

PPD 275: Community Planning Practicum – Planning as a Tool to Build Healthier Communities

Winter Quarter 2013

Fridays (9:00 am to 11:50 am)

Location: SBS 3240

Instructor: Susan J. Harden, AICP, LEED AP, CNU-A

Email: sharden@rbf.com

Phone: 949.472.3467

Office Hours: Fridays, 8:00 to 8:50 am. SBS 3240

Course Description

This term the planning practicum will continue its focus on understanding the relationships and impacts between urban planning and public health. Through presentations, readings, guest lectures, case studies, and class dialogue, course participants will develop substantive knowledge of what makes a “healthy” neighborhood and community. Specific attention will be given to how place-based community development approaches and strategies can foster changes in the built environment and contribute to sustainable improvements in the health of communities. Students will work in planning teams on projects in support of the Orange County Health Care Agency’s (OCHCA) *Fifteen in Ten (FIT)* initiative and receive technical assistance from OCHCA staff. This initiative offers to neighborhood leaders and city planning officials important information to help them better assess local needs, inform their planning and program development decision-making processes, and document local outcomes and change as it relates to health and livability.

Student teams will be working in Orange County neighborhoods in the cities of Huntington Beach and Garden Grove. The primary “clients” of the practicum course are neighborhood resident leaders. Students however will also coordinate with OCHCA and a local public agency /organization to complete their assignment.

Course Goal and Impact

The goal of this course is to help cities understand opportunities for proactively integrating health into planning, policies, and practices that improve local built environments and enhance the wellbeing of Orange County residents.

Professional Development Benefits to Students

- Gain practical experience in "team planning" and increase understanding of community engagement methods used in urban planning.
- Opportunities to network with professional planners and other city officials.
- Strengthen public presentation and professional planning report preparation and writing skills.
- Improve understanding of consultative practice in planning, notably in preparation of specific strategies aimed at revitalizing and creating healthier neighborhoods.
- Increase familiarity with reviewing and assessing planning documents.

Benefits to the Planning Community

- Provide specific Orange County cities with specific action plans designed to revitalize and create healthier neighborhoods.
- Increase the leadership profile of city stakeholders (staff, elected officials, commissions, community members) on community health through presentations to constituent groups and/or leaders on local government policy and programs efforts.
- Use assessment and related planning processes and tools to advance understanding among city, community, and neighborhood leaders of local needs and opportunities for creating health-promoting policies and programs.
- Provide cities technical assistance in the development of plans, resolutions, policies and programs that encourage and support smart growth planning emphasizing health.

Student Responsibilities

It is the student's responsibility to:

- Attend and participate in all class sessions.
- Participate collaboratively, flexibly, consistently, and productively as a member of their group.
- Read assignments prior to the class session.
- Make formal presentations to peers and instructors, as well as community members and professional planning staff.
- Identify, secure, and effectively utilize resource materials as recommended by the instructor and as determined by each team.
- Complete all assignments on time and comply with assignment instructions.
- Promptly ask the instructor for clarification of all assignments and other course assignments.
- Promptly ask for assistance with client relationships if needed.
- Comply with all University rules concerning academic honesty.

Team Assignments

Each team will focus on a neighborhood with the overall goal of helping to facilitate resident- driven community revitalization strategies to improve health promotion opportunities in the local built environment. During the Fall quarter, students were asked to develop a *clear understanding of neighborhood conditions* based on research, observation, and dialogues with residents. Then, based on that understanding, students analyzed and presented the neighborhood's opportunities and constraints. During this quarter, student teams (3-4 persons per team) will create a *detailed plan and implementation strategy* focused on one of the key enhancement opportunities.

Huntington Beach: Oak View Neighborhood

Oak View is a predominantly Latino, traditionally underserved neighborhood in Northeast Huntington Beach nestled near the major arteries of Beach Boulevard and Warner Avenue. Adjacent to industrial areas, the community features an elementary school, public library, and a community center amidst a dense conglomeration of apartment complexes with occasional single family dwellings. Galvanized by the Oak View Renewal Partnership, there are various community based organizations active within the area, providing health, education, and economic empowerment services to the residents. During the Fall quarter, students identified numerous opportunities to strengthen the neighborhood and improve its overall health. During this quarter, each Huntington Beach student team will delve further into one of the following opportunities:

- **Capacity Building & Leadership Development** – Student teams will focus on how the neighborhood can develop and strengthen grassroots leadership for long-term sustainability. To do this, teams will analyze current power structure/level in the neighborhood, investigate opportunities for leadership training, grant writing skill development, etc. and assess the leadership capacity and development needs of both youth and adult leaders. A key aspect of this evaluation and analysis should include examining the relationship(s) with Rainbow and other nearby employers to understand opportunities for strengthening workforce development opportunities in the future.
- **Food Access & Nutrition** – Student teams will delve further into issues surrounding access to healthy food, and creating a plan for addressing and improving current conditions and practices. Teams will investigate opportunities for locating community gardens, and improving access to healthy food in local markets/corner stores and nearby grocery stores. Specific attention should be given to evaluating existing protocols /processes and suggesting modified or new strategies to be employed by residents and agencies concerned with this issue. Students will also make an effort to talk to residents as well as representatives from local and regional food retailers such as Stater Bros. and Northgate Market to discuss and better understand the resident purchasing behaviors that may inform improvements in healthy food access. Community outreach and education, transportation preferences, pricing and cultural issues should be considered and addressed in developing strategies and recommendations for the final report.

- **Pedestrian Improvements** – Student teams will create a pedestrian improvement plan for the neighborhood that addresses safe routes to school, pedestrian amenities, connectivity, traffic calming, lighting, and other enhancements. Improvements should address safety and mobility, but also consider urban design and placemaking opportunities. Teams will identify specific improvements, locations, potential costs, implementation timelines, and resources.

Garden Grove: Central Garden Grove Neighborhood

Central Garden Grove, near the juncture of Magnolia Street and Chapman Avenue represents a diverse community (e.g. socioeconomically, ethnically, and age) in a primarily low and medium density residential area. To the west of the Pavilion Plaza and Promenade retail zones, the community features a pair of parks, a neighborhood library, and a major supermarket, though such assets are not always easily accessed on foot given the wide and imposing Chapman Avenue. During the Fall quarter, students with the help of a group of engaged residents eager to improve their community, identified numerous opportunities to strengthen the neighborhood and improve its overall health. During this quarter, each Garden Grove student team will focus on one of the following opportunities:

- **Cultural Diversity** – Student teams will further analyze the cultural composition of the neighborhood looking more carefully at ethnicity, notably differences in language, age, income, renter-owner patterns. Teams will also examine the physical distribution and concentrations of ethnic communities to determine the effects of spatial issues on perceptions of place and social cohesion and their implications for collaboration on issues tied to healthy community development. Teams will make specific recommendations (physical and social) that would allow residents to understand diversity as an asset, which can enhance neighborhood cooperation and provide benefits that ensure long-term sustainability and stewardship.
- **Public Safety & Connectivity** – Student teams will prepare a plan for the neighborhood that addresses bike and pedestrian connections (connectivity to parks and resources, sidewalk gaps, bike lanes, etc.) and also looks at street and park public safety enhancements (lighting, CPTED, block watches, sidewalk repairs, etc.) Examples of how urban design and placemaking opportunities can be used to address and establish safety and mobility Improvements should be clearly outlined. Teams will identify specific improvements, locations, potential costs, implementation timelines, and resources.
- **Food Access & Health Education** - Student teams will delve further into issues tied to healthy food access, creating a plan for improving existing conditions and arrangements. Teams will identify opportunities and strategies to help change resident behavior through education and training – potentially employing the “promotora” or community health worker model. Teams may also investigate locations and strategies for community gardens, local markets/corner stores, and improvements to nearby grocery stores.

Student Team Deliverables:

(1) TEAM ACTION PLAN/PROJECT MANAGEMENT PLAN. Each student team will submit a paper outlining: key steps to complete the assignment, milestone dates, check-in points with “client” and interaction with OCHCA, client and team contact list, and individual team member responsibilities. Teams will use this action plan as a blueprint for guiding and updating their efforts (e.g. adjusting tasks and timelines, tracking individual assignments and group progress, modifying goals and objectives, etc.) Teams will provide an initial plan at the beginning of the quarter and a final summary of their project management action plan at the end of the winter term.

“Client” Relationships and Responsibilities: Students must involve their local “clients” – the public agency and /or community organization. Regular updates should be provided to the “client” on student progress, etc.

OCHCA Relationships and Responsibilities: Students will involve Orange County Health Care Agency staff in your projects. OCHCA would like to be included in meetings and calls with clients. As a partner in this course, the Health Promotion division will support the students’ efforts by providing:

- Technical Assistance to increase student capacity surrounding the following: field assessment tools; programmatic best practices; client relationship facilitation; community engagement; data, including identifying and utilizing secondary data sources; analyzing data; and GIS mapping
- Support for mapping of key health outcomes and measures of social determinants of health
- Assistance in identifying key stakeholders and potential partners within cities
- Review and feedback on student projects at all stages of development

(2) COMMUNITY PARTICIPATION. Each team will organize and facilitate a community workshop and/or meeting to share findings from the Fall Quarter and present the areas of focus for this quarter. Key stakeholders and partners should be invited to secure their insights on the proposed topics of focus. This task will require the original Fall quarter teams to work together. The outreach for this activity must take place in the first five weeks of the quarter and include two key deliverables: 1) Description of outreach methodology and approach/agenda for the workshop/meeting; and, 2) Submission of a summary of the feedback received (bullet points are fine) from participants, any materials or presentation used, and documentation of community/stakeholder attendance (sign-in sheet, photos, etc.).

Please note that individual teams must continue their outreach to stakeholders and the community beyond this activity to develop their plans. A description of the plan for this extended outreach and how it informed and shaped your findings should be described in the Final Plan.

(3) STUDIO “PIN-UPS”. Twice during the quarter, each team will be asked to informally share their preliminary plans to their classmates, instructors, and any invited guests. These “pin-ups” are intended to facilitate reflection and collaborative “brainstorming” to address challenges and ensure the continued progress of each team’s efforts. Teams should use low-tech tools such as posting of draft maps and in-process exhibits, flip charts with key notes, etc., (however PowerPoint slides are also acceptable).

(4) TABLE OF CONTENTS. Each team will prepare a draft Table of Contents for their plan. For each item of the TOC, teams will write a brief description of what will be included and identify anticipated graphics, maps, or other exhibits in support of each section.

(5) HEALTHY NEIGHBORHOOD PLAN. Each team will prepare an action plan that will, at a minimum, include an introduction, description of process, data and analysis, detailed recommendations of strategies and actions, and an implementation approach. The plan should have proper citations with supplemental work efforts and products included in an appendix as appropriate. Each team will receive a pre-loaded copy card for \$100 to help defer costs associated with the reproduction of the final report. Submit two hard copies and one PDF electronically. *Remember that this is a “professional report” and be sure to have someone on your team who is responsible for final editing.

(6) FINAL PRESENTATION. Each student team will present a summary of their final Plan to classmates, instructors, and invited guests at a location in each of the neighborhoods. Teams within the same neighborhood should coordinate presentations to ensure consistency/compatibility between the information and recommendations presented. Presentations will be limited to 20 minutes per team. Teams should utilize multiple presentation methods (e.g. exhibit boards, PowerPoint presentation, video, handouts, etc.) that consider and recognize the diverse learning styles prevalent in communities.

(7) PEER EVALUATIONS. Each student will complete a peer evaluation form. Peer evaluations will influence final individual grades by helping the instructor understand team dynamics and how individual investments, contributions, and levels of participation impact final projects and overall team performance.

Grading

- Team action /management plan 8 points
- Community Participation 8 points
- “Pin-up” #1 8 points
- “Pin-up” #2 8 points
- Table of Contents 8 points
- Final Neighborhood Plan 20 points
- Final presentation 18 points
- Class participation/attendance 16 points
- Peer evaluations 6 points
- 100 points**

Extra credit:

Attend educational event focused on health/planning and write a one-page summary of the experience (2 points).

Required Books & Readings

Corburn, Jason. Toward the Healthy City: People, Places and the Politics of Urban Planning (2009). Available for \$20 on Amazon.

Additional readings identified in the matrix below can be accessed online or through the course website at <https://eee.uci.edu/myeee/>

Course Schedule and Assigned Readings

The following schedule is dynamic and may be modified in response to client and/or presenter availability, student progress, and other project-related situations and developments that may arise during the quarter. Students will be promptly notified of any changes.

WEEK	TOPIC	READING	ASSIGNMENT	SPEAKER (invited)
# 1 Jan. 11	Overview, Introduction, and Team Assignment	<u>Toward the Healthy City</u> (Chapter 3 & 4)		
# 2 Jan. 18	Capacity Building	<u>Toward the Healthy City</u> (Chapter 5) Increasing the Health Promotive Capacity of Human Environments (Stokols, et. al.)	Management Plan (submit via email to course instructor)	Dana Richardson, Senior Director, Community Health & Engagement at Community Health Improvement Partners
#3 Jan. 25	Professional Planning Documents & Reports	Writing Content Free Planning Documents (Forsyth): www.planetizen.com/node/38939 Purdue Online Writing Lab (OWL- great for help with citation formatting): http://owl.english.purdue.edu/ Other Professional Writing Resources: Planning in Plain English: Writing Tips for Urban and Environmental Planners (Macris) The Elements of Style (Strunk and White) Writing for Design Professionals (Kliment) The Craft of Research (Booth, et. al.)		

#4 Feb. 1	Placemaking & Sense of Place	Placemaking on a Budget (Chapters 1 &2) <u>Toward a Healthy City (Chapter 6)</u>	Pin-up #1	
#5 Feb. 8	Mobility & Traffic Calming	Temple City Traffic Calming Master Plan (City of Temple City/RBF Consulting) Review the following sites: BIKE FACILITIES: http://nacto.org/cities-for-cycling/design-guide/ PEDESTRIAN FACILITIES: Steps to a Walkable Community		Paul Martin, PE, TE ALTA
#6 Feb. 15	Healthy Living & Food Access	Healthy Food Retail (Change Lab Solutions): http://changelabsolutions.org/childhood-obesity/healthy-food-retail Community Gardens: Lessons Learned from California Healthy Communities and Cities (Twiss, et. al.)		TBD
#7 Feb. 22	Latino New Urbanism	“The Enacted Environment in East Los Angeles”, James Rojas “Everyone’s a Planner - An Interview with James Rojas”, Next American City (Issue 27, page 20). Latino Urbanism: A New Model for Sustainable Transportation By James Rojas	Community Participation Agenda & Summary	James Rojas, Urban Planner, Community Activist, and Founder of Latino Urban Forum
#8 Mar. 1	Crime Prevention Through Environmental Design	TBD	Pin-up #2 Table of Contents	Al Zelinka, FAICP Community Development Director, City of Riverside
#9 Mar. 8	Understanding Your Audience & Presentation Tips	TBD		
#10 Mar. 15	Dry Run Presentations			

<p>#11</p> <p>Mar. 21</p> <p>6 – 8pm</p> <p>and</p> <p>Mar. 22</p> <p>9-11am</p>	<p>Final Presentations</p>		<p>Final Presentation</p> <p>Final Plan</p> <p>Peer Evaluations</p>	
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