



FOR YOUTH DEVELOPMENT®  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

# FOR COMMUNITY

COMMUNITY AUDIT TOOLS: THREE EXAMPLES OF ASSESSMENTS USED  
TO ADDRESS COMMUNITY HEALTH AND EQUITY  
ACTIVE LIVING RESEARCH -SAN DIEGO, CA

March 12, 2012



# WORKSHOP OUTLINE

- 1. WELCOME AND INTRODUCTIONS**
- 2. COMMUNITY ASSESSMENT OVERVIEW**
- 3. ASSESSMENT TOOLS**
  - THRIVE
  - CHLI
  - School Zone Walkability
- 4. LESSONS LEARNED**
- 5. QUESTIONS AND ANSWERS**

# LEARNING OBJECTIVES

1. Provide brief overviews of each tool's purpose, development, and use
2. Describe unique elements of each tool
3. Introduce the process of implementing each tool in the community
4. Describe community partnerships that are integral to the effectiveness of community assessments
5. Discuss how the data from the assessments translate into actionable results and policy recommendations.



# COMMUNITY ASSESSMENT OVERVIEW

# THE POWER OF ASSESSMENT

“A community assessment process is not just a matter of surveying what people need, but it is a community organizing strategy. By rigorously and creatively assessing community needs, the process gives real ‘voice’ to individuals in the community... voices that can significantly influence program design.”

Source: Chang, H. Drawing Strength from Diversity: Effective Services for Children, Youth, and Families. Los Angeles: California Tomorrow; 1994.

# BENEFITS OF COMMUNITY ASSESSMENT

- Gain community **voice** and **engagement**
- Provide **input** to decision-makers about community needs
- Establish **baseline or starting point** for projects
- **Inform prioritization** for plan development
- Use **annually for multiple observations** to monitor and track progress

# COMMUNITY ASSESSMENT PROCESS



# ENGAGEMENT OF MANY STAKEHOLDERS





# UNDERSTANDING OF COMMUNITY HISTORY

- Awareness of important social, political, and economic changes that have occurred both recently or more distally
- Awareness of the types of organizations, community groups, and community sectors that are present
- Awareness of community standing relative to other communities

*Goodman, et al (1998)*

# ONCE DATA IS COLLECTED

- Analyzed
- Prioritized
- Action plan created
- Monitored
- Repeated







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# ENGAGE YOUR COMMUNITY

COMMUNITY HEALTHY LIVING INDEX (CHLI)  
ALR – SAN DIEGO, CA

March 12, 2012



# OUTLINE

## 1. BACKGROUND

- Health innovation at the Y
- Healthier Communities Initiatives

## 2. COMMUNITY HEALTHY LIVING INDEX (CHLI)

- Development
- Tool details and process
- Community examples

## 3. RESOURCES

# Y-USA'S PORTFOLIO OF HEALTH INNOVATION



**TO PROMOTE WELL-BEING (primary)**

**TO REDUCE RISK (secondary)**

**TO RECLAIM HEALTH (tertiary)**

	PROGRAMS FOR INDIVIDUALS	PROGRAMS FOR FAMILIES	CHANGES IN ORGANIZATIONS	CHANGES IN COMMUNITIES	CHANGES IN SOCIETY
<b>TO PROMOTE WELL-BEING (primary)</b>	<b>Press Play</b>	<b>Salsa Sabor y Salud</b>	<b>Childcare Standards: Y's Commitment To First Lady</b>	<b>Pioneering Healthier Communities</b> <b>ACHIEVE</b>	<b>Statewide Pioneering Healthier Communities</b>
<b>TO REDUCE RISK (secondary)</b>	<b>YMCA's Diabetes Prevention Program</b>	<b>Childhood Obesity</b>		<b>Community Transformation</b>	
<b>TO RECLAIM HEALTH (tertiary)</b>	<b>Falls Prevention</b>				
	<b>Diabetes Control</b>				
	<b>Arthritis Treatment</b>				
	<b>LIVESTRONG® at the Y</b>				

**BUILD CAPACITY**

Listen First	Innovate Programs	Change Your Environment	Understand Healthseekers	Food and Fun Afterschool Curriculum	Measurement in Activate America
Support Change	Build Community	Transform Your Staffing Practices	Inspired Facilities	Send It Home	Engage Your Community

# HEALTHIER COMMUNITIES INITIATIVES

## Three Initiatives

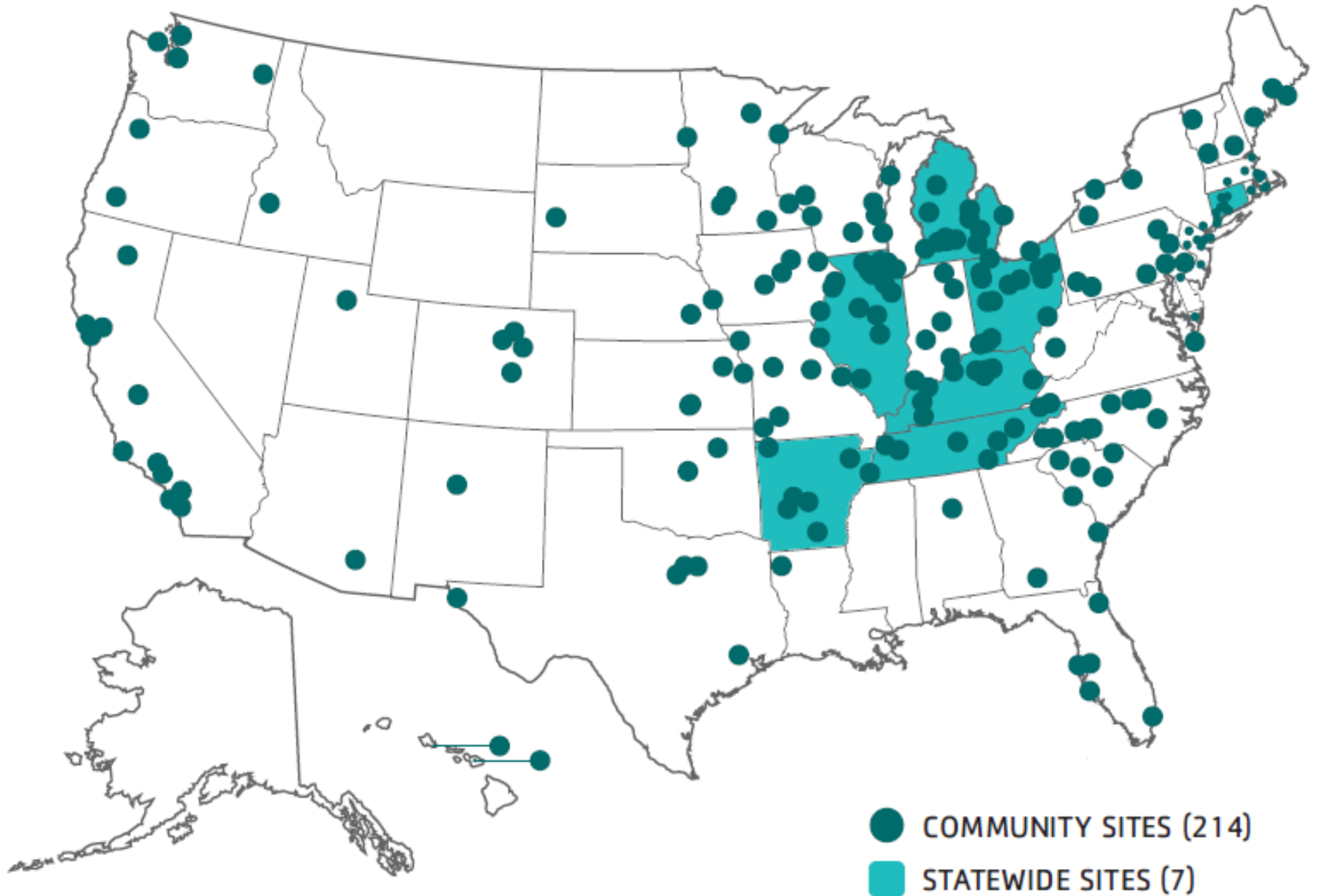
- Pioneering Healthier Communities (PHC) – Centers for Disease Control & Prevention (2004)
- Action Communities for Health, Innovation, and EnVironmental Change (ACHIEVE) Centers for Disease Control & Prevention (2008)
- Statewide Pioneering Healthier Communi Robert Wood Johnson Foundation (2009)





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## HEALTHIER COMMUNITIES INITIATIVES: PHC, Statewide PHC & ACHIEVE





# HEALTHIER COMMUNITIES INITIATIVES... THE RECIPE

## Ingredients

1 cup **Community leadership model** that utilizes **multiple sectors and diverse organizations**

2 cups **Policy & Environmental Change**

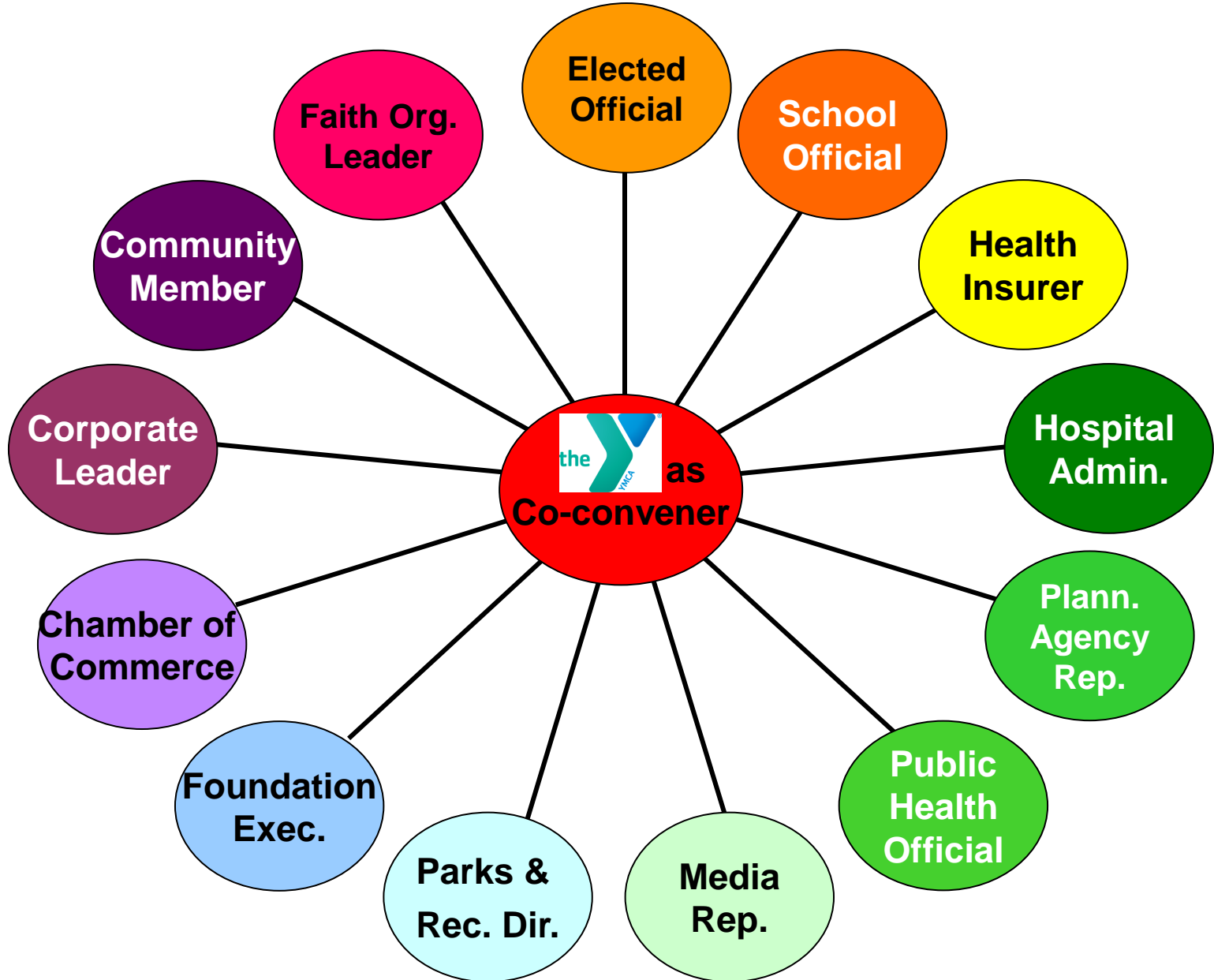
4 tbsp "Special Sauce" - **Organically grown** with strategies that meet local and state needs

## Baking Directions

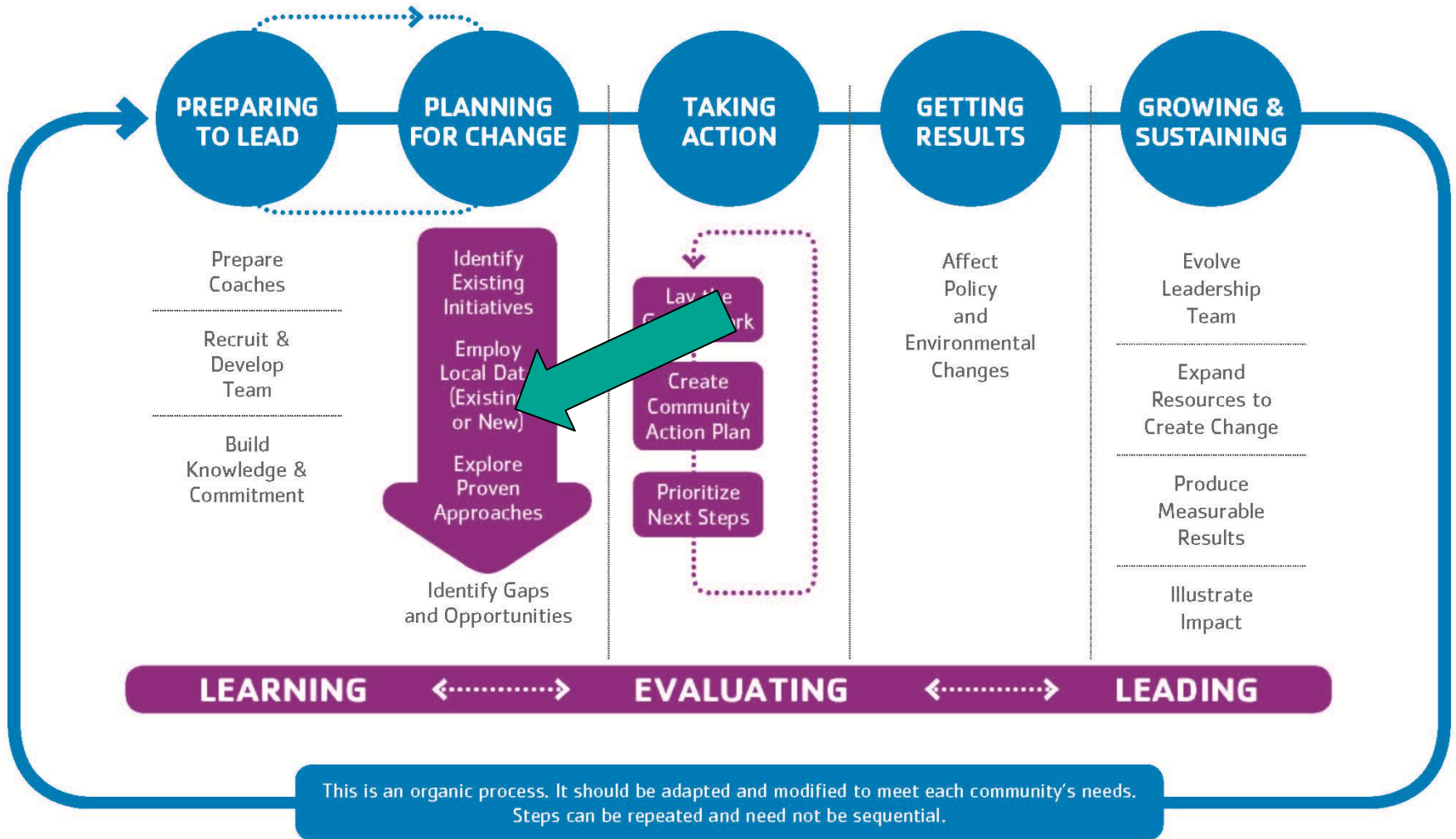
1. Understand leading practices
2. Follow the process map
3. Make it your own
4. Learn from each other
5. Leverage \$



# TEAM MAKE-UP OFTEN INCLUDES:



# HEALTHIER COMMUNITIES INITIATIVES Process Map



# COMMUNITY HEALTHY LIVING INDEX (CHLI)

# CHLI OVERVIEW | PURPOSE

- To help communities develop environments that are supportive of healthy eating and physical activity in the places where people live, work, learn, and play
  - Providing a process for change
  - Engaging community
  - Developing a plan to execute change



# CHLI OVERVIEW | ORIGINS

- Developed by experts at Stanford, Harvard and St. Louis Universities in partnership with the Y with CDC and RJWF funding

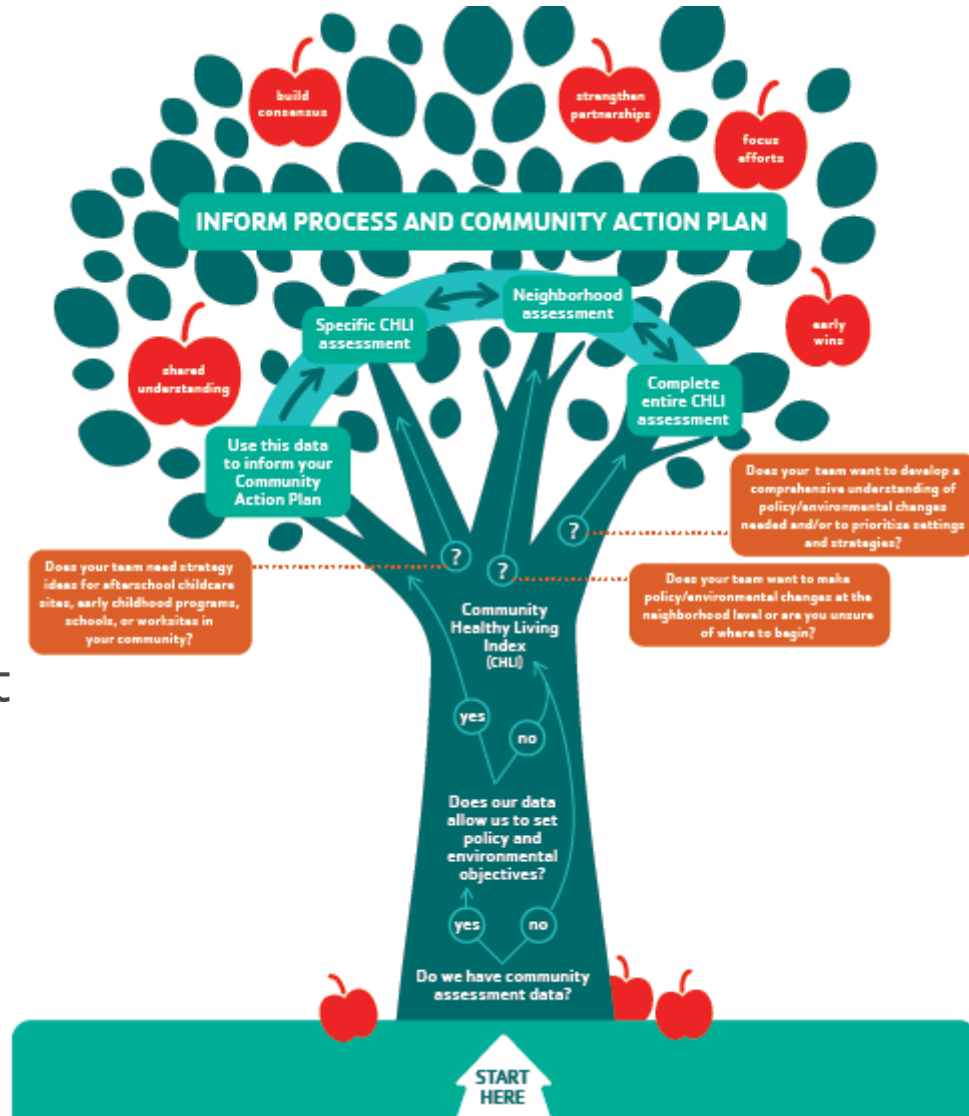


- Extensive review of existing tools and literature
- Cognitive response testing
- Inter-rate reliability testing
- Pilot tested in communities

# CHLI OVERVIEW | BENEFITS & APPROACHES

Like all aspects of community work, one size does not fit all.

- CHLI is designed to be flexible
- Different options:
  - A few sites within a sector
  - A specific area
  - Entire community snapshot



# CHLI OVERVIEW | COMPONENTS

CHLI is comprised of:

- Six assessments for these types of sites:
  - Afterschool child care
  - Early childhood program
  - Neighborhood
  - School
  - Worksite
  - COMMUNITY-AT-LARGE
- Discussion and Improvement Planning Guides (DIPG) accompany each assessment





# CHLI OVERVIEW | PROCESS

- Facilitated assessment process
- Group consensus
- Discussion and Improvement Planning Guide
- Scoring – Apple tree continuum



**Planting  
the Seeds**



**Nurturing  
for Growth**



**Nourishing  
a Root System**



**Cultivating  
Healthy Fruit**



**Harvesting  
the Rewards**

# EARLY CHILDHOOD PROGRAM ASSESSMENT | EXAMPLE

## A. PHYSICAL ACTIVITY OPPORTUNITIES

<p>1. A research-based curriculum is in use for children (in both part- and full-day program) to have opportunities for physical activity indoors and outdoors, including gross motor skill development activity. (e.g., I am Moving, I am Learning; CATCH Kids Club; Head Start Body Start; SPARK EC)</p>	<input type="checkbox"/> Yes		<input type="checkbox"/> In development		<input type="checkbox"/> No
<p>2. Each day, the early childhood program incorporates movement opportunities within other program components. (e.g., dancing to the music, acting out a story).</p>	<input type="checkbox"/> Always/ almost always 81%–100%	<input type="checkbox"/> Usually 61%–80%	<input type="checkbox"/> About half 41%–60%	<input type="checkbox"/> Sometimes 21%–40%	<input type="checkbox"/> Rarely/ never 0%–20%

## B. PHYSICAL ENVIRONMENT RELATED TO PHYSICAL ACTIVITY

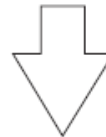
<p>1. <b>Outdoor</b> play space includes a large, unobstructed, open area for all children to participate in active group and free play (e.g., bigger than an area where 15 preschool children can hold hands in a circle). This includes sufficient space to run and accommodate wheeled toys (circulation areas or a track/pathway).</p>	<input type="checkbox"/> Yes		<input type="checkbox"/> In development		<input type="checkbox"/> No
--	---------------------------------	--	--	--	--------------------------------

# EARLY CHILDHOOD PROGRAM IMPROVEMENT PLAN | EXAMPLE

- **Physical environment related to physical activity:** Indoor and outdoor facilities and equipment are provided and maintained to allow for safe, age-appropriate, and accessible physical activity and play. The program is free the use of television, video, and computers unless they are being used for occasional instructional/educational purposes. The program site is free of products or displays that encourage sedentary lifestyles.

## B. PHYSICAL ENVIRONMENT RELATED TO PHYSICAL ACTIVITY

Concerns



Improvement Ideas

# CHLI | COMMUNITY STORY

## Providence, RI (PHC team)

- As part of Healthy Places by Design project in partnership with RI DOH
- Community members participated in a health survey, CHLI Neighborhood assessments, and public planning charrettes
- Identified problems and developed strategies and policies for a healthier built environment
- CHLI engaged and empowered community members in identifying improvements and turning action plans into reality

# CHLI | COMMUNITY STORY

Birmingham, AL (PHC team)

- Used the CHLI process to carefully assess the child nutrition program, health/physical education program, and general school environment.
- CHLI provided the school system with valuable information about healthy school environments that were used to change physical education policies for students in kindergarten through eighth 5 grade
- One of the best aspects of CHLI is that the results cannot be interpreted as “negative publicity”

# CHLI | COMMUNITY STORY

## Chattanooga, TN (Statewide PHC team)

- Facilitated over 10 early childhood program CHLI assessments
- Encourage child care facilities to work with the Tennessee Department of Health to gain Gold Sneaker designation.
- Gold Sneaker sites comply with 9 core policies that promote health and wellness.
  - Example: “Children shall not be allowed to remain sedentary or to sit passively for more than 60 minutes continuously, except for scheduled rest or naptime” is stated in the individual child care facilities policies.

# RESOURCES

# CHLI TOOL ACCESS

Public website-

<http://www.ymca.net/communityhealthylivingindex/>



## ENGAGE YOUR COMMUNITY

The Community Healthy Living Index helps transform your community into a place where making the healthy choice is the easy choice.



### Tools To Get Started

Community Healthy Living Index (CHLI) contains assessments for six key community settings: afterschool child care sites, early childhood programs, neighborhoods, schools, work sites, and the community at large. Each assessment contains questions about policies and practices that support healthy lifestyles; each question provides a "best practice" or improvement idea for sites to implement.

Following the completion of the assessment, the site then completes the Discussion and Improvement Planning Guide, which provides discussion prompts to guide a site's conversation to identify first steps.

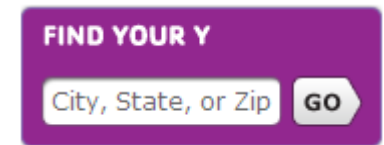
#### Instructions

[Instructions for Facilitating the CHLI Process \(English PDF\)](#)

#### Assessments

- [Afterschool Child Care Site \(Online\) \(English PDF\) \(Spanish PDF\)](#)
- [Early Childhood Program \(Online\) \(English PDF\) \(Spanish PDF\)](#)
- [Neighborhood \(Online\) \(English PDF\) \(Spanish PDF\)](#)
- [School \(Online\) \(English PDF\) \(Spanish PDF\)](#)
- [Work Site \(Online\) \(English PDF\) \(Spanish PDF\)](#)
- [Community-at-Large \(Online\) \(English PDF\) \(Spanish PDF\)](#)

We recommend partnering w/ a local Y on CHLI



[www.ymca.net](http://www.ymca.net)



# CHLI SUPPORT

- Back of the room: CHLI one-pager, Decision tree handout
- Web community for CHLI users w/ community developed supporting documents/tools
- Recorded webinars
- CHLI forum
  - 3<sup>rd</sup> Tuesday of every month
  - 2-3pm Eastern Time/1-2pm Central time
  - Phone #: 866-554-8472; conference code: 760-191-8278#
  - For you and any of your team members to discuss using CHLI with Y-USA staff and your peers
- Y-USA contacts:
  - Kate Hohman [kate.hohman@ymca.net](mailto:kate.hohman@ymca.net)
  - Erin Watson [erin.watson@ymca.net](mailto:erin.watson@ymca.net)



**THANK YOU**

**Kate Hohman**  
**YMCA OF THE USA**  
**202-688-4735**  
**[katherine.hohman@ymca.net](mailto:katherine.hohman@ymca.net)**

A photograph of a residential street. In the foreground, a white speed limit sign on a metal post reads "SCHOOL SPEED LIMIT 20" with the times "7:30 AM-8:45 AM" and "2:30 PM-3:45 PM". Above the sign is a traffic light and a yellow diamond-shaped sign. The street is lined with large, mature trees. In the background, a two-story yellow house with a porch is visible, partially obscured by a black metal fence. The sky is clear and blue.

# ASSESSING WALKABILITY IN SCHOOL ZONES

**Kathryn Parker-Karst, MPH**

Director, KidsWalk Coalition

Associate Director, Prevention Research Center at  
Tulane University

**Matthew Rufo, MCP**

Program Manager, KidsWalk Coalition

Prevention Research Center at Tulane University

# PRESENTATION OUTLINE

1. The KidsWalk Coalition
2. Conditions that impact walkability
3. How we assess New Orleans school zones
4. Analysis, presentation and policy and environmental change





PREVENTION RESEARCH CENTER  
at TULANE UNIVERSITY



Communities  
In Schools  
Greater New Orleans



**rails-to-trails**  
conservancy



bikeeasy



Transport for NOLA



# OUR FUNDER

## Healthy Kids, Healthy Communities

Supporting Community Action to Prevent Childhood Obesity

[Home](#) | [Contact Us](#)

[COMMUNITIES](#) [RESOURCES](#) [STRATEGIES](#) [NEWS](#) [ABOUT](#)



**Healthy Kids, Healthy Communities**, a national program of the Robert Wood Johnson Foundation (RWJF), is helping dozens of communities across the country to reshape their environments to support healthy living and prevent childhood obesity.

### HKHC Personal Profile: Sam Robinson (Columbia MO)

Sam Robinson lives to serve. His path to service taught him that the community never stops teaching us important lessons. Learn more about Sam as the HKHC Personal Profile.

## NEWS

[Trucks to Bring Produce to City's 'Food Deserts' \[Column\]](#)

[YMCA's 'Fit Start' Program Aims to Curb Childhood Obesity](#)

[Get Kids to Eat Their Veggies](#)

[Richmond Program Will Take Residents to Grocery Stores](#)

[MORE](#) >

## New Orleans, LA



### Prevention Research Center at Tulane University

When Hurricane Katrina unleashed its fury along the Gulf Coast in August 2005, Americans watched in horror as the levees protecting New Orleans gave way and devastating floodwaters rushed in. Hundreds of people died; entire neighborhoods were submerged. More than four years later, The Big Easy is still recovering—minus nearly

keyword search



*"It took us a long time to get everyone in our community to understand their role in creating a healthy environment for children."*

Rosa Soto, project director  
BALDWIN PARK, CA

FEATURED VIDEO

# OUR MISSION

“To reverse the childhood obesity epidemic in New Orleans by **making walking and bicycling safe for children and families** to access schools, healthy eating choices and other neighborhood destinations.”



# OUR WORK

## Technical assistance to the City of New Orleans

- Bikeways and pedestrian infrastructure
- Safe Routes to School
- Accessibility/ADA

## Advocacy & coalition building

- Community outreach, education and engagement
- Collaborate with government agencies

## Policy advocacy

- Street design and maintenance
- Planning



# ENVIRONMENTS THAT SUPPORT SEDENTARY BEHAVIOR



# WHAT DETERMINES WALKABILITY?



Merritt C. Becker Jr. UNO Transportation Institute



# WHAT DETERMINES WALKABILITY SIDEWALKS & SHOULDERS



# WHAT DETERMINES WALKABILITY

## SIGNAGE



# WHAT DETERMINES WALKABILITY INTERSECTION CROSSINGS



Pedbikeimages.org / Dan Burden



Pedbikeimages.org / Dan Burden

# WHAT DETERMINES WALKABILITY ACCESSIBILITY



# WHAT DETERMINES WALKABILITY DRIVER BEHAVIOR and ENFORCEMENT



# WHAT DETERMINES WALKABILITY

## SHADE AND LIGHTING



Pedbikeimages.org / Ron Bloomquist



Pedbikeimages.org / Laura Sandt



# WHAT DETERMINES WALKABILITY BUILDINGS, LAND USE + ZONING



# WHAT DETERMINES WALKABILITY

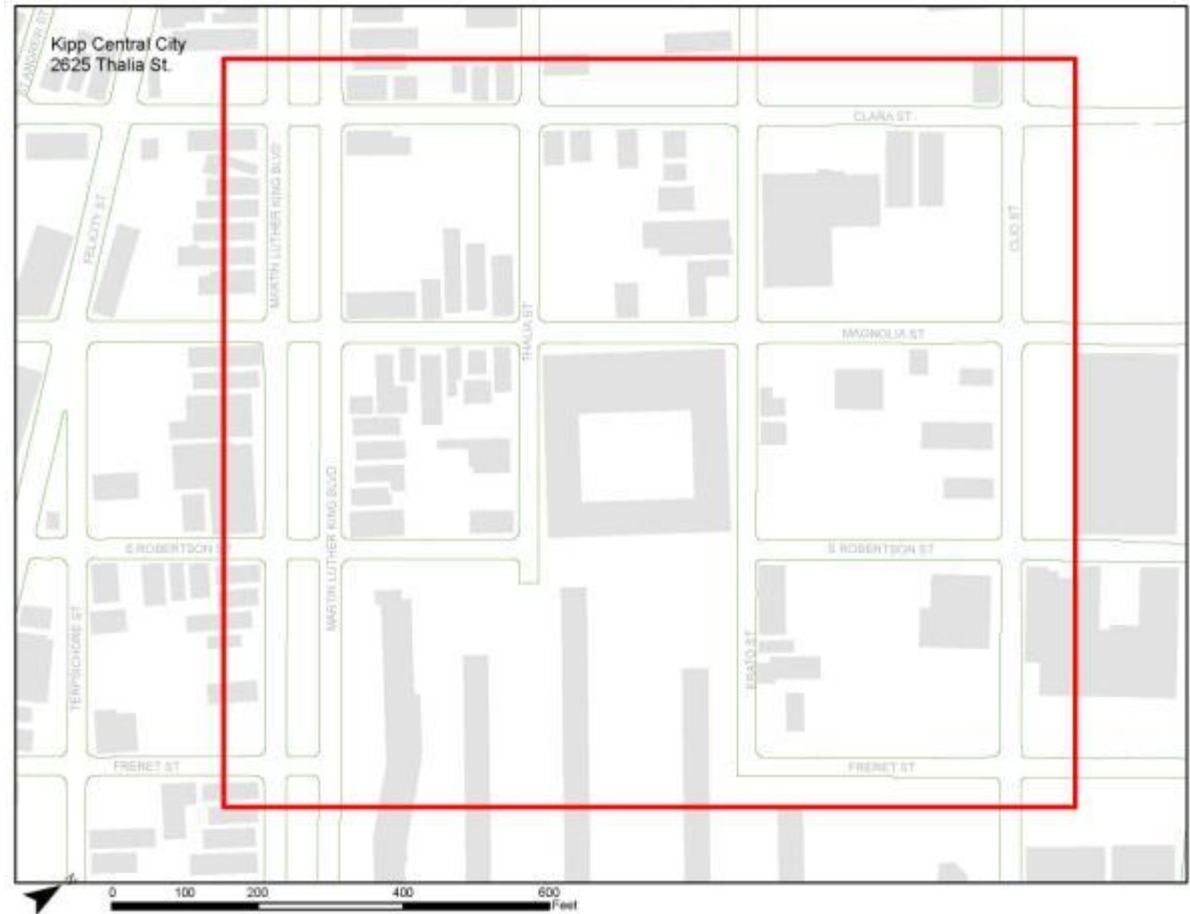
## OTHER TRANSPORTATION OPTIONS



# WHAT TO ASSESS?

Collect that data you need for particular situation, based on

- How you plan to use it
- User group
  - School aged-children
  - Older adults
  - Disabled)



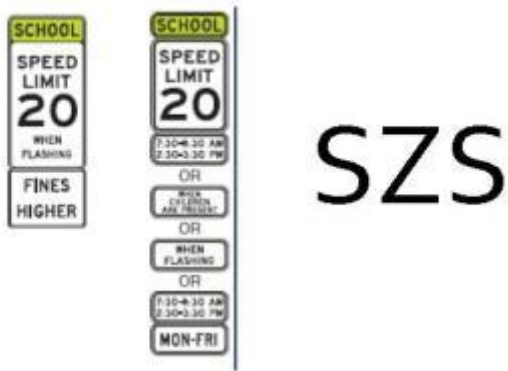
# OUR FOCUS

## SIGNAGE

### MAP A. SIGNAGE, PAVEMENT MARKINGS, BIKE RACKS

Mark on your map all locations of signs similar to the following examples, using the given symbols noted on the right.

#### School Zone Speed limits:



#### School Zone Crossings



# OUR FOCUS

## CROSSWALKS & LEGENDS

**School Pavement Marking** -- *draw onto map, using dashed lines to indicate deterioration*



**Crosswalks** -- *draw onto map using dashed lines to indicate deterioration*



# OUR FOCUS

## SIDEWALKS

### MAP B. SIDEWALK CONDITIONS

On a separate map, note where the following sidewalk conditions or facilities exist.

**Good:** Sidewalk is smooth, unbroken and easily passable by all users



G

**Fair:** Sidewalk is somewhat uneven or ruptured in some areas yet still passable to all users



F

**Poor:** Sidewalk features significant ruptures or missing slabs that impede access by elderly or disabled pedestrians



P

# OUR FOCUS

## CURB RAMPS

### Curb Ramps + condition

On same map as sidewalk conditions, note the presence and condition (or absence) of curb ramps.



Good condition:

CRG

Fair condition:

CRF

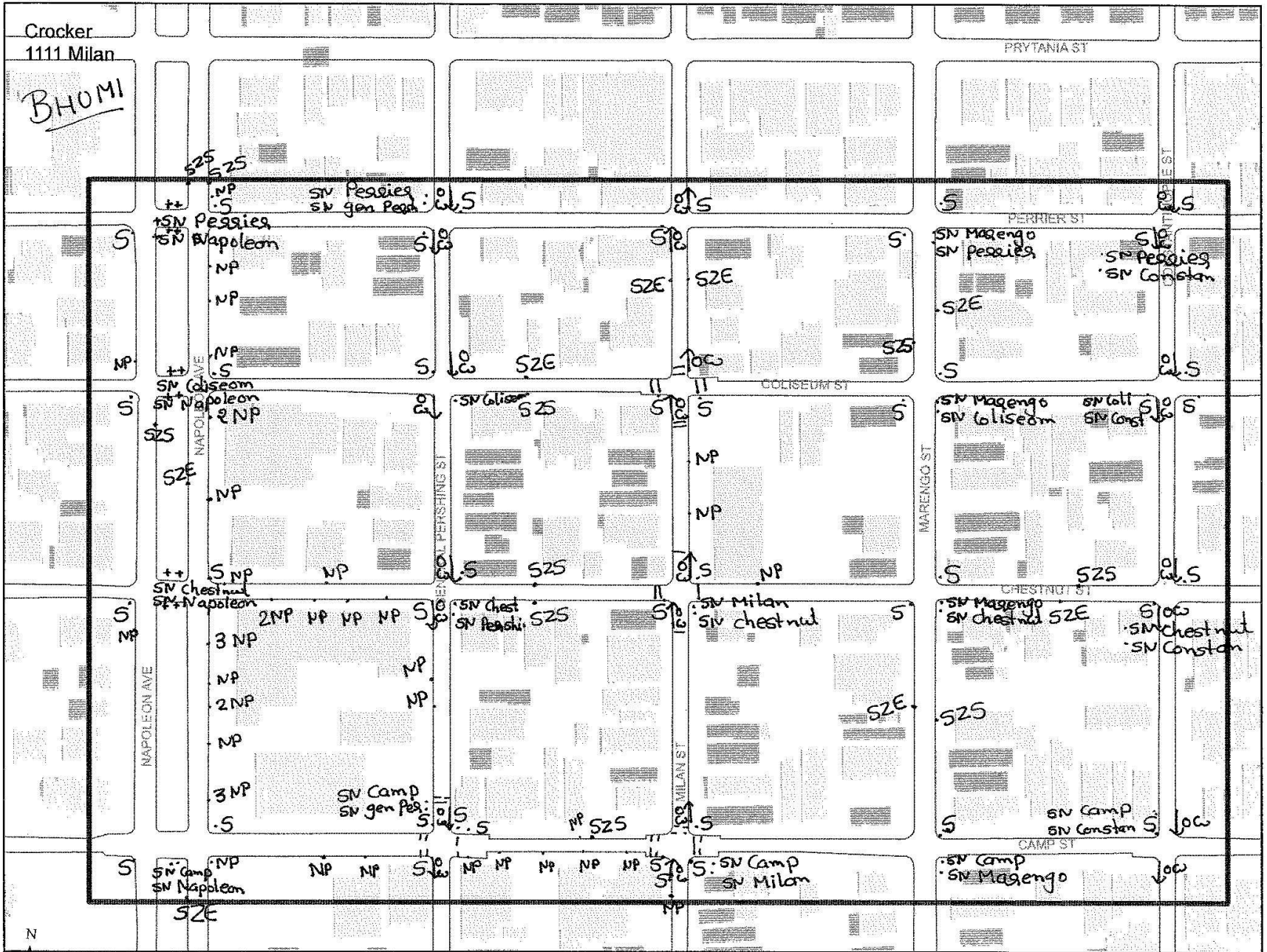
Poor condition:

CRP

### Missing curb ramps



MCR





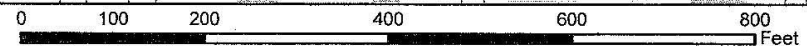
Crocker  
1111 Milan

SARA

PRYTANIA ST



N



School areas: 63  
School programs: 77  
Sidewalk linear feet: 913,800  
Sidewalk miles: 173



# OUR FINDINGS

## SIDEWALKS



# OUR FINDINGS

## CURB RAMPS



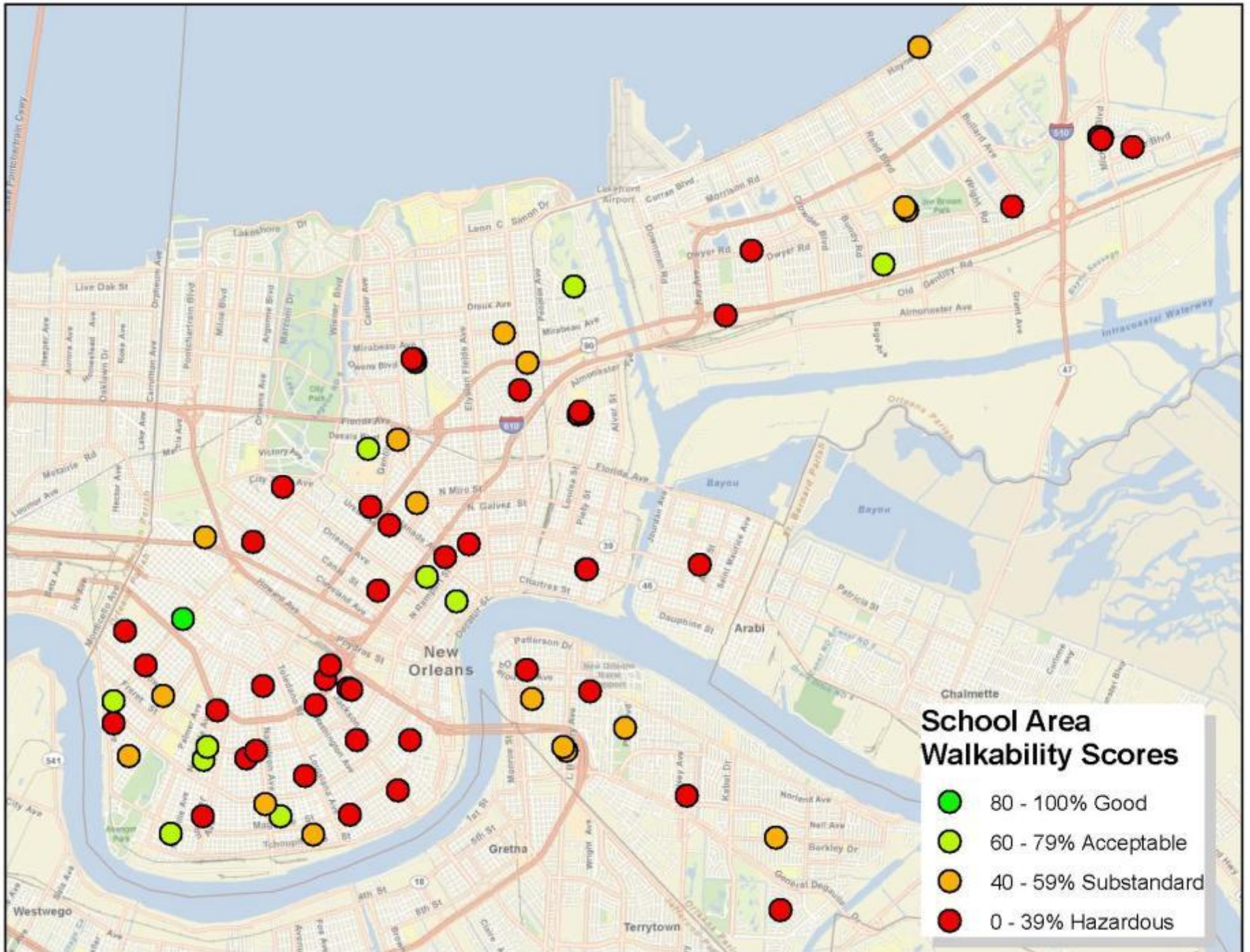
# OUR FINDINGS

## SIGNAGE AND CROSSWALKS



# RATING THE SCHOOL ZONES

<u>Percentage of sidewalks missing or in poor condition</u>	Points
Less than 10%	8
10-19%	6
20-29%	4
30%-39%	2
40% and greater	0
<u>Percentage of curb ramps missing or in poor condition</u>	
Less than 10%	4
10-19%	3
20-29%	2
30%-39%	1
40% and greater	0
<u>Average crosswalk condition</u>	
Good	1
Fair	0
Poor	-1
No crosswalks	N/A
<u>School zone signage</u>	
90% or more in place	8
80-89% in place	6
60-79% in place	4
50%-59% in place	2
less than 50% in place	0
Total Possible Points	21 (elementary and middle schools) 13 (high schools)



# WHY?

A lack of:

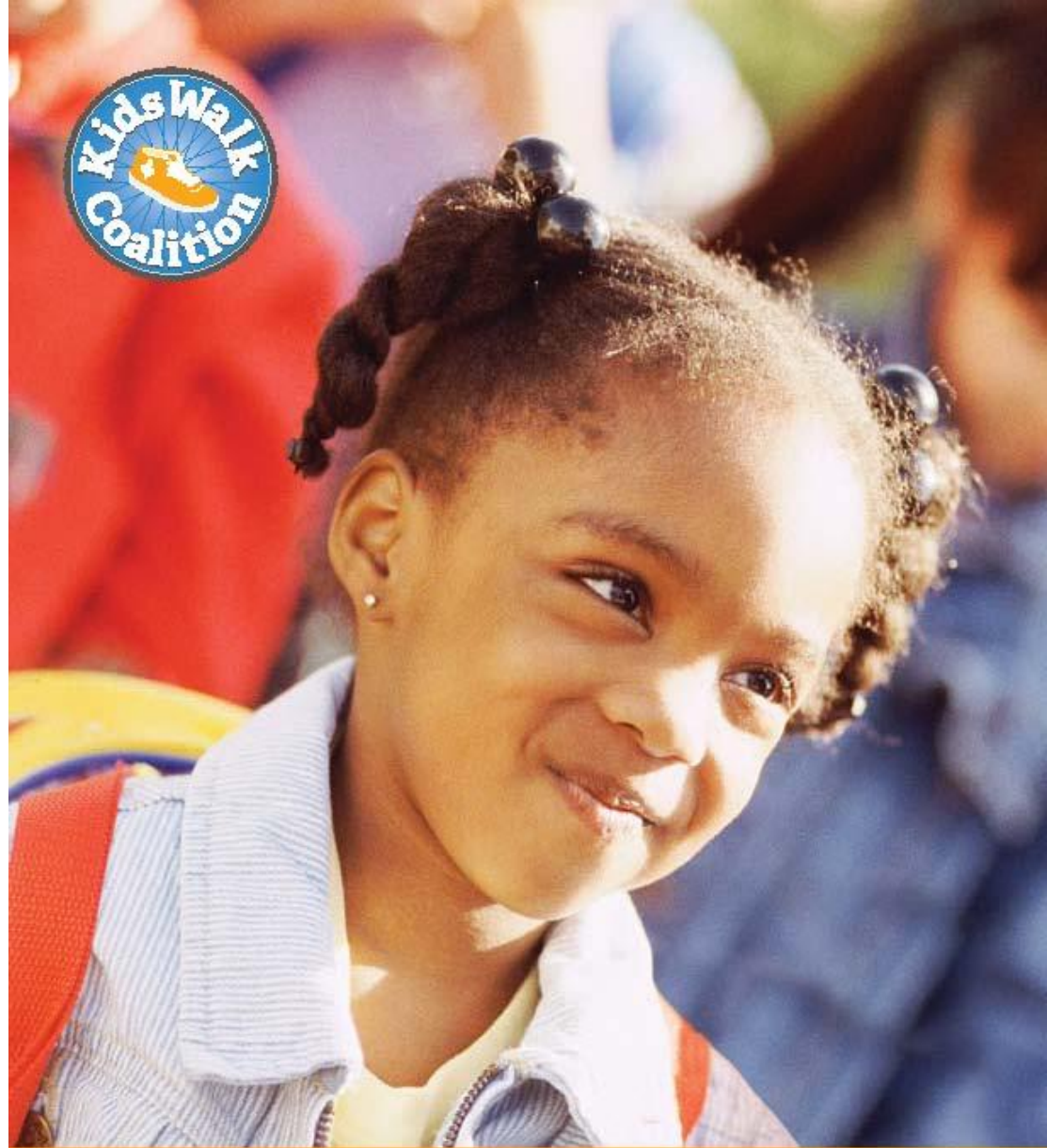
- Maintenance
- Funding
- **Policy**





# STEPPING TO SCHOOL:

An Assessment Of Neighborhood Walkability and Solutions for a Safer, Healthier New Orleans



**Stepping to School:**

AN ASSESSMENT OF NEIGHBORHOOD  
WALKABILITY AND SOLUTIONS FOR  
A SAFER, HEALTHIER NEW ORLEANS

# STEPPING TO SCHOOL

- Methods
- Findings
- Best (and current New Orleans) practices for walkable communities
- Policy recommendations
  1. Prioritize school zone improvements
  2. Sidewalk maintenance funding
  3. Walk and bike-friendly CZO
  4. Coordinate with utilities
  5. Code enforcement
  6. Complete Streets policy
  7. ADA Transition Plan



Stepping to School:

AN ASSESSMENT OF NEIGHBORHOOD  
WALKABILITY AND SOLUTIONS FOR  
A SAFER, HEALTHIER NEW ORLEANS

# SHARING THE FINDINGS

## CITY COUNCIL

**NEW ORLEANS CITY COUNCIL**  
The legislative branch of city government

**TRANSPORTATION**

All Items Current Item

- 1.) Update on KidsWalk Coalition.
  - a. Kate Parker, Prevention Research Center at Tulane University
- 2.) Request to discuss gas surcharges for taxi cabs.
  - a. Ike Spears

Help Share

Document

### THE COUNCIL

## City of New Orleans

**ARNIE FIELKOW**  
Councilmember At Large

**JACQUELYN BRECHTEL CLARKSON**  
Councilmember At Large

**SUSAN G. GUIDRY**  
Councilmember District "A"

**STACY HEAD**  
Councilmember District "B"

**KRISTIN GISLESON PALMER**  
Councilmember District "C"

**CYNTHIA HEDGE-MORRELL**  
Councilmember District "D"

**JON D. JOHNSON**  
Councilmember District "E"

### AGENDA

TRANSPORTATION  
held in City Hall Council Chamber  
on Tuesday, May 24, 2011 at 10:00 A.M.

**PRESIDENT**  
ARNIE FIELKOW  
Councilmember-At-Large

**VICE PRESIDENT**  
JACQUELYN BRECHTEL CLARKSON  
Councilmember-At-Large

### AGENDA

Agenda item(s) are as follows:

[Update on KidsWalk Coalition.](#)

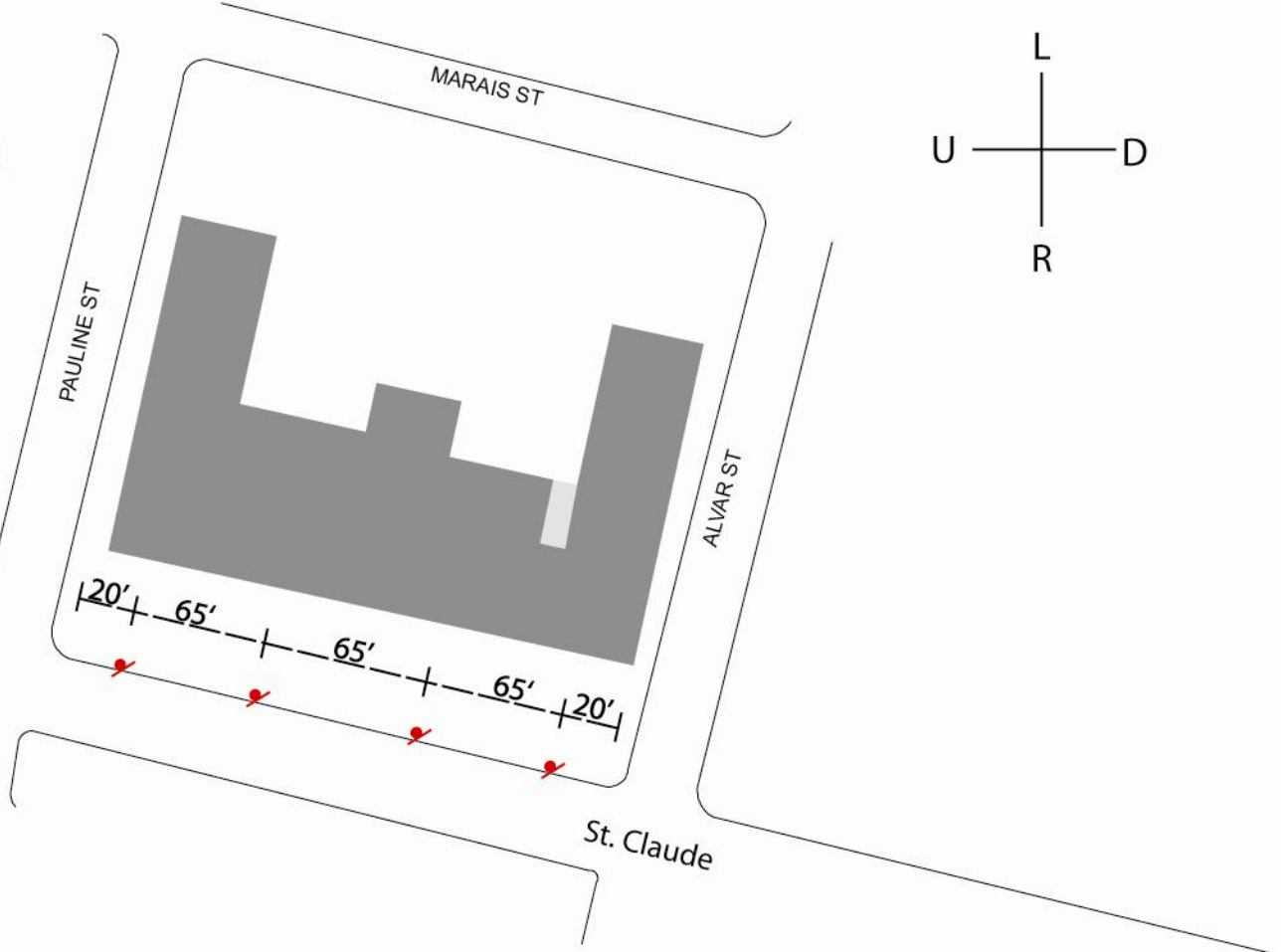
# SHARING THE FINDINGS

## PRESS CONFERENCE



# USING THE FINDINGS WORK ORDERS

Please install  
No Parking/Bus Zone  
signs and rider signs  
indicating  
M-F 7am-8:30am and  
3pm-4:30pm



# USING THE FINDINGS SAFE ROUTES TO SCHOOL GRANTS



## LEGEND



School campus: bicycle racks, improved loading zones, landscape/greenscreen buffer and ADA compliant ramps

Existing school zone (20 mph)

Pedestrian countdown signals

Standard crosswalk improvements

High visibility crossing

Key walking routes



# USING THE FINDINGS

## COMPLETE STREETS POLICY

Home > Opinions > New Orleans

### Getting friendlier streets in New Orleans: An editorial

Published: Friday, January 06, 2012, 7:28 AM

By Editorial page staff, The Times-Picayune

Recommend 16 people recommend this. Be the first of your friends.

Comment 40

Tweet 16

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New Orleans officials have made significant progress in adding bicycle lanes to many city streets in recent years, especially as many thoroughfares have been repaired after Hurricane Katrina. Now those efforts will be cemented into city policy with a new ordinance that requires the design of most future streets to consider more than just motorized vehicles.



Rusty Costanza, The Times-Picayune archive

A new city law in New Orleans will require that new street projects include bike paths, street crossings and other features to make them friendlier for users who are not in motorized vehicles.

At the urging of Councilwoman **Kristin Gisleson Palmer**, the **City Council** has unanimously approved a law to implement so-called "complete streets" principles in future city projects. The concept, which is growing across the nation, posits that city streets should be designed to consider their full array of users, including bicyclists, pedestrians, people in wheelchairs and transit riders.

In practice, that means future New Orleans streets, or current streets that get an overlay or large repairs, will need to be designed and constructed to include features such as bike lanes and bike racks, sidewalks and crosswalks.



# CHALLENGES

- How to engage 63 different communities with limited resources
- A decentralized school system
- Moving targets
- Ensuring consistency



**Stepping to School:**

AN ASSESSMENT OF NEIGHBORHOOD  
WALKABILITY AND SOLUTIONS FOR  
A SAFER, HEALTHIER NEW ORLEANS





[www.KidsWalkNOLA.org](http://www.KidsWalkNOLA.org)

**Kate Parker**

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504.988.4773

**Matt Rufo**

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504.988.7778



**THRIVE**

# Tool for Health and Resilience in Vulnerable Environments

Active Living Research - RWJF  
March 12, 2012

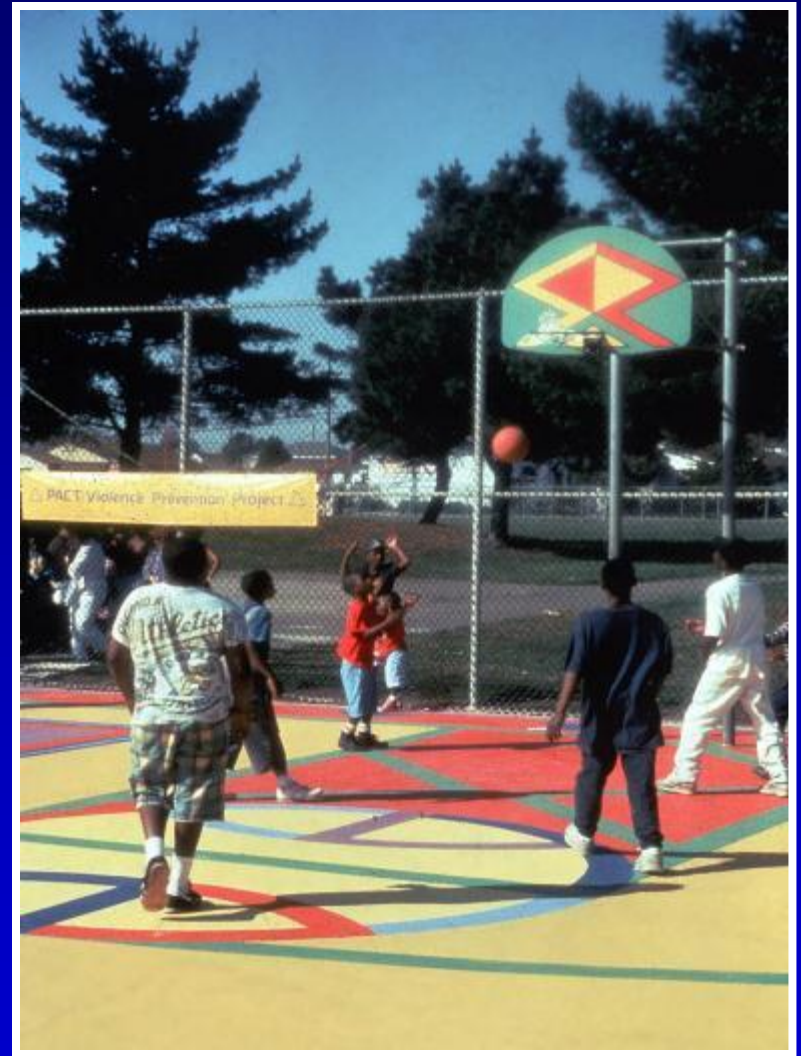
**Xavier Morales, PhD**



[www.preventioninstitute.org](http://www.preventioninstitute.org)

# What is THRIVE?

- ◆ Using an approach that focuses on the Social Determinants of Health, the THRIVE tool provides a framework for community members, coalitions, public health practitioners, and local decision-makers to develop local strategies to address poor health outcomes especially as they relate to health equity and communities of color.



# Pilot Summary

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- ◆ Del Paso Heights - Mutual Assistance Network of Del Paso Heights
- ◆ Hidalgo County - Hidalgo Medical Services
- ◆ East Harlem, South Bronx, Central Brooklyn - New York City District Public Health Offices
- ◆ Eden Area Livability Initiative – Unincorporated Alameda County

# THRIVE Testimonials



“THRIVE has changed the way we view things. Resilience is the future for us. This has changed how we think about our youth and programs for them.”

—JAMES MARUFFO

PILOT SITE REPRESENTATIVE

“THRIVE is a way to use community members’ ideas and strengths to move things forward.”

—RICHARD L. DANA

PILOT SITE REPRESENTATIVE



# THRIVE Pilot Events: Overarching Outcomes

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- ◆ Contributes to a broad vision about community health
- ◆ Confirms value of upstream approaches
- ◆ Challenges traditional thinking about health promotion
- ◆ Is a good tool for strategic planning at community and organizational levels
- ◆ Organizes difficult concepts and enables systematic planning

# THRIVE Pilot Events: Selected 4-Month Outcomes

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- ◆ Trained youth on the THRIVE resilience approach
- ◆ Launched a teen center
- ◆ Established county-wide mentoring program
- ◆ Initiated farmers' markets
- ◆ Enhanced public health and housing partnerships
- ◆ Assessed health impact in planning decisions

# Elements of Community Health

## EQUITABLE OPPORTUNITY

- ◆ Education
- ◆ Local wealth & living wages

## THE PLACE

- ◆ What's sold & how it's promoted
- ◆ Look, feel & safety
- ◆ Parks & open space
- ◆ Getting around
- ◆ Housing
- ◆ Air, water, soil
- ◆ Arts & culture

## THE PEOPLE

- ◆ Social networks & trust
- ◆ Participation & willingness to act for the common good
- ◆ Norms/Costumbres



# THRIVE: Web-based Assessment of Community Health Factors

Please [register](#) to track your answers online

*Tool for Health and Resilience In Vulnerable Environments*

[Click to go back](#) :: [THRIVE Home](#) > [Health Problems](#) > [Factor Tool](#)

### Directions

At any time, you can click on each of the clusters and any of the factors to get more information about how it is related to good health and health problems. If you would like a copy of your completed assessment, please print before moving on.

#### 1: Priority Rating:

Taking into account the highest priority health concerns in your community, please rate each of the following factors according to their priority of high (H), medium (M), and low (L). Specifically, the priority rating should indicate how important you think it is that your community addresses that particular factor.

#### 2: Community Effectiveness Scores:

Please rate each of the factors according to how effective your community is at fostering it. Use the 5-point scale below to rate your community's effectiveness. Enter the number that most closely represents your rating of your community.

- 1 = Elements not in place and harmful to health or inappropriate for needs of community
- 2 = Few elements are in place, but needs improvement regarding quality, access, availability, and/or cultural and developmental appropriateness
- 3 = Some elements are in place and well developed. These elements are culturally appropriate and meet the range of developmental needs
- 4 = Many elements are in place and on the road to full development, but there is some room for improvement
- 5 = Meets range of developmental needs. Elements are culturally appropriate, accessible, and available to the community

#### 3: Take Action:

## THRIVE: Tool for Health and Resilience in Vulnerable Environments

Equitable Opportunity	Priority	Community Effectiveness Score	Action
<a href="#">Racial Justice</a>	-select-	--	<input type="checkbox"/>
<a href="#">Jobs and Local Ownership</a>	-select-	--	<input type="checkbox"/>
<a href="#">Education</a>	-select-	--	<input type="checkbox"/>

The People	Priority	Community Effectiveness Score	Action
<a href="#">Social Networks &amp; Trust</a>	-select-	--	<input type="checkbox"/>
<a href="#">Participation and Willingness to Act for the Common Good</a>	-select-	--	<input type="checkbox"/>
<a href="#">Acceptable Behaviors and Attitudes</a>	-select-	--	<input type="checkbox"/>

The Place	Priority	Community Effectiveness Score	Action
<a href="#">What's Sold &amp; How It's Promoted</a>	-select-	--	<input type="checkbox"/>
<a href="#">Look, Feel and Safety</a>	-select-	--	<input type="checkbox"/>
<a href="#">Parks &amp; Open Space</a>	-select-	--	<input type="checkbox"/>
<a href="#">Getting Around</a>	-select-	--	<input type="checkbox"/>
<a href="#">Housing</a>	-select-	--	<input type="checkbox"/>
<a href="#">Air, Water &amp; Soil</a>	-select-	--	<input type="checkbox"/>
<a href="#">Arts &amp; Culture</a>	-select-	--	<input type="checkbox"/>

[back to top](#)

[Continue](#)

# THRIVE

## THRIVE\*



### Directions:

For each of the 20 factors listed below, rate how well your neighborhood is doing in terms of effectiveness and priorities. Based on these ratings, choose three "top picks" to focus on first.

#### 1. EFFECTIVENESS: How well is your neighborhood doing?

For each item, rate how well your neighborhood is doing on a grading scale of A-F, A being fully successful and F, failing.

#### 2. PRIORITY RATING: What are your neighborhood's priorities?

Assign a priority rating to each item [High(H), medium (M), and low (L)] corresponding to how important you think it is that your neighborhood focuses on improving that particular issue to make your neighborhood an overall better place to live.

#### 3. TOP FIVE PICKS: What should your neighborhood focus on first?

Based on your effectiveness and priority ratings, using an "X", indicate the five areas most important to you to take action on in your neighborhood.

For specific information about how each item and category relates to evaluating the livability of your neighborhood, please refer to the Definition of Terms on the back of this sheet.

#### Please indicate your neighborhood:

Ashland                      Cherryland                      Hillcrest Knolls  
Castro Valley              Fairview                      San Lorenzo  
Other (please specify): \_\_\_\_\_

THRIVE	1. Effectiveness (A-F)	2. Priority (H,M,L)	3. Top Five Picks
<b>PLACE</b>			
1. What's Sold & How It's Promoted			
2. Look & Feel [Community Design; Historical Character]			
3. Safety			
4. Parks & Open Space [Squares, Greens & Parks; Placement and Design]			
5. Getting Around [Transit Networks; Housing and Jobs within Walking Distance; Pedestrian and Bike-Friendly Design]			
6. Housing [Diversity]			
7. Air, Water & Soil [Healthy environments; Efficient Water Use; Energy Efficiency]			
8. Arts & Culture			
9. Preserve Resources/Natural Terrain			
10. Defined Communities [Signage, Public Art, Green Spaces]			
11. Public Places for All Ages/Interests			
<b>EQUITABLE OPPORTUNITY</b>			
12. Racial Justice			
13. Jobs & Local Ownership [Range of types for residents]			
14. Education			
<b>PEOPLE</b>			
15. Social Networks & Trust			
16. Participation and Willingness to Act for the Common Good			
17. Norms/Expected Behaviors & Attitudes			
<b>CROSS CUTTING</b>			
18. Planning Integrated Communities [Commerce; Parks; Schools; Civic Life; Housing]			
19. Community Focal Points for Commercial, Civic, Cultural, and Recreational Uses			
20. Health Care Access & Treatment			

\*This tool is based on Prevention Institute's *Tool for Health and Resilience in Vulnerable Environments* (THRIVE) developed to help people understand and prioritize the factors within their own communities in order to improve health and safety. The tool presented here has been modified in particular to incorporate the Eden Area's livability principles.

## THRIVE: A Definition of Terms

<b>PLACE</b>	
	1. What's Sold & How It's Promoted is characterized by the availability and promotion of safe, healthy, affordable, culturally appropriate products and services (e.g. food, books and school supplies, sports equipment, arts and crafts supplies, and other recreational items) and the limited promotion and availability, or lack, of potentially harmful products and services (e.g. tobacco, firearms, alcohol, and other drugs).
	2. Look & Feel is characterized by a well-maintained, appealing, clean, and culturally relevant visual and auditory environment.
	3. Safety is characterized by elements that support and enhance a public safety presence through collaborative efforts that promote safe routes throughout the neighborhood, blight removal, adequate lighting, quality of life concerns, and overall community well being.
	4. Parks & Open Space is characterized by safe, clean, accessible parks; parks that appeal to interests and activities of all age groups; green space; outdoor space that is accessible to the community; natural/open space that is preserved through the planning process.
	5. Getting Around is characterized by availability of safe, reliable, accessible, and affordable methods for moving people around. This includes public transit, walking, and biking.
	6. Housing is characterized by the availability of safe and affordable housing to enable citizens from a wide range of economic levels and age groups to live within its boundaries.
	7. Air, Water & Soil is characterized by safe and non-toxic water, soil, indoor and outdoor air, and building materials. Community design should help conserve resources, minimize waste, and promote a healthy environment.
	8. Arts & Culture is characterized by a variety of opportunities within the community for cultural and creative expression and participation through the arts.
	9. Preserve Resources/Natural Terrain is characterized by the preservation of the historical character and resources, natural terrain, drainage, and vegetation of the community.
	10. Defined Communities are characterized by signage, public art, agricultural greenbelts, wildlife corridors, community gardens and other such unique community elements.
	11. Public Places are characterized by a design that encourages the attention and presence of people of all ages and interests.
<b>EQUITABLE OPPORTUNITY</b>	
	12. Racial Justice is characterized by policies and organizational practices in the community that foster equitable opportunities and services for all. It is evident in positive relations between people of different races and ethnic backgrounds.
	13. Jobs & Local Ownership is characterized by local ownership of assets, including homes and businesses, access to investment opportunities, job availability, and the ability to make a living wage.
	14. Education is characterized by high quality and available education and literacy development for all ages.
<b>PEOPLE</b>	
	15. Social Networks & Trust is characterized by strong social ties among all people in the community – regardless of their role. These relationships are ideally built upon mutual obligations, opportunities to exchange information, and the ability to enforce standards and administer sanctions.
	16. Participation and Willingness to Act for the Common Good is characterized by local leadership, involvement in community or social organizations, participation in the political process, and a willingness to intervene on behalf of the common good of the community.
	17. Norms/Expected Behaviors & Attitudes are characterized by community standards of behavior that suggest and define what the community sees as acceptable and unacceptable behavior.
<b>CROSS CUTTING</b>	
	18. Planning Integrated Communities is characterized by the integration of communities containing housing, shops, work places, schools, parks, libraries, cultural art venues, and civic facilities essential to the daily lives of residents.
	19. Community Focal Points are characterized by a combination of commercial, civic, cultural, and recreational uses.
	20. Medical Care/Services are characterized by preventative services, access, treatment quality, disease management, in-patient services and alternative medicine, cultural competence, and emergency response.

# **THRIVE can help close the health gap by:**

---

- ◆ Changing the way people think about health and safety
- ◆ Providing an evidence-based framework for change
- ◆ Building community capacity while building on community strength
- ◆ Fostering links to decision makers and other resources

# THRIVE

Equitable  
Opportunity

People

Place

## PLACE

- ◆ Parks & open space
- ◆ Look, feel & safety
- ◆ Getting around
- ◆ Housing
- ◆ What's sold and how it's promoted
- ◆ Air, water, soil
- ◆ Arts & culture

# THRIVE

Equitable  
Opportunity

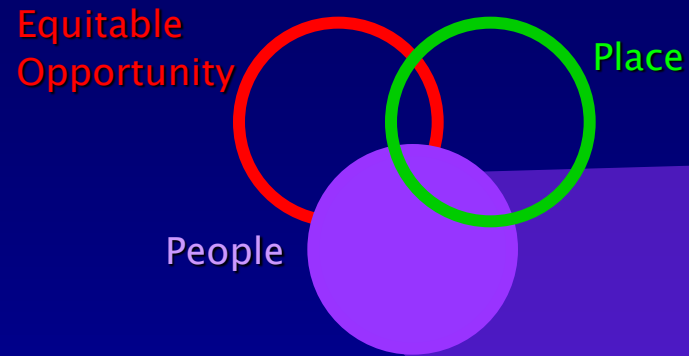
Place

People

## EQUITABLE OPPORTUNITY

- ◆ Education
- ◆ Local wealth & living wages

# THRIVE



## PEOPLE

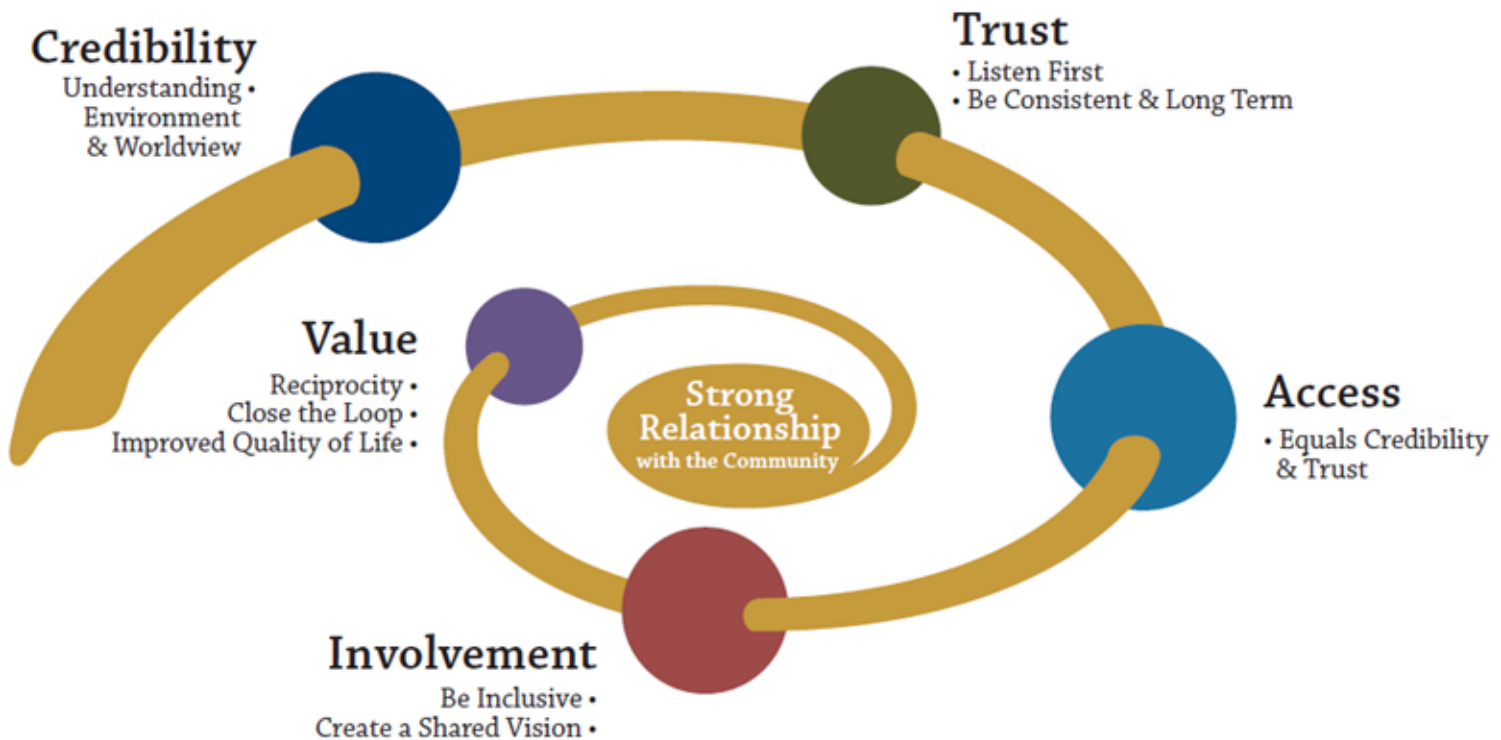
- ◆ Social networks & trust
- ◆ Participation and willingness to act for the common good
- ◆ Norms/Costumbres

# Process (XM working with RAD)

- | Step # | THRIVE 2012                                       |
|--------|---|
| 1      | Core group formation                              |
| 2      | Identifying Allies                                |
| 3      | Develop shared understanding of HE                |
| 4      | Formalize Collaboration (incl. community)         |
| 5      | Community Education, Assessment and Engagement    |
| 6      | Community Issue Identification and Prioritization |
| 7      | Development of Multi-sector Strategic Plan        |
| 8      | Facilitate Advancement toward Collaborative Goals |
| 9      | Maintain Collaboration Vitality                   |
| 10     | Evaluating and Celebrating Success                |

# Authentic Engagement

## Keys to the Community



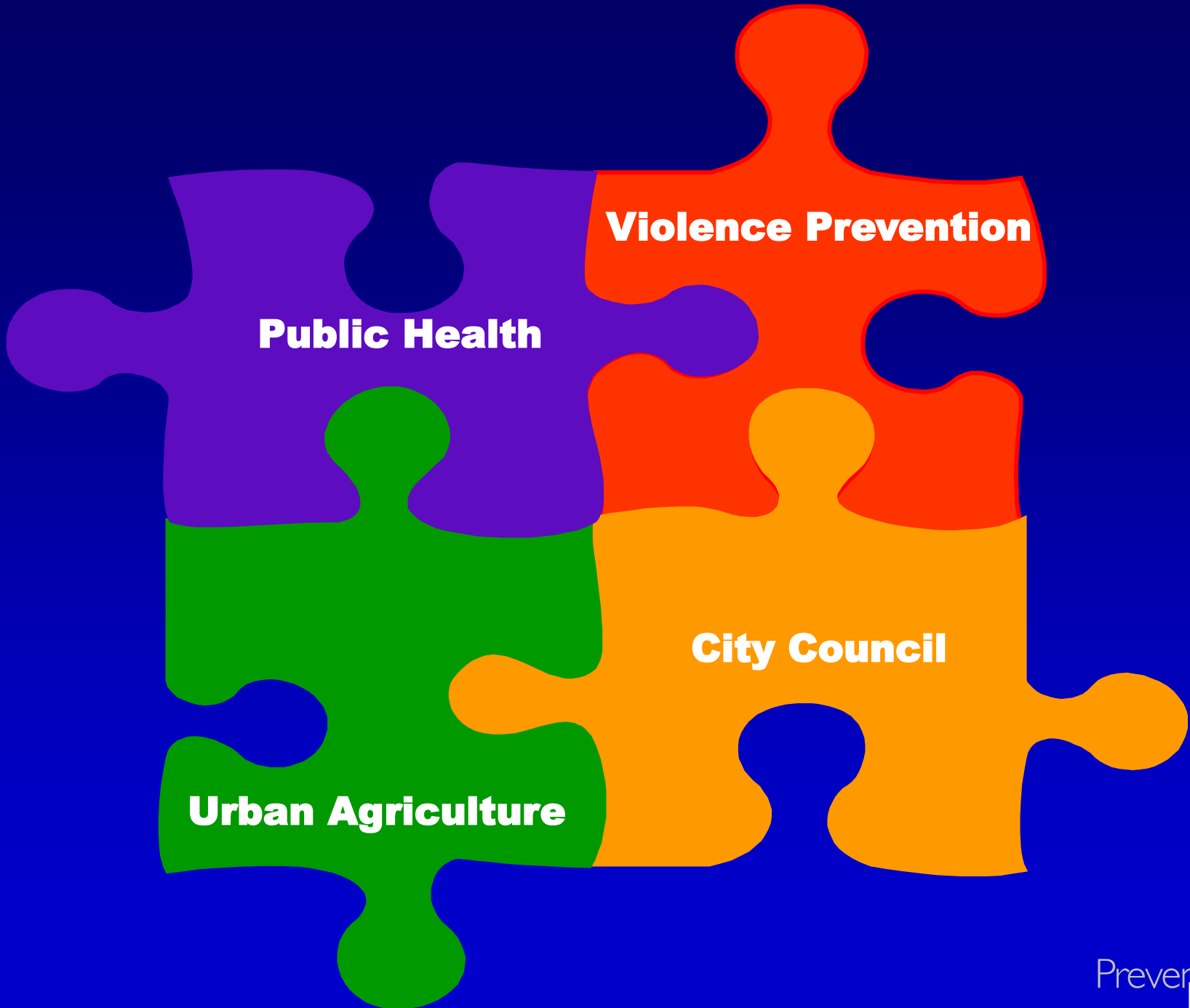
Source: MEE Productions, 2012



# Preventing Violence through Urban Farming

*Denver, CO*





**Public Health**

**Violence Prevention**

**Urban Agriculture**

**City Council**

# Collaboration Multiplier: Improving Safety and Increasing Access to Healthy Food

## Public Health

PH

### Expertise:

- Experience in population-based interventions and collection of data on chronic disease and injury rates

### Desired Outcomes:

- Unification of collaborative efforts to address violence and chronic disease

### Key Strategies:

- Facilitate system and policy changes that link healthy eating active living with violence prevention efforts

## Urban Agriculture

UA

### Expertise:

- Knowledge on urban food system infrastructure and implementation

### Desired Outcomes:

- Long-term partnerships to achieve sustainable food systems

### Key Strategies:

- Create mechanisms for residents to access fresh, affordable healthy foods



## Violence Prevention

VP

### Expertise:

- Expertise in youth violence prevention and intervention

### Desired Outcomes:

- Decreased gang violence and increased positive opportunities for at-risk youth

### Key Strategies:

- Build youth leadership and connect youth to training and employment opportunities

## City Council

CC

### Expertise:

- Knowledge and ability to influence local policy decisions

### Desired Outcomes:

- Policies that promote health and safety in the district

### Key Strategies:

- Help leverage funds for long-term sustainability

## Partner Strengths

**UA**

Established trust and respect in community

- Experience in community engagement and training

**VP**

**PH**

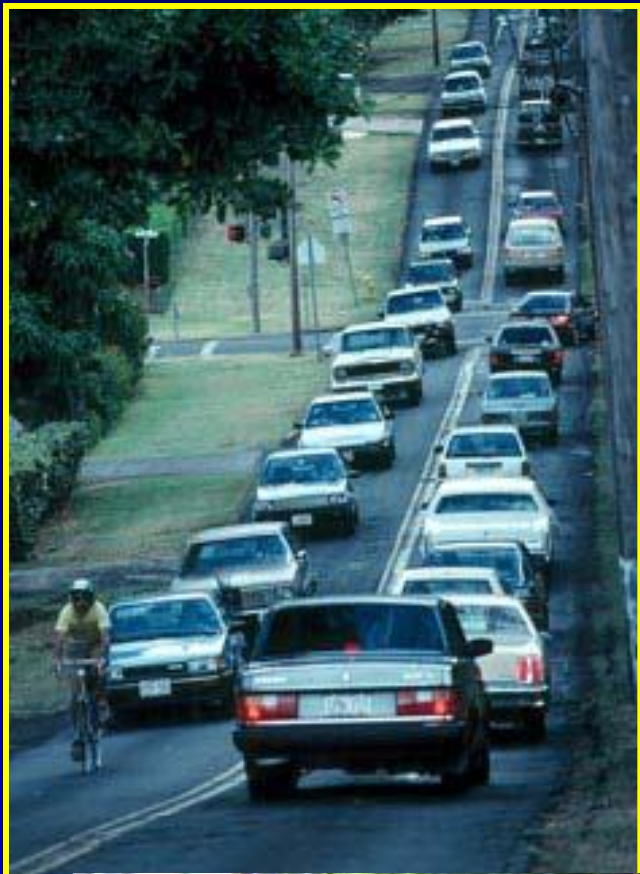
In-kind support

- Linked to broader city-wide initiatives

**CC**



## What's Sold & How it's Promoted



# Look, Feel & Safety



## Parks & Open Space



## Getting Around





## Housing



Air, Water, & Soil



## Arts & Culture

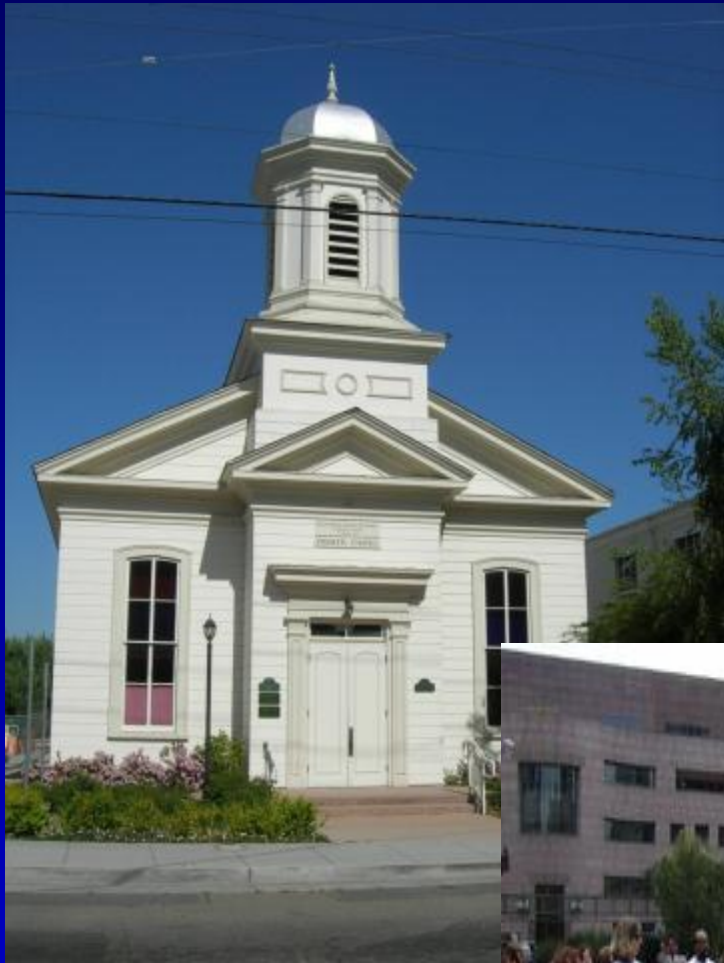


## Local Wealth & Living Wages



## Education

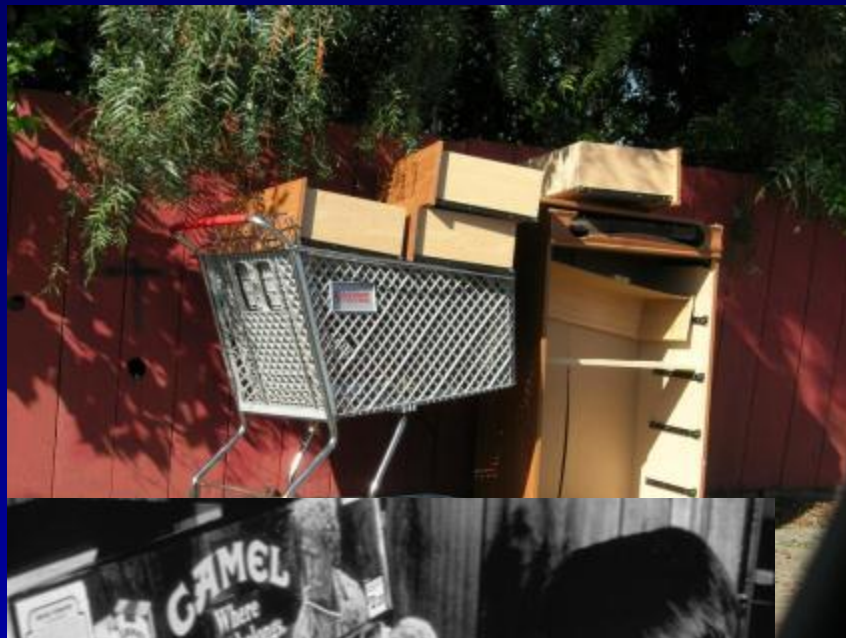
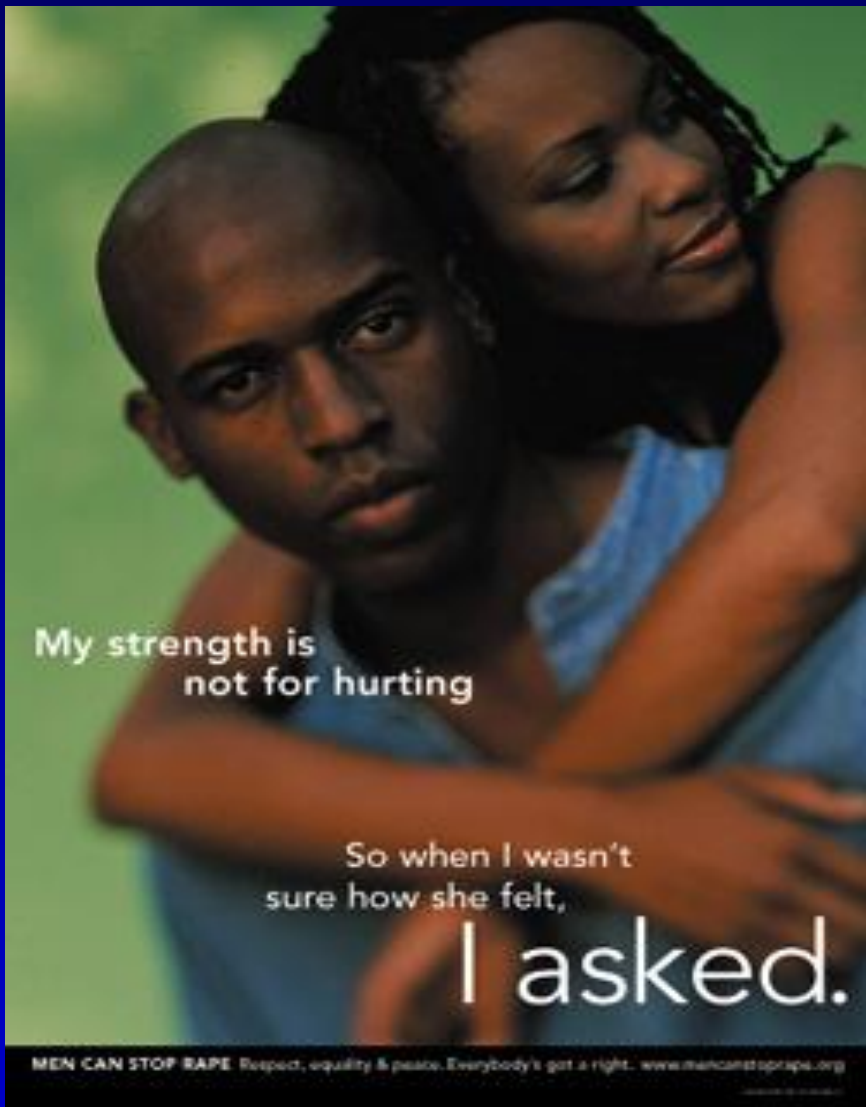




## Social Networks & Trust



Participation & willingness to  
act for the common good



## Norms/Costumbres



# THRIVE Pilot Events: Selected 4-Month Outcomes

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- ◆ Trained youth on the THRIVE resilience approach
- ◆ Launched a teen center
- ◆ Established county-wide mentoring program
- ◆ Initiated farmers' markets
- ◆ Enhanced public health and housing partnerships
- ◆ Assessed health impact in planning decisions

# THRIVE Wrap-Up

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- ◆ THRIVE is a community-led assessment tool
- ◆ It promotes collaboration
- ◆ It increases community efficacy
- ◆ Promotes sustainable community change

# Prevention Institute

Prevention  
and  
equity at the center of community well-being

[www.preventioninstitute.org](http://www.preventioninstitute.org)

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