

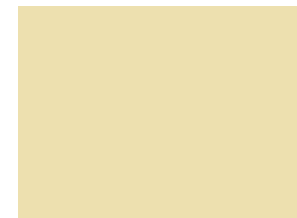
# FRAMEWORK WORKSHEETS

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## ELEVATING HEALTH EQUITY THROUGH PARKS AND RECREATION

A Framework for Action

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# SELF - ASSESSMENT

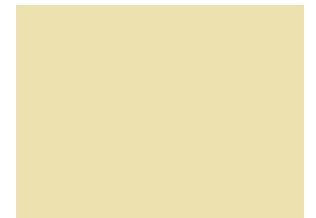
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WORKSHEET **PART 1**

## ELEVATING HEALTH EQUITY THROUGH PARKS AND RECREATION

A Framework for Action

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## PART 1: SELF-ASSESSMENT:

### QUESTIONS TO CHALLENGE INDIVIDUAL THINKING

Achieving health equity requires each of us to become more aware of and critically examine our blind spots, also known as *implicit biases*, as well as our relationships with power and privilege in society and in our organization. Daily, confront these biases and lean into a process of individual learning and discovery. This requires self-assessment. There are two ways to reflect on yourself when engaging in equity work, and it is important to consider both: 1) the individual separate from the system (or institution) and 2) the individual as a part of the system (or institution). It is critically important to take time and consider your thoughts, beliefs, actions and experiences (individual), and the ways those impact your work (individual within a system).

#### Instructions:

1. Before your agency engages in creating new or enhancing existing health programs, services and/or spaces, ask each member of the team to complete the self-assessment. The Self-Assessment (Step 1A and Step 1B) will take approximately 60 minutes.
2. Create a brave space; for example, a health equity working group, where employees are invited to share their experiences — both personal and professional — and where employees can listen and acknowledge with the goal of developing a shared understanding of what racism is, how it impacts health equity and what it means for park and recreation professionals to advance equity.

### UNDERSTANDING IDENTITY

Social identity groups are based on the physical, social and mental characteristics of individuals. They are sometimes obvious and clear, sometimes not obvious and unclear, often self-claimed, and frequently ascribed by others. For example, racial groupings are often ascribed to someone by others and also self-claimed by an individual. Government, schools and employers often ask an individual to claim a racial identity group or simply ascribe one to an individual based on visual perception. Other social identities are personally claimed, but not often announced or easily visually ascribed such as sexual orientation, religion or ability status. Since issues of social identity often are the basis of much social conflict, even the terms used to describe them may cause disagreement.

### SELF-ASSESSMENT WORKSHEET

## STEP 1A

Complete the Examining the Intersection of Identities Worksheet on pages 18-19 (Note: The worksheet has been adapted from the Inclusive Teaching Initiative at the University of Michigan<sup>12</sup> for use by NRPA).

This exercise will help you to consider your own identity and help to illuminate how privilege operates to normalize some identities over others. For example: If you belong to the dominant group in the “First Language” category, meaning, you speak English as your first language; reflect on why you rarely need to think about your language as an aspect of your identity while others may identify language as the aspect of their identity with which they are deeply challenged and often left behind. Additionally, as you begin Part 2: The Agency Assessment, this exercise will help to sensitize you to the identities of your colleagues and the communities you serve so that you can welcome and celebrate their diversity in parks and recreation facilities, programs and services.

<sup>12</sup> <https://sites.lsa.umich.edu/inclusive-teaching/>

# EXAMINING THE INTERSECTION OF IDENTITIES

For each characteristic, fill in the corresponding circle.

## 1. IDENTITIES WITH WHICH I SELF-IDENTIFY

IDENTITY CHARACTERISTIC	DOMINANT GROUP	OPPRESSED GROUP
Race	White	Asian/Pacific Islander, Indigenous, Latino, Black, Multiracial
Socioeconomic Status	Ruling Class, Upper Middle Class	Poor, Working Class, Lower-Middle Class
Gender Identity	Cisgender male	Cisgender female, Transgender, Non-gender conforming
Sexual Orientation	Heterosexual	Lesbian, Gay, Bisexual, Queer, Pansexual, Asexual
National Origin	United States	Born outside of the United States
First Language	English	Any language other than English
Disability	Non-Disabled	People with disabilities (cognitive, physical, emotional)
Age	People under 40	People age 40 and over*
Religious or Spiritual Affiliation	Christian	Hindu, Muslim, Buddhist, Jewish, Pagan, Agnostic, Atheist

\* The United States government, through the Age Discrimination in Employment (ADEA), applies the term "older worker" to employees over the age of 40.

## IN LOOKING AT HOW YOU SELF-IDENTIFY ...

2. Which identities make you the most uncomfortable?

5. Which identities have the strongest effect on how you perceive yourself?

3. Which identities do you think about most often?

6. Which identities have the strongest effect on how you perceive the world and others?

4. Which identities do you think about least often?

7. Which identities do you think have the strongest effect on how others perceive you?

## STEP 1B

### ANSWER THE QUESTIONS ON BACKGROUND AND BIAS; POWER AND PRIVILEGE; AND UNDERSTANDING OF HEALTH EQUITY ON PAGES 21-29.

- » Set aside time to deeply reflect on your thoughts, beliefs and ideas around bias, power and privilege, and how they relate to health equity.
- » For each question, write your response in the first box and use the prompt questions above the box to expound upon your answer.
- » In the second box, examine how the your identities (that you selected in Step 1A) shaped your response in question 1.
- » In the third box, begin to identify areas of further exploration around the topic that you can commit to for the next 30 days.

Review the definitions of *implicit bias*, *social power* and *privilege* before completing this section. As you complete this section, consider how these terms show up in your personal and professional life.

#### Implicit Bias

The attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner. These biases are activated involuntarily and without an individual's awareness or intentional control and are not accessible through introspection. (Definition from the [\*Kirwan Institute\*](#))

#### Social Power

Access to resources that enhance one's chances of getting what one needs in order to lead a comfortable, productive and safe life. (Definition from [\*The National Conference for Community and Justice\*](#))

#### Privilege

Unearned access to resources (social power) that are only readily available to some people because of their social group membership; an advantage, or immunity granted to or enjoyed by one societal group above and beyond the common advantage of all other groups. Privilege is often invisible to those who have it, but, nevertheless, puts them at an advantage over those who don't have it. (Definition from the [\*Racial Equity Tools\*](#))

## BACKGROUND AND BIAS

1. Growing up, what were my experiences and interactions with individuals whose social identities (race, sexual orientation, religion, etc.) were different than my own?

2. In what ways have my personal beliefs about an identity, different than my own group/identity, been unfounded or disproven?

1a. How have my identities, experiences and values shaped my response?

2a. How have my identities, experiences and values shaped my response?

1b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

2b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

## POWER AND PRIVILEGE

1. What does privilege mean to me?

2. In what ways have I experienced privilege? What opportunities have been afforded to me that I benefited from?

1a. How have my identities, experiences and values shaped my response?

2a. How have my identities, experiences and values shaped my response?

1b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

2b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?



## POWER AND PRIVILEGE (CONTINUED)

3. What relationships to power and privilege do I hold because of my identities in my personal life and at work?

4. How might my privilege have impacted others?

3a. How have my identities, experiences and values shaped my response?

4a. How have my identities, experiences and values shaped my response?

3b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

4b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

## POWER AND PRIVILEGE (CONTINUED)

5. What does yielding my power and using my privilege for the good of oppressed groups mean to me? What might it look like?

5a. How have my identities, experiences and values shaped my response?

5b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

6. What is my understanding of racism and anti-racism?

6a. How have my identities, experiences and values shaped my response?

6b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

## POWER AND PRIVILEGE (CONTINUED)

7. What practices am I engaging in to learn about racism, white supremacy and dominant culture thinking? How often?

8. What would it look like (or what would need to change) for me to use a racial equity lens to guide my decision making?

7a. How have my identities, experiences and values shaped my response?

8a. How have my identities, experiences and values shaped my response?

7b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

8b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

## UNDERSTANDING OF HEALTH EQUITY

1. What factors do I believe are at the root of health inequities?

1a. How have my identities, experiences and values shaped my response?

1b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

2. Which of my identities, or the identities of others, are most often attacked or unwelcome in public platforms, places and spaces; leading to negative health outcomes or health disparities on an individual or group level?

2a. How have my identities, experiences and values shaped my response?

2b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

## UNDERSTANDING OF HEALTH EQUITY (CONTINUED)

3. Why do health inequities matter?

4. What actions can I take to eliminate health inequities and advance health equity?

3a. How have my identities, experiences and values shaped my response?

4a. How have my identities, experiences and values shaped my response?

3b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

4b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

## UNDERSTANDING OF HEALTH EQUITY (CONTINUED)

5. Do I have an accountability partner to share my self-assessment with, and who will help support my personal anti-racist/equity journey?

5a. How have my identities, experiences and values shaped my response?

5b. What aspects of this question and/or my response would I like to explore more deeply over the next 30 days?

# AGENCY ASSESSMENT

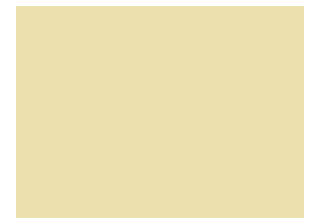
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WORKSHEET **PART 2**

## ELEVATING HEALTH EQUITY THROUGH PARKS AND RECREATION

A Framework for Action

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## PART 2: AGENCY ASSESSMENT:

### ASSESSING AGENCY CULTURE

The agency assessment will help your park and recreation agency think about its standard operations, determine if the current ways of operating are ideal, leading to the most equitable impact for the community; and if not, imagine new ways of operating that are more equitable. The answers will need to be discussed and coordinated across many partners and systems, so responses can be intentionally woven through all plans, policies, programs and initiatives.

#### Instructions:

1. Complete this section as a team after all individuals (at all position levels) in the agency have had the opportunity to complete Part 1: The Self-Assessment.
2. As you respond to each question, identify your agency's current state and determine if your current state is ideal. If it is not ideal, identify what parts of your current state are not ideal and think through how an ideal state would look.
3. We encourage you to take as much time as the exercise requires, but set aside at least three hours. If you find that three hours is not enough, you can always come back to complete it at a later time. You also can decide to answer one question per staff meeting. Another option is to make a plan to answer two questions a week...remembering that this is a journey and a process.
4. Decide what actions you would need to take to achieve the ideal state and determine who would be responsible for taking those actions. If there are aspects of the question you would like your agency to explore further, indicate that in the final column.

### SUCCESS TIP

Use an experienced facilitator who can guide this process. Working through the Agency Assessment may be challenging without the help of a professional facilitator with expertise in diversity, equity and inclusion. Engaging a facilitator is strongly recommended to ensure desired impacts are achieved.

## PART 2: WORKSHEETS

- » Local Park and Recreation History
- » Justice, Equity, Diversity and Inclusion
- » Programs and Services
- » Power and Privilege in Programs and Services
- » Policy and System Change
- » Evaluation and Impact



# AGENCY ASSESSMENT WORKSHEET LOCAL PARK AND RECREATION HISTORY

What do we know about the history of parks and recreation in our community?

## Current State

How do we know? What tells us this is the case?

## Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

## Action

What actions do we need to take to make the ideal state a reality?

## Who?

Who needs to take these actions? (what departments, specific positions).

## Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

How does the community we serve view us?

Does everyone in the community hold this view (why or why not)?

## Current State

How do we know? What tells us this is the case?

## Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

## Action

What actions do we need to take to make the ideal state a reality?

## Who?

Who needs to take these actions? (what departments, specific positions).

## Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

## AGENCY ASSESSMENT WORKSHEET LOCAL PARK AND RECREATION HISTORY (CONTINUED)

What conditions (directly and indirectly) have we created within our park and recreation system that maintain certain groups as the perpetual beneficiaries of our programs and services?

### Current State

How do we know? What tells us this is the case?

### Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

### Action

What actions do we need to take to make the ideal state a reality?

### Who?

Who needs to take these actions? (what departments, specific positions).

### Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

Are there any groups whose presence in our park and recreation programs and services subject to suspicion or threat more than others?

### Current State

How do we know? What tells us this is the case?

### Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

### Action

What actions do we need to take to make the ideal state a reality?

### Who?

Who needs to take these actions? (what departments, specific positions).

### Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

# AGENCY ASSESSMENT WORKSHEET JUSTICE, EQUITY, DIVERSITY AND INCLUSION (JEDI)

What do the terms justice, equity, diversity and inclusion mean to our agency?  
Would the communities we serve define them in the same way?

## Current State

How do we know? What tells us this is the case?

## Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

## Action

What actions do we need to take to make the ideal state a reality?

## Who?

Who needs to take these actions? (what departments, specific positions).

## Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

In what ways does our agency demonstrate justice, equity, diversity and inclusion?

## Current State

How do we know? What tells us this is the case?

## Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

## Action

What actions do we need to take to make the ideal state a reality?

## Who?

Who needs to take these actions? (what departments, specific positions).

## Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

# AGENCY ASSESSMENT WORKSHEET JUSTICE, EQUITY, DIVERSITY AND INCLUSION (JEDI) (CONTINUED)

Is our staff representative of the communities we serve?

## Current State

How do we know? What tells us this is the case?

## Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

## Action

What actions do we need to take to make the ideal state a reality?

## Who?

Who needs to take these actions? (what departments, specific positions).

## Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

Are we collecting relevant data on indicators of equity, diversity and inclusion in hiring and retention practices?

## Current State

How do we know? What tells us this is the case?

## Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

## Action

What actions do we need to take to make the ideal state a reality?

## Who?

Who needs to take these actions? (what departments, specific positions).

## Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

## AGENCY ASSESSMENT WORKSHEET JUSTICE, EQUITY, DIVERSITY AND INCLUSION (JEDI) (CONTINUED)

What proportion of staff in **wage** positions are Black, Latino, Indigenous or Asian American? Do these positions offer upward mobility paths?

### Current State

How do we know? What tells us this is the case?

### Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

### Action

What actions do we need to take to make the ideal state a reality?

### Who?

Who needs to take these actions? (what departments, specific positions).

### Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

What proportion of staff in **middle-management** positions are Black, Latino, Indigenous or Asian American? Do these positions offer upward mobility paths?

### Current State

How do we know? What tells us this is the case?

### Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

### Action

What actions do we need to take to make the ideal state a reality?

### Who?

Who needs to take these actions? (what departments, specific positions).

### Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

# AGENCY ASSESSMENT WORKSHEET JUSTICE, EQUITY, DIVERSITY AND INCLUSION (JEDI) (CONTINUED)

Do Black, Latino, Indigenous and Asian American people hold leadership positions in our agency?

## Current State

How do we know? What tells us this is the case?

## Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

## Action

What actions do we need to take to make the ideal state a reality?

## Who?

Who needs to take these actions? (what departments, specific positions).

## Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

Are our staff, stakeholders and leaders skilled at talking about race, dominant culture thinking and their implications?

## Current State

How do we know? What tells us this is the case?

## Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

## Action

What actions do we need to take to make the ideal state a reality?

## Who?

Who needs to take these actions? (what departments, specific positions).

## Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

# AGENCY ASSESSMENT WORKSHEET PROGRAMS AND SERVICES

How are we advancing health and race equity through our programs and services?

## Current State

How do we know? What tells us this is the case?

## Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

## Action

What actions do we need to take to make the ideal state a reality?

## Who?

Who needs to take these actions? (what departments, specific positions).

## Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

Which group or groups are mostly benefiting from our programs and services? (which community groups, what age groups, what racial groups, gender groups, etc.)

## Current State

How do we know? What tells us this is the case?

## Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

## Action

What actions do we need to take to make the ideal state a reality?

## Who?

Who needs to take these actions? (what departments, specific positions).

## Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

## AGENCY ASSESSMENT WORKSHEET PROGRAMS AND SERVICES (CONTINUED)

Which groups are unintentionally being left out of our programs and services?  
Why are these groups being left out?

### Current State

How do we know? What tells us this is the case?

### Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

### Action

What actions do we need to take to make the ideal state a reality?

### Who?

Who needs to take these actions? (what departments, specific positions).

### Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

Are our programs culturally responsive and explicit about anti-racism, anti-dominant culture thinking and the advancement of equity in all of its forms? (Please provide examples of how this occurs.)

### Current State

How do we know? What tells us this is the case?

### Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

### Action

What actions do we need to take to make the ideal state a reality?

### Who?

Who needs to take these actions? (what departments, specific positions).

### Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?



## AGENCY ASSESSMENT WORKSHEET PROGRAMS AND SERVICES (CONTINUED)

How have racism and dominant culture bias created policies, attitudes and cultural norms that shape our programs and services?

### Current State

How do we know? What tells us this is the case?

### Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

### Action

What actions do we need to take to make the ideal state a reality?

### Who?

Who needs to take these actions? (what departments, specific positions).

### Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

How do our organizational policies, practices and tools help or hinder progress toward our equity goals?

### Current State

How do we know? What tells us this is the case?

### Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

### Action

What actions do we need to take to make the ideal state a reality?

### Who?

Who needs to take these actions? (what departments, specific positions).

### Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

## AGENCY ASSESSMENT WORKSHEET PROGRAMS AND SERVICES (CONTINUED)

What values, assumptions and biases are built into our indicators of success for our programs and services?

### Current State

How do we know? What tells us this is the case?

### Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

### Action

What actions do we need to take to make the ideal state a reality?

### Who?

Who needs to take these actions? (what departments, specific positions).

### Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

# AGENCY ASSESSMENT WORKSHEET POWER AND PRIVILEGE IN PROGRAMS AND SERVICES

Who is part of the decision-making process regarding programs and services?

## Current State

How do we know? What tells us this is the case?

## Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

## Action

What actions do we need to take to make the ideal state a reality?

## Who?

Who needs to take these actions? (what departments, specific positions).

## Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

Who is left out of the decision-making process?

## Current State

How do we know? What tells us this is the case?

## Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

## Action

What actions do we need to take to make the ideal state a reality?

## Who?

Who needs to take these actions? (what departments, specific positions).

## Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

## AGENCY ASSESSMENT WORKSHEET POWER AND PRIVILEGE IN PROGRAMS AND SERVICES (CONTINUED)

Who holds the power/authority in decision-making conversations regarding programs and services?

### Current State

How do we know? What tells us this is the case?

### Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

### Action

What actions do we need to take to make the ideal state a reality?

### Who?

Who needs to take these actions? (what departments, specific positions).

### Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

How do we create space and a mechanism for community members to actively participate in conversations about programs and services from conception to implementation and evaluation?

### Current State

How do we know? What tells us this is the case?

### Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

### Action

What actions do we need to take to make the ideal state a reality?

### Who?

Who needs to take these actions? (what departments, specific positions).

### Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

# AGENCY ASSESSMENT WORKSHEET POWER AND PRIVILEGE IN PROGRAMS AND SERVICES (CONTINUED)

Whose ideas do we tend to elevate in conversations?

## Current State

How do we know? What tells us this is the case?

## Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

## Action

What actions do we need to take to make the ideal state a reality?

## Who?

Who needs to take these actions? (what departments, specific positions).

## Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

Whose ideas do we devalue in conversations?

## Current State

How do we know? What tells us this is the case?

## Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

## Action

What actions do we need to take to make the ideal state a reality?

## Who?

Who needs to take these actions? (what departments, specific positions).

## Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

## AGENCY ASSESSMENT WORKSHEET POWER AND PRIVILEGE IN PROGRAMS AND SERVICES (CONTINUED)

How do we determine the viability of new ideas for programs and services?

### Current State

How do we know? What tells us this is the case?

### Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

### Action

What actions do we need to take to make the ideal state a reality?

### Who?

Who needs to take these actions? (what departments, specific positions).

### Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

## AGENCY ASSESSMENT WORKSHEET POLICY AND SYSTEM CHANGE

Does our agency mission and vision explicitly include diversity, equity and inclusion principles?

### Current State

How do we know? What tells us this is the case?

### Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

### Action

What actions do we need to take to make the ideal state a reality?

### Who?

Who needs to take these actions? (what departments, specific positions).

### Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

Does our agency have an explicit commitment from leadership to center equity in our decision-making and program planning?

### Current State

How do we know? What tells us this is the case?

### Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

### Action

What actions do we need to take to make the ideal state a reality?

### Who?

Who needs to take these actions? (what departments, specific positions).

### Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

## AGENCY ASSESSMENT WORKSHEET POLICY AND SYSTEM CHANGE (CONTINUED)

Does our agency have an explicit commitment to move toward anti-racism/anti-dominant culture?

### Current State

How do we know? What tells us this is the case?

### Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

### Action

What actions do we need to take to make the ideal state a reality?

### Who?

Who needs to take these actions? (what departments, specific positions).

### Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

In what ways does our budget reflect our health equity values?

### Current State

How do we know? What tells us this is the case?

### Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

### Action

What actions do we need to take to make the ideal state a reality?

### Who?

Who needs to take these actions? (what departments, specific positions).

### Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?



# AGENCY ASSESSMENT WORKSHEET EVALUATION AND IMPACT

How do our programs and services impact health?

## Current State

How do we know? What tells us this is the case?

## Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

## Action

What actions do we need to take to make the ideal state a reality?

## Who?

Who needs to take these actions? (what departments, specific positions).

## Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

How do we use data proactively to inform and create new program and service initiatives?

## Current State

How do we know? What tells us this is the case?

## Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

## Action

What actions do we need to take to make the ideal state a reality?

## Who?

Who needs to take these actions? (what departments, specific positions).

## Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

## AGENCY ASSESSMENT WORKSHEET EVALUATION AND IMPACT (CONTINUED)

How do we evaluate how we are advancing health equity through program and service delivery?

### Current State

How do we know? What tells us this is the case?

### Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

### Action

What actions do we need to take to make the ideal state a reality?

### Who?

Who needs to take these actions? (what departments, specific positions).

### Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

What sources do we use to measure our health equity outcomes? Are these sources available disaggregated by gender and race?

### Current State

How do we know? What tells us this is the case?

### Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

### Action

What actions do we need to take to make the ideal state a reality?

### Who?

Who needs to take these actions? (what departments, specific positions).

### Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

## AGENCY ASSESSMENT WORKSHEET EVALUATION AND IMPACT (CONTINUED)

Whose health is impacted by our programs and services (either for better or worse)?

### Current State

How do we know? What tells us this is the case?

### Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

### Action

What actions do we need to take to make the ideal state a reality?

### Who?

Who needs to take these actions? (what departments, specific positions).

### Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

Are other credible sources dismissed because the power structure has either explicitly or implicitly deemed them unreliable?

### Current State

How do we know? What tells us this is the case?

### Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

### Action

What actions do we need to take to make the ideal state a reality?

### Who?

Who needs to take these actions? (what departments, specific positions).

### Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

## AGENCY ASSESSMENT WORKSHEET EVALUATION AND IMPACT (CONTINUED)

When we collect data, who is left out or underrepresented?

### Current State

How do we know? What tells us this is the case?

### Ideal State

If we were to center equity, reimagine inclusion and focus on learning, what would be different? What would be ideal?

### Action

What actions do we need to take to make the ideal state a reality?

### Who?

Who needs to take these actions? (what departments, specific positions).

### Further Exploration

What aspects of this question and/or what response would we like to explore more deeply over the next 30 days?

# HEALTH EQUITY INTEGRATION

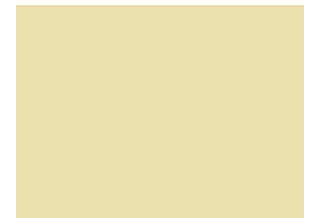
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WORKSHEET **PART 3**

## ELEVATING HEALTH EQUITY THROUGH PARKS AND RECREATION

A Framework for Action

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## PART 3: HEALTH EQUITY INTEGRATION

### STEPS TO CENTER EQUITY AND CHANGE SYSTEMS

Now that your team has individually completed Part 1: The Self-Assessment and collaboratively completed Part 2: The Agency Assessment, it is time for action. The worksheet below is designed to help your team use the responses from the previous sections to create an action map that will guide your agency as it moves its current state to its ideal state.



People buying fresh tomatoes at a farmers market. Photo by Rawpixelimages, courtesy of Dreamstime.

### Food and Nutrition Education Programs Instigate Greater Public Transportation Access to Farmers Markets for Kids and Families Living in San José's Alma Neighborhood

In California, the City of San José Parks, Recreation, and Neighborhood Services (PRNS) staff knows that community members living in the City's Alma neighborhood do not have great access to fresh food. As a result, PRNS created free and affordable summer healthy food programs at the Alma Community Center. Through NRPA's Increasing Access to Healthy Foods funds, PRNS provided transportation for kids and their families to and from the program at the community center, first through a shuttle system and then through distributing Valley Transportation Authority (VTA) transit passes. Not only did youth travel to the community center for classes, but also they participated in field trips across the city that showcased how to access fresh and healthy foods at farmers markets and other food outlets. Transit access not only helped youth get to the program, but the flexible VTA passes allowed youth to take their family members to these fresh food sites and to the community center where they were able to participate in intergenerational food-related activities, such as guacamole nights and cooking classes.

## RETHINKING A COMMUNITY ENGAGEMENT PROCESS THAT IS CIRCULAR AND INCLUSIVE

Fluid communication channels between community members and organizations help better inform planning and implementing capital and programming projects around the trail system in Anchorage, Alaska.

The Alaska Native Heritage Center, Anchorage Park Foundation, the Municipality of Anchorage, the Native Village of Eklutna, the Athabaskans and the Dena'ina peoples came together to dream of how to recognize important historical places and move Indigenous place names into the local trail system and other important civic systems. The key to the project's success was holding community planning meetings at the Alaska Native Heritage Center — a cultural center representing 21 Alaska Native tribes and five cultural regions. The center is not only an incredible community resource, but many community members had never been there. The experience was educational and inclusive — bringing together community members from a range of generations and backgrounds.

The organizing parties learned many lessons from this planning process, including pacing (have to be slow and intentional, enabling the right organizational framework and time for participant learning and ideation); creating an inclusive environment (working with Alaska Native organizations and tribes on the front-end of the planning and design process); and acknowledging missteps when they happen (not falling backward, but falling forward in learning how to best engage and iterate). As part of this intentional effort, this trail-making project will visualize and revitalize native language to a broader community. In turn, community members and visitors to the trail will be able to readily learn and acknowledge the language, understand the trail's cultural and physical history, and bring more people together in unique open spaces.



Two kids run on a park trail. Photo by Monkey Business Images, courtesy of Dreamstime.

## STEP 3A

### Identify Stakeholders and Establish a Process for Community Engagement

As your agency begins to move from the current state to the ideal state, it is important to engage affected community stakeholders in the development and implementation of program and service delivery. Engaging affected community stakeholders early and meaningfully in the goal setting and planning process can help build credibility and trust. Additionally, community perspectives can help your agency better understand their unique health desires and needs. In addition to the information included in this framework, NRPA also has developed a comprehensive *Community Engagement Resource Guide*<sup>13</sup> that provide tools and resources.

When developing a **community engagement** process, consider the following questions:

- » Who should have power, internally and externally, in shaping our agency's health equity results, goals and actions? How is power defined? Decided? Divided? Held accountable?
- » How can those most affected by our initiatives, programs and services be actively involved in the development of our health equity strategies?
- » How have we engaged our community in the past (i.e., surveys, focus groups, advisory boards)? What practices should we sustain? What practices should we end?
- » What steps will we take to ensure all racial and ethnic groups that are affected by our initiatives, programs and services are engaged in helping our agency develop strategies, initiatives, policies and system changes to advance health equity?
- » What new structures of engagement and targeted outreach are needed to get more diverse participation?

<sup>13</sup> <https://www.nrpa.org/publications-research/best-practice-resources/community-engagement-resource-guide/>



A group of young professionals celebrating collaboration. Photo by Volodymyr Melnyk, courtesy of Dreamstime.



**TO PLAN YOUR OUTREACH TO AFFECTED COMMUNITY MEMBERS, COMPLETE THE FORM BELOW FOR EACH POTENTIAL STAKEHOLDER:**

Partner / Specific Individual

How Can We Support Their Work?

Organization / Affiliation

How Will We Engage Them? How Often?

What Is Their Vision for Health Equity?

Next Opportunity for Engagement

What Can They Contribute to Our Equity Work  
(i.e., perspective, connections, resources)?

Who From Our Team Will Reach Out? By When?

Result of Initial Outreach

## STEP 3B

### Convene Internal and External Stakeholders to Establish a Health Equity Result Statement

Now that your organization has taken the agency audit, identified possible stakeholders to engage, and found itself somewhere on the good to great continuum (p. 58), it is time to develop/establish a Health Equity Result Statement.

A clear result statement can help to mobilize partners and resources. Work with internal and external stakeholders to clearly articulate your health equity result. A powerful result statement includes: the problem you are trying to address, who will benefit from your work and the specific and detailed actions you will take over a specific period of time.

Most importantly, the Health Equity Result Statement will be your agency's call to action. Once your agency has established a Health Equity Result Statement, use it in Part 4 as the basis for action planning, the standard to which you will measure agency success, and the commitment to which you will hold yourself and your agency accountable.

### Dynamic youth engagement led by a new community engagement and outdoor programming division within the Memphis Parks department is changing the way public open spaces are improved and used

Mayor Jim Strickland has a priority: engaging youth in the development of parks and open spaces in the City of Memphis, Tennessee. Through the only substantial parks budget increase in a decade, the mayor supported the creation of the **Play Your Park** program within the Memphis Parks Division to facilitate its youth-centered programming. The program focuses on youth and family engagement, as the city realized it had not been listening to the youth and incorporating their ideas into the planning and design of public open spaces. This investment was critical to secure staff positions dedicated to this vision and mission and to creating and implementing a sustainable community engagement model and process. To guide the engagement process, the city created the Design a Park program. The city recruits youth at community centers and libraries, offering safe spaces to plan and gather around food after school and over holiday breaks and, at times, providing community engagement opportunities for adult caretakers as well. During Design a Park, youth of different ages come together and create park plans using 3D building prompts (e.g., blocks, paper, markers). During some initial planning sessions, youth have identified the ways within public open spaces to impact homelessness, solve food desert issues, and ensure privacy and safety for users of public pools, among other critical and current challenges.

## STEP 3B CONTINUED

## A SAMPLE HEALTH EQUITY RESULT STATEMENT MIGHT BE:

*We are committed to creating healthy spaces that welcome all people regardless of their race, ability, economic status, immigration status, gender identification or sexual orientation. Over the next year, we will identify and dedicate 10 percent of our fiscal budget to double participation in our programs and services among people of color.*

## Rethinking how kids and families access healthy foods and how data collected from participation in those programs can inform enhanced service offerings

The Central Arkansas Library System (CALs) is thinking differently. Traditionally, the library system would not have measured kids' and families' healthy food access or incorporate those measures and associated goals into their annual operating plans. But as chief administrator of the Be Mighty Little Rock campaign, CALs works with public institutions and community organizations to bolster health equity opportunities through food access programs in the City of Little Rock and Perry and Pulaski (Arkansas) counties. Though some of the grants supporting this program and associated programs require data collection on intended grant outcomes from the funders, such as number of meals served and number of bus passes distributed, CALs has taken that data collection further — working with public and private partners to collect quantitative and qualitative data, analyze the data, and use the analysis to inform service offerings across its library branches, as well as create more sustainable initiatives and programs that address real-time needs.

## ORGANIZATIONAL EQUITY CHECKLIST:

### From Good to Great — Completing the Checklist

The concepts of justice, equity, diversity and inclusion exist on a continuum, from representation to integration. This checklist is designed to provide you with a snapshot of where your agency is on the continuum (see page 58). There is no wrong place to be and there will always be opportunity to achieve and advance equity in your work. Use this checklist to determine your agency's current position and opportunities to move to the next level.

### INSTRUCTIONS:

1. Complete this activity with your agency colleagues and staff.
2. Review the list of equity elements on the left-hand side of the chart.
3. Determine where your agency currently is with regard to advancing equity (Good, Better or Great). **Check all the statements that represent your agency's current state.**

If your agency has not implemented any or all of the equity elements associated with "Good," and therefore, cannot yet be found on this continuum, start where you are and begin to work through the first five equity elements on this list. If your agency scores "Great," it does not mean the work is finished. Keep in mind that this is not a linear process. You may find that you have completed several items in the "good" category, a few items in the "better," and maybe one item in the "great" category. The ultimate goal of this exercise is to help you see areas that you can work on as an organization. Assessments should be reviewed and revisited consistently. Advancing health equity is an iterative process and requires adjustment as progress is made. Sample equity actions are provided to help your agency identify opportunities and think through possible actions that can be taken to move through the continuum.

## AGENCY RATING GUIDE

### GOOD

Park and recreation agencies focus on elevating equity by increasing, in number, diverse groups of people in positions of power within the agency and in park spaces.

### BETTER

Park and recreation agencies evolve their culture to value all people's contribution to park spaces.

### GREAT

Park and recreation agencies address systemic social conditions (the root causes of inequity), both internally and externally.

## GOOD

Acknowledge the historical context of dominant and oppressive culture as it relates to parks and recreation in the community we serve.

Open dialogues about race and health equity among park and recreation staff and park visitors.

Believe that diverse representation is important and seek ways to increase representation among park and recreation staff and visitors.

Establish a shared vocabulary for equity concepts.

Identify health equity champions within park spaces at leadership, staff and community levels.

## BETTER

Name health equity work as a strategic priority for the agency.

Acknowledge how racism and dominant culture bias have aided in the creation of policies and practices that may have a negative impact on the health of the communities we serve.

Offer equity diversity, and inclusion training to staff and community with an emphasis on how these concepts impact health outcomes.

Agency inclusion statements have been developed and are widely known by all levels of staff.

Engage diverse groups of community members and partners in decision-making related to planning and implementing programs and services.

External communications about programs and services reflect the communities served.

Different sources of data are invited and integrated into program and services planning and evaluation.

Collect disaggregated data to inform equitable decision-making and program planning.

## GREAT

Confirm explicit agency commitment from leadership to move toward anti-racism or anti-dominant culture and advance equity in all of its forms.

Agency mission and vision explicitly include diversity, equity and inclusion language.

Hiring policies reflect the agency's commitment to racial equity and anti-racism by measuring applicants based on their understanding of and personal commitment to racial equity.

Mandate equity, diversity and inclusion training for agency staff and leadership.

Black, Latino, Indigenous and Asian American staff and community members have the power and authority to develop long-term strategic plans and measurable goals for advancing health equity.

Agency budgets and expenditures align with health equity values.

Stories from affected community members are collected and used to inform and create new program and service initiatives.

## SAMPLE EQUITY ACTIONS TO MOVE TO THE NEXT LEVEL

Acknowledge the historical context of dominant and oppressive culture as it relates to parks and recreation in the community we serve.

### SAMPLE ACTION:

**Moving From Good to Better:** Form an internal working group to explore the history of the organization through a racial justice lens. Document cases of dominant/oppressive culture and decision making and use it as a case study to educate staff and discuss ways to eradicate similar behavior(s) in the future. This working group also could engage community members in discussing past injustices, thereby establishing trust and building relationships.

Open dialogues about race and health equity among park and recreation staff and park visitors.

### SAMPLE ACTION:

**Moving From Better to Great:** Host a series of community-driven conversations around race, health equity (facilitated by community members or trusted community partners) for park staff and community members. Provide incentives like childcare and food and agree on park principles or rules.

Believe that diverse representation is important and seek ways to increase representation among park and recreation staff and visitors.

### SAMPLE ACTION:

**Moving From Good to Better:** Commit to elevating Black, Latino, Indigenous and Asian American people into positions of power within the organization and monitor retention rates of Black, Latino, Indigenous and Asian American staff.

Establish a shared vocabulary for equity concepts.

### SAMPLE ACTION:

**Moving From Good to Better:** Once a shared vocabulary has been established, post this vocabulary in all public and communal spaces, as well as the organization's website.

Identify health equity champions within park spaces at leadership, staff and community levels.

### SAMPLE ACTION:

**Moving From Good to Better:** Health equity champions are community members who have the authority to make decisions and the budget to allocate resources to advance policies, programs and services that support the organization's health equity goals.

Name health equity work as a strategic priority for the agency.

### SAMPLE ACTION:

**Moving From Better to Great:** All staff must identify a health equity learning goal as part of their annual performance review.

Acknowledge how racism and dominant culture bias have aided in the creation of policies and practices that may have a negative impact on the health of the communities we serve.

### SAMPLE ACTION:

**Moving From Good to Better:** Conduct a racial equity assessment of existing policies and practices. Take action based on findings and report on progress.

## SAMPLE EQUITY ACTIONS TO MOVE TO THE NEXT LEVEL

Offer diversity, equity and inclusion training to staff and community with an emphasis on how these concepts impact health outcomes.

### SAMPLE ACTION:

**Moving From Good to Better:** Facilitated dialogues, separate from equity trainings or even following equity trainings, are held to create a space for staff to discuss how to apply their trainings.

**Moving From Better to Great:** Following trainings, staff should commit to action and track their progress.

Ensure agency inclusion statements are developed and widely known by all levels of staff.

### SAMPLE ACTION:

**Moving From Better to Great:** Administer a survey to all staff to measure inclusion and track progress.

Engage diverse groups of community members and partners in decision making related to planning and implementing programs and services.

### SAMPLE ACTION:

**Moving From Good to Better:** Use NRPA's [Community Engagement Guide](#) to shape the way in which community is included in the decision-making and program-planning process.

**Moving From Better to Great:** Establish a community board that has decision-making power related to planning and implementation.

Develop external communications about programs and services that reflect the communities served.

### SAMPLE ACTION:

**Moving From Good to Better:** External communications are reviewed by health equity community champions.

Integrate different data sources into program and services planning and evaluation.

### SAMPLE ACTION:

**Moving From Good to Better:** Data sources are identified and approved by community members.

Collect disaggregated data to inform equitable decision making and program planning.

### SAMPLE ACTION:

**Moving From Better to Great:** Disaggregated data is combined with stories from community members and used to inform decision making and program planning.

Confirm explicit agency commitment from leadership to move toward anti-racism or anti-dominant culture and advance equity in all of its forms.

### SAMPLE ACTION:

**Moving From Better to Best:** Leadership established a health equity or undoing racism plan and tracks progress.

## SAMPLE EQUITY ACTIONS TO MOVE TO THE NEXT LEVEL

Agency mission and vision explicitly include diversity, equity and inclusion language.

**SAMPLE ACTION:**

**Moving From Better to Great:** Agency mission and vision are centered around equity.

Hiring policies reflect the agency commitment to racial equity and anti-racism by measuring applicants based on their understanding of and personal commitment to racial equity.

**SAMPLE ACTION:**

**Moving From Good to Great:** Consider including racial equity and anti-racism competencies as an expectation of professional development.

Mandate diversity, equity and inclusion training for agency staff and leadership.

**SAMPLE ACTION:**

**Moving From Good to Great:** Have staff commit to diversity, equity and inclusion action and track their progress.

Black, Latino, Indigenous and Asian American staff and community members have the power and authority to develop long-term strategic plans and measurable goals for advancing health equity.

**SAMPLE ACTION:**

**Moving From Good to Great:** Black, Latino, Indigenous and Asian American community members have the power to influence decisions through a community advisory board.

Agency budgets and expenditures align with health equity values.

**SAMPLE ACTION:**

**Moving From Good to Great:** Budgets are created and analyzed through an equity lens. Supporting the community is central to the budget.

Stories from affected community members are collected and used to inform and create new program and service initiatives.

**SAMPLE ACTION:**

**Moving From Good to Great:** Community members share their experiences to inform and create new services. They monitor the effectiveness of the programs.



# COMMITTING TO THE CALL

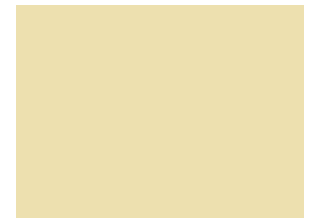
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WORKSHEET **PART 4**

## ELEVATING HEALTH EQUITY THROUGH PARKS AND RECREATION

A Framework for Action

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## PART 4: COMMITTING TO THE CALL

### ACTION PLANNING TO ADVANCE HEALTH EQUITY

Advancing health equity requires a commitment to the community that is rooted in fairness and justice. It requires that you and your agency engage in self-reflection and continual examination of beliefs and biases, as well as policies, practices, and procedures to ensure they are not serving as unintentional barriers to equity.

Your agency's efforts to advance health equity should produce outcomes that can be measured and celebrated. The efforts your agency takes to elevate equity and promote justice will require innovation. Reallocating resources, shifting decision making power, and lifting up voices that are often left unheard are tangible ways to demonstrate your agency's commitment to advancing equity and promoting health within the community.

Whatever your agency decides, there must be a shared vision for the work. In Parts 2 and 3 of this framework, you worked together with your colleagues to identify your agency's areas of strength. You also may have identified areas upon which your agency could improve. Part 4 of the framework will provide you the opportunity to make a plan of action to build upon current efforts and to advance equity within agency culture (policies, practices and structures) and agency programs, services, and facilities.

**As a team, use the worksheets in this section to create an action plan to advance equity by:**

1. Establishing a shared vision for success.
2. Identifying the steps it will take to achieve success (do not forget to identify who will be responsible for taking those steps).
3. Determining the resources needed to take those steps and how you will secure them.
4. Deciding how you will measure the impact of those steps.

### USING A RACIAL EQUITY LENS TO DRIVE CAPITAL FUNDS FOR PARK AND RECREATION PROJECTS

The Minneapolis Parks and Recreation Board is the first park agency in the nation to incorporate a racial and economic equity mandate and measures into its ordinances that guides the capital improvement program. An ordinance component, the 20-Year Neighborhood Park Plan (NPP20) provides a long-term action plan to ensure that current and additional levels of annual Minneapolis Parks and Recreation Board funding are used in a data-driven, criteria-based system to help address racial and economic equity.

NPP20 equity criteria include racially concentrated areas of poverty, population density, youth population, neighborhood safety, park assets including conditions, and age, as well as a ratio of past 15-year park investments to replacement cost of major neighborhood park assets. Data to inform these criteria are collected through the following methods: researching trends and conducting community engagement for specific projects, as well as building and sustaining relationships with community members over time, and research for each major activity or group of activities in a park system.

# ACTION PLAN TO ADVANCE HEALTH EQUITY

## AGENCY CULTURE (STAFF, POLICY, STRUCTURES)

When answering the questions below, consider the actions that would support your agency culture, including staff, existing policies and structures.

What does success look like?

What steps will we take in the next 30 days?

What steps will we take in the next six months?

What steps will we take in the next year?

What resources are needed to implement these actions?  
How will we secure resources?

What indicators will tell us if we are on a path to success?

How will we hold ourselves accountable for these actions, internally and externally?

# ACTION PLAN TO ADVANCE HEALTH EQUITY

## ACTIONS THAT INDIVIDUAL STAFF MEMBERS CAN TAKE ON THEIR OWN

What does success look like?

**EXAMPLE:**

Greater self-awareness of personal biases.

What steps will we take in the next 30 days?

**EXAMPLE:**

Take the Harvard Implicit Association Test.

What steps will we take in the next 90 days?

**EXAMPLE:**

Read two new books on diversity, equity and inclusion.

What steps will we take in the next six months?

**EXAMPLE:**

Intentionally connect with someone who has had different lived experiences than my own.

What steps will we take in the next year?

**EXAMPLE:**

Volunteer or donate to a cause that supports the lives and lived experiences of groups to which I do not belong, but i support.

What resources are needed to implement these actions?

How will we secure resources?

**EXAMPLE:**

- » [Harvard Implicit Association Test](#)
- » Provide a diversity, equity and inclusion reading list
- » Develop a list of organizations that represent groups with different lived experiences than my own

What indicators will tell us if we are on a path to success?

**EXAMPLE:**

- » Meaningful and constructive engagement with people who are not like me
- » Ability to check my own privilege and speak out against injustices that I see

How will we hold ourselves accountable for these actions, internally and externally?

**EXAMPLE:**

Commit to monthly check-ins with an accountability partner who is willing to journey with me during this process.

# ACTION PLAN TO ADVANCE HEALTH EQUITY

## AGENCY PROGRAMS AND SERVICES

When answering the questions below, consider the actions that would support your agency's programs and services.

What does success look like?

What resources are needed to implement these actions?  
How will we secure resources?

What steps will we take during the next 30 days?

What indicators will tell us if we are on a path to success?

What steps will we take during the next six months?

How will we hold ourselves accountable for these actions,  
internally and externally?

What steps will we take during the next year?

**ELEVATING  
HEALTH EQUITY  
THROUGH PARKS  
AND RECREATION**

A Framework for Action

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