



COMMUNITY ENGAGEMENT TOOLKIT:

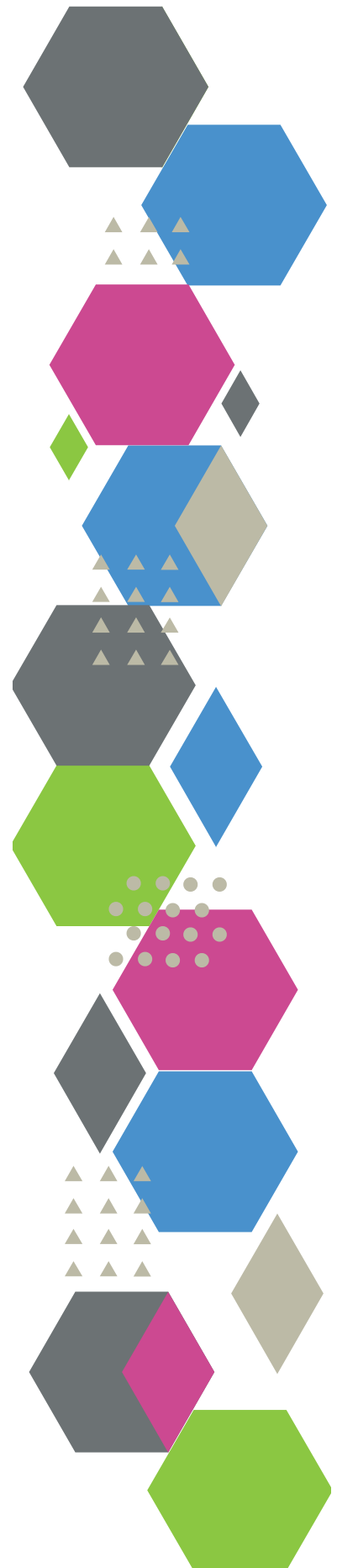
A Participatory Action Approach Towards
Health Equity and Justice

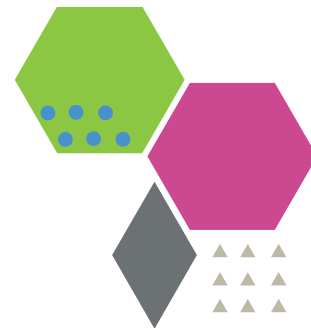




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Introduction

Community engagement was given a working definition by the Center for Disease Control and Prevention (CDC) when its first edition of Principles was published. The organization agreed that community engagement was: "...the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people. It is a powerful vehicle for bringing about environmental and behavioral changes that will improve the health of the community and its members. It often involves partnerships and coalitions that help mobilize resources and influence systems, change relationships among partners, and serve as catalysts for changing policies, programs, and practices (CDC, 1997, p 9 – published in CDC, Principles of Community Engagement Second Edition, 2011, p. 3)".

Community engagement is about ensuring that those most impacted by challenges and inequity have an equal voice in designing and implementing solutions. The active participation of residents and their families, partners and trusted leaders is an integral part of community engagement practices to achieve better results. A shift in power where community residents own the solutions will lead to a better impact, sustainability and ongoing civic engagement.

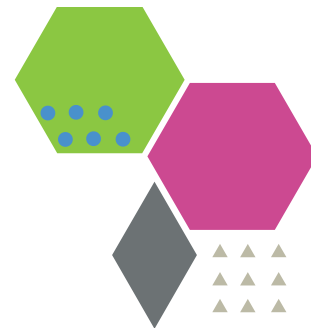
This toolkit will guide local public health leaders, community liaisons, and coalitions through a step-by-step process of incorporating effective community engagement strategies into their local programs.

This toolkit relies on local representatives acting as community connectors, a trusted partner with expertise in the topic being addressed, who supports community residents through a process to prioritize problems and solutions in their community. The community connector can link people to other resources and services in their community to improve their quality of life. Later in this toolkit, we'll discuss the role of the community connector in more detail.

Lastly, this toolkit encourages communities to celebrate "wins" of all sizes. Don't feel obligated to delay celebrations until the end of the project. Several weeks or months of consistent, hard work deserves a reward. Small to large celebrations at various stages of the project keep participants engaged, excited and willing to continue the work.

The celebrations should draw attention to the vision and direction of the project and encourage continued momentum. Some ideas on reason to celebrate include, meeting goals, finalizing plans, completing actions and bringing about a change. The participants will appreciate the break, as well as recognition of their hard work. Consequently, they will want to go back to work and achieve more wins.





The Goal of this Toolkit

This toolkit is designed to provide a community connector or facilitator with basic easy-to-use action focused activities, tools, and resources to support community members in exploring and understanding issues affecting their communities. Included are tips for organizing, educating or advocating for change.

The activities are designed to support a group that is comprised of diverse community members. The group should be open to members of all cultural backgrounds; all sexual orientations; working and non-working adults; single and married individuals; parents and grandparents; homeowners, renters, and the displaced; business owners and community activists. The list should be limitless.

Typical of facilitating community-driven projects, each is different, so this toolkit is a guide for facilitation with a base set of activities, tools and resources. No project is required to use every element within this toolkit. Oftentimes, projects will incorporate other activities and tools to supplement and support the overall project.

Before going through the step-by-step process, the toolkit will review some definitions and concepts that of the participatory action approach the toolkit is built around and discuss what organizations should do before starting their community engagement work.

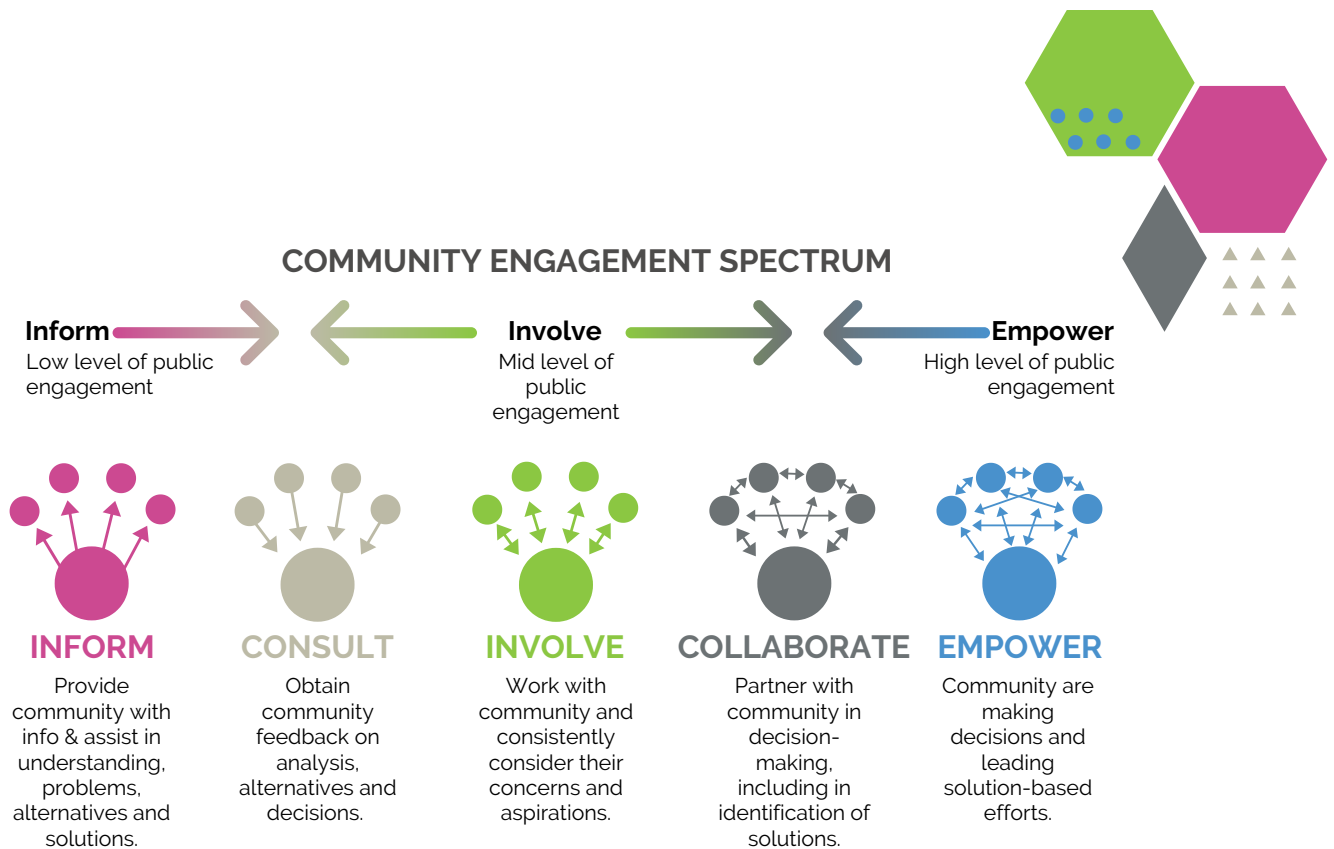
Community Engagement Spectrum

To frame and guide the way community members should be engaged let us begin by defining concepts used throughout this toolkit. Community engagement is driven by the residents. A community with unified residents is a powerful vehicle. It inspires changes that will improve the health of its residents. Residents who have similar interests or situations can address issues that affect their neighborhood's well-being.

Health and well-being are generated where people live, work, learn and play. Health inequities are the result of poverty, racism and widespread oppression. In community engagement, public health departments and other agencies work collaboratively on community-driven projects. These grass-root approaches are meant to let residents tackle community issues using their own united voice and actions.

When an agency works with residents, it increases the likelihood of their buy-in and ongoing efforts. Drawing on local knowledge from a diverse group is smart. The group forms solutions that are practical, effective and rooted in the realities of the community. Being in control places community residents in a position to feel empowered as they build leadership, local capacity and trust. Inclusion and involvement in decision making supports empowering community members to improve the conditions of their community.



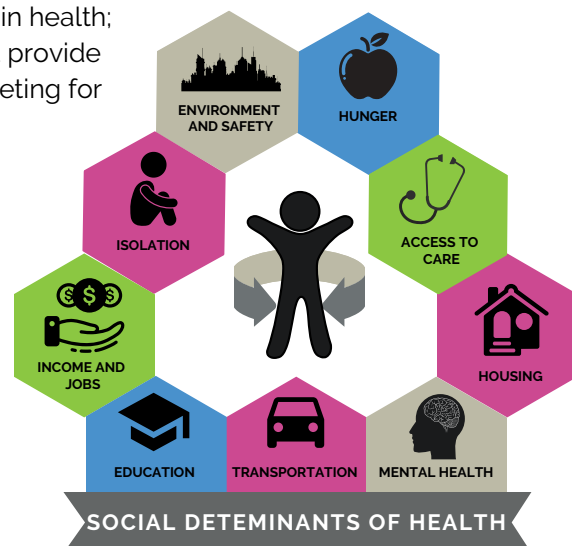


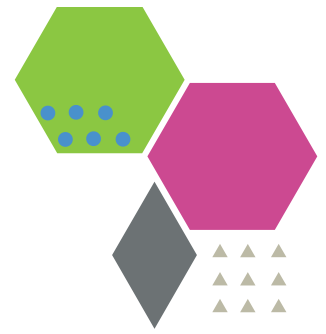
*Based on the IAP@ Public Participation Spectrum, developed by the International Association for Public Participation, 2014
http://cymcdn.com/sites/www.iap2.org/resource/resmgr/foundations_course/IAP2_P2_Spectrum_FINAL.pdf

Health Equity

Health equity means that everyone has a fair and just opportunity to be as healthy as possible. This principle requires removing obstacles to health such as, systemic poverty and racism, and their consequences. Those consequences include, powerlessness, lack of access to health care or good jobs with fair pay, poor education and housing and substandard environments. Opportunities to be healthy depend on the living and working conditions and other resources that enable people to live well. A population's opportunities to be healthy are measured by assessing the social determinants of health (e.g., income, education, social inclusion, neighborhood characteristics, etc.) that people experience in their lives. Individual choices play a role in health; however, too many people lack access to options that provide healthy choices and are surrounded by targeted marketing for unhealthy behaviors.

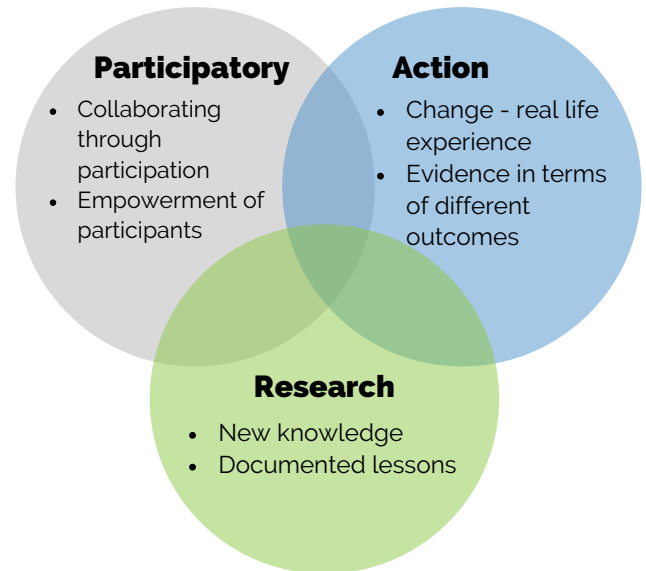
A wide range of actions can be used to advance health equity for everyone. When residents band together to take actions against health inequity, the health and well-being of everyone improves. Therefore, community engagement is most effective when driven by the residents.





Participatory Action Research

Participatory Action Research (PAR) is research emphasized participation and action from communities that are most affected by the issue. It focuses on social change that promotes democracy and challenges inequity, information gathering, analysis and logical problem-solving. The goal is for the residents to reflect on the research and information to take action. As a model of community engagement, PAR allows organizations to work with these community members to actively participate in decision-making and problem-solving. The community members drive the lasting and effective community change. This framework nurtures community leaders who take responsibility for the well-being of their families, communities or the world. PAR builds network and strengthens an authentic community voice to address important issues. Elements of PAR are weaved throughout this toolkit.



The Community Engagement Process

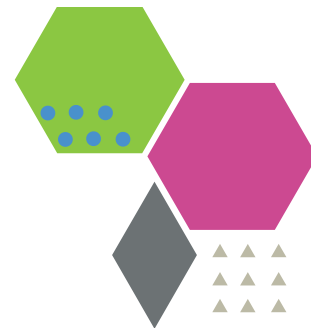
Changing systems and social norms to address health disparities is a long-term process that requires many steps. This toolkit is broken down into the following steps:

1. Recruiting & Retaining Relationships
2. Identifying Problems & Solutions
3. Action Planning & Strategizing
4. Evaluating & Documenting Progress

This toolkit contains background information, as well as activity instructions, worksheets and samples. Many of the steps and activities are included to support a participatory process and empower community members to take ownership of changes that affect them.

This toolkit showcases a set of activities to guide a group through a participatory action-focused process. The group will explore health equity issues and solutions for healthier communities. Depending on the specific community issue(s) being addressed, and/or the demographics of the community being engaged, additional activities and resources are available with the **Center for Wellness and Nutrition**.





Adapting to Engage Youth, Young Adults or Intergenerational Community Groups

Engaging youth (ages 14-21) with this framework is a growing approach to addressing health equity issues. Youth-driven projects seek to strengthen their voice and empower young people to join in community change efforts. The desire to engage youth in this way is based on evidence from a wide variety of social learning, health promotion, popular education and youth development theories.

Another growing approach in public health and community change is the engagement of intergenerational community groups that invite adults, seniors, and youth to talk about issues that affect the larger community. One of the primary benefits of working with many age groups is the power of connecting the strengths of older adults and youth in making a difference in each other's lives, as well as that of the community.

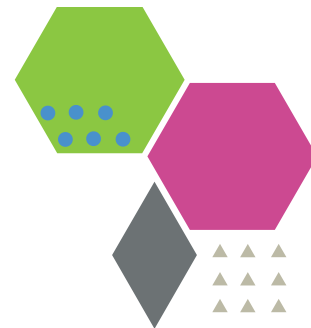
The Role of the Community Connector

The role of the community connector is important to the success of this project. Most importantly, this person must have or build trusting relationships with community members. Whenever possible it is best to have a community connector who:

- is from the community or an existing and trusted partner to the community
- looks like, relates to, or speaks the language of the community
- has connections with community partners, government agencies, policy makers, media outlets, and/or other influential partners
- can commit to the duration of the project and be a consistent supporter

The activities, worksheets and resources in this toolkit are designed for the community connector to draw on the expertise, knowledge, skills, and abilities of community members. The community connector will offer appropriate expertise and connections as it relates to the collective project. Throughout the toolkit there are tips for implementation to accommodate specific situations. At the end of the toolkit, there is an appendix with examples of tools and resources. Communities are encouraged to make use of this toolkit and to contact the **Center for Wellness and Nutrition** for additional help.





Making Sure that the Community Connector is the Right Messenger

The best messenger for this work is someone who has a deep understanding or respect for the specific community where work is being planned and implemented. This person should be an ally and trusted representative. The most effective community connector will be passionate about the efforts and committed to the long-term community engagement project. Ideally, a community connector that relates well to the population is someone:

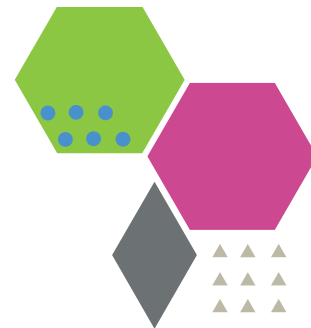
- From the specific community or one similar
- From a similar cultural or ethnic background
- Speaks the same language, and/or
- Has experience with the specific issues

Beyond traits and experiences that make a community connector the right messenger, the person also needs to support empowerment and encourage the community's unified voice. As a facilitator of this project, the community connector should challenge community members to take ownership of the project. The person should welcome and encourage everyone's voice in all discussions and decision making. Lastly, the community connector supports community members as they move into leadership roles within this project and the larger community. **Assessing Myself as a Community Connector** is a worksheet that identifies default beliefs and practices. This tool will help the community connector reflect on how to become a stronger ally and/or advocate for communities.

Recognizing personal unconscious biases is the first step of self-awareness for a community connector. This person should work on expanding social networks to include members of diverse groups. Engaging in more discussions with a diverse group of coworkers or volunteering in a different type of community can lead to a greater appreciation and perhaps, minimize the impact of unconscious biases of others.

As a true ally to the community, this person should seek to bring community into places and conversations where it is not present. The community connector must be an unbiased, consistent, strong voice for authentic community involvement and perspective. A community connector should constantly look for opportunities to connect and empower the community with its people.





Ready, Set, Go!

Organizational Readiness

Organizational readiness and support can influence whether community engagement is part of the planning process and if health interventions and system changes are implemented in, and ultimately integrated into, communities. It is important that your organization is ready to listen to the community and incorporate their feedback as well as be transparent about any limitation, deadlines, or funding restrictions you may have. The organization should also provide support and resources to the community connector who is directly engaging the community residents in the process. You can use a organization readiness tool, to assess where you are as an organization with supporting community engagement and change. You may consider using the **Organizational Readiness to Implement Change Worksheet** that can be found here:

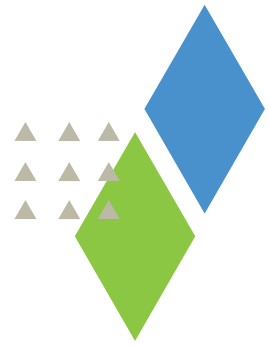
Immerse Yourself in the Community

As an organization and an individual community connector, establish relationships and work with the formal and informal leadership throughout the community. Listen deeply and allow for rarely heard voices to be included in conversations that build understanding. Look for the community's power and strength. Seek to understand the historical context of the community. What are the success stories, lessons learned, barriers and tensions related to previous attempts to engage this community? Above all else recognize, respect and appreciate the diversity of the community.



STEP 1:

Recruiting & Retaining Relationships



Recruiting Community Members



Planning for Retention



Making Group Agreements



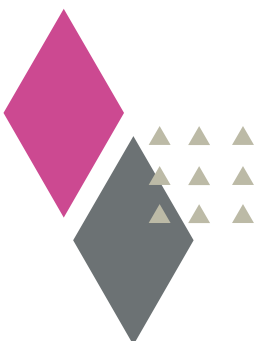
Establishing a Group Identity

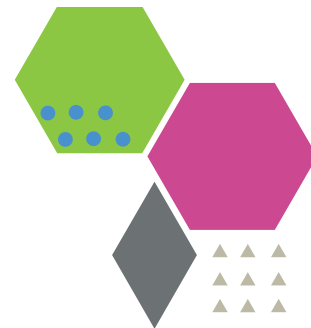


Reviewing Group Assets

First things first. Before beginning any work, community involvement is necessary. To accomplish this important step of full community participation, it is necessary to focus on Step 1.

Timing for Step 1 will depend on previously established relationships with community members. Once a group is established, every interaction should be intentional. Developing a collaborative and trusting relationship should begin in the first few meetings. These activities will help to support the foundation.





Recruiting Community Members

Community engagement with this framework relies heavily on the active and equitable role of local community members. Prioritize getting residents and informal leaders on board to contribute their knowledge, perspective and influence.

Focus on local community leadership to create change and improve health. This approach serves to ensure that human resources and capacity in communities remain even after funding and projects end. Here are ways to maintain respect for members:

- Recognize diversity and enforce inclusion at all times.
- Create a safe space where everyone is heard and encouraged to actively participate.
- Identify community and individual assets and strength that support the project.
- Let the members drive the decisions and remain flexible in meeting their changing needs.

As you plan to connect with community members, remember to listen and learn about the community's culture, perception, economic condition, social networks, power structures, norms, values, demographic trends, history and past experiences. Work with formal leaders and community influencers to help mobilize the community and engage other interested community members. Make sure you have a clear purpose or goal for these efforts.

Who, Where and How?

WHO? For the specific community demographic project, purpose, and goal, carefully consider which community members should be engaged in these efforts.

- Is there a specific population, demographic, or subgroup of community members who are particularly affected by the issue needing to be addressed?
- Is there a group of community members that have been left out of the conversations and decisions related to this issue historically?
- Does your project require that a specific number or specific group of community members be engaged?

WHERE? Once you have identified the specific group of community members that should be engaged, the task is to identify the best place to access that specific demographic.

- Are there other community organizations or task forces that are already working with this group?
- Are there already formal or community influencers to connect with for recommendations?
- Does the project purpose and goal relate to a location that people frequent and is that a location to access interested community members?





HOW? Depending on the specific community and demographic, there are many approaches to take with recruiting community members.

- Capitalize on existing groups (PTA, neighborhood associations, etc.).
- Promote and market through local coalitions and organizations.
- Coordinate an application process.
- Advertise through online social media networks.
- Consider recommendations from partners or community leaders as a strategy.

Planning for Retention

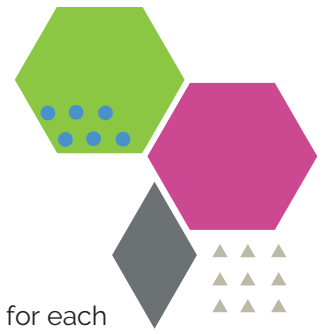
Retaining community involvement begins before community members meet. Planning for retention is key. If you seek to engage working community members, coordinate meetings and engagement opportunities with work schedules in mind. If you seek to engage parents, consider childcare needs or possibly create a family friendly meeting environment. If transportation or parking are potential challenges, consider alternative locations for meetings and events. It is essential to coordinate your engagement efforts with the intent of making it as easy as possible to keep community members engaged.

Incentives are always an effective strategy for retaining community involvement. Equitable monetary compensation is appreciated by all community members, when included it shows that you recognize that their time and voice is valued. Unfortunately, funding to support monetary compensation is not always available, but alternative incentives are also appreciated. Consider the resources and partnerships available when looking for community incentives. Some ideas for creative incentives include, school credit, community service, local recognition, job training skills, or certification of completions. Do not be afraid to ask partnering organizations and other potential donors to contribute to your incentives bank. Be creative!

Making Group Agreements

Group agreements are a useful tool for getting your group off on the right start and keeping it on track. They help a group to come to an agreement on how they will work together respectfully and effectively. This in turn enables people to interact more cooperatively and maintain respect for each other. Making these decisions as a group is far more empowering than having a facilitator lay out 'rules' for everyone to follow. Generally, speaking, people are much more likely to respect and implement an agreement when their input is solicited and valued. It will make your job as a community connector much easier. When problems or conflicts arise, you will be able to refer to this agreement. Remember to include an agreement on how consensus and decisions should be made (majority vote, etc.)





The **Setting Group Agreements Activity** provides a structure to facilitate a productive conversation with members about agreements that will help them stay committed and engaged. The final product of this activity should be a list of guidelines and agreements for each member, including the Community Connector. Memorialize this document in writing.

Establishing a Group Identity

As the group begins to take form, it is important to provide the structure that invites participants to showcase their commitment to the project and community. In many cases this can be accomplished by collaboratively creating a group name and roster. A roster can look very different from project to project and will depend on multiple factors. Consider the development of the roster as an opportunity to showcase the unique collection of community perspectives that comprised in your group. Think about highlighting the specific elements that make your community members different:

- History and position in the community
- Cultural backgrounds and sexual orientations
- Parents', grandparents' or young people
- Professions, business owners, stay-at-home parents or students
- Other roles in the community

The goal is to introduce the group coming together with the intent to support and improve this community. Potential organizational buy-in may also come from providing marketing opportunities for community organizations or business owners. Consider appropriate and timely opportunities for dedicated businesses/organizations to commit their business to this community effort by incorporating their organization's name and logo on the roster and other visible platforms. This resource will be useful in the next phases of the project to assist in conveying your mission to community members, supporters and policy makers.

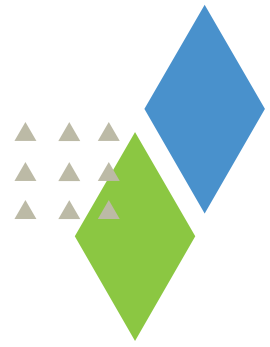
Reviewing Group Assets

It is important that each participant know how they contribute to this project. To further set the foundation of expertise, equal voice, and participation, the **Member Asset Identification Worksheet** and the **Member Asset Inventory Activity** provides a great start for identifying resources, skills, and connections within the group. Completing this activity also assists in explaining the roll of each participant in the work to be done. Often, community members who are closest to the issues hold the most insight. They can bring perspective to the group or project that others may not have considered. In other cases, using this brainstorming activity can help community members understand how their experiences and skills may bring valuable support to the efforts of the project. Both perspectives empower community members as important contributors to improving their community.



STEP 2:

Identify Problems & Solutions



Identify Community Problems



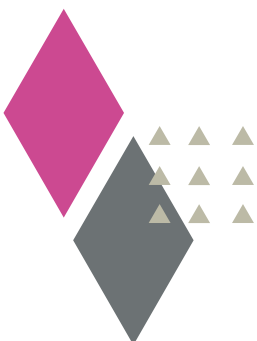
Select an Issue to Focus On

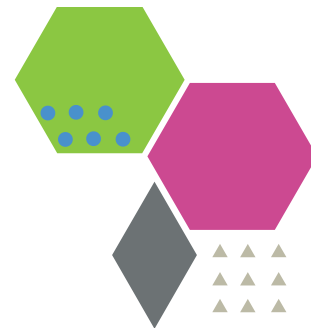


Choose What to Research & How

After a group has been recruited and established, it is time to venture into step two of this process where problems and solutions are explored.

Timing for this step will depend on the focus of the project and decisions made in these steps. In many cases it can take months to determine where and how to begin finding or developing research tools, processes and procedures.





Identify Community Problems

When bringing motivated minds together there can often be a variety of worthy and important needs to address. A challenge at this point of the process can be keeping issues within the parameters of the PAR Community Groups' purpose and agreeing on one issue to address as a group.

Discussions during this phase should not be rushed or under emphasized. As issues begin to be identified it can be a delicate conversation that sometimes stirs memories of trauma or other feelings and emotions. It is important to be empathetic to the experiences of others, have a safe space with room to share as participants feel comfortable, and remember that the issues that are being discussed affect people and their lives every day.

The first phase begins with an activity that looks at the real issues the community is currently facing and helps the members to imagine what an ideal community would look like. The **Ideal vs. Real Brainstorm Activity** in this toolkit will support the community group in this process. It shows participants the issues, health inequities, and social determinants of health that the community faces. Health inequity is the unfair and unjust practice of not giving a group of people the same health resources based on where they are born, grow, live or work. As mentioned earlier in this toolkit, social determinants of health are non-medical factors such as employment, income, housing, transportation, childcare, education, discrimination, and the quality of the places where people live, work, learn and play, which influence health.

Select an Issue to Focus on

After the **Ideal vs. Real Brainstorm Activity** is completed, the new list of community issues can be used to facilitate the **Choosing an Issue Activity**. Collectively, these two activities allow the group to look at all the possible issues that can be addressed. The next step is for the group to decide to focus efforts on just one issue. Questions to ask in this process may include:

- What is possible to do with limited funds and funding restrictions?
- What outcome would have the biggest impact?
- What can be done in the time available to complete the project?
- What are the challenges and barriers?
- What partners and members support the issue?

As you consider approaches, remember to focus attention on systems, social structure, and institutions as the source of inequalities to avoid blaming individuals. Question assumptions that inequity can be resolved through programmatic fixes, such as education. Capitalize on approaches that align well to current community efforts or the lack of community's voice and perspective to strengthen the progress and drive success.





Sometimes, coming to the end of a phase and choosing to focus on one issue is a challenge. Prioritizing one issue allows the group to provide attention, energy, and time to one issue that will have the most impact. It is important for a group to work together towards the same goal. Use the charts from the **Choosing an Issue Activity** to steer the conversation and reduce the focus to one issue. If the group does not agree on a focus, refer them back to the group agreements on how to make final decisions. If there is no deciding leader in the community group, the group should take a vote then collectively support the decision.

Choose What to Research & How

After the PAR community group identifies an issue to research and address, it is time to determine where to begin. Before diving into exploring the issue, it is important to check what information is already known or readily available to the group. Ask questions like, have any studies or reviews already been conducted? Are there resources on the topic available online or through partners? The community connector can act as a resource and share data that their organization collects or has access to from reputable sources.

After finding out what information is already available, consider what viewpoint or information is missing. Ask questions like, is the voice of the community available through the current resources? Where are the gaps in the resources? Is there a need to include other relevant data or facts? As the group discovers what they need to research, the next step is to consider what method can be used to answer their research questions. Whatever research method the group decides to use, the results of that research should be used to promote, educate or raise awareness about the issue selected during the action planning and strategizing phase. When choosing a research method, consideration should be made to not only answer the research question, but to not over burdening the community members. There are many different research methods that can be easily handled by community members with the support of the community connector and partners. Consider the following research methods:

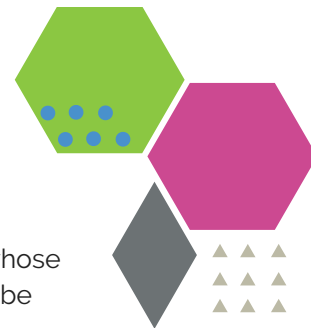
Surveys: Surveys can take multiple forms but are most common in the form of a questionnaire, either written or online. Fundamentally, a survey is a method of gathering information from a sample of people, traditionally with the intention of answering the research question.

- Paper Surveys
- Online Surveys
- Social Media Polls

Interviews: An interview is a conversation where questions are asked, and answers are given. The word "interview" refers to a one-on-one conversation between an interviewer and an interviewee.

- Structured
- Semi-structured





Focus Groups: A focus group is a small, but demographically diverse group of people whose reactions are studied in guided or open discussions to determine the reactions that can be expected from a larger population.

Observations: Observational research typically happens in the users' home, workplace, or natural environment and not in a lab or controlled setting. With this research, you can understand how people naturally interact with products and people and the challenges they face.

- Observation notes and tracking
- Photo-voice or Video voice
- Environmental assessments such as walk audits

Geographic Information System (GIS) Mapping: GIS is a technological field that incorporates geographical features with data in order to map, analyze, and assess real-world problems. This can be a great tool to showcase disparities in geographic location.

Each research method has specific steps to follow in order to fully conduct research and share the results. Together, the community group will need to:

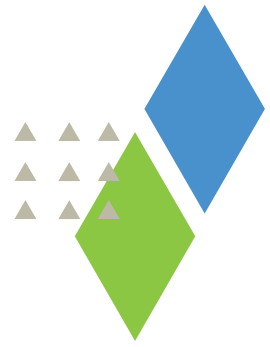
- Decide on a research question to address
- Identify which research method(s) will be used to address the research question
- Develop a data collection tool and a plan for using it
- Conduct the research
- Review and look for key points in the results

Research can seem like a hard task for people without experience. For this reason, the community connector needs to support the group with resources and guidance. Organizations and community members with research knowledge should play a significant role in this phase. But all willing members are welcome to actively participate to gain new skills. Getting additional support from partner organizations, community colleges and universities can be helpful if a respectful partnership can be forged that respects the community voice and direction and utilizes the expertise of the researcher to relieve the burden of data analysis from the community volunteers.



STEP 3:

Action Planning & Strategizing



Action Planning



Stakeholder Power Mapping



Building a Communication Strategy



Framing the Issue

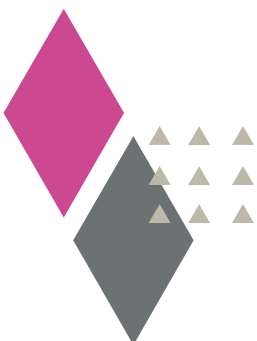
This step is focused on thinking strategically about how to approach the group's issue so that they use their assets to get what they want.

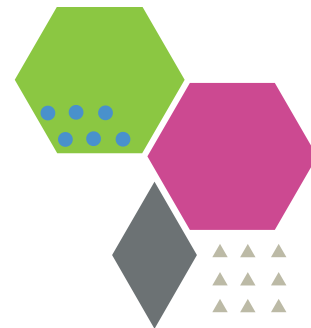
This step starts with a reminder that challenging the way things are requires the intentional and creative use of valuable resources. The community group needs to turn what they have (people & assets) into what they need (power) to get what they want (completed goals). Imagine the following two kinds of power: "power with" and "power over."

Power with: Sometimes, we create the change we need by joining our resources with others. All organizing involves power with.

Power over: Sometimes, others hold power over decisions or resources needed in order to create change. In this case, organizing power with others first in order to persuade decisions is key to the group getting what they want.

Understanding which type of power is a problem for the community group will assist in determining how to approach it.





Action Planning

Once the community group has a clear issue and goal, developing an action plan is the next step. An action plan lists all the tasks that will help the group to meet their goal. This type of plan differs from To-Do Lists in that they focus on a single goal. Action plans are useful because they provide a framework for the best way to complete a project. Activities can be organized to reduce the risk of missing key steps. Including roles and responsibilities into the action plan helps to ensure that all group members are actively and appropriately sharing their skills and expertise. Use the **Action Planning Worksheet** as a group to assign tasks and meet the goal.

Stakeholders Power Mapping

To gain a better understanding of the stakeholders in your community that could impact your issue, consider creating a power map. A power map is a visual tool. It can help you identify the right individuals to engage with early on to build strong partnerships or find possible solutions. As a group, use the **Stakeholders Mapping Worksheet** to write down people, groups or organizations that are likely to support the issue. If they are supportive and influential community members, place them in the upper right area. If they are less influential, place them in the lower right area. Place opposing groups on the left side. Consider youth, parents, colleagues, policy makers, media outlets, retailers, national organizations, etc. This brainstorm will be helpful as you move into building a communication strategy or plan.

Building a Communication Strategy

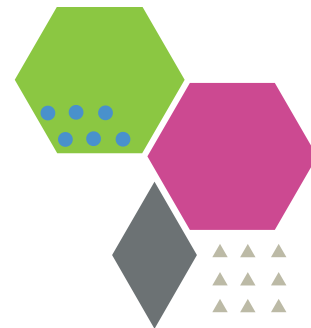
Crafting an effective communications strategy takes a careful approach and a clear understanding of your community. You must understand the purpose of the message. Your message flows from the specific change you want to see. That means the first step is knowing what you want to change, how to change it, and why it needs to be changed.

A clear overall strategy helps to drill down the message so that you can allocate time, money, and effort where they will best advance your goals. The questions to help you develop your overall strategy may include:

1. What is the change you want to see?
2. Who has power over the resources or decision-making process?
3. With whom do you need to build power? Think about community members, community leaders, supporters and policy makers, as well as, if appropriate and necessary, competitors and opponents.

Answers to these questions will determine not only what actions you take, but how you communicate those actions. In the section below, consider each of these questions in more depth.





What is the change you want to see?

Changing systems and social norms to address health disparities is a long-term process. Be prepared to achieve change one step at a time. The question that guides the overall strategy is: "What can we do right now to advance our long-term goal of racial and health equity?"

Identify the problem you want to solve, and clarify how you want to solve it, as precisely as you can. You can have a broad solution, but for the purposes of developing your strategy, focus on concrete actions you and your partners can work on as one immediate step on the road toward reducing health disparities and building healthier and more equitable communities.

Who can make changes?

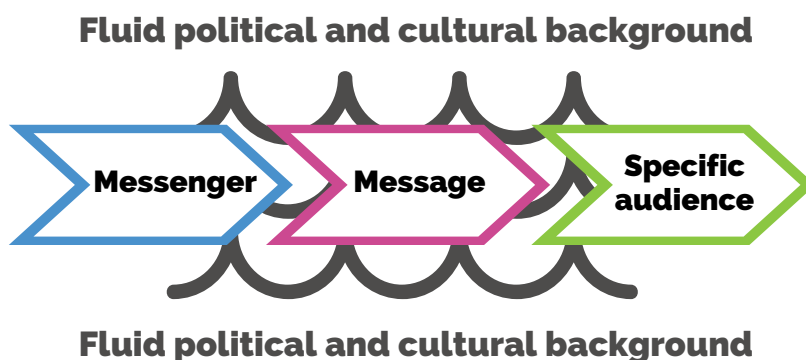
Who has the power or responsibility to make the change that community members want to see? Even though the solution will benefit everyone, getting that solution enacted doesn't take everyone.

Be specific about your primary audience so you can determine the language to use and the values to raise. Think about who you want to reach (i.e., community members, leaders, supporters, policy makers, opponents, competitors, etc.) Are there specific subgroups you want to reach, such as people most likely to get engaged in the work? If community residents or community leaders are your target, can you build on existing community connections, or will you need to forge new ones?

Who can your messengers mobilize?

Messengers matter as much as the message itself, so be strategic when you select spokespeople. A persuasive messenger is one who the audience can relate to. That is, your audience needs to see the person as someone with shared experiences or values. Remember, one messenger might be effective for one audience segment, but ineffective for another.

The **Developing an Overall Strategy Worksheet** will help you work through answering these questions so you can plan activities, potential message themes and arguments that might be most effective based on the target audience and the messenger.





As you develop your approach, remember that your strategy needs to be open to changing political and cultural climates that affect how people hear and receive messages. Your communication strategy will have "moving parts" developed from strategy (which changes), delivered by messengers (who change) to a target audience (which might also change) against a political or cultural backdrop (which is also constantly changing). See the **Sample Tobacco Free Youth Center's Overall Strategy** as an example of an overall strategy.

Framing the Issue

In framing or presenting the issue, PAR community groups need to develop a message that show how places, spaces and inequities affect health. The basic questions below are a good starting point for developing a message:

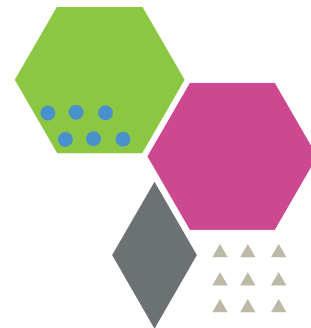


The Default Frame?

Research shows that in the U.S., a dominant frame or narrative is "rugged individualism", the idea that if you try hard enough, you can succeed at anything. The problem with this idea is that this frame hides how the places where people live, work, and play influence systems, structures and inequities. Reducing health inequities to make every community healthier and safer goes beyond individual behavior change.

It also hides the kinds of community-level changes that need to happen to make places healthier and safer for everyone.





Move from Portrait to Landscape

To broaden the view so that individual actions are seen in context, we need to use a frame that is more like a landscape. A landscape frame includes people, but also the conditions that surround them. A broader frame helps audiences see a range of other systems and structures that influence health. With that landscape view, the policy, environmental and systemic strategies that can make communities healthier and more equitable for everyone will make sense to people. To move from portrait to landscape, messages should emphasize those parts of the landscape that link logically to the policy solutions you seek.



Incorporate Values

An effective message reaches people not just in their heads, but also in their hearts. Messages need to go beyond facts and figures to shared values. A solution that helps members connect a community change to their values is important for everyone. When they connect at the values level, people are more readily motivated to act. Ask the group, which value they want to choose? Start with what motivates them, personally. Then explore what motivates the target audience.

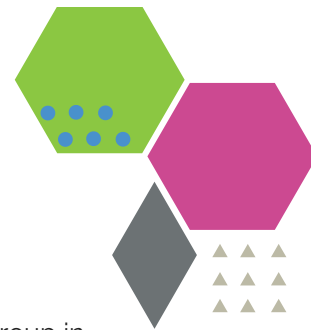
Name the Solution you Want to See

5 **Who should take action?**
What should they do?
When should they do it?
Where will it happen?
Why is this the right approach?

The path to achieving health equity is complex. Start addressing the challenge by making big concepts concrete and naming specific actions. The solution is specific enough when it answers the "5 Ws" (though you won't necessarily need to fit all five into your message):

It can feel frustrating to focus on just one action, but focusing on too many issues is not a strategy. The good news is that people are more likely to embrace the possibility of change when they see examples or learn about concrete steps they can take in their community. Your message should be connected to the specific change you are seeking in the near term, though it may be only one step on the path to creating equitable, healthy communities.





Putting it all together

The **Developing a Strategic Message Worksheet** will help guide the PAR community group in building out a strategic message. An effective message describes the problem by bringing the various factors into view, expressing personal values, and naming a specific solution or immediate action that needs to be taken. To see what this looks like, please see the **Sample Messaging Healthy Food Access in Nixon Heights**.

Keep your message simple enough for everyone to understand:

- Use the active voice to show who has the power to make changes that will create healthier communities.
- Try not to repeat your opponents' frames and language or even refute them.
- Avoid language that reinforces "us vs. them" thinking.
 - One option is to use "person-first language" – so, instead of saying "the diabetic man" you could say "the man with diabetes."
 - You can also avoid phrases like "them" or "people who" in favor of language that emphasizes interconnectedness and shared fates. So, instead of saying "people who . . ." you could include yourself in the group, and say "our neighbors who ..."
 - It's also helpful to review your materials for language that shifts the focus to systems and structures rather than individuals. For example, "people who are low-income..." can become "people who face economic barriers . . ." while "people with poor diets" can become "people living in food deserts" or "people with limited access to healthy foods."

When we become skilled at explaining barriers in the environment, describing solutions, and saying why the solutions matter for everyone, we can make the case we want: that everyone deserves to be healthy and to live in healthy, safe and just environments.

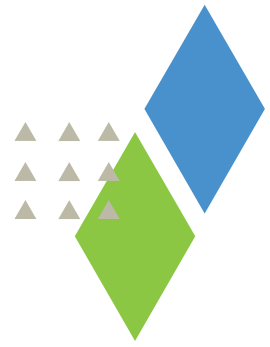
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STEP 4:

Evaluating & Documenting Progress



Evaluate the Outcomes

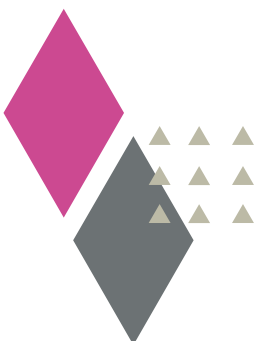


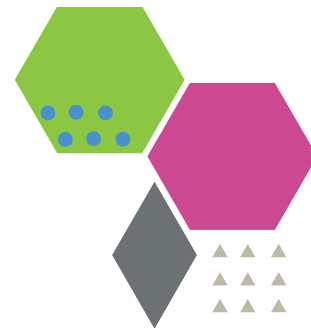
Evaluate the Process



PAR Final Report

This section, much like the previous sections, will differ greatly between projects. How you evaluate your outcomes, next steps or lessons learned will depend on what and how you chose to research and what strategies you used to take action.





Evaluate the Outcomes

Evaluating outcomes allows the group to determine whether or not, and to what extent, the expected changes occurred. It also measures whether or not these changes can be attributed to the community group's efforts.

Evaluate the Process

The PAR process evaluation assesses whether the project was implemented as planned. It also helps to identify major challenges and successful strategies associated with how the program was executed. This standard tool is given to all engaged community group members to reflect on their participation and the collective steps taken throughout this process. Results of this process evaluation will strengthen your ability to report the project, use it to improve future activities and share it with stakeholders.

Process evaluation helps stakeholders understand how a program outcome or impact was achieved. The attached **PAR Process Evaluation Worksheet** can be used to get feedback from collaborative members about their experiences with this process. To support and encourage the most honest results, this evaluation should be anonymous. Whenever possible, allow members to complete their feedback online as one way to encourage thoughtful and honest responses.

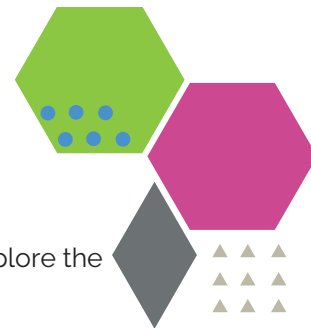
PAR Final Report

At the end of each cycle of PAR, it is important to take time to reflect and record what was done with a final report. If the project was successful at meeting its goal, this report becomes a "brag piece" for the community group. If the project needs to move into the next phase of research and build upon the work that was done, use the report to take further steps towards more outcomes or greater impacts. The community report will be a great resource for future work and for communicating your progress to date even if not completed.

The PAR Cycle Final Team Report should be a creative process to report the work done by the project. The following is a guide on what types of information to include in your reporting:

- PAR COMMUNITY GROUP ROSTER - This resource, also created in the first step of the PAR process provided an introduction of the PAR Community Group Members.
- COMMUNITY ISSUE & GOAL - Describe the issue the group decided to focus on, its importance and what goal was established to build the project. Include graphs, tables, pictures and any other supportive resources.





- **WHAT DID YOU RESEARCH AND HOW** – Describe the research methods used to explore the community issue.
- **DATA ANALYSIS** – Describe the key findings, supporting data and recommendations uncovered throughout this project. Include graphs, tables, pictures and any other supporting figures.
- **ACTION TAKEN** – Describe what strategic action was taken with this project. What did you do with what you learned? Did you educate or organize the community around the issue? Did you advocate for a policy change?
- **OUTCOME AND COLLECTED ACCOMPLISHMENTS** – Describe any major accomplishments that your project experienced, or outcomes related to the work done by the project.
- **CHALLENGES & LIMITATIONS** – Describe any challenges or barriers that you discovered as a result of the work you did and, if any, suggestions for addressing these in the future.
- **SUMMARY** – Include a statement detailing conclusions and recommendations, lessons learned, thoughts on process, ideas on next steps, etc. This feedback may include additional areas of research, project changes, and any other elements the PAR Community Group feels should be included.

The production of pulling this report together can be a task in and of itself. As with every other part of this process this too should be done in collaboration. All members should feel welcome to contribute. However, relying on the expertise of members with report writing experiences is always best. The **PAR Report Worksheet Packet** is a resource that members can use to take notes about elements they want to remember to include in the final report.

Allowing members to work on the worksheet on their own time and bring their notes and perspective to a brainstorming session can be a productive way to ensure all perspectives are included.

Finally, as mentioned earlier in the toolkit, celebrate “wins” as the process unfolds. But save the completion of the project for the biggest celebration of all! Everyone working on a project of this size and depth deserves recognition for their time and effort.



Appendices



Assessing Myself as a Community Connector Worksheet

How would you assess your personal beliefs and actions in relationship to working with community members?

I believe that I...	Strongly Agree	Agree	Disagree	Strongly Disagree
...respect the opinions of community members				
...support decisions made by community members				
...can facilitate action-focused meetings with diverse groups of people				
...can encourage community members to take a leadership role				
...am aware of institutional oppression that the specific community I work with faces				
...am knowledgeable about the cultural groups and sub groups in the specific community I work with				
...I am comfortable talking with others about structural and institutional privileges				
...am aware of my own personal unconscious biases				
... can make structures and processes transparent to community members I engage with				
... know when to step back and let community lead				



The Trusted 5

1. Keep paper folded to only view the 'Names List'.
2. Write down names of 5 non-family members you trust (first 5 that come to mind).
3. Unfold the paper to see additional columns.
4. Code each name you recorded per column as you see the person (you do not have to share details).

Fold Here



The Trusted 5

TRUSTED PERSON	GENDER	AGE	ETHNICITY	EDUCATION	SEXUAL ORIENTATION	DISABILITY

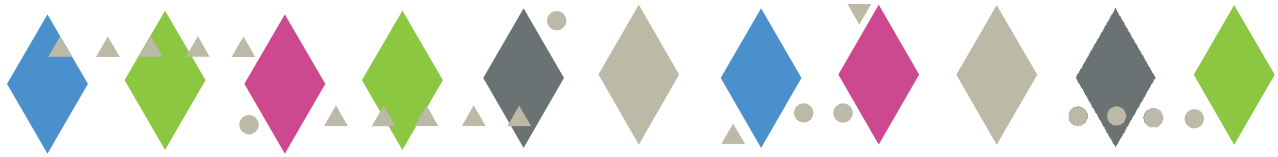


The Trusted 5 Activity
Dramatic Training Solutions

Organizational Readiness for Implementing Change Worksheet

	1	2	3	4	5
	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree
1. People who work here feel confident that the organization can get people invested in implementing this change.	1	2	3	4	5
2. People who work here are committed to implementing this change.	1	2	3	4	5
3. People who work here feel confident that they can keep track of progress in implementing this change.	1	2	3	4	5
4. People who work here will do whatever it takes to implement this change.	1	2	3	4	5
5. People who work here feel confident that the organization can support people as they adjust to this change.	1	2	3	4	5
6. People who work here want to implement this change.	1	2	3	4	5
7. People who work here feel confident that they can keep the momentum going in implementing this change.	1	2	3	4	5
8. People who work here feel confident that they can handle the challenges that might arise in implementing this change.	1	2	3	4	5
9. People who work here are determined to implement this change.	1	2	3	4	5
10. People who work here feel confident that they can coordinate tasks so that implementation goes smoothly.	1	2	3	4	5
11. People who work here are motivated to implement this change.	1	2	3	4	5
12. People who work here feel confident that they can manage the politics of implementing this change.	1	2	3	4	5





Setting Group Agreements Activity

Objectives:

- To create a safer space for group.
- To set up a system of accountability in the group.
- To reduce oppressive power dynamics

Time:

- 30-60 Minutes

Materials:

- Flipchart Paper
- Markers
- Post-It Notes (optional)

Optional Tip:

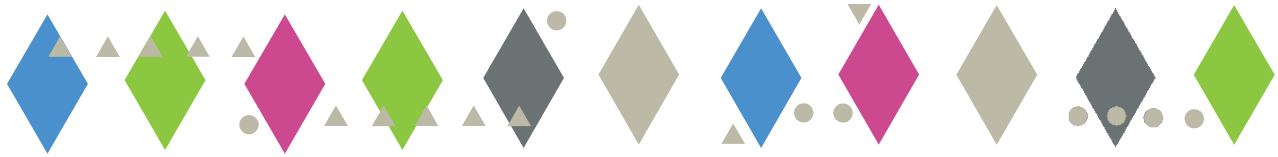
If you have a group that is less likely to comment verbally on suggestions or individual needs, allow all members to answer the question on Post-it notes. When done you can display Post-it notes on a wall or board together and begin discussing the items with the security of knowing the responses are anonymous.

Introduction:

We develop group agreements to create a safe space in our group and to hold each other accountable to what we believe and want. This group needs to make a collaborative effort, so all members feel safe and comfortable to participate and take ownership in the process. Group agreements are like ground rules for our meetings. They will define how we will work together and reach decisions. These rules are not set by a leader or higher authority. We are going to create these together today.

Instructions:

We are going to brainstorm group agreements. What agreements do you want or need for this group? What do you we need from each other to feel respected and supported in this work? What are some of the challenges that might arise as we are working together? [Chart participants' answers.]



Debrief:

Can everyone agree to these guidelines? Does anyone disagree with any of them, or want to change anything, or ask any clarifying questions? If we agree we will memorialize these on paper and keep them available at each of our meetings. It is everybody's responsibility to hold each other accountable to these agreements. If at any time we need to revisit these agreements, change, or update them, we can and will.

Member Asset Identification Worksheet

List any skills or abilities you believe you can contribute to the Community Group:

List any connection to organizations or places within the community where members gather or where we may be able to gather information from community members:

Have you ever been involved in research? If so, what type? What was your role? Was that research relevant to this community?

List any other groups within this community that you are part of:



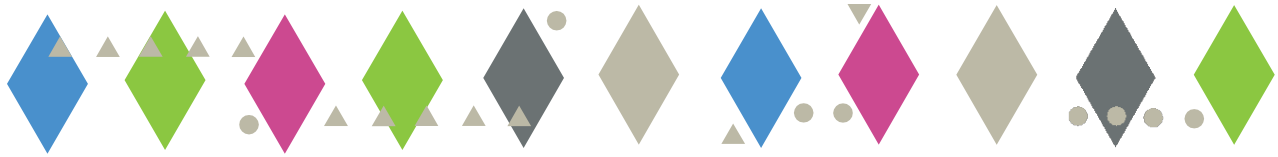
Do you have any of the following skills? Check all that apply:

- | | |
|---|---|
| <input type="checkbox"/> Coordinating small meetings | <input type="checkbox"/> Breaking down data |
| <input type="checkbox"/> Coordinating large meetings | <input type="checkbox"/> Writing reports |
| <input type="checkbox"/> Meeting facilitation | <input type="checkbox"/> Editing reports |
| <input type="checkbox"/> Taking notes | <input type="checkbox"/> Photography |
| <input type="checkbox"/> Recruiting skills | <input type="checkbox"/> Videography |
| <input type="checkbox"/> Making outreach phone calls | <input type="checkbox"/> Designing/digital skills |
| <input type="checkbox"/> Door-to-door canvassing | <input type="checkbox"/> Coordinating small events |
| <input type="checkbox"/> Interviewing skills | <input type="checkbox"/> Coordinating large events |
| <input type="checkbox"/> Distributing a survey or test | <input type="checkbox"/> Teaching |
| <input type="checkbox"/> Facilitating a focus group | <input type="checkbox"/> Developing presentations |
| <input type="checkbox"/> Doing online research | <input type="checkbox"/> Presenting to small groups |
| <input type="checkbox"/> Doing a literature review | <input type="checkbox"/> Presenting to committees |
| <input type="checkbox"/> Citing sources | <input type="checkbox"/> Presenting to large groups |
| <input type="checkbox"/> Doing data entry | <input type="checkbox"/> Providing comments to policymakers |
| <input type="checkbox"/> Collecting data (e.g. surveys, interviews, etc.) | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Developing surveys | <input type="checkbox"/> Other: _____ |

Specific to the purpose of this PAR Community Group, what do you see as your greatest contributions:

List any personal, social or political connections that you have within the community that may be an asset for this PAR Community Group:





Member Asset Inventory Activity

Objectives:

- To generate a shared awareness of assets within the PAR Community Group
- To increase project ownership and shared responsibility
- To reduce oppressive power dynamics

Time:

- One to two meetings/one to two hours

Materials:

- Member Asset Identification Worksheets
- Flipchart Paper
- Markers

Optional Tip:

Handing out the Member Asset Inventory worksheet as a homework assignment before you plan to facilitate this activity allows members to put more time and thought into their answers and be ready for the discussion.

Small Mtg	Large Mtg	Meeting Facilitation	Taking Notes	Small Events	Large Events

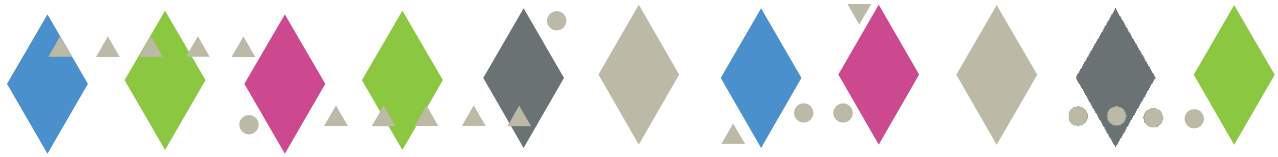
Recruiting	Teaching	Door to Door canvassing	Phone Outreach	Photography	Videography

Writing Reports	Editing Reports	Developing Presentations	Design Skills	Presenting to Sm Grps	Presenting to Lg Grps

Connections to Community Members

Experience with Research

Other Contributions



Introduction:

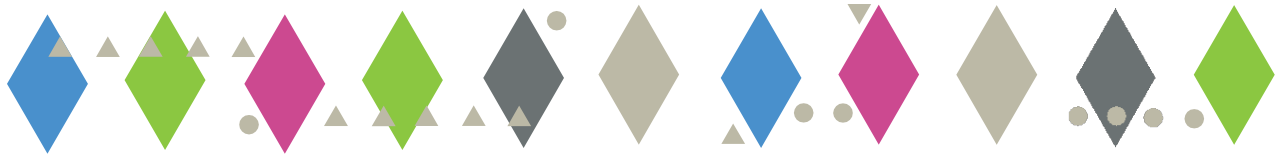
Everyone has individually completed a Member Asset Identification Worksheet; we are going to put all that collective information together to complete an asset inventory for our entire PAR Community Group. We want to also use this time as an opportunity to get to know each other a little better. We will break this activity up into two (2) parts:

Instructions:

We are [Chart participants' answers.]

Debrief:

Everyone will contribute to the discussion, while one person takes notes.



Ideal vs. Real Brainstorm Activity

Objectives:

- To brainstorm the model community systems, policies, and circumstances
- To think critically about issues in the community
- To identify tangible opportunities to bridge between the ideal and real conditions in the community

Time:

- 40 minutes

Materials:

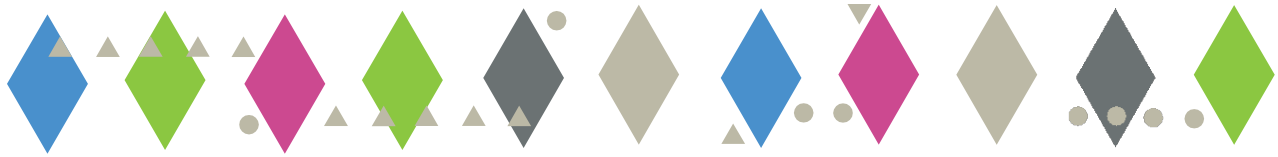
- Flipchart
- Markers
- Blank Sheets of Paper

Optional Tip:

If the group is small (6-10 people) consider skipping phase one in the instructions and conducting the entire activity as a group brainstorm.

Introduction:

This activity will provide a brainstorm for mapping issues in the community. The community connector will engage the group in a collective brainstorm and debrief. This activity can be conducted in a large group discussion or as stated in the tip above as a group brainstorm.



Instructions:

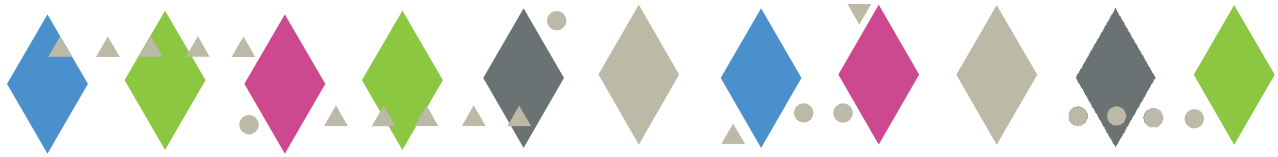
PHASE ONE:

- Divide groups into numbers of two to five and provide each with a blank sheet of paper. Have them fold the paper in half and write Ideal on top of one half and Real on the other half.
- Give each group five minutes to brainstorm what ideal community systems, policies, and circumstances would look like in the context of a PAR collaborative.
- Give each group five minutes to brainstorm what their real community looks like.

IDEAL	REAL

PHASE TWO:

Bring the small groups back into a larger group discussion. Allow groups to share out the issues in their real community that were brainstormed in small groups. Write the issues down on Butcher Paper. If new issues or ideas are sparked during this report out, then capture those, too.



Choosing an Issue Activity

Objectives:

- To explore and examine possible research topics
- To narrow down significant community issues
- To select a singular issue

Time:

- 30-60 minutes

Materials:

- Issue Chart
- Tape
- Markers
- Any research the team has done on any of the issues
- Ideal vs. Real Activity

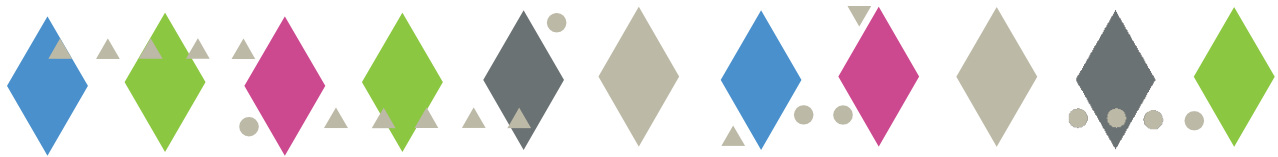
Introduction:

It's time to select the issue that we want to research in order to make a change in our community. The goal is to focus on one main issue, so that we can move towards creating improvements and a lasting change.

Instructions:

Hang up your issue chart

- Define each column and offer the example provided or one that you come up with.
- Designate a different color Post-it for each column or different marker colors for each.
- Post the Ideal vs. Real activity Butcher Paper.



IDEAL	REAL
Ideal policy	Issue in the Real
Ideal system	community
Ideal	Problem for
circumstances	community
Ideal system	members
Ideal	Issue in the Real
circumstances	community
Ideal policy	Problem for
Ideal system	community
Ideal	members
circumstances	Issue in the Real
Ideal policy	community
	Problem for
	community
	members

Issue & Example of the problem:	Ideal (What we Want):	Challenges or Barriers to Working Towards the Ideal	Allies (Who Will Support Us)	How Can We Get from the ISSUE to the IDEAL?
Issue number 1	Solution Solution Solution	Challenge Challenge	Supporters Supporters Supporters	How How How

Pass out Post-it notes and markers to each participant. Ask them to write down a response to each of the columns on the corresponding Post-it. Ask them to stick their Post-it notes to the chart. Once all the Post-it notes are on display, read through their responses and discuss each issue.

Guiding Questions:

After mapping out each of these issues, which one seems most important and interesting to work on? Which important, actionable, researchable issue do we want to work on?

- Who does this issue affect?
- How does it affect them?
- Where is this issue occurring?
- How many people are affected by this issue?
- Is there anything else we need to find out before we choose an issue to work on?

Action Planning Worksheet

[illegible]

Stakeholder Power Mapping Worksheet

To gain a better understanding of the stakeholders in the community and how their interests align with yours, use this worksheet to complete a power map.

- Write down people, groups or institutions that are likely to support your program.
- If they are supportive and influential players, place them in the upper right quadrant.
- If they are less influential, place them in the lower right quadrant.
- Place oppositional groups in the respective left quadrants.



Developing Overall Strategy Worksheet

Use the following worksheet to guide you through the process of developing an overall strategy that will help you achieve your goals.

1) What is the problem? Remember, your current goal may be to solve one part of a larger health problem or disparity.

2) What is the solution you want to see? Be as specific as possible.

3) Who has the power to make change? Your target may be a person or a group of people.



4) Who should be mobilized to apply pressure to the target? Prioritize and note who you have relationships or connections with.

5) What kinds of arguments could mobilize your target to make the change you want to see? Remember, your messenger will affect how your message is received.

6) What actions will you take to achieve your goal?

7) List potential upcoming events or opportunities.





SAMPLE: The Tobacco Free Youth Center's Overall Strategy

The following hypothetical example illustrates the process of developing an overall strategy to effect community-level change and reduce health disparities.

1) What is the problem? Remember, your current goal may be to solve one part of a larger health problem or disparity.

The Tobacco Free Youth Center (TFYC) is a community-based program that works to reduce teen smoking in the city of Arthurs. For years, the city council of Arthurs had made it a priority to fund youth programming to produce youth-focused anti-smoking materials and to support anti-smoking and smoking cessation activities and programs at schools, and during youth-oriented community events. However, after an economic recession, the city is debating cutting funding for several youth-focused health programs, including the TFYC, by up to 40 percent. TFYC has seen firsthand how its programs, and others like it, make a difference in the lives of young people in Arthurs, a city with higher rates of teen smoking and poorer overall health outcomes for youth than elsewhere in the state. They have defined the problem as a potential loss of vital resources for youth-oriented health and wellness programming in the city.

2) What is the solution you want to see? Be as specific as possible.

A specific, measurable objective: In 2020, full funding (at the 2018 and 2019 levels) will be maintained for youth-oriented health and wellness programs (including youth smoking prevention and cessation, specifically).

3) Who has the power to make change? Your target may be a person or a group of people.

Funding decisions for the city of Arthurs' municipal budget are made by the five-person city council. Therefore, TFYC defined the city council as its primary target. TFYC staff members researched the voting records of city council members and identified three that they thought would be most likely to support the proposal to



restore funding for youth programming (TFYC learned they needed three votes for a majority rule). TFYC asked around in its networks to see if anyone had relationships with these city council members. They were able to identify several partners who had worked with the three city council members who agreed to help them reach out. One of the council members replied to inquiries immediately, and a meeting was scheduled.

4) Who should be mobilized to apply pressure to the target? Prioritize and note who you have relationships or connections with.

TFYC members knew they could not reach their goal on their own; they had to show that their solution had broad support. They identified key allies, and prioritized those they had existing relationships with, including other youth-serving agencies in the city (including several whose funding was cut or was in jeopardy), and a coalition of concerned local parents and students. They also partnered with teachers and principals from local middle and high schools and medical professionals.

5) What kinds of arguments could mobilize your target to make the change you want to see? Remember, your messenger will affect how your message is received.

The allies brainstormed some key themes that could help them structure different messages, including: evidence that the youth programs at risk are successful and feasible “common sense solutions”; the importance of protecting and supporting children and investing in the future of Arthurs; the economic and human cost that could be incurred if a generation of Arthurs residents is exposed to unhealthy habits from an early age; and the value of local city council representatives demonstrating their commitment to and pride in the city by investing in the next generation of residents.

6) What actions will you take to achieve your goal?

TFYC drafted a sign-on memo clearly describing the impact of funding cuts, summarizing the research that supports the youth programming, and outlining what a return to full funding would mean for young people in Arthurs. In preparation for the upcoming city council meeting, TFYC had all their allies sign onto the proposal. They knew that by bringing this document to their upcoming city council meeting, it would demonstrate that they were well prepared and that the proposal had support many different stakeholders in the city

Developing Strategic Messages Worksheet

Develop a message that communicates your values, frame and solution. Avoid the default “portrait” frame focused solely on individual action by evoking a “landscape” frame that connects individuals to the many factors outside of one person’s control that undermine good health. Activate your frame by creating a message that answers three, key questions:

What is the problem? Name your perspective on what has gone wrong. Focus on the piece of the environment your solution will help address.

Why does it matter? Express a core value motivating the change you want to see that will resonate with your target, such as unity, fairness or responsibility.

What is the solution? Your solution is specific, time-bound, and names the action you want your target audience to take.

Keeping your overall strategy in mind, develop a brief message.

What is the problem?	
Why does it matter?	
What should be done?	
Who has the power to make the change?	

Now, use your answers to create a solid message:

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SAMPLE: MESSAGING HEALTHY FOOD ACCESS IN NIXON HEIGHTS



The following hypothetical example illustrates the process of developing a message to effect community-level change and reduce health disparities.

What is the problem?

There are no grocery stores that offer fresh, healthy food in the primarily Black and Latino neighborhood of Nixon Heights because of current and past policy decisions that have inundated the neighborhood with fast food outlets and grocery stores.

Why does it matter?

Everyone deserves access to fresh, nutritious food - wherever they live. It's not fair that because of previous policy and corporate decisions Nixon Heights residents face barriers to providing their families with healthy, affordable food.

What should be done?

We are asking the city to prioritize attracting an accessible, affordable full-service supermarket in central Nixon Heights that would increase access to healthy food for everyone in the neighborhood. To make sure the community remains involved, we also want opportunities for community involvement at key stages of the decision-making process.

Who has the power to make the change?

Ms. Z, the City Councilperson representing the Nixon Heights neighborhood and the city planning department.



Now, synthesize the answers to the questions above into a cohesive message:

We all deserve access to fresh, nutritious food because healthy and thriving communities are built on healthy and nutritious food. But in communities where most families are Black, Asian, or Latino, unjust local zoning and funding decisions have robbed residents of the chance to feed themselves and their families well. That's what's happening in Nixon Heights, and it isn't fair. Even though we're surrounded by liquor stores and junk food, Nixon Heights residents must take two buses to get to a store that sells fresh produce. When neighborhood stores don't have a selection of healthy food, people simply can't feed themselves or their families the way they want to, and everyone's health suffers. We're coming together as a community and asking Ms. Z and the city planning department to help us make Nixon Heights, and the city, healthier and fairer for everybody by raising this issue at the broader city council meeting in January 2020 to propose initiatives that would attract a full-service supermarket to the Nixon Heights neighborhood and keep neighborhood residents involved in the process.

PAR Process Evolution Worksheet

PAR Community
Group:

The following questions address project implementation. The results will provide feedback on how the PAR Framework was used. Please answer each question thoughtfully and honestly. Your responses are confidential.

For me, the project...	Always	Mostly	Some times	Never	Not sure
1. ...respected the opinions of community members.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
2. ...supported decisions made by community members.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
3. ...let community members research the topic they wanted.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4. ...let community members develop the research tools.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
5. ...allowed community members to process data entry.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
6. ...allowed community members to analyze the data.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
7. ...allowed community members to draw conclusions from the data.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
8. ...accepted and acted on recommendations from the community.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
9. ...encouraged community members to stay involved in the program.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
10. ...provided necessary support for all steps of the research process.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0

What worked well in the PAR Process Structure?



What can be improved in the PAR Process Structure?

What worked well with the facilitation of activities and discussions throughout the process?

How can you improve the facilitation of activities and discussions throughout the PAR process?

Please share additional feedback.



PAR Report Worksheet Packet

Research

Describe the research methods used to explore the community issue.

Data Analysis

Describe the key findings, supporting data and recommendations uncovered through this project. Include graphs, tables, pictures and any other supporting figures.

Finding #1	
Supporting Data	
Finding #2	
Supporting Data	
Finding #3	
Supporting Data	



Action Taken

A strategy describes how you plan to get things done. Based on lessons learned, describe the strategic actions taken with this project to educate the community. How did you organize the community around the issue? Did you advocate for policy changes?

Outcomes and Accomplishments

Describe the major accomplishments of your project, or outcomes related to the work done by the project.

	Project Outcomes and Accomplishments
1	
2	
3	




Challenges & Limitations

Describe the challenges or barriers you encountered with this project and how to address them in the future.

Next Steps

Describe any next steps or phases for this project.





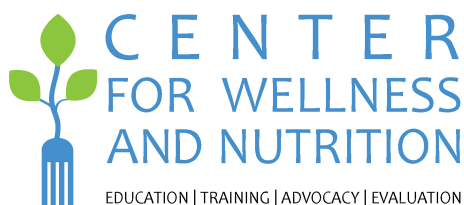
This toolkit was developed by the Center for Wellness and Nutrition a program of the Public Health Institute. The Center for Wellness and Nutrition is a national leader in developing campaigns, programs, and partnerships to promote wellness and equitable practices in the most vulnerable communities across the country. We have established relationships with local, state and national organizations, and through education, training, advocacy, and evaluation we work to make health accessible for all.

CenterForWellnessAndNutrition.org

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