

Community Co-Design **part 2**

An approach to equitable community engagement and action



Jess Roberts

CULTURE OF HEALTH **BY DESIGN** LLC
Affiliations: Minnesota Design Center,
School of Nursing, School of Pub. Health
University of Minnesota
robe0412@umn.edu

agenda

Introductions

Welcome & Context Setting

Co-Design Practice Overview

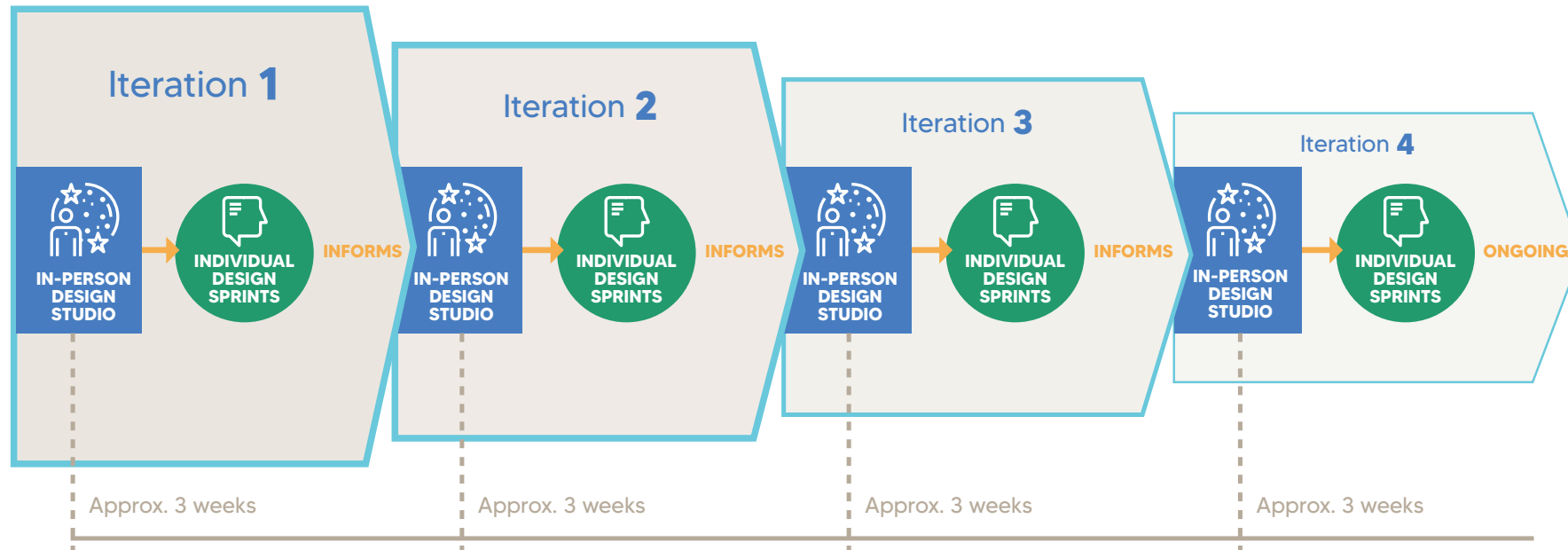
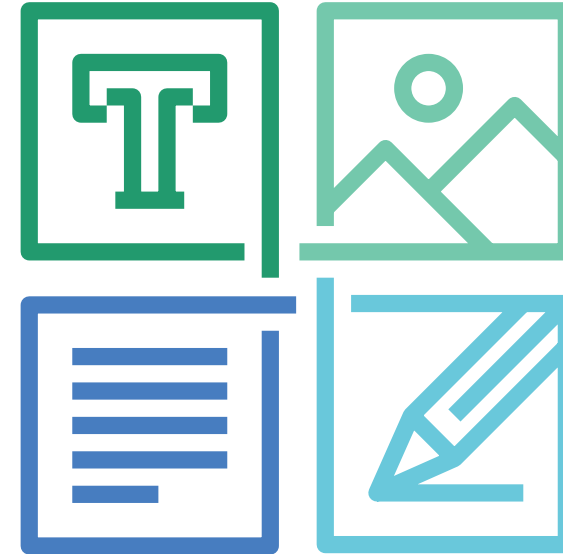
Discussion Guide + Practice

Closing

ITERATIVE STRUCTURE

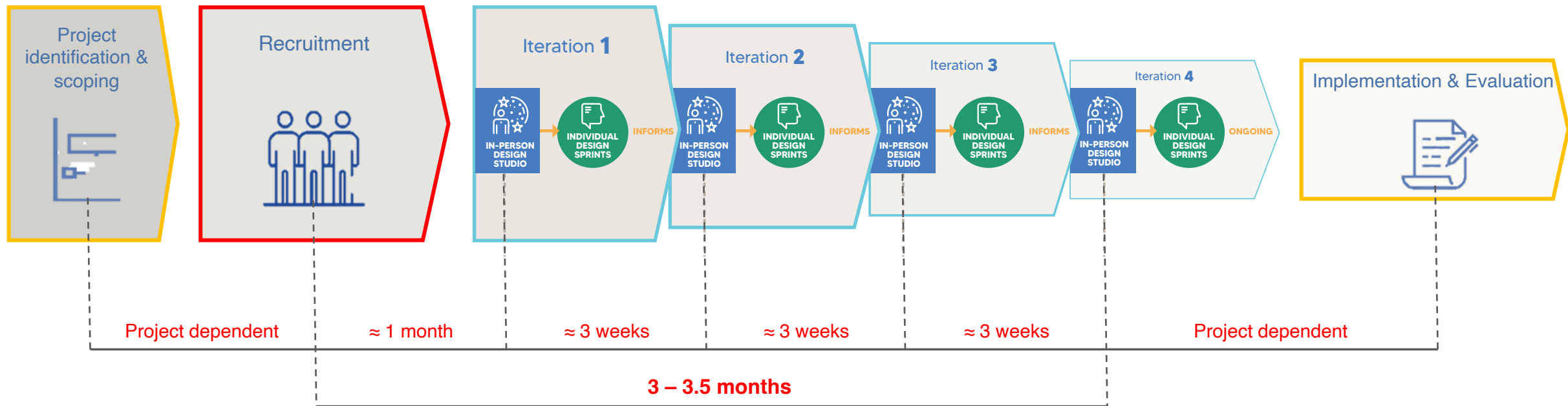
The iterative structure for co-design allows for longitudinal and in-depth engagement with community stakeholders which allows for the emergence of insights that would be inaccessible through other methods, regardless of investment of resources or time. This structure is rigorous enough to move the work forward while being open enough to allow for unexpected insights to emerge which is critically important when looking for co-designer's experiences to drive the process.

Each iteration informs the focus and scope of the next (following co-designer's lead), but there are general priorities that should be covered in each iteration. This guide outlines a general co-design sequence, but this process and number of iterations will depend the project scope, objectives, and timeline.

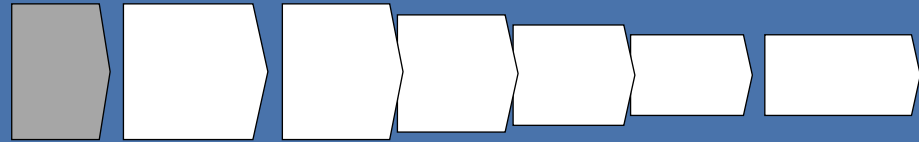


Co-Design Sequence

+ **timeline**



Project Identification & Scoping



START WITH WHAT IS KNOWN

 **TIMELINE:** Prior to engagement planning and recruitment

Often overlooked, understanding what is already known about a particular issue, especially input and feedback from community, is an important place to start your project. **Be sure to spend time reviewing literature and research that has been done to best identify the scope and scale of the problem and most importantly, the communities being most disproportionately impacted.** Failing to leverage and honor previous work done in the community risks framing the wrong problems, recruiting the wrong stakeholders, and creating outcomes that are duplicative and ineffective.



LITERATURE REVIEWS

The easiest place to start to better understand challenges, those that are being disproportionately impacted, and best practices is to review existing peer reviewed literature. Literature reviews can help hone your project, policy, or programming scope and inform your stakeholder mapping.

Example: Start with a simple “Google Scholar” (or similar) search to identify research done on the challenge you are starting with. Pay special attention to local and recent research.



COMMUNITY ENGAGEMENT ACTIVITIES

Most community issues have been directly explored with communities through surveys, focus groups, and/or community listening sessions. These data can help contextualize the information or gaps identified in the literature review. Failing to honor community input and time by asking the same questions that have been asked of communities in the past will damage the trust and relationships needed for effective co-design.

Example: Reach out to regional non-profits to identify applicable past community engagement efforts. Also look for on-going engagement data sets, such as those found in Community Health Needs Assessments (which occur every three years in Minnesota).



CASE STUDY REVIEWS

Reviewing regional, national, and international case studies related to the challenge you are tackling can help you more clearly articulate project goals. Be careful to approach case studies with a critical eye, as some read more like a marketing brochure than a collection of lessons learned. The intention of reviewing case studies is not to find full scale projects to replicate, rather to develop a set of principles to help guide your efforts.

Example: Compile a diversity of case studies related to the challenge you are addressing and look to find common lessons (success and barriers).



ROCHESTER SPOTLIGHT:

In Discovery Walk, the team relied on existing parks master plans and Community Health Needs Assessments, among other data to understand what the community has defined as challenges and assets, so that the work of co-design was informed by existing community insights.

MDHEQ CO-DESIGN BRIEF

PRIMARY OBJECTIVE(S) To craft and facilitate a co-design project to address health disparities in nutrition and support the development of an equitable community engagement framework that can be shared with MDHEQ members and stakeholders.

DESIGN PROBLEM Minnesota has the largest health disparities in the country. According to the [Wilder Foundation](#), “Black and Hispanic/Latino Minnesotans reported food insecurity at more than double the rate of White residents (83% of Black residents and 70% of Hispanic residents, compared to 32% of White residents).” When surveyed, MDHEQ members cited “limited access to nutritional food” as the primary driver of health inequalities related to nutrition. Yet, access is not as simple as geographical proximity to nutritious food as several studies have shown. The MDHEQ co-design effort will engage with those facing persistent food insecurity to better understand (and design for) the full and dynamic definition of “access” to healthy food, including geography, cost, cultural eating habits, preparation and storage limitations, competing commitments, and others.

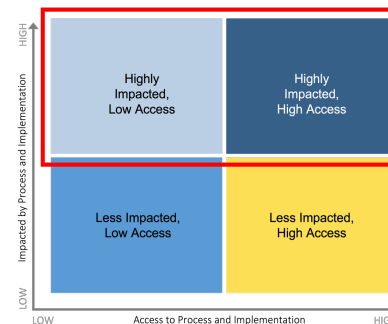
PROJECT SPECIFICS A co-design structure is an iterative sequence of in-person (or virtual) studio sessions where a diverse collection of community co-designers (who are all professionally compensated) come together and collectively interpret information and insights as well as co-develop and test promising solution concepts.

Each studio is followed by independent exploration sprints where co-designers can engage, collect insights, and develop ideas within their trusted networks (friends, families, neighbors, co-workers etc.) and bring those things back to the next studio and so on. This allows each co-designer to have trusted and in-depth explorations and conversations with community members that are often unreachable through other means. Additionally, this approach allows us to uncover perspectives that might not be represented in our “existing” networks.

KEY STAKEHOLDERS

Considerations:

- Elderly living on fixed income
- Single mothers
- Un/under-housed
- Transition aged (college)
- Urban and rural representation
- Currently utilizing food resources
- Not currently utilizing food resources
- Does not have relationship with clinician/health system
- PCA and/or social workers



Tools & Tactics

Proj. ID & Scoping

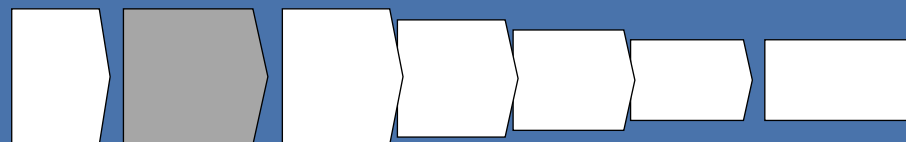
Literature Review & Previous Engagements

Market analysis

Surveys

Design Brief (project/challenge scoping)

Recruitment





Stakeholder Mapping

Identify all possible project stakeholders, both those that will be most impacted by the effort as well as those that have the most ability (decision-making power) to impact the outcomes.



Prioritizing Stakeholders

Not everyone will be able to participate in the co-design effort, so you should look to prioritize a diversity of perspectives, experiences, and influence. Including diversity of age, race, gender, geography, physical and mental ability, etc.



Outreach

Once key stakeholder groups have been identified, look to leverage existing personal and organizational relationships to identify community co-designers that meet target stakeholder criteria and are good a good personality fit for working in collaborative and diverse environments.



Expectation Setting

Connect with community co-design candidates to gauge interest and availability. Offer a project overview and outline individual expectations for participation.

TIPS:

Asking community-based organizations (CBOs) for their help to identify individuals who are collaborative, open to difference in opinion, connected within their communities, and invested in the project/policy being addressed is critical to recruiting co-designers.

PROJECT STAKEHOLDERS & ROLES

Project Team

The project team is responsible for oversight, guidance, and support of the co-design process. The project team encompasses the key decision-makers and project leadership. The project team is foundational in supporting the co-design process and ensuring that the co-design outcomes are translated into real and meaningful outcomes.

Community Partners

Community partners are the backbone of the co-design process. Community partners offer feedback and insights to guide the development and implementation of the co-design process. Community partners are also critical in connecting with community co-designers.

Community Co-Designers

Community co-designers will share experiences, facilitate community interviews, discuss ideas, and communicate project outcomes to project and city leaders throughout the co-design process.



Tools & Tactics

recruitment

Job Description

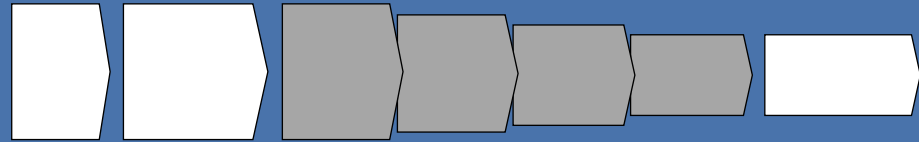
Compensation Documents

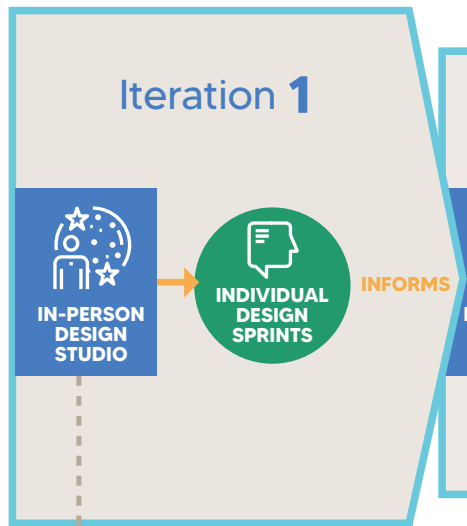
Photo/video Releases (if applicable)

Collaboration Agreement/Contract

Initial Check-ins

Co-Design Sessions





Iteration 1

Pre-sessions check-ins

Co-designers to get to know each other and build familiarity with the project, project team, expectations and timeline.

Learn about 1) project priorities and proposed outcomes, 2) Identify interview approach and community members to interview during first sprint, and 3) review and practice interview approaches and documentation.

First conversations focused on getting a broad understanding of perspectives and experiences related to the project challenge.

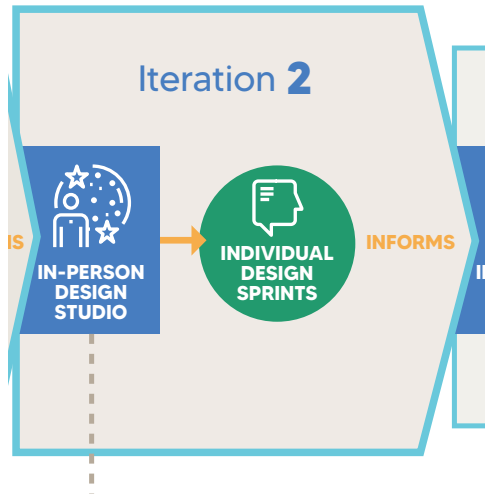
“Conversation Starter” Questions

Use the questions below to start and support your conversations. Remember, you do not need to ask every question, but try to use at least 4 of them.

Key Questions:

1. What have you found to be the most important parts of running a successful child care?
 - Who or what has been most helpful in supporting your ability to run a successful child care? Why?
 - Who or what was most supportive when you were getting started in child care? Why?
2. Who or what do you rely on for trusted information/support as a child care provider? Why?
 - How did you find these people or resources?
 - How do you know when you are connecting with a trusted person/support? How do you know when you are not?
3. What do you know now that you wish you would have known when you started in this profession or what would be your most important advice you would share with someone just getting into the profession? Why?
4. Besides starting a child care, what part of your career did you find most difficult (what part did you seek the most support)? Why?
5. Describe the most valuable mentorship you have received in your career (if applicable). What specifically made this mentorship so valuable?
6. How, if at all, have you supported other child care providers in the past? What do you feel other providers found most supportive?
7. What has been the biggest barriers to supporting other providers? Why?

Iteration 2



Co-designers, project leadership come together to share insights/feedback from first conversations.

Group synthesizes feedback into priority areas/themes and determine whose perspectives might be missing/might lend unique insights.

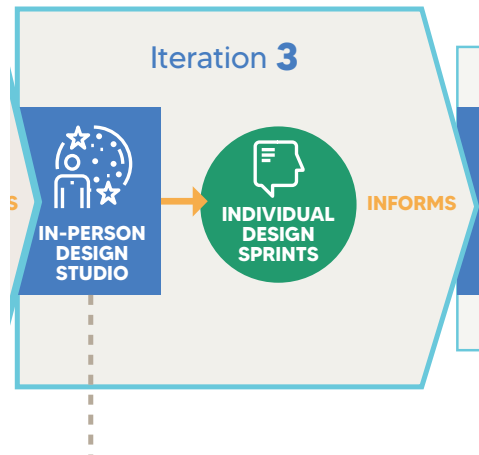
Facilitators & project team develop 2nd round discussion guide based on group's themes/priorities.

One-on-one check-ins.

Explore the following:

1. **Mentorship** – Mentorship networks have the potential to ease people into the field avoiding exhausting trial and error and more easily navigating what can feel like legal landmines. However, many noted that there was a lack of community, no ‘safe place to land’, a sense of competitiveness with other providers, and no way to try out childcare before starting your own. Alternatively, some found community through in-person trainings, Facebook groups, or other virtual communities, innovative county-based peer support networks, and noted that people would stay in the field if there were more support. A successful mentorship program not only has to provide useful information, but it must also be trusted, collaborative, proactive, and flexible to meet each provider’s unique business and personal needs.
 - a. *For those who have found community or support through in-person trainings, what made it possible? How do you stay in contact (if at all)? What kind of support did you give or receive from those you connected with?*
 - b. *If you have connected virtually with other providers on Facebook or through another channel, how did it work? What was most useful (e.g. posing questions and receiving answers, seeing other’s questions, connecting with individuals (virtually or later in person), sharing stressors even if no one is able to point to a solution)?*
 - c. *Have you shadowed or allowed others to shadow you in the past? What do you feel was most important about those experiences? Would you be open to having people shadow or observe in your childcare? Why or why not?*
 - d. *Have you ever felt a sense of competitiveness with other providers? Where do you think that comes from and what could help you or others feel open to sharing information or resources?*

Iteration 3



Co-designers, project leadership come together to share insights/feedback focused on prioritizing and contextualizing themes from second iteration.

Begin developing guiding principles for successful solutions.

Facilitators & project team develop 3rd round discussion guide based on group's themes/priorities.

One-on-one check-ins.

1. What would ensure that quality, experienced mentors have time to be responsive to mentees, and how should they be compensated?

Model Example: A retired provider is paid full-time or part-time to answer questions and offer mentorship to other providers.

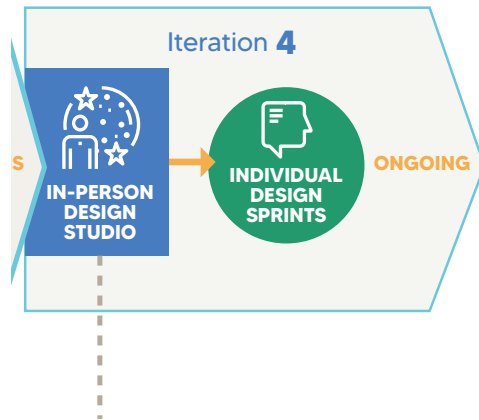
- a. Once mentoring becomes a professional role how do you think that would affect the current provider's relationship to their mentor? Do you think the value of informal mentorship would be lost with paid mentors? Why?
- b. Would knowing that the mentor is being paid make it less intimidating to reach out and ask questions (you would feel less "guilty" about asking for their time)? Why?
- c. Are there other models you have seen work well? Have you and/or others in your network thought about a model that you would like to try some day? Please describe.

2. Being able to find a substitute to take a day off or get to a necessary appointment is already a serious issue for many providers. Could a (possibly regional) system of substitute providers relieve pressure and offer a reliable mentorship opportunity?

Model Example: An experienced regional substitute rotates between visiting child cares and getting to know the providers, children, and families and subs in for providers in that area as needed for illnesses, vacations, and mental health days.

- a. What kind of schedule for the substitute would be most beneficial for you (e.g. as-needed, on a regular schedule i.e. every other Friday)?
- b. Could you think of anyone in your network be willing to be a rotating substitute? Why or why not?
- c. What reservations do you have or what barriers do you see about using a substitute model like this? What would make you feel comfortable?
- d. Are there other models you have seen work well? Have you and/or others in your network thought about a model that you would like to try some day? Please describe.

Iteration 4



Fourth (and subsequent studios) focus on translating work of previous iterations into actionable guidance.

Co-designers share community feedback, individual reflections, and final recommendations.

Co-designers, facilitators, project team strategize best ways to communicate/advance co-design deliverables.

Final One-on-one check-in/survey.



Tools & Tactics

Co-design sessions

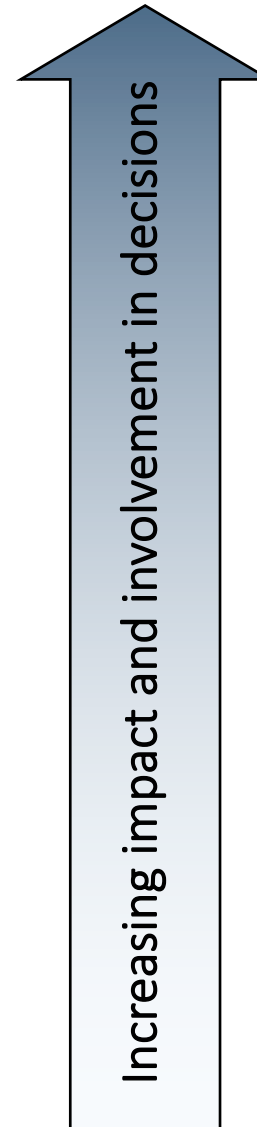
Discussion & Synthesis Guides (rapid turnaround)

Facilitator & Project Team check-ins

One-on-One check-ins

Prototyping & Storyboarding

Spectrum of Implementation



EMPOWER

Invest directly into the co-designers and their role in decision-making related to project/program/policy (hiring co-designer(s) for example).

COLLABORATE

Continue to involve co-designers in the design and development of a project/policy/program.

INVOLVE

Strategically involve co-designers in the development and communication of co-design guidance and intention (board or city council meetings for example).

CONSULT

As questions or issues arise, engage co-designers and networks to inform next steps. This can occur in emails or quick virtual meetings.

INFORM

Continuously follow-up on the progress (or lack of progress) of a project/policy/program (keep in the loop). Clearly articulate reasons for specific decisions.

CO-DESIGN CONVERSATION & SYNTHESIS GUIDE

The information in this document offers:

1. background on the co-design project
2. purpose and logistics for your conversations
3. a list of questions to help start and guide your conversations
4. guidance for interpreting and synthesizing your conversations to share at our next meeting

All of this is intended to be a start point, so please use, and adapt as you see fit for your conversations – you know the people you will be talking to and how to talk about these experiences far better than we do!

1. Background: The following are bullet points about the project to help you share project information with potential interviewees.

- Today, schools are dealing with several complex and dynamic issues affecting students, families, and the broader community. One of the biggest challenges for districts and leaders, is to find ways of better understanding how these challenges are impacting students and families (especially those most disproportionately impacted).
- DPS have identified that the time and structures needed to integrate required stakeholder engagement is missing from our current school improvement processes and team structure.
- The intention of this effort is to codesign family & community engagement efforts that work in concert with continuous improvement timelines and directives across the district.

2. Purpose and logistics of conversation (be sure to schedule at least 3 conversations before our next session together):

- Utilize your personal and professional relationships to identify a diversity of individuals.
- Reach out to individuals that know and trust you, as this is the most important quality for having a meaningful and in-depth conversation (this is why we are scheduling one-on-one conversations with your friends, neighbors, co-workers, etc.).
- Reach out to participants as soon as possible, as it can take some time to get available time scheduled.
- Make sure you are meeting in ways, at times, and at places (if applicable) that are most convenient to your interviewees.

The following are some talking points to discuss the logistics of your conversation:

Communication to Participant:

- This is intended to be an informal conversation, so while we have some questions, we want to talk about the things that you feel are most important (**this is not a research project**).
- We will not include your name or identification, so all responses will be kept anonymous.
- Conversations will generally last between 30-45 minutes (depending on who you are talking to).

3. “Conversation Starter” Questions

Use the questions below to start and support your conversations. You do not need to ask every question but try to get to at least 4 of the questions you feel are important to ask.

(ask at least 4 of the following questions in your interviews):

- Describe an experience (doesn't have to be related to the school system) where you felt like your perspectives/opinions were listened to and made a difference? What about the experience made it feel like it was worth your time?
- Describe a time when you felt most supported as a parent/guardian. What specifically about that experience made you feel most supported?
- What would you consider to be the most difficult part of supporting a/your student? Why?
- Who or what do you rely on most for information about your child's school/about the school system generally? Why?
- What, if any, communication from your child's school has been most helpful? Why?
- What information about your child's school (including events, engagement opportunities, funding discussion, etc.) do you find most important? Why?
 - Given what you know now, what about your child's educational experience do you wish you would have known earlier? Why?
- What part of your child's educational experience would you most like to offer your perspectives/opinions on? Why?

Tips for your conversations

- ✓ The intent is to stimulate stories and ideas from the participant, not to get through the list of questions.
- ✓ Probe deeper (tell me more about that, what was that like for you, can you remember a time when...).
- ✓ Do allow for silence. Your participants may need time to think and reflect.
- ✓ Don't suggest answers to your questions. Absorb what participants say and how they say it.
- ✓ Just jot down the most important ideas/comments while talking – you do not need to have a full transcript of the conversation.

4. Capture & Synthesize

Take notes during your conversations, but do not let it take away from your conversation. You do not need to write down everything you hear, only the things you feel to be most interesting, important, or surprising. Follow your instincts on when to take more detailed notes and when to simply listen.

Synthesize

It's important to review and synthesize your notes/documentation as soon as possible (while it is most fresh). There are no hard and fast guidelines to synthesize your conversations.

After each interview, think about the stories and experiences that stuck out.

- **From your perspective, what would you say were the top 3 “headlines” from your conversations? What themes, insights, or questions do you feel would be most important to share with the group?**

You will be asked to share these take-aways with the group at our next session.



Interview Questions

- Describe an experience (doesn't have to be related to the school system) where you felt like your perspectives/opinions were listened to and made a difference? What about the experience made it feel like it was worth your time?
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