



Congratulations, you are about to make a difference in Greater Franklin County!

The Healthy Community Coalition invites you to use the tools in this Tool Kit to get started on addressing our identified community health priorities, which are:

- **Nutrition**
- **Physical Activity**
- **Economic Stability**
- **Access to Health Care**

Our goal in providing these tools is to help a *good* idea become a *great* idea. It is helpful to shape ideas by asking the following questions:

- 1. What are some solutions to the problem?**
 - a. How can we prioritize the ideas we have to address the problem?
 - b. What is my final goal?
 - c. What is the project we have decided to implement?
- 2. What resources do we have to accomplish the project?**
- 3. Who should we collaborate with?**
- 4. How do we assure our project will work?**
 - a. How do we find and use evidenced-based programs?
- 5. How will the project be evaluated?**
- 6. How will the project be sustained?**

Materials in this tool kit were adapted from the Community Toolbox (www.ctb.ku.edu/index.jsp). The Tool Box provides over 6,000 pages of practical information to support your work in promoting community health and development. This invaluable web site was created and is maintained by the Work Group on Health Promotion and Community Development at the University of Kansas. Developed in collaboration with AHEC/Community Partners in Amherst, Massachusetts.

Section 1:

What are some solutions to the problem?

In many cases, group work produces a number of promising ideas. The following questions can help your group focus on one idea and identify your target population (the group or groups of people whose behavior, knowledge, skills, etc. will be changed as a result of you reaching your goal). **Please complete questions 1, 2, and 3 today.*

1. Review the problem and refine the issue that needs to be addressed, then develop one or more solutions. These questions will be helpful in identifying and prioritizing solutions to the problem that was identified:*

- a. How many people will be affected by the solution?
- b. How important is the solution perceived by your group?
- c. How important do you think the solution will be perceived by others in the community?
- d. How effective are your efforts likely to be?
- e. Are there any negative impacts of addressing the problem?
- f. Are there resources available to support the solution?

2. State the problem that you chose to address and turn it into a goal statement (a solution). Goals are usually broad by nature and may take one or more objectives (specific, measurable, achievable, reasonable, timely) to be completed.*

3. Questions that might help you identify the target population.*

- a. Whose behavior needs to change to address the immediate problem?
To reach your stated goal?
- b. Who is affected by the problem (parents, children, co-workers, service providers, etc?)

Section 2:

What resources do we have to accomplish the project?

Sometimes new ideas get funded by local or state grant funds, but more times than not, it takes a high level of collaboration and resource sharing by local agencies and organizations to reach a goal and sustain successful efforts. ****Please complete numbers 1 and 2 today,*** the other activities may be helpful later on in this process.

1. Describe what matters to people in our community.*

- a.
- b.
- c.
- d.
- e.

2. Does your goal statement address the concerns of members of your community?*

3. Describe what matters to community stakeholders.

4. Does your goal statement address the concerns of community stakeholders?

5. Make a list of the resources currently available to help you reach your goal (i.e. community interest, sponsorship from local organizations or businesses, donated services or materials, etc.)

a.

b.

c.

d.

e.

f.

g.

Section 3:

Who should we collaborate with?

Successful collaboration and partnerships will be integral to this two-year process. This section is intended to guide each group in creating and maintaining community partners, building leadership within the group, and enhancing cultural competency. ****Please complete number 1 today. the other activities may be helpful later on in the process.***

1. Describe the multiple organizations or individuals that are here today, and others not here, that should make up your group in the future.*

Who is here?

Who are we missing?

Who will invite them?

2. Identify a leader from this group (who is here today) who will:*

- Carry forward the idea that was generated at today's Visioning forum.
- Convene at least four meetings in the next two years, inviting both current group members and newly identified individuals.
- Complete the questions in the Tool Kit during the meetings.
- Communicate with the Visioning Coordinator so process and progress can be shared with the community in various forms, including website postings, newsletters, and newspaper articles.
- Celebrate success at the end of two years; or evaluate challenges that need to be addressed.

Leader: _____

3. Revisit your goal statement once you have assembled a work group. Is everyone in agreement? If not, what changes should you make? You may want to refer back to section one and two.

4. Create a list of necessary resources, both financial and personal, to support the group's activities.

- a.
- b.
- c.
- d.
- e.
- f.

5. Tips for successful collaboration:

- a. Clearly defining the purpose and scope of the project
- b. Clarifying how working together will benefit each partner and advance its mission and interests—how will everyone gain?
- c. Describe the roles and responsibilities of each partner and make sure mechanisms for communication and joint accountability are in place

6. Discuss how you will maintain momentum over the next two years and regularly evaluate the progress of the group and make necessary changes.

Building Leadership

1. Tips to becoming engaged as a community leader:
 - a. Develop and communicate a personal vision
 - b. Discuss how you will listen to people
 - c. Determine how you will take responsibility for your community
 - d. Set goals
 - e. Propose specific changes
 - f. Address how you will get work done
 - g. Determine how you will recruit and prepare others to become leaders

Increasing participation and membership

1. Consider those who could benefit most from your efforts that are not currently involved.
2. Identify key sectors of the community who are missing from your group.
3. What roles or tasks are currently unassigned? Who could fill them?

Cultural Competency

1. What is cultural competence?

There are five essential elements that contribute to a system's ability to become more culturally competent. The system should (1) value diversity, (2) have the capacity for cultural self-assessment, (3) be conscious of the "dynamics" inherent when cultures interact, (4) institutionalize cultural knowledge, and (5) develop adaptations to service delivery reflecting an understanding of diversity between and within cultures. Further, these five elements must be manifested in every level of the service delivery system. They should be reflected in attitudes, structures, policies, and services.

2. Indicate what cultural competence would look like in your community?
 - a. Describe the vision your group has for cultural competency (i.e People of diverse backgrounds and experience working together; People understanding and appreciating one another's differences; People being respectful of those different from them; etc.)

Section 4:

How do we assure our project will work?

Extensive resources have been devoted to prevention research over the last 20 years, and programs and strategies that work have been identified. Reviewing and using best practices can increase the project's effectiveness, assure that you are targeting the right audience using the right methods for your community, and increase the opportunities for sustainable funding.

**** Please complete number 1 today. the other activities may be helpful later on in the process.***

1. List three potential resources for obtaining best practice information on your particular topic.*

(For example, Centers for Disease Control and Prevention or Substance Abuse and Mental Health Services Administration.)

a.

b.

c.

2. Identify two model programs that you are familiar with that could be replicated locally.

a.

b.

Section 5:

How will the project be evaluated?

Evaluating a program is critical. Evaluation helps you understand what works, under what conditions, and what doesn't work. It improves how things get done, assesses community commitment, and ultimately determines if there was a change in knowledge, skill, behavior or health outcome. ****Please complete number 1 today. the other activities may be helpful later on in the process.***

1. What questions will you ask?*

Sample questions might include:

- How well was the program implemented?
- How well did the program meet its stated objectives?
- How much or what kind of difference has the effort made in our community?

2. What evaluation methods will you use?

Sample evaluation methods might include:

- Surveys about satisfaction and the importance of the project.
- Interviews with key participants.
- Self-reporting through logs or diaries.
- Tracking of community-level indicators.
(such as rates of smoking or number of insured)

a.

b.

c.

3. Determine your evaluation plan.

Section 6:

How will the project be sustained?

You will most likely want to continue a good idea that has become a great idea. A plan for sustaining a project is an important initial step in your planning process. **Please complete number 1 today. the other activities may be helpful later on in the process.*

1. Decide whether the project needs to be sustained, and for how long.*

2. Assess whether there is likely to be community support to sustain the project.

3. List three barriers to sustaining the project.

a.

b.

c.

4. Briefly describe your sustainability plan.