

Action Step 6: Enter Data

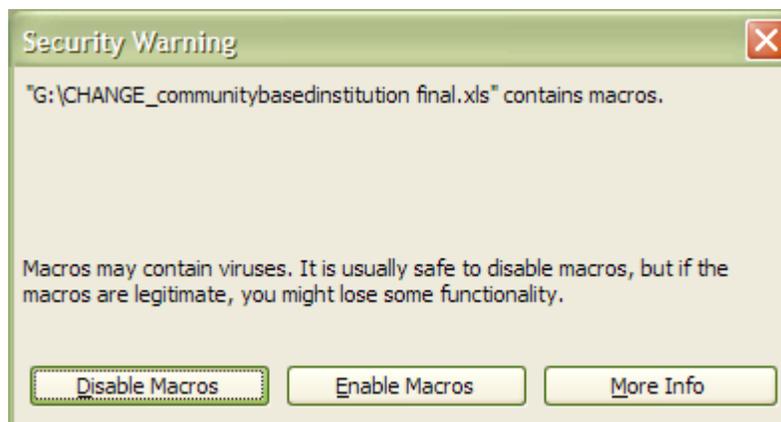
Designate one person as the data manager within your community team. The data manager is responsible for entering the data for each of the sites into the *CHANGE* Sector Excel File. It may be helpful if this person is familiar with Excel; extensive skill is not necessary, but a basic working knowledge of the program (e.g., opening and closing files, entering macros, and entering data) facilitates the use of the tool. Each site should be labeled and saved appropriately using the recommended *CHANGE* Sector Excel File name.



Tip! Recommended file name.

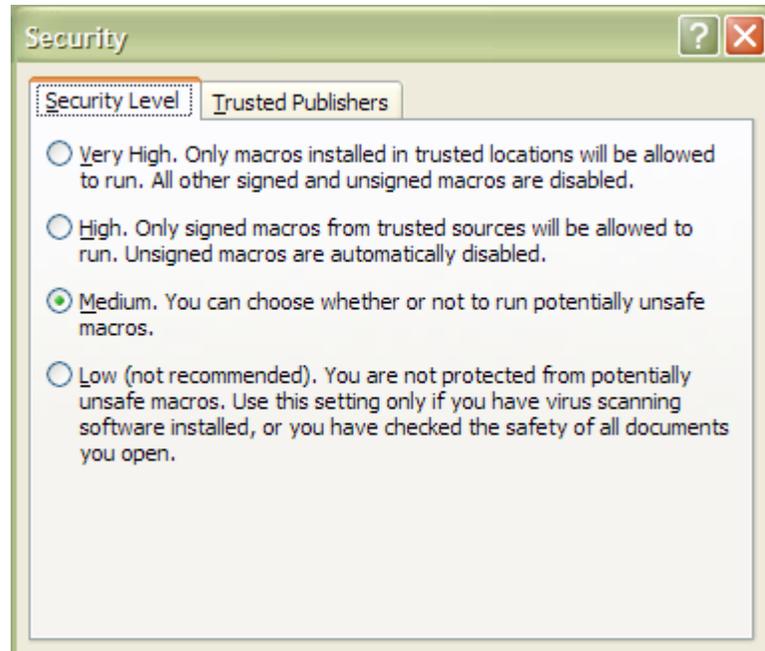
CHANGE_sector_site#_community_year.xls;
e.g., CHANGE_school_2_Atlanta_2010.xls.

When opening a *CHANGE* Sector Excel File, click **Enable Macros** when the security warning message below appears.



If you do not see the security message above and are therefore not able to click **Enable Macros**.

1. Open Excel.
2. Click the **Tools** menu across the top.
3. Within the **Tools** menu, click the **Macro** option.
4. Within the **Macro** option, click the **Security** option.
5. Within the **Security** option, select the **Medium** radio button.
6. Click **OK**.



7. Open the *CHANGE* Sector Excel File and click **Enable Macros** in the Security Warning.



Tip! Please note some organizations block users from changing the security level for macros. If this is the case, ask the Information Technology staff to follow the steps outlined here.

Using the five-point scale and the guidance provided in Action Step 5, indicate in both the highlighted Policy and Environment response columns the most appropriate rating for each item, based on the community team's observations and information collected. Data managers are encouraged to use the comment boxes in the *CHANGE* Sector Excel Files; providing detailed records of how and from where the data were collected helps when you get to the reassessment phase. Remember, *CHANGE* is an annual process so the data should be consistent from one year to the next and a valid reflection of what the team observed, heard, and recorded.



Question: If the community team assesses four sites, are four separate Excel files needed?

Answer: Yes. For every site, the community team should have a separate *CHANGE* Sector Excel File. After gathering information and gaining community team consensus on *CHANGE* item responses, the team's data manager enters the data for each site into the correct sector file. To ensure proper data management, there should be only one data manager, such as the community team's evaluator, and all data should be forwarded to this individual. The assessment tool automatically completes all data calculations within each sector. Once *CHANGE* Sector Excel Files have been completed and saved by the data manager, data can be included in a *CHANGE* Summary Statement.



Question: Can community team members simultaneously work on files while others work on the same file?

Answer: Yes, you can simultaneously work on *CHANGE* sectors once data-collection methods for their completion are determined by the community team. We recommend that you print hard copies of *CHANGE*, so that all community team members can note additions, deletions, or revisions to the data by hand. Once combined and finalized, the data manager enters all data into the Excel files. The community team is strongly encouraged to designate one member as data manager. The data manager is responsible for entering and saving all data sheets. While a *CHANGE* Sector Excel File is open, only one person can enter data at a time.

Figure 8. Snapshot of the CHANGE Sector Excel File

Community-At-Large: Physical Activity

Based on your team's knowledge or observations of the community, use the following Policy and Environment scales to indicate the most appropriate responses for each statement. Position the cursor over each rating option to see further explanation and an example (examples provided are for item #1).

In the two response columns, please indicate the appropriate number (#) from the scales below that best represents your answers for each item. Provide both a Policy Response # and Environment Response # for each statement in the appropriate column, with supporting documentation in the corresponding comment boxes. Response # 99 should be used only when the strategy is not applicable at the site (e.g., stair promotion not suitable in one-story building).

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

To what extent does the community:	Policy Response #	Environment Response #
1. Require sidewalks to be built for all developments (e.g., housing, schools, commercial)?		
2. Adopt a land use plan?		
3. Require bike facilities (e.g., bike boulevards, bike lanes, bike ways, multi-use paths) to be built for all developments (e.g., housing, schools, commercial)?		
4. Adopt a complete streets plan to support walking and biking infrastructure?		
5. Maintain a network of walking routes (e.g., institute a sidewalk program to fill gaps in the sidewalk)?		
6. Maintain a network of biking routes (e.g., institute a bike lane program to repave bike lanes when necessary)?		
7. Maintain a network of parks (e.g., establish a program to repair and upgrade existing parks and playgrounds)?		
8. Provide access to parks, shared-use paths and trails, or open spaces within reasonable		

Demographic Information | **Physical Activity** | Nutrition | Tobacco | Chronic Disease Management | Leadership

Figure 8 is an example of the Community-At-Large Sector and the Physical Activity Module that you will see on opening the *CHANGE* Sector Excel File. Note the rating scale (1–5) for Policy and Environment with an explanation for how the ratings are determined. For example, a rating of 1 under Policy means the item was not identified as a problem based on the data collected. Also in this screen shot, you see a list of items related to physical activity. For example, the first item is *Require sidewalks to be built for all developments*. A policy response of 1 next to item number 1 indicates *Requiring sidewalks to be built for all developments* has not been identified as a problem in the community. In the neighboring tabs, you enter similar information for the other modules (e.g., nutrition, tobacco, and chronic disease management).

Figure 9. Definitions of Terms in the CHANGE Sector Excel File

Community At-Large: Physical Activity

Based on your team's knowledge or observations of the community, use the following Policy and Environment scales to indicate the most appropriate responses for each statement. Position the cursor over each rating option to see further explanation and an example (examples provided are for item #1).

In the two response columns, please indicate the appropriate number (#) from the scales below that best represents your answers for each item. Provide both a Policy Response # and Environment Response # for each statement in the appropriate column, with supporting documentation in the corresponding comment boxes. Response # 99 should be used only when the strategy is not applicable at the site (e.g., stair promotion not suitable in one-story building).

Response #	Policy	Environment
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To what extent does the community:	Policy Response #	Environment Response #
1. Require sidewalks to be built for all developments (e.g., housing, schools, commercial)?		
2. Adopt a land use plan?		
3. Require bike facilities (e.g., bike boulevards, bike lanes, bike ways, multi-use paths) to be built for all developments (e.g., housing, schools, commercial)?		
4. Adopt a complete streets plan to support walking and biking infrastructure?		
5. Maintain a network of walking routes (e.g., institute a sidewalk program to fill gaps in the sidewalk)?		
6. Maintain a network of biking routes (e.g., institute a bike lane program to repave bike lanes when necessary)?		
7. Maintain a network of parks (e.g., establish a program to repair and upgrade existing parks and playgrounds)?		
8. Provide access to parks, shared-use paths and trails, or open spaces within reasonable		

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

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

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

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

The definitions of policy and environment are critical to form the basis for decisions on how each column is scored. Definitions are embedded into the *CHANGE* tool. Figure 9 shows that when you move your cursor to the corner of the Environment or Policy column (note the red marker) a box with the definition pops up. The definitions of both terms can also be found in Appendix A, Glossary of Terms.

Figure 10. Definitions of Item Responses

Community-At-Large: Physical Activity

Based on your team's knowledge or observations of the community, use the following Policy and Environment scales to indicate the most appropriate responses for each statement. Position the cursor over each rating option to see further explanation and an example (examples provided are for item #1).

In the two response columns, please indicate the appropriate number (#) from the scales below that best represents your answers for each item. Provide both a Policy Response # and Environment Response # for each statement in the appropriate column, with supporting documentation in the corresponding comment boxes. Response # 99 should be used only when the strategy is not applicable at the site (e.g., stair promotion not suitable in one-story building).

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

At this point, no elements are in place in the environment. For example (examples provided correspond to item #1), there are no sidewalks that are fully accessible to all pedestrians (including those in wheelchairs), there is no appropriate lighting, there are no stoplights, and there are no crosswalks.

To what extent does the community:	Policy Response #	Environment Response #
1. Require sidewalks to be built for all developments (e.g., housing, schools, commercial)?		
2. Adopt a land use plan?		
3. Require <u>bike facilities</u> (e.g., bike boulevards, <u>bike lanes</u> , bike ways, multi-use paths) to be built for all developments (e.g., housing, schools, commercial)?		
4. Adopt a <u>complete streets</u> plan to support walking and biking infrastructure?		
5. Maintain a network of walking routes (e.g., institute a sidewalk program to fill gaps in the sidewalk)?		
6. Maintain a network of biking routes (e.g., institute a bike lane program to repave bike lanes when necessary)?		
7. Maintain a network of parks (e.g., establish a program to repair and upgrade existing parks and playgrounds)?		
8. Provide access to parks, <u>shared-use paths and trails</u> , or open spaces within <u>reasonable</u>		

At this point, no elements are in place in the environment. For example (examples provided correspond to item #1), there are no sidewalks that are fully accessible to all pedestrians (including those in wheelchairs), there is no appropriate lighting, there are no stoplights, and there are no crosswalks.

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 Physical Activity /
 Nutrition /
 Tobacco /
 Chronic Disease Management /
 Leadership

Figure 10 shows the definitions for the item responses. Study these carefully to make sure your rating is accurate based on the parameters of the response. For example, a response of 1 under Environment indicates *At this point, no elements are in place in the environment. For example (examples provided correspond to item #1), there are no sidewalks that are fully accessible to pedestrians (including those in wheelchairs), there is no appropriate lighting, and there are no crosswalks.*

Figure 11. Item Responses and Accompanying Comment Boxes

Community-At-Large: Physical Activity

Based on your team's knowledge or observations of the community, use the following Policy and Environment scales to indicate the most appropriate responses for each statement. Position the cursor over each rating option to see further explanation and an example (examples provided are for item #1).

In the two response columns, please indicate the appropriate number (#) from the scales below that best represents your answers for each item. Provide both a Policy Response # and Environment Response # for each statement in the appropriate column, with supporting documentation in the corresponding comment boxes. Response # 99 should be used only when the strategy is not applicable at the site (e.g., stair promotion not suitable in one-story building).

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

To what extent does the community:	Policy Response #	Environment Response #	Comment:
1. Require sidewalks to be built for all developments (e.g., housing, schools, commercial)?	4	4	Comment:
2. Adopt a land use plan?	4	4	Comment:
3. Require <u>bike facilities</u> (e.g., bike boulevards, <u>bike lanes</u> , bike ways, multi-use paths) to be built for all developments (e.g., housing, schools, commercial)?	4	4	Comment:
4. Adopt a <u>complete streets</u> plan to support walking and biking infrastructure?	4	4	Comment:
5. Maintain a network of walking routes (e.g., institute a sidewalk program to fill gaps in the sidewalk)?	4	4	Comment:
6. Maintain a network of biking routes (e.g., institute a bike lane program to repave bike lanes when necessary)?	4	4	Comment:
7. Maintain a network of parks (e.g., establish a program to repair and upgrade existing parks and playgrounds)?	4	4	Comment:
8. Provide access to parks, shared-use paths and trails, or open spaces within reasonable	4	4	Comment:

Demographic Information /
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 Nutrition /
 Tobacco /
 Chronic Disease Management /
 Leadership

Figure 11 depicts how each item is scored for Policy and Environment. For example, if you put a number 4 in the box under Environment, this score indicates that *most elements are in place* for your community to have sidewalks. Specifically, they are fully accessible to pedestrians, even those in wheelchairs, there is appropriate lighting, and there are stoplights but no crosswalks. The comment box that pops up next to the item response serves as documentation on how each of the items was rated by the team. You are highly encouraged to enter detailed comments in each of the comment boxes for each of the items. This information augments the reassessment phase.

Figure 12. Definitions of Key Terms

Community-At-Large: Physical Activity

Based on your team's knowledge or observations of the community, use the following Policy and Environment scales to indicate the most appropriate responses for each statement. Position the cursor over each rating option to see further explanation and an example (examples provided are for item #1).

In the two response columns, please indicate the appropriate number (#) from the scales below that best represents your answers for each item. Provide both a Policy Response # and Environment Response # for each statement in the appropriate column, with supporting documentation in the corresponding comment boxes. Response # 99 should be used only when the strategy is not applicable at the site (e.g., stair promotion not suitable in one-story building).

Response #	Policy	Environment
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99	Not applicable	Not applicable

To what extent does the community:	Policy Response #	Environment Response #
1. Require sidewalks to be built for all developments (e.g., housing, schools, commercial)?		
2. Adopt a land use plan?		
3. Require <u>bike facilities</u> (e.g., bike boulevards, <u>bike lanes</u> , bike ways, multi-use paths) to be built for all developments (e.g., housing, schools, commercial)?		
4. Adopt a <u>complete streets</u> plan to support walking and biking infrastructure?		
5. Maintain a network of walking routes (e.g., institute a sidewalk program to fill gaps in the sidewalk)?		
6. Maintain a network of biking routes (e.g., institute a bike lane program to repave bike lanes when necessary)?		
7. Maintain a network of parks (e.g., establish a program to repair and upgrade existing parks and playgrounds)?		
8. Provide access to parks, <u>shared-use paths and trails</u> , or open spaces within <u>reasonable walking distance</u> of most homes?		

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

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

Additional bike facility definitions and design recommendations can be found in AASHTO's [Guide for the Development of Bicycle Facilities](http://www.sccrtc.org/bikes/AASHTO_1999_BikeBook.pdf).

As you review all the items, and begin to rate them, the *CHANGE* tool provides additional definitions, as shown in Figure 12. Move your cursor to the right-hand corner of the cell and a pop-up box appears with the definition for all underlined terms in the items. Each of these definitions can also be found in Appendix A, Glossary of Terms.

Figure 13. Module Percentages and Tabulated Ratings

Community-At-Large: Physical Activity		
To what extent does the community:	Policy Response #	Environment Response #
1. Require sidewalks to be built for all developments (e.g., housing, schools, commercial)?	4	3
2. Adopt a land use plan?	3	2
3. Require <u>bike facilities</u> (e.g., bike boulevards, <u>bike lanes</u> , bike ways, multi-use paths) to be built for all developments (e.g., housing, schools, commercial)?	2	1
4. Adopt a <u>complete streets</u> plan to support walking and biking infrastructure?	4	3
5. Maintain a network of walking routes (e.g., institute a sidewalk program to fill gaps in the sidewalk)?	3	2
6. Maintain a network of biking routes (e.g., institute a bike lane program to repave bike lanes when necessary)?	1	2
7. Maintain a network of parks (e.g., establish a program to repair and upgrade existing parks and playgrounds)?	3	2
8. Provide access to parks, <u>shared-use paths and trails</u> , or open spaces within <u>reasonable walking distance</u> of most homes?	5	3
9. Institute <u>mixed land use</u> ?	2	1
10. Require sidewalks to comply with the <u>Americans with Disabilities Act (ADA)</u> (i.e., all routes accessible for people with disabilities)?	3	2
11. Provide access to <u>public recreation facilities</u> (e.g., parks, play areas, community and wellness centers) for people of all abilities?	3	3
12. Enhance access to public transportation (e.g., bus stops, light rail stops, van pool services, subway stations) within <u>reasonable walking distance</u> ?	1	1
13. Provide street <u>traffic calming measures</u> (e.g., road narrowing, central islands, roundabouts, speed bumps) to make areas (e.g., neighborhoods, major intersections) where people are or could be physically active (e.g., walk, bike) safer?	2	2
14. Adopt <u>strategies</u> (e.g., neighborhood crime watch, lights) to enhance personal safety in areas (e.g., playgrounds, parks, bike lanes, walking paths, neighborhoods) where people are or could be physically active (e.g., walk, bike)?	2	3
COLUMN TOTAL:	38	30
PHYSICAL ACTIVITY SCORE:	56.72%	46.15%

Please remember to answer every item. Do not leave any item blank.

Demographic Information / **Physical Activity** / Nutrition / Tobacco / Chronic Disease Management / Leadership

Continue to add the item responses per column for each of the sectors and modules for which you have data. Be sure to confer with the team on item response, but, for accuracy and precision, rely on the designated data manager to actually input the data. Answer every item. Do not leave anything blank; doing so will impact the validity of the module percentages. Remember, if an item does not apply to your community use the 99 rating, which will not tabulate into the final score. Figure 13 shows that, once you have completed all modules, your percentage scores are tabulated for both Policy and Environment. This is an automatic process, not a manual one, and ensures the scores are accurate.

Figure 14. Module Score Summaries

Community Health Assessment and Group Evaluation
COMMUNITY-AT-LARGE

Additional information about the community can be included in the comment box denoted by the red tab.
COMMUNITY'S NAME:

Module Score Summaries		
Policy	Environment	Module
56.72%	46.15%	Physical Activity
56.92%	45.52%	Nutrition
49.20%	65.45%	Tobacco Use
55.50%	60.50%	Chronic Disease Management
43.25%	52.75%	Leadership

GENERAL INSTRUCTIONS
Please indicate your answer by typing an 'X' or the correct information in the appropriate box for your response. Additional information can be included in each comment box denoted by the red corner tab.

DEMOGRAPHIC INFORMATION

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

<p>Best description of the community setting (choose ONE only):</p> <table border="1"> <tr> <td>Rural</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Suburban</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Urban</td> <td><input type="checkbox"/></td> </tr> </table>	Rural	<input checked="" type="checkbox"/>	Suburban	<input type="checkbox"/>	Urban	<input type="checkbox"/>	<p>The approximate percentage of people in the community with no high school diploma (choose the best estimated category):</p> <table border="1"> <tr> <td>< 5%</td> <td><input type="checkbox"/></td> </tr> <tr> <td>5 - 9%</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>10 - 14%</td> <td><input type="checkbox"/></td> </tr> <tr> <td>15 - 19%</td> <td><input type="checkbox"/></td> </tr> <tr> <td>≥ 20%</td> <td><input type="checkbox"/></td> </tr> </table>	< 5%	<input type="checkbox"/>	5 - 9%	<input checked="" type="checkbox"/>	10 - 14%	<input type="checkbox"/>	15 - 19%	<input type="checkbox"/>	≥ 20%	<input type="checkbox"/>				
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≥ 20%	<input type="checkbox"/>																				
<p>The median household income of the community (choose the best estimated category):</p> <table border="1"> <tr> <td>< \$25,000</td> <td><input type="checkbox"/></td> </tr> <tr> <td>\$25,000 - \$34,999</td> <td><input type="checkbox"/></td> </tr> <tr> <td>\$35,000 - \$49,999</td> <td><input type="checkbox"/></td> </tr> <tr> <td>\$50,000 - \$74,999</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>≥ \$75,000</td> <td><input type="checkbox"/></td> </tr> </table>	< \$25,000	<input type="checkbox"/>	\$25,000 - \$34,999	<input type="checkbox"/>	\$35,000 - \$49,999	<input type="checkbox"/>	\$50,000 - \$74,999	<input checked="" type="checkbox"/>	≥ \$75,000	<input type="checkbox"/>	<p>The approximate percentage of people in the community who are living in poverty (choose the best estimated category):</p> <table border="1"> <tr> <td>< 5%</td> <td><input type="checkbox"/></td> </tr> <tr> <td>5 - 9%</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>10 - 14%</td> <td><input type="checkbox"/></td> </tr> <tr> <td>15 - 19%</td> <td><input type="checkbox"/></td> </tr> <tr> <td>≥ 20%</td> <td><input type="checkbox"/></td> </tr> </table>	< 5%	<input type="checkbox"/>	5 - 9%	<input checked="" type="checkbox"/>	10 - 14%	<input type="checkbox"/>	15 - 19%	<input type="checkbox"/>	≥ 20%	<input type="checkbox"/>
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	<p>The approximate percentage of people in the community who are currently unemployed (choose the best estimated category):</p> <table border="1"> <tr> <td>< 5%</td> <td><input type="checkbox"/></td> </tr> <tr> <td>5 - 9%</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>10 - 14%</td> <td><input type="checkbox"/></td> </tr> <tr> <td>15 - 19%</td> <td><input type="checkbox"/></td> </tr> <tr> <td>≥ 20%</td> <td><input type="checkbox"/></td> </tr> </table>	< 5%	<input type="checkbox"/>	5 - 9%	<input checked="" type="checkbox"/>	10 - 14%	<input type="checkbox"/>	15 - 19%	<input type="checkbox"/>	≥ 20%	<input type="checkbox"/>										
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Demographic Information
 Physical Activity
 Nutrition
 Tobacco Use
 Chronic Disease Management

After you have finished completing each of the item responses for all the sectors and modules for which your team generated data, the *CHANGE* tool provides a summary of all the scores, as shown in Figure 14. The percentages automatically populate into the table for each of the modules. You can then manually enter the numbers into the *CHANGE* Summary Statement, Figure 15, which is discussed in further detail in Action Step 7.