Community Engagement

Toolkit

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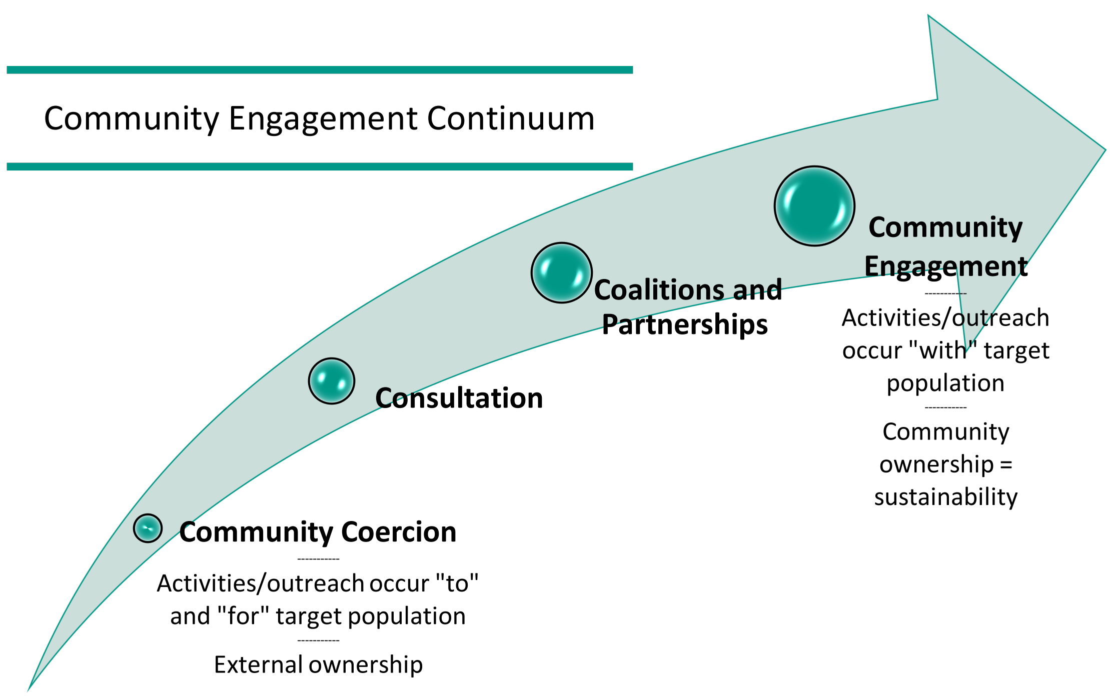
Introduction

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.

Content	Page
Module 1: Finding a Common Mission	7
Module 2: Assessment (Defining the Problem)	33
Module 3: Planning	52
Module 4: Implementation & Evaluation	77
Module 5: Sustainability	91
Worksheets, Activities and Attachments	110

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.

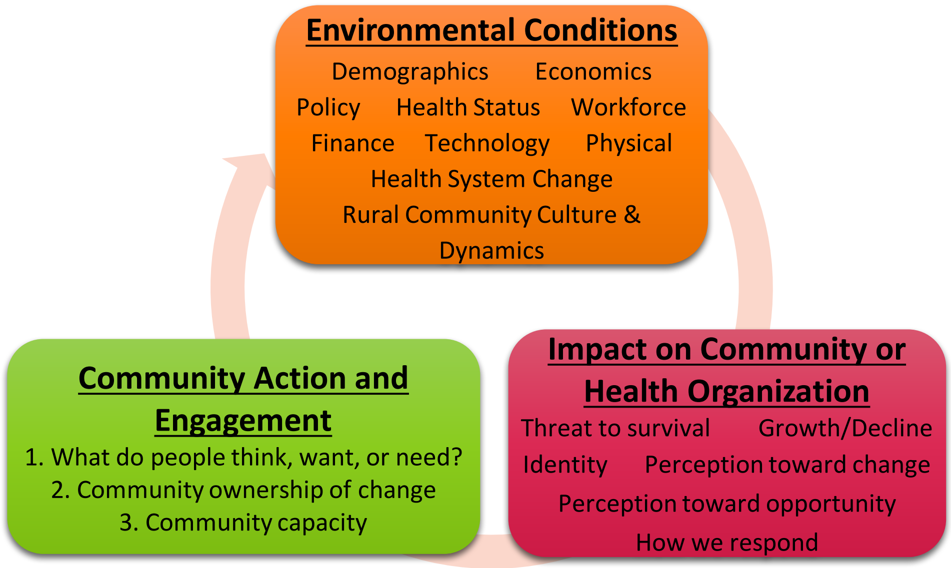
Source: *Brad Gibbens, Deputy Director, Center for Rural Health, UND School of Medicine and Health Sciences*

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

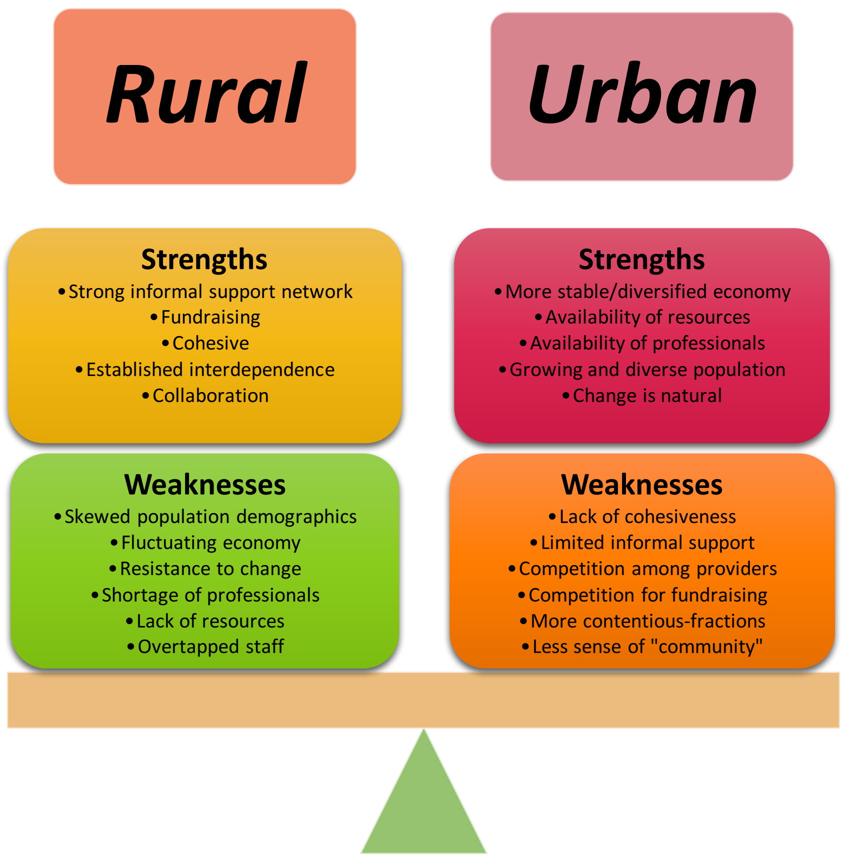
Who would use this Community Engagement Toolkit and model?

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

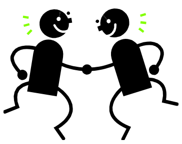


Source: Brad Gibbens, Deputy Director, Center for Rural Health, UND School of Medicine and Health Sciences

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)?

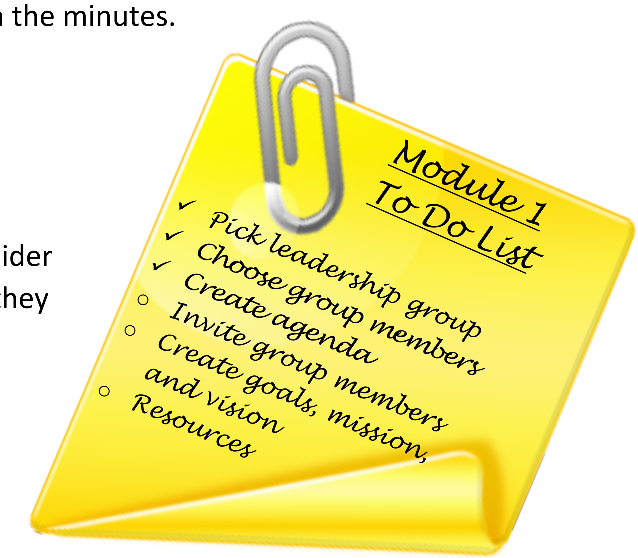
There are no right or wrong answers here. It's just important for all of the leadership team members to be on the same page from the very beginning. If your answers align, and in general, feel as though you have the correct motives for community change, then you're ready to start diving into the community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

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
Ex: Red Cross	*Connection to resources. Mission to help those in need.*	☑	☐	☑	☐	☐
		☐	☐	☐	☐	☐

Note *Have you marked 'COMPETE' anywhere above*? 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.

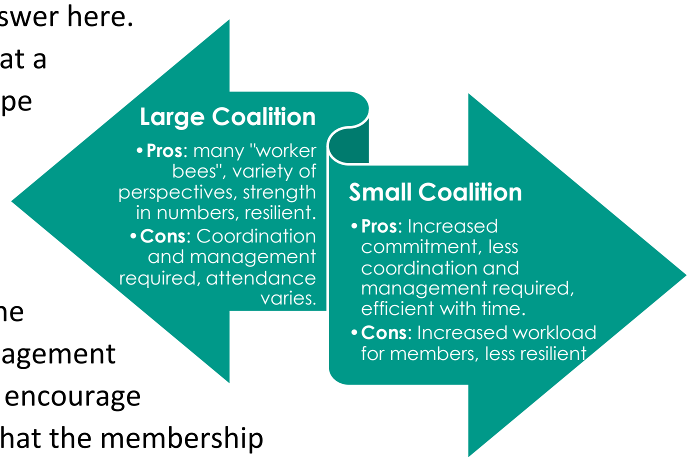
When looking at the partners/coalitions that we've identified that should be involved in our efforts:

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.

Coalition Size: 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.



Typical Representatives: 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

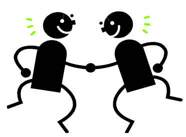
- Too many typical representatives at the table can also cause a lack of fresh ideas. If something has always been done a particular way, and no new ideas are presented, it's pretty likely that it will be done that way again.
- Hint: Find a balance between too many, and too few. This may take time, but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

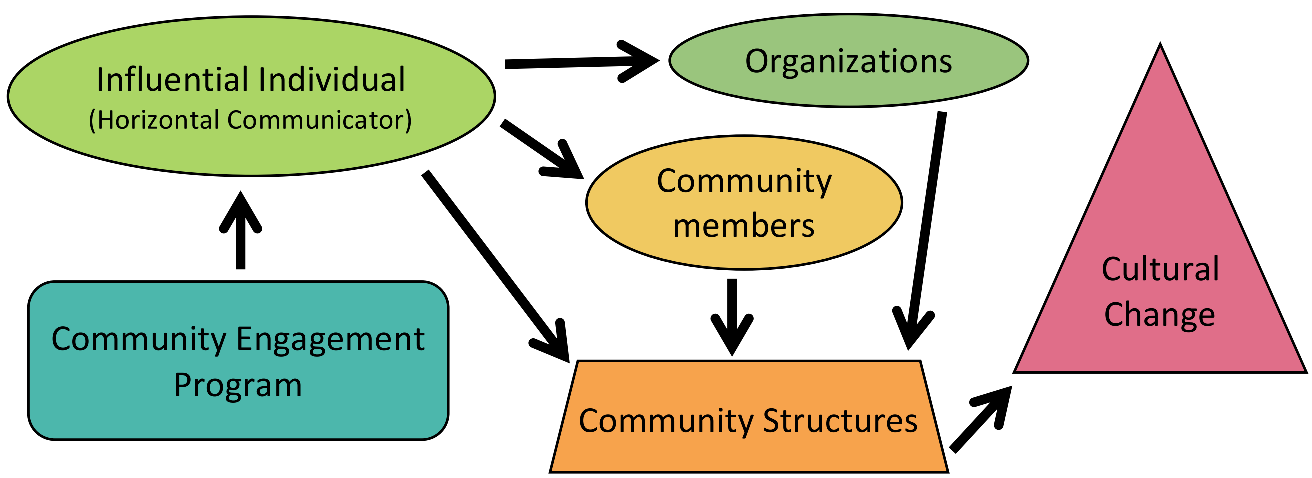


Figure 1. Appeals to Change. Source: Dr. Terry Dwelle Community Engagement Curriculum

Another way to view *horizontal communicators*, is to consider the individual, and think about all of the networks that they participate in. Many times, specifically in rural communities, leaders tend to be part of multiple "communities", for example, they're a leader in the operation of the town and school, influential in their faith-based organization, and own a business. This individual is most likely a *horizontal* communicator in many of these "communities" at any given time. See the diagram below, for a visual representation of this idea, with HC representing the horizontal communicators.

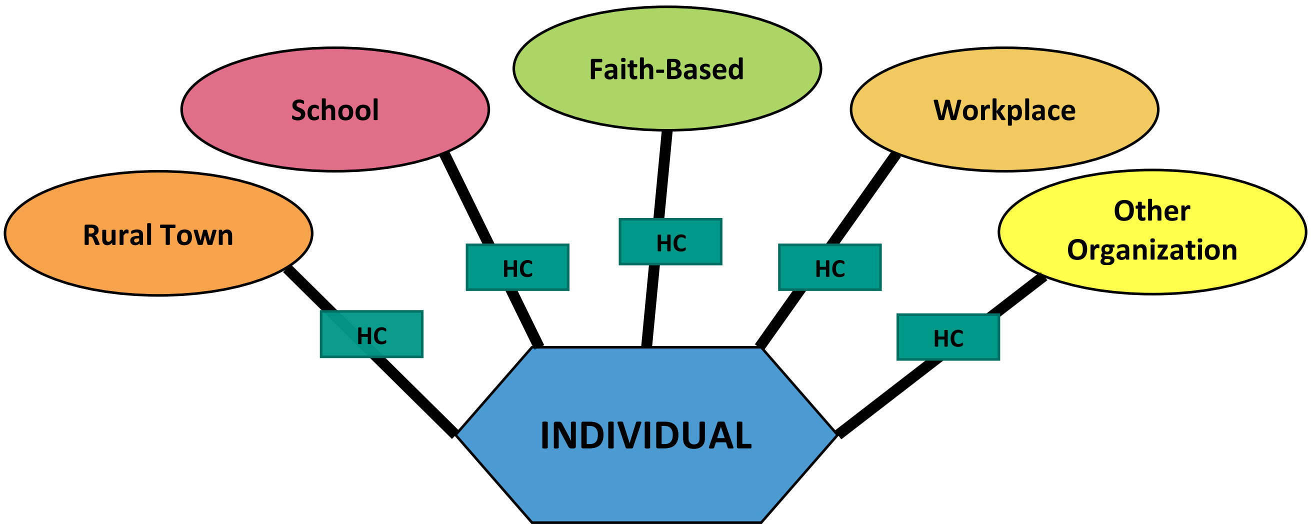


Figure 2. Communities and Sub-Communities of an Individual. Source: Dr. Dwelle Community Engagement Curriculum

One final way to consider *horizontal communicators,* is to think about the different "communities", and the sub-communities within them. Many times, each sub-community will have different *horizontal communicators*, each with a different perspective and level of knowledge. The diagram below, demonstrates that within one community, such as a worksite, you may have multiple horizontal communicators that overlap, due to location, task, or project. You may also have, in the case of the rural town, an overarching horizontal communicator, and specialized horizontal communicators within the smaller communities.

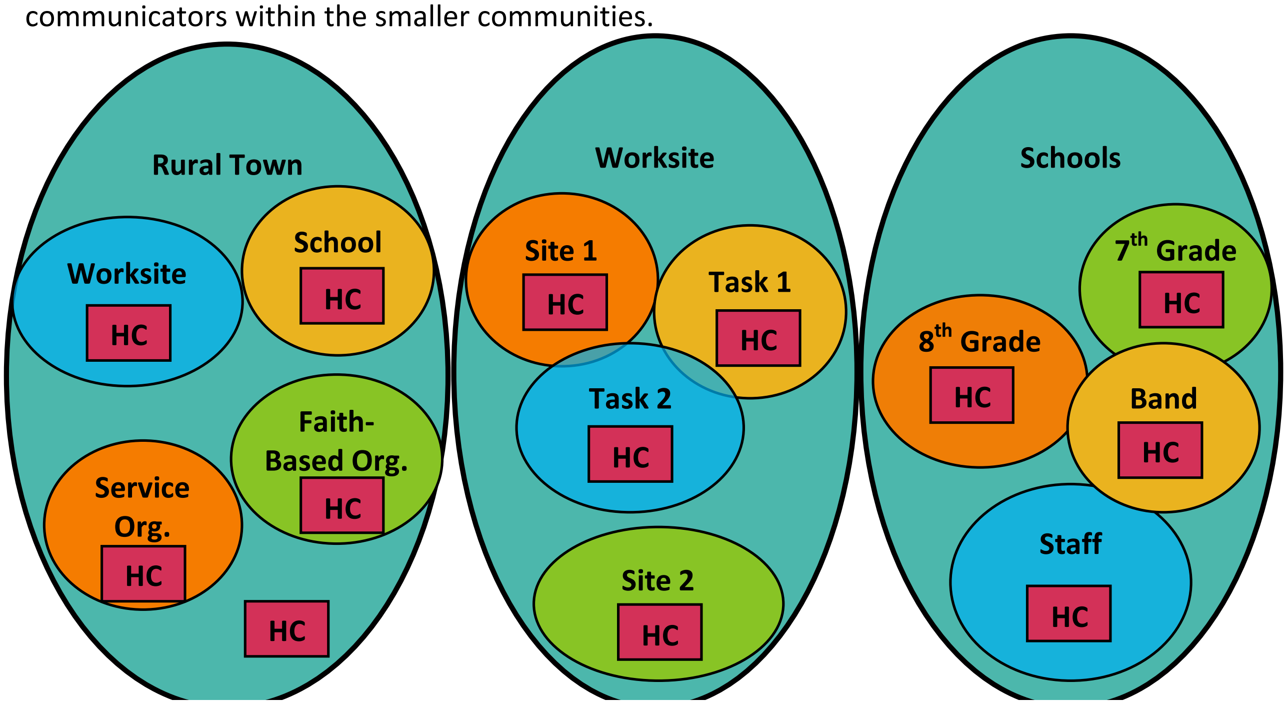


Figure 3. Communities and Sub-Communities of a Larger Structure. Source: Dr. Dwelle Community Engagement Curriculum

During your group or coalition discussion, did it ever come up that you want “X” organization represented, but you’re worried about “Sally Mae” being involved from “X” organization? Or you want “Sally Mae” involved but you’re worried about what agenda she will push during the meetings due to working for “X” organization? Choosing the appropriate horizontal communicator may just be a matter of discussing each individual or organization separately, to find the best fit.

Why have we spent so much time on this topic?

When selecting individuals to participate in your coalition or work group, you need to consider all of the “hats” they may be wearing when at the table. These “hats” can influence (positively and negatively) the directions of conversation, perspectives, resources, biases, etc., so they always need to be at the forefront of the mind of the organizer or facilitator.

Have you engaged someone from the local media or newspaper? Anyone have an interest or passion for writing, and is always taking good notes? Tap into this resource to help you put together the press release or common message for the group. Work with the newspaper or local media on the “role” of their attendance, and be prepared that they may write an article about the meeting they attended. This can be a great resource, and a very valuable asset as you try to spread the word about your work.

Setting the Agenda

As a leadership team, you will want to get together to talk about what this meeting will look like. Having a clear, concise meeting agenda will set the tone for the group, and ensure that you’re members feel valued, and can easily participate. You will want to cover some very specific topics, included in the sample to the right, but is there anything else the group thinks is important to cover? A reasonable estimate for this meeting would be 2 hours, but this will definitely depend on the size of your group, how well they all know each other, and how new the “need” is in your community. Best bet is to plan for 2 hours, and if you have to schedule a follow-up meeting then great, if not, then you get to go home early!

We have prepared a sample agenda for you, which can be found to the right, and also at the end of this Module. Several items to note:

Tool: Sample Agenda – Meeting #2
Youth Substance Abuse Prevention Coalition
Grant County Commission Board Room
July 21, 2014

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

***Full-size sample available at end of Module.*

Ice-breakers

As you may be thinking, why do we need to do an icebreaker? Ice breakers, when done correctly, serve the very important purpose of encouraging members to communicate, engage, and get to know each other, without really knowing that they’re doing it. When done incorrectly, or feel forced, then they can lead to the opposite effect.

Presentation of Data

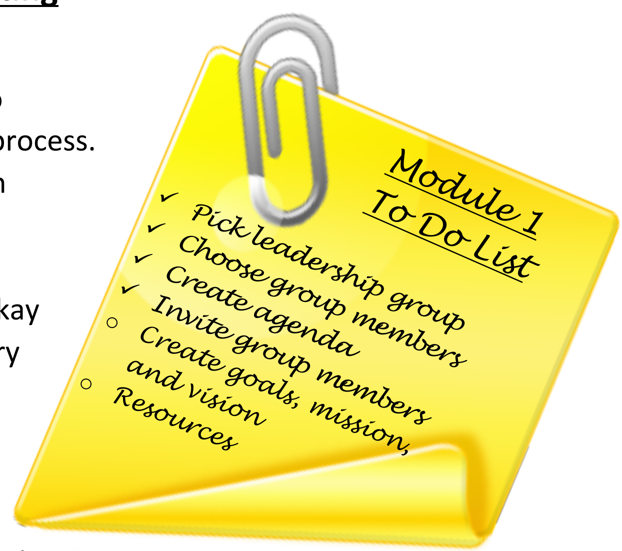
In order for everyone to be on the same page at your coalition/group meeting, it will be important to share this information with the larger group. This presentation will most likely also spark discussion regarding what they've experienced, or what can be done, or what's been done. These are all great conversations, but if you're facilitating, you will want to keep these conversations to a minimum. We will discuss shortly, what this presentation should specifically include.

Discussions

We have included several discussions in the sample agenda, including mission statement, group goals, and vision. These items will be discussed in full detail later in this Module, so read ahead if your group is unsure how or why to approach these topics (beginning on page 20).

Step 3: Preparing for the First Full Group Meeting

Inviting the partners to the table:



Just like a fancy wedding, the invitation for partners to participate, can set the mood and tone for the entire process. For a fancy wedding, would you send out hand-written invitations, on a piece of lined legal pad paper, with misspellings? Probably not. So then, why when we're asking people to commit to a group or coalition, is it okay to ask them while they're standing in line at the grocery store, or at their little kid's baseball game? Informal invitations are initially okay (in line at the store), but it is important to make sure that you follow up with that individual within one (1) to two (2) business days via phone or email, to ensure that they understood your request, and see if they have any questions.

In most communities, it is perfectly acceptable to draft an email, inviting a particular partner to the table to determine how to address the issue at hand. In that email, you will want to address all of the questions that your leadership team answered above, in an abbreviated form. For your convenience, here are those questions again:

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?
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?

We wouldn't suggest answering them in this particular format, or in a bulleted list, but make sure that all of these questions are included in the text of your email, in one way, shape, or form.

You will also want to ensure that the individual you're inviting knows why their voice or opinion needs to be heard at the table. Meaning, if you are inviting a school board member, tell them in the invitation email exactly what this group hopes to accomplish, and how it will relate to their position on the school board, or the school, or the youth that attend the school.

At this stage of the process, you want potential partners to feel needed and important to the conversation. They must feel as though the project will not be as successful without their skills, resources, or experience. Some partners may be easier than others, but ensuring that all partners are coming to the table, feeling as equals, is also important.

Tips for Facilitation

Facilitation can make or break your mission, goal and visioning meeting. A good facilitator can leave the group feeling excited and inspired about the future work of the group, while a poor facilitator can leave members uneasy about the future direction, or even their future involvement in the efforts.

When we say facilitator – what do we mean?

A **facilitator** is any individual or party leading a group through an outlined process. This individual can be yourself, the coordinator, or it can be someone from inside the group, or it can be someone external to the group. Below is a chart that documents the pros and cons of different facilitators for your group discussion. As you can see, there is no right or wrong answer, but more than likely your group will know which direction is best to proceed.

Pros and Cons for Different Facilitators

Internal Group Member	
Pros: Knowledge of the efforts thus far. Knowledge of the community. Experience working with the partners.	Cons: May not be considered neutral due to invested interest. Will not be able to share their personal expertise and knowledge.
Internal Group Leader	
Pros: Knowledge of the efforts thus far. Knowledge of the community. Experience working with the partners. Viewed as a leader within the group.	Cons: May not be considered neutral due to invested interest. Will be working closely with the overall outcome and products, so may be overwhelming.
External Facilitator	
Pros: Can work as a neutral party to the efforts.	Cons: Usually some financial commitment is required. Usually limited knowledge of the community, issue, and efforts.
Community Member (not part of group)	
Pros: Knowledge of the community. May be able to work as a neutral party to the efforts. Little to no financial commitment.	Cons: May have un-documented biases toward community, issue or efforts. Due to community experience, may not be perceived as neutral by all.

Other Tips for Facilitator

So you've chosen a facilitator, now what could go wrong? It is important that your leadership team set expectations for the outcome, and educate the facilitator on any potential "issue" areas. We would strongly encourage your leadership team to set the agenda for this meeting. Start out the meeting in a fun positive way, with an ice-breaker or another "get to know you" activity.

Dealing with difficult personalities is a topic that most facilitators will readily acknowledge. We will not go into this topic in great detail, but we do want to provide you with a few tips and tricks to ensure a difficult personality doesn't distract or derail your group from the process.

Tips/Tricks for Facilitating through Difficult Personalities

Keep your cool.

- Take a deep breath, and figure out a way to talk about the issue.
- If needed, allow the group to take a break in order for you to regain your composure.

Remain above the distraction.

- Maintain a "healthy" distance from the problem. Be diplomatic and move past it.

Try to avoid reaction, instead be proactive.

- Is there a more postive way to view the person's comment, instead of the hurtful way? Try rephrasing or reframing the message, if possible. Put yourself in their shoes to gain this new perspective.

Pick your battles.

- You need to personally decide if it's worth the fight potentially caused by confronting the situation.
- What negative result could come from confronting the behavior?

Separate the person from the issue.

- Relationship getting in the way of your objectivity? Be soft on the person, yet firm on the issue. Use phrases like, "the goals of this project" or "the purpose of the meeting", instead of addressing the person directly.

Highlight their contributions.

- Easiest way to defuse sometimes, is to highlight the person's contributions to the group or community.
- Be sincere in your words, and switch the communication control back to yourself.

Be funny.

- This can bring down any barriers the person is using.
- Worst case scenario, it will still bring the group back to the task, show them that you're calm, and in control.

Reassert yourself as the leader.

- If you feel like you're being lead down a different path by this person, then bring the conversation back.
- Acknowledge their thoughts, and ask if you two can discuss them during a break.

Confront if necessary.

- The last thing you want is someone picking on another member, so make yourself the target.
- Assert yourself, if you feel comfortable, and regain control.

Set consequences.

- Did you set group rules prior to the start of the meeting? If not, this is a great time. Easy rules like, don't talk when others are talking, or turn off your cell phone are helpful. Refer back to these if they're broken.

Parking lot.

- Diffusing individual comments that may be off topic, by writing them down in a "parking lot" list, acknowledges their thoughts, and allows the group to continue to move forward in a productive manner.

Adapted from: http://www.psychologytoday.com/blog/communication-success/201309/ten-keys-handling-unreasonable-difficult-people

Step 4: First Group Meeting - Setting Goals and Creating a Vision

In this step, you and your coalition/group will work to establish your mission, goals, and overarching vision for your project. This may sound like an abrupt leap from the last step, which was inviting the partners to the table and holding an initial meeting to determine interest in the project or topic, but if any work is done by an individual, prior to creating the mission, goals and vision, then partners can feel left out, or all of that work will be for null, when the group decides to move in a different direction than originally planned. We will also touch on some key considerations when selecting a facilitator for your mission, goals and vision discussion.

Setting the Direction

In this section, we will help you describe and support the "need" in your community, document your community's strengths and areas of opportunity, and guide you through a collaborative process to determine your mission, group goals, and vision for your community engagement process.

Describing and Supporting the Need

You have initiated this community engagement process for a purpose, which is to take an identified "need" in your community, and make a change for the better. But out of all of the "needs" in your community, how did you land on this topic? What is occurring in your community that caused you to realize that this was a priority area, which you could help to address? Many times, how we describe the need, is based on qualitative descriptors – meaning, you heard a story about the problem in the schools, or you witnessed sexual harassment in the workplace, or you have noticed that your community is becoming more obese.

When describing and supporting the "need", you need to think in terms of two types of support. One type is the qualitative support that we mentioned previously (stories, interviews, anecdotes), but the second type is in terms of quantitative data (numbers, counts, experiments). In much more detail, we will describe how to complete a full assessment of your community in Module 2. For the time being, it is important to begin this process prior to creating your mission and group goals, to ensure that you're on the right track and moving in the correct direction. We have included a chart below to outline the differences between qualitative and quantitative data.

Qualitative	Quantitative
Stories, interviews Change is measured in terms of words Subjective view of the problem Ideas/Beliefs	Numbers, counts, data sets Change can be measured in rates Objective view of the problem Facts

Now, it's your turn. Think about what types of data you have, regarding the issue you have identified for this community engagement project. Please take some time to outline, in the box below, either as a leadership team, or an individual leader, the data you have to support the need in your community.

Qualitative	Quantitative
1. 2. 3. 4.	1. 2. 3. 4.

Did you find any gaps in the data you have so far to support your need? If so, now take some time to consider how you may fill those gaps? Who can you talk to in your community that may have some numbers or facts regarding this issue area? As we mentioned, you do not need to do an extensive search, but at least one or two pieces of data from each category will be helpful in the next phase of this process, and will help you in guiding your decisions from here on out.

Documenting the Community Strengths

When bringing a group together to work on an issue, we often only discuss the gaps or downfalls of a community. The community's strengths are rarely brought to the forefront. We are now going to ask you to do just that – document your community's strengths. We have provided you with a short list of items that may be strengths in your community, just to get you started. This is not an exhaustive list, but will hopefully start the community-strengths brain storming process. Fill in your community strengths in the box below.

Community strengths may include: volunteers, resources (office/meeting space, financial), government/board support, strong communication network, supportive infrastructure, etc.

Community Strengths
1. 2. 3. 4. 5. 6.

Mission, Vision and Goals

As a group, it is important to think through and establish a direction and foundation. This foundation can be found in very simple, yet important statements, such as a mission, vision, and goals. These three ideas are inter-related, with the mission being the broadest, and goals being more specific. The graphic below outlines these three inter-related topics of mission, vision, and goals. Next, we will go into more detail on creating your group/coalition mission and vision.

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 surrounding a project or topic area.

Mission Statement

At its core, a **mission statement** explains why an organization or coalition exists (what will be done, why it will be done, and how it will be done). A mission statement should be short and focused, but it should also be broad and overarching enough to encompass a wide array of purposes for many years. Each word in a mission statement has to have a meaning and reason to be there. If each word in your mission statement cost you $500, which words would you pay for?

A mission statement is important to an organization or coalition for the following reasons:

1. It ensures that over the course of the work, the organization/coalition stays on task.
2. It guides the leadership team in overseeing the organization's work and in determining how to pursue external opportunities and address challenges.
3. It sets the tone for strategic planning by staff and board members and helps an organization set limits.
4. It is a motivator for staff/members and should give them a reference point for their own efforts in serving the community.

A clear and inspirational mission statement can help recruit volunteers and is important in raising funds, grant writing, and strategic planning.

(Source: New York Nonprofits, National Council of Nonprofits)

To accomplish this task, you will want to lead your group through a very simple, but potentially lengthy, discussion to brainstorm the following:

- What do we want to do?
- Why do we want to do it?

- How do we think we'll do it?

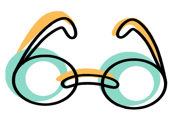
After you've brainstormed this list, it is inevitable that someone in the group will work to put these ideas into some sort of "working" statement. You do not need to spend time working out the very specific and detailed language – leave this task up to your leadership team – but get a good foundation of some of the key elements that will be present in your mission statement. We have included some sample mission statements below, to give you a better idea how these three questions can be answered in a very simple sentence.

Sample Mission Statements

"To create a thriving community through job development, education, housing, and cultural pride."

"To combine aggressive strategic marketing with quality products and services at competitive prices to provide the best insurance value for consumers."

"To develop a safe and healthy neighborhood through collaborative planning, community action, policy advocacy and enforcement."



REMEMBER! You will not just cover the mission and goals of your group during this module. You will revisit them throughout the Community Engagement process, so do not fret about making sure they're 100% perfect, as they are not set in stone.

<u>Group Goal Setting</u>

As part of any engagement and collaborative process, it's important to consider the internal goals of the group, not just the external goals. For example, if your group sets the external goal of "reducing youth substance abuse", your group should also set the internal goal to "receive further training on youth substance abuse prevention". These goals should be short-term goals, and be on-going, not a one-time-and-done process.

Setting internal goals does not need to be a lengthy process, but it does need to be somewhat comprehensive. Have the group being by thinking about the mission statement ideas they just discussed. After that, ask them what tools or resources may be needed, by the group, in order to meet that mission? Is there anything that we need to do as a group, before we begin to do work in and for the community?

We have provided a few other internal group goal examples below. There is no right or wrong goal here, as long as you ensure that they are truly internal goals, and not steps to meet your external goals. The group should be more collaborative, and cohesive, due to the completion of internal goals. We will ask you again, during Module 3 (Planning), to set out a plan to complete your internal goal, so this goal is not set in stone, and will be revisited.

Another item you will want to consider is collaborative and equal partnership. You have asked these entities or individuals to all come to the table, to work together, but you have yet to define what that looks like. You will want to make sure that the group establishes a goal, outlining how they will work together collaboratively and equally, throughout the group process and outside of the group process. We have provided an example of this below.

Internal Group Goal Samples
"Have two partners work together, collaboratively, outside of the coalition on another effort, not previously considered."

"Meet at least once per month as a full coalition/group to discuss progress, and complete work."

"Present at one city council meeting per quarter to update them on our efforts."

Vision for the Future
This is one final exercise that will really help your group to determine the direction that they see the community going, and ensuring that you're all on the same page prior to the intense assessment and planning phase.

A **vision statement**, or group vision, is the optimal state of your community in the future. Basically, what is your mental picture or aspirations for your community, based on the changes that your group would like to see.

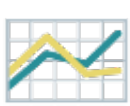
We suggest you start this conversation by asking the group to think about the mission statement. From there, ask them to write a newspaper headline 5 years into the future, highlighting all of the work your coalition/group has done for your community. These should be written on small pieces of paper or sticky-notes that will be collected after they're done brainstorming. Allow them to fill up as many pieces of paper as they'd like, with as many newspaper headlines as they can envision, and then collect them. We suggest you give the group 10-15 minutes for this activity.

After collecting all of the newspaper headlines, review them as a group, and see if any common themes come from them. Any common topics, or benchmarks come to the forefront? If so, work on putting those together, as a group, into a common headline, or set of headlines. We suggest no more than 3 headlines. We have included several vision samples below.

Internal Vision Samples
"Leading the model community where all can live, work, and play."

"We envision a world where domestic violence and sexual assault are a distant memory and healthy relationships prosper."

"Through our efforts, the Greene County community will see improved health care that:
- Is networked to build capacity
- Is focused to strengthen access to primary and preventive care, health promotion, and health education
- Eliminates health disparities"



As the leader, this is a great time to document the successes and challenges experienced thus far. How was your meeting attendance? Did you overcome a challenge with a difficult person? Write them down at the end of the Module – you will want to come back to these as you proceed in the process.

Step 5: Assess the Resource Needs (budget, time, etc.)

The dreaded word for any group or coalition – *RESOURCES*. During this step, we want you to being thinking about what potential resources you may need for your project, and where you may locate them. There is no need to go into great detail at this time, as you don't have a plan of action to meet community goals. However, starting these conversations early will help you determine what your potential scope of work may be, based on the number of volunteers, any potential funding, and other resource commitments from group/coalition members.

This step should be completed by your leadership team, which you will want to reconvene after your goal setting meeting. We would recommend that this meeting take place approximately two weeks after the goal setting meeting. Your leadership team will have time to reflect on the happenings at the previous meeting, and have time to think about the next steps.

Timeline

Timelines are one of those tools that are incredibly underused, but referenced quite often. You will hear people ask, "Where are you at with that project?" and the response is something like, "We're right on track to hit the deadline". What do you mean right on track? Have you laid out checkpoints, or indicators, so you know if you're on track or behind? What deadline – is that in writing, too? The response above could mean nothing to your supervisor, if you have not written down indicator markers, and a deadline, but they will feel like you've told them everything they need to know.

A full sample of a community engagement timeline, can be found at the end of this Module, but a segment can be found below.

Date	Module 1	Module 2	Module 3	Module 4	Module 5
January '14					
Feb. '14					
March '14					

We suggest that you draft this timeline with the expectations that it will take up to 12 months to complete the entire process. You can also complete the timeline with written benchmarks inside each Module/date box, as demonstrated below.

Date	Module 1	Module 2	Module 3	Module 4	Module 5
January '14	Steps 1 - 4				
Feb. '14	Steps 4 - 5	Steps 1 - 2			
March '14		Steps 2 - 4	Steps 1 - 2		

During the planning process, you will create a similar timeline to the second example above. We will add a timeline component to your plan at that time, but as you may not get to that step for a month or two, it's best to start laying out your timeline expectations as a group, to ensure you are all on the same page, group expectations are met, and your project goals stay on track.

Tip for Timelines

Stuck? Not sure where you'd like to go, and how long it will take you? Work backwards. It's easier to say that we want this big project done by ______ date, which may be a date that is set in stone. Then fill in the other dates backwards, which will sometimes help you fill in the timeline more easily. For example – your community blood drive is scheduled to happen during the month of February to coincide with National Heart Health Month (American Heart Association). Plot February on your timeline as completing Module 4, and moving into Module 5, and then work backwards from there. Where does that put your group for meeting the other Module timelines? Another example with a floating deadline - you would like to put an article in the newspaper every quarter, starting July 1. Place that date on your calendar. Then, work backwards, adding other deadlines, such as drafts sent to committee for review, choosing of the topic, etc.

Budgets

Money is never the first conversation you want to have with any newly formed coalition or group, but it tends to be the one that causes the group the most concern. You do not need to establish a final budget yet, but we would like your leadership team to begin to consider what types of things you may need funding/donations for, and what you can do without. This will help your leadership team begin to think about potential funding streams (grants, donations, fundraisers), that could help to meet the needs of your group. These funding streams may be internal, local, state-wide, foundation, or federal, depending on your need.

	Approximate Cost	Match/In-Kind	Potential Source	Alternatives
Personnel				
Supplies				
Training				

Adapted from CDC – MAPP book.

Building Excitement (and keeping the excitement going)

Is your leadership team ready to bust out at the seams with excitement? At this point in the community engagement process, many groups are eager to get started and make a difference. All of this planning has a purpose, so it's important to keep the excitement and ambition going, but direct the attention away from the "doing" and more towards the planning. Find small ways to celebrate your members or highlight their participation thus far. A small thank you, like fresh cookies, or another small treat of appreciation, goes a long way throughout the course of a community engagement program.

Step 6: Going Public (Round 1)

In order to create some community buzz and support, it will be important for your group to come up with a "public narrative". This could be a press release, or just a simple agreed upon message about what the group is, why they're utilizing community engagement, and what change they hope to see in their community at the end of the process. We have provided you with a great, local North Dakota sample of a coalition press release at the end of this Module. We understand that your community and coalition may look very differently than this one, but all of the key pieces are present in this press release and serves as a good example to follow.

Don't feel like you have done enough to brag about? You couldn't be further from the truth! By making it to this step – your group has accomplished a great deal. If you're struggling to come up with items to list in a press release or report to the city council, revisit the previous steps in this module to refresh your memory on where the group has been. You will be surprised with how much work has been done up until this point.

Tool: Sample Agenda – Meeting #1

Youth Substance Abuse Prevention Coalition
Grant County Commission Board Room
July 7, 2014

- ✓ Introductions (5 minutes)
- ✓ Why are we all here? (10 minutes)
- ✓ What is community engagement? (15 minutes)
- ✓ Activity: Community Engagement Purpose Questionnaire (5-7 minutes)
- ✓ Discussion: Determine common answers to questionnaire (5 minutes)
- ✓ Discussion: Role of the Leadership Team and Leadership Team Members (20 minutes)
- ✓ Discussion: Coalition Assessment Tool (30 minutes)
- ✓ Next Steps?
    - Another meeting? Date?

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?

Tool: Timeline Template

Module Timeline

Check the boxes of the months you plan to work on each Module. Add month/year under the date column.

Date	Module 1	Module 2	Module 3	Module 4	Module 5

Module/Step Timeline

Copy same dates as above, and include the specific step numbers you hope to accomplish during that month/year, under each Module number.

Date	Module 1	Module 2	Module 3	Module 4	Module 5

Tool: Sample Press Release Announcing Formation of Coalition

For Immediate Release Contact: [NAME]

[DATE] [PHONE NUMBER] [E-MAIL]

Public Transit 'Fastest Ticket to [COMMUNITY]'s Future,'
New Coalition of Business and Community Leaders Says

[CITY/STATE/COMMUNITY]—Local business and community leaders have formed a new coalition to push for additional investments in public transportation.

"Public transportation is the fastest ticket to [community]'s future," [name], [title] of [coalition], said. "Investments in transit pay for themselves several times over—financially, economically, environmentally and, most important, in our quality of life."

Nationally, government spends $15.4 billion a year on public transportation, an investment that yields more than $60 billion in economic benefits. [Insert local data/anecdotes as appropriate.]

The [coalition] was formed to advocate to policymakers for additional funds for [describe local needs.]

[Insert specifics on coalition membership and structure and planned activities]

Public transportation is also important for [community]'s quality of life, [community organization member] said.

Every year, public transportation prevents the emission of more than 126 million pounds of hydrocarbons, which cause smog, and 156 million pounds of nitrogen oxides, which can cause respiratory illness. Public transportation also reduces gasoline consumption by 1.5 billion a year. [Insert local data/anecdotes as appropriate.]

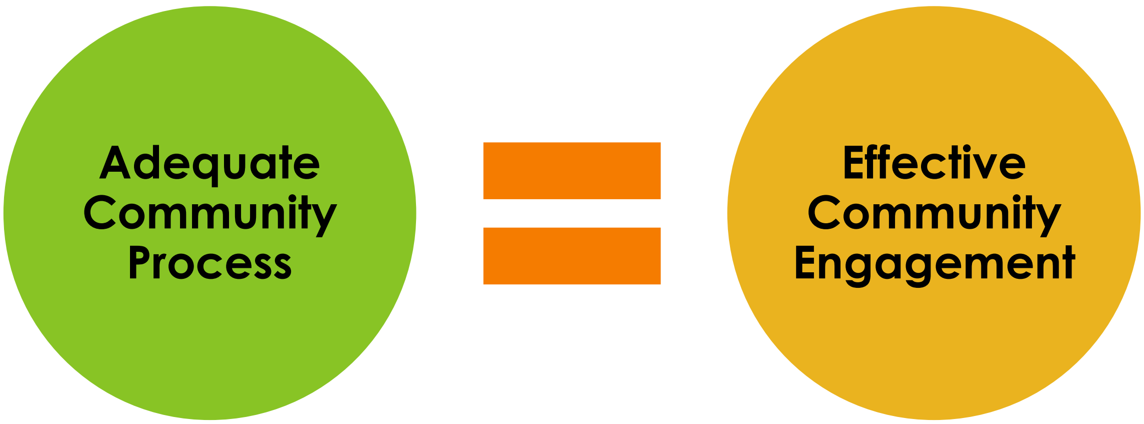
A list of the coalition's members is attached.

Adapted from:
Http://www.publictransportation.org/community/media/introducing/Pages/SamplePressFormationofCoalition.aspx#sthash.hKECCwyj.dpuf

Module 1: Notes

Module 2: Assessment and Data Collection

Understanding why your community, or target population is experiencing the issue you're hoping to remedy is an important step to creating a plan and implementing sustainable change. During Module 1, we asked you to consider the data that may support the "need" or desired change in your community. These data you discovered may have been stories, press releases, or data. We also provided you a brief description of qualitative and quantitative data, which we will once again go over in this Module. This Module will cover a variety of data and assessments available to you and your coalition/group to better understand the need in your community, as well as help you apply that data to more clearly define the problem experienced by your target population.



We understand that this community engagement process may seem lengthy, but as the graphic above displays, without a proper and appropriate community process, you will not have effective community engagement. In order to have the greatest community impact with the longest lifespan, effective community engagement is necessary. Module 2 will be all about making the problem or issue you've identified relevant to your community and invested stakeholders. Without the data support, it can be difficult to convince others of the need to implement change. A community's ability to grasp a full understanding of the issue can lead to many more open doors and quicker community engagement, if fostered correctly.

Step 1: Gaps in Analysis and/or Knowledge

Types of Assessments and Data

Understanding the different types of data available to your group or coalition is the first hurdle of this Module. We will provide you with an explanation of the different types of data and assessment, a list of items required to make this type of assessment or data successful, and an example of the best way to use this type of data. Finally, we will provide you with pros and cons for each type of data listed.

Population Level Data

Population level data can come in a variety of forms, but in general describes the population as a whole, and can include community health status indicators such as prevalence of diseases, death, and birth. Sparsely populated communities may not have access to this type of data for specific populations, or the information may not be useful if the numbers are extremely small. This would include U.S. Census statistics, Behavioral Risk Factor Surveillance System (BRFSS), Youth Risk Behavior Survey (YRBS), North Dakota Department of Health, and the County Health Rankings. Many of the population level data sources, for North Dakota residents, can be found at: http://www.ndhealth.gov/healthdata/datasources.asp. Population level data can best be used to establish trends and a baseline for your community. For example, if the population level data for your county indicates that 35% of the residents have diabetes, then your group/coalition will know that this is where they're starting from. When setting goals, your group may say that they want to lower the rate of diabetes by 5% in the next 3 years by increasing the amount of fruits/vegetables consumed by residents and by increasing the level of physical activity. Without the population level prevalence data, it would have been difficult for your group to track progress on this topic.

Data collector beware: Low sample numbers or sparse population can cause unstable rates from year to year, as little changes can cause large data fluctuations. Thus, **trend data** (presentation or analysis of multiple years, or combined years) is better for a sparsely populated community versus rates for one year, as it will not be an accurate snapshot. In general, it is thought to be best to only consider and present data that has "counts", or rates higher than 20, for consistency of trends, as well as anonymity for community members. You may also want to consider using regional data when evaluating community issues. This data may not be directly influenced by a program in your community/county, but you may have a better picture of the community need, and potential target population.

Potential solutions?

> Multi-year consideration: If your group or coalition wants to look at county data, try to consider multiple year trends, meaning combining year ranges, so compare 2004-2007 with 2008-2011. These combined year ranges (trends) may be easier to see the intensity and severity of the issue. You will not be able to impact future ranges quickly though, so this may not be as useful for goal setting and evaluation.
>
> Regional approach: Look at data on a regional level, to get a better grasp on the issue. Same problems will occur, as with the multi-year considerations, but it may be easier to gather than the multi-year.

For example:
In several North Dakota counties, the percentage of driving deaths resulting from alcohol is 100%. This could mean that there is a great drinking and driving problem, or that one accident happened during the year, resulting in death, and it happened to be related to alcohol. In these cases, it happens that there was only ONE driving death in the county in 2013, and it was alcohol related. In 2014, if there are no driving deaths, then the percentage would drop to 0%, hence the trend would be inconsistent, and so would the yearly rate.

Stories/Narratives

Stories and narratives offer community members the opportunity to share their thoughts and experiences without the formal process or scripted nature of an interview. You may be able to gather these very informally, for example, in line at the grocery store or at the playground, but they may not be a representative sample of the community. A **representative sample**, is an ideal set of individuals that accurately reflect members of the entire population or target population.

This will provide your group with qualitative data, and may also provide leads to quantitative or population level data. Relationships or past experience with participant may be required in order for them to provide open and honest thoughts and opinions on the needs in the community. Stories and narratives can best be used to measure perception of need in the community. For example, if 7 out of 10 stories regarding youth in the community indicate that youth are all drinking and doing drugs because there is nothing to do in your community, then this is a baseline. If your population level data (YRBS) indicates that this is not the case, and, indeed, only 15% of your youth report drinking or doing drugs, then your group may set the goal to increase community education regarding youth substance abuse. You would then implement your plan, and conduct 10 post-implementation interviews to see if community perception has changed.

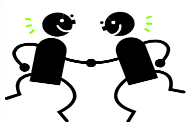
Public Meetings

Public meetings are a good way to get a large number of community members involved and to inform them of your plans, or simply your thoughts on community needs. This can be organized in a wide variety of ways, including multi-mode information gathering, small group breakouts, or presentation-feedback collection. Multi-mode information gathering may include a short survey, a presentation, and then a facilitated small group discussion to gather feedback. Small group breakouts would consist of either a short presentation, and then several small facilitated discussions, or those two in the reverse order. Finally, presentation-feedback collection would first contain a group presentation on the need in the community, the potential thoughts of the coalition or group, and then a large facilitated full-group discussion would follow to gather feedback and ideas from the attendees. Public meetings would be best used to brainstorm potential plan ideas, or receive feedback and thoughts from the community on the issue. Public meetings may also provide unique ideas and solutions that were originally not considered by your group.

Planning to hold a public meeting, focus group, or conduct a survey? Spread the word prior! Put up advertisements, write a press release, present at a city council meeting! Also, once you're done with the assessment activity, don't forget to tell the community how well they went, and how many people were able to give input!

Focus groups

Focus groups are small, scripted, facilitated discussions with community members, key informants, or a specific target population. Focus groups usually consist of 10-12 people, and only focus on one to two key topic areas. **Key informants** are connected and/or topic experts in your community (ex: sheriff, mayor, hospital CEO). Invitations or RSVP's are usually requested to gauge attendance and limit the large turnout for any one focus group. A **focus group script**, written prior to facilitating the focus group, is very important in the overall success of the event. This script is a word-for-word guide as to what the facilitator will say, and the questions that will be asked. If the script is not followed, or is not complete, and multiple focus groups are conducted, then the consistency and comparability of your data is at risk. If you plan to have multiple members conduct different focus groups, a script will be mandatory. If you have one facilitator, conducting multiple focus groups, we would still suggest a script. Focus groups, if conducted appropriately, can be helpful in capturing stories or experiences surrounding the issue in the community, documenting perception of the need, and gathering unique and new ideas regarding potential solutions. Focus groups will provide you with qualitative data, unless a survey or multiple choice questions are offered, then small amounts of quantitative data may also be gathered. We suggest, along with a script, that your focus group audio is recorded, and you have another member(s) taking notes. If you have more than one member able to assist in the note taking, have them try to observe body language of the group. Body language tells more about what a person is saying than the actual words.



HINT: Asking key partners to take notes, or even facilitate a focus group, is a great way to get them involved and keep them involved. The more they feel valued, the more committed they will be to the group's efforts.

Interviews

Interviews are one-on-one conversations with a preselected or targeted individual, based on their personal knowledge or experience in relation to the identified need. This individual may be, but not limited to, a community police officer, faith-based leader, teacher, mayor, tribal leader, county commissioner, community leader, or youth. These are most likely scripted as well, similarly to the focus groups, to ensure consistency. Interviews do allow for some potential follow up or clarification questions, which most likely will not be present in focus groups. On average, you should conduct between five to ten interviews with different members or sections of the community. Interviews are best used to gather very specific information regarding your need (qualitative), or develop a relationship to request quantitative data from an individual. For example, if you interview the school superintendent, you may be able to ask him quantitative data related questions during the interview, which you may not be able to have access to without speaking directly to her/him. Interviews are a great way to build relationships with individuals that may be important to your implementation plan in the future, or you may need their support to move forward with change in your community. Just like the focus groups, we suggest that you utilize a voice recorder to catch the details of the conversation. When reviewing the interview recording and notes, look for key themes and trends, and, ultimately, what do they see as the emerging issues?

Community Mapping

Looking to improve walk-ability or bike-ability in your community? Community mapping forces groups or coalitions into the environment they're concerned about to physically document what exists in their community on a map or other tool. If you think that you're streets are not safe for kids and pedestrians, then you may consider a complete streets map, where you document the incomplete or non-existent sidewalks, cross walks, and curb cuts to determine how much of your community is safe to walk.

Photo diary/journaling

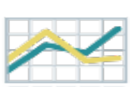
Concerned that there are too many alcohol advertisements near schools and parks, which you believe is increasing youth alcohol consumption? Creating a photo diary or journal can be a powerful way to document what is happening in your community. Have youth go out into the community with disposable cameras, or their cell phones, and take pictures of the alcohol advertisements, and then create a collage of the photos. Many times this can be a more powerful message than a "count" of the number of advertisements around your community.

Online forums and social media

Does any particular organization in your community have a strong social media presence? Do parents regularly check their student's grades and missing assignments on an online website? Tap into these resources to help spread the message. Consider your target population, and then try to determine all possible methods of connecting to that group. Sometimes thinking outside of the box when placing advertisements or distributing surveys can pay off exponentially. Don't think you can make this happen? Make sure the needed partners are at the table to help troubleshoot any barriers.

Surveys

Surveys are a potentially quick way to gather input from a community, which can be used to compare results before and after your implementation plan. Surveys can also be limiting if all potential choices are not present for a participant to select the best response that fits their opinion or situation. When considering a survey, you will also want to consider potential methods of distribution. In your community, what method would work best? Mass mailing? Electronic? Distribution via coalition/group members? Each method has their pros and cons, but your coalition/group should have a good idea what may work best to get a representative response from your community. There are several types of survey questions that you will want to consider. If you plan to create a survey for distribution, the question type descriptions and the survey do-and-don't tool at the end of this Module (Tool: How to Design a Survey Question). You will also want to consider working with a survey expert, or topic expert from a local school or university to assist in this effort. A tested survey, with assistance from an expert would be ideal. Many local communities have received free assistance for small community surveys.



Conducting a survey? Make sure to track where the survey is distributed, how many were received, and how it went. This will help with follow up after the survey data is analyzed, but may also help to explain any unusual trends found in your data.

Overview of Assessment and Data Types

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

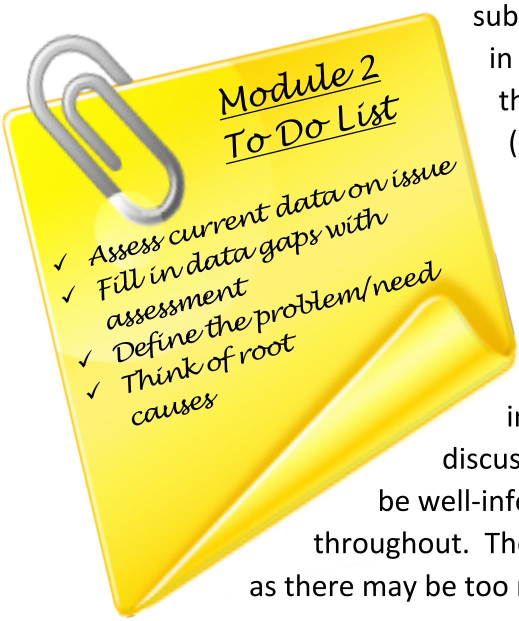
Note: This chart is also located in a print/copy friendly version in the Appendix.

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.

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.

Sample:

	<u>Change Concept</u>: 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.

<u>Areas of Opportunity (AOO)</u>

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.

	<u>Change Concept</u>: 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: 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. 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.

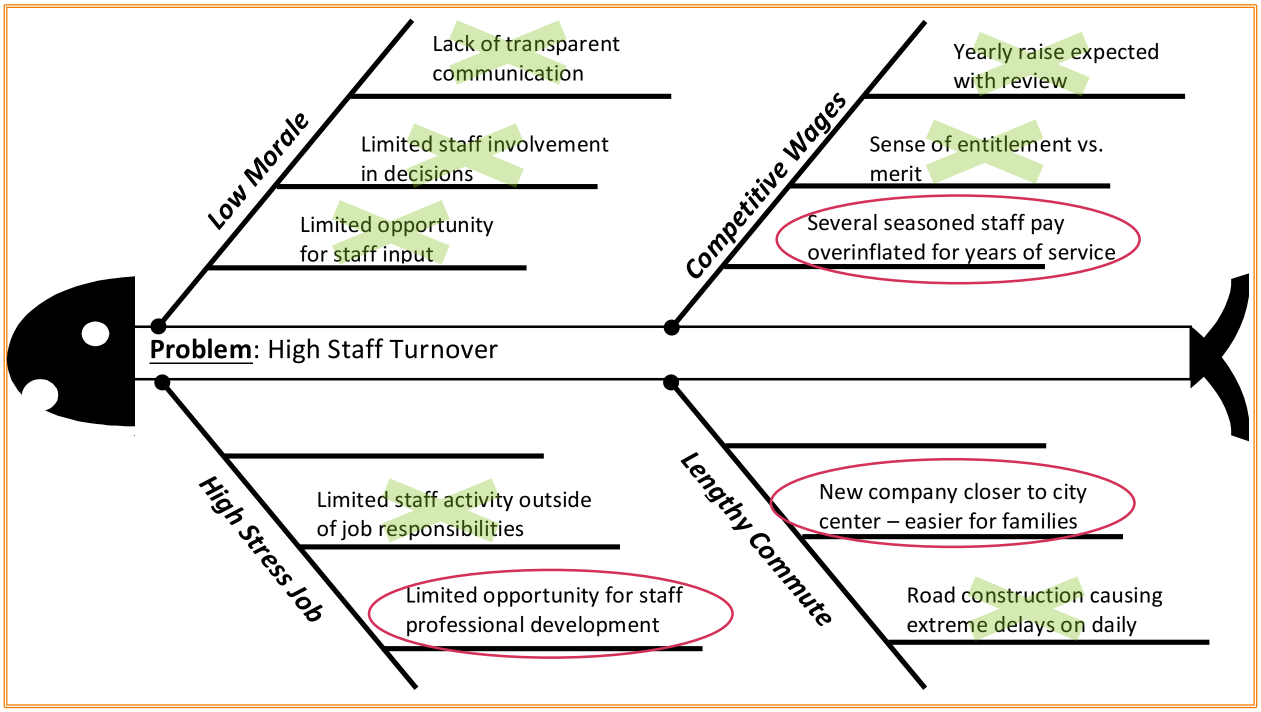
Fishbone Activity

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.

So… you have an assessment. Now what?

Rally for community support

If you haven't taken your efforts to the "streets", now is the time! You don't truly know what someone has to offer your group until they are educated on the issue. Rallying for community support does not have to feel forced, or require a community plan, or a great deal of funds, just get out into the community with your group/coalition members and spread the word about the issue and your efforts.

Move towards change (create a plan – Module 3)

You have identified some of the problem or issue areas in your community, so now is the important step to put your changes on paper. In Module 3 we will walk you through several planning templates, and provide you with information on how to lead a planning meeting. Also, some tips and tricks will be provided along the way to ensure your plan will withstand any hurdle!

Investigate grants

It is never too early or late to begin the grant search process. Don't know where to start? Try reaching out to local business that may have small grant programs. It is also a good idea to do an online search for grants related to your topic area ("grants youth substance abuse prevention"). The Center for Rural Health's Rural Assistance Center is a great place to request a free grant search. Check out their website at www.raconline.org for more information, and how to contact them.

Reassess current partners

Any additions necessary? It is good to always take a look at your current membership to determine if you have any gaps. Now is also a good time to address attendance with partners that may not be at the table as consistently as you need them to be.

Share, share, share!

Make sure your group/coalition is spreading the word via local newsletters, fact sheets, and press releases in local newspapers. Any free press or coverage of the issue is good!

Tool: Survey Question Types, Definitions, and Examples

Multiple choice (one answer vs. multiple answers)

These are great when a limited number of options are available. Multiple choice (one answer) allows the respondent to choose only one answer from the options you specify. Multiple choice (multiple answers) also allows respondents to choose as many answers as they want from the options specified - perfect for "choose all that apply" questions.

Examples

Are you a veteran? (Select one)

☐	Yes	☑	No

Where do you get your local news? (Select all that apply)

☐	Radio	☑	TV	☑	Internet	☐	Newspaper

Ranking or Rating

Ranking and rating questions allow respondents to compare different ideas in a forced choice manner, meaning they have to choose one over another. Rank order questions provide respondents a unique opportunity to specify how items or concepts stack up against each other by putting them in some sort of order or hierarchy. Rating questions allow respondents to rate items based on the criteria that you specify (best to worst/ high to low).

Examples

Please rank the following items, in order of level of consideration, when buying a product (1=Highest Consideration, 3=Lowest Consideration).

1	Price	3	Brand	2	Quality

Please rate the following items, by level of consideration, when buying a product.

	High Consideration	Mid Consideration	Low Consideration
Price	☑		
Brand		☑	
Quality	☑		

Regarding the conditions in your county, please rank the potential concern on a scale of 1 to 5, with 1 being less of a concern and 5 being more of a concern:

Obesity ●——●——●——●——●
1 2 3 4 5

Open-ended questions

These allow respondents the most freedom, but require much more work in later evaluation of the results. Respondents can write a large amount of text for their response, with little to no guidance. Content analysis must be completed on each open-ended question to determine themes and commonalities, while still acknowledging the individuality of each answer provided. If you want more information on content analysis for open-ended (qualitative data), a great resource is located at: http://www4.uwm.edu/cuir/resources/upload/Planning-Council-qualitative-analysis-handout.pdf.

Example:

What gaps in healthcare services are present in your community?
Currently, our community has a lot of gaps, including dental, emergency room, long waiting time, long wait lists, lack of specialty care providers, limited providers who specialize in pediatric issues, low quality of service, and lack of accessibility for individuals with disabilities.

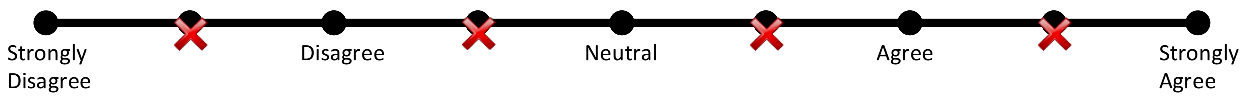
Demographics

In general, **demographic information** is person specific information, which describes age, ethnicity, income, education level, marital status, etc. These questions are important to the implementation of a survey because they allow you to sort your data based on responses.
We have provided you with a sample demographic page from a survey created for distribution to an entire county (Tool: Demographic Survey Question Sample).

Tool: How to Design a Survey Question

If you're planning to create and distribute a survey, you will want to provide these tips to your group to ensure that everyone is on the same page. Here are things to consider when creating a survey:

- Ensure that the majority of community can respond to every question, or include "does not apply" as a selection.
- Questions and vocabulary should be no higher than a 5th grade reading level. This toolkit, according to the Flesch-Kincaid Grading scale is at a 10th grade reading level. To check the reading level of a document in Microsoft Word, enable the readability statistics.
- Don't make the list of options too long. If you have a list of 15 or more items, respondents will quit reading the list, and most likely respond to one of the first 15, thus skewing the results.
- When using a ranking scale, there must be a definition for every option. Can you place a word or definition on any of the red "x" below? We can't, so the respondents probably can't either!



- If the general population does not know the definition of a word, you *<u>must</u>* define it. This also applies to words that we all use quite frequently, but may have different definitions.
    - Ex: Binge Drinking - is when men consume 5 or more drinks, and when women consume 4 or more drinks, in about 2 hours (CDC).
- Questions should not lead the respondent. Your questions should not encourage the respondents to answer in a particular way because they think that's how you want them to answer. This will skew your results.
    - No: Since Greene County has high substance abuse rates, should we work to address this issue here?
    - Yes: Do you think substance abuse is an issue we should address in Greene County?
- Avoid difficult recall questions. Try to have them recall less than 3 months prior.
    - No: How many times in the last 12 months have you been to the Farmer's Market? – Answer: WHO KNOWS!
    - Yes: In the past 3 months have you shopped at the Farmer's Market at least two times? – Answer: Yes!
- Do not abbreviate, use acronyms, or professional terms.
- Questions need to apply to the individual. Don't ask them to consider the opinions of others. You only want to gather their personal thoughts or experiences.
    - No: How many times have you, or your family, travelled more than 50 miles for medical care?
    - Yes: How many times have you travelled more than 50 miles for medical care?

Tool: Demographic Survey Question Sample

Q1. What is your age?

☐	18 - 24	☐	35 - 44	☐	55 - 64	☐	75 - 84
☐	25 - 34	☐	45 - 54	☐	65 - 74	☐	85+

Q2. What is your gender?

☐	Male	☐	Female	☐	Transgender

Q3. What is the highest level of education you have <u>completed</u>? (Select one)

☐	High school graduate	☐	GED certificate
☐	Trade School/Certification Program	☐	Associate Degree
☐	Bachelor Degree	☐	Graduate/Professional Degree

Q4. How do you identify yourself? (Select all that apply)

☐	African American	☐	Asian/Pacific Islander
☐	Caucasian/White	☐	Hispanic/Latino
☐	Native American	☐	Other (specify):

Q5. In what town or zip code do you live?

☐	Arenas Valley: 88022	☐	Hachita: 88040	☐	San Lorenzo: 88041
☐	Bayard: 88023	☐	Hanover/Fierro: 88041	☐	Santa Clara: 88026
☐	Buckhorn: 88025	☐	Hurley: 88043	☐	Silver City: 88061(2)
☐	Cliff: 88028	☐	Mimbres: 88049	☐	Tyrone: 88065
☐	Faywood: 88034	☐	Mule Creek: 88051	☐	Vanadium: 88073
☐	Ft. Bayard: 88036	☐	Pinos Altos: 88053	☐	White Signal: 88065
☐	Gila: 88038	☐	Red Rock: 88055		

Q6. What is the annual income of your household?

☐	Under $15,000	☐	$50,000 - $74,999	☐	Over $150,000
☐	$15,000 - $24,999	☐	$75,000 - $99,999	☐	Prefer not to answer
☐	$25,000 - $49,999	☐	$100,000 - $149,999		

Q7. How many people are living on this income? (Circle one)

1	2	3	4	5	6	7	8	9	10+

Q8. Have you ever served in the armed forces?

☐	Yes	☐	No

Q9. Do you own or rent your home?

☐	Own	☐	Rent	☐	Other

Tool: Organized Data Worksheet

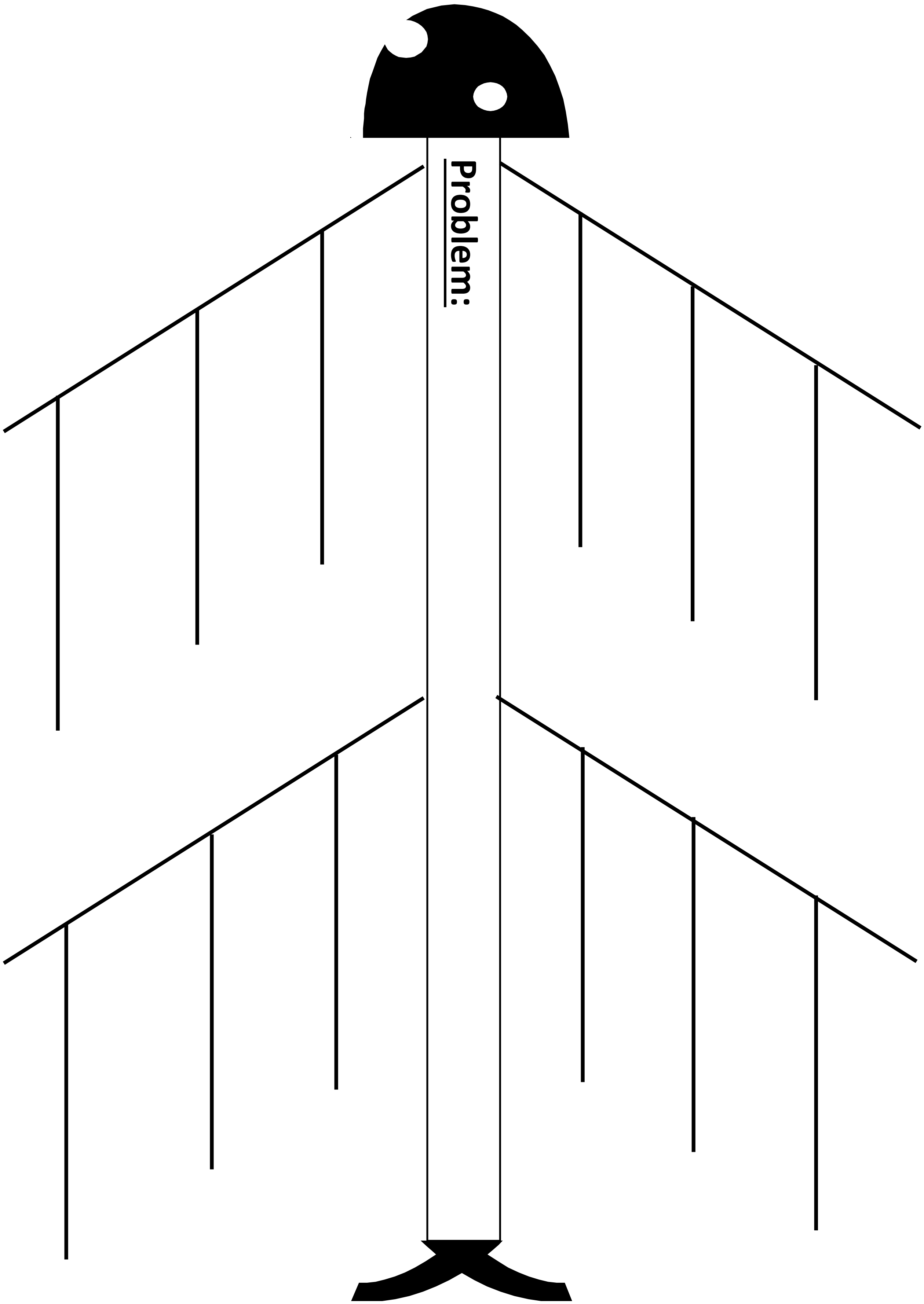
Population Level Data
Stories/Narratives
Public Meetings
Focus Groups
Interviews
Survey

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

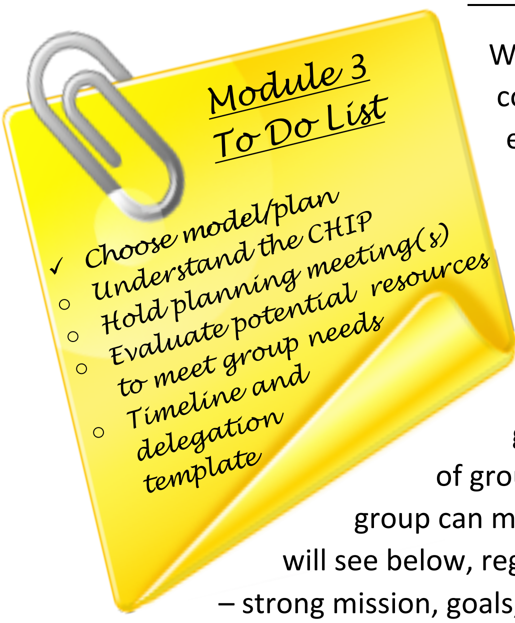


Module 2: Notes

Module 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

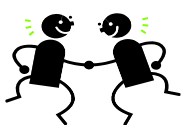
Community health improvement plans (CHIPs), in general, come in multiple forms, but at their core, are designed to monitor community progress on a topic or issue area where multiple partnerships, projects, and impact timelines are moving in unison. The key components of a standard community health improvement 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

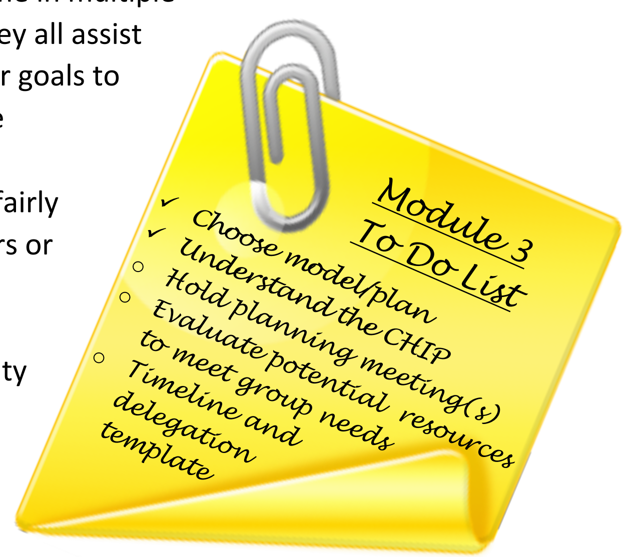
Of all the plans that we will describe in this section, a **marketing plan**, is probably the most specific, and unique type of plan. A marketing plan, will focus on the 7 P's (product, place, price, promotion, physical environment, people, and process) around each of its products. This type of tool 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

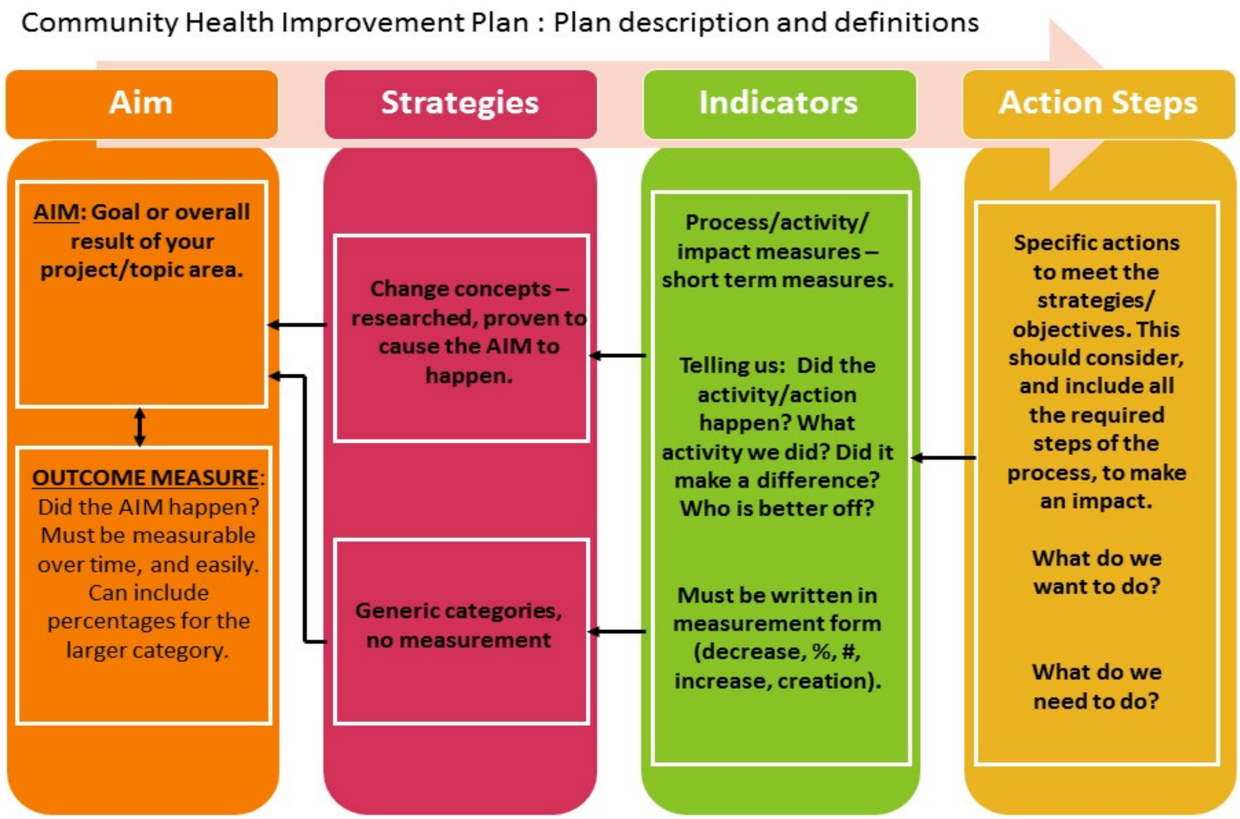
Community health improvement planning tools can come in multiple forms, and can serve a wide variety of functions, but they all assist a group or coalition in describing and documenting their goals to address a particular issue area, and provide measurable outcomes to demonstrate impact on the issue 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.



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.

  For example:

  ✔ 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.

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

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

- 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. •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. •Allows you to know if the item is complete or not.
Achievable	•Be able to meet your goal within the given timeframe. •No one benefits from overly lofty objectives.
Realistic	•Ensure that the objective matches the goal. •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. •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

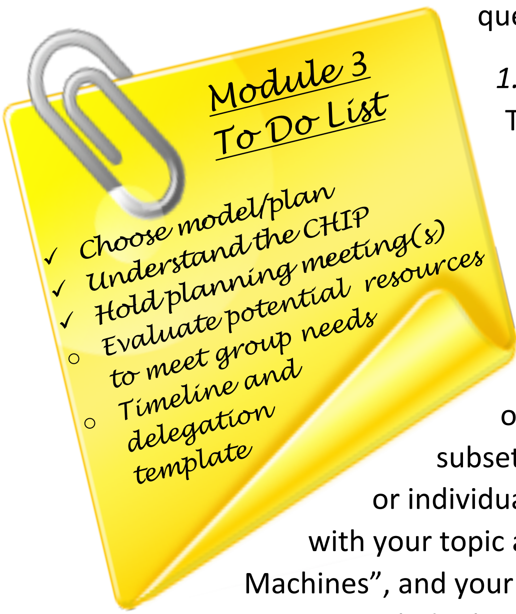
Honestly, this is usually the part that everyone wants to add to and participate in which we will discuss next. You will have no trouble when you get to this point in your planning meeting, because these are the items that group members are used creating to-do lists! In very basic terms, activities and 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.

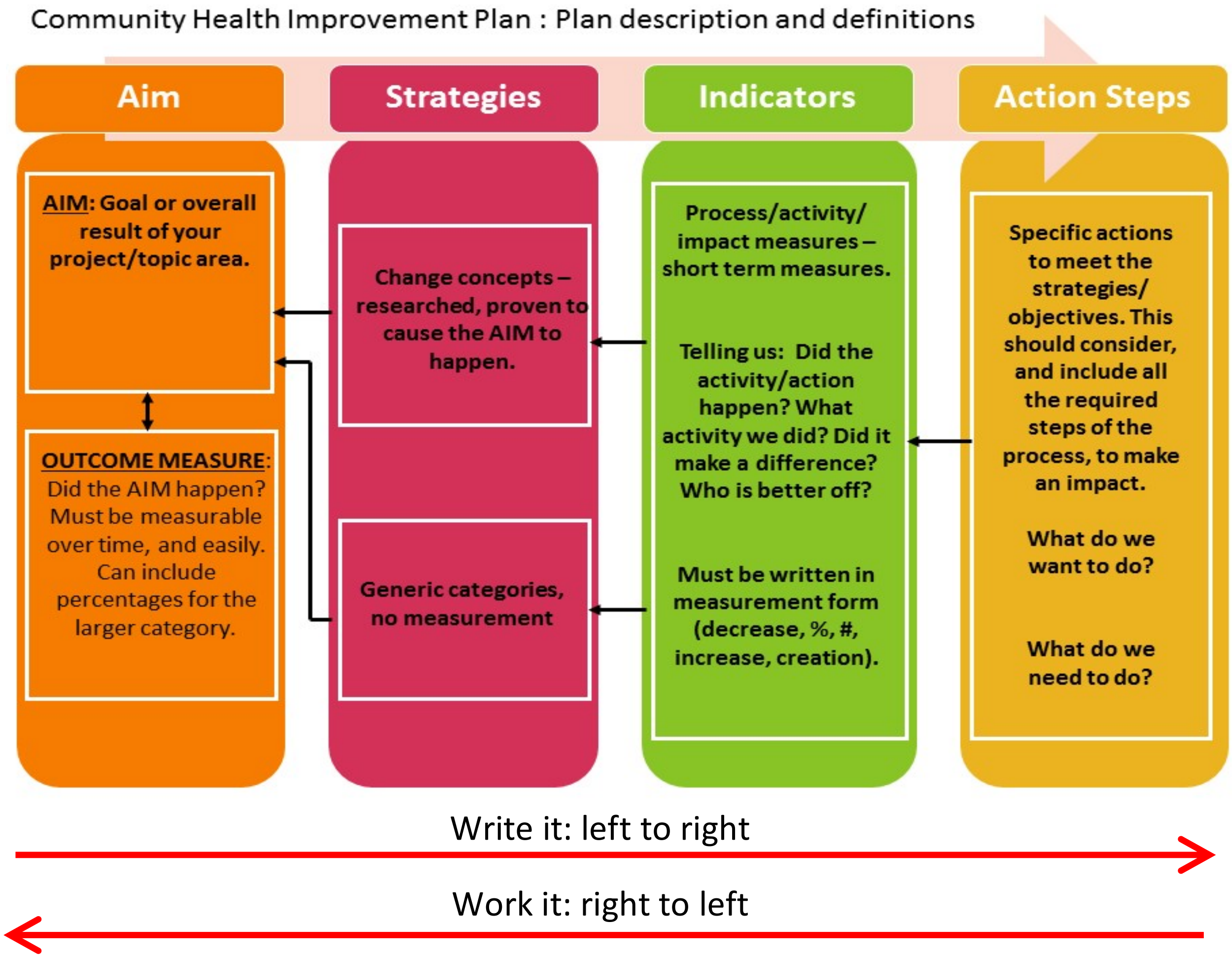
Filling Out the CHIP Template

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.

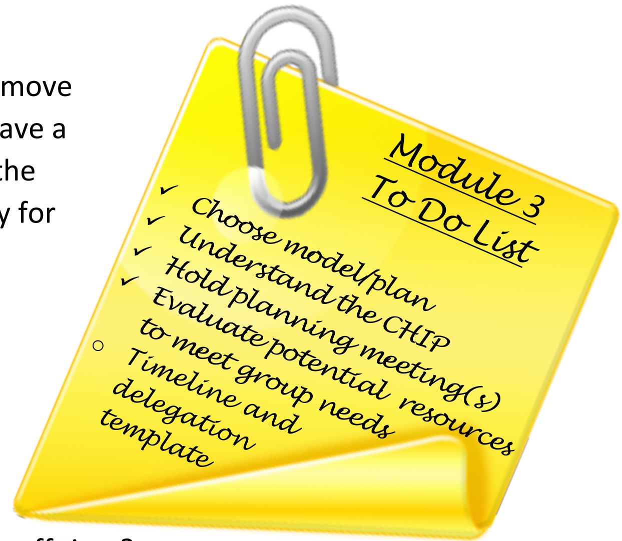


Silly Examples Can Help

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: <u>http://fedgov.dnb.com/webform/displayHomePage.do</u>

- **Research grants**: support investigation of the discovery of facts or application of new theories.
- **Demonstration grants**: to demonstrate or establish the feasibility of a particular theory.
- **Project grants**: support individual projects in accordance with legislation.
- **Block grants:** provide states with funding for a particular purpose.
- **Formula grants**: provide funding to specific grantees on the basis of a particular formula (dollars based on population).

2. **Private Grant Funding:** can be obtained from a variety of sources, such as foundations, corporations, voluntary agencies, and community groups.
    - **Private Foundations**: receive income from individual, family, or groups of individuals. Funding priorities are usually based on personal philosophies of the founding member. Examples: Robert Wood Johnson Foundation, W.K. Kellogg Foundation
    - **Corporate Foundations**: receive contributions from profit-making entities. There are over 2,000 in the U.S. with assets over $11 billion. Examples: Walmart, Target
    - **Community Foundations**: are involved in grant giving within a specific community, state, or region. Examples: Otto Bremer Foundation, Dakota Medical Foundation, ND Community Foundation
    - **Direct Giving Programs**: philanthropic areas of corporations which donate goods/ services for charitable causes. Example: IBM
    - **Volunteer Agencies**: private organizations which support charitable programs that are consistent with their overall mission. Examples: Red Cross, American Heart Association

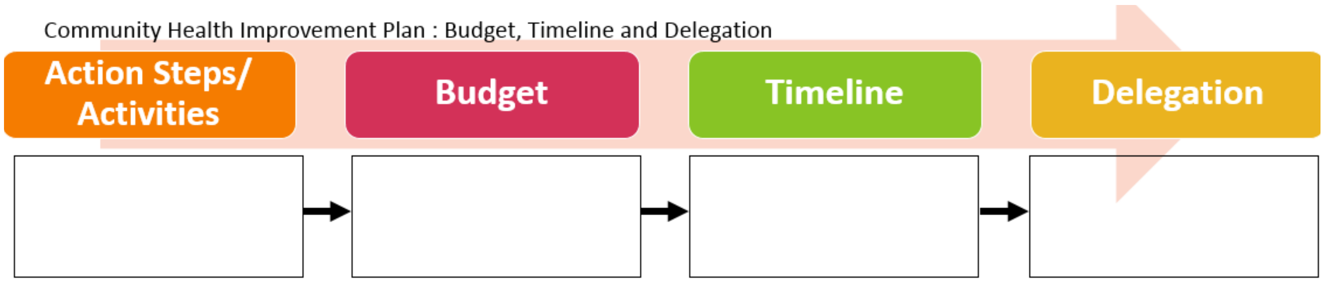
Don't know where to start your grant search process? Check out our Grant Search Tool at the end of this Module for more information.

Planning to apply for a grant? See the Grant Proposal Guide at the very end of the toolkit.

Check out the vision and mission of the organization that is offering the grant. Does your program, project, or coalition have a similar mission and vision? This is an easy way to check, prior to completing much more work, to see if your program will be a good fit for this particular funding source.

Step 5: Budget, Timeline, and Delegation

Now that you have a completed, or close to complete, community health improvement plan, you will want to work on a few more steps prior to implementation, which will be addressed in Module 4. Creating a budget, integrating a timeline, and agreeing on partner-task delegation are three key pieces of a complete community health improvement plan. In order to best integrate your community health improvement plan into your budget, timeline and delegation plan, we would suggest using a model such as the one below. For a full copy of this tool, please see Tool: Budget, Timeline and Delegation, at the end of this Module.



Budget

Even if you're not planning to apply for grants, it's helpful to begin to consider your budget for the community health improvement plan that your group/coalition has created. We would suggest that you use the above template we have provided for you to start. First, input your action steps/activities into the new template. Next, go through each activity, line by line, and work as a group to determine any necessary costs associated with this item. This doesn't have to be an exact science, but it does allow you to see what type of resources you're looking for. As we talked about previously, your partners will inevitably mention that they can assist in the cost of a particular area, such as printing or copying, so make sure to mark that down in the "Delegation" column, even though you're not there yet. It's important for them to see their name next to that item, not only to ensure that they follow through, but also to provide them with the gratification of seeing their commitment. Once you have gone through all of the activities and assigned a cost, ask the partners if there is anything that they would feel comfortable supporting, or their organization could support? If you hear crickets, you could frame it another way by asking if they can think of any other community partners or organizations that may be able to help with any of these costs. Add all of these ideas into the delegation column for now. You will need to investigate some of them if the partners are not currently at the table, but others will be pretty solidified.

Next, you will want to consider the cost of coordination and other expenses that are not covered by the activities outline in the community health improvement plan. For example, travel to a training or conference, computer equipment, personnel, benefits for staff, meeting space, telephone/fax, supplies, printing, utilities, marketing, evaluation, postage, etc. Once your group has discussed these items to ensure that your budget is complete, you will want to take this all back and do the math. We suggest that you fill in the information into a template. We have provided a template with some budget line items to consider, along with definitions for each line item. This template (blank) is also available at the end of this Module (Tool: CHIP Project Budget Template)

______ Community Health Improvement Plan	2015 Project Budget		
	Definitions	**Total Budget**	**In-Kind/Match Contributions**
Personnel	What personnel are absolutely essential for this specific activity? What percentage of their time will be spent on this specific activity? Apply the appropriate percentage to the salary for each person associated with the specific activity.		
Fringe Benefits @ ___%	Apply the appropriate fringe rate (benefits – health, life, etc.) to each salary amount determined in the personnel section.		
Equipment (ex: computers)	This is one of the categories that varies considerably by agency/program. Many federal programs do not allow equipment purchases or do not allow purchases of equipment that will be usable beyond the grant. Other programs limit the minimum or maximum purchase amount for a single piece of equipment or for equipment overall.		
Travel	What travel is associated with this specific activity? When calculating travel expenses, research the actual cost of travel to and from the location. Include airfare, mileage, or rental car and fuel expense. Apply the appropriate reimbursement rate for mileage where appropriate Include lodging, meals, and incidentals. Also include conference registration expenses here.		
Contracts	Evaluation: Larger grant funded programs will require intense evaluation, thus consider adding 20-25% of your overall budget to this line item. Accounting: Need to have someone help you manage your funds? Ensure that you have those costs located here. Training: Planning to contract with a professional to train your staff or coalition? Those costs would be included here.		
Operating costs	Rent/Utilities/Telephone: This proposed number should be reflective of the time spent utilizing these for just this project. In other words, if this space, and utilities will also be used for other projects, you cannot request a grantor pay for 100% of the space. Printing/Copying: Ensure that this number has rationale behind it. Think through the requirements of the project, and price out expensive jobs like banners and color printing. Marketing: Planning to buy advertising space in the newspaper or a radio advertisement? Include those here. Supplies: what consumable supplies are associated with this specific activity?(ex: pens)		
Indirect Costs	Also known as "overhead" expenses, these don't need to be itemized. Usually includes, administrative staff, insurance, facilities and utilities (not listed earlier), etc.		
Total:			

Any contributions from partners is included here! This could be staff time, printing, office/meeting space, etc.

Timeline

There is not much to be said about the timeline creation as it is very specific to your proposed program, activities, and overall community health improvement plan, but we do want you to remember a couple of things as you're working through it with the coalition.

1. Dates are flexible. It's important to get a date or deadline down on your timeline, to encourage progress, and help your group monitor it, but they're not "set in stone". This does not mean that your group should not take a missed deadline seriously, but it does mean that you will need to take some time to reconsider your potential progress if you're consistently missing deadlines.
2. Be realistic from the beginning. If you know that very little coalition/group work will happen over the holiday season due to the extreme cold, snow, and family vacations, then don't have over half of your deadlines set for then.
3. Have a rationale or reason for the deadline. Do not just pick a date out of thin air. Really take some time to think about what date/month would make the most sense. If item #3 has to be completed before item #4, and item #4 has to be done in February, well then it would make sense to have item #3 done by January at the latest.

Delegation

By delegation, as we alluded to before, we mean that you need group members to step up and be responsible for activities, action items, or full outcomes. For example, if you're going to implement a Health Fair, you need to have a person, or organization, that is willing to take the "lead" on that. There may be multiple activities and steps required to ensure that the Health Fair happens, but a point or lead organization will ensure that all of these tasks are met. You may be asking, why does it matter if they see their name written down? Why can't we just all agree that "X" Organization will take care of it? In society, it is generally agreed upon that seeing your name in writing, in a document similar to the one you're creating, is taken almost as seriously as signing a contract. Not to mention, the peer pressure that could be involved by other coalition/group members knowing that "X" Organization is responsible for it. Both of these work in your favor. We have not had an experience where this has backfired on the overall implementation of the plan.

A couple of tips:

1. Do not allow any organization to take on too much. It's great when you have people or organizations volunteering, but if you're starting to get the feeling that someone will be overwhelmed by the amount of work they've volunteered for, acknowledge that to the group, and see if anyone is willing to help that person. In the community health improvement plan, I would indicate that type of partnership like this:

   Lead: Organization ABC
   Assistance from: Organization RST

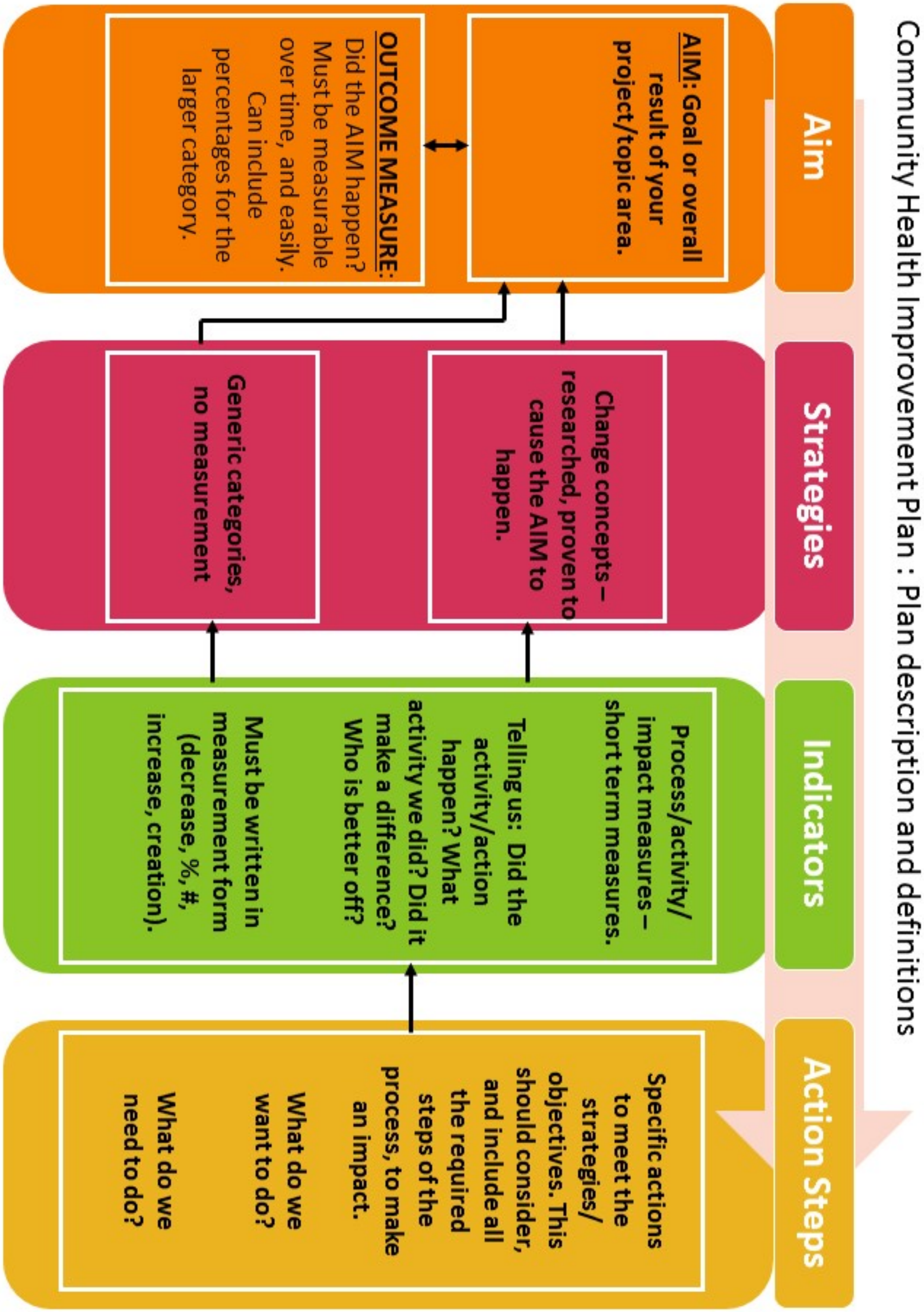
   This will still provide the lead organization or individual with that role, but ensure that, in writing, they can rely on the assisting organization to do just that, assist.

2. Do not let a partner walk away without volunteering for something. Throughout the delegation/planning meeting, you may notice one organization really, really quiet, even

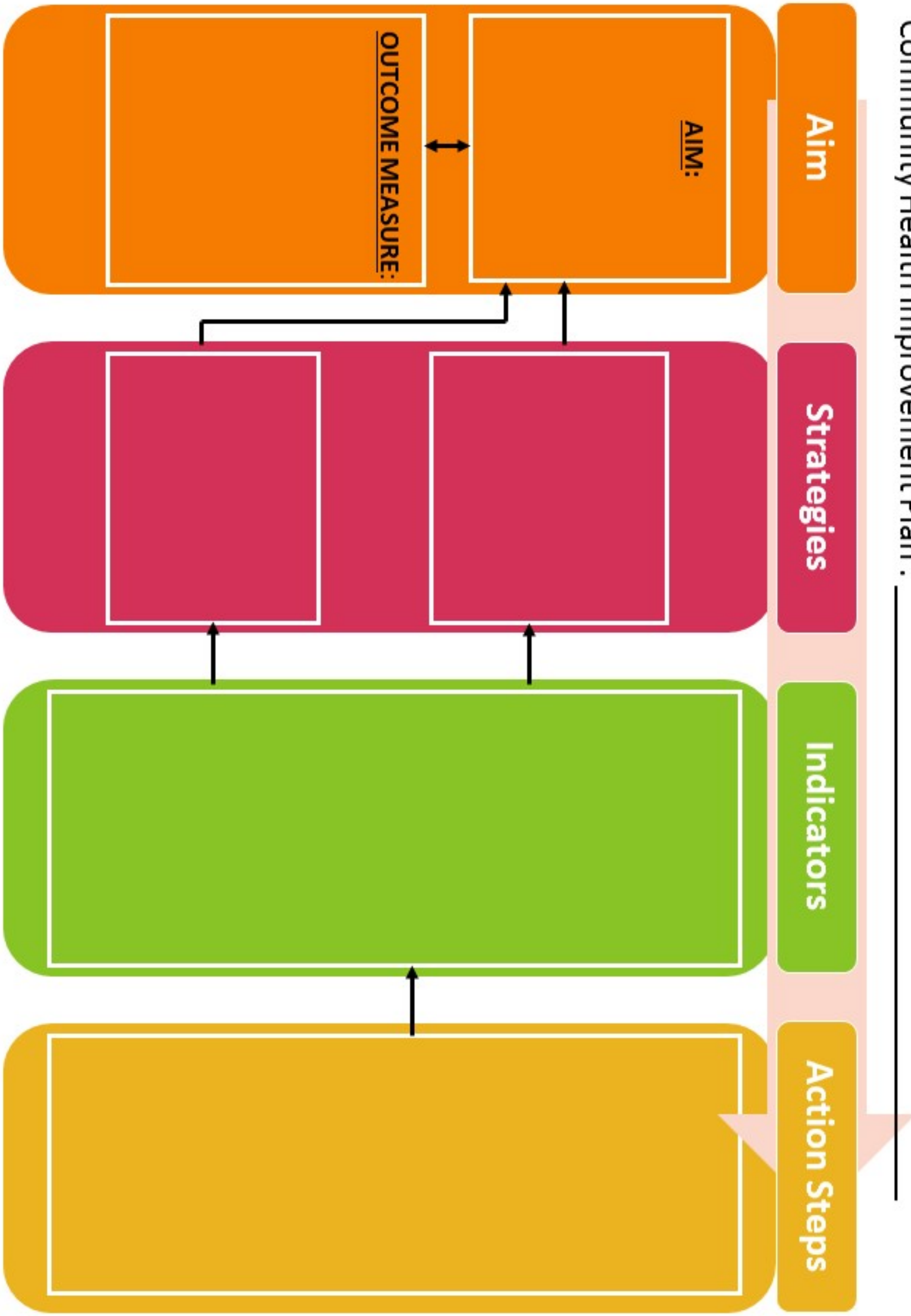
though everyone else in the room has signed up for a task or activity. If you feel comfortable, we would suggest you say something like, “alright, has everyone signed up for something?”, and let there be silence for 15 or 20 seconds, while you look over the plan. If they still don’t chime up, or someone 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.

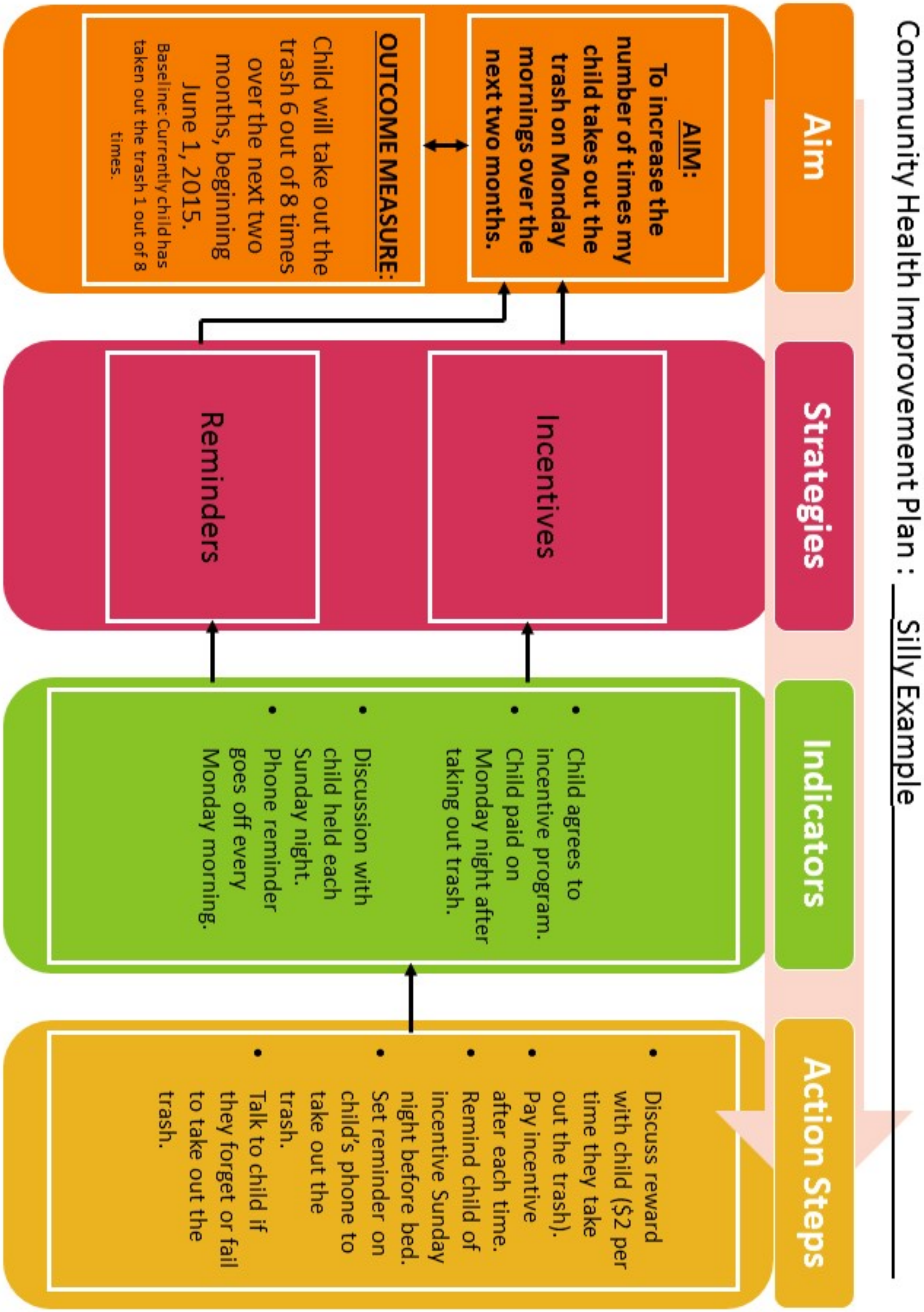
Tool: Community Health Improvement Plan



Tool: Blank Community Health Improvement Plan



Tool: CHIP Silly Example



YOUR COMMUNITY COALITION
PLANNING AGENDA

September 27, 2014 from 3 p.m. – 4:30 p.m.
Your Town Public Library

- Process for 2015 Plan (explain model)
- Definition of Priority/Issue
- Discuss and Identify "Sub-Categories" (if appropriate)
  - 1 AIM
  - Topic chosen should:
    - Be data-driven
    - Have a realistic community impact
    - Avoid potential duplication of service
    - Have a measureable difference in 4 years time

Tool: Grant Tips

Tips for Searching and Evaluating

Look at the following areas of each application:

- Subject (examples: asthma, health care, rural areas, hospitals, Native American health)
- Geographic (examples: national, unrestricted, North Dakota)
- Type of Support (examples: building/renovation, capital campaigns, equipment, programs)
- Eligibility (examples: non-profit, schools, rural community)
- Requirements (examples: non-profit, government, foundation)

Useful Websites for Grant Information

Rural Assistance Center (RAC)

- National information portal on rural health and rural human service information
- Library services: 4 masters prepared information specialists who work with all 50 states
- Over 80 Information Guides on key rural health subjects
- They will provide a free grant search for you and your organization, based on your criteria and topic of interest.
- To find out more: www.raconline.org or info@raconline.org or 1-800-270-1898

The Foundation Center

- Finding funders/links to grant maker websites including private foundations, corporate grant makers, and community foundations
- Grant seeker tools/virtual classroom
    - Guide to funding
    - Proposal writing short course
    - Proposal budgeting basics
    - Training videos
    - Webinars
- Resources frequently asked questions, online librarian
- To find out more: http://www.foundationcenter.org

Grants.gov

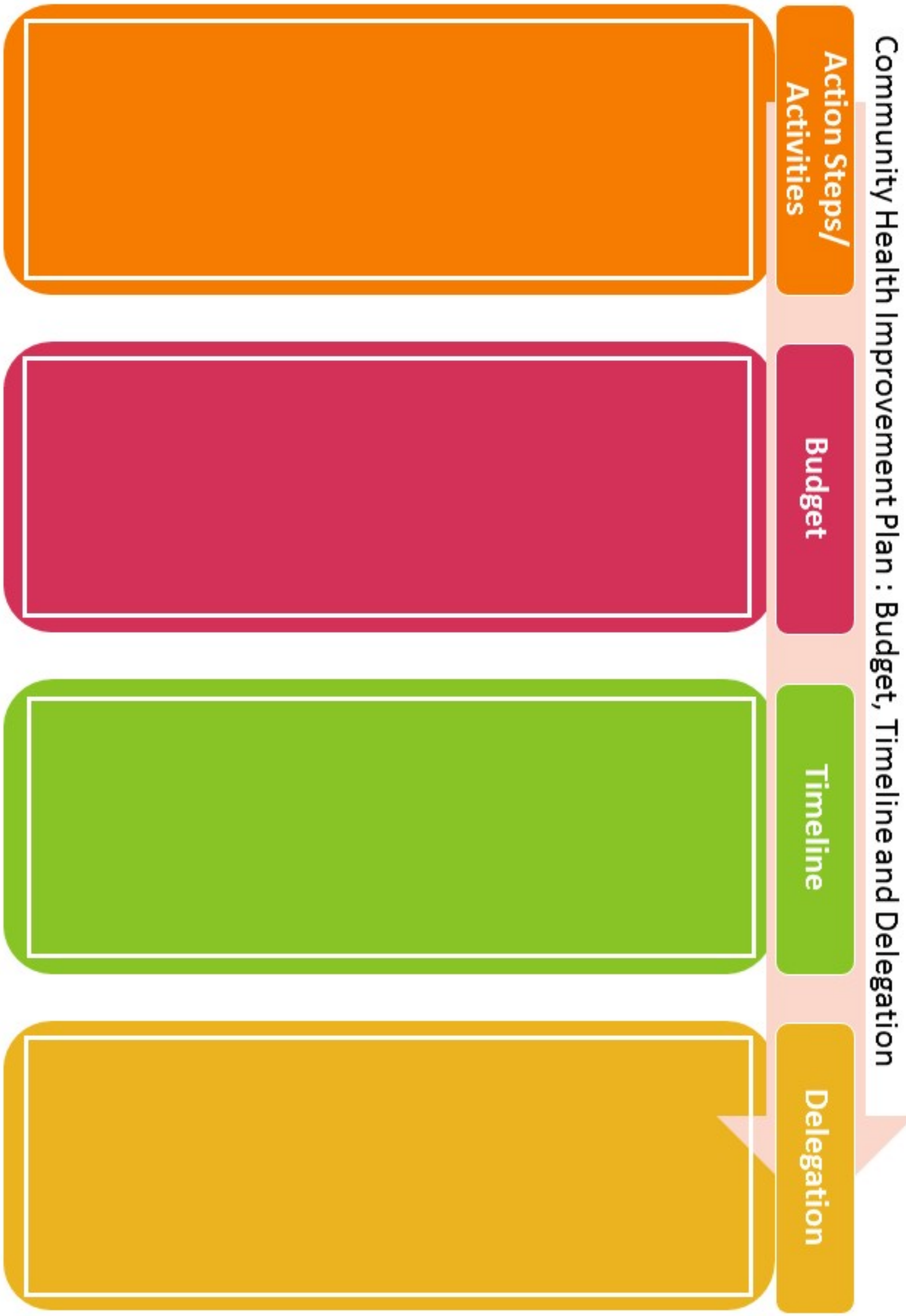
- A single, comprehensive website with information about finding and applying for all federal grant programs. Sign up to receive email notifications.

Faith-based and Neighborhood Partnerships

- Formerly: Faith-based and Community Initiatives (FBCI)
- Funding for secular and faith-based nonprofits and community organizations.
- To find out more: http://www.hhs.gov/partnerships

Note: For many other questions regarding grant writing, check out the grant writing topic on the Rural Assistance Center page, at http://www.raconline.org/topics/grantwriting.

Tool: Budget, Timeline and Delegation Worksheet



Tool: CHIP Project Budget Template

______ Community Health Improvement Plan	2015 Project Budget	
	Total Budget	**In-Kind/Match Contributions**
Personnel		
Fringe Benefits @ ___%		
Equipment (ex: computers)		
Travel		
Contracts		
Operating costs		
Indirect Costs		
Total:		

Module 3: Notes

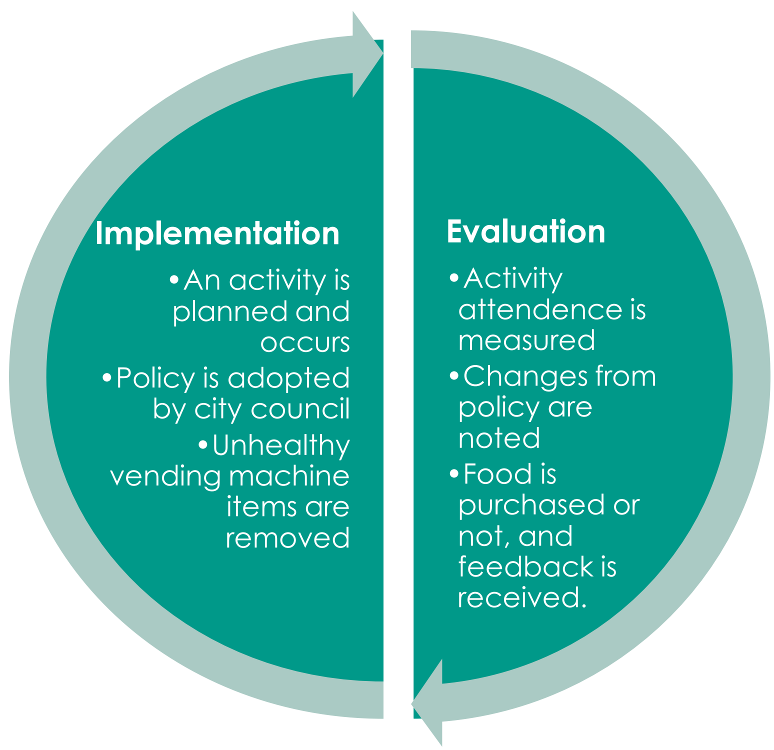
Module 4: Implementation & Evaluation

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?



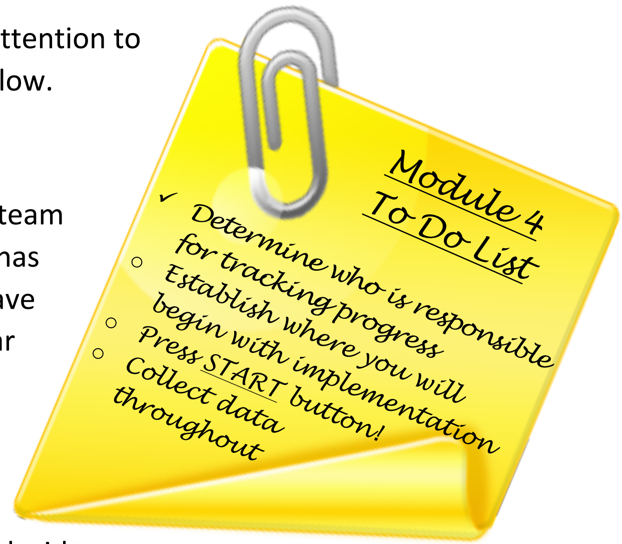
For many people implementation is the "pay-off" for all the hard work associated with developing a mission, assessing the problem, and developing a plan. Implementation is the "fun-part" of the community engagement process, as it represents the action stage, where your work is put into motion.

***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.

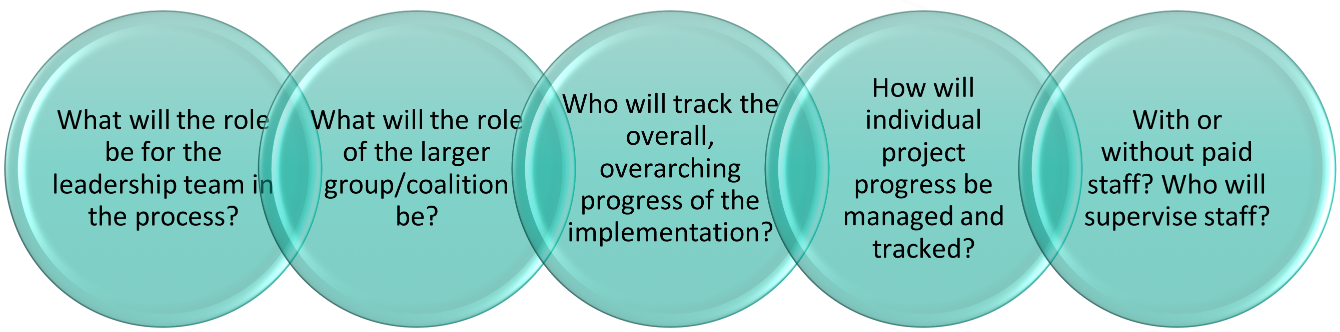
Rely on your work plan; however, do not be afraid to modify it to better meet the reality of the situation. You cannot possibly think of all the factors, scenarios, and new elements that come into play when you are first making your improvement plan. Things change. Conditions change. People change. A 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.

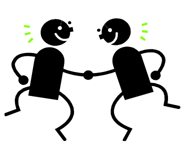
Successful implementation can be achieved by paying attention to a few simple process questions, which are discussed below.



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.

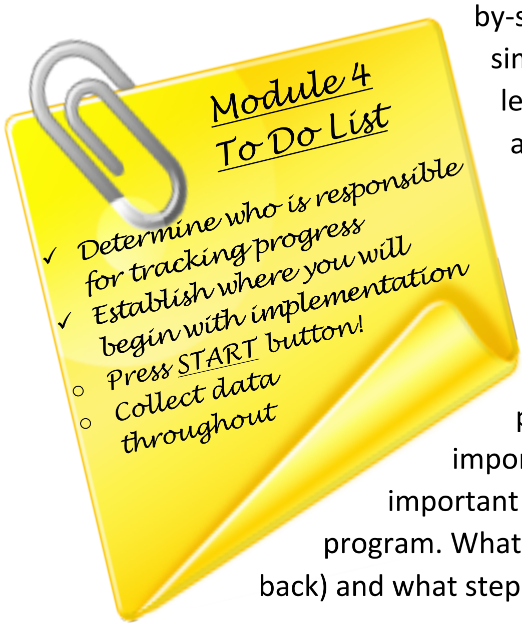
Accountability

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.

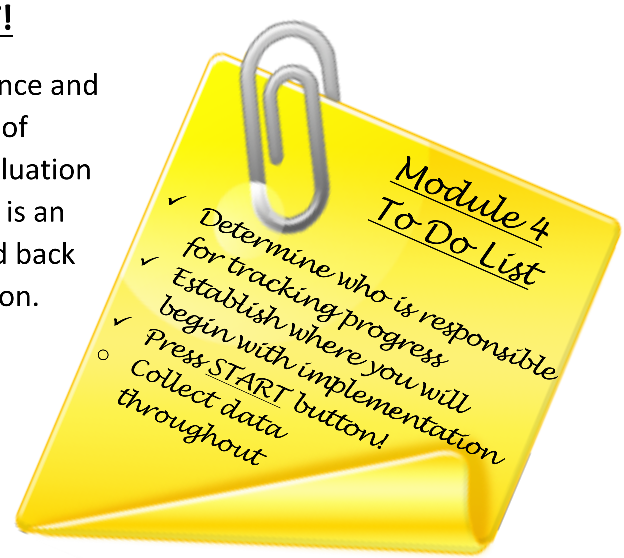
In Module 2: Step 2 you worked to define your community problem. One of the activities, related to implementation, and this step, may be the areas of opportunity (AOO) exercise. If your group is stuck, and unsure where to start, revisiting this activity may help. If your "on the ground" conditions have 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.

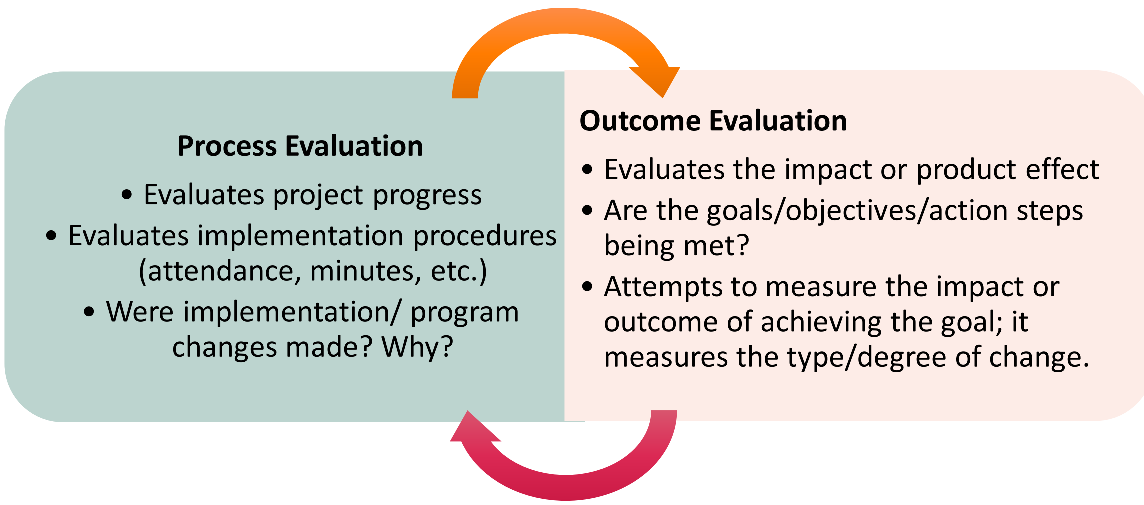
Here's another look, for review, and preview, of the questions you considered regarding evaluation.

Evaluation Questions Considered throughout Community Engagement Modules

	Quantitative	**Qualitative**
Assessment	How many people are effected by the issue? What is the cost associated with this issue (lives, money, etc.)?	What does the issue "look" like? How does the community "feel" about this problem? What does the community want done to change the issue?
Planning	How many people do we hope to impact? What will it cost us to make the change needed in our community?	What will the change "look" like in our community? How will the program be received?
Implementation/ Completion	How many people were impacted by the program? What is the impact on the community? 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? What unexpected changes were seen in the community? 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.

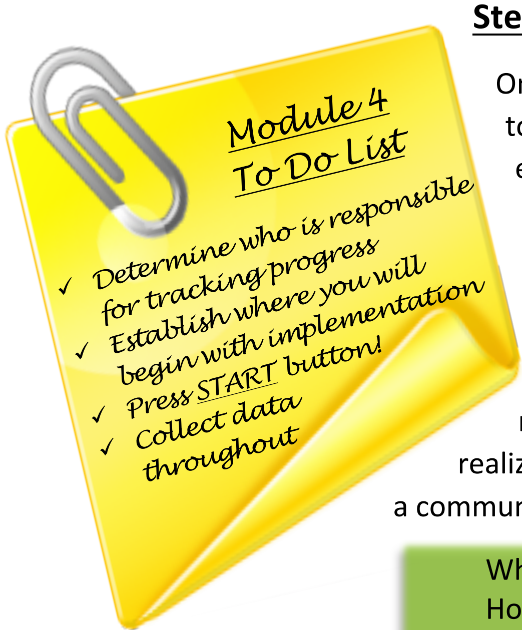
Two other types of evaluation that you will want to consider, are **Process Evaluation** and **Outcome Evaluation**. The diagram below describes both concepts briefly.



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.

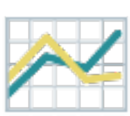
Successes and Struggles

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		
	Process Outcome	Qualitative Quantitative		
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	Process Outcome	Qualitative Quantitative		
	Process Outcome	Qualitative Quantitative		
	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.

A community’s ongoing capacity and resolve to work together to establish, advance, and maintain effective strategies that continuously improve health and quality of life for all (CDC’s Healthy Communities Program)

- Importance of agreeing to continue to work together for the good of the community.
- Maintain a core value toward meeting the mission of the coalition.
- Sustain the momentum, sustaining the focus on community need, and sustaining the benefits that are derived from partnering.

Sustainability means providing long-term solutions to community needs that the beneficiaries can maintain after grant funding ends (Rotary International)

- Community needs are the priority and addressing them requires solutions that are sustainable over a longer period of time (in order to have maximum impact)
- A grant may last for a year or two, but your community needs likely go beyond that grant period, planning for sustainability beyond a grant provides you the opportunity to think bigger and long-range (again maximum impact).

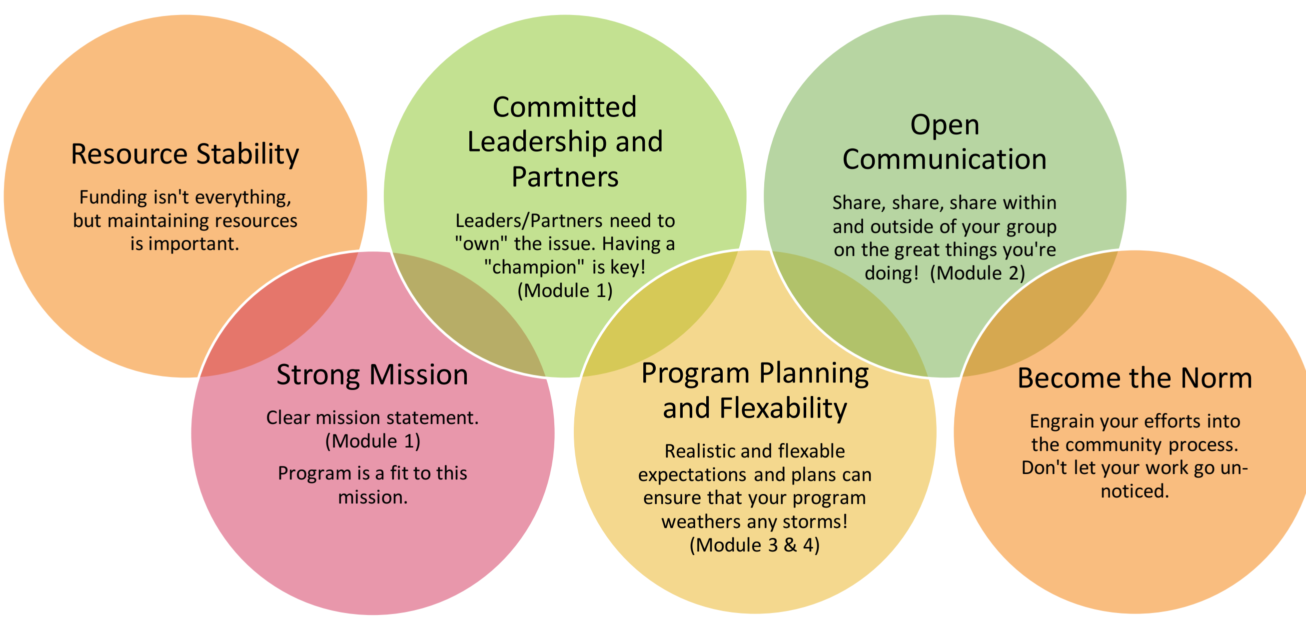
For charitable nonprofits, the phrase “sustainability” is commonly used to describe a nonprofit that is able to sustain itself over the long term, perpetuating its ability to fulfill its mission. Sustainability in the nonprofit context includes the concepts of financial sustainability, as well as leadership succession planning, adaptability, and strategic planning. (National Council of Nonprofits)

- Sustainability is more than simply finding the next pot of money. Before locating additional funds, you have to take organizational or developmental steps along the way.
- A sustainable coalition thinks of leadership development, not only to fine tune skills for current leaders, but to be planning for the next generation of leaders.
- A sustainable coalition has to be flexible, adaptable, and open to change and new opportunities. Life does not stand still, nor can community coalitions.
- A sustainable coalition is not reactive to events, it seeks to manage those events. Planning is a tool and a process to help you manage your community process.

The institutionalization of a project as an integral part of an organization. (Goodman, et. al., 1993).

- Having durability creates the ability to recognize that a temporary program or project may actually have a long term future for your organization or coalition
- This statement alludes to the idea of organizational mission, and having programs or efforts that fit within your definition of who you are and why your community effort exists.

The definitions above provide some common themes which you will also want to consider when drafting your own sustainability definition. The common themes that we identified from these definitions are: resource stability, strong mission, committed leadership and partners, program planning and flexibility, open community, and become-the-norm. These six themes are identified and briefly described below. We do have to admit-though these themes are not unique to our analysis. Unlike the previous Modules in this toolkit, we’re going to stray and provide you a mix of personal suggestions with some of the findings and themes from the literature.



- **Resource Stability –** As we discussed in Module 3 (Community Planning), grants and money do not have to equal success or progress. When thinking about sustainability, it's important to remember this idea. It's also important to think about other resources that would help in sustaining your program, group, or coalition. If you're looking to maintain a specific program, but the group wants to move in another direction, determine if there is another group or coalition that is willing to take on the work.
- **Strong Mission –** As we discussed in Module 1 (Finding a Common Mission), a coalition or organization needs to have a clear mission with explicit core values and principals, which bind you together. You are working together to improve the health of the community, to address some type of social concern, to do something that improves the quality of life for others. The program you initiate has a better chance of surviving if it "fits" within your mission and that you have a core culture that embraces the objectives found in that program.
- **Committed Leadership and Partners -** People need to "own" the issue, the solution, and the process, which is the sole purpose of community engagement. In any group effort or coalition, there will likely be one or two people who really rise to the challenge. They feel the need and embrace the challenge. These people are champions. A sense of passion about improving community health, addressing a specific issue, or taking control of the situation for the betterment of the community are core elements of the mission, values, and culture. Besides advocating for a specific cause, you may need overall champions - people who really advocate for the idea of using and maintaining a coalition of citizens. In addition, as you broaden your coalition, you need to try to identify key advocates in other groups who can become your ally.
- **Program Planning and Flexibility -** There is an old adage that states: "there is more than one road to Rome." Yes, you need standards, clear goals, achievable objectives, and a reasonable time frame; however, you also have to be realistic. Sometimes, this means having the ability to change, to be flexible, and to make mid-course alterations. As was stated in Module 4, evaluation feedback is a very good way to learn what is working and what is not, so you can be flexible and to make appropriate modifications. Successful implementation and the ability to sustain efforts rely on your ability to review, stop, and maybe change. This also means that when you find a "solution" that worked somewhere else, it is ok to make some modifications that would make it more amenable to your community.
- **Open Communication –** This sounds repetitive, as we've covered communication in every single Module thus far, but you can't be reminded enough. Some people, who truly believe in a cause and the chosen solution to a community concern, also believe it is self-evident. Some of these people, therefore, do not feel the need to "toot our own horn." Actually, you should! It is your responsibility to share and to sell the effort. Promote it, market it, and communicate it. Your community effort should produce an impact; it will have an affect; you need to stress the benefits of your initiative to a wide audience. This is also where a communication plan is handy, even essential. A communication plan should make use of the evaluation plan to establish what has been accomplished and the impact on the lives of people (e.g., increased exercise and healthy eating corresponding with a decrease in obesity). For right now, it is critical to understand that people within your coalition and program, as well as people external to it (e.g., in other organizations and/or funding groups), need to believe in the effort; they need to recognize and appreciate the benefits that are produced.

- **Become the Norm** - If a community effort or project really harmonizes with the mission and culture of the coalition or organizations, then working to have it become a core function is warranted. This elevates the focus of the project, sanctioning it as vital to the community coalition or organization. It also can create a more hospitable environment as additional resources may be available to help to sustain the project. When a project becomes sanctioned, it lessens the temporary or ad hoc nature of the effort, affording it the respect of permanence.

Research says…

In an analysis of 85 empirical studies, the following were key findings associated with establishing successful sustainability (Schell, Luke, Schooley, Elliott, Herbers, Mueller, and Bunger, 2013): strategic planning, public health impacts, communications, program evaluation, program adaptation, organizational capacity, partnerships, political support, and funding stability.

Group sustainability definition

All of the external definitions and research findings in the world will not lead your group to sustainability. This is why we would like you, with your leadership group, to come up with a group, organization, and/or project definition of sustainability, as well as a picture of what sustainability looks like. To lead your group through this process, follow the instructions below. Once complete, come back and write your sustainability definition here, so you don't forget what the group came up with! These type of activities, not only keep the group interested, but allow them to feel involved and valued in the process. Unique activities that brake from the "norm" encourage participants to return, and make time for your efforts!

Sustainability Definition:

Sustainability Definition and Picture

Supplies: large white board or large paper, markers, several sheets of printer paper, 10-15 markers to color with, tape.
Time: 20-30 minutes

Choose a group facilitator and have them lead the group through the following process:

Brainstorming

1. On a piece of printer paper, ask each participant to write down words that come to mind when they think of sustainability. Remind them that you're not talking about recycling!
2. Give them 2-3 minutes to complete this.
3. Put them into small groups, 3-4 people each. In this smaller group, they will discuss their list, and come up with 7 words or phrases that they all agree define sustainability.
4. Go around the room, asking for one unique word or phrase from each group, writing them on a white board or large sticky paper. Keep repeating this process until you have all of the unique items from all small groups.

Grouping

5. Ask the large group to begin to "combine" or "group" similar ideas (for example: grants and money could be placed together).
6. Continue to do this until all of the items have at least one other match.

Naming

7. Ask for suggestions to name each grouping of words or phrases. Find consensus on the name for each category.

Definition

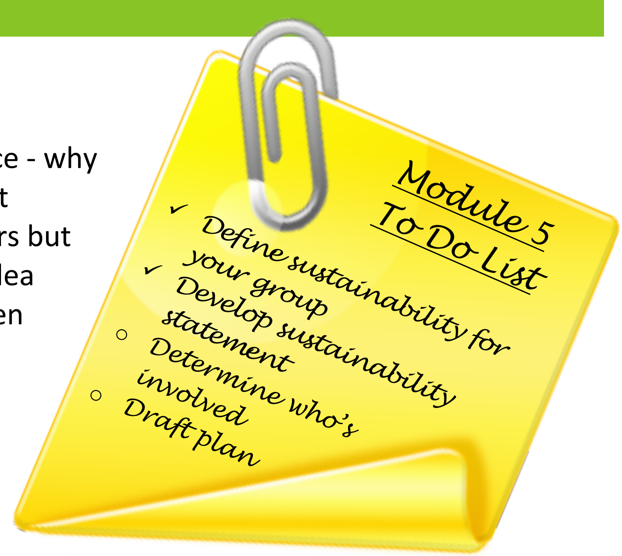
8. Look at just the named categories (remove or erase the individual words and/or phrases), and ask the group to come up with a way to put them all in one cohesive sentence.

TA-DA! You have a group definition of sustainability!

Draw a picture

9. Now for some fun! Have everyone get back into their small groups. Provide them with printer paper and something to color with. Ask them to take the newly created definition of sustainability and draw a picture of what it looks like (or means). You will find that even though everyone contributed to the definition, they will still visualize this differently. Once complete, hang the photos on the wall, and ask one representative from each group to explain their picture.

Step 2: Why does sustainability matter?



You've probably received the question, more than once - why does sustainability matter? The person who asked that question knows, deep down, why sustainability matters but not how to go about it. It's also difficult to grasp the idea of sustainability when little progress or impact has been made, and what can feel as though you're putting the "cart before the horse". If you've followed the community engagement model that we've presented, it is never too early to consider how you should sustain your efforts.

Another way to approach sustainability is to think in terms of **sustaining the program**, and then the bigger picture of **sustaining the coalition**. In the beginning, they are likely the same thing in your mind. You have a community need, you developed a coalition to address the need, so that is the purpose of the coalition, right? Well maybe, but maybe not. You likely have multiple community needs. And being practical people, you took our advice and you initiated your coalition to address one or two key issues. You cannot spread yourself too thin. So sustaining the program may go back to one of the key research findings on sustainability – become the "norm" program or project. Making it a permanent part of an existing agency or organization is a legitimate step. All of the key findings associated with sustainability discussed above, need to be considered in order to sustain the program or project.

When thinking about sustaining your program and/or coalition, it's important to consider the balance between the two. Your coalition may have a strong orientation to sustaining the project, but you need to think further into the future. How will this be sustainable? Balance the benefits between coalition efforts, and project efforts, ensuring that both are valuable to the community and membership. If you choose to not sustain your efforts, but want to sustain the coalition, you will need to begin from Module 1, and work back through the Community Engagement process. If you choose to sustain your program, but the coalition chooses to disband, then you will want to find a small group that is willing to advise the work of the project. There is no right or wrong answer here, but make sure that whatever you choose is the best for the community and membership.

Prioritize your sustainability efforts

As a coalition or group, you will want to decide what you want to sustain. Here, you have several options, and potentially many more depending on the set-up. At minimum, you have the option to sustain the project and/or the coalition. Within the provided project/program, you also have the choice to sustain pieces, and/or the program, in its entirety. Provided below is a chart to work through with your leadership team to determine what to sustain. We have also provided a blank copy of this tool at the end of this Module.

Group/Project Components	Preserve within your group	Shift to another group	Terminate	Unsure
Full group efforts- (group work, meetings, leadership team, etc.)	X			
Project Specific:				
AIM 1, Strategy 1:		X		
AIM 1, Strategy 2:			X	
AIM 1, Strategy 3:	X			

There are some things you'll want to consider before making any rash decisions regarding your program and/or coalition. Granted, some ideas and needs may be adequately addressed through one initiative over a short period of time. If you find that there are a number of community issues to address, that becomes the incentive to sustain the coalition. If you are successful in building the momentum to address one or two issues, you will likely be successful in addressing more.

All of the elements mentioned in Step 1 of this Module are essential to sustaining the coalition (e.g., building awareness, showing benefit, creating an incentive for involvement). Now, here is a caveat. There are many examples of coalitions that have formed, addressed a set purpose or problem, and then (with all good intentions) decided to stay together to address more – but, then they fail. Why? There can be many reasons such as the following:

No Set Direction

- "The original reason to form the coalition has been addressed and there is no other items on the docket."
  *Revisiting Module 1 would be important.

Loss of Momentum

- "It took a lot of time, energy, and resources to address the original issue and the coalition is out of steam."
  *Module 3, and creating a plan may help.

Fuzzy Mission

- "The original mission was too narrow and the coalition cannot agree how to an expand it."
- "The mission is so vague that it is hard to forge agreement on what should be done next."
  *Module 1 can assist with re-drafting your mission.

Leadership Change

- "New people have joined but they do not have the same level of commitment and fervor as the original generation of leaders. "
  *Module 1 would assist with re-assigning your group leadership.

As you see from the graphic above, three of the four issues can be remedied by drawing your attention back to Module 1. As we discussed in Module 1, your mission, coalition membership, and leadership are the foundation of your efforts. By revisiting these key topics, you can start to increase momentum, align your direction, and re-assign your leadership efforts.

Develop sustainability statement (coalition and project)

You have already developed a mission statement, so creating a sustainability statement is not a far cry. Remember, a mission statement explains why an organization or coalition exists (what will be done, why it will be done, and how it will be done). A **sustainability statement** explains why a group or coalition are working to sustain their efforts (what will be sustained, why it will be sustained, and how it will be sustained).

To accomplish this task, you will want to lead your group through a very simple discussion to brainstorm the following:

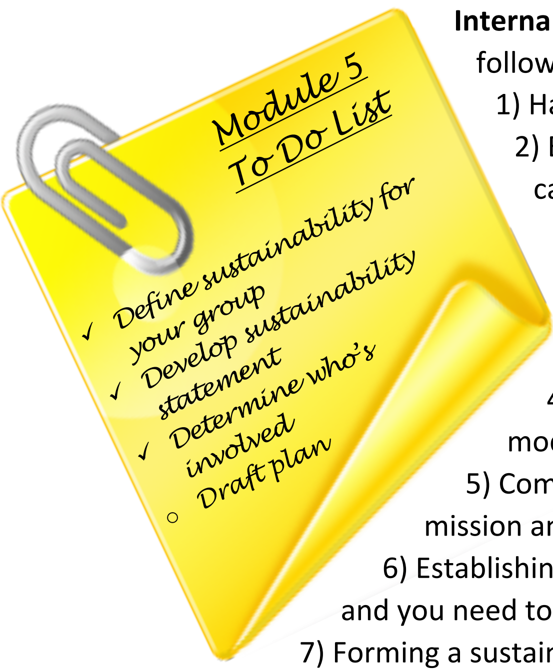
- What do we want to sustain?
- Why do we want to sustain it?
- How do we think we will sustain it?

After brainstorming, the next step is to simply create a “working” sustainability statement by putting the ideas together. You do not need to spend time working out the specific language. That talk can be left up to your leadership team. It is important, though, to establish a good foundation of the key elements that will be present in your sustainability statement.

Sustainability Statement:

Step 3: Who should be involved?

It is critical that people within your coalition and program (internal sustainability) and people external to it (e.g., in other organizations and/or funding groups) believe in the effort; they need to recognize and appreciate the benefits that are produced (external sustainability). Internal and external sustainability are equally important.



Internal sustainability refers to a number of factors including the following:

1) Having a clear vision, mission, and leadership structure;
2) Establishing a strong internal system including organizational capacity (e.g., decision making structure, skill set inventory, communication plan, evaluation plan, and sustainability planning);
3) Focusing on results by quantifying the benefits of your project and educating others on the effort (evaluation);
4) Being adaptable (flexibility and the ability to make changes to modify your effort is important);
5) Communications (essential to create awareness and support for the mission and goals);
6) Establishing strategic thinking for financing (it does not happen overnight and you need to develop a detailed plan);
7) Forming a sustainability plan (have a committee and make this a formal part of your coalition meeting).

External sustainability rests with those factors that lay outside the coalition. This generally refers to building local support. Who are the others in your community you need to reach out to? Think regionally to build your coalition. You need a broad base of local/area support. Find champions in other groups and/or other neighboring communities. Showing benefit to others can also build support by incorporating more resources. In addition, people outside your coalition may notice how much your efforts are benefitting the community, and how much those efforts benefit their own organization. Collaborating with other organizations that have similar mission statements, will strengthen and broaden your support networks. It is your responsibility to help them to realize the benefits of your efforts.

Sustainability sub-group

While discussing sustainability, you may have detected that there are coalition members more enthusiastic and committed than other members. Sustainability needs to be one of the key topics regularly discussed by your coalition. Due to the targeted nature of this topic, it may be best to assign a small group of your membership to a sustainability sub-group. This group will meet regularly to discuss sustainability topics and report back to the larger coalition during normal meetings. This will ensure that sustainability is continuously discussed, action steps are initiated, and the larger group is kept up to speed. Adding sustainability to your monthly agenda, as a standing item, will ensure it is not forgotten.

Having a hard time finding coalition members to volunteer for the sustainability sub-group? Here are some qualities that would be important to seek out in a sub-group member. A sub-group member should be comfortable requesting resources from community members, partner organizations, or others to sustain your efforts. They should be able to think "outside-of-the-box" and consider abstract options as solutions to your sustainability concerns. They need to be "forward thinkers" by considering the long-range future of the project, instead of the immediate needs. Finally, consider a writer and/or media representative, because spreading the message and sharing your successes is a key factor to successful sustainability. You may not find each and every quality in all of your members, but having at least one member on your sub-group with one of these qualities will ensure that all aspects of sustainability are considered.

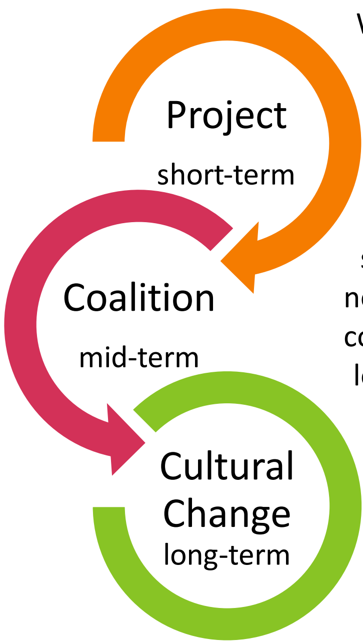
When assembling your sustainability sub-group, there is no "magic number" of recommended members. Instead, consider the projects of the group. One member should be from the leadership team, another from the project committee, and at least one "staff" member from the project implementation. More members interested? Welcome any and all input, but make sure that it stays a "sub-group" and doesn't become unmanageable.

List your sustainability sub-group members here:

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

Step 4: Developing your Sustainability Plan

Developing a sustainability plan is not an "all or nothing", or "now or never" type of process. It is never too late or too early to start thinking about sustainability. A sustainability plan is a great way to visually display your sustainability goals, and to consider exactly how you plan to sustain those efforts. Just like the improvement plan you developed in Module 3, a sustainability plan will also help to hold your partners "to the fire", and require that they commit to certain sustainability efforts. We have mentioned this several times, but you will also want to consider a communication plan if you have not yet created one. Creating a communication plan will be discussed in more detail at the end of this Module.



While creating your sustainability plan will want to consider three different timelines. The first timeline is for overall "project sustainability". This sustainability effort will most likely be a short-term goal, and may require less effort than other efforts. Project sustainability will lead you into considering coalition sustainability. Coalition sustainability will be a mid-term effort, and will take more to sustain due to the relationships, level of enthusiasm, and commitment needed from the community and partners. Finally, you will want to consider the sustainability of the cultural change. Cultural change will be a long-term sustainability effort, and may be partially, or completely, out of your control. If you can work to sustain your project within the means of your coalition, and your project is making the impact you planned and/or hoped for, the cultural change should sustain. Obviously, no one can predict the future, and chances are, at some point your project will no longer have the same impact. Thus the culture change may not sustain.

Example: The goal of the *Community Wellness Coalition* is to reduce the number of clients with high blood pressure by 10% at two worksites (hospital and high school) in your community. Over the course of a year, you reach your goal. You set a new goal, and you reach that too. At some point, your program will only have a limited number of clients to work with, thus your impact will be reduced. Your coalition will need to decide if it should sustain the high blood pressure project, and/or if the coalition should work on a new effort, and how to sustain the cultural change that was created with this project and the work of the coalition.

Determining Benefits of Program/Coalition

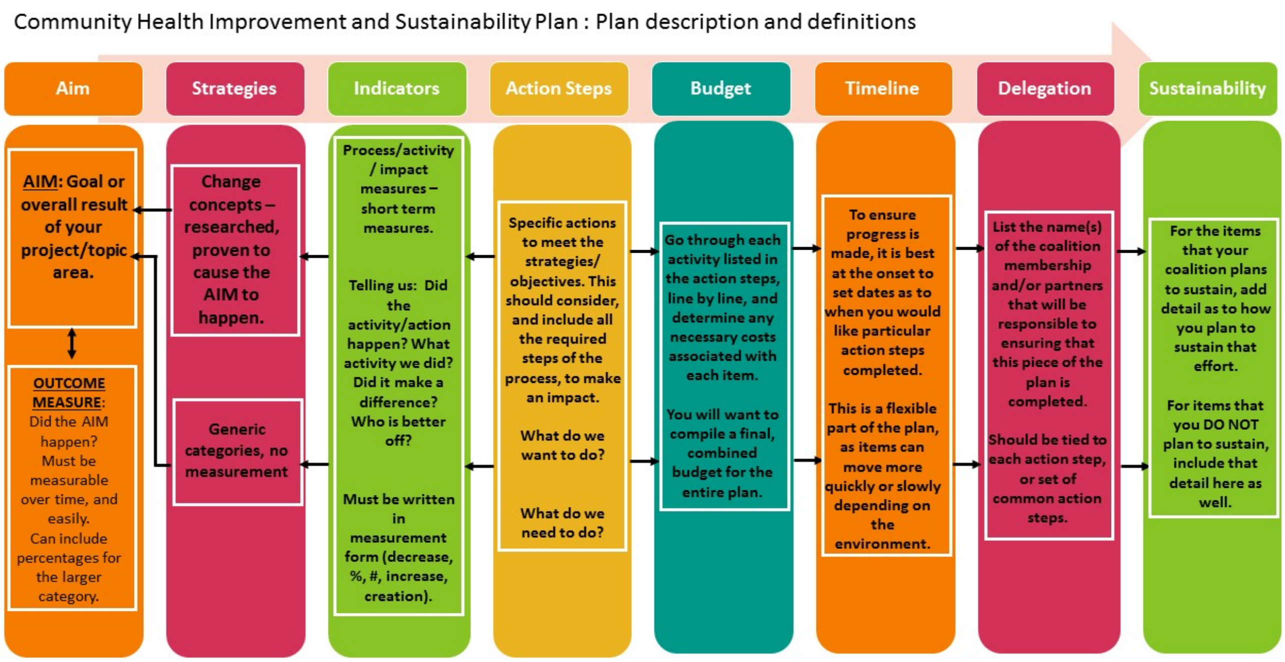
At this point, your group has sat down and roughly figured out what and how they would like to sustain the coalition's efforts. One final factor, prior to completing your sustainability plan, is to consider the direct and indirect benefits of your project and/or coalition. Prior to working on the benefits template, you will want to first, write a list of all of the projects you would like to sustain. Then, to complete the benefits template below, you will add one project to the top line, and consider the evidence of that benefit. This means asking your coalition this question: “What proof do you have that this project was a benefit to the community?” This could be data, anecdotal evidence, outcomes, attendance, etc. As we have mentioned previously, one of the best ways to ensure project and/or program sustainability is to communicate your successes. So, the final goal of the benefits template is to show how you will communicate your benefits, as well as the evidence, to the community. This tool is located at the end of this Module.

Benefits Template

Element of Program/Coalition:	
Evidence of the benefit:	**How are we going to communicate this?**

Drafting a Sustainability Plan

There are many ways to design a sustainability plan, but it should take significantly less time to do than your implementation plan. In all actuality, sustainability can be an added item to your implementation plan, if you so choose. Provided below is a sample of what that would look like. A full-size version can be found at the end of this Module.

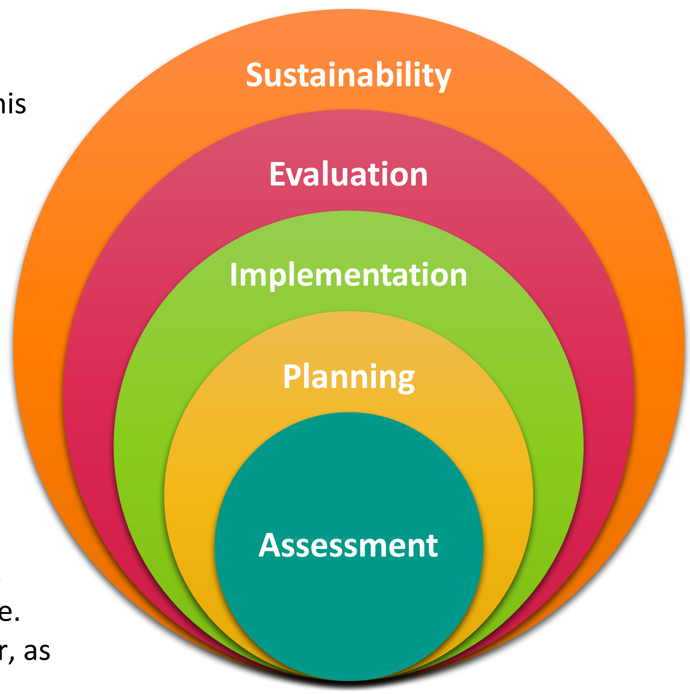


Whether or not your sustainability plan is part of the larger implementation plan, you will want to address the following areas in the draft: what activity you plan to sustain, the sustainability factor (as discussed earlier in this Module), and the approach to sustain the effort. A template, like the one below, would suffice to address all three areas. A blank copy of this template is included at the end of this Module.

Activity/Project/Action Step	Sustainability Factor(s)	Approach(es)
Ex: Create a Senior Resource Directory, and distribute 200 throughout County.	Resource Stability, Become the Norm, Open Communication	1. Enroll partners to help distribute, and print if possible. 2. Utilize staff time to include directory on program website. 3. Create a need and request for distribution from seniors.

Congratulations!

You have made it through the entire Community Engagement toolkit! First, we want to take this opportunity to thank you for your dedication to this process, your coalition, and your community. What you've accomplished so far is very difficult for many, so give yourself a pat on the back.



Second, let's take a minute to review where you've been, and where you go from here. If you look at the diagram to the right, you can see that you started in the very middle with assessment, moved through planning, and implementation, onto evaluation, and finally sustainability. We want you to see, now that you've completed the cycle, that it is very difficult to just complete one or two segments of this circle. Instead, they needed to be completed all together, as part of a larger process.

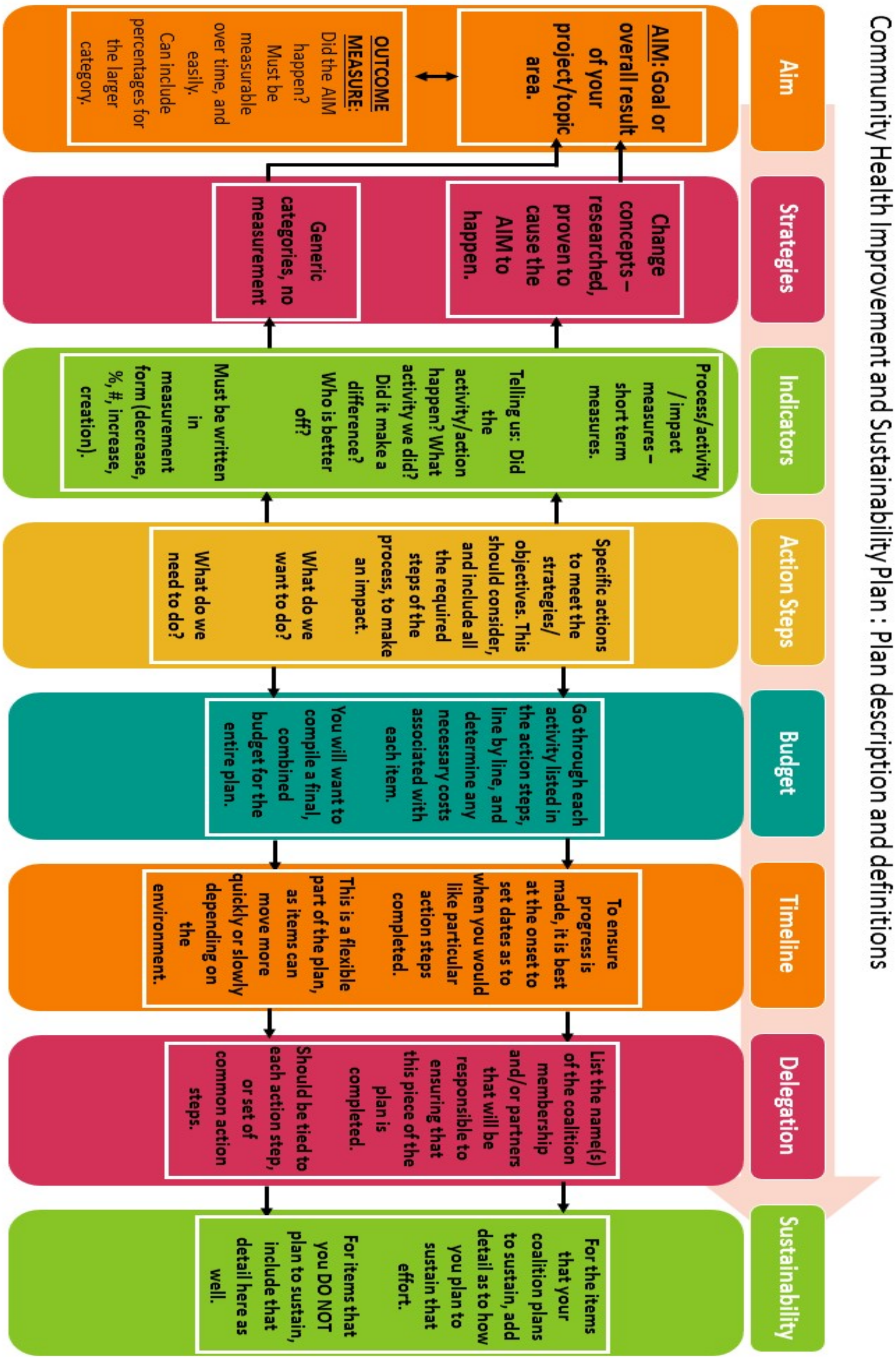
Determining where to go from here is not a question we can answer for you. If you have implemented your plan, evaluated your efforts, and your coalition has become sustainable, then maybe it's the right fit for your group to go back to Module 2 and complete another assessment. If you're not in this boat, then starting at Module 1 and rebuilding your foundation may be the best for your group.

Either way - be proud of your successes, learn from your challenges, and know that your project made a difference in your community no matter how small.

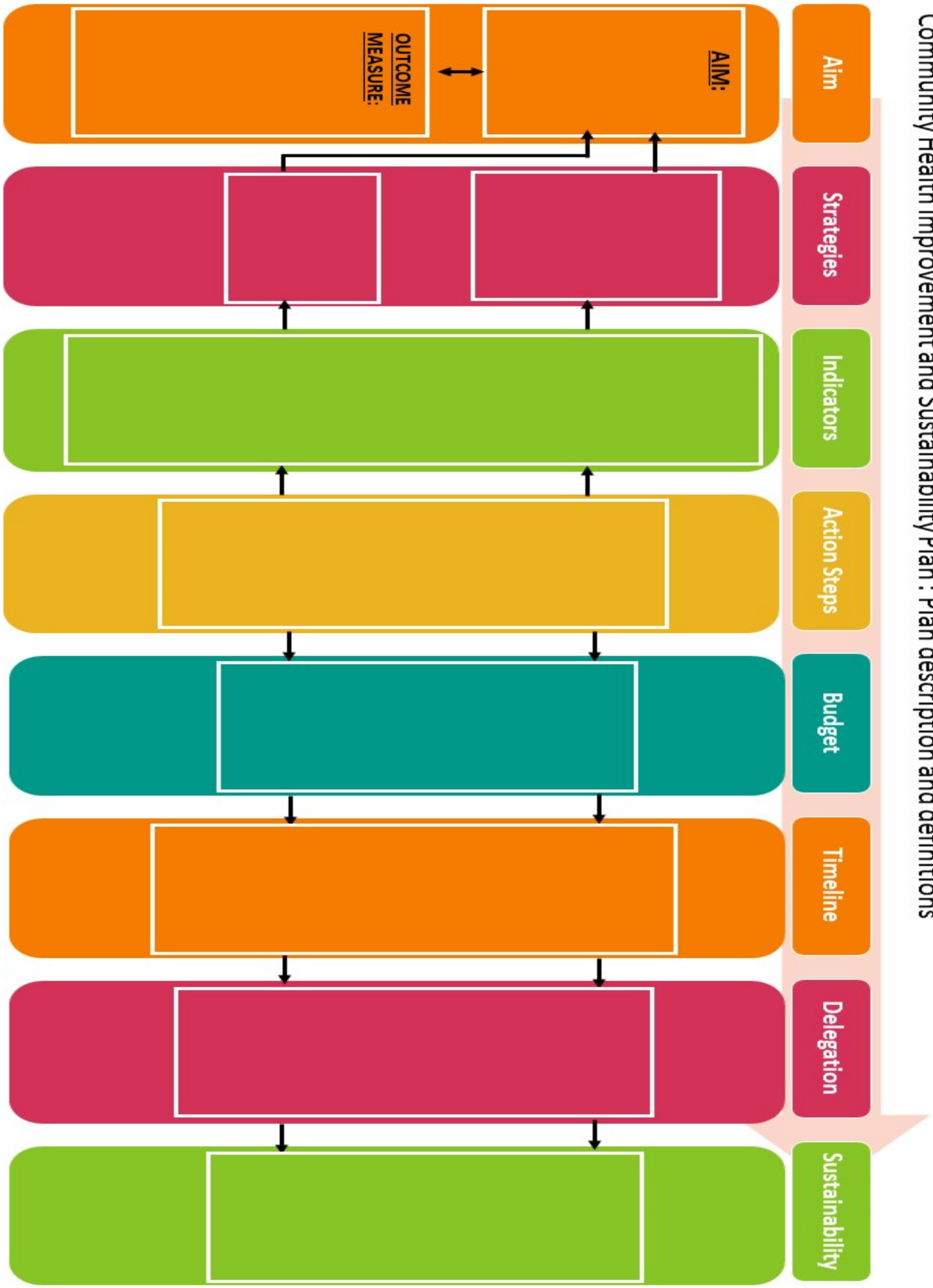
Tool: Group/Project Component Prioritization

Group/Project Components	Preserve within your group	Shift to another group	Terminate	Unsure
Full group efforts- (group work, meetings, leadership team, etc.)				
Project Specific:				

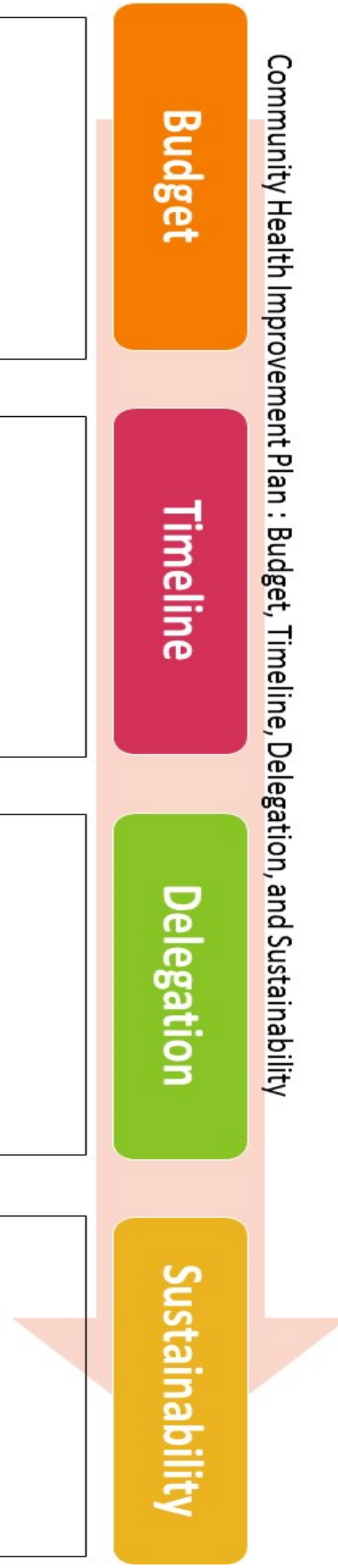
Tool: Community Health Improvement and Sustainability Plan Template



Tool: Blank Community Health Improvement and Sustainability Plan



Tool: Fillable Budget, Timeline, Delegation, and Sustainability Template



Tool: Sustainability Plan Template

Activity/Project/Action Step	**Sustainability Factor(s)** (Resource Stability, Strong Mission, Committed Leadership and Partners, Program Planning and Flexibility, Open Communication, and Become the Norm)	**Approach(es)**

Tool: Benefits Template

Element of Program/Coalition:	
Evidence of the benefit:	**How are we going to communicate this?**

Element of Program/Coalition:	
Evidence of the benefit:	**How are we going to communicate this?**

Element of Program/Coalition:	
Evidence of the benefit:	**How are we going to communicate this?**

Module 5: Notes

Worksheets, Activities, and Attachments

Index of Key Terms:

	page
Areas of opportunity	41
Business plan	54
Causation	89
Communication plan	84
Community	2
Community health improvement plans (CHIPs)	54
Contributing factor	89
Evaluation	84
External sustainability	101
Facilitator	16
Focus group script	36
Focus groups	36
Grant	65
Horizontal communicators	12
Internal sustainability	101
Key informants	36
Marketing plan	55
Mission statement	20
Outcome Evaluation	86
Outcome measure	58
Personal agenda	42
Population level data	35
Process Evaluation	86
Representative sample	36
Sustainability	84
Sustainability statement	100
Sustaining the coalition	98
Sustaining the program	98
Trend data	35
Typical representative	11
Variables	89
Vision statement	22

Tool: Types of Data Collection Handout

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

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

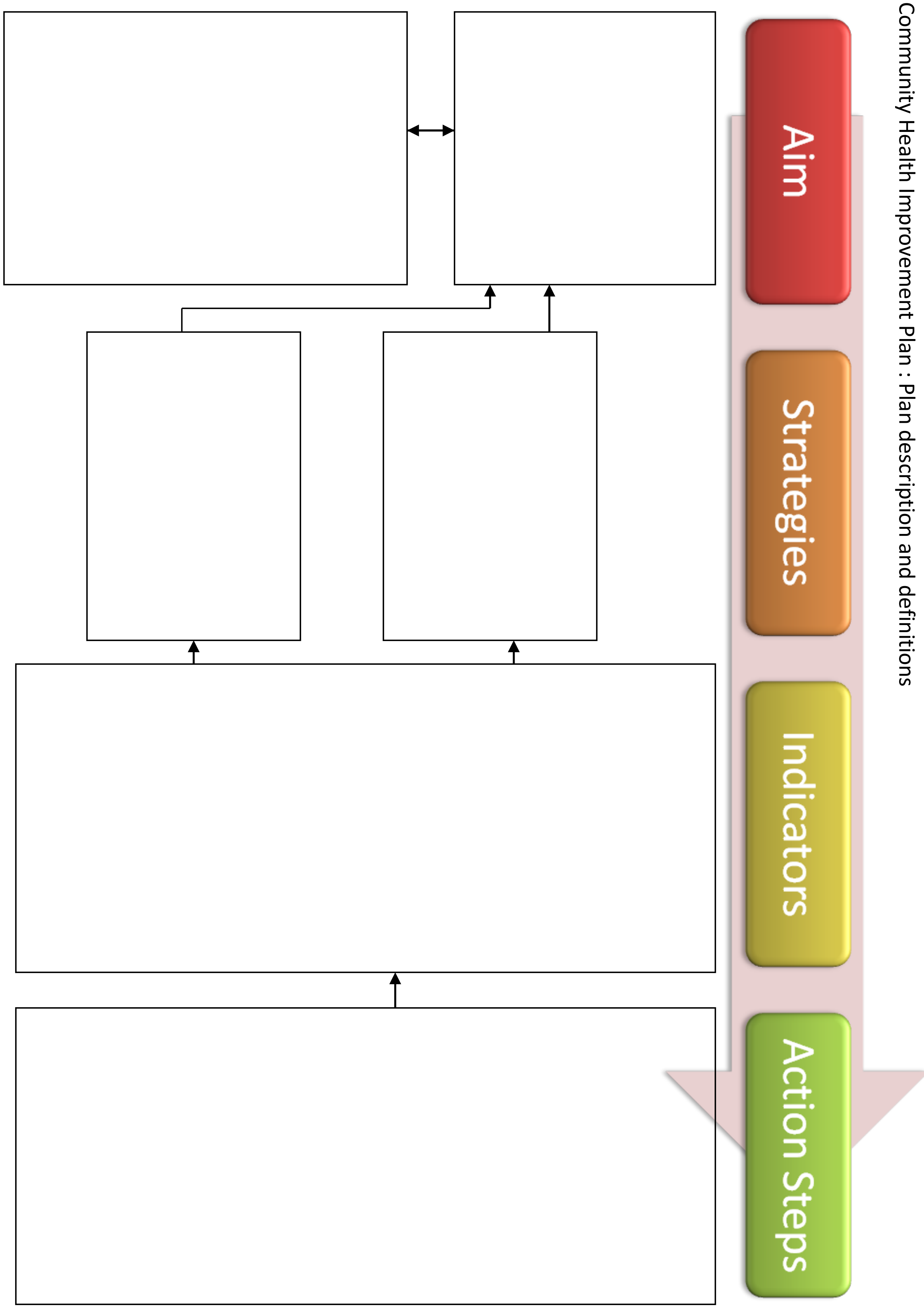
Precise, time-based, measurable targets that supports the completion of a goal.	*By January of 2016, the park district will provide healthy food and beverage options at community parks and special events.*

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.

4. Project Description

    (Some grantors may refer to this as: Project Development, Program Activities, Program Goals and Objectives, Methodology, Action Plan, Action Steps, Implementation Plan, Work Plan Approach)

   Usually the longest section of your entire proposal, and is the heart of the application. You want to ensure that this section ties into the Problem Statement. In general, this section will address your solution to the problem proposed. Describe in detail each activity that will be performed, show how each will be implemented in sequence, and who is responsible for the outcome. Creating an outline, prior to writing this section is best, to ensure that there is logic to the layout (A to B to C). If you find yourself having a hard time including one particular piece into this section, you may find that this detail either doesn't match the goal of the proposal, or is a better fit in another proposal. If you're having a hard time creating a flow, imagine how hard it will be for the reviewer to follow your proposal, thus it could affect your receipt of funding. On top of the previous items listed, you will want to ensure that you include the following topics:

   a. Goals and Objectives – these can be pulled directly from your plan. If you choose to use this method, and the funder allows you to include attachments, be sure to add your full, complete plan as an attachment. This will allow them to see what your overall group goals/objectives are, even if they're not all specifically addressed in this application. Review these descriptions earlier in this Module if you need further assistance with answering the required questions.
   b. Roles and Responsibilities (Staffing Plan) – by addressing your staffing plan, throughout this section, it will demonstrate to the reviewer, that your facility/group/coalition is ready to take on the work load proposed, as well as hit the ground running if funding is received. "Shovel ready" projects, as they are referred to many times, are very appealing to funders, as they are able to see process and statistical outcomes, potentially, very quickly. You don't need to go into great detail on the plan, but to state what positions will take on the staffing roles, how it will be supervised, etc., you will most likely meet their scoring requirements.
   c. Timelines – we will cover this coming up shortly, as it applies to your community health improvement plan, but in general, all they want to know is, "what are some of the milestones they can expect throughout the funding process". If it's a one year grant, ensure to include the full year, if it's a three-year grant, then include highlights from the three years, and highlight major milestones that they can expect at the end of each year. If the grantor expects more detail, they will outline this process for you. For example, they may request a timeline that includes your sustainability measures. So for this, you would map out your one year timeline, and then add the additional work that will continue even after their funding is over, to demonstrate the sustainability of their funding. This could include applying for other grants, integration of the efforts into a permanent funding stream, or a self-sustaining program.

5. Evaluation Plan
   These will be discussed in great detail in Module 4, but for the time being, you have evaluation measures in place in your completed community health improvement plan, that should fill in this section quite nicely. A couple of questions you'll want to consider and be able to answer in this section: Internal evaluator or external? Quantitative data and/or qualitative data? How will the evaluation be performed? What data will be collected? When? How will it be analyzed and reported? You will want to check with the grantor to determine the answer to many of these questions, but if they're looking for a comprehensive evaluation component to your application, then you can expect that you will need to spend more time and energy working on evaluation than the normal community health improvement plan would require. This is not a downfall for the grant itself, but it does help the grantor ensure they're getting their "monies worth".

   Just as we talked about regarding your indicators/outputs for the community health improvement plan, there are two common types of evaluation, process evaluation and outcome evaluation. Just as a quick reminder, process evaluation looks at process, procedures, and actual implementation measures. This type of evaluation, in general, allows you to check a box, "yes I completed this" or "no I did not complete this". Outcome evaluation, on the other hand, looks at impact or products, measure the "effect" of your process. If you are still feeling uneasy about this section, feel free to jump ahead, temporarily, and check out more information on evaluation in Module 4.

6. Budget/Budget Narrative
   A well-defined budget defines all costs related to project implementation including the funding source contribution and other contributors (in-kind support, matching funds). If you need assistance creating your budget, you will want to also read Step 5 below. We are writing this section, only describing the important pieces of the grant, which a budget is part of, but the budget narrative is the grant specific budgeting piece. A budget narrative, in contrast to a budget template, allows the grantor to read exactly what they're getting for their money. If you budget for $30,000 in your supplies column, they may think that's extreme, until they refer to your budget narrative, and see all of the items that are required to get your program/activity off the ground. Below is an example, from an EMS program, of what one budget line item would look like in the budget narrative.

   Example:

   > Training Equipment: The ambulance squad will purchase the following for local training purposes: 1 AED @ $1,500; CPR mannequins pediatric @ $600 and infant @ $350; ALS Training Mannequin pediatric @ $3,000 with trauma module @ $1,100; PEPP student books (75 x $25/pc) @ $1,875; PEPP Instructor kit (2 x $550/kit) @ $1,100.
   > Total $9,525, requested funds

   When applying for grants, you will also want to consider other types of expenses that you are required to include from the overall grant contact and budget, including in-kind, matching funds, and indirect costs. Below is a graphic representation of three types of contributions or considerations, when evaluating funding streams. A grantor may want you to address/consider all three types in your grant response.

Matching Funds

- By choosing to accept these funds, a grantee may be required to "match" based on a ratio (1 to 1), dollar amount ($15,000), or percetage of award (10%).
- This allows the grantor to confirm "monitary commitment" from partners, or the applying organization.

In-Kind Contributions

- Dollar value for non-cash contributions to a program by the grantee, partner agency, or other party, to the outlined work in the grant application.
- Such a contribution usually consists of time for personnel (volunteer or paid from elsewhere), equipment, supplies, and/or rent that directly benefits the grant supported activity.

Indirect Costs

- Budget item that represents costs incurred by the grantee in carrying out a program that are not readily identified as a direct expenditure.
- *Examples:* maintaining facilities, providing administration, depreciation, etc.
- A grantor may only allow a certain percentage of the grant be attributed to indirect costs. Ensure that your grant administrator is okay with this percentage.

7. Appendices

   If allowed, or encouraged, attach any documentation you feel the grantor needs to see (will strengthen and/or clarify your approach), items that exemplify pre-planning and forethought on the project, or any items they require.

   They may require a copy of your 501(c) 3 status, organizational/ operating budget (not just project budget), organizational chart (documenting decision making process, reporting procedures, complete community health improvement plan, letters of support, memorandums of agreement/ understanding, etc. If you do not have a particular document that they are requesting, contact the grantor to see exactly how they would like you to proceed. In these circumstances, they may ask that you upload a document with an explanation as to why you cannot provide them what they are asking for.

   Note! Many grantors require that you title your documents in a particular way, before uploading them as appendices. Pay attention to this! You can be completely removed from the process, without review, by just naming your attachments incorrectly!