

# RESIDENT LEADERSHIP ACADEMY

## TRAINER MANUAL



LIVE WELL  
SAN DIEGO

*Made possible by funding from the Centers for Disease Control and Prevention, through the County of San Diego*



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## Introduction to the Trainer Guide

The purpose of this trainer guide is to assist non-profits, youth serving organizations, community-based organizations, local city and county jurisdiction staff and other community champions to administer an effective and complete RLA training series for community residents in neighborhoods that have been plagued with health challenges related to chronic diseases, who are interested in making improvements to their community. This is not just training for the sake of training; it is intended to bring forth the best possible outcome based on the first-hand experience of piloting this training series in 4 cities in San Diego County with real outcomes and positive community change as the primary goal.

### ***Background of the Resident Leadership Academy***

The Resident Leadership Academy is a 10-week specialized, comprehensive curriculum that empowers community residents to reduce childhood obesity and related health disparities and inequities by encouraging healthy eating, physical activity and public safety. The RLA brings cutting-edge knowledge about how to create healthier neighborhood environments to local grassroots networks, where residents can decide for themselves how they would like to see their neighborhoods improved.

The long-term plan involves empowerment of community members throughout San Diego County, the state and the nation, using this community-training curriculum, training manual and broad public outreach to capacitate communities to address their own public health issues and concerns. Fortifying our overall public health system infrastructure with Authentic Community Engagement and strategic action for quality of life improvement in neighborhoods is the missing piece of our efforts overall to improve the health of our counties, our states and our nation. The ultimate focus of the RLA is to build the capacity of local leaders to reduce health disparities and inequities in low-income, communities of color, and join in the advancement of efforts to make high-risk neighborhoods better, and to inspire new efforts driven by communities which strive to achieve similar outcomes.

### ***Who Should Use this Trainer Guide?***

This facilitation guide is intended to be utilized by non-profits, youth serving organizations, and community-based organizations that have a direct association with underserved, low-income populations that have been plagued with persistent health challenges related to chronic diseases. This guide may also be used by local city and county jurisdiction staff if, in fact, they deliver the training in the form of a strong, public-private partnership in coordination with a local organization that will effectively transition the formal training efforts, to take on explicit responsibility for providing ongoing facilitation support to the residents' group after the training series has been

completed. The organizations that use this facilitation guide and complete the RLA process in neighborhoods, operate with the understanding that mobilizing communities to address their own public health issues and concerns is both a necessity and a vital step needed in fortifying the overall public health infrastructure to make significant strides to reduce health disparities and inequities in under-resourced neighborhoods.

While facilitators will bring different skills, experiences, their own unique approaches, and personalities to the RLA, it has become clear that there are a few characteristics that good facilitators should have in common, in addition to a working knowledge of the material that is being delivered. Some of these characteristics can be listed as follows: 1) providing an environment for self-discovery of knowledge and skills and 2) actively engaging trainees in session discussions. As a companion document to the RLA Trainee Manual, this facilitation guide was created to help facilitators provide a training experience that is responsive and proactive to the residents and the local community aims to serve. The information, tips and direction set forth in this guide has been tested in four pilot communities, and therefore, reflects the best practices for conducting the most successful RLA training possible. While this facilitation guide is intended to work in correlation with the RLA Trainee Manual, the information provided in this guide can be useful in many other settings related to training and working with local residents on important community issues.

## How to Use this Trainer Guide

This trainer guide is structured around the RLA training series. It has background on the RLA curriculum, basic information on who this guide is for, what the aims and objectives for this training are, and an evaluation plan to assure continued progress and improvement for the training series. In addition, it gives trainers the pertinent information and tools that will be necessary in preparation for administering the RLA training. It is organized within a 10-14 week program, with two and half-hour sessions and a Community Improvement Project (CIP) as the ultimate outcome. Detailed descriptions of each session are provided with breakdowns of all the pieces facilitators will need to know for each week. Session length, description, objectives, key concepts, pre-session/post-session work, materials needed, interactive learning activities, homework activities, background reading /resources, and agenda details are all included in this facilitation guide. We conclude with an appendix with all the forms, sheets, copies and materials that have been created thus far for the RLA training series.

### AIMS AND OBJECTIVES

- Work in a public-private partnership (county and community-based organizations) to engage up to 20 residents in a 25-30 hour training curriculum that empowers communities to improve quality of life in underserved neighborhoods
- Facilitate the selection and identification of a community improvement project(s) to address public safety, healthy food access and physical activity opportunities in underserved communities
- Cultivate the leadership of local residents and partner organizations to implement their community improvement project(s) after the formal training series is conducted
- Use community celebration events or town hall meetings to engage local leaders, media, and the general public in the projects identified during each Resident Leadership Academy, and to support full implementation of these projects

## Evaluation

Evaluation, relative to Resident Leadership Academy curriculum and the CIP, will be the process of determining whether or not this project has value and whether it did what it was intended to do, and had the proper design necessary to impact and address community health needs at the neighborhood level. It is a fact that the studies and reports about this process will ultimately determine its fate, and where resources will be allocated in the future.

Again, stated plainly, community group members must be able to identify for themselves throughout the process of implementing the CIP what the key milestones, short term and immediate changes and long-range impacts of the project are. And in doing so,

participants will be able to demonstrate capacity and impact to the general public, and how its efforts ultimately have yielded long-term benefits to the community-at-large.

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 help us to understand how community initiatives develop and offer lessons learned 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 haven't 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 to be more accountable to the communities that they serve.

## **A Sample Framework for Evaluating the RLA**

### **1. Participant knowledge (*RLA Survey*)**

- » Process - Residents are invited to attend a follow-up session after completing the ten sessions of the RLA. During the follow-up session, residents are given a retrospective post survey (test/exam) assessing their knowledge of leadership, community planning principles, and environmental prevention strategies. Quantitative data will be analyzed with basic frequencies and percentages.

### **2. RLA training effectiveness and satisfaction (*Focus Groups*)**

- » Process - During the follow-up session described above, participants will be asked to participate in a focus group to discuss training effectiveness, level of satisfaction with the training, and ways to improve the training. Focus groups consist of qualitative data, which will need to be transcribed and undergo content analysis.



### 3. **Community Improvement Project (CIP) effectiveness** (*CIP plans and Photo Essays*)

- » Process - 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 the photo essay.

### 4. **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. Check-ins will be transcribed. Check-ins should consist of qualitative data and will undergo a qualitative analysis.

## **Evaluation Questions**

1. Has RLA participation increased the knowledge and self-efficacy of residents' leadership skills and practices?
2. Were the RLAs able to create viable Community Improvement Projects?
3. Were the RLAs able to achieve the CIPs? (CIPs Documents and Photo Project)?

## **Trainer Preparation and Logistics**

### ***Logistical Considerations for (target audiences, key staff, and other contributors responsible for) Administering the RLA Curriculum***

1. It is recommended that **Community-Based Organizations** lead the RLA process in underserved communities. Community-based organizations (CBO) are most closely connected to residents in high need neighborhoods. They traditionally serve as the protectors of underserved and under-resourced areas, and therefore, should have a unique interest in providing not only the necessary services to meet the evolving needs of people living in disparate conditions, but should also operate with sincere interest to move populations forward by enacting processes, like RLA, which promote self-sufficiency and leadership skills in public health which provide the impetus for challenged neighborhoods to advance strategies that will lead to achieving optimal health and a better quality of life.
2. If **Government Entities** Should Administer the RLA, the training series should be done in coordination with a high-performing community based organization (CBO) with a neighborhood focus. Enlist the support of trusted, community based organizations 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. It is highly likely that the entity

you choose to work with will have prior experience with community organizing and public policy development related to public health topics, and they should be excited to provide ongoing support for the full implementation of projects identified organically by the community leaders.

3. Instruct **project support staff to work early-on with interns** to outline plans for creating summary planning documents and graphic image simulations (recommended) that reflect desired community improvements. Develop partnerships and working alliances early-on with interns at undergraduate and graduate levels to engage their participation and assistance with the comprehensive analysis of City planning documents at the local level, and to create graphic images that represent the community-change campaigns that the local leaders identify as part of their actions plans.
4. Assure that community leader recruitment is diverse. When outreaching to residents for participation in the RLA make an effort to step away from the usual people you might encounter for recruitment. Take extra consideration to engage diverse groups (age, race, economic backgrounds.)

### ***How to Approach this Work***

1. This is not “missionary” work. There is no longer a need to do for populations – business as usual will not reduce healthcare costs or the complexities of chronic illnesses that exist in today’s society. This gets us nowhere. But, there is a need to awaken the critical consciousness of underserved communities to address their own public health issues and concerns, and be a part of the solution. This strategy is about moving our processes upstream, and strengthening our overall public health infrastructure by unleashing the action-orientation of communities. Communities are our greatest untapped asset, and we must develop widespread efforts, which are consistently made available to the public, in order to cultivate community leadership on public health issues at grassroots levels to ultimately reduce health disparities and inequities that persist.
2. Deliver the RLA in a comprehensive format. It is not recommended to sparse out specific modules or sessions of the RLA training series, or break down the overall curriculum into pieces or segments for convenience. The curriculum was created to be administered in a comprehensive manner, and therefore, represent the broad range of public health issues which are uniquely connected to one another, which are necessary target areas for the RLA CIPs to offset the negative impacts of environmental and social conditions that characterized underserved neighborhoods. The community deserves a holistic view of public health issues to effectively connect these impacts to their quality of life.

3. Facilitators Must Be Consistent and dedicated to attending all RLA sessions. Your commitment and consistency to the workshop participants over the course of the training series is the only opportunity you will have to build a bond with the residents. The only way to do this is by being consistently present at the sessions, and giving your complete commitment to the trainees, thereby setting out to exceed their expectations.
4. Give Voice to All Participants during the sessions. Ensure that everyone in the training group has a voice, and is heard from even during those especially difficult discussions when trainees fundamentally disagree on an issue or topic. Call on everyone to speak, even if it makes them uncomfortable. This approach to discussing difficult issues demonstrates that you have respect for all of the participants. The point here is to create an environment that encourages dialogue where participants will always be heard, and will still be empowered to move forward with projects while agreeing to disagree.
5. Take time for reflection at the beginning of each session to facilitate learning. Allow for time at the beginning of each session to reflect on key points of what was learned in previous sessions, and take the time to clarify any questions or unsettling issues that participants may have. Reflection offers participants an opportunity to demonstrate that they remember the concepts they were taught, and also presents a key opportunity for workshop participants to learn from one another.
6. Be prepared to repeatedly explain and clarify the logical course of events planned during the RLA training series, so that participants recognize where the group has been, and where the process will ultimately take them. Do not be concerned about reiterating the logical course of events outlined in the process. The latter approach is critical to how facilitators will be able to solidify the RLA steps in the minds of participants so that the ongoing discussions continue to make sense.
7. Emphasize that this process is about achieving results and not just going through the motions. Be intentional when communicating with training groups, and let them know that this process is designed to bring participants a return on their investment for their time and dedication to the creation of action plans which aim to generate significant improvements in their neighborhoods. All too often, trainings showcase a series of steps to take in policy development and advocacy. The RLA process is different from other trainings in the sense that these vital steps are carried out as part of the actual process of completing the RLA.
8. Commit to producing for each RLA community a number of useful products and tools to advance their campaigns for the advancement of their neighborhoods (e.g. Planning document summaries for cities, group roles/responsibilities

organizational chart, completed action plans, CIP power point presentations). A key to successful facilitation of this process is to consistently demonstrate progress and the achievement of milestones, but the ultimate vision is to capacitate communities and intentionally “arm” them with the tools needed to advance their campaigns with or without the technical assistance of a facilitator and/ community-based organizations.

9. Liberate participants; allow the time for the process to take a natural course of action, and inspire communities’ to define their own strategic direction. Facilitators should strive to liberate and empower trainees (and graduates) of the RLA program. We encourage facilitators to cultivate the leadership evolution of participants toward the development of their own thoughts, styles and identities. This process was not created so that we would dictate the work of participants. Conversely, our goal is always to move this work forward in coordination with informed, strategically-minded individuals who strive for overall community health. Be aware that although conversations in your groups may appear off-track at times, rest assured that with the right facilitation technique that participants will arrive to the issues that are most important, feasible and doable in the end.
10. Above all, have fun, and embrace a new way of conducting the business of public health.

***Facilitation Hints (Keep these tips in mind while administering the RLA training series.)***

1. It is recommended to develop a 2-person team for facilitating the RLA training series. Ideally, select teams of 2 with bilingual English – Spanish in their capacity.
2. Don’t wait until the last minute to drive to your meeting location. Take into account traffic patterns.
3. Start preparations for the following session the day after the previous one is completed.
4. Make a concerted effort to maintain consistent contact with the members of the residents’ group throughout the RLA training series and post series as able and when appropriate..
5. Familiarize yourself with your power point and session articles. Don’t wait until the last minute to do so.

6. Make sure you have enough copies of all of the materials you are going to need for the sessions from week to week.
7. Make sure to track attendance weekly. Do not graduate anyone that has attended less than 8 sessions of the RLA training series overall.
8. Take the time to reflect on your personal and professional experiences so that you can formally connect to the material and explain complex public health concepts to the resident leaders.
9. Consider that the information presented as part of the training series has many complexities for new learners, and therefore, it is imperative to be patient, but also humorous and light hearted when appropriate to facilitate learning. However, it is recommended not to “force” these situations – be natural.
10. Make sure that all the logistical aspects for coordinating implementation of the RLA presentations is arranged. This includes making sure meeting facilities are open; technical equipment is functional; laptop computers have sound; food/ refreshments are provided, and ensuring there is access to the internet.

### ***Make-Up Sessions***

It is important to offer make-up sessions for your trainings. It is inevitable that some of your participants will miss one or more sessions, so in order to have the best outcome, facilitators will want to give those participants that missed the opportunity to learn the information by conducting periodic make-up sessions. This process of offering make-up sessions helps facilitators review the content once again, while participants’ groups remain in tact, unified and not feeling as if some participants have learned more than others. It is recommended to schedule your make-ups in groups, so facilitators are not doing make-ups for persons individually. In addition, we do not recommend that facilitators graduate participants who have not attended at least eight of the ten RLA sessions (attending make-ups does count towards completing eight sessions).

## Session Breakdowns

The format of this 10-session training series was created to facilitate participants developing a sound understanding of environmental and social conditions (and their impacts on health) which promote or undermine people’s ability to be healthy and experience a good quality of life. Sessions 1-3 provide in-depth information which helps participants to understand that environments play a key role in creating safe neighborhoods, quality physical activity opportunities and access to healthy foods. Participants will learn about the importance of broad-based community-building efforts and the critical roles they play in the process of advancing policy development. Additionally, participants will acquire a general understanding of how the environmental and social conditions that we live in are largely culpable for the disparities and inequities that exist in our society. Sessions 4-7 profile a wide range of primary-prevention focused and evidence-based strategies which focus on crime prevention, safe –walkable communities, land use and community planning strategies, increasing healthy food access in under-resourced communities, and navigating policies, ordinances and government infrastructures to ameliorate persistent public health challenges. Finally, sessions 8 -10 represents a transition from training series discussions to actual work sessions, and assisting residents’ groups in creating their own community vision and action plan, which will be characterized by 2-4 priority projects chosen by the resident leaders which will aim to positively impact overall quality of life in the target neighborhood.

SESSION BREAKDOWN FORMAT
Session #/Title
Session Length
Session Description
Learning Objectives
Pre-Session
Videos and Presentation
Interactive Learning Activity
Homework Activity
Optional Background Reading and Resources
Agenda
Materials
Key Concepts
Post-Work
Customization Work: To do before the session



## SESSION 1: ORIENTATION

**Session Length:** (2 hours, 30 minutes)

**Session Description:**

Scientific literature suggests that the prevalence of obesity and physical inactivity is caused by individual, social, and environmental factors. Historically, strategies to reduce obesity and diabetes have focused exclusively on a traditional medical model of individual education, behavior change and, if needed, medical treatment. This approach places the burden of responsibility on the individual and actually adds to the stress levels experienced by people who want to improve their lives.

These attempts to address health at the individual level have not been successful because they often ignore the context, or environments, in which individual choices are made. Recent studies have linked the epidemic to environmental and social conditions. Many of the contributing factors of the obesity epidemic include design of neighborhoods that force one to use a vehicle rather than walk, unsafe conditions for pedestrians and cyclists on many streets, a lack of access to safe and convenient parks and recreational spaces, an easy availability of fast food that is not particularly nutritious, cutbacks to school physical education programs, and a lack of healthful snacks in vending machines.<sup>i, ii</sup> These factors often hinder even the best intentions of families and individuals to practice healthy lifestyles in their communities. Tackling the obesity epidemic requires a broader, more comprehensive approach than merely the sheer force of individual will to change. Environments have been created that make it difficult to make healthy choices, and the solutions need to change environments to support healthy choices.

Throughout the course of this session, the participants will get a basic overview of what the Resident Leadership Academy is and consists of and how it will help them accomplish improvements to help alleviate the challenges they face to achieve healthy and vibrant communities.

### LEARNING OBJECTIVES

- Review learning sessions for the Resident Leadership Academy including support for a Community Improvement Project
- Review trends in obesity and obesity-related chronic diseases in the US and understand how rates differ based on culture, income, and place
- Examine environment and health outcomes at the neighborhood scale and establish the case for environmental prevention strategies in high-need communities



### **Pre-session:**

- Be sure that all power point equipment is working properly
- Create a sign-in sheet
- Distribute photo/video release forms
- Create name tags
- Decorate the training room in a comfortable way
- Consider offering light refreshments and healthy food options
- Consider documenting the process using videos and photographs
- Print off at least 25 trainee manuals for participants
- Optional:** *If you plan to stipend participants, it is recommended to have each participant complete a W9 form*

### **Videos and Presentation:**

- Presentation Session 1- Orientation

### **Interactive Learning Activity:**

- Roundtable introductions

### **Homework Activity:**

- Encourage participants to read the article for Session 1: Orientation
- Encourage participants to read the article for Session 2: Community Building Principles

### **Optional Background Reading and Resources:**

- Prevention Institute. The Spectrum of Prevention: Developing a Comprehensive Approach to Injury Prevention, 1999.
- Prevention Institute. Prevention is Primary: Strategies for Community Wellbeing, September 2010.
- Policy Link, Inc. Youth Advocacy: A Model for Obesity Prevention by Addressing Violence and Safety in Chula Vista, California, December 2011.

**Agenda:**

- **Welcome**
  - » Resident Leadership Academy Background
- **Introductions**
  - » Resident Leadership Academy Vision
- **Obesity as Public Health Crisis**
  - » Building Better Health
  - » Trends of Obesity & Obesity-Related Disease
  - » Addressing Obesity and Supporting All Individuals
- **Interactive Activity**
  - » Community Photos: What's Wrong With This Picture?
- **Break**
- **Why Address Chronic Disease with this Approach?**
  - » Lesson Learned: Moving from a Turn-Key Approach to Empowering Communities
  - » Team-Building Discussion
- **Conclusion**

**Materials:**

- LCD projector and screen or projection surface
- Laptop computer with Microsoft Office PowerPoint installed
- Cables to connect
- Post-It easel paper to scribe responses
- Markers
- Pens
- Name tags
- A sign-in sheet
- Photo/video release forms
- Decorations for the training room
- Light refreshments and healthy food options
- Camera and/or Video Recording Device
- Optional: If you plan to stipend participants, have W9 forms
- Basic participant questionnaire
- Trainee manuals for participants
- Presentation Session 1-Orientation

***Key Concepts:***

- Reiterate that organizations cannot reduce health disparities and inequities without the critical involvement of community residents
- Business as usual (healthcare organizations reacting to problems after the fact) will only result in an increased cost for services as well as an increased demand for services
- State that the focus of your project is childhood obesity prevention, and improving poor health outcomes related to obesity by addressing environmental factors that exist in underserved neighborhood, which can be effectively addressed by improving public safety, healthy food access and physical activity opportunities
- Provide background information for participants to help crystallize for them where the RLA process came from, how these efforts connect to the County's health initiatives, and who/what entities were responsible for creating the curriculum product
- Review the full schedule of weekly lessons that comprise the RLA training series, and explain the rationale (and logical flow) for sessions 1 through 10. Ensure that participants understand that the RLA process will end with the identification of community-change campaigns that will focus on improving their neighborhoods
- Cite the commitment needed to go on this long journey together and the benefits that will come from the experience overall. Discuss what it takes to create a cohesive group that operates on the basis of trust and transparency
- Describe your role as a learning facilitator rather than trainer, and emphasize that the RLA process will be uniquely characterized by two-way communication, and not one-way communication
- Capitalize on the use of photos, statistics, and charts/diagrams in this presentation to draw immediate attention to the obesity epidemic on local, state and nation levels. As well, solidify in the minds of the RLA participants that environments are a huge factor that can play a role in limiting healthy food access, physical opportunity opportunities, and a good quality of life

- Orient the RLA participants to the socio-ecological model of public health and share about the necessity of solving community problems on multiple levels. Share about the County of San Diego's healthy strategy agenda (for example) and highlight its attention to chronic disease prevention efforts through its "3 x 4 = 50" message. *(Note: 3 behaviors lead to 4 chronic diseases, which accounts for over 50% of preventable deaths in San Diego County)*
- **\*CUSTOMIZE\*** Share the Chula Vista Healthy Eating Active Communities story of community change or another inspirational story along the same lines led by youth and residents to provide the proper motivation for communities to realize that they can stimulate positive change in their neighborhoods, and commit to the RLA process

### **Post-work:**

- Create a participant roster and plan to bring printed copies to Session 2
- Bring extra copies of the RLA training binder for add-on participants
- Collect pens and name tags and bring these items to re-use at every session
- Reminder: Collect the photo release forms and distribute new forms to new participants

### **Customization Work: To do before the session**

- Solidify intern participation to assist with the development of RLA campaigns. The preference is to garner the participation of interns with skills and backgrounds in city planning and architecture/graphic design.





**SESSION 2**  
**COMMUNITY BUILDING**  
**PRINCIPLES**

## SESSION 2: COMMUNITY BUILDING PRINCIPLES

**Session Length:** (2 hours, 30 minutes)

### **Session Description:**

Community Building is a critical component to creating positive environments in our communities, and through the course of the session, participants will look at what has worked to create success in the community building process, in creating and supporting community builders, and the role of social capital in the process. In addition, participants will be able to assess what they and/or their organizations already do or have done in the past to achieve more cohesive community environments, and what areas they would like to improve in order to have greater success with future efforts of this type. Participants with little to no previous experience in community building will get a road map and learn about experiences from those who have had success.

### LEARNING OBJECTIVES

- To understand what social capital is and how it can be enhanced in a diverse community environment
- To identify how community building occurs and sets the stage for effective community action
- To be able to take steps to become an effective community builder, leader, organizer

### **Pre-session:**

- Be sure that all power point and video/DVD player equipment is working properly
- Identify and be ready to re-tell stories of community building that exist in your target communities or from professional/personal experience you feel comfortable sharing with the group
- On a piece of post-it butcher paper (easel size), list community concerns and give participants an opportunity to share their views at the beginning of the session, during break and at the end of the session (you will need this critical information for customization work in Session 7)
- Prepare yourself to understand how to administer and share the bingo activity
  - » **Step 1** - Take the bingo chart from your binders
  - » **Step 2** - Ask others in the room about what is listed in the bingo chart. Make sure that the person who responds “yes” to what is stated in each box signs with his/her initials, and have them tell you about it. Do not use the same person to complete more than one box unless you have already spoken to all participants at least once.
  - » **Step 3** - After **ALL** boxes are signed in your chart, you can yell out “BINGO!!!”



### ***Videos and Presentation:***

- Presentation Session 2- Community Building Principles
- ‘Good Neighbor Day’ video (3 minutes, 40 seconds)  
<http://www.youtube.com/watch?v=K8yB4Z71Fww>
- ‘Block by Block’ video (21 minutes, 40 seconds)

### ***Interactive Learning Activity:***

- Identify guest speaker (local leader to speak about community building)
- Share the community building bingo activity. When activity is complete, identify 3 people to share what they learned

### ***Homework Activity:***

- Have RLA participants inventory their community connections (bonding vs. bridging)
- Encourage participants to think of ways to learn more about what is happening in their community and new ways to connect with other neighbors
- Encourage participants to read the article for Session 3: Social Determinants of Health

### ***Optional Background Reading and Resources:***

- Policy Link, Inc. Building Communities of Opportunity: Supporting Integrated Planning and Development through Federal Policy (White Paper), September 2009.
- Policy Link, Inc. Building Stronger Communities for Better Health, September 2004.

### ***Agenda:***

- **Welcome/Review**
  - » Icebreaker
  - » “Good Neighbor Day” Video
- **Social Capital Presentation**
  - » What is Social Capital?
  - » Two Forms of Social Capital: Bonding vs. Bridging
- **Community Building**
  - » What is Community Building?
  - » Community Leadership Roles
  - » The Story of a Community Leader

- **Break**
- **Bingo Activity**
  - » Discussion
- **Block by Block Video**
  - » Discussion
- **Conclusion**

### **Materials:**

- LCD projector and screen or projection surface
- Laptop computer with Microsoft Office PowerPoint installed
- Cables to connect
- 'Block by Block' video with discussion questions
- TV with DVD player or laptop computer with DVD playback capability and peripheral speakers
- Copies of Bingo Activity Worksheet
- 'Good Neighbor Day' video
- Post-It easel paper to scribe responses
- Markers
- Presentation Session 2- Community Building Principles
- Copy of the roster to disseminate to participants (ask participants to review information to ensure the roster is correct)

### **Key Concepts:**

- Use the "Good Neighbor Day" video to stimulate a discussion about the uniqueness of this example of community building, and also to identify the challenges related to the existence of communities that are characterized by an exorbitant amount of social cohesion opportunities
- Define social capital and explain the difference between **bridging** and **bonding** social capital, and place emphasis on the broad base of power stimulated by "bridging social capital" groups which are an offshoot of diverse groups which find a common thread.
- Use the open ended questions identified in this session as a catalyst for participants to recognize the similarities they have with others participants in the RLA group, and refer to the information they share in order to connect their value systems

- Spend time explaining the “community-building” diagram and its core components, so participants recognize the necessary components of effective community-change campaigns
- Explain community leadership roles at 3 basic levels: Community leaders, Community organizer and Community builders. Elevate the differences at each of the levels and clarify the expectations of each. Share the story of an emerging community leaders you have encountered in your professional experience
- Set aside a concerted amount of time to review what “Community Building Characteristics” are as well as identify what “Community Building Characteristics” the neighborhood currently has
- Conduct the bingo activity to get the RLA participants to interact more and learn about one another. Review the discussion questions with the group
- Set the stage for playing the “Adopt the Block” video, and use it to inspire and motivate participants to want to realize their own community-change campaigns to improve their neighborhoods. ***It is possible.***
- Be sure to capture in writing the beginnings of your activities planning discussion with the RLA participants. Start listing out and connecting peoples' common desires as well.

***Post-Work:***

- Take reviewed/corrected roster, update where necessary, and bring copies for everyone to Session 3

***Customization Work: To do before the session***

- None







SESSION 3  
SOCIAL DETERMINANTS  
OF HEALTH

## SESSION 3: SOCIAL DETERMINANTS OF HEALTH

**Session Length:** (2 hours, 30 minutes)

### **Session Description:**

The social determinants of health are the circumstances in which people are born; grow up, live, work, and age. These circumstances are shaped by a wider set of forces – economics, social policies, and politics.<sup>iii</sup> One helpful way to think about social determinants of health is to think about how they are organized within the places in which people’s lives are lived. Social and economic forces take specific shape in the built environment, in social relationships, and in local neighborhoods where they become the settings for everyday life. Therefore, each person occupies a position that generates certain advantages and risks and makes some health outcomes more likely than others. In other words, while the path to health is fairly direct for some, it is long and tainted with obstacles and hazards for others. Stated differently, “social determinants of health are life-enhancing resources, such as food supply, housing, economic and social relationships, transportation, education, and health care, whose distribution across populations effectively determines length and quality of life.”<sup>iv</sup>

### LEARNING OBJECTIVES

- To define social determinants of health and health inequities
- To describe how socioeconomic factors and neighborhood characteristics shape health behaviors and health outcomes
- To identify strategies that can address the social determinants of health and contribute to obesity prevention

### **Pre-session:**

- Be sure that all power point and video/DVD player equipment is working properly
- Identify and be ready to re-tell stories of community building that exist in your target communities or from professional/personal experience you feel comfortable sharing with the group
- Have copies of the Park Audit and Neighborhood Crime Prevention through Environmental Design (CPTED) assessment forms for dissemination at the end of Session 3 (See appendix, Session 3 for the assessment forms)
- Ask participants to use their cameras/camera phones to take pictures and capture areas of concern or improvement areas they want to see changed. It is strongly encouraged to provide cameras to those who need them to complete this activity. For coordinating the use of the cameras you are lending out, create a sign-out sheet, so participants who need it can formally "check-out" the equipment (see appendix, Session 3 for sample form)



### **Videos and Presentation:**

- Power Point Presentation Session 3- Social Determinants of Health
- Unnatural Causes DVD with segments called “Twins” and “In Sickness and in Wealth”
- Optional video (international perspective) to play before or after the session – “200 Countries, 200 years”

### **Interactive Learning Activity:**

- **Optional:** Identify a guest speaker

### **Mandatory Homework Activity:**

- Disseminate the Park Audit and Neighborhood CPTED assessment forms for dissemination at the end of Session 3, and ask participants to choose an area of concern in their community (related to health, physical activity, safety, healthy food access) and to take pictures and complete the assessment/audit forms. **\*REQUIRED\*** Have participants use their personal camera in coordination with completing the CPTED assessment
- Ask participants to take pictures of specific areas that they are assessing in their neighborhood (e.g. parks, street corners, busy streets)
- Encourage participants to read the article for Session 4: Safe, Walkable Communities and CPTED

### **Optional Background Reading and Resources:**

- Social Determinants of Health: Implications for intervening on racial and ethnic health disparities
- Law in a Social Determinants State- A Public Health Law Research Perspective
- [http://www.who.int/social\\_determinants/thecommission/finalreport/key\\_concepts/en/index.html](http://www.who.int/social_determinants/thecommission/finalreport/key_concepts/en/index.html)

### **Agenda** (2 hours, 30 minutes)

- **Welcome/Review**
  - » Unnatural Causes, Introduction Video Segment – “Twins”
- **Do Neighborhood Environments & Social Conditions Matter?**
  - » Health Disparities and Health Inequities
  - » Disadvantaged Neighborhoods and Health Inequities Examples
  - » Strategies to Reducing Inequities and Disparities
  - » Does Community Building Matter?
- **Break**
- **Social Determinants of Health**
  - » Defining Social Determinants of Health
  - » Reality check: Who You Are Does Affect Your Health ...
- **Break**
- **Unnatural Causes “In Sickness & In Wealth”**
  - » Identifying Aspects that Reduce Societal Gaps and are “Outside” of Traditional Public Health and Healthcare
  - » Discussion
- **Moving Toward Health Equity**
  - » Approaches to Achieving Health Equity
- **Conclusion**

### **Materials:**

- LCD projector and screen or projection surface
- Laptop computer with Microsoft Office PowerPoint installed
- Cables to connect
- Unnatural Causes DVD with segments “Twins” and “In Sickness and in Wealth”
- TV with DVD player or laptop computer with DVD playback capability and peripheral speakers
- Copies of Park Audit assessment forms
- Copies of Neighborhood CPTED assessment forms
- Cameras (optional for those that need it)
- Camera sign-out sheet (optional if you are handing out cameras)
- Copies of finalized roster to handout at beginning of session
- Presentation 3 Social Determinants of Health

### *Key Concepts:*

- Use the Unnatural Causes segment called “Twins” to begin the discussion about people experiencing health inequities as a result of growing up in resourced and under-resourced communities
- Explain the difference between health disparities and inequities, and describe what characterizes “communities of opportunity” versus “low-income communities”
- Use maps and graphs to demonstrate the unequal distribution of resources of positive and negative environmental and social conditions in neighborhoods like parks/ open space, environmental hazards and liquor store concentrations in various neighborhoods, and facilitate an open discussion on potential health impacts of these characteristics
- Highlight strategies for creating health promoting environments which have worked to create positive changes in underserved communities and impact health outcomes. Emphasize how community-building plays a critical role in the advocacy process to change neighborhoods environments for the better. Profile examples of community-building activities that have changed community conditions and improved quality of life in Arizona, Philadelphia and South Central Los Angeles
- Reiterate the fact that “who you are and what circumstances you are born into” affect one’s health and the longevity of one’s life. State the socioeconomic variables that determine our quality of life
- Clarify for the group exactly what determines health status and state that behaviors are largely determined by the environmental and social conditions that people live in
- Review how health is affected by employment status and type of job/education one has, and identify how impoverished conditions have only led to an increasing demand for services and increased health disparities and inequities between affluent and low socioeconomic populations
- Use Unnatural Causes video segment “In Sickness and In Wealth” to demonstrate how healthy living and health behaviors are not based on individual choice alone, and point out examples where people have limited or no access to healthy food resources and physical activity promoting environments
- Discuss/introduce various “primary prevention” frameworks for creating health-promoting environments. Begin to permeate the way that the community leaders think about these issues, and changing these challenging conditions for the better







**SESSION 4**  
**SAFE, WALKABLE**  
**COMMUNITIES**

## SESSION 4: SAFE, WALKABLE COMMUNITIES

INCLUDING CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN (CPTED)

**Session Length:** (2 hours, 30 minutes)

### **Session Description:**

All neighborhoods should be designed in a way that encourages walking rather than driving to neighborhood destinations. Communities should also be designed in a way that encourages healthy connections amongst the people living in a community in order to reduce social isolation, and ensure public safety. Clearly, the way in which parks, commercial corridors, transit oriented developments and neighborhoods are designed lends itself to creating an atmosphere of comfort and security for residents. Residents are also entitled to an adequate balance of resources in their neighborhoods which help to meet their basic needs, without having to travel outside of their communities. Therefore, communities must have the infrastructure and environments to support walking, running, and biking, and other healthy lifestyles. This session will profile the basic principles of walkability and provide opportunities to learn and apply 1st and 2nd generation Crime Prevention through Environmental Design concepts to improve health and quality of life in underserved communities.

### LEARNING OBJECTIVES

- To understand and explore the core principles of walkability and how to assess neighborhood conditions for pedestrians and cyclists
- To understand the core concepts of Crime Prevention through Environmental Design or CPTED and how this methodology can increase civic engagement while promoting healthy behaviors

### **Pre-session:**

- Be sure that all power point equipment is working properly
- Identify and be ready to re-tell stories of walkability issues and public safety issues that exist in your target communities or from professional/personal experience you feel comfortable sharing with the group
- Have copies of the Park Audit and Neighborhood CPTED assessment forms for dissemination at the beginning of the session for those that missed Session 3

### **Videos and Presentation:**

- Presentation Session 4: Safe, Walkable Communities including CPTED



### ***Interactive Learning Activity:***

- Conduct a brief Neighborhood Assessment (Optional)
- Take participants on a walk around a specific area of the community where there are visible walkability issues (Optional)

### ***Mandatory Homework Activity:***

- Have participants complete a CPTED assessment/audit at a nearby transit oriented development (i.e. bus stop, trolley stations) if they have not had the opportunity to complete this assignment when it was introduced at the completion of Session 3
- Encourage participants to read the article for Session 5: Healthy Food Systems

### ***Optional Background Reading and Resources:***

- Walk San Diego, “Waking Facts and & Statistics”, 2000 Census
- What is Crime Prevention through Environmental Design?
- Creating Walkable Communities: A guide for local governments

### ***Agenda (2 hours, 30 minutes)***

- **Welcome/Review**
  - » Walking Activity (Optional)
- **Core Elements of a Walkable Community**
  - » Walkability Principles
  - » Case Study Examples
- **Break**
- **Crime Prevention Through Environmental Design (CPTED) Presentation**
  - » Core Concepts (1st & 2nd Generation)
  - » Assessment Tools and Profile Steps to the Community-Based Process
- **Interactive Activity**
  - » Walkability and Public Safety Neighborhood Assessment
- **Closing**

### ***Materials:***

- LCD projector and screen or projection surface
- Laptop computer with Microsoft Office PowerPoint installed

- Cables to connect
- Unnatural Causes DVD with segment on Place Matters
- TV with DVD player or laptop computer with DVD playback capability and peripheral speakers
- Post-It Butcher Paper
- Markers
- Presentation Session 4: Safe Walkable Communities and CPTED
- Copies of the Park Audit and CPTED assessment forms
- Flash drive to collect photo images taken by RLA participants

### **Key Concepts:**

- Begin the session by identifying what classifies as a pedestrian
- Review the 5 principles of walkable communities and empower participants to think about changes that can be made in their own communities. Embellish examples that are highlighted using photos in the presentation
- Cite specific, detailed recommendations for creating good sidewalks, safe and easy street crossing, traffic calming, and creating beautiful/attractive walking environments
- Discuss the role of traffic calming in the creation of walkable communities. Underscore the use of simulations in the presentation to encourage the possibility of walkable communities in residential and commercial areas
- Share statistical facts which promote walkability and highlight positive health impacts
- Conduct an open discussion or contest to identify the most walkable communities in America, and have participants explain why (*Note: See article #4 in the RLA trainee manual*)
- Share community-driven examples to improve pedestrian safety and walkability in neighborhoods (*Note: Research specific examples that are unique*)
- Transition the discussion from safe, walkable communities to crime prevention through environmental design (CPTED)
- Explain the broken window theory and show photos to align with the discussion

- Review core concepts of 1st generation CPTED: natural surveillance, territorial reinforcement, (natural) access control and maintenance, and provide examples. Emphasize that 1st generation CPTED is a crime prevention framework which helps us identify what needs to be corrected at a site, and prompts us to recommend solutions.
- Review the core concepts of 2nd generation CPTED: capacity, social cohesion, connectivity, and community culture. Emphasize that this framework is used to stimulate new ideas that will attract people and new activities to public places to improve safety.
- Showcase examples of communities that have successfully used CPTED concepts to improve their neighborhoods and summarize the steps of "community-based crime prevention" (*Note: Research specific examples that are unique*)
- Encourage participants to complete an assessment of their neighborhood environment as homework (point participants to a specific area), moving toward the identification authentic community-driven campaigns to improve their neighborhood

### ***Post-Work:***

- Make sure you collect the Park and CPTED audit assessments from the participants as well as their photos that have been completed from previous week to be able to begin customization of future sessions
- Begin to collect pictures and organize them in your computer under the different participants names who provided the pictures and identify the issues of concern that were documented
- Read through the assessments that have been collected and begin to look for overarching themes and commonalities

### ***Customization Work: To do before the session***

- Check-in with the intern helping with land use and planning review and give them the notes from session 2 of participants areas of concern and/or improvements and ask intern to develop a table showing where there is room for coordination between the areas the participants identified and what the area plans are so you can share with participants in Session 6







SESSION 5  
HEALTHY FOOD  
SYSTEMS

## SESSION 5: HEALTHY FOOD SYSTEMS

**Session Length:** (2 hours, 30 minutes)

### **Session Description:**

Throughout the course of this session, participants will be looking at the differences between our U.S. food system and others around the world. We will explore the different factors affecting our food options such as access, availability and marketing. In addition, we will review strategies that promote a healthier food system. We know that there is a clear connection between our health and our food system, and both are suffering. This session shows that we can engage in activities that will bring us better quality food (locally), by supporting and advocating for better food policies at the local, state and federal levels. In this session, participants will also review the importance of farmers' markets, Community Supported Agriculture (CSA), and community gardens in achieving better health.

### LEARNING OBJECTIVES

- To explore the components of the food system at global, regional and local scales
- To understand the factors that lead to unhealthy eating (e.g., access and availability and marketing practices)
- To identify strategies to increase sources of healthy, locally produced foods (e.g., community supported agriculture (CSA), farmers' markets, community and backyard gardens)

### **Pre-session:**

- Search for local farmer's market and CSA's in your area, and create a list of places where participants can know where they can access these alternative food systems resources
- Search for healthy recipes for participants and bring copies to the session
- Make copies of materials provided in the Appendix for Session 5
- Make sure to collect any Park and CPTED assessments and community photos that participants have completed

### **Videos and Presentation:**

- Food, Inc. – Introduction segment
- Food, Inc. – Dollar Menu segment
- Where Do I Get My 5? – Meet me at 3<sup>rd</sup> & Fairfax segment
- Future of Food (Disc 2) Community Supported Agriculture (CSA)
- Where Do I Get My 5? – Tamale Tales segment (optional)
- Presentation Session 5 – Healthy Foods Systems



### **Interactive Learning Activity:**

- Open discussions about the videos that will be shown in Session. Give everyone an opportunity to share their personal thoughts on the videos and experiences with food systems

### **Homework Activity:**

- Have participants take a healthy recipe, make it with their family and/or friends, and share with RLA participant groups what they learned during the Land Use and Community Planning Session 6
- Have participants visit a local farmer's market, and take notes about their experiences and observations
- Encourage participants to read the article for Session 6: Land Use and Community Planning

### **Optional Background Reading and Resources:**

- Center for Ecoliteracy-Food, Inc. A Robert Kenner Film -Discussion Guide (p.47)
- Parker-Pope, Tara (2008, October 24). "Mr. President, Let's Talk about Food." New York Times blog <http://well.blogs.nytimes.com/2008/10/24/mr-president-lets-talk-about-food/?partner=rssuserland&emc=rss>
- Sales and Marketing: Why Fast Foods Are So Successful <http://www.moneyinstructor.com/art/fastfoodmarket.asp>
- Public Health Encyclopedia Advertising Unhealthy Products <http://www.enotes.com/public-health-encyclopedia/advertising-unhealthy-products>
- American Community Garden Association (2007). What is a community garden? Retrieved on 2007-11-01 from <http://www.communitygarden.org/learn/>.
- "Community Supported Agriculture" (PDF). <http://attra.ncat.org/attra-pub/PDF/csa.pdf>. Retrieved 2010-09-05.

### **Agenda (2 hours, 30 minutes)**

- **Welcome/Review**
  - » "Food, Inc." Introduction
  - » Ice-breaker
  - » Discussion
- **Food Systems Presentation**
  - » What is a Food System?
  - » Conventional vs. Alternative Food Systems

- **Unhealthy Eating Factors**
  - » Access/Availability & Open Discussion
  - » “Dollar Menu” Video Segment (Food, Inc.)
  - » Marketing Practices & Discussion
  - » “Meet me at Fairfax & 3rd” Video Segment
- **Break**
- **Healthy Eating Options**
  - » Available Options
  - » Strategies to Improve Healthy Food Access in High-Need Communities
  - » “Community Supported Agriculture” Video Segment (The Future of Food, Disc 2)
- **Closing**

### **Materials:**

- LCD projector and screen or projection surface
- Laptop computer with Microsoft Office PowerPoint installed
- Cables to connect
- Food, Inc. DVD
- The Future of Food DVD
- Where Do I Get My 5? DVD
- TV with DVD player or laptop computer with DVD playback capability and peripheral speakers
- Post-It butcher paper to scribe responses
- Markers
- Flash drive to collect images participants have taken
- Copies of Farmers' Markets and CSAs listed in the community
- Copies of the materials from the Appendix for Session 5
- Presentation Session 5: Healthy Food Systems

### **Key Concepts:**

- Use videos to set the context for discussions about the unfavorable aspects of conventional food systems in regards to hazardous waste, mistreatment of animals and labor force, economic inefficiencies, the use of monopolies, and the harmful impacts of synthetic or genetically-modified foods

- Review the key components which comprise our US food system, including social and political influences
- Explain the differences between conventional and alternative food systems. Place emphasis on the benefits of locally grown and produced foods and identify benefits to the economy overall and to the labor force
- Describe the US food systems from the standpoint of environmental impacts, labor force issues, economic impacts, and animal mistreatment
- Explain what an alternative food system is. Compare food pantries across nations on an international scale
- Describe unhealthy eating factors such as access/availability, marketing tactics, and the use of corn and soy subsidies
- Use the Food, Inc. “Dollar Menu” video segment to elevate how some families have difficulty buying healthy foods and making healthy food choices
- Share about the intense marketing practices of the fast food industry and the inefficient use of money that is paid toward various aspects of US food systems (e.g. packaging costs, costs related to transporting foods long distances)
- Highlight strategies for improving healthy food access such as community gardens, farmers’ markets, and community supported agriculture.
- Use the videos as part of this session to showcase these examples, and how communities have implemented these ideas in neighborhoods

### **Post-Work:**

- Make sure you collect from the participants the Park and CPTED audit assessments and photos that have been completed from the previous week to be able to begin customization for future sessions
- Continue to collect pictures and organize them in your computer under the different participants’ names that provided the pictures and identified issues of concern in target areas of their neighborhood
- Read through the assessments that have been collected and begin to look for overarching themes

### **Customization Work: To do before the session**

- None







SESSION 6  
LAND USE AND  
COMMUNITY PLANNING

## SESSION 6: LAND USE AND COMMUNITY PLANNING

**Session Length:** (2 hours, 30 minutes)

### **Session Description:**

Land Use and Community Planning is a critical component to creating active, healthy environments in our communities, and through the course of this session, participants will look at the association between the built environment and physical activity, what planning strategies exist that successfully support active living and learning about the municipal infrastructure that guides community planning. Participants will also be provided with resources that will help them understand and influence land use and community planning in their neighborhoods and assess the “activeness” of their communities. Further, participants with little to no previous experience in land use and community planning will get a roadmap and learn about experiences from community leaders who have had success with implementing healthy land use strategies.

### LEARNING OBJECTIVES

- To understand how community design can better support healthy behaviors and improve health outcomes (e.g., promoting active transportation, limiting exposure to pollutants, improving access to healthy food)
- To identify the mechanisms through which community design goals are established and become policies (e.g., zoning ordinances and general plan updates)
- To be able to locate and identify the key planning documents for your community and strategies for influencing/improving the built environment in your community

### **Pre-session:**

- Be sure that all power point equipment and internet is working properly
- Identify and be ready to re-tell stories of land use and community planning issues that exist in target areas of the community or from professional/personal experience you feel comfortable sharing with the group
- If you are doing the 'Defined Spaces' interactive activity, review instruction before-hand and prepare copies for participants (from Appendix Session 6) *(Optional)*
- Print copies of the Healthy Design Checklist (from Appendix Session 6) for homework *(Optional)*
- Find out when and where the Planning Commission meetings for your target community occur, and bring information to the Session for homework
- Follow-up with the intern that is helping with the review of land use and planning documents for the area and have them send you a table that reflects what the area land use plans are that coordinate well with the areas of concern and improvement listed by the residents in session 2



### ***Videos and Presentation:***

- Healthy Community Design video (15 minutes) (Dr. Frumkin, Center for Disease Control)
- Presentation Session 6 : Land Use and Community Planning

### ***Interactive Learning Activity:***

- ‘Defined Spaces’ interactive activity (Optional)
- Speaker who can provide knowledge of local planning process and resources at the community level. (Optional)

### ***Homework Activity:***

- Encourage participants to complete Healthy Design Checklist (Optional)
- Encourage participants to attend a Planning Commission Meeting
- Encourage participants to read the article for Session 7: Leadership, Advocacy and Policy Development

### ***Optional Background Reading and Resources:***

- <http://www.cdc.gov/healthyplaces/>
- Public Health Law and Policy. Healthy Planning Policies: A Compendium from California General Plans, 2009.
- AARP Public Policy Institute. Linking Transportation and Housing Solutions for Older Adults Fact Sheet 170, March 2010. <http://www.aarp.org/research/ppi/liv-com/>

### ***Agenda (2 hours, 30 minutes)***

- **Welcome/Review**
  - » Icebreaker
- **Community Design**
  - » Health Affects & Design Strategies that Support Health
  - » Healthy Community Design Video (Dr. Frumkin , CDC)
- **Break**
- **Community Planning 101**
  - » Land Use Documents
  - » Transportation and Regional Planning
  - » Decision-Making and Infrastructure
- **Break**

- **Taking Action**
  - » Interactive Activity “Defined Spaces”
  - » Influencing Positive Changes
- **Conclusion**

### **Materials:**

- LCD projector and screen or projection surface
- Laptop computer with Microsoft Office PowerPoint installed
- Cables to connect
- CDC Healthy Places, Healthy Community Design video clip
- Laptop computer loaded with .wmv file or internet capability and peripheral speakers
- Colored pens/pencils and white paper for defined spaces activity
- Copies of defined spaces activity (Appendix Session 6)
- Post-It butcher paper size to scribe
- Markers
- Presentation Session 6: Land Use and Community Planning
- Table from intern that reflects the area land use plans that coordinate with the participants areas of concern and improvements

### **Key Concepts:**

- De-emphasize the use of cars and promote transportation alternatives, which have beneficial impacts on public health and the environment. Discuss the direct correlations between the built environment and what impacts our health
- Provide examples of societal impacts of obesity and tie reasons for the epidemic to the existence of communities that have been poorly designed. Discuss negative health impacts and highlight America’s spending on medical care versus countries around the world which are not as highly developed
- Review visual examples of different community environments locally and around the world, and have a discussion of the health impacts of each visual image
- Use the ‘Healthy Community Design’ video to solidify healthy community design strategies into the minds of the RLA participants, and challenge them to restate the key design strategies that were highlighted in the video. Discuss what the end goal is for healthy community design in all communities

- Emphasize mixed use, high density community design, and compare it with urban sprawl development. Discuss the efficiencies and deficiencies of each type of development. Attempt to move the conversation toward high density development versus low density development
- Discuss various strategies for enhancing physical activity opportunities in any community, and facilitate open discussions about each strategy relative to transportation, physical activity, and environmental quality. Highlight how each of profiled strategies encourages more physical activity and has cross-cutting positive impacts on the quality of life in communities
- Transition the discussion to land use and community planning documents in cities and counties where land use decisions can be impacted. Review how these land use planning documents are connected to one another, and emphasize the need for these policy documents to remain consistent with one another to promote healthy community environments
- Highlight visual examples of poor land use decisions which have created health disparities and inequities in underserved communities
- Discuss efforts to redesign the Old Town National City's built environment through the area-specific planning process – a 7 year efforts which involved the City, community based organizations and neighborhood residents – to correct poor community design strategies in the target area by (ultimately) separating industrial and residential land uses, encouraging more open space, connectivity, housing options and job creation
- Discuss the intricacies of General Plan Implementation and make the connection between updating plans, funding these development steps, and sharing the realities of how upgrades are prioritized leading to positive changes being made in underserved communities
- Connect the themes of the presentation with California Senate Bill 375, and moving toward climate change legislation
- Share the City organizational chart and review it so RLA participants are clear about who makes land-use decisions

- Review the basic functions enacted by elected officials, commissions, city planners, public health departments, other agencies, and residents' groups. Emphasize the need to build relationships and working alliances at every level. Discuss key strategies for having effective interactions with policy makers and key staff in cities and counties
- Transition the discussion to focus on empowering the community residents to engage with Decision-Makers to influence land use decisions in their respective neighborhoods (e.g. elected officials, appointed officials, city/county staff and community members)
- Review a chart that provides examples of what entities have control over relative to land use decision-making, taxation, general services, social services and public safety. Share about the specific responsibilities of SANDAG, the County of San Diego and the City of Chula Vista (for example), including profiling a visual depiction of San Diego County highlighting land occupying incorporated areas and unincorporated areas in the County
- Discuss the role of the San Diego Association of Governments or SANDAG in regional transportation planning. Describe how SANDAG receives funding from the federal government, and interacts with municipalities to anticipate the transportation planning and housing development needs of incorporated and unincorporated areas across the County.
- Share specific strategies for influencing the policy decisions made by SANDAG.
- Conduct the 'Defined Spaces' interactive activity and cite efficiencies and inefficiencies in the transportation choices of RLA participants
- Review the '5 Strategies for Active Living' and highlight key steps under each strategy to crystallize what is meant by these strategies in the minds of the RLA participants

### **Post-Work:**

- Continue to organize and collect CPTED assessment and photo documentation completed by RLA participants

### **Customization Work: To do before the session**

- None





SESSION 7  
LEADERSHIP, ADVOCACY  
AND POLICY  
DEVELOPMENT

## SESSION 7: LEADERSHIP, ADVOCACY AND POLICY DEVELOPMENT

**Session Length:** (2 hours, 30 minutes)

### **Session Description:**

Making improvements in your community has several layers. Once an issue has been identified and decided to be worked on, there is a toolbox of strategies that can be used in order to achieve your ultimate goals. This session discusses local policies and ordinances (the difference between the two) as tactical options that can be used to make positive changes in your community. These tactics require a good leadership base to be the most effective and successful. This session helps to create a basic understanding of what local policy and ordinances are as well as the role of leadership in community work, and how both concepts can be used to make significant improvements in the community.

### LEARNING OBJECTIVES

- To identify the steps of effective community action including issue identification, coalition building, strategic planning and implementation
- To identify different mechanisms for creating community change, including environmental enhancement (e.g., park clean-up, light bulb replacement) and policy change
- To be able to advocate as an effective community leader, connecting the grassroots to the "tree tops" (government)

### **Pre-session:**

- Do not collect anymore assessment information from participants. Session 6 is the final due date to receive this information
- Be sure that all power point equipment and internet is working properly
- Identify and be ready to re-tell stories of experiences with leadership, policy development and ordinances that exist in your target communities or from professional/personal experience you feel comfortable sharing with the group
- Gather the community concerns based on feedback from Session 2 as well as the assessment information that RLA participants completed, and present the extensive list at Session 7
- Review Power Analysis activity, and ensure that this exercise can be conducted as part of Session 7
- Print copies of Power Analysis activity handouts (from Appendix Session 7)
- \*Important\*** Create a spreadsheet with the community concerns listed for the target community, and bring this information to present at Session 7, so participants can use in their polling of the community to determine what issues are most pertinent to the group as a whole (See Appendix, Session 7 for sample)



### ***Videos and Presentation:***

- Presentation Session 7: Leadership, Advocacy and Policy Development

### ***Mandatory Interactive Learning Activity:***

- ***Power Analysis: Activity-Instructions***
  - » 1. Split into two groups and identify one community issue from the list
  - » 2. Each group picks a note-taker, presenter and time-keeper
  - » 3. You will have 20 minutes to go over the questions
  - » 4. Group A works on Issue 1
  - » 5. Group B works on Issue 2
  - » 6. Answer questions from the ‘Assessing your Targets’ slide for your issue
  - » 7. Answer questions from the ‘Assessing Your Opposition’ slide for your issue as well

### ***Mandatory Homework Activity:***

- Ask participants to engage in conversation with at least 5 community members to determine their interest in and connection to the community issues identified by RLA participants related to healthy eating, physical activity and safety (See Appendix, Session 7 for sample)
- Encourage participants to read the article for Session 8: Community Improvement Project-Needs and Opportunity Assessment

### ***Optional Background Reading and Resources:***

- UC Policy Advocacy Advocating for Better Policies, Praxis Project (<http://www.praxisproject.org>) (<http://thepraxisproject.org/libdb/index.php>)
- UC Policy Advocacy Advocating for Better Policies Praxis Project (<http://www.praxisproject.org>)
- Local ordinances- <http://www.mml.org/pdf/hmo/7.pdf> - Handbook for Municipal Officials – Roles & Responsibilities’ p.33

### ***Agenda (2 hours, 30 minutes)***

- **Welcome**
- **Policy and Ordinances**
  - » What’s the difference?
  - » Process, Implementation and Enforcement

- » Key Players
- **Advocacy**
  - » Power in Community Voices
  - » Role of the Technical Experts
  - » Video: Public Health Law & Policy
  - » Interacting with Decision-Makers
- **Break**
- **Advocacy**
  - » Richmond Podcast Example
  - » Interacting with Decision-Makers
  - » Power Analysis and Activity
- **Leadership**
  - » Principles of Leadership
  - » Roles and Areas of Responsibility
  - » What can I do to help?
- **Closing**

### **Materials:**

- LCD projector and screen or projection surface
- Laptop computer with Microsoft Office PowerPoint installed
- Cables to connect
- Copies of Community Survey Activity Form (from Appendix Session 7)
- Copies of Power Analysis Activity Sheets (from Appendix Session 7)
- Post-It butcher paper size to scribe
- Markers
- Presentation Session 7: Leadership, Advocacy and Policy Development

### **Key Concepts:**

- Provide RLA participants the motivation for engaging in politics, and to not fear engaging in policy discussions
  
- Share what the differences are between policies and ordinances, and share how the two strategies work together in a complimentary fashion to improve community life

- Share candidly about how policies and ordinances can be invasive at times, and are not just limited to public life (cite examples)
- Describe the general steps of the political process, and highlight the critical components necessary to effectively influence policy (e.g. evidence, political will, social support/infrastructure)
- Share strategies for preparing residents' groups for engaging in policy work: (1) highlight key strategies for defining problems in communities that need to be addressed, and (2) form alliances with diverse sectors to assist in collectively advancing identified policy goals because it is clear how groups will benefit from working together on campaigns of mutual interest
- Showcase how policy implementation and enforcement occurs when government executes and assigns staff and monetary resources for full policy implementation. *Policy implementation is what happens after a bill becomes a law*
- Describe the intent of full policy implementation and its aim to ameliorate a persistent public problem or concern. Continue the discussion by describing the short-comings of implementing policies (voluntary) versus ordinances (law)
- Describe the ordinance development process and the basic steps necessary to lead to full implementation. Emphasize how all ordinances that are enacted must advance a public purpose, and not reflect special interests
- Share examples of ordinances that have been enacted in your respective neighborhoods and jurisdictions and the community process necessary which led to full implementation. Also, describe the process of amending ordinances, and describe the need to update or introduce new sections versus creating entirely new ordinances. Provide key examples of the ordinance amendment process
- Identify diverse stakeholders in the policy development process. Describe what the advocacy process looks like to achieve policy change success, and who can be involved. Highlight how advocacy is needed to tackle the root causes of poverty and injustice, and bring about long-term change

- Describe the challenges of advocacy when entities lead with the wrong intent and purpose. Describe the challenges of advocacy and the potential limitations that residents' groups will experience when considering ways to engage in policy work
- Describe that the most effective advocacy strategies are conducted in coalition, and do not single out any particular person or organization. The latter is a key strategy for overcoming that challenges related to the general public's fears of political engagement in community-change efforts
- Profile the role of residents in the advocacy process, and highlight how they can affect the public policy development process. Describe all the steps involved in creating a complete (and comprehensive) advocacy strategy
- Describe strategies for collaborating on advocacy issues of common concern with outside, technical experts to advance the policy development discussion, and share how their expertise and background experiences can influences policy discussions
- Reiterate how it is necessary in the advocacy process to have positive relationships with representatives from multiple levels of city and county government as well as non-profit organizations
- Describe the ways that power is accessible, and the evolutions of power in advocacy
- Use the power analysis organizing tool to identify critical policy issues that can influence quality of life in underserved neighborhoods, and discuss key steps for advancing the policy change discussion with key decision-making bodies and policy boards
- Begin developing a running list of policy change campaigns organically identified by resident leaders. Continue the policy development discussion by assisting RLA participants identifying the institutions that have the power to resolve these community challenges. Assist resident leaders to identify their capacity to be empowered to interact with these entities to advance the policy discussion
- List the entities that might oppose the policy goals of residents, and identify additional challenges/barriers to implementing their policy change campaign(s).

- Discuss the necessity of inclusive community leadership in the effective implementation and advancement of policy change campaigns. Describe the complimentary styles of democratic and collaborative leadership, and describe what these styles of leadership look like in “practice”
- Highlight what community leadership is by profiling its different aspects of community leadership ranging from “vision” to “competence”.

### **Post-Work:**

- If you have not collected enough assessment information and photographs from the RLA participants, you will need to go back to the information that you have collected from the participants regarding problem areas of concern and collect your own information to move the process forward
- Follow up with your interns to see if they have completed the City planning summary documents. Plan to receive this information and review it for sharing with the RLA participants no later than Session 8

### **Customization Work: To do before the session**

- Before-hand, customize Slide 46 of the presentation for Session 7- Leadership, Advocacy and Policy Development by listing out the community concerns from your discussion identified in Session 2- Community Building Principles









**SESSION 8  
COMMUNITY  
IMPROVEMENT PROJECT,  
NEEDS AND  
OPPORTUNITY  
ASSESSMENT**

## SESSION 8: COMMUNITY IMPROVEMENT PROJECT, NEEDS AND OPPORTUNITY ASSESSMENT

**Session Length:** (2 hours, 30 minutes)

### **Session Description:**

Shaping public policy is a complex and multifaceted process that involves the interplay of numerous individuals and interest groups competing and collaborating to influence policymakers to act in a particular way. These individuals and groups use a variety of strategies and tools to advance their aims. Quantitative and qualitative data sources are fundamental to the execution of successful advocacy campaigns. Without data and information, policy makers are unable to make informed decisions about this implementation of various policy strategies. Policy development almost always involve a logical sequence of events leading up to its execution, full implementation and enforcement – and qualitative and qualitative data are key levers that work to persuade policy makers to move in a certain direction. This session will re-introduce various frameworks and approaches that have impacted public health from an environmental perspective. In addition, this session will showcase a variety of strategies for collecting data that will be integral in the development and advancement of community-level change campaigns.

### LEARNING OBJECTIVES

- To be able to utilize assessment tools to collect data and better define the issue that is the focus of the Community Improvement Project
- To be able to organize and analyze data to build a case for action
- To identify actions to create forums for presenting information that has been collected to gather support

### **Pre-session:**

- Be sure that all power point equipment is working properly
- Be sure to give yourself enough time to spend before-hand customizing the presentation for Session 8: CIP-Needs and Opportunity Assessment
- Make copies of Capability Index Form
- Prepare 4 sheets of post-it butcher paper with the following titles
  - » **Sheet 1 - Ranking Community Feedback** (use this sheet during the Session to track feedback from community survey homework the participants completed to identify their community concerns and have them give you their top 1 and 2 priority issues of concern)

- » **Sheet 2 - Impact Analysis: Reality Checklist Questions** (use this sheet to track the prioritization of the community concerns)
- » **Sheet 3 - Capability Index Results** (use this sheet during the Session to track the categories that each resident has the most checks for to assist with the roles and responsibilities selection/nomination process)
- » **Sheet 4 - Roles and Responsibilities** with each of the following categories listed on the sheet; Group Leader(s), Spokesperson(s), Organizer(s), Documentation, Data Collector(s), Community Builder(s) (use this sheet to track nominations and the selection of roles and responsibilities for group members. There can be more than one resident leader identified for each category. Also, make sure to take into consideration language in the spokesperson category)
- Prepare to have previously reviewed the City planning and policy documents for the target area, to show how the issues the resident leaders have chosen are in alignment with the current plans that their City has in place
- Begin talking about the Community Presentation and Celebration that will be coming up in the near future (e.g. select a date/time/location and begin developing the invite list)

### ***Videos and Presentation:***

- Presentation Session 8: Community Improvement Projects-Needs and Opportunity Assessment

### ***Mandatory Interactive Learning Activity:***

- Ranking Community Feedback Activity
  - » Encourage every participant to share about the feedback they received from interviewing their neighbors relative to the concerns they are thinking of working on to improve the target neighborhood, and track the feedback of each leader on a post-it sheet (large size so participants can see). Have the resident leaders identify their top 1 and 2 priority concerns based on the feedback given from their neighbors, and identify which community issues received the most votes to work on as a priority issue for community change.
- Impact Analysis: Reality Checklist Questions Activity
  - » Review the checklist as a group, and ask all questions for each community concern to determine feasibility and optimal benefit for the neighborhood
  - » Take the results from the Reality Checklist Activity and the Community Feedback survey, and as a group determine the Top 3 priority concerns that will be worked on from this point on (and remind participants that the rest of the issues haven't been lost, but that they will be placed on a "bike rack" for consideration after progress has been made related to their top 3 priority issues)

- **Capability Index Activity**
  - » Distribute the Capability Index sheet and give participants 5-7 minutes to complete the form
  - » Once everyone has completed the sheet, ask each participant to share with the group the top 2-3 categories where they checked off the most individual skills and capacities
  
- **Roles and Responsibilities Activity**
  - » Begin nominations for the group and ask them to nominate themselves or someone else for the different positions listed on the group roles and responsibilities organizational chart. Advise participants to refer back to the information shared during the capability index discussion which should shed light on which group members might be best suited for each leadership position
  - » If you have more than one person for each category, that is fine
  
- **Review Community Concerns, Recommendations for Community Improvement, and Photo Documentation Activity**
  - » Review with participants the pictures that were taken by various participants and the information extracted from their assessments that were completed during Sessions 4-6
  - » Ask the participants that took the pictures and completed the assessments to speak briefly about what they documented in the photos, to share their experience, and justify why they documented these concerns

### ***Homework Activity:***

- Encourage participants to read the article for Session 9: Community Improvement Project-Planning and Implementation
  
- Ask a participant to begin drafting a flyer for the Community Presentation and Celebration event. Share pictures documenting the RLA process up to this point with a volunteer who will develop the draft flyer for the celebration event. Also, share examples of other celebration event flyers that have been developed by other RLA groups.(See Appendix of Session 9) Ask the volunteer who develops the draft flyer to bring the draft product to Session 9 for final approval from the RLA group. Also, provide the volunteer with pertinent event information such as the date, time, and location of the event

- Encourage participants to begin inviting people from their associations, neighborhood circles, friends and family to the Community Presentation and Celebration event
- Encourage participants to contact local police department to ask for a representative to attend a future meeting of the group and share some data about the target area that can be used to advance their campaigns (Optional)

***Optional Background Reading and Resources:***

- TIMS: Transportation Injury Mapping System  
<http://tims.berkeley.edu/page.php?page=using>

***Agenda (2 hours, 30 minutes)***

- **Welcome**
  - » Compilation of Effective Strategies from Sessions 1-7
- **Prioritizing Projects**
  - » Ranking: Community Feedback
  - » Reality Checklist Group Activity
- **Roles and Responsibilities**
  - » Capability Index Activity
  - » Discussion
  - » Nominations
- **Break**
- **Data Sources**
  - » Local Police Department (PD)
  - » San Diego Association of Governments (SANDAG)
  - » Transportation Injury Management Systems (TIMS)
  - » Automated Regional Justice Information System (ARGIS)
  - » Community Health Statistics Unit
- **Qualitative Assessment Review**
  - » Photo Data Review with CPTED and Walkability
- **Closing**

**Materials:**

- LCD projector and screen or projection surface
- Laptop computer with Microsoft Office PowerPoint installed
- Cables to connect
- Copies of Capability Index (from Appendix Session 8)
- Post-It butcher paper size to scribe
- Markers
- Presentation Session 8: CIP-Needs and Opportunity Assessment

**Key Concepts:**

- Recap the major highlights from session 7 and key components used to advance the policy advocacy discussion, including but not limited to community building principles, and building political will and diverse social support
- Show examples of how collecting evidence /data have been used to influence policy, and reiterate that it is a necessity to engage in relationship-building when working with government, and showcase how social capital and community-building are paramount in the policy development process, to ameliorate public problems
- Share various public health frameworks to set the stage for the RLA participants selecting and prioritizing their community change campaigns. The latter should be an outcome of Session 8
- Review a list of community issues identified in past sessions and produce another list that is even more paired down. Conduct a roundtable discussion identifying the top 1 and 2 issues resulting from the 'Community Feedback' survey homework assignment that the RLA participants were given upon completion of Session 7, and collectively develop a shorter priority list of potential community improvement projects (a total of 4 issues maximum)
- Have RLA participants individually and collectively answer questions from the reality checklist and the impact analysis, to ensure that the projects chosen are the best and most beneficial for all in the target community
- After the prioritization is done, introduce the concept of group roles and responsibilities to the RLA participants, and emphasize the need to assign roles and responsibilities to group participants in order to best manage the evolving developments of the group as well as the advocacy campaign implementation process. To conduct this exercise successfully, ask the participants to individually fill out the capability index, and report out to the group

- Recognize the vast array of skills and quality experiences that has been gained among members of the group. And now that everyone has taken the time to listen to one another share their capacities and what they have experience in, encourage the RLA participants to nominate one another for specific positions in order to complete the task of developing their own organizational structure
- Transition the discussion to review various data sources that can fuel or advance the policy campaigns that the RLA participants have identified. Conduct a live demo of developing Automated Regional Justice Information System (ARGIS) maps, which plots police data across the county for specific neighborhoods and jurisdictions
- Share how data can be utilized effectively to advocate for policy change with elected officials and different policy boards. Review simple ways of gathering qualitative data to document community concerns through the use of photos, written documentation, general observations, etc.
- *\*CUSTOMIZED\** Insert the photographs and summarized CPTED assessment data (observations and solutions) collected between Sessions 4 – 7. Each slide should identify the RLA participant who submitted their photographs for discussion, and they should be empowered to speak to the issues and propose their solutions to the group as a whole
- Mention how simple yet effective these qualitative (and quantitative) data gathering methods are when attempting to advance policy discussions to improve the environmental and social conditions in underserved neighborhoods. Also, provide various examples of forums where this data and information can be shared to stimulate a good policy discussion

### ***Post-Work:***

- Compile the information from the Group Roles and Responsibilities discussion, and create an organizational chart with the names of the participants under their appropriate category and bring copies of the organizational structure to Session 9
- Plug in the information from the top priorities discussion, and insert the project priorities into the template called “Planning and Implementation CIP” form (from Appendix Session 9)
- Continue the coordination discussion about the Community Celebration and Presentation event so that it is not planned at the last minute (logistics, date confirmation, etc.)

- Send the intern that is creating the community change project simulations the photographs of the CIP(s) areas to begin creating the “before” and “after” simulations that you will want to plug into Session 10’s power point. You will want to plug in the newly created simulations also into the Community Presentation and Celebration event power point

### **Customization Work: To do before the session**

- On slide # 18 of the power point, add the community issue areas that have been collected over time since the Session 2 discussion and also through the community assessment and audits process that the participants completed during session 4-7
  
- On slide #22, you will not have the top 3 priorities because you will be deciding them during this Session
  
- This section will require facilitators to use the organized photos and information reviewed from the community assessment and audit process, and plug this information into each issue area. Make sure that for each issue concern that photo slides and concerns/recommendations slides accompany one another. If you need to use more slides for photos and concerns/recommendations, feel free to add them by duplicating the slides you need more of. Look at the training manual or presentation for Session 8, to get a visual idea of what information should go where.***
  - » 1. On slide #32-33, add photos from one of the issue areas
  - » 2. On slide #34-35, insert the concerns and the recommendations (take this information from the assessments and the scribe notes taken during Session 2)
  - » 3. On slide #36, repeat step 1 for a second issue different from the first
  - » 4. On slide #37-38, repeat step 2 for the same issue selected for slide #40
  - » 5. On slide #39, repeat step 1 for a third issue different from the first and second
  - » 6. On slide #40-41, repeat step 2 for the same issue selected for slide #43
  - » 7. On slide #42, repeat step 1 for a fourth issue that is different from the first three issues
  - » 8. On slide #43-44, repeat step 2 for the same issue selected for slide #46
  - » 9. If you have more issues, that you would like to add, just repeat the steps 1 and 2 above







SESSION 9  
COMMUNITY  
IMPROVEMENT PROJECT  
PLANNING &  
IMPLEMENTATION

## SESSION 9: COMMUNITY IMPROVEMENT PROJECT PLANNING & IMPLEMENTATION

**Session Length:** (2 hours, 30 minutes)

### **Session Description:**

The intent of this session is to advance the process of creating a community-driven action plan to improve the environmental and social conditions in the target neighborhoods relative to improving access to healthy food, improving public safety and physical activity opportunities in high-need communities. At this juncture in the overall process, the communities' priority issues have been identified, and this session should acknowledge and confirm the strategic direction determined by the group. In addition, facilitators should allocate the time to solidify the group's organizational structure as well as develop its vision statement which characterizes the sentiment of the projects chosen by the RLA group. While completing the entire action plan is probably wishful thinking as part of Session 9, you as a facilitator at least should be able to move the group through the process of completing the action steps of at least one of the priority areas, so that the participants will be prepared for what is to be expected of them during Session 10.

### LEARNING OBJECTIVES

- To encourage groups to prioritize their issues for action and select a focus for the Community Improvement Project (CIP)
- To be able to identify and evaluate potential mechanisms to address the issue and establish a strategic plan appropriate for the selected issue (e.g., citizen patrol, identify a policy)
- To identify actions to mobilize community stakeholders and Decision-Makers to support the CIP

### **Pre-session:**

- Be sure that all power point equipment is working properly
- Be sure to give yourself enough time to spend before-hand customizing the presentation for Session 9: CIP-Planning and Implementation
- Prepare to have previously reviewed the City planning and policy documents from target area to show how the RLA group's issues are in alignment with the current plans of their City

- Prepare post-it sheets to scribe on while in the session with the following topics
  - » **3 Sheets - Visioning** (facilitators will need one sheet to jot down brainstorming ideas, another sheet to write drafts of the vision statement, and a third sheet to write the final vision statement that received the RLA group's approval)
  - » **8 Sheets (2 per priority issue area )** - Complete the categories identified in the "Planning and Implementation Plan for CIP" form for the each issue (Goal/Objective is the issue area, activities, timeline, responsibility, funding, benchmarks/outcomes, communications/media opportunities for each issue)
  
- Take the priority issues that the group has decided to work on from Session 8 and place them into the "Planning and Implementation Plan for CIP" form that will work as the action plan template
  
- Look for an area map of the target community before-hand because you will need it for customization of slide # 58 in the Session 9 presentation
  
- Make sure that the flyer for the Community Presentation and Celebration event is finalized so you can bring copies to the Session

### **Videos and Presentation:**

- Presentation Session 9: CIP- Planning and Implementation

### **Mandatory Interactive Learning Activity:**

- Visioning Activity
  - » Take the time that you will need at the front end to do this activity because it will be important to the group in the long run. Identify a vision for the group gives the group its common purpose. It may be challenging to develop a good vision statement but it will be worth the effort it took in the end. Give everyone an opportunity to share their ideas and comments about what the vision should be. Use the post-it to scribe paper for the group during this activity. You will need one sheet to jot down brainstorming ideas another sheet to write out drafts of the vision statement, and a final sheet to write the final vision
  
- Planning and Implementation for CIP
  - » This will be a lengthy process that might take more than one session and might spill over to session 10 but it is how the group will fortify how they will move forward to complete their CIP(s)

- » It is important for each goal/objective to have a defined timeline for completion, persons responsible for activities, funding sources identified, benchmarks/outcomes identified, and communications/media opportunities listed out for each issue/objective/goal
- » It is recommended that facilitators begin the benchmarks/outcomes discussion (“beginning with the end in mind”), and then identify the timeline, followed by activities it would take to accomplish (immediate to long-term) the activities, who will be responsible for each of the activities to be completed, where the funding could come from (if needed), and what media/communications strategies can be implemented to move the objective forward

### **Mandatory Homework Activity:**

- Have participants continue to brainstorm toward the development and implementation of their Community Presentation and Celebration (e.g. music, food, type of invitations, media outreach)
- Have participants identify 5 people in the community that they would like to invite to the Community Presentation and Celebration, and share finalized flyer with them

### **Optional Background Reading and Resources:**

- <http://www.wholepicturethinking.com/recent-projects>

### **Agenda (2 hours, 30 minutes)**

- **Welcome/Review**
- **The Vision Exercise**
- **Break**
- **Recommendations and Strategies for the CIP**
  - » Potential Crime Prevention through Environmental Design (CPTED) and Walkability Strategies
  - » Community Photos to Develop Recommendations
  - » CPTED & Public Art Strategies and Examples
- **Break**
- **City Planning Documents**
  - » Highlight Existing Planning Documents that Complement Community Improvement Project(s)
- **Action Plan Development**
  - » Action Plan Development Format
  - » Complete the Planning and Implementation Plan for the Community Improvement Project(s)
- **Closing**

### **Materials:**

- LCD projector and screen or projection surface
- Laptop computer with Microsoft Office PowerPoint installed
- Cables to connect
- Post-It butcher paper size to scribe
- Markers
- Presentation Session 9: CIP-Planning and Implementation
- Copies of Group Roles and Responsibilities Chart to handout to participants
- Copies of the Planning and Implementation CIP form to handout to participants
- Copies of the finalized flyer for the Community Presentation and Celebration event

### **Key Concepts:**

- State the expectations for the day, and remind the group how important community building and solidification of the group's organizational structure is relative to achieving the improvements they desire
  
- By referencing the priority issues chosen for the community improvement projects, lead the group through a visioning exercise (if not yet finalized), which should represent one, concise statement that embodies the sentiment of the projects identified by the RLA participants
  
- Make a strong push for RLA participants to think in terms of not just identifying areas of concern, but offering solutions to community problems based on their knowledge of evidence-based strategies that they have learned over the past several weeks
  
- Steer the group to identify solutions as part of the action plan development process/It is important for facilitators to (once again) review the specific strategies for walkability/pedestrian safety, traffic calming and crime prevention (through beautification and public art), so participants can identify the specific changes they want to see in their communities which helps them know they were successful in the implementation of their campaigns
  
- Review the photographs that depict the priority issues of the RLA group and demonstrate a direct linkage between the community goals and evidenced based primary prevention strategies with proven impact. Additionally, take the time to connect these priority goals and their strategic directions to specific

segments of the City or County government planning documents, to further illustrate that the impetus for implementing these recommendations to improve conditions in the target community are practical, and in alignment with the vision of government entities and policy boards

- Initiate the action plan development discussion with the RLA participants for the remaining priority issues. Get as far as you can with the group to adequately fill in each of the action plan categories. Remember to identify the names of RLA participants next to each activity mentioned in the action plan development process, to ensure accountability

### **Post-Work:**

- Continue working on completing Community Celebration and Presentation event logistics such as food, music, location, invitees, etc. Try to use local community partners and other resources to adequately complete the planning process for the event
- Work on the Community Presentation and Celebration event power point presentation that the group will use at their event. (See Appendix, Session 9 for Sample community presentation)
- Follow-up with the intern that is creating the simulations, and send them the information they will need relative to what the residents want to see to positively change specific neighborhood environments. The simulations will play a key role in the success of the Community Presentation and Celebration event overall

### **Customization Work: To do before the session**

- Look at the training manual or presentation for Session 9 to get a visual idea of what information should go where.**
  - » 1. On slide # 5, add the finalized group roles and responsibilities, and ask group to verify that this is correct. Add and/or confirm the participation of anyone who missing from the group roles and responsibility discussion
  - » 2. On slide #6, add the priority issues that the group decided in Session 8 that will become their CIP(s)
  - » 3. On slide #42, add the title of the community issue that was given the highest priority after the vetting process from Session 8
  - » 4. On slide #43-45, add the same photos for the same community issue used in the Session 8 presentation



- » 5. On slide #46, add the information that links the community issues from slides 42-45 to the evidence based strategy and work that connects with the city planning documents (facilitators should have previously reviewed this information in order to do this customization work)
- » 6. On slide #47, repeat the step 3 with the second community priority issue that the group wants to work on
- » 7. On slide #48-50, repeat step 4 for the second community priority issue used on slide #47
- » 8. On slide #51, repeat step 5 and link the community issues from slides 48-50 to the evidence based strategies that can help accomplish these projects
- » 9. On slide #52, repeat step 3 with the third community priority issue that the group wants to work on (if there is a third issue)
- » 10. On slide #53-55, repeat step 4 for the third community priority issue used on slide 52
- » 11. On slide #56, repeat step 5 and link community issues from slides 53-55 to the evidence based strategies that can help accomplish these projects
- » 12. On slide # 58, insert an area map of the community (if you can acquire one)
- » 13. Slide # 59-62, (you can duplicate slides if you need more than 4 slides to fill in your information) insert in each slide the name of the planning document you are referring to. Identify the section name of the document you are citing, and insert the potential allies and targets from the documents or your own knowledge of the community. Insert the supporting and overlapping work ideas; plans and activities that the planning documents highlight which match with the community priority issues that the participants have chosen







SESSION 10  
COMMUNITY  
IMPROVEMENT PROJECT,  
EVALUATION AND  
CELEBRATION

## SESSION 10: COMMUNITY IMPROVEMENT PROJECT, EVALUATION AND CELEBRATION

**Session Length:** (2 hours, 30 minutes)

### **Session Description:**

The primary goal of this session is to complete the action plan development process, to officially set forth the strategic direction of the RLA group. The great thing about completing the action plan in coordination with the RLA participants is whether or not you (as a facilitator) are present at future meetings, the group will always have a point of reference to keep them on track as a reminder of what they intend to accomplish. The finalized document also clearly identifies which RLA members are responsible for what activities, which ensures accountability and long-term commitment to the process. The action plan is a tool and a “living document” which will serve as a guide to sustain the efforts of the group. In addition to aiming to make great strides leading to the completion of the action plan, another critical piece of this session is to share insights with RLA participants about the evaluation framework for determining the success and challenges of the project overall (formative and summative evaluation methods). Finally, it is imperative that facilitators motivate participants to take the process a step further by demonstrating their leadership capacity to the general public by planning their own Community Presentation and Celebration event to a wide range of diverse stakeholders in the target community in order to build strong working alliances and support for their community improvement project implementation work. It is important to share with the RLA group just how significant it is in the process of leadership development and public policy implementation to take this vital step, to elevate the power and visibility of the RLA group for all the community to see.

### LEARNING OBJECTIVES

- To understand how to assess, document and implement the effect of your Community Improvement Project (e.g., pre/post survey, before-after photos, identify meaningful measures of change created)
- To understand the value of community celebration as a way to recognize achievements and stimulate future community action
- To describe the issues, the implementation steps, evaluation strategies, and to build celebrations associated with a successful CIP

### ***Pre-session:***

- Be sure that all power point equipment is working properly
- Be sure to give yourself enough time to spend before-hand customizing the presentation for Session 10: CIP-Evaluation and Celebration
- Prepare to have previously reviewed the City planning summary documents for the target area, to share with the group how their issues overlap/align with the current plans that the city has in motion
- Prepare to take the information that the group has decided on from the work done in Session 9 (including their vision statement), and plug it into the “Planning and Implementation Plan for CIP” form. Participants will continue to use this input toward the completion of their action plan, so make copies for the group
- Be prepared to initiative dialogue and share about updated logistics relative to the upcoming Community Presentation and Community Celebration event
- Follow-up with the intern that is creating the simulations, and ensure that the finalized simulations are sent to project staff, so that they can plug this new information into the power points for Session 10 as well as the Community Presentation and Celebration power point

### ***Videos and Presentation:***

- Presentation Session 10: CIP – Evaluation and Celebration

### ***Mandatory Interactive Learning Activity:***

- Complete the “Planning and Implementation for CIP” form if it has not been completed in the previous session
- Finalize the planning for the Community Celebration and Presentation event

### ***Homework Activity:***

- Encourage participants to disseminate flyers to the Community Presentation and Celebration event
- Have participants decide on a dress rehearsal date, time and location to practice for their Community Presentation and Celebration event

### ***Optional Background Reading and Resources:***

- <http://www.sil.org/lingualinks/literacy/ReferenceMaterials/GlossaryOfLiteracyTerms/WhatIsEvaluation.htm>
- Stephen B. Fawcett and Colleagues. “Our Evaluation Model: Evaluating Comprehensive Community Initiatives, The Community Tool Box. [http://ctb.ku.edu/en/tablecontents/sub\\_section\\_main\\_1007.aspx](http://ctb.ku.edu/en/tablecontents/sub_section_main_1007.aspx)

### **Agenda** (2 hours, 30 minutes)

- **Welcome/Review**
- **Evaluation**
  - » Outcomes and Measures
  - » Resident Leadership Academy CIP Evaluation Plan
  - » Chula Vista Evaluation Example
- **Break**
- **Action Plan Development**
  - » Complete the Planning and Implementation Plan for the Community Improvement Project(s) (CIP)
- **Celebrate**
  - » Smart Celebrations
  - » Resident Leadership Academy Community Presentation and Celebration
- **Closing**

### **Materials:**

- LCD projector and screen or projection surface
- Laptop computer with Microsoft Office PowerPoint installed
- Cables to connect
- Post-It butcher paper size to scribe
- Markers
- Presentation Session 10: CIP-Evaluation and Celebration
- Copies of Group Roles and Responsibilities chart to handout to participants that did not receive it previously
- Copies of the “Planning and Implementation for CIP” form to handout to participants
- Copies of the finalized flyer for the Community Presentation and Celebration event

### **Key Concepts:**

- Set the stage for the discussion, and review the steps outlined in the ‘Advocacy Roadmap’ to demonstrate for the group that the process that they have undertaken is logical, well-thought out, sophisticated and complete. Let the RLA participants know that their preparation and commitment, to date, is bound to stimulate widespread positive reactions in the community-at-large as well as good will with elected officials, local business owners and new/old neighbors



- Explain about the purposes for evaluating the project, and shed light on the framework by which the RLA project is being evaluated. Explain the difference between formative and summative evaluation, and how these two evaluation theories connect to provide a thorough assessment for determining the successes and challenges of the project
- Review the Community Action Plan Logic Model with the RLA participants, and explain that the process of defining the success of the project overall can be described by groups working as a collective to identify short term, intermediate and long-term changes which capture the qualitative and quantitative outcomes which together serve as adequate measure of the RLA project overall (share examples). Also, do not hesitate to re-emphasize the core components that ensure the success of community health initiatives as well as the proven positive impacts of the built environment changes that encourage physical activity and healthy food access
- Share an overview of the RLA evaluation strategy and highlight its core components. Showcase the Chula Vista Utility Box Project as a success, because of its ability to visually create positive change in the neighborhood. Emphasize the need to change places in tangible and more visible ways to define project success. Share public art and crime prevention outcome successes
- Continue the action plan development process (if needed). Review the vision statement created by the RLA group and get final confirmation that this statement reflects the sentiment of the group
- Review the group organizational structure with the participants, and solidify the commitments of the leaders nominated for certain positions that have not yet been confirmed. Mention that it is perfectly okay for several members of the group to serve under the same positions outlined in the group organizational chart. The latter is a key strategy to facilitate RLA participants learning from one another as part of conducting the future business of the group
- Review the community improvement projects selected by the RLA group, and for each priority project, lead the group through an extensive discussion that will assist RLA participants in completing the categories of the action plan template in written form.

- By now, facilitators should have successfully facilitated the group adopting a place-based focus, with intense desires to improve the conditions of a target area of the community. To stimulate the action plan development process and assist the RLA group in identify what real change looks like, consider utilizing photographs of these target areas to provide motivation for completing the process, and extract ideas which reflect the tangible, visual changes that the leaders want to see in their community
- Transition the discussion to Community Presentation and Celebration event planning. Share a draft agenda for an event of this type, select RLA participants who will serve in the roles of greeter, master/mistress of ceremonies, and identify the leaders who will work as a team to highlight the community improvement projects during the networking portion of the Celebration event. As part of this discussion, you also want to discuss logistical and planning aspects for hosting the event
- Throughout this process, we have emphasized the need to provide visuals which showcase “before” and “after” changes to community environments which reflect the collective vision of the RLA participants. Provided that you have fulfilled this aspect of the work, now is the time to showcase the simulations as yet another tool for articulating the desires of the group when they interface with the general public

### ***Post-Work:***

- Finalize the Community Presentation and Celebration power point presentation that the group will use for their final event (See Appendix, Session 10)
- Finalize the “Planning and Implementation for CIP’ form
- Finalize details of the Community Presentation and Celebration event (including press release, See Appendix - Session 9 for a sample press release)

### ***Customization Work: To do before the session***

- On slide #26, insert the vision that the group decided on from Session 9
- On slide #27, insert the Group Roles and Responsibilities that the group has decided from Session 8
- On slide #28, insert the CIP projects that the group decided they would work on from Session 8
- On slide #30, insert the area map of the target community if you acquired it
- On slide # 29, insert the “Planning and Implementation Plan for CIP” form that the group has completed from Session 9



## Conclusion

Primary prevention is important and the best strategy to achieve cost savings related to persistent chronic diseases and related illnesses that exist in our society. It is the sentiment of this writing team that community mobilization efforts, like the RLA, are a critical means for edifying the overall public health infrastructure that exists in communities at local, regional, statewide and national levels. Empowering communities to enact and take ownership for the implementation of strategies and activities that will increase the quality of life of their neighborhoods is a critical ingredient for initiating sustainable changes in low-income, under-resourced communities. Essentially, when community residents are engaged, informed, brought up to speed and empowered to adopt the same strategies as those of us practicing in the field, our collective work is fortified and becomes more authentic, powerful and influential in policy settings. Future policy changes and solutions that are offshoots of this work when done correctly will achieve greatness far beyond what those of us in the field ever desired. That said, we hope that by reviewing this guide and investing your time in facilitating this experience in communities that you have gained a better and more complete understanding for what is needed on the “front end”, to make highly practical and great strides to reduce health disparities and inequities to improve neighborhoods across the US.

## Appendices

### ***Appendix A: Materials and Handouts for Session 1-10***

- **Session 1 -Orientation**
  - a. Sign-in sheet
  - b. Photo/video release forms
  - c. Healthy Food Options
  - d. W9 forms
  - e. Participant Questionnaire
  - f. DVD sign-out sheet sample
  - g. RLA Session Calendar
  - h. RLA Sample Name Labels
  
- **Session 2- Community Building Principles**
  - a. Copies of Bingo Activity Worksheet
  - b. Contact Roster
  
- **Session 3- Social Determinants of Health**
  - a. Park Audit assessment forms copies
  - b. Neighborhood CPTED assessment forms
  - c. Camera sign-out sheet (optional if you are handing out cameras)
  
- **Session 4- Safe, Walkable Communities and CPTED**
  - » None
  
- **Session 5- Healthy Food Systems**
  - a. Michelle Obama visits San Diego Community Garden Article
  - b. Know Your Label Handout
  - c. Olivewood Gardens and Learning Center Recipe Handouts 1 & 2
  - d. Resources in Your Community Handout
  
- **Session 6- Land Use and Community Planning**
  - a. Copies of Defined Spaces activity (Appendix Session 6)

- **Session 7 – Leadership, Advocacy and Policy Development**
  - a. Community (Polling) Survey Activity Form
  - b. Power Analysis Activity Sheet 1
  - c. Power Analysis Activity Sheet 2: Opponents
  - d. Power Analysis Activity Sheet 3: Supporters
  
- **Session 8- CIP: Needs and Opportunity Assessment**
  - a. Capability Index
  
- **Session 9-CIP: Planning and Implementation**
  - a. Group Roles and Responsibilities chart handout
  - b. "Planning and Implementation for CIP" form handout
  - c. Community Presentation and Celebration event sample flyers (4)
  - d. Press Release Sample for Community Presentation and Celebration
  
- **Session 10- CIP: Evaluation and Celebration**
  - a. RLA Diploma Sample
  - b. Community Presentation Sample

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- ii. Reed, J.A. et al. (2006). Perceptions of neighborhood sidewalks on walking and physical activity patterns in a southeastern community in the U.S. *Journal of Physical Activity and Health*, (3), 243-253 at [http://www.activelivingresearch.org/files/ALR\\_Brief\\_WalkableCommunities.pdf](http://www.activelivingresearch.org/files/ALR_Brief_WalkableCommunities.pdf)
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- iv. James S. Social determinants of health: implications for intervening on racial and ethnic health disparities. Paper presented at: Minority Health Conference, 2002; University of North Carolina.

# SIGN-IN SHEET

SESSION \_\_\_\_\_ DATE \_\_\_\_\_

NAME	ADDRESS	PHONE	SIGNATURE	E-MAIL



## PHOTO RELEASE FORM

I hereby grant permission to the Community Health Improvement Partners (CHIP), their agents and designees to use my photograph, videos, and all related on their World Wide Web sites, in other printed publications without further consideration. I acknowledge that photographs, videos may be cropped or treated. I also acknowledge that my photo and videos may not be used at this time, but may be used at a later date, at the discretion of CHIP.

I also understand that photos and videos posted on any website can be downloaded by any computer. Therefore, I agree to indemnify and hold CHIP harmless. CHIP reserves the right to discontinue use of photos without notice.

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Date

---

Name of Subject

---

Address

---

Phone (optional)

---

E-mail (optional)

---

Signature of subject or custodial parent or guardian for photographic subjects under 18 years of age

Community Health Improvement Partners (CHIP)  
(858)709-7969

# Beverages: Make Every Sip Count

## Parents

### When Choosing Drinks, Ask:

**How can I make every sip count?** Drink natural, nutrient-packed beverages like milk, 100% juices and water to boost your nutrition.

#### Did I drink 2-3 cups of milk today?

If not, drink low-fat or fat-free milk to build strong teeth and bones.

#### Am I thirsty?

Choose water to stay hydrated without adding extra calories. Use tap water and add ice cubes to save money. Add flavor with sliced fruit or cucumber.

#### What if I don't like the taste of tap water?

Leave water overnight in an open container. Chlorine evaporates so water tastes better.

#### What should I do with the large drink from a meal combo at fast food restaurants?

Substitute low-fat or fat-free milk, water or split a drink with family.



## What's in Your Drink?

### Read the Label

#### Find the serving size.

One container isn't always one serving. This container has 3 servings. Drinking the whole container is 510 calories!

#### Limit added sugars.

#### Read ingredients.

Milk or 100% juice should be listed first.

Nutrition Facts	
Serving Size 8 fl oz (245g)	
Servings Per Container 3	
Amount Per Serving	
<b>Calories</b>	170
Calories from Fat 20	
%Daily Value*	
<b>Total Fat</b>	2.5g
<b>Saturated Fat</b>	1.5g
<b>Trans Fat</b>	0g
<b>Cholesterol</b>	5mg
<b>Sodium</b>	190mg
<b>Total Carbohydrate</b>	29g
<b>Dietary Fiber</b>	1g
<b>Sugars</b>	27g
<b>Protein</b>	8g
<b>Vitamin A</b>	10%
<b>Vitamin C</b>	6%
<b>Calcium</b>	30%
<b>Iron</b>	4%
* Percent Daily Values are based on a 2,000 calorie diet.	



## What Size Is Your Drink?

**This glass is the actual size of one cup, or 8 ounces.**

Compare your cup here. Then check your label to see how much you are drinking.

Water

Milk: Low-fat or fat-free  
100% juice

Unsweetened beverages

## Choose Most Often

## Drink Less Often

Soda  
Sports drinks, energy drinks  
Fruit-drinks  
Sweetened teas, coffees and other beverages

## I Will Drink More:

## I Will Drink Less:



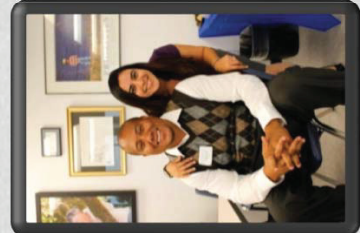
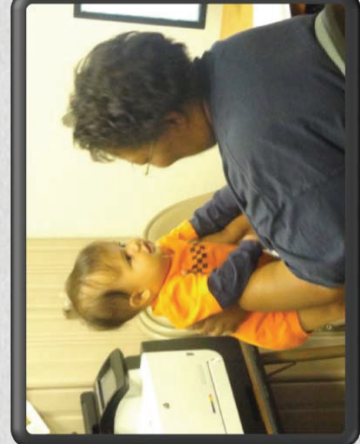
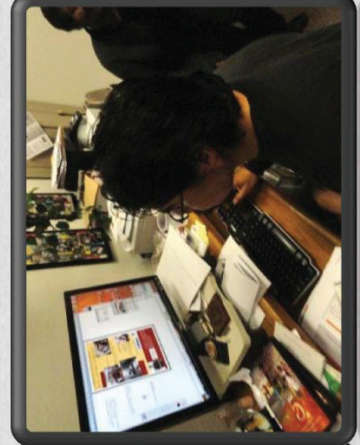


LIVE WELL  
SAN DIEGO



COMMUNITY HEALTH  
IMPROVEMENT PARTNERS  
making a difference together

**THANK YOU FOR JOINING US!!!**



## Price Comparison of Costco Breakfast & Snack Foods

Serving healthy snacks and breakfast foods to your faith community does not need to be expensive. There are many healthy items to choose from that cost less than \$.50 cents per serving. For example, serving granola bars at church services or functions may be less expensive than serving foods like donuts. On average a dozen donuts costs \$7.73 or about \$.64 cents per serving. Listed below are a few examples of healthy options available at Costco.

<b>COSTCO Breakfast Foods</b>	<b>Price Per Box</b>	<b># Of People Serves</b>	<b>Price per Serving</b>
General Mills <i>Nature Valley Granola Bars</i>	\$11.48	48	\$0.24
Kashi <i>GOLEAN Chewy Bars</i> (Honey Almond Flax, Peanut Butter & Trail Mix)	\$11.79	25	\$0.47
General Mills <i>Fiber One Chewy Bars</i> (Chocolate Chip)	\$9.59	30	\$0.32
Kelloggs <i>Nutri-grain Cereal Bars</i> (Apple Cinnamon, Blueberry & Strawberry)	\$11.39	48	\$0.24
Quaker <i>Instant Oatmeal</i>	\$9.99	55	\$0.18
Dole <i>Fruit Bowls</i>	\$7.99	20	\$0.40

<b>COSTCO Snack Foods</b>	<b>Price per Box/Pound</b>	<b># Of People Serves</b>	<b>Price per serving</b>
Sun-Maid <i>Raisins</i>	\$6.45	50	\$0.09
Kirkland <i>Pistachio Nuts</i>	\$15.99	32	\$0.25
Kirkland <i>Rice Crackers with Nuts</i>	\$7.59	45	\$0.16
Hoody's <i>Salty in-shell Peanuts</i>	\$4.99	53	\$0.06
Kirkland <i>Peanuts/Cashew/Almond Pack</i>	\$12.72	24	\$0.53
Planters <i>Salted &amp; Roasted Peanuts</i>	\$7.29	48	\$0.15
Kirkland <i>Fruit &amp; Nut Medley</i>	\$10.99	52	\$0.20
Welch's <i>Fruit Snacks</i>	\$10.79	80	\$0.14
David's <i>Sunflower Seeds</i>	\$8.19	24	\$0.34
Utz's <i>Sourdough Pretzel Barrel</i>	\$5.99	52	\$0.12
Frigo <i>String Cheese</i>	\$6.79	48	\$0.14
Healthy Choice <i>Fudge/Sorbet &amp; Cream Bars</i>	\$8.99	18	\$0.49

\*\*\*This list does not constitute endorsement by the San Diego County Childhood Obesity Initiative; it merely provides a list of snack and breakfast foods currently available at COSTCO.

Core funding for the San Diego County Childhood Obesity Initiative provided in part by:



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## Healthful Choices: Choose to Eat Better & Move More

Are these your choices?	Try these foods instead!
Soda	Water, 100% fruit/vegetable juice, low fat milk, soy/rice drink
Whole milk (regular, evaporated, condensed)	Non-fat or 1% low-fat milk; non/low-fat yogurt; non/low-fat evaporated milk; low-fat buttermilk, soy, almond, or rice milk
Whole milk cheese	Part skim/non-fat cheese, soy products
Sour cream	Non/low-fat yogurt, "lite" sour cream, rice sour cream
Ice cream	Low-fat ice cream, frozen yogurt, sherbet, rice cream
Chips, crackers, cookies, candy	Popcorn, whole grain crackers or pretzels, fresh, frozen, canned or dried fruit - Raw vegetables w/salsa
Donut, sweet roll, croissant	Whole wheat toast, bagel, tortillas & <u>a little</u> jelly/cream cheese
Sausage & egg biscuit	Pancakes with syrup— <i>Hold the butter!</i> —or tofu scramble
Pizza with pepperoni or sausage	Pizza with vegetables (no extra cheese)
Burger or fried chicken	Broiled or grilled chicken— <i>Hold the mayo or special sauce!</i>
French fries, hash browns	Baked, boiled, mashed potatoes or choose a salad or fruit
Fried rice or beans with lard	Use a little oil and spices, tomatoes, onions, peppers, garlic
Salad dressing	Fresh salsa or lemon juice & herbs
Mayonnaise	Non/low-fat mayo, or soy mayo, reduced fat variety
Butter, lard, bacon fat	Oil or margarine (first ingredient should be liquid oil; no hydrogenated oils; no trans fat)—Try reduced fat variety
Seasoning: fat back or lard	Seasoning: lean ham or small amount oil, chili, onions
Bacon	Lean ham, smoked turkey, tofu/mock bacon
Sausage	Lean/extra lean ground beef/turkey/tofu with spices/herbs
Regular ground beef	Lean/extra lean ground beef/turkey, veggie burgers, beans
Chuck steak	Lean round steak (use less meat)
Chicken or turkey parts with skin	Chicken or turkey parts <u>without the skin</u>
Frozen or canned vegetables w/ sauce	Frozen or canned vegetables - no sauce
Are these your choices?	Choose to move! (30-60 minutes/day)
TV, video games, computer	Dance to music on radio, TV, CD, iPod, or go play ball!
Drive the kids to school	Walk or bike to school with the kids
Let the dog out the back door	Walk the dog for 30 minutes
Lie on the beach	Swim, ride the waves, walk along the shore
Eat Saturday lunch in the kitchen	Eat; then go to the park, kick a soccer ball, ride bikes, walk
Sit in your yard/garden	Plant vegetables in your yard/garden
Drive to do errands or work	Bike or walk and use the bus for errands or going to work
Take the elevator	Walk up the stairs
Park in the nearest spot	Park a distance from destination, walk the rest of the way
Sit during lunch	Walk during part of lunch

## Request for Taxpayer Identification Number and Certification

**Give form to the  
requester. Do not  
send to the IRS.**

Print or type  
See Specific Instructions on page 2.

Name (as shown on your income tax return)	
Business name, if different from above	
Check appropriate box: <input type="checkbox"/> Individual/Sole proprietor <input type="checkbox"/> Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Limited liability company. Enter the tax classification (D=disregarded entity, C=corporation, P=partnership) ▶ ..... <input type="checkbox"/> Exempt payee <input type="checkbox"/> Other (see instructions) ▶	
Address (number, street, and apt. or suite no.)	Requester's name and address (optional)
City, state, and ZIP code	
List account number(s) here (optional)	

### Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on Line 1 to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Social security number
or
Employer identification number

**Note.** If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

### Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
3. I am a U.S. citizen or other U.S. person (defined below).

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. See the instructions on page 4.

<b>Sign Here</b>	Signature of U.S. person ▶	Date ▶
------------------	----------------------------	--------

### General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

#### Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

**Note.** If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

**Definition of a U.S. person.** For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

**Special rules for partnerships.** Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

The person who gives Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States is in the following cases:

- The U.S. owner of a disregarded entity and not the entity,

- The U.S. grantor or other owner of a grantor trust and not the trust, and
- The U.S. trust (other than a grantor trust) and not the beneficiaries of the trust.

**Foreign person.** If you are a foreign person, do not use Form W-9. Instead, use the appropriate Form W-8 (see Publication 515, *Withholding of Tax on Nonresident Aliens and Foreign Entities*).

**Nonresident alien who becomes a resident alien.** Generally, only a nonresident alien individual may use the terms of a tax treaty to reduce or eliminate U.S. tax on certain types of income. However, most tax treaties contain a provision known as a "saving clause." Exceptions specified in the saving clause may permit an exemption from tax to continue for certain types of income even after the recipient has otherwise become a U.S. resident alien for tax purposes.

If you are a U.S. resident alien who is relying on an exception contained in the saving clause of a tax treaty to claim an exemption from U.S. tax on certain types of income, you must attach a statement to Form W-9 that specifies the following five items:

1. The treaty country. Generally, this must be the same treaty under which you claimed exemption from tax as a nonresident alien.
2. The treaty article addressing the income.
3. The article number (or location) in the tax treaty that contains the saving clause and its exceptions.
4. The type and amount of income that qualifies for the exemption from tax.
5. Sufficient facts to justify the exemption from tax under the terms of the treaty article.

**Example.** Article 20 of the U.S.-China income tax treaty allows an exemption from tax for scholarship income received by a Chinese student temporarily present in the United States. Under U.S. law, this student will become a resident alien for tax purposes if his or her stay in the United States exceeds 5 calendar years. However, paragraph 2 of the first Protocol to the U.S.-China treaty (dated April 30, 1984) allows the provisions of Article 20 to continue to apply even after the Chinese student becomes a resident alien of the United States. A Chinese student who qualifies for this exception (under paragraph 2 of the first protocol) and is relying on this exception to claim an exemption from tax on his or her scholarship or fellowship income would attach to Form W-9 a statement that includes the information described above to support that exemption.

If you are a nonresident alien or a foreign entity not subject to backup withholding, give the requester the appropriate completed Form W-8.

**What is backup withholding?** Persons making certain payments to you must under certain conditions withhold and pay to the IRS 28% of such payments. This is called "backup withholding." Payments that may be subject to backup withholding include interest, tax-exempt interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

You will not be subject to backup withholding on payments you receive if you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return.

**Payments you receive will be subject to backup withholding if:**

1. You do not furnish your TIN to the requester,
2. You do not certify your TIN when required (see the Part II instructions on page 3 for details),
3. The IRS tells the requester that you furnished an incorrect TIN,

4. The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only), or

5. You do not certify to the requester that you are not subject to backup withholding under 4 above (for reportable interest and dividend accounts opened after 1983 only).

Certain payees and payments are exempt from backup withholding. See the instructions below and the separate Instructions for the Requester of Form W-9.

Also see *Special rules for partnerships* on page 1.

## Penalties

**Failure to furnish TIN.** If you fail to furnish your correct TIN to a requester, you are subject to a penalty of \$50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

**Civil penalty for false information with respect to withholding.** If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a \$500 penalty.

**Criminal penalty for falsifying information.** Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

**Misuse of TINs.** If the requester discloses or uses TINs in violation of federal law, the requester may be subject to civil and criminal penalties.

## Specific Instructions

### Name

If you are an individual, you must generally enter the name shown on your income tax return. However, if you have changed your last name, for instance, due to marriage without informing the Social Security Administration of the name change, enter your first name, the last name shown on your social security card, and your new last name.

If the account is in joint names, list first, and then circle, the name of the person or entity whose number you entered in Part I of the form.

**Sole proprietor.** Enter your individual name as shown on your income tax return on the "Name" line. You may enter your business, trade, or "doing business as (DBA)" name on the "Business name" line.

**Limited liability company (LLC).** Check the "Limited liability company" box only and enter the appropriate code for the tax classification ("D" for disregarded entity, "C" for corporation, "P" for partnership) in the space provided.

For a single-member LLC (including a foreign LLC with a domestic owner) that is disregarded as an entity separate from its owner under Regulations section 301.7701-3, enter the owner's name on the "Name" line. Enter the LLC's name on the "Business name" line.

For an LLC classified as a partnership or a corporation, enter the LLC's name on the "Name" line and any business, trade, or DBA name on the "Business name" line.

**Other entities.** Enter your business name as shown on required federal tax documents on the "Name" line. This name should match the name shown on the charter or other legal document creating the entity. You may enter any business, trade, or DBA name on the "Business name" line.

**Note.** You are requested to check the appropriate box for your status (individual/sole proprietor, corporation, etc.).

### Exempt From Backup Withholding

If you are exempt, enter your name as described above and check the appropriate box for your status, then check the "Exempt from backup withholding" box in the line following the business name, sign and date the form.

Generally, individuals (including sole proprietors) are not exempt from backup withholding. Corporations are exempt from backup withholding for certain payments, such as interest and dividends.

**Note.** If you are exempt from backup withholding, you should still complete this form to avoid possible erroneous backup withholding.

**Exempt payees.** Backup withholding is not required on any payments made to the following payees:

1. An organization exempt from tax under section 501(a), any IRA, or a custodial account under section 403(b)(7) if the account satisfies the requirements of section 401(f)(2),
  2. The United States or any of its agencies or instrumentalities,
  3. A state, the District of Columbia, a possession of the United States, or any of their political subdivisions or instrumentalities,
  4. A foreign government or any of its political subdivisions, agencies, or instrumentalities, or
  5. An international organization or any of its agencies or instrumentalities.
- Other payees that may be exempt from backup withholding include:
6. A corporation,
  7. A foreign central bank of issue,
  8. A dealer in securities or commodities required to register in the United States, the District of Columbia, or a possession of the United States,
  9. A futures commission merchant registered with the Commodity Futures Trading Commission,
  10. A real estate investment trust,
  11. An entity registered at all times during the tax year under the Investment Company Act of 1940,
  12. A common trust fund operated by a bank under section 584(a),
  13. A financial institution,
  14. A middleman known in the investment community as a nominee or custodian, or
  15. A trust exempt from tax under section 664 or described in section 4947.

The chart below shows types of payments that may be exempt from backup withholding. The chart applies to the exempt recipients listed above, 1 through 15.

IF the payment is for . . .	THEN the payment is exempt for . . .
Interest and dividend payments	All exempt recipients except for 9
Broker transactions	Exempt recipients 1 through 13. Also, a person registered under the Investment Advisers Act of 1940 who regularly acts as a broker
Barter exchange transactions and patronage dividends	Exempt recipients 1 through 5
Payments over \$600 required to be reported and direct sales over \$5,000 <sup>1</sup>	Generally, exempt recipients 1 through 7 <sup>2</sup>

<sup>1</sup>See Form 1099-MISC, Miscellaneous Income, and its instructions.  
<sup>2</sup>However, the following payments made to a corporation (including gross proceeds paid to an attorney under section 6045(f), even if the attorney is a corporation) and reportable on Form 1099-MISC are not exempt from backup withholding: medical and health care payments, attorneys' fees, and payments for services paid by a federal executive agency.

## Part I. Taxpayer Identification Number (TIN)

**Enter your TIN in the appropriate box.** If you are a resident alien and you do not have and are not eligible to get an SSN, your TIN is your IRS individual taxpayer identification number (ITIN). Enter it in the social security number box. If you do not have an ITIN, see *How to get a TIN* below.

If you are a sole proprietor and you have an EIN, you may enter either your SSN or EIN. However, the IRS prefers that you use your SSN.

If you are a single-member LLC that is disregarded as an entity separate from its owner (see *Limited liability company (LLC)* on page 2), enter the owner's SSN (or EIN, if the owner has one). Do not enter the disregarded entity's EIN. If the LLC is classified as a corporation or partnership, enter the entity's EIN.

**Note.** See the chart on page 4 for further clarification of name and TIN combinations.

**How to get a TIN.** If you do not have a TIN, apply for one immediately. To apply for an SSN, get Form SS-5, Application for a Social Security Card, from your local Social Security Administration office or get this form online at [www.ssa.gov](http://www.ssa.gov). You may also get this form by calling 1-800-772-1213. Use Form W-7, Application for IRS Individual Taxpayer Identification Number, to apply for an ITIN, or Form SS-4, Application for Employer Identification Number, to apply for an EIN. You can apply for an EIN online by accessing the IRS website at [www.irs.gov/businesses](http://www.irs.gov/businesses) and clicking on Employer Identification Number (EIN) under Starting a Business. You can get Forms W-7 and SS-4 from the IRS by visiting [www.irs.gov](http://www.irs.gov) or by calling 1-800-TAX-FORM (1-800-829-3676).

If you are asked to complete Form W-9 but do not have a TIN, write "Applied For" in the space for the TIN, sign and date the form, and give it to the requester. For interest and dividend payments, and certain payments made with respect to readily tradable instruments, generally you will have 60 days to get a TIN and give it to the requester before you are subject to backup withholding on payments. The 60-day rule does not apply to other types of payments. You will be subject to backup withholding on all such payments until you provide your TIN to the requester.

**Note.** Entering "Applied For" means that you have already applied for a TIN or that you intend to apply for one soon.

**Caution:** A disregarded domestic entity that has a foreign owner must use the appropriate Form W-8.

## Part II. Certification

To establish to the withholding agent that you are a U.S. person, or resident alien, sign Form W-9. You may be requested to sign by the withholding agent even if items 1, 4, and 5 below indicate otherwise.

For a joint account, only the person whose TIN is shown in Part I should sign (when required). Exempt recipients, see *Exempt From Backup Withholding* on page 2.

**Signature requirements.** Complete the certification as indicated in 1 through 5 below.

**1. Interest, dividend, and barter exchange accounts opened before 1984 and broker accounts considered active during 1983.** You must give your correct TIN, but you do not have to sign the certification.

**2. Interest, dividend, broker, and barter exchange accounts opened after 1983 and broker accounts considered inactive during 1983.** You must sign the certification or backup withholding will apply. If you are subject to backup withholding and you are merely providing your correct TIN to the requester, you must cross out item 2 in the certification before signing the form.



**3. Real estate transactions.** You must sign the certification. You may cross out item 2 of the certification.

**4. Other payments.** You must give your correct TIN, but you do not have to sign the certification unless you have been notified that you have previously given an incorrect TIN. "Other payments" include payments made in the course of the requester's trade or business for rents, royalties, goods (other than bills for merchandise), medical and health care services (including payments to corporations), payments to a nonemployee for services, payments to certain fishing boat crew members and fishermen, and gross proceeds paid to attorneys (including payments to corporations).

**5. Mortgage interest paid by you, acquisition or abandonment of secured property, cancellation of debt, qualified tuition program payments (under section 529), IRA, Coverdell ESA, Archer MSA or HSA contributions or distributions, and pension distributions.** You must give your correct TIN, but you do not have to sign the certification.

**What Name and Number To Give the Requester**

For this type of account:	Give name and SSN of:
1. Individual	The individual
2. Two or more individuals (joint account)	The actual owner of the account or, if combined funds, the first individual on the account <sup>1</sup>
3. Custodian account of a minor (Uniform Gift to Minors Act)	The minor <sup>2</sup>
4. a. The usual revocable savings trust (grantor is also trustee)	The grantor-trustee <sup>1</sup>
b. So-called trust account that is not a legal or valid trust under state law	The actual owner <sup>1</sup>
5. Sole proprietorship or disregarded entity owned by an individual	The owner <sup>3</sup>
For this type of account:	Give name and EIN of:
6. Disregarded entity not owned by an individual	The owner
7. A valid trust, estate, or pension trust	Legal entity <sup>4</sup>
8. Corporate or LLC electing corporate status on Form 8832	The corporation
9. Association, club, religious, charitable, educational, or other tax-exempt organization	The organization
10. Partnership or multi-member LLC	The partnership
11. A broker or registered nominee	The broker or nominee
12. Account with the Department of Agriculture in the name of a public entity (such as a state or local government, school district, or prison) that receives agricultural program payments	The public entity

<sup>1</sup> List first and circle the name of the person whose number you furnish. If only one person on a joint account has an SSN, that person's number must be furnished.

<sup>2</sup> Circle the minor's name and furnish the minor's SSN.

<sup>3</sup> You must show your individual name and you may also enter your business or "DBA" name on the second name line. You may use either your SSN or EIN (if you have one), but the IRS encourages you to use your SSN.

<sup>4</sup> List first and circle the name of the trust, estate, or pension trust. (Do not furnish the TIN of the personal representative or trustee unless the legal entity itself is not designated in the account title.) Also see *Special rules for partnerships* on page 1.

**Note.** If no name is circled when more than one name is listed, the number will be considered to be that of the first name listed.

**Secure Your Tax Records from Identity Theft**

Identity theft occurs when someone uses your personal information such as your name, social security number (SSN), or other identifying information, without your permission, to commit fraud or other crimes. An identity thief may use your SSN to get a job or may file a tax return using your SSN to receive a refund.

To reduce your risk:

- Protect your SSN,
- Ensure your employer is protecting your SSN, and
- Be careful when choosing a tax preparer.

Call the IRS at 1-800-829-1040 if you think your identity has been used inappropriately for tax purposes.

Victims of identity theft who are experiencing economic harm or a system problem, or are seeking help in resolving tax problems that have not been resolved through normal channels, may be eligible for Taxpayer Advocate Service (TAS) assistance. You can reach TAS by calling the TAS toll-free case intake line at 1-877-777-4778 or TTY/TDD 1-800-829-4059.

**Protect yourself from suspicious emails or phishing schemes.**

Phishing is the creation and use of email and websites designed to mimic legitimate business emails and websites. The most common act is sending an email to a user falsely claiming to be an established legitimate enterprise in an attempt to scam the user into surrendering private information that will be used for identity theft.

The IRS does not initiate contacts with taxpayers via emails. Also, the IRS does not request personal detailed information through email or ask taxpayers for the PIN numbers, passwords, or similar secret access information for their credit card, bank, or other financial accounts.

If you receive an unsolicited email claiming to be from the IRS, forward this message to [phishing@irs.gov](mailto:phishing@irs.gov). You may also report misuse of the IRS name, logo, or other IRS personal property to the Treasury Inspector General for Tax Administration at 1-800-366-4484. You can forward suspicious emails to the Federal Trade Commission at: [spam@uce.gov](mailto:spam@uce.gov) or contact them at [www.consumer.gov/idtheft](http://www.consumer.gov/idtheft) or 1-877-IDTHEFT(438-4338).

Visit the IRS website at [www.irs.gov](http://www.irs.gov) to learn more about identity theft and how to reduce your risk.

**Privacy Act Notice**

Section 6109 of the Internal Revenue Code requires you to provide your correct TIN to persons who must file information returns with the IRS to report interest, dividends, and certain other income paid to you, mortgage interest you paid, the acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA, or Archer MSA or HSA. The IRS uses the numbers for identification purposes and to help verify the accuracy of your tax return. The IRS may also provide this information to the Department of Justice for civil and criminal litigation, and to cities, states, the District of Columbia, and U.S. possessions to carry out their tax laws. We may also disclose this information to other countries under a tax treaty, to federal and state agencies to enforce federal nontax criminal laws, or to federal law enforcement and intelligence agencies to combat terrorism.

You must provide your TIN whether or not you are required to file a tax return. Payers must generally withhold 28% of taxable interest, dividend, and certain other payments to a payee who does not give a TIN to a payer. Certain penalties may also apply.

**PARTICIPANT INDIVIDUAL DEMOGRAPHICS QUESTIONNAIRE**

NAME	
ADDRESS	
PHONE	
E-MAIL	
AGE	<input type="checkbox"/> 18-19 years <input type="checkbox"/> 35-39 years <input type="checkbox"/> 55-59 years <input type="checkbox"/> 20-24 years <input type="checkbox"/> 40-44 years <input type="checkbox"/> 60-64 years <input type="checkbox"/> 25-29 years <input type="checkbox"/> 45-49 years <input type="checkbox"/> 65 years + <input type="checkbox"/> 30-34 years <input type="checkbox"/> 50-54 years
GENDER	<input type="checkbox"/> Male <input type="checkbox"/> Female
RACE/ ETHNICITY	<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Other <i>(please specify):</i>
Please tell us the ages of all the children in your household. (Check all that apply)	<input type="checkbox"/> Under 1 year <input type="checkbox"/> 8-10 years <input type="checkbox"/> 18-19 years <input type="checkbox"/> 1-4 years <input type="checkbox"/> 11-13 years <input type="checkbox"/> 5-7 years <input type="checkbox"/> 14-17 years
LANGUAGES SPOKEN (Check all that apply)	<input type="checkbox"/> English <input type="checkbox"/> Others <i>(please specify):</i> <input type="checkbox"/> Spanish

I hereby certify that the above statements are true and correct to the best of my knowledge.

Signature	Date
-----------	------

## MINOR PARTICIPANT INDIVIDUAL DEMOGRAPHICS QUESTIONNAIRE

NAME	
ADDRESS	
PHONE	
E-MAIL	
AGE	
GENDER	<input type="checkbox"/> Male <input type="checkbox"/> Female
RACE/ ETHNICITY	<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Other <i>(please specify):</i>
Please tell us the ages of all the children in your household. (Check all that apply)	<input type="checkbox"/> Under 1 year <input type="checkbox"/> 8-10 years <input type="checkbox"/> 18-19 years <input type="checkbox"/> 1-4 years <input type="checkbox"/> 11-13 years <input type="checkbox"/> 5-7 years <input type="checkbox"/> 14-17 years
LANGUAGES SPOKEN (Check all that apply)	<input type="checkbox"/> English <input type="checkbox"/> Others <i>(please specify):</i> <input type="checkbox"/> Spanish

I understand that my child is participating in the Resident Leadership Academy and related events and have given consent for my child to participate in this project. I also understand that participation in this project is entirely voluntary and requires participants to abide by applicable rules and standards of conduct. I release the Community Health Improvement Partners (CHIP) and County of San Diego Health and Human Services Agency and all employees, related parties, volunteers or other organizations associated with this project from any and all claims or liability arising out this participation. I hereby certify that the information provided above is true and correct to the best of my knowledge.

Signature	Date
-----------	------

# DVD SIGN-OUT SHEET

List of DVD's

NAME (please print)	SIGNATURE	SIGNED OUT	RETURN DATE	SIGNATURE

Most of these videos must be purchased to be viewed outside of RLA Sessions if sufficient copies are not available

- *Food, Inc.* and *The Future of Food* (make sure to buy the 2-Disc version of *The Future of Food*) can be bought on [www.amazon.com](http://www.amazon.com)
- *Unnatural Causes* can be bought from [www.newsreel.org/video/unnatural-causes](http://www.newsreel.org/video/unnatural-causes)
- *Where Do I Get My 5?* Can be viewed for free online at [www.vimeo.com/album/44522](http://www.vimeo.com/album/44522) or purchased through Public Matters at [www.publicmattersgroup.com/where5/](http://www.publicmattersgroup.com/where5/)

# RLA SESSION CALENDAR

DATE	TOPIC	LOCATION
	1 - Orientation	
	2 - Community Building Principles	
	3 - Social Determinants of Health	
	4 - Walkable Communities, including Crime Prevention through Environmental Design	
	5 - Healthy Food Systems	
	6 - Land Use and Community Planning	
	7 - Leadership Advocacy and Policy Development	
	8 - Community Improvement Project Needs and Opportunity Assessment	
	9 - Community Improvement Project Planning and Implementation	
	10 - Community Improvement Project Evaluation and Celebration	
	Brown Bag Discussion	
	Community Presentation	

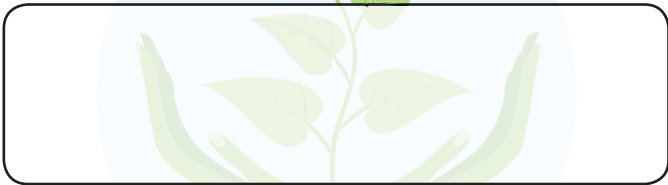
# RLA SAMPLE NAME LABEL

ASK ME ABOUT OUR PLANS!



RESIDENT LEADERSHIP ACADEMY

ASK ME ABOUT OUR PLANS!



RESIDENT LEADERSHIP ACADEMY

ASK ME ABOUT OUR PLANS!



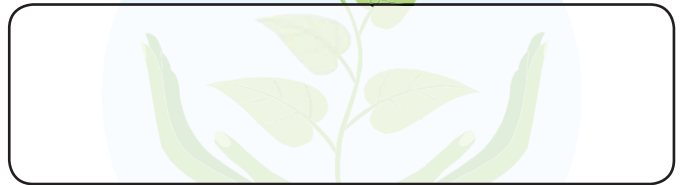
RESIDENT LEADERSHIP ACADEMY

ASK ME ABOUT OUR PLANS!



RESIDENT LEADERSHIP ACADEMY

ASK ME ABOUT OUR PLANS!



RESIDENT LEADERSHIP ACADEMY

ASK ME ABOUT OUR PLANS!



RESIDENT LEADERSHIP ACADEMY

# BINGO

Knows about an issue affecting their community	Can name 2 neighborhoods in their city	Knows a historical fact of the community they live in
Knows the name of the mayor of your city	Organized a community clean-up	Reads the local newspaper
Volunteered at a community event	<b>FREE SPACE</b> is interested in improving the health and safety of the community.	Knows the name of the local newspaper
Can name an annual community event in your community	Knows a specific organization that routinely serves the community	Has given testimony at a city council meeting
Wants to be a part of improving the community	Has attended a training	Has met a city official of your city (Council member, mayor, City Manager, etc.)

Instructions: Find a different RLA participant who fits each description and write that person's name in the appropriate box. You may list each person's name more than once if you have already asked everyone else. ALL boxes filled—make BINGO!

# ROSTER

LASTNAME	FIRSTNAME	HOMEPHONE#	E-MAIL	HOMEADDRESS

***RLA Facilitator Contacts***





# Park Safety Audit Checklist

**Note: If available, a plan drawing of the park should be attached to the audit checklist to encourage site specific comments.**

Date:	Day:
Time:	Weather:
General Area:	Neighborhood Name:
Specific Location:	
Reason for Audit:	
Audited By:	
Contact Number:	
<b>About You:</b>	
<input type="checkbox"/> Male <input type="checkbox"/> Female	
Age : _____	
Do you come to the park alone? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If with other people, who are they – children, seniors? _____	

<b>General Impressions of the Park</b>	
What is your first impression of the park	
What do you like most about this park?	
What do you like least about this park?	
What 5 words best describe the park?	1. _____ 2. _____
3. _____	4. _____ 5. _____
How safe do you feel in this park? <input type="checkbox"/> Safe <input type="checkbox"/> Unsafe <input type="checkbox"/> Not sure	
Are there certain times when you feel unsafe in the park? <input type="checkbox"/> Yes <input type="checkbox"/> No	
During the Day: <input type="checkbox"/> Very unsafe or Unsafe <input type="checkbox"/> Neither safe or Unsafe <input type="checkbox"/> Very safe or Safe	
During the Night: <input type="checkbox"/> Very unsafe or Unsafe <input type="checkbox"/> Neither safe or Unsafe <input type="checkbox"/> Very safe or Safe	
If yes, why? _____	



# Park Safety Audit Checklist

What are the some of the safety issues in this park?

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Drugs         | <input type="checkbox"/> Vandalism                | <input type="checkbox"/> Violent Crime |
| <input type="checkbox"/> Gang Activity | <input type="checkbox"/> Abandoned Cars           | <input type="checkbox"/> Graffiti      |
| <input type="checkbox"/> Prostitution  | <input type="checkbox"/> Abandoned Shopping Carts |  |
| <input type="checkbox"/> Loose Dogs    | <input type="checkbox"/> Trash                    |  |
| <input type="checkbox"/> Other _____   |   |  |

## CPTED PRINCIPLES—FIRST GENERATION (*Physical Environment*)

The proper design and effective use of the built environment can reduce crime, reduce the fear of crime, and improve the quality of life.

### 1. Natural Surveillance

*(Create opportunities for people to watch an area—"eyes on the street", maximize visibility and foster positive social interaction among legitimate users of private and public space).*

#### Visibility - How well can you see and be seen?

##### Sightlines

Can you clearly see what is up ahead?  Yes  No  
If no, why not?

\_\_\_\_\_

What limits your sightlines along pathways? e.g. fences, shrubs

\_\_\_\_\_

Can you see or can others see clearly into the park from the street?  Yes  No

What would make it easier to see?  Trimmed bushes  Vehicles moved  
 Lower walls  Other comments

##### Lighting

Impression of lighting:  Very poor  Poor  Satisfactory  Good  Very good

Is the lighting even?  Yes  No  Too dark  Too bright

Are there lights out or broken?  Yes  No

If so, how many or what percentage?

\_\_\_\_\_

Can you identify a person's face from 12 to 15 yards away?  Yes  No



# Park Safety Audit Checklist

Do you know where to call if lights are broken or not on?  Yes  No

Where could the lighting be improved?  
\_\_\_\_\_

## Hiding Places

Are there places where people could hide?  Yes  No

If yes, where?  Along pathways  Near park entry  Near activity areas

Other potential hiding places?  
\_\_\_\_\_

## Isolation

At the time of the audit, does the area feel isolated (lonely)?  Yes  No  
Why:  
\_\_\_\_\_

Do you know when people are usually around?  Yes  No  
If yes, when?  
Early morning:  None  A few  Several  Many  
During the day:  None  A few  Several  Many  
Early evening:  None  A few  Several  Many  
Late evening:  None  A few  Several  Many

How far is the nearest person to hear a call for help? \_\_\_\_\_ feet  Don't know

What kinds of places or uses surround the park? (Check all that apply)  
 Houses  Stores  Offices  School  Industrial  Parking lot  
 Liquor Store  Recycling Place  Church/Clubs  Empty lot  Health clinic  
 Other \_\_\_\_\_  
Are there people in those areas surrounding the park at different times?  
 Yes  No  Don't know

Impression of surrounding areas around park:  
 Very Poor  Poor  Satisfactory  Good  Very Good  
Why: \_\_\_\_\_

## Possible Entrapment Sites

Are there small, confined areas where you would be hidden from view?  Yes  No  
 Between garbage bins  Unlocked equipment  Utility shed  Walkways  
 Park features



# Park Safety Audit Checklist

Other: \_\_\_\_\_

## 2. Natural Access Control

*(How people get into & out of an area. Selectively placing entrances and exits, fencing, lighting and landscape to limit access or control flow).*

### Movement – Points of Entry/Exit

Is the park entrance clearly marked?  Yes  No

### Movement - Accessibility

Is the area easily accessible for people with mobility disabilities?  Yes  No

Are there places that restrict accessibility to the park?  Yes  No

If Yes explain:

\_\_\_\_\_

How could accessibility be improved?

\_\_\_\_\_

### Movement - Routes through and within the park

How easy is it to predict your route through the park?

Very easy  Somewhat obvious  No way of knowing

Is there an alternative well-lit and frequently used route that you could use?

Yes  No  Don't know

Can you tell what is at the other end of the park, path, or walkway?

Yes  No

How easily could you escape from trouble?

Very easy  Quite easy  Not very easy

How easy would it be for an offender to escape?

Very easy  Quite easy  Not very easy

Other comments?

\_\_\_\_\_

### Overall Design and Legibility

Impression of design:  Very poor  Poor  Satisfactory  Good  Very good

Is the layout confusing?  Yes  No

\_\_\_\_\_



# Park Safety Audit Checklist

## 3. Natural Territorial Reinforcement

*(How people show they own or care for an area. This includes creating a sense of turf in a place by using physical design to help residents claim a place as their own. This includes subdividing space into different degrees, public/semi-public/private by using landscaping, architecture, and planning.)*

### Finding Help - Signage

Is there a park identification sign?  Yes  No

Are there maps or directional signs to help you find your way?  Yes  No

Are there signs to show you where or how to get emergency help?  Yes  No

Is the phone number for the Department of Parks and Recreation clearly visible?  Yes  No

Is the sign easy to read from a distance?  Yes  No

Are signs located at the park entry?  Yes  No

Are signs easy to see from inside the park?  Yes  No

Is there an activities bulletin board?  Yes  No

How could signage be improved?  Yes  No  
If yes, how?

### Finding Help – People

Is there a telephone in or near the park?  Yes  No  Don't know

Is the area patrolled by police?  Yes  No  Don't know

## 4. Image and Maintenance

*(How people perceive & protect an area-- The more dilapidated an area, the more likely it is to attract unwanted activities. The maintenance and the "image" of an area can have a major impact on whether it will become victimized.)*

### Nearby land use image

Impressions of nearby land use image:

Very Poor  Poor  Satisfactory  Good  Very good

What is the surrounding or nearby land used for?

Stores  Offices  Restaurants  Factories  Busy traffic

Residential houses and streets  Open/natural area  Parking lots



# Park Safety Audit Checklist

<input type="checkbox"/> Heavily treed/wooded area <input type="checkbox"/> Don't know <input type="checkbox"/> Industrial <input type="checkbox"/> Parking lot <input type="checkbox"/> Liquor Store <input type="checkbox"/> Recycling Place <input type="checkbox"/> Church/Clubs <input type="checkbox"/> Empty lot <input type="checkbox"/> Health clinic <input type="checkbox"/> Other: _____
Does the place feel cared for? <input type="checkbox"/> Yes <input type="checkbox"/> No
Does the place feel abandoned? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, why? _____
Can you identify who owns or maintains nearby land? <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Maintenance</b>
Impression of maintenance: <input type="checkbox"/> Very Poor <input type="checkbox"/> Poor <input type="checkbox"/> Satisfactory <input type="checkbox"/> Good <input type="checkbox"/> Very good
Does the park feel uncared for or abandoned? <input type="checkbox"/> Yes <input type="checkbox"/> No
What maintenance problems are there? Check all that apply <input type="checkbox"/> Litter <input type="checkbox"/> Damage to park equipment <input type="checkbox"/> Damage to buildings <input type="checkbox"/> Graffiti <input type="checkbox"/> Animal droppings <input type="checkbox"/> Fences <input type="checkbox"/> Walkways <input type="checkbox"/> Equipment needing repairs <input type="checkbox"/> Signs of unacceptable activities <input type="checkbox"/> Abandoned shopping carts
Do you know how maintenance concerns should be reported? <input type="checkbox"/> Yes <input type="checkbox"/> No
Other maintenance problems? _____

<b>CPTED PRINCIPLES—SECOND GENERATION (The Social Environment)</b> CPTED second generation includes both the physical and the social environments so as to become a truly ecological approach, and enhance the quality of life in neighborhoods.	
<b>Park Uses</b>	
<b>What features are important to you in this park? (Check all that apply)</b>	
Shade (trees/structures) <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more Trees <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more Flowers <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more	ADA accessible curbs <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more Ramps <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more Benches <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more



## Park Safety Audit Checklist

<p>Shrubs  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Picnic areas  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Barbecues  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Gazebo  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Area for dogs  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Community garden  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Water fountains  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Well-lit walkways  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Paved walkways  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Surrounded by walkable Streets  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p>	<p>Play area for young children  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Play area for older children  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Garbage containers  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Cleanliness  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Art features  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Murals  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Sculptures  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Cultural features  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Sports fields  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Restrooms  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p>
<p>What other features would you like to see in this neighborhood?</p> <hr/>	
<p><b>Park Activities</b></p>	
<p><input type="checkbox"/> Park art/music events</p> <p><input type="checkbox"/> Organized sports clubs</p> <p><input type="checkbox"/> Family Picnic</p>	<p><input type="checkbox"/> Cultural festivals</p> <p><input type="checkbox"/> Physical activities programs</p> <p><input type="checkbox"/> Graffiti clean-up events</p>
<p>What activities do you do in your park?</p> <hr/>	
<p>How do you find out about park activities?</p> <hr/>	
<p>Are there problem activities in this park? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>What types of problem activities?</p> <hr/>	
<p>What present activities would you like to see removed in your park?</p> <hr/>	
<p>What activities would you like to see in your park?</p> <hr/>	



# Neighborhood Safety Audit Checklist

**Note: If available, a map of the neighborhood should be attached to the audit checklist to encourage site specific comments.**

Date:	Day:
Time:	Weather:
General Area:	Neighborhood Name:
Specific Location:	
Reason for Audit:	
Audited By:	
Contact Number:	
<b>About You:</b>	
<input type="checkbox"/> Male <input type="checkbox"/> Female	
Age : _____	
Do you live in this neighborhood? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you lived in this neighborhood? _____	
Are you involved in any community/neighborhood work? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what? _____ If no, why not? _____	

General Impressions of the Neighborhood		
What is your first impression of the neighborhood?		
What do you like most about this neighborhood?		
What do you like least about this neighborhood?		
What 5 words best describe the neighborhood?	1.	2.
3.	4.	5.
How safe do you feel in this neighborhood?		
<input type="checkbox"/> Safe <input type="checkbox"/> Unsafe <input type="checkbox"/> Not sure		





# Neighborhood Safety Audit Checklist

Are there certain times when you feel unsafe in the neighborhood?  Yes  No

During the Day:  Very unsafe or Unsafe  Neither safe or Unsafe  Very safe or Safe

During the Night:  Very unsafe or Unsafe  Neither safe or Unsafe  Very safe or Safe

If yes, why? \_\_\_\_\_

What are the some of the community safety issues in this neighborhood?

Drugs  Property Crimes  Violent Crime

Gang Activity  Abandoned Cars  Graffiti

Abandoned buildings  Prostitution  Abandoned Shopping Carts

Loose Dogs  Trash

Other \_\_\_\_\_

**CPTED PRINCIPLES—FIRST GENERATION (*Physical Environment*)**  
 The proper design and effective use of the built environment can reduce crime, reduce the fear of crime, and improve the quality of life.

**1. Natural Surveillance**  
*(Create opportunities for people to watch an area—"eyes on the street", maximize visibility and foster positive social interaction among legitimate users of private and public space).*

**Visibility - How well can you see and be seen?**

**Sightlines**

Can you clearly see what is up ahead?  Yes  No  
 If no, why not (bushes/fences/hill)? \_\_\_\_\_

Are there places someone could be hiding?  Yes  No  
 If yes, where? \_\_\_\_\_

What would make it easier to see?  Trimmed bushes  Vehicles moved  
 Lower walls  Other comments

**Lighting**

Impression of lighting:  Very poor  Poor  Satisfactory  Good  Very good

Is the lighting even?  Yes  No  Too dark  Too bright

Are there lights out or broken?  Yes  No  
 If so, how many or what percentage? \_\_\_\_\_



# Neighborhood Safety Audit Checklist

If street lights are not working, identify by location or pole number _____
Can you identify a person's face from 75 feet away? <input type="checkbox"/> Yes <input type="checkbox"/> No
Do you know where to call if lights are broken or not on? <input type="checkbox"/> Yes <input type="checkbox"/> No
Do trees or bushes obscure the lighting? <input type="checkbox"/> Yes <input type="checkbox"/> No Where could the lighting be improved? _____
How well does the lighting illuminate pedestrian walkways and sideways? <input type="checkbox"/> Very Poor <input type="checkbox"/> Poor <input type="checkbox"/> Satisfactory <input type="checkbox"/> Good <input type="checkbox"/> Very good
How clearly does the lighting illuminate directional signs or maps? <input type="checkbox"/> Very Poor <input type="checkbox"/> Poor <input type="checkbox"/> Satisfactory <input type="checkbox"/> Good <input type="checkbox"/> Very good
<b>Isolation</b>
At the time of the audit, does the area feel isolated (lonely)? <input type="checkbox"/> Yes <input type="checkbox"/> No Why: _____
Do you know when people are usually around? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, when? Early morning: <input type="checkbox"/> None <input type="checkbox"/> A few <input type="checkbox"/> Several <input type="checkbox"/> Many During the day: <input type="checkbox"/> None <input type="checkbox"/> A few <input type="checkbox"/> Several <input type="checkbox"/> Many Early evening: <input type="checkbox"/> None <input type="checkbox"/> A few <input type="checkbox"/> Several <input type="checkbox"/> Many Late evening: <input type="checkbox"/> None <input type="checkbox"/> A few <input type="checkbox"/> Several <input type="checkbox"/> Many
How far is the nearest person to hear a call for help? _____ feet <input type="checkbox"/> Don't know
How easy would it be for an offender to disappear? <input type="checkbox"/> Very easy <input type="checkbox"/> Quite easy <input type="checkbox"/> Not very easy
<b>Possible Entrapment Sites</b>
Are there confined areas where you would be hidden from view? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Trees/Bushes <input type="checkbox"/> Walls <input type="checkbox"/> Utility Boxes <input type="checkbox"/> Walkways <input type="checkbox"/> Other: _____
<b>2. Natural Access Control</b> <i>(How people get into &amp; out of an area. Selectively placing entrances and exits, fencing, lighting and landscape to limit access or control flow).</i>
<b>Movement</b>



# Neighborhood Safety Audit Checklist

<b>Points of Entry/Exit</b>
Is the neighborhood entrance clearly marked? <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Accessibility</b>
Is the area easily accessible for people with mobility disabilities? <input type="checkbox"/> Yes <input type="checkbox"/> No
Are there places that restrict accessibility in the neighborhood? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes explain: _____
How could accessibility be improved? _____
<b>Routes through and within the neighborhood</b>
Is there a frequently traveled route or path that serves the neighborhood? <input type="checkbox"/> Yes <input type="checkbox"/> No
Is there an alternative well-lit and frequently traveled route or path available? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
Can you tell what is at the other end of the path, or walkway? <input type="checkbox"/> Yes <input type="checkbox"/> No
Are there corners, alcoves or bushes where someone could hide and wait for you? <input type="checkbox"/> Yes <input type="checkbox"/> No
How easily could you escape from trouble? <input type="checkbox"/> Very easy <input type="checkbox"/> Quite easy <input type="checkbox"/> Not very easy
How easy would it be for an offender to escape? <input type="checkbox"/> Very easy <input type="checkbox"/> Quite easy <input type="checkbox"/> Not very easy
Other comments? _____
<b>Overall design of the neighborhood</b>
Impressions of overall design of neighborhood? <input type="checkbox"/> Very poor <input type="checkbox"/> Poor <input type="checkbox"/> Satisfactory <input type="checkbox"/> Good <input type="checkbox"/> Very good
If you weren't familiar with the neighborhood, would it be easy to find your way around? <input type="checkbox"/> Yes <input type="checkbox"/> No



# Neighborhood Safety Audit Checklist

<b>3. Natural Territorial Reinforcement</b> <i>(How people show they own or care for an area. This includes creating a sense of turf in a place by using physical design to help residents claim a place as their own. This includes subdividing space into different degrees, public/semi-public/private by using landscaping, architecture, and planning.)</i>
<b>Finding Help – Signage</b>
Are there any street signs missing? <input type="checkbox"/> Yes <input type="checkbox"/> No
Are street signs adequately illuminated? <input type="checkbox"/> Yes <input type="checkbox"/> No
Is there a specific type of signage that should be provided in the area? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what type? _____
Are the signs easy to read from a distance? <input type="checkbox"/> Yes <input type="checkbox"/> No
Could signage be improved? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how? _____
Is the area patrolled by police? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
<b>4. Image and Maintenance</b> <i>(How people perceive &amp; protect an area-- The more dilapidated an area, the more likely it is to attract unwanted activities. The maintenance and the "image" of an area can have a major impact on whether it will become victimized.)</i>
<b>Nearby land use image</b>
Impressions of nearby land use image: <input type="checkbox"/> Very Poor <input type="checkbox"/> Poor <input type="checkbox"/> Satisfactory <input type="checkbox"/> Good <input type="checkbox"/> Very good
What is the surrounding or nearby land used for? <input type="checkbox"/> Stores <input type="checkbox"/> Offices <input type="checkbox"/> Restaurants <input type="checkbox"/> Factories <input type="checkbox"/> Busy traffic <input type="checkbox"/> Residential houses and streets <input type="checkbox"/> Open/natural area <input type="checkbox"/> Parking lots <input type="checkbox"/> Heavily treed/wooded area <input type="checkbox"/> Don't know <input type="checkbox"/> Industrial <input type="checkbox"/> Parking lot <input type="checkbox"/> Liquor Store <input type="checkbox"/> Recycling Place <input type="checkbox"/> Church/Clubs <input type="checkbox"/> Empty lot <input type="checkbox"/> Health clinic <input type="checkbox"/> Other: _____
Does the place feel cared for? <input type="checkbox"/> Yes <input type="checkbox"/> No



# Neighborhood Safety Audit Checklist

<p>Does the place feel abandoned?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, why? _____</p>
<p>Can you identify who owns or maintains nearby land? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>Maintenance</b></p>
<p>First impression about the surrounding's maintenance:</p> <p><input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Poor <input type="checkbox"/> Very poor</p>
<p>Is there litter lying around?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Are there graffiti on the walls?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>In your opinion are there racist or sexist slogans/signs/images on the walls?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Are there signs of vandalism?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Do you know to whom maintenance concerns should be reported?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>From your experience, how long do repairs generally take?</p> <p><input type="checkbox"/> One day <input type="checkbox"/> Within one week <input type="checkbox"/> From 1-4 weeks <input type="checkbox"/> More than 1 month <input type="checkbox"/> Don't know</p>
<p>What is positive about the location?</p> <p>_____</p>
<p>What is your overall impression regarding maintenance?</p> <p><input type="checkbox"/> Very Poor <input type="checkbox"/> Poor <input type="checkbox"/> Satisfactory <input type="checkbox"/> Good <input type="checkbox"/> Very good</p>

<p><b>CPTED PRINCIPLES—SECOND GENERATION (The Social Environment)</b>          CPTED second generation includes both the physical and the social environments so as to become a truly ecological approach, and enhance the quality of life in neighborhoods.</p>	
<p><b>Neighborhood Uses</b></p>	
<p><b>What features are important to you in this neighborhood? (Check all that apply)</b></p>	
<p>Shade (trees/structures)</p> <p><input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p>	<p>ADA accessible curbs</p> <p><input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p>



# Neighborhood Safety Audit Checklist

<p>Trees  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Flowers  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Shrubs  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Picnic areas  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Barbecues  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Gazebo  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Area for dogs  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Community garden  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Farmer's market  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Well-lit walkways  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Paved walkways  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Walkable Streets  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p>	<p>Ramps  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Benches  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Play area for young children  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Play area for older children  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Garbage containers  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Cleanliness  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Art features  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Murals  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Sculptures  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Cultural features  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Public Plaza  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p> <p>Neighborhood gathering places  <input type="checkbox"/> have it <input type="checkbox"/> don't have it <input type="checkbox"/> need more</p>
<p>What other features would you like to see in this neighborhood?</p> <hr/> <hr/>	
<p><b>Neighborhood Activities</b></p>	
<p><input type="checkbox"/> Neighborhood association newsletter</p> <p><input type="checkbox"/> Neighborhood festivals/social events</p> <p><input type="checkbox"/> Neighborhood art events</p> <p><input type="checkbox"/> Welcome committees</p> <p><input type="checkbox"/> Neighborhood crime watch</p> <p><input type="checkbox"/> Neighborhood brochure</p> <p><input type="checkbox"/> Barter Boards</p>	<p><input type="checkbox"/> Special committees and community groups</p> <p><input type="checkbox"/> Home/Business beautification or decoration projects</p> <p><input type="checkbox"/> Neighborhood pride day</p> <p><input type="checkbox"/> Graffiti clean-up events</p> <p><input type="checkbox"/> National volunteer day events</p> <p><input type="checkbox"/> Cultural events</p>
<p>What activities do you do in your neighborhood?</p> <hr/>	
<p>How do you find out about neighborhood activities?</p> <hr/>	



## Neighborhood Safety Audit Checklist

Are there problem activities in this neighborhood? <input type="checkbox"/> Yes <input type="checkbox"/> No What types of problem activities? _____
What present activities would you like to see removed in your neighborhood? _____
What activities would you like to see in your neighborhood? _____

# DIGITAL CAMERA SIGN-OUT SHEET

EQUIPMENTNAME	SERIAL #	INV.#	CHECK OUT DATE	NAME(pleaseprint)	INITIAL	RETURN DATE	NAME(pleaseprint)	INITIAL

*By signing above, I take full responsibility for the digital camera being checked out, and agree to return the item in the same condition as it was when it was assigned to me. If the digital camera is lost, stolen or in any way damaged, I agree to replace the item or pay the full retail value (plus any applicable taxes)*



- The U.S. grantor or other owner of a grantor trust and not the trust, and
- The U.S. trust (other than a grantor trust) and not the beneficiaries of the trust.

**Foreign person.** If you are a foreign person, do not use Form W-9. Instead, use the appropriate Form W-8 (see Publication 515, Withholding of Tax on Nonresident Aliens and Foreign Entities).

**Nonresident alien who becomes a resident alien.** Generally, only a nonresident alien individual may use the terms of a tax treaty to reduce or eliminate U.S. tax on certain types of income. However, most tax treaties contain a provision known as a “saving clause.” Exceptions specified in the saving clause may permit an exemption from tax to continue for certain types of income even after the recipient has otherwise become a U.S. resident alien for tax purposes.

If you are a U.S. resident alien who is relying on an exception contained in the saving clause of a tax treaty to claim an exemption from U.S. tax on certain types of income, you must attach a statement to Form W-9 that specifies the following five items:

1. The treaty country. Generally, this must be the same treaty under which you claimed exemption from tax as a nonresident alien.
2. The treaty article addressing the income.
3. The article number (or location) in the tax treaty that contains the saving clause and its exceptions.
4. The type and amount of income that qualifies for the exemption from tax.
5. Sufficient facts to justify the exemption from tax under the terms of the treaty article.

**Example.** Article 20 of the U.S.-China income tax treaty allows an exemption from tax for scholarship income received by a Chinese student temporarily present in the United States. Under U.S. law, this student will become a resident alien for tax purposes if his or her stay in the United States exceeds 5 calendar years. However, paragraph 2 of the first Protocol to the U.S.-China treaty (dated April 30, 1984) allows the provisions of Article 20 to continue to apply even after the Chinese student becomes a resident alien of the United States. A Chinese student who qualifies for this exception (under paragraph 2 of the first protocol) and is relying on this exception to claim an exemption from tax on his or her scholarship or fellowship income would attach to Form W-9 a statement that includes the information described above to support that exemption.

If you are a nonresident alien or a foreign entity not subject to backup withholding, give the requester the appropriate completed Form W-8.

**What is backup withholding?** Persons making certain payments to you must under certain conditions withhold and pay to the IRS 28% of such payments. This is called “backup withholding.” Payments that may be subject to backup withholding include interest, tax-exempt interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

You will not be subject to backup withholding on payments you receive if you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return.

**Payments you receive will be subject to backup withholding if:**

1. You do not furnish your TIN to the requester,
2. You do not certify your TIN when required (see the Part II instructions on page 3 for details),
3. The IRS tells the requester that you furnished an incorrect TIN,

4. The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only), or

5. You do not certify to the requester that you are not subject to backup withholding under 4 above (for reportable interest and dividend accounts opened after 1983 only).

Certain payees and payments are exempt from backup withholding. See the instructions below and the separate Instructions for the Requester of Form W-9.

Also see *Special rules for partnerships* on page 1.

## Penalties

**Failure to furnish TIN.** If you fail to furnish your correct TIN to a requester, you are subject to a penalty of \$50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

**Civil penalty for false information with respect to withholding.** If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a \$500 penalty.

**Criminal penalty for falsifying information.** Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

**Misuse of TINs.** If the requester discloses or uses TINs in violation of federal law, the requester may be subject to civil and criminal penalties.

## Specific Instructions

### Name

If you are an individual, you must generally enter the name shown on your income tax return. However, if you have changed your last name, for instance, due to marriage without informing the Social Security Administration of the name change, enter your first name, the last name shown on your social security card, and your new last name.

If the account is in joint names, list first, and then circle, the name of the person or entity whose number you entered in Part I of the form.

**Sole proprietor.** Enter your individual name as shown on your income tax return on the “Name” line. You may enter your business, trade, or “doing business as (DBA)” name on the “Business name” line.

**Limited liability company (LLC).** Check the “Limited liability company” box only and enter the appropriate code for the tax classification (“D” for disregarded entity, “C” for corporation, “P” for partnership) in the space provided.

For a single-member LLC (including a foreign LLC with a domestic owner) that is disregarded as an entity separate from its owner under Regulations section 301.7701-3, enter the owner’s name on the “Name” line. Enter the LLC’s name on the “Business name” line.

For an LLC classified as a partnership or a corporation, enter the LLC’s name on the “Name” line and any business, trade, or DBA name on the “Business name” line.

**Other entities.** Enter your business name as shown on required federal tax documents on the “Name” line. This name should match the name shown on the charter or other legal document creating the entity. You may enter any business, trade, or DBA name on the “Business name” line.

**Note.** You are requested to check the appropriate box for your status (individual/sole proprietor, corporation, etc.).

### Exempt From Backup Withholding

If you are exempt, enter your name as described above and check the appropriate box for your status, then check the “Exempt from backup withholding” box in the line following the business name, sign and date the form.

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- The U.S. trust (other than a grantor trust) and not the beneficiaries of the trust.

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If you are a U.S. resident alien who is relying on an exception contained in the saving clause of a tax treaty to claim an exemption from U.S. tax on certain types of income, you must attach a statement to Form W-9 that specifies the following five items:

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Also see *Special rules for partnerships* on page 1.

## Penalties

**Failure to furnish TIN.** If you fail to furnish your correct TIN to a requester, you are subject to a penalty of \$50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

**Civil penalty for false information with respect to withholding.** If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a \$500 penalty.

**Criminal penalty for falsifying information.** Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

**Misuse of TINs.** If the requester discloses or uses TINs in violation of federal law, the requester may be subject to civil and criminal penalties.

## Specific Instructions

### Name

If you are an individual, you must generally enter the name shown on your income tax return. However, if you have changed your last name, for instance, due to marriage without informing the Social Security Administration of the name change, enter your first name, the last name shown on your social security card, and your new last name.

If the account is in joint names, list first, and then circle, the name of the person or entity whose number you entered in Part I of the form.

**Sole proprietor.** Enter your individual name as shown on your income tax return on the “Name” line. You may enter your business, trade, or “doing business as (DBA)” name on the “Business name” line.

**Limited liability company (LLC).** Check the “Limited liability company” box only and enter the appropriate code for the tax classification (“D” for disregarded entity, “C” for corporation, “P” for partnership) in the space provided.

For a single-member LLC (including a foreign LLC with a domestic owner) that is disregarded as an entity separate from its owner under Regulations section 301.7701-3, enter the owner’s name on the “Name” line. Enter the LLC’s name on the “Business name” line.

For an LLC classified as a partnership or a corporation, enter the LLC’s name on the “Name” line and any business, trade, or DBA name on the “Business name” line.

**Other entities.** Enter your business name as shown on required federal tax documents on the “Name” line. This name should match the name shown on the charter or other legal document creating the entity. You may enter any business, trade, or DBA name on the “Business name” line.

**Note.** You are requested to check the appropriate box for your status (individual/sole proprietor, corporation, etc.).

### Exempt From Backup Withholding

If you are exempt, enter your name as described above and check the appropriate box for your status, then check the “Exempt from backup withholding” box in the line following the business name, sign and date the form.

## Michelle Obama visits San Diego community garden

Posted By [jennifer.reed](#) On April 15, 2010 @ 7:29 pm In [Health](#), [Local News](#), [Nation & World](#) | [No Comments](#)

Michelle Obama visited San Diego Thursday, where she toured a local community farm and spoke to farmers, volunteers and media as part of her campaign to end childhood obesity.

Obama addressed a crowd of about 250 people at New Roots Community Farm in City Heights to discuss her campaign's involvement in The California Endowment's Building Healthy Communities initiative.

"This is one challenge I care about deeply, not because I'm the first lady, I am a mother of beautiful children," Obama said.

Aimed at 14 urban, suburban and rural neighborhoods across California, the \$1 billion, 10-year program is focused on creating healthy living changes for today's children, including better access to fresh food and safe places to exercise and play.

Planning grants were given to the chosen communities in June 2009. Grants to actually build changes in the neighborhoods – like more gardens, bike and walking trails and the cleanup of community parks – will be given out later this year.

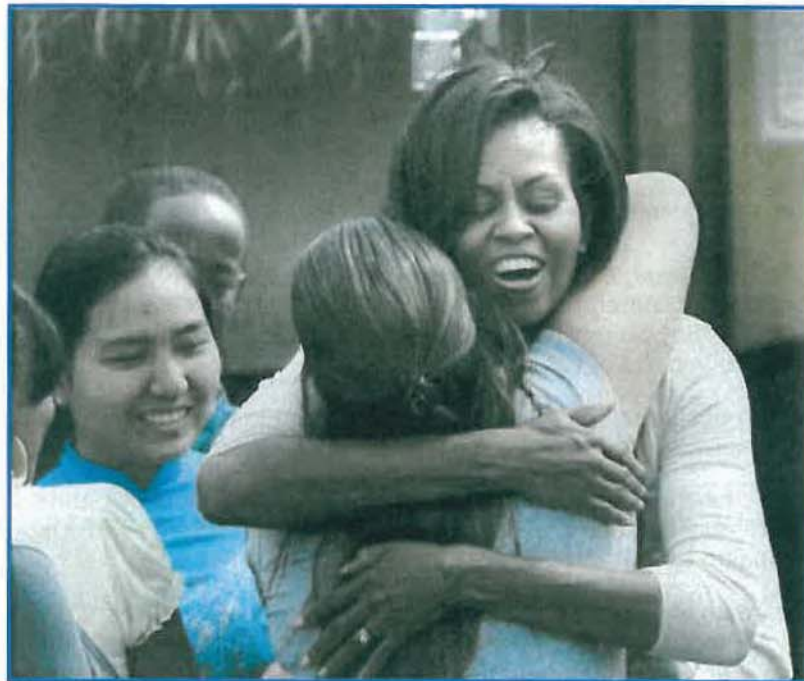
"Place matters," said Dr. Robert Ross, president and CEO of The California Endowment. "Place is very important to your health. If you want to know how long you're going to live, give us your zip code and we'll tell you."



Ross' colleague, Dr. Tony Iton, senior vice president of healthy communities at The California Endowment, noted that communities like City Heights are most at risk for health problems because they do not have access to good, nutritious food and because they are located in dangerous parts of town.

"When people tell us there is no healthy food in the community and it's too violent to go out and exercise, we have to take that to heart," he said.

"The challenges are in the places they live in," said Marion Standish, director of community health for The California Endowment, which is partnered with Obama's "Let's Move!" campaign to fund the project.



[1]

Michelle Obama hugged a young lady during her visit to the New Roots Community Farm in San Diego. (Photo by Don Kohlbauer)

According to Standish, the group has spent the last six years providing grants for food access to low-income communities across the state. She said the money for those grants comes from a private foundation of pre-profit assets, which were obtained after Blue Cross of California (with which they have no affiliation) made itself a for-profit organization. Money obtained by Blue Cross while it was a non-profit organization went toward the endowment.



[7]

Michelle Obama talked with one of the gardeners at the New Roots Community Farm in San Diego. (Photo by Don Kohlbauer)

nation's children may be shorter than that of their parents.

Locally, the site's Food Environment Atlas indicates that 108,472 households in San Diego are low-income residences located more than a mile away from a grocery store and there are 2,367 fast food restaurants in San Diego to its 574 grocery stores. These statistics are especially important for "food deserts" – communities where access to good food is limited, like City Heights.

Eliza Steeple, who watched Obama's speech from across the street, blocked by a chain-link fence, held a handwritten sign that said, "Let the growers in." Steeple said she felt slighted because her family, who helps work the garden's land, was not invited to watch the speech with their community leaders.

"Growers weren't invited in," she said. "This is our neighborhood."

Steeple said that Amy Lint, who coordinates the community farm, was able to invite 50 people, but that they were later "uninvited" to make room. Still, she said, she and her family watched the event from her driveway and cheered the progress of their hard work.

Obama has set her sights on a lofty goal: "to solve the epidemic of childhood obesity within a generation." Her movement will look to resolve the obesity issues plaguing American families by revamping school lunch programs, helping children get active and giving parents the support they need.

"People are working harder than ever," Obama said. "Many parents really feel the deck is stacked against them."

Obama's brief stay in San Diego ends her first official solo trip as first lady. Earlier in the week, she visited Mexico City on a goodwill tour that included an international agenda to engage young people around the world. There she met with her counterpart, Mexico's first lady Margarita Zavala, to discuss education and economic advancement. Obama also made a surprise visit to Haiti on Tuesday.

The original goal behind cultivating the 2.3-acre triangular garden on 54<sup>th</sup> Street and Chollas Parkway was to provide opportunities for refugee and immigrant farmers to grow fresh, affordable food in their own neighborhood. Now, this urban farm is on a mission to get more communities to do the same.

According to the campaign's [Web site](#) <sup>[8]</sup>, obesity rates have tripled in the last 30 years and the condition now affects one-third of all American children. For the first time in history, the life expectancy of the

# Know Your Label

**Organic (USA)** - The USDA Organic label indicates that the product has been produced in accordance with the USDA's Federal Organic Standard. This label is applied to fruits, vegetables, meat, eggs and dairy products. Some states, such as California, have their own organic label. Organic labeling is prominent internationally as well.



**Fair Trade Show in UK Fair Trade** -Indicates that the product has been grown and marketed in accordance with Fair Trade standards. This is an independent certification, awarded by FLO-CERT and overseen by FLO International. Major food items that are marketed under Fair Trade are coffee, tea and chocolate. Many items other than food are sold with a Fair Trade label.



**Food Alliance Certified.** Food Alliance is a nonprofit organization that certifies farms, ranches, and food processors and distributors for safe and fair working conditions, humane treatment of animals, and good environmental stewardship. Food Alliance Certified products come from farms, ranches and food processors that have met meaningful standards for social and environmental responsibility, as determined through an independent third-party audit. Food Alliance does not certify genetically modified crops or livestock. Meat or dairy products come from animals that are not treated with antibiotics or growth hormones. Food Alliance Certified foods never contain artificial colors, flavors, or preservatives. Food Alliance Certified. <http://www.foodalliance.org>



**Examples of COOL Labeling Country of Origin** - This label was created by enactment of the 2002 Farm Bill. The US Department of Agriculture is responsible for its implementation, which began 30 September 2008. The bill mandates country of origin labeling for several products, including beef, lamb, pork, fish, chicken, perishable agricultural commodities and some nuts. USDA rules provide specifics as to documentation, timetables and definitions. There is not one specific label to indicate the country of origin; they will vary by country.



**American Humane Certified.** This certification is provided by the American Humane Association, and ensures that farm animals are raised according to welfare standards that provide for adequate housing, feed, healthcare and behavior expression. Antibiotics are not used except for therapeutic reasons; growth promoters are not used. Other issues including transport, processing and biosecurity are addressed as well. Species covered are poultry, cattle and swine.



**Certified Humane Raised & Handled.** This label ensures that production meets the Humane Farm Animal Care Program standards, which addresses housing, diet (excluding routine use of hormones or antibiotics) and natural behavior. Additionally, producers must comply with food safety and environmental protection regulations. They must meet standards set by the American Meat Institute, that are more stringent than those laid out in the Federal Humane Slaughter Act. Certification has been applied to beef, poultry and eggs, pork, lamb, goat, turkey, veal, dairy products and wool.



## Minestrone Soup

- 1 can beans such as canellini, garbanzo, kidney drained
  - 2 TBLolive oil
  - 1 leek, chopped
  - 1 large carrot, cut into 1/2-inch dice
  - 3 garlic cloves, chopped fine
  - 1/2 pound yams, diced
  - 1/2 pound hearty greens such as cabbage, kale, chard, rinsed, drained, stems discarded, and the leaves chopped (about 4 cups)
  - 1 can tomatoes, chopped coarse & drained well
  - 4 1/2 cups chicken broth (preferably low-salt)
  - 1 tsp dry Italian seasoning
  - To taste salt and pepper
  - To taste freshly grated Parmesan
- In a heavy kettle heat the oil over moderate heat, add the leek, and cook the mixture, stirring, until the leek is softened. Add the carrots, yams and the garlic and cook the mixture, stirring, for 4 minutes. Add the broth and Italian seasoning and cook until all of the vegetables are softened. Add the beans and tomatoes and cook the mixture and simmer the soup, uncovered, for 15 minutes.
- Stir in the greens and cook until all of the greens are wilted. Season it with salt and pepper.
- The soup may be made 3 days in advance and kept covered and chilled. Reheat the soup, thinning it with water as desired. Serve the soup with the Parmesan.

Makes about 8 cups, serving 6

## About the Chef – Chef Sara Polczynski

Sara Polczynski is trained in all aspects of the culinary industry. Sara has worked at the Broadmoor Hotel, Manele Bay Hotel and as the Corporate Pastry Chef for the Cohn Restaurant Group in San Diego. Sara has found a home with the San Diego Community College Continuing Education Program teaching a variety of cooking skills to the everyday cook and those who want to pursue a career in the food industry.



## About Olivewood Gardens

Olivewood Gardens and Learning Center is an urban organic garden located in National City, California. The mission of Olivewood Gardens and Learning Center is to connect and motivate students and families from diverse backgrounds through organic gardening, environmental stewardship, and nutrition education, empowering them to be healthy and active citizens.

## How to Get Involved

- Volunteer
- Share professional contacts with others who have a passion for healthy eating and reconnection of children to good food and nature
- Identify instructors and volunteers for cooking and gardening classes
- Garden Supplies
- Kitchen Supplies
- Instructional Supplies

**Join the Junior League of San Diego for FREE family activities at Olivewood Gardens.**

## Contact:

**Michelle Cox –[michelle@olivewoodgardens.org](mailto:michelle@olivewoodgardens.org)  
[www.olivewoodgardens.org](http://www.olivewoodgardens.org)**

**Like us on Facebook**

## Citrus Vinaigrette Salad Dressing

Makes 4 servings

Ant type of lettuce

Small pieces of Swiss chard, kale, broccoli greens

Other vegetables and legumes-cucumbers, tomatoes, carrots, radishes, peas, beans, fennel, and beets.

### Citrus Vinaigrette Dressing

- 1/3 cup oil
- 1/3 cup citrus (orange, lemon, lime) juice
- 1 tablespoon red-wine vinegar
- 1 clove garlic, minced
- 1 teaspoon freshly grated citrus zest
- 1 teaspoon reduced-sodium soy sauce
- 1/4 teaspoon salt
- 1/4 teaspoon freshly ground pepper

Place oil, juice, vinegar, garlic, citrus zest, soy sauce, salt and pepper in a bowl or a jar with a tight-fitting lid; whisk or shake until well combined.

### Creamy Garlic Dressing

- 1/2 cup buttermilk
- 1/4 cup reduced-fat mayonnaise
- 1 1/2 tablespoons lemon juice
- 2 tablespoons freshly grated Parmesan cheese
- 2 teaspoons reduced-sodium soy sauce
- 1 clove garlic, minced
- 1/8 teaspoon salt
- Freshly ground pepper, to taste

Combine buttermilk, mayonnaise, lemon juice, Parmesan, soy sauce, garlic, salt and pepper in a blender; blend until smooth.

## Rainbow Vegetable Nachos

Serves 4

### **Ingredients:**

- 1 cup diced tomato
- 1 (10 ounce) package of frozen corn, thawed and slightly cooked
- 1/4 cup diced green bell pepper
- 1/2 cup chopped broccoli florets
- 2 tablespoons sliced green onions
- 2 tablespoons chopped ripe black olives
- 2 tablespoons chopped green chilies
- 2 tablespoons white vinegar
- 1/4 teaspoon garlic powder
- 1/4 teaspoon black pepper
- 1/2 bag (7 ounces) baked corn tortilla chips
- 1 cup shredded Cheddar cheese
- 1/2 cup chopped parsley

### **Directions:**

Preheat broiler. Mix tomato, corn, green pepper, broccoli, onions, olives, chilies, vinegar, garlic powder and black pepper in a mixing bowl.

Spread tortilla chips on a baking sheet. Top with vegetable mixture. Sprinkle with cheese. Broil 6 inches from heat for 1 minute or until cheese melts. Sprinkle with parsley and serve.

If you do not want to use the broiler, heat oven to 350 degrees and place nachos on top rack. Heat about 10-15 minutes, until cheese melts.



# Resources in Your Community

## Agricultural Organizations

Call County Farm Bureau offices to see if any of the following are in your area:

- \* California Women for Agriculture
- \* Commodity associations
- \* Farm cooperatives
- \* Grange associations
- \* Resource Conservation Districts
- \* State and Federal education and research offices
- \* Others

## Agriculture Education Instructors

- \* Middle Schools
- \* High Schools
- \* Community Colleges, Colleges and Universities - Agriculture & Natural Resources Dept.

## CEO of Regional/National Businesses

- \* Grocery store
- \* Processing plants
- \* Banks

## Chamber of Commerce

- \* Directory
- \* Agriculture Division
- \* History
- \* Maps

## County Agriculture Commissioners

- \* Regulations
- \* Entomologists
- \* Classroom speakers
- \* Statistics

## County Fair Office

- \* Special events person
- \* Educational entries
- \* Agriculture division
- \* Posters

## County Farm Bureau Office

- \* List of agricultural groups in the county
- \* Field trip possibilities
- \* Newsletter
- \* Summer Agricultural Seminars

## County Superintendent of Schools

- \* Public Information Officer
- \* Curriculum Coordinators
- \* Instructional Materials Center/Library

## Education Materials

- \* Catalogs, directories
- \* Organizations
- \* Teacher supply stores
- \* Museums, historical societies

## Farmers' Markets

- \* Certified farmers' markets
- \* Local farm markets
- \* Farm Trail organizations

## Libraries

- \* Local and County Reference Desk
- \* National Agriculture Library access

## Mentor Teachers

- \* Subject area field trips
- \* Agricultural resources
- \* Garden Resources

## Museums

- \* Local historical societies

## Newspaper Editors

## Offices That Have Staff Available To Research

- \* County Board of Supervisors county seal, maps
- \* City Council, Mayor
- \* State Assembly, Senate District Office
- \* Congressional Representative regional offices
- \* Agriculture-related private industry, i.e.
  - \* Seed company
  - \* Tractor dealer
  - \* Fertilizer dealer
  - \* Banks, agriculture lenders

## Phone Book

- \* Community service numbers
- \* Agriculture
- \* Government Pages - Easy Reference List
- \* Agriculture
- \* Yellow Pages
- Area profile                      Did you know?
- Places to go                      Calendar of events
- Fun for Kids                      Index

## Schools

- \* Teachers
- \* Curriculum specialists
- \* Food Service Directors

## University of California-County Cooperative Extension Office

- \* Food, animal and plant commodity specialists
- \* 4-H materials
- \* County agriculture profiles and history
- \* Entry into UC resource library systems
- \* Master Gardeners Research

# DEFINED SPACES INTERACTIVE ACTIVITY

Using a sheet of paper and colored pens, map your neighborhood activity spaces:



**WORK**



**SCHOOL**



**LIVE**



**WORSHIP**



**GROCERY SHOP**



**PLAY & EXERCISE**

Are your activity spaces connected by primarily streets, sidewalks, or trails?

# RLA COMMUNITY SURVEY ACTIVITY FORM

## List of Community Concerns

- A.
- B.
- C.
- D.
- E.

Name of community resident surveyed	Top Community Concern	Community Concern #2	Community Concern #3	Community Concern #4	Community Concern #5

# Power Analysis

1

- A long time organizing tool
- List out a community's power structures and identify places of influence and power
- Start with identifying government, business and nonprofit organizations and their leadership
- Identify self-interests, constituencies and connections between institutions as much as possible
- By mapping the power "sources" in a wide range of communities, you also map potential collaboration opportunities
- Allies need not be formal organizations

## Power Analysis: Activity

2

- Split into two groups and identify a community issue that needs to be addressed
- Each group picks a note-taker, presenter and time-keeper
- You will have 20 minutes to go over the questions
- Group A works on Issue 1
- Group B works on Issue 2
- Answer questions from the 'Assessing your Targets' slide for your issue
- Answer questions from the 'Assessing Your Opposition' slide for your issue as well

# Community Concerns

3

1. Items taken from open discussion in week 2.

# Assessing Your Targets

4

## *Assessing Your Targets*

1. List who/what institution has/have the power to solve the problem and grant your demands?
2. When possible, list specific names. Identify which is the most important target for achieving your policy goal
3. Which targets are appointed? Elected?
4. How do you have power/influence with them (as voters, consumers, taxpayers, etc.)?
5. What is the self-interest of each?
6. Who would have jurisdiction if you redefined the issue (e.g. turned a tobacco advertising issue into a fair business practices issue)? Does this help you?

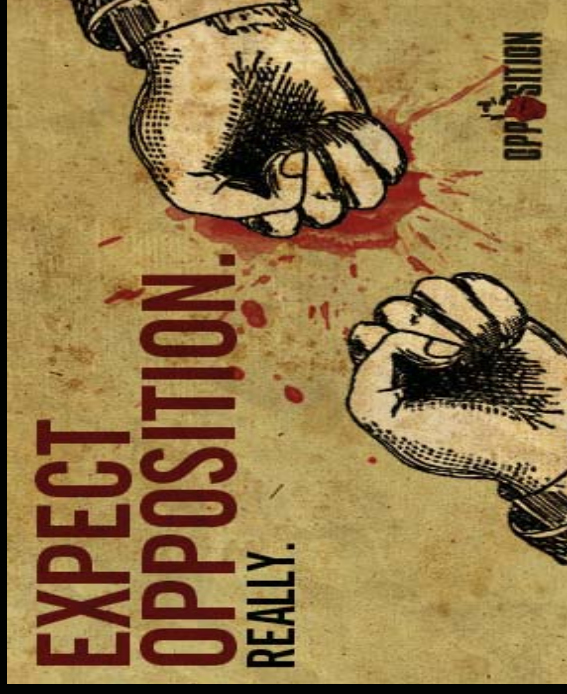


# Assessing Your Opposition

5

## *Assessing Your Opposition*

1. List people and institutions who may oppose you. When possible, list specific names.
2. Identify which are likely to do the most “damage”
3. Which are appointed? Elected?
4. How do you have power/influence with them (as voters, consumers, taxpayers, etc.)?





## **Capability Index**

### **VOLUNTEER RECRUITMENT**

- I have recruited volunteers and/or conducted training for them (say which one you've done after your name)
- I have and manage a database or list of volunteers
- I have or work with a phone bank or other system to contact volunteers by phone:
- I have or work on a system for rewarding/acknowledging volunteers:

### **COMPUTERS**

- I know the following software (name and software)
- I have access to a computer and have an e-mail address (name & e-mail address)
- I have done desktop publishing:
- I have installed hardware and/or software:

### **POLICY**

- I have called an elected official on a specific issue
- I have helped draft legislation
- I have testified at a public hearing
- I have organized a community hearing on an issue

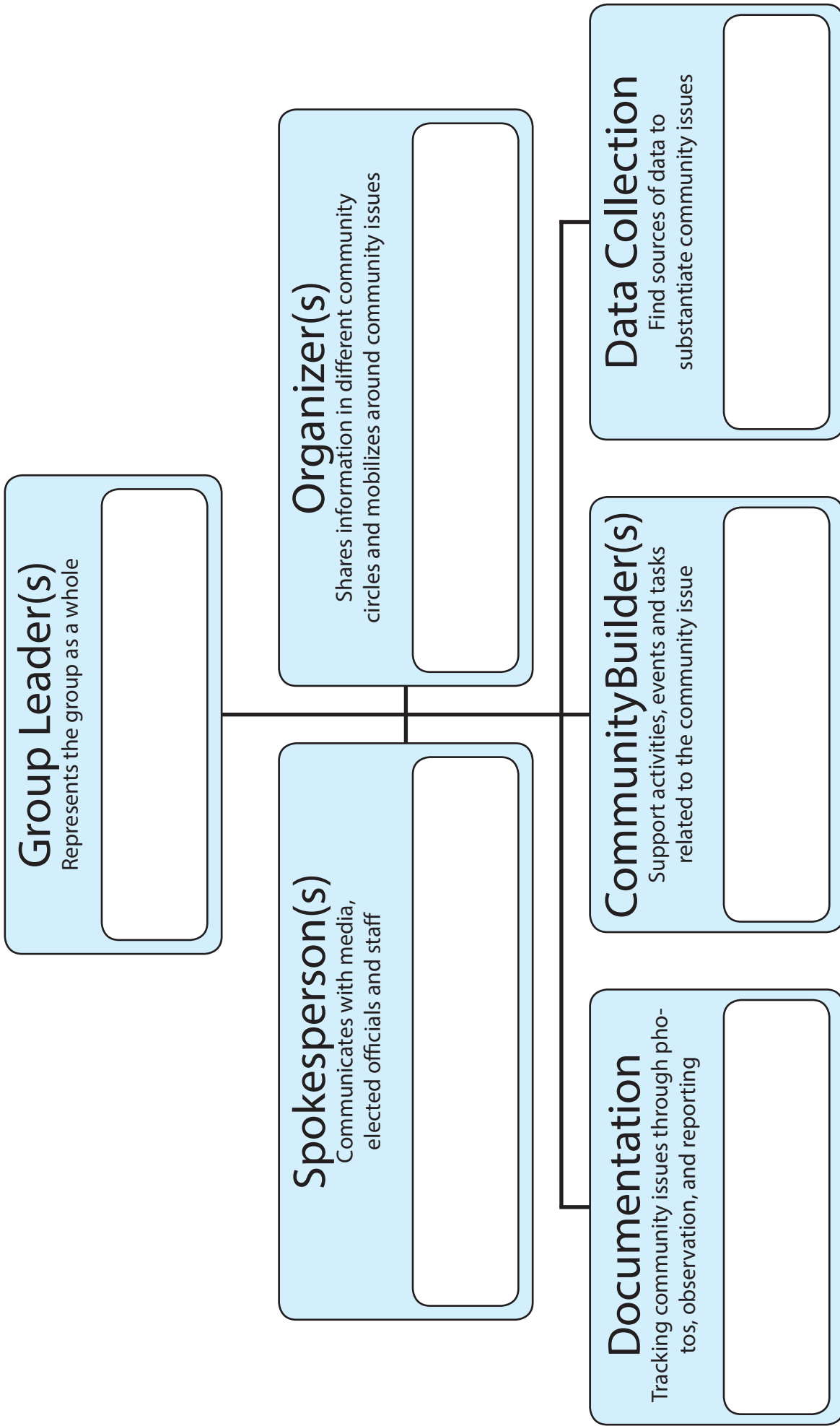
### **MEDIA ADVOCACY**

- I have held a press conference
- I have called a reporter
- I have been interviewed by a reporter
- I have written a letter to the editor or op-ed piece that was published

### **FUNDRAISING**

- I have organized a fundraising dinner or other special event
- I have written a proposal that got funded
- I have run a direct appeal campaign (asked for money by mail or over the phone):

# ROLES AND AREAS OF RESPONSIBILITY



# PLANNING & IMPLEMENTATION PLAN FOR A COMMUNITY IMPROVEMENT PROJECT

**Purpose:**

<b>GOAL</b> An objective that a person or a system plans or intends to achieve	<b>ACTIVITIES</b> A major task that must take place in order to fulfill a goal	<b>TIMELINE</b> A graphical representation of a chronological sequence of events	<b>RESPONSIBILITY</b> Something for which one is responsible; a duty or obligation	<b>FUNDING</b> Financial resources provided to make a project possible	<b>BENCHMARKS &amp; OUTCOMES</b> A point of reference for a measurement; An end result	<b>COMMUNICATIONS/ MEDIA OPPORTUNITIES</b> The activity of conveying meaningful information to the media

# EXAMPLE OF A COMPLETED PLANNING & IMPLEMENTATION PLAN FOR A COMMUNITY IMPROVEMENT PROJECT

## Resident Leadership Academy: Oceanside Community Improvement Project Action Plan

**Purpose:** Increase physical activity opportunities and safety at Joe Balderrama Park

Goal/Objective:	Activities:	Timeline:	Responsibility:	Funding:	Benchmarks & Outcomes:	Communications/Media Opportunities:
An objective that a person or a system plans or intends to achieve	A major task that must take place in order to fulfill a goal	A graphical representation of a chronological sequence of events	Something for which one is responsible; a duty, obligation	Financial resources provided to make some project possible	A point of reference for a measurement; An end result	An activity of conveying meaningful information to the media
a) Move/Remove handball court and replace with gazebo	a) Present park improvement vision to Park and Rec b) Acquire crime data from Oceanside PD in/around the park	a) Do presentations between July and August 2011	a) Contact ENA (Beatriz, Daniel, Mireya, Azucena)	a) City of Oceanside CDBG Funds	a) Completion of presentations to 3-5 stakeholder groups	a) Share story with North County Times, SD Union Tribune
b) Improve the main entrance with a mural, and/or add way finding art or a statue	c) Present park improvement vision to John Lundblad, the City of Oceanside	b) Keep in consideration weekends and nights for the presentations	b) Contact John L. (Susana) c) Contact Park and Rec and connect through Esther Sanchez (Rosa, Monica, Susanne)	b) City of Oceanside CAP funds	b) Disseminate flyers about park (100) improvement vision	b) Hispano, El Latino, El Share flyer to invite friends, neighbors, school staff, and other interested parties to the 6/29/11 Oceanside RLA Community Presentation and Celebration
c) Add art at the park to signify a safe and aesthetically pleasing space with cultural heritage	d) Present park improvement vision to neighbors around the park e) Present vision to at least 2 neighborhood groups in the community: 1) Eastside Neighborhood Association (ENA) that meets monthly and 2) Concha's group, the Eastside Neighborhood UCAN				c) Additions made to the park (ex: benches, BBQ pits, flowers /gardens, sculptures)	
d) Add shades over the picnic tables, add more tables, and cover tables with art designs	f) Give flyer about park improvement vision to residents living near the park				d) Broken areas are fixed and/or removed if needed (ex: broken lights)	
e) Add exercise area and/or youth activities (karate)					e) Increased use of the park, less gang activity	
					f) Improvements to the park(ex: gazebo, public art, tables)	

# EXAMPLE OF A COMPLETED PLANNING & IMPLEMENTATION PLAN FOR A COMMUNITY IMPROVEMENT PROJECT

## Resident Leadership Academy: Oceanside Community Improvement Project Action Plan

**Purpose:** Improve walkability and pedestrian safety at Laurel Elementary School

Goal/Objective: An objective that a person or a system plans or intends to achieve	Activities: A major task that must take place in order to fulfill a goal	Timeline: A graphical representation of a chronological sequence of events	Responsibility: Something for which one is responsible; a duty, obligation	Funding: Financial resources provided to make some project possible	Benchmarks & Outcomes: A point of reference for a measurement; An end result	Communications/ Media Opportunities: An activity of conveying meaningful information to the media
a. Add a "round-about" in front of the school	a) Present pedestrian safety vision to the Oceanside Unified School District (Superintendent) and Board member, Emily Ortiz Wichmann	a) Do presentations between July and October 31, 2011 b) Keep in consideration weekends and nights for the presentations	a) Meeting with the Superintendent (Monica, Margie) b) Meeting with Emily Wichmann (Rocio, Hector)	a) City of Oceanside b) Grants from the State of California c) School District budget d) General fundraising efforts	a) Crosswalks are raised/built b) Start building islands (medians) and adding greenery c) Start building medians d) Someone is present in front of Laurel to guide pedestrians	a) Invite media outlets to the 6.29.11 presentation b) Vista Community Clinic develops and disseminates media advisory for the 6.29.11 event and future events where public officials and dignitaries are invited. (2 weeks in advance)
b. Build "raised crosswalks" in front of the school	a) Present pedestrian safety vision to the City of Oceanside (Councilmembers, Public Works, Traffic Engineering)	a) Do presentations between July and October 31, 2011 b) Keep in consideration weekends and nights for the presentations	a) Meeting with the Superintendent (Monica, Margie) b) Meeting with Emily Wichmann (Rocio, Hector)	a) City of Oceanside b) Grants from the State of California c) School District budget d) General fundraising efforts	a) Crosswalks are raised/built b) Start building islands (medians) and adding greenery c) Start building medians d) Someone is present in front of Laurel to guide pedestrians	a) Invite media outlets to the 6.29.11 presentation b) Vista Community Clinic develops and disseminates media advisory for the 6.29.11 event and future events where public officials and dignitaries are invited. (2 weeks in advance)
c. Narrow the Street	a) Present pedestrian safety vision to the City of Oceanside (Councilmembers, Public Works, Traffic Engineering)	a) Do presentations between July and October 31, 2011 b) Keep in consideration weekends and nights for the presentations	a) Meeting with the Superintendent (Monica, Margie) b) Meeting with Emily Wichmann (Rocio, Hector)	a) City of Oceanside b) Grants from the State of California c) School District budget d) General fundraising efforts	a) Crosswalks are raised/built b) Start building islands (medians) and adding greenery c) Start building medians d) Someone is present in front of Laurel to guide pedestrians	a) Invite media outlets to the 6.29.11 presentation b) Vista Community Clinic develops and disseminates media advisory for the 6.29.11 event and future events where public officials and dignitaries are invited. (2 weeks in advance)
d. Add traffic light	a) Present pedestrian safety vision to the City of Oceanside (Councilmembers, Public Works, Traffic Engineering)	a) Do presentations between July and October 31, 2011 b) Keep in consideration weekends and nights for the presentations	a) Meeting with the Superintendent (Monica, Margie) b) Meeting with Emily Wichmann (Rocio, Hector)	a) City of Oceanside b) Grants from the State of California c) School District budget d) General fundraising efforts	a) Crosswalks are raised/built b) Start building islands (medians) and adding greenery c) Start building medians d) Someone is present in front of Laurel to guide pedestrians	a) Invite media outlets to the 6.29.11 presentation b) Vista Community Clinic develops and disseminates media advisory for the 6.29.11 event and future events where public officials and dignitaries are invited. (2 weeks in advance)
e. Better define lanes and walkways	a) Present pedestrian safety vision to the City of Oceanside (Councilmembers, Public Works, Traffic Engineering)	a) Do presentations between July and October 31, 2011 b) Keep in consideration weekends and nights for the presentations	a) Meeting with the Superintendent (Monica, Margie) b) Meeting with Emily Wichmann (Rocio, Hector)	a) City of Oceanside b) Grants from the State of California c) School District budget d) General fundraising efforts	a) Crosswalks are raised/built b) Start building islands (medians) and adding greenery c) Start building medians d) Someone is present in front of Laurel to guide pedestrians	a) Invite media outlets to the 6.29.11 presentation b) Vista Community Clinic develops and disseminates media advisory for the 6.29.11 event and future events where public officials and dignitaries are invited. (2 weeks in advance)
f. Designate street in front of school to have no car access, only access for school buses and other school vehicles	a) Present pedestrian safety vision to the City of Oceanside (Councilmembers, Public Works, Traffic Engineering)	a) Do presentations between July and October 31, 2011 b) Keep in consideration weekends and nights for the presentations	a) Meeting with the Superintendent (Monica, Margie) b) Meeting with Emily Wichmann (Rocio, Hector)	a) City of Oceanside b) Grants from the State of California c) School District budget d) General fundraising efforts	a) Crosswalks are raised/built b) Start building islands (medians) and adding greenery c) Start building medians d) Someone is present in front of Laurel to guide pedestrians	a) Invite media outlets to the 6.29.11 presentation b) Vista Community Clinic develops and disseminates media advisory for the 6.29.11 event and future events where public officials and dignitaries are invited. (2 weeks in advance)

# EXAMPLE OF A COMPLETED PLANNING & IMPLEMENTATION PLAN FOR A COMMUNITY IMPROVEMENT PROJECT

## Resident Leadership Academy: Oceanside Community Improvement Project Action Plan

**Purpose:** Improve access to healthy foods at Valu+ Shopping Center, & redesign surrounding areas to support walking and social cohesion

Goal/Objective: An objective that a person or a system plans or intends to achieve	Activities: A major task that must take place in order to fulfill a goal	Timeline: A graphical representation of a chronological sequence of events	Responsibility: Something for which one is responsible; a duty, obligation	Funding: Financial resources provided to make some project possible	Benchmarks & Outcomes: A point of reference for a measurement; An end result	Communications/Media Opportunities: An activity of conveying meaningful information to the media
<p>a. Redesign parking lot to improve active living and increase social cohesion</p> <ol style="list-style-type: none"> <li>1. Build walkways that connect to commercial area</li> <li>2. Make façade improvements to businesses</li> <li>3. Add mixed use development</li> </ol>	<p>a) Present commercial area upgrade vision to the City of Oceanside and business owners or managers of Mission Bazaar, Valu+ and Show Palace</p> <p>b) Present commercial area upgrade vision to the Oceanside Chamber of Commerce, the "Main Street" organization, Small business association located next to Mira Costa College</p> <p>c) Recommend alternative healthy food vendors to Valu+ store managers and owners</p>	<p>a) Do presentations between November 2011 and March 2012</p> <p>b) Keep in consideration weekends and nights for the presentation</p>	<p>a) Meeting with the City of Oceanside and Valu+ business managers (Beatriz/Silvia A., Monica, Margie, Monica)</p> <p>b) Meeting with Mission Bazaar (Mireya, Rocio), and Show Palace (Celerino, J. Daniel Salgado)</p> <p>c) Meeting with the Oceanside Chamber of Commerce (Susana, Marguerite)</p> <p>d) Meeting with the Small business association and the "Main Street" organization (Lourdes, Mireya)</p>	<p>a) City of Oceanside – tax increase</p> <p>b) Business owners</p> <p>c) General donations</p> <p>d) City improvement funds</p> <p>e) Redevelopment funds</p> <p>f) Oceanside Chamber of Commerce</p> <p>g) Grants to support "new" healthy food vendor partnerships (Local)</p>	<p>a) Construction begins</p> <p>b) View "yellow tape" around construction sites</p> <p>c) Old buildings are removed</p> <p>d) Façade of business storefronts are improved</p> <p>e) Signs of new development stating "<b>Coming Soon</b>" are visible to the public</p> <p>f) Groundbreaking ceremony occurs</p> <p>g) Organic, locally sourced, farm fresh produce is offered at Valu+</p>	<p>a) Invite media outlets to the 6.29.11 presentation</p> <p>b) Vista Community Clinic develops and disseminates media advisory for the 6.29.11 event and future events where public officials and dignitaries are invited. (2 weeks in advance)</p> <p>c) Invite representatives of television channel, KOCT, Channel 18 &amp; 19 to 6.29.11 community event</p>
<p>b. Construct social areas where families can gather</p> <ol style="list-style-type: none"> <li>1. Add tables, seating, and water features</li> <li>2. Add a stage for music entertainment</li> <li>3. Build plazas and walkways</li> </ol>	<p>a) Present commercial area upgrade vision to the City of Oceanside and business owners or managers of Mission Bazaar, Valu+ and Show Palace</p> <p>b) Present commercial area upgrade vision to the Oceanside Chamber of Commerce, the "Main Street" organization, Small business association located next to Mira Costa College</p> <p>c) Recommend alternative healthy food vendors to Valu+ store managers and owners</p>	<p>a) Do presentations between November 2011 and March 2012</p> <p>b) Keep in consideration weekends and nights for the presentation</p>	<p>a) Meeting with the City of Oceanside and Valu+ business managers (Beatriz/Silvia A., Monica, Margie, Monica)</p> <p>b) Meeting with Mission Bazaar (Mireya, Rocio), and Show Palace (Celerino, J. Daniel Salgado)</p> <p>c) Meeting with the Oceanside Chamber of Commerce (Susana, Marguerite)</p> <p>d) Meeting with the Small business association and the "Main Street" organization (Lourdes, Mireya)</p>	<p>a) City of Oceanside – tax increase</p> <p>b) Business owners</p> <p>c) General donations</p> <p>d) City improvement funds</p> <p>e) Redevelopment funds</p> <p>f) Oceanside Chamber of Commerce</p> <p>g) Grants to support "new" healthy food vendor partnerships (Local)</p>	<p>a) Construction begins</p> <p>b) View "yellow tape" around construction sites</p> <p>c) Old buildings are removed</p> <p>d) Façade of business storefronts are improved</p> <p>e) Signs of new development stating "<b>Coming Soon</b>" are visible to the public</p> <p>f) Groundbreaking ceremony occurs</p> <p>g) Organic, locally sourced, farm fresh produce is offered at Valu+</p>	<p>a) Invite media outlets to the 6.29.11 presentation</p> <p>b) Vista Community Clinic develops and disseminates media advisory for the 6.29.11 event and future events where public officials and dignitaries are invited. (2 weeks in advance)</p> <p>c) Invite representatives of television channel, KOCT, Channel 18 &amp; 19 to 6.29.11 community event</p>
<p>c. Upgrade the food choices sold at Valu+ to include locally sourced, farm fresh, organic sources</p>	<p>a) Present commercial area upgrade vision to the City of Oceanside and business owners or managers of Mission Bazaar, Valu+ and Show Palace</p> <p>b) Present commercial area upgrade vision to the Oceanside Chamber of Commerce, the "Main Street" organization, Small business association located next to Mira Costa College</p> <p>c) Recommend alternative healthy food vendors to Valu+ store managers and owners</p>	<p>a) Do presentations between November 2011 and March 2012</p> <p>b) Keep in consideration weekends and nights for the presentation</p>	<p>a) Meeting with the City of Oceanside and Valu+ business managers (Beatriz/Silvia A., Monica, Margie, Monica)</p> <p>b) Meeting with Mission Bazaar (Mireya, Rocio), and Show Palace (Celerino, J. Daniel Salgado)</p> <p>c) Meeting with the Oceanside Chamber of Commerce (Susana, Marguerite)</p> <p>d) Meeting with the Small business association and the "Main Street" organization (Lourdes, Mireya)</p>	<p>a) City of Oceanside – tax increase</p> <p>b) Business owners</p> <p>c) General donations</p> <p>d) City improvement funds</p> <p>e) Redevelopment funds</p> <p>f) Oceanside Chamber of Commerce</p> <p>g) Grants to support "new" healthy food vendor partnerships (Local)</p>	<p>a) Construction begins</p> <p>b) View "yellow tape" around construction sites</p> <p>c) Old buildings are removed</p> <p>d) Façade of business storefronts are improved</p> <p>e) Signs of new development stating "<b>Coming Soon</b>" are visible to the public</p> <p>f) Groundbreaking ceremony occurs</p> <p>g) Organic, locally sourced, farm fresh produce is offered at Valu+</p>	<p>a) Invite media outlets to the 6.29.11 presentation</p> <p>b) Vista Community Clinic develops and disseminates media advisory for the 6.29.11 event and future events where public officials and dignitaries are invited. (2 weeks in advance)</p> <p>c) Invite representatives of television channel, KOCT, Channel 18 &amp; 19 to 6.29.11 community event</p>

# EXAMPLE OF A COMPLETED PLANNING & IMPLEMENTATION PLAN FOR A COMMUNITY IMPROVEMENT PROJECT

## Resident Leadership Academy: Oceanside Community Improvement Project Action Plan

**Purpose:** Improve walkability and safety at Canyon Drive and Carey Road

Goal/Objective:	Activities: A major task that must take place in order to fulfill a goal	Timeline: A graphical representation of a chronological sequence of events	Responsibility: Something for which one is responsible; a duty, obligation	Funding: Financial resources provided to make some project possible	Benchmarks & Outcomes: A point of reference for a measurement; An end result	Communications/ Media Opportunities: An activity of conveying meaningful information to the media
a) Install warning lights wherever necessary	a) Present pedestrian safety vision to City of Oceanside Planning and Public Works Departments	a) Do presentations between November 2011 and March 2012	a) Meeting with City Departments (Celerino, J. Daniel, Daniel C., Hector and Beatriz)	a) City of Oceanside – General fund	a) Sidewalks are improved and walkable	a) Invite media outlets to the 6.29.11 presentation
b) Construct prominent sidewalks	b) Meet with/talk with neighbors in the immediate area about traffic safety concerns and improvement strategies	b) Keep in consideration weekends and nights for the presentations	b) Meeting with neighbors in the immediate area (Azucena, Yesenia, Celerino)	b) Local taxes c) State funding and grants	b) Islands and roundabouts are built	b) Vista Community Clinic develops and disseminates media advisory for the 6.29.11 event and future events where public officials and dignitaries are invited. (2 weeks in advance)
c) Build round-about at the top of the hill to slow down cars	c) Gather data of traffic safety issues in the immediate area of the intersection		c) Gathering data on traffic and safety issues in the immediate area (Mireya, Daniel)	d) Community Development Block grant e) City of Oceanside Capital Improvement Project (CIP) funds	c) More lighting in the area increases visibility	c) Invite representatives of television channel, KOCT, Channel 18 & 19 to 6.29.11 community event
d) Install bulb-outs	d) Present pedestrian safety vision to the Loma Linda Neighborhood Association		d) Meeting with the Loma Linda Neighborhood Association (Susana, Rosa, Marguerite)		d) Accidents and speeds levels are reduced in the general area	
e) Build raised crosswalks					e) More people are walking in the immediate area	
f) Construct speed bumps at the same time with islands (medians) and/or round-bouts					f) More people are crossing the street with confidence (no need to avoid walking in the area)	

# COMMUNITY PRESENTATION AND CELEBRATION EVENT SAMPLE FLYERS



## Change is Coming...

NOVEMBER 30, 2011

5:30PM-8:00PM

Golden Avenue Elementary School  
7885 Golden Avenue, Lemon Grove, CA  
(Auditorium)

REFRESHMENTS, CHILDCARE, AND  
SPANISH/ENGLISH INTERPRETATION  
WILL BE PROVIDED!



RSVP by Nov. 23, 2011 to  
[ypalomino@sdchip.org](mailto:ypalomino@sdchip.org) or  
call 858-609-7969

## LEMON GROVE RESIDENT LEADERSHIP ACADEMY

JOIN US TO HEAR AND LEARN ABOUT...

- ∞ SAFETY
- ∞ HEALTHY LIFESTYLES
- ∞ COMMUNITY INVOLVEMENT



Our Vision: We envision a vibrant, safe, clean, active and healthier community for everyone to enjoy

Who We Are: The Resident Leadership Academy of Lemon Grove is a community advocacy group designed to empower, facilitate and sustain resident stewardship of Lemon Grove.

Flyer Created By: James Davis, Lemon Grove Community Leader

Made possible by funding from the U.S. Department of Health and Human Services, through the County of San Diego



COMMUNITY HEALTH  
IMPROVEMENT PARTNERS  
making a difference together





# COMMUNITY PRESENTATION AND CELEBRATION EVENT SAMPLE FLYERS



## National City

### Community Presentation

Thursday, November 17, 2011

6:00-8:00pm

Martin Luther King Community Center  
North Room

140 E. 12<sup>th</sup> Street National City, CA 91950

*English/Spanish Interpretation Will Be Provided!*



*Presented by:*

## Resident Leadership Academy

**Who are we?**

*Community leaders*

*parents, teachers and students*

*mentors and volunteers*

**For more information and to RSVP:**

*Lydia Wisz*

*(858) 472-1772*

[\*lydiawi@gmail.com\*](mailto:lydiawi@gmail.com)

**RSVP by November 11, 2011**

**Our Vision**

*National City is a proud landmark and we envision to revive and create a more uplifting, cohesive and culturally vibrant community through beautification with art and gardens to enhance physical activity and healthy food access for the safety and well being of all.*

*Flyer created by: Amanda Cheyney, National City Community Leader*

*Made possible by funding from the U.S. Department of Health & Human Services, through the County of San Diego*



**LIVE WELL  
SAN DIEGO**



**COMMUNITY HEALTH  
IMPROVEMENT PARTNERS**  
*making a difference together*

# COMMUNITY PRESENTATION AND CELEBRATION EVENT SAMPLE FLYERS



## WE WANT A HEALTHY ENVIRONMENT

WE ARE A GROUP OF RESIDENTS FROM THE EASTSIDE OCEANSIDE COMMUNITY THAT HAVE BEEN MEETING FOR 10 WEEKS TO LEARN THE STEPS ON HOW TO IMPROVE OUR COMMUNITY'S HEALTH, SAFETY AND APPEARANCE. WE HAVE IDENTIFIED HOW THE ENVIRONMENT IS AFFECTING OUR COMMUNITY, AND THESE AREAS NEED IMMEDIATE ATTENTION! WE HAVE DEVELOPED GOOD PLANS TO OVERCOME THESE ISSUES & WE WANT TO PRESENT THEM TO YOU.

ON WEDNESDAY  
JUNE 29, 2011

6:00-8:00PM

HEALTH AND HUMAN SERVICES AGENCY-NORTH COASTAL

1701 MISSION AVE. OCEANSIDE, CA 92054

RSVP by Friday June 24, 2011

Please contact: Yeni Palomino (hablo español) at 858-609-7969 or email

[ypalomino@sdchip.org](mailto:ypalomino@sdchip.org)

English/Spanish Translation Provided.



Flyer Created by: Daniel Correa, Oceanside Community Leader

COMMUNITY PRESENTATION AND  
CELEBRATION EVENT SAMPLE FLYERS

# COMMUNITY PRESENTATION SHOWCASE AND CELEBRATION



PRESENTED BY:



RESIDENT LEADERSHIP ACADEMY  
SOUTHEASTERN SAN DIEGO



NOVEMBER 14, 2011  
5:30 PM . - 8:00 PM

JACOBS CENTER  
404 EUCLID AVENUE,  
SAN DIEGO, CA 92113

FOR MORE INFORMATION  
AND TO R.S.V.P BY NOVEMBER 11  
CALL MS. MOSS



619 262-2022

INFO@PROJECTNEWVILLAGE.ORG

ENGLISH/SPANISH INTER.PRETATION WILL BE PROVIDED



WE ENVISION A SOUTHEASTERN  
SAN DIEGO COMMUNITY THAT IS  
GROWING FOOD, FAMILIES, AND  
FAIRNESS TO SUSTAIN A  
HEALTHY LIFE STYLE

MADE POSSIBLE BY FUNDING  
FROM THE U.S. DEPARTMENT OF HEALTH  
AND HUMAN SERVICES, THROUGH THE  
COUNTY OF SAN DIEGO.



CREATED BY PEDRO DIAZ, SOUTHEASTERN SAN DIEGO COMMUNITY LEADER

# PRESS RELEASE SAMPLE FOR COMMUNITY PRESENTATION AND CELEBRATION

**FOR IMMEDIATE RELEASE**

**Thursday June 23, 2011**

**For more information, contact:**

**Silvia Alcantar**

**Manager, Maternal Child Health**

[salcanta@vistacommunityclinic.org](mailto:salcanta@vistacommunityclinic.org)

**760-631-5000 x 7113**

**760-612-3955 mobile**



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## **Eastside Neighborhood Residents Strive to Make A Difference**

*Vista Community Clinic and dedicated partners host Community Presentation, Celebration*

**North County San Diego, CA – June 23, 2011** – The Vista Community Clinic’s will host an Oceanside **Resident Leadership Academy** Community Presentation and Celebration on Wednesday, June 29<sup>th</sup>, 2011. The event will honor program participants and unveil participants’ plans for to implement the community improvement projects they have identified to improve quality of life in the Eastside Neighborhood of Oceanside, CA.

Fourteen residents completed the 12- week Resident Leadership Academy. Topics covered include: community building principles, social determinants of health, walkable communities, crime prevention, land use, and healthy food systems. Participants completed a community needs and opportunities assessment which informed the selection of a final group projects. These group projects will be unveiled during the presentation. Community leaders, stakeholder organizations and residents are invited to attend this event.

**What:** **Community Presentation and Celebration**  
**When:** Wednesday June 29<sup>th</sup>, 2011  
**Time:** 6pm – 8pm  
**Where:** City of Oceanside’s Health and Human Services Office  
1701 Mission Avenue, Oceanside, CA 92058

Approximately 12% of the population in Vista and Oceanside live below the federal poverty level. In the Eastside neighborhood of Oceanside, 25.5% live below the poverty threshold of \$22,050 for a family of four. Participants in the Resident Leadership Academy are committed to creating positive changes in their neighborhood.

The Resident Leadership Academy is a curriculum that was developed by Community Health Improvement Partners and the County of San Diego to empower residents in San Diego County communities to improve quality of life in neighborhoods, with changes promoting physical activity and healthy food choices. The project is part of the County’s *Live Well San Diego* vision for a region that is Building Better Health, Living Safely and Thriving. To learn more, visit [LiveWellSD.org](http://LiveWellSD.org).

# PRESS RELEASE SAMPLE FOR COMMUNITY PRESENTATION AND CELEBRATION

## **About Vista Community Clinic**

Vista Community Clinic is a private nonprofit provider of high quality comprehensive primary health care and health education with a focus on those in need because of economic, social or cultural barriers. Primary care services include obstetrics; pediatrics; family and internal medicine; women's health and family planning services; dental; and preventive services such as childhood immunizations and screenings for diabetes and asthma. Vista Community Clinic operates five clinic sites in the cities of Vista and Oceanside. For more information or to schedule an appointment, call (760) 631-5000 or visit [www.vistacommunityclinic.org](http://www.vistacommunityclinic.org).

###

# RLA DIPLOMA SAMPLE

## Certificate of Completion

Presented to:

Monica Hernandez

*For the Successful Completion of the Resident Leadership Academy Course  
Facilitated by Community Health Improvement Partners,  
Sponsored by the County of San Diego, Health & Human Services Agency  
in Conjunction with Vista Community Clinic*

June 29, 2011

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*Dana Richardson*

*Silvia Alcantar*  
*Director of Advocacy & Community Health*  
*Health Program Manager*  
*Community Health Improvement Partners*  
*Community Clinic*

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*Barbara Jiménez*

*Deputy Director, North Coastal & North Inland Regions*  
*County of San Diego, HHS&A*  
*Maternal Child*  
*Vista*



health

COUNTY OF SAN DIEGO

# Resident Leadership Academy Southeastern San Diego

November 14, 2011



Community Showcase and Celebration

**We envision a Southeastern San  
Diego community that is growing  
food, families, and fairness to  
sustain a healthy life style**

# **The Collective Vision**

2



# Why do we think CHANGE is possible?

*Because we already see the City of San Diego, the Southeastern Development Corporation, and other community stakeholders interested in working on these issues, and we want us all to work together as a community to get it done!*

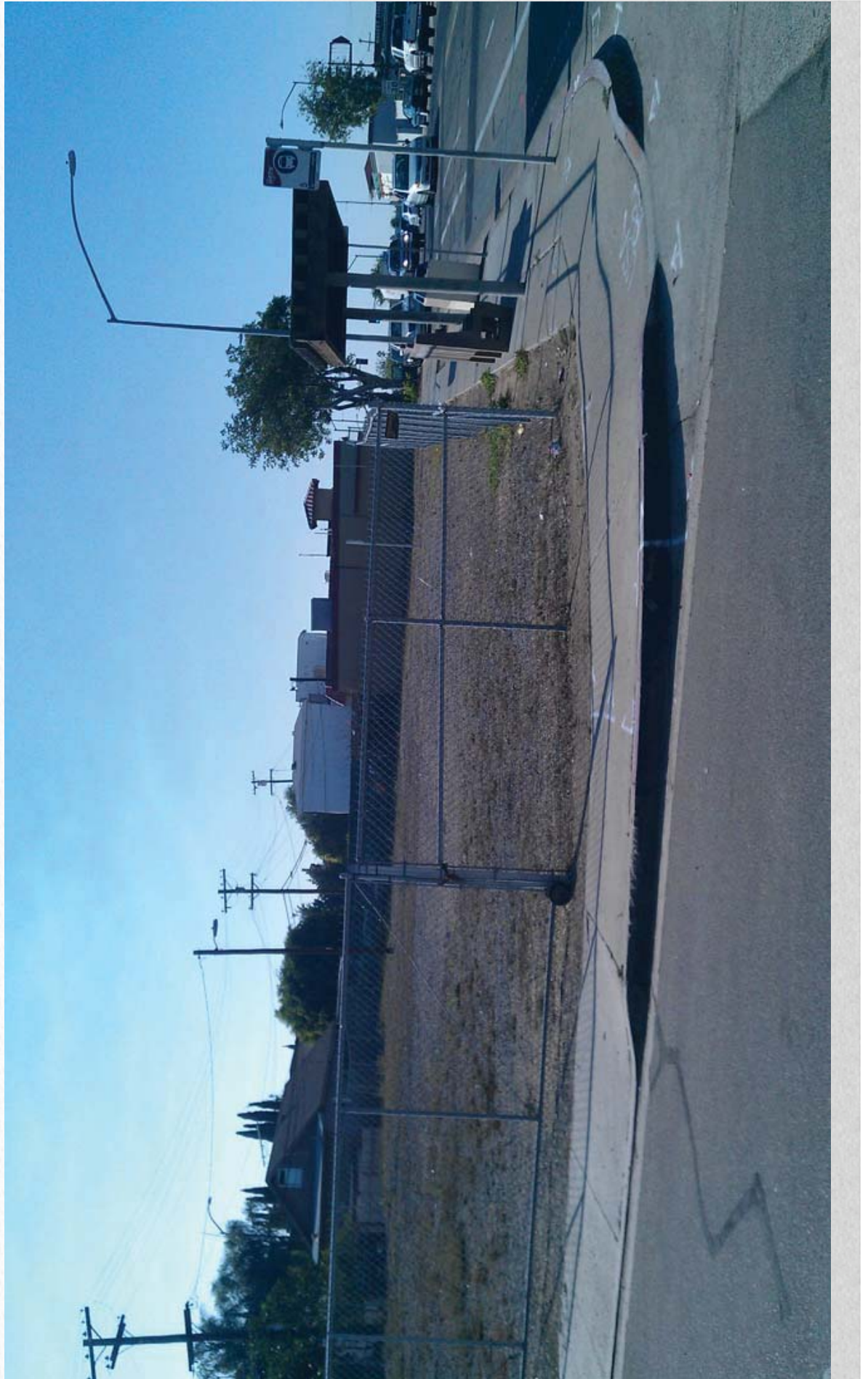
# Our Concerns: Southeastern San Diego Food Environment



# SOLUTION: A LOCAL SOUTHEASTERN SAN DIEGO FOOD SYSTEM

- ❖ Establish Community Gardens in Mt. Hope and Encanto areas, and acquire certified growers certification at both sites
- ❖ Enhance and expand Farmer's Market operations
- ❖ Feature "Market Box" concept (customers receive a share of seasonal produce from the region for a fee)

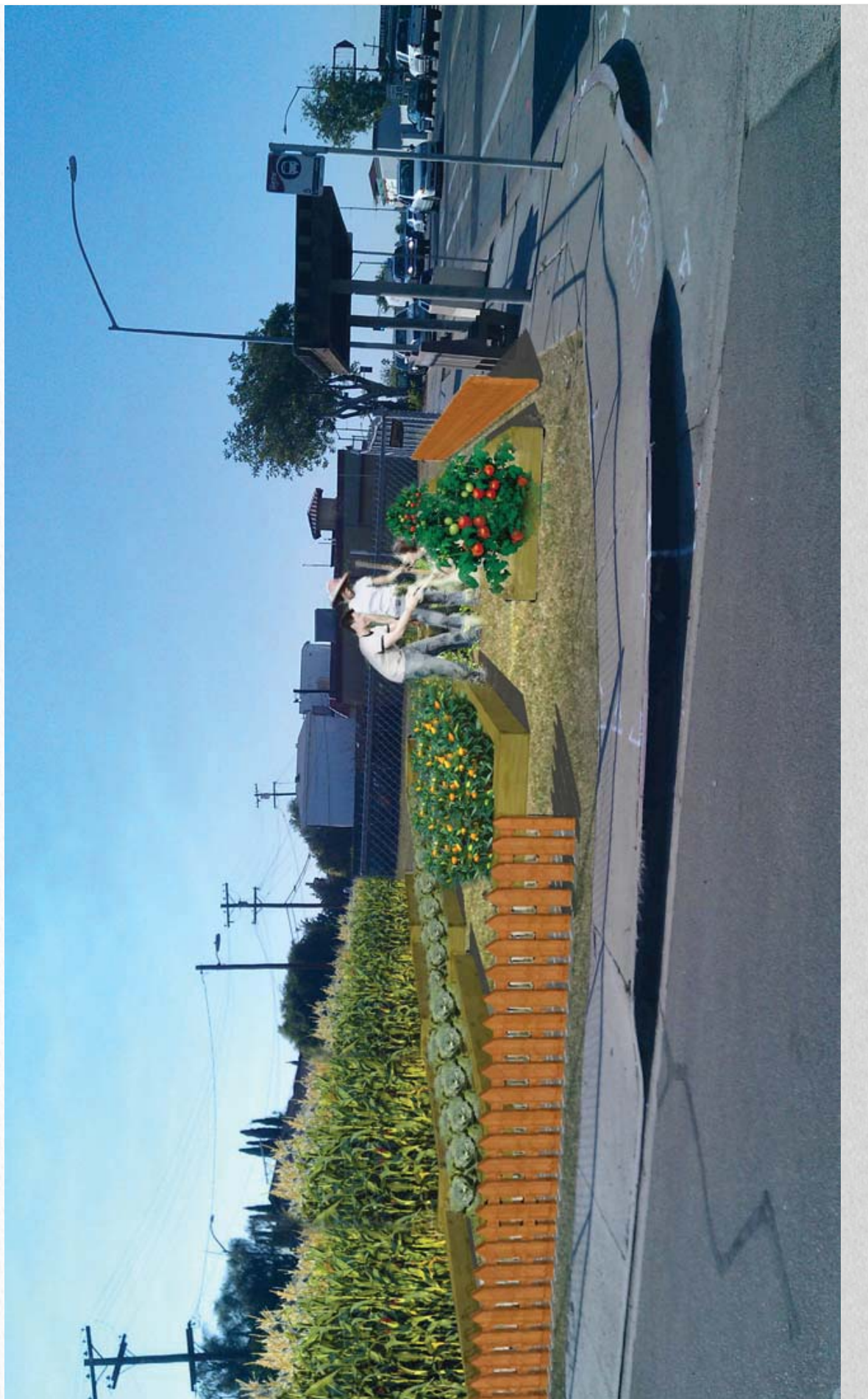
# Community Garden: Mt. Hope



# Community Garden: Mt. Hope



# Community Garden: Mt. Hope



# Community Garden: Encanto (69<sup>th</sup>/Imperial)

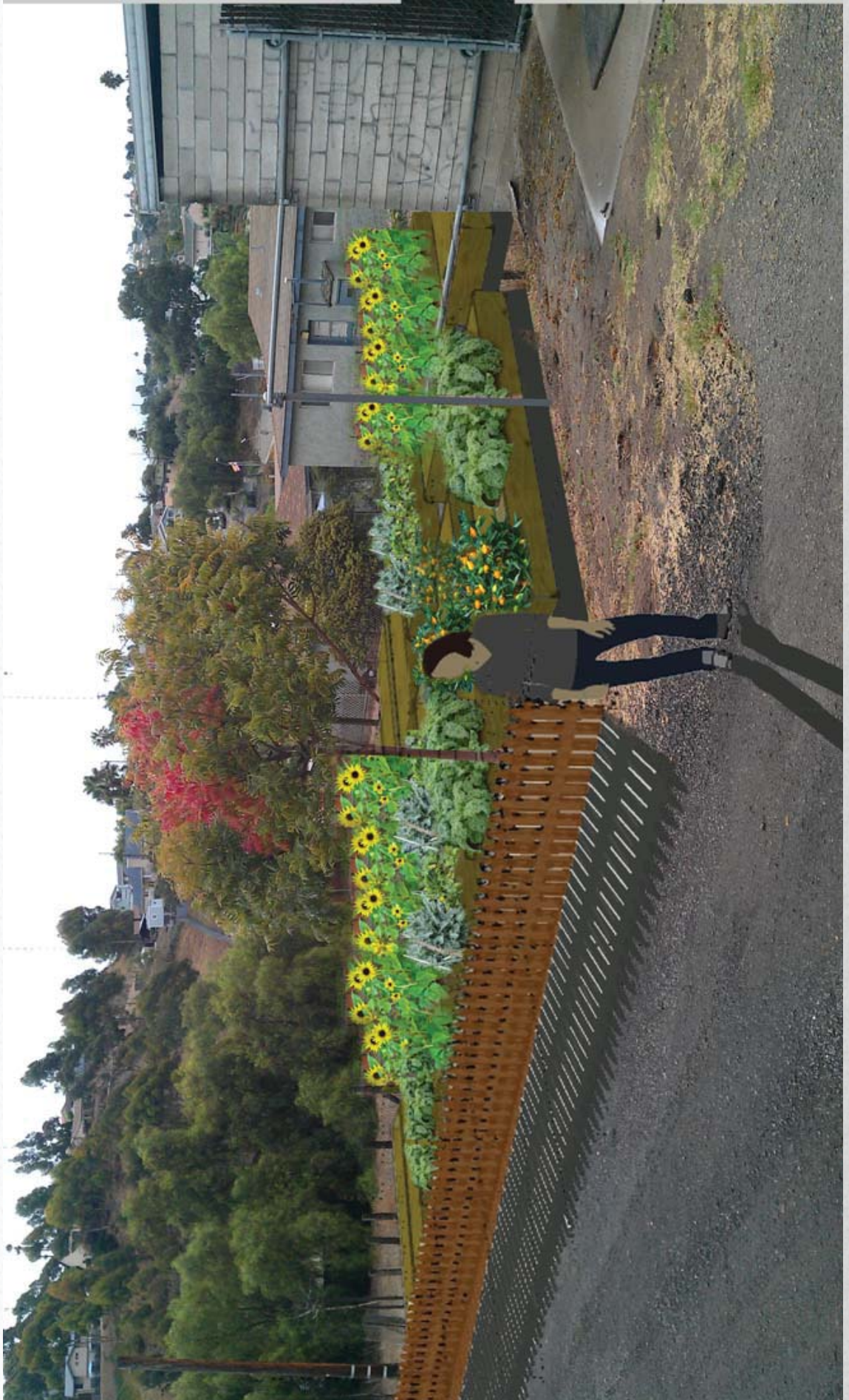


# Community Garden: Encanto (69<sup>th</sup>/Imperial)





# Community Garden: Encanto (69<sup>th</sup>/Imperial)



# Southeastern San Diego Farmer's Market



# Southeastern San Diego Farmer's Market



# Southeastern San Diego Farmer's Market



# Our Concerns: Traffic Safety at Euclid Ave Exit on the 94 Freeway



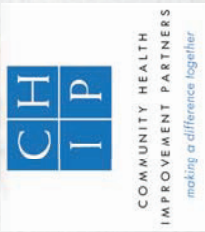
**SOLUTION: EUCLID EXIT  
OFF 94 FWY IS SAFE  
FOR PEDESTRIANS &  
BICYCLISTS**











**THANK YOU FOR JOINING US!!!**

