

Community Engagement Guide



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Community_Engagement



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Introduction

Community engagement is a fundamental practice of public health and supports the Department of Health's (DOH) mission to protect and improve the health of all people in Washington State. Community engagement efforts have the potential to advance health equity, promote social connection, strengthen cross-sector partnerships, and build trusting relationships with the communities we serve.

This *Community Engagement Guide* is intended to assist DOH programs and staff in ensuring a consistent approach to engaging communities and:

- Leading with health equity
- Working across different sector
- Building trusting relationships and partnerships
- Demonstrating cultural humility
- Respecting differences in perspectives
- Recognizing community resources and assets
- Engaging hard-to-reach communities
- Supporting community-driven projects
- Meeting the needs of Washingtonians
- Ensuring culturally and linguistically appropriate engagement
- Improving the efficiency and effectiveness of our services
- Advancing evidence-based and evidence-informed public health

Community Engagement

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 wellbeing of those people.

Centers for Disease Control and Prevention (CDC)

Health Equity

Exists when all people can attain their full health potential and no one is disadvantaged from achieving this potential because of the color of their skin, ancestry, level of education, gender identity, sexual orientation, age, religion, the job they have, the neighborhood in which they live, socioeconomic status, or whether they have a disability.

What do we mean by community?

A community is a group of people who are brought together by something in common. This can include things like cultural background, shared experience, and geographic location. One person can belong to many different communities.

DOH engages communities on many different levels. Sometimes programs collaborate directly with community members. Oftentimes, we seek community participation through our collaborations with partners, organizations, and other agencies. The chart below includes examples of the types of communities and partners the department has engaged in the past.

Community Members

Groups of individuals who have something in common

- Parents
- People living with HIV/AIDS
- Pregnant women
- Latino/Hispanic youth

Community Partners

Organizations, agencies, or community groups

- Parent/Teacher Association
- Gay City
- March of Dimes
- El Centro de la Raza

When to do community engagement?

Developing policy

Bill analysis | Legislative agenda | Budget requests | Revisions to Washington Administrative Code | Changes in partner funding | Rule making

Communicating information or changing communication tools

Developing standards, guidance documents, protocols

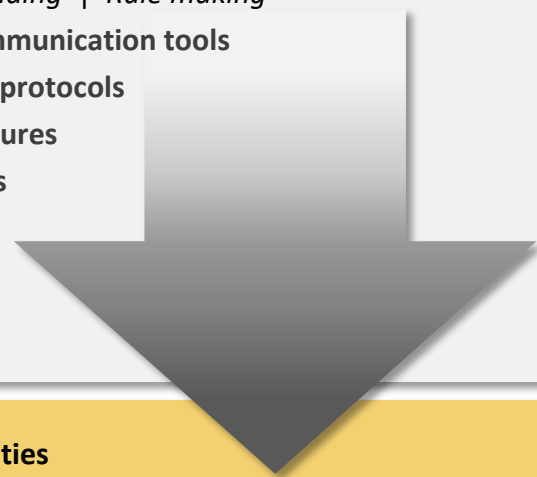
Making changes to internal systems or structures

Applying for or posting funding opportunities

Creating materials or publications

Project planning

Grant writing



You should engage our customers and communities who will be most impacted by your work

Even internal-facing work can affect members of the general public. Think about our external customers and community members who may be effected directly or indirectly.

Engaging Governmental Public Health System Partners

Engaging Tribes

DOH respects the unique government-to-government relationship that exists between Tribes as sovereign nations, the federal government, and the state. Policies, programs, and projects that will impact Tribes or Tribal communities very likely require a formal consultation process. Information about how to engage Tribal governments and leaders is outside the scope of this guide. If you are interested in engaging with Tribal communities, please contact [DOH's Tribal Relations Director](#).

Engaging Local Health Jurisdictions

The relationship between DOH and LHJs are multi-faceted. At times, LHJs are our partners on an important project or program. They also serve as important stakeholders for policy efforts, serve on our advisory boards and committees, and collaborate with us on new initiatives. LHJs are also our sub-recipients, which creates a contractor relationship with the agency. LHJs should always be engaged whenever your activity includes engaging communities in their jurisdiction. For more information about how to engage or communicate with LHJs, please contact [DOH's Local Health Liaison](#).

Ethical Research and Engagement

Some community engagement activities may be considered research. Per DOH Policy 03.001, programs are responsible for getting approval from the [Washington State Institutional Review Board](#) prior to conducting research or research-related activities. For more information, [review DOH's Human Subjects and Public Health Practice Guidelines](#).

Additionally, all DOH employees should review [relevant ethics policies and laws](#) before planning their community engagement activities.

Community Participation Continuum

Many different types of activities constitute community engagement. Some of these activities are formal and some are informal in nature. Some are led by DOH and some are led by communities themselves.

The continuum below provides an overview of these different methods. As you move to the right, the engagement activities become increasingly community led. This means communities take the lead on identifying priorities, overall direction, and decision making. A lot of our work is state-led by the nature of our role as a state health department, but the goal is to support community-driven engagement whenever possible.

	Inform	Consult	Involve	Collaborate	Empower
	<ul style="list-style-type: none"> • Led by state • State holds power 	<ul style="list-style-type: none"> • Led by state • State holds power 	<ul style="list-style-type: none"> • Led by state • State holds power 	<ul style="list-style-type: none"> • Co-led • Power is shared 	<ul style="list-style-type: none"> • Led by community • Community holds power
Purpose	Provide information	Get and incorporate feedback	Ensure needs and interests are considered	Partner and share decision-making power	Support and follow the community's lead
	One-way communication	One-way communication	Two-way communication	Two-way communication	Two-way communication
	Address immediate needs or issues	Inform the development of state programs	Advance solutions to complex problems	Advance solutions to complex problems	Problems and solutions are defined by the community
Methods	<ul style="list-style-type: none"> • Town halls • Community meetings • Media • Social media • Materials • Web 	<ul style="list-style-type: none"> • Focus groups • Interviews • Surveys • Stakeholder groups 	<ul style="list-style-type: none"> • Audience & user testing • Advisory groups • Steering committees • Community conversations 	<ul style="list-style-type: none"> • Collective impact • Coalition building • Partnership building 	<ul style="list-style-type: none"> • Community immersion • Community mobilization
Promise	We will keep you informed about this project	We will listen to you and incorporate your feedback into our project	We will ensure your concerns and needs are reflected in our project	We will work with you in planning all aspects of this project	We will implement the project you come up with
When to use	There is no alternative because of urgency, regulatory reasons, or legal boundaries	You want to improve an existing service or program but the options of change are limited	You need community perspective and buy-in to successfully implement the project	Community members have a strong desire to participate and you have the time to develop a partnership	Community members want to own the project and you are committed to a long-term relationship

The Goal = working toward community-driven engagement

Adapted from the CDC's Community Engagement Continuum (1997) and King County Community Engagement Continuum (2011).

Community Engagement Checklist

Before	<input type="checkbox"/>	Review the Key Principles of community engagement. Learn about the community and reflect on any biases, assumptions, or privileges you have.	<i>Key Principles, p.5</i>
	<input type="checkbox"/>	Identify the community partners, members, or stakeholders you wish to engage, and reach out as early as possible.	<i>Worksheet, p. 12-13</i>
	<input type="checkbox"/>	Notify Local Health Jurisdictions touched by your effort, and involve them as appropriate.	<i>Engaging LHJs, p. 3</i>
	<input type="checkbox"/>	Choose a method, place, date, and time of engagement that are culturally and linguistically appropriate.	<i>Methods, p. 6, 14-21</i>
	<input type="checkbox"/>	Review state ethics laws and ethical research guidelines and follow any applicable processes.	<i>Additional Resources, p. 11</i>
	<input type="checkbox"/>	Create an evaluation plan with the community or partners based on how they would measure or define success.	<i>Evaluation, p. 10</i>
During	<input type="checkbox"/>	Get feedback from community leaders on your method, questions, and approach.	<i>Methods, p. 6</i>
	<input type="checkbox"/>	Identify potential barriers and make a plan to mitigate them to ensure equal opportunity for participation.	<i>Common Barriers, p. 7-9</i>
	<input type="checkbox"/>	Intentionally listen, give value to all voices and perspectives, and provide space for those impacted by injustices.	<i>Key Principles, p. 5</i>
	<input type="checkbox"/>	Only make promises you can keep. Be honest and forthcoming about what you can do with the feedback you receive.	<i>Key Principles, p. 5</i>
	<input type="checkbox"/>	Evaluate the effectiveness of your partnership or community engagement effort during the project and make adjustments as needed to structure, membership, and processes.	<i>Evaluation, p. 10</i>
After	<input type="checkbox"/>	Gather feedback from the community or partners about how the project went, and use their perspectives to inform your evaluation.	<i>Evaluation, p. 10</i>
	<input type="checkbox"/>	Share the results and next steps with the community, partners, and other DOH programs.	<i>Key Principles, p. 5</i>
	<input type="checkbox"/>	Reflect on what can be improved for your future community engagement efforts.	<i>Key Principles, p. 5</i>
	<input type="checkbox"/>	Stay connected in order to maintain a long-term relationship.	<i>Key Principles, p. 5</i>

Key Principles

Community engagement can be complex. To be effective, we need to recognize and respect the diversity and assets of the communities we are engaging. It takes a long time to build strong relationships, and it takes even longer to repair relationships that have been damaged. Approach all groups with humility and anticipate learning about the subtle nuances of each community. Following these key principles can help you build trusting relationships with community members, leaders, and partners.

Do your research about the community	It's important to understand the community's culture, norms, values, power and political structures, economic conditions, social networks, demographic trends, and history. Additionally, become aware of the community's history of collaborating with other programs at DOH, other agencies, and our partners, including the barriers they have faced in engaging with us.
Do your research about yourself	Before engaging with a community or potential partner, check your own biases, privileges, and limitations. <ul style="list-style-type: none">• What assumptions or stereotypes do you hold about this community?• How could your assumptions negatively impact your interactions or efforts?• How do your cultural norms and values align with those of the community?• Are you the most effective person to be leading this engagement effort, or should you work with or through partners?
Allow community members to self-identify	Remember that our cultural identities are dynamic, how people identify is a personal choice, and that the people we engage are both individuals <u>and</u> members of various groups. Some communities and individuals we strive to reach may have intersectional identities, which means they are members of more than one group that has been historically marginalized or oppressed.
Prioritize unheard perspectives	Give space and power to the perspectives of those whose voices are least heard. Listen with the intent to take action on the needs expressed by the community. Recognize that individuals have different perspectives and no perspective should be valued more than another.
Value others' time	We should never expect community members to volunteer their time or expertise. Show that you value what they bring to your project through compensation, reimbursement, or support for one of their priorities.
Avoid tokenism	Individuals should never be expected to speak on behalf of, or represent, an entire community.
Recognize strengths and assets	Even communities that experience the greatest health and economic inequities have strengths, assets, and resources that should be acknowledged and leveraged.
Be proactive	If you are working on a specific project or trying to address certain health issues, reach out to potential partners and community members as early as possible.
Ensure communication is ongoing	Collaboration requires continual opportunities for conversation and sharing. Use two-way communication methods that partners or community members are familiar with using.
Be transparent	Be honest and forthcoming about the purpose of your project and how you will use the input you receive. Only make promises you can keep and make sure to follow through on your commitments. Not following through can erode the trust you have worked hard to build.
Meet people where they are	Be flexible in your approach. Go to the community—where members gather—and work to build relationships and trust. Look for opportunities to immerse yourself in the community you are trying to reach by attending community events and groups.

Methods of Engagement

There are many different methods to engage and collaborate with communities. Meeting with communities in-person is often best for establishing and building trusting relationships, especially if you are forming a new connection. However, technology has increased options for connecting with communities and partners and may help increase your reach for some types of engagement activities.

	Inform	Consult	Involve	Collaborate	Empower
	<i>See Appendix 2</i>	<i>See Appendix 3</i>	<i>See Appendix 4</i>	<i>See Appendix 5</i>	<i>See Appendix 6</i>
Methods	<ul style="list-style-type: none"> • Town halls • Community meetings • Media • Social media • Materials • Web 	<ul style="list-style-type: none"> • Focus groups • Interviews • Surveys • Stakeholder groups 	<ul style="list-style-type: none"> • Audience & user testing • Advisory groups • Steering committees • Community conversations 	<ul style="list-style-type: none"> • Collective impact • Coalition building • Partnership building 	<ul style="list-style-type: none"> • Community immersion • Community mobilization

Best practices for all methods of engagement

- Assess the community’s preferred methods of engagement.** Whether planning for in-person engagement, online engagement, or a combination of both, make sure to choose a method that is accessible and appropriate for the community you are trying to reach. If appropriate, use an existing community meeting.
- Plan on using multiple channels or providing multiple opportunities.** Consider a mix of traditional and non-traditional communication channels for getting the word out about your community engagement opportunity. You may also choose a variety methods along the continuum.
- Make sure your methods are accessible.** There are many different aspects of accessibility that you need to consider, including physical accessibility, language, culture, and location. Identify and address other barriers for participation, like childcare, food, or transportation.
- Ask questions that are open-ended, not leading, and nonbiased.** Asking open-ended questions gives you the chance to learn something you were not expecting and provides space for discussion. Base your questions off of what you would like to learn. Ask a member of the community to review your questions ahead of time to ensure you are not framing your questions in a way that perpetuates stereotypes, introduces biases, or stigmatizes members of the community.
- Get active consent.** You will need at least verbal consent for most methods of engagement. There are additional written consent forms participants will need to complete if you plan to use audio recordings, video recordings, take photos, or engage minors.

Common Barriers

Community members and partners may face barriers to collaborating with us. To be successful in engaging the community, ensure your community engagement approach addresses their barriers.

Common Barriers	Potential Solutions
<p>Language</p> <p>Community members who prefer to communicate in a language other than English or have unique vision or hearing needs, will need language assistance services to participate.</p>	<ul style="list-style-type: none">• Identify the linguistic needs of your community by talking to community leaders and key informants, and by reviewing language data.• Translate all meeting materials and announcements into the top languages spoken within the area or community.• Let people know ahead of time that interpretation services will be available for the event or meeting.• Arrange for free interpretation services, including sign language and real-time translation services. <p>Resource</p> <p>Culturally and linguistically appropriate services</p>
<p>Culture</p> <p>You may need to accommodate certain cultural values to ensure all members are able to participate. For example, should you meet with men and women separately? Would you be more effective in engaging youth with or without their parents present?</p>	<ul style="list-style-type: none">• Be mindful of cultural and religious observances and events when choosing a meeting date and time.• Ask community leaders or key informants about the most culturally appropriate way to engage community members and then adapt your approach. <p>Resource</p> <p>Cultures Connecting 2017-2018 Diversity Calendar</p>

Common Barriers	Potential Solutions
<p>Geographic Location</p> <p>It may be difficult for rurally-isolated communities to attend in-person engagement activities.</p>	<ul style="list-style-type: none"> • Meet people where they are at (physically). Hold your event at a location the community regularly meets or gathers. • Choose a location that is accessible by public transportation. • Offer travel reimbursement and lodging. • If you are organizing multiple events or meetings, consider holding them in different locations.
<p>Intercommunity Dynamics</p> <p>It may be inappropriate to bring all the members of one community together in a shared space because of inter-community relationships, power structures, or other norms.</p>	<ul style="list-style-type: none"> • Do your research ahead of time to learn about any potential intercommunity dynamics that may create barriers for some members to engage. • Talk with community leaders and other partners to get their perspective. • Consider what part of the community is disempowered within status-quo power structure. • Learn from other organizations and DOH programs who have worked with the same community in the past.
<p>Our Own Implicit Bias</p> <p>Implicit bias refers to the associations, stereotypes, and assumptions that we make about people. Our biases can affect how we interact with others and our relationships with community members.</p>	<ul style="list-style-type: none"> • Do your research about yourself before engaging with any community you are not a member of. • Commit to continuous, critical self-reflection. • Be humble, respectful, and honest. Admit mistakes when you make them. <p>Resource</p> <p><u>Project Implicit, Harvard University</u></p>

Common Barriers

Distrust of Government

Communities may not trust government because of past historical injustices led by governmental public health organizations, like the Tuskegee Syphilis Experiment or forced sterilization practices. Or, they may have had personal negative experiences interacting with DOH, other state agencies, or health-related organizations.

Immigration Status

You may need to accommodate certain cultural values to ensure all members are able to participate. For example, should you meet with men and women separately? Would you be more effective in engaging youth with or without their parents present?

Potential Solutions

- Take the time to teach yourself about the historical injustices or past experiences that are impacting the community you are trying to reach.
- Recognize and own what has occurred in the past, and recognize how it impacts you today.
 - What earned and unearned privileges do you have as result of historical injustices?
 - How may those privileges impact your ability to engage certain communities?
- Commit to the time it will take to rebuild trust, and make sure to follow through on all promises and commitments you make to the community.

Resource

[Public Health Timeline, Roots of Inequity](#)

- Ask community partners for guidance on how to make their community members feel safe and included in your activity.
- Do not collect personal information from attendees.
- Consider co-facilitating the event or meeting with a trusted community leader or partner.

Resource

[Governor Inslee's Executive Order 17-01](#)

Common Barriers	Potential Solutions
<p>Time</p> <p>Some of the more logistical aspects of community engagement take time. Plan accordingly and adapt your timeframe as needed to meet the needs of the community.</p>	<ul style="list-style-type: none"> • Think about the daily schedules of the people you're trying to engage. • If you will be hiring a vendor for your project, allow three months for the contracting process. • If your project qualifies as research, allow two months to seek approval from the Institutional Review Board.
<p>Stigma</p> <p>Stigma can prevent some communities from participating, especially within certain populations, such as people living with HIV/AIDS.</p>	<ul style="list-style-type: none"> • Be mindful of how stigma may impact those you're trying to reach. • Consult with an agency or community expert on stigma reduction strategies
<p>Government Jargon and Process</p> <p>Government has its own language and way of doing things that may create unintentional barriers for people outside our agency.</p>	<ul style="list-style-type: none"> • Use simple, clear language in all communications and be cognizant of overusing acronyms. • Check your assumptions about what aspects of the way we do our work is common knowledge.

Common Barriers

Technological Barriers

Remote and online engagement can work really well for some communities, but you may lose some community members due to technological barriers.

Potential Solutions

- Choose a platform your participants are familiar with.
- Review information about the technological requirements ahead of time to make sure they are clear, straightforward, and not overly burdensome.
- Ensure technological support is available before and during the event.

Competing Priorities

Do not expect that community members will be able to drop everything else in their lives to participate in a DOH project. They have full lives with many responsibilities and commitments that may take priority. You may be able to mitigate some of these competing priorities through thoughtful planning.

- **Family:** If you plan to engage parents or caregivers in person, consider needs for childcare or provide options for remote engagement.
- **Food:** The sharing of food to bring people together is common across cultures. If possible, bring healthy and culturally appropriate snacks or meals when holding community meetings or focus groups. Make sure to ask community members about dietary restrictions and preferences ahead of time.
- **Work:** Often, community members are not reimbursed for their time whereas partners who work for other agencies and organizations may be able to participate during work time. Look into options for providing incentives and travel reimbursement to decrease barriers for participation. Additionally, people who work full-time may prefer evenings or weekends.
- **School:** If engaging students or those within the academic community, consider the time of year and school schedules. It may be difficult to engage during school hours, the start of the school session, exam times, or school breaks.

Resource

[DOH's Heathy Nutrition Guidelines for Meetings and Events](#)

Evaluating Your Community Engagement Efforts

You should routinely evaluate the effectiveness of your relationships and partnerships. Below are example evaluation questions you can consider, but you should develop your evaluation plan with your partners and community.

Example Questions	Before	During	After
How was the need for this project identified?	<input type="checkbox"/>		
Are the right community members involved?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the structure and process allow for all voices to be heard, especially those impacted by historically and contemporary injustices?	<input type="checkbox"/>	<input type="checkbox"/>	
How do you plan to support your partners or community members? What training, information or resources will they need?	<input type="checkbox"/>	<input type="checkbox"/>	
How do you plan to intentionally provide space for those impacted by injustices for their issues to be heard and addressed?	<input type="checkbox"/>	<input type="checkbox"/>	
How does the community measure/define success?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How well does the group work together?		<input type="checkbox"/>	
Who has a voice and who doesn't?		<input type="checkbox"/>	
How does the group make decisions?		<input type="checkbox"/>	
How are conflicts or disagreements handled?		<input type="checkbox"/>	
Who leads the engagement efforts, meetings, or events?		<input type="checkbox"/>	
How are community members involved in developing the project?		<input type="checkbox"/>	
If you did a stakeholder analysis, did your results have the desired effect? Were they helpful?		<input type="checkbox"/>	<input type="checkbox"/>
How did you ensure your community engagement effort was <u>culturally and linguistically appropriate</u> ?		<input type="checkbox"/>	<input type="checkbox"/>
Did stakeholder involvement improve the work, effectiveness, or political and community support of the effort?		<input type="checkbox"/>	<input type="checkbox"/>
Who came up with the project goals and plan?			<input type="checkbox"/>
What could you have done better to identify and involve community partners and representatives?			<input type="checkbox"/>
What strategies did you use to ensure all voices were heard?			<input type="checkbox"/>
When partners who have been impacted by injustices or represent groups who are under-represented or historically marginalized brought forward issues, how were those addressed?			<input type="checkbox"/>
Did your partners feel supported? What could be improved?			<input type="checkbox"/>
How did you loop back to the community to thank them and let them know next steps and the impact of their involvement?			<input type="checkbox"/>

Closing

Thank you for using DOH’s Community Engagement Guide, and for contributing to our agency’s efforts to build meaningful relationships with the communities we serve and advancing health equity. The following references and appendices provide additional resources. If you need any other assistance, please contact the Center for Public Affairs, Community Relations & Equity quadrant.

Additional Resources

Internal

- [Evidence-based Approach to Improving the Health and Safety of the Population](#)
- [Health Equity Review Planning Tool](#)
- [Guide for Health Promotion and Health Education Activities](#)
- [Well Crafted: The PCH style guide for design and communication best practices](#)
- [Human Subjects and Public Health Practice Guidelines](#)
- [Ethics policies and laws](#)

External

- [King County Health Equity Assessment Tool](#)
- [Messaging Guide for Policy Advocates](#)
- [CDC’s Principles of Community Engagement, Chapter 7: Program Evaluation and Evaluating Community Engagement](#)
- [IMPACT: A Practical Guide to Evaluating Community Information Projects](#)

Definitions

Community

A diverse group of individuals who interact with one another and may have overlapping traits, cultures, beliefs, tendencies, needs, geographic proximity, or shared histories. Individuals self-identify with their communities, can belong to more than one community, and may prioritize a community more than others.

MacQueen et al., 2001

Community Engagement

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 wellbeing 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.

Centers for Disease Control and Prevention, 1997

Health Equity

Exists when **all** people can attain their full health potential and no one is disadvantaged from achieving this potential because of the color of their skin, ancestry, level of education, gender identity, sexual orientation, age, religion, the job they have, the neighborhood in which they live, socioeconomic status, or whether they have a disability.

DOH Health Equity Workgroup, 2016

Cultural Humility

Being open to and respecting the self-identified cultural and personal factors of an individual's life. This involves ongoing reflection and self-awareness of one's own biases to avoid perpetuating cultural assumptions. True cultural humility requires an appreciation for the richness and complexity of the concept of culture.

Foronda et al., 2016

Need help?

If you don't know where to start, C4PA can provide consultation. We can help you:

- Reach out to community-based organizations, nonprofits, racial and ethnic commissions, health systems, philanthropy, and businesses that serve diverse communities as part of their daily job or services.
- Connect with other DOH programs who may have existing partnerships within the community you are trying to reach.
- Choose an appropriate method, navigate technology options, and ensure your engagement effort is accessible:
 - Do an audience assessment
 - Identify appropriate communication and engagement channels
 - Plan for online and remote engagement options
 - Develop question guides and scripts
 - Arrange interpretation and translation services
 - Ensure your engagement efforts are accessible and barrier free
- Explore new and non-traditional partnerships. Ideal partners may not always be other health-related agencies or organizations.
- Navigate efforts to rebuild trust with communities that have damaged relationships with DOH.

ppendices

Appendix A. Identifying the Community Worksheet

The first step in all state-led community engagement activities is to identify the community members or partners you wish to engage. A health issue or public health project can impact many different communities. Use this worksheet for each unique community you are trying to reach.

What is the specific project or health issue you are trying to address?

DOH's Guide for Health Promotion and Health Education Activities is a good starting point.

Who may be impacted by this project?

Who are your current partners?

- Do they reflect the communities you're trying to serve?
- Are they respected within the community?
- How effective is your existing partnership?
- What are their priorities, needs, interests, resources, and assets?

Who else is engaged in addressing this health issue?

- Who are your potential new partners?
- Do they reflect the communities you're trying to serve?
- Are they respected within the community?

Who interacts regularly with the community you are trying to reach?

How will you ensure the community you are actually trying to reach is involved?

What power or political structures could impact the community's willingness to participate?

How will you actively address these power structures? What support do you need?

What existing networks do you or other DOH programs have that can be leveraged?

Appendix 2. Methods to INFORM

Inform	
	<ul style="list-style-type: none"> • Led by state • State holds power
Purpose	Provide information
	One-way communication
	Address immediate needs or issues
Methods	<ul style="list-style-type: none"> • Town halls • Community meetings • Media • Social media • Materials • Web
Promise	We will keep you informed about this project
When to use	There is no alternative because of urgency, regulatory reasons, or legal boundaries

Town Halls, Community Meetings

Starting Point

- Identify your primary audience and vision for the meeting or event.
- You will get the highest turnout if you host the meeting in a place where the community naturally and regularly meets on their own or combine it with an existing meeting.
- Set a clear agenda with a designated moderator and speakers.
- If appropriate, engage local media to help publicize your event.

Technology Options

- Facebook Live, YouTube Live, Periscope, and video conference can be used to allow remote participation, feedback, and testimony.
- Host a town hall online using Twitter Town Hall. This can increase the geographic reach.

More Information

- [Convening town hall meetings](#)
- [How to host a Twitter town hall](#)

External Communications: Media, Social Media, Materials, Web

Starting Point

- Begin by developing a communications plan.
- Identify communications channels that will best reach your primary audience.
- Ensure messages are tailored to your audience.
- Common channels include the web, social media, print materials, press releases, TV, and radio.

Technology Options

- Use social media and live stream options to spread the reach of your announcement and offer some opportunity for engagement.

More Information

- [Center for Public Affairs, Communications Resources](#)

INFORM examples from DOH programs

- Foundational Public Health Services Town Hall
- [Dr. Scott Lindquist talks about Hanta Virus \[VIDEO\]](#)

Appendix 3. Methods to CONSULT

Consult	
	<ul style="list-style-type: none"> • Led by state • State holds power
Purpose	Get and incorporate feedback
	One-way communication
	Inform the development of state programs
Methods	<ul style="list-style-type: none"> • Focus groups • Interviews • Surveys • Stakeholder groups
Promise	We will listen to you and incorporate your feedback into our project
When to use	You want to improve an existing service or program but the options of change are limited

Focus Groups

Starting Point

- Identify a trained facilitator and note-taker.
- Carefully plan how you will organize and recruit for the focus groups. Bring individuals together with a common characteristic, and structure the conversation to ensure all participants are able to express their honest opinions.
- Provide incentives to thank participants for their time.
- Prepare your questions so you can benefit from group dialogue. Questions should be open and elicit group discussion.
- Recording the focus group may be beneficial for note-taking and facilitation purposes, but should be carefully considered because it may inhibit participation from some people.

Technology Options

- Host a focus group online using Facebook Groups or GoToMeeting. This can help you host focus groups with Washingtonians in other parts of the state.

More Information

[Conducting focus groups](#)

[Designing and conducting focus group interviews](#)

Interviews

Starting Point

- Interviews let you explore a particular subject more in depth, and allow you to learn something you might not get from a survey. They can also be used to build and strengthen partnerships.
- Use as a starting point to help you plan other community engagement efforts. The insight and perspective you can gain from community leaders can help you plan more effective and culturally appropriate community meetings, focus groups, and community mobilization efforts.
- Carefully plan your interview script and approach. If you choose to conduct key informant interviews, identify community leaders who know their community and the specific health topic or issue well.
- If you choose to conduct intercept interviews with community members, choose a location and time that will maximize your opportunities for connecting with members of your target population.

Technology Options

- Interviews are best done in person to help build relationships, but can also be conducted over the phone or with GoToMeeting.

More Information

[Key Informant Interviews, New York State](#)

[Key Informant Interviews, UCLA Center for Health Policy Research](#)

Surveys

Starting Point

- Surveys can be used to collect information about attitudes, beliefs, opinions, needs, assets, and behaviors of the community you wish to engage.
- They are a quick way of getting information from a larger number of people, and may be more convenient for the participant and lower cost.
- Surveys can gain informal community feedback about a specific project.

Technology Options

- Paper-based and mail surveys may be effective in specific circumstances. You can broaden your reach by using online or electronic surveys through Opinio, Survey Monkey, or online polls.

More Information

[Conducting Surveys, Community Tool Box](#)

Stakeholder Groups

Starting Point

- Identify your primary, secondary, and key stakeholders. Primary stakeholders are those who will be directly affected by your project. Secondary stakeholders include those who are directly involved with the primary audience/population of your project, or whose lives may be affected indirectly. Key stakeholders are those who have the greatest influence including policymakers, the media, and community leaders.
- Plan to engage stakeholder groups early in the pre-planning stages. This helps ensure transparency throughout your project.
- Conduct a stakeholder analysis or stakeholder mapping to understand their concerns and interests.

Technology Options

- Video conference may allow stakeholders who live remotely to participate and stay engaged in ongoing project planning and meeting.

More Information

[Identifying and Analyzing Stakeholders and Their Interests, Community Tool Box](#)

[Maximizing Community Stakeholders' Engagement, CityMatch](#)

CONSULT examples from DOH programs

WIC Voice of the Customer Survey

MCH Block Grant survey

Emergency Preparedness online poll

Stakeholder analysis for rulemaking

Appendix 4. Methods to INVOLVE

Involve	
	<ul style="list-style-type: none"> • Led by state • State holds power
Purpose	Ensure needs and interests are considered
	Two-way communication
	Advance solutions to complex problems
Methods	<ul style="list-style-type: none"> • Audience & user testing • Advisory groups • Steering committees • Community conversations
Promise	We will ensure your concerns and needs are reflected in our project
When to use	You need community perspective and buy-in to successfully implement the project

Audience Testing, User Testing

Starting Point

- Audience and user testing are ideal for helping you understand how your primary audience may respond to your messages, materials, or information. The goal is to understand their knowledge, beliefs, attitudes, barriers, and cues to act.
- Clearly define your primary audience and think about what you want them to know or do.
- Health promotion, behavior change, and communication theories can help you plan your testing.
- For user testing, choose a technique that fits your session goals and plan ahead for any equipment needs. It may be easiest to hold the usability testing in the DOH computer lab or in a remote location with laptops.
- For both audience and user testing, make sure to pilot your questions and test ahead of time.

Technology Options

- Can be done in-person, over the phone, over email, and through online platforms.

More Information

[Tips for analyzing your audience, University of Pittsburgh Health Promotion and Disease Prevention Theory Models, Rural Health Information Hub](#)
[Health Literacy Online, Test your Site with Users with Limited Literacy Skills](#)
[Usability, User Research Methods](#)

Advisory Groups, Steering Committees

Starting Point

- Advisory boards and steering committees are ideal for keeping your project connected to the big picture. Many groups meet on a quarterly basis to provide strategic direction, but some meet more frequently for more hands-on work. There may already be an existing group or committee that you can engage with.
- The effectiveness of these groups depends on the structure that is put in place at the beginning including choosing the right members, thoughtfully planning and facilitating meetings, and setting clear expectations.
- Advisory boards or councils can be created to bring voices to the table who are often not well represented in decision-making, for example: youth.
- Plan a formal onboarding for your committee, council, or board members to ensure they have a similar foundation related to your project and equity overall.

Technology Options

- Video conference may increase participation in council, advisory, or committee meetings.

More Information

[Tips for Creating Effective Youth Advisory Councils, Advocates for Youth](#)

Community Conversations

Starting Point

- Build a team to determine the goals for the conversation and host the event. Your team should include members of the community to ensure their own goals, interests, and issues are well represented.
- Choose a facilitator that is experienced and can create a trusting environment with the participants. Sometimes it is best to choose someone from within the community and sometimes it is more appropriate to choose someone who is neutral and outside of the community.
- Create an inviting environment and structure the room for dialogue. Tables in a 'U' format or in circles are ideal for small group conversations.

Technology Options

- Some online platforms, including GoToWebinar, may be used to facilitate a virtual community conversation. Careful planning is needed to ensure everyone has equal access to participate and that conversation can flow naturally.

More Information

[Leading a community dialogue on building a healthy community](#)

INVOLVE examples from DOH programs

DOH Web Usability Study

EPH Fish Advisories Audience Testing

PCH Community Health Advisory Committee

Emergency Preparedness & Response: Crisis Standards of Care Project

[Opportunities to Improve WIC Services for Somali Women](#)

Appendix 5. Methods to COLLABORATE

Collaborate	
	<ul style="list-style-type: none"> • <i>Co-led</i> • <i>Power is shared</i>
Purpose	Partner and share decision-making power
	Two-way communication
	Advance solutions to complex problems
Methods	<ul style="list-style-type: none"> • Collective impact • Coalition building • Partnership building
Promise	We will work with you in planning all aspects of this project
When to use	Community members have a strong desire to participate and you have the time to develop a partnership

Collective Impact

Starting Point

- A ‘Collective Impact’ model brings organizations together to work toward a common goal through a structured framework.
- The five core conditions of the collective impact framework are
 - Develop a common agenda
 - Use shared measurement
 - Build on mutually-reinforcing activities
 - Engage in continuous communications
 - Provide a backbone to move the work forward

Technology Options

- Collective Impact initiatives are best started by bringing people physically together in a shared space.
- Video conference may allow representatives who live remotely to participate and stay engaged in meetings they can’t physical attend.

More Information

[Tackling complex problems through collective impact \[VIDEO\], FSG](#)
[Evaluating Collective Impact: Five Simple Rules](#)

Coalition Building

Starting Point

- Coalitions can be used to influence public policy, promote behavior change in communities, and build a healthy community.
- Some of the drivers for building coalitions include:
 - To respond to negative events in the community (e.g. increased suicides).
 - New information becomes available (e.g. new research about a specific disease).
 - Circumstances or rules change (e.g. a new law).
 - New funding is available (e.g. a federal grant that requires a coalition).
 - There's a threat to the community (e.g. an important service might get cut)
- Coalitions include a core group of stakeholders, community opinion leaders, and policy makers.

Technology Options

- Coalitions are best started by bringing people physically together in a shared space.
- Video conference may allow members who live remotely to participate and stay engaged in meetings they can't physically attend.

More Information

[Coalition Building I: Starting a Coalition, Community Tool Box](#)

[Coalition Building II: Maintaining a Coalition](#)

[Developing Effective Coalitions: An Eight Step Guide, Prevention Institute](#)

Partnership Building

Starting Point

- Partnerships can be formal collaborations just between two organizations, or can result in the formation of a committee, coalition, council or other group of partners with representatives from various organizations and therefore be more strategic in nature.
- Partnerships can also be informal agreements or collaborations that are short-term and project specific.
- Determine which partners and what type of partnership is appropriate for your specific project or problem you are trying to address.

Technology Options

- Technology can be used to assist with ongoing collaboration of existing partners.

More Information

[Creating and maintaining partnerships, Community Tool Box](#)

[Community Participation: A Self-Assessment Toolkit for Partnerships](#)

COLLABORATE examples from DOH programs

[Essentials for Childhood Steering Committee](#)

Prevention Alliance

Academic Partnership with the University of Washington

Appendix 6. Methods to EMPOWER

Empower	
<ul style="list-style-type: none"> Led by community Community holds power 	
Purpose	Support and follow the community's lead
	Two-way communication
	Problems and solutions are defined by the community
Methods	<ul style="list-style-type: none"> Community immersion Community mobilization
	We will implement the project you come up with
When to use	Community members want to own the project and you are committed to a long-term relationship

Community Immersion

Starting Point

- Support initiatives and projects that are important to the community, even if it is not a DOH priority.
- Attend community events and gatherings with the intent of listening and learning.

Technology Options

- Some communities, like youth, may prefer to come together online. Use relevant social media platforms to immerse yourself.

More Information

[EthnoMed Community Calendar](#)

Community Mobilization

Starting Point

- Ensure you have strong leaders and provide them the support they need.
- Establish a formal structure, which may include a steering committee and sub-committees. Ensure the six essential functions of community mobilization efforts are covered:
 - Providing overall strategic direction
 - Facilitating dialogue between partners
 - Managing data collection and analysis
 - Planning communications
 - Coordinating outreach
 - Fundraising
- Develop guiding documents such as organizational charts, rules of operation or bylaws, policy statements, and formal letters of agreement.
- Engage community partners who share priorities and interests. Consider partners who work in other health or social service organizations, business owners, policy makers, media representatives, faith leaders, and others who have significant influence in their community.

Technology Options

- Community mobilization efforts are best started by bringing people physically together in a shared space.

More Information

[Strategies Guides by Best Practice for Community Mobilization, Advocates for Youth](#)

[Community Mobilization Guide, CDC](#)

EMPOWER examples from DOH programs

End AIDS Stigma Reduction Work

