

# **The Power of Place: An Analysis of Place-Based Health Initiatives in Pacoima, California**



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## **Executive Summary**

The following study focuses on the place-based health initiatives existing in Pacoima, California. Pacoima is a community in transition; it has outgrown its current infrastructure and requires a built environment that is healthy and safe for the dense, social, and vivacious immigrant population it currently houses. This means dramatic changes for Pacoima and a process of cultivating the social resources required to enact community-wide changes. A look at the mechanisms and spirit of Latino Urbanism emphasizes the creativity and power individual Latino families enact of their space. However on a larger scale, place attachment and social capital act as prerequisites for successful change. An examination of the work of two nonprofits, MEND and Pacoima Beautiful, provided insight into the mechanisms for stimulating change and empowering constituents to reclaim their place. Both MEND and Pacoima Beautiful provide the social structures required to encourage civic engagement.

The success of a small-scale home garden program is encouraging. Participants reported higher levels of physical activity, feelings of empowerment, starting home improvement projects, and spent more time outdoors. Three to four months into the program, participants are beginning to question the deficiencies in their neighborhoods and are seeking outlets and opportunities to learn how to change the problems in their built environment.

A stronger partnership between Pacoima Beautiful and MEND could facilitate participant progression toward social activism. Looking closely for opportunities to collaborate will provide this new empowered body of residents a vehicle for their engagement and the chance to continue and deepen relationships with their neighbors and peers. These strengthened bonds are necessary to address the various challenges existing in within their shared environment.

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## 1.0: The Importance of Place

### **Introduction:**

A semester of studies in Cochabamba, Bolivia provided the inspiration for this research effort and report. In selecting Cochabamba, I sought a Spanish-speaking environment that would enable me to be immersed in the language and culture of native speakers. In the end, I gained so much more.

Although I was assigned to a delightful host family, I remained an uncomfortable ball of nerves until that special Saturday spent in Cochabamba. The locals were celebrating *Día del Peatón* or Day of the Pedestrian. It seemed that everyone discarded their cars and walked or biked during the entire day. The center of the city was the site of an immense festival filled with music, food, and an eclectic mix of vendors. I was in awe. *Día del Peatón* is a people oriented and driven experience. That day, I and thousands of other Cochabambinos owned the streets. There existed a palpable sense of community, unburdened by the congestion, noise, pollution or danger associated with the ubiquitous vehicles of southern California. I have never witnessed anything quite like it.

I returned to Occidental inspired and determined to learn more about the intricacies and policies governing urban planning in Los Angeles, and how these can be managed to partially replicate the vibrant space-oriented experience I enjoyed in Cochabamba. Accessing opportunities provided by the Undergraduate Research Center and an internship with the newly created Home Garden Program at MEND, an antipoverty organization in the San Fernando Valley, I began an almost two-year research relationship with Pacoima, California.

Pacoima is a community of approximately 100,000 residents that struggles with incompatible land uses, low educational achievement, and poverty. It is also home to a large percentage of Latino immigrants who are drawn in by modestly-priced and at times illegal housing options. Approximately 20% of the community's residents live in converted garages or rented rooms<sup>1</sup> creating a much denser community than typical suburban neighborhoods in California. Driving through Pacoima, the built environment matches expectations of post World War II suburbia. Large boulevards connected to quieter avenues, lined with single-family homes. At one time Pacoima was a typical, low density, sprawling American neighborhood but with the influx of Latino immigrants this change. Currently, Pacoima is a dense neighborhood lacking the proper infrastructure to support the high number of bicyclist and pedestrians that regularly brave Pacoima's streets.

During the summer, I worked with Pacoima Beautiful, an environmental justice organization, analyzing their top down and bottom up efforts to improve the built environment in Pacoima. As the intern with MEND's Home Garden Program, I assisted with initial program implementation and research design. My work with MEND and Pacoima Beautiful initially seemed to entail very different focuses. Both occurred in Pacoima but one involved gardens and the other sought to look at greener business practices, street quality, and pedestrian counts. However, a deeper connection between these experiences does exist . MEND and Pacoima Beautiful are both, on varying scales and with different strategies, retrofitting the built environment of Pacoima to create healthier outcomes and opportunities. This connection is the focus of this research and inspiration for the below research questions.

### *Research Questions*

1. How can place be used as a mechanism to improve health in Pacoima?

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<sup>1</sup> "Pacoima Beautiful."

- a. What is the role of nonprofits in creating places out of spaces?
  - b. What roles do nonprofits play in the implementation of place-based health strategies?
2. What is the range of benefits or outcomes of a place based health initiative?

To answer these questions, it is necessary to construct a conceptual framework for place, and its relationship to health, as well as community driven movements to own their space. This entailed a literature review entrenched in works ranging from sociology, health geography, urban planning, and environmental justice. These fields provided a rich and multidisciplinary perspective with which to analyze the issues of place, space and the impact of nonprofits.

**Section 1.0** houses this review of the literature and their connections to the research questions asked above.

**Section 2.0** introduces the nonprofits with which this research was conducted. It provides a brief history of each of the organizations and the work they are currently engaged in. Selection of these nonprofit sites will is also explained and justified here.

**Section 3.0** explains the methodology for the case studies. Both case studies vary in size and complexity and have required different research tools. The timelines for the different tools methods for participant selection, and various pedestrian count set up are defined to provide complete transparency.

**Section 4.0** is the explanation of major findings. This includes the charts and tables created from the data collected throughout the year. Each finding is connected to one of the four research questions.

**Section 6.0** is the recommendations section. Each recommendation is set forth in order of increasing intricacy. Each recommendation is related to one or more finding from the previous section.

**Section 7.0** is the conclusion. Here findings and recommendations are wrapped up and limitations of the project are discussed.

### **Literature Review**

In order to approach the questions of place, health, and the role of nonprofits within Pacoima, it was necessary to conduct an extensive review of sociological, health geography, urban planning and public health literature. The literature was consulted to define key concepts within the questions as well guiding the criteria for a successful program implementation. It begins with an introduction of Pacoima and the historical and current challenges faced by this community. Next is an overview of Latino Urbanism that provides an example of reclaiming space on the individual scale to suit the cultural preferences of a population. Next, place is defined and its relationship to public health is quantified through various studies linking physical activity, obesity, or cardiovascular disease to the built environment.<sup>2</sup> Finally place attachment and social capital are defined and situated as prerequisites to community-level social change. At this point in the literature social structures and organizations are referenced as either a requirement for or facilitator of social change however nonprofits were never specifically mentioned. The research as well as those instances of this literature review, directly calls out nonprofits as the potential social organizations mentioned.

### *Introducing Pacoima*

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<sup>2</sup> Booth, Pinkston, and Poston, "Obesity and the Built Environment"; Gordon-Larsen et al., "Inequality in the Built Environment Underlies Key Health Disparities in Physical Activity and Obesity"; Sallis et al., "Role of Built Environments in Physical Activity, Obesity, and Cardiovascular Disease."

Pacoima's past is colored with the arrival of different communities or people's searching for new opportunities in the San Fernando Valley. First settled by the Native Americans who are credited with naming Pacoima after the river of water that once flowed from the mountains. The supply of water created ideal farming conditions and allowed Pacoima to remain an agricultural town until World War II. Pacoima's population increased as African Americans seeking housing close to nearby industrial work found homes or settled in the available public housing complexes. During the 1960s, Pacoima's reputation for inexpensive housing and well-paying jobs at companies like Lockheed and General Motors drew newly immigrated Mexican families. Thus commenced a racial shift as African Americans who once represented 75% of Pacoima's population in 1970 began to move away from the valley<sup>3</sup>. African Americans now only make up 3.3%<sup>4</sup>. Simultaneously, Mexican immigrants continue to flock to Pacoima and are now joined by immigrants from El Salvador and Guatemala.<sup>5</sup>

However, the continued population growth experienced could only be sustained for so long and this became even clearer after the depletion of jobs in the area. Lockheed began to cut 8,000 jobs starting in 1990. This dramatic job loss forced some families to move away while others were stuck. One real estate referred to Pacoima as a "transitory place" it was where families lived to work at the nearby factories that paid well, and then leave once they could afford to do so. After the combined job losses in the early 1990s, the transitory nature of Pacoima stagnated.

In 1994 the Los Angeles City Council approved Pacoima's inclusion in the map for Los Angeles's proposed empowerment zone. Empowerment zones were a piece of President Clinton's urban revitalization program. Los Angeles competed with other municipalities to win

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<sup>3</sup> Williams, "Poverty, Pride--and Power."

<sup>4</sup> 2010 U.S. Census, American Factfinder, zip code 91331

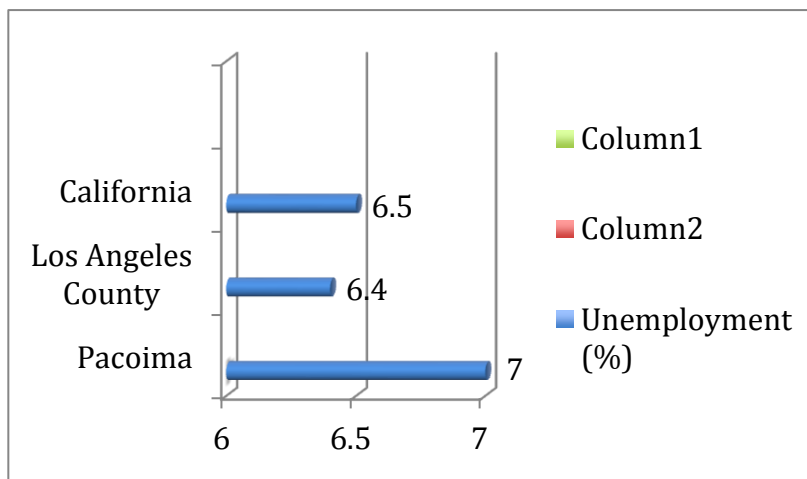
<sup>5</sup> Williams, "Poverty, Pride--and Power."



federal tax breaks to help establish new businesses within these empowerment zones<sup>6</sup>. Pacoima was later rewarded with federal empowerment zone aid, which allowed community members to establish 200 businesses and create 3,000 jobs.<sup>7</sup>

Using 2010 Census data, it is possible to gain more prospective on Pacoima. This is shown in the below graphs illustrating various key variables.

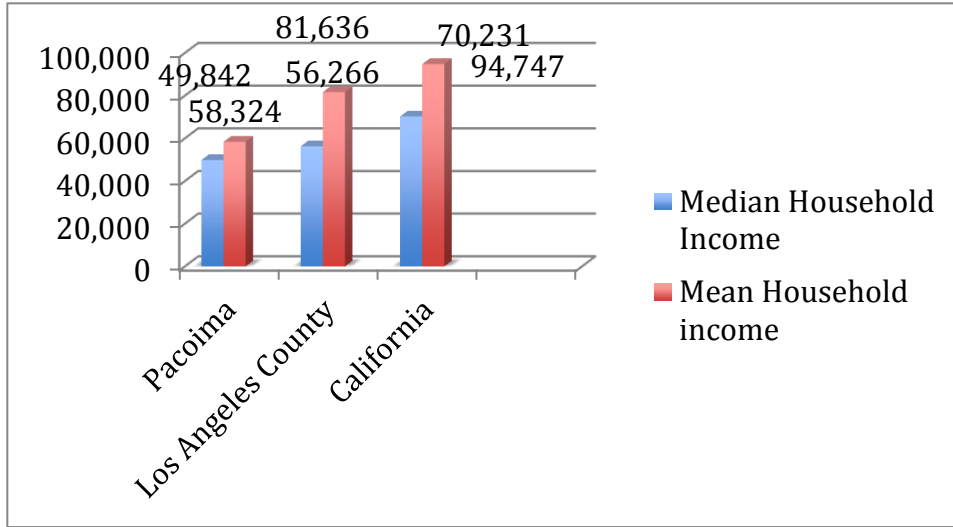
The below graph compares the unemployment rate in Pacoima with the rates in Los Angeles County and California. Pacoima has the highest unemployment rate at 7% despite its inclusion in the empowerment zone in 1994.



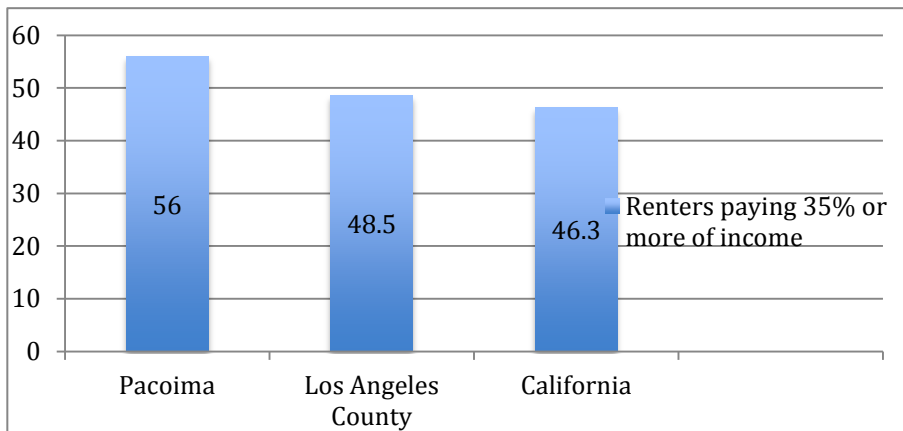
The graph for mean and median household income is even more staggering. The difference between mean household income in Pacoima and California is almost \$40,000. When viewed separately, Pacoima households appear to be living comfortably but upon comparison it becomes obvious that this is inaccurate, especially after considering the following graph showcasing rent burden.

<sup>6</sup> Martin, "L. A. OKs Map of 'Empowerment Zone.'"

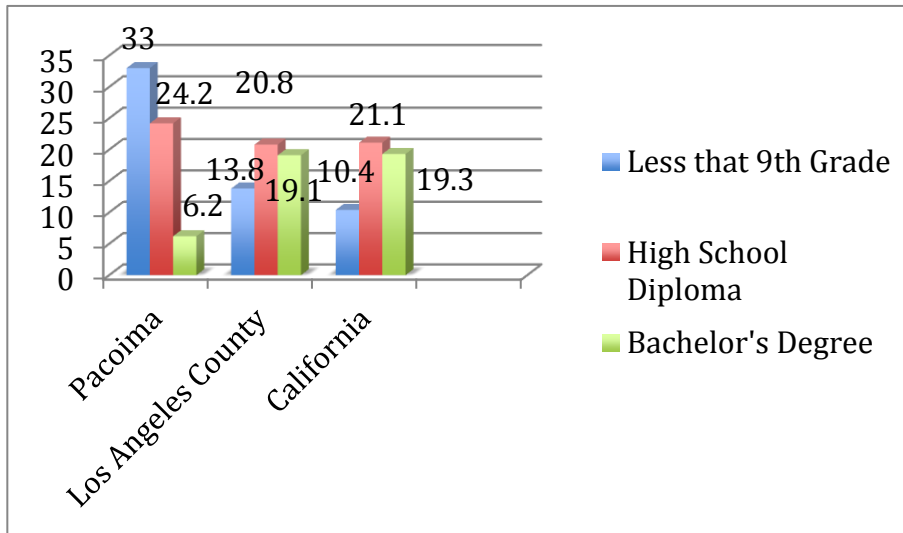
<sup>7</sup> Orlov, Barrett, and Writers, "Pacoima Keeps Business Zone, Its Tax Breaks."



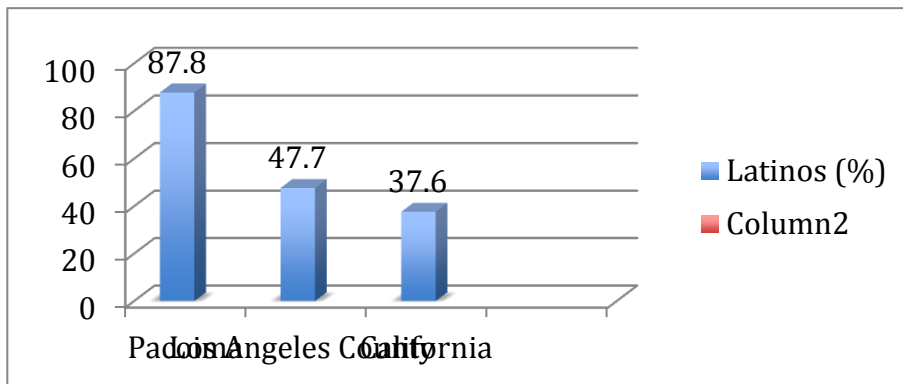
In Pacoima, 56% of renters are paying more than 35% of their income towards rent. Officially, renters are considered rent burdened when they spend over 30% of their income on rent and renters spending 35% or over are severely rent burdened. Households in Pacoima not only earn less on average than households in Los Angeles County or California, but their renters are also much more likely to be severely rent burdened.



Education, as shown in the below graph, is another variable that when compared, shows Pacoima at a disadvantage. In Pacoima, 33% of the population above 25 years of age has less than a 9<sup>th</sup> grade education. Los Angeles County and California are both well below that figure with 13.8% and 10.4% respectively.

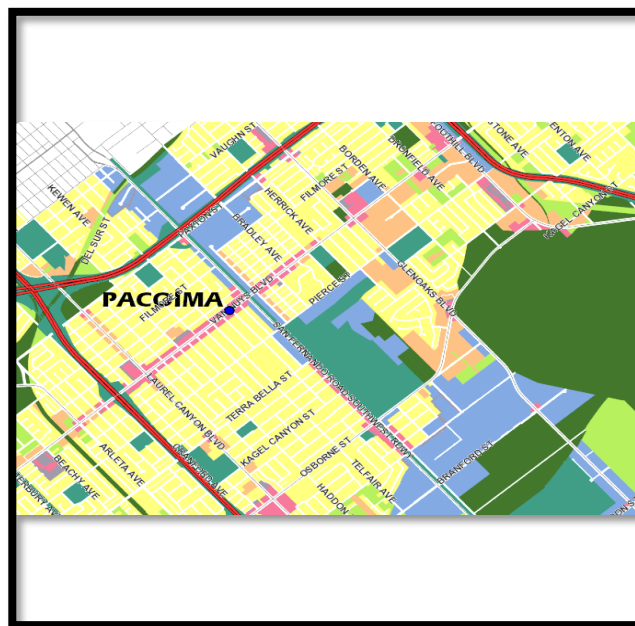


Finally, the below graph illustrates the continued growth of the Latino population in Pacoima. It is nearly double that of Los Angeles County as Latino immigrants continue to gather in Pacoima despite the challenges they may face.



The data from the U.S. 2010 Census was helpful in understanding the realities for many Pacoima residents. Since this research does focus on urban issues, looking at the current zoning restrictions was also helpful. In the below image provided by the Los Angeles City Department

of Planning site Zone Information and Map Access System (ZIMAS), shows that Pacoima is primarily a residential town as shown by the large amounts of yellow. The teal and light blue both correspond to light industrial zones and the pink is commercial zones. From this image, it becomes obvious that Pacoima lacks separation between residential neighborhoods and industry. In some places, industry zone almost surrounds the yellow residential zones.



### *Why Pacoima?*

Pacoima is an ideal neighborhood to conduct this place-based research. Community members face low educational attainment, incompatible land uses, and high rates of unemployment. Almost 50% of residents are foreign born<sup>8</sup> and are navigating at entirely new political system often with a limited grasp of the language. Although Pacoima may resemble a typical American suburb, the hidden density and large immigrant population have organically

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<sup>8</sup> "Pacoima."

shaped the built environment into something unique<sup>9</sup>. However there are existing organizations located in Pacoima that have and are organizing to reclassify, rezone, or retrofit space to better suit the needs of the community. The energy and enthusiasm with which these organizations conduct their work make Pacoima an optimal neighborhood to conduct place-based research.

### *Latino Urbanism*

Latino Urbanism is the process by which Latino individuals and communities transform their space to incorporate elements they would experience in their native communities<sup>10</sup>. It is an attempt to mold their built environment to meet their needs and typically includes the creation of social, compact, and walkable urban spaces. For this research, an understanding of Latino Urbanism is an acknowledgment of an existing mechanism of reshaping space. It is a mechanism involving a sense of personal power, however in the case of Pacoima, a community that needs to reclaim itself from the history and expectations prescribed to it, Latino Urbanism lacks the community level engagement necessary to create more widespread change. Latino Urbanism provides an example of creative retrofitting of space that can influence and guide Pacoima's drive for reclamation.

First described in the 1991 thesis written by James Rojas, Latino Urbanism is the organic, individual driven process where cultural values are applied to the American suburban form. This relationship is most apparent in the different uses applied to the front yard. Rather than adhering to the American cultural norm of green front lawns, immigrant families will change their front

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<sup>9</sup> "Pacoima Beautiful."

<sup>10</sup> Mendez, "Latino New Urbanism"; Talen, "Latino Urbanism"; Lara, "Latino Urbanism"; Rojas, "The Enacted Environment--the Creation of 'Place' by Mexicans and Mexican Americans in East Los Angeles."

yards to accommodate whatever function required. This ranges from gardens, to junkyards, or an outdoor living room.<sup>11</sup>

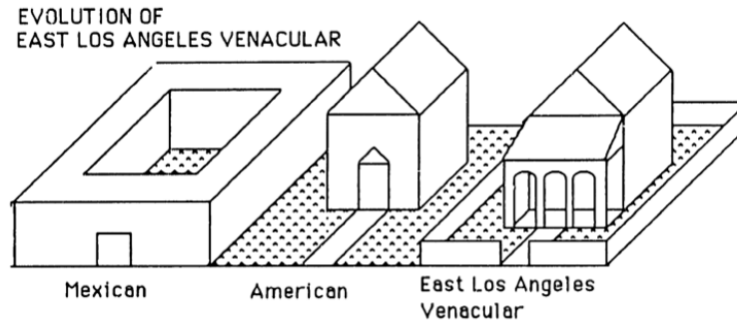
The below diagram<sup>12</sup> illustrates the differing conceptualizations of space and how this difference is negotiated into what Rojas refers to as the East Los Angeles vernacular. The typical American home is suited for a “shy”, more private existence whereas traditional Mexican homes are much more outgoing and social.<sup>13</sup> The East Los Angeles vernacular is more than making putting chairs in the front yard or neighbors gathering around their fences. It speaks to a greater purpose and sentiment of empowerment. Latinos in Los Angeles take control of their isolating, American spaces and transform them into interactive, Latino places. Latino Urbanism takes place almost entirely within the home. The work of MEND’s Home Garden Program provides families with a personal garden that they can place in their front or backyard. Families who participate in the Home Garden Program often cite cultural ties as a reason for wishing to join the program. In this manner, program participants are actors of Latino Urbanism, changing their home to provide their children the opportunity to interact with their food they way their parents or their grandparents did. Participants value that experience and utilize the Home Garden Program to provide them the tools and supplies necessary to shape their personal environment in the style of Latino Urbanists.

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<sup>11</sup> Rojas, “The Enacted Environment--the Creation of ‘Place’ by Mexicans and Mexican Americans in East Los Angeles.”

<sup>12</sup> Ibid.

<sup>13</sup> Ibid.



### *Historical Background*

Historical record reflects the contrast between Anglo and Latino use of space. In 1848, the Treaty of Guadalupe-Hidalgo ended the United States-Mexican War. Within the treaty, the Mexican government ceded ownership of California, New Mexico, Nevada, and parts of Colorado, Utah, and Arizona to the United States<sup>14</sup>. Under new ownership, all Mexicans residing in the newly acquired territories became American citizens. The new citizens watched as their cities were greeted with wave after wave of white settlers. Anglo Americans actively discriminated against the Mexican Americans resulting in segregation and the creation of two towns. One Mexican American town in Los Angeles or “Sonoratown” as the Anglos called it “was an area almost untouched by American influence ... as truly Mexican as though it had been transported bodily from Old Mexico.”<sup>15</sup> This pattern continues, the barrio though in the late 1880s lacked the resources of the Anglo cities, was able to maintain its “culture” and “center for social experience.”<sup>16</sup> This trend continued, as the barrios remained marginalized or torn in half by freeways but continue to foster community ties and create public places.<sup>17</sup>

This tumultuous urban experience for Latinos while lacking a consistent and fixed physical space continues with the traditions that are now synonymous with Latino Urbanism.

<sup>14</sup> Irazabal and Farhat, “Latino Communities in the United States.”

<sup>15</sup> Camarillo, *Chicanos in a Changing Society*.

<sup>16</sup> Ibid.

<sup>17</sup> Gottlieb, *Reinventing Los Angeles*.

History has shown that the desire for public space, walkability, and social interaction has been constant. A study by Loukaitou-Sideris compared use of park by race. It found that Latinos use parks the most and for sociable activities like parties; whereas European Americans appreciate the aesthetics of park and solitary activities like walking the dog<sup>18</sup>. Parks have replaced the grand Latin American plazas and front yards are transformed into courtyards. In Pacoima especially this propensity for social, shared public experiences are at odds with an introverted park poor landscape.

Researchers in urban studies have taken notice of Latino Urbanism and were quick to address the similarities between Latino Urbanism and New Urbanism.<sup>19</sup> In the Charter for New Urbanism, New Urbanism is defined as

[Standing] for the restoration of existing urban centers and towns within coherent metropolitan regions, the reconfiguration of sprawling suburbs into communities of real neighborhoods and diverse districts, the conservation of natural environments, and the preservation of our built legacy<sup>20</sup>

Both Latino Urbanism and New Urbanism see space as an instrument for change. One author goes as far as to coin the term Latino New Urbanism.<sup>21</sup> New Urbanism calls for creating neighborhoods where people can live, work, and play with minimal auto use. This means mixed-use development, increased access to public transit, increased walkability, and bike infrastructure.<sup>22</sup> New Urbanists seek to create a more social, diverse, and interactive urban environment. The existing parallels between Latino Urbanism and New Urbanism are a source of excitement for New Urbanist practitioners. They see an ever-increasing Latino population and

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<sup>18</sup> Loukaitou-Sideris, "Urban Form and Social Context."

<sup>19</sup> Mendez, "Latino New Urbanism"; Lara, "Latino Urbanism"; Talen, "Latino Urbanism."

<sup>20</sup> "Charter of the New Urbanism | Congress for the New Urbanism."

<sup>21</sup> Mendez, "Latino New Urbanism."

<sup>22</sup> "Charter of the New Urbanism | Congress for the New Urbanism."



cannot resist mentioning that Latinos and Latino Urbanism is “compatible not only with compact cities, but also with New Urbanist and smart growth communities.<sup>23</sup>”

James Rojas recognizes these similarities but cautions against merging the two entirely. The distinction exists in the realm of authenticity; New Urbanism is the more straight-laced, formulaic older sister to Latino Urbanism’s free spirited, unconventional younger sister. Rojas refers to New Urbanism as “scripted<sup>24</sup>” and formula driven: “Because you want a more walkable community you need to do x, y, and z.” Whereas with Latino Urbanism, cultural values are shaping the environment: “Because I need to pay my rent, I’m gonna sell tamales on a street corner and everyone is going to have to walk [there].” Latino Urbanism exists out of necessity, out a need to survive and adapt to an existing urban structure ill suited for the vivacious and enterprising culture it currently houses. For this reason it is important that New Urbanism and Latino Urbanism remain unique ideas. The formulaic nature of New Urbanism dilute the dynamic and organic potential of Latino Urbanism

Learning that space can mean power was the inspiration for this project, which explores the full potential of space and how it can be used to improve health. Latino Urbanism is an example of readapting space on an individual-to-individual basis. Work in Pacoima can learn from this model but needs integrate means to take these modifications to the community level to create a healthier shared environment.

### *What is Place?*

It is common to use the words space and place almost interchangeably, for most; they serve similar purposes in conversation. Sociologists question this fluidity of word choice and

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<sup>23</sup> Mendez, “Latino New Urbanism.”

<sup>24</sup> Rojas, James, interview.

give space and place distinct definitions. Space is geometry, size, distance<sup>25</sup>: this piece of printer paper is a space for my words, a bed a space for sleeping, and a bag a space for a wallet, to-do lists, and, space permitting, a tea cup poodle. Place “is space filled by people, practices, objects, and representations.”<sup>26</sup> Place is not simply an afterthought or the surrounding background. It is active and a “force with detectable and independent effects on social life.”<sup>27</sup> All places are spaces but are distinguished by the importance or value individuals give them.<sup>28</sup> Place has the power, to bring people together, build communities, and even improve health outcomes. When places are accessible and welcoming, they promote interactions amongst diverse populations or are the impetus for social movements<sup>29</sup>. One article argues that the social mobilizations and revolutions would not be possible without place<sup>30</sup>.

#### *Why place matters?*

As described above, there are various reasons why place matters. It can empower, organize and foster cultural identity.<sup>31</sup> It is also a source of stark inequality. This manifests in various forms: food deserts, poor healthcare, school quality, or housing conditions<sup>32</sup>. In the March 9<sup>th</sup> edition of the *Los Angeles Times*, place inequality was the theme of a feature, front-page article. The article compared the quality of healthcare for low-income families in Baton Rouge, Louisiana and St. Paul, Minnesota. Disturbingly, the study found that:

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<sup>25</sup> Gieryn, “A Space for Place in Sociology.”

<sup>26</sup> Ibid.

<sup>27</sup> Ibid.

<sup>28</sup> Manzo and Perkins, “Finding Common Ground.”

<sup>29</sup> Gieryn, “A Space for Place in Sociology.”

<sup>30</sup> Gupta and Ferguson, “Beyond ‘Culture.’”

<sup>31</sup> Rojas, “The Enacted Environment--the Creation of ‘Place’ by Mexicans and Mexican Americans in East Los Angeles”; Spaces, “Project for Public Spaces | Latino Placemaking”; Mendez, “Latino New Urbanism”; Talen, “Latino Urbanism.”

<sup>32</sup> Dreier, Mollenkopf, and Swanstrom, *Place Matters*.

In some U.S. communities, people live longer, healthier lives than the residents of Europe's wealthiest nations. In America's least healthy regions, premature death and disease are as common as in parts of Asia and Latin America<sup>33</sup>.

One health policy expert later “ [b]eing low income doesn’t destine you to poor healthcare. Where you live matters.<sup>34</sup>” The concentration of poverty in one place has extensive impacts in all areas a life. It can impact a place sense political efficacy, public services, access to jobs, availability of stores, and “even the air we breathe.<sup>35</sup>”

### *Place and Health*

Research overwhelmingly supports the relationship between the built environment and health. A person’s environment determines their capacity for physical activity, mode of transport, stress levels, air quality, and access to nature.<sup>36</sup> The world of public health is shifting toward a preventative model of health promotion and believes the solutions lie with the built environment.<sup>37</sup> Increasingly places are seen either as inhibiting or promoting physical activity, which is then linked to increased obesity, cardiovascular disease, or mental stress.<sup>38</sup> Below the “four domains of life<sup>39</sup>” are listed:

- 1. Leisure/recreation/exercise**
- 2. Occupation**
- 3. Transportation**
- 4. Household**

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<sup>33</sup> Levey, “What Makes a Community Healthy?”.

<sup>34</sup> Ibid.

<sup>35</sup> Dreier, Mollenkopf, and Swanstrom, *Place Matters*.

<sup>36</sup> Trowbridge and Schmid, “Built Environment and Physical Activity Promotion”; Frumkin, “Healthy Places”; Sallis et al., “Role of Built Environments in Physical Activity, Obesity, and Cardiovascular Disease.”

<sup>37</sup> Trowbridge and Schmid, “Built Environment and Physical Activity Promotion.”

<sup>38</sup> Booth, Pinkston, and Poston, “Obesity and the Built Environment”; Ewing et al., “Relationship between Urban Sprawl and Physical Activity, Obesity, and Morbidity”; Sallis et al., “Role of Built Environments in Physical Activity, Obesity, and Cardiovascular Disease.”

<sup>39</sup> Sallis et al., “Role of Built Environments in Physical Activity, Obesity, and Cardiovascular Disease.”

Each of these four domains is associated with a different built environment and as Sallis et al notes health professionals do not control these places.<sup>40</sup> Sallis et al views this a failure to be addressed. However this creates a top-down approach to the modifications of place that would not consider the cultural preferences and uses for place. As the earlier section on Latino Urbanism demonstrates, it is essential to understand cultural values when looking a space. These values bring a unique perspective that can deem a built environment intervention worthwhile or useless. Health geographers and public health researchers have conducted a range of studies proving the importance of place and demonstrating the need to consider place as a primary factor for questions of public health. Access to nature in a person's environment is linked to improvements in children with attention deficit disorders, lower blood pressure, less anxiety, and fewer sick calls among prisoners<sup>41</sup>. There are studies that link sidewalk and street quality to physical activity<sup>42</sup> and there is there is growing literature of obesogenic environments. Obesogenic environments are defined as “the sum of influences that the surrounding, opportunities, or conditions of life have on promoting obesity in individuals or populations.”<sup>43</sup> This marks a transition from addressing obesity on an individual scale to recognition that place and its design is impacting entire populations<sup>44</sup>.

### *What is place attachment?*

Place attachment refers to the bond between people and places<sup>45</sup>. This bond is “critical” to participation within the local community.<sup>46</sup> For example, Vaske and Kobrin devised a study to

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<sup>40</sup> Ibid.

<sup>41</sup> Frumkin, “Healthy Places.”

<sup>42</sup> Ibid.

<sup>43</sup> Lake and Townshend, “Obesogenic Environments.”

<sup>44</sup> Colls and Evans, “Making Space for Fat Bodies?”

<sup>45</sup> Manzo and Perkins, “Finding Common Ground”; Vaske and Kobrin, “Place Attachment and Environmentally Responsible Behavior.”

measure the relationship between environmentally responsible behavior (ERB) and place attachment. ERB is more commonly promoted through various educational awareness programs but as noted in the article, such programs haven proven to be ineffective.<sup>47</sup> Instead, as proven within the study, encouraging place attachment will increase ERB within a community. Previously, ERB or environmental concern was linked to sociodemographic data; academics believed that class, race, or values could predict a person's sense of environmental accountability.<sup>48</sup> The resulting studies provided diverse answers, making it impossible to generalize. Later, researchers in Norway studied place attachment and environmental concern and found that "place attachment explained more of the variances in attitudes than the sociodemographic variables all together."<sup>49</sup> Place attachment also facilitates civic engagement, neighborhood stability, and can "influence individual and group behavior [to] affect communities at large."<sup>50</sup> Place attachment is the mechanism with which space become places and once that bond is formed people feel responsible for and empowered by that place. Some point out the almost negligent habit of psychologists and sociologists to view place attachment as a universally positive phenomena. Lewicka argues that despite speculation over the reliability of relationship between place attachment and civic participation, researchers blindly pursue place attachment centered studies.<sup>51</sup> In Lewicka's subsequent study it was found that neighborhood ties rather than place attachment more positively influenced civic engagement. Neighborhood ties are social connections amongst neighbors and studies have shown that the existence of these ties can positively predict place attachment.<sup>52</sup> Perhaps the most interesting discovery made by Lewicka is

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<sup>46</sup> Manzo and Perkins, "Finding Common Ground."

<sup>47</sup> Vaske and Kobrin, "Place Attachment and Environmentally Responsible Behavior."

<sup>48</sup> Vorkinn and Riese, "Environmental Concern in a Local Context The Significance of Place Attachment."

<sup>49</sup> Ibid.

<sup>50</sup> Manzo and Perkins, "Finding Common Ground."

<sup>51</sup> Lewicka, "Ways to Make People Active."

<sup>52</sup> Ibid.

the key role “ a locally based social network” plays in “help[ing] convert emotion into action.<sup>53</sup>” This local network could be centered and organized through community nonprofits. If nonprofits engage with their constituents and transform their space into a place, they can create a membership of empowered and passionate citizens. This paper will examine both the opportunities for and efficacy of nonprofit-based place attachment formation.

### *Social Capital*

There is no single definition for social capital but there is plenty of contention over the most appropriate meaning.<sup>54</sup> Coleman introduced social capital as “ changes in relations among people that facilitate action.”<sup>55</sup> For the purposes of this study, Putnam’s definition:

Social capital refers to features of social organizations, such as networks, norms, and trust, that facilitate coordination and cooperation for mutual benefit. Social capital enhances the benefits of investment in physical and human capital.<sup>56</sup>

Social capital is intangible and is typically exclusive to communities rather than individuals. It “is a resource realized through relationships”<sup>57</sup> and communities with greater amounts of social capital have an increased capacity to change their communities<sup>58</sup>. Social capital helps transfer information, works with existing social organizations, is reinforced by continued interactions, and sets expectations for collective action<sup>59</sup>. One study found that

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<sup>53</sup> Ibid.

<sup>54</sup> Carpiano, “Toward a Neighborhood Resource-Based Theory of Social Capital for Health”; Lesser, *Knowledge and Social Capital*; Perkins and Long, “Neighborhood Sense of Community and Social Capital”; Sampson, Morenoff, and Earls, “Beyond Social Capital.”

<sup>55</sup> Lesser, *Knowledge and Social Capital*.

<sup>56</sup> Putnam, “The Prosperous Community.”

<sup>57</sup> Sampson, Morenoff, and Earls, “Beyond Social Capital.”

<sup>58</sup> Lesser, *Knowledge and Social Capital*.

<sup>59</sup> Sampson, Morenoff, and Earls, “Beyond Social Capital”; Perkins and Long, “Neighborhood Sense of Community and Social Capital”; Carpiano, “Toward a Neighborhood Resource-Based Theory of Social Capital for Health”; Lesser, *Knowledge and Social Capital*.

children who live in neighborhoods with low levels of social capital were 58% more likely to be obese than children in neighborhoods with high levels of social capital.<sup>60</sup> Its relevance to this project lies with social capital's capacity to produce public good and in that process social change. Unlike other types of capital, physical or human, the assets created are not the property of an individual or a company. Public goods have no owner and benefit everyone equally<sup>61</sup> and can manifest in safe streets, clean air, advice shared among neighbors or the knowledge that children can safely and freely play outdoors. Historical examples of social capital are the networks and organizing in black churches during the Civil Rights Movement or on the depletion of social capital from the urban center as white families fled to the suburbs.<sup>62</sup> Social capital is a prerequisite for community-based change. Within this paper's examination of Pacoima and the various health projects to be studied at length, social capital will be a leading factor for success.

#### *Final Thoughts and Key Points*

Sociologists, health geographers, urban planners, and doctors have framed the research of this project. In the case of Pacoima, a community housing a culture drastically different than the Anglo culture it was originally designed for. The discussion of Latino Urbanism demonstrates that Latinos frequently reconstruct the "introverted" suburban homes to suit their needs.<sup>63</sup> Pacoima requires a collective, community-based reclamation. It needs to be re-imagined to serve its current constituency and provide them healthier outcomes. This repossession will require substantial input that can only be obtained with the through development of place attachment and the social organizations required to foster social capital. This research will look closely at the work of two nonprofits to examine the efficacy of their place-based health initiatives, paying

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<sup>60</sup> Singh et al., "Racial/Ethnic, Socioeconomic, and Behavioral Determinants of Childhood and Adolescent Obesity in the United States."

<sup>61</sup> Putnam, "The Prosperous Community."

<sup>62</sup> Ibid.

<sup>63</sup> Talen, "Latino Urbanism"; Mendez, "Latino New Urbanism."

careful attention to signs of place attachment (community member participation in neighborhood events) and social capital (feelings of trust, reinforced relationship, feeling safe within the neighborhood).

## 2.0: Introduction to Nonprofit Sites

### *Introduction Pacoima Beautiful*

Pacoima Beautiful officially began in 2000 after a few years of grassroots organizing to clean up Pacoima's streets. Fourteen years later, Pacoima Beautiful continues with its legacy of street cleanups but has since expanded. It is now a membership based nonprofit that has projects and programs addressing multiple issues and targeting diverse populations. There is yearlong youth programming that educates teens regarding the environment, leadership, and also provides homework help as well as opportunities for college visits. The membership meets monthly to learn about topics of their choosing, voice concerns, and help with community organizing efforts.

Pacoima Beautiful also hosts a People's Planning School that meets for three months, once a week. Here, interested community members can learn the basics of urban planning and how to become their own advocates for planning related problems. There is also work on a healthy homes project that involves home visits and educational interventions. Finally Pacoima Beautiful is involved with legislation sponsorships for various policies that they have either helped with development or organized for. As noted previously, organizations like Pacoima Beautiful provide the "locally supported social network"<sup>64</sup> critical to increasing civic engagement. Below are descriptions of Pacoima Beautiful's current place-based efforts that will be discussed within this paper.

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<sup>64</sup> Putnam, "The Prosperous Community."



*Clean Up Green Up*

Clean Up Green Up (CUGU) is the newly passed initiative seeking to transform Pacoima into a healthier, greener community. CUGU is a place based health initiative that recognizes the detrimental effects of concentrated, and largely unregulated sources of toxins within the neighborhood. CUGU creates three Green Zone communities located in Boyle Heights, Wilmington and Pacoima. This new designation will prioritize these communities for green business incentives. The motion recently passed in July of 2013 and the nonprofit and academic collaborative waits to see how the recommendations they created translate into the actual policy.

CUGU was created in response to findings obtained from the EPA Community Action for Renewed Environment (CARE) grant. Pacoima Beautiful and the EPA partnered on the two-part CARE grant over the course of several years. During CARE I, researchers established and ranked the toxic concerns within the community. CARE II studied two of the higher rated concerns, small point sources of toxins and diesel emissions from trucks, at length. After two years of research, business outreach, and community education, Pacoima Beautiful now had a comprehensive analysis of the major sources of contamination. Pacoima Beautiful now knew which streets were busier, where trucks were idling, how to reroute trucks in order to avoid sensitive receptors, and had an education outreach tool for small businesses to incorporate healthier business practices. Staff of Pacoima Beautiful appreciated this information and soon realized after the less than warm reception of the business practices presentations, that the only means to create substantial change was to get a policy passed through City Council. This began the six-year CUGU process.

Pacoima Beautiful and a collaborative of other non-profits and academics created CUGU to address the inequitable distribution of contaminants in three different communities. CUGU is

grounded in place with the creation of Green Zones. These Green Zones have the power to redefine these neighborhoods that have become synonymous with environmental contamination. As a Green Zone, Pacoima will witness the cleaning up of existing small businesses that are currently unregulated or unlicensed and see an increase of green industry. As a Green Zone, Pacoima can brand itself as a community of the future, embracing and encouraging the potential of green businesses.

CUGU as designed by the collaboration will clean up businesses with various incentives and government aid. In the recommendations provided to City Council, the provisions were outlined into three parts:

**1. Economic Revitalization of Green Zone Communities**

**2. Reduction of Existing Impacts**

**3. Prevention of Additional Impacts<sup>65</sup>**

Each are briefly explained in the graphic below.

Provision	Explanation	Examples
Economic Revitalization of Green Zone Communities	Use of financial incentives	<ul style="list-style-type: none"> <li>• Business assistance loans to finance the removal of polluting machinery or purchases of greener technologies</li> <li>• Tax credits for investing in greener technologies</li> <li>• Public investment in surrounding infrastructure (i.e. streets, lighting)</li> </ul>
Reduction of Existing Impacts	Creating a comprehensive inspection and enforcement system	<ul style="list-style-type: none"> <li>• Corresponding educational outreach will inform citizens who will be empowered to file complaints against noncompliant businesses</li> <li>• Creation of position to coordinate among various entities already responsible for inspecting various work/environmental</li> </ul>

<sup>65</sup> “Recommended Clean Up Green Up Policy Provisions.”

		conditions <ul style="list-style-type: none"> <li>• Noncompliant businesses will also be pointed towards business assistance programs</li> </ul>
Prevention of Additional Impacts	Defining new set of standards for new businesses	<ul style="list-style-type: none"> <li>• Recommended use of conditional permits for:             <ol style="list-style-type: none"> <li>1. Mineral extraction</li> <li>2. Processing facilities</li> </ol> </li> </ul>

Central to CUGU is the creation of an ombudsman to help Green Zone businesses navigate these processes and receive the aid and information needed. This position will streamline practices and help business feel supported throughout their greening proceedings.

Notably, CUGU has an entire community investment component requiring improvements to the built environment. It is perhaps the most place-focused aspect of the recommendations and it demonstrates a greater appreciation community improvement and placemaking. CUGU is very much focused on the economic framing that allowed the initiative to pass City Council with relatively minimal opposition. But as Veronica Padilla pointed out CUGU started to address the health concerns in Pacoima. The community investment piece to the recommendations speaks about the creation of new complete streets (streets with the proper infrastructure for users of any age or ability), open spaces, parks, “way-finding” directional signage, recreation centers, branding tools, and other community facilities.<sup>66</sup> While not as comprehensive as the other recommendations, the community investment piece supports the belief in the power of place. In order for Green Zones like Pacoima to be a success they need to have the proper infrastructure and sense of place to attract green industry.

### *Pacoima Wash*

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<sup>66</sup> Ibid.

The Pacoima Wash Project began in 2008 after Pacoima Beautiful was awarded the competitive Policies for Livable Active Community Environments (PLACE) grant through the Los Angeles County Department of Public Health. Pacoima Beautiful was the only nonprofit to receive the grant and they did this with their ambitious Pacoima Wash Project. Inspired by the youth collective that saw the greening work designed for the Los Angeles River, youth members believe that a similar project could be done on the Pacoima portion of the wash. The PLACE grant program's existence is indicative the growing trend to look towards place for the answer to questions of public health. The resulting vision plan was created with the support and effort of the community. Pacoima Beautiful hosted 20 focus groups inviting community members to provide input in various forms. Below the goals and objectives of the vision plan are listed.

- 1. Promote community health by creating connection that provide active living opportunities**
- 2. Develop multi-purpose greenway and expand park space**
- 3. Protect, enhance, and restore the Pacoima Wash as a natural area**
- 4. Improve water quality**
- 5. Maintain or improve existing levels of flood protection<sup>67</sup>**

The resulting planning document (Appendix A) is currently incorporated into the Sylmar Community Plan but is awaiting incorporation into the Pacoima/Arleta Community Plan. As of now, the funding exists to create the engineer documents for the bikeways and pedestrian bridges from Ritchie Valens Park to the Lopez Dam. Once the documents are created, Pacoima Beautiful will focus on attaining funding to start construction.

### *El Dorado Crosswalk*

A participant in the People's Planning School lives on Telfair Avenue near the intersection with Van Nuys Boulevard. At this intersection there is a bus stop on each side but no safe means to cross the four-lane boulevard. However many brave pedestrians wait for a pause in

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<sup>67</sup> "Pacoima Wash Vision Plan: Imagining a New Multipurpose Greenway for the Northeast San Fernando Valley."

street traffic and jaywalk rather than walk the two blocks in either direction to the signaled intersections. There have been at least eight hit and run casualties that the participant was aware of. During her time in the People's Planning School, she looked forward to opportunities to meet with city officials and talk about her intersection and the need for a crosswalk. The officials only gave noncommittal responses and when Pacoima Beautiful contacted the Los Angeles Department of Transportation (LADOT), they were told it would take at least six months for traffic engineers to conduct the required pedestrian counts. Hoping a demonstration of commitment and action with regards to the intersection would pressure LADOT to consider addressing the crosswalk in a timelier manner. This show of power came in the form of a pedestrian count study conducted in over the course of last summer.

### *Introduction to MEND*

Meet Each Need with Dignity or MEND is a poverty relief organization located in Pacoima. It serves residents throughout the San Fernando Valley. It began in 1971 out of a garage of a community member committed to helping needy residents. MEND has since grown into an organization with 31 staff and 5,200 volunteers annually. The regular work at MEND is almost completely volunteer driven. Within the organization there is a food bank, health clinic, clothing center, education and training center, and a kitchen that regularly serves meals to the homeless<sup>68</sup>. MEND serves an average of 38,000 residents daily and accomplishes this overhead costs composing less than 6 percent of the annual budget.<sup>69</sup> MEND's mission is: "With dignity and respect, powered by volunteers, MEND's mission is to break the bonds of poverty by providing basic human needs and a pathway to self-reliance."<sup>70</sup> The language of self-reliance and

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<sup>68</sup> "Who We Are | MEND Poverty."

<sup>69</sup> "MEND at a Glance | MEND Poverty."

<sup>70</sup> "Who We Are | MEND Poverty."

dignity is common at MEND and incorporated into all programming and projects, including the Home Garden Program.

### *Home Garden Program*

Development of MEND's Home Garden Program (HGP) began in the aftermath of the 2008 recession. MEND staff saw a 100 percent increase in its Food Bank clientele and sought new, creative ways to meet the rising demand. A small vegetable garden was planted on the outskirts of the MEND parking lot. The garden supplies the kitchen with vegetables for the regularly cooked hot meals served to the homeless. It also was the catalyst for the Seed to Supper Program, an educational, afterschool program for children. In the program children learn about gardening, basic plant science, nutrition, and cooking skills. The program ends in a shared supper for MEND community members, prepared by the children with the fruits of their harvest. Families later approached MEND wondering about resources to start their own home gardens. MEND was able to find the supplies and manpower to provide a few families with gardens. When the deputy mayor of Los Angeles approached MEND with a food security grant opportunity, Luke Ippoliti, the assistant director of the food bank, was eager to propose several, garden-based food security options. Key to each of the proposals was providing members of the San Fernando Valley a sustainable source of organic fruits and vegetables. The funding source of the grant, Wells Fargo, appreciated the home garden option because they believe it will foster home ownership and stability.

The design of HGP that was eventually awarded the one-year, \$300,000 grant involved a description of recruitment, education, potential research opportunities, and continued implementation after the funding ended. In year one, HGP recruited a total of 72 families to participate, 36 in the spring (Cohort 1) and 36 in the fall (Cohort 2). Each of these families

applied for, and after a home visit and interview process, they were accepted into the program.

Criteria for entrance include:

- 1. Children under 18 living in home**
- 2. Low-Income/qualify for aid at MEND**
- 3. Sufficient open space with sun exposure**
- 4. Residency in Pacoima.**

Outreach for the program occurred in school parent centers, the MEND lobby, at fairs and community events. Materials relating to the program were also available at the entry way at Pacoima Beautiful. Program participants are expected to complete 15 hours of volunteer hours each season. This usually occurs during build days, where garden recipients install gardens at the homes of other participants. Participants can also help during plant giveaways or with home visit process for the next cohort of families.

Each cohort attended required gardening and nutrition classes from Master Gardeners and trained nutritionists. They learned how to compost, harvest, and can or make preservatives with their produce. In the nutrition classes they learned about portion control and healthier cooking methods. At the end of each season, MEND hosts a Harvest Potluck at a local park. Families bring dishes prepared with their new nutritional knowledge and the vegetables from their gardens. A key distinguishing feature of MEND's HGP was the emphasis on research and understanding the potential power of providing people's individual places a vegetable garden.

### **3.0: Methodology**

This research project consists of two case studies, a smaller profile of Pacoima Beautiful and the work they are conducting and a more comprehensive case study with MEND and its Home Garden Program. Each case study was unique and required differing methodologies for analysis. Pacoima Beautiful relied on semi-structured interviews and site observations. The

Home Garden Program utilized an oral survey as well as semi-structured interviews. The methods for each of the case studies are discussed at length below.

### *Pacoima Beautiful Methods*

This case study entailed existing and proposed place-based health initiatives. This required site observations at two different Pacoima locations:

- 1. Telfair Ave.**
- 2. El Dorado Ave.**

At each location, pedestrians and bicyclists were tallied for an hour at a time at various times of the day.

### *El Dorado Crosswalk*

The following study was conducted in response to community members concerns about the number of pedestrian mortalities at the intersection of Van Nuys Boulevard and El Dorado Avenue. It is the belief of community members and Pacoima Beautiful that a crosswalk at this intersection could dramatically lessen the risk of pedestrian crossings at this intersection. In this study, a total of ten pedestrian counts were conducted in order to track the number of jaywalkers at two intersections: Van Nuys and El Dorado and Van Nuys and Telfair. Telfair served as this studies' control, it is a similar in size and usage to El Dorado. Unlike El Dorado, Telfair has a signaled crosswalk. Below are the results of this comparison. Site observations occurred five times for each site, three in the morning and two in the afternoon. These times were selected purposefully to capture the largest number of commuters.

### *Semi-Structured Interviews*

Interviews with staff at Pacoima Beautiful and a government partner helped glean more information regarding the policies and projects they are currently undertaking. This style of



interview allowed for a more conversational and confiding mood to the interviews that provided for additional interviewee comfort. By choosing a less restrictive structure, it was possible to pursue interesting tangents and allow the interviewee to share stories or information that they found interesting or helpful.

### *Home Garden Program Methods*

To understand the benefits of HGP, MEND staff collaborated with myself to create an eight-part survey. Survey development began in the summer of 2013 and the goal was to develop two surveys, one to use prior to the participant's first harvest and one to administer afterwards. The intent was to understand the longitudinal changes that occurred after having the garden for a greater length of time. Unfortunately survey construction was a lengthy process and Cohort 1 was unable to participate in the pre-intervention interview process. A timeline of the interview process as well as the percentage of each cohort interviewed is displayed in the graphic below.

Season/Cohort	Pre-Survey	Post-Survey	Percentage	Count	Total
Spring/ 1	No	Yes	25	9	36
Fall/2	Yes	Yes	25	9	36*

\*Still awaiting on post-survey for two members

### PARTICIPANT SELECTION

Participants in the survey, self-selected to participate in the process, all were given the opportunity but participants available to meet at predetermined dates were given preference. Greater care was taken with the selection of participants for Cohort 2. These families had to be available to interview at two separate times. Interviews were generally scheduled for weekdays

and this resulted in almost completely female participant group. For most families in HGP, the husband works outside of the home and was unavailable to meet during the weekdays. So while participant selection was intended to be a random sampling of the families, the prerequisite requirement for availability created a largely homogenous response pool.

#### SURVEY PROCESS

The survey (Appendix B) is composed of a combination of structured and open-ended questions. For this reason, the survey was given orally to keep the setting and conduct of the interview conversational. Two interviewers visited each family either at their home or met in MEND offices. One interviewer explained the research objectives, asked the questions, and translated when necessary. The other interviewer acted as the scribe and recorded survey answers and took notes. The interview often ended with viewing of the garden and questions regarding pest control and proper harvesting techniques.

#### **4.0: Findings**

The case studies with Pacoima Beautiful and MEND were incredibly informative. They illustrate a Pacoima housing a population drastically different than the World War II veterans it was originally designed for. With the aid of Pacoima Beautiful and MEND, residents of Pacoima are at various degrees of their civic development. This is shown by the changes in perceptions of place for HGP participants or Pacoima Beautiful youth members creating an innovative way to reclaim the Pacoima portion of the Los Angeles River. Common to these instances is the use of nonprofits as facilitators of place attachment and social capital by creating the forums to connect people over their shared concern for their health and built environment. The following is a summary of major findings organized by project. Each finding is accompanied by analysis that

highlights individual development, instances of place attachment, and accumulation of social capital.

### Averages Comparison

#### *Pacoima Wash and El Dorado Crosswalk, Examples Place Attachment and Social Capital*

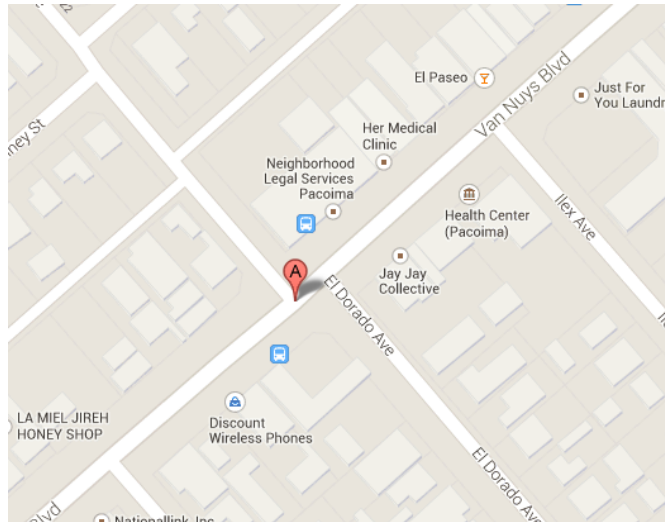
Both these projects are prime examples of Pacoima Beautiful members taking ownership of their place. As mentioned earlier, both the suggested crosswalk and the Pacoima Wash Vision Plan came about at the insistence of community members affiliated with Pacoima Beautiful in some capacity. A demand for a crosswalk or a Pacoima Wash Vision Plan comparable to the plans for regions of the river in wealthier areas of Los Angeles is a demonstration of place attachment and social capital. These individuals called for action on these issues, but as the literatures shows calls to action are only made when there is assurance that their call will be answered. Responses to these calls can be seen in the Pacoima Wash focus groups and high level of walking tour participation. Suggestions of changes to the shared environment benefit everyone's health and safety, is exactly the sort of public good that results from high levels of social capital Below is the Pacoima Beautiful response to the call for a crosswalk, the results of ten pedestrian counts compiled into a report to LADOT to act on their crosswalk demand.

#### Pedestrian Counts:

The counts conducted compared the dangerous El Dorado Ave / Van Nuys Blvd intersection to Telfair Ave. A chart of the averages is displayed below. As expected the lack of safe pedestrian infrastructure resulted in a significantly higher number of jaywalkers at the El Dorado site. The counts used to generate these figures can be found in Appendix C.

	Jaywalkers	Bikes	Pedestrians
<b>El Dorado</b>	27.2	22	222.5
<b>Telfair</b>	3	36.8	189.8

In the below map the intersection is represented by the letter A. Jaywalkers cross in the direction of the two bus stops or north to south/ south to north.



The photos below are included to demonstrate the width of the intersection. Van Nuys Blvd. has a total of four lanes of traffic and experiences heavy traffic especially at peak commute times.



### ***Pacoima Beautiful, Leveraging Place for Health***

Currently, Pacoima Beautiful is engaged in three place-based health projects. They all vary in their approach and scale but central to them all is place. Place has power that Pacoima Beautiful leverages to provide their constituents with the best possible health outcomes. All these ambitious projects will result in a Pacoima with an interesting and active landscape. As a Green Zone, Pacoima will house greener businesses and high-risk subpopulations will breathe cleaner air. With the complete Pacoima Wash Project, neighbors will have something beautiful and green literally in their backyard and families will have a nearby location to recreate together. The new plaza, will give frequenters of the nearby businesses a place to spend time outdoors and walk around.

A much-needed crosswalk at the intersection of Van Nuys Boulevard and El Dorado Avenue will immensely enhance pedestrian safety and accommodate the largely ignored bike and pedestrian populations. Although these projects involve disparate concerns, they share a common objective: to allow the residents of Pacoima to enjoy the best possible health outcomes. Significantly, place is deemed the most appropriate vehicle to achieve improved health.

In all these instances, project feasibility hinges on place attachment and social capital. The existing programming at Pacoima Beautiful has allowed for individuals to engage with their environment and propose changes. But for those at the earlier phases of civic development, CUGU and the Pacoima Wash Vision Plan both have huge potential for encouraging place attachment and potential collaborations among residents.

### ***Pacoima Beautiful, an Outside Player Guiding Inside Policies***

As mentioned in interviews with Pacoima Beautiful staff the work and plans of Pacoima Beautiful do not immediately result in actions and government response. CUGU implementation

could potentially manifest much differently than the proposed policy created by Pacoima Beautiful. Just because planning documents for the Pacoima Wash exist does not make the project an inevitable eventuality. It is the role of Pacoima Beautiful staff to track and advocate for their initiatives.

### *Home Garden Program Survey Findings*

#### ***Program Participation Increases Physical Activity***

The relationship between HGP participation and physical activity is the most supported correlation. When this question was asked, participants did not hesitate to strongly answer with si/yes or ¡Claro!/ Of course! Participants responded that the increase in activity resulted from tending to the regular needs of the garden: watering, pulling weeds or collecting vegetables. The families now have a convenient and pleasing space to recreate and explore. One participant reported that, as soon as they got home his or her children call “¡Vamos al jardín! / Let’s go to the garden!” Another participant said that their garden increased the level of physical activity of one his or her children dramatically and “*ahora siempre está atras/ now her children is always in the backyard.*”

#### **Cohort 1**

<b>Has having the garden increased you level of physical activity?</b>				
#	Answer		Response	%
1	Yes		8	100%
2	No		0	0%
	Total		8	100%

**Has it increased your level of physical activity for your family members?**

#	Answer		Response	%
1	Yes		9	100%
2	No		0	0%
	Total		9	100%

**Cohort 2****Has having the garden increased you level of physical activity?**

#	Answer		Response	%
1	Yes		5	83%
2	No		1	17%
	Total		6	100%

**Has it increased your level of physical activity for your family members?**



#	Answer		Response	%
1	Yes		5	71%
2	No		2	29%
	Total		7	100%

***Program Participation Inspires Some Home Improvement Projects***

A smaller number proportion of families have reported taking on new home improvement projects. However, this relatively small percentage is filled with families with big ideas for their new homes. One participant now imagines her backyard *puro verde*/everything green and has started by planting trees along the fence. Families are adding grass, painting their houses, one family even dug up their entire front yard. These families have been inspired. As a result of their



new gardens, they are working to change their individual space into more of a place that matches their aesthetic.

**Cohort 1**

Have you taken on any other home improvement projects since receiving the garden?				
#	Answer		Response	%
1	Yes		4	44%
2	No		5	56%
	Total		9	100%

	1	2	3	4	5	Total Responses	Mean
Inspired by new garden	0	0	1	0	3	4	4.50

**Cohort 2**

Have you taken on any other home improvement projects since receiving the garden?				
#	Answer		Response	%
1	Yes		4	57%
2	No		3	43%
	Total		7	100%



	1	2	3	4	5	Total Responses	Mean
Inspired by new garden	0	0	0	0	4	4	5.00

***Program Participants Use Gardens to Relieve Stress***

Another theme was the use of the garden as a form of stress relief. Participants who responded affirmatively to the question regarding their stress affecting sleep were then asked if they worked in their garden when stressed. Those who did so reported feeling more relaxed and peaceful. One participant, who is ill and unable to run regularly, now uses her garden to cope with stress. One participant, who painfully talked about her battle with depression, appreciated the outlet the garden provides her. She often feels trapped inside the house but now the garden provides an escape from that sense of claustrophobia.

**Cohort 1**

<b>Do you work in your garden when you're stressed?</b>				
#	Answer		Response	%
1	Yes		4	100%
2	No		0	0%
	Total		4	100%

Does it help?				
#	Answer		Response	%
1	Yes		4	100%
2	No		0	0%
	Total		4	100%

**Cohort 2**

Do you work in your garden when you're stressed?				
#	Answer		Response	%
1	Yes		2	67%
2	No		1	33%
	Total		3	100%

Does it help?				
#	Answer		Response	%
1	Yes		2	100%
2	No		0	0%
	Total		2	100%

***Program Participants Feel More Empowered after Receiving Gardens***

Every participant interviewed reported a five or strongly agreed with the statement: After receiving my garden I feel empowered. This has manifested in various forms. Some participants shared stories of taking on new educational or work challenges. One participant who in the pre-survey reported her frustrations her lack of job prospects and subsequent symptoms of

depression, came to the post-survey with a huge smile and palpable enthusiasm. She shared that she was in the early stages of starting her own business helping immigrants in Pacoima navigate the bureaucracy so that they can receive the services available. Within in the next few weeks she planned to advertise in the PennySaver, a pamphlet filled with community classifieds. Throughout the interview, the improvement in self-confidence was obvious and at this question of empower, she attributed her new opportunity to the sense of empowerment she gained through participation in the HGP.

**Cohort 1**

	Question	1	2	3	4	5	Total Responses	Mean
	After receiving my garden I feel empowered	0	0	0	0	9	9	5.00

**Cohort 2**

	Question	1	2	3	4	5	Total Responses	Mean
	After receiving my garden I feel empowered	0	0	0	0	7	7	5.00

***Program Participants Promotes Inter-Cohort Relationships***

While the evidence reported is not statistically speaking, it is noteworthy that in sample size of nine persons per cohort 50% or more have formed a new friendship with someone within their cohort and socialized outside of their required group activities. This type of relationship building is an exciting byproduct HGP. There is huge potential for a program that stimulates this sort of interconnectivity. Given time and continued participation in the program, these relationships could be strengthened and expanded to additional HGP participants.

**Cohort 1**

<b>Have you made any friendships with any of the other families?</b>					
#	Answer			Response	%
1	Yes			6	67%
2	No			3	33%
	Total			9	100%

<b>Have you socialized with anyone in the program outside the required workshops or classes?</b>					
#	Answer			Response	%
1	Yes			5	56%
2	No			4	44%
	Total			9	100%

**Cohort 2**

Have you made any friendships with any of the other families?					
#	Answer			Response	%
1	Yes			2	50%
2	No			2	50%
	Total			4	100%
Have you socialized with anyone in the program outside the required workshops or classes?					
#	Answer			Response	%
1	Yes			3	50%
2	No			3	50%
	Total			6	100%

### ***Program Participation Strengthens Neighbor Ties***

Participants shared that their neighbors were interested in the garden and many shared that their neighbors visited to see the garden after it was installed. Excitingly, in Cohort 1 four of the nine interviewees have helped their neighbors start their own gardens. Those who did not help their neighbor build a garden were quick to share that they would help if asked. These figures show that the HGP is capable of expanding organically. The participants who have already shared resources and knowledge with their neighbors also gain confidence and a sense of their own power.

### **Cohort 1**

#	Question	1	2	3	4	5	Total Responses	Mean
6	My neighbors are very interested in my garden	1	0	0	3	5	9	4.22
8	I have helped my neighbor start his or her own garden	5	0	0	0	4	9	2.78

**Cohort 2**

#	Question	1	2	3	4	5	Total Responses	Mean
6	My neighbors are very interested in my garden	1	0	1	0	5	7	4.14
8	I have helped my neighbor start his or her own garden	7	0	0	0	0	7	1.00

*Program Coordinator Findings****The HGP Improves Eating Habits***

The program coordinators tracked participant eating habits by collecting grocery store receipts, harvest logs, and having families keep food journals. The harvest log showed that on

average, families were producing \$75 worth of produce per season. The receipts and journals have shown families are eating more vegetables and salads and decreasing consumption of fried foods, meat, and MSG. In interviews, participants would share anecdotes about their improved eating habits that support the findings from the above methodologies. Families would use the kale in salads and even smoothies.

### ***The HGP Empowers Constituents and is a Catalyst for Greater Change***

During an interview with program developer Luke Ippoliti, the true purpose of the HGP was flushed out. The program's primary goal is to provide to low-income families sustainable access to the fresh fruits and vegetables. Over time and ongoing interactions with the families, Ippoliti recognizes that the program is actually achieving so much more. The program is "building the potential for change." The home improvement projects indicator, best illustrates this now, as families spend more time outside, the way their backyard or front yard looks matters more. Families are slowly opening their eyes to their individual and community space. They are noticing the missing sidewalks, unpaved roads, and poor park access and want to do something about it. With the aid of the HGP, families are spending more time reflecting on their built environment and they feel empowered enough to pursue remedial actions. In the family interviews, participants were asked what they would like to change about the appearance of Pacoima. In most cases, streets, sidewalks, or street lighting were mentioned without hesitation. Participants are awake to the realities of their current built environment and are now part of a cohort that is collectively questioning this status quo. This is the first step toward a more meaningful, proactive community.

***The HGP is Pseudo-Community Organization Building Community among its Membership***

Laura Robledo, the HGP program coordinator stated in her interview that her role is more of a community organizer. She outreaches to families, holds regular meetings, and maintains contact with the families while working to build more of a cohort community. She also connects families to different resources and opportunities. Laura has watched as each successive harvest has vested families with enhanced levels of confidence and pride in their newfound sense of self-sufficiency. It is her role to nurture their sense of empowerment and provide families with a safe forum to recognize and appreciate that “it is not my struggle it is our struggle.”

One participant shared his or her frustration with the lumber factory located right next to his home. The factory dumps its waste near the participant’s home and while talking; participant appeared to get more and more upset over the situation. As s/he spoke, s/he realized the how unjust this living situation is. S/he felt comfortable enough to share this story because the HGP has become a venue to hear these complaints surrounded by like-minded peers. This vehicle for participants to voice their concerns, complaints, and wishes for Pacoima is a very positive by-product of the community building aspects of the HGP.

*Home Garden Participants: At A Glance*

The following anecdotes are included to demonstrate the spectrum of HGP participant development. There variation in experiences demonstrates a progression toward participants awakening the inequities in their environment and feeling empowered enough to address them.

EV, NEW PLANS FOR PARKS

After receiving the garden, EV and family have spent more time outdoors and have increased their level of physical activity. EV has a lot of stress and it affects her sleep. It worries her that she is unable to help her children with their homework because she does not speak



English. However, since receiving the garden, EV is happy to have a new outlet that takes her outside of the house where she often feels trapped. Recently the EV and family bought grass to put in the backyard so that everything could look nice and green. When asked what she would like to see in Pacoima, EV was quick to answer. She wants more parks in her area. These parks should have exercise equipment like some new parks have. EV pointed out that this could help with Pacoima's obesity problem and would also provide families a way to be active together.

#### CV, IMPROVING SURROUNDING SPACE

CV's reaction to first seeing her garden was "Wow" and it was a very emotional moment. The family has increased their levels of physical activity and CV has shared with her children that it is better to eat more fruits and vegetable than meat. CV has completed several home improvement projects. She painted both the inside and outside of the house and added new floors. These improvements were all inspired by the garden. As CV said, "*si tienes una cosa bonita jardin y la casa fea nooooo/ if you have a beautiful garden and the house is ugly nooooo,*" CV believes that everything needs to look nice and began the above stated projects. CV beamed and shared "*Está la bonita, la casa/ the house is beautiful now.*"

#### RM, THE TRAILBLAZER

RM shared plenty of wisdom throughout the interview; her analysis of power and who is capable of advocating for it was interesting and incredibly perceptive. RM wore a CUGU t-shirt to the post interview and upon further questioning, revealed that she was a member of Pacoima Beautiful and often worked on their various campaigns or survey efforts. RM knew all about toxins, the dangers of pesticides, and the existing green space inequities. RM is equipped with the knowledge and power needed to begin to take the next steps to her empowerment process. In

the forthcoming harvesting seasons and as the HGP cohort matures into an energetic advocating body, RM is ready to lead her peers.

## 5.0: Recommendations

### *Recognition and continuance of garden community organizing*

The HGP has created its own unique form of community organizing. Families can connect and flourish via the shared experience of raising vegetable gardens. Among the multiple lessons conveyed in the UEP Community Organizing class is the feeling of self-sufficiency and empowerment members of community organizations derive from joint efforts that culminate from a stop sign or streetlight for which they organized, lobbied and attained. HGP families feel a similar satisfaction from seeing their first tomato ripen or eating preserves they made from their own gardens. Continued participation in the program and time spent outdoors will increase HGP participant consciousness to the issues within their community and their desire to collectively address them.

HGP participation builds relationships, feelings of community and therefore social capital. Therefore program expansion is critical. It was obvious in interviews that participants were attracted to the program out of a desire to provide their family with healthy and organic food. For these families, the connection between food quality and health is understood. Food insecure families will always be attracted to the HGP so continued program recruitment will not be difficult. MEND lacks the staff to maintain a program as expansive as the HGP could potentially grow. To accommodate program growth, a guild system will be required. This will require that the more experienced families serve as mentors for new HGP members within their determined zone. As mentor they will help their families (apprentices) through build day,

respond to questions, remind families of upcoming classes or potlucks, and provide any other additional guidance. Not only will a mentor-apprentice relieve the coordination burden on MEND it will also work on relationship building within the program. The program will act as the required social organization to accumulate social capital within Pacoima.

The HGP does require a considerable amount of input and currently lacks a sustainable funding source. However this research has shown how the HGP is catalyst for greater, community-level changes. These results should be leveraged in application for grants and donations to sustain the program.

The HGP is a variation of community organizing that is packaged in a way that is very palatable to Pacoima families. Its model has the potential to be replicated and applied to other disadvantage communities seeking to reclaim and envision itself as a healthy place.

#### *Increased collaboration between Pacoima Beautiful and HGP*

During the entire research process, the lack of coordination between Pacoima Beautiful and HGP was obvious. Neither is aware of the other's action plans nor the similarities between their objectives, despite the fact that the common issues relating to health, food security, and the built environment are all intertwined. In the interviews with HGP staff, it was mentioned that they have an abundance of volunteers and that they are challenged at how to provide their newly awakened cohort with the opportunities to advocate for change. One obvious solution is some level of volunteer exchange between Pacoima Beautiful and HGP, as both nonprofits have the needs that can be navigated in a mutually beneficial agreement.

Possible collaborations between Pacoima Beautiful could manifest in many forms, the following are just a few of the many possibilities that could occur in a more mutually beneficial partnership.

Potential Program	Description	Challenges
HGP Social Justice Education Series	Pacoima Beautiful and MEND could collaborate on Social Justice curricula. This would educate the HGP participants and provide the venue to learn and discuss issues that are now very much on their minds	<ul style="list-style-type: none"> <li>• Time- participants are busy but by scheduling one event a season and trying to pair these discussions with other programming could alleviate the time burden</li> <li>• Cost- The series could be relatively low-cost with use of the Pacoima Beautiful's youth group and People's Planning School Participant, both groups could be tasked to develop a lesson plan for the HGP participants</li> </ul>
Volunteer Exchange	Allow HGP participants to volunteer with Pacoima Beautiful to complete their volunteer hours. This will address HGP's inability to accommodate the number of volunteers. This would be an exchange though, members of Pacoima Beautiful's various programs will also help out on garden build days, home visits, and plant giveaway	<ul style="list-style-type: none"> <li>• An advantage of volunteering with HGP is creating the reciprocal relationship and give take that are important mechanisms of social capital development, tailored volunteer opportunities that focus on issues that are related to the program or requiring HGP participants to volunteer in groups could circumvent this issue and still garner social capital</li> </ul>

Persons interviewed cited the lack of a larger organizing body as a primary cause for the distance between the two organizations. It was acknowledged that a partnership is worthwhile but without an outside figure arranging for some sort of collective, it is too easy for nonprofits to see nothing outside of their specialization.

One of the most interesting gardening tidbits I have learned was that avocado trees cannot grow by themselves. If you want your avocado tree to bear fruit, you need to plant two avocado trees near each other. This somewhat bizarre but adorable quirk of nature is the perfect metaphor for the current nonprofit relationships in Pacoima. MEND and Pacoima Beautiful share a vision of healthier Pacoima. They attempt to achieve this goal through creative place solutions but fail to interact with their potential partner in crime. These two organizations can make the decision to stand side by side and find innovative place solutions for the various health concerns. It takes two avocado trees to produce the fruit that is arguably universally adored. If MEND or Pacoima Beautiful wishes to enact a place-based policy or project, failing to reach out to their likeminded counterpart is a foolhardy and wasteful mistake.

#### *Establishment of Green Zone Identity*

The Healthy Green Zone component brings tremendous potential for place attachment in Pacoima. Embracing this new identity will not only make Pacoima more attractive to green businesses but also provide residents with a green practices commitment to rally behind. Establishment of Green Zone Identity can manifest in various forms, some of which are discussed within the CUGU policy. At this stage, priority should be given to community wide recognition of CUGU and education about the policy. Currently name recognition of CUGU is relatively low. HGP participants not previously associated with Pacoima Beautiful had never heard of it and even staff at MEND who are also residents of the area, had never heard of the policy. A Green Zone dependent place attachment is impossible without an understanding of what the policy is. An awareness or educational campaign that targets elementary school parent centers would be an effective way of reaching the most number of residents in a relatively short amount of time. This campaign's biggest drawback is the huge time commitment it would

require of Pacoima Beautiful staff. To resolve this, Pacoima Beautiful can train HGP participants about the policy have the participants present to their parent center. Many of the HGP participants were also recruited at parent centers and already have social ties and connections there. This model peer-to-peer model of information dissemination would also allow parent centers to engage more with their information and build ties with their peers while learning about Pacoima's built environment. The results could be another informal social organization, politicized and engaged over questions of space and health.

Creation of the Green Zone identity will be a costly endeavor. Within the CUGU policy the suggestions include way-finding signage, parks, recreation spaces, more greenery, paved streets, increase street lighting, and improving the current street drainage system. All these projects will signal Pacoima's transition to healthy Green Zone but funding will require many lobbying efforts and grant applications. Luckily the social structures are stimulating the social capital required to have an engaged constituency to aid in lobbying efforts.

## 6.0: Conclusion

Pacoima has housed the ebb and flow of various fragments of the working class. First home to war veterans, for whom the current suburban landscape was originally intended, then the African American middle class, and currently the Latino working poor.<sup>71</sup> Current residents have inherited a built environment that encourages unhealthy behaviors<sup>72</sup> and is incompatible with cultural norms.<sup>73</sup> The literature of Latino Urbanism demonstrates individual attempts to adapt their homes to suit their needs and expectations for space but as discussed in the literature on place attachment and social capital, large-scale, community level change requires social

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<sup>71</sup> Williams, "Poverty, Pride--and Power."

<sup>72</sup> Gordon-Larsen et al., "Inequality in the Built Environment Underlies Key Health Disparities in Physical Activity and Obesity."

<sup>73</sup> Loukaitou-Sideris, "Urban Form and Social Context."

organizations and community member interaction<sup>74</sup>. MEND and Pacoima Beautiful have proven their capacity to instigate policies, programs, and projects to create dedicated and empowered constituencies. Residents recognize the deficiencies in their neighborhoods, the lack of sidewalks, streetlights, or crosswalks and meet with other neighbors who share the same concerns and also care about their built environment. This potential for connection and interaction builds social capital and fosters place attachment satisfying the prerequisites for successful, community-wide health and safety improvement.

Research shows that participation in the HGP increases physical activity, promotes home improvement projects, empowers participants, and is creating a cohort of individuals awake to the flaws of their communities and inspired to actively address them. This in partnership with the various measures focusing on the creation of a safer built environment taken with Pacoima Beautiful will facilitate the development of social capital. The increased levels of community members is resulting conversations and possibilities of collaborations to improve the safety and health of their shared environment.

It would be useful for this research to continue with the HGP interviews with the future cohorts. Development of a new survey tool to capture levels of empowerment, relationships formed with other cohort members, health success and challenges, and perceptions of place. This survey should be given once a season to each of the past cohorts to add quantifiable data to these concepts. Additionally the progress of the Telfair crosswalk, People Streets, Clean Up Green Up, and the Pacoima Wash should be observed with greater detail to understand the role of the residents in their creation and implementation. In Pacoima, nonprofits are the fulfill their roles as social organizations but this study lacks information on relationships with City Council and

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<sup>74</sup> Putnam, "The Prosperous Community"; Lewicka, "Ways to Make People Active."

government representatives. This would be useful for understanding the full political potential of social organizations and their social capital.

Pacoima is a community that daily confronts the challenges of poverty, poor air quality, unsafe street infrastructure, and food insecurity. All these problems can have detrimental impacts on health. Nonprofits like MEND and Pacoima Beautiful are garnering the membership and relationships to address them through innovating campaigns and programming. Greater investment in their potential will yield a Pacoima molded to fit the health needs of its constituents.



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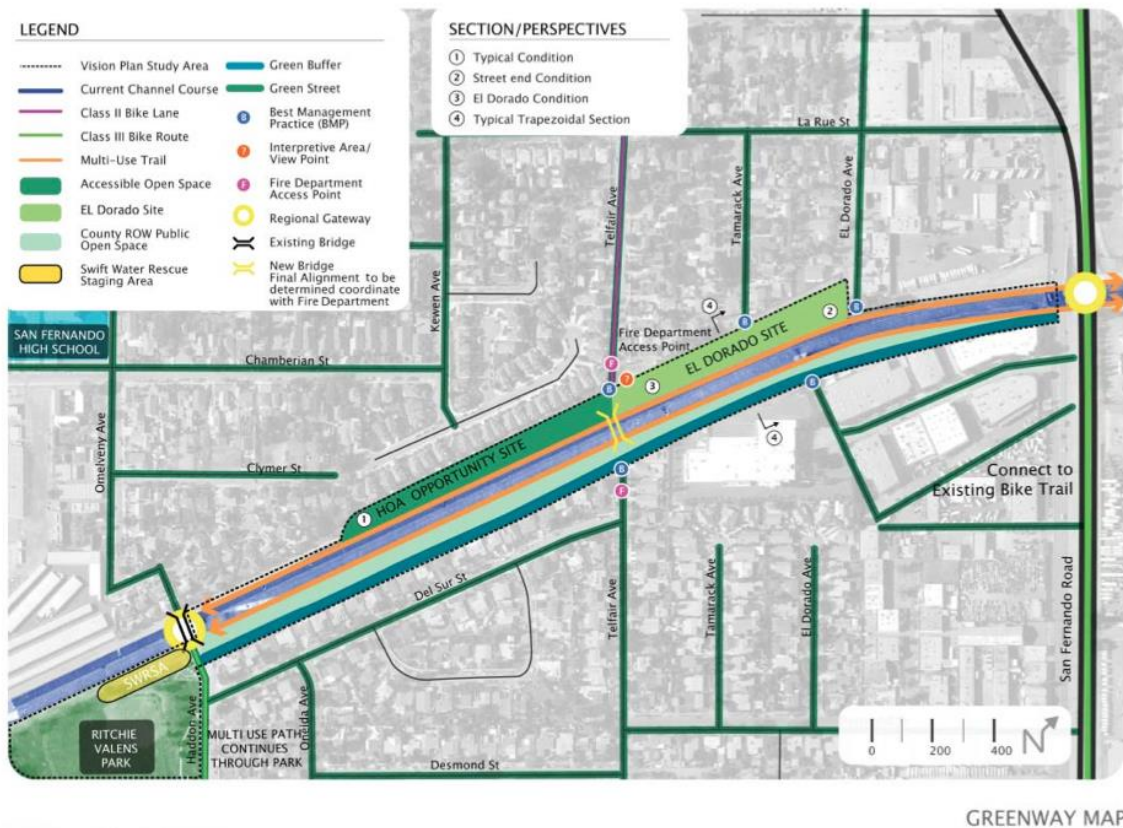
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## 8.0 Appendix

### Appendix A

#### Pacoima Wash

<b>Bike Lane Definitions from the California DOT Highway Design Manual</b>	
Class I Bike Lanes:	Completely separated right of way for the exclusive use of bicycles or pedestrians with cross flow by motorists minimized.
Class II Bike Lanes:	A striped bike lane for one-way bike travel on a street or highway.
Class III Bikes Lanes:	A shared use between bicycles and motor vehicle traffic.



Appendix B

Home Garden Program

Pre Survey English

I. Personal Information:

1. Gender?
2. What is your occupation?
3. How many people are in your household, including yourself? Children?
4. How long have you lived in Pacoima?
5. Why did you move to Pacoima? Do you rent or own your home?
6. How did you learn about MEND? How did you learn about the Home Garden Program?
7. What got you interested in the Home Garden Program? Pick at most 3.
  - a. I wanted to provide my family with healthy fruits and vegetables.
  - b. I'm interested in gardening.
  - c. I used to grow my own fresh fruits and vegetables growing up.
  - d. I wanted to improve the appearance of my home.
  - e. I want to meet more people interested in gardening
  - f. I want to meet more people interested in community improvement.
  - g. I wanted an activity that we could do as a family.
  - h. Anything else/ Other reasons

II. Social Network

- a. Volunteering
  - a. Have you ever volunteer before?
    - i. If yes

- ii. Where?
  - iii. What did you do there?
  - iv. Why did you start volunteering there?
- b. Have you begun to participate in any new social activities?

For the following statements, indicate how much you agree or disagree by assigning the appropriate numbers.

I believe that helping others can help myself.

I believe it is important to volunteer.

Volunteering is just as beneficial for the volunteers as it is for those being helped.

I think volunteering provides people with a good opportunity to make new friends.

b. Connections to Cohort

1. Have you ever grown any plants before?

a. If yes

- i. What types?
- ii. Was it difficult?
- iii. What was difficult about it?
- iv. Who helped you when you had any problems or questions?

III. Employment

1. Are you currently employed?

a. If yes

- a. Where do you work?
- b. What do you do there?
- c. What hours do you work?

b. If no

- a. What was your last job?
- b. What type of work are you looking for?
- c. Where have you looked for work?
- d. What has been most difficult about looking for a job? Pick at most 2.
  - i. There aren't very many job openings.
  - ii. It is hard to find a job I am qualified for.
  - iii. It is difficult to keep looking after a long time.
  - iv. It is hard to remain optimistic.
- e. Do you have a daily routine?

IV. Physical Activity

a. Do you do participate in any regular physical activity?

a. What?

b. How satisfied are you with your mental health?

c. Do you have any health challenges?

V. Family

1. Any seniors in your household?

#### VI. Cultural Identity

1. Did you have a garden growing up?
2. Did your grandparents grow anything?
3. What kinds of things did you grow?
4. Why do you think it is important for your children to have this garden? Pick at most 2.
  - a. I want my children to see where their food comes from.
  - b. I want my children to be able to eat better.
  - c. I grew my food as a child and I want my kids to have that experience.
  - d. I think this garden will help my children remain more connected to our culture.

For the following statements, indicate how much you agree or disagree by assigning the appropriate numbers.

- e. I feel at home in this community.
- f. I believe this community is accepting of my culture.
- g. Having this garden will help me show my children more of our culture.

#### VII. Mental Health

- a. Do you feel a lot of stress?
  - a. If yes
    - i. What sorts of things stress you out?
    - ii. What do you do to help you feel less stress?

#### VII. Pride

For the following statements, indicate how much you agree or disagree by assigning the appropriate numbers.

- Home gardens can have an important impact on a community.
- Home gardens can make my community more beautiful.
- Adding gardens to my neighborhood would make it more beautiful.
- I take pride in my home.
- I often take on home improvement projects.

#### VIII. Access to nature

- a. How far away is your nearest park?
  - a. Do you go there often?
- b. Is there a lot of green space in your neighborhood?
- c. How much time do you think you spend outdoors?
- d. Do your children spend time outdoors?
- e. What would like to change about Pacoima's appearance?
- f. Are there any elements of your native community that you would like to incorporate in Pacoima?

## Pre Survey Spanish

## I. Informacion personal

- a. Genero?
- b. Cual es su ocupación?
- c. Cuantas personas viven en su vivienda?
- d. Por cuantos anos ha vivido en Pacoima? Tiene o alquila su casa?
- e. Como conoce MEND? Como conoce el programa de jardines?
- f. Por que quiere participar en el programa? Elija como maximo 3.
  - i. Quiero proporcionar mi familia con frutas y veduras saludables.
  - ii. Estoy interesado en la jardineria.
  - iii. Durante mi infancia, creció frutas y verduras frescos
  - iv. Quiero mejorar la apariencia de mi casa.
  - v. Quiero conocer otras personal que estan interesados en la jardineria.
  - vi. Quiero conocer otras personas que estan intersados en la mejoramiento de la comunidad.
  - vii. Quiero un actividad que podriamos hacer como una familia.

## II. Red social

- a. El voluntario
  - i. Ha ofecido antes?
    1. Si, si
      1. Donde?
      2. Que hizo alla?
      3. Cuando empezo alla?
  - ii. Ha empazando nuevas actividades sociales?
- b. Para las siguientes afirmaciones, indicar cuánto está de acuerdo o en desacuerdo por asignar a los números apropiados
  - i. Creo que ayudar a los demás puede ayudar a mí mismo.
  - ii. Creo que es importante ayudar otros personas.
  - iii. El voluntariado es tan beneficioso para los voluntarios comos es para aquellos que reciben ayuda.
  - iv. Creo que el voluntariado proporciona a las personas con una buena oportunidad para hacer nuevos amigos.
- c. Conexiones a la cohorte
  - i. Ha cultivado alguna vez alguna planta antes
    1. Si, si
      1. Que tipos?
      2. Fue dificil?
      3. Cuales fueron las partes dificil?
      4. Habia personas que pudieron ayudarle?

## III. El empleo

- a. Tiene trabajo?
  - i. Si si
    1. Donde?
    2. Que hace alla?
    3. Cuales son sus horas de trabajo



- ii. Si no
  1. Cual fue su ultimo trabajo?
  2. Que tipo de trabajo quiere?
  3. Donde busque trabajo?
    1. Cuales fueron las partes mas dificil cuando esta buscando por trabajo? Elije como maximo 2
      - i. No hay muchos trabajos.
      - ii. Es dificil encontrar un empleo estoy cualificada para.
      - iii. Es dificil seguir buscando después de mucho tiempo.
      - iv. Es difícil ser optimista.
  4. Tiene una rutina diaria?

#### IV. Actividad fisica

- a. Participa en alguna actividad física regular?
  - i. Que?
- b. Está satisfecho con su salud mental?
- c. Tiene problemas de salud?

#### V. Familia

- a. Hay algunas personas mayores en su hogar?

#### VI. Identidad cultural

- a. Tenia un jardín durante su infancia?
- b. Sus abuelos crecieron algo?
- c. Que tipos de cosas crecieron?
- d. Por qué crees que es importante para sus hijos a tener este jardín? Buscar a más 2.
  - i. Quiero a mis hijos a ver de dónde viene su comida
  - ii. Quiero que mis hijos puedan comer mejor.
  - iii. Crecí a mi alimentación como un niño y quiero que mis hijos tengan que vivir la experiencia.
  - iv. Creo que este jardín será ayudar a mis hijos siguen siendo más conectado a nuestra cultura.
- e. Para las siguientes afirmaciones, indicar cuánto estás de acuerdo o en desacuerdo por asignar a los números apropiados.
  - i. Me siento en casa en esta comunidad
  - ii. Creo que esta comunidad está aceptando de mi cultura.
  - iii. Este jardín le ayudará a mostrar mis hijos más de nuestra cultura.

#### VII. Salud mental

- a. Tiene estres
  - i. Si si
    1. Qué tipo de cosas estrés
    2. Qué haces para ayudarle a sentirse menos estrés

#### VIII. Orgullo

- a. Para las siguientes afirmaciones, indicar cuánto estás de acuerdo o en desacuerdo por asignar a los números apropiados.
  - i. Huertos caseros pueden tener un impacto importante en una comunidad
  - ii. Jardines de casa pueden hacer mi comunidad más hermoso.
  - iii. Adición de jardines a mi barrio podría hacerla más hermosa.
  - iv. Me enorgullezco de mi casa.

v. A menudo tomo en proyectos de mejoras para el hogar.

IX. Acceso a la naturaleza

- a. Cuánto es el parque más cercano
  - i. Visita a menudo?
- b. Hay mucho espacio verde en su vecindad?
- c. Cuánto tiempo piensa pasar al aire libre?
- d. Sus hijos pasan tiempo al aire libre?
- e. Qué quisiera cambiar de apariencia de Pacoima?
- f. Hay algún elemento de su comunidad nativa que desea incorporar en Pacoima?

Post Survey English

III. Personal Information:

8. What is your full name?
9. Gender?
10. What is your occupation?
11. How many people are in your household, including yourself? Children?
12. How long have you lived in this city?
13. Why did you move to this city? Do you rent or own your home?
14. How did you learn about MEND? How did you learn about the Home Garden Program?
15. What got you interested in the Home Garden Program? Pick at most 3.
  - a. I wanted to provide my family with healthy fruits and vegetables.
  - b. I'm interested in gardening.
  - c. I used to grow my own fresh fruits and vegetables growing up.
  - d. I wanted to improve the appearance of my home.
  - e. I want to meet more people interested in gardening.
  - f. I want to meet more people interested in community improvement.
  - g. I wanted an activity that we could do as a family.
  - h. Anything else/ Other reasons

IV. Social Network

- a. Volunteering
  - i. Since joining the program have you completed any volunteer hours at MEND?
    1. If yes
      - a. Where did you volunteer?
      - b. What types of activities did you do?
      - c. Did you meet anyone new?
      - d. Have you ever volunteered before?
        - i. If yes
          1. Where?
          2. What did you do there?
          3. Why did you start volunteering there?
  - ii. How do you feel about your volunteer experience? Pick at most 2.
    1. It feels nice to give back.
    2. It was interesting to learn more about the different programs MEND offers.
    3. I enjoyed working in a team with other volunteers.

4. I made new some new friends in the area.
  - i. Have you begun to participate in any new social activities after participating in the Home Garden program?

For the following statements, indicate how much you agree or disagree by assigning the appropriate numbers between 1 and 5

I learned more about the needs in this city.

I believe that helping others can help myself.

I believe it is important to volunteer.

Volunteering is just as beneficial for the volunteers as it is for those being helped.

I enjoyed volunteering at MEND.

I think volunteering provides people with a good opportunity to make new friends.

I met interesting people while volunteering.

The friendships I made while volunteering could continue.

b. Connections to Cohort

2. Have you grown any plants before?
  - a. If yes
    - i. What types?
    - ii. Was it difficult?
    - iii. What was difficult about it?
    - iv. Who helped you when you had any problems or questions?
3. With your current garden, have there been any problems?
  - a. What kinds of problems?
  - b. Who do you ask for help?
  - c. Do you know any other people who received gardens?
  - d. Have they had any problems or questions that they have asked you?
  - e. Have you asked another family a question about your home garden?
4. Have you kept in touch with people you met through the Home Garden Program?
5. Have you participated in any new social activities around gardening? (e.g. workshops, classes)
6. Have you socialized with anyone in the program outside of the required workshops or classes?

d. Employment

1. Are you currently employed?
  - c. If yes
    - a. Where do you work?
    - b. What do you do there?
    - c. What hours do you work?

For the following statements, indicate how much you agree or disagree by assigning the appropriate numbers.

At work I have started to take on new challenges.

I feel like I am effective at work.

I feel like I am more productive at work.

I feel like I can accomplish new tasks at work.

- d. If no
  - a. What was your last job?
  - b. Are you looking for a job? What type of work?
  - c. Where have you looked for work?
  - d. What has been most difficult about looking for a job? Pick at most 2.
    - i. There aren't very many job openings.
    - ii. It is hard to find a job I am qualified for.
    - iii. It is difficult to keep looking after a long time.
    - iv. It is hard to remain optimistic.
  - e. Have you talked to anyone you met through the home garden program about your job search?
    - i. If yes what was the result?
  - f. Have you talked to anyone you met at MEND about your job search?
    - i. If yes what was the result?
  - g. Has your garden had any effect on your job search? In what way?
  - h. Do you have a daily routine?
    - i. If yes is the garden part of your routine?

For the following statements, indicate how much you agree or disagree by assigning the appropriate numbers.

I have met new people who could help me with my job search.

I have learned about new job opportunities from my Home Garden peers.

#### Physical Activity

- d. How much time do you work in the garden each week?
- e. Do you do participate in any regular physical activity?
  - a. What?
- f. Has having the garden increased your level of physical activity?
  - a. Has it increased physical activity for your family members?
- g. How satisfied are you with your mental health?
- h. Do you have any health challenges?

#### c. Family

7. How much time does your family spend in the garden?
8. Any seniors in your household?
9. Do all of your family members work in the garden together?
10. Do your children help out?
  - a. If yes, what kind of things do they like to do in the garden?
11. Have you taught your children anything you have learned in the classes? What?
12. Have your children taught you anything about gardening that they have learned?
13. Have you learned any new garden knowledge from your parents/children?

#### . Cultural Identity

- b. Did you have a garden growing up?

- c. Did your grandparents grow anything?
- d. What kinds of things did you grow?
- e. Why do you think it is important for your children to have this garden? Pick at most 2.
  - a. I want my children to see where their food comes from.
  - b. I want my children to be able to eat better.
  - c. I grew my food as a child and I want my kids to have that experience.
  - d. I think this garden will help my children remain more connected to our culture.
- f. For the following statements, indicate how much you agree or disagree by assigning the appropriate numbers.
  - a. I feel at home in this community.
  - b. I believe this community is accepting of my culture.
  - c. Having this garden helps me show my children more of our culture.
  - d. This garden reminds me of home.

#### Mental Health

- a. Since getting the garden I feel more... (Pick at most 3)
  - a. Optimistic
  - b. Empowered
  - c. Hopeful
  - d. Excited
  - e. Healthy
  - f. Happy
- b. When I am in my garden I feel...(Pick at most 3)
  - a. Relaxed
  - b. Rejuvenated
  - c. Productive
  - d. Content
  - e. Useful
  - f. Hopeful
  - g. Happy
  - h. Grateful
- c. Do you often feel stressed?
  - a. What types of things give you stress?
  - b. Does it affect your sleep?
  - c. What types of activities do you do to relax when you feel stressed?
  - d. Do you work in your garden when you're stressed?
    - i. If yes
      - 1. Does it help?

#### Pride

- a. How did you feel when you first saw your garden? Pick at most 3
  - a. Happy
  - b. Proud

- c. Accomplished
  - d. Satisfied
  - e. Thankful
  - f. Excited
  - g. Inspired
- b. Have you taken on any other home improvement projects since receiving the garden?
- a. On a scale of 1 to 5 how much were these improvements motivated by your new garden

For the following statements, indicate how much you agree or disagree by assigning the appropriate numbers.

Home gardens can have an important impact on a community.  
 Home gardens can make my community more beautiful.  
 I feel like I have the tools and support needed to have a successful garden.  
 After receiving my garden I feel empowered.  
 After receiving my garden I feel proud.  
 My neighbors are very interested in my garden.  
 I plan to share what I harvest with friends, family or neighbors.  
 My neighbors have come to see my garden.  
 I have spoken with my neighbors about my garden.  
 I would help my neighbors if they wanted to start a garden.  
 I have helped my neighbor start his or her own garden.  
 Since adding my garden, my front/back yard looks better.  
 Adding gardens to my neighborhood would make it more beautiful.  
 I take pride in my home.

#### Access to nature

- g. How far away is your nearest park?
  - a. How often do you go?
- h. Is there a lot of recreational space in your neighborhood?
- i. How much time do you think you spend outdoors in general?
  - a. Has your new garden influenced you to spend more time outdoors?
- j. Do your children spend time outdoors?
  - a. Has your new garden influenced you to spend more time outdoors?
- k. What would you like to change about the appearance of the city where you live?
- l. Are there any elements of your native community that you would like to incorporate in the city where you live?

- 1. Do you think home gardens are important?
  - a. If yes why? Pick at most 2
    - i. They can make the community more beautiful.
    - ii. They can help families eat better.
    - iii. They can help families spend more time together

They can make people feel more self-sufficient

## Post Survey Spanish

## X. Información personal

- a. ¿Sexo?
- b. ¿Cuál es su ocupación?
- c. ¿Cuántas personas viven en su casa, incluyendo usted? ¿Cuántos son hijos suyos?
- d. ¿Por cuántos años ha vivido en esta ciudad?
- e. ¿Por qué se mudó a esta ciudad?
  - i. ¿Es dueño de su casa o la alquila?
  - ii. ¿Cómo supo de MEND?
  - iii. ¿Cómo supo del programa de jardinería?
  - iv. ¿Por qué quiere participar en el programa? Elija como máximo 3 respuestas
    1. Quiero proporcionar frutas y verduras saludables a mi familia
    2. Estoy interesado en la jardinería.
    3. Durante mi infancia, sembré frutas y verduras
    4. Quiero mejorar la apariencia de mi casa.
    5. Quiero conocer otras personas que están interesadas en la jardinería.
    6. Quiero conocer otras personas que están interesadas en el mejoramiento de la comunidad.
    7. Quiero una actividad que podamos hacer en familia.
    8. Algo más / otras razones

## XI. Red social

## a. El voluntariado

- i. Desde que se unió a este programa, ¿ha completado horas de voluntariado en MEND?
  1. Si lo ha hecho
    1. ¿En qué departamento fue voluntario?
    2. ¿Qué clase de actividades hizo?
    3. ¿Conoció a alguien nuevo durante su voluntariado?
    4. ¿Antes de ser voluntario en MEND ha sido voluntario en otro lugar?
      - i. Si lo ha sido
        1. ¿Dónde?
        2. ¿Qué actividades hizo ahí?
        3. ¿Por qué empezó a ser voluntario allí?
- ii. ¿Cómo se siente acerca de su experiencia como voluntario? Escoja 2 razones.
  1. Se siente bien devolver servicios a la comunidad
  2. Fue interesante conocer más acerca de los diferentes programas que MEND ofrece.
  3. Disfruté trabajar en un equipo con otros voluntarios.
  4. Hice algunos amigos nuevos en el área
- iii. ¿Después de haber participado en las clases de jardinería ha empezado a participar en nuevas actividades sociales?

Del 1 al 5 (siendo 5 muy de acuerdo y 1 muy en desacuerdo), asígnele el número apropiado a las siguientes afirmaciones, dependiendo cuánto está de acuerdo o en desacuerdo

Aprendí más acerca de lo que se necesita en la ciudad donde vivo.

Creo que ayudando a los demás me puedo ayudar a mí mismo.

Creo que ser voluntario es importante

El voluntariado es tan beneficioso para los voluntarios como lo es para aquellos que reciben ayuda

Creo que el voluntariado proporciona a las personas una buena oportunidad para hacer nuevos amigos.

Conocí a personas interesantes mientras estuve de voluntario

Las amistades que hice mientras fui voluntario podrían continuar

b. Conexiones a la población base

i. ¿Ha cultivado plantas antes?

1. Si ya lo ha hecho

1. ¿Qué tipo de plantas?

2. ¿Fue difícil?

3. ¿Específicamente que fue difícil?

4. ¿Quién le ayudó cuando tuvo problemas o preguntas?

ii. ¿Ha tenido algún problema con su jardín actual?

1. ¿Qué clase de problemas?

2. ¿A quién le ha pedido ayuda?

3. ¿Conoce a otras personas que han recibido jardines?

4. ¿Han tenido ellos cualquier problema o pregunta con la cual le han pedido ayuda a usted?

iii. ¿Alguna vez le ha hecho una pregunta a otra familia relacionada con su jardín o huerto casero?

iv. ¿Se ha mantenido en contacto con personas que conoció a través del programa de Huertos Familiares?

v. ¿Ha participado en alguna actividad social nueva relacionada con la jardinería? (por ejemplo, talleres o clases)

vi. ¿Ha socializado con alguien en el programa fuera de los talleres o clases requeridas?

## XII. Empleo

a. ¿Tiene trabajo actualmente?

i. Si lo tiene

1. ¿Dónde trabaja?

2. ¿Qué hace ahí?

3. ¿Cuáles son sus horas de trabajo?



Del 1 al 5 (siendo 5 muy de acuerdo y 1 muy en desacuerdo), asígnele el número apropiado a las siguientes afirmaciones, dependiendo cuánto está de acuerdo o en desacuerdo

He empezado a tomar nuevos retos en mi trabajo  
 Siento que soy efectivo en el trabajo  
 Siento que soy más productivo en el trabajo  
 Siento que puedo llevar a cabo nuevos deberes en el trabajo

ii. Si no tiene trabajo

1. ¿Cuál fue su último trabajo?
2. ¿Anda buscando trabajo? ¿De qué tipo?
3. ¿En qué lugares ha buscado trabajo?
  1. ¿Cuáles han sido las partes más difíciles de buscar trabajo?  
Elija como máximo 2
    - i. No hay muchos trabajos.
    - ii. Es difícil encontrar un empleo para el cual estoy calificado(a)
    - iii. Es difícil seguir buscando después de mucho tiempo.
    - iv. Es difícil mantenerse optimista.
4. ¿Ha hablado acerca de su búsqueda de trabajo con alguien que conozco a través del programa de huertos familiares?
  1. Si lo hizo, ¿Cuál fue el resultado?
5. ¿Ha hablado acerca de su búsqueda de trabajo con alguien que ha conocido en MEND?
  1. Si lo hizo, ¿Cuál fue el resultado?
6. ¿Su jardín ha tenido algún efecto en su búsqueda de trabajo? ¿De qué manera?
7. ¿Tiene alguna clase de rutina que sigue todos los días?
  1. Si la tiene, ¿el jardín es parte de su rutina?

Del 1 al 5 (siendo 5 muy de acuerdo y 1 muy en desacuerdo), asígnele el número apropiado a las siguientes afirmaciones, dependiendo cuánto está de acuerdo o en desacuerdo

He conocido personas nuevas que me podrían ayudar con mi búsqueda de empleo.  
 He conocido nuevas oportunidades de trabajo a través de mis compañeros del programa de huertos familiares

Actividad física

- b. ¿Cuanto tiempo a la semana trabaja en su jardín?
- c. ¿Participa en alguna actividad física regular?
  - i. ¿Cuál?
- d. ¿Usted cree que tener el jardín ha incrementado su nivel de actividad física?
  - i. ¿Ha incrementado la actividad física de los miembros de su familia?
- e. ¿Qué tan satisfecho está usted con su salud mental en general?
- f. ¿Tiene algún otro tipo de problema de salud?

XIII. Familia

- a. ¿Cuánto tiempo pasa su familia en el jardín?
- b. ¿Hay personas de la tercera edad en su hogar?
- c. ¿Todos los miembros de su familia trabajan juntos en el jardín o huerto?
- d. ¿Sus hijos ayudan?
  - i. Si lo hacen, ¿Qué clase de cosas les gusta hacer en el jardín?
- e. ¿Les ha enseñado a sus hijos alguna cosa que aprendió en las clases? ¿Qué tipo de cosas?
- f. ¿Sus padres o hijos le han enseñado últimamente algo nuevo de jardinería?

#### Identidad cultural

- g. ¿Tuvo un jardín o huerto durante su infancia?
- h. ¿Sus abuelos o padres cultivaban algo?
- i. ¿Qué tipos de cosas cultivaban?
- j. ¿Por qué cree que es importante para sus hijos tener este jardín? Escoja 2
  - i. Quiero que mis hijos vean de dónde viene su comida
  - ii. Quiero que mis hijos puedan comer mejor.
  - iii. Yo sembré mis alimentos de niño y quiero que mis hijos puedan vivir la experiencia.
  - iv. Creo que este jardín ayudará a mis hijos a mantenerse más conectados a nuestra cultura.
- k. Del 1 al 5 (siendo 5 muy de acuerdo y 1 muy en desacuerdo), asígnele el número apropiado a las siguientes afirmaciones, dependiendo cuánto está de acuerdo o en desacuerdo.
  - i. Me siento como en casa en esta ciudad
  - ii. Creo que esta ciudad acepta mi cultura.
  - iii. Este jardín ayudará a mostrar más de nuestra cultura a mis hijos
  - iv. Este jardín o huerto me recuerda a mi hogar de infancia

#### Salud mental

- a) Desde que tengo el jardín o huerto me siento más.... (Escoja máximo 3)
  - a. Optimista
  - b. Fortalecido
  - c. Esperanzado
  - d. Emocionado
  - e. Saludable
  - f. Feliz
- b) Cuando estoy en mi jardín / huerto me siento.... (Escoja máximo 3)
  - a. Relajado
  - b. Rejuvenecido
  - c. Productivo
  - d. Satisfecho
  - e. Útil
  - f. Esperanzado
  - g. Feliz
  - h. Agradecido
- c) ¿En general siente mucho estrés? N

- a. ¿Qué tipo de cosas le estresan?
- b. ¿Siente que el estrés le afecta su sueño?
- c. ¿Qué tipo de actividad hace para relajarse cuando se siente estresado?
- d. ¿Trabaja en su jardín cuando está estresado?
  - i. Si lo hace,
    - 1. ¿Siente que le ayuda?

### Orgullo

- a) ¿Cómo se sintió cuando vio su jardín por primera vez? Escoja 3 opciones máximo
  - a. Feliz-
  - b. Orgulloso
  - c. Capaz de lograr sus objetivos-
  - d. Satisfecho
  - e. Agradecido
  - f. Emocionado
  - g. Inspirado
- b) ¿Ha empezado algún otro proyecto para mejorar su hogar desde que recibió el jardín? N
  - a. En una escala de 1 al 5, ¿Qué tanto le influyó el jardín para hacer estas mejoras?

Del 1 al 5 (siendo 5 muy de acuerdo y 1 muy en desacuerdo), asígnele el número apropiado a las siguientes afirmaciones, dependiendo cuánto está de acuerdo o en desacuerdo

Los huertos caseros pueden tener un impacto en una comunidad de manera importante  
 Jardines caseros pueden hacer mi comunidad más hermosa.  
 Creo que tengo las herramientas y el apoyo necesario para tener un jardín exitoso  
 Me siento productivo después de haber recibido mi jardín / huerto  
 Me siento orgulloso después de haber recibido mi jardín / huerto  
 Mis vecinos están muy interesados en mi jardín / huerto  
 Planeo compartir lo que coseche con mis amigos, familia o vecinos  
 Mis vecinos han venido a ver mi jardín  
 He hablado con mis vecinos acerca de mi jardín  
 Ayudaría a mis vecinos si ellos quisieran empezar un jardín  
 He ayudado a mi vecino a comenzar su propio jardín / huerto  
 Desde que puse mi jardín, mi patio de atrás / adelante se ve mejor  
 Agregarle jardines a mi vecindario podría hacerlo más hermoso.  
 Me enorgullezco de mi casa.

### Acceso a la naturaleza

- e. ¿Qué tan lejos está el parque más cercano?
  - i. ¿Qué tan seguido lo visita?
- f. ¿Hay muchos espacios recreacionales en su vecindario?
- g. ¿En general cuánto tiempo cree que pasa al aire libre?
  - i. ¿Le ha influenciado su jardín a la hora de pasar más tiempo al aire libre?
- h. ¿Sus hijos pasan tiempo al aire libre?
  - i. ¿Le ha influenciado su jardín a pasar más tiempo al aire libre?
- i. ¿Qué quisiera cambiar de la apariencia de la ciudad donde vive?

- j. ¿Hay algún elemento de la comunidad donde creció que quisiera incorporar la ciudad donde vive?

¿Cree usted que los huertos caseros son importantes?

- 1. Si cree que si, ¿Por qué? Escoja por lo menos 2
  - i. Pueden embellecer la comunidad
  - ii. Pueden hacer que las familias coman mejor

Hour	Approach Direction	Jay Walking Count	Bike Count	Pedestrians
:00	SB			
	NB			
:15	SB			
	NB			
:30	SB			
	NB			

ueden ayudar a que las familias pasen mas tiempo juntas

ueden hacer que las personas se sientas mas auto-suficientes.

Appendix C  
*El Dorado Crosswalk*

Count Sheet

Date:  
 Location:  
 Weather Conditions:  
 Time:

:45	SB			
	NB			
1:00	SB			
	NB			
1:15	SB			
	NB			
Total				

Hour	Approach Direction	Jay Walking Count	Bike Count	<18	65+
------	--------------------	-------------------	------------	-----	-----

Walking to Bus Stop:  
 Walking to a Business:  
 Food Vendors:

Stakeholder Suggestions:

Count Sheet

Date: 07/02/13  
 Location: El Dorado and Van Nuys, south side in front of Los Pilaes  
 Weather Conditions: Sunny  
 Time: 8:15-9:30 AM

:00	SB	3			
	NB	6	1		
:15	SB	4			
	NB	8			
:30	SB	1	1	1	
	NB	0	1		
:45	SB	0			
	NB	2			
Hour	Approach	Jay	Bike Count	Pedestrians	
1:00	SB	3			
	NB	2			
Total		29	3	1	

Walking to Bus Stop: 1  
 Walking to a Business: 4  
 Food Vendors: 4

Stakeholder Suggestions:  
 Crosswalk with flashing lights  
 Pedestrian bridge  
 Streetlight

### Count Sheet

Date: 07/09/13  
 Location: El Dorado and Van Nuys, north side by the 233 Metro stop  
 Weather Conditions: Sunny  
 Time: 8:00-9:15 AM

	Direction	Walking Count		
:00	SB	1	1	n/a
	NB	4		
:15	SB	5	6	43
	NB	6		
:30	SB	2	0	32
	NB	1		
:45	SB	0	0	34
	NB	2		
1:00	SB	5	3	44
	NB	0		
Total		26	10	153

Walking to Bus Stop: 0  
Walking to a Business: 6  
Food Vendors: 2

Stakeholder Suggestions:

#### Count Sheet

Date: 07/11/13  
Location: El Dorado and Van Nuys, by metro stop 233  
Weather Conditions: cloudy, slight drizzle at times  
Time: 8:00 AM – 9:30 AM

Hour	Approach Direction	Jay Walking Count	Bike Count	Pedestrians
:00	SB	5	5	47
	NB	2		
:15	SB	4	2	30
	NB	8		
:30	SB	0	2	51
	NB	7		
:45	SB	5	3	49
	NB	7		
1:00	SB	1	2	39
	NB	3		
1:15	SB	6	4	51
	NB	4		
Total		45	18	267

Walking to Bus Stop: 7  
 Walking to a Business: 5  
 Food Vendors: 4

Stakeholder

Suggestions:

Count Sheet

Date: 7/12/13

Location: Van Nuys and El Dorado, metro stop 233

Weather Conditions: sunny

Time: 4:15- 5:30 PM



Hour	Approach Direction	Jay Walking Count	Bike Count	Pedestrians
:00	SB	2	13	50
	NB	3		
:15	SB	0	4	34
	NB	2		
:30	SB	3	0	28
	NB	1		
:45	SB	1	12	34
	NB	0		
1:00	SB	7	6	37
	NB	4		
<del>1:15</del>	<del>SB</del>			
	<del>NB</del>			
Total		23	35	183

Walking to Bus Stop: 5  
 Walking to a Business: 2  
 Food Vendors: 1

Stakeholder Suggestions:

Count Sheet

Date: 7/16/13

Location: Van Nuys and El Dorado, metro stop 233

Weather Conditions: sunny

Time: 4:00-5:30 PM

Hour	Approach Direction	Jay Walking Count	Bike Count	Pedestrians
:00	SB	0	7	45
	NB	3		
:15	SB	0	7	44
	NB	0		
:30	SB	2	9	48
	NB	2		
:45	SB	1	4	48
	NB	3		
1:00	SB	0	7	44
	NB	1		
1:15	SB	0	11	58
	NB	1		
Total		13	45	287

Walking to Bus Stop: 0  
 Walking to a Business: 0  
 Food Vendors: 1

Stakeholder Suggestions:

Count Sheet

Date: 7/17/13

Location: Van Nuys and Telfair

Weather Conditions: sunny

Time: 8:00-9:30 AM

Hour	Approach Direction	Jay Walking Count	Bike Count	Pedestrians
:00	SB	1	3	30
	NB	0		
:15	SB	0	4	35
	NB	0		
:30	SB	0	3	30
	NB	0		
:45	SB	0	7	26
	NB	0		
1:00	SB	0	2	28
	NB	0		
1:15	SB	0	4	27
	NB	1		
Total		2	21	176

Walking to Bus Stop: 0  
 Walking to a Business: 0  
 Food Vendors: 0

Stakeholder Suggestions:

Count Sheet

Date: 7/18/13

Location: Van Nuys and Telfair  
 Weather Conditions: Sunny  
 Time: 4:00-5:30 PM

Hour	Approach Direction	Jay Walking Count	Bike Count	Pedestrians
:00	SB	0	7	61
	NB	0		
:15	SB	1	6	33
	NB	0		
:30	SB	0	8	38
	NB	0		
:45	SB	0	11	31
	NB	0		
1:00	SB	0	6	40
	NB	0		
1:15	SB	0	15	43
	NB	0		
Total		1	53	246

Walking to Bus Stop:  
 Walking to a Business:

Food Vendors:

Stakeholder Suggestions:

Count Sheet

Date: 7/19/2013

Location: Van Nuys and Telfair  
 Weather Conditions: Sunny  
 Time: 4:00 – 5:30 PM

Hour	Approach Direction	Jay Walking Count	Bike Count	Pedestrians
:00	SB	0	9	26
	NB	1		
:15	SB	0	3	36
	NB	0		
:30	SB	0	11	20
	NB	0		
:45	SB	1	6	21
	NB	1		
1:00	SB	0	10	40
	NB	3		
1:15	SB	0	12	53
	NB	0		
Total		6	51	176

Walking to Bus Stop: 0  
 Walking to a Business:

0

Food Vendors: 2

Stakeholder Suggestions:

Date: 7/22/13

Location: Van Nuys and Telfair

Weather Conditions: Sunny, a little cloudy

Time: 8:00-9:30 PM

Hour	Approach Direction	Jay Walking Count	Bike Count	Pedestrians
:00	SB	0	3	35
	NB	0		
:15	SB	1	4	31
	NB	1		
:30	SB	0	4	20
	NB	0		
:45	SB	1	3	29
	NB	0		
1:00	SB	0	6	27
	NB	0		
1:15	SB	0	2	43
	NB	0		
Total		3	22	185

Walking to Bus Stop: 0

Walking to a Business: 0

Food Vendors: 0

Stakeholder Suggestions:

Date: 7/24/13

Location: 8:00-9:30 AM

Weather Conditions: Sunny

Time: Van Nuys and Telfair

Hour	Approach Direction	Jay Walking Count	Bike Count	Pedestrians
:00	SB	0	3	44
	NB	0		
:15	SB	0	4	27
	NB	0		
:30	SB	0	4	17
	NB	0		
:45	SB	0	3	34
	NB	1		
1:00	SB	1	4	19
	NB	1		
1:15	SB	0	4	25
	NB	0		
Total		3	25	166

Walking to Bus Stop: 0

Walking to a Business: 0

Food Vendors: 0

Stakeholder Suggestions:

