Environmental Audit Training

Corner stores

Created by,

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Agenda

Activity	Time
Introductions	5 minutes
Training purpose	10 minutes

Environmental audits
    •   Overview
    •   Review tools
    •   Questions and discussion
	60 minutes

Evaluation Plan	15 minutes

Introductions

◄ Evaluation Officer

◄ Evaluation Coordinator for local data collection

◄ Data collectors and experience with data collection

Training Purpose and Desired Outcome

Environmental Audit

◄ Observe the condition of the environment before and after the implementation of a physical change in the environment (e.g., addition of new produce in stores, new marketing techniques or signage, quality and cost of produce)

◄ Objective measures of the environment (e.g., availability of fresh fruits and vegetables, quality and cost of fruits and vegetables)

Environmental Audit

◄ Timing of the audits before/ after project completion (consider the following):
  - ✓ Time of day – perceptions of the environment (e.g., lighting at night)
  - ✓ Seasonality – extreme heat/ cold, other unfavorable conditions (e.g., rain, ice)
  - ✓ Special events – holidays (e.g., Halloween), concerts, parades

◄ Resources needed to conduct the audits (consider the following):
  - ✓ Observers and training – number of people available to conduct audits (e.g., staff, students, volunteers), space and equipment to provide training
  - ✓ Security – monitoring auditors safety when necessary (particularly at night)
  - ✓ Data collection –pencil, paper, and clip board (GPS devices)

◄ Be prepared to respond to local residents or businesses – why you are there and who you represent

Enhanced Evaluation Design

◄ **Before and After** – Collecting data before and after an environmental change occurs (e.g., a new corner stores policy to provide fresh fruits and vegetables)

◄ **Comparison** – Collecting data on different locations to assess differences in the locations (e.g., assessing the different cost, quality, and quantity of produce found in two corner store locations in different areas)

◄ **Cross-sectional** – Collecting data in a location at one point in time (pre or post only view of a corner store).

Corner Stores Environmental Audit Tool

Corner Stores Environmental Audit Tool

Corner store name:_____

Address:_____

Size of corner store (square feet): _____

Auditor 1:_____

Auditor 2:_____

Corner store ID (for Transtria use only):_____

Community Partnership: _____

Date: _____

Audit Start Time: __ __ : __ __   ○ AM ○ PM

Audit End Time: __ __ : __ __   ○ AM ○ PM

•<u>Corner Store Name</u>: Print the name of the corner store.

•<u>Address</u>: Print the street address, city, state, and zip code for the corner store.

•<u>Size of Corner Store (square feet)</u>: Print the approximate square footage of the corner store, if known.

•<u>Auditor 1</u>: Print the first and last name of Auditor #1

•<u>Auditor 2</u>: Print the first and last name of Auditor #2

•<u>Corner Store ID (for Transtria use only)</u>: Transtria will assign an ID for this corner store for the data analysis.

•<u>Community Partnership</u>: Print the name of your community partnership for *Healthy Kids, Healthy Communities*.

•<u>Date</u>: Print the date of data collection.

•<u>Audit Start Time</u>: Print the time that the data collection process starts.

•<u>Audit End Time</u>: Print the time that the data collection process ends.

Days and Hours of Operation

◄ Indicate whether or not the store is open for each day of the week.

◄ For each day that the store is open, enter the store's operating hours (e.g., 7am-7pm).

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Legible, large signs to identify the store

vs.

◄ Store name visibly displayed outside the store.

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Accessible entrance for all individuals

vs.

◀ Accessible or easy to approach or enter for all people including people with strollers and in wheel chairs.

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Security Features

◀ The store has a security guard present, a police sub-station on site, or a video camera surveillance in use.

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Somewhere to sit down

◀ A convenient place to sit and enjoy a snack or drink.

Uniting people, places and policies to revolutionize public health

Windows blocked for visibility

vs.

◀ Bars, signage/advertisement, or tinting making it difficult to see in or out of the window

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Gas Pumps

◄ Gas is available for purchase at this corner store.

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Bicycle Parking

◄ Bike racks or facilities for bicycle parking are available.

Public Transit Stop

◀ There is a public transit stop (e.g., bus, train, light-rail) visible from the store entrance.

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Sidewalk

◄ There is a sidewalk along the street to allow for entering the store without crossing a parking lot or a street.

Parking Lot

◀ There is a parking lot along the store.

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Vendor accepts WIC/SNAP/EBT

◄ **Sign for WIC**: There is a sign present that means the store accepts Woman, Infants, and Children (WIC).

◄ **Sign for SNAP/Food Stamps**: There is a sign present that means the store accepts Supplemental Nutrition Assistance Program (SNAP) formerly known as Food Stamps.

◄ **Sign for EBT**: There is a sign present that means the store contains an Electronic Benefit Transfer (EBT) machine.

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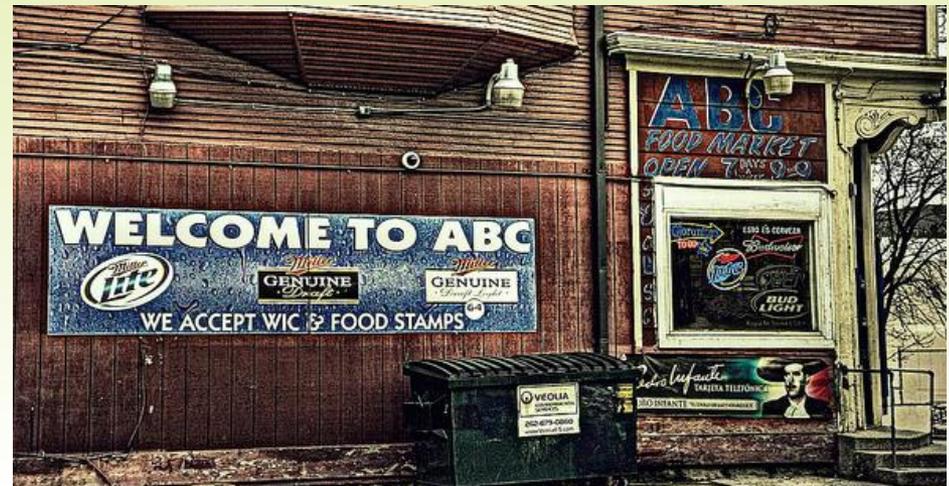
School visible from the store

◀ Stand at the front door of the store and look at the adjacent streets to identify if a school is present.

Safe and hygienic food handling

◄ Employees wear gloves as part of their procedure for the safe and hygienic handling of food.

Customer Service

vs.

◀ Cashiers make eye contact/greet customers and/or employees look at customers and say "hello" to them when they come into the store.

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Uniforms

◀ Employees wear store-issued apparel during working hours (e.g., shirts, smocks).

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ATM visible inside the store

◄ An ATM is available for use inside the store.

Wide Aisles

vs.

◀ The store area provides enough room between aisles and product displays for customers to move around in the store. Consider individuals that may be in wheelchairs or pushing strollers.

Licenses/permits displayed
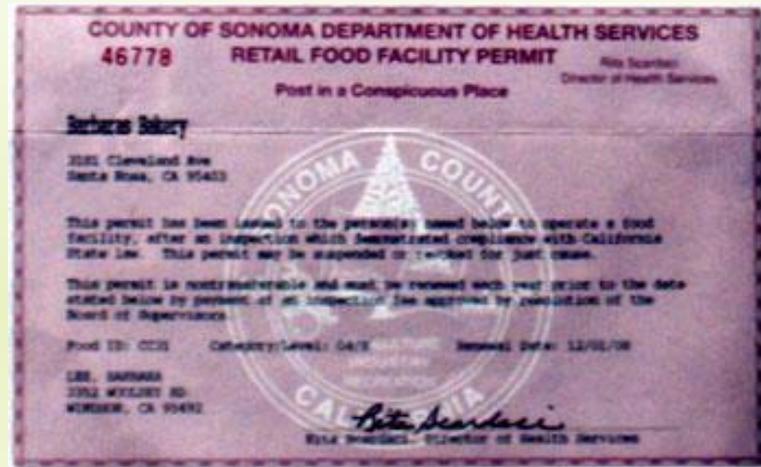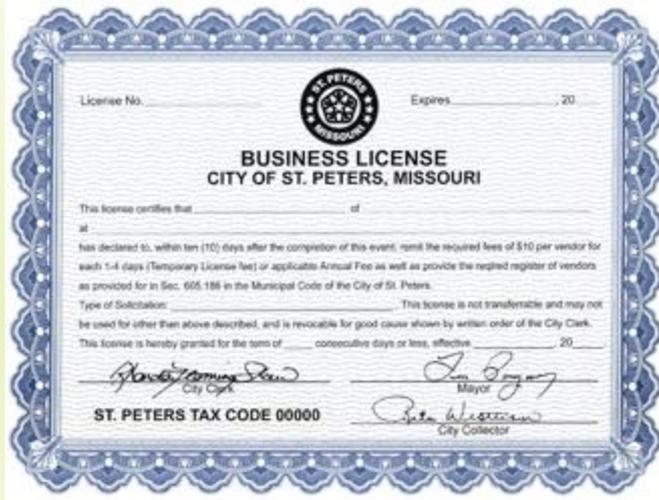
◄ These signs or permits are placed on the wall or in an area that can be seen by customers.

Store map or aisle signs

vs.

or

◄ Maps or signs direct customers to the location of different types of products in the store.

Recipe Cards or Preparation Instructions

◀ Information on how to prepare meals is available to customers.

Taste Tests or Cooking Samples

◀ **Food samples are prepared for customers to taste**

◀ **Recipes are demonstrated for in-home replication**

WIC/SNAP Signs

◄ Signage indicates which products are eligible for purchase with WIC/SNAP benefits.

Point of Purchase Prompts
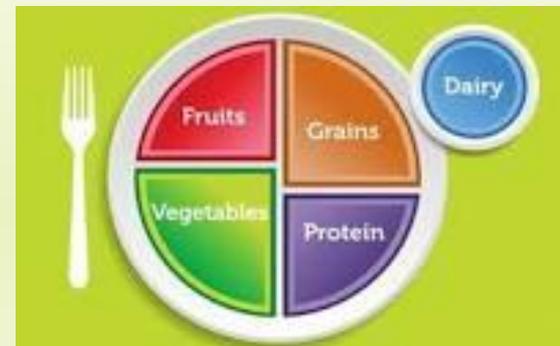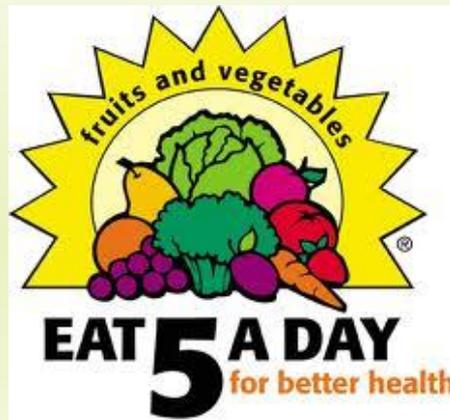
◄ Signage promotes the health benefits of purchasing specific items.

Types of Fresh Fruits and Vegetables

◄ None (skip to section D)

◄ Limited (1-3 types)

◄ Variety (4+)

Location of Fresh Fruits and Vegetables

◄ At the back of the store?
◄ At the middle of the store?
◄ At the front of the store?

◄ On a high shelf?
◄ On a middle shelf?
◄ On a low shelf?
◄ Basket/bin near register?

Cheapest retail price

- For example, there might be different types of apples that are available (e.g., red delicious and gala).
- Provide the cheapest price for the apples.

Unit/Weight

- Per pound
- Per box/bag
- Each
- Bunch

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Quality

Quantity

- **Average/Good**: Peak condition, top quality, good color, fresh, firm and clean
- **Poor:** Bruised, old looking, mushy, dry, overripe, dark sunken spots in irregular patches or cracked or broken surfaces, signs of shriveling, mold or excessive softening

- **A lot:** There are more than 10 fruits available
- **Some:** There are more than 2 fruits and less than 10 available
- **Few/None:** If there are 2 or less fruits available, then select few/none

Product Signage and Pricing

vs.

◀ Products are identified by name

◀ Clear signs documenting price

◀ Units are appropriately labeled (e.g., weight, box, bunch)

◀ Discounts for larger sales

◄ **None**: No canned/frozen fruits or vegetables available.

◄ **Limited**: 1 to 3 different types of canned/frozen fruits or vegetables available in the store.

◄ **Variety**: Four or more different types of canned/frozen fruits or vegetables available in the store

Whole and Other Grains

vs.

◄ The store sells products made with whole grains. Check the ingredients to make sure it says *whole.*

◄ The store sells products made with grains other than whole grains.

Low-fat or Non-fat dairy

◀ **Yogurt**

◀ **Cheese**

Lean Meats, Fish and Poultry

◄ The store sells lean meats, fish, or poultry products

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Nuts, Seeds, or Dry Beans

◄ The store sells nuts, seeds, or dry beans.
◄ These may be sold in bulk or pre-packaged containers/bags.

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Prepared or Frozen Meals

◀ The store has a prepared foods section with healthier foods
◀ The store has a frozen foods section with healthier meal options.

Other Foods

◄ What other types of foods with minimal nutritional value are offered?
◄ Potato chips/Corn chips/Popcorn?
◄ Ice cream?
◄ Cakes/Cookies/ Donuts?
◄ Candy/Chocolate?
◄ Regular to High-fat Prepared/Frozen meals?

Types of Milk

◀ **What kind of milk do they have?**
  – Skim
  – 1%
  – 2%
  – Whole or Vitamin D
  – Flavored whole milk
  – Flavored skim milk 1% or 2%
  – Rice milk
  – Soy milk
  – Lactaid

Types of Beverages

◀ Water

◀ 100% juice

◀ Sugar-sweetened beverages

– Soda

– Sugared juices

– Sports Drinks

– Energy drinks

– Self-service drinks

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Tobacco and Alcohol

◄ **Does this vendor have tobacco advertisements?**

◄ **Where are the tobacco products?**

– Behind the counter; On displays, in bins, next to register; They do not sell tobacco

◄ **Does this vendor have alcohol advertisements?**

◄ **Where are the alcohol products?**

– Behind the counter; In the freezer/cooler section; On displays, in bins, next to register; They do not sell alcohol

Practical Experience

Discussion

◄ Review and discuss each item on the tool

◄ What was easy to code? Difficult to code?

◄ Were there items missing from the tool or protocol?

◄ What else was challenging about applying this tool or protocol?

◄ Did you need additional instructions during the training?

◄ What are strengths that you see from this method?

◄ Do you have any other feedback or reflections on the training?

◄ Do you have any other suggestions to improve the tool, protocol, or training?

Data Collection

Timeframe
- Date(s) of data collection?
- Date(s) of environmental change (if applicable)?
- Date that Evaluation Officer will receive the data?

Process for receiving the data
- Send data to Evaluation Officer by scanning and emailing
- Send data to Evaluation Officer by making copies and sending through mail

Data Analysis

Receiving the data

◄ Evaluation Officer will send an email stating they have received the data

◄ Evaluation Officer will contact the Evaluation Coordinator if there are questions about the data

Data entry and cleaning

◄ Evaluation Officer will work with Transtria staff to entry and check the data in spreadsheet

Data analysis and summary

◄ Evaluation Officer will analyze the data and prepare a summary

◄ CPs will receive raw data and a summary

Evaluation Plan

◀ How many corner stores will you be collecting data for?

◀ What design are you using?
  – Before/after
  – Comparison
  – Cross-sectional (pre or post only)

◀ If comparison design, how do you plan to select your comparison corner stores?

◀ How do you plan to use this data?

◀ What audience do you intend to share this data with?

Questions?