

Legacy Community Alliance for Health Community Engagement Training Toolkit

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Common Meaning Questionnaire

1. What comes to mind when you think about health?
2. What comes to mind when you think about equity?
3. What does it mean to operationalize something?
4. What does sustainability mean?
5. What does it mean to operationalize health equity for sustainability?

Key Definitions

Health is a state of complete physical, social, and mental well-being, and not merely the absence of disease or infirmity.¹

The social determinants of health are the conditions in which people are born, grow, work, live, and age, and the wider set of forces and systems shaping the conditions of daily life. These forces and systems include economic policies and systems, development agendas, social norms, social policies and political systems.²

Health disparities are population-based differences in health outcomes (e.g., women have more breast cancer than men). By itself, *disparity* does not address the chain of events that produces it.³

Health inequities are health disparities based on unfair, socially-determined circumstances (e.g. American Indians have higher rates of diabetes due to the disruption of their way of life and replacement of traditional foods with unhealthy commodity foods). Because health inequities are socially determined, change is possible.⁴

Health equity means that everyone has a fair and just opportunity to be healthier. This requires removing obstacles to health such as poverty, discrimination, and their consequences, including powerlessness and lack of access to good jobs with fair pay, quality education and housing, safe environments, and health care. Health equity means reducing and ultimately eliminating disparities in health and its determinants that adversely affect excluded or marginalized groups.⁵

Intersectionality is the idea that overlapping or intersecting social identities (race, class, gender, sex, etc.) and related systems of oppression and discrimination impact people's lives in complex and interconnecting ways.⁶

Social justice is the absence of unfair, unjust advantage, privilege, disadvantage, or oppression based on race, class, gender, or other forms of difference.⁷

Power is the ability to act. "Power properly understood, is the ability to achieve purpose. It is the strength required to bring about social, political, or economic changes. In this sense power is not only desirable but necessary in order to implement the demands of love and justice." -Martin Luther King, Jr

Structural change is a shift or alteration to the context within which health outcomes manifest. Because of their interrelated nature, a **change** in one structure or institution will affect other structures and institutions. **Policy, system, and environmental (PSE) change** is an example of structural change. A school district restricting sales of sweetened beverages from all of their buildings is an example of PSE change.⁸

Privilege operates on personal, interpersonal, cultural, and institutional levels and gives advantages, favors, and benefits to members of dominant groups. Privilege is often invisible to people who have it. People in dominant groups often believe that they have earned the privileges that they enjoy or that everyone could have access to these privileges if only they worked to earn them. Privileges are unearned and they are granted to people in the dominant groups whether they want those privileges or not.⁹

Assumptions are ideas based on unfounded information.¹⁰

Bias is an orientation toward something or someone that can be positive, negative, or neutral; can be informed by a previous experience; can also be informed by stereotypes.¹¹

Prejudice is an assumption about something or someone that is informed by stereotypes.¹²

Race is a social construct that divides people in a way of comprehending, explaining, and acting in the world. Race is not biological; it is an idea that has been built over time, continues to evolve and change, and has concrete impacts on people's lives. Its continued significance is the result of societal choices expressed through custom, practice, and policy.^{13, 14}

Racism is the systemic, generational oppression of people by race that has been sanctioned by a dominant class at the interpersonal, internalized, and institutional levels.^{15, 16}

Interpersonal racism is defined as prejudice or discrimination that can be both intentional or unintentional. It manifests as lack of respect, suspicion, devaluation, and dehumanization.¹⁷

Internalized racism is defined as acceptance by members of the stigmatized races of negative messages about their own abilities and intrinsic worth. It is characterized by their not believing in others who look like them, and not believing in themselves. It manifests as an embracing of "whiteness", self-devaluation, and resignation, helplessness, and hopelessness.¹⁸

Institutionalized racism is defined as differential access to the goods, services, and opportunities of society by race. Institutionalized racism is structural, having been codified in our institutions of custom, practice, and policy. Institutionalized racism manifests itself both in material conditions (differential access to quality education, sound housing, and gainful employment) and in access to power (differential access to information, resources, and voice).¹⁹

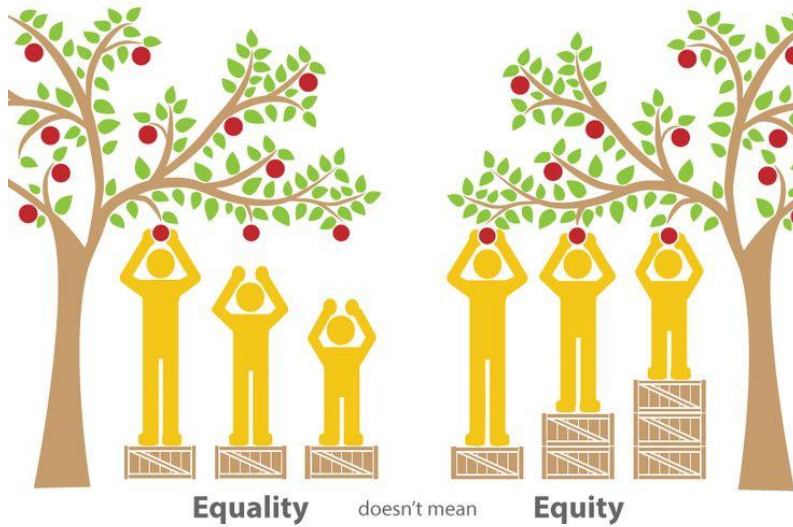
Oppression is a system for gaining, abusing and maintaining structural and institutional power for the benefit of a dominant class. Oppression manifests when some people are denied something of value while others have ready access.^{20, 21}

White supremacy is the assumption or theory that whites are superior to all other races and should be in power and control. It is important to recognize that white supremacy is a multifaceted system built into the founding of the United States that manifests in myriad ways, both overtly hateful and violent as well as subtle and unseen. White supremacy is infused into our social structure, our institutions, our worldviews, beliefs, knowledge, and ways of interacting with each other. It's even encoded into some of our holidays, like Columbus Day, which celebrates a racist perpetrator of genocide.^{22, 23}

Equality vs. Equity

Equality is about **sameness**. Equality promotes fairness and justice by giving everyone the same thing. It can only work if everyone starts from the same place.²⁴

Equity is about **fairness**. Equity gives people access to the same opportunities. Our differences and/or history can create barriers to participation, so we must first ensure equity before we can enjoy equality.²⁵



Why Community Engagement is Essential

- Community Ownership is key: Marginalized communities that are most impacted by the issues know the solutions and are more invested in sustaining change
- Involving partnering agencies and communities early maximizes chances of successfully transferring ownership.
- Soliciting input and promoting leadership from the community ensures that efforts are implemented, evaluated, and refined in such a way as to reflect the assets and needs of the community.

Why is Community Engagement essential for your work?

Defining the Issue?

1. Who identified and defined this approach? What communities experiencing inequities need to be prioritized? How might this issue engage folks that are marginalized and/or experience inequities? (Does this issue bring people not typically present into the public arena and in relationship with decision makers?)
2. In what ways might your issue advance equity?
3. In what ways might your issue reinforce inequities?
4. What are your community assets ?
5. What is your power to advance your issue?
6. Who is the core constituency and what power do they have to further define the issue and advance impact?
7. What do you have control or influence of (e.g. budgets, local ordinances, public forums, community development planning) to engage community? *Reference the HiAP Levers for Change worksheet.*

Who are those most impacted by inequities?

Who are the people most impacted by the issue you are addressing? List five groups of people who are most impacted (in no particular order).

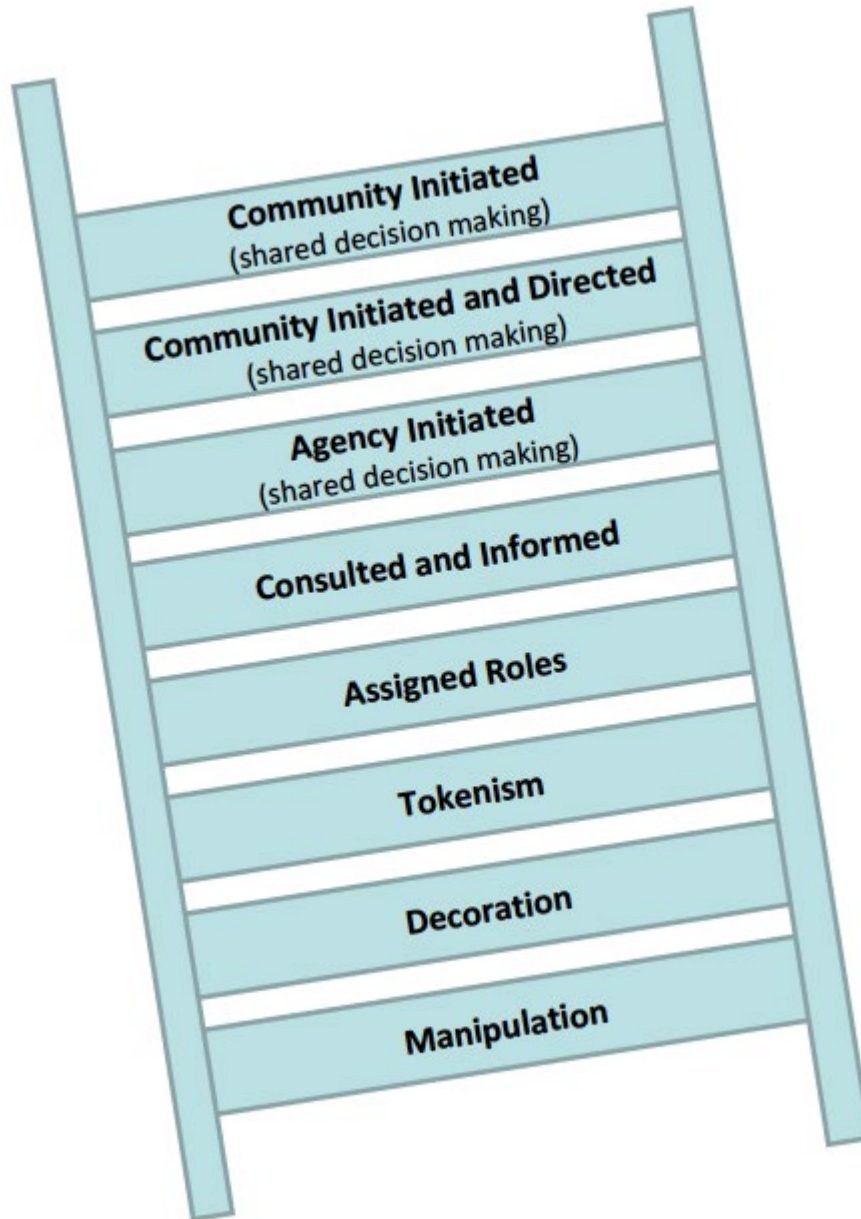
	Who are the people most impacted by the issue you are addressing?	Who do we have at the table and who is missing?
•		
•		
•		
•		

Questions to consider:

1. What are the strengths and gaps in our present participants?
2. Who else do we need to have in the room?
3. Who else in the community cares about our issue(s)?

Ladder of Participation

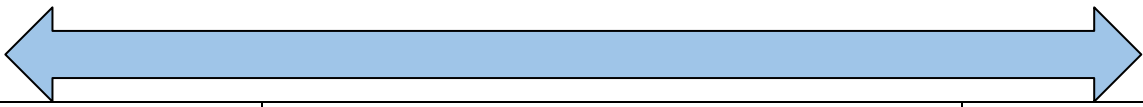
Consider the role of the community groups in our collaborative. Indicate their current level of involvement.



Hart, R. (1997) *Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*, London: Earthscan Publications; New York: UNICEF.
<http://www.freechild.org/ladder.htm>

Your approach? Government/Agency based or Community based

Where is your collaborative on this Agency to Community-based continuum? The approach you take to your work with communities matters! Think about your collaborative and indicate with an X whether you are predominantly practicing agency-based or community-based collaboration in the table below.

	Gov-based	On the government-based to community-based continuum, place an "X" where your collaborative is currently operating	Community-based
			
Approach	Weakness/Deficit		Strength/Asset
Definition of Problem	By government or agencies		By local community
Role of Professionals	Central to decision making		A resource to community problem-solving
Role of Agencies	Central mechanism for service delivery		One of many systems activated
Primary Decision-makers	Government/ Agencies		The community
Community Ownership	Low		High

Outreach Strategies Reference List

1:1 meetings	A 1:1 is a personal conversation between an individual community member and an activist or organizer. The goal is to share concerns, level of interest and commitment for an issue, as well as the resources each person has to offer.
Door knocking	Door knocking means going door-to-door and asking people for information or feedback related to community health improvement. You can provide them with information about your partnership and how they can get involved.
Tabling	This is a simple technique to gather information from the community. Tabling is exactly what it sounds like: Set up a table outside of a grocery store, library, or other business and ask people to answer a few brief questions as they come or go. Develop a list of a few key questions about your issue area or areas where community feedback and perspective would be particularly helpful. You will also want to have some information about your group available – what it is and how people can get involved.
Petition drives	A petition drive is a method to collect signatures from people in your community that support a particular action on your issue. This can be a useful way to influence decision makers to implement, change, or cancel a regulation or action. This tool is often also used to build a database of supporters on an issue that can be helpful to further engage residents in efforts that align with their self-interest.
Surveys	Surveys (which can be delivered in a variety of ways including in-person at events, via email, or through organizational channels) can be used to ask residents about issues they see as important in their community. They can also be used to get resident input on a particular issue. Survey results are helpful in understanding what strategies might be most effective in addressing a community problem or to build on existing community assets. Results can also be used to further engage and rally your community or to build greater consensus.
Public Meetings	Public meetings such as town hall meetings can offer a great forum for providing information and getting feedback from multiple sectors in your community. This can include community members, policy makers, other stakeholders, and sometimes the media.
Community Meetings	Attending meetings for groups that might have similar interests. Contact community groups to ask if you can attend their meeting (think about getting away from the model of trying to get people to always come to your meetings). Be prepared to do a lot of listening but plan to ask some questions such as: What are they doing? What are their strengths? What are their interests/needs/priorities?
Social Media	Social media uses computer-mediated technologies that facilitate the creation and sharing of information, ideas, interests, and other forms of expression via virtual communities and networks.

Putting it all Together in an Engagement Plan

Issue, focus area, intention:

Things to Consider:

- Who is impacted (affected)? How?
- Who cares about this?
- What don't we know?
- What does it look like to go to community?
- How does this engagement benefit community?
- What is the history of your/your collaborative's relationship with community?
 - Why would community want to engage?
 - Why might community not want to engage?
- What relationships do we need to build?

Approach and Action to be Taken	Who	When	What We Need	LCAH Dollars to be Used

Additional Activities

Historygram

Estimated time needed: 30-45 minutes

Overview

This process gives groups an opportunity to learn more about their own history and culture. This includes a snapshot of the number and types of changes that have occurred and gives people a chance to take the best parts of the past with them as they move into a new, uncertain future. Changes are informed by what has and hasn't worked in the past and why.

Context/Framing

This activity is all about learning about where this group/collaborative/coalition has come from so that we can use that information to inform where you are going. Our histories can be powerful learning tools. It is also important that:

- folks are on the same page about important initiatives/events/conflicts
- folks understand the history of the collaborative and/or the work in a specific community if the group is newly formed (ie: the history of working on their issues)
- folks can start communicating similar messages about who you are and what they do (this is a starting point)

Intended Outcomes

Participants will:

- Learn more about the group's history and culture
- Set group up for collaborative leadership and visioning
- Feel appreciated for their experience, wisdom and perspectives
- Record group's history

Equipment & Materials

- Flipchart paper
- Flipchart markers

This lesson is divided into 4 sections and has a total time of 30-45 minutes:

- I. Era Delineation (3 minutes)
- II. Small Group Activity (10-15 minutes)
- III. Report Out (10 minutes)
- IV. Debrief (10 minutes)

I. Era Delineation

Ask the group to line up according to when they joined the collaborative/coalition/community

- Break up the line into 2-4 groups with 2-4 people in each group and call these "eras"

Facilitator Note:

Eras depend on group size (you don't want anyone in an era all by themselves) and you may need to clarify that it's about the work, not necessarily employment terms. The work started at some point (e.g. the collaborative was created at a finite moment, there may be some pre-work, the focus here is about the group, or a specific scope)...

II. Small Group Activity

Have each group develop storyboards on large paper showing the following information from their era (ask them to keep this pretty high level, focusing on most significant information):

- **Major initiatives and their goals (brief and high level 1-3)**
- **Major turning points, conflict, or crisis**
- Symbols, ceremonies, and traditions (e.g., logos, events, etc.)
- What was happening in the world and/or community
- **A name or title for the era**
- **Values they want to take from that era into the future**

Facilitator Note:

To do an abridged version, ask the groups to do only the bolded items.

III. Report Out

- Have each group share their storyboard with the rest of the group
- After they share, ask them if there is anything else from that era that they would want to bring with them into their future work.
- Capture what they want to bring forward and the values separately on a piece of large paper so they can be developed as part of the vision for the community's future.

IV. Debrief

Surface: Debrief with the group what came up for them and have the group as a whole summarize the learning by identifying values, themes, patterns, and cycles that have made up the community/group's history. Identify patterns and values they want to continue or stop.

Go Deeper: if there is anything else that they need to go deeper into, have that discussion so that they have solid understanding of how to move forward with their work.

Visioning

Estimated Time Needed: 45 minutes

Overview

This activity models the application of appreciative inquiry using visioning. It helps to envision positive changes both within your community as well as your collaborative. Visioning uses powerful questions and it is possible to examine our community in suspended reality.

Context/Framing

We are going to spend time going beyond your personal vision. In addition to helping to guide the overall direction of your work, this exercise can also be a great lead-in to communications planning. This is a tool you might consider using with your community collaborative alongside other community engagement tools.

Intended Outcomes

Participants will:

- Demonstrate a shared understanding of the group's vision for a healthier community
- Develop a shared vision for advancing health equity
- Craft a vision reflective of individual, group, and community values

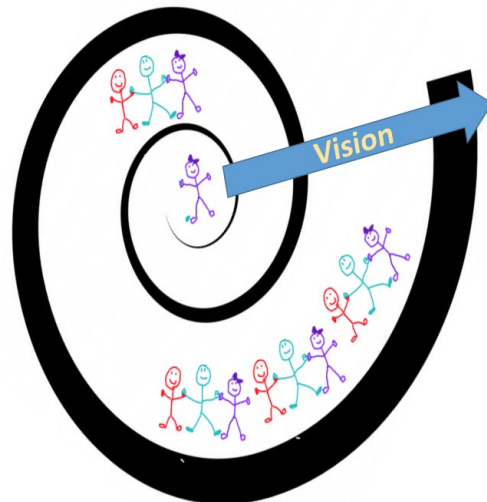
Equipment & Materials

- Flip chart paper
- Flip chart markers

This lesson is divided into 3 sections and has a total time of 45 minutes:

- I. Framing Vision (5 minutes)
- II. "Yes, but..." and "Yes, and..." Planning Warm-Up Activity (5 minutes)
- III. Miracle Question and Vision Harvest (35 minutes)

I. Framing Vision



A. Spiral

- Draw a Spiral on a flip chart, in the center write INDIVIDUAL and PERSONAL VALUES, on the next ring write GROUP and the next ring COMMUNITY, draw an arrow from the center across the rings of the spiral and write VISION on the line.
- Using the spiral, explain that vision is a powerful part of leadership:

- Strong and effective collaboratives and leaders pull on their deeply held values to clarify their personal visions and contribute to a shared vision
- Coalescing a group around a shared vision is an important collaborative leadership skill
- This crosscuts all of our work, vision is central to everything you are going to do

B. Visioning

- Today we are going to spend some time going beyond your personal vision, looking at BOTH the positive changes you envision for your community, as well as the changes in your group that might facilitate these positive community changes.
- In addition to helping to guide the overall direction of your work, this exercise can also be a great lead-in to communications planning.
- So, you'll be engaging with your collaborative to do this exercise today, but this is a tool you might consider using alongside other community engagement tools.

II. "Yes, but..." and "Yes, and..." Planning Warm-Up Activity

- This activity is a building block for working together in a group/coalition.
- Have people form pairs or small groups (3-4) and tell them they are going to plan an activity (a trip, a party). During the first round, every time someone proposes an idea, someone else should answer with "Yes, BUT...(reason why that is not going to work)".
- On the second round, plan the same activity and this time the response should start with "Yes, AND... (add something that builds on the first idea)".
- **Debrief** about the group energy and what kind of ideas came out in each round.
- Tee up the vision and close the warm up pointing out the utility of YES, AND...We will be building on a culture of YES, AND...

III. Miracle Question and Vision Harvest

- Ask group members to get in pairings of two or three
- 5 min: Ask group members to close their eyes. Then slowly read each of these statements, pausing after each:
 - Imagine that tonight as you sleep, a miracle occurs in your community.
 - A magical, momentous happening has completely solved your community's problems
 - And perhaps has rippled out to cover and infinitely improve other aspects of your community too
 - Think for a moment, don't worry about how the change took place - remember it was a miracle - focus on what is different
 - What is life in your community going to be like now?
 - How has your community changed?
- Now open up your eyes and think of the first things you notice in your community that would indicate this miracle has occurred?

- (Optional) Take a moment to write a few things down
- 10 min: Tell your partner(s) what you saw using YES AND...
 - Ask participants to give detail as they share their visions. For example, if someone says, “I imagine all children will be supported in our community,” ask them
 - What does that look like?
 - What is happening when all children are supported?
 - How are people behaving?
 - How are children behaving?
 - Capture all of these “visions” of the future.
- 3 min ea. (15 min): Ask participants to share out with the rest of the group what they just experienced, using YES AND...explain that it does not need to be word for word, the most important things will rise to the top of their memory. These are the things to share out. Give them one minute to prepare and 2 minutes to share. As they share, **record** answers on the flipchart or regular sized worksheet.
- Ask each person after they share: Where did you locate yourself in this vision/What is your role in this vision? Where did you locate the group/coalition and what is the role?
- Synthesize results with the group (circle or underline as you go):
 - Which pieces of what you have listed here do you see as a part of your group’s vision?
 - Which pieces speak to your individual values and why you are engaged?
 - Which pieces speak to what you hope for your community?
- Debrief: describe what it was like to be on the receiving end of appreciative questioning.

Outreach Strategy Brainstorm

**Building from “Who are those most impacted by inequities (page 8).” After determining who is in your collaborative and who is missing, consider ways to engage those that are not currently represented. Use the tables below to plan for engaging an organization or individual not currently represented.

Organization or Individual:	
What are their capacities, skills and resources? (e.g., power, time, talent, funding)	
What is their potential role on the collaboration?	
What is their self-interest? Why should they join? (organizational and/or personal gains)	
What strategy will you use to recruit them? *refer to the Outreach Strategies List	
What barriers might exist to recruiting them?	
Who will approach them?	
By when?	

Adapted from Coalitions Work 2007, <http://coalitionswork.com>

1:1 Conversations Goals and Reflections

Goals:

- Establish or build a relationship
- Understand the self-interest of the person you are meeting with / their organization
- Clarify your own self-interest / the self-interest of your organization
- Obtain information
- Be courageous and have curiosity

Self-Interest in a 1:1

- Self-Interest = that which is important to me
- All people act out of self-interest
- We act on what is important to us in relationship with and in relation to others
- People are where they are, which is not always where we want them to be
- Agitation: the process of helping people to reflect on how their actions connect to their self-interest (but no agitation without having a relationship - that's irritation)
- Never do for others what they can do for themselves - instead, encourage people to reflect

Tips for a 1:1

- Ask open-ended questions (questions that elicit a story or an explanation, not a “yes” or “no” or another one-word answer)
- Listen!! (Try not to worry about what you will say or ask next)
- Don't judge, argue, or try and give advice
- Your priority is getting to know the person, their interests, passions, concerns, hopes
- Be clear about what you want, and why (e.g. “We are making some decisions about what kinds of community issues we want to address. Could I talk to you for 25 minutes sometime?”)
- If possible, give yourself “credentials” (e.g. name a mutual friend, or someone who suggested you talk with them)

1:1 Conversation

Step 1: Identify goals and prepare for your 1:1 conversation

Name:

Goal(s):

Possible questions to ask:

To help capture self-interest when you ask these questions, listen for the way individuals talk about what drives them as a person, what drives them in their professional role, and what drives their organizations. Jot down notes after your conversation below

Step 2: Have your 1:1 conversation!

Step 3: Reflection

- *What did you hear?*
- *What stands out from what you heard?*
- *What was their self interest?*
- *What are connections to your self interest?*

Adapted from Mobilizing Action Toward Community Health (MATCH) Group - University of Wisconsin Population Health Institute

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