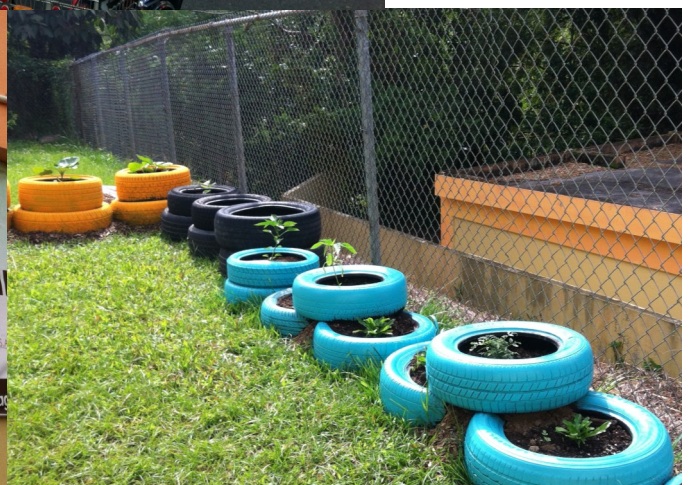


CAGUAS HEALTHY KIDS, HEALTHY COMMUNITIES PARTNERSHIP CASE REPORT

Caguas, Puerto Rico

Evaluation of the Healthy Kids, Healthy Communities National Program

December 2009 to December 2013



ACKNOWLEDGMENTS

Support for this evaluation was provided by a grant from the Robert Wood Johnson Foundation (#67099). Transtria LLC led the evaluation and dissemination activities from April 2009 to March 2014. Representatives from Caguas HKHC partnership actively participated in the evaluation planning, implementation, and dissemination activities. This case report is a synthesis of information collected through multiple evaluation methods as part of a collaborative, community-based approach to evaluation.

We are grateful for the collaboration with and support from the Robert Wood Johnson Foundation (Laura Leviton, PhD and Tina Kauh, PhD), the Washington University Institute for Public Health (Ross Brownson, PhD), the Healthy Kids, Healthy Communities (HKHC) National Program Office (Casey Allred; Rich Bell, MCP; Phil Bors, MPH; Mark Dessauer, MA; Fay Gibson, MSW; Joanne Lee, LDN, RD, MPH; Mary Beth Powell, MPH; Tim Schwantes, MPH, MSW; Sarah Strunk, MHA; and Risa Wilkerson, MA), the HKHC Evaluation Advisory Group (Geni Eng, DrPH, MPH; Leah Ersoylu, PhD; Laura Kettel Khan, PhD; Vikki Lassiter, MS; Barbara Leonard, MPH; Amelie Ramirez, DrPH, MPH; James Sallis, PhD; and Mary Story, PhD), the Social System Design Lab at Washington University in St. Louis (Peter Hovmand, PhD), the University of Memphis (Daniel Gentry, PhD), and Innovative Graphic Services (Joseph Karolczak).

Special thanks to the many individuals who have contributed to these efforts from Transtria LLC, including Evaluation Officers (Tammy Behlmann, MPH; Kate Donaldson, MPH; Cheryl Carnoske, MPH; Carl Filler, MSW; Peter Holtgrave, MPH, MA; Christy Hoehner, PhD, MPH; Allison Kemner, MPH; Jessica Stachecki, MSW, MBA), Project Assistants (James Bernhardt; Rebecca Bradley; Ashley Crain, MPH; Emily Herrington, MPH; Ashley Farrell, MPH; Amy Krieg; Brandye Mazdra, MPH; Kathy Mora, PhD; Jason Roche, MPH; Carrie Rogers, MPH; Shaina Sowles, MPH; Muniru Sumbeida, MPH, MSW; Caroline Swift, MPH; Gauri Wadhwa, MPH; Jocelyn Wagman, MPH), additional staff (Michele Bildner, MPH, CHES; Daedra Lohr, MS; Melissa Swank, MPH), Interns (Christine Beam, MPH; Skye Buckner-Petty, MPH; Maggie Fairchild, MPH; Mackenzie Ray, MPH; Lauren Spaeth, MS), Transcriptionists (Sheri Joyce; Chad Lyles; Robert Morales; Vanisa Verma, MPH), and Editors (Joanna Bender and Julie Claus, MPH).

This material may be reproduced or copied with permission from Caguas Healthy Kids, Healthy Communities, Robert Wood Johnson Foundation, the Healthy Kids, Healthy Communities National Program Office, or Transtria LLC. Citation of the source is appreciated.

Suggested citation:

Kemner A, Brennan LK. *Caguas Healthy Kids, Healthy Communities Case Report*. St. Louis, MO: Transtria LLC; 2014. <http://www.transtria.com/hkhc>. Accessed <Month Day, Year>.

For more information about the evaluation aims, methods, analyses, or products, please contact Laura Brennan (laura@transtria.com) or Allison Kemner (akemner@transtria.com).

Source of cover photos: Transtria LLC and Caguas Healthy Kids, Healthy Communities Partnership

TABLE OF CONTENTS

Background	4-5
Community Demographics	6
Influence of Social Determinants	7
Caguas Healthy Kids, Healthy Communities Partnership	8
Partnership Funding	9
Community Assessment	10
Healthy Eating and Active Living Strategies	
Active Transportation	11-13
School Gardens	14
Farmers’ Markets	15
Sustainability of the Partnership and Initiative	16
Tables	
Table 1: Demographic Information for Caguas and Puerto Rico	6
Figures	
Figure 1: Map of Healthy Kids, Healthy Communities Partnerships	4
Figure 2: Map of Caguas, Puerto Rico	6
Figure 3: CicloRuta Participation Rates	11
Figure 4: Active Transportation Infographic	13
Appendices	
Appendix A: Evaluation Logic Model	18
Appendix B: Partnership and Community Capacity Survey Results	20
Appendix C: Caguas Healthy Kids, Healthy Communities Partner List	25
Appendix D: Sources and Amounts of Funding Leveraged	26
Appendix E: Farmers’ Markets Enhanced Evaluation Reports	35

BACKGROUND

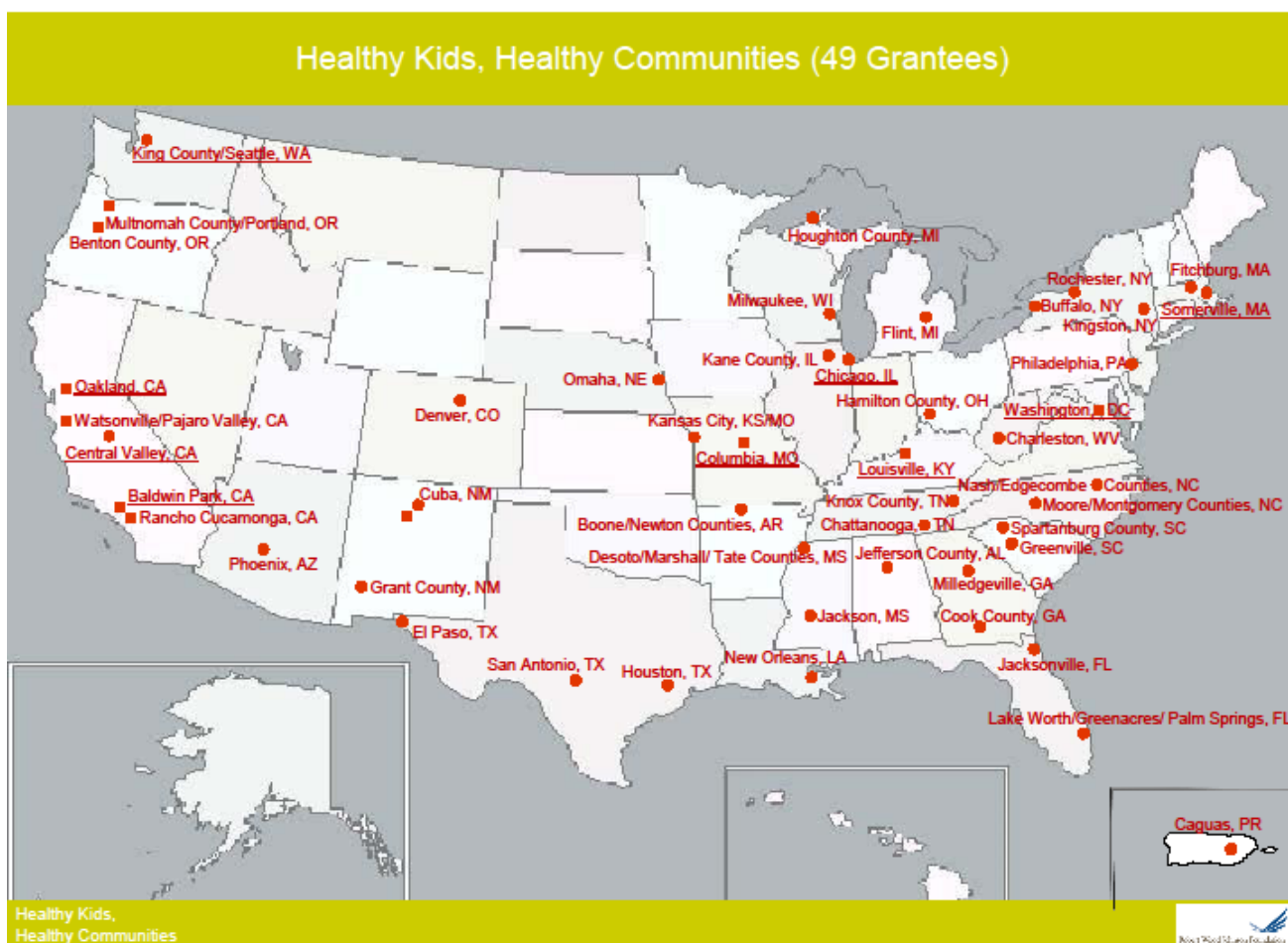
Healthy Kids, Healthy Communities National Program

With the goal of preventing childhood obesity, the Healthy Kids, Healthy Communities (HKHC) national program, funded by the Robert Wood Johnson Foundation (RWJF), provided grants to 49 community partnerships across the United States (Figure 1). Healthy eating and active living policy, system, and environmental changes were implemented to support healthier communities for children and families. The program placed special emphasis on reaching children at highest risk for obesity on the basis of race, ethnicity, income, or geographic location.¹

Project Officers from the HKHC National Program Office assisted community partnerships in creating and implementing annual workplans organized by goals, tactics, activities, and benchmarks. Through site visits and monthly conference calls, community partnerships also received guidance on developing and maintaining local partnerships, conducting assessments, implementing strategies, and disseminating and sustaining their local initiatives. Additional opportunities supplemented the one-on-one guidance from Project Officers, including peer engagement through annual conferences and a program website, communications training and support, and specialized technical assistance (e.g., health law and policy).

For more about the national program and grantees, visit www.healthykidshealthycommunities.org.

Figure 1: Map of Healthy Kids, Healthy Communities Partnerships



Evaluation of Healthy Kids, Healthy Communities

Transtria LLC and Washington University Institute for Public Health received funding from the Robert Wood Johnson Foundation to evaluate the HKHC national program. They tracked plans, processes, strategies, and results related to active living and healthy eating policy, system, and environmental changes as well as influences associated with partnership and community capacity and broader social determinants of health.

Reported “actions,” or steps taken by community partnerships to advance their goals, tactics, activities, or benchmarks from their workplans, formed community progress reports tracked through the HKHC Community Dashboard program website. This website included various functions, such as social networking, progress reporting, and tools and resources to maintain a steady flow of users over time and increase peer engagement across communities.

In addition to action reporting, evaluators collaborated with community partners to conduct individual and group interviews with partners and community representatives, environmental audits and direct observations in specific project areas (where applicable), and group model building sessions. Data from an online survey, photos, community annual reports, and existing surveillance systems (e.g., U.S. census) supplemented information collected alongside the community partnerships.

For more about the evaluation, visit www.transtria.com/hkhc.

Caguas HKHC Partnership

In December 2009, the Caguas HKHC partnership received a four-year, \$360,000 grant as part of the HKHC national program. This partnership focused on expanding the existing healthy eating and active living efforts throughout Caguas. SANOS was the lead agency. The partnership and capacity building strategies of the partnership included:

- *Agriculture Business*: A non-profit corporation, Youth Corporation for the Development of Sustainable Communities, was developed to promote entrepreneurship in agricultural business for economically disadvantaged communities, including piloting farm technology, serving as a food hub for farmers to prepare food for selling, and reducing energy costs. This was started by the municipal government with collaboration from SANOS.

See Appendix A: Caguas Healthy Kids, Healthy Communities Partnership Evaluation Logic Model and Appendix B: Partnership and Community Capacity Survey Results for additional information.

Along with partnership and capacity building strategies, the Caguas HKHC partnership incorporated assessment and community engagement activities to support the partnership and the healthy eating and active living strategies.

The healthy eating and active living strategies of the Caguas HKHC partnership included:

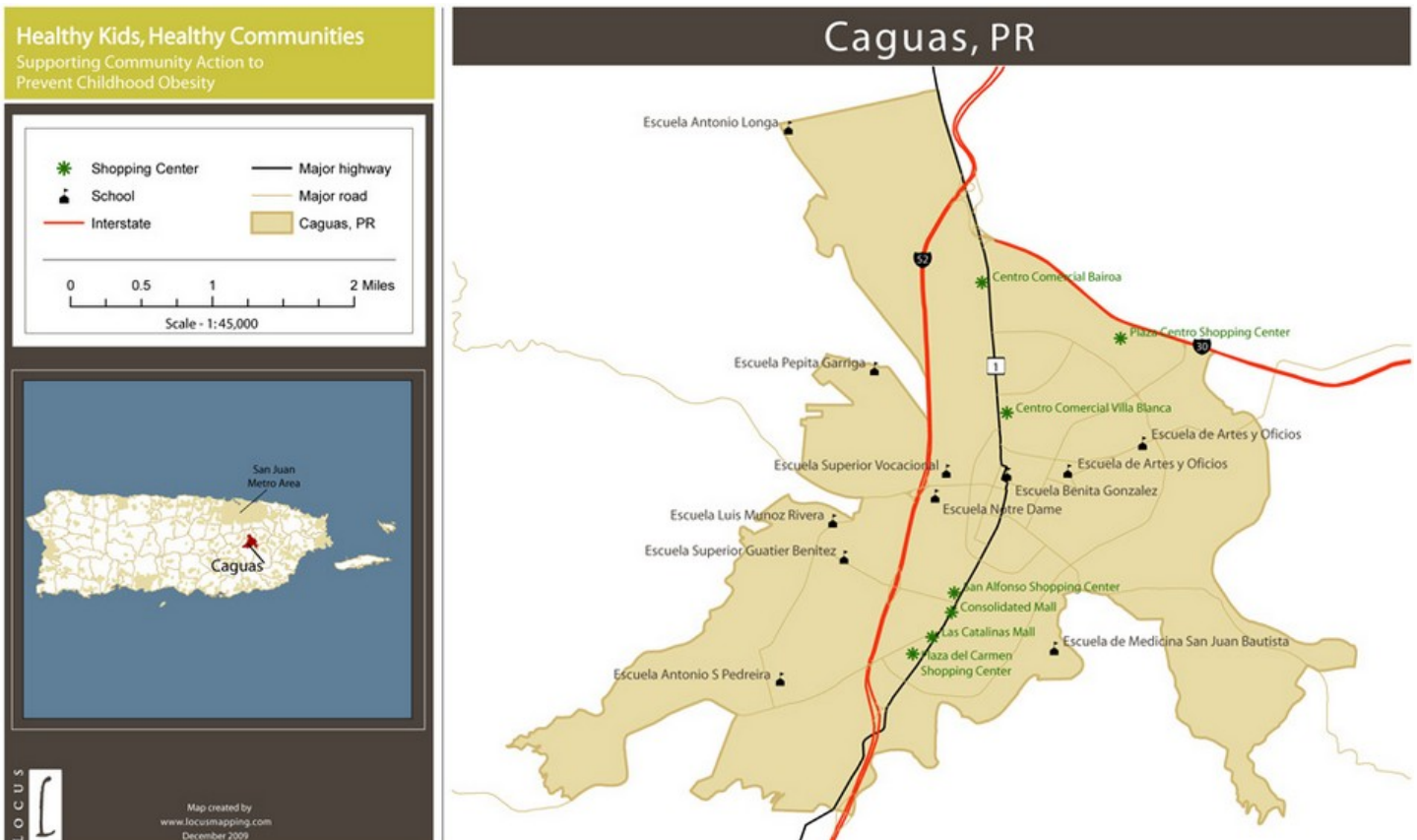
- *Active Transportation*: As part of a larger vision to transform Caguas into a Complete Streets community with bike lanes, public transit systems, and pedestrian infrastructure, a CicloRuta event was started which closed the streets to automobiles and opened it to bicyclists to encourage methods of active transportation.
- *School Gardens*: The school garden program started as a pilot program in 3 schools and expanded to include the creation of 17 school gardens in Caguas.
- *Farmers' Markets*: A farmers' market was established in October 2013 in SANOS parking lot held two Fridays and Saturdays each month from 8:00 AM to 2:00 PM.

COMMUNITY DEMOGRAPHICS

The municipality of Caguas in Puerto Rico has a population of 142,893 residents and is Puerto Rico’s fifth largest municipality. According to the 2010 U.S. Census, 99% of Caguas population is Hispanic and 20.7% less than 18 years of age. Additionally Spanish was spoken in 89.6% of households, with limited English proficiency reported in 73.5% of them. In 2010, 37.1% of all persons in Caguas had incomes below the U.S. Poverty level. The annual median income for Caguas was \$23,117, with an annual per capita income of \$12,261 (see Table 1 for more information on demographics).²

Community	Population	Hispanic/Latino	African American	White	Asian/Pacific Islander	American Indian/Native American	Other Race	Percent Below Poverty
Puerto Rico	3,725,789	99.0%	12.4%	75.8%	0.2%	0.9%	7.8%	45.1%
Caguas	142,893	99.1%	11.0%	76.1%	0.0%	0.1%	8.5%	37.1%

Figure 2: Map of Caguas, Puerto Rico⁴



INFLUENCE OF SOCIAL DETERMINANTS

Gated Community

The city developed a residential community with a large wall, similar to a gated community. Unlike gated communities in the United States, this gated community in Caguas is a low-income community. There are conversations within the state to open the community again, as community members feel there is a negative image about their community with the presence of the gate and police stationed at the corner of the gate. There is a school within the gated community, that has a school garden. The school is locked, and each morning someone must unlock the gate to allow staff and students to enter.

School System

There are 52 schools in the Caguas area with between 3,000 to 10,000 students in the system. In 2012, there were approximately 500 fewer students registered across all schools. This was the lowest registration in every school. Due to the downturn of the economy, many students who were previously enrolled in private schools transferred to public schools, which was the case in many elementary schools. Yet, the total number of students registered across all the schools was down from the previous year.

The education department is exploring the reasons for the lower enrollment figures and considering the possibility of a miscalculation of previous figures in comparison to the current enrollment figures. The city is fighting for support and searching for resources to help maintain and create projects, such as school gardens.

Access to Locally Grown Produce

In Puerto Rico, 85% of the food grown is exported to the United States and other areas. Food production in Caguas is very localized with small community markets that produce and consume food grown, but the majority of the food consumed is imported. Oftentimes, Puerto Rico gets older produce from the United States at a cheaper cost. Because of the poor quality of the produce, it has become part of the Puerto Rican culture to deep fry fruits and vegetables to make them taste better.

CAGUAS HKHC PARTNERSHIP

The current partners had been working together since 2006, however, RWJF funding strengthened and grew the partnership. The Caguas HKHC partnership was established to address the need to reduce the high rate of childhood obesity in Caguas. It started working on healthy eating and active living strategies in preparation for submitting the grant to RWJF, although previous efforts had been more programmatic and promotional. The HKHC grant pushed the Caguas HKHC partnership to work on policy, system, and environmental change approaches.



Lead Agency and Leadership Teams

The lead agency was SANOS, a non-profit organization that was provided startup funds from the Municipal Government to begin working on health services in Caguas. SANOS provided a variety of health services to the community including the promotion of health and wellness efforts, therapy and services for children ages 1-15 years old, a small pharmacy, a vaccine program, and health certifications. Approximately 20 employees worked at SANOS representing a range of health professionals and therapists available to provide clinical and medical care, such as primary care physicians, pediatricians, physical therapists, speech and language therapists, autism specialists, social workers, nutritionists, optometrists, psychologists, gynecologists, and dentists. SANOS also served as a practice center for naturopathic and homeopathic medicine. Because it could be difficult for community members to directly and/or indirectly become involved in government initiatives and attend meetings, SANOS fulfilled the role as a liaison to and for the communities.

Another part of SANOS worked with the homeless population and those suffering from additional problems. Substance abuse counselors and a clinical team within SANOS worked with these populations. SANOS had a mobile medical unit which brought primary health care directly to 11 public housing complexes in Caguas, with particular health care provided for substance abuse. The mobile unit was important in reaching the community, since many would not otherwise seek health care.

A shared role among the leaders of SANOS and the partnership involved community engagement. One partnership leader (the Coordinator) spent a considerable amount of time meeting with community members, promoting community engagement for Caguas HKHC, and serving as the primary liaison to and for the community.

Key partners involved with the Caguas HKHC partnership included municipal government, schools, public housing, and non-profit organizations. See Appendix C for a list of all partners.

Organization and Collaboration

Although several partners were involved in the Caguas HKHC partnership, there were no formal meetings that included the entire partnership. Rather, key partners met on an as-needed basis to address the projects (e.g., school gardens, CicloRuta).

PARTNERSHIP FUNDING

As part of the HKHC initiative, grantees were expected to secure a cash and/or in-kind match equal to at least 50% of what was provided by Robert Wood Johnson Foundation over the entire grant period. The Caguas Autonomous Municipality Mobility Office invested \$260,000 including funding and in-kind staff time in the implementation of the CicloRuta Play Street and approximately \$30,000 in the school garden project.

SANOS also received funding from the Partnership for a Healthier America (\$50,000). The major in-kind provider for the HKHC projects was the Caguas Autonomous Municipality. Another major contributor was the partner San Juan Bautista Hospital, whose in-kind work of students and faculty to conduct the community assessment to 170 families, equated to \$4,500.

See Appendix D: Sources and Amounts of Funding Leveraged for more information.

PLANNING AND ADVOCACY EFFORTS

Agriculture Business

SANOS was involved with a multi-agency committee, which created a non-profit corporation Youth Corporation for the Development of Sustainable Communities (CJDACS) to promote entrepreneurship. The municipal government bought space that served as a central location for farmers to bring their produce to sell to larger companies (a type of food hub or distribution center). The logistics of this food hub were still being worked out. CJDACS aimed to develop agricultural business in economically disadvantaged communities. Since the average age of farmers was 55 years and a majority of produce was imported, this corporation was designed to engage youth in agriculture and develop innovative opportunities for agriculture (e.g., piloting farm technology, reducing energy costs) that would increase jobs in Caguas. CJDACS created a Board of Directors composed of a group of officials and representatives of sectors: health, education, public, private, industrial, and business. The CJDACS was involved with the school gardens and the farmers' market efforts and will continue to support these initiatives. The HKHC Project Coordinator also served on the Board of Directors for CJDACS.

Programs/Promotions

A general media campaign was created to highlight the benefits of active living and healthy eating through the work of the Caguas HKHC partnership including television, newspapers, radio, e-mails, fact sheets, flyers, and social networks (Facebook and Twitter). The promotion was directed to specific audience of children, youth, and adults in Puerto Rico and Caguas.

COMMUNITY ASSESSMENT

Active Transportation

An environmental analysis was conducted at four locations to identify the appropriate nearby routes to the lower-income communities to implement the CicloRuta (open streets) event. The environmental indicators were to select the best route including: physical barriers, availability and accessibility of pedestrian sidewalks, intersections, urban elements, public spaces, road networks, public transportation, urban activities, parking, infrastructure projects, security, distance, and corner stores. The items were subdivided in five categories each, which were evaluated using a number scale from 0-5; 5 being the best condition. The final outcome of all four of the assessments was used by Corporacion SANOS staff and the Office of Urban Development of the Caguas Autonomous Municipality to make a selection.

A community assessment was conducted through a questionnaire among community members near the selected route. The interviews were held in approximately 75 homes in the Caguas municipality. The affinity of the questions was about the perceptions of the residents' habits, active living and acceptance of the CicloRuta event. In this process, the committee identified several volunteers to participate in the staff event.

A 2011 household survey reported access to and usage of transportation modes in Caguas. Results showed that in some areas of Caguas, most of the people relied on automobile transportation at least five days per week. Bicycle transportation was rarely, if ever, used in some areas around Caguas. Additionally, there were areas where people did not have access to vehicles and relied on public transportation.

The CicloRuta organizers maintained a database of participants to determine how the communities and neighborhoods learned about the event. Youth 18 years or younger were required to register with a parent, adult caretaker, or teacher. This helped promote participation among families and for parents to be involved with their children in the CicloRuta events. Email addresses from the CicloRuta registration forms provided a route for disseminating information about future CicloRuta events, projects, and promotions. For example, information about how the train and bus system would be implemented, and information about the bicycle corridors were easily communicated through email updates.

Approximately 85% of participants at the recent CicloRuta were Caguas residents. One group of residents least likely to participate was the population of community residents over 65 years of age. The community leaders who represented the older population expressed concern that the older population was not likely to use bicycles for transportation.

Two communities close to the CicloRuta were evaluated to understand the acceptance of activity. The assessment was divided in three sections: person profile, health and eating habits, and acceptance of projected event. The assessment found that both communities possessed around 50% of unemployment, most adults were not dedicating the necessary time for exercise, and around 90% accepted the implementation of the activity.

School Gardens

The surveys were administered at schools facilities with a school garden and in the surrounding community. Approximately 160 questionnaires were completed to assess community, students, and faculty engagement in gardens in one of the four pilot schools to measure long-term impact.

In collaboration with the Strategic Planning Office, and the Office of Economic Development and Territorial Development, the Caguas HKHC partnership developed a community assessment including health indicators, transportation, food intake, and agricultural interests in ten low-income Caguas communities. Community surveys took place in 4 lower-income communities administered by 43 student volunteers and 6 community leaders. San Juan Bautista School of Medicine professors offered in-kind staff time to assist in the implementation of community assessment including creation of the surveys and data analysis. The Strategic Planning and the Botanical and Cultural Garden of Caguas donated incentives (e.g., free passes to the botanical gardens) for completion of the survey.

ACTIVE TRANSPORTATION

The main objective of the active transportation work was to improve the livability of people in Caguas by modifying modes of transportation. A major problem facing the community was the traffic congestion in certain areas of Caguas. The goal was to encourage people to move from automobile transportation to other modes of non-motorized transit to reduce gasoline consumption and carbon emissions.



Policy, Practice, and Environmental Changes

A practice within Transportation Department was adopted to close four miles of public streets to promote the use of the bicycle as a mode of transportation in an effort to increase opportunities and awareness of active transportation.

Complementary Programs/Promotions

Approximately 17 CicloRuta events were held in Caguas since 2010 to promote physical activity and alternative transportation initiatives. The purpose of the event was to open the streets and promote healthy eating and active living among community residents in Caguas. The CicloRuta kickoff was on December 12, 2010. Initial event participation totaled 249 participants and 40 volunteers; the event in November 2013 drew 1,178 participants (see Figure 3). Over the three-year span, the CicloRuta event grew. Several partners and organizations donated water, food, and incentives (e.g., t-shirts) as giveaways at the events.

Meetings were held with a bicycle activist who was contracted to provide bicycle repair trainings to promote CicloRuta in two public housing projects near the route. Bicycle trainings were conducted with 18 participants.

Local and regional newspapers published articles about the CicloRuta event to increase awareness and participation in the events. Brochures were handed out at the event to share facts about the benefits of participating in CicloRuta and bicycle safety tips.

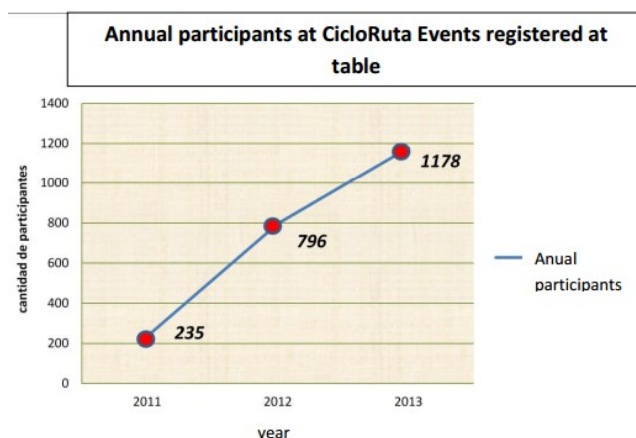
Implementation

Caguas was involved in a larger transportation project to create a mass transportation system including busses and trains between Caguas and San Juan. The CicloRuta event was a concept supported by the Mayor of Caguas to increase awareness about active transportation methods. The CicloRuta was a community event designed to coincide with the municipal transportation plans for complete streets, to improve walkability, increase bicycle usage, increase public transportation, and reduce vehicle transportation in Caguas. The event was tightly linked to the ongoing progress of Caguas' intermodal transit program, Transcriollo, which involved a major citywide renovation of streets, plazas, and public spaces for active transportation. The event occurred along the planned route of the CicloRuta, a biking and walking path through the city that will improve access to parks, recreation centers, commercial centers and other local attractions.

In 2010, Puerto Rico adopted a state-wide Complete Streets policy trying to build the momentum for active transportation. Implementation and construction related to Complete Streets was scheduled to begin in 2014.

SANOS was working in collaboration with the American Associations of Retired Persons (AARP) in the Complete Streets campaign, specifically with providing assistance to the residents of Barriada Morales, a lower-income community, to conduct an assessment to demonstrate the need to improve a street. This was part of the bigger campaign to implement the Puerto Rico 2010 Complete Streets policy.

Figure 3: CicloRuta Participation Rates



Challenges

Retaining volunteers and momentum for planning the CicloRuta event and activities was challenging. The organizers were exploring ideas for sustaining volunteer and community support, while keeping the focus on the larger transportation objective and vision for the transportation projects within Caguas.

The Caguas HKHC partnership's long-term goal was to change the culture in Caguas to rely on alternative modes of transportation. It was a challenge to find ways to connect the importance of reducing childhood obesity with the transportation objectives within the CicloRuta.



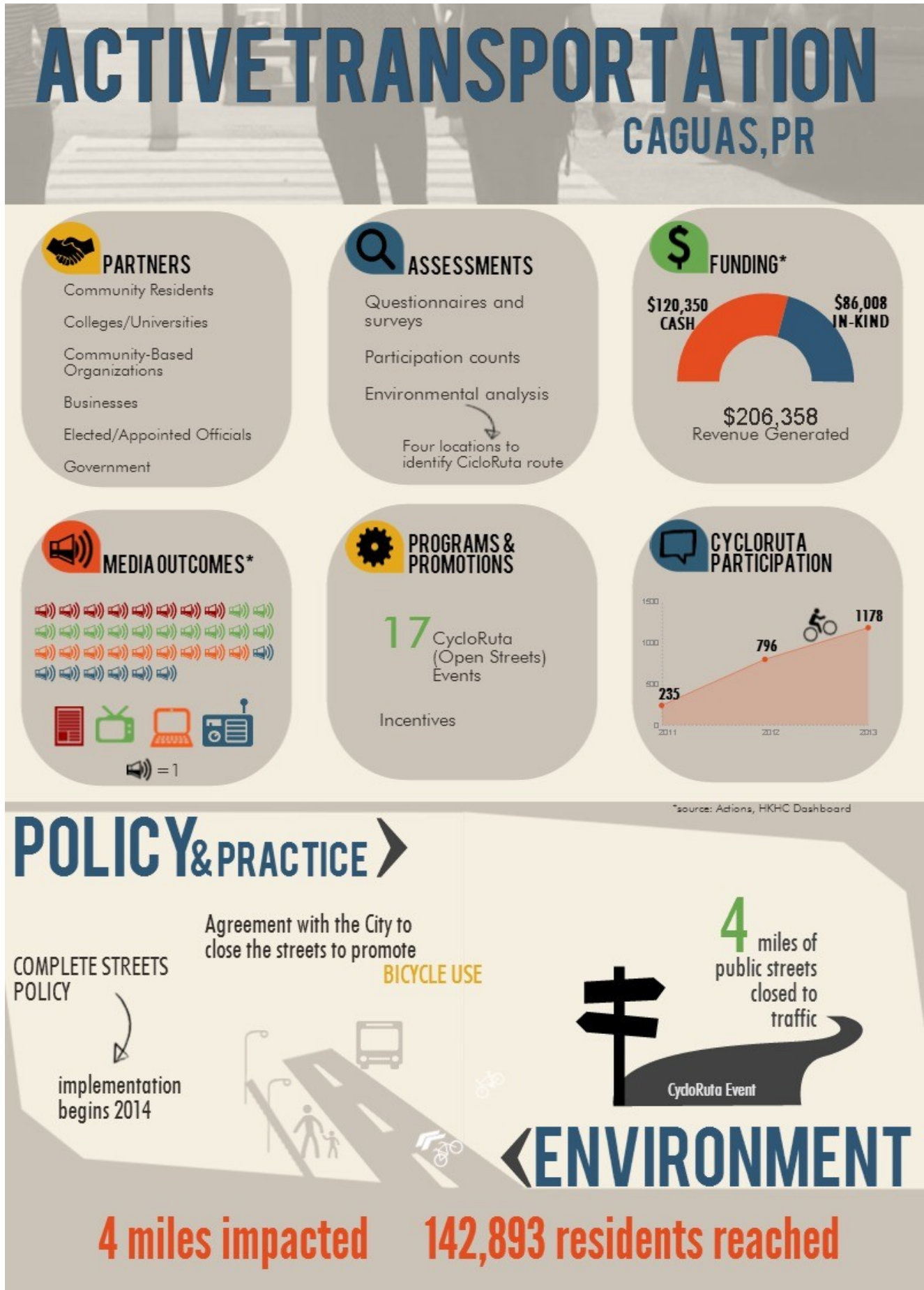
CicloRuta Event Source: Caguas HKHC Partnership

Sustainability

Municipal funds were identified for at least four additional events in 2014. In November 2014, Caguas expects to open the first permanent CicloRuta bike path. Additionally, SANOS will continue to support the implementation of the Complete Streets policy.

See Figure 4: Active Transportation Infographic for more information.

Figure 4: Active Transportation Infographic



SCHOOL GARDENS

The Caguas HKHC partnership collaborated with Caguas schools to design and implement school gardens to increase access to healthy foods and increase knowledge of gardening among the youth.

Policy, Practice, and Environmental Changes

The program began as a pilot program in 3 schools and ended with the creation of 17 school gardens in Caguas.

Implementation

Caguas HKHC assisted in the implementation and evaluation of 7 of the school gardens, and 10 school gardens were created in 2013 as a result of the great impact of the HKHC school garden program in Caguas. Partners donated materials to build the school gardens including metal tubes, old tires, soil, compost, and seeds.

Community members volunteered to help with the school gardens when school was closed during summer and winter breaks. The organizers were trying to allocate a stipend to use for someone to maintain the garden during times when the school was closed. The teachers were supportive of the garden efforts and expressed interest in the garden as an opportunity to provide healthy foods for the students. The school garden organizers built composting areas. Some schools discussed incorporating the garden into their science curricula.

Population Impact

Approximately 180 students participated in the school gardens, while 7 school garden leaders and 18 new volunteers were recruited to participate. In most schools the produce was provided to students and volunteers who participated in the school garden. Before and after surveys showed an increase of 50% probability that the child tried or consumed the product after having participated in the garden.

Lessons Learned

An experienced gardener was needed to provide training, knowledge, and expertise to the teachers, schools, and community members. The assistance provided by the agricultural non-profit corporation from Caguas was also a key to the success of the school garden program.

Sustainability

AmeriCorps Vista members assigned to the Strategic Planning Office were developing a curriculum to formalize the school gardens in the school curricula. Three additional schools were expected to open in 2014 for a total of 20 schools. The Youth Corporation for the Development of Sustainable Communities, a non-profit organization established by the Caguas Municipality, planned to continue working with the school gardens and building skills in agriculture.



Source: Transtria LLC

FARMERS' MARKETS

The Caguas HKHC partnership worked to create access to healthy, fresh, locally grown produce through a farmers' market.

Policy, Practice, and Environmental Changes

A pilot farmers' market was established in October 2013 in SANOS parking lot held two Fridays and Saturdays each month from 8:00 AM to 2:00 PM.

Implementation

This plan was for the farmers' market to occur in SANOS parking lot through December of 2013. Then, in 2014 negotiations were occurring to integrate the market at Plaza del Mercado, old central marketplace as it would broader benefits in revitalizing a public space and activity center.

Youth in the community named the farmers' market "The Family Market," and they helped promote it. The market was a venue to promote SANOS programs related to childhood obesity initiatives. SANOS maintained a presence at the market to help promote programs and education on the importance of healthy eating.

Population Reach

Approximately 2,000 people attended the market each day including SANOS employees. The market served the lower-income population receiving Supplemental Nutrition Assistance Program (SNAP) benefits, as well as the full community wanting to purchase fresh, locally grown produce. Those receiving SNAP benefits were spending this money at the market, which supported the local farmers.

Challenges

Originally, the farmers' market location was slated for Las Catalinas Mall; however, challenges working with the manager of the facility hindered that plan. There were also conversations with the city about redeveloping the Plaza del Mercado, an old central marketplace, to be the location for the farmers' market in an effort to revitalize the Plaza as it had infrastructure issues and was abandoned for commercial purposes. These locations for the farmers' market never worked out.

Sustainability

Instead, the market took place at SANOS parking lot as a temporary location, however, with the great success and resident participation, there was a decision to continue to keep the farmers' market in SANOS parking lot for 2014.

SUSTAINABILITY OF THE PARTNERSHIP AND INITIATIVE

SANOS plans to continue working with community members on three major projects: farmers' markets, CicloRuta, and school gardens. SANOS wants to continue expanding leadership within the community to ensure the projects are sustained. SANOS became partners with the municipality, the education department, and the schools, which the partnership has grown throughout the HKHC grant.

In the final year of HKHC, the new partnerships focused on empowering the community leaders and providing them skills for promoting physical activity and healthy eating. The city assumed primary responsibility for continuing the management of the CicloRuta with SANOS serving as a partner. Also, the Youth Corporation for the Development of Sustainable Communities assumed primary responsibility for continued growth and management of the school gardens program.

A new partnership was formed with the Toyota Foundation to help maintain the school gardens and, in turn, empower the community through the training program. The Toyota Foundation provides money to assist in the school garden program through a training program to teach the leaders in the community how to develop a watering system.

Future Funding

Allocating and securing future funding is the largest transition for SANOS. The city will contribute funding and has identified funding to support another CicloRuta event in 2014. The CicloRuta event for 2014 is almost completely funded. Blue Cross Blue Shield of Puerto Rico, the City of Caguas, the non-profit agricultural corporation, and Toyota Foundation will help fund school garden programs. SANOS is waiting for responses to several other grant proposals that were submitted to different funding agencies and foundations.

REFERENCES

1. Healthy Kids, Healthy Communities National Program Office. *Home and About*, 2009. <http://www.healthykidshealthycommunities.org/> Accessed January 13, 2014.
2. U.S. Census Bureau. *2010 Census*. <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml> Accessed January 13, 2014.
3. U.S. Census Bureau. *2007-2011 American Community Survey*. <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml> Accessed January 13, 2014.
4. Healthy Kids, Healthy Communities National Program Office. *Caguas, PR*, 2009. <http://www.healthykidshealthycommunities.org/communities/caguas-pr> Accessed January 13, 2014

APPENDIX A: CAGUAS HKHC PARTNERSHIP EVALUATION LOGIC MODEL

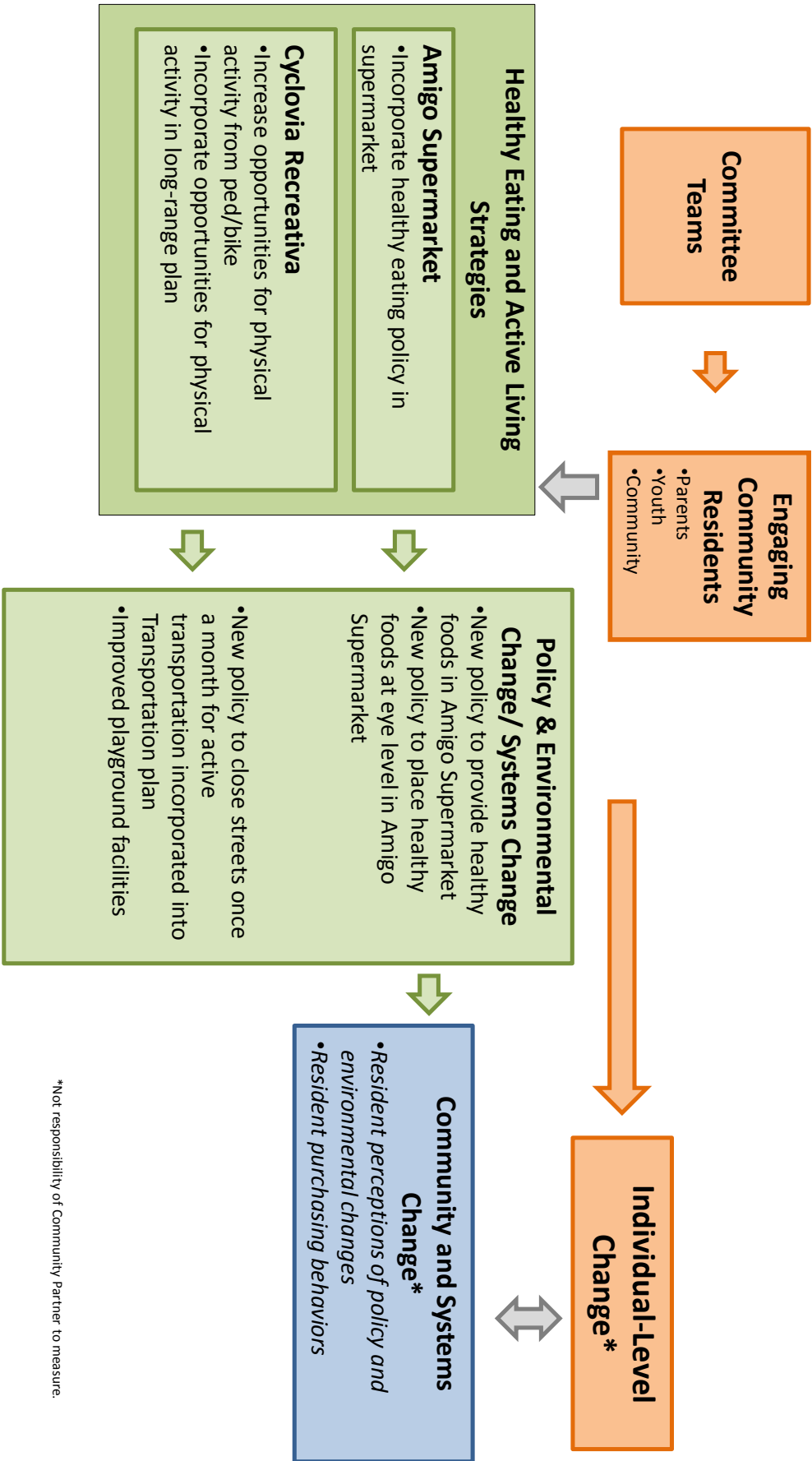
In the first year of the grant, this evaluation logic model identified short-term, intermediate, and long-term community and system changes for a comprehensive evaluation to demonstrate the impact of the strategies to be implemented in the community. This model provided a basis for the evaluation team to collaborate with the Caguas HKHC partnership to understand and prioritize opportunities for the evaluation. Because the logic model was created at the outset, it does not necessarily reflect the four years of activities implemented by the partnership (i.e., the workplans were revised on at least an annual basis).

The healthy eating and active living strategies of the Caguas HKHC partnership included:

- *Active Transportation:* As part of a larger vision to transform Caguas into a Complete Streets community with bike lanes, public transit systems, and pedestrian infrastructure, a CicloRuta event was started which closed the streets to automobiles and opened it to bicyclists to encourage methods of active transportation.
- *School Gardens:* The school garden program started as a pilot program in 3 schools and expanded to include the creation of 17 school gardens in Caguas.
- *Farmers' Markets:* A pilot farmers' market was established in October 2013 in SANOS parking lot held two Fridays and Saturdays each month from 8:00 AM to 2:00 PM.

APPENDIX A: CAGUAS HKHC PARTNERSHIP EVALUATION LOGIC MODEL

Caguas, PR
S.A.N.O.S.



*Not responsibility of Community Partner to measure.

APPENDIX B: PARTNERSHIP AND COMMUNITY CAPACITY SURVEY RESULTS

To enhance understanding of the capacity of each community partnership, an online survey was conducted with project staff and key partners involved with Caguas Healthy Kids, Healthy Communities Partnership during the final year of the grant. Partnership capacity involves the ability of communities to identify, mobilize, and address social and public health problems.¹⁻³

Methods

Modeled after earlier work from the Prevention Research Centers and the Evaluation of Active Living by Design,⁴ an 82-item partnership capacity survey solicited perspectives of the members of the Caguas Healthy Kids, Healthy Communities Partnership on the structure and function of the partnership. The survey questions assisted evaluators in identifying characteristics of the partnership, its leadership, and its relationship to the broader community.

Questions addressed respondents' understanding of Caguas Healthy Kids, Healthy Communities Partnership in the following areas: partnership capacity and functioning, purpose of partnership, leadership, partnership structure, relationship with partners, partner capacity, political influence of partnership, and perceptions of community members. Participants completed the survey online and rated each item using a 4-point Likert-type scale (strongly agree to strongly disagree). Responses were used to reflect partnership structure (e.g., new partners, committees) and function (e.g., processes for decision making, leadership in the community). The partnership survey topics included the following: the partnership's goals are clearly defined, partners have input into decisions made by the partnership, the leadership thinks it is important to involve the community, the partnership has access to enough space to conduct daily tasks, and the partnership faces opposition in the community it serves. The survey was open between September 2013 and December 2013 and was translated into Spanish to increase respondent participation in predominantly Hispanic/Latino communities.

To assess validity of the survey, evaluators used SPSS to perform factor analysis, using principal component analysis with Varimax with Kaiser Normalization (Eigenvalue >1). Evaluators identified 15 components or factors with a range of 1-11 items loading onto each factor, using a value of 0.4 as a minimum threshold for factor loadings for each latent construct (i.e., component or factor) in the rotated component matrix.

Survey data were imported into a database, where items were queried and grouped into the constructs identified through factor analysis. Responses to statements within each construct were summarized using weighted averages. Evaluators excluded sites with ten or fewer respondents from individual site analyses but included them in the final cross-site analysis.

Findings

One of the project staff and key partners involved with Caguas Healthy Kids, Healthy Communities Partnership completed the survey. See Partnership and Community Capacity Survey Results starting on page 21.

References

1. Goodman RM, Speers MA, McLeroy K, et al. Identifying and defining the dimensions of community capacity to provide a basis for measurement. *Health Educ Behav.* Jun 1998;25(3):258-278.
2. Israel BA, Schulz AJ, Parker EA, Becker AB. Review of community-based research: assessing partnership approaches to improve public health. *Annu Rev Public Health.* 1998;19:173-202.
3. Roussos ST, Fawcett SB. A review of collaborative partnerships as a strategy for improving community health. *Annu Rev Public Health.* 2000;21:369-402.
4. Baker E, Motton F. Is there a relationship between capacity and coalition activity: The road we've traveled. American Public Health Association 131st Annual Meeting. San Francisco, CA; 2003.

APPENDIX B: PARTNERSHIP AND COMMUNITY CAPACITY SURVEY RESULTS

Partnership and Community Capacity Survey

Respondent Summary

Community Partnership

Caguas

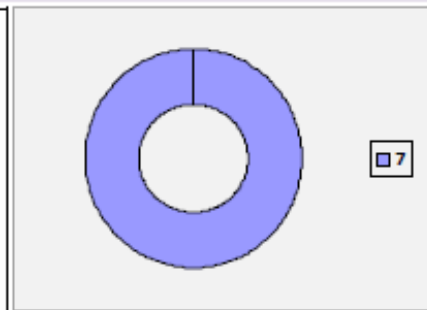
Respondents (n= 1)

Respondent Characteristics

Gender		Identified Race/Ethnicity				Identified Role	
Female	1	American Indian or Alaskan Native	0	Hispanic or Latino	1	Community Partnership Lead	1
Male	0	Asian	0	Not Hispanic or Latino	0	Community Partnership Partner	0
No response	0	White	0	Don't know/ Unsure ethnicity	0	Community Leader	0
Age Range		African American/ Black Pacific Islander/ Native Hawaiian	0	Refused to identify ethnicity	0	Community Member	0
18-25	0			Other ethnicity	0	Public Official	0
26-45	0					Other role	0
46-65	0						
66+	1						
No response	0						

Type of Affiliated Organization

Faith- or Community Based Organization	0	0.0%	(1)
School (district, elementary, middle, high)	0	0.0%	(2)
Local Government Agency (city, county)	0	0.0%	(3)
University or Research/Evaluation Organization	0	0.0%	(4)
Neighborhood Organization	0	0.0%	(5)
Advocacy Organization	0	0.0%	(6)
Health Care Organization	1	100.0%	(7)
Child Care or Afterschool Organization	0	0.0%	(8)
Other	0	0.0%	(10)
No response	0	0.0%	(999)



Partnership and Community Capacity Data

Provision of required space and equipment

Participants provided level of agreement to statements indicating the community partnership provided adequate space, equipment, and supplies to conduct business and meetings.

Strongly agree	88.89%	Strongly disagree	0.00%
Agree	0.00%	I don't know	11.11%
Disagree	0.00%	No response	0.00%

Partner skills and communication

Participants provided level of agreement to statements supporting partner skills and ability to communicate with and engage multiple types of people (e.g., public officials, community leaders).

Strongly agree	90.91%	Strongly disagree	0.00%
Agree	9.09%	I don't know	0.00%
Disagree	0.00%	No response	0.00%

APPENDIX B: PARTNERSHIP AND COMMUNITY CAPACITY SURVEY RESULTS

Community Partnership

Community and community members			
Participants provided level of agreement to statements suggesting the communities are good places to live, and that community members are helpful, can be trusted, and share the same goals or values.			
Strongly agree	0.00%	Strongly disagree	0.00%
Agree	100.00%	I don't know	0.00%
Disagree	0.00%	No response	0.00%
Partner and community involvement			
Participants provided level of agreement to statements indicating partners and the community were actively involved in partnership activities, meetings, and decisions.			
Strongly agree	100.00%	Strongly disagree	0.00%
Agree	0.00%	I don't know	0.00%
Disagree	0.00%	No response	0.00%
Partner and partnership development			
Participants provided level of agreement to statements suggesting the partnership and its partners seek ways learn, develop, and enhance sustainability.			
Strongly agree	20.00%	Strongly disagree	0.00%
Agree	40.00%	I don't know	40.00%
Disagree	0.00%	No response	0.00%
Partnership structure, organization, and goals			
Participants provided level of agreement to statements suggesting partnership has processes in place related to structure, meeting organization, and goals.			
Strongly agree	50.00%	Strongly disagree	0.00%
Agree	50.00%	I don't know	0.00%
Disagree	0.00%	No response	0.00%
Relationship between partners and leadership			
Participants provided level of agreement to statements indicating the leadership and partners trust and support each other.			
Strongly agree	100.00%	Strongly disagree	0.00%
Agree	0.00%	I don't know	0.00%
Disagree	0.00%	No response	0.00%
Community members intervene			
Participants provided level of agreement to statements indicating that community members can be counted on intervene in instances where someone is disrespectful, disruptive, or harmful to another community member.			
Strongly agree	66.67%	Strongly disagree	33.33%
Agree	0.00%	I don't know	0.00%
Disagree	0.00%	No response	0.00%
Leadership motivation			

APPENDIX B: PARTNERSHIP AND COMMUNITY CAPACITY SURVEY RESULTS

Community Partnership

Participants provided level of agreement to statements suggesting the leadership is motivated to help others, work with diverse groups, shows compassion, and follows through.

Strongly agree	100.00%	Strongly disagree	0.00%
Agree	0.00%	I don't know	0.00%
Disagree	0.00%	No response	0.00%

Community member and partner participation

Participants provided level of agreement to statements indicating that community members and partners have opportunities to serve in leadership roles and participate in group decision-making.

Strongly agree	100.00%	Strongly disagree	0.00%
Agree	0.00%	I don't know	0.00%
Disagree	0.00%	No response	0.00%

Involvement in other communities

Participants provided level of agreement to statements suggesting leadership and partners are involved in other communities and various community groups, and help communities work together.

Strongly agree	50.00%	Strongly disagree	0.00%
Agree	50.00%	I don't know	0.00%
Disagree	0.00%	No response	0.00%

Community member willingness to assist

Participants provided level of agreement to statements suggesting most community members help neighbors and solve community problems. It also suggested some community members may take advantage of others.

Strongly agree	25.00%	Strongly disagree	0.00%
Agree	75.00%	I don't know	0.00%
Disagree	0.00%	No response	0.00%

Core leadership and leadership skills

Participants provided level of agreement to statements suggesting the community partnership has a core leadership group organizing efforts, and that leaders have the skills to help the partnership achieve its goals.

Strongly agree	100.00%	Strongly disagree	0.00%
Agree	0.00%	I don't know	0.00%
Disagree	0.00%	No response	0.00%

Partner motivation

Participants provided level of agreement to statements indicating that partners won't give up in their efforts to create change and increase sense of community through the partnership.

Strongly agree	0.00%	Strongly disagree	0.00%
Agree	100.00%	I don't know	0.00%
Disagree	0.00%	No response	0.00%

Visibility of leadership

Participants provided level of agreement to statements suggesting the leadership is known in the community and works with public officials.

Strongly agree	100.00%	Strongly disagree	0.00%
Agree	0.00%	I don't know	0.00%
Disagree	0.00%	No response	0.00%

APPENDIX B: PARTNERSHIP AND COMMUNITY CAPACITY SURVEY RESULTS

Community Partnership

Leadership lives in the community			
Participants provided level of agreement to a statement indicating that at least one member of the leadership resides within the community.			
Strongly agree	100.00%	Strongly disagree	0.00%
Agree	0.00%	I don't know	0.00%
Disagree	0.00%	No response	0.00%
Leadership has a respected role in the community			
Participants provided level of agreement to a statement that suggests at least one member of the leadership team has a respected role in the community.			
Strongly agree	100.00%	Strongly disagree	0.00%
Agree	0.00%	I don't know	0.00%
Disagree	0.00%	No response	0.00%
Community partnership initiatives are known			
Participants provided level of agreement to a statement suggesting that community members are aware of the partnership's initiatives and activities.			
Strongly agree	100.00%	Strongly disagree	0.00%
Agree	0.00%	I don't know	0.00%
Disagree	0.00%	No response	0.00%
Division of resources			
Participants provided level of agreement to a statements suggesting that resources are equally divided among different community groups (e.g., racial/ethnic, lower income).			
Strongly agree	0.00%	Strongly disagree	0.00%
Agree	100.00%	I don't know	0.00%
Disagree	0.00%	No response	0.00%

APPENDIX C: CAGUAS HKHC PARTNER LIST

Type	Partner Name
Business/Industry/Commercial	Caribbean Green Bikes Environmental Consultant
Colleges/Universities	University of Puerto Rico Medical Sciences Campus San Juan Bautista Medical School University of Puerto Rico's Agricultural Extension Division/Nutritional Assistance Program
Community Residents/Representatives	The 11 Caguas "barrios" resident associations
Elected/Appointed Official	Mayor of Caguas
Government	Caguas Botanical and Cultural Garden, and Moisty Skate and Adventure Park Citizen Movilation Office/ Director of the TransCriollo, Caguas Autonomous Municipality Community Development Department Community Services Office of the Caguas Autonomous Municipality Cultural Development Department Family Services Department Municipal Assembly of the Caguas Autonomous Municipality Strategic Planning Director, Leslie Rodriguez Municipal Department of Education Nancy Alvarez, Director Office of Building Conservation of the Caguas Autonomous Municipality Office of Communications of the Caguas Autonomous Municipality Office of Infrastructure & Ornate/Secretariat Office of Planning of the Caguas Autonomous Municipality Office of Special Events of the Caguas Autonomous Municipality Office of Urban Development of the Caguas Autonomous Municipality Puerto Rico Department of Health (and Division of Women and Children Health) Recreation and Sports Department-Caguas Autonomous Municipality Safety and Public Protection Department Saint Charles Horticulture Research Center
Other Community-Based Organizations	SANOS (Salud Asegurada por Nuestra Organización Solidaria)*
Policy/Advocacy	Alliance for Healthy, Active, and Well Nourished Children

*Denotes the lead agency for the HKHC partnership

APPENDIX D: SOURCES AND AMOUNTS OF FUNDING LEVERAGED

Sources of Revenue

Community Partnership

Resource source Amount Status

Business Year

<input type="text" value="Matching funds"/>	2010	Annual total	<input type="text" value="\$18,660.00"/>
		\$6,440.00	Accrued
		\$12,000.00	Accrued
		\$220.00	Accrued

<input type="text" value="Other"/>	2010	Annual total	<input type="text" value="\$8,368.00"/>
		\$200.00	Accrued
		\$1,728.00	Accrued
		\$6,440.00	Accrued

	2011	Annual total	<input type="text" value="\$413.77"/>
		\$377.52	Accrued
		\$7.25	Accrued
		\$29.00	Accrued

	2012	Annual total	<input type="text" value="\$898.00"/>
		\$40.00	Accrued
		\$690.00	Accrued
		\$75.00	Accrued

	2013	Annual total	<input type="text" value="\$29,608.00"/>
		\$1,000.00	Accrued
		\$289.00	Accrued
		\$200.00	Accrued
		\$50.00	Accrued

		\$500.00	Accrued
		\$180.00	Accrued
		\$200.00	Accrued
		\$20,000.00	Accrued
		\$289.00	Accrued

		\$260.00	Accrued
--	--	----------	---------

APPENDIX D: SOURCES AND AMOUNTS OF FUNDING LEVERAGED

Community Partnership	Caguas	Amount	Status
Resource source		\$40.00	Accrued
		\$90.00	Accrued
		\$20.00	Accrued
		\$200.00	Accrued
		\$100.00	Accrued
		\$350.00	Accrued
		\$30.00	Accrued
		\$200.00	Accrued
		\$500.00	Accrued
		\$800.00	Accrued
		\$3,450.00	Accrued
		\$210.00	Accrued
		\$500.00	Accrued
		\$50.00	Accrued
		\$100.00	Accrued

Sum of revenue generated by resource source **\$57,947.77**

Individual/private donor	Year	Amount	Status
Matching funds	2012		Annual total \$4,166.00
		\$4,166.00	Accrued
Other	2011		Annual total \$123.25
		\$87.00	Accrued
		\$36.25	Accrued
	2012		Annual total \$2,307.00
		\$83.00	Accrued
		\$1,290.00	Accrued
		\$102.00	Accrued
		\$12.00	Accrued
		\$20.00	Accrued
		\$800.00	Accrued
	2013		Annual total \$4,424.50

APPENDIX D: SOURCES AND AMOUNTS OF FUNDING LEVERAGED

Community Partnership	Caguas		
Resource source		Amount	Status
		\$15.00	Accrued
		\$4,132.00	Accrued
		\$27.50	Accrued
		\$250.00	Accrued
Sum of revenue generated by resource source	\$11,020.75		
Local government	Year		
Matching funds			
	2010		Annual total \$1,300.00
		\$1,300.00	Accrued
	2012		Annual total \$7,086.00
		\$3,586.00	Accrued
		\$3,500.00	Accrued
Other			
	2010		Annual total \$1,300.00
		\$1,300.00	Accrued
	2011		Annual total \$76,511.93
		\$7.25	Accrued
		\$65,000.00	Accrued
		\$10,000.00	Accrued
		\$21.75	Accrued
		\$100.00	Accrued
		\$828.99	Accrued
		\$7.25	Accrued
		\$168.51	Accrued
		\$91.75	Accrued
		\$117.92	Accrued
		\$168.51	Accrued
	2012		Annual total \$58,042.17
		\$19,882.00	Accrued
		\$631.00	Accrued
		\$240.00	Accrued
		\$104.00	Accrued

APPENDIX D: SOURCES AND AMOUNTS OF FUNDING LEVERAGED

Community Partnership		Caguas		
Resource source		Amount	Status	
		\$44.17	Accrued	
		\$192.00	Accrued	
		\$20.00	Accrued	
		\$40.00	Accrued	
		\$313.00	Accrued	
		\$21.00	Accrued	
		\$4,895.00	Accrued	
		\$74.00	Accrued	
		\$100.00	Accrued	
		\$31,225.00	Accrued	
		\$261.00	Accrued	
	2013		Annual total	\$133,972.00
		\$94,350.00	Accrued	
		\$250.00	Accrued	
		\$3,100.00	Accrued	
		\$2,820.00	Accrued	
		\$5,012.00	Accrued	
		\$3,000.00	Accrued	
		\$1,600.00	Accrued	
		\$2,820.00	Accrued	
		\$6,660.00	Accrued	
		\$3,200.00	Accrued	
		\$120.00	Accrued	
		\$3,000.00	Accrued	
		\$6,660.00	Accrued	
		\$780.00	Accrued	
		\$600.00	Accrued	
Sum of revenue generated by resource source		\$278,212.10		
State government		Year		
	Other			
		2011	Annual total	\$29.88
			\$7.25	Accrued

APPENDIX D: SOURCES AND AMOUNTS OF FUNDING LEVERAGED

Community Partnership		Caguas	
Resource source	Amount	Status	
	\$7.25	Accrued	
	\$15.38	Accrued	
2013		Annual total	\$90.00
	\$40.00	Accrued	
	\$50.00	Accrued	
Sum of revenue generated by resource source	\$119.88		
National government		Year	
Matching funds			
2010		Annual total	\$3,770.00
	\$3,770.00	Accrued	
Other			
2013		Annual total	\$5,000.00
	\$5,000.00	Accrued	
Sum of revenue generated by resource source	\$8,770.00		
Foundation		Year	
HKHC funds			
2009		Annual total	\$62,171.20
	\$800.00	Accrued	
	\$3,000.00	Accrued	
	\$6,661.20	Accrued	
	\$8,573.00	Accrued	
	\$2,590.00	Accrued	
	\$32,827.00	Accrued	
	\$5,000.00	Accrued	
	\$2,720.00	Accrued	
2011		Annual total	\$85,864.00
	\$3,918.00	Accrued	
	\$15,491.00	Accrued	
	\$47,888.00	Accrued	
	\$3,556.00	Accrued	
	\$2,500.00	Accrued	
	\$2,749.00	Accrued	

APPENDIX D: SOURCES AND AMOUNTS OF FUNDING LEVERAGED

Community Partnership		Caguas		
Resource source			Amount	Status
			\$3,000.00	Accrued
			\$6,762.00	Accrued
	2012			Annual total
				\$112,343.00
			\$9,000.00	Accrued
			\$18,000.00	Accrued
			\$72,993.00	Accrued
			\$1,922.00	Accrued
			\$2,928.00	Accrued
			\$5,000.00	Accrued
			\$2,500.00	Accrued
Sum of revenue generated by resource source			\$260,378.20	
Non-profit organization		Year		
	Matching funds			
		2010		Annual total
				\$51,308.00
			\$1,884.00	Accrued
			\$700.00	Accrued
			\$8,656.00	Accrued
			\$12,960.00	Accrued
			\$6,600.00	Accrued
			\$20,508.00	Accrued
		2012		Annual total
				\$73,323.00
			\$11,040.00	Accrued
			\$19,320.00	Accrued
			\$6,080.00	Accrued
			\$1,500.00	Accrued
			\$817.00	Accrued
			\$34,566.00	Accrued
		2013		Annual total
				\$72,506.00
			\$1,500.00	Accrued
			\$34,566.00	Accrued
			\$11,040.00	Accrued
			\$6,080.00	Accrued

APPENDIX D: SOURCES AND AMOUNTS OF FUNDING LEVERAGED

Community Partnership		Caguas	
Resource source	Amount	Status	
	\$19,320.00	Accrued	
Other			
	2011	Annual total	\$1,059.33
	\$58.00	Accrued	
	\$130.50	Accrued	
	\$290.00	Accrued	
	\$7.25	Accrued	
	\$7.25	Accrued	
	\$87.00	Accrued	
	\$65.25	Accrued	
	\$58.00	Accrued	
	\$86.00	Accrued	
	\$139.58	Accrued	
	\$130.50	Accrued	
	2012	Annual total	\$5,281.00
	\$996.00	Accrued	
	\$264.00	Accrued	
	\$999.00	Accrued	
	\$1,400.00	Accrued	
	\$92.00	Accrued	
	\$800.00	Accrued	
	\$730.00	Accrued	
	2013	Annual total	\$775.00
	\$135.00	Accrued	
	\$500.00	Accrued	
	\$140.00	Accrued	
Sum of revenue generated by resource source			\$204,252.33
School	Year		
Matching funds			
	2012	Annual total	\$30,099.00
	\$30,099.00	Accrued	
Other			

APPENDIX D: SOURCES AND AMOUNTS OF FUNDING LEVERAGED

Community Partnership		Caguas		
Resource source			Amount	Status
	2011			Annual total
				\$54.84
			\$10.25	Accrued
			\$24.00	Accrued
			\$10.34	Accrued
			\$10.25	Accrued
	2012			Annual total
				\$11,505.34
			\$312.00	Accrued
			\$10.34	Accrued
			\$2,268.00	Accrued
			\$103.00	Accrued
			\$2,580.00	Accrued
			\$300.00	Accrued
			\$1,003.00	Accrued
			\$21.00	Accrued
			\$319.00	Accrued
			\$4,500.00	Accrued
			\$58.00	Accrued
			\$31.00	Accrued
	2013			Annual total
				\$116.00
			\$116.00	Accrued
Sum of revenue generated by resource source			\$41,775.18	
Other	Year			
Matching funds				
	2010			Annual total
				\$16,250.00
			\$500.00	Accrued
			\$15,750.00	Accrued
	2012			Annual total
				\$10,905.00
			\$4,760.00	Accrued
			\$6,145.00	Accrued
Other				
	2013			Annual total
				\$30,000.00
			\$30,000.00	Accrued

APPENDIX D: SOURCES AND AMOUNTS OF FUNDING LEVERAGED

Community Partnership	<input type="text" value="Caguas"/>		
Resource source		Amount	Status
Sum of revenue generated by resource source		<input type="text" value="\$57,155.00"/>	
Grand Total			<input type="text" value="\$919,631.21"/>

Healthy Kids, Healthy Communities Caguas, Puerto Rico

Farmers' Markets Environmental Audit

Summary Report

Prepared by Transtria LLC



Table of Contents

Background	3
Methods	3
Results	4
Appendix A: Data Tables	6
Appendix B: Farmers' Market Environmental Audit Tool	10

Background

Healthy Kids, Healthy Communities (HKHC) is a national program of the Robert Wood Johnson Foundation (RWJF) whose primary goal is to implement healthy eating and active living policy, system, and environmental change initiatives that can support healthier communities for children and families across the United States. HKHC places special emphasis on reaching children who are at highest risk for obesity on the basis of race/ethnicity, income, and/or geographic location. For more information about HKHC, please visit www.healthykidshealthycommunities.org.

Caguas, Puerto Rico was selected as one of 49 communities to participate in HKHC and the Corporación SANOS is the lead agency for the Healthy Kids, Healthy Communities partnership. Their work focuses on the following healthy eating and active living strategies: to introduce and develop active transportation opportunities for families through the Ruta Vida Activa events, and increase access to healthy foods through farmers' markets and school gardens.

Transtria LLC, a public health evaluation and research consulting firm located in St. Louis, Missouri, is funded by the Robert Wood Johnson Foundation to lead the evaluation and dissemination activities from April 2010 to March 2014. For more information about the evaluation, please visit www.transtria.com/hkhc.

This supplementary enhanced evaluation component focuses on six cross-site HKHC strategies, including: parks and plays spaces, street design, farmers' markets, corner stores, physical activity standards in childcare settings, and nutrition standards in childcare settings. Communities are trained to use two main methods as part of the enhanced evaluation, direct observation and environmental audits. Tools and training are provided by Transtria staff (see www.transtria.com/hkhc).

In order to better understand the impact of their work on farmers markets, representatives of Healthy Kids, Healthy Communities chose to participate in the enhanced evaluation data collection activities. Healthy Kids, Healthy Communities completed their enhanced evaluation activities for farmers' markets using the environmental audit method.

Methods

The Farmers' Market Environmental Audit Tool was modified from three existing environmental audit tools including the Farmers' Market Vendor Evaluation (created by Monika Roth), Farmers' Market Evaluation, Mystery Shopping-Farmers' Market (created by marketumbrella.org), and Nutrition Environment Measurement Survey-NEMS (created by Glanz et al.). Environmental audits assess the presence or absence of different features as well as the quality or condition of the physical environment. The tool captures overall market operations (e.g., months, days and hours of operation, accessibility, government nutrition assistance programs), vendor display areas (e.g., space and equipment), product signage and pricing (e.g., clear signs, unit and price labeled, discounts for larger sales), frozen/canned fruits and vegetables (e.g., quantity and variety of frozen or canned fruits and vegetables), other foods (e.g., availability of healthier options and foods with minimal nutritional value) and the availability, pricing, quality, and quantity of fresh fruits and vegetables.

The audit tool was completed for one farmers' market, Plaza del Mercado. The market is located in Caguas, Puerto Rico. An Evaluation Officer from Transtria LLC trained partnership staff on proper data collection methods using the tool, and data collection was completed on June 28, 2013. Transtria staff performed data entry and validation, including double data entry to ensure accuracy of the data. Agreement of data entry was 99.6% and all errors were fixed.

Overall Results from the Plaza del Mercado Farmer's Market in Caguas, Puerto Rico

Operations

The Plaza del Mercado farmers' market was open daily from 7:00 AM to 5:00 PM, January through December. The market had legible and visible signs identifying the market, an accessible entrance-way, security features, on-site market manager, seating area, and adjacent street and lot parking. Other activities and events were held at the market. The market did not accept WIC/SNAP/EBT or other low-income discount, nor was an ATM machine available (see Appendix A, Table 1).

Fifteen vendors sold items at the Plaza del Mercado farmers' market. No vendor exclusively sold produce, two vendors sold produce and other items, and the remaining thirteen vendors sold no produce. Sufficient space was available for each vendor. All vendors displayed clear signs identifying their business, yet no vendor displayed signage identifying product items or prices. All vendors kept their space well-organized and clean.

Availability of nutrient-dense and minimally nutritious food

The market only offered fresh produce, there were no vendors selling canned or frozen fruits and/or vegetables. Lean meats, fish, and poultry were available at the market. Minimally nutritious foods were available at the market, such as frozen desserts, salty food items, candy, and high-fat prepared meals.

Availability and quality of fresh produce

At the time of the audit, the market offered a large variety and selection of available fresh fruits (n=19) and vegetables (n=9). All of the fruit available was of 'good' quality. Although, plenty of fresh vegetables were available, only the avocados, carrots and celery were rated 'good' quality. The summer squash, sweet potatoes, tomatoes, yams, yautia, and malanga were rated 'poor' quality (see Appendix A, Table 2).

Cost of produce

Cost data for fruits ranged from \$0.60 per unit to \$6.00 per unit. Bananas and cantaloupe were the least expensive fruits sold at \$0.60 per pound and honeydew melons were the most expensive fruit sold at \$6.00 per melon. Cost data for vegetables ranged from \$0.80 per unit to \$4.00 per unit. Carrots were the least expensive vegetables sold for \$0.80 per pound and avocados were the most expensive vegetable sold for \$4.00 per avocado (see Appendix A, Table 2).

Key Takeaways (Plaza del Mercado)

- The market was open 7 days per week, 12 months of the year.
- The market did not accept WIC/SNAP/EBT or other low-income discount payment options.
- Fresh produce, lean meats, fish, and poultry were offered at the market.
- Other foods with minimal nutritional value, such as frozen desserts, pastries, breads, and candies were for sale in the market.
- Milk, low-fat dairy products, canned or frozen fruit and/or vegetables were not available at the market.
- A wide variety of fresh fruits (n=19) and vegetables (n=9) were available at the market. All of the available fresh fruits were of 'good' quality, while the majority of the fresh vegetables were of 'poor' quality (n=6 rated 'poor').
- Prices ranged from \$0.60 per unit (e.g., bananas and cantaloupe per pound) to \$6.00 per unit (honeydew per melon).

Appendix A: Tables

Table 1: Characteristics of the market

Vendor Characteristic	Plaza del Mercado
Overall Market	
Months of operation: January	x
Months of operation: February	x
Months of operation: March	x
Months of operation: April	x
Months of operation: May	x
Months of operation: June	x
Months of operation: July	x
Months of operation: August	x
Months of operation: September	x
Months of operation: October	x
Months of operation: November	x
Months of operation: December	x
Days of operation: Sunday	x
Days of operation: Monday	x
Days of operation: Tuesday	x
Days of operation: Wednesday	x
Days of operation: Thursday	x
Days of operation: Friday	x
Days of operation: Saturday	x
Hours of operation: Sunday	7:00am-5:00pm
Hours of operation: Monday	7:00am-5:00pm
Hours of operation: Tuesday	7:00am-5:00pm
Hours of operation: Wednesday	7:00am-5:00pm
Hours of operation: Thursday	7:00am-5:00pm
Hours of operation: Friday	7:00am-5:00pm
Hours of operation: Saturday	7:00am-5:00pm
Market is open on Sunday morning	x
Market is open on Sunday afternoon	x
Market is open on Sunday evening	x
Market is open on Monday morning	x
Market is open on Monday afternoon	x
Market is open on Monday evening	x
Market is open on Tuesday morning	x
Market is open on Tuesday afternoon	x
Market is open on Tuesday evening	x
Market is open on Wednesday morning	x
Market is open on Wednesday afternoon	x
Market is open on Wednesday evening	x
Market is open on Thursday morning	x
Market is open on Thursday afternoon	x
Market is open on Thursday evening	x
Market is open on Friday morning	x
Market is open on Friday afternoon	x
Market is open on Friday evening	x
Market is open on Saturday morning	x
Market is open on Saturday afternoon	x
Market is open on Saturday evening	x
Frequency of operation: Daily	x

Table 1: Characteristics of the market continued

Vendor Characteristic	Plaza del Mercado
Overall Market continued	
Features: Accessible entrance	x
Features: Security	x
Features: On-site market manager	x
Features: Legible signs to identify market	x
Features: Seating	x
Features: Events/activities	x
Features: Parking lot adjacent to market	x
Features: On-street parking adjacent to market	x
Vendor characteristics	
Number of vendors who sell only produce	0
Number of vendors who sell produce and other products	2
Number of vendors who sell no produce	13
Amount of produce sufficient for vendor space: All vendors	x
Visible signs with farmers'/businesses' name: All vendors	x
Clean and well-organized displays: Some vendors	x
Power cords taped down to prevent tripping: All vendors	x
Product signage and pricing (for fresh fruits/vegetables only)	
Products are identified by name: No vendors	x
Clear signs document the price: No vendors	x
Units are appropriately labeled: No vendors	x
Discounts for larger sales: No vendors	x
Canned/frozen fruits/vegetables	
No canned fruits available	x
No canned vegetables available	x
No frozen fruits available	x
No frozen vegetables available	x
Other foods	
Healthier foods: Lean meats, fish, poultry	x
Foods with minimal nutritional value: Salty foods	x
Foods with minimal nutritional value: Ice cream/frozen desserts	x
Foods with minimal nutritional value: Sweet foods	x
Foods with minimal nutritional value: Candy/chocolate	x
Foods with minimal nutritional value: Regular to high-fat prepared meals	x

Table 2: Fruits and vegetables available at the market

Produce Item	Plaza del Mercado			
	Price	Unit	Quality	Quantity
Fruits:				
Apples	\$1.00	each	good	a lot
Bananas	\$0.60	pound	good	a lot
Blueberries	\$1.00	pound	good	a lot
Cantaloupes	\$0.60	pound	good	a lot
Grapes	\$3.00	pound	good	a lot
Honeydews	\$6.00	each	good	a lot
Kiwis	\$1.00	each/2 kiwis	good	a lot
Mangos	\$1.00	each/4 mangos	good	a lot
Nectarines	\$0.75	each	good	a lot
Papayas	\$1.75	pound	good	a lot
Peaches	\$0.75	each	good	a lot
Pears	\$1.00	each	good	a lot
Pineapples	\$1.20	pound	good	a lot
Plum	\$1.00	each/2 plums	good	a lot
Strawberries	\$3.00	pound		
Tangerines	\$2.00	each/5 tangerines	good	a lot
Other: Coco (coconut)	\$3.00	each		
Other: Pana (breadfruit)	\$2.00	pound		
Other: Grosella (currents)	\$2.00	pound	good	a lot
Vegetables:				
Avocados	\$4.00	each	good	a lot
Carrots	\$0.80	pound	good	a lot
Celery	\$1.40	pound	good	a lot
Summer squash	\$0.80	pound	poor	a lot
Sweet potatoes	\$1.00	pound	poor	a lot
Tomatoes	\$1.50	pound	poor	a lot
Other: Name (yam)	\$2.00	pound	poor	a lot
Other: yautia (tropical root vegetable)	\$2.00	pound	poor	a lot
Other: malanga (tropical root vegetable)	\$1.50	pound	poor	a lot

Table 4: Other characteristics *not* found in farmers'

<i>Overall market:</i>	<i>Other nutritious foods</i>
Features: Room to maneuver around market	High-fiber, whole grain foods
Features: ATM	Healthier foods: Cottage cheese or low-fat yogurt
Features: Information booth/table	Healthier foods: Nuts, seeds, or dry beans
Features: Market maps	Healthier foods: Low-fat prepared meals
Features: Public transit stop visible from the market	Healthier foods: Other
Features: Other	Foods with minimal nutritional value: Other
Market accepts WIC/SNAP/EBT	Milk sold at market
Sign for WIC	Rice milk
Sign for SNAP/Food stamps	Soy milk
WIC/SNAP/EBT customers use tokens to make purchases at the market	Lactaid
Other discount	

Appendix B

Farmers' Market Environmental Audit Tool

Farmers' market name: _____
 Address: _____
 Number of vendors: _____
 Auditor 1: _____
 Auditor 2: _____

Farmers' market ID (for Transtria use only): _____
 Community partnership: _____
 Date: _____
 Audit start time: ____ : ____ ○ AM ○ PM
 Audit end time: ____ : ____ ○ AM ○ PM

Section A: Overall market						Section A: Overall market (cont.)					
1. What are the market months of operation?						4.c. Security features (security guard(s) and/or security camera(s))				<input type="checkbox"/>	<input type="checkbox"/>
1.a. January	<input type="checkbox"/>	<input type="checkbox"/>	1.g. July	<input type="checkbox"/>	<input type="checkbox"/>	4.d. On-site market manager				<input type="checkbox"/>	<input type="checkbox"/>
1.b. February	<input type="checkbox"/>	<input type="checkbox"/>	1.h. August	<input type="checkbox"/>	<input type="checkbox"/>	4.e. Legible signs to identify the market				<input type="checkbox"/>	<input type="checkbox"/>
1.c. March	<input type="checkbox"/>	<input type="checkbox"/>	1.i. September	<input type="checkbox"/>	<input type="checkbox"/>	4.f. Seating (e.g., benches, tables/chairs)				<input type="checkbox"/>	<input type="checkbox"/>
1.d. April	<input type="checkbox"/>	<input type="checkbox"/>	1.j. October	<input type="checkbox"/>	<input type="checkbox"/>	4.g. Events/activities (e.g., yoga, live music)				<input type="checkbox"/>	<input type="checkbox"/>
1.e. May	<input type="checkbox"/>	<input type="checkbox"/>	1.k. November	<input type="checkbox"/>	<input type="checkbox"/>	4.h. ATM				<input type="checkbox"/>	<input type="checkbox"/>
1.f. June	<input type="checkbox"/>	<input type="checkbox"/>	1.l. December	<input type="checkbox"/>	<input type="checkbox"/>	4.i. Information booth/table				<input type="checkbox"/>	<input type="checkbox"/>
2. What are the market days and hours of operation?						4.j. Market maps (e.g., maps with directions to market, site map with vendors)				<input type="checkbox"/>	<input type="checkbox"/>
2.a. Sunday (Check yes or no.) Enter operating hours (open/close):				<input type="checkbox"/>	<input type="checkbox"/>	4.k. Public transit stop visible from the farmers' market				<input type="checkbox"/>	<input type="checkbox"/>
2.b. Monday (Check yes or no.) Enter operating hours (open/close):				<input type="checkbox"/>	<input type="checkbox"/>	4.l. Parking lot adjacent to farmers' market				<input type="checkbox"/>	<input type="checkbox"/>
2.c. Tuesday (Check yes or no.) Enter operating hours (open/close):				<input type="checkbox"/>	<input type="checkbox"/>	4.m. On-street parking adjacent to farmers' market				<input type="checkbox"/>	<input type="checkbox"/>
2.d. Wednesday (Check yes or no.) Enter operating hours (open/close):				<input type="checkbox"/>	<input type="checkbox"/>	4.n. Other, specify:				<input type="checkbox"/>	<input type="checkbox"/>
2.e. Thursday (Check yes or no.) Enter operating hours (open/close):				<input type="checkbox"/>	<input type="checkbox"/>	5. Does the market accept WIC/SNAP/EBT? (If no, skip to Question 6)				<input type="checkbox"/>	<input type="checkbox"/>
2.f. Friday (Check yes or no.) Enter operating hours (open/close):				<input type="checkbox"/>	<input type="checkbox"/>	5.a. Sign for WIC				<input type="checkbox"/>	<input type="checkbox"/>
2.g. Saturday (Check yes or no.) Enter operating hours (open/close):				<input type="checkbox"/>	<input type="checkbox"/>	5.b. Sign for SNAP/Food stamps				<input type="checkbox"/>	<input type="checkbox"/>
3. What is the frequency of operation? (Circle one.)						5.c. WIC/SNAP/EBT customers use tokens to make purchases at the market.				<input type="checkbox"/>	<input type="checkbox"/>
Daily		2-6 days a week				5.d. Other discount, specify:				<input type="checkbox"/>	<input type="checkbox"/>
1 day a week		1-3 days a month				Section B: Vendor characteristics					
4. What features are present in the market?						Fill in the appropriate number of vendors for the next three items.					
4.a. Accessible entrance (allows entry for strollers and wheelchairs)				<input type="checkbox"/>	<input type="checkbox"/>	6. How many vendors sell only produce?					
4.b. Room to maneuver around market (e.g., wheelchairs, strollers)				<input type="checkbox"/>	<input type="checkbox"/>	7. How many vendors sell produce and other products?					
						8. How many vendors sell no produce?					

Comments?

Evaluation of Healthy Kids, Healthy Communities

Section B: Vendor characteristics (cont.)				Section D: Frozen or canned fruits/vegetables (cont.)			
9. Circle the most appropriate response for each item.				14. How many types of frozen vegetables are available? <i>(Circle one.)</i>			
9.a. Amount of produce sufficient for vendor space				None (0)	Limited (1-3 types)	Variety (4+ types)	
None	Some	Most	All	Section E: Other foods			
9.b. Visible signs with farmers'/ businesses' names				15. Are any high-fiber, whole grain foods offered (e.g., whole wheat bread or pasta, brown rice)?		<input type="checkbox"/> No	<input type="checkbox"/> Yes
None	Some	Most	All	16. What other types of <u>healthier</u> foods are offered?			
9.c. Clean and well-organized displays				16.a. Cottage cheese or low-fat yogurt		<input type="checkbox"/> No	<input type="checkbox"/> Yes
None	Some	Most	All	16.b. Lean meats, fish, poultry		<input type="checkbox"/> No	<input type="checkbox"/> Yes
9.d. Power cords taped down to prevent tripping				16.c. Nuts, seeds, or dry beans		<input type="checkbox"/> No	<input type="checkbox"/> Yes
None	Some	Most	All	16.d. Low-fat prepared meals (e.g., baked chicken)		<input type="checkbox"/> No	<input type="checkbox"/> Yes
Section C: Product signage and pricing (for fresh fruits and vegetables only)				16.e. Other, specify:		<input type="checkbox"/> No	<input type="checkbox"/> Yes
10. Circle the most appropriate response for each item.				17. What other types of foods with minimal nutritional value are offered?			
10.a. Products are identified by name.				17.a. Salty foods (e.g., potato chips, popcorn)		<input type="checkbox"/> No	<input type="checkbox"/> Yes
None	Some	Most	All	17.b. Ice cream/frozen desserts		<input type="checkbox"/> No	<input type="checkbox"/> Yes
10.b. Clear signs document the price.				17.c. Sweet foods (e.g., cookies, cakes)		<input type="checkbox"/> No	<input type="checkbox"/> Yes
None	Some	Most	All	17.d. Candy/chocolate		<input type="checkbox"/> No	<input type="checkbox"/> Yes
10.c. Units are appropriately labeled (e.g., weight, box, bunch).				17.e. Regular to high-fat prepared meals (e.g., fried chicken)		<input type="checkbox"/> No	<input type="checkbox"/> Yes
None	Some	Most	All	17.f. Other, specify:		<input type="checkbox"/> No	<input type="checkbox"/> Yes
10.d. Discounts for larger sales				18. Is milk sold? <i>(If no, audit is complete.)</i>		<input type="checkbox"/> No	<input type="checkbox"/> Yes
None	Some	Most	All	18.a. Skim milk		<input type="checkbox"/> No	<input type="checkbox"/> Yes
Go to the Attachments for Section C: Fresh fruits: Fruit availability, price, quality, and quantity; and Fresh vegetables: Vegetable availability, price, quality, and quantity				18.b. 1%		<input type="checkbox"/> No	<input type="checkbox"/> Yes
Section D: Frozen or canned fruits/vegetables				18.c. 2%		<input type="checkbox"/> No	<input type="checkbox"/> Yes
11. How many types of canned fruits are available? <i>(Circle one.)</i>				18.d. Whole or Vitamin D milk		<input type="checkbox"/> No	<input type="checkbox"/> Yes
None (0)	Limited (1-3 types)	Variety (4+ types)		18.e. Flavored whole milk		<input type="checkbox"/> No	<input type="checkbox"/> Yes
12. How many types of canned vegetables are available? <i>(Circle one.)</i>				18.f. Flavored skim, 1%, or 2% milk		<input type="checkbox"/> No	<input type="checkbox"/> Yes
None (0)	Limited (1-3 types)	Variety (4+ types)		18.g. Rice milk		<input type="checkbox"/> No	<input type="checkbox"/> Yes
13. How many types of frozen fruits are available? <i>(Circle one.)</i>				18.h. Soy milk		<input type="checkbox"/> No	<input type="checkbox"/> Yes
None (0)	Limited (1-3 types)	Variety (4+ types)		18.i. Lactaid		<input type="checkbox"/> No	<input type="checkbox"/> Yes

Comments?

Attachment for Section C: Fresh fruit availability, price, quality, and quantity

Fruit	a. Not Available	b. Lowest price	c. Unit/Weight				d. Quality		e. Quantity			f. Comments
			Per pound (lb)	Per box/bag	Each	Bunch	Avg./Good	Poor	A lot 10+	Some 3-9	Few <3	
19. Apples												
20. Bananas												
21. Blackberries												
22. Blueberries												
23. Cantaloupes												
24. Cherries												
25. Cranberries												
26. Grapefruits												
27. Grapes												
28. Honeydew melons												
29. Kiwis												
30. Mangos												
31. Nectarines												
32. Oranges												
33. Papayas												
34. Peaches												
35. Pears												
36. Pineapples												
37. Plums												
38. Raspberries												
39. Strawberries												
40. Tangerines												
41. Watermelons												
42. Other:												
43. Other:												
44. Other:												

Attachment for Section C: Fresh vegetable availability, price, quality, and quantity

Vegetable	a. Not Available	b. Lowest price	c. Unit/Weight				d. Quality		e. Quantity			f. Comments
			Per pound (lb)	Per box/bag	Each	Bunch	Avg./Good	Poor	A lot 10+	Some 3-9	Few <3	
45. Artichokes												
46. Asparagus												
47. Avocados												
48. Broccoli												
49. Brussels sprouts												
50. Cabbages												
51. Carrots												
52. Cauliflower												
53. Celery												
54. Collard greens												
55. Corn												
56. Green beans												
57. Green peppers												
58. Kale												
59. Lentils												
60. Lettuce – Romaine												
61. Lima beans												
62. Mushrooms												
63. Okra												
64. Onions												
65. Radishes												
66. Red peppers												
67. Spinach												
68. Summer squash												
69. Sweet potatoes												
70. Tomatoes												
71. Other:												
72. Other:												
73. Other:												

Farmers' Market Environmental Audit

Introduction

This tool and protocol were developed by the evaluation team from Transtria LLC (Laura Brennan, PhD, MPH, Principal Investigator; Allison Kemner, MPH; Tammy Behlmann, MPH; Jessica Stachecki, MSW, MBA; Carl Filler, MSW) and Washington University Institute for Public Health (Ross Brownson, PhD, Co-Principal Investigator; Christy Hoehner, PhD, MSPH), with feedback from national advisors and partners. This tool and protocol were adapted from Farmers' Market Vendor Evaluation (created by Monika Roth), Farmers' Market Evaluation, Mystery Shopping-Farmers' Market (created by marketumbrella.org), and Nutrition Environment Measurement Survey-NEMS (created by Glanz et al.).

Funding was provided for the *Evaluation of Healthy Kids, Healthy Communities* by a grant from the Robert Wood Johnson Foundation (#67099). Transtria LLC is leading the evaluation and dissemination activities from April 2010 to March 2014. For more information about the evaluation, please contact Laura Brennan (laura@transtria.com) or Allison Kemner (akemner@transtria.com).

Prior to conducting the audit

- Assess the safety of the environment for auditing before entering the area. If dangerous or suspicious activities are taking place, leave the premises, notify the Project Director or Coordinator, and determine whether to schedule a new observation.
- Introduce the audit team to the market manager and ask for permission to collect data. Be prepared to provide background information on the project and to share a letter from the Project Director or Coordinator explaining the reason for data collection. Offer to share data with them, if desired.
- Items to remember
 - Pencils, a copy of the paper tools for all data collectors, clipboards
 - Comfortable shoes
 - Data collectors' contact information (in case of emergency)
 - List and map of market for data collection
 - Letter from the Project Director or Coordinator explaining the reason for data collection
 - Transportation to and from the market for observers, if needed

Farmers' Market Environmental Audit (Instruction Sheet)

Top of the Farmers' Market Environmental Audit form

- Farmers' market name: Print the name of the farmers' market.
- Address: Print the street address, city, state, and zip code for the farmers' market.
- Number of vendors: Print the number of vendors that sell goods at the farmers' market.
- Auditor 1: Print the first and last name of Auditor #1
- Auditor 2: Print the first and last name of Auditor #2
- Farmers' market ID (for Transtria use only): Transtria will assign an ID for this farmers' market for the data analysis.
- Community partnership: Print the name of your community partnership for *Healthy Kids, Healthy Communities*.
- Date: Print the date of data collection.
- Audit start time: Print the time that the data collection process starts.
- Audit end time: Print the time that the data collection process ends.

Section A: Overall market

For Questions 1 – 2, place an **X** in the appropriate box () corresponding to Yes or No.

1. What are the market months of operation?
 - 1.a. – 1.l.: Indicate whether or not the market is open for each month of the year.
2. What are the market days and hours of operation?
 - 2.a. – 2.g.: Indicate whether or not the market is open for each day of the week.
 - For each day that the market is open (Yes), enter the market's operating hours (e.g., 7am-7pm).
3. What is the frequency of operation? Circle the best response.
 - Daily: The market is open every day.
 - 2-6 days a week: The market is open more than once a week but not every day.
 - 1 day a week: The market is open once a week.
 - 1 day a month: The market is open one day a month.

For questions 4 – 5, place an **X** in the appropriate box () corresponding to Yes or No.

4. What features are present in the market?
 - 4.a. Accessible entrance (allows entry for strollers and wheelchairs): The market entrance is accessible to all customers. Consider individuals that may be in wheelchairs or pushing strollers.
 - 4.b. Room to maneuver around market (e.g., wheelchairs, strollers): The market area provides enough room between vendors and product displays for customers to move around in the market. Consider individuals that may be in wheelchairs or pushing strollers.
 - 4.c. Security features (security guard(s) and/or security camera(s)): The market has a security guard present, a police sub-station on site, or a video camera surveillance in use.
 - 4.d. On-site market manager: The market is overseen by a market manager who is present during market operating hours.
 - 4.e. Legible signs to identify the market: A visible sign that identifies the name of the market.
 - 4.f. Seating (e.g., benches, tables/chairs): Is there somewhere to sit down?
 - 4.g. Events/activities (e.g., yoga, live music): The market sponsors special events or other activities to encourage attendance.
 - 4.h. ATM: An ATM is available for use inside the market.
 - 4.i. Information booth/table: There is a designated place for customers to ask questions or receive information about the market.
 - 4.j. Market maps: Maps or signs direct customers to the location of different types of products at the market.
 - 4.k. Public transit stop visible from the farmers' market: There is a public transit stop (e.g., bus, train, light-rail) visible from the market entrance.
 - 4.l. Parking lot adjacent to farmers' market: There is a parking lot alongside the market.
 - 4.m. On-street parking adjacent to farmers' market: There is on-street parking available alongside the market.
 - 4.n. Other: Note any items of interest present at the market not listed above.

5. Does the market accept WIC/SNAP/EBT?
- 5.a. Sign for WIC: Is there at least one (1) sign indicating that Women, Infants, and Children (WIC) payments are accepted?
 - 5.b. Sign for SNAP/Food stamps: Is there at least one (1) sign indicating that Supplemental Nutrition Assistance Program (SNAP) or food stamps payments are accepted?
 - 5.c. WIC/SNAP/EBT customers use tokens to make purchases at the market: Customers using nutritional assistance program benefits use tokens to pay for their purchases.
 - 5.d. Other discount: Are there signs that indicate other discounts or payments (e.g., double bucks, Benefit Security Card) are accepted?

Section B: Vendor characteristics

6. How many vendors sell only produce? Specify the number of vendors that only offer produce.
7. How many vendors sell produce and other products? Specify the number of vendors that sell other products in addition to selling produce.
8. How many vendors sell no produce? Specify the number of vendors that do not sell produce.

Comments?: An optional space for auditors to enter notes.

9. Circle the most appropriate response for each item: None (0 vendors), Some (1%-50% of vendors), Most (51%-99% of vendors), All (100% of vendors)
- 9.a. Amount of produce appropriate for vendor space
 - 9.b. Visible signs with farmers'/ businesses' names
 - 9.c. Clean and well-organized displays
 - 9.d. Power cords taped down to prevent tripping

Section C: Product signage and pricing (for fresh fruits and vegetables only)

10. Circle the most appropriate response for each item: None (0 products), Some (1%-50% of products), Most (51%-99% of products), All (100% of products)
- 10.a. Products are identified by name: Signage indicates the product names.
 - 10.b. Clear signs document the price: Visible signs state the price of each item.
 - 10.c. Units are appropriately labeled (e.g., weight, box bunch): Price signs clearly identify the unit of sale.
 - 10.d. Discounts for larger sales: Discounts are offered for larger/bulk purchases.

Go to the Attachments for Section C: Fresh fruits and Fresh vegetables

For Questions 19 – 73, please fill in the information for fresh fruit/vegetable availability, price, quality, and quantity.

- a. Not Available: Place an **X** in the box for any fresh fruit or vegetable item that is not available at the market.
- b. Lowest price: What is the lowest retail price of the item? For example, there may be several varieties of apples available (e.g., Red Delicious and Gala), each with a different price. Print the lowest price across varieties.
- c. Unit/Weight: Place an **X** in the box that best represents how the fresh fruits or vegetables are being sold.
- Per pound: Fresh fruits are sold by the pound (e.g., apples are \$2.50 per pound or lb).
 - Per box/bag: Fresh fruits are sold by the box or bag (e.g., apples are \$2.50 per box/bag).
 - Each: Fresh fruits are sold individually (e.g., apples are \$.50 each or per piece).
 - Bunch: Fresh fruits are sold by the bunch (e.g., grapes are \$2.50 per bunch).
- d. Quality: Place an **X** in the box that best represents the quality of the fresh fruits or vegetables.
- Average/Good: Fresh fruits are in good condition, top quality, good color, fresh, firm, and clean.
 - Poor: Fresh fruits are bruised, old, mushy, dry, overripe, or have signs of mold.
- e. Quantity: Place an **X** in the box that best represents the quantity of fresh fruits or vegetables that are available for purchase.
- A lot: There are more than 10 fruits available (e.g., 10 apples).
 - Some: There are more than 3 fruits and less than 10 available (e.g., 6 apples).
 - Few: There are 2 or fewer fruits available (e.g., 1 apple).
- f. Comments: Print any important notes.

Section D: Canned/frozen fruits/vegetables

11. – 14. How many types of canned/frozen fruits or vegetables are available?
- None: No canned/frozen fruits or vegetables available.
 - Limited: 1 to 3 different types of canned/frozen fruits or vegetables available at the market.
 - Variety: 4 or more different types of canned/frozen fruits or vegetables available at the market.

Section E: Other foods

For questions 15 – 18, place an **X** in the appropriate box () corresponding to Yes or No.

15. Are any high-fiber, whole grain foods offered (e.g., whole wheat bread or pasta, brown rice)?: The market sells products made with whole grains. Check the ingredients to make the first ingredient says *whole*.
16. What other types of healthier foods are offered?
- 16.a. Cottage cheese or low-fat yogurt: The market sells products made with low- or no-fat milk (either fat-free or 1% milk).
 - 16.b. Lean meats, fish, poultry: The market sells lean meats, fish, or poultry products.
 - 16.c. Nuts, seeds, or dry beans: The market sells nuts, seeds, or dry beans. These may be sold in bulk or pre-packaged containers/bags.
 - 16.d. Low-fat prepared meals (e.g., baked chicken): The market has a prepared foods section with healthier foods.
 - 16.e. Other: Note any other healthier food items not listed above.
17. What other types of foods with minimal nutritional value are offered?
- 17.a. Salty foods: The market sells unhealthy snack foods with high salt contents.
 - 17.b. Ice cream/Frozen desserts: The market sells frozen desserts.
 - 17.c. Sweet foods: The market sells bakery items (a la carte or pre-packaged).
 - 17.d. Candy/Chocolate: The market sells chocolates or other candies (e.g., M&Ms, Skittles).
 - 17.e. Regular to high-fat prepared meals (e.g., fried chicken): The market has prepared foods with minimal nutritional value.
 - 17.f. Other: Note any other foods with minimal nutritional value not listed above.
18. Is milk sold?: The market offers at least one type of milk.
- 18.a. Skim milk
 - 18.b. 1%
 - 18.c. 2%
 - 18.d. Whole or Vitamin D milk
 - 18.e. Flavored whole milk
 - 18.f. Flavored skim, 1%, or 2% milk
 - 18.g. Rice milk
 - 18.h. Soy milk
 - 18.i. Lactaid

Comments? An optional space for auditors to enter notes.

Herramienta de auditoría ambiental de mercado de agricultores

ID del mercado de agricultores

(para uso de Transtria solamente): _____

Nombre del mercado de agricultores: _____

Asociación comunitaria: _____

Dirección: _____

Fecha: _____

Número de proveedores: _____

Hora de inicio de la auditoría: ___ : ___ O AM O PM

Auditor 1: _____

Hora de finalización de la auditoría: ___ : ___ O AM O PM

Auditor 2: _____

Sección A: Mercado general					Sección A: Mercado general (cont.)			
1. Cuáles son los meses de operación del mercado?					4.c. Recursos de seguridad (guardias de seguridad e/o cámaras de seguridad)		<input type="checkbox"/>	<input type="checkbox"/>
1.a. Enero	<input type="checkbox"/>	<input type="checkbox"/>	1.g. Julio	<input type="checkbox"/>	<input type="checkbox"/>	4.d. Gerente de mercado en planta	<input type="checkbox"/>	<input type="checkbox"/>
	No	Sí		No	Sí		No	Sí
1.b. Febrero	<input type="checkbox"/>	<input type="checkbox"/>	1.h. Agosto	<input type="checkbox"/>	<input type="checkbox"/>	4.e. Señales legibles para identificar el mercado	<input type="checkbox"/>	<input type="checkbox"/>
	No	Sí		No	Sí		No	Sí
1.c. Marzo	<input type="checkbox"/>	<input type="checkbox"/>	1.i. Septiembre	<input type="checkbox"/>	<input type="checkbox"/>	4.f. Asientos (banco, mesas/sillas)	<input type="checkbox"/>	<input type="checkbox"/>
	No	Sí		No	Sí		No	Sí
1.d. Abril	<input type="checkbox"/>	<input type="checkbox"/>	1.j. Octubre	<input type="checkbox"/>	<input type="checkbox"/>	4.g. Eventos/actividades (yoga, música en vivo)	<input type="checkbox"/>	<input type="checkbox"/>
	No	Sí		No	Sí		No	Sí
1.e. Mayo	<input type="checkbox"/>	<input type="checkbox"/>	1.k. Noviembre	<input type="checkbox"/>	<input type="checkbox"/>	4.h. ATM	<input type="checkbox"/>	<input type="checkbox"/>
	No	Sí		No	Sí		No	Sí
1.f. Junio	<input type="checkbox"/>	<input type="checkbox"/>	1.l. Diciembre	<input type="checkbox"/>	<input type="checkbox"/>	4.i. Mesa/cabina de informaciones	<input type="checkbox"/>	<input type="checkbox"/>
	No	Sí		No	Sí		No	Sí
2. ¿Cuáles son los días y horarios de operación del mercado?					4.j. Mapas del mercado (mapas con instrucciones de llegada al mercado, mapa del lugar con proveedores)		<input type="checkbox"/>	<input type="checkbox"/>
2.a. Domingo (Marque sí o no.) Ingrese las horas de funcionamiento (apertura/cierre):				<input type="checkbox"/>	<input type="checkbox"/>	4.k. Transporte público visible desde el mercado de agricultores	<input type="checkbox"/>	<input type="checkbox"/>
				No	Sí		No	Sí
2.b. Lunes (Marque sí o no.) Ingrese las horas de funcionamiento (apertura/cierre):				<input type="checkbox"/>	<input type="checkbox"/>	4.l. Estacionamiento adyacente al mercado de agricultores	<input type="checkbox"/>	<input type="checkbox"/>
				No	Sí		No	Sí
2.c. Martes (Marque sí o no.) Ingrese las horas de funcionamiento (apertura/cierre):				<input type="checkbox"/>	<input type="checkbox"/>	4.m. Estacionamiento en la calle adyacente al mercado de agricultores	<input type="checkbox"/>	<input type="checkbox"/>
				No	Sí		No	Sí
2.d. Miércoles (Marque sí o no.) Ingrese las horas de funcionamiento (apertura/cierre):				<input type="checkbox"/>	<input type="checkbox"/>	4.n. Otros, especificar:	<input type="checkbox"/>	<input type="checkbox"/>
				No	Sí		No	Sí
2.e. Jueves (Marque sí o no.) Ingrese las horas de funcionamiento (apertura/cierre):				<input type="checkbox"/>	<input type="checkbox"/>	5. ¿El mercado acepta WIC/SNAP/EBT? (En caso negativo, vaya a la Pregunta 6)	<input type="checkbox"/>	<input type="checkbox"/>
				No	Sí		No	Sí
2.f. Viernes (Marque sí o no.) Ingrese las horas de funcionamiento (apertura/cierre):				<input type="checkbox"/>	<input type="checkbox"/>	5.a. Identificación de para WIC	<input type="checkbox"/>	<input type="checkbox"/>
				No	Sí		No	Sí
2.g. Sábado (Marque sí o no.) Ingrese las horas de funcionamiento (apertura/cierre):				<input type="checkbox"/>	<input type="checkbox"/>	5.b. Identificación de SNAP/Cupones de alimentos	<input type="checkbox"/>	<input type="checkbox"/>
				No	Sí		No	Sí
3. ¿Cuál es la frecuencia de operación? (Marque una opción.)					5.c. Clientes de WIC/SNAP/EBT utilizan fichas para hacer compras en el mercado.		<input type="checkbox"/>	<input type="checkbox"/>
Diariamente		2 a 6 días por semana			5.d. Otro descuento, especificar:		<input type="checkbox"/>	<input type="checkbox"/>
1 día por semana		1 a 3 días por mes					No	Sí
Sección B: Características del proveedor								

4. ¿Cuáles atributos están presentes en el mercado?		Ingrese el número apropiado de proveedores para los próximos tres productos.	
4.a. Entrada accesible (permite la entrada de carros de niños y sillas de ruedas)	<input type="checkbox"/> No	<input type="checkbox"/> Sí	6. ¿Cuántos proveedores venden solamente producción agrícola?
4.b. Espacio para maniobrar alrededor del mercado (sillas de ruedas, carros para niños)	<input type="checkbox"/> No	<input type="checkbox"/> Sí	7. ¿Cuántos proveedores venden productos agrícolas y otros productos?
			8. ¿Cuántos proveedores no venden producción agrícola?

¿Comentarios?

Evaluación de Healthy Kids, Healthy Communities

Sección B: Características del proveedor (cont.)				Sección D: Frutas/vegetales congelados o enlatados (cont.)		
9. Circule la respuesta más apropiada para cada ítem.				14. Cuantos tipos de vegetales están disponibles? (<i>Marque una opción.</i>)		
9.a. Cantidad de producción agrícola suficiente para el espacio del proveedor				Ninguno (0)	Limitado (1 a 3 tipos)	Variedad (4 tipos o más)
Ninguno	Algunos	La mayor parte	Todos	Sección E: Otros alimentos		
9.b. Señales visibles con los nombres "comerciales" de los agricultores				15. Es ofrecido algún alimento rico en fibras, de grano entero (como pan o pasta de trigo integral, arroz integral)?		<input type="checkbox"/> No <input type="checkbox"/> Sí
Ninguno	Algunos	La mayor parte	Todos	16. ¿Cuáles otros tipos de alimentos <u>saludables</u> son ofrecidos?		
9.c. Exhibidores limpios y bien organizados				16.a. Queso cottage o yogurt de bajo contenido graso		<input type="checkbox"/> No <input type="checkbox"/> Sí
Ninguno	Algunos	La mayor parte	Todos	16.b. Carnes magras, pescado, aves de corral		<input type="checkbox"/> No <input type="checkbox"/> Sí
9.d. Cables eléctricos fijados para prevenir tropiezos				16.c. Nueces, semillas o frijoles secos		<input type="checkbox"/> No <input type="checkbox"/> Sí
Ninguno	Algunos	La mayor parte	Todos	16.d. Alimentos preparados de bajo contenido graso (como pollo asado)		<input type="checkbox"/> No <input type="checkbox"/> Sí
Sección C: Señalización y precios de los productos (solamente para frutas y vegetales frescos)				16.e. Otros, especificar:		<input type="checkbox"/> No <input type="checkbox"/> Sí
10. Circule la respuesta más apropiada para cada ítem.				17. ¿Cuáles otros tipos de alimentos con valor nutritivo mínimo son ofrecidos?		
10.a. Los productos son identificados por el nombre.				17.a. Alimentos salados (como papas fritas, palomitas)		<input type="checkbox"/> No <input type="checkbox"/> Sí
Ninguno	Algunos	La mayor parte	Todos	17.b. Helados/postres congelados		<input type="checkbox"/> No <input type="checkbox"/> Sí
10.b. Señales claras documentan el precio.				17.c. Alimentos dulces (como galletas, pasteles)		<input type="checkbox"/> No <input type="checkbox"/> Sí
Ninguno	Algunos	La mayor parte	Todos	17.d. Golosinas/Chocolate		<input type="checkbox"/> No <input type="checkbox"/> Sí
10.c. Las unidades son etiquetadas de forma correcta (peso, caja, granel)				17.e. Alimentos preparados de contenido graso regular a alto (como pollo frito)		<input type="checkbox"/> No <input type="checkbox"/> Sí
Ninguno	Algunos	La mayor parte	Todos	17.f. Otros, especificar:		<input type="checkbox"/> No <input type="checkbox"/> Sí
10.d. Descuentos en ventas mayores				18. ¿Se vende leche? (<i>en caso negativo, la auditoría está completa.</i>)		<input type="checkbox"/> No <input type="checkbox"/> Sí
Ninguno	Algunos	La mayor parte	Todos	18.a. Leche descremada		<input type="checkbox"/> No <input type="checkbox"/> Sí
Vaya a Anexos de la Sección C: Frutas frescas: Disponibilidad, precio, calidad y cantidad de frutas y vegetales frescos: Disponibilidad, precios, calidad y cantidad de vegetales				18.b. 1%		<input type="checkbox"/> No <input type="checkbox"/> Sí
Sección D: Frutas/vegetales congelados o enlatados				18.c. 2%		<input type="checkbox"/> No <input type="checkbox"/> Sí
11. ¿Cuántos tipos de frutas enlatadas están disponibles? (<i>Marque una opción.</i>)				18.d. Leche entera o Vitamina D		<input type="checkbox"/> No <input type="checkbox"/> Sí
Ninguno (0)	Limitado (1 a 3 tipos)	Variedad (4 tipos o más)		18.e. Leche entera con sabor		<input type="checkbox"/> No <input type="checkbox"/> Sí
12. ¿Cuántos tipos de vegetales enlatados están disponibles? (<i>Marque una opción.</i>)				18.f. Leche descremada con sabor, 1% o 2%		<input type="checkbox"/> No <input type="checkbox"/> Sí
Ninguno (0)	Limitado (1 a 3)	Variedad (4 tipos o		18.g. Leche de arroz		<input type="checkbox"/> No <input type="checkbox"/> Sí

Evaluación de Healthy Kids, Healthy Communities

	tipos)	más)			
13. ¿Cuántos tipos de frutas congeladas están disponibles? (Marque una opción.)			18.h. Leche de soja	<input type="checkbox"/> No	<input type="checkbox"/> Sí
Ninguno (0)	Limitado (1 a 3 tipos)	Variedad (4 tipos o más)	18.i. Lactaid	<input type="checkbox"/> No	<input type="checkbox"/> Sí

¿Comentarios?

Anexo de la Sección C: Disponibilidad, precios, calidad y cantidad de fruta fresca

Fruta	a. No Disponible	b. Precio más bajo	c. Unidad/Peso				d. Calidad		e. Cantidad			f. Comentarios
			Por libras (lb)	Por caja/bolsa	Cada	Granel	Mediano/Bueno	Malo	Mucho 10+	Algunos 3-9	Poco <3	
19. Manzanas												
20. Bananas												
21. Zarcas												
22. Arándanos												
23. Melones												
24. Cereza												
25. Arándanos agrios												
26. Pomelos												
27. Uvas												
28. Melón verde												
29. Kiwis												
30. Mangos												
31. Nectarinas												
32. Naranjas												
33. Papayas												
34. Duraznos												
35. Peras												
36. Piñas												
37. Ciruelas												
38. Frambuesas												
39. Fresas												
40. Mandarinas												
41. Sandías												
42. Otros:												
43. Otros:												
44. Otros:												

Anexo de la Sección C: Disponibilidad, precios, calidad y cantidad de vegetales frescos

Vegetal	a. No Disponible	b. Precio más bajo	c. Unidad/Peso				d. Calidad		e. Cantidad			f. Comentarios
			Por libras (lb)	Por caja/bolsa	Cada	Granel	Mediano/Bueno	Malo	Mucho 10+	Algunos 3-9	Poco <3	
45. Alcauciles												
46. Espárragos												
47. Aguacates												
48. Brócoli												
49. Repollos de Bruselas												
50. Repollos												
51. Zanahorias												
52. Coliflor												
53. Apio												
54. Berza												
55. Maíz												
56. Ejotes												
57. Pimientos verdes												
58. Col verde												
59. Lentejas												
60. Lechuga - Romana												
61. Frijoles de lima												
62. Setas												
63. Gombo												
64. Cebollas												
65. Rábano												
66. Pimientos rojos												
67. Espinaca												
68. Calabacín												
69. Batatas												
70. Tomates												
71. Otros:												
72. Otros:												
73. Otros:												

Auditoría ambiental de mercado de agricultores

Introducción

Esta herramienta y protocolo correspondiente fueron desarrollados por el equipo de evaluación de Transtria LLC (Laura Brennan, PhD, MPH, Investigadora Principal; Allison Kemner, MPH; Tammy Behlmann, MPH; Jessica Stachecki, MSW, MBA; Carl Filler, MSW) y Washington University Institute for Public Health (Ross Brownson, PhD, Co-Investigador Principal; Christy Hoehner, PhD, MSPH) además de informaciones provenientes de consultores y asociados nacionales. Esta herramienta y protocolo fueron adaptados a partir de "Farmers' Market Vendor Evaluation" (creado por Monika Roth), "Farmers' Market Evaluation, Mystery Shopping-Farmers' Market" (creado por marketumbrella.org) y "Nutrition Environment Measurement Survey-NEMS" (creado por Glanz y otros).

La financiación fue aportada para la *Evaluación del Healthy Kids, Healthy Communities* a través de la donación de la Fundación Robert Wood Johnson (#67099). Transtria LLC encabeza las actividades de evaluación y divulgación desde Abril de 2010 hasta Marzo de 2014. Para obtener más informaciones acerca de la evaluación, póngase en contacto con Laura Brennan (laura@transtria.com) o Allison Kemner (akemner@transtria.com).

Antes de realizar la auditoría

- Evalúe la seguridad del ambiente de la auditoría antes de ingresar al área. En caso que perciba actividades peligrosas o sospechas, abandone el local, notifique el Director o Coordinador de proyecto y determine si es necesario planificar una nueva observación.
- Presente el equipo de auditoría al gerente del mercado y pida permiso para recolectar los datos. Esté preparado para suministrar informaciones básicas acerca del proyecto y compartir una carta del Director o Coordinador del proyecto explicando la razón de la recolección de datos. Ofrezca compartir datos, si así se lo desea.
- Elementos para tener en cuenta
 - Lápices, una copia de las herramientas de papel para todos los recolectores de datos, portapapeles
 - Zapatos cómodos
 - Información de contacto de los recolectores de dados (en caso de emergencia)
 - Listado y mapa del mercado para la recolección de datos
 - Carta del Director o Coordinador de Proyecto aclarando la razón de la recolección de datos
 - Transporte hacia y desde el mercado para los observadores, en caso de ser necesario

Auditoría ambiental de mercado de agricultores (ficha de instrucciones)**Parte superior del formulario de auditoría ambiental del mercado de agricultores**

- Nombre del mercado de agricultores: Imprimir el nombre del mercado de agricultores.
- Dirección: Imprimir dirección, ciudad, provincia y código postal del mercado de agricultores.
- Número de proveedores: Imprimir el número de proveedores que venden productos en el mercado de agricultores.
- Auditor 1: Imprimir nombre y apellido del Auditor 1
- Auditor 2: Imprimir nombre y apellido del Auditor 2
- ID del mercado de agricultores (para uso de Transtria solamente): Transtria atribuirá un ID para este mercado de agricultores para el análisis de datos.
- Asociación comunitaria: Imprima el nombre de su asociación comunitaria para *Healthy Kids, Healthy Communities*.
- Fecha: Imprimir la fecha de recolección de los datos.
- Hora de inicio de la auditoría: Imprimir la hora en que el proceso de recolección de datos comienza.
- Hora de finalización de la auditoría: Imprimir la hora en que el proceso de recolección de datos termina.

Sección A: Mercado general

Para las Preguntas 1 – 2, marque con una **X** la casilla apropiada () como Sí o No

1. ¿Cuáles son los meses de operación del mercado?
 - 1.a. – 1.l.: Indicar si el mercado está abierto o no cada mes del año.
2. ¿Cuáles son los días y horarios de operación del mercado?
 - 2.a. – 2.g.: Indicar si el mercado está abierto o no cada día de la semana.
 - Para cada día en que el mercado está abierto (Sí), informe las horas de funcionamiento del mercado (por ejemplo, 7 am a 7 pm).
3. ¿Cuál es la frecuencia de operación? Marque con un círculo la mejor respuesta.
 - Diariamente: El mercado está abierto todos los días.
 - 2 a 6 días por semana: El mercado está abierto más de una vez por semana pero no todos los días.
 - 1 día por semana: El mercado está abierto una vez por semana.
 - 1 día por mes: El mercado está abierto una vez por mes.

Para las Preguntas 4 – 5, marque con una **X** la casilla apropiada () como a Sí o No

4. ¿Cuáles atributos están presentes en el mercado?
 - 4.a. Entrada accesible (permite la entrada de carros de niños y sillas de ruedas): La entrada del mercado es accesible para todos los clientes. Considere individuos que estén en sillas de ruedas o empujando carros para niños.
 - 4.b. Espacio para maniobrar alrededor del mercado (sillas de ruedas, carros para niños): El área del mercado ofrece espacio suficiente entre proveedores y exhibidores de productos para que los clientes se muevan alrededor del mismo. Considere individuos que estén en sillas de ruedas o empujando carros para niños.
 - 4.c. Recursos de seguridad (guardias de seguridad e/o cámaras de seguridad): El mercado posee un guardia de seguridad presente, una sub-estación de policía en el local o cámaras de vigilancia en uso.
 - 4.d. Gerente del mercado en planta: El mercado es supervisado por un gerente de mercado que está presente durante las horas de funcionamiento del mercado.
 - 4.e. Señales legibles para identificar el mercado: Una señal visible que identifica el nombre del mercado.
 - 4.f. Asientos (como bancos, mesas/sillas): ¿Hay lugares para sentarse?
 - 4.g. Eventos/actividades (yoga, música en vivo): El mercado auspicia eventos especiales u otras actividades para estimular la asistencia.
 - 4.h. Cajero automático: Hay un cajero automático para uso dentro del mercado.
 - 4.i. Mesa/local de información: Hay un local designado para que los clientes hagan preguntas o reciban informaciones acerca del mercado.
 - 4.j. Mapas del mercado: Mapas o señales direccionan los clientes hacia la ubicación de diferentes tipos de productos en el mercado.

- 4.k. Parada de transporte público visible desde el mercado de agricultores: Existe una parada de transporte público (por ejemplo, autobús, tren, tren ligero) visible desde la entrada del mercado.
 - 4.l. Estacionamiento adyacente al mercado de agricultores: Existe un estacionamiento junto al mercado.
 - 4.m. Estacionamiento en la calle adyacente al mercado de agricultores: Existe un estacionamiento en la calle junto al mercado.
 - 4.n. Otros: Observe cualquier otro elemento de interés presente en el mercado y no enumerado arriba.
5. ¿El mercado acepta WIC/SNAP/EBT?
- 5.a. Identificación de WIC: ¿Existe por lo menos una (1) señal indicando de que se aceptan pagos de mujeres, bebés y niños (WIC)?
 - 5.b. Identificación para SNAP/Cupones de alimentos: ¿Existe por lo menos una (1) señal indicando que se aceptan pagos del Programa de asistencia nutricional suplementar (SNAP) o cupones de alimentos?
 - 5.c. Clientes WIC/SNAP/EBT utilizan fichas para hacer compras en el mercado: Clientes que usan los beneficios de programas de asistencia nutricional utilizan fichas para pagar sus compras.
 - 5.d. Otros descuentos: ¿Existen señales que indican que se aceptan descuentos o pagos (como "double bucks", Tarjeta de seguridad social)?

Sección B: Características del proveedor

6. ¿Cuántos proveedores venden solamente producción agrícola? Especificar el número de proveedores que ofrecen solamente producción agrícola.
7. ¿Cuántos proveedores venden productos agrícolas y otros productos? Especificar el número de proveedores que venden otros productos además de vender producción agrícola.
8. ¿Cuántos proveedores no venden producción agrícola? Especificar el número de proveedores que no venden producción agrícola.

¿Comentarios?: Un espacio opcional para que los auditores ingresen notas.

9. Marque con un círculo la respuesta más apropiada para cada ítem. Ninguno (0 proveedores), Algunos (1% a 50% de los proveedores), Mayoría (51% a 99% de los proveedores), Todos (100% de los proveedores)
- 9.a. Cantidad de producción agrícola apropiada para el espacio del proveedor
 - 9.b. Señales visibles con los nombres "comerciales" de los agricultores
 - 9.c. Exhibidores limpios y bien organizados
 - 9.d. Cables eléctricos fijados para evitar tropiezos

Sección C: Señalización y precios de los productos (solamente para frutas y vegetales frescos)

10. Marque con un círculo la respuesta más apropiada para cada ítem. Ninguno (0 productos), Algunos (1% a 50% de los productos), Mayoría (51% a 99% de los productos), Todos (100% de los productos)
- 10.a. Los productos son identificados por el nombre.: La señalización indica los nombres de los productos.
 - 10.b. Señales claras documentan el precio: Señales visibles evidencian el precio de cada artículo.
 - 10.c. Las unidades son etiquetadas de forma correcta (peso, caja, granel): Señales de precio identifican claramente la unidad de venta.
 - 10.d. Descuentos para ventas mayores Se ofrecen descuentos para compras mayores/a granel.

Ir al Anexo de la Sección C: Frutas y vegetales frescos

Para las Preguntas 19 a 73, por favor ingrese la información acerca de la disponibilidad, precio, calidad y cantidad de frutas/vegetales frescos.

- a. No Disponible: Marque con una **X** la casilla para cualquier artículo de fruta o vegetal que no esté disponible en el mercado.
- b. Precio más bajo: ¿Cuál es el precio de venta más bajo al por menor de este artículo? Por ejemplo, existen diversas variedades de manzanas disponibles (Red deliciosas y Gala), cada una con un precio distinto. Ingrese el precio más bajo entre las variedades.
- c. Unidad/Peso: Marque con una **X** la casilla que mejor representa cómo las frutas y vegetales frescos están siendo vendidos.

- Por libra: Las frutas frescas se venden por libra (por ejemplo, manzanas a \$2,50 por libra o lb).
- Por caja/bolsa: Las frutas frescas se venden por caja o bolsa (por ejemplo, manzanas a \$2,50 por caja/bolsa).
- Cada: Las frutas frescas se venden de manera individual (por ejemplo, manzanas a \$.50 cada o por pieza).
- Granel: Las frutas frescas se venden a granel (por ejemplo, uvas a \$2,50 por paquete).
- d. **Calidad:** Marque con una **X** la casilla que mejor representa la calidad de las frutas y vegetales frescos.
 - Promedio/Bueno: Las frutas frescas están en buena condición, alta calidad, buen color, frescas, firmes y limpias.
 - Malo: Las frutas frescas están golpeadas, viejas, secas, demasiado maduras o tienen señales de moho.
- e. **Cantidad:** Marque con una **X** la casilla que mejor representa la cantidad de frutas frescas o vegetales que están disponibles para la compra.
 - Gran cantidad: Existen más de 10 frutas disponibles (por ejemplo, 10 manzanas).
 - Algo: Existen más de 3 y menos que 10 frutas disponibles (por ejemplo, 6 manzanas).
 - Poco: Existen 2 frutas o menos disponibles (por ejemplo, 1 manzana).
- f. **Comentarios:** Imprima cualquier observación importante.

Sección D: Frutas/vegetales congelados o enlatados

11. - 14. ¿Cuántos tipos de vegetales enlatados están disponibles?
- **Ninguno:** Ninguna fruta o vegetal enlatado/congelado disponible.
 - **Limitado:** 1 a 3 tipos de frutas o vegetales enlatados/congelados disponibles en el mercado.
 - **Variedad:** 4 o más tipos de frutas o vegetales enlatados/congelados disponibles en el mercado.

Sección E: Otros alimentos

Para las Preguntas 15 a 18, marque con una **X** la casilla apropiada () como Sí o No

15. ¿Se ofrece algún alimento rico en fibras, de grano entero (como pan o pasta de trigo integral, arroz integral)? El mercado vende productos producidos con granos enteros. Seleccione los ingredientes para hacer el primer ingrediente *entero*.
16. ¿Cuáles otros tipos de alimentos saludables son ofrecidos?
- **16.a. Queso cottage o yogurt de bajo contenido graso:** El mercado vende productos fabricados con leche de bajo contenido graso o sin grasa (tanto leche sin grasa como de 1%).
 - **16.b. Carnes magras, pescado, aves de corral:** El mercado vende productos de carnes magras, pescado o aves de corral.
 - **16.c. Nueces, semillas o frijoles secos:** El mercado vende nueces, semillas o frijoles secos. Éstos pueden ser vendidos a granel o pre-embalados en recipientes/bolsas.
 - **16.d. Alimentos preparados con bajo contenido graso (como por ejemplo pollo asado)** El mercado tiene una sección de alimentos preparados con alimentos más saludables.
 - **16.e. Otros:** Haga una observación sobre cualquier otro alimento no enumerado arriba.
17. ¿Cuáles otros tipos de alimentos con valor nutritivo mínimo son ofrecidos?
- **17.a. Alimentos salados:** El mercado vende meriendas no saludables con alto contenido de sal.
 - **17.b. Helados/postres congelados** El mercado vende postres congelados.
 - **17.c. Alimentos dulces:** El mercado vende artículos de panadería (a la carta o pre-embalados).
 - **17.d. Golosinas/Chocolate:** El mercado vende chocolates u otras golosinas (como por ejemplo M&Ms, Skittles).
 - **17.e. Alimentos preparados de contenido graso regular a alto (como pollo frito):** El mercado tiene alimentos preparados con valor nutritivo mínimo.
 - **17.f. Otros:** Haga una observación para cualquier otro alimento con valor nutritivo mínimo no enumerado arriba.

18. ¿Se vende leche?: El mercado ofrece por lo menos un tipo de leche.

- 18.a. Leche desnatada
- 18.b. 1%
- 18.c. 2%
- 18.d. Leche entera o Vitamina D
- 18.e. Leche entera con sabor
- 18.f. Leche descremada con sabor, 1% o 2%
- 18.g. Leche de arroz
- 18.h. Leche de soja
- 18.i. Lactaid

¿Comentarios?: Un espacio opcional para que los auditores ingresen notas.