# Community Engagement Toolkit

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# Introduction

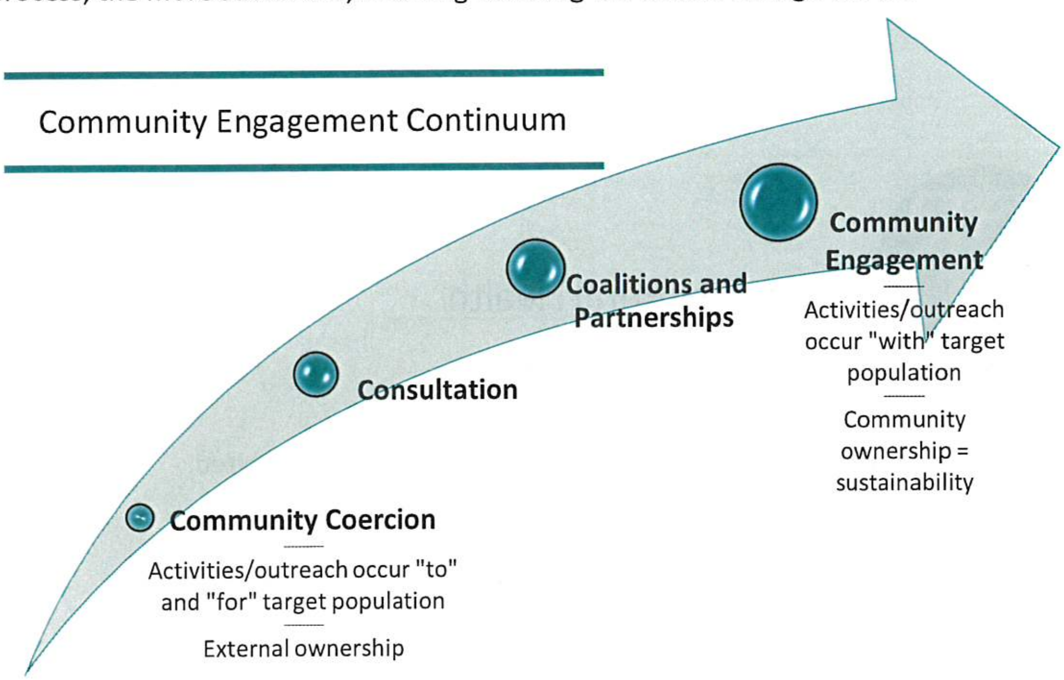
This toolkit is designed to assist groups and individuals throughout North Dakota in engaging their **community** to make a difference through a collaborative process. As with any toolkit, we do not claim to have all the answers, but hope that the tools and ideas provided will help you move forward in a positive way, through developing trust and relationships among individuals, partners, and organizations.



**What is Community Engagement?**

Community engagement is a process by which community members and organizations come together with a mission to make a change to benefit their community. Community, for the purposes of this toolkit, is a group of individuals with unique qualities, who are connected through social relationships, mutual viewpoints, or engage in joint efforts in geographical locations or settings.

Community engagement can occur on different levels. True community engagement will occur with the community, business or target population's participation and support, and will in turn, be owned by this group. Later, we will discuss group ownership in more detail, but it's important to recognize, as you're starting this process, that the more people who "own" your community engagement process, the more successful, and long-standing the overall change will be.



**Why would you utilize Community Engagement?**

If done correctly, and with the support of the community, community engagement is an excellent way to drive permanent change or impact in a collaborative and bottom-up way.

**Considerations:**

- The process can be lengthier due to consensus building.
- Maintaining excitement can be difficult if the process is too slow.
- Gaining the involvement of the key players or unusual suspects is important, but at times difficult.
- Overcoming differences to find a common vision or goal.

**Results:**

- The results will be longer lasting due to a larger invested interest.
- Small, easy wins can build a great amount of momentum.
- Connections and trust is built among organizations/ individuals.
- New leaders can be developed.
- Change is stronger and more powerful with invested interest from the community.

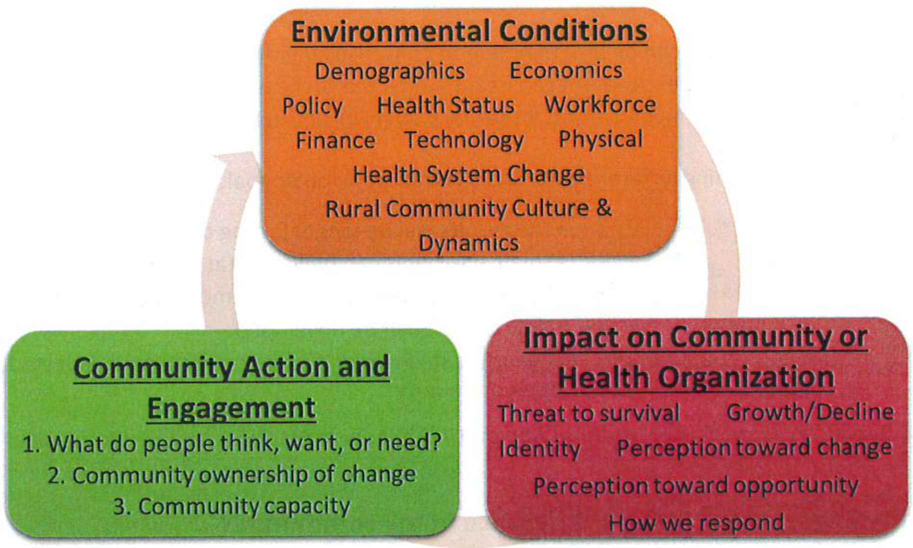
Source: *Brad Gibbens, Deputy Director, Center for Rural Health, UND School of Medicine and Health Sciences*

**How can Community Engagement make a difference in my community?**

If you follow the roadmap we've laid out for you in this toolkit, you will create the opportunity and openness for change and growth in your community. The important term to remember throughout this Toolkit is *change*, because each community responds differently to voluntary and forced change, but the direct response from groups like yours will help direct the community through the change into a positive result. It is first, important to remember that your community, coalition, business, or health organization is not on an island, and whatever going on in your community, will cause a ripple effect through all of these pieces differently.

The Rural Community Change Model, shown below, demonstrates how all changes affect the entire system, separately, and together. We start by acknowledging that most change is caused by a change in the environmental conditions, whether this is physical changes in the community, or a policy change in an organization. These environmental changes directly impact the community or health organization, by affecting its identity, growth, perception of change, etc. From here, a community or organization can adapt to the change in a positive manner, through community action and engagement, which will in turn again impact the environment.

**Rural Community Change Model**




*Source: Brad Gibbens, Deputy Director, Center for Rural Health, UND School of Medicine and Health Sciences*

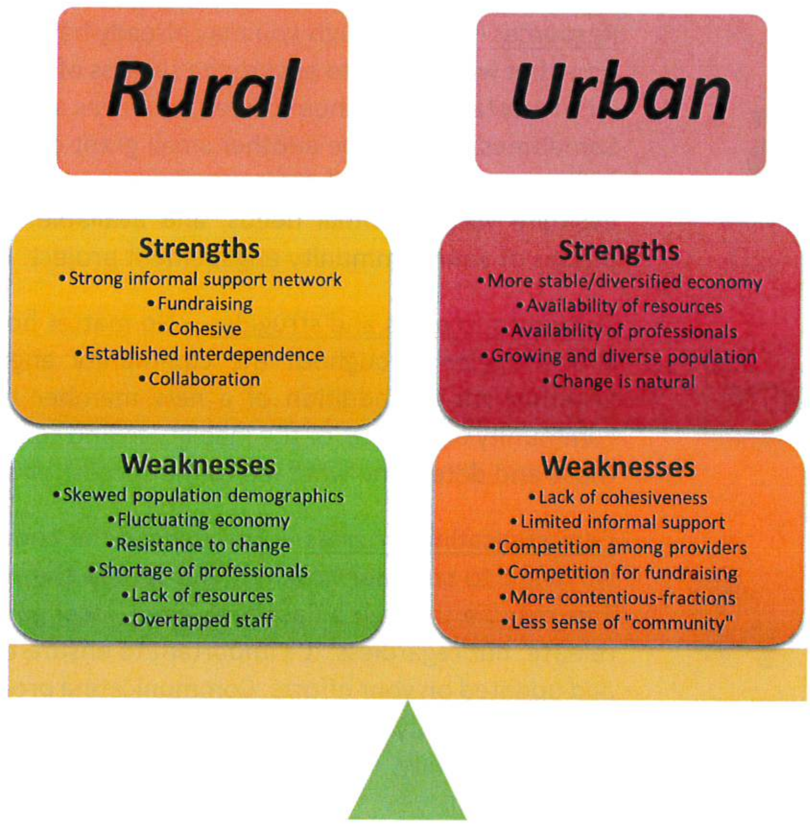
## Who would use this Community Engagement Toolkit and model?

We designed this toolkit to be used to address a broad spectrum of health and community level concerns. Health does not just refer to physical health, in the typical sense, we also are referring to financial health (poverty, job satisfaction), population health (immunizations, tobacco), emotional health (substance abuse, suicide), spiritual health, intellectual health (political, education), social health (relationships, support), and environmental health (recycling, pollution).

## What are your community's strengths and weaknesses?

Community engagement can be successful in all types of communities, businesses, or organizations, regardless of the perceived strengths and weaknesses. One common statement heard is "we live in a _______ (add descriptor, ex: rural, poor, etc.) community, so that won't work here". Regardless of what type of community you come from, community engagement is about maximizing your strengths and building upon your weaknesses, for the overall betterment of your community. Shown, to the right, is a comparative list of several strengths and weaknesses between rural and urban communities. The rural strengths are similar to the urban weaknesses, and vice versa for rural weaknesses and urban strengths. Strengths in rural locations tend to be related to relationships and personal connections, while their weaknesses are related to constant change and dependence. It is important to keep these in mind when working to identify their implications on health systems, community development, leadership development, and community engagement.

**Comparative Rural and Urban Strengths and Weaknesses**




*Source: Brad Gibbens, Deputy Director, Center for Rural Health, UND School of Medicine and Health Sciences*

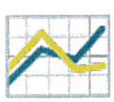
## What can we expect from the remainder of this toolkit?

This toolkit, in its entirety, has been designed to be a step-by-step guide to increase community engagement, to obtain a particular goal for your community, organization, coalition, or facility. We will provide you with the tools, activities, questions, samples, models, and diagrams necessary to be successful, with the appropriate level of explanation to understand the purpose of each step. We understand that you may be at a different phase of community engagement than others, but we do encourage that you at least consider starting from Module 1 and working through Module 5. Even a strong coalition can become more effective with a solid foundation.

**Key themes**:
Throughout this toolkit we will highlight five (5) key themes that facilitators, and community engagement partners should consider throughout their use of this toolkit. You will find the five associated graphics (below) throughout each Module, as well as at the end of each Module, we will pose 5 questions of you, regarding this process, and the relation to the 5 key themes.

Key Players – Internal evaluation, either among your core group, or your coalition, to consider if any community members or advocates are missing at the table. It is imperative, for a successful community engagement process, that any and all interested or needed parties are involved. Even if they're late to the game, and involved later on, it is important to gather their input, experience, and expertise. Also, ensure that you are as transparent as possible with your partners and key players, as keeping them updated and informed is important to keep them coming back to the group, the work, and the efforts.

Resources – Even though you may already have a funding source, or identified staff time that will be used to ensure the success of your community engagement project, it is important to continue to keep your eyes and ears open for additional resources. Sometimes this may be another small grant opportunity, or an organization that is willing to commit staff time or supplies to the completion of a project. Always evaluate your potential needs, and available resources for upcoming stages or phases of your community engagement project. Finally – do not be afraid to ask!



Tracking successes and struggles – No matter how big or small, tracking successes and struggles throughout the community engagement process are important. Whether it's the addition of a new member to the coalition, the passing of a community ordinance, or the inability to find consensus, it is important to document these and determine what led to the success or struggle.

Communicating progress – Throughout the community engagement process, you will want to consider how you will spread the word about your group's progress. This may be through a Facebook page, local government presentation, or a press release, but regardless, it's important to ensure that your "community" is educated and updated on your efforts. Communicating progress can also be useful if you need your "community" to respond or advocate on your behalf. Anytime you educate your community, you increase awareness, and encourage involvement and collaboration.

Vision and goals – Throughout the community engagement process, you will want to do a "self-check" to ensure that your work and activities are meeting the vision and goals that your group has established. All too often, we get caught up in the whirlwind, and realize that we've strayed from our original path and mission. It isn't necessarily a bad thing to stray off the path, but either establish a plan to return to the original path, or reconvene your community engagement group to determine if a change in vision or goals is necessary.

# Introduction: Notes

# Module 1: Finding a Common Mission

Community engagement is not about jumping in feet first, without establishing a strong foundation. Your group may be the most dedicated, but until you understand exactly what you're dedicated to, your group will be ineffective at moving forward and making long-term, permanent change. Through this Module, your group will dissect why they're here at the table, what they want to accomplish, who is missing in the conversation, informing the public of where you want to go, and determine when you will start to move to the next steps. We will also cross the ever difficult bridge of *facilitation*, and help you consider the pros and cons of different types of facilitators.


## Step 1: Organizing your Community Engagement Process

### Selecting a leadership group:

Leadership groups are also known as steering committees, executive committees, or board of directors. It doesn't matter which terms you choose, just as long as the group knows what they are expected to do, and that they're invested in whatever project is chosen. If you have not done so already, you will want to identify 4-5 key stakeholders, or interested parties, to participate in your leadership group. This could be: involved community advocates, department managers, coalition leaders, government officials, or many others. Do not assume that an individual will want to be part of your leadership team; it will be important to formally invite them, explain potential projects of the group, and measure their level of interest. This most likely will occur via a face-to-face conversation or phone call.

Here are a few things to keep in mind when inviting individuals to be part of your leadership group:

- ✓ Select individuals with diverse experience, background, and expertise, in order for your group to be most representative of the "community". This can also be an informal leader, so think outside of the people with "formal" titles.
- ✓ Ensure that they can commit time, energy and resources to this endeavor. Meeting 2-3 times a month may be necessary during the early stages of a community engagement process.
- ✓ Keep the leadership group small. Small group equals more consensus and fewer problems.
- ✓ Ensure that they're all "equal". Powerful voices can be helpful as part of a workgroup, but in a leadership group, they can cause others to feel uninvolved or not valued.
- ✓ Shared leadership is important. You may not want to "lead" this group, so make sure that at least one member of your leadership team is comfortable stepping up and taking the leadership role of chair, president, or other title.

List your leadership team members here:

| Name | Sector Representing | Email | Phone |
|---|---|---|---|
| *Ex: John Doe* | *Business sector (financial)* | *johndoe@banking.com* | *701-555-1234* |
| | | | |
| | | | |
| | | | |
| | | | |

### First meeting of the leadership group:

Select a convenient time for your leadership group to meet for the first time. You may need to meet over lunch or after work, in order to accommodate everyone's schedules. You will want to set an agenda for the group, and send it out at least one week in advance. At the end of this Module, we have created a sample agenda for you to view. See Tool: Sample Agenda – Meeting #1.

To help frame your community engagement project, one important step is to ensure that the entire leadership team is on the same page. To do this, you will have the team contribute their thoughts on the following questions (we have included a worksheet at the end of the Module for your use):

1. Why do we want to complete the community engagement process?
2. What issues do we hope to address in our community?
3. Who is our target audience? (demographics reflective of population or needed group, location, occupation, education level, number of employees, state of diagnosis, etc.)
4. Who/what is driving this process?
5. What do we want to get out of this process?
6. How do we know that the problem we hope to address is actually a problem (data, support, sources)?

There are no right or wrong answers here. It's just important for all of the leadership team members to be on the same page from the very beginning. If your answers align, and in general, feel as though you have the correct motives for community change, then you're ready to start diving into the community engagement process.

Decision Making

As a group it will be important to discuss, and decide, how you will make decisions on issues/matters that will arise. You will want to walk your group through deciding on roles, such as chair, vice chair, treasurer, secretary, etc. How will your group make internal decisions, such as which grants to apply for, an issue with a coalition/group member? These are just items to consider. Without knowing exactly what your group structure and formality will be, we have a hard time providing you with prescriptive advice here, other than to say, make sure you have the discussion regarding decision making, ensure that a decision is made, and is noted in the minutes.

## Step 2: Assessment and Development of your Partnership Network

### Establishing your partnership network:


The next step for your leadership group will be to consider what partners or coalition exist in your community, if they should be involved in your efforts, and how do their efforts compare to yours? Here is where a variety, diverse, unique set of key partners is important, and need to be included. We have created, and included at the end of this Module, a list of the "forgotten" partners to help you after you have brainstormed your potential list. Use this list to either trigger potential partners/coalitions, or to double-check the list you have created.

After completing step 1 above, you have a leadership team established. As a leadership team, complete the tool below (a full version can be found at the end of the Module). You may need to revisit this tool from time to time to ensure that you still have the correct key partners at the table, and that your group isn't missing an important voice.

<u>Tool: Partner/Coalition Assessment</u>

| List of partnerships/ coalitions in community | How can they help? What is their mission? | Should they be involved? (Check one) | | Do their efforts align or compete with our goals? | | |
|---|---|---|---|---|---|---|
| | | Yes | No | Align | Compete | Other |
| *Ex: Red Cross* | *Connection to resources. Mission to help those in need.* | ☑ | ☐ | ☑ | ☐ | ☐ |
| | | ☐ | ☐ | ☐ | ☐ | ☐ |

*Note* <u>*Have you marked 'COMPETE' anywhere above*</u>? If so, you have identified any organizations, partnerships, or coalitions that have competing goals with what you hope to accomplish, and you need to PAUSE here. It is important to now schedule a meeting with your group/coalition, and develop an internal plan of action to approach the organization/partnership with competing goals, and how to best work together. It is best to approach these situations as a united front, and have a plan in place that will work for both organizations/partnerships. You will want to discuss with them the community engagement process you are currently working through, determine how you can work together, and avoid duplication of efforts.

Now that you have completed the Partner/Coalition Assessment Tool, answer the following questions as a group. Circle the answer that best fits your group/coalition discussion.

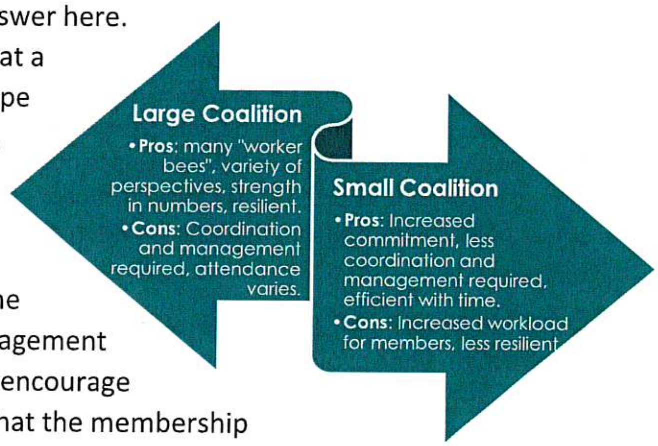
When looking at the partners/coalitions that we've identified that should be involved in our efforts:

1. Do they have anything in common? Yes No
2. Are they all already part of another coalition or workgroup? Yes No
3. Are they the "typical representatives" from the community, which are called upon anytime a new coalition is formed? Yes No
4. Are there any organizations listed, that you want involved, but are concerned about the person that will represent that organization? Yes No
5. Do we feel that we have too many people at the table? Yes No

You may be asking, what are we trying to get at with these questions? When groups or coalitions have a discussion around membership, frequently three key topics come to the surface – coalition size, typical representatives, and horizontal communicators. Let's break these three down a little further.

<u>Coalition Size:</u> During your leadership team discussion around membership, did anyone consider how large, or small, they would like the coalition to be? Ever experience the phenomenon of "too many cooks in the kitchen"? Large coalitions, with the correct structure can be very effective and efficient, but they can also crash and burn if not managed appropriately. Small coalitions, on the other hand, can have too few voices, and the workload can be overwhelming, but decisions and discussions are quick and meetings are efficient. We have provided a short list of pros and cons of small and large coalitions on the next page.

As you can see, there is no right or wrong answer here. Ultimately, if your leadership team agrees that a large coalition is necessary, based on the scope of the project, or potential level of influence, then make sure you structure your coalition to combat the "cons". To do this, we would encourage you to set up working committees (around a topic area or task of the coalition), ensure that coordination and management of the coalition is in place, and attendance is encourage and rewarded. For a small coalition, ensure that the membership is committed and understands the level of workload that may be required of them (if tackling a difficult issue). For small coalitions, it is also important to make sure that the coalition doesn't revolve around the attendance of one or two members. This reliance on a small number of members, reduces the resiliency of the coalition, if these members would change focus, or chose to stop attending.




<u>Typical Representatives</u>: During your leadership team discussion, did it ever come up that "John Smith" is on a lot of groups or coalitions, and he always volunteers in the community? If so, then "John Smith" is probably what we consider a typical representative. A **typical representative** is a community member, who is overly committed to making a difference, volunteering their time, and not afraid to share their opinions. These individuals can be important people to have in your membership, but there are several cons to their participation as well:

**Highly valued opinions**

- Due to their heavy involvement in the community, their voice and opinions can be valued higher and considered more trustworthy than other members, creating an unequal balance among the membership. Their high regard in the community can also cause others to under-share their thoughts and ideas, with the worry of how the typical representative will view their opinions.
- Hint: Encourage others to speak up first, by calling on them, or asking their opinions.

**Lack of fresh perspective**

- Too many typical representatives at the table can also cause a lack of fresh ideas. If something has always been done a particular way, and no new ideas are presented, it's pretty likely that it will be done that way again.
- Hint: Find a balance between too many, and too few. This may take time, but it will be for the best in the long run.

**Overcommitted**

- Typical representatives can also be overcommitted, or juggling too many metaphorical "balls". You may know that you can trust them to get things done, and rely on them to do what they commit to, but everyone has their limits.
- Hint: Follow-up will still be needed to ensure that they are still able to follow-through with their commitments.

**Overlapping roles/interests**

- Typical representatives, may have overlapping roles and vested interests. They may be the mayor, on the school board, volunteer for local EMS, and work at the critical access hospital. This doesn't even include being on the church committee, boy scout leader, county fair board president, and community watchdog. With a typical representative, you will never be sure exactly which "hat" this member will be wearing during your meetings.
- Hint: Have a discussion with them, prior to the coalition meeting, to help them determine which hat they should be "wearing" for this project.

**HINT**: If you have a key partner that you know is going to be hard to get to a regularly scheduled meeting, find a way to make them feel involved and an important voice at the table. They still may not be able to attend every meeting, but they may find a way to be involved regardless of meeting attendance, such as a donation of resources, or coordinating important stakeholder meetings with elected officials. Do not discount their commitment because they cannot attend a regularly scheduled meeting consistently.

Horizontal Communicators: We've talked a great deal so far about who you need to consider having at the table to work on your project, and establishing why they're important, but we have yet to really *show* you their influence or importance to the success of your program.

Many of these partners are considered, **horizontal communicators**, because they can communicate to and across other important community groups, which the average community member may not be able to do. Let's take a look at the diagram below. As part of your community engagement program, we have instructed you to choose influential individuals to be on your leadership team, as well as part of your partnership, these people are horizontal communicators. Each and every member has access to, and is part of different organizations, community structures, and knows different community members; this is something to cherish, acknowledge, and never take for granted. The organizations, community members, and community structures, touched by your horizontal communicators, are the *driving forces* to cultural change in your community.

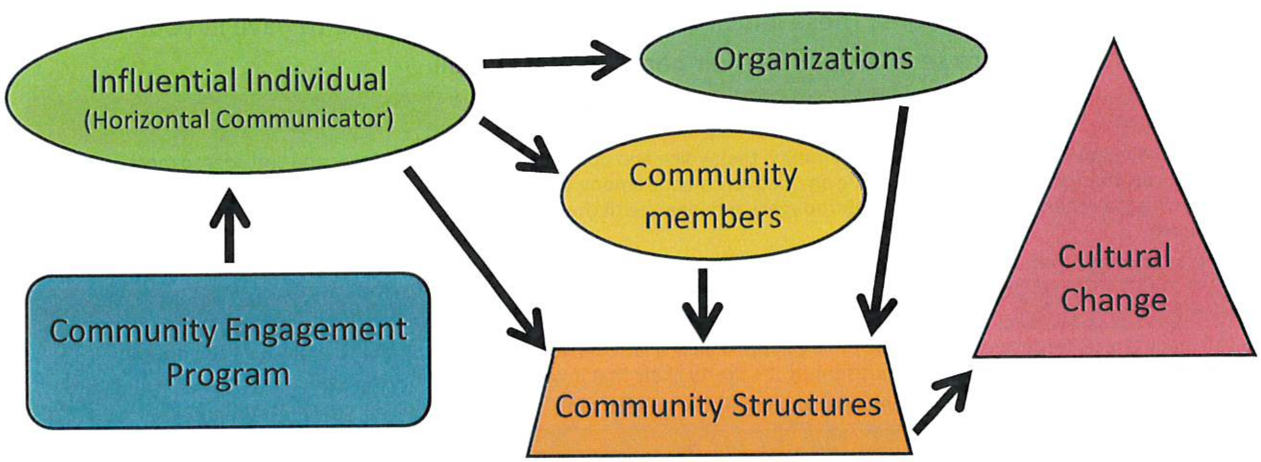



*Figure 1. Appeals to Change. Source: Dr. Terry Dwelle Community Engagement Curriculum*

Tool: Community Engagement Purpose Questionnaire

| |
|---|
| 1. Why do we want to complete the community engagement process? |
| 2. What issues do we hope to address in our community? |
| 3. Who is our target audience? (Race, gender, socioeconomic status, age, location, occupation, education level, number of employees, state of diagnosis, etc.) |
| 4. Who/what is driving this process? |
| 5. What do we want to get out of this process? |
| 6. How do we know that the problem we hope to address is actually a problem (data, support, sources)? |

Tool: Partner/Coalition Assessment

| List of partnerships/ coalitions in community | How can they help? What is their mission? | Should they be involved? (Check one) | | Do their efforts align or compete with our goals? | | |
|---|---|---|---|---|---|---|
| | | Yes | No | Align | Compete | Other |
| | | ☐ | ☐ | ☐ | ☐ | ☐ |
| | | ☐ | ☐ | ☐ | ☐ | ☐ |
| | | ☐ | ☐ | ☐ | ☐ | ☐ |
| | | ☐ | ☐ | ☐ | ☐ | ☐ |
| | | ☐ | ☐ | ☐ | ☐ | ☐ |
| | | ☐ | ☐ | ☐ | ☐ | ☐ |
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Tool: List of Public, Private, and Non-Profit Potential Partnerships

- Accountants
- Agriculture
- Ambulance services
- Arts
- Attorneys
- Bar owner
- Behavioral health providers
- Building contractors
- Chamber of Commerce
- Child care providers
- Chiropractors
- City/local government
- Clinics
- Clubs (Optimists, Lions, etc.)
- Contractors
- Community centers
- Community college
- Community leader
- Corrections
- County government
- Dental providers
- Diabetes educator
- Economic development agencies
- Emergency responders
- Employers
- Environmental specialists
- Faith-based organizations
- Farmers markets
- Financial institutions
- Fire department
- Fitness facility/instructor
- Health coalitions
- Home health providers
- Hospitals
- Hotel representative
- Insurance representative
- Judicial
- Law enforcement (local, county, state)
- Library staff
- Local businesses
- Media
- Military personnel
- Neighborhood associations
- Non-profits
- Nurses
- Nursing homes
- Optometrists
- Parents
- Park district
- Pediatrician
- Pharmacy
- Physical therapist
- Private physicians
- Public health unit
- Realtors
- School board
- School districts (administration, staff, students)
- Service/Fraternal Organizations
- Senior centers
- Senior citizens
- Shelters (homeless, domestic violence, etc.)
- Social service organizations (Habitat for Humanity, United Way, etc.)
- Sports teams
- Surgeon
- Teacher
- Tobacco cessation educator
- Transportation providers
- Tribal college representative
- Tribal health representative
- Tribal leadership
- Tribal elders
- University
- Utility company
- Veterinarians
- Volunteers
- Veterans
- Worksite wellness programs
- Youth

Tool: Sample Agenda – Meeting #2

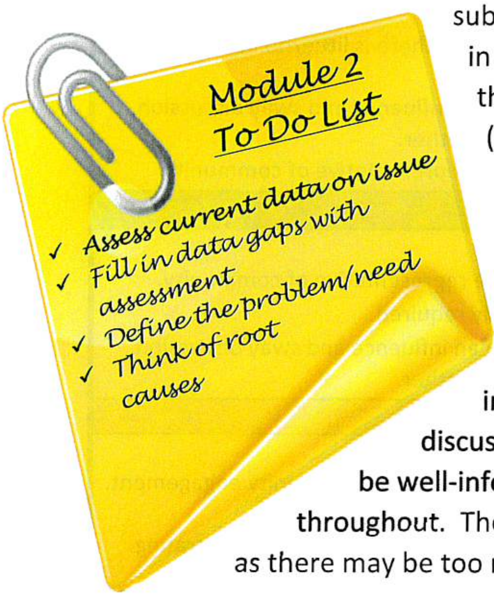
Youth Substance Abuse Prevention Coalition
Grant County Commission Board Room
July 21, 2014

- ✓ Introductions (5 minutes)
- ✓ Ice-breaker (10 minutes)
- ✓ Why are we all here? (5 minutes)
- ✓ Overview of community engagement process? (15 minutes)
- ✓ Presentation: Data and description of community problem (20 minutes)
- ✓ Discussion: Mission Statement for Coalition (30 minutes)
- ✓ Discussion: Coalition/Group Goals – what do we hope to get out of this? (15 minutes)
- ✓ Discussion: Vision for the future – where do we see the community in 5-10 years because of our efforts? (15 minutes)
- ✓ Next Steps?
  - Another meeting? Date?

Worried about the cost associated with all of the assessment activities listed above? Make sure to tap into resources available through your partners! Divide our printing costs between 2-3 partners, so no one has to take on the full burden. Ask the school districts if they have any high school students needing volunteer hours to distribute surveys.

## Step 2: Defining the Problem/Need

Now that you've completed a full assessment of the problem/need in your community, do you feel you have a better understanding of what direction your community would like you to go? If so, then you're ready for the next step, which is helping you take all of the data and define the problem or need in your community. It is not going to be enough to say that your community has a "youth substance abuse problem", because this topic means different things in every community. What age bracket of youth is most affected by this problem? What type of "substances" are the youth abusing (prescription drugs, alcohol, illicit drugs)? When does the problem begin? What is the cause of the problem (nothing to do, parents not involved, gangs)? As you can see, one community issue such as this can look very differently all over the county, state, and nation.




Step 2 is designed for your leadership team. They should be involved in assessing and analyzing the data, as well as leading the discussion throughout Step 2. Your full group or coalition will need to be well-informed on the progress of the leadership team, and ask for input throughout. These discussions will not be productive as a full group or coalition, as there may be too many thoughts and contradicting ideas to make progress.

Identifying "change concepts"

Change concepts, in general, are overarching, or "umbrella" categories, used to describe the problem or need in your community and better frame the ability for improvement. As you start to review your assessment results, begin to brainstorm a list of potential change concepts that apply to the results. Then, match the data to each change concept to find the concepts that are most supported by the data.

> Why are we asking you to identify change concepts before planning?
>
> Identifying overarching themes, or change concepts, helps a planning group or coalition to stay on task, and many times these concepts will really help to drive creative thinking and stimulate new ideas, even though at first it may seem restrictive.

Providing you with a large list of change concepts may be too leading, as there is no right or wrong answer here. We thought it may be helpful to give you an example of how this would look.

Overview of Assessment and Data Types

| Population Level Data | |
|---|---|
| **Pros**:<br>Can be compared to other communities in your county, state or nationally.<br>Contains very little bias. | **Cons**:<br>Small communities may not have enough data to have reported figures.<br>Small counts may be interpreted incorrectly.<br>Difficult to effect with community programs. |
| **Stories/Narratives** | |
| **Pros**:<br>One-on-one accounts of personal experience.<br>Quotes and snapshots can be used to gain support.<br>Not as formal and not scripted. | **Cons**:<br>May contain personal bias.<br>May contain gossip, speculation, or hearsay.<br>Results may be influenced by individual administrating. |
| **Public Meetings** | |
| **Pros**:<br>Large numbers of people can participate at once.<br>Allows for full "community" input.<br>Enables community to be involved in the process. | **Cons**:<br>Attendance may be low if there is little/no interest or no incentives are offered.<br>Strong personalities can influence and sway discussion, or stop discussion altogether.<br>Attendees may not be representative of community. |
| **Focus Groups** | |
| **Pros**:<br>Can be directed at specific target audiences (youth, underrepresented, leaders, etc.).<br>Conflict and strong personalities are easier to handle.<br>Follow up questions are easily provided. | **Cons**:<br>Attendees may not be representative of community.<br>Facilitators are usually required.<br>Strong personalities can influence and sway discussion, or stop discussion altogether. |
| **Interviews** | |
| **Pros**:<br>Easy to identify and hear from target population.<br>Attendance is consistent and reliable.<br>Follow up questions are easily provided.<br>Participants are easily contacted for more information, or post-implementation feedback. | **Cons**:<br>Does not offer any real sense of community engagement.<br>May contain personal bias.<br>Results may be influenced by individual administrating.<br>Can be a lengthy process. |
| **Survey** | |
| **Pros**:<br>Can cover a great deal of information.<br>Can require very little time to gather feedback from many.<br>Reduction in administration bias.<br>Can fill gaps in population level data for small counts. | **Cons**:<br>Can be a lengthy process, and lengthy to tabulate results.<br>Responses may not represent a snapshot of reality.<br>If not designed well (professionally), answers may not be useable.<br>Do not offer any real sense of community engagement. |

Note: This chart is also located in a print/copy friendly version in the Appendix.

This phase of community engagement will take anywhere from two months to almost one year, depending on the type of research you choose, and how complex the data gathering process is in your community. Success during this phase can really help propel your group or coalition to new and exciting levels, and open up potential, unexpected funding opportunities. A well rounded and complete assessment can also help other community initiatives gain the proper footing, and make a difference by documenting community needs and concerns. So do not lose sleep over how long the assessment phase continues, but make sure to engage your membership, meet regularly, stay on top of responsibilities, and spread the word far and wide about the work you're doing (even if it doesn't feel like you've done any real community work). You're making your community a better place by simply helping them express their thoughts and concerns as a unified group.

Sample:

| | **Change Concept**: Increase Community Walkability | |
|---|---|---|
| Assessment Results | Two out of 10 major intersections have a designated crosswalk. | All streets leading to schools and park lack a bicycle lane. |
| | 40% of kids age 10-15 have a BMI at or above obese. | 90% of students are bussed or driven to school, but live less than 1 mile from it. |
| | 3 highly travelled sidewalks are hazardous (have large cracks or extremely uneven). | Two intersections near school are missing curb cuts to sidewalks, for easy access. |
| | An informal path between the baseball field and school is not maintained. | |

A full interactive copy of this change concept chart is available at the end of this Module (Tool: Change Concepts/Assessment Crosswalk). In this tool, we also ask you to document the source of the assessment results that you reference. This is just for the continuity and carry forward of your assessment source. We would hate for you to ever forget where all that wonderful assessment data came from!

REMEMBER! Don't stray from your original group mission and goals. If your assessment caused the group to rethink the direction they would like to go, or see the community go, then revisit your mission and goals, and make changes.

Areas of Opportunity (AOO)

Now, let's expand on the idea of defining the problem/need a little further. You have already identified several potential change concepts that you hope to use in the next Module, so let's work to develop those areas by investigating areas of opportunity. **Areas of opportunity**, is knowledge or information received that would allow a specific idea or challenge to be addressed more easily at a particular time. For example, if your office is handicap accessible, but the bathroom is not, the area of opportunity would be when you're doing renovations on the office next door, so renovating the bathroom would have a minimal cost addition and would be a convenient time. Let's take a look at our change concept/assessment crosswalk from the previous page, and identify what an area(s) of opportunity may be for this change concept.

| | **Change Concept**: Increase Community Walkability | |
|---|---|---|
| Assessment Results | 2 out of 10 intersections have a designated crosswalk. | All streets leading to schools/park lack a bike lane. |
| | 40% of kids age 10-15 have a BMI at or above obese. | 90% of students are bussed or driven to school, but live less than 1 mile from it. |
| | 3 highly travelled sidewalks are hazardous (have large cracks or extremely uneven). | Two intersections near the elementary school are missing curb cuts to sidewalks, for easy access. |
| | An informal path between the baseball field and school is not maintained. | |
| AOO | Areas of Opportunity:<br>1. City is currently planning to redo Main Street, and they're accepting suggestions for improvements. Curb cuts and crosswalks are needed on Main Street.<br>2. Schools are looking for a couple of volunteering opportunities for youth, as an alternative to detention, maybe those youth could help with the building of a trail between the baseball field and school. | |

Identifying Barrier to Success

So far, we've only talked about the positive aspects of the problem or need your group has identified, but inevitably you have, as a leadership team, already discussed some of the barriers or roadblocks that are in the way. When discussing or identifying a potential barrier, it is important to consider a couple of other key aspects, who or what is the barrier, why is the barrier in place, who needs to be involved in removing the barrier, and what would be the negative effects of removing the barrier? To better help you think about the barriers of success, complete the chart below for your community's problem or need.

| What or who is your barrier? | Why is the barrier in place? | Who needs to be involved? | Negative effects of removing the barrier? |
|---|---|---|---|
| *Ex: Lack of tribal council support* | *Tribal council doesn't understand the importance of this need* | *Tribal council representative* | *If barrier is removed, budget dollars may have to be sacrificed from a different project to support ours.* |
| | | | |
| | | | |
| | | | |
| | | | |

By identifying potential barriers before the planning begins in Module 3, your group will start to naturally find ways around these barriers, including keying into resources, developing relationships, gaining support, etc. Items that were once barriers can easily become areas of opportunity with the correct support or change in environment.

Getting Past Personal Agendas

In Module 1, we discussed in great detail working with difficult individuals or personalities during a facilitated process. Module 2 will not require much, if any facilitation, so it will be the responsibility of the group leader to deal with these individuals, as well as working to get through personal agendas. Personal agendas, carry negative connotations, but they don't have to negatively impact group progress. A **personal agenda** is an internal idea, thought, or plan, which drives the motives of an individual to act or make decisions in a particular direction, even though it may not be for the betterment of the group.

Knowing how to work through personal agendas and potentially use them to your benefit is a skill that not all group leaders possess. Here are a couple tips to get past all of the personal agendas, and work through towards your common goal, utilizing your assessment results and community data throughout.

Tips: Personal Agendas

1. As you proceed through your leadership group meeting, and you feel as though there are personal agendas at the table, but they're not blatantly discussed, ask several questions of the group and have them write down their answers on large sticky notes.
   a. First question, what do you PERSONALLY hope to get out of this process?
   b. Second question, are there any COLLABORATORS or OTHER GROUPS that you think could benefit from our work here, which you're personally invested in?

   Then, collect these sticky notes and review them during a group break. Some potential great collaborative ideas may come out of this, as well as each individual's personal agenda.

2. Try your best to figure out a way to incorporate their personal agendas without sacrificing the goals and mission of the group. If your group is working on a project, and it wouldn't be out of the realm of possibilities to expand into a "personal interest" area of a group member, then investigate it, or better yet, allow them to take the lead on the initiative. For example, you want to lower childhood obesity with a target population of the schools. A group member may be interested in a lack of bike lanes in the community. Tie the two together, because they will have some relationship in the long-term if both initiatives are successful.

3. Have a personal discussion with the individual(s) you're concerned about. Identify the personal agenda that you feel is getting in the way, and try to come up with an action plan to move past it. It also may help to explain and stress their importance on the coalition/group.

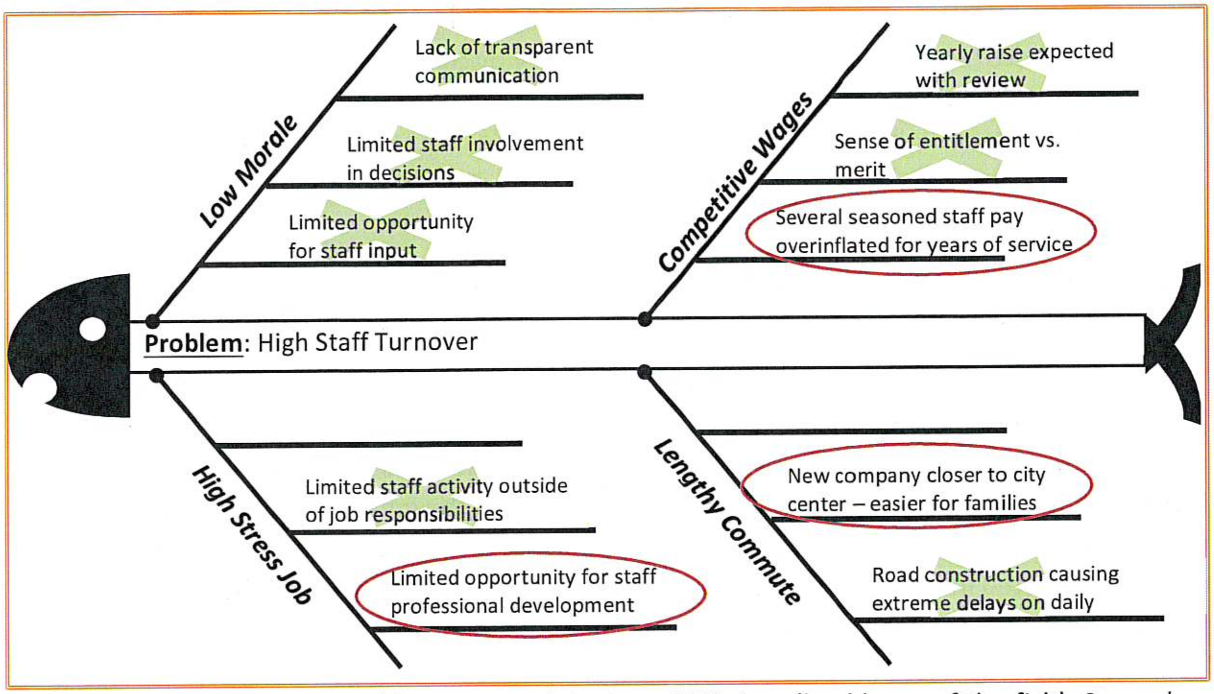
*Fishbone Activity*

Are you ready for the final activity before moving into the official planning phase in Module 3? All of these activities, after the assessment and data collection, is a great place to start before jumping feet-first into planning and will help you with Module 3.

Let's take everything you've learned so far, and figure out the root causes of your problem or need, and we will do this by utilizing what is known as the "Fishbone Diagram". Identifying the root causes can help you better address each area in your plan in Module 3.

A completed example can be found below. A full page empty diagram can be found at the end of this Module (Tool: Fishbone Diagram Worksheet).

Example: Fishbone Diagram for High Staff Turnover




First, start by placing your problem, or need, in the middle box (backbone of the fish). Second, identify the factors that play into the problem or need, by writing those large, overarching categories on the line spearing out from the backbone on the "ribs" of the fish (written in italics in the example). Finally, identify the issues directly related to these overarching categories. Here, you will write more specific details of the categories, and place them on the lines extending from the ribs of the fish.

To determine if these specific ideas are root causes, you will want to ask yourself the following two questions related to each specific idea (written off the rib):

1. If this specific idea wasn't present, would the problem still be present?
2. If this specific idea was corrected, would the problem reoccur?

If you answered 'NO' to both of these questions for any idea listed, then circle it. You have officially identified a root cause of your problem. If you answered one 'YES' and one 'NO', or two 'NO's, then cross it off. It is not a root cause to your problem or need. We have circled and crossed off some ideas in the example below, to show what some potential root causes may be.

Now, you have identified potential root causes, are all of these items within your group or coalition's realm of control? Pick out 1-3 root causes that you believe your group or coalition could actually have control over. These root causes will be where we will start in Module 3.

Tool: Organized Data Worksheet

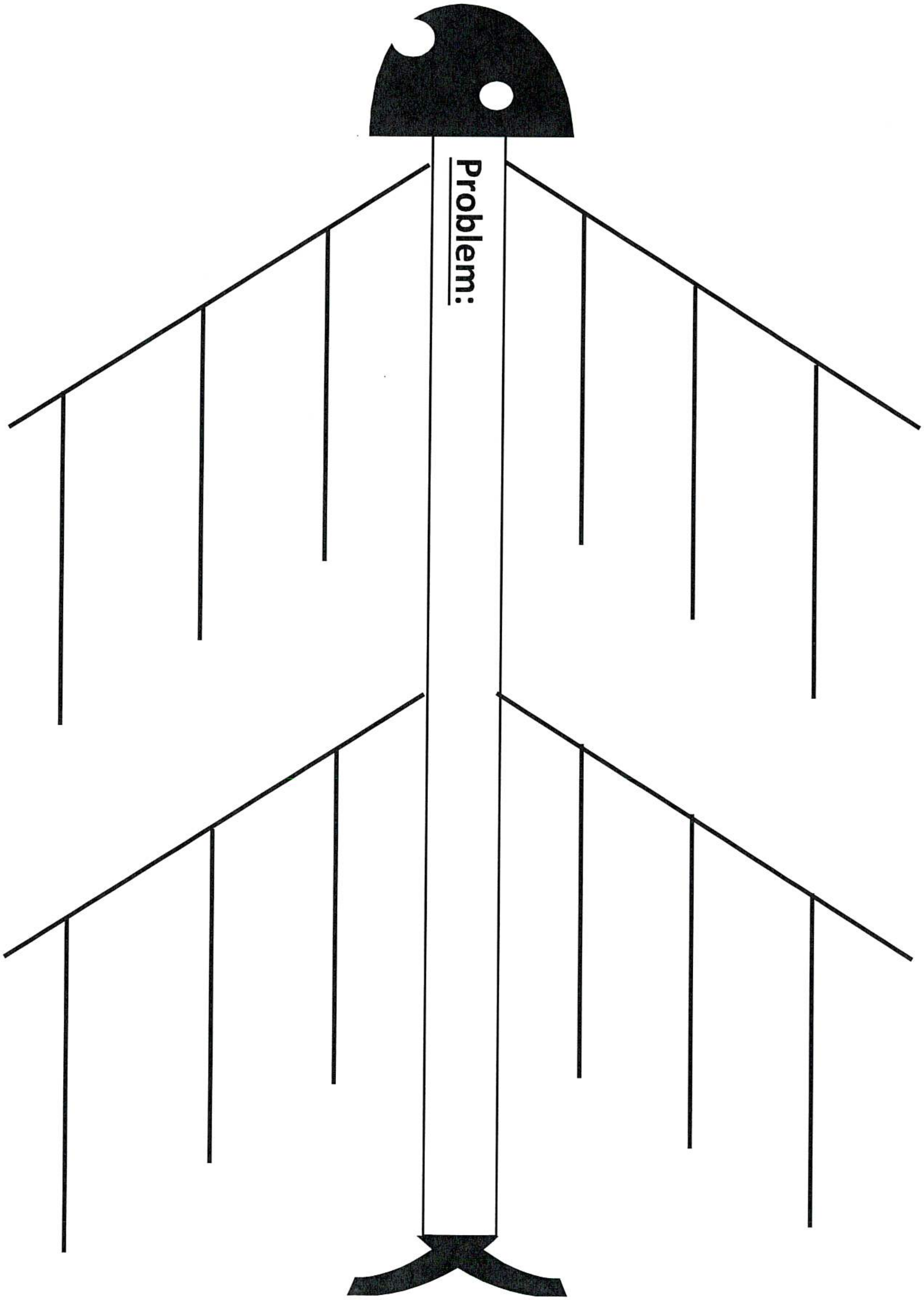
| **Population Level Data** |
| --- |
| |
| **Stories/Narratives** |
| |
| **Public Meetings** |
| |
| **Focus Groups** |
| |
| **Interviews** |
| |
| **Survey** |
| |

Tool: Change Concepts/Assessment Crosswalk

| | **Change Concept**: | |
|---|---|---|
| Assessment Results | Data Source: | Data Source: |
| | Data Source: | Data Source: |
| | Data Source: | Data Source: |
| | Data Source: | Data Source: |
| AOO | Areas of Opportunity: | |

| | **Change Concept**: | |
|---|---|---|
| Assessment Results | Data Source: | Data Source: |
| | Data Source: | Data Source: |
| | Data Source: | Data Source: |
| | Data Source: | Data Source: |
| AOO | Areas of Opportunity: | |

Tool: Fishbone Diagram Worksheet



# Module 2: Notes

Module 2: Assessment and Data Collection

# Module 3: Community Planning

How is your coalition or group feeling about the current direction? Hopefully, there is a lot of excitement and momentum moving into this next Module. It is not unheard of, for a group to feel as though this process is too lengthy, and, as a results, a feeling of hopelessness has set in. Engage those coalition or group members, and find out which stage of the community engagement process they're most excited about. Most likely it will be about implementation, and that's okay. Ensure them that they can take a leadership role in that phase, which is next! Module 3 may only take a month or so to complete the basic steps, but the grant writing may take slightly longer, if you also choose to go that route. Your group has come so far, don't lose momentum now – keep the partners engaged!

## Step 1: Different Types of Plans


We recognize that the majority of this toolkit has focused on a community effort to address a community need, but community engagement is not designed for strictly community coalition work, but also for businesses, non-profit organizations, tribal leadership, healthcare organizations, and many more. For that reason, we thought it was important to provide you a brief description of multiple plans that may be considered, but spend the majority of our time in step 2, outlining the steps of a community health improvement plan. This is the most generic, overarching type of plan, and can be used for any type of group or organization, but is also specific enough to ensure that a group can move from point A to point B with purpose and precision. As you will see below, regardless of the "title" of the plan, the key elements are the same – strong mission, goals, and plan to achieve the goals.

*Community Health Improvement Plan*

**Community health improvement plans (CHIPs)**, in general, come in multiple forms, but at their core, are designed to monitor community progress on a topic or issue area where multiple partnerships, projects, and impact timelines are moving in unison. The key components of a standard community health improvement plan are: aim/goal, outcome measure, strategies/objectives, indicators/outputs, and activities/action steps. Each of these key components will be discussed in more detail below. Timelines associated with community health improvement plans can also vary in structure, but generally, each activity will have its own deadline or date of desired completion, with monthly check-ins for the entire plan and the completion of the plan marked by a change in data or assessment measurement for the topic or issue area indicators. We will focus on community health improvement plans for the remainder of this Module, but please remember that if you're hoping to also improve your skills in the creation of a business or marketing plan, the tools you receive here will still apply.

*Business Plan*

A **business plan**, on the other hand, is the purpose of the business (mission), what need the business will meet in the community, goals of the business, and how you plan to reach those goals. Business plans, especially for new or startup businesses, are important and utilized many times to convince banks or other investors that the business will be successful, and here's how. Basically, a business plan is the blueprint of the organization, drafting out each phase, as well as showing the big picture – the final product. The timeline associated with a business plan will vary, from 6 months to more than 5 years, depending on the structure and requirements of getting the business of the ground.

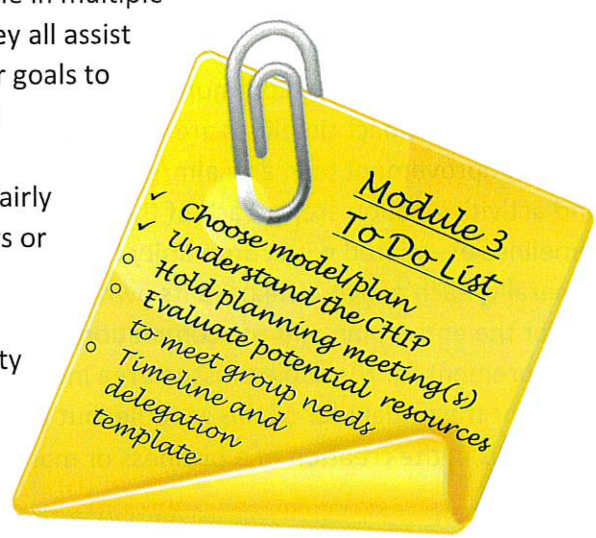
*Marketing Plan*

Of all the plans that we will describe in this section, a **marketing plan**, is probably the most specific, and unique type of plan. A marketing plan, will focus on the 7 P's (product, place, price, promotion, physical environment, people, and process) around each of its products. This type of tool allows a business, or marketing company, to set goals around each of the 7 P's to ensure that a specific area is not forgotten when attempting to attract their target population to the product. This plan does not necessarily look at the big picture or overall goal. Instead, it is designed so that each piece of the plan (each of the P's) will have an impact on the goal, separate from the other pieces (other P's). For example, your overarching marketing plan goal may be to increase sales of hand sanitizer A by 30% over the next 2 years. Your "Product" goal may be to redesign packaging with more ounces. Your "Price" goal may be to increase profit per sale by using a different material for packaging. The two goals for "product" and "price" work independently from one another, but ultimately may have an effect on the overarching goal. Marketing plans vary in their timeline structure, but many have weekly deadlines or check-ins associated with the final products signifying the end of the plan.

Keep in mind that your partners, or leadership team members may have a personal experience with one or more of these models. It's important to remain open to their thoughts and expertise, and find a way to compromise or incorporate their experience into the planning process.

## Step 2: Understanding the Community Health Improvement Planning Tool

Community health improvement planning tools can come in multiple forms, and can serve a wide variety of functions, but they all assist a group or coalition in describing and documenting their goals to address a particular issue area, and provide measurable outcomes to demonstrate impact on the issue area. Community health improvement plans have become a fairly familiar topic in many communities over the past 5 years or so. The Internal Revenue Service (IRS) began to require hospitals to complete some sort of community benefit, thus requiring them to create and complete a community health improvement plan. At the same time, public health units have become required to complete and implement a community health improvement plan, if they wish to seek accreditation from the Public Health Accreditation Board (PHAB). The IRS requirements are different than the PHAB requirements regarding how specific the

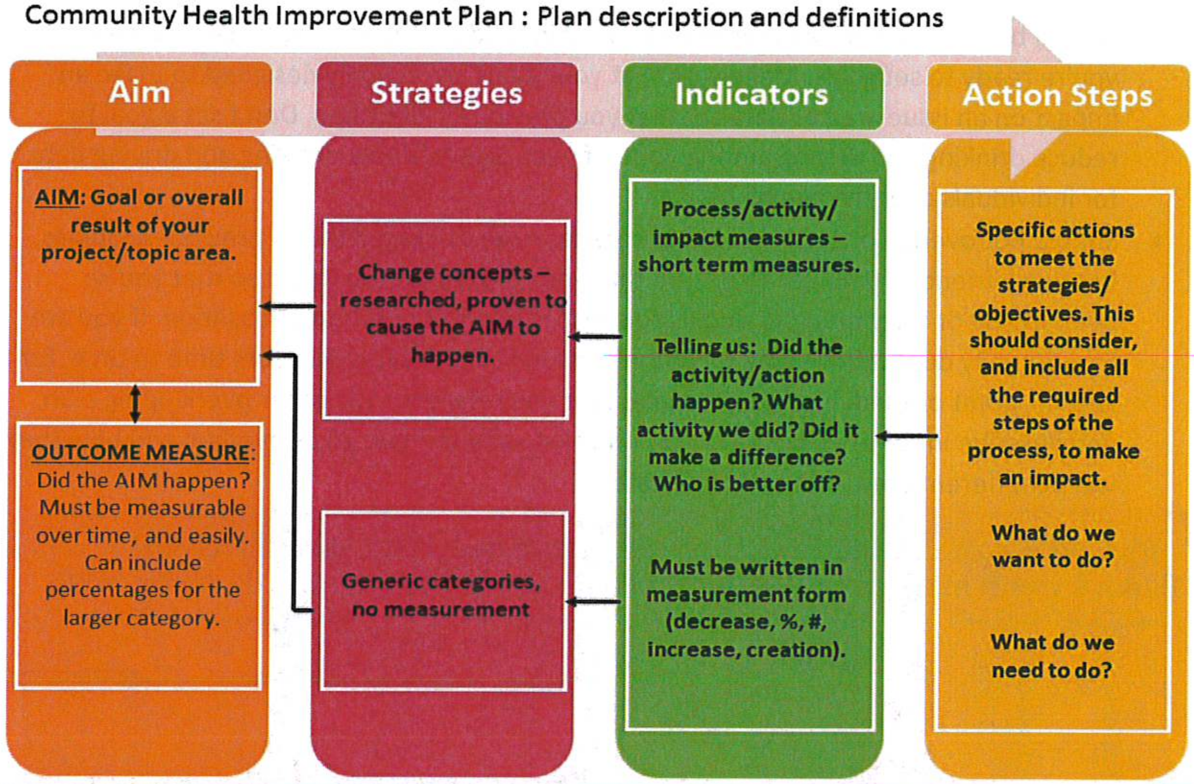


organization must be, so before following or choosing an improvement planning tool, please ensure that it meets the needs to any organization or board requirements. We have included two samples of different community health improvement plan layouts at the end of this Module (See: Logic Model for Improvement Plan and Community Health Improvement Plan).

Key Components of a CHIP

The majority of community health improvement plans (CHIPs) will have the same key components, as mentioned above, which are aim/goal, outcome measure, strategies/objectives, indicators/outputs, and activities/action steps. These key components can be called a variety of different things, but they all serve the same purpose in each improvement plan.

**Community Health Improvement Plan : Plan description and definitions**




## *Aim/Goal/Idea*

The first key component, which you have prepared for in the previous two Modules, is outlining or defining the "aim/goal/idea". For consistency, we'll refer to this component as the "goal" for the remainder of this toolkit. The purpose of your goal statement is simple, but extremely important, as it frames, defines and drives the remainder of the plan. A goal statement should meet the following criteria:

- Must be achievable during your time frame (3-4 years) – if your goal statement is set for a brief time frame, like 6 months or less, then you're most likely creating a lot of work for yourself by creating a CHIP, because an outcome is not likely able to be measured in this short of time frame. If only one of your goal statements has a time frame of less than 6 months or so, is there another way to incorporate this goal statement into another goal? Most likely, you're not considering a broad enough goal, and it could be housed more completely in a strategy/objective in another community health improvement plan.

- Must be measurable – not only should your goal outline exactly what you're planning to accomplish through the work of this CHIP, but it should also assist community members to identify how they know that you've completed this goal. You do not have to outline exactly how much/high you hope to affect your goal, but you should indicate what direction (increase, reduce) you hope to make a difference.

  <u>For example:</u>

  ✔ Reduce youth social access and misuse of prescription drugs/alcohol in Greene County. (Current rate of youth social access and misuse is present in assessment report created by the coalition – thus, this is measureable!)

  ✘ Stop the youth substance abuse problem in our town.

- Should be data driven – all that work you did in Module 2 is coming in handy now that you're ready to set goals. Make sure that your goals are actually designed to make an impact on an issue area or data set that you previously identified. Don't set a goal to reduce drinking and driving among youth if your county's only drinking and driving data is for individuals over the age of 25.
- Should not overlap or duplicate other services – we discussed this in previous Modules, but just a friendly reminder to ensure that your goal is not too broad so that you're overlapping or attempting to duplicate services of another group or coalition. If you are intentionally duplicating some of your efforts, which does happen from time to time, for a specific grant or funding purpose, make sure you reference the other overlapping plan, and describe in some adjoining documentation, why the two goals overlap, and how they will be differentiated, or how they relate.

<u>When writing your goal statement it should really have, at minimum, five (5) parts:</u>

$\underbrace{\text{Reduce}}_{\text{Measurement}}\ \underbrace{\text{youth}}_{\text{Target Population}}\ \underbrace{\text{misuse of prescription drugs/alcohol}}_{\text{Issue area/ problem}}\ \text{in}\ \underbrace{\text{Greene County}}_{\text{Location}}\ \underbrace{\text{by 2016.}}_{\text{Time frame}}$

- Defining a goal statement comes with making numerous mistakes. More often, the mistakes that occur are around overly ambitious, unmeasurable, all-encompassing goals. As a facilitator, you're doing your best to include all opinions into the creation and discussion of the goal statements, but at some point, you need to stop gathering additional ideas, take the ideas that you have, and sit down to create a goal that you think encompasses all of the thoughts in a concrete, well-thought-out way. This may be a smaller group, like your core group/leadership team, or it could be the job of a dedicated, neutral committee/group member that wants to take this on. Either way, if your group cannot come up with a use-able goal during the meeting, make sure you bring the "re-designed" and "fleshed out" goal back to the group for approval. However, this doesn't have to hinder progress. Keep moving forward in your meeting, acknowledging that a "final" goal statement isn't necessary in order to keep moving forward in the planning meeting.

Do all of your aims/goals align with the mission and vision you created in Module 1? If not, you first need to re-evaluate your aims/goals, and determine if they can be aligned. If they cannot be aligned, then your group may want to revisit your mission and vision to see if your group, as a whole, has changed directions.

## *Outcome Measure*

An **outcome measure**, in the simplest of terms, assists you in determining if the aim/goal happened. To create outcome measures, you will want to first think about larger pieces of data, potentially population or community wide data, which measures your goal.

For example:

Goal: Decrease the rate of domestic violence by 10% in X community by 2017.

Outcome Measure: Decrease rate of domestic violence reported on Community Health Assessment, from 40% (reported in 2012) to 30% (reported in 2017).

You don't need to reinvent the wheel, here. Take a look at the data from your assessment and find the pieces of data that measure the "big picture" of your goal or topic area. Determine if there is another way to measure this goal, and what will need to happen to measure the goal the same way in the future. You don't need to have more than one or two outcome measures. You will have indicator measures later that measure your projects or activities for effectiveness, so this is just a measurement of the overall.

## *Strategies/Objectives*

Directly, strategies and objectives are "sub-goals" to your overall larger goal. These can also be known as change concepts, evidence-based practices, or steps to achieve the goal. Each group will choose to use these terms interchangeably, but the model you choose will determine exactly what type of strategy or objective you create. We will talk about several different examples of strategies/ objectives, so hopefully your group will get a better idea of what they're looking for and which will work best for their goal. There is no right or wrong answer here in regards to type of strategy/objective, but it can be very wrong if you do not have a testable or measurable strategy, regardless of form. Two things we've mentioned, but need to expand on a little further, are evidence-based practices and SMART objectives.

- Evidence-based practice
  In general, evidence-based practice is the conscious effort, on the part of the medical provider, community advocate, coalition, business owner, to choose methods that currently produce the best evidence to change the goal outlined. Evidence-based practice has been given a great deal of lip-service over the past 10 to 15 years, but the general community does not have a strong understanding of what makes something a best practice or not. When looking for a "best practice" for your goal area and reviewing recent research on the topic, you will want to consider a couple of items: population of study, financial resources required, applicability to current population/location, and any other mitigating factors, such as income level, race/ethnicity, gender, age, etc. If your group is unsure whether an evidence-based strategy will work in your community, it is

always best to reach out to an expert, either in your community or in the state, that can help in evaluating the practice, and determine any necessary modifications that needed prior to implementation.

- SMART Objectives
  Similar to the goal criteria presented previously, SMART objectives are five (5) criteria that you will want to keep in mind when creating an objective/strategy for your goal.

| | |
|---|---|
| Specific | • Provide the "who" and the "what" in each objective.<br>• No time to be vague - outline exactly what you'd like to see happen. |
| Measurable | • Reference how much change is expected, from the starting point/ baseline.<br>• Allows you to know if the item is complete or not. |
| Achievable | • Be able to meet your goal within the given timeframe.<br>• No one benefits from overly lofty objectives. |
| Realistic | • Ensure that the objective matches the goal.<br>• Should fit in the normal scope of work or structure. Don't reinvent the wheel. |
| Time Specific | • Time frames in your objectives will help with planning and implementation.<br>• Can range from anywhere between 6 months to 4 years down the road. |

## ***Indicators/Outputs***

Another form of measurement, indicators/outputs assist a community group in determining the effect or change that occurred in relation to their activities. Basically, they're how you know if you accomplished the activity, and proof that you delivered that activity. Because these are forms of measurement, they will be written in measurement terms, such as increase, decrease, creation of, percentage, etc. These also should be very short-term measures, so they should not encompass the entire goal time line, just a segment of it.

For example:

| ***Outcome Measure -*** | **Increase diverse attendance at the senior center by 15% by June 2017, using attendance data from 2013 as baseline.** |
|---|---|
| ***Indicators/Outputs of the Outcome Measure -*** | 1. Increase demographic diversity at County senior center, by August 2015, using January through March demographic survey as baseline. |
| | 2. Create demographic survey by December 2014. |
| | 3. Distribution of demographic survey completed by March 2015. |

In the previous example, you will see how the outcome measure is the overarching "measurement" for the goal, while the indicators/outputs are measurements of smaller goals/activities. More than likely, this community group would have multiple sub-goals (strategies) under the overarching goal of increasing attendance at the senior center, including possible topics such as food quality, transportation, and workshops provided. For this *true* example, the community had data to support their beliefs that by targeting a sub-population of the community (fixed to low-income), of which are currently not attended, they would have the best chance to increase overall attendance, rather than preaching to the segment of the community that has fairly high attendance (middle-income). But this, in and of itself, would not increase attendance 15% at the senior center, so they had to look at other factors, like transportation, to meet their goals.

There are several types of measures that you will need to consider before creating your indicators/outputs for your community health improvement plan. The three, most commonly used types, are described in the diagram below. We will go into each of these areas in more detail, as they relate to an evaluation plan in Module 4.

**Process Measures**

- Basically: Did we do what we said we were going to do?
- Most commonly used measurement type in public health.
- Determines (measures) if the actual product exists, has been created, or done.
- Look at the developmental stages of a program, and the milestones required to get there.
- Usually can be answered with a yes - no question.
- Example: Healthy vending machine policy adopted by County Commission.

**Outcome Measures**

- Basically: So what? What is the effect/impact of our program?
- Measure the community level change, that is a direct result of your process.
- Can not be answered by a simple yes - no question, usually result in some number, percent, or increase/decrease.
- Example: 50% decrease in number of calories available in vending machine, after policy adopted, and implemented.

**Impact Measures**

- Should not be used at this stage in the process (used most likely in Outcome Measures).
- Measure the long-term impact resulting from your program.
- Example: After implementation of healthy vending policy, rates of obesity in the workplace drop 20% after 4 years.

## ***Activities/Action Steps***

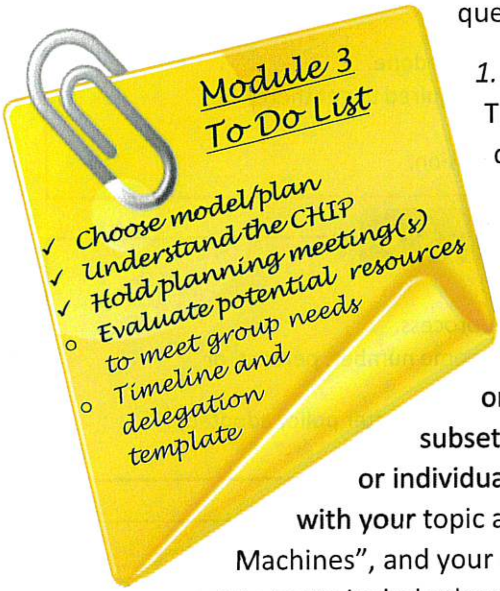
Honestly, this is usually the part that everyone wants to add to and participate in which we will discuss next. You will have no trouble when you get to this point in your planning meeting, because these are the items that group members are used creating to-do lists! In very basic terms, activities and action steps are indeed the to-do list section of the community health improvement plan. This is where your group starts to think about all of the step, items or needs that must occur to make a larger difference in the community (aim/goal and outcome measure). Only a couple quick tips here when creating activities/actions steps:

1. Broad vs. narrow: Your group will inevitably fall into one of two categories: they want to create broad, all-encompassing activity descriptions with very little "action" described in each step, or they want to list everything under the sun that will be required for each and every action. Try to get the group to fall somewhere in the middle. Highlight the important, key steps, or steps that will involve partners, and leave out the boring, behind the scenes details that will just take up space.

2. Relate back to your goal: Make sure each and every activity is part of the overall goal. Many times, group members will want to throw in activities that fit the topic, and fit the need, but are not in line with the goal. If it isn't in line with the goal, then it isn't included in the plan. This doesn't mean that the item is unnecessary, it just means that it shouldn't be included in THIS plan.

## Step 3: How to Run a Planning Meeting

Now that you better understand the pieces and process of a community health improvement plan, you're ready to hold your first planning meeting. You are probably asking yourself a couple of questions:




1. *Who should I invite to participate in this meeting?*
   This answer is going to vary based on the membership composition of your coalition/group. At minimum, you will want a member of your leadership team or steering committee to participate, as a common thread. If your coalition is small, and/or is only working on one issue area, then inviting the entire coalition is encouraged. If you have a coalition of 10 or more, and/or your coalition is working on more than one topic area, then inviting/including a smaller subset is ideal. You may also want to consider inviting other experts or individuals from the community that have a first-hand experience with your topic area. For example, if your topic area is "School Vending Machines", and your coalition doesn't include parents, or students, then you may want to try to include them in this planning meeting. There is no real, right or wrong answer here, ultimately your leadership group should go with their "gut", and you'll know after your first meeting if the correct players were at the table.
2. *How long will this meeting last?*
   Do not plan this meeting for more than 2 hours. Most meetings of this sort, when you're not using an outside consultant/facilitator, should be scheduled for 1.5-2 hours, as your coalition members have other schedules to keep and may have a hard time carving out more time than this. If you are using an outside facilitator or consultant, then you can look at a 3-4 hour meeting, but a break or a meal will need to be included to encourage attendance, and keep attendees attention. Regardless of the length of the meeting, your coalition/group will not come away with a finished product, and will need to have at least one or two follow up meetings.
3. *What should I expect to have as a product at the completion of the first meeting?*
   This again will all depend on the coalition/group that participates, as well as the topic at hand. As you will see from the sample planning meeting agenda (Tool: Sample Planning Meeting Agenda), this group had a large topic area that they were attempting to work through, with many potential smaller, sub-topics to discuss. At the end of the first meeting, their goal was to have the group understand the model proposed, begin to think about the sub-topics of the goal, and potentially plan or map out one or two of those sub-topics. If you have a smaller group, with only one topic or issue area considered, then you can expect to most likely have a

very rough draft of your plan completed, with a good brainstorming session on potential activities.

4. *Is a facilitator necessary if we had one for the original meeting?*
   You will notice a trend in our response yet again, as it depends. If you felt that your facilitator for the first half of this process was important, and worked out well, then we would encourage you to consider a facilitator for at least the first two planning meetings. If you felt that it was awkward, and your group failed to really "own" the problem, then we would suggest that you can skip the facilitator this time, but have the leader of the meeting review all of the tips and information we provided you in Module 1. If the first planning meeting doesn't go as planned, discuss this with the group at the very end of the meeting, and propose that the facilitator be brought back in. DO NOT let the group leave after a meeting that doesn't go well because you may lose them. Discuss this right away, and come to an agreement on a solution.

> When partners bring up, during the planning meeting, items or staff they can contribute to the efforts – WRITE IT DOWN! If they see their name in writing, with their commitment, it's much more difficult for them to change their mind. Also, this will help you later on with grant applications – if you are required to document "in-kind" support.

*Filling Out the CHIP Template*

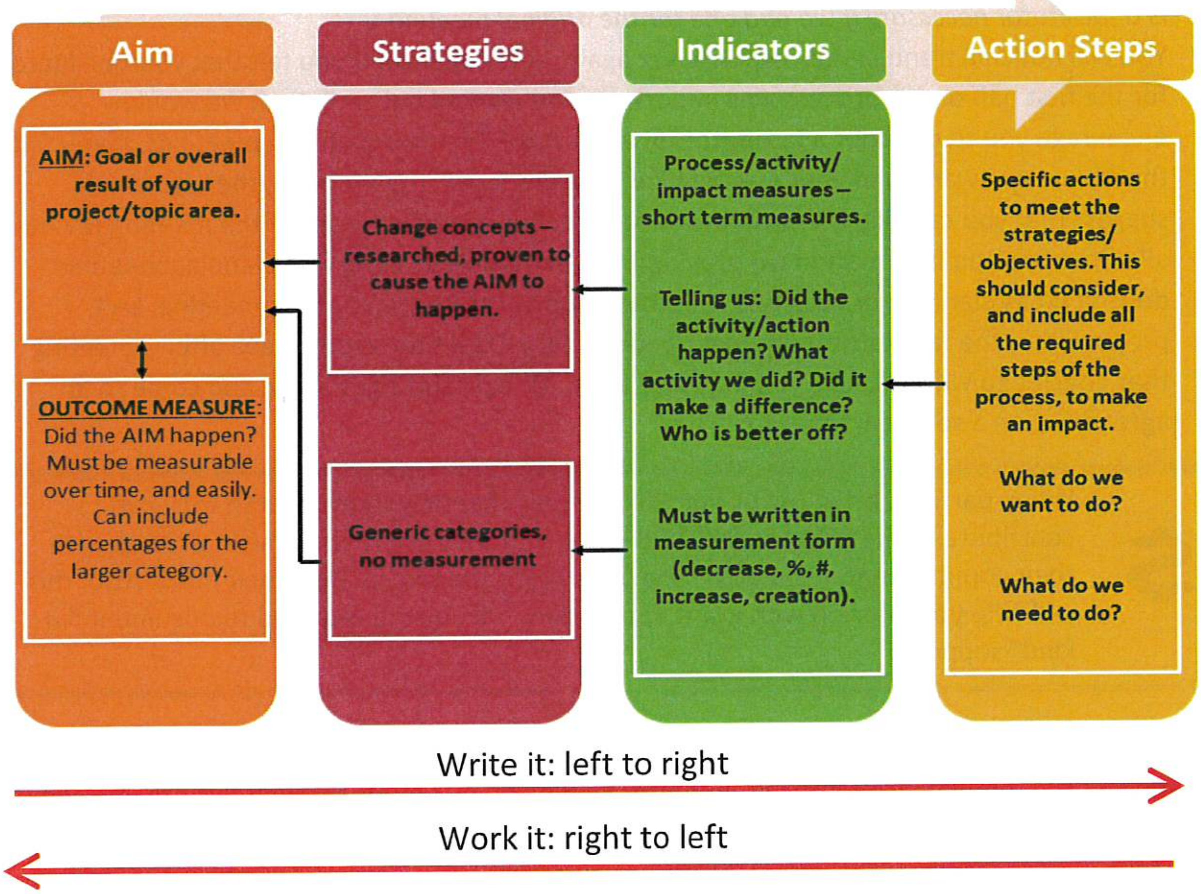
Completing a CHIP template isn't difficult, but after leading many groups through this process, we have learned that if this isn't explained in detail, the group will derail and not complete the important pieces of the plan necessary for sustainability and evaluation.

Write it left to right, work it right to left.

We have visually included this phrase below, but it is exactly what it says. When you're working as a coalition/group, you will want to start by writing the plan, starting with the Aim and Outcome Measures, then move to Strategies, followed by Indicators, and then finally Action Steps. You may be saying to yourself – DUH! And, we definitely agree that this way makes the most sense, but your group will want to start with the Action Steps. Just like the assessment phase (Module 2), they do not want to do it, they want to get to the "meat" or work of the plan that lies in the Action Steps. Try your best to hold them back from coming up with Action Steps, but if good steps come up, make sure to jot them down, or ask them to. Just don't forget to come back to them.

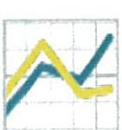
So then, work it right to left, meaning that when you start to implement your plan, as we'll discuss in Module 4, you will start with the Action Steps, and the work will begin to line up in backwards order from the way it was written. Your group will understand this part, as again, they want to get to the "work" to make and see a difference.

Community Health Improvement Plan : Plan description and definitions



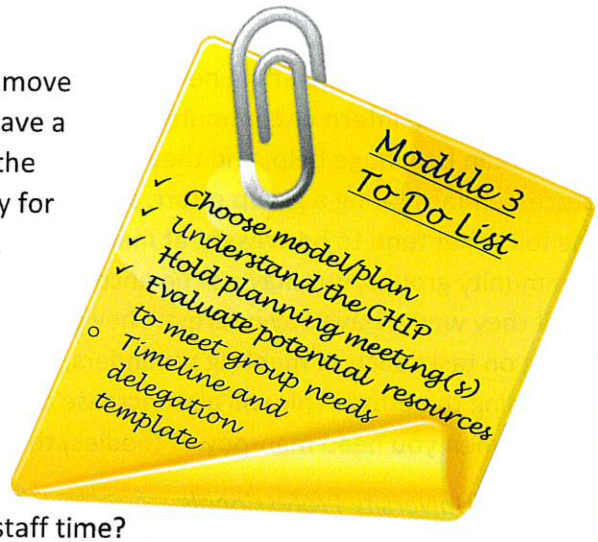

Silly Examples Can Help

When running your planning meeting, we suggest that you first explain the tool that you're planning to use. Then, provide the group, in writing, a silly example. Inevitably, when you were reading through Steps 1 and 2 above, a silly example or two came up, like potty training your two year old, or getting your husband to take out the trash on Mondays. Regardless of the topic you come up with, draft out a creative and funny CHIP around that topic. You don't need to be comprehensive here, just an item or two in each category. Not only will this make the abstract and complex ideas come to life for the group, they may also let down their barriers or baggage from the day, and be ready to have some "fun" with this process. We have provided you with a silly example at the end of this Module (Tool: CHIP Silly Example).



One item to remember: the importance of "quick and easy wins"! When writing their plan, make sure your group builds in quick and easy wins. Don't write a plan that will take you 6 months to see ANY progress or process measure to be completed. Quick and easy wins help boost group morale, encourage participation, and can assist in increasing community awareness and support for a topic/issue.

## Step 4: Resources




Determining the necessary resources for your group to move from Module 3 to Module 4 is an important step. You have a draft plan, and your group is ready to implement all of the exciting action steps, but ... are you really ready to apply for grants on your own? Do you have enough money, time, resources to commit to all of these projects? Has the question – "but who has time or money to do that?" come up more than once during your planning meeting? If you're unsure about the answers to these questions, then you're not alone. Resources, whether we're talking about staff time, funding for programs, meeting space, staff time, oh, and have we mentioned staff time? These are all important to the final completed product of your community health improvement plan. All too often groups get caught in the circle of "not enough resources" and fail to move past it. Don't let your group be one of them!

*Staff time*

One of the most difficult areas to cover is the staff time required to manage and implement the community health improvement plan. Many times, unfortunately, this is also the place where grants will choose to NOT fund a project – they want the work, but don't want to have to pay the people. Silly, I know, but that's the world of grants right now. There are a couple of specific positions that, if divided out, you can get away with having very little staff time assigned to one particular organization or group:

1. Coordinator
   This person is primarily responsible for internal group communication – agenda setting, meeting reminders, status updates from group members that have been assigned tasks, etc. This person will most likely also lead your group meetings, and be the representative at larger community presentations (such as, city council/county commission presentations).
2. Secretary
   This person is primarily responsible for the happenings during the meeting, such as minutes and sign-in sheets. This person can also be responsible for the internal communications for the group, such as email reminders for the meeting, if they have a good communication relationship with the coordinator. This person can also be the time keeper, ensuring that the group does not spend too long on one topic area.

As we have said, these two positions can be divided out between two individuals, or held by one person, pending staff time available. Some coalition members may be able to contribute their time as secretary, or a lead organization may be able to provide 5% staff time to this project to fulfill both the coordinator and secretary roles. This is really up to the group and the resources available.

*Intern/Community Volunteers*

When considering the staffing needs of your coalition/group, make sure you think about the potential for an intern or community volunteer to help fill in your gaps. High school or college level interns can be a huge help, and they stand to gain a lot of knowledge about their community and the process of facilitating a group effort, such as yours. Community volunteers are also helpful. These are the folks that tend to be present at many different community meetings, or part of a variety of community groups, but may not be encouraged to take a leadership role. Engage these members and ask if they would have any interest. They don't need to step right up and be the coordinator, but taking on tasks such as meeting reminders, or taking minutes, can be a huge help for others who will be leading the effort. This will also increase the commitment of these folks, which may help in the future when you need man-power (bodies) to help with a coordinated event or outreach activity.

*Teachers/University Professionals*

As was mentioned in Module 2, consider local teachers or university professionals to help with any gaps in staff that you may have identified. These folks may have connections that would be helpful, a student assignment, a research project, etc.

*Funding – Grants*

You probably have one of two feelings when we say the word "GRANTS" – either fear or excitement. If you don't plan to apply for any grant funding for your project/program, then you're welcome to skip to Step 5. We will cover some of the same topics in Step 5, as we do in this section, just in more detail on topics including budgets, timelines, and delegation of tasks.

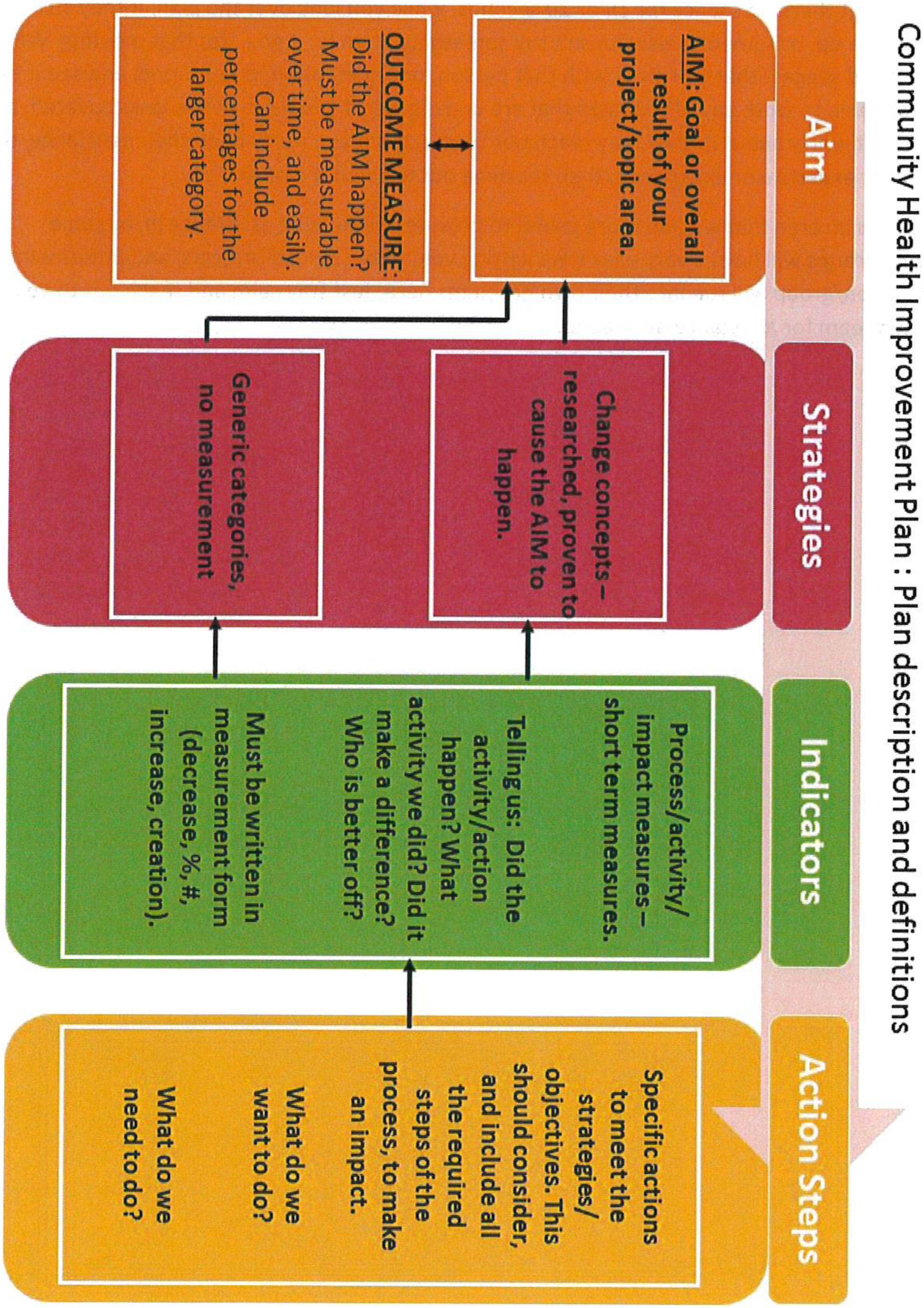
We can't provide you a full grant training in this toolkit, but we do want to provide, even the most novice of grant writers, a better understanding of the grant process. First, let's start from the beginning, what is a grant? A **grant** is a funding stream provided to an organization or project, for a specific purpose or expected outcome. Grants are not gifts, or charity donations, they are an exchange relationship between the grantee (you) and grantor (funder).

<u>Types of Grants</u>

1. **Program/Implementation**: provide services to individuals or groups.
2. **Research**: to study a problem or to evaluate a service/program.
3. **Training**: to offer training and educational programs to individuals, groups, organizations, or communities.
4. **Planning**: to provide planning, coordination, and networking in connection with a problem.

<u>Primary Sources of Grant Funding</u>

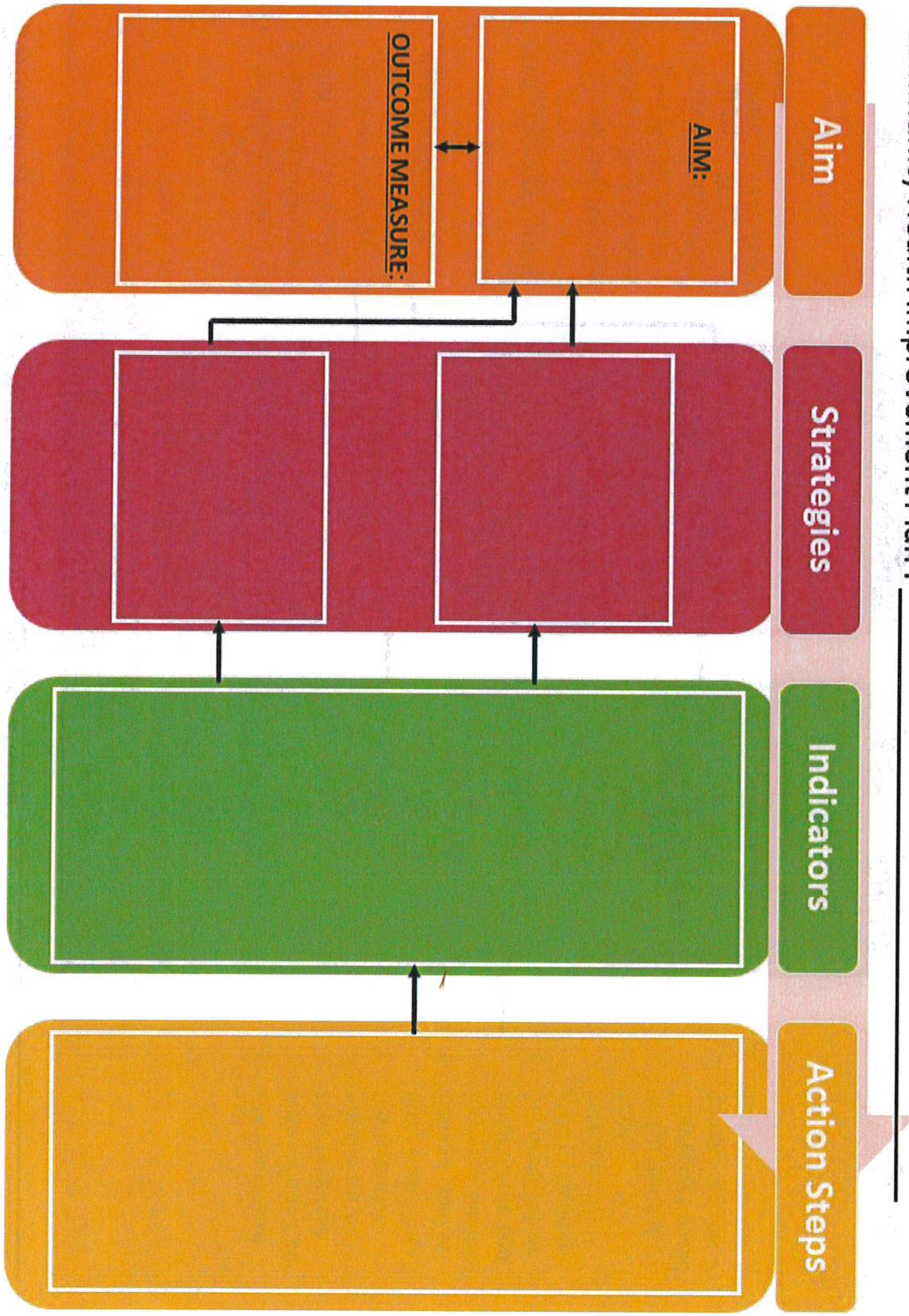
1. **Public Grant Funding:** obtained from governmental units like federal, state, and local agencies. You will be required to have a DUNS (Data Universal Number System) number if you plan to apply for any federal funding. You will want to start this process early, or find a government agency that has one, that is willing to support the grant. To register or search for a DUNS number, visit: http://fedgov.dnb.com/webform/displayHomePage.do


Community Health Improvement Plan : Plan description and definitions
Aim
AIM: Goal or overall result of your project/topic area.
OUTCOME MEASURE: Did the AIM happen? Must be measurable over time, and easily. Can include percentages for the larger category.
Strategies
Change concepts – researched, proven to cause the AIM to happen.
Generic categories, no measurement
Indicators
Process/activity/ impact measures– short term measures.
Telling us: Did the activity/action happen? What activity we did? Did it make a difference? Who is better off?
Must be written in measurement form (decrease, %, #, increase, creation).
Action Steps
Specific actions to meet the strategies/ objectives. This should consider, and include all the required steps of the process, to make an impact.
What do we want to do?
What do we need to do?

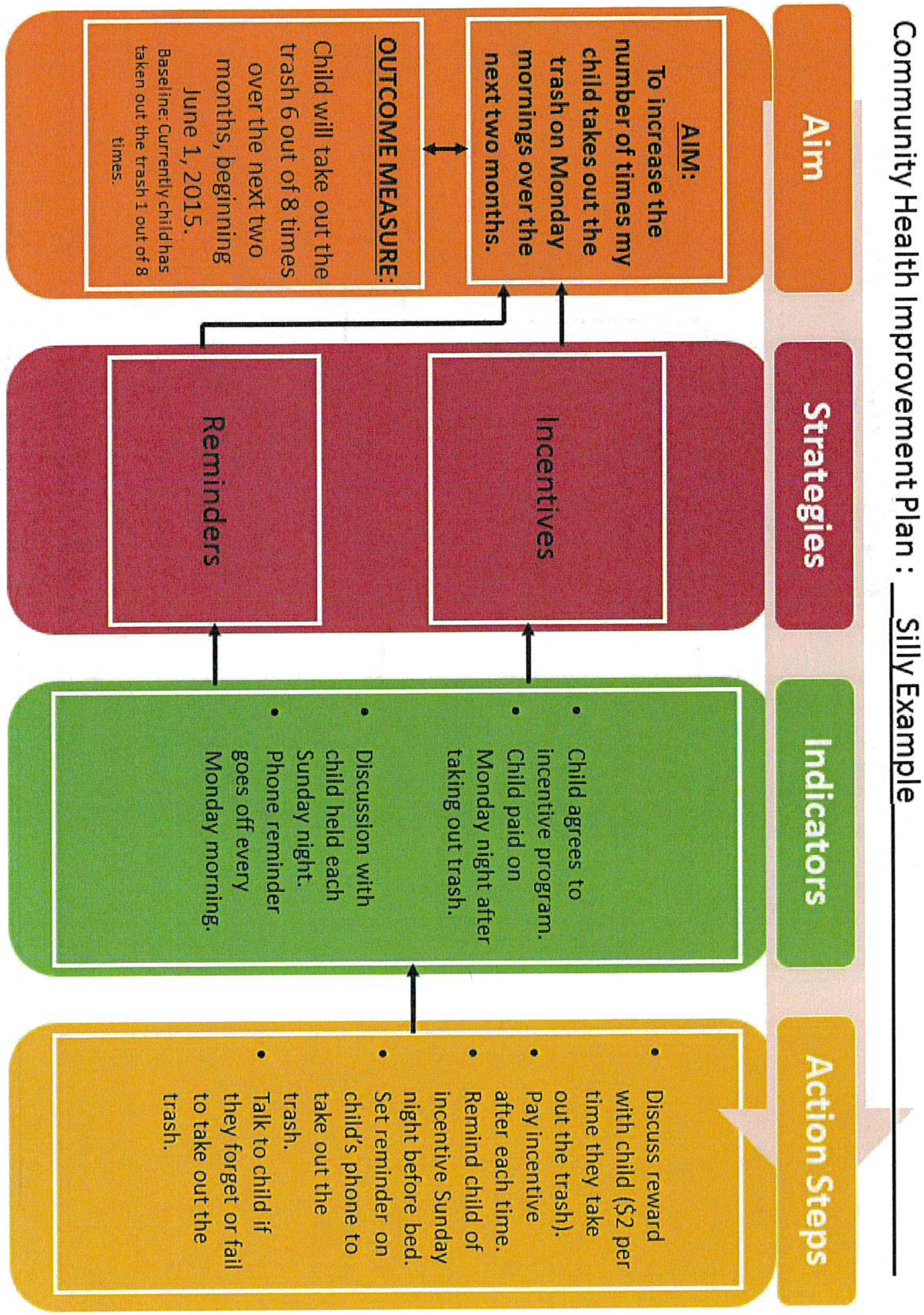
though everyone else in the room has signed up for a task or activity. If you feel comfortable, we would suggest you say something like, "alright, has everyone signed up for something?", and let there be silence for 15 or 20 seconds, while you look over the plan. If they still don't chime up, or someone else doesn't say something, then let it go.... for that meeting. We would suggest that you meet with that person, or organization, one-on-one, and see if they are able to work any of the tasks that are unassigned. If you have all the tasks covered, then don't worry about it, they may reach out to you, but if you really need their assistance, due to their expertise or experience, then reaching out to them is a must.

Again, this is an area that we find more useful to provide overarching assistance in, as some coalitions/groups will have a very easy time getting volunteers to lead projects, and others won't. Your coalition/group will run into their own problems here. Just stay calm and reach out to your leadership team for assistance as needed.

Tool: Blank Community Health Improvement Plan



Tool: CHIP Silly Example



# Module 3: Notes

# Module 4: Implementation & Evaluation

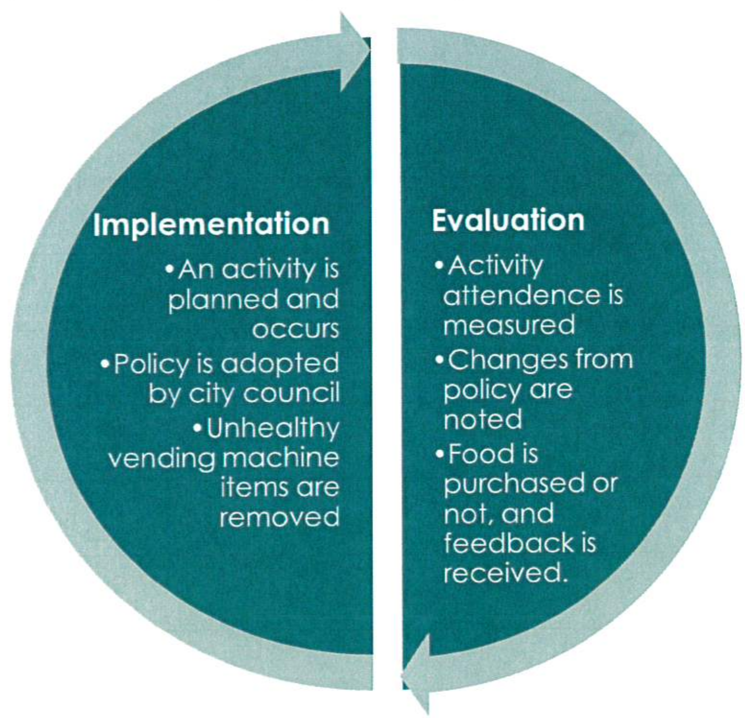
Now that you have a completed community health improvement plan, it's time to think about implementation and evaluation. You will find that this Module, in comparison to the previous three Modules, is less prescriptive. The method you use to implement your plan does not have a "right or wrong" approach. There are just some ideas you will want to keep in mind that will ensure, regardless of your method, that you gain the best outcomes possible. Evaluation, on the other hand, will have more details included regarding some of the topics previously discussed, and may feel slightly more prescriptive. Again, there is no right or wrong answer for evaluation. There is just a good, better, and best method which may lead to similar results.

It is also important here to acknowledge that implementation and evaluation do not happen separately, and in all actuality, they happen concurrently. See the examples below. As you can see, even if you implement the activity, without any regard for evaluation, evaluation measures will still occur. Using one of the examples below, if you implement a healthy vending machine initiative at your workplace, you will receive feedback from your co-workers and others, even if it's not intentionally solicited. You will hear them talking in the hallway, or receive an email from someone disgruntled that the chocolate was removed, but regardless, this is evaluation.

## Implementation

What does it mean to now implement your plan? Where do you begin? What if partners all want to move in different directions?

For many people implementation is the "pay-off" for all the hard work associated with developing a mission, assessing the problem, and developing a plan. Implementation is the "fun-part" of the community engagement process, as it represents the action stage, where your work is put into motion.




***WARNING! *** All too often, this is where the ball is dropped. Groups can get wore out throughout the planning process, and the passion can be lost. Or, the group can have this excellent plan, but get stuck on how to move forward and actually being working towards change.

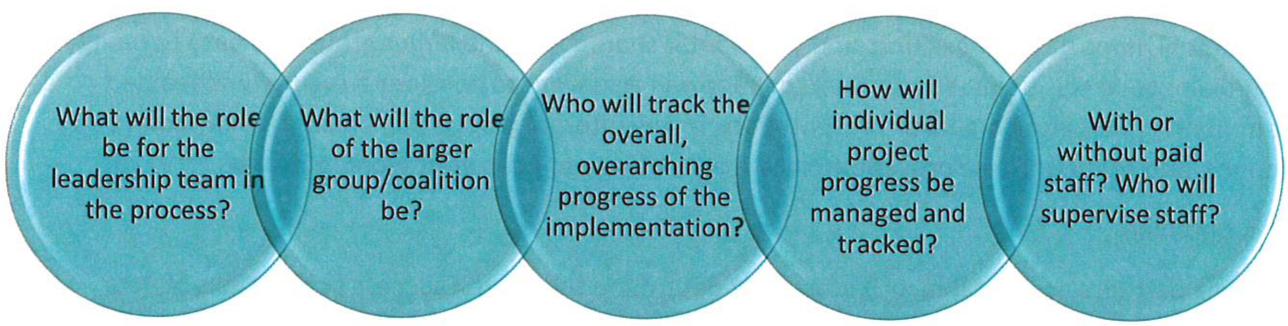
In this section we will provide you with some key steps, considerations, tools and resources to help your group/coalition avoid dropping the ball, and failing to make a difference. We also will help you see the connectedness between implementation and evaluation, and how they actually do occur at the same time, you just have to be alert and notice your evaluation opportunities.

Rely on your work plan; however, do not be afraid to modify it to better meet the reality of the situation. You cannot possibly think of all the factors, scenarios, and new elements that come into play when you are first making your improvement plan. Things change. Conditions change. People change. A key to successful implementation is giving yourself the permission to be flexible and to adapt based on new facts. Most likely your work plan will need little or no modification. The best advice is: BE FLEXIBLE.

Successful implementation can be achieved by paying attention to a few simple process questions, which are discussed below.


## Step 1: Who is responsible?

In Module 1: Step 1 we suggested that your leadership team determine how decisions will be made. This discussion has hopefully been helpful up until this point and tweaks have been made, as necessary. You will need to have a similar discussion again, as the formal group planning discussions will become less, and the individual/partner work will increase, thus less oversight. Now that you are moving your group/coalition into implementation, it is important to decide:




**Review the work plan**. Are the right players at the table? Who is missing? Is it a key person or an important organization? Some key partners play multiple roles and others may be involved with one step, regardless all are important. Consider how you will keep all the key players engaged in the process, even if they don't have an active role at a particular time.

Decision making is critical. There needs to be early agreement as to how decisions will be made within the coalition. If you have a leadership team is it their responsibility? Does the leadership team have the authority to make the major decisions or do they make recommendations to the overall coalition? Is it a majority decision or by consensus? Staff considerations are also important. Most likely, if you have staff assigned to the implementation of a particular piece of the implementation plan, they have a supervisor. How does this supervisor-staff relationship feed into the overall decision making of the group/coalition? Does the group/coalition have the "right" to assign tasks to staff that they don't supervise? There are advantages and disadvantages to all of these. But it is up to you to decide what will work best for your coalition. Accountability is important.

Review who is responsible for which tasks. The delegation portion of the Community Plan will be important here. Ensure that partners are still committed to the community effort. See if they still have the time, desire, and resources to push the program along. Discuss decision making with them, and how they feel about the reporting structure the leadership team has decided upon. New issues may be brought to light at this point, and should be brought back to the leadership team for discussion.

If your effort involves hiring new paid staff, who does the employee answer to? Who does supervision and conducts annual evaluations? The community coalition will likely not have a legal status as most unite around a specific need or set of needs involving individuals and organizations banding together. If grant funds are involved, they most likely have to go to a legal entity. You may consider having the paid staff be the employee of the grant applicant, and their supervision can originate with that organization, with input from the leadership team and/or the coalition.

You will also, as part of the decision making process, determine a regular meeting schedule for your leadership team, full coalition, and/or committees. Once work begins, it will be important that group members can plan and prepare updates and presentations of progress, as necessary and appropriate. It may work best to have "partner updates" on every agenda, and then the week prior to the meeting, ask partners to send the "person responsible" a brief update. If the partner update is substantial, important, or exciting, and you want it shared with the larger group, it's easy to being that dialogue at this point. Your group/coalition will also want to consider a regularly scheduled community presentation and/or presentations to key interest groups (e.g., public health board, city council, and others). These presentations are a great way to keep your work relevant.

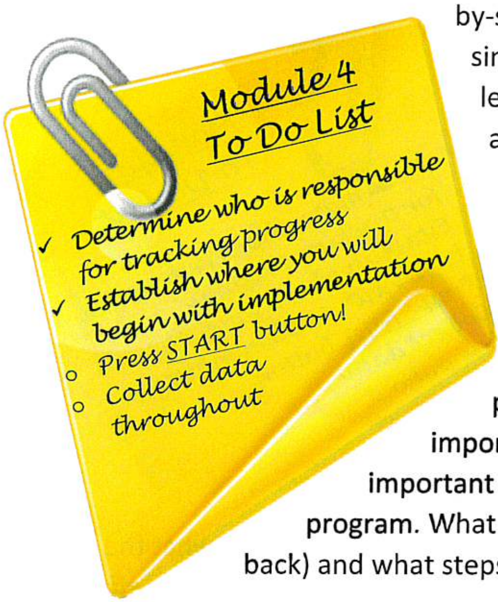
Accountability

Keeping partners accountable, will ultimately determine the overall success or shortfalls of your project/program. A well implemented project/program is only as successful as the coalition which planned it. A well implemented project, but a poorly formed and/or involved coalition, can mean the death for the group. How will your leadership team or staff work to hold partners accountable for their work? Ensuring that there is a process in place, PRIOR to their being an issue will be important to the relationships among members of the coalition, leadership team and potential staff involved.

Throughout the process remember to be supportive to all the players. Thank them. Celebrate their contribution. Stress the importance of working together for the betterment of the community. If you or your organization is the lead, be generous and share the credit. It is not about you; it is about improving the community.

## Step 2: Where, oh where to begin?

Now that you know how decisions will be made, and who will track progress, you need to determine where you will start, and how your plan will be implemented. This doesn't necessarily involve a step-by-step process, as many activities may be able to be worked on simultaneously. It does involve your group/collation and/or leadership team, determining where to start or what projects are of the highest priority.




It is important to double check the actions of your project. Do all the steps in your plan still make sense? Is something no longer important? Are there gaps in the sequence of events that you did not think of when you were first developing the work plan? Re-visiting the individual steps immediately prior to working on the plan, can be quick and easy, but is very important. Forgetting a step, like developing a relationship with an important partner, can be absolutely critical in the success of your program. What needs to be done first? What steps are consecutive (back to back) and what steps run concurrently (at the same time)?

For example, if you hope to implement a new anti-bullying curriculum in the schools, and the superintendent is on board, but you have to receive final approval from the school board, it is important to have this presentation take place early on in the process. Presentations and approval from governing bodies can take time. Again, being flexible is important.

In Module 2: Step 2 you worked to define your community problem. One of the activities, related to implementation, and this step, may be the areas of opportunity (AOO) exercise. If your group is stuck, and unsure where to start, revisiting this activity may help. If your "on the ground" conditions have changed, don't hesitate to re-do part of this activity. Also look for a couple of quick an easy wins.

$ If your coalition effort is dependent upon receiving some outside funding, such as a grant, upon receiving notice of the award, you will want to convene a coalition meeting as soon as you can get everyone notified. This first meeting is the time to dissect your work plan to review the what, who, when, and where of the effort. Do things still make sense? There may be a significant time gap from when you submitted a proposal and when you can start, so you need time to reacquaint yourself with your plan.

Also remember, the time frame presented in your work plan is, to some degree, an educated guess. And that is ok. The important thing is when you convene as a coalition, take some time to review your original time frame. Does it still make sense? Again, if the goals and/or objectives have been modified, you will likely need to adjust your time frame accordingly. If the roles and responsibilities of coalition partners has changed, you will likely need to adjust your time frame.

This maybe seems obvious but depending on the changes you may have to consider, your service area may have changed, different target populations may be present, and/or the coalition composition may have changed. Any of these can change not only what you are doing but also the location of the activities. This should be considered by the leadership team and the coalition.

## Step 3: Final thoughts before pushing – START!


The next section of this module addresses the importance and role of evaluation. We don't want to get too far ahead of ourselves but the coalition needs to recognize that evaluation is not separate from implementation. Good evaluation is an ongoing process and as information is gathered it is fed back to the coalition and/or leadership team for consideration. Evaluation results should be reviewed and considered during implementation as a means to improve the community's program and efforts.

**Sustainability**, which is addressed in the next module, is also part of implementation. The coalition should consider a **communication plan**. A communication plan should address keeping both the general community and specific target groups up-to-date on what the coalition is doing and what it can show as success. A good communication and/or marketing effort is part of sustainability and it is a primary element for implementation. You need to ask yourself, how do we build community awareness? How do we establish our message? What are the best ways to communicate to the entire community and to special target groups? Is the medium the same for all, or do they vary according to the group? The coalition may want to form a communication committee which can develop a communication plan.

Address the "low hanging fruit." This idea means finding quick and easy victories. Your community effort will likely have some significant (and time consuming) efforts. If you are going to make significant change in the health of the community, you will need to work hard at implementing efforts to change behavior and attitudes (ex: increasing physical activity to lower obesity, developing long term efforts for health professional recruitment and retention, developing a regional domestic abuse program, and others). This takes time and hard work. However, your coalition can gain both community awareness and credibility if you can identify some relatively easy and quick accomplishments in the beginning. Sometimes there are already efforts underway that you can associate with the coalition (with the support and agreement of the group that is already working on this, and hopefully they are already part of your coalition). In other words, try to find some low hanging fruit you can pluck.

## Evaluation

So, what, really, is meant by evaluation? **Evaluation** is a process closely connected with implementation, and involves the collection of data that describes your program/project's success and sometimes failures. For some people the word "evaluation" is threatening. It sounds like something that is intended to find fault and failure. Program evaluation is the direct opposite because it is a process you control, and is meant to help community groups engaged in a common process, show the impact of their efforts.

Evaluation measures, who is helped and how are they helped by your program? It demonstrates the effect or impact, to not only the community, but those involved. Sometimes you find positive results, and other times you learn that the effort is not producing the impact you thought. That is ok. You then have the evidence and the opportunity to make changes.

Evaluation requires a relationship with partners, a willingness to collect and review data for decision making, and an openness to make changes to better serve your community. Evaluation should happen during the day to day activities of your program or project, not just an afterthought. Evaluation data must be accessible to program and leadership team as a constant method of program improvement. It helps to feed the implementation by reviewing program data throughout the project. Finally, evaluation is an essential element to sustaining your group/coalition's work and efforts in the community.

With the scarcity of resources available for community level projects, evaluation has become more and more important. If you look for grant funding to support your effort, you will likely note two things. One, funders are more inclined to support efforts that have been shown to be successful (also called evidence-based). There is a track record of success for the idea. In many circumstances there are simply less federal and state dollars available, and even private foundations have more of an interest is funding efforts that have been successful. Two, a formal evaluation is seen by funders as an essential way to show and track success. So, evaluation is a tool or a process to help funders to better understand what works, and hopefully why it works. Evaluation helps you to implement your community effort, while it helps funders to better direct their limited resources.

We have talked through pieces of evaluation during Modules 2 and 3 (Module 2: Assessment and Module 3: Planning), as well as two types of data or ways of gaining data for evaluation: qualitative and quantitative (to review these terms, see Module 2). During the implementation phase, evaluation doesn't look all that different, the questions are more introspective or retrospective. The questions also allow you to consider what you learned from this effort, in order to improve your next effort, or another attempt at this current project.

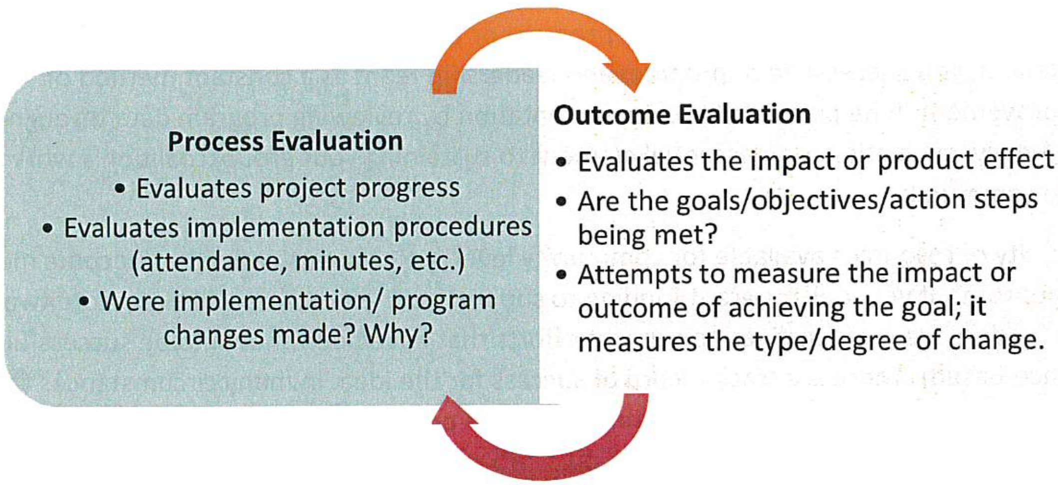
Here's another look, for review, and preview, of the questions you considered regarding evaluation.

**Evaluation Questions Considered throughout Community Engagement Modules**

| | Quantitative | Qualitative |
|---|---|---|
| Assessment | How many people are effected by the issue?<br>What is the cost associated with this issue (lives, money, etc.)? | What does the issue "look" like?<br>How does the community "feel" about this problem?<br>What does the community want done to change the issue? |
| Planning | How many people do we hope to impact?<br>What will it cost us to make the change needed in our community? | What will the change "look" like in our community?<br>How will the program be received? |
| Implementation/ Completion | How many people were impacted by the program?<br>What is the impact on the community?<br>Is there a difference between those who received the program, and those who didn't? | How is the community now talking about the issue? How has this changed from before?<br>What unexpected changes were seen in the community?<br>Where do we go from here? |

Of course, evaluation is not as seemingly simple as the table above. Evaluation is not just measuring what happens to a community because of your group, coalition, program, or project. It's much more interactive than that.

Two other types of evaluation that you will want to consider, are **Process Evaluation** and **Outcome Evaluation**. The diagram below describes both concepts briefly.




**Process evaluation** looks at progress, in other words, did you do what you said you were going to do? It can also look at procedures, such as how a program was carried out. In general, process evaluation considers how a program was implemented by describing or counting the services provided, how many people were served, and when did this occur. Process evaluation can also assist a group/coalition in tracking what programmatic changes were made during implementation, and why. Some examples of tools that would be used to measure or describe process evaluation include: activity reports, minutes, work plan, timelines, media releases, occurrence of activities (ex: number of participants/attendees, educational sessions, newsletters disseminated), sign in sheet, etc.

**Outcome evaluation**, on the other hand, evaluates the impact or product. In other words, the effect on the community, participants, group, etc. It helps to think of it this way: process evaluation asks what was done, while outcome evaluation is used to answer "so what?" Outcome evaluation can help to determine if goals, objectives, and/or action steps are being met by quantifying the impact. Outcome evaluation also measures the impact or outcome of completing a goal. Some examples may include: attendees or participants new knowledge or degree of change in knowledge due to educational sessions, increase of public awareness of partners in coalition, reduction in chronic disease, increase in early diagnosis, reduction in calories, increase in funding, increase in training, etc. Outcome measures typically establish a change in the direction of circumstances (increase/decrease).

## Step 4: Tracking Evaluation


One of the most difficult pieces of evaluation, is remembering to track impacts throughout the implementation process. It is easy for us to tell you to just sit back and think through all the steps in an evaluation plan before implementing a program or project. Granted, there is a lot to consider, but it doesn't have to be perfect. If you forget something, you will likely think of it along the way and then it can be added. Sometimes you can even look back over the last few months and find some usable data that you may not have realized was there. But try hard, as you put together your plan for a community project to think, in advance:

What do we have to measure?
How do we measure it?
How do we collect the data?
How often do we have to review it?
And, most importantly, how will we use it?

You can make this too complicated. Generally, for a small community project, you need one to three measures for a goal or objective. Try to think – what is most important or what will help us the most? Professional evaluators may have more complex questions and measures but for your coalition, keep it realistic. But remember it is critical to your implementation effort that you do a continuous evaluation, meant to feed back into your decision making. Trust us, you will be so relieved once it comes down to actually getting to implement your project, that you will allow evaluation to slip to the back of your mind, not to be thought of again until you're attempting to write a press release, grant application, or funding report. We have created a tool, that we recommend walking through with your group/coalition and/or leadership team, to outline evaluation measure prior to implementation. A snapshot of this tool, can be found below. You can find the full tool at the end of this Module.

| Description of Data | Type of Evaluation (circle) | Type of Data (circle) | Who will gather this? | When will it be gathered? |
|---|---|---|---|---|
| Ex: *Number of attendees at Health Fair* | Process Outcome | Qualitative Quantitative | *Partner A will create tracking sheet. Partner B will staff check in booth.* | *Gathered during the Health Fair in March 2016.* |
| Ex: *Policy D adopted by City Council.* | Process Outcome | Qualitative Quantitative | *Partner A will request minutes from City Council meeting.* | *After City Council meeting.* |

As you can see from the previous examples, there are several pieces of information you will want to consider when developing your evaluation strategies, outside of the types of evaluation. It is important to consider how you will collect the data, who will gather the data, when it will be gathered, and who will analyze it. Without these questions considered, you can see how easy it is to forget about data collection.

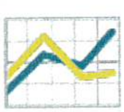
## Successes and Struggles

When considering evaluation, you will design it with successes in mind. You plan to reduce obesity by 10% in your community, or you expect that the City Council will quickly adopt and implement 3 complete streets projects this spring. But what you don't plan for, is what happens if meeting your goal isn't as easy as you thought?

Tracking successes and struggles is an important piece to implementation and evaluation. Most of the time, you can change or alter your project/program slightly to increase or improve your impact, without altering the integrity of the program. For example, if the City Council is hesitant to adopt a Complete Streets policy because they feel it is too restrictive, then work with the City staff to modify the current policy to ensure that the key pieces are there, but it meets the City's needs and addresses their concerns (true story). In this example, it would be easy to become discouraged and give up on the policy. Instead, document the struggle, work through it, and many times the compromise is better than scratching the idea off the plan altogether. How will you make improvements or modifications to the areas that you will struggle with? Again, the best advice is: BE FLEXIBLE.

Failures are different than struggles. Struggles are small hurdles, whereas complete failures are brick walls that will not allow you to pass. Using the previous example, a failure would be the City denying your request to review a Complete Streets policy, and being completely unwilling to even discuss or consider the idea. Now this does not mean that your group should stop working on walkability and bike-ability, but this does mean that your plan needs to be altered. Admit this "failure", and create a plan of action to move past it. Don't bang your head against the "brick wall" for 3 months. Instead think about creative ways to blaze a new trail that will reach the same, or a similar, goal. A Safe Routes to School initiative may be a new path that your group would consider. How will your group overcome any failures?

Celebrating success is one of the best parts of an evaluation plan, but again, usually forgotten. If you look back through this toolkit, you will see how much work has been done by yourself and the coalition/group. Be proud of where you've been and how much you've accomplished. Celebrate those successes in grand fashion. We've had groups cater in lunch, or bring cupcakes, to a group meeting to thank their partners, and announce their success in a particular area. How will you celebrate success with your group? Celebration should also be shared with the broader community.



It is sometimes difficult in rural communities to "toot-our-own-horn" but you need to work past this reluctance. If it helps, it isn't you tooting your success, it is all of you tooting the success for the betterment of the community. Celebration can be part of your marketing or communication plan. It is an important way to inform the community so they can appreciate the benefit of the effort.

## Accountability

Keeping partners accountable to the group/coalition will ultimately determine the overall success or shortfalls of your project/program evaluation. Evaluation cannot fall on the lap of just one or two partners, so other partners' ability to assist in the data collection, progress tracking, etc., will be very important. Also, you will want to consider how you can evaluate partner's thoughts on the "process". Did they enjoy the process? Did they feel involved? Were their personal/professional goals met? What would they do differently? Believe it or not, this is still evaluation. Evaluate the group/coalitions internal process, through the eyes of the coalition members, is just as important as evaluating the external project/program process. Ensuring that your partners continue to feel involved, and their personal and professional goals are met, is a piece of evaluation you will not want to forget.

Another thing to consider is the staying power of your coalition. You have banded together for a set purpose that likely has a one to three year plan. You have the community engaged and supporting your effort. Good. But can you do more? Can this coalition tackle other community issues, possibly with some new members? The evaluation determines your community impact, and part of that impact needs to be the level of satisfaction of the coalition members. If they feel the effort worked the way they had hoped, for both the community and for their organization, then there is the possibility that the coalition can continue. It can be a process for continued community engagement, community improvement. How do you plan to evaluate your group/coalitions thoughts on the process?

Have some members interested in the future steps and impacts of the group/coalition? Don't hinder their enthusiasm – even though you're knee deep in the current plan. Assign them to a "strategy and vision committee". Let them work through the upcoming steps, or identifying gaps that will need to later be addressed.

Interpreting Data

Gathering the data is the first hurdle. The next hurdle is interpreting the data. What does all of this data mean? Many times, it's just not as easy as saying, "YES, we were successful in our goal!" The only advice we can provide you here is make sure your data is telling you what you think it's telling you. Like we discussed in the Population Data section in Module 2, small sample sizes, or small population centers, may cause your data to show misleading results, because the population you're measuring is so small to begin with.

Also, try to establish that the data change you're seeing was really "caused" or "linked" to your program/project. To be honest, this can be difficult. Researchers speak of "**causation**" or the relationship between an event or action (cause) and the result (effect, outcome, impact). But you are not doing research; you are doing straightforward program evaluation. You do not have the same tools or experience that a university professor trained in research may have, but you have the need to understand the effect of your actions. Gather the best evidence you can – numbers or statistics such as collective weight loss due to a community walking program; changes in attitude, understanding, behavior; satisfaction surveys; and other measures. You may not be able to say definitively that Event A lead to Effect A, but you can say that there appears to be a relationship between the actions. You cannot account for all the "**variables**", so you have to be cautious. You can establish when your activities/events occurred and when you evaluated the effort so saying there appears to be a relationship or our program effort is likely a **contributing factor** is legitimate.

For example:

> Let's say you want to decrease drinking and driving. If you have two deadly motor vehicle crashes in the last year, and both were caused by drinking and driving, that means that 100% of the time, if someone dies in a motor vehicle crash, it was caused by drinking and driving. Let's say you implement an education program in your community around drinking and driving. The next year, only one person dies in a traffic crash, and alcohol was not involved. Does this mean that your program "caused" a 100% reduction in drinking and driving in your community? No, you cannot assume cause and effect here. We're not saying that your program didn't have an influence over the reduction in deaths, it just means that there are multiple other factors that could play a role in the reduction, such as clear road conditions, DUI checkpoints, injury vs. death, etc.

A better way to measure the effectiveness of a drinking and driving prevention program would be to measure a change in attitudes before and after your education program, or the number of people reached by your program, or the number of people that report drinking and driving on a community survey (before and after your prevention program). You will still want to report crash, death and injury data, as it helps frame the issue to the community, partners, and coalition members, but do not assume nor imply a cause and effect relationship.

Sharing Data

Sharing data was also discussed in Module 2 regarding assessment data, so we'll just provide you a couple of reminders for sharing data.

1. Share data early and often. Any Interesting findings, even if it's just survey response rates, or the number of people that attended your training, it keeps people excited and interested. It also may lead to more people wanting to attend or participate in the future. Press releases or community presentations at City Council or County Commission are great venues for sharing information.
2. Make data relatable. Your community needs to be able to "see" the problem by using the data, in combination with something visual, such as a story, or photo. Use lots of colors in graphs and charts, so that those type of images pop. Engage the reader and draw them in with something shocking, either a headline or an image of something in the community. Make sure that the community can relate to it, though. Thus, don't choose a picture of something that the community can't comprehend.
3. Always distill data. This means that you do not want 4 slides back to back with 10 bullets on each slide – of ALL DATA. You will put people to sleep with that much data at once, and their eyes will start to glaze over. Make data presentations into manageable chunks– so it doesn't becoming overwhelming and confusing.
4. Community Products – when creating community products, such a as fact sheets, display boards, brochures, handouts, and/or presentation materials (including PowerPoint), please keep the following things in mind:
    - ✓ Easy to read graphs - don't let the font be smaller than 12.
    - ✓ Colorful – yes it's much cheaper to print in black/white, but your documents will not have the same impact, nor will they be memorable. Darker colors give the audience

more of an impressive impression of you, and provides authority or confidence in your knowledge of the topic.

- ✓ No stock photos (clipart, iStock) – if you want to use a photo, use a real community photo. Much greater impact when the community can identify places, objects, landmarks or people in the photos. If you're using a photo of a person, ensure that you have their written permission to publish it.
- ✓ Always include valid contact information. Email, phone number, address, etc., are all good ways to let the community contact you.
- ✓ Use text boxes to break up text with color. This is also known as color blocking. Backlight key pieces of information or statistics with color, to help draw the eye into the poster/flyer.
- ✓ Summarize key points – but leave the community or target population wanting more. Do not try to condense your entire 45 page report into a fact sheet. Instead include only a few key pieces of information, or create a series of documents that each paint a piece of the whole picture.

How often to report on evaluation measure to community? To partners? Communicate on evaluation outcomes consistently, scheduled and often. For coalition meetings consider having as consistent agenda items, discussions on communications/marketing and evaluation. Even if there is not much to report you need to keep these items at the forefront of your community effort and in your thoughts. These terms are vague, yes, but you will know for your project or program what is appropriate. Your leadership team may need more frequent updates than your full coalition, and your community may need even fewer updates than your coalition. But depending on the community, and the project, you will get a feel for what is right. <u>We would always prefer you error on the side of too much information and data sharing, than too little</u>.

Tool: Evaluation Tracking Form

| Description of Data | Type of Evaluation (circle) | Type of Data (circle) | Who will gather this? | When will it be gathered? |
|---|---|---|---|---|
| | Process Outcome | Qualitative Quantitative | | |
| | Process Outcome | Qualitative Quantitative | | |
| | Process Outcome | Qualitative Quantitative | | |
| | Process Outcome | Qualitative Quantitative | | |
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| | Process Outcome | Qualitative Quantitative | | |
| | Process Outcome | Qualitative Quantitative | | |

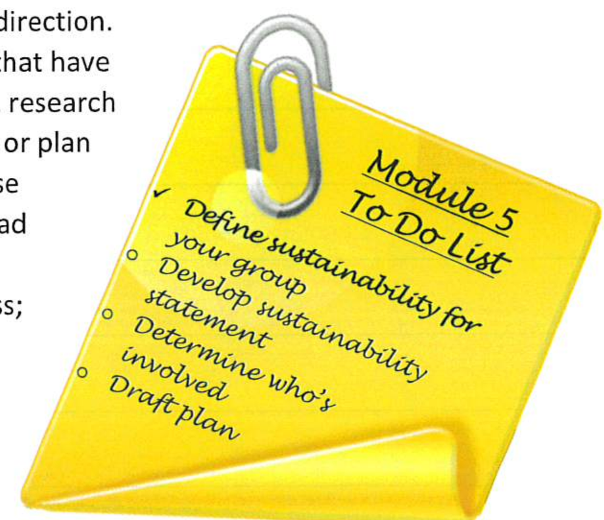
# Module 4: Notes

# Module 5: Sustainability

How is your group doing? Excited about the progress you've made in making a difference in your community? You are now in the home stretch of understanding community engagement and being able to direct and implement a set of actions for your community group. Let's assume you have completed the following: formed a community coalition, developed an agreed upon mission, conducted an assessment and planning, determined a set of actions for implementation (and potentially started), and have an evaluation plan. Are you done? You may think so; however, a very important element remains: planning for sustainability. Similar to delaying work on an evaluation plan, not addressing your ability to maintain or sustain what you are implementing is a fatal flaw in community engagement. Granted, like evaluation, it may appear daunting or at the very least premature – planning to sustain something that doesn't exactly exist yet, or hasn't made a huge impact. Regardless, preparing to sustain your efforts is essential. You have done all this work in developing a coalition and project; it would be a serious mistake to not put in some work to maintain what you have worked for as a community.

## Step 1: What does Sustainability really mean?

There is a great deal of research associated with sustainability in the public health and non-profit world. Sustainability is often discussed when it's too late – a grant is over in the coming months, or a program/coalition is wanting to move in a different direction. More and more funders want community solutions that have been vetted and have some history of success. Thus, research that supports ways to develop a sustainability effort or plan is important. Showing that you are familiar with these elements, and that you can take these relatively broad concepts and apply them to your community effort, demonstrates that you have command of the process; you have the elements of a good sustainability plan.




Sustainability, in definition, has a wide variety of meanings and understandings. Organizations, public health units, and coalition typically do not approach this topic, partially due to the fact that there isn't a clear definition of sustainability. In this section, we hope to clear up the muddy water regarding the definition of sustainability and help you better understand what topics need to be addressed when discussing sustainability. We will walk you through the development of a group or coalition sustainability definition, which will lay the foundation for the remainder of this Module.

As you can see from the graphic below, many national organizations approach and define sustainability in very different ways. As we have discussed, a public definition is different than what it really means to apply the definition.

Tool: Mission through Action Steps Handout

**Mission Statement**

- A concise description of why your organization/ coalition exists, what it hopes to accomplish , and how it plans to accomplish it.

**Vision Statement**

- A concise description of where you imagine or hoping your community will be, based on the work of your group.

**Goals**

- A very specific outcome that your group plans to achieve, around a project or topic area.

**Objective**

- Precise, time-based, measurable targets that support the completion of a goal.

**Action Steps**

- Concrete, everday actions necessary to meet the objective.

Tool: Mission through Action Steps (with Example) Handout

## Mission Statement

A concise description of why your organization/coalition exists, what it hopes to accomplish, and how it plans to accomplish it.

*Collaborative is committed to increasing opportunities for physical activity and healthy eating*

## Vision Statement

A consise description of where you imagine or hoping your community will be based on the work of your group.

*Residents engage in physical activity and healthy eating in their daily lives and live in a community that supports those choices.*

## Goals

Specific outcomes that your group plans to achieve to accomplish the mission.

*Create community environments that promote and support healthy food and beverage choices*

## Objective

Precise, time-based, measurable targets that supports the completion of a goal.

*By January of 2016, the park district will provide healthy food and beverage options at community parks and special events.*

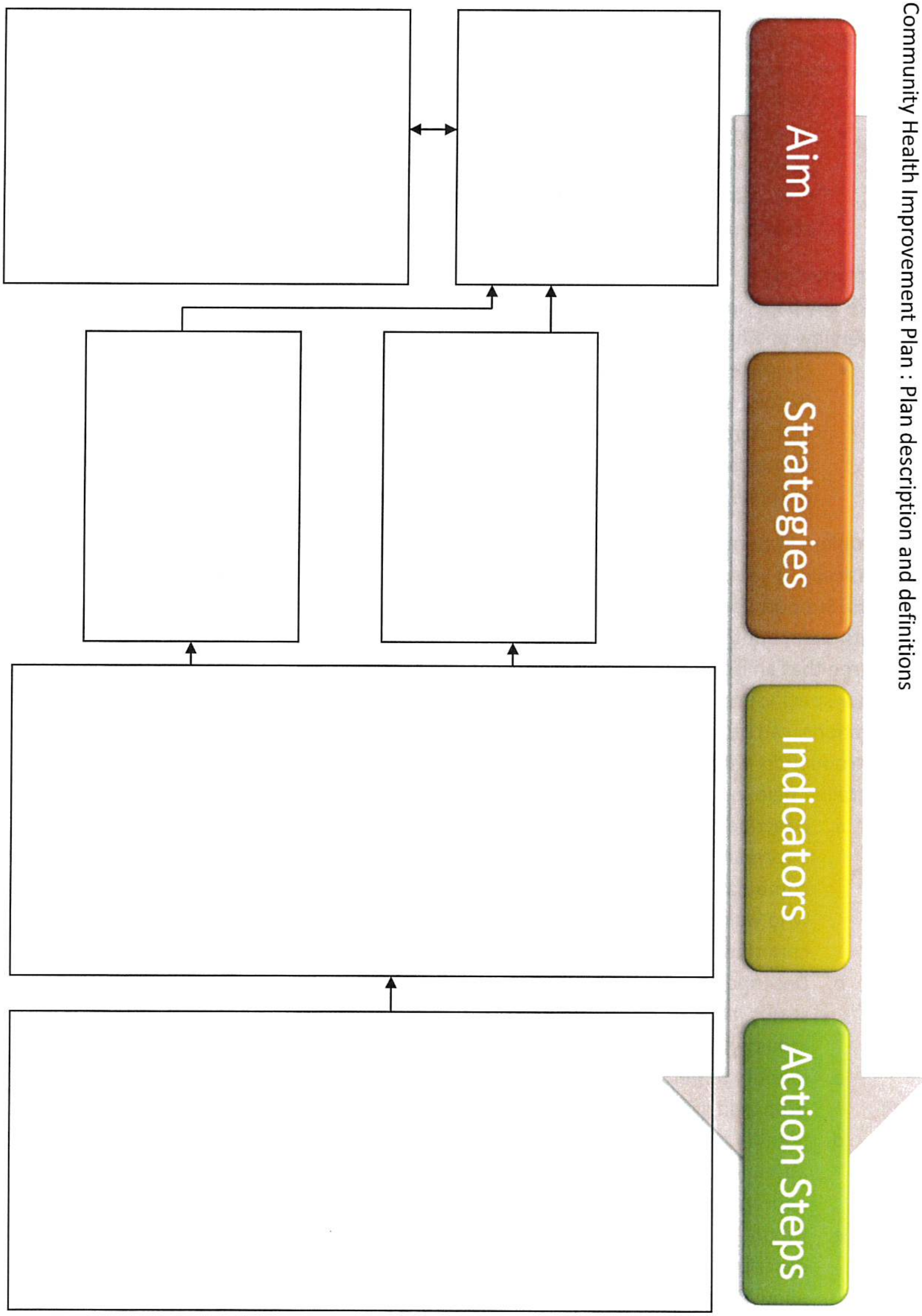
## Action Steps

Concrete , everyday actions necessary to meet the objective.

*Park staff will meet with vending machine supplier to review healther options*

Tool: Blank Community Health Improvement Plan

Community Health Improvement Plan : Plan description and definitions



Tool: Parts of a Grant Proposal (Application)

1. Summary/Abstract
   Appears at the beginning of proposal, and takes up less than one page. If we were to skip your entire proposal, and just read the abstract we should have a very good idea what you're looking to do, who is going to do it, and how. Make sure to address the following:
   - Identifies the grant applicant, partners and your credibility, goals (and objectives if space is available), target population, timeline for completion of activities (year one, year two, etc.), methodology (how you plan to meet the goals), problem statement, and evaluation.

2. Introduction
   Like any paper or essay for school, the introduction should provide the reader with an overview of what to expect. Make sure to include the following:
   - Clearly establish who is applying for funds; describe applicant's purpose, mission, history, success (credibility); state proposal's title and short purpose; identify the RFP, name of program, or initiative; geographic area served; target population and approximate numbers you plan to serve; and why your program is significant, purpose, relationship to funding source's goals.

3. Problem Statement (Justification of Need/ Need Statement)
   Basically, if you say there is a problem, the funding agency wants to know how you know this. Support your statements with data or citations. The goal is NOT to overwhelm them with data, but to ensure that they feel comfortable funding your issue, because they agree that an issue truly exists. Be <u>very concise</u> here, by only including data that relates to your specific project or goals. Charts, graphs, tables (if done well), sections and sub-sections, can be very effective in this portion of the proposal. Just like the abstract and introduction, there are several areas you need to address in this section, and those are detailed below:
   a. Describe the process used to identify needs - What did you use? Survey, key informant interviews, focus groups, community forum, secondary data, combination? Make sure they understand your process. Also be sure to explain who was involved, which will demonstrate coalition/group capacity and commitment.
   b. Describe the need - Use current data and statistics (population, economic, health status, attitude and/or behavior, organization specific, local health system, industry, statewide). If current data is unavailable explain why.
   c. Identify target population - Statistics and also describe any barriers to access your proposed group/service.
   d. Identify geographic service area - Be sure to assume reviewer knows nothing about you, your service area, rural, state! Describe climate and its impact (if appropriate, for example, Devils Lake water, blizzards, Red River Valley flood, etc.)
   e. Do not forget to relate this section (problem statement portion) to the project description portion. Make sure there is a consistent flow between sections. Do not allow them to abruptly come to an end, leaving the reader feeling like you ran out of space.