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# Leveraging the Power of Data and Community Mapping in Outreach & Engagement

2021 ULI Health Leaders Mid-Year Forum

Presenter: Charles T. Brown, MPA, CPD, LCI, Equitable Cities LLC

Date(s): **Tuesday, May 27-28, 2021**

Times: 11:00 AM – 3:00PM



@ctbrown1911



**EQUITABLE  
CITIES**





Value  
Truth

**Workshop Facilitator:  
Charles T. Brown, Equitable Cities**



# Workshop Agenda

## WELCOME AND INTRODUCTION

- Session 1 – Humble Lessons and Missed Opportunities (Case Study Examples)
  - Large Group Discussion – Most Important Lessons Learned
- Session 2 – Centering Equity and Inclusion in Community Outreach and Engagement Efforts
- Session 3 – Leveraging the Power of Data and Community Mapping
  - Part A – Select Data and Mapping Tools
  - Part B – Putting the Data and Tools to Work
    - Activity 1 (Identification) – Think.Pair.Share (Breakout Rooms)
    - Activity 2 (Engagement) – Think.Pair.Share (Breakout Rooms)
    - Rapid Fire Chat Box
- Session 4 - Building Trust in Communities
  - Activity 3 – Trusted Allies
- Adjournment

# Ice Breaker Question

Which *southern city* is included in the cover slide?



Value  
Connectivity

# Session 1 – Humble Lessons and Missed Opportunities



# New Brunswick, New Jersey





# New Brunswick Profile

- **Home to RWJF and Rutgers University**
- **Population:** 55,960 across 5.23 sq. miles
- **Median age:** 23.6 years
- **Median Household Income:** \$43,783
- **Poverty:** 34%
- **Sex:** 52% male, 48% female
- **Race & Ethnicity:** Majority-minority with 47% Hispanic, 15% Black, 27% White, 10% Asian
- **Foreign Born:** 32%, 84% from Latin America
- **Avg. Commute to Work:** 27 minutes

# Case Study #1: Livingston Avenue “Road Diet”



Livingston Ave. Currently



Road Diet Concept







Topics > Vehicle Crash

# 3 children struck by N.J.

Two 14-year-old girls and a six-year-old boy were transported to a hospital for treatment

May 7, 2014

NJ.com

NEW BRUNSWICK, N.J. — Three children were struck by an SUV as they crossed Livingston Avenue near Delevan Street, according to police.

All three juveniles, which were reported to be two 14-year-olds and a six-year-old boy, were transported to Robert Wood Johnson University Hospital. The driver of the SUV, identified as Robert Rawls, remained on scene after the accident and was transported to the hospital.

Middlesex

# 3 children hit by vehicle driven by New Brunswick Fire Director

Updated Mar 29, 2019; Posted May 06, 2014



Three children were struck by a vehicle driven by New Brunswick Fire Director Robert Rawls near Delevan Street.

Wa

# Case Study #2: New Brunswick Ciclovía



**RUTGERS**

Edward J. Bloustein School  
of Planning and Public Policy



# Survey of Rutgers Community & New Brunswick Residents

# 2016



Prepared by:  
Alan M. Voorhees  
Transportation Center  
Edward J. Bloustein School of  
Planning and Public Policy  
Rutgers, The State University of  
New Jersey

Prepared for:  
New Brunswick Tomorrow



## New Brunswick Ciclovía

- **Surveyed Rutgers Community and Residents**
- **Challenge:** Black and Latino Resident Participation
- **Response:** Two Focus Groups with Residents
- **Method(s):** Flyers, Social Media, Survey respondents
- **Location:** Rutgers-New Brunswick Campus
- **Incentives:** \$50 cash, food and drinks
- **Time:** 5pm-6:30pm
- **Outcome:** Only one person attended!

## Open Discussion Question

What are the *most important* lessons learned from these case studies?



Value  
Equity

# **Session 2 – Centering Equity and Inclusion in Community Outreach and Engagement Efforts**



# Centering Equity in Public Outreach & Engagement

# Equity

- Equity involves trying to understand and give people what they need to enjoy full, healthy lives.
- Equity is the presence of justice and fairness within the procedures, processes, and distribution of resources by institutions or systems.
- Facing equity issues requires an understanding of the underlying or **root causes** of inequalities and oppression within our society.





# Equity and Social Identities

- Which identities do you think about most often?
- Which identities do you think about least often?
- Which of your own identities would like to learn more about?
- Which of your identities have the strongest effect on how you perceive yourself?
- Which of your identities have the greatest effect on how others perceive you?





JCT

ESSEX  
509  
COUNTY

NO STOPPING  
IN THIS ZONE  
EXCEPT TO  
LOAD OR UNLOAD  
GOODS OR  
PASSENGERS  
OR TO SERVE  
THE PUBLIC  
OR TO DELIVER  
OR PICK UP  
MERCANDISE  
OR TO MAKE  
DELIVERIES  
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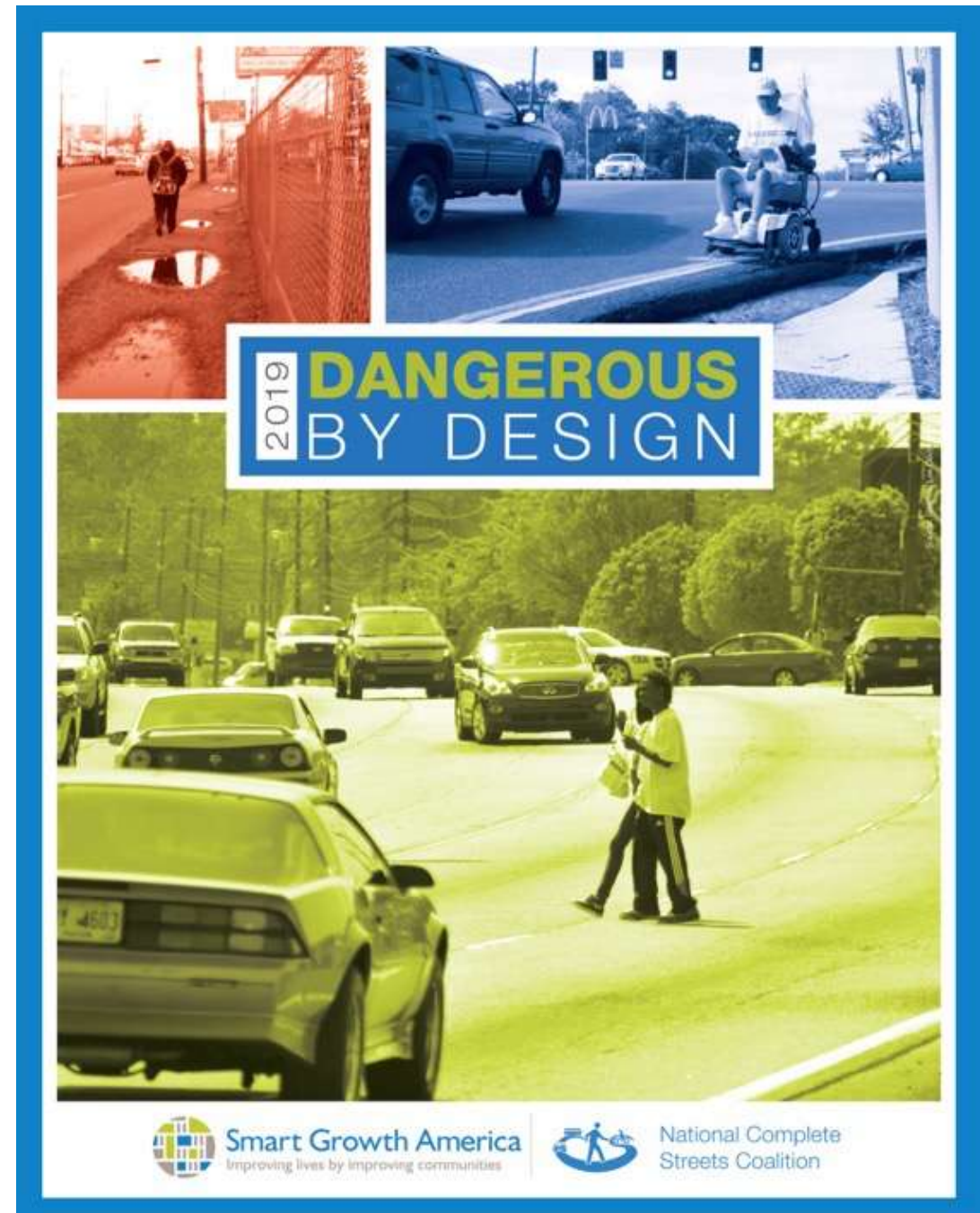
LEFT LANE  
MUST  
TURN LEFT

PARK GROVE  
AUTO BODY  
EST. 1954



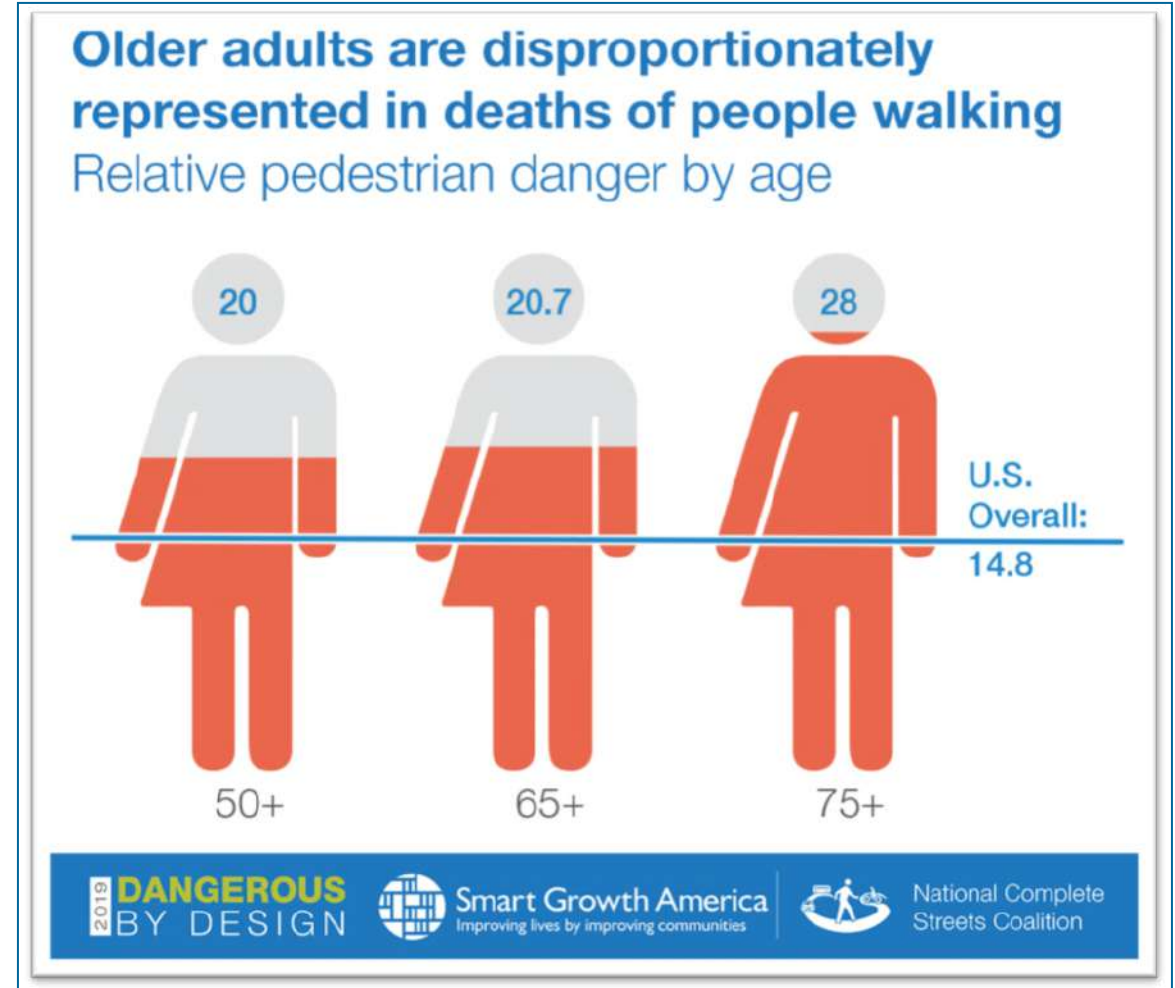
# Equity: Nationally

- **Who is most at risk?:**
- **“Older adults, people of color, and people walking in low-income communities are disproportionately represented in fatal crashes involving people walking.”**



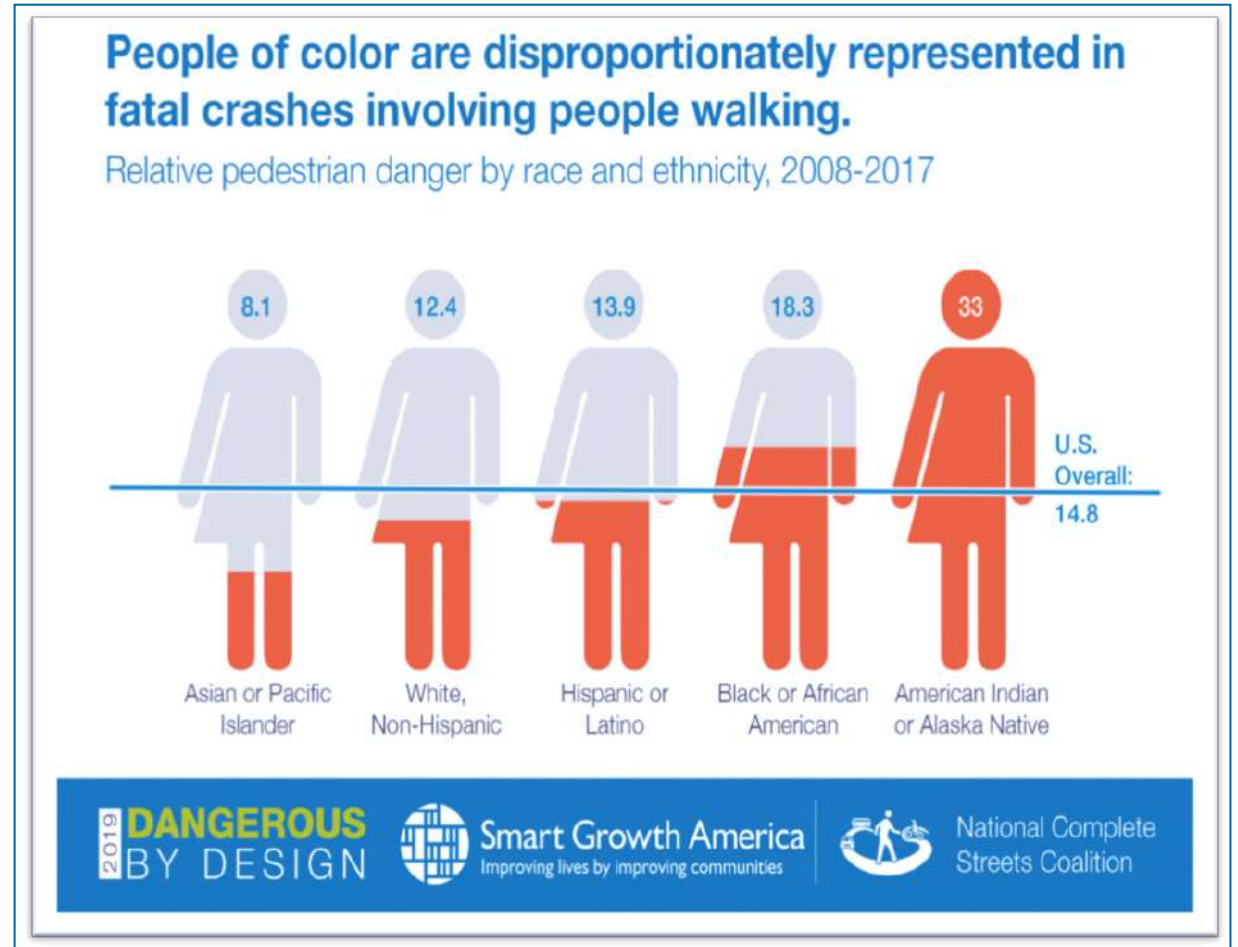
# Equity: Nationally

- **Older Adults**
- “Relative pedestrian danger for older adults age 50 and above is **more than a third higher** than the general population.”



# Equity: Nationally

- **People of color**
- “Between 2008 and 2017, Black/African-Americans were **72% more likely** to have been struck and killed by drivers while walking.”

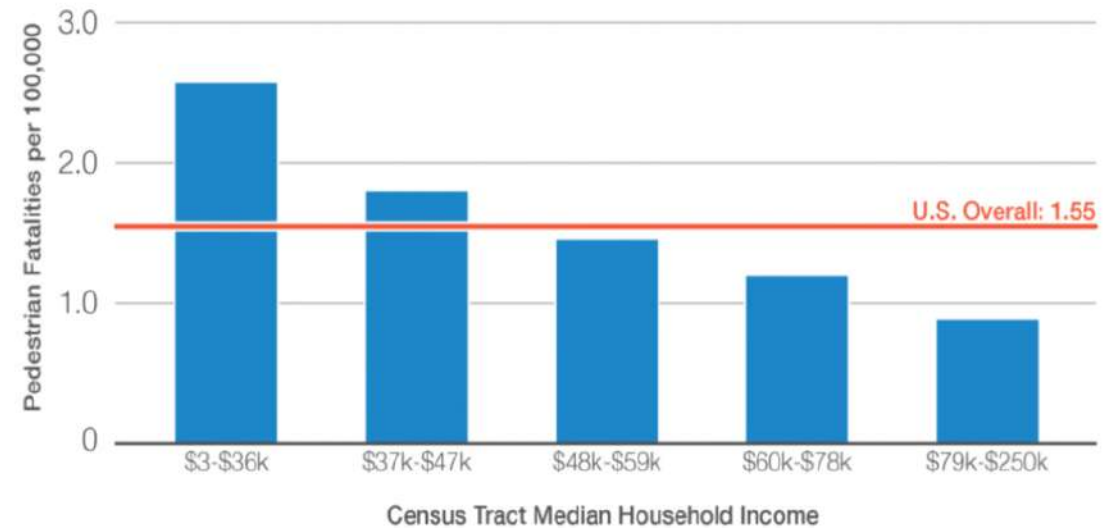


# Equity: Nationally

- **Low-income Neighborhoods**
- “People living in neighborhoods where the median household income is \$36,000 or less were killed at **much higher rates** than their counterparts.”

## People die while walking at much higher rates in lower-income communities.

Based on income of census tracts where fatalities occur.



# Distributive Justice

WHO HAS PHYSICAL ACCESS TO THE STREET, PARK OR TRAIL?





# Procedural Justice

**WHO HAS INFLUENCE OVER THE DESIGN, OPERATIONS AND PROGRAMMING?**



# Interactional Justice

WHAT MAKES PEOPLE FEEL WELCOME OR UNWANTED IN A SPACE?



# Representational Justice

**DO PEOPLE FEEL THEIR EXPERIENCE AND HISTORY ARE REPRESENTED IN THE SPACE?**



# Care – People and Environment

**HOW DO PEOPLE DEMONSTRATE THEIR CARE FOR THE SPACE AND OTHER PEOPLE IN IT?**



“Never forget that **justice** is what love looks like in public.”– Cornel West





Value  
Data and  
Mapping

# Session 3 – Leveraging the Power of Data and Community Mapping

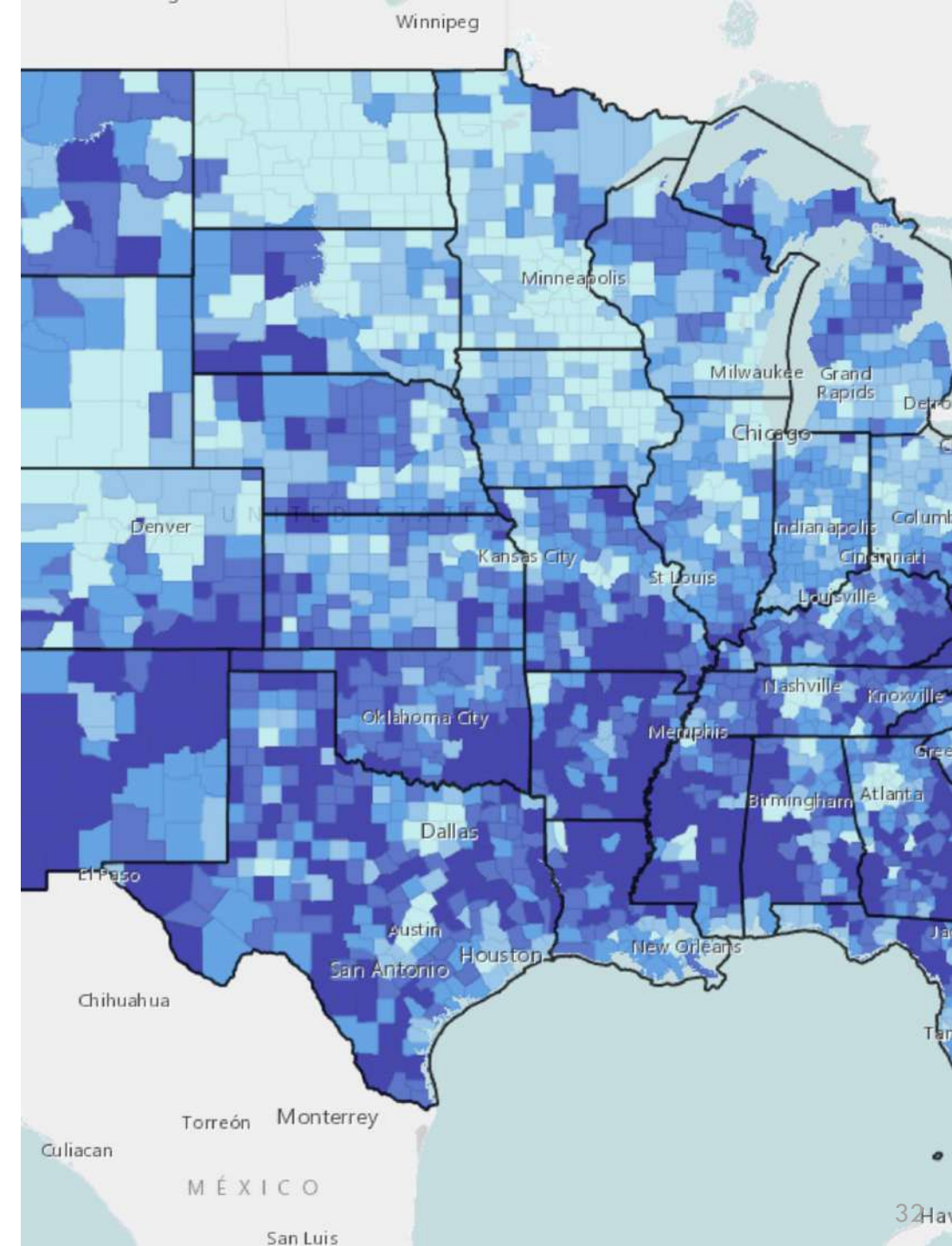


Value  
Information

# Part A – Select Data and Mapping Tools

# Select Data and Mapping Tools

- [Community Commons/CARES Engagement Network](#)
- [EPA Environmental Justice Screening & Mapping Tool](#)
- [United States Segregation Map](#)
- [Native Land](#)
- [Spark Map](#)
- [IP3 | Assess](#)
- [Social Explorer](#)
- [ArcGIS online and license](#)
- ***More tools and resources will be shared post-training.***







Value  
Community

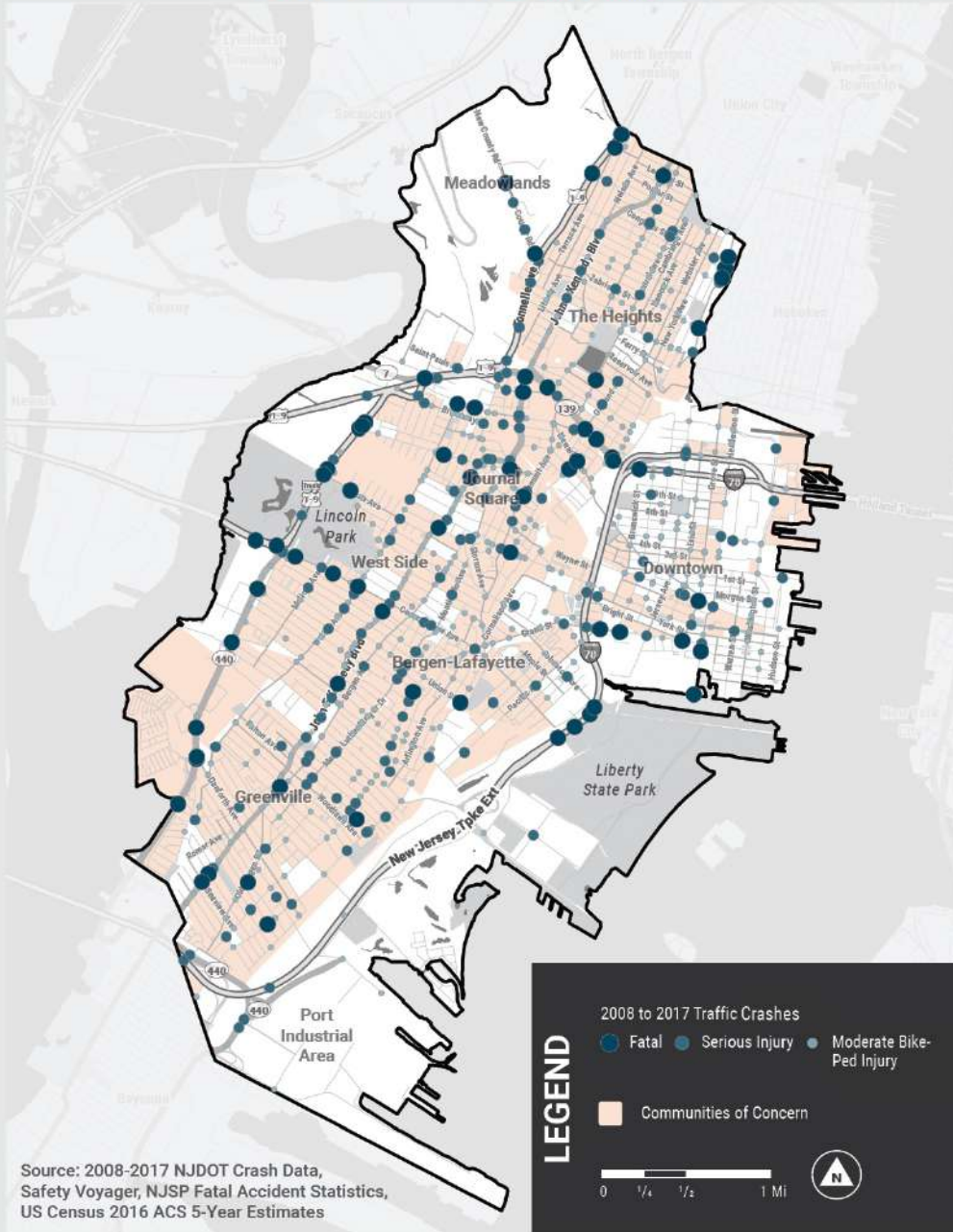
# Part B – Putting the Data and Tools to Work



**WELCOME TO DOWNTOWN JERSEY CITY**

## **Case Study #3: Jersey City, New Jersey**

Figure 6: Map of Communities of Concern and Traffic Crashes



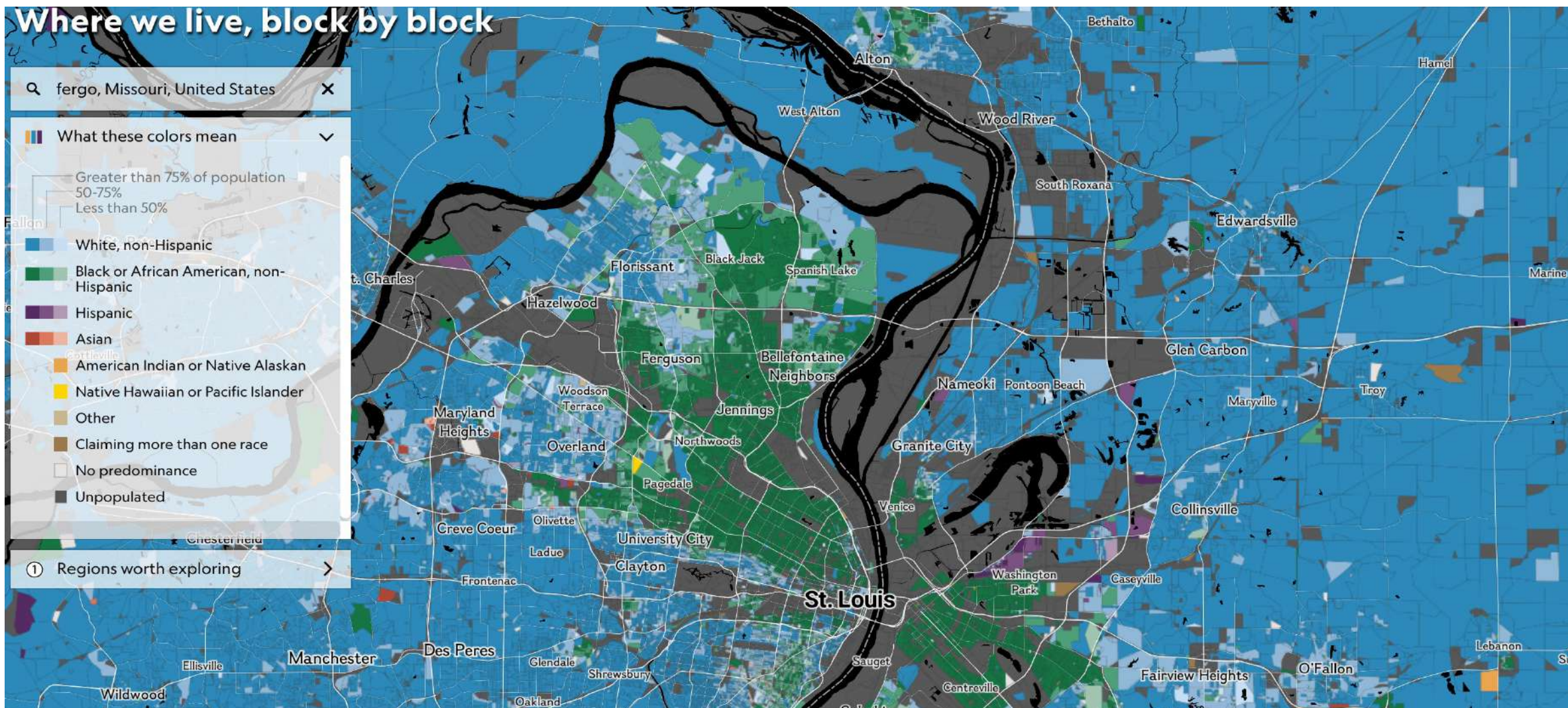
# Bicycle Master Plan & Vision Zero Action Plan

**FIRST EVER IN THE CITY HISTORY!**



# Step 1: Identify Environmental Justice Populations

DEVELOP AN UNDERSTANDING OF THE MINORITY & LOW-INCOME POPULATIONS IN THE CITY.



# Step 1: Identify Environmental Justice Populations

DEVELOP AN UNDERSTANDING OF THE MINORITY & LOW-INCOME POPULATIONS IN THE CITY.

The screenshot shows the 'Social Explorer Profiles' website. At the top left is the 'Social Explorer' logo, and at the top right is a 'Back to Social Explorer' button. The main heading is 'Social Explorer | Profiles'. Below this is a search bar with the placeholder text 'Find your zip code, county, town, place...'. A statistics row displays: 50 States, 3,220 Counties, 29,574 Places, 929 MSA, and 33,120 ZIP Codes. A descriptive paragraph states: 'Social Explorer Profiles helps you find the right facts about your community and understand complex demographic and education profiles in your target market.' Below this are three icons: a hand with a magnifying glass, a person at a laptop, and a hand pointing at a screen with a pie chart. Each icon is followed by a title and a short description.

**Explore**  
Census is an immense source of data, which can make finding the right facts that

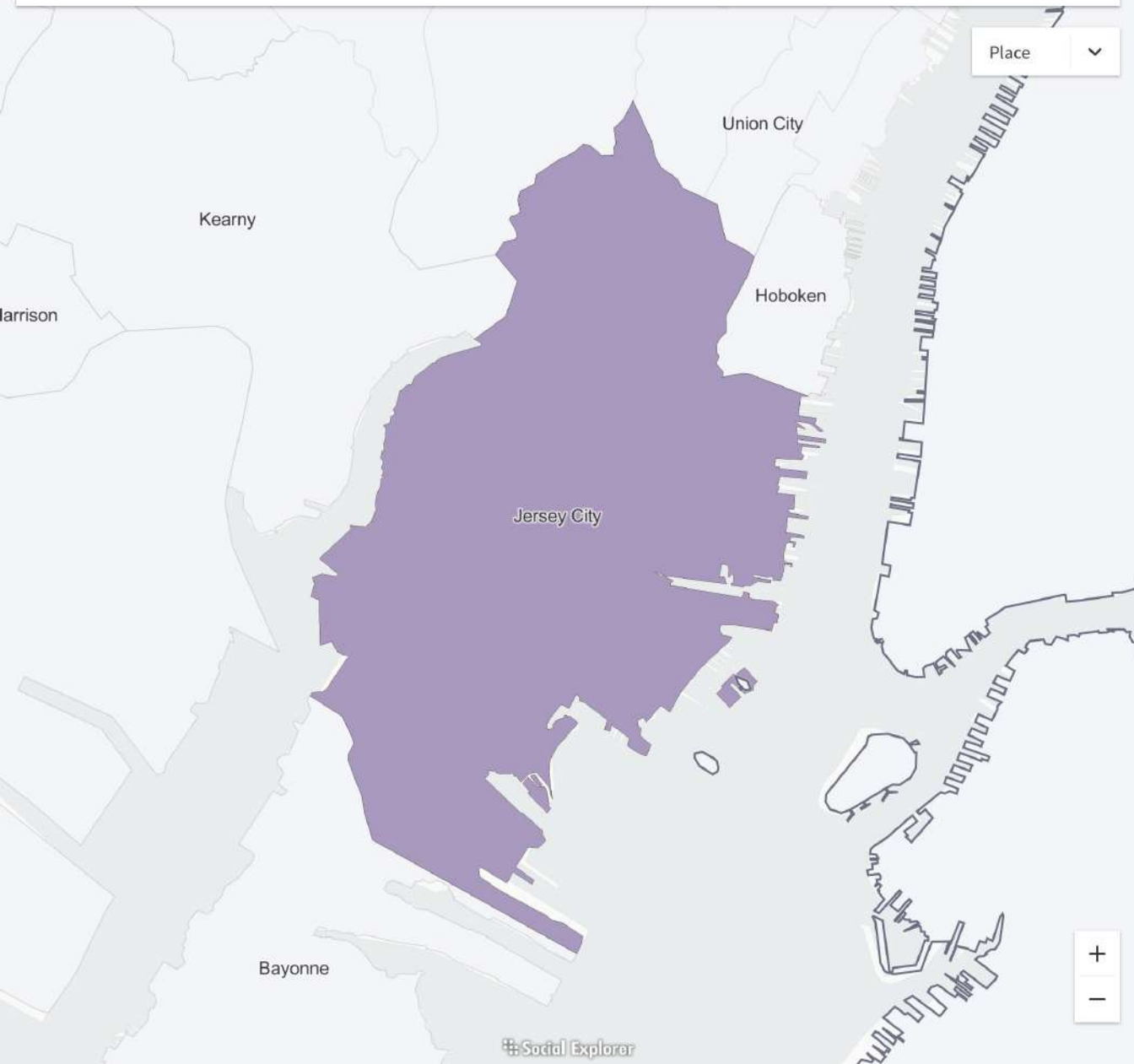
**Learn**  
Whether you're doing market research, writing a thesis, or you're just curious

**Visualize**  
Don't spend hours on end reading endless documentation and sifting through

# Jersey City city, New Jersey

U.S. Place

Citation: U.S. Census Bureau (2019). American Community Survey (ACS) 5-year estimates.



Demographics

Education

Economics

Households

Housing

261,940 Population

14.74 Square Miles

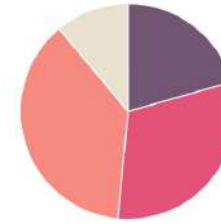
17,766.41 People Per Square Mile

## Age

Median Age

34.3 years

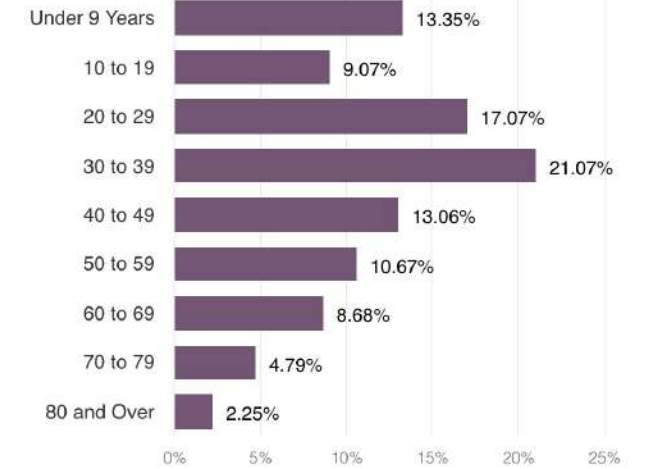
### Population By Age



Under 18 Years	20.61%
18 to 34	30.9%
35 to 64	37.43%
65 and Over	11.06%

[Show data](#)

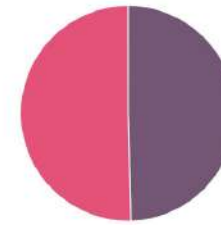
### Population By Age (Detailed)



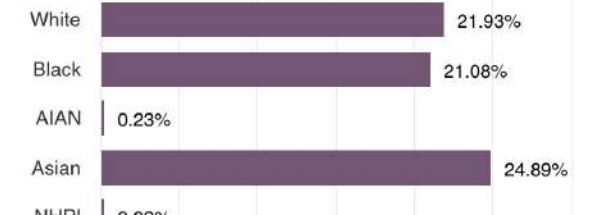
[Show data](#)

## Sex, Race & Ethnicity

### Sex



### Race & Ethnicity



**Census Tract 109, Essex County, New Jersey**

	2019
Total Population: Black or African American Alone	82.56% 1,870
Total Population: White Alone	1.15% 26
Percent base: Total Population:	2,265

2016 2017 2018 **2019** 2022

[Show all years](#)

Filter list...

**ACS 2019 (5-Year Estimates)**

**Race**

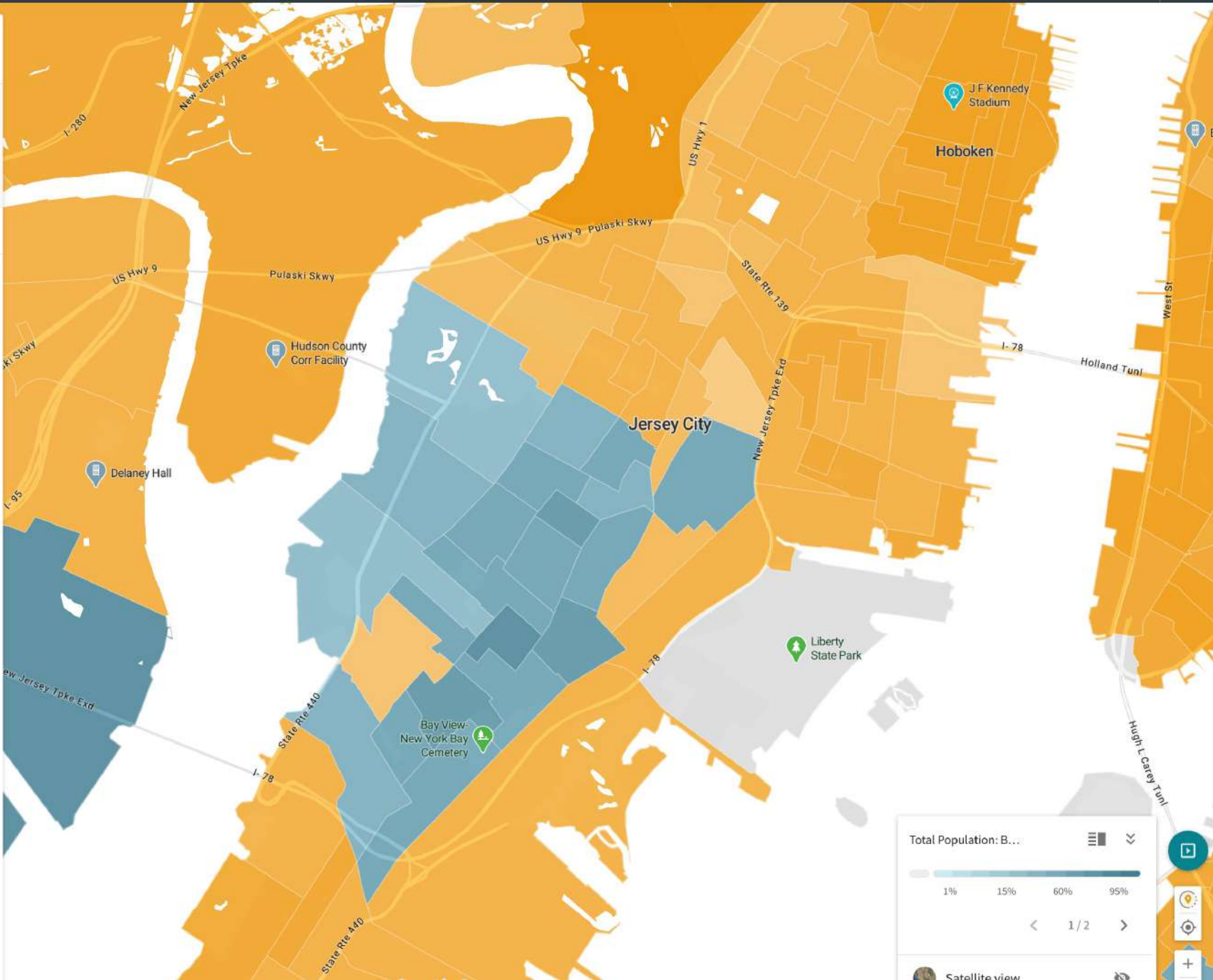
Total Population

- White Alone
- Black or African American Alone
- American Indian and Alaska Native Alone
- Asian Alone
- Native Hawaiian and Other Pacific Islander Alone
- Some Other Race Alone
- Two or More Races

**Hispanic or Latino by Race**

Total Population

- Not Hispanic or Latino
- White Alone
- Black or African American Alone
- American Indian and Alaska Native Alone
- Asian Alone
- Native Hawaiian and Other Pacific Islander Alone



Total Population: B...

1% 15% 60% 95%

< 1/2 >

Satellite view



Search address or geography



Compare



Save as...



Total Population: Black or African Ame...

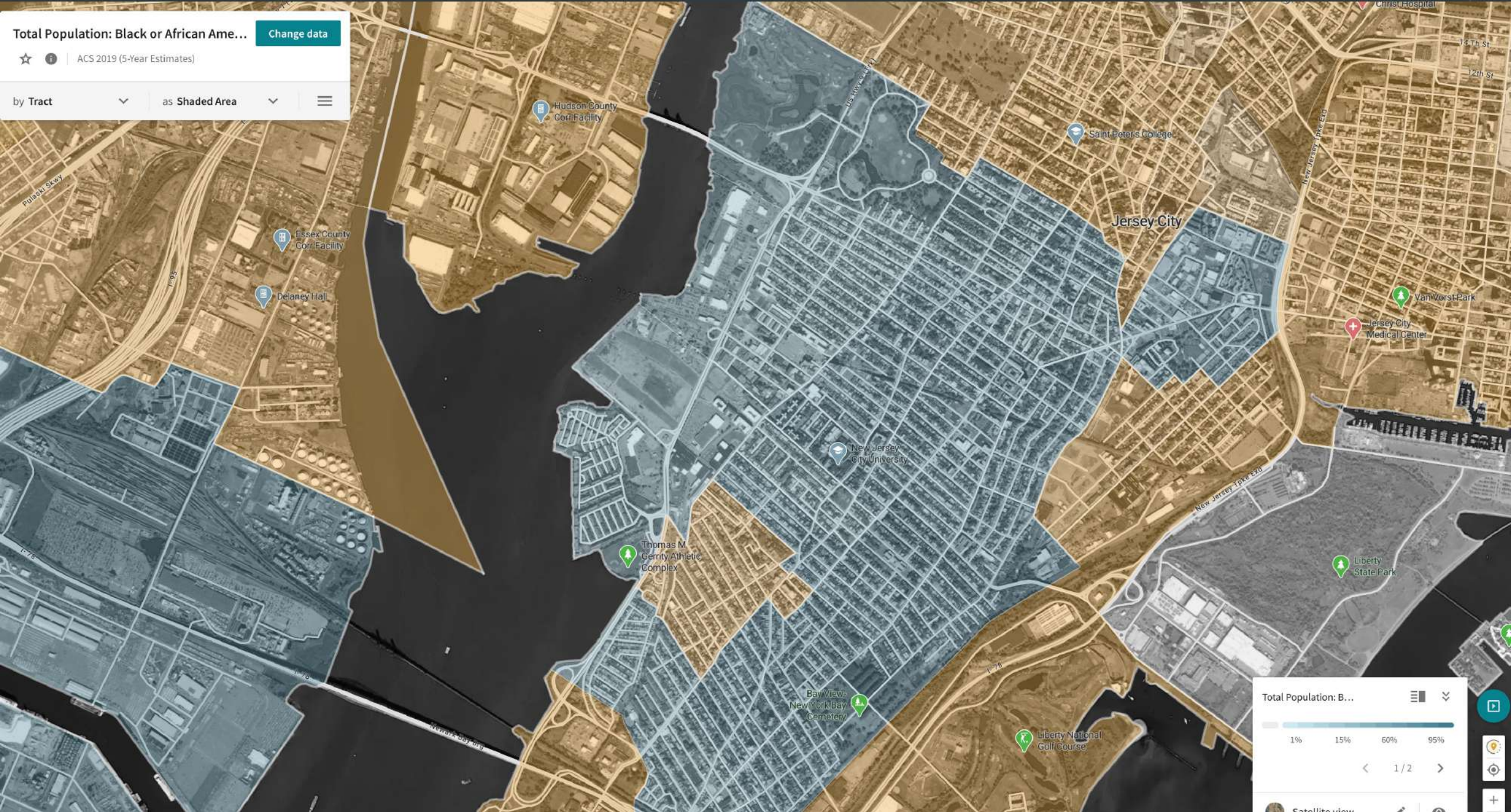
Change data

☆ ⓘ ACS 2019 (5-Year Estimates)

by Tract



as Shaded Area



Total Population: B...

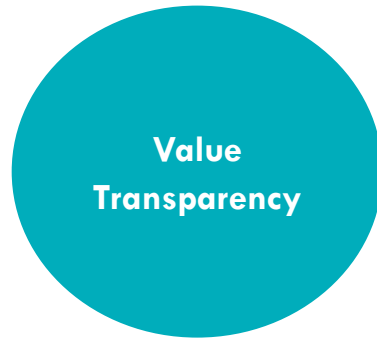


< 1/2 >

Satellite view







# **Activity 1 – Think/Pair/Share: Identification of Key Populations**

# Key Questions

- What challenges have you or your team faced in identifying key residents?
- What have you done to overcome these challenges?
- ***Please decide who will report back to the group***



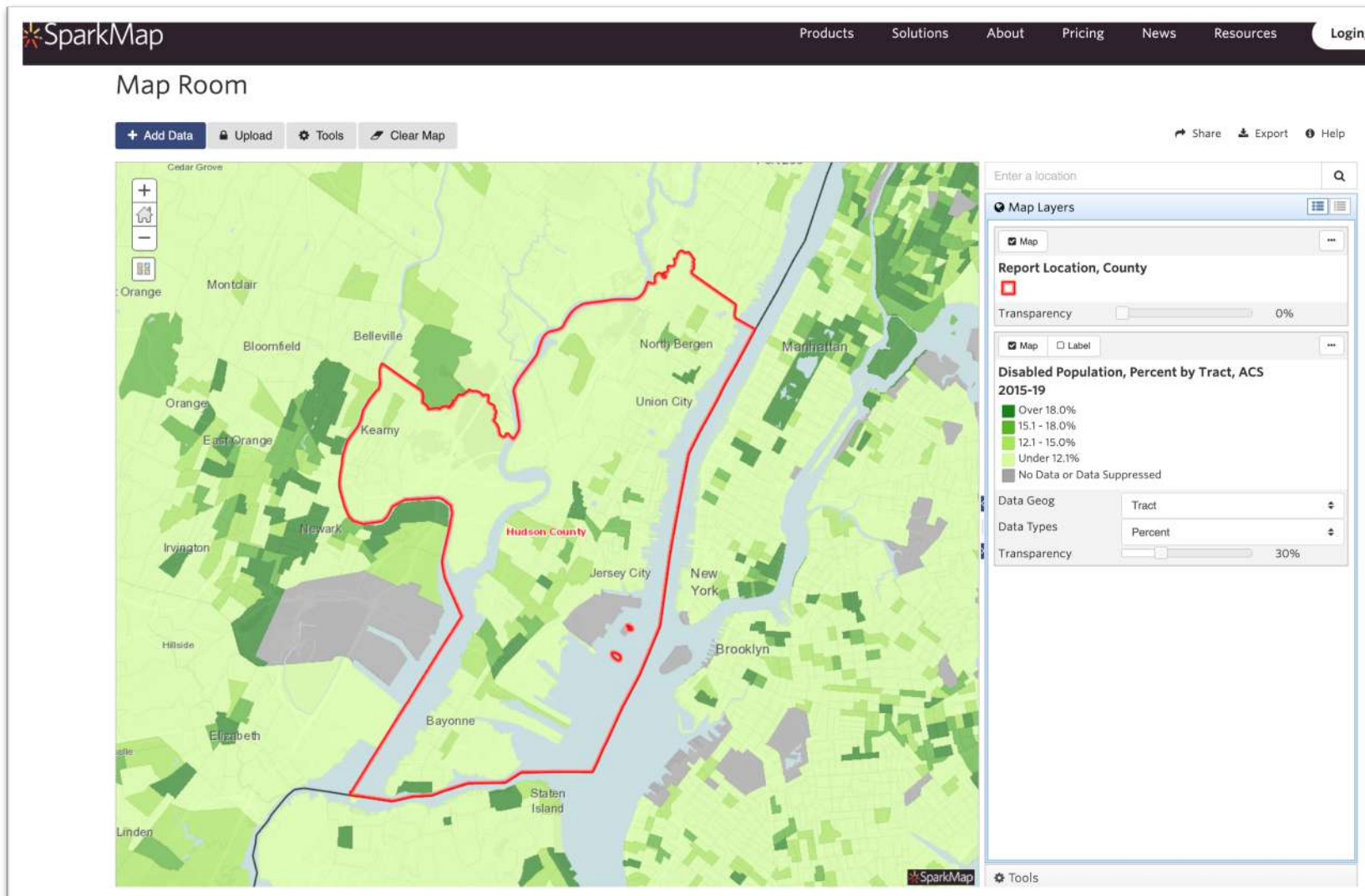
# Step 2 – Conduct Needs Assessment

**DEVELOP A CLEAR UNDERSTANDING OF THE CONDITIONS AND TRANSPORTATION-RELATED NEEDS.**



# Step 2 – Conduct Needs Assessment

DEVELOP A CLEAR UNDERSTANDING OF THE CONDITIONS AND TRANSPORTATION-RELATED NEEDS.



## WARD A



Ward A's route started at Audubon Park and ended adjacent to Bayside Park, and made sure to include portions of the larger N-S arterials, like Ocean, Garfield, and Bergen Avenues.



## WARD B



Ward B segments had the highest average rating at 2.03. This route included a large portion of West Side Avenue.

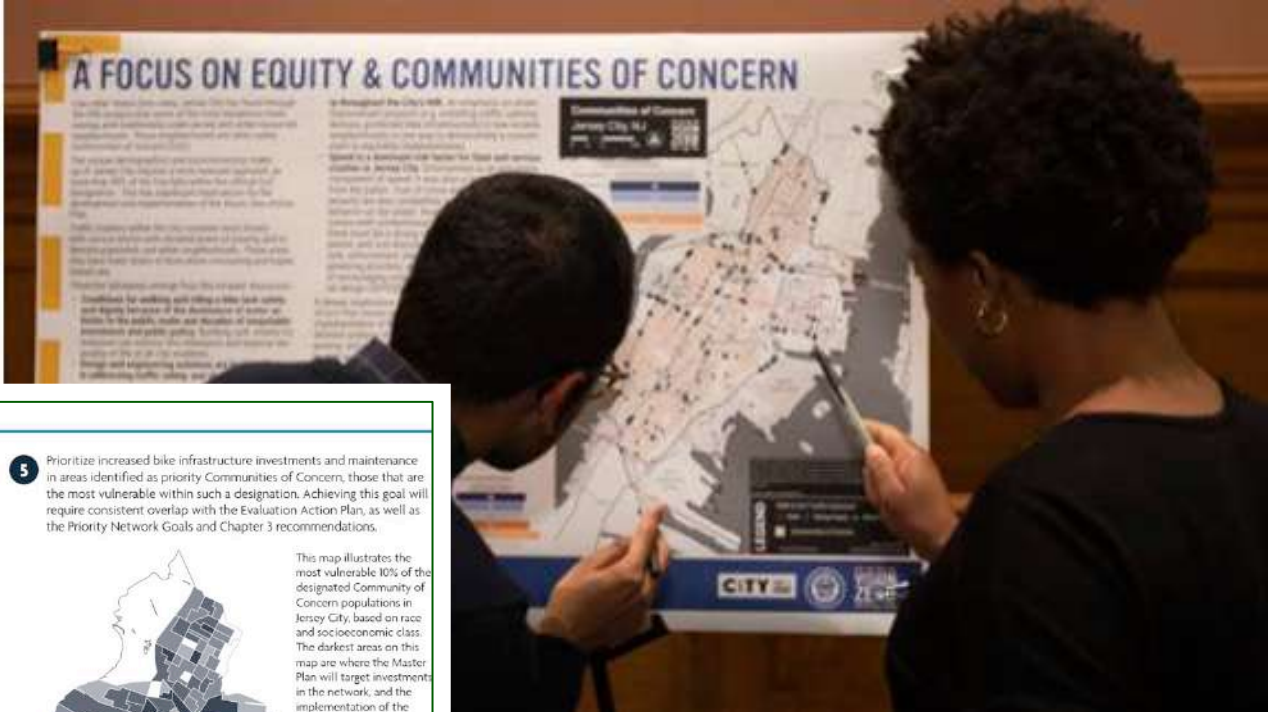


## WARD C



Ward C segments had the lowest average rating at 1.43. JFK Blvd in Ward C was among the lowest scored segments at 1.2





# EQUITY



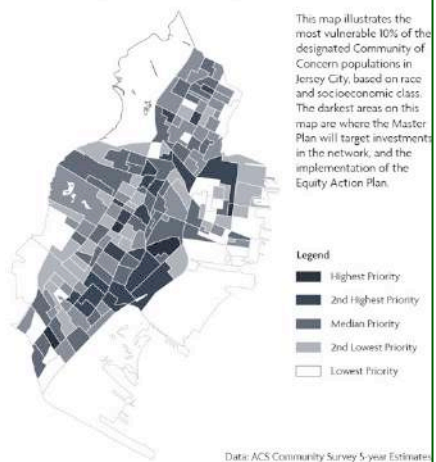
The action items listed below were developed to ensure that all Jersey City residents have safe and equitable access to the city's bikeway network and are not denied full and fair participation in transportation decision-making processes. For the purposes of this plan, and the protection of marginalized and historically and systemically excluded populations, the following nine equity variables have been included within the 12-point Equity Action Plan.

## PRIORITY EQUITY GOALS

**EQUITY**  
 Equity is a foundational pillar for this entire plan. Below are five overarching equity goals that must be obtained if cycling safety, mobility, and access enhancements are to be beneficial for all Jersey City residents. Failing to reach these goals will result in the failure to achieve this plan's broader network, mode share, and safety goals.

- 1 Institutionalize equity within the city's mobility, neighborhood, and land use plans, programs, policies, and processes with a specific emphasis on the eradication of systemic (i.e., institutional and structural) racism and discrimination. Achieving this goal will require work outside the realm of bicycle planning, but will positively impact all future planning, policy, and program efforts carried forth by Jersey City.
- 2 Ensure the full and fair participation and engagement of Jersey City's marginalized and historically and systemically excluded populations, disaggregated by race, religion, political or cultural group, age, gender, sexual preference or financial status. Achieving this goal will also require work outside the realm of bicycle planning, but will positively impact all future planning, policy, and program efforts carried forth by Jersey City.
- 3 Increase the rate of bicycling among Jersey City's marginalized and historically and systemically excluded populations, disaggregated by race, religion, political or cultural group, age, gender, sexual preference or financial status.
- 4 Reduce the number and percentage of bicycle-related fatalities and moderate to serious injuries among Jersey City's marginalized and historically and systemically excluded populations, disaggregated by race, religion, political or cultural group, age, gender, sexual preference or financial status.

- 5 Prioritize increased bike infrastructure investments and maintenance in areas identified as priority Communities of Concern, those that are the most vulnerable within such a designation. Achieving this goal will require consistent overlap with the Evaluation Action Plan, as well as the Priority Network Goals and Chapter 3 recommendations.



## Action #1: Inst through the a transportation equity).

Consider the adoption of a Transportation Equity Action Plan to institutionalize the city's commitment to advancing racial equity through not just cycling but all its transportation programs, processes, and policies. The Transportation Equity Action Plan is 100% consistent with recommendations found within the City's Vision Zero Action Plan, and cements a collective vision of equity that aims to eradicate long-standing institutional and structural barriers to access and mobility for historically and systemically excluded populations due to their race, religion, political or cultural group, age, gender, or financial status.

### HOW?

- Step 1:** Create a transportation equity guiding statement.
- Step 2:** Identify desired results and community outcome indicators.
- Step 3:** Develop actions to achieve each outcome.





Value  
Trust

## **Activity 2 – Think/Pair/Share: Engagement of Key Populations**

# Key Questions

- What challenges have you or your team faced in **engaging** key residents?
- What have you done to overcome these challenges?
- ***Please decide who will report back to the group***





# Step 3 – Align & Allocate Funding

**TARGET POPULATION NOT GEOGRAPHY-BASED NEEDS**

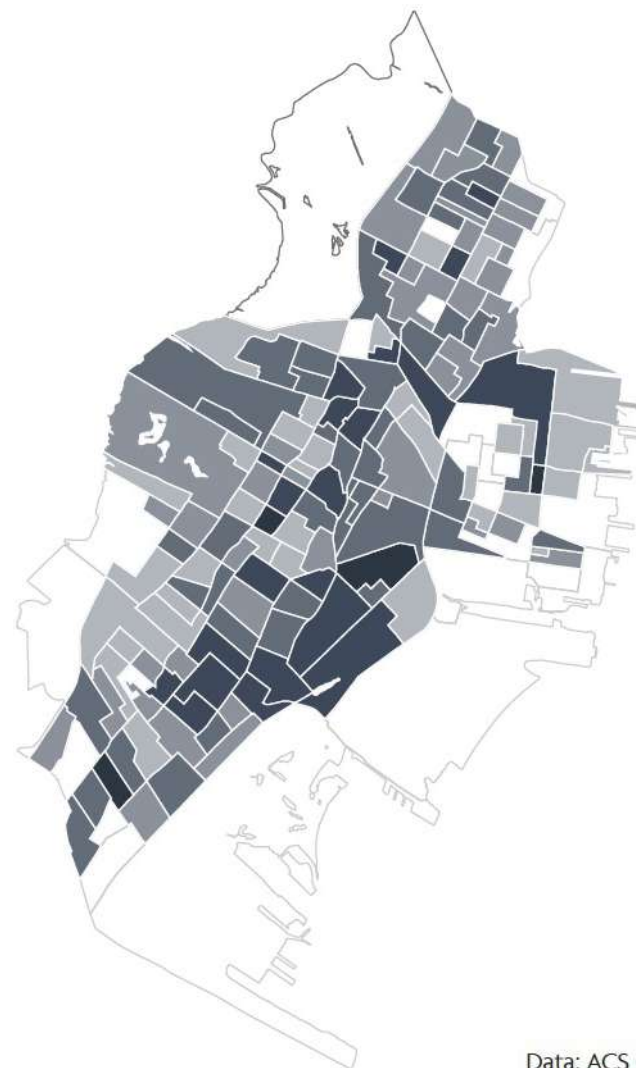


# Centering Equity

## DEVELOPMENT OF AN EQUITY ACTION PLAN



- 5 Prioritize increased bike infrastructure investments and maintenance in areas identified as priority Communities of Concern, those that are the most vulnerable within such a designation. Achieving this goal will require consistent overlap with the Evaluation Action Plan, as well as the Priority Network Goals and Chapter 3 recommendations.

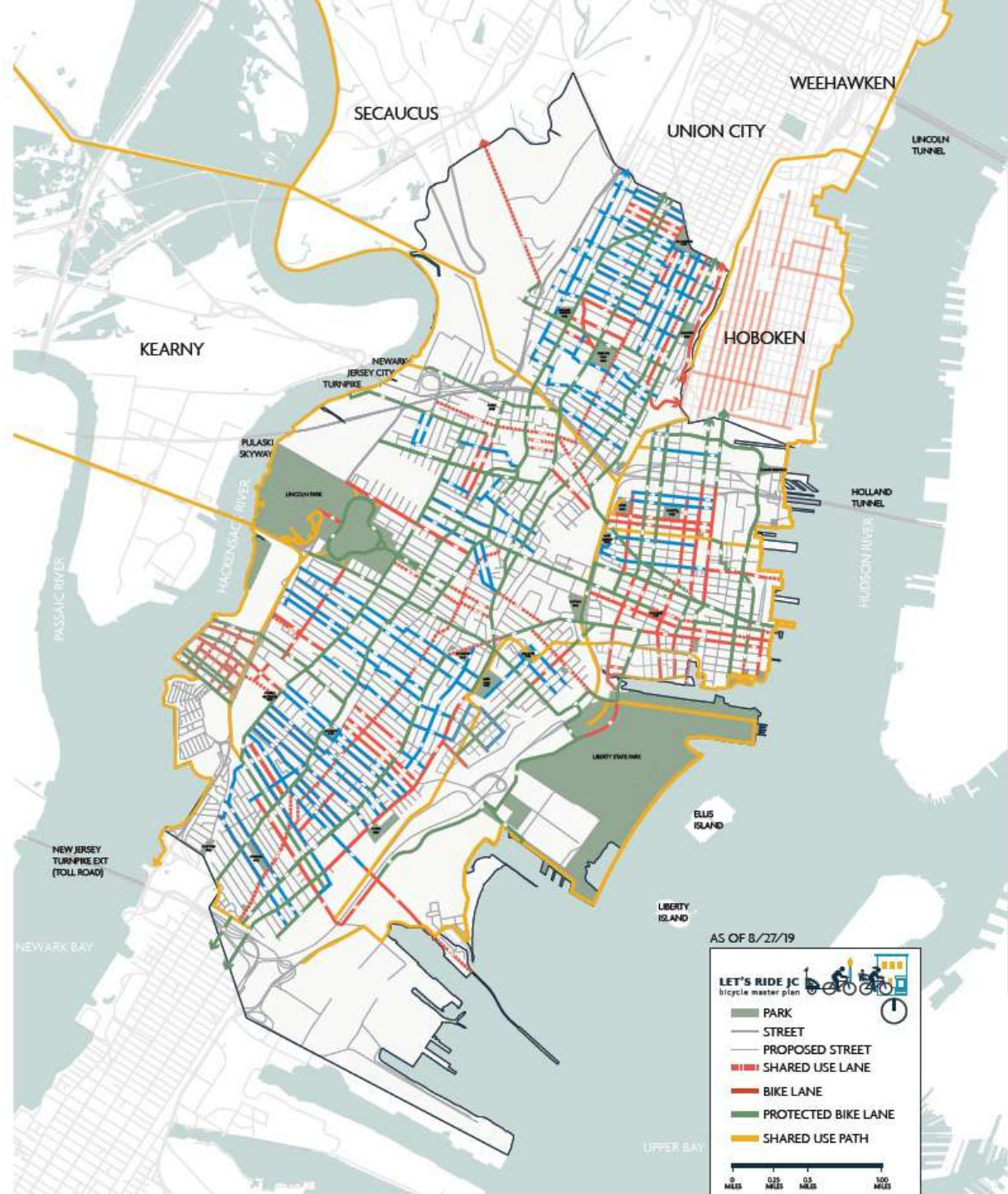
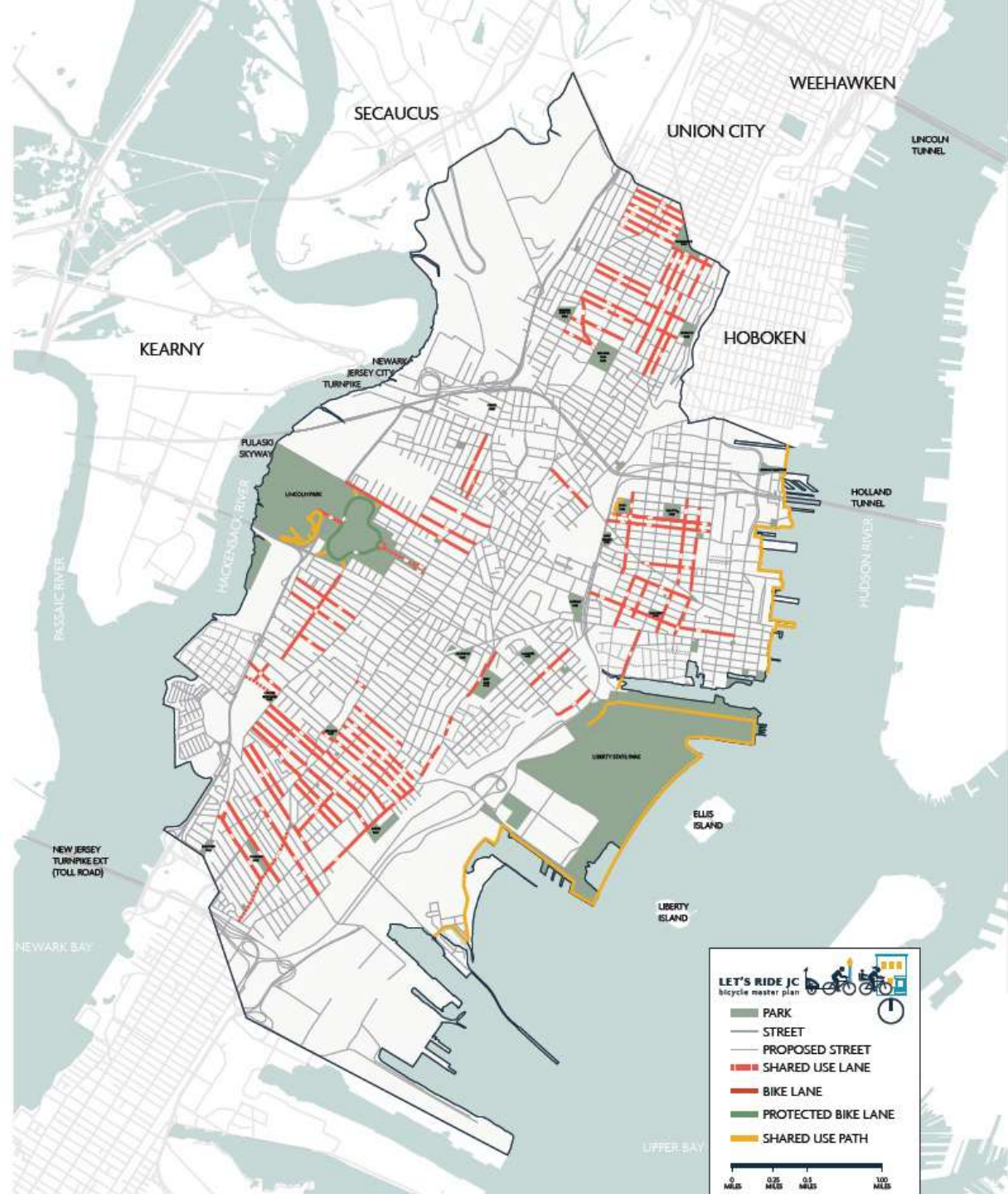


This map illustrates the most vulnerable 10% of the designated Community of Concern populations in Jersey City, based on race and socioeconomic class. The darkest areas on this map are where the Master Plan will target investments in the network, and the implementation of the Equity Action Plan.

**Legend**

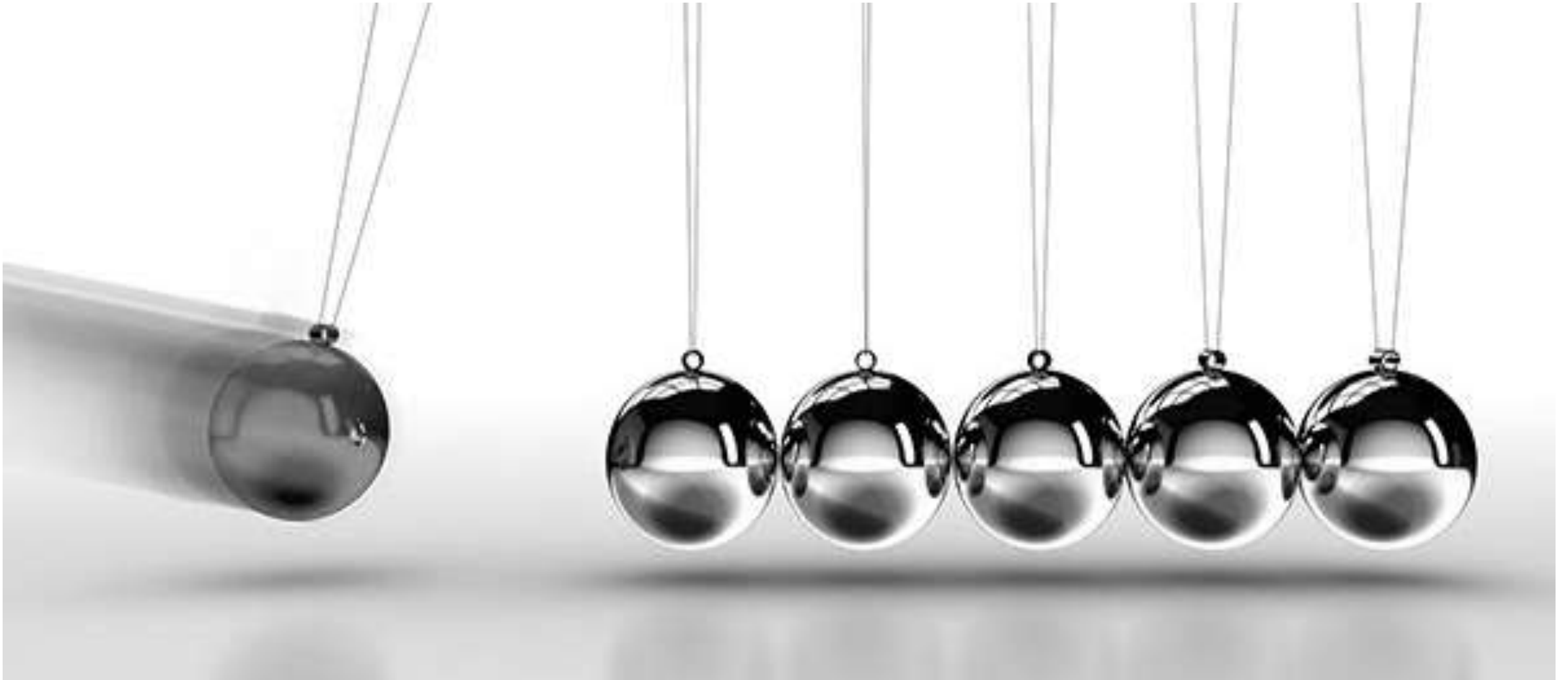
- Highest Priority
- 2nd Highest Priority
- Median Priority
- 2nd Lowest Priority
- Lowest Priority

Data: ACS Community Survey 5-year Estimates.



# Step 4 – Evaluate Benefits & Burdens

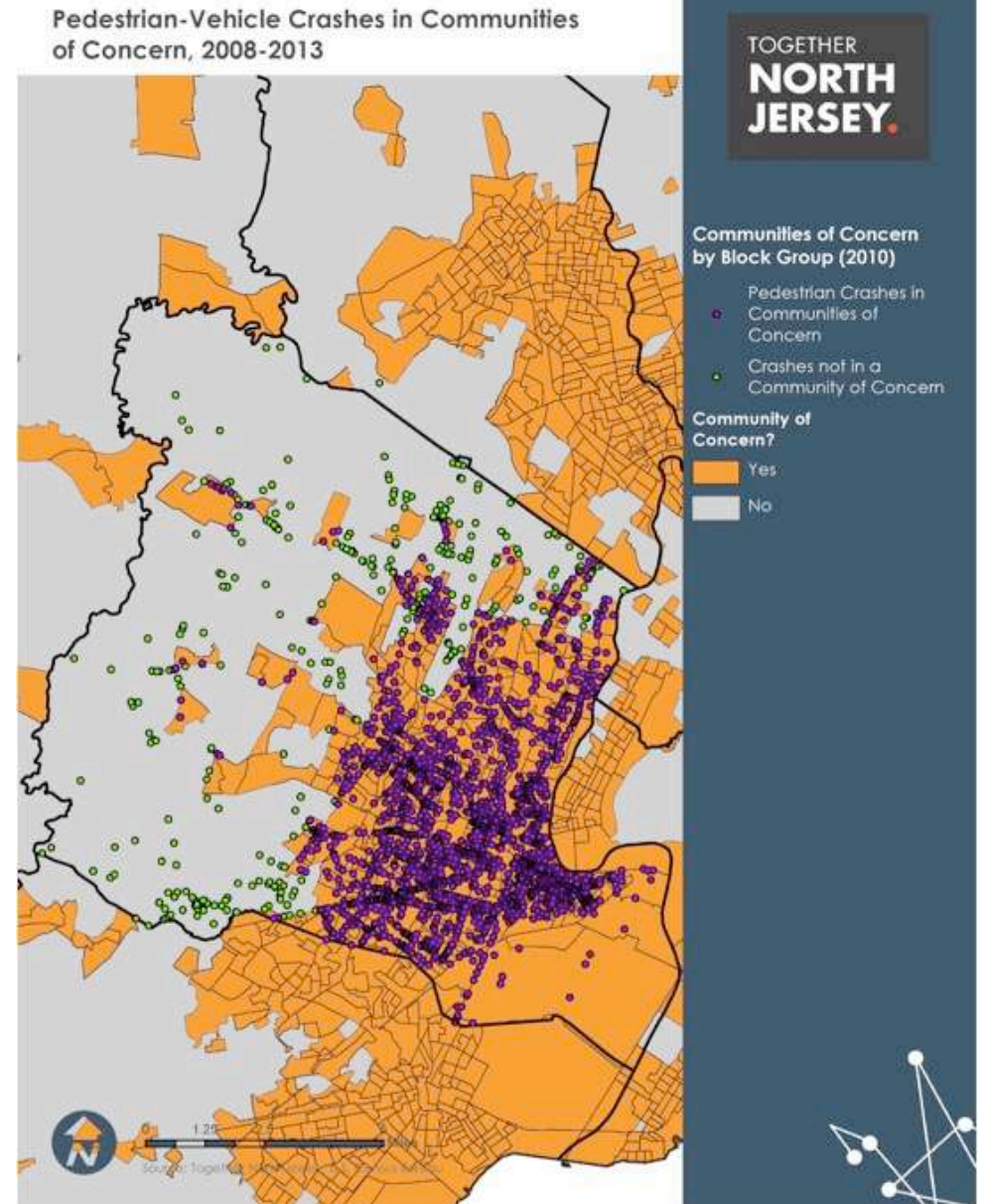
**ASSESS PROJECT IMPACTS AND COMPARE IMPACTS ON EJ VERSUS NON-EJ POPULATIONS**



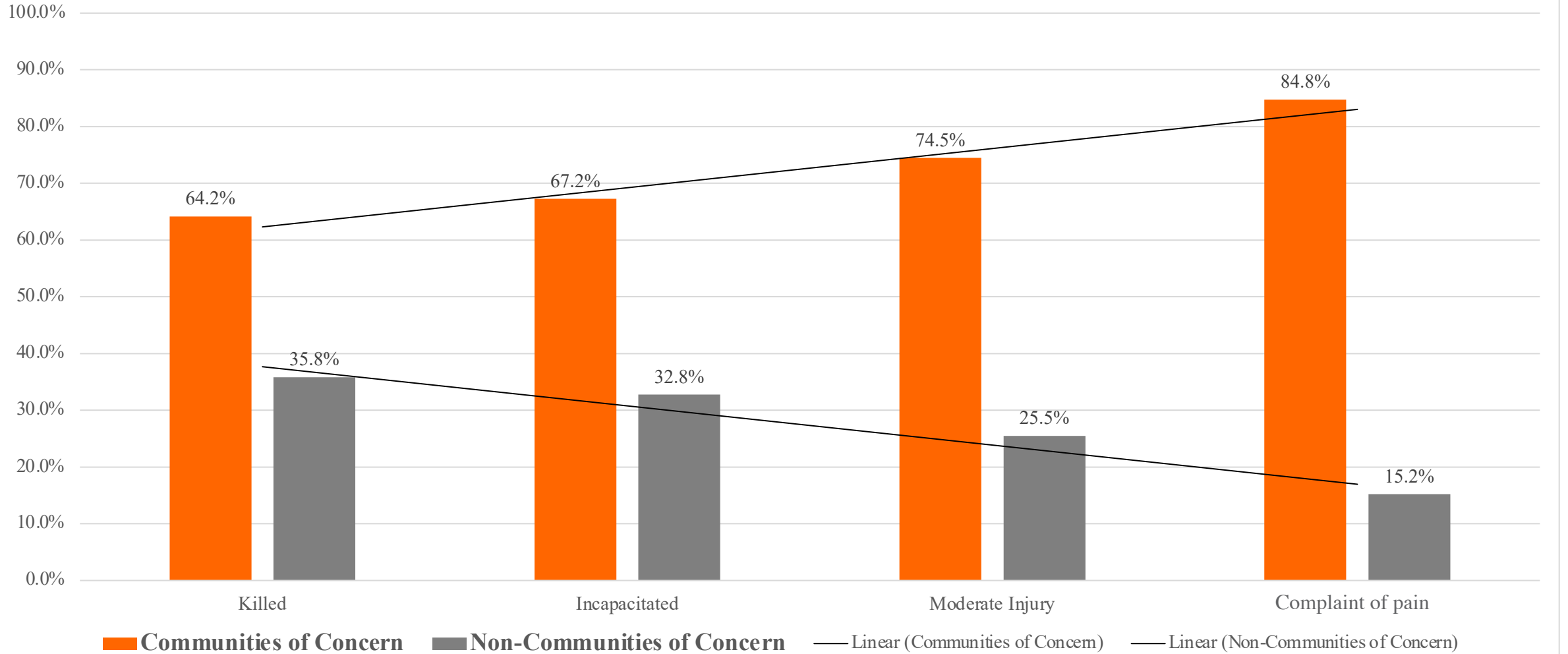
# Step 4 – Evaluate Benefits and Burdens

# Crashes In Non-Communities of Concern	# Crashes in Communities of Concern
455 (11%)	3,559 (89%)

Communities of Concern		Non-Communities of Concern	
Crashes per 1,000 People	Crashes per Square Mile	Crashes per 1,000 People	Crashes per Square Mile
6.0	61.9	2.3	6.3



## Crash Severity in Communities of Concern and Non-Communities of Concern



# Step 5 – Identify and Address Impacts

**LEVERAGE DESKTOP ANALYSIS AND PUBLIC INPUT TO IDENTIFY AND ADDRESS ADVERSE IMPACTS**



# Step 5 – Identify and Address Impacts

## LEVERAGE DESKTOP ANALYSIS AND PUBLIC INPUT TO IDENTIFY AND ADDRESS ADVERSE IMPACTS

SparkMap
Products Solutions About Pricing News Resources

### Mortality - Motor Vehicle Crash

This indicator reports the 2015-2019 five-year average rate of death due to motor vehicle crash per 100,000 population, which include collisions with another motor vehicle, a nonmotorist, a fixed object, and a non-fixed object, an overturn, and any other non-collision. Figures are reported as crude rates, and as rates age-adjusted to year 2000 standard. This indicator is relevant because motor vehicle crash deaths are preventable and they are a cause of premature death.

Within the report area, there are a total of 145 deaths due to motor vehicle crash. This represents an age-adjusted death rate of 4.3 per every 100,000 total population.

*Note: Fatality counts are based on the location of the crash and not the decedent's residence.*

Report Area	Total Population, 2015-2019 Average	Five Year Total Deaths, 2015-2019 Total	Crude Death Rate (Per 100,000 Population)	Age-Adjusted Death Rate (Per 100,000 Population)
Hudson County, NJ	678,583	145	4.3	<b>4.3</b>
New Jersey	8,939,767	2,986	6.7	6.4
United States	325,134,494	189,154	11.6	11.3

Motor Vehicle Crash Mortality, Age-Adjusted Death Rate (Per 100,000 Pop.)

- Hudson County, NJ (4.3)
- New Jersey (6.4)
- United States (11.3)

*Note: This indicator is compared to the state average.*  
*Data Source: Centers for Disease Control and Prevention, National Vital Statistics System. Accessed via CDC WONDER, 2015-2019. Source geography: County →*  
[Show more details](#)

[View larger map](#)

#### Motor Vehicle Crash Mortality, Age Adj. Rate (Per 100,000 Pop.) by County, CDC NVSS 2014-18

- Over 25.0
- 20.1 - 25.0
- 10.1 - 20.0
- Under 10.1
- Data Suppressed (<20 Deaths)
- Hudson County, NJ





## Rapid Fire Chat Box

What *mapping tools* do you use as part of your outreach and engagement efforts?

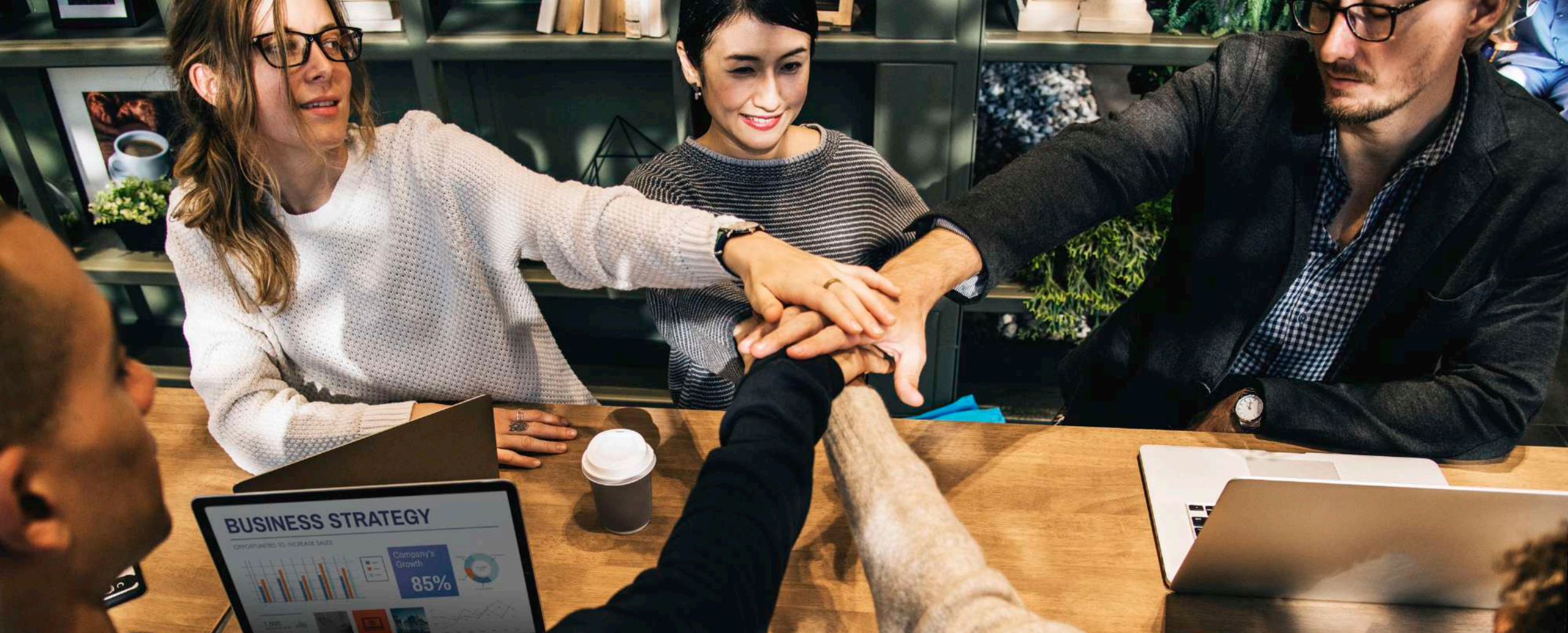
# Rapid Fire Chat Box

How do you maintain and keep your databases up to date?



Value  
Justice

# Session 4 – Building Community Trust and Increasing Transparency



# Building Trust in Communities

# BUILDING TRUST IN COMMUNITIES

There are four ways you can build trust:

1. **Contractual trust** refers, simply, to whether promises are kept, expectations are clear, and community members believe that they can depend on one another.
2. **Communication trust:** "Community members need to know they'll be told what they need to know when they need to know it."
3. **Competency trust** is built when people are knowledgeable and skilled in what they do.
4. **Caring trust** leads others to believe that no matter what might go wrong, you intend to act in their best interests rather than from a personal motive.



# BUILDING TRUST IN COMMUNITIES

## Simple actions to building trust:

### 1. Contractual trust

- Publish updates about important projects in local newspapers, community portals or social media.

### 2. Communication trust

- Carry on respectful meetings even when an issue creates conflict.

### 3. Competency trust

- Get training and resources for leaders and volunteers.

### 4. Caring trust

- Create and maintain a welcome wagon.



# BUILDING TRUST IN COMMUNITIES

It takes time to build trust:

1. **Exhibit humility and vulnerability**
2. **Ask questions with genuine curiosity**
3. **Take time**
4. **Share information that helps newcomers be successful in your community**
5. **Gather input intentionally from all groups**

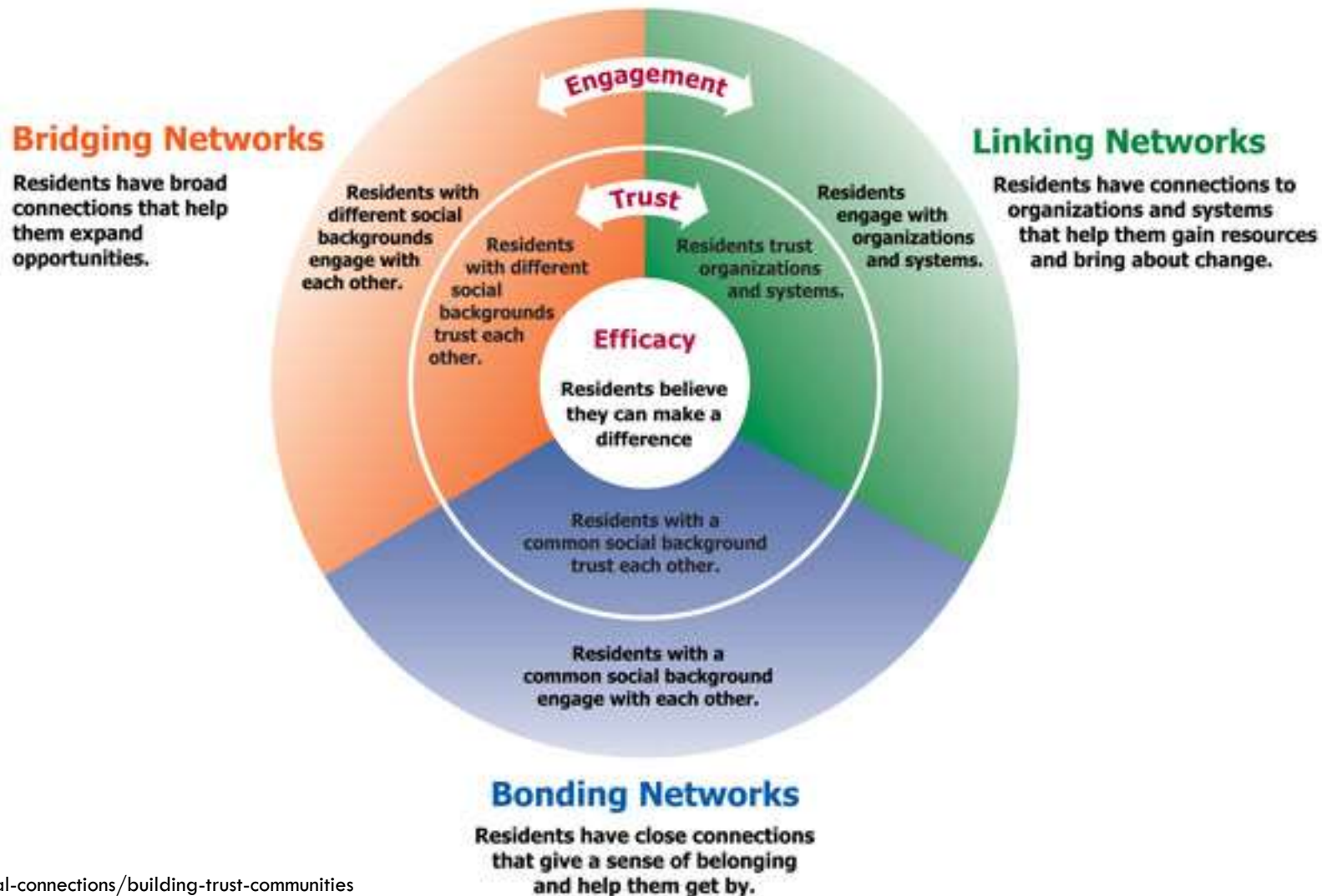
**"The only way to grow trust is to take the time needed to understand differences and find commonalities."**

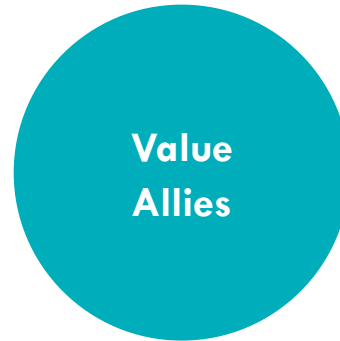




# BUILDING TRUST IN COMMUNITIES

## Why build trust?





# Activity – Trusted Allies

# Key Questions

- What are the biggest barriers to building trust in the community?
- What resources, tools, or assistance do you need?
- ***Please decide who will report back to the group***



**End of Workshop**

**I am**

**Because**

**WE are**