

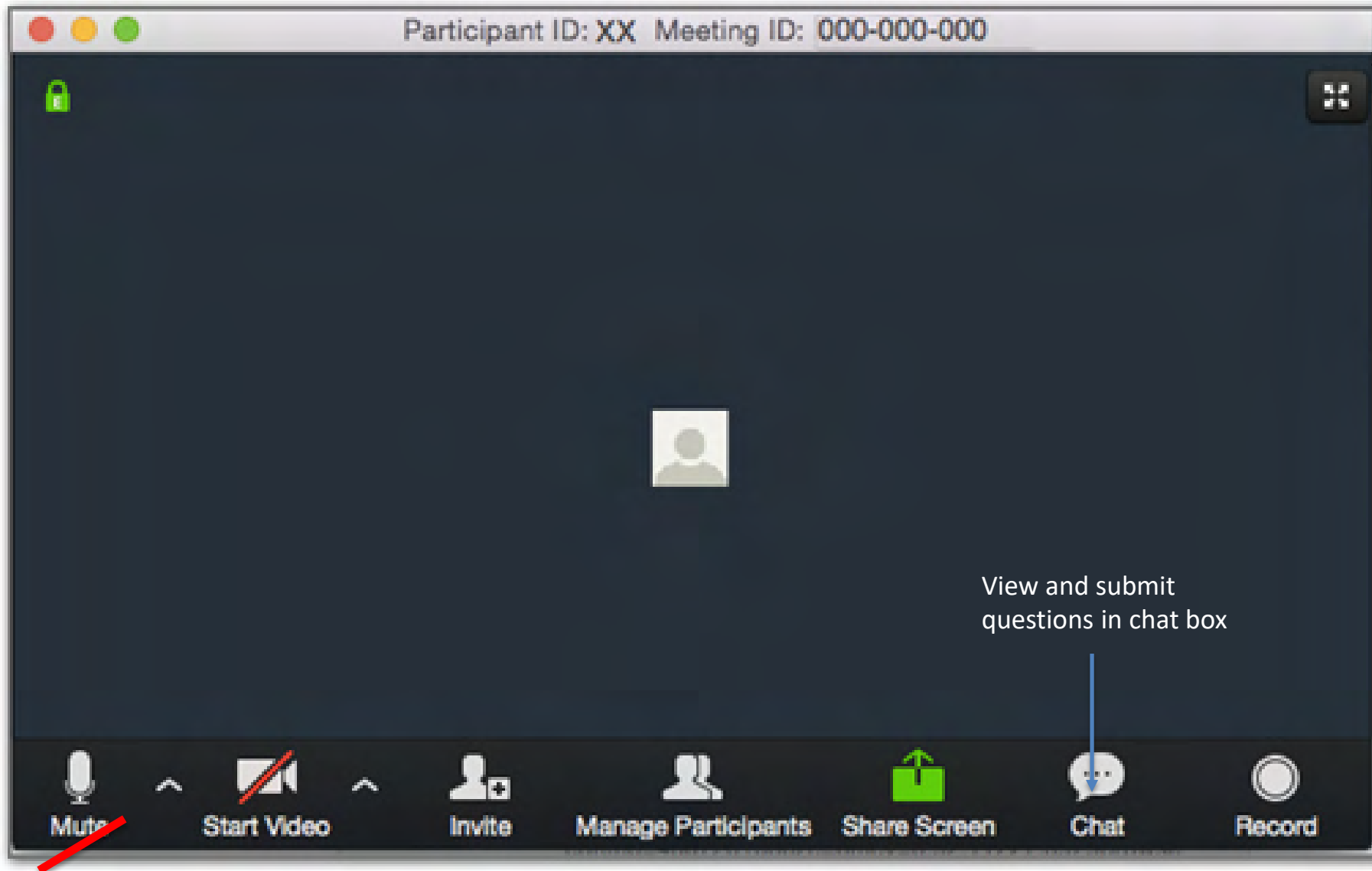


Working Together to Make Meaningful Change: Engaging Communities Across Colorado
Kori Johnson, Safe Routes Partnership
January 11, 2022



MISSION

The mission of the Safe Routes Partnership is to advance safe walking and rolling to and from schools and in everyday life, improving the health and well-being of people of all races, income levels, and abilities, and building healthy, thriving communities for everyone.



SESSION IS BEING RECORDED
PLEASE PARTICIPATE IN THE CHAT!

TODAY'S PRESENTERS

Kori Johnson

Safe Routes Partnership, Washington, DC

Michelle Lieberman (Tech Support)

Safe Routes Partnership, Orange County, CA

Audience: Introduce yourselves in the chat!

- ***Name***
- ***Connection to Safe Routes to School***
- ***A word you would like to offer to the group. It can be something you are feeling, something you are thinking about that only you would understand, a wish for 2022 – anything!***

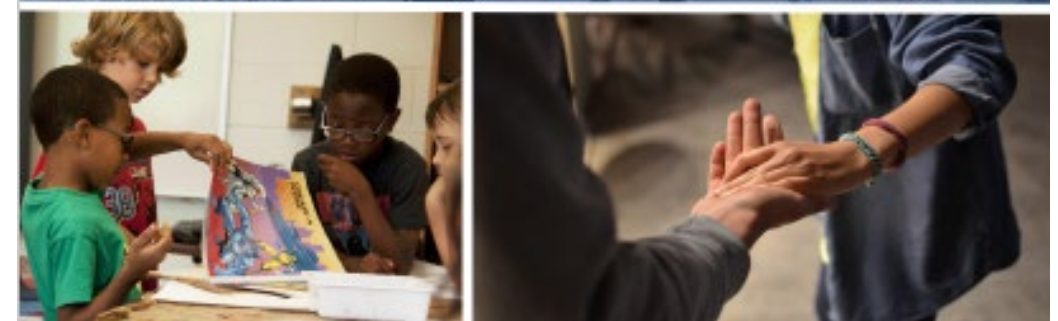


Agenda

- Introductions
- Framing the Conversation
 - Equity
 - Engagement
- Community Engagement Framework
 - Reflect
 - Research
 - Partner
 - Plan
 - Implement
 - Sustain
- Q & A
- Closing Reflection
- Reminders & Next Steps

Colorado Community Engagement Toolkit

- Outlines a community engagement framework
- Highlights engagement best practices
- Guiding questions for each section
- Features Colorado programs
- Links to tools, worksheets, and additional resources
- Emphasis on equity



COLORADO
Department of Transportation

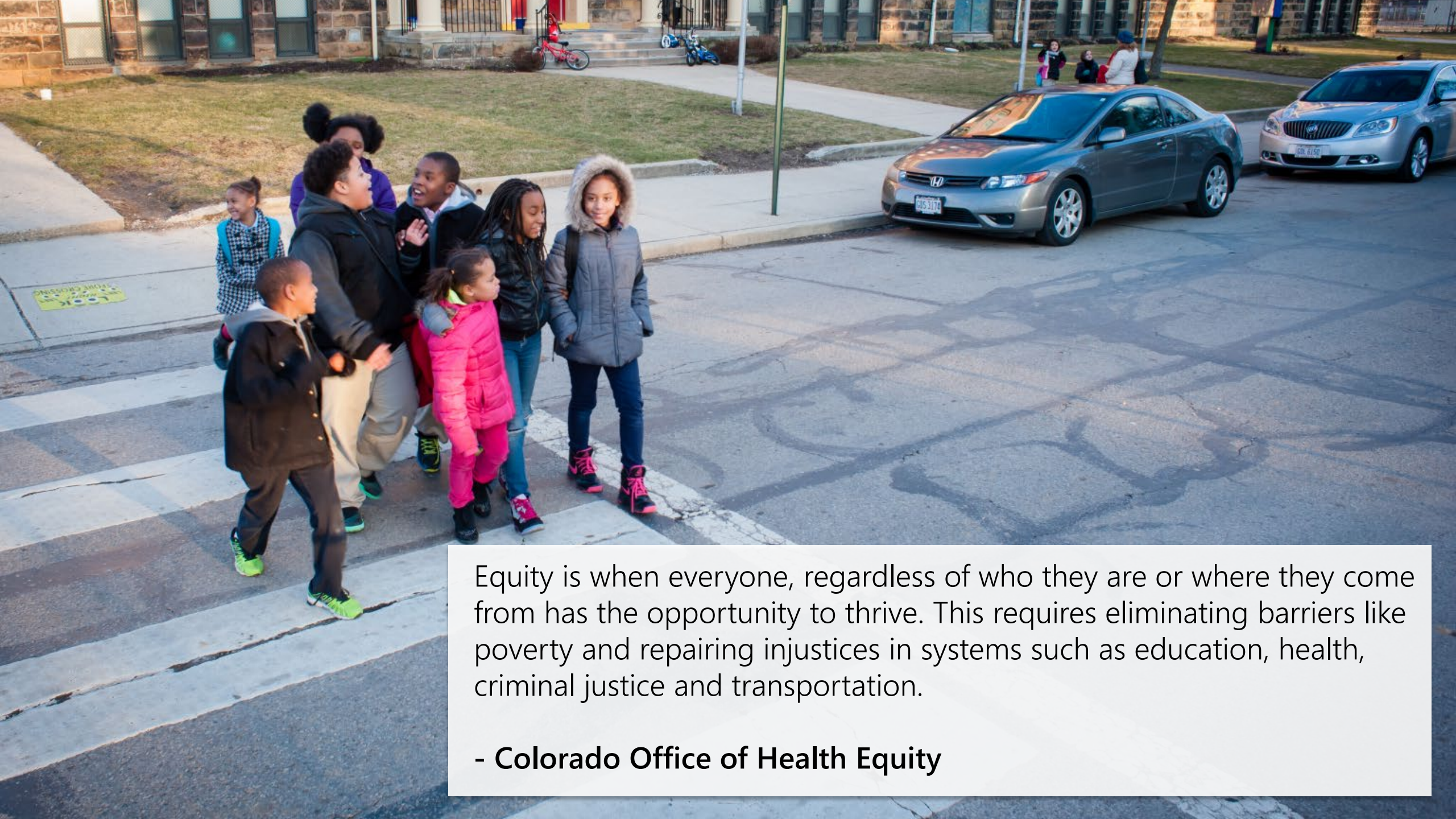


COLORADO
Department of Public
Health & Environment



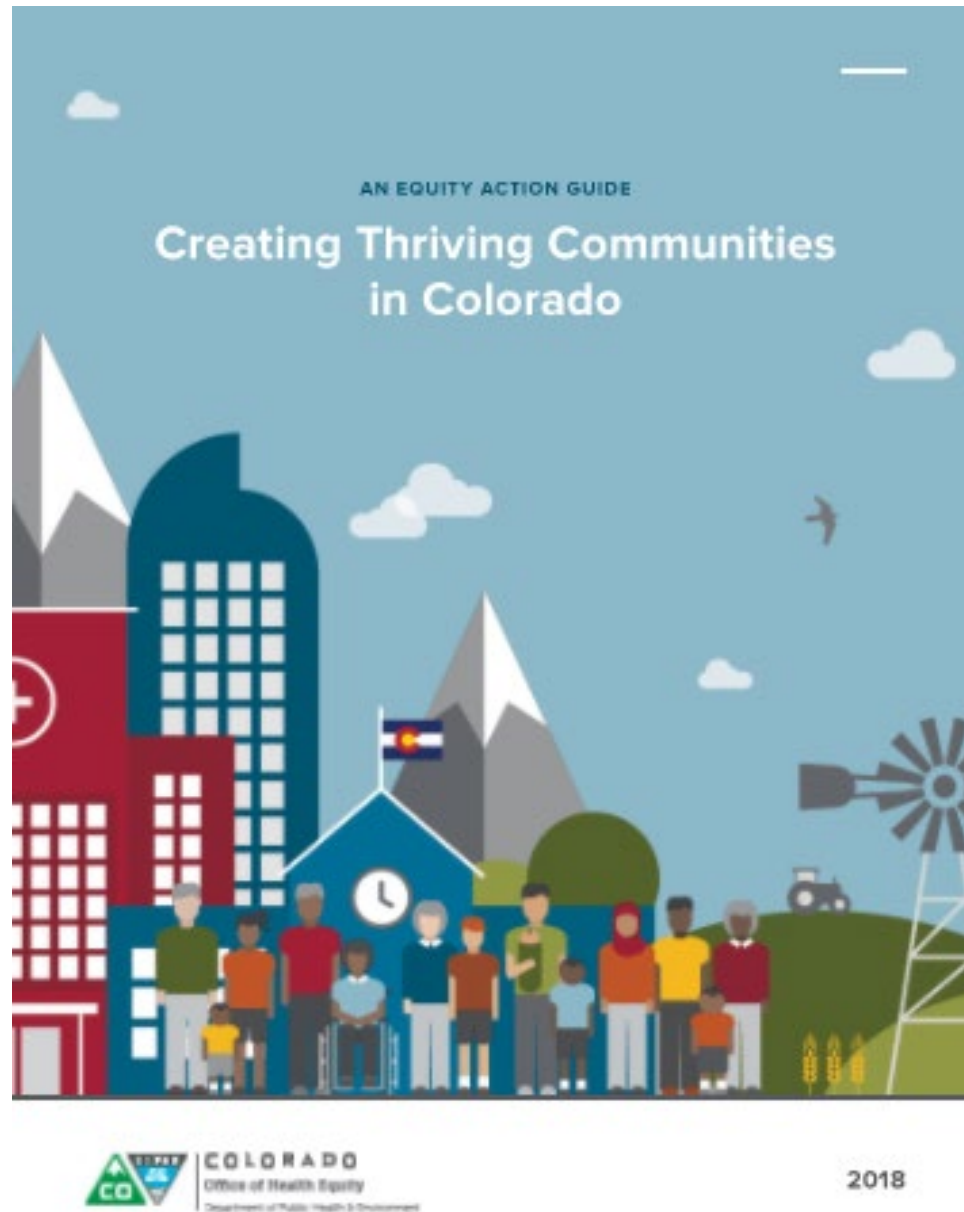
Why focus on
EQUITY?





Equity is when everyone, regardless of who they are or where they come from has the opportunity to thrive. This requires eliminating barriers like poverty and repairing injustices in systems such as education, health, criminal justice and transportation.

- Colorado Office of Health Equity



[Colorado Office of Health Equity: Equity Action Guide](#)

Equity Action Guide Executive Summary: Inequity Hurts Us All

Health and well-being are created in the community by people like us working together to ensure no one is treated unfairly or given fewer opportunities because of who they are or where they come from. Where we live, work, learn and play determines nearly 80% of our health.¹⁴⁴ While individual responsibility is important, the choices we have available are determined by environmental, social and economic factors. And these factors are linked to social norms and systems that have left many of us behind. Not all communities have had the opportunity to participate in the making and telling of our collective history or to shape what we experience.

There are many ways to tell the story of our past and who we are today. But we know that only **Coloradans**, in their own voices, can tell us the whole story.

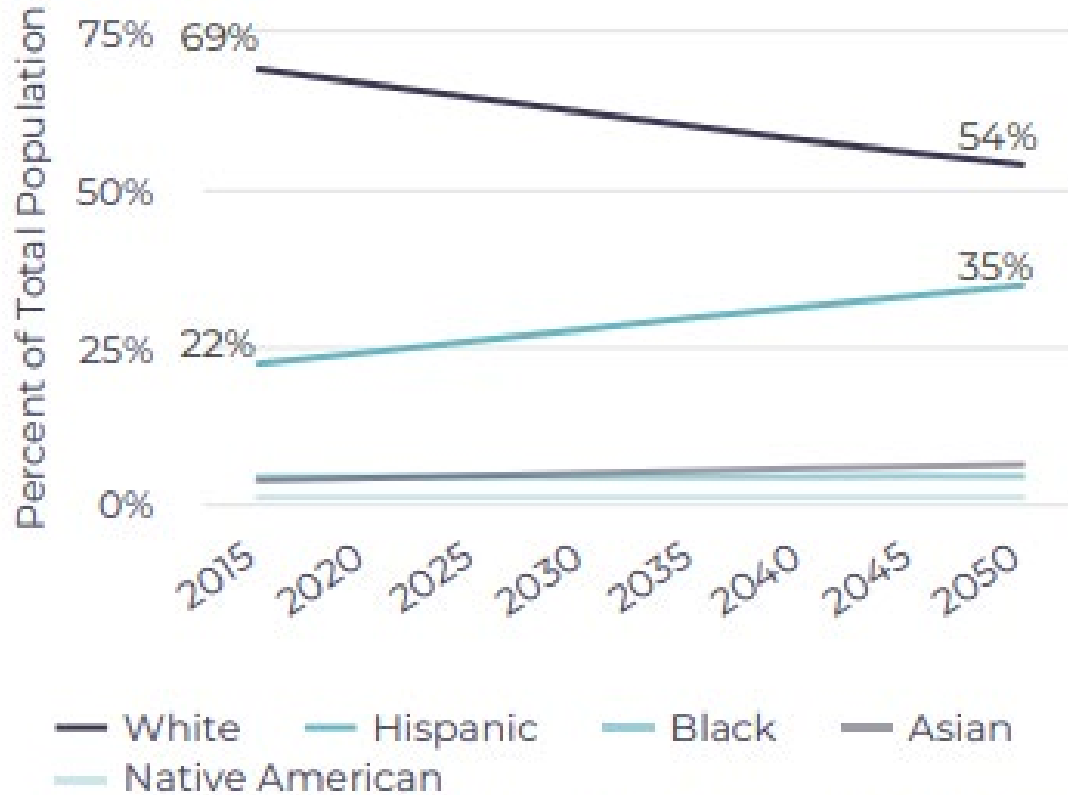


Why Equity Matters

- Health disparities between non-white and white people living in Colorado
- Changing demographics across the state
 - Racial and ethnic minorities are predicted to comprise about 46 percent of Colorado's population in 2050, compared to about 30 percent in 2015.
 - Hispanics will comprise the largest share of Colorado's racial and ethnic minority population — over one-third — by 2050.



Colorado's Hispanic Population is Expected to Increase



Source: Population of Colorado's Racial and Ethnic Groups, 2000-2050, Colorado Demography Office, 2016

[Demographics: A Changing Colorado](#)

	All Coloradans	White Non-Hispanic Coloradans	Non-White Coloradans	Inequity
Key Social Factors				
Food insecurity	23.9%	19.2%	37.0%	✓
No health insurance	11.2%	6.2%	23.9%	✓
Health of Mothers and Children				
Infant mortality (rate per 1,000 live births)	4.7	3.8	6	✓
Low birth weight births	9%	8.4%	10%	✓
Women reporting 3 or more stressors during pregnancy	26.7%	25.1%	29.4%	✓
Childhood asthma	7.7%	6.8%	9.3%	✓
Illnesses and Injury				
HIV (rate per 100,000 persons)	7.8	5.5	13.5	✓
Tuberculosis (rate per 100,000 persons)	1.5	0.3	4	✓
Diabetes	6.5%	5.7%	8.5%	✓
Mental health was not good 8 or more days in the past 30 days	15.1%	14.5%	16.4%	✓
Disability (cognitive & physical)	19.5%	18.7%	21.6%	✓

[Non-white Coloradans Fact Sheet](#) Colorado Department of Public Health and Environment

WHAT IS AN EQUITY APPROACH ABOUT?

EQUITY IS <u>IS</u> ABOUT	EQUITY IS <u>NOT</u> ABOUT
Meeting people's needs based on their unique circumstances to create success.	Giving everyone the same. This is equality.
A process and results that are both fair and just.	Having good intentions with no follow-through.
Removing barriers so everyone can thrive.	Helping people survive.
<i>What you do and how you do it.</i>	Doing something just to get the job done. Checking the box.

[Colorado Office of Health Equity: Equity Action Guide](#)

The 6 E's of Safe Routes to School



ENGAGEMENT

All Safe Routes to School initiatives should begin by listening to students, families, teachers, and school leaders and working with existing community organizations, and build intentional, ongoing engagement opportunities into the program structure.



EQUITY

Ensuring that Safe Routes to School initiatives are benefiting all demographic groups, with particular attention to ensuring safe, healthy, and fair outcomes for low-income students, students of color, students of all genders, students with disabilities, and others



ENCOURAGEMENT

Generating enthusiasm and increased walking and bicycling for students through events, activities, & programs



ENGINEERING

Creating physical improvements to streets and neighborhoods that make walking and bicycling safer, more comfortable, and more convenient.



EDUCATION

Providing students and the community with the skills to walk and bicycle safely, educating them about the benefits of walking and bicycling, and teaching them about the broad range of transportation choices



EVALUATION

Assessing which approaches are more or less successful, ensuring that programs and initiatives are supporting equitable outcomes, and identifying unintended consequences or opportunities to improve the effectiveness of each approach



EQUITY

Ensuring that Safe Routes to School initiatives are benefiting all demographic groups, with particular attention to ensuring safe, healthy, and fair outcomes for low-income students, students of color, students of all genders, students with disabilities, and others

[Equity in Safe Routes to School](#)

Why focus on
ENGAGEMENT?



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ENGAGEMENT

All Safe Routes to School initiatives should begin by listening to students, families, teachers, and school leaders and working with existing community organizations, and build intentional, ongoing engagement opportunities into the program structure.



Why Engagement Matters

- Builds community and social connectedness
- Uplifts underrepresented voices
- Prioritizes needs
- Increases program participation
- Creates accountability
- Provides a roadmap for building a more just and equitable society



Community engagement is about relationship-building and creating opportunities to connect with each other.

Who Should Be Engaged?

- Students
- Parents and caregivers
- Schools and school districts
- Local organizations
- Government agency staff
- Bike and pedestrian advocates
- Crossing guards
- Bus drivers
- Neighbors and community members





Especially people who might not look, think, or act like you.

Community Engagement Framework

- **Reflect** on your role as a community partner
- **Research** the community where you are working
- **Partner** with other organizations to build community relationships
- **Plan** thoughtful, culturally-responsive community engagement experiences
- **Implement** your community engagement experiences and events
- **Sustain** your community engagement beyond a single event or initiative



REFLECT on your role
as a community partner.



Respond in the chat:

What excites or interests you about community engagement?

What makes you uneasy or unsure about community engagement?

**You can respond to one or both questions.*





Why Reflection Matters

- Grounds your work and give you purpose
- Identifies your strengths and weaknesses as a community partner
- Acknowledges your power and privilege in relation to the community you are engaging
- Important step in building trust with the community
- Especially important if you are not from the community you are working with and/or if you are a white person working in a predominantly community of color

Reflection looks like...

- A conversation with yourself – journaling, taking a solo walk
- A conversation with others – colleagues, community partners
- Being open and honest
- Being uncomfortable at times



Sample Reflection Questions

- What do you already know about this community? How did you gain this knowledge?
- What positions of power and privilege do you hold in relation to the community you are working with? Beyond your official professional role, consider race/ethnicity, language, gender, disability, age, sexual orientation, citizenship status, etc.
- How might your own power and privilege impact the community?
- What has community engagement in this community looked like in the past? What does it look like currently?
- What keeps you doing the work that you do?

See the guide for more reflection questions!



Community Engagement Commitments

- A set of standards or norms of community engagement
- Helps hold yourself accountable
- Involve community members in the creating the commitments

Examples:

- I commit to challenging my own assumptions about the community I'm working with.
- I commit to making events and activities accessible to people with disabilities.
- I commit to listening more than I speak.
- I commit to talking with community members who I have not talked to before.
- I commit to learning about the history of the community where I work.

Reflecting on Safe Routes to School

- Can be done any time, not only at the start of the school year
- Consider reflecting with other SRTS practitioners or community partners
- Make it fun – go for a walk or ride, create a photo collage of past events, journal outside or in a coffee shop
- Make the time for it – even 5-10 minutes is better than nothing





Questions?

RESEARCH the community
where you are working.



Respond in the chat:

Think about a community you work with or want to work with. What are you interested in learning about that community?

**Even if you have worked in a community for a long time, there is always something new to learn!*





Why Research Matters

- Builds your understanding of the community
- Gives important context around persisting inequities
- Builds trust with community members
- Shows a willingness to learn about others perspectives
- Helps inform future programming
- Can dispel negative narratives around communities of color, low income communities, rural communities, etc.

Research looks like...

- Taking a walk or ride around a neighborhood
- Hopping on and off public transit
- Historical and archival research
- Attending different community events
- Having casual conversations with people
- Going on a guided tour
- Learning about the nuances within communities
- Exploring Google Maps and Google Earth





Researching Safe Routes to School

- Explore local walking and biking trails
- Learn about the history of SRTS/walking/biking in the community
- Learn about how different schools, neighborhoods, and landmarks got their names
- Attend different school events
- Grab lunch or a snack from a local spot
- Community scavenger hunt – virtual or in-person!



Questions?

PARTNER with other organizations to build relationships.



Respond in the chat:

Who are your community partners?

Are there any potential partnerships you would like to explore?





Why Partnership Matters

- Stretches resources
- Builds community
- Increases capacity
- Increases buy-in
- Brings accountability
- Expands your knowledge
- Everyone needs support – especially if you usually work on your own!

Partnership looks like...

- Co-leading events
- Co-marketing and co-branding materials
- Volunteer engagement
- Participating in a task force
- Regular check ins with partners
- Group brainstorming sessions
- Coalition-building





Partnership Ideas

- Parents and caregivers
- Youth groups
- Crossing guards
- Local agency staff
- Artists
- Safe Kids Coalitions
- Farm/agriculture groups
- Environmental organizations
- *What are some others?*

Partnering on Safe Routes to School

- Invite local agency staff to help at events (Walk/Bike to School Day)
- Pop-up crosswalk or safety demonstration with a local artist
- PSAs on local radio/TV
- Talking to neighbors and trusted community leaders (i.e. people who are “in the know” and have a lot of influence)
- Distributing SRTS materials at the local library, recreation centers, businesses, transit centers





Questions?

PLAN thoughtful and culturally-responsive community engagement experiences.



Respond in the chat:

What program activities are you planning in the next few months?

Are there any new activities you would like to try?





Why Planning Matters

- Provides a roadmap to help you stay on track
- Allows time for trouble-shooting
- Helps you integrate knowledge gained from community research
- Shows how you value the community
- Creates opportunities for public participation
- Planning is great – but don't overcomplicate it!


Planning looks like...

- Speaking seeking input from people you don't often hear from
- Exploring different spaces to host events
- Consulting partners to see if your activities are accessible to everyone
- Budgeting for food, volunteer stipends, giveaways, etc.
- Translating materials in multiple languages and providing interpreters or have staff/volunteers that speak the language
- Being thoughtful, but not overcomplicating it



IAP2 Spectrum of Public Participation

IAP2's Spectrum of Public Participation was designed to assist with the selection of the level of participation that defines the public's role in any public participation process. The Spectrum is used internationally, and it is found in public participation plans around the world.

INCREASING IMPACT ON THE DECISION 

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

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[IAP2 Spectrum of Public Participation](#)

Colorado's Youth Engagement Continuum

Increasing Level of Community Involvement, Impact, Trust and Communication Flow



Increasing Ownership, Empowerment, Skills, Opportunities and Supports of Both Staff and Young People

Please note: Each level has value.

Participation		Engagement		Partnership
Outreach/Service	Consult	Involve	Collaborate	Share Leadership
Communication flows from the program or initiative to <u>inform and/or serve</u> young people.	Young people <u>provide one-time or periodic feedback.</u>	Communication flows both ways and young people provide <u>ongoing participation.</u>	Young people <u>influence decision-making.</u>	Young people <u>share power and responsibility</u> with adults in making decisions together.
<u>Outcome:</u> To establish communication and outreach channels, while sharing information and providing services to young people.	<u>Outcome:</u> To develop connections and learn about the needs, interests and perspectives of young people.	<u>Outcome:</u> To initiate partnership and increased cooperation.	<u>Outcome:</u> Increased trust and partnership-building.	<u>Outcome:</u> A strong partnership with bidirectional trust that affects broader community health outcomes.

(Adapted from CDC's Report "Principles of Community Engagement: Concepts and Definitions from the Literature and Wang, N. T., Zimmerman, M. A., & Parker, E. A. (2010). A typology of youth participation and empowerment for child and adolescent health promotion. American Journal of Community Psychology, 46, 100-114.)

[Colorado's Youth Engagement Continuum](#)



Planning for Safe Routes to School

- Create a SRTS task force or planning committee
- Consult a partner or local expert to see if your event is accessible
- Keep a school calendar on hand
- Build in appreciation days for volunteers, crossing guards, teachers
- Share your plan with others to get feedback
- Infuse cultural elements to your plan



Questions?

IMPLEMENT
community engagement
activities and events.



Respond in the chat:

What is something you have done to limit barriers to participating in your program activities (ex. Translated materials in multiple languages, hosted events at different times to accommodate work schedules, provided digital and paper flyers)?





Why Implementation Matters

- It's your program in action!
- Builds momentum and excitement
- Chance to try out new and creative ideas
- Shows follow-through on your engagement commitments
- Creates opportunities to make new connections and meet new people
- Can be a time for fun and celebration

Implementation looks like...

- Outreach events
- Community meetings
- Annual events and celebrations
- Marketing campaigns
- Educational activities and lessons
- Can be virtual or in-person





Implementing Safe Routes to School

- Walk/Bike to School Day
- Bike rodeos
- Pop-up demonstrations
- Hosting listening sessions to learn about safety concerns
- Organizing remote drop-off and pick up sites
- Walking school bus programs
- Safety campaigns and competitions
- Bike/pedestrian education lessons
- Walk audits
- *What are some others?*



Questions?

SUSTAIN community engagement beyond a single project or initiative.



Respond in the chat:

Beyond funding, how can we engage communities in Safe Routes to School long term?





Why Sustainability Matters

- Builds community trust and buy-in
- Creates opportunities for community members to lead
- Creates continuity and opportunities for growth
- Provides a sense of stability
- Builds culture and community

Sustainability looks like...

- Building long-term relationships
- Supporting community partners' initiatives
- Nurturing new leaders
- Long-term funding for programming
- Adopting plans and policies
- Following through on your commitments
- Regularly checking in with people
- Continuing to be a part of the conversation



Sustaining Safe Routes to School

- Safe Routes to School plans and policies
- Scheduling monthly or quarterly check ins with stakeholders
- Hosting annual events that become part of the school culture
- Supporting community-led initiatives (ex. Youth biking club, walking clubs, transportation advocacy campaigns)
- Creating time to regularly evaluate and reflect on your program





If you remember nothing else from this presentation,
please remember this...



Especially people who might not look, think, or act like you.



Questions?

Respond in the chat:

We covered a lot today! What is one final word or phrase you would like to offer the group before we end our session?





Reminders and Next Steps

- Upcoming Webinar – Culturally Responsive Safe Routes to School Programming
 - Wednesday, February 9th, 11am





Contact Information

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*Have an idea for a Safe Routes to School webinar topic?
Email Kori or share in the chat!*