

CHANGE Tool: GLOSSARY OF TERMS

This Glossary of Terms contains all the underlined terms in the *CHANGE* tool and key terms contained within this Action Guide.

Access to farmers' markets: All of the following variables would support having access to farmers' markets:

- Located within 1 mile of a public transportation stop.
- Open ≥ 2 days per week.
- Having more than one farmer on site.
- Accepting Electronic Benefits Transfer (EBT) cards.
- Accepting farmers' market coupons.
- Accepting senior farmers' market coupons.

More information can be found at:

<http://www.leadershipforhealthycommunities.org/content/view/352/154>
http://www.cdc.gov/obesity/downloads/community_strategies_guide.pdf

Active time: Engaging in physical activity that is moderately to vigorously active, and equal in intensity to (or more strenuous than) fast walking. More information can be found at:

<http://www.thecommunityguide.org/pa/pa-ajpm-recs.pdf>

American Heart Association (AHA): A national voluntary health agency whose mission encompasses: "Building healthier lives free of cardiovascular diseases and stroke." AHA treatment guidelines can be found at:

<http://www.americanheart.org/presenter.jhtml?identifier=3004546>

Americans with Disabilities Act (ADA): Gives civil rights protection to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. ADA guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, state and local government services, and telecommunications. More information can be found at:

<http://www.ada.gov/>

Appropriate BMI: Body Mass Index (BMI) is a number calculated from a person's weight and height. For adults 20 years old and older, BMI is interpreted using standard weight status categories that are the same for all ages and for both men and women. For children and teens, aged 2 through 19 years old, the interpretation of BMI is both age-and sex-specific. More information can be found at:

http://www.cdc.gov/healthyweight/assessing/bmi/adult_bmi/english_bmi_calculator/bmi_calculator.html
<http://apps.nccd.cdc.gov/dnpabmi/>

Bike facilities: Improvements and provisions made by public agencies to accommodate or encourage bicycling, including parking and storage facilities, and shared roadways not specifically designated for bicycle use. More information can be found at:

<http://www.fhwa.dot.gov/environment/bikeped/design.htm>

<http://adirondackresearch.com/projects/bicycle/hglossary.html>

<http://www.rvarc.org/bike/bicyclefacilitieschapter3.pdf>

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

<http://www.bicyclinginfo.org/engineering/facilities-bikelanes.cfm>

Breastfeeding initiative: An initiative that protects, promotes, and supports breastfeeding by providing staff such as nurses, physicians, radiology staff, pharmacy staff, food service and housekeeping staff with education and training, encouraging early breastfeeding initiation, supporting cue-based feeding, restricting supplements and pacifiers for breastfed infants; educating mothers to increase their breastfeeding knowledge and skills; and providing professional support by health professionals, focusing on counseling, encouragement, and managing lactation crises. More information can be found at:

http://www.cdc.gov/breastfeeding/pdf/breastfeeding_interventions.pdf

Case-management Plan: A comprehensive set of services provided by either an individual or a team of medical professionals, school staff, and/or social work staff. These services include:

- Providing referrals to primary health care providers.
- Ensuring an appropriate written action plan is obtained.
- Ensuring access to and appropriate use of medications and tools (e.g., spacers, peak flow meters, glucose monitors) at home and at school. ♦

Offering education related to a disease or condition for a student and family.

- Facilitating environmental modifications at home and at school.
- Identifying and addressing psychosocial issues related to a disease or condition.
- Providing additional support services as needed. More information can be found at:

http://www.cdc.gov/HealthyYouth/Asthma/pdf/Addressing_Asthma.pdf

Child Nutrition and WIC Reauthorization Act of 2004: Congress began the process of reauthorizing federal child nutrition programs in early 2003. The process concluded in June 2004 with the passage of reauthorization legislation that will improve both the child nutrition programs and health outcomes for children. Specifically, it expanded the availability of nutritious meals and snacks to more children in schools and improved the quality of food in schools. More information can be found at:

http://www.fns.usda.gov/cnd/Governance/Legislation/Historical/PL_108-265.pdf

Chronic Care Model: Provides an organizational approach for caring for people with chronic disease in a primary care setting. The Chronic Care Model advocates that improvements in

approaches to chronic conditions can be accomplished by creating a health care system that is practical, supportive, population- and evidence-based, and promotes an interactive relationship between patients informed and motivated and a health care team that is prepared and proactive. Components of the Chronic Care Model can be found at:

http://www.improvingchroniccare.org/index.php?p=The_Chronic_Care_Models=2

Comfortable, private space: Includes at a minimum: four solid walls, a lockable door, a power outlet, a chair, and appropriate signage to locate and identify room, and procedures for gaining access to it (such as access to key or lock combination). More information can be found at:

http://www.cdc.gov/breastfeeding/pdf/breastfeeding_interventions.pdf

Community gardens: Gardening on land that is owned by a community group, institution, municipality, land trust, or some other entity. The process of growing, processing, and distributing food in and around cities and suburbs or urban agriculture provides individuals and families with many benefits. Advantages of urban agriculture include an alternative source of fresh produce, improved life satisfaction, and a way to preserve cultural identity and traditions. Most importantly, community gardening and urban farming have the potential to provide a supplemental source of fruits and vegetables. Food grown on these plots can be kept for personal consumption or used to procure supplemental income. Additional benefits of urban agriculture beyond food provision include building job skills, improving self-esteem, and contributing to community revitalization. Characteristics of community gardening initiatives comprise: land and supply procurement; organization of participants; reduction of barriers to fresh produce; production of primary or alternative source of fresh produce; and entrepreneurial gardens. More information can be found at:

<http://www.communitygarden.org/learn/>

Company-sponsored meetings and events: Meetings, conferences, and other work-related events should follow guidelines for selecting foods and beverages for breaks or meals. This is a process that can be institutionalized at a work site. Guidelines for healthy food and beverage options, which include whole grains, low sugar, fat-free and low-fat options as well as fruits and vegetables, at meetings and events can be found at:

www.cdc.gov/nccdphp/dnpao/hwi/downloads/healthy_worksite_food.pdf

Complete streets: Streets that are designed and operated to enable safe access along and across the street for all users, including pedestrians, bicyclists, motorists, and transit riders of all ages and abilities. More information can be found at:

<http://www.completestreets.org/changing-policy/>

Cultural competence: Ability to interact effectively with people of different cultures. Cultural competence comprises four components: 1) awareness of one's own cultural worldview, 2) attitude towards cultural differences, 3) knowledge of different cultural practices and worldviews, and 4) cross-cultural skills. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with, people across cultures. More information can be found at:

http://www.xculture.org/NWRC_CultComp_Resource_Guide.php

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

- *Physical:* Structural changes or the presence of programs or services, including the presence of healthy food choices in restaurants or cafeterias, improvements in the built environment to promote walking (e.g., walking paths), the availability of smoking cessation services to patients or workers, and the presence of comprehensive school health education curricula in schools.
- *Social:* A positive change in attitudes or behavior about policies that promote health or an increase in supportive attitudes regarding a health practice, including an increase in favorable attitudes of community decision makers about the importance of nonsmoking policies or an increase in nonacceptance of exposure to second-hand smoke from the general public.
- *Economic:* The presence of financial disincentives or incentives to encourage a desired behavior, including charging higher prices for tobacco products to decrease their use or the provision of nonsmoker health insurance discounts. ♦

More information can be found at:

<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5807a2.htm>

Flexible work arrangements: When the work hours established by the employer are changed at the request of the employee. A flexible work arrangement is often requested by an employee who is trying to successfully meet work obligations while fulfilling a personal need or concern. Examples include: telecommuting, compressed work week, and flextime. More information can be found at:

<http://www.workplaceflexibility2010.org/>

Food as a reward or punishment: An example of using food as a reward is providing candy or fast-food coupons to students or patrons because they have behaved well or met an academic or fundraising goal. An example of withholding food as punishment is not giving one student or patron a snack or meal that is offered to all others because of his or her inappropriate behavior. More information can be found at:

<http://www.cdc.gov/HealthyYouth/SHI>

Greenways: Open space corridors that can be managed for conservation, recreation, and/or alternative transportation. Greenways often follow natural or existing land or water features such as ridgelines, stream valleys, rivers, canals, utility corridors, and abandoned rail lines. More information can be found at:

<https://www.msu.edu/~jaroszjo/greenway/green/what.htm>

Health disparities: Differences in the incidence, prevalence, mortality, and burden of diseases and other adverse health conditions that exist among specific population groups in the United States. More information can be found at:

<http://ncmhd.nih.gov/>

http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=106_cong_public_laws&docid=f:publ525.106.pdf

Health Risk Appraisal: An assessment tool used by health promoters to evaluate an individual's health. The appraisal usually takes the form of an extended questionnaire on personal lifestyle, and personal and family medical history. The appraisal may also include a physical examination, laboratory tests of blood chemistry (e.g., of cholesterol level), blood pressure, and physical fitness levels. The outcome is a profile identifying specific risks (e.g., heavy smoking and sedentary lifestyle) with strategies and targets for reducing the risks. More information can be found at:

<http://www.wellness-program-incentives.com/wellness-program-incentives-health-risk-appraisals-health-riskassessments/>

<http://www.bsu.edu/web/sdhaines/hra.htm>

Healthy food and beverage options: Healthy foods are fruits, vegetables, whole grains, and related combination products, and nonfat and low-fat dairy that are limited to 200 calories or less per portion as packaged. Healthy beverages are water without flavoring, additives, or carbonation, low-fat and nonfat milk, 100% fruit juice, and caffeine-free drinks. More information can be found at: Dietary Guidelines for Americans, 2005:

<http://www.health.gov/dietaryguidelines/dga2005/document/pdf/DGA2005.pdf>

<http://www.iom.edu/Reports2007/Nutrition-Standards-for-Foods-in-Schools-Leading-the-Way-towardHealthier-Youth/CDC-Fact-Sheets-Nutrition-Standards-Food-Schools.aspx>

Incentives: Factors (financial or nonfinancial) that provide a motive for a particular course of action, or counts as a reason for preferring one choice to the alternatives. Examples are: certificates of appreciation or certificates of participation in the program, movie passes, transportation passes or tokens, phone cards, meal certificates, or cash. More information can be found at:

<http://www.policylink.org/site/c.lkIXLbMNJrE/b.5137443/apps/s/content.asp?ct=8047759>

Joint National Committee 7 (JNC7): The Seventh Report of the Joint National Committee on Prevention, Detection, Evaluation, and Treatment of High Blood Pressure synthesizes the available scientific evidence and offers guidance to primary care clinicians. Guidelines can be found at:

[http://www.nhlbi.nih.gov/guidelines/hypertension/#guidelines.](http://www.nhlbi.nih.gov/guidelines/hypertension/#guidelines)

Joint use agreement: A formal agreement between two entities — often a school and a city or county

— setting forth the terms and conditions for shared use of public property or facilities. Agreements can range in scope from relatively simple (e.g., opening school playgrounds to the public outside of school hours) to complex (allowing community individuals and groups to access all school recreation facilities, and allowing schools to access all city or county recreation facilities). More information can be found at:

<http://www.cdc.gov/shpps>

Less than healthy foods and beverages: As defined by the Institute of Medicine, foods and beverages with a high content of calories, sugar, fat, and sodium and low content of nutrients, including protein, vitamins A and C, niacin, riboflavin, thiamin, calcium, and iron. More information can be found at:

<http://www.iom.edu/CMS/3788/30181/42502.aspx>

http://www.nap.edu/catalog.php?record_id=11015

Large grocery stores: Stores with 10 – 49 annual payroll employees. More information can be found at:

<http://www.policylink.org/site/c.lkIXLbMNJrE/b.5137443/apps/s/content.asp?ct=6994695>

<http://www.policylink.org/site/c.lkIXLbMNJrE/b.5137443/apps/s/content.asp?ct=6966229>

Mixed land use: The use of safe and well-maintained sidewalks, crosswalks, bicycle paths, trails, parks, recreational facilities, and community designs featuring mixed-use development (e.g., mixing residential and commercial in same area) and a connected grid of streets. More information can be found at:

<http://www.healthyplaces.org.au/userfiles/file/Mixed%20Land%20Use%20June09.pdf>

National Evidence-based Guidelines to Prevent Heart Disease, Stroke, and Related Risk Factors:

Guidelines intended to assist primary care providers in their assessment, management, and follow-up of patients who may be at risk for but who have not yet manifested cardiovascular disease. More information on these guidelines can be found at:

<http://circ.ahajournals.org/cgi/content/full/106/3/388>.

National Health Education Standards: Expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health. Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to access valid information, products, and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.

Demonstrate the ability to use goal-setting skills to enhance health.

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Demonstrate the ability to advocate for personal, family, and community health. More information can be found at:

<http://www.cdc.gov/HealthyYouth/SHER/standards/index.htm>

National Physical Education Standards:

- Standard 1: The learner demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: The learner demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 3: The learner participates regularly in physical activity.
- Standard 4: The learner achieves and maintains a health-enhancing level of physical fitness.
- Standard 5: The learner exhibits responsible personal and social behavior that respects self and others in physical activity settings. ♦
- Standard 6: The learner values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

More information can be found at:

<http://www.cdc.gov/HealthyYouth/PECAT/pdf/PECAT.pdf>

National School Lunch Program: A federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. More information can be found at:

<http://www.fns.usda.gov/cnd/Lunch/>

Pharmacological quitting aids: Because nicotine is a physical addiction, many smokers are better able to quit with Nicotine Replacement Therapy (NRT) products. These aids include nicotine gum, nicotine patch, nicotine inhaler, or other FDA-approved products. Many of these are available without a prescription. Some smokers also can benefit from the antidepressant drugs Zyban® or Welbutrin®, which require a prescription. More information can be found at:

<http://www.centerforcessation.org/documents/PharmacotherapyFINAL.pdf>

Physical activity as a punishment: An example of using physical activity as punishment is making students run laps or do push-ups as a consequence of inappropriate behavior. Withholding physical activity or education as punishment means not allowing students to attend all or part of physical education class as a consequence of inappropriate behavior in another class or failure to complete an assignment in another class. It does not refer to the physical education teachers' disciplining students during physical education class by having them sit out for a period of time. More information can be found at:

<http://www.cdc.gov/HealthyYouth/SHI>

Policies: Laws, regulations, rules, protocols, and procedures, designed to guide or influence behavior. Policies can be either legislative or organizational in nature. Policies often mandate environmental changes and increase the likelihood that they will become institutionalized or

sustainable. Examples of legislative policies include taxes on tobacco products, provision of county or city public land for green spaces or farmers' markets, regulations governing the National School Lunch Program, and clean indoor air laws. Examples of organizational policies include schools requiring healthy food options for all students, a district ban on the sale of less than healthy foods throughout the school day, menu labeling in restaurants, required quality assurance protocols or practices (e.g., clinical care processes), or a human resources policy that requires healthy foods to be served at meetings. More information can be found at:

<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5807a2.htm>

Portion size: Amount of a single food item served in a single eating occasion (e.g., a meal or a snack). Portion size is the amount of food offered to a person in a restaurant, the amount in the packaging of prepared foods, or the amount a person chooses to put on his or her plate. One portion of food might contain several U.S. Department of Agriculture (USDA) food servings. More information can be found at:

<http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2000/2000DGBrochureHowMuch.pdf>

<http://www.rwjf.org/files/research/20090508Ihcactionstrategiestoolkit.pdf>

<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5807a2.htm>

Pricing strategies: Intentional adjustment to the unit cost of an item (e.g., offering a discount on a food item, selling a food item at a lower profit margin, or banning a surcharge on a food item). More information can be found at:

http://www.ehow.com/about_5432682_food-pricing-strategies.html

<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5807a1.htm>

Protect a woman's right to breastfeed: This includes state laws and organizational policies defending a mother's rights to breastfeed in any location where the mother and child are authorized to be present. More information can be found at:

http://www.cdc.gov/breastfeeding/pdf/breastfeeding_interventions.pdf

Provider-reminder system: Systems in health care settings that are successful in helping improve the delivery of their services. For example, systems that prompt health care providers to identify tobacco-using patients and to advise those patients against tobacco use at every visit. More information can be found at:

<http://www.prevent.org/content/view/full/159/178/>

Public policy process: Engaging in the public policy process is often the most effective way to implement and sustain environmental (social, built, economic) changes. The public policy process requires attention and action from decision-makers — elected officials, agency officials, institutional leaders, and other policymakers — as well as the constituencies that influence them, including community residents and leaders. Consequently, policies and practices that give rise to healthy environments must be identified, advocated for, and enacted within community-based

organizations and throughout multiple levels of government. In this way, the public policy process can be seen as the steps a government or community-based organization takes to address a public problem. More information can be found at:

<http://www.mrsc.org/Publications/polmakpro.pdf>

Public recreation facilities: Facilities listed in the local jurisdiction's facility inventory that have at least one amenity that promotes physical activity (e.g., walking/hiking trail, bicycle trail, or open play field/play area). More information can be found at:

<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5807a2.htm>

Quit Line: An information and counseling service that offers telephone support for people who want to quit using tobacco. Some quit lines offer additional services, such as nicotine replacement therapy, online cessation information and programs, and referral to tobacco-use treatment programs in the community. Quit lines that have proactive services provide clients with multiple scheduled follow-up sessions with quit line counselors during the quit process that do not need to be initiated by the client. The U.S. National Network of Tobacco Cessation Quit Lines is a state/federal partnership that provides tobacco users with access to the tools and resources they need to quit. The toll-free number 1-800-QUIT-NOW (1-800-784-8669) serves as a national portal to state-based quit lines—which have been established in every state—on the basis of the area code where the call originated. More information can be found at:

www.naquitline.org/?page=factsheetsetc

Reasonable walking distance: One mile is considered a reasonable distance to walk. More information can be found at:

http://www.cdc.gov/pcd/issues/2008/jul/pdf/07_0087.pdf

Referral system: A resource to which tobacco users are referred for more intensive interventions that supplement the tobacco-use treatment delivered by a health care provider. Users can be referred to programs or services within the health care delivery system itself or in the larger community. A quit line, the American Lung Association, and the American Cancer Society are examples of possible referral resources. More information can be found at:

<http://www.prevent.org/actionguides/Tobacco-UseTreatment.pdf>

Road diets: Techniques in transportation planning whereby a road is reduced in number of travel lanes and/or effective width in order to achieve systemic improvements (for walking and bicycling). More information can be found at:

<http://www.tfhr.gov/safety/hsis/pubs/04082/index.htm>

Screen time: Time spent watching television, playing video games, or engaging in noneducational computer activities. More information can be found at:

<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5807a2.htm>

Sequential health education: A curriculum that identifies, defines, and describes the skills and activities that should be covered on a yearly basis. Of special importance is the sequence of instruction throughout students' educational experience (i.e., K–12). Sequential means that current concept and skill learning is built on prior learning and sets a new foundation for learning more advanced concepts and skills in the future. Within health education, students need to be taught increasingly more complex nutrition concepts and advanced application of skills as they progress through their educational experience. More information can be found at:

<http://www.cdc.gov/HealthyYouth/HECAT/>

Sequential physical education: A curriculum that identifies, defines, and describes the skills and activities that should be covered on a yearly basis. Of special importance is the sequence of instruction throughout students' educational experience (i.e., K - 12). Sequential means that current concept and skill learning is built on prior learning and sets a new foundation for learning more advanced concepts and skills in the future. Within physical education, students need to be taught increasingly advanced forms of physical activity skills and concepts as they progress through their educational experience. More information can be found at:

<http://www.cdc.gov/HealthyYouth/PECAT/pdf/PECAT.pdf>

Shared use paths or trails: Part of a transportation circulation system that supports multiple recreation opportunities, such as walking, bicycling, and inline skating. A shared-use path typically has a surface that is asphalt, concrete, or firmly packed crushed aggregate. Shared-use paths can provide both transportation and recreation. More information can be found at:

<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5807a2.htm>

Smoke-free policy 24/7 for indoor public places: A policy that prohibits smoking in indoor areas around the clock 24 hours a day, 7 days a week by anyone. Smoke-free policy can be extended to private residences used to provide childcare, foster care, adult care, and similar social services. The policy does not apply to the use of tobacco for cultural or traditional purposes. See sectors for sector-specific language. More information can be found at:

<http://www.tobaccofreekids.org/research/factsheets/pdf/0144.pdf>

http://www.cdc.gov/tobacco/basic_information/secondhand_smoke/guides/business/index.htm

<http://www.surgeongeneral.gov/library/secondhandsmoke/factsheets/factsheet4.html>

Smoke-free policy 24/7 for outdoor public places: Prohibit smoking in all outdoor areas 24 hours a day, 7 days a week by anyone. Smoke-free policy can be extended to private residences used to provide childcare, foster care, adult care, and similar social services. The policy does not apply to the use of tobacco for cultural or traditional purposes. See sectors for sector-specific language. More information can be found at:

<http://www.tobaccofreekids.org/research/factsheets/pdf/0144.pdf>

http://www.cdc.gov/tobacco/basic_information/secondhand_smoke/guides/business/index.htm

<http://www.surgeongeneral.gov/library/secondhandsmoke/factsheets/factsheet4.html>

Strategies: Means by which policy, programs, and practices are put into effect as population-based approaches (e.g., offering healthy food and beverage options in vending machines at schools, implementing activity breaks for meetings longer than one hour) versus individual-based approaches (e.g., organizing health fairs, implementing cooking classes, disseminating brochures). More information can be found at:

<http://www.rwjf.org/pr/product.jsp?id=42514>

Subsidized membership: A free or reduced-price membership, which is fully or partially financially supported by an individual's employer. More information can be found at:

http://findarticles.com/p/articles/mi_m0675/is_4_22/ai_n6113353/

http://www.hewittassociates.com/ MetaBasicCMAAssetCache /Assets/Legislative%20Updates/2008/State_and_Federal_Wellness_Initiatives_0408.pdf

Sugar-sweetened beverages: Beverages that contain added caloric sweeteners, primarily sucrose derived from cane, beets, and corn (e.g., high-fructose corn syrup), including nondiet carbonated soft drinks, flavored milks, fruit drinks, teas, and sports drinks. More information can be found at:

<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5807a2.htm>

Supermarkets: Stores with ≥ 50 annual payroll employees. More information can be found at:

http://www.policylink.org/atf/cf/%7B97C6D565-BB43-406D-A6D5-ECA3BBF35AF0%7D/groceryattraction_final.pdf

Support breastfeeding: Support for breastfeeding in the workplace includes several types of employee benefits and services, including writing corporate policies to support breastfeeding women; teaching employees about breastfeeding; providing designated private space for breastfeeding or expressing milk; allowing flexible scheduling to support milk expression during work; giving mothers options for returning to work, such as teleworking, part-time work, and extended maternity leave; providing on-site or near-site child care; providing high-quality breast pumps; and offering professional lactation management services and support. More information can be found at:

<http://www.cdc.gov/breastfeeding/promotion/index.htm>

Systems change: Change that impacts all elements, including social norms of an organization, institution, or system; may include a policy or environmental change strategy. Policies are often the driving force behind systems change. Examples are implementing the National School Lunch Program across the state school system or ensuring a hospital system goes tobacco free.

Systematic approach to processes of diabetes care: Intended to provide clinicians, patients, researchers, and other interested individuals with the components of diabetes care, treatment goals, and tools to evaluate the quality of care. More information can be found at:

<http://care.diabetesjournals.org/cgi/content/full/26/10/2722>.

Tobacco cessation products: Over-the-counter nicotine patch, gum, or lozenge; prescription varenicline, bupropion SR, nicotine inhaler, or nasal spray. More information can be found at:

<http://www.ahrq.gov/clinic/tobacco/medsmoktab.htm>

Tobacco cessation services: Health care delivery administrators, insurers, and purchasers can promote the treatment of tobacco dependence through a systems approach. Purchasers (often business entities or other employers, state or federal government units, or other consortia that purchase health care benefits for a group of individuals) should make tobacco assessment and coverage of treatment a contractual obligation of the health care insurers and/or clinicians who provide services to them. Treating Tobacco Use and Dependence, a Public Health Service-sponsored Clinical Practice Guideline can be found at:

<http://www.surgeongeneral.gov/tobacco/>

<http://www.ncbi.nlm.nih.gov/books/bv.fcgi?rid=hstat2.section.28356>

Tobacco-free policy 24/7: Prohibit the use of all tobacco products 24 hours a day, 7 days a week by anyone. Tobacco-free policy can be extended to private residences used to provide childcare, foster care, adult care, and similar social services. The policy does not apply to the use of tobacco for cultural or traditional purposes. See sectors for sector-specific language. More information can be found at:

<http://www.cdc.gov/mmwr/preview/mmwrhtml/00026213.htm>

<http://www.tobaccofreekids.org/research/factsheets/pdf/0153.pdf>

<http://www.surgeongeneral.gov/library/secondhandsmoke/factsheets/factsheet2.html>

Tobacco-free policy 24/7 for indoor public places: Prohibit the use of all tobacco products in all indoor areas 24 hours a day, 7 days a week by anyone. Tobacco-free policy can be extended to private residences used to provide childcare, foster care, adult care, and similar social services. The policy does not apply to the use of tobacco for cultural or traditional purposes. See sectors for sector-specific language. More information can be found at:

<http://www.cdc.gov/nccdphp/dnpao/hwi/toolkits/tobacco/index.htm>

Tobacco-free policy 24/7 for outdoor public places: Prohibit the use of all tobacco products in all outdoor areas 24 hours a day, 7 days a week by anyone. Tobacco-free policy can be extended to private residences used to provide childcare, foster care, adult care, and or similar social services. The policy does not apply to the use of tobacco for cultural or traditional purposes. See sectors for sector-specific language. More information can be found at:

<http://www.cdc.gov/nccdphp/dnpao/hwi/toolkits/tobacco/index.htm>

Traffic calming measures: The combination of principally physical measures that reduce the negative effects of motor vehicle use and improve conditions for nonmotorized street users. More information can be found at:

<http://www.fhwa.dot.gov/environment/tcalm/>

Underserved areas: Areas without availability of services or barriers to the use of available services. More information can be found at:

http://www.policylink.org/atf/cf/%7B97c6d565-bb43-406d-a6d5-eca3bbf35af0%7D/HFHC_SHORT_FINAL.PDF

USDA School Meal Nutrition Standards: All school meals, as part of the U.S. Department of Agriculture National School Lunch Program and School Breakfast Program should:

- Provide one-third (lunch) and one-fourth (breakfast) of the Recommended Dietary Allowances (RDA) for protein, calcium, iron, vitamin A, and vitamin C for the applicable age or grade groups.
- Provide one-third of lunch time energy allowances (calories) and one-fourth of breakfast energy allowances for children, for the applicable age or grade groups. ♦
- Follow the recommendations of the Dietary Guidelines for Americans, which include:
 - Choosing a variety of grains daily, especially whole grains.
 - Choosing a variety of fruits and vegetables daily.
 - Keeping food safe to eat.
 - Choosing a diet that is low in saturated fat and cholesterol and moderate in total fat.
 - Choosing beverages and foods to moderate intake of sugars.

- Choosing and prepare foods with less salt.

More information can be found at:

<http://www.fns.usda.gov/cnd/Lunch/default.htm>

Walk or bike to school initiative: Community-based programs (e.g., Safe Routes to School, Walking School Bus) that aim to increase opportunities for daily physical activity by encouraging children to walk or bike to and from school in groups accompanied by adults. Programs advocate for communities to build partnerships with the school, Parent-Teacher Association, local police department, department of public works, civic associations, local politicians, and businesses to create an environment that is supportive of walking and bicycling to school safely. More information can be found at:

<http://www.saferoutesinfo.org/>

<http://www.walkingschoolbus.org/>

Women, Infants, and Children (WIC): A federally funded program that subsidizes food purchases for low-income women and young children. WIC farmers' market vouchers are known as Farmers Market checks. With these vouchers, participants can buy fresh fruits, fresh vegetables, and fresh cut herbs at approved farmers markets throughout the country. More information can be found at:

<http://www.fns.usda.gov/wic/>