Appendix A: Community of Engaged Practice Process

DEVELOPMENT PROCESS

The COEP process engaged partners in identifying key topics in the themes of interest in the development of EJ research partnerships using a participatory approach. This section outlines the process and the development of the prioritized set of modules.

STEP 1: CRITERIA FOR DECISION-MAKING[1]

The participants developed a set of criteria for decision-making in the content of the modules.

Methods

The learning methods/settings/pedagogy we select will provide opportunities:

- For all participants to share knowledge
- For all the experts in the room (community partners and community-academic partnerships) to share successes and contribute their knowledge
- For multiple learning styles and literacies
- To highlight community assets and implementation (for instance in case examples)

STEP 2: CONTENT

The curricular content was selected based on the following criteria:

- Expand knowledge and skills in areas that have historically been overlooked, or areas where there is limited literature/expertise to date (AND/OR information exists, but not in the form we want to see it)
- Build on areas of substantial expertise AND/OR energy within our COEP group
- Lend itself to collaborative discussion & reciprocal co-learning
- Be applicable to both community and academic partners
- Have the most impact (highly likely to create a "ripple effect")
- Contain content that is easily actionable by both academic and community participants

STEP 3: CURRICULUM THEMING

Using the decision-making methods and content criteria described above, the participants identified two thematic areas for the curriculum:

1. "Building Process Capacity," which can be defined as developing skills, tools, and resources around methods that promote health equity—put simply, "how we do the work."
2. "Building Content Capacity," which references specific sets of information, or in other words, "what the work is."

[1] **Note**: the place in the list does not reflect their priority

1. Building Process Capacity

1A. Creating equitable spaces for engagement

- For researchers – it is important to communicate willingness to and actively help create a space in which researchers can become aware of the biases in academic culture that do not value community perspectives equally, and to question the value placed on academic environmental science.
- For community leaders – it is important to be able to find value and validation of their voices and experience.
- For researchers – it is important to recognize the experiences that they will hear and gather from community people, turn around and empower those community voices.
- Strategies for creating more equitable spaces including honoring all types of knowledge

1B. Disrupting the power of language

- Combination of research 101 and language – recognition that we sometimes use words to mean different things in different contexts. Training ourselves to be aware of what our words mean in different contexts – to create a more level playing field
- Recognizing not only academic language, but also the language that is used on the ground – making that effort to build our capacity to understand the language that is being used in community groups
- Regulatory language also needs to be part of the capacities built

1C. Strengthening the capacity to create change

- Capacity – obviously, notoriously, capacity is always an issue. To be successful, it is really important to build that into whatever module we plan – once we talk about enacting those modules, that we work with community partners to ensure that there is someone with the capability to actually take on those modules, and to have contingency plans, really accounting for what that looks like in terms of community partners and time.
- Finding the levers that can make change happen – regulatory methods, models, what others are doing, finding ways to communicate, understanding the business models of the groups who will make the decisions
- Regulatory language also needs to be part of the capacities built
- As we are thinking about which particular forms of advocacy we want to push forward, think about what is reasonable to expect of each community – not always reasonable to expect people to attend a 2-3-hour community forum, but may want to have a slate of potential actions that are accessible to a wide range of community groups

1D. Research as a Decision-making tool

- Basic overview of science process as problem solving, to move beyond problem description, to understand the relationship of science to advocacy and systems change – identifying potential points of intervention
- Relationship between research and policy – real value of critical reflection about that, how that could happen, how it ought to happen – often different from those coming from a research perspective, and an advocacy perspective

1E. Racism & White Supremacy

- How social and interactional processes can reproduce inequalities in a face to face setting and some skills for acting differently
- Understanding of power and inequity and how that distorts conversations

2. Building Content Capacity

2A. Environmental Justice 101

- Issues around environmental justice and environmental racism, may not be something that the academic partners are as aware of as the community partners
- Some understanding of environmental injustice
- Exposures facing EJ communities
- Important to provide tools so people know how to get to know the community that they are going to be doing work in – sense of assets in the community as well as challenges

2B. Research 101

- Sharing the tools, building capacity in community-based organization to understanding the research and analysis. Some of the expertise is not going to transfer, building those capacities within community-based organizations
- Combination of research 101 and language – recognition that we sometimes use words to mean different things indifferent contexts. Familiarizing ourselves to know what those mean in different context – to create a more level playing field
- Basic understanding of how science operates and that it is not objective

2C. Partnership Development 101

- Recognition that this is a cross-learning process – community groups are learning how to do citizen science, and academics are recognizing the value of what community groups bring to the table
- Pressures that people are under and different models of how to in fact make those happen Understanding the parameters of what you can do and what you can't do
- Process of setting expectations, to provide a structure for agencies regarding equity
- Goal setting – it sometimes takes some education to recognize the bounds of what is reasonable to expect out of a process – creating mutual goals

2D. Strategies for Advocacy

- Knowledge of legal strategies

2E. Translating Research into Policy

- Different standards of evidence that researchers, advocates and policy makers use – what is the threshold for regulatory action, importance of showing causation, can't do anything about it

2F. Specific Scientific Content

- Session with very specific scientific content – where community has asked for very specific scientific information

STEP 4: SELECTION OF MODULES

The participants used the decision-making process to select two modules from the above list. The selection criteria included feasibility (what could be accomplished in the project period), alignment with participant goals of building equitable environmental justice research partnerships, and how the work could make a unique contribution to the field.

Based on these criteria, the two modules selected were **Partnership Development and Strengthening Capacity to Promote Environmental Justice.**

STEP 5: CONTENT PRIORITIES FOR THE SELECTED MODULES

The participants used a consensus-formation group decision-making to identify the elements within each high-priority curriculum modules. The numbers after each item represent the number of participants that placed a high priority on each aspect of a given module. The items in **bold** were selected based on the concentration of high-priority preferences and group agreement using the 70% consensus standard.

Equitable Partnership Development

- Recognizes that this is a cross-learning process (4)
- Provides process of setting expectations to provide a structure for agencies regarding equity (3)
- Integrates goal & objective setting & discussion of creating mutual goals (1)
- **Includes strategies for creating more equitable spaces, including honoring all types of knowledge** (8)
- Provides space for academics to actively acknowledge, validate, amplify, recognize the power and value of community experiences (1)
- Addresses systemic bias (3)
- Clarifies community and academic roles in partnership development
- Recognizes different languages and takes steps to overcome language barriers (e.g. between community, academic, and regulatory) (1)
- How might communities benefit from research (1)
- **What are the core principles around establishing a mutually beneficial relationship** (7)?
- Easily actionable (5)
- How to identify community and academic partners (1)
- How to create mutual objectives (1)

Strengthening Capacity to Promote Environmental Justice

- **Provides actionable steps around finding the levers to make change** (8)
- Has a slate of potential actions that are accessible to a wide range of community groups (0)
- Discusses ways to identify the problem, focal messages and focal messengers (3)
- Considers what forms of advocacy are reasonable to expect from each community - have a slate of potential actions that are accessible to a wide range of community groups (4)
- Provides an overview of regulatory knowledge and strategies on multiple levels - language and rules, legal knowledge and rules, alternatives to public comment (4)
- Includes activities that support creating a shared vision and incorporate different community strategies (2)
- **Incorporates power mapping or similar activity** (7)
- Recognizes different languages and takes steps to overcome language barriers (e.g. between community, academic, and regulatory) (4)
- Discusses different standards of evidence that researchers, advocates and policy makers use - including the threshold for regulatory action and the importance of showing causation, and how to develop a research agenda that builds a body of evidence (4)

STEP 6: FINAL CURRICULUM DESIGN

The COEP participants developed a set of design principles that would guide the specific activities within each module.

Partnership Development

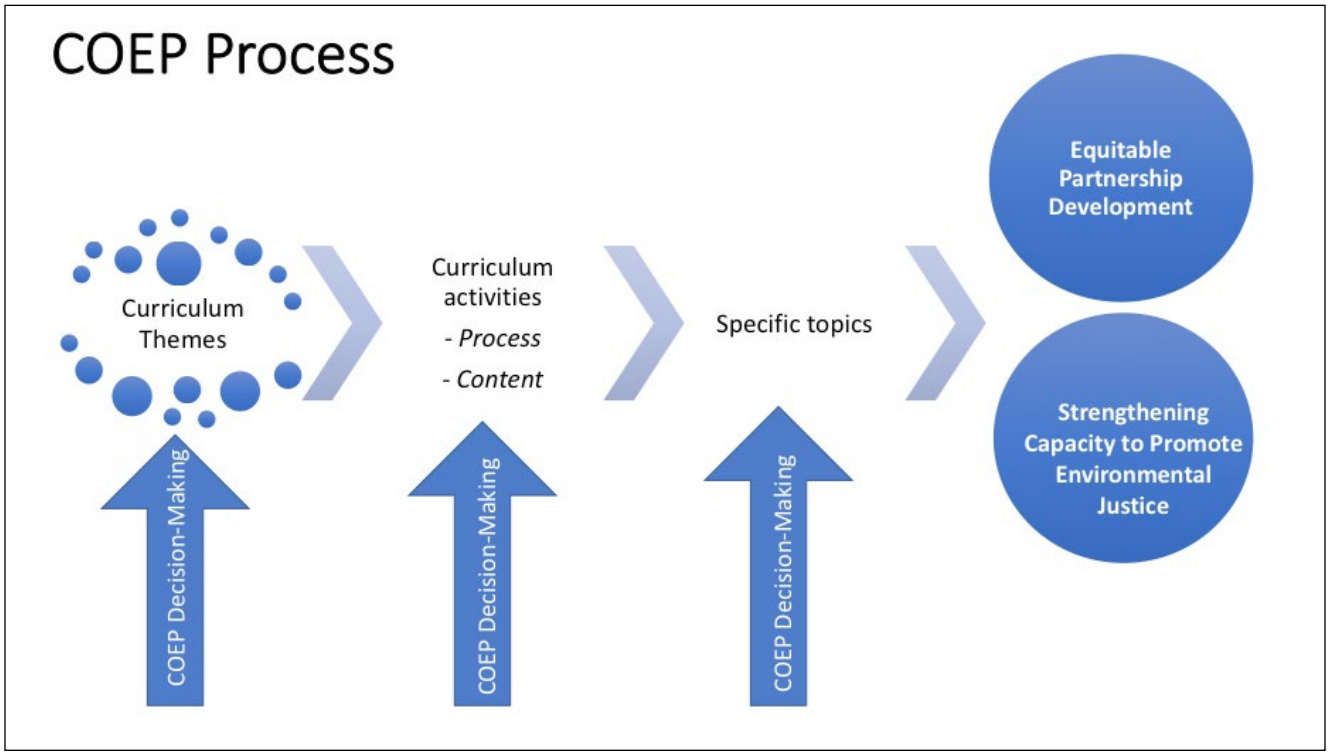
Core principles around establishing mutually beneficial relationships

- Recognizes that this is a cross-learning process
- Integrates goal & objective setting & discussion of creating mutual goals
- Provides space for academics to actively acknowledge, validate, amplify, recognize the power and value of community experiences
- Clarifies community and academic roles in partnership development
- How to create mutual objectives

Strengthening Capacity to Promote Environmental Justice and Finding Levers to Make Change

Develop Power Map, Power Network Analysis, and Research Strategy Charts to develop effective ways of using research to support campaigns for environmental justice and health equity.

- Power mapping: analyze and visualize relationships between different stakeholders relevant to the achievement of a specific campaign or action goal
- Power Network Analysis: identify stakeholders who are crucial to a certain campaign or action goal and expertise/research that could advance the cause
- Research Strategy Chart: provide actionable steps around finding the levers to make change with research



COMMUNITY OF ENGAGED PRACTICE CURRUCLUM DEVELOPMENT PROCESS

Appendix B: Review of Existing Environmental Justice & Health Equity Curricula

INTRODUCTION

In 2017, the Community Outreach and Engagement Core of the University of Michigan Lifestage Environmental Exposures and Disease (MLEEaD) Center and the University of California, Davis Environmental Health Sciences Core Center, with funding from the National Institute of Environmental Health Sciences, collaborated to develop an environmental justice and health equity curriculum to strengthen the capacity of academic and community partners to work together to promote innovative and impactful environmental health research. The team identified 10 content areas within 5 categories that would comprise an effective curriculum, and then identified existing training material in each content area; these are documented in the matrix below.

Review of Existing Curricula - Table 1

Curriculum	Environmental & Social Justice		Research		Partnership Development			Capacity Building	Policy Advocacy	
	EJ 101	Racism & White Supremacy	Research 101	Research as a Decision-making tool	Partnership Development 101	Creating equitable spaces for engagement	Disrupting the power of language	Strengthening the capacity to create change	Strategies for Advocacy	Translating Research into Policy
Community Environmental Health Science Academy (Adult)										
Making Youth Data Matter (MYDM) Curriculum (all modules) (High School)										
M1: Map Matters										
M2: Introduction to Putting Youth on the Map (PYOM)										
M3: Digging into Putting Youth on the Map										
M4: Putting Youth on the Map for Change										
Detroit URC: Partnership Academy (Adult)										
Our Place in the Web of Life: An Intro to EJ (UU Ministries) (Adult)										

Curriculum	Environmental & Social Justice		Research		Partnership Development			Capacity Building	Policy Advocacy	
	EJ 101	Racism & White Supremacy	Research 101	Research as a Decision-making tool	Partnership Development 101	Creating equitable spaces for engagement	Disrupting the power of language	Strengthening the capacity to create change	Strategies for Advocacy	Translating Research into Policy
Environmental Racism: Margaret Anderson (U-Delaware) (High School/Undergrad)	■					■	■	■	■	
Environmental Justice & Social Action Leslie Petruzzi; High School of the Future (High School)	■	■						■	■	
Earth Force: Community Action & Problem-Solving Process (High School)			■	■	■					■
Teaching Tolerance (SPLC): EJ Middle Grades (Middle School)	■									
Teaching Tolerance (SPLC) Introducing Kids to the Idea of Enviro Racism (K-5th Grade)	■								■	
Teaching Tolerance (SPLC): Environmental Justice (Grades 3-12)	■	■								

Curriculum	Environmental & Social Justice		Research		Partnership Development			Capacity Building	Policy Advocacy	
	EJ 101	Racism & White Supremacy	Research 101	Research as a Decision-making tool	Partnership Development 101	Creating equitable spaces for engagement	Disrupting the power of language	Strengthening the capacity to create change	Strategies for Advocacy	Translating Research into Policy
Just Health Action No One's Backyard: EJ Curriculum Lesson Plan List Facilitating Health Equity Conversations (Poster) Powerpoint (Adult)	■	■	■	■		■	■	■	■	■
Lesson Plan 1: What Makes a Community Healthy?			■	■				■	■	
Lesson Plan 2 Whose backyard? Toxic Waste Management Meeting and Enviro Injustice	■	■				■			■	■
Lesson Plan 3: How are Equality and Equity Different?		■					■			
Lesson Plan 4: Causes of the Cause: What are the Root Causes of this Problem?; Diagramming Methodology		■							■	
Lesson Plan 5: Environmental Justice Matters: Mapping Environmental Justice Impacts; tables			■	■						

Curriculum	Environmental & Social Justice		Research		Partnership Development			Capacity Building	Policy Advocacy	
	EJ 101	Racism & White Supremacy	Research 101	Research as a Decision-making tool	Partnership Development 101	Creating equitable spaces for engagement	Disrupting the power of language	Strengthening the capacity to create change	Strategies for Advocacy	Translating Research into Policy
Lesson Plan 6: Environmental Justice Matters: Mapping Cumulative Impacts			■	■						■
Lesson Plan 7: Incorporating EJ When Reducing Pollution in Stormwater				■				■		■
Lesson Plan 8: Equity Impact Review: Green Stormwater Infrastructure in Seattle				■				■		■
Just Health Action: Solutions to the Cause: Taking Action on Upstream Causes				■				■	■	
Just Health Action: Advocacy Continuum									■	
Just Health Action: Gotcha! How to prepare a health equity elevator speech							■			
Just Health Action: How Racism is Embodied curriculum: Ism/health empathy poem		■				■	■		■	

Curriculum	Environmental & Social Justice		Research		Partnership Development			Capacity Building	Policy Advocacy	
	EJ 101	Racism & White Supremacy	Research 101	Research as a Decision-making tool	Partnership Development 101	Creating equitable spaces for engagement	Disrupting the power of language	Strengthening the capacity to create change	Strategies for Advocacy	Translating Research into Policy
AMBIENT Teacher: Environmental Ethics (High School/Undergrad)										
Unnatural Causes: Is inequality making us sick? (facilitation questions) (adult)										
The House We Live In (classroom guide) (adult)										

Selected Curricula Details: Table 2

Curriculum	Focus / Goals / Objectives	Format	Additional Themes (beyond those above)
Community Environmental Health Science Academy (UC Davis)	Minimize the divide between academic knowledge and applications to respond to pressing social & environmental issues Building capacity of EJ communities in California in methods of environmental monitoring and data analysis to inform work in the area of environmental advocacy	4 day training Interactive web forum Cluster-based activity Case Study Field Work/Sample Collection Assignments/homework *Also – one day event including short seminars/workshops focused on specific topics related to projects*	Regulatory / Scientific Language Research Ethics Politics of Knowledge Cumulative Impacts
Community Environmental Health Science Academy (UC Davis)			
Making Youth Data Matter (UC Davis)	Support young researchers' access to and use of data and analyses that may complement their social change efforts – potentially as context, as additive information, and/or as a focus of critique and further development	4 Curriculum Modules M1: Map Matters M2: Introduction to Putting Youth on the Map (PYOM) M3: Digging into Putting Youth on the Map	Youth Participatory Action Research (YPAR) Access and use of data to complement social change efforts Spatial Analysis

Curriculum	Focus / Goals / Objectives	Format	Additional Themes (beyond those above)
		M4: Putting Youth on the Map for Change	
Making Youth Data Matter M1: Map Matters	Provide opportunities to consider why we should care about data/maps Activity 1.1: Data and Mapping Breakdown Youth participant share feeling on data/mapping; how they use maps in their lives; whether/how they use maps/data in community change work; and where data/map come from Activity 1.2: Mapping Matters Youth participants explore how maps have been used to oppress and resist through a skit-based activity focused on the impacts of redlining and (un)incorporation. Activity 1.3: Mapping in our Community This activity involves bringing in local speakers on locally relevant efforts to share how maps are being used to create positive community change.	180 mins Ice Breaker Community Mapping Presenting Maps Scenarios & Maps Role Playing PowerPoint Presentation Local Mapping Initiative/Representative	Maps
Making Youth Data Matter	Provides an overview of PYOM resources and how to navigate online tool	125 mins	Accessing Spatial Data

Curriculum	Focus / Goals / Objectives	Format	Additional Themes (beyond those above)
M2: Introduction to Putting Youth on the Map (PYOM)	Activity 2.1: Map Chat Introduces key terms through creating group body sculptures to begin preparing youth to use, produce, and present data maps Activity 2.2 PYOM Overview Review Prezi on quick overview Activity 2.3: How to Create Maps Students engage in data scavenger hunt	Vocabulary cards Map chat sculptures Prezi Live mapping demonstration Creating Maps Games (scavenger hunt)	
Making Youth Data Matter M3: Digging Into PYOM	Provides a deeper understanding of analysis and maps available and builds capacity to critically use data Activity 3.1: Vocabulary Relay Race Teams of youth race to link up terms to definitions Activity 3.2: Body Mapping PYOM tool-the youth Well-Being Index (YMI) a holistic approach to support youth well-being. Participants dray a map of the body, label body parts w/ related YWI domains, list out barriers they've experienced and ID how domains are interconnected	240 mins Body Mapping Games (vocab relay race; jeopardy; data-ing game)	Youth Well-Being Index "Interconnected" issues that face youth Limitations of Data (trustworthiness of source, representativeness, accuracy, visual display)

Curriculum	Focus / Goals / Objectives	Format	Additional Themes (beyond those above)
	Activity 3.3: PYOM Jeopardy Participants team up to play Indices Jeopardy Activity 3.4: Youth Vote Breakdown Youth learn about California Civic Engagement Project Youth Voting Data and how to use as part of their advocacy and action strategy Activity 3.5: Beyond Indices Scavenger hunt to explore other types of data maps focused on local issues Activity 3.6: The Data-ing Game Understand the limitations of data and identify the best possible dataset		
Making Youth Data Matter M4: Putting Youth on the Map for Change	Provides opportunities to practice PYOM resources in combination with local knowledge to make change. Activity 4.1: Getting to Know PYOM Resources Learn about PYOM resources to support Participatory Action Research (PAR). Activity 4.2: Other tools for Community Change	70 mins Demonstration of resource page Group exercise Activity stations Map creation	Participatory Action Research (PAR)

Curriculum	Focus / Goals / Objectives	Format	Additional Themes (beyond those above)
	Learn about other tools for PAR and Participatory Mapping Activity 4.3 YPAR/Mapping Simulation Complete PAR simulation		
Making Youth Data Matter (UC Davis) -- http://interact.regionalchange.ucdavis.edu/youth/resources/curriculum/PYOM_Curriculum_2917.pdf			
Detroit URC: Partnership Academy (U-M)	Introduction to core principles, concepts, methods, benefits & challenges involved in community-based participatory research (CBPR) Describing & understanding partnership formation & maintenance; use of mixed methods & basic research; evaluating interventions; and feedback, interpretation, dissemination, and application of research results	Lectures Discussions Case Studies Small Group Exercises	Community-based Participatory Research (CBPR) Ethical considerations of research
Detroit URC: Partnership Academy (U-M) -- https://www.detroiturc.org/expertise-programs/cbpr-capacity-building.html			
Our Place in the Web of Life: An Intro to EJ	For UU congregations; Help congregations identify specific environmental injustices in their own communities, with a focus on racism and economic privilege, in order to help congregations develop insight and	5 session class Uses film, music, research, mapping, ethical reflection, meditation and ritual	Identify & explore various dimensions of "place" – geographic, biological, social, cultural, and economic (session 1)

Curriculum	Focus / Goals / Objectives	Format	Additional Themes (beyond those above)
	strategies to collaborate with communities of color and other marginalized communities to effectively address priority concerns 5 objectives Deepen understanding of place Explore and bring to a greater awareness your congregation's impact on your local community Develop a group consciousness and ethic Reinforce your congregational identity Do serious social justice work	Suggested donation; $100 for large congregation, $50 for small	Identity & different experiences, expectations, and perspectives on justice and environment/nature (session 1) Tracing consequences of decisions "upstream" and "downstream" (sessions 2 & 3) Racial, economic, and EJ implications of personal / congregational behavior (session 4) Systemic / structural analysis of oppression and discrimination (session 4) Accountability & Justice (session 5) Action Plan Development (session 5)
Our Place in the Web of Life: An Intro to EJ – https://uuministryforearth.org/EJ-Curriculum			
Environmental Racism: Margaret Anderson (U-Delaware)	Teaches basic communication skills Lets students observe sociological process through the group dynamics that emerge in exercise Show students how sociological processes can be observed in community & organizational behavior	1 hour in-class exercise or adapted to fit over several days Group activity – several groups, each representing a different set of interests regarding a hospital waste incinerator and creates a list of objections/support for proposed facility	Emergence of collective behavior and social movements The role of government in conflict resolution The relationship between government and business interests

Curriculum	Focus / Goals / Objectives	Format	Additional Themes (beyond those above)
	Identify in "real" interaction how collective behavior and social movements arise from collective grievances		
Environmental Racism: Margaret Anderson (U-Delaware) – http://www.asanet.org/sites/default/files/savvy/introtosociology/LessonPlans/Lesson%20PlanEnvironmentalRacism042408.htm			
Teaching Tolerance: Environmental Justice & Social Action (High School)	Get students to think about their relationship with environment, overcome racial injustice, and ultimately be active members of society working to change the status quo as is relates to environmental issues and race Read the "Principles of Environmental Justice" and compare/contrast to portions of the US Constitution. Analyze the effects of policy issues on toxic waste and landfills in urban areas Research the Student Environmental Action Committee Defend or Deny the EPA's rulings as they regard to communities involving those in urban areas, minority groups, and poverty Compare the differences amongst environmental equity, and environmental justice, and	8 Lesson Plans including "Do Now" – at beginning of class, ask students to either reflect upon a discussion from previous day or explain their opinion on a certain topic/question. "Exit Slip" - done at end of class, ask students to reflect on discussion or review key concepts "Compare and Contrast" - students compare and contrast historical texts to current concepts related to EJ. "Case Study Analysis" – review environmental cases and their outcomes including a locally relevant case "Field Trip" - student learn that environment & nature important in urban environments	Understand the ways that humans of different cultures and backgrounds relate to nature and their environmental surroundings Identify and reflect on own beliefs and concepts of environmental issues and how they play out in the own daily lives Analyze case studies including *Bean vs. Southwester Waste Management* which was the first real lawsuit to focus on environmental discrimination Analyze business drivers that perpetuate stratified class systems and the creation of environmental injustice in low-income communities

Curriculum	Focus / Goals / Objectives	Format	Additional Themes (beyond those above)
	environmental racism Determine the economic effects of environmental issues, and illustrate the rationalization for environmental differences amongst different economic areas Explore the terms environmental racism and environmental justice	"Role Play" - students given profiles of different stakeholders in EJ and identify how they would react/make decisions "Reading Comprehension and Analyzing Key Terms" – student will analyze key terms of LULU through analysis of Peter S. Wenz's paper "Just Garbage" and also analyze business drivers that perpetuate stratified class systems and the creation of environmental injustice in low-income communities "Jigsaw" - sharing case analysis findings where one group of individuals focuses on one key case or concept and then shares "Mock Summit" – final activity, hold a mock EJ Summit modeled on People of Color Environmental Leadership Summit of 1991 & 2002 "Scientific Labs" – work w/ chemistry instructor to create simulations of chemicals permeating land and	

Curriculum	Focus / Goals / Objectives	Format	Additional Themes (beyond those above)
		chemical reactions that take place in water pollution Multimedia (Videos) – short clips of: "Erin Brokovich" how woman with no legal experience and lower socio-economics could still have voice and make impact "A Civil Action" true story of enviro pollution "Silkwood" highlights occupational exposure	
Teaching Tolerance: Environmental Justice & Social Action (High School) – https://www.tolerance.org/classroom-resources/tolerance-lessons/analyzing-environmental-justice			
Teaching Tolerance: EJ Middle Grades Project of the Sothern Poverty Law Center	What is environmental justice? How is pollution related to inequality? How can maps help us see where injustice exists?	Group discussion Group activities: The Effects of Pollution: Who and Why (Chart)	Causes & effects of pollution EJ Mapping: Air Pollution in Minority Areas (Map) What would a more environmentally friendly situation look like in your community? Invite a local organization to speak to your class
Teaching Tolerance: EJ Middle Grades – https://www.tolerance.org/classroom-resources/tolerance-lessons/analyzing-environmental-justice			

Curriculum	Focus / Goals / Objectives	Format	Additional Themes (beyond those above)
Teaching Tolerance: Introducing Kids to the Idea of Enviro Racism	Students will explore the concept of environmental racism through their own experience of fairness. Students will learn about various environmental hazards and the fact that certain communities are affected more than others. Students will see that they can be empowered to change their communities by learning about young people who took a stand, and by creating materials addressing environmental concerns.	Activity (wrapped candy; cards or stickers [two distinct colors]; art supplies for making posters) Article: Sunset Park Teens Take to Streets with Pollution Detectors Activity One: Tell all the students with a red card to give their wrappers to a person with a blue card. Explain that the people with blue cards have to live with this garbage even though they didn't create it.	Distributive Justice Advocacy
Teaching Tolerance: Introducing Kids to the Idea of Enviro Racism –https://www.tolerance.org/classroom-resources/tolerance-lessons/analyzing-environmental-racism			
No One's Backyard: EJ Curriculum PowerPoint (Just Health Action)		8 Lesson Plans 5 Actions Word Wall (definitions of terms) LP1: What makes your community healthy/unhealthy?	Social Determinants of Health Racism, Classism, & Sexism (Dahlgren & Whitehead 1991; Jones et al. 2009)

Curriculum	Focus / Goals / Objectives	Format	Additional Themes (beyond those above)
		LP2: Whose backyard? Toxic Waste Meeting LP3: Equality vs. Equity LP4: Root Causes: Causes of the Cause LP5: Mapping Environmental Impacts LP6: Cumulative Impact Analysis LP7&8: Green Infrastucture	
LP1: What makes your community healthy/unhealthy?	Learn about indicators to measure health at different levels Identify health and unhealthy locations in your community List some ideas on how to improve the unhealthy areas	40-90 minutes Activity – list what makes something health & how do you measure it? (on individual, school, neighborhood scales)	Social Determinants of Health Community health mapping Listing Actions
LP2: Whose backyard? Toxic Waste Meeting	Explore social, political, and economic systems that create inequality based on race & class and how this can lead to disparate burdens of pollution in communities Introduction to principles and concepts of EJ and community voice and power	30-50 minutes Role Play “four-corner toxic waste activity” participants divided into four communities (four corners of room) with different amounts of income,	

Curriculum	Focus / Goals / Objectives	Format	Additional Themes (beyond those above)
	List three reasons why people may not participate in decision-making List three ways to encourage communities to participate in decision-making List three ways communities can make their voices heard	race/ethnicity makeup, and environmental burdens and benefits (based on actual data taken from Duwanish Valley Cumulative Health Impacts Analysis) Toxic Waste Placement Meeting	
LP3: Equality vs. Equity	Participants able to distinguish & explain difference between equality & equity and give examples Discussion on the benefits of equitable solutions for diverse communities	20-40 minutes Discussion List examples on notecards/lists	Equity Equality
LP4: Root Causes: Causes of the Cause	Participants learn to identify & diagram root causes of a problem and see the connection between proximate and ultimate factors	60 mins Class/group exercise	Root Causes Proximate & Ultimate Factors
LP5: Mapping Environmental Impacts	Using maps and a variety of indicators, participants will evaluate whether different parts of Seattle have disproportionate environmental burdens and benefits in some geographic areas	50-75 minutes Mapping/Coloring exercise Discussion	Mapping / Spatial Analysis

Curriculum	Focus / Goals / Objectives	Format	Additional Themes (beyond those above)
	relative to others in order to make an EJ determination		
LP6: EJ Matters: Mapping Cumulative Impacts (pt 2)	Participants will use a cumulative impacts method to qualify and confirm whether different parts of Seattle have disproportionate environmental burdens and benefits in some geographic areas relative to others	50-90 minutes Mapping/Coloring exercise Discussion	Cumulative Impacts
LP7: Introduction to Stormwater Pollution and a Green Stormwater Infrastructure	Participants will learn about sources of stormwater pollution, how green stormwater infrastructure (GSI) can be used to protect both our waters and people, and how government agencies are working with underrepresented communities to install GSI	50-75 minutes Video	
LP8: Equity Impact Review: Green Stormwater Infrastructure in Seattle	Using an equity impact review tool, participants will consider equity in making a decision to install green stormwater infrastructure (GSI) in two Seattle neighborhoods	50 minutes Equity Impact Review (EIR) Worksheet Mapping/Coloring exercise	Equity Impact Review (EIR) tool
No One's Backyard: EJ Curriculum PowerPoint (Just Health Action) –http://justhealthaction.org/wp-content/uploads/2016/03/JHA-green-river-symposium-EJ-curriculum-final.pdf			
Solutions to the Cause: Taking action on upstream causes	Participant identify possible solutions from the Causes of the Causes (root cause) diagrams – follow-up activity to LP4	~60 minutes Drawing / discussion	Strategic Planning SWOT Analysis

Curriculum	Focus / Goals / Objectives	Format	Additional Themes (beyond those above)
		Strategic Planning SWOT Analysis	
No One's Backyard: EJ Curriculum PowerPoint (Just Health Action) – http://justhealthaction.org/wp-content/uploads/2015/04/JHA-Solutions-to-the-causes-lesson-plan.pdf			
Just Health Action: Advocacy Continuum	Taking action on societal determinants of health	Suggested preparation for facilitators Group exercise Discuss questions in relation to Individual, Service (addressing people), Activism (addressing structures) Homework (optional)	Social Determinants of Health
Just Health Action: Advocacy Continuum – http://justhealthaction.org/wp-content/uploads/2014/01/JHA-advocacy-continuum-final-rev.pdf			
Just Health Action: Gotcha! How to prepare a health equity elevator speech	Develop you own health equity elevator (or anti-elevator) speech	1-2 hours (depending on prior or in-class homework) Recommend writing own speech prior to facilitating	"Anti-Elevator" Speech Population Health Health Equity Social Determinants of Health
Just Health Action: Gotcha! How to prepare a health equity elevator speech – http://justhealthaction.org/wp-content/uploads/2012/08/JHA-Health-Equity-elevator-speech-Gotcha.pdf			
Just Health Action: How Racism is Embodied	Reflect on personal example of feeling isolated or discriminated against and	45-60 (depending on depth of discussion)	Empathy Impacts of Racism on Biology

Curriculum	Focus / Goals / Objectives	Format	Additional Themes (beyond those above)
curriculum: Ism/health empathy poem Resources	impact on health to elicit empathy about discrimination/racism Discussion on how racism literally effects one biology	Group Discussion Group Poem Development	
Just Health Action: How Racism is Embodied curriculum: Ism/health empathy poem – http://justhealthaction.org/wp-content/uploads/2010/05/Ism-health-empathy-poem1.pdf http://justhealthaction.org/wp-content/uploads/2010/05/Resources-used-for-how-racism-is-embodied-curriculum.pdf			
Earth Force: Community Action & Problem-Solving Process		Six-Step Model YouTube Videos	Root Causes Address a Policy or Practice related to local environmental issue
Earth Force: Community Action & Problem-Solving Process – https://earthforce.org/community-action-and-problem-solving-process/			

Appendix C: Participant Materials

MODULE 1 HANDOUT: CASE STUDY OF CBPR

SCHOOL OF PUBLIC HEALTH
LIFESTAGE ENVIRONMENTAL EXPOSURES AND DISEASE CENTER
UNIVERSITY OF MICHIGAN

DETROIT URC
COMMUNITY - ACADEMIC URBAN RESEARCH CENTER

CASE STUDY EXERCISE

The National Institute of Environmental Health Sciences has announced a request for proposals (RFP) for community-based participatory research (CBPR) projects focusing on reducing environmental contributors to excess risk. The announcement states that "increasingly, environmental exposures are being linked to a wide variety of serious health problems in the US, with some communities experiencing higher exposures to environmental toxins and pollutants with adverse effects on health." The RFP objectives specify the establishment of evidence-based CBPR interventions to reduce pollutants and/or reduce adverse health effects in communities facing disproportionate risk. The RFP requires a research design and outcome measures. It also requires that applicants demonstrate that they have established a community-academic partnership. Successful projects will be funded at a maximum total award amount of $2 million and can last for up to five years.
As researchers, public health practitioners, and community-based organization representatives you are very interested in addressing issues of environmental health in communities experiencing excess risk. While you have some experience working together on outreach and engagement efforts, you have not worked together as a partnership using a CBPR approach. You work in an area that includes several distinct low-income communities of color which have a strong sense of identity. You know from state health department data that almost all of these low-income communities have higher rates of mortality and morbidity that have been linked to environmental exposures, compared to the state overall.

Your group decides that it wants to develop a CBPR proposal for this NIEHS funding opportunity, which is due in two months. Please discuss the following questions as you embark on your planning for this proposal:

Questions for discussion:

1. Who should be invited to partner on this grant application, and why (e.g., what academic departments, community-based organizations, government agencies, others)?
2. Who decides who is invited?
3. Is membership made up of individuals or organizations or both? What are the plusses and minuses of each?
4. How is "community" defined and who is able to "represent" the community (e.g., in terms of class, gender, race/ethnicity)?

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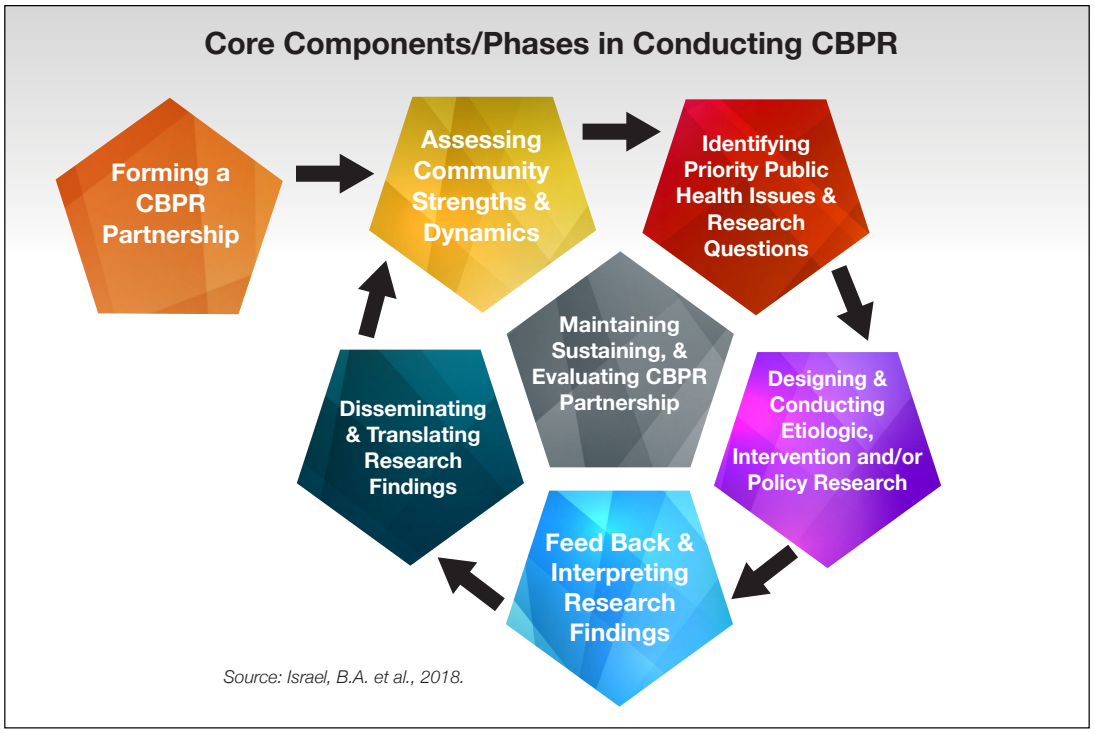
MODULE 1 HANDOUT: CBPR PARTNERSHIP DEVELOPMENT WORKSHEET

The purpose of the Partnership Development Worksheet is to assist in setting goals and tracking the progress of your partnership as it develops. Each partnership team will use this document differently given that they are at different points in the development process. For example, some teams may only use select sections or may complete sections in non-sequential order. The worksheet is organized by seven core components or phases of CBPR partnership development as shown in the image below. We recommend that as a team you review this worksheet and fill out relevant sections periodically to assist in planning your strategies/activities as well as documenting your progress. Please keep in mind that this is a cyclical process, and that all of the specific phases/ strategies listed may not be appropriate for all partnerships - recognizing that there is no "one way" to do CBPR. You may also find that there are other strategies/activities that you completed in addition to those listed on this worksheet – please insert accordingly.



Form a CBPR Partnership

- ☐ Identify potential partners
- ☐ Select mutually defined goals and objectives
- ☐ Jointly (community and academic) establish guiding principles for the partnership

- ☐ CBPR principles for partnership
- ☐ Operating norms
- ☐ Mission statement
- ☐ Ownership and use of data
- ☐ By-laws

☐ Determine an organizational structure including
- ☐ Decision-making body
- ☐ Group membership criteria
- ☐ Affiliated projects
- ☐ Staff roles and responsibilities
- ☐ Develop group processes that put CBPR principles into practice such as
- ☐ Equitable participation of members
- ☐ Confidentiality
- ☐ Shared leadership and power
- ☐ Trust and relationship building
- ☐ Decision making processes
- ☐ Conflict resolution
- ☐ Equitable sharing of resources
- ☐ Communications

☐ Other?

Maintain, Sustain and Evaluate CBPR Partnerships

☐ Create a process for selecting and orienting new partners

☐ Create processes that sustain the partnership including
- ☐ Processes that sustain relationships and commitments among partners
- ☐ Processes that sustain knowledge, values and capacity
- ☐ Processes that sustain funding, staff and programming

☐ Develop a process for regular and ongoing evaluation that involves all partnership members and incorporates regular feedback to the group. Consider the following when developing the process
- ☐ Determine who should develop and carry out the evaluation
- ☐ Clarify program objectives and goals
- ☐ Establish overall plan and timeline for evaluation activities
- ☐ Develop evaluation questions and indicators of success
- ☐ Develop data collection methods
- ☐ Conduct evaluation (e.g., conduct in-depth interviews, survey questionnaires, documentation)
- ☐ Analyze evaluation data
- ☐ Create process within the partnership to feedback and interpret evaluation results
- ☐ Incorporate changes to the partnership based on evaluation results

☐ Other?

Assess Community Strengths and Dynamics

☐ Define the “community” by exploring all dimensions of the community including:
- ☐ Historical
- ☐ Physical/geographical
- ☐ Demographic
- ☐ Social
- ☐ Cultural

- ☐ Political
- ☐ Economic

- ☐ Identify key community partners. Consider including the following:
  - ☐ Stakeholders, both beneficiaries of the work of the partnership and those otherwise affected by it
  - ☐ Opinion leaders/influential people within the community
  - ☐ Policy makers
  - ☐ Members of the community-at-large
  - ☐ Organizations that are influential/highly regarded in the community (e.g., community-based organizations, faith-based organizations)
- ☐ Assess the history of research conducted in the community
- ☐ Gather information on community assets, strengths, and resources. These may include:
  - ☐ Persons living within the community
  - ☐ Businesses
  - ☐ Non-profit and community organizations
  - ☐ A physical structure or place
  - ☐ Social networks
- ☐ Identify systems of power within the community
- ☐ Other?

Identify Priority Local Health Concerns and Research Questions

- ☐ Select and use methods for gathering information to prioritize community local health concerns, such as:
  - ☐ Use existing data
  - ☐ Listening sessions and public forums
  - ☐ Interviews
  - ☐ Focus groups
  - ☐ Direct and participant observation
  - ☐ Surveys
  - ☐ Asset mapping
- ☐ Identify and apply criteria for prioritizing a health concern as the focus of a project. Consider the following questions:
  - ☐ Is the issue significant enough to the community that members will want to address it?
  - ☐ Does the partnership have expertise in this area?
  - ☐ Would the partnership be able to achieve measurable change?
  - ☐ Is the issue important to a broad range of community members?
  - ☐ Will this issue help move the community toward its overall vision of a healthy community?
- ☐ Engage a representative and diverse group of community members in prioritizing health concerns
- ☐ Create a participatory process for determining priority health concerns
- ☐ Other?

Design and Conduct CBPR

- ☐ Create a structure for carrying out research including overall decision-making body and committees/ working groups
- ☐ Ensure that both academic and community partners receive training in responsible and ethical conduct of research
- ☐ Obtain Institutional Review Board (IRB) approval for research project
- ☐ Determine theoretical framework

- ☐ Identify research questions
- ☐ Determine research design
- ☐ Determine and conduct data collection methods, such as:
  - ☐ Mixed methods design
  - ☐ Surveys
  - ☐ Focus groups
  - ☐ In-depth interviews
  - ☐ Observational data
  - ☐ Biomarker data
  - ☐ Exposure assessment data
  - ☐ Others?
- ☐ Develop measures and instruments
- ☐ Train and involve community members as data collectors
- ☐ Tailor language and data collection procedures to the local culture and community context
- ☐ Recruit participants
- ☐ Ensure informed consent and protections for research participants
  - ☐ Provide training for those collecting data
- ☐ Provide a community site for data collection, if relevant (e.g., for biomarker sampling)
- ☐ Other?

Feed Back and Interpret the Research Findings within the Partnership

- ☐ Develop procedures for feeding back results to the partnership
- ☐ Share analysis of findings
- ☐ Involve and engage partners equitably in evaluation, discussion and interpretation of findings
- ☐ Other?

Disseminate and Translate the Research Findings

- ☐ Create dissemination guidelines, including, for example:
  - ☐ Authorship/co-authorship: determine who disseminates results, that is, the role of community and academic partners in publishing the results
  - ☐ Develop procedures for determining representation at conferences and meetings
  - ☐ Develop protocol for how to respond to requests for information
  - ☐ Determine procedures for requests for use of data
- ☐ Determine what information is the most important to share with the community, such as:
  - ☐ Key findings
  - ☐ Conceptual framework
  - ☐ Process
  - ☐ Reflections/lessons learned
- ☐ Determine the audience for dissemination, such as:
  - ☐ Community members
  - ☐ Academic community
  - ☐ Participants
  - ☐ Key stakeholders
  - ☐ Policy makers
  - ☐ Others?
- ☐ Consider the mechanisms to disseminate findings, such as:
  - ☐ Fact sheets

    - ☐ Individualized feedback
    - ☐ Community forums
    - ☐ Press releases
    - ☐ Reports
    - ☐ e-Newsletters
    - ☐ Social media
- ☐ Determine where to disseminate information, such as:
    - ☐ Websites
    - ☐ Local news media
    - ☐ Popular press
    - ☐ Academic Journals
- ☐ Develop dissemination materials with input and feedback from community and academic partners
- ☐ Develop plan and distribute dissemination materials to relevant audiences using most appropriate media
- ☐ Other?

MODULE 2 HANDOUT: QUESTIONS TO ASK BEFORE GETTING INVOLVED

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Is this Community-Based Participatory Research?

- Who chose the problem to be studied?
- Is there an intervention or policy change component?
- Who designed the intervention/policy change?
- Who made the research design decisions?
- Who writes papers/makes presentations?
- Where are the results communicated?
- To what extent are resources shared?

Questions to Consider before Getting Involved in a Research Project

Questions to ask about a potential research partner

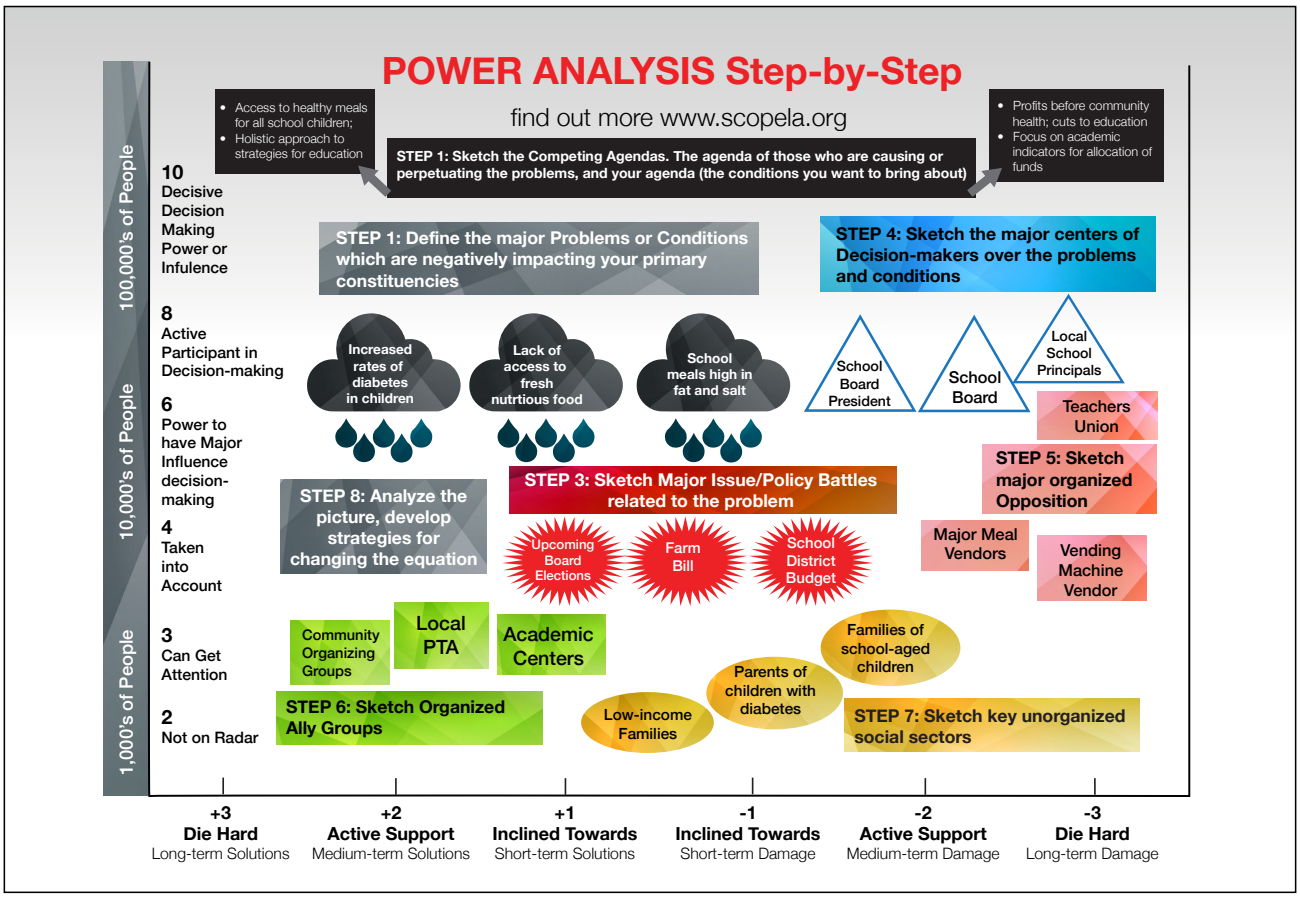
- What previous experience with collaborative research does the institutional researcher have?
- What funding and other resources (such as training, jobs) are there for your community?
- How will your organization's interests inform or drive the project?
- What skills for working with communities does the outside research team have?
  - Cultural humility
  - Communication and listening skills
  - Sharing power and control over decisions
- Are the institutional researchers/public health practitioners uncomfortable with changing methods and/or approach to working with participants?
- What if the outside researchers don't "buy into" collaborative research principles?

Questions for all potential partners to ask themselves

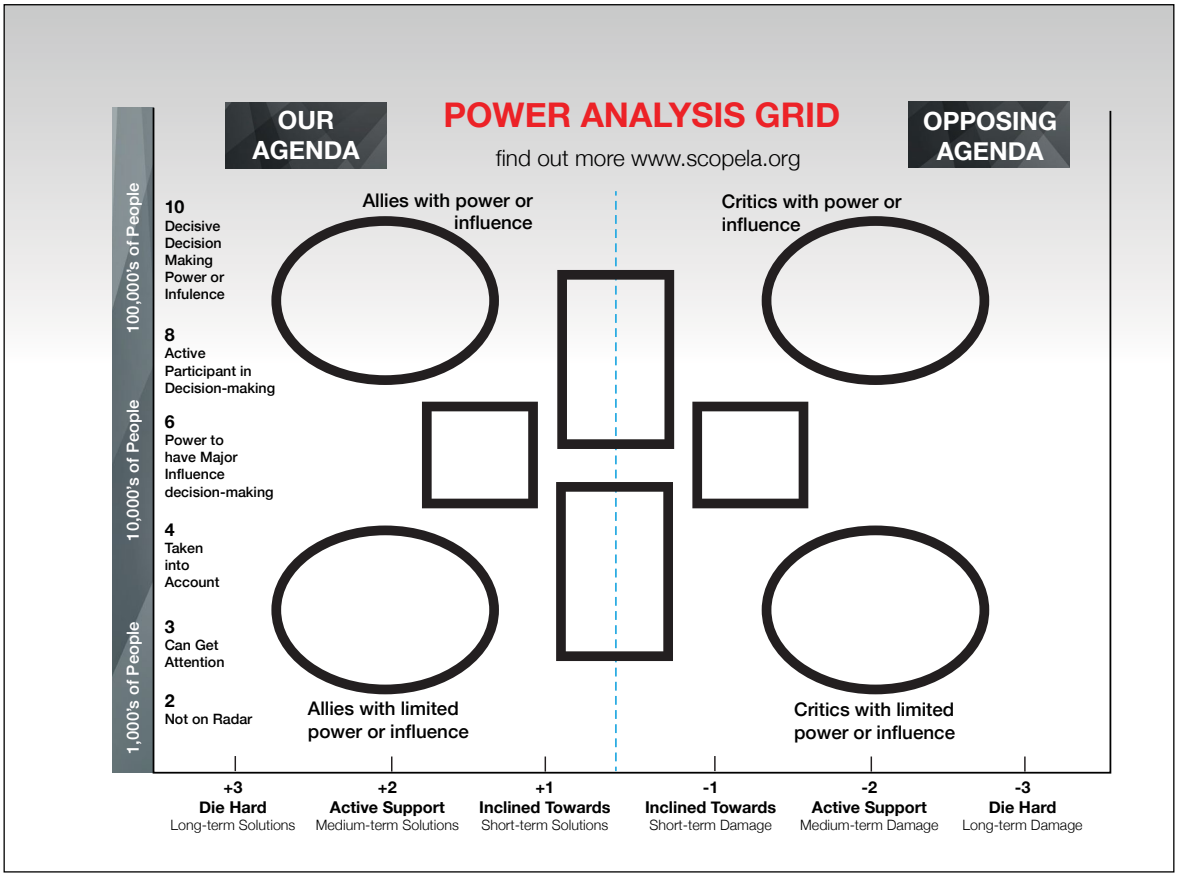
- What are potential benefits as well as costs of being involved in this research partnership, both to the organization and to the community? Short term and in the long run?
- How much time and resources will it take to participate?
- What expectations do we have of each other as partners?
- Are there common goals and objectives for the partnership?
- Is there enough initial mutual trust and respect to move forward together?
- When should we say no?

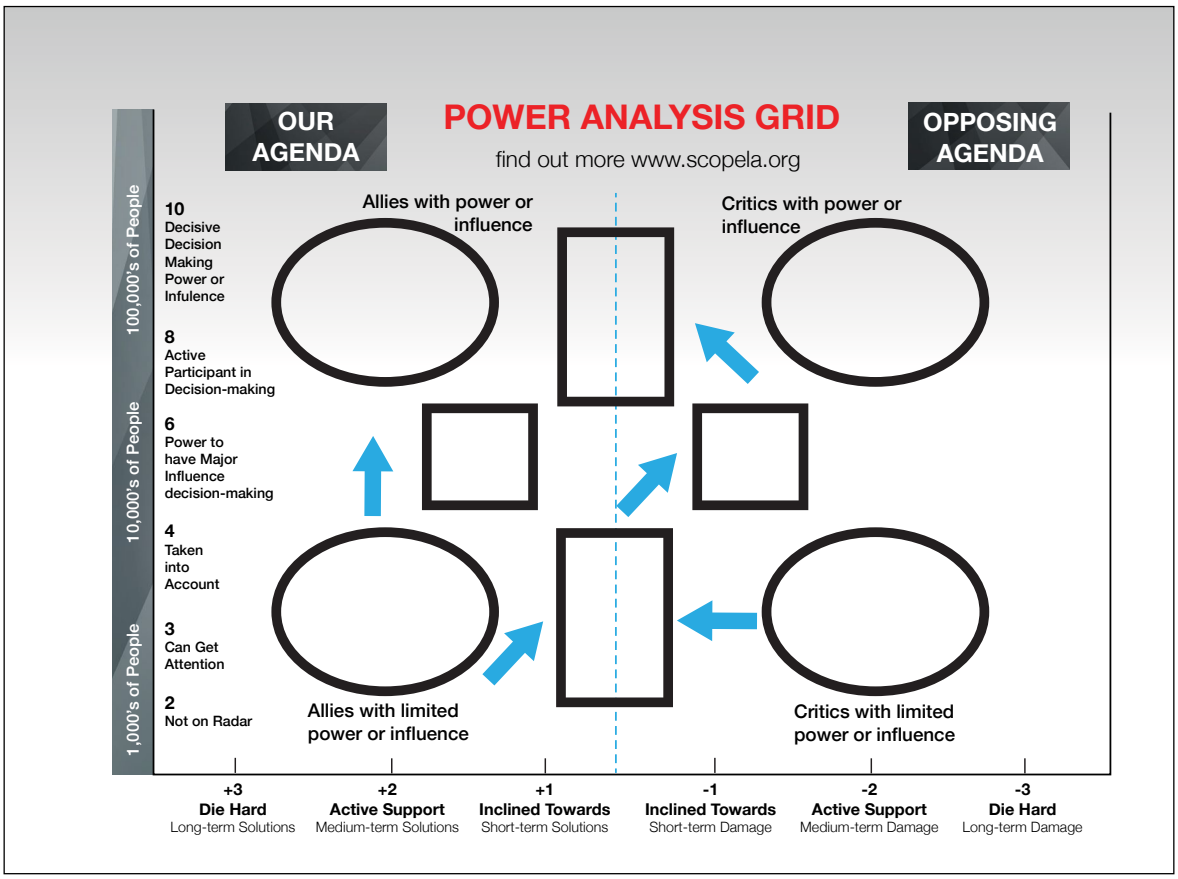
http://www.detroiturc.org

MODULE 3 HANDOUT: COMPLETED POWER MAP EXAMPLE



MODULE 3 HANDOUT: NETWORKING POWER MAP HANDOUT





MODULE 3 HANDOUT: POWER MAP SCENARIOS

Use these sample issue scenarios to create your own Power Maps. Also, you can create your own issues scenario by following the template on the next page.

The use of agricultural pesticides is leading to increased health concerns and complaints in farm working communities in the San Joaquin Valley.

- Vision for change: Reduce the use of the most dangerous pesticides in California agriculture

---

A biomass facility, which emits high levels of air pollutants such as particulate matter (PM) 2.5 (fine inhalable particles), is expanding. It is located near a neighborhood where the majority of residents are low-income people of color.

- Vision for change: Approve policies that increase the regulations of existing biomass facilities, including stopping their expansion and prevent new facilities to be located near residential neighborhoods.

Construction of a new freeway has been proposed to support the development of a high-income suburban community.

- Vision for change: Decision makers refuse to approve the new freeway despite the pressure of developers.

Contaminated drinking water is making residents of small rural communities sick.

- Vision for change: Federal and state funds are invested to ensure that small communities have the infrastructure needed to access clean, safe drinking water.

Create Your Own Scenario Template:

Issue Description: Write a description of an environmental issue that you are working on.

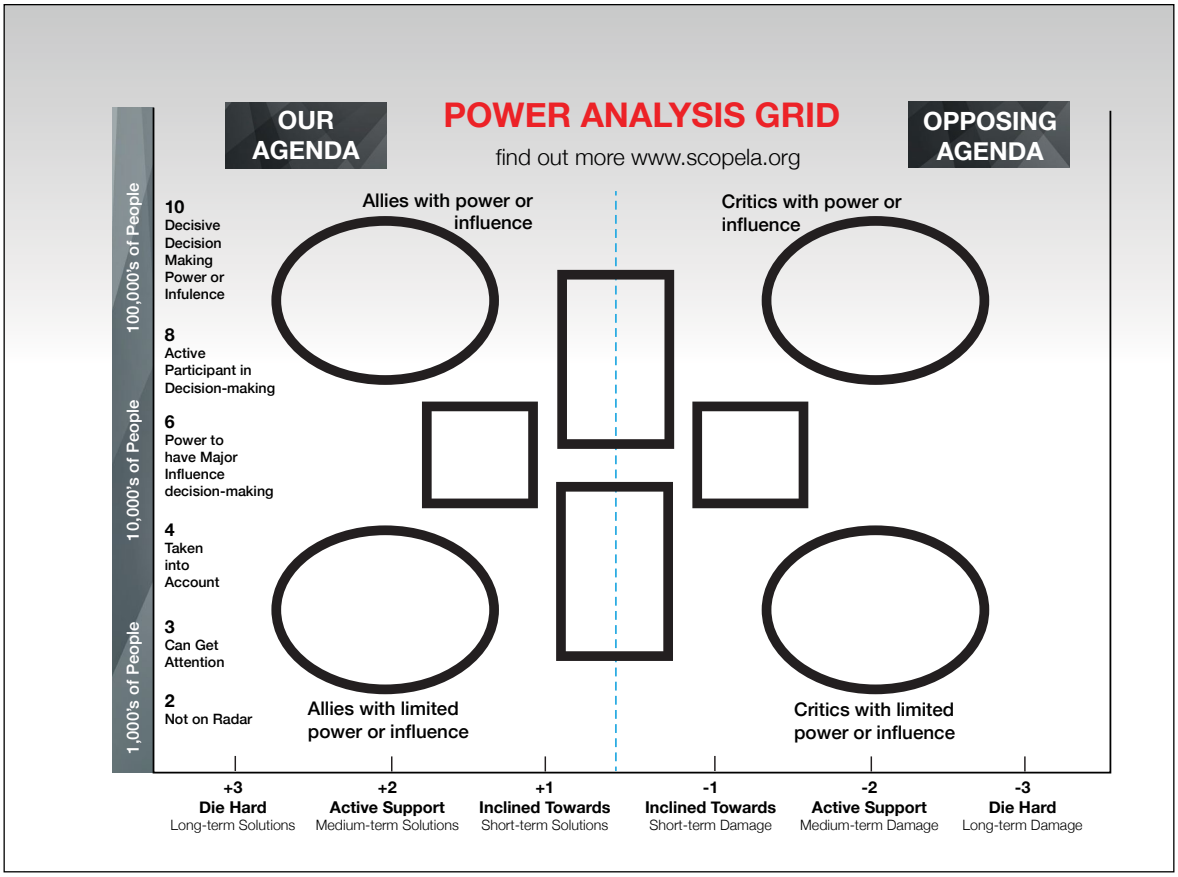
Vision for Change: Use this section to fill in what your group's vision is for changing the issue.

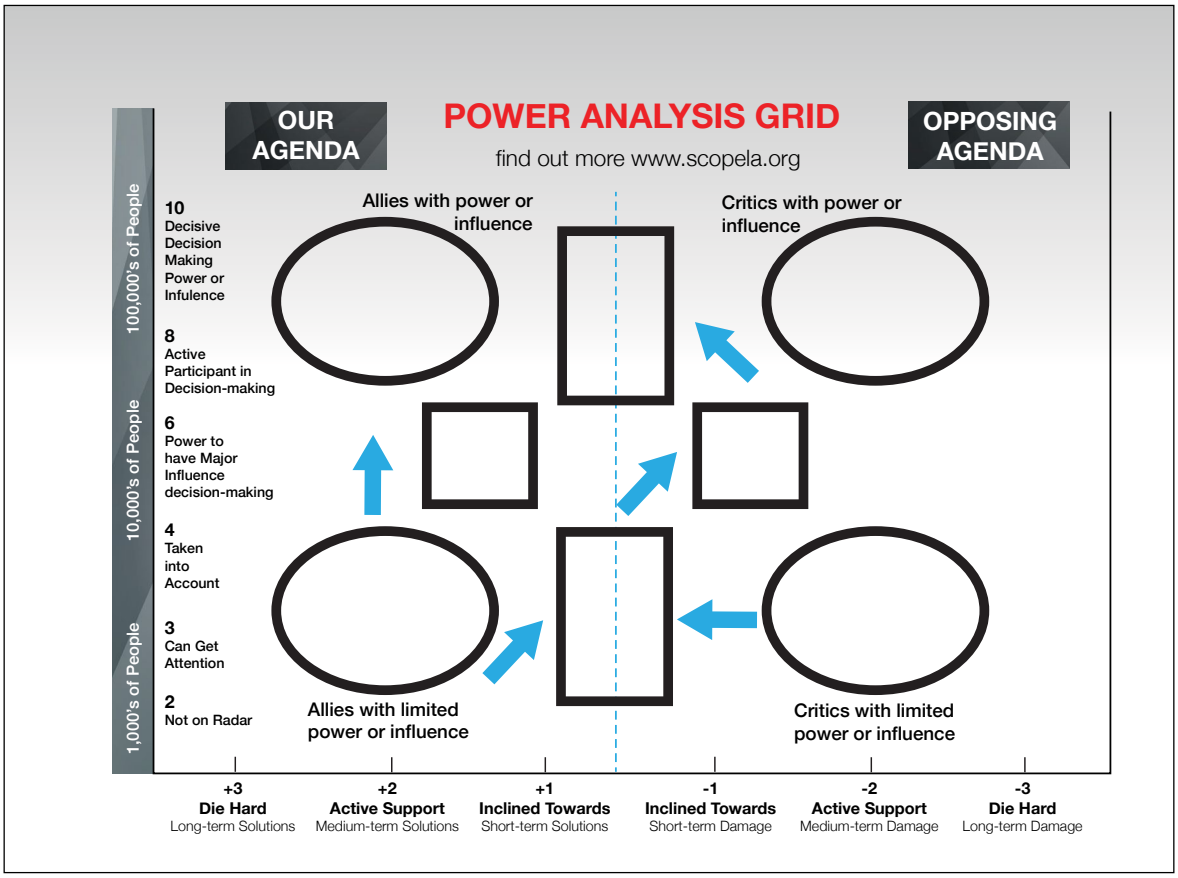
Participant Instructions: Power Mapping an Environmental Justice Issue

- As a group fill out boxes and circles in the Power Map to your best ability.
  - Circles: Allies or critics
  - Rectangles: Those who are on the fence and could be moved
  - Squares: On one side of agenda and could be moved one way or another

- Focus on jotting down a big picture of the landscape you would be working on if you were to focus on the issue you have been assigned.
  - It's ok to add other rectangles or squares as you see fit.

- As a group: have participants discuss and write how research can move any of these actors towards our siding with our campaign or issue change.
- If you can think of a particular research question to move a particular actor write it on a post it and place next to the actor its moving.
- If you can only see what direction research would move the actor that's fine, just draw an arrow.


OUR AGENDA
POWER ANALYSIS GRID
find out more www.scopela.org
OPPOSING AGENDA
100,000's of People
10,000's of People
1,000's of People
10 Decisive Decision Making Power or Infulence
8 Active Participant in Decision-making
6 Power to have Major Influence decision-making
4 Taken into Account
3 Can Get Attention
2 Not on Radar
Allies with power or influence
Critics with power or influence
Allies with limited power or influence
Critics with limited power or influence
+3 Die Hard Long-term Solutions
+2 Active Support Medium-term Solutions
+1 Inclined Towards Short-term Solutions
-1 Inclined Towards Short-term Damage
-2 Active Support Medium-term Damage
-3 Die Hard Long-term Damage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Allies with power or influence
Critics with power or influence
Allies with limited power or influence
Critics with limited power or influence
+3 Die Hard Long-term Solutions
+2 Active Support Medium-term Solutions
+1 Inclined Towards Short-term Solutions
-1 Inclined Towards Short-term Damage
-2 Active Support Medium-term Damage
-3 Die Hard Long-term Damage

MODULE 3 PARTICIPANT INSTRUCTIONS: MAPPING OUT RESEARCH NETWORKS IN RELATION TO AN ENVIRONMENTAL JUSTICE ISSUE (POWER NETWORK ANALYSIS)

In your groups, use the butcher paper, markers and post-it notes to create your own Power Network Analysis Diagrams.

Step 1: In the center of the butcher paper draw a circle and write on the center of that circle the issue you are working on. Write the vision for change underneath the issue.

Step 2: Map major institutions and/or researchers who work in areas relevant to the issue we are addressing.

- Brainstorm and map out who the major institutions, researchers, key faculty, or staff that you know are involved in this issue and/or are associated with the institutions the group has identified as crucial to its campaign.
- If you know it, include their expertise and/or type of research that they conduct that could advance our cause.
- Draw a circle at the edge of the issue circle with the name of the institution in the center.
    - Can include:
        - Organizations
        - Agencies
        - Regulatory agencies and commissions
        - Universities and other research entities
    - Example:
        - UC Davis (institution)
            - Researcher "X"
                - Uses mapping tools to highlight places and communities that are in greatest need based on their proximity to pollution sites and social vulnerability
        - Community-Based Organization
            - Lead Organizer
                - Community-based participatory research (CBPR) report detailing survey of drinking water in our area

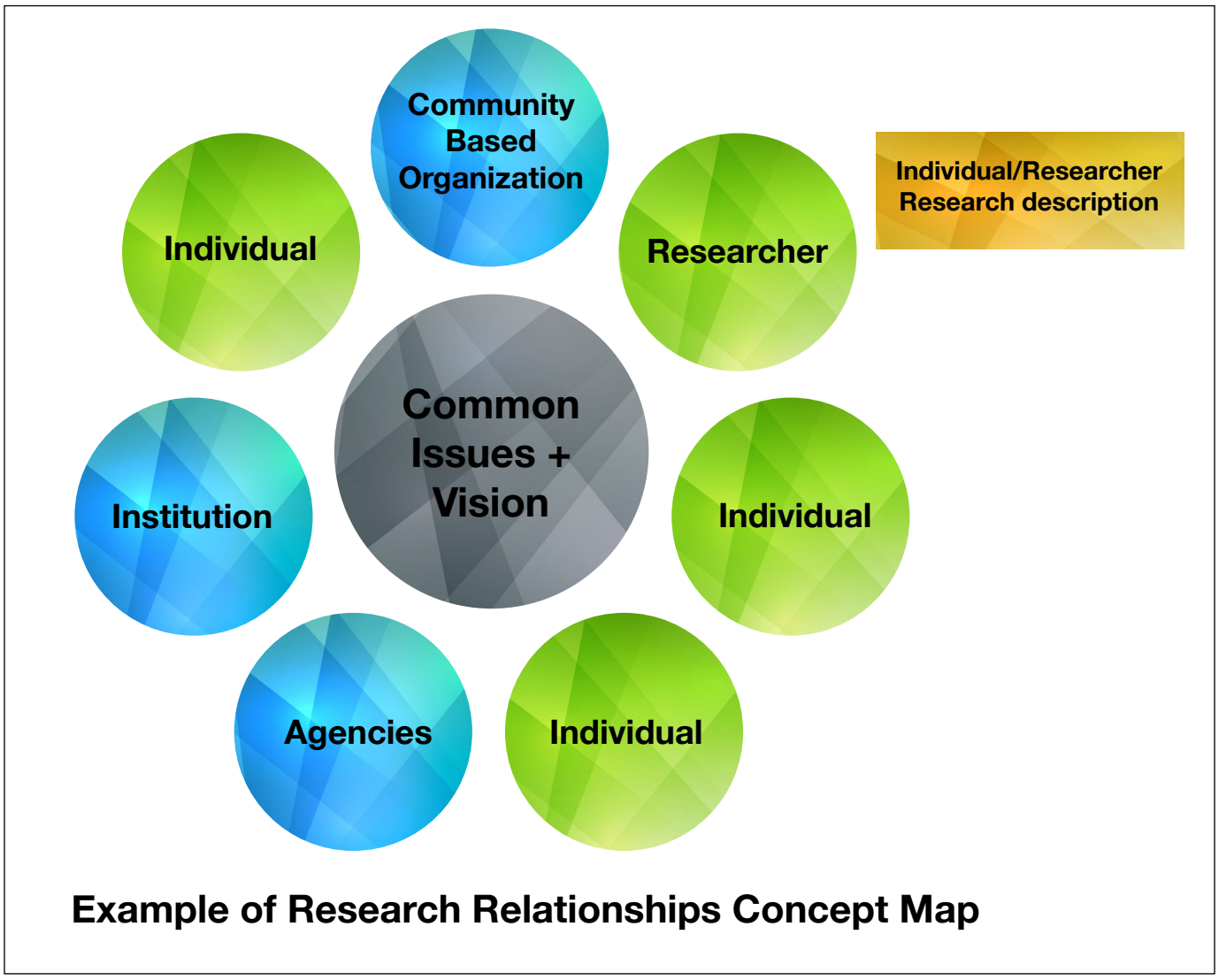
Step 3: Map Research Needs

- Researchers in the group answer the following questions on a large Post-It Note and place the answers on diagram. It is ok to make new circles as necessary.
    - What is your research area(s)?
    - How does it impact this issue?
    - How do you envision your research being used?
    - If your research does not fall in this area, what general type of research approach, or specific research question, can you imagine applying to this issue?
    - What colleagues or research organizations do you think could conduct research on this topic?
- Community-Based Organizations, Agencies, Regulatory Agencies/Commissions in the group answer the following questions on a Large Post-It note and place it on diagram. It is ok to make new circles as necessary.
    - What research are you conducting?
    - Whose research are you using?
    - How does it impact this issue?
    - What is your vision for this research being used?

- What types of research do you need to move your issue area?
- If you have not conducted research what general type of research approach can you imagine applying to this issue?

Step 4: What relationships do we have?

- Analyze: based on the map, what relationships do we already have in place? Which did we identify as essential for this issue?
  - Draw a line connecting the relationships between people, institutions, or research ideas that can build on each other
  - Place a regular Post-It note on that line to describe the relationship
- Place a Square Post-It note next to an institution, community-based organization researcher or body of research that you don't already have a relationship with and would want to further this issue.



Example of Research Relationships Concept Map

MODULE 4 PARTICIPANT HANDOUT: CBPR STRATEGY CHART TEMPLATE

Long Term Campaign Goals: 1 year plus					
Mid Term Campaign Goals: 6-12 months					
Short Term Goals: 0-3 months • Campaign Goals:					
Targets	Constituents	Allies	Opponents	Tactics	Resources
Research	Research	Research	Research	Research	Research
Short-Term Research Goals:					
Mid-Term Research Goals:					
Long-Term Research Goals:					

MODULE 4 PARTICIPANT HANDOUT: CBPR STRATEGY CHART GUIDE

Long Term Action Goals: (1 year+) Campaign Goals: Long-term goal of your efforts. What changes in environmental and/or social conditions are you trying to achieve? Note: Refer to vision statement developed in the Power Mapping activities

Mid Term Action Goals: 6-12 months

- Campaign Goals: This is the specific action goal of your campaign. You should choose something that can be done within a year and move you towards your long-term goal.

Short Term Action Goals: 0-3 months

- Campaign Goals: First steps that your group can take to get to your mid-term goal(s). This should be quick victory to gain momentum and inspire your members and the broader public around your campaign goals.

Use the results of your power map to identify the following:

Targets	Constituents	Allies	Opponents	Tactics	Resources
People and/or person who has the power to give us what we want. What is the relationship we have with them? What power do we have over them?	Who are the people, organizations, institutions, and communities that are on our side of the issue?	Who are the people, organizations, institutions that can align with our issue for reasons that may be different than ours?	Who are the people, organizations, or institutions that oppose us? What do they stand to lose? What are they capable of doing to oppose your work? How much influence or power do they have over our targets?	What steps can we take to influence our targets? List out potential Tactics	What information, funding, information or other assets do we have to help us succeed in our tactics?
Research: What types of research can help us move our targets closer to side?	Research: What research are we already using (from outside researchers or our own) organizations' research) What Research needs do we have?	Research: What can our current or potential partner researcher bring to the campaign? What research needs do we have in common with our allies?	Research: What research are our opponents using? Can we utilize their research to make a case for what we want? What research will help us move them closer to what we want?	Research: How will we utilize research in our strategy? What other research needs do we have to help us with our tactics Whose research can we utilize for our tactics?	Research: What relationships do we have to additional researchers? How can we get access to them?

Short-Term Research Goals:

- Use existing research to inform "quick win"

Mid-Term Research Goals:

- Conduct our own research
- Build relationships with researchers and/or research institutions for additional support to help meet our goals
- Work on collaborative research design process and conducting of research with identified research partners.

Long Term Research Goals:

- Complete collaborative CBPR projects with research partners
- Utilize research to inform longer terms strategies
- Scale up existing research for broader impacts

Appendix D: PowerPoint presentations to accompany the curriculum

Modules 3 and 4 have a powerpoint presentation that can used or modified for your workshop. This power point presentation is available on the UC Davis Environmental Health Sciences Website: http://environmentalhealth.ucdavis.edu/how-to-do-community-engaged-research

Appendix E: Sample Evaluation Forms

Community-Academic Partnerships for Environmental Justice and Health Equity Training

Children Services Network, 1910 N Helm, Fresno CA

Wednesday, March 15, 2017

SCHOOL OF PUBLIC HEALTH
LIFESTAGE ENVIRONMENTAL EXPOSURES AND DISEASE CENTER
UNIVERSITY OF MICHIGAN

DETROIT URC
COMMUNITY - ACADEMIC URBAN RESEARCH CENTER

PRE-TRAINING QUESTIONNAIRE

Thank you for participating in the Community-Academic Partnerships for Environmental Justice and Healthy Equity Training. As you know, we are piloting these modules as part of a larger curriculum, and are very interested in your feedback and ideas as we work to refine them moving forward. To help us with this process, please answer the following questions. Your responses are confidential, and will be reported as a group so that no individual participant can be identified. We value your comments and appreciate you taking time to complete this questionnaire.

1. For the purpose of this training, in which role do you primarily identify:

   ☐ Community partner

   ☐ Academic partner

   ☐ Other, please specify _____

2. What are your goals in attending this training?

3. What, if any, are your concerns about participating in this training?

4. Please reflect on these prompts and indicate your level of agreement with the following statements by putting an X in the appropriate column:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a) The trainers demonstrated expertise in the subject matter.					
b) The trainers encouraged participants to share their ideas and opinions.					
c) I understand the key features and purpose of a power map.					
d) The power map group exercises helped me understand how power maps are used to further environmental justice campaigns.					
e) I understand the key features and purpose of a strategy chart.					
f) The strategy chart group exercise helped me understand how to craft a roadmap to move an issue forward.					
g) I can envision how power maps and strategy charts could be used by a community-academic partnership to promote environmental justice through collaborative research.					
h) Overall, the session content was useful.					
i) Overall, the session was well organized.					

Thank you for completing this questionnaire! Your feedback is important for assessing and improving future trainings on community-academic partnerships for environmental justice and health equity.

Please complete and return to the trainers.

SCHOOL OF PUBLIC HEALTH
LIFESTAGE ENVIRONMENTAL EXPOSURES AND DISEASE CENTER
UNIVERSITY OF MICHIGAN

UCDAVIS
ENVIRONMENTAL HEALTH SCIENCES CENTER

DETROIT URC
COMMUNITY - ACADEMIC URBAN RESEARCH CENTER

Community-Academic Partnerships for Environmental Justice and Health Equity Training

Children Services Network, 1910 N Helm, Fresno CA

Wednesday, March 15, 2017

POST-MORNING SESSION QUESTIONNAIRE

Thank you for participating in the Community-Academic Partnerships for Environmental Justice and Healthy Equity Training. As you know, we are piloting these modules as part of a larger curriculum, and are very interested in your feedback and ideas as we work to refine them moving forward. To help us with this process, please answer the following questions about the morning session. Your responses are confidential, and will be reported as a group so that no individual participant can be identified. We value your comments and appreciate you taking time to complete this questionnaire.

1. For the purpose of this training, in which role do you primarily identify:

   ☐ Community partner

   ☐ Academic partner

   ☐ Other, please specify _____

2. Please think about the morning session **(Understanding power maps and strategy charts and their use to advance environmental justice through research)** and indicate your level of agreement with the following statements by putting an X in the appropriate column:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a) The trainers demonstrated expertise in the subject matter.					
b) The trainers encouraged participants to share their ideas and opinions.					
c) I understand the key features and purpose of a power map.					
d) The power map group exercises helped me understand how power maps are used to further environmental justice campaigns.					
e) I understand the key features and purpose of a strategy chart.					
f) The strategy chart group exercise helped me understand how to craft a roadmap to move an issue forward.					
g) I can envision how power maps and strategy charts could be used by a community-academic partnership to promote environmental justice through collaborative research.					
h) Overall, the session content was useful.					
i) Overall, the session was well organized.					

3. What were the most valuable/beneficial aspects of the morning session?

4. What were the least valuable/beneficial aspects of the morning session?

5. What recommendations do you have for how we could improve this session?

Thank you for completing this questionnaire! Your feedback is important for assessing and improving future trainings on community-academic partnerships for environmental justice and health equity.

Please complete and return to the trainers.

SCHOOL OF PUBLIC HEALTH
LIFESTAGE ENVIRONMENTAL EXPOSURES AND DISEASE CENTER
UNIVERSITY OF MICHIGAN

UCDAVIS
ENVIRONMENTAL HEALTH SCIENCES CENTER

DETROIT URC
COMMUNITY - ACADEMIC URBAN RESEARCH CENTER

Community-Academic Partnerships for Environmental Justice and Health Equity Training

Children Services Network, 1910 N Helm, Fresno CA

Wednesday, March 15, 2017

POST-AFTERNOON SESSION QUESTIONNAIRE

Thank you for participating in the Community-Academic Partnerships for Environmental Justice and Healthy Equity Training. As you know, we are piloting these modules as part of a larger curriculum, and are very interested in your feedback and ideas as we work to refine them moving forward. To help us with this process, please answer the following questions. Your responses are confidential, and will be reported as a group so that no individual participant can be identified. We value your comments and appreciate you taking time to complete this questionnaire.

1. For the purpose of this training, in which role do you primarily identify:

   ☐ Community partner

   ☐ Academic partner

   ☐ Other, please specify _____

2. Please think about the afternoon session **(Development of Equitable Community-Based Participatory Research Partnerships)** and indicate your level of agreement with the following statements by putting an X in the appropriate column:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a) The trainers demonstrated expertise in the subject matter.					
b) The trainers encouraged participants to share their ideas and opinions.					
c) I understand the key features and purpose of a power map.					
d) The power map group exercises helped me understand how power maps are used to further environmental justice campaigns.					
e) I understand the key features and purpose of a strategy chart.					
f) The strategy chart group exercise helped me understand how to craft a roadmap to move an issue forward.					
g) I can envision how power maps and strategy charts could be used by a community-academic partnership to promote environmental justice through collaborative research.					
h) Overall, the session content was useful.					
i) Overall, the session was well organized.					

3. What were the most valuable/beneficial aspects of the afternoon session?

4. What were the least valuable/beneficial aspects of the afternoon session?

5. What recommendations do you have for how we could improve this session?

Thank you for completing this questionnaire! Your feedback is important for assessing and improving future trainings on community-academic partnerships for environmental justice and health equity.

Please complete and return to the trainers.

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Community-Academic Partnerships for Environmental Justice and Health Equity Training

Children Services Network, 1910 N Helm, Fresno CA

Wednesday, March 15, 2017

POST-TRAINING QUESTIONNAIRE

Thank you for participating in the Community-Academic Partnerships for Environmental Justice and Healthy Equity Training. As you know, we are piloting these modules as part of a larger curriculum, and are very interested in your feedback and ideas as we work to refine them moving forward. To help us with this process, please answer the following questions. Your responses are confidential, and will be reported as a group so that no individual participant can be identified. We value your comments and appreciate you taking time to complete this questionnaire.

1. For the purpose of this training, in which role do you primarily identify:

   ☐ Community partner

   ☐ Academic partner

   ☐ Other, please specify _____

2. Were your goals for the training met? If not, please list any goals that were not met.

3. If you had any concerns about participating in this training, were they addressed?

4. Please reflect on these prompts and indicate your level of agreement with the following statements by putting an X in the appropriate column:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a) The trainers demonstrated expertise in the subject matter.					
b) The trainers encouraged participants to share their ideas and opinions.					
c) I understand the key features and purpose of a power map.					
d) The power map group exercises helped me understand how power maps are used to further environmental justice campaigns.					
e) I understand the key features and purpose of a strategy chart.					
f) The strategy chart group exercise helped me understand how to craft a roadmap to move an issue forward.					
g) I can envision how power maps and strategy charts could be used by a community-academic partnership to promote environmental justice through collaborative research.					
h) Overall, the session content was useful.					
i) Overall, the session was well organized.					

5. What were the **most** valuable/beneficial aspects of the training (including the morning and afternoon sessions)?

6. What were the **least** valuable/beneficial aspects of the training (including the morning and afternoon sessions)?

7. What **recommendations** do you have on how we could improve the training?

8. What, if anything, would you like to learn more about?

If there is any additional feedback you'd like to provide, please do so here.

Thank you for completing this questionnaire! Your feedback is important for assessing and improving future trainings on community-academic partnerships for environmental justice and health equity.

Please complete and return to the trainers.