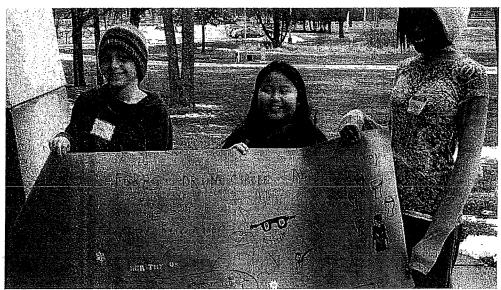




Healthy people and places



Youth articulate the vision for a nature-rich city, March 5 2016.

Madison Connecting Children to Nature: Planning Grant

Proposed Goal: Every child growing up in Madison will have the opportunity to connect to nature in a meaningful way. This broad vision will provide the backbone for the following planning goals:

- 1) Clearly identify assets and opportunities to connect children to nature, focusing specifically on increasing equity in opportunity among children of color
- 2) Develop and articulate shared goals and metrics to measure progress, ensuring that youth engage in leading the effort
- 3) Specify a path toward a sustainable financial model to support connecting children to nature in our community, understanding that this will take time

Critical questions to address include the following:

- 1) What are key indicators of progress?
- 2) How do lived experiences of people of color in our community fundamentally shape perceptions of spending time in nature, and how do we create the space to honor and heal from those experiences?
- 3) How can we ensure transformational and restorative experiences in nature to children facing many other day-to-day challenges?
- 4) What resources and partnerships are necessary to do this and sustain it over time, ultimately shifting community norms?

Madison
Connecting
Children to I
Nature:
Madison Connecting Children to Nature: Timeline 2016

& nature Identify ach goals Project	nity investment in children & nature rganizational capacity to reach goals ldentify "investors"	t community inve annual organizati ch goals Identif	Sustainability planning Develop sustainable model Estimate current community investment in children & nature opportunities for synergy, leverage Project annual organizational capacity to reach goals annual "community budget" necessary to reach goals Identify "investors"	Sustainability planning Develop sustainable model opportunities for synergy, le annual "community budget"		Funders, agency leads, leads at complementary institutions Lead, commit
		Ita, media,	fine communications plan: Work with CityChanne Parks/Pub Health, media,	ក្នុន plam: Work with C	Define communications plan: Work with CityChanne! Parks/Pub Health, med neighborhood centers	
		nature	Oppointunities to shape how, where, with whom children spend time in nature. Apply criteria and identify geographic areas of need.	e how, where, with what it is a second of the control of the contr	 Opportunities to shap Apply criteria and idea 	
				stems scan	Conduct policy and systems scan	
				ata	Analyze qualitative data	
		rivpaces	oli grounds assessment	and begin MMSD School	• Filysical space allocol	
			re	ms connected to natu	Participation in progra	Systems
			g., social connectedness	mmunity outcomes: e	 Neighborhood and co 	navigate city, community
				l-being	Mentallemotional wel	communicate progress,
		ysical activity,	g. Obesity/ovenweight, Pr	, focused on equity: e.	Child health outcomes	
		X	Iprie assessment data (Fublic medictistalit) Synthesize existing data and begin to establish measures to inform goals	ta and begin to establications	Synthesize existing data and begin to establish mea	Statittedili Shepherdiprocess; analyze
1903 37 F100 53 F100 F100 F100 F100 F100 F100 F100 F10	format 4-7pm)	Open Control of the C	ers v. 18 tr. Julius 1997 (1998) and the state of the sta	on the first that the first possible of the control	experts to map assets, barriers, vision	Open youth opportunities, leverage support
σ	Open house			Educators' torum	environmental education	advocates for
	plan review		m youth, others	perspectives from youth, others	Park Visioning	organizations,
	Community	ent	"Citizen effort" to collect and document	"Citizen effort"	March 5: Warner	Madison educators,
S, VISION FILE BLANK	Youth-synthesize assets; barriers, vision Feed information into plan	Youth synthe Feed informa	en perspectives;	stakeholders broaden perspectives particularly from people of color	youthingerinsing	reflects readiness) values; needs, cultural context
partners	h reach diverse community partners		Community interviews with diverse	Community inte	interviews and summer	planning; emsure action
Youth assessment process: Photomapping, video	h assessment process. Pho	Youth assessi	(Center for Resilient Cities, Public Health,	(Center for Resilient	organization to shape and manage community.	"Own" vision, offendiverse
terviews	th engagement and interviews	Youth enga	Design youth engagement process	Design youth en	Contract with community	Youth and community
target: 8/16	actions	Objectives	establish goals			opportunities
submission	Finalize	Set	assessment data,		Feb, March meetings	Guide vision, leverage local
Plan	July 26:	June 28:	May 17: Review		Planning team	Planning team
Ellansidue August 18	Funder site visit: Plansidue 7/8-9/16	? cālls	4 calls Nat'l mtng: St. Paul	2.calls		National level Connect to resources, cities
August	July	June	May	April	March	Involvement/role
			2016	ure: limeline	g Children to Nat	Madison Connecting Children to Nature: Timeline 2016

Madison Connecting Children to Nature Steps in community engagement process (March – August 2016)

Action step	Principal questions	Status
 Survey of community visioning registrants (n=55) 	What two things would you do to improve children's connection to nature?	Analysis complete
 Review city data, multiple dimensions 	Focus on disparities Geospatial analysis of poverty, demographics, green space, amenities, etc. Health indicators (including small area where available)	In analysis
 Community visioning session (n=85) 	Focus on identifying assets, barriers and "dreams." Used a systems change framework to code emergent themes.	Analyzed, prioritized Overarching priority is using green space/open space as a way to improve belonging, social connectedness, in communities—especially within communities of color, but also among racially/ethnically/ economically diverse communities.
• Community interviews (n=15-20)	How is access to nature seen/valued? What works? What geographies/areas need attention?	In progress: Focusing on specific barriers, assets locally, with people of color and those who are deeply involved in advancing opportunity within communities of color.
 Teacher input session (n = 10-15 MMSD, other educators) 	How can educational institutions shift to prioritizing outdoor learning? What works? What gets in the way?	Planning in progress
 Youth engagement, youth voice and community interviews 	Interviews (individual and group) Observations What are lived experiences of people in our community (especially youth and older adults) with respect to connection to nature?	In progress Susila Isabela Alesha Jayla Tatianna Lydia
• Event: Public review of plan	What stands out? What is missing? What would make this plan "shine"? Achieve meaningful impact?	
 Challenges in the process, "missing links" 	Identifying gaps as we go.	