

2.2 THE PROGRAM AND POLICY ASSESSMENT

Participants from previous studies about physical activity have suggested that the following community programs may help support physical activity among youth, the elderly and those with a disability. In order to answer the questions on this tool, you may have to contact the specific individuals in your community who are knowledgeable about available programs in the area. These individuals may include:

- Community recreation directors
- School faculty / administration
- Parks directors
- Church directors

These key individuals can help you answer the following questions in the Program and Policy Assessment. Once you have checked off the appropriate boxes for each question, please feel free to use the space provided marked “Comments” to record additional information about each particular question if necessary.

Question by Question Details for Completing the Program and Policy Assessment

I. COMMUNITY PROGRAMS AND POLICIES

Q1. Does the community have a policy that requires bikeways or pedestrian walkways in new public infrastructure projects?

- *Yes* - As the community considers and builds new infrastructure projects, there is a community requirement or guideline for incorporating lanes and/or walkways for bikes and pedestrians.
- *No* – As the community considers and builds new infrastructure projects, there is no community requirement or guideline for incorporating lanes and/or walkways for bikes and pedestrians.
- *Don't know*
- *N/A* – Not applicable

If “Yes:”

Q1a. Does the policy have accessibility requirements, i.e., must bikeways or pedestrian walkways be accessible to persons with a disability?

- *Yes*
- *No*
- *Don't know*

Q2. Does the community regularly clear snow and ice from sidewalks and/or trails?

- *Yes* - When there is snowfall or ice in your community, both sidewalks and trails are promptly cleared in a manner creating safe, passable sidewalks and trails for residents to walk to school or work following the storm.
- *Yes* - When there is snowfall or ice in your community, sidewalks are promptly cleared in a manner creating safe, passable sidewalks for residents to walk to school or work following the storm.
- *Yes* - When there is snowfall or ice in your community, trails are promptly cleared in a manner creating safe, passable trails for residents to walk to school or work following the storm.
- *No* – When there is snowfall or ice in your community, there are some sidewalks that do not promptly get cleared and remain impassable.
- *Don't know*
- *N/A* – Not applicable- Neither sidewalks or trails are present in the community.

Q3. Does the community have a public recreation department that offers physical activity programming?

- *Yes* – The community has a municipally funded recreation department offering physical activity programming for community members.
- *No* – The community does not have a municipally funded recreation department offering physical activity programming for community members.
- *Don't know*

If "Yes": Please answer questions 3a to 3j below.

Q3a. Do they offer physical activity programming for local youth?

Please indicate whether the public recreation department offers programming specifically geared toward youth (ages 0-18). Please check one:

- *Yes*
- *No*
- *Don't know*

Q3b. If "Yes:" What age range is served by these programs?

Please indicate the ages served by the physical activity programming offered to youth through the community recreation department.

Q3c. Do they offer physical activity programming for local adults?

Please indicate whether the public recreation department offers programming specifically geared toward adults (ages 18+). Please check one:

- *Yes*
- *No*
- *Don't know*

Q3d. If "Yes:" What age range is served by these programs?

Please indicate the ages served by the physical activity programming offered to adults through the community recreation department.

Q3e. Do they offer physical activity programming for local seniors?

Please indicate whether the public recreation department offers programming specifically geared toward seniors (ages 65+). Please check one:

- *Yes*
- *No*
- *Don't know*

Q3f. If "Yes:" What age range is served by these programs?

Please indicate the ages served by the physical activity programming offered to adults through the community recreation department.

Q3g. Is physical activity programming available for local persons with a disability?

Please indicate whether the public recreation department offers inclusive programming that allows persons with a disability to participate. Please check one:

- *Yes*
- *No*
- *Don't know*

Q3h. If "Yes:" What age range is served by these programs?

Please indicate the ages served by the physical activity programming offered to local persons with a disability through the community recreation department.

Q3i. Are physical activity resources/facilities available for local resident use outside of programming?

Are the resources and facilities of the community recreation department available to all local residents even if they do not participate in organized programs held by the department? Please choose one:

- Yes
- No
- Don't know

Q3j. Does the recreation department provide programs or scholarships or a sliding fee scale for lower income residents? Please choose one:

Does the recreation department offers programs, scholarships and/or sliding fee scales to supplement the cost of membership/programming for lower income residents?

- Yes
- No
- Don't know

Q4. Does the community have a private organization or not for profit (e.g. YMCA or a religious organization) that offers physical activity programming?

- Yes – The community has a private organization offering physical activity programming.
- No – The community does not have a private organization offering physical activity programming.
- Don't know

If "Yes": Please answer questions 4a to 4k below.

Q4a. Do they offer physical activity programming for local youth?

Please indicate whether the private organization offers programming specifically geared toward youth (ages 0-18). Please check one:

- Yes
- No
- Don't know

Q4b. "If Yes:" What age range is served by these programs?

Please indicate the ages served by the physical activity programming offered to youth through the private organization. Please check all boxes that apply.

Q4c. Do they offer physical activity programming for local adults?

Please indicate whether the private organization offers programming specifically geared toward adults (ages 18+). Please check one:

- *Yes*
- *No*
- *Don't know*

Q4d. If "Yes:" What age range is served by these programs?

Please indicate the ages served by the physical activity programming offered to adults through the private organization.

Q4e. Do they offer physical activity programming for local seniors?

Please indicate whether the private organization offers programming specifically geared toward seniors (ages 65+). Please check one:

- *Yes*
- *No*
- *Don't know*

Q4f. If "Yes:" What age range is served by these programs?

Please indicate the ages served by the physical activity programming offered to seniors through the private organization.

Q4g. Do they offer physical activity programming for local persons with a disability?

Please indicate whether the public recreation department offers inclusive programming to allow persons with a disability to participate. Please check one:

- *Yes*
- *No*
- *Don't know*

Q4h. If "Yes:" What age range is served by these programs?

Please indicate the ages served by the physical activity programming offered to local persons with a disability through the community recreation department.

Q4i. Are there membership requirements to participate in these programs?

Do residents have to pay a fee to participate in physical activity programming offered by the private organization(s) or be a member (e.g., do you need to be a church member to participate in programs offered by local churches)?

- *Yes*
- *No*
- *Don't know*

Q4j. Are physical activity resources/facilities available for local resident use outside of programming?

Are the resources and facilities of the private organization available to residents even if they do not participate in organized programs sponsored by the organization? Please choose one:

- Yes
- No
- Don't know

Q4k. Does the private organization provide scholarships or offer a sliding fee scale for lower income residents? Please choose one:

Does the private organization offer scholarships and/or sliding fee scales to supplement the cost of membership/programming for lower income residents?

- Yes
- No
- Don't know

Q5a. Does the community offer any local public transportation options, such as public busses or vans?

- Yes – The community has either free or fee-based public transportation regularly available.
- No – The community does not have any public transportation available to residents.
- Don't know

Q5a1. If "Yes":

Please specify – Please describe the transportation options are available to residents.

Q5a2. If "Yes":

Are transportation options available to residents accessible to persons with a disability?

Q5b. Are there any long-distance transportation options available in your community, such as a train or bus?

- Yes – There are long-distance public transportation options available in the community.
- No – The community does not have any long-distance public transportation options available to residents.
- Don't know

Q5b1. If "Yes":

Please specify – Please describe what kind of long-distance transportation options are available to residents.

Q5b2. If "Yes":

Are long-distance transportation options available to residents accessible to persons with a disability?

II. SCHOOL PROGRAMS AND POLICIES

Q6. Does the community have any “Walk to School” programs or other programs that encourage children to walk, bike or wheel to school?

- *Yes* – The community/school has organized “walk to school” or other programs that encourage children/students to walk, bike and/or wheel to school.
- *No* – The community/school does not have any organized “walk to school” or other program to encourage children/students to walk, bike and/or wheel to school.
- *Don’t know*

Q7. Do the public schools offer other sponsored physical activity initiatives for students?

- *Yes* – The public schools offer other organized/sponsored physical activity initiatives for students.
- *No* – The public schools do not offer any other organized/sponsored physical activity initiatives for students.
- *Don’t know*

Q7a. If “Yes”:

Are the physical activity initiatives accessible to persons with a disability?

Q8. Do the public schools in the community allow public access to their recreation facilities after school hours?

- *Yes* – One or more of the public schools in the community allows community residents to use their recreation facilities, such as the school gym, playing fields or courts, and/or pool after school hours or on weekends.
- *No* – None of the public schools in the community allow community residents to use their recreation facilities.
- *Don’t know*

Q9. Do the public schools in the community have a late bus option for children that stay after school for sponsored activities?

- *Yes* – The public schools offer late buses for children who stay after school for team sports or other activities
- *No* – The public schools do not offer late buses.
- *Don’t know*

Q9a. If “Yes”: Is the late bus option accessible to persons with a disability?

Q10. What percentage (%) of public school children live within 2Km of their school?

Talk to your local public school administrators or school district to find out how many students live within 2 kilometres of their school to determine what percentage could potentially walk to school.

Q11-Q13. Other Programs and Policies

Include any additional policies or programs that are important for the community not previously covered. If additional spaces are needed please copy the sheets.

Q14. The role of policies and procedures in your community.

Include any community policies or procedures that play into the physical opportunities outlined in the sections above.

*This concludes the Program and Policy Assessment section of the RALA Tools.

2.3 THE STREET SEGMENT ASSESSMENT

General Guidelines:

- Ideally, two people should conduct the review together – this will help to test reliability. Preferably, at least one person should be an active and informed local community member, such as a community planner, recreation planner or other community official. This will help to ensure that one of the reviewers knows the community well, and can aid in selecting meaningful segments in the community.
- It is recommended that you obtain a map of the community that you are reviewing. This can be obtained from your local community offices or by going online to a mapping website such as Google Maps (<http://maps.google.com/maps>), GeoNB (<http://www.snb.ca/geonb1/e/index-E.asp>) or MapQuest (<http://www.mapquest.com>). These websites allow you to zoom into areas of a specific community and observe street-level and satellite/aerial maps. Starting with a physical map can be useful in planning out your review route, defining segments, and documenting certain physical features such as lakes, rivers, parks, defining community typology (see below) and others features.
- Be sure to review the Street Segment Assessment before going out into the field. This will assure better more complete data collection. You will also need to do a preliminary selection of your segments based on a community map before going into the field.
- Be sure to bring a watch to note the time, clipboard, extra pencils, and a digital camera, which may also be helpful to document physical characteristics that may need to be reviewed again at a later date. Also, some have found it helpful to have a GPS device when conducting the street segment assessments.

Selecting Segments:

Defining the segments you would like to study in your community will be one of the most challenging steps during the physical review process. Because most rural communities are not made up of neat, city-blocks, choosing the boundaries for each segment can be tricky. In previous research, it was found to be helpful to identify/separate zones in the following four categories and

then choose segments from within these zones (please see below for more detailed descriptions of each zone):

1. Community Centre Zone
2. Thoroughfare Zone
3. Neighborhood Cluster Zone (should have minimal through-traffic and be primarily residential)
4. Isolated School Zone (a school that does not fall into any other segment)

It is up to you **how many total zones** and segments you would like to review. For example, a community may have one Community Centre zone (although a community could have more than one), several Thoroughfare zones, several Neighborhood clusters, and an Isolated School Zone.

*** Reviewing the entire community is NOT RECOMMENDED. Start by identifying segments that fall within the Community Centre zone: that is, within a 2 KILOMETRE RADIUS of what is considered the primary central point of the community. The segments that you review should fall within that circle. In cases where the school(s) in the community does not fall within the central circle, a separate zone should be constructed around the school(s) so that the area can be appropriately reviewed. If you need to draw multiple circles (e.g. one around the community centre and one around the school) you may find it necessary to review any thoroughfare that connects the two circles. If your community is laid out in a clustered settlement pattern (as defined above), you may use this same approach for any additional clusters that are not within two kilometres of the community centre.

Each zone that you identify will fall into the following shape categories: radius, line, or polygon. For example:

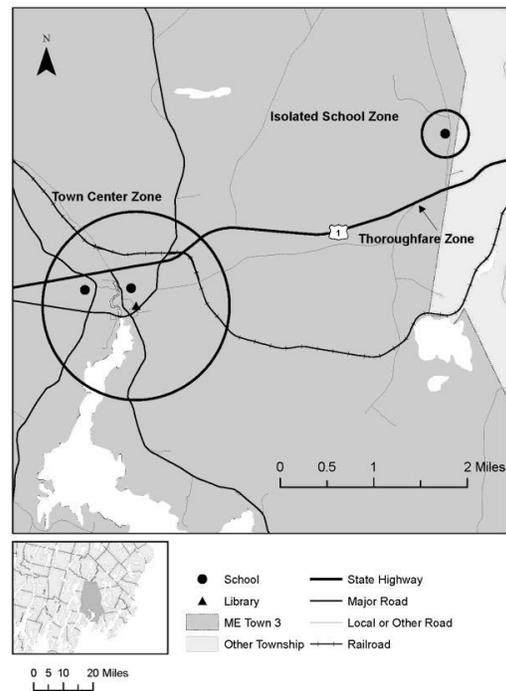
The Community Centre Zone will be a RADIUS, since you will be drawing a circle around what you have determined to be the central point of the community. Within the two kilometre radius that defines the Community Centre zone, you should identify preliminary segments using a street map (Google, GeoNB or MapQuest is fine). You will most likely find that some of the preliminary segments you chose will need to be modified based on certain characteristics that you see in the field. In densely settled zones, a segment is identified as both sides of a street from one street intersection to the next (e.g. a city block). However, in rural communities, this approach must be modified to make use of endpoints other than cross streets, drawing on observed natural boundaries that you may see out in the field, such as large unsettled areas, bridges, or significant changes in land use. For example, if an area or a road within a zone makes an obvious change from commercial to residential, that may be an appropriate segment boundary. Your two-kilometre radius zone may have many such segments. The number of segments that you choose is up to you. It is most likely sufficient to identify 12 segments or less within that Community Centre Zone radius from which to choose your final set of segments. Although segment lengths may vary based on obvious boundaries, a distance of approximately 0.5 Km may be used as a general guide for segment length. A Thoroughfare Zone may be a thoroughfare connecting the community centre to a school or residential cluster, or it may be a Main Street or major highway passing through or near the community centre. A thoroughfare zone may be separated into segments along the thoroughfare using the same approach as the Community Centre zone – that is, using cross streets and other natural or built endpoints. Choose at least two segments from any thoroughfare zone

that is 0.5 Km or more in length. For shorter thoroughfare zones, or a thoroughfare zone with no variability in land use, one segment is sufficient. A Neighborhood Zone or School Cluster Zone may be a RADIUS or a POLYGON since there may or may not be natural or built boundaries that define it. The area of each cluster zone (neighborhood or school) should be no greater than about 0.6 Km^2 . (e.g. a $0.75 \text{ Km} \times 0.75 \text{ Km}$) as with the Community Centre and Thoroughfare zones, identify segments on your map. Since cluster zones are smaller, you only need to find a maximum of 6 segments in a cluster zone. In some cases, only one segment may be sufficient.

*** In each zone, you will choose a sample of segments from among those you have identified. There is no absolute minimum number of segments. It is recommended that you start with a segment near the centre of your zone, and review as many segments as you feel necessary to capture the essential characteristics of the zone. When moving on to your next segment, you should continue to an adjacent segment or the next closest segment that you have chosen to review. Continue this process until all selected segments have been reviewed. A Community Centre zone in a community of 5,000 is likely to need at least 4 segments. If the community is compact, the Community Centre zone may be the only zone, and you may need at least 6 segments to capture the variety of physical environments in that zone.

Once you have determined how many and which segments you will be reviewing, you should make a separate copy of the Segment Assessment tool for each segment to assess the physical and natural features in each section.

Example of rural community with multiple zones identified for Street Segment Assessment. Notice the Community Centre Zone, Thoroughfare Zone and Isolated School Zone.



The figure above illustrates these zones using a map from a community in Maine. The triangle represents the library, which was the community central point. The black dots illustrate where the

schools are located. The large circle encompasses the community-centre zone, from which several segments were selected to review. It is recommended to draw a circle with a two-kilometre radius around the central point, and then choose segments within that circle for the community centre zone. Up in the right-hand corner of the figure is where the high-school is located, over 3.22 kilometres from the community central point. To review segments around this school an approximate 0.5-kilometre radius was drawn around the school creating an Isolated School Zone. A Thoroughfare Zone was also identified to review segments that connect the Community Centre Zone with the Isolated School Zone. Here the thoroughfare was broken into 0.5-kilometre parts and selected segments based on land use type. If there was no change in land use type on this road, you could review just one representative segment. There was no Neighborhood Cluster Zone in the community, but it would look similar to the School Zone shown here, but it would be primarily a residential area.

Completing the Detailed Street Segment Assessment

Make sure you number each segment on your map as well as on the corresponding Review Assessment tools. A separate review sheet should be completed for each segment that you choose to assess in your rural community. Please be sure that you only choose one answer (unless instructed otherwise) for each question on the review. You may choose at which point you would like to begin reviewing in each segment, but be sure to review the entire segment (by foot or by car). You can ensure this by referring to a map of the area/segment and making sure you review the characteristics, amenities, and features found on every street you see on the map in that segment. Be sure to observe characteristics, amenities, and features found on **both sides of the street**.

Question by Question Details for Completing the Street Segment Assessment

The following information is provided to help you complete the assessment for each segment:

STREET SEGMENT ASSESSMENT

PART I – QUANTIFIABLE CHARACTERISTICS

Q1. Community Name. Fill in the full Community name.

Q2. Reviewer’s Name. Fill in the full name of the person carrying out the assessment (to be selected by you – you may choose a distinct number or a name) to keep track of who is filling out the tool.

Q3. Date. Enter the date on which the Segment Assessment is being completed.

Q4. Street name. Enter the name of the street being reviewed.

Q5. Segment #. Fill out the Segment ID Number (to be selected by you). This number should correspond with the number you assigned each segment on your community map.

I. SEGMENT DESCRIPTION

Q6. Segment boundaries. Enter the features (street name, park, river, etc.) you've identified as boundaries for the segment. Also indicate which is the starting and ending point for the segment.

Q7. Primary streets. Enter the most significant streets in the segment.

Q8. Land use

Select the primary land use in the segment: residential, commercial, industrial, public/civic, open space or other. If the segment features a fairly even mix of land uses and a primary use cannot be identified, you may check more than one box, as appropriate.

Q9. Terrain

Select any significant terrain features present: flat, hills, wooded/undeveloped, winding roads, water body or other feature. You may check more than one box if appropriate.

Q10. Segment Zone Type

Select the option that best describes the type of Zone in which the segment is located (please check only one):

- | | |
|--------------------------|-----------------------------------|
| 1. Community Centre Zone | 5. Industrial Zone |
| 2. Thoroughfare Zone | 6. Isolated School Zone |
| 3. Neighborhood Zone | 7. Community Park/Open Space Zone |
| 4. Commercial Zone | 8. Other: _____ |

II. WALKABILITY

Sidewalks, crosswalks and other pedestrian and bike-friendly features have an impact on a community's walkability. This section will help to determine whether your segment includes any of these features.

Q11. Sidewalks

Choose one option that best describes the sidewalks in the segment: sidewalks are found on both sides of the street, one side of the street, intermittent (sidewalks exist along only parts of the roads), footpath only or none. Rate the overall condition of sidewalks using the following definitions:

- *1-Fair/Poor* – The sidewalks are generally not well maintained in this segment and are in fair or poor condition. There is apparent neglect and/or deterioration. Example:



- *2-Good/Excellent* - The sidewalks are generally well maintained in this segment and are in good or excellent condition. There is little or no apparent neglect and/or deterioration. Example:



Q12. Buffers and Shoulders

Check the appropriate boxes if most sidewalks in the segment have a sidewalk buffer strip separating them from the road and if the roads have a defined shoulder separating the traffic lanes from the edge of the road. If neither of these features exists, check "none." Rate the overall condition of sidewalk buffers using the following definitions:

- *1-Fair/Poor* – The sidewalk buffer or shoulder are generally not well maintained in this segment and are in fair or poor condition. There is apparent neglect and/or deterioration. (e.g., is sand swept from the shoulders to allow for safer biking?). Example: Fair/Poor condition.

Shoulder



Sidewalk Buffer



- *2-Good/Excellent* - The sidewalk buffer or shoulder are generally well maintained in this segment and are in good or excellent condition. There is little or no apparent neglect and/or deterioration. Examples: Good/Excellent condition.

Shoulder



Sidewalk buffer



Q13. Crosswalks and Signage

Check the appropriate boxes regarding whether the segment includes crosswalks, crossing signals (“walk” and “don’t walk” lights), pedestrian signs, and children at play signs. If none of these features exist check “none.” Rate the overall condition of these features using the following definitions:

- *1-Fair/Poor* – The crosswalks, curb cuts, signals and pedestrian signs are generally not well maintained in this segment, are hidden, and/or are in fair or poor condition. There is apparent neglect and/or deterioration (e.g., are the crosswalk lines brightly painted or otherwise made visible to drivers and pedestrians? Are crossing signals in working order? If you answer no to these questions, then the signs/signals are considered to be in poor or fair

condition.) Examples:

No photo available

- ***2-Good/Excellent*** - The crosswalks, curb cuts, signals and pedestrian signs are generally well maintained in this segment and are in good or excellent condition. There is little or no apparent neglect and/or deterioration. Examples: Good/Excellent condition.

Crosswalk



Pedestrian Sign



Q14. Other Safety Features

Check off any other pedestrian friendly features available in the segment including traffic lights, stop signs, yellow school flashing lights, speed bumps and public lighting. If none of these features exist check "none." Use the comment box to note other features or places where you might recommend improving safety features.

Q15. Road/Traffic Characteristics

Indicate all road types found in the segment including paved multi-lane roads (three or more lanes), paved single lane roads (one or two lanes) and unpaved roads.

Next indicate the road condition, either poor/fair (roads are generally not well maintained in this segment. There is apparent neglect and/or deterioration) or good/excellent (roads are generally well maintained in this segment. There is little or no apparent neglect and/or deterioration).

Note the posted maximum speed limits found in the segment. Indicate whether there is no speed limit posted.

Indicate the level of traffic volume witnessed in the segment:

- *High traffic volume:* There is a steady stream of significant traffic traveling through the segment
- *Medium traffic volume:* There is noticeable, but not constant traffic traveling through the segment
- *Low traffic volume:* There is little or no traffic traveling through the segment

Q16. Barriers

Indicate any significant barriers to pedestrian and bike traffic as well as wheelability in the segment, including a highway, train tracks, posted private property, industrial zone, natural features (e.g., a river, thick woods, and steep terrain) or other obstacle. If no barrier or obstacle exists, check “none.”

Q17. Connectivity

Indicate whether non-vehicular routes such as sidewalks, bike paths or trails connect this segment with other parts of community/attractions, including attractions such as schools, commercial districts and parks or with other segments or roads. If they are available in this segment, rate the overall condition of these connectors using the following definitions:

- *1-Fair/Poor* – The connectors are generally not well maintained in this segment and are in fair or poor condition. There is apparent neglect and/or deterioration.
- *2-Good/Excellent* - The connectors are generally well maintained in this segment and are in good or excellent condition. There is little or no apparent neglect and/or deterioration.

III. LAND USE

If there is any residential settlement in the segment, even if it is not the primary land use, please answer the following questions. If there are no homes in the segment, check “none.”

Q18. Residential

In the **first column** of question 18, please indicate how densely settled the segment is by checking one of the following options:

- *Dense settlement* – Residences are located close to one another with little or no open space between each structure. It is possible to see several other structures from each residence.
Example:



- *Moderately dense settlement*- Residences are spaced out with moderate open space between each structure. It may be possible to see some other structures from each residence. Example:



- *Not densely settled (dispersed)* – Residences are located very far distances from one another with vast space between each structure. It is not possible to see other structures from each residence. Example:



In the **second column**, please note the housing types present (single family detached, multi-Family/apartments, mobile homes, other types, none) and in the third column select the overall

condition of the homes in the segment using the following definitions:

- *1-Fair/Poor* – The homes are generally not well maintained in this segment and are in fair or poor condition. There is apparent neglect and/or deterioration. Example:



- *2-Good/Excellent* - The homes are generally well maintained in this segment and are in good or excellent condition. There is little or no apparent neglect and/or deterioration. Example:



Use the comment box to note other observations on residential patterns that may be relevant to activity-friendliness.

Q19a. Public/civic

In the **second column** please check off all of the public or civic buildings/offices/facilities located in the segment including:

- *Library*
- *Museum*
- *Community centre*
- *Post office*
- *Community offices*
- *Courthouse*
- *Police station*
- *Fire station*
- *Church/religious building*
- *Hospital/health centre*
- *Arena*
- *Athletic fields/courts*

- *Playground*
- *Community pool*
- *Community garden*
- *Other (please specify)*
- *None*

In the **third column**, please select the overall condition of each building/office/facility that is present in the segment using the following definitions:

- *1-Fair/Poor* – The building/office/facility is generally not well maintained and is in fair or poor condition. There is apparent neglect and/or deterioration.
- *2-Good/Excellent* - The building/office/facility is generally well maintained and is in good or excellent condition. There is little or no apparent neglect and/or deterioration.

Q19b. Public/Civic Accessibility

Are the public or civic buildings/offices/facilities accessible to all, including persons with a disability? Is there clear and legible signage with the universal symbol of access to direct visitors to the accessible entrance? Building accessibility should only be assessed from the exterior.

Universal Symbol of Access:



If no, indicate which buildings are not accessible.

Q20a. Commercial

In the **second column** please check off all of the commercial buildings located in the segment including:

- *Restaurant/café*
- *Bar*
- *Bank*
- *Food market*
- *Theatre*
- *Gas station*
- *Convenience store*
- *Small retail store*

- *Big box retail store*
- *Fitness centre*
- *Private medical office*
- *Dental office*
- *Pharmacy*
- *Optometrist office*
- *Other Private office*
- *Office building*
- *Veterinary office*
- *Childcare facility*
- *Hotel*
- *Other (please specify)*
- *None*

In the **third column**, please select the overall condition of each commercial building that is present in the segment using the following definitions:

- *1-Fair/Poor* – The commercial building is generally not well maintained and is in fair or poor condition. There is apparent neglect and/or deterioration.
- *2-Good/Excellent* - The commercial building is generally well maintained and is in good or excellent condition. There is little or no apparent neglect and/or deterioration.

Q20b. Commercial Accessibility

Are the commercial buildings accessible to all, including persons with a disability?

If no, indicate which buildings are not accessible.

Q21a. Schools

In the **second column** please indicate whether there are any public, private or other schools located in the segment:

- *Elementary school (public)*
- *Middle school (public)*
- *High school (public)*
- *Private school*
- *University, Community College or Trade School campus*
- *Other (please specify)*
- *None*

In the **third column**, please select the overall condition of each school that is present in the segment using the following definitions:

- *1-Fair/Poor* – The school is generally not well maintained and is in fair or poor condition. There is apparent neglect and/or deterioration.

- *2-Good/Excellent* - The school is generally well maintained and is in good or excellent condition. There is little or no apparent neglect and/or deterioration.

Q21b. School Accessibility

Are the schools accessible to all, including persons with a disability?

If no, indicate which are not accessible.

Q22. Industrial/agricultural

In the **second column** please check off if any significant industrial or agricultural areas are present in the segment including:

- **Light industrial area** – small industrial buildings/facilities that cover a limited land area that do not include significant smokestacks or other industrial features (e.g. small salt/granite/sand pits, small trucking/construction business, small electrical power substation, etc.). Example – Sand pit:



- **Heavy industrial area** – large industrial buildings/facilities or complex that cover a large area of land and include smokestacks or other industrial features (e.g. large chemical or manufacturing plant, large trucking facility, large power plant, etc.). Example:



- **Farmland area** – any agricultural, livestock or other farmland area. Example:



- *Other* (please specify)
- *None*

In the **third column**, please select the overall condition of each industrial/agricultural area that is present in the segment using the following definitions:

- **1-Fair/Poor** – The area is generally not well maintained and is in fair or poor condition. There is apparent neglect and/or deterioration.
- **2-Good/Excellent** - The area is generally well maintained and is in good or excellent condition. There is little or no apparent neglect and/or deterioration.

PART II – SUBJECTIVE ASSESSMENT & OVERVIEW

I. SUBJECTIVE ASSESSMENT

Questions 23 to 25 are to gather your overall subjective opinion regarding the walkability and aesthetic quality of the segment. These questions should be answered **last**, that is, after the rest of the Segment Assessment tool has been completed in its entirety for the segment. Please check off how strongly you agree with each of the following statements (choose only one answer for each question – Strongly agree, Agree, Disagree, Strongly disagree):

Q23. How strongly do you agree with the following statement?

“This segment is walkable.”

Q24. How strongly do you agree with the following statement?

“This segment is accessible to all, including persons with a disability.”

Q25. How strongly do you agree with the following statement?

“This segment is aesthetically pleasing.”

For all subjective assessment questions, any comments about the segment that you feel would be useful in the overall assessment of the segment should be noted.

II. GENERAL CONDITIONS

Questions 26-28 are meant to capture current environmental conditions when you completed the Street Segment Assessment. These conditions may impact some of the objective and subjective observations on this assessment.

Q26. **Season** – please check off whether it is currently winter, spring, summer, or fall

Q27. **Current weather conditions** – please indicate the temperature, whether it was sunny/clear, partly cloudy, overcast, raining, snowing or some other weather condition when you conducted the segment assessment.

Q28. **Day of week** – please indicate whether today is a weekday, weekend, or holiday.

**This completes the Street Segment Assessment portion of the RALA Tools.

Section 3: Scoring the RALA Tools

It is up to each community whether they would like to use the scoring tools for the Community-wide Assessment and the Program and Policy Assessment. Feedback from those who have used the RALA tools indicated that users prefer a scoring tool to help highlight or rank areas for discussion and improvement.

These scoring tools were developed with the close help of an Expert Advisory Committee, made up of leaders in the physical activity, childhood obesity community planning, and built environment fields. The items on the RALA tools were weighted and scored and subsequently assigned points/scores for the scoring tools. These scores can be used to compare your community with other communities that have also used and scored the RALA. Additionally, scores can be used to assess your community before an intervention or change in the community and then again afterwards for comparison purposes.

When previous RALA users in Maine were asked to pilot test these scoring tools in their communities, they reported that the most valuable outcome of using the scoring system was the conversations and observations that came from completing the scoring – it helped them highlight areas where their community may be weaker in physical activity opportunities and allowed them to start a discussion about which things were easily improved upon and which may take longer term planning or funding. It allowed them to start prioritizing changes that were feasible for their community to address. They also reported that the more people who took part in the scoring, the more valuable a process it became, as it brought more people and viewpoints into the discussion, allowing for a variety of ideas and possible solutions.

Please note that there is not a scoring tool for the Street Segment Assessment. Expert Advisors as well as communities that have used the RALA agreed that a scoring tool for the segments would be extremely complicated and cumbersome, and would probably not add extra value to completing the Street Segment Assessment tool itself. Other detailed segment assessments in the literature also do not incorporate a scoring system. However, it is believed that scoring the Community-wide and Program and Policy Assessments can help communities propose and assess changes that will make their communities more activity-friendly.
