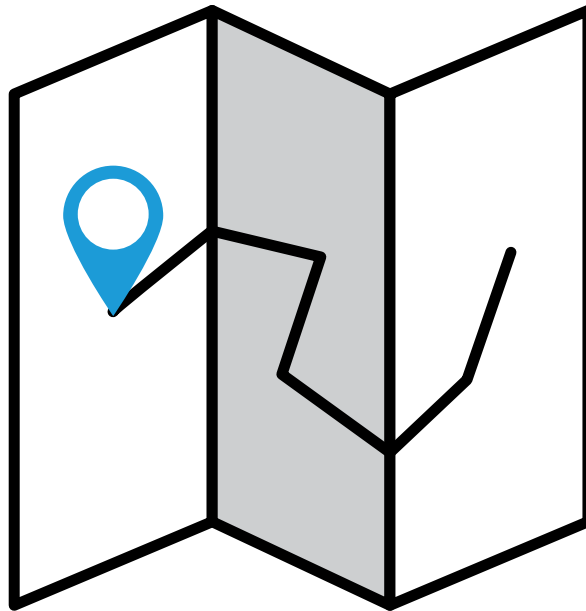


Participatory Asset Mapping



A
**COMMUNITY
RESEARCH
LAB**
TOOLKIT

About Us

ADVANCEMENT PROJECT

Advancement Project (www.advancementprojectca.org) is a public policy change organization rooted in the civil rights movement. We engineer large-scale systems change to remedy inequality, expand opportunity and open paths to upward mobility. Our goal is that members of all communities have the safety, opportunity and health they need to thrive. Advancement Project's Programs include: Educational Equity, Equity in Public Funds, Healthy City, and Urban Peace Institute.

HEALTHY CITY

Healthy City (www.healthycity.org) is an information + action resource that unites community voices, rigorous research and innovative technologies to solve the root causes of social inequity. We transform how people access and use information about their communities. As a program of Healthy City, the Community Research Lab partners with community-based organizations to develop, implement, and disseminate data/ mapping projects, tools, and workshops that promote community knowledge and Community Based Participatory Action Research.



Acknowledgments

ACKNOWLEDGMENTS

This toolkit was made possible through our work with Advancement Project's Urban Peace Institute and such organizations as the Alliance for a Better Community (ABC) and Community Coalition. Healthy City, through the Community Research Lab, developed this toolkit with funding from First 5 Los Angeles. This and other toolkits can be accessed through the Healthy City website at www.healthycity.org/toolbox.

CONTENT

Authors: Janice C. Burns, M.A.; Dagmar Pudrzynska Paul; and Silvia R. Paz, B.A.

Editors: Taisha Bonilla, M.T.S.; Deanna Cooke, Ph.D.; and Tahirah Farris, AICP, M.PL

DESIGN

Rosten Woo and Colleen Corcoran / bycommittee.net

For more information, visit www.advancementprojectca.org or contact us at (213) 989-1300.

Copyright Dec. 2011 Advancement Project – Healthy City
Updated April 2012

All rights reserved. Use and reproduction of these materials in any format should be credited to Advancement Project- Healthy City Community Research Lab. Materials are not to be used or sold for commercial purposes or profit.

About the Toolbox

Healthy City supports communities in identifying, organizing, and sharing its collective voice with decision makers at the local and state levels. Through the Community Research Lab, we share best practices and methods for Community-Based Organizations (CBOs) interested in supporting their strategies with research that combines community knowledge with Healthy City technology. Toward this aim, we have developed the Community Research Lab Toolbox.

The toolbox presents research concepts, methods, and tools through topical guides and toolkits such as Community Research, Participatory Asset Mapping, and a Short Guide to CBPAR (all of which can be accessed at www.healthycity.org/toolbox). It is based on best practices from our work with CBOs and a unique approach to the Community Based Participatory Action Research (CBPAR) framework, which promotes research that:

1. Starts with issues and strategies then produces analysis that informs action
2. Uses mapping technology to engage organizations in the research process
3. Is both community-based and place-based, often focusing on a geographic place such as a neighborhood

The toolbox's CBPAR framework explicitly focuses on community-based organizations that bring together community members to visualize and actualize research and its outcomes. This includes non-profit organizations that operate in specific, local communities and are staffed by, work with, represent, assist, and/or advocate on behalf of residents of those communities on issues that affect their quality of life. These organizations have worked to gain trust among community members and have brought together a spectrum of people with varying ideas and perspectives that unite around a particular set of concerns relevant to a large portion of the community. Though it may have utility for other groups, it supports these organizations whose work directly engages community members in creating change.

About this Toolkit

How can this toolkit be used?

- + **As an instructional toolkit for using and applying Participatory Asset Mapping.** Community-Based Organizations can use the concepts, methods, and tools provided, such as the Community-Engaged Mapping Facilitation Guide and Guide to Planning a Community-Engaged Mapping Event, to host an event or activity that collects knowledge and experiences from community members about local assets.
- + **As a workbook for workshops on using Participatory Asset Mapping as a tool for identifying community strengths and supporting change initiatives.** It can be used to help plan and facilitate a workshop on how to implement an asset mapping event in your organization or community.
- + **As a resource and information guide for conducting research within the CBPAR framework.**

What will you find in this toolkit?

- + **Key research concepts and methods**
- + **Additional Tools You Can Use, with in-depth guides for applying the concepts and methods**
- + **Glossary terms in BOLD**
- + **Notes like the one below to write down any thoughts or ideas you have as you read**

HOW CAN THIS TOOLKIT BE USEFUL IN YOUR SPECIFIC WORK OR PROJECTS?

This page left intentionally blank.

Contents

I. WHAT IS PARTICIPATORY ASSET MAPPING?	6
II. WHY SHOULD YOU DO IT?	7
III. WHEN SHOULD YOU DO IT?	8
- Using Asset Maps in Advocacy and Policy.....	8
- Using Asset Maps in Community Outreach.....	8
- Using Asset Maps in Community Organizing.....	9
IV. HOW DO YOU DO IT?	10
<i>Methods</i>	10
- Community-Engaged Mapping	10
- Social Investigation	11
Interviews	
Surveys	
Community Walks	
<i>Tools</i>	12
- Online Mapping	12

Contents

V. WHAT DO YOU DO WITH YOUR RESULTS?	13
- Analysis	13
- Reports	14
- Presentations	14
- Databases	14
VI. CONCLUSION: COMMUNITY KNOWLEDGE ON THE MAP	14
VII. GLOSSARY	15
VIII. ADDITIONAL TOOLS YOU CAN USE	18
- Appendix A: Case Study: Using Participatory Asset Mapping for Advocacy and Policy in Boyle Heights and East Los Angeles (Alliance for a Better Community).....	19
- Appendix B: HealthyCity.org WikiMaps User Guide (<i>formerly Live Mapping</i>).....	20
- Appendix C: Community-Engaged Mapping: Planning an Asset Mapping Event.....	23
- Appendix D: Community-Engaged Mapping: Asset Mapping Facilitation Guide.....	26
- Appendix E: Ethics in Community Based Participatory Action Research.....	40
IX. REFERENCES	41

What is Participatory Asset Mapping?

Imagine moving into a new **neighborhood**. As a new resident of this neighborhood, you may want to know the location of the closest major grocery store or the largest library, the best local restaurant or elementary school. You may have many options for finding this information but your best option would be to ask someone who lives there. Your new neighbors could direct you to the location of the grocery store or elementary school, as well as offer a wealth of information, contacts, and personal experiences about them.

Now, imagine working with a group of your neighbors to identify the locations of these local resources and places on a map, with information and personal experiences about each. This would be the beginnings of your own Participatory Asset Mapping activity. Participatory Asset Mapping combines the concepts of participatory mapping and asset mapping. **Participatory Mapping** is the process of creating a tangible display of the people, places, and experiences that make up a **community**, through community members themselves identifying them on a map. **Asset mapping** is the general process of identifying and

providing information about a community's **assets**, or the status, condition, behavior, knowledge, or skills that a person, group, or entity possesses, which serves as a support, resource, or source of strength to one's self and others in the community. Together, these two concepts inform **Participatory Asset Mapping**, a process where community members collectively create asset maps by identifying and providing the information about their own community's assets on a map.

In Participatory Asset Mapping, community members specifically identify community assets. **Community Assets** include citizen associations and local institutions. Citizen Associations reflect informal and formal institutions found within a community, such as social groups, recreation programs, churches, and block clubs.ⁱ Local Institutions reflect institutions that reach into the community, such as non-profit organizations, businesses, social service agencies, health services (hospitals and clinics), libraries, schools (children and adult schools), colleges or universities.ⁱⁱ

Community members can provide knowledge about their individual assets and community assets. Participatory Asset Mapping is a process where they specifically identify Community Assets, which include citizen associations and local institutions.



WHAT DO YOU CONSIDER AN “ASSET”? WHAT ARE SOME OF YOUR COMMUNITY ASSETS?

Why Should You Do Participatory Asset Mapping?

Participatory Asset Mapping can support strategic planning efforts by building on existing community strengths. It recognizes human capital and the capacity of individuals to use their own hearts, heads, and hands to build and create positive structures in their communities. As a Community Based Participatory Action Research (CBPAR) process, it promotes community involvement and participation. It can build community cohesion and empowerment, bring community members together to generate a shared awareness and understanding of community assets, as a method of facilitating community involvement in research, decision-making, and action.

Community assets can be easy to identify, locate, and map, especially when community residents are the sources of the information. For example, you can plan and hold a Participatory Asset Mapping event that brings together a group of community residents to identify and discuss the assets in their community. The discussion may begin with community members defining the term “asset” or confirming and enhancing a proposed definition. Using their definition and through facilitated dialogue, they can identify the places that fit this definition on a map, in the process, finding out about assets they may not have been familiar with or that their neighbors have similar perspectives about. See Appendix C: Community-Engaged Mapping: Planning an Asset Mapping Event on page 23 for information about planning this type of event.

Participatory Asset Mapping can also lead to discussions and maps that not only reflect community assets, but also barriers to accessing them. During the Participatory Asset Mapping events discussed in Appendix A (pg. 19), many residents stated that they did not go to local grocery stores because they felt they were unsafe. This reveals how organizations can use this research method to identify places that can become assets through targeted improvement.

Participatory Asset Mapping can help communities:ⁱⁱⁱ

- + BUILD ON AND EXPAND EXISTING COMMUNITY STRENGTHS
- + FACILITATE COMMUNITY INVOLVEMENT IN RESEARCH AND ACTION
- + GENERATE A SHARED AWARENESS AND UNDERSTANDING OF COMMUNITY ASSETS
- + ARTICULATE AND COMMUNICATE SPATIAL KNOWLEDGE TO EXTERNAL AGENCIES
- + MANAGE RESOURCES, COMMUNITY DEVELOPMENT, AND PLANNING
- + IDENTIFY AND POTENTIALLY INCREASE CAPACITY WITHIN COMMUNITIES

When Should You Do Participatory Asset Mapping?

Strategies that involve Participatory Asset Mapping allow communities to take a strengths-based and place-based approach to community development.^{iv} In your work or organization, consider the following:

Are you:

- WORKING IN/EXPANDING THE SCOPE OF YOUR WORK INTO A NEW NEIGHBORHOOD?
- WORKING IN A NEIGHBORHOOD WHERE THERE APPEARS TO BE A LACK OF QUALITY RESOURCES AND SERVICES?
- INTERESTED IN FINDING OUT WHICH COMMUNITY RESOURCES RESIDENTS USE AND CONSIDER ASSETS AND WHY?
- SEEKING TO IDENTIFY WHICH RESOURCES ARE MISSING FROM THE COMMUNITY?
- ENGAGING AND WORKING WITH COMMUNITY MEMBERS TO IMPROVE EXISTING RESOURCES?

If you answered “yes” to any of the questions above, Participatory Asset Mapping can provide critical research and information that can benefit your strategy.

Asset maps created through a Participatory Asset Mapping process can identify and illustrate the existing or potential connections between groups, organizations, and institutions. The following section highlights three specific strategies that have used these types of asset maps:

Using Asset Maps in Advocacy and Policy

Maps that highlight the availability or lack of community assets can present a powerful tool, when trying to make a case for needed policy, whether locally or on a state level. Such maps can focus on community assets, how to strengthen them and in turn how this would help address community needs. Other supporting community **data** can be presented on a map alongside your mapped assets, such as charts or personal narratives. The case study in Appendix A highlights one example of an organization that used participatory asset mapping to support policy changes in the communities that they served.

Using Asset Maps in Community Outreach

Mapping your community’s assets helps visualize the networks of service organizations, community organizations, neighborhood associations, and other groups that exist to serve the community. Community organizations can use these maps to network among each other and create a database of assets that community members can access and maintain. These new connections can also serve as a means to outreach to a wider span of the community to further strengthen community resources. If an asset map was combined with data showing other community information (such as where most people live or the number and locations of parks and recreation spaces), organizations can use asset maps for targeted outreach to residents that represent specific neighborhoods or demographics.

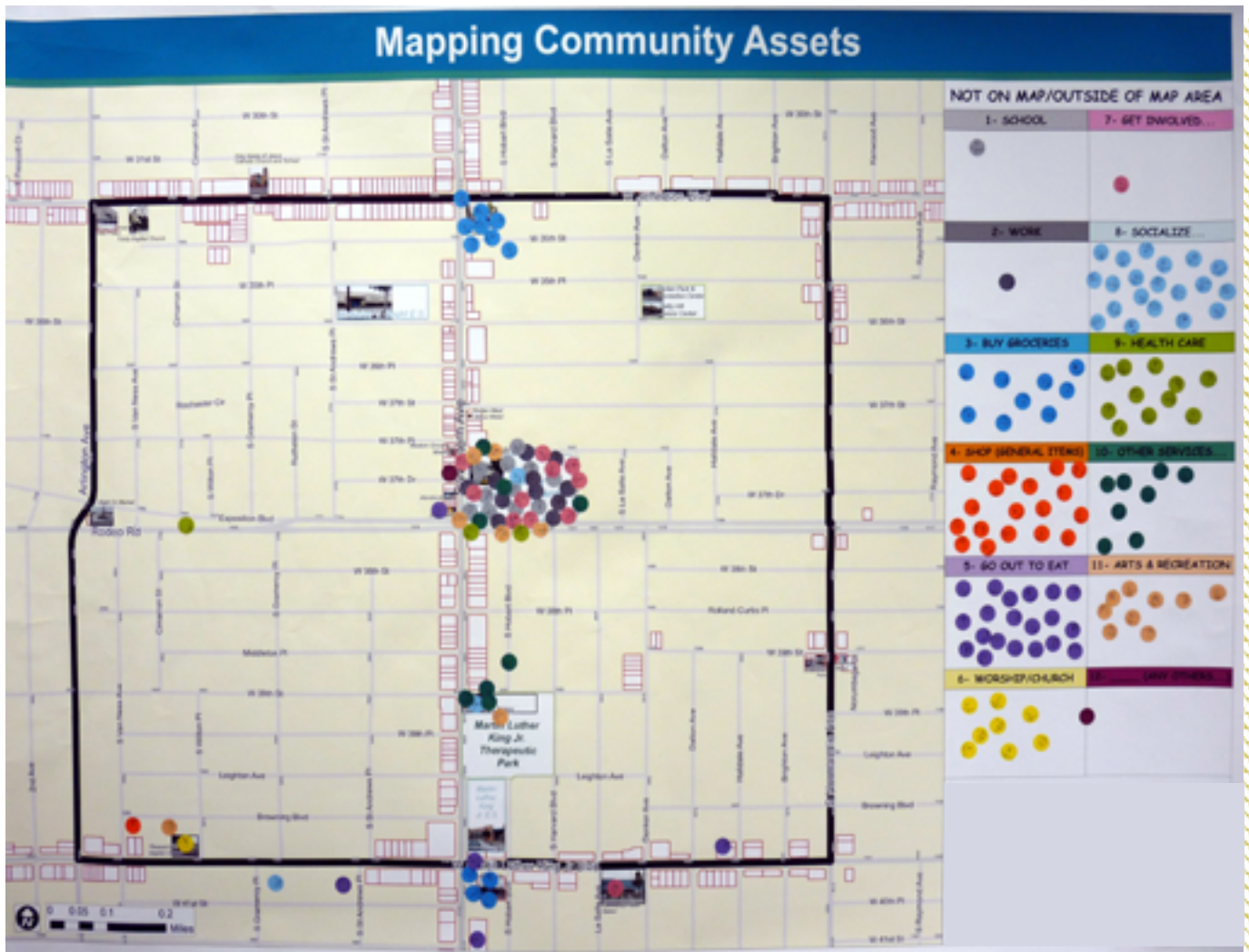
Using Asset Maps in Community Organizing

By involving community members in the creation of asset maps, the process itself can be an organizing tool. In addition, the asset maps themselves can serve as useful tools for organizing.^v The “Mapping Community Assets” map below provides an example of asset maps created as a result of and to inform community organizing. Community organizers and residents engaged in Participatory Asset Mapping to identify local assets by specific community asset categories such as grocery stores, churches, and so forth (the Asset Mapping Worksheet at the end of Appendix D was used as a guide for the map below, where the color **coding**, represents different types of resources). Through these activities, the community confirmed that organizing to improve one particular unsafe and unused local park could transform it from a deficit to an asset.

By engaging community residents in a process of identifying existing or missing community assets, organizations can paint a clear picture of the overall status of the community and organize around the cause of strengthening

community resources. Participatory Asset Mapping can also be used as a tool to raise community awareness and empowerment and show the impact of these organizing efforts.^{vi} For example, many community members identified the school that is located in the center of the map below as a major asset because, in addition to education, it offered other services for families such as a health clinic.

WHAT ARE SOME OTHER WAYS YOU/OTHERS HAVE USED ASSET MAPS?



How Do You Do Participatory Asset Mapping?

Now that you are familiar with what Participatory Asset Mapping is, why it is useful, and instances when it can be used, you may be interested in how to do it.

First, start with your **research question**. Think about the issue or project that you are working on. Think about the types of community assets that you are interested in capturing or the specific information that you need about these assets. In conducting a participatory asset mapping activity, typical research questions may include:

- + Which places (such as parks or businesses) do residents go to most in the community? Do they consider these places assets?
- + What types of ' _____ ' assets exist in this community? Examples of ' _____ ' could be 'health' assets, 'educational' assets, or 'arts and recreation' assets.

Appendix D (Asset Mapping Facilitation Guide, pg. 26) includes a list of different types of assets that may be helpful in creating a research question about assets. You can also refer to the Community Research toolkit for details on how to create a research question.

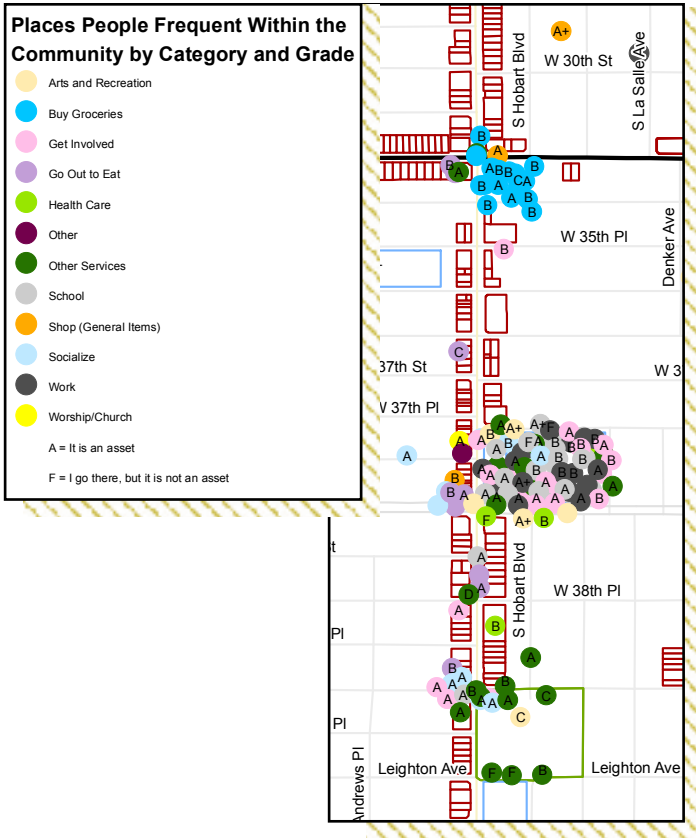
Next, choose a method and tool to collect information about assets. The method is how you will collect this information; it's the process by which you collect it. The tool is what you use to record or document the information that you collect. You can combine any of the following methods and tools to collect community assets. Use the methods as the means for collecting the information and the tools as the place to document and record this information. Many methods and tools exist to help organizations and communities apply Participatory Asset Mapping to identify the locations of and their experiences with community assets. Here, we highlight a few.

Methods

Community-Engaged Mapping (CEM)

Community-Engaged Mapping (CEM) is a group mapping exercise designed to answer specific research questions and gather feedback from community members (who live, work or attend school in the area), for the purpose of developing place-based planning, policy, and interventions.^{viii} It can be described as a **focus group** around a map. It involves community dialogue over maps of a particular **place** or geographic area (such as a neighborhood) about community members' experience with the physical environment of that place. With Community-Engaged Mapping, community members are formed into small, **breakout groups** that allow them to collectively discuss and map their communities (for this exercise, when using large paper maps, breakout groups should be no more than 10-12 people per group; when using computers and maps online, they should be no more than 4-5 people per computer).

Community-Engaged Mapping can be used to have community residents identify locations of: local assets; assets that they travel outside of their neighborhood to access; resources that community members believe can be improved or developed to become assets; and resources that are missing. The map on page 11 shows results of a Community-Engaged Mapping event focused on Community Assets; it is a digitized version of all of the maps created at the event combined (which included the map on page 9). Community members identified places in the community that they frequented and whether or not they were assets by giving those resources grades (for information about the asset categories listed, see the Asset Mapping Worksheet on pgs. 35-36). Appendices C (pg. 23) and D (pg. 26) provide step by step instructions on planning, implementing, and facilitating a Community-Engaged Mapping exercise or event.



Social Investigation

Social Investigation is a broad term that encompasses many different methods of gathering community knowledge through a community-engaged approach. With Social Investigation, community members collect and map information on an individual basis, which may be combined at a later time. Organizations may conduct social investigation before or as an alternative to a group mapping session such as Community-Engaged Mapping to effectively identify community assets and create asset maps. These methods differ from traditional information gathering methods in that they focus on gathering information directly from people and communities, instead of about people and communities (from secondary sources). Widely recognized and used methods of social investigation include interviews, surveys, and community walks, which are further described below.

+ INTERVIEWS

Conducting **interviews** is a very common way of collecting information from all types of audiences. When conducting interviews with community members, it is important to keep in mind that they

are not research subjects, but participants in the research process. During interviews, it is important to simultaneously develop a positive rapport and gather useful information. A positive rapport refers to a harmonious relationship between the interviewer and the interviewee, thus building trust and allowing for the free flow of information.^{ix} There are several different types of questions you may want to include in your interview, but mainly you'll be focusing on descriptive questions, which are meant to gather information about a particular topic, such as community assets, and many times will be open-ended to allow for the interviewee to speak freely. Remember that if you're focused on developing an asset map, you'll need to gather geographical information, such as addresses or ZIP codes during the interview process.

+ SURVEYS

If you decide to do a **survey** asking residents and organizations to identify assets in their community, you have many different options—in person, telephone, e-mail, etc. You will have to choose the type that is right for you and the audience you're trying to reach. For example, in communities with low literacy rates written surveys may not be ideal and you may want to turn to other methods (For more detailed information on surveys as general data collection tools, please refer to the "Community Research Toolkit").^x

+ COMMUNITY WALKS

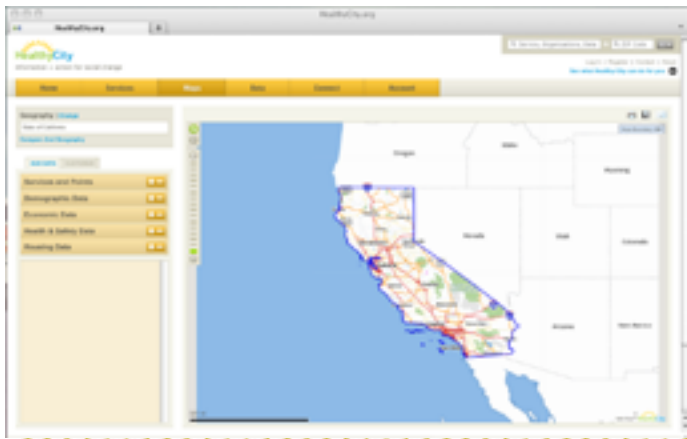
A **community walk** is a method where you walk through a neighborhood of interest to map out and collect information about that neighborhood's resources and dynamics. It provides a first-hand view of the community, its people, and its assets and can naturally provide all the location information you need to put your assets on the map. A small map can be used as a tool to directly record asset locations, as well as a guide for your walk. You can combine the walk with interviews of community members along your walk, to find out more about specific assets in detail. A community walk also offers the opportunity to take pictures and video of local assets, that can be placed on a map using the tools outlined on the next page.

Tools

Online Mapping

Online mapping is mapping software that is available on the internet through various sources and organizations (such as Healthy City, Google Maps, etc.). As a tool for Participatory Asset Mapping, it can be used to work with community members to plot, map, and view their assets with just the click of a button. Multiple users can access the same map to add points that represent assets and information about them. Although different mapping tools are available both on and off the internet for a variety of mapping purposes, we have highlighted two online mapping websites because of their cost (free!) and usefulness in facilitating Participatory Asset Mapping. The HealthyCity.org and Google websites offer mapping with different features, yet both allow you to create, save and share maps, mapping features needed most for Participatory Asset Mapping.

Healthy City— “Wikimaps” (formerly “Live Mapping”)



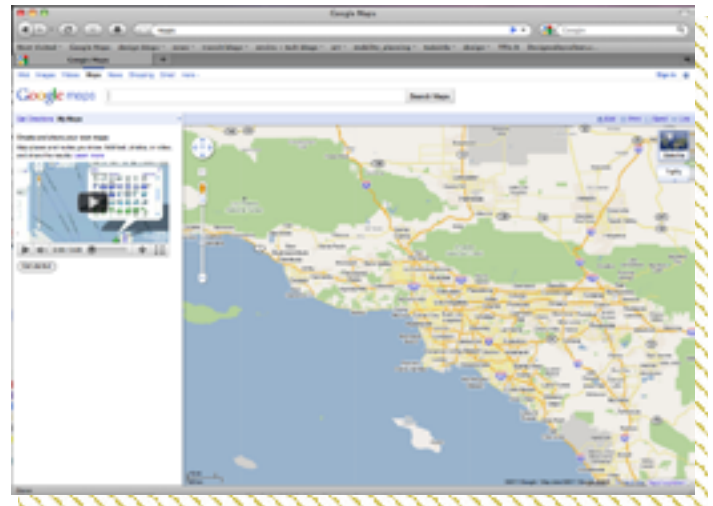
<http://www.healthycity.org>

The Healthy City data and mapping website is California's information + action resource for service referrals and social change. Healthy City provides a free platform for community organizations without access to specialized software to create and manipulate professional maps. Organizations can use their own data or choose from an extensive list of administrative, **secondary data** available from many reliable and widely used sources for various geographies throughout California such as census tracts, cities, counties, and so forth (Note: the data and mapping

is available for the state of California).^{vi} You can also search for community services, research and share community data, or create charts.

HealthyCity.org's "**Wikimaps**" feature (formerly "Live Mapping") allows communities to place points and draw lines and shapes on a map. You can use Wikimaps to facilitate a participatory mapping process and easily add points, pictures, video, and detailed information from community members about the places they consider assets. The added benefit of comparing the asset maps that you create with the secondary data available on the website makes it a powerful asset mapping tool. For step-by-step instructions on using Wikimaps, see Appendix B: HealthyCity.org Wikimaps User Guide (pg. 21) and visit <http://www.healthycity.org>.

Google Maps—“My Maps”



<http://maps.google.com/maps>

Google is a website known for its search feature that enables searches for information, including places (such as businesses), web pages, images, videos, across the world. It offers free mapping capability, particularly as a guide for on-the-ground navigation of places and routes. It also provides the ability to create personalized maps through the "My Maps" feature.

The website's My Maps feature allows you to create countrywide maps of places and routes and add text, photos, or video. You can share the maps with others, who can either view the map or make edits. You can add local businesses and other locations to your map by searching near a location. For further directions, on how to navigate Google Maps, please visit their maps support page at: <http://maps.google.com/support>.

What Do You Do With Your Participatory Asset Mapping Results?

What are the best ways to analyze and present the information you collect back to the community? Below you'll find some examples of different data analysis and presentation options.

Analysis

Participatory Asset Mapping can provide a straightforward framework for analysis. When using online mapping tools (such as the ones highlighted on pg. 12), you can receive an instant picture of community assets, that may help answer your original research question. A quick review and analysis would be observing those areas where assets are clustered compared to areas where assets are sparse. When using table-sized, paper maps in particular, you may also use a **Geographic Information System (GIS)** to input the locations identified by community members. You can digitize the points placed by participants onto the table-sized maps by importing them into a GIS mapping platform and software. The identified community resources can be sorted by different themes relevant to the Participatory Asset Mapping activity. For example, the total number of assets identified can be counted by any specific categories that may have been identified (such as grocery stores, schools, etc). You can search resident responses for key words relevant to your original research question or goal for mapping assets.

Participatory Asset Mapping can also yield extensive **qualitative data**, in the form of experiences, perspectives, and information relayed by community members. This data can be analyzed to uncover general themes. To analyze this qualitative data, you can use standard focus group data analysis methods, reading discussion notes to find commonalities, according to the break-out groups (in the case of Community-Engaged Mapping) and generally across all of the assets collected. The list above includes useful steps in analyzing the qualitative data gathered through a community asset mapping process.

Qualitative Data Analysis: Looking for Themes in the Data^{xi}

- + READ THE DATA AND NOTE ANY COMMON IDEAS OR THEMES.
- + CREATE CATEGORIES OR MAJOR TOPIC AREAS AND REORGANIZE THE DATA INTO THESE CATEGORIES
- + LIST EMERGING THEMES AFTER READING AGAIN, TO IDENTIFY SUB-CATEGORIES TO STEP #2
- + RANK THE ORDER OF EACH THEME BY HOW FREQUENTLY THEY APPEAR
- + SUMMARIZE THE THEMES THAT EMERGE
- + DETERMINE YOUR FINDINGS BY HIGHLIGHTING KEY PATTERNS OR RESULTS

You can highlight the common themes from the maps and discussion notes, such as which assets were identified most by community members and where they were located. Again, use your original research question to help uncover these themes and guide your analysis. Specific stories, events, examples, experiences, and observations provided by community members should also be noted, especially as they relate to common themes. Other information, questions, or concerns that arose, that were outside the scope of the activity, should also be noted.

Reports

Using the right approach, reports can be easy to read and distribute, and offer a formal way of showing results of your participatory asset mapping. Including a well-formatted asset map automatically creates a visual feature that most readers can reference and identify with. By placing it alongside a more detailed write-up of community demographics, it provides the audience with a comprehensive picture of a community. For example, if your goal is to use the asset map to influence policies around development in the community, providing maps and resident testimony in one report can be a powerful tool. The length and tone of a report may depend on the audience.

Presentations

Sometimes presenting your findings to a group of people may be intimidating, but including asset maps in your presentation is guaranteed to elicit some “ooohs” and “aaahs” from your audience. Using the tools referenced earlier in this toolkit, you’ll be able to provide your audience with the visuals necessary to convey the community’s assets, as seen through the eyes of the residents either through embedding your map directly into your presentation or going to the online location of your asset map for an interactive presentation. Some benefits of doing presentations include being able to answer any questions that the audience may have, and guiding your audience through the asset mapping process with visuals, hand-outs, and other details that may not have been appropriate for a formal report. Presentations, if packaged in a portable format such as video, webinars, or Power Point slides, can also be easily shared among those who could not attend in person.

Databases

In addition to providing assets as points on a map, since you collected information directly from the community, you can develop an asset database that is relevant to the needs of the people living in it. An Asset database can be disseminated electronically, posted for reference on a website, or created into a hard-copy reference guide for community assets. It can include all types of details on the services, including languages spoken, child care options, transportation options, and service areas. Having all of this valuable information in one database can prove extremely helpful for direct service providers who may need to refer clients to several different types of services to provide comprehensive assistance (for an example of a service

database that was created through an asset-mapping process, visit UC Santa Cruz’s Educational Partnership Center website).^{xii} This type of data presentation can prove useful as long as it is organized in a clear to understand and easy to refer to manner.

Conclusion: Community Knowledge on the Map

Participatory Asset Mapping offers a visual representation of community knowledge. It produces critical pictures of community knowledge and goals that can be used to achieve recognition of community strengths and implement place-based solutions. The asset maps created through Participatory Asset Mapping go beyond maps that highlight need, beginning the conversation with what works and what’s here in the community, instead of what doesn’t work and what’s missing. They represent a socially or culturally distinct understanding of the community, and include information that may be excluded from mainstream maps that represent the views of groups outside of the community. In combination with other Community Based Participatory Action Research tools and methods, Participatory Asset Mapping and the results that it produces can act a medium of empowerment, promoting research by and for community members actively seeking to strengthen their community.

For further step by step instructions for using and applying many of the methods described in the previous sections, see the tools and references included in the Additional Tools You Can Use Section (Appendices A-E).

Glossary

Asset

The status, condition, behavior, knowledge, or skill that a person, group, or an entity possesses and which serves as a support, resource, or source of strength to one's self and others in the community.

Individual Assets – Assets which can also be referred to as gifts of individuals, such as skills, training, education, specific talents, networks, and monetary resources.

Community Assets – Citizen Associations, which can include informal and formal institutions found within a community, such as social groups, recreation programs, churches, and block clubs. Local Institutions, which include institutions that reach into the community, such as businesses that create local job opportunities, social service agencies, health services (hospitals and clinics), libraries, schools (children and adult schools), colleges or universities.

Asset Mapping

The general process of identifying and providing information about the strengths and resources of a community on a map. It supports strategic planning efforts to address community issues by building on resources and strengths.

Breakout Groups

Small groups of people created or divided up from a large group of people to discuss, or do an activity related to, a specific question, issue or topic (with each small group usually reporting their discussion back to the large group).

Coding

A systematic way in which to condense extensive data sets into smaller analyzable units through the creation of categories and concepts derived from the data.^{xiii}

Community

A group of people living in the same locality, a group of people sharing common interests or similar identity, or the district or locality in which such groups live.

Community Based Participatory Action Research (CBPAR)

CBPAR aims to address the practical concerns of people in a community. CBPAR is a collaborative approach to

research that involves all stakeholders throughout the research process, from establishing the research question, to developing data collection tools, to analysis and dissemination of findings.

Community-Engaged Mapping

A group mapping exercise designed to answer specific research questions and gather neighborhood-level primary data from community members (who live, work or attend school in the area), for the purpose of developing place-based planning, policy, and interventions.

Community Walk

A data collection method where researchers walk through a neighborhood of interest to map out and collect information about that neighborhood's resources and dynamics, for the purpose of community organizing and development.

Data

Measurements of any characteristics of interest. Ex: How many children live here? How do teenagers feel about homework? What type of detergent is most popular among grocery store shoppers? How many liquor stores are there in my neighborhood?

Focus Groups

A primary data collection method that involves interviewing participants in a group generally composed of no more than 10 people who were selected because they share certain characteristics relevant to the purpose of the research. For example, if your research question focuses on the quality of food in the community, your focus group may include residents (parents, children, business owners) who live locally and regularly depend on the food outlets in your community of interest.

Geographies

Spatial (non-physical) boundaries (also, units) for which data is collected. On the HealthyCity.org site, these are shapes that represent boundaries, usually established by socio-political decisions, for which secondary or administrative data is collected. Here are just a few common geographies.

Glossary

Census tract – A census tract is a small, relatively permanent statistical subdivision of a county delineated by a local committee of census data users for the purpose of presenting data. Census tract boundaries normally follow visible features, but may follow governmental unit boundaries and other non-visible features in some instances; they always nest within counties. Designed to be relatively homogeneous units with respect to population characteristics, economic status, and living conditions at the time of establishment, census tracts average about 4,000 inhabitants. They may be split by any sub-county geographic entity.

Block group – A block group is a subdivision of a census tract (or, prior to 2000, a block numbering area). It is the smallest geographic unit for which the Census Bureau tabulates data. A block group consists of all the blocks within a census tract, beginning with the same number. Block groups generally contain 600 - 3,000 people.

ZIP Code – A ZIP (Zone Improvement Plan) Code is a five-, seven-, nine-, or eleven-digit code assigned by the U.S. Postal Service to a section of a street, a collection of streets, an establishment, structure, or group of post office boxes, for the delivery of mail. The Census uses the ZIP Code Tabulation Area (ZCTA) instead of the ZIP Code for data. A ZIP Code Tabulation Area is a geographic area that approximates the delivery area for a 5-digit or a 3-digit ZIP Code. ZCTAs do not precisely depict the area within which mail deliveries associated with that ZIP Code occur.

Geographic Information System (GIS)

Geographic Information System (GIS) is a computer application used to store, view, and analyze geographical information, or information associated with a location. Typically, a GIS is used for creating and handling maps. GIS allows researchers to identify spatial (see term) patterns among problems and resources.

Ground-truth data

The action of exploring the validity of data and information based on the account of community members. Pursuing on-the-ground knowledge to verify data claims; also, the process of checking data and maps against reality, which may involve checking the map against other data sources or traveling to the place where the data were collected.

Interviews

A primary data collection method which involves the use of open-ended questions aimed to obtain information specific to research needs in a one-on-one setting between a researcher and a participant.

“Live Mapping” on HealthyCity.org (see also Wikimaps)

A past feature on HealthyCity.org that allowed multiple users to plot points, lines and shapes on the same map simultaneously, which was revamped, enhanced, and renamed “Wikimaps.”

Neighborhood

A district or area with distinctive characteristics, or the physical space of a localized area.

Participatory Asset Mapping

A process where community members collectively create asset maps by identifying and providing the information about their own community’s assets on a map. It combines the concepts of participatory mapping and asset mapping.

Participatory Mapping

Participatory mapping refers to mapping practices that engage communities and community knowledge directly in the mapping process. It supports communities to articulate and communicate their knowledge, record and archive local knowledge, advocate for change, and address communities’ issues. Participatory mapping, in its various forms, provides a critical visual representation of community knowledge about a place.

Methodology

The ideas, rules and procedures that guide research.

Qualitative Data

Data or information that is descriptive and cannot be measured. Ex. color, smell, perception of safety, etc.

Quantitative Data

Data or information expressed numerically, can be counted, measured and analyzed statistically.

Glossary

Place

An area with definite or indefinite boundaries, a locality.

Primary Data

Original data collected by the researcher specifically for the purpose in mind. For example, collecting data from police officers about their attitudes on domestic violence, in order to compare those attitudes among different types of officers.

Research Ethics

The principles and rules that guide how people should be treated, when they are participants in a research process or project

Secondary Data

Data that have been collected for another purpose and now are available for other researchers to use for their purposes. For example, the California Department of Public Health collects data on births and deaths of the California population; we can use this in community health assessments even though we did not do the primary data collection.

Social Investigation

A broad term that encompasses many different methods of gathering community knowledge through a community-engaged approach. These methods are separate from traditional information gathering methods in that they focus on gathering information directly from people and the community, instead of about people (from secondary sources).

Spatial

Associated with a position in space, most often a real location on the ground (e.g. a street address). This may also refer to a conceptually defined or hypothetical position in space (e.g., the strength of interpersonal relationships).

Spatial Analysis

Any analytical process in which the position of the data is considered to be an essential component of the analysis

Surveys

Tools used for collecting all types of data, which usually involve participants completing a written questionnaire, sometimes administered in-person, over the telephone, or through an electronic survey system.

Visualization

A means of presenting data in a visual form to provide alternative means of analysis and understanding. Both charts and maps are examples of visualization techniques.

Wikimaps on HealthyCity.org (formerly “Live Mapping”)

Formerly “Live Maps”, this feature has been completely revamped and enhanced, and has the new name of “Wikimaps”. As did Live Maps, Wikimaps enable multiple people to plot points on the same map, adding descriptions, photos, and/or videos to each point. A Wikimap is a great tool for participatory mapping, since it can quickly and easily be used to capture community knowledge about community issues and assets, utilized for community planning sessions, and many more possibilities.

ADDITIONAL TOOLS YOU CAN USE

The following tools provide further instructions for implementing a Participatory Asset Mapping activity:

- APPENDIX A: CASE STUDY: USING PARTICIPATORY ASSET MAPPING FOR ADVOCACY AND POLICY IN BOYLE HEIGHTS AND EAST LOS ANGELES (ALLIANCE FOR A BETTER COMMUNITY)
- APPENDIX B: HEALTHYCITY.ORG WIKIMAPS USER GUIDE
- APPENDIX C: PLANNING A COMMUNITY-ENGAGED MAPPING EVENT
- APPENDIX D: COMMUNITY-ENGAGED MAPPING: ASSET MAPPING FACILITATION GUIDE
- APPENDIX E: ETHICS IN COMMUNITY BASED PARTICIPATORY ACTION RESEARCH

Case Study

Using Participatory Asset Mapping for Advocacy and Policy in Boyle Heights and East Los Angeles

In 2010, the Alliance for a Better Community (ABC), a policy organization established to respond to and shape Latino policy in Los Angeles, conducted a Community Health Assessment of Boyle Heights and East Los Angeles. As part of this assessment, ABC partnered with Healthy City to research and analyze the affect of the built environment on community health in the defined areas and propose policy goals to address identified concerns. Through Participatory Asset Mapping, ABC gathered first-hand knowledge from community members about local food and recreation/physical activity assets and resources and any issues surrounding access to them.

Research Questions: Where are the Healthy Food and Recreational Assets?

ABC and Healthy City created several research questions to identify healthy food and recreational assets:

- + What is the community’s access to healthy food options and safe recreational spaces?
- + Where do residents go to buy healthy food in the community?
- + Where do they go for recreation/physical activity resources in the community?
- + Are there food and physical activity locations that residents avoid? If yes, where are they located and why do residents avoid them?

Data Collection: Community-Engaged Mapping with Live Mapping* (*now Wikimaps)

During April and May 2010, ABC held eight Community-Engaged Mapping events throughout Boyle Heights and East Los Angeles, with over 240 youth and adult residents participating. These mapping events gathered knowledge from community residents on the quality of resources available to them and built environment issues that affected the accessibility of those resources. Residents were asked to identify the food and recreation locations that they did or did not frequent in their community. As shown in the picture on the right, the HealthyCity.org Live Mapping tool was used to document the locations of and information about the health and recreational assets in the community.



The agreed definition of a community asset confirmed with participants in each session was “a positive place or program that makes the community a safe, healthy, and great place to live.” Community members identified the resources that they frequented in their community, as well as places they knew of but did not frequent, for healthy food and physical activity. They also graded each resource they identified using the scale “A” through “F.” They provided a brief description of why they gave each resource a particular grade (with an “A” grade representing an asset and an “F” grade representing a resource that was not an asset). For example, one resident graded a local park with a ‘C’ because of insufficient programming for older youth. Community members then identified specific physical and built environment issues around each resource to determine any barriers that kept them from using those resources.

Analysis

The identified community resources were sorted for each mapping session location and a two-mile radius to show the grade distribution of resources in each area. In addition, of the combined total number of resources identified in each session, those that received a grade of a “B” or below were scanned for a qualitative analysis of the descriptions representing each grade. Any description that mentioned concerns for safety around a particular resource was coded and mapped to visually display locations people perceived to be unsafe. The map of perceived unsafe places was then compared to the map of all identified environmental design issues to see if there is any relationship between the built environment and people’s perceptions of a place being unsafe.

Community residents gave many of the local food and physical activity resources a “B” or higher, deeming them assets to the community. Nearly 30% of all resources identified were places that residents avoided, usually because they felt unsafe. Residents commented that they typically visited multiple stores to meet all of their food needs, and, in some cases, these stores had quality meat but lacked fresh fruits and vegetables. Although 27% of residents regarded local parks as quality spaces, they often avoided them because of lack of programming and safety concerns.

Advocacy and Policy

ABC included results from community residents and the Participatory Asset Mapping events in its policy analysis and recommendations on community health in these communities. Findings supported policy recommendations to increase the availability and accessibility of quality food options and adequate physical activity spaces, and implementing measures to make existing resources safer for community members.^{xiv} Further information about its policy recommendations can be found ABC’s 2011 policy report Places, Spaces & People: How the Urban Environment Impacts Health in Boyle Heights and East Los Angeles.^{xv}

HOW DOES THIS CASE STUDY RELATE TO YOUR OWN WORK AND INTEREST IN PARTICIPATORY ASSET MAPPING?

HealthyCity.org WikiMaps User Guide*

Formerly “Live Maps”, this feature has been completely revamped and enhanced, and has the new name of “Wikimaps”. As did Live Maps, Wikimaps enable multiple people to plot points on the same map, adding descriptions, photos, and/or videos to each point. Wikimaps are great for gathering data from community residents – whether it be mapping assets in the community or noting areas that need improvement. To create a Wikimap and start collecting community data, follow the steps below.

Wikimaps: Above & Beyond Live Maps

- + GREATER CONTROL FOR FACILITATORS
- + EASIER TO GATHER INPUT
- + ACCESS MULTIPLE VIEWS OF THE DATA YOU COLLECT

Setting up a Wikimap

Step 1:

In the My Account section, Click Live Maps in the left column, then click Create a Wikimap.

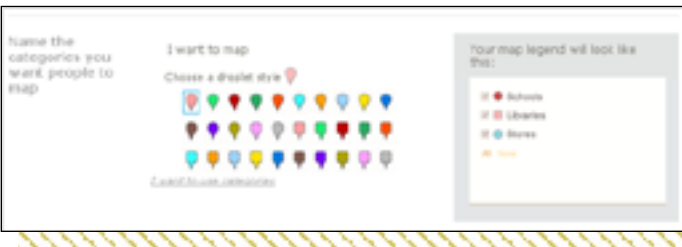
Step 2:

Create your Wikimap’s profile. Provide a Title and set the Focus area to the region you want the map zoomed in on. Then tell your audience about the purpose of your map by giving the map a description. →



Step 3:

Define what category of points, lines and/or shapes you want participants to map. You may also just have one category of data you plan to add to the map. You can change the color and style of flag for each category.



Step 4:

Define what information you want people to add to each point. You can limit participants’ input to one field for general comments about the point, or you can specify additional details you want to collect. For example, if you are mapping Farmers Markets, you could add a field for the “date” and “time” that the market is open. You could request that participants score the markets by marking “A-F.” →



Step 5:

Choose how you want participants to add information to the map. For example, you can pick points and addresses to represent a specific place, lines to represent a path or route, shapes to draw a region.



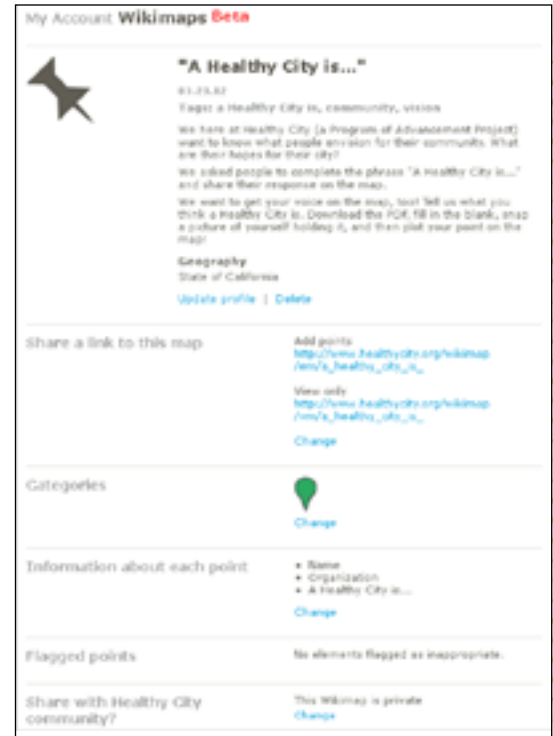
Step 6:

Advanced settings are available if you want to provide additional context to your Wikimap, or change the labels on your map. For example, if you want to share your map with a Spanish-speaking audience, you could substitute a Spanish translation of the map text, buttons, and instructions. Click on Change Labels to begin adding or replacing text. Finally, click Submit

Well Done! You have created your Wikimap and can now access your Wikimap's profile page under "Wikimaps > My Wikimaps in the Account section.

Share a link to your map

Share your map by sending a link, sharing it on the HealthyCity.org Connect page, or sharing it with a Healthy City Group or Story. If you want to share the link to your Wikimap with a Group or Story, just click Change link. In all cases, you can choose to share the "Add points" version of the map so that participants can add to the map, or the "View only" version so you can show your work to others without them adding points.

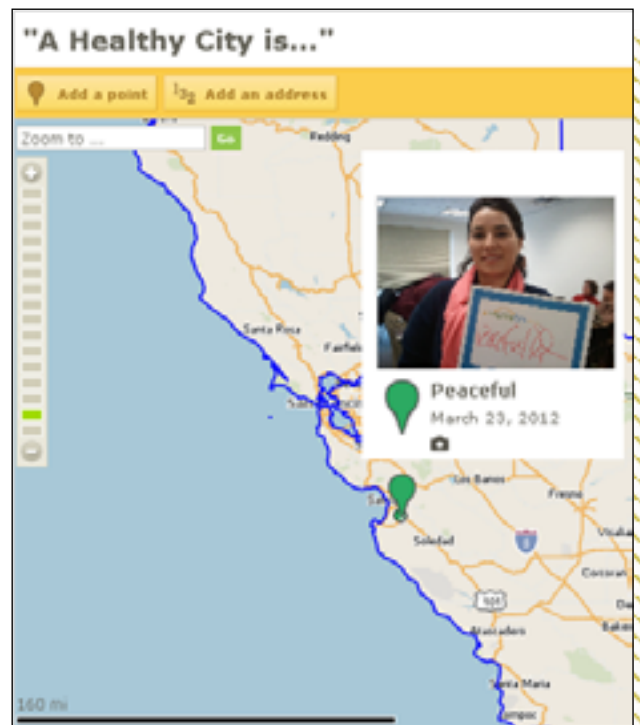


Adding data to the map

Step 1: Time to get community data on the map. Multiple users will be able to add points simultaneously, and at various locations. Use the "Add points" link provided on the profile page to get to the interactive Wikimap. Participants need not have a Healthy City account to participate.

Step 2: Once a person has arrived at this interactive Wikimap page, they can add their data. Just click on an icon at the upper left hand corner of the map. In this example, a person can: click on the Add a point icon, then on the map to add a point; or, click on Add an address.

A window will appear that allows you to name and describe this point. You can also add photos and video. Fill in details and click Submit. DONE! The first point has been added to your Wikimap.



**The steps, images, and tool outlined above are subject to change without notice. In the case that this guide is not current at the time of use, you can visit www.HealthyCity.org for the most up-to-date information.*

Community-Engaged Mapping: Planning an Asset Mapping Event

A Community-Engaged Mapping event is best facilitated through well coordinated mapping events or sessions. During the events or sessions, participants can be asked to assess the neighborhood, public safety, and community assets in breakout sessions. The breakout groups should be made up of 10–12 participants each if using table-sized maps, 4–5 participants if using online maps. Participants will be asked to critically think about the neighborhood layout, building structures, and community assets. During a Community-Engaged Mapping event that focuses on assets, participants are asked to identify and share their knowledge about local community resources and assets. From this phase, locations and accessibility of existing community assets and locations and needs for new assets will also be identified. At the end of entire event, participants will re-convene as a general body to report back on their discussions and to participate in a dialogue on next steps.

In planning this event, organizations should outreach to community stakeholders to participate in the mapping sessions, particularly those who reside or attend school in the focus area (Note: All participants should be screened prior to the event to make sure they meet the inclusion criteria (must be residents or knowledgeable of the focus area and be one of the above mentioned targets). Organizations will need appropriate materials and equipment, such as table-sized maps of the focus area or computers with internet access. Staff should be trained to facilitate discussion around these maps to highlight positive community resources and assets. To frame the analysis, it is ideal that the mapping exercise should be conducted separately with the following distinct target populations for better analysis of the data collected (for instance, adults vs. youth or community residents vs. organizational staff).

Step 1: Develop mapping exercise, participation format and plan for analysis

- + **DEVELOP MAPPING EXERCISE** and data collection tools
- + **DEVELOP DATA COLLECTION TOOLS** based on the format you would like to use to address your research question.
 - Remember the importance of understanding the geographic component of your data – do you need addresses? Zip codes?
 - Will you use web-based tools? Like healthycity.org!
 - Will you need to create original forms?
- + **DETERMINE THE BEST PARTICIPATION FORMAT**
 - Will you collect this data in person?
 - What format will best collect the information you are seeking?
 - Do you want to have the opportunity for group discussion?
 - Do you have interests beyond data collection (organizing, coalition building, etc.)?
- + **BASED ON THE FORMAT (how many people) and tools (Web-based), start early to locate and secure the location for your event.**
- + **PARTICIPANT RECRUITMENT PLAN**
- + **PREPARE AND TEST WEB-BASED AND/OR OTHER TOOLS** for data collection

- + **CONSIDER FEASIBILITY GIVEN THE TIMELINE & RESOURCES** (people, materials, space)
- + **DEVELOP PLAN FOR ANALYSIS** – Analyzing a map
- + **WHAT BASIC INFORMATION WILL THE DATA/MAP PROVIDE?**
- + **WHAT DO YOU EXPECT TO LEARN** about your specific issue from this map?
- + **WILL YOU BE ANALYZING** if the data is evenly distributed or concentrated in one or more specific areas?
- + **HOW WILL YOU LOOK FOR CLEAR PATTERNS**, any highs or lows?
- + **HOW WILL YOU DETERMINE WHY DO YOU THINK THESE PATTERNS OCCUR** (considering other data or knowledge of the area, qualitative data collection, etc.)?
- + **HOW WILL THE DATA/MAP** address your research question?
- + **WHAT INFORMATION MIGHT YOU ANTICIPATE** that the map will not provide that you would need to investigate further?
- + **CONSIDER PLANNING** evaluation of the process and outcomes

Step 2: Develop and test facilitation guide!

- + **A FACILITATION GUIDE CAN BE VERY IMPORTANT IN ENSURING CONSISTENT DATA COLLECTION** every time and by all facilitators! Consistency in the data collected is critical to the validity of your data. Collecting data in the same way every time can help with consistency. Adhere to the script. Ask questions in the same way, answer questions in the same way.
- + **SUGGESTIONS WHEN DEVELOPING YOUR FACILITATION GUIDE.**
 - Lay out the exercise with step-by-step instructions

Tips

- + WHEN WORKING WITH HEALTHYCITY.ORG'S WIKIMAPS* (*FORMERLY LIVE MAPPING) IDEALLY FOCUS GROUPS ARE NO LARGER THAN 4-5 PEOPLE PER COMPUTER!
- + IF YOU ARE ORGANIZING ACROSS A LARGER COMMUNITY, CONSIDER STRUCTURING YOUR FOCUS GROUP BREAK-OUTS AROUND SPECIFIC PARTS OF THE COMMUNITY, BASED ON THE EXPERIENCES OF PARTICIPANTS
- + SOMETIMES IT MAKES THE MOST SENSE TO BASE FOCUS GROUPS ON OTHER THINGS THAT PEOPLE HAVE IN COMMON: SUCH AS AGE, OR LANGUAGE, ETC.

Examples of some participation formats

- + SURVEYS
- + FOCUS GROUPS OVER TIME OR ALL AT ONCE
- + LARGE CONVENING
- + INDIVIDUAL INTERVIEWS

- Identify key roles in the exercise
- Support planning (checklist of materials needed, etc.)

+ TEST YOUR EXERCISE AND FACILITATION GUIDE!

- Are the questions clear?
- Do you have enough time?

+ CAN YOU IMAGINE/ANTICIPATE SOME OF THE COMMON QUESTIONS or issues that might come up? Do you anticipate conflict? How will you deal with these elements?

- Test the equipment, internet and visit the location for your event

+ REMEMBER! HAVE A BACK-UP PLAN! Something can always go wrong with technology or any number of other things. Anticipate! And plan ahead - what will you do if this happens to you!?

Step 3: Training facilitators & logistics

+ TRAIN CAREFULLY. Be sure that your facilitation team knows the exercise very well.

- Practice!! Consider training more than once, and conducting role plays
- Consider cross-training different people in different roles in case anything comes up

+ IT IS CRITICAL THAT EACH MEMBER UNDERSTANDS the purpose, rationale, and issue being addressed very well. This will help them respond to unexpected issues as well as collect data consistently

+ TRAIN FOLKS ON THE BACK-UP PLAN!

+ BE CLEAR THAT FACILITATORS MUST BE AS 'OBJECTIVE' as possible, and avoid introducing their own opinions and bias. This is sometimes challenging, when you feel you already understand or know the issues.

+ CONSIDER CONFIDENTIALITY – fully disclose/protect your collection and use of individual data, train facilitators on the importance of this issue

+ TRAIN FACILITATORS TO GET PERMISSION FOR PHOTOS, AND TO OBSERVE PRIVACY if someone does not wish to have their photo taken.

Step 4: Analysis, Dissemination, and Action

+ DEVELOP PLAN FOR PRESENTING AND DISSEMINATING FINDINGS, consider:

- **WHAT:** What is the story that you are trying to tell? What do you want to show or what is the question that you are aiming to answer or approach with this map?
- **WHO:** Who is your audience? Who will you show these findings to?
- **WHEN:** Are you looking at a problem that has been ongoing? Is it a particular point in time?
- **HOW:** How will present this information and research? Report? On your website? At a public hearing? At a community meeting?

+ DEVELOP ENGAGEMENT STRATEGY FOR ACTION

- Determine how you want to engage community members, CBOs, elected officials, etc. – strategies may be different for each group
- Conduct interviews with residents, confirm or **ground-truth data**
- Present findings to CBOs or community residents to gather support for advocacy

Community-Engaged Mapping: Asset Mapping Facilitation Guide

Introduction

This exercise will draw upon local knowledge and expertise to identify existing assets, as well as opportunities for new assets, specifically those assets that residents identify as missing, yet needed in the community. The assets gathered during this exercise will reflect those resources in the selected neighborhood considered by community members to be assets to the community and will focus on place-based assets (as opposed to individual assets).

Using the Asset Worksheets and corresponding coded Asset Maps, participants will describe and map community resources in break-out groups. Participants will be asked to identify the places that they frequent. They will be asked to think about if and why their identified resources should be considered assets, by rating and discussing the places they go. The asset rating will aid in determining how beneficial the community perceives the rated resource to be and if they consider it to be an asset to the community. The description of the assigned rating will aid in providing more specific information on that particular resource and will perhaps determine what helps or hinders it from being a quality and/or accessible resource.

From identification to rating to specific information to, lastly, a discussion on the missing assets, each step will work together to determine the resources perceived to be true community assets, as well as determine the types (and potential locations) of additional assets needed in the community.

Sample Exercise Agenda

- I. WELCOME & INTRODUCTIONS
- II. EVENT GOALS & GROUND RULES
- III. FOCUS GROUP BREAK OUT
- IV. COMMUNITY ASSET MAPPING
Exercise Intro: What is an Asset?
- V. WHERE ARE THE PLACES YOU GO TO...
shop/play/work/etc.?
- VI. DISCUSSION OF EXISTING AND MISSING ASSETS
- VII. SUMMARY AND GROUP FINDINGS
- VIII. RECONVENE, REPORT-BACK AND LUNCH
- IX. SUMMARY & NEXT STEPS

Maps are more than pieces of paper. They are stories, conversations, lives and songs lived out in a place and are inseparable from the political and cultural contexts in which they are used.

Warren, 2004, "Who Owns the Map Legend?" (2004)

Facilitation Roles

There are three facilitation roles for each focus group: **I. Facilitator; II. Scribe; III. Note-taker.** The facilitator will engage participants through the mapping exercises. The scribe will record specific discussion/data elements on the maps and butcher paper during the event. The note-taker will collect the rich detail of the discussion, largely without structure. The specific roles and responsibilities of each are described below. It is also important that participants feel comfortable with these three roles in the room, so introduce yourselves and put folks at ease!



I. FACILITATOR'S ROLE, SKILLS AND RESPONSIBILITIES

The facilitator encourages everyone to engage fully, and brings the focus groups through the mapping exercises. The following outlines the facilitator's responsibilities and useful skills:

- + **WORKS TO CREATE AND MAINTAIN A COMFORTABLE ENVIRONMENT FOR PARTICIPANTS.**
- + **COMFORTABLE AND FAMILIAR WITH THE FOCUS GROUP PROCESS,** drawing on prior experience facilitating groups or meetings.
- + **REMAINS NEUTRAL;** does not provide personal feelings or opinions on what is being discussed.
- + **MAINTAINS CONTROL OVER THE GROUP** and the topics being discussed, but is careful not to lead the discussion or appear aggressive or controlling.
- + **IS A GOOD LISTENER;** understands what is being said and knows when to ask probing questions that get participants to expand on or clarify their comments.

- + **IS A GOOD OBSERVER;** notices when participants want to speak and gives them an opportunity to share their comments. Draws out quiet participants and creates a safe place where they can talk. Doesn't put anyone on the spot, but watches for opportunities to bring quiet people into the discussion.
- + **MAINTAINS GROUP ENTHUSIASM** and interest.
- + **RESPECTS PARTICIPANTS** and affirms their wisdom.
- + **COMMUNICATES CLEARLY** in writing and orally.
- + **ADAPTS QUICKLY** to a changing situation.
- + **KEEPS THE PROCESS MOVING FORWARD.**
- + **HAS A GOOD SENSE OF HUMOR!**

Moderating techniques

- + **PROBE AND PAUSE.** After asking a question, try pausing for five seconds. This five-second pause gives participants a chance to jump in and give their comments. Sometimes silence helps people build up the courage to speak.
- + **USE PROBING QUESTIONS** only if issues do not naturally surface. When participants are not providing enough information, try the following probing questions:
 - Would you explain further?
 - Would you give me an example of what you mean?
 - Would you say more? Tell us more....
 - Is there anything else?
 - Please describe what you mean.
 - Has anyone had a different experience? Does anyone see it differently?
- + **RESPONDING TO PARTICIPANT COMMENTS.** Remember to stay neutral. Avoid using positive verbal responses such as "correct" or "that's good." Moderators should use encouraging

remarks such as, “thank you for sharing that with us.”

- + **BE AWARE OF GROUP DYNAMICS.** Watch for the dominant talker, quiet participant, or rambler, to see if they are affecting the discussion.
- + **DON'T LET ANY ONE PERSON DOMINATE.** If people constantly interrupt or one or two participants dominate, other participants may get angry and frustrated. To help prevent this, set up a ground rule about equal participation beforehand.
- + **DRAW OUT QUIET PARTICIPANTS.** Don't put anyone on the spot. Watch for opportunities to bring quiet people into the discussion. Learn participants' names and use them. It may be helpful to say after a few questions, “Let's hear from those who haven't had a chance to talk yet.” Facilitator can also make eye contact with quiet participants ask them about their experience. If participant does not feel comfortable in sharing tell them you will come back to them.
- + **LET PARTICIPANTS RESPOND TO ONE ANOTHER.** Encourage interaction among the group. If questions or comments are directed at you, try to deflect them and pose the question back to participants. If a participant looks at you and says, “Isn't that right?” ask the group, “has anyone else had a similar experience?”(Note: Facilitators should speak less than any other person in the group.)
- + **KEEP THE DISCUSSION ON TRACK.** Since important issues are usually related to each other, it is easy for groups to move into other areas. Participants need the freedom to explore connections and ideas, but try to keep the discussion related to the session's topic. Moderators should listen well and think quickly on their feet making sure the discussion stays focused.

Tell participants up front that you will interrupt them if the discussion is going too far off topic.

- + **IT'S OKAY TO DISAGREE:** Note that the group does not have to reach consensus. Tell participants that the scribe's notes and Parking Lot will capture the different sides of the issue and other important points mentioned.

- + **SUMMARIZE COMMENTS** before moving to the next question. This helps participants know that you are about to move on to the next question.
- + **THE PARTICIPANTS ARE THE EXPERTS.** It is important to convey to participants the deep value of their opinions, that they are the experts, and that the focus group facilitator and other staff have come to learn from them.
- + **FREQUENTLY REPEAT KEY PHRASES** from the question. Participants tend to lose focus on the question after 2-3 other participants have responded to it. Repeating key phrases from the question at strategic times, or asking participants to link their response to key terms in the question will help participants stay focused.



II. SCRIBES' ROLE AND RESPONSIBILITIES:

Scribes will be responsible for recording specific notes and discussion points throughout the exercises. Scribes follow the facilitation script carefully with the facilitator, and record key information, including all discussion points and information shared on butcher paper or the map and completes any informational forms that are a part of the exercise. Scribes help the facilitator whenever necessary, keeping the following in mind:

- + **IN GENERAL, DO NOT TO CONTRIBUTE** to group discussion.
- + **YOU MAY INTERJECT DISCUSSION IF YOU MISSED A KEY POINT** or if you did not hear what a participant said.
- + **HELP FACILITATOR WHEN NECESSARY** – specifically, if a portion of the exercise was overlooked or incomplete, or if facilitator requests any additional assistance.
- + **ASSISTING IN SUMMARIZING** key points made if necessary.
- + **COLLECT CLEARLY THE SPECIFIC DETAILS OUTLINED IN THE FACILITATION GUIDE AND SCRIBE FORM**, such as the technical facts, places, examples, etc.
- + **JOT DOWN PARKING LOT ISSUES** and differences of opinion, comments made outside of the research project.
- + **KEEP TIME!** Use the time piece to ensure events stay within time, give time warnings (5 min., etc.)
- + **HANDLING ENVIRONMENTAL CONDITIONS** after the small group has begun (temp, room set up, lighting, etc.).
- + **HANDLING UNEXPECTED INTERRUPTIONS** (such as late comers or outside noise).

III. NOTE TAKER'S ROLE AND RESPONSIBILITIES:

The role of the scribe and the note taker differ. The scribe collects very specific information about the main questions the facilitator asks during the exercise. The note taker captures relevant detail about group interaction and dynamics and key discussion points. As note takers you do not need to write down everything word for word. Instead, listen carefully, observe group interactions, and summarize key points made. Note takers primarily focus on 3 things:

- + **GENERAL OBSERVATIONS ABOUT THE GROUP.** Are people excited or lacking in interest? Do people have a lot to say, or are they reluctant to speak? Are some people dominating the discussion while others are silent? Is the group cohesive or are there great differences of opinion?
- + **QUOTES ILLUSTRATING THE VARIED OPINIONS BEING PRESENTED.** There is much value in capturing the exact words that are used by participants. While a lot of information will be captured on the maps it will also be important to capture some key points people made. These key points or quotes may be used later in reports.
- + **SUMMARY OF KEY DISCUSSION POINTS.** Assist the facilitator in recalling key points made at certain points of the discussion. Include detail regarding parking lot issues.

Note on recording: if there will be there will be photography or recording, remember to ask permission before filming.

Community Asset Mapping Facilitation guidelines

Community Asset Mapping Check List

- FACILITATION SCRIPT
- ASSET-MAPPING WORKSHEETS FOR ALL PARTICIPANTS (HAVE EXTRAS READY)
- BLANK AREA MAP (PRINTED/PAPER OR ONLINE)
- BUTCHER PAPER – EXISTING ASSETS AND MISSING ASSETS DISCUSSION
- PENCILS AND PENS FOR ALL PARTICIPANTS
- MARKERS FOR SCRIBE
- SCRIBE FORM
- NOTE-TAKER PAPER
- TIME PIECE
- GROUND RULES
- BUTCHER PAPER – PARKING LOT
- TAPE
- EASEL

Items To Post Or Layout In Room

- MAP(S)
- PARKING LOT
- GROUND RULES
- BUTCHER PAPER FOR “ASSETS THAT ARE HERE” DISCUSSION
- BUTCHER PAPER FOR “ASSETS THAT ARE MISSING” DISCUSSION

Remember!

+ KEEP CLOSE TIME!

Community Asset Mapping Facilitation Script

Est. Time – 40 minutes

- + **SCRIBE:** *Place the asset map in clear view (e.g. place printed paper map on a table or project online map onto a wall).*
- + Have participants review the map to orient themselves to the area displayed.
- + Review or establish ground rules (determined by facilitators and/or participants) and post on wall.
- + **NOTE TAKER:** *It is the NOTE TAKERS' responsibility to take notes on the entire process (e.g. group dynamics).*

1. INTRODUCE ASSET MAPPING exercise and DEFINE "ASSETS" (5 minutes)

+ OVERVIEW:

- **We're going to:** Define 'assets'
- **Identify the places in the community that we go most, and 'grade' them**
- **Discuss:** What's in the community (assets and non-assets)?
- **What's in the community that can be improved?**
- **What's missing?**

+ **ASK:** *Can anyone tell me what an "asset" is?"*

+ **SCRIBE:** *Record several responses to this question ON BUTCHER PAPER.*

After recording several responses, summarize them, and, if not already stated, ask participants if you can all agree that an asset is "a positive place or program that makes the community a safe, healthy, and good place to live".

+ **SCRIBE:** *Add this definition to the other definitions already posted ON BUTCHER PAPER.*

"When we talk about 'assets' during this exercise, think about these definitions that we've discussed here"

2. DISTRIBUTE ASSET MAPPING WORKSHEET & REVIEW DIRECTIONS/EXAMPLE (5 minutes)

"To get a sense of the assets that are in this community or should be in this community, we



want to know about the places that you go, in and around this area, and whether or not you think they're assets."

+ Give each participant an **ASSET MAPPING WORKSHEET**.

"The top of the sheet we just passed out reads 'Are the Places You Go Assets?' There are 12 questions. Let's read through them." (Have each person in the room read a question).

"For each question, think about the places that you or the people you know usually go to or go to most, whether inside or outside this area. After I read the question out loud, you will write the name, location, and a grade (A means you think it's an asset, F means you go there but do not think it's an asset, and everything in between). Let's go through an example."

+ EXAMPLE

- “Look at the example on the right.” **Have someone read the question:** “Where do you go for services and resources?”
- “Where does this person go for other services and resources and where is it located? [participants or facilitator answers ‘Hyde Park Library’]. For each question, write the name and location of the places that you usually go to for that question. One line, one place (if you go to two targets, that’s two places). Write the address if you know it, but if you just know the intersection, that would be helpful also.”
- “How did this person grade Hyde Park Library?” [participants or facilitator answer ‘A’]. So, you will then write an A-F grade in the box next to each place you write. A means “I think it’s an asset”; F means “I go there but I don’t think it’s an asset.” And remember the discussion we had on what an asset is.”
- “Once we have gone through all of the questions, we’ll put the points on the map.”

NOTE: The grade just asks whether or not you would consider it an asset, based on the definition of asset given and discussed in your group. Two of the considerations you can use could be what you think of the quality and accessibility of the place. Quality is what you think about the quality of services or products that they provide. Accessibility is what you think about the convenience of their services, which could be in terms of distance, affordability, language, etc.

NOTE: Participants are welcome to write down places that people they know often go to. For example, if someone does not buy groceries in their household but knows where the person who buys the groceries for the house shops, they can write down that place. Emphasize that it should be a place they have some knowledge and perspective on.

“There is another example here for your reference but we will not go through it. Are there any questions?”

3. FILL OUT ASSET MAPPING WORKSHEET (10 minutes)

Facilitator will then go through each question with participants. For each question:

- + **FACILITATOR reads a question aloud**
- + **PARTICIPANTS write assets on worksheet**
- + Have participants write down the name, address/location, and grade of places that fit the question. Once most participants have written down their places for this question, move on and read the next question.
- + Repeat #1 & 2 until all questions have been read.

4. PLACE STICKERS ON THE MAP OR INPUT POINTS INTO COMPUTER USING ONLINE MAPPING (10 minutes)



- + Once participants have completed their worksheets, guide them to place their stickers on the map, or input points into the computer using online mapping, wherever their places are located. When using online mapping, scribes can help input points, typing in the grades and reasons those grades were given.

When using paper maps: Any places not located in the map area [point to area displayed], can be placed on the side of the map in an area that reads “Outside of Map Area,” in a box that goes with each question (see example on pg. 9 of this toolkit).

- + After points have been placed on the map, post the completed paper map or project the completed online map on the wall.

5. DISCUSS EXISTING ASSETS (on the MAP) and MISSING ASSETS (5 minutes)

+ **SCRIBE** will post sheets of butcher paper on the wall, next to the map, to write participants' responses.

+ **BELOW ARE SEVERAL QUESTIONS** to help facilitate this dialogue:

a. **WHAT'S IN THE COMMUNITY?** ("Assets and non-assets that are here")

Have participants review the map. **NOTICE:** Are there particular clusters of the places that they go to? Clusters of specific types of places? Clusters of grades (clusters of "A"s means clusters of assets, clusters of "F"s means clusters of non-assets)? If so, why do they think these clusters exist? Are there specific intersections and locations where their places/assets are located? Write down any specific geographic locations to the questions below.

Scribe will record participants responses to the questions below on butcher paper, record location as well when possible (e.g. grass makes this soccer field at this intersection an asset).

ASSETS IN THE COMMUNITY:

WHAT: Of the places you put on the map, which places are the assets?

WHY: Why do you consider these places assets?

WHAT ABOUT LOCATION: Is there something about where they're located that makes them an asset?

NON-ASSETS in the community.

WHAT: Of the places you put on the map, which places ARE NOT assets?

WHY: Why don't you consider these places assets?

WHAT ABOUT LOCATION: Is there something about where they're located that would make you say they're not an asset?

b. **WHAT CAN BE IMPROVED?**

Of all the places on the map, are there places that can be improved to become assets or become better assets? What kind of improvements?

c. **WHAT'S MISSING?**

- **FACILITATOR:** Notice the places that people go outside of the community to access.

- **ASK:** Looking at the places that you go to outside the community/area, would you say that these places are assets missing from the community? What types of these assets are missing?

- **WHAT ELSE?:** Are there even other types of programs or places that are missing from the community?

6. WRAP-UP DISCUSSION – SUMMARIZE PROCESS (5 minutes)



+ Briefly summarize their feedback. Particularly, review maps with the group to identify:

- any particular clusters of assets
- any gaps/areas without any assets

+ **COLLECT WORKSHEETS:** Once the discussion finishes, have participants turn in all of the worksheets.

+ **END OF EXERCISE.**

+ **NOTE:** Frequently Asked Questions and examples of types of assets can be found on pages 37-39.

Community Asset Mapping Scribe Worksheet

+ AFTER THE EVENT, PLEASE TRANSCRIBE ALL SCRIBE RECORDED INFORMATION FROM MAP/BUTCHER PAPER, KEEPING THE FORMAT BELOW!

1. Record Participant definitions of assets ON BUTCHER PAPER.
2. Add the following definition of asset to butcher paper.

“a positive place or program that makes the community a safe, healthy, and good place to live.”

3. Record discussion “What’s in the Community?” ON BUTCHER PAPER.

- Whenever possible capture the location about which people are speaking.
- What are the assets?
- Why are they assets?
- Is there something about their location that makes them assets?
- What are NOT assets?
- Why aren’t they assets?
- Is there something about their location that makes them not assets?

4. Record discussion “Are there places that can be improved?” ON BUTCHER PAPER.

5. Record discussion “What’s missing?” ON BUTCHER PAPER.

6. Collect Worksheets!

Community Asset Mapping Note-taker worksheet

+ NOTE-TAKER NAME:

+ GROUP:
(describe: youth, adult, Spanish language):

+ FACILITATION TEAM:

+ EXERCISE: ASSET MAPPING

1. Observations of the group. Are people excited or lacking in interest? Do people have a lot to say, or are they reluctant to speak? Are some people dominating the discussion while others are silent? Is the group cohesive or are there great differences of opinion?
2. Quotes illustrating the varied opinions being presented. There is much value in capturing the exact words that are used by participants. While a lot of information will be captured on the maps it will also be important to capture some key points people made. These key points or quotes may be used later in reports.
3. Summary of key discussion points. Assist the facilitator in recalling key points made at certain points of the discussion. Include detail regarding parking lot issues.

Asset Mapping Worksheet (side A)

ARE THE PLACES YOU GO ASSETS?					
NAME	ADDRESS/ INTERSECTION	HOW WOULD YOU GRADE IT?	NAME	ADDRESS/ INTERSECTION	HOW WOULD YOU GRADE IT?
		A B C D F A = It's an asset F = I go there, but it's not an asset			A B C D F A = It's an asset F = I go there, but it's not an asset
EXAMPLE: Where do you go to: Buy Groceries?			EXAMPLE: Where do you go for: Other services and resources?		
Fresh and Easy	Central and Rosecrans, Compton	B	Hyde Park Library	2205 W. Florence Ave., L.A.	A
1- Where do you go to: School?			4- Where do you go to: Shop (general/non-food items)?		
2- Where do you go to: Work?			5- Where do you go to: Go out to eat?		
3- Where do you go to: Buy groceries?			6- Where do you go to: Worship/Church?		

Asset Mapping Worksheet (side B)

ARE THE PLACES YOU GO ASSETS?					
NAME	ADDRESS/ INTERSECTION	HOW WOULD YOU GRADE IT?	NAME	ADDRESS/ INTERSECTION	HOW WOULD YOU GRADE IT?
		A B C D F A = It's an asset F = I go there, but it's not an asset			A B C D F A = It's an asset F = I go there, but it's not an asset
EXAMPLE: Where do you go to: Buy Groceries?			EXAMPLE: Where do you go for: Other services and resources?		
Fresh and Easy	Central and Rosecrans, Compton	B	Hyde Park Library	2205 W. Florence Ave., L.A.	A
7- Where do you go to: Get involved in community/issues?			10- Where do you go for: Other services and resources?		
8- Where do you go to: Socialize/get together with friends?			11- Where do you go for: Arts and recreation?		
9- Where do you go for: Health care?			12- Where do you go to/for: ___ (any category not listed)?		

FAQ's and Potential Responses

Who is going to see this?

- + Insert text regarding how the community organization will use this information (Example: CBO X will take findings to inform their planning and advocacy with your concerns, will assist campaigning and community organizing to get more leaders to advocate for the community. CBO X will also address concerns by contacting appropriate City departments responsible for specific identified issues).

Why focus on the environment? It's not about places; it's people – the family; gangs; kids; etc.

- + We all understand that there are a number of FACTORS that may contribute to the specific issue in this community, some of which are beyond our control and some of which we can directly affect.
- + Today/At this point our focus is on the CONCRETE and ACCESSIBLE IMPROVEMENTS that this group can accomplish.
- + The goal for today is to draw from YOUR EXPERTISE and KNOWLEDGE of your community to identify areas and pinpoint what can be done to improve them.

No change can/will happen; we've tried that before; we've spoken to you (Orgs/City) before.

- + This is the first of many steps to addressing this specific issue in this community. We need to identify residents and community leaders who will continue to be involved and advocate for change in the community.

What is an asset?

- + Generally speaking, assets are the positive and effective people, programs, and places that help

make a community a safe, healthy, and great place to live.

What if I consider a person (such as a youth worker) to be an asset?

- + This exercise seeks to analyze places and physical environment and does not capture individual assets. If the person can be tied to a place, such as a youth worker who works at a particular youth center, you can write down the youth center and grade it based on quality of their services and staff or how accessible it is from where you live and so forth.

How do you suggest we "grade" these assets, especially assets such as social organizations, non-profits, etc.?

- + The grade just asks whether or not you would consider it an asset, based on the definition of asset given and discussed in your group. Two of the considerations you can use could be what you think of the quality and accessibility of the place. Quality is what you think about the quality of services or products that they provide. Accessibility is what you think about the convenience of their services, which could be in terms of distance, affordability, language, etc.

What is a missing asset?

- + Assets that currently do not exist in the community (and that may fall under any of the other asset categories; for example, if there are no arts and recreation programs in the community, a museum, places to take art classes, and so forth could be missing assets).

ASSET Terminology: Types of Assets:

The following list provides general ideas and examples of the different types of assets that may fall under the more general categories (and is not intended to be an exhaustive list):

Where do you go to buy groceries?

- + Grocery stores (small and large)
- + Mini-markets
- + Farmers Markets

Where do you go to shop? (for non-food items, e.g. clothes, household items, etc.)

- + Clothing stores
- + Department stores
- + Thrift stores
- + Shopping Centers
- + Open-Air Markets
- + Other retail stores or areas

Where do you go to get involved in community/issues?

- + Community Centers
- + Radio/TV Stations
- + Non-profit organizations
- + Clubs
- + Associations
- + Citizen Groups

Where do you go for health care?

- + Hospitals and Clinics
- + Mental Health Facilities
- + Elderly Care Facilities

Where do you go for other services and resources?

- + Chambers of Commerce
- + Banks
- + Health and Human Services Department
- + Social Services Department
- + Police Department
- + Fire Department
- + Utilities, Cable and phone companies
- + City Government
- + Transportation Authority
- + Other Governmental Departments and Agencies
- + Libraries
- + For-profit businesses
- + Merchants
- + Business Associations
- + Credit Unions

ASSET Terminology: Types of Assets:

Where do you go for arts and recreation?

- + Historic, Arts, Cultural Groups
- + Art Centers
- + Community gardens
- + Lakes, ponds, streams
- + Natural resources and Landmarks
- + Parks and Recreation Areas
- + Playgrounds
- + Bike Paths
- + Walking Paths
- + Zoos
- + Wildlife center
- + Fishing spot
- + Campsites

Ethics in Community Based Participatory Action Research

Research Ethics are the principles and rules that guide how people should be treated, when they are participants in a research process or project. It might be difficult to anticipate all of the research ethics that may arise during, but it is important to be sensitive to the people involved in your research. Here are some ethics to consider:

Accessibility of findings

Are the findings presented in an accessible and meaningful way for community members?

Benefits to the Participants

How will you ensure that the participants in the community are not harmed during the research and gain as much benefit as possible through their participation?

Community Voice

Who is the community? Who represents the community? Who speaks for the community? Do participants come from only some of the areas you are working in? Do they represent only some of the social identities in the community overall? Are there institutional, organizational or other social dynamics that privilege some voices over others? Will some portions of the community benefit more than others as a result?

Credit

How are the results represented? Whose voice(s) are heard and represented? Who receives credit for the work conducted?

Data ownership

How will you responsibly make the data available to the different community and other stakeholders?

Division of labor

How does 'equity' in the process translate into divisions of labor on the project/process? Is the work divided equitably among partners?

Justice

Do all members of the community have equal

opportunity to participate in the research? Are there some participants who are unfairly impacted by the research? (Ex. The U.S. Public Health Service Syphilis Study at Tuskegee included only poor African American men, who were not treated for the disease even when a cure was found; the study was also conducted without the benefit of their informed consent. For details about this study, visit <http://www.cdc.gov/tuskegee/index.html>).

Privacy

Will it do any harm to the community or individuals to report the findings? How can you protect privacy in the data collection and sharing process? Did you get adequate permission from participants? Do they understand and agree with the way you plan to use the data?

Representation of local communities

Does the presentation (or presenter) of findings in any way reinforce negative social stereotypes in presenting communities? Be mindful and transparent about how representative the findings may or may not be of the community based on participation.

Respect

How do you maintain respect for a person's ability to engage/not engage in the research without coercion?

Rigor of research and fidelity to findings

Are the findings being presented accurately? Are they presented with any bias or in a way to make people hear what they want to hear?

If you are conducting research involving community members and this research will be published, you may want to consider an ethical review board. For more information on this topic, see the University of Southern California's Office for the Protection of Research Subjects brochure "Is Your Project Human Subjects Research?" at www.usc.edu/admin/provost/oprs/training/brochures.html.

References

- i. McKnight, John L. & Kretzmann, John. (1996). Mapping Community Capacity. Retrieved from <http://www.abcdinstitute.org> Kretzmann and McKnight are credited with developing the Asset Based Community Development concept and framework.
- ii. McKnight, John L. & Kretzmann, John. (1996). Mapping Community Capacity. Retrieved from <http://www.abcdinstitute.org>
- iii. IFAD. (2009). Good Practices in Participatory Mapping.
- iv. Kretzmann, J.P. & McKnight, J.L. (1993). Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets. Retrieved from <http://www.abcdinstitute.org>
- v. Carroll, Amy M., Perez, Mercedes, & Toy, Peggy. (2004). Section 1: Asset Mapping. In Health DATA Train the Trainer Project- Performing a Community Assessment: Curriculum Appendices. Retrieved from http://www.healthpolicy.ucla.edu/healthdata/tw_cba18.pdf
- vi. Indianapolis Neighborhood Resource Center. INRC Organizer's Workbook. Retrieved from http://www.inrc.org/Assets/docs/workbook/inrc_book_web.pdf
- vii. Healthy City. (2011). Data and Data Sources. Retrieved from <http://www.healthycity.org/c/ahc/sc/datasource>
- viii. Community-Engaged Mapping. Developed by Advancement Project, Healthy City (See Appendix C and D in this toolkit).
- ix. Spradley, J. (2003). Asking Descriptive Questions. In M.R. Pogrebin (Ed.), *Qualitative Approaches to Criminal Justice: Perspectives From the Field* (44-53). Thousand Oaks, CA: Sage Publications.
- x. Community Research Toolkit (2011) Retrieved from www.healthycity.org/toolbox
- xi. Carroll, Amy M., Perez, Mercedes, & Toy, Peggy. (2004). Performing a Community Assessment Curriculum. In Health DATA Train the Trainer Project (4). Retrieved from http://www.healthpolicy.ucla.edu/healthdata/tw_cba4.pdf
- xii. UC Santa Cruz Educational Partnership Center. SiVHER Asset Mapping Reports Complete Data Set [Data file]. Available from <http://epc.ucsc.edu/site/Reports/121>
- xiii. Marshall, C., & Rossman, G. B. (2006). *Designing Qualitative Research* (4th ed.). Thousand Oaks: Sage Publications.
- xiv. Rodriguez, Vanessa. (2011). Places, Spaces & People: How the Urban Environment Impacts Health in Boyle Heights and East Los Angeles. Retrieved from <http://www.afabc.org>
- xv. Rodriguez, Vanessa. (2011). Places, Spaces & People: How the Urban Environment Impacts Health in Boyle Heights and East Los Angeles. Retrieved from <http://www.afabc.org>

Advancement Project – Healthy City

1910 West Sunset Blvd. Suite 500
Los Angeles, CA 90026
(213) 989-1300
www.advancementprojectca.org
www.healthycity.org

