

WALKABLE COMMUNITIES COALITION

AGENDA

Tuesday, January 12, 2016
12 Noon to 1 PM

disAbility Connections
409 Linden Avenue

MISSION: To create an environment where it's easy to walk and bike for recreation, transportation, and health; and to educate and encourage citizens to be active.

Please feel free to bring your lunch to the meetings!

1. Call to Order
2. Public Comment
3. Approval of Minutes of December 8, 2015 (enclosed)
4. Meeting Schedule for FY 2016 Discussion (enclosed)
5. Active Living Events - Karen White, Carnegie Library
6. Active Living HAT System Scan – Shaina Tinsey, (enclosed)
7. Reports and/or Updates From Members
8. Public Comment
9. Adjournment

**Next Meeting: February 9, 2016
12 Noon to 1:00 PM
disAbility Connections**

WALKABLE COMMUNITIES COALITION

MINUTES

Walkable Communities Coalition
disAbility Connections
409 Linden Avenue
Jackson, Michigan

Tuesday, December 8, 2015 12:00 PM

Members Present:

Alex Cash, Fitness Council of Jackson
Chris Gulock, MDOT – University Region
Ted Hilleary, Fitness Council of Jackson
Ken Mangus, Citizen
Laurel Mauldin, Chair
Susan Richardson, Region 2 Planning Commission
Kurt Rudolph, Summit Township
Parrish Stahl, disAbility Connection
Julie Weisbrod, Jackson County Department of Health

1. **CALL TO ORDER**

Ms. Mauldin called the meeting to order at 12:01 PM.

2. **PUBLIC COMMENT**

No public comment was received.

3. **APPROVAL OF MINUTES OF SEPTEMBER 8, 2015**

The motion was made by Mr. Mangus, supported by Ms. Weisbrod, to approve the minutes as presented. The motion passed unanimously.

4. **ENDORSEMENT OF THE TOBACCO 21 RESOLUTION**

Ms. Mauldin informed the committee that she had received several e-mails of support and that she was going to sign the resolution to endorse the Tobacco 21 initiative. This was approved unanimously.

5. **CID WINTER SIDEWALK PROJECT – REVIEW, USE, MAINTENANCE**

Ms. Mauldin shared information about the meeting that occurred yesterday, December 7, 2015 with the committee. She stated that there were other cities in attendance and that this problem exists everywhere. She suggested that all members visit the website

<http://www.jacksonopr.byethost24.com/jacksonsnowsquad> for more information.

WALKABLE COMMUNITIES COALITION

Ms. Mauldin passed around a prototype of a postcard that could be used to inform people of reporting unclean sidewalks. She stated that we need to make people feel like a “good” citizen by reporting. Another issue that arose was the city owned lots that have not been cleaned as well as landlord owned properties.

WCC is also working with JacksonConnect so a blast will go out reminding residents to clear their sidewalks. There was a question as to what percentage of the population receives these blasts and how does one sign up. Ms. Weisbrod suggested that we look into “REMIND” which is used by the schools.

Mr. Stahl suggested that we begin an “awareness” campaign because many people don’t really understand what the problem is. It was also suggested that we give children walking to schools and crossing guards a way to report uncleared sidewalks.

6. MEETING SCHEDULE FOR FY 2016 DISCUSSION

It was decided to not conduct a survey at this time. Once the Active Living Health Action Team (ALHAT) and the WCC develop their strategies, if meeting time is an issue, a survey will be conducted then.

7. REPORTS AND UPDATES FROM MEMBERS: 2015 REFLECTION/2016 POTENTIAL

Ms. Mauldin stated that she had attended the Grass Lake Safe Route to Schools walking audit and said that Jackson was far ahead of them as far as sidewalks were concerned.

Mr. Mangus stated that he joined this committee because he was interested in getting outside areas more accessibility to downtown Jackson.

Mr. Rudolph stated that the WCC needs a vision of what the non-motorized system should look like. He also stated that Summit Township had decided not to build sidewalks because of the clearing issue. He stated that they widened the roadway to accommodate pedestrians and bikes.

Mr. Gulock informed the committee that MDOT will participate in all aspects of any non-motorized plan and that they are still studying the two-way conversion for Washington and Glick.

Ms. Weisbrod wanted the committee to keep in mind an initiative the Health Department has in increasing physical activity and nutrition in child care facilities and schools.

WALKABLE COMMUNITIES COALITION

Ms. Cash stated that she loved the new downtown and was impressed with the number of bike parking facilities.

Mr. Hilleary informed the committee that the new airport runway extension is requiring the movement of an old dump to the tune of \$20 million. He also stated that an I-94 study was just released by MDOT regarding the multi-car accident in Kalamazoo last winter. He stated that the main reasons were speed and driver error.

Mr. Stahl informed the committee that he loved the new downtown but there was no handicapped parking on the street. He is working with the city to correct this. He further stated that he wants the city to look at improvements with continuous accessibility and not to have to retrofit after the fact. All systems need to be tied together.

Ms. Mauldin stated that the Library is interested in sponsoring another bike rally.

Ms. Richardson thanked Mr. Mangus for bring us his famous fudge!

8. **PUBLIC COMMENT**

No public comment was received.

9. **ADJOURNMENT**

There being no further comments, Chair Mauldin adjourned the meeting at 1:20 PM.

Susan Richardson
Region 2 Planning Commission

**JACKSON COUNTY
WALKABLE COMMUNITIES COALITION**

2016 MEETING SCHEDULE

disAbility Connections
409 Linden Avenue
Jackson, MI 49203

ALL MEETINGS BEGIN AT 12:00 NOON.

Tuesday, January 12, 2016

Tuesday, July 12, 2016

Tuesday, February 9, 2016

Tuesday, August 9, 2016

Tuesday, March 8, 2016

Tuesday, September 13, 2016

Tuesday, April 12, 2016

Tuesday, October 11, 2016

Tuesday, May 10, 2016

Tuesday, November 8, 2016

Tuesday, June 14, 2016

Tuesday, December 13, 2016

The public is welcome and encouraged to bring concerns and issues related to walking, biking, health, and transportation accessibility.

For more information, contact the Region 2 Planning Commission at:

Phone: 517.768.6703

Email: adawson@co.jackson.mi.us



WHAT DOES THE PROBLEM LOOK LIKE FOR THOSE EXPERIENCING IT?

Getting at the specific nature of what the problem looks like for people experiencing is helpful because it makes it easier to identify what exactly is causing the problem in the community. Here are some examples of how problems were clarified with information about how it is experienced by people in the community.

PROBLEM:

Children in the Hillcrest Neighborhood are not ready for Kindergarten when they enter school.

WHAT THE PROBLEM LOOKS LIKE FOR THOSE EXPERIENCING IT:

These children do not have the social emotional, developmental, or literacy skills they need to succeed in school.



PROBLEM:

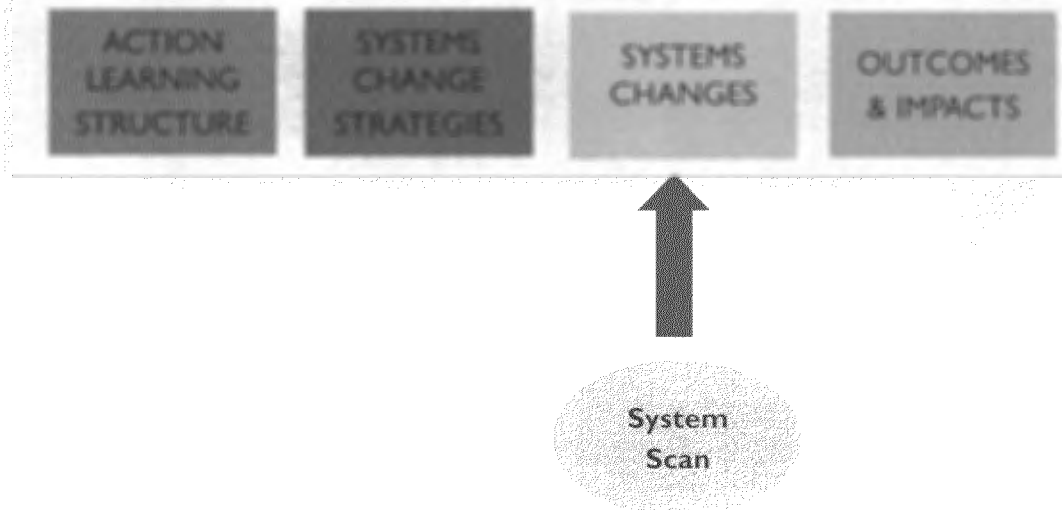
Children ages 5-16 in Creek County are obese.

WHAT THE PROBLEM LOOKS LIKE FOR THOSE EXPERIENCING IT:

These children have a body-mass index rating in the 95th percentile or higher.



DO A SYSTEM SCAN TO IDENTIFY SYSTEM CHANGE TARGETS



SYSTEM SCAN

A **system scan** is a process to understand current characteristics of the community system.

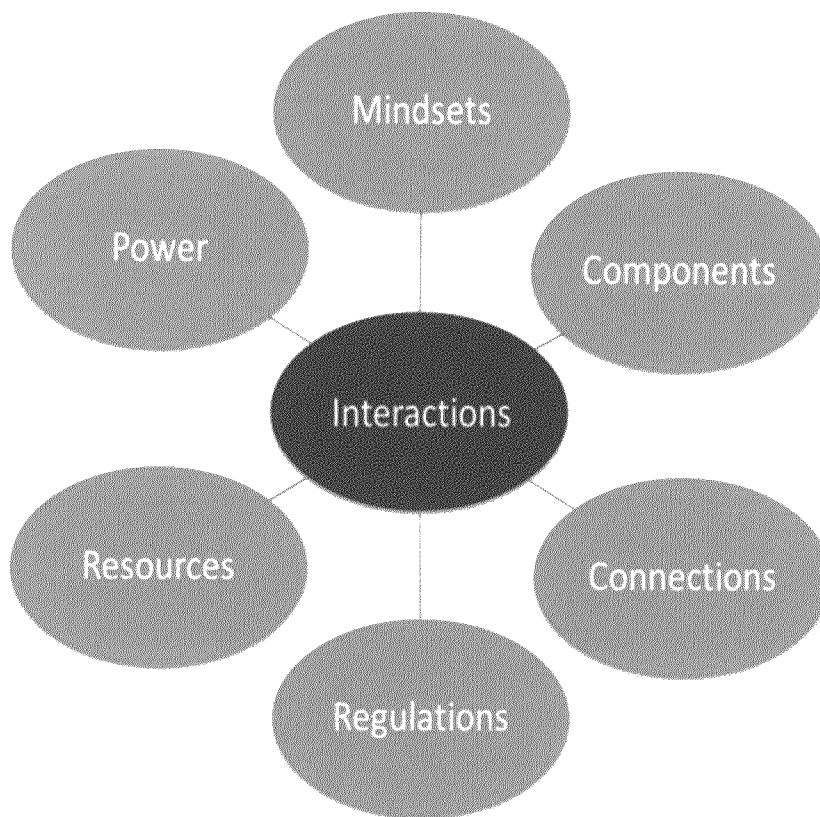
This technique is used to gather information from diverse groups of stakeholders on the system, its problems, and possible solutions that will inform your steps moving forward. **Systems Scans are often used to understand how the system operates relative to the problem you have targeted.** This process can occur formally and informally, in settings from interviews to observations to meeting conversations.

CONDUCTING A SYSTEM SCAN

During a system scan, you ask questions to identify the system characteristics aligned with your targeted outcomes/impacts, identify those that could create challenges or are misaligned, assess the interactions across system characteristics, and understand how your local system operates.

- **Identify Change Targets**
Identify parts of the system that are “getting in the way” of your goals or vision. These unaligned parts becomes targets for change
- **Promote Collective Impact**
Identify issues to collectively address in coalition/collaborative. This information guides agenda development
- **Identify & Leverage Assets**
Discover unused strengths and resources to leverage for change efforts

ABOVE THE LINE - A SYSTEMIC LENS



System Characteristics	Examples	Local Examples
<p>Mindsets</p> <p>Attitudes, values, and beliefs that shape behavior</p>	<p>Aligned Stakeholders believe early life experiences influences children's readiness for school and future outcomes</p> <p>Unaligned Stakeholders believe early life experiences are really not that important</p>	
<p>Important Mindset Tips:</p> <ul style="list-style-type: none"> • Mindsets are one of the most powerful levers to shift within a system. • Mindsets filter what we see, hear, and believe. • Our mindsets often define what we believe to be the "truth". Things that don't fit within our mindsets are considered "lies" "untruths" and "false". • All mindsets are flawed – no one can know everything! • We tend to see the flaws in other's mindsets but not our own. 		
<p>Components</p> <p>Range, quality, effectiveness, and location of services, supports, and opportunities in the community</p>	<p>Aligned All early education settings offer quality curriculum that meets the social/emotional needs of all children</p> <p>Unaligned Early education settings most used by low income families do not have quality social/emotional curriculum in place</p>	
<p>Important Components Tips:</p> <ul style="list-style-type: none"> • A system's components include the programs, supports, services, informal opportunities, and other resources available within a community to meet a resident's needs and aspirations. • The quality and availability of a system's components are rarely distributed equitably across a community. 		

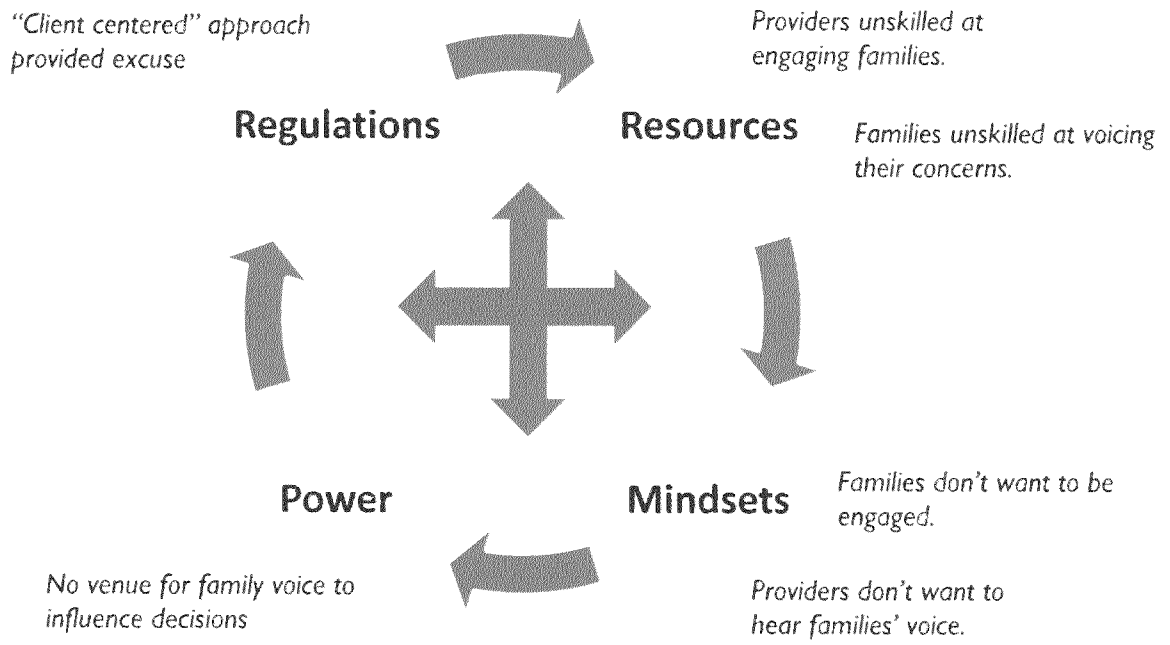
System Characteristics	Examples	Local Examples
<p>Connections</p> <p>Relationships and exchanges between and across different actors, organizations and system characteristics (e.g. information, referrals, resources and learning)</p>	<p>Aligned Public Health Department refers young mothers to play groups run by local school district</p> <p>Unaligned Play groups receive few referrals</p>	
<p>Important Connections Tips:</p> <ul style="list-style-type: none"> • Connections serve as the bridges linking different parts of a system together. When assessing connections think about what needs to flow into and out of a particular setting to help a program or effort operate effectively. 		
<p>Regulations</p> <p>Policies, practices, procedures, and daily routines that shape the behavior patterns of individuals, groups, and organizations)</p>	<p>Aligned Shared consent form created to promote info sharing across orgs</p> <p>Unaligned Policies impede information sharing across orgs</p>	
<p>Important Regulations Tips:</p> <ul style="list-style-type: none"> • Sometimes the most powerful regulations within a community are the informal ones – those that peers, co-workers, neighbors, and family members use to guide each other’s behaviors. 		

System Characteristics	Examples	Local Examples
<p>Resources</p> <p>Human, financial, and social resources that are used within the system</p>	<p>Aligned Excess county money invested into 0-3 prevention efforts</p> <p>Staff understand local early childhood system and all of the resources available</p> <p>Unaligned 0-3 prevention money cut in proposed budget</p> <p>Staff unaware of different programs in town or how to refer their families</p>	
<p>Important Resources Tips:</p> <ul style="list-style-type: none"> • Systems always have resources that are unknown, untapped, or underutilized. These resources are often located within people and settings that are undervalued within the current context. • Effective systems work to discover and leverage these important underutilized resources. 		
<p>Power</p> <p>How decisions are made, who participates in decision-making, whose voice matters, and the structures available to support inclusive voice</p>	<p>Aligned Families authentically engaged in decision-making processes</p> <p>Unaligned Families asked for input, but ideas not used</p>	
<p>Important Power Tips:</p> <ul style="list-style-type: none"> • It is important to consider stakeholders' capacity to value and incorporate all types of information and perspectives brought into a decision-making processes to prevent any participants from becoming marginalized. 		

System Characteristics	Examples	Local Examples
<p>Interactions</p> <p>How the system characteristics influence and affect each other over time</p>	<p>Aligned Feedback sought from other stakeholders and used for continuous improvement</p> <p>Unaligned Organizations ignore information that current policies inhibit connections</p>	

- Important Interactions Tips:**
- The interactions across system parts are essential because they determine the outcomes within a system.
 - Interactions can have a reinforcing or dampening effect on the system characteristics.
 - Interactions across system parts over time create entrenched patterns of behavior that are often very hard to shift.

INTERACTIONS WITHIN THE SYSTEM



System Scan Questions

Mindsets

- What beliefs do people have about why things are done as they currently are? What assumptions or “theories” do people use to explain why the targeted problem exists? How is this influencing the targeted problem?
- What attitudes do people hold towards others in the system, including the targeted population? How do these attitudes affect problem resolution?

Components

- Are there gaps in available services in the community? How are these gaps influencing the targeted problem?
- Are current services of the quality needed to address the targeted problem? How does the current level of quality affect the targeted problem?
- How well are services aligned with the cultural traditions of families in the community? How does this affect the problem? How do service providers’ values and beliefs affect this alignment?
- How accessible are services to the community? Do current services effectively reach the most vulnerable of families? Why/why not? How does this affect the problem?

Connections

- How are the relationships and connections among organizations and other key individuals in the community affecting the targeted problem? In what ways?

Regulations

- What policies, practices and procedures are affecting the targeted problem - or efforts to resolve the problem? In what ways?
- Is there a gap between stated policies, practices, and procedures and stakeholders’ actual practices? If so, why?

Resources

- Whose needs are prioritized by how resources and opportunities are currently distributed? Whose needs are ignored? How does this impact the targeted problem?
- Does the system use the resources available? What resources are typically ignored? How does that impact the targeted problem?
- What human, financial, or social resources are needed to more effectively address the problem?

Power

- What types of decisions are most important to the functioning of the system? Who has the power to make these decisions? Who is excluded from this decision-making process? How does this affect the problem?
- What types of information and resources are most important to the system? Who controls access to these resources? How does this affect the problem?

Interactions

- What feedback loops are missing in the system? How might these missing loops affect the targeted problem?
- Which system parts interact with each other in ways that exacerbate the problem?
- What patterns of behavior are emerging because of these interactions?

Adapted from Foster-Fishman, P. G., Nowell, B., & Yang, H. (2007) and Foster-Fishman & Watson (2012)

