REPORT ON THE
ACTIVE LIVING RESEARCH IMPACT SURVEY
2013

EXECUTIVE SUMMARY

The aim of the Active Living Research (ALR) impact survey was to gather evidence from grantees on the extent to which ALR has achieved its aims. The grantees survey have been administered every year since 2007 to examine impacts of ALR grant in the previous year. The 30-40 minute survey was completed online.

Response rates:

- 2008, 79 out of 95 grantees (83%)
- 2009, 76 out of 108 grantees (70%)
- 2010, 95 out of 134 grantees (71%)
- 2011, 128 out of 163 grantees (79%)
- 2012, 96 out of 159 active grantees (60 %)
- 2013, 74 out of 154 active grantees (48 %)

The survey was used to evaluate the following aims based on the identified indicators:

- Building the evidence base: publications, presentations, other research products
- Building capacity among researchers: recruiting investigators, career advancements, teaching, collaborations
- Building the field by leveraging additional funds
- Building the field by gathering empirical evidence: ALR literature database
- Informing policy debates: communications to policymakers and the media

BACKGROUND

ALR was funded in October 2001 to develop a new field of research into the environmental and policy influences on active living, with the goal of informing policy change. The first grants were funded in 2002. By September 2012, ALR has funded over 230 grants through 10 rounds of Calls for Proposals in addition to multiple special solicitations. ALR has been entrusted with two authorizations with a total of $27,960 million research fund.

PROCEDURE

The survey was modeled on the grantee survey conducted annually by the Substance Abuse Policy Research Program (SAPRP). The survey was sent to ALR grantees every year since 2007. Potential participants were sent an invitation by email, and they completed the 30-40 minute survey online.

The data were cleaned by the national program office staff. The round of research was correctly allocated and grantee status was verified. Only PI or Co-PI on a project was considered a grantee. Data were analyzed by ALR staff using Microsoft Office Excel 2007 and IBM SPSS 19.0.

RESULTS

Grantee characteristics

We analyzed grantee demographic profiles from 2008 to 2011. Grantees were more likely to be female, have doctorate degree, and white (Table 1). However, we have seen an increasing percentage of non-white grantees from 2008 to 2011 (Figure 1).

Table 1 Grantees' gender, race/ethnicity, educational level and research experience

Grantee Characteristics (%)	2008 (n=79)	2009 (n=76)	2010 (n=95)	2011 (n=128)	2012 (n=96)	2013 (n=74)
Gender						
Male	53.5	41.9	35.9	39.8	34.9	39.2
Female	46.5	58.1	64.1	60.2	65.1	60.8
Race/ethnicity						
African American	11.3	6.8	12.0	9.4	12.8	8.1
American Indian/Alaskan native	1.4	-	1.1	2.3	-	0.0
Asian	11.3	13.5	14.1	12.5	14.0	8.1
Native Hawaiian/ Pacific Islander	-	-	-	0.8	1.2	1.4
Latino/Hispanic	7.0	9.5	8.7	10.9	12.8	5.4
White	71.8	68.9	67.4	68.8	62.8	74.3
Multiple race/ethinicity		-				0.0
Educational level						
Doctorate (PhD, MD, JD)	94.4	95.8	98.9	92.9	93.0	94.6
Master or lower	5.1	4.2	1.1	7.1	7.0	5.1
Research experience						
≤2 years	29.6	12.2	13.0	11.7	9.3	9.5
3-5 years	21.1	27.0	18.5	16.4	2.3.	12.2
6-9 years	12.7	13.5	20.7	21.9	17.4	13.5
+10 years	36.6	47.3	47.8	50.0	50.0	64.9

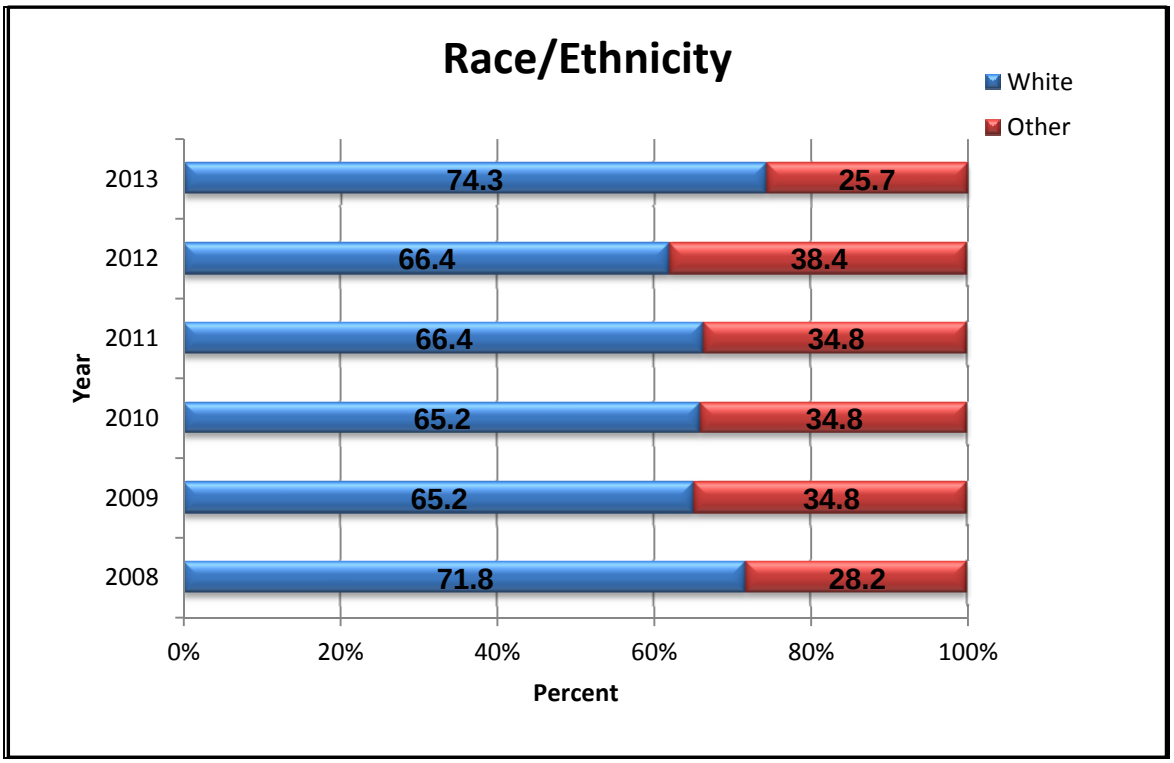

Figure 1. Race/ethnicity breakdown (White vs. other) from 2007 to 2013

ALR promotes a transdisciplinary approach to conducting research, and the ALR grantees' disciplinary profile has largely reflected the multidisciplinary backgrounds of ALR grantees. Across the Seven years, the biggest categories are public health, exercise science, and urban planning. In Table 2, we present grantees' disciplines from 2008 to 2013.

Table 2 Grantees' disciplines (2008-2011)

Discipline (%)	2008 (n=79)	2009 (n=76)	2010 (n=95)	2011 (n=128)	2012 (n=96)	2013 (n=78)
Anthropology	5.6	4.05	4.3	7.0	2.3	1.4
Architecture	12.7	16.2	10.9	7.0	8.1	8.1
Behavioral Science	31.0	31.1	32.6	28.1	33.7	27.0
Business	1.4	1.4	3.3	1.6	2.3	2.7
Child Development	-	-	7.6	10.9	9.3	6.8
Criminology/Criminal Justice	5.6	2.7	2.2	5.5	2.3	2.7
Economics	8.5	6.8	13.0	10.9	11.6	8.1
Education	8.5	12.2	12.0	14.1	15.1	13.5
Engineering	2.8		5.4	3.9	1.2	5.4
Environmental Science	35.2		6.5	7.0	9.3	5.4
Epidemiology		41. 9	29.3	33.6	32.6	37.8
Exercise Science	35.2	37.9	46.7	39.8	50.0	37.8
Food Science	22.5	2.7	1.1	-	1.2	1.4
Geography	8.5	20.3	25.0	18.8	20.9	23.0
Health Service Research	14.1	4.1	6.5	4.7	8.1	4.1
Landscape Architecture	1.4	12.2	7.6	8.6	8.1	8.1
Law	15.5	2.8	2.2	4.7	3.5	6.8
Medicine	5.6	13.5	15.2	14.1	11.6	12.2
Nursing	16.9	2.7	1.1	3.1	1.2	2.7
Nutrition		25.7	27.2	18.8	26.7	25.7
Political science	1.4	1.4		0.8	1.2	1.4
Policy Studies	8.5	9.5	7.6	9.4	11.6	17.6
Psychiatry	18.3			1.6	1.2	
Psychology		23.0	18.5	18.8	24.4	18.9
Public Administration	2.8	1.4	3.3	0.8	2.3	2.7
Public Health	60.6	58.1	56.5	57.8	61.6	66.2
Public policy	23.9	16.2	20.7	16.4	18.6	20.3
Recreation/Leisure Science	8.5	6.8	9.8	13.3	12.8	12.2
Sociology	8.5	10.8	12.0	15.6	16.3	14.9
Statistics	36.6	29.7	30.4	27.3	31.4	32.4
Transportation	23.9	21.6	15.2	15.6	22.1	24.3
Urban Planning	52.1	54.1	44.6	37.5	34.9	33.8

Building the evidence base

To evaluate the contribution of the ALR grants to building the evidence base, grantees were asked to report any published/in press journal article, book, book chapter, technical report, newsletter, fact sheet, invited talk, conference and other presentation, and new measurement instrument related to ALR grants. Numbers were summed by categories for each year (Table 3). We present the cumulative academic products to show the continuous academic impacts of ALR grants (Figure 2).

Table 3. Grantees' contributions to building the evidence base (2008-2011)

Products	2008 (n=79)	2009 (n=76)	2010 (n=95)	2011 (n=128)	2012 (n=96)	2013 (n=78)
Professional publications: journal article, book, book chapter	74	53	71	107	79	57
Professional / technical report, newsletter, fact sheet, invited talk, conference and other presentation	383	251	266	412	305	239
New measurement instruments	32	32	26	37	36	22

Note: Completed products include published and accepted/in press.

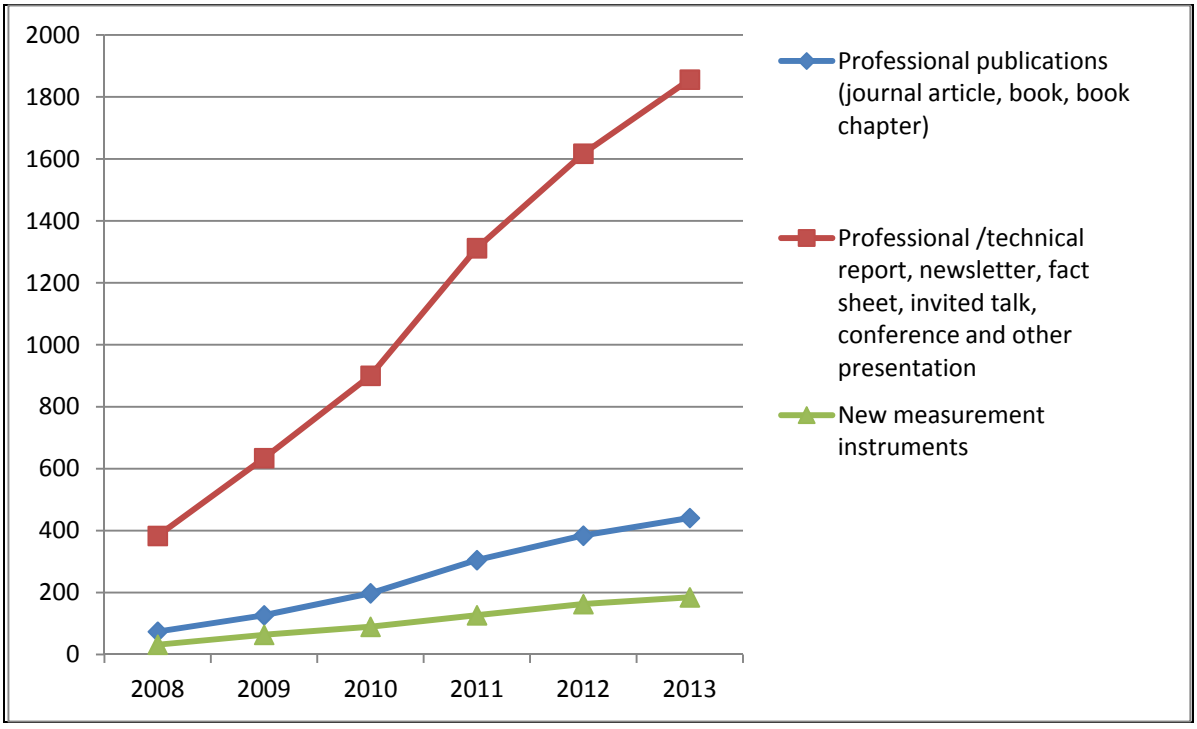

Figure 2. Cumulative academic products by ALR grantees

Building researchers' capacity

Grantees were asked to estimate the number of professional advancements that could be partly attributed to their ALR grants. In every year's survey, the majority of grantees (65.6%) reported at least one professional advancement as a result of the ALR grant(s). This finding suggests that investigators are professionally benefiting from their ALR grants. ALR has helped grantees in capacity building; and this may increase the chances for the grantees to continue this line of work. The specific types of academic advancement contributed to ALR grants are summarized in Table 4.

Table 4 Academic products on capacity building (2007-2011)

Products/activities	2008 (n=79)		2009 (n=76)		2010 (n=95)		2011 (n=128)		2012 (n=96)		2013 (n=78)	
	n	%	n	%	n	%	n	%	n	%	n	%
Consulting	17	22.7	16	21.1	20	21.5	32	23.9	19	20.4	17	22.1
Employment/Promotion/ Advancement	20	26.7	7	9.2	15	16.1	20	14.9	17	18.3	21	27.3
Advancement in professional organization	4	5.3	3	3.9	5	5.4	12	9.0	10	10.8	9	11.7
Invited to collaborate with others	46	61.3	37	48.7	56	60.2	79	59.0	52	55.9	37	48.1
World Wide Web Site (about ALR grant)	7	9.3	4	5.3	2	2.2	5	3.7	6	6.5	2	2.6
Other (e.g. other grants, dissertation)	11	14.7	5	6.6	7	7.5	17	12.7	8	8.6	10	13.0

ALR encourages collaborations across disciplines and institutions. In every year's survey, the majority of grantees reported new collaboration outside their primary discipline as a result of ALR grants (Table 5).

Table 5 Active Living Research participation and grant resulted in new collaboration (2008-2013)

New collaboration outside the primary discipline	2008 (n=79)		2009 (n=76)		2010 (n=95)		2011 (n=128)		2012 (n=96)		2013 (n=78)	
	n	%	n	%	n	%	n	%	n	%	n	%
Within grantee's institution	53	71.6	50	67.6	61	66.3	75	56.8	61	66.3	43	55.1
Outside the grantee's institution	53	71.6	51	68.9	65	70.7	93	70.5	66	71.7	53	67.9

Although ALR grants have clearly benefited grantees' research career, to make long-term and sustainable impact, it is important that the grantees incorporate ALR concepts in teaching to guide the next generation of researchers into the field. Grantees were asked whether and how they incorporated ALR concepts in teaching. As shown in Table 6, the majority of grantees reported changes in teaching as a result of ALR grants.

Table 6 ALR Grantees Incorporate ALR Concepts in Teaching

Products/activities	2008 (n=79)		2009 (n=76)		2010 (n=95)		2011 (n=128)		2012 (n=96)		2013 (n=78)	
	n	%	n	%	n	%	n	%	n	%	n	%
Incorporate new ALR content in courses	38	51.4	37	50.0	46	50.0	67	50.8	47	51.1	35	45.5
Create new course related to ALR	7	8.9	1	1.4	10	10.9	14	10.6	8	8.3	6	7.8
Supervise/ mentor students related to ALR	36	48.6	32	43.2	41	44.6	56	42.4	41	44.6	35	45.5
Lecture/ presentation within the research institute	40	54.1	34	45.9	46	50.0	67	50.8	46	50.0	35	45.5
Lecture/presentation outside the research institute	34	45.9	34	45.9	41	44.6	59	44.7	45	48.9	37	48.1

Leveraging RWJF's Investment

Grantees were asked to provide details of funding received from agencies other than ALR to conduct research on environmental or policy aspects related to physical activity.

- In the 2007 survey, 25 grantees reported a total of $16,974,208 funds received. Among the 25 grantees, 15 of them (60%) believed that their ALR grants helped them receive additional funding, which totaled $8,734,208.

- In the 2008 survey, 21 grantees reported receiving a total of $ 24,586,802 in research funds. Most (76%) grantees who received additional funding reported that ALR grants helped them secure funding from other agencies, which totaled $15,809,090.

- In the 2009 survey, 23 grantees reported a total of $15,586,351 funds received. About two thirds (76%) of them reported that ALR grants helped them receive additional funding, which totaled $6,852,923.

- In the 2010 survey, 30 grantees reported receiving additional funds of $29,760,219. Eighteen (60%) reported that ALR grant helped them secure funding from other agencies, which totaled $17,303,681.

- In the 2011 survey, 29 grantees reported receiving additional funds of $20,492,375. Twenty four (83%) reported that ALR grant helped them secure funding from other agencies, which totaled $17,488,375.

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- In the 2012 survey, 29 grantees reported receiving additional funds of $881,745,118. Twenty (69%) reported that ALR grant helped them secure funding from other agencies, which totaled $19,787,424.

The large number has demonstrated ALR grantees' success in leveraging additional funding. Active Living Research has played a substantial role in helping grants leverage funding outside the ALR.

Field building through ALR literature database

As a result of ALR, the field of environment and physical activity/obesity has grown rapidly in the last decade. More and more journal articles have been published by grantees and non-grantees. To evaluate the field building of environment and physical activity/obesity, we provide the number of publications in the ALR literature database in the last ten years.

The ALR online literature database features papers that examine the relationship of environment and policy with physical activity and obesity. The number of papers in the literature database is an important indicator of the academic products in this area. As shown in Figure 3, the number of papers has grown significantly from 2001 when the first ALR grant was funded, and the growth has been accelerated in the last few years.

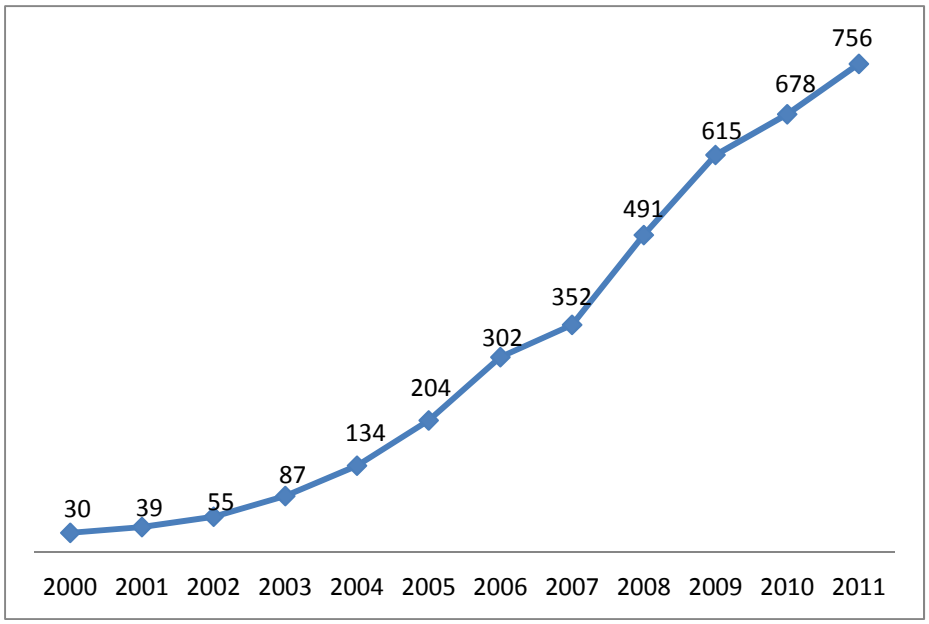

Figure 3. Number of papers in ALR literature database

Policy impacts: From research to translation

Respondents were asked to report policy impacts resulted from their ALR work. In every year's survey, between about 15% and 30% grantees reported policy impact, and each grantee reported multiple policy impacts. More impacts have been made in policy change than policy implementation. More policy impacts have been made on the local and organizational levels than the federal and state levels (Table 7).

Table 7 ALR grantees' Impacts on Policies

Policy Impact	2008 (n=79)	2009 (n=76)	2010 (n=95)	2011 (n=128)	2012 (n=96)	2013 (n=78)
Grantee reported policy impacts	16	12	22	24	21	1
Policy change (changing law, regulation, policy; influencing policy making and modification)	20	13	23	34	25	24
Policy implementation (changing policy enforcement and implementation, allocating resources for programs/interventions)	10	7	15	13	19	14
Levels of the Policy Impact						
Federal	0	0	3	1	-	0
State	6	5	6	5	9	5
Local	9	7	14	16	13	16
Organizational (company, NGO, Education institutes, judicial)	9	2	11	12	7	9

Appendix 1 Selective transcripts of responses to open-ended questions

The open-ended questions produced an abundance of testimonials, insights, and opinions. We have received a large amount of feedback from grantees that spent a lot of time and efforts on the open-ended questions. Due to space limit, we have only selected a small number of transcripts to represent grantees' responses.

Do you have any stories from 2011 you would like to share with us about the impact that Active Living Research has had on your work or the impact your work has had on the field of physical activity research?

- I cannot put into words the influence that ALR and RWJF have had for my professional growth and development. The additional training courses, seminars, and mentorship have been extremely valuable. I must say that my participation in this program also contribute to my recent promotion and tenure to Associate Professor.

- Active living is becoming a more mainstream conversation in Nevada due to the local and state level interactions I have had on my active living research. Active living has also become the foundation of a course I teach at the university.

- Impact of ALR: 1) Our elected officials invited us to produce a health element for the county comprehensive plan 2)We are submitting an NIH research proposal (R21) addressing retail food access, including methodological issues associated with measurement 3)We are participating in the NACCHO HIA mentorship program - mentoring another local jurisdiction in how to perform HIA s and how to engage in research related to active living research.

- RWJF ALR has been one of the most valuable organizations to my career! Besides awarding me my first extramural grant, ALR has provided leadership opportunities within the ALR community of researchers and professionals.

- It has opened an area of research for me. With researchers in Belgium, I hope to be part of a funded grant to continue the research in an international framework.

- My ALR grant has enabled me to obtain multiple grants addressing active living that were active in 2011 (awarded in 2010) and a new one for 2012. It has been the seed from which I have been able to develop a growing body of research in active living research. Also, it is one of the factors that facilitated my transition to tenure track as Assistant Professor.

- The ALR grant helped me establish credibility in my institution as a researcher and also helped highlight the importance of obesity and physical activity research as an area of study.

- We shared our survey questions that we developed as part of our grant with Safe Routes to School nonprofit organization working in Montana to help them conduct a similar survey of school sitting in that state.
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Appendix 2 Publications from ALR grants in 2011

1. Aytur, S. A., Satinsky, S. B., Evenson, K. R., & Rodriguez, D. A. (2011). Pedestrian and Bicycle Planning in Rural Communities: Tools for Active Living. *Family & Community Health*, 34(2), 173-181.

2. Barr-Anderson, D. J., AuYoung, M., Whitt-Glover, M. C., Glenn, B. A., & Yancey, A. K. (2011). Integration of Short Bouts of Physical Activity Into Organizational Routine A Systematic Review of the Literature. *American Journal of Preventive Medicine*, 40(1), 76–93.

3. Bejleri, I., Steiner, R., Fischman, A., & Schmucker, J. M. (2011). Using GIS to Analyze the Role of Barriers and Facilitators to Walking in Children's Travel to School. *Urban Design International*, 16(1), 51-62.

4. Boarnet, M. G., Forsyth, A., Day, K., & Oakes, J. M. (2011). The Street Level Built Environment and Physical Activity and Walking: Results of a Predictive Validity Study for the Irvine Minnesota Inventory. *Environment & Behavior*, 43(6), 735-775.

5. Boone-Heinonen, J., Diez Roux, A. V., Kiefe, C. I., Lewis, C. E., Guilkey, D. K., & Gordon-Larsen, P. (2011). Neighborhood Socioeconomic Status Predictors of Physical Activity through Young to Middle Adulthood: The CARDIA Study. *Social Science & Medicine*, 72(5), 641-649.

6. Boone-Heinonen, J., & Gordon-Larsen, P. (2011). Life Stage and Sex Specificity in Relationships between the Built and Socioeconomic Environments and Physical Activity. *Journal of Epidemiology and Community Health*, 65(10), 847.

7. Boone-Heinonen, J., Gordon-Larsen, P., Guilkey, D. K., Jacobs Jr, D. R., & Popkin, B. M. (2011). Environment and Physical Activity Dynamics: The Role of Residential Self-Selection. *Psychology of Sport and Exercise*, 12(1), 54-60.

8. Broyles, S. T., Mowen, A. J., Theall, K. P., Gustat, J., & Rung, A. L. (2011). Integrating Social Capital Into a Park-Use and Active-Living Framework. *American Journal of Preventive Medicine*, 40(5), 522-529.

9. Casper, J., Bocarro, J. N., Kanters, M., & Floyd, M. F. (2011). Measurement Properties of Constraints to Sport Participation: A Psychometric Examination with Adolescents. *Leisure Sciences*, 33(2), 127-146.

10. Casper, J. M., Bocarro, J. N., Kanters, M. A., & Floyd, M. F. (2011). "Just Let Me Play!" Understanding Constraints that Limit Adolescent Sport Participation. *Journal of Physical Activity and Health*, 8(Suppl 1), S32-S39.

11. Cho, G., Rodríguez, D. A., & Evenson, K. R. (2011). Identifying Walking Trips Using GPS Data. *Medicine and Science in Sports and Exercise*, 43(2), 365-372.

12. Chomitz, V. R., Aske, D. B., McDonald, J., Howard, C., & Hacker, K. (2011). The Role of Recreational Spaces in Meeting Physical Activity Recommendations among Middle School Students. *Journal of Physical Activity and Health*, 8(Suppl. 1), 8-16.

13. Clifton, K. J., Akar, G., Smith, A. L., & Voorhees, C. C. (2011). Gender Differences in Adolescent Travel to School: Exploring the Links with Physical Activity and Health. *Transportation Research Board*, 46(2), 203-212.

14. Colabianchi, N., Maslow, A. L., & Swayampakala, K. (2011). Features and Amenities of School Playgrounds: A Direct Observation Study of Utilization and Physical Activity Levels Outside of School Time. *International Journal of Behavioral Nutrition and Physical Activity*, 8(32).

15. Coutts, C., & Miles, R. (2011). Greenways As Green Magnets: The Relationship between the Race of Greenway Users and Race in Proximal Neighborhoods. *Journal of Leisure Research*, 43(3), 317-333.

16. Dalton, M. A., Longacre, M. R., Drake, K. M., Gibson, L., Adachi-Mejia, A. M., Swain, K., et al. (2011). Built Environment Predictors of Active Travel to School among Rural Adolescents. *American Journal of Preventive Medicine*, 40(3), 312-319.

17. Dill, J., & Howe, D. (2011). The Role of Health and Physical Activity in the Adoption of Innovative Land Use Policy: Findings from Surveys of Local Governments. *Journal of Physical Activity and Health*, 8(Suppl 1), S116-S124.

18. Duncan, D. T., Aldstadt, J., Whalen, J., Melly, S. J., & Gortmaker, S. L. (2011). Validation of Walk Score for Estimating Neighborhood Walkability: An Analysis of Four US Metropolitan Areas. *International Journal of Environmental Research and Public Health*, 8(11), 4160-4179.

19. Duncan, D. T., Castro, M. C., Blossom, J. C., Bennett, G. G., & Gortmaker, S. L. (2011). Evaluation of the Positional Difference Between Two Common Geocoding Methods. *Geospatial Health*, 5(2), 265-273.

20. Dunton, G. F., Durand, C. P., Riggs, N. R., & Pentz, M. A. (2011). School-Based Obesity-Prevention Programs. In D. Bagchi (Ed.), *Global View on Childhood Obesity: Current Status, Consequences and Prevention* (pp. 319-331). London: Elsevier/Academic Press.

21. Dunton, G. F., Liao, Y., Intille, S., Wolch, J., & Pentz, M. (2011). Physical and Social Contextual Influences on Children's Leisure-Time Physical Activity: An Ecological Momentary Assessment Study. *Journal of Physical Activity and Health*, 8(Suppl 1), S103-S108.

22. Dunton, G. F., Liao, Y., Intille, S. S., Spruijt-Metz, D., & Pentz, M. (2011). Investigating Children's Physical Activity and Sedentary Behavior Using Ecological Momentary Assessment with Mobile Phones. *Obesity*, 19(6), 1205-1212.

23. Dyson, B., Wright, P., Amis, J., Ferry, H., & Vardaman, J. (2011). The Production, Communication, and Contestation of Physical Education Policy: The Cases of Mississippi and Tennessee. *Policy Futures in Education*, 9(3), 367-380.

24. Edwards, M. B., Kanters, M. A., & Bocarro, J. N. (2011). Opportunities for Extracurricular Physical Activity in North Carolina Middle Schools. *Journal of Physical Activity and Health*, 8, 597-605.

25. Eugeni, M. L., Baxter, M., Mama, S. K., & Lee, R. E. (2011). Disconnections of African American Public Housing Residents: Connections to Physical Activity, Dietary Habits and Obesity. *American Journal of Community Psychology*, 47(3-4), 264-276.

26. Evenson, K. R., Aytur, S., Satinsky, S. B., & Rodriguez, D. A. (2011). Barriers to Municipal Planning for Pedestrians and Bicyclists in North Carolina. *North Carolina Medical Journal*, 72(2), 89-97.

27. Evenson, K. R., Aytur, S. A., Satinsky, S. B., Kerr, Z. Y., & Rodriguez, D. A. (2011). Planning for Pedestrians and Bicyclists: Results from a Statewide Municipal Survey. *Journal of Physical Activity and Health*, 8(Suppl 2), S275-S284.

28. Fernandes, M. M., & Sturm, R. (2011). The Role of School Physical Activity Programs in Child Body Mass Trajectory. *Journal of Physical Activity and Health*, 8(2), 174-181.

29. Floyd, M. F., Bocarro, J. N., Smith, W. R., Baran, P. K., Moore, R. C., Cosco, N. G., et al. (2011). Park-Based Physical Activity Among Children and Adolescents. *American Journal of Preventive Medicine*, 41(3), 258-265.

30. Frech, A., & Kimbro, R. T. (2011). Maternal Mental Health, Neighborhood Characteristics, and Time Investments in Children. *Journal of Marriage and Family*, 73(3), 605-620.

31. Gemmill, E., Bayles, C., McTigue, K., Satariano, W., Sharma, R., & Wilson, J. (2011). Factors Associated with Adherence to an Accelerometer Protocol in Older Adults. *Journal of Physical Activity and Health*, 8(8), 1152-1159.

32. Handy, S., & McCann, B. (2011). The Regional Response to Federal Funding for Bicycle and Pedestrian Projects. *Journal of the American Planning Association*, 77(1), 23-38.

33. Heinrich, K. M., Dierenfield, L., Alexander, D. A., Prose, M., & Peterson, A. C. (2011). Hawaii's Opportunity for Active Living Advancement (HO'ĀLA): Addressing Childhood Obesity through Safe Routes to School. *Hawaii Medical Journal*, 70(7, Suppl 1), 21-26.

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35. Huberty, J. L., Siahpush, M., Beighle, A., Fuhrmeister, E., Silva, P., & Welk, G. (2011). Ready for Recess: A Pilot Study to Increase Physical Activity in Elementary School Children. *Journal of School Health*, 81(5), 251-257.

36. Joassart-Marcelli, P., Wolch, J., & Salim, Z. (2011). Building the Healthy City: The Role of Nonprofits in Creating Active Urban Parks. *Urban Geography*, 32(5), 682-711.

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