

# THE CHANGEMAKER'S GUIDE

## A Community Planning Curriculum



# Facilitator's Guide

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# Introduction

**T**he entrance to Teresa's home is located down a back alley in Boyle-Heights, Los Angeles. Until recently, the chain-link fences and stucco walls of the alley were lined with trash; at night, under the din of dilapidated street lamps, rats and roaches would scurry from one trash heap to the next. Without a safe space for her children to play, Teresa kept her children indoors. Restless and frustrated, Teresa began to organize neighborhood meetings to turn the alley into a safe community space. The residents came together to hold fundraisers and community workdays. After a year, the alley had been completely revitalized. Murals now cover the stucco walls, solar lighting brightens the alley at night, and mobile planters block the street from unwanted cars.

For Teresa, these changes transformed her daily experiences of her neighborhood: **"This alley is our backyard. It is an extension of our homes. My kids can now go outside and play nearby and I can watch them. I feel safe because they are playing in a space that is safe for them."** For Teresa and her neighbors, the new plaza provides community members with a play area for their children and public space to gather and build relationships with one another. But the process was also an empowering one; the project's success proved to Teresa and her neighbors that true community change was attainable.

As Teresa and her neighbors demonstrate, sometimes neighborhood improvements can be made through collaborative efforts. On other occasions, however, residents may need to work with public agencies or officials to effect widespread change. Neighborhood to neighborhood, block by block, disparities persist in the food that's readily available; the educational and employment opportunities that exist; the pollution levels in the land, water, and air; the quality and affordability of the homes; and the safety and reliability of the transportation systems.<sup>1</sup> Addressing these persistent disparities requires communities to leverage their power to trigger governmental action.

This curriculum is designed to give residents in communities across the LA area the resources to meaningfully engage with the policy and planning processes that shape their neighborhoods, cities, and regions. Many communities, particularly communities that have historically faced disinvestment and marginalization, have long been strongholds of policy development. In 2008, frustrated by the inadequate food options available to residents of South LA, community members pushed the City of Los Angeles to develop a moratorium limiting the development of new freestanding fast food restaurants.<sup>2</sup> The development of the moratorium has been an important step toward ensuring a wider selection of food is available to residents in South LA; since the moratorium was adopted, only one fast food restaurant has been built and six new grocery stores have opened.<sup>3</sup> This interactive guide builds off such efforts to offer people an overview of policy tools and advocacy to strengthen their voices in decision-making processes.

**Advocating for healthier options and greater autonomy in is in itself a health-promoting activity.**<sup>4,5</sup> Building trust and cohesion in communities has proved to reduce mortality,<sup>6</sup> coronary heart disease,<sup>7,8</sup> and mental disorders,<sup>9</sup> as well as increase healthy behaviors.<sup>10,11</sup> Community participation in city planning and policy-making means residents can work with elected officials and public agencies to confront inequitable conditions that cause poor health.<sup>12,13</sup> Thus, public forums that generate authentic discussions about the trade-offs of particular policies and create pathways into decision-making processes are integral to individual and collective well-being.

## The Curriculum Overview

This introductory curriculum is designed as a series of interactive and hands-on workshops. The workshops can be used as stand-alone trainings or in a series.

The first two workshops are introductions to concepts of planning and development. During the first workshop, *Roses in the Concrete*, participants will investigate the relationship between the built environment and health. The second workshop, *Run With It*, is a public participation training that will teach residents about specific techniques to work with public agencies and elected officials to create equitable, health-promoting policies and practices.

The last three workshops – *Ride On*, *Munch Better*, and *Health Comes Home* – focus on specific elements of healthy plans and policies.

These workshops offer participants:

- The resources to advocate for themselves with local officials
- Strategies to bring their voices into public decision-making processes
- Information about policies and practices that can help them achieve better health outcomes in their communities

This Facilitator's Guide is divided into three sections: the Introduction, Lesson Plans, and Training Materials. The Introduction provides resources about the subject matter covered in each workshop and general guidance for group facilitation. The Lesson Plans give explicit instructions about how to prepare and facilitate each workshop, and the Training Materials section will provide you with the materials necessary for each activity. There are two different icebreakers to help you kick off each workshop, as well as two slide decks to help you craft short presentations. The workshop activities, icebreakers, and slide decks are in both Spanish and English.

The structure of the workshops is only a suggestion. Mix and match the trainings and activities to tailor the workshops to your needs. Ideally, all participants will walk away with powerful strategies to achieve healthy, vibrant, and prosperous communities.

### Setting Up Your Workshop

The workshops in this curriculum are designed for 10–30 participants. If you are working with smaller or larger groups, you will need to read the lesson plans closely and modify the curriculum appropriately. The first two workshops include PowerPoint presentations that require a computer and projector. If you do not have access to either of those items, use the slides and the notes to create your own presentation using materials available to you. Lastly, the activities in all of the workshops require participants to move around a room, form small groups, and write on worksheets. When thinking about where to hold your workshop, be sure to find a location suitable for these types of activities.

## Who Is This For?

This curriculum was designed as a resource for community-based organizations (CBOs) working with resident leaders to influence the planning and development of their neighborhoods and cities. Before facilitating any workshops, you should assess what you hope to achieve with these workshops and identify the best facilitators for the audience and subject matter. Facilitators should be familiar with the following:

- Health and environmental stressors that affect participants' daily lives.
- Opportunities available to the participants and the assets in their neighborhoods.
- Elected officials representing the participants in government.

If your CBO is using the curriculum to build momentum around a specific plan or policy, you will also need to do the following:

- Identify local agencies and resources to help participants achieve their goals.
- Research how to navigate local government agencies.
- Study the political context and climate. (This will make certain proposals, plans, or policies more or less feasible.)

# Defining Terms

## Planning and Development

What do we mean when we say *planning* and *development*? Planning refers to the process a local planning department uses to determine how neighborhoods, cities, or counties are organized and the resources available to residents. Planners ask and answer specific questions: Does a particular neighborhood need more multifamily housing units? Which streets are best for bike lanes? What kinds of businesses should be allowed near residential areas? Planners use a combination of tools to answer these questions. They meet with residents, business owners, and community organizations to understand the strengths, opportunities, and challenges in a neighborhood. They use data from a variety of sources to consider the existing conditions in a city or neighborhood; they also look at the projected population, employment patterns, and economic opportunities. All of this information is then used to create a vision and organize priorities for investment at a neighborhood, city, or county level.

When we talk about *development*, we are talking about structures or buildings that are created, reconstructed, or remade for a new use. Everything from a highway to a crosswalk, an apartment building to a granny flat, a supermarket to a community garden is a type of development that the planning department can encourage or discourage through the planning process. The most complicated aspect of the planning process is figuring out how to encourage or discourage the right kinds of investment and development to promote the health and well-being of a particular community.

## The Formal Planning Process

When we refer to a formal planning process, we are talking about the specific way a planning policy is developed and adopted. People participate in political processes in many ways. For generations, organizers have used sophisticated tools, such as protests, direct action, or election campaigns, to ensure that policies are adopted and implemented. When working with public agencies or elected officials, there are specific ways that residents can participate directly: they can create proposals in public workshops, write letters to elected officials, comment on public drafts, and speak at hearings, workshops or meetings. For the purposes of this curriculum, those are the activities we are referencing when we talk about a formal process.

## The Built Environment

The term built environment refers to everything humans create or change to alter their surroundings. It includes the roads we drive on, the houses we live in, parks where we play, and the systems that bring water and electricity to our homes, schools, and workplaces. Our health is affected by our built environment – by the way our neighborhoods, cities, and regions are designed, built, and used. For example, a neighborhood that has wide, clean sidewalks encourages residents to walk more than a neighborhood without any sidewalks at all. When we walk, we get more exercise. This can reduce the risk of illnesses such as diabetes. This is one example of how our built environment affects our health.



## Workshop Preparation

In preparation for your workshop, read through the curriculum and give yourself time to organize the materials. You will need to familiarize yourself with the slide decks and modify them to your needs. You want to be prepared to work with participants with diverse interests, experiences, and abilities.

Preparation Questions:

- **Will the participants need any special assistance, such as translation services?** (We have included activity materials and slides in both English and Spanish, but there may be participants who speak other languages.)
- **Does the material need to be modified to make the content more accessible to your particular group?** (This is particularly important if you are working with young people. See the resources below for more information.)
- **What stories and examples will help participants connect to the material?** (Sharing your own experiences, such as changes you've seen in your neighborhood or policies that have affected your own life, is a great way to make the material come alive.)
- **What prompts will generate engaging discussions?** (Neighborhood myths and stories or pop culture references are often excellent generative discussion tools. Examples that are contextually relevant are useful, too. For example, skateboarding may be a more popular mode of active transportation than biking in some circles.)

In addition, you may want to pull specific data about particular neighborhoods or read more about the array of tools planners use, such as general plans, zoning, ordinances, or design strategies. The links below can help you begin your research.

## City Planning and Public Participation

The following resources provide information on the city planning process and how to get involved.

- **ChangeLab Solutions Healthy Planning Tools**  
Provides resources and tools for a variety of planning issues. Topics include physical activity, healthy eating, healthy schools, participating in the planning process, and redevelopment.  
[www.changelabsolutions.org/tools-healthy-planning](http://www.changelabsolutions.org/tools-healthy-planning)
- **Community Health Councils Community Guide for Effective Participation in the Planning Process**  
Provides a variety of information about how to take action and get involved in the planning process. Gives specific information about how various different stakeholders can become active advocates for their community.  
[www.chc-inc.org/ourplan](http://www.chc-inc.org/ourplan)
- **County Health Roadmaps**  
Provides a variety of information about how to take action and get involved in the planning process. Gives specific information about how various different stakeholders can become active advocates for their community.  
[www.countyhealthrankings.org](http://www.countyhealthrankings.org)
- **The Legal Aid Foundation's Guide to Land Use Planning and Development**  
Provides low-income residents of Los Angeles with information on how to participate in decisions that shape their neighborhoods or communities.  
[www.lafla.org/pdf/PublicParticipation\\_ENGLISH.pdf](http://www.lafla.org/pdf/PublicParticipation_ENGLISH.pdf)
- **Unnatural Consequences** (video)  
A seven part documentary series that explores racial and socioeconomic inequalities in health.  
[www.unnaturalcauses.org](http://www.unnaturalcauses.org)
- **PolicyLink's Equitable Development Toolkit**  
Provides a set of tools that explain how to reverse patterns of segregation and disinvestment, prevent displacement, and promote equitable revitalization.  
<http://policylink.org/equity-tools>
- **Pacoima Beautiful, People's Planning School 101**  
Provides a set of tools and strategies that assist community members and organizations in understanding the planning process. Teaches individuals how to engage in civic processes and become community advocates.  
[www.pacoimabeautiful.org/wp-content/uploads/2010/11/Peoples-Planning-School-Toolkit\\_FINAL.pdf](http://www.pacoimabeautiful.org/wp-content/uploads/2010/11/Peoples-Planning-School-Toolkit_FINAL.pdf)
- **American Planning Association – Evaluation Report**  
Sets a framework and identifies tools and strategies for integrating public health-related goals into the planning process.  
[www.planning.org/research/publichealth/pdf/evaluationreport.pdf](http://www.planning.org/research/publichealth/pdf/evaluationreport.pdf)
- **American Planning Association – Healthy Planning Report**  
Provides an in-depth, qualitative analysis of how public health can become part of the planning process.  
[www.planning.org/research/publichealth/pdf/healthyplanningreport.pdf](http://www.planning.org/research/publichealth/pdf/healthyplanningreport.pdf)

## Map Making & Data

The following resources are useful for collecting graphical and numerical data. Use these websites to find information on specific regions and create easy-to-read maps.

- **LA Health Atlas**  
Provides a comprehensive overview of place-based health outcomes in Los Angeles.  
<http://cityplanning.lacity.org/Cwd/framwk/healthwellness/text/HealthAtlas.pdf>
- **LA Health Profile**  
Provides a breakdown of each neighborhood in Los Angeles, as well as a comparison of the selected neighborhood to the city as a whole. Topics include demographics, economics, education, health, land use, transportation, food systems, crime, housing, and environmental health.  
<http://healthyplan.la/the-health-profiles>
- **LA County Department of Public Health Key Indicators of Health**  
Provides public health data specific to the LA area. Check the website regularly to track new reports as they are produced.  
[www.publichealth.lacounty.gov/ha/docs/KIR\\_2013\\_FinalS.pdf](http://www.publichealth.lacounty.gov/ha/docs/KIR_2013_FinalS.pdf)
- **County Health Rankings and Roadmap**  
Provides data that compares your state or neighborhood to others in the United States. The web-based tool allows you to compare the health of different geographic regions.  
[www.countyhealthrankings.org](http://www.countyhealthrankings.org)
- **Advancement Project's Healthy City Initiative**  
Provides a web-based tool that enables you to create maps and charts to analyze community health and city needs.  
[www.healthycity.org](http://www.healthycity.org)
- **National Neighborhood Indicators Project**  
Hosts a variety of research and data from cities across the nation. Focuses on topics that influence the development and use of neighborhoods.  
[www.neighborhoodindicators.org](http://www.neighborhoodindicators.org)
- **Diversity Data for Kids**  
Provides a set of data and policy analysis about child well-being compiled from a variety of sources. Hosts a web-based tool that allows you to rank data and visualize it geographically. You can also create customized profiles for specific locations.  
[www.diversitydatakids.org](http://www.diversitydatakids.org)
- **California Kids Health Data**  
Provides data about the health and well-being of children in communities across California. Data can be searched by topic, region, or demographic.  
[www.kidsdata.org](http://www.kidsdata.org)

## Strategies for Engaging Participants

Each participant will come to your workshop with a different set of skills, experiences, and their participation preferences. Some people prefer to talk through their ideas with others in large groups; others are less comfortable in group settings, and may need time to process or write down new information before speaking up. Additionally, health and planning policies can be sensitive topics. These workshops involve discussing the places where people live, the resources they may or may not have access to, and the health issues they face on a daily basis. The point is not to get everyone to participate in the same way or agree on a particular strategy, but rather to create a space for shared learning and open dialogue. Below are resources covering how to facilitate inclusive community processes, work with adult and young adult learners, and create engaging and informative activities.

- **PolicyLink’s Community Engagement Guide for Sustainable Communities**  
Creates a set of guidelines on how to meaningfully engage the community in the planning process.  
[www.policylink.org/sites/default/files/COMMUNITYENGAGEMENTGUIDE\\_LY\\_FINAL%20%281%29.pdf](http://www.policylink.org/sites/default/files/COMMUNITYENGAGEMENTGUIDE_LY_FINAL%20%281%29.pdf)
- **John’s Hopkins School of Education, Seven Characteristics of Highly Effective Adult Learning Programs**  
Provides a short overview of the seven key qualities of effective learning programs to stimulate adult learning and development.  
<http://education.jhu.edu/PD/newhorizons/lifelonglearning/workplace/articles/characteristics>
- **Jeff Duncan Andrade’s Hope is Required When Growing Roses in the Concrete**  
Describes the role hope plays in educating communities and warns educators of the dangers associated with false hope.  
[www.unco.edu/cebs/diversity/pdfs/duncan\\_note%20to%20educators\\_%20hope%20required%20when%20growing%20roses%20in%20concrete.pdf](http://www.unco.edu/cebs/diversity/pdfs/duncan_note%20to%20educators_%20hope%20required%20when%20growing%20roses%20in%20concrete.pdf)
- **HCD Connect**  
Provides a guide on how to use Human Centered Design. This process helps individuals understand the needs of the communities they’re designing for. It also helps people create innovative approaches to meet these needs and deliver solutions that work in specific cultural and economic contexts.  
[www.hcdconnect.org/methods](http://www.hcdconnect.org/methods)
- **Center for Urban Pedagogy**  
Provides projects and resources to help promote community engagement in the planning process. Takes complex topics and breaks them down into easily understandable lessons. Resources can be downloaded for free or purchased from their website.  
<http://welcometocup.org>
- **Public Policy Lab**  
Improves on the design and development of public services. Their website offers access to their research and publications.  
<http://publicpolicylab.org>

## Endnotes

- 1 Los Angeles County Health Department, "Health Atlas for the City of Los Angeles," Los Angeles, CA (2013): Accessed August 5, 2014, <http://cityplanning.lacity.org/Cwd/framwk/healthwellness/text/HealthAtlas.pdf>.
- 2 Community Health Councils. "Community Guide for Effective Participation in the Planning Process" (2013) Accessed August 20, 2014. [www.chc-inc.org/ourplan](http://www.chc-inc.org/ourplan).
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- 10 K.A. Greiner, C. Li, I. Kawachi, D.C. Hunt, J.S. Ahluwalia, "The relationships of social participation and community ratings to health and health behaviors in areas with high and low population density," *Social Science and Medicine* 59, no. 11(2004):2303-2312.
- 11 D. Kim, S.V. Subramanian, S.L. Gortmaker, I. Kawachi, "US state- and county-level social capital in relation to obesity and physical inactivity: a multilevel, multivariable analysis," *Social Science and Medicine* 63, no. 4 (2006):1045-1059.
- 12 S. Szreter, M. Woolcock, "Health by association? Social capital, social theory, and the political economy of public health," *International Journal of Epidemiology* 33, no. 4 (2004):650-667.
- 13 N. Wallerstein, I. Yen, and S. Leonard Syme, "Integration of Social Epidemiology and Community-Engaged Interventions to Improve Health Equity," *American Journal of Public Health* 101, no. 5 (2011):822-830.

# Lesson Plans & Training Materials

## Icebreakers

Icebreakers are valuable tools that get people comfortable working together. Icebreakers and get-to-know-you games allow individuals to socialize and express themselves. These games establish an environment that encourages participation and active engagement.

Use these icebreakers to begin your trainings. Each game will set a different tone. They can be used independently or in combination with other activities.

### FACILITATOR'S NOTE

Decide in advance how you would like to celebrate the winner.

## Know-Your-Neighbor Bingo

- **Objective:** To have participants meet each other and begin thinking about the elements of healthy neighborhoods.
- **Directions:** Hand out a Know-Your-Neighbor bingo card to each participant. Have participants meet each other and get the signature of one participant for each square. The first person who gets a signature in each square yells "BINGO."

### FACILITATOR'S NOTE

Each individual has their own set of values that may not align with other members of the group. That is OK.





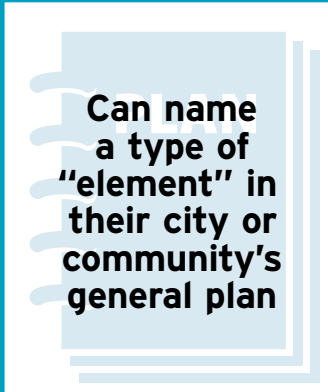











As a facilitator, make sure to highlight places of similarity and difference in a way that builds common understanding, even if the group doesn't come to agreement.

## Neighborhood Flag

- **Objective:** To have participants describe what they value most in a healthy neighborhood.
- **Directions:** Give each participant a Neighborhood Flag. Have them write or draw in their answers to the questions in each quadrant and at the bottom of the sheet. After they have finished working individually, have them pair off and share their answers. Pull the whole group back together and invite each pair to share the common themes and values that they noticed. Once each group has spoken, highlight and discuss the key values the groups came up with. Add any values that are missing to the discussion.

# Know Your Neighbor Bingo

**Instructions:** Find a different participant to select each bingo square.

 <p><b>Been to a city council, commission or neighborhood council meeting</b></p>	 <p><b>Speaks two or more languages</b></p>	 <p><b>Knows a magic trick</b></p>	 <p><b>Lives in a neighborhood with "mixed use" developments</b> (e.g. apartments on top of retail shops)</p>
 <p><b>Can name a type of "element" in their city or community's general plan</b></p>	 <p><b>Lived in another city</b></p>	 <p><b>Buys food at a farmers' market</b></p>	 <p><b>Walks, bikes, or uses public transportation to commute to work/school</b></p>
 <p><b>Has talked with a family member or friend about a local policy</b></p>	 <p><b>Has participated in a neighborhood council</b></p>	 <p><b>Rides a bike for fun</b></p>	 <p><b>Gave a public comment at a city council or commission hearing</b></p>
 <p><b>Plays basketball, football, soccer or kickball in the park</b></p>	 <p><b>Loves to cook</b> (insert food specialty)</p>	 <p><b>Lives in a neighborhood with apartments</b></p>	 <p><b>Walks their dog in the neighborhood</b></p>



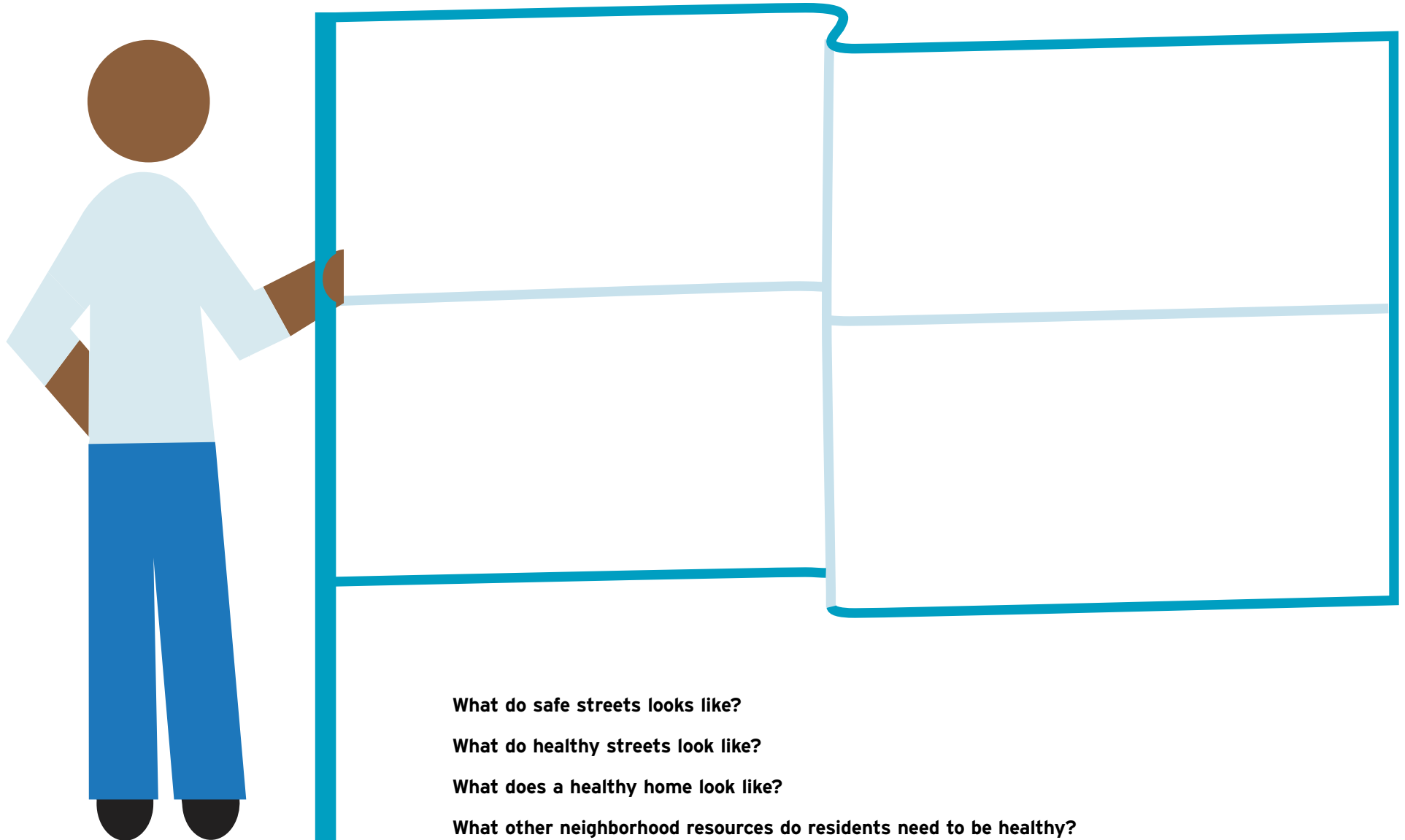
# Bingo: Conozca a su vecino

**Instrucciones:** Encuentre a un participante diferente para cada casilla del bingo.

 <p>Ha asistido a alguna reunión de consejo municipal, comisión o consejo comunitario</p>	 <p>Habla dos idiomas o más</p>	 <p>Conoce un truco de magia</p>	 <p>Vive en un barrio que tiene edificios de "uso mixto" (Por ejemplo, apartamentos arriba de tiendas minoristas)</p>
 <p>Puede nombrar por lo menos uno de los tipos de "elementos" del plan general de su ciudad o comunidad</p>	 <p>Ha vivido en otra ciudad</p>	 <p>Compra alimentos en un mercado de agricultores</p>	 <p>Camina, va en bicicleta o usa transporte público para ir a la escuela/ al trabajo</p>
 <p>Ha hablado con un familiar o amigo sobre alguna norma local</p>	 <p>Ha participado en un consejo comunitario</p>	 <p>Anda en bicicleta por diversión</p>	 <p>Dio su opinión en público en una reunión del consejo municipal o audiencia de comisión</p>
 <p>Juega al baloncesto, fútbol o kickbol en el parque</p>	 <p>Le encanta cocinar (nombre del platillo)</p>	 <p>Vive en un vecindario con apartamentos</p>	 <p>Pasea con su perro en su vecindario</p>

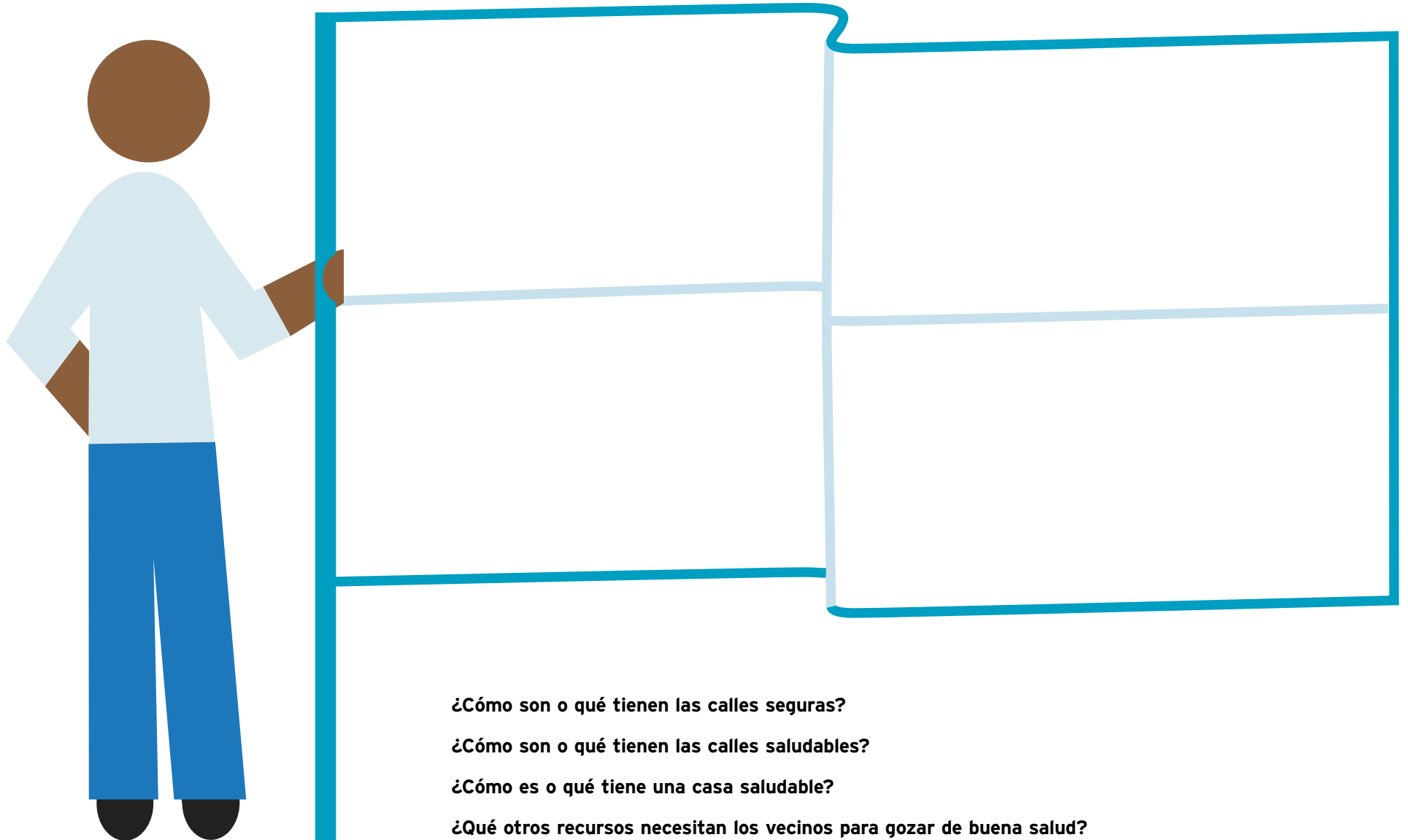
# Neighborhood Flags

**Instructions:** Draw or write in the elements of your healthy neighborhood.



# Banderas del vecindario

**Instrucciones:** Dibuje o escriba los elementos de su vecindario saludable.



## 2. Lesson Plan: Roses in the Concrete

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## 2. LESSON PLAN: ROSES IN THE CONCRETE

### FACILITATOR'S NOTE

When you begin your workshop, you may want to show different kinds of maps that people have made to describe their neighborhoods. [Mapping Manhattan](#), by Becky Cooper and Rebecca Solnit's [Infinite City: A San Francisco Atlas](#) and [Unfathomable City: A New Orleans Atlas](#) are great examples of different ways places can be mapped.

### Set-Up Notes

This workshop explores the links between the built environment and health. You will need to read the resources below to familiarize yourself with examples of different policy strategies. This will help you answer questions and address concerns about health that are raised in your workshop.

How to prepare your materials:

- Print the map templates.
- Cut and sort the neighborhood icons.
- Prepare a presentation using the Rose in the Concrete slide deck. You should edit the presentation to suit your purposes. You can choose to discuss one or two issues in depth or outline several more briefly.

### Objectives

- To gain a basic understanding of the relationships between the built environment and health.
- To understand components of the built environment that can be altered to improve health outcomes.
- To collectively imagine what healthy neighborhoods look like.
- To begin learning about planning policies and practices that can improve individual and community health.

### Resources

The resources below provide research and analysis about the way our lives are shaped by the built environment. Scan the documents and incorporate the relevant information into your workshop.

- ChangeLab Solutions. "Toolkit: General Plans and Zoning." [www.changelabsolutions.org/publications/toolkit-gp-and-zoning](http://www.changelabsolutions.org/publications/toolkit-gp-and-zoning)
- ChangeLab Solutions. "Healthy Planning Policies." [www.changelabsolutions.org/publications/healthy-planning-policies](http://www.changelabsolutions.org/publications/healthy-planning-policies)
- Governor's Office of Planning and Research. "Planning, Zoning, and Development Laws." <http://opr.ca.gov/docs/PZD2012.pdf>
- T. Shakur. *The Rose That Grew From Concrete*. New York: Pocket Books.

## 2. LESSON PLAN: ROSES IN THE CONCRETE

### Warm-Up Activity: Map Making

---

15 minutes to create the map

---

5 minutes to label

---

10 minutes to share

---

**30 minutes total**

---

**1. Using the Neighborhood Now map templates and neighborhood icons, have participants create a map of a familiar neighborhood.** The neighborhood should include everything a person can walk to within 20 minutes of their home or other origin point, such as their school or work. Use these prompts to help participants organize their thoughts:

- Start with an origin point, such as a home or a school.
- How are the streets organized? What types of transportation do people use?
- What types of houses are in the neighborhood and how are they organized?
- Are there any trees on the streets? Parks? If so, where are they?
- What types of businesses, institutions, food retailers, jobs, schools, and social spaces are in the neighborhood and where are they located?
- When and why do residents need to leave the neighborhood? Where do they go?

**2. Have the participants label their maps.** Use these prompts to help participants organize their thoughts:

- Label places where residents have access to affordable housing, public transportation, active transportation, open space, places for recreation, places where people spend time together, where kids play...
- Label places that are harmful to residents' health, places where it's too expensive to live, places that feel dangerous...
- Label spaces that change throughout the day, or spaces that were designed for a different purpose than how they are used. A set of stairs may turn into a gathering space only in the afternoons on hot days, or people might sit in their cars to socialize rather than going to the local park.
- Encourage participants to make regional connections and identify the needs that are met outside of the neighborhood. Write down the reasons why people leave the neighborhood and where they go.
- Encourage participants to identify informal uses or places that have different interim uses. For example, a basketball court might turn into a space for morning tai chi; a particular ledge may be popular with local skaters...

**3. Share:** In groups of 3–5, invite the participants share their maps and highlight the features that promote health and those that don't.

## 2. LESSON PLAN: ROSES IN THE CONCRETE

### Slides for Roses in the Concrete

**20 minutes maximum**

Using the Roses in the Concrete slide deck, discuss the relationship between the built environment and health.

#### FACILITATOR'S NOTE

In addition to the resources provided above, read through the strategies outlined in the strategy worksheets provided for the *Ride On*, *Munch Better*, and *Health Comes Home* workshops to learn about specific policies and programs for healthier neighborhoods.

### Main Activity: Mapping for Health

15 minutes to create the map

5 minutes to share

10 minutes to discuss and make connections

**30 minutes total**

**1. Using the Healthy 'Hood map templates and neighborhood icons, have each group to make a new map of what they imagine a healthy neighborhood to look like.** Use these prompts to help participants organize their thoughts:

- How are the streets organized? What types of transportation do people use?
- What types of houses are in the neighborhood and how are they organized?
- Are there any trees on the streets? Parks? If so, where are they?
- What type of businesses, institutions, food retailers, schools, jobs, and social spaces are in the neighborhood and where are they located?
- Do residents have to leave the neighborhood to get what they need? Can any of the needs missing in your Neighborhood Now map be met in your healthy neighborhood? Identify the reasons why people still need to leave.

**2. Invite the small groups to share their maps with the large group.** They should focus on the parts of the neighborhood and specific strategies they believe will improve resident and community health.

**3. The facilitator should make connections** between the particular ideas and strategies and various planning policies that would support those strategies.

### Suggested Discussion

- What trends or patterns did you notice between the groups?
- Which changes could be made through resident action and what changes would require city support?
- What changes do you think would be easy to implement?
- What changes have big trade-offs or pros and cons? How should community members consider those trade-offs and make those decisions?



# The Neighborhood Now



## Instructions

1. Think of a neighborhood you are familiar with.
2. Create a map describing your neighborhood. Make sure to include how the streets are organized, the kind of transportation included, the types of amenities you can find and where they are located, the housing types and the kind of public or open space, if any. Use your own imagination and the icons provided.
3. Label the map to add further description of how your neighborhood is organized or particular events or features that are beneficial or harmful to the residents' health and wellbeing.

A large, empty rectangular box with a thin grey border, intended for drawing a map of a neighborhood.

# The Healthy 'Hood



## Instructions

1. Share your Neighborhood Now map with your group. Note the aspects of your neighborhood that contribute to the health & wellbeing of residents and those that don't.
2. Create a map as a group describing your vision of a healthy neighborhood.
3. Label the map to add further description of how your neighborhood is organized or particular events or features that are beneficial to the residents' health & wellbeing.
4. Tag each feature with policies and practices that support health in your Healthy 'Hood.

A large, empty rectangular box with a thin grey border, intended for drawing or mapping a vision of a healthy neighborhood.

# El vecindario actual



## Instrucciones

1. Piense en un vecindario que usted conoce bien.
2. Cree un mapa que describa su vecindario. Es importante incluir cómo las calles están organizadas, los tipos de transporte que están disponibles, los tipos de conveniencias disponibles y dónde se ubican, los tipos de vivienda y los espacios públicos o abiertos si existe alguno. Use su propia imaginación y los iconos proporcionados.
3. Coloque etiquetas en el mapa para añadir más descripciones de la organización de su vecindario o de ciertos eventos o elementos que sean beneficiosos o dañinos para la salud y el bienestar de los habitantes.

A large, empty rectangular box with a thin grey border, intended for drawing a neighborhood map.

# El vecindario saludable



## Instrucciones

1. Comparta el mapa de su vecindario actual con su grupo. Note los aspectos de su vecindario que promueven la salud y el bienestar de los habitantes de esa comunidad y los que no lo hacen.
2. Con su grupo, preparen un mapa que describa su visión de un vecindario saludable.
3. Etiquete el mapa para añadir más descripciones sobre la organización de su comunidad o de ciertos eventos o elementos que sean beneficiosos o dañinos para la salud y el bienestar de los habitantes.
4. Etiquete cada elemento con normas y prácticas que promuevan la salud en su vecindario saludable.

A large, empty rectangular box with a thin grey border, intended for drawing or mapping a healthy neighborhood as described in the instructions.

# Neighborhood Icon Key

**Instructions for facilitators:** Cut out the icons for the participants.

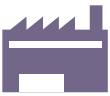
## Business



Small market



Supermarket



Industry



Business

## Housing



Apartment



Small dwelling

## Institutions & social spaces



Culture



Religion



Education



Health



Nature



Recreation



Government

## Roads



Bike & pedestrian



Multimodal: car, bike, pedestrian, bus



Small auto-oriented



Large auto-oriented



Parking

## Natural elements



River

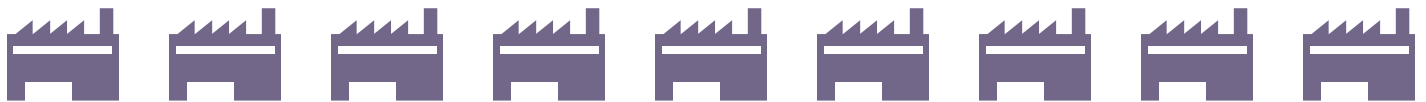


Garden

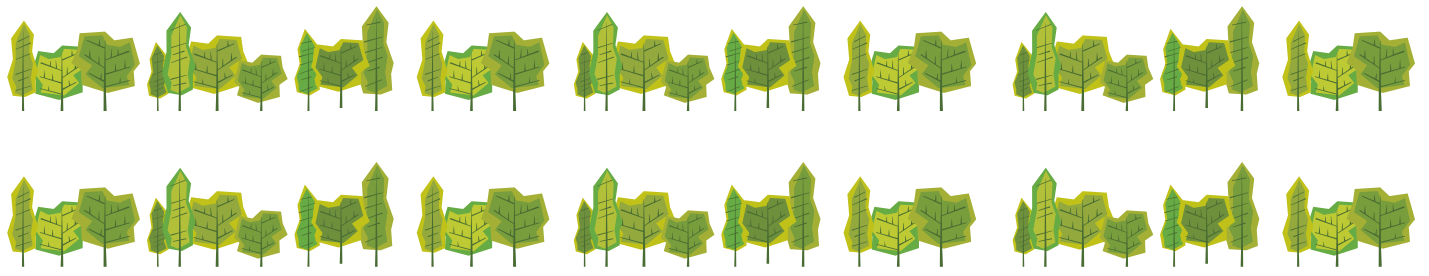
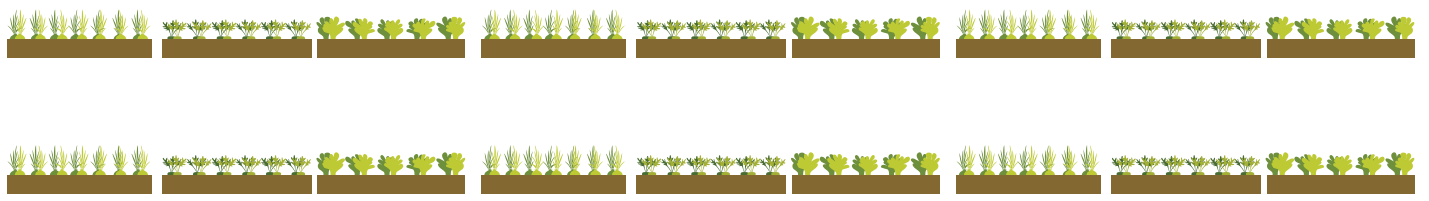
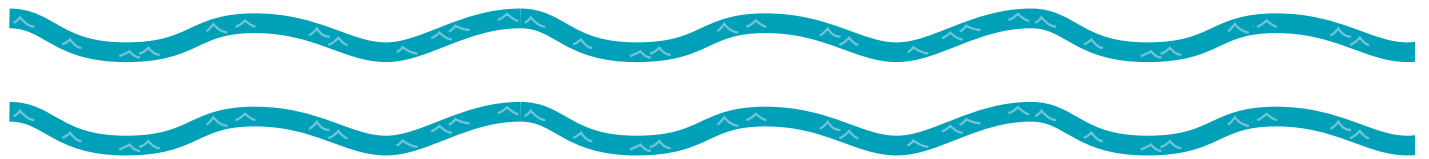
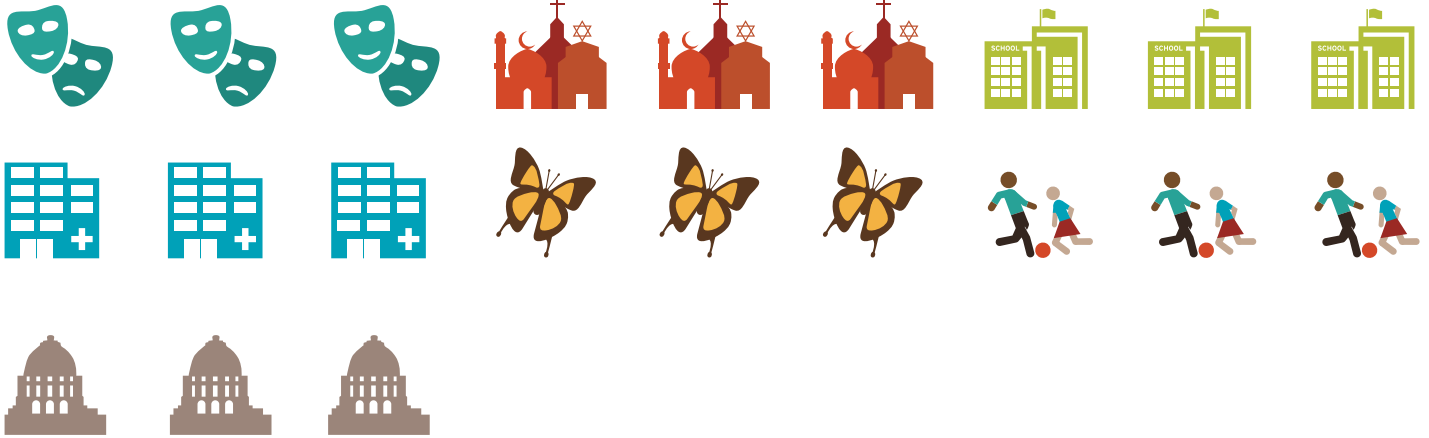


Park

# Neighborhood Icons



# Neighborhood Icons



# Neighborhood Icons





# Leyenda de los iconos en su vecindario

**Instrucciones para los facilitadores:** Recorten los iconos para los participantes.

## Comercios



Mercado pequeño



Supermercado



Industria



Comercios

## Vivienda



Apartamento



Vivienda pequeña

## Instituciones y espacios sociales



Cultura



Religión



Educación



Salud



Naturaleza



Recreación



Gobierno

## Caminos



Para bicicletas y peatones



Multimodales: para autos, bicicletas y autobuses



Ideales para autos pequeños



Ideales para autos grandes



Estacionamientos

## Elementos naturales



Río



Jardín

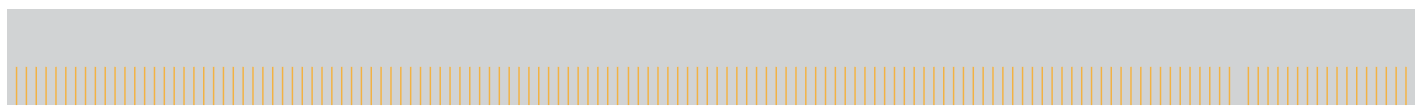
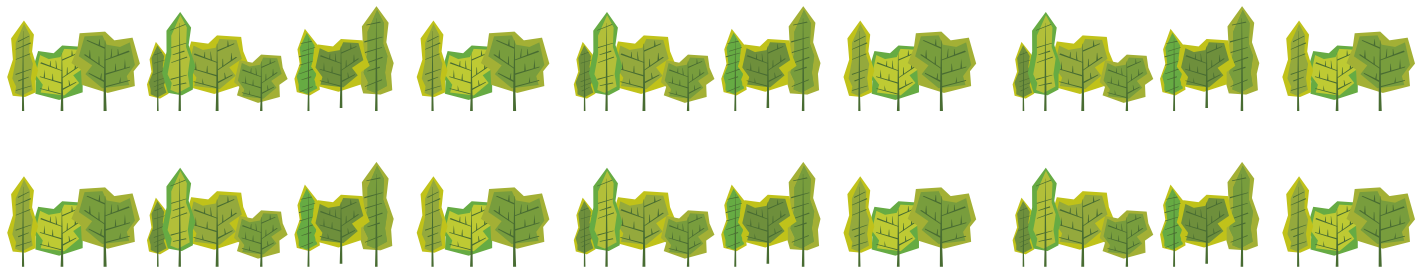
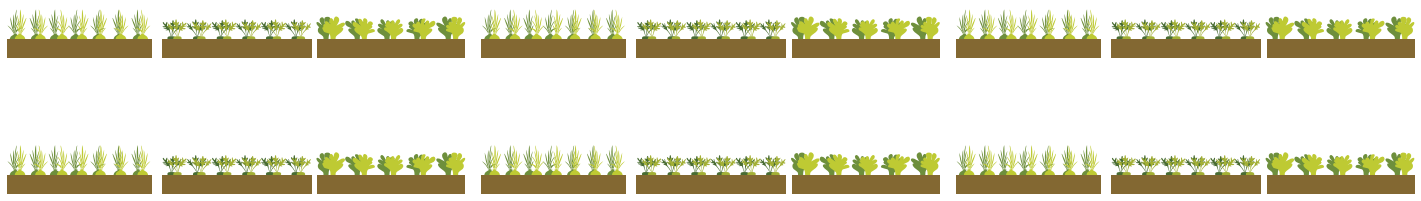
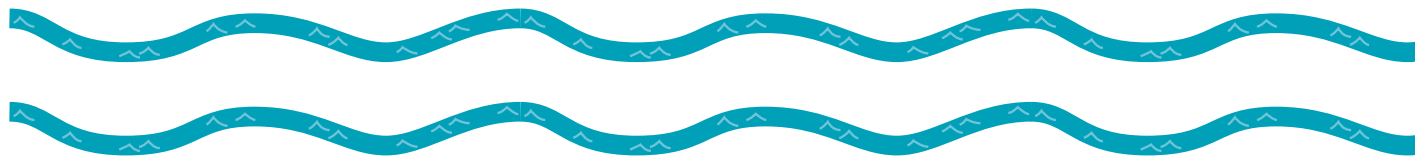
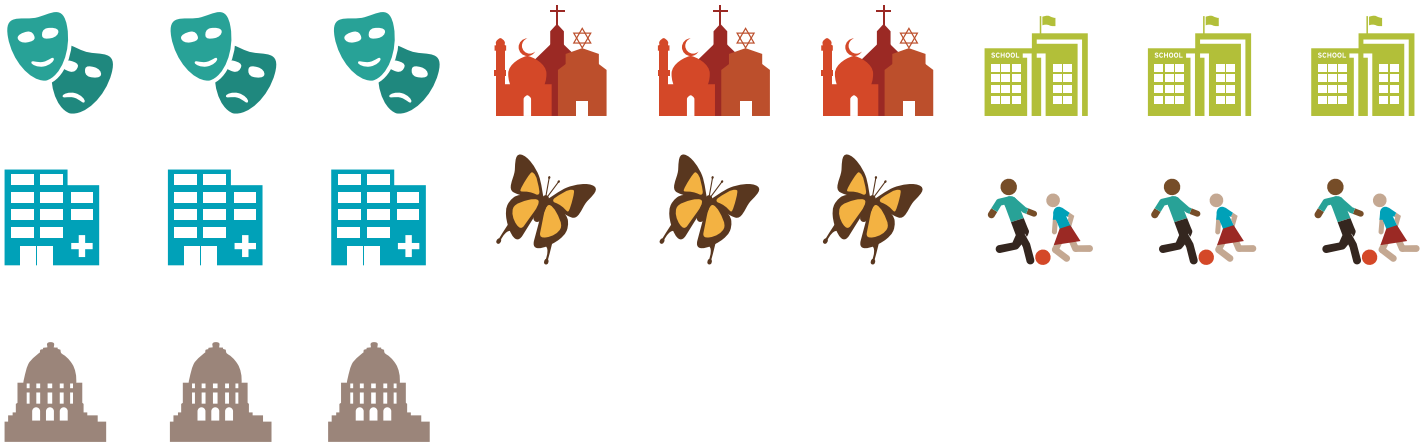


Parque

# Iconos vecinales



# Iconos vecinales



# Iconos vecinales



## 3. Lesson Plan: Run With It

---

## Participating in the Policy-Making Process

### Materials Needed

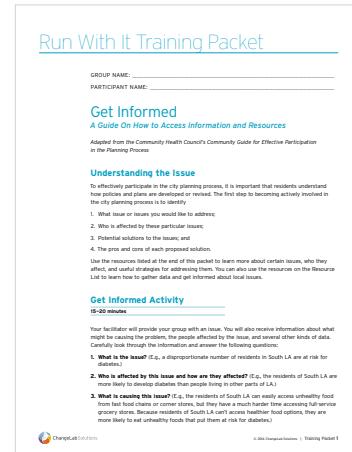
**Colorful stickers or markers**

**Tape or pins** (to affix the DOT Gallery poster to the wall)

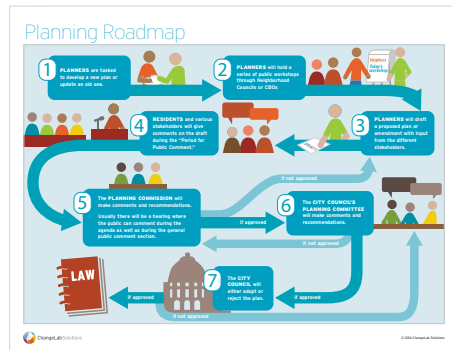
A **specific policy** or issue you would like the participants to address, several kinds of data about who is affected by that issue, and potential root causes and solutions



**Dot Voting Gallery Posters**



**Run With It Training Packets**  
(one for each participant)



**Planning Roadmap**  
(one for each participant)



**Run With It Slide Deck**

## 3. LESSON PLAN: RUN WITH IT

### FACILITATOR'S NOTE

This workshop is structured around a series of writing activities. If you anticipate that participants will be uncomfortable writing, modify the activities to ensure that all participants are able to interact with the content.

### Set-Up Notes

This workshop is designed to train residents in specific skills used in formal planning processes. This workshop is especially powerful if you are already working on a specific issue and you would like to train resident leaders in advocacy skills such as letter writing, public speaking, gathering support, or collecting information. If you want to use this training for general skill building, you will need to familiarize yourself with a specific issue, campaign, or action to use as an example.

How to prepare your materials:

- Identify an issue that requires public engagement.
- Create a fact sheet with several kinds of data about your issue.
- Look through the Dot Voting Gallery Posters and decide which ones to use.
- Read the Run With It slide deck and create a presentation that fits your needs.
- Read the training worksheets and decide how to guide the group through the material.

When you begin the workshop, pick a story about a community-lead initiative to discuss as a part of your framing. If you can't think of one, use the example of the Dudley Street Initiative or LAFLA Bus Riders Union listed below. Make sure to name the issue that you will focus on and explain some general details about why the issue is a pressing concern.

### Objectives

- To gain a better understanding of the current decision-making bodies.
- To learn specific participation strategies for formal planning processes.

### Resources

- ChangeLab Solutions. "Participating in the Planning Process."  
[www.changelabsolutions.org/landing-page/participating-planning-process](http://www.changelabsolutions.org/landing-page/participating-planning-process)
- Community Health Councils. "Community Guide for Effective Participation in the Planning Process"  
[www.chc-inc.org/ourplan](http://www.chc-inc.org/ourplan)
- County Health Rankings & Roadmaps. "Action Center."  
[www.countyhealthrankings.org/roadmaps/action-center](http://www.countyhealthrankings.org/roadmaps/action-center)
- Governor's Office of Planning and Research. "A Citizen's Guide to Planning."  
[http://ceres.ca.gov/planning/planning\\_guide/plan\\_index.html](http://ceres.ca.gov/planning/planning_guide/plan_index.html)
- Governor's Office of Planning and Research. "Public Hearings." in Planning, Zoning, and Development Laws.  
<http://opr.ca.gov/docs/PZD2012.pdf>
- Dudley Street Neighborhood Initiative. "History."  
[www.dsni.org/history](http://www.dsni.org/history)
- Holding Ground Productions. "Gaining Ground: Building Community on Dudley Street."  
[www.holdinggroundproductions.com](http://www.holdinggroundproductions.com)
- Legal Aid Foundation of Los Angeles. "LA Resident's Guide to Land Use Planning & Development."  
[www.lafla.org/pdf/PublicParticipation\\_ENGLISH.pdf](http://www.lafla.org/pdf/PublicParticipation_ENGLISH.pdf)
- See the Run With It Training Packet for additional resources.

# 3. LESSON PLAN: RUN WITH IT

**FACILITATOR'S  
NOTE**

You can do this exercise as people enter the room before you start the workshop.

## Warm-Up Activity: Dot Voting Gallery Exercise

---

5 minutes to mark the posters

---

15 minutes to work in small groups

---

**20 minutes total**

---

- 1. Set up the Dot Voting Gallery by placing the posters on the walls around the room.** Give participants stickers or markers and have them walk around the room and mark all of the ways they have already participated in policy creation or change.
- 2. Small group activity:** The facilitator should identify the posters with the most dots and have the participants gather at those poster stations in small groups for a discussion. Here are some sample discussion questions:
  - What issue area or policies were you trying to create or change?
  - What lessons did you learn through the process of working on that issue?
  - What was the outcome?
  - What were some unexpected outcomes?

## Slides for Run With It

---

**20 minutes maximum**

---

Begin with a short discussion about the issue the group will be working on for this workshop. Using the Run With It slide deck, discuss planning and public participation processes. As much as possible, draw direct connections to the issue the group will be working on. You can also share copies of the Planning Roadmap to walk the participants through the process of creating new policies.



## 3. LESSON PLAN: RUN WITH IT

### Main Activity: Participation Training

---

10 minutes to orient the group

---

15 minutes per worksheet

---

**60 minutes total**

---

1. Break the large group into small groups of no more than five participants. Each member of the group should get a Training Packet and the data that you have compiled about the issue.
2. Guide the participants through the data, making sure to highlight sticking points where they may disagree, as well as techniques to interpret and analyze the data.
3. Each participation worksheet has two sides. The first page has general information about each skill. The backside has an activity for each group to work through together.
4. You may choose to let the groups work through each issue at their own pace and do a longer reflection at the end or pause after each section to do a quick reflection on each skill. After, have the group share what they took away from each exercise.

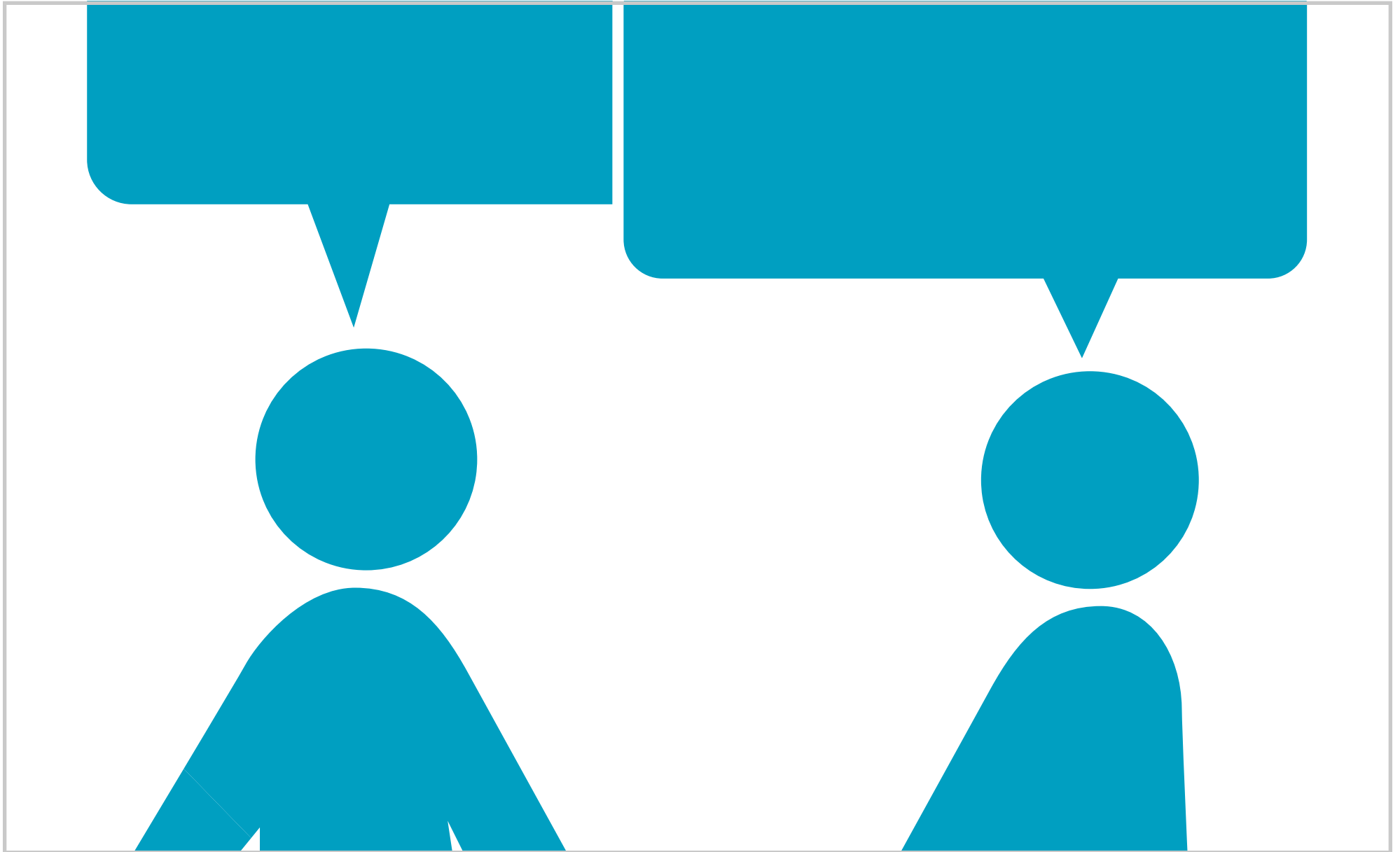
### Suggested Discussion

- What kinds of data did your group choose as the most *compelling evidence*? Did you choose to use different kinds of data with different audiences?
- Who would you like to reach out to in support of your cause?
- What strategy and “call to action” did your groups choose?
- In thinking about the concerns you have for your community, how would you apply these participation skills to current issues?

# Collecting Information & Data



# Talking About Local Issues



# Meeting with Elected Officials



# Writing Letters to Elected Officials



# Participating in Demonstrations



# Creating Artwork About a Local Issue

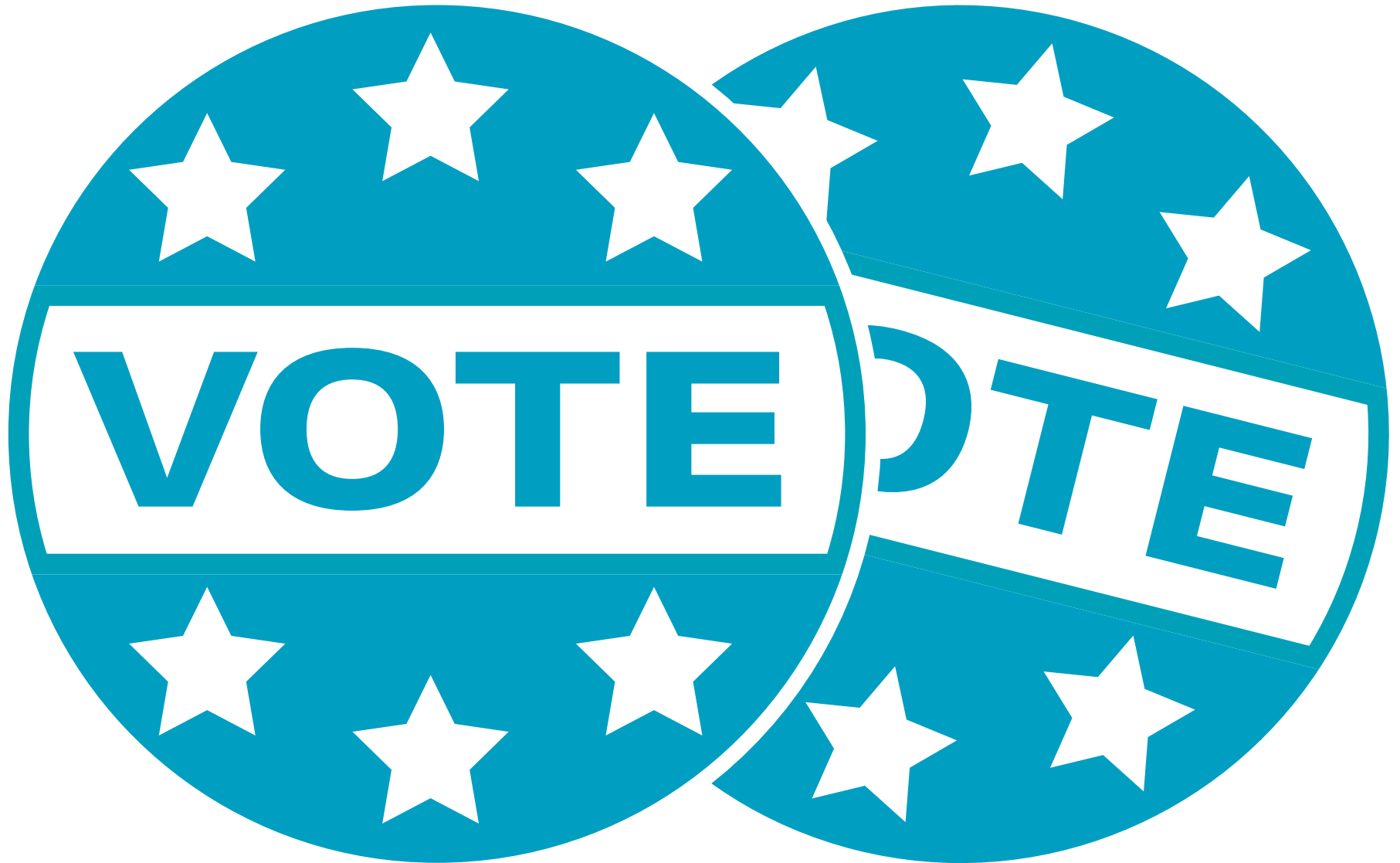


# Publishing or Promoting Research

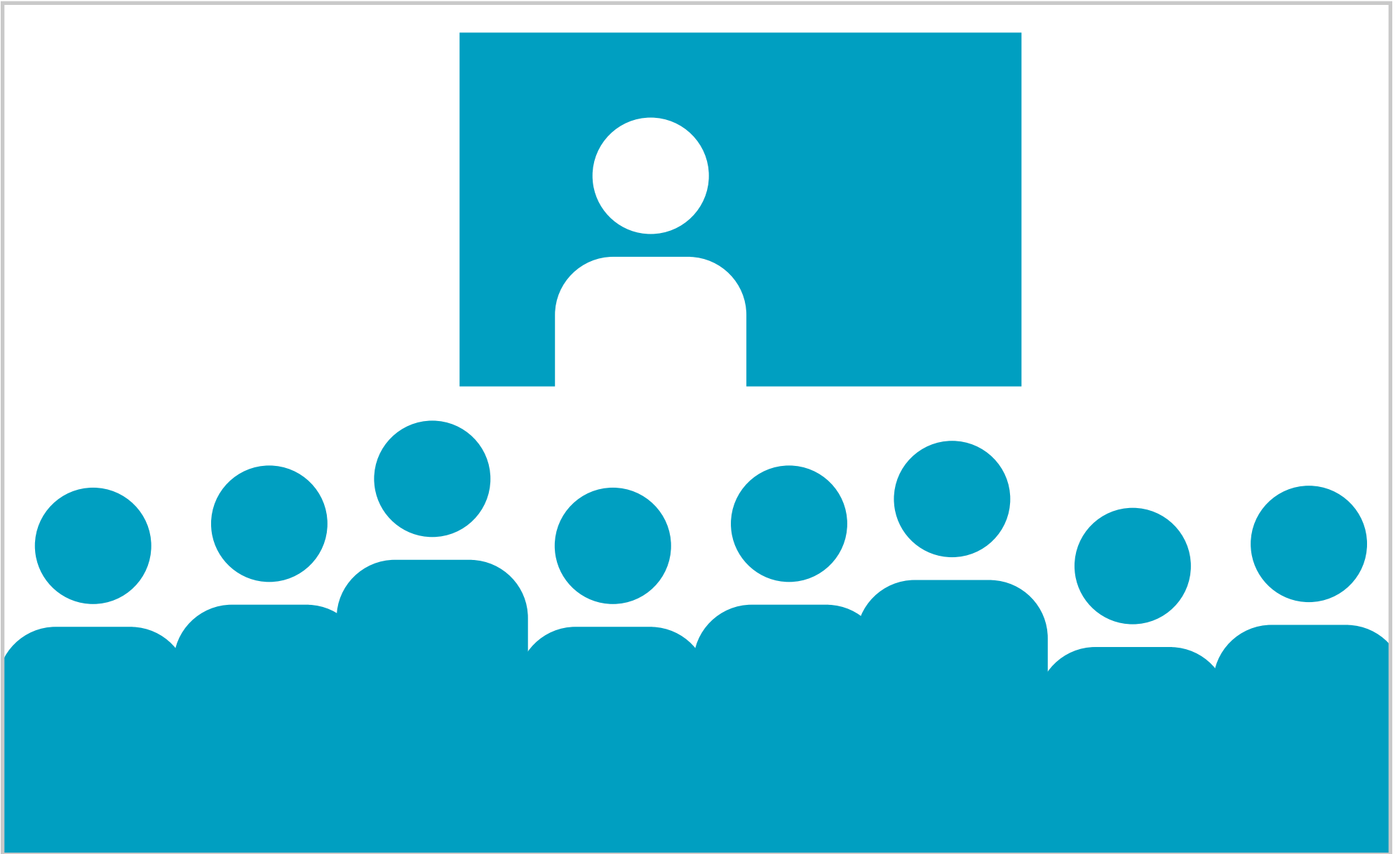




# Working on Campaigns



# Attending Public Meetings



# Speaking at Public Meetings



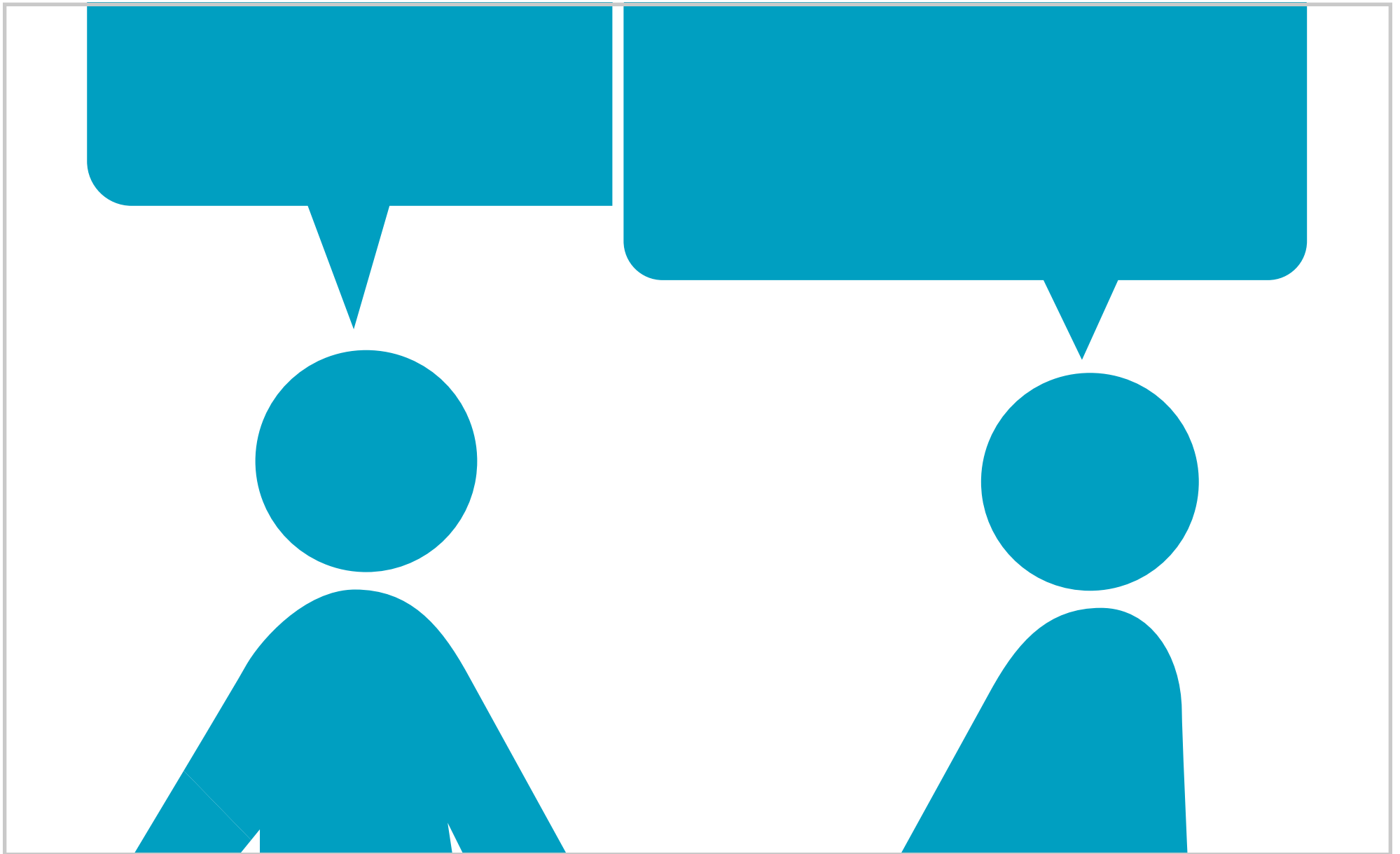
# Reviewing Public Proposals or Plans



# Recopilar información y datos



# Hablar sobre asuntos locales



# Reunirse con representantes electos



# Escribir cartas a representantes electos





# Participar en manifestaciones



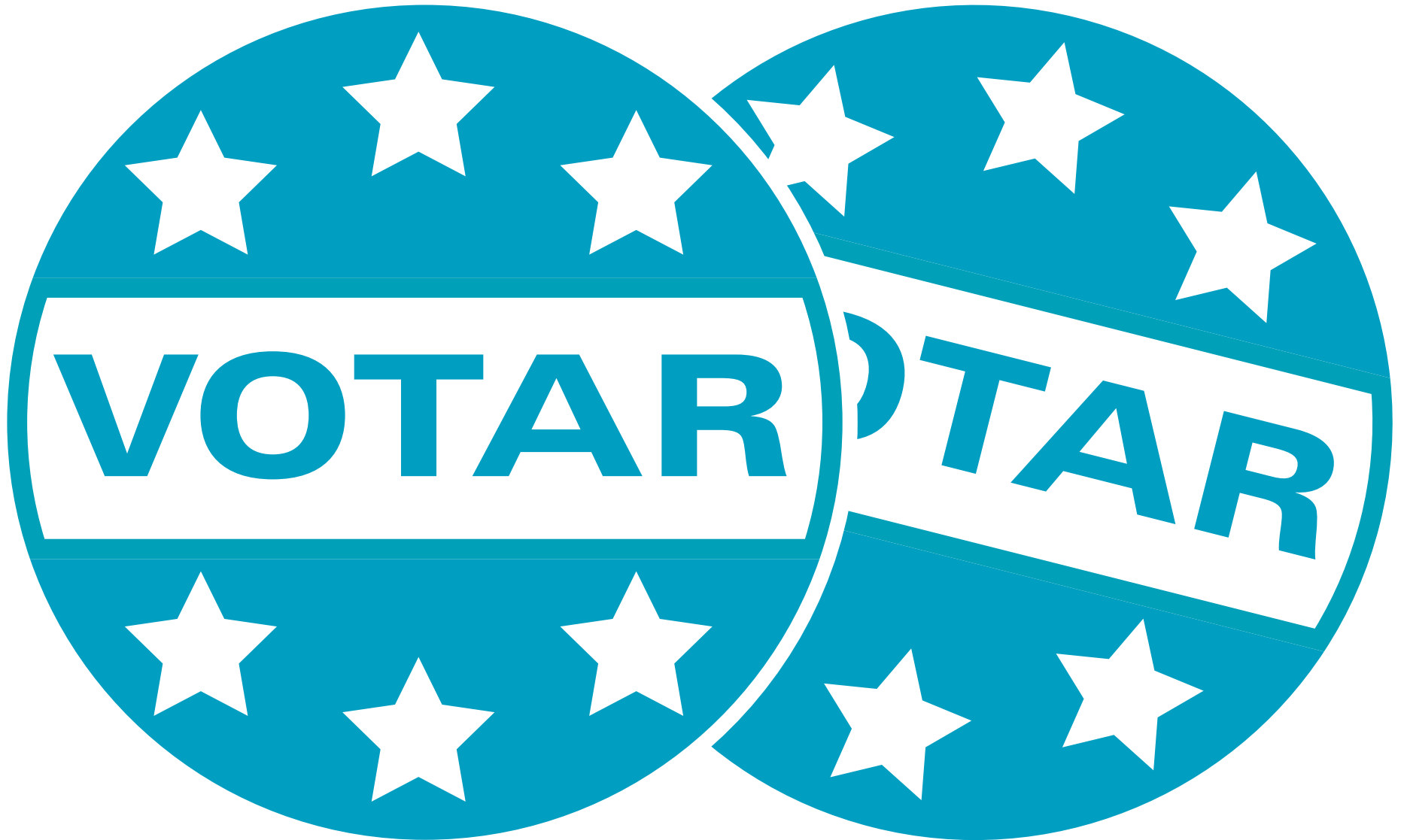
# Crear obras de arte relacionadas con un asunto local



# Publicar o promover la investigación



# Trabajar en campañas políticas



# Asistir a reuniones públicas



# Dar su opinión en reuniones públicas



# Revisar propuestas o planes públicos



# Run With It Training Packet

---

GROUP NAME: \_\_\_\_\_

PARTICIPANT NAME: \_\_\_\_\_

## Get Informed

### *A Guide On How to Access Information and Resources*

*Adapted from the Community Health Council's Community Guide for Effective Participation in the Planning Process*

### Understanding the Issue

To effectively participate in the city planning process, it is important that residents understand how policies and plans are developed or revised. The first step to becoming actively involved in the city planning process is to identify

1. What issue or issues you would like to address;
2. Who is affected by these particular issues;
3. Potential solutions to the issues; and
4. The pros and cons of each proposed solution.

Use the resources listed at the end of this packet to learn more about certain issues, who they affect, and useful strategies for addressing them. You can also use the resources on the Resource List to learn how to gather data and get informed about local issues.

### Get Informed Activity

**15–20 minutes**

---

Your facilitator will provide your group with an issue. You will also receive information about what might be causing the problem, the people affected by the issue, and several other kinds of data. Carefully look through the information and answer the following questions:

- 1. What is the issue?** (E.g., a disproportionate number of residents in South LA are at risk for diabetes.)
- 2. Who is affected by this issue and how are they affected?** (E.g., the residents of South LA are more likely to develop diabetes than people living in other parts of LA.)
- 3. What is causing this issue?** (E.g., the residents of South LA can easily access unhealthy food from fast food chains or corner stores, but they have a much harder time accessing full-service grocery stores. Because residents of South LA can't access healthier food options, they are more likely to eat unhealthy foods that put them at risk for diabetes.)



**NOTE**

**Compelling evidence** is evidence that is so strong or persuasive that it convinces others to take action. Compelling evidence can take different forms; evidence can be numbers and statistics (referred to as quantitative data) or stories and experiences (referred to as qualitative data).

4. **What are types of compelling evidence that will back up your analysis?** (E.g. If you believe high rates of diabetes in your neighborhood is caused by a too many fast food restaurants or corner stores and not enough grocery stores, what are is the data that can help you prove your point?)
  - **Which statistics best illustrate your analysis?**
  - **What stories or personal testimonies support your analysis?**
5. Think about the different people you will talk to about this issue (e.g., your neighbors, groups who disagree with your analysis, elected officials, etc.). **Which types of data would you use for each audience?**
6. Discuss the proposed policy options. Decide which one you think will be most effective. Be sure to consider the pros and cons of the strategy you choose.

**Strategy:** \_\_\_\_\_  
\_\_\_\_\_

**PROs:**

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

**CONs:**

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

# Gather Support

## A Guide On How to Find and Work with Allies

*Adapted from the Community Health Council's Community Guide for Effective Participation in the Planning Process*

Once you've gathered data and information to support your argument, the next step is to identify allies and challengers. Allies are people who support your cause and would be willing to help advocate for change. Challengers are people that do not support your cause and may try to get in the way of your efforts. There is strength in numbers, and that strength is even more powerful when you create a strong team with a common goal.

When identifying your allies, try to think of people with influence, such as politicians, city council members, or mayors. Additionally, consider connecting with individuals or groups that represent the citizens most affected by the issue. **Who is your target audience?** You should try to identify the people that are directly and indirectly affected by the issue. Be sure to include individuals who represent different social classes, genders, races, ethnicities, sexual orientations, ages, religions, or cultures. Visit sites on the Resource List for more information on how to gather support.

## Gather Support Activity

**5 minutes**

Think about who your allies are. Name three individuals or groups that you would like to work with and include a short strategy for reaching out to them:

### Allies:

- \_\_\_\_\_  
\_\_\_\_\_
  
- \_\_\_\_\_  
\_\_\_\_\_
  
- \_\_\_\_\_  
\_\_\_\_\_

# Spread the Word

## A Guide On How to Organize Your Thoughts and Promote Your Message

*Adapted from the Community Health Council's Community Guide for Effective Participation in the Planning Process*

### Writing Letters

Writing a letter about an issue can help you identify and frame the important parts of the issue. It is also a great method of educating community members and raising awareness with key decision-makers. Contacting decision-makers by mail prior to a public hearing can help influence their decisions early in the community plan development process. Letters and articles hold decision-makers accountable for making decisions in the community's best interest.

#### NOTE

An **opinion article** (sometimes referred to as an op-ed) is an article in a newspaper or similar publication that is written by someone outside the publication.

### Opinion Articles

Anyone can submit an op-ed to a newspaper, magazine, or web-based publication, to vocalize their opinion about an issue. Opinion articles can be used to notify community members of a pressing issue and recommend an action. Contact your local newspaper or magazine to publish your own opinion article.

For both letters and articles, keep your message brief. Highlight the key points to get people's attention and emphasize the importance of the issue.

Your writing should always include the following elements:

- **Introduce the Issue:** Provide background on the issue and illustrate how it affects your community.
- **Relevant Data:** Include statistics and facts to show how important the issue is.
- **Recommendation or Action:** Provide a clear solution to the problem.

### Social Media

Social media channels like Facebook, Twitter, and Instagram can be very useful advocacy tools. Use these outlets to spread awareness and encourage involvement in the community planning process. Remember to use hashtags (words or phrases without spaces that begin with a "#") to unify a slogan or idea around the issue (e.g., #HealthyLA). Hashtags can help you connect with allies and organize large-scale meetings. You can also tag your friends and partner organizations (using the @ sign and their name or social media name) to increase visibility. You can include pictures and videos in your posts, as well. Below are examples of what different social media posts might look like. *Note that while Instagram is a photo-based tool, you can also attach hashtags to photos and tag people you know to spread the word.*

### **Sample Facebook Post**

(limited to 420 characters including spaces)

*The City of Los Angeles is considering a policy that will once again make South Los Angeles vulnerable to a growing fast food monopoly. Join us to tell officials at City Hall that South LA residents want policies that lead to more fresh food, not more fast food. #HealthyLA*

### **Sample Twitter Message or "Tweet"**

(limited to 140 characters including spaces, or 117 if you include a picture)

*Better Food. Better Me. Better Community. #HealthyLA*

## **Video Testimony**

Video testimony is a great way to utilize current technology to voice your opinion. Videos with striking visuals and audio are powerful and impactful instruments. This is a great tool for younger community members or anyone with a handheld video camera or smartphone. Videos can also be shared easily via social media.

## **Spread the Word Activity**

---

**25–30 minutes**

---

This activity is designed to get you thinking about how to write a letter to a public official. The template provided on the next page will serve as an outline for your letter. Use your work from the previous activities to help you.

Return Address

My Name  
123 Healthy Way  
Changeville, CA 12345

Date

July 17, 2014

Decision-Maker's Name & Address

Decision-Maker  
456 Decision Road  
Changeville, CA 67890

Greeting

Dear \_\_\_\_\_,

Why are you writing to the decision-maker?

I am writing because \_\_\_\_\_  
\_\_\_\_\_

Why is this important?  
Provide some facts. Bullet points can help break up the text and highlight your main points. Use data and facts from the previous activity.

This issue is important to our community because:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Propose a solution.

In order to solve this problem, the city should \_\_\_\_\_  
\_\_\_\_\_

Illustrate how this solution could fix the problem.

This would help because \_\_\_\_\_  
\_\_\_\_\_

Ask the decision-maker for his/her support and give a call to action.

In order to support these changes, you should \_\_\_\_\_  
\_\_\_\_\_

Thank the decision-maker for his/her time.

I ask that you please support me in my efforts to create a safer and healthier community. I appreciate your help.

Thank you for your time and considering my request.

Close with your name

Sincerely, \_\_\_\_\_

# Speak Out

## A Guide On Giving Public Testimony at Hearings

*Adapted from the Community Health Council's Community Guide for Effective Participation in the Planning Process*

Any time you read through city policies or plans, be sure to continually ask yourself, **“Does this policy or plan help achieve my goal or vision for my community?”** Whenever a city or neighborhood proposes to change a plan, community members have the opportunity to review the changes and give feedback. This process ensures that policies and plans align with community residents' visions for their neighborhood.

### NOTE

When giving public testimony, focus on stating facts and data that support your argument.

A personal story can also help illustrate how important an issue is to you.

Typically, residents are allowed to respond to proposed changes during public hearings. Using this platform, stakeholders can voice their recommendations or concerns to city officials. This is called public testimony. Because *public testimony* is often kept brief (usually about 1–5 minutes), it is helpful to use outline talking points to guide your testimony. When giving public testimony, it is also important to bring written copies of your oral testimony. You should bring enough copies for each of the decision-makers at the public hearing.

To find out when hearings are taking place, visit the Los Angeles Department of City Planning's website (<http://cityplanning.lacity.org>). Through that website, you can search by geographic location to find a meeting. If you want to receive reminders and information about meetings automatically, you can sign up for email notifications.

## Speak Out Activity

**20–30 minutes**

The template on the next page will serve as an outline for your public testimony. Use the data and information provided to you earlier to help complete the activity. As you write your speech, be short and to the point. Remember that you typically have only 1–5 minutes to get your point across.

State the issue

The issue that I would like to speak about today is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are the facts?

This issue is important to our community because: \_\_\_\_\_  
■ \_\_\_\_\_  
■ \_\_\_\_\_  
■ \_\_\_\_\_

How are you affected?  
Include a personal story if you have one.

I am personally interested in fixing this issue because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What should the city do about this?

In order to fix this problem, I ask that you \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How will this help

This will help our community because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for your time and consideration.

## Commenting on Planning Documents

Cities and counties create official “plans” to outline how communities will be designed and developed. The document that guides the work of all planning departments is called the *General Plan*; this document attempts to describe a collective vision of the growth and development of a city. Portions of the General Plan are updated every 10 to 20 years, and planning agencies must reach out to the public for feedback. Based on the General Plan, cities or counties will create other, smaller plans – community plans, bicycle and pedestrian master plans and park plans – that also require public input.

Public comment periods are an opportunity for residents to change the way a plan is devised for their neighborhood, city, or county. **It is important to work with organizations or community groups to give feedback on draft plans.** By commenting on draft plans, residents can ensure that planners receive specific feedback on how to improve the document. Plans are legal documents that often use technical language, so understanding how they are organized will help you figure out where to give your input. Most city plans are organized in a similar fashion. The following sections are important parts of any plan:

- **Introduction:** A brief overview of the purpose of the plan.
- **Vision:** A picture of what the city and residents want to achieve over time.
- **Background and Analysis:** Statistics and information that support the argument for creating new plans.
- **Goals:** Statements that describe the individual steps necessary to achieve the vision.
- **Objectives:** Measurable outcomes that track how close the city is to reaching each goal.
- **Implementation Plan:** The strategies the city uses to implement each objective.

**For more information** see “A Citizen’s Guide to Planning” available at:

[http://ceres.ca.gov/planning/planning\\_guide/plan\\_index.html#anchor156525](http://ceres.ca.gov/planning/planning_guide/plan_index.html#anchor156525)



# Resource List

- **The Atlantic City Lab**

The Atlantic City Lab has various articles about city planning projects across the globe. You can use this website to learn about planning issues and solutions in other communities.

[www.citylab.com](http://www.citylab.com)

- **The City of Los Angeles Department of City Planning**

The Department of City Planning creates plans and policies relating to the large-scale development of the city. You can find many resources on the website, including the general plan of the city, new community plans, zoning information, and policy initiatives. The department holds hearings before any changes are made to the existing city plans. At these hearings, community members can address their concerns and play an active role in shaping their neighborhoods. The locations and times of these meetings can be found on the Department of City Planning's website. You can also stay informed by following them on Twitter @LAcity\_org or by subscribing to their mailing list.

<http://cityplanning.lacity.org>

- **Community Guide for Effective Participation in the Planning Process**

This guide is put together by the Community Health Councils. It offers a practical, step-by-step guide for effective participation in the planning process.

<http://chc-inc.org>

- **County Health Rankings and Roadmap**

The Robert Wood Johnson Foundation created a set of resources to help community members understand how their county's health compares to others in their state. This website has accessible data about obesity rate, smoking rate, air pollution, violent crime, and housing problems. They also have guides on how to share this information with policymakers and spread the word through social media outlets.

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

- **Los Angeles Community-Based Organizations**

The Los Angeles Neighborhood Initiative has created a list of community organizations that work on a variety of city planning issues throughout the city. The website provides links (organized by topic) to different community organizations. Some of these topics include affordable housing, healthy food resources, environmental resources, public safety, and transportation resources. Community organizations are important resources for residents eager to improve their communities.

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

- **Los Angeles Health Profile**

The Health Plan for Los Angeles website has a database of information measuring the health of neighborhoods in Los Angeles County. The website can be used to compare neighborhoods' local health conditions, land use, transportation, and housing.

<http://healthyplan.la/the-health-profiles>

- **Los Angeles Neighborhood Councils**

Neighborhood Councils are city-certified local groups comprising people who live, work, or own property in a neighborhood. The groups may also involve people with other connections to a neighborhood. The groups offer individuals a way to directly advocate for change in their communities. Each Neighborhood Council meets on a regular basis to discuss different issues that they feel are important to the community. There are currently 95 Neighborhood Councils in Los Angeles, with more in development. Their website offers information on how to join or become a Neighborhood Council. It also lists the meeting times and locations of each group.

<http://empowerla.org/councils>

- **Los Angeles Public Documents**

The Department of City Planning website offers access to all public documents and records. You can use this resource to find strategic plans, board meetings, board correspondence, and other public records.  
[www.lacounty.gov/wps/portal/lac/government/public](http://www.lacounty.gov/wps/portal/lac/government/public)

- **Planetizen**

Planetizen is a public-interest information exchange for the urban planning, design, and development community. It is a one-stop source for urban planning news, editorials, book reviews, announcements, jobs, education, and more.  
[www.planetizen.com](http://www.planetizen.com)

- **StreetsBlog Los Angeles**

StreetsBlog is a website that provides daily news about sustainable transportation and livable communities. This is a Los Angeles-specific site that provides information about city planning projects.  
<http://la.streetsblog.org/category/agency-watch/department-of-city-planning>

- **Working Together**

The Robert Wood Johnson Foundation has a wide variety of resources to help guide individuals through the process of finding stakeholders, working together, and creating coalitions.  
[www.countyhealthrankings.org/roadmaps/action-center/work-together](http://www.countyhealthrankings.org/roadmaps/action-center/work-together)

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# Paquete de materiales de capacitación: manos a la obra

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NOMBRE DEL GRUPO: \_\_\_\_\_

NOMBRE DEL PARTICIPANTE: \_\_\_\_\_

## Infórmese

### *Una guía sobre cómo obtener información y recursos*

*Adaptado de: Community Guide for Effective Participation in the Planning Process, del Community Health Council*

### Entender el asunto

Para participar eficazmente en el proceso de planificación municipal, es importante entender cómo las normas o políticas se formulan y cómo los planes se realizan o se modifican. El primer paso para involucrarse activamente en el proceso de planificación municipal es identificar:

1. Cuál es el asunto o asuntos que le gustaría resolver;
2. A quiénes afectan estos asuntos;
3. Posibles soluciones a los asuntos; y
4. Las ventajas y desventajas de cada solución propuesta.

Use los recursos mencionados al final de este paquete para aprender más sobre ciertas problemáticas, a quiénes afectan y estrategias útiles para resolverlas. Usted también puede usar los recursos incluidos en la Lista de Recursos para aprender cómo recopilar datos e informarse sobre asuntos locales.

### Actividad sobre cómo informarse

**15–20 minutos**

El facilitador le proporcionará un asunto a su grupo junto con información sobre las posibles causas del problema, las personas afectadas por la situación y varios otros tipos de datos. Revise la información cuidadosamente y conteste las siguientes preguntas:

1. **¿Cuál es el asunto o problema?** (P. ej., un número desproporcionado de habitantes del sur de LA se encuentran en riesgo de desarrollar diabetes.)
2. **¿Quiénes resultan afectados por el problema y de qué manera están afectados?** (P.ej., los habitantes del sur de LA son más propensos a padecer diabetes que las personas que viven en otras partes de LA.)

**3. ¿Cuál es la causa del problema?** (P.ej., es fácil para los habitantes del sur de LA comprar comida malsana en las cadenas de restaurantes de comida rápida o tiendas de esquina, pero mucho más difícil que encuentren un supermercado de servicio completo. El hecho de que los habitantes del sur de LA no tienen acceso a alimentos más saludables hace más probable que coman alimentos malos para la salud que los ponen en riesgo de diabetes.)

**NOTA**

**Las pruebas convincentes** son evidencias tan fuertes o persuasivas que llegan a convencer a otros a actuar. Las pruebas convincentes pueden tener varias formas; pueden ser cifras y estadísticas (datos cuantitativos) o historias y experiencias (datos cualitativos).

**4. ¿Cuáles son las pruebas convincentes que fundamentarán su análisis del asunto?** (P.ej., si usted cree que las altas tasas de diabetes en su comunidad se deben a la presencia de demasiados restaurantes de comida rápida o tiendas de esquina y a la falta de suficientes supermercados, ¿dónde están los datos que le ayudarán a comprobar su punto?)

- **¿Qué estadísticas comprueban mejor su análisis?**
- **¿Qué historias o testimonios personales apoyan su análisis?**

**5.** Piense en las diferentes personas con quienes usted hablará sobre el asunto (P.ej., sus vecinos, grupos que no están de acuerdo con su análisis, representantes políticos, etc.). **¿Qué tipo de datos usaría usted para cada persona con quien hable?**

**6.** Comente las posibles normas que se pueden proponer. Decida cuál le parece mejor. Es importante considerar las ventajas y desventajas de la estrategia que escoja.

**Estrategia:** \_\_\_\_\_

\_\_\_\_\_

**VENTAJAS:**

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

**DESVENTAJAS:**

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

# Obtenga apoyo

## Una guía sobre cómo encontrar y trabajar con aliados

*Adaptado de: Community Guide for Effective Participation in the Planning Process, del Community Health Council*

Una vez que haya recopilado los datos y la información que fundamenten su punto de vista, el siguiente paso es identificar proponentes (aliados) y oponentes. Los aliados son las personas que apoyan su causa y estarían dispuestos a ayudar a promover cambios al respecto. Los oponentes son personas que no apoyan su causa y tal vez intenten obstaculizar sus esfuerzos. En la unión está la fuerza y esa fuerza se consolida creando un grupo fuerte con un objetivo común.

Al identificar a sus aliados, intente pensar en personas que tienen influencia, como los políticos, concejales municipales o alcaldes. Considere también conectarse con personas o grupos que representen a las personas más afectadas por el problema. **¿Quién es su público meta?** Intente identificar a las personas perjudicadas directa e indirectamente por el problema. Es importante incluir a personas que representen diferentes clases sociales, géneros, razas, grupos étnicos, orientaciones sexuales, edades, religiones y culturas. Para más información sobre cómo obtener apoyo, visite los sitios en internet mencionados en la Lista de Recursos.

## Actividad sobre cómo obtener apoyo

**5 minutos**

Piense en quiénes son sus aliados. Escriba el nombre de tres personas o grupos con quienes le gustaría colaborar e incluya una estrategia breve para contactar con ellos:

### Aliados:

- \_\_\_\_\_  
\_\_\_\_\_
  
- \_\_\_\_\_  
\_\_\_\_\_
  
- \_\_\_\_\_  
\_\_\_\_\_

# Pase la voz

## Una guía sobre cómo organizar sus pensamientos y promover su mensaje

Adaptado de: *Community Guide for Effective Participation in the Planning Process*, del Community Health Council

### Cartas escritas

Escribir una carta sobre un asunto puede ayudarle a identificar y exponer los puntos importantes del problema. Es una manera excelente para educar a las personas en su comunidad y concientizar a las personas clave que toman decisiones. Comunicarse por correo con quienes toman las decisiones antes de una audiencia pública puede influenciar sus decisiones en los comienzos del proceso de planificación comunitaria. Las cartas y los artículos exigen que quienes toman las decisiones asuman responsabilidad por tomar decisiones que sean para el bienestar de la comunidad.

#### NOTA

Un **artículo de opinión** (a veces conocido como op-ed en inglés) es un artículo publicado en un periódico u otro medio similar y escrito por una persona que no trabaja para el medio.

### Artículos de opinión

Cualquiera puede enviar un artículo de opinión a un periódico, revista o publicación de internet para expresar su punto de vista. Los artículos de opinión se pueden usar para notificar a las personas en su comunidad sobre un asunto apremiante y recomendar una acción para resolverlo. Contacte a su periódico o revista local para publicar su propio artículo de opinión.

En las cartas y en los artículos, es importante que el mensaje sea breve. Señale los puntos clave para llamar la atención de los lectores y enfatice la importancia del asunto.

La carta o artículo siempre debe incluir los siguientes elementos:

- **Presentación del asunto:** Describa los antecedentes y explique cómo el asunto afecta a su comunidad.
- **Datos relevantes:** Incluya estadísticas y hechos que demuestren la importancia del asunto.
- **Recomendación o acción:** Ofrezca una solución clara al problema.

### Medios sociales

Los medios sociales como Facebook, Twitter e Instagram pueden ser herramientas muy útiles para la promoción y defensa de causas. Aprovechélos para correr la voz e invitar a las personas a participar en el proceso de planificación comunitaria. Acuérdesse de usar los hashtags (palabras o frases sin espacios que comienzan por “#”) para unificar un lema o idea relacionada con el asunto (por ejemplo, #HealthyLA). Los hashtags pueden ayudarle a conectarse con aliados y organizar reuniones a gran escala. También puede etiquetar (tag) a sus amigos y organizaciones aliadas (escribiendo @ seguido por su nombre de pila o de usuario del medio social) para aumentar la visibilidad. También puede incluir fotos y videos en sus mensajes. A continuación damos unos ejemplos de posibles mensajes publicados en los medios sociales. *Note que aunque Instagram es una herramienta a base de fotos, también es posible adjuntar hashtags a fotos y etiquetar a personas conocidas para pasar la voz.*

### **Ejemplo de un mensaje en Facebook**

(máximo de 420 caracteres incluyendo los espacios)

*La Ciudad de Los Ángeles está considerando una norma que hará que el sur de LA sea nuevamente vulnerable a un creciente monopolio de comida rápida. Únase a nosotros para hacerle saber a la alcaldía que los habitantes del sur de LA desean normas que traigan más comida fresca en lugar de rápida. #HealthyLA*

### **Ejemplo de un mensaje ("Tweet") en Twitter**

(máximo de 140 caracteres incluyendo los espacios o 117 si se incluye una foto)

*Mejor comida. Mejor yo. Mejor comunidad. #HealthyLA*

## **Testimonios en video**

El uso de testimonios en video es una manera excelente de aprovechar la tecnología de punta para expresar su opinión. Los videos con audio y efectos visuales llamativos son potentes e impactantes. Son una herramienta estupenda para los jóvenes de la comunidad o para cualquiera que tenga una cámara de video o teléfono móvil con video. También son fáciles de compartir en los medios sociales.

## **Actividad sobre cómo pasar la voz**

**25-30 minutos**

Esta actividad está diseñada para estimularle a pensar cómo escribir una carta a un funcionario público. La muestra en la siguiente página le servirá de esbozo para su carta. Use el trabajo que usted realizó en las actividades anteriores para ayudarle con ésta.

Dirección del remitente	Mi nombre 123 Camino Saludable Changeville, CA 12345
Fecha	17 de julio del 2014
Dirección de quien toma las decisiones	Persona que toma decisiones 456 Decision Road Changeville, CA 67890
Saludo	Estimado _____,
¿Para qué escribe usted al tomador de decisiones?	Le escribo para _____ _____
¿Por qué es importante? Proporcione hechos. Los puntos de enumeración pueden hacer más fácil la lectura y señalar los puntos clave. Use los datos y hechos de la actividad anterior.	Este asunto es importante para nuestra comunidad porque: <ul style="list-style-type: none"> <li>■ _____</li> <li>■ _____</li> <li>■ _____</li> </ul>
Proponga una solución.	Para resolver este problema, la ciudad debería _____ _____
Explique cómo la solución podría resolver el problema.	Esto ayudaría porque _____ _____
Pida el apoyo de quien toma las decisiones y exhórtele a que actúe.	Para apoyar estos cambios, usted debería _____ _____
Agradezca a quien toma las decisiones por su tiempo.	Le pido que por favor apoye mi esfuerzo para crear una comunidad más segura y saludable. Le agradezco su ayuda.  Gracias por su tiempo y su buena voluntad considerando mi petición.
Despídase con su nombre.	Atentamente, _____



# Hable públicamente

## Una guía sobre cómo dar testimonio en audiencias públicas

Adaptado de: *Community Guide for Effective Participation in the Planning Process*, del Community Health Council

Cada vez que usted lea normas o planes municipales, es importante preguntarse constantemente: **“¿Ayuda esta norma o política a lograr mi meta o visión para mi comunidad?”** Cuando una ciudad o comunidad propone cambios a algún plan, los miembros de la comunidad tienen la oportunidad de revisar los cambios propuestos y dar sus comentarios al respecto. Este proceso asegura que las normas y planes concuerden con los deseos de las personas que viven en la comunidad afectada.

### NOTA

Al dar un testimonio público, límitese a explicar los hechos y los datos que fundamentan su punto.

Una historia personal también puede demostrar la importancia del asunto para usted.

Normalmente, la comunidad puede responder a los cambios propuestos asistiendo a una audiencia pública. En este foro, los interesados pueden expresar sus recomendaciones o preocupaciones ante los funcionarios públicos. Este se conoce como testimonio público. Ya que frecuentemente el *testimonio público* deberá ser breve (por lo general entre 1–5 minutos), le ayudará usar como guía una lista de los puntos principales que desea mencionar en su testimonio. Al dar testimonio público, también es importante llevar copias impresas de su testimonio. Lleve suficientes copias para todos los encargados de tomar decisiones presentes en la audiencia.

Para informarse sobre las fechas de las audiencias, visite el sitio en internet del Departamento de Planificación Municipal (Department of City Planning) de Los Ángeles (<http://cityplanning.lacity.org>). En este sitio usted podrá buscar por lugar geográfico dónde encontrar la reunión a la cual desea asistir. Si le gustaría recibir recordatorios e información sobre las reuniones en forma automática, puede inscribirse para recibir notificaciones por correo electrónico.

## Actividad sobre cómo hablar públicamente

**20–30 minutos**

El modelo en la siguiente página le servirá como esbozo para su testimonio público. Use los datos y la información que recibió anteriormente para ayudarlo a realizar la actividad. Al redactar su discurso, sea conciso y vaya al grano. Recuerde que normalmente sólo tendrá 1–5 minutos para exponer su punto de vista.

Exponga el asunto

El asunto que quiero comentar hoy es \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

¿Cuáles son los hechos?

Este asunto es importante para nuestra comunidad porque: \_\_\_\_\_  
■ \_\_\_\_\_  
■ \_\_\_\_\_  
■ \_\_\_\_\_

¿Cómo está usted afectado?  
Incluya una historia personal si tiene alguna.

Me interesa personalmente resolver este asunto porque \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

¿Qué debería hacer la ciudad al respecto?

Para remediar este problema, les pido que ustedes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

¿Cómo ayudará si lo hace?

Esto ayudará a nuestra comunidad porque \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Gracias por su tiempo y consideración.

## Comentar sobre los documentos de planificación

Las ciudades y los condados crean “planes” oficiales para describir cómo las comunidades van a ser diseñadas y urbanizadas. El documento que guía el trabajo de todos los departamentos de planificación se llama el *General Plan* (Plan General); este documento intenta describir una visión colectiva del crecimiento y desarrollo de una ciudad. Partes del Plan General se actualizan cada 10 a 20 años y las agencias planificadoras deberán comunicarse con el público y solicitar sus comentarios y opiniones. Basándose en el Plan General, las ciudades o condados crearán otros planes más pequeños – planes comunitarios, planes maestros enfocados en bicicletas y peatones y planes para parques – que también requieren comentarios del público.

Los periodos de comentario público presentan una oportunidad para que las personas hagan cambios en la manera como el plan está diseñado para su vecindario, ciudad o condado. **Es importante trabajar con organizaciones o grupos comunitarios para ofrecer comentarios y sugerencias sobre los anteproyectos.**

Al comentar sobre los anteproyectos, los habitantes pueden asegurar que los planificadores reciban comentarios específicos sobre cómo mejorar el documento. Los planes son documentos legales que frecuentemente contienen lenguaje técnico, por lo que si usted entiende cómo estos planes se organizan le ayudará a saber en qué parte dar sus comentarios y sugerencias. La mayoría de los planes municipales están organizados de manera parecida y contienen las siguientes secciones importantes:

- **Introducción:** Un resumen breve del propósito del plan.
- **Visión:** Una imagen de lo que la ciudad y las personas que viven en ella desean lograr a largo plazo.
- **Antecedentes y análisis:** Estadísticas e información que apoyan el argumento para crear planes nuevos.
- **Metas:** Declaraciones que describen cada uno de los pasos necesarios para lograr la visión.
- **Objetivos:** Resultados medibles que indican qué tan cerca está la ciudad de lograr cada meta.
- **Plan de implementación:** Las estrategias que la ciudad utiliza para realizar cada objetivo.

**Para más información** lea “A Citizen’s Guide to Planning” (Una guía de planificación para ciudadanos) disponible en: [http://ceres.ca.gov/planning/planning\\_guide/plan\\_index.html#anchor156525](http://ceres.ca.gov/planning/planning_guide/plan_index.html#anchor156525)

# Lista de recursos

- **The Atlantic City Lab**

Atlantic City Lab tiene varios artículos sobre proyectos de planificación municipal alrededor del mundo. Usted puede usar este sitio de internet para aprender sobre asuntos y soluciones de planificación en otras comunidades.

[www.citylab.com](http://www.citylab.com)

- **The City of Los Angeles Department of City Planning**

El Departamento de Planificación Municipal crea planes y normas relacionados con la urbanización de la ciudad a gran escala. Usted encontrará muchos recursos en este sitio, entre ellos el plan general de la ciudad, nuevos planes comunitarios, información sobre la zonificación e iniciativas de políticas. El departamento convoca audiencias antes de realizar cualquier cambio a los planes municipales existentes. En estas audiencias, los miembros de la comunidad pueden expresar sus inquietudes y participar activamente en el proceso de moldear su vecindario. Los lugares y horarios de estas reuniones se publican en el sitio de internet del departamento. Usted también puede mantenerse informado siguiéndolo en Twitter @LAcity\_org o suscribiéndose a su lista de correo.

<http://cityplanning.lacity.org>

- **Community Guide for Effective Participation in the Planning Process**

Esta guía es preparada por Community Health Councils y ofrece orientación práctica y paso a paso sobre cómo participar y lograr buenos resultados en el proceso de planificación.

<http://chc-inc.org>

- **County Health Rankings and Roadmap**

La Fundación Robert Wood Johnson ha creado un conjunto de recursos para ayudar a las comunidades a entender cómo la salud de las personas en su condado se compara con la de otros en su estado. Este sitio de internet tiene datos accesibles sobre las tasas de obesidad, tabaquismo, contaminación del aire, delitos violentos y problemas de vivienda. También tiene guías sobre cómo compartir esta información con los formuladores de normas y políticas y cómo pasar la voz en los medios sociales.

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

- **Los Angeles Community-Based Organizations**

La iniciativa Los Angeles Neighborhood Initiative ha creado una lista de organizaciones comunitarias que trabajan en una variedad de asuntos de planificación municipal en todas partes de la ciudad. El sitio de internet tiene enlaces (organizados por tema) a varias organizaciones comunitarias. Algunos de estos asuntos son: vivienda asequible, recursos de alimentos saludables, recursos ambientales, seguridad pública y recursos de transporte. Las organizaciones comunitarias son recursos importantes para las personas motivadas a lograr cambios en su comunidad.

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

- **Los Angeles Health Profile**

El sitio de internet del Plan para un Los Ángeles Saludable tiene una base de datos con información que mide la salud de los vecindarios del Condado de Los Ángeles. El sitio se puede usar para comparar las condiciones de salud, el uso de terrenos, el transporte y la vivienda en diferentes barrios.

<http://healthyplan.la/the-health-profiles>

- **Los Angeles Neighborhood Councils**

Los Neighborhood Councils (consejos de vecindario) son grupos locales certificados por la ciudad y compuestos por personas que viven, trabajan o tienen propiedad en cierta comunidad. Los grupos también pueden involucrar a personas con otras conexiones con el vecindario. Por medio de estos grupos, las personas pueden promover cambios en su comunidad directamente. Cada consejo de vecindario se reúne periódicamente para comentar los asuntos que los asistentes consideran importantes para la comunidad. Actualmente hay 95 Neighborhood Councils en Los Ángeles y se están desarrollando más. Su sitio de internet ofrece información sobre cómo unirse a un consejo existente o cómo formar uno nuevo. También detalla el lugar y la hora de las reuniones de cada grupo.

<http://empowerla.org/councils>

- **Los Angeles Public Documents**

El sitio de internet del departamento de planificación municipal (City Planning Department) ofrece acceso a todos los documentos y registros públicos. Usted puede usar este recurso para buscar planes estratégicos, juntas de consejos, correspondencia de los consejos y otros documentos públicos.

[www.lacounty.gov/wps/portal/lac/government/public](http://www.lacounty.gov/wps/portal/lac/government/public)

- **Planetizen**

Planetizen es un sitio de intercambio de información de interés público para las personas y entidades involucradas en la planificación, diseño y desarrollo urbano. Ofrece en un solo lugar noticias, editoriales, reseñas de libros, anuncios, ofertas de empleo, educación y otros temas relacionados con la planificación urbana.

[www.planetizen.com](http://www.planetizen.com)

- **StreetsBlog Los Angeles**

StreetsBlog es un sitio de internet que proporciona noticias diarias sobre el transporte sostenible y las comunidades habitables. Este sitio es específicamente para Los Ángeles y proporciona información sobre proyectos de planificación municipal.

<http://la.streetsblog.org/category/agency-watch/department-of-city-planning>

- **Working Together**

La Fundación Robert Wood Johnson brinda una gran variedad de recursos para guiar a las personas por el proceso de encontrar a individuos y entidades interesados en un asunto, trabajar conjuntamente con ellas y crear coaliciones.

[www.countyhealthrankings.org/roadmaps/action-center/work-together](http://www.countyhealthrankings.org/roadmaps/action-center/work-together)

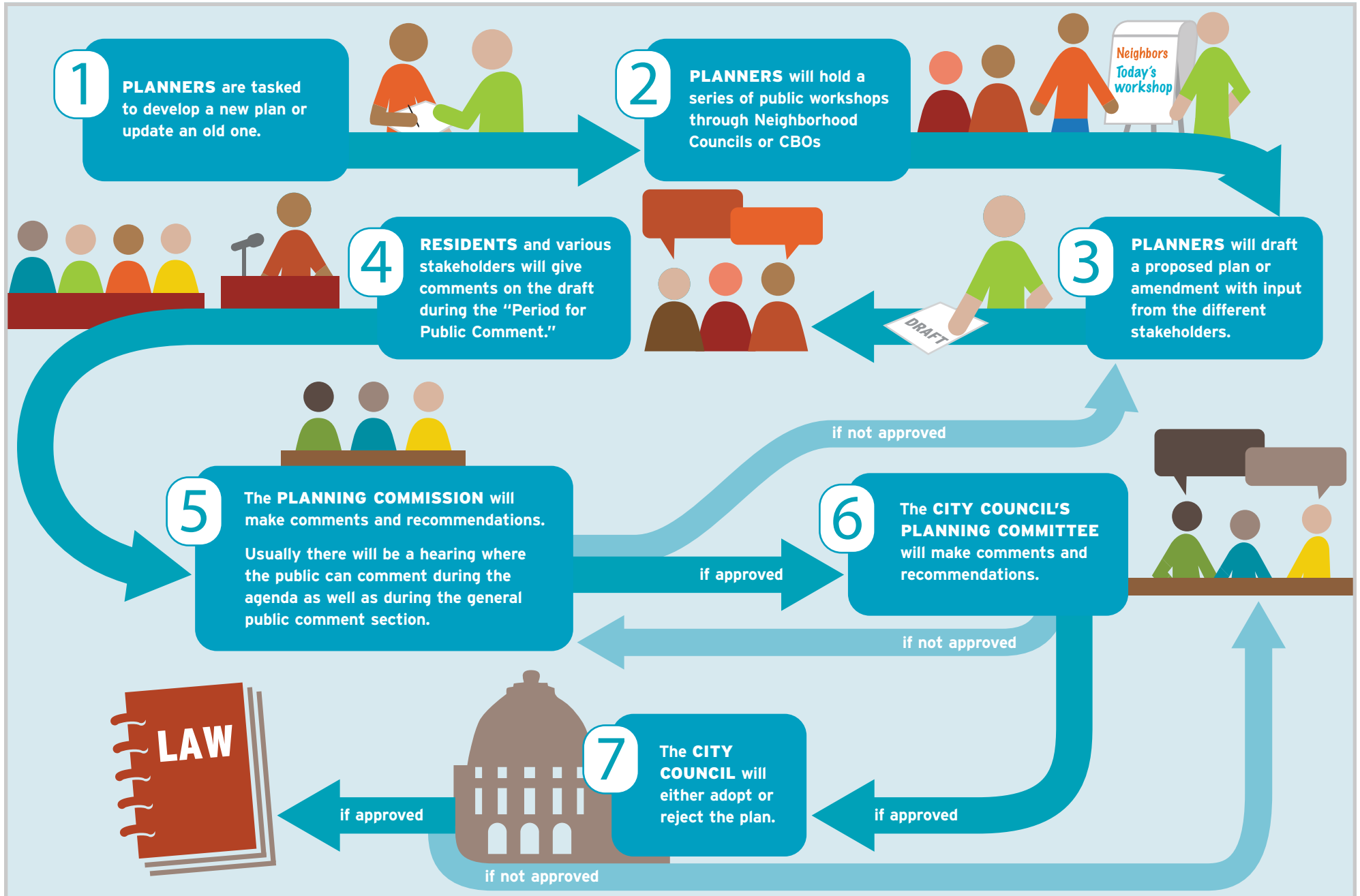
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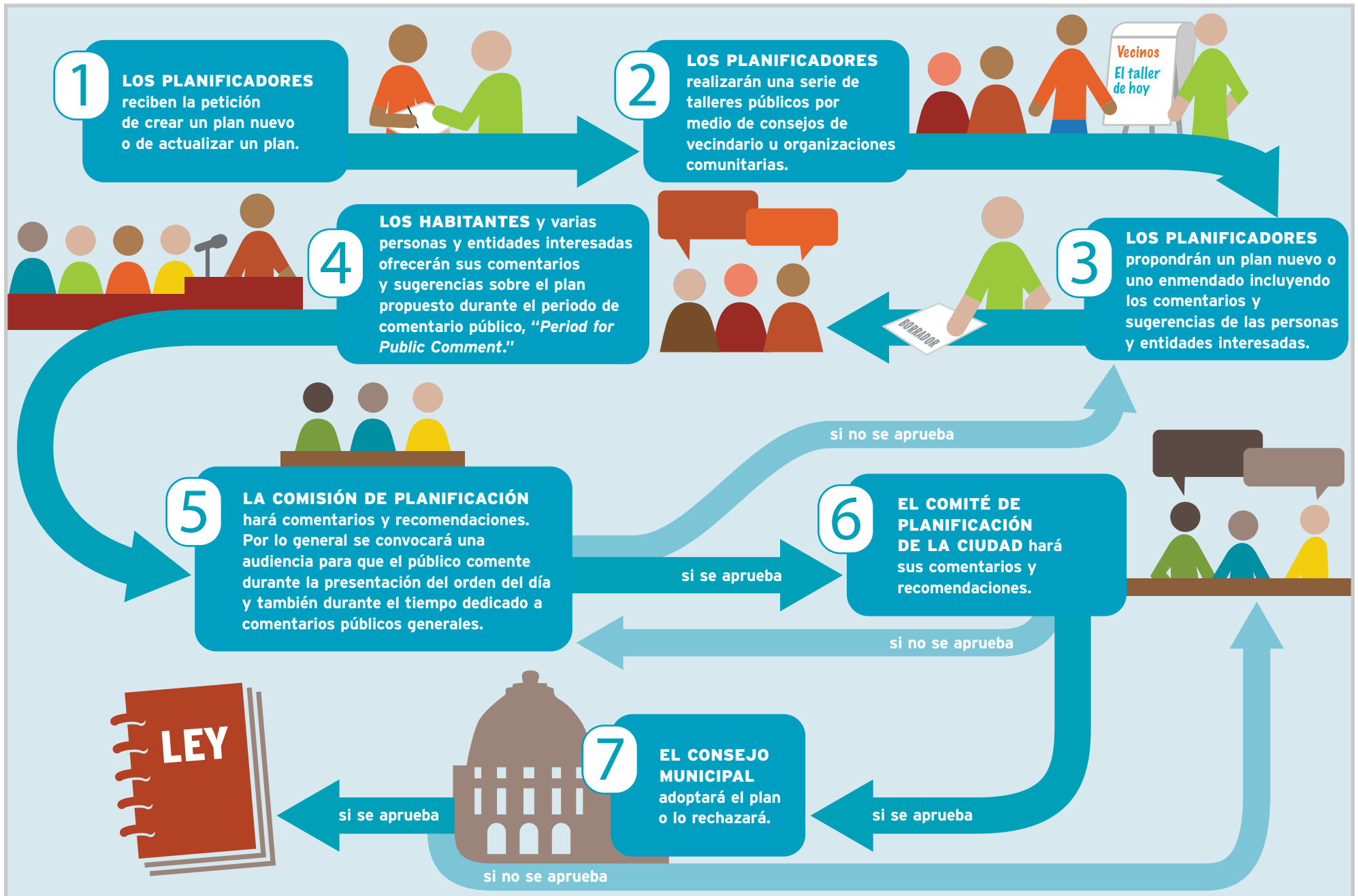
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# Planning Roadmap



# Pasos de la planificación



## 4. Lesson Plan: Ride On

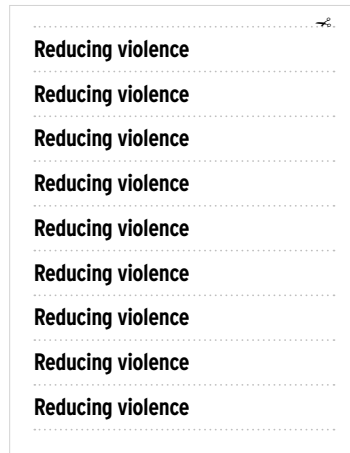
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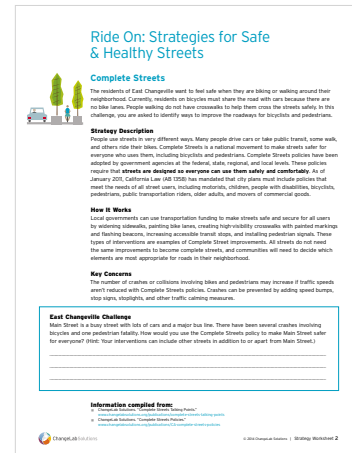
## Policies for Safe and Healthy Streets

### Materials Needed

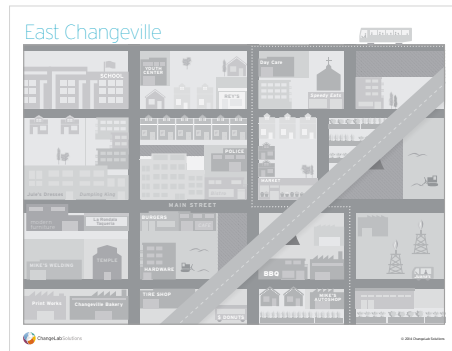
Scissors



Ride On Priority Ladder Rungs  
(one set for each participant)



Ride On Strategy Worksheets  
(one for each participant)



East Changeville Map  
(one for each participant)

## 4. LESSON PLAN: RIDE ON

### Set-Up Notes

**To set up the Warm-Up Activity,** look over the list of Priority Ladder “rungs” provided in the Training Materials section. Each “rung” should be printed on colored paper (a different color for each rung) and then cut into strips. Compile a packet of the colored strips for each participant. Select the rungs that fit your purposes and if needed, create new ones to add to the list below:

- Reducing violence and illegal or unwanted activity
- Creating safe routes for kids to walk or bike to school
- Utilizing vacant land or properties in the neighborhood
- Creating more bike lanes
- Adding more trees along streets
- Making sidewalks wider, or repaving them to reduce cracks
- Creating more green spaces
- Reducing driving speeds
- Adding seating and shelters at bus stops
- Adding better lighting to sidewalks

**To set up the Main Activity,** review each of the strategy worksheets provided in the Training Materials section. You will need to compile one set of strategy worksheets for each participant. Choose two or more of the following strategy worksheets to use in this workshop and if needed, create new sheets using the blank worksheet provided in the Training Materials:

- Complete Streets
- People Streets
- Safe Routes to School
- Transportation Funding
- Shared Use Agreements

**In this workshop, we have provided you with a map of a fictional neighborhood called “East Changeville.”** The East Changeville neighborhood faces many of the same challenges facing residents of neighborhoods in LA. You may prefer to use an actual neighborhood to discuss the particular challenges participants are facing. To do this, we suggest that you download Google Earth: [www.google.com/earth](http://www.google.com/earth). Follow the instructions for identifying particular neighborhoods and printing your own map.

The strategy worksheets and priority ladder “rungs” were created in conjunction with a series of white papers done by the Community Health Council. As of 2014, these policy strategies were understood to be successful strategies, implemented in various communities across California. If new promising policies have been developed that your organization would like to highlight, we have provided a blank worksheet in the Training Materials section for your organization to copy and fill in. If there are other issues your organization would like to add or highlight, feel free to make additional rungs.

## 4. LESSON PLAN: RIDE ON

### Objectives

- To understand how enabling active transportation, utilizing vacant lots, and creating safe streets can improve health.
- To understand policies that support active transportation, vacant lot conversions, and safe streets.

### Resources

- ChangeLab Solutions. "Complete Streets Policies."  
[www.changelabsolutions.org/publications/CA-complete-streets-policies](http://www.changelabsolutions.org/publications/CA-complete-streets-policies)
- ChangeLab Solutions. "Complete Streets Talking Points."  
[www.changelabsolutions.org/publications/complete-streets-talking-points](http://www.changelabsolutions.org/publications/complete-streets-talking-points)
- ChangeLab Solutions. "Dig, Eat, & Be Healthy."  
[www.changelabsolutions.org/publications/dig-eat-be-healthy](http://www.changelabsolutions.org/publications/dig-eat-be-healthy)
- ChangeLab Solutions. "Playing Smart."  
[www.changelabsolutions.org/publications/playing-smart](http://www.changelabsolutions.org/publications/playing-smart)
- ChangeLab Solutions. "Safe Routes to School: Minimizing Your Liability Risk."  
[www.changelabsolutions.org/publications/SRTS-resources](http://www.changelabsolutions.org/publications/SRTS-resources)
- ChangeLab Solutions. "Welcome to the world of shared use."  
[www.changelabsolutions.org/shared-use](http://www.changelabsolutions.org/shared-use)
- Advancement Project. "Safe Routes to School."  
[www.advancementprojectca.org/?q=Watts-Safe-Routes-To-School](http://www.advancementprojectca.org/?q=Watts-Safe-Routes-To-School)
- National Center for Safe Routes to School.  
[www.saferoutesinfo.org/about-us](http://www.saferoutesinfo.org/about-us)

### Warm-Up Activity: Priority Ladders

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15 minutes maximum

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- 1. Hand out the color-coded "rungs" of the priority ladder.**
- 2. Ask participants to make a "safe streets" ladder by prioritizing the issues** that are most pressing in their neighborhood. Note that while all of these issues are important, the items that are tackled first are determined by the priorities of a particular neighborhood and the needs of its residents.
- 3. In pairs or small groups, have participants discuss how they organized their ladders.** Potential prompts for small groups: How do you define "safe"? Are there modes of transportation (walking, biking, driving, using public transit, etc.) that you currently feel uncomfortable using or doing? Why?

## 4. LESSON PLAN: RIDE ON

### Main Activity: East Changeville Mapping Exercise

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15 minutes per worksheet

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**60 minutes total**

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- 1. Break up the large group into small groups with no more than five people per group.**
- 2. Hand out one East Changeville map to each group.**
- 3. Before handing out the strategy packets, ask participants what they notice about East Changeville.** What are the resources available in the neighborhood? What are some of the challenges the neighborhood faces? What is absent from the neighborhood?
- 4. If you have time, give participants an opportunity to label the map and personalize East Changeville.**
- 5. Hand out strategy packets to each small group.** The worksheets in the strategy packets each present a different problem, a policy the participants can use to remedy that problem, and a prompt that asks how they will implement the policy strategy in East Changeville. Note that some of the strategies and solutions can be mapped and others will need to be discussed and answered separately.
- 6. After each group has made a map, have the group use the map to write a proposal for the planning commission.**

### Suggested Discussion

- Have the groups present their proposals.
- Have a large group discussion about the different strategies people used.
- Discuss how these strategies could be used in the participants' own neighborhoods.



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**Reducing violence**

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**Creating safe routes to school**

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**Creating safe routes to school**

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**Creating safe routes to school**

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Utilizing vacant spaces

Utilizing vacant spaces

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Utilizing vacant spaces

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**Creating more bike lanes**

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**Adding more trees to the streets**

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**Creating more green spaces**

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**Creating more green spaces**

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**Creating more green spaces**

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**Creating more green spaces**

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**Creating more green spaces**

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**Reducing driving speed limits**

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**Reducing driving speed limits**

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**Reducing driving speed limits**

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**Reducing driving speed limits**

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**Reducing driving speed limits**

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**Improving bus stops**  
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**Adding better lighting to sidewalks**  
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**Reducción de la violencia**

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**Reducción de la violencia**

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Creación de rutas seguras para los niños

Creación de rutas seguras para los niños

Creación de rutas seguras para los niños

Creación de rutas seguras para los niños

Creación de rutas seguras para los niños

Creación de rutas seguras para los niños

Creación de rutas seguras para los niños

Creación de rutas seguras para los niños

Creación de rutas seguras para los niños





Utilización de espacios desocupados

Utilización de espacios desocupados

Utilización de espacios desocupados

Utilización de espacios desocupados

Utilización de espacios desocupados

Utilización de espacios desocupados

Utilización de espacios desocupados

Utilización de espacios desocupados

Utilización de espacios desocupados



Creación de más carriles bici

Creación de más carriles bici

Creación de más carriles bici

Creación de más carriles bici

Creación de más carriles bici

Creación de más carriles bici

Creación de más carriles bici

Creación de más carriles bici

Creación de más carriles bici



Plantación de más árboles en las calle

Plantación de más árboles en las calle

Plantación de más árboles en las calle

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Creación de más espacios verdes

Creación de más espacios verdes

Creación de más espacios verdes

Creación de más espacios verdes

Creación de más espacios verdes

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Creación de más espacios verdes



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**Reducción de los límites de velocidad de los vehículo**

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**Reducción de los límites de velocidad de los vehículo**

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**Reducción de los límites de velocidad de los vehículo**

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**Reducción de los límites de velocidad de los vehículo**

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Mejoras en las paradas de autobús

Mejoras en las paradas de autobús

Mejoras en las paradas de autobús

Mejoras en las paradas de autobús

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**Adición de mejor iluminación en las aceras**

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**Adición de mejor iluminación en las aceras**

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**Adición de mejor iluminación en las aceras**

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# Ride On: Strategies for Safe & Healthy Street

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## Complete Streets

The residents of East Changeville want to feel safe when they are biking or walking around their neighborhood. Currently, residents on bicycles must share the road with cars because there are no bike lanes. People walking do not have crosswalks to help them cross the streets safely. In this challenge, you are asked to identify ways to improve the roadways for bicyclists and pedestrians.

### Strategy Description

People use streets in very different ways. Many people drive cars or take public transit, some walk, and others ride their bikes. Complete Streets is a national movement to make streets safer for everyone who uses them, including bicyclists and pedestrians. Complete Streets policies have been adopted by government agencies at the federal, state, regional, and local levels. These policies require that **streets are designed so everyone can use them safely and comfortably**. As of January 2011, California Law (AB 1358) has mandated that city plans must include policies that meet the needs of all street users, including motorists, children, people with disabilities, bicyclists, pedestrians, public transportation riders, older adults, and movers of commercial goods.

### How It Works

Local governments can use transportation funding to make streets safe and secure for all users by widening sidewalks, painting bike lanes, creating high-visibility crosswalks with painted markings and flashing beacons, increasing accessible transit stops, and installing pedestrian signals. These types of interventions are examples of Complete Street improvements. All streets do not need the same improvements to become complete streets, and communities will need to decide which elements are most appropriate for roads in their neighborhood.

### Key Concerns

The number of crashes or collisions involving bikes and pedestrians may increase if traffic speeds aren't reduced with Complete Streets policies. Crashes can be prevented by adding speed bumps, stop signs, stoplights, and other traffic calming measures.

### East Changeville Challenge

Main Street is a busy street with lots of cars and a major bus line. There have been several crashes involving bicycles and one pedestrian fatality. How would you use the Complete Streets policy to make Main Street safer for everyone? (Hint: Your interventions can include other streets in addition to or apart from Main Street.)

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#### Information compiled from:

- ChangeLab Solutions. "Complete Streets Talking Points."  
[www.changelabsolutions.org/publications/complete-streets-talking-points](http://www.changelabsolutions.org/publications/complete-streets-talking-points)
- ChangeLab Solutions. "Complete Streets Policies."  
[www.changelabsolutions.org/publications/CA-complete-streets-policies](http://www.changelabsolutions.org/publications/CA-complete-streets-policies)



## People Streets

The residents of East Changeville want more places where they can spend time with each other, play, and relax. There are small parks around the temple and church and there is a playground at the school, but these areas are often locked. Your challenge will be to identify ways to create recreational spaces for East Changeville residents.

### Strategy Description

Many large cities are full of unfriendly or underutilized spaces such as parking lots, major roads, and vacant lots. One way to transform these spaces is to create small, pedestrian-friendly temporary parks. One Los Angeles initiative that takes on this task is called People Street. Through this initiative, **residents can take areas of roads that are underused and turn them into small plazas, parks, and bicycle parking areas.** San Francisco's Great Streets Project is a similar program that promotes the creation of temporary parks throughout the city. Several cities have adopted an initiative called PARK(ing) Day. One day each year, artists and citizens turn metered parking spots into miniature parks or recreational areas. All of these projects encourage the development of inviting public places; additionally, these projects can calm traffic and make streets safer for people who walk, bike, and take transit. Pedestrian-friendly spaces foster community and support local businesses nearby. Increasingly, temporary park spaces and sites are becoming permanent.

### How It Works

People Street is a program of the City of Los Angeles Department of Transportation (LADOT) in collaboration with the City of Los Angeles Departments of Public Works, City Planning, the Office of the Mayor, and the Los Angeles County Metropolitan Transportation Authority (Metro). Interested community members can fill out an application; if chosen, the community is responsible for raising some of the funds for materials and maintenance.

### Key Concerns

Sites must be chosen carefully. The goal is to create small parks that are not only inviting, but also safe. In order to do this, it is best to choose sites on underused roads or on roads with bike lanes or other traffic calming measures. There must be enough room for cars to turn in and out of nearby driveways, as well. Areas where there are already high levels of pedestrian activity are best.

### East Changeville Challenge

Which sites in East Changeville could be used for a temporary intervention like People Street? What kinds of temporary interventions would benefit residents most?

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#### Information compiled from:

- People St. "People Street Homepage."  
<http://peoplest.lacity.org>
- Park(ING) Day. "Park(ING) Day Homepage."  
<http://parkingday.org>
- Project for Public Spaces. "Great Streets for San Francisco."  
[www.pps.org/blog/great-streets-for-san-francisco](http://www.pps.org/blog/great-streets-for-san-francisco)



## Safe Routes to School & Safe Passages

The residents of East Changeville want their kids to be able to walk to school, but they feel it's not safe because the roadways have narrow sidewalks and heavy traffic. Additionally, some parents fear their children will be exposed to violence. Your challenge is to identify ways to implement or improve safety measures to encourage students to walk or bike to school.

### Strategy Description

Safe Routes to School policies are designed to make it easier and safer for children to walk and bike to school. **Schools and school districts can use Safe Routes to School policies to reduce traffic and encourage physical activity.** Like Safe Routes to School, the Safe Passages program encourages children to walk or bike to school; in addition, Safe Passages implements specific safety precautions in neighborhoods faced with chronic violence.

### How It Works

Safe Routes to Schools policies can be designed in different ways. They can create bike parking, instruct children to arrive at school or leave school at different times to reduce traffic, or implement walking or bicycling programs, such as a "walking school bus." With a walking school bus program, an adult (usually a teacher or parent) will walk with a group of students to school. Cities and counties can help promote safe routes to school by working with school districts to provide crossing guards, wide sidewalks, and bike lanes. One funding source for Safe Routes to School programs is the newly formed California Active Transportation Program (ATP), which communities across California can use for active transportation projects, including Safe Routes to School programs. The Advancement Project's Safe Passages Program utilizes neighborhood volunteers, school staff, and law enforcement personnel to coordinate walking and bicycling programs.

### Key Concerns

The bottom line is that parents need to feel like their children will be able to safely get to school. In order to improve roads and routes to schools, the city should also consider adopting Complete Streets policies that promote safe streets for all users. Additionally, it is essential that children know how to access responsible caring adults on their way to school.

### East Changeville Challenge

What would a Safe Routes to School policy look like for East Changeville? Note ways to alter schedules, changes to make the roads safer, and walking or bicycling programs to support students.

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#### Information compiled from:

- ChangeLab Solutions. "Safe Routes to School: Minimizing Your Liability Risk." [www.changelabsolutions.org/publications/SRTS-resources](http://www.changelabsolutions.org/publications/SRTS-resources)
- National Center for Safe Routes to School. "About Us." [www.saferoutesinfo.org/about-us](http://www.saferoutesinfo.org/about-us)
- Advancement Project. "Safe Routes to School." [www.advancementprojectca.org/?q=Watts-Safe-Routes-To-School](http://www.advancementprojectca.org/?q=Watts-Safe-Routes-To-School)



## Transportation Funding

The residents of East Changeville would like to upgrade the public transportation infrastructure to improve access for people with disabilities and increase the amount of sheltered bus stops, pedestrian crosswalks, and bike racks. Your challenge will be to prioritize improvements given the transportation budget.

### Strategy Description

Resources for transportation programs come from federal, state, or local agencies. In Los Angeles, one funding source is the ExpressLanes Net Toll Revenue Re-Investment Program. In 2008, the U.S. Department of Transportation awarded \$213 million to the City of Los Angeles to help fund programs that would reduce traffic congestion. With this money, city officials created high-occupancy toll lanes known as ExpressLanes. **The money collected from ExpressLanes is required by state law to be used for transportation improvements in the neighborhoods surrounding the highway.**

### How It Works

Public agencies that provide transportation facilities or services in Los Angeles County can apply for a grant. Projects that qualify include creating complete streets, bicycle infrastructure, pedestrian infrastructure, bus station improvements, and landscape improvements. Funds can be used to reduce the distance and time it takes people to travel from their homes to transportation hubs such as bus and train stations. Known as *first mile/last mile* projects, these programs can include shuttle services, bike share programs, and short-term car rentals.

### Key Concerns

Newly funded projects must be planned properly to address issues concerning street safety and traffic control. The factors used to judge the applications are: sustainability, innovativeness, cost effectiveness, and safety.

### East Changeville Challenge

East Changeville is eligible for Changeville's Net Toll Revenue Re-investment Program because the highway cuts through a section of the neighborhood. How should East Changeville prioritize its transportation infrastructure needs? What are innovative ways the neighborhood can make use of this funding? (The factors used to judge the applications are: sustainability, innovativeness, cost effectiveness, and safety.)

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#### Information compiled from:

- Los Angeles Metropolitan Transportation Authority. "ExpressLanes Net Toll Revenue Re-Investment Grant Program."  
[www.metro.net/projects/expresslanes-tollgrant](http://www.metro.net/projects/expresslanes-tollgrant)



## Shared Use Agreements

The residents of East Changeville want more recreational spaces to be available to the community. There isn't enough funding to build a new facility, but East Changeville Middle School has a playground and running track. The City of Changeville is considering setting up a shared use agreement with the school so neighborhood families can access the school's recreation facilities outside of school hours. For this challenge, you will create a shared use agreement between the city and the school.

### Strategy Description

Communities across the country seek safe, accessible, and affordable places for children and families to exercise and play. Public schools, as well as some community or faith-based organizations, have a variety of recreation facilities – gymnasiums, playgrounds, fields, courts, and tracks – where people can engage in physical activity. In low-income communities, safe and affordable recreation facilities are often available only at schools, community centers, and faith-based properties. Unfortunately, these spaces are usually locked or inaccessible to the community due to concerns about resources, maintenance, security, and liability. **Fortunately, many schools and other entities are embracing shared use policies as a strategy to encourage physical activity in the community.**

### How It Works

*Shared use* (also called “joint use” or “community use”) occurs when government entities or private, nonprofit organizations agree to open or broaden access to their facilities for community use. Shared use can be established formally (based on a written legal document) or informally (based on historical practice).

### Key Concerns

Shared use agreements must clearly state when the site will be available to the different groups and how responsibility for the security, maintenance, and on-site resources will be divided among the parties.

### East Changeville Challenge

The City is considering entering into a partnership with the East Changeville Middle School. What are some of the agreements the City and school should make to manage their shared responsibility? (Consider park hours, maintenance, security, and resource sharing.)

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#### Information compiled from:

- ChangeLab Solutions. “Welcome to the world of shared use.” [www.changelabsolutions.org/shared-use](http://www.changelabsolutions.org/shared-use)
- ChangeLab Solutions. “Dig, Eat, & Be Healthy.” [www.changelabsolutions.org/publications/dig-eat-be-healthy](http://www.changelabsolutions.org/publications/dig-eat-be-healthy)
- ChangeLab Solutions. “Playing Smart.” [www.changelabsolutions.org/publications/playing-smart](http://www.changelabsolutions.org/publications/playing-smart)

# A Darle Marcha: Estrategias para calles seguras y saludables

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## Calles completas (Complete Streets)

Los habitantes de East Changeville quieren sentirse seguros al andar en bicicleta o caminar en su comunidad. Actualmente los que andan en bicicleta deben compartir el camino con los autos porque no hay carriles bici. No existen cruces de cebra para ayudar a los peatones a cruzar la calle en forma segura. En este reto, les pedimos que identifiquen maneras de mejorar los caminos para ciclistas y peatones.

### Descripción de la estrategia

Las personas usan las calles en maneras muy diversas. Muchas viajan en coche o toman el transporte público, algunos caminan mientras otros van en bicicleta. Complete Streets es un movimiento nacional para lograr que las calles sean más seguras para todos, incluidos los ciclistas y los peatones. Las normas de Complete Streets han sido adoptadas por agencias gubernamentales federales, estatales, regionales y locales. Estas directrices requieren que **las calles sean diseñadas para permitir que todos las puedan usar segura y cómodamente**. Desde enero del 2011, la ley de California (AB 1358) exige que los planes municipales incluyan normas que satisfagan las necesidades de todos los usuarios de las calles, incluidos motoristas, niños, personas discapacitadas, ciclistas, peatones, pasajeros de transporte público, personas mayores y transportadores de productos comerciales.

### Cómo funciona

Los gobiernos locales pueden usar fondos de transporte para crear calles seguras y protegidas para todos haciendo las aceras más anchas, pintando carriles de bici, creando cruces peatonales altamente visibles con marcas pintadas y luces destellantes, aumentando el número de paradas de tránsito accesibles e instalando señales de cruce para peatones. Estos tipos de intervenciones son ejemplos de las mejoras que promueve Calles Completas. No todas las calles necesitan las mismas mejoras para ser "calles completas" y cada comunidad debe decidir los cambios que sean mejores para sus caminos.

### Problemas clave

El número de choques o colisiones que afectan a ciclistas y peatones puede aumentar si no se reduce la velocidad de tránsito siguiendo las normas de Calles Completas. Los choques se pueden evitar instalando topes reductores de velocidad, señales de alto, semáforos y otras medidas para calmar el tránsito.

### El reto de East Changeville

Main Street es una calle transitada con muchos autos y una línea principal de autobús. Han ocurrido varios choques con bicicletas y la muerte de un peatón. ¿Cómo usarían ustedes la norma de Calles Completas para hacer Main Street más segura para todos? (Pista: Sus intervenciones pueden incluir otras calles además de o en lugar de Main Street.)

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#### Información compilada de:

- ChangeLab Solutions. "Complete Streets Talking Points."  
[www.changelabsolutions.org/publications/complete-streets-talking-points](http://www.changelabsolutions.org/publications/complete-streets-talking-points)
- ChangeLab Solutions. "Complete Streets Policies."  
[www.changelabsolutions.org/publications/CA-complete-streets-policies](http://www.changelabsolutions.org/publications/CA-complete-streets-policies)





## Calles para toda la comunidad (People Streets)

Los habitantes de East Changeville desean tener más lugares en donde pueden reunirse, jugar y relajarse. Hay varios parques pequeños alrededor del templo y de la iglesia y la escuela cuenta con un patio de recreo, pero muchas veces el acceso a estas áreas está cerrado con llave. Su reto es encontrar maneras de crear espacios recreacionales para los habitantes de East Changeville.

### Descripción de la estrategia

Muchas ciudades grandes están llenas de espacios urbanos hostiles o subutilizados como estacionamientos, caminos principales y terrenos baldíos. Una manera de transformar estos espacios es crear pequeños parques temporales que sean agradables para peatones. Una iniciativa en Los Ángeles que se hace cargo de lograr esto se llama People Street (Calles para toda la comunidad). Por medio de esta iniciativa, **los habitantes de la comunidad pueden convertir áreas de caminos poco utilizados en pequeñas plazas, parques y estacionamientos para bicicletas.** En San Francisco, Great Streets es un programa similar que promueve la creación de parques temporales en toda la ciudad. Varias ciudades han adoptado una iniciativa llamada PARK(ing) Day. Un día al año, artistas y otras personas convierten los espacios con parquímetros en parques miniaturas o áreas recreacionales. Todos estos proyectos no solo fomentan la creación de lugares públicos atractivos; también pueden calmar el tránsito y aumentar la seguridad de las personas que caminan, andan en bicicleta o usan el transporte público. Los espacios agradables para peatones fomentan la solidaridad comunitaria y apoyan a los negocios cercanos. Los parques y otros locales temporales se están convirtiendo cada vez más en lugares permanentes.

### Cómo funciona

People Street es un programa del Departamento de Transporte de la Ciudad de Los Ángeles (LADOT) en colaboración con el Departamento de Obras Públicas de la Ciudad de Los Ángeles, Planificación Municipal, La Oficina del Alcalde y la Autoridad de Transporte Metropolitana del Condado de Los Ángeles (Metro). Las comunidades interesadas en participar pueden llenar una solicitud y si ésta es aprobada, la comunidad deberá recaudar una parte de los fondos necesarios para materiales y mantenimiento.

### Problemas clave

Los locales deberán ser escogidos cuidadosamente. La meta es crear parques pequeños que no sólo sean atractivos sino también seguros. Con este fin, lo mejor es escoger locales en caminos subutilizados o con carriles bici y otras medidas para calmar el tránsito. Debe haber suficiente espacio para permitir que los coches entren y salgan de las entradas para auto cercanas. Las mejores áreas son aquellas en donde ya existe mucha actividad peatonal.

### Reto de East Changeville

¿Qué locales en East Changeville podrían usarse para una intervención temporal como People Street? ¿Qué tipos de intervenciones temporales traerían el mayor beneficio para sus habitantes?

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#### Información compilada de:

- People St. "People Street Homepage." <http://peoplest.lacity.org>
- Park(ING) Day. "Park(ING) Day Homepage." <http://parkingday.org>
- Project for Public Spaces. "Great Streets for San Francisco." [www.pps.org/blog/great-streets-for-san-francisco](http://www.pps.org/blog/great-streets-for-san-francisco)



## Rutas seguras a la escuela (Safe Routes to School) y pasajes seguros (Safe Passages)

Los habitantes de East Changeville desearían que sus hijos pudieran caminar a la escuela, pero les parece peligroso porque los caminos tienen aceras estrechas y mucho tránsito. Algunos padres también temen que sus hijos sean expuestos a la violencia. Su reto es identificar maneras de crear o mejorar medidas de seguridad que animen a los estudiantes a ir a pie o en bicicleta a la escuela.

### Descripción de la estrategia

Las normas de Rutas Seguras a la Escuela están diseñadas para hacer más fácil y seguro que los estudiantes vayan a pie o en bicicleta a la escuela. **Las escuelas y los distritos escolares pueden utilizar las normas de rutas seguras a la escuela para ayudar a reducir el tráfico y fomentar la actividad física.** Así como Rutas Seguras a la Escuela, el programa Pasajes Seguros anima a los estudiantes a ir a pie o en bicicleta a la escuela e implementa precauciones de seguridad específicas en barrios donde existe la violencia de forma crónica.

### Cómo funciona

Las normas de Rutas Seguras a la Escuela pueden ser diseñadas de maneras diferentes. Pueden crear zonas designadas para estacionar las bicicletas, designar horarios de entrada y salida escolar escalonados para ayudar a reducir el tránsito, o implementar programas para caminar o andar en bicicleta como el “autobús escolar a pie”. En un programa de autobús escolar a pie, un adulto (generalmente un maestro o papá/mamá) acompaña a un grupo de estudiantes que camina a la escuela. Ciudades y condados pueden ayudar a promover rutas seguras a la escuela trabajando con los distritos escolares para proporcionar guardias de cruce escolar, aceras anchas y carriles bici. Una de las fuentes de financiamiento para rutas seguras a la escuela es un programa recién formado llamado California Active Transportation Program (ATP), que las comunidades en el estado de California pueden usar para proyectos de transporte activo, incluyendo los programas de Rutas Seguras a la Escuela. El programa Pasajes Seguros, que pertenece al proyecto de avances Advancement Project, involucra voluntarios del barrio, personal escolar y policías para coordinar los programas para ir a pie o en bicicleta a la escuela.

### Problemas clave

El punto es que los padres de familia necesitan sentir que sus hijos pueden ir de manera segura a la escuela. La ciudad también debe considerar adoptar las normas de Calles Completas que promueven la seguridad en las calles para poder mejorar las calles y las rutas escolares. Asimismo, es fundamental que los estudiantes sepan cómo tener acceso a adultos responsables que se interesen por su seguridad de camino a la escuela.

### Reto de East Changeville

¿En qué consistiría una norma sobre rutas seguras a la escuela en East Changeville? Incluyan maneras de cambiar horarios, hacer modificaciones en los caminos para que sean más seguros y programas peatonales o de bicicleta que apoyen a los estudiantes.

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### Información compilada de:

- ChangeLab Solutions. “Safe Routes to School: Minimizing Your Liability Risk.” [www.changelabsolutions.org/publications/SRTS-resources](http://www.changelabsolutions.org/publications/SRTS-resources)
- National Center for Safe Routes to School. “About Us.” [www.saferoutesinfo.org/about-us](http://www.saferoutesinfo.org/about-us)
- Advancement Project. “Safe Routes to School.” [www.advancementprojectca.org/?q=Watts-Safe-Routes-To-School](http://www.advancementprojectca.org/?q=Watts-Safe-Routes-To-School)



## Fondos de transporte (Transportation Funds)

Los habitantes de East Changeville desean mejorar la infraestructura del sistema de transporte público para aumentar el acceso a personas con discapacitadas y el número de paradas de autobús con marquesina, cruces para peatones, portabicicletas y aparcabicis. Su reto es priorizar las mejoras tomando en cuenta el presupuesto de transporte.

### Descripción de la estrategia

Los recursos para los programas de transporte provienen de agencias federales, estatales o locales. En Los Ángeles, una de estas fuentes es el programa ExpressLanes Net Toll Revenue Re-Investment. En 2008, El Departamento de Transporte de EE.UU. concedió \$213 millones de dólares a la Ciudad de Los Ángeles para ayudar a financiar programas que redujeran la congestión de tránsito. Con estos fondos, los funcionarios municipales crearon carriles de cuota para vehículos con varios pasajeros en la carretera, conocidos como ExpressLanes (carriles exprés). **El Estado requiere que el dinero obtenido del programa ExpressLanes se utilice para mejoras de transporte en los vecindarios alrededor de la carretera.**

### Cómo funciona

Las agencias públicas que proveen instalaciones o servicios de transporte en el Condado de Los Ángeles pueden solicitar una subvención para proyectos como la creación de calles completas, infraestructura para bicicletas o peatones, mejoras en las estaciones de autobús y mejoras de jardinería paisajista. Los fondos se pueden usar para reducir la distancia y el tiempo que las personas deben viajar desde su casa a los centros de transporte como las estaciones de autobús y tren. Conocidos como proyectos de *first mile/last mile* (primera/última milla), estos programas pueden incluir servicios de traslado o enlace, el uso de bicicletas de uso compartido y alquiler de autos a corto plazo.

### Problemas clave

Los proyectos recién financiados deben estar bien planeados para responder adecuadamente a problemas de seguridad callejera y control de tránsito. Los factores que se toman en cuenta para juzgar las solicitudes son: sostenibilidad, innovación, eficacia en función de costos y seguridad.

### Reto de East Changeville

East Changeville reúne los criterios para solicitar fondos al programa Net Toll Revenue Re-investment de Changeville porque la carretera atraviesa parte de la comunidad. ¿Cómo debería East Changeville priorizar sus necesidades de infraestructura de transporte? ¿Cuáles son algunas maneras innovadoras en que la comunidad puede utilizar estos fondos? (Los criterios que se toman en cuenta para juzgar las solicitudes son: sostenibilidad, innovación, eficacia en función de costos y seguridad.)

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### Información compilada de:

- Los Angeles Metropolitan Transportation Authority. "ExpressLanes Net Toll Revenue Re-Investment Grant Program." [www.metro.net/projects/expresslanes-tollgrant](http://www.metro.net/projects/expresslanes-tollgrant)



## Acuerdos de uso compartido (Shared Use Agreements)

Los habitantes de East Changeville desean más espacios recreacionales para la comunidad. No hay fondos suficientes para construir una instalación nueva, pero la escuela media East Changeville Middle School tiene un patio de recreo y una pista para correr. La Ciudad de Changeville está considerando establecer un acuerdo de uso compartido con la escuela que permita que las familias de la comunidad tengan acceso a las instalaciones de recreo de la escuela fuera del horario escolar. Para este reto, ustedes crearán un acuerdo de uso compartido entre la Ciudad y la escuela.

### Descripción de la estrategia

Comunidades a lo largo del país buscan lugares seguros, accesibles y económicos en donde las familias y los niños puedan hacer ejercicio y jugar. Las escuelas públicas, así como algunas organizaciones comunitarias y de fe, cuentan con instalaciones deportivas – gimnasios, patios de recreo, campos, canchas y pistas – donde las personas pueden hacer actividades físicas. En las comunidades de bajos ingresos, frecuentemente los lugares de recreación seguros y económicos sólo están disponibles en las escuelas, centros comunitarios y centros religiosos. Desafortunadamente, estos espacios quedan cerrados con llave o sin acceso para la comunidad por cuestiones de recursos, mantenimiento, seguridad y responsabilidad civil. **Afortunadamente, muchas escuelas y otras entidades están adoptando normas de uso compartido como una estrategia para estimular la actividad física en la comunidad.**

### Cómo funciona

El uso compartido (también conocido como “joint use” (uso conjunto) o “community use” (uso comunitario) ocurre cuando entidades gubernamentales u organizaciones privadas sin fines de lucro aceptan abrir o aumentar el acceso a sus instalaciones para el uso de la comunidad. El uso compartido se puede establecer formalmente (con un escrito legal) o informalmente (basándose en la práctica histórica).

### Problemas clave

Los acuerdos de uso compartido deberán especificar claramente cuándo el local estará abierto a los diferentes grupos en cuestión y cómo ellos dividirán las responsabilidades de seguridad, mantenimiento y recursos dentro del sitio.

### Reto de East Changeville

La ciudad está considerando formar una colaboración con la escuela media de East Changeville. ¿Cuáles son algunos acuerdos que la ciudad y la escuela deben hacer para manejar su responsabilidad compartida? (Consideren el horario del parque, el mantenimiento, la seguridad y cómo compartir los recursos.)

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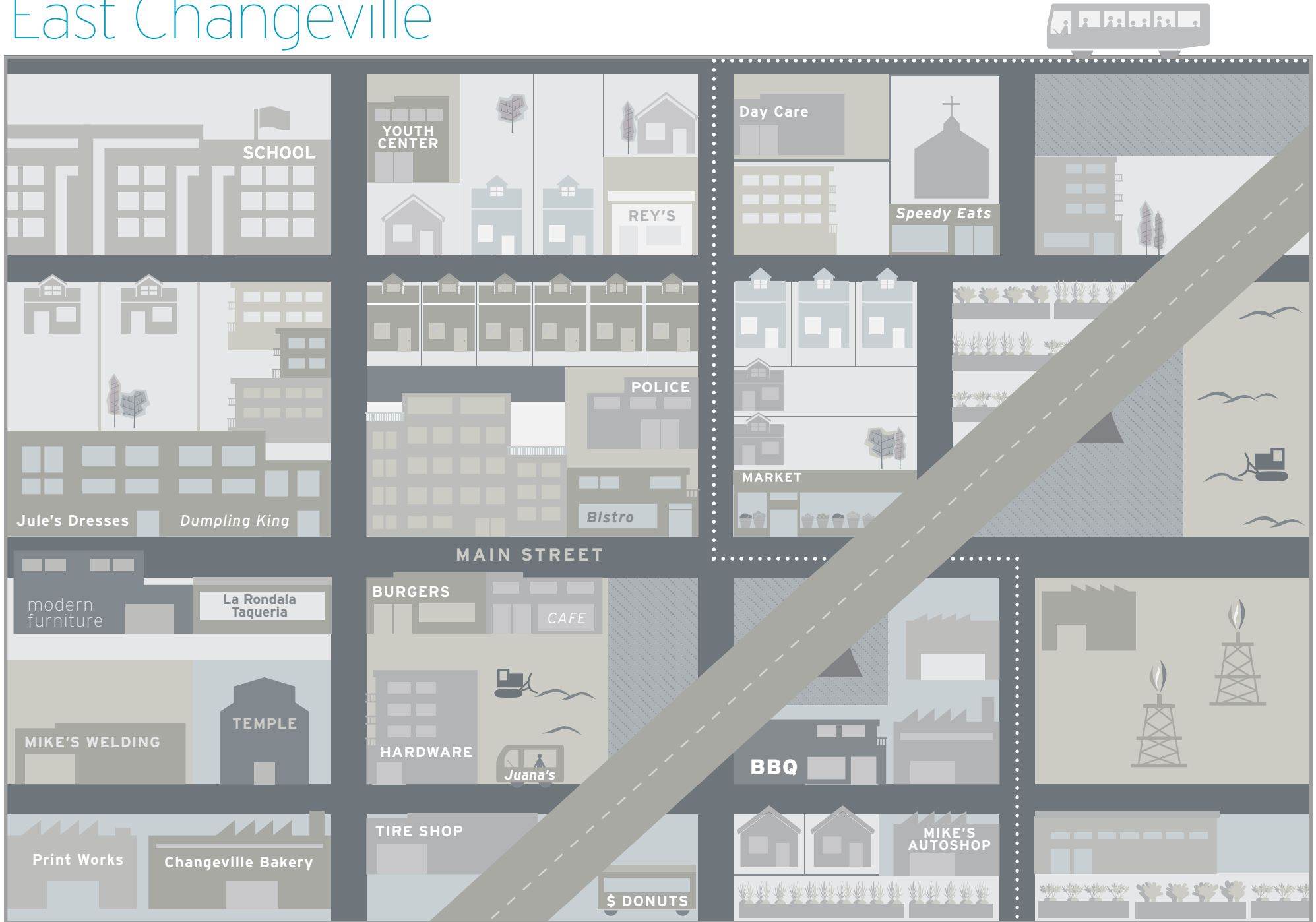
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### Información compilada de:

- ChangeLab Solutions. “Welcome to the world of shared use.” [www.changelabsolutions.org/shared-use](http://www.changelabsolutions.org/shared-use)
- ChangeLab Solutions. “Dig, Eat, & Be Healthy.” [www.changelabsolutions.org/publications/dig-eat-be-healthy](http://www.changelabsolutions.org/publications/dig-eat-be-healthy)
- ChangeLab Solutions. “Playing Smart.” [www.changelabsolutions.org/publications/playing-smart](http://www.changelabsolutions.org/publications/playing-smart)

# East Changeville

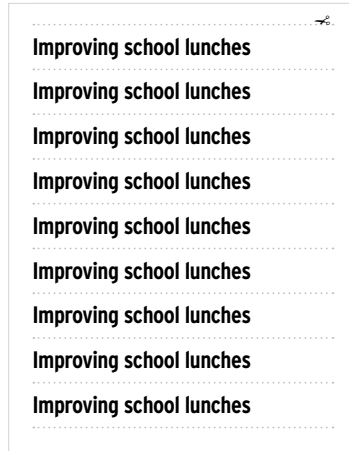


## 5. Lesson Plan: Munch Better

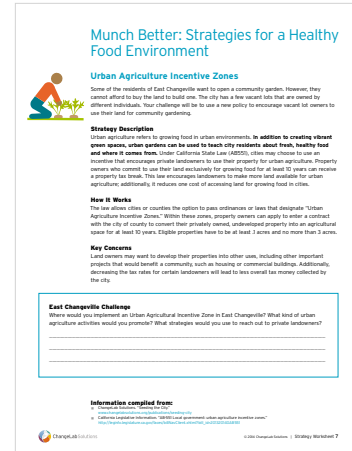
## Policies for a Healthy Food Environment

### Materials Needed

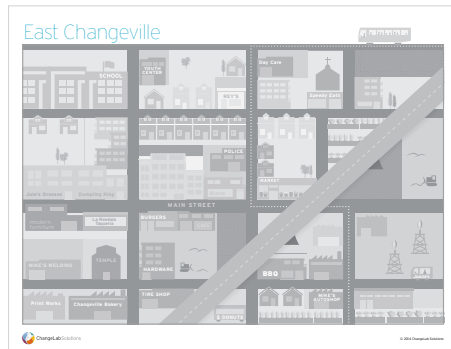
Scissors



Munch Better Priority Ladder Rungs  
(one set for each participant)



Munch Better Strategy Worksheets  
(one for each participant)



East Changeville Map  
(one for each participant)

## 5. LESSON PLAN: MUNCH BETTER

### Set-Up Notes

**To set up the Warm-Up Activity,** look over the list of Priority Ladder “rungs” provided in the Training Materials section. Each “rung” should be printed on colored paper (a different color for each rung) and then cut into strips. Compile a packet of the colored strips for each participant. Select the rungs that fit your purposes and if needed, create new ones to add to the list below:

- Improving school lunches
- Creating opportunities for pop-up markets, farmers’ markets, and urban gardens or farm stands
- Expanding healthy street vending
- Bringing a grocery store to the neighborhood
- Stocking corner stores and local markets with fresh fruit and vegetables

**To set up the Main Activity,** review each of the strategy worksheets provided in the Training Materials section. You will need to compile one set of strategy worksheets for each participant. Choose two or more of the following strategy worksheets to use in this workshop and if needed, create new sheets using the blank worksheet provided in the Training Materials:

- Urban Agriculture Incentive Zones
- Permitting Programs for Mobile Vendors
- Healthy Food Zones
- Urban Agricultural Farm Stands

**In this workshop, we have provided you with a map of a fictional neighborhood called “East Changeville.”** The East Changeville neighborhood faces many of the same challenges facing residents of neighborhoods in LA. You may prefer to use an actual neighborhood to discuss the particular challenges participants are facing. To do this, we suggest that you download Google Earth: [www.google.com/earth](http://www.google.com/earth). Follow the instructions for identifying particular neighborhoods and printing your own map.

The strategy worksheets and priority ladder “rungs” were created in conjunction with a series of white papers done by the Community Health Council. As of 2014, these policy strategies were understood to be successful strategies, implemented in various communities across California. If new promising policies have been developed that your organization would like to highlight, we have provided a blank worksheet in the Training Materials section for your organization to copy and fill in. If there are other issues your organization would like to add or highlight, feel free to make additional rungs.



## 5. LESSON PLAN: MUNCH BETTER

### Objectives

- To understand how the food systems in our neighborhoods shape our food choices.
- To understand policies that support healthy eating.
- To learn policies that support health equity through food systems.

### Resources

- ChangeLab Solutions. "California Certified Farmers' Markets and Farm Stands: A Closer Look at State Law."  
[www.changelabsolutions.org/publications/CA-farmers-markets-farm-stands](http://www.changelabsolutions.org/publications/CA-farmers-markets-farm-stands)
- ChangeLab Solutions. "Creating a Permit Program for Produce Cart Vendors."  
[www.changelabsolutions.org/publications/permit-produce-cart-vendors](http://www.changelabsolutions.org/publications/permit-produce-cart-vendors)
- ChangeLab Solutions. "Healthy Mobile Vending Policies."  
[www.changelabsolutions.org/publications/mobile-vending-policies](http://www.changelabsolutions.org/publications/mobile-vending-policies)
- ChangeLab Solutions. "Licensing & Zoning."  
[www.changelabsolutions.org/publications/licensing-zoning](http://www.changelabsolutions.org/publications/licensing-zoning)
- ChangeLab Solutions. "Model Healthy Food Zone Ordinance."  
[www.changelabsolutions.org/publications/model-ord-healthy-food-zone](http://www.changelabsolutions.org/publications/model-ord-healthy-food-zone)
- ChangeLab Solutions. "Seeding the City."  
[www.changelabsolutions.org/publications/seeding-city](http://www.changelabsolutions.org/publications/seeding-city)
- California Legislative Information. "AB-551 Local government: urban agriculture incentive zones."  
[http://leginfo.ca.gov/faces/billNavClient.xhtml?bill\\_id=201320140AB551](http://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB551)

### Warm-Up Activity: Priority Ladders

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15 minutes maximum

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- 1. Hand out the color-coded "rungs" of the priority ladder.**
- 2. Ask participants to make a "healthy food" ladder by prioritizing the issues** that are most pressing in their neighborhood. Note that while all of these issues are important, the items that are tackled first are determined by the priorities of a particular neighborhood and the needs of its residents.
- 3. In pairs or small groups, have participants discuss how they organized their ladders.** Potential prompts for small groups: How do the participants encourage healthy eating with their friends and families? What are some of the ways they access healthy food? What are the barriers to accessing healthy food?

## 5. LESSON PLAN: MUNCH BETTER

### Main Activity: East Changeville Mapping Exercise

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15 minutes per strategy

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**60 minutes total**

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- 1. Break up the large group into small groups with no more than five people per group.**
- 2. Hand out one East Changeville map to each group.**
- 3. Before handing out the strategy packets, ask participants what they notice about East Changeville.** What are the resources available in the neighborhood? What are some of the challenges the neighborhood faces? What is absent from the neighborhood?
- 4. If you have time, give participants an opportunity to label the map and personalize East Changeville.**
- 5. Hand out strategy packets to each small group.** The worksheets in the strategy packets each present a different problem, a policy the participants can use to remedy that problem, and a prompt that asks how they will implement the policy strategy in East Changeville. Note that some of the strategies and solutions can be mapped and others will need to be discussed and answered separately.
- 6. After each group has made a map, have the group use the map to write a proposal for the planning commission.**

### Suggested Discussion

- Have the groups present their proposals.
- Have a large group discussion about the different strategies people used.
- Discuss how these strategies could be used in the participants' own neighborhoods.



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**Improving school lunches**

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**Improving school lunches**

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**Improving school lunches**

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**Creating farmers markets & gardens**

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Expanding healthy street vending

Expanding healthy street vending

Expanding healthy street vending

Expanding healthy street vending

Expanding healthy street vending

Expanding healthy street vending

Expanding healthy street vending

Expanding healthy street vending

Expanding healthy street vending



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**Bringing in a grocery store**  
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**Bringing in a grocery store**  
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**Stocking local stores with fresh produce**

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**Stocking local stores with fresh produce**

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**Stocking local stores with fresh produce**

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**Stocking local stores with fresh produce**

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**Stocking local stores with fresh produce**

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**Stocking local stores with fresh produce**

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Mejoras en los almuerzos escolares

Mejoras en los almuerzos escolares

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Mejoras en los almuerzos escolares





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**Creación de mercados de agricultores y huertos**

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**Creación de mercados de agricultores y huertos**

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**Creación de mercados de agricultores y huertos**

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**Creación de mercados de agricultores y huertos**

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**Creación de mercados de agricultores y huertos**

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**Creación de mercados de agricultores y huertos**

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**Más vendedores ambulantes de productos saludable**

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**Más vendedores ambulantes de productos saludable**

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**Más vendedores ambulantes de productos saludable**

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**Más vendedores ambulantes de productos saludable**

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**Más vendedores ambulantes de productos saludable**

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**Más vendedores ambulantes de productos saludable**

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**Más vendedores ambulantes de productos saludable**

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Establecimiento de un supermercado

Establecimiento de un supermercado

Establecimiento de un supermercado

Establecimiento de un supermercado

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**Disponibilidad de productos frescos en las tiendas de esquina**

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**Disponibilidad de productos frescos en las tiendas de esquina**

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**Disponibilidad de productos frescos en las tiendas de esquina**

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**Disponibilidad de productos frescos en las tiendas de esquina**

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**Disponibilidad de productos frescos en las tiendas de esquina**

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**Disponibilidad de productos frescos en las tiendas de esquina**

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**Disponibilidad de productos frescos en las tiendas de esquina**

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# Munch Better: Strategies for a Healthy Food Environment

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## Urban Agriculture Incentive Zones

Some of the residents of East Changeville want to open a community garden. However, they cannot afford to buy the land to build one. The city has a few vacant lots that are owned by different individuals. Your challenge will be to use a new policy to encourage vacant lot owners to use their land for community gardening.

### Strategy Description

Urban agriculture refers to growing food in urban environments. **In addition to creating vibrant green spaces, urban gardens can be used to teach city residents about fresh, healthy food and where it comes from.** Under California State Law (AB551), cities may choose to use an incentive that encourages private landowners to use their property for urban agriculture. Property owners who commit to use their land exclusively for growing food for at least 10 years can receive a property tax break. This law encourages landowners to make more land available for urban agriculture; additionally, it reduces one cost of accessing land for growing food in cities.

### How It Works

The law allows cities or counties the option to pass ordinances or laws that designate “Urban Agriculture Incentive Zones.” Within these zones, property owners can apply to enter a contract with the city or county to convert their privately owned, undeveloped property into an agricultural space for at least 10 years. Eligible properties have to be at least .1 acres and no more than 3 acres.

### Key Concerns

Land owners may want to develop their properties into other uses, including other important projects that would benefit a community, such as housing or commercial buildings. Additionally, decreasing the tax rates for certain landowners will lead to less overall tax money collected by the city.

### East Changeville Challenge

Where would you implement an Urban Agricultural Incentive Zone in East Changeville? What kind of urban agriculture activities would you promote? What strategies would you use to reach out to private landowners?

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#### Information compiled from:

- ChangeLab Solutions. “Seeding the City.” [www.changelabsolutions.org/publications/seeding-city](http://www.changelabsolutions.org/publications/seeding-city)
- California Legislative Information. “AB-551 Local government: urban agriculture incentive zones.” [http://leginfo.ca.gov/faces/billNavClient.xhtml?bill\\_id=201320140AB551](http://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB551)



## Permitting Programs for Healthy Mobile Vendors

East Changeville has only a few grocery stores. Many residents have limited access to fresh fruits and vegetables. The City of Changeville is thinking about setting up a permitting program for mobile vendors selling healthy foods to address these issues. In this challenge, you will design a policy to incentivize healthy mobile vending in East Changeville.

### Strategy Description

**In neighborhoods without access to sufficient opportunities to buy healthy foods, mobile vendors can bring in healthy options.** Unlike supermarkets, mobile vending businesses can travel to where people live, work, or go to school. Mobile vendors can also adjust their inventory quickly to fit the unique cultural demands of the community. However, not all mobile vendors offer healthy options, like fresh fruits and vegetables. Some communities have even considered banning mobile vending as a way to reduce the amount of junk food being sold, especially near schools. However, communities can also use their local regulations to create incentives that encourage vendors to sell healthy foods. This can be a “win-win,” since vendors have a chance to make a living while benefiting the community.

### How It Works

Cities and counties can create vending regulations that reduce permit costs or provides other benefits to vendors who sell healthy food. For example, a city could allow only healthy vendors to locate near schools or other places where kids and families are likely to gather, such as parks and playgrounds. Likewise, if the local law requires vendors to relocate after a certain amount of time, local governments might make an exception allowing vendors offering healthy food to stay in place.

### Key Concerns

Community residents might worry that mobile vendors might cause traffic problems or block sidewalks. They might be concerned about additional noise from vendors selling early in the morning or after dark. Sometimes “bricks and mortar” businesses worry that mobile vendors will unfairly compete against them. Cities should consider how regulations can address community concerns by thinking about when and where mobile vending should take place.

### East Changeville Challenge

Juana’s Fresh Food Cart and the Dollar Donuts Food Truck have both sold food in East Changeville for many years. Both food trucks are permitted to be in the Main Street area. The City of Changeville is going to update the mobile vendor permitting laws. What changes would encourage vendors to sell healthy products? Are there any areas in East Changeville where you want to encourage healthy vendors to locate? Where should East Changeville allow unhealthy vendors to locate?

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#### Information compiled from:

- ChangeLab Solutions. “Healthy Mobile Vending Policies.” [www.changelabsolutions.org/publications/mobile-vending-policies](http://www.changelabsolutions.org/publications/mobile-vending-policies)
- ChangeLab Solutions. “Creating a Permit Program for Produce Cart Vendors.” [www.changelabsolutions.org/publications/permit-produce-cart-vendors](http://www.changelabsolutions.org/publications/permit-produce-cart-vendors)



## Healthy Food Zones

Many students at East Changeville Middle School prefer to eat snacks from Speedy Eats and Rey's Corner Store than the food they brought from home or the lunch provided at school. In this challenge, you will use a zoning policy to bring healthier food into the neighborhood.

### Strategy Description

Many schools are surrounded by fast food restaurants that give students easy access to unhealthy foods. **Healthy food zones restrict fast food restaurants near schools or other areas where children are likely to spend time, such as parks, playgrounds, and youth centers.** By restricting these types of restaurants, city governments can limit the availability of unhealthy foods around schools and children's play spaces.

### How It Works

Zoning regulations are used by communities to guide future growth and development by determining what can and cannot be built in certain areas. A Healthy Food Zone can be used to prevent certain new businesses that do not offer healthy options, like fast food restaurants, mobile vendors, and convenience stores, from locating within a certain distance (typically 500 feet) of any school or other space where children congregate.

### Key Concerns

Healthy Food Zone Ordinances cannot close down existing fast food restaurants. When developing a Healthy Food Zone policy, decision-makers should consider what kinds of healthy retailers should be allowed to locate near schools. Zoning changes are particularly powerful when coupled with additional strategies, such as incentives for outlets that offer a healthier mix of food, or gardening programs that educate students.

### East Changeville Challenge

There is already one fast food restaurant two blocks from East Changeville Middle School. There is also a corner store near the school. Where are other areas where children may spend time? What areas of East Changeville should be covered under a Health Food Zone Ordinance? What other complementary policies or programs could city officials consider to increase children's access to healthy food?

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#### Information compiled from:

- ChangeLab Solutions. "Model Healthy Food Zone Ordinance."  
[www.changelabsolutions.org/publications/model-ord-healthy-food-zone](http://www.changelabsolutions.org/publications/model-ord-healthy-food-zone)





## Urban Farm Stands

East Changeville has a number of community gardens, including a vegetable garden at the church. Many of the gardeners want to start selling their produce at farm stands on their lots. In this challenge, you will create a strategy to help the gardeners set up their farm stands.

### Strategy Description

Urban farmers are often interested in selling their harvest or products made from food they grow.

**California state law allows producers to sell, whole, fresh, uncut produce at stands near where the food is grown.** Even though state laws allow producers to sell their food at stands, cities can adopt local zoning laws that prohibit it.

### How It Works

In 2008, the California Legislature added two new categories of retail outlets—field retail stands and farm stands—to help promote California agriculture, enhance farmers' income, and build local economies. A *field retail stand* is retail outlet located at or near the farm or garden where the food is produced. The stand must be owned and operated by the producer and established in accordance with local laws and land use codes. A *farm stand* is a field retail stand that sells both agricultural products the producer grows or makes, as well as prepackaged food products that need no refrigeration, bottled water, and soft drinks. Retailers who follow the state laws governing farm stands can sell fresh, uncut without the need for a food handler's license or permit.

### Key Concerns

Neighbors of community gardens may be concerned that farm stands will attract extra noise or traffic to the neighborhood. They may worry that gardeners will be selling food early in the morning or late at night. They may also be concerned that there is not enough parking to accommodate people shopping at farm stands.

### East Changeville Challenge

What kinds of sale and distribution of agricultural products should East Changeville allow? How should they address any potential community concerns about traffic, parking and noise?

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#### Information compiled from:

- ChangeLab Solutions. "California Certified Farmers' Markets and Farm Stands: A Closer Look at State Law." [www.changelabsolutions.org/publications/CA-farmers-markets-farm-stands](http://www.changelabsolutions.org/publications/CA-farmers-markets-farm-stands)
- ChangeLab Solutions. "Seeding the City: Land Use Policies to Promote Urban Agriculture." [www.changelabsolutions.org/publications/seeding-city](http://www.changelabsolutions.org/publications/seeding-city)

# Comer Mejor: Estrategias para un ambiente de comida saludable



## Zonas de incentivos a la agricultura urbana (Urban Agriculture Incentive Zones)

Algunos habitantes de East Changeville desean abrir un huerto comunitario pero no tienen dinero para comprar el terreno necesario. La ciudad tiene unos terrenos baldíos que son propiedad de varias personas. Su reto es crear una nueva norma que anime a los propietarios de terrenos baldíos a utilizarlos para huertos comunitarios.

### Descripción de la estrategia

La agricultura urbana se refiere a la cultivación de alimentos en ambientes urbanos. **Además de crear espacios verdes vibrantes, los huertos comunitarios se pueden usar para enseñar a los habitantes urbanos sobre los alimentos frescos y saludables y de dónde provienen.** Bajo la Ley Estatal de California (AB551), las ciudades pueden escoger un incentivo que anime a los propietarios privados a usar sus terrenos para fines de agricultura urbana. Los propietarios que se comprometen a dedicar su terreno exclusivamente al cultivo de alimentos durante por lo menos 10 años pueden recibir un descuento sobre sus impuestos de propiedad. Esta ley estimula a los propietarios para que aumenten la cantidad de terreno disponible para fines de agricultura urbana; también reduce el costo de tener que obtener acceso a terrenos para cultivar alimentos en las ciudades.

### Cómo funciona

La ley permite que las ciudades o condados tengan la opción de aprobar ordenanzas o leyes que designen "Urban Agriculture Incentive Zones" (Zonas de incentivo a la agricultura urbana). Dentro de estas zonas, los propietarios pueden solicitar un contrato con la ciudad o condado para convertir su terreno baldío privado en un espacio agrícola por un mínimo de 10 años. Para participar, la propiedad deberá tener una extensión mínima de .1 acre y máxima de 3 acres.

### Problemas clave

Los propietarios tal vez prefieran desarrollar su terreno para otros usos, entre ellos otros proyectos importantes y buenos para la comunidad, como la construcción de viviendas o edificios comerciales. Asimismo, la reducción de impuestos a los propietarios disminuirá la suma total de impuestos que recibe por la ciudad.

### Reto de East Changeville

¿Dónde ubicarían ustedes una zona de incentivo a la agricultura urbana en East Changeville? ¿Qué actividades de agricultura urbana promoverían? ¿Qué estrategias usarían para convencer a los propietarios privados?

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#### Información compilada de:

- ChangeLab Solutions. "Seeding the City." [www.changelabsolutions.org/publications/seeding-city](http://www.changelabsolutions.org/publications/seeding-city)
- California Legislative Information. "AB-551 Local government: urban agriculture incentive zones." [http://leginfo.ca.gov/faces/billNavClient.xhtml?bill\\_id=201320140AB551](http://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB551)



## Programas de permisos para vendedores móviles de productos saludables (Permitting Programs for Healthy Mobile Vendors)

East Changeville cuenta con pocos mercados de alimentos. Muchos habitantes tienen poco acceso a frutas y verduras frescas. Para solucionar estos problemas, la ciudad de Changeville está considerando establecer un programa de permisos para vendedores móviles que vendan alimentos saludables.

### Descripción de la estrategia

**En vecindarios sin suficientes mercados en donde comprar alimentos saludables, los vendedores móviles pueden brindarles opciones saludables.** A diferencia de los supermercados, los vendedores móviles pueden ir donde la gente vive, trabaja o estudia. Los vendedores móviles también pueden modificar su inventario de productos rápidamente para adaptarse a las demandas culturales únicas de la comunidad. Sin embargo, no todos los vendedores móviles ofrecen opciones saludables como frutas y verduras frescas, por lo que algunas comunidades incluso han considerado prohibir todas las ventas móviles para reducir la cantidad de alimentos chatarra vendida, especialmente cerca de las escuelas. Pero las comunidades también pueden usar sus reglamentos locales para crear incentivos que animen a los vendedores a vender alimentos saludables. Con esta opción todos pueden salir ganando porque los vendedores retienen la oportunidad de ganarse la vida y beneficiar a la comunidad al mismo tiempo.

### Cómo funciona

Las ciudades y los condados pueden crear reglamentos de venta que reduzcan el costo de los permisos o provean otros beneficios para los vendedores que vendan alimentos saludables. Por ejemplo, una ciudad podría permitir que únicamente los vendedores de alimentos saludables se instalen cerca de las escuelas u otros lugares en donde los niños y las familias se reúnen, como parques y patios de recreo. Asimismo, si la ley local requiere que los vendedores cambien de lugar después de cierto tiempo, los gobiernos locales podrían aprobar una excepción que permita que los que vendan productos saludables se puedan quedar.

### Problemas clave

Las personas que viven en la comunidad podrían preocuparse de que los vendedores móviles causen problemas de tránsito o que bloqueen las aceras. Podrían preocuparse de que los vendedores que salen temprano por la mañana o después del atardecer hagan más ruido. A veces los negocios establecidos en locales fijos se preocupan de que los vendedores móviles les hagan competencia injusta. Las ciudades deben considerar cómo los reglamentos pueden tomar en cuenta las inquietudes de la comunidad pensando en cuándo y dónde permitir las ventas móviles.

### **Reto de East Changeville**

El carrito de alimentos frescos Juana's Fresh Food Cart y el camión de buñuelos de Dollar Donuts han vendido en East Changeville desde hace muchos años. Ambos tienen permiso para ocupar el área de la calle Main Street. La ciudad de Changeville va a actualizar las leyes de permisos para vendedores móviles. ¿Qué cambios estimularían a los vendedores a vender productos saludables? ¿Hay algunas áreas en East Changeville en donde ustedes desean estimular a los vendedores de productos saludables para que se ubiquen allí? ¿Dónde debería East Changeville permitir la ubicación de los vendedores de productos malsanos?

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**Información compilada de:**

- ChangeLab Solutions. "Healthy Mobile Vending Policies."  
[www.changelabsolutions.org/publications/mobile-vending-policies](http://www.changelabsolutions.org/publications/mobile-vending-policies)
- ChangeLab Solutions. "Creating a Permit Program for Produce Cart Vendors."  
[www.changelabsolutions.org/publications/permit-produce-cart-vendors](http://www.changelabsolutions.org/publications/permit-produce-cart-vendors)



## Zonas de alimentos saludables (Healthy Food Zones)

Muchos estudiantes de East Changeville Middle School prefieren comer refrigerios de Speedy Eats y Rey's Corner Store a la comida que han traído de casa o la ofrecida por la escuela. En este reto, ustedes usarán una norma de zonificación para atraer alimentos más saludables a la comunidad.

### Descripción de la estrategia

Muchas escuelas están rodeadas de restaurantes de comida rápida que brindan acceso fácil a comida malsana. **Las zonas de alimentos saludables limitan el número de restaurantes de comida rápida ubicadas cerca de las escuelas u otras áreas en donde los niños suelen pasar tiempo, como en parques, patios de recreo y centros juveniles.** Al limitar este tipo de restaurantes, los gobiernos municipales pueden reducir la disponibilidad de alimentos malsanos cerca de las escuelas y otros lugares en donde juegan niños.

### Cómo funciona

Las comunidades utilizan reglamentos de zonificación para guiar su crecimiento y desarrollo futuro al determinar lo que se permite y no se permite construir en ciertas áreas. Una zona de alimentos saludables podría establecerse para evitar que ciertos comercios que no ofrecen opciones saludables, como restaurantes de comida rápida, vendedores móviles y tiendas de abarrotes, se ubiquen cerca (normalmente a menos de 500 pies) de cualquier escuela u otro lugar donde se congregan niños.

### Problemas clave

Las ordenanzas de zonas de alimentos saludables no pueden cerrar los restaurantes de comida rápida existentes. Al crear una norma de zonas de alimentos saludables, los encargados de tomar decisiones deben considerar qué tipos de vendedores minoristas puedan ubicarse cerca de las escuelas. Los cambios de zonificación son especialmente potentes cuando se combinan con otras estrategias, como incentivos para comercios que ofrecen una mezcla de alimentos más saludable o programas de clases de jardinería para estudiantes.

### Reto de East Changeville

Ya existe un restaurant de comida rápida a dos cuadras de la escuela media de East Changeville. También hay una tienda de esquina cerca de la escuela. ¿En qué otras zonas pasan tiempo los niños? ¿Qué partes de East Changeville deberían incluirse en una ordenanza de zonas de alimentos saludables? ¿Qué otras normas o programas complementarios deben considerar los funcionarios municipales para aumentar el acceso de los niños a alimentos saludables?

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#### Información compilada de:

- ChangeLab Solutions. "Model Healthy Food Zone Ordinance."  
[www.changelabsolutions.org/publications/model-ord-healthy-food-zone](http://www.changelabsolutions.org/publications/model-ord-healthy-food-zone)



## Puestos de granja urbana (Urban Farm Stands)

East Changeville tiene varios huertos comunitarios, entre ellos un huerto de verduras en la iglesia. Muchos de estos agricultores urbanos quieren empezar a vender sus hortalizas en puestos de venta ubicados en su terreno. En este reto, ustedes crearán una estrategia que los ayude a establecer sus puestos de granja urbana.

### Descripción de la estrategia

Frecuentemente los agricultores urbanos desean vender su cosecha o los productos hechos a base de los alimentos que cultivan. **La ley de California permite a los productores vender frutas y verduras enteras, frescas y sin cortar en puestos ubicados cerca de donde los alimentos se cultivan.** Aunque las leyes estatales permiten que ellos vendan sus productos en estos puestos, las ciudades pueden adoptar leyes de zonificación local que lo prohíban.

### Cómo funciona

En el 2008, la Legislatura de California añadió dos categorías nuevas de comercios minoristas – *field retail stands* (puestos de huerto) y *farm stands* (puestos de granja) – para ayudar a promover la agricultura de California, aumentar los ingresos de los agricultores y fortalecer las economías locales. Un *field retail stand* es un comercio minorista ubicado en o cerca de la granja o huerto en donde se cultivan los alimentos vendidos. El puesto deberá ser propiedad del productor y operado por él y haberse establecido de acuerdo con las leyes locales y los códigos de uso de terrenos. Un *farm stand* es un puesto de huerto que además de vender productos agrícolas cultivados o preparados por el productor, también vende otros alimentos previamente empaquetados que no necesitan refrigeración, agua embotellada y refrescos. Los minoristas que siguen las leyes que rigen los puestos de granja pueden vender hortalizas frescas y sin cortar sin la necesidad de obtener una licencia o permiso para manejar alimentos o permiso.

### Problemas clave

Los vecinos de los huertos comunitarios pueden preocuparse de que los puestos de granja atraigan más ruido o tránsito a su comunidad. Les puede preocupar que los agricultores vendan alimentos muy temprano por la mañana o muy noche. También les puede inquietar la posible falta de espacios de estacionamiento para los clientes de los puestos de granja.

### Reto de East Changeville

¿Qué tipos de venta y distribución de productos agrícolas debería East Changeville permitir? ¿Cómo se debe responder a las inquietudes de la comunidad sobre el tráfico, el estacionamiento y el ruido?

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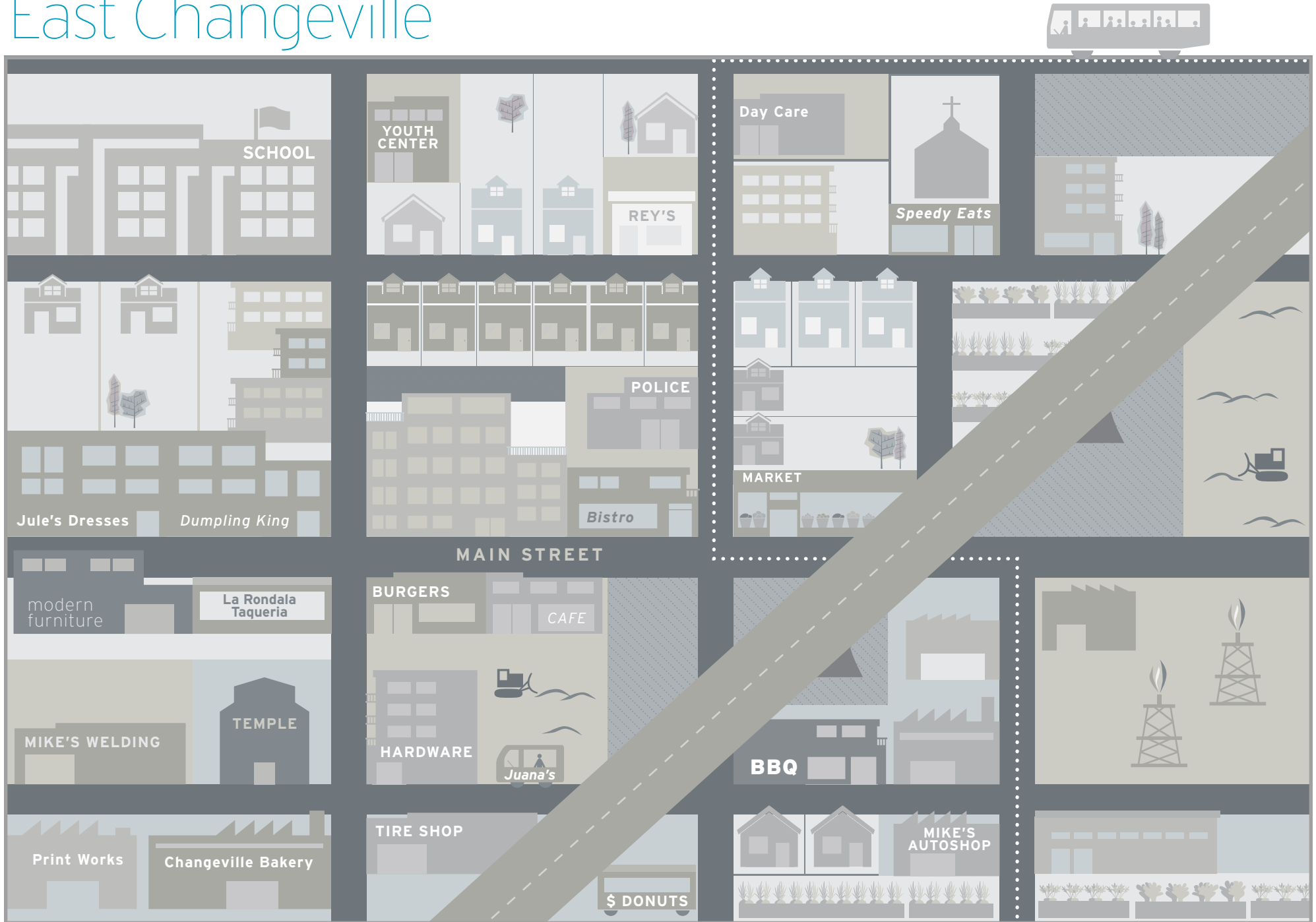
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#### Información compilada de:

- ChangeLab Solutions. "California Certified Farmers' Markets and Farm Stands: A Closer Look at State Law." [www.changelabsolutions.org/publications/CA-farmers-markets-farm-stands](http://www.changelabsolutions.org/publications/CA-farmers-markets-farm-stands)
- ChangeLab Solutions. "Seeding the City: Land Use Policies to Promote Urban Agriculture." [www.changelabsolutions.org/publications/seeding-city](http://www.changelabsolutions.org/publications/seeding-city)

# East Changeville





## 6. Lesson Plan: Health Come Home

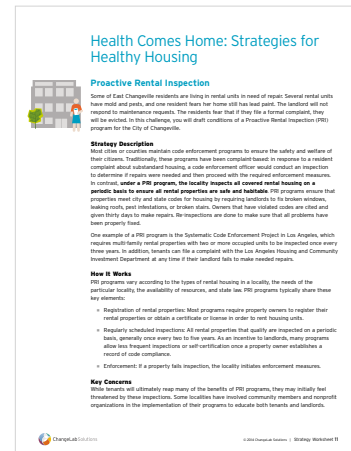
## Policies for Healthy Housing

### Materials Needed

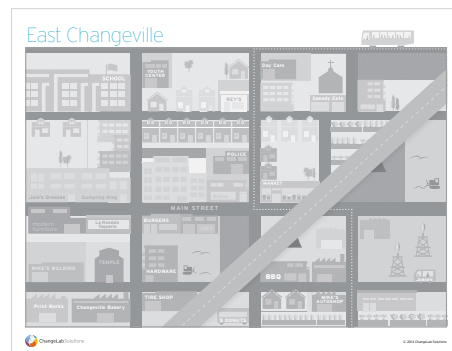
Scissors



Health Comes Home Priority Ladder Rungs (one set for each participant)



Health Comes Home Strategy Worksheets (one for each participant)



East Changeville Map (one for each participant)

## 6. LESSON PLAN: HEALTH COMES HOME

### Set-Up Notes

**To set up the Warm-Up Activity,** look over the list of Priority Ladder “rungs” provided in the Training Materials section. Each “rung” should be printed on colored paper (a different color for each rung) and then cut into strips. Compile a packet of the colored strips for each participant. Select the rungs that fit your purposes and if needed, create new ones to add to the list below:

- Preventing evictions
- Improving the quality of homes
- Creating more affordable housing
- Protecting residents from potentially harmful industries

**To set up the Main Activity,** review each of the strategy worksheets provided in the Training Materials section. You will need to compile one set of strategy worksheets for each participant. Choose two or more of the following strategy worksheets to use in this workshop and if needed, create new sheets using the blank worksheet provided in the Training Materials:

- Proactive Rental Inspection
- No Net Loss of Affordable Housing
- Conditional Use Permits
- Overlay Zoning

**In this workshop, we have provided you with a map of a fictional neighborhood called “East Changeville.”** The East Changeville neighborhood faces many of the same challenges facing residents of neighborhoods in LA. You may prefer to use an actual neighborhood to discuss the particular challenges participants are facing. To do this, we suggest that you download Google Earth: [www.google.com/earth](http://www.google.com/earth). Follow the instructions for identifying particular neighborhoods and printing your own map.

The strategy worksheets and priority ladder “rungs” were created in conjunction with a series of white papers done by the Community Health Council. As of 2014, these policy strategies were understood to be successful strategies, implemented in various communities across California. If new promising policies have been developed that your organization would like to highlight, we have provided a blank worksheet in the Training Materials section for your organization to copy and fill in. If there are other issues your organization would like to add or highlight, feel free to make additional rungs.

### Objectives

- To understand the relationship between our homes and our health.
- To understand policies that support healthy homes.

### Resources

- ChangeLab Solutions. "Healthy Housing Through Proactive Rental Inspection."  
[www.changelabsolutions.org/publications/PRI-programs](http://www.changelabsolutions.org/publications/PRI-programs)
- Center for Land Use Education. "Overlay Zoning." *Planning Implementation Tools*.  
<ftp://ftp.wi.gov/DOA/public/comprehensiveplans/ImplementationToolkit/Documents/OverlayZoning.pdf>
- Community Anti-Drug Coalitions of America. "Regulating Alcohol Outlet Density." *Strategizer*.  
[www.camy.org/action/outlet\\_density/\\_includes/outlet%20density%20strategizer\\_nov\\_2011.pdf](http://www.camy.org/action/outlet_density/_includes/outlet%20density%20strategizer_nov_2011.pdf)
- Governor's Office of Planning and Research. "The Conditional Use Permit." *The Planner's Training Series*.  
<http://ceres.ca.gov/planning/cup/condition.htm>
- Kimberly Burnett et al. "Research on State and Local Means of Increasing Affordable Housing."  
[www.nahb.org/fileUpload\\_details.aspx?contentTypeID=3&contentID=159814&subContentID=355485](http://www.nahb.org/fileUpload_details.aspx?contentTypeID=3&contentID=159814&subContentID=355485)

## 6. LESSON PLAN: HEALTH COMES HOME

### Warm-Up Activity: Priority Ladders

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15 minutes total

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1. **Hand out the color-coded “rungs” of the priority ladder.**
2. **Ask participants to make a “healthy homes” ladder by prioritizing the issues** that are most pressing in their neighborhood. Note that while all of these issues are important, the items that are tackled first are determined by the priorities of a particular neighborhood and the needs of its residents.
3. **In pairs or small groups, have participants discuss how they organized their ladders.** Potential prompts for small groups: What is the biggest barrier to healthy homes in your neighborhood? What strategies families use to work around those barriers?

### Main Activity: East Changeville Mapping Exercise

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15 minutes per strategy

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60 minutes total

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1. **Break up the large group into small groups with no more than five people per group.**
2. **Hand out one East Changeville map to each group.**
3. **Before handing out the strategy packets, ask participants what they notice about East Changeville.** What are the resources available in the neighborhood? What are some of the challenges the neighborhood faces? What is absent from the neighborhood?
4. **If you have time, give participants an opportunity to label the map and personalize East Changeville.**
5. **Hand out strategy packets to each small group.** The worksheets in the strategy packets each present a different problem, a policy the participants can use to remedy that problem, and a prompt that asks how they will implement the policy strategy in East Changeville. Note that some of the strategies and solutions can be mapped and others will need to be discussed and answered separately.
6. **After each group has made a map, have the group use the map to write a proposal for the planning commission.**

### Suggested Discussion

- Have the groups present their proposals.
- Have a large group discussion about the different strategies people used.
- Discuss how these strategies could be used in the participants' own neighborhoods.



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**Preventing evictions**

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**Preventing evictions**

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**Creating more affordable housing**

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**Creating more affordable housing**

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**Protecting residents from pollution**

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**Prevención de desalojos**

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Mejoras en la calidad de las casas

Mejoras en la calidad de las casas

Mejoras en la calidad de las casas

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Mejoras en la calidad de las casas



Creación de más vivienda asequible

Creación de más vivienda asequible

Creación de más vivienda asequible

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Creación de más vivienda asequible



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**Protección de los habitantes contra la contaminación**

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**Protección de los habitantes contra la contaminación**

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**Protección de los habitantes contra la contaminación**

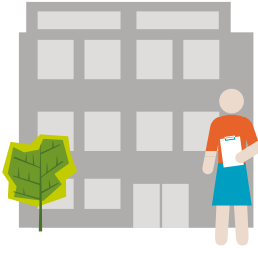
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**Protección de los habitantes contra la contaminación**

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# Health Comes Home: Strategies for Healthy Housing

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## Proactive Rental Inspection

Some of East Changeville residents are living in rental units in need of repair. Several rental units have mold and pests, and one resident fears her home still has lead paint. The landlord will not respond to maintenance requests. The residents fear that if they file a formal complaint, they will be evicted. In this challenge, you will draft conditions of a Proactive Rental Inspection (PRI) program for the City of Changeville.

### Strategy Description

Most cities or counties maintain code enforcement programs to ensure the safety and welfare of their citizens. Traditionally, these programs have been complaint-based: in response to a resident complaint about substandard housing, a code enforcement officer would conduct an inspection to determine if repairs were needed and then proceed with the required enforcement measures. In contrast, **under a PRI program, the locality inspects all covered rental housing on a periodic basis to ensure all rental properties are safe and habitable.**

PRI programs ensure that properties meet city and state codes for housing by requiring landlords to fix broken windows, leaking roofs, pest infestations, or broken stairs. Owners that have violated codes are cited and given thirty days to make repairs. Re-inspections are done to make sure that all problems have been properly fixed.

One example of a PRI program is the Systematic Code Enforcement Project in Los Angeles, which requires multi-family rental properties with two or more occupied units to be inspected once every three years. In addition, tenants can file a complaint with the Los Angeles Housing and Community Investment Department at any time if their landlord fails to make needed repairs.

### How It Works

PRI programs vary according to the types of rental housing in a locality, the needs of the particular locality, the availability of resources, and state law. PRI programs typically share these key elements:

- Registration of rental properties: Most programs require property owners to register their rental properties or obtain a certificate or license in order to rent housing units.
- Regularly scheduled inspections: All rental properties that qualify are inspected on a periodic basis, generally once every two to five years. As an incentive to landlords, many programs allow less frequent inspections or self-certification once a property owner establishes a record of code compliance.
- Enforcement: If a property fails inspection, the locality initiates enforcement measures.

### Key Concerns

While tenants will ultimately reap many of the benefits of PRI programs, they may initially feel threatened by these inspections. Some localities have involved community members and nonprofit organizations in the implementation of their programs to educate both tenants and landlords. In addition, localities train code enforcement officers to conduct inspections in a culturally sensitive manner, respond attentively to the special concerns of particular groups (e.g., seniors and undocumented persons), and employ effective strategies to overcome language and other communication barriers. Multilingual inspectors and support staff can help ensure all tenants are able to communicate effectively throughout the inspection process.

### **East Changeville Challenge**

The residents living in rental units in need of repair want their landlords to fix their homes but worry about filing complaints. Other renters feel distrustful when city inspectors come to check their homes. How can a Changeville PRI program build trust with tenants and encourage landlords to proactively make repairs before inspections?

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**Information compiled from:**

- ChangeLab Solutions. "Healthy Housing Through Proactive Rental Inspection."  
[www.changelabsolutions.org/publications/PRI-programs](http://www.changelabsolutions.org/publications/PRI-programs)





## No Net Loss of Affordable Housing & Complementary Policies

East Changeville is becoming a hotspot for development. This is driving up market rate rental prices and home values, making East Changeville unaffordable for low-income residents. The City of Changeville would like to ensure that East Changeville remains affordable while encouraging new development. In this challenge, you will be asked to create a proposal that effectively balances these two needs.

### Strategy Description

**Cities and counties enact No Net Loss policies to ensure that the number of affordable housing units in a given area stays the same.** This policy is intended to prevent the displacement of low-income residents when property values are driven up by new investments and development projects.

### How It Works

Local governments can pass legislation that ensures city development will not lead to a decline in affordable housing units. No Net Loss policies help cities preserve affordable housing by safeguarding existing affordable housing or encouraging the development of more affordable housing units. When considering a No Net Loss policy, city officials must also identify complementary policies ensure the same amount of housing units remain. A one for one replacement policy is a type of complementary policy that requires developers to replace any housing lost in the process of redevelopment.

Communities that want to ensure replacement housing will remain affordable to low income families will need to explicitly state that requirement by defining affordability. Communities may also choose to allow developers to pay an “in-lieu fee” – an amount equivalent to what it would cost to build the units – instead of building replacement units. Other complementary protective strategies include, expanding rent control policies or requiring housing agencies to create a specific action plan to recover the loss. Local governments can also stimulate the creation of more affordable housing, by starting a local housing fund financed by money raised from fees, such as in-lieu fees and taxes on the development or sale of properties. The city can also require developers to build a certain amount of affordable housing units in addition to market-rate units.

### Key Concerns

Policies that intervene in the real estate market are often seen as threatening to development. In neighborhoods in need of new investment, it is often tricky to find a balance between incentivizing developers to invest in a community, and ensuring that the residential property values will remain affordable to low- and middle-income families.

### **East Changeville Challenge**

The City of Changeville has already instituted a No Net Loss policy. But proposed developments in East Changeville threaten to push up the property values in the area. East Changeville residents are concerned that their housing will become unaffordable. Half of the city council members feel that East Changeville is badly in need of new development and investment. They say that they will not pass policies that discourage new development. The other council members believe that without careful protections new development and investment will push out longtime residents.

Look at the complementary policies listed in the How it Works section. What are the pros and cons of these policies? Are there other supportive policies that the city should consider? Craft a proposal for the City Council that will get the approval of members from both sides.

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**Information compiled from:**

- Kimberly Burnett et al. "Research on State and Local Means of Increasing Affordable Housing."  
[www.nahb.org/fileUpload\\_details.aspx?contentTypeID=3&contentID=159814&subContentID=355485](http://www.nahb.org/fileUpload_details.aspx?contentTypeID=3&contentID=159814&subContentID=355485)



## Conditional Use Permits

East Changeville has recently started attracting a lot of new, potentially high-polluting businesses, such as auto body repair shops, a textile shop, and a welding studio. This pollution may have negative impacts on resident health. A ceramics and tile factory, Fired Up!, would like to open in East Changeville. The dust and debris may exacerbate respiratory illnesses, but the owners say they will take special precautions to filter the particulate matter and properly dispose of their waste. The shop would also hire twenty new employees.

### Strategy Description

Zoning is a land-use tool planners used to regulate the design, use, and compatibility of developments. For instance, cities and counties usually try to separate industrial and residential developments to prevent developers from building houses near factories. **Developments or businesses that are not typically allowed in a particular zone will need to apply for a conditional use permit** (often called a "CUP").

CUP's allow cities to make exceptions to existing zoning laws, but only if certain conditions are met. For example, restaurants are typically allowed in certain kinds of commercial areas but not in residential areas. If a restaurant wants to locate in a residential area, the shop owners would need to apply for a conditional use permit. For a restaurant to locate in a residential area, the CUP may prohibit sale of alcohol or require owners to limit their hours of operation. Conditional use permits also require a public hearing so residents can weigh in on whether a development should be permitted. Using CUPs allows a city to make changes to developments that have the potential to cause detrimental effects on a community.

### How It Works

When developers want to build a new kind of property or business in an area, they must complete an application for a permit. If the city determines that the project requires a CUP, the developers will need to submit additional information, and attend a hearing with the planning committee to explain their project and how they will address certain factors, such as noise or pollution. The permit process allows decision-makers to evaluate the proposal, and to request changes as a condition of development, such as a requirement to install special air filters or institute a special waste disposal process. In order to be approved, developers must ensure that they can meet these requirements.

### Key Concerns

CUPs can ensure that new businesses are developed responsibly. However, existing businesses may have been built under different zoning standards, and may not need to comply with the same rules as new businesses.

### East Changeville Challenge

Should the City of Changeville require conditional use permits for ceramics and tile factories such as Fired Up!? Given what you know about Fired Up! and the other polluting sources in the neighborhood, should the factory be allowed to open in East Changeville? What factors should the City consider as part of the review process? What data should the City look at to make its decision?

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**Information compiled from:**

- ChangeLab Solutions. "Municipal Authority to Regulate the Location and Operation of Tobacco Retailers." [www.changelabsolutions.org/publications/location-tobacco-retailers](http://www.changelabsolutions.org/publications/location-tobacco-retailers)
- Governor's Office of Planning and Research. "The Conditional Use Permit." The Planner's Training Series. <http://ceres.ca.gov/planning/cup/condition.htm>
- Community Anti-Drug Coalitions of America. "Regulating Alcohol Outlet Density." Strategizer. [www.camyo.org/action/outlet\\_density/\\_includes/outlet%20density%20strategizer\\_nov\\_2011.pdf](http://www.camyo.org/action/outlet_density/_includes/outlet%20density%20strategizer_nov_2011.pdf)



## Overlay Zoning

Some of East Changeville's residents live near an oil drilling site that is proposing an expansion. They want more stringent regulations to limit exposure to the water, air, and soil contaminants present around oil drilling sites. Your challenge will be to identify where the overlay zone will apply and the types of regulations to include.

### Strategy Description

Zoning is a land-use tool planners used to regulate the design, use, and compatibility of developments. For instance, cities and counties usually try to separate industrial and residential developments to prevent developers from building houses between factories. Over time, zoning has become more complicated, and often the divisions intended to protect us either don't do an adequate job or feel unnecessarily burdensome.

**Overlay zoning creates special zoning districts that are placed over existing residential, commercial, or industrial zones that allow planning departments to regulate specific uses or activities within that zone.** For instance, overlay zones can be used to preserve historic areas or create certain requirements for buildings located in steep hillside areas.

### How It Works

Cities and counties create overlay districts. Overlay zones must be clearly defined, and planners must provide a set of specific rules that apply to the identified area. These rules may involve notifying community members about risks and dangers, requiring businesses to mitigate certain problems, or demanding more transparency about business practices. For example, Loudoun County, VA has a Quarry Notification Overlay District that requires any owner to provide a full disclosure statement to any prospective buyers located within the area that may be effected by blasting or quarry operations. Overlay districts are adopted in the same way as normal zoning or rezoning provisions.

### Key Concerns

Overlay zoning allows jurisdictions to meet the specific needs or goals of a community by tailoring the regulations of specific types of developments. Overlay zoning policies are tailored to specific properties or districts to meet specific community goals. Overlay districts also have the potential to challenge long-standing inequities that existing zoning regulations reinforce because standards of an overlay zone can cross residential, commercial and industrial boundaries. For example, in the case of Loudoun County the overlay zone applies to both the industrial zone where the quarry is physically located and the surrounding residential and commercial zones.

However, because overlay zoning can establish different standards for different types of properties, it can create inefficiencies. This can increase the time and expenses for developers and planning agencies. An overlay zone may also be legally challenged. Developers and affected property owners must be made aware of any changes; additionally, they may need help complying with new regulations.

### East Changeville Challenge

There is an oil drilling site a mile from a residential neighborhood in East Changeville. Residents are worried the operations may pollute the air, soil, or water. The city is considering creating an overlay zone that requires owners to notify prospective buyers or renters about the risks associated with the oil company's operations.

What information would you want from the oil drilling company? How would you like to receive information about the oil drilling operations? What areas should be included in the overlay zone? What regulations are important to include in an overlay zone for oil drilling sites? (Think about the site itself and consider the traffic the oil drilling may cause.)

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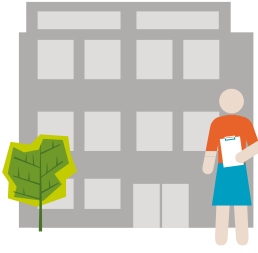
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**Information compiled from:**

- Center for Land Use Education, "Overlay Zoning," Planning Implementation Tools.  
<ftp://ftp.wi.gov/DOA/public/comprehensiveplans/ImplementationToolkit/Documents/OverlayZoning.pdf>
- American Planning Association, "Property Topics and Concepts," Planning and Law Division.  
[www.planning.org/divisions/planningandlaw/propertytopics.htm#Overlay](http://www.planning.org/divisions/planningandlaw/propertytopics.htm#Overlay)
- Huntington Beach Zoning and Subdivision Ordinance. "Chapter 220 O Oil Production Overlay District,"  
[www.huntingtonbeachca.gov/files/users/city\\_clerk/chp220.pdf](http://www.huntingtonbeachca.gov/files/users/city_clerk/chp220.pdf)
- Loudoun County, Virginia. "Homebuyer Information Guide: Overlay Districts."  
[www.loudoun.gov/index.aspx?NID=268](http://www.loudoun.gov/index.aspx?NID=268)

# La Salud Llega a Casa: Estrategias para la vivienda saludable

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## Inspección preventiva de viviendas de alquiler (Proactive Rental Inspection)

Algunos habitantes de East Changeville viven en unidades de alquiler que necesitan reparaciones. Varias unidades de alquiler tienen moho y plagas y una residente teme que su casa todavía conserve pintura con plomo y que el dueño no responderá a los pedidos de mantenimiento. Los habitantes temen que si presentan una queja formal él los desaloje. En este reto, ustedes redactarán las condiciones de un programa de inspección preventiva de viviendas de alquiler o Proactive Rental Inspection (PRI) para la ciudad de Changeville.

### Descripción de la estrategia

La mayoría de las ciudades y condados mantienen programas de vigilancia del cumplimiento de los códigos para proteger la seguridad y el bienestar de sus ciudadanos. Tradicionalmente, estos programas se han basado en las quejas: en respuesta a la queja de algún inquilino sobre una vivienda deficiente o en malas condiciones, un funcionario de vigilancia de cumplimiento de los códigos inspeccionaba la vivienda para determinar si se necesitaban reparaciones y luego procedía con las medidas de vigilancia de cumplimiento requeridas. En cambio, **en un programa de inspección preventiva PRI, la localidad inspecciona periódicamente todas las viviendas de alquiler para garantizar que todas sean seguras y habitables.**

Los programas de inspección preventiva de viviendas de alquiler PRI aseguran que las propiedades cumplan con los códigos municipales y estatales de vivienda obligando a los propietarios a arreglar ventanas rotas, techos con goteos, infestaciones de plagas o escalones rotos. Los propietarios que han violado algún código reciben una citación y deberán reparar los problemas dentro de 30 días. Hay inspecciones de seguimiento para verificar que todos los problemas hayan sido debidamente corregidos.

Un ejemplo de un programa de PRI es el Systematic Code Enforcement Project (Proyecto de Vigilancia Sistemática de Cumplimiento de Códigos) en Los Ángeles, que requiere que todas las viviendas de alquiler multifamiliares con dos o más unidades ocupadas sean inspeccionadas cada tres años. Además, los inquilinos pueden presentar una queja con el Housing and Community Investment Department (Departamento de Vivienda e Inversión Comunitaria) de Los Ángeles en cualquier momento si su propietario no hace las reparaciones necesarias.

### Cómo funciona

Los programas de PRI varían según los tipos de vivienda de alquiler disponibles en la comunidad, las necesidades de la comunidad en cuestión, la disponibilidad de recursos y las leyes estatales. Por lo general, los programas de inspección preventiva PRI tienen los siguientes elementos en común:

- Inscripción de propiedades de alquiler: La mayoría de los programas requieren que los propietarios registren sus propiedades de alquiler u obtengan un certificado o licencia para alquilar unidades de vivienda.
- Inspecciones periódicas programadas: Todas las propiedades de alquiler que cumplen los criterios son inspeccionadas periódicamente, por lo general una vez cada dos a cinco años. Como incentivo para los propietarios, muchos programas permiten inspecciones menos frecuentes o una auto certificación una vez que el propietario establezca un historial de cumplimiento con los códigos.
- Vigilancia del cumplimiento: Si la propiedad no pasa con éxito la inspección, el gobierno local inicia medidas de vigilancia del cumplimiento.



### **Problemas clave**

Aunque a la larga los inquilinos salen beneficiados por los programas de inspección preventiva PRI, al principio pueden sentirse amenazados por las inspecciones. Algunos gobiernos locales han involucrado a miembros y organizaciones de la comunidad en la realización de sus programas para informar a los inquilinos y a los propietarios. También capacitan a funcionarios de vigilancia del cumplimiento para realizar inspecciones respetando la cultura de las personas, responder atentos a las preocupaciones especiales de ciertos grupos (por ejemplo, personas mayores y personas indocumentadas) y usar estrategias eficaces para superar barreras de idioma y otras barreras a la comunicación. Los inspectores y personal de apoyo multilingües pueden ayudar a que todos los inquilinos logren comunicarse sin problemas durante todo el proceso de inspección.

### **Reto de East Changeville**

Los inquilinos de unidades de alquiler que necesitan reparaciones desean que el propietario les arregle la vivienda pero les preocupa presentar una queja. Otros inquilinos desconfían cuando los inspectores municipales llegan a revisar su hogar. ¿Cómo puede un programa de inspección preventiva PRI en Changeville crear un ambiente de confianza con los inquilinos y estimular a los propietarios para que se prevengan reparando los problemas que existan antes de las inspecciones?

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### **Información compilada de:**

- ChangeLab Solutions. "Healthy Housing Through Proactive Rental Inspection."  
[www.changelabsolutions.org/publications/PRI-programs](http://www.changelabsolutions.org/publications/PRI-programs)



## Ninguna pérdida neta de vivienda asequible y otras normas complementarias (No Net Loss of Affordable Housing & Complementary Policies)

East Changeville se ha convertido en una zona muy atractiva para el desarrollo. Esto aumenta los alquileres y el valor de las propiedades haciendo que el costo de viviendas en East Changeville sea demasiado alto para sus habitantes de bajos ingresos. La ciudad de Changeville desea que la vivienda permanezca económicamente asequible al tiempo que desea animar nuevos proyectos de desarrollo urbano. En este reto, le pedimos crear una propuesta que alcance un equilibrio entre estas dos necesidades.

### Descripción de la estrategia

**Las ciudades y los condados adoptan normas de No Net Loss (Ninguna Pérdida Neta) para lograr que el número de unidades de vivienda asequible en ciertas zonas se mantenga igual.**

Esta norma pretende evitar el desplazamiento de habitantes de bajos ingresos cuando los valores de propiedad suban debido a nuevas inversiones y proyectos de desarrollo.

### Cómo funciona

Los gobiernos locales pueden aprobar leyes que aseguren que el desarrollo urbano no lleve a una reducción en el número de viviendas de alquiler asequibles. Las normas de Ninguna Pérdida Neta ayudan a las ciudades al preservar la vivienda costeable salvaguardando las unidades asequibles existentes o al animar el desarrollo de más unidades de vivienda asequible. Al considerar una norma de Ninguna Pérdida Neta, los funcionarios municipales también deberán identificar directrices complementarias que aseguren que el número de unidades de vivienda se mantenga igual. Una norma basada en reemplazar uno por uno es un tipo de norma complementaria que requiere que los urbanizadores reemplacen toda vivienda perdida en el proceso de renovación urbana. Las comunidades que desean asegurar que las viviendas de reemplazo se mantengan asequibles deberán expresarlo concretamente aclarando su definición de “asequible”.

Las comunidades también pueden optar por permitir que los urbanizadores paguen una cuota de sustitución llamada “in-lieu fee” – una cantidad equivalente a lo que costaría construir las unidades de reemplazo – en lugar de construir las unidades de reemplazo. Otras estrategias complementarias protectoras incluyen expandir las normas de control de alquileres o exigir que las agencias de vivienda creen un plan específico para recuperar la pérdida. Los gobiernos locales también pueden estimular la creación de más viviendas costeables creando un fondo de vivienda local financiado por dinero recaudado de cuotas como la de sustitución e impuestos sobre la construcción o venta de propiedades. La ciudad también puede exigir que los urbanizadores construyan cierta cantidad de unidades de vivienda asequible además de las unidades a precios de mercado.

### Problemas clave

Las normas que rigen el mercado inmobiliario frecuentemente se ven como una amenaza para la urbanización. Para las comunidades que necesitan nuevas inversiones, muchas veces es difícil encontrar un equilibrio entre incentivar a los urbanizadores para que inviertan en la comunidad y lograr que el valor de las propiedades residenciales permanezca asequible a las familias de bajos y medianos ingresos.

### **Reto de East Changeville**

La Ciudad de Changeville ya ha adoptado una norma de Ninguna Pérdida Neta, pero los proyectos de desarrollo que se han propuesto amenazan con aumentar el valor de las propiedades en esta área. Los habitantes de East Changeville temen que su vivienda se vuelva inasequible. La mitad de los concejales municipales creen que East Changeville está muy necesitada de urbanización e inversión nueva. Dicen que no aprobarán normas que desanimen nuevos proyectos de desarrollo urbano. La otra mitad de los concejales creen que sin protecciones cuidadosas, la urbanización e inversión nueva desplazará a personas que han vivido muchos años en la comunidad.

Repasen las normas complementarias mencionadas en la sección "Cómo funciona". ¿Cuáles son las ventajas y desventajas de estas políticas? ¿Existen otras normas que la ciudad debería considerar? ¿Formulen una propuesta para el Consejo Municipal que logre la aprobación de los miembros de ambos lados.

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**Información compilada de:**

- Kimberly Burnett et al. "Research on State and Local Means of Increasing Affordable Housing."  
[www.nahb.org/fileUpload\\_details.aspx?contentTypeID=3&contentID=159814&subContentID=355485](http://www.nahb.org/fileUpload_details.aspx?contentTypeID=3&contentID=159814&subContentID=355485)



## Permisos de uso condicional (Conditional Use Permits)

East Changeville ha empezado a atraer a muchos negocios nuevos que podrían producir mucha contaminación ambiental, como talleres de reparación de autos, un taller textil y un estudio de soldadura. Esta contaminación podría perjudicar la salud de las personas que viven en el área. Una fábrica de cerámica y azulejos, Fired Up!, desea abrir en East Changeville. El polvo y los desechos podría agravar las enfermedades respiratorias pero los propietarios dicen que tomarán precauciones especiales para filtrar las partículas producidas y deshacerse debidamente de los desechos. El taller también contrataría a veinte empleados nuevos.

### Descripción de la estrategia

La zonificación es una herramienta de uso de terrenos que regula el diseño, la utilización y la compatibilidad de los proyectos de desarrollo urbano. Por ejemplo, las ciudades y condados normalmente intentan separar las urbanizaciones industriales y las residenciales para evitar la construcción de casas cerca de fábricas. **Las urbanizaciones o negocios que típicamente se prohíben en una zona particular deberán solicitar un permiso de uso condicional llamado conditional use permit o "CUP".**

Los permisos CUP permiten que las ciudades hagan excepciones a las leyes actuales de zonificación, pero sólo bajo ciertas circunstancias. Por ejemplo, por lo general se permiten restaurantes en ciertos tipos de áreas comerciales pero no en zonas residenciales. Si un restaurante desea ubicarse en una zona residencial, los propietarios deberán solicitar un permiso de uso condicional. Como condición para que el restaurante se ubique en una zona residencial, el CUP podría prohibir la venta de alcohol o exigir que los propietarios limiten su horario de operación. Los permisos de uso condicional también requieren la convocación a una audiencia pública para que los habitantes de la comunidad puedan opinar sobre si el negocio debe o no ser permitido. Usar los permisos de uso condicional CUP permite que la ciudad haga cambios a los proyectos de desarrollo que posiblemente podrían traer consecuencias negativas para la comunidad.

### Cómo funciona

Cuando los promotores inmobiliarios desean construir un nuevo tipo de propiedad o comercio, deberán entregar una solicitud de permiso. Si la ciudad determina que el proyecto requiere un permiso de uso condicional CUP, los promotores inmobiliarios tendrán que entregar información adicional y asistir a una audiencia ante el comité de planificación para explicar su proyecto y cómo responderán a ciertos problemas como el ruido o la contaminación. El proceso de solicitar el permiso permite que los encargados de tomar decisiones evalúen la propuesta y pidan modificaciones como condición de aprobación del proyecto inmobiliario, por ejemplo, exigir la instalación de filtros de aire especiales o la institución de un proceso especial para el desecho de residuos. Antes de recibir la aprobación, los promotores inmobiliarios deberán comprobar que pueden cumplir con estos requisitos.

### Problemas clave

Los CUP pueden lograr el desarrollo responsable de los negocios nuevos. Sin embargo, es posible que los comercios actuales fueran construidos bajo normas de zonificación diferentes y por ello no tener que cumplir con las mismas reglas que los negocios nuevos.

### **Reto de East Changeville**

¿Debería la Ciudad de Changeville requerir un permiso de uso condicional para fábricas de cerámica y azulejos como Fired Up!? Dado lo que ustedes saben sobre Fired Up! y las otras fuentes de contaminación en la comunidad, ¿se debería permitir que la fábrica se abra en East Changeville? ¿Qué factores debe tomar en cuenta la ciudad como parte de su proceso de revisión? ¿Qué datos debe examinar para tomar la decisión?

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#### **Información compilada de:**

- ChangeLab Solutions. "Municipal Authority to Regulate the Location and Operation of Tobacco Retailers." [www.changelabsolutions.org/publications/location-tobacco-retailers](http://www.changelabsolutions.org/publications/location-tobacco-retailers)
- Governor's Office of Planning and Research. "The Conditional Use Permit." The Planner's Training Series. <http://ceres.ca.gov/planning/cup/condition.htm>
- Community Anti-Drug Coalitions of America. "Regulating Alcohol Outlet Density." Strategizer. [www.camyo.org/action/outlet\\_density/\\_includes/outlet%20density%20strategizer\\_nov\\_2011.pdf](http://www.camyo.org/action/outlet_density/_includes/outlet%20density%20strategizer_nov_2011.pdf)



## Zonificación superpuesta (Overlay Zoning)

Algunos habitantes de East Changeville viven cerca de un sitio de perforación para petróleo que propone expandirse. La comunidad desea reglamentos más estrictos que limiten la exposición a los contaminantes en el agua, aire y suelo que se encuentran alrededor de los sitios de perforación petrolera. Su reto será identificar dónde se aplicará la zonificación superpuesta y qué tipos de reglamentos incluir.

### Descripción de la estrategia

La zonificación es una herramienta de uso de terrenos que los planificadores utilizan para regular el diseño, uso y compatibilidad de los proyectos de desarrollo. Por ejemplo, las ciudades y condados normalmente intentan separar las urbanizaciones industriales y las residenciales para evitar la construcción de casas cerca de fábricas. Con el transcurso del tiempo la zonificación se ha vuelto más complicada y frecuentemente las divisiones cuya intención era protegernos, o no son suficientes o parecen innecesariamente onerosas.

**Overlay zoning (zonificación superpuesta) crea distritos de zonificación especiales que se superponen en zonas residenciales, comerciales o industriales que permiten a los departamentos de planificación regular usos específicos o actividades dentro de la zona.** Por ejemplo, la zonas superpuestas se pueden usar para preservar áreas históricas o crear ciertos requisitos para edificios ubicados en áreas de colinas empinadas.

### Cómo funciona

Las ciudades y condados crean distritos de superposición. Las zonas superpuestas deberán definirse claramente y los planificadores deberán proporcionar un conjunto de reglas específicas que apliquen a la zona identificada. Estas directrices pueden incluir notificar a la comunidad sobre los riesgos y peligros, exigir que las empresas mitiguen ciertos problemas o exigir más transparencia sobre las prácticas de negocio. Por ejemplo, el condado de Loudoun, VA tiene un Quarry Notification Overlay District (Distrito de Superposición de Notificación sobre Canteras) que exige que el propietario proporcione una declaración de divulgación completa a cualquier posible comprador ubicado dentro del área que podría resultar afectada por voladuras y otras operaciones de la cantera. Los distritos de superposición se adoptan de la misma manera que otras provisiones normales de zonificación o re zonificación.

### Problemas clave

La zonificación superpuesta permite que las jurisdicciones satisfagan las necesidades específicas o metas de la comunidad ajustando los reglamentos de ciertos tipos de proyectos de desarrollo. Las normas de zonificación se adaptan a propiedades o distritos específicos para lograr metas concretas expresadas por la comunidad. Los distritos de zonificación superpuesta también tienen la posibilidad de resolver inequidades históricas reforzadas por los reglamentos de zonificación actuales, porque las normas de una zona superpuesta pueden cruzar fronteras residenciales, comerciales e industriales. Por ejemplo, en el caso del condado de Loudoun, la zona superpuesta abarca la zona industrial donde se ubica la cantera y también las zonas residenciales y comerciales que la rodean.

Sin embargo, ya que la zonificación superpuesta puede establecer normas diferentes para diferentes tipos de propiedades, esto puede causar ineficiencias, lo cual puede aumentar el tiempo y el costo para los promotores inmobiliarios y las agencias de planificación. Una zona superpuesta también puede ser impugnada legalmente. Los promotores inmobiliarios y los propietarios afectados deberán ser informados sobre cualquier cambio; también pueden necesitar ayuda para cumplir con los nuevos reglamentos.

### **Reto de East Changeville**

Hay un sitio de perforación petrolera a una milla de un barrio residencial en East Changeville. Los habitantes están preocupados de que las operaciones contaminen el aire, el suelo o el agua. La ciudad está considerando crear una zona superpuesta que requiera que los propietarios notifiquen a posibles compradores o inquilinos sobre los riesgos asociados con las operaciones de la compañía petrolera.

¿Qué información desearían ustedes recibir de la compañía petrolera? ¿Cómo les gustaría recibir información sobre las operaciones de perforación para extraer petróleo? ¿Qué áreas deben incluirse en la zona superpuesta? ¿Qué reglamentos sería importante incluir en una zona superpuesta para sitios de perforación petrolera? (Piensen en el local en sí y consideren el tráfico que la perforación para extraer petróleo pudiera causar.)

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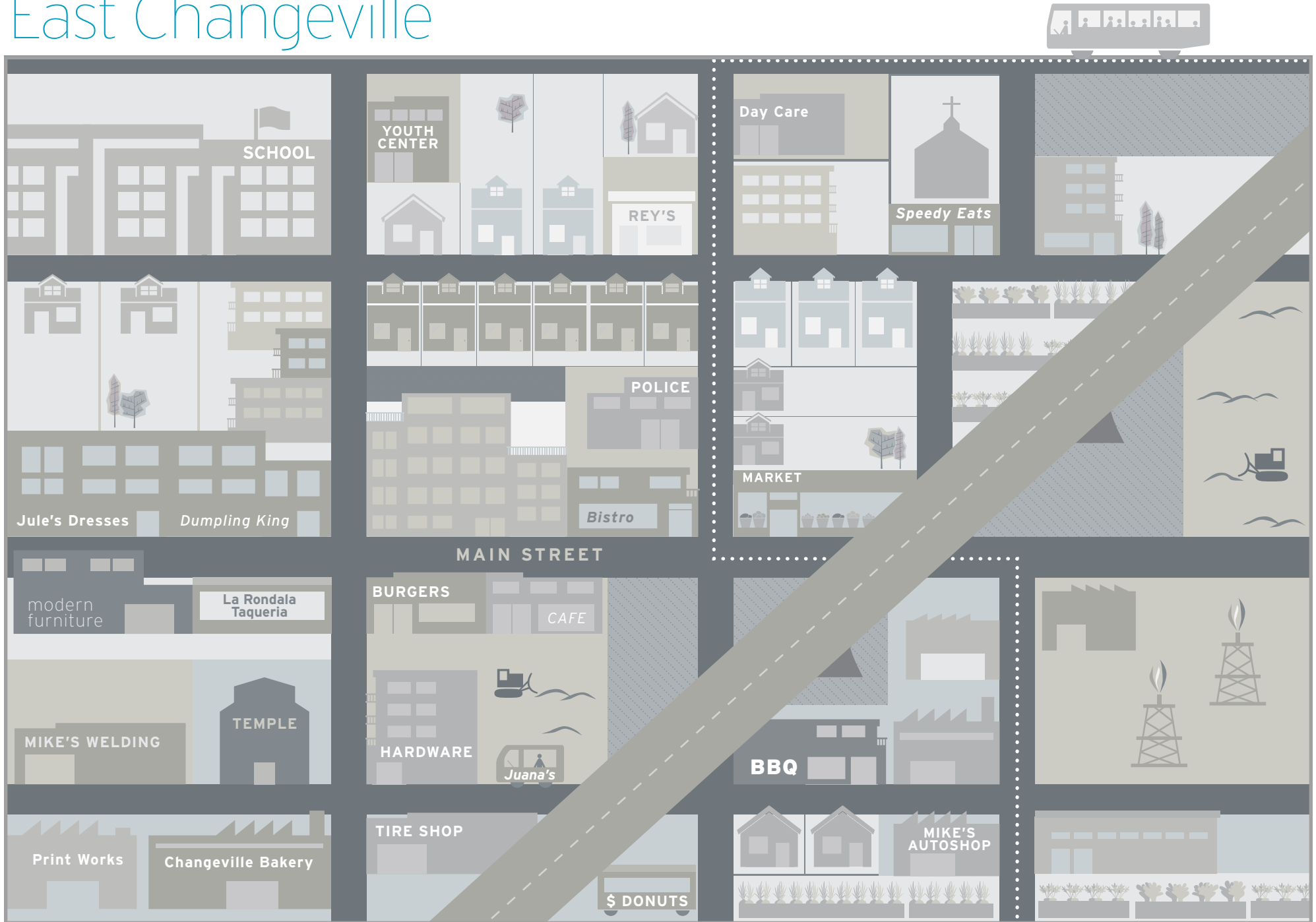
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#### **Información compilada de:**

- Center for Land Use Education, "Overlay Zoning," Planning Implementation Tools.  
<ftp://ftp.wi.gov/DOA/public/comprehensiveplans/ImplementationToolkit/Documents/OverlayZoning.pdf>
- American Planning Association, "Property Topics and Concepts," Planning and Law Division.  
[www.planning.org/divisions/planningandlaw/propertytopics.htm#Overlay](http://www.planning.org/divisions/planningandlaw/propertytopics.htm#Overlay)
- Huntington Beach Zoning and Subdivision Ordinance. "Chapter 220 O Oil Production Overlay District,"  
[www.huntingtonbeachca.gov/files/users/city\\_clerk/chp220.pdf](http://www.huntingtonbeachca.gov/files/users/city_clerk/chp220.pdf)
- Loudoun County, Virginia. "Homebuyer Information Guide: Overlay Districts."  
[www.loudoun.gov/index.aspx?NID=268](http://www.loudoun.gov/index.aspx?NID=268)

# East Changeville





# 7. Blank Strategy Worksheet

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# Blank Strategy Worksheet

**Strategy Title**

**Strategy Description**

**How It Works**

**Key Concerns**

**East Changeville Challenge**

**Information Compiled from**

*Note that the information provided on this page is from the curriculum facilitator and not from ChangeLab Solutions.*

# Hoja de trabajo sobre estrategias (en blanco)

**Nombre de la estrategia**

**Descripción de la estrategia**

**Cómo funciona**

**Problemas clave**

**El reto de East Changeville**

**Información compilada de**

*Note que la información proporcionada en esta página proviene del facilitador del currículo y no de ChangeLab Solutions.*