Promoting Urban Neighborhood Development:

An Action Planning Guide for Improving Housing, Jobs, Education, Safety and Health, and Human Development

Stephen B. Fawcett, Ph.D., Jerry Schultz, Ph.D., Vincent T. Francisco, Ph.D., John Cyprus, M.A., Vicki Collie, Valorie Carson, M.S., and Rod Bremby, M.P.A.

KU Work Group on Health Promotion & Community Development, University of Kansas, 4082 Dole Center, Lawrence, Kansas 66045, (785) 864-0533, http://ctb.lsi.ukans.edu/wg/

The mission of the KU Work Group is to promote community health and development through collaborative research, teaching, and service.

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"Why should there not be a confidence in the ultimate justice of the people? Is there any better or equal hope in the world?"

-- *Abraham Lincoln* --

Preface

Our common vision is of urban neighborhoods in which all people experience a "healthy" community life. We seek conditions that support good housing and jobs, in which people are safe, healthy and well educated, and in which children, youth, and adults develop fully. Yet, these positive characteristics are hard to find in many urban communities. We work toward a day in which people in all neighborhoods achieve the highest quality of life.

Improving life in urban neighborhoods is a daunting task. This work is bigger than any one of us. It demands new levels of collaboration. It requires us to make lots of changes in many different aspects of our communities.

The purpose of this guide is to help support community-determined efforts that promote neighborhood development. Local initiatives may include those involved in addressing:

- housing and infrastructure,
- economic development and jobs,
- education,
- safety and health,
- child, youth and adult development,
- and other community-determined issues and goals.

This Guide outlines a process for involving those most affected by neighborhood problems, and those most responsible, in planning for a common purpose. The focus is on identifying those community and systems changes—the new or modified programs, policies, and practices—that could make a difference in neighborhood life. This guide (and future editions) are informed by what we are all doing to address neighborhood issues, and by our learning about this important work.

Creating conditions to support urban neighborhood development requires broad-based efforts involving many different sectors or parts of the community. Often referred to as **community coalitions or partnerships**, these initiatives involve key community leaders, experts, and representatives of grassroots organizations who value improving neighborhood life. They bring together representatives from community organizations, faith communities, schools, businesses, and other sectors of the community that share a concern about the neighborhood's problems or have a stake in their solution. The aim of such initiatives is to foster changes that promote neighborhood development.

This planning guide offers many potentially valuable ideas for creating conditions that promote neighborhood development. It outlines **community and systems changes** that local residents, service providers, and broader agents and allies can make to address issues of housing and infrastructure, jobs, education, safety and health, and child, youth and adult development. These include new or modified:

- **programs**, such as neighborhood outreach or peer support programs,
- **policies,** such as "economic opportunity" zones that allow tax credits to support economic development efforts in neighborhoods of concentrated poverty,
- and **practices,** such as increased after-hours child care or access to culturally-appropriate services.

The community's **action plan** outlines what will happen to achieve its **vision** for urban neighborhood development. How could service organizations be changed to help promote access and improve neighborhood development outcomes? What changes in faith communities would help fulfill the mission? How can the business community do its part? What about schools? How about local government? How could community residents assist? Taken together, the proposed changes in all relevant sectors of the community provide a **blueprint for action**.

Each community has different assets and needs for improving neighborhood life. A particular community's intervention for achieving neighborhood goals (e.g., housing, safety)—the combination of programs, policies, and practices it seeks—will be unique. Together, we have a lot to discover about how much change in what conditions is required to "tip" neighborhood outcomes favorably.

Chapter 1 of this Action Planning Guide provides background information on key issues and concepts in planning. Chapter 2 offers an overview of the community planning process, with particular emphasis on how the community can clarify its vision, mission, objectives, and strategies for change. Chapter 3 provides help in considering which sectors of the community should be involved in the initiative. Chapter 4, the heart of this guide, assists in identifying particular community or systems changes that local communities will seek to improve neighborhood outcomes. Chapter 5 outlines a process for building consensus on community and systems changes to be sought. Chapter 6 offers guidance in listing action steps to finalize the community's unique action plan. Finally, Chapter 7 outlines a strategy for documenting progress in bringing about community and systems change and promoting celebration and renewal within the initiative.

The conditions that promote urban neighborhood development, such as decent housing and jobs, should be available to all. Our hope is that each community's planning efforts will help bring about the quality of life in neighborhoods that all expect and deserve.

Acknowledgements

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We gained from the opportunities to learn from and with colleagues in the Bronzeville neighborhood of Mid-South Chicago (especially Sokoni Karanja, Greg Washington, LeRoy Kennedy, and Heather Parrish). Our teachers also included those from the MacArthur Foundation, especially Susan Lloyd and Spruiell White; and at the Kauffman Foundation, including Jim Koeneman, Leon Franklin, and Andres Dominguez.

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Thanks especially to all who work for development and justice in urban neighborhoods throughout the world.

"I know of no more encouraging fact than the unquestionable ability of man to elevate his life by conscious endeavor."

-- Henry David Thoreau --

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Chapter 1
Community Planning for Urban Neighborhood Development

With clarity of purpose, it is possible to address even a very complex issue like how to best promote the healthy development of neighborhoods. This guide uses a process of action planning to help build consensus on what can and should be done to fit the unique needs and assets of urban neighborhoods. The primary aim is to help communities specify the concrete ways in which they can take action to improve outcomes in housing, employment, education, safety and health, and child, youth, and adult development.

This chapter explores key background issues and concepts of the planning process. At the end of this chapter, we provide planning pages that can be used to help:

- listen to the community about issues and options,
- document the problem or goal,
- understand factors affecting neighborhood development,
- develop a framework for action,
- become aware of local resources and efforts,
- involve key officials and grassroots leaders,
- and create a supportive context for planning and action.

Listening to the Community about Issues and Options

Listening contributes to a better understanding of what the issues are and what can and should be done. It helps ground the planning in the lives of local people. Perhaps the most important preliminary step in action planning is to become familiar with the issues and context of the community. Leaders of urban neighborhood development initiatives begin by talking with people actually struggling with issues of housing, employment, education, safety and health, and human development.

As with any community organization effort, it is critical to listen before taking action. Connect with and listen to a variety of people. These should include those most at risk, and those interested in doing something about the goal of building "healthy" neighborhoods.

In addition to talking one-on-one, group leaders can use public forums or focus groups in which people express their views about the issues and what can be done about them. Public meetings should be convened by and with people from different ethnic and cultural groups. They should represent all income groups and social classes, and places or locations most affected in the community. This will expand available perspectives on issues and options for improving neighborhood life.

Conducting listening sessions. One method of becoming familiar with the issues uses structured opportunities to listen to a variety of members of the community. These listening sessions go by different names including focus groups, public forums, social reconnaissance, or community meetings. Listening sessions are a straightforward and effective tool for gaining local knowledge about the issues and context. We recommend using these public forums to learn about the community's perspectives on local issues and options.

Listening sessions record information on five aspects:

- ✓ the problem or issue,
- ✓ barriers and resistance to addressing the concern,
- ✓ resources for change,
- ✓ recommended solutions and alternatives,
- ✓ current and past initiatives.

Discussion leaders set a limited time for brainstorming each aspect, using newsprint or poster paper to record the product of discussions. Brief reports based on the findings can be used to publicize the issue in the media, thereby enhancing the credibility of the early developing initiative.

Documenting the Issue/Goals of Urban Neighborhood Development

In addition to hearing the community's perspective on issues related to neighborhood development, it is important to document relevant aspects of the situation using existing information sources. State or county agencies, including local planning departments or schools, may have data that can be used to document the level of problems with housing, safety, employment, education or human development in your community. For example, data may be available on the percentage of local people who have adequate housing. Perhaps public records can be used to create a scorecard for priority neighborhood outcomes such as the number of youth graduating from high school or the percent of children living in poverty.

Such information can be used to help document the level of neighborhood development and to consider whether action is necessary. Later, these data can be used to determine how effective your group was in addressing the issue or goal. (A caution: Increased community awareness and activity may also bring changes in reporting, or other activities, that may make it difficult to conclude that there was an effect or that observed effects were due to the neighborhood initiative.)

Some Factors Associated with Urban Neighborhood Development

Those most affected by neighborhood conditions (e.g., those experiencing poor housing or unsafe streets), include:

- ✓ local residents,
- ✓ service providers,
- ✓ and broader agents of change (and their allies) in this effort.

A number of factors, if ignored, contribute substantially to risk. These conditions, if addressed, can help protect against neighborhood problems. Although our knowledge is incomplete, research and experience suggest some factors that may contribute to a neighborhood's health.

Table 1 (near the end of this chapter) provides a list of personal factors and environmental factors that may affect urban neighborhood development. **Personal factors** may include:

- knowledge, skills, and history, such as language spoken and history of discrimination
- biological/genetic influences such as the type and degree of existing health or physical or mental disability.

Aspects of the social and physical environment may also affect neighborhood development. **Environmental factors** may include:

- availability and continuity of services,
- physical and communications access,
- peer support and advocacy,
- financial barriers and resources,
- policies such as for reduced interest rates on mortgages,
- poverty and living conditions.

We can use this analysis of factors (see Table 1) -- and our experience and knowledge of our local communities -- to identify promising strategies and tactics for improving urban neighborhood development.

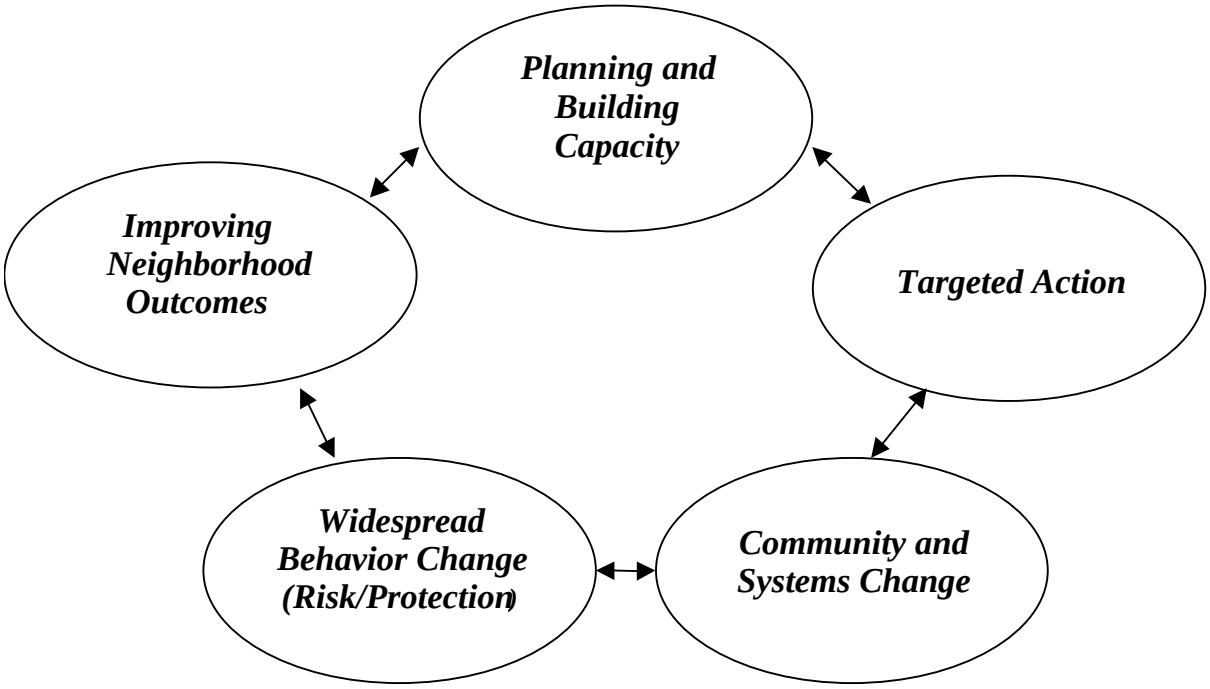
Developing a Framework for Action

A framework (sometimes known as a "model" or "theory") helps guide the process of community action and change. How is our community to navigate the course from initial understanding and planning down the long road to improved neighborhoods? A clear framework helps communicate the pathway for improvement, focusing local efforts on changing conditions in the neighborhood.

An illustrative "Framework for Promoting Urban Neighborhood Development" follows. It has five interrelated phases:

- *planning and building capacity* (e.g., listening to the community, documenting the problem, building leadership),
- *targeted action* (e.g., community organizing, contacting key officials, advocacy, social marketing),
- *community and systems change* (e.g., bringing about new or modified programs, policies, and practices relevant to the mission in all appropriate sectors of the community),
- *widespread behavior change* in relevant behaviors (e.g., landlords regularly repair and maintain houses),
- *improving neighborhood outcomes* (e.g., increasing the number of livable housing units).

A Framework for Promoting Urban Neighborhood Development



Each community develops its own framework (or model or "theory") for action. It creates a "picture" and explanation of how change and improvement can occur in the place. The community's framework reflects its unique goals, needs, assets, and situation.

Becoming Aware of Local Resources and Past and Current Efforts

It is also important to be aware of existing programs and resources that are already working to address the goal of urban neighborhood development. What policies and programs with similar purposes already exist in the community? Talk with city planners, neighborhood residents, and broader agents and allies such as those in faith communities or businesses. Gather information about the scope of existing services and their effectiveness. How many people (and whom) are they serving? Who was involved? Why? Can the programs or policies be made more effective?

Are there committees, task forces or coalitions—past or current—involved in building healthy neighborhoods? For *current* efforts, how many people are actively involved? Can the group become more effective? Were there *past* initiatives with a similar mission? Who was involved? Why? Why and how did their efforts end? Knowing local resources and the history and experience of past and current efforts is critical to successful planning.

Involving Key Officials and Grassroots Leaders

Any planning process should be *inclusive*. We recommend that the leaders of the neighborhood improvement initiative arrange opportunities for participation by all those interested in transforming a particular sector of the community, such as neighborhood associations, faith communities, businesses, schools, or government. Key officials of each sector can be recruited, such as influential pastors of churches

(for the Faith Communities sector) or the executive officer of a local service agency (for the Community Organization sector). Similarly, leaders of grassroots community organizations should be recruited, such as those from neighborhoods and the networks most involved in addressing the concern.

Participants should reflect the diversity of the local community. Coalition leaders must ensure that the planning group extends beyond service providers of relevant agencies. Are youth involved? Parents and guardians? Elders? People of different socioeconomic backgrounds? Are those from local racial and ethnic communities fully involved in planning? Their involvement can help create conditions that support communities that address the needs and concerns of its residents.

Creating a Supportive Context for Planning and Action

To be successful, initiatives require a context that supports ongoing planning and action. Several aspects of the group are particularly important, including its leadership, size, structure, organization, diversity, and integration.

Leadership refers to the process by which leaders and constituents work together to bring about valued change by setting priorities and taking needed action. Successful groups have a person or small group that has accepted responsibility for their success. Leaders should have a clear vision of conditions that might effect neighborhood development, and the ability to attract others to the vision. They should also have the capacity for listening and other qualities that enable them to relate to others within the group. Good leaders have the courage, perseverance, and other attributes to help the group transform the community to better fulfill the vision. Although a single person may accept overall responsibility, effective organizations usually have a number of leaders who work with constituents to fulfill the group's mission.

The planning group must have a manageable **size** and **structure**. Most groups operate best with a maximum of 15 people. If many people are interested in working on the issues, the group can be structured into smaller groups, such as task forces or communities organized by community sector (e.g., Faith Communities, Government) or function (e.g., Public Information, Advocacy). The task forces or committees can report back to a coordinating council or the coalition as a whole.

Some groups use a "planning retreat" in which members can focus specifically on the goals and means of the initiative. This can be accomplished in one or more half or full-day sessions that involve all or key members of the initiative.

The **organization** of the planning group is also important. In larger groups or communities, action planning might initially be done in subcommittees or task groups that are organized around each sector of the community to be involved. For example, separate task forces might be set up for Community Organizations, Businesses, Schools, Faith Communities, and/or Government. In smaller groups or communities, action planning might be accomplished by the entire group.

The planning groups should be **diverse** and **integrated**. They should include officials from important sectors, such as the Faith Communities sector or employers from the Business sector. They also include people concerned about what is going on in the sector, such as grassroots leaders and advocates who are affected by and interested in bringing about change in their communities. The group must consider how the continuing participation of persons in positions of authority can be maintained -- while preserving the involvement of local residents with experience, but no official titles.

Planning sessions must be well publicized and open to members. Final review and approval of the coalition's action plan, as well as its vision, mission, objectives, and strategies, should be sought from the entire group.

Overall Tips on the Planning Process

Several overall aspects of the planning process are worth noting. These tips on planning are described below:

- ✓ ***Involve Everyone***
  Good planning is open to all who care about the issue of building healthy neighborhoods.

- ✓ ***Support Participation***
  Those involved should include those most affected (i.e., neighborhood residents) and allies who can help make a difference (e.g., school officials, employers, service providers, advocates). Seek out key players with diverse viewpoints on neighborhood issues. Once a diverse group of important players is at the table, it is important to get them to communicate with each other. Effective leaders often call on silent members during pauses in the discussion. They convey the value of each person's voice on the issues. Occasionally, it may be necessary to discourage an overly enthusiastic member from talking too much or dominating meetings. Leaders may do so by thanking them for their comments and indicating the importance of hearing from other members of the group.

- ✓ ***Manage Conflict***
  If the group is effective in attracting diverse views, conflict among members may result. Group facilitators can recognize differences, perhaps noting the diverse experiences that give rise to divergent views. To resolve conflicts, leaders may attempt to elevate the discussion to a higher level on which there may be a basis for agreement. By reminding the group that we are all about the shared vision of building a healthy neighborhood in which all can live and grow, leaders can help members find common ground.

- ✓ ***Use Brainstorming Rules***
  Group facilitators must avoid making judgments about ideas and suggestions. Brainstorming rules apply. All ideas (okay, *nearly* all) should be heard and noted without criticism.

- ✓ ***Be Efficient***
  Meetings should get as much done in as little (or much) time as needed. They should start and end on time. It may be helpful to have an agenda or to build a consensus at the beginning of the meeting about what will be accomplished, and in what time frame.

- ✓ ***Communicate Products of Planning***
  Planning should result in a useful product. Try to structure every planning session so that it results in a product, such as a list of issues or ideas. Show off the product at the end of meetings, distributing copies of the products of planning to all members.

- ✓ ***Offer Support and Encouragement***
  Finally, it is important to provide support and encouragement throughout the process of planning.

Good planning takes time; it usually requires months to produce a detailed plan of action. Acknowledge the contributions of all participants, especially key leaders. Let the group know when it is doing a good job. Positive feedback feels good, particularly for those of us who are used to being criticized for our work.

A Summary and Look Ahead

The phases of community planning and action can be summarized as follows:

- understanding and listening to the community,
- strategic planning: vision, mission, objectives, and strategies,
- developing an action plan,
- documenting progress and promoting celebration and renewal.

Table 2 (near the end of this chapter) summarizes these phases and the products of community planning and action associated with them. Links to an Internet-based resource for practical information, the Community Tool Box, http://ctb.ukans.edu/, are also provided.

This chapter provided a background in some early issues and concepts of planning -- understanding and listening to the community. The next chapter provides an overview of the process of strategic planning, with particular emphasis on reviewing the group's vision, mission, objectives, and strategies for improving neighborhoods. Later chapters address the topics of developing an action plan, documenting progress, and promoting celebration and renewal of the initiative.

Table 1

Some Factors That May Be Related to Urban Neighborhood Development

I. Personal Factors

A. Experience

1. Knowledge and Skill

Local Residents	*Service Providers*	*Broader Agents/Allies*
✓ Knowledge (e.g., of practices that promote individual, family and neighborhood development; of resources for meeting needs) ✓ Beliefs (i.e., that what we do can make a difference; about causes and consequences of behaviors that contribute to development, e.g., effects of engagement with children) ✓ Skill (e.g., in accessing available services, advocating for needed services, language spoken) ✓ Education and training (e.g., years of formal education)	✓ Knowledge (e.g., of local culture, needs, and assets) ✓ Beliefs (e.g., about what local people value and can do) ✓ Skill (e.g., cultural competence, languages spoken) ✓ Education and training (e.g., extent and adequacy of training)	✓ Knowledge (e.g., of the problems/strengths of the neighborhood) ✓ Beliefs (e.g., about how our quality of life is bound up in that of others)

2. Experience and History

Local Residents	*Service Providers*	*Broader Agents/Allies*
✓ Experience with health, human services, and educational systems (e.g., discrimination in seeking services) ✓ History of experiences with services (e.g., whether services made a difference) ✓ Cultural norms and religious practices (e.g., care giving practices, diet)	✓ Experience with service provision (e.g., respect shown to clients) ✓ History of working with neighborhood residents (e.g., hostility, no improvement)	✓ Community norms and social capital (e.g., getting along with others, trust and social ties) ✓ History of race/ethnic relations (e.g., racial harmony) ✓ History of collaboration in public problem solving (e.g., those most affected and those

✓ Experience in effectively overcoming obstacles/changing their environment (e.g., self efficacy)		most responsible working together)

B. Biology/Genetics

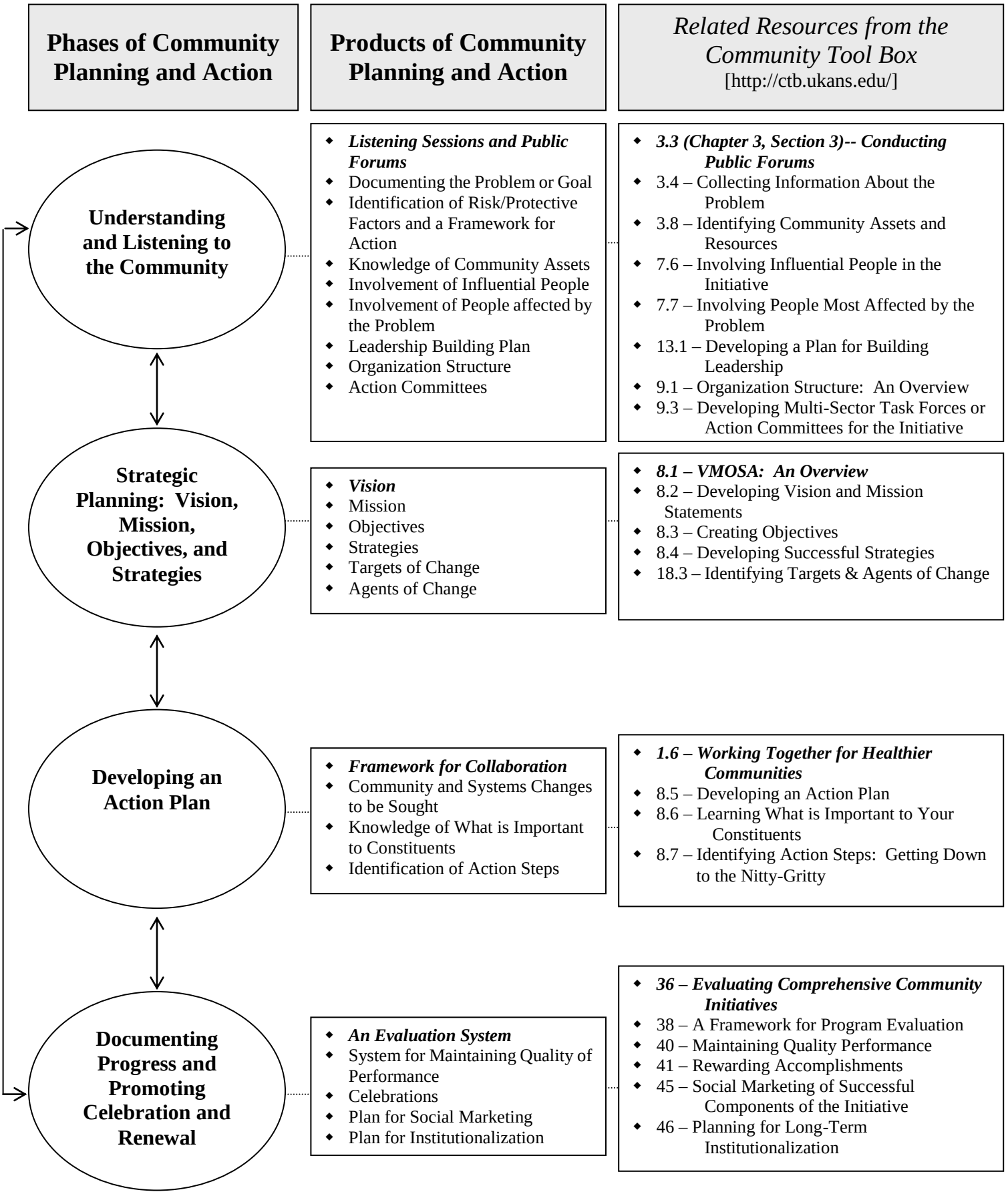
Local Residents	
✓ Type and degree of existing health (e.g., preexisting conditions, risk markers) ✓ Mental or physical ability (e.g., mobility impairment; psychiatric disability; cognitive ability) ✓ Chronic conditions (and requirements for care)	✓ Gender (e.g., women or men may be more at risk for particular health and development outcomes, pay/job inequality, physical violence) ✓ Age (e.g., infants, adolescents, or older adults may be more at risk for particular health and development outcomes) ✓ Genetic predisposition (e.g., diabetes)

II. Environmental Factors

Local Residents	***Service Providers***	***Broader Agents/Allies***
✓ Availability and continuity of support (e.g., family, peers) ✓ Communication access/barriers (e.g., language spoken in larger community) ✓ Physical access/barriers (e.g., transportation) ✓ Competing requirements to participation (e.g., child care; work) ✓ Living conditions (e.g., adequate housing, homelessness, heat/cooling) ✓ Environmental quality/hazards (e.g., clean drinking water, asbestos, lead paint, environmental hazards)	✓ Availability and continuity of services (e.g., too few regular providers) ✓ Communication access/barriers (e.g., available interpreters) ✓ Human resources (e.g., too few providers for need; availability of providers from ethnic community) ✓ Physical access/barriers (e.g., distance and physical access to services) ✓ Time costs and delays (e.g., waiting time for service; convenient hours of service) ✓ Financial barriers and resources (e.g., not enough money for	✓ Social support and ties (e.g., through neighbors, faith communities) ✓ Public accommodations for participation (e.g., available child care, transportation) ✓ Employer accommodations and policies (e.g., workplace health and child care services; continuing education opportunities & subsidies, hiring policies) ✓ Investment in the place (e.g., caring, civic engagement, financial) ✓ Government policies (e.g., distributive policies that

✓ Poverty/financial resources (e.g., not enough money for basic needs, for needed services)	expanded job training programs, child care) ✓ Policies (e.g., requirements for home ownership, completing G.E.D.)	assure access to needed resources) ✓ Poverty and deprivation (e.g., policies supporting economic development, education, and housing in neighborhoods of concentrated poverty)

Table 2


Phases of Community Planning and Action
Products of Community Planning and Action
Related Resources from the Community Tool Box
[http://ctb.ukans.edu/]
Understanding and Listening to the Community
Listening Sessions and Public Forums
Documenting the Problem or Goal
Identification of Risk/Protective Factors and a Framework for Action
Knowledge of Community Assets
Involvement of Influential People
Involvement of People affected by the Problem
Leadership Building Plan
Organization Structure
Action Committees
3.3 (Chapter 3, Section 3)-- Conducting Public Forums
3.4 – Collecting Information About the Problem
3.8 – Identifying Community Assets and Resources
7.6 – Involving Influential People in the Initiative
7.7 – Involving People Most Affected by the Problem
13.1 – Developing a Plan for Building Leadership
9.1 – Organization Structure: An Overview
9.3 – Developing Multi-Sector Task Forces or Action Committees for the Initiative
Strategic Planning: Vision, Mission, Objectives, and Strategies
Vision
Mission
Objectives
Strategies
Targets of Change
Agents of Change
8.1 – VMOSA: An Overview
8.2 – Developing Vision and Mission Statements
8.3 – Creating Objectives
8.4 – Developing Successful Strategies
18.3 – Identifying Targets & Agents of Change
Developing an Action Plan
Framework for Collaboration
Community and Systems Changes to be Sought
Knowledge of What is Important to Constituents
Identification of Action Steps
1.6 – Working Together for Healthier Communities
8.5 – Developing an Action Plan
8.6 – Learning What is Important to Your Constituents
8.7 – Identifying Action Steps: Getting Down to the Nitty-Gritty
Documenting Progress and Promoting Celebration and Renewal
An Evaluation System
System for Maintaining Quality of Performance
Celebrations
Plan for Social Marketing
Plan for Institutionalization
36 – Evaluating Comprehensive Community Initiatives
38 – A Framework for Program Evaluation
40 – Maintaining Quality Performance
41 – Rewarding Accomplishments
45 – Social Marketing of Successful Components of the Initiative
46 – Planning for Long-Term Institutionalization

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Planning Page

Listening to the Community

Please review the ideas in this chapter. As appropriate, use these planning pages to conduct listening sessions in your community. This will help refine your group's understanding of the problem or issue, barriers and resistance to addressing the concern, resources for change, and recommended alternatives and solutions.

Your group might arrange community meetings or focus groups in which to consider these issues. Be sure to include a variety of people, including local residents, service providers, business leaders and others interested in doing something about promoting neighborhood development.

The Issue(s)Goals for Neighborhood Development

What issues or goals matter most to people in the neighborhood? What problems are the primary obstacles to our community's well being? Do local people have decent housing? Jobs? Education? Are they safe and healthy? Are children, youth and adults developing fully? How are people in our community less well off than those in other places? What are the consequences? Who is affected? How are they affected? What are other issues of concern (e.g., discrimination, lack or quality of drinking water)? Who cares about these problems? Are these issues of widespread concern?

Barriers and Resistance

What key individuals or groups might oppose efforts to promote neighborhood development? Can they be involved effectively? What other barriers might limit the effectiveness of the initiative? How can the barriers and resistance be overcome? How should we use this information to guide our planning for action?

Resources for Change

What resources, skills, tools, and other capacities are needed to address the mission of promoting neighborhood development? Who has these? What local individuals or groups could contribute? What financial resources and materials are needed? Where might the money and materials be obtained?

Resources Needed: ***Potential/Existing Sources:***

People/Organizations:

Financial:

Materials:

Solutions and Alternatives

What are some ideas for furthering the goal of healthy neighborhood life in light of the anticipated barriers and resources? These ideas may provide an initial indication of what solutions might be acceptable to the community. (The group will refine these ideas in its action plan, described in later chapters of this guide.)

Planning Page

Documenting the Problem(s)/Issue(s)

Please review the ideas in this chapter. As appropriate, use this planning page to focus your group's efforts to document problems/issues for neighborhood development.

Your group might collaborate with officials of local government, schools, or service organizations to obtain existing data that could be used to document the problem.

Data on Neighborhood Concerns

State, County or City agencies may have data on neighborhood concerns such as joblessness, homelessness, crime, etc. What percentage of local residents live in substandard housing? Are unemployed? Lack a high school education? What percentage have been victims of a violent act? What percentage of young families have adequate day care? How do the levels and trends compare with those of similar communities? What barriers in the community (e.g., loss of industry jobs, growing crime rate, decreasing state/federal educational funding) seem to limit the development of the neighborhood's assets?

Local government, service agencies, community organizations, and schools may have data on issues that matter to local people. For example, the city may have data on how many children are enrolled in child care centers with accredited staff? Schools should have data on student achievement and graduation rates. Local Community Development Centers and city planners may have data on housing. How many empty lots are in trust? How many homes need rehabilitation? Law enforcement may have data on safety. Local health departments may have data on health outcomes. What is the rate of domestic violence? What is the rate of immunization of children by age two? How do these trends compare with other neighborhoods? What are the barriers that seem to limit accessing services? Who is most affected by these problems/issues?

Planning Page

Identifying Factors that May Affect Neighborhood Development

and Developing A Framework for Action

Please review the ideas in this chapter. As appropriate, use this planning page to refine your group's understanding of factors that may affect the mission of promoting neighborhood development. Also, outline (draw a picture and explain briefly) the framework for action (or model or "theory" of change) that your community initiative will use to address its mission.

Your group might use past planning products, interviews with community leaders and outside experts, and models provided by others (see, for example, Table 1 for Influential Factors and the illustrative "Framework for Neighborhood Development").

Some Factors that May Affect Neighborhoods

What *personal factors* affect attainment of the community's goals (e.g., jobs, housing, education)? These may include knowledge, skills, and history, such as history of discrimination, and biological/genetic influences such as cognitive abilities. What *environmental factors* affect neighborhood outcomes? These may include availability and continuity of services, physical access, financial barriers and resources, peer support and advocacy, policies such as for hiring locally, and poverty and living conditions. How can we use this analysis of influential factors—and our experience and knowledge of our local communities—to identify promising strategies and tactics for neighborhood development?

Framework for Action

Is the community initiative already using a framework for action (or model or "theory" of practice) to guide its efforts? If appropriate, how can (should) it be adapted? What is the logical path from initial understanding and planning to improvements in outcomes at the neighborhood level? How can this framework for action help guide our group's efforts?

Planning Page

Becoming Aware of Local Resources and Efforts

Please review the ideas in this chapter. As appropriate, use this planning page to refine your group's understanding of existing programs and resources as well as current and past efforts of groups with a similar mission of promoting neighborhood development.

Your group might use interviews with community leaders to help with these questions. Informants might be drawn from leaders in service organizations, faith communities, business, schools, and government, as well as grassroots leaders in neighborhood and cultural communities particularly affected by the concern.

Current and Past Initiatives

Are there task forces or coalitions *currently* involved in promoting neighborhood development? If so, who are they? How many people are actively involved? Are these groups as effective as they can be? Were there *past* initiatives with a similar mission? What was their focus? Achievements? Why and how did their efforts end?

Planning Page

Involving Key Officials and Grassroots Leaders

Please review the ideas in this chapter. As appropriate, use this planning page to refine your group's understanding of which key officials and grassroots groups should be involved in the initiative.

Your group might use interviews with community leaders to help with these questions. Informants might be drawn from leaders in service organizations, faith communities, business, schools, community and cultural organizations, and government, as well as grassroots leaders in neighborhoods and cultural communities particularly affected by the concern.

Key Officials

Who can make things happen on this issue? What individuals are in a position to create (or block) change? What previous experience do they have with the goal of improving neighborhood life? What contact people from the initiative would be most successful in getting these key officials to become involved in the initiative? Consider involving those who may initially be for (or against) the initiative.

Key Officials to be Involved	Contact People from the Initiative

Key Grassroots Leaders

What neighborhoods are particularly affected by this concern? What issues/events are they currently organized around (e.g., neighborhood safety)? What individuals and groups make things happen in these neighborhoods? What previous experience do they have with the particular issue related to neighborhood development? What contact people from the initiative would be most successful in involving members of these communities?

Key Grassroots Leaders	Contact People from the Initiative

Planning Page

Creating a Supportive Context for Planning

Please review the ideas in this chapter. As appropriate, use these planning pages to consider how your group will position itself for success. In particular, note the leadership of the planning group and its preferred size and structure, organization, and plans for integration of key leaders and people affected by the concern.

Leadership

Has a person or small group accepted responsibility for the initiative's success? Consider how the leaders can enhance their vision of neighborhood development in the community. How can the leaders attract others to the vision? How can the leaders enhance their skills to relate to others within the group? How can the group select for and support those with the courage, perseverance, and other attributes necessary to help transform the community?

Group Size and Structure

What is a manageable size for the planning group? If more people wish to be involved, what structure will be used to include them? Perhaps the planning group might be composed of a smaller executive or steering committee which would report to the whole group.

Group Organization

How will the planning group be organized? In larger groups or communities, planning might initially be done in subcommittees or task groups organized around community sectors, such as business or faith communities, or functions, such as public information or advocacy. In smaller groups or communities, this work might be done by the entire group.

Group Diversity and Integration

How will diversity and integration of differing perspectives be assured? How will influential people be involved? How will other local residents affected by the concern be included? How can the continuing participation of those with resources and authority be maintained while preserving the involvement of other local people with experience but no official titles?

Chapter 2
Planning Overview: Vision, Mission, Objectives, Strategies, and Action Plans

When groups develop a plan for action, they decide what they hope to accomplish and how they are going to get there. These decisions may be reached in strategic planning, the process by which a group defines its vision, mission, objectives, strategies, and action plans. This chapter provides an overview of these broader planning considerations and explains what is involved in creating or refining a group's vision, mission, objectives, and strategies for promoting neighborhood development. It also helps clarify considerations about where the group will direct its efforts: who is at risk and who is in a position to help with the issue.

Use the information gathered for the previous chapter to guide the initiative's strategic planning. For example, how can documented evidence of problems with, lack of jobs and quality housing, safety, and education opportunities be used to form the mission and objectives? How will the community's voice (as heard in listening sessions) influence the action plan?

In this chapter, we provide planning pages that your initiative may use to refine its vision, mission, objectives, strategies, and targets and agents of change. Later sections of the guide will be devoted to preparing detailed action plans that identify community and systems changes to be brought about to fulfill the community's vision and mission for creating a healthy neighborhood in which all can live and grow fully.

At the end of this chapter, we provide an outline for an "Action Planning Workshop." Structured as two one-half day retreats, this may be adapted to fit your community initiative's interests, needs, and constraints.

An Overview of Strategic Planning

A complete strategic plan consists of five elements (V.M.O.S.A.):

- **V**ision
- **M**ission
- **O**bjectives
- **S**trategies
- **A**ction Plans

Each is described below.

Vision

A **vision** communicates the *ideal conditions* desired by and for the community. A group concerned about neighborhood development might use brief phrases such as the following to capture its vision: "Healthy neighborhoods," "Safe streets, Safe neighborhoods," "Equity and education in the neighborhood," "Every house a home," or "Justice and harmony in the neighborhood." Vision statements should convey the community's dream for the future. Vision statements should be: a) shared and felt by members of the

community, b) diverse, reflecting a variety of local perspectives, c) uplifting to those involved in the effort, and d) easy to communicate (it should fit on a T-shirt).

Mission

The **mission** describes *what* the group is going to do, and *why*. The mission might refer to a problem, such as inadequate housing, or a goal, such as providing good education for all. The mission statement must be: a) concise, b) outcome-oriented, such as the outcome of increased employment rates, and c) inclusive, not limiting in the strategies or sectors of the community to be involved. (Although the vision and tactics will be unique to your community, the mission, objectives, and strategies for improving neighborhood life may be influenced by the granting agency that provides financial support to the initiative.)

A **mission statement** or statement of common purpose for addressing neighborhood development issues might look something like one of these:

- "To create a thriving African American community through development of jobs, education, housing, and cultural pride."
- "To develop a safe and healthy neighborhood through collaborative planning, community action, and policy advocacy."
- "To serve as a catalyst for decent jobs, education, and housing in our neighborhood."

Objectives (or Broad Goals)

Objectives or broad goals refer to *specific measurable results* of the initiative. They include: a) key behavioral outcomes, such as increased home repair, b) related community-level outcomes, such as the proportion of people with adequate housing, and c) key aspects of the process, such as adopting a comprehensive plan for improving neighborhood housing. Objectives set specified levels of change and dates by when change will occur. Example objectives include:

a. By the year 2005, increase by 15% the percentage of youth who graduate from high school.
b. By the year 2010, reduce by 50% the incidence of reported child abuse and neglect.

The objectives must be **S.M.A.R.T.** + **C.**:

- **S**pecific (clear)
- **M**easurable (within the limits of the measurement systems now or potentially available)
- **A**chievable (at least potentially)
- **R**ealistic (this can actually be done given adequate resources)
- **T**imed (specific about when they will be achieved)
- **C**hallenging (pushing for big enough changes to address the community's concern)

A group's **objectives** for improving neighborhood outcomes will likely refer to the specific behaviors and outcomes of particular concern such as having a decent job or home or living in a safe neighborhood. Adapted to reflect local priorities, needs, and assets, the objectives may appear like those that follow:

- By the year 2005, increase by 15% the percentage of youth graduating from high school (education)
- By the year 2006, increase by 30% the percentage of families that own their home (housing and infrastructure)
- By the year 2008, increase by 30% the percentage of people with jobs above the state median level (economic development and jobs)
- By the year 2008, increase by 25% the percentage of children receiving day care from certified providers (child development)
- By the year 2010, reduce by 50% the incidence of reported new cases of HIV/AIDS (safety and health)

Strategies

Strategies refer to *how* the initiative will be conducted. Types of broad strategies include building coalitions among community groups and organizations, community or neighborhood organizing, social marketing, and media and policy advocacy. More specific strategies might include providing information and enhancing skills, modifying access, barriers, and opportunities, and modifying policies. A group should consider using a diverse array of broad and specific strategies to meet its objectives and fulfill its mission. The proposed strategies should be consistent with what is known about planned change with communities, organizations, and individual behavior.

A particular initiative's broad **strategies** or components may be influenced by the funding source or by the usual meaning of "coalition": People from different sectors of the community working together on a common mission.

A coalition's *broad strategies* might include the following:

- ✓ use social marketing and media advocacy to promote public awareness of neighborhood safety issues.
- ✓ build a community coalition that involves all relevant sectors of the community to promote affordable housing for all residents.
- ✓ enhance peer support and grassroots involvement in promoting education.
- ✓ promote coordination and integration of existing services and resources for creating new jobs.
- ✓ advocate for changes in programs, policies, and practices to improve participation in civic activities.

The initiative’s *specific strategies* for changing individual and organizational behavior will likely involve the following:

- ✓ providing information and enhancing skills,
- ✓ modifying access, barriers, and opportunities,
- ✓ enhancing services and support,
- ✓ changing consequences,
- ✓ modifying policies.

Although your group's mission, objectives, and broad strategies may be influenced by outside funders, its action plan will reflect your community's unique vision, goals, concerns, and experiences.

Action Plans

Action plans describe how strategies will be implemented to attain the objectives. They refer to *community and systems changes* to be sought **and** *specific action steps* to be taken to bring about changes in all relevant sectors of the community. Later chapters will focus on ways to select changes in programs, policies, and practices to be sought by the initiative. They will also clarify how to describe action steps that indicate what actions will be taken (what), the responsible agents (by whom), the timing (by when), resources and support needed and available, potential barriers or resistance, and with whom communications about this plan of action should occur. Example community and systems changes and action steps for identified changes are provided in later chapters.

Identifying Targets and Agents of Change

When the group has determined where it is going and how it is going to get there, it will focus on key actors whose behaviors, if changed, would contribute to the mission. Clarifying whose behavior must change to address the issue of neighborhood development will be useful in later planning for action.

Potential **targets of change** include all local residents and potential consumers of community services, including those who may be at particular risk for inadequate housing, low education and achievement, unemployment or underemployment, assault or illness, and children, youth and adults unable to reach their personal goals. They also include those whose action (or inaction) contributes to the problem (and its solution), such as community service providers and broader agents and potential allies from faith communities, businesses, schools, community and cultural organizations, and government who do (or should) care about the neighborhood development outcomes.

Potential **agents of change** include all those in a position to contribute to the solution, such as local residents, service providers, and family members and peers. They also include those who have a responsibility to contribute to the solution, including leaders from faith communities, businesses, schools, community and cultural organizations, and government.

Summary

This chapter outlined key ideas in strategic planning that may be used to review (and perhaps revise) the broad strategic plan. The planning pages that follow provide an opportunity to apply these ideas to your own community's efforts to improve neighborhood outcomes.

Planning Page

Refining Your Group's Vision, Mission, Objectives, and Strategies

Please review the ideas in this chapter. As appropriate, use these planning pages to refine your group's vision, mission, objectives, and strategies for improving neighborhood development. Please note that if you are applying for grant funds, the mission, objectives, and/or strategies may be somewhat or fully predetermined by the funder.

Vision

Vision statements describe the ideal condition desired for the community. They convey the community's dream for the future. They should be shared, diverse, uplifting, and easy to communicate. Example vision statements are: "Every house a home" or "Safe streets, safe neighborhoods."

Please list vision statements that capture the dream of your group:

Mission

The mission statement describes the common purpose of the group. It describes what the group intends to do and why. It must be concise, outcome-oriented, and inclusive. An example mission statement is: "To serve as a catalyst for decent jobs, education, and housing in our neighborhood."

Please state the mission of your group:

Objectives (Broad Goals)

Objectives state the broad goals toward which the group's activities are directed. Objectives describe how much of what will be accomplished by when. They refer to *specific measurable results* and state the time frame for accomplishments. Objectives must be specific, measurable, achievable, realistic, timely, and challenging. Please list the objectives of your group, inserting the appropriate dates and target percentages:

- ✓ by the year ___,
- ✓ by the year ___,
- ✓ by the year ___,

Strategies

Strategies describe how the objectives are going to be met. Broad strategies for promoting neighborhood development include: building community coalitions, community or neighborhood organizing, social marketing, and media and policy advocacy.

Specific strategies related to changing individual and organizational behavior include: a) providing information and enhancing skills, b) modifying access, barriers, and opportunities, c) enhancing services and support, d) changing consequences, and e) modifying policies.

Please list the broad and specific strategies to be used by your group:

Planning Page

Refining Your Group's Choice of Targets and Agents of Change

Please review the ideas in this chapter. As appropriate, use this planning page to refine your group's choice of targets and agents of change.

Targets of Change

Targets of change refer to those who by their actions or inaction contribute to the problem or solution. They include local residents and consumers of social services, including those who may be at particular risk for inadequate housing, assault, illness, low educational achievement, unemployment, underemployment, and children, youth, and adults unable to reach their personal goals. Possible targets of change include: local residents, service providers, members of faith communities, businesses, schools, community and cultural organizations, and government who should care about urban neighborhood development.

Please list the targets of change for your group:

Agents of Change

Agents of change are those who are in the best position to contribute to the solution, such as local residents and service providers. They may also include those who have a responsibility to contribute to the solution, such as business or religious leaders. Possible agents of change include: family and peers, service providers and advocates, members of faith communities, businesses, schools, community and cultural organizations, and government who care about the goal of promoting neighborhood development.

Please list the agents of change for your group:

Action Planning Workshop(s):
An Example Outline Using Two Half-Day Working Sessions

Overall Process: An effective action planning session allows a diverse group of participants to:

1. Clarify common purpose—Through listening, gathering and reviewing data, and building a shared vision and mission.
2. Generate and critique options—Through consideration of risk and protective factors, broad and specific strategies, and the community's framework for action, it identifies particular changes in communities and systems (i.e., new or modified programs, policies, and practices) to be sought to achieve the mission.
3. Obtain consensus about community and systems changes to be sought—Through ballot voting about the importance and feasibility of proposed changes, or by having participants use "dots" to register preferences for changes to be sought.
4. Decide how to proceed as a group—Through open discussion, the group identifies action steps (i.e., who will do what by when) to bring about the identified changes.

Background Work Before the Session/Workshop:

- ***listening sessions*** *with a variety of people including those most affected*
- ***documenting*** *the issues or problems, including data on the challenges of developing neighborhoods*

Session/Day One (1/2 Day)

8:30 Continental Breakfast

9:00 Welcome and Introductions

9:20 Overview of the Action Planning Process

9:30 VMOSA … What is VMOSA (Vision, Mission, Objectives, Strategies, Action Plans)?

9:45 Vision: Promoting Neighborhood Development: Creating your own community's vision

10:15 Mission: What are we trying to accomplish and why?: Stating your mission.

10:45 Objectives: How much of what will we accomplish by when? Creating your objectives.

11:15 Strategies: How will we get there: Identifying a set of broad and specific strategies.

12:15 Questions/ Wrap Up: Group Summarizes Accomplishments of Session/Day One

12:30 Adjourn

Product of Session/Day One*:* A new (or renewed) statement of the group's Vision, Mission, Objectives, and Strategies. (These may require review or approval by a broader group.)

Homework Before Session/Day Two: Review the "Inventory of Potential Community and Systems Changes for Promoting Neighborhood Development." Bring recommended changes to be sought: a) by specific strategy (i.e., providing information and enhancing skills, modifying access, barriers, and opportunities, enhancing services and support, changing consequences, and modifying policies) and b) by community sector (e.g., Community Organizations, Faith Communities, Government).

Day/Session Two (1/2 Day)

9:00 Review of Session/Day One and Overview of Session/Day Two

9:15 Identifying Targets and Agents of Changes: Who should benefit? Who can contribute?

9:30 Identifying Community and Systems Changes: By Strategy (work in small groups of 6-8 organized by strategy)

10:15 Small Group Reports

10:45 Identifying Community and Systems Changes: By Sector (work in small groups of 6-8 organized by sector)

11:15 Small Group Reports

11:45 Building consensus on community and systems changes to be sought (e.g., using dots, voting)

12:15 Next Steps:

- Building Consensus/Seeking Approval from the larger group (if appropriate)
- Identifying Action Steps for each change to be sought (who will do what by when)
- Plan for Documenting Progress and Promoting Celebration and Renewal

12:45 Questions/ Wrap Up: Group Summarizes Accomplishments of Session/Day Two

1:00 Adjourn

Product of Session/Day Two: A set of community and systems changes (i.e., new or modified programs, policies and practices to be sought in each relevant sector of the community (e.g., Community Organizations, Faith Communities, Government)).

"The task that remains is to cope with our interdependence—to see ourselves reflected in every other human being and to respect and honor our difference."

-- Melba Patillo Beals --

Chapter 3

Working Together to Promote Neighborhood Development: Involving Key Sectors in the Community's Framework for Action

The purpose of this chapter is to envision how the community can better work together to promote neighborhood development. More specifically, we will consider how certain community sectors, such as businesses or faith communities, can be involved (and transformed) in implementing your community's "Framework for Action."

Community sectors are those parts of the community that will help the group fulfill its mission. Some sectors, such as faith communities or businesses, are selected since they provide a good way to reach local people who are at particularly high risk for problems with housing, jobs, education, safety, health, or child, youth or adult development. Other sectors, such as community organizations or local government, are included since they offer a way to involve people who have an interest or responsibility for addressing the goal of promoting neighborhood development.

Use the information gathered in the previous chapters to guide your initiative's choices about key sectors to be involved. For example, what does your analysis of potential barriers, resistance, assets, and resources suggest about which parts of the community should be involved? Through what parts of the community can we best reach the targets of change or those who should benefit? Through what sectors can we best engage the agents of change or those who can contribute to the mission?

This brief chapter involves several important activities. They include:

Step 1: Review the targets and agents of change identified in the previous chapter. These are the people whom your group hopes to influence and involve in its efforts.

Step 2: Review the diagram on the next page of the community sectors involved in an example coalition the "Westside Coalition for Neighborhood Development." Consider which of these (or other) sectors of the community might be most useful in promoting better housing, safety or other neighborhood issues. Modify the chosen sectors as appropriate. Delete or add new ones to fit your community's special needs, resources, barriers, and experiences.

Step 3: Use the Planning Page in this chapter to identify the sectors that your initiative will use. Each sector should help reach your group's targets of change and/or involve your selected agents of change. Your organization's own particular sectors will reflect the overall vision, mission, objectives, and strategies, as well as local resources, barriers, threats, and opportunities.

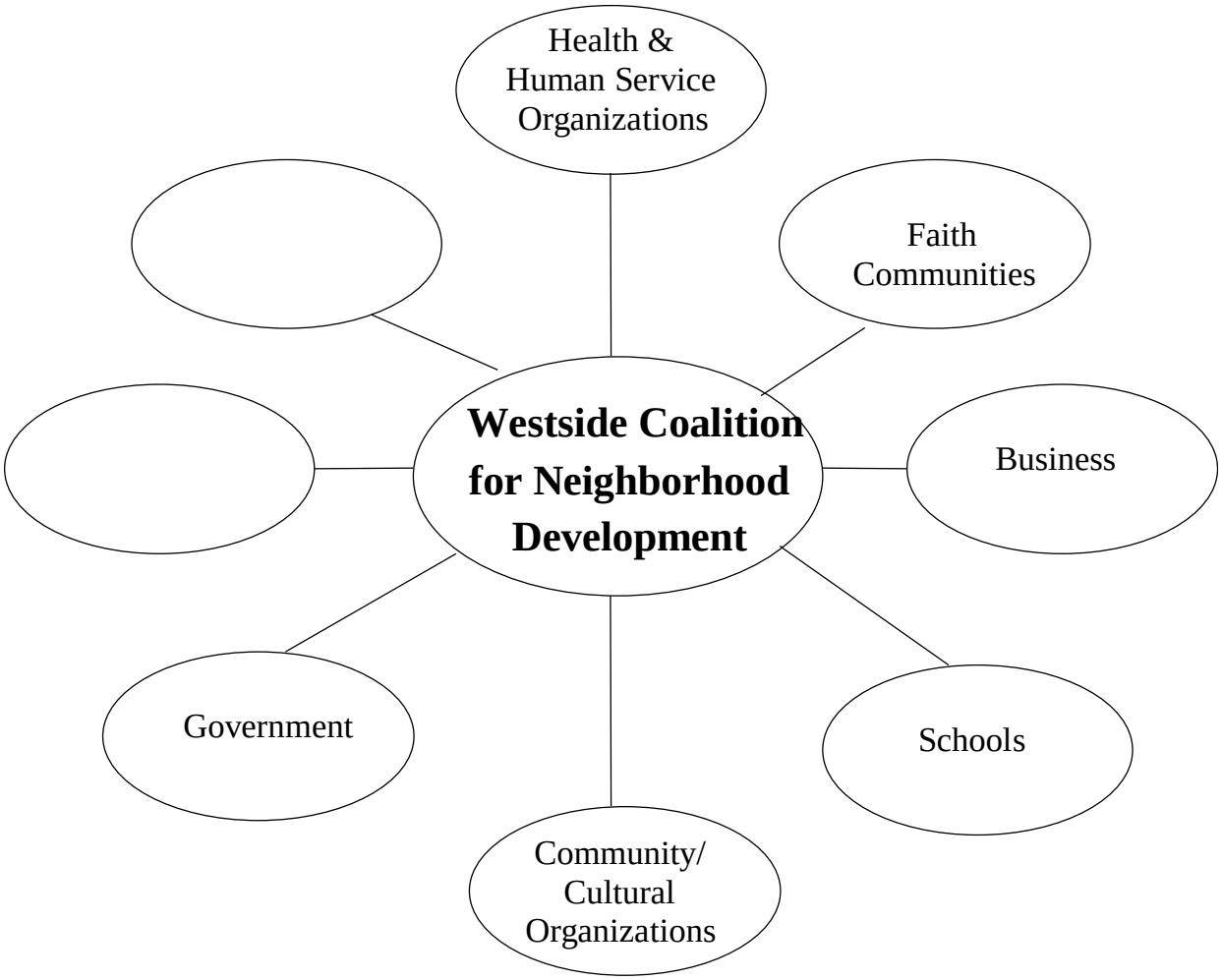
Step 4: In preparation for the next important chapter on preparing an action plan, review the example community changes that could be sought in each sector. Consider how these changes could work together in a comprehensive and concrete vision for promoting neighborhood development.

Working Together to Promote Neighborhood Development:

Some Key Community Sectors in an Example Coalition

Here is a diagram of community sectors that might work together to improve neighborhood development. These are the community settings or groups through which this potential example, the "Westside Coalition for Neighborhood Development," fulfilled its mission.

Which community sectors should be used to address your group's mission? Which of these offer good prospects for changing behaviors and involving community members with a concern for the problem of housing and infrastructure, economic development and jobs, education, safety and health, and child, youth and adult development?

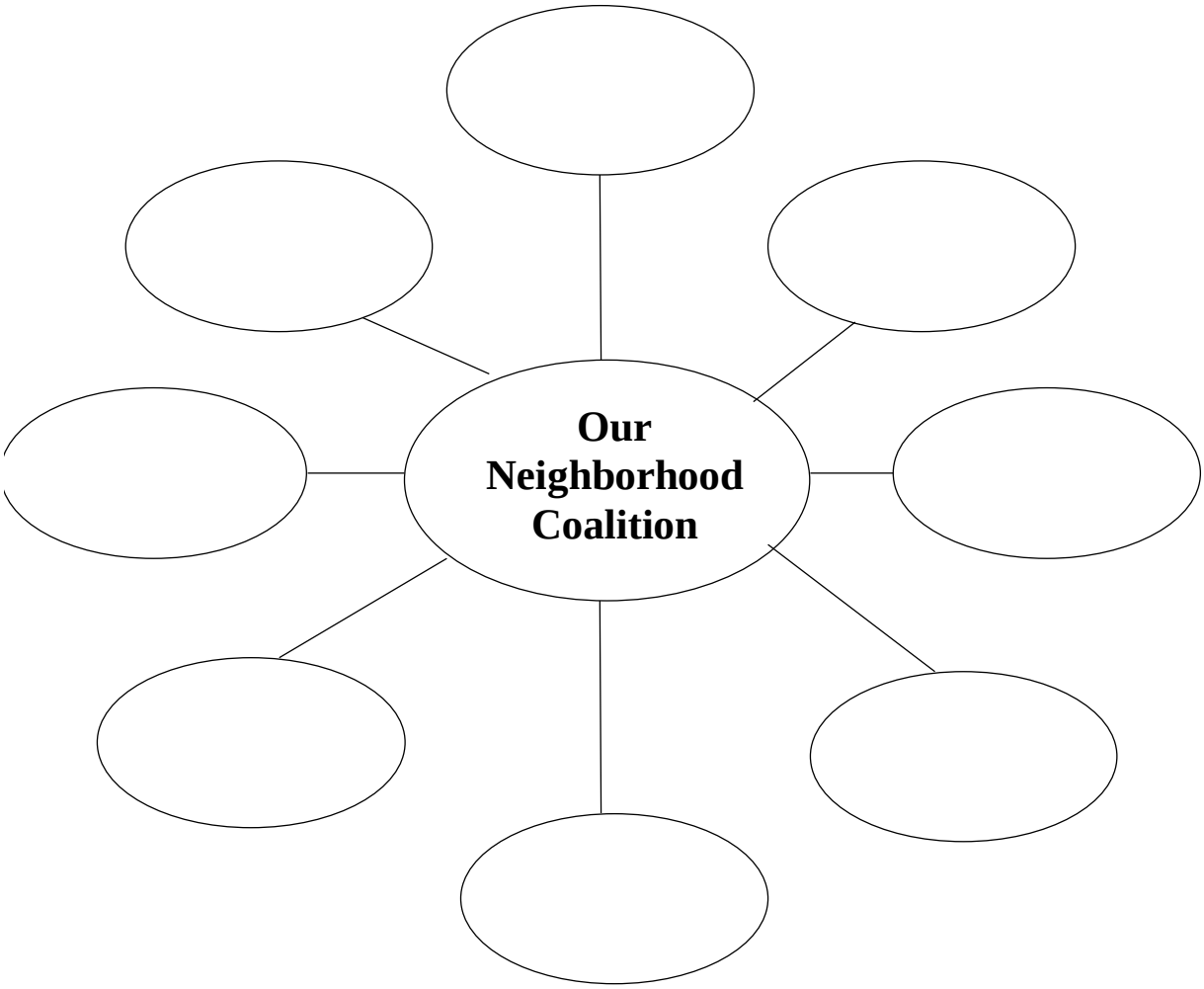


Planning Page

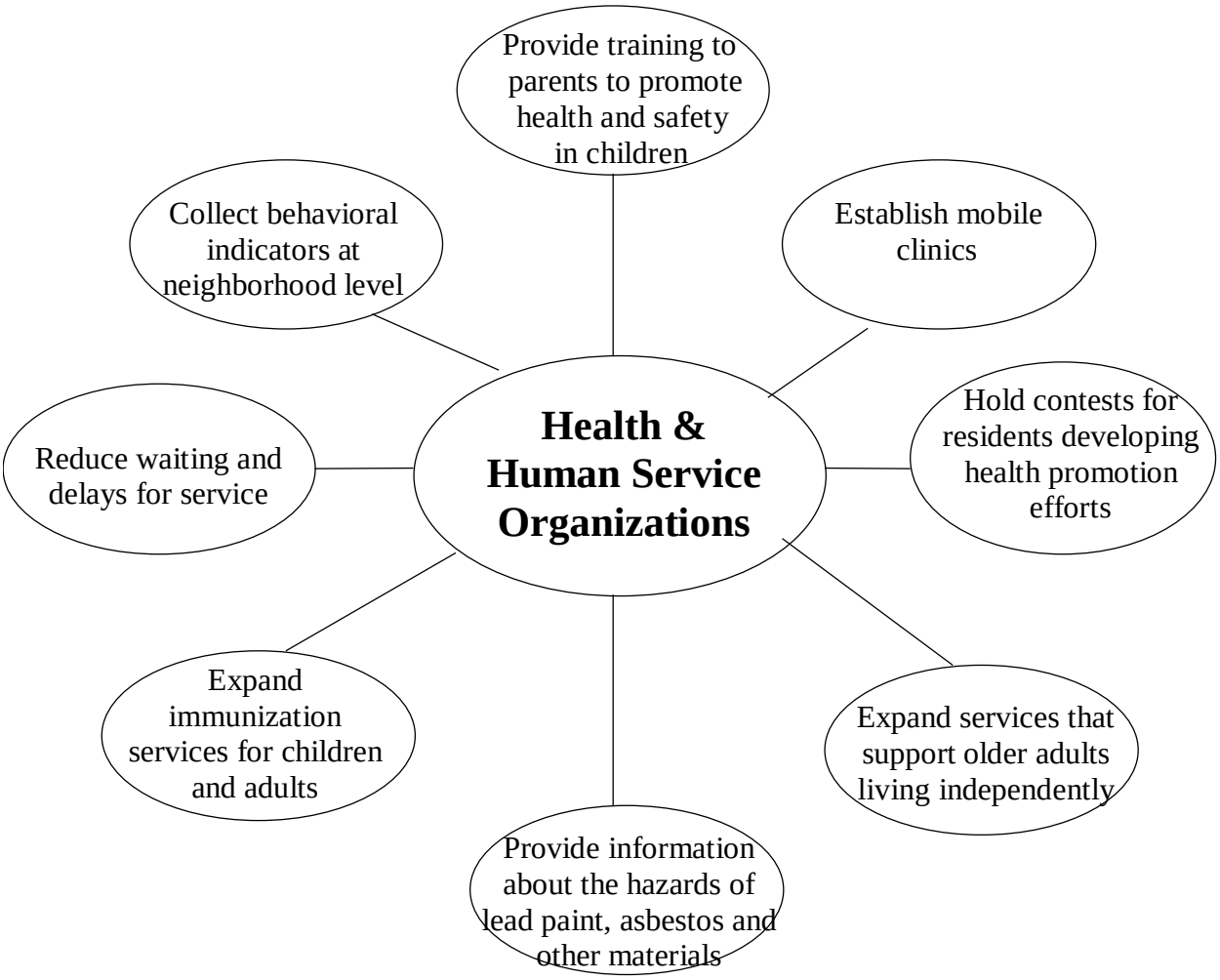
Choosing Community Sectors to be Involved in the Effort

Please review the diagram for the example "Westside Coalition for Neighborhood Development" on the previous page. As appropriate, use this page to list proposed sectors of the community in which *your* group can and will have influence. Some potential sectors include health and human service organizations, faith communities, business, schools, community and cultural organizations, government, and other contexts for reaching those at risk and involving those able to help.

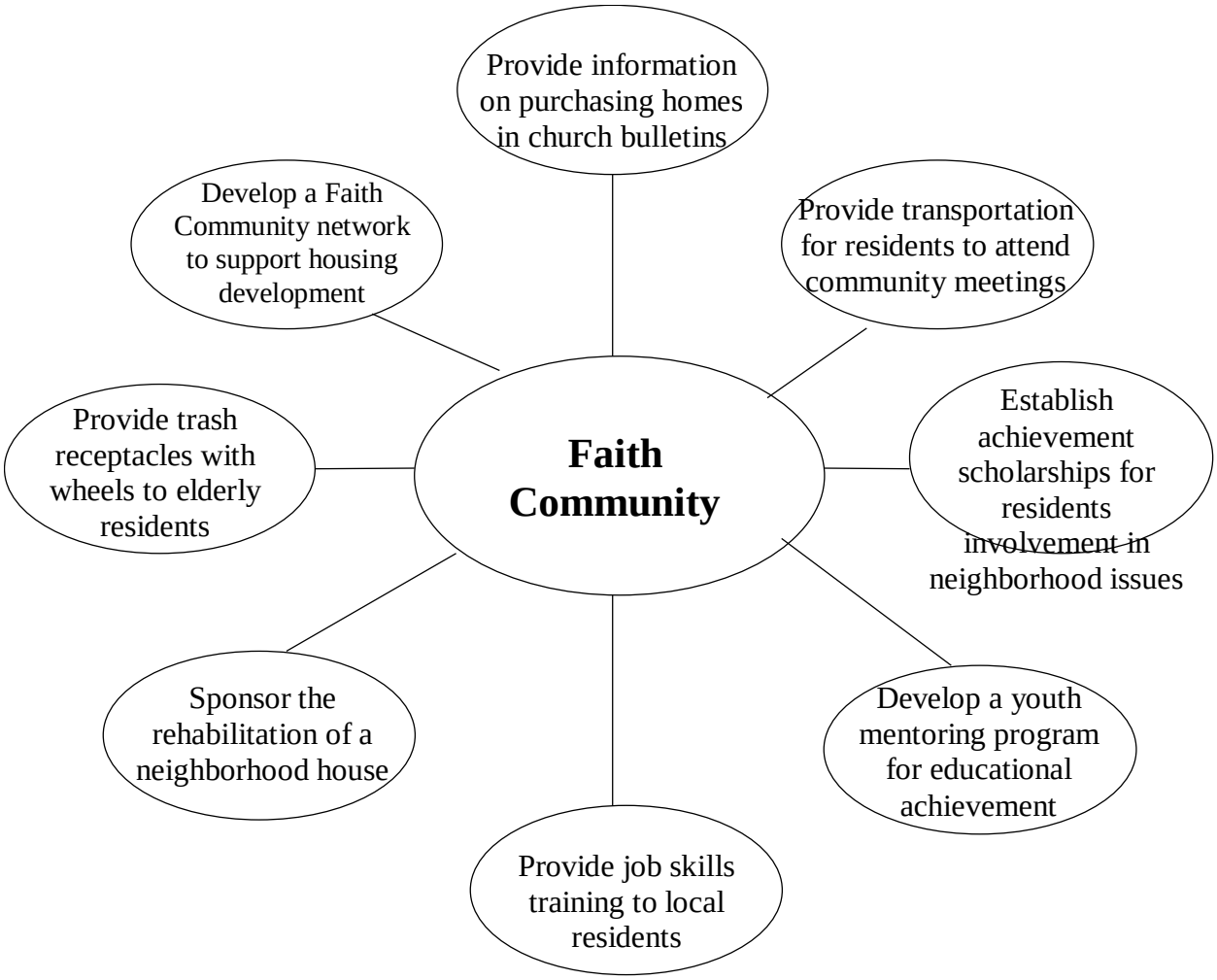
Review the targets and agents of change identified in the previous chapter. Consider the following questions: Does the sector provide a way to reach large numbers of people at risk for problems often present in urban neighborhoods? Does it help connect with community members who have an interest or responsibility for promoting neighborhood development? Is this part of the community important to the group's mission? Is it feasible to involve this sector in the group's efforts? What other sectors (e.g., media, military) could or should be involved?



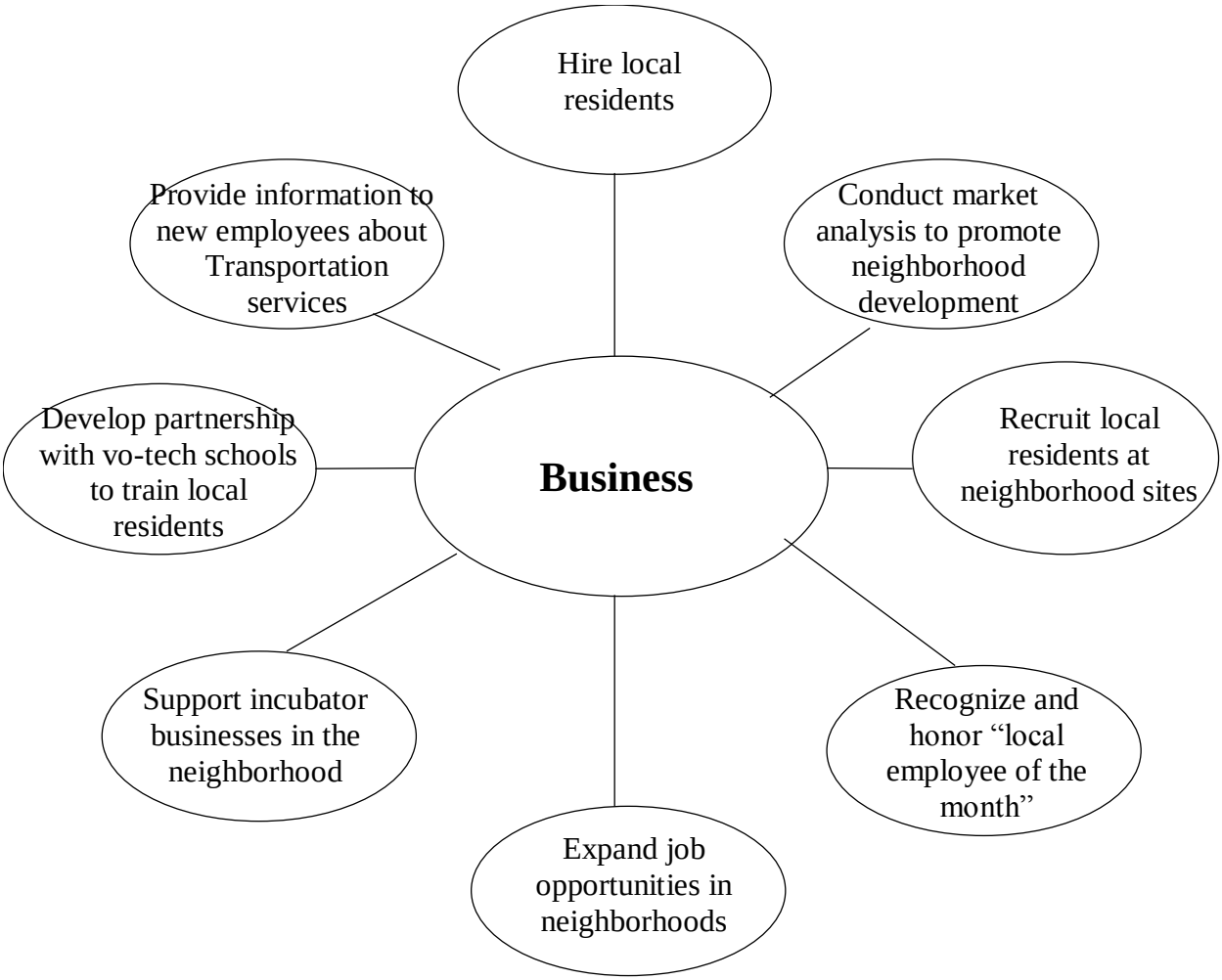
Envisioning a Community Working Together to Promote Neighborhood Development: An Example of Community and Systems Changes in Health and Human Service Organizations



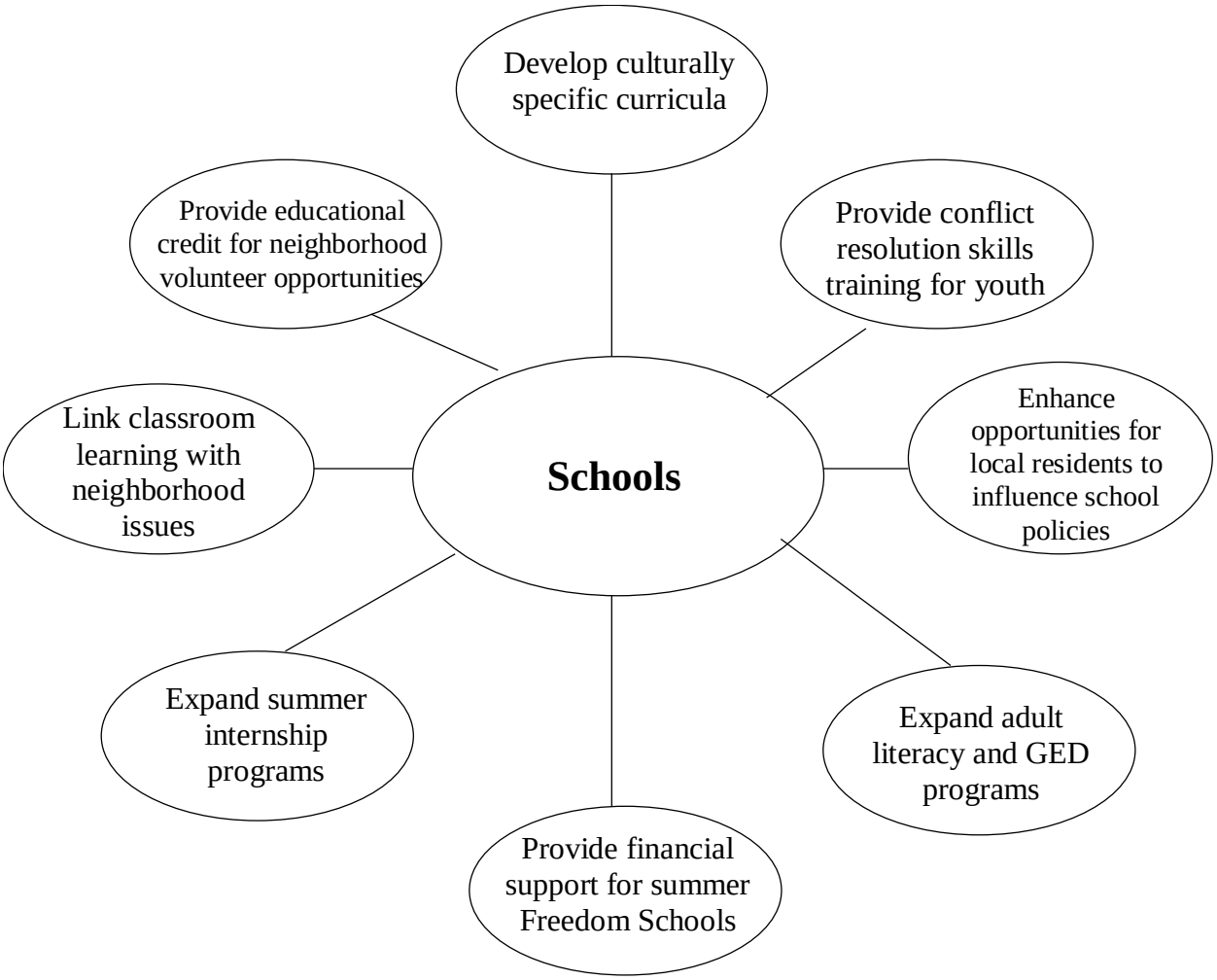
Envisioning a Community Working Together to Neighborhood Development: An Example of Community and Systems Changes in Faith Communities



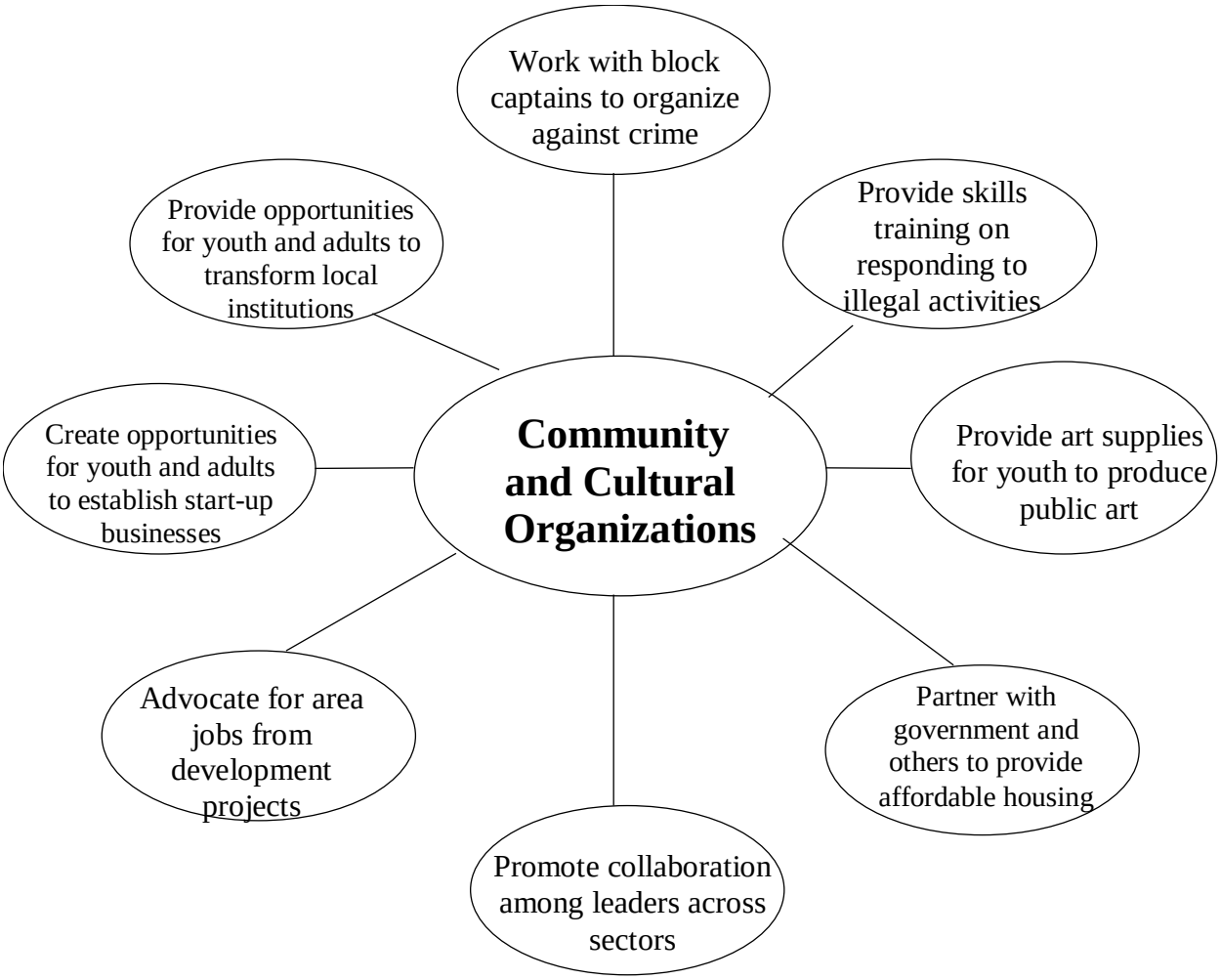
Envisioning a Community Working Together to Promote Neighborhood Development: An Example of Community and Systems Changes in Business



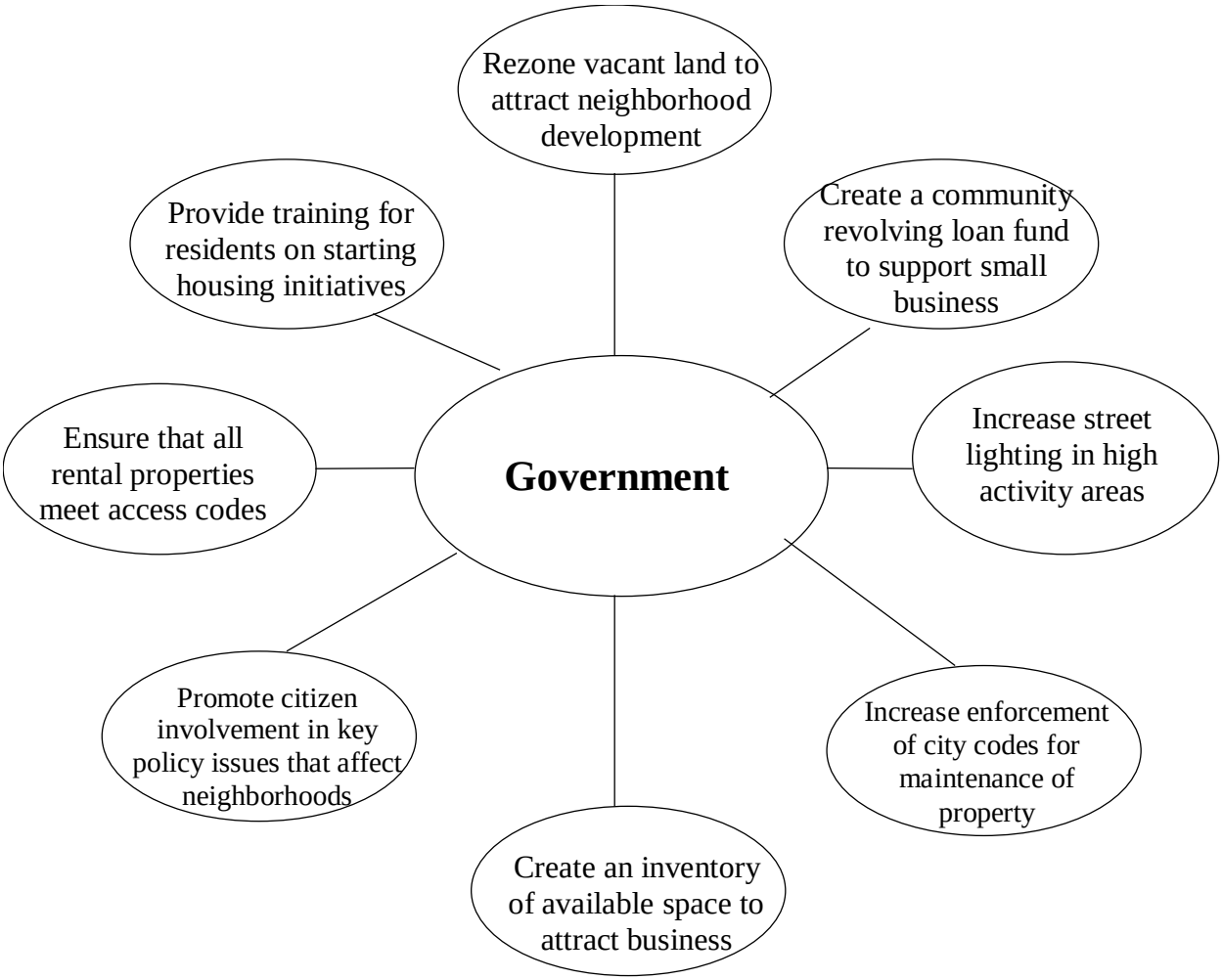
Envisioning a Community Working Together to Promote Neighborhood Development: An Example of Community and Systems Changes in Schools



Envisioning a Community Working Together to Promote Neighborhood Development: An Example of Community and Systems Changes in Cultural Organizations



Envisioning a Community Working Together to Promote Neighborhood Development: An Example of Community and Systems Changes in Government



"A vision without a task is a dream, a task without a vision is drudgery, but a vision with a task can change the world."

-- Black Elk, Ogalala Sioux --

Chapter 4
Preparing Your Action Plan: Using an Inventory to Identify Community and Systems Changes to be Sought

This chapter is the absolute heart of action planning. Its purpose is to help guide the choice of community and systems changes that your group will seek in each relevant sector of the community. To address the mission, your group may attempt to change programs, policies, and practices within health and human service organizations, faith communities, business, schools, community and cultural organizations, government, and other relevant community sectors.

Use the information gathered in the previous chapters to guide your initiative's choices for community and systems changes to be sought. For example, what does the community's framework for action and understanding of barriers and resistance suggest about which particular strategies and tactics to use? In light of the choices of targets and agents of change (and the sectors through which they can be reached and engaged), which changes should be sought in particular sectors of the community?

This chapter provides an inventory of possible changes that your group might seek. Ultimate decisions about what changes or improvements to pursue rest with your community. For an example of the product of action planning, see the sample Community and Systems Changes in Chapter 3. This provides an illustration of the types of community and systems change the initiative might seek in relevant sectors of the community.

The purpose of this chapter is to help you identify the factors in your community that, if strengthened or changed, would increase the chances of attaining your goals. The potential changes to be sought are directed at many different levels of the community. Some address the behaviors of local residents or service providers, while others seek to change the behaviors of influential people, such as leaders in faith communities, business, or government.

The process consists of four steps:

Step 1: Review (modify and expand) the Inventory (or "menu") of Potential Community and Systems Changes. They are stated as objectives for change and divided into five specific strategies:

1. Providing information and enhancing skills
2. Modifying access, barriers, and opportunities
3. Enhancing services and support
4. Changing consequences
5. Modifying policies

Within a specific strategy, there is a "menu" of possible changes related to general urban neighborhood development and to particular neighborhood development outcomes (e.g., housing, jobs, safety). Taking into account the issue(s) your community is addressing,

carefully scan the inventory and mark those community and systems change factors that seem relevant to your situation. Then brainstorm to see if you can identify others not listed in the inventory. Frame the proposed objectives as descriptions of changes in the environment that could be observed, using language in the inventory as a guide.

Step 2: List the community and systems changes identified in Step 1 on the Worksheets provided for each of the five specific strategies.

Step 3: Using abbreviated key words, transfer (and adapt) the community/systems change objectives from the Worksheets to the appropriate Sector Clusters (e.g., Business, Government).

We strongly encourage planners to involve as many stakeholders as possible in the process described in this chapter. For example, a planning group of 20 could break into diverse work teams of 5 people. Once all of the steps were completed, those smaller teams could review and exchange their respective findings, and rationales, with one another. This exchange of ideas could then serve as the basis for a planning team's recommendations to the broader coalition.

Step 4: Finally, using the community's "framework for action," (see Chapter 2) draft a simple flowchart (one page) which shows how the planned changes in communities and systems fit together, forming pathways that lead logically to widespread behavior change and neighborhood development.

A key question: What combination of changes in programs, policies, and practices are necessary to make a difference with the mission of promoting neighborhood development?

Inventory of Potential Changes for Promoting Urban Neighborhood Development

Part A: Providing Information and Enhancing Skills – Some Potential Changes to Be Sought

General Neighborhood Development:

1. By ___, create and distribute Children's Report Cards to increase neighborhood accountability for child/youth success (e.g., indicators for health, education, child care).
2. By ___, provide training for area decision-makers in leadership skills for neighborhood development (e.g., listening, community assessment, evaluation and accountability).
3. By ___, provide information about neighborhood issues (e.g., housing, jobs, safety) and opportunities for residents to plan how to address them.
4. By ___, provide information to neighborhood block captains or leaders about making use of existing programs, that support neighborhood development (e.g., housing rehabilitation, job development).
5. By ___, rezone vacant land so it is more attractive for neighborhood development (e.g., business, recreation).
6. By ___, use editorials in local newspapers to promote public support for neighborhood development (e.g., jobs, housing, transportation).
7. By ___, produce and help distribute information (e.g., directory, brochure) that describes local community services and programs involved supporting individuals, family, and neighborhood development.
8. By ___, create opportunities for neighborhood residents to influence policy issues that affect the neighborhood (e.g., public forums or advisory committees on education reform, fair housing).
9. By ___, encourage voter education, registration, and turnout to increase resident participation in local elections (e.g., school board, general election).
10. By ___, conduct a social marketing campaign that encourages each of us to act on behalf of the community and the goals of the community change initiative.
11. By ___, increase availability of housing program, job training, and local resource information in a language that is understandable to community members (e.g., reading level, native language).
12. By ___, modify community development messages to adjust to the cultural beliefs and practices of local people (e.g., emphasis on caring role of elders).
13. By ___, provide training for local community development partners with particular emphasis on how different goals play a role among certain ethnic and racial groups.
14. By ___, conduct public meetings and forums on improving housing, economic development, safety, education, or youth development located in churches, schools, libraries, shopping malls, and other public forums.
15. By ___, incorporate community development issues (discussions about safety, job training, homelessness, etc.) into school curricula.
16. By ___, provide information that is tailored to specific subgroupings of local cultures and ethnicities about best practices for assisting community development goals.
17. By ___, use advertising on local public transportation (e.g., buses) to increase knowledge about community level indicators for the neighborhood (e.g., employment rates, number of public housing units, poverty rate, number of crimes per year).

18. By ___, provide PSA's which display skills that kids can foster healthy habits and interactions in urban neighborhood settings.
19. By ___, communicate information to promote public health and community safety (e.g., prevention of HIV/AIDS, STD's, adolescent pregnancy, and violence).
20. By ___, work with the media to disseminate information about the causes and consequences of poverty, its impact on the people and quality of life, and promising practices and policies for improvement.
21. By ___, present radio, television, and newspaper PSAs appropriate for a variety of audiences (children, adolescents, adults) that address positive impacts on neighborhoods when individual and families actively contributing to an overall healthy, thriving community.
22. By ___, work with university research teams to help create and apply knowledge relevant to neighborhood interests.
23. By ___, select and train persons representing area decision-makers (i.e., board members) in leadership development and community assessment.
24. By ___, use Public Service Announcement (PSAs) to address priority neighborhood concerns.
25. By ___, use PSAs to promote the idea that issues negatively impacting urban neighborhood development can be addressed-that it is not an unchangeable fact of life.
26. By ___, representatives from area communities, block club networks and program initiatives will have in-place, regularly scheduled vehicles (i.e., newsletter, meeting summaries) for communications to report on their efforts to the community at-larger and to an overall planning/decision making group. These documented efforts will support the community's overall mission, goals, and objectives, and be highlighted in faith-based bulletins and newsletters.
27. By ___, _____.
28. By ___, _____.
29. By ___, _____.

Specific to Housing and Infrastructure:

30. By ___, incorporate home repair training in the high school curriculum.
31. By ___, partner with other community organizations to reduce graffiti, litter, board up/secure vacant properties and other improvements that would promote economic development in the neighborhood.
32. By ___, provide information and volunteer opportunities for local residents to clean up vacant lots, remove litter, and improve common areas.
33. By ___, conduct training for residents on ways to address area housing issues created as a result of absentee property owners, inappropriate zoning, and housing code violations.
34. By ___, provide information (i.e., brochures, handouts) on available housing programs and ways to upgrade or improve current housing.
35. By ___, provide information on those who are active in housing development, rehabilitation, or physical development in the neighborhood (e.g., on the nature and quality of their work).
36. By ___, provide information on the variety of funding options and instruments for buying a house (e.g., in handouts, newsletters, church bulletins).
37. By ___, provide information on neighborhood cleanup (e.g., street cleaning and repair schedules, removal procedures for old furniture/bulky items) in ways that reach residents (e.g., handouts, newsletters, church bulletins).
38. By ___, provide information on existing home improvement programs available to area residents (e.g., through handouts, newsletters).

39. By ___, provide training and consultation for residents in how to implement housing initiatives for the neighborhood (e.g., home ownership programs).
40. By ___, provide information about ways to beautify the neighborhood (e.g., plant trees, flower beds).
41. By ___, provide information to residents about assessing their compliance with city housing code standards (e.g., inspection/examination of grounds, exterior conditions, and interior conditions).
42. By ___, enlist area block captains or leaders to identify and report housing improvements needed on that block.
43. By ___, organize a community-wide promotional campaign focused on the preservation, restoration, and development of historical buildings and sites.
44. By ___, provide residents with information on prosecuting illegal dumping, code violations on properties, and other criminal acts that affect the quality of the neighborhood environment.
45. By ___, _____.
46. By ___, _____.
47. By ___, _____.

Specific to Economic Development and Jobs:

48. By ___, develop new and/or expand existing programs that establish self-employment and entrepreneurial training opportunities for youth.
49. By ___, develop and provide information to area businesses about what kinds of services are needed.
50. By ___, establish a local newsletter column to report information about successful economic development.
51. By ___, create a marketing campaign that promotes locally valued development of vacant land to prospective businesses or leasing agents.
52. By ___, provide information to residents about jobs available in the neighborhood and nearby areas.
53. By ___, provide training for local residents in getting a job (e.g., job interviewing) and keeping it (e.g., handling criticism from employers).
54. By ___, provide information for employers regarding the benefits of doing business in urban neighborhoods and promising ways for businesses to operate successfully in urban neighborhoods (e.g., presentations to the Rotary Club).
55. By ___, present information about successful economic development projects that benefited urban neighborhoods.
56. By ___, contact all local institutions (e.g., local hospitals, service agencies) to encourage them to hire community residents at all levels of employment.
57. By ___, provide information to new employees about existing area transportation services and routes.
58. By ___, _____.
59. By ___, _____.

Specific to Education:

60. By ___, provide information to parents/guardians about how they can help their school age children be success in school (e.g., checking their homework, getting and reviewing progress reports from school).
61. By ___, provide training in cultural competence (e.g., respecting differences) for all school teachers and school personnel (e.g., custodians, administrators).
62. By ___, develop and implement culturally-specific curricula for students in the traditions of racial and ethnic minorities (e.g., African Americans, Hispanics, Native Americans).
63. By ___, create learning teams of parents, students, and teachers to communicate about and improve educational outcomes.
64. By ___, provide training for teachers (e.g., in service, consultations) on how to link learning in the classroom with what is happening in the neighborhood (e.g., illegal dumping, celebration of historic events).
65. By ___, work with local college/university teams to help create and apply knowledge relevant to neighborhood interests.
66. By ___, provide training for parents on techniques to help students improve educational outcomes (e.g., learning strategies for reading or math).
67. By ___, __ _____.
68. By ___, _____.
69. By ___, __ _____.

Specific to Safety and Health:

70. By ___, provide training for residents in environmental awareness and protection (e.g., hazards of asbestos, lead paint, illegal dumping).
71. By ___, provide skill training to residents in methods of responding to illegal activities and other risk-taking actions they may encounter.
72. By ___, provide skill training for teachers and administrators to help them in recognize situations that pose a threat to students or themselves.
73. By ___, publicize information on existing programs that local residents can take advantage of to improve community safety in their neighborhood.
74. By ___, provide training in communication and appropriate refusal techniques for clerks in stores to use when selling alcohol, tobacco products and other products that restrict sale to minors or when sales require legal documentation (i.e., sale of firearms/other weapons).
75. By ___, provide information about responding appropriately and assertively to date and acquaintance rape as well other forms of abusive/confrontational behaviors.
76. By ___, develop and/or make available culturally appropriate information for area youth in healthy approaches to daily living (e.g., diet, physical activity).
77. By ___, recruit members from health and human services provider agencies to be actively involved with area youth initiatives and to present information on health and safety issues as it affects young persons.
78. By ___, provide information to parents and guardians about warning signs of violent behavior, gang involvement, and other risky behaviors.

79. By ___, inform parents and guardians of the signs of child abuse and coercive sexual relationships.
80. By ___, provide information about the hazards of lead paint, asbestos, and other materials that affect health.
81. By ___, provide information about the effects of pests on health (e.g., roaches on asthma).
82. By ___, develop and/or make available appropriate information about healthy approaches to daily living (e.g., diet, physical activity, relieving stress).
83. By ___, develop and distribute informational materials about healthy behaviors (e.g., good diet, physical activity) and risky behaviors (e.g., drinking and driving) through libraries, schools, and health and human service agencies in the neighborhood.
84. By ___, provide skills training to local residents in how to reduce risk for harm (e.g., from violence, physical assault, incest, and sexual abuse).
85. By ___, train health care providers to help local residents get access to what they need to be healthy (e.g., neighborhood opportunities for physical activity, culturally appropriate and health diets).
86. By ___, provide information and training to teachers about what to look for and how to promote health and safety in children and youth (e.g., though newsletters, in-service training).
87. By ___, provide information and training to parents and guardians about what to look for and how to promote health and safety in their children and others' children (e.g., through local libraries, schools, mail carriers).
88. By ___, provide information and training for local residents about what to look for and how to protect against actual or suspected criminal activity.
89. By ___, work with block captains or leaders to organize against crime in specific parts of the neighborhood.
90. By ___, communicate information to reduce risk for HIV/AIDS, STDs, and adolescent pregnancy (e.g., risks involved with unprotected sexual activity, intravenous drug use).
91. By ___, provide information for retailer and store clerks to reduce sales of alcohol, tobacco, and drug related products to minors (e.g., information about the consequences of breaking existing laws and point-of-purchase signs for customers).
92. By ___, provide information through merchants on proper use of firearms and prevention of firearm injuries.
93. By ___, provide local business employees (e.g., gas stations, quick shops, restaurants) with printed forms to document actual or suspected criminal activity (e.g., drugs, violence, theft).
94. By ___, provide information to local employers about crime prevention techniques (e.g., how to detect and report suspected crimes).
95. By ___, use the broadcast media (e.g., television) to describe the consequences of conviction for violent behavior and purchasing weapons illegally.
96. By ___, provide police outreach to ensure that business employees can identify and contact the area's assigned law enforcement officers (e.g., name and beeper or cell phone number).
97. By ___, __ _____.
98. By ___, __ _____.
99. By ___, __ _____.

Specific to Child, Youth, and Adult Development:

101. By ___, provide information about the availability of support and mentoring programs to residents of the neighborhoods, with targeted emphasis on reaching at-risk youth and adolescents.
102. By ___, provide skills training for parents and guardians in how to communicate with children/youth and improve family life.
103. By ___, provide information to parents/guardians about how they can prepare their young children for entry to school (e.g., reading to them).
104. By ___, provide information on options for available, affordable, and quality childcare.
105. By ___, implement a shadowing program for youth to be exposed to people and work places of interest (e.g., careers in business, local government, science).
106. By ___, provide information about opportunities for youth to help other residents in the neighborhood (e.g., clean, paint, cut grass, visit housebound elders).
107. By ___, provide information about local youth organizations (e.g., Boys and Girls Clubs, Scouts).
108. By ___, provide training for young people in leadership skills (e.g., through schools, churches, sports programs).
109. By ___, provide information on how students can get access to training programs, apprenticeships, or other on-the job training that would develop their skills (e.g., in home repair, construction).
110. By ___, provide opportunities (e.g., public forums, advisory committees) for more youth and adult community leaders to transform local institutions (e.g., schools, service agencies).
111. By ___, provide training to high school students on building resumes and other job seeking skills.
112. By ___, provide area youth with leadership training that supports their involvement in the local neighborhoods (e.g., listening, facilitating meetings, community assessment, planning).
113. By ___, _____.
114. By ___, _____.
115. By ___, _____.

Other Goals for Neighborhood Development (Related to Providing Information and Enhancing Skills):

116. By ___, _____.
117. By ___, _____.
118. By ___, _____.

Part B. Modifying Access, Barriers, and Opportunities – Some Potential Changes to Be Sought

General Neighborhood Development:

1. By ___, create opportunities for local students to participate in neighborhood efforts (e.g., clean-up activities, service learning programs).
2. By ___, increase availability of after-hours and weekend care through local service providers.
3. By ___, increase availability of affordable childcare for those seeking employment.
4. By ___, increase access to affordable transportation to those seeking employment.
5. By ___, establish transportation routes that reach local human and health service providers and run during times when services are available.
6. By ___, increase the number of community development partners who speak the language of local people or can convey messages to people of other cultures.
7. By ___, establish outreach programs to enlist more community residents involvement in the community change initiative.
8. By ___, promote collaboration in advancing neighborhood goals among leaders of different sectors (i.e., arts and cultural organizations, criminal justice, education, grantmakers, health organizations, housing, human services, faith communities, and youth organizations).
9. By ___, area residents will partner with others in their respective community and with support staff (i.e., city planning staff, community service representatives, etc.) to determine area assets, common concerns, ways to strengthen what is working well and the means to address priority identified concerns for implementation locally. This process should be documented in writing and distributed in the community.
10. By ___, create a network among ministers of all denominations where programs and strategies that foster urban neighborhood development and redevelopment can be discussed.
11. By ___, create a community revolving loan fund to support start-up of small businesses.
12. By ___, enhance capacity of individual, organizations, and initiatives that support youth initiatives at the neighborhood level.
13. By ___, _____.
14. By ___, _____.
15. By ___, _____.

Specific to Housing and Infrastructure

16. By ___, work with city staff to include school playgrounds and other open/public spaces as part of the area's parks and playgrounds for use by residents.
17. By ___, increase the number of homebuyer options through down-payment subsidy for families who are first-time homeowners.
18. By ___, establish public transportation routes that connect the neighborhood to larger retail, cultural and employment centers.
19. By ___, provide trash receptacles with wheels for elderly residents or those with physical disabilities.
20. By ___, ensure that all rental properties meet access codes (i.e., the Americans with Disabilities Act).
21. By ___, ensure that all playgrounds meet codes for accessibility (i.e., the Americans with Disabilities Act).
22. By ___, expand the number of recreational pathways accessible to people with physical disabilities.

23. By ___, working with property owners, get re-zoning to promote single-family housing in residential areas.
24. By ___, expand the number of buildings and blocks that are officially designated as historic places.
25. By ___, establish public transportation routes to reach residents where they live in the neighborhood (e.g., extend bus routes).
26. By ___, enhance street lighting so that people in the area are safer at night.
27. By ___, create murals and public art to make the neighborhood more attractive.
28. By ___, enhance entrances to the neighborhood so that they are more attractive and inviting.
29. By ___, provide residents with low-interest loans to upgrade housing to meet city code requirements for maintenance of their property.
30. By ___, provide residents with materials and supplies to bring their residences into full compliance with property code requirements.
31. By ___, partner with groups like Habitat for Humanity to build more affordable houses in the neighborhood (e.g., cost of $60,000-$90,000).
32. By ___, build more housing that attracts middle-income owners to the neighborhood.
33. By ___, create opportunities for residents to get involved in neighborhood clean-up activities (e.g., for all vacant lots).
34. By ___, advocate with city officials and individual property owners to increase street lighting and exterior lighting on properties so that neighborhoods are better lit after dark.
35. By ___, develop a gardening tool loan program for property owners to use for trimming bushes, shrubs and trees to increase visibility around homes.
36. By ___, prompt through media coverage opportunities for residents to get involved in neighborhood clean-up activities (e.g., for all vacant lots).
37. By ___, provide links between sidewalks so people can walk throughout the neighborhood.
38. By ___, _____.
39. By ___, _____.
40. By ___, _____.

Specific to Economic Development and Jobs:

41. By ___, establish an insurance pool to cover the risks associated with youth under sixteen years old operating equipment.
42. By ___, provide public transportation shuttles for "no-transfer" access to job opportunities for youth.
43. By ___, establish no-fee bank accounts for working youth.
44. By ___, establish no-fee bank accounts for low-income working adults.
45. By ___, develop after-school jobs for local residents.
46. By ___, expand government-related job opportunities in the neighborhood for qualified professionals.
47. By ___, expand job opportunities in the neighborhood for qualified positions at all levels (e.g., entry level to high paying).
48. By ___, preserve and clear land for new businesses (e.g., light industry, research and development, incubator industries).
49. By ___, partner with Chamber of Commerce to analyze local market and support expanded services in the neighborhood consistent with the findings.
50. By ___, create integrated retail services and commercial and industrial areas that encourage individual, business, and community development.

51. By ___, expand opportunities for residents in the neighborhood to address local crime and safety issues by assisting them in implementing new practices (e.g., personal safety, neighborhood watch).
52. By ___, establish and implement neighborhood job assistance centers.
53. By ___, recruit retirees to serve as connectors of the unemployed to job opportunities.
54. By ___, re-use existing or abandoned facilities for expanded delivery of needed services (e.g., health and human services, commercial services).
55. By ___, rezone vacant land so it is more attractive for business development.
56. By ___, create opportunities for area residents to get jobs set aside from development projects occurring in the neighborhood and nearby area (e.g., hiring quotas for local residents).
57. By ___, _____.
58. By ___, _____.
59. By ___, _____.

Specific to Education:

60. By ___, expand the number of locally available Head Start slots for neighborhood children.
61. By ___, provide alternative (or reduced) payment options for low-income adults participating in continuing education opportunities.
62. By ___, expand the curriculum in local schools to include preservation and renovation of historic structures in the neighborhood.
63. By ___, enhance opportunities for neighborhood residents to influence school policies (e.g., public forums, advisory committees).
64. By ___, modify school curricula to teach life skills related to work, health, and development.
65. By ___, expand local outreach efforts to enroll young persons in basic and continuing educational programs.
66. By ___, expand teacher educational programs to include teaching opportunities for people in the neighborhood at different levels (e.g., volunteers, paid non-professionals).
67. By ___, partner with local businesses to establish business internships for high school students.
68. By ___, increase availability and high speed Internet access in all local schools and other community sites (e.g., libraries, community centers).
69. By ___, expand resident access to computer technology and support through local community organizations (e.g., service agencies, libraries, and schools).
70. By ___, provide on-site workshops for employers and employees in addressing neighborhood issues (e.g., housing and environmental codes, street gangs, dealing with drug houses).
71. By ___, provide on-site skills training for youth and adult employees that help them deal with difficult situations (e.g., conflict resolution, negotiation, street etiquette).
72. By ___, partner with additional institutions to deploy G.E.D. training through cable television public access channels.
73. By ___, provide transportation to work-related skills training for residents seeking job advancement.
74. By ___, provide training in cultural competence (e.g., respectful communication) for all commercial, health, and human services.
75. By ___, provide opportunities for youth and adult community leaders to help transform local schools (e.g., advisory groups, voting power in decision making).
76. By ___, expand local outreach efforts to enroll adults in basic and continuing educational programs.
77. By ___, _____.

78. By ___, _____.
79. By ___, _____.

Specific to Safety and Health:

80. By ___, remove hazardous materials (i.e., asbestos, lead paint) from existing housing.
81. By ___, increase the availability of safe places for walking, recreation, and other forms of social and physical activity.
82. By ___, support the establishment of mobile clinics to deliver health care in the community.
83. By ___, link recreational program incentives (e.g., free classes, pool passes) with neighborhood health goals (e.g., 100% immunization, blood pressure screening, cancer screening).
84. By ___, provide city staff to assist residents in addressing safety issues at the block club level.
85. By ___, work with city staff to organize prevention efforts at the block level of neighborhoods.
86. By ___, eliminate all liquor stores from non-commercial zones.
87. By ___, enhance access to drug treatment, basic health care, and preventive health services (e.g., free or at reduced cost, reduced waiting and delays).
88. By ___, provide access to clean needles for IV drug users.
89. By ___, increase access to safe temporary shelters.
90. By ___, install streetlights in high activity areas and alleys.
91. By ___, distribute and install at reduced cost security devices for residential doors and windows, personal alarms, and car clubs for area residents.
92. By ___, implement crime prevention programs targeting older adults and people with physical disabilities.
93. By ___, ensure installation of working smoke detectors in area houses and apartments.
94. By ___, install or replace street and traffic signs identified as missing or damaged from street corners.
95. By ___, reduce access to handguns (e.g., with buy-back programs).
96. By ___, eliminate all known drug houses from the neighborhood.
97. By ___, deploy street cams to monitor traffic near drug houses.
98. By ___, create zoning classifications for the storage or sale of illegal drugs.
99. By ___, prune bushes, trees, and other plants on properties to reduce opportunities to conceal criminal activity or individuals committing crimes.
100. By ___, complete voluntary home security inspections of area homes (e.g., check locks, windows).
101. By ___, in collaboration with local Parent Teacher Organizations, establish and a safety plan for use by parents.
102. By ___, increase opportunities to report drug trafficking and related criminal activities in the neighborhood (e.g., cell phone numbers of neighborhood police officers).
103. By ___, eliminate all billboards and public advertising for alcohol and tobacco products in the neighborhood.
104. By ___, install better (more) street lights to improve lighting in parking lots, alleys, and other areas.
105. By ___, install curb cuts at all corners.
106. By ___, _____.
107. By ___, _____.
108. By ___, _____.

Specific to Child, Youth, and Adult Development:

109. By ___, provide resources to underwrite the costs or subsidize available and affordable childcare facilities in the neighborhood.
110. By ___, conduct regular home visits for newborns and their parents to screen for health and be a resource for parents.
111. By ___, expand the number of licensed day care slots for children from low-income families through subsidies.
112. By ___, establish free meal programs at all summer program facilities.
113. By ___, establish a referral program between school nurses and local clinics to enable/encourage youth access to services.
114. By ___, develop after-school recreational programs in the neighborhoods.
115. By ___, increase availability and access to computers and the Internet at community sites (e.g., recreation centers, libraries).
116. By ___, provide art supplies to youth groups to produce murals and public art within the neighborhood.
117. By ___, increase supervised after-school programs and safe places for kids to go after school and at night.
118. By ___, enlist young persons, sponsored by local businesses, to participate in the design and creation of murals and other public art on private properties.
119. By ___, establish corporate funded and supported job skills training, placement, and hiring for area youth.
120. By ___, create opportunities for young people to assess factors that negatively affect businesses and seek their help in identifying and implementing efforts to overcome these factors.
121. By ___, provide in-service training to existing staff from health and human services in outreach activities for reducing risk-focused behaviors (e.g., drug use) and in fostering healthy habits (e.g., safe sex).
122. By ___, establish leadership development opportunities for youth as an alternative to gang involvement.
123. By ___, provide opportunities for young people to apply their leadership skills in addressing neighborhood problems and goals (e.g., Youth Task Force).
124. By ___, create mentoring or support programs that link youth with caring adults.
125. By ___, _____.
126. By ___, _____.
127. By ___, _____.

Other Goals for Neighborhood Development (Related to Modifying Access, Barriers, and Opportunities):

128. By ___, _____.
129. By ___, _____.
130. By ___, _____.

Part C. Changing Consequences – Some Potential Changes to Be Sought

General Neighborhood Development:

1. By ___, provide bonus grants or outcome dividends to communities that improve neighborhood goals (e.g., investment in a Community Health Trust proportional to improvements in the rate of infant mortality for the neighborhood/city).
2. By ___, offer tax incentives to business that are willing to employ residents and provide job training.
3. By ___, provide public recognition to neighbors who are active in community change and helping others (e.g., honoring local people who organize neighborhood clean-ups).
4. By ___, hold an "open House" nights at local hospitals, churches, shopping malls, and community-based organizations to meet local service providers, public officials, and community development partners.
5. By ___, lobby for increased resources for health and safety prevention services based on local need.
6. By ___, establish contests for students and their family members efforts and success in promoting positive neighborhood development initiatives.
7. By ___, establish support and incentive programs to reward participants who contribute to priority initiatives in urban neighborhoods.
8. By ___, provide publicity to merchants who contribute to and support priority urban neighborhood development initiatives.
9. By ___, arrange incentives for at-risk students, high school dropouts and other hard-to-reach and at-risk residents to become involved in media efforts (e.g., serve as interns) to foster and strengthen urban neighborhoods as healthy, nurturing communities.
10. By ___, establish an ongoing system to provide public recognition for specific community or residents involved in priority initiatives that instill positive role modeling in neighborhoods.
11. By ___, work with local and citywide media to communicate stories about the strengths, community building accomplishments and cultural heritage of the neighborhood.
12. By ___, provide editorials and PSAs outlining what citizens, elected officials and other sectors of the community can do to foster healthy urban neighborhood development and positive interactions among the citizenry.
13. By ___, promote citizen involvement in key policy issues that affect the neighborhood (e.g., fair housing, welfare reform, public safety, education reform, etc.).
14. By ___, the local newspaper will provide a weekly profile of residents in action implementing urban neighborhood development.
15. By ___, local radio or television stations will sponsor regular live debates on implementing urban neighborhood development initiatives.
16. By ___, and ongoing, work with funders in education to provide long-term substantial investments to improve education achievement and to offer outcome dividends (e.g., bonus grants) for improving educational outcomes.
17. By ___, collaborate with public agencies and institutions to create information for a neighborhood "report card" of progress on community-determined indicators.
18. By ___, increase links between local leadership development and neighborhood organizing to citywide or regional efforts.
19. By ___, _____.
20. By ___, _____.
21. By ___, _____.

Specific to Housing and Infrastructure:

22. By ___, increase enforcement of city code requirements for maintenance of property.
23. By ___, create a TIF (i.e., tax incentives) district to create more subsidized housing in the neighborhood.
24. By ___, provide incentives for residents to clean up vacant lots, pick up litter, and improve common areas (e.g., community dinners, T-shirts).
25. By ___, buy vacant lots as sites for housing (and re-sell at low cost to neighborhood residents).
26. By ___, buy vacant lots and re-sell at cost to adjacent residents for green space and recreational use (e.g., vest pocket parks).
27. By ___, increase enforcement of building codes by housing officials.
28. By ___, provide for public recognition and tax incentives for restoration and development of historical buildings.
29. By ___, provide incentives (e.g., public recognition, tax abatement) for housing developers and property owners to redevelop scattered sites as mixed income developments.
30. By ___, increase the accountability of housing officials and property owners to neighborhood interests (e.g., public feedback on enforcement of building codes).
31. By ___, enhance incentives to encourage rehabilitation of existing housing (e.g., public recognition, tax abatement).
32. By ___, _____.
33. By ___, _____.
34. By ___, _____.

Specific to Economic Development and Jobs:

35. By ___, provide incentives (e.g., tax abatements) to support commercial developments that will address core services needed by current and new residents in the area.
36. By ___, provide incentives for creating jobs that provide a living wage in the neighborhood (e.g., public recognition, tax abatement).
37. By ___, provide incentives for hiring hard-to-place workers from the neighborhood (e.g., residents going from welfare to work).
38. By ___, work with nearby convention and business centers/hotels to promote neighborhood historic buildings and cultural attractions as destination sites for tourists.
39. By ___, work with funders of public assistance and welfare-to-work reform to provide outcome dividends (e.g., bonus grants to a neighborhood trust) for substantially improving employment outcomes (e.g., number of residents earning a living wage).
40. By _____, establish achievement scholarships for residents who participate in education, training, and on-the-job involvement in neighborhood development efforts.
41. By ___, with outside partners (e.g., Chamber of Commerce), offer awards to honor businesses that serve neighborhood interests.
42. By ___, develop secondary office space with floor sizes and other appropriate incentives to attract employers of entry-level office workers to locate in the neighborhood.
43. By ___, work with the Chamber of Commerce and other business organizations to provide incentives (e.g., public recognition, tax abatements) for business development of basic services in the neighborhood (e.g., grocery stores, restaurants, laundry mats).
44. By ___, provide incentives (e.g., bonuses, public recognition) to community residents who help their neighborhoods gain access to first-time employment (e.g., from welfare to work).
45. By ___, _____.

46. By ___, _____.
47. By ___, _____.

Specific to Education:

48. By ___, increase the accountability of schools to the neighborhood (e.g., Neighborhood School Report Cards)
49. By ___, provide incentives (e.g., certification requirements for teachers to continue to learn).
50. By ___, provide incentives for teachers and administrators to improve educational outcomes (e.g., public recognition, bonuses for improvements in achievement tests).
51. By ___, provide incentives, such as course credit, for students who participate in socially constructive extracurricular activities, such as community service.
52. By ___, use neighborhood honoring ceremonies to publicly recognize people from local colleges and universities who support local community-building efforts.
53. By ___, partner with local corporate entities to establish business internships for high school students.
54. By ___, communicate information to parents/guardians and elected officials about benchmarks and indicators of educational achievement for local schools (e.g., Neighborhood School Report Card).
55. By ___, establish scholarship programs for low-income residents to advance their education, training and personal development.
56. By ___, partner with local colleges to provide low-cost and convenient training needed by local residents at job sites and community organizations.
57. By ___, _____.
58. By ___, _____.
59. By ___, _____.

Specific to Safety and Health:

60. By ___, cite property owners with violations for hazardous materials on their properties (i.e., asbestos, lead paint) and follow due process to correct violations.
61. By _____, establish an incentive program (e.g., public recognition, tax abatements) for health care and other area service providers to improve service delivery to residents in nearby urban neighborhoods.
62. By ___, provide incentives (e.g., public recognition) for city staff to organize prevention initiatives in collaboration with neighborhood partnerships.
63. By ___, establish incentives (e.g., contest) for residents to develop messages that discourage other residents from unsafe or unhealthy behaviors (e.g., gang activity, using tobacco, alcohol and other drugs).
64. By ___, use incentives (e.g., public recognition, tax abatements) to increase availability and accessibility of health care and other needed services to underserved populations.
65. By ___, provide incentives (e.g., public recognition) for the police department staff to expand services in the neighborhood that address locally identified safety issues.
66. By ___, provide incentives (e.g., bonuses for criminals caught) for residents working with law enforcement officials to address locally identified safety issues.
67. By ___, provide incentives (e.g., honoring ceremonies) for city parks and recreation staff who help keep parks safe and clean for public use.

68. By ___, provide incentives (e.g., public recognition) to local businesses that enhance the safety surrounding area businesses.
69. By ___, support increased fines and more frequent crackdowns on merchants who support or allow illegal activities and transactions in their facilities or on their grounds.
70. By ___, provide incentives (e.g., minigrants) for residents and groups to form partnerships with businesses to reduce and eliminate illegal and criminal activities.
71. By ___, _____.
72. By ___, _____.
73. By ___, _____.

Specific to Child, Youth, and Adult Development:

74. By _____, establish incentive programs (e.g., scholarships for colleges or technical schools) to reward youth who demonstrate healthy habits and avoid risky behaviors and dangerous situations.
75. By ___, establish incentives (e.g., scholarships for colleges or technical schools) for youth who accept leadership roles in addressing community issues (e.g., violence, housing).
76. By ___, create incentives (e.g., contests) for young persons to add murals and public art to make the neighborhood more attractive.
77. By ___, partner with local businesses to establish paid internships for local high school students.
78. By ___, provide paid internship opportunities for working on neighborhood issues (e.g., housing, safely).
79. By ___, establish scholarship and other incentive programs for youth who achieve above average school grades and who complete high school graduation requirements.
80. By ___, establish intergenerational mentor programs that help connect youth to resources to make their dreams happen.
81. By ___, _____.
82. By ___, _____.
83. By ___, _____.

Other Goals for Neighborhood Development (Related to Changing Consequences):

84. By ___, _____.
85. By ___, _____.
86. By ___, _____.

Part D. Enhancing Services and Support – Some Potential Changes to Be Sought

General Neighborhood Development:

1. By ___, develop new and/or expand existing city-sponsored clean-up efforts, including removing trash from yards, sidewalks, and vacant lots.
2. By ___, organize support groups and networks for parents and guardians.
3. By ___, develop and/or expand existing programs that support better use of existing area parks, playgrounds, etc. to expand recreational opportunities of area youth.
4. By ___, establish and/or expand existing culturally specific residents' groups for ethnic minorities and people of color.
5. By ___, identify and train/prepare a community contact (e.g., a Block Captain) to provide assistance on each of the blocks in the neighborhood.
6. By ___, develop new and/or expand existing youth services to address the needs of local youth.
7. By ___, link local development efforts to support networks of churches and synagogues.
8. By ___, connect local development efforts to support networks of businesses and industries.
9. By ___, establish peer support programs that involve racial and ethnic minorities in local churches as advocates for their neighborhood.
10. By ___, create a peer support or mentor group that provides information and support for local residents (e.g., support for creating safe spaces for children or for repairing homes).
11. By ___, establish community service programs and other opportunities for residents to show their caring and responsibility for neighbors.
12. By ___, and ongoing, create opportunities for local residents to envision what they want for the neighborhood (e.g., jobs, housing, education) and broker connections with those who can help meet locally-determined goals.
13. By ___, enhance wrap-around services in neighborhood health and human service agencies.
14. By ___, increase the number of lay health and human service providers who can provide training about behaviors that can attribute to community development (e.g., actively advocating for housing reform, participating in job training, etc.)
15. By ___, modify outreach programs to those who might particularly benefit from neighborhood goals (those who are unemployed, public housing residents, those who lack transportation, parents of school children).
16. By ___, establish intergenerational support groups to link adults with youth who experienced the same pressures growing up (i.e., peer threats, growing up in public housing, etc.)
17. By ___, expand job opportunities in the neighborhood for qualified professionals.
18. By ___, expand in-home daycare facilities to support families and create jobs.
19. By ___, establish support programs, either peer or intergenerational programs, to assist residents trying to or stop their involvement in high risk behaviors.
20. By ___, work with residents to examine the need for expanded services in the neighborhood as identified by the residents.
21. By ___, increase clean up of trash in yards, sidewalks and vacant lots.
22. By ___, enhance capacity of individual leaders, associations, and institutions at the neighborhood level.
23. By ___, enhance collaboration between local community organizations and educational efforts that are occurring in the neighborhood.
24. By ___, advocate for the area transit authority to increase transit service to the neighborhood and business centers so people can get to and from work.

25. By ___, partner with city staff and other business owners so that parks and other commercial common areas are attractive, safe, and inviting to the public.
26. By ___, work with local businesses to enhance the attractiveness of business districts (e.g., signs, benches, lighting).
27. By ___, establish peer support groups to address risk-related behaviors commonly experienced in urban neighborhoods.
28. By ___, _____.
29. By ___, _____.
30. By ___, _____.

Specific to Housing and Infrastructure:

31. By ___, recruit and work with volunteers to adopt a block or homes on a block to make repairs for elderly, disabled, or low-income residents/persons on fixed incomes in the neighborhood.
32. By ___, sponsor a housing summit for area developers and residents to discuss strategies to develop more affordable housing (e.g., $60,000-90,000).
33. By ___, make available at a larger variety of locations information for residents on the variety of funding options and instruments for buying a house.
34. By ___, expand the funding options and instruments available for low-income and first-time buyers of a house.
35. By ___, collaborate with residents and other property owners to identify non-useable area properties, examine relocation of residents, and plan for reuse of land.
36. By ___, conduct housing fairs with area banks, lending sources and appropriate city agencies to expand funding packages to interested developers.
37. By ___, develop and/or expand existing leadership training programs for tenants of area housing developments so they can more fully participate in renovation/management activities.
38. By ___, develop and/or expand existing property management and landscaping training for tenants of newly restored housing developments/apartments.
39. By ___, collaborate with city inspectors to increase maintenance of properties by absentee landlords and compliance with safety codes.
40. By ___, renovate area homes through partnerships between the neighborhood, private sector, and government.
41. By ___, coordinate community corrections participants in neighborhood clean-up activities.
42. By ___, _____.
43. By ___, _____.
44. By ___, _____.

Specific to Economic Development and Jobs:

45. By ___, develop after-school employment and recreational programs for residents.
46. By ___, establish new and/or expand existing job finding programs for residents.
47. By ___, recruit volunteers to serve as mentors to unemployed and underemployed residents and assist them in creating job options, applying for jobs, and being successful at work.
48. By ___, develop and/or expand existing job training programs and services to enhance the job opportunities for unemployed youth in the community.
49. By ___, develop and/or expand existing job training programs and services to enhance the job opportunities for unemployed adults in the community.

50. By ___, establish "work buddy" programs to enhance support for individuals new to the workforce.
51. By ___, involve vocational-technology schoolteachers in providing technical assistance and support to residents involved in creating new business ventures.
52. By ___, develop a partnership between vocational-technology schools and neighborhood residents to advocate for area job training related to development projects occurring in the neighborhood and nearby areas.
53. By ___, work with faith communities to develop new and expand existing daycare facilities, enhance support for families, and create jobs for residents.
54. By ___, establish an information and referral program about current and future jobs available (or expected) to be allocated for community residents.
55. By ___, establish an information and referral program about local community organizations providing services for economic development and job creation.
56. By ___, develop and expand existing training programs for local residents in construction and renovation techniques.
57. By ___, establish or expand an existing job fair that links local residents with job opportunities.
58. By ___, develop new and/or expand existing entrepreneurial programs and technical support for starting and supporting new businesses.
59. By ___, obtain designation of all or part of the neighborhood as a TIF (Tax Increment Financing) district to support economic development through tax incentives.
60. By ___, expand available and affordable childcare facilities on the neighborhood.
61. By ___, establish and/or expand existing mentoring programs by which unemployed residents can gain access to potential employers and job opportunities.
62. By ___, create an inventory of available office space (e.g., square footage, building amenities, leasing conditions) and use it to attract businesses to the neighborhood.
63. By ___, extend existing marketing or promotion of the area as an historic ethnic community, tourist destination, and/or site for business development.
64. By ___, _____.
65. By ___, _____.
66. By ___, _____.

Specific to Education:

67. By ___, develop new and/or expand existing family support programs (e.g., home visitors, wrap around services) available through the schools.
68. By ___, develop and/or expand existing activities of arts and cultural organizations in the neighborhood.
69. By ___, establish and/or expand existing summer internship programs and work/study programs for local high school students.
70. By ___, develop and/or expand existing early childhood education programs for children.
71. By ___, create and distribute an up-to-date listing of the names of all the schools in the community, the administrators of those schools, and how to reach them.
72. By ___, establish and/or expand existing peer counseling programs to increase healthy lifestyle choices among local youth.
73. By ___, develop new and/or expand existing adult literacy and GED/high school programs at local churches and faith communities.

74. By ___, expand outreach efforts to encourage and support those who dropped out of school to finish.
75. By ___, develop new and/or expand existing school-based mentoring programs that connect youth with caring adults.
76. By ___, use the school site to conduct community forums on the problems facing families in the neighborhood and what can be done about them.
77. By ___, develop new and/or expand existing teacher training programs.
78. By ___, develop new and/or enhance existing collaboration between local community organizations and educational efforts that are occurring in the neighborhood.
79. By ___, establish new and/or expand existing advanced education financing and support systems by which low-income or first-generation students can attend college or vocational training programs.
80. By ___, establish speaker's bureaus that involve youth in dialogue with teens about success in school and life.
81. By ___, _____.
82. By ___, _____.
83. By ___, _____.

Specific to Safety and Health:

84. By ___, create a peer educator group to provide skills training in resisting involvement in abusive relationships, gang activity, and use of tobacco, alcohol, and other illegal drugs.
85. By ___, establish new and/or expand existing peer support groups for those who have been a victim of an assault (i.e., robbery, rape).
86. By ___, establish and/or expand existing support programs, such as "underground railroads," for those who are attempting to end their involvement with gang members or other negative influences.
87. By ___, develop new and/or expand existing home visiting and support services.
88. By ___, develop new and/or expand existing walking clubs throughout the neighborhood.
89. By ___, create a community "800" telephone number where citizens can call and report crimes and other safety-related issues.
90. By ___, develop new and/or expand existing supervised programs and safe places for kids to go after school and at night.
91. By ___, develop new and/or expand existing neighborhood watch programs to make it feel safer for kids to walk to and from school.
92. By ___, develop new and/or expand existing support services for older adults to live independently (e.g., access to nutritious meals, friendly visitor services).
93. By ___, develop new and/or expand existing organizations as an alternative to gang activity among youth.
94. By ___, identify and train community crime prevention leaders as part of a formal block watch orientation, including environmental awareness and protection training.
95. By ___, work with city staff so that parks are safe and clean for public use.
96. By ___, develop new and/or enhance existing immunization services for children and adults.
97. By ___, implement "Operation Identification," a program that provides tools for engraving valuables found in homes with a person's social security number.
98. By ___, collaborate with city staff to complete safety checks on area fire hydrants.

99. By ___, provide increased monitoring of school hallways, lunchrooms, etc., during high traffic times.
100. By ___, prepare and disseminate a yearly report of violent behavior among middle school and high school residents (e.g., Youth Risk Behavior Survey, U.S. Centers for Disease Control and Prevention, Atlanta, GA)
101. By ___, publicly post annual levels of reported weapon use among adolescents in the school (i.e., based on data from behavioral surveys).
102. By ___, provide public displays (similar to the "wanted" posters in post offices) of those convicted of selling weapons to neighborhood residents.
103. By ___, develop new and/or expand existing services that support older adults living independently (e.g., access to nutritious meals, friendly visitor services).
104. By ___, develop new and/or expand existing mechanisms for reporting actual/suspected criminal activity by area citizens.
105. By ___, develop new and/or enhance existing prenatal and nutrition education services.
106. By ___, identify new and/or expand existing strategies for communicating information to promote public health and community safety (e.g., prevention of HIV-AIDS, STD's, adolescent pregnancy, and violence).
107. By ___, _____.
108. By ___, _____.
109. By ___, _____.

Specific to Child, Youth, and Adult Development:

110. By ___, establish intergenerational support programs that link children and adolescents from diverse ethnic and cultural backgrounds with community elders.
111. By ___, develop new and/or expand existing peer support groups to promote positive behaviors (and reduce risky ones) for young persons living in urban neighborhoods.
112. By ___, develop new and/or expand existing summer school alternative programs for students and their families.
113. By ___, work with faith communities (e.g., churches) to establish intergenerational mentoring and support programs for youth (e.g., Rites of Passage Programs).
114. By ___, develop new and/or enhance existing programs that establish self-employment and entrepreneurial training opportunities for youth.
115. By ___, develop new and/or expand existing early childhood education programs for children.
116. By ___, develop new and/or expand existing strategies to communicate information to youth and parents about youth-focused organizations and educational opportunities.
117. By ___, expand programs for youth (and adults) that provide job training and career counseling.
118. By ___, develop new and/or expand existing outreach efforts to encourage and support those who dropped out of school to return.
119. By ___, encourage adults in the community (e.g., city staff, small business owners, faith leaders) to volunteer as mentors to area youth, meeting with them at least once a week.
120. By ___, form an educational committee to monitor the progress of students in the local schools and review plans for improving educational achievement.
121. By ___, develop new and/or expand existing literacy and GED/high school programs at local schools and community centers.
122. By ___, develop new and/or enhance existing mentoring and youth friends programs that link caring adults and youth to the schools and other community organizations.

123. By ___, develop new and/or expand existing flexible/weekend programs to enable those who have dropped out of high school to complete their degree while continuing to work or care for their families.
124. By ___, encourage block captains to work with youth in their respective blocks in implementing community service efforts that support the needs of residents.
125. By ___, recruit area adult leaders (e.g., media members, business leaders, faith community members) to work with local youth leaders as their mentors, assisting them to assess area needs, identify realistic methods of response and support organized activities.
126. By ___, expand the number and quality of tutoring resources for elementary and high school students.
127. By ___, establish peer support groups for teens around specific issues experienced in their lives (e.g., drug use, rape).
128. By ___, develop a community dialogue series where youth hear from (and talk with) residents who have overcome obstacles in their lives.
129. By ___, establish new and/or expand existing student organizations and classroom-based investigations that support neighborhood efforts to address issues that matter to local people.
130. By ___, establish new and/or expand existing peer-counseling programs in which youth who have overcome obstacles can provide others with information and support.
131. By ___, establish intergenerational programs that link children and adolescents with elders.
132. By ___, involve students in action groups to improve the environment (e.g., illegal dumping, water quality).
133. By ___, establish a summer internship program and work/study program to enhance the work experience of local high school students.
134. By ___, increase supervised programs and safe places for kids to go after school and at night.
135. By ___, emphasize positive male role modeling in promotions, advertising and information exchanges, focusing on nonviolent means of expression.
136. By ___, establish school-linked clinics to provide teens with access to birth control and other health services as needed.
137. By ___, _____.
138. By ___, _____.
139. By ___, _____.

<u>Other Goals for Neighborhood Development (Related to Enhancing Services and Support:</u>

140. By ___, _____.
141. By ___, _____.
142. By ___, _____.

Part E. Modifying Policies

General Neighborhood Development:

1. By ___, establish local policies that reward communities for marked progress toward community goals (e.g., higher rates of employment, lower rates of poverty, decreased fast-track demolition of public housing).
2. By ___, provide state or county tax incentives to businesses that contribute to neighborhood goals (e.g., provide job-training).
3. By ___, designate city resources to creatively subsidize recreational programs (i.e., provide scholarships to low-income individuals) to increase participation by residents most affected by the problem.
4. By ___, establish city/state policies to create "neighborhood opportunity" zones that allow tax credit for businesses or human service providers that actively support and implement neighborhood goals.
5. By ___, expand adoption of flextime policies among employers to permit workers and their families to participate in community service and community development activities.
6. By ___, and ongoing, tie community planning and building efforts into a comprehensive strategic/action plan for the neighborhood.
7. By ___, _____.
8. By ___, _____.
9. By ___, _____.

Specific to Housing and Infrastructure:

10. By ___, partner with government agencies, lending institutions, and other funders to increase availability of affordable housing for local residents.
11. By ___, partner to expand activity in local Community Development Corporations (CDCs) in building more affordable housing in the neighborhood.
12. By ___, set up a special task force of neighborhood residents to advocate for area jobs from development projects occurring in the neighborhood and nearby areas.
13. By ___, provide course credit to students who volunteer to repair homes in the community.
14. By ___, establish low-income accounts at local banks.
15. By ___, create tax incentives to support targeted housing development and renovation (TIF-like).
16. By ___, modify fast track housing demolition process to require calculation of cost to renovate.
17. By ___, provide tax credits to owners of rehabitable homes donated to community-based organizations.
18. By ___, increase availability of affordable housing for local residents.
19. By ___, create and achieve goal of affordable rental housing for households making up to 50% of median income through unit set asides.
20. By ___, partner with government and not-for-profit agencies to help fund development and maintenance of local parks and recreation corridors.
21. By ___, and ongoing, prepare briefs to highlight the work of area residential housing developers to show investments to improve housing outcomes.
22. By ___, inspect external condition of entire housing stock and supporting infrastructure.
23. By ___, adopt building codes for housing renovation consistent with codes when built.
24. By ___, phase out use of flood prone areas for all residential development.

25. By ___, provide incentives for the construction of low-income housing within ¼ mile of public transportation routes.
26. By ___, provide incentive grants for neighborhood housing rehabilitation that involves neighborhood organizations in reducing the concentration of substandard homes.
27. By ___, amend zoning codes to allow for detached garage units for single occupant.
28. By ___, provide free pick-up of recycling goods from neighborhoods with registered recycling programs.
29. By ___, establish intensive graffiti removal program for all public and utility owned facilities in neighborhoods.
30. By ___, _____.
31. By ___, _____.
32. By ___, _____.

Specific to Economic Development and Jobs:

33. By ___, work with funders of workforce development initiatives to provide long-term, substantial investment in order to improve area employment outcomes.
34. By ___, develop purchasing policies within all local governments requiring government agencies to purchase ___% of all supplies and services from local businesses.
35. By ___, develop and promote tax incentives to encourage businesses to locate in or near the neighborhood.
36. By ___, create and promote tax incentives to encourage businesses to hire residents in or near the neighborhood.
37. By ___, encourage area law enforcement officials to partner with residents and area businesses to determine strategies to enhance economic viability and sustainability of the area.
38. By ___, acquaint employees with a range of available housing and support services and provide incentives for residency located near neighborhood employment centers.
39. By ___, establish bonus tax incentives or tax abatement for businesses locating within or adjacent to neighborhoods that are part of development efforts.
40. By ___, relax home occupation restrictions with input from neighborhoods.
41. By ___, establish minimal signage standards for home occupations.
42. By ___, provide express transportation from neighborhood to factory.
43. By ___, contract public infrastructure job functions to neighborhood crews.
44. By ___, develop summer neighborhood-based youth job/education corps.
45. By ___, provide e-commerce center capacity at all neighborhood centers' Internet access points.
46. By ___, _____.
47. By ___, _____.
48. By ___, _____.

Specific to Education:

49. By ___, partner with local community colleges to provide non-traditional access to learning opportunities that ensure employment or transition to four-year colleges.
50. By ___, partner with area hospitals to develop school internships and summer job programs for residents.
51. By ___, leverage resources to access technology and improve educational achievement in the neighborhood.

52. By ___, encourage school principals, administrators, and school board members to collaborate on the design and implementation of school- and community-based initiatives that support life-long learning communities.
53. By ___, promote citizen participation in public safety initiatives that affect the neighborhood.
54. By ___, modify teaching credentials to allow for neighborhood professionals to substitute teach.
55. By ___, provide separate licensing for summer/temporary schools housed in churches or community buildings.
56. By ___, provide financial support for summer freedom schools and year-round Saturday enrichment schools through outcome dividends (e.g., bonus grants).
57. By ___, provide educational credit for neighborhood volunteer opportunities,
58. By ___, increase the number of youth participation opportunities in the classroom.
59. By ___, increase the number and types of youth participation opportunities in extra-curricular activities.
60. By ___, provide incentives for adults participating and graduating in a "Parent's Academy."
61. By ___, provide hardware and software for graduates of training for neighborhood-based adult technology.
62. By ___, establish a neighborhood advisory board for all neighborhood schools.
63. By ___, _____.
64. By ___, _____.
65. By ___, _____.

Specific to Safety and Health:

66. By ___, establish minimum night and street lighting standards with neighborhood input.
67. By ___, require expelled students to participate in alternative learning programs (e.g., day school at juvenile detention center).
68. By ___, establish supervision and maintenance standards in public park and recreational areas.
69. By ___, direct city codes inspectors to intensify inspections of areas with large concentrations of rental housing.
70. By ___, change state statutes to permit longer expulsions from school for serious (and/or repeated) infractions of the law.
71. By ___, establish, post, and enforce policies about expected behavior at community centers.
72. By ___, post rules of operation and/or install metal detectors, security cameras and other appropriate devices to deter criminal and other unacceptable behaviors while on site at busy neighborhood locations (e.g., schools, community centers).
73. By ___, modify school board (and state) policies to permit weapon detection devices in the schools.
74. By ___, establish "$ for 411" hotline for youth and adults to report crime or weapons on school campus and in the neighborhood.
75. By ___, increase access to priority health and human services for neighborhood residents (e.g., primary health care).
76. By ___, establish rental licensing to provide for annual safety inspection of rental property.
77. By ___, provide free brush and bulky waste pick-up and disposal in neighborhoods with regular organized clean-up efforts.
78. By ___, establish vector (e.g., mosquitoes, mice, roaches, other vermin) control programs in low-income neighborhoods.
79. By ___, require lead screening for children entering kindergarten.

80. By ___, provide incentives to clean up toxic waste areas for redevelopment as neighborhood technology centers.
81. By ___, establish city/state policies to create "health opportunity" zones that allow for tax credits to establish neighborhood-based primary health facilities.
82. By ___, establish handling fees on alcohol and tobacco products at the point of sale for revenue to be rebated to "health opportunity" zones.
83. By ___, establish surcharge on large media advertising of alcohol and tobacco products to be rebated to "health opportunity" zones.
84. By ___, establish a basic, yet comprehensive, insurance program for residents of "health opportunity" zones.
85. By ___, establish policies that reward communities for improvement in overall health statistics (e.g., outcome dividends for improved immunization rates).
86. By ___, provide neighborhood-based screening for newborns.
87. By ___, collect and assess behavioral indicators annually at the neighborhood level for established neighborhood organizations (e.g., percentage of adults who report drinking and driving).
88. By ___, _____.
89. By ___, _____.
90. By ___, _____.

Specific to Child, Youth, and Adult Development:

91. By ___, create work-to-career programs to provide apprenticeship opportunities.
92. By ___, establish positions for youth to serve on boards, problem solving committees, review boards and other decision-making bodies.
93. By ___, develop school internships and summer job programs for young persons.
94. By ___, city staff will convene regular meetings with youth to examine how government resources can be more efficiently used to support youth involvement initiatives.
95. By ___, establish a policy to actively identify youth in employee recruiting, ongoing training, participation in supportive educational opportunities and internal staff promotions
96. By ___, partner with area hospitals to develop internships and summer job programs for youth emphasizing community health.
97. By ___, provide incentives for completion of Life Skills training for teens.
98. By ___, establish youth advisory board to neighborhood organizations.
99. By ___, establish youth leadership positions on neighborhood organizations
100. By ___, provide incentives for adult completion of Baseline training.
101. By ___, require culturally competent or culturally competent trained staff in social service delivery.
102. By ___, partner with local leadership programs to deploy mini-academies through faith organizations.
103. By ___, create junior police corps to provide crowd/traffic control and groom future officers.
104. By ___, establish a community foundation to support annual child, youth and human development plans.
105. By ___, _____.
106. By ___, _____.
107. By ___, _____.

Other Goals for Neighborhood Development (Related to Modifying Policies):

108. By ___, _____.
109. By ___, _____.
110. By ___, _____.

Worksheet for Potential Community and Systems Changes to be Sought

Community Issue/Goal:

Names of Contributors: *Date:*

Changes that Provide Information and Enhance Skills:

Worksheet for Potential Community and Systems Changes to be Sought

Community Issue/Goal:

Names of Contributors: *Date:*

Changes that Modify Access, Barriers and Opportunities:

Worksheet for Potential Community and Systems Changes to be Sought

Community Issue/Goal:

Names of Contributors: *Date:*

Changes that Enhance Services and Support:

Worksheet for Potential Community and Systems Changes to be Sought

Community Issue/Goal:

Names of Contributors: *Date:*

Changes that Change Consequences:

Worksheet for Potential Community and Systems Changes to be Sought

Community Issue/Goal:

Names of Contributors: *Date:*

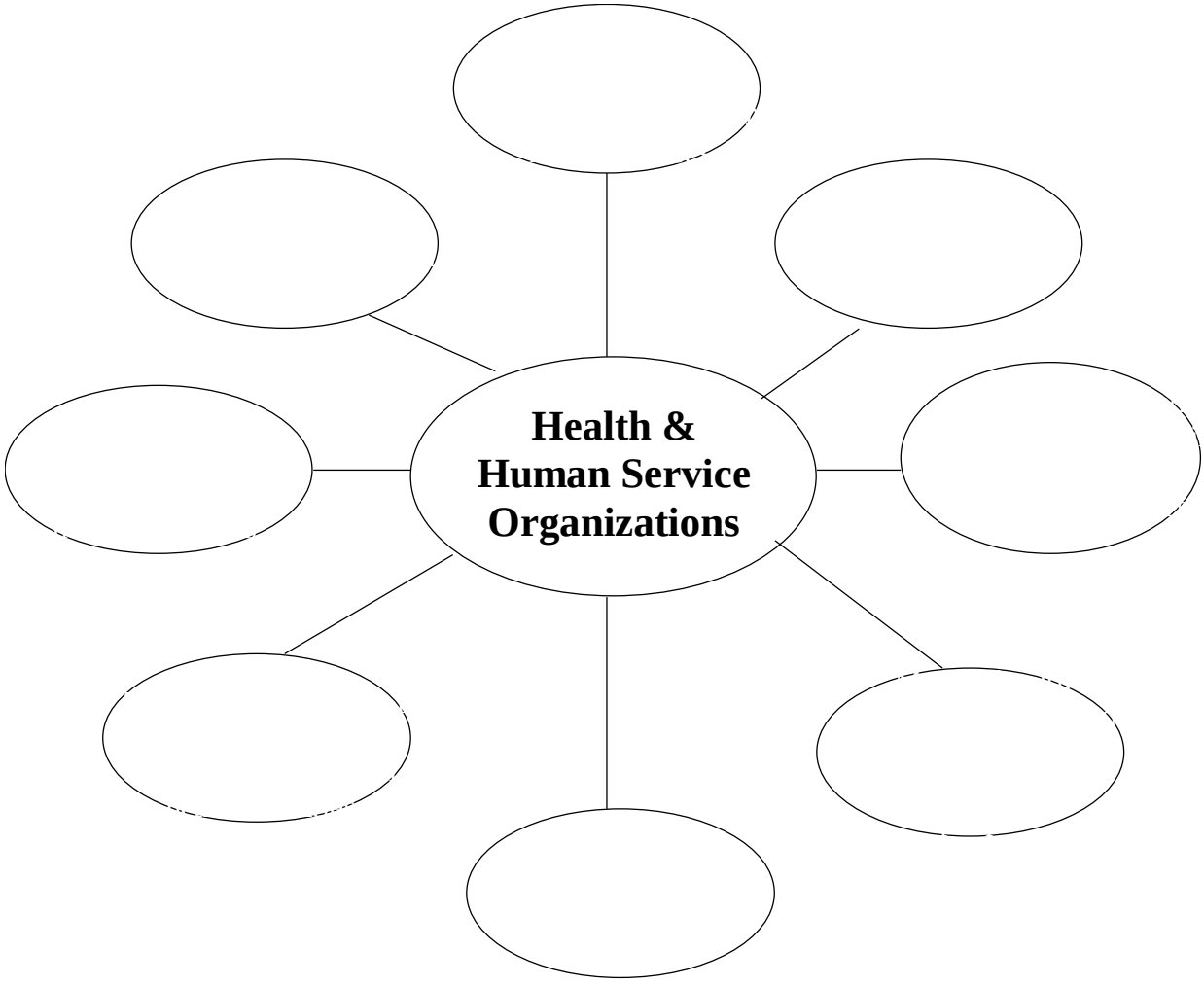
Changes that Modify Policies:

Planning Page for Your Community

Community and Systems Changes in Health and Human Service Organizations

Please review the inventory you created using the worksheets earlier in this chapter, and list tentative changes to be sought in your community's health and human service organizations. Consider all the contexts in which people receive health and human services including clinics, public health organizations, welfare agencies, neighborhood service organizations, other places where health and human services are provided.

When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of promoting neighborhood development? Do they create quality housing or jobs, increase educational achievement or neighborhood safety, or promote human development? Are the proposed changes feasible? What more could or should health and human service organizations do?

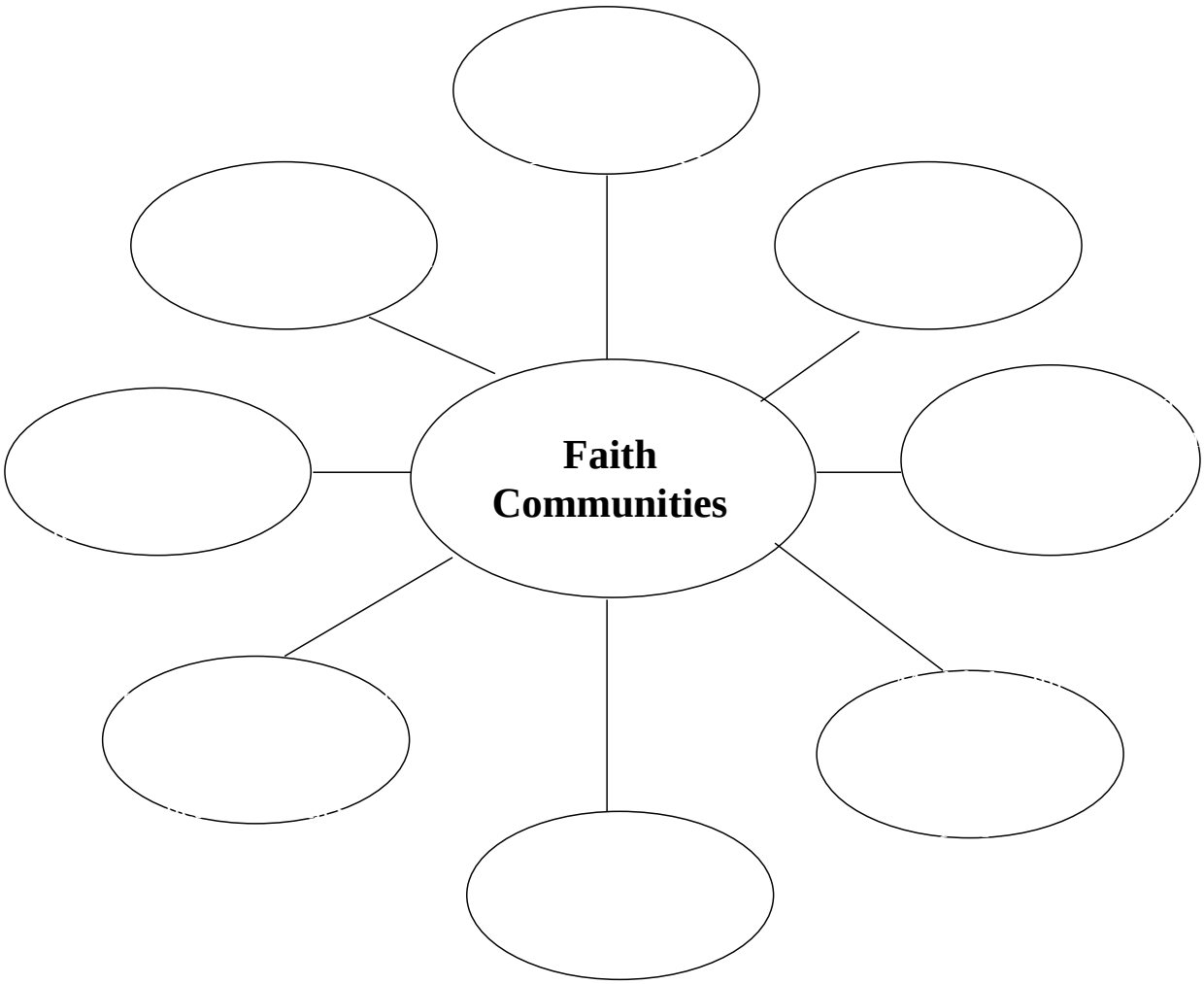


Planning Page for Your Community

Community and Systems Changes in Faith Communities

Please review the inventory you created using the worksheets earlier in this chapter, and list tentative changes to be sought in your community's faith communities. In particular, consider those organizations, such as Black or Hispanic churches, which can help the initiative reach culturally-diverse groups.

When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of promoting neighborhood development? Do they create quality housing or jobs, increase educational achievement or neighborhood safety, or promote human development? Are the proposed changes feasible? What more could or should religious organizations do?

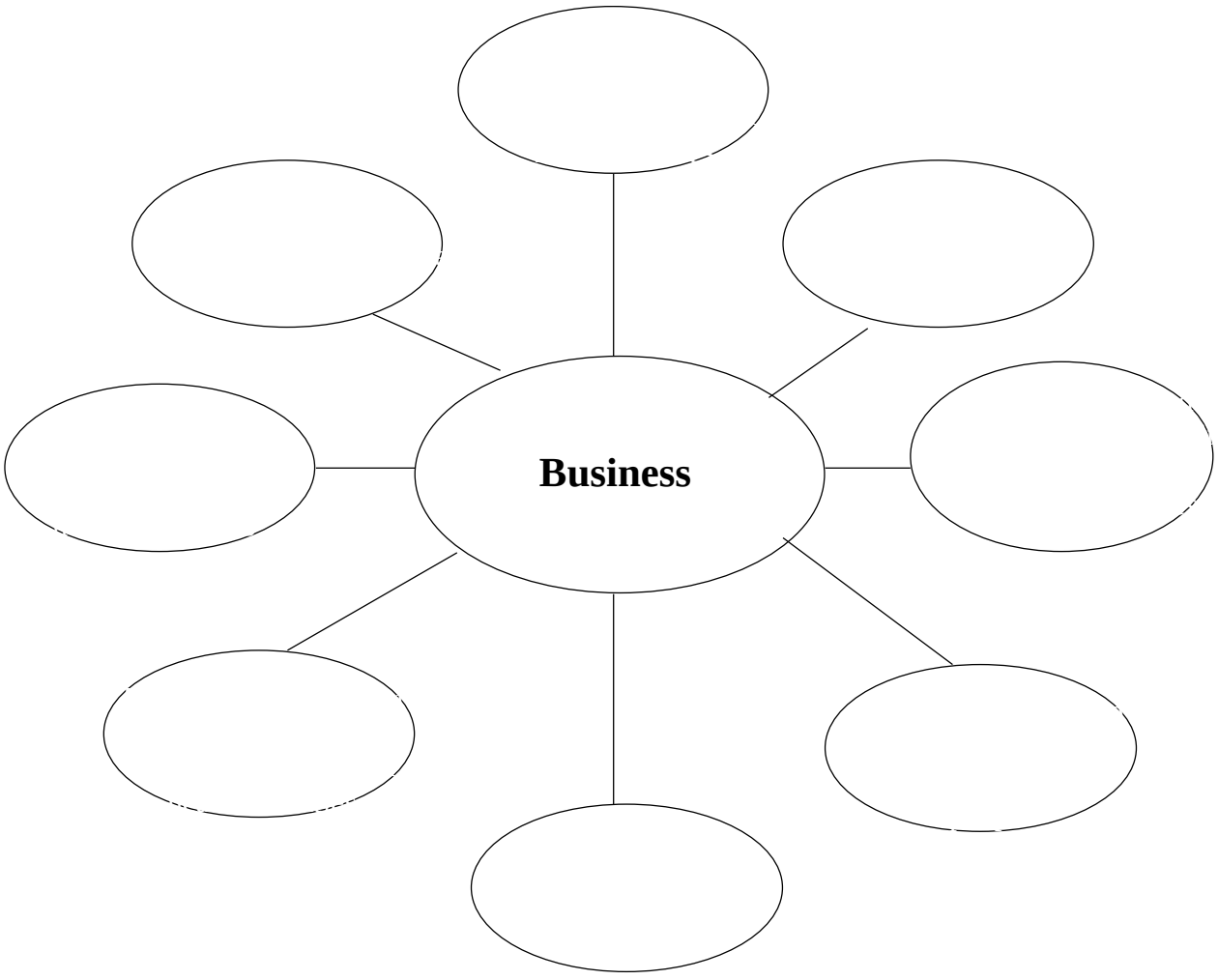


Planning Page for Your Community

Community and Systems Changes in the Business Community

Please review the inventory you created using the worksheets earlier in this chapter, and list tentative changes to be sought in the business community. Consider changes that can occur in businesses that employ or could potentially employ local residents.

When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of promoting neighborhood development? Do they create quality housing or jobs, increase educational achievement or neighborhood safety, or promote human development? Are the proposed changes feasible? What more could or should the business community do?

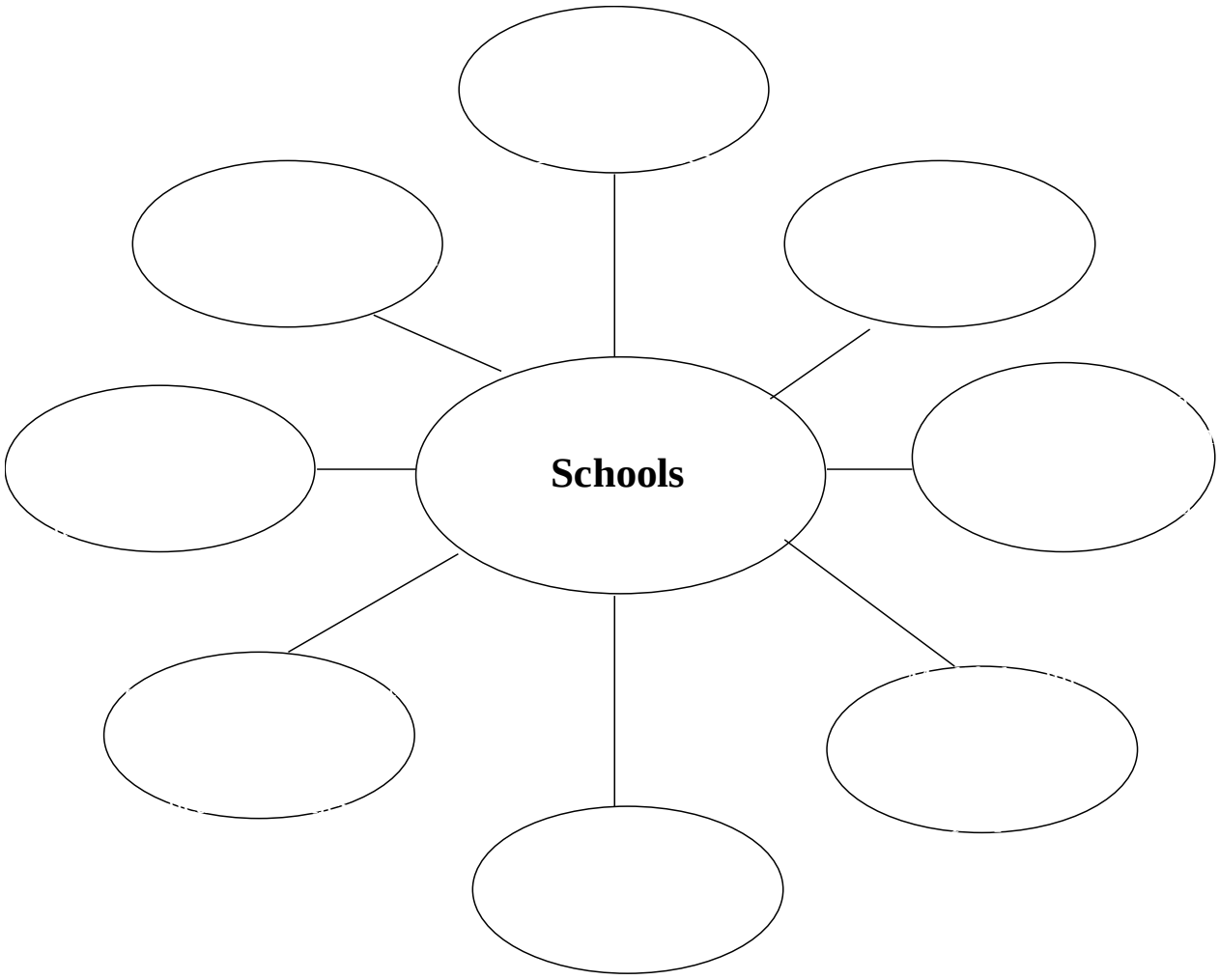


Planning Page for Your Community

Community and Systems Changes in Schools

Please review the inventory you created using the worksheets earlier in this chapter, and list tentative changes to be sought in your community's schools. Consider changes that can occur at the elementary, middle, high school, technical school, and college levels.

When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of promoting neighborhood development? Do they create quality housing or jobs, increase educational achievement or neighborhood safety, or promote human development? Are the proposed changes feasible? What more could or should schools do?

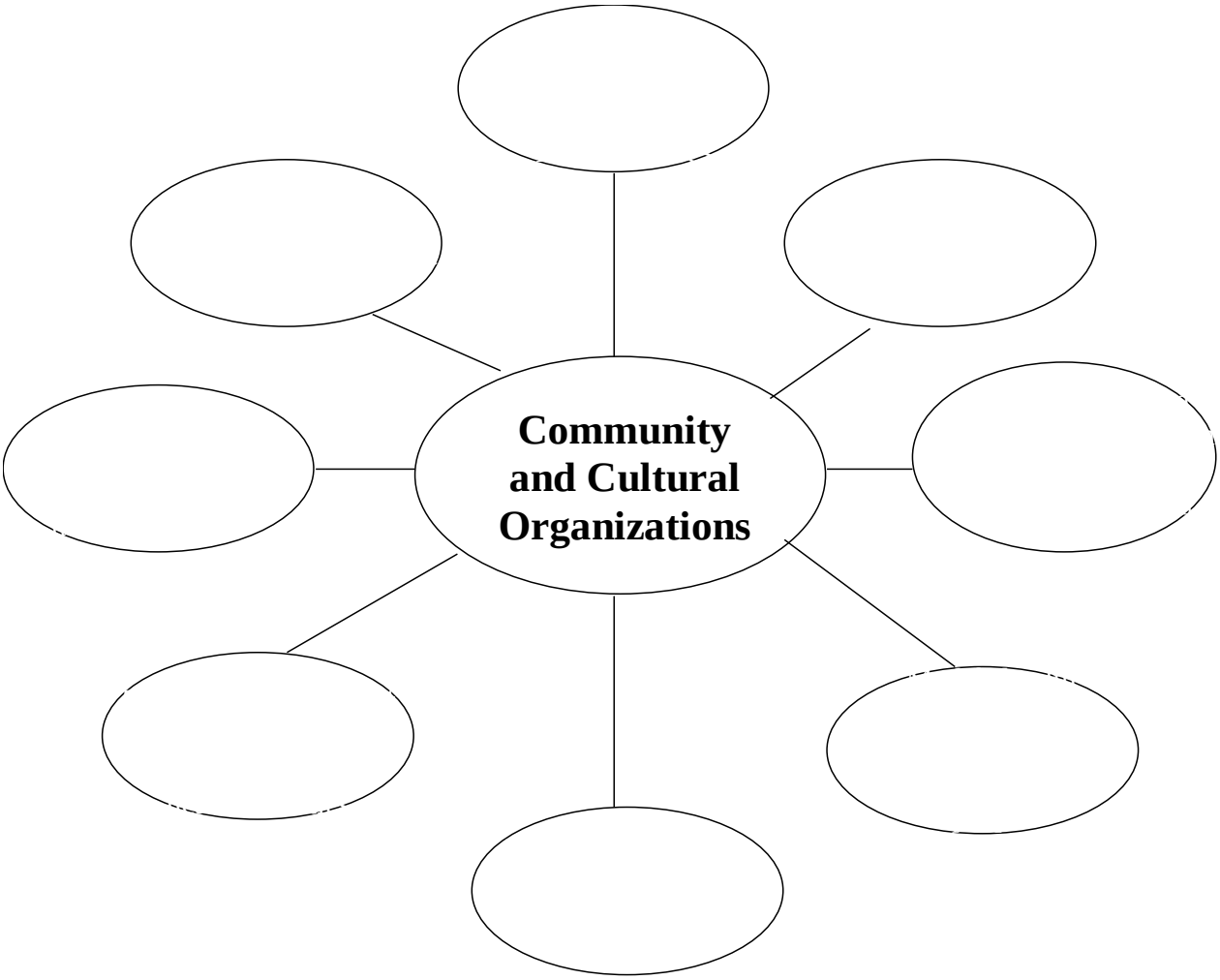


Planning Page for Your Community

Community and Systems Changes in Community and Cultural Organizations

Please review the inventory you created using the worksheets earlier in this chapter, and list tentative changes to be sought in local community and cultural organizations. Consider the different types of neighborhood and community organizations serving youth, adults, and older adults in the community. Also consider potential contributions of social organizations, such as senior centers, and cultural organizations, such as those serving particular racial or ethnic groups.

When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of promoting neighborhood development? Do they create quality housing or jobs, increase educational achievement or neighborhood safety, or promote human development? Are the proposed changes feasible? What more could or should community and cultural organizations do?

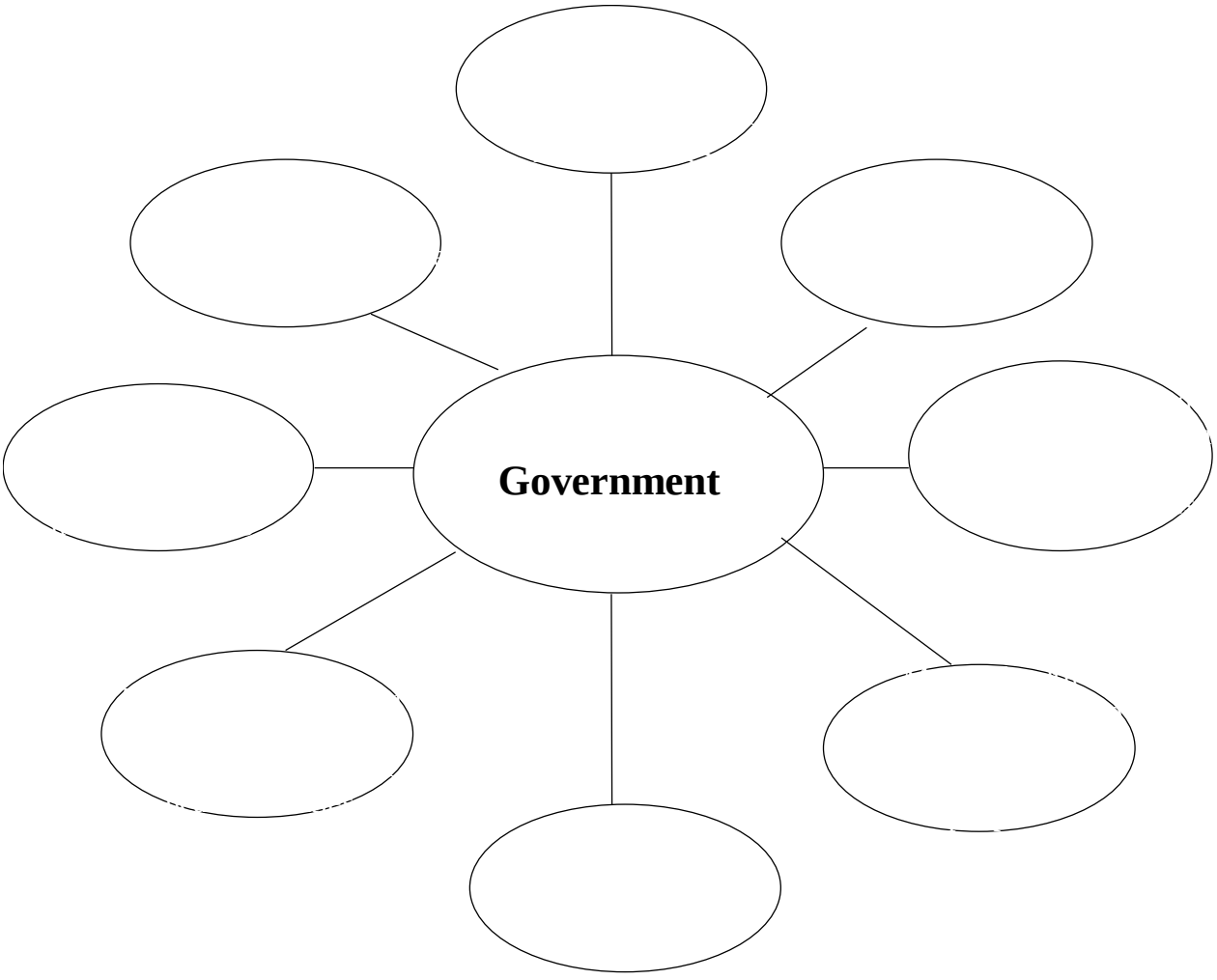


Planning Page for Your Community

Community and Systems Changes in Government

Please review the inventory you created using the worksheets earlier in this chapter, and list tentative changes to be sought in your community's government. Consider the variety of government organizations, including those providing welfare, regulatory, public works, and basic city services. Consider relevant government agencies, including administrative offices and executive and legislative bodies at local, county, and state levels.

When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of reducing promoting neighborhood development? Do they create quality housing or jobs, increase educational achievement or neighborhood safety, or promote human development? Are the proposed changes feasible? What more could or should government and its agencies do?

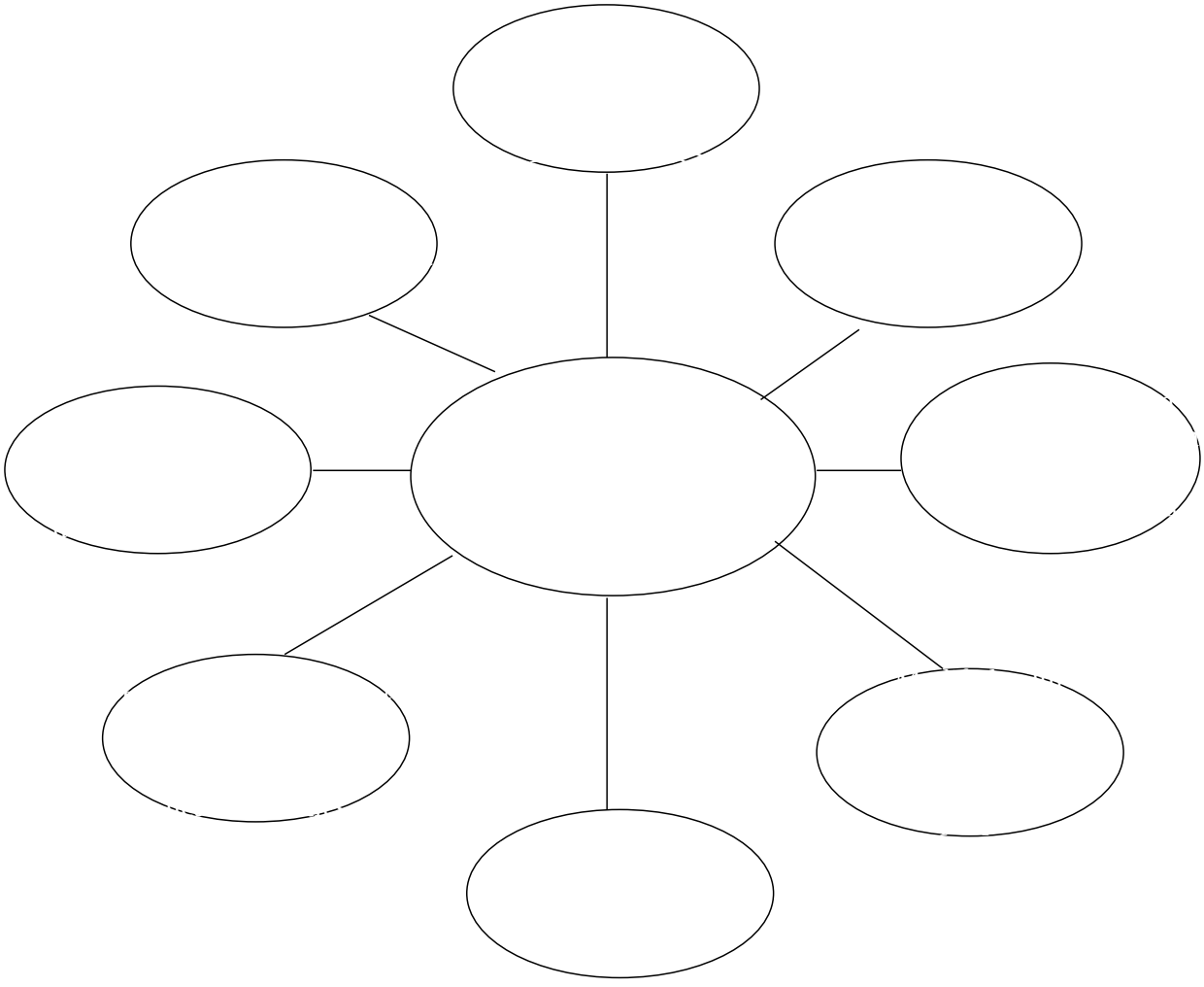


Planning Page for Your Community

Community and Systems Changes in Other Relevant Sectors

Please review the inventory you created using the worksheets earlier in this chapter, and list tentative changes to be sought in other relevant sectors of your community. Consider the different types of organizations and places that could make a difference (e.g., media, military, law enforcement).

When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of promoting neighborhood development? Do they create quality housing or jobs, increase educational achievement or neighborhood safety, or promote human development? Are the proposed changes feasible? What more could these parts of the community do?



Chapter 5
Refining Your Action Plan: Building Consensus on Proposed Changes

The purpose of this chapter is to help guide final choices of changes to be sought by the initiative. We outline a process for building consensus among group members about proposed changes to be sought. The process consists of checking the proposed changes for completeness, using a survey (or more informal review) to build consensus, and securing a formal decision from the entire group.

Step 1: Checking the Proposed Changes for Completeness

The group should review proposed changes for each sector, and for all sectors taken together. To review the proposed changes in each community sector, we recommend asking two questions:

- ✓ Taken together, do these proposed changes maximize this sector's contribution to the mission of promoting neighborhood development?
- ✓ What other changes in programs, policies, or practices could or should be made in this sector?

To review the entire set of proposed changes for all sectors, we suggest asking:

- ✓ Would all the changes, taken together, be sufficient to address goals of neighborhood development to desired levels?
- ✓ What other changes in programs, policies, or practices could or should be made in the community or system?

Answers to the questions will contribute to a more complete set of proposed changes.

Step 2: Using a Survey (or More Informal Review) to Build Consensus

To help attract and preserve commitments, it is important to build consensus on the changes to be sought. The group may use a survey to review the proposed changes. This can also be done less formally, such as with one-on-one or small group conversations. We recommend listing all the proposed changes, organized by community sector, along with questions about their importance and feasibility for addressing the mission of promoting neighborhood development.

For each change to be sought, we recommend asking:

- ✓ Is this proposed change *important* to the mission of neighborhood development outcomes (e.g., safety, education)?
- ✓ Is the proposed change *feasible*?

A format that you could use in your own survey (or informal review) follows. The circles show sample responses to the survey items:

Example Survey										
Proposed Changes in Government	**How Important is it to…**					**How Feasible is it to…**				
	Not at All				**Very**	**Not at All**				**Very**
1. Provide job training.	1	2	3	(4)	5	1	2	(3)	4	5
2. Change policies to create "economic opportunity" zones that allow tax credits for establishing neighborhood-based businesses.	1	2	3	(4)	5	1	(2)	3	4	5

Surveys (or other opportunities to influence priorities) should be provided to all key audiences for the group. These include community members, representatives of funding sources, and experts in addressing neighborhood issues. Collect completed questionnaires and compute an average rating for importance and feasibility for each proposed change.

The results can be used to help guide final choices. Proposed changes with high importance and high feasibility ratings should be given higher priority for action; those with lower importance or feasibility, a lower priority. It may be helpful to set a cutpoint for choosing priorities. For example, perhaps only those proposed changes with an average rating of 4.0 or higher on importance, and 3.00 or higher on feasibility might be included on the final action plan.

An additional tool you may want to utilize for this is http://www.conceptsystems.com. This suite of software tools is designed to support activities for sorting and rating concepts (e.g., proposed actions) among a large number of stakeholders, using the Internet when they cannot meet in person. Tailored reporting tools are also provided, making it possible to produce final reports of findings efficiently.

Step 3: Securing a Formal Decision from the Entire Group

Seek formal approval of the proposed changes by the membership of the group. A one-half day action planning retreats or working sessions can be used very effectively.

The *entire* membership should have the opportunity to make a decision on changes to be sought. Seek consensus. Use a formal vote to resolve disputes about specific changes only when necessary. Arrange for a vote of the entire membership on the complete action plan, recording the votes for and against.

Summary

This chapter described a process for helping build consensus on the complete list of proposed changes to be sought by the initiative. The next chapter describes how to convert these proposed changes into a final action plan (complete with action steps).

Chapter 6
Finalizing Your Action Plan: Listing Action Steps for Proposed Changes

The purpose of this chapter is to help prepare action steps for each community or systems change sought by your group. We recommend defining only the *major* action steps needed to attain each proposed change. It is not necessary to list all the action steps--list only the more critical steps required to create the desired change in program, policy, or practice.

Step 1: Identify Major Action Steps for Each Change

The action steps detail what will occur, in what amount, by whom, and by when. To prepare action steps for your action plan, define the following for each proposed change:

- ✓ what actions will be taken (what)
- ✓ the responsible agents (by whom)
- ✓ the timing (by when)
- ✓ resources and support needed and available
- ✓ potential barriers and resistance
- ✓ with whom communication about the plan should occur.

Step 2: Review Based on Earlier Analysis

Use the information gathered in the previous chapters to guide your initiative's action steps for bringing about identified community and systems changes. For example, what does your analysis of assets and resources suggest about responsible agents (by whom)? How can your understanding of potential resources and barriers be used to plan action steps and outline a communications plan?

Step 3: Finalize and Communicate the Plan

A comprehensive action plan--proposed changes and related action steps--helps communicate to important audiences that the group is clearly organized. It helps demonstrate that the group understands what is needed to be effective in bringing about change.

The complete action plan includes action steps for each change to be sought. Organize the changes by community sector, listing each proposed change, and related action steps, in the order in which they are expected to occur.

The example that follows illustrates how to list action steps for a specific change to be sought in the business sector.

Community Sector: Business

(An Example)

(Use this page to outline action steps for each identified change to be sought in each community sector.
Community Issue/Goal(s): *Jobs/Child Development*
Community Sector: *Business*
Community Change to be sought: *By 2002, the auto plant will provide child care for its employees.*

Actions	By Whom	By When	Resources and Support Needed/Available	Potential Barrier or Resistance	Communication
What needs to be done?	**Who will take actions?**	**By what date will the action be done?**	**What financial, human, political and other resources are needed? What resources are available?**	**What individuals and organizations might resist? How?**	**What individuals and organizations should be informed about these actions?**
By January 2001, a company subcommittee will be established to create a child care facility at the plant.	Plant manager, employees, Residents	January 2001	Information about the expected number of children to be served. Survey about service barriers are available.		All community service agencies, residents, and company employees
By March 2001, space will be identified for child care and cost estimates to convert it to a child safe and welcoming environment.	Sub-committee with staff Support	March 2001	Financial officer's cost projections are needed. Staffing cost and recent building rehabilitation costs are available.	Financial officer may resist if cost is perceived to be too high.	Company staff and employees, and residents
By May 2001, all necessary regulatory permits will be obtained. Staffing plans will be developed.	Staff, Contractor, Company employees	May 2001	Contractor	Company manager may resist providing because it may appear that they are giving too many benefits to employees.	Company staff and employees, and residents
By July 2001, space modifications will be completed and space available for staffing and use.	Contractor, Plant manager, employees	July 2001	Redeployment of staff time to provide childcare will be needed.	Staff may resist if care is not seen as a function of the job	Company staff and employees, residents, and all community service agencies

Planning Page for Your Community

Action Steps for Identified Changes

Use this page to outline action steps for each identified change to be sought in each community sector.
Community Issue/Goal(s): _____
Community Sector: _____
Community or Systems Change to be Sought: _____

Actions	By Whom	By When	Resources and Support Needed/Available	Potential Barrier or Resistance	Communication
What needs to be done?	**Who will take actions?**	**By what date will the action be done?**	**What financial, human, political and other resources are needed? What resources are available?**	**What individuals and organizations might resist? How?**	**What individuals and organizations should be informed about these actions?**
By _____					
By _____					
By _____					
By _____					

“When I dare to be powerful, to use my strength in the service of my vision then it becomes less and less important whether I am afraid.”

-- Andre Lorde --

Chapter 7
Documenting Progress and Promoting Celebration and Renewal

The purpose of this chapter is to suggest how community initiatives might *document* and *evaluate* progress toward its mission, and promote celebration and renewal in the group, as appropriate. It is important to *evaluate* the success of the group in achieving the mission. Information about accomplishments can be used to help understand, celebrate, and improve the effort.

It is particularly useful to document the unfolding of community and systems changes on this long path toward neighborhood development. We recommend recording the changes that occur periodically (perhaps monthly) to monitor the "small wins" and accomplishments along the way. This documentation process can be used to better understand factors that affect change, and to make adjustments. It can also help remind us to celebrate accomplishments, and promote ongoing learning about this important work.

Documenting Progress

Consider creating a graph or "picture" of accomplishments for the initiative that shows the accumulation of community and systems changes that actually occurred. You might use a graph to show how the group is doing in creating an environment that promotes neighborhood development.

Figure 1 shows example data for a fictitious "Westside Coalition for Neighborhood Development." Community and systems changes are displayed in a cumulative record: the onset of each new change is added to all previous changes in programs, policies, and practices. For example, let's assume that two new changes (e.g., a new job training program; a change in service hours at the social services agency) occurred in October 1999. When added to the prior total of 10 community changes, the new cumulative total would be 12 community and systems changes.

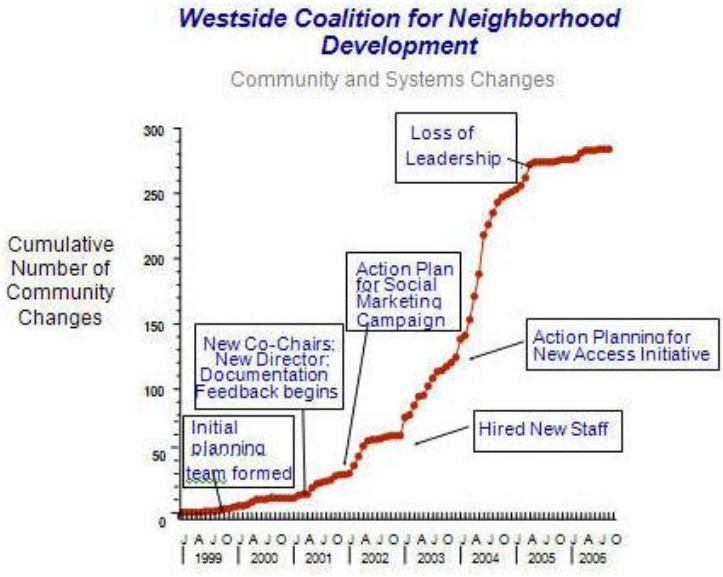


Figure 1

Cumulative records help us see trends in rates of community and systems change. For the hypothetical "Westside Coalition" (see Figure 1), marked increases in the rate of community changes (i.e., sharp increases in the slopes of trend lines) were associated with several factors. These included: a) new co-chairs, director, and documentation and feedback (after April 2001), b) action planning for a social marketing campaign (about January 2002), c) hiring new staff (about January 2003), and d) action planning for the new access initiative (about February 2004). A marked drop in the rate of community and systems changes was associated with a loss of leadership (about March 2006).

These data can help us address a key question: *What factors affect the rates of community and systems change facilitated by community initiatives?* Over the past decade, our KU Work Group has examined the patterns of community change -- and the factors that affect them -- with over 30 community initiatives for health and development. Our research suggests seven factors that appear to affect rates of community and systems change:

1. Having a *targeted mission* (i.e., a clear vision and common purpose)
2. *Change in leadership* (i.e., a loss of leadership often decreases rates; a change in leadership may increase rates)
3. *Action planning* (i.e., identifying specific community and systems changes to be sought, and by when, may be the single most important thing that can be done)
4. Hiring *community mobilizers or organizers* (i.e., those with responsibility for bringing about community change)
5. *Technical assistance* (i.e., particularly with action planning and intervention)
6. *Documentation and feedback* (i.e., information on rates of community and systems change provided regularly to leadership and constituents)
7. *Making outcome matter* (e.g., bonus grants for high rates of change; outcome dividends for improvements in community-level indicators).

There is an even more fundamental question that these data can help address: *Under what conditions are community and systems changes associated with improvements in more distant community-level indicators of improvement?* Figure 2 displays hypothetical data showing how these data can be used to examine a possible association between rates of community and systems change and changes in more distant outcomes (e.g., unemployment rates; incidence of homelessness). When (as in the example) changes in the community-level indicator (i.e. employment rates) are correlated with accumulated community and systems changes related to the mission, a causal relationship is suggested. (Note: Without more formal experimental designs that help rule out alternative explanations, this relationship is only suggested, not demonstrated, since other factors could have caused the observed changes in outcomes.) Nevertheless, these and other related data (e.g., duration of changes) can help us examine this fundamental question: Under what conditions are community and systems changes associated with improvements in more distant community-level indicators of improvement?

Possible Association of Community and Systems Changes with More Distant Outcomes

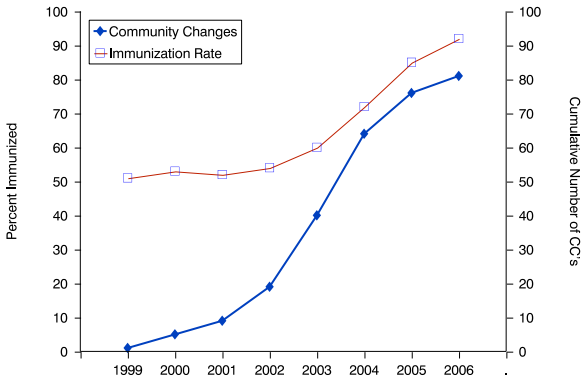


Figure 2

Community-level indicators are important measures of distant outcomes related to the mission of the initiative. Trends in these indicators tell us whether the initiative is having the desired impact. A list of some indicators that may be useful for your initiative are listed here. Sources for these data may vary from community to community. We have included possible sources in a Table of "Some Potential Indicators of Neighborhood Development."

For details on the community documentation system used by our KU Work Group, see the Internet-based Community Tool Box [http://ctb.ukans.edu/]. Use the search engine or Table of Contents to go to the chapters and sections on "Evaluation." Or, use the very helpful gateway sections on "Evaluating Comprehensive Community Initiatives" and "Framework for Program Evaluation."

Promoting Celebration and Renewal

Even the most effective initiatives can benefit from reflection on their accomplishments. Arrange for ongoing review and discussion of group progress on the proposed changes. When new and important changes occur (e.g., a long-awaited policy change by a major employer), celebrate them! Celebrations can take the form of honoring those responsible—for instance, giving a small party for the "champions of change."

Data can also be used to promote critical reflection and adjustments. The review of progress should involve all relevant audiences for the group, including local residents, health care providers, local agents and allies, funding partners, and outside experts in urban neighborhood development. Invite consideration of the importance of the accumulated changes to the group's mission. Communicate with all relevant audiences how their feedback was used to modify the action plan--or even the broader vision, mission, objectives, and strategies--of the group.

Review the action plan at least annually. Ongoing, revise the list of proposed changes to correspond to new opportunities and challenges. For example, when situations change in businesses or government, the group should consider how the action plan might be modified. Use the inventories found in this guide to help identify new changes to be sought that can *renew* your organization's efforts. You might use "sticky notes" on an Action Planning Bulletin Board to display how the plan is a **living, growing blueprint for change**.

Why This Matters

There is a common misconception that one must design and implement "a program" to bring about a big vision such as "promoting healthy neighborhoods." This action planning guide shows that rather than launching a single, definable program, a more promising pathway to neighborhood development involves cementing together hundreds of individual community and systems changes.

Focusing on these "small wins" (i.e., those community and systems changes that will make a difference) instead of creating "the perfect program" has many advantages. For example, focusing on small wins:

- Rewards outcomes, not actions
- Provides multiple opportunities for celebration
- Allows coalition partners to work together by asking each other to do their part while not demanding that everyone be locked into a single course of action
- Provides a sensitive measure of progress, which can be monitored periodically to support improvement and accountability

There is a particularly significant implication of the shift in orientation from "a program" perspective to one focused on accumulating community and systems changes: It increases the coalition's flexibility and responsiveness to change over time. A community coalition or partnership that thinks of itself as running "a program" might find it difficult to redesign or reinvent itself should outside forces change, and the strategy no longer works. This can feel as though the rug were pulled out from under the coalition, be extremely demoralizing to the effort, and fatal to its evaluation.

By contrast, a coalition that aims to bring about a set of strategically chosen community and systems changes is more flexible. When outside forces shift or barriers are encountered, the natural response is to revisit the list of prioritized changes and generate a renewed course of action. This kind of adaptability is important because it allows coalition members to constantly align their targeted actions with existing activities in the community, and with external influences occurring at regional, state, and national levels.

Maintaining these types of alignments is the key to bringing about rapid, planned change throughout a community. It also provides a credible response to traditional criticisms from scientists and evaluators who may see existing activities and secular trends in systems as "confounding" effects that obscure the evaluation of a coalition's work. Rather, this community change approach recognizes (even embraces) the interactive influences on the coalition's action plans.

We recommend reframing a coalition's work to be that of a **catalyst for change**—helping bring about of a series of community and systems changes related to the mission, rather than the delivery of a single program or service. This shifts the evaluation conversation from questions about attribution (e.g., What outcomes did the coalition produce?) to ones about contribution (e.g., How did the coalition help?). The good news is that most stakeholders who understand the complexity of our mission—and the need for collaboration—seek answers about contribution, not attribution.

Summary

This final chapter outlined a strategy for documenting community and systems changes over time and providing feedback on progress to the membership and funding sources. It also highlighted the importance of celebration and renewal. We emphasized the importance of initiatives modifying their action plans periodically to respond to new challenges and opportunities. Annual retreats offer a convenient time for the group to re-invent the Action Plan, and itself.

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Some Potential Indicators of Neighborhood Development		Source/Availability
Goal Area: Economic Development & Job Creation		
Employment	• unemployment rate • # of people moved from welfare to work	Department of Labor; State Social Services
Poverty	• # (%) of children living in poverty • # (%) of residents below the poverty line • # of families in free and reduced lunch program • Temporary aid to needy families	State Social Services; School District; Census
Income	• per capita personal income • per capita household income	Census; City-Planning
Business	• # of small businesses (type & sector) • length of stay of locally-owned businesses • commercial investment (retail)	Chamber of Commerce
Workforce Development	• # of people receiving vocational-technical and other training.	Chamber of Commerce
Population Stability	• Net increase or decrease in population	Census
Capital	• # & amount of loans to local businesses (micro, small, large) • Lending practices • Amount of public funds spent on capital projects	Small Business Administration, Bank Data – Banks, Local Government
Goal Area: Community Capacity & Power		
Voting	• % of voting age people registered to vote • Voting rate of registered voters	County Records
Neighborhood Watch Programs	• # of neighborhood watch programs	Police Records
Student Participation	• # of clubs • # of students participating in clubs/activities	School building records
Leadership	• # of participants in formal Leadership programs	Program data
Adult Civic Participation	• # of adults on local governing boards	City
Civic Participation	• # of petitions submitted to City	City
Youth Civic Participation	• # of youth on local governing boards	City
Goal Area: Housing and Infrastructure		
Housing quality	• Ratings of residential structure condition	Survey, Community Development Center
New Construction	• # of construction permits issued	City data
Improvement	• # and value of rehabilitation permits issued	City data
Housing demolition	• # of demolition permits issued	City data
Affordable Housing	• Median price of houses • Home ownership	City data, realtor's association, lenders, Census

Infrastructure	• Ratings of conditions of streets, sidewalks, streetlights, storm sewers, catch basins.	Survey
Goal Area: Education		
Academic Success	• Assessment scores • Graduation rates (all school levels)	School
Commitment to school	• Dropout rates • Attendance rates	School
Education beyond high school	• # of people with post-secondary degrees	Census
Goal Area: Health and Safety		
Infant Mortality	• Infant mortality rate per 1000 births	Health Dept., hospitals
Teen births	• # of teen births per 100,000 aged 11-17	Health Dept.
Risky Behavior	• Rates of engagement in specific behavior	Survey
Licensed preschools available	• Number of licensed preschools available	Health Dept.
Children living in foster care	• Rate per 1,000 children	State Social Services
Immunization rate	• Rate per 1,000 children entering kindergarten	Health Dept.
Adolescent Mortality	• # of deaths per 100,000 aged 15-19 (homicide, accidental)	Health Dept.
Crime Rates	• # of crimes per 100,000	Police Dept., State Bureau of Investigation
Violence-related morbidity and mortality	• Firearm-related deaths per 100,000 • Number of assault injuries among people aged 12+	Vital Statistics; Police records, program data, population surveys
Frequency of sexual violence	• # of rapes and attempted rates	Police Dept., State Bureau Information , surveys
Frequency of domestic violence	• Prevalence of physical abuse of women by male partners	Health Dept., Police records, ER records
HIV Rates	• rate of HIV infection per 1000	Health Dept.
STD Rates	• rate of STD per 1000	Health Dept.
Goal Area: Child, Youth and Adult Development		
Head Start	• % of eligible children in Head Start program	Head Start program
Child Care Availability	• Child care capacity per 100 children under age 13	Health Dept.
Child abuse and neglect reports	• Rate per 1,000 children ages 18 and under	State Social Services
Service Learning	• # of student hours volunteered for public service	School/United Way
After School Programs	• # of children 6-18 attending school-based or school sanctioned after school programs	School
Frequency of self-directed violence	• Number of suicide attempts by adolescents aged 14-19	Health Dept., program data, hospital discharge database
Access to	• Number of public facilities with internet access	City, Library

technology		
Elderly/Independent Living	• % over 65 years able to live independently • % of residents community nursing homes	Dept of Aging
Recreation Facilities	• amount of usable parks and facilities • community centers per capita	City
Arts and Cultural Services	• # of cultural organizations serving the neighborhood	City

"One problem thoroughly understood is of more value than a score poorly mastered."

-- Booker T. Washington --

Epilogue

This guide has posted markers on the winding road of planning for neighborhood development in our communities. The process of action planning consists of several major sets of activities, including:

- ✓ Convening a planning group in your community that consists of:
  - Key officials
  - Grassroots leaders
  - Representatives of key sectors
  - Representatives of ethnic and cultural groups
- ✓ Listening to the community
- ✓ Documenting the issue/goal(s) for neighborhood development
- ✓ Identifying risk and protective factors
- ✓ Developing a framework for action
- ✓ Becoming aware of local resources and efforts
- ✓ Refining your group's vision, mission, objectives, and strategies
- ✓ Refining your group's choice of targets and agents of change
- ✓ Determining what community sectors should be involved in the solution
- ✓ Developing tentative lists of changes to be sought in each sector
- ✓ Building consensus on proposed changes
- ✓ Outlining action steps for proposed changes
- ✓ Documenting progress on bringing about community and systems changes
- ✓ Renewing your group's efforts along the way

When you complete these activities, *celebrate* (for now)! You have developed a **blueprint for action**.

Myles Horton, the late founder of the Highlander Center, talked about "making the road by walking." The work of transforming communities and systems to promote urban neighborhood development will be made by joining with local people who care enough to make needed changes.

As we do this important work, we realize that we walk the path of those before us. And, eventually, with those who will carry on this cause after we are gone.

Neighborhood problems took a long time to develop. They will not be eliminated over night. Our hope is that, working together, we can create neighborhoods worthy of grandchildren.

"When I dare to be powerful,to use my strength in the service of my vision, then it becomes less and less important whether I am afraid."

--Audre Lorde --

Glossary of Terms

The following is a list of terms used frequently in this Action Planning Guide:

Access: The ability or right to use a resource (e.g., health care services, public transportation).

Action Plans: Descriptions of specific changes to be sought in communities and systems related to a common purpose and who will do what by when to bring them about.

Agents of Change: Individuals (e.g., local residents, agency officials) who are in a position (or have responsibility) to help solve a problem or achieve a goal.

Barrier: Any element of the physical or social environment that effectively prevents (or makes more difficult) an individual gaining access to a resource (e.g., lack of transportation to work, a policy that restricts access to services).

Changing Consequences: Changing the consequences (e.g., increasing available social praise/disapproval or public recognition, reducing time costs, increasing financial rewards) to increase/decrease the likelihood of behaviors (e.g., assaults with firearms) and outcomes (e.g., injuries and deaths).

Coalition or Partnership: People from different sectors or parts of the community working together on a common mission or purpose.

Community Change: New or modified programs (e.g., neighborhood outreach), policies (e.g., flextime at work), or practices (e.g., more convenient hours of service) that are brought about by the initiative's participants and are related to the mission.

Community Sectors: The parts or channels of influence in the community (e.g., Business, Faith Communities, Government) that the community changes are enacted through.

Decision-Making: How the group clarifies issues, considers alternatives, and makes choices about what it should do.

Enhancing Services and Support: Actions or conditions that increase the amount, quality, availability or accessibility of services (e.g., job training, tutoring) and support (e.g., emotional, physical, tangible assistance) from professionals (e.g., service providers, teachers) and lay people (e.g., family, friends, those sharing common experiences).

Infrastructure: Basic facilities, equipment, and installations needed for the functioning of the systems serving the neighborhood (e.g., water, sewage, trash, drainage).

Mission: Describes the common purpose; What the group is going to do and why (e.g., "Promoting neighborhood development through collaboration, advocacy and community education").

Modifying Access and Barriers: Action or conditions that create opportunities and remove barriers for individuals to participate in activities related to the mission (e.g., changing practices to reduce waiting times, providing neighborhood outreach programs that serve people where they are).

Modifying Policies: Actions or conditions that change regulations, mandates, distribution of resources, and other policies related to the mission; policy changes may occur in any sector (e.g., private business, public agency) and at any level (e.g., local business or corporate office, local or state government).

Objectives: Broad goals that refer to specific measurable results of the initiative; They indicate how much of what will be accomplished by when (e.g., "By 2003, increase by 40% the percentage of school children graduating from high school).

Providing Information and Enhancing Skills: Actions or conditions that disseminate information, increase knowledge, and enhance competencies related to the mission through various means (e.g., personal communication, pamphlets, training workshops, courses).

Service Providers: Individuals who promote and offer health and human services (e.g., case managers, teachers, doctors, lay advocates).

Strategies: How the mission and objectives will be accomplished; Includes broad strategies (e.g., community coalitions, advocacy, social marketing) and specific strategies for behavior change (i.e., providing information and enhancing skills, modifying access, barriers and opportunities, enhancing service and support, changing consequences, and modifying policies).

Systems Change: Changes in programs, policies, and practices at a level broader than the community (e.g., from neighborhood to city, from a particular agency to the service system at the city or state level).

Targets of Change: Individuals (e.g., neighborhood residents, elected or appointed officials) whose action or inaction contributes to the problem; those who directly experience the problem/concern (e.g., school dropouts) or are at higher risk for it (e.g., siblings having trouble in school).

Vision: A dream for the way things can (and should) be; Brief statements that communicate the ideal conditions desired by and for the community.

About the Authors

Stephen B. Fawcett, Ph.D., is Kansas Health Foundation and University Distinguished Professor of Human Development and Director of the Work Group on Health Promotion and Community Development at the University of Kansas.

Jerry A. Schultz, Ph.D. is an Associate Director of the Work Group on Health Promotion and Community Development at the University of Kansas.

John P. Cyprus, M.A., is a Site Coordinator for the Neighborhood Capacity Building Project at the Work Group on Health Promotion and Community Development at the University of Kansas.

Valorie Carson, M.S., is a doctoral student in the Department of Human Development and a Research Associate with the KU Work Group.

Vicki Collie is a Senior Undergraduate Fellow with the KU Work Group.

Rod Bremby, M.P.A., is an Associate Director of the Work Group on Health Promotion and Community Development at the University of Kansas.

About the KU Work Group

The mission of the KU Work Group on Health Promotion and Community Development is to promote community health and development through collaborative research, teaching, and service. For more information on the KU Work Group, see our web site http://ctb.ukans.edu/wg/.

About the Community Tool Box

For thousands of pages of practical tools for promoting community health and development, see our related web site, the Community Tool Box http://ctb.ukans.edu/.

"Enter to learn; depart to serve."

-- Mary McLeod Bethume--