HAMILTON COUNTY
PUBLIC HEALTH

We THRIVE!℠

TOOLKIT

A Resource for WeTHRIVE! Community & School Teams

Last Updated February 11, 2026

Table of Contents

2 Introduction

3 WeTHRIVE! Community Pathways & Case Studies

11 Organizing a WeTHRIVE! Team & Recruiting Members

17 Managing & Sustaining the Team

25 Developing an Action Plan & Selecting a Pathway(s)

29 Taking Action: Implementing Projects & Programs

35 Engaging the Community

43 Celebrating & Communicating Success

46 Appendices:

1. Meeting Agenda Template
2. Introduction to Appreciative Inquiry
3. Event & Program Planning Form
4. Capacity Inventory Worksheet
5. Sample Community Surveys

Special thanks to **Blume Community Partners** for their work in compiling this toolkit. Blume met with WeTHRIVE! teams and Hamilton County Public Health staff to ensure that the information provided is timely, useful, and aligned with WeTHRIVE!'s mission to create a culture of health, safety, and vitality throughout Hamilton County.

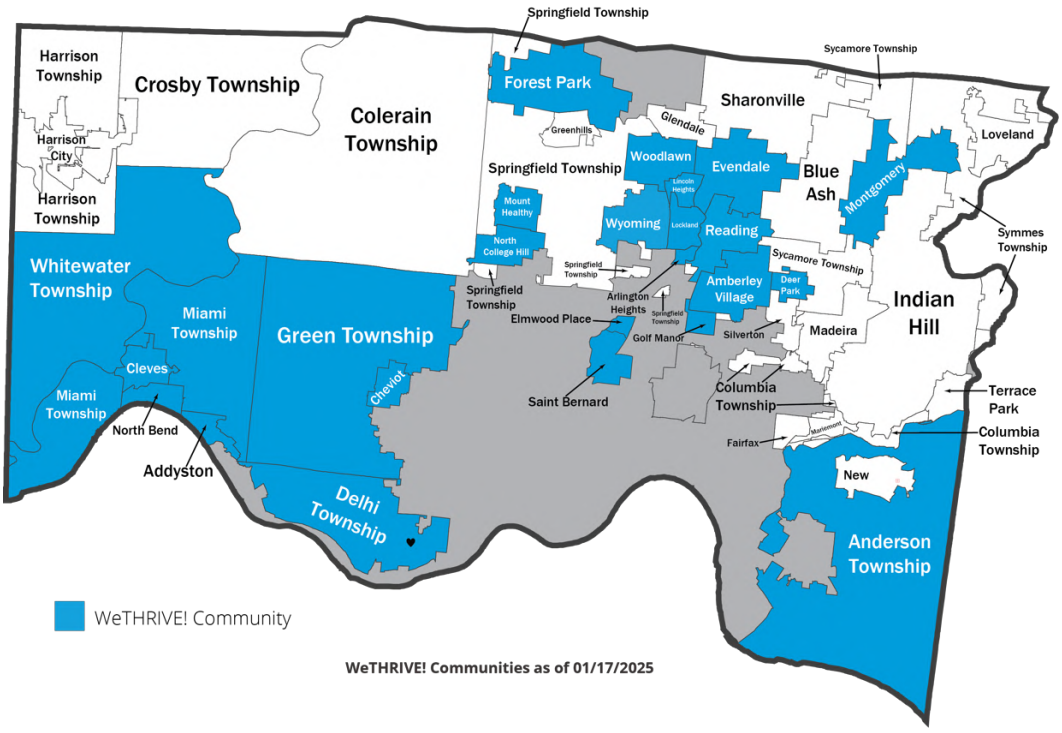
Introduction

WeTHRIVE![SM] is an initiative of Hamilton County Public Health (HCPH) that brings public health together with communities, schools, and child care providers with the goal of making changes related to health, safety, and well-being that will last for generations to come. Since 2009, the WeTHRIVE! initiative has worked with communities and schools throughout Hamilton County to create a culture of health, safety, and vitality. Today, WeTHRIVE! touches more than 300,000 people and includes 25 communities, eight school districts, and ten child care providers.

WeTHRIVE! is a paradigm shift that engages child care providers, communities, and schools to make meaningful and sustainable policy, environmental, and infrastructure changes where people live, work, learn, and play, ensuring that all individuals have the opportunity to thrive. HCPH supports this work by encouraging and supporting community groups (*who understand their communities best*) to work together with their neighbors, local government, schools, and other community-based partners to design and implement strategies that create healthier, more sustainable places to live.

This toolkit is intended to provide resources for WeTHRIVE! community teams as they work to implement the WeTHRIVE! process within their community. It includes information to help **new** teams get organized and **long-standing** teams stay motivated, as well as tips and tools for **everyone** to be successful.

This toolkit supports WeTHRIVE! teams where they are and helps them with next steps to better achieve their goals.



WeTHRIVE! Communities as of 01/17/2025

WeTHRIVE!
Community Pathways & Case Studies



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WeTHRIVE! Community Pathways & Project Examples

The WeTHRIVE! initiative has six Community Pathways:



Chronic Disease



Emergency Preparedness



Environmental Health



Overdose Prevention



Injury Prevention



Social Connection

WeTHRIVE! teams choose one or more pathways based on their interests and the community's needs.

The pages below provide an overview of each pathway, including projects that current WeTHRIVE! community and school teams have completed.

Chronic Disease Pathway

Goal

To make the healthy choice the easy choice – through implementation of policy, systems, and environmental change strategies that support improved nutrition, increased activity, decreased exposure to secondhand tobacco smoke, and decreased burden of chronic disease.

Strategies to Reduce Chronic Disease

- Community and school gardens
- Farmer's markets
- Healthy vending and retail
- Shared use agreements
- Complete Streets
- Safe Routes to School
- Playground and park enhancements
- Sidewalks and walking paths

Community/School Project Examples

Links take you to stories on WatchUsThrive.org

- WeTHRIVE! in North College Hill/North College Hill City Schools: School/community garden
- WeTHRIVE! in Golf Manor: Cooking classes with Ohio State Extension-Hamilton County
- WeTHRIVE! in Reading: Reading Farmers Market

Focus Areas

- ➔ Healthy Eating
- ➔ Physical Activity
- ➔ Tobacco Use





Emergency Preparedness Pathway

Goal

To improve the community's capacity to respond in the event of a public health emergency.

Focus Areas

- ➔ Community Preparedness
- ➔ Personal Preparedness

Strategies to Improve Emergency Preparedness

- Review and exercise Poins of Dispensing (POD) plans
- Train core staff to manage POD
- Recruit community volunteers
- Educate the community about individual preparedness



Community Project Example

Links take you to stories on WatchUsThrive.org

- WeTHRIVE! in Evendale: Automated External Defibrillator program



Environmental Health Pathway

Goal

To create environments that promote healthy living and reduce the risk of disease, injury, and disability.

Focus Areas

- Air Quality
- Healthy and Sustainable Homes
- Solid Waste
- Water Quality

Strategies to Improve Environmental Health

- Housing and nuisance code enforcement
- Idle-free campaigns
- Tobacco-free policies that include outdoor venues
- Recycling, composting, and tire collection
- Complete Streets
- Safe Routes to School
- Playground and park enhancements
- Sidewalks and walking/bicycling paths
- Awareness of stormwater pollution prevention strategies
- Community education and engagement in environmental health strategies



Community Project Examples

Links take you to stories on WatchUsThrive.org

- WeTHRIVE! in Woodlawn: Greenway project
- WeTHRIVE! in Whitewater Township: Litter pick-up and recycling program



Overdose Prevention Pathway

Goal

To help prevent substance misuse in communities and to support those that already use substances by implementing strategies that reduce harm to themselves and the community as a whole.

Focus Areas

- ➔ Overdose Prevention
- ➔ Substance Misuse Prevention



Overdose Prevention Strategies

- Enhance enforcement of law banning alcohol and tobacco sales to minors
- Naloxone (Narcan) administration programs
- Distribution of addiction recovery packets
- Prescription drug drop-off and “take back” programs
- First time offender diversion programs
- Community education and youth engagement in substance use prevention strategies



Community Project Example

Links take you to stories on WatchUsThrive.org

- WeTHRIVE! in Montgomery: Mental health programming

Injury Prevention Pathway

Goal

To build safe communities through implementation of policies, systems, and environmental change strategies that decrease preventable injuries, increase child safety, decrease bicycle, pedestrian, and motor vehicle-related injuries, and decrease community violence.

Focus Areas

- Falls
- Violence
- Transportation Safety
- Child Safety



Strategies to Prevent Injuries

- Helmet use enforcement and education
- Reduced speed limits
- Creation of bike lanes
- Sidewalk improvements and maintenance
- Safe Routes to School
- Seat belt and child restraint law enforcement and education
- Community engagement in injury prevention strategies
- Creating gun-free establishments
- Crime prevention through environmental design



Community Project Examples

Links take you to stories on WatchUsThrive.org

- WeTHRIVE! in Golf Manor, Green Township, Miami Township, and North Bend: Fall prevention programs
- WeTHRIVE! in Lincoln Heights and Mt. Healthy: Active Transportation planning

Social Connection Pathway

Goal

Social connection is a major indicator of an individual's health and a community's resilience. The goal of increasing social connection is to help reduce the risk of chronic diseases caused by loneliness and isolation, by increasing opportunities for communities to become more connected.

Focus Areas

- Social and Community Context
- Mental Health

Strategies to Improve Social Connection

- Organized social activities that give residents opportunities to develop positive relationships with neighbors
- Health in all policies approach
- Health impact assessments
- Crime prevention through environmental design
- Neighborhood-level engagement and empowerment
- Housing and code enforcement
- Job training, GED assistance, tutoring, and mentorship
- Economic development opportunities
- Hosting community events to bring people together



Community Project Examples

Links take you to stories on WatchUsThrive.org

- WeTHRIVE! in St. Bernard: Community projects promote social connections
- WeTHRIVE! in Mt. Healthy: Program promotes community connection with poetry and nature
- The Heights Movement in Lincoln Heights: Lincoln Heights organization engages families

Organizing a WeTHRIVE! Team & Recruiting Members



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Organizing a WeTHRIVE! Team & Recruiting Members

Strong civic organizations can do great things. They provide the framework for people to bring their gifts and passions to the table in ways that create change in their communities. When citizens partner with community institutions (schools, recreation centers, churches, libraries) and their local government, they have the resources to be even more impactful.

Establishing the framework – "getting the team together" – is an important first step to getting organized. It is also important to check in on the health of your team from time to time: *Is everyone still engaged? Do we need new partners?* Also, for teams that have been together for years, it's important to periodically assess how the structure and practices of the team are impacting their success.

Healthy teams that participants want to be part of are critical to achieving your goals and mission: healthy communities.

I. WeTHRIVE! Team Composition

WeTHRIVE! teams are intended to include residents, local government representatives, and community partners. Each team has a resolution passed by the local jurisdiction that established the team and identifies **key members, which may include a council member/trustee, an administration member, and two residents.**

Building Your Team

1. **Identify core team members.** The composition of WeTHRIVE! teams vary depending on the interests of the community (or school district), the local government, and community-based partners. Identifying core team members who are committed to the work is a key first step.
2. **Understand your target audience: stakeholders and key partners.** Think about who is impacted by the work you plan to do or the issue you plan to tackle. Community partners like schools, churches, and business associations could be a good place to recruit team members.

3. **Strive for inclusivity.** Teams should strive to include a wide range of voices and perspectives in the community. The Community Data Profiles are a great way to check in on who lives in your community and make sure you are reaching out to everyone. For example, making sure you are checking in with seniors and young people, particularly when you are discussing issues that would be of interest to them or affect them.

Stakeholders

In order to build a strong team, or identify new members, you will want to cast a wide net. Consider the following types of stakeholders when recruiting team members:

Residents

- Long-time leaders
- New resients
- Parents
- Seniors
- Anyone interested in what you're doing

Government Partners

- Mayor, council members, or trustees
- City manager/special programs coordinator
- Parks & recreation director/staff
- Public safety staff (police/fire)
- Others

Community Partners

- Schools (community resource coordinators)
- Libraries
- Churches
- YMCAs
- Arts organizations
- Boys & Girls Clubs
- Senior groups
- Local businesses
- Other non-profits or mission-driven organizations interested in what you're doing

Funding Partners

- Local government
- Local and regional philanthropy and foundations
- Individual donors (people you know who care about the issues you're working on)
- Local businesses & business organizations (chamber of commerce, Rotary Club)
- Others

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II. Understand the Value Proposition of Your Team (the Why) & How People Might Engage

People participate in civic teams or coalitions for various reasons. Understanding the value proposition of your team is a key step toward recruiting team members. It is important to consider the reasons **why** someone might be interested in joining your team. Below are examples of considerations you might make as you determine your target audience.

Why People Engage

- **They care about the work and their community.** People participate in activities that matter to them. Parents care about their children; walkers and joggers care about trails; bus riders care about transit issues. Most people care about making the communities they live in better and most people care about their neighbors.
- **They feel they can make a difference.** People participate in civic space because they believe they can make a difference, have skills to share, and are concerned about an issue they see needs attention.
- **They feel valued and respected.** People stay engaged because they feel respected and valued. They stay engaged because they feel their participation matters to them and the people and issues they care about.
- **They want to make social connections.** People participate in civic space to get to know one another and because it provides a social outlet that may be different than other groups they are part of.

How People Engage

Similar to the difference in **why** people engage with a WeTHRIVE! team, **how** people engage may vary. Potential team members may have varying levels of time to give to your team, and that is okay. Not everyone has the time or interest in a long-term commitment to the team, but they may be willing to lend a hand on a particular topic or in a defined way.

WeTHRIVE! teams may also have committees that focus on key parts of your agenda. Committees can be a great way to get people to join your team, expand your reach, and get support for the initiatives you are working on.

Keep in mind that not everyone needs to be part of your formal WeTHRIVE! team. You can get input and engage people in interviews, focus groups, and surveys, as well.

The International Association of Public Participation identifies five levels of engagement that clarify how you may engage stakeholders:

Inform	• Provide the public with objective information to assist them in understanding problems, solutions, or alternatives.
Consult	• Work directly with the public to ensure their concerns and aspirations are consistently understood and considered.
Involve	• Obtain feedback from the public on analyses of problems, solutions, or alternatives.
Collaborate	• Partner with the public in the development of alternatives, identification of the preferred solution, and decision making.
Empower	• Place decision making in the public's hands.

III. Effective Community Engagement and Recruitment – An Asset-Based Approach

WeTHRIVE! teams are community-based. They are made up of people who live and work in the community. These are the people who know the community best. Relying on the assets (strengths) of the community is baked into the WeTHRIVE! model.

Your team includes people who have their own networks and connections. Your current team is a great source for recruiting new members. Find out who people know, what other groups they belong to, where they attend church, or small businesses they patronize. Ask team members to support recruitment efforts by inviting someone they know to the team.

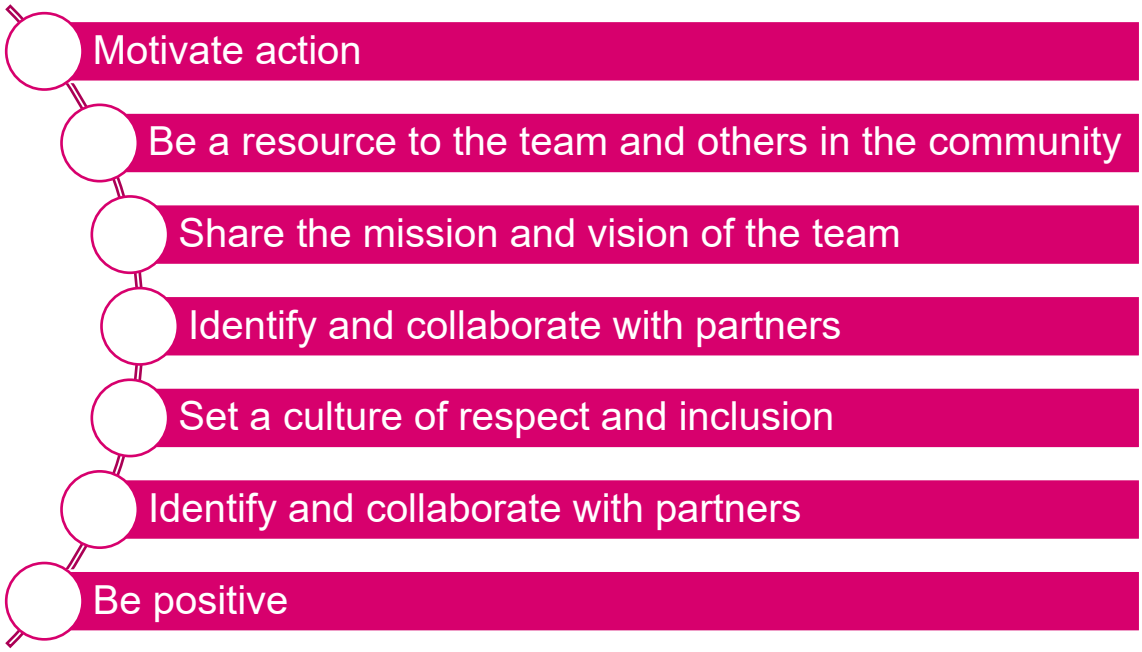
Committees and volunteers at your events and activities can be a good place to recruit new team members. These events expand your networks and reach, and you want to keep people connected as they participate. Be sure to keep track of who attends your events – stay connected to them and communicate with them.

You should always be in recruitment mode, looking for people who are interested in what you are doing, have the resources you need, or are doing work in the community that is related to your agenda. While you may not be inviting new people to the table constantly (and you shouldn't) you should have a list of potential new team members and keep connected to them as you are implementing your work.

IV. Leadership Development

Team leaders play a critical role in the health and success of a team. They motivate action, manage the pace and focus of activity, and become important resources in the community. Team leaders understand the mission and vision of the team and can share that with others. They collaborate with others and are always looking for new partners. Team leaders model the culture of respect and inclusion. They should set a positive and civil tone for the team.

The role of a team leader is to:



It's important to make sure that leaders are supported in their roles. The WeTHRIVE! network is a great way to connect to other leaders in the community doing this work. Sharing what works, and where teams struggle, with other team leaders is a great way to work out ways to improve your team's outcomes and give team leaders the support they need.

Managing & Sustaining the Team



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Managing & Sustaining the Team

Planning and executing strategies that forward your mission is a big part of the work of a successful team. Sustaining and managing the team is also important work.

Teams don't usually fail because they are not good at getting things done. Rather, they fail because people don't want to or can't work together. They fail because participation becomes unpleasant or feels ineffective, or both. People are busy and when they do not feel their participation is respected or of value, they will not continue to participate.

Attention to how teammates are feeling, how decisions are made, and how conflict is handled is critical to healthy, high functioning teams. Whether the team is all volunteers, all elected officials, or something in between, healthy team dynamics are important to strong community outcomes.

Strong teams have committed leaders, supportive team members, and a solid operating culture.

People enjoy participating because they feel they are contributing, can bring what they are good at to the efforts, and enjoy the experience of being part of the team.

Effective teams need to have understandable processes so people on the team know what is expected of them. Well-organized teams ensure their members know what's going on, how to contribute, and feel respected and valued.

These kinds of teams can be formal, like teams that operate on Roberts' Rules of Order. Or they can be more informal and operate on traditions and past practices. Both kinds of teams, and everything in between, can be highly effective or not.

Attention to some basic habits of good teams can make them more productive, and much more enjoyable.

I. Effective Team Meetings

Effective meetings should have an agenda, a time limit, and a clear set of objectives to accomplish. For regular committee meetings, it helps to have a regular rhythm to the meeting, so team members know what to expect. Introduce guests and anyone new to the table. Make sure to introduce yourselves, too. Give people time to check in with one another. If there is a social aspect to the meeting before or after, don't skip it; just make sure to be clear about when business is being done.

Team members should be expected to be present at meetings. Teams should certainly be flexible with people who cannot make one or two meetings, but someone who is often absent may need to be part of the team in another way. Ask people to participate in ways that work for them, and that they enjoy.

Check in periodically about meeting locations and times to make sure they work for everyone.

Tips for Effective Meetings

1. **Establish ground rules and set expectations of team members.** It's important to establish expectations about how meetings will be conducted and what we expect from each other as team members. Setting expectations up front provides a way to hold people accountable for their behavior in a meeting and it helps people check their own behavior, even when they feel passionate about something. Here is a sample list of ground-rules that could be used or adapted for your team:

    - Be on time
    - Be respectful
    - Make space for everyone to share their opinion
    - Stick to the topic
    - Work toward solutions
    - Listen to each other
    - Ask clarifying questions
    - Disagree respectfully

2. **Provide a meeting agenda and stick to it.** Agendas should be ready at least a day or two before a meeting so participants can be ready for the discussion. If team

members are presenting something, or leading a conversation, make sure they know ahead of time.

If there are decisions to be made, identify those items. If you want reaction and feedback, make sure people have background and adequate time to review new information.

Make room for new business to be introduced, but it should not take up a significant amount of time. New business is most useful to set up future agenda items. Don't meet for no reason. If there is nothing to discuss, give people their time back.



You'll find a blank agenda template in **Appendix 1**.

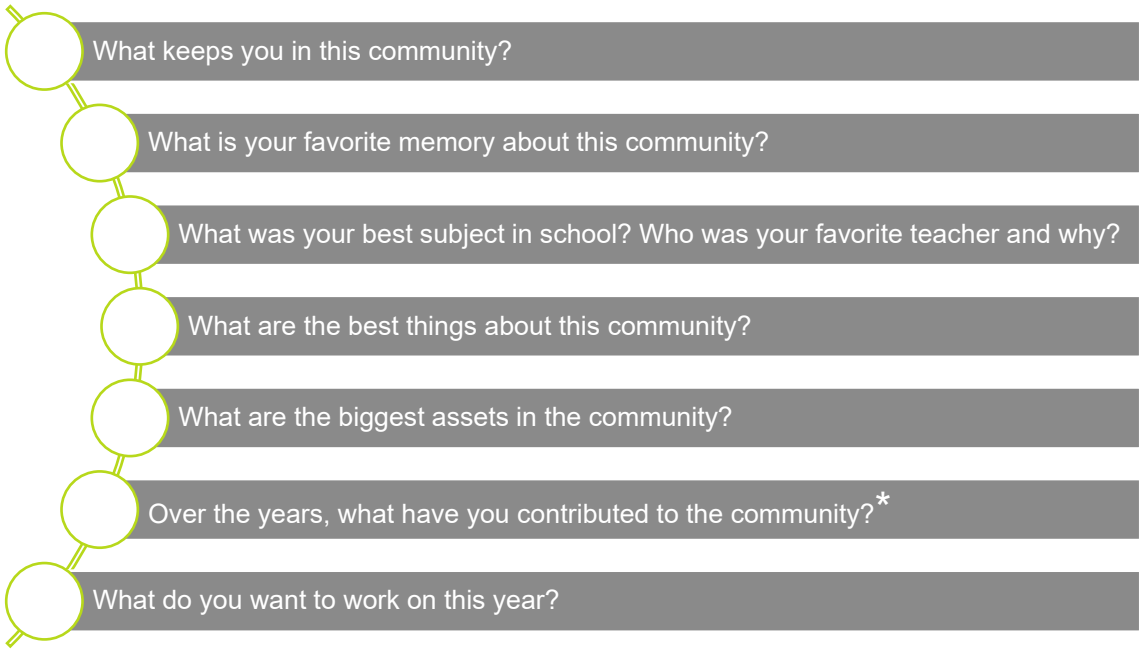
3. **Set a positive tone for meetings.** Starting a meeting on a positive note is a great way to change the dynamics of a meeting and mitigate negative conversation and behavior.

   ➔ The **Appreciative Inquiry model** is a strengths-based model focused on uncovering the best in people and groups. It is a way to get people to think about what they value and what they can contribute to positive change, rather than blame others and point fingers.

   One way to start meetings is to ask all the participants to "interview" a partner for a few minutes. This helps people get to know each other better (even if they already know each other) and sets a civil and positive tone for the rest of the meeting's business. Appreciative Inquiry is not meant to cover up problems, but it is meant to get people thinking about what resources they, personally and collectively, have to solve problems.

Appreciative Inquiry *is designed to get people talking about what matters to them, what is currently going well in the community, and what they can contribute to positive change.*

Examples of good Appreciative Inquiry questions to start a community meeting:



**Answers could be: been a girl scout leader, kept our yard in good condition, been a mentor to a family down the street, been a part of neighborhood watch, etc.*

If you would like to learn more about Appreciative Inquiry, please see ***An Introductory Guide to Appreciative Inquiry*** in **Appendix 2**. This resource from Champlaign College can also be accessed online here.

➔ **Icebreakers**: Icebreakers can seem silly, but really do make a difference in setting the tone for a meeting. They provide an opportunity for everyone to give input right away and allow everyone to settle into the meeting. Below is a list of sample icebreakers that could also be used to start a meeting. A quick internet search for “icebreaker questions” will return dozens of other examples for you.

Examples of good icebreaker questions to start a community meeting:

- What is your favorite place you have ever visited?
- If you could have any profession, what would it be and why?
- What is your favorite go-to weeknight dinner recipe?
- What is your favorite holiday cookie recipe?

➔ **Topics to avoid**: Below are a few topics to avoid as opening questions for a meeting. These topics can tend to stratify the group rather than bring them together. Keeping opening questions light and fun is key.

Questions or topics to avoid as opening questions:

- Political questions
- Questions directly about how long a person has lived in the community or been involved in WeTHRIVE!
- Negative questions, such as "What is the biggest challenge or worst thing going on in this community?"

4. **Record meeting notes/minutes.** It is important to recruit someone to take notes or meeting minutes during each meeting to keep a record of what is discussed. This helps to keep people organized and hold the team accountable for what they have said they would do. It is also a courtesy for team members who may have missed a meeting to get caught up and feel like they can still participate in the next meeting.
5. **Establish a decision-making process.** Clear decision-making processes that everyone on the team understands are important. There are different ways for groups to make decisions.
    - **Consensus decision-making** is common in small and informal groups. This model means you discuss a topic and when everyone in the group feels comfortable with a decision, the leader calls for a decision and tests the choice with the team. If people agree, a decision is made.

Consensus does not mean everyone is in total agreement, but that everyone can accept the decision. When consensus cannot be reached, the topic may be put aside for later, or the group may ask for additional information to help support decision-making.

- **Majority decision-making**, like voting, means that when a topic has been sufficiently debated, someone on the team, often the leader, calls for a vote of the members. Government decision-making is most often done this way. When decisions are made this way, it's important to establish who is allowed to vote. Does it include everyone in the room? Members but not guests? Only members present or those who are absent as well?

  Majority rule decision-making can be very formal, as in the business of government, or it can be more informal, like taking a straw poll or getting a show of hands. WeTHRIVE! teams are rarely as formal as a government body, even when the participants are government officials.

- **Leader as decision-maker.** Sometimes decisions in group settings are made by the leader of a team, or an executive committee. This is often done in situations where a decision needs to be made quickly, or a topic has been fully vetted, and a team leader understands what the team wants.

No matter what process is used for decision-making, the whole team should understand how a decision is made, feel they have had a voice in the process, and can live with the results.
The process and the decisions should feel fair to people even if they do not agree with the result.

II. Conflict Resolution

Too often in civic space in recent years community conversations have become difficult and sometimes confrontational. Having clear agendas, setting ground rules for participation, calling out behavior that will not be tolerated before a discussion, and having team members that will support accountability are all important to keep discussions and meetings civil.

When a difficult topic arises, especially one that is not on the agenda, a team leader can call to put the topic "in a parking lot." This means the topic or concern has been recognized and recorded but will not be discussed further at this meeting. The team may come back to the topic when there is more information or when it is more relevant to the topic at hand.

When disagreements involve team members, it can be helpful to enlist a neutral facilitator to help manage difficult conversations. This may be a trained facilitator, or just someone not as deeply connected to the discussion as the team members, maybe someone not on the team.

When an individual is being threatening or disrespectful it is perfectly reasonable to ask that person to leave the meeting. WeTHRIVE! team members should not be subjected to inappropriate behavior while they are trying to do their work.



An additional resource that provides helpful tips for managing conflict and disruptive behavior is *Bridging the Divide: Strategies for Reducing Polarization at the Neighborhood Level* by John McKnight and Ivis Garcia from the Asset Based Community Development Institute.

III. Succession Planning

Stable leadership can be an important part of a successful team. Leaders who have been in their position over time develop important relationships that help the team. They also become content experts and important resources in the community. It is also important to seek out and value new ideas, new people, and to share responsibility.

Your team may want to establish term limits for officers on the team to encourage shared leadership. Teams should encourage leaders stepping down from leadership to stay connected to the effort. You don't want to lose their institutional knowledge.

Some of the best teams strive to have a combination of long-time members and new members. That way, you retain the relationships and knowledge of long-time members and bring new ideas and energy to teams. Sharing leadership and work is a great way to avoid burnout, by individuals or the team.

Developing an Action Plan & Selecting a Pathway(s)



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Community Wellness in Action

Developing an Action Plan & Selecting a Pathway(s)

Improving community health and wellness outcomes is an important mission. To help communities along the path takes some thoughtful planning. The framework provided for WeTHRIVE! teams is to create action plans every two years. The purpose of planning is to take the input from residents and partners, the data provided by the HCPH, and other relevant information, and make decisions about what is most important and possible to accomplish.

It is an exercise every two years to prioritize where you will focus your precious resources (time, energy, passion, and funds), and decide what you will not do. It is your opportunity to take what you have learned through engagement and research and turn it into actionable outcomes that will work in your community.

Taking the time to plan improves chances for success as you implement planned strategies. Developing the habit of planning in a two-year cycle will make the task easier over time. Most teams have “planners” and “doers” – you need both to be successful.

I. Mission

The mission of WeTHRIVE! is to create a culture of health, safety, and vitality throughout Hamilton County. Individual WeTHRIVE! teams may want to provide additional focus around a particular aspect of the overall mission. You may want to mention your focus areas (pathways) when you share information about your team’s work or an important partnership. Clarifying your mission is a helpful way to recruit people to participate on your team or gain other types of support, including funding.

II. Action Plans

Individual WeTHRIVE! teams are asked to review the pathways and what they know about their communities and create an action plan every two years. Year one is intended to be the priority-setting year. Year two is the evaluation year, when we ask, *‘Did what we plan and execute work out as we planned?’*



There are helpful tools and templates on the WeTHRIVE! website for teams to use as they create their two-year plans.

Consider the following during the planning process:

- The community engagement you have been conducting
- Data from the current Community Data Profile
- A review of what the local government and your community partners are working on
- The interests and passions of those on the WeTHRIVE! team

Be realistic when you set a two-year agenda. Take stock of the resources you have to work with and what can reasonably be accomplished over the next two years.

Your resources are:

- The time and energy of team members
- Interest and enthusiasm from the community and your community partners
- Partnerships
- Facilities and spaces to host events
- Funding
- External supports from HCPH, philanthropy, and the business community

Be sure to identify what a successful activity or event looks like. Are you trying to get people involved? To teach them something? To get them connected to each other or to partners? Are you trying to get something built or improved?

Identify a successful outcome for activities as you plan and keep track of your progress. The main work of year two of the planning cycle is tracking progress and learnings.

III. Using Data

The Community Data Profile provided by HCPH is a great resource to begin to understand who lives in your community and to track some of the most important health outcomes. Comparing your community findings with the overall Hamilton County Community Profile will give you an indication of how your community is performing against the County or your neighboring communities. Is poverty an issue? Housing? Isolation? As you review your data, you will see where there are issues that you may

want to pay close attention to or get more data about. Work with the HCPH staff for support here.

Remember, your engagement is a source of information. Incorporate what you have heard from your neighbors into your planning.

IV. Research Best Practices and Existing Policy Guidance

Each pathway overview (see pages 6-11) provides a set of recommended strategies that are based on research and best practices. As your team identifies areas of focus, a review of these best practices is a good place to start to prioritize activities and policy for your action plan.

Collaboration with community partners is also helpful as you identify focus areas and priorities for the two-year plan cycle. Where there is alignment of goals, there can be shared action that will expand your reach and theirs.

V. Track Results

Plans should include a measure of success for actions you are implementing. Sometimes these measures are called targets. Think about how many people you expect at an event and keep track of participation. When you are building something or advocating for a policy or program change from someone else, set a timeline and keep track of outcomes. If you are raising funds, either through a donation campaign or grant writing, have a goal and track your progress.

Keeping track of results helps with future fundraising and with future planning.

Taking Action: Implementing Projects & Programs



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Taking Action: Implementing Projects & Programs

In any given year, WeTHRIVE! teams are putting their action plans to work in many different ways. For example, they may be hosting events, creating programs, working with partners to incorporate new initiatives, or advocating for new parks and trails or new and improved bus shelters.

During your planning process, you have identified your priorities and been specific about what you want to accomplish. Now it's time to put those priorities into action!

Successful implementation requires your team to identify the resources you need, set timelines, make assignments, and effectively communicate with your team and others. It's important to be realistic about the resources you have and what you can accomplish. In a business setting, this work is often called "project management." It is the business of accomplishing a task with the resources you have in a timely way.

WeTHRIVE! teams may consist of all volunteer residents, administrators from local government/school districts, or elected officials. Some include partners from other organizations. All these participants and partners can play a role in implementing projects and programs. Clarity around roles, resources, and objectives will make implementation much easier.

I. Create Clear Objectives and Tasks

Creating tasks, what is to be accomplished, the timeline (deadline) for completion, and assigning a person or people who will be responsible for the work within the timeline is important. Team leaders should not be the only ones who have assignments. There should be an expectation that everyone on the team has a role to play. Making roles and responsibilities clear helps everyone feel a part of the process and know what is expected of them.

Event & Program Planning Form

Below, you'll find a sample event and programming planning form.



Please see **Appendix 3** for a blank, fillable version of the Event & Program Planning Form.

Sample Event & Program Planning Form

Task	Lead	Supporting Partners/Individuals	Resources	Due Date	Notes
	Who is responsible for completing the task?	*Who can support the Lead person?*	*List monetary and other resources available for completing the task.*	*What is the deadline for completing this task?*	*Additional pieces of helpful information or context for the team.*
Book a venue for the Juneteenth event.	Mary	Parks and recreation director	$1,000 budgeted for space rental	April 15	Great Parks space in Mt. Airy
Order food for event.	Paul	Sue	$500 food	Ordered by June 1st check in week before pick up day of	Local restaurant

Event Checklist – How did it go?

- ☐ Did we get everything we planned set up and in place on time?
- ☐ Did we spend our budget? Overspend?
- ☐ How many people attended the event?
- ☐ Were partners or potential partners or funders at the event?
- ☐ Did we accomplish what we wanted to?
- ☐ Did our team enjoy the day?
- ☐ What could we have done better?
- ☐ What will we never do again?

***Remember**:*
Have a form at EVERY event to collect the names of people who are interested in your WeTHRIVE! team.
Make sure it has space for phone numbers and email addresses.

II. Identify Appropriate Resources for Success

Planning for an activity or event should include making sure you have the resources you need. That means people, time, funds, facilities or spaces, and contacts, depending on what you are trying to accomplish.

If you need more hands than your team has, recruit volunteers. Use team networks and partners to identify new people who want to join you for a given activity. Those people may eventually become good partners or even team members. Not everyone wants to do committee work, but they may love to be part of events or lobbying. Ask people to share what they are good at and what they enjoy.

Grants & Other Funding:
It may be necessary to do fundraising to obtain the resources needed to implement your Action Plan. Keep in mind that grant writing and fundraising can be long processes. Raising funds may be a goal of its own in a planning cycle. You should consider a funding plan as you would any other activity and assign responsibility and a timeline with regular reporting to the larger team.

III. Create Accountability

Assigning responsibility and deadlines helps create accountability. Regular reporting on how things are going, and providing an opportunity for those assigned to ask for help, identify barriers, and show outcomes will help the whole group accomplish goals. A team culture of supporting each other will make people more likely to volunteer for assignments and enjoy their work. Set people up for success, not failure.

IV. Communicate

Successful teamwork requires good communication. Make sure people know what's expected of them, have regular opportunities to check in, and that the full WeTHRIVE! team understands what is going on and how it fits into the mission and focus areas of the plan.

There should be clear communication at committee meetings. People should know they can touch base outside of committee meetings. Team members should be able to get in touch with each other and the leadership, and expect that their teammates will be available to respond and show up for them. Ask members how they want to be communicated with – text message, email, a phone call, or another way? People are using lots of different modes of communication and it's good to check in and make sure you know what works for everyone.

V. Finding Your Partners

The work of WeTHRIVE! is also the mission of many other partners in your community, local government primary among them. Effective community change should include community partners – like schools, faith-based organizations, libraries, recreation centers, and others who share your goals. All these community organizations have people and resources targeted to the very outcomes highlighted in the WeTHRIVE! pathway best practices.

WeTHRIVE! teams cannot do the work of creating healthy, vibrant communities alone. Effectively harnessing the resources of partners can be a powerful way to expand your capacity and accomplish your objectives.

What WeTHRIVE! teams bring to your partners is the value of community engagement (your neighbors), a deep understanding of your community, thoughtful analysis of your

community health assessments and best practices, and your passion for community change. Meaningful connections and relationships between WeTHRIVE! teams, the government, and community partners can be important ways to expand the resources and capacity to accomplish community outcomes.

Community resource coordinators at schools, health navigators, police and fire education coordinators, youth counselors, social workers, and local government officials may all be good partners for a WeTHRIVE! team.

Find allies among your local community organizations and invite them to participate in your work, and support them in their work.

Engaging the Community



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Engaging the Community

Community engagement is part of ensuring that what you are doing is connected to what people in your community want and need, and what is possible. It should include all people and positions in the community. Healthy communities are places where everyone who lives there feels they are part of the community and have the agency to voice an opinion or a need and be heard and respected.

Successful community engagement is when neighbors are engaged and encouraged to be part of the process and part of the solutions to problems that need to be addressed.

When talking about issues around youth, it's important to have young people, parents, and educators be part of the conversation. If we are talking about improvements to public transportation, bus riders should be at the table.

WeTHRIVE! teams are the ideal forum to ensure those productive and helpful conversations are happening. Your teams can be a positive model that changes the way civic conversations happen.

Community engagement is as easy as talking to your neighbors, and as hard as listening to each other and changing your mind sometimes. Authentic community engagement takes time. It often includes difficult conversations and topics not everyone agrees on. But open, honest conversation with one another is the only way to create and sustain healthy civic space in your community.

There are all kinds of ways to engage your neighbors and partners. Someone does not need to be on your team or regularly attending meetings for you to engage with them. Below are some methods or avenues for community engagement.

I. Interviews, Focus Groups, and Surveys

Interviews, focus groups, and surveys are all good ways to engage your neighbors. An interview can be as simple as taking someone to coffee to get their ideas about a topic you are working on. It can be a chat with someone who is out for a walk or a conversation at an event. The idea is that you are asking what people think of a specific topic your team is working on and you are keeping track of their feedback.

Getting feedback is not the same as trying to convince someone of your idea or position. It is a genuine interest in what they think and listening and valuing that input.

Interviews

An interview does not have to feel formal. It should be a conversation. Some good questions to get started include:

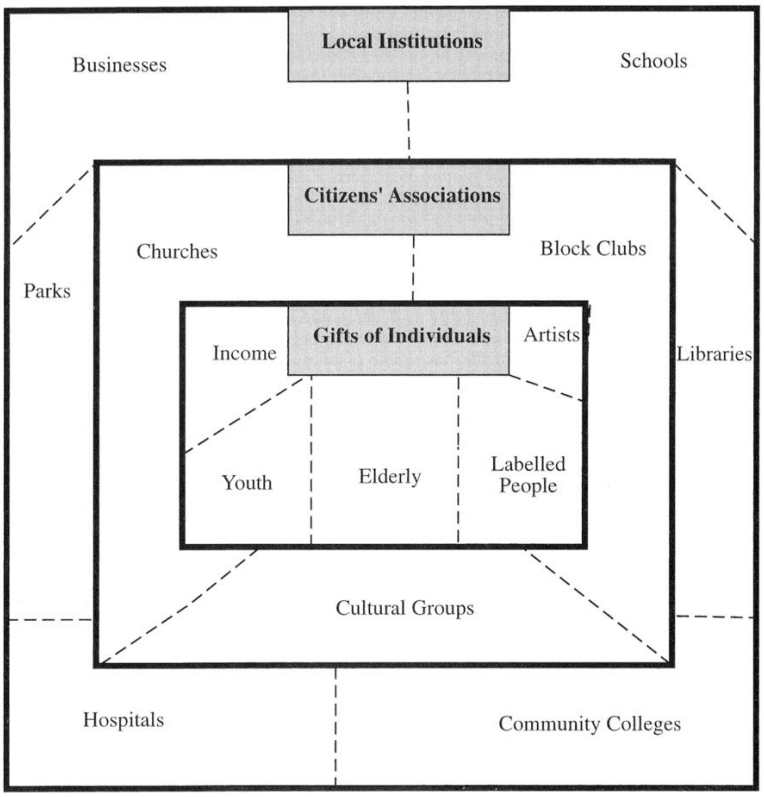
- What do you and your family and friends value most about this community?
- What are your favorite memories of this place?
- Does it feel like a place where you and your family and friends can live a healthy life?
- What concerns you about the health of your family and friends?
- What concerns you about the health of the community?
- What do you think would improve the community and health outcomes here?

Asset-Based Community Development

Asset-Based Community Development (ABCD) is a powerful, well-researched model for engaging and working with local communities to create positive change “from the inside out.” This model provides resources to help teams identify the assets that exist in the community, making use of the people, associations, and local institutions that exist to make change.

A great first step to engaging your community might be to create an **asset map or capacity inventory**. Community assets are people and the skills they have (individual gifts), community groups (citizen associations), and community institutions. The graphic of the asset map below will help you think about all the resources you have in the community today to support your team’s work.

Community Assets Map



Source: Building Communities from the Inside Out:
A Path Toward Finding and Mobilizing a Community's Assets
by John P. Kretzmann and John L. McKnight.

When you ask people about what they are good at or what skills they bring to the table, they are often reluctant to share or may be unsure that they have any skills that would be helpful. The **Capacity Inventory Worksheet** (example below) is a good way to get people to better understand what they have to offer to the community.

You can find the complete Capacity Inventory Worksheet in **Appendix 4**.

Capacity Inventory Worksheet (first page)

Capacity Inventory

Hello. I'm with (local organization's name). We're talking to local people about their skills. With this information, we hope to help people contribute to improving the neighborhood, find jobs or start businesses. May I ask you some questions about your skills and abilities?

Part I—Skills Information

Now I'm going to read to you a list of skills. It's an extensive list, so I hope you'll bear with me. I'll read the skills and you just say "yes" whenever we get to one you have.

We are interested in all your skills and abilities. They may have been learned through experience in the home or with your family. They may be skills you've learned at church or in the community. They may also be skills you have learned on the job.

Health

Caring for the Elderly ____
Caring for the Mentally Ill ____
Caring for the Sick ____
Caring for the Physically Disabled or Developmentally Disabled ____

(If yes answered to items 1, 2, 3 or 4, ask the following:)

Now, I would like to know about the kind of care you provided.

Bathing ____
Feeding ____
Preparing Special Diets ____
Exercising and Escorting ____
Grooming ____
Dressing ____
Making the Person Feel at Ease ____

Office

Typing (words per minute _____) ____
Operating Adding Machine/Calculator ____
Filing Alphabetically/Numerically ____
Taking Phone Messages ____
Writing Business Letters (not typing) ____
Receiving Phone Orders ____
Operating Switchboard ____
Keeping Track of Supplies ____
Shorthand or Speedwriting ____
Bookkeeping ____
Entering Information into Computer ____
Word Processing ____

Source: Building Communities from the Inside Out:
A Path Toward Finding and Mobilizing a Community's Assets
by John P. Kretzmann and John L. McKnight.

The ABCD Workbook offers lots of great tools to help you think about connecting to your neighbors and helping them and your team be successful. For information and resources, visit abcdinstitute.org (click on “Resources” tab).

Focus Groups

Focus groups and Appreciative Inquiry are about engaging with small groups (up to 20 people) about a specific topic. Focus groups can be formal or informal, but they should be well thought out. Get clear about what you want to better understand. Framing questions carefully can really change the kind of input you receive.

Appreciative Inquiry (positive questions) is designed to help people focus on what is possible and to share their experiences in ways that generate ideas about solutions, not just what is wrong. This tool was highlighted in the **Managing and Sustaining the Team** section on page 20.

If you are interested in learning more about Appreciative Inquiry, you can find an introductory guide in **Appendix 2**.

Community Surveys

Community surveys can be another way to generate feedback from the community. Using simple paper surveys to get feedback on an event or a strategy area can be very helpful. There are also many digital platforms that can be used to conduct larger community surveys. Public links to online surveys often generate spam responses that can make results difficult to tabulate and less useful. If you want to consider public online surveys, coordinate with the HCPH team for support.

Sample community surveys can be found in **Appendix 5**.

It is important to be clear when you engage with people about what they can expect from the conversation. Too often, we ask people what they think and then dismiss or ignore what they say.

People also get confused about the purpose of engagement. Be clear about the outcomes, what your team can and cannot accomplish, and what you will do with their feedback. *Will you report back to them? How will they know what happened?*

Good conversations in community are critical to good outcomes, but poorly devised conversations can feel extractive and cause frustration and engagement fatigue for people.

II. Events and Activities (yours and other partners)

Events can be a great way to connect with the community and get input/feedback. You might provide an option for attendees to provide quick written feedback on a poster or map, answer a short survey, or allow participants to share verbal feedback in a conversation with team members.

You might also plan focus group conversations if you know you can catch youth at an event, for example, or seniors, parents, or others. Make sure people have a chance to enjoy the event, too. For this kind of conversation to be helpful, remember to keep track of people's comments.

Events can be a great way to build your contact list. Have people sign in with a phone number and email address so you can keep in touch.

Make sure people know you will not share their information, but that you will use it to keep in touch with them about what you are up to and how they can stay involved.

Engaging and connecting at community events not hosted by your WeTHRIVE! team can also be a good way to grow your network and connect with people. Coordinate with event hosts to make sure your engagement is appropriate and works with their agenda.

Schools and faith-based organizations often hold events that may be a good opportunity.

Have a one-pager or postcard about your team, upcoming activities, and contact information that people can take with them. Share your website or Facebook page.

Your local government can also be a great partner. Events to promote health and safety, parks and open spaces, clean-up events, home improvement programs, or other community activities are a natural connection with your work. Co-sponsoring events with the community can help expand both your reach and engage more people.

III. Meet People Where They Are: Gathering all voices and perspectives

Hearing from different people in your community, including those who are not often at public meetings or who have not felt respected or represented in the past, can be a challenge. But this is a critical part of the work of WeTHRIVE! teams.

Consider going to them rather than persuading them to come to you. If you want to hear from new members of your community, connect with service providers, a faith-based organization they attend, or a school their children attend. You may be able to participate in meetings or events that these organizations host.

Also, remember that your team has networks in the community. Do team members know someone in a group you are trying to connect with? This may be their own elderly family member, next-door neighbor, or daughter who teaches in a local school. These are valuable connections in the community.

Engagement is an ongoing effort that should become part of the culture of how your team works.

Make sure that everyone on the WeTHRIVE! team knows that it is part of their job to connect in the community with respect and to share what they learn with the larger team. Also remember that when you ask someone what they think, you have a responsibility to value that feedback and keep them connected to your work.

Celebrating & Communicating Success



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Celebrating & Communicating Success

Good communication about what you are doing is a critical part of successful operations. Good external communication helps keep you relevant in the community. It gives the team credibility to gain community support, generate enthusiasm, and increase participation in events. And it positions the team as an important resource in the community.

A need for external communication often becomes apparent when an organization is looking for outside resources, such as grant funding or partnerships.

External partners and funders, maybe even your local government, want to know what you are working on and if your work is making a difference.

External funders want to make sure you are effective and that their funds will be well-spent.

A presence on social media, stories of success, and an up-to-date website can go a long way to supporting your work. Be sure to tell your story as you report what you are doing. Take pictures at events and meetings. Highlight small and larger successes – introduce new team members, share policy wins, and share all your events, from clean-up days to holiday parties.

When you are actively telling your story, you can frame the narrative and the work you are doing.

Communicating who you are and what you do makes building partnerships and fundraising much easier. It also lets people in your community know who you are and what you do.



Check out the WeTHRIVE! communications tip sheet and the WeTHRIVE! Style Guide for ideas and guidelines on how to share your stories!

Celebrate

Teams should remember to step back from the work and celebrate their successes. Social events and awards can be an important way to keep your team energized. They are also a great way to highlight good work and value team members and their efforts.

Invite the community to join your celebrations to highlight the work of the WeTHRIVE! team and its impacts on the community. Be sure to honor team members in the larger team and with HCPH. Share your WeTHRIVE! success in your community.

For many team members, an important part of why they participate is the social connections the team and the work of the team provide. Make participation enjoyable!

APPENDICES

1. Meeting Agenda Template
2. Introduction to Appreciative Inquiry
3. Event & Program Planning Form
4. Capacity Inventory Worksheet
5. Sample Community Surveys

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APPENDIX 1

Meeting Agenda Template

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Meeting Agenda

Team Name	
Date	
Meeting Time	
Location	

I. Welcome and Introductions

   a. Ice Breaker or Appreciative Inquiry w/introductions

II. Overview of Agenda

III. Old Business

a.	
b.	
c.	
d.	

IV. New Business

a.	
b.	
c.	
d.	

V. Review of Next Steps

VI. Closing and Announcements

   a. Next meeting date and location:

APPENDIX 2

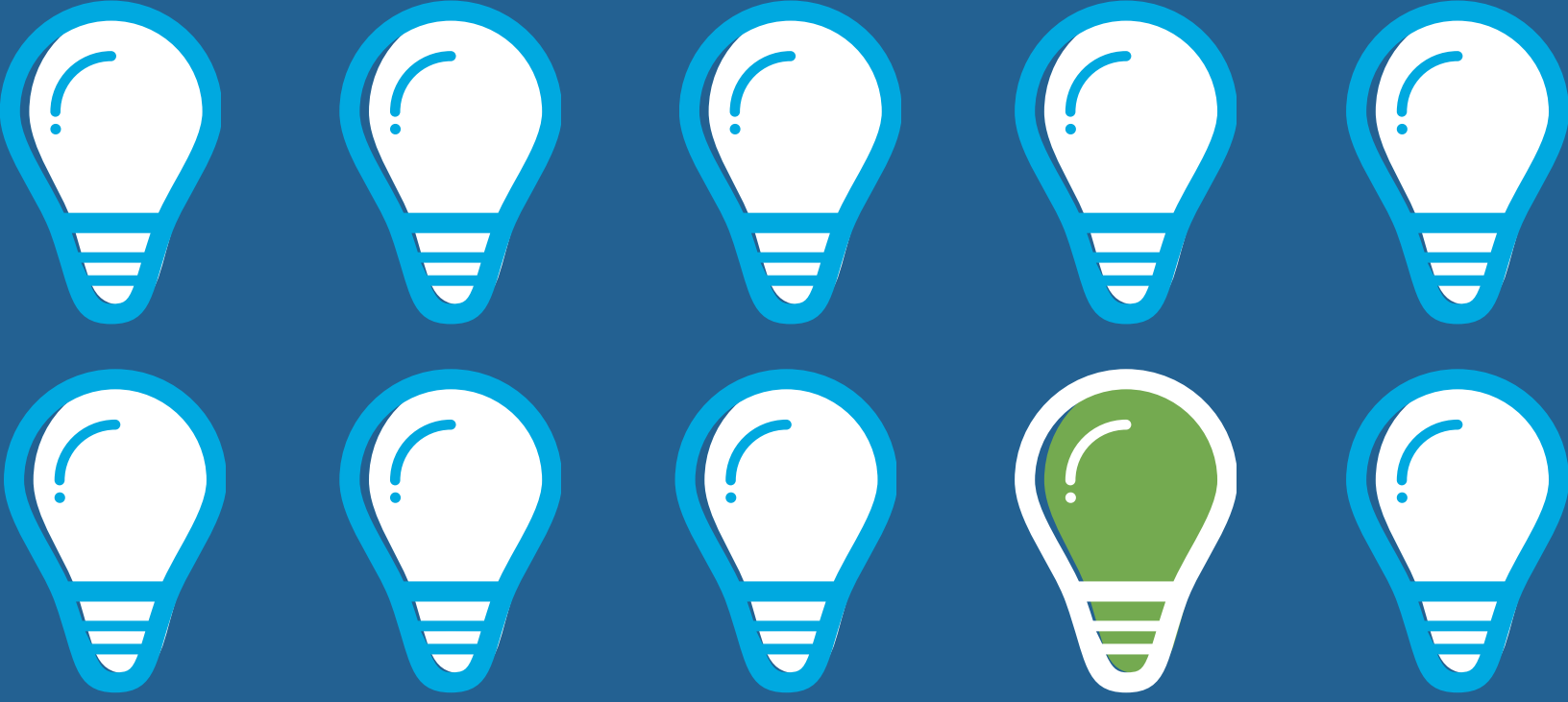
Introduction to Appreciative Inquiry*

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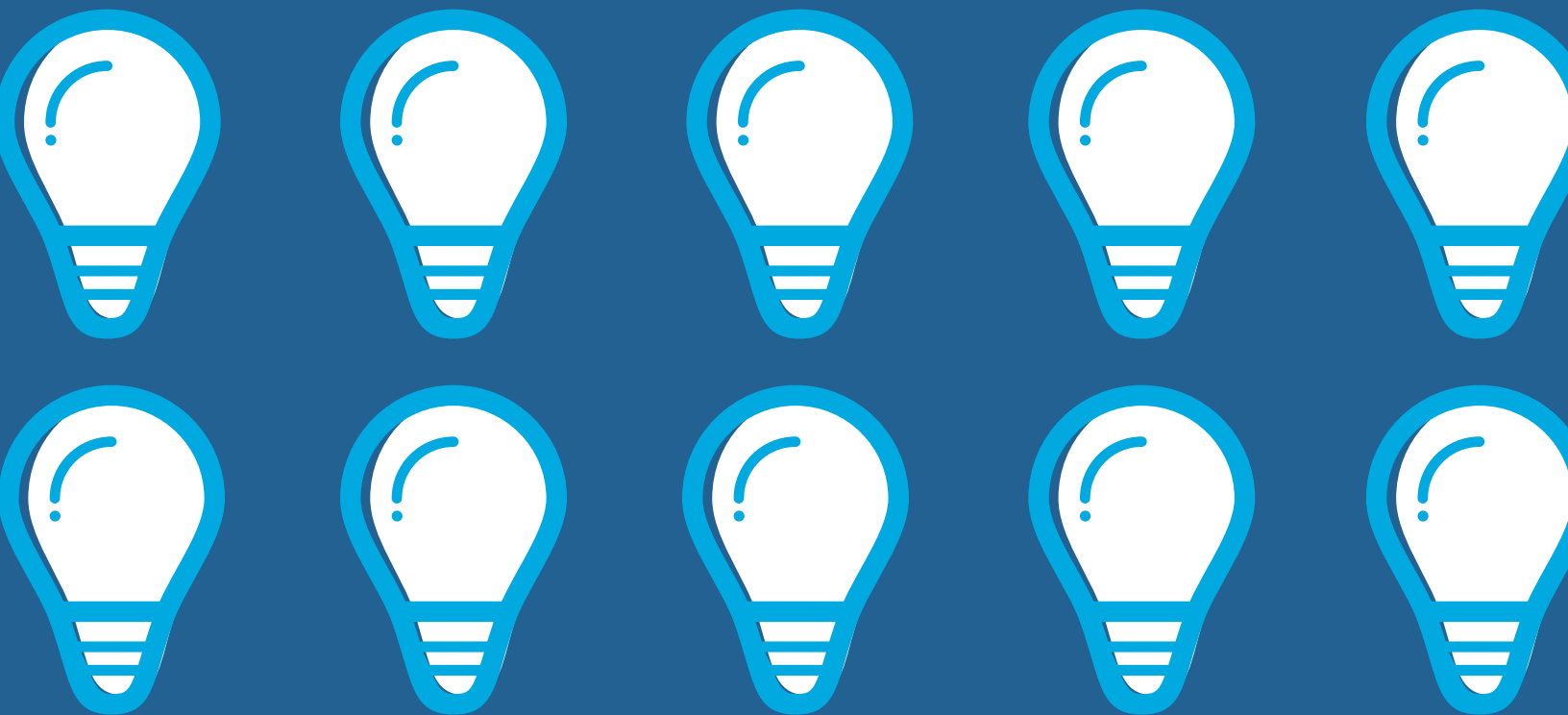
David L. Cooperrider Center for Appreciative Inquiry
Robert P. Stiller School of Business
Champlaign College

**This document is an in-depth view of the concept of appreciative inquiry. It is provided as an option for those who would like to read more about this topic.*

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AN INTRODUCTORY GUIDE TO APPRECIATIVE INQUIRY



Ap-pre'ci ate, v.,

1.The act of recognizing the best in people and the world around us;
2.Affirming past and present strengths, successes, and potentials;
3. To increase in value...Eg. The economy has appreciated in value
Synonyms: valuing, prizing, esteeming, honoring

In-quire, (kwir)v.,

1.The act of exploration and discovery
2.To ask questions; to be open to seeing new potentials and possibilities
Synonyms: discovery, search, study, systematic exploration

Appreciative Inquiry (AI) is a positive, strength-based, participatory methodology that seeks to discover the best in people and their organizations. To call AI a methodology is to use broadest term with which to categorize it. As a methodology, it is a system of principles, practices, and procedures with strong theoretical underpinnings applied to the field of human and organization development. Appreciative Inquiry is just as much a way of being in the world as a way of doing in the world – a philosophy and a practice. The foundational belief is that every living system has something that works well already, where people have experienced some success, some satisfaction, something positive in their lives.

David Cooperrider, the co-creator of AI as a doctoral student thirty years ago, observed increased employee engagement when there were high levels of "positive cooperation, innovation, and egalitarian governance in the organization.' Excited by his findings, Cooperrider was encouraged by his supervisor, Suresh Srivastva, to continue to focus on this uplifting research. The name, Appreciative Inquiry, came later, and Cooperrider delights in telling the story. He was sharing positive and joyful findings of his approach to research with his wife, an artist. In describing how people showed greater positivity and "aliveness" when they spoke of what they valued about themselves and their organizations, it seemed they took on a whole different demeanor and approach when they view situations through a valuing lens. His wife, with her artist's perspective, suggested they were seeing the world with an appreciative eye. That was it! This method of inquiry became Appreciative Inquiry.

THE PRINCIPLES OF APPRECIATIVE INQUIRY

THE CONSTRUCTIONIST PRINCIPLE:

"Words create worlds" - Reality, as we know it, is a subjective vs. objective state and is socially created through language and conversations.

THE SIMULTANEITY PRINCIPLE:

"Inquiry Creates Change" - Inquiry is an intervention. The moment we ask a question, we begin to create a change. The questions we ask are fateful.

THE POETIC PRINCIPLE:

"We Can Choose What We Study" - Teams and organizations, like open books, are endless sources of study and learning. What we choose to study makes a difference. It describes – even creates – the world as we know it.

THE ANTICIPATORY PRINCIPLE:

"Image Inspires Action" - Human systems move in the direction of their images of the future. The more positive and hopeful the image of the future, the more positive the present-day action.

THE POSITIVE PRINCIPLE:

"Positive Questions Lead to Positive Change" - Momentum for [small or] large-scale change requires large amounts of positive affect and social bonding. This momentum is best generated through positive questions that amplify the positive core of the organization or individual.

THE WHOLENESS PRINCIPLE:

"Wholeness Brings Out the Best" - Wholeness brings out the best in people and organizations. Bringing all stakeholders together stimulates creativity and builds collective capacity.

DEFINING WHAT YOU WANT MORE OF...

Defining what we want to inquire into– what we want to create more of — is needed before beginning the appreciative 4-D cycle so that you know what you are inquiring into, what you are focused on discovering, dreaming, designing and delivering. The list of possible Positive Core – Affirmative Topics are limited only by our imaginations. Consider some of the presenting "problems" and resulting affirmative topics we have explored with organizations below. And the list could go on. What do you want to create more of in your organization?

PRESENTING PROBLEM	APPRECIATIVE TOPIC
Low morale	High commitment and sense of shared ownership
High turnover	Magnetic work environments
Lack of follow-through and execution	Instinctive execution
Customer complaints	Revolutionary customer experiences
Resistance to taking responsibility	Cultivating unstoppable confidence
Over reliance on top-down directives	Pervasive leadership, innovation from everywhere
Grid-locked indecision	Lighting fast consensus
Turfism and silos	High performing teams

A NEW AI PARADIGM

PROBLEM SOLVING

- Identifying Problem
- Conduct Root Cause Analysis
- Brainstorm Solutions & Analyze
- Develop Action Plan

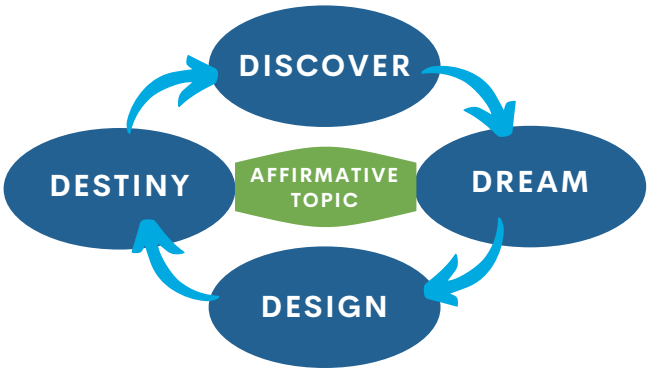
ASSUMPTION:AN ORGANIZATION IS A PROBLEM TO BE FIXED

APPRECIATIVE INQUIRY

- Appreciate and Value "The Best of What Is"
- Envision "What Might Be"
- Determine "What Should Be"
- Innovate "What Will Be"

ASSUMPTION:AN ORGANIZATION IS A WEB OF STRENGTHS

THE 4-D MODEL



In the late 1990s the "4D" model emerged and has become strongly associated with AI. This model identifies four phases in AI that occur after the "affirmative topic" is chosen. The affirmative topic is the focus of the inquiry (e.g., increased customer satisfaction, improved health and safety, more effective operations) but phrased in lively, inspiring language (e.g., inspiring fanatically loyal customers).

1 DISCOVERY – "WHAT GIVES LIFE?" THE BEST OF WHAT IS

During this stage participants reflect on and discuss the best of what is concerning the object of inquiry. Most often, and this appears to be a key innovation of the AI method, participants are interviewed about their own "best of" stories (e.g., tell me about the time a business most inspired fanatical loyalty in you). Another important innovation has been to have organizational members and stakeholders act as both interviewers and interviewees, that is, to fully engage all affected parties in the act of inquiry itself. Telling and listening to meaningful, personal stories is considered central to creating widespread engagement and building relationships in the early stage of the change process. The affirmative topic is turned into a question (e.g., how do companies inspire fanatically loyal customers?) and answers stimulated by the stories are identified and shared.

2 DREAM – "WHAT MIGHT BE?" ENVISIONING, RESULTS/IMPACT

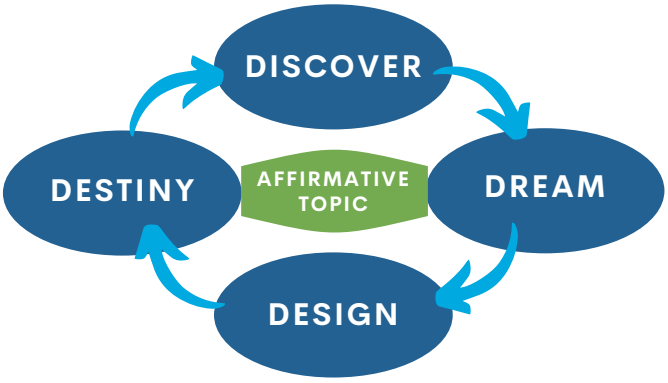
During this stage participants are asked to imagine their group, organization or community at its best in relation to the affirmative topic. An attempt is made to identify the common aspirations of system members and to symbolize this in some way. The dream phase often results in something more symbolic, like a graphical representation, than a mission statement.

3 DESIGN – "WHAT SHOULD BE – THE IDEAL?" CO-CONSTRUCTING

With a common dream in place, participants are asked to develop concrete proposals for the new organizational state. Initially Cooperrider called these "provocative propositions" - a phrase linked to generative theory that still appears in some models. More commonly, social architecture processes are employed where a model of design elements is used to identify categories for participants to organize around and create change proposals, often called possibility statements or design statements.

4 DELIVERY/DESTINY – "HOW TO EMPOWER, LEARN & IMPROVISE?" SUSTAIN & ACCELERATE

In the initial 4-D model the fourth stage was called Delivery but this was subsequently changed by Cooperrider to Destiny as he found that Delivery evoked images of traditional change management implementation. Exactly what ought to happen in this phase has provoked the most confusion and the least consensus amongst AI theorists who recognize that using the outcomes of Design to create new targets, gaps to fill, and objectives to achieve may be counter to the very philosophy of Appreciative Inquiry. The most innovative applications have taken an improvisational, as opposed to implementation, approach. Widespread agreement for the design statements are sought, an event is orchestrated where participants make self- chosen commitments to take action consistent with any design element, and leadership makes clear that there will be no action plans or committees – instead everyone is authorized to take those actions they believe will help bring the design to fruition. Leadership's role is to monitor and support those innovations they want to nurture and create events and processes to energize emergent and self-organizing change.



WHY QUESTIONS MATTER: THE POWER OF IMAGE

"Imagination is more important than knowledge."
—Albert Einstein

AI is based on the power of positive inquiry. But how can a simple question nudge a whole company in a productive new direction? Organizations are manifestations of the human imagination. That is, no organization could exist if one or several individuals hadn't envisioned it first (even if that vision was sketchy or incomplete). The learnings that surface through the AI process begin to shift the collective image that people hold of the organization. In their daily encounters, members start to create compelling new visions of the company's future together, grounded in their understanding of past successes. These visions initiate "ripples" in how employees think about the work they do, their relationships, their roles, and so on. Over time, these ripples turn into waves; the more positive questions people ask, the more they incorporate the learnings they glean from those questions into daily behaviors and, ultimately, into the organization's infrastructure.

To see how we might start to frame such questions, let's suppose a team's performance has fluctuated for a while and its members are now experiencing conflict and low productivity. Which of the following sets of questions is likely to give us information that will generate forward momentum?

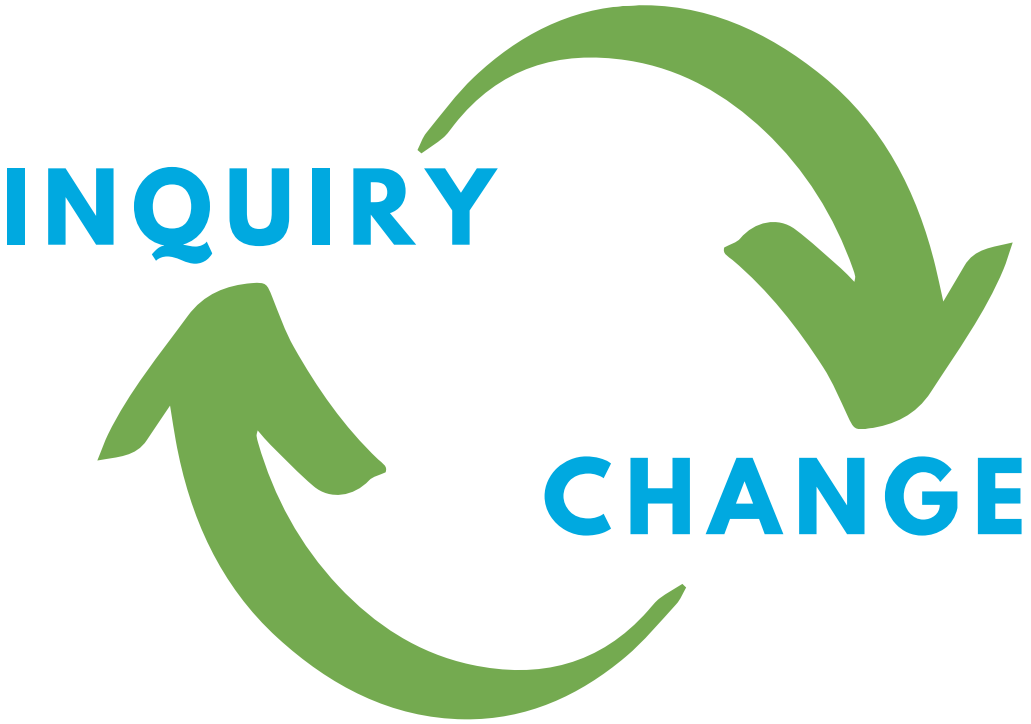
Why isn't this team doing better? What's causing this conflict and who is responsible? –OR- Think of a time in your history as a team when performance was high and you felt engaged and valued. Tell me a story about that time. What were you and the others doing? How might this team function if we could expand the conditions that led to past successes?

Both sets of questions will generate data that will begin to shift the team's dynamics, but only the first will lead to the blame, fatigue, and resistance that typically accompany problem-focused analysis. Supporting people's passions, skills, knowledge and successes excite and mobilize them to implement innovations they never before thought possible.

ELEVATING OUR QUESTIONS

As Bliss Browne, founder of Imagine Chicago, insightfully explains, "Every question has a direction. Where it leads depends on its often hidden assumptions." If we want to find broken things in our organizations, there are unquestionably broken things to find. If, however, we hold the premise that inquiry is an act of intervention, and the kernels of change are implicit in the very first questions we ask, we will transform our neutral questions into unconditionally positive ones. Consider Bliss Browne's further sentiment that, "few questions are neutral; most carry a generative or destructive energy. What questions build a bridge or turn on a light? Which offer a path into shared understanding? What questions invite new ways of seeing and connecting to a community or country's future as one that citizens have the choice to create working together?" In other words, what questions invite us to envision a better reality, a desired future?

INQUIRY AND CHANGE ARE NOT SEPARATE MOMENTS





ELEVATING OUR QUESTIONS

DIAGNOSTIC QUESTION	NEUTRAL QUESTION	UP QUESTION
Why do we have all these problems here?	What is going on here?	When have we been at our best?
Why do I have so many challenges in my life?	How do I feel about myself?	What talents do I have that make me unique?
Why are we so resource strapped?	What are our resources?	What assets exist within our organization that no one else has?
What is the biggest issue we need to address?	What should we do in this situation?	What possibilities exist that we have not yet considered?
Why have our past collaborations been unsuccessful?	How have collaborations been in the past?	What might we be able to do together that we cannot do alone?
What are the issues that keep you up at night?	What is on your mind?	What is the smallest change that could make the biggest positive impact?
Why do we keep failing?	What are we trying to do in this situation?	What opportunities are there for us to grow and build on our successes?
Why do our employees keep leaving?	What is retention like in our organization?	How can we create magnetic work environments where employees thrive?
How do we win at all costs?	How can we get what we want?	What solutions would benefit both of us?

WHAT IS AN AI SUMMIT?

The **WHOLE SYSTEM** participates – a cross-section of as many internal and external stakeholders as possible – people and groups that care about and have a stake in the future of the topic. This means more diversity and less hierarchy that is usual in a working meeting and a chance for each person and stakeholder group to be heard and to learn other ways of looking at the task at hand.

TASK FOCUSED – a summit is task focused, not simply an educational even or a conference. We are here to accomplish the task of building our vision and plan of action for parking interest in water and inspiring innovative action to cultivate individual and community-wide change.

Future scenarios are put into **HISTORICAL** and **GLOBAL** perspectives. That means thinking globally together before acting locally. This approach enhances sheared understanding and greater commitment to act. It also increases the range of potential actions.

People **SELF-MANAGE** their work, and use **DIALOGUE** and INQUIRY – not "problem-solving" – as the main tool. That means helping each other do the task and taking responsibility for our perceptions and actions.

COMMON GROUND rather than "conflict management" is the frame of reference. That means honoring our differences and then discovering areas for action where we have strong common ground.

APPRECIATIVE INQUIRY (AI) – To appreciate means to value – to understand those things worth valuing. "To inquire" means to study, to ask questions, to search. AI is, therefore, a collaborative search to identify and understand our community's strengths, greatest opportunities,, and people's aspirations and hopes for the future.

COMMITMENT TO ACTION – Because the "whole system" is involved, it is easier to make more rapid decisions and to make commitments to action in an open way that everyone can support and help make happen.

WANT TO LEARN MORE?

CONTACT US:

1.866.637.7221

appreciativeinquiry@champlain.edu

AND CONNECT WITH US ON SOCIAL MEDIA:

www.champlain.edu/appreciativeinquiry

@CooperriderCenterForAI

@DLCCenterforAI

linkedin.com/school/cooperridercenter

DAVID L. COOPERRIDER CENTER FOR
Appreciative Inquiry
CHAMPLAIN COLLEGE | STILLER SCHOOL OF BUSINESS

CITED SOURCES

Books:

Books:Encyclopedia of Management Theory
Eric H. Kessler

Appreciative Inquiry for Collaborative Solutions: 21 Strength-based Workshops
Robyn Stratton-Berkessel

The Joy of Appreciative Living
Jacqueline Kelm

Appreciative Inquiry: Change at the Speed of Imagination
Jane Magruder Watkins, Bernard J. Mohr, Ralph Kelly

Articles:

Appreciative Inquiry – 5 Things It Is...And Is Not
Matthew R. Moehle, Ph.D.

The Essentials of Appreciative Inquiry: A Roadmap for Creating Positive Futures
Bernard J. Mohr and Jane Magruder Watkins

APPENDIX 3

Event & Program Planning Form

We THRIVE!™
Community Wellness in Action™

EVENT & PROGRAM PLANNING FORM

Task	Lead	Supporting Partners/ Individuals	Resources	Due Date	Notes

APPENDIX 4

Capacity Inventory Worksheet

Source:
The Asset-Based Community Development Institute
DePaul University Steans Center

We THRIVE!™
Community Wellness in Action™

BUILDING COMMUNITIES FROM THE INSIDE OUT

A PATH TOWARD FINDING AND MOBILIZING A COMMUNITY'S ASSETS

© By JOHN P. KRETZMANN AND JOHN L. MCKNIGHT

The Asset-Based Community Development Institute
DePaul University Steans Center
2233 N. Kenmore Ave.
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www.abcdinstitute.org

This pdf version of Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Community's Assets is now available for free download.

Please include this title page with copies of any portions of this pdf.

Capacity Inventory

Hello. I'm with (local organization's name). We're talking to local people about their skills. With this information, we hope to help people contribute to improving the neighborhood, find jobs or start businesses. May I ask you some questions about your skills and abilities?

Part I—Skills Information

Now I'm going to read to you a list of skills. It's an extensive list, so I hope you'll bear with me. I'll read the skills and you just say "yes" whenever we get to one you have.

We are interested in all your skills and abilities. They may have been learned through experience in the home or with your family. They may be skills you've learned at church or in the community. They may also be skills you have learned on the job.

Health

Caring for the Elderly _____
Caring for the Mentally Ill _____
Caring for the Sick _____
Caring for the Physically Disabled or Developmentally Disabled _____

(If yes answered to items 1, 2, 3 or 4, ask the following:)

Now, I would like to know about the kind of care you provided.

Bathing _____
Feeding _____
Preparing Special Diets _____
Exercising and Escorting _____
Grooming _____
Dressing _____
Making the Person Feel at Ease _____

Office

Typing (words per minute _____) _____
Operating Adding Machine/Calculator _____
Filing Alphabetically/Numerically _____
Taking Phone Messages _____
Writing Business Letters (not typing) _____
Receiving Phone Orders _____
Operating Switchboard _____
Keeping Track of Supplies _____
Shorthand or Speedwriting _____
Bookkeeping _____
Entering Information into Computer _____
Word Processing _____

Construction and Repair

Painting _____
Porch Construction or Repair _____
Tearing Down Buildings _____
Knocking Out Walls _____
Wall Papering _____
Furniture Repairs _____
Repairing Locks _____
Building Garages _____
Bathroom Modernization _____
Building Room Additions _____
Tile Work _____
Installing Drywall & Taping _____
Plumbing Repairs _____
Electrical Repairs _____
Bricklaying & Masonry _____

(Stop here if no affirmative response by this point.)

Cabinetmaking _____
Kitchen Modernization _____
Furniture Making _____
Installing Insulation _____
Plastering _____
Soldering & Welding _____
Concrete Work (sidewalks) _____
Installing Floor Coverings _____
Repairing Chimneys _____
Heating/Cooling System Installation _____
Putting on Siding _____
Tuckpointing _____
Cleaning Chimneys (chimney sweep) _____
Installing Windows _____
Building Swimming Pools _____
Carpentry Skills _____
Roofing Repair or Installation _____

Maintenance

Window Washing _____
Floor Waxing or Mopping _____
Washing and Cleaning Carpets/Rugs _____
Routing Clogged Drains _____
Using a Handtruck in a Business _____
Caulking _____
General Household Cleaning _____
Fixing Leaky Faucets _____

Mowing Lawns _____
Planting & Caring for Gardens _____
Pruning Trees & Shrubbery _____
Cleaning/Maintaining Swimming Pools _____
Floor Sanding or Stripping _____
Wood Stripping/Refinishing _____

Food

Catering _____
Serving Food to Large Numbers of People (over 10) _____
Preparing Meals for Large Numbers of People (over 10) _____
Clearing/Setting Tables for Large Numbers of People (over 10) _____
Washing Dishes for Large Numbers of People (over 10) _____
Operating Commercial Food Preparation Equipment _____
Bartending _____
Meatcutting _____
Baking _____

Child Care

Caring for Babies (under 1 year) _____
Caring for Children (1 to 6) _____
Caring for Children (7 to 13) _____
Taking Children on Field Trips _____

Transportation

Driving a Car _____
Driving a Van _____
Driving a Bus _____
Driving a Taxi _____
Driving a Tractor Trailer _____
Driving a Commercial Truck _____
Driving a Vehicle/Delivering Goods _____
Hauling _____
Operating Farm Equipment _____
Driving an Ambulance _____

Operating Equipment & Repairing Machinery

Repairing Radios, TVs, VCRs, Tape Recorders _____
Repairing Other Small Appliances _____
Repairing Automobiles _____

Repairing Trucks/Buses _____
Repairing Auto/Truck/Bus Bodies _____
Using a Forklift _____
Repairing Large Household Equipment _____
(e.g., refrigerator)
Repairing Heating & Air Conditioning System _____
Operating a Dump Truck _____
Fixing Washers/Dryers _____
Repairing Elevators _____
Operating a Crane _____
Assembling Items _____

Supervision

Writing Reports _____
Filling out Forms _____
Planning Work for Other People _____
Directing the Work of Other People _____
Making a Budget _____
Keeping Records of All Your Activities _____
Interviewing People _____

Sales

Operating a Cash Register _____
Selling Products Wholesale or for Manufacturer _____
(If yes, which products?)
Selling Products Retail _____
(If yes, which products?)
Selling Services _____
(If yes, which services?)
How have you sold these products or services?
(Check mark, if yes)
Door to Door _____
Phone _____
Mail _____
Store _____
Home _____

Music

Singing _____
Play an Instrument _____
(Which instrument?)

Security

Guarding Residential Property _____
Guarding Commercial Property _____

Guarding Industrial Property _____
Armed Guard _____
Crowd Control _____
Ushering at Major Events _____
Installing Alarms or Security Systems _____
Repairing Alarms or Security Systems _____
Firefighting _____

Other

Upholstering _____
Sewing _____
Dressmaking _____
Crocheting _____
Knitting _____
Tailoring _____
Moving Furniture or Equipment to Different Locations _____
Managing Property _____
Assisting in the Classroom _____
Hair Dressing _____
Hair Cutting _____
Phone Surveys _____
Jewelry or Watch Repair _____

Are there any other skills that you have which we haven't mentioned?

Priority Skills

1. When you think about your skills, what three things do you think you do best?

a)
b)
c)

2. Which of all your skills are good enough that other people would hire you to do them?

a)
b)
c)

3. Are there any skills you would like to teach?

a)
b)
c)

4. What skills would you most like to learn?

a)
b)
c)

Part II—Community Skills

Have you ever organized or participated in any of the following community activities? (Place check mark if yes)

Boy Scouts/Girl Scouts	_____
Church Fundraisers	_____
Bingo	_____
School-Parent Associations	_____
Sports Teams	_____
Camp Trips for Kids	_____
Field Trips	_____
Political Campaigns	_____
Block Clubs	_____
Community Groups	_____
Rummage Sales	_____
Yard Sales	_____
Church Suppers	_____
Community Gardens	_____
Neighborhood Organization	_____
Other Groups or Community Work?	

Let me read the list again. Tell me in which of these you would be willing to participate in the future. (Place check mark if yes)

Part III—Enterprising Interests and Experience

A. Business Interest

1. Have you ever considered starting a business? Yes_____ No_____
   If yes, what kind of business did you have in mind?

2. Did you plan to start it alone or with other people? Alone_____ Others_____

3. Did you plan to operate it out of your home? Yes_____ No_____

4. What obstacle kept you from starting the business?

B. Business Activity

1. Are you currently earning money on your own through the sale of services or products?
   Yes_____ No_____

2. If yes, what are the services or products you sell?

3. Whom do you sell to?

4. How do you get customers?

5. What would help you improve your business?

Part IV—Personal Information

Name_____

Address_____

Phone_____

Age_____ (If a precise age is not given, ask whether the person is in the teens, 20s, 30s, etc.)

Sex: F_____ M_____

Thank you very much for your time.

Source_____

Place of Interview_____

Interviewer_____

Connecting Capacity Information

In many communities, the natural ways of the local people and their associations and institutions constantly connect local capacities. For example:

- Neighbors have a tradition of helping each other by trading their skills. Mary repairs a dress while Sue watches her children.

- A local association of religious men combines their construction skills and builds a community center.

- A neighborhood school involves the local students in using the environmental knowledge they've gained to do a study for city council of whether a local pond is polluted.

In addition to these natural developments, other communities have intentionally used tools like the *Capacity Inventory* to identify local citizen talents. Then these groups have become active in making the necessary connections to mobilize the capacities. Some examples:

- A neighborhood organization interviewed over 100 local residents and found many women who had worked in hospitals, hotels or cared for sick and elderly people. Many of these women had families and were unemployed. They wanted to work part-time. The association brought them together and they formed a "company" to sell their services as home health care providers. There was great demand for their services and over 80 women were connected to neighbors needing community care. This connection met a community need and increased the income of the women.

- A group of residents of a public housing project organized and became powerful enough to gain control of their buildings. Their association took over the management and finances of the project. As a result they were able to employ residents to carry out the maintenance functions such as painting rooms, fixing broken windows, running a laundromat, etc. In order to exercise their new-found power, they needed to know which residents had the necessary skills to do the work of maintenance and management. They used a *Capacity Inventory* to gather this information and their association connected residents to the new job opportunities that improved the quality of the local buildings.

- A local association in a neighborhood collected information from local residents regarding skills that could be used at a job. Then they did an inventory of the kinds of jobs available at all local employers. They then created a brokerage effort connecting people with skills to employers needing skills.

It is significant to note two common characteristics of each of these efforts. First, a local group acted as a **connecter.** Second, the local group took people as they were and mobilized their existing capacities. They did not start with the idea that the local people needed to be trained, educated or treated. Instead, they started with the idea that capacities were there and that the community-building task was to:

- identify capacities

- connect them to people, groups and places that can use the capacities.

Does Everyone Have Capacities?

There are some people who seem to be without any gifts or capacities. They may appear to be like an empty glass. And so they get called names—names like mentally retarded, ex-convict, frail elderly, mentally ill, illiterate, and gang member. These are names for the emptiness some people see in other people. They are labels that focus attention on needs.

One effect of these labels is that they keep many community people from seeing the gifts of people who have been labeled. The label often blinds us to the capacity of the people who are named. They appear to be useless. Therefore, these labeled people often get pushed to the edge of the community, or they are sometimes sent outside the community to an institution to be rehabilitated or receive services.

Nonetheless, every living person has some gift or capacity of value to others. A strong community is a place that recognizes those gifts and ensures that they are given. A weak community is a place where lots of people can't give their gifts and express their capacities.

In weak communities there are lots of people who have been pushed to the edge or exiled to institutions. Often, we say these people **need** help. They are **needy.** They have nothing to contribute. The label tells us so.

For example, "She is a pregnant teenager. She needs counseling, therapy, residential services, special education." But also, "She is Mary Smith. She has a miraculously beautiful voice. We need her in the choir. She needs a record producer."

APPENDIX 5

Sample Community Surveys

We THRIVE!™
Community Wellness in Action™

HAMILTON COUNTY PUBLIC HEALTH
PREVENT. PROMOTE. PROTECT.

Hamilton County Community Health Assessment
Community Voice Survey

The purpose of this survey is to collect information about how residents of Hamilton County view the health and wellbeing of themselves, their families, and their community.

Individuals who are 18 years of age or older and live within Hamilton County (outside the City of Cincinnati, Norwood, and Springdale) will be eligible for the gift card raffle after completion of the survey.

1. **Are you 18 years of age or older?**
   - ☐ Yes
   - ☐ No

2. **Which of the following best describes your housing situation?**
   - ☐ I own a house in Hamilton County
   - ☐ I rent an apartment or a house in Hamilton County
   - ☐ I am currently homeless, but I call Hamilton County home
   - ☐ I live with someone in Hamilton County
   - ☐ I do not live in Hamilton County

3. **What ZIP code do you live in?** _____

4. **What community do you live in?**
   - ☐ Addyston
   - ☐ Amberley Village
   - ☐ Anderson Township
   - ☐ Arlington Heights
   - ☐ Blue Ash
   - ☐ Cheviot
   - ☐ City of Cincinnati
   - ☐ Cleves
   - ☐ Colerain Twp
   - ☐ Columbia Twp
   - ☐ Crosby Twp
   - ☐ Deer Park
   - ☐ Delhi Twp
   - ☐ Elmwood Place
   - ☐ Evendale
   - ☐ Fairfax
   - ☐ Forest Park
   - ☐ Glendale
   - ☐ Golf Manor
   - ☐ Greenhills
   - ☐ Green Twp
   - ☐ Harrison
   - ☐ Harrison Twp
   - ☐ Indian Hill
   - ☐ Lincoln Heights
   - ☐ Lockland
   - ☐ Loveland
   - ☐ Madeira
   - ☐ Mariemont
   - ☐ Miami Twp
   - ☐ Montgomery
   - ☐ Mt. Healthy
   - ☐ North College Hill
   - ☐ Newtown
   - ☐ Norwood
   - ☐ North Bend
   - ☐ Reading
   - ☐ Sharonville
   - ☐ Silverton
   - ☐ Springdale
   - ☐ Springfield Twp
   - ☐ St. Bernard
   - ☐ Sycamore Twp
   - ☐ Symmes Twp
   - ☐ Terrace Park
   - ☐ Whitewater Twp
   - ☐ Woodlawn
   - ☐ Wyoming

5. **Please rank the <u>top three</u> most important factors that affect the health of *you and your family*. Rank one factor as 1 (most important), one as 2 (second most important), and one as 3 (third most important). Please only make three selections.**

_____ Access to affordable healthcare	_____ Injury prevention
_____ Access to immunizations	_____ LGBTQ+ health
_____ Access to outdoor spaces	_____ Maternal and child health
_____ Accessibility for those with disabilities	_____ Mental health
_____ Chronic disease management	_____ Physical activity
_____ Clean environment in my community	_____ Public safety
_____ Food access	_____ Sense of belonging in my community
_____ Healthy eating	_____ Substance use
_____ Housing stability	_____ Tobacco use

6. **Over the past 12 months, how often would you say you visited the following medical providers?**

	1-3 times a Year	4-7 times a Year	8 or more times a Year	No Provider But Would Like One	No Provider and Do Not Want One
Primary Care	○	○	○	○	○
Eye Doctor	○	○	○	○	○
Dentist	○	○	○	○	○
Mental Health	○	○	○	○	○
Other Specialist	○	○	○	○	○

7. **Overall, how would you rate the following characteristics of your community?**

	Very Poor	Poor	Acceptable	Good	Excellent
Housing conditions or quality	○	○	○	○	○
Access to affordable housing	○	○	○	○	○
Access to safe/clean parks	○	○	○	○	○
Access to other recreation facilities including community centers or gyms	○	○	○	○	○
Access to basic healthcare facilities	○	○	○	○	○

	Very Poor	Poor	Acceptable	Good	Excellent
Access to healthy food at a grocery store, corner store or other outlets	○	○	○	○	○
Access to healthy foods that you want and are familiar with	○	○	○	○	○
Access to reliable transportation	○	○	○	○	○
Access to good schools	○	○	○	○	○
Access to meaningful jobs	○	○	○	○	○

8. **Do you agree or disagree with the following statements about your community?**

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Community organizations keep me aware of what is going on in the community	○	○	○	○
People can depend on each other in my community	○	○	○	○
My community is a place that welcomes new people and new ideas	○	○	○	○
I feel safe in my community	○	○	○	○
Schools offer support and a safe place in my community	○	○	○	○
Religious Centers offer support and a safe place in my community	○	○	○	○

9. **Do you and any of your neighbors help each other out (getting mail, taking care of trash, watching each other's kids, mowing lawns etc.)?**

☐ All the time ☐ Sometimes
☐ Often ☐ Never

10. **What do you think might help people feel more connected with one another in your community?**

11. **What would improve access to healthy foods in your community? Please select all that apply**.

- ☐ Providing healthy food options to existing grocery and corner stores
- ☐ Produce pop-ups or mobile markets
- ☐ More stores or places that accept EBT/WIC
- ☐ More stores or places that accept Produce Perks
- ☐ Farmers' Markets
- ☐ Food pantries at local schools or other community centers
- ☐ Healthier meals at local schools
- ☐ More locations that offered healthy foods that I am familiar with
- ☐ Healthy food access is not an issue in my community
- ☐ Other, please explain: _____

12. **In your opinion, what are the greatest factors impacting the health, safety, and wellbeing of *<u>your community</u>* (such as access to health care, economic stability, public safety, etc.)?**

13. **What is the best thing going on in your community?**

14. **We must prepare to face new challenges in our communities such as disease outbreaks and extreme weather events to make sure we are ready for emergencies. What resources do you and your community need to be fully prepared for future events? Please select all that apply.**

- ☐ Access to real-time emergency information (Alert HC or Smart911)
- ☐ Emergency communication plan for family and friends
- ☐ Access to an emergency kit
- ☐ Plan for pet care during emergencies
- ☐ First Aid/CPR training
- ☐ Access to and knowledge of community emergency shelters
- ☐ Backup power sources (generators or solar charges) for essential devices
- ☐ Neighborhood Watch or trained volunteers to assist with emergencies
- ☐ Public Education programs to inform residents about potential hazards and how to prepare for emergencies.
- ☐ Other:

Demographic Questions

We are interested in receiving survey responses from every part of our community. The following answers will be kept confidential but will help us determine if all of our community is being represented in the survey results.

15. Please select your age group:
    - ☐ 18-34 years old
    - ☐ 35-54 years old
    - ☐ 55-64 years old
    - ☐ 65 and older

16. Are there children under 18 years old that live in your house?
    - ☐ Yes
    - ☐ No

17. Please select your level of education:
    - ☐ Less than high school degree
    - ☐ High School Graduate or GED Equivalent
    - ☐ Some college, but did not finish
    - ☐ Associate Degree
    - ☐ Bachelor Degree or Higher

18. Please select your race and ethnicity
    - ☐ White
    - ☐ Black or African American
    - ☐ Asian
    - ☐ Hispanic or Latino
    - ☐ American Indian or Alaksa Native
    - ☐ Native Hawaiian or Pacific Islander
    - ☐ Multiple Races
    - ☐ Other: _____

19. Please select your annual household income level.
    - ☐ Less than $29,999
    - ☐ $30,000-$54,999
    - ☐ $55,000- $74,999
    - ☐ $75,000- $99,999
    - ☐ $100,000-$149,999
    - ☐ $150,000-$199,999
    - ☐ $200,000 or more
    - ☐ Prefer not to say

** DO NOT DETACH FROM SURVEY**

Detached forms will be disqualified from the raffle entry.

Thank you for completing the survey. If you are interested in being entered into a drawing for a $100 Kroger gift card, please provide the following information below.

Please print legibly:

Name: _____

Email Address: _____

Phone: ( ) _____

Only individuals meeting the eligibility requirements will be entered.

The gift card drawing will take place on September 16, 2024. Winners will be contacted by a member of Hamilton County Public Health.

** DO NOT DETACH FROM SURVEY**

Detached forms will be disqualified from the raffle entry.

We THRIVE! Community Wellness in Action℠ *an initiative of* HAMILTON COUNTY PUBLIC HEALTH PREVENT. PROMOTE. PROTECT.

Community Health & Safety Priorities

Purpose

Help us learn more about your community!

Please take a few moments to share what you feel are the most important health and safety concerns in your community. Your answers are private and cannot be linked to you. The results of this survey will be used to complete our Community Health Assessment Reports for our Hamilton County communities. We will present the results at a series of community discussions over the next several months. The more responses the better, so please feel free to share with friends and family who might also have opinions.

Thanks for your feedback!

Community Concerns

1. What community do you represent?

2. In your opinion, what are the most important issues that affect the health, safety, and well-being of your community? Please briefly describe.

Please return completed surveys to Hamilton County Public Health WeTHRIVE!
(contactwethrive@hamilton-co.org, P: 946-7800, F: 946-7890)
M: 250 Wm Howard Taft, 2nd Floor, Cincinnati, OH 45219

Community Health & Safety Priorities

About You

This section is optional. Only answer the questions you feel comfortable answering.

3. What is your age group?

- ○ Younger than 25
- ○ 25-44
- ○ 45-64
- ○ 65 and older

4. Are you:

- ○ Female
- ○ Male

5. How would you describe your race/ethnicity?

- ○ Black Non-Hispanic
- ○ White Non-Hispanic
- ○ Hispanic
- ○ Asian or Pacific Islander
- ○ Other (please specify) _____

Please return completed surveys to Hamilton County Public Health WeTHRIVE!
(contactwethrive@hamilton-co.org, P: 946-7800, F: 946-7890)
M: 250 Wm Howard Taft, 2nd Floor, Cincinnati, OH 45219

Healthy & Thriving Communities- $75 Kroger Gift Card Raffle

Instructions:

WeTHRIVE! and Hamilton County Public Health would like to hear your thoughts about what can help you live a healthy life in your community. As a resident, your input on this survey is extremely important to us!

The survey will only take about 5-10 minutes of your time. At the end of the survey, please enter your email or phone number to be entered to win a $75 Kroger Gift Card. Thank you in advance for your feedback. **The deadline to complete the survey is June 30, 2023.**

If you are a local community organization, please visit this survey link: https://bit.ly/healthycommunitypartner

1. **Which community do you live in?**
   - ☐ Addyston
   - ☐ Arlington Heights
   - ☐ Cheviot
   - ☐ Elmwood Place
   - ☐ Golf Manor
   - ☐ Lincoln Heights
   - ☐ Lockland
   - ☐ Mt. Healthy
   - ☐ North College Hill
   - ☐ Woodlawn
   - ☐ None of the above

2. **Do you and any of your neighbors help each other out (getting mail, taking care of trash, watching each other's kids, mowing lawns, etc.)?**
   - ☐ All the time
   - ☐ Frequently
   - ☐ Sometimes (seldom)
   - ☐ Never
   - ☐ Don't know/ no answer

3. **Please rank the items below that would help you live a healthier life in your community. Number the items from 1-9, with #1 being the most important and #9 being the least important.**
   - ☐ Safe, clean parks
   - ☐ Ability to walk or bike around the community
   - ☐ Access to tobacco free facilities and public spaces
   - ☐ Access to healthy food
   - ☐ Nutrition education
   - ☐ Access to recreation opportunities
   - ☐ Opportunities to connect with neighbors or attend community activities.
   - ☐ Access to reliable public transportation
   - ☐ Housing conditions or quality

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AN INITIATIVE OF

HAMILTON COUNTY PUBLIC HEALTH

PREVENT. PROMOTE. PROTECT.

4. Do you go to parks or recreation areas in your community?

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ If no, please explain why not:

5. Are you able to walk or bike around your community?

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ If no, please explain why not:

6. Where would you like to walk or bike to in your community? Select all that apply.

- ☐ Schools
- ☐ Local businesses/stores
- ☐ Parks
- ☐ My neighbors' houses Churches
- ☐ Neighborhood Support Resources (i.e. library, local community organizations/non-profits, places that provide food/clothes, youth programming, etc.)
- ☐ Other (please specify)

7. What makes it hard to walk or bike in your community? Select all that apply.

- ☐ Sidewalks don't exist
- ☐ I don't have access to a bike Sidewalks are damaged/ in disrepair
- ☐ I do not feel safe walking or biking because of vehicle traffic
- ☐ Bike lanes don't exist
- ☐ I have other safety concerns (i.e. lighting, etc) Personal mobility restrictions
- ☐ Other (please specify)

8. What would improve access to healthy food in your community? Select all that apply.

- ☐ Providing healthy food options at existing groceries and corner stores
- ☐ A farmers market
- ☐ Produce pop-ups or mobile markets
- ☐ More stores or places that accept EBT/ WIC
- ☐ Food pantries at local schools or other community centers
- ☐ Healthier meals at local schools
- ☐ Other (please specify)

9. What do you think might help people feel more connected with one another in your community?

10. Do you agree or disagree with the following statements about your community:

	Strongly Disagree (1)	Somewhat Disagree (2)	Neither Agree Nor Disagree (3)	Somewhat Agree (4)	Strongly Agree (5)
Community organizations keep me aware of what is going on in the community.	○	○	○	○	○
People can depend on each other in my community.	○	○	○	○	○
My neighborhood is a place that welcomes new people and new ideas.	○	○	○	○	○
I feel safe in my community.	○	○	○	○	○
When my family or I have a problem, I know where to get help	○	○	○	○	○
Schools are important community anchors in my community	○	○	○	○	○
Churches are important community anchors in my community	○	○	○	○	○

11. Do you think tobacco use (including vaping) is an important issue in your community?

- ☐ Yes, it is a important issue
- ☐ It is a minor issue
- ☐ No, its not an issue
- ☐ Don't know/no answer

12. Which of the strategies below do you think might decrease tobacco use in your community? Select all that apply.

- ☐ Tobacco cessation support groups
- ☐ Tobacco free outdoor spaces/ parks
- ☐ 100% Tobacco free school policies
- ☐ Educational campaign about the health risks of smoking and/or vaping
- ☐ Provide trainings to health care and social service providers
- ☐ Other (please specify)

13. Please feel free to share any other feedback about what could help you live your healthiest life:

14. Please provide your email or phone number to be entered into the drawing for a $75 Kroger gift card (per community) for completing the survey!

One gift card will be raffled to each of the 10 communities. To be eligible, the survey must be fully completed and be submitted by someone that is 18+. You will receive an email from a Hamilton County Public Health team member if your survey wins the raffle by July 31, 2023.

Demographic Questions

We are interested in getting surveys from every part of the community. The following answers will be kept confidential but will help us determine if all groups in the community are represented in the survey results.

Questions 15-20 are not required to eligible for the gift card raffle.

15. Which category below includes your age?

- ☐ 18-34 years old
- ☐ 35-54 years old
- ☐ 55-64 years old
- ☐ 65 and older

16. Do you rent or own the place where you live?

- ☐ Own
- ☐ Rent
- ☐ Neither (please specify)

17. Are there children under 18 years old that live in your house?

- ☐ Yes
- ☐ No
- ☐ I prefer not to answer

18. Which best describes your race and/or ethnicity? Please select all that apply.

- ☐ White/Caucasian
- ☐ Black or African-American
- ☐ Hispanic or Latino
- ☐ American Indian or Alaskan Native
- ☐ Asian/ Native Hawaiian or other Pacific Islander
- ☐ I prefer not to answer
- ☐ Multiple races/other (please specify)

19. Are you of Hispanic or Latino/a origin?

- ☐ Yes
- ☐ No
- ☐ I prefer not to answer

20. What is the total annual income of your entire household?

- ☐ Less than $24,999
- ☐ $25,000 to 49,999
- ☐ $50,000 to $74,999
- ☐ $75,000 to $99,999
- ☐ $100,000 or more
- ☐ Don't know/ no answer

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