

# RESIDENT LEADERSHIP ACADEMY FACILITATOR GUIDE







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### Resident Leadership Academy Facilitators Guide

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#### Welcome to the Facilitator Guide!

"Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."

-World Health Organization

You have embarked on a grand adventure. Empowering people to find their purpose and rebuild their communities can be satisfying and meaningful work. Your time, commitment, and efforts will help improve the lives of many.

This facilitator guide is designed to assist you with your task of facilitating and guiding the Resident Leadership Academy (RLA) participants through their training and Community Improvement Project (CIP). In order for you to use it fully you will need to:

- 1. Become very familiar with the workbook. It is highly suggested that you read it thoroughly, complete the activities yourself (practice with friends, family, and co-workers, who can fill the role of group members), and review each section immediately before you facilitate the group. The guide and the PowerPoint presentations are designed to build upon the overview in the workbook rather than duplicate all of the information. Please adapt them to your RLA!
- 2. Roam around the Deep Dive, there is no need to click on every link but **you should have a good idea of what is in there** in case someone in your RLA requests additional information or has a question you cannot answer. Remind the RLA participants about the Deep Dive also. You may even find a topic that you become passionate about!
- 3. **Mention the availability of the RLA Resource Library often**. There is a set of fulllength movies and books available for you and the RLA participants to check out. Consider bringing a few selections (a movie and a book), to every training to remind residents that this resource is available to them. Some of the movies are mentioned in the workbook and there may be some interest in them.
- 4. The thumb drive that you received along with the facilitator guide has digital copies of the facilitator guide, participant workbook, PowerPoint presentations, and a **digital library.** The Digital Library includes full-length research articles, fact sheets, icebreaker activities, and other tools to support your leadership and facilitation of the RLA. Some of these files are available via the links in the Deep Dive and some are not. This enables you to email information directly to residents so they can download files directly onto their computers.
- 5. Lastly, there is a special section called **Community Assessment Tools** in the back of this binder. In this section you will find tools for assessing different aspects of community health such as a walkability audit and park safety audit. Your RLA may choose one or more of them to assess their community for their CIP.

"You really can change the world if you care enough." -Marian Wright Edelman

#### Background of the Resident Leadership Academy

The RLA training began in 2012, as a program of *Live Well San Diego*, the history of which is described in detail in the *Resident Leadership Academy Participant Workbook*. After a highly successful pilot program and subsequent RLA cohorts across the County of San Diego, the project continues to make positive changes that promote health. This curriculum has been designed in response to the input of RLA participants, graduates, facilitators, and San Diego County subject matter experts gathered through focus groups, interviews with individuals, and surveys.

The RLA is a 9-session specialized, comprehensive curriculum that empowers community residents to reduce health disparities and inequities by encouraging healthy eating, physical activity, and public safety. The sessions can be taught in 8 - 10 weeks, depending on the community's availability and needs.

#### Aims and Objectives

- Work in a public-partnership (county and community-based organizations) to engage up to 20 residents in a 20-30 hour training curriculum that empowers communities to improve the quality of life in underserved neighborhoods.
- Facilitate the selection and identification of a CIP(s) to address public safety, healthy food access, and/or physical activity opportunities in underserved communities.
- Cultivate the leadership of local residents and partner with organizations to implement their CIP(s) beyond the formal training process.
- Use community celebration events or town hall meetings to engage local leaders, media, and the general public in the projects identified during each RLA, and to support completion of these projects.

#### Evaluation of RLA Process

There are many good reasons for a community group to evaluate its efforts. When done properly, evaluation can improve efforts to promote health and development at any level -- from a small local nonprofit group to a statewide or even national effort. Evaluation offers the following advantages for groups of almost any size:

- Collecting information about how things are done and the results of those activities help us to understand how community initiatives develop and offer lessons to other groups that they can benefit from.
- Providing ongoing feedback can improve community work by encouraging continuous adjustments of programs, policies, and other interventions.
- By involving community members, people who have not had a voice may gain the opportunity to better understand and improve local efforts.
- Evaluation can help hold groups accountable to the community and to the grant makers who provide funding. Conversely, it can also help hold grant makers accountable to the communities that they serve.

#### Evaluation Plan Overview

1. Participant Knowledge and Satisfaction (RLA Pre and Post Survey)

- Process: Participants fill out the pre-survey at the beginning of the first session and the post survey at the end of the last training session. These can be found in the evaluation section of this guide.
- 2. Participant Skills and Knowledge Application (RLA Facilitator Section Assessment Record)
  - Process: Participants should complete all of the exercises in the workbook including the Social-Ecological Model (SEM) Exercises and Reflection Questions at the end of each section and subsection. Facilitators should periodically collect the participants' workbooks and fill in the tick sheet titled "RLA Facilitator Section Assessment Record," found in the Evaluation Tools section of this guide on page 108. The purpose of this is to assess whether or not participants are able to apply the knowledge and skills they are learning to their community using the different levels of the SEM.
- 3. Participant Check-In
  - Process: At the beginning of each RLA session, facilitators will ask participants to review what they have learned in the previous session, what they liked, and what they want more information on. Facilitators will record the check-ins and use them to guide their facilitation, make adjustments as necessary, and show the impact of the program.
- 4. CIP Effectiveness Optional (CIP Plans and Photo Essays)
  - Process: Request participants to photo document their entire RLA and CIP process and email their favorite photos to the facilitator. The facilitator will compile the photos and share them with the group in an additional training session. A content analysis of photos will be conducted throughout the RLA process. During the photo debrief, the facilitator will present the preliminary analysis to the participants. Through the photo debriefing process, participants will work with the facilitator to finalize the analysis and choose photos for a photo essay showing the success of their work.

#### Who Should Facilitate a RLA?

- Community-Based Organizations (CBOs) are closely connected to residents in high need neighborhoods. They traditionally serve underserved and underresourced areas, and have a unique interest in providing not only the necessary services to meet the evolving needs of people living in disparate conditions, but an interest in enacting processes which promote self-sufficiency and leadership skills in the communities they serve.
- Government Entities in coordination with CBOs that have a neighborhood focus. Enlist the support of trusted CBOs to serve as the hub of activities for administering the RLA training series, and depend on the staff of the CBO to recruit and maintain

the participation of volunteers, and to provide ongoing support to the residents' group after the training series is completed.

**3. Two Person Teams** are recommended for facilitating the RLA training series. Ideally, select teams of two with bilingual English/Spanish or other appropriate language depending on your community.

#### **Facilitation Tips**

#### **Practice Self-Reflection and Awareness**

As the facilitator, ask yourself:

- What do I bring to the group? What challenges me?
- What behaviors or personality traits am I most familiar or comfortable with?
- What behaviors challenge me?

#### Facilitation Dos and Do Not's

Do

- Use inclusive language. For example, not automatically using an opposite gender pronoun for someone's partner before they have identified their gender and using person first language like "a person with a disability" rather than "a disabled person."
- Ask for clarification if you are unclear about a participant's intent or question.
- Treat participants with respect and consideration.
- Provide sufficient time and space for participants to gather their thoughts and contribute to each conversation.
- Share information in a casual/conversational style (avoid reading facilitator notes)
- Be authentic. Be yourself!

#### Do Not

- Allow only the dominant or more verbal participants to take over the conversation.
- Use language that will exclude certain groups from understanding the context of the discussion or make them feel uncomfortable.
- Overgeneralize behavior or have stereotypical expectations of participants.
- Use (or allow others to use) disrespectful language or tone, or disrespectful non-verbal communication.
- Discourage alternate views.

#### Facilitation Goals<sup>1</sup>

- Try to keep the group on task without rushing them.
- Ask follow-up questions and paraphrase comments for everyone to consider.
- Ask the contributor for further clarification and/or elaboration when needed.
- Re-visit past contributions and incorporate them into subsequent discussions.
- Encourage others to add their reactions or ideas to build upon someone else's comments.
- Do not be afraid to admit your own ignorance or confusion if you do not know something invite others to provide resources and use the opportunity to discuss how one might go about researching the issue with the group.
- Discomfort and silence are okay, but balance this with a clearly stated context and purpose.

<sup>&</sup>lt;sup>1</sup> Adapted from Facilitating Effective Group Discussions: Tips, The Harriet W. Sheridan Center for Teaching and Learning, Brown University, retrieved 8/31/2015 http://www.brown.edu/about/administration/sheridan-center/teaching-learning/effective-classroom-practices/discussions-seminars/facilitating.

#### **Eight Key Things to Remember**

- 1. Do not wait until the last minute to drive to your meeting location. Take into account traffic patterns.
- 2. Start preparations for the following session the day after the previous one.
- 3. Maintain consistent contact with the members of the residents' group throughout the RLA training series.
- 4. Make sure you have enough copies of all of the materials you are going to need for the sessions week to week.
- 5. Make sure that the facilities are open and that food/refreshments are provided.
- 6. Check your technical equipment: make sure that your laptop computer has sound, you have access to a DVD player if necessary, your projector is working properly, you have access to the internet, and/or you have your thumb drive with your presentations ready.
- 7. Make sure to track attendance weekly. Do not graduate anyone that has missed more than two sessions.
- 8. Have Make-Up Sessions. It is inevitable that some of your participants will miss a session or more, you will want to give those that missed an opportunity to learn the information that they were not there to receive. This process of offering make-up sessions helps facilitators review the content once again, and the participants will remain together not feeling as if some learned more than others. It is recommended to schedule your make-ups in groups so you are not doing make-ups for persons individually.

# SECTION ONE OVERVIEW

1.1 Orientation1.2 Social Determinants of Health1.3 Community ImprovementProject Overview

## Learning Objectives:

- 1. Identify chronic health issues in our communities.
- 2. Introduce the social-ecological model and how to apply it to promote health.
- 3. Understand social determinants and their impact on health.

#### **SECTION 1: OVERVIEW**

#### Session 1: Orientation, Social Determinants of Health, and Community Improvement Plan Overview

Length: 2.5 hours

#### Session Highlights:

<u>Orientation</u>: After the group is welcomed and is offered a brief orientation, the facilitator shares the history of the Resident Leadership Academy (RLA) and the role the County of San Diego plays via the *Live Well* vision. The expectations of the training are outlined and emphasized: completing all workbook assignments prior to the training sessions, the importance of self-reflection as a tool of leadership development, and the existence of the additional resources available via the Deep Dive, Digital Library, Resource Library, and the facilitators themselves. The facilitator outlines the key facts that are the foundation for public health: chronic health issues are identified, the group is introduced to the social-ecological model (SEM), and explores how the SEM applies to community health.

<u>Social Determinants of Health</u>: Participants get an overview of the concepts of social determinants of health, health disparities, and health equity. They will begin to think about how these concepts impact their individual health and the health of their community.

<u>Community Improvement Project (CIP) Overview</u>: Introduction of the Community Improvement Project model for community change. The facilitator leads a discussion on the ways a CIP could positively impact individual and community health. Other RLAs are used as case studies in order for the participants to learn how other neighborhoods have taken on this challenge successfully. Participants begin to consciously think of ways the CIP model could be applied to their personal neighborhood situations.

Note: This session may extend to two sessions depending on the content. There are good videos including *Unnatural Causes* and/or you can contact RLA graduates and facilitators to come in as guest speakers or a panel to share their experience.

#### Learning Objectives:

- 1. Identify chronic health issues in our communities.
- 2. Introduce the Social-Ecological Model and how to apply it to promote community health.
- 3. Understand social determinants and their impact on health.

#### Special Considerations:

- Many of the fact sheets from the large nonprofits (e.g., American Lung Association) are available in Spanish and available online.
- Many of the Centers for Disease Control and Prevention and County of San Diego's fact sheets and infographics are available in Spanish and available online.

- Network with other facilitators to find success stories that resonate with your neighborhood.
- The Resource Library contains a book on icebreakers that you can check out to get some team building ideas.
- The Deep Dive contains an article on the importance of lifelong learning (page 109) that can be shared with participants.

#### **Reminders:**

- Distribute and collect the Participant Pre Survey.
- The facilitator should have thoroughly read both the Participant Workbook and the Facilitator Guide, and have an idea of the materials and resources available in the Deep Dive, Digital Library, and Resource Library.
- The Participant Workbook provides foundational information and should always be used in its entirety. All of the PowerPoint presentations are editable; they can and should be tailored to the community and facilitator.
- Use the materials checklist to help you prepare for your presentations.
- Refer to the Deep Dive, Digital Library, and Resource Library for additional materials that can help you customize your presentation.

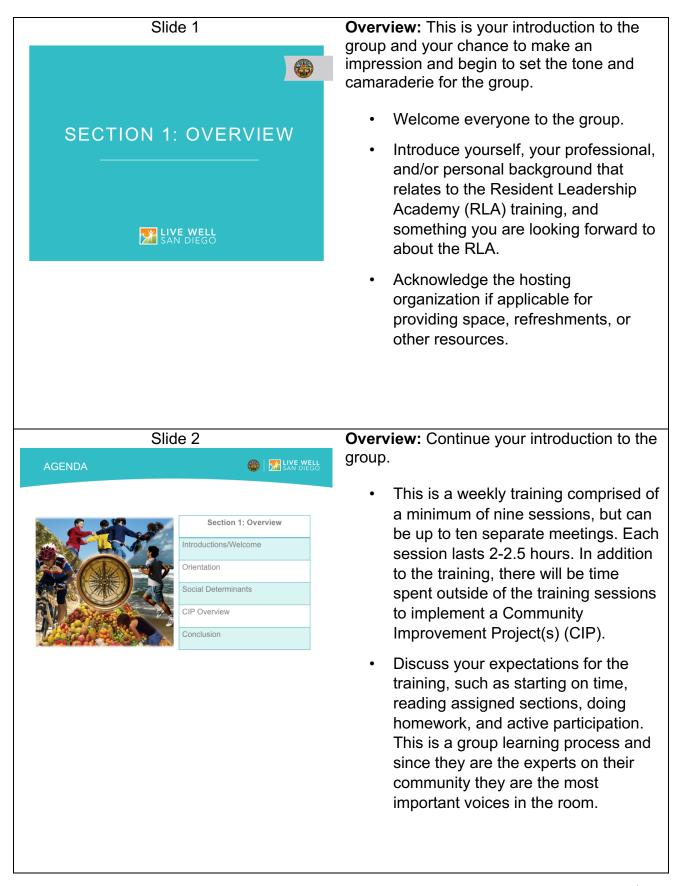
#### **Materials Check Off Sheet**

- □ LCD projector and screen or projection surface
- Computer with Microsoft PowerPoint installed
- Cables to attach the projector to the computer
- □ Facilitator thumb drive with PowerPoint presentations and Digital Library
- □ Participant workbook
- □ Markers
- $\square$  Pens
- □ Additional sheets of paper
- □ Name tags
- □ Sign-in sheet with contact information
- Easel paper to record responses, with sticky backing or tape to display the paper for everyone to see
- □ Video(s) you are showing from the Digital Library
- □ A DVD Player or CD drive on the computer to view the video(s)
- □ Speakers
- □ Photo/video release forms (enough copies for everyone to sign)
- □ Camera and/or video recording device
- □ Light refreshments with healthy food options

#### **Optional materials:**

- Silly putty, stress balls, other small objects participants can manipulate for those who find that keeping their hands busy is helpful to staying focused
- $\hfill\square$  W-9 forms if you are offering participants a stipend for their participation

#### **Session 1: Overview**



#### Slide 3

#### **SECTION 1: OVERVIEW**

#### LEARNING OBJECTIVES:

- 1. Identify chronic health issues in our communities.
- Introduce the Social-Ecological Model and how to apply it to promote community health.
- 3. Understand social determinants and their effect on health.



**Overview**: Introduce the objectives for this section of the training. This section will provide you with foundational knowledge about chronic health issues in the County of San Diego and what our community members, organizations, and government are doing to address health and wellness in the county. The training will prepare them to take up leadership roles in the community.



**Overview**: We will have short activities at the beginning of each session to help you connect with one another, and explore your leadership skills.

**Group Discussion:** Go around the room and have each participant answer these questions. If you have late arrivals please ask them to introduce themselves with this information if you are at a natural break during instruction or before the first break.



#### WHAT IS THE RESIDENT LEADERSHIP ACADEMY?

- An effort initiated in San Diego
   Engages residents in activities County
- Supports community members to create better, healthier neighborhoods
- Participants learn ways to involve local grassroots networks in Community Improvement Projects



and knowledge that lead to

healthier neighborhood

environments

Overview: The RLA is an effort initiated in San Diego County that is designed to engage and support community members like you in creating healthier neighborhoods. Congratulations on being part of the solution! The basic concept behind the RLA is to engage residents in activities that can lead to healthier neighborhood environments. RLA participants will learn ways to involve local grassroots networks in Community Improvement Projects (CIPs) to make positive change in your community.

As you participate in the RLA, you will work with the whole group to create and implement one or more Community Improvement Plans (CIPs). The project(s) will enable you to gain experience in carrying out projects that result in positive changes in your neighborhood. The intent of the curriculum is to help support the group's efforts, and build leadership skills, for future CIPs.

Overview Strategies Action Evaluation				
Orientation     Supporting Health     Civic Engagement     Evaluation     Social     Land Use     CiP Planning &     CiP Overview     Food Systems     CiP Overview     Food Systems     CiP Overview     CiP Overview     Support      CiP Overview     CiP Ove	Orientation Social Determinants of Health	<ul> <li>Supporting Health</li> <li>Land Use</li> <li>Active Transportation</li> </ul>	Civic Engagement     CIP Planning &	Evaluation

**Overview**: The training portion of the RLA follows this model:

- **Section 1** gives you an overview of • the RLA, chronic health issues, and the underlying causes of those health issues.
- Section 2 provides specific strategies you can use to create change in your community that support health.
- Section 3 provides information on how to take action by working with your neighbors, government agencies, decision-makers, and community-based organizations to create positive and effective change.
- Section 4 helps you to evaluate the impact your project is having on your community, and how to celebrate success strategically.

Your workbook is a tool. It contains an overview of the topics that we will expand upon in the trainings so please read the assigned sections ahead of time. There are activities for you to do throughout the workbook that will help you to think about how the topics are connected to one another and how they apply to your community.

Slide 6 (continued)

**Group Discussion**: In looking at the contents of the training, which parts sound the most interesting?

Slide 7

SAN DIEGO



Building Better Health **Overview:** In 2010, the Board of Supervisors adopted a vision called *Live Well San Diego*. This vision to advance the health, safety and overall wellbeing of the region is being built with community involvement in three parts.

- The first component *Building Better Health* – was adopted in July 2010. Building Better Health calls for improving the health of all residents and supporting healthy choices.
- The second component *Living Safely* – was adopted in October 2012. Living Safely calls for ensuring residents are protected from crime and abuse, neighborhoods are safe, and communities are resilient to disasters and emergencies.
- The third phase *Thriving* –was adopted in October 2014, calls for promoting a region in which residents can enjoy the highest quality of life.



**Overview:** This video was produced by *Live Well San Diego* to give an overview of the entire vision. The work you do in your RLA is connected to a network of activities happening around the entire county.

https://youtu.be/LSk0Gxl5dyQ

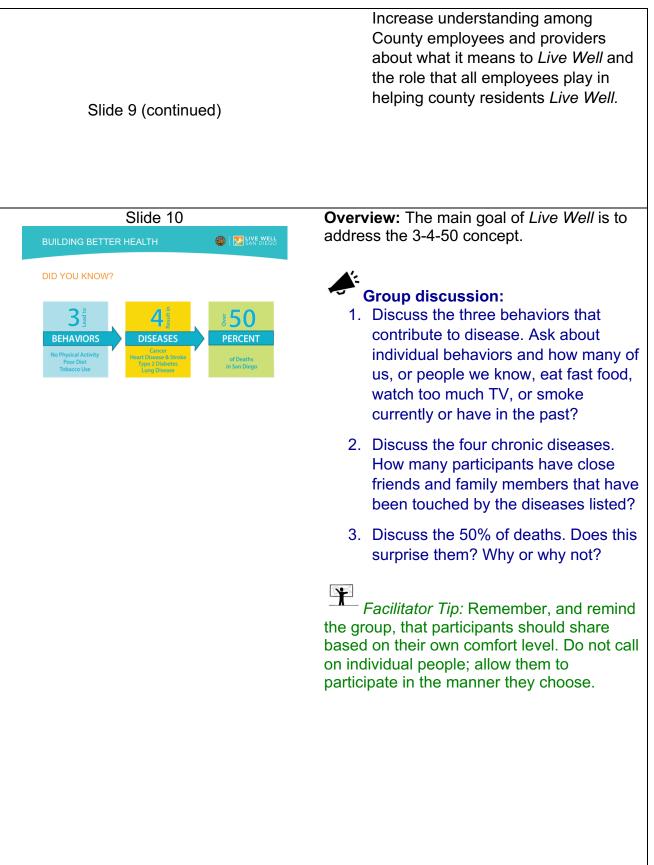


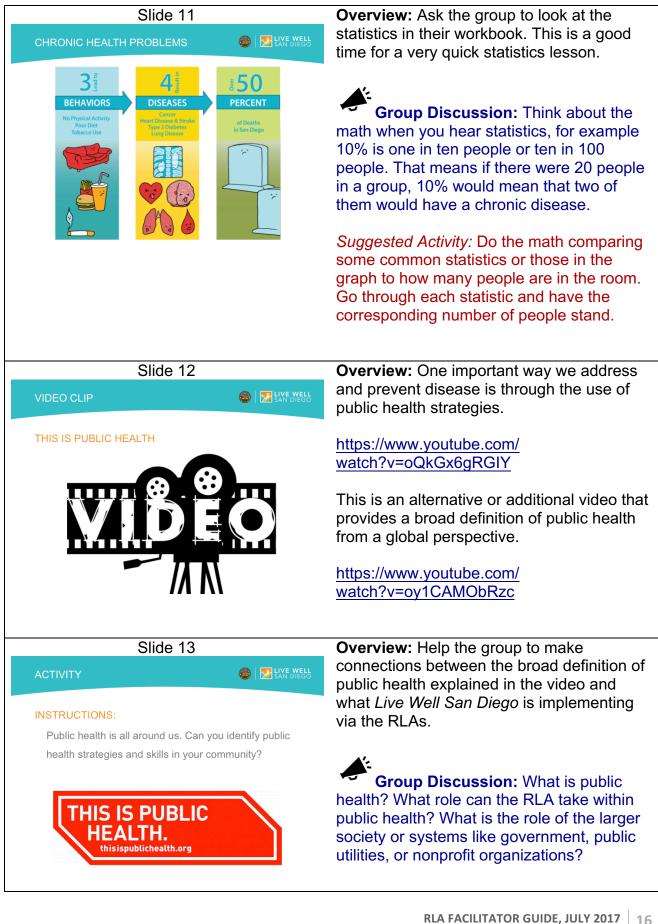
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**Overview:** *Live Well San Diego* is San Diego County's vision to achieve **healthy**, **safe** and **thriving** communities. *Live Well San Diego* involves everyone. Only through a collective effort—in which all of us work together toward a shared purpose—can meaningful change be achieved in a region as large and diverse as San Diego County.

The County has adopted four approaches for realizing the *Live Well San Diego* vision:

- Building a Better Service Delivery System – Improve the quality and efficiency of County government and its partners in the delivery of services to residents, contributing to better outcomes for clients and results for communities.
- Supporting Healthy Choices Provide information and resources to inspire county residents to take action and responsibility for their health, safety, and well-being.
- Pursuing Policy and Environmental Changes – Create environments and adopt policies that make it easier for everyone to live well, and encourage all individuals to get involved in improving their communities.
- Changing Culture from Within RLA FACILITATOR GUIDE, JULY 2017 14 COUNTY OF SAN DIEGO





Slide 13 (continued) Activity: There are a variety of public health strategies and services all around us everyday. Have the group call out all of them that they can think of and write them on flip chart paper. Some less common ones: sewage, garbage trucks/waste management, busses/mass transit, lead paint and mold control, etc.

#### Slide 14

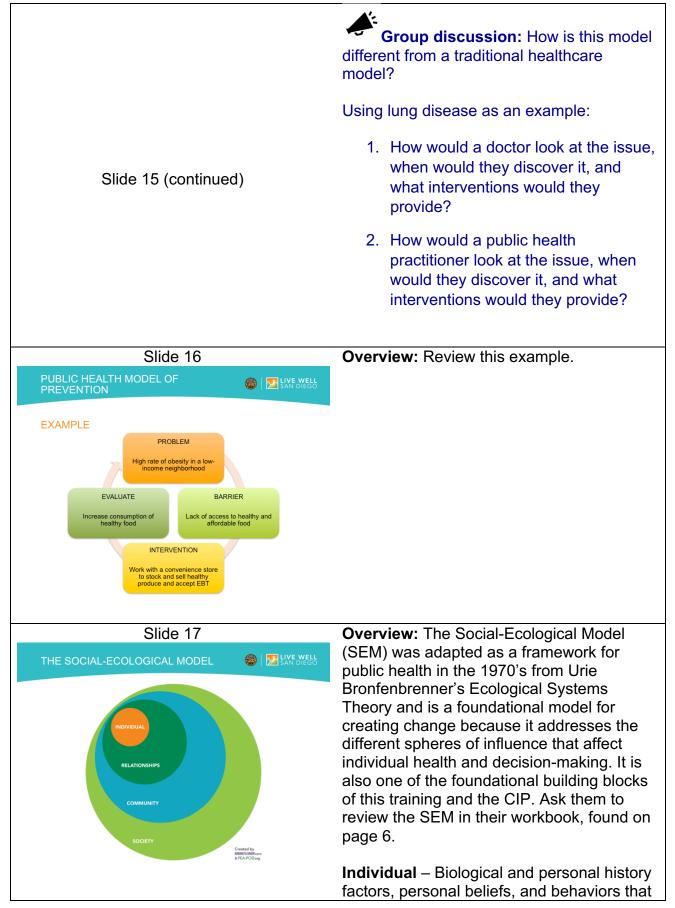


**Overview:** Summarize the basic difference between public health's focus on preventing disease and injury in comparison to healthcare that focuses on individualized treatment of disease and injury.



**Overview:** This is the public health model for preventing disease and injury and promoting health and safety. It provides a simple framework for addressing public health issues. Refer participants to page 5 of their workbook and remind them that the workbook will become their trusted companion throughout the RLA process.

Summarize each of the four steps and highlight that it is a process that may begin over and over through adjustments to the interventions in response to community trends, effectiveness of the program, and changes in society such as laws, technology, and economics.



Section 1: Overview	Section	1: Overvi	ew
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	Section 1. Overview
	protect health.
	<b>Relationships</b> – A person's closest relationships including partners, family members, and friends.
Slide 17 (continued)	<b>Community</b> – Settings including schools, workplaces, and neighborhoods.
	<b>Society</b> – Broad societal factors including social norms and the health, economic, educational, and social policies that help to maintain economic or social inequalities between groups in society.
	Source: Dahlberg LL, Krug EG. Violence-a global public health problem. In: Krug E, Dahlberg LL, Mercy JA, Zwi AB, Lozano R, eds. World Report on Violence and Health. Geneva, Switzerland: World Health Organization; 2002:1–56.
Slide 18	<b>Overview:</b> This activity gives the group an
ACTIVITY 🚳 🔀 LIVE WELL	opportunity to apply the public health model to chronic disease in their community.
INSTRUCTIONS <b>PUBLIC HEALTH MODEL</b> In small groups use the public health model to create a community level intervention for the assigned health issue.	Activity: Break into groups and give each group one of the four chronic health issues. Try to get the groups to be odd numbers with no more than seven per group. Ask them to use the model on page 5 of their workbook to come up with their own example that addresses the community level of the SEM.
	Facilitator Tip: Pay attention to the dynamics of the groups. The size of groups can often influence the group's dynamics. For example, in too large of a group a single person may begin to "lecture" and in even numbers people may begin to set-up teams.

Facilitator Tip: Use this time for a break. Give participants a five to ten minute break depending on the needs of the group and the length of the meeting. Use the resources in the Digital Library to choose one stretch for your group. Participating in the stretching activity is optional and modify if needed.

#### Slide 20

Slide 19

BREAK TIME

SAN DIEGO

HEALTHY SAN DIEGANS BENEFIT 🛞 | 🔀 LIVE WELL EVERYONE



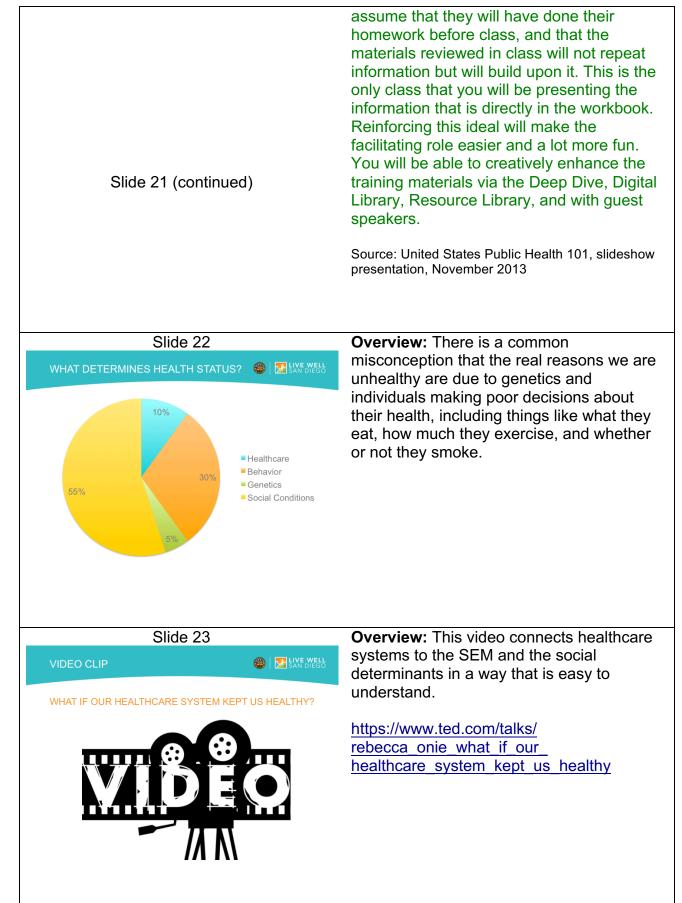
**Group discussion:** Name some reasons why healthy Americans benefit everyone, for example:

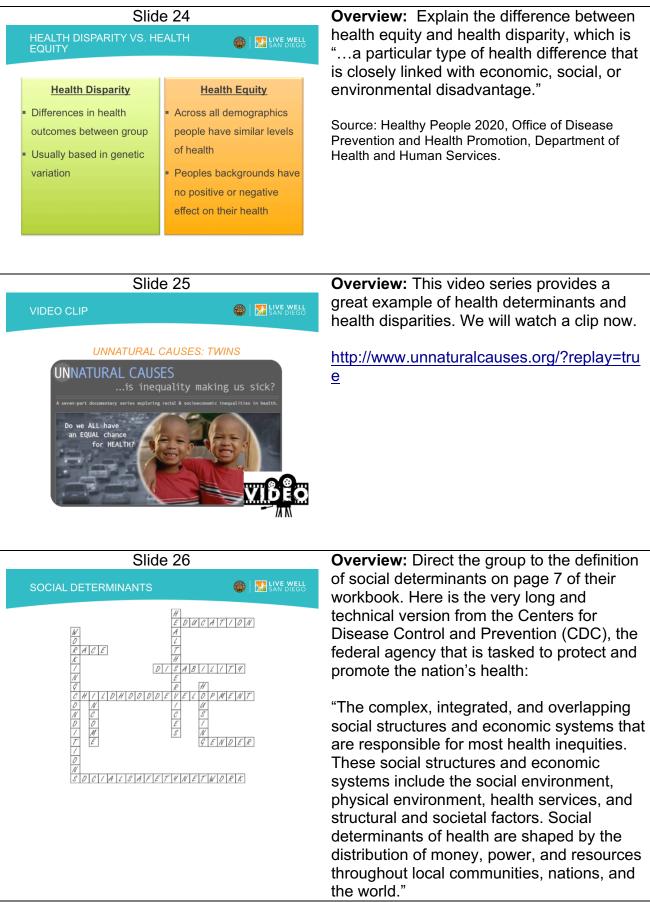
- Productive at work (less sick days).
- High cost to society, prevention is cheaper than treatment (think the costs of health screening versus being in the hospital).
- Impact of the environment from pollution to safety (asthma, second-hand smoke, trucking in food from across the country).



**Overview:** Your workbook contains the World Health Organization's broader definition of health on page 10 (According to the World Health Organization, "health is a dynamic state of complete physical, mental, spiritual, and social well-being and not merely the absence of disease or infirmity."). Ask someone to read it and do a quick yes or no poll of whether they agree.

*Facilitator Tip*: Restate that their manual is truly a WORKBOOK, and you will





Group Discussion: Work with the group to break this down into laymen's terms that make sense to them. Res 1 Slide 26 (continued) Facilitator Tip: Reinforce that this is new information and throughout the training they will learn to break down complex topics in order to apply practical solutions. Slide 27 Group Discussion: Why is education SAN DIEGO a social determinant? Impact Social Determinant There are many answers but a few include: impacts earning potential, broadens employment options, and increases health literacy (ability to understand your health issues and treatment options). Ser. Facilitator Tip: There are a wide variety of possible answers for social determinants. Pay attention to your time on these slides. There are so many possibilities. When you get a good variety of answers move on. Slide 28 Group Discussion: Why is EMPLOYMENT employment a social determinant? Social Determinant Impact Possible answers include: hazardous work environments, provision of healthcare, and employee wellness programs.





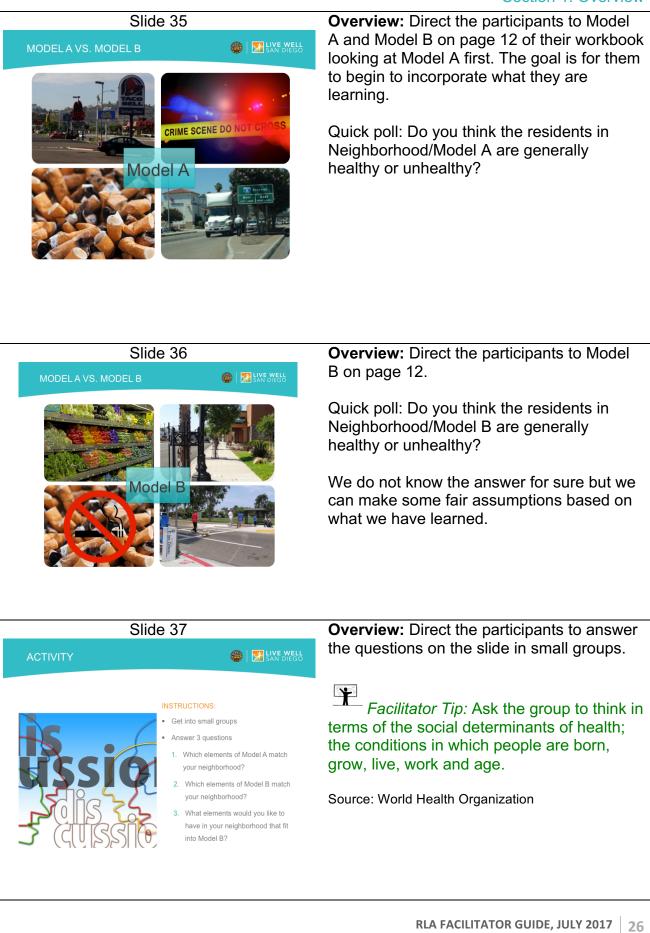
unemployed mother illustrate how class shapes opportunities for good health. Those on the top have the greatest access to power, resources, and opportunity - and thus the best health. Those on the bottom are faced with more stressors – unpaid bills, jobs that do not pay enough, unsafe living conditions, exposure to environmental hazards, lack of control over work and schedule, and worries over children - and the fewest resources available to help them

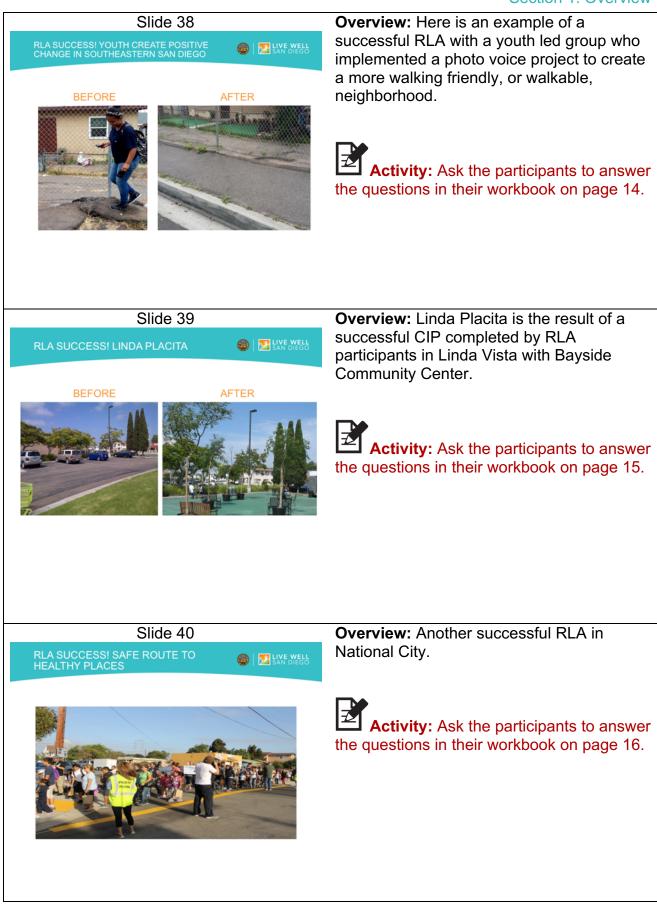
DVD: Unnatural Causes: In Sickness and in

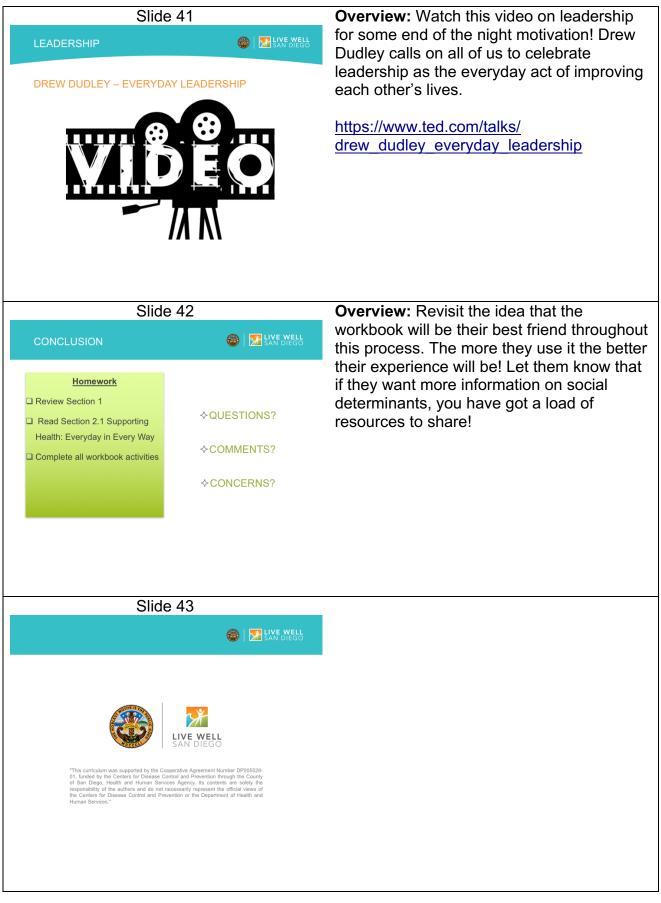
break. Give participants a five to ten minute break depending on the needs of the group and the length of the meeting. Use the resources in the Digital Library to choose one stretch for your group. Modify the stretches if necessary and participation is

Overview: State the goals of the Resident Leadership Academy (RLA).

**COUNTY OF SAN DIEGO** 







# SECTION TWO STRATEGIES

2.1 Supporting Health: Every Day In Every Way
2.2 Land Use
2.3 Active Transportation
2.4 Food Systems

## Learning Objectives:

- 1. Identify health determinants and how they affect health.
- 2. Identify changes that can be made in communities to improve health.

# **SECTION 2: STRATEGIES**

# **Sessions 2.1 – 2.4**

# Session 2.1: Supporting Health: Everyday in Every Way

#### Length: 2 – 2.5 hours

#### Session Highlights:

This section starts with a group activity that helps participants identify their individual leadership and communication style. The concept of health determinants is revisited through practical applications in the life of Ciara, whose "day in the life" story is on page 23 in the corresponding section of the workbook. Through the repetitive use of the Social-Ecological Model (SEM) Activity the participants begin to think in terms of preventive strategies around chronic diseases at different levels and ways they can help their communities become healthier.

#### Learning Objectives:

- 1. Identify health determinants and how they affect health.
- 2. Identify changes that can be made in communities to improve health.

#### Special Considerations:

- The Deep Dive contains many materials on smoke-free/tobacco free environments including current data, public awareness and advocacy campaigns, community assessments, and retail strategies.
- Consider having a guest speaker from a local health clinic to talk about local healthcare services and the Affordable Care Act.
- This is a good time to reinforce the need to read and do the activities in the workbook so that the group can use the time in training sessions to discuss the practical applications of the strategies.

#### Reminders:

- Beginning with this section, participants should have already reviewed the workbook sections and completed the activities before the training session. Avoid using training time to reiterate general information in the workbook. Instead use this time as a community to answer any questions, go more deeply into the ideas presented that the participants are interested in, and discuss how the information applies to their community along with solutions for improving health through environmental and policy changes.
- Remember to collect the workbooks periodically to complete the assessment tool to evaluate the participants' ability to apply new knowledge to the SEM and to identify strategies to increase health in their community.

- Use the materials checklist on the following page to help you prepare for your presentations.
- Refer to the Deep Dive, Digital Library, and Resource Library for additional materials that can customize your presentation.

# **Materials Check Off Sheet**

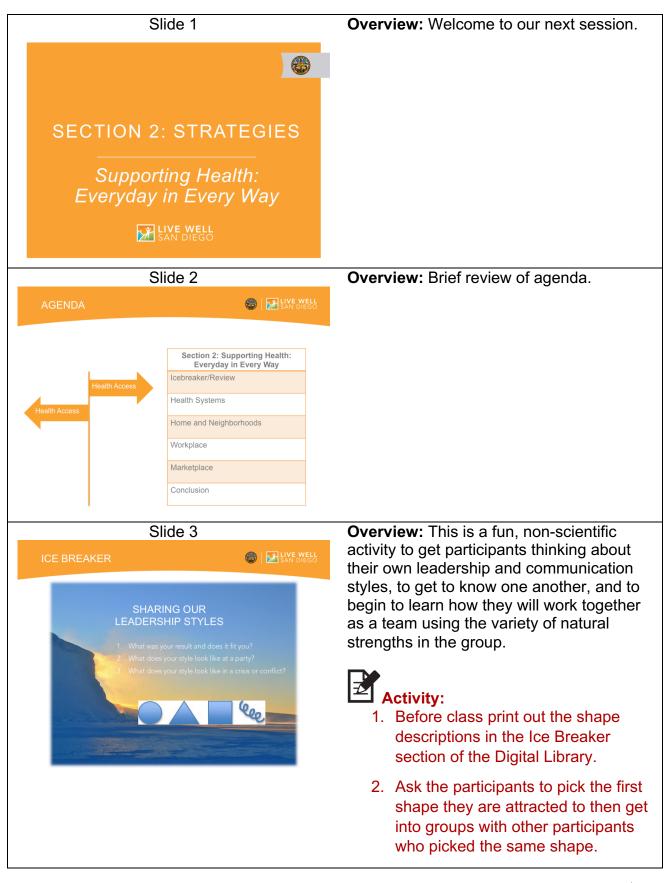
Make a copy of this check off sheet for each session.

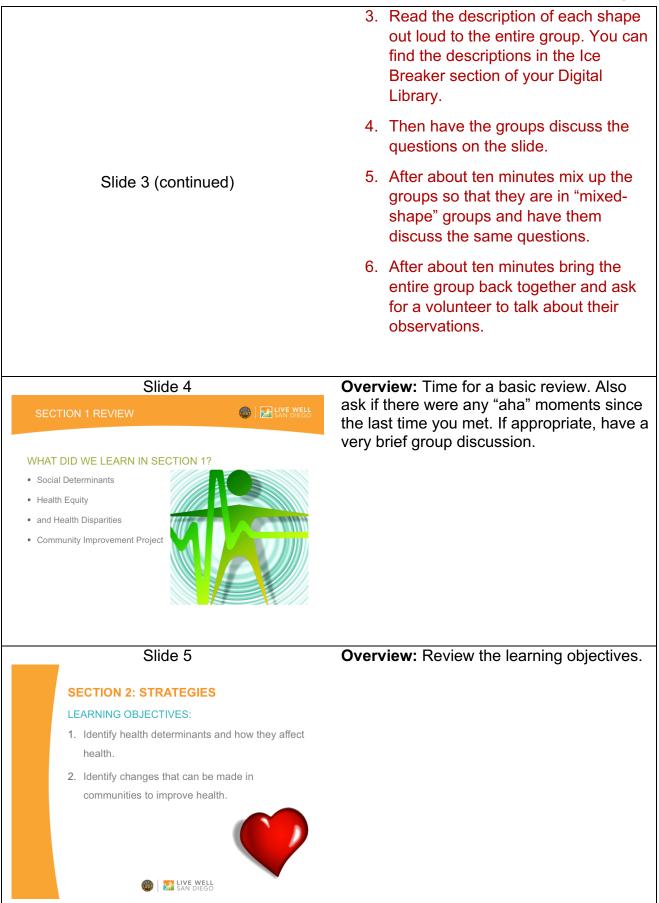
- □ LCD projector and screen or projection surface
- □ Computer with Microsoft PowerPoint installed
- □ Cables to attach the projector to the computer
- □ Facilitator thumb drive with PowerPoint presentations and Digital Library
- □ Participant workbook
- □ Markers
- Pens
- □ Additional sheets of paper
- $\hfill\square$  Name tags
- □ Sign-in sheet with contact information
- Easel paper to record responses, with sticky backing or tape to display the paper for everyone to see
- □ Video(s) you are showing from the Digital Library
- □ A DVD Player or CD drive on the computer to view the video(s)
- □ Speakers
- □ Photo/video release forms (enough copies for everyone to sign)
- □ Camera and/or video recording device
- □ Light refreshments with healthy food options

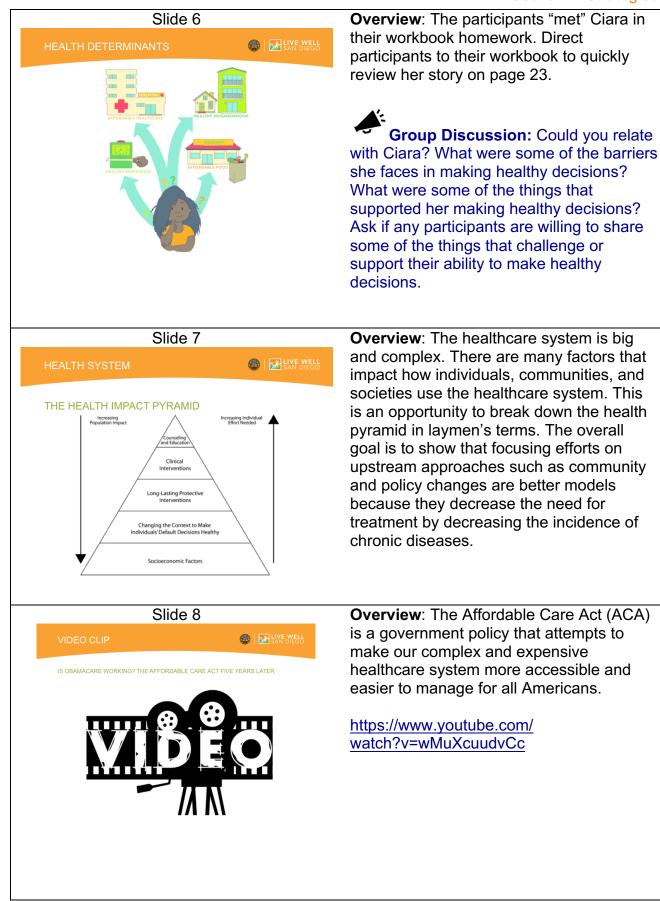
# **Optional materials:**

- Silly putty, stress balls, other small objects participants can manipulate for those who find that keeping their hands busy is helpful to staying focused
- □ W-9 forms if you are offering participants a stipend for their participation

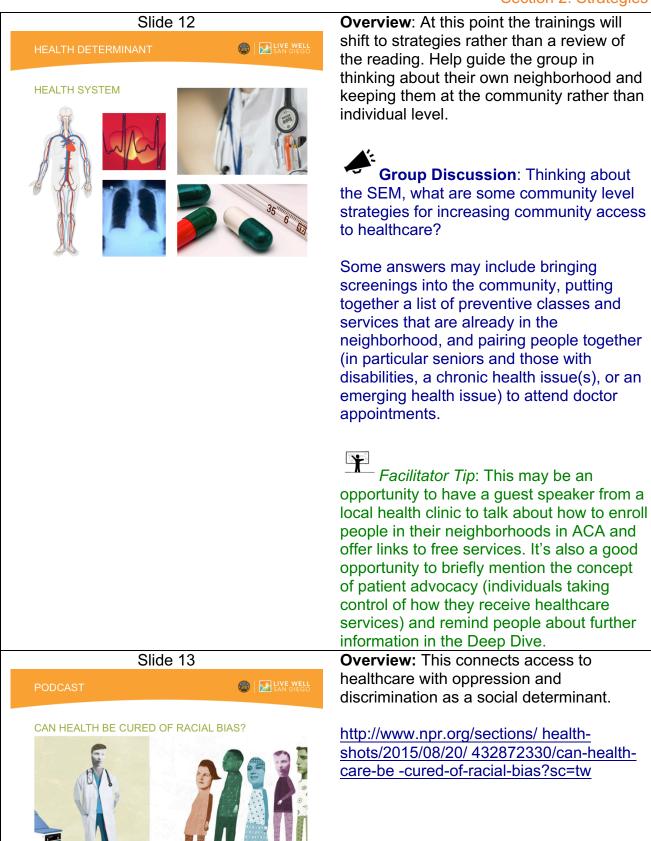
# Session 2.1: Supporting Health: Everyday in Every Way

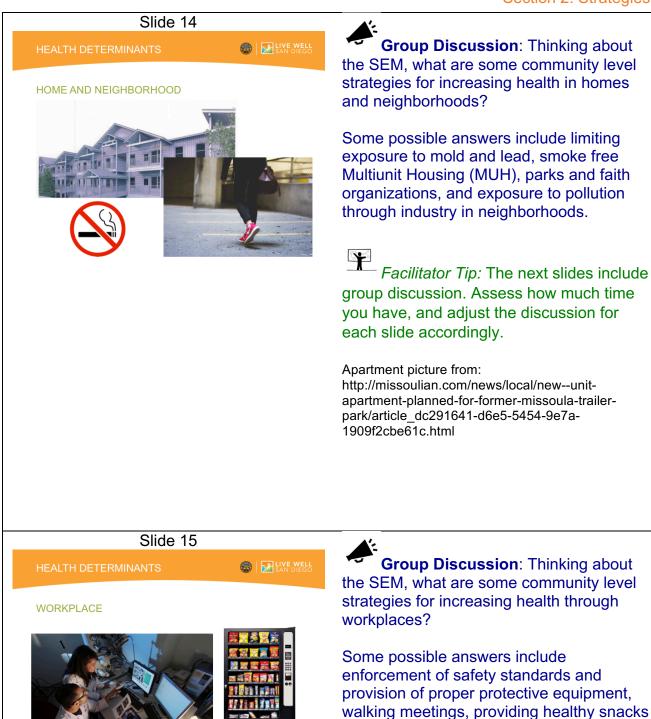






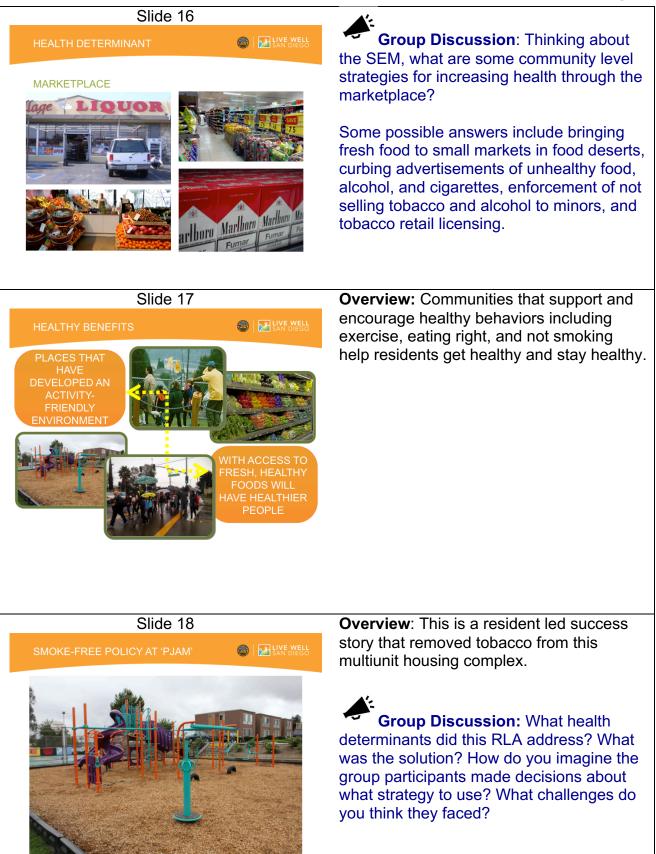


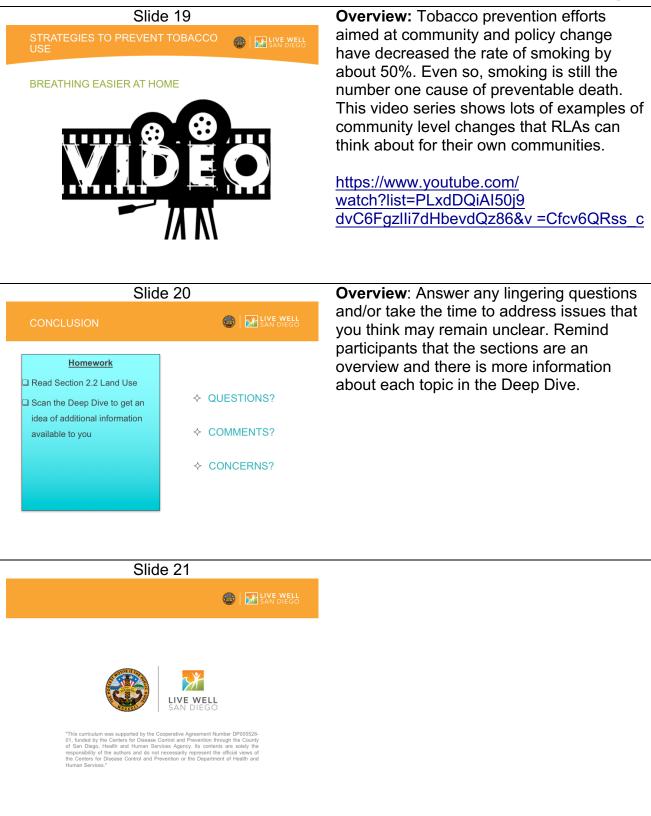




and a water dispenser, and employee

wellness programs.





# Session 2.2: Land Use

#### Length: 2 – 2.5 hours

# Session Highlights:

In this session land use topics, such as built environments, community plans, and redevelopments, are described. These issues are addressed within a community organizing framework; land use is presented as a complex issue that can be understood by reaching out to experts, seeking support from elected officials and developing an advocacy campaign (that requires leadership skills). This session should address the role of public health input into the land use planning process, which should be tailored to the specific neighborhood and city of the Resident Leadership Academy (RLA) participants.

#### Learning Objectives:

- 1. Identify health determinants and how they affect health.
- 2. Identify changes that can be made in communities to improve health.

#### Special Considerations:

- Consider a guest speaker from the City or the County's Planning Departments.
- Consider a field trip to a local planning meeting to observe or speak during the public comment portion.
- Located in the Digital Library is a Land Use glossary that has an exhaustive list of terms.
- In the Digital Library, note that Change Labs Solutions offers a set of group activities that may interest participants who want a deeper understanding of land use issues and practice working with the different complexities of decisions related to land use.

# Reminders:

- Prepare ahead of time! To be the most beneficial to participants, the facilitator should prepare information about land use planning, local players, and opportunities for public comment that are specific to the neighborhood and city of the RLA participants. The information in the workbook is only a framework; tailor this section to make it more practical for participants to understand the first steps in making change in their neighborhood.
- Use the materials checklist to help you prepare for your presentations.
- Refer to the Deep Dive, Digital Library, and Resource Library (housed at the County Offices) for additional materials that can customize your presentation.

# **Materials Check Off Sheet**

Make a copy of this check off sheet for each session.

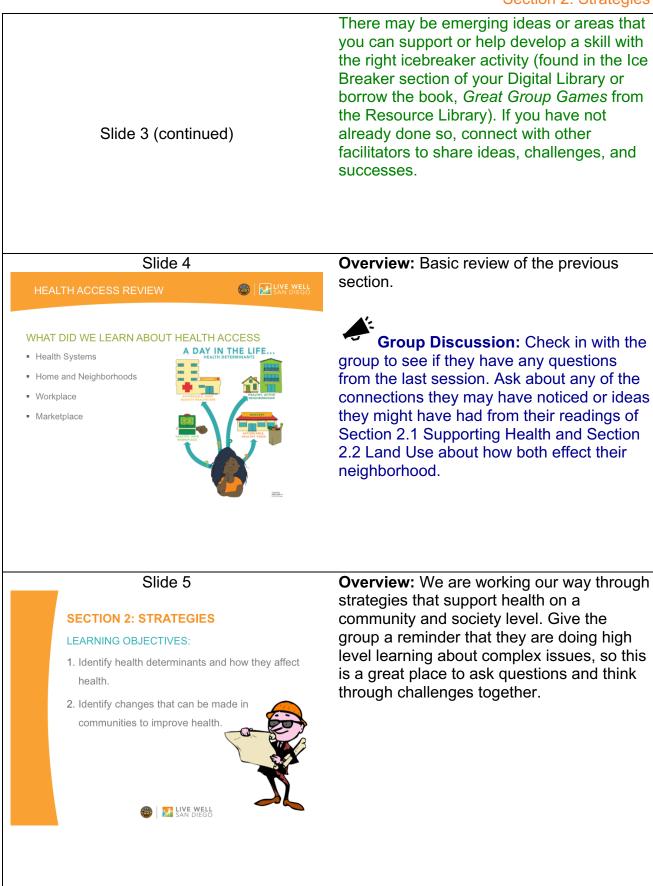
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- □ Light refreshments with healthy food options

# **Optional materials:**

- Silly putty, stress balls, other small objects participants can manipulate for those who find that keeping their hands busy is helpful to staying focused
- $\hfill\square$  W-9 forms if you are offering participants a stipend for their participation

# Session 2.2: Land Use



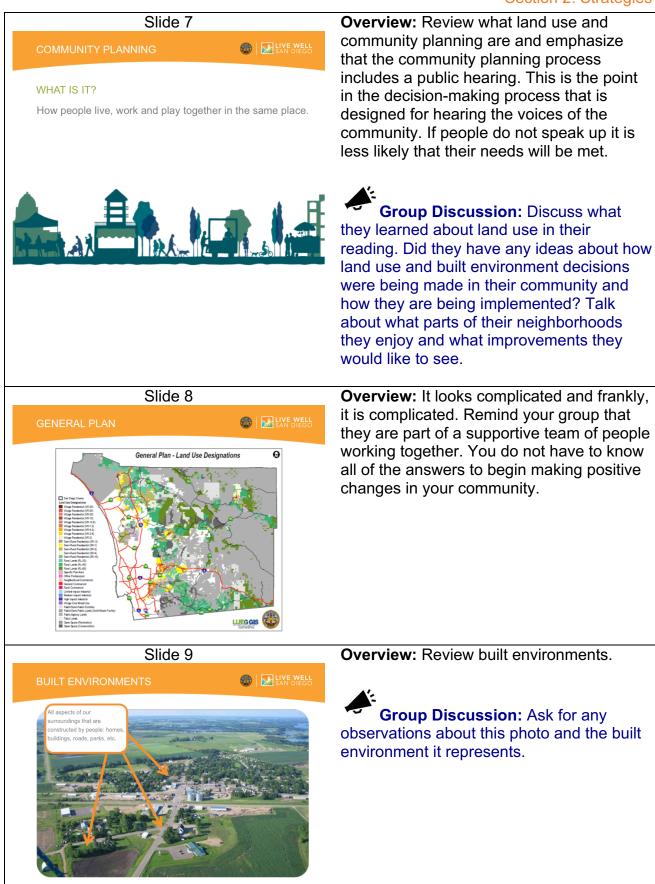




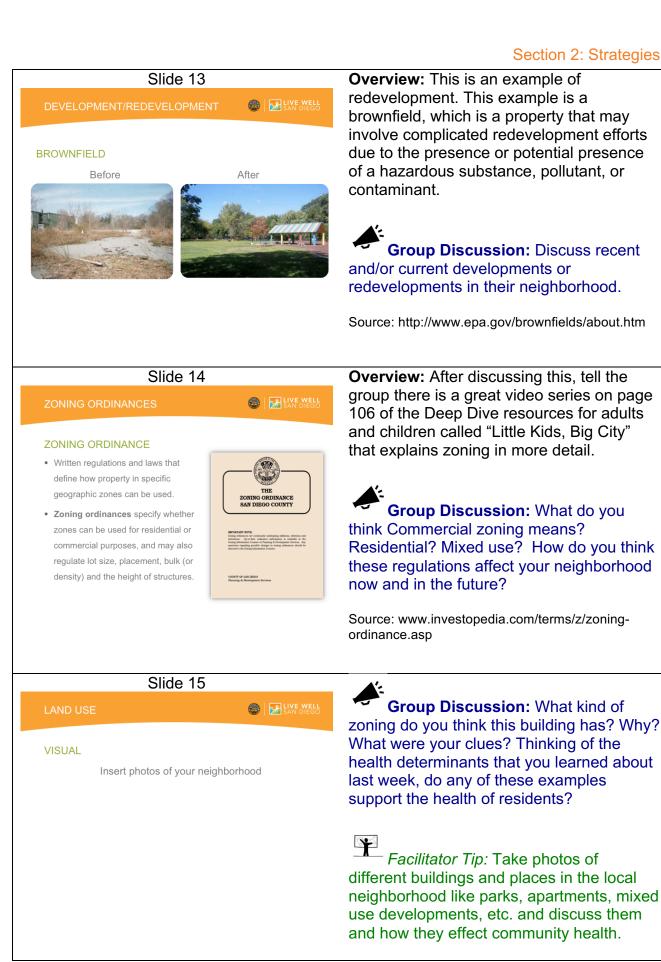
**Overview:** Land Use and community planning are very complicated, but help make it practical for the group by using laymen's terms and by referring to further information in the Deep Dive. This activity in particular is related to Active Transportation and Land Use so it is also a preview for the next reading assignment and training session.

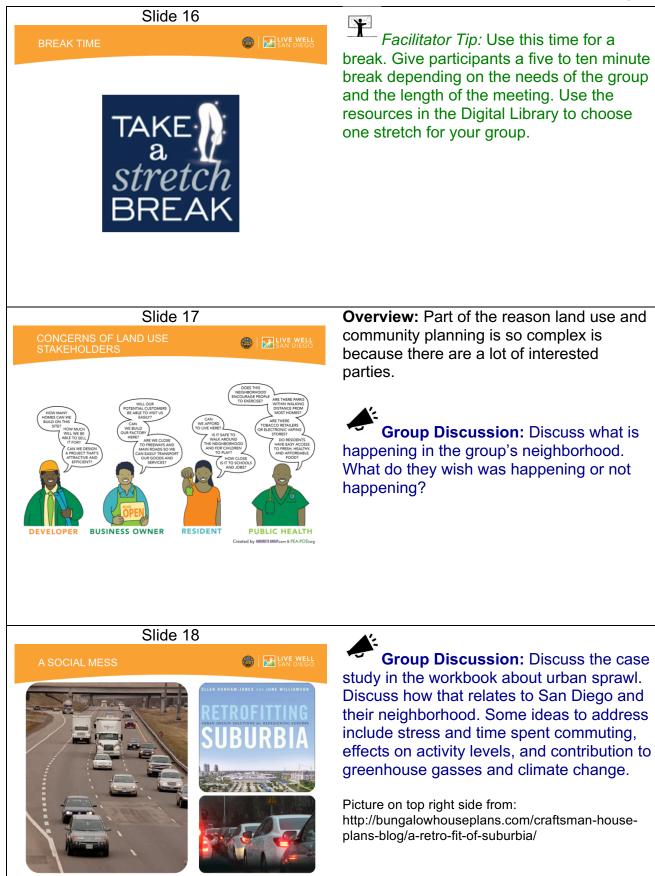
**Group Discussion:** Discuss the question above and then expand to get to the underlying reasons behind why we make the decisions we make.

- For those who drove, why did you drive? Explain that, as the facilitator, you want to understand a little more about the community context, e.g., was the location too far away to walk? Is transit unreliable, too expensive, or not available in the community? Are there bike lanes and good sidewalks?
- 2. Our meeting here today is just one example of getting from place to place, how often are you able to utilize different modes of transportation? Why or why not?
- Discuss the ways the built environment influences transportation decisions and how our communities are designed that either expands or limits our transportation choices.



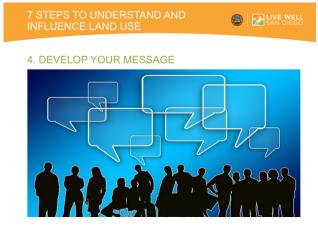








# Slide 22



**Overview:** Discuss different ways to frame a message. Think about who you are trying to influence. In this case, it is elected city officials and community planners. How can you deliver your message in a way that makes them pay attention?

Facilitator Tip: Let people know there are actual strategies already created that they can find in the Deep Dive and that you have in the Digital Library.

Slide 23

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5. BUILD SUPPORT WITH TRADITIONAL AND NON-TRADITIONAL PARTNERS



**Overview:** We are learning that everything is interconnected so think outside the box and get creative about who your partners can be.

Group Discussion: Who are the players in your neighborhood and why? Get some examples of non-traditional partners. For example, why would the neighborhood pastor, Imam, or other faith leader be interested in a partnership with the owner of a local fast-food franchise?

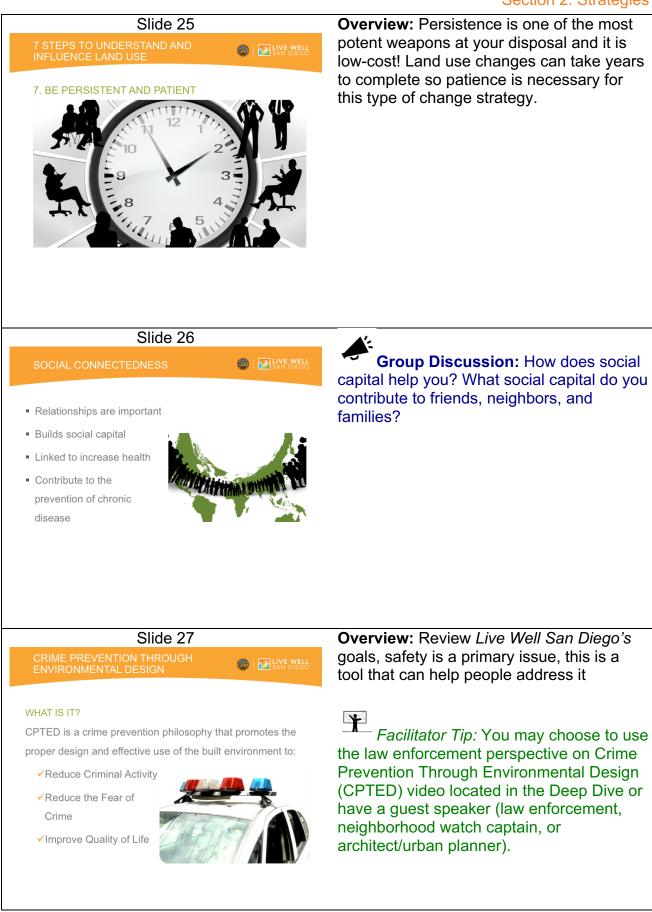
#### Slide 24

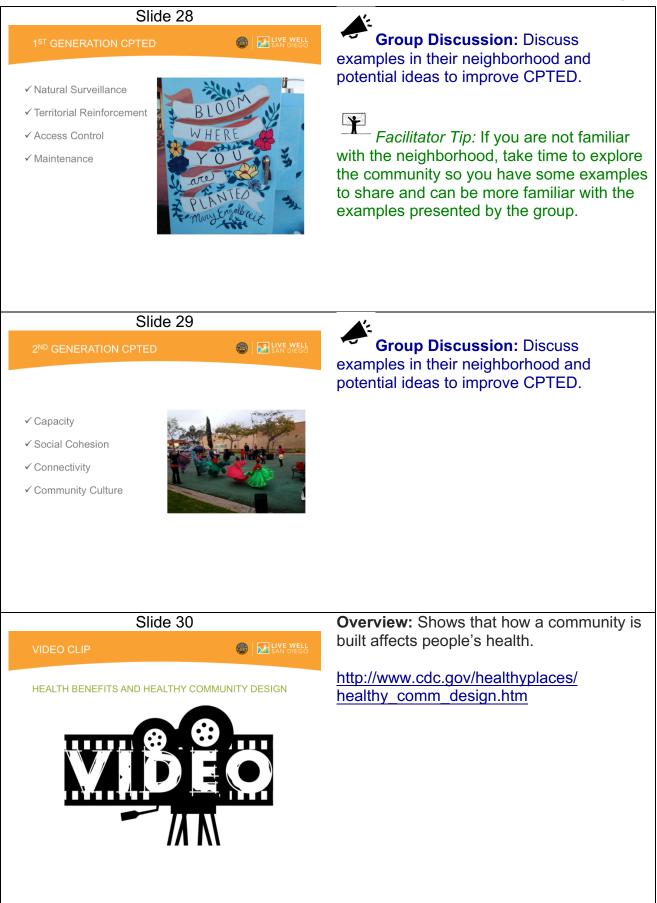
7 STEPS TO UNDERSTAND AND INFLUENCE LAND USE

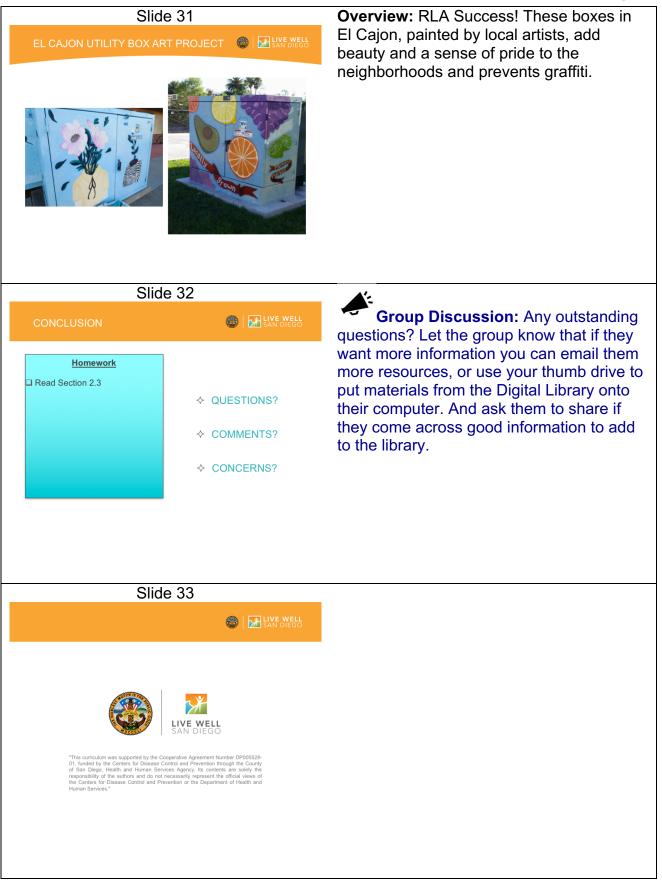
6. MEET WITH PLANNERS, ELECTED OFFICIALS, AND THEIR STAFF MEMBERS



**Overview:** Focus on relationships. At the end of the day, it comes down to a human being (or a small group of them) making a decision.







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# **Session 2.3: Active Transportation**

## Length: 2 – 2.5 hours

# **Session Highlights:**

Health determinants are revisited through an active transportation lens. A variety of transportation methods and their connection to community health are explored in this session. Walking, biking, cars, buses, and other forms of mass transportation are analyzed in the ways they positively and negatively impact community health. The ability to walk often and freely in neighborhoods is directly impacted by the built environment. Crime Prevention through Environmental Design (CPTED) is introduced as a method that increases the sense of safety within neighborhoods and business districts and acts as a catalyst to get people walking (and biking and skating) more.

# Learning Objectives:

- 1. Identify health determinants and how they affect health.
- 2. Identify changes that can be made in communities to improve health.

#### Special Considerations:

- There are a variety of videos that address this subject listed in the Deep Dive.
- Use the photos in the presentation (or replace them with photos from around the neighborhood) that show specific examples of areas that provide support for or create barriers to active transportation. Participants could also bring in or post their own photos on a shared Flickr album or other online photo-sharing tool that can be shown in the training session.
- It is highly recommended that participants use the walk audits and other community assessment tools to assess their neighborhoods for areas of improvement.
- Participants can use their cellphones to document active transportation issues in their neighborhoods. Part of this session could be used to do the Circulate San Diego walking scorecard in teams. This activity has been very popular with past RLA participants.
- This is a good place in the training to discuss safety, community connectedness, police and other emergency services, and crime prevention in the neighborhood. If there is interest in the topic of community trauma the facilitator can provide further research or seek out a guest speaker about the Adverse Childhood Experience Study (ACE) or other Trauma-Informed Community experts.

# **Reminders:**

• If you have not already done so, set a date and begin planning a graduation celebration for participants. Give them plenty of time to invite their loved ones and other support people. Invite important partners in the community including community leaders, community partners, government officials, and staff from

community-based organizations and government agencies. Think about acknowledging the successes and contributions of each participant in a meaningful way during the graduation celebration.

- Use the materials checklist to help you prepare for your presentations.
- Refer to the Deep Dive, Digital Library, and Resource Library for additional materials that can customize your presentation.

# **Materials Check Off Sheet**

Make a copy of this check off sheet for each session.

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- □ Speakers
- □ Photo/video release forms (enough copies for everyone to sign)
- □ Camera and/or video recording device
- □ Light refreshments with healthy food options

# **Optional materials:**

- Silly putty, stress balls, other small objects participants can manipulate for those who find that keeping their hands busy is helpful to staying focused
- $\hfill\square$  W-9 forms if you are offering participants a stipend for their participation

# **Session 2.3: Active Transportation**



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# Slide 4

SAN DIEGO

#### WHAT DID WE LEARN ABOUT LAND USE?

- Any observations in your neighborhood since we met last?
- How did your reading about Active Transportation connect with the previous sections?



Group Discussion: There are a lot of connections between Land Use and Active Transportation so this conversation might take a little longer than other section reviews.

**Overview:** Review the learning objectives.

#### Slide 5

#### SECTION 2: STRATEGIES

#### LEARNING OBJECTIVES:

- Identify health determinants and how they affect health.
- 2. Identify changes that can be made in communities to improve health.



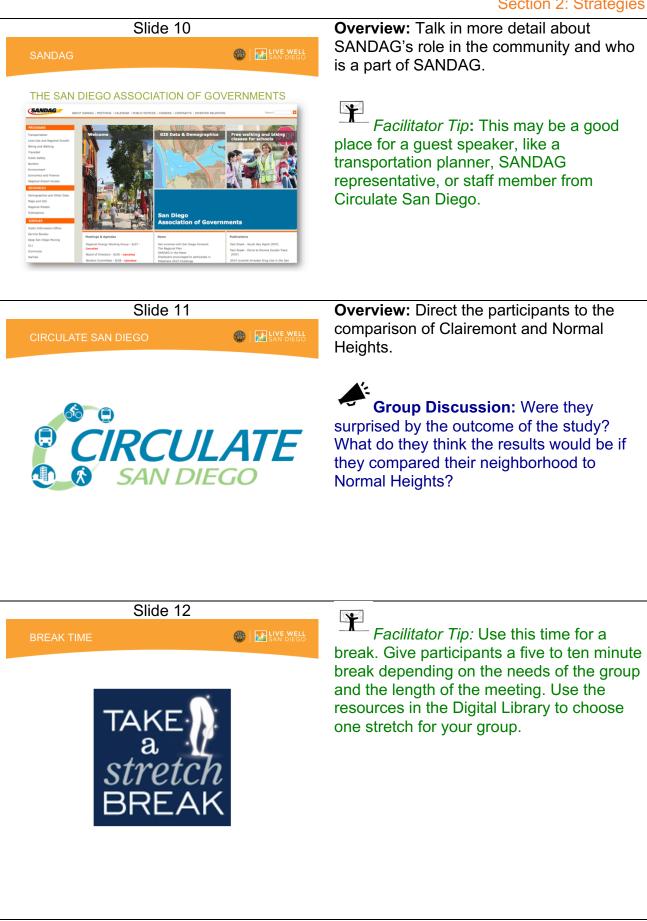


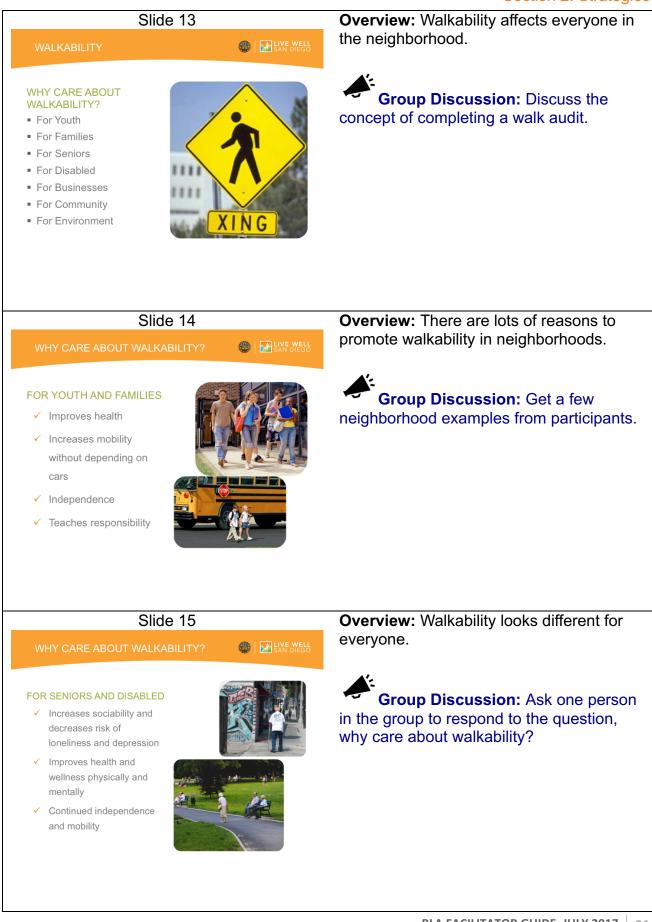


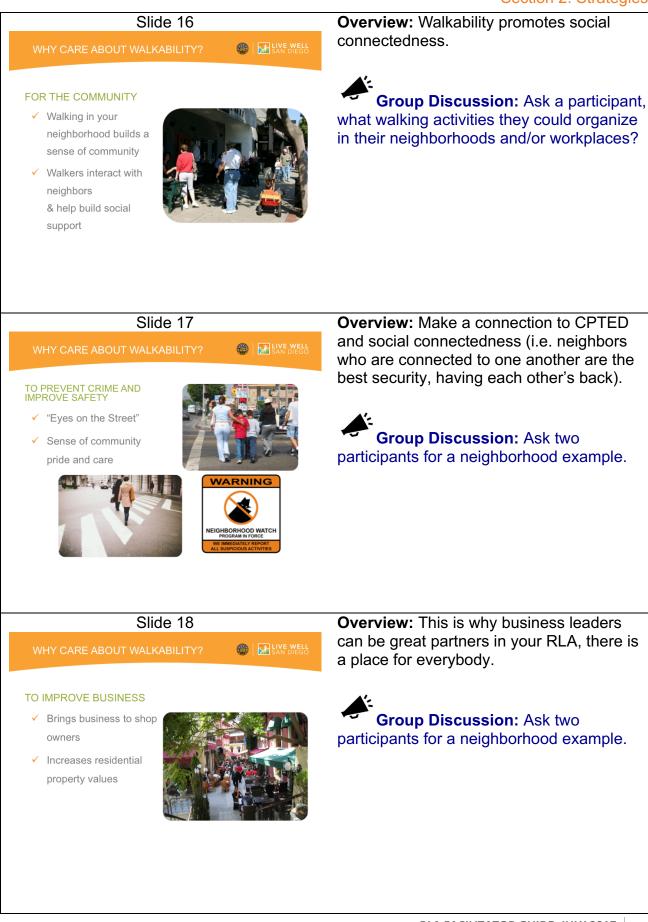
**Overview:** Active transportation is how people move about under their own power. It is walking, cycling, wheelchairs, and skateboards; it is whenever you use your own muscles to move forward. Active transportation makes you healthier, it is inexpensive, and it is good for the environment.

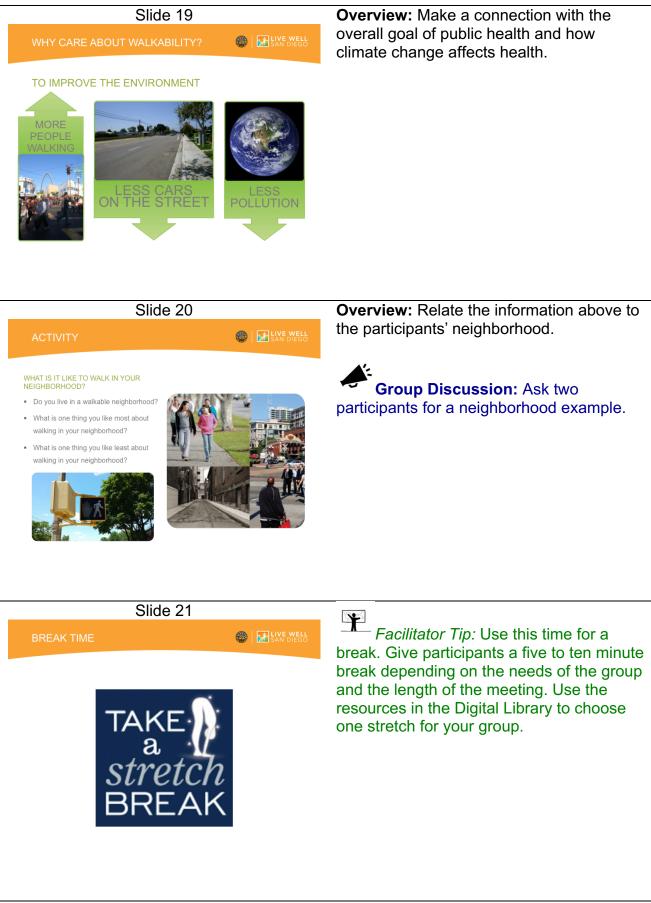
**Group Discussion:** How much movement is in your life? What method of active transportation do you use and why?



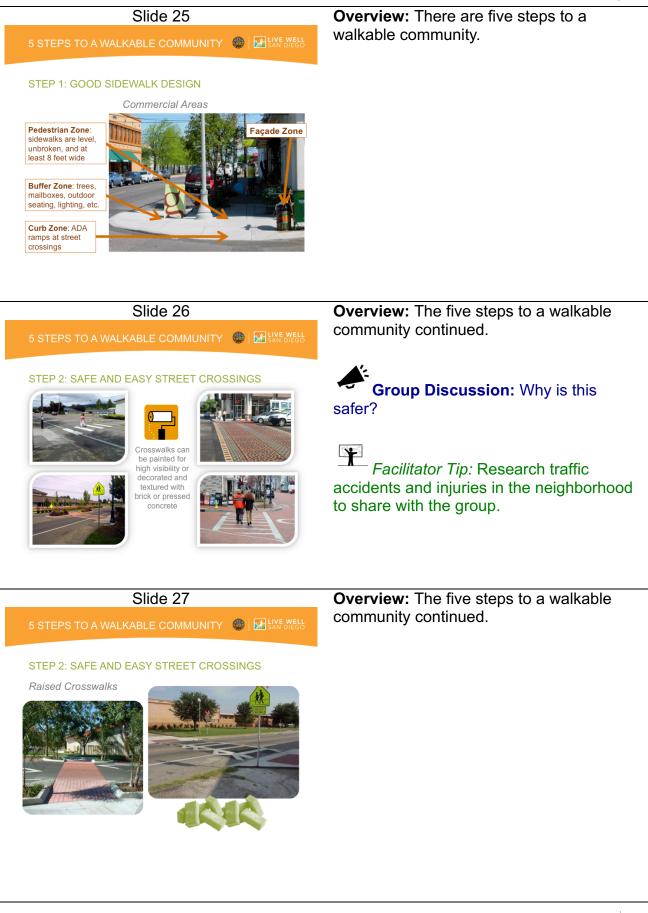


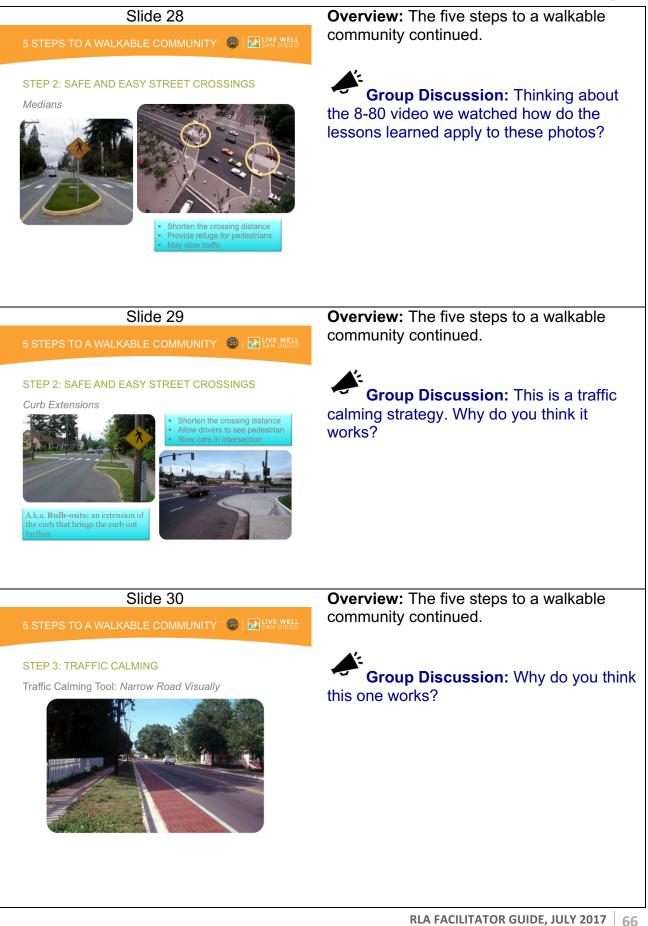


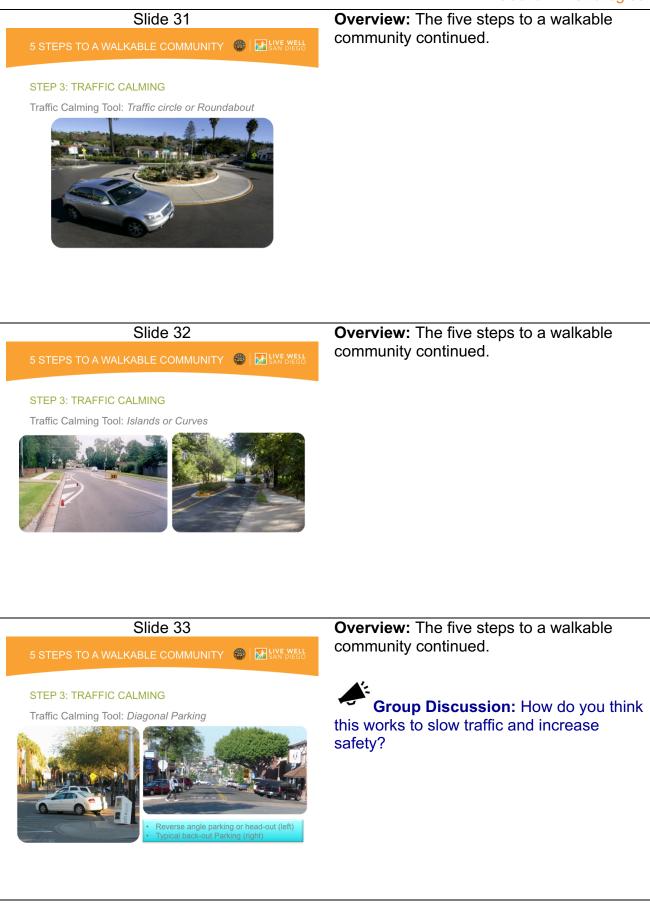




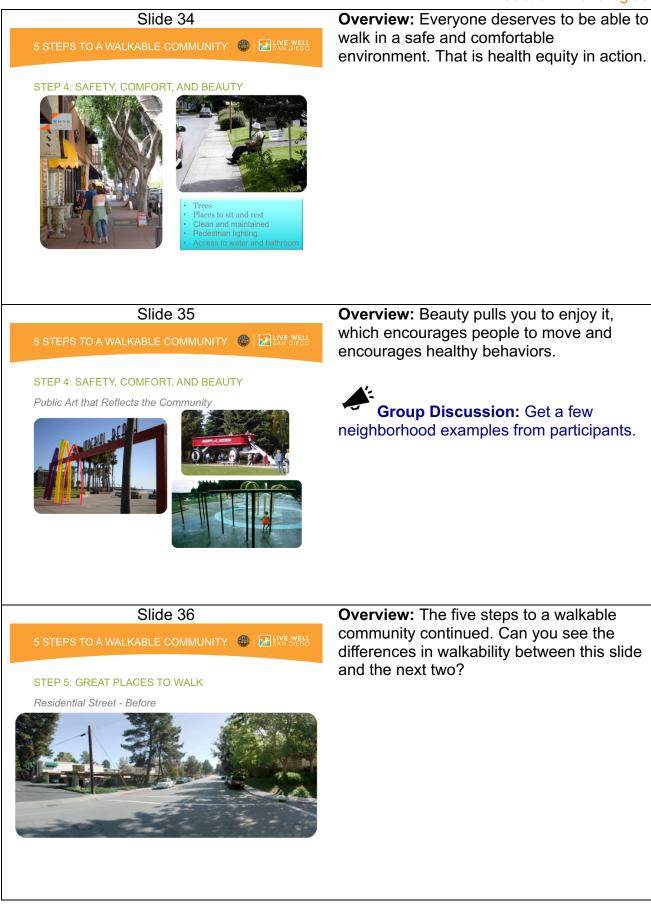


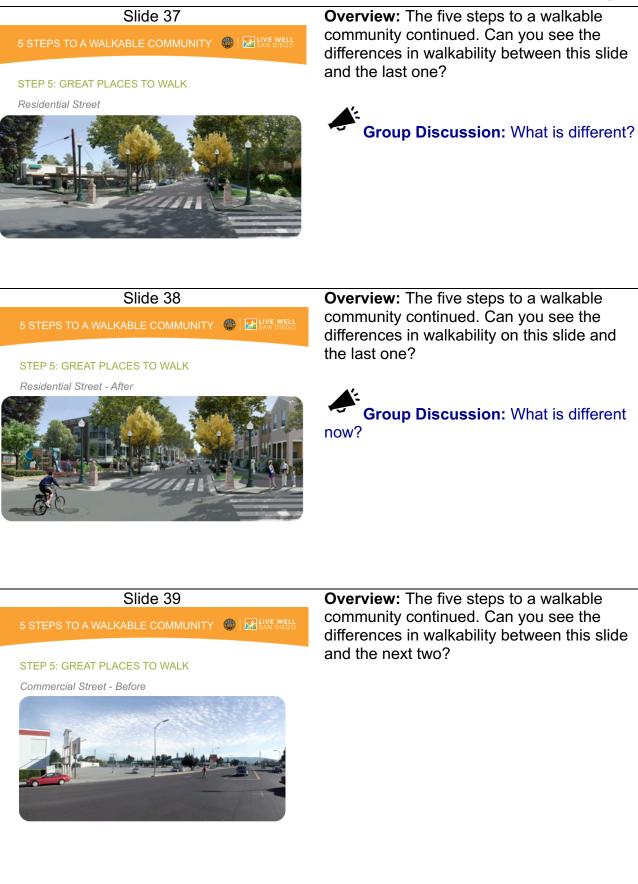


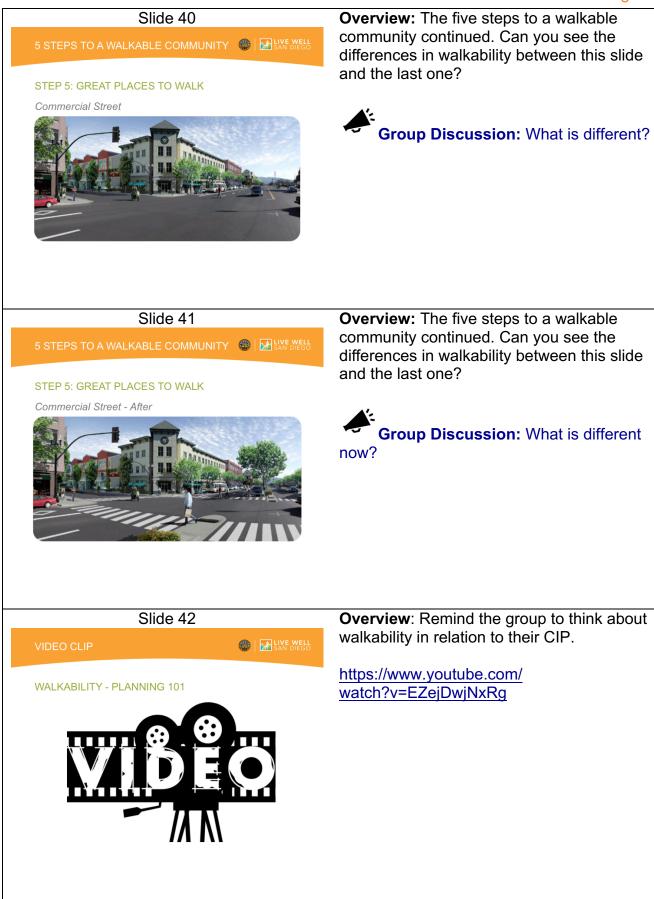


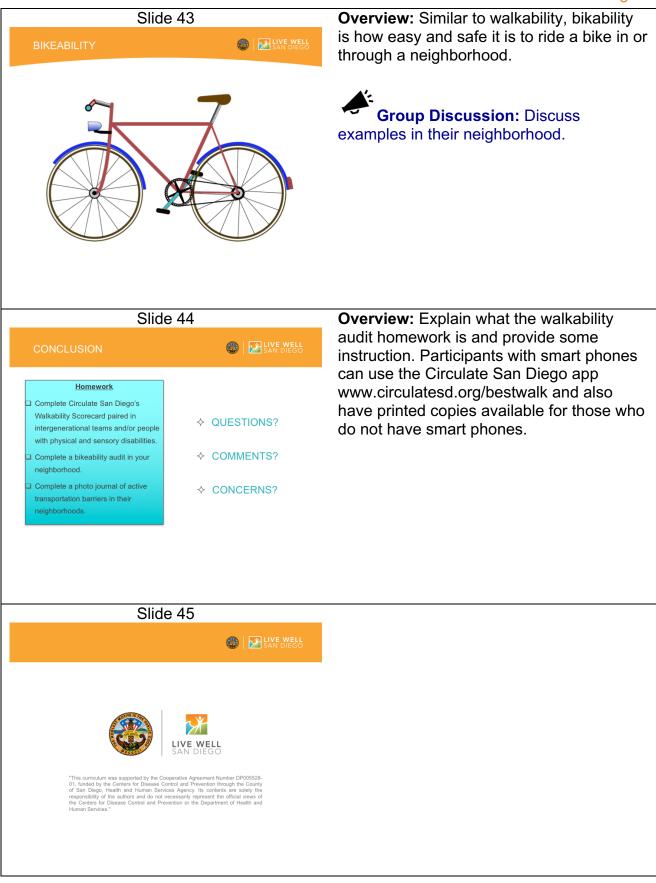


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## Session 2.4: Food Systems

## Length: 2 – 2.5 hours

## **Session Highlights:**

In this session the food system infrastructures are outlined: growing, harvesting, processing, packaging, transporting, marketing, consumption, and disposal. All of which are connected to current public health outcomes. The lack of affordable fresh food, and the availability and affordability of processed and fast food and its consumption, are discussed along with negative impacts on community health. The facilitator should elicit discussion and possible solutions from the group that are specific to their neighborhood.

## Learning Objectives:

- 1. Identify health determinants and how they affect health.
- 2. Identify changes that can be made in communities to improve health.

### **Special Considerations:**

- There are several full-length informative and entertaining documentaries about food systems; they can be checked-out from the Resource Library.
- This can be a sensitive topic for individuals who lack the time and/or resources to afford or prepare fresh, whole, and/or organic foods. Take care to deliver this information in a way that shows sensitivity to individual limitations and helps to guide the group into practical solutions that are achievable.

#### Reminders:

- Remember to collect the workbooks to complete the assessment tool periodically to assess participants' ability to apply new knowledge to the Social-Ecological Model (SEM) and by identifying strategies to increasing health in their community.
- Use the materials checklist to help you prepare for your presentations.
- Refer to the Deep Dive, Digital Library and Resource Library (housed at the County Offices) for additional materials that can customize your presentation.

## **Materials Check Off Sheet**

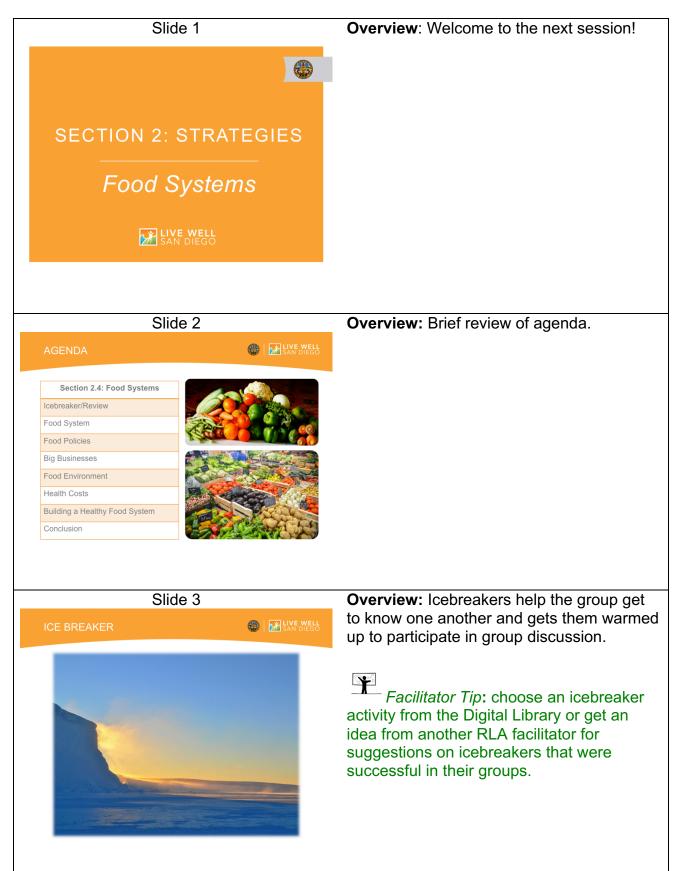
Make a copy of this check off sheet for each session.

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- □ Markers
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- □ Light refreshments with healthy food options

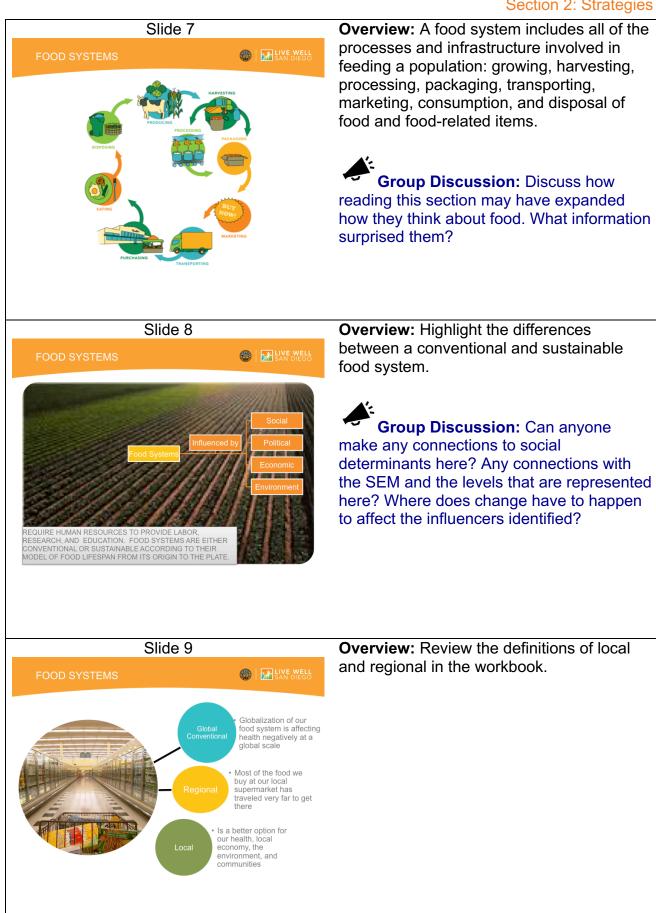
## **Optional materials:**

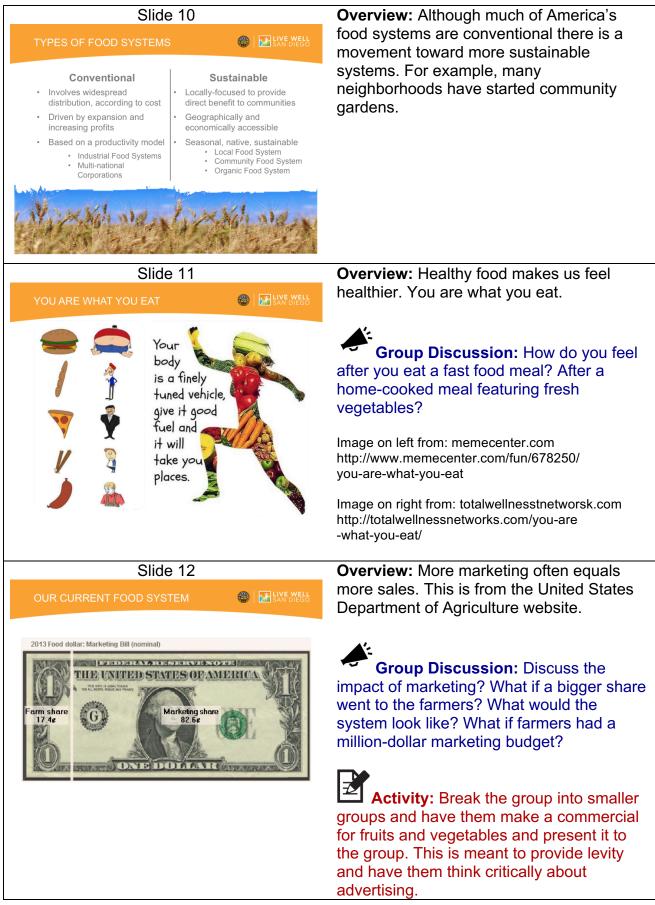
- Silly putty, stress balls, other small objects participants can manipulate for those who find that keeping their hands busy is helpful to staying focused
- □ W-9 forms if you are offering participants a stipend for their participation

## Session 2.4: Food Systems









## Slide 13

SAN DIEGO

#### **GOVERNMENT POLICIES**

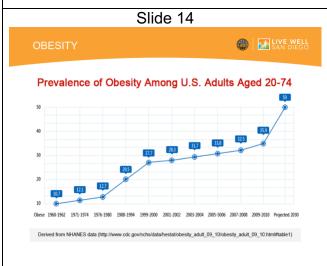
- Over 100 years old
- Subsidies
- Often unhealthy products are made with inexpensive crops like sugar and corn



**Overview:** Government policies influence people's accessibility to healthy foods.



Group Discussion: What level of the Social-Ecological Model (SEM) is this? What are some specific, community level strategies to improve your local food system?



**Overview:** Take a moment to revisit the main reason we are here, which is to combat the chronic diseases that are impacting our communities. Obesity increases the chances that a person will get type 2 diabetes, lung disease, cancer, and heart disease



connection between advertising. government policy, processed foods, and obesity rates surprise anyone? What are their thoughts on how it affects their neighborhood and family?

## Slide 15

SAN DIEGO

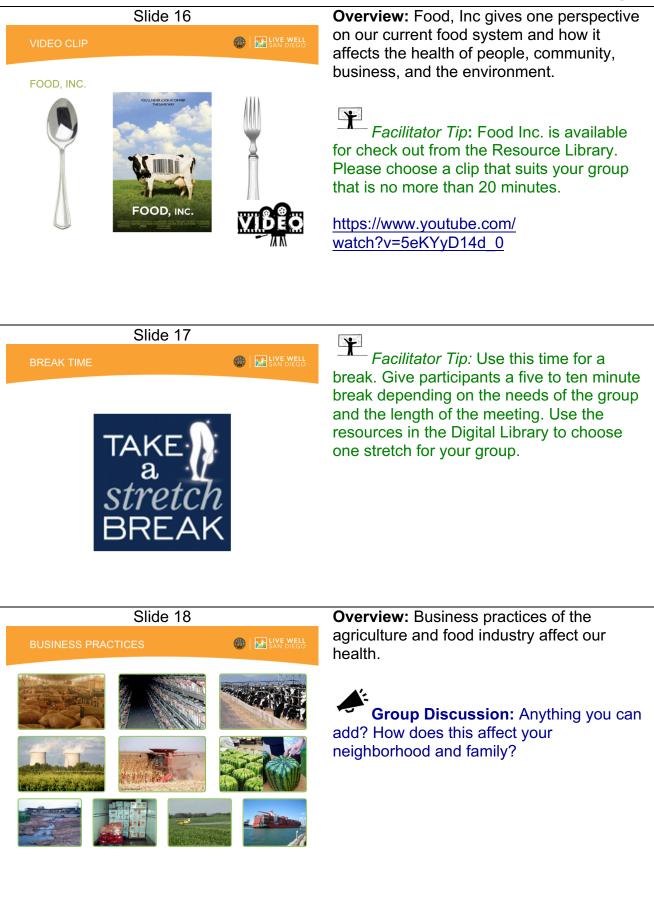
Overview: Relate the concepts here to what is happening in the participants' neighborhood around food systems.

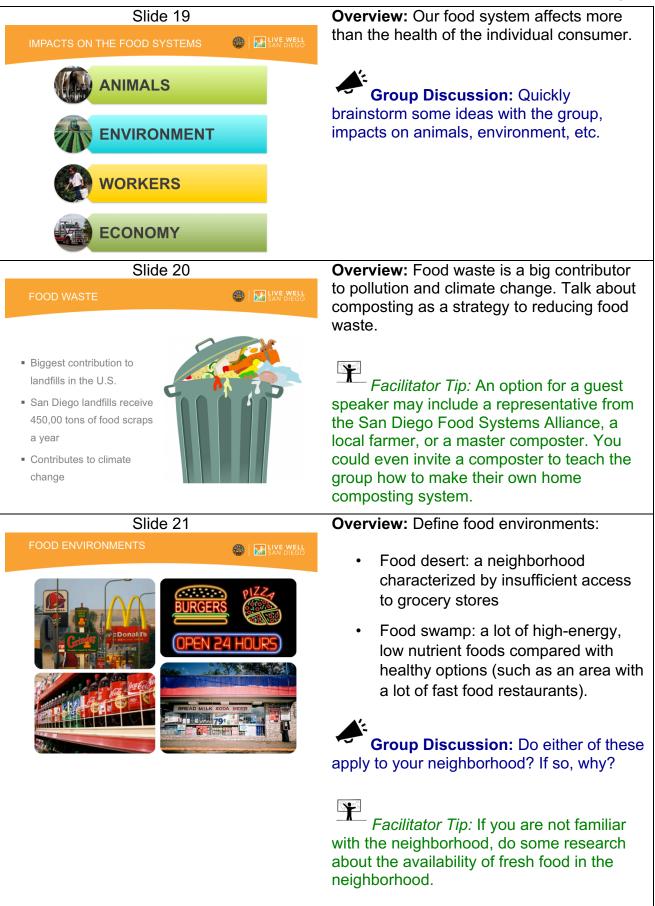
#### LOCAL FOOD PRODUCTION POLICIES

City & County Ordinances



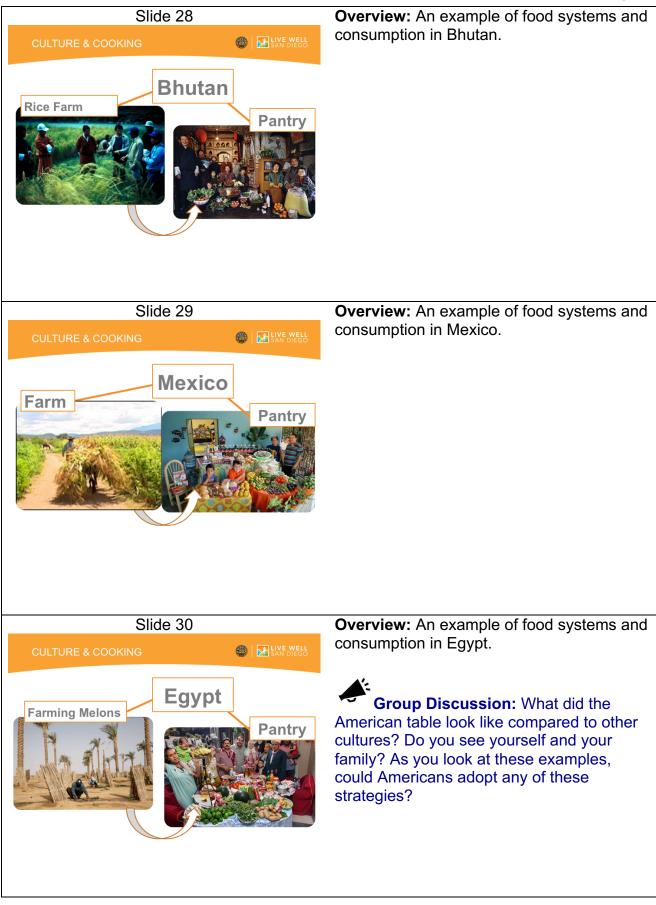
Res. Facilitator Tip: Do some research on local food policies and ordinances. Bring these to the group and facilitate a discussion about how they affect community health.

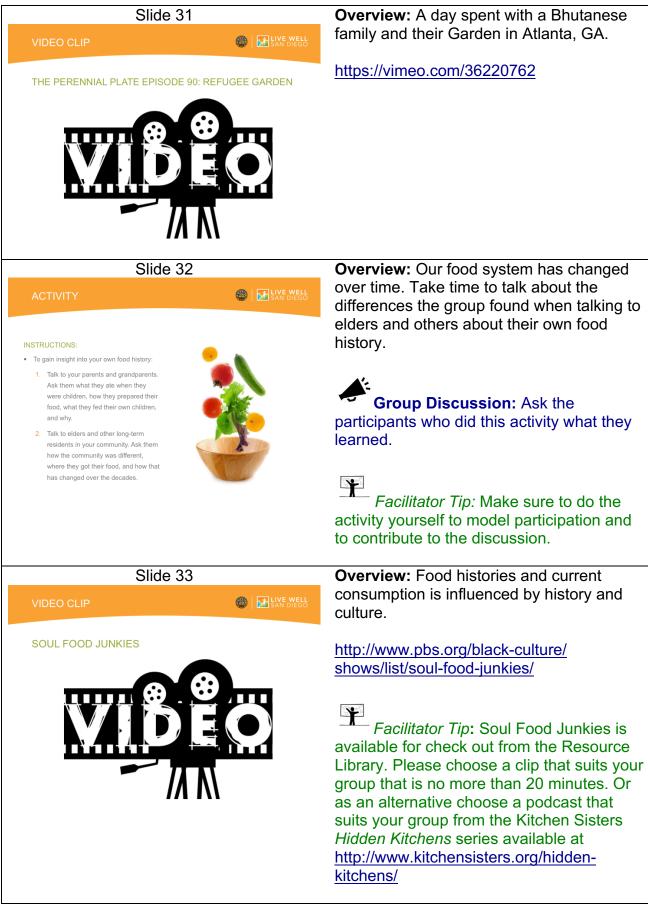


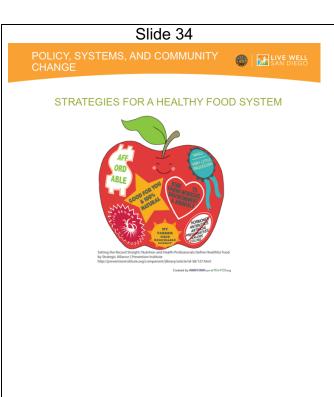












**Overview:** There is broad interest and movement among communities nationwide to create policy, systems, and environmental changes, which support a healthy food system. With a nation deeply engaged in making change, we are starting to see positive change. Working together to bring healthy options to communities, working with government officials to change policies that support healthier neighborhoods, and working with employers to establish incentives that encourage healthier behaviors are making our communities healthier.

Activity: Break the group into small groups and give each group a piece of flip chart paper. Ask the group to brainstorm community level changes they could work on that would create a healthier food system in their neighborhood. Ask participants to pick a spokesperson to share their ideas. Place a star on any of the strategies that are repeated across groups. Have a large group discussion about their upcoming CIP and encourage thoughtful discussion about specific ideas the group and/or individuals in the group might have for their CIP.

#### Slide 35

#### SUCCESS STORY

SAN DIEGO

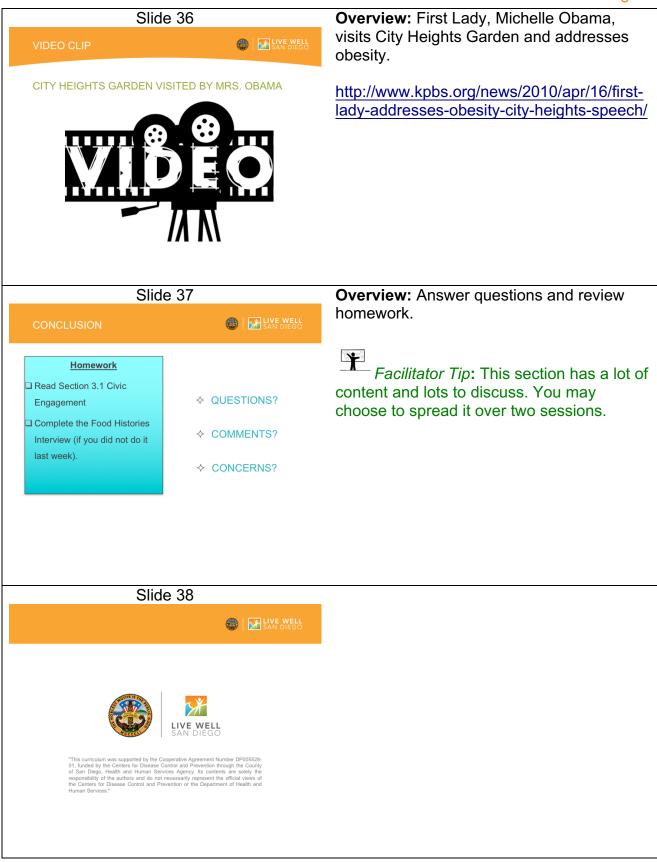
#### CITY HEIGHTS GARDEN VISITED BY MRS. OBAMA



**Overview:** First Lady Michelle Obama leveraged her popularity to change policies and tapped into the Nation's political will. The Let's Move! Campaign changed policies in business practices (Walmart selling more fruits and veggies) and school systems (policies created for better school lunches).

Images from: http://www.kpbs.org/news/2010/apr/ 16/first-lady-addresses-obesity-cityheights-speech/

http://www.sandiego.gov/citycouncil/cd9/ news/events2010/newroots.shtml



# SECTION THREE TAKING ACTION

3.1 Civic Engagement3.2 Community Improvement ProjectPlanning and Implementation

## Learning Objectives:

- Understand what civic engagement is and how to influence the decision-making process.
- 2. Create an implementation plan for a Community Improvement Project.

## **SECTION 3: TAKING ACTION**

## Sessions 3.1-3.2

## **Session 3.1: Civic Engagement**

Length: 2 – 2.5 hours

## Session Highlights:

The group explores the concepts of everyday leadership. Group discussion helps the participants identify the ways that they are leaders within their circles of families, friends and neighborhoods. These skills and traits are transferrable and are key in planning and implementing the Community Improvement Project (CIP). Consider having the group work together to complete one of the community assessments provided in this guide. This is a good first step toward practicing new skills including communication, consensus building, and community activism and is also an opportunity to collect important data that will contribute to CIP implementation. Participants will become actively engaged in their communities, thereby becoming civic leaders. This section also gives a brief overview on the role of government at the levels of federal, county and city.

## Learning Objectives:

- 1. Understand what civic engagement is and how to influence the decision-making process.
- 2. Create an implementation plan for a Community Improvement Project (CIP).

## Special Considerations:

- Consider providing time to acknowledge each participant and give time for the group to recognize and appreciate each other's strengths.
- Consider a field trip to a government meeting (i.e. City Council or Planning Commission) to observe or make prepared public comments.
- Consider inviting a representative from an elected official's office to be a guest speaker to talk about the role of government.

## Reminders:

- Acknowledge and congratulate participants on how far they have come! They have already put in a lot of time and energy and acknowledging their leadership and the way they are applying new skills will help to keep them motivated.
- Use the materials checklist to help you prepare for your presentations.
- Refer to the Deep Dive, Digital Library, and Resource Library for additional materials that can customize your presentation.

## **Materials Check Off Sheet**

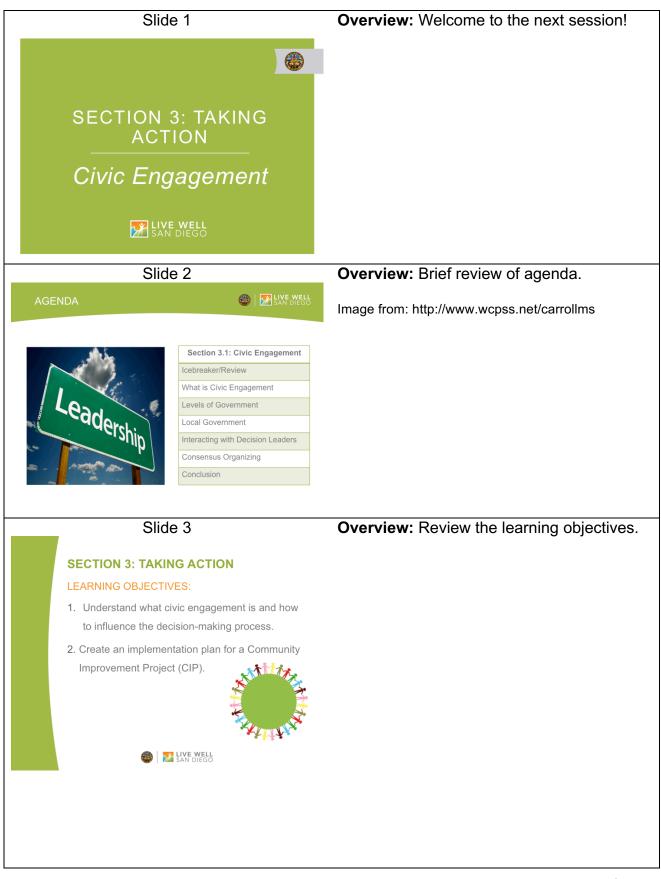
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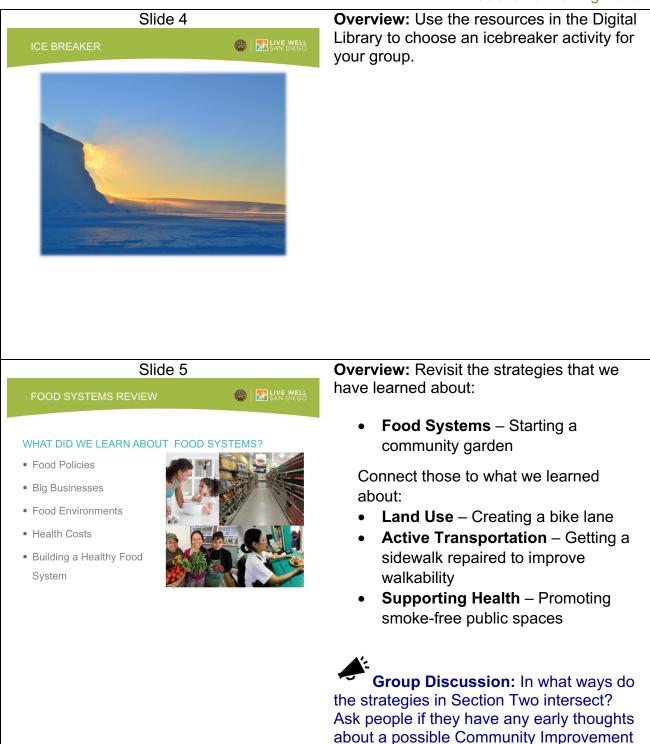
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## **Optional materials:**

- Silly putty, stress balls, other small objects participants can manipulate for those who find that keeping their hands busy is helpful to staying focused
- □ W-9 forms if you are offering participants a stipend for their participation

## **Session 3.1: Civic Engagement**

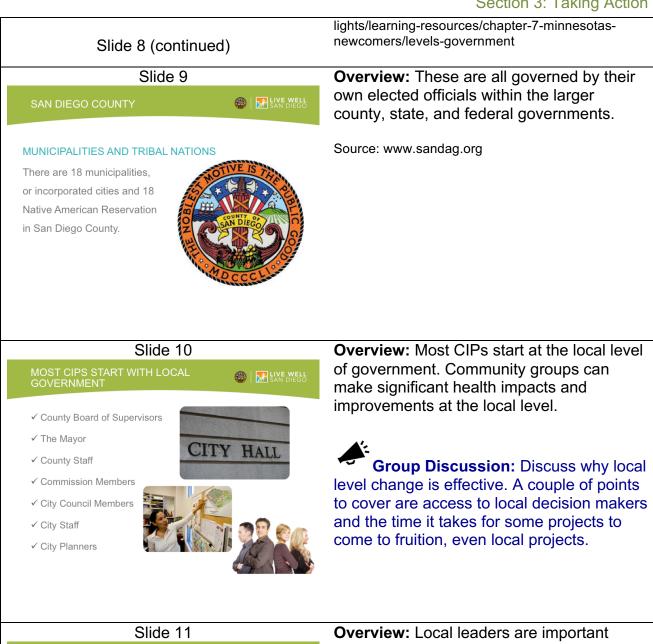




Project (CIP). What made them decide to go in that direction? Tell us about some of the ideas you have on the Social-Ecological Model (SEM) Activities you have been doing

in your workbook.





HOW TO INTERACT WITH DECISION 🛞 | 🎦 LIVE WELL SAN DIEGO

#### YOU SHOULD BE:

- Professional
- Prepared
- Patient
- Concise
- Persuasive
- Passionate
- Respectful



change-makers. Approaching them with vour CIP and the issues it addresses is a great start to making change. The following exercise will help you prepare to have a guick and direct conversation with them.

Suggested Activity: Break the group into pairs and have them role-play a meeting with an elected official suggesting a community improvement strategy in their neighborhood. Give each person 10-15 minutes. Imagine you only have 10 minutes with the elected official:

1. Introduction (2 minutes)

•
<ol> <li>State the issue (3 minutes)</li> <li>Propose the solution (3 minutes)</li> <li>Ask for support (2 minutes)</li> </ol>
Ask participants to share how it went with the larger group.
Facilitator Tip: As a facilitator this will give you insight on the participants' attitudes toward working with government and any unspoken fears they may have. Note that this activity takes at least a half an hour. Depending on your group you may want to skip it, however it gives very good practice on how to present a CIP and the issue it addresses. If you do not feel like you have time to do it in class you can assign it as homework.
Facilitator Tip: Use this time for a break. Give participants a five to ten minute break depending on the needs of the group and the length of the meeting. Use the resources in the Digital Library to choose one stretch for your group.
<b>Overview:</b> Lakeview parents make a difference.
https://www.youtube.com/ watch?v=saUjx_WTvMY

## Slide 14

COMMUNITY ORGANIZING

#### CIVIC ORGANIZING

- Creates a forum for resident leaders to promote social good and community structure.
- Resident leaders use official channels and partner with government to promote change and access to services.



SAN DIEGO

**Overview:** This is a snapshot of Civic Organizing. You can familiarize yourself more with different types of organizing including the three presented here by looking at <u>http://www.sagepub.com/sites/</u> <u>default/files/upm-</u> <u>binaries/24165</u> Chapter1.pdf.

## Slide 15

COMMUNITY ORGANIZIN

# **Overview:** This is a snapshot of Community Building.

Source: http://www.sagepub.com/ sites/default/files/upm-binaries/ 24165\_Chapter1.pdf

#### COMMUNITY BUILDING



Develops partnerships between:

SAN DIEGO

- Residents
- Government
- Business
- Interested partners
- The effort generally has an identified leader or coordinator who leads the group in order to accomplish high level planning and set community priorities.

## Slide 16

COMMUNITY ORGANIZIN

🋞 | <mark>M live well</mark> San diego

# we go through the next slides on leadership and creating community change.

CONSENSUS BUILDING

- Brings together partners based on mutual self-interest to accomplish goals that benefit everyone involved.
- Builds partnerships based on shared leadership and social connectedness, but generally has an identified organizer.



Source: http://www.sagepub.com/ sites/default/files/upm-binaries/ 24165\_Chapter1.pdf

**Overview:** This is a snapshot of Consensus Building. Think about consensus building as



**Overview:** These are the steps in theory to leadership using consensus building as a community-organizing model.

Slide 18



STEP 1: ESTABLISH YOUR GROUP OF COMMUNITY LEADERS



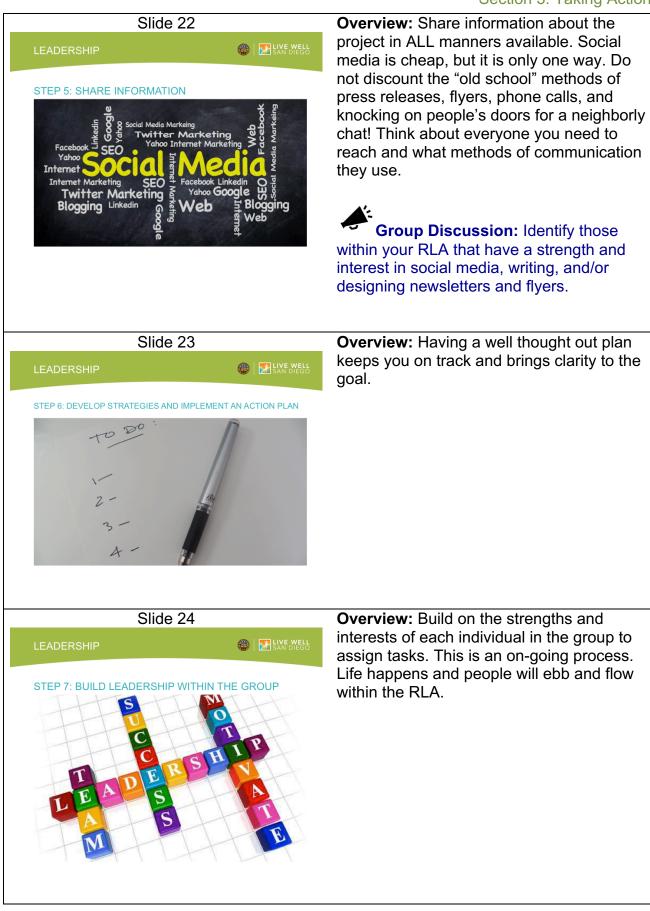
**Overview:** Have a general discussion on what leadership means, remembering the video from our first night about everyday leadership. Leadership is a verb not a title! People have different ways of leading and different strengths, each of them are valuable. A team that draws from and utilizes the full range of different strengths and skills of their membership will generally be stronger than the one that relies on one person to follow.

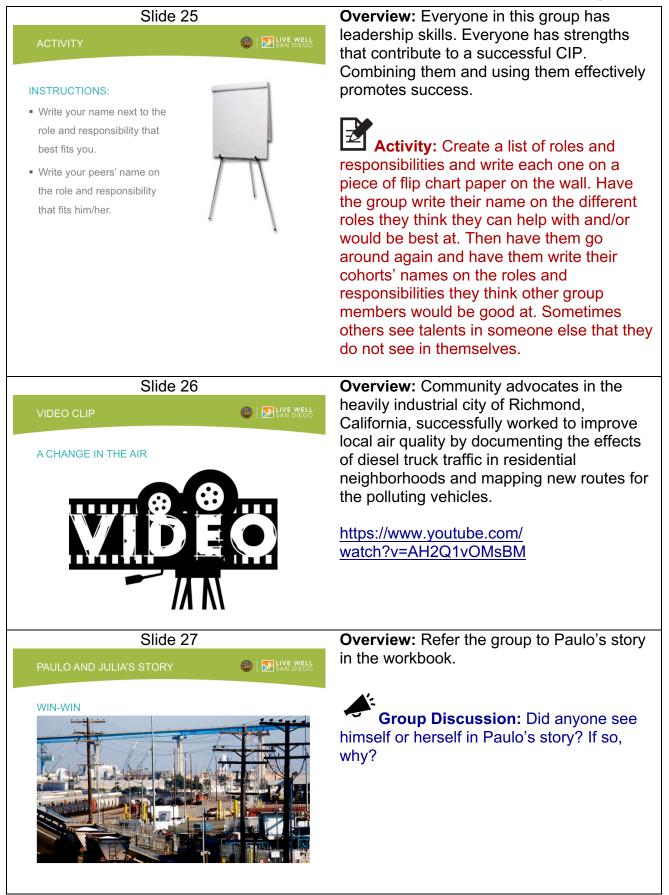
Group discussion: This is what is happening right now, you are all leaders in your own way. Through this training you have already begun the process! Ask them to share how their perception of themselves as leaders has changed or strengthened throughout the training so far.

## Sec.

Facilitator Tip: This is a great time to acknowledge the different strengths of each group member. Take some time to think about each participant and highlight something great that you have noticed about them and share it in front of the group. Be sure to highlight every group member.







	Section 5. Taking Action
Slide 28	<ul> <li>Overview: There are a few important things to remember about this process: <ol> <li>Play to your individual strengths and the strengths of the rest of your group.</li> </ol> </li> <li>Learn by getting involved and asking questions. You do not have to understand the entire process and know all of the players before you start.</li> <li>Have patience. This is a learning process and like any other skill you have to practice.</li> </ul>
	Image from: <u>http://kevinlhagan.com/where-are-you-</u> looking/
Slide 29 CONCLUSION	<b>Overview:</b> Next week we will begin planning our CIP! We want to get ideas from everyone and we know everyone already has a lot of great ideas in their SEM Activities and reflection questions. Please bring your favorite ideas to the next session and get ready to practice your consensus building skills.
Slide 30	
<image/> <image/> <image/> <image/> <image/> <image/> <image/> <image/>	

## **Session 3.2: CIP Planning and Implementation**

Length: 2 – 2.5 hours

## Session Highlights:

The planning of local Community Improvement Projects (CIP) begins in earnest via an extensive group activity and discussion. This is a planning session that uses the concept of Strengths, Weaknesses, Opportunities, and Threats or a SWOT analysis as the basis for sound, reality-based project development.

## Learning Objectives:

- 1. Understand what civic engagement is and how to influence the decision-making process.
- 2. Create an implementation plan for a Community Improvement Project.

## Special Considerations:

- There are lots of different ways to contribute to the success of the project and to provide leadership. The savvy, dominant leader is not the only style of leadership and is not always the most effective. Look for and acknowledge different leadership approaches and pay attention to the ways people use their influence within the group and community.
- Consider having a guest speaker from a previous Resident Leadership Academy (RLA) to talk about their planning experiences.

## Reminders:

- This is a community led project. The facilitator is a sounding board and information gatherer for the group to support the leadership and decisions of the group.
- Use the materials checklist to help you prepare for your presentations.
- Refer to the Deep Dive, Digital Library, and Resource Library (housed at the County Offices) for additional materials that can customize your presentation.

## **Materials Check Off Sheet**

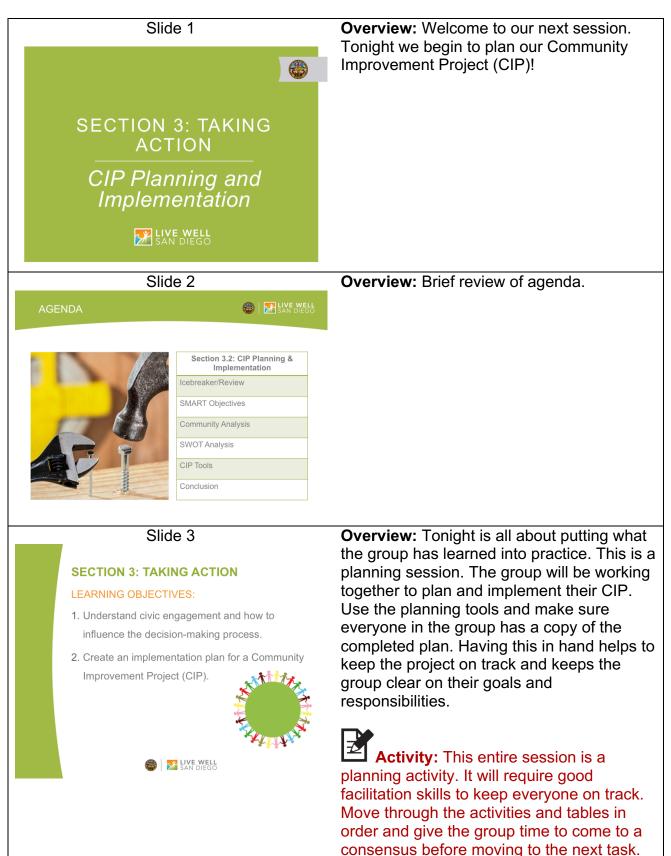
Make a copy of this check off sheet for each session.

- □ LCD projector and screen or projection surface
- □ Computer with Microsoft PowerPoint installed
- □ Cables to attach the projector to the computer
- □ Facilitator thumb drive with PowerPoint presentations and Digital Library
- □ Participant workbook
- □ Markers
- $\square$  Pens
- □ Additional sheets of paper
- $\hfill\square$  Name tags
- □ Sign-in sheet with contact information
- Easel paper to record responses, with sticky backing or tape to display the paper for everyone to see
- □ Video(s) you are showing from the Digital Library
- □ A DVD Player or CD drive on the computer to view the video(s)
- □ Speakers
- □ Photo/video release forms (enough copies for everyone to sign)
- □ Camera and/or video recording device
- □ Light refreshments with healthy food options

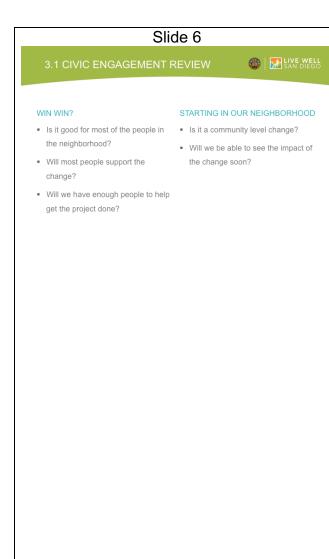
## **Optional materials:**

- Silly putty, stress balls, other small objects participants can manipulate for those who find that keeping their hands busy is helpful to staying focused
- □ W-9 forms if you are offering participants a stipend for their participation

## **Session 3.2: CIP Planning and Implementation**



Slide 3 (continued)	Facilitator Tip: Keep an eye out for counterproductive behaviors like individual group members taking over, lack of engagement with the group, or participants not being heard because it will decrease buy in from the participants and potentially lead to lack of commitment to the project. This is a big project that requires a lot of planning. Think about splitting this process over two sessions.
Slide 4	<b>Overview:</b> There is a lot of planning and
	group process tonight so it might be nice to do something quiet and centering. One idea is to bring oranges for everyone and do Thich Nhat Hanh's Orange Meditation (http://www.chetday.com/mindfuleating.htm)
Slide 5	<b>Overview:</b> Review from last week and ask
3.1 CIVIC ENGAGEMENT REVIEW	the group to keep what they learned in mind to apply to their CIP.
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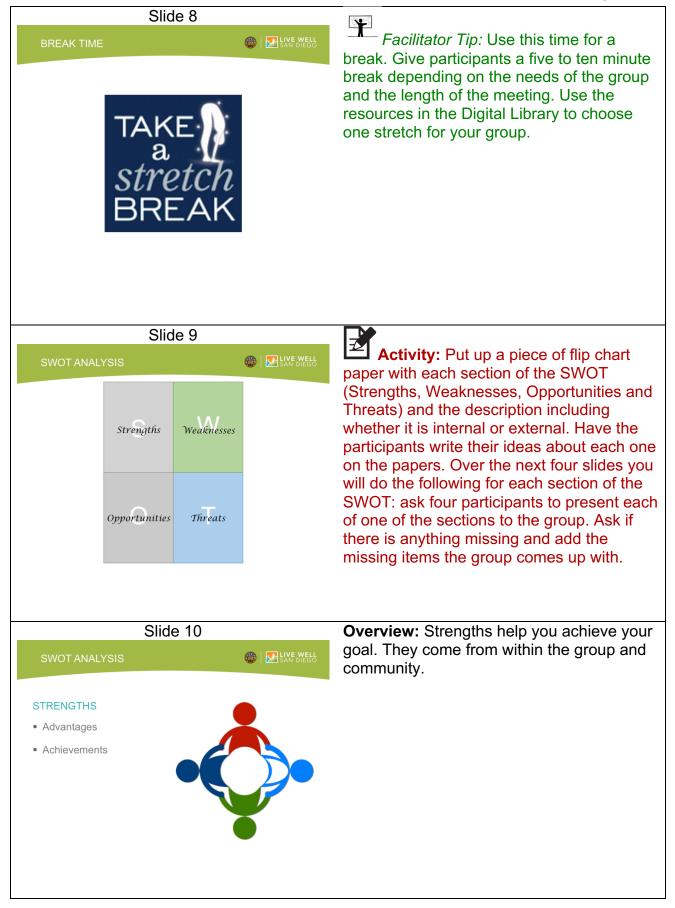


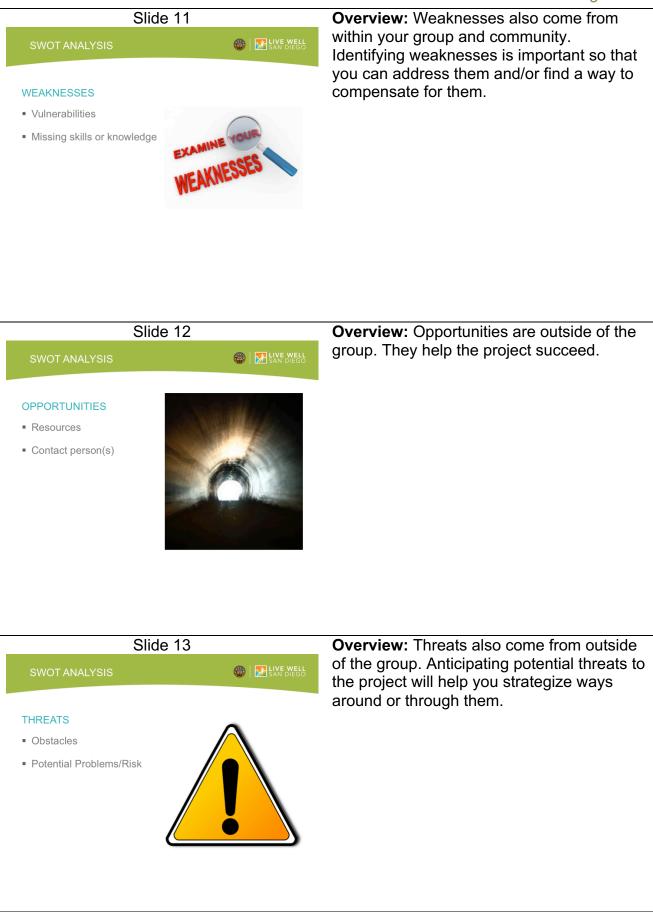
**Overview:** Choosing a CIP is no easy task! We will use everyone's ideas that they brought from their SEM Activities and reflection questions to choose a CIP as a group using the criteria above. It is a good idea to start with a neighborhood level, winwin project in order to build teamwork among the group and build a foundation for additional CIPs or more complex improvements later.

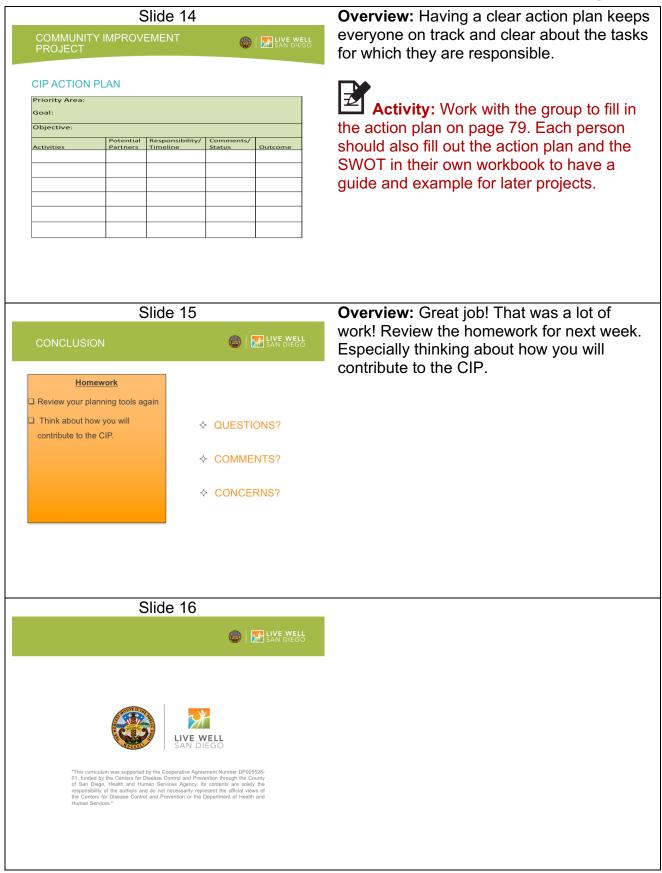
Activity: Before class hang up several pieces of flip chart paper around the room, at least two per RLA member. Instruct the participants to write one CIP idea per piece of paper. Everyone should have brought at least one idea per their homework from the last session. After every project idea is written, combine any ideas that are the same or very similar and discuss them as a group using the criteria above. Then have the group put the projects in the order that they would like to complete them. For example, number one will be the first project they work on, number two is the second project, and so on.



**Overview:** This is a vital step to planning. Do not skip it because you might miss very important information that will help you in implementing your CIP.







## SECTION FOUR EVALUATION AND CELEBRATIONS

4.1 Evaluation4.2 Celebrations

## Learning Objectives:

- 1. Identify the types of evaluation and the key concepts of each.
- 2. Apply the five steps of the evaluation process to your Community Improvement Project.
- 3. Create a strategy to share the results of your Community Improvement Project.

## **SECTION 4: EVALUATION AND CELEBRATIONS**

## **Session 4.1 – 4.2**

## **Session 4.1: Evaluation**

Length: 2 – 2.5 hours

## Session Highlights:

A broad overview of the purpose and methods of evaluation are presented. The role of stakeholder identification and inclusion within the Community Improvement Project (CIP) and the CIP evaluation process are outlined. The importance of identifying and setting clear goals and sharing CIP results (both positive and negative) are connected to the sustainability of the group and the long-term success of the CIP. Discuss how to publicly and strategically celebrate the completion of both the Resident Leadership Academy (RLA) training and later the CIP. The end of this presentation includes an overview slide on how you will publicly celebrate the success of your CIP. You will do this planning with the last PowerPoint for 4.2 when you get closer to the end of CIP completion.

## Learning Objectives:

- 1. Identify the types of evaluation and the key concepts of each.
- 2. Apply the five steps of the evaluation process to your Community Improvement Project (CIP).
- 3. Create a strategy to share the results of your Community Improvement Project (CIP).

## Special Considerations:

- This is an exciting night because it is your last formal training. You should be having a graduation celebration for participants within a week of this session.
- This is the last formal session of the training. In order to maintain group connection, CIP implementation should begin immediately. One way to continue connections within the group is to offer continuing training on topics of interest to the group or those related to the chosen CIP. One simple way to do this is to use the DVDs available in the Resource Library and host a movie screening with healthy snacks either provided or potluck style with a short guided discussion at the end. Another option, have a book club using one of the books provided in the Resource Library that participants can borrow (or check out from the local library) and then get together to discuss what they learned.
- Reminder: The County's evaluation experts are available to support the RLA's evaluation efforts.

## **Reminders:**

• Distribute and collect the Participant Post Survey.

- Complete the assessment tool of the activities in the workbook.
- The RLA does not have to end here. The group holds a lot of information and they
  probably have a lot of ideas for future CIPs. They can repeat the CIP planning and
  implementation process over and over to benefit their communities with support,
  resources, and a place to meet.
- Use the materials checklist to help you prepare for your presentations.
- Refer to the Deep Dive, Digital Library and Resource Library (housed at the County Offices) for additional materials that can customize your presentation.

## **Materials Check Off Sheet**

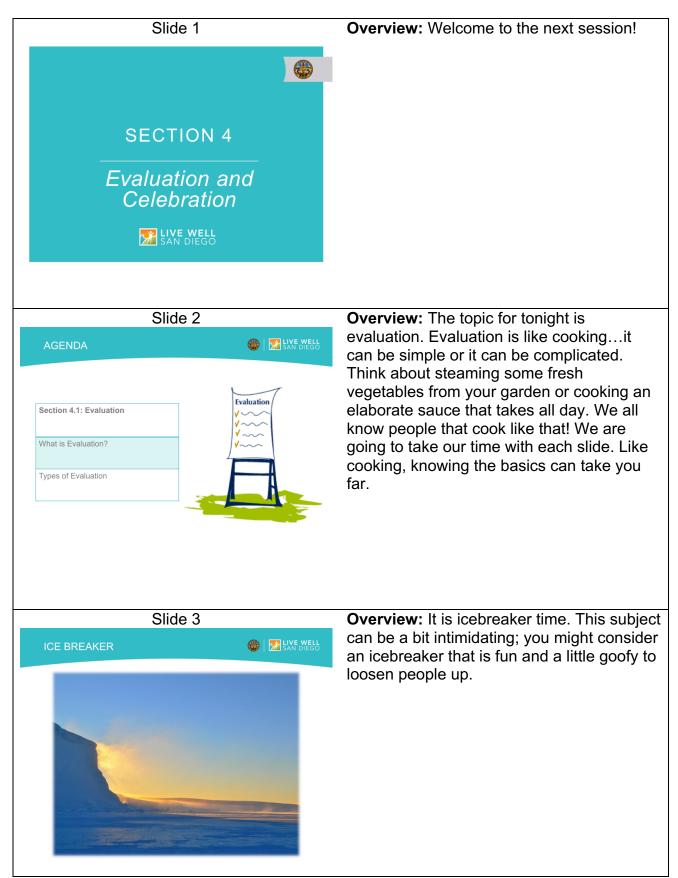
Make a copy of this check off sheet for each session.

- □ LCD projector and screen or projection surface
- □ Computer with Microsoft PowerPoint installed
- □ Cables to attach the projector to the computer
- □ Facilitator thumb drive with PowerPoint presentations and Digital Library
- □ Participant workbook
- □ Markers
- $\square$  Pens
- □ Additional sheets of paper
- $\hfill\square$  Name tags
- □ Sign-in sheet with contact information
- Easel paper to record responses, with sticky backing or tape to display the paper for everyone to see
- □ Video(s) you are showing from the Digital Library
- □ A DVD Player or CD drive on the computer to view the video(s)
- □ Speakers
- □ Photo/video release forms (enough copies for everyone to sign)
- □ Camera and/or video recording device
- □ Light refreshments with healthy food options

## **Optional materials:**

- Silly putty, stress balls, other small objects participants can manipulate for those who find that keeping their hands busy is helpful to staying focused
- $\hfill\square$  W-9 forms if you are offering participants a stipend for their participation

## **Session 4.1: Evaluation Process**



**Overview:** Review the learning objectives.

## Slide 4

#### **SECTION 4: EVALUATION**

#### LEARNING OBJECTIVES

✓ A process

something does

- 1. Identify the types of evaluation and the key concepts of each.
- 2. Apply the five steps of the evaluation process to your Community Improvement Project (CIP).
- 3. Create a strategy to share the results of your Community Improvement Project (CIP)



#### Slide 5



**Overview:** This is critically important to getting support both in sweat equity and financial resources; people want to be a part of projects that are successful. This includes projects that make mistakes but are able to correct themselves. Just like the ability to self-reflect and change course makes successful leaders, projects that are able to do the same attract support too!

## Slide 6

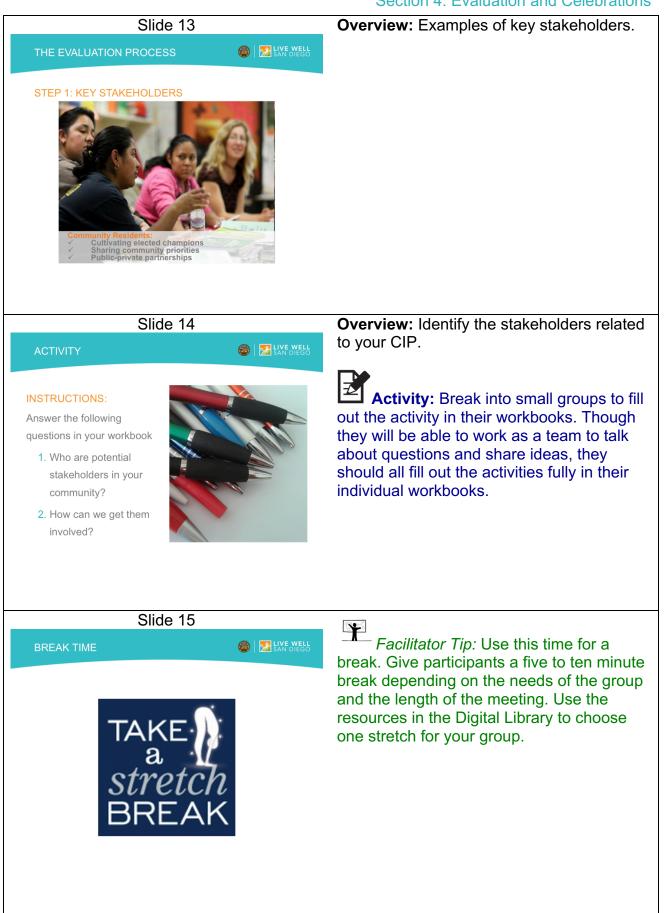


**Overview:** Evaluation is important for many reasons.

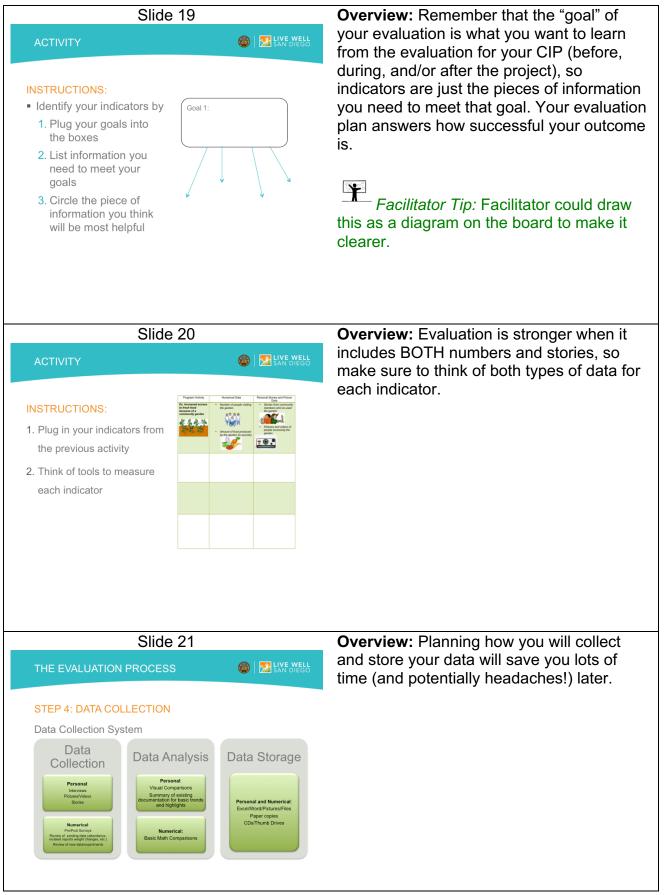
Group Discussion: As a leader, how would this information affect your motivation and the sustainability of your efforts? How will other stakeholders respond to this information?



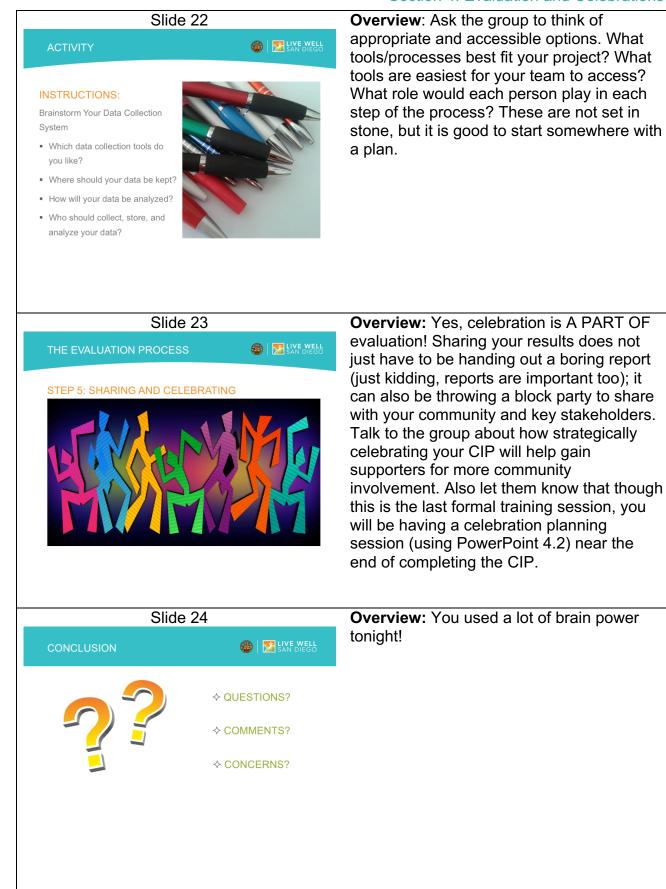




	Section 4: Evaluation and Celebrations
Slide 16	<b>Overview:</b> Define your goals.
<page-header></page-header>	Image from: http://daveschoenbeck.com/build- quarterly-business-plan-8-steps/
Slide 17	<b>Overview:</b> Define your goals.
<image/>	Activity: Keep your small groups together throughout this session. Again, everyone should do the activity in their own workbook also. Remember the Deep Dive has additional resources!
Slide 18	Overview: The pieces of information that
THE EVALUATION PROCESS	you gather to meet your outcome(s) are called indicators and are an important part of your evaluation plan.



RLA FACILITATOR GUIDE, JULY 2017 117 COUNTY OF SAN DIEGO







## **Session 4.2: Celebrations**

## Length: 2 – 2.5 hours

## **Session Highlights:**

During this session we will plan a community celebration to share the results of the Community Improvement Plan. The timing of this session depends on your group and the CIP. It may follow the last session quickly or it may be a few months until you can celebrate completion of the first CIP. Use this session to pull on the connections the participants have made and to gain support for continued action.

## Learning Objectives:

- 1. Identify the types of evaluation and the key concepts of each.
- 2. Apply the five steps of the evaluation process to your Community Improvement Project (CIP).
- 3. Create a strategy to share the results of your Community Improvement Project (CIP).

## Special Considerations:

- Be sure to take time to give participants lots of praise for working hard, and for a job well done.
- Before you go into the session be aware of any budget, neighborhood, or cultural considerations in planning and implementing the celebration.

## Reminders:

• Ensure that every participant filled out the post survey and that you have filled out the assessment tool reviewing the Social-Ecological Model (SEM) activities and reflection questions from each participant's workbook. This may be your last chance to be with some of the participants.

## **Materials Check Off Sheet**

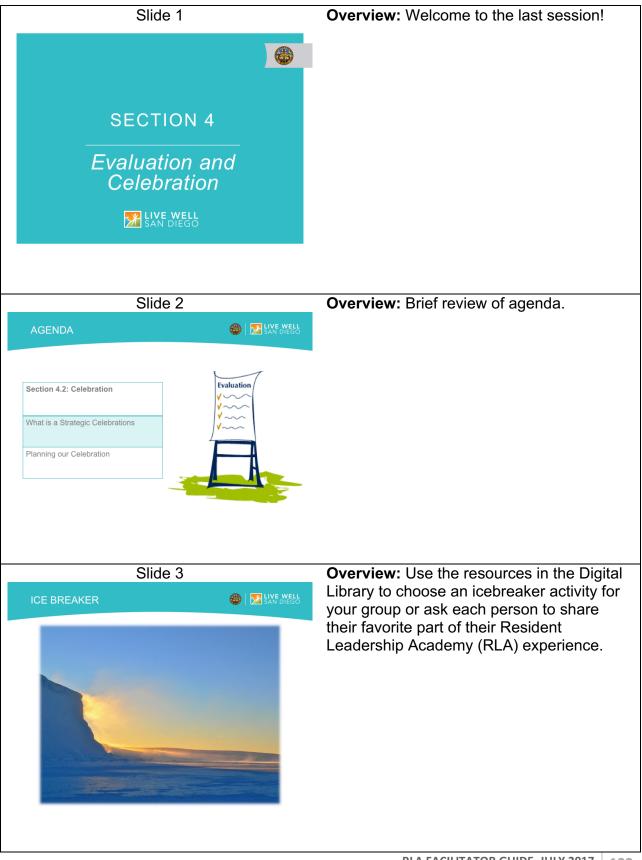
Make a copy of this check off sheet for each session.

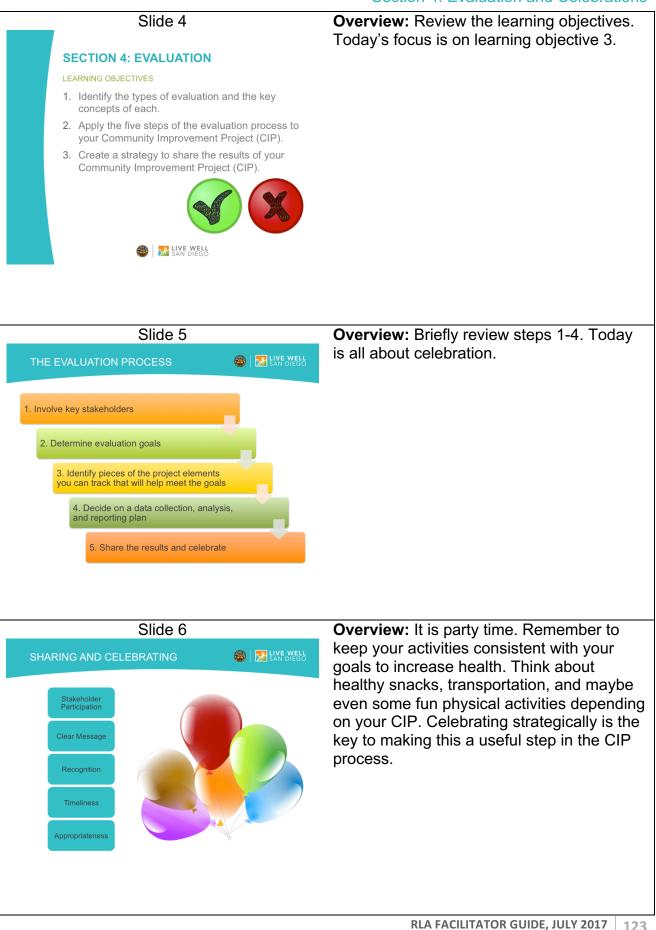
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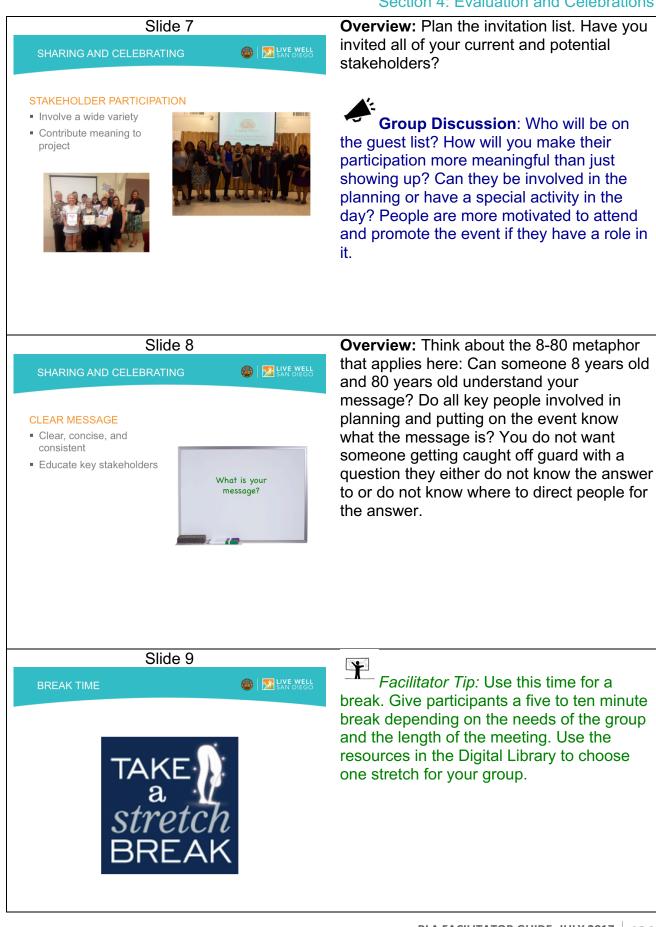
## Optional materials:

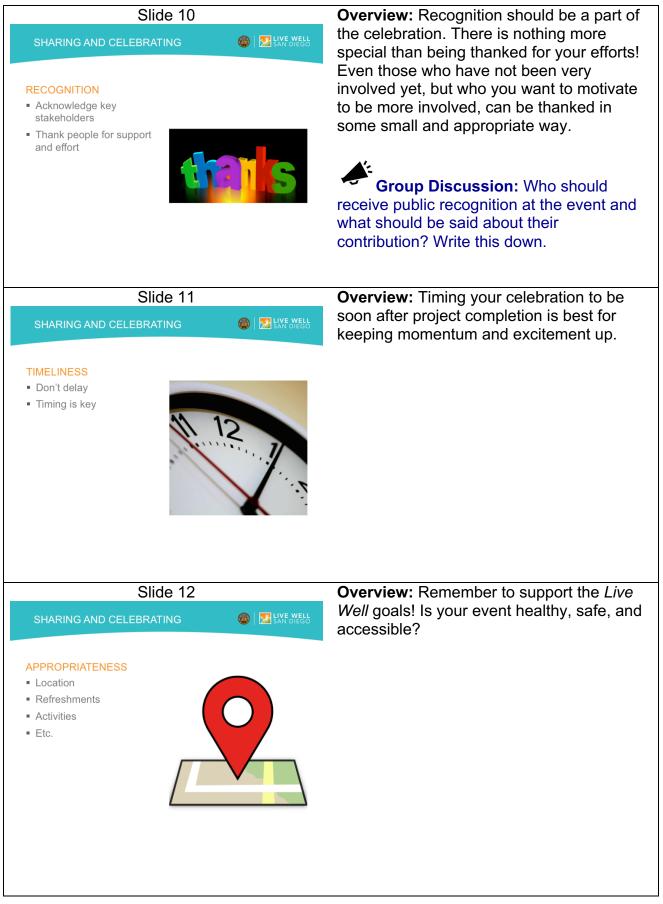
- Silly putty, stress balls, other small objects participants can manipulate for those who find that keeping their hands busy is helpful to staying focused
- $\hfill\square$  W-9 forms if you are offering participants a stipend for their participation

## **Session 4.2: Celebration**









Slide 13	<b>Overview:</b> Work as a team to decide how
	best to celebrate the RLA's accomplishments.
<ul> <li>INSTRUCTIONS</li> <li>1. Begin to think about what celebrations you should have and when you should have them.</li> <li>2. Answer the questions in whether the summarized as the summarized set of the summarized s</li></ul>	Activity: Group members can work together to plan their celebration but everyone should fill out their individual workbook answers as a guide and as a reminder for future CIPs and celebrations.
your workbook.	Facilitator Tip: This should be a practical exercise that results in a plan for the actual celebration and recognition of the group's CIP.
SHARING AND CELEBRATING	<b>Overview:</b> Past RLAs have celebrated in a variety of ways from ribbon-cuttings to block parties to cultural celebrations.
CONCLUSION	<b>Overview:</b> Thank you! You worked hard and accomplished so much. This does not have to be the end. You have learned so
<ul> <li>♦ QUESTIONS?</li> <li>♦ COMMENTS?</li> <li>♦ CONCERNS?</li> </ul>	much about promoting and improving health that you can continue to repeat the CIP process as many times as you want with the RLA group you have already established or with others.

# RESIDENT LEADERSHIP ACADEMY DEEP DIVE

#### Welcome to the Deep Dive!

If you are interested in learning more about the topics that were covered in the workbook and presented in the training sessions, this section is for you!

This section is loaded with research articles, fact-filled websites, podcasts to listen to, and videos to watch. The resources are organized by workbook section: Overview, Strategies, Action, and Evaluation and Celebrations.

Take your time and learn at your own pace. Some of the language may be new to you, but you have learned enough about the concepts that you will be able to figure it out. Having a dictionary handy while reading complex materials can be a good idea. There are some great free dictionary applications that you can download to your smart-phone if you have one.

Make use of your library card and librarians. Some of the videos, books, and articles may be available for you to check out. Most libraries are connected to the libraries at local colleges and universities so you can get additional materials if you are willing to order them and wait. Libraries also have computers available so you can view the websites listed.

Your RLA facilitator is a great resource! They have additional information available for you in a digital format that can be copied directly onto your computer and/or emailed to you. We love paper-less options; saving paper is great for the environment.

There is a RLA library of materials available to you as well. It is filled with books and full length movies that you can borrow. Maybe you could arrange a viewing night and members of your RLA could watch the movies together.

Lastly, in your exploration of the topics you may find some great information that is not listed here, please save it and share it with your RLA facilitator and other participants. If you are excited about what you have learned chances are others will be too.

#### Section 1: Overview

#### Section 1 Overview: Available Research

A Framework for Public Health Action: The Health Impact Pyramid, Thomas R. Frieden M, MPH, American Journal Public Health, 2010 April, 100 (4) 590-595. <u>http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2836340/</u>

Eitler, Thomas W., Edward T. McMahon, and Thoerig, Theodore C. Ten Principles for Building Healthy Places. Washington, D.C.: Urban Land Institute, 2013. <u>http://uli.org/wp-content/uploads/ULI-Documents/10-Principles-for-Building-Healthy-</u> <u>Places.pdf</u>

More statistics on health disparities and inequalities about obesity can be found on the National Institutes of Health's website.

http://www.niddk.nih.gov/health-information/health-statistics/Pages/overweight-obesitystatistics.aspx

More statistics on health disparities and inequalities about cancer can be found on the National Cancer Institute website.

More statistics on health disparities and inequalities about cancer can be found on the National Cancer Institute website.

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2367222/

Peer-reviewed article on cardio-vascular health Cardiovascular Health Disparities: A Systematic Review of Health Care Interventions, Med Care Res Rev October 2007. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2367222/

More statistics on health disparities and inequalities about diabetes can be found on the American Diabetes Association website.

http://www.diabetes.org/advocacy/advocacy-priorities/healthdisparities.html?referrer=https://www.google.com/

CDC Fact sheet on minority health and diabetes. http://www.cdc.gov/minorityhealth/CHDIR/2011/FactSheets/Diabetes.pdf

More statistics on health disparities and inequalities about lung disease can be found on the American Lung Association website.

http://www.lung.org/lung-disease/disparities-reports/burden-of-asthma-on-hispanics/ http://www.lung.org/lung-disease/disparities-reports/rise-of-copd-in-women/ http://www.lung.org/lung-disease/disparities-reports/cutting-tobaccos-rural-roots/ http://www.lung.org/lung-disease/disparities-reports/tobacco-use-in-the-lgbt-community/ http://www.lung.org/lung-disease/disparities-reports/lung-cancer-in-african-americans/

Appendices: Deep Dive

More statistics on social determinants as it relates to *levels of education* can be found on <u>http://www.pewsocialtrends.org/2013/08/22/chapter-3-demographic-economic-data-by-race/</u>

More statistics on social determinants as it relates to getting and keeping a job can be found on

http://csgjusticecenter.org/reentry/posts/researchers-examine-effects-of-a-criminal-recordon-prospects-for-employment/

More statistics on social determinants as it relates to *type of work someone does* can be found at Lifting As We Climb: Women of Color, Wealth, and America's Future, Insight Center for Community and Economic Development, Spring 2010. http://www.mariko-chang.com/LiftingAsWeClimb.pdf

More information on social determinants as it relates to *how much money a person earns* can be found her: <u>www.racialwealthgap.org</u>

www.expertsofcolor.org.

Racial discrimination in hiring practices: University of Chicago, School of Business. <u>http://www.chicagobooth.edu/capideas/spring03/racialbias.html</u>

The social determinants of early child development: An overview. <u>http://www.researchgate.net/profile/Stefania\_Maggi2/publication/46008431\_The\_social\_det</u> <u>erminants\_of\_early\_child\_development\_an\_overview/links/54a2acc70cf257a63604d00c.pd</u> <u>f</u>

Grant, Jaime M. Ph.D., Mottlet, Lisa A. J.D., and Tanis, Justin D. Min. (2011). *Injustice at Every Turn, A Report of the National Transgender Discrimination Survey*. Washington National Center for Transgender Equality and National Gay and Lesbian Task Force, 2011. <u>http://www.thetaskforce.org/static\_html/downloads/reports/reports/ntds\_summary.pdf</u>

Grant, Jaime M. Ph.D., Mottlet, Lisa A. J.D., and Tanis, Justin D. Min. (2010). National Transgender Discrimination Survey Report on health and health care Findings of a Study by the National Center for Transgender Equality and the National Gay and Lesbian Task Force Access to health care is a fundamental human right that is regularly denied to transgender.

http://www.thetaskforce.org/static\_html/downloads/reports/reports/ntds\_report\_on\_health.p\_df

Kaiser Family Foundation. (2015). *Health and Access to Care and Coverage for the Lesbian, Gay, Bisexual, and Transgender Individuals in the U.S.* http://kff.org/disparities-policy/issue-brief/health-and-access-to-care-and-coverage-forlesbian-gay-bisexual-and-transgender-individuals-in-the-u-s/

#### Section 1 Overview: Additional Websites

Local, Statewide, and National data for Chronic Conditions. http://www.cdc.gov/diabetes/statistics/prevalence\_national.htm San Diego Health Statistics. http://www.sandiegocounty.gov/hhsa/programs/phs/community\_health\_statistics/

National Diabetes Prevention Program infographic. https://www.cdc.gov/diabetes/prevention/index.html

About Equity in Public Policies. https://www.youtube.com/watch?v=zEL67OLXWiw

Heart Disease and Stroke. http://www.cdc.gov/minorityhealth/CHDIR/2011/FactSheets/CHDStroke.pdf http://www.heart.org/idc/groups/heartpublic/@wcm/@hcm/@ml/documents/downloadable/ucm\_429240.pdf

School to Prison Pipeline. http://www.vox.com/2015/7/30/9075065/school-to-prison-pipeline-study

Cal EPA Environmental Justice Update. https://oehha.ca.gov/environmental-justice

Climate Change, Health, and Equity: Opportunities for Action. <u>http://climatehealthconnect.org/wp-content/uploads/2015/04/report-portrait-layout-8\_online.pdf</u>

Climate Action Progress in the San Diego Region. http://www.sdfoundation.org/Portals/0/Newsroom/PDF/Reports/ClimateActionPlanning.pdf

Pope Francis' Letter on Climate Change, 2015. Laudato-si-inglese https://www.documentcloud.org/documents/2105201-laudato-si-inglese.html

Local Climate Change information in both English and Spanish, University of San Diego. <u>https://www.sandiego.edu/climate/discover-more/resources.php</u>

Health Impacts of Climate Change, National Institute of Health. http://www.niehs.nih.gov/research/programs/geh/climatechange/health\_impacts/

Leadership Style Quiz. http://listening2leaders.com/shape-quiz-learn-colleagues/

#### Section 1 Overview: Newspaper and Magazine Articles

Recent drop in early childhood obesity rates. http://www.nytimes.com/2014/02/26/health/obesity-rate-for-young-children-plummets-43-ina-decade.html Many poorer areas of L.A. get less trash service, analysis show Los Angeles Times, August 14,2015. http://www.latimes.com/local/cityhall/la-me-illegal-dumping-20150815-story.html

Black teens who commit a few crimes go to jail as often as white teens who commit dozens Washington Post, January 30, 2015.

http://www.washingtonpost.com/news/wonkblog/wp/2015/01/30/black-teens-who-commit-a-few-crimes-go-to-jail-as-often-as-white-teens-who-commit-dozens/

#### Section 1 Overview: Videos

Climate 101 with Bill Nye Provides a clear explanation of Climate Change (4 min 33 sec). https://www.youtube.com/watch?feature=player\_embedded&v=3v-w8Cyfoq8

Climate change in Porterville: effects of drought and asthma (2 min 47 sec). https://amp.twimg.com/v/7d6cd0bd-2441-4ec7-a7f5-28abf2a13771

What if our healthcare system kept us healthy? TED Talk Rebecca Onie (16 min 27 sec) Connect healthcare to SEM and social determinants. https://www.ted.com/talks/rebecca\_onie\_what\_if\_our\_healthcare\_system\_kept\_us\_healthy

National Diabetes Prevention Program (5 min 28 sec). http://www.cdc.gov/diabetes/prevention/features.htm

What is Public Health? (3 min 12 sec). https://www.youtube.com/watch?v=oy1CAMObRzc

#### Section 2: Strategies

#### Section 2: Supporting Health: Available Research

Max, Wendy, Sung, Hai-Yen, Sui, Yanling, and Stark, Brad. (2014). *Cost of Smoking in California.* Institute for Health and Aging, School of Nursing, University of California, San Francisco, CA.

Key State-Specific Tobacco-Related Data and Rankings Data from the Campaign for Tobacco-Free Kids, January 22, 2015 Loma Schmidt. <u>https://www.tobaccofreekids.org/facts\_issues/</u>

New Studies Detail the High Costs of Smoking in America, and the Comparative Bargain of Convincing People to Quit, Myers, Matthew L., President Campaign for Tobacco-Free Kids, (2014).

http://www.tobaccofreekids.org/press\_releases/post/2014\_12\_10\_study

#### Section 2: Supporting Health: Newspaper and Magazine Articles

'Jaw-dropping:' Medicare deaths, hospitalizations AND costs reduced, USA Today, July 28.2015, Liz Szabo.

http://www.usatoday.com/story/news/2015/07/27/medicare-mortality-costs-study/30757669/

Obamacare: 70 percent of previously uninsured Californians now have health plans San Jose Mercury News, July 30,2015 Tracy Seipel. <u>http://www.mercurynews.com/health/ci\_28562918/obamacare-70-percent-previously-</u> uninsured-californians-now-have?source=infinite

#### Section 2: Supporting Health: Videos/Podcasts

Medical doctor are experts on the population, but you are the expert on yourself TED Talk (17 min 03.) Talithia Williams: Own your body's data. http://www.ted.com/talks/talithia\_williams\_own\_your\_body\_s\_data

Can Healthcare Be Cured of Racial Bias NPR Podcast (5 min 17 sec). http://www.npr.org/sections/health-shots/2015/08/20/432872330/can-health-care-be-curedof-racial-bias?sc=tw

#### Section 2: Land Use: Available Research

Intersections: Health and the Built Environment, Urban Land Institute, Building Healthy Places Initiative, 2013.

A comprehensive reports that explores the connections between health and the built environment (housing, workplaces, parks, etc.) through an urban planning lens. <u>http://uli.org/wp-content/uploads/ULI-Documents/Intersections-Health-and-the-Built-Environment.pdf</u> Primary Sources for CPTED.

Angel, Schlomo. (1968). *Discouraging Crime Through City Planning*. (Paper No. 75). Berkeley, CA: Center for Planning and Development Research, University of California at Berkeley.

Primary Sources for CPTED.

Sorensen, Severin; Hayes, John G; Walsh Ellen W, and Marina Myhre, (1995, 1997, 1998, 2000 editions) Crime Prevention Through Environmental Design (CPTED): Workbook, (U.S. Department of Housing and Urban Development, Community Safety and Conservation Division; Washington, DC).

#### Section 2: Land Use: Websites

State of California General Plan Guidelines 2003. Governor's Office of Planning and Research. http://opr.ca.gov/docs/General\_Plan\_Guidelines\_2003.pdf

How to Create and Implement Healthy General Plans. Change Lab Solutions. <u>http://www.changelabsolutions.org/publications/toolkit-healthy-general-plans</u>

#### Section 2: Land Use: Books

Designing Healthy Communities, Richard J. Jackson with Stacy Sinclair, Jossey-Bass.

Retrofitting Suburbia: Urban Design Solutions for Redesigning Suburbs by Ellen Dunham-Jones and June Williamson, John Wiley & Sons, 2011.

#### Section 2: Land Use: Videos

National Geographic's World's Smart Cities: San Diego (46 min). http://www.sandiegobusiness.org/goglobalsandiego/national-geographic-channels-worldssmart-cities-san-diego?utm\_source=EDC+Communications&utm\_campaign=73cfd477f3-Nat\_Geo\_email7\_30\_2015&utm\_medium=email&utm\_term=0\_fb4498dd6c-73cfd477f3-68615749

8 80 Cities Introductory Video (1 min 18 sec). https://vimeo.com/118453984

Designing Healthy Community- Interview with Richard Jackson, MD on the Tavis Smiley Show (23 min 32 sec). http://www.pbs.org/wnet/tavissmiley/interviews/dr-richard-jackson-ucla-school-of-public-health/ Big Kids, Little City (14 videos totals about 1 min 30 sec ea.) Series of short videos for kids explaining land use and environmental issues. https://www.youtube.com/watch?v=9UHTgcHy22A&index=10&list=PLjD0Mnwna3y3uy4HU 3ADhrvgd1Mx2QCgp

CPTED through a Law Enforcement lens (10 min 56 sec). https://www.youtube.com/watch?v=Xetxsxy1nK8

Ellen Dunham-Jones' TED Talk (19 min 16 sec) Retrofitting suburbia. <u>https://www.ted.com/talks/ellen\_dunham\_jones\_retrofitting\_suburbia?language=en</u>

#### Section 2: Active Transportation: Additional Websites

Bikeability Scores. https://www.walkscore.com/bike-score-methodology.shtml downloaded 8/21/2015

#### Section 2: Active Transportation: Newspaper and Magazine Articles

Community Organizing for Bikeability. http://m.sfweekly.com/thesnitch/2015/07/30/this-is-what-happened-when-bicyclists-obeyedtraffic-laws-along-the-wiggle-yesterday

#### Section 2: Active Transportation: Videos

Gil Penalosa: Mobility as a Force for Health, Wealth and Happiness TED Talk December 2014 (16 min 45 sec). https://www.youtube.com/watch?t=512&v=vKfuSdQDTA8

New York's streets? Not so mean anymore? TED Talk Janette Sadik-Khan (14 min 2 sec). https://www.ted.com/talks/janette\_sadik\_khan\_new\_york\_s\_streets\_not\_so\_mean\_any\_mo\_re\_

Walkability through a urban planning/land use lens (2 min 26 sec). https://www.youtube.com/watch?v=EZejDwjNxRg

Jeff Speck's TED Talk about what makes a Walkable City (18 min 46 sec). https://www.youtube.com/watch?v=uEkgM9P2C5U

#### Section 2: Healthy Food Systems: Additional Websites

Fertile Ground: Sowing the seeds of change in Canada's food system Report about how to mobilize local communities. http://www.thetablecfc.org/fertile-ground-sowing-seeds-change-canadas-food-system Building the Case for Racial Equity in the Food System. http://www.centerforsocialinclusion.org/building-the-case-for-racial-equity-in-the-foodsystem/

Data and information about food security. http://blogs.ext.vt.edu/farm-to-table/category/health/

Black Mothers are discouraged from breast feeding. http://thinkprogress.org/health/2014/08/25/3475383/hospitals-black-mothers-breastfeeding/

#### Section 2: Healthy Food Systems: Newspaper and Magazine Articles

Food Waste.

http://www.kpbs.org/news/2015/jun/17/to-tackle-food-waste-big-grocery-chain-will-sell/ http://www.kpbs.org/news/2015/jul/16/how-san-diegos-zero-waste-plan-different-standard-/ http://www.nrdc.org/food/files/wasted-food-ip.pdf

#### Section 2: Healthy Food Systems: Books

Food Justice, Robert Gottlieb and Anupama Joshi, MIT Press, September 2010.

#### Section 2: Healthy Food Systems: Videos/Podcasts

NPR podcast (2 min 8 sec) Why Processed Food is Cheaper Than Healthier Options. <u>http://www.npr.org/2013/03/01/173217143/why-process-food-is-cheaper-than-healthier-options</u>

Episode 90: Refugee Garden (6 min 7 sec) Located on the Lexicon of Sustainability's Website. http://lexiconofsustainability.com/food-day/

Hidden Kitchens Podcasts about different food culture (average 8 min ea.) Kitchen Sisters at NPR. http://www.npr.org/series/91851784/hidden-kitchens-the-kitchen-sisters

Soul Food Junkie (full length movie available in library) Connects soul food to chronic diseases (2 min 13 sec). http://www.pbs.org/black-culture/shows/list/soul-food-junkies/

Take Part- Celebrities read food labels (1 min) Website contain information on healthy food systems. <u>http://www.takepart.com/video/2015/01/15/watch-these-celebrities-try-pronounce-mystery-ingredients?cmpid=longtailshare?cmpid=organic-share-mailto</u>

#### **Section 3: Taking Action**

#### Section 3: Taking Action: Civic Engagement

U.S. Government Explained in 5 Minutes (4 min 49 sec). https://www.youtube.com/watch?v=buQQuyWFtZU

City Government (Municipal)

Map of San Diego City Council Districts with contact information for each member Place to insert zip code to find your City Councilmember. http://www.sandiego.gov/citycouncil/

County Government

Map of San Diego County Supervisor Districts with contact information for each member. <u>http://www.sandiegocounty.gov/general/bos.html</u>

State Government

Enter your address and find both your State Assembly Member and your State Senator and their contact information. http://findyourrep.legislature.ca.gov/

Website contains a list of California State Agencies. http://www.ca.gov/Agencies

Federal Government

Enter your zip code and find your U.S. Congress member and their contact information. <u>http://www.house.gov/representatives/find/</u>

California gets two Senators that serve the entire state, insert state name to get their contact information. http://www.senate.gov/senators/contact/

#### Section 3: Taking Action: Available Research

Midwest Academy Strategy Chart Easy to use strategy for organizing an advocacy campaign. <u>www.midwestacademy.com</u>

Ohmer, M.L., & DeMasi, K. (2009) Consensus organizing: A community development workbook. http://www.sagepub.com/sites/default/files/upm-binaries/24166 Chapter4.pdf Success in Policy Campaigns: Five Phases to Victory.

http://center4tobaccopolicy.org/wp-content/uploads/2016/12/Five-Phases-Behavorial-Health-facilities-2012.pdf

"Nine Questions" A Strategy Planning Tool for Advocacy Campaigns, Advocacy Institute, Washington D.C., 2001. https://www.ndi.org/files/Handout%201%20-%20Nine%20Advocacy%20Questions.pdf

A paper on how leaders move people to action.

Theory of Aligned Contributions, An Emerging Theory of Change Primer, by Jolie Bain Pillsbury, Ph.D., Edited by Vicki Goddard-Truitt, Ph.D.

Section 3: Taking Action: Additional Websites

Empower Congress in Los Angeles Model of neighborhood-driven improvement and civic engagement. <u>http://empowermentcongress.org/</u>

15 Steps to Cultivating Lifelong Learning. http://www.lifehack.org/articles/lifestyle/15-steps-to-cultivate-lifelong-learning.html

Active Living Research

Best practices, information and data promoting active transportation. http://activelivingresearch.org/toolsandresources/all

Health literacy. <u>http://books.nap.edu/openbook.php?record\_id=10883</u> <u>https://www.healthypeople.gov/2020/topics-objectives/topic/health-communication-and-health-information-technology</u>. <u>http://www.health.gov/communication/literacy/</u>

Aging and Independent Services (County Website) has fitness and chronic disease selfmanagement class schedules. http://millionhearts.hhs.gov/be one mh.html

Change Lab Solution's tobacco control strategies and programs based upon best practices, and the latest information on tobacco use. <u>http://changelabsolutions.org/tobacco-control</u>

Center for Tobacco Policy provides advocacy and policies for the tobacco retail environment. http://center4tobaccopolicy.org/

Americans for Non-Smokers Rights (ANR)- easy reference for information about local, state and national laws. http://no-smoke.org/

Smoke free San Diego, Easy reference for information about local, state, and national laws including: ---MTS –Metropolitan Transit System banning ESDs on all Buses, Trolleys, Bus RLA FACILITATOR GUIDE, JULY 2017 | 138

COUNTY OF SAN DIEGO

Stops, and Transit Centers; which cities in San Diego County already have TRLs or Smoke-free outdoor dining, or ESD ordinances. http://www.smokefreesandiego.org/

Tobacco Control Resource Program (TCRP) works to increase awareness, reduce youth access and provide referrals to cessation programs. <u>http://www.sandiegocounty.gov/hhsa/programs/phs/tobacco\_control\_resource\_program/ind</u> ex.html

Healthy Food Access Portal Policy Link Information, funding opportunities and strategies for retailers. http://www.policylink.org/focus-areas/healthy-food-access-portal

#### Section 3: Taking Action: Assessment Tools

CDC's Healthier Food Retail: Beginning the Assessment Process in Your State or Community. http://www.cdc.gov/obesity/downloads/hfrassessment.pdf

CDC's Healthier Food Retail: An Action Guide for Public Health Practitioners. <u>http://www.cdc.gov/nccdphp/dnpao/state-local-programs/pdf/healthier-food-retail-guide-full.pdf</u>

Retail Program-Policy, Systems and Environmental Change in (PSE) Resources Contains strategies for policy development and change. https://archive.cdph.ca.gov/programs/cpns/Pages/RetailPSE.aspx

Healthy Community Assessment Tool (HCAT) Ranks and compares neighborhood levels of health. http://hci-sandiego.sandag.org

Leadership Skills Assessments. http://www.mindtools.com/pages/article/newLDR\_50.htm

Leadership Assessment Tools. http://www.kellogg.northwestern.edu/faculty/uzzi/htm/teaching-leadership.htm

#### Section 3: Taking Action: Newspaper and Magazine Articles

16 million fewer uninsured since Obamacare Study finds. The Hill, 8/12/15 <u>http://thehill.com/policy/healthcare/250911-158m-fewer-uninsured-since-obamacare-study-finds?utm\_campaign=socnet\_fb\_ECON\_20150812\_bo\_fewer-uninsured\_hill\_1&source=socnet\_fb\_ECON\_20150812\_bo\_fewer-uninsured\_hill\_1&utm\_source=fb&awesm=ofa.bo\_h9lg&utm\_content=20150812\_bo\_fewer-uninsured\_hill\_1&utm\_medium=socnet\_</u> Bias in Healthcare.

http://thinkprogress.org/health/2015/08/15/3691615/solving-implicitbias/?utm\_content=buffer3d152&utm\_medium=social&utm\_source=twitter.com&utm\_camp aign=buffer

#### Section 3: Taking Action: Books

Heifetz, R. A., & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading*. Boston, Mass: Harvard Business School Press. <u>http://www.summary.com/book-reviews/\_/Leadership-on-the-Line/</u>

#### Section 3: Taking Action: Videos/Podcasts

Expanding Smoke-free Communities Community Video Stories. http://www.lung.org/stop-smoking/tobacco-control-advocacy/statescommunities/smokefree-communities/

The Modern Healthcare System in the United States (6 min). https://www.youtube.com/watch?v=S9zRjKgv9Qo

Exploring Unconscious Bias in Academic Medicine (29min and 24 sec) Association of American Medical Colleges. https://www.aamc.org/initiatives/diversity/learningseries/346528/howardrossinterview.html

Keynote address by Angela Glover Blackwell at the Equity Matters in Collective Impact, 2015

Addresses leadership and social equity issues; include case histories from Oakland, CA. <u>https://www.youtube.com/watch?v=zEL67OLXWiw</u>

Leadership and high performing teams

Margaret Hoffman: Why it's time to forget the pecking order at work TED Talk May 2015. https://www.ted.com/talks/margaret heffernan why it s time to forget the pecking orde r\_at\_work#t-284843

Everyday Leadership (6 min 7 sec) TEDTalk Drew Dudley, September 2010. https://www.ted.com/talks/drew\_dudley\_everyday\_leadership

I'm Just A Bill Schoolhouse Rock Cartoon that explains the federal legislative process. <u>https://www.youtube.com/watch?v=nlka6fTnDnl</u>

#### **Section 4: Evaluation and Celebrations**

#### Section 4: Evaluation and Celebrations: Available Research

Community Development Evaluation Research: Literature Review of Evaluation Methods and Methodologies, 2012, The Canadian CED Network <a href="https://ccednet-rcdec.ca/en/toolbox/community-development-evaluation-research-literature-">https://ccednet-rcdec.ca/en/toolbox/community-development-evaluation-research-literature-</a>

review

#### Section 4: Evaluation and Celebrations: Tools

How to guide on creating an evaluation plan Creating a Culture of Healthy Living http://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/pdf/eval\_plan ning.pdf

Community Development Evaluation Manual

NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STATTS)

http://toolkit.pellinstitute.org/wp-content/uploads/2009/12/Evaluation-101-Worksheet1.pdf

Community Evaluation Story Map (Guidebook) NeighborWorks America, 2006 <u>http://www.successmeasures.org/sites/all/files/Community%20Development%20Eval.pdf</u>

Healthy Corner Store Network - includes evaluation resources and stories from the field Resources that help local markets sale healthier foods <u>http://www.healthycornerstores.org/</u>

Section 4: Evaluation and Celebrations: Additional Websites

NeighborWorks America http://www.successmeasures.org/about-success-measures

Share Measurement: Advancing Evaluation of Community Development Outcomes Maggie Grieve, Author downloadable pdf <u>http://www.whatcountsforamerica.org/portfolio/shared-measurement-advancing-evaluation-</u> of-community-development-outcomes/

Lessons from Youth-Serving Organizations Winkler, M. K, Thedos, & Grosz, T. (2009) Urban Institute http://www.urban.org/research/publication/evaluation-matters Evaluation Household Energy and Health Intervention World Health Organization <u>http://www.who.int/indoorair/publications/methods/com\_choosing\_evaluation\_methods.pdf</u>

# RESIDENT LEADERSHIP ACADEMY EVALUATION TOOLS

#### RLA Participant Pre-Training Survey

Date: Location: Trainer:

You are asked to complete this survey at the start of your RLA experience and a similar survey on the last day of the training. Please complete this survey to the best of your abilities. We are not testing what you know as an individual; we are using this evaluation tool to learn about the effectiveness of this training for entire groups. We do not request your name for this survey but do ask you complete some questions regarding yourself to be able to connect your pre- and post-survey to each other, for the purpose of understanding the change in knowledge among participants from the start to the end of the training.

Month you were born:

Your address (number only, no street names):

City/town you were born in:

What is your connection to this city/neighborhood? (Check all that apply)

- O Resident
- O Work in the area
- O Frequently in the area for personal reasons (shopping, activities with friends/family, etc.)
- O Other

Specify other:

Please check off how often you agree with each of the statements below:

		Never	Sometimes	Always	Unsure
1.	I know how to maintain and/or improve my health and the health of my family.				
2.	I understand how to access resources to improve my community.				
3.	I know the strengths and weaknesses of my community.				
4.	I understand the role different people and groups play in my community.				
5.	I am a leader in my community.				
6.	I recognize that there are several different ways to show leadership.				
7.	I know how to get others to listen to my ideas and opinions.				

8. I know how to listen and understand the opinions and ideas of others		
<ol> <li>I know how to get different people and groups to find common ground or come to a decision.</li> </ol>		
10.I know how to make plans for a project and then see them through.		

Please answer the following about your expectations for the training.

- 1. I am here to (check all that apply)
  - O Learn how to improve my health and the health of my family.
  - O Develop my leadership, community organizing, and advocacy skills.
  - O Learn about how to make a change in my community.
  - O Meet other community members with similar concerns.

Please share what skills, knowledge, and/or strategies you most hope to learn or develop through the training:

- 2. I learn best by (check all that apply)
  - O Reading information.
  - O Doing activities.
  - O Watching others.
  - O Listening to others speak.

#### **RLA Participant Post-Training Survey**

Date:

Trainer:

Location:

You were asked to complete this survey at the start of your RLA experience and now this similar survey as you complete this training. We do not request your name for this survey but do ask you complete the questions regarding yourself in the same way as you did the pre-survey so that we can connect your pre- and post-survey to each other, for the purpose of understanding the change in knowledge among participants, as a group.

Month you were born in:

City/town you were born in:

Your address (number only, no street names):

#### Please check off how often you agree with each of the statements below:

	· · ·	Never	Sometimes	Always	Unsure
1.	I know how to maintain and/or improve my health and the health of my family.				
1.	I understand how to access resources to improve my community.				
2.	I know the strengths and weaknesses of my community.				
3.	I understand the roles different people and groups play in my community.				
4.	I am a leader in my community.				
5.	I recognize that there are several different ways to show leadership.				
6.	I know how to get others to listen to my ideas and opinions.				
7.	I know how to listen and understand the opinions and ideas of others.				
8.	I know how to get different people and groups to find common ground or come to a decision.				
9.	I know how to make plans for a project and then see them through.				

Please answer the following about your experience with the training.

1. The training helped me to (check all that apply)

O Learn how to improve my health and the health of my family.

- O Develop my leadership, community organizing, and advocacy skills.
- O Learn about how to make a change in my community.
- O Meet other community members with similar concerns.
- 2. Please share what skills, knowledge, and/or strategies you were most happy to learn or develop through the training:
- 3. What was missing? Please discuss the knowledge or skills you hoped to learn or develop that were not addressed in the training:
- 4. During the training, I felt I learned best by (check all that apply)
  - O Reading information.
  - O Doing activities.
  - O Watching others.
  - O Listening to others speak.

Please list the manual sections, activities, speakers, and/or videos that you most enjoyed and/or learned the most from:

#### **RLA Facilitator Section Assessment Record**

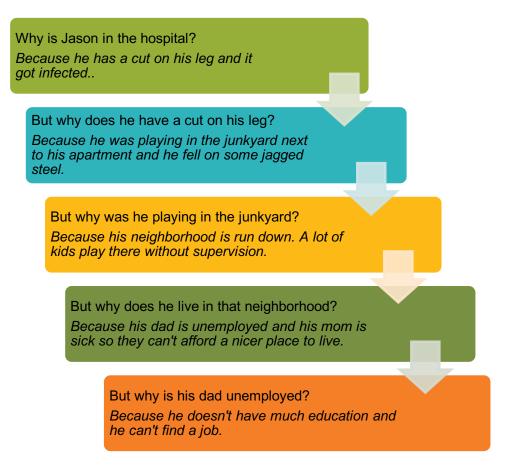
The focus of assessment for each section is for participants to have understood the material enough to make connections to their life and community. Recollection of specific information is not important, the overall concepts and how they relate to one another is the goal. Please read through the reflection questions and SEM activity in sections 1-3, and the activities embedded in each of the evaluation steps in section 4. Count or put a tick mark for every response that displays at least a partial understanding of the question and the material. Participants need to keep ahold of their workbooks so we suggest that you periodically collect the workbooks and do your tallies during a video or when you have a guest speaker or have a co-facilitator do them.

	Number of people that gave an appropriate response	Number of people that did NOT gave an appropriate response
Section 1 – Overview		
Reflection Questions		
Section 1 – Overview		
SEM Activity		
Section 2.1 - Health Access		
Reflection Questions		
Section 2.1 - Health Access		
SEM Activity		
Section 2.2 - Land Use		
Reflection Questions		
Section 2.2 - Land Use		
SEM Activity		
Section 2.3 - Active Transportation		
Reflection Questions		
Section 2.3 - Active Transportation		
SEM Activity		
Section 2.4 - Food Systems		
Reflection Questions		
Section 2.4 - Food Systems		
SEM Activity		
Section 3.1 - Policy & Community		
Organizing		
Reflection Questions		
Section 3.1 - Policy & Community		
Organizing		
SEM Activity		
Section 3.2 - CIP Planning &		
Implementation		
Reflection Questions		
Section 4 – Step 1		
Stakeholder Activity		

Section 4 – Step 2	
Evaluation Goals, "What do I want to	
learn?"	
Section 4 – Step 2	
Defining your CIP goals	
Section 4 – Step 3	
Defining Indicators Activity	
Section 4 – Step 4	
Indicator & Data Collection Activity	
Section 4 – Step 4	
Data Collection System Activity	
Section 4 – Step 5	
Celebration Planning Activity	

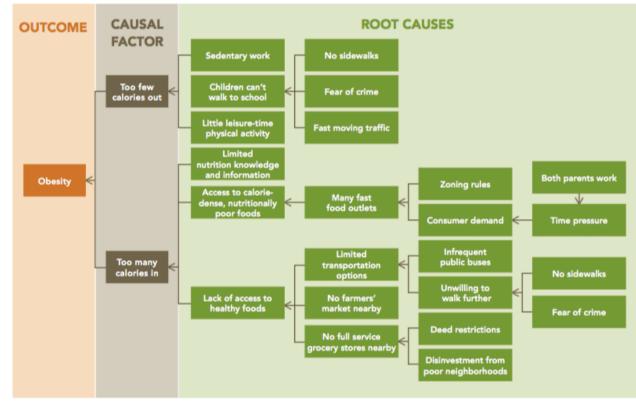
#### Putting the Pieces Together: Root Cause Mapping Activity

Now that you've explored the Social Determinants of Health and strategies to promote health, we will explore a case scenario to see how all of the pieces fit together and identify opportunities for collaboration. Below is "Jason," a hypothetical child who is in the hospital. The chart below conveys the kind of causal chain that a root cause map illustrates:



Root cause mapping is a structured process for identifying key factors contributing to community health problems. It can help you identify methods for correcting or eliminating these underlying factors and promoting improved outcomes. This method involves repeatedly asking "why?" to help people identify the social determinants of the issues they seek to address, opportunities for change, and overlapping roles that various sectors may play in contributing to healthy environments.

#### The sample map below shows causal factors of obesity. FIGURE 8. ROOT CAUSE MAP



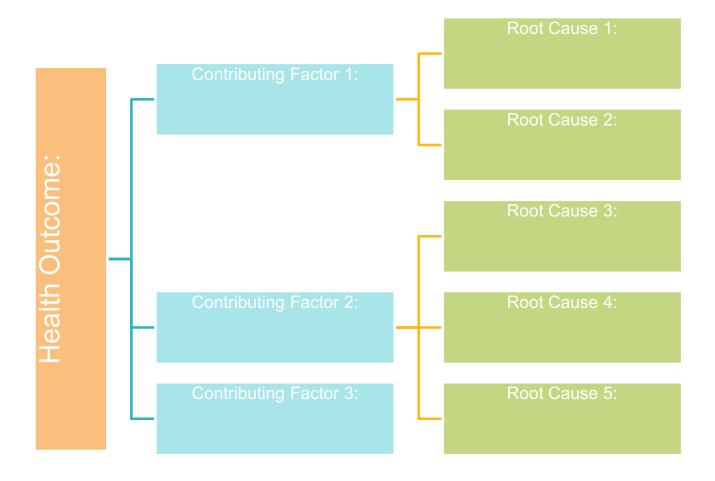
Source: Health in All Policies

This is just one example of how you can complete a root cause map and is not intended to be an inclusive map of all of the root causes of obesity. For example, this diagram does not include root causes like stress, institutionalized racism, genetics and biological factors, healthcare, or the marketing environment. Moving from left to right, the root cause map expands, showing opportunities to identify specific policy or programmatic changes that could address those causes.

#### **Draw Your Map**

In the blank root cause map below, consider a family member, friend, or community member you know that is struggling with one of the chronic diseases discussed in section

- 1. List that disease in the box on the far left labeled Health Outcome.
- 2. Then go through each of the boxes, left to right, identifying the factors contributing to their health outcome and the causes that are at the root of those factors.
- 3. You can draw additional branches or boxes if needed, as well as identify agencies or organizations that have influence over these root causes and write them directly on the map.



# RESIDENT LEADERSHIP ACADEMY COMMUNITY ASSESSMENTS

#### **Community Assessments**

Community assessments allow you to measure the places in your community that either promote or create barriers to good health. Assessments are usually specific to certain topics, for example, access to fresh produce and healthy foods; walkability or bikeability; community safety; or tobacco advertisements and availability to minors. They are a good way to find out areas that need improvement to support healthy residents. Through doing community assessments, you can also find strengths in your neighborhood and build relationships with business owners, schools, and/or government officials to help in supporting your Community Improvement Project (CIP).

The following walkability audit was created by Circulate San Diego and is part of your homework during the Resident Leadership Academy (RLA) training. There is also the BestWALK app you can use to do the assessment if you have a smartphone. There are more community assessments available through your facilitator that assess tobacco in neighborhood stores, accessibility to fresh foods, and neighborhood and playground safety. In addition to those provided, you can search the internet to find community assessments.



Do You Enjoy Walking In Your Community?

Use this guide to learn more about walkability and how you can make your community safer to walk



# **About This Guide**

WalkSanDiego believes every resident of the San Diego region should be able to walk safely in his/her community. Many people would like to make their neighborhood more pedestrian friendly but don't know how. The Walkability Guide was created to help you. Read on to learn about five important ingredients of a walkable community and tips for working with your city to get what you want. Pages 4-7 also outline a Walkability Checklist which you can fill out for your neighborhood and submit to your city.

### Five Important Ingredients To A Walkable Community

What makes a community more walkable? There are 5 basic ingredients to make your neighborhood a place where people of all ages and abilities have safe, enjoyable, and easy access to their community on foot.<sup>1</sup>

## 1. Good Sidewalks



The basic design of a good sidewalk should include:

- Pedestrian Zone: wide, level sidewalks in good condition where pedestrians can walk and wheelchairs can roll
- Parkway or Buffer Zone: allows for vegetation and/or street furniture and buffers pedestrians from vehicles
- Curb Zone: border between the street and sidewalk with ramps for disabled and others to access sidewalk

# 2. Safe & Easy Street Crossings

Street crossings should be available every 300 feet (about half the length of a block) and should include:

- Painted or Decorative Crosswalk: makes crosswalk easier to see
- **Stop Bar**: painted line that stops cars before entering the crosswalk
- Curb Extension/Bulb-out: reduces pedestrian crossing distance; makes pedestrians more visible to drivers
- Median/Island: provides a halfway refuge point that allows pedestrians to cross safely



1. Bicycle Federation of America. (1998). Campaign to Make America Walkable: Creating Walkable Communities.

# 3. Traffic Calming



Street improvements can slow vehicle speeds, increase pedestrian safety, and allow for smooth traffic flow:

- Curb Extension/Bulb-out: slows the speed of turning vehicles
- **Road Diet:** slows traffic by reducing number of lanes and lane widths
- Other: roundabout, median, pedestrian island, and diagonal parking

# 4. Safety, Comfort & Beauty

Street enhancements make walking feel safer, more comfortable and more inviting:

- Pedestrian Lighting
- Landscaping & Trees
- Clean & Well-maintained Sidewalks
- Amenities: such as drinking fountains, bathrooms, and benches
- Public Art



# 5. Great Destinations



A community is more vibrant and desirable if it has great walking destinations, like:

- **Shopping:** stores, markets, restaurants, etc.
- **Services:** clinics, post office, bank, etc.
- Transportation: trolley, bus stop, train
- Recreation: parks, gardens, etc.

# **Pedestrian Safety**



Did you know a pedestrian is killed in a traffic collision every 109 minutes in the U.S.? WalkSanDiego wants you to be safe. Here are some tips:

- Obey all traffic signals and signs.
- Walk on the sidewalk. If there isn't one, walk on the left side of the street to face oncoming traffic.
- Use crosswalks if available, or cross at an intersection.
- Before crossing the street, (1) stop, (2) look left, right, and left again, and (3) listen for oncoming vehicles, and (4) make eye contact with drivers to make sure they see you.
- Be alert while crossing. Don't be distracted texting or talking on the phone.
- Be cautious around parked cars and driveways.
- Be predictable, don't run suddenly out into the street.



# **Walkability Checklist**

Conduct a walk audit and look for the 5 ingredients to a walkable community. To conduct a successful walk audit, complete the following steps:

- Step 1 Choose your walk route and write the location on the lines below.
- Step 2 Read through all sections of the checklist to know better what you'll be looking for.
- Step 3 Start your walk. Check the box next to the problem(s) you find and write the street location in the space provided. Repeat for each section.
- Step 4 Add the total number of boxes checked in each section and write the correct number in the Neighborhood Walkability Score section on page 7 for a total walk score. Areas with poor walkability will get a higher score and areas with good walkability will get a lower score.

#### Locations

Beginning Address:	Ending Address:
Street #1	Street #2
Street #3	Street #4

#### **Section 1: Sidewalks**

Check the box below and write the location in the space provided if you found a problem such as:

□ Sidewalk interrupted by many sloped driveways making it difficult to proceed ahead smoothly

□ Sidewalks were not wide enough for two people to walk together side by side (at least 5 feet across)

□ Sidewalk did not have a parkway (grass or trees) separating it from the street \_\_\_\_\_

□ Intersections did not have curb ramps for wheelchairs, strollers, and wagons \_\_\_\_\_

□ Other problems\_\_\_\_\_

Total Number of Problems: 0 1 2 3 4 5 6 7 8 9

## Section 2: Street Crossings

Check the box below for each problem you find and write the location in the space provided:

□ The road was too wide to cross easily
□ Traffic signals made us wait a long time
□ Traffic signals did not give us enough time to cross the street
□ The crosswalk was not marked or was poorly marked
□ I had to walk too far (more than 300 feet) to find a safe, marked crossing
□ There was no median on the street to provide a safe place to cross a wide street
□ The crossing did not have a pedestrian activated button
Other problems:

Total Number of Problems: 0 1 2 3 4 5 6 7 8

#### Section 3: Driver Behavior

Check the box below if drivers did the following things and write the location in the space provided:

Did not yield to people crossing the street \_\_\_\_\_

Turned into people crossing the street \_\_\_\_\_\_

□ Were driving too fast to make you feel safe\_\_\_\_\_

□ Sped up to make it through traffic lights or drove through traffic lights\_\_\_\_\_

□ Did not stop at stop signs\_\_\_\_\_

□ Stopped inside of the crosswalk \_\_\_\_\_

□ Did not look when backing out of driveways\_\_\_\_\_

□ Other problems:\_\_\_\_\_

Total Number of Problems: 0 1 2 3 4 5 6 7 8

# Section 4: Safety

Check the box below for each problem that made you feel unsafe and write the location in the space provided:

People loitering outside of buildings
□ Presence of panhandling and/or homeless
□ Speeding vehicles
□ Insufficient or no lighting
□ Vacant lots or rundown buildings
□ Unleashed and/or noisy dogs
🗆 Graffiti
□ Other problems

Total Number of Problems: 0 1 2 3 4 5 6 7 8

## Section 5: Comfort and Appeal

Check the box below for each problem you find and write the location in the space provided:

□ No grass, flowers, or trees		
□ Not enough lighting to make you feel safe		
□Bus stop did not have shelter or shade		
□ Bus stop did not have a bench		
□ Lots of litter or trash and/or cigarette butts		
Dirty air due to automobile exhaust		
□ Bad smells or odors		
□ No place to sit and rest along my route		
□ Other problems		

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Total Number of Problems: 0 1 2 3 4 5 6 7 8 9

#### **Section 6: Pedestrian Behavior**

Check the box below for each problem you find and specify the location(s) where it was difficult to:

□ Find a marked crosswalk				
□ See drivers and/or be seen by drivers				
□ Walk on the sidewalk because of overgrown bushes/plants/trees				
□ Make it across the street before the light changed				
□ Cross multiple, sloped driveways				
Locate the pedestrian push button				
□ Other problems:				

Total Number of Problems: 0 1 2 3 4 5 6 7

Neighborhood Walkability Score					
Write your total scores below from the previous sections, and add those numbers to get your total neighborhood walkability score.					
+       +       +       +       =         Section 1       Section 2       Section 3       Section 4       Section 5       Section 6       Total Walkability					
0-9 10-19					
20-29	, , , , , , , , , , , , , , , , , , ,				
30-39Not very walkableIt needs a lot of work. Use this guide to help make change.40-49Not walkable at allStart working. Your neighborhood is not safe to walk.					
Date	1	Name			

#### Read further to see how you can get involved.

This walkability tool is adapted from the YEAH! Training Manual (www.ourcommunityourkids.org) and was created from the following:

The Pedestrian and Bicycle Information Center Walkability Checklist By the California Department of Health Services' California Nutrition Network for Healthy, Active Families for the Communities of Excellence in Nutrition, Physical Activity, and Obesity Prevention Project.

Environmental Assessments developed by Samuels & Associates (www.samuelsandassocaites.com) for the Healthy Eating, Active Communities Program.

The Boyle Heights Walkable Neighborhoods for Seniors Project Walk Audit Form by Safe & Healthy Communities Consulting.

WalkSanDiego input from ongoing community walk audits.

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# How Can I Help Make My Neighborhood More Walkable?

#### Short Term:

- Call your city and give them a copy of your Walkability Checklist. They rely on community members like you to know where problems are located and are required to respond.
- Have your friends contact them, too, to emphasize the safety concern. Look on the back of this Guide for city contact information.
- For specific problem areas, ask city staff to meet you at the site and assess together.
- Some cities have a committee to discuss these kinds of problems. Find out which cities have these committees at www.walksandiego.org.
- Stay in touch with the city to find out what solutions are proposed and when they will be put in place.
- Contact your councilperson about your concern.
- Report illegally parked cars, graffiti and unsafe drivers to police.
- Contact WalkSanDiego for more information at walksandiego.org or 619-544-9255.

#### Long Term:

- Get involved with a local community planning group to talk more about safe walking and to work together for change.
- Contact your city's Planning Department and ask for information about existing community groups.
- Keep working with the city to ensure the problem is addressed. Get other neighbors involved to emphasize the safety concern.
- Gather a group of interested neighbors to create a coalition and monitor pedestrian safety issues within your community.

# **Benefits of Walkable Communities**

Did you know that people who live in walkable neighborhoods make four times as many walking and biking trips, three times as many transit trips, take fewer car trips, and drive fewer miles?<sup>1</sup> In a walkable community, cars and traffic speeds are slower and more controlled making it a safer place for walking.<sup>2</sup> Read on to learn more about the many benefits of walking.

## Health

Walkable communities promote physical activity and good health.

- Children who walk are more active and develop a sense of independence contributing to a life-long habit of walking.<sup>2</sup>
- Walking 30 minutes per day can reduce the risk of obesity, cancer, heart disease, high blood pressure, and diabetes, and improve your mood and mental performance.<sup>3,4</sup>
- Seniors living in a walkable community have greater mobility and independence, which helps reduce falls and gives them more energy for the things they enjoy.<sup>5</sup>



## Economic



# Walkable neighborhoods financially benefit the people who live & work there.

- People that live in a walkable community can walk to buy groceries, do their laundry, and other errands close to their home which supports local businesses and saves money that would otherwise go towards gas.<sup>4</sup>
- There are fewer cars on the road reducing the need for spending city funds on road improvements.<sup>2</sup>
- Residential property values are more likely to increase in walkable communities.<sup>6</sup>

## **Crime Prevention & Safety**



#### Walking puts more 'eyes on the street'.

- Walking in your neighborhood helps prevent crime because there are more people around looking out for one another.<sup>7</sup>
- A walkable community means a pedestrian is less likely to get hit by a car and injured.<sup>4</sup>

#### **Community Strength**

# Walking in your neighborhood builds a sense of community.

- People in walkable neighborhoods have a greater level of pride and sense of ownership.<sup>8</sup>
- Walking in your neighborhood allows you to interact with neighbors, forming connections and social support.<sup>3,8</sup>



## Environment



#### Think globally, act locally.

• If there are more people walking, there are fewer cars on the roads and less traffic congestion, less air and noise pollution, and less gas being used, which creates a healthier world for all of us!<sup>2,3</sup>

#### **References:**

- 1. Parsons, Brinckerhoff, Quade, & Douglas. (1993). The Pedestrian Environment: Making the Land Use Transportation Air Quality Connection.
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- 5. Centers for Disease Control and Prevention. (2009). Physical Activity and Health: The Benefits of Physical Activity.
- 6. Litman, T. (1999). Evaluating Traffic Calming Benefits: Costs and Equity Impacts. Victoria Transport Policy Institute.
- 7. Envision Utah Partnership. (2002). Urban Planning Tools for Quality Growth: Making Our Community a Good Place to Walk.
- 8. Burden, D. (2001). Distinguished Lecture Presentation to the Transportation Research Board, Washington, D.C.



# Resources



Contact your city's traffic engineer to tell them about your walkability concern. Tips for what to say when working with the city and more detailed information on city contacts can be found on WalkSanDiego's website, www.walksandiego.org.

City of Carlsbad	760-602-2730
City of Chula Vista	619-691-5026
City of Coronado	619-522-7383
City of Del Mar	858-755-3294
City of El Cajon	619-441-1653
City of Encinitas	760-943-2298
City of Escondido	760-839-4595
City of Imperial Beach	619-423-8311
City of La Mesa	619-667-1144
City of Lemon Grove	619-825-3810
City of National City	619-336-4350
City of Oceanside	760-435-4373
City of Poway	858-668-4668
City of San Diego	619-527-7500
City of Santee	619-258-4100 x 167
City of San Marcos	760-744-1050 x 3229
City of Solana Beach	858-720-2470
City of Vista	760-726-1340 x 1383

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