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
“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.”

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

ONCE DATA IS COLLECTED

- Analyzed
- Prioritized
- Action plan created
- Monitored
- Repeated
ENGAGE YOUR COMMUNITY

COMMUNITY HEALTHY LIVING INDEX (CHLI)
ALR – SAN DIEGO, CA
March 12, 2012
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)**
- Childcare Standards: Y’s Commitment To First Lady
- Pioneering Healthier Communities

**TO REDUCE RISK (secondary)**
- Childhood Obesity
- Community Transformation

**TO RECLAIM HEALTH (tertiary)**
- YMCA’s Diabetes Prevention Program
- Falls Prevention
- Diabetes Control
- Arthritis Treatment
- LIVESTRONG® at the Y

**PROGRAMS FOR INDIVIDUALS**
- Press Play
- Salsa Sabor y Salud
- YMCA’s Diabetes Prevention Program
- Childhood Obesity

**PROGRAMS FOR FAMILIES**
- Childhood Obesity

**CHANGES IN ORGANIZATIONS**
- Become a Community Transformation Center
- Pioneering Healthier Communities

**CHANGES IN COMMUNITIES**
- Pioneering Healthier Communities
- Statewide Pioneering Healthier Communities

**CHANGES IN SOCIETY**

**BUILD CAPACITY**
- Listen First
- Innovate Programs
- Change Your Environment
- Understand Healthseekers
- Food and Fun Afterschool Curriculum
- Measurement in Activate America
- Engage Your Community

- Support Change
- Build Community
- Transform Your Staffing Practices
- Inspired Facilities
- Send It Home
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)

HEALTHIER COMMUNITIES INITIATIVES:
PHC, Statewide PHC & ACHIEVE

COMMUNITY SITES (214)
STATEWIDE SITES (7)
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:

- Faith Org. Leader
- Elected Official
- School Official
- Health Insurer
- Hospital Admin.
- Public Health Official
- Corporate Leader
- Chamber of Commerce
- Community Member
- Foundation Exec.
- Parks & Rec. Dir.
- Media Rep.

as Co-convener
HEALTHIER COMMUNITIES INITIATIVES
Process Map

PREPARING TO LEAD
- Prepare Coaches
- Recruit & Develop Team
- Build Knowledge & Commitment

PLANNING FOR CHANGE
- Identify Existing Initiatives
- Employ Local Data (Existing or New)
- Explore Proven Approaches

TAking ACTION
- Lay the Foundation
- Create Community Action Plan
- Prioritize Next Steps

GETTING RESULTS
- Affect Policy and Environmental Changes

GROWING & SUSTAINING
- Evolve Leadership Team
- Expand Resources to Create Change
- Produce Measurable Results
- Illustrate Impact

LEARNING

EVALUATING

LEADING

This is an organic process. It should be adapted and modified to meet each community’s needs. Steps can be repeated and need not be sequential.
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
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
### EARLY CHILDHOOD PROGRAM ASSESSMENT | EXAMPLE

**A. PHYSICAL ACTIVITY OPPORTUNITIES**

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)*

<table>
<thead>
<tr>
<th>Yes</th>
<th>In development</th>
<th>No</th>
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2. Each day, the early childhood program incorporates movement opportunities within other program components. *(e.g., dancing to the music, acting out a story)*

<table>
<thead>
<tr>
<th>Always/almost always 81%–100%</th>
<th>Usually 61%–80%</th>
<th>About half 41%–60%</th>
<th>Sometimes 21%–40%</th>
<th>Rarely/never 0%–20%</th>
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</thead>
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**B. PHYSICAL ENVIRONMENT RELATED TO PHYSICAL ACTIVITY**

1. **Outdoor** 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)*.

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<tr>
<th>Yes</th>
<th>In development</th>
<th>No</th>
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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
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
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 grade.

• One of the best aspects of CHLI is that the results cannot be interpreted as “negative publicity.”
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/

We recommend partnering w/ a local Y on CHLI 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
  - 3rd 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
  - Erin Watson erin.watson@ymca.net
THANK YOU

Kate Hohman
YMCA OF THE USA
202-688-4735
katherine.hohman@ymca.net
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
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
Healthy Kids, Healthy Communities
Supporting Community Action to Prevent Childhood Obesity

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.

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

“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
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.”
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?
WHAT DETERMINES WALKABILITY

SIDEWALKS & SHOULDERS

Pedbikeimages.org / Dan Burden
WHAT DETERMINES WALKABILITY

SIGNAGE
WHAT DETERMINES WALKABILITY

INTERSECTION CROSSINGS
WHAT DETERMINES WALKABILITY
ACCESSIBILITY
WHAT DETERMINES WALKABILITY

DRIVER BEHAVIOR and ENFORCEMENT
WHAT DETERMINES WALKABILITY

SHADE AND LIGHTING
WHAT DETERMINES WALKABILITY
BUILDINGS, LAND USE + ZONING
Collect that data you need for particular situation, based on

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

WHAT TO ASSESS?
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 Speed limit sign](image)

**SZS**

**School Zone Crossings**

![School Zone Crossing signs](image)

**SZC**
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

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

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

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<th>Percentage of sidewalks missing or in poor condition</th>
<th>Points</th>
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<td>Less than 10%</td>
<td>8</td>
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<tr>
<td>10-19%</td>
<td>6</td>
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<tr>
<td>20-29%</td>
<td>4</td>
</tr>
<tr>
<td>30%-39%</td>
<td>2</td>
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<tr>
<td>40% and greater</td>
<td>0</td>
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<thead>
<tr>
<th>Percentage of curb ramps missing or in poor condition</th>
<th>Points</th>
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<td>4</td>
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<td>2</td>
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<tr>
<td>30%-39%</td>
<td>1</td>
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<tr>
<td>40% and greater</td>
<td>0</td>
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<tr>
<th>Average crosswalk condition</th>
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<tbody>
<tr>
<td>Good</td>
<td>1</td>
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<tr>
<td>Fair</td>
<td>0</td>
</tr>
<tr>
<td>Poor</td>
<td>-1</td>
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<tr>
<td>No crosswalks</td>
<td>N/A</td>
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<table>
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<tr>
<th>School zone signage</th>
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<tr>
<td>90% or more in place</td>
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<tr>
<td>80-89% in place</td>
<td>6</td>
</tr>
<tr>
<td>60-79% in place</td>
<td>4</td>
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<tr>
<td>50%-59% in place</td>
<td>2</td>
</tr>
<tr>
<td>less than 50% in place</td>
<td>0</td>
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</table>

Total Possible Points
- 21 (elementary and middle schools)
- 13 (high schools)
WHY?

A lack of:
• Maintenance
• Funding
• Policy
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
SHARING THE FINDINGS

CITY COUNCIL

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 GISELESON PALMER
Councilmember District "C"

CYNTHIA HEDGE-MORRELL
Councilmember District "D"

JON D. JOHNSON
Councilmember District "E"

AGENDA

TRANSPORTATION

Transportation

Update on KidsWalk Coalition

Request to discuss gas surcharges for taxi cabs

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
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.

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
www.KidsWalkNOLA.org

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Tool for Health and Resilience in Vulnerable Environments

Active Living Research - RWJF
March 12, 2012
Xavier Morales, PhD
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

- 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 is a way to use community members’ ideas and strengths to move things forward.”
—RICHARD L. DANA
PILOT SITE REPRESENTATIVE

“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 Pilot Events: Overarching Outcomes

- 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

- 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 PEOPLE**

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

**THE PLACE**

- What’s sold & how it’s promoted
- Look, feel & safety
- Parks & open space
- Getting around
- Housing
- Air, water, soil
- Arts & culture
Thrive: Web-based Assessment of Community Health Factors

Please register to track your answers online

Click to go back: THRIVE Home • Health Pressures • Fitter Tool

Directions

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, this 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 following 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 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 = Most range of developmental needs. Elements are culturally appropriate, accessible, and available to the community

3: Take Action:

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<th>Equitable Opportunity</th>
<th>Priority</th>
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<tr>
<td>Jobs and Local Ownership</td>
<td>select</td>
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<td>Education</td>
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<thead>
<tr>
<th>The People</th>
<th>Priority</th>
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</tr>
<tr>
<td>Participation and Willingness to Act for the Common Good</td>
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<td>X -</td>
</tr>
<tr>
<td>Acceptable Behaviors and Attitudes</td>
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<th>The Place</th>
<th>Priority</th>
<th>Community Effectiveness Score</th>
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<td>X -</td>
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<tr>
<td>Getting Around</td>
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<td>Housing</td>
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<td>Air, Water &amp; Soil</td>
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<tr>
<td>Arts &amp; Culture</td>
<td>select</td>
<td>X -</td>
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**THRIVE**

**Prevention Institute**

**Directions**
For each of the 20 indicators listed below, rate how well your neighborhood functions in terms of effectiveness and priority. Based on these ratings, choose three “top priority” to focus on first.

1. **EFFECTIVENESS** How well is your neighborhood doing?
2. **PRIORITY** How important is this to you?
3. **TOP FIVE** What should your neighborhood focus on first?

Fine-tune your effectiveness and priority ratings, using an X, indicate the two areas most important to you to take action on your neighborhood.

Please indicate your neighborhood:
- Ashland
- Bayside
- Fairview
- San Lorenzo
- Other (please specify)

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### THRIVE: A Definition of Terms

**PLACE**

1. What's in It for Me? Promotes a... healthy, affordable, culturally appropriate products and services (e.g., food, books, and school supplies).
2. Look & Feel is characterized by a well-maintained, inviting, and culturally relevant outdoor environment.
3. Safety is characterized by a sense of trust that support and enhance a sense of safety produced through collaborative efforts that promote a safe environment throughout the neighborhood. High crime, drug use, gang activity, quality of life issues, and overall well-being.
4. Parks & Open Space is characterized by the availability of green areas, parks, and open spaces that promote health and well-being.
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 residents from diverse economic backgrounds to live within their budget.
7. Art, Water & Soil is characterized by the availability of green areas, parks, and open spaces that 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 Greens is characterized by the preservation of the historical character and structure, natural beauty, and vegetation of the community.
10. Defined Community is characterized by a sense of community, social cohesion, social interaction, and social and economic well-being.
11. Public Places are characterized by a design that encourages the presence of people at all ages and abilities.

**EQUITABLE OPPORTUNITY**

12. Racial Justice is characterized by policies and organizational practices that ensure that every adult can thrive. It is evident in positive relations between people of different classes and ethnic backgrounds.
13. Jobs & Local Ownership is characterized by low unemployment, access to income, and the ability to make a living wage.
14. Education is characterized by high quality and available education for all ages.

**PEOPLE**

15. Social Networks & Trust is characterized by social networks linking all people in the community—regardless of their race. These relationships are closely knit and held together by social ties that encourage community and the ability to solve problems.
16. Participation and Willingness to Act for the Common Good is characterized by local leadership, involvement in community decision making, participation in the political process, and a willingness to intervene for the benefit of the community as a whole.
17. Values and Expectations of Behavior is characterized by community standards of behavior that suggest and define what the community sees as acceptable and acceptable behavior.

**CROSS CUTTING**

18. Focusing Integrated Communities is characterized by the integration of community and a sense of belonging, shared, shared purpose, shared values, and shared identity.
19. Community Food Pantries are characterized by the integration of community and a sense of belonging, shared, shared purpose, shared values, and shared identity.
20. Medical Care Services are characterized by preventative services, access, treatment quality, disease management, and patient satisfaction.
THRIEVE 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

Equitable Opportunity
Place

People
Process (XM working with RAD)

Step #  THRIVE 2012
1  Core group formation
2  Identifiying 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

Credibility
- Understanding
- Environment & Worldview

Trust
- Listen First
- Be Consistent & Long Term

Value
- Reciprocity
- Close the Loop
- Improved Quality of Life

Strong Relationship with the Community

Involvement
- Be Inclusive
- Create a Shared Vision

Access
- Equals Credibility & Trust

Source: MEE Productions, 2012
Preventing Violence through Urban Farming

Denver, CO
Public Health

Urban Agriculture

City Council

Violence Prevention
### 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

### 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

### 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

### 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

- Established trust and respect in community
  - Experience in community engagement and training
- In-kind support
  - Linked to broader city-wide initiatives
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
My strength is not for hurting

So when I wasn’t sure how she felt,

I asked.

Norms/Costumbres
THRIVE Pilot Events: Selected 4-Month Outcomes

- 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

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