

OAKLAND

HEALTHY KIDS, HEALTHY COMMUNITIES

CASE REPORT

OAKLAND, CALIFORNIA

Evaluation of the Healthy Kids, Healthy Communities National Program

December 2008 to December 2012



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BACKGROUND

Healthy Kids, Healthy Communities National Program

With the goal of preventing childhood obesity, the Healthy Kids, Healthy Communities (HKHC) national program, funded by the Robert Wood Johnson Foundation (RWJF), provided grants to 49 community partnerships across the United States (Figure 1). Healthy eating and active living policy, system, and environmental changes were implemented to support healthier communities for children and families. The program placed special emphasis on reaching children at highest risk for obesity on the basis of race, ethnicity, income, or geographic location.¹

Project Officers from the HKHC National Program Office assisted community partnerships in creating and implementing annual workplans organized by goals, tactics, activities, and benchmarks. Through site visits and monthly conference calls, community partnerships also received guidance on developing and maintaining local partnerships, conducting assessments, implementing strategies, and disseminating and sustaining their local initiatives. Additional opportunities supplemented the one-on-one guidance from Project Officers, including peer engagement through annual conferences and a program website, communications training and support, and specialized technical assistance (e.g., health law and policy).

For more about the national program and grantees, visit www.healthykidshealthycommunities.org.

Figure 1: Map of Healthy Kids, Healthy Communities Partnerships



Evaluation of Healthy Kids, Healthy Communities

Transtria LLC and Washington University Institute for Public Health received funding from the Robert Wood Johnson Foundation to evaluate the HKHC national program. They tracked plans, processes, strategies, and results related to active living and healthy eating policy, system, and environmental changes as well as influences associated with partnership and community capacity and broader social determinants of health.

Evaluation of Healthy Kids, Healthy Communities (continued)

Reported “actions,” or steps taken by community partnerships to advance their goals, tactics, activities, or benchmarks from their workplans, formed community progress reports tracked through the HKHC Community Dashboard program website. This website included various functions, such as social networking, progress reporting, and tools and resources to maintain a steady flow of users over time and increase peer engagement across communities.

In addition to action reporting, evaluators collaborated with community partners to conduct individual and group interviews with partners and community representatives, environmental audits and direct observations in specific project areas (where applicable), and group model building sessions. Data from an online survey, photos, community annual reports, and existing surveillance systems (e.g., U.S. census) supplemented information collected alongside the community partnerships.

For more about the evaluation, visit www.transtria.com/hkhc.

Oakland HKHC Partnership

In December 2008, the Oakland HKHC partnership received a four-year, \$400,000 grant as part of the HKHC national program. This partnership focused on 25 schools and their surrounding communities located in Oakland's five most impoverished neighborhood districts: West Oakland, San Antonio, Fruitvale, Central East Oakland, and Elmhurst. The schools and surrounding communities included approximately 10,000 children, youth, and adults.

The East Bay Asian Youth Center (EBAYC) was the lead agency for the Oakland HKHC partnership. The partnership and capacity building strategies of partnership included:

- **School Involvement:** The Oakland Unified School District (OUSD) was heavily involved with both the superintendent and facilities management staff for the Oakland Schoolyard Initiative and the teachers and food service staff for the school produce markets.
- **Parent Involvement:** The parents in the communities were actively engaged in the school produce markets from serving as market managers to purchasing and supporting the market sales.
- **Youth Involvement:** The youth were involved with the schoolyards initiative by designing the schoolyard spaces and creating murals and art for the spaces.

See Appendix A: Evaluation Logic Model and Appendix B: Partnership and Community Capacity Survey Results for more information.

Along with partnership and capacity building strategies, the Oakland HKHC partnership incorporated assessment and community engagement activities to support the partnership and the healthy eating and active living strategies.

The healthy eating and active living strategies included:

- **Oakland Fresh Produce Markets:** a program of OUSD Nutrition Services and EBAYC, created to build a school-based local food system to increase access to fresh, healthy, and affordable food for Oakland residents, while promoting healthy school environments for children and families.
- **Oakland Schoolyard Initiative:** an effort inspired in part by the Boston Schoolyard Initiative, to foster collaboration and investment in revitalizing neglected play spaces in schools. Also, OUSD, in collaboration with the Parks and Recreation Department, was working to create shared use agreements allowing community residents, with special emphasis on youth, to have access to the renovated schoolyards after school hours.

COMMUNITY DEMOGRAPHICS

Overall, partners described a demographic transition from predominantly African American to Latino residents in the five neighborhoods of West Oakland, San Antonio, Fruitvale, Central East Oakland, and Elmhurst. Most of these high-poverty neighborhoods do not have a full-service grocery store with liquor and convenience stores serving as many residents' primary source of foods and beverages.

The Oakland HKHC partnership is focused on 25 school communities located in these impoverished neighborhood districts, reaching approximately 10,000 children, youth, and families. The population is more than 90% Latino, African American, and Southeast Asian. The demographics in the neighborhoods surrounding the schools had evolved from African American to Latino. Approximately 96% of students are eligible for free or reduced-priced lunch in the district.

Table 1: Oakland and Neighborhood Demographics

Location	Total Population	African American	Asian/Pacific Islander	Hispanic/Latino (of any race)	White
Oakland (area) ²	390,724	28%	17%	25%	26%
West Oakland ³	19,684	64%	9%	16%	7%
San Antonio ³	36,334	24%	42%	23%	8%
Fruitvale ³	55,722	21%	21%	46%	8%
Central East Oakland ³	87,943	1%	5%	38%	4%
Elmhurst ³	3,354	N/A	N/A	N/A	N/A

Figure 2: Map of Oakland, California Target Areas⁴



School Environment

Oakland Unified School District (OUSD) has 100 schools in the district comprised of elementary, middle, and high schools. OUSD schools have the capacity for increased enrollment but, over the last ten years, there has been a 30% decrease in the student population. A large decline in student enrollment occurs after fifth grade, but it is primarily due to insufficient academic scores and student relocation.

Only 60-70% of OUSD middle school students perform at grade level or above; therefore, elementary students who earn good grades frequently transfer out of the district. These students tend to move to Alameda, Berkeley, or other city schools. A number of schools recently closed, forcing the district to prepare extensions (i.e., Kindergarten through eighth grade).

“Part of it is families move making a school choice for their children. Those students are scoring either at or above grade level, and that’s where we [OUSD] have the biggest drop level.” — Staff

OUSD is also competing with an increasing concentration of independent charter schools, representing approximately 18% of the student population district-wide. For students remaining in the OUSD schools, there is inadequate recreational space.

Table 2: Oakland and Oakland Unified School District Demographics

	African American	Asian	Hispanic / Latino (of any race)	White	Poverty rate	Per capita income	Median household income
Oakland (area) ²	28%	17%	25%	26%	20%	\$31,675	\$51,144
Oakland Unified School District (enrolled)	31% ⁵	14% ⁵	39% ⁵	11% ⁵	15.1% ⁶	\$30,498 ⁶	\$49,684 ⁶

“The rotation causes disruption that causes an estimated loss of 20 instructional days per year. Classroom rotation and overcrowding are recognized contributors to Hawthorne’s designation as an under-performing school. We can never make up for the education lost during those formative years.” — Staff

The schools within the OUSD were not adequately sized for the number of students enrolled, especially because the capacity of some schools were frequently overextended. For example, a new school was created to relieve overcrowding at nearby Hawthorne Elementary. Hawthorne’s campus was originally built to accommodate 350 elementary school children, and its current enrollment was 1,400. Even with the construction of additional buildings on the old

playground and open space, the current facility should hold only 650 students. Hawthorne was one of only two schools in Oakland on a year-round schedule, where classes rotate rooms every 21 days.

INFLUENCE OF SOCIAL DETERMINANTS

Highway Divide

The 580 freeway in Oakland has given principals at OUSD schools a special geographic challenge. Schools above the 580 are located in affluent neighborhoods, and schools below the 580 are located in heavily urbanized, neglected areas. Oakland HKHC chose to target schools below the 580, where prior to the initiatives, there was low community ownership. The principals, school staff, and EBAYC staff worked to create community investments in the schoolyards and produce markets to improve community ownership.

INFLUENCE OF SOCIAL DETERMINANTS (continued)

Crime

Drug and gangs problems are prevalent. Parks were forced to close due to drug dealers. The gang culture recruits elementary and middle school children in some neighborhoods. Speculation suggests that gang activity in one school led to the burning of a classroom. The school consolidated and reconstructed the section that burned down, but did not refinish it. Despite the loss of a classroom, enrollment for the school only continued to grow. Joint use school and community recreation facilities are frequently closed to the public on evenings and weekends due to crime.

Police Presence

Across the board, people are dissatisfied and even angry about the quality of police services, communications, and procedures. The community would rather avoid the presence of police. The history of poor relationships between the police and community stems back to the 1960s' creation of Oakland's Black Panther Party, designed to protect black communities from police brutality. Despite the high level of crime in the neighborhoods surrounding the Oakland schools, police presence was low. The police department no longer had a gang unit or training academy. It suffered from management and financial problems, specifically related to an increase in the amount of officers retiring, going on long-term medical disability, or going into the military service, and a decrease in senior officers patrolling during high crime hours.

The Oakland Police Department was ordered by the federal court for police reform including training, communications, use of deadly forces, and several other items. The court ordered nine years of reform, and, as of 2013, it had yet to be implemented. The federal receiver could potentially end up running the Oakland City Police Department. The police reform has had an impact on the city's ability to fund services, since 75% of the budget is used for police and fire. Also, there had been a shortage of police officers compared to the amount of crime. Communities stopped relying on police to guard their neighborhoods. The City of Oakland has decreased police force funding, thereby decreasing police response and presence.

Home Ownership

People living in the Oakland communities are not moving out of the city often. Home ownership and rental properties vary between neighborhoods, but housing in Oakland is not majorly subsidized. In the late 1990's, when the housing market was high, Oakland's property value rose dramatically. Private investors made investments in the Oakland housing market, driving the property values even higher, and the city made millions of dollars. The rise in the property tax was referred to as the real estate transfer tax that was used for affordable housing and open space development.

Public Transportation

The areas surrounding the disadvantaged OUSD schools rely on public transportation, which the city of Oakland funds the least. Historically, the areas were transit-oriented, with streetcar lines providing the focal point for development. Alameda-Contra Costa Transit is the most widely used transit system in Oakland, and it currently attracts the largest share of trips in this urban area due to its population density, land use patterns, and geographical orientation. Public transportation has been facing more budget cuts by the city, because transportation dollars are often funneled into the park system.

Access to Healthy Foods and Beverages

Each school campus sits in a high-poverty neighborhood without any full-service grocery store. Liquor and convenience stores serve as many residents' primary source of food.

OAKLAND HKHC PARTNERSHIP

Lead Agency and Leadership Teams

The East Bay Asian Youth Center (EBAYC) was the lead agency for the Oakland HKHC partnership. EBAYC is a non-profit organization with a rich history of work in the San Antonio and Chinatown neighborhoods. EBAYC had been established in these communities for 37 years, and the current executive director had led EBAYC for over 32 years. Also, he served as the Project Director for HKHC.

The leadership team and staff were divided into two projects:

Oakland Fresh Produce Markets

- The Oakland Fresh Project Coordinator, a staff member from EBAYC, developed and managed school produce markets for over seven years. She was responsible for planning, purchasing, and managing the inventory; setting up the market place; and conducting outreach and marketing to increase market participation.
- The Director of Nutrition Services for OUSD secured local produce for school meals with the Community Alliance with Family Farmers, convened farm-to-school stakeholder meetings, analyzed produce purchasing, shifted purchases toward local food sources, and wrote a produce contract bid that included a local produce preference. In addition, she worked with the district's current produce distributor, Fresh Point, to assess and increase the quantity of local produce purchased by OUSD to 25% fresh and local.
- A network of market managers were paid to run the markets at each school.
- Teacher liaisons facilitated communications among the market representatives, school administrators, and the rest of the school staff.

Oakland Schoolyard Initiative

- The EBAYC Executive Director created the vision for the Oakland Schoolyard Initiative.
- The Facilities Coordinator, a staff member from OUSD Facilities Department, was in charge of setting up monthly meetings, providing funding updates for construction projects, and translating functional design into construction drawing and bid packages.
- The Associate Superintendent from OUSD supervised a \$500 million program for facilities, including architecture planning, building, and programming.
- All buildings and grounds were maintained by staff from the Facilities Division, including managing the gardening policy and community outreach associated with community gardening and custodial services.
- The Friends of Oakland Parks and Recreation, an organization with similar goals to the Oakland Schoolyard Initiative, worked to improve parks and recreation centers across the city by providing fiscal sponsorship, fundraising support, and technical assistance to community groups working to improve their neighborhood parks. Because of the common vision to reinvigorate parks for youth, the Friends of Oakland Parks and Recreation actively collaborated with the Oakland Schoolyard Initiative.

A range of other partners supported the leadership team and staff:

- School principals facilitated a participatory process of working with the community to design the Oakland Schoolyard Initiative and supported communications to parents through the school.
- School staff provided classroom space and mentorship to the market managers and involved parents in the projects.
- Staff from OUSD's Nutrition Services Department coordinated operations for the Oakland Fresh Produce Markets (i.e., central purchasing and receiving, distribution, and financial accounting).
- Staff from the Community Alliance with Family Farmers analyzed farm-to-school opportunities in order to help the district secure local produce for the school meals.

Organization and Collaboration

For the Oakland Schoolyard Initiative, the primary partnership was between EBAYC and the district’s facilities division. The school owned the property and generated tax payer dollars to fund, design, and construct the new schoolyards. The partnership had technical expertise for architectural design and facility maintenance. The school principals provided leadership and access to classrooms, parent organizations, and staff to help facilitate a broad and diverse participatory process in creating the conceptual designs of the schoolyards.

For Oakland Fresh, the school district nutrition services department was responsible for central purchasing, distribution, and financial accounting for the network of produce markets. The schools offered resources for the market managers and created space for the operation of a produce market. OUSD Child Nutrition Services supported the influx of local produce in the schools for the produce markets and for school meals and snacks.

Table 3: Partner Organizations Involved with Oakland HKHC Partnership

Organization/Institution	Partner
Youth Organization	East Bay Asian Youth Center (EBAYC)*
College/ University	University of California Cooperative Extension
Business	People's Grocery
Policy/Advocacy Organization	Urban Ecology
School	Oakland Unified School District Department of Complementary Learning
	Oakland Unified School District Department of Nutrition Services
	Oakland Unified School District Division of Facilities Planning & Management
Community-Based Organizations	Community Alliance with Family Farmers
	Alameda County Food Bank
	Friends of Oakland Parks and Recreation
	Health for Oakland’s People & Environment (HOPE) Collaborative
Government	Alameda County Public Health Department
	Oakland Parks and Recreation

*Denotes the organization serving as the lead agency for the HKHC grant.

“The parents being involved [with the produce markets] and their leadership in running the markets, especially the participation of the students, too. Their excitement around it has kind of built up more ownership around these markets, among parents and the students, and the schools in general. They’re just really kind of proud of these markets that belong to them and are just sort of beautiful resources for their communities and neighborhoods where there aren’t so many resources.” — Staff

PARTNERSHIP FUNDING

Several different avenues were traveled to identify funding for both Oakland Fresh and Oakland Schoolyard Initiative. Grants were received from the California Endowment and the United States Department of Agriculture along with several other organizations. Private and public foundation monies were also raised. As part of the HKHC initiative, grantees were expected to secure a cash and/or in-kind match equal to at least 50% of what was provided by the Robert Wood Johnson Foundation over the entire grant period. See Appendix C: Sources and Amounts of Funding Leveraged for more information.

Oakland Fresh Produce Markets

- HKHC supported 100% of one East Bay Asian Youth Center staff person's time on the Oakland Fresh project.
- EBAYC was successful with fundraising efforts targeting private foundations for startup supplies for the new markets.
- The United States Department of Agriculture Community Food Project provided a three-year grant to support the produce markets.
- ConAgra provided \$52,325 to support the expansion of the Oakland Fresh Produce Markets from 2 to 13 schools.
- OUSD also received \$120,000 in United States Department of Agriculture grant money to assimilate Oakland Fresh into their nutrition services department and staff a full-time employee to manage the market.

Oakland Schoolyard Initiative

- California Endowment was a primary resource for the participatory design process for the schoolyard work.
- Schoolyard initiatives leveraged capital improvement funds totaling \$5,168,420.
- EBAYC successfully raised funds through targeting corporations, city council members, and other private foundations for the schoolyard work.
- The California State Supreme Court eliminated the redevelopment program which had the potential to fund Oakland Schoolyard Initiative work. Thousands of city government employees were issued layoff notices, forcing departments to merge together. The Parks and Recreation Department split into Public Works Department and Human Services Departments. With the structure divided, programming the recreational spaces was challenging. Oakland lost \$28 million as a result of the elimination.

COMMUNITY ASSESSMENT, PLANNING, AND ADVOCACY

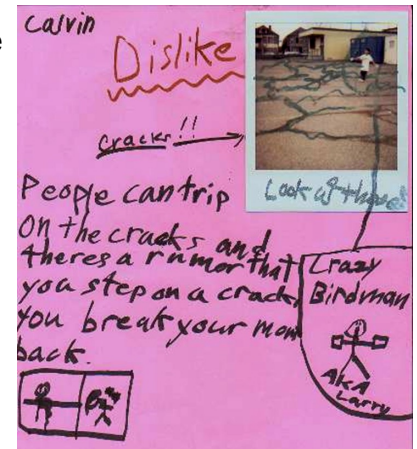
Assessment

Oakland Fresh Produce Markets

As part of the operation process for the produce markets, a produce tracking sheet was created and completed by the market managers on a weekly basis to document the amount of fresh produce available, sold, and donated. This weekly tracking assisted OUSD in understanding costs associated with supporting the produce markets within the district. Additionally, OUSD tracked each school's participation in the produce markets, the number of family farms, and the number of parents and residents supporting the market.

Oakland Schoolyard Initiative

As part of the design process for the Oakland Schoolyard Initiative, youth were occasionally asked to take pictures of their environment and include a description about their perceptions for photovoice assessments. Youth identified features in the environment that they enjoyed (e.g., swings and basketball courts) and did not enjoy (e.g., cracks in the asphalt). The figure to the right shows an example assessment of a youth identifying cracks as a barrier to playing on the school play space.



Community Outreach and Engagement

Since EBAYC had worked within the community for over 37 years, relationships had been cultivated with parents and youth. The school district utilized EBAYC's relationships with residents through engagement and outreach. For example, EBAYC staff initially trained parents and teachers to manage the market. Additionally, EBAYC staff and a consultant worked with youth and parents to design and plan the schoolyard renovations.

Oakland Fresh Produce Markets

The overall partnership met more frequently during the first year of the project for planning and engagement activities when community members were involved. Parents, teachers, and school staff were invited to help run school produce markets as market managers and liaisons, and attend trainings throughout the year.

Outreach activities were somewhat dependent on the demographics of the school site. The younger parent population was paired with nutrition education; high enrollment was paired with after-school care programs; and low rates of parent pick-up after school was paired with alternative market hours for parents.

Community engagement and sustainability were later challenged by an emphasis on improving test scores as a major priority across OUSD and especially within specific schools.

Oakland Schoolyard Initiative

The community vision was encouraged throughout the planning and design process for the play spaces. Grassroots community organizing meetings were held monthly during the community-wide design phase for schoolyard projects. School staff (e.g., principals, teachers), project specific staff (e.g., project and district managers), and some partner organizations (e.g., Friends of Oakland Parks and Recreation, Bay Area Local Initiative Support Corporation [LISC]) were brought together to plan the design process and establish stronger support for receiving matching funds.

OAKLAND FRESH PRODUCE MARKETS

Oakland Fresh Produce Markets, a program of OUSD Nutrition Services and EBAYC, created a school-based local food system to increase access to fresh, healthy, and affordable food for Oakland residents, while promoting healthy school environments for children and families.

Policy, Practice, and Environmental Changes

Oakland Fresh was a network of 22 school produce markets throughout OUSD selling fresh, mostly locally grown and pesticide-free fruits, vegetables, eggs, nuts, honey, and other healthy foods at public schools. The markets also made cultural fresh foods available for purchase (e.g., tomatillos, avocados, and cilantro at Allendale Elementary School). The policy, practice, and environmental changes included:

- EBAYC, OUSD Nutrition Food Services, and other OUSD representatives developed a Memorandum of Understanding (MOU) to allow EBAYC to receive funding and support for opening and running the markets. The MOU was approved by the school board.
- Partners established a Central Distribution System for produce purchased from local family farmers and distributors. They ensured the warehouse distribution center was up to code. This consisted of repairing refrigerators and certifying market managers in food safety. OUSD already had distribution trucks in place and paid for by the district.
- Two new school district positions were established, and partners recruited, hired, and trained employees for Oakland Fresh.
- There were 22 Oakland Fresh Produce Markets started and 17 were maintained.
- Permits were acquired to operate Oakland Fresh, vendors secured liability insurance, and market managers passed a food safety certification class.
- Electronic Benefit Transfer (EBT) machines enabled the 22 markets to accept food stamps from the Supplemental Nutrition Assistance Program (SNAP) and helped ensure lower-income families living in the area had access to buy fresh produce.

Complementary Programs/Promotions

Oakland Fresh offered monthly cooking demonstrations and tastings, a Student Buyer Card program, and a Market-to-Classroom Lesson Toolkit for teachers. Some of the schools also offered healthy eating programs to the students, including gardening activities, cooking classes, and curriculum activities (e.g., mathematics, social studies) with healthy incentives for students. In addition, teachers had the opportunity to purchase Student Buyer Cards and offer them to students as alternatives to awarding students with candy or other unhealthy food items in schools. The Student Buyer Cards were redeemable at the produce markets and included discounted or free items.



Synergy developed across these activities. For instance, the cooking classes utilized produce grown from the garden and supplemented it with produce purchased from the Oakland Fresh Produce Markets. In exchange, the markets explored possibilities for selling produce grown from the school gardens. All of these experiences exposed students to new foods and cultural dishes.

Implementation

The Oakland Fresh Produce Markets were pilot-tested at two schools in 2006 prior to receiving funds from the HKHC grant for full implementation. After the success of the two school markets, the partners presented the Oakland Fresh concept to OUSD and the City of Oakland.

The Nutrition Services Department utilized the current school food infrastructure, specifically, warehouse facilities, drivers, accounting staff, and support staff, for daily operations of the markets. Accountants handled

the meal programming, claims for reimbursement, cash reconciliation, and the deposit of funds. Truck drivers from the Nutrition Services Department were already on salary through OUSD.

Support staff for the markets included a school site liaison, a market manager, and a farm-to-school supervisor. The school liaison was a volunteer (typically an employee of the school), the market manager was a paid position through a current after school program, and the farm-to-school supervisor was a new position that acted as a market supervisor. A program director was responsible for setting up the market system, a parent volunteer coordinator engaged with parents and worked with the site coordinator, who ultimately supported the market manager. Volunteers cycled in and receive a stipend up to four times a year. Market managers were responsible for onsite clean-up of the markets and recruitment of parent volunteers. The parents' help was vital to the markets' survival, yet turnover in parent volunteers was high. Quarterly meetings were held with market managers and liaisons to ensure continued communication and coordination of the markets.

Most of the produce came directly from five to ten farmers and distributors. Farmers provided proof of liability insurance up to \$1 million. The OUSD conducted visits to the farms prior to entering an agreement with farmers to supply produce to the markets.

Produce was delivered to a central location for the market system, and the coordinator arranged for delivery to individual schools. Typically, cold storage space was available in the school kitchens as well as space to house supplies. The market manager was responsible for inventory and sale accountability and setting up the markets.

“We’re losing money. Time, those kinds of things...it’s not really taken into consideration when we’re looking into market operations. The markets themselves are paying for everything that’s happening at the market, so they’re paying for their produce, they’re paying for their supplies, those types of things. But all the behind the scenes stuff is not being paid for by the markets.”
— Partner

The majority of markets operated after school hours one day per week, including time during school at the end of the day and then after school. Closing times for the markets varied.

The Oakland Fresh sites had EBT machines and accepted food stamps from SNAP, but vouchers from Women, Infants, and Children (WIC) were not accepted due to the markets not being WIC-certified. Some of the markets had the EBT machines readily available, and others used paper transactions.

Little, if any, security was needed at the markets as the community kept a watchful eye.

Population Reach

The Oakland Fresh Produce Markets targeted the entire school community, including students, parents, staff, and surrounding neighbors. The primary customers for the markets varied by school site. Sometimes students were the primary shoppers for their families, and other times it was the parents. The market became a gathering place for families of students during drop off and pick up times.

School staff served as role models for students as they shopped at the markets and, in turn, influenced the food culture within the school.

Population Impact

During the first school year of operation (2009-2010), 12 Oakland Fresh Produce Markets distributed an average of 2,000 pounds per week of fresh, healthy food to the community, grossed over \$100,000 in produce sales, supported eight local family farms, and engaged over 150 parents and community residents as volunteers.

Sales were mostly cash, and government assistance (i.e., SNAP through EBT machines) was more of a service to the families and community, since these reimbursements did not help to increase profits for the markets. The 2010-2011 school year, Oakland Fresh markets made \$12,307.71. This balance was not accounting for all of the in-kind services and operational tasks provided by parents, teachers, and the school district, which ultimately suggested that Oakland Fresh lost money.

Some unintended benefits of the partnership and this work included:

- Produce from the new network of vendors was used for the school meal program.
- OUSD approved a policy to eliminate sugar-sweetened beverages sold in the schools.
- OUSD approved a policy supporting gardens in the schools and their use for classroom activities.

Parent participation in Oakland Fresh was sporadic at many schools; however, Roosevelt Middle and Garfield Elementary Schools had strong participation. Language and schedule barriers unintentionally divided African American and Latino parents at Roosevelt Middle School. For instance, African American parents came at night and Latino parents, mostly mothers, came in the morning.

According to a teacher and market liaison, students really looked forward to attending the market and eating fresh fruits and vegetables and, in turn, ate less junk food.

School districts and schools understood the value of a staffing model in which market managers hired parents from each school to run their markets. Promotional support from principals and administrative personnel helped increase community buy-in and longer-term school practices (e.g., buying market produce for staff meetings, embracing the Student Buyer Card program). The produce markets were a good fit within the structure of OUSD's Nutrition Services Department, as opposed to being operated through a non-profit organization outside of the school system.

Challenges

One of the major challenges was having a paid market manager position and a volunteer market liaison within each school market. The market liaison was often filled by school staff who had competing priorities and whose responsibilities included market promotion and market manager supervision. This was an essential role that needed to take priority and appeared challenging for volunteers.

Another challenge was the inability to generate a profit from the school produce markets. Because the district served as the "middle man" in the model of buying and reselling the produce, this OUSD model had limited profitability.

Lessons Learned

The partners identified several general lessons learned: the importance of setting clear objectives and goals guided the program's success and flexibility to achieve project goals; taking plenty of time to develop a full understanding of potential food distribution partners helped ensure the success of the produce markets; and the Oakland Fresh Produce Markets grew exponentially, creating difficulties with distribution, accounting, and quality control of operations.

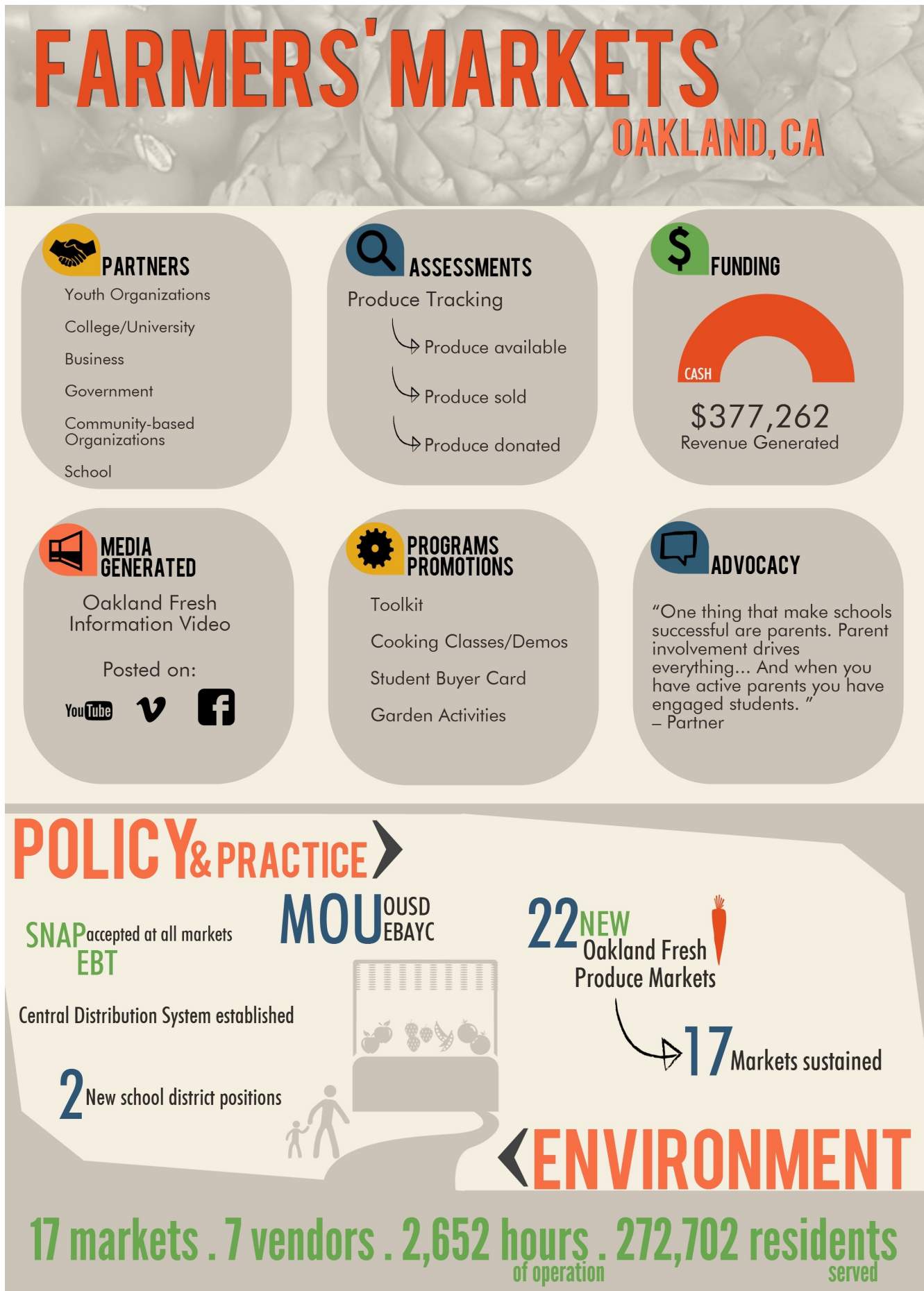
Sustainability

Partners transitioned Oakland Fresh Produce Markets into a larger district-wide initiative through the school district's Nutrition Services Department. Partners planned to create a business plan for strategic planning reasons moving forward. The Oakland HKHC partnership worked with OUSD to identify partial funding to start the 10-year plan for a large central kitchen and farm within OUSD. This would streamline operations and centralize purchasing and processing to be more conducive to homemade cooking.

In addition, OUSD developed yearly budget plans and fundraising goals to fund market managers within the context of recent school district budget cuts. Partners indicated that the markets' revenue had the potential to increase if schools decided to sell campus-grown produce at the market.

Only one employee across the entire OUSD was responsible for fundraising and grant writing, limiting the sustainability of the markets. A partnership between the Nutrition Services Department, OUSD administrators, and Oakland Schools Foundation, a separate organization that helps school sites with funding through community partner development, was designed to establish a formal plan for funding services provided by the Nutrition Services Department. For more information about the produce markets, see Figure 3: Farmers' Market Infographic.

Figure 3: Farmers' Market Infographic



OAKLAND SCHOOLYARD INITIATIVE

Parks and recreation spaces were not sufficient on Oakland's school campuses. Typically, the schoolyards were undersized for the number of enrolled students. In order to improve the play spaces on school campuses, EBAYC coordinated the Oakland Schoolyard Initiative, an effort inspired in part by the success of a similar program, the Boston Schoolyard Initiative, designed to foster collaboration and investment in revitalizing neglected play spaces.

A resolution was established in December 2007 for the Oakland Schoolyard Initiative enacting the OUSD to improve schoolyards. Schools were selected to pilot the initiative in the San Antonio community. The transformation of schoolyards into enhanced recreational, learning, and garden spaces was underway.

Policy, Practice, and Environmental Changes

Schoolyard projects were completed in five OUSD schools. Some of the improvements were new developments and others were improvements to existing structures. Different funding sources were established for each improvement (see Appendix C). Maintaining grounds and cosmetic improvements originated from the OUSD, whereas construction funds originated from the HKHC grant. The policy, practice, and environmental changes included:

- A Memorandum of Understanding was established with school districts and EBAYC, identifying the schoolyard initiative as an important opportunity to improve the school environment.
- Three large schoolyard improvement projects were completed at Lowell Middle School, Sobrante Park Elementary School, and Garfield Elementary School.
- Two schoolyards were redeveloped, keeping some existing structures at Roosevelt Middle School and Sankofa K-8 Academy.
- A new Facilities Master Plan was developed and approved by the school board.
- Partial financing for the new Facilities Master Plan was passed through a \$450 million General Obligation Bond Measure with approximately 83% of the votes. Approximately 10 schools were identified and were in the design phase for major renovation work utilizing the new Facilities Master Plan that provided approximately \$34 million for development of fields, playgrounds, and gardens.
- EBAYC secured a Use Agreement with Roosevelt Middle School to organize and supervise recreational sports activities at the newly constructed outdoor field and gymnasium Mondays through Fridays, from 6 to 8 p.m., and Saturdays, from 9 a.m. to 12 noon.

Implementation

The Oakland Schoolyard Initiative was pilot-tested before it was fully implemented. Local agencies, such as the Alameda County Public Health Department, showed support for Oakland Schoolyard Initiative through funding a leadership position dedicated to coordinating, planning, relationship building, and generating awareness.

The two most critical elements of the implementation process were working closely with the school district's facilities department, and developing and following through on a participatory design process that truly engaged all stakeholders.

Multiple elements of design were incorporated in the redevelopment of Oakland's schoolyards, including space for outdoor learning areas, community gardens, and play structures, in addition to providing a safe environment. Schoolyard Initiative staff assessed the needs of the site by visiting the schools. A scope of work was drafted and discussed with district project managers, OUSD Facilities Department, and Schoolyard Initiative staff to discuss the feasibility of implementing the changes. Some key questions were usually discussed, such as how to transfer areas with lots of hardscape (e.g., concrete, blacktop) into softer, greener environments.

There were open opportunities for communities and students to vision and design the schoolyards. A landscape architect facilitated the conversations with the community residents to design the outdoor learning

Implementation (continued)

areas, community gardens, innovative play structures, and art and murals for the schoolyard. Feasibility of the designs was assessed prior to implementation, including the drainage in the fields and designing amenities to serve a dual purpose (e.g., a tree box border doubling as a seating area). In-kind contributions from experts in the field of urban design and landscape architecture aided in the Oakland Schoolyard Initiative playground blueprints.

Design plans for the Oakland Schoolyard Initiative tailored the play structures for different age groups and special needs (e.g., autism). Surfaces in the schoolyards were made more durable by using decomposed granite (recommended by the school district as a softer surface that caused fewer injuries) and plastic picnic tables. Depending on the existing condition, Oakland Schoolyard Initiative projects maintained current structures (i.e., adequate fences, basketball hoops), and imposed changes to athletic fields (i.e., reseeding, astroturf).



When construction was underway, weekly meetings were sometimes held with various rates of attendance. Principals and project managers of the school site were always in attendance. The number of schoolyard improvement projects was over-estimated to be achieved within the time frame of the HKHC initiative (i.e., 25 schoolyards proposed vs. 7 completed). This was due to the change in the original plan to create a “hard model of systems change,” bringing together partners to complete a demonstration project to institutionalize in the school district. Through all of the work, it became apparent that creating a new Facilities Master Plan would ensure that a comprehensive participatory design process was institutionalized in the school district for the schoolyard improvements.

Population Reach

Various age groups were impacted by the schoolyard work, depending on the specific school setting. It was estimated that 60-70% of the neighborhood children were influenced by the changes made to the schoolyards. A high number of students enrolled in the schools were qualified for free or reduced-price lunch program (approximately 96%). Only one school was not considered to be located within the highest poverty school districts in Oakland. Characteristics for the schools varied by location; however, it was estimated that more than 95% of students are of a racial and ethnic minority population.

Population Impact

At the beginning of the Schoolyard Initiative, parent participation was weak, partly because they were in the mindset that people came into the community and used residents’ time with nothing ever coming to fruition. For the Schoolyard Initiative, attempts were made to increase parental involvement through scheduling meetings, providing shared calendars, creating agendas, and scheduling events. The Schoolyard Initiative has proved to be unlike past efforts in the community, because real progress was made that generated support from parents, school personnel, youth, and residents. Because the momentum continued to grow, parental and other residential involvement has continued to increase at meetings and forums.

Challenges

Several challenges were identified throughout the Oakland Schoolyard Initiative:

- Principals in the OUSD were competitive with each other, making the design, planning, and implementation phases difficult for schoolyard improvements.
- Oakland’s landscape did not facilitate sufficient parks and recreation spaces, and school campuses were typically undersized for the recommended acreage and square footage in a school for the number of enrolled students.

Challenges (continued)

- The facilities staff/administrators waited for funding sources to become available, rather than proactively applying for grants.
- Inequities existed with distribution of resources. For example, the gates of schoolyards were locked in black and Hispanic neighborhoods, and schoolyards were open in white affluent neighborhoods. When limited resources were available, the communities demanding access were those with political power.
- Gang violence, vandalism, and theft were common on schoolyard grounds, which forced the sites to be closed at the end of the school day.
- School closings did not utilize the investments made to the schoolyard.

Lessons Learned

The Oakland Schoolyard Initiative was a powerful way to utilize a community outreach process and improve school district property. Forming partnerships with the school districts, particularly with the community-driven design process, provided expertise to the school district and provided the community residents and youth with an opportunity to have input into their schoolyard.

Sustainability

OUSD, in collaboration with the Oakland Schoolyard Initiative team, took steps to ensure the existing schoolyards would continue to be maintained and new schoolyards would be improved. OUSD adopted the salary of the Oakland Schoolyard Initiative Project Director into its budget. This individual is responsible for attaining foundation grants and coordinating communication between the construction and design team and the district. Although community member engagement was an initial project activity, it was not a main component of schoolyard-specific activities. New Facilities Master Plan helped to ensure residents would continue to be engaged in the design of future schoolyards.

Due to the inadequacy of OUSD campuses and lack of usable parks and recreation spaces, the Oakland Schoolyard Initiative not only served as a way to improve district property but also as a method to creating community engagement with families of students.

SUSTAINABILITY OF THE PARTNERSHIP

The work conducted over the past four years through HKHC provided many opportunities to contemplate sustainability of Oakland Fresh Produce Markets and Oakland Schoolyard Initiative.

HKHC project activities enhanced relationships and increased formality of existing relationships:

- The County Health Department was more involved in health education and promotion at markets.
- Relationships with OUSD were formalized with the Memorandum of Understanding to establish the Oakland Schoolyard Initiative.
- Community Alliance for Family Farmers helped establish connections to school district areas and business planning.
- Kaiser Permanente Organic became OUSD's central local food distributor.
- Through the partnership with OUSD, the school district and superintendent provided support for both projects.
- City Council members provided financial support for specific schoolyard projects.

Through the enhanced relationships, the work of the Oakland Schoolyard Initiative and Oakland Fresh Produce Markets will continue to provide space for youth to be active and access to healthy foods for youth and families.

Future Funding

The OUSD had also applied for additional grant funding. Kellogg Foundation invited OUSD to apply for a large California Department of Student Agriculture grant, which was a specialty crop grant. Consultants worked with OUSD to determine different revenue streams through OUSD Nutrition Services to go along with this grant application.

The passage of the General Obligation Bond Measure, which increase local property tax, will provide an estimated \$34 million of \$450 million for 10 additional schoolyard improvement projects. The State Superintendent of Schools was preparing a state-wide bond measure (estimated to be \$14 to \$24 billion) to provide matching funds for local bond measures. Expected in two years, this funding will provide an opportunity for Oakland Schoolyard Initiative to continue.

Although less applicable, but still a potential funding source, California passed Proposition 39, which closed a tax loophole for oil companies, expected to provide \$1.2 billion in revenue per year. This funding could be earmarked for energy conservation work in school districts (e.g., greening of schoolyards).

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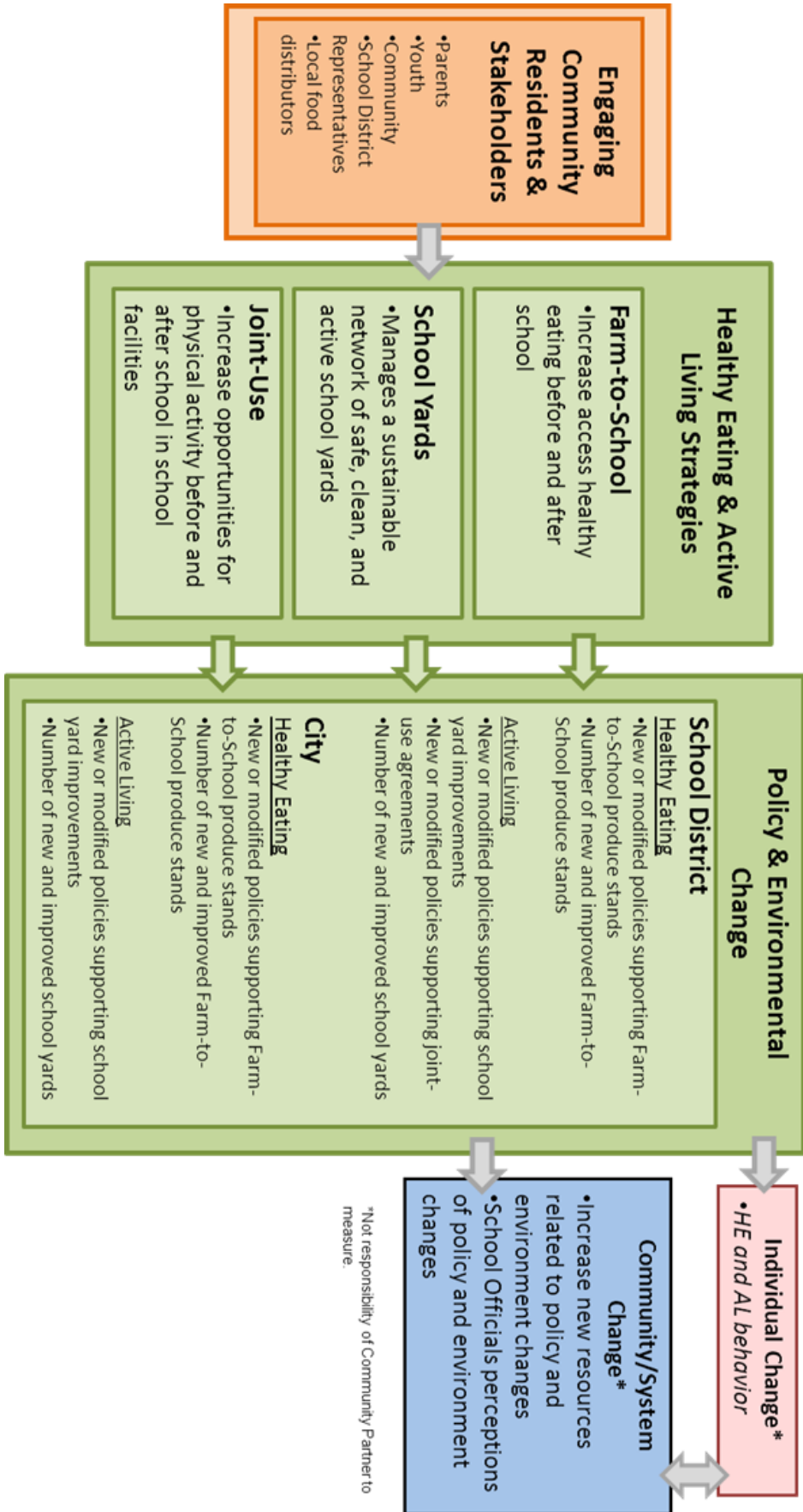
APPENDIX A: EVALUATION LOGIC MODEL

In the first year of the grant, this evaluation logic model identified healthy eating and active living strategies with associated short-term, intermediate, and long-term community and system changes for a comprehensive evaluation to demonstrate the impact of the strategies to be implemented in the community. This model provided a basis for the evaluation team to collaborate with the Oakland HKHC partnership to understand and prioritize opportunities for the evaluation. Because the logic model was created at the outset, it does not necessarily reflect the four years of activities implemented by the partnership (i.e., the workplans were revised on at least an annual basis).

The healthy eating and active living strategies of Oakland HKHC partnership included:

- *Oakland Fresh Produce Markets*: a program of OUSD Nutrition Services and EBAYC, created to build a school-based local food system to increase access to fresh, healthy, and affordable food for Oakland residents, while promoting healthy school environments for children and families.
- *Oakland Schoolyard Initiative*: an effort inspired in part by the Boston Schoolyard Initiative to foster collaboration and investment in revitalizing neglected play spaces in schools. OUSD, in collaboration with the Parks and Recreation Department, worked to create joint use agreements allowing community residents, with special emphasis on youth, to have access to the renovated schoolyards after school hours.

APPENDIX A: EVALUATION LOGIC MODEL



APPENDIX B: PARTNERSHIP AND COMMUNITY CAPACITY SURVEY RESULTS

Partnership and Community Capacity Survey

To enhance understanding of the capacity of each community partnership, an online survey was conducted with project staff and key partners involved with Oakland Healthy Kids, Healthy Communities partnership during the final year of the grant. Partnership capacity involves the ability of communities to identify, mobilize, and address social and public health problems.¹⁻³

Methods

Modeled after earlier work from the Prevention Research Centers and the Evaluation of Active Living by Design⁴, an 82-item partnership capacity survey solicited perspectives of the members of the Oakland Healthy Kids, Healthy Communities partnership on the structure and function of the partnership. The survey questions assisted evaluators in identifying characteristics of the partnership, its leadership, and its relationship to the broader community.

Questions addressed respondents' understanding of Oakland Healthy Kids, Healthy Communities in the following areas: structure and function of the partnership, leadership, partnership structure, relationship with partners, partner capacity, political influence of partnership, and perceptions of community members. Participants completed the survey online and rated each item using a 4-point Likert-type scale (strongly agree to strongly disagree). Responses were used to reflect partnership structure (e.g., new partners, committees) and function (e.g., processes for decision making, leadership in the community). The partnership survey topics included the following: the partnership's goals are clearly defined, partners have input into decisions made by the partnership, the leadership thinks it is important to involve the community, the partnership has access to enough space to conduct daily tasks, and the partnership faces opposition in the community it serves. The survey was open between September 2013 and December 2013 and was translated into Spanish to increase respondent participation in predominantly Hispanic/Latino communities.

To assess validity of the survey, evaluators used SPSS to perform factor analysis, using principal component analysis with Varimax with Kaiser Normalization (Eigenvalue >1). Evaluators identified 15 components or factors with a range of 1-11 items loading onto each factor, using a value of 0.4 as a minimum threshold for factor loadings for each latent construct (i.e., component or factor) in the rotated component matrix.

Survey data were imported into a database, where items were queried and grouped into the constructs identified through factor analysis. Responses to statements within each construct were summarized using weighted averages. Evaluators excluded sites with ten or fewer respondents from individual site analyses but included them in the final cross-site analysis.

Findings

Structure and Function of the Partnership (n=5 items)

A total of 11 individuals responded from Oakland Healthy Kids, Healthy Communities partnership. Of the sample, all 11 were female (100%). Respondents were between the ages of 26-45 (7, or 64%), 46-65 (3, or 27%), or 66 or older (1, or 9%). Survey participants were also asked to provide information about race and ethnicity. Respondents identified with one or more from the following race and ethnicity categories: African American, American Indian/Alaskan Native, Asian, Native Hawaiian/Pacific Islander, White, Other race, Hispanic or Latino, Not Hispanic or Latino, Ethnicity unknown/unsure, or Refuse to provide information about race or ethnicity. Of the 12 responses, 50% were White, 17% were African American/Black, 17% were Asian, 8% refused to identify ethnicity, and 8% selected Other ethnicity.

Respondents were asked to identify their role(s) in the partnership or community. Of the 13 identified roles, three represented the Community Partnership Lead (23%) and four were Community Partnership Partners (31%). Three respondents self-identified as Community Members (23%), two as Public Officials (15%), and one (8%) self-identified with other roles not specified in the response options. Individuals participating in the survey also identified their organizational affiliation. Seventy-three percent of respondents (n=8) indicated affiliation to Schools/School District, while two respondents claimed affiliation with Local Government Agency (city/county) (18%), and one respondent associated with an Advocacy Organization (9%).

APPENDIX B: PARTNERSHIP AND COMMUNITY CAPACITY SURVEY RESULTS

Leadership (n=8 items)

The majority of responses showed agreement or strong agreement (91% total) to statements suggesting that the partnership had an established group of core leaders who had the skills to help the partnership achieve its goals. Responses also indicated that participants in the survey felt the core leadership is organized and retains the skills to help the partnership and its initiatives succeed. Respondents agreed or strongly agreed (98%) that leaders worked to motivate others, worked with diverse groups, showed compassion, and strived to follow through on initiative promises. Ninety-one percent of the responses showed agreement or strong agreement that at least one member of the leadership team lived in the community. When asked if they agreed with statements suggesting that at least one member of the leadership team retained a respected role in the community, 100% of respondents agreed or strongly agreed.

Partnership Structure (n=24 items)

Respondents generally felt that the partnership adequately provided the necessary in-kind space, equipment and supplies for partners to conduct business and meetings related to partnership initiatives (81% agree/strongly agree). Yet, 4% of respondents disagreed and 13% felt unsure provision of space and equipment was sufficient. Most (85%) also agreed that the partnership has processes in place for dealing with conflict, organizing meetings, and structuring goals, although 5% responded “I don’t know”, indicating a lack of familiarity in this area; while 11% felt these processes were not established. Partnership members (leadership and partners) were generally perceived by respondents to be involved in other communities and with various community groups, bridging the gaps between neighboring areas and helping communities work together (87%), though 7% did not know and 5% did not know.

A slight majority (53%) of respondents indicated agreement with statements about the partnership’s effectiveness in seeking learning opportunities, developing the partnership, and planning for sustainability, while 32% of responses disagreed or strongly disagreed and 13% were not aware of partnership activities specific to development and sustainability.

Relationship with Partners (n=4 items)

Ninety-three percent of responses to statements about leadership and partner relationships were positive (agree/strongly agree), indicating that the majority of respondents felt the partners and leadership trusted and worked to support each other. However, some respondents disagreed to statements that the relationship between the partners was supportive (7%).

Partner Capacity (n=18 items)

The majority of the responses (90% agree/strongly agree) indicated that respondents felt partners possess the skills and abilities to communicate with diverse groups of people and engage decision makers (e.g., public officials, community leaders). Eight percent of responses disagreed regarding partner communication skills. Furthermore, only 55% of individuals responding to the survey felt that partners were dedicated to the initiative, interested in enhancing a sense of community, and motivated to create change. Twenty-four percent of responses indicated disagreement or strong disagreement regarding partnership capacity to increase a sense of community.

Political Influence of Partnership (n=2 items)

Respondents felt that the leadership is visible within the community, with 91% of responses supporting statements that the leadership is known by community members and works directly with public officials to promote partnership initiatives.

Perceptions of Community and Community Members (n=22 items)

Statements suggesting that the community was a good place to live, with community members who share the same goals and values, help each other, and are trustworthy were supported by 79% of survey responses, while 9% of respondents disagreed, and 12% indicated a lack of knowledge about these community attributes. Respondents also strongly supported suggestions that community members help

APPENDIX B: PARTNERSHIP AND COMMUNITY CAPACITY SURVEY RESULTS

their neighbors, but may take advantage of others if given the opportunity (95% agree/strongly agree). In contrast, respondents were less convinced that community members would intervene on behalf of another individual in their community in cases of disrespect, disruptive behavior, or harmful behavior. While 64% agreed or strongly agreed, 30% disagreed/strongly disagreed. Three percent of responses indicated that some respondents did not know how community members would act in these situations.

Most survey participants (82%) felt community members were aware of the partnership's initiatives and activities; however, 9% did not know if community members were aware, and 9% provided no response. Fifty-five percent of respondents agreed that the partnership equally divides resources among different community groups in need (e.g., racial/ethnic minorities, lower-income), though 18% disagreed or strongly disagreed and felt resources were not equally distributed. Another 27% of responses indicated lack of knowledge about partnership initiatives.

Overall, 87% of respondents agreed or strongly agreed that partners and members of the community maintained active involvement in partnership decisions and activities, while 11% disagreed, and 2% did not know. Yet, 97% of respondents agreed, while 3% disagreed that partners and residents have the opportunity to function in leadership roles and participate in the group decision-making process.

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APPENDIX B: PARTNERSHIP AND COMMUNITY CAPACITY SURVEY RESULTS

Partnership and Community Capacity Survey Respondent Summary

Community Partnership

Oakland

Respondents (n= 11)

Respondent Characteristics

Gender		Identified Race/Ethnicity				Identified Role	
Female	11	American Indian or Alaskan Native	0	Hispanic or Latino	0	Community Partnership Lead	3
Male	0	Asian	2	Not Hispanic or Latin	0	Community Partnership Partner	4
No response	0	White	6	Don't know/ Unsure ethnicity	0	Community Leader	0
Age Range		African American/ Black	2	Refused to identify ethnicity	1	Community Member	3
18-25	0	Pacific Islander/ Native Hawaiian	0	Other ethnicity	1	Public Official	2
26-45	7					Other role	1
46-65	3						
66+	1						
No response	0						

Type of Affiliated Organization

Faith- or Community Based Organization	0	0.0%	(1)
School (district, elementary, middle, high)	8	72.7%	(2)
Local Government Agency (city, county)	2	18.2%	(3)
University or Research/Evaluation Organization	0	0.0%	(4)
Neighborhood Organization	0	0.0%	(5)
Advocacy Organization	1	9.1%	(6)
Health Care Organization	0	0.0%	(7)
Child Care or Afterschool Organization	0	0.0%	(8)
Other	0	0.0%	(10)
No response	0	0.0%	(999)

Partnership and Community Capacity Data

Provision of required space and equipment

Participants provided level of agreement to statements indicating the community partnership provided adequate space, equipment, and supplies to conduct business and meetings.

Strongly agree	38.38%	Strongly disagree	0.00%
Agree	43.43%	I don't know	13.13%
Disagree	4.04%	No response	1.01%

Partner skills and communication

Participants provided level of agreement to statements supporting partner skills and ability to communicate with and engage multiple types of people (e.g., public officials, community leaders).

Strongly agree	38.84%	Strongly disagree	0.00%
Agree	51.24%	I don't know	1.65%
Disagree	8.26%	No response	0.00%

APPENDIX B: PARTNERSHIP AND COMMUNITY CAPACITY SURVEY RESULTS

Community Partnership

Community and community members			
Participants provided level of agreement to statements suggesting the communities are good places to live, and that community members are helpful, can be trusted, and share the same goals or values.			
Strongly agree	25.62%	Strongly disagree	0.00%
Agree	53.72%	I don't know	11.57%
Disagree	9.09%	No response	0.00%
Partner and community involvement			
Participants provided level of agreement to statements indicating partners and the community were actively involved in partnership activities, meetings, and decisions.			
Strongly agree	32.73%	Strongly disagree	0.00%
Agree	54.55%	I don't know	1.82%
Disagree	10.91%	No response	0.00%
Partner and partnership development			
Participants provided level of agreement to statements suggesting the partnership and its partners seek ways learn, develop, and enhance sustainability.			
Strongly agree	10.91%	Strongly disagree	7.27%
Agree	41.82%	I don't know	12.73%
Disagree	25.45%	No response	1.82%
Partnership structure, organization, and goals			
Participants provided level of agreement to statements suggesting partnership has processes in place related to structure, meeting organization, and goals.			
Strongly agree	31.82%	Strongly disagree	0.00%
Agree	53.03%	I don't know	4.55%
Disagree	10.61%	No response	0.00%
Relationship between partners and leadership			
Participants provided level of agreement to statements indicating the leadership and partners trust and support each other.			
Strongly agree	38.64%	Strongly disagree	0.00%
Agree	54.55%	I don't know	0.00%
Disagree	6.82%	No response	0.00%
Community members intervene			
Participants provided level of agreement to statements indicating that community members can be counted on intervene in instances where someone is disrespectful, disruptive, or harmful to another community member.			
Strongly agree	12.12%	Strongly disagree	12.12%
Agree	51.52%	I don't know	3.03%
Disagree	18.18%	No response	3.03%
Leadership motivation			

APPENDIX B: PARTNERSHIP AND COMMUNITY CAPACITY SURVEY RESULTS

Community Partnership

Participants provided level of agreement to statements suggesting the leadership is motivated to help others, work with diverse groups, shows compassion, and follows through.

Strongly agree	43.18%	Strongly disagree	0.00%
Agree	54.55%	I don't know	0.00%
Disagree	2.27%	No response	0.00%

Community member and partner participation

Participants provided level of agreement to statements indicating that community members and partners have opportunities to serve in leadership roles and participate in group decision-making.

Strongly agree	18.18%	Strongly disagree	0.00%
Agree	78.79%	I don't know	0.00%
Disagree	3.03%	No response	0.00%

Involvement in other communities

Participants provided level of agreement to statements suggesting leadership and partners are involved in other communities and various community groups, and help communities work together.

Strongly agree	43.18%	Strongly disagree	0.00%
Agree	45.45%	I don't know	4.55%
Disagree	6.82%	No response	0.00%

Community member willingness to assist

Participants provided level of agreement to statements suggesting most community members help neighbors and solve community problems. It also suggested some community members may take advantage of others.

Strongly agree	40.91%	Strongly disagree	0.00%
Agree	54.55%	I don't know	2.27%
Disagree	2.27%	No response	0.00%

Core leadership and leadership skills

Participants provided level of agreement to statements suggesting the community partnership has a core leadership group organizing efforts, and that leaders have the skills to help the partnership achieve its goals.

Strongly agree	45.45%	Strongly disagree	0.00%
Agree	45.45%	I don't know	0.00%
Disagree	9.09%	No response	0.00%

Partner motivation

Participants provided level of agreement to statements indicating that partners won't give up in their efforts to create change and increase sense of community through the partnership.

Strongly agree	0.00%	Strongly disagree	12.12%
Agree	54.55%	I don't know	21.21%
Disagree	12.12%	No response	0.00%

Visibility of leadership

Participants provided level of agreement to statements suggesting the leadership is known in the community and works with public officials.

Strongly agree	36.36%	Strongly disagree	0.00%
Agree	54.55%	I don't know	4.55%
Disagree	4.55%	No response	0.00%

APPENDIX B: PARTNERSHIP AND COMMUNITY CAPACITY SURVEY RESULTS

Community Partnership

Leadership lives in the community			
Participants provided level of agreement to a statement indicating that at least one member of the leadership resides within the community.			
Strongly agree	45.45%	Strongly disagree	0.00%
Agree	45.45%	I don't know	0.00%
Disagree	9.09%	No response	0.00%
Leadership has a respected role in the community			
Participants provided level of agreement to a statement that suggests at least one member of the leadership team has a respected role in the community.			
Strongly agree	45.45%	Strongly disagree	0.00%
Agree	54.55%	I don't know	0.00%
Disagree	0.00%	No response	0.00%
Community partnership initiatives are known			
Participants provided level of agreement to a statement suggesting that community members are aware of the partnership's initiatives and activities.			
Strongly agree	36.36%	Strongly disagree	0.00%
Agree	45.45%	I don't know	9.09%
Disagree	0.00%	No response	9.09%
Division of resources			
Participants provided level of agreement to a statements suggesting that resources are equally divided among different community groups (e.g., racial/ethnic, lower income).			
Strongly agree	0.00%	Strongly disagree	9.09%
Agree	54.55%	I don't know	27.27%
Disagree	9.09%	No response	0.00%

APPENDIX C: SOURCES AND AMOUNTS OF FUNDING LEVERAGED

Sources of Revenue

Community Partnership

Resource source	Year	Amount	Status
Business			
<input type="text" value="Matching funds"/>	2010		Annual total <input type="text" value="\$2,500.00"/>
		\$2,500.00	Accrued
Sum of revenue generated by resource source		<input type="text" value="\$2,500.00"/>	

Local government	Year	Amount	Status
<input type="text" value="Matching funds"/>	2010		Annual total <input type="text" value="\$100,000.00"/>
		\$100,000.00	Accrued
Sum of revenue generated by resource source		<input type="text" value="\$100,000.00"/>	

National government	Year	Amount	Status
<input type="text" value="Matching funds"/>	2009		Annual total <input type="text" value="\$204,397.00"/>
		\$204,397.00	Accrued
Sum of revenue generated by resource source		<input type="text" value="\$204,397.00"/>	

Foundation	Year	Amount	Status
<input type="text" value="HKHC funds"/>	2009		Annual total <input type="text" value="\$100,000.00"/>
		\$72,317.00	Accrued
		\$2,969.00	Accrued
		\$4,000.00	Accrued
		\$10,000.00	Accrued
		\$10,714.00	Accrued
	2010		Annual total <input type="text" value="\$100,000.00"/>
		\$10,714.00	Accrued
		\$83,346.00	Accrued
		\$5,940.00	Accrued
	2011		Annual total <input type="text" value="\$100,000.00"/>
		\$67,611.00	Accrued
		\$10,714.00	Accrued
		\$21,675.00	Accrued

APPENDIX C: SOURCES AND AMOUNTS OF FUNDING LEVERAGED

Community Partnership		Oakland	
Resource source	Year	Amount	Status
	2012		Annual total
			\$101,508.00
		\$1,508.00	Accrued
		\$77,778.00	Accrued
		\$10,714.00	Accrued
		\$1,508.00	Accrued
		\$10,000.00	Accrued
Matching funds			
	2009		Annual total
			\$560,600.00
		\$200,000.00	Accrued
		\$360,600.00	Accrued
	2010		Annual total
			\$301,519.00
		\$249,194.00	Accrued
		\$52,325.00	Accrued
	2012		Annual total
			\$382,500.00
		\$320,000.00	Accrued
		\$12,500.00	Accrued
		\$50,000.00	Accrued
Sum of revenue generated by resource source			\$1,646,127.00
Non-profit organization		Year	
Matching funds			
	2010		Annual total
			\$200,000.00
		\$200,000.00	Accrued
	2012		Annual total
			\$200,000.00
		\$200,000.00	Accrued
Sum of revenue generated by resource source			\$400,000.00
School		Year	
Matching funds			
	2009		Annual total
			\$1,000,000.00
		\$1,000,000.00	Accrued
	2010		Annual total
			\$450,000.00
		\$450,000.00	Accrued
	2011		Annual total
			\$2,633,420.00

APPENDIX C: SOURCES AND AMOUNTS OF FUNDING LEVERAGED

Community Partnership	<input type="text" value="Oakland"/>		
Resource source		Amount	Status
		\$2,633,420.00	Accrued
Sum of revenue generated by resource source	<input type="text" value="\$4,083,420.00"/>		
Grand Total			<input type="text" value="\$6,436,444.00"/>