

POLICY, SYSTEM, AND ENVIRONMENTAL
APPROACHES: DETERMINING FACTORS OF USE OF
PSE AMONG EXTENSION EDUCATORS IN
OKLAHOMA

By

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Bachelor of Science in Nutritional Sciences

Oklahoma State University

Stillwater, Oklahoma

2018

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
JULY, 2021

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Date of Degree: JULY 2021

Title of Study: POLICY, SYSTEM, AND ENVIRONMENTAL APPROACHES:
DETERMING FACTORS OF USE OF PSE AMONG EXTENSION
EDUCATORS IN OKLAHOMA

Major Field: NUTRITIONAL SCIENCES

Abstract:

Background: A nation-wide focus on Policy, Systems, and Environmental (PSE) strategies has emerged as a complimentary approach to individual based strategies for obesity prevention. PSE changes are community-based strategies that aim to create environments that facilitate healthy eating and physical activity to support obesity prevention. The efforts are often planned and implemented through collaborative efforts with agencies, such as Cooperative Extension and community partners. The extent to which Oklahoma Cooperative Extension Educators use PSE strategies in their communities as well as the factors that affect their intention to carry out PSE strategies is not known.

Objective: To determine the extent to which Extension Educators perceive obesity as a problem in their community and identify factors that influence Extension Educators' intentions to use PSE strategies as an approach to address public health issues.

Design: The cross-sectional study used a 66-item online survey administered to Oklahoma State University Extension Educators in the 4 areas of Family and Consumer Sciences, Nutrition Education Assistants, 4-H Educators, and Agriculture Educators.

Results: The Extension Educators identified obesity, diabetes, and heart disease as public health concerns. Three of the four identified contributing factors were environmental in nature, including availability of fatty and sugary foods, TV/screen time, perceived price of healthy food, and lack of nutrition knowledge/skill. The key components identified in the present study were Extension resources, Educators' attitudes and beliefs reflecting outcome expectancy of using PSE strategies, and networking with community agencies and organizations. All components are constructs of the Theory of Planned Behavior including Perceived Control, Attitudes and Beliefs, and Networking (social norms).

Conclusion: Findings from this study provided insight to factors related to Oklahoma Extension Educators' intent to use PSE approaches. The findings will be used to develop a second survey that will be applicable specifically for Oklahoma Extension Educators to identify if intentions differ between groups of educators, which will inform development of PSE training and technical assistance.

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CHAPTER I

INTRODUCTION

Obesity has become a serious problem in the United States: nearly 40% of adults and 18.5% of children are obese, according to the most recent National Health and Nutrition Examination Survey report¹. There have been strategies developed to lower the incidence and prevalence of this disease that include a focus on changing the social and physical environments in which we live rather than relying on individual level strategies alone². Individual knowledge, willpower, and decision making must be addressed alongside environmental factors so that the behavior change can be successful³. Instead of only encouraging consumers to make healthier choices through nutrition education, we must make changes in the environment to make healthy options more available and desirable than unhealthy alternatives. Policy, systems, and environmental approaches can be used to influence multiple levels of the Socio-Ecological Model simultaneously⁴. Policy, systems, and environmental changes are community-based strategies that aim to create policies, systems, and environments (PSE) that facilitate healthy eating and physical activity environments that support obesity prevention⁵. Policy changes focus on ordinances, rules

and regulations, and laws at local, state, and national levels. System changes focus on how organizations function and connecting multiple organizations in the community with one another in order to bring resources and products together for their residents. Environmental change could include efforts such as updating community parks, installing bike racks, and making healthier choices more desirable in grocery stores by signage and shelving improvements.

The Centers for Disease Control and Prevention (CDC), along with many other organizations, have supported various communities in their efforts to create “healthy people living in healthy places”⁵. There is a pressing need to increase the familiarity and expertise of those working to promote obesity prevention with the processes and activities that facilitate PSE approaches². Cooperative Extension, which has a positive influence and credibility in communities, is able to carry out these PSE strategies with the help of organizations like the CDC. Extension educators are in a unique position that allows them to carry out PSE approaches by forming coalitions with multiple partners in the community, engaging with various stakeholders, and connecting with individuals in the community as well, which optimizes capacity to carry out PSE strategies. However, the extent at which Extension educators carry out PSE strategies in their communities and the factors that affects their intentions to carry out PSE strategies is unknown. The findings of this study will be used to develop a second survey that will be applicable specifically for Oklahoma State University Extension educators which will inform development of PSE training and technical assistance.

Specific objectives include:

- Determine extent to which Extension Educators perceive obesity as a problem in their community.
- Identify factors that influence Extension Educators’ intentions to use PSE strategies as an approach to address public health issues.

- Identify items that factor into Extension Educators' perceptions of community readiness to support PSE approaches to address obesity, cardiovascular disease, and type 2 diabetes.

CHAPTER II

REVIEW OF LITERATURE

What is Obesity and Why is it a Problem

Obesity and overweight are major concerns and a threat to the health of people living in the United States. The Centers for Disease Control and Prevention (CDC) defines obesity and overweight as “labels for ranges of weight that are greater than what is generally considered healthy for a given height”⁶. The most recent National Health and Nutrition Examination Survey (NHANES) reported that 18.5% of children and nearly 40% of adults had obesity in the United States in 2015-2016, which are the highest rates that have ever been documented by NHANES¹. Specifically, in Oklahoma, the rate of obesity among adults is 34.8%, which ranks 10th in the nation for adult obesity¹. Obesity among youth in Oklahoma is 18.7%, which ranks 5th in the nation for obesity among children ages 10-17 years¹.

Obesity is a serious, chronic medical condition that results from a combination of genetic, biological, and environmental factors⁷. Obesity is associated with many other diseases, such as heart disease, stroke, type 2 diabetes, and certain types of cancers, that are among the leading

causes of death in the United States⁷. Additionally, Oklahoma's high prevalence of obesity contributes to high rates of diabetes, which is 12.2%, ranking 14th highest in the United States as well as Oklahoma's rate of cardiovascular disease, specifically hypertension, is 37.7%, ranking 9th highest in the United States¹.

Because obesity is one of the biggest contributors to preventable chronic diseases, it also accounts for a large amount of healthcare costs in the United States⁸. The current cost of obesity in the United States ranges from \$147 billion to \$210 billion per year⁸. Reducing the rate of obesity by improving nutrition and physical activity can lead to lower healthcare costs due to fewer doctor appointments, tests, medications, sick days, and admissions to the hospital, and to lower risk for many chronic diseases⁸.

Socio-Ecological Model and Policy, Systems, and Environmental Strategies to Obesity Prevention

Obesity is a multi-factorial disease and therefore requires a multi-level approach^{7,9,10}. The Socio-Ecological Model (SEM) is a theory-based framework for understanding the multifaceted and interactive effects of personal and environmental factors that determine behaviors^{4,11}. Previous public health attempts at curbing obesity epidemic have not been very successful as these attempts were aimed more at changing behavior at an individual level through nutrition education rather than changing the environment and impacting multiple levels of influence at once². Increasing one's knowledge and awareness does not always result in a behavior change, especially long-term behavior changes³. This shortfall may be related to humans' limited capacity to process and remember information³. If information is excessive or irrelevant, because it is not consistent with values or the capacity to make change, it becomes more difficult to evaluate and select the best option. Changing any behavior is challenging but attempting to change a behavior in non-supportive environments sets an individual up for failure³.

For example, consumption of unhealthy food and beverages and lack of physical activity are more common in environments that have easy access to unhealthy products, increased advertising, and lack of alternatives to unhealthy behaviors¹². Thus, these obesogenic environments provide negative reinforcement and lower outcome expectations. In order to successfully address the obesity epidemic, the obesogenic environment that helped create the epidemic must be changed. Environmental factors and the individual's knowledge, willpower, and decision making should be addressed simultaneously in order for the behavior change to be successful³. Rather than only encouraging consumers to make healthier choices through nutrition education, we must engineer the environment, so that healthy options are far more accessible, available, and desirable than unhealthy alternatives.

A nation-wide focus on “policy, systems, and environmental change strategies” has emerged as a complimentary approach to interventions that have focused solely on the individual. Policy, systems, and environmental changes are community-based strategies that aim to create policies, systems, and environments (PSE) that facilitate healthy eating and physical activity environments that support obesity prevention⁵. Policy, systems, and environmental (PSE) changes target multiple levels of the Socio-Ecological Model and offer strategies with greater population impact strategies that are implemented where people live, work, learn, worship, and recreate¹³

Policy development is one of the core functions of public health¹⁴. Policy changes focus on changing ordinances, rules and regulations, and laws at local, state, and nation levels. Policy changes can also take place in organizations, such as schools, daycares, and businesses. Policy interventions can make the environment more supportive of healthy behaviors. For example, in King County, Washington, board members passed a menu-labeling policy that required chain restaurants with 15 or more locations nationwide to provide nutrition information (including calories, saturated fat, carbohydrates, and sodium content) to the customers¹⁴. In New York, policies developed to decrease the consumption of sugary drinks in childcare facilities, children's

camps, and food service establishments¹⁵. These policies led to a 35% decrease in number of adults in New York consuming one or more sugary drinks a day as well as a 27% decrease in public high school students¹⁵. In 4 rural counties in Tennessee, policy changes were made to allow for children to carry water bottles at school⁹.

System changes aim to change the infrastructure in which an organization functions by connecting different organizations, bringing resources together, and changing how communities provide resources and products to their citizens¹⁶. For example, the Maine Nutrition Network worked with community farmers' markets to allow the use of food stamps to help increase access and purchasing of lower-cost fresh fruits and vegetables by lower income families¹⁷. When looking into the redemption data, researchers reported a 15% increase in the amount of food stamps redeemed at farmers' markets and roadside stands for fresh fruits and vegetables¹⁷. The Black Churches United for Better Health Study included forming coalitions with grocers and farmers to promote the serving of and consumption of fruits and vegetables at church functions and having educational materials posted around the church and handed out at church events¹⁸. The exposure to these interventions was associated with a greater fruit and vegetable intake¹⁸

Environmental changes are made to the environment in which we live and may include increasing active transportation, making healthier food choices more available, or improving signage and sidewalks to encourage physical activity¹⁶. Collectively, these strategies make healthy choices easy and convenient, thus nudging people to make healthier choices and practice healthier behaviors. Stores can increase their sales of healthy foods by having attractive, well-kept displays and placement of produce at checkout aisles. The Baltimore Healthy Stores (BHS) program, 28 Korean American-owned corner stores changed their stocking displays, added promotional materials to create a demand, and incentive cards to promote healthy foods¹⁹. Customer results showed significant improvements in the frequency of purchase of promoted foods and a positive trend for healthy food intentions¹⁹. In the Washington Heights area of New

York City, environmental changes were used to promote the consumption of low-fat dairy products by encouraging local grocery stores to stock the low-fat dairy products along with nutrition education¹⁷. This was associated with an increase in the healthfulness of the diets of the residents in surrounding neighborhoods¹⁷. In four rural counties in Tennessee, environmental changes consisted of promotional and motivational signage in restaurants and grocery stores and the installation of food storage and display equipment, creation of new parks and signage, and installation of bike racks⁹.

United States public health organizations, such as the CDC, promote PSE strategies as a framework for nutrition and physical activity policy implementation. In 2010, the CDC awarded more than \$400 million to 50 communities to support the Communities Putting Prevention to Work (CPPW) initiative, which was created in collaboration with the U.S. Department of Health and Human Services (HHS), to expand community and state level PSE work towards chronic disease prevention¹². These communities included 14 large cities, 12 urban areas, 21 small cities and rural counties¹². To improve nutrition among the residents, wellness policies were made to increase access to healthy food by promoting local gardens and procurement at corner stores, new signage for healthy food choices and placement in grocery stores, and overall increasing the access and affordability of healthy foods¹². To increase physical activity among the residents, policies were put into place that support the creation of sidewalks and bike lanes, urban design and land use policies that encourage physical activity, and expansion of safe routes to school¹².

From 2011-2014, the CDC funded the Community Transformation Grant (CTG) program alongside the U.S. Department of Health and Human Services (HHS)²⁰. The CTG program aimed to design and implement community-level programs that prevent chronic diseases such as cancer, diabetes, and heart disease²⁰. Awardees in the CTG program improved health by promoting tobacco-free living, active living and healthy eating, and clinical and community preventative services to prevent and control high blood pressure and high cholesterol²⁰. Prevention Impacts

Simulation Model (PRISM) simulations were used to evaluate the impact of the interventions²¹. Results, specifically for the community interventions, were a 10-year impact of preventing 25,000 premature deaths, \$3.4 billion in discounted medical costs, and \$3.0 billion in risk factor management costs²¹. A 25-year impact of community interventions showed a prevention of 88,000 premature deaths, \$9.1 billion in discounted medical costs, and \$6.5 billion in risk management costs²¹.

In 2018, a total of 15 land-grant universities were funded through the CDC in the Higher Obesity Program (HOP) to work alongside community Extension services to increase access to healthier foods and safe and accessible places for physical activity in counties that have more than 40% of adults with obesity²². The CDC also funds two other programs in 2018, State and Physical Activity Program (SPAN) and Racial and Ethnic Approaches to Community Health (REACH). Through SPAN, 16 state recipients were awarded grants to work with systems at the state and local levels to implement evidence-based strategies from national guidelines and standards to improve nutrition and physical activity²³. In the REACH program, 31 recipients received funding that aims to reduce racial and ethnic health disparities by carrying out local, culturally appropriate, programs to address a wide range of health issues²⁴.

Since public health now focuses on evidence-based approaches to address chronic disease from the individual level to broader policy, systems, and environmental approaches, it also recognizes that different interventions may offer different levels of impact²¹. Therefore, directly assessing the impact of different interventions is very challenging because interventions take time to affect health and economic outcomes²⁵. Due to this difficulty, only a fraction of the impact of these various programs can be put into quantifiable data. To address this issue, researchers can now use the Prevention Impacts Simulation Model (PRISM), which allows them to simulate the potential 10-year and 25-year impact of interventions²¹. Using PRISM along with data from a previous study, the Community Transformation Grant, researchers have found that clinical

interventions have the potential to prevent more premature deaths than community interventions but community interventions have better cost effectiveness²¹.

Cooperative Extension Educators Role in Policy, System, and Environmental Strategies

As a result of public health organizations changing their intervention framework to a PSE approach, Cooperative Extension, which aims to bring research-based knowledge of land-grant universities to local communities²⁶, has also changed their framework. Extension educators' roles have switched from the traditional role of providing direct education to a new role of implementing PSE interventions in their communities²⁷.

In 2014, Cooperative Extension's National Framework for Health and Wellness developed youth development objectives that called for Extension educators to engage in community change that supports healthy behaviors while also increasing individual's knowledge and ability to make healthy choices²⁷. There are many opportunities for Extension educators to implement changes at multiple levels of the SEM. These opportunities include modeling healthy behaviors at club meetings (interpersonal), establishing club guidelines for healthy food and physical activity (organizational), offering healthy food and physical activity at community events (community), and advocating for local, state, and national policies that support healthy behaviors for youth (policy)²⁷. Through Cooperative Extension, universities have the community presence and local credibility that allows for the ability to be a positive influence on the social, economic, and environmental determinants of health²⁷.

As the role of Extension shifts from direct education to PSE approaches, educators may need additional knowledge, skills, and resources to support changes in their communities that contribute to healthy behaviors²⁷. In 2014, a study was conducted at Ohio State University on Ohio State University Extension professionals using an online survey²⁸. Researchers found that Extension educators lacked a basic understanding of PSE change based on some of the

respondents indicating that they were not sure what was meant by the questions and/or gave inappropriate answers²⁸. Without an understanding, implementation of PSE strategies can be very difficult. Not only does educators' understanding have an effect on use of PSE, but so does their attitudes and beliefs about PSE, their perceived control or self-efficacy, the social norms in the community, and the perceived readiness of their community. The community environment can temper the thoughts, values, and actions of individuals in that community as well as the Extension educator, resulting in either an increase or decrease in intention to use or actual use of PSE approaches¹⁷. Factors that are associated with Extension educator's use of PSE or intention to use PSE in their community can be examined by using the Theory of Planned Behavior (TPB).

Theory of Planned Behavior

The Theory of Planned Behavior (TPB) posits that an individual's attitude, normative beliefs, and intentions together with perceived behavior control or "self-efficacy" directly influence their intentions to perform a behavior²⁹. Attitudes and beliefs are the overall evaluation of the behavior by the individual and the extent that a behavior will produce a certain outcome³⁰. Social norms or normative beliefs assess the social pressures on individuals to perform or to not perform a behavior³⁰. Perceived control or self-efficacy is the belief that one has access to the knowledge, skills, and resources needed to perform the behavior successfully³⁰. Intentions are indications of how hard people are willing to try and how much effort they are planning to exert in order to perform a behavior³¹. Figure 1 illustrates the conceptual model for TPB when applied to Extension educator's use of PSE. In Oklahoma, the extent to which factors such as attitude or beliefs towards PSE, perceived control to carry out PSE strategies, social norms, and Extension educator's perceived community readiness effect Extension educator's use of or intention to use PSE strategies has not been studied.

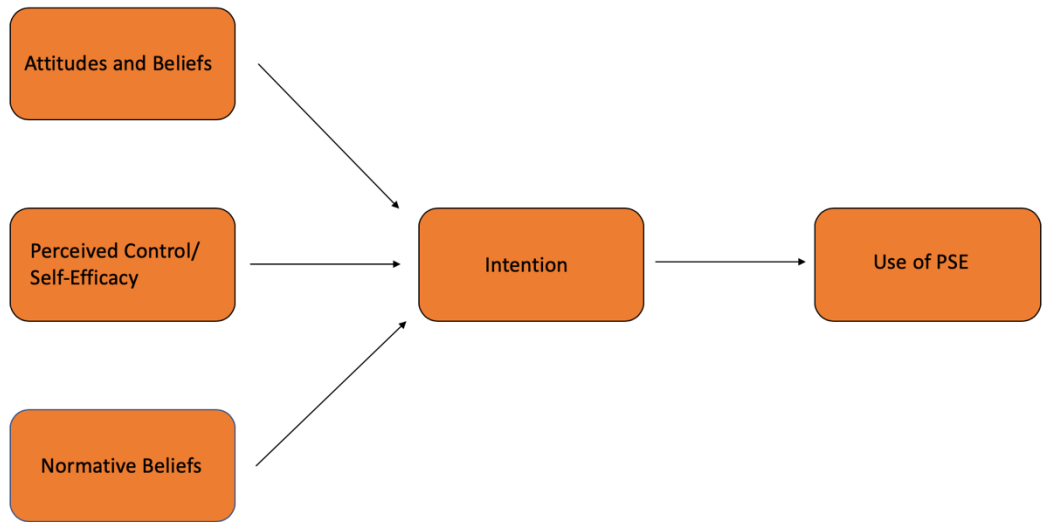


Fig. 1 Conceptual model of Extension Educator's use of PSE based on the Theory of Planned Behavior

CHAPTER III

METHODOLOGY

Purpose

The cross-sectional study aimed to identify factors describing the extent to which Extension educators carry out PSE strategies in their communities as well as what factors affect their intention to carry out PSE strategies for obesity prevention. The findings of this study will be used to develop a second survey that will be applicable specifically for Oklahoma State University Extension educators which will inform development of PSE training and technical assistance. IRB approval was obtained from Oklahoma State University.

Participants

The study was conducted with a sample of Oklahoma Cooperative Extension educators associated with Oklahoma State University in Oklahoma, USA. A quantitative survey was completed by 45 Extension educators representing each area of Cooperative Extension including Family and Consumer Sciences, 4-H Youth Development, Agriculture and Natural Resources, and Nutrition Education Assistants (NEAs). Due to low response in the 4-H and

Agriculture and Natural Resources groups, it was decided to group these two together into one group. This was justified by the fact that many educators who work in these areas may serve a dual role in both of these areas. The final grouping of three groups were as follows: Family and Consumer Sciences, NEAs, and 4-H Youth Development/Agriculture and Natural Resources. An equal number of participants were selected from each group, $n=15$.

Recruitment

Participants were recruited to participate via their Oklahoma State University email that was obtained from the Oklahoma State University Extension Office. Fifteen participants were randomly selected within each of the three groups to total 45 participants. Recruiting continued until 45 participants had been reached. Researchers attended the Cooperative Extension 2020 Biennial Event to promote participation in the study. A flyer was placed in each educator's packet that attended the event (see appendices). Supervisors from each of the 4 areas of Extension were contacted to help promote participation.

Informed Consent

Informed consent was obtained from each participant.

Survey

A 66-item survey developed in a previous study by Cornell University that examined the relationship between constructs of background factor and beliefs towards using PSE strategies and reported use of PSE strategies to prevent obesity among nutrition educators in Extension.⁵ Changes were made to the survey to make it more specific to Oklahoma Extension educators by changing the programs that were referenced in questions to include programs offered in Oklahoma rather than New York. The survey was administered electronically to the participating Extension educators. The survey for this paper was generated using Qualtrics software, Version July, 2020 of Qualtrics. The survey was then disseminated to participants by email in March

2020. Reminder emails were sent prior to the survey and two weeks after the survey to increase survey responses.

Statistical Analysis

All analyses were conducted using SPSS (version 24, IBM Corp., Armonk, NY, 2016). From the 66 item survey results, 52 items were analyzed. The 14 items that were excluded included demographics and job characteristics that were text responses. The 52 items were analyzed using principal component factor analysis followed by an oblique rotation, specifically direct oblimin. A maximum iteration for convergence of 50 was performed. A scree plot was performed to examine the eigenvalues and show the natural break point in the data which indicated the number of factors to retain. The pattern matrix was examined for factor/item loadings. A factor with fewer than three items was considered weak and unstable³². A factor with five or more strongly loading items (.50 or better) indicated a solid factor³². Items with a loading coefficient >0.5 on one factor were retained. Cronbach's alpha test was also performed to test for internal consistency of the components. The remaining items were divided into demographic characteristics and employment characteristics. Demographic characteristics included sex, highest level of education, and age range. Frequency analyses was used to calculate the percentage of each response option as a percentage of the total. Employment characteristics included number of years in Extension, years of experience in other social services/community/non-profit organizations, and average hours per week in Extension job. Employment characteristics were represented with means and standard deviations.

CHAPTER IV

FINDINGS

The majority of the participants were female (82%), 46 years of age or older (68%), and had bachelor's degree or higher (78%), with 42% having earned a MS degree. The average number of years working in Cooperative Extension was 10.7 ± 9.6 years (n=43). The average number of years in other social services/community/ non-profit organizations was 10.9 ± 10.8 years (n=44). The average hours per week working in their Extension job was 45.3 ± 8.1 hours. Further findings are detailed in Table 1.

Table 1: Cooperative Extension educator demographic characteristics, n=45.

Demographic/Employment Characteristic	FCS Educators n = 15	NEA n = 15	4-H/Ag Educators n = 15	Total n = 45
Sex				
Male	0%	0%	53%	18%
Female	10%	100%	47%	82%
Highest level of education				
Some high school	0%	0%	0%	0%
High school/GED	0%	27%	0%	9%
Some college	0%	27%	0%	9%
Associate degree	0%	13%	0%	4%
Bachelor's degree	20%	27%	40%	29%
Bachelor's + some grad	13%	0%	7%	7%
Master's degree	67%	7%	53%	42%
Doctoral degree	0%	0%	0%	0%
Age				
20-24 years:	0%	13%	0%	4%
25-29:	7%	7%	0%	4%
30-35:	13%	7%	7%	9%
36-40:	0%	7%	7%	4%
41-45:	7%	7%	13%	9%
46-49:	13%	0%	27%	13%
50-55:	40%	40%	13%	31%
56-59:	0%	7%	27%	11%
60 or over:	20%	13%	7%	13%
Avg. years Extension work experience	11.2 ± 8 years *(n=14)	4.8 ± 7.2 years	15.3 ± 11.2 years *(n=14)	10.7 ± 9.6 years *(n=43)
Avg. years of experience other social services/community/non-profit organizations *(n=44)	15.7 ± 12.4 years *(n=13)	12 ± 10.2 years *(n=14)	5.3 ± 7 years	10.9 ± 10.8 years *(n=42)
Avg. hours per week worked in extension job	45.8 ± 10.4 hours *(n=13)	40.7 ± 1.8 hours *(n=14)	49.6 ± 7.5 hours *(n=13)	45.3 ± 8.1 hours *(n=40)

* All participants did not answer the question, n represents number of responses.

Beliefs about public health issues and their contributing factors were also assessed. The Extension educators agreed obesity, diabetes, and heart disease were public health issues. On the Likert scale of 1-5, with 5 being strongly agree the health issue is of public concern, obesity ranked $4.6 \pm .6$ (n=44), diabetes was $4.6 \pm .6$ (n=44), and heart disease was $4.6 \pm .5$. When assessing their beliefs of contributing factors to these public health issues, availability of fatty and sugary foods ($4.5 \pm .6$), TV/screen time ($4.3 \pm .8$), perceived price of healthy food ($4.2 \pm .8$), lack

of nutrition knowledge/skill ($4.1 \pm .9$), and genetics ($4.0 \pm .6$) were all among the highest-ranking contributing factors. Further findings are detailed in Table 2.

Table 2. Extension educators' beliefs about public health issues and contributing factors.

Public Health Issues and Contributing Factors	FCS Educators n = 15	NEA n = 15	4-H/Ag Educators n = 15	Total n = 45
Public Health Issue				
Obesity	4.8 ± .4	4.5 ± .5	4.3 ± .6 *(n=14)	4.6 ± .6 *(n=44)
Diabetes	4.7 ± .5	4.6 ± .63=	4.3 ± .6 *(n=14)	4.6 ± .6 *(n=44)
Heart Disease	4.6 ± .5	4.7 ± .5	4.5 ± .6	4.6 ± .5
Contributing Factors				
Genetics	4.3 ± .6	3.9 ± .7	3.9 ± .5	4.0 ± .6
Hormones/slow metabolism	4 ± .5	3.9 ± .9	4.1 ± .5	3.9 ± .7
Low self-esteem	4.2 ± .4	3.9 ± .7	3.9 ± .9	3.9 ± .7
Lack of willpower	3.9 ± 1 *(n=14)	3.8 ± .6	4.1 ± 1	3.9 ± .8 *(n=44)
Low income/ unemployment	3.6 ± .9	3.8 ± 1.1	3.5 ± .9	3.6 ± 1
Lack of nutrition knowledge/ skills	4.2 ± .9	4.3 ± .6	3.7 ± 1	4.1 ± .9
TV/ screen time	4.3 ± .6	4.2 ± .9	4.3 ± .7	4.3 ± .8
Perceived price of healthy food	4.4 ± .8	4.3 ± .5	3.9 ± 1 *(n=14)	4.2 ± .8 *(n=44)
Driving culture (i.e. automobiles)	3.6 ± .6	3.5 ± 1.1	3.6 ± .6 *(n=14)	3.5 ± .8 *(n=44)
Availability of fatty and sugary foods	4.7 ± .5	3.5 ± 1.1	4.4 ± .7	4.5 ± .6
Power of media / advertising	3.9 ± 1.2	3.9 ± .8	4.1 ± .7	3.9 ± .9

* All participants did not answer the question, *n* represents number of responses. Public health issues were assessed using a scale of 1-5, with 1 being “not a problem at all” and 5 being “very serious”. Contributing factors to public health issues were assessed using a scale of 1-5 as well, with 1 being “strongly disagree” and 5 being “strongly agree”.

The factor component analysis and examination of the output resulted in three extracted factors. The scree plot initially indicated there to be six components. However, after further comparison with the pattern matrix, three components were not retained due to overlapping on the scree plot. Three definite components were observed. The scree plot results are presented in Figure 2.

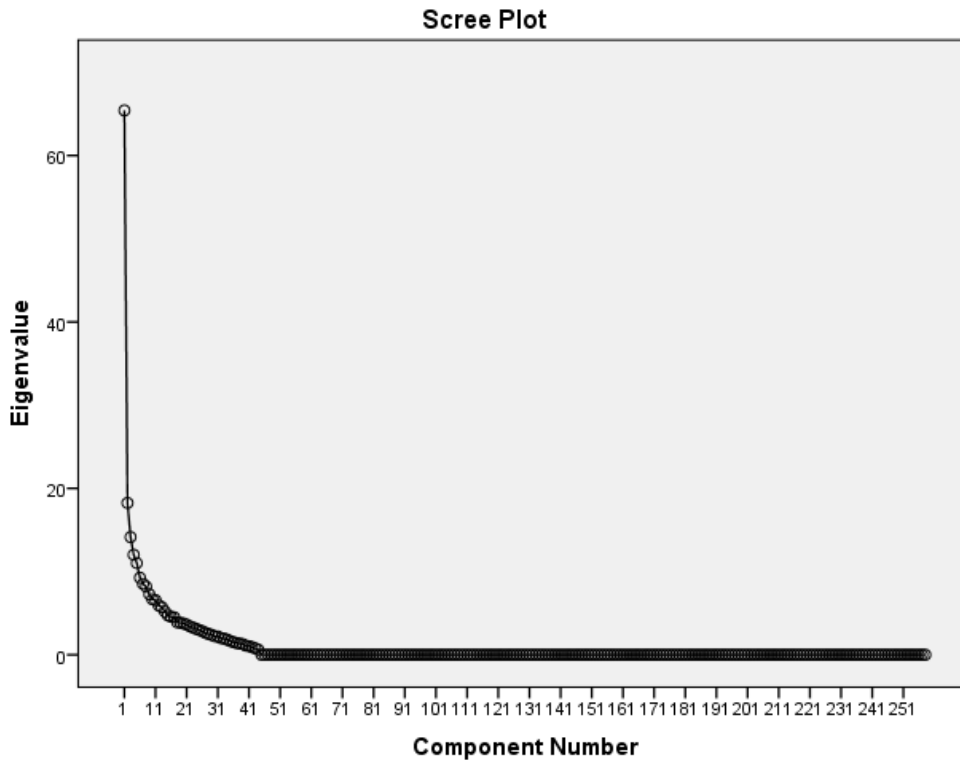


Figure 2. Scree plot from factor analysis indicating components.

The three retained components were described and labeled as: Perceived Control, Attitudes and Beliefs, and Networking. The factor loading results of the three components are presented in Table 3. The first component, Perceived Control, included 15 items with a factor loading $>.5$ factored into Extension educators' perceived control for carrying out PSE strategies in their community. The items were summarized as how readily available respondents' resources were and the perceived importance of PSE strategies by other OCES (Oklahoma Cooperative Extension Services) administrators and staff in their workplace. The Cronbach alpha was .979 for the Perceived Control component.

The second component, Attitudes and Beliefs, included five items with a factor loading $>.5$ factored were summarized as the extent of importance of PSE strategies in their job, how committed they believe agency partners were to carrying out PSE strategies, and if they believe

PSE strategies fall into the scope of their job. The Cronbach alpha was .944 for the Attitudes and Beliefs component.

The third component, Networking, resulted in three items with a factor loading $>.5$. These items factored into Extension educators' perceptions of the community's normative beliefs as well as the community readiness to support PSE approaches. Items are summarized as freedom to collaborate and actual collaboration with agency partners as well as politics of partnering agencies were identified. The Cronbach alpha was .881 for the Networking component. Detailed components and their items are presented in Table 3.

Table 3. Factor Loadings and Reliability Coefficients for Components.

Components	Factor Loading	Cronbach's alpha
Perceived Control (resources available)		.979
<ul style="list-style-type: none"> • Please indicate whether the following people would think that you should or should not develop and implement worksite wellness policies related to food and physical activity in your association. <ul style="list-style-type: none"> ○ My supervisor .840 ○ Campus Faculty .595 ○ Colleagues .593 ○ Funders .561 • Please indicate how much you agree with each of the following statements: Developing and implementing worksite wellness policies related to food and physical activity in my association... <ul style="list-style-type: none"> ○ Is a priority in my work agenda .838 ○ Falls within the scope of my job .833 ○ Is something I am asked to do .743 • The following resource is available to me for educating agency leaders and staff to improve their organizations' environments related to food and physical activity: <ul style="list-style-type: none"> ○ Help from my supervisor .834 ○ My work time .818 ○ Sources of my salary .713 ○ Help from my agency partners .590 ○ Help from my staff .538 ○ Technical support from campus faculty and staff .531 • The following resource is available to me for developing and implementing worksite wellness policies related to food and physical activity in my association: 		

<ul style="list-style-type: none"> ○ My work time ○ Help from my supervisor ○ Sources of my salary ○ Technical support from campus faculty and staff 	.821	
<ul style="list-style-type: none"> ○ Help from my supervisor ○ Sources of my salary 	.767	
<ul style="list-style-type: none"> ○ Technical support from campus faculty and staff 	.678	
<ul style="list-style-type: none"> ● Please indicate whether the following people would think that you should or should not serve on committees/coalitions that make environmental changes related to food and physical activity in your community. 	.642	
<ul style="list-style-type: none"> ○ My supervisor 	.785	
<ul style="list-style-type: none"> ● Please indicate how much you agree with each of the following statements: Educating agency leaders and staff to improve their organizations' environments related to food and physical activity... 		
<ul style="list-style-type: none"> ○ Is something I am asked to do ○ Is a priority in my work agenda ○ Falls within the scope of my job 	.739	
<ul style="list-style-type: none"> ○ Is something I am asked to do ○ Is a priority in my work agenda ○ Falls within the scope of my job 	.691	
<ul style="list-style-type: none"> ○ Falls within the scope of my job 	.624	
<ul style="list-style-type: none"> ● The following resource is available to me for serving on committees/coalitions that make environmental changes related to food and physical activity in our community: 		
<ul style="list-style-type: none"> ○ Help from my supervisor ○ My work time ○ Sources of my salary ○ Technical support from campus faculty and staff ○ Help from my staff 	.723	
<ul style="list-style-type: none"> ○ My work time ○ Sources of my salary 	.643	
<ul style="list-style-type: none"> ○ Technical support from campus faculty and staff ○ Help from my staff 	.592	
<ul style="list-style-type: none"> ○ Help from my staff 	.561	
<ul style="list-style-type: none"> ● Please indicate how much you agree with each of the following statements: Serving on committees/coalitions that make environmental changes related to food and physical activity in our community... 	.520	
<ul style="list-style-type: none"> ○ Is a priority in my work agenda ○ Is something I am asked to do ○ Falls within the scope of my job 	.721	
<ul style="list-style-type: none"> ○ Is something I am asked to do ○ Falls within the scope of my job 	.630	
<ul style="list-style-type: none"> ○ Falls within the scope of my job 	.534	
<ul style="list-style-type: none"> ● Please indicate how much you agree that each of the following resources is available to support your engagement in using environmental approaches to address obesity. 		
<ul style="list-style-type: none"> ○ Sources of my salary ○ Help from my staff 	.711	
<ul style="list-style-type: none"> ○ Help from my staff 	.509	
<ul style="list-style-type: none"> ● Please indicate whether the following people would think that you should or should not collaborate with schools/youth-serving agencies to develop and implement action plans to improve their environment related to food and physical activity. 		
<ul style="list-style-type: none"> ○ My supervisor 		
<ul style="list-style-type: none"> ● The following resource is available to me for collaborating with schools/youth-serving agencies to develop and implement action plans to improve their environment related to food and physical activity: 	.678	
<ul style="list-style-type: none"> ○ Help from my supervisor ○ My work time ○ Sources of my salary 	.657	
<ul style="list-style-type: none"> ○ My work time ○ Sources of my salary 	.590	
<ul style="list-style-type: none"> ○ Sources of my salary 	.530	

<ul style="list-style-type: none"> • Please indicate whether the following people would think that you should or should not educate agency leaders and staff to improve their organizations' environments related to food and physical activity. <ul style="list-style-type: none"> ○ My supervisor ○ Funders • The following statements are about what your immediate supervisor does in relationship to your job. Please indicate how much you agree with each statement: My supervisor... <ul style="list-style-type: none"> ○ Helps me find more time to work on projects that involve using environmental approaches to address obesity. • Please indicate how much you agree with each of the following statements: Using environmental approaches to address obesity... <ul style="list-style-type: none"> ○ There are planned goals and objectives in my job to guide me in using environmental approaches to address obesity. • Please indicate how much you agree that each of the following resources is available to support your engagement in using environmental approaches to address obesity. <ul style="list-style-type: none"> ○ Technical support from campus and faculty staff 	<p>.633</p> <p>.603</p> <p>.610</p> <p>.547</p> <p>.516</p>	
<p>Attitudes and Beliefs</p> <ul style="list-style-type: none"> • Please indicate whether the following people would think that you should or should not use environmental approaches to address obesity. <ul style="list-style-type: none"> ○ My supervisor ○ Campus faculty ○ Funders • In my job, using environmental approaches to address obesity is: <ul style="list-style-type: none"> ○ Unimportant/Important ○ Unnecessary/Necessary ○ Worthless/Valuable • Please indicate how much you agree with each of the following statements: Using environmental approaches to address obesity... <ul style="list-style-type: none"> ○ Falls within the scope of my job ○ Is something I am asked to do ○ Is a priority in my work agenda • Please indicate how much you agree with each of the following statements. <ul style="list-style-type: none"> ○ The people I associate within my job (including supervisor, colleagues, agency partners) and whose opinions I value would <u>agree/disagree</u> of my using environmental approaches to address obesity. ○ For me, using environmental approaches to address obesity would be <u>impossible/possible</u>. 	<p>.684</p> <p>.582</p> <p>.623</p> <p>.629</p> <p>.584</p> <p>.567</p> <p>.597</p> <p>.579</p> <p>.545</p> <p>.585</p> <p>.566</p>	<p>.944</p>

<ul style="list-style-type: none"> ○ Most people who are important to me in my job think that I <u>should/should not</u> address obesity on the environmental level. .541 ○ If I wanted to, I could use environmental approaches to address obesity. .538 ● Please indicate how much you agree that each of the following resources is available to support your engagement in using environmental approaches to address obesity. .584 <ul style="list-style-type: none"> ○ Agency partners who are committed to making environmental changes to target obesity. ○ Agency partners who have resources (funding, staff) to make environmental change to target obesity. .509 			
<p>Networking (social support, social norms)</p> <ul style="list-style-type: none"> ● The following statements are related to your role as an Extension educator. Please indicate how much you agree with each statement. <ul style="list-style-type: none"> ○ I collaborate with agency partners to expand my programs beyond low-income audiences. .765 ○ I have a lot of freedom to decide what funding I will apply for. .728 ○ I have a lot of freedom to decide what agencies I will collaborate with. .657 ○ I collaborate with specific intent of making sustainable changes in how our community operates. .575 ○ I collaborate with partners to work on initiatives that are new to my program area. .514 ● Please indicate how much you agree with each statement. <ul style="list-style-type: none"> ○ I have developed informal relationships with agency partners. .698 ○ I can decide how my grant/programs money will be spent, although I may need my supervisor's final approval. .643 ○ I have developed a large network of colleagues and agency partners who I can call on for support when I really need to get things done. .603 ○ I am knowledgeable of the politics of our partnering agencies. .552 ○ I derive personal satisfaction from collegial relationships with their agency directors or managers. .536 ○ In my job, I know and am well connected to a lot of influential leaders. .512 ● The following section is about what you think in general about using environmental approaches to address obesity. Please indicate how much you agree with each of the following statements: <ul style="list-style-type: none"> ○ It is entirely up to me whether or not I use environmental approaches to address obesity in my work. .512 			.881

CHAPTER V

DISCUSSION

Results of the present study are supported by the Theory of Planned Behavior (TPB) that posits that an individual's behavioral intentions are directly influenced by their beliefs about expected outcomes, normative beliefs about what others expect them to do, and perceived behavior control or "self-efficacy"²⁹. The theory can be used to design interventions to motivate people to make a behavior change. The key components identified in the present study are all constructs of the TPB: Perceived Control, Attitudes and Beliefs, and Networking (social norms). These components not only provide insight to the reasons Extension Educators' use PSE approaches, but are also relevant in designing programs to motivate and activate stronger intentions and use of PSE approaches. Understanding and using PSE approaches is imperative for Extension Educators, as both the CDC and Institute of Medicine recommend PSE approaches for the prevention of chronic disease because these strategies are more sustainable and impact a greater population than individual behavior changes. Furthermore, the findings of this study indicate that intention to use PSE approaches to improve health outcomes include both internal and external factors. The SEM assumes that not only do multiple levels of influence exist,

but that these levels are interactive and reinforcing⁴. At the individual level, are Extension Educators' knowledge, skills, attitudes, and beliefs about PSE approaches and the effectiveness or importance of using these approaches for obesity prevention. The interpersonal level includes Extension Educators' relationships with their staff, supervisors, and campus faculty and how they believe the Extension Educators' should use PSE approaches in their job. The organizational level includes the different sectors of stakeholders in their community that are involved in PSE approaches. Programs that intervene at multiple levels tend to have greater success.

Perceived control is one of the important variables affecting Extension Educators' intention to use PSE approaches in their community because it reflects their sense of self-efficacy³¹. Perceived control, or self-efficacy, is the belief that one has access to the knowledge, skills, and resources needed to perform the behavior successfully³⁰. In this study resources included support from their supervisor, staff, sources of their salary, and technical support from campus faculty and staff. This finding is consistent with a study conducted by Lu et al. reporting nutrition educators stated that having support of staff allowed them to be more involved in their work of promoting PSE changes⁵.

It is interesting to note that even though perceived control was found to be one of the main components, in this study knowledge and skills did not load under that component. It did however load to a fourth component that was not retained due to the scree plot position. A study conducted by Lu et al. with nutrition educators in New York reported knowledge and skills to conduct community PSE assessments, implement PSE action plans and incorporate PSE approaches into current projects were resources that supported use of PSE approaches⁵. In the study at Ohio State University with Extension Educators, many of the Educators did not seem to understand PSE and were unable to give appropriate examples of PSE approaches taking place in their community, even when they claimed to be involved in PSE work²⁸. Collectively, these

findings suggest there may be a need for further training in Oklahoma related to knowledge and skills related to use of PSE approaches.

Attitudes and beliefs, the second component explaining Educators' intention to use PSE approaches, reflect an individual's overall evaluation of the behavior by the individual and the extent that a behavior will, or will not produce a certain outcome³⁰. Behavior change theorists refer to this as outcome expectancy. In this study, the Extension Educators identified obesity, diabetes, and heart disease as public health concerns, and that contributing factors were issues that were environmental in nature – availability of fatty and sugary foods, excessive TV/screen time, perceived price of healthy foods, and lack of nutrition knowledge/skills. The finding is consistent with national trends indicating the health conditions are among the leading causes of mortality in the United States⁷. In Oklahoma, the rate of obesity is 34.8% in adults and 18.8% in children¹. Educators also expressed that using PSE approaches are important, necessary, and valuable when conducting their jobs. As such, it is logical that the Extension Educators perceive positive, rather than negative, outcomes when using PSE approaches to prevent obesity, diabetes, and heart disease. This further contributes to their intentions to use PSE approaches.

Networking was a third component explaining Extension Educators' intention to use PSE approaches for obesity, diabetes, and heart disease prevention programs in their community. In this study networking included the extent to which Extension Educators had support from and relationship with agency and community partners. These relationships are important for collaboration and to carry out PSE approaches because they are a measure of social norms – the perception of other people's attitudes toward using PSE approaches and what is perceived as normal³⁰. These relationships also help Extension Educators to gauge the community readiness for carrying out PSE approaches. Similar findings were found in Lu et al.'s study with nutrition educators. The researchers concluded community networking was one of the most influential factors contributing to nutrition educators' use of PSE⁵. Extension Educators can use these

relationships to help shape the social norms in the community and get the community ready for change because these groups will have a social presence in the community. To build community relationships, it is important to know the politics and practices of partnering agencies which can be achieved in part by building trust and increased community involvement⁵. No doubt, this takes support and resources from Extension agencies and belief that efforts will result in positive outcomes.

A strength of this study is the response of 45 Extension Educators representing Family and Consumer Sciences, Nutrition Education Assistants, 4-H Educators and Agriculture Educators. This sample represents 16% of the Extension Educators in Oklahoma. Hill reports that when working with a total population between 30-500, a sample size that is 10% of the population is recommended³³. Another strength would be the fact it was a strictly online survey in which there was not a face-to-face interviewer, researchers were able to avoid social desirability bias. A limitation of this study would be the response burden of the survey. The survey was very lengthy, with the average time spent on the survey being 7.75 hours. Even though the survey was formatted so that participants could leave and come back, as the survey progressed, participants may have become fatigued resulting in a decrease in accuracy or quality of their answers. It is plausible that respondents more interested in using PSE approaches were more committed to completing the survey.

In conclusion, findings from this study provided insight to factors related to Oklahoma Extension Educators intention to use PSE approaches. The factors include availability of Extension resources, attitudes and beliefs reflecting outcome expectancy of using PSE approaches, and networking with community agencies and organizations. While knowledge and skills did not emerge as a factor, previous research has shown that it plays an important role in using PSE approaches²⁸. The findings of this study will be used to develop a second survey that

will be applicable specifically for Oklahoma State University Extension Educators which will inform development of PSE training and technical assistance.

Implications for Future Research and Practice

This study identified factors that explain Oklahoma Extension Educators' intention to use PSE approaches to address prevention of obesity, diabetes, and heart disease. Before developing training, there is a need to investigate if differences exist between groups of educators – Family and Consumer Sciences, Nutrition Education Assistants, 4-H Educators and Agriculture Educators. As such, the findings from this study will be used to develop a condensed survey to assess differences between groups of educators. Because networking with agency and community organizations is central to implementing PSE programs⁵, there is an implication for Extension Educators to be trained to assess readiness and intention of community organizations, coalitions, funders, and even health professionals to engage with Extension Educators to develop and implement PSE programs.

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APPENDICES

Policy, Systems, and Environmental Strategies Use Among Cooperative Extension Educators Survey

Policy, systems, and environmental (PSE) strategies- community based strategies that aim to create policies, systems, and environments that facilitate healthy eating and physical activity environments that support obesity prevention.

Help us to understand- what specific factors affect Cooperative Extension Educators' use of PSE in their community.

Participate in our Qualtrics survey- be on the lookout for an email with a link to the Qualtrics survey via your OSU email!



Saydee Adams, Graduate Research Assistant
Oklahoma State University
Department of Nutritional Sciences
saydee.adams@okstate.edu





Oklahoma State University Institutional Review Board

Date: 01/29/2020
Application Number: IRB-20-29
Proposal Title: Policy, Systems, and Environmental Approaches: Determining Factors of PSE Use Among Extension Educators in Oklahoma

Principal Investigator: Saydee Adams
Co-Investigator(s):
Faculty Adviser: Deana Hildebrand
Project Coordinator:
Research Assistant(s):

Processed as: Exempt
Exempt Category:

Status Recommended by Reviewer(s): Approved

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in 45CFR46.

This study meets criteria in the Revised Common Rule, as well as, one or more of the circumstances for which continuing review is not required. As Principal Investigator of this research, you will be required to submit a status report to the IRB triennially.

The final versions of any recruitment, consent and assent documents bearing the IRB approval stamp are available for download from IRBManager. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be approved by the IRB. Protocol modifications requiring approval may include changes to the title, PI, adviser, other research personnel, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms.
2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3. Report any unanticipated and/or adverse events to the IRB Office promptly.
4. Notify the IRB office when your research project is complete or when you are no longer affiliated with Oklahoma State University.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact the IRB Office at 405-744-3377 or irb@okstate.edu.

Sincerely,
Oklahoma State University IRB

Email Prior to Survey

Dear Oklahoma State University Cooperative Extension Educators,

My name is Saydee Adams and I am a Master's student in the Department of Nutritional Sciences at Oklahoma State University.

I would like to invite you to participate in my research study: 'Policy, Systems, and Environmental Approaches: Determining Factors of Use of PSE Among Extension Educators in Oklahoma'.

Policy, systems, and environmental approaches are community-based strategies that aim to create policies, systems, and environments that facilitate healthy eating and physical activity environments that support obesity prevention.

The purpose of this survey is to identify items that factor into Extension educators' use of PSE approaches in their community.

Participation will entail completing an anonymous online survey that evaluates factors that can affect Extension educators' use of PSE in their community. The completion time for the survey is approximately 1 hour, with a save and continue later option. Survey responses will remain anonymous and contribute to research that aims to inform development of PSE training and technical assistance for Oklahoma Cooperative Extension Educators.

Individuals who volunteer to complete the survey will be given an opportunity to be entered into a drawing for 1- \$25 gift card.

In the next week, you will be receiving an email with the link to the Qualtrics survey. The survey will be open for 5 weeks.

Thank you for your time!

Sincerely,

Saydee Adams

Graduate Research Assistant, Department of Nutritional Sciences

PARTICIPANT INFORMATION OKLAHOMA STATE UNIVERSITY

Title: Policy, System, and Environmental Approaches: Validation of a Survey Determining Factors of PSE Use Among Extension Educators in Oklahoma

Investigator(s): Saydee Adams, Graduate Student, Department of Nutritional Sciences Oklahoma State University, Dr. Deana Hildebrand, Professor, Department of Nutritional Sciences, Oklahoma State University

Purpose: The purpose of the research study is to determine specific factors that affect Oklahoma Cooperative Extension Educators' use of Policy, Systems, and Environmental approaches in their community for obesity prevention.

What to Expect: This study is administered online. Participation in this study will involve completion of a survey. You are only expected to complete the survey one time, you will have a save and continue option.

Risks: There are no risks associated with this study which are expected to be greater than those ordinarily encountered in daily life.

Benefits: There are no direct benefits to you. However, you may gain awareness of Policy, Systems, and Environmental approaches for obesity prevention.

Compensation: Participants who complete the survey have the opportunity to be entered into a drawing for 1-\$25 gift card. If you would like to be entered into the drawing, the last two questions of the survey will ask for your name and e-mail address. The winner of the drawing will be notified two weeks after the survey closing date.

Your Rights and Confidentiality: Your participation in this study is voluntary. There is no penalty for refusal to participate, and you are free to withdraw your consent and participation in this study at any time.

Confidentiality: If you are interested in participating in the drawing, to minimize risk of connecting your name and e-mail address to the survey data, names and e-mail address will be stored separately from the survey data.

The records of this study will be kept private. Any written results will discuss group findings and will not include information that will identify you. Research records will be stored on a password protected computer in a locked office and only researchers and individuals responsible for research oversight will have access to the records. Name and e-mail address data will be deleted four weeks after the winners have been notified. Survey data will be deleted one year after the study has been completed.

Contacts: You may contact any of the researchers at the following addresses and phone numbers, should you desire to discuss your participation in the study and/or request

information about the results of the study: Saydee Adams, Graduate Student, Department of Nutritional

Sciences, Oklahoma State University, Stillwater, OK 74078, 405-744-4601 or Dr. Deana Hildebrand, Professor, Department of Nutritional Sciences, Oklahoma State University, Stillwater, OK 74078, 405-744-4601. If you have questions about your rights as a research volunteer, you may contact the IRB Office at 223 Scott Hall, Stillwater, OK 74078, 405-744- 3377 or irb@okstate.edu

If you choose to participate: If you agree to participate, please click “I agree to participate in this survey” below. By clicking “I agree to participate in this survey” you are indicating that you freely and voluntarily agree to participate in this project and you also acknowledge that you are at least 18 years of age.”

It is recommended that you print a copy of this consent page for your records before you begin the study by clicking below.

Pattern Matrix

	1	2	3
Q180_1	.840		
Q186_1	.838		
Q149_1	.834		
Q185_1	.833		
Q194_1	.821		
Q147_1	.818		
Q205_1	.785		
Q196_1	.767		
Q187_1	.743		
Q144_1	.739		
Q219_1	.723		
Q212_1	.721		
Q146_1	.713		
Q105_1	.711		
Q143_1	.691		
Q193_1	.678		
Q157_1	.678		
Q170_1	.657		
Q217_1	.643		
Q197_1	.642		.340
Q136_1	.633		
Q213_1	.630		
Q142_1	.624		
Q228_1	.610		
Q141_1	.603		
Q183_1	.595		.377
Q182_1	.593		.393
Q216_1	.592		-.409
Q168_1	.590		
Q150_1	.590		
Q184_1	.561		
Q221_1	.561		
Q83_1	.547		
Q148_1	.538		
Q211_1	.534		

Q151_1	.531	.305	
Q167_1	.530		
Q218_1	.520		
Q111_1	.516	.428	
Q107_1	.509	.464	
Q279_1	.497		
Q209_1	.478		
Q164_1	.474		
Q280_1	.473		
Q225_1	.466		
Q210_1	.463		
Q278_1	.463	.330	
Q161_1	.462		.307
Q121_1	.461	.364	
Q96_1	.460	.392	
Q172_1	.460		.332
Q207_1	.452		
Q283_1	.441	.365	
Q162_1	.437		
Q140_1	.427		.375
Q284_1	.424	.364	
Q195_1	.408		.382
Q82_1	.405		
Q230_1	.404		
Q138_1	.396		
Q173	.394		
Q163_1	.383		
Q100_1	.380		-.331
Q238_1	.374		
Q18_1	.368		
Q177_1	.340		
Q285_1	.313		
Q229_1	.308		
Q226_1			
Q84_1		.684	
Q63_1		.629	
Q89_1		.623	
Q71_1	.469	.597	

Q127_1		.585	
Q68_1		.584	
Q109_1		.584	
Q88_1		.582	
Q74_1	.336	.579	
Q66_1		.567	
Q129_1		.566	
Q192_1		-.549	
Q72_1	.527	.545	
Q126_1		.541	
Q120_1	.302	.538	
Q60		.523	
Q110_1		.509	
Q130_1	.358	.493	.325
Q112_1	.389	.492	
Q87_1		.490	
Q44_1		-.481	-.388
Q85_1		.478	
Q108_1		.470	.300
Q106_1	.354	.464	
Q12_1		.461	
Q1_1		.457	
Q86_1		.453	
Q59		.452	
Q77_1		-.428	
Q259_1	.303	-.427	
Q123_1	.416	.422	-.369
Q9_1		.393	
Q76_1		.368	
Q253_1		-.363	
Q117_1		.354	
Q176		-.327	
Q269_1		-.315	
Q265_1		-.313	
Q24_1		.310	
Q275_1		.309	
Q21_1			
Q26_1			

Q42_1			.765
Q46_1			.728
Q56_1			.698
Q43_1			.657
Q50_1			.643
Q52_1			.603
Q41_1			.575
Q57_1			.552
Q258_1			-.536
Q55_1			.536
Q38_1			.514
Q53_1			.512
Q124_1			.512
Q295_1	.411		-.490
Q33_1			.475
Q40_1			.471
Q263_1			-.469
Q125_1		.330	.469
Q227_1	.418		.460
Q37_1			.453
Q36_1			.441
Q119_1			-.420
Q181_1	.318	-.366	.378
Q116_1	-.322		.370
Q32_1		-.303	.364
Q54_1			.352
Q296_1			-.332
Q115_1	.310		.322
Q45_1			.315
Q122_1			-.311
Q30_1			
Q273_1	.327		
Q191_1			
Q214_1			
Q262_1			-.317
Q268_1			
Q293_1			
Q166_1			

Q292_1			
Q286_1			
Q274_1			
Q261_1			
Q289_1			
Q188_1			
Q267_1			
Q272_1	.302		
Q257_1	-.339		
Q260_1			
Q145_1		.323	
Q287_1			
Q208_1	.311		
Q190_1			
Q291_1			
Q271_1			
Q220_1	.451		
Q290_1			
Q223_1			
Q78_1		.415	
Q189_1			
Q288_1			
Q203_1			
Q224_1	.330		
Q79_1			
Q20_1			
Q240_1			
Q80_1		.398	
Q202_1			
Q276_1	.372		
Q64_1		-.368	
Q22_1			
Q69_1			
Q264_1			
Q171_1	.386		.302
Q114_1			
Q256_1			
Q65_1			

Q139_1			
Q17_1			
Q11_1			
Q277_1			
Q19_1			
Q155_1			
Q58_1			
Q134_1			
Q135_1			
Q156_1	.315		
Q51_1	.336		
Q158_1			
Q113_1			
Q102_1			
Q154_1			
Q169_1			
Q252_1			
Q160_1			
Q34_1			
Q159_1	.419		
Q199			
Q39_1			.321
Q133_1	.361		
Q97_1			
Q206_1	.409		
Q132	.359		
Q179_1		-.311	
Q298_1			
Q104_1			
Q245_1			
Q204_1			
Q153	.452		
Q75_1			
Q178_1		-.348	
Q128_1	.408	.388	
Q165_1	.423		
Q137_1			
Q174			

Q35_1			
Q81_1			
Q248_1			
Q103_1		.331	
Q101_1	.308		
Q222		.336	
Q118_1			
Q49_1			
Q201			
Q7_1			
Q299_1			
Q300_1			
Q246_1			
Q198			
Q92_1			
Q93_1			
Q91_1			
Q90_1			
Q98_1		.395	
Q95_1			
Q255_1			
Q254_1			
Q266_1			
Q99_1		.373	
Q27_1			
Q94_1			
Q67_1			
Q6_1			
Q31_1			
Q16_1			
Q73_1			
Q14_1			
Q15_1			

Component Correlation Matrix

Component	1	2	3
1	1.000	.122	.057
2	.122	1.000	-.002
3	.057	-.002	1.000
4	.275	.204	.028
5	-.261	-.033	-.054
6	.085	.081	.037

Policy, Systems, and Environmental Approaches: Determining Factors of PSE Use Among Extension

Q283 The purpose of this survey is to determine what specific factors affect Oklahoma Cooperative Extension Educators' use of Policy, Systems, and Environmental approaches in their community for obesity prevention. Your participation in this study is voluntary. There is no penalty for refusal to participate, and you are free to withdraw your consent and participation in this study at any time.

If you agree to participate, please click "I agree to participate in this survey" below. By clicking "I agree to participate in this survey" you are indicating that you freely and voluntarily agree to participate in this project and you also acknowledge that you are at least 18 years of age."

- I agree to participate in this survey and acknowledge that I am at least 18 years of age. (1)

- I do not agree to participate in this survey. (2)

End of Block: Participation in the Survey

Start of Block: Main Study

Q1 Please indicate how serious you think the following public health issues are in the United States today. This refers to the general population, not just the low-income.

	Not a problem at all (1)	Not serious (2)	Neither (3)	Serious (4)	Very Serious (5)
Cancer (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6

	Not a problem at all (1)	Not serious (2)	Neither (3)	Serious (4)	Very Serious (5)
AIDS (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7

	Not a problem at all (1)	Not serious (2)	Neither (3)	Serious (4)	Very Serious (5)
Heart Disease (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9

	Not a problem at all (1)	Not serious (2)	Neither (3)	Serious (4)	Very Serious (5)
Diabetes (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11

	Not a problem at all (1)	Not serious (2)	Neither (3)	Serious (4)	Very Serious (5)
Smoking (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12

	Not a problem at all (1)	Not serious (2)	Neither (3)	Serious (4)	Very Serious (5)
Obesity (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14

	Not a problem at all (1)	Not serious (2)	Neither (3)	Serious (4)	Very Serious (5)
Depression (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 Please indicate how much you agree with each of the following being a significant contributing factor to the obesity epidemic in the United States today.

	Strongly disagree (1)	Disagree (2)	Neither (3)	Agree (4)	Strongly agree (5)
Genetics (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16

	Strongly disagree (1)	Disagree (2)	Neither (3)	Agree (4)	Strongly agree (5)
Hormones/slow metabolism (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17

	Strongly disagree (1)	Disagree (2)	Neither (3)	Agree (4)	Strongly agree (5)
Low self-esteem (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18

	Strongly disagree (1)	Disagree (2)	Neither (3)	Agree (4)	Strongly agree (5)
Lack of willpower (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19

	Strongly disagree (1)	Disagree (2)	Neither (3)	Agree (4)	Strongly agree (5)
Low income / unemployment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20

	Strongly disagree (1)	Disagree (2)	Neither (3)	Agree (4)	Strongly agree (5)
Lack of nutrition knowledge / skills (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21

	Strongly disagree (1)	Disagree (2)	Neither (3)	Agree (4)	Strongly agree (5)
TV / screen time (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22

	Strongly disagree (1)	Disagree (2)	Neither (3)	Agree (4)	Strongly agree (5)
Perceived price of healthy food (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24

	Strongly disagree (1)	Disagree (2)	Neither (3)	Agree (4)	Strongly agree (5)
Driving culture (i.e. automobiles) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q26

	Strongly disagree (1)	Disagree (2)	Neither (3)	Agree (4)	Strongly agree (5)
Availability of fatty and sugary foods (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27

	Strongly disagree (1)	Disagree (2)	Neither (3)	Agree (4)	Strongly agree (5)
Power of the media / advertising (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q30 The following statements are related to your role as an Extension educator. Please indicate how much you agree with each statement.

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
No matter what the odds, if I believe in something I will make it happen. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q31

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I am constantly on the lookout for ways to expand my program area. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q32

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
If I see something I don't like, I fix it. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q33

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I love being a champion for my ideas, even against others' opposition. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q34

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I excel at identifying opportunities. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q35

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I will not stop contacting an agency partner until I hear from them. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q36

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
If I believe in an idea, no obstacles will prevent me from making it happen. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q37

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I am always looking for better ways to do things. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q38

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I collaborate with partners to work on initiatives that are new to my program area. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q39

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I collaborate with partners to help them achieve their goals regardless of how much I can gain from it. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q40

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I collaborate to access participants for my programs. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q41

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I collaborate with specific intent of making sustainable changes in how our community operates. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q42

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I collaborate with agency partners to expand my programs beyond low-income audiences. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q43

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I have a lot of freedom to decide what agencies I will collaborate with. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q44

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I need to consult with my supervisor before I accept requests from community organizations. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q45

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I have a lot of freedom to determine how I will spend my time on the job. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q46

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I have a lot of freedom to decide what funding I will apply for. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q49 Please indicate how much you agree with each statement.

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I can determine who to hire without my supervisor's input. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q50

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I can decide how my grant / program money will be spent, although I may need my supervisor's final approval. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q51

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I consider myself to be more of an educator than a manager. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q52

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I have developed a large network of colleagues and agency partners whom I can call on for support when I really need to get things done. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q53

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
In my job, I know and am well connected to a lot of influential leaders. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q54

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I am good at using my connections and network to make things happen in my job. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q55

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I derive personal satisfaction from collegial relationships with other agency directors or managers. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q56

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I have developed informal relationships with agency partners. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q57

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I am knowledgeable of the politics of our partnering agencies. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q58

	1 (strongly disagree) (1)	2 (2)	3 (3)	4 (neither agree or disagree) (4)	5 (5)	6 (6)	7 (strongly agree) (7)
I consider my skills to be more management-orientated than education-orientated. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q61 USING ENVIRONMENTAL APPROACHES TO ADDRESS OBESITY

Q59 On average, how many hours each week do you spend on tasks that aim to make environmental change to support healthy eating and active play? DO NOT include efforts to change the home environment.

- None (1)
- 1-5 hours (2)
- 6-10 hours (3)
- 11-15 hours (4)
- More than 15 hours (5)

Q60 Which of the following best describes your involvement in using environmental approaches to address obesity in your work?

- I currently do not use environmental approaches to address obesity and I AM NOT planning to start in the next year. (1)
- I currently do not use environmental approaches to address obesity, but I plan to start in the next year. (2)
- I currently use environmental approaches to address obesity and I intent to continue doing in it in the next year. (3)
- I currently use environmental approaches to address obesity, but I do not intend to continue doing it next year. (4)

Q62 The following sections are about what you think and feel about your job in using environmental approaches to address obesity.

In my job, using environmental approaches to address obesity is:

Q63

	1 (Unimportant) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Important) (7)
Unimportant / Important (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q64

	1 (Desirable) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Undesirable) (7)
Desirable / Undesirable (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q65

	1 (Difficult) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Easy) (7)
Difficult / Easy (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q66

	1 (Worthless) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Valuable) (7)
Worthless / Valuable (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q67

	1 (Enjoyable) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Unenjoyable) (7)
Enjoyable / Unenjoyable (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q68

	1 (Unnecessary) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Necessary) (7)
Unnecessary / Necessary (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q69

	1 (Interesting) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Uninteresting) (7)
Interesting / Uninteresting (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q70 Please indicate how much you agree with each of the following statements.

Using environmental approaches to address obesity:

Q71

	-3 (Strongly disagree) (1)	-2 (2)	-2 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly agree) (7)
Falls within the scope of my job. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q72

	-3 (Strongly disagree) (1)	-2 (2)	-2 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly agree) (7)
Is a priority in my work agenda. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q73

	-3 (Strongly disagree) (1)	-2 (2)	-2 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly agree) (7)
Is consistent with the mission of Oklahoma Cooperative Extension. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q74

	-3 (Strongly disagree) (1)	-2 (2)	-2 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly agree) (7)
Is something I am asked to do. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q75

	-3 (Strongly disagree) (1)	-2 (2)	-2 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly agree) (7)
Requires a skill set other than the one I use to meet CNEP or Oklahoma Cooperative Extension programming goals. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q76

	-3 (Strongly disagree) (1)	-2 (2)	-2 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly agree) (7)
Is compatible with CNEP and Oklahoma Cooperative Extension guidelines. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q77

	-3 (Strongly disagree) (1)	-2 (2)	-2 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly agree) (7)
Conflicts with meeting "the numbers" for CNEO or Oklahoma Cooperative Extension. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q78

	-3 (Strongly disagree) (1)	-2 (2)	-2 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly agree) (7)
Will contribute positively to obesity prevention. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q79

	-3 (Strongly disagree) (1)	-2 (2)	-2 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly agree) (7)
Will increase people's awareness fo obesity and its prevention. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q80

	-3 (Strongly disagree) (1)	-2 (2)	-2 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly agree) (7)
Has great potential in obesity prevention. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q81

	-3 (Strongly disagree) (1)	-2 (2)	-2 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly agree) (7)
I am not given clear directions on how to use environmental approaches to address obesity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q82

	-3 (Strongly disagree) (1)	-2 (2)	-2 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly agree) (7)
I know exactly what is required of me in using environmental approaches to address obesity in my job. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q83

	-3 (Strongly disagree) (1)	-2 (2)	-2 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly agree) (7)
There are planned goals and objectives in my job to guide me in using environmental approaches to address obesity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q84 The following sections are about what other people think about your job and what they do in using environmental approaches to address obesity.

Please indicate whether the following people would think that you should or should not use environmental approaches to address obesity.

	-3 (Should not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
My supervisor (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q85

	-3 (Should not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
My staff (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q86

	-3 (Should not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
Colleagues (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q87

	-3 (Should not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
Agency partners (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q88

	-3 (Should not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
Campus faculty (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q89

	-3 (Should not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
Funders (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q90 Please indicate how important it is to you what the following people think about what you should do in your work.

	1 (Extremely Unimportant) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Extremely Important) (7)
My supervisor (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q91

	1 (Extremely Unimportant) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Extremely Important) (7)
My staff (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q92

	1 (Extremely Unimportant) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Extremely Important) (7)
Colleagues (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q93

	1 (Extremely Important) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Extremely Important) (7)
Agency partners (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q94

	1 (Extremely Unimportant) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Extremely Important) (7)
Campus faculty (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q95

	1 (Extremely Unimportant) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Extremely Important) (7)
Funders (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q96 Please indicate how involved you think the following people are in using environmental approaches to address obesity. This is your perception of what they are doing in their work, regardless of your involvement.

	1 (Not at all Involved) (1)	2 (Slightly Involved) (2)	3 (Moderately Involved) (3)	4 (Very Involved) (4)	5 (Extremely Involved) (5)	Do not Know (6)
My supervisor (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q97

	1 (Not at all Involved) (1)	2 (Slightly Involved) (2)	3 (Moderately Involved) (3)	4 (Very Involved) (4)	5 (Extremely Involved) (5)	Do not Know (6)
My staff (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q98

	1 (Not at all Involved) (1)	2 (Slightly Involved) (2)	3 (Moderately Involved) (3)	4 (Very Involved) (4)	5 (Extremely Involved) (5)	Do not Know (6)
Colleagues (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q99

	1 (Not at all Involved) (1)	2 (Slightly Involved) (2)	3 (Moderately Involved) (3)	4 (Very Involved) (4)	5 (Extremely Involved) (5)	Do not Know (6)
Agency partners (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q100

	1 (Not at all Involved) (1)	2 (Slightly Involved) (2)	3 (Moderately Involved) (3)	4 (Very Involved) (4)	5 (Extremely Involved) (5)	Do not Know (6)
Campus faculty (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q101

	1 (Not at all Involved) (1)	2 (Slightly Involved) (2)	3 (Moderately Involved) (3)	4 (Very Involved) (4)	5 (Extremely Involved) (5)	Do not Know (6)
Funders (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q102 There are many personal, organizational, and community resources that may be available to you at work to allow you to use environmental approaches to address obesity. They include your knowledge and skills, salary, support from your supervisor, staff, and agency partners, and the readiness of the local community.

Please indicate how much you agree that each of the following resources is available to support your engagement in using environmental approaches to address obesity.

Personal Knowledge and Skills:

	1 (Strongly disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
I have the knowledge and skills to conduct a community assessment, including gathering information from community and agency leaders about their views toward obesity and its prevention. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q103

	1 (Strongly disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
I have the knowledge and skills to develop and implement action plans to make environmental changes to target obesity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q104

	1 (Strongly disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
I have the knowledge and skills to incorporate other projects that involve making environmental changes into my existing programs. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q105 Organizational Resources:

	1 (Strongly disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Sources of my salary (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q106

	1 (Strongly disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
My work time (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q107

	1 (Strongly disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Help from my staff (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q108 Agency Resources:

	1 (Strongly disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Existing relationships with agency partners (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q109

	1 (Strongly disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Agency partners who are committed to making environmental changes to target obesity (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q110

	1 (Strongly disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Agency partners who have resources (funding, staff) to make environmental changes to target obesity (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q111 Campus Resources:

	1 (Strongly disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Technical support from campus faculty and staff (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q112

	1 (Strongly disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Updates that focus on using environmental approaches to address obesity (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q113

	1 (Strongly disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
NutritionWorks' online course, "Preventing Childhood Obesity: An Ecological Approach" (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q114 Please indicate how much you agree that each of the following resources is available to support your engagement in using environmental approaches to address obesity.

Community Resources and Readiness:

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
The political and social climate in my community seems to be "right" for starting collaborative projects that make environmental changes to target obesity (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q115

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Leaders in my community are ready to do something about obesity (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q116

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Agencies in my community have a history of working together (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q117 Other:

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Community coalitions and committees teach me to make environmental changes to target obesity (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q118

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Technical support from funders (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q119 The following section is about what you think in general about using environmental approaches to address obesity.

Please indicate how much you agree with each of the following statements.

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
I would rather teach nutrition to people than collaborate with partners to make environmental changes to address obesity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q120

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
If I wanted to, I could use environmental approaches to address obesity (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q121

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Most people I associate with in my job are working to address obesity on the environmental level (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q122

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Using environmental approaches to address obesity is beyond my control (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q123

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
In my job, I am expected to address obesity on the environmental level (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q124

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
It is entirely up to me whether or not I use environmental approaches to address obesity in my work (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q125

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
It is entirely up to me whether or not I use environmental approaches to address obesity in my work (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q126

	1 (Should not) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Should) (7)
Most people who are important to me in my job think that I ___ address obesity on the environmental level. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q127

	1 (Strongly Disapprove) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Approve) (7)
The people I associate with in my job (including supervisor, colleagues agency partners) and whose opinions I value would _____ of my using environmental approaches to address obesity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q128

	1 (Not at all confident) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Highly confident) (7)
How confident are you in your ability to use environmental approaches to address obesity? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q129

	1 (Highly Impossible) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Highly Possible) (7)
For me, using environmental approaches to address obesity would be _____. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q130

	1 (No control at all) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Complete control) (7)
How much control do you believe you have over using environmental approaches to address obesity? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q131

OTHER ORGANIZATIONS' ENVIRONMENTS

The following section contains four specific strategies or approaches that you may use or have used to address obesity in your work. Everybody's work context is different, so not everyone will use the same strategies or any or all of the strategies. It is okay if you are not using them! We simply want to understand your work better. Please answer frankly and thoughtfully.

Strategy 1. Educate agency leaders and staff to improve their organizations' environments related to food and physical activity.

Q132 Which of the following statements best describe your/your staff's involvement in educating agency leaders and staff to improve their organizations' environments related to food and physical activity?

- We currently DO NOT do this and we DO NOT plan to start in the next year. (1)
- We currently DO NOT do this, but we DO plan to start in the next year. (2)
- We currently DO this and we DO intend to continue doing it in the next year. (3)
- We currently DO this, but we DO NOT intend to continue doing it next year. (4)

Q133 To what extent do you or your staff do the following with other organizations?

	1 (Almost Never) (1)	2 (Seldom) (2)	3 (Sometimes) (3)	4 (Often) (4)	5 (Almost Always) (5)
We make recommendations and provide information on ways to increase the organizations' staff and audience access to healthy foods and physical activity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q134

	1 (Almost Never) (1)	2 (Seldom) (2)	3 (Sometimes) (3)	4 (Often) (4)	5 (Almost Always) (5)
We work with organizations to conduct assessments and develop and implement action plans to make environmental changes to increase their staff and audience access to healthy foods and physical activity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q135

	1 (Almost Never) (1)	2 (Seldom) (2)	3 (Sometimes) (3)	4 (Often) (4)	5 (Almost Always) (5)
We follow-up with organizations to evaluate their progress in making environmental changes to increase their staff and audience access to healthy foods and physical activity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q136 Please indicate whether the following people would think that you should or should not educate agency leaders and staff to improve their organizations' environments related to food and physical activity.

	-3 (Should not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
My supervisor (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q137

	-3 (Should not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
My staff (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q138

	-3 (Should not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
Colleagues (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q139

	-3 (Should not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
Agency partners (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q140

	-3 (Should not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
Campus faculty (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q141

	-3 (Should not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
Funders (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q142 Please indicate how much you agree with each of the following statements.

Educating agency leaders and staff to improve their organizations' environments related to food and physical activity:

	-3 (Strongly Disagree) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly Agree) (7)
Falls within the scope of my job (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q143

	-3 (Strongly Disagree) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly Agree) (7)
Is a priority in my work agenda. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q144

	-3 (Strongly Disagree) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly Agree) (7)
Is something I am asked to do. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q145

	-3 (Strongly Disagree) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly Agree) (7)
Will contribute positively to obesity prevention. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q146

The following resource is available to me for educating agency leaders and staff to improve their organizations' environments related to food and physical activity:

	1(Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Sources of my salary (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q147

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
My work time (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q148

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Help from my staff (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q149

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Help from my supervisor (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q150

	1(Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Help from agency partners (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q151

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Technical support from campus faculty and staff (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q152 SCHOOLS / YOUTH-SERVING AGENCIES

Strategy 2. Collaborate with schools and/or youth-serving agencies to develop and implement action plans to improve their environment related to food and physical activity.

Q153 Which of the following statements best describes your/ your staff's involvement in collaborating with schools/ youth-serving agencies to develop and implement action plans to improve their environment related to food and physical activity?

- We currently DO NOT do this and we DO NOT plan to start in the next year. (1)
- We currently DO NOT do this, but we DO plan to start in the next year. (2)
- We currently DO this and we DO intend to continue doing it in the next year. (3)
- We currently DO this, but we DO NOT intend to continue doing it next year. (4)

Q154 To what extent do you or your staff do the following specifically with schools/ youth-serving agencies?

	1 (Almost Never) (1)	2 (Seldom) (2)	3 (Sometimes) (3)	4 (Often) (4)	5 (Almost Always) (5)
We make recommendations (e.g. menu planning) and provide information to schools/ agencies on ways to increase children's access to healthy foods and physical activity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q155

	1 (Almost Never) (1)	2 (Seldom) (2)	3 (Sometimes) (3)	4 (Often) (4)	5 (Almost Always) (5)
We work with schools/ agencies to conduct assessments and develop and implement action plans to make environmental changes to increase children's access to healthy foods and physical activity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q156

	1 (Almost Never) (1)	2 (Seldom) (2)	3 (Sometimes) (3)	4 (Often) (4)	5 (Almost Always) (5)
We follow-up with schools/ agencies to evaluate their progress in making environmental changes to increase children's access to healthy foods and physical activity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q157 Please indicate whether the following people would think that you should or should not collaborate with schools/ youth-serving agencies to develop and implement action plans to improve their environment related to food and physical activity.

	-3 (Should not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
My supervisor (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q158

	-3 (Should not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
My staff (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q159

	-3 (Should not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
Colleagues (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q160

	-3 (Should not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
Schools / agency partners (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q161

	-3 (Should not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
Campus faculty (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q162

	-3 (Should not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
Funders (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q163 Please indicate how much you agree with each of the following statements.

Collaborating with schools/ youth-serving agencies to develop and implement action plans to improve their environment related to food and physical activity:

	-3 (Strongly Disagree) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly Agree) (7)
Falls within the scope of my job. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q164

	-3 (Strongly Disagree) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly Agree) (7)
Is a priority in my work agenda. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q165

	-3 (Strongly Disagree) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly Agree) (7)
Is something I am asked to do. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q166

	-3 (Strongly Disagree) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly Agree) (7)
Will contribute positively to obesity prevention. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q167

The following resource is available to me for collaborating with schools/ youth-serving agencies to develop and implement action plans to improve their environment related to food and physical activity:

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Sources of my salary (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q168

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
My work time (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q169

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Help from my staff (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q170

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Help from my supervisor (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q171

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Help from agency partners (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q172

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Technical support from campus faculty and staff (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q173 I have the knowledge and skills to use the School Health Index and/or NAPSACC (Nutrition and Physical Activity Self-Assessment for Child Care) to assess schools/youth-serving agencies.

-3 Strongly Disagree (1)

-2 (2)

-1 (3)

0 Neither (4)

+1 (5)

+2 (6)

+3 Strongly Agree (7)

Q174

If I have the knowledge and skills to use assessment tools like the School Health Index and/or NAPSACC, I would be _____ to collaborate with schools/ youth-serving agencies to develop and implement action plans to improve their environment related to food and physical activity.

- 3 Much less likely (1)
- 2 (2)
- 1 (3)
- 0 Neither (4)
- +1 (5)
- +2 (6)
- +3 Much more likely (7)

Q175 ASSOCIATION WORKSITE WELLNESS

Strategy 3. Develop and implement worksite wellness policies related to food and physical activity in your Oklahoma Cooperative Extension association.

Q176 Which of the following statements best describes your and/or your staff's involvement in developing and implementing worksite wellness policies related to food and physical activity in your association?

- We currently DO NOT do this and we DO NOT plan to start in the next year. (1)
- We currently DO NOT do this, but we DO plan to start in the next year. (2)
- We currently DO this and we DO intend to continue doing it in the next year. (3)
- We currently DO this, but we DO NOT intend to continue doing it next year. (4)

Q177 To what extent do you/your staff do the following in your association?

	1 (Almost Never) (1)	2 (Seldom) (2)	3 (Sometimes) (3)	4 (Often) (4)	5 (Almost Always) (5)
We make recommendations and provide information to our colleagues on ways to increase our staff and audiences access to healthy foods and physical activity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q178

	1 (Almost Never) (1)	2 (Seldom) (2)	3 (Sometimes) (3)	4 (Often) (4)	5 (Almost Always) (5)
We work with our colleagues to conduct assessments and develop and implement worksite wellness policies to increase our staff and audience access to healthy foods and physical activity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q179

	1 (Almost Never) (1)	2 (Seldom) (2)	3 (Sometimes) (3)	4 (Often) (4)	5 (Almost Always) (5)
We work with out colleagues to evaluate our progress in implementing worksite wellness policies to increase our staff and audience access to healthy foods and physical activity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q180 Please indicate whether the following people would think that you should or should not develop and implement worksite wellness policies related to food and physical activity in your association.

	-3 (Should Not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
My supervisor (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q181

	-3 (Should Not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
My staff (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q182

	-3 (Should Not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
Colleagues (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q183

	-3 (Should Not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
Campus faculty (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q184

	-3 (Should Not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
Funders (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q185 Please indicate how much you agree with each of the following statements.

Developing and implementing worksite wellness policies related to food and physical activity in my association:

	-3 (Strongly Disagree) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly Agree) (7)
Falls within the scope of my job. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q186

	-3 (Strongly Disagree) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly Agree) (7)
Is a priority in my work agenda. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q187

	-3 (Strongly Disagree) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly Agree) (7)
Is something I am asked to do. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q188

	-3 (Strongly Disagree) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly Agree) (7)
Will contribute positively to obesity prevention. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q189

	-3 (Strongly Disagree) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly Agree) (7)
Will save our association money in the long run. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q190

	-3 (Strongly Disagree) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly Agree) (7)
Will benefit our program participants. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q191

	-3 (Strongly Disagree) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly Agree) (7)
Is a way to invest in ourselves. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q192

	-3 (Strongly Disagree) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly Agree) (7)
Imposes our values on other people. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q193 The following resource is available to me for developing and implementing worksite wellness policies related to food and physical activity in my association:

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Sources of my salary (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q194

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
My work time (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q195

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Help from my staff (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q196

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Help from my supervisor (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q197

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Technical support from campus faculty and staff (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q198 Staff in our association will resist implementing worksite wellness policies related to food and physical activity.

1 Strongly Disagree (1)

2 (2)

3 (3)

4 Neither (4)

5 (5)

6 (6)

7 Strongly Agree (7)

Q199 If our association staff resist implementing worksite wellness policies related to food and physical activity, I would be ____ to work on it.

-3 Much less likely (1)

-2 (2)

-1 (3)

0 Neither (4)

+1 (5)

+2 (6)

+3 Much more likely (7)

Q200 COMMITTEES AND COMMUNITY COALITIONS

Strategy 4. Serve on committees and/or coalitions that make environmental changes related to food and physical activity in your community.

Q201 Which of the following statements best describes your/your staff's involvement in serving on committees/coalitions that make environmental changes related to food and physical activity in your community?

- We currently DO NOT do this, and we DO NOT plan to start in the next year. (1)
- We currently DO NOT do this, but we DO plan to start in the next year. (2)
- We currently DO this and we DO intend to continue doing it in the next year. (3)
- We currently DO this, but we DO NOT intend to continue doing it next year. (4)

Q202 To what extent do you/your staff do the following?

	1 (Almost Never) (1)	2 (Seldom) (2)	3 (Sometimes) (3)	4 (Often) (4)	5 (Almost Always) (5)
In these working groups, I/my staff make recommendations and provide information on ways to increase residents' access to healthy foods and physical activity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q203

	1 (Almost Never) (1)	2 (Seldom) (2)	3 (Sometimes) (3)	4 (Often) (4)	5 (Almost Always) (5)
In these working groups, I/my staff support others' projects that make environmental changes in our community to increase residents' access to healthy foods and physical activity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q204

	1 (Almost Never) (1)	2 (Seldom) (2)	3 (Sometimes) (3)	4 (Often) (4)	5 (Almost Always) (5)
In these working groups, I/my staff take the lead to work on projects that make environmental changes in our community to increase residents' access to healthy foods and physical activity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q205 Please indicate whether the following people would think that you should or should not serve on committees/coalitions that make environmental changes related to food and physical activity in your community.

	-3 (Should Not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
My supervisor (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q206

	-3 (Should Not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
My staff (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q207

	-3 (Should Not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
Colleagues (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q208

	-3 (Should Not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
Agency partners (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q209

	-3 (Should Not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
Campus faculty (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q210

	-3 (Should Not) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Should) (7)
Funders (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q211 Please indicate how much you agree with each of the following statements.

Serving on committees/coalitions that make environmental changes related to food and physical activity in our community:

	-3 (Strongly Disagree) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly Agree) (7)
Falls within the scope of my job. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q212

	-3 (Strongly Disagree) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly Agree) (7)
Is a priority in my work agenda. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q213

	-3 (Strongly Disagree) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly Agree) (7)
Is something I am asked to do. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q214

	-3 (Strongly Disagree) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Strongly Agree) (7)
Will contribute positively to obesity prevention. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q216 The following resource is available to me for serving on committees/coalitions that make environmental changes related to food and physical activity in our community:

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Sources of my salary (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q217

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
My work time (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q218

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Help from my staff (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q219

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Help from my supervisor (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q220

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Help from agency partners (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q221

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Technical support from campus faculty and staff (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q222 SUPERVISOR BEHAVIOR

Who is your immediate supervisor?

- Executive director (1)
- Issue leader (2)
- Other (3)

Q223 The following statements are about what your immediate supervisor does in relationship to your job. Please indicate how much you agree with each statement.

My supervisor:

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Is always available to meet with me when I seek help from him/her. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q224

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Encourages me to develop my skills and interests. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q225

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Develops connections in our community that directly facilitate my work. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q226

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Makes decisions that affect my program area without consulting me. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q227

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Encourages me to speak up when I disagree with a decision. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q228

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Helps me find more time to work on projects that involve using environmental approaches to address obesity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q229

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Understands what it means to use environmental approaches to address obesity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q230

	1 (Strongly Disagree) (1)	2 (2)	3 (3)	4 (Neither) (4)	5 (5)	6 (6)	7 (Strongly Agree) (7)
Helps me secure funding for projects that involve using environmental approaches to address obesity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q231 JOB INFORMATION

When did you start your PRESENT job in your Oklahoma Cooperative Extension association?

Month _____ Year _____

Q232 Including your present job, how many years TOTAL have you been working for Oklahoma Cooperative Extension? _____ Years

Q233 How many years of experience do you have working in other social services/ community/ non-profit organizations? _____ Years

Q234 On average, how many hours do you work each week in your Oklahoma Cooperative Extension job? _____ Hours

Q235 On average, how many hours each week do you spend conducting direct nutrition education in your community, including time spent on curriculum preparation and documentation? This means YOU are the person doing the teaching, not your staff.

- None (1)
- 1-2 hours (2)
- 3-4 hours (3)
- 5-6 hours (4)
- More than 6 hours (5)

Q236 How many staff (full-time and part-time) do you currently supervise?

Q237 Please indicate the sources of your externally funded programs. The numbers should add up to 100%.

CNEP (1) _____

High Obesity Program (HOP) (2)

Diabetes Prevention Program (DPP) (3)

Happy Healthy Homes (4) _____

Other (please indicate in text box): _____ (5)

Other (please indicate in text box): _____ (6)

Other (please indicate in text box): _____ (7)

Q238 Please choose the answers that apply to you.

I manage this program or supervise staff who manage this program.

	Yes (1)	No (2)
Community Nutrition Education Programs (CNEP) (1)	<input type="radio"/>	<input type="radio"/>

Q240

	Yes (1)	No (2)
Farm-to-School (1)	<input type="radio"/>	<input type="radio"/>

Q245

	Yes (1)	No (2)
High Obesity Program (HOP) (1)	<input type="radio"/>	<input type="radio"/>

Q295

	Yes (1)	No (2)
Diabetes Prevention Program (DPP) (1)	<input type="radio"/>	<input type="radio"/>

Q296

	Yes (1)	No (2)
Happy Healthy Homes (1)	<input type="radio"/>	<input type="radio"/>

Q297

	Yes (1)	No (2)
Unidos Se Puede (1)	<input type="radio"/>	<input type="radio"/>

Q246 Please choose the answers that apply to you.

Although I do not manage this program, it exists in my county.

	Yes (1)	No (2)	Don't Know (3)
Community Nutrition Education Programs (CNEP) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q248

	Yes (1)	No (2)	Don't Know (3)
Farm-to-School (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q252

	Yes (1)	No (2)	Don't Know (3)
High Obesity Program (HOP) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q298

	Yes (1)	No (2)	Don't Know (3)
Diabetes Prevention Program (DPP) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q299

	Yes (1)	No (2)	Don't Know (3)
Happy Healthy Homes (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q300

	Yes (1)	No (2)	Don't Know (3)
Unidos Se Puede (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q253 Please indicate how each of the following statements is desirable or undesirable in your job.

Doing work that:

	-3 (Extremely Undesirable) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Extremely Desirable) (7)
Falls within the scope of my job. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q254

	-3 (Extremely Undesirable) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Extremely Desirable) (7)
I consider a priority in my work agenda. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q255

	-3 (Extremely Undesirable) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Extremely Desirable) (7)
Is consistent with the mission of Oklahoma Cooperative Extension (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q256

	-3 (Extremely Undesirable) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Extremely Desirable) (7)
Other people ask me to do (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q257

	-3 (Extremely Undesirable) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Extremely Desirable) (7)
Requires a skill set different from the one used in meeting EFNEP or ESOK programming goals. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q258

	-3 (Extremely Undesirable) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Extremely Desirable) (7)
Is compatible with EFNEP and ESOK guidelines. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q259

	-3 (Extremely Undesirable) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Extremely Desirable) (7)
Conflicts with meeting "the numbers" for EFNEP or ESOK (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q260

	-3 (Extremely Undesirable) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Extremely Desirable) (7)
Contributes positively to obesity prevention. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q261

	-3 (Extremely Undesirable) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Extremely Desirable) (7)
Increases people's awareness of obesity and its prevention. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q262

	-3 (Extremely Undesirable) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Extremely Desirable) (7)
Has great potential in preventing obesity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q263

	-3 (Extremely Undesirable) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Extremely Desirable) (7)
Saves our association money. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q264

	-3 (Extremely Undesirable) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Extremely Desirable) (7)
Benefits our OCE program participants. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q265

	-3 (Extremely Undesirable) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Extremely Desirable) (7)
Not having clear directions at work. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q266

	-3 (Extremely Undesirable) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Extremely Desirable) (7)
Knowing exactly what is required of me in my job. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q267

	-3 (Extremely Undesirable) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Extremely Desirable) (7)
Having planned goals and objectives in my job. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q268

	-3 (Extremely Undesirable) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Extremely Desirable) (7)
Investing in ourselves. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q269

	-3 (Extremely Undesirable) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Extremely Desirable) (7)
Imposing our values on other people. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q271 Please indicate how likely you would be to use environmental approaches to address obesity IF you had each of the following resources.

Personal Knowledge and Skills:

	-3 (Much Less Likely) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Much More Likely) (7)
Knowledge and skills to conduct a community assessment, including gathering information from community and agency leaders about their views toward obesity and its prevention. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q272

	-3 (Much Less Likely) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Much More Likely) (7)
Knowledge and skills to develop and implement action plans to make environmental changes to target obesity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q273

	-3 (Much Less Likely) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Much More Likely) (7)
Knowledge and skills to develop and implement action plans to make environmental changes to target obesity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q274

	-3 (Much Less Likely) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Much More Likely) (7)
Knowledge and skills to incorporate other projects that involve making environmental changes into my existing programs. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q275

Organizational Resources:

	-3 (Much Less Likely) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Much More Likely) (7)
Sources of my salary (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q276

	-3 (Much Less Likely) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Much More Likely) (7)
My work time (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q277

	-3 (Much Less Likely) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Much More Likely) (7)
Help from my staff (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q278 Supervisor Support:

	-3 (Much Less Likely) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Much More Likely) (7)
My supervisor helps me find more time to work on projects that involve using environmental approaches to address obesity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q279

	-3 (Much Less Likely) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Much More Likely) (7)
My supervisor understands what it means to use environmental approaches to address obesity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q280

	-3 (Much Less Likely) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Much More Likely) (7)
My supervisor helps me secure funding for projects that involve using environmental approaches to address obesity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q283 Agency Resources:

	-3 (Much Less Likely) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Much More Likely) (7)
Existing relationships with agency partners. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q284

	-3 (Much Less Likely) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Much More Likely) (7)
Agency partners who are committed to making environmental changes to target obesity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q285

	-3 (Much Less Likely) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Much More Likely) (7)
Agency partners who have resources (funding, staff) to make environmental changes to target obesity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q286 Please indicate how likely you would be to use environmental approaches to address obesity IF you had each of the following resources.

Campus Resources:

	-3 (Much Less Likely) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Much More Likely) (7)
Technical support from campus faculty and staff. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

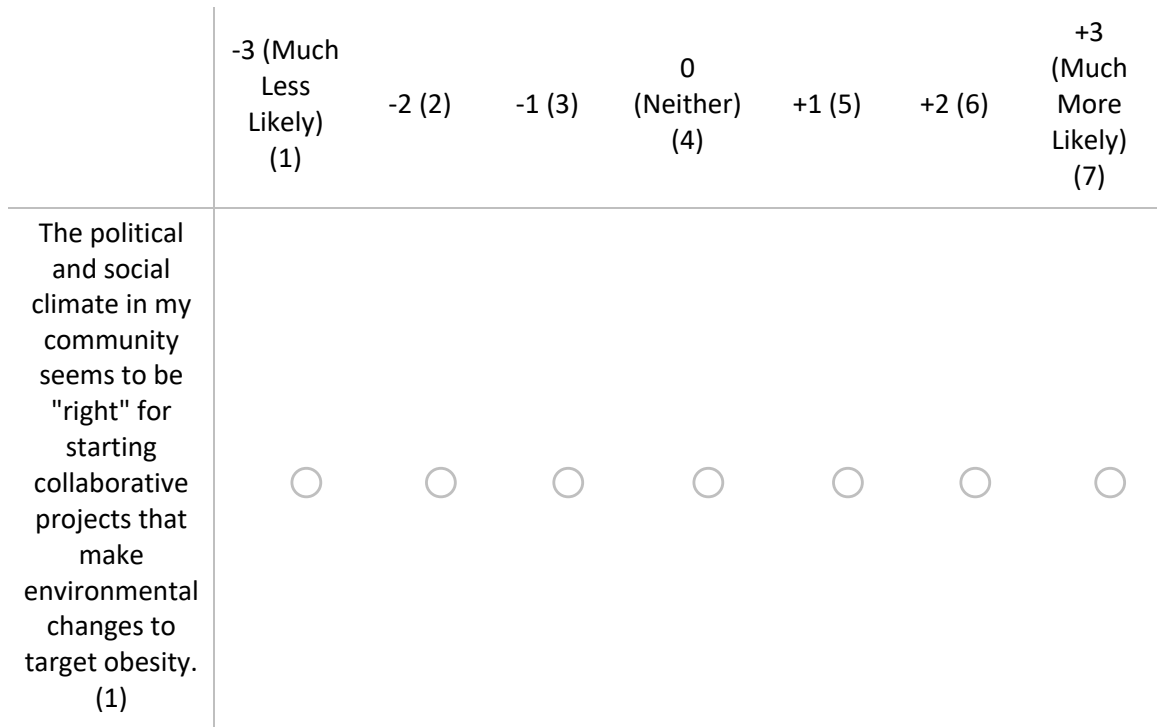
Q287

	-3 (Much Less Likely) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Much More Likely) (7)
Updates that focus on using environmental approaches to address obesity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

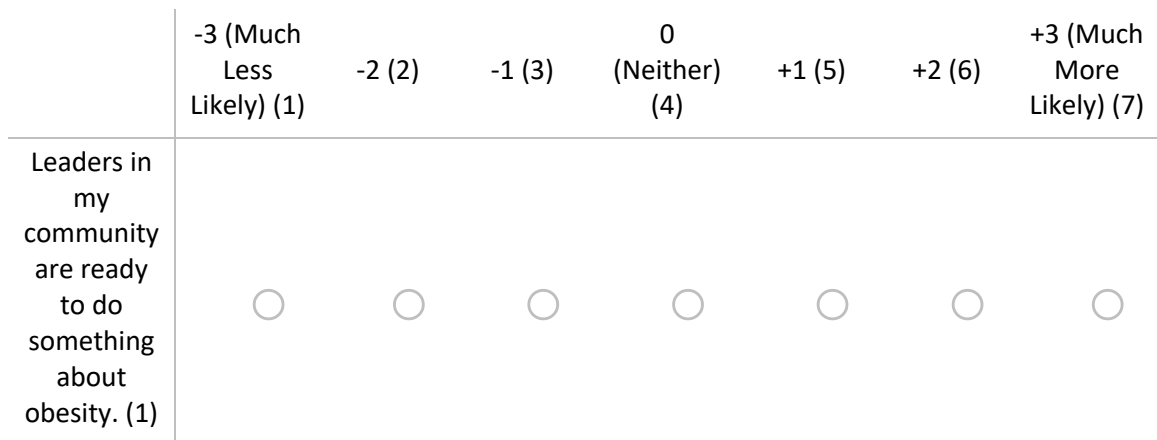
Q288

	-3 (Much Less Likely) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Much More Likely) (7)
NutritionWorks' online course, "Preventing Childhood Obesity: An Ecological Approach" (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q289 Community Resources and Readiness:



Q290



Q291

	-3 (Much Less Likely) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Much More Likely) (7)
Agencies in my community have a history of working together. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q292 Other:

	-3 (Much Less Likely) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Much More Likely) (7)
Community coalitions and committees teach me to make environmental changes to target obesity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q293

	-3 (Much Less Likely) (1)	-2 (2)	-1 (3)	0 (Neither) (4)	+1 (5)	+2 (6)	+3 (Much More Likely) (7)
Technical support from funders (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q301 BACKGROUND INFORMATION

Q302 Sex:

Male (1)

Female (2)

Q303 What is the highest level of education you have earned?

Some high school (1)

Highschool/GED (2)

Some college (3)

Associate's degree (4)

Bachelor's degree (5)

Bachelor's degree and some graduate courses (6)

Master's degree (7)

Doctoral degree (8)

Q304 Which of the following credentials have you earned?

- Registered Dietitian (RD) (1)
- Certified in Family and Consumer Sciences (CFCS) (2)
- Certified Health Education Specialist (CHES) (3)
- None of the above (4)

Q305 Did you take the online course, "Preventing Childhood Obesity: an Ecological Approach," from Cornell NutritionWorks?

- No (1)
- Yes, but only audited or did not complete the entire course (2)
- Yes, and I have developed an action plan. (3)

Q306 Please select your age range.

- 20-24 (1)
- 25-29 (2)
- 30-35 (3)
- 36-40 (4)
- 41-45 (5)
- 46-49 (6)
- 50-55 (7)
- 56-59 (8)
- 60 or over (9)

Q307 Which of the following BEST represents your Oklahoma Cooperative Extension appointment? If more than 1 apply, choose the option in which you spend your most time.

- Family and Consumer Sciences (1)
- 4-H (2)
- Agriculture and Natural Resources (3)
- Nutrition Education Assistant (4)

Q282 Would you like to be entered in the drawing for a \$25 gift card?

- Yes (1)
- No (2)

Questions for Second Survey

On a scale of 1 to 5, to what extent are you familiar with use of policy, systems, and environmental (PSE) approaches to address community health issues?

- Scale 1-5 (1= I do not know what PSE approaches are; 5= I am very familiar with use of PSE approaches)

Assessment of Readiness

1. Which of the following best describes your involvement in using PSE approaches to address obesity in your work?
 - a. I currently do not use PSE approaches to address chronic diseases and I am not planning to start in the next year.
 - b. I currently do not use PSE approaches to address chronic diseases, but I plan to in the next year.
 - c. I currently use PSE approaches to address chronic disease and I intend to continue doing it in the next year.
 - d. I currently use PSE approaches to address chronic disease, but I do not intend to continue doing it next year.

Attitudes and Beliefs Questions:

1. How serious of a problem do you think the following chronic diseases are:
 - a. Obesity
 - b. Type 2 Diabetes
 - c. Cardiovascular Disease

Scale 1-5 (1- Not serious, 5-Serious)

2. Please indicate how effective you believe PSE approaches are in addressing:
 - a. Obesity
 - b. Type 2 Diabetes
 - c. Cardiovascular Disease

Scale 1-5 (1-Ineffective, 5-Effective)

3. Please rate how much people that you associate within your job would agree/disagree with you using PSE approaches in your job?
 - a. Supervisor & Staff
 - b. Community Partners
 - c. Campus Faculty

Scale 1-5 (1-disagree, 5-agree)

Networking (social support, social norms)

1. Please indicate how much you agree with the statement: I have the freedom to decide what community partners I collaborate with to expand PSE programs/approaches in my community.
 - a. Scale 1-5 (1-disagree, 5-agree)

2. Please indicate how much you agree with the statement: I have developed relationships/collaborations with community partners that provide support for carrying out PSE approaches in my community.
 - a. Scale 1-5 (1-disagree, 5-agree)
3. Please indicate how much you agree with the statement: I collaborate with agency and community partners to conduct PSE approaches to expand my current program areas.
 - a. Scale 1-5 (1-disagree, 5-agree)
4. Please indicate how much you agree with the statement: I actively collaborate with agency and community partners to initiate PSE approaches that are new to my program area.
 - a. Scale 1-5 (1-disagree, 5-agree)

Perceived Control (resources available)

1. The following resources are available to me for developing and implementing PSE approaches in my community:
 - a. Help from my supervisor
 - b. Help from my staff
 - c. Help from community partners
 - d. Help from campus faculty

Scale 1-5 (1-disagree, 5-agree)

2. Please indicate how much you agree with the following statements: Serving on committees/coalitions that make PSE approaches...
 - a. Falls within the scope of my job.
 - b. Is a priority in my work agenda.

Scale 1-5 (1-disagree, 5-agree)

3. There are planned goals and objectives in Extension and my Plan of Work to guide me in using PSE approaches to address obesity in my community.
 - a. Scale 1-5 (1-disagree, 5-agree)

Knowledge & Skills (even though it didn't emerge as factor, still think it's important to ask these questions for training development)

1. Please indicate how much you agree with the following statement: I have the knowledge and skills to...
 - a. Conduct a community assessment, including gathering information from community and agency leaders about their views toward prevention of obesity, diabetes, and heart disease.
 - b. Develop and implement action plans related to PSE approaches.
 - c. Incorporate PSE approaches into my existing programs.

Scale 1-5 (1-disagree, 5-agree)

VITA

Saydee Beth Adams

Candidate for the Degree of

Master of Science

Thesis: POLICY, SYSTEM, AND ENVIRONMENTAL APPROACHES:
DETERMINING FACTORS OF USE OF PSE AMONG EXTENSION
EDUCATORS IN OKLAHOMA

Major Field: Nutritional Sciences

Biographical:

Education:

Completed the requirements for the Master of Science in Nutritional Sciences at Oklahoma State University, Stillwater, Oklahoma in July, 2021.

Completed the requirements for the Bachelor of Science in Nutritional Sciences at Oklahoma State University, Stillwater, OK in 2018.

Experience:

Graduate Research Assistant

Professional Memberships:

Academy of Nutrition and Dietetics

National Society of Leadership and Success