76-page guide to more than 20 trails and walking routes in the four communities that make up the project area, to serve as a resource for prescription patients and residents in general who seek places to engage in active living |

Table 23 (continued)

| Community Partnership | Media | Events | Communications |
|---|---|---|---|
| Wilkes-Barre, Pennsylvania | 23 newspaper items<br>2 television spots<br>0 radio hits<br>Many of its programs, including National Trails Day, Riverfest and the Keystone Active Zone campaign, received significant media coverage, including radio spots, television spots, newspaper ads and articles, and magazine articles. Cover stories in the local paper promoted the Partnership's programs and public service announcements. | Walks/rides: Riverfest/National Trails Day included a bike ride, canoe ride and senior walk<br>Fairs/festivals: Riverfest/National Trails Day consisted of miscellaneous exhibits and events meant to connect communities to trails and also promote their use | Websites: WVWTP website served as an important forum for updating and sharing information<br>Newsletters/e-newsletters: Trails Walks and Events e-newsletter was a regular publication and resource for up-to-date information; proved to be a successful promotion as more and more community members and workplace wellness groups requested to join the distribution list<br>Maps: community maps depicting the open trails in Luzerne County, including character of trails, location, and parking places, were created and placed on the County government website<br>Resource guides: Discover New Trails information packet contained information about trails, access points, etiquette, safety, eating, and physical activity pyramid<br>Brochures: Outdoor Play Everyday brochure aimed at families with young preschool age children distributed at WIC centers in 16 Luzerne Counties |
| Winnebago, Nebraska | 18 newspaper items<br>2 television spots<br>0 radio hits<br>The local newspaper, Winnebago Indian News, played a key role in promotions for the entire project by providing media coverage for events and donating advertising and column space | Festivals/fairs: The first Annual Active Living Festival was held in Fall 2004; Whirling Thunder Wellness Program provided the facilities and staffing for this event and took the lead on promoting it throughout the community; the festival brought partners and community members together for fun activities and incentives related to active living as well as the general promotion of health; a variety of activities were offered, including blood pressure testing, informational flyers, individual consultations with health professionals, a healthy cook-off using buffalo meat, a family kickball tournament, volleyball, soccer, a basketball tournament, a dance contest, a healthy baby contest requiring proof of immunization, a track and field day, a progressive poker game, and inflatable play toys; community members looked forward to the Active Living Festival each year; the partnership also participated in other events that proved to be very popular and successful in the community, such as sharing information at an annual health fair and presenting information to youth at camps in conjunction with the health education and women's center | Newsletters: developed a youth newsletter in which teens could share their thoughts and opinions on current health issues with the community; the Project Coordinator and editor of the local newspaper, Winnebago Indian News, played key roles in the development and implementation of this effort by engaging youth, assisting with layout and design, and distributing the newsletter |

Table 24: ALbD Promotion Strategy Counts by Media, Events, and Communications

| Media Promotions | Albuquerque, NM | Bronx, NY | Buffalo, NY | Chapel Hill, NC | Charleston, SC | Chicago, IL | Cleveland, OH | Columbia, MO | Denver, CO | Honolulu, HI | Isanti County, MN | Jackson, MI | Louisville, KY | Nashville, TN | Oakland, CA | Omaha, NE | Orlando, FL | Portland, OR | Sacramento, CA | Santa Ana, CA | Seattle, WA | Somerville, MA | Upper Valley, VT/NH | Wilkes-Barre, PA | Winnebago, NE | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Newspaper/ Magazine | 17 | 8 | 2 | 89 | 6 | 6 | 28 | 188 | 19 | 14 | 94 | 55 | 18 | 20 | 3 | 116 | 4 | 6 | 26 | 2 | 12 | 6 | 111 | 23 | 18 | 891 |
| Television | 6 | 7 | 3 | 22 | 2 | 0 | 4 | 63 | 0 | 28 | 1 | 58 | 14 | 13 | 0 | 69 | 7 | 1 | 101 | 1 | 7 | 1 | 4 | 2 | 2 | 416 |
| Radio | 184 | 1 | 0 | 39 | 1 | 0 | 1 | 139 | 0 | 1 | 9 | 14 | 1 | 802 | 0 | 146 | 0 | 3 | 9 | 0 | 2 | 0 | 0 | 0 | 0 | 1352 |
| **TOTAL** | 207 | 16 | 5 | 150 | 9 | 6 | 33 | 390 | 19 | 43 | 104 | 127 | 33 | 835 | 3 | 331 | 11 | 10 | 136 | 3 | 21 | 7 | 115 | 25 | 20 | **2659** |
| **Events** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Summit/Conferences/ Presentations | X | | X | X | X | | | | | X | | X | X | | | | X | X | X | X | | X | | | X | 13 |
| Community Forums/ Charettes | X | | | | X | X | | X | X | | | | | | | | | X | | | | | | | | 6 |
| Active Living Road Show | | | X | | | | | | | | | | | | | | | | | | | | | | | 1 |
| Press Conferences | | | X | | | X | | | | | | | | | | | | | | | | | | | | 2 |
| Workshops/ Symposiums | | | X | X | X | X | | X | | X | X | | | | | | | | X | | | | | | | 8 |
| Walks/Races/Rides | X | X | | X | | | | | | X | X | | | X | | | | | | | | X | X | X | | 9 |
| Demonstrations | X | | | | | | | | | | | | | | | | | | | | | | | | | 1 |
| Open Streets | | | | | | X | | | | | | | | | | | | | | | | | | | | 1 |
| Expos/Parties/ Festivals/ Carnivals/ Fairs | | X | X | | | | | | X | | X | | X | | | X | | X | X | | X | | X | X | X | 12 |
| Special Days/Weeks/ Months | | X | X | | X | | | X | | | | | | X | X | X | | | X | | | X | X | | | 10 |
| Clean-Up | | | X | | | | | | | | | | | | | | | | | | | | | | | 1 |
| Grand Openings/ Awards/ Recognition Ceremonies | | | | X | | | | | | | | X | X | | X | | | | | | | | | | | 4 |
| **TOTAL** | 4 | 3 | 7 | 4 | 4 | 4 | 0 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 1 | 3 | 4 | 1 | 1 | 3 | 3 | 2 | 2 | **68** |

Table 24 (continued)

| Communications | Albuquerque, NM | Bronx, NY | Buffalo, NY | Chapel Hill, NC | Charleston, SC | Chicago, IL | Cleveland, OH | Columbia, MO | Denver, CO | Honolulu, HI | Isanti County, MN | Jackson, MI | Louisville, KY | Nashville, TN | Oakland, CA | Omaha, NE | Orlando, FL | Portland, OR | Sacramento, CA | Santa Ana, CA | Seattle, WA | Somerville, MA | Upper Valley, VT/NH | Wilkes-Barre, PA | Winnebago, NE | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Branding/Marketing/ Logo | X | X | | X | X | | X | X | X | | X | X | X | X | | X | X | | | X | X | X | X | X | X | 19 |
| Websites | X | | | X | X | | | X | X | X | X | X | | X | | X | X | | X | X | X | | X | X | | 16 |
| Newsletters/ e-Newsletters/ magazines | X | | X | X | X | X | | X | X | | | X | | | | X | X | | X | X | X | X | | X | X | 16 |
| Maps/Walking Guides/Transit | X | | | | X | | X | | X | | X | X | X | | | X | | | | X | X | X | X | X | | 13 |
| Resource Guide/ Toolkits/ Manuals | | X | | | | | | | | | | | | | | X | X | | | | | X | X | X | | 6 |
| Brochures/Flyers/ Posters | | | X | X | X | X | | | X | X | X | X | X | | | | | | | | | X | | X | | 11 |
| Videos | | | | X | | | | | | | | | X | | | | | | | | | | | | | 2 |
| Calendars | | | | X | | | | | | | | X | | | | | | | | | | | X | | | 3 |
| Print Materials | | | | | | | | X | | | | | X | | | | | | | | | | | | | 2 |
| Groups/ Block Captain/ Neighborhood Coach | | | | | X | | | | X | | | | | | | | | | | | | | | | | 2 |
| Community Reports | | | | | | X | | | | | | | | | | | | | | | | | | | | 1 |
| Apparel & Incentives | | | | X | X | | | | X | | | | X | | | | | X | | | | | | | | 5 |
| Billboards/Buses/ Banners | | | | | | | | | | | X | X | X | | | | X | | | | | | | | | 4 |
| Environment Art/PODP | | | | | | | | | | | X | | | | | | X | | | X | | | | | | 3 |
| **TOTAL** | 4 | 2 | 2 | 7 | 7 | 3 | 2 | 4 | 7 | 2 | 6 | 7 | 7 | 2 | 0 | 5 | 6 | 1 | 2 | 5 | 4 | 5 | 5 | 6 | 2 | **103** |

Figure 4: ALbD Community Partnership Logos

Table 25: Media Impact of ALbD Promotions, Based on Market Size

| Media Promotions | Albuquerque, NM | Bronx, NY | Buffalo, NY | Chapel Hill, NC | Charleston, SC | Chicago, IL | Cleveland, OH | Columbia, MO | Denver, CO | Honolulu, HI | Isanti County, MN | Jackson, MI | Louisville, KY | Nashville, TN | Oakland, CA | Omaha, NE | Orlando, FL | Portland, OR | Sacramento, CA | Santa Ana, CA | Seattle, WA | Somerville, MA | Upper Valley, VT/NH | Wilkes-Barre, PA | Winnebago, NE | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Media Market ranking (1-210) | 44 | 1 | 52 | 26 | 97 | 3 | 18 | 137 | 16 | 71 | * | ** | 49 | 29 | 6 | 76 | 19 | 22 | 21 | 2 | 13 | 7 | *** | 54 | **** | |
| Newspaper/Magazine | 17 | 8 | 2 | 89 | 6 | 6 | 28 | 188 | 19 | 14 | 94 | 55 | 18 | 20 | 3 | 116 | 4 | 6 | 26 | 2 | 12 | 6 | 111 | 23 | 18 | 891 |
| Television | 6 | 7 | 3 | 22 | 2 | 0 | 4 | 63 | 0 | 28 | 1 | 58 | 14 | 13 | 0 | 69 | 7 | 1 | 101 | 1 | 7 | 1 | 4 | 2 | 2 | 416 |
| Radio | 184 | 1 | 0 | 39 | 1 | 0 | 1 | 139 | 0 | 1 | 9 | 14 | 1 | 802 | 0 | 146 | 0 | 3 | 9 | 0 | 2 | 0 | 0 | 0 | 0 | 1352 |
| **TOTAL** | 207 | 16 | 5 | 150 | 9 | 6 | 33 | 390 | 19 | 43 | 104 | 127 | 33 | 835 | 3 | 331 | 11 | 10 | 136 | 3 | 21 | 7 | 115 | 25 | 20 | **2659** |

* Isanti County was not ranked though it exists on the outskirts of the Minneapolis-St. Paul, MN media market (ranked at 15).

** Jackson Mi was not ranked though it is located on the outskirts of Lansing, MI media market (ranked at 115)

*** Upper Valley (Hanover, NH, Norwich, VT) was not ranked though it is located on the far outskirts of Burlington, VT (ranked at 94)

**** Winnebago NE was not ranked though it is located between Sioux City, SD (ranked 113) and Omaha, NE (ranked 76)

Media market ranking is done by AC Nielsen and is calculated by the number of TV households in each market. Estimates used throughout the 2009-2010 television season, effective September 21, 2009. Source: Nielsen Media Research, Inc.

XX - In a top twenty media market

XX – in a smaller media market

### *Programs and Promotions Strengths & Challenges*

Community partnerships summarized their strengths and challenges over the course of the ALbD initiative (see Table 26). Many common themes emerged from these reflections, providing insight into the experience of implementing programmatic and promotional strategies within communities. Strengths of the programs and promotions included the following:

#### Strong leadership

Motivating and trusted leaders within the community helped to ensure active participation and engagement in programs and promotional efforts. Teachers in Chapel Hill, North Carolina served as good role models for students by walking to school and promoting active transportation. The partnership in Denver, Colorado, attributed outstanding instructors, coaches serving as motivators and resident leadership as keys to the success of the Passport program. Moreover, caring and motivating instructors in Santa Ana, California played a large role in the success of their programs.

#### Adaptability and accessibility to different audiences

The ability to adapt programs and promotions to the community as well as making activities accessible to different audiences served each partnership well. One of the greatest strengths of the Activate Omaha (Nebraska) partnership was that it developed and implemented programs that catered to the interests of its target population. For example, businesses and employees yearned for the competitiveness of the bicycle commuter challenge; children sought opportunities to be active like those offered through the Keystone Gateway to Active Living program; and community members wanted to be acknowledged and rewarded for being active in the Caught in the Act program. This enabled the partnership to be highly successful in its programs. For Santa Ana, California, the most beneficial aspect of the partnership's programs was that the programs involved the entire family. This allowed families to grow closer by spending quality time together and provided an opportunity for parents and other family members to serve as positive role models for younger children. In Denver, Colorado, success came in the form of offering free classes and equipment for its Passport program, as well as providing materials in Spanish. In Louisville, Kentucky, the partnership attributed success to alignment with existing community interests and location of the programs in visible and easily accessible community venues.

#### Connections to media

Of critical importance to many partnerships was having a connection to local media, which served to promote and validate their efforts, while at the same allowed them to reach large and diverse audiences beyond their own capacity. In Isanti County, Minnesota, the local media reported frequently on the partnership's activities. As a result, the partnership was able to leverage all communication channels to bring about a change in how residents viewed active living. Likewise, Jackson, Michigan was large enough to have its own newspaper and local radio, TV and cable station, yet small enough that these media outlets were able to devote coverage to the partnership and its projects. In Louisville, Kentucky, the partnership found public relations and local press coverage more beneficial in promoting its efforts than social marketing. This partnership found that modest local media coverage increased its credibility to both residents and community leaders.

#### Connections to health care industry

In addition to media, partnerships found that representatives from the health care industry were important to engage. By investing time and resources into programs that appealed to health educators and health care providers, the Alliance in Albuquerque, New Mexico was able to bring health-related partners to the table and make the connections between health and policy and the built environment. In Louisville, Kentucky, health care providers often referred patients to certain programs that were led by the partnership. The partnership in Isanti County, Minnesota, also noted that their active living messages were being reinforced by health care providers, which created a greater sense of urgency and accountability for residents to engage in physical activity.

### Integrating promotions and programs with physical project and policy efforts

By utilizing programs and promotions to enhance support of physical projects and policies, partnerships were able to see great accomplishments in building an active living movement. In Bronx, New York, staff members noted that there was an increase in park usage following their social marketing campaign. Likewise, in Wilkes-Barre, Pennsylvania, the partnership observed that constructing trails and designing an environment conducive to activity was a part of the process, but promotions were the critical component that linked everything together. Many agreed that promotions and increased education among residents seemed to be the biggest benefit that came out of the ALbD grant.

### Behavior and health outcomes

Perhaps, most notably, programs and promotions served as a vehicle to influence knowledge, attitudes, skills, behavior and health outcomes related to physical activity. In Honolulu, Hawaii, the biking program not only provided a safe a productive place for suspended youth, but it also created a sense that biking was "cool." In Santa Ana, California, community members shared several success stories, including weight loss, control of diabetes and other chronic conditions, learning healthy ways to prepare foods and new friendships among residents. Evaluations conducted in Wilkes-Barre, Pennsylvania demonstrated that the KAZ passport program was effective in getting people out to visit new parks and be physically active, in addition to committing to physical activity and fitness routines.

In addition, challenges related to programs and promotions were described as follows:

### Lack of participation

The most common challenge faced by a majority of the ALbD community partnerships was that of participation. A program or promotion can only be as effective as the relative participation from those who are the intended audience. Several partnerships attributed lack of parental involvement as a challenge for children's participation in programs. Albuquerque, New Mexico felt that the lack of parental involvement hindered the success of the Safe Routes to School program. Similarly, Cleveland, Ohio noted that a lack of commitment and leadership from parents had a strong negative impact on programs in the schools, such as Walking School Bus and Safe Routes to School. The Cleveland partnership acknowledged that parents' work or other demands on their time restricted their ability to be engaged in programs, a sentiment echoed by the Winnebago, Nebraska partnership. In Chapel Hill, North Carolina, many parents had difficulty understanding why it was better for students to walk to school rather than being driven. Employers also seemed somewhat resistant in a few communities to jump on board the active living movement. In Chapel Hill, North Carolina, convincing employers of the benefits of increasing activity in the work environment was challenging, but as "early adopter" companies began to adopt changes, such as showers, to encourage their employees to walk or bike to work, other businesses were more willing to participate. Community members were restricted to participate in programs due to poor health status or disability, as in the case for Cleveland, Ohio, whereas in Louisville, Kentucky, community members were not motivated to change their habits unless they faced a health crisis.

### Staff, resource and funding limitations

While lack of participation was a major reason that programs and promotions were not sustained over time, equally challenging for many partnerships was the ability to continue administering them, with considerations for staff time, resources and funding. Partnerships in Albuquerque, New Mexico; Bronx, New York; Chapel Hill, North Carolina; Cleveland, Ohio; Denver, Colorado; Honolulu, Hawaii; Louisville, Kentucky; Orlando, Florida; and Santa Ana, California each reflected that insufficient staff time was a challenge to maintaining programmatic and promotional efforts. Chapel Hill, North Carolina was able to mitigate its lack of staff time by utilizing volunteers to implement Safe Routes to School. Chicago, Illinois noted that a lack of funding limited the reach of the programs, causing discontent among parents and residents in areas not receiving programs. In order to reach the entire community, Chicago partners need to greatly diversify their efforts, however limited funding prohibited this strategy and they, therefore, chose to focus on schools. Due to funding and resource limitations for many partnerships, active living programs, were ultimately, not sustainable. To overcome this challenge, many partnerships, such as Orlando, Florida, attempted to institutionalize programming into the community itself.

### Negative media

While promoting active living efforts in the community, several partnerships noted that media served as both a facilitator and a barrier to their initiatives. In Bronx, New York, one of the biggest challenges to promotion of the partnership and its events was the lack of local bilingual media. In Cleveland, Ohio, negative media messages often received much more air time and attention than positive media messages. This was also true for Columbia, Missouri, where the local media presented stories contrary to the active living movement, such as a biking accident.

### Lack of recognition

Although many community partnerships strove to build a name and recognition for themselves through media and other outreach efforts, several still faced the challenge of reaching community members with their message. In Chicago, Illinois, many community members were familiar with particular activities of the partnership but unaware of the partnership itself and the term "active living." Likewise, in Louisville, Kentucky, and Winnebago, Nebraska, community members were not aware of the partnership's efforts.

### Building relationships with schools

Working with partners in different settings also proved to be challenging. Schools were named as an obstacle to reaching children for some community partnerships. Building relationships with individual schools was challenging in Cleveland, Ohio, especially with changes in school administration that served to either strengthen or deteriorate program efforts. In Nashville, Tennessee, the partnership was often unaware of key staff members to work with to implement programs in the schools. Similarly, Upper Valley, Vermont/New Hampshire partners encountered many challenges with implementing its Passport to Winter Fun in schools, since they were unable to connect with individual schools and engage busy teachers. Part of the challenge to working with schools was the issue of liability. Many Safe Routes to Schools efforts undertaken by community partnerships faced roadblocks, including Chapel Hill, North Carolina, Louisville, Kentucky and Winnebago, Nebraska.

### Environmental conditions and safety concerns

Active living and the environment go hand in hand, yet many communities faced environmental obstacles that kept programming efforts from reaching their full potential. In the northern communities, such as Buffalo, New York, the long, cold winters made it difficult to sustain ongoing active living programming. Partners in Isanti County, Minnesota and Winnebago, Nebraska also noted the harsh winter weather as a barrier to being active outside. For other communities, environmental barriers came in the form of safety and crime. Chicago, Illinois partners felt that safety concerns related to traffic and violence kept many community residents from participating in programs. The same concerns rang true for partners in Chapel Hill, North Carolina, Honolulu, Hawaii, Isanti County, Minnesota, Louisville, Kentucky, Nashville, Tennessee, Portland, Oregon and Winnebago, Nebraska. This fear of safety and crime kept many parents from allowing their children to participate in Safe Routes to School, Walking School Buses, biking programs and other events. Though many partnerships were prepared to address physical barriers related to safety, they felt ill-equipped to address barriers related to crime.

Table 26: ALbD Programs and Promotions Strengths and Challenges

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Albuquerque, New Mexico | Partnership: The Alliance brought health-related partners to the table by investing time and resources in projects that appealed to healthcare providers and health educators and made the connection between health and policy and the built environment; and the Alliance linked efforts, when appropriate, to build support and maximize resources.<br>Capacity: Partners made use of the ALbD National Program Office technical assistance and training opportunities in order to build skills and expertise.<br>Adaptability & Accessibility: The Alliance recognized the need to target its programs and promotions to individual communities. The social marketing campaign helped the partnership regain momentum and focus in the midst of staff changes and partnership struggles. | Participation: There was a lack of parental involvement in the partnership's Safe Routes To School efforts; and the ALbD champion became less involved as his Community Bike Recycle Program become more complex<br>Administration: There was a lack of consistent administration and staff support for school-based efforts.<br>Implementation: Creating programs and promotions that appealed to diverse communities was difficult because of a lack of expertise. |
| Bronx, New York | Outcomes: Although no formal evaluation was conducted to assess the effectiveness of the social marketing campaign, staff members noted an increase in park usage and event turnout following the campaign. | Publicity: One of the biggest challenges to promotion of the partnership and its events was the lack of local bilingual media. Because of the high number of Spanish speakers in the neighborhood, use of the local media did not reach a large proportion of the residents. The partnership relied on personal outreach in the place of media outreach to the events and programs. In addition, since the Greenway and Sheridan were long-term projects, it was difficult to have consistent media coverage.<br>Vision & Purpose: Although the partnership valued promotional campaigns for its new amenities, partner organizations felt that South Bronx residents were not in need of additional encouragement to utilize them.<br>Administration: The Bronx Department of Health agreed to integrate project plans into its outreach efforts but ultimately did not have the capacity to distribute the plans; the Mothers on the Move walking group did not continue after its first year because of a lack of communication and commitment. Walking programs were ultimately not sustainable by the partnership due to the staff time required for community outreach and coordination; and the elementary school fishing program was discontinued due to lack of staff time.<br>Recruitment: The elementary school fishing program was discontinued after three years due to poor outreach to participants. |
| Buffalo, New York | Outreach & Engagement: The Medical Campus made an effort to built trust within each neighborhood. | Environmental Barriers: Buffalo's long, cold winters made it difficult to sustain ongoing active living programming.<br>Participation: While the Medical Campus was hoping to become a leader in health sciences and act as a model for building healthy communities, it faced difficulties in altering the mindset and behavior of its employees; and the partnership found it difficult to implement programs for medical campus employees that fit within their busy work schedule. |

Table 26 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Chapel Hill, North Carolina | Outreach & Engagement: Go Chapel Hill found that businesses were more responsive to their programs when Active Business messaging was sent through the Chamber of Commerce or the Downtown Partnership, both highly respected business networks in the community.<br>Leadership: Teachers served as good role models for the students participating in the Active Schools program by walking to school and promoting active transportation. | Environmental Barriers: Although the schools encouraged students to use paths with crossing guards present, many students took alternative routes, including wooded paths, which made planning for safety difficult.<br>Participation: Many parents had difficulty understanding why it was better for students to walk to school rather than being driven; Go Chapel Hill's difficulties in implementing Safe Routes to School were mitigated by encouraging students to select meeting at gathering points to walk to school; and convincing employers of the benefits of increasing activity in the work environment was a challenge, but as "early adopter" companies began to adopt changes, such as showers, to encourage their employees to walk or bike to work, other businesses were more willing to participate.<br>Liability: Go Chapel Hill experienced difficulties implementing Safe Routes to School, due to liability issues, which were mitigated by changing the name of the program to Active Routes to Schools.<br>Administration: Go Chapel experienced difficulties implementing Safe Routes to School, which were mitigated by utilizing volunteers rather than school staff. |
| Charleston, South Carolina | Partnership: The partnership had a great relationship with reporters and others that work for the media in the region, who in turn, promoted the addition of more bike patrols in Charleston.<br>Capacity: The partnership found that the League of American Cyclists Licensed Certified Instructive Training empowered law enforcement officers to become more active in bicycle/pedestrian issues both within the community and among their colleagues. | Participation: Following a successful and well-attended workshop, the city neglected to send out thank-you notes to participants, which could have influenced their intention to participate in additional activities; the League of American Cyclists Licensed Certified Instructive Training program required participants to commit a full weekend of in-class and road participation to complete, which was difficult for participants to commit to.<br>Implementation: Staff found it difficult to re-educate residents practicing unsafe bicycling behaviors (e.g., riding against traffic) and the negative attitudes instigated by these behaviors.<br>Political Barriers: The partnership was frustrated by the Department of Transportation's slow approval process for Safe Routes to School programming. |

Table 26 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Chicago, Illinois | Partnership: By combining active living and healthy eating strategies in schools, the partnership was able to successfully demonstrate the benefits of the program to teachers, increasing their buy-in. | Administration: School administrators and teachers had to juggle state requirements and active living goals.<br>Financial Barriers: Partners had difficulty sustaining costly programs; the lack of funding limited the reach of programs, causing discontent among parents and residents in areas not receiving the programs.<br>Environmental Barriers: Safety concerns related to traffic and violence kept many community residents from participating in programs.<br>Implementation: The partnership found the communication methods used for programs and promotions were unsuccessful (flyers, door-to-door); the lack of a central venue for promotions was a significant challenge in increasing community awareness.<br>Vision & Purpose: Partners stated that they struggled with creating a collective identify or "brand" for themselves.<br>Recognition: Many community members were familiar with particular activities of the partnership but unaware of the partnership itself and the term "active living."<br>Financial Barriers: In order to reach the entire community, partners needed to greatly diversify their efforts. However, limited funding prohibited this strategy, and partners chose to focus on schools. |
| Cleveland, Ohio | None mentioned | Participation: Community fatigue set in when programs received little to no response or participation; parents' work or other demands on their time restricted their ability to be engaged in programs; a lack of commitment and leadership from parents had a strong negative impact on programs in the schools (e.g., Walking School Bus, Safe Routes to School); poor health status or disabilities restricted community members' ability to participate in the programs; and children often did not participate consistently due to transient lifestyles, parents' schedules, and other commitments.<br>Administration: Slavic Village Development Corporation staff did not have the time to run the programs.<br>Publicity: Negative media messages often received much more air time and attention than positive media messages.<br>Recruitment: Most of the program participants were white, and it was challenging to recruit the African American community to participate.<br>Resources: Other community programs competed for the use of facilities (e.g., Alcoholics Anonymous).<br>Partner Obstacles: Building relationships with individual schools was very challenging and changes in school administrators could strengthen or deteriorate program efforts.<br>Environmental Barriers: A perceived lack of safety limited participation in programs located in different parts of Slavic Village Neighborhood, particularly among older adults. |

Table 26 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Columbia, Missouri | Outreach & Engagement: Through previous relationships, the PedNet Coalition was able to access media outlets frequently and with ease. Columbia's Walking School Bus was such a success that the partnership was invited to present a 7-hour workshop to health promoters in New York and 2 "unofficial" routes were started at an area elementary school. The Safe Routes to School program inspired non-project schools to also begin their own routes. | Participation: The 8-week nutrition and fitness class targeting 8th/9th graders had trouble maintaining participation due to the stigma of acknowledging a problem with personal weight; the Passport program offered at the junior high school was largely ignored – a better response was received from elementary students but very few kids actually logged activity and completed the challenge; the Douglass Neighborhood Trail 12-week walking program with a $100 prize was unable to draw participants from the targeted (lower-income) neighborhood.<br>Recruitment: The nutrition and fitness class had trouble recruiting 8th/9th graders due to the stigma of acknowledging a problem with personal weight.<br>Environmental Barriers: The partnership had difficulty in reaching working professionals. Many offices do not encourage or promote active transportation since biking/walking is not practical for employees who have a dress code and nowhere to shower at work.<br>Publicity: Local media presented stories contrary to the active living movement, like a biking accident.<br>Disparities & Inequities: Many of the families that received bicycles from the Cycle Recycle program did not know how to repair and maintain them, nor could they afford to have them repaired by a professional. |
| Denver, Colorado | Leadership: Community members, partners and staff noted that resident leadership was a key to the success of the Passport program. Outstanding instructors kept residents involved in the program and coaches served as motivators in their neighborhoods.<br>Adaptability & Accessibility: Part of the success of the Passport program was that classes and materials were offered in Spanish; classes were provided for free and equipment was made available. The partnership was able to be flexible with programming to reflect residents' needs and concerns. | Administration: It was difficult to manage equipment and space needs with the number of participants, as well as staffing the programs.<br>Implementation: The partnership noted the difficulty with programming for the children's Passport program and the need to revise the program's goals and activity levels for different age groups; and the structure of the Passport program made it difficult for residents to adjust to exercising on their own.<br>Financial Barriers: The Passport program was unable to run year-round due to budget shortfalls and the desire to plug residents into existing fitness programs<br>Participation: The lack of participation from Stapleton residents was due to many residents having memberships to fitness centers.<br>Partner Obstacles: The lack of interest and time constraints of area schools and businesses were the main barriers to the implementation of additional programs. |

Table 26 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Honolulu, Hawaii | Outreach & Engagement: The KVIBE program exceeded expectations in its popularity. Through the Outreach campaign, KVIBE was able to spread the word and elicit donations on a small budget. The bike shop received an award for quality in one of its first years in operation and as such, has been able to create a sense of biking as being cool.<br>Connections: The connections of a key staff member at KVIBE paved the way for constant receipt of spare bike parts from bike shops and people.<br>Outcomes: KVIBE has provided a safe and productive place for suspended kids to go (an unanticipated positive result). | Participation: Walking groups were difficult to coordinate because staff members could not get consistent number of people to show up for the walking groups.<br>Administration: Walking groups were difficult to coordinate because there was not a staff person with total time flexibility and they were not able to engage more reliable volunteers.<br>Financial Barriers: The reimbursable nature of the funding for Safe Routes to School Programs was a barrier for schools and communities that didn't have the funding upfront to start programs.<br>Environmental Barriers: While providing bikes to children was considered a great idea, there were often concerns about safety due to traffic. |
| Isanti County, Minnesota | External influences: There were external circumstances that strengthened the partnership's messages. For example, high gas prices made residents more amenable to messages that promoted walking as a form of transportation.<br>Outreach & Engagement: The partnership developed very colorful and appealing promotions that excited people about active living (e.g. Walk the Town signage). The partnership was able to develop promotions that had a lasting presence in the community. Connections: The local media reported frequently on the partnership's activities. The partnership leveraged all communication channels to bring about a change in how residents viewed active living. Several of the active living messages were being reinforced by health care providers, which created a greater sense of urgency and accountability for residents to engage in physical activity.<br>Implementation: Some of the smallest promotions were the most successful (e.g., hopscotch, loop signage, and speed signage). Adaptability & Accessibility: Participants of walking programs reported feeling better after partaking in group activities and appreciated that the program's flexibility allowed them to attend only the sessions of their choice. | Environmental Barriers: There were several physical barriers that limited the partnership's ability to hold certain promotions in different areas. For example, Walk to School day could not be held in Braham because the road connecting to the school was unsafe; and many community residents identified the harsh winter weather as a barrier to being active outside during the winter months.<br>Liability: Schools had limited participation in some promotions, such as the walking school bus, because of the associated liability. |

Table 26 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Jackson, Michigan | Resources: The Task Force was able to implement programs with minimal staff support by using existing resources that could be easily adapted for new audiences.<br>Outreach & Engagement: Jackson was large enough to have its own newspaper as well as local radio, TV, and cable stations, yet small enough that these media outlets were able to devote coverage to the partnership and its projects. | Publicity: Maintaining a cohesive message to identify the work of the Task Force was challenging as well as convincing the community of the importance of the partnership's work.<br>Participation: Some of the walking school bus stop sites were largely unused because students (and their parents) were uncomfortable walking with adults that they did not know; volunteers lost interest due to the lack of student participation.<br>Administration: Carrying the momentum over from one walk leader to another was difficult.<br>Implementation: School participation in Safe Routes to School programs required continuous encouragement at all levels (student, parent, teacher and principal)<br>Recruitment: Promoting the Foot Energy program proved difficult to convince employers that such a program was cost-beneficial and that improved employee physical health would decrease overall medical expenses; employers were hesitant to invest in a program which they didn't think employees would use and would rather build a workout facility or provide gym memberships than encourage employees to participate in a program requiring such effort to institutionalize.<br>Environmental Barriers: Employees and employers were concerned about the distance or time required to walk or bike to destinations. |
| Louisville, Kentucky | Adaptability & Accessibility: The success of programs could be attributed to alignment with existing community interests and location of the programs in visible and easily accessible community venues; and programs that were free and open to all residents were more successful.<br>Connections: Health care providers often referred patients to certain programs; programs often benefited from word-of-mouth promotion; modest local media coverage increased the credibility of the partnership to both residents and community leaders; and the partnership found public relations and local press coverage more beneficial in promoting its efforts than social marketing.<br>Leadership: Instructors were both male and female and of various age groups to appeal to all residents.<br>Partnership: The partnership found more success when they became involved with existing efforts as opposed to creating their own. | Financial Barriers: There was a lack of motivation because the programs were not long-lasting, due to funding.<br>Implementation: Programs required incentives in order to build interest at start-up.<br>Participation: Community members were not motivated to change their habits unless they faced a health crisis.<br>Recognition: Community members were not aware of the partnership's efforts.<br>Liability: There were concerns about liability issues with volunteer program leaders and Safe Routes to School.<br>Publicity: The partnership was not always successful in reaching the appropriate audience with promotional efforts.<br>Environmental Barriers: Community members were sometimes unwilling to participate in activities because of concerns about crime and safety.<br>Administration: The partnership did not always have enough staff to cover program demands.<br>Competing Interests: The school district had other priorities related to desegregation and rezoning during the ALbD grant period. |

Table 26 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Nashville, Tennessee | Adaptability & Accessibility: Partners noted that community organizations and individuals were attracted to the Sisters Together program due to the flexibility offered to the participants. | Implementation: The partnership struggled to implement programs in local schools throughout the funding period due to the partnership being unaware of key staff members to work with to implement programs in the schools.<br>Environmental Barriers: The partnership was challenged by the need to address parental concerns about crime. Prepared to address physical barriers, the partnership felt ill-equipped to address barriers related to crime. |
| Oakland, California | None mentioned | None mentioned |
| Omaha, Nebraska | Adaptability & Accessibility: One of the greatest strengths of the Activate Omaha partnership was that it developed and implemented programs that catered to the interests of its target population. For example, businesses and employees yearned for the competitiveness of the bicycle commuter challenge, children sought opportunities to be active like those offered through Keystone Gateway to Active Living, and community members wanted to be acknowledged and rewarded for being active as with Caught in the Act. This enabled the partnership to be highly successful in its programs. | Recruitment: Reaching those who were less active and encouraging them to become involved was difficult.<br>Administration: Engaging workplaces in programs was difficult if there was a lack of proper resources and support from management. |
| Orlando, Florida | None mentioned | Administration: The partnership found it difficult to maintain programs because of the intense resources and staff time needed.<br>Sustainability: The partnership realized that the community must ultimately be responsible for programs in order to ensure sustainability. |
| Portland, Oregon | Participation: The success of the Kelly GROW program was partly attributed to excitement among students and parents to participate.<br>Resources: Student costs were covered by organizational fundraising.<br>Partnership: Responsibility for the year-long program being shared among three organizations.<br>Implementation: Due to effective implementation, programs were able to transition seamlessly, allowing for continuous learning and reinforcement of previous lessons. | Environmental Barriers: Lents was not conducive to walking and residents did not enjoy walking in the community due to safety concerns and poor aesthetics; the Portland infrastructure was not conducive to active living programs; and the presence of crime limited areas available for programming<br>Competing Interests: It was difficult to engage residents due to competing concerns and priorities unrelated to active living.<br>Sustainability: Neighborhood groups did not show interest in developing similar programs and Lents WALKS was ultimately not sustainable. |
| Sacramento, California | Leadership: Teacher involvement helped propel the school-based programs to success. Because student populations change each year, strong school staff support helped sustain school-based efforts.<br>Community Support: As residents became more aware of walk to school efforts, they began to drive more carefully.<br>Implementation: Promotional events and incentives helped sustain momentum and increase participation by providing a consistent presence and reminder of the partnership and its mission; and the partnership's Complete Streets communication plan provided a framework for combining many issues into one focused message. | Sustainability: The biggest obstacle for the partnership and the lead agency for creating and sustaining community programs was that many of the partners, such as WALKSacramento, did not provide direct program services in their organizational mission and lacked the resources for long term support for programs. Staff members felt that the ongoing busyness of peoples' lives made programs difficult to sustain and their efforts were better served in working towards an environment that encouraged walking and biking in everyday activities, rather than a walking program to put on the calendar. |

Table 26 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Santa Ana, California | Adaptability & Accessibility: Staff, partners, and community members felt the most beneficial aspect of ALISA's programs was that they involved the entire family. This allowed families to grow closer by spending quality time together and provided an opportunity for parents and other family members to serve as positive role models for younger children.<br>Outcomes: Community members and Safe and Active Living United Districts (SALUD) participants shared several success stories, including weight loss, control of diabetes and other chronic conditions, learning healthy ways to prepare foods, and new friendships among residents.<br>Leadership: Caring and motivating instructors played a large role in the success of this program. | Administration: ALISA partners faced many challenges to designing and implementing effective programs and promotions: there was a shortage of Parks, Recreation, and Community Services staff to develop new groups; programming was often dictated by cooperation from principals or community organizations rather than community needs; the Parks, Recreation, and Community Service department and schools were not incentivized to develop girls' team sports; the physical education departments within the school district were understaffed; the partnership was not able to hire and train neighborhood walking club leaders; the partnership struggled with becoming too "program-heavy" and depleting their resources, financial and otherwise.<br>Participation: Community members' attendance was limited by work schedules and other daytime commitments; the community perceived walking as only a means of transportation and placed low priority on healthy lifestyles. |
| Seattle, Washington | Partnership: Creating a strong relationship with key partners such as the Nutrition Services Department at the school district and parent leaders contributed to the success of physical activity and healthy eating programs across Seattle schools and community. | Participation: Membership in Feet First remained low despite the social marketing campaign and the various promotional activities.<br>Publicity: Partners expressed negative attitudes toward using the reduction of obesity as the main promotional message and suggested using more motivational messages about the benefits of physical activity instead, such as improving one's own health, enjoying life more, or being able to spend more time with grandchildren. |
| Somerville, Massachusetts | None mentioned | Resources: Efforts to engage Portuguese-speaking adults in tailored physical activity and maintain multicultural leadership involvement in the task force were challenged by limited resources.<br>Publicity: While the Shape up Somerville slogan was successfully adopted by active living stakeholders and advocates, the task force was not successful in efforts to develop a comprehensive communications strategy or active living promotional messages that spanned age groups and appealed to diverse subpopulations. |
| Upper Valley, Vermont & New Hampshire | None mentioned | Partner Obstacles: The partnership encountered challenges with the Passport to Winter Fun, mainly connecting with individual schools and engaging busy teachers; and for the prescription program, Trails for Life staff noted that changing physicians' behavior was a difficult task, in prescribing physical activity to patients. |

Table 26 (continued)

| Community Partnership | Strengths | Challenges |
|---|---|---|
| Wilkes-Barre, Pennsylvania | Outcomes: Many agreed that promotions and increased education among residents seemed to be the biggest benefit that came out of the ALbD grant. Evaluations demonstrated that the KAZ passports were effective in getting people out to visit new parks and be physically active and that people were very interested in the program. Riverfest/National Trails Day was a very successful promotion event throughout the grant period.<br>Integration: Constructing trails and designing an environment conducive to activity is part of the process, but promotions were the critical component that linked everything together.<br>Implementation: Group activities helped individuals commit to physical activity and fitness routines. | Participation: There was not much participation by local teens for YMCA hiking program; and the Bike Safety Event was unsuccessful at attracting participants.<br>Recruitment: The Partnership encountered moderate resistance when promoting physical activity. Health alone was not a strong enough motivator. |
| Winnebago, Nebraska | Partnership: The Winnebago partnership found that their efforts to implement effective programming were strengthened by their commitment to work together.<br>Resources: Sharing resources, staff, and ideas as well as reducing the duplication of programs targeting a particular age group or population increased partners' ability to develop relevant programs for the community.<br>Implementation: Programs that targeted children between the ages of 8 and 13 were most successful. At this age, children were eager to participate in new programs and activities. | Recruitment: Partners and staff were unable to create enough interest among parents to organize a Walking School Bus program using the new Thunderhead Trail.<br>Liability: Liability issues further prevented the partnership or schools from hiring a coordinator for the program.<br>Publicity: Although the local media was very supportive of the Winnebago partnership and its efforts, partners felt that their promotions could have been more impactful if they had explored additional avenues and media outlets.<br>Environmental Barriers: One of the largest challenges related to programming in Winnebago was the lack of facilities and safe pedestrian access – the partnership continued to address this concern by making physical improvements in the community; and adverse weather conditions negatively affected the partnership's ability to implement programs.<br>Participation: Parents were the most difficult group in which to gain participation in programs and other activities, perhaps because of constraints of work and childcare; teenagers were also a challenging age group to engage in the programmatic efforts of the partnership due to a lack of interest in a program unless it involved food, money, or a trip; there was a lack of interest in biking; and incentives provided limited influence on participations.<br>Recognition: Community members sometimes did not realize the extent of the partnership's efforts; and some partners felt that it was important that the community understood what active living was and how the various organizations that served as partners were addressing related issues. |

### *Sustainability*

Community partnerships gained a great deal of momentum through their efforts. This momentum helped to propel the initiatives forward beyond the original funding period. In part, this momentum stemmed from significant efforts to keep the partners engaged and energized throughout the policy and physical project changes, as well as the promotional and programmatic efforts. Partners realized that creating change in the community required long-term commitments and the use of several approaches to mobilize community residents and local leaders. By using a variety of approaches, community partnerships encouraged partners to become involved in ways that work for them. In addition, by mixing and phasing in various 5P strategies, integrated approaches to change seemed to carry the momentum forward. Sustainbility efforts related to the community partnerships' initiatives have been reported in an article as part of an evaluation supplement for the American Journal of Preventive Medicine (AJPM).[45]

Partners identified a range of sustainability efforts (see Table 27) as well as the strengths and challenges associated with implementation of these sustainability efforts (see Table 28).

Several considerations emerged with respect to sustainability, including:

- partner flexibility and a willingness to adapt to change were required when roadblocks (e.g., no local leadership, difficulty getting residents engaged, inadequate funding for capital improvements) were encountered;
- in the face of multiple challenges over time, partner exhaustion and burn out or a sense of community fatigue required engagement of new partners or strong leadership to renew energy and enthusiasm;
- time for reflection on what has worked and what has not in the partnerships helped some communities to improve their relationships and shift partner responsibilities to increase functioning and effectiveness;
- success maintaining the community's interest in the initiative through creative promotional or programmatic activities often resulted in greater support for policy changes and physical projects;
- celebrating the partnership's accomplishments and honoring the contributions of each member increased the overall sense of accomplishment and appreciation; and,
- planning for institutionalization gave partners the opportunity to consider meaningful ways to keep the efforts going after the ALbD program ended.

Table 27: ALbD Community Partnerships' Immediate Plans for Sustainability

| Community Partnership | Immediate plans for sustainability |
|---|---|
| Pursued sustainability support: | |
| Albuquerque, NM | To work towards a Great Streets Facilities Plan for the City of Albuquerque. |
| Buffalo, NY | To develop a Healthy Communities addendum to Buffalo's Comprehensive Plan. |
| Chapel Hill, NC | To continue the Active Business Program and to create one comprehensive Complete Streets policies and guidelines document. |
| Charleston, SC | To revise county, city and town comprehensive plans to encourage land use and transportation policies promoting active living principles. |
| Chicago, IL | To develop, test, institutionalize and replicate a model school-based program to promote a culture of healthy living in a school community. |
| Cleveland, OH | To expand the partnership, replicate Safe Routes to School successes, and improve trail aesthetics and connectivity. |
| Columbia, MO | To institutionalize the Walking School Bus program in Columbia and support Missouri's Safe Routes to School program. |
| Denver, CO | To support a permanent organizational infrastructure for residents to mobilize on their own and advocate for policy and environmental change. |
| Honolulu, HI | To continue to enhance the draw of energy, money and commitment for the Nature Park and bike exchange as sustainable active living efforts. |
| Isanti County, MN | To institutionalize some of the active living initiatives under the umbrella of partners' organizations and serve as a model for other rural areas. |
| Jackson, MI | To institutionalize biking and walking into the process for planning transportation and community development work. |
| Louisville, KY | To maintain focus on built environment and health, including safety, walkability, Safe Routes to School and neighborhood plans. |
| Nashville, TN | To expand and sustain the Music City Moves! Kids program with train-the-trainer workshops for pedestrian and bicycle safety education. |
| Oakland, CA | To pursue a community-driven intergovernmental initiative to improve schoolyards working on a city-wide scale. |
| Omaha, NE | To focus on management and expansion of the 19-mile bike loop and the establishment of the Balanced Transportation Committee. |
| Orlando, FL | To sustain the partnership, consider incorporation as a 501(c)3 and maintain focus on policy and infrastructure change. |
| Portland, OR | To create permanent and sustainable changes in the community by instilling active living cultural norms, policies, and physical infrastructure. |
| Sacramento, CA | To address Complete Streets needs and support plans and implementation, including Safe Routes to School. |
| Santa Ana, CA | To develop systems related to Complete Streets, Safe Routes to School, joint use, Safe and Active Living United Districts (SALUD), and trail improvements. |
| Seattle, WA | To develop a sustainability plan and continue work on the way-finding system, trail planning and related community efforts. |
| Somerville, MA | To design, plan, and implement a Sustainability Plan and Logic Model, working closely with elected officials to advance policies for active living. |
| Upper Valley, NH/VT | To have the Upper Valley Trails Alliance be the entity to help implement change to support active living in the region. |
| Wilkes-Barre, PA | To create the Luzerne County Active Outdoor Alliance as a home to continue creating, advocating, and providing information on active outdoor places. |
| Did NOT pursue sustainability support: | |
| Bronx, NY | To continue the South Bronx Greenway Project. |
| Winnebago, NE | To have partner organizations lead active living projects in the future. |

Table 28: ALbD Community Partnership Sustainability Strengths and Challenges

| Community Partnership | Plans for Sustainability | Strengths | Challenges |
|---|---|---|---|
| Albuquerque, New Mexico | To work towards a Great Streets Facilities Plan in the City of Albuquerque. | Promotion: Alliance partners expanded the active living movement by incorporating active living messages in their work outside the partnership. The ALbD funding and work of the partnership initiated the increased attention to active living in the area.<br>Policy/Program: Policy work and other programs were sustained after the initial ALbD funding ended. The Community Bike Recycle Program became independent with support from New Mexico legislators.<br>Funding: A Kellogg Food and Fitness Grant received by 1000 Friends of New Mexico allowed continued work on walkability and walking programs. Prescription Trails got additional funding and support from the Department of Health. | |
| Bronx, New York | To continue working for a more active and healthy community in the South Bronx. | Program: Sustainable South Bronx employed people to coordinate programs related to active living and the South Bronx Greenway project.<br>Funding: The organization continued to seek funding sources to support these programs. | Resources: The community partnership needed more staff.<br>Maintenance: It continues to be a challenge to maintain physical projects in the South Bronx.<br>This community partnership did not seek sustainability funding from ALbD. |
| Buffalo, New York | To embed active living principles into the work of the city, community groups, and member organizations. | Partnership: Staff and partners continued to expand the partnership.<br>Policy: Staff and partners were able to institutionalize policies. The lead agency developed an addendum to Buffalo's Comprehensive Plan, the principal policy documents guiding decisions related to land use and the built environment, to clearly outline how the city can integrate active living and healthy eating principles into all city initiatives.<br>Funding: Staff and partners aggressively worked to get new funding. The lead agency and the City of Buffalo leveraged the ALbD work to obtain funding for "Four Neighborhoods, One Community." To create a united vision for the future, this effort engaged the ALbD neighborhoods, the lead agency, and the newly incorporated downtown area in assessment activities, visioning sessions, and community workshops to develop a coordinated planning and development process that would effectively join four distinct neighborhoods as one single community. | |

Table 28 (continued)

| Community Partnership | Plans for Sustainability | Strengths | Challenges |
|---|---|---|---|
| Chapel Hill, North Carolina | To have a lasting impact on the active living culture in Chapel Hill by combining strategies to address obesity, active living, recreational opportunities, and public art. | Policy: The partnership successfully petitioned the Town Council to become a permanent official advisory committee to continue to influence policies and physical projects related to active living. Partners examined existing policies and guidelines to create one cohesive Complete Streets document.<br>Program: Partners continued efforts in the Active Business Program by conducting one-on-one meetings with businesses interested in Go Chapel Hill Active Business guidelines.<br>Resources: Partners hired additional part-time staff to work on the development and adoption of new Complete Streets Guidelines.<br>Funding: The partnership believed it was better prepared to apply for and receive quality funding based on the successes demonstrated during the grant. | |
| Charleston, South Carolina | To encourage land use and transportation policies that promote active living principles. | Partnership: Staff and partners built a statewide network, collaborating with others working toward similar goals, and partnering with other organizations targeting policy change.<br>Policy: The Council of Governments' Unified Planning Work Program, a federal requirement to designate funds for planning activities, was written and approved to support ALbD activities. The partnership has been working to revise county, city, and town comprehensive plans and engage the community in developing a Regional Land Use and Transportation Blueprint Plan that specifically promotes active living and improved design implementation strategies to improve the built environment for connectivity.<br>Research: The partnership planned to establish an active living research center in Charleston.<br>Resources: The partnership hired expert consultants, including a mobility manager to work on issues concerning ride shares, public transit, ability for different populations to travel throughout the city, and air quality related to public transit. | Context: The economic downturn and complex start-up and administrative process required the community partnership to put the development of the active living research center on hold, although the partnership continues to discuss the possibility. |
| Chicago, Illinois | | Partnership: The Logan Square Neighborhood Association has formed new and expanded partnerships including participation in a regional alliance and consortiums, and it has increased collaboration with and cooperation from city and state departments of health. | |

Table 28 (continued)

| Community Partnership | Plans for Sustainability | Strengths | Challenges |
|---|---|---|---|
| Cleveland, Ohio | To continue the work that they have been engaged in for the last five years and to find ways to institutionalize and support their efforts in the future. | Partnership: Slavic Village Development Corporation planned to continue: dialogue with experts and communities on ways to sustain project efforts, efforts to create new partnerships and build on existing partnerships, and expanding the vision or niche of planning with all partners.<br>Physical Projects: The partnership worked to connect the trails in Slavic Village Neighborhood to other trails leading to downtown Cleveland or other destinations as well as to increase the aesthetics and amenities in and around the trails by working with local youth, artists, or art departments.<br>Programs: Partners continued to expand the Safe Routes to School program to other school districts and schools in the Cleveland area. | |
| Columbia, Missouri | To influence young children to embrace an active lifestyle that may be sustained through their adult lives and they may lead others in living in a similar lifestyle. | Partnership: The University of Missouri partnered with the city in the federal Nonmotorized Transportation Pilot Project.<br>Policies: The University of Missouri updated its bike/ ped master plan. Columbia Public Schools has considered analysis of walking to school in their transportation planning. The city has been receptive to the Non-Motorized Transportation Pilot Program.<br>Resources: Partners supported a Bicycle and Pedestrian Program Manager to be hired by the city and the use of "school liaisons" to help promote programs to families, pass on communications, and help with registrations.<br>Funding: The Robert Wood Johnson Foundation name has helped leverage more funds. The PedNet Coalition is looking to move toward paid membership in its organization once the grants are depleted. The government is increasing its federal funds to address physical activity and obesity issues in communities. | Partnership: Partners speculated that the system (built environment) may or may not work and expressed uncertainty that the businesses in this system will survive.<br>Community support: Partners have continued to work to garner the support of the community.<br>Political support: Partners have worked to create an active core group of decision-makers when the mayor is gone.<br>Context: Changes to improve active living and promote a healthy lifestyle still may be targeted to the affluent and may just be widening health disparities. Columbia is spread out and continues to spread due to the inexpensiveness of property. |

Table 28 (continued)

| Community Partnership | Plans for Sustainability | Strengths | Challenges |
|---|---|---|---|
| Denver, Colorado | To support a permanent organizational infrastructure for residents to mobilize on their own and advocate for policy and environmental change for the benefit of their neighborhoods. | Partnership: Through leadership from the Stapleton Foundation, the organizations involved in the partnership have now adopted a Healthy Living Initiative called the "Be Well" health and wellness initiative. Many groups have also become involved in active living projects of their own, including gathering data, operating programs, and working toward policy change.<br>Community support: Resident involvement and advocacy has been the key to the Stapleton Foundation's success in all of its initiatives. Partners planned to further improve the resident component through a formal organizational infrastructure using the established neighborhood coach network.<br>Resources: By adopting a health initiative and incorporating the partnership's committees and programs into the Stapleton Foundation, the Foundation has ensured the sustainability of the partnership and an active living emphasis in the Greater Stapleton area. | |
| Honolulu, Hawaii | To continue to enhance the draw of energy, money, and commitment for the Nature Park and KVIBE as sustainable active living efforts. | Funding: Staff members and leaders have applied for other grants and found additional funding sources which will sustain the Nature Park and KVIBE. They have worked to bring KVIBE under the umbrella of Youth Services in the Department of Human Services in order to complement and sustain the director's salary. They have also worked to find sustainable funding so the Nature Park can pay for itself through fees. | |
| Isanti County, Minnesota | To institutionalize some of the active living initiatives under the umbrella of partners' organizations. | Partnership: Partners have sought ways to allow the formal ALbD partnership to continue in some fashion concerning the implementation of health improvement projects in Isanti County.<br>Resources: The partnership also intends to use the experiences and skills acquired during the ALbD grant to work with other rural areas in Minnesota to generate interest in incorporating active living their communities. | |

Table 28 (continued)

| Community Partnership | Plans for Sustainability | Strengths | Challenges |
|---|---|---|---|
| Jackson, Michigan | To institutionalize biking and walking into the process for planning transportation and community development work. | Partnership: The Fitness Council of Jackson continues to be the lead agency and the Walkable Community Task Force remains a permanent advisor to the city council.<br>Policies: Partners worked on three goals: (1) to establish non-motorized infrastructure projects as the priority; (2) to develop guidelines for non-motorized components of road projects; and (3) to strengthen local ordinances in support of walkable, bike-friendly communities.<br>Programs: The school system had the trained staff, institutional experience, and assistance from the state to continue the Safe Routes to School program. The Michigan Prisoner Re-entry Initiative had established funding and growing interest to sustain the program. This program was a model for a community bike recycling and education program that would reach a much larger audience. | Partnership: Community organizations that had contributed began to end their support when the ALbD grant was ending.<br>Funding: Securing funding for sustainability was challenging because they spent most of the 5 years developing and expanding programs and trying to reach a larger audience. |
| Louisville, Kentucky | | Partnership: The key to project sustainability was building it in from the beginning by involving key community leaders in the project and engaging them in long-term objectives and goals. The partnership was able to successfully hand over the baton to other institutions by the end of the grant period, including the Mayor's Healthy Hometown Movement, the Presbyterian Community Center, Meyzeek Middle School, and the Public Health Department.<br>Funding: A $400,000 HKHC grant will be administered by the public health department to build on the partnership's successes. The Presbyterian Community Center also received grants for quality of life plans. | Partners' experience demonstrated that programs and promotions were difficult to sustain, while policies and physical improvements were more likely to endure. |
| Nashville, Tennessee | To institutionalize the partnership at the governmental level. | Policies: Partners worked to create a formal committee consisting of members from key departments such as Metro Planning, Metro Public Works, the Health Department, Metro School District, and the Mayor's office, among others.<br>Programs: Moving forward, the partnership looked to devote the majority of its time and funding to the Music City Moves Kids program.<br>Resources: Staff involvement in the formal committee was designed to be a job responsibility and the board was intended to have a mandate or agenda from the Mayor's office with the authority to carry out projects. | Partnership: Partners worked to find and encourage individuals and organizations to take charge of the programs and efforts at different locations; yet, securing these relationships has been a challenge for the partnership. |

Table 28 (continued)

| Community Partnership | Plans for Sustainability | Strengths | Challenges |
|---|---|---|---|
| Oakland, California | To improve schoolyards city-wide. | Partnership: The Foothill Corridor Partnership has been expanding from a neighborhood-level pilot project to a community-driven intergovernmental policy initiative working on a city-wide scale. The partnership has expanded its membership to include the Oakland Unified School District, Unity Council, and local schools to form the Oakland Schoolyards Initiative (OSI).<br>Policies/Physical Projects: Due to the success and impact of the schoolyard projects, partners have focused all of their efforts on schoolyard initiatives going forward. OSI hopes to renovate 50 schools in the next ten years. The program expansion will work in phases and in coordination with other organizations depending on the location.<br>Funding: Partners gained support from the following organizations: The California Endowment, California Nutrition Network, United States Department of Agriculture, and the Robert Wood Johnson Foundation. | |
| Omaha, Nebraska | To focus on management and expansion of the 19-mile bike loop and the establishment of the Balanced Transportation Committee. | Partnership: Partners interacted in ways to maintain their efforts beyond the initial grant period by establishing Activate Omaha as a leader in physical activity initiatives in Omaha.<br>Policies: Partners worked to manage and expand the bike loop and to establish a bike and pedestrian advisory committee, known as the Balanced Transportation Committee.<br>Resources: The community began to look to Activate Omaha for resources and opportunities to be active.<br>Funding: Partners employed strategic budgeting and sought additional funding from a variety of local, state, and national organizations. | |
| Orlando, Florida | To ensure sustainability of the partnership and incorporation of general active living principles in policy and infrastructure change, both inherently long-term strategies to improve active living. | Partnership: Partners intended to conduct an audit of the partnership to identify opportunities, add new partners, consider incorporation as a 501(c)3 organization, and link programs to specific partners or community organizations to encourage institutionalization.<br>Policies: The development of the advisory committee to the mayor increased the impact of the partnership during the grant period and assured that policymakers prioritize active living in the future. The Mayor of Orlando created the Pathways for Parramore initiative to improve five pillars of the community: housing, public safety, business development, children and education, and quality of life. The inclusion of the quality of life measure was inspired by Get Active Orlando and their efforts to improve the community. This measure incorporated parks, sidewalks, bike trails, and other aspects of the built environment that support an active living lifestyle. | Context: Other programs not related to Get Active Orlando formed in the area without input from the community or plans for continuation of funding or services. This lack of foresight and relationship building for independent projects impeded Get Active Orlando's work by damaging their relationship with the community. |

Table 28 (continued)

| Community Partnership | Plans for Sustainability | Strengths | Challenges |
|---|---|---|---|
| Portland, Oregon | To create permanent and sustainable changes in the community by instilling active living cultural norms, policies, and physical infrastructure. | Partnership: Partners established themselves as the facilitators for project development rather than as the sole entity responsible for project operations. Partners worked in this fashion so that there would be no interruptions to the continued growth and success of the projects at the end of funding.<br>Resources: The Project Director's position was absorbed by Oregon's Public Health Institute to allow for continued investment in the partnership's goals. As the partnership transitions into the Healthy Eating, Active Living Initiative, a .4 FTE employee has been hired with grant funds to assess work completed by Portland ALbD in the Lents neighborhood and to look at the direction of the partnership in the future.<br>Funding: Partners worked to secure additional grants and ways to institutionalize the programs. | |
| Sacramento, California | To address Complete Streets needs and support plans and implementation. | Partnership: Partnership for Active Communities planned to continue expanding partner membership.<br>Assessment: Partners intended to organize Complete Streets walkability/bikability audits in each of the cities and Sacramento county and to work with jurisdictions to gain an estimate of the percentage of Complete Streets as well as the potential costs.<br>Policies: Partners planned to co-host a Complete Streets Symposium to bring greater focus to both progress and challenges in achieving a Complete Streets system.<br>Promotions: Partners also proposed to update the Complete Streets Communication Plan to address new goals related to retro-fitting and new development.<br>Resources: Residents in the Sacramento area have seen the good work and changes that have been made in areas throughout the County and want similar changes and improvements in their area as well. In response, the partnership has provided assistance when residents and organizations come to the partnership with project ideas or needs. Because of this atmosphere the partnership has been constantly looking for new areas to get other agencies involved to continually expand their reach and work in making Sacramento a more active living friendly place. | Partnership: It was difficult to move people from slight involvement to leadership roles.<br>Policies/Physical Projects: Staff, partners and the community identified that it is hard to maintain or increase momentum when the results of the labor can occur so far in the future.<br>Resources: Staffing and capacity challenges impeded partners' ability to keep up with day-to-day organizational needs in addition to project and committee work. Walk Sacramento hoped to expand staff to include a communications director, a policy director, and someone for funding and budget tasks so that the current staff can focus on Complete Streets and Safe Routes to School. |

Table 28 (continued)

| Community Partnership | Plans for Sustainability | Strengths | Challenges |
|---|---|---|---|
| Santa Ana, California | To develop sufficient systems and resources to continue efforts related to Complete Streets, Safe Routes to School, joint use agreements, Safe and Active Living United Districts (SALUD), and trail improvements. | Partnership: Partners intended to continue coordinating discussions around joint use and to identify and recruit experienced organizations to assist in developing a strategic plan for opening a pilot joint use project.<br>Assessment: Partners planned to share street audit information with the city Planning and Public Works departments in order to influence the development of Complete Streets, Safe Routes to School, and other policies to influence walkability and open space.<br>Policies: Partners were also preparing a ballot measure for a citywide sales tax increase to support joint use that would generate approximately $5 to $7 million per year for maintenance and security.<br>Physical Projects: Partners proposed to renovate the Thornton Bike Trail, enhance the MacArthur Boulevard and Santiago Park Trailheads, and extend the Santiago Creek Bike Trail.<br>Funding: The partnership intended to seek additional funding to support these efforts, as well as to provide for a staff member. | Partnership: Without someone to convene the partnership, many partners felt that it may dissolve because of the other commitments and time pressures on partners. However, partners also felt that individual organizations would continue to address active living issues as they relate to their mission and goals. |
| Seattle, Washington | To change norms related to physical activity. | Partnership: Core partners of Active Seattle firmly believed the partnership will remain given that they are "bonded" through their past efforts and much of the momentum can be maintained through the presence of Public Health Seattle-King County as a prominent institution in the city. Active Seattle constructed their partnership in such a way that if a partner must leave or is no longer able to engage in their duties, others working on the same issues are able to keep the momentum. Partners also intended to develop close relationships with community organizations promoting community leadership and ownership of programs and activities.<br>Promotions: Partners planned to create standard communications packages for schools.<br>Resources: The partnership worked with communities outside of Seattle to spread the message of active living to surrounding areas. Feet First was invited to speak at various events and contracted to conduct walking audits and aid communities with training and technical assistance. | Context: One challenge to maintaining momentum in Seattle was to ensure that all program leaders are building community capacity. Because they truly love what they do, some leaders find it difficult to allow community members to take ownership of programs and activities. |

Table 28 (continued)

| Community Partnership | Plans for Sustainability | Strengths | Challenges |
|---|---|---|---|
| Somerville, Massachusetts | To design, plan, and implement their Sustainability Plan and Logic Model, as well as to work closely with elected officials to advance policies that encourage healthy eating and active living. | Partnership: Shape Up Somerville's continued growing presence within the community and representation in other partnerships in addition to the commitment by partners to develop and successfully complete different projects has helped to sustain the visibility of the partnership and its work throughout Somerville.<br>Resources: Partners participated in an Evolutionary Sustainability workshop, and learned to cultivate opportunities for sustainability based on cost, demands of staff time, and institutional support.<br>Policies: By incorporating policies and positions in the city, the movement was intended to be sustained. | |
| Upper Valley, Vermont & New Hampshire | To have the Upper Valley Trails Alliance be the entity to help implement change to support active living in the region. | Partnership: Local and regional partners' continued commitment and desire to work with the Upper Valley Trails Alliance (UVTA, including the four core towns that were part of the partnership). Both the UVTA and the Upper Valley Partnership have remained active.<br>Policies/Physical Projects: Partners intended to work on planning and implementing the Trail Connect Concept.<br>Promotions/Programs: Partners worked to maintain the Prescription Physical Activity Program, the Passport to Winter Fun, and workplace wellness programs in new organizations. In addition, UVTA continued their work with Dartmouth Hitchcock Medical Center and hoped to expand the program to the Pediatric Department and other hospital departments.<br>Funding: The Board of Directors assumed the responsibility for fundraising and built organizational membership. UVTA continued to seek other funding sources and the partnership was able to leverage funds from other health foundations because of the active living program. | Funding: Moving beyond the Active Living grant period, securing funding was challenging. Losing the support of their major donor was difficult. However, also challenging to Trails for Life sustainability was the lack of board members asking for money.<br>While losing support from their major funding source was challenging, |

Table 28 (continued)

| Community Partnership | Plans for Sustainability | Strengths | Challenges |
|---|---|---|---|
| Wilkes-Barre, Pennsylvania | | Partnership: Partners intended to create a Luzerne County Active Outdoor Alliance as a temporary home for the partnership to continue creating, advocating, and providing information on the outdoor places to be active across the county, including trails. This Alliance represented an expansion of the Wyoming Valley Wellness Trails Partnership to all of Luzerne County, from a focus on trails to all active outdoor places and activities, and from a partnership with a particular focus on health to one that encompassed a larger variety of public and private advocates to promote physical activity outdoors.<br><br>Community support: There was positive energy and support from the community at the end of the grant period and the active living movement has grown over the years and become a "bigger power." | Partnership: There was not a clear vision of how to bring the organizations together into a cohesive coalition, and it was unclear what individuals and organizations would take the lead.<br><br>Funding: Obtaining resources was a challenge because the Wyoming Valley Wellness Trails Partnership was not a 501(c)3 organization, and the support from Maternal and Family Health Services (fiduciary agency) ended after the grant period. |
| Winnebago, Nebraska | To improve active living in the Winnebago Reservation. | Partnership: Members began to work together for the benefit of their community rather than serve only personal or organizational interests. Specific projects that were initiated by the partnership became part of partners' work and priorities in their own organizations or agencies.<br><br>Policies: The lead agency, Ho-Chunk Community Development Corporation, also began to discuss ways that it could incorporate active living and health priorities into its mission, which has traditionally been focused on economic development. Other organizations followed suit. The health department and other community agencies have embraced walking and are working with employees to incorporate this activity as a part of a daily work routine.<br><br>Programs: Partners have continued to advocate for the development of a Walking School Bus. The health department has also established a circuit training program that targets women and strives to make their events more fun, and family-oriented.<br><br>Promotions: In addition, partners felt that the mindset of community members and government officials changed as the community became more aware of how physical activity and health are related as well as the benefits of improving the built environment to support physical activity. | This community partnership did not seek sustainability funding from ALbD. |

### *Cross-site Implementation Patterns and Integration Themes*

Community-level interventions to increase active living take into account a complex array of conditions, including: the scope of physical inactivity,[1] related chronic diseases and conditions,[2, 3] and associated economic impacts;[4-6] pervasive health disparities and inequities experienced by lower income and racial and ethnic populations;[7-9] and existing policy, system, and environmental circumstances as well as changes already underway in communities.[10, 11] Identifying the pathways by which communities can promote active living behaviors and prevent and reduce chronic diseases is fraught with ambiguity that makes it difficult to distinguish which factors play a dominant role in driving sedentary population trends from those that have less influence.[12] The problem becomes more challenging in consideration of the population dynamics, epidemiology, and configuration of resources unique to each community. Hence, there has been a call for drawing on new methods from systems science to better understand these dynamically complex phenomena.[13-15]

Tracking intervention pathways in local community systems to increase population rates of physical activity requires rigorous, yet flexible assessment and evaluation methods to capture multi-component and dynamic community trends.[19] To identify these pathways and examine variation across communities, the combined use of two methods, the resource based view (RBV) of dynamic systems and configural frequency analysis (CFA), provides both the level of key resources in communities and how they are arranged.[20-22] In RBV, differences in trends between systems get explained both by differences in tangible or intangible resources and how those resources are organized. For example, two communities can have the same level of resources (e.g., funding for pedestrian and bicycle infrastructure), yet exhibit very different trends because the communities differ in how those resources are organized and mobilized (e.g., allocation of funds to policy development, capital improvements, or promotions and programs).

Tangible resources may include new or improved planning products and policies (e.g., Trail Master Plan, Complete Streets Ordinance), environments (e.g., sidewalks, bike lanes), programs (e.g., neighborhood walking club, "Bike Train" to and from school), promotional efforts (e.g., community maps, mayor's "Bike to Work Day"), and social determinants (e.g., education, housing, employment), among others. Intangible resources may include engagement (e.g., citizen participation, leadership by local champions), awareness and demand (e.g., exposure to new sidewalks, desire to walk or bike on trails), social norms and influence (e.g., reciprocity, power), and cultural and psychosocial factors (e.g., values, traditions, beliefs).

While RBV helps explain how two systems can differ in their outcomes, it does not provide a rigorous method for identifying which cases differ and on which variables. CFA can identify potential differences in communities because it is a case-oriented, as opposed to variable-oriented, approach to analyzing community-level data.[23] Variable-oriented analyses seek to explain associations between variables across communities, whereas case-oriented analyses can identify clusters of communities having different levels of variables. CFA is similar to cluster analysis and latent growth curve analysis through its detection of configurations of cases that deviate from what is expected. These deviations are the result of a system that "pushes" certain cases in a direction away from the general trend. Therefore, CFA and RBV build on systems science to understand complex relationships across variables and cases, and CFA complements RBV in seeking to rigorously identify configurations and the variables defining them.

[2] The literature on RBV and CFA both use the term 'configurations,' but the concept of configurations in RBV is fundamentally different from the concept of configurations in CFA. In RBV, configurations refer to the arrangement or network of resources. In CFA, configurations refer to a combination of values for a set of categorical variables. To avoid confusion in this paper, the term 'arrangement' applies to configurations in RBV in order to reserve the term 'configurations' for CFA.

The resource based view of dynamic systems and configural frequency analysis were used to detect variables (tangible and intangible resources) as well as configurations of these variables that appeared significantly more (types) or less (antitypes) frequently than patterns expected by chance alone. Overall, community partnerships with more preparation activities (assessment, sustainability) implemented a larger number of active living policy changes, physical projects, promotions, and programs, cumulatively (type). Yet, community partnerships working in communities with over 40% of the population from a non-Caucasian racial and ethnic background and over 40% of the population in poverty implemented fewer active living policy changes, physical projects, promotions, and programs, cumulatively (type). The resulting types and antitypes summarized here provide insight into trends across communities that may be ascribed to different kinds of systems, or different configurations of tangible and intangible resources. This information has also been summarized in an article included in an evaluation supplement for the American Journal of Preventive Medicine (AJPM).[24]

Cross-site themes have also been identified from the perspective of the community partnerships using concept mapping to capture, prioritize, and summarize these themes. A companion report on concept mapping and an article included in an evaluation supplement for the American Journal of Preventive Medicine (AJPM) detail these findings.[51]

### Communities

Over half of the community partnerships (52%) worked in at least one community with a high proportion of people (over 40%) from racial and ethnic populations. Twenty percent of community partnerships worked in at least one community with a high proportion of people (over 40%) in poverty. Most community partnerships worked with large populations in urban areas (76%) compared to less populated urban or rural areas, yet the geographic scale of the work tended toward neighborhoods and communities (68%) as compared to metropolitan areas or counties. Twenty percent of community partnerships worked in states in the South, while other community partnerships worked in states in the West (32%), Midwest (28%), or Northeast (20%). Table 29 summarizes these community variables and ratings for the multivariate analyses.

### Preparation (one of 5 P's)

*Leadership*

Most lead agencies for the community partnerships represented non-profit agencies (64%) followed by government agencies (28%) and private agencies (8%). Additionally, most of the lead agencies represented disciplines outside of health care and public health (68%). Over the course of the ALbD funding period, almost one-quarter of community partnerships (24%) had a change in their lead agency and almost one-third of community partnerships (32%) had two or more leadership changes in key staff (i.e., new Project Director or Project Coordinator).

*Partnership*

Over half of the community partnerships (56%) had two or more core partners that shared decision-making and implementation responsibilities with the lead agency. Slightly more than half of the community partnerships (52%) had an extended network of 35 or more partners engaged in community partnership activities. With respect to partnership capacity, almost half of the community partnerships (44%) scored themselves high on eight of ten partnership capacity dimensions. Most of the community partnerships had strong representation across sectors and disciplines, ranging from 76% of community partnerships having planning partners to 100% of community partnerships having community- or faith-based partners. See Table 30 for the proportion of community partnerships incorporating partners from different sectors and disciplines.

*Community*

Only two community partnerships (8%) scored themselves high on four of five community capacity dimensions. Almost half of the community partnerships (48%) had conducted eight or more community assessments, with relatively fewer communities having planning or parks and recreation assessments and relatively greater numbers of communities having transportation and health assessments. Just over half of the community partnerships (52%) generated $2 million or more in new resources, with the vast majority of community partnerships generating resources in the transportation domain. See assessments and resources generated in Table 30. Lastly, over half of the community partnerships (56%) had two or more sustainability strategies. Table 29 provides several preparation variables and ratings.

## Implementation (4 of 5 P's)

*Policy changes and physical projects*

Almost half of community partnerships (48%) had a total of eight or more policy changes, with the largest number of community partnerships having policy changes in the planning domain (e.g., land use master plans, subdivision regulations) and the fewest having changes in the school domain (e.g., school district wellness policies, school speed zones). Similarly, about half of community partnerships (48%) had a total of eleven or more physical projects, with very few having planning physical projects (e.g., new mixed-use development). See implementation variables and ratings in Table 29 and policy changes and physical projects in Table 30.

*Promotions and programs*

Nearly half of community partnerships (48%) had a total of eleven or more promotional efforts, with few having parks and recreation promotional efforts (e.g., trail bike ride event, park grand opening). Likewise, just under half of community partnerships (48%) had a total of eight or more programmatic efforts, with few implementing parks and recreation programs (e.g., youth sports). See implementation variables ratings in Table 29 and promotions and programs in Table 30.

Table 29: ALbD Variables, Definitions, Examples, and Ratings

| Variables | Operational definitions | Descriptions or examples | Ratings (% communities) |
|---|---|---|---|
| **Community variables** | | | |
| Race/ ethnicity | High > 40% racial/ ethnic populations<br>Low < 40% racial/ ethnic populations | Proportion from non-Caucasian racial and ethnic groups (at least one subpopulation) | High (52%) |
| Poverty | High > 40% people in poverty<br>Low < 40% people in poverty | Proportion of the population in poverty (at least one subpopulation) | High (20%) |
| Population size | Large > 200,000 people<br>Small < 200,000 people | Density or concentration of people in the community | Large (76%) |
| Geographic scale | Large = metro area/ county<br>Small = neighborhood/community | Physical size of the community | Large (32%) |
| Region (US) | South = location in southern states<br>Non-South = location in other states | Non-South regions include Northeast, Midwest, and West | South (20%) |
| **Preparation variables** | | | |
| Lead agency | Government agency<br>Not-for-profit organization<br>Private organization | Examples: public health or planning department, community development corporation, advocacy organization | Govt. (28%)<br>NFP (64%)<br>Private (8%) |

Table 29 (continued)

| Variables | Operational definitions | Descriptions or examples | Ratings (% communities) |
|---|---|---|---|
| Core partners | High > 2 partners<br>Low < 2 partners | Partners involved in most design, planning, and implementation activities | High (56%) |
| Network of partners | High > 35 partners<br>Low < 35 partners | Partners with direct or indirect involvement in the initiative | High (52%) |
| Partnership capacity | High > 8 dimensions rated "High"<br>Low < 8 dimensions rated "High" | 10 dimensions: goal orientation, community representation, skills, resources, leadership, organization, conflict management, input, trust, participation | High (44%) |
| Community capacity | High > 4 dimensions rated "High"<br>Low < 4 dimensions rated "High" | 5 dimensions: community influence, broad influence, community awareness, perceived equity, perceived opposition | High (8%) |
| Assessment | High > 10 assessments<br>Low < 10 assessments | Examples: surveys, audits, observations, interviews<br>Assessment domains (yes/ no): planning, transportation, parks/ recreation, schools, health | High (48%) |
| Resources generated | High > $2 million<br>Low < $2 million | Examples: capital improvements, grants, donations<br>Resource domains (yes/ no): planning, transportation, parks/ recreation, schools | High (52%) |
| Sustainability | High > 2 strategies<br>Low < 2 strategies | Examples: staff positions, committees appointed, residents involved in implementation, advocacy and implementation tools and resources | High (56%) |
| Implementation variables | | | |
| Policy changes | High > 8 policy changes<br>Low < 8 policy changes | Examples: street ordinance, park master plan<br>Policy domains: planning (> 2/ < 2), transportation (> 3/ < 3), parks/ recreation (> 2/ < 2), schools (> 2/ < 2) | High (48%) |
| Physical projects | High > 11 projects<br>Low < 11 projects | Examples: new playground, sidewalk, or bike lane<br>Project domains: planning (> 1/ < 1), transportation (> 4/ < 4), parks/ recreation (> 3/ < 3), schools (> 2/ < 2) | High (48%) |
| Promotions | High > 11 promotions<br>Low < 11 promotions | Examples: Bike to Work Month, Walk to School Day<br>Promotion domains: community (> 7/ < 7), parks/ recreation (> 1/ < 1), schools (> 2/ < 2) | High (48%) |
| Programs | High > 8 programs<br>Low < 8 programs | Examples: Sunday Parkways, Walking School Bus<br>Program domains: community (> 7/ < 7), parks/ recreation (> 1/ < 1), schools (> 3/ < 3) | High (48%) |
| Integration variables | | | |
| Community design | High = High for 3+ of 4 P's*<br>Low = Other | Planning policy changes and physical projects, community walk/bike promotions and programs | High (16%) |
| Transportation | High = High for 3+ of 4 P's*<br>Low = Other | Transportation policy changes and physical projects, community walk/bike promotions and programs | High (28%) |
| Parks and recreation | High = High for 3+ of 4 P's*<br>Low = Other | Parks and recreation policy changes, physical projects, promotions, and programs | High (20%) |
| School | High = High for 3+ of 4 P's*<br>Low = Other | School policy changes, physical projects, promotions, and programs | High (36%) |

*The four implementation P's include policy changes, physical projects, promotions, or programs.

Table 30: Preparation and Implementation Variables by Sector or Discipline

| Sector or Discipline | % of Community Partnerships | | | | | | |
|---|---|---|---|---|---|---|---|
| | Partners Represented | Assessment | Resources Generated | Policy Changes | Physical Projects | Promotions | Programs |
| Planning | 76 | 40 | 0 | 56 (2+ changes) | 16 (1+ projects) | 48 (7+ promotions)* | 48 (7+ programs)* |
| Transportation | 84 | 84 | 76 | 44 (3+ changes) | 52 (4+ projects) | | |
| Parks and recreation | 92 | 44 | 28 | 44 (2+ changes) | 52 (3+ projects) | 16 (1+ promotions) | 36 (1+ programs) |
| School | 96 | 64 | 16 | 36 (2+ changes) | 52 (2+ projects) | 56 (2+ promotions) | 48 (3+ programs) |
| Health | 96 | 84 | | | | | |
| Policy- or decision-makers | 96 | | | | | | |
| Advocacy | 84 | | | | | | |
| Community- or faith-based | 100 | | | | | | |
| Business | 96 | | | | | | |

*Promotions and programs for the planning and transportation sectors refer to the same set of community walk and bike promotions and programs.

*Integration*

Twenty percent of community partnerships received a high rating on total integration, or a high score for three or more implementation strategies (i.e., policy changes, physical projects, promotions, programs). For community design, few communities (16%) scored high on integration. In transportation and parks and recreation, more communities scored high on integration (28% and 20%, respectively). The school domain had the greatest proportion of communities scoring high on integration (36%). Integration variables and ratings are also found in Table 29.

## Data agreement

Investigators assessed agreement for measures collected through the ALbD Progress Reporting System and those collected through the evaluation focus groups and interviews. Four common measures (i.e., high/low median-split variables based on counts of community assessments, policy changes, physical projects, and programs) were captured in both data sets. Agreement for communities rated high or low was strongest for programs (84%), with a total of 114 programs counted through the Progress Reporting System and 186 through the focus groups and interviews. Policy changes demonstrated moderate agreement (68%), with a total of 110 policy changes counted through the Progress Reporting System and 204 through the focus groups and interviews. Agreement was lower for physical projects (60%), with a total of 186 physical projects counted through the Progress Reporting System and 244 through the focus groups and interviews. Finally, community assessments had the lowest agreement (56%), with a total of 237 assessments counted through the Progress Reporting System and 291 through the focus groups and interviews.

## Bivariate configural frequency analysis (CFA)

From the bivariate CFAs, several types (i.e., greater number of community partnerships in a specified variable configuration than expected in the base model) and antitypes (i.e., fewer community partnerships in a configuration than expected in the base model) emerged related to the 5 P strategies and they are summarized below.

*Partnership and community capacity*

TYPES: Community partnerships with government lead agencies scored high on partnership capacity ($X^2 = 7.32$, $p < 0.05$) and community capacity ($X^2 = 5.59$, $p = 0.06$). Community partnerships with greater community awareness of the partnership (i.e., one dimension of community capacity) scored high on partnership capacity ($X^2 = 9.03$, $p < 0.01$).

ANTITYPES: No communities with a small population size scored high on partnership capacity ($X^2 = 6.20$, $p < 0.05$) and no communities from the South scored low on partnership capacity ($X^2 = 7.95$, $p < 0.01$). Fewer community partnerships than expected had high community awareness and scored low on partnership capacity, and fewer had low community awareness and scored high on partnership capacity ($X^2 = 9.03$, $p < 0.01$).

*Policy change*

TYPES: No types emerged from bivariate analyses related to planning policy changes, parks and recreation policy changes, school policy changes, or total policy changes. With respect to transportation policy changes, community partnerships scoring high on transportation physical projects also scored high on transportation policy changes, and, complementarily, those scoring low on transportation physical projects scored low on transportation policy changes ($X^2 = 11.91$, $p < 0.001$).

ANTITYPES: No community partnerships scored low on planning policy changes in the following cases: communities with a high proportion of people in poverty ($X^2 = 4.91$, $p < 0.05$), communities located in the South ($X^2 = 4.91$, $p < 0.05$), and partnerships with a government lead agency ($X^2 = 7.75$, $p < 0.05$). Fewer communities than expected scored low on transportation physical projects and high on transportation policy changes, or high on transportation physical projects and low on transportation policy changes ($X^2 = 11.91$, $p < 0.001$). Only one community partnership generated resources for parks and recreation and scored low on parks and recreation policy changes ($X^2 = 6.87$, $p < 0.01$). Likewise, only one community partnership scored low on school physical projects and high on school policy changes ($X^2 = 7.67$, $p < 0.01$). Across domains, fewer community partnerships than expected scored low on total policy changes when partners scored themselves high on conflict management (a dimension of partnership capacity; $X^2 = 7.35$, $p < 0.01$), or when partners reported the development of tools and resources for advocacy and implementation (a dimension of sustainability; $X^2 = 6.84$, $p < 0.01$).

*Physical projects*

TYPES: No types emerged from bivariate analyses related to planning physical projects, parks and recreation physical projects, or total physical projects. Aside from the configurations for transportation policy changes and physical projects (see "Policy changes" above), only one other type emerged for school physical projects. Community partnerships that did not conduct school assessments scored low on school physical projects ($X^2 = 9.42$, $p < 0.01$).

ANTITYPES: Planning physical projects did not have any antitypes. Only one community partnership worked in a large geographic area and scored low on transportation physical projects ($X^2 = 5.94$, $p < 0.05$). Only one scored themselves high on conflict management (a dimension of partnership capacity) and scored low on transportation physical projects ($X^2 = 5.94$, $p < 0.05$). No community partnerships scored themselves low on skills (a dimension of partnership capacity) and scored high on transportation physical projects ($X^2 = 5.16$, $p < 0.05$). Similar to policy changes above, no community partnerships generated parks and recreation resources and scored low on parks and recreation physical projects ($X^2 = 8.97$, $p < 0.01$). Only one community partnership that did not establish local committees (a dimension of sustainability) scored low on parks and recreation physical projects ($X^2 = 5.94$, $p < 0.05$). Fewer community partnerships than expected conducted school assessments and scored low on school physical projects, or did not conduct school assessments and scored high on school physical projects ($X^2 = 9.42$, $p < 0.01$). No community partnerships scored themselves low on leadership (a dimension of partnership capacity) and scored high on total physical projects ($X^2 = 4.40$, $p < 0.05$). And, only one community partnership scored themselves low on broad influence (a dimension of community capacity) and scored high on total physical projects ($X^2 = 4.43$, $p < 0.05$).

*Promotions*

TYPES: No types emerged from bivariate configurations related to community walk and bike promotions or total promotions. Community partnerships scoring high on parks and recreation programs scored high on parks and recreation promotions ($X^2 = 8.47$, $p < 0.01$). In schools, community partnerships with a health lead agency scored low on school promotions ($X^2 = 14.97$, $p < 0.001$).

ANTITYPES: No community partnerships scored themselves low on leadership (a dimension of partnership capacity) and scored low on community walk and bike promotions ($X^2 = 5.16$, $p < 0.05$). In addition, no community partnerships scored low on parks and recreation programs and high on parks and recreation promotions ($X^2 = 8.47$, $p < 0.01$). No community partnerships with a health lead agency scored high on school promotions, and few non-health lead agencies scored low on school promotions ($X^2 = 14.97$, $p < 0.001$). Fewer community partnerships than expected scored high on school programs and low on school promotions, or low on school programs and high on school promotions ($X^2 = 7.00$, $p < 0.01$). Only one community partnership scored themselves low on broad influence (a dimension of community capacity) and low on total promotions ($X^2 = 4.43$, $p < 0.05$).

*Programs*

TYPES: No types emerged from bivariate configurations related to community walk and bike programs, school programs, or total programs. The only bivariate configuration for programs linked parks and recreation promotions and programs (see "Promotions" above).

ANTITYPES: Similar to the types, no antitypes emerged for community walk and bike programs or parks and recreation programs. No community partnerships working with populations in poverty scored high on school programs ($X^2 = 5.77$, $p < 0.05$). Fewer community partnerships than expected did not conduct school assessments and scored high on school programs ($X^2 = 7.67$, $p < 0.01$). Likewise, fewer conducted more overall assessments and scored low on school programs, or conducted fewer overall assessments and scored high on school programs ($X^2 = 6.74$, $p < 0.01$). Only one community partnership did not have a local committee (a dimension of sustainability) and scored high on school programs ($X^2 = 5.94$, $p < 0.05$). Furthermore, fewer community partnerships than expected scored low on total sustainability strategies and scored high on school programs, or high on total sustainability and low on school programs ($X^2 = 7.00$, $p < 0.01$). Lastly, no community partnerships without transportation partners scored high on total programs ($X^2 = 4.40$, $p < 0.05$).

*Integration*

TYPES: No types emerged from bivariate configurations related to community design integration, parks and recreation integration, school integration, or total integration, yet community partnerships with a government lead agency scored high on transportation integration ($X^2 = 10.78$, $p < 0.01$).

ANTITYPES: Antitypes only emerged for the transportation and school domains. Fewer community partnerships than expected scored themselves low on conflict management (a dimension of partnership capacity) and high on transportation integration ($X^2 = 6.95$, $p < 0.01$). No community partnerships working with populations in poverty scored high on school integration ($X^2 = 4.17$, $p < 0.05$). In addition, no partnerships scored high on school integration with a health lead agency ($X^2 = 7.84$, $p < 0.01$) or with low scores on partnership resources (a dimension of partnership capacity; $X^2 = 4.17$, $p < 0.05$). Finally, no community partnerships that did not conduct school assessments scored high on school integration, and fewer than expected conducted school assessments and scored low on school integration ($X^2 = 9.38$, $p < 0.01$).

## Multivariate CFA

The multivariate CFAs also revealed several significant types and antitypes related to the 5 P strategies that are summarized by domain below.

*Partnership capacity*

TYPES: Community partnerships working in communities with a low proportion of racial and ethnic populations and a small population size scored low on partnership capacity ($X^2 = 12.61$, $p < 0.001$). Similarly, community partnerships working in a community located outside southern states with a small population size scored low on partnership capacity ($X^2 = 16.25$, $p < 0.001$). To the contrary, community partnerships that scored high on partnership capacity included: those working in at least one community with a high proportion of people in poverty located in southern states ($X^2 = 11.18$, $p < 0.01$), those working in a community with a large population size located in southern states ($X^2 = 16.25$, $p < 0.001$), and those working in a large-scale geographic community located in southern states ($X^2 = 12.95$, $p < 0.001$).

ANTITYPES: No community partnerships scored high on partnership capacity with the following combined characteristics: a low proportion of people in poverty and a small population size ($X^2 = 6.97$, $p < 0.01$), a low proportion of people from racial and ethnic populations and a small geographic scale ($X^2 = 10.41$, $p < 0.01$), a small population size and a small geographic scale ($X^2 = 8.70$, $p < 0.01$), or a small population size in states outside the South ($X^2 = 16.25$, $p < 0.001$). On the other hand, no community partnerships scored low on partnership capacity with the following combined characteristics: a high proportion of people from racial and ethnic populations in states in the South ($X^2 = 9.18$, $p < 0.01$), a low proportion of people in poverty in states in the South ($X^2 = 11.18$, $p < 0.001$), a large population size in states in the South ($X^2 = 16.25$, $p < 0.001$), or a small geographic scale in states in the South ($X^2 = 12.95$, $p < 0.001$). In addition, no community partnerships scoring high on total assessments and low on sustainability strategies scored high on partnership capacity ($X^2 = 5.24$, $p < 0.05$).

*Community capacity*

TYPES: Community partnerships that scored high on community capacity included: those working in a large-scale geographic community with a small proportion of people from racial and ethnic populations ($X^2 = 11.74$, $p < 0.001$), those working in a large-scale geographic community with a small proportion of people in poverty ($X^2 = 6.36$, $p < 0.05$), those with a government lead agency and no changes in the lead agency ($X^2 = 9.46$, $p < 0.01$), and those with a government lead agency and fewer changes in the Project Director and Coordinator positions ($X^2 = 10.33$, $p < 0.01$).

ANTITYPES: No community partnerships scored high on community capacity with the following combined characteristics: a high proportion of people in poverty and a large geographic scale ($X^2 = 6.36$, $p < 0.05$), a higher proportion of people in poverty in states in the South ($X^2 = 4.18$, $p < 0.05$), or a small population size in states in the South ($X^2 = 5.15$, $p < 0.05$). Conversely, no community partnerships scored low on community capacity with the following combined characteristics: a low proportion of people from racial and ethnic populations and a high proportion of people in poverty ($X^2 = 8.67$, $p < 0.01$) or a small population size and a large geographic scale ($X^2 = 8.78$, $p < 0.01$).

*Community design strategies*

A total of 47 configurations arose from community characteristics, preparation efforts, and implementation activities analyzed for community design (see Table 31).

TYPES: Nine of the ten types (#1-4, 6-10) corresponded to configurations of community characteristics with the four implementation strategies (i.e., policy changes, physical projects, promotions, and programs) and integration (i.e., high ratings for at least three of the four implementation strategies). Five of the ten types included policy changes (#1-5), and this is consistent with the policy focus of community design and planning. Looking at specific configurations, community partnerships working with a high proportion of people from racial and ethnic populations and people in poverty scored high on planning policy changes (#1, $X^2 = 14.66$, $p < 0.001$), physical projects (#6, $X^2 = 10.60$, $p < 0.01$), and integration (#9, $X^2 = 10.60$, $p < 0.01$). Similarly, community partnerships working in a small-scale geographic community with a high proportion of people in poverty scored high on planning physical projects (#7, $X^2 = 7.85$, $p < 0.01$) and integration (#10, $X^2 = 7.85$, $p < 0.01$). Table 31 provides all the types for community design in columns by implementation strategy and integration.

ANTITYPES: Twenty-two of 37 antitypes (#11-18, 22-26, 30-32, 39-40, 42-45) also corresponded to community characteristics. No community partnerships working with a high proportion of people from racial and ethnic populations and a small population size scored high on community walk and bike promotions (#30, $X^2 = 4.67$, $p < 0.05$) or programs (#39, $X^2 = 4.83$, $p < 0.05$), and none of these partnerships scored low on planning physical projects (#23, $X^2 = 6.76$, $p < 0.01$). At the same time, no community partnerships working with a low proportion of people from racial and ethnic populations and a large population size scored low on planning physical projects (#24, $X^2 = 6.76$, $p < 0.01$) or high on integration (#43, $X^2 = 6.01$, $p < 0.05$). Likewise, fewer community partnerships than expected worked with a low proportion of people in poverty at a small geographic scale and scored high on planning policies (#13, $X^2 = 8.55$, $p < 0.01$), physical projects (#25, $X^2 = 7.85$, $p < 0.01$), or integration (#44, $X^2 = 7.85$, $p < 0.01$). Table 31 includes the community design antitypes.

Table 31: Configurations for Community Design Approaches to Increase Active Living

| Planning policy changes | Planning physical projects | Community walking & biking promotions | Community walking & biking programs | Community design integration |
|---|---|---|---|---|
| TYPES (greater number of community partnerships in a specified variable configuration than expected in the base model) | | | | |
| Configuration #1***<br>Race/ ethnicity (High)<br>Poverty (High)<br>Policy changes (High) | Configuration #6**<br>Race/ ethnicity (High)<br>Poverty (High)<br>Physical projects (High) | | Configuration #8**<br>Poverty (High)<br>Region (South)<br>Programs (High) | Configuration #9**<br>Race/ ethnicity (High)<br>Poverty (High)<br>Integration (High) |
| Configuration #2**<br>Race/ ethnicity (Low)<br>Pop. size (Small)<br>Policy changes (Low) | Configuration #7**<br>Poverty (High)<br>Geo. Scale (Small)<br>Physical projects (High) | | | Configuration #10**<br>Poverty (High)<br>Geo. Scale (Small)<br>Integration (High) |
| Configuration #3**<br>Pop. size (Large)<br>Region (South)<br>Policy changes (High) | | | | |
| Configuration #4**<br>Geo. Scale (Large)<br>Region (South)<br>Policy changes (High) | | | | |
| Configuration #5***<br>Agency (Nonprofit)<br>Agency change (No)<br>Policy changes (Low) | | | | |
| ANTITYPES (fewer community partnerships in a specified variable configuration than expected in the base model) | | | | |
| Configuration #11**<br>Poverty (High)<br>Pop. size (Large)<br>Policy changes (Low) | Configuration #22**<br>Race/ ethnicity (Low)<br>Poverty (High)<br>Physical projects (Low) | Configuration #30*<br>Race/ ethnicity (High)<br>Pop. size (Small)<br>Promotions (High) | Configuration #39*<br>Race/ ethnicity (High)<br>Pop. size (Small)<br>Programs (High) | Configuration #42**<br>Race/ ethnicity (Low)<br>Poverty (High)<br>Integration (Low) |
| Configuration #12**<br>Race/ ethnicity (Low)<br>Geo. scale (Small)<br>Policy changes (High) | Configuration #23**<br>Race/ ethnicity (High)<br>Pop. size (Small)<br>Physical projects (Low) | Configuration #31*<br>Poverty (Low)<br>Region (South)<br>Promotions (Low) | Configuration #40**<br>Poverty (Low)<br>Region (South)<br>Programs (High) | Configuration #43*<br>Race/ ethnicity (Low)<br>Pop. size (Large)<br>Integration (High) |

Table 31 (continued)

| Planning policy changes | Planning physical projects | Community walking & biking promotions | Community walking & biking programs | Community design integration |
|---|---|---|---|---|
| Configuration #13**<br>Poverty (Low)<br>Geo. scale (Small)<br>Policy changes (High) | Configuration #24**<br>Race/ ethnicity (Low)<br>Pop. size (Large)<br>Physical projects (High) | Configuration #32*<br>Geo. scale (Small)<br>Region (South)<br>Promotions (Low) | Configuration #41**<br>Shared decisions (High)<br>Shared implementation (High)<br>Programs (Low) | Configuration #44**<br>Poverty (Low)<br>Geo. scale (Small)<br>Integration (High) |
| Configuration #14**<br>Poverty (High)<br>Geo. scale (Small)<br>Policy changes (Low) | Configuration #25**<br>Poverty (Low)<br>Geo. scale (Small)<br>Physical projects (High) | Configuration #33**<br>Shared decisions (Low)<br>Shared implementation (Low)<br>Promotions (Low) | | Configuration #45*<br>Pop. size (Small)<br>Geo. scale (Large)<br>Integration (Low) |
| Configuration #15***<br>Poverty (Low)<br>Region (South)<br>Policy changes (Low) | Configuration #26*<br>Pop. size (Small)<br>Geo. scale (Large)<br>Physical projects (Low) | Configuration #34*<br>Planning partners (No)<br>Sustainability (High)<br>Promotions (High) | | Configuration #46*<br>Partnership capacity (High)<br>Community capacity (High)<br>Integration (High) |
| Configuration #16***<br>Poverty (High)<br>Region (Non-South)<br>Policy changes (Low) | Configuration #27*<br>Partnership capacity (High)<br>Community capacity (High)<br>Physical projects (High) | Configuration #35*<br>Planning assessment (Yes)<br>Sustainability (High)<br>Promotions (High) | | Configuration #47*<br>Total resources (High)<br>Sustainability (Low)<br>Integration (Low) |
| Configuration #17**<br>Pop. size (Large)<br>Region (South)<br>Policy changes (Low) | Configuration #28**<br>Planning partners (No)<br>Planning assessment (Yes)<br>Physical projects (Low) | Configuration #36*<br>Planning assessment (No)<br>Sustainability (Low)<br>Promotions (Low) | | |
| Configuration #18**<br>Geo. scale (Small)<br>Region (South)<br>Policy changes (Low) | Configuration #29**<br>Planning partners (Yes)<br>Planning assessment (No)<br>Physical projects (High) | Configuration #37*<br>Total assessment (High)<br>Sustainability (Low)<br>Promotions (Low) | | |
| Configuration #19**<br>Planning partners (Yes)<br>Planning assessment (No)<br>Policy changes (Low) | | Configuration #38*<br>Total assessment (Low)<br>Sustainability (High)<br>Promotions (High) | | |
| Configuration #20*<br>Total assessment (High)<br>Sustainability (Low)<br>Policy changes (Low) | | | | |
| Configuration #21*<br>Total resources (High)<br>Sustainability (Low)<br>Policy changes (Low) | | | | |

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

*Transportation strategies*

Transportation had a total of 55 configurations related to community characteristics, preparation efforts, and implementation activities (see Table 32).

TYPES: Of the 16 types, five corresponded to community characteristics (#1, 6-7, 11, 14), ten to preparation indicators (#2-4, 8-10, 12-13, 15-16), and one solely to implementation strategies (#5). Community partnerships that conducted more assessments and worked on more sustainability efforts scored high on transportation policy changes (#4, $X^2 = 11.30$, $p < 0.001$) and physical projects (#9, $X^2 = 13.23$, $p < 0.001$). Alternatively, community partnerships that did not have transportation partners and worked on fewer sustainability efforts scored low on transportation policy changes (#3, $X^2 = 14.37$, $p < 0.001$), transportation physical projects (#8, $X^2 = 9.90$, $p < 0.01$), and community walking and biking programs (#12, $X^2 = 9.33$, $p < 0.01$); yet, these community partnerships also scored high on community walking and biking promotions (#10, $X^2 = 9.90$, $p < 0.01$). Community partnerships scoring high on community walk and bike promotions also scored low on transportation policies and physical projects (#5, $X^2 = 14.41$, $p < 0.001$). Table 32 includes the types for transportation.

ANTITYPES: For the 39 transportation antitypes, most related to preparation indicators (n = 23, #19-24, 32-36, 40-42, 45-48, 51-55) or community characteristics (n = 11, #17-18, 29-31, 37-39, 43-44, 49-50). Yet, fewer community partnerships than expected scored low on transportation physical projects while scoring high on transportation policy changes and community walk and bike promotions (#25) and fewer scored low on transportation policy changes while scoring high on transportation physical projects and community walk and bike promotions (#26, $X^2 = 14.41$, $p < 0.001$). Likewise, no community partnerships scored low on transportation policy changes while scoring high on transportation physical projects and community walk and bike programs (#27) and none scored high on transportation policy changes while scoring low on transportation physical projects and community walk and bike programs (#28, $X^2 = 13.60$, $p < 0.001$). Refer to Table 32 for additional transportation antitypes.

*Parks and recreation strategies*

Parks and recreation had a total of 47 configurations related to community characteristics, preparation efforts, and implementation activities (see Table 33).

TYPES: Four of the seven types corresponded physical projects (#2-5). Community partnerships that had parks and recreation partners and generated parks and recreation resources scored high on parks and recreation policy changes (#1, $X^2 = 9.42$, $p < 0.01$) and physical projects (#3, $X^2 = 10.54$, $p < 0.01$). More community partnerships than expected scored high on parks and recreation physical projects, promotions, and programs (#5, $X^2 = 9.42$, $p < 0.01$). Other parks and recreation types are included in Table 33.

ANTITYPES: Of the 40 parks and recreation antitypes, most related to preparation indicators (n = 22, #10-15, 19-32, 38, 44) or community characteristics (n = 16, #8-9, 17-18, 34-37, 39-43, 45-47); and, similar to the types, most corresponded to physical projects (n = 17, #17-33). No community partnerships that conducted parks and recreation assessments and generated parks and recreation resources scored low on parks and recreation policy changes (#11, $X^2 = 7.29$, $p < 0.01$) or physical projects (#24, $X^2 = 10.55$, $p < 0.01$). No community partnerships that lacked parks and recreation assessments and had fewer sustainability efforts scored high on parks and recreation policy changes (#12, $X^2 = 8.95$, $p < 0.01$) or physical projects (#25, $X^2 = 16.46$, $p < 0.001$). Refer to Table 33 for parks and recreation antitypes.

*School strategies*

The school domain had a total of 73 configurations related to community characteristics, preparation efforts, and implementation activities (see Table 34).

TYPES: For the 26 school types, five of the configurations (#3-5, 14-15) corresponded to connections across the four implementation strategies, suggesting strong integration of strategies in this domain. For example, more community partnerships than expected scored high on school policy changes, physical projects, and promotions (#3, $X^2 = 15.95$, $p < 0.001$); and more scored high on school physical projects, promotions, and programs (#15, $X^2 = 16.71$, $p < 0.001$). In addition, community partnerships working with a high proportion of people from racial and ethnic populations and people in poverty scored low on school physical projects (#6, $X^2 = 11.04$, $p < 0.001$), promotions (#16, $X^2 = 11.76$, $p < 0.001$), programs (#17, $X^2 = 16.47$, $p < 0.001$), and integration (#26, $X^2 = 15.60$, $p < 0.001$). Similarly, community partnerships working with a high proportion of people in poverty in southern states scored low on school physical projects (#8, $X^2 = 6.74$, $p < 0.01$) and programs (#18, $X^2 = 9.95$, $p < 0.01$). Furthermore, community partnerships that conducted school assessments and had more sustainability efforts scored high on school physical projects (#12, $X^2 = 14.32$, $p < 0.001$) and programs (#21, $X^2 = 17.76$, $p < 0.001$). Table 34 provides school types.

ANTITYPES: Among the 47 school antitypes, several complemented the types above for community characteristics (e.g., racial and ethnic populations and people in poverty #27-28, 40, 56, 69-70), preparation efforts (e.g., school assessments and sustainability; #34, 49, 65), and implementation strategies (#36-39). Refer to Table 34 for specific school antitypes.

Table 32: Configurations for Transportation Approaches to Increase Active Living

| Transportation policy changes | Transportation physical projects | Community walking & biking promotions | Community walking & biking programs | Transportation integration |
|---|---|---|---|---|
| TYPES (greater number of community partnerships in a specified variable configuration than expected in the base model) | | | | |
| Configuration #1**<br>Race/ ethnicity (High)<br>Poverty (High)<br>Policy changes (Low) | Configuration #6**<br>Race/ ethnicity (Low)<br>Geo. scale (Large)<br>Physical projects (High) | Configuration #10**<br>Trans. partners (No)<br>Sustainability (Low)<br>Promotions (High) | Configuration #11**<br>Poverty (High)<br>Region (South)<br>Programs (High) | Configuration #14**<br>Geo. Scale (Large)<br>Region (South)<br>Integration (High) |
| Configuration #2**<br>Trans. partners (No)<br>Trans. resources (No)<br>Policy changes (Low) | Configuration #7***<br>Geo. Scale (Large)<br>Region (South)<br>Physical projects (High) | | Configuration #12**<br>Trans. partners (No)<br>Sustainability (Low)<br>Programs (Low) | Configuration #15***<br>Agency (Government)<br>Agency change (Yes)<br>Integration (High) |
| Configuration #3***<br>Trans. partners (No)<br>Sustainability (Low)<br>Policy changes (Low) | Configuration #8**<br>Trans. partners (No)<br>Sustainability (Low)<br>Physical projects (Low) | | Configuration #13*<br>Trans. assessment (No)<br>Trans. resources (No)<br>Programs (High) | Configuration #16**<br>Agency (Government)<br>Leadership change (Low)<br>Integration (High) |
| Configuration #4***<br>Total assessment (High)<br>Sustainability (High)<br>Policy changes (High) | Configuration #9***<br>Total assessment (High)<br>Sustainability (High)<br>Physical projects (High) | | | |
| Configuration #5***<br>Physical projects (Low)<br>Promotions (High)<br>Policy changes (Low) | | | | |

Table 32 (continued)

| Transportation policy changes | Transportation physical projects | Community walking & biking promotions | Community walking & biking programs | Transportation integration |
|---|---|---|---|---|
| ANTITYPES (fewer community partnerships in a specified variable configuration than expected in the base model) | | | | |
| Configuration #17*<br>Poverty (High)<br>Geo. scale (Small)<br>Policy changes (High) | Configuration #29*<br>Race/ ethnicity (High)<br>Pop. size (Small)<br>Physical projects (High) | Configuration #37*<br>Race/ ethnicity (High)<br>Pop. size (Small)<br>Promotions (High) | Configuration #43*<br>Race/ ethnicity (High)<br>Pop. size (Small)<br>Programs (High) | Configuration #49*<br>Race/ ethnicity (Low)<br>Poverty (High)<br>Integration (Low) |
| Configuration #18*<br>Poverty (High)<br>Region (Non-South)<br>Policy changes (High) | Configuration #30**<br>Race/ ethnicity (Low)<br>Geo. scale (Large)<br>Physical projects (Low) | Configuration #38*<br>Poverty (Low)<br>Region (South)<br>Promotions (Low) | Configuration #44**<br>Poverty (Low)<br>Region (South)<br>Programs (High) | Configuration #50*<br>Pop. size (Small)<br>Geo. scale (Large)<br>Integration (Low) |
| Configuration #19**<br>Agency (Nonprofit)<br>Leadership change (Low)<br>Policy changes (High) | Configuration #31*<br>Poverty (Low)<br>Region (South)<br>Physical projects (Low) | Configuration #39*<br>Geo. scale (Small)<br>Region (South)<br>Promotions (Low) | Configuration #45**<br>Shared decisions (High)<br>Shared implementation (High)<br>Programs (Low) | Configuration #51**<br>Agency (Nonprofit)<br>Leadership change (Low)<br>Integration (High) |
| Configuration #20*<br>Trans. partners (No)<br>Trans. assessment (Yes)<br>Policy changes (High) | Configuration #32*<br>Shared decisions (Low)<br>Shared implementation (Low)<br>Physical projects (High) | Configuration #40**<br>Shared decisions (Low)<br>Shared implementation (Low)<br>Promotions (Low) | Configuration #46*<br>Trans. partners (Yes)<br>Trans. assessment (No)<br>Programs (Low) | Configuration #52**<br>Partnership capacity (Low)<br>Community capacity (Low)<br>Integration (High) |
| Configuration #21**<br>Trans. assessment (Yes)<br>Sustainability (Low)<br>Policy changes (High) | Configuration #33*<br>Trans. assessment (Yes)<br>Sustainability (Low)<br>Physical projects (High) | Configuration #41*<br>Total assessment (High)<br>Sustainability (Low)<br>Promotions (Low) | Configuration #47*<br>Trans. partners (No)<br>Trans. resources (Yes)<br>Programs (High) | Configuration #53*<br>Total assessment (High)<br>Sustainability (Low)<br>Integration (High) |
| Configuration #22***<br>Total assessment (High)<br>Sustainability (Low)<br>Policy changes (High) | Configuration #34***<br>Total assessment (High)<br>Sustainability (Low)<br>Physical projects (High) | Configuration #42*<br>Total assessment (Low)<br>Sustainability (High)<br>Promotions (High) | Configuration #48**<br>Trans. partners (Yes)<br>Sustainability (Low)<br>Programs (Low) | Configuration #54*<br>Total resources (Low)<br>Sustainability (High)<br>Integration (Low) |
| Configuration #23*<br>Total resources (High)<br>Sustainability (Low)<br>Policy changes (High) | Configuration #35***<br>Total assessment (Low)<br>Sustainability (High)<br>Physical projects (High) | | | Configuration #55*<br>Total resources (High)<br>Sustainability (Low)<br>Integration (High) |
| Configuration #24*<br>Total resources (Low)<br>Sustainability (High)<br>Policy changes (Low) | Configuration #36**<br>Total resources (Low)<br>Sustainability (High)<br>Physical projects (Low) | | | |
| Configuration #25***<br>Physical projects (Low)<br>Promotions (High)<br>Policy changes (High) | | | | |

Table 32 (continued)

| Transportation policy changes | Transportation physical projects | Community walking & biking promotions | Community walking & biking programs | Transportation integration |
|---|---|---|---|---|
| Configuration #26***<br>Physical projects (High)<br>Promotions (High)<br>Policy changes (Low) | | | | |
| Configuration #27***<br>Physical projects (High)<br>Programs (High)<br>Policy changes (Low) | | | | |
| Configuration #28***<br>Physical projects (Low)<br>Programs (Low)<br>Policy changes (High) | | | | |

* p < 0.05, ** p < 0.01, *** p < 0.001. Note: Configurations in bold text fit into multiple columns but are not duplicated.

Table 33: Configurations for Parks and Recreation (P & R) Approaches to Increase Active Living

| P & R policy changes | P & R physical projects | P & R promotions | P & R programs | P & R integration |
|---|---|---|---|---|
| TYPES (greater number of community partnerships in a specified variable configuration than expected in the base model) | | | | |
| Configuration #1**<br>P & R partners (Yes)<br>P & R resources (Yes)<br>Policy changes (High) | Configuration #2**<br>Poverty (High)<br>Region (South)<br>Physical projects (Low) | | | Configuration #6***<br>Race/ ethnicity (High)<br>Poverty (High)<br>Integration (Low) |
| | Configuration #3**<br>P & R partners (Yes)<br>P & R resources (Yes)<br>Physical projects (High) | | | Configuration #7*<br>Agency (Nonprofit)<br>Leadership change (High)<br>Integration (High) |
| | Configuration #4***<br>P & R assessment (Yes)<br>Sustainability (Low)<br>Physical projects (High) | | | |
| | Configuration #5***<br>Promotions (High)<br>Programs (High)<br>Physical projects (High) | | | |

Table 33 (continued)

| P & R policy changes | P & R physical projects | P & R promotions | P & R programs | P & R integration |
|---|---|---|---|---|
| ANTITYPES (fewer community partnerships in a specified variable configuration than expected in the base model) | | | | |
| Configuration #8*<br>Race/ ethnicity (High)<br>Pop. size (Small)<br>Policy changes (Low) | Configuration #17*<br>Race/ ethnicity (High)<br>Pop. size (Small)<br>Physical projects (Low) | Configuration #34**<br>Race/ ethnicity (Low)<br>Poverty (High)<br>Promotions (Low) | Configuration #39**<br>Race/ ethnicity (High)<br>Poverty (Low)<br>Programs (Low) | Configuration #45***<br>Race/ ethnicity (High)<br>Poverty (Low)<br>Integration (Low) |
| Configuration #9*<br>Geo. scale (Small)<br>Region (South)<br>Policy changes (High) | Configuration #18*<br>Geo. scale (Small)<br>Region (South)<br>Physical projects (High) | Configuration #35**<br>Race/ ethnicity (High)<br>Poverty (Low)<br>Promotions (Low) | Configuration #40**<br>Race/ ethnicity (Low)<br>Poverty (High)<br>Programs (Low) | Configuration #46***<br>Race/ ethnicity (Low)<br>Poverty (High)<br>Integration (Low) |
| Configuration #10**<br>P & R partners (Yes)<br>P & R resources (Yes)<br>Policy changes (Low) | Configuration #19**<br>Partnership capacity (High)<br>Community capacity (Low)<br>Physical projects (High) | Configuration #36*<br>Race/ ethnicity (Low)<br>Pop. size (Large)<br>Promotions (High) | Configuration #41*<br>Race/ ethnicity (Low)<br>Pop. size (Large)<br>Programs (High) | Configuration #47**<br>Race/ ethnicity (Low)<br>Pop. size (Large)<br>Integration (High) |
| Configuration #11**<br>P & R assessment (Yes)<br>P & R resources (Yes)<br>Policy changes (Low) | Configuration #20**<br>P & R partners (Yes)<br>P & R resources (Yes)<br>Physical projects (Low) | Configuration #37*<br>Poverty (High)<br>Region (South)<br>Promotions (High) | Configuration #42*<br>Poverty (Low)<br>Region (South)<br>Programs (High) | |
| Configuration #12**<br>P & R assessment (No)<br>Sustainability (Low)<br>Policy changes (High) | Configuration #21**<br>P & R partners (Yes)<br>P & R resources (No)<br>Physical projects (High) | Configuration #38*<br>Shared decisions (High)<br>Shared implementation (High)<br>Promotions (High) | Configuration #43*<br>Poverty (High)<br>Region (Non-South)<br>Programs (High) | |
| Configuration #13**<br>P & R assessment (Yes)<br>Sustainability (High)<br>Policy changes (Low) | Configuration #22**<br>P & R assessment (No)<br>P & R resources (No)<br>Physical projects (High) | | Configuration #44*<br>Total assessment (High)<br>Sustainability (Low)<br>Programs (High) | |
| Configuration #14***<br>P & R resources (No)<br>Sustainability (Low)<br>Policy changes (High) | Configuration #23**<br>P & R assessment (No)<br>P & R resources (Yes)<br>Physical projects (Low) | | | |
| Configuration #15***<br>P & R resources (Yes)<br>Sustainability (Low)<br>Policy changes (Low) | Configuration #24**<br>P & R assessment (Yes)<br>P & R resources (Yes)<br>Physical projects (Low) | | | |
| Configuration #16**<br>Promotions (High)<br>Programs (Low)<br>Policy changes (Low) | Configuration #25***<br>P & R assessment (No)<br>Sustainability (Low)<br>Physical projects (High) | | | |

Table 33 (continued)

| P & R policy changes | P & R physical projects | P & R promotions | P & R programs | P & R integration |
|---|---|---|---|---|
| | Configuration #26***<br>P & R assessment (Yes)<br>Sustainability (High)<br>Physical projects (High) | | | |
| | Configuration #27**<br>P & R resources (No)<br>Sustainability (High)<br>Physical projects (High) | | | |
| | Configuration #28**<br>P & R resources (Yes)<br>Sustainability (High)<br>Physical projects (Low) | | | |
| | Configuration #29**<br>P & R resources (Yes)<br>Sustainability (Low)<br>Physical projects (Low) | | | |
| | Configuration #30**<br>Total resources (Low)<br>Sustainability (High)<br>Physical projects (Low) | | | |
| | Configuration #31**<br>Total resources (High)<br>Sustainability (High)<br>Physical projects (High) | | | |
| | Configuration #32**<br>Total resources (Low)<br>Sustainability (Low)<br>Physical projects (Low) | | | |
| | Configuration #33**<br>Promotions (Low)<br>Programs (High)<br>Physical projects (High) | | | |

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. Note: Configurations in bold text fit into multiple columns but are not duplicated.

Table 34: Configurations for School Approaches to Increase Active Living

| School policy changes | School physical projects | School promotions | School programs | School integration |
|---|---|---|---|---|
| TYPES (greater number of community partnerships in a specified variable configuration than expected in the base model) | | | | |
| Configuration #1**<br>Race/ ethnicity (Low)<br>Pop. size (Small)<br>Policy changes (Low) | Configuration #6***<br>Race/ ethnicity (High)<br>Poverty (High)<br>Physical projects (Low) | Configuration #16***<br>Race/ ethnicity (High)<br>Poverty (High)<br>Promotions (Low) | Configuration #17***<br>Race/ ethnicity (High)<br>Poverty (High)<br>Programs (Low) | Configuration #26***<br>Race/ ethnicity (High)<br>Poverty (High)<br>Integration (Low) |
| Configuration #2**<br>School assessment (No)<br>Sustainability (Low)<br>Policy changes (Low) | Configuration #7**<br>Race/ ethnicity (Low)<br>Pop. size (Small)<br>Physical projects (Low) | | Configuration #18**<br>Poverty (High)<br>Region (South)<br>Programs (Low) | |
| Configuration #3***<br>Physical projects (High)<br>Promotions (High)<br>Policy changes (High) | Configuration #8**<br>Poverty (High)<br>Region (South)<br>Physical projects (Low) | | Configuration #19***<br>School assessment (No)<br>School resources (No)<br>Programs (Low) | |
| Configuration #4***<br>Physical projects (Low)<br>Promotions (Low)<br>Policy changes (Low) | Configuration #9***<br>School partners (Yes)<br>School assessment (No)<br>Physical projects (Low) | | Configuration #20***<br>School assessment (No)<br>Sustainability (Low)<br>Programs (Low) | |
| Configuration #5***<br>Physical projects (Low)<br>Programs (Low)<br>Policy changes (Low) | Configuration #10***<br>School assessment (No)<br>School resources (No)<br>Physical projects (Low) | | Configuration #21***<br>School assessment (Yes)<br>Sustainability (High)<br>Programs (High) | |
| | Configuration #11***<br>School assessment (No)<br>Sustainability (Low)<br>Physical projects (Low) | | Configuration #22***<br>Total assessment (High)<br>Sustainability (High)<br>Programs (High) | |
| | Configuration #12***<br>School assessment (Yes)<br>Sustainability (High)<br>Physical projects (High) | | Configuration #23***<br>Total assessment (Low)<br>Sustainability (Low)<br>Programs (Low) | |
| | Configuration #13**<br>Total assessment (High)<br>Sustainability (High)<br>Physical projects (High) | | Configuration #24***<br>School resources (No)<br>Sustainability (Low)<br>Programs (Low) | |
| | Configuration #14***<br>Promotions (Low)<br>Programs (Low)<br>Physical projects (Low) | | Configuration #25**<br>Total resources (Low)<br>Sustainability (Low)<br>Programs (Low) | |
| | Configuration #15***<br>Promotions (High)<br>Programs (High)<br>Physical projects (High) | | | |

Table 34 (continued)

| ANTITYPES (fewer community partnerships in a specified variable configuration than expected in the base model) | | | | |
|---|---|---|---|---|
| Configuration #27***<br>Race/ ethnicity (High)<br>Poverty (Low)<br>Policy changes (Low) | Configuration #40***<br>Race/ ethnicity (High)<br>Poverty (Low)<br>Physical projects (Low) | Configuration #51*<br>Race/ ethnicity (High)<br>Pop. size (Small)<br>Promotions (High) | Configuration #56***<br>Race/ ethnicity (High)<br>Poverty (Low)<br>Programs (Low) | Configuration #69***<br>Race/ ethnicity (High)<br>Poverty (Low)<br>Integration (Low) |
| Configuration #28***<br>Race/ ethnicity (Low)<br>Poverty (High)<br>Policy changes (Low) | Configuration #41**<br>Race/ ethnicity (High)<br>Pop. size (Small)<br>Physical projects (High) | Configuration #52*<br>Poverty (High)<br>Region (Non-South)<br>Promotions (High) | Configuration #57*<br>Race/ ethnicity (High)<br>Pop. size (Small)<br>Programs (High) | Configuration #70***<br>Race/ ethnicity (Low)<br>Poverty (High)<br>Integration (Low) |
| Configuration #29**<br>Race/ ethnicity (High)<br>Pop. size (Small)<br>Policy changes (Low) | Configuration #42**<br>Poverty (Low)<br>Pop. size (Large)<br>Physical projects (Low) | Configuration #53*<br>Poverty (Low)<br>Region (South)<br>Promotions (Low) | Configuration #58**<br>Poverty (High)<br>Pop. size (Large)<br>Programs (High) | Configuration #71**<br>Poverty (High)<br>Pop. size (Large)<br>Integration (High) |
| Configuration #30**<br>Poverty (Low)<br>Pop. size (Small)<br>Policy changes (High) | Configuration #43**<br>Pop. size (Large)<br>Region (Non-South)<br>Physical projects (Low) | Configuration #54*<br>Geo. scale (Large)<br>Region (Non-South)<br>Promotions (High) | Configuration #59**<br>Poverty (High)<br>Geo. scale (Small)<br>Programs (High) | Configuration #72**<br>Poverty (High)<br>Region (Non-South)<br>Integration (High) |
| Configuration #31*<br>School partners (No)<br>School assessment (No)<br>Policy changes (High) | Configuration #44**<br>Shared decisions (Low)<br>Shared implementation (Low)<br>Physical projects (High) | Configuration #55*<br>Geo. scale (Small)<br>Region (South)<br>Promotions (Low) | Configuration #60**<br>Poverty (Low)<br>Region (South)<br>Programs (Low) | Configuration #73**<br>Shared decisions (High)<br>Shared implementation (High)<br>Integration (High) |
| Configuration #32*<br>School partners (No)<br>Sustainability (Low)<br>Policy changes (High) | Configuration #45***<br>School partners (Yes)<br>School assessment (No)<br>Physical projects (High) | | Configuration #61**<br>Poverty (High)<br>Region (Non-South)<br>Programs (High) | |
| Configuration #33**<br>School assessment (Yes)<br>School resources (No)<br>Policy changes (Low) | Configuration #46***<br>School partners (Yes)<br>School assessment (Yes)<br>Physical projects (Low) | | Configuration #62***<br>School partners (Yes)<br>School assessment (No)<br>Programs (High) | |
| Configuration #34**<br>School assessment (No)<br>Sustainability (Low)<br>Policy changes (High) | Configuration #47***<br>School assessment (Yes)<br>School resources (No)<br>Physical projects (Low) | | Configuration #63**<br>School partners (Yes)<br>Sustainability (Low)<br>Programs (High) | |
| Configuration #35**<br>School resources (No)<br>Sustainability (High)<br>Policy changes (Low) | Configuration #48***<br>School assessment (No)<br>School resources (No)<br>Physical projects (High) | | Configuration #64***<br>School assessment (No)<br>School resources (No)<br>Programs (High) | |
| Configuration #36***<br>Physical projects (Low)<br>Promotions (High)<br>Policy changes (High) | Configuration #49***<br>School assessment (No)<br>Sustainability (High)<br>Physical projects (High) | | Configuration #65***<br>School assessment (No)<br>Sustainability (Low)<br>Policy changes (High) | |

Table 34 (continued)

| School policy changes | School physical projects | School promotions | School programs | School integration |
|---|---|---|---|---|
| Configuration #37*** | Configuration #50** | | Configuration #66*** | |
| Physical projects (High) | Total resources (Low) | | Total assessment (High) | |
| Programs (Low) | Sustainability (High) | | Sustainability (High) | |
| Policy changes (Low) | Physical projects (Low) | | Programs (Low) | |
| Configuration #38*** | | | Configuration #67*** | |
| Physical projects (Low) | | | School resources (No) | |
| Programs (High) | | | Sustainability (High) | |
| Policy changes (High) | | | Programs (Low) | |
| Configuration #39** | | | Configuration #68** | |
| Promotions (Low) | | | Total resources (Low) | |
| Programs (High) | | | Sustainability (High) | |
| Policy changes (High) | | | Programs (Low) | |

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. Note: Configurations in bold text fit into multiple columns but are not duplicated.

*Cumulative policy changes, physical projects, promotions, programs, and integration*

TYPES: For policy changes, community partnerships working with a low proportion of people from racial and ethnic populations and people in poverty scored low on total policy changes ($X^2 = 11.30$, $p < 0.001$). Likewise, community partnerships with a low proportion of people from racial and ethnic populations and a small population size scored low on total policy changes ($X^2 = 14.40$, $p < 0.001$). And, community partnerships scoring high on total promotions and programs scored low on total policy changes ($X^2 = 9.06$, $p < 0.01$). With respect to physical projects, community partnerships with a lead agency from the private sector and fewer leadership changes scored high on total physical projects ($X^2 = 8.34$, $p < 0.05$). Concerning promotions, community partnerships that conducted more overall assessments and had more sustainability efforts scored high on total promotions ($X^2 = 9.09$, $p < 0.01$). For programs, community partnerships working in large-scale geographic communities located in southern states scored low on total programs ($X^2 = 8.96$, $p < 0.01$). Finally, community partnerships working with a high proportion of people from racial and ethnic populations and people in poverty scored low on overall integration of strategies ($X^2 = 9.46$, $p < 0.01$). Yet, community partnerships that conducted more overall assessments and had more sustainability efforts scored high on overall integration of strategies ($X^2 = 16.99$, $p < 0.001$).

ANTITYPES: Fewer community partnerships than expected scored low on total policy changes when working with a high proportion of people from racial and ethnic populations and a low proportion of people in poverty ($X^2 = 11.30$, $p < 0.001$) or a high proportion of people from racial and ethnic populations and a small population size ($X^2 = 14.40$, $p < 0.001$). At the same time, fewer community partnerships than expected scored high on total policy changes when working with a low proportion of people from racial and ethnic populations and a small population size ($X^2 = 14.40$, $p < 0.001$), a low proportion of people in poverty and a small population size ($X^2 = 6.63$, $p < 0.05$), or a low proportion of people from racial and ethnic populations and a small geographic scale ($X^2 = 6.39$, $p < 0.05$). Additionally, fewer community partnerships than expected scored low on total physical projects when working with a high proportion of people from racial and ethnic populations and a large geographic scale ($X^2 = 5.24$, $p < 0.05$) or a large geographic scale community in a Southern state ($X^2 = 6.07$, $p < 0.05$). Yet, no community partnerships scored high on total physical projects when working with a high proportion of people from racial and ethnic populations and a small population size ($X^2 = 4.83$, $p < 0.05$). Fewer community partnerships than expected scored high on total physical projects with a high number of assessments and a low number of sustainability efforts ($X^2 = 6.74$, $p < 0.01$) or a low amount of resources generated and a high number of sustainability efforts ($X^2 = 4.20$, $p < 0.05$). No community partnerships scored low on total promotions when working with a low proportion of people in poverty located in Southern states ($X^2 = 4.14$, $p < 0.05$) or a large geographic scale community in a Southern state ($X^2 = 4.24$, $p < 0.05$). Moreover, no community partnerships scored high on total promotions when working with a high proportion of people from racial and ethnic populations and a small population size ($X^2 = 4.60$, $p < 0.05$). Fewer community partnerships than expected scored high on total promotions with a low number of assessments and a high number of sustainability efforts ($X^2 = 9.09$, $p < 0.01$). No community partnerships scored low on total programs when working with a small geographic scale community in a Southern state ($X^2 = 8.96$, $p < 0.01$). Alternatively, no community partnerships scored high on total programs when working with a high proportion of people from racial and ethnic populations and a small population size ($X^2 = 5.15$, $p < 0.05$). Fewer community partnerships than expected scored high on total programs with a low number of assessments and a high number of sustainability efforts ($X^2 = 4.91$, $p < 0.05$).

Lastly, fewer community partnerships than expected scored low on total integration when working when working with a low proportion of people from racial and ethnic populations and a high proportion of people in poverty ($X^2 = 9.46$, $p < 0.01$) or a high proportion of people from racial and ethnic populations and a large geographic scale ($X^2 = 6.55$, $p < 0.05$). Fewer community partnerships than expected scored low on total integration with a low amount of resources generated and a high number of sustainability efforts ($X^2 = 8.70$, $p < 0.01$). Yet, no community partnerships scored high on total integration with a low number of assessments and a high number of sustainability efforts ($X^2 = 16.99$, $p < 0.001$).

### *National Program Office Technical Assistance and Training*

*"Well, if you look at the results, yes it was a wonderful thing. And, I think if I had to disagree with anything, it would be that the time was short. By looking at what's happened in five years, I often wish it was a ten-year pilot." (Partner)*

The ALbD National Program Office played an important part in making these community partnership initiatives successful. Project Directors, Project Coordinators, and other staff or key partners were able to attend annual grantee meetings held by the ALBD National Program Office. In addition, community partnerships were given opportunities to participate in a variety of workshops and trainings (e.g., communications, media relations, development of community plans, mediation training) in order to increase their knowledge, skills, and capacity for this work. And, most importantly, Project Officers from the ALbD National Program Office provided one-on-one technical assistance and support to the community partnerships, including in-person site visits, regular phone check-ins, email correspondence, and help with entries in the Progress Reporting System. This section summarizes the feedback from the community partnerships related to the ALbD National Program Office.

### Use of the ALbD Community Action (5P) Model

Many community partnerships described the 5P Model as valuable, systematic, thorough, effective, or intuitive, and they reported using the model to guide and direct their activities. It helped the partnerships stay focused and organized, and it provided a common language to discuss their work. Some partners even used the 5P Model to structure the agendas for their partnership meetings. The partnerships acknowledged that it took time for partners to get used to the model, but the prescriptive nature of the model provided a framework and structure for the new partnership; and, throughout the grant period, it enabled partners to maintain a broad range of activities.

*"If you think about it, what they're really trying to say is you can't just build something; you also have to inform the public about it and create ways to get the public to use it before they get familiar with it. That's essentially what they're saying. They're saying it's not enough to change the built environment, you also have to introduce people to the change and get them accustomed to using it in some way." (Staff)*

*"The 5P model was a useful concept, as each P represents a component of a successful program." (Staff)*

*"The prescriptive nature of the 5P Model was helpful to guide staff and partners through project planning and goal setting. Staff and partners believed that each P was important to ensure success for the active living initiative." (Staff)*

*"It was a good checklist. It was a good way to structure things… It helped me make sure we were covering all those areas." (Staff)*

*"I think in a way it really does help focus the direction of the project and keeps us targeted on certain things. If you look at [ALbD] as a whole, it is just incomprehensible that you can do anything, but by breaking it down into those 5 distinct areas they become more manageable bites, you can actually do something…" (Staff)*

*"The partnership fit their activities into the model components and then used the model as a source for common language for everyone involved with the partnership." (Staff)*

With a variety of different partners engaged and many different models emerging in the field, some partners expressed that it was a struggle to blend or operate under so many models. Others felt the 5P model was too overwhelming by itself. Some community partnerships had problems disentangling the different Ps as they did not know where, for example, the policy ended and the program began. This sometimes caused some confusion and frustration when community partnerships formulated plans.

*"Every program is now a five-letter buzzword, and you get overwhelmed with messaging and five-letter buzzwords until the point you're fumbling with different things and you don't listen to any of them. I guess if you're involved with only one it makes sense, but… I can't pay attention to all of these different five-letter buzzwords." (Partner)*

*"It is [useful]. That doesn't necessarily mean that I think it's the best way for an alliance to function, because it really was chewing off a phenomenal mouthful." (Staff)*

For several community partnerships, the partnership's goals or the lead agency's operational plan and organizational mission did not fit with the 5P model. Some partnerships felt the model set unrealistic expectations, particularly with respect to policy change. At the same time, the model was well-received in communities where the lead agency's mission aligned with the 5Ps. Partners suggested that the model should be flexible at the local level to allow for different circumstances.

*"It was all those 5Ps and some we did great… but, some of the other ones, we are just twisting ourselves to fit this, fit what you want us to do… You want to make sure that you are playing to the strengths of whatever organizations you are working with. Everybody doesn't do everything. And, they should not be required to." (Staff)*

*"It was extreme frustration on their [partners] part because the active living - the National Active Living office had #1) a particular format that all the partners were required to use, and then #2) they adhered to 5Ps with no diversion, and our partnerships couldn't make their goals and dreams fit into the 5Ps. Sometimes they weren't related at all. And they kept saying 'but if we're the partnership, then we could put together our own plan and the national office is going to have to accept it.' So, I bet we went through eight months worth of back and forth…and it was a lot of fussing and gushing and arguing, it was just awful." (Staff)*

*"I mean we know the 5P's, but we think that we went around it, we accomplished what Robert Wood Johnson wanted us to accomplish, but we used kind of a different model." (Staff)*

Some community partnerships highlighted benefits or challenges associated with specific Ps in the 5P Model.

*"The most important aspect of its use was the continued use of the policies that were put in place during the funding period." (Staff)*

*"The most difficult component of the model for the partnership was the Preparation component. The push to add certain members to the partnership was a constant struggle; a struggle that the partnership felt was a waste of time and kept them from pursuing the portions of the 5P model that were their strong suit." (Staff)*

*"Because of the strong policy and physical project focus in [our] area, the model components were addressed simultaneously rather than in the recommended order. Because of the policy and physical project direction of the partnership activities, the partnership has struggled with the program element of the model." (Staff)*

*"[The] promotion component was particularly difficult to address because of a perceived lack of ability in this area." (Staff)*

### Work plans and reporting

Some of the community partnerships expressed that the work plans were critical to the success of their initiatives. Likewise, several community partnerships described the Progress Reporting System (PRS) as a valuable tool for reflection and recording achievements.

*"I like the way that it's broken up, the 5Ps; you know where you have your goal, your tactics, and your activities." (Partner)*

*"The structure and process that [ALbD] sort of forced us to become a part of; actually, I think is one the things that have made us successful…the way that you have to develop a work plan, that you have to chart your progress, while it can be maybe a little time consuming, I think is a good way to structure it." (Partner)*

*"[It was] helpful in bringing new leaders up to speed on what had been documented in the PRS by the previous Project Director or Coordinator. Staff members also acknowledged that it was helpful to see what other communities were doing given that they recorded their activities in the PRS." (Staff)*

While many community partnerships seemed to understand the need for the Progress Reporting System (PRS), they also reported that the system was more of nuisance or that it was a challenge to keep up with the entries. Oftentimes, entries were completed at the end of the year rather than on a regular basis, so use of the PRS became a chore rather than an aid. Some community partnerships recommended that the design of the PRS needed to be improved and appreciated efforts to make the system more user-friendly. In particular, the classification of partnership activities into the 5Ps was not always feasible and the recording units were not always easy to complete. In general, the biggest concern about the PRS was that it was very time consuming to complete the entries.

*"I think [the PRS] was useful for active living, and I saw, I understood the rationale for it, but it was hard to kind of fit into their boxes….I found it tricky to figure out how to fit what I was doing to their format." (Staff)*

*"[It was difficult to] determine how to classify activities, make benchmark entries truly reflect their work, and report related activities such as funding, classes, process evaluations, and other accomplishments that weren't directly part of ALbD but had addressed similar goals or involved partners." (Staff)*

*"[The PRS was] not very intuitive. [It was] difficult to classify entries [because the] projects addressed multiple Ps." (Staff)*

*"[The PRS was] too burdensome, time-consuming, and lacking in functionality." (Staff)*

Some community partnerships suggested that the National Program Office needs to cut down the amount of paperwork in general. Project staff had too many responsibilities to take on all of the administrative duties. Community partnerships recommended minimizing the amount of administrative work as it interferes with the project work.

*"You needed a full time person to handle just the active living by design paperwork…You need to let people do the work and not spend time, a day in the office a week, doing paperwork. That's not work. That's busy stuff." (Staff)*

### Support from the National Program Office

The ALbD National Program Office helped the partnerships broaden the types of partners engaged in the work, think outside of traditional roles in policy and planning, and focus on sustainability. ALbD was unique in the hands-on approach of having committed, accountable staff providing quality technical assistance, networking opportunities, and supportive monthly calls, without being too intrusive at the local level. The assistance and training served as integral tools for the partnerships to develop strategies and materials, and it was especially helpful in the development of social marketing campaigns. Project Officers provided customized feedback to the community partnerships with sensitivity to the needs of the community and an appreciation for what the partnership can feasibly accomplish during the project period. For the most part, community partnerships enjoyed the interactions with Project Officers and other grantees, finding them both useful and essential to their efforts.

*"Overall, I think the national office is great. I feel like we have good relationships with the staff there. I was just at the Spitfire meeting last week and someone commented on how friendly we were with our national program staff because they said that their relationship was not like that… They said, 'the way you all interact with your national office is really different and much friendlier.'" (Staff)*

*"[The National Program Office was an] invaluable resource and support to the partnership." (Staff)*

*"The [Project] Officer was sensitive to the unique nature of both the community and the partnership and helped [us] reorganize [the] work plan after year two to better accomplish [our] goals with the partnership's capacity. With [the Project Officer's] assistance, the partnership narrowed their focus to a few programs and promotions that benefited their focus on physical projects and policy changes, without exceeding the facility of the group." (Staff)*

*"[Despite leadership changes, Project Officers] were helpful and available." (Staff)*

*"[Project Officers] helped think through issues; encouraged an open, honest relationship; knew the perfect balance between nudging, cracking the whip, pushing, and being the cheerleader; and provided good ideas for other references and resources." (Staff)*

*"[Project Officer's] patience, concern, and support were especially helpful during leadership transitions." (Staff)*

*"The conferences are rejuvenating. Because when you meet colleagues from other parts of the country and hear their stories, it's exciting to see that you are not just doing this in a little corner in a community but that this is something going on nationally. It gives us a sense of the bigger picture." (Partner)*

Yet, some community partnerships had a negative reaction to some of the guidance provided by the Project Officers. In these cases, staff or partners felt pushed to focus on areas that were not a priority for them. These partnerships would like to see an environment that allows more flexibility with the grantees and one that takes local knowledge into consideration rather than a standard set of requirements; a more supportive rather than directive environment.

In other cases, the community partnerships expressed concern that the Project Officers had too much on their plate and insufficient time to devote to the partnerships' requests. Some partnerships wished the networking from conferences continued throughout the year and some wanted more on-site technical assistance.

*"[The Project] Officer seemed overworked and didn't have enough time or energy to devote because of scheduling conflicts." (Staff)*

*"Those guys are good, those guys are great. I like all of them. The one complaint that I'm always going to hear would be that I wish there were more of them so that they could dedicate more time to the different partnerships. [Our Project Officer] does an amazing job… understands land use and understands planning so that's a great fit for me because that's what I do. But I can definitely tell that [the Project Officer] has a lot going on. So, I think [the Project Officer's] doing a good job in a sense, but the time that [the Project Officer] allots to us I think it could be better." (Staff)*

A few community partnerships expressed interest in learning more about related funding opportunities, additional tools and resources to support their efforts, or ways to engage nontraditional partners in this work.

*"It would have been extremely helpful to know what other programs RWJ was working on, and see if there could be additional sources of funding from a different outlet." (Staff)*

*"[It would be helpful to] provide their grantees with tools or guidelines that would make producing materials such as surveys or promotional pieces more effective and efficient." (Staff)*

*"[We needed] the National Program Office to provide legal counseling at an affordable rate." (Staff)*

*"Although a program like ALbD has great reach, currently it seems to only 'preach to the choir' or to those who already know the importance of physical activity in daily living. ALbD needs to improve on finding people who can masterfully bring in individuals and organizations who have no previous exposure to biking or walking." (Staff)*

## Limitations

Despite the benefits of this relatively participatory process and the high response rate (100% of community partnerships were represented in most evaluation activities), there were several limitations that need to be considered. As an exploratory evaluation, the findings pose more questions to the field than answers from the field.

### *Selection*

The ALbD grantees were selected based on their capacity to implement policy changes, physical projects, promotional efforts, and programs to increase active living. Given these selection criteria, the community partnerships may not be representative of many of their counterparts in local government agencies or community-based or advocacy organizations that may benefit from these integrated, system approaches to change. In addition, the wide variation in community partnerships funded (i.e., those representing different lead agencies, partners, intervention strategies, populations, or settings) was intentional in the selection process from a programmatic perspective. Yet, from an evaluation perspective, the wide variation across the 25 community partnerships limited the ability to find community trends or to attribute success to specific community characteristics or strategies. Lastly, the evaluation only captured the activities and changes associated with the 25 funded community partnerships. It did not capture changes in all of the 966 communities that applied or all 38 communities that wrote a full proposal.

### *Design*

For reasons beyond the control of the Robert Wood Johnson Foundation (RWJF) or the ALbD National Program Office, a plan to initiate evaluation from the beginning of the program was discontinued in October 2005, and a new plan for evaluation was instituted in November 2006 (i.e., the start of the fourth year of the program). The evaluation began in the fourth year of the community partnership intervention activities and continued for three years, ending approximately one year after the intervention activities of the ALbD five year program. The lack of baseline data for ALbD presented a significant challenge.

A related limitation is that many of the ALbD interventions represented "natural experiments." These are naturally occurring circumstances where different populations are exposed or not exposed to a potentially causal factor (e.g., a new policy) such that it resembles a true experiment in which study participants are assigned to exposed and unexposed groups. Natural experiments are unpredictable in their timing and scope, which brings the accompanying evaluation challenges. In some communities, the larger scale physical projects were not fully implemented during the evaluation time period or the community partnerships encountered challenges that led them to focus on alternative physical projects. To some extent, this limitation "comes with the territory" when studying environmental and policy changes in the real world.

### *Methods and measures*

Regarding measurement, any one method has limitations, but across the program of evaluative inquiry, different methods tended to point toward a common theme of progress (triangulation). The measurement of behavior provides an example. Some community partners conducted direct observations of biking and walking,[25] one used accelerometers with children,[27] and others asked people to report their physical activity.[26, 52] Taken together, however, they strengthen the claims overall about behavior. The same applies to changes in the neighborhood ecology. Some communities engaged in environmental audits, while others surveyed residents about their perceptions of environmental supports or barriers to physical activity.

Another challenge involves the difficulty in documenting ongoing changes in policy. Although local policy change shows high potential for addressing active living,[53] there are few established approaches for conducting local policy surveillance.[54] The information obtained using the qualitative and quantitative methods took a significant amount of time and effort to analyze and summarize. Yet, these data could serve as a basis for ongoing policy surveillance. For ALbD, the Progress Reporting System (PRS) was an important tool for tracking local policy decisions such as new ordinances or pedestrian master plans.[55]

For the handful of variables measured through the PRS and the interviews and focus groups, agreement was high only for counts of programs (84%), whereas counts of policy changes (68%) and physical projects (60%) had modest agreement, and counts of assessment activities had low agreement. Some of this variation may be attributable to differences in coding procedures for the PRS and the qualitative data from the interviews and focus groups. For example, the coding from the interview and focus group data included sustainability variables, and some of the sustainability actions were counted as policy changes in the coding for the PRS.

With respect to the variables used in the configural frequency analysis, several factors to consider in the interpretation of intervention dose are not reflected in these variables, including: quality of implementation (e.g., how well the policy change was enforced or the physical project was designed or constructed), scale of the intervention (e.g., community-wide ordinances vs. guidelines implemented in schools), and reach or exposure to the intervention by the overall population and different subpopulations. Ongoing work to expand and refine these types of variables (i.e., partnership and community characteristics, preparation and implementation strategies) and associated measures is needed.

### *Representation*

The sample sizes tended to be small (see Table 3 in the Methods section). For the quantitative assessments (e.g., organizational capacity survey, concept mapping), these sample sizes provided insufficient power for statistical interpretations. Therefore, the data presented have been used to generate recommendations and evaluation questions, not conclusions, as is typical in qualitative research and evaluation.

While most evaluation activities included representatives from all 25 community partnerships (e.g., partnership capacity survey, key informant interviews and focus groups), other activities were not successful in reaching all 25 community partnerships (i.e., concept mapping included 23 of 25 community partnerships). Furthermore, staff and key partners tended to be the main participants in the evaluation activities; therefore, data were not representative of the range of partners and community members involved with the various projects.

Likewise, personal characteristics of the individual participants were not collected, limiting the ability to determine the influence of these personal characteristics on overall ratings (e.g., whether respondents are representative of the sociodemographic characteristics of the communities, whether respondents have a history of working in or with the communities).

### *Attribution*

Another challenge is assessing strategies embedded in multi-component interventions. The nature of these intervention approaches requires the capacity to not only delineate the many moving parts but also to extract the underlying relationships between these moving parts for complex interventions. From a methods perspective, the resource-based view has been criticized as tautological, in that analyses begin with a presupposed difference and then seek to explain that difference. Two systems can differ (or be similar) for any number of reasons, including chance. Use of configural frequency analysis (CFA) helps to address some of these concerns, yet advanced CFA methods may be necessary to ensure the configurations are not masked by covariates or other mediating factors.[56]

In addition, from a practice perspective, tangible resources tend to be easier for decision-makers to identify and manage than intangible resources.[57] In turn, from an evaluation perspective, tangible resources are then more readily observed and measured, and intangible resources may not get captured in the data or subsequent analyses. Additional efforts to identify and analyze intangible resources operating in community systems are warranted.

Furthermore, tracking in the Progress Reporting System and questions for the interviews and focus groups focused on actions taken by the community partnerships. These findings will require further examination in the context of the policies, environments, promotions, and programs already existing in communities. For example, communities with fewer policy changes may have already established a healthy policy environment, thus mitigating the need for new policy changes.

### *Long-term impacts*

Often, large scale programs pay attention to short term endpoints, yet fail to capture longer term issues such as institutionalization and maintenance.[24] This was true for our evaluation, as the evaluation was not intended to assess long-term changes in physical activity and active living, but rather focused on more proximal short- and intermediate-term outcomes. To some degree the companion evaluations of Somerville,[25] Columbia,[58, 59] and, in particular, Wilkes-Barre,[60] provide complementary information about institutionalization and maintenance.

### *Other considerations*

Given the ALbD evaluation activities were conducted by numerous research teams, the triangulation of these findings required considerable effort of the ALbD National Program Office staff and the evaluation team. For example, time and energy was required to ensure coordination of efforts, communication with the sites, and data reduction and assembly of findings across sites.

Likewise, the evaluation was fairly intensive for the community representatives, requiring several hours of participation in the evaluation efforts. For the Project Directors and Coordinators, this likely resulted in some fatigue that diminished their capacity to respond thoroughly to all of the methods and measures.

Data integrity relied on responses from staff, partners, or community representatives that were likely influenced by their time available for reporting, their memory of different activities, related projects or initiatives implemented at the same time, and/or changes in the lead agency. Moreover, throughout the life of the ALbD national program, several community partnerships experienced staff turnover of key project personnel, sometimes more than once in the five-year funding period. Therefore, the individuals participating in the evaluation activities may not have been involved long enough to have an understanding of the community partnership's efforts, strengths, challenges, or accomplishments.

## Implications of Findings

Twenty-five community partnerships from across the U.S. engaged in a range of evaluation activities to try to generate recommendations for successful community-based approaches to increase active living based on their experience in the field. With limited understanding in the field related to the implementation of comprehensive community-based approaches to increase active living, this exploratory evaluation used innovative methods and analytic approaches to elicit configurations of community characteristics, preparation efforts, and implementation strategies occurring more (types) and less (antitypes) frequently than expected across the 25 ALbD community demonstration projects. Overall, findings supported the ALbD Community Action Model[17] as community partnerships with more preparation activities (i.e., assessment, sustainability) implemented a larger number of active living policy changes, physical projects, promotions, and programs, cumulatively (type). Yet, community partnerships working in communities with over 40% of the population from a non-Caucasian racial and ethnic background and over 40% of the population in poverty implemented fewer active living policy changes, physical projects, promotions, and programs, cumulatively (type).

The types of environmental and policy change initiatives addressed by the ALbD national program and its grantees proved to be crucial in creating supports for routine physical activity. Particular findings show strong potential to impact population rates of physical activity within the cross-site findings,[24] in Somerville,[25] and in Columbia.[26, 27] In these evaluations, physical projects were plausibly related to changes in the physical and social environment for walkability and bikability.

Community demonstration projects conceived, designed, implemented, and evaluated using collaborative approaches across multiple disciplines and sectors can help to shape recommendations for transformative processes (e.g., forging new partnerships, developing advocacy initiatives) and structural changes (e.g., new or improved policies and environments) to increase active living. Rigorous attribution of cause was not possible, but the comprehensive approaches to change became more explicit. Several practical implications for community-based approaches to increase active living and opportunities for ongoing research and evaluation have been extracted from the findings. The mixed-methods evaluation of the ALbD experience helps to inform community-based evaluation efforts to address and understand changes in population health, including obesity and other chronic diseases. In consideration of the relatively low funding levels for the initiatives and the evaluation efforts, and the range of data collection methods into account, the overall record of the ALbD program is promising.

### *Methods from systems science*

Understanding the key ingredients to implement comprehensive, community-based active living interventions represents a "wicked problem" for public health practitioners and evaluators,[61] requiring relatively new methods from systems science to inform decisions, practices, and research that embrace complexity. To increase understanding of underlying systems or patterns associated with cases (as opposed to variables), configural frequency analysis (CFA) has been applied to a range of public health-related problems, including: adolescent alcohol consumption patterns,[62] stress associated with intimate partner violence,[63] and risk of unintentional injury in children,[64] among others. The resulting types and antitypes provide insight into differences beyond chance that appear across cases, or communities for this study, from what is expected according to a base model. From the resource based view (RBV), these differences are ascribed to a different kind of system, or a different arrangement of tangible and intangible resources.[20, 21]

### *Policy change as a potential exception*

Policy changes, including formal (e.g., resolutions, ordinances, regulations, permits, charter amendments, right-of-ways, agreements) and informal (e.g., planning products, guidelines, regional blueprints, land acquisition, mayors' initiatives) rules and procedures, presented some exceptions to the overall strategy trends. First, community partnerships with fewer overall policy changes had greater numbers of overall promotions and programs. Therefore, higher integration scores likely indicated the co-occurrence of multiple physical projects, promotions, and programs as opposed to policy changes. In addition, community partnerships working with a low proportion of people from racial and ethnic populations and people in poverty had low overall numbers of policy changes. This was also true for community partnerships working with a low proportion of people from racial and ethnic populations and a small population size. Thus, while the cumulative dose of physical projects, promotions, and programs may be less prevalent than expected in poor, racially and ethnically diverse communities, cumulative policy changes may be less frequent in relatively wealthier or less-dense communities with less racial and ethnic diversity. This is consistent with findings from another study that more policy action corresponded to higher obesity rates.[65]

### *Trends for different active living settings*

Community design approaches similarly deviated from the overall trends. The vast majority of community partnerships scored low on integration of policy changes, physical projects, promotions, or programs in this domain. This is likely attributable to the inverse relationship of policy changes to promotions and programs (described previously) coupled with the extremely low prevalence of community design physical projects (e.g., mixed-use development,[66] reduced block lengths in subdivisions[67]). While three-quarters of community partnerships did engage planning partners, this was the least represented discipline (refer to Table 2) and may have also contributed to the low prevalence of integration of community design strategies. Community design strategies were highly unique in the sense that the community partnerships working with a high proportion of people from racial and ethnic populations and people in poverty had a high number of policy changes and physical projects as well as a high score for community design integration. Similarly, community partnerships working in large-scale geographic communities with a high proportion of people in poverty had high numbers of community design physical projects and high scores on integration.

Transportation approaches tended to have greater alignment with the overall trends. In this domain, community partnerships with a high number of policy changes also had a high number of physical projects, those with a government lead agency had high scores on transportation integration, and those without transportation partners or sustainability efforts had low numbers of transportation policy changes, physical projects, and community walk and bike programs. On the other hand, community partnerships that had low numbers of transportation policy changes and physical projects also had high numbers of community walk and bike promotions. And, community partnerships with high numbers of community walk and bike promotions did not have transportation partners or sustainability efforts. Therefore, community partnerships with higher numbers of transportation policy changes, transportation physical projects, or community walk and bike programs may have relied on a similar system, or configuration of resources, but community partnerships with higher numbers of community walk and bike promotions may have required a different system and/or set of tangible and intangible resources.

Parks and recreation approaches also tended to follow the cumulative trends. Integration proved to be important as community partnerships tended to have high numbers of parks and recreation physical projects, promotions, and programs corresponding to one another. Coincidentally, high parks and recreation integration scores were found for community partnerships with nonprofit lead agencies that had experienced greater turnover in leadership (i.e., Project Director or Project Coordinator). Furthermore, community partnerships that had parks and recreation partners and resources generated also had high numbers of policy changes and physical projects. Alternatively, community partnerships in southern states with a high proportion of people in poverty had low numbers of parks and recreation physical projects.

School approaches also followed suit with the cumulative trends, with only a few qualifications. Integrated approaches across all four strategies – school policy changes, physical projects, promotions, and programs – were prevalent for this domain. The school-scale, as opposed to the community-scale, initiatives may provide a more suitable environment and configuration of resources for integration given the well-defined population and setting. Yet, community partnerships working with a low proportion of racial and ethnic populations and a small population size had low numbers of school policy changes and physical projects. Community partnerships that did not conduct school assessments or generate school resources had low numbers of school physical projects and programs. And, community partnerships generating fewer collective or school-specific resources and working on fewer sustainability efforts had low numbers of school programs.

### *A look at partnership and community capacity*

For partnership capacity, a strong set of themes emerged for communities in southern states having high capacity, including: community partnerships working with a high proportion of people in poverty in southern states, those working with a large population size in southern states, and those working in large-scale geographic communities in southern states. Alternatively, community partnerships working with a small population size and a low proportion of racial and ethnic populations had low partnership capacity. For community capacity, community partnerships working in large-scale geographic communities with a low proportion of racial and ethnic populations or a low proportion of people in poverty had high capacity. In general, government lead agencies had high scores on partnership and community capacity, and government agencies with no changes in the lead agency and fewer turnovers in leadership had high scores on community capacity.

### *Reflections from the field on key ingredients*

With a leap of faith, each community partnership rose to the challenge of working on the 5Ps in 5 years. As a result of these efforts, the community partnerships identified several key ingredients to the comprehensive community-based approaches to increase active living.

1. Each site developed a multi-sector, diverse community partnership (e.g., community, health, schools, parks and recreation, transportation, urban planning and design, other government agencies, advocacy, local businesses, faith based organizations, social clubs, organizations and media) and most sites considered the partnership to be one of their most valuable outcomes.
2. Leadership was vital to the success of the community partnerships. On the one hand, community champions instigated the formation and expansion of quality community partnerships as well as ties to local policy- and decision-makers. On the other, leadership from staff helped to organize and maintain the community partnerships. At the same time, most communities experienced changes in leadership (individuals and agencies or organizations) that led to shifts in the focus of the community partnership or delays in the time frame for completion of activities. Yet, in many cases, these losses in leadership for the community partnerships represented the a gain for the field of greater numbers of young, talented professionals trained in organizational or community change approaches to increase active living.
3. Many communities noted that the policy changes, and particularly the corresponding physical projects, inspired a social movement toward having a more sustainable community. Visible improvements to the environment signified a vested interest from local decision-makers in the welfare of the community, and, in turn, sparked greater interest from the community in participating in the improvement process as a force for positive change.
4. The vision and mission of the lead agency as well as the characteristics of the community (e.g., sociodemographic composition, population size, geographic scale) shaped the scale of the projects implemented by the community partnerships, for example: large metropolitan area (Bronx, Omaha, Orlando, Nashville, Santa Ana, Seattle); large neighborhood or community (Albuquerque, Chicago, Cleveland, Columbia, Louisville, Somerville); or small community (Winnebago).
5. The community partnerships expressed several benefits of being part of a national network supported by the ALbD National Program Office and the Robert Wood Johnson Foundation (e.g., receiving technical assistance, participating in a learning network and annual conferences, leveraging funding).

### *Opportunities for ongoing research and evaluation*

This evaluation demonstrates a comprehensive approach to assessing and understanding complex, community-based active living initiatives using highly-contextualized qualitative data elicited through on-line progress reporting, interviews, and focus groups, in addition to data from surveys and concept mapping. This exploratory evaluation suggests several avenues for further investigation by evaluators and researchers, including:

- the development of tools and resources to systematically assess and evaluate community characteristics, preparation efforts, and implementation strategies;
- improved understanding and measurement of the reach, scale, and implementation quality of policy changes, physical projects, promotions, and programs;
- enhanced assessment of policy development, implementation, and enforcement in the context of community characteristics and social determinants of health; and
- further examination of the underlying causal structure related to the configurations of community characteristics, preparation efforts, and implementation of policy changes, physical projects, promotions, and programs.

Emerging methods from systems science may help to elicit causal structure from these configurations, including innovative community participatory methods of data collection and analysis through group model building.[28, 29]

### *Conclusion*

The evaluation team intended this report to serve as a platform to guide next steps in exposing and characterizing the detailed and dynamic complexity associated with planning and implementing comprehensive community demonstration projects to increase active living. While many of the findings in this report have been supported in the literature,[30-34] it contributes to the understanding of "what works" to support active living from the perspective of community representatives. It provides insight into the perceived feasibility and perceived effectiveness of the various strategies and activities as two important dimensions of the overall impact of policy and environmental approaches to active living.[35, 36] To determine priority strategies and approaches, policy-makers, practitioners, and community members can consider these findings in light of the local community context (e.g., political support, personnel or financial resources) and existing community work to plan, implement, enforce, evaluate, and sustain these types of efforts.

To date, findings have been analyzed and disseminated through a variety of mechanisms, including 25 individual case reports, a "best practices" supplement to the American Journal of Preventive Medicine,[37] and a comprehensive concept mapping report. In addition, an evaluation supplement to the American Journal of Preventive Medicine is underway. Other translation and dissemination opportunities continue to be explored (e.g., a web-based translation and dissemination system).

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# Appendices for Evaluation of Active Living by Design: Learning from 25 Community Partnerships

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## Appendix A: Environmental Audit Tool

***Active Neighborhood Checklist***

Date: _____ Clip ID: _____

Auditor ID: _____ Neighborhood ID: _____

Street Name: _____

Start Time: _____

Is any building or section of the sidewalk or roadway under construction or being repaired?

- ❑ Yes, specify: _____
- ❑ No

A. What land uses are present?

1. Are residential and non-residential land uses present?
   - ❑ All residential
   - ❑ Both residential and non-residential
   - ❑ All non-residential

2. Are residential and non-residential land uses present around the intersection?
   - ❑ All residential
   - ❑ Both residential and non-residential
   - ❑ All non-residential

3. What is the predominant land use? (*Check one or two that apply.)*
   - ❑ Residential buildings/yards
   - ❑ Commercial or public/government buildings
   - ❑ School/school yards (elementary, middle, high school)
   - ❑ Parking lots or garages
   - ❑ Park with exercise/sport facilities or playground equipment
   - ❑ Vacant lot/abandoned building
   - ❑ Undeveloped land
   - ❑ Designated green space
   - ❑ Other non-residential, specify: _____

4. What types of residential uses are present? (*Select all that apply.)*
   - ❑ None
   - ❑ Abandoned homes
   - ❑ Single family homes
   - ❑ Multi-unit homes (2-4 units)
   - ❑ Apartments or condominiums (>4 units, 1-4 stories)
   - ❑ Apartments or condominiums (>4 stories)
   - ❑ Apartment over retail
   - ❑ Other (retirement home, mobile home, dorms)

5. What parking facilities are present? (*Select all that apply.)*
   - ❑ None (no parking allowed on street at any time)
   - ❑ On-street, including angled parking
   - ❑ Small lot or garage (<30 spaces)
   - ❑ Medium to large lot or garage

6. What public recreational facilities and equipment are present (including in the schoolyard if publicly accessible)? (*Select all that apply.)*
   - ❑ Park with exercise/sport facilities or playground equipment
   - ❑ Off-road walking/biking trail
   - ❑ Sports/playing field
   - ❑ Basketball/tennis/volleyball court
   - ❑ Playground
   - ❑ Outdoor pool
   - ❑ Other: _____

7. (OPTIONAL) What types of non-residential uses are present? (*Select all that apply.)*
   - ❑ None
   - ❑ Abandoned building

Specific types of destinations:
   - ❑ Small grocery, convenience store (including in gas station), or pharmacy
   - ❑ Food establishment (restaurant, bakery, café, coffee shop, bar)
   - ❑ Entertainment (e.g., movie theatre, arcade)
   - ❑ Library or post office
   - ❑ Bank
   - ❑ Laundry/dry cleaner
   - ❑ Indoor fitness facility

Educational facilities:
   - ❑ School (elementary, middle, high school)
   - ❑ College, technical school, or university

Large buildings housing 1+ businesses/services:
   - ❑ High-rise building (>5 stories)
   - ❑ Big box store (e.g., Walmart, Office Depot, Best Buy)
   - ❑ Mall
   - ❑ Strip mall
   - ❑ Supermarket
   - ❑ Large office building, warehouse, factory, or industrial building

Land use notes:

_____
_____
_____
_____

## B. Is public transportation available?

| | No | Yes, one side | Yes, both sides |
|---|---|---|---|
| 1. Any transit stop (bus, train, or other)? | go to C1 | | |
| 1a. Bench or covered shelter at transit stop? | | | |
| Transit stop notes: | | | |

C. What street characteristics are visible?

| | No | Yes |
|---|---|---|
| 1. Enter posted speed limit (99 if none): | | |
| 2. Enter special speed zone (99 if none): | | |
| 3. Enter total # of lanes on street: | | |
| 4. Marked lanes? | | |
| 5. Median or pedestrian island? | | |
| 6. Turn lane? | | |
| 7. Crosswalk for crossing this segment? | | |
| 8. "Walk" / "Don't Walk" signal? | | |
| 9. Traffic calming device (roundabout, curb bulb-outs, speed bump, brick road, other)? | | If yes, specify types |
| 10. Cul-de-sac (dead-end street)? | go to D1 | |
| 10a. Sidewalk cut-through in cul-de-sac? | | |
| Street characteristic notes: | | |

D. What is the quality of the environment?

| | No | Yes |
|---|---|---|
| 1. Any commercial buildings adjacent to the sidewalk? | | |
| 2. Any amenities? | | |
| 2a. Bench (excluding at transit stop)? | | |
| 2b. Drinking fountain? | | |
| 2c. Other? Specify: _____ | | |
| 3. Public art (e.g., statues, sculptures)? | | |
| 4. Graffiti or broken/boarded windows? | | |

| | None or a little | Some | A lot |
|---|---|---|---|
| 5. Litter or broken glass? | | | |

| | None or a little | Some or a lot |
|---|---|---|
| 6. Tree shade on the walking area? | | |

| | Flat/gentle | Moderate | Steep |
|---|---|---|---|
| 7. Steepest slope along walking area? | | | |
| Pedestrian environment notes: | | | |

E. Do you have a place to walk or bicycle?

| | No | Yes, one side | Yes, both sides |
|---|---|---|---|
| **SIDEWALKS** | | | |
| 1. Sidewalk present? | go to E10 | | |
| 2. Any grassy or other buffer between curb and sidewalk along most of the segment? | go to E3 | | |
| 2a. Tree(s) in buffer? | | | |
| 3. Sidewalk continuous within segment? | | | |
| 4. Sidewalk continuous between segments at both ends? | | | |
| 5. Width ≥5 ft for most of the sidewalk? | | | |
| 6. Width <3 ft for any part of the sidewalk? | | | |
| 7. Any missing curb cuts or ramps at intersections or driveways? | | | |
| 8. Any major misalignments or cracks in the sidewalk? | | | |
| 9. Any permanent obstructions (trees, signs, tables) blocking the 3-ft walk area? | | | |
| 10. If a sidewalk is not present on any part of the segment, do you have another safe place to walk, including: | | | |
| Street or shoulder (if safe)? | | | |
| Unpaved pathway? | | | |
| Other? Specify: _____ | | | |
| Sidewalk notes: | | | |
| **SHOULDERS (OPTIONAL)** | | | |
| 11. Designated bike route sign or marking or "Share the Road" sign? | | | |
| 12. On-street, paved, and marked shoulder? | go to E16 | | |
| 13. Width of marked shoulder ≥ 4 ft? | | | |
| 14. Shoulder continuous between segments at both ends? | | | |
| 15. Any permanent obstructions in the shoulder (including drainage grates, parked cars)? | | | |
| 16. If a paved, marked shoulder is not present on any part of the segment, do you have another safe place to bicycle, including: | | | |
| Street? | | | |
| Wide outside lane (~15 ft)? | | | |
| Other? Specify: _____ | | | |
| Shoulder notes: | | | |

Stop Time: _____

## Appendix B: Direct Observation Tool

Site:_____ Page ____ of ____

***Direct Observation Coding Sheet***

Date:_____ Setting:_____ Observer:_____

Observation Point:_____ Start Time:_____ End Time:_____

| Person | Gender | Age Group | Ethnicity | Activity Level |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |

| Person | Gender | Age Group | Ethnicity | Activity Level |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |

| Gender |
|---|
| M: Male |
| F: Female |

| Age Group |
|---|
| C: Child |
| T: Teen |
| A: Adult |
| S: Senior |

| Race/Ethnicity |
|---|
| AA: African American |
| W: White |
| L: Latino |
| A: Asian |
| NA: Native American |
| O: Other |

| Activity |
|---|
| W: Walking |
| B: Biking |
| R: Rollerblading or Skateboarding |
| J: Jogging/running |
| S: Sedentary |

For more information on this tool, please see www.activelivingresearch.org/index.php/SOPARC/364

## Appendix C: Partnership Capacity Survey

### *Section 1: Purpose of Survey*

Thank you for taking the time to complete this short survey. Please keep in mind, there is no right or wrong answer and your responses will not be shared with other staff or partners in your Partnership, Active Living by Design National Program Office or the Robert Wood Johnson Foundation.

Every Partnership has a different way of interacting with staff and partners. The purpose of this survey is to identify the organizational characteristics of the Partnership and its leader or leaders.

In the following questions, "Partnership" refers to the group of individuals or agencies who are working together to develop and implement activities related to the Active Living by Design's 5P model (i.e. preparation, promotion, programs, policy influence and physical projects).

"Leadership" refers to the person or persons responsible for making decisions and organizing the daily activities of the Partnership and staff.

For the first set of questions, please answer a few questions about yourself.

For the remaining questions, you will be answering questions about the Partnership and its leadership.

### *Section 2: Background Questions*

1. Please indicate your gender.
   - Male
   - Female

2. In which of the following age groups do you fall?
   - 18-25
   - 26-45
   - 46-65
   - 66+

3. With what race/ethnicity do you identify?
   - American Indian or Alaska Native
   - Asian
   - Black or African American
   - Native Hawaiian or Other Pacific Islander
   - White
   - Hispanic or Latino
   - Not Hispanic or Latino
   - Don't Know/Not Sure
   - Refused
   - Other (please specify)

4. Which best describes the focus of your job?
   - Parks and Recreation
   - Developer
   - City/Urban Planner
   - Community Development
   - Health Care
   - Public Health Researcher
   - Local Government (city, county or state)
   - Other (please specify)

5. During the past month, other than your regular job, did you participate in any physical activities or exercises such as running, calisthenics, golf, gardening, or walking for exercise?
   Yes
   No
   Don't Know
   Refused

***Section 3: Partnership Purpose and Goals***

For following questions, please indicate if you strongly agree, agree, disagree or strongly disagree.

6. The Partnership's goals are clearly defined.
   Strongly Agree
   Agree
   Disagree
   Strongly Disagree
   Do not know

7. The Partnership makes decisions based on the community's needs.
   Strongly Agree
   Agree
   Disagree
   Strongly Disagree
   Do not know

8. The Partnership organizes its events with other people.
   Strongly Agree
   Agree
   Disagree
   Strongly Disagree
   Do not know

9. Partners feel the Partnership can influence decisions made in the community.
   Strongly Agree
   Agree
   Disagree
   Strongly Disagree
   Do not know

10. Partners are determined to create change in their community.
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know

***Section 4: Partnership Functioning***

For the following questions, please indicate if you strongly agree, agree, disagree or strongly disagree.

11. The Partnership has a core leadership group that organizes its efforts.
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know

12. The Partnership's procedures are clearly defined.
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know
13. Partners come to Partnership meetings.
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know
14. The Partnership conducts meetings in an organized manner (for example, with an agenda).
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know
15. Partners are in contact on a regular basis.
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know
16. Many partners are involved in the Partnership's activities
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know
17. Partners have the skills necessary for the Partnership to succeed.
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know
18. The Partnership has processes for dealing with conflict.
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know
19. Partners have input into decisions made by the Partnership.
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know

20. The Partnership thinks it is important to involve the community.
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know
21. The Partnership can gain support from public officials when needed.
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know
22. The Partnership has a voice in policies made in your community.
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know

***Section 5: Partnership Leadership***

For the following questions, please indicate if you strongly agree, agree, disagree or strongly disagree.

23. The Leadership has the skills needed for the Partnership to succeed.
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know
24. Partners trust the leadership of the Partnership.
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know
25. The Leadership can work with diverse groups with different interests.
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know
26. The Leadership listens to the ideas and opinions of the Partners.
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know
27. The Leadership lives in the community served by the Partnership.
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know

28. The Leadership thinks it is important to involve the community.
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know
29. The Leadership has a relationship with public officials who can help the Partnership.
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know
30. The Leadership has an important role in the community.
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know
31. The Leadership is part of similar programs in other communities.
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know

***Section 6: Partnership Resources***

For the following questions, please indicate if you strongly agree, agree, disagree or strongly disagree.

32. The Partnership has access to enough space to conduct daily tasks.

    Strongly Agree
    Agree
    Disagree
    Strongly Disagree
    Do not know
33. The Partnership has access to equipment to conduct daily tasks.
    Strongly agree
    Agree
    Disagree
    Strongly Disagree
    Don't know

***Section 7: Partnership & the Community it Serves***

For the following questions, please indicate if you strongly agree, agree, disagree or strongly disagree

34. Partners work with different types of community groups.
    Strongly agree
    Agree
    Disagree
    Strongly disagree
    Don't know

35. Community members know what the Partnership does.
    Strongly agree
    Agree
    Disagree
    Strongly disagree
    Don't know

36. Community members know the name of the Partnership or the project.
    Strongly agree
    Agree
    Disagree
    Strongly disagree
    Don't know

37. Groups in your community receive an equal amount of resources.
    Strongly agree
    Agree
    Disagree
    Strongly disagree
    Don't know

38. The Partnership faces opposition in the community it serves.
    Strongly agree
    Agree
    Disagree
    Strongly disagree
    Don't know

## Appendix D: Concept Mapping Instructions

The purpose of this evaluation project is to help Active Living by Design and the Robert Wood Johnson Foundation identify and prioritize the key resources, relationships and intervention activities related to the 5 "P" strategies. Many of you participated in the brainstorming process where you generated statements in response to the following focus prompt:

*One specific action or change that occurred in your community to support active living …*

During the brainstorming phase, you and your colleagues generated 183 important actions or changes that occurred in your community to support active living. To reduce the burden on you as you prioritize and sort the ideas, the large statement set that was brainstormed online was reduced to a manageable number of 79 ideas. Every effort was made to retain statements that best represented each unique idea contributed by each of you. The wording that you see in the current set of ideas may reflect changes required for the sake of clarity and representativeness.

You are being asked to participate in the second and third phases of this project, involving the following four steps:

1. Background Questions: In this step, you will be asked to provide information on your role in promoting physical activity. This will take only a few minutes to complete, and will help us determine how priorities may vary by subgroup. This information will not be used to personally identify you; all information is strictly confidential.
2. The Sorting Activity: In this step, you will be asked to sort each of the statements into categories with other statements similar in meaning or theme. We are interested in seeing how you and your colleagues conceptualize these statements into a framework that can be shared among other professionals engaging in this work. This will take approximately 30 minutes to complete.
3. The Importance to Creating Changes in your Community Rating Activity: In this step, you will be asked to rate each statement according to its importance relative to the other statements in creating changes in your community to support active living. This will take approximately 15-20 minutes.
4. The Importance to Increasing Physical Activity in your Community Rating Activity: In this step, you will be asked to rate each statement according to its importance relative to the other statements in increasing overall physical activity rates in your community. This will take approximately 15-20 minutes.

To participate, please go to http://www.conceptsystemsglobal.com?ALbD/sort/rate

We would like key staff from the lead agency of the community partnership as well as any key partners from the partnership to participate. Participants will need to be aware of the ALbD initiative and the 5 P model. Please forward the email you received to staff and partners who you feel play a key role in your partnership.

Please self-register by creating a username and password for yourself. By self-registering you will be able to save your work and return later to finish. We strongly recommend that you use your email address as your user ID. This will allow us to remind you of your password if you forget it and it will also allow us to communicate any important notices to you about this project and your participation in it, including the final results. Please note that all information you submit will remain confidential!

Your participation is voluntary. If you have any questions, please feel free to contact Melissa Hall at melissa@transtria.com or 314-352-8800.

## Appendix E: Key Informant Interview (Baseline Version)

Questions will be administered over the phone with the person or persons responsible for the day-to-day activities of the Community Partnership. First interview with each site will be with the person who is most involved with the activities of the Community Partnership; some questions will be eliminated for subsequent interviews if we already have answers (e.g., question 2). If unable to schedule phone interviews, some interviews may be conducted during site-visits.

[Questions are listed below, followed by probes]

All interviews will be tape-recorded and transcribed

***Section 1: Community Partnership's Maturity***

1. Can you tell me about the Community Partnership?
2. How long has the Community Partnership been in operation?
    a. Was this partnership active before receiving the ALbD grant?
3. Why was this partnership established?
    *[Probes if not discussed by participants]*
    a. Was there an individual or group of individuals that championed the start of this project and kept it going? (i.e., the social change - spark plug)
    b. In what other activities/initiatives has this partnership been engaged?
4. How long have you been working with the Community Partnership?
5. What is your position or role within the Community Partnership?
    ___ Staff member
    ___ Partner
    ___ Board member
    ___ Director
    ___ Coordinator (other than director)
    ___ Volunteer
    ___ Other (please specify) _____
6. What are your responsibilities with regards to the Community Partnership?

***Section 2: Multidisciplinary Partnership***

7. What organizations/agencies/coalitions serve on the partnership?
    *[Probes if not discussed by participants]*
    a. What types of organizations are represented (e.g., parks, schools, developers)?
    b. What skills and resources do the different partners bring to the Partnership?
    c. Have other partners left the partnership during the ALbD initiative?
        i. Who?
        ii. Why did they leave?
        iii. When did they leave?
8. What, if any, political support is present within this partnership (e.g., councilman/woman is active in partnership)?
9. Are any community members involved in the partnerships?
    a. If yes, what is their role/responsibility?
    b. Do they participate in partnership meetings?
        i. If not, why do they not participate?

***Section 3: Lead Agency***

10. Can you tell me about the lead agency for the community partnership?
    a. How long has this agency been established in your community?

11. What is your relationship to the lead agency that received funding from the Active Living by Design National Program Office?
    a. What are your responsibilities within/related to the agency?
12. How long have you been affiliated with the lead agency? __ months or __ years
    a. [if from another agency] Does your organization support the community partnership?
    b. [if from another agency] What degree of leadership does your organization provide to the community partnership?

***Section 4: Community Partnership Characteristics***

13. What are the major strengths of the ALbD Community Partnership in meeting ALbD goals?
    *[Probes if not discussed by participants]*
    a. Partners involved?
    b. Leadership?
    c. In-kind support – equipment, space, personnel?
    d. Political support?
    e. Community support?
14. What are the major challenges of the ALbD Community Partnership to meeting ALbD goals?
    *[Probes if not discussed by participants]*
    a. Partners involved or not involved?
    b. Leadership?
    c. Lack of resources – equipment, space, personnel?
    d. Political support
    e. Who is involved?

***Section 5: Financial Resources of Community Partnership***

15. Does your Community Partnership have funding from other sources besides ALbD? yes or no

[If no, skip to Q. 17]

    *[Probes if not discussed by participants]*
    a. From where, or whom, has your organization received funding?
    b. How much?
    c. When did your Community Partnership receive this funding support?
    d. Can any of these other funds be attributed to the ALbD project (i.e., received more funds because of the ALbD funds – seed money?
16. What factors contributed to successfully bringing in other resources?
17. What challenges did you encounter when seeking additional resources (if they tried to seek additional resources)?
18. Does your community have other resources besides funding (e.g., in-kind support – space, computers)
    *[Probes if not discussed by participants]*
    a. Other partners' agencies?

***Section 6: Sustainability of the Community Partnership***

19. Has the Community Partnership considered ways to sustain itself once the ALbD funding has ended?
    a. [If yes] Please describe plans, financial and otherwise
20. Does the Community Partnership currently have any funding that will continue once the funding from ALbD has ended?
    *[Probes if not discussed by participants]*
    a. If yes, from whom are you receiving the funding?
    b. How long will the funding continue?
    c. What activities will the funding support?

21. Has your partnership identified future sources of funding?
    *[Probes if not discussed by participants]*
    a. If yes, what are the sources?
        i. What is the amount of funding identified?
    b. If not, why not?

### *Section 7: Staff*

22. Which of the following describes how the Community Partnership's current leader was chosen?
    ___ Elected by partners
    ___ Hired or Selected by Partners
    ___ Volunteer
    ___ Assumed Leadership on Own
    ___ Placed by Outsiders
    ___ Lead Agency Assigned
    ___ Do Not Know
    ___ Other, please specify _____

23. Is the current leader a paid employee or a volunteer?

24. How many individuals have served as leaders of the ALbD Community Partnership?
    *[Probes if not discussed by participants]*
    a. What impact did this shift in leadership have on the Community Partnership?
    b. I would like to talk to the previous leaders about their time spent with the partnership. Can you please provide me with their contact information?

25. Can you tell me about the people who staff the ALbD project?
    *[Probes if not discussed by participants]*
    a. Within the lead agency?
    b. Outside the lead agency?
    c. Paid through ALbD funds, paid through other funds, or volunteers?

26. What skills and expertise does staff bring to the partnership?
    *[Probes if not discussed by participants]*
    a. Within the lead agency?
    b. Outside the lead agency?

### *Section 8: Final Thoughts*

27. If you were to do this all over again, what would you do differently and why?

28. What advice do you have for other communities wishing to begin a Partnership to work on active living in their community?

29. Do you think a Partnership is needed to effectively tackle the 5P's? Why or why not?

## Appendix E: Key Informant Interview (Follow-up Version)

Questions will be administered over the phone with the person or persons responsible for the day-to-day activities of the Community Partnership. First interview with each site will be with the person who is most involved with the activities of the Community Partnership; some questions will be eliminated for subsequent interviews if we already have answers (e.g., question 2). If unable to schedule phone interviews, some interviews may be conducted during site-visits.

[Questions are listed below, followed by probes]

All interviews will be tape-recorded and transcribed

### *Section 1: Community Partnership's Maturity*

1. Can you tell me about the Community Partnership?
2. How has the Community Partnership changed over the grant period?
    a. Partners?
    b. Lead agency?
    c. Frequency/purpose of meetings?
    d. Committees?
3. Has the Community Partnership continued since the ALbD funds have expired? What does this look like?
4. How long have you been working with the Community Partnership?
5. What is your position or role within the Community Partnership?
    ___ Staff member
    ___ Partner
    ___ Board member
    ___ Director
    ___ Coordinator (other than director)
    ___ Volunteer
    ___ Other (please specify) _____
6. What are your responsibilities with regards to the Community Partnership?

### *Section 2: Multidisciplinary Partnership*

7. What organizations/agencies/coalitions joined the partnership in the later years of the ALbD grant period?
    a. What skills and resources do these partners bring to the partnership?
    b. Have other partners left the partnership during the ALbD initiative?
        i. Who? Why? When?
8. How do you keep partners engaged in the partnership's efforts (if applicable)?
9. What, if any, political support is present within this partnership (e.g., councilman/woman is active in partnership)? Has this changed over the grant period?

### *Section 3: Community Partnership Characteristics*

10. What are the major strengths of the ALbD Community Partnership in meeting ALbD goals (thinking specifically about the last year or two of the ALbD grant period)?
    *[Probes if not discussed by participants]*
    a. Partners involved?
    b. Leadership?
    c. In-kind support – equipment, space, personnel?
    d. Political support?
    e. Community support?

11. What are the major challenges of the ALbD Community Partnership to meeting ALbD goals (thinking specifically about the last year or two of the ALbD grant period)?
    *[Probes if not discussed by participants]*
    a. Partners involved or not involved?
    b. Leadership?
    c. Lack of resources – equipment, space, personnel?
    d. Political support
    e. Who is involved?
12. Is the partnership still using the 5P Model (if applicable)?

***Section 4: Financial Resources and Sustainability of Community Partnership***

13. What types of funding from other sources does your Community Partnership have to sustain its efforts?
    *[Probes if not discussed by participants]*
    a. From where, or whom, has your organization received funding?
    b. How much?
    c. When did your Community Partnership receive this funding support?
    d. What activities will the funding support?
    e. Can any of these other funds be attributed to the ALbD project (i.e., received more funds because of the ALbD funds – seed money?
14. How is the partnership using the sustainability funds from ALbD (if applicable)?
15. What factors contributed to successfully bringing in other resources?
16. What challenges did you encounter when seeking additional resources (if they tried to seek additional resources)?
17. Does your community have other resources besides funding (e.g., in-kind support – space, computers)
    *[Probes if not discussed by participants]*
    a. Other partners' agencies?
18. In what ways is/will the partnership sustain itself in future years?
    a. Please describe plans, financial and otherwise.

***Section 5: Staff***

19. Which of the following describes how the Community Partnership's current leader was chosen?
    ___ Elected by partners
    ___ Hired or Selected by Partners
    ___ Volunteer
    ___ Assumed Leadership on Own
    ___ Placed by Outsiders
    ___ Lead Agency Assigned
    ___ Do Not Know
    ___ Other, please specify _____
20. Is the current leader a paid employee or a volunteer?
21. How many individuals have served as leaders of the ALbD Community Partnership?
    *[Probes if not discussed by participants]*
    a. What impact did this shift in leadership have on the Community Partnership?

22. Can you tell me about the people who staff the ALbD project?
    *[Probes if not discussed by participants]*
    a. Within the lead agency?
    b. Outside the lead agency?
    c. Paid through ALbD funds, paid through other funds, or volunteers?
23. What skills and expertise does staff bring to the partnership?

    *[Probes if not discussed by participants]*
    a. Within the lead agency?
    b. Outside the lead agency?

***Section 6: Policy Change and Physical Projects***

24. Thinking specifically about policy change and physical projects, what have been your biggest successes?
25. Thinking specifically about policy change and physical projects, what has been most challenging?
26. Thinking specifically about policy change and physical projects, what advice do you have for other communities wishing to create community change?

***Section 7: Final Thoughts***

27. If you were to do this all over again, what would you do differently and why?

## Appendix F: Focus Group Questions/Prompts (Baseline Version)

Two Focus Groups:

1. Staff Involved with the Community Partnerships' Day-to-Day Activities

2. Partners involved with the Community Partnership (current and past)

### *A. Populations/Settings*

1. Describe the populations that you originally chose for your interventions.
   *[Probes if not discussed by participants]*
   a. Disadvantaged populations?
   b. Children? Older adults?
   c. Did the populations change over time (i.e., did you add new ones over time)?
   d. What were the challenges in trying to reach your populations (e.g., cultural or linguistic challenges)?
   e. What were the barriers encountered in working with your populations (e.g., maintaining interest and participation, satisfaction with activities)?
   f. What were the characteristics of the population that made them desirable to work with? (i.e., why was this population chosen)

2. Describe the settings that you originally chose for your interventions.
   *[Probes if not discussed by participants]*
   a. School environments, in and around?
   b. Parks? Trails?
   c. Communities? Metropolitan areas? Neighborhoods?
   d. Health care facilities?
   e. Did the settings change over time (i.e., did you add new ones over time)?
   f. What were the challenges in working in these settings?

### *B. Interventions [Provide brief definition of the 5Ps]*

3. Please identify your physical project successes (e.g., sidewalk improvements, new playground built).
   *[Probes if not discussed by participants]*
   a. Why did your Partnership choose to work on these physical projects?
   b. What steps were taken to develop these physical projects?
   c. What was helpful to your Partnership in developing physical projects?
   d. What was challenging to your Partnership in developing physical projects?
   e. What made these physical projects successful?
   f. What physical project efforts were not successful? Why?
   g. Which of these physical projects had the biggest impact on your community and active living?

4. Please identify your policy change successes (e.g., new land use zoning, building design).
   *[Probes if not discussed by participants]*
   [Along with physical project successes, there may have been policy changes – may need to probe for those changes]
   a. Why did your Partnership choose to work on these policy changes?
   b. What steps were taken to develop these policy changes?
   c. What was helpful to your Partnership in creating policy changes?
   d. What was challenging to your Partnership in creating policy changes?
   e. What made these policy changes successful?
   f. What policy change efforts were not successful? Why?
   g. Which of these policy changes had the biggest impact on your community and active living?

5. Please identify your program successes (e.g., walking school bus, worksite wellness program).
   *[Probes if not discussed by participants]*
   a. Why did your Partnership choose to work on these programs?
   b. What steps were taken to develop these programs?
   c. What was helpful to your Partnership in developing these programs?
   d. What was challenging to your Partnership in developing these programs?
   e. What made these programs successful?
   f. What program efforts were not successful? Why?
   g. Which of these programs had the biggest impact on your community and active living?

6. Please identify your promotion successes (e.g. media campaigns).
   *[Probes if not discussed by participants]*
   a. Why did your Partnership choose to work on these promotions?
   b. What steps were taken to develop these promotions?
   c. What was helpful to your Partnership in developing these promotions?
   d. What was challenging to your Partnership in developing these promotions?
   e. What made these promotions successful?
   f. What promotion efforts were not successful? Why?
   g. Which of these promotions had the biggest impact on your community and active living?

### *C. Technical Assistance and National Program Office Staff*

7. What types of technical assistance has your partnership received from the National Program Office?
   *[Probes if not discussed by participants]*
   a. Conference calls on particular topics?
   b. Individual telephone consultations
   c. Site visits?
   d. Annual conference
   e. Other?

8. Was there a type of technical assistance not provided that you would have liked to receive? If yes, please describe.

9. How satisfied are you with National Program Office staff?
   *[Probes if not discussed by participants]*
   a. Responsiveness?
   b. Ability to provide relevant and helpful information or referrals?
   c. Other?

10. Did you or your staff regularly use the Progress Reporting System?
    a. If no, why?
    b. If yes, what did you like about the system?
    *[Probes if not discussed by participants]*
        i. What were the strengths of the system?
        ii. What were the challenges in using the system?
        iii. Have you used any of the data or information? How?

11. Do you have any suggestions for improving the Progress Reporting System?

### *D. Final Thoughts*

12. Are there other comments related to any of these topics that you would like to mention or share?

## Appendix F: Focus Group Questions/Prompts (Follow-up Version)

Two Focus Groups:

1. Staff Involved with the Community Partnerships' Day-to-Day Activities

2. Partners involved with the Community Partnership (current and past)

### *A. Populations/Settings*

1. Describe the populations that you originally chose for your interventions.
   *[Probes if not discussed by participants]*
   a. Did the populations change over the grant period (i.e., did you add new ones over time)?
   b. What were the challenges in trying to reach your populations (e.g., cultural or linguistic challenges)?
   c. What were the barriers encountered in working with your populations (e.g., maintaining interest and participation, satisfaction with activities)?

2. Describe the settings that you originally chose for your interventions.
   [Probes if not discussed by participants]
   a. School environments, in and around?
   b. Parks? Trails?
   c. Communities? Metropolitan areas? Neighborhoods?
   d. Health care facilities?
   e. Did the settings change over the grant period (i.e., did you add new ones over time)?
   f. What were the challenges in working in these settings?

### *B. Interventions [Provide brief definition of the 5Ps]*

3. Thinking about the last year or two of the grant period, please identify your physical project successes (e.g., sidewalk improvements, new playground built).
   *[Probes if not discussed by participants]*
   a. Why did your Partnership choose to work on these physical projects?
   b. What steps were taken to develop these physical projects?
   c. What was helpful to your Partnership in developing physical projects?
   d. What was challenging to your Partnership in developing physical projects?
   e. What made these physical projects successful?
   f. What physical project efforts were not successful? Why?
   g. Which of these physical projects had the biggest impact on your community and active living?

4. Thinking about the last year or two of the grant period, please identify your policy change successes (e.g., new land use zoning, building design).
   *[Probes if not discussed by participants]*
   [Along with physical project successes, there may have been policy changes – may need to probe for those changes]
   a. Why did your Partnership choose to work on these policy changes?
   b. What steps were taken to develop these policy changes?
   c. What was helpful to your Partnership in creating policy changes?
   d. What was challenging to your Partnership in creating policy changes?
   e. What made these policy changes successful?
   f. What policy change efforts were not successful? Why?
   g. Which of these policy changes had the biggest impact on your community and active living?

5. Thinking about the last year or two of the grant period, please identify your program successes (e.g., walking school bus, worksite wellness program).
   *[Probes if not discussed by participants]*
   a. Why did your Partnership choose to work on these programs?
   b. What steps were taken to develop these programs?
   c. What was helpful to your Partnership in developing these programs?
   d. What was challenging to your Partnership in developing these programs?
   e. What made these programs successful?
   f. What program efforts were not successful? Why?
   g. Which of these programs had the biggest impact on your community and active living?
6. Thinking about the last year or two of the grant period, please identify your promotion successes (e.g. media campaigns).
   *[Probes if not discussed by participants]*
   a. Why did your Partnership choose to work on these promotions?
   b. What steps were taken to develop these promotions?
   c. What was helpful to your Partnership in developing these promotions?
   d. What was challenging to your Partnership in developing these promotions?
   e. What made these promotions successful?
   f. What promotion efforts were not successful? Why?
   g. Which of these promotions had the biggest impact on your community and active living?

### *C. Technical Assistance and National Program Office Staff*

7. What types of technical assistance has your partnership received from the National Program Office?
   *[Probes if not discussed by participants]*
   a. Conference calls on particular topics?
   b. Individual telephone consultations
   c. Site visits?
   d. Annual conference
   e. Other?
8. Was there a type of technical assistance not provided that you would have liked to receive? If yes, please describe.
9. How satisfied are you with National Program Office staff?
   *[Probes if not discussed by participants]*
   a. Responsiveness?
   b. Ability to provide relevant and helpful information or referrals?
   c. Other?
10. Since the conclusion of the ALbD funding period, have you had contact with the National Program Office staff? In what context?
11. How did the National Program Office staff assist you in transitioning from an ALbD grantee to continue the partnership and its efforts (if applicable)?

### *D. Final Thoughts*

12. Are there other comments related to any of these topics that you would like to mention or share?

## Appendix G: Site Visit Protocol (Baseline Version)

Site visits are scheduled for 3 days. The following activities can occur in any order during the 3 days.

1. Key Informant Interviews (one-on-one interviews)
    a. Required for site visit
        i. Coordinator/director/project manager (two-hour meeting with each individual, past and present, as appropriate)
    b. May be conducted during site visit or by phone before or after site visit
        i. Key partners (any individuals or organization representatives not available to participate in the focus groups below)
        ii. Individuals and organizations in the community (for example, political figures, media personnel, city planners, consultants, community members) that supported the activities of the Community Partnership

2. Concept mapping with key personnel (e.g. project director, coordinator)
    a. Concept mapping will be conducted on-line with Laura and Cheryl during site visit
    b. Will take approximately one hour

3. Focus Groups (3 two-hour focus groups)
    a. Staff working on Active Living by Design activities (part or full time, past or present, paid or volunteer)
        i. From lead agency, partner agency or outside consultants
        ii. Individuals who have been working on the day-to-day activities and helping to implement activities and projects
        iii. Note: A focus group should be conducted with approximately eight participants. If this group is larger than 8-10 individuals, then we may need to have more than one focus group.
    b. Partners indirectly or directly associated with the Community Partnership
        i. Past and present partners who have provided input on the goals and activities of the partnership and who may have provided resources (for example, staff, expertise, funding, space for meetings, equipment)
        ii. Note: A focus group should be conducted with approximately eight participants. If this group is larger than 8-10 individuals, then we may need to have more than one focus group.
    c. Community residents
        i. 8-10 community residents not working with the partnership but who live in the neighborhood where the physical project is being implemented
        ii. May or may not be familiar with Active Living by Design principles
        iii. Focus group may be structured as a walking focus group looking at current barriers to being physically active in the neighborhood (for example, no sidewalks, lack of playground equipment)
            1. May need to conduct two walking focus groups with approximately 4-5 people each

4. Observations and photographs of physical projects that have occurred (for example, assess presence of sidewalks, condition of playground equipment or fields) or are planned.
    a. Cheryl and Laura will need direction on where the physical projects are located (with maps, if possible).

Transtria will provide a $500 honorarium for the ALbD Coordinator to assist us with the site visit. Please plan to help with the coordination of the site visit as follows:

1. Transtria will need the following assistance in coordinating the interviews and focus groups:
    a. Designate a location for the focus groups and interviews (i.e., a quiet meeting room so we can record participant responses).
    b. Recruit participants for each of the focus groups noted above or identify individuals for the key informant interviews.
    c. Transtria provides $300 for incentives to encourage participation in the focus groups and/or interviews. Decide how the participant incentives should be used (e.g., providing food at focus groups, offering gift cards for participants, purchasing items for a raffle).

## Appendix G: Site Visit Protocol (Follow-up Version)

Site visits are scheduled for 3 days. The following activities can occur in any order during the 3 days.

1. Key Informant Interviews (one-on-one interviews)
    a. Required for site visit
        i. Coordinator/director/project manager (two-hour meeting with each individual, past and present, as appropriate)
    b. May be conducted during site visit or by phone before or after site visit
        i. Key partners (any individuals or organization representatives not available to participate in the focus groups below)
        ii. Individuals and organizations in the community (for example, political figures, media personnel, city planners, consultants, community members) that supported the activities of the Community Partnership
2. Focus Groups (3 two-hour focus groups)
    a. Staff working on Active Living by Design activities (part or full time, past or present, paid or volunteer)
        i. From lead agency, partner agency or outside consultants
        ii. Individuals who have been working on the day-to-day activities and helping to implement activities and projects
        iii. Note: A focus group should be conducted with approximately eight participants. If this group is larger than 8-10 individuals, then we may need to have more than one focus group.
    b. Partners indirectly or directly associated with the Community Partnership
        i. Past and present partners who have provided input on the goals and activities of the partnership and who may have provided resources (for example, staff, expertise, funding, space for meetings, equipment)
        ii. Note: A focus group should be conducted with approximately eight participants. If this group is larger than 8-10 individuals, then we may need to have more than one focus group.
    c. Community residents
        i. 8-10 community residents not working with the partnership but who live in the neighborhood where the physical project is being implemented
        ii. May or may not be familiar with Active Living by Design principles
        iii. Focus group may be structured as a walking focus group looking at current barriers to being physically active in the neighborhood (for example, no sidewalks, lack of playground equipment)
            1. May need to conduct two walking focus groups with approximately 4-5 people each
3. Observations and photographs of physical projects that have occurred (for example, assess presence of sidewalks, condition of playground equipment or fields).
    a. Evaluation team will need direction on where the physical projects are located (with maps, if possible).

Transtria will provide an honorarium for the ALbD Coordinator to assist us with the site visit.

Transtria will need the following assistance in coordinating the interviews and focus groups:

1. Designate a location for the focus groups and interviews (i.e., a quiet meeting room so we can record participant responses).
2. Recruit participants for each of the focus groups noted above or identify individuals for the key informant interviews.
3. Transtria provides money for incentives to encourage participation in the focus groups and/or interviews. Decide how the participant incentives should be used (e.g., providing food at focus groups, offering gift cards for participants, purchasing items for a raffle).

## Appendix H: Themes for Qualitative Analysis

***Partnership***

- Identifying partners: Ideas or quotes that name or discuss specific partners or types of partners (e.g., city planning, health providers, education)
- Engaging partners: The way in which partners are involved in the partnership (e.g., attending meetings, supporting programs) and/or interact with one another
- Partnership structure and process: The way in which the partnership organizes itself (e.g., subcommittees, working groups, levels of partnership) and completes goals and activities (e.g., monthly meetings, review process, newsletters)
- Partnership strengths: Characteristics, skills, or other assets that enhance the partnership's ability to reach its goals and improve active living (e.g., diversity, passion, strong relationship with community members)
- Partnership challenges: Characteristics or barriers that inhibit the partnership's ability to reach its goals and improve active living (e.g., lack of commitment, turnover)
- Miscellaneous partnership: Ideas or quotes that do not clearly address another partnership theme but that relate directly to the partnership

***Assessment***

- Population characteristics: Characteristics of the current population (e.g., race/ethnicity, income, age, health status, behaviors/habits)
- Community history: Background information on the community, its development or its resources (e.g., change in racial/ethnic composition, relationships among community members, social characteristics, crime)
- Community condition: The current physical state of the community and/or physical aspects of the community that influence active living (e.g., lack of sidewalks, urban v. rural, dangerous intersections or areas, transportation)
- Surveys: Surveys conducted by the partnership to assess either general or specific assets, needs or other characteristics of the community (or a subset of the community)
- Focus groups/interviews: One-on-one or group interviews conducted by the partnership to collect information from the community
- Audits: Neighborhood audits conducted by the partnership to identify positive or negative aspects of the environment for active living (e.g., biking, walking, public transit.
- Feasibility study: An assessment of the merit or viability of a project (e.g., cost estimate, legal or environmental requirements, anticipated success)
- Mapping: Development of a community or neighborhood map that highlights a specific aspect of the community (e.g., bike lanes, commuter routes)
- Assessment strengths: Characteristics of the community, partnership or assessment efforts that enhance the partnership's ability to complete and interpret an assessment
- Assessment challenges: Characteristics of the community, partnership or assessment efforts that inhibit the partnership's ability to complete or interpret an assessment
- Miscellaneous assessment: Ideas or quotes that do not clearly address another assessment theme but that directly relate to assessment

***Promotions***

- Materials: Items produced by the partnership to promote general active living principles or specific messages (e.g., posters, brochures, logos)
- Incentives: Items given to participants of a program or to members of the community to encourage active living (e.g., pedometers, gift certificates, stickers, t-shirts, water bottles)
- Annual event and booths: Efforts to promote general active living principles through annual events (e.g., bike ride, community fair) or booths (e.g., health fairs, conferences) to a wide audience
- Presentations and community forums: Efforts to promote specific messages through presentations (e.g., to worksites or community groups) or community forums (e.g., charettes, brainstorming sessions)
- Website/newsletter: Development and use of a website or newsletter (print or electronic) to promote the partnership and its activities or general living principles
- Social marketing campaigns: Campaigns that seek to change a particular behavior or aspect of a specific audience using a variety of media outlets and messages
- Topical education: Promotion of walking, biking, other active living "topics" (not including healthy eating), or disease prevention or management through educational methods (e.g., weekly articles about the benefits of walking, brochure featuring facts about the link between public transportation and walking)
- Healthy eating promotion: Promotion of healthy eating or other nutritional topics
- Promotion strengths: Characteristics of the community, partnership or promotional efforts that enhance the partnership's ability to achieve its goals related to promotions
- Promotion challenges: Characteristics of the community, partnership or promotional efforts that inhibit the partnership's ability to achieve its goals related to promotions
- Miscellaneous promotions: Ideas or quotes that do not clearly address another promotions theme but that directly relate to promotions

***Programs***

- Safe Routes to School: Specific programming designed to increase the number of children walking and biking to school (e.g., Walking School Bus, Bike Train)
- After-school programs: Programs implemented by the partnership that target children or youth and that occur after school to encourage active living, not including walking or biking programs (e.g., open gym, programs that incorporate a variety of activities)
- Walking programs: Programs implemented by the partnership that are designed to increase walking in the community (e.g., neighborhood walking clubs, worksite wellness activities)
- Biking programs: Programs implemented by the partnership that are designed to increase biking in the community (e.g., bike education classes, bike clubs)
- Healthy eating programs: Programs implemented by the partnership that are designed to increase healthy eating in the community (e.g., cooking classes, gardening classes)
- Program strengths: Characteristics of the community, partnership or programmatic efforts that enhance the partnership's ability to successfully deliver programs to the community
- Program challenges: Characteristics of the community, partnership or programmatic efforts that inhibit the partnership's ability to successfully deliver programs to the community
- Miscellaneous programs: Ideas or quotes that do not clearly address another program theme but that directly relate to program.

### *Policy*

- Planning tools: Tools that are created by the partnership or that the partnership helps to create that will assist in incorporating active living principles in community planning efforts (e.g., active neighborhood checklist)
- Street design policy: Policies that influence new or existing street design (e.g., bike lanes, sidewalks, curb cuts)
- Land use: Policies that influence the land use designation of new or existing developments (e.g., mixed use, residential, school)
- New development policy: Policies that influence the planning and design of new developments
- Program/activity policy: Policies that influence the existence of programs and activities in the community (e.g., recess in schools, worksite wellness programs, driver's education)
- Policy advisory committee: The establishment of an advisory committee or council that assists policymakers to incorporate active living principles into policies and projects (e.g., bike/ped advisory committee)
- Healthy eating policy: Policies that influence healthy eating in the community or a subset of the community (e.g., school lunches, vending machines)
- Policy strengths: Characteristics of the community, partnership or policy efforts that enhance the partnership's ability to work towards policy changes
- Policy challenges: Characteristics of the community, partnership or policy efforts that inhibit the partnership's ability to work towards policy changes
- Miscellaneous policy: Ideas or quotes that do not clearly address another policy theme but that are directly related to policy

### *Physical Projects*

- Trails/parks: Physical projects that have been or will be completed and that are related to trails or located within a park setting (e.g., rails to trails, picnic shelters)
- Transportation: Physical projects that have been or will be completed, involve transportation for the community (e.g., light rail lines, bus systems) and support active living
- Street design projects: Physical projects that have been or will be completed and that incorporate active living principles into new or existing street design (e.g., sidewalks, bike lanes, crosswalks, stoplights, stop signs)
- Recreation: Physical projects that have been or will be completed and that are related to recreational facilities (e.g., playing fields, neighborhood centers, swimming pools, playgrounds)
- New development projects: Physical projects that have been or will be completed and that incorporate active living principles into new developments
- Healthy eating projects: Physical projects that have been or will be completed and that are related to healthy eating (e.g., community gardens, grocery stores)
- Physical project strengths: Characteristics of the community, partnership or physical project efforts that enhance the partnership's ability to complete physical projects
- Physical projects challenges: Characteristics of the community, partnership or physical project efforts that inhibit the partnership's ability to complete physical projects
- Miscellaneous physical projects: Ideas or quotes that do not clearly address another physical project theme but that directly relate to physical projects

***Capacity***

- Leadership: Characteristics, skills, responsibilities and roles of the lead agency or the project director (e.g., services of the agency, transitions in leadership)
- Champion: Characteristics, skills, responsibilities and roles of the individual(s) who served as the "spark" for starting the initiative or maintaining its momentum
- Staff: Characteristics, skills, responsibilities and roles of those who work on the daily tasks of the initiative, either paid through ALbD funds or as a volunteer
- Organizational support: Characteristics, skills, network or resources of the lead agency and various partners (e.g., office space, previous experience)
- Community support: The resources and support from various community members and organizations (e.g., local businesses, schools, community groups)
- Political support: The resources and support from elected officials (e.g., representatives, mayor) or government agencies (e.g., planning department, transportation)
- Funding: The resources generated by the partnership in order to support its activities (e.g., grants, in-kind support, donations, funds allocated through government policies)
- Capacity strengths: Information, resources, and support of the community or partnership that enhance the partnership's ability to address active living in its community (e.g., knowledge, personnel, skills)
- Capacity challenges: Information, resources, and support of the community or partnership that inhibit the partnership's ability to address active living in its community (e.g., knowledge, personnel, skills)
- Miscellaneous capacity: Ideas or quotes that do not clearly address another capacity theme but that directly relate to capacity

***Evaluation***

- Evaluation: Ideas or quotes that are related to the partnership's efforts to evaluate either the impact or outcome of one or more components of their work or the success or challenges associated with their implementation process
- Evaluation strengths: Characteristics of the community, partnership, or evaluation efforts that enhance the partnership's ability to complete an evaluation
- Evaluation challenges: Characteristics of the community, partnership or evaluation efforts that inhibit the partnership's ability to complete an evaluation

***Sustainability/Momentum***

- Sustainability: Ideas or quotes that are related to the partnership's efforts to sustain either the partnership itself or its efforts to address active living in its community (e.g., additional funding, institutionalization of bike/ped coordinator for the city, obtaining 501c3 status as a partnership)
- Sustainability strengths: Characteristics of the community, partnership, or sustainability efforts that enhance the partnership's ability to sustain its momentum
- Sustainability challenges: Characteristics of the community, partnership, or sustainability efforts that inhibit the partnership's ability to sustain its momentum

***Setting***

- Schools: Ideas or quotes that relate to school settings (e.g., elementary, middle and high schools, universities)
- Worksites: Ideas or quotes that relate to worksite settings (e.g., local businesses, corporations, agencies)
- Community: Ideas or quotes that relate to community settings (e.g., at-large, specific community groups, recreation centers)
- Urban: Ideas or quotes that relate to urban settings
- Suburban: Ideas or quotes that relate to suburban settings
- Rural: Ideas or quotes that relate to rural settings

***Population***

- Children: Ages 0-12
- Teens: Ages 13-19
- Adults: Ages 20-65
- Older adults: Ages 65+
- Parents
- Employees
- General population
- Low income
- African American
- Hispanic/Latino
- Native American
- Population challenges: Characteristics of a particular population that inhibit the partnership's ability to address active living within this population (e.g., teenagers don't think its cool, older adults find it difficult to get out)
- Other populations (e.g., Bosnian, Slavic)

***Other***

- 5P Model: Ideas or quotes that are related to the 5P Model used by each ALbD partnership (e.g., usefulness, like or dislike)
- NPO/Technical assistance: Ideas or quotes that are related to the relationship between the partnership and the National Program Office (NPO) or to the assistance that the NPO provides to the partnership (e.g., training workshops, annual grantee meeting, phone calls, visits)
- General ALbD: Ideas or quotes that are related to the project as a whole (e.g., ALbD has drastically changed our community)
- Healthy Eating by Design: Ideas or quotes that are related to the Healthy Eating by Design program but do not specifically address a 'P'
- Miscellaneous: Ideas or quotes that do not clearly relate to any other code or theme
- Follow up with site: Ideas or quotes in which more clarification or context is needed from the project director or coordinator

## Appendix I: Active Living By Design Community Partners

| Community Partnership | Health | Schools | Parks & Recreation | Urban Design, Planning & Transportation | Community Leaders, Policy and Decision Makers | Other Government | Advocacy | Business | Media | Community & Faith-based Partners |
|---|---|---|---|---|---|---|---|---|---|---|
| Albuquerque, New Mexico | New Mexico Department of Health, Division of Public Health<br>New Mexico Health Care Takes On Diabetes<br>University of New Mexico Department of Family and Community Medicine Institute for Public Health | ALBQ Public School: Dept of Facilities Planning and Construction; Wellness Coordinator | National Park Service | City of ALBQ Planning Department<br>University of New Mexico School of Architecture and Planning Design Planning Assistance Center | Bernalillo County Commissioner's Office<br>City of ALBQ City Council Office | Middle Rio Grande Conservancy District<br>Surface Transportation Policy Project | 1000 Friends of New Mexico*<br>Bike Albuquerque<br>Walk Albuquerque | Arcadia Land Company<br>Historic District Improvement Company<br>Paradigm and Company<br>Nob Hill/ Highland Renaissance Corporation | | Vecinos del Bosque Neighborhood Association |
| Bronx, New York | Dept. of Health Bronx Division<br>Montefiore Medical Center | PS 48 Elementary School<br>IS 201 Elementary School<br>Pratt Institute | New York City: Hunts Point Recreation Center; Dept. of Parks and Recreation | New York City Dept. of Transportation<br>New York State Dept. of Transportation<br>Transportation Alternatives | New York State Assemblyman<br>New York City Mayor's Office | State Dept. of Environmental Conservation Region 2 | Southern Bronx River Watershed Alliance<br>Bronx River Alliance<br>Greening for Breathing | Mathews Nielson Landscape Architects<br>Timberland<br>Global Strategies Group, Inc.<br>New York City Economic Development Corporation | | Sustainable South Bronx*<br>City Year New York<br>Recycle-a-Bicycle<br>New York City Road Runners Foundation<br>Police Athletic League<br>Boost Mobil Rock Corp<br>Rocking the Boat, Inc.<br>Youth Ministries for Peace and Justice<br>The Point Community Development Corporation |

| Community Partnership | Health | Schools | Parks & Recreation | Urban Design, Planning & Transportation | Community Leaders, Policy and Decision Makers | Other Government | Advocacy | Business | Media | Community & Faith-based Partners |
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| Buffalo, New York | Buffalo Niagara Medical Campus*<br>Near East Side Community Health Task Force<br>Wellness Institute of Greater Buffalo and Western New York | | | University of Buffalo East Side Neighborhood Transformation Partnership<br>Greater Buffalo/ Niagara Regional Transportation Council<br>New York State Department of Transportation<br>Niagara Frontier Transportation Agency<br>American Planning Association<br>State University of New York Department of Urban Planning | Mayor of Buffalo<br>Erie County – County Executive | City of Buffalo: Department of Public Works, Graffiti Task Force, Police Department; Office of Strategic Planning | Community Action Organization<br>Green Options Buffalo<br>Erie County Physical Activity Coalition<br>Fruit Belt United<br>New York State Physical Activity Coalition | National Grid | Western New York Public Broad-casting | Allentown Association<br>Allentown Residents<br>ArtWalk<br>Buffalo Place<br>Fruit Belt Residents<br>St. John's Baptist Church |
| Chapel Hill, North Carolina | NC State University Cooperative Extension Wellness Center<br>Orange County Dept of Public Health<br>Be Active North Carolina (BCBS)<br>N Carolina Prevention Partners | Chapel Hill - Carrboro City Schools: Ephesus, Scroggs, Este Hills, Philips, Rashkis, Culbreath Schools | Chapel Hill Parks and Recreation Commission<br>Chapel Hill/ Carrboro YMCA | UNC – Chapel Hill: Dept of City and Regional Planning; Department of Transportation; Highway Safety Research Center<br>Town of Chapel Hill*: Transportation Board; Planning Department; Sustainability Committee | Chapel Hill Bike and Pedestrian Advisory Board<br>Town of Chapel Hill Town Council<br>Chapel Hill-Carrboro School Board | | | Chapel Hill-Carrboro Chamber of Commerce | WCHL Radio | Chapel Hill Downtown Partnership<br>Orange on the Move coalition |

| Community Partnership | Health | Schools | Parks & Recreation | Urban Design, Planning & Transportation | Community Leaders, Policy and Decision Makers | Other Government | Advocacy | Business | Media | Community & Faith-based Partners |
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| Charleston, South Carolina | Medical University of South Carolina Safe Kids Organization<br>Eat Smart, Lose More<br>Dept of Health and Environ Control<br>Roper-St. Francis Healthcare | Citadel<br>College of Charleston | South Carolina Coastal Conservation League<br>Park Angels<br>Park Conservancy | Berkeley/ Charleston/ Dorchester Council of Governments*<br>South Carolina Department of Transportation<br>Charleston Area Regional Transportation Authority (CARTA)<br>Tri-County Link Rural Bus System<br>Federal Highways Agency | [Elected Officials] | | MyBikeLaw.com (formerly South Carolina Bike Law)<br>Friends of the West Ashley Greenway<br>Charleston Moves<br>East Coast Greenway Alliance | [Landscape Architects] | | Summerville Bicycle/ Pedestrian Coalition<br>Palmetto Cycling Coalition<br>League of American Bicyclists |
| Chicago, Illinois | Chicago Health Corps<br>Consortium to Lower Obesity in Chicago Children<br>Healthy Schools Campaign/<br>Illinois Department of Public Health<br>Illinois Health Education Consortium<br>Un. of Illinois at Chicago: Partnership for Health Promotion; College of Nursing | Chicago Public Schools: Ames, Funston, McAuliffe, Mozart; Central Office Nutritional Services | Openlands<br>Trust for Public Land | Chicago Department of Transportation | Chicago City Council Alderman | Chicago Police Department, Community Alternative to Policing<br>Mayor's Office of Special Events | Active Transportation Alliance (formerly Chicagoland Bicycle Federation)<br>Seven Generations Ahead | Bearse Mfg<br>Logan Square Chamber of Commerce | | Afterschool Matters<br>Corporation for National Service VISTA (Americorps)<br>Friends of the Bloomington Trail<br>Logan Square Neighborhood Association*<br>Purple Asparagus<br>West Town Bikes |

| Community Partnership | Health | Schools | Parks & Recreation | Urban Design, Planning & Transportation | Community Leaders, Policy and Decision Makers | Other Government | Advocacy | Business | Media | Community & Faith-based Partners |
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| Cleveland, Ohio | Department of Public Health/ Steps to a Healthier Cleveland<br>Cleveland State University: Biomedical and Health Institute; Levine College<br>Case Western Reserve University Medical School<br>MetroHealth Clinic<br>Kaiser Permanente | Cleveland Public Schools: Mound, Willow, Warner, South, AB Hart<br>St.John Nepomucene Elementary School | City of Cleveland: Chief of Park Planning and Landscape Architect<br>Cleveland Metroparks<br>Friends of the Morgana Run Trail<br>Greater Cleveland YMCA<br>Clevelanders in Motion<br>Broadway Boys and Girls Club<br>Morgana Little League<br>Stella Walsh Recreation Center<br>ParkWorks | City of Cleveland: City Planning Commission<br>Cuyahoga County: Planning Commission<br>Greater Cleveland Regional Transit Authority<br>Northeast Ohio Areawide Coordinating Agency<br>Ohio Department of Transportation<br>Kent State University - Urban Design Center<br>EcoCity Cleveland<br>Neighborhood Progress, Inc. | Bike/pedestrian Advisory Committee to the mayor<br>City Council members<br>Mayor<br>Deputy Commissioner of Health | Cleveland Police Department, 3rd District<br>Northeast Ohio Sewer District | | Ohio City Bike Co-op<br>Century Cycles<br>McDonald's<br>Orchard Civic Association<br>Third Federal Savings & Loan | The Neighborhood News | Slavic Village Development Corporation*<br>Cleveland Public Art<br>Morton Block Club<br>Parent and teen volunteers<br>Slavic Village Historical Society<br>Slavic Village Senior Resource Center<br>Sokols of Greater Cleveland<br>University Settlement<br>Harvard Village Senior Apartments<br>Alexia Manor Senior Apartments<br>Broadway United Methodist Church<br>Jones Road Congregational Church<br>Village Grace Outreach Center |

| Community Partnership | Health | Schools | Parks & Recreation | Urban Design, Planning & Transportation | Community Leaders, Policy and Decision Makers | Other Government | Advocacy | Business | Media | Community & Faith-based Partners |
|---|---|---|---|---|---|---|---|---|---|---|
| Columbia, Missouri | Columbia/ Boone County Dept of Public Health and Human Services<br>Boone County Hospital<br>Boone Hospital Center<br>Mayor's Council on Physical Fitness and Health<br>University of Missouri: Physical Therapy Dept, School of Nursing | Columbia Catholic School<br>Columbia Public Schools: Blue Ridge, Fairview, Grant, Lee, Ridgeway, Russell Boulevard, West Boulevard, West<br>School Parent Teacher Assn.<br>Un. of Missouri: Police Dept | City of Columbia: Activity and Recreation Center; Parks and Recreation Dept | Alta Planning<br>City of Columbia: Planning Department; Transportation Department<br>Missouri Department of Transportation | City Manager's Office<br>Elected Officials<br>Board of Education<br>Board of Health<br>City Council members<br>Mayor | City of Columbia: Convention and Visitors' Bureau; Disabilities Commission; Fire Department; Office of Volunteer Services; Police Dept; Public Works Department | PedNet Coalition*<br>Columbia Bicycyle and Pedestrian Commission<br>GetAbout Columbia<br>SAFE KIDS Coalition<br>Trailnet<br>Sustain Mizzou (student group) | Callaway Bank<br>The Cherry Hill Group<br>Columbia Special Business District<br>Cycl-Extreme<br>Empire Roller Rink<br>Klunk Bicycles and Repair<br>RagTag Cinema<br>Try-athletics<br>Virtual Realty<br>Walt's Bicycle, Fitness & Wilderness Company | Columbia Channel<br>Cumulus Media<br>KBXR (radio)<br>KFRU (radio)<br>KPLA (radio)<br>Vangel<br>"We're Playing Your Song" | Benton-Stephens Community Assn<br>East Campus N'hood Assn<br>Fairview N'hood Assn<br>YouZeum |

| Community Partnership | Health | Schools | Parks & Recreation | Urban Design, Planning & Transportation | Community Leaders, Policy and Decision Makers | Other Government | Advocacy | Business | Media | Community & Faith-based Partners |
|---|---|---|---|---|---|---|---|---|---|---|
| Denver, Colorado | Stapleton Foundation: Partners for Healthy Living; Healthy N'hoods Council*<br>Friends of the Center for Human Nutrition<br>Univ of CO: Centers for Healthy Living; Center for Human Nutrition; Department of Family Medicine<br>America on the Move<br>Colorado Health Outcomes<br>[Local Medical Practices]<br>Metro Denver Health and Wellness Commission<br>Tri County Health Dept/ Thriving Communities | Denver Public Schools<br>Johnson and Wales University | City of Denver Parks and Recreation<br>City of Aurora-Sand Creek Regional Greenway | Stapleton Foundation: Policy Committee; Transportation Management Association Committee*<br>City of Denver Planning Department<br>Aurora Transportation Department<br>Denver Transportation Department<br>Regional Transportation District<br>Stapleton Area Transportation Management Agency | City of Denver City Council Members<br>Commerce City City Council | City of Denver Public Works | | Bike Depot<br>Forest City Enterprises<br>[Karate Business]<br>[Physical Therapists]<br>Stapleton Business Association<br>[Yoga Business] | | Civic Results – Livable Community Support Center<br>[Churches]<br>East Montclair Neighborhood Organization<br>Greater Park Hill Neighborhood Organization<br>Metro Denver Black Church Initiative<br>North Aurora Neighborhood Organization<br>Northeast Park Hill Coalition<br>Stapleton United Neighbors<br>Stapleton Development Corporation |

| Community Partnership | Health | Schools | Parks & Recreation | Urban Design, Planning & Transportation | Community Leaders, Policy and Decision Makers | Other Government | Advocacy | Business | Media | Community & Faith-based Partners |
|---|---|---|---|---|---|---|---|---|---|---|
| Honolulu, Hawaii | Kokua Kalihi Valley Comprehensive Family Services*<br>University of Hawaii: Department of Native Hawaiian Health; School of Nursing<br>Kaiser Permanente<br>State of Hawaii: Department of Health Healthy Hawai'i Initiative Injury Prevention and Control Program | Hawaii State Department of Education: Dole, Farrington, Halau Lokahi, Moanalu, Waialua<br>Honolulu Community College Carpentry Apprentice Program<br>Kamehameha Schools/ Bishop Estate<br>Kapiolani Community College<br>University of Hawaii: Hawaiian Studies Program | City and County of Honolulu: Bicycle Program; Kalihi Valley District Park Swimming Pool<br>National Park Service - Rivers, Trails, and Conservation Assistance Program<br>YMCA – Nuuanu and Kalihi Branch | Honolulu Alu Like<br>State of Hawaii: Dept of Land and Natural Resources; Division of Forestry and Wildlife; Division of State Parks | City Council members<br>Mayor's Advisory Committee on Bicycling<br>Hawaii State Legislature | | Honolulu Bicycle League<br>One Voice Coalition<br>Sierra Club Oahu Group | Bike Hawaii<br>The Bike Factory<br>The Bike Shop<br>Eki Cyclery<br>Island Triathalon | | Nanakuli Housing Corp<br>Downhill Hawaii<br>Kuhio Park Terrace Housing Complex<br>N'hood Board Taskforce<br>Salvation Army Women's Way Program<br>Hawaii Trail and Mountain Club<br>Boy Scouts of America Aloha Council<br>Kalihi Valley Homes Collaboration<br>Hawaii American Assn of Retired Persons<br>Archaeological Consultants of the Pacific<br>Consuelo Alger Foundation Partners' Network<br>Honolulu Wild Pig Hunter's Association<br>Kanu Hawaii |

| Community Partnership | Health | Schools | Parks & Recreation | Urban Design, Planning & Transportation | Community Leaders, Policy and Decision Makers | Other Government | Advocacy | Business | Media | Community & Faith-based Partners |
|---|---|---|---|---|---|---|---|---|---|---|
| Isanti County, Minnesota | Isanti County Public Health Dept*<br>Be Active Minnesota<br>Blue Cross Blue Shield of Minnesota<br>Cambridge Medical Center<br>Minnesota Department of Health | Anoka Ramsey Community College – Cambridge Campus<br>Cambridge-Isanti Independent School District 911 | Isanti County Parks and Recreation | City of Cambridge Planning and Zoning Department<br>East Central Regional Development Commission<br>Isanti City Planning Commission<br>Minnesota Department of Transportation | City Councils: Cambridge Isanti Braham<br>Congressman James Oberstar<br>Isanti Township Supervisor<br>Mayors: Cambridge Isanti Braham<br>Senators: Norm Coleman, Mark Dayton | City of Braham<br>City of Cambridge<br>City of Isanti | Isanti County Commission on Aging<br>Isanti County Environmental Coalition | Cambridge Area Chamber of Commerce | | Cambridge Lutheran Church<br>First Baptist Church<br>Grandview Christian Ministries<br>Community residents<br>Isanti JayCee's<br>Isanti County Sportsman Rotary Club |
| Jackson, Michigan | Fitness Council of Jackson*<br>Center for Family Health<br>LifeWays<br>Foote Hosp.<br>Foundation for a Healthy Community<br>Governor's Council on Physical Fitness, Health and Sports<br>Jackson County Health Dept<br>Michigan Fitness Foundation | Jackson Public School District<br>Spring Arbor University<br>Western School District | Jackson Parks and Recreation<br>Jackson YMCA<br>League of Michigan Bicyclists | City of Jackson: Department of Community Development; Department of Engineering; Transportation Authority<br>Downtown Development Authority<br>Historic Commission<br>Region 2 Planning Commission | Jackson City Council | Community Action Agency<br>Police Department<br>Department on Aging | | Pedal & Tour, Inc.<br>TLC Eye Care of Michigan<br>Westwood Mall<br>Woodard & Associates<br>Dawn Foods<br>The Enterprise Group<br>Consumer's Energy | Jackson Citizen Patriot | disAbility Connections<br>Jackson Area Career Center<br>Cascades Cycling Club<br>Friends of Falling Waters Trail |

| Community Partnership | Health | Schools | Parks & Recreation | Urban Design, Planning & Transportation | Community Leaders, Policy and Decision Makers | Other Government | Advocacy | Business | Media | Community & Faith-based Partners |
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| Louisville, Kentucky | American Heart Association<br>Passport Health Plan<br>Fit Louisville<br>Partners for a Healthy Louisville<br>Louisville-Jefferson County Metro Government: Mayor's Healthy Hometown Movement; Public Health and Wellness Department; Center for Health Equity<br>Jefferson County Cooperative Extension Service | Jefferson County Public Schools: Phoenix Hill, Meyzeek<br>University of Louisville | Presbyterian Community Center<br>Louisville-Jefferson County Metro Government: Parks Department<br>YMCA Louisville | University of Kentucky Landscape Architecture Department<br>Transit Authority of River City*<br>Coalition for the Advancement of Regional Transportation<br>Urban Design Associates | | Louisville- Jefferson County Metro Government: Housing and Family Services Department *; Neighborhoods and Community Outreach Dept; Smoketown/ Shelby Park Weed and Seed; Police Dept; Metropolitan Sewer District; Public Words Dept | Bike Louisville | Smoketown/ Shelby Park Farmer's Market | | Neighborhood Associations: Phoenix Hill; Smoketown; Shelby Park<br>YouthBuild<br>Community Farm Alliance<br>The Clean Team<br>ElderServe<br>Center for Accessible Living<br>Bates Memorial Baptist Church<br>Louisville Medical Center Development Corporation<br>Downtown Development Corporation |

| Community Partnership | Health | Schools | Parks & Recreation | Urban Design, Planning & Transportation | Community Leaders, Policy and Decision Makers | Other Government | Advocacy | Business | Media | Community & Faith-based Partners |
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| Nashville, Tennessee | Community Health and Wellness Team<br>Metropolitan Government of Nashville-Davidson County: Public Health Department<br>Cumberland Pediatric Foundation<br>Matthew Walker Health Center | Metropolitan Nashville Public Schools: Coordinated School Health; Eakin Elementary; East Academy; Glenn Elementary; Thomas Edison Elementary<br>Vanderbilt University: Dept of Human and Org. Development | Metropolitan Government of Nashville and Davidson County: Parks and Recreation | Metropolitan Government of Nashville and Davidson County: Planning Department*<br>Metro Planning Organization | City council representatives<br>Former and current mayors | Metropolitan Government of Nashville - Davidson County: Public Works Dept; Metro Legal Dept | | Tennessee Titans<br>Bridgestone Firestone<br>Kroger<br>redpepper<br>REI<br>Walmart | City Paper<br>Local CBS affiliate<br>Local Nashville radio stations<br>Radio station at Fisk University<br>The Tennes-sean<br>Think Media | Center for Independent Living of Middle Tennessee<br>Tennessee Disability Coalition<br>Walk Bike Nashville<br>Green Hills Apartment for Retired Teachers<br>Memorial Foundation |
| Oakland, California | | Oakland Unified School District: Bella Vista, Franklin, Garfield, La Escuelita, Manzanita, Manzanita SEED, Roosevelt, Urban Promise Academy<br>University of California – Davis Extension | City of Oakland: Office of Parks & Recreation | City of Oakland: Traffic Engineering<br>East Bay Asian Local Development Corporation<br>Transportation and Land Use Coalition<br>Urban Ecology | Office of Oakland City Councilman Danny Wan | City of Oakland: Public Works Department | Cycles of Change | | | East Bay Asian Youth Center*<br>AmeriCorps<br>Full Circle Farms<br>San Antonio Hills N'hood Association<br>Unity Council<br>United Way |

| Community Partnership | Health | Schools | Parks & Recreation | Urban Design, Planning & Transportation | Community Leaders, Policy and Decision Makers | Other Government | Advocacy | Business | Media | Community & Faith-based Partners |
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| Omaha, Nebraska | Our Healthy Community Partnership*<br>BC/BS<br>Douglas Co. Health Dept<br>Gov Council on Physical Fitness and Sports<br>Hope Med Outreach Coalition<br>Alegent, Immanuel , Methodist, Nebraska Health Systems<br>Metro Omaha Med Society<br>NE Assoc. of Health, PE & Recreation<br>NE Dept of Health and Human Services<br>Sarpy Cass Co Health & Wellness Department<br>Univ of NE Medical Center<br>Wellness Council of the Midlands | Creighton University<br>Omaha Public Schools<br>University of Nebraska at Omaha<br>Westside District 66 Schools | City of Omaha Parks and Recreation Department<br>National Park Service - Rivers and Trails Conservation Assistance<br>Papio Missouri River Natural Resources District<br>YMCA | Metro Area Transit<br>American Institute of Architects<br>HDR Community Planning and Urban Design Group<br>Joslyn Castle Institute for Sustainable Communities<br>Metro Area Planning Agency<br>Omaha by Design<br>RDG Planning and Design<br>Mass Transit Association | City Council<br>Mayor's Office | City of Omaha Public Works Department<br>Douglas County Treasurer's Office<br>Offut Air Force Base<br>Omaha Public Library | Keep Kids Alive Drive 25<br>Lively Omaha<br>Bikeable Communities!<br>Keep Omaha Beautiful<br>Sierra Club Missouri Valley | Bike Masters<br>Bike Rack<br>Cheapracks .com<br>First National Bank<br>Greater Omaha Chamber of Commerce<br>Midwest Cycling<br>Mutual of Omaha<br>Peak Performance<br>The Bike Way<br>Trek Bicycle Store<br>Union Pacific Railroad<br>Whole Foods<br>Wild Oats Marketplace<br>Rockbrook Women's Gym<br>Felsburg Holt & Ullevig | EMspace Group<br>Omaha Sports Source | Club Possible<br>Girls, Inc.<br>Neighborhood Center for Greater Omaha<br>Ponca Tribe of Nebraska<br>League of Women Voters of Greater Omaha<br>Omaha Jitterbugs<br>Omaha Peddlers Bicycle Club<br>Omaha Running Club<br>Destination Midtown<br>City Sprouts Gardening Organization |

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| Orlando, Florida | Florida Hospital<br>Florida Nurses Association<br>Healthy Community Initiative<br>Orange Co. Health Dept<br>Orlando Health Hospital<br>Orlando Regional Healthcare<br>Rippe Health Assessments<br>Winter Park Health Foundation | A Gift for Teaching<br>University of Central Florida<br>Nap Ford Community School | City of Orlando Family, Parks, and Recreation Department; Downtown Recreation Center<br>Central Florida YMCA<br>Beardall Senior Center<br>Callahan Community Center | City of Orlando Department of Planning*<br>City of Orlando Transportation Department<br>Metroplan Orlando | | | | Bike Works<br>Johnson's Diner<br>Orange Cycle | Adeo Media Group<br>Evolve Design Group | Arlington/ Concord Neighborhood Association<br>City Teenz<br>Downtown Orlando Partnership<br>Harry P. Leu Gardens<br>Parramore Kids Zone<br>Florida Bicycle Association<br>Florida Freewheelers Bicycling Club<br>Orlando N'hood Improvement Corp |

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| Portland, Oregon | Community Health Partnership*<br>American Heart Association<br>Northwest Health Foundation<br>Kaiser Permanente<br>Multnomah Co. Health Department<br>Upstream Public Health | Portland Public School: Earl Boyles, Kelly, Lents, Marshall<br>Portland State University | City of Portland: Parks and Recreation<br>Wattles Boys and Girls Club | City of Portland: Transportation Dept; Bureau of Environ. Services; Bureau of Planning and Sustainability; Weed and Seed<br>Metro Portland Regional Government<br>Parks and Green Spaces<br>Portland Transit | | Portland Development Commission<br>Clackamas County Government | Oregon Coalition for Physical Activity Policy<br>Oregon Nutrition Policy Alliance<br>Metro Fruit and Veggie Coalition<br>Breastfeeding Coalition of Oregon<br>Healthy Kids Watch Less TV<br>Bicycle Transportation Alliance<br>Coalition for Livable Future<br>1000 Friends of Oregon<br>Lents Food Group | Alta Planning and Design Firm<br>Nike, Inc | | Community Volunteers (Lents WALKS)<br>Lents Neighborhood Association<br>Schools Uniting Neighborhoods<br>Lents Habitat Restoration Project<br>Community Cycling Center<br>Growing Gardens<br>Rose Community Development Corporation<br>Portland AARP |

| Community Partnership | Health | Schools | Parks & Recreation | Urban Design, Planning & Transportation | Community Leaders, Policy and Decision Makers | Other Government | Advocacy | Business | Media | Community & Faith-based Partners |
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| Sacramento, California | American Cancer Society<br>Breathe California of Sacramento Emigrant Trails<br>California Department of Health Services -California Center for Physical Activity<br>Kaiser Permanente<br>Sacramento County Department of Health & Human Services<br>UC Davis Health System Center for Injury<br>50+ Wellness | Natomas Unified School District Super-intendent and Board Members<br>Bannon Creek Traffic Tamers<br>Jefferson Schools<br>Natomas Park Elementary<br>Natomas Park Walk to School Committee<br>Natomas Unified School District Foundation<br>Natomas Unified School District PTAs<br>Safe Routes to School Sacramento<br>Los Rios Community College District<br>U.C. Davis Dept of Environ. Science and Policy | City of Sacramento: Parks and Recreation | Sacramento Area Council of Governments<br>North Natomas Transportation Management Association<br>Sacramento Regional Transit District<br>South Natomas Transportation Management Association<br>Surface Transportation Policy Project | Mayor of the City of Sacramento<br>City of Sacramento Council member<br>Sacramento Bicycle Advisory Committee | City of Sacramento: Law Enforcement; N'hood Services Dept; Public Works; Senior Services<br>Cal EPA<br>Sacramento County Adult and Aging Commission<br>Sacramento Metropolitan Air Quality Management District<br>California Air Resources Board<br>California Integrated Waste Management Board | WALK Sacramento*<br>Sacramento Area Bicycle Advocates | CH2MHill<br>Sacramento Pipeworks Climbing and Fitness | N-Magazine<br>KVIE (PBS) | AARP California<br>California Bicycle Coalition<br>California Center for Civic Participation and Youth Development<br>Creative Communities International<br>Del Paso Heights Mutual Assistance Network<br>Natomas Community Association<br>Odyssey<br>Sacramento Enriches<br>Sacramento Tree Foundation<br>Sacramento Walkable Neighborhoods For Seniors<br>Sacramento Walking Sticks<br>Snell Safety Education Center<br>Local Government Commission |

| Community Partnership | Health | Schools | Parks & Recreation | Urban Design, Planning & Transportation | Community Leaders, Policy and Decision Makers | Other Government | Advocacy | Business | Media | Community & Faith-based Partners |
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| Santa Ana, California | Latino Health Access*<br>American Diabetes Association<br>Children's Hospital of Orange Co.<br>Health Care Foundation of Orange County<br>Nutrition and Physical Activity Committee Orange Co.<br>Hoag Hospital<br>Orange Co. Health Care Agency<br>Cal State University-Fullerton: Center for Childhood Obesity Prevention<br>UC-Irvine: Child Injury & Traffic Safety Research Group | Cal State University-Fullerton: College of Business<br>Marketing and Public Relations<br>Santa Ana United School District | City of Santa Ana: Parks, Recreation<br>YMCA of Orange County | City of Santa Ana: Planning Division, Dept of Engineering, Dept of Traffic Safety<br>University of California-Irvine: Department of Planning, Policy, and Design<br>Santa Ana Development Agency | Santa Ana City Council<br>District Managers | City of Santa Ana: Dept of Community Development; Police Dept; Dept of Public Works; N'hood Resource Network<br>County of Orange Community Services | Project Access | Environment, Science & Art, Inc<br>JKH Consulting, Inc<br>SHEA Homes | Orange County Register | Warwick Community Center<br>Washington Walking Club<br>Orange County Community Congregations Organization |

| Community Partnership | Health | Schools | Parks & Recreation | Urban Design, Planning & Transportation | Community Leaders, Policy and Decision Makers | Other Government | Advocacy | Business | Media | Community & Faith-based Partners |
|---|---|---|---|---|---|---|---|---|---|---|
| Seattle, Washington | American Diabetes Association<br>Center for Public Health Nutrition<br>Harborview Medical Center<br>Healthy and Active Rainier Valley<br>Injury Free Coalition for Kids in Seattle<br>Neighbor-care Health<br>N'hood House<br>Public Health Seattle & King County<br>Puget Sound N'hood Health Centers<br>Urban Health Initiative<br>Group Health Community Foundation<br>Univ of WA Health Promotion Research Center | CBC Education Foundation<br>Parent Teacher Association<br>Seattle Public Schools<br>University of Washington | National Park Service<br>City of Seattle: Parks & Recreation<br>Seattle Parks Foundation | City of Seattle: Dept of Transportation; Dept of Planning and Development<br>King County Metro Transit<br>Washington State Department of Transportation<br>Washington Traffic Safety Commission | Mayor's Office<br>Seattle City Council<br>Puget Sound Regional Council | City of Seattle: Police Dept; Dept of Neighborhoods | Feet First*<br>Transportation Choice Coalition<br>Sustainable Seattle<br>Greater Greenwood Bi-Ped Safety Coalition<br>Community Coalition for Environmental Justice<br>America Walks | Flexcar<br>SvR Design<br>ESRI-Northwest | Active Living Network<br>Silverstein & Associates | Beacon Hill Pedestrians<br>Greenwood-Aurora Involved Neighbors Community Council<br>High Point Neighborhood Association Committee on Pedestrian Safety<br>North District Stewardship Committee<br>Safe Walks<br>Squire Park Community Council<br>Bicycle Alliance of Washington<br>Cascade Bicycle Club<br>Cascade Orienteering Club<br>NAACP Seattle<br>Seattle Great City Initiative<br>Delridge Neighborhood Development Association |

| Community Partnership | Health | Schools | Parks & Recreation | Urban Design, Planning & Transportation | Community Leaders, Policy and Decision Makers | Other Government | Advocacy | Business | Media | Community & Faith-based Partners |
|---|---|---|---|---|---|---|---|---|---|---|
| Somerville, Massachusetts | Somerville Health Department*<br>Cambridge Health Alliance<br>Institute for Community Health<br>Mass Dept of Health<br>Mount Auburn Hospital<br>Shape Up Somerville<br>Shape Up East Somerville<br>Somerville Community Health Agenda | Somerville Schools<br>Tufts University | Somerville Recreation Commission | Massachusetts Bay Transportation Authority<br>Massachusetts Highway Department<br>Massachusetts Turnpike Authority<br>Metropolitan Area Planning Commission<br>Somerville Transportation Equity Partnership | City of Somerville Bicycle Committee | City of Somerville: Council on Aging; Dept of Public Works; Office of Housing and Community Development; Police Dept,<br>SomerSTAT<br>Metropolitan District Commission | Groundwork Somerville<br>Green Line Community Forum | Chamber of Commerce<br>Vollmer Associates | Somerville Community Access Television | Friends of the Community Path<br>Concilio Hispano<br>Haitian Coalition<br>Massachusetts Alliance of Portuguese Speakers<br>Somerville Community Youth Program<br>Walk Boston<br>Main Streets<br>Somerville Community Corporation |
| Upper Valley, Vermont & New Hampshire | Dartmouth Hitchock Medical Center<br>New Hampshire Celebrates Wellness<br>White River Family Practice | Bernice A Ray School<br>Dresden School District<br>Dartmouth College | Hartford Parks and Recreation<br>Lebanon Parks and Recreation<br>Norwich Recreational Council<br>National Park Service Rivers & Trails Program | Hanover Zoning Board<br>Upper Valley Lake Sunapee Regional Planning Commission | New Hampshire State Senate<br>Vermont State Senate | | Upper Valley Trails Alliance* | Excel Sports<br>Gardner, Fulton & Waugh<br>Geographic Data Technology<br>King Arthur Flour<br>Robert A White of SVE Associates | | Montshire Skating Club<br>Upper Valley Land Trust<br>Vermont Youth Conservation Corps |

| Community Partnership | Health | Schools | Parks & Recreation | Urban Design, Planning & Transportation | Community Leaders, Policy and Decision Makers | Other Government | Advocacy | Business | Media | Community & Faith-based Partners |
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| Wilkes-Barre, Pennsylvania | Maternal and Family Health Services*<br>Geisinger Heart Center<br>Wyoming Valley Health Care System<br>Blue Cross of NE Pennsylvania<br>Gateway Health Plan<br>Mercy Health Partners<br>All Ways Healthy<br>Arthritis Foundation<br>City of Wilkes-Barre Health Department<br>Healthy Northeast Pennsylvania Initiative<br>Pennsylvania Department of Health<br>Steps to a Healthier PA | King's College<br>Wilkes University<br>Pennsylvania State University: Joint Urban Studies Center; Architecture Department | Riverfront Parks Committee<br>Delaware & Lehigh Canal National Heritage Corridor<br>National Park Service Rivers, Trails Conservation Assistance Program<br>Anthracite Scenic Trail Council<br>Rails-to-Trails Conservancy<br>Susque-hanna Warrior Trail Council<br>Westside Trail<br>Penn State University: Department of Recreation and Leisure Studies<br>Wilkes-Barre Family YMCA<br>Pittson YMCA<br>Greater Hazelton YM/ YWCA | Joint Urban Studies Center<br>Luzerne County: Engineer's Office; Planning Commission | | Luzerne County Flood Protection District<br>Area Agency on Aging<br>Pennsylvania Department of Conservation and Natural Resources | Luzerne County Safe Kids Coalition<br>Pennsylvania Advocates for Nutrition and Activity (Luzerne County)<br>Pennsylvania Environmental Council | Around Town Bicycles<br>Country Ski & Sport Shop<br>Greater Wilkes-Barre Chamber of Business<br>Personna Photography<br>Sickler's Bike Shop<br>[Architectural & Engineering Group] | | Girl Scouts of NE PA<br>Susquehanna Trailers Club<br>Northeast PA Mountain Biking Association<br>Earth Conservancy |

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| Winnebago, Nebraska | Indian Health Service<br>Tribal Health Department<br>Whirling Thunder Wellness Program<br>Whirling Wellness Center<br>Association of American Indian Physicians | Little Priest Tribal College<br>St. Augustine Indian Mission School<br>Winnebago Public Schools | | Nebraska Department of Roads | Winnebago Tribal Council | Ho-Chunk Village<br>Village of Winnebago | | Ho-Chunk, Inc. | Winnebago Indian News | Ho-Chunk Community Development Corporation*<br>Winnebago Tribe of Nebraska<br>Ho-Chunk Hope<br>Diversion/ Native Posse<br>Healthy Hoops Youth Group<br>Nebraska Indian Youth Council<br>Red Life Youth Group<br>Teen Center "Loud Voices" Youth Group |